

CHAPTER - ONE

INTRODUCTION

1.1 General Background

A language is what the members of a particular society speak. It can be defined as a system of human communication. It is widely used means of communication through which we can express thoughts, feelings, emotions, opinions, ideas, desires, wants, necessities, expectations, intentions, perspectives, experience and so on. In the absence of language one cannot lead one's life smoothly. It is a unique property, which plays a vital role to differentiate human beings from other animals. It is the key to show our personality and the mirror of mind as well because the language that a person uses shows what goes inside his/her mind. Furthermore, language is an extremely complex and highly versatile code which is used as a means of human communication.

Its history starts from the time when the human civilization prevailed on the earth and when human beings used to live in small group. Since that time both human civilization and human language have been developing and changing continuously along with the time. Thus, language is as old as human race.

If we speak and communicate something to each other then that is verbal communication if we write and communicate then written communication. From this, it is clear that we can communicate in different ways. Therefore, communication is a broad term which incorporates all sorts of modes of communication; verbal and non-verbal communication. Human language is

used for verbal communication and used only by human being. It is, thus called species specific language. On the other hand, non-verbal communication indicates all modes of communication except verbal mode of communication. To make it clear non-verbal communication includes sign language, bird's language, zoo communication and so on. In this way, there are many modes of communication like aural, visual, olfactory, tactile and gustatory. However, linguistics involves only aural and visual modes of communication. Olfactory, tactile and gustatory modes of communication are the subject of semiotics. Consider the following definitions of language found in dictionaries and introductory textbooks:

According to Lyons (1970, p.3) "The principal systems of communication used by particular groups of human beings within particular society of which they are the members."

Likewise, Gimson (1974, p.3) defines 'A language is a system of conventional signals used for communication by a whole community'.

In the same way, Bhattarai (1994), defines language as;

Universal medium of conveying facts including complete thoughts, emotions and feelings of every day life. Language has enabled man to establish great civilization. Man differs from the other species on this earth only because she/he possesses a unique faculty of speech man expresses his personality through language (p.1).

Similarly Richards et al. (1999, p.191) define language as ".....the system of human communication which consists of the structural arrangement of sounds for their written representation into larger units, e.g. morphemes, words, sentences, utterances".

Every language is unique in its nature and complex structure; however, they share some common features with one another because every human being possesses a common heritage of vocal apparatus. It is true that everyone is born with a capacity to acquire at least one language and probably more than one. Therefore, linguistic knowledge in language teaching has great importance. A language teacher who knows more languages will have better performance on language teaching in a multilingual speech community like Nepal because learning a second or foreign language is shaped by facilitation or hindrance by the mother tongue of the learners.

1.1.1. The Linguistic Scenario in Nepal

Nepal is a multilingual, multicultural, multiracial and multi-religious country. It is a country of linguistic diversity. Though Nepal is a small country, it has been very fertile land for languages where more than 92 languages are identified and spoken (CBS Report 2002). Most of these living languages do not have their written scripts. These languages are classified in terms of their oral literacy tradition and orthography. The languages spoken in Nepal are divided into the following four groups.

According to Kansakar (1996) four language families. viz Tibeto Burman, (about 19 languages) Indo-European (15 languages), Austro-Asiatic/mund

(one language) and Dravidian (one language) are spoken. The detail is presented in appendix-2:

a) Indo European Family (15 languages)

This group includes the following languages:

Nepali	Awadhi
Hindi	Majhi
Maithili	Kumal
Bhojpuri	Durai
English	Rajbunshi
Marwadi	Dunuwar
Tharu	Bangali

b) Tibeto-Burmen Group (19 languages)

This group includes the following languages

Limbu	Tamang
Thakali	Bhote/Sherpa
Chepang	Jirel
Newari	Pahari
Gurung	Magar
Mache	Bhyangsi
Sunuwar	Lapche

Thami

Dhimal

C) Dravidian family (one language)

Jhangad is the only language of the Dravidian family, which is spoken on the province of Koshi River in the eastern region of Nepal.

D) Austro-Asiatic family (one language)

Satar is the only language of Astro- Asiatic group. It is spoken in the Jhapa district of eastern part of Nepal.

1.1.2 Relationship Between Language and Culture

Language is a social Phenomenon. It is possessed by human society which makes the sets of rules according to which the members of society cooperate and interact with each other. Socio-cultural norms and values, thoughts and conventions are preserved, nourished and inherited from generation to generation through language.

Culture is one of the social aspects which are reflected through the language of the community. Broadly speaking, language has complex and intimate relationship with other phases of culture e.g. mythology, rituals, religion and social institutions.

A language contains various terms which are specific to the culture of that speech community, such words are called cultural specific terms. For example, in Maithili culture, the word ' ram ram' used for taking leave plays a significant role to maintain the social relationship. They are emotive in nature, carry connotations, religious and are usually context bound.

Newmark (1970, p.219) says, "when a speech community focuses its attention on a particular topic (usually called cultural focus) it spawns plethora of words to designate its special language on terminology".

1.1.3 The English Language and its Significance in Nepal

English is Indo-European language. It is an international language in the sense that it is spoken all over the world. So it is also called international lingua-franca. More than 60% textbooks and print media are published in the English language. It is the most prestigious and widely used language. In many countries including Nepal, it is learned and taught as a second or foreign language.

In Nepal, English came into existence with the foundation of Durbar High School in 1854 A.D by the first Rana Prime Minister named Jang Bahadur Rana. On the basis of numbers of native speakers, English has got 64th rank in Nepal. The total number of speakers who speak English as a mother tongue is 1037 (CBS Report 2008). The importance of the English in Nepal is growing rapidly. It has occupied an important place even in the educational system of Nepal. Realizing the importance of the English language, the government of Nepal commissioned the curriculum designers to include English as a compulsory subject from primary to graduate level in 1971. Especially Nepal Educational System Planning (NESP) (1971) has brought revolutionary changes in the field of the English language teaching and learning. In the present context of Nepal, English is taught as a compulsory as well as optional subject up to higher education. The purpose of teaching English is to make the students able to adjust anywhere in the

world by understanding others and expressing their ideas, emotions and feelings.

In this age of globalization people have positive attitudes towards the English language because most of the books, news papers, journals in the world are published in this language. It is English through which non English communities have imported foreign intentions, ideas, culture, literature and modern technology from source communities. The importance of English for Nepalese students can be seen from the points given below:

- to participate in classroom interaction
- to study course materials and other related academic as well as professional matters.
- to read materials for pleasure and general information.
- to gain access to the world body of knowledge .
- to appreciate movies, plays, talks, radio and television programs.
- to keep themselves abreast of what is going around the world.
- to participate in international meetings, seminars, conference, etc.
- to communicate with foreigner given in general.
- to enhance their personality and carrier development.

1.1.4. An Introduction to the Maithili Language

Maithili belongs to Indo-European family of language. It is the second largest language of Nepal. It is also spoken in India widely. It has eighth position in India and in comparison among all the languages spoken in the

world, it has secured its status as the thirty seventh position (Mandal, 2002). Maithili speakers can be found in all parts of Nepal due to job and migration. According to Central Bureau of Statistics (CBS, 2001) Maithili is spoken by 2,797,582 (12.4%) in Nepal. There are about nine districts i.e. Morang, Sunsari, Sapatari, Siraha, Udaypur, Sarlahi, Rauthat Dhanusha and Mahotari where Maithili is spoken.

Among 92 languages spoken in Nepal, Maithili has great prestige in south-eastern plains known as the 'Terai' and the eastern and northern regions of the Bihar state of India. According to Bimal (1986), three scripts have been used for writing Maithili in Mithala like Devanagri, Tirhutta or Mithilakshar and Kaithi. Maithili has a long tradition of written literature both in Tirhut and Devanagri script. Great poet of the Maithili language, Vidyapati Thakur whose age is supposed to be hundred years prior to the age of Bhanubhakta, gave wide recognition to this language. No definite date can be determined as to from when Maithili began to be written in the Devanagri script.

According to Yadav (1999, p.3) "in the ancient time, Maithili was written in the Maithililakshar or Trihuta".

According to Mishra (1976, p.16), it was Colebrooke who for the first time named the language of Mithala as Maithili in 1801, although this language was then spelt as 'Mithelee' or 'Mythili'. It was Sir George Abraham Grierson, Irish linguist and civil servant, who finally and permanently, fixed the name of this language as Maithili with its present spelling in the early 1880s. He tirelessly researched Maithili folklore and wrote its grammar.

The serious interest in Maithili linguistics began in the early 1880s when Grierson, Rudolf and Hoernle published a series of scholarly books and papers in Maithili.

Today, Maithili is growing rapidly in the field of language teaching and learning, business, news papers, medias, ceremonies and rituals for purpose of Vedic Mantra by Brahmins and Kayasthas. Like other languages, Maithili language has also some dialects:

1.1.4.1 Some Dialects of the Maithili Language

Bantar
Barei
Barmeli
Kawar
Kisan
Kyabrat
Makrana
Musar
Sodri
Tati
Dehati

The prominent Nepalese linguists working in the Maithili language are namely Y.P Yadav, Ramawatar Yadav, and Subhadra Jha. In the recent context of Nepal, Maithili is being used in Primary schools as a medium of instruction in Maithili dominated area of Nepal. It is recognized as a distinct language and taught as a specialization subject in different universities like Tribhuwan University, Nepal, Purbanchal University, L.N. Mithila University in Darbhanga, Patna University, Calcutta University and Bhagalpur University in India. Comparative philology maintains that the languages are related to one another. Two languages are linked with one another would mean they are sister languages bearing from same mother

language. The detail is presented in appendix to show how languages are related to one another and where the Maithili language originates from.

There are some alternate names of Maithili (CBS 2001)

Apabhramsa, Maitali, Bihari, Maitili, Methali, Tirahutia, Tirhuti and Tirhutia

1.1.5 Language Functions

The function in the sense of language means the purpose for which we use an utterance or unit of language in the society. It means what we do through the use of language is its function. We communicate through the language. Therefore, communication is primary function of language. The function of language can also be found to be described as categories of behavior such as requesting, greeting, complementing, congratulating. A grammatical structure of language may have different functions and a function may be expressed using different grammatical forms.

Language functions can be broadly classified as grammatical and communicative functions. Grammatical function refers to the relationship of a constituent or word or phrase with other constituents in sentence.

According to Lyons (1970) there are three basic grammatical functions. For example.

He eats meat every Sunday in this sentence the constituent 'He' functions as subject, "eat meat" predicate and "every Sunday" adverbial. He says that subject and predicate are obligatory whereas adverbial is optional one in the sense that we can remove adverbial without changing the meaning of the sentence. On the other hand, communicative function refers to the ways in

which a language is used in a community. For e.g. *Congratulation on your success* is a communicative function which is used to congratulate people.

The language functions have been categorized differently by different linguists and scholars. Some of the classifications of language functions are as follows:

The classification of language functions by Richards are given below:

Language is often described as having three main functions: descriptive, expressive and social. The descriptive function of language is to convey factual information. This is the type of information which can be stated or denied and in some cases even tested, For example, the utterance. *It must be well bellow ten degrees outside*. The expressive function of language is to supply information about the speaker, his or her feelings, preferences, prejudices and past experiences, for example the utterance, *"I'm not inviting the Sandersons again"* may with appropriate intonation, show that the speaker did not like the Sandersons and that this is the reason for not inviting them again. The social function of language serves to establish and maintain social relations between people, for example, the utterance, - *will that be all Sir?*

Used by a waiter in a restaurant, signals a particular social relationship between the waiter and the guest. The waiter puts the guest in a higher role relationship.

Naturally, these functions overlap at times, particularly the expressive and the social functions. (Richards 1985, p 115).

Buhler classifies the language functions (as cited in Newmark 1988, p.50) into three types:

(a) The expressive function

In expressive function, the speaker, the writer or the originator uses the utterance to express his feelings irrespective of any response.

(b) Informative function

Informative function is also known as representation. The core of the informative function of language is external situation, the facts of a topic, reality outside language, including reported ideas or theories. Informative text is often standard: a textbook, a technical report, an article in a newspaper or a periodical, a scientific paper, a thesis, minutes or agenda of a meeting.

(c) The vocative function

The core of the vocative function of language is the readership, the addressee. Vocative texts are more often addressed to a readership than a reader. Vocative function is also known as conative, instrumental, opetative and pragmatic.

Halliday (1964) has classified the language functions as below:

A. Macro classification

The ideational function, the interpersonal function and the textual function

B. Micro classification

The instrumental function, the regulatory function, the interactional function, the personal function, the heuristic function, the imaginative function and the interactive function

In Jackobson's (1960) view there are six language function as emotive function conative function, referential function, phatic function, metalingual function and poetic function

In the same way, Wilkins (1976, p.44) classified language functions in different types as:

Judgement and evaluation, suasion, argument, rational enquiry and exposition, personal emotions and emotional relations

Finochiaro (1983) classified language functions in five different categories:

Personal, interpersonal, directive, referential, imaginative

Van, EK (1975) has also classified language functions into six different categories:

- i. Expressing and finding out intellectual attitudes: expressing and inquiring about agreement and disagreement, accepting or declining or offer or invitation, etc.
- ii. Imparting and seeking factual information: identifying, reporting, correcting, asking, etc.

- iii. Expressing and finding out emotional attitudes : pleasure or displeasure, surprise, hope, intention, etc
- iv. Expressing and finding out moral attitude apologizing, expressing approval or disapproval, etc.
- v. Getting things done : suggesting a course of action, addressing, proposing a toast, etc
- vi. Socializing: Greeting and leaving people, attracting attention, proposing a toast, etc.

1.1.5.1 Form Function Relations

Form refers to the physical shape and size of the language. Function is the purpose for which a particular sentence or utterance is used. Function is the performance of a particular utterance.

What language does is its function. In other words, what we can do through the use of language is its function. We can communicate through the use of language; therefore, communication is the overall global function of language. The function of language shows that one form may serve many different functions which will depend on a particular context. On the other hand, language function shows that the same function can be realized by many different forms.

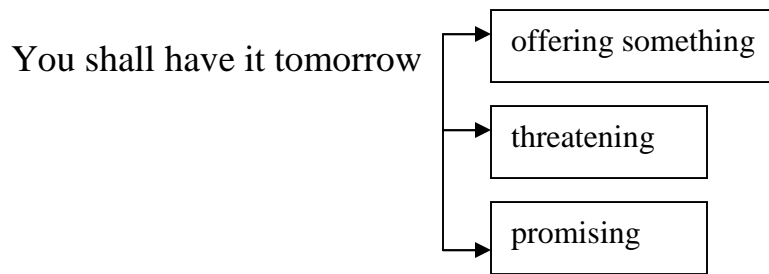
The form function relationship can be seen in different ways Rai (2003, p.9)

- a. One form serves one function
- b. One form may serve several functions
- c. Several forms may serve one function.

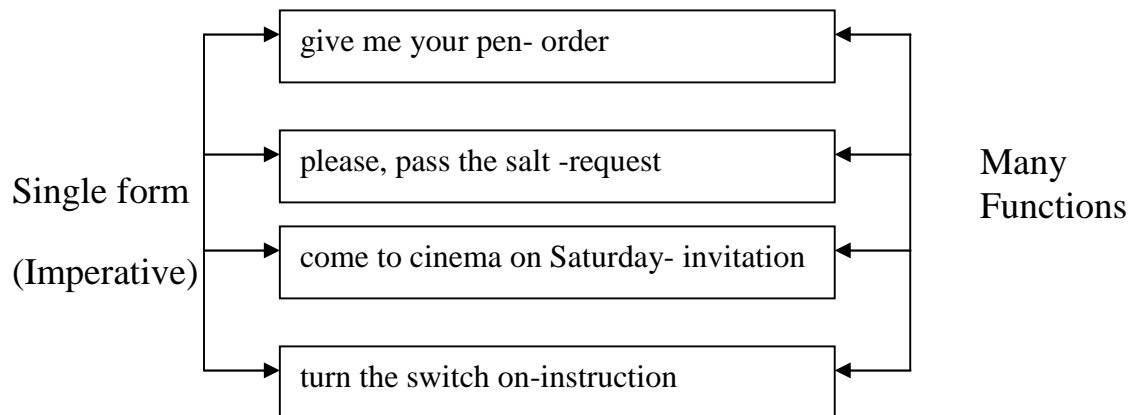
A. One form may serve one function

- i. Can I use your phone? (asking for a favor)
- ii. Let me carry your bag. (offering help)
- iii. I'm sorry. (making an apology)

B. One form may serve many functions



C. Several forms may serve one function



1.1.6. Forms of Giving, Accepting and Declining Suggestions

According to Advanced Learners' Dictionary (2006, p.1300) "Suggestion is an idea or a plan that you mention for else to think about." In other words, we can say that suggestion is an idea given by somebody to someone for

his/her betterment. The research work on 'Giving, Accepting and Declining Suggestions' which largely depends on the religion, culture, social norms, rules and linguistic convention of that language community age, sex, social class etc. The speakers of any language should express varieties of exponents for giving, accepting and declining suggestions to maintain good social relationship. They reflect the culture of a particular society.

Major forms of suggestions in English given by various author such as Matreyek (1983, p.125), Blundel et al. (1997, p.140) and Jones (1987, p.59) are:

1.1.6.1 Giving suggestions in English

- 1) I think you'd better start looking for a new job.
- 2) If I were you, I'd stop writing her.
- 3) It would probably be a good idea to send this by express mail.
- 4) Why don't you try calling her tonight ?
- 5) How about taking the bus instead of driving ?
- 6) Try ignoring her for awhile.
- 7) I'd say that you better quit the job now.
- 8) I suggest that we go out for a beer after the game
- 9) Let me suggest that we buy a new copier.
- 10) Shall we..... ?
- 11) You could leave it here and come with me to the nearest town ?
- 12) We might as well.

- 13) We might.
- 14) I know ! let's go to the sea side.
- 15) Let's.....
- 16) Let's, (Then) shall we ?
- 17) What about, (Then) ?
- 18) How about, (then) ?
- 19) I tell you what we'll.
- 20) We could always....., (then).
- 21) Fancy (then) ?
- 22) Why don't we..... (then) ?
- 23) Why do not we (then) ?
- 24) Come for a swim / go to the pictures.
- 25) then.
- 26) M ay I might I suggest, (then) ?
- 27) If I may/ might make a suggestion..... ?
- 28) Would you care to, (then) ?
- 29) You may /might like to.....
- 30) I suggest/prose.
- 31) I'd like to suggest/propose.
- 32) I should like to put forward a suggestion/proposal.
- 33) I was wondering if you'd ever thought of ?
- 34) Have you ever thought of ?

35) Don't you think it might be an idea to.....?

36) You could always.

Most of the above forms are in affirmative and some of them are in questions.

1.1.6.2 Accepting Suggestions in English

- i. It's o.k.
- ii. No problem.
- iii. That's a good idea.
- iv. I think.
- v. I agree with you.
- vi. I accept your suggestion.
- vii. I will do that.....
- viii. Thank you very much for that
- ix. it's all right
- x. Thank you.

1.1.6.3 Declining Suggestions in English

- i. I am sorry.
- ii. I can't do this.
- iii. I don't agree with you.
- iv. No, thanks.
- v. I don't accept your suggestion.
- vi. I object your suggestion.

- vii. No, it is not.
- viii. No.
- ix. I deny it.

1.1.7 Need and Importance of Contrastive Analysis (CA)

Contrastive analysis (CA) is a branch of applied linguistics which is sometimes called corelational analysis. Contrastive analysis is defined as the comparative study of the linguistic systems of two or more languages to find out similarities and differences between them. James (1980, p.135) defines CA as "A linguistic enterprise aimed at producing inverted i.e. contrastive and comparative two valued topologies (CA is always concerned with a pair of languages) and founded on the assumption that languages can be compared".

Contrastive analysis was developed and practiced in the late 1940s and so as an application of structural linguistics to language teaching. In contrastive analysis, usually, two languages are compared, one being the native language and the other being the target language of the students in consideration. Comparison can be made at various linguistic levels, for example, at phonological or the grammatical level. However, more specifically, contrastive analysis is looked upon as the field to carry out systematic study of similarities and differences of some of the characteristics as sounds in two or more languages.

The basic assumption of CA is also called the theoretical basis of CA or CA hypothesis. How contrastive analysis predicts learner's errors is CA hypothesis. The basic assumption of CA is that while the learner is learning

a second language he will tend to use his first language structure in his learning and where structures in his target language differ from his native language, he will commit an error. To put it in Lado's (1957, p.2) words:

We assume that the student who comes in contact with a foreign language finds some features of it quite easy and some others extremely difficult. Those elements that are similar to his native language will be simple to him and those that are different will be difficult.

CA is mainly important when a language is taught or learnt as a second language. It is very helpful in identifying the areas of difficulties in learning and errors in performance determining the areas, which the learners have to learn with greater emphasis and designing teaching learning materials for those particular areas that need more attention. CA is important from pedagogical point of view also. The language teachers, syllabus designers and textbook writers get benefits from the findings of CA.

1.1.7.1 Functions of Contrastive analysis

There are mainly two functions of contrastive analysis its functions as:

- a) A predictive device
- b) An explanatory tool

a) A Predictive Device

Contrastive analysis, as a predictive device is adopted to predict the areas of difficulty i.e. likely errors in learning certain languages by learners having

certain particular language background. To predict the likely errors to be committed by a particular group of learners in learning a particular language is regarded the primary function of contrastive analysis.

The work has implications to language teaching/learning by:

- i. Pointing the areas of difficulties in learning and errors in the performance.
- ii. Determine specific areas which the learners have to learn with greater emphasis.
- iii. Helping/assisting to design teaching learning materials for those particular areas that need more attention.

b) An Explanatory Tool

The function of CA as an explanatory tool is to explain the sources of errors in one's performance. The source as explained by CA is the L₁ interference. This is the secondary function of contrastive analysis.

The predictive and explanatory functions of CA described above are also called the function of 'application' and 'contribution' respectively. There are two views on contrastive analysis regarding the questions of its functions. They are known as strong and weak version of contrastive analysis. In its strong version, CA is believed to serve both predictive and explanatory functions. That is to say, CA is supposed to have ability to predict the areas of difficulty and also to explain the sources of errors in one's performance.

In its weak version, CA is believed to serve only explanatory but not predictive function that is to say, CA is regarded to have secondary function but not primary one.

1.2. Review of the Related Literature

Review of literature means reviewing research studies on relevant proposition in the related area of the study so that all the past studies, their conclusions and deficiencies may be known and further research can be conducted. When I studied the list of theses conducted in the Department of English Education, I came to know that many researches have been carried out on comparative study of language functions. Some of them are as follows:

Pandey (1997) carried out a research on "A comparative study of apologies between English and Nepali". He found that English people are more apologetic than Nepali people and Nepali speakers use more apologetic forms than English people. He also found that women are more apologetic than male counter parts in both English and Nepali languages.

Kattel (2001) carried out a research entitled "A comparative study on term of Address used by English and Nepali". He found that addressing people is easier in English than Nepali since Nepali has more addressive forms where as English has few.

Chapagain (2002) carried out a research entitled 'Request forms in English and Nepali languages. A comparative study' She found that English people are more polite than Nepali and she also found that 68% of English and 22% Nepali speakers used direct requests.

Khanal (2004) accomplished a research entitled 'A comparative study on the forms of address of Tharu and English language'. He concluded that most of the Kinship terms can be used in addressing people in Tharu but only a few kinship terms can be used as addressing forms in English.

Subba (2007) has carried out a research on "Terms of greeting and taking leave used in English and Limbu languages a comparative study." He wanted to find out terms of greetings and taking leave used in Limbu language and to compare those in relation to English terms. He found that Limbu speakers are more polite /formal than English speakers in terms of greeting and taking leave.

Tembe (2007) has done a study entitled 'A Comparative Study of Apologies between English and Limbu'. The main objectives of this study were to list the different forms of apologies in Limbu and compare and contrast Limbu apologies with English. The researcher found that the respondents were more apologetic but less concerned for the repairs of the situations both in English and Limbu. Native culture was obviously the dominating factor in the use of apologies. In case of Limbu apologies they are split into two forms; real apologies and context specific apologies. It has been found from the study that English people express more apologies than Limbu people. Besides, the gravity of apology seems to depend on the situations rather than the relationship between the interlocutors in case of English whereas it depends on the relationship between the interlocutors in case of Limbu. Apart from these, this study also concludes that the English language has more apologetic terms to express than the Limbus language has women excel their male counterparts in the expression of apologies in both languages.

Kalwar (2008) has carried out research on "comparative study on forms of suggestion in English and Bhojpuri". He found that there are less forms of suggestion in English and Bhojpuri for asking for suggestions than offering suggestions and he also concluded that no forms are found in the imperative

sentence for asking for suggestion in English but 5.76% forms are found in Bhojpuri.

Lamichhane (2008) has carried out a research on "Comparative study of the forms condolence, compliment and sympathy in English and Nepali". He found that, in the relationship among friends, the majority of the English speakers (i.e. 50%) used highly formal forms whereas the majority of the Nepali speakers (i.e. 60%) use temperate forms while expressing condolence only 2% English and 5% Nepali speakers used highly formal forms, 67% English and 46% Nepali speakers used temperate forms and the speakers of both English and Nepali do not use any highly formal forms of sympathy, but 48% English and 63% Nepali speakers used temperate forms while expressing sympathy.

Chapagain (2009) has carried out a research on 'Giving and following command in the English and Nepali languages. She concluded that English responses are found more polite among all the relationships compared to the Nepali language for giving and following commands. She also found that female are more polite than their male counterparts in the Nepali language for giving and following commands.

Some researches have been carried out between the English and Maithili languages which are as follows:

Karn (2005) has carried out a research on "A Comparative Study of the terms of address in the Maithili and English languages." She concluded that most of the Kinship terms of Maithili are used in addressing people but only a few kinship terms is used as address terms in English.

Mandal (2008) accomplished a research entitled "A comparative study on kinship terms of English and Maithili" He found that the English language does not make distinction between elder and younger kinship relationship. But the Maithili speaker makes this distinction by using the forms Badhka/chhotka or Badhki/chhotki to show one's elder or younger.

Yadav (2008) has carried our research on "comparative study on expressing likes and dislike in Maithili and English". He found that English people use more formal term to expressing likes and dislike than Maithili he also concluded that exponents of expressing like and dislikes of Maithili are more than English.

Although, many researches have been carried out in comparing different feajtures of two languages this study is different in the sense that no study has yet been done on giving accepting and declining suggestions between English and Maithili Languages. Thus, this study is a new venture in itself.

1.3 Objectives of the Study

The objectives of the research were as follows:

- i. To identify the forms of giving, accepting and declining suggestions in the Maithili language.
- ii. To compare the forms of giving, accepting and declining suggestions in English and Maithili
- iii. To point out some pedagogical implications.

1.4 Significance of the Study

Even if many researches have been carried out on language functions, not any research has yet been carried out on giving, accepting and declining suggestions in Maithili. So, it is the first research on comparative study on "Giving, accepting and declining suggestions in English and Maithili."

The findings of this study will be significant for the prospective researchers on the Maithatli language, anthropologist, linguists, curriculum designers, subject experts, language trainers, textbook writers, teachers, students and for all those people who are interested in learning the Maithili language.

CHAPTER TWO

METHODOLOGY

Methodology is a vital element of a research work. So, it is designed in such a way which helps to carry out the study more systematically and scientifically. The following methodology was adopted in the research in order to fulfill the objectives.

2.1 Sources of Data

In this study both primary and secondary sources were used for the collection of data.

2.1.1 Primary Sources of Data

The primary sources of the data were the native speakers of the Maithili language of Hempur and Jamujniya VDCs of Sarlahi from whom the researcher collected the required data for the research.

2.1.2. Secondary Sources of Data

The secondary sources for this research were related books, e.g.

Van Ek (1975), Jones (1981), Finnochiaro and Brumfit (1983), Matreyek (1983), Blundell et al. (1997), journals, articles, magazines, the theses approved in the Department of English Education, T.U. and many other types of researches.

2.2 Population of the study

Sixty native speakers of Maithili of VDC Hempur and Jamuniya were the population of the study.

2.3 Sampling Procedure

The sample size of the study consisted of 60 native speakers of Maithili speech community in Sarlahi district who were sampled by simple random sampling procedure i.e. Fish bowl drawing technique. Out of 60, 30 were male and 30 were female and all were S.L.C pass.

2.4 Tools for Data Collection

For the purpose of data collection, the researcher employed questionnaires and structured interview for the Maithili language speakers. The questionnaires were prepared for giving, accepting and declining suggestions in different situations. Some situations were selected from Matreyek (1983), Blundell et al. (1997) and most of the situations were created by the researcher himself.

2.5 Process of Data Collection

To collect the data, the researcher visited the native speakers of Maithili of Hempur and Jamuniya VDCs in Sarlahi district. Then the given stepwise procedures were followed in order to collect required information.

- i. First of all the researcher went to the field and established rapport and introduced to the authority.

- ii. The purposes and processes were explained to the authority.
- iii. Sixty informants were selected through simple random sampling i.e. fish bowl drawing technique.
- iv. The permission was taken to carry out the research.
- v. The time was fixed in order to collect the data.
- vi. The questionnaires were distributed to the informants.
- vii. The filled questionnaires were collected
- viii. The filled questionnaires were analyzed and interpreted
- ix. Finally, findings of the study were presented along with the pedagogical implication

2.6 Limitations of the Study

The study was restricted in the following ways:

- i. The study was limited to comparison between English and Maithili forms of Giving, Accepting and Declining Suggestion.
- ii. The research was confined to only Maithili native speakers of Hempur and Jamuniya VDCs from Sarlahi district.
- iii. The research was limited to only sixty informants.
- iv. The research was limited to a set of questionnaire and structured interview.
- v. The study was based on language functions; Giving, Accepting and Declining suggestions to compare the forms of giving, accepting and declining suggestions in English and Maithli.
- vi. To point out some pedagogical implications.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter consists of English and Maithili forms of Giving, Accepting and Declining suggestions and analysis and interpretation of data obtained from primary and secondary sources. The Maithili forms for giving, accepting and declining suggestions were collected from primary sources of data and English forms were taken from secondary sources only.

All the forms of suggestions of English were tabulated on the basis of number, sentence use and frequent used sentences were also analyzed.

3.1 Forms of Suggestions in Maithili

3.1.1 Giving Suggestions in Maithili

1	kyamps pt ^h aebta nik rahat (to send campus is good)	1	tiusan pad ^h ab ta t ^h ik rahat (you read tuition)
2	tas k ^h elnai band karu (stop playing card)	2	P ^h ohar pani pinai k ^h arab bat achi (drinking dirty water is bad things)
3	kahe ke cahici (want to say)	3	aisn niti cha:hi (such policy want)
4	hamar sarkar rahit ta (There would be my government)	4	ham salah deichi (Suggestion give)
5	em e me edmisan lebe ke parat (take admission in M.A.)	5	ham anurodh Karaichi (I request)
6	pad ^h a:i karu	6	apne ke salah debe ke ca:hi

	(read)		(you should give suggestion)
7	aisn niti banabe ke parat (such policy should be made that)	7	salahdebe cahic ^h i (want to give suggestion)
8	dahej roke bala niam banau (make rule to stop Dowery)	8	puc ^h eke cahic ^h i (ask want that)
9	agar ham rahti tab (if I were ..then)	9	kharab kam na kareke ca:hi (not do bad things)
10	bahut kharab rahat (very bad things become)	10	upca:karaila se kaisn hoet? (how will be treatment)
11	cak bo:d prayog kareke kosis karu: (Try to use chalk board)	11	awsar bhetat (opportunity get)
12	isku:l pathau (send school)	12	ji:wan sudha:ru (life improve)
13	jarur jau (certainly go)	13	pa: ni safa...piu (clean....drink water)
14	band karu (To stop)	14	khub padhu (study more)
15	mehanat karake parat (have to do labour)	15	khele ke sata pad ^h un (study instead of playing)
16	jaldi pahunca: det (send quickly)	16	ac ^h a: niam ba na:u (make right rule)

3.1.2 Accepting Suggestions in Maithili

1	t ^h ik achi (it's ok)	1	swikar karaic ^h i (I agree)
2	hotai (ok)	2	sahmat c ^h i (I accept)
3	buj ^h geli (understood)	3	nik la:gl (very good)
4	d ^h anyabad (thank)	4	bad khush chi (I am happy)
5	ham karab (I do)	5	ja :rahachi (going)
6	ac ^h a la:gal (like)	6	ham c ^h odev (I leave)
7	manjur chi (agree I)	7	pat ^h aeb (send)

3.1.3 Declining Suggestions in Maithili

1) asahmat chi 'not agree'	2) nai 'no'
3) salah.....apne rakhu; 'your suggestions for you'	4) salah nai ca:hi 'suggestion not need'
5) ac ^h a: salah nai vel 'good suggestion not'	6) man nai pral 'don't like'

7) nik nai lagal 'not good'	8) aswikar kraic ^h i 'reject'
9) ra:ji nai chi 'agree not'	10) sahmt nai c ^h i 'agree not'
11) 'nai sunab' 'not listen'	12) samj ^h abe nai parat suggestion not to give

3.2 Comparison Between English and Maithili forms of suggestions

3.2.1 Comparison on the Basis of Number

Chart No. 1

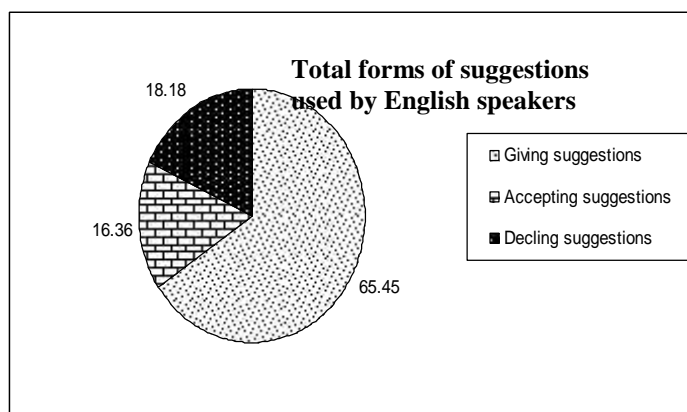
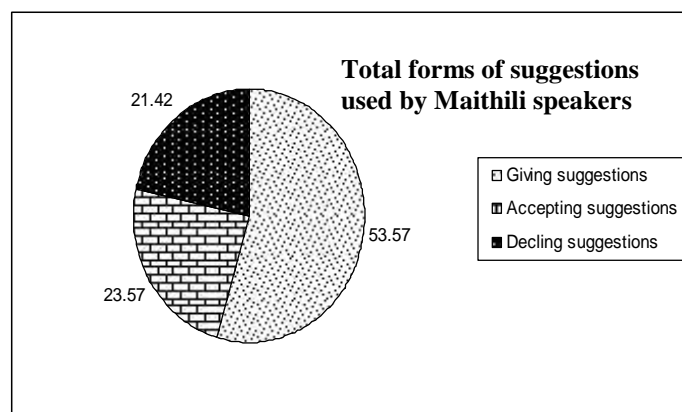


Chart No. 2



The above pie charts show that there are more forms in both English and Maithili for giving suggestions than for accepting and declining suggestions but in both languages they differ in degrees. Out of 55 forms in English 36

were found for giving suggestions, 10 were found for accepting suggestions and 9 were found for declining suggestions.

Out of 58 forms in Maithili, 32 were found for giving suggestions, 14 were found for accepting suggestions and 12 were found for declining suggestions further, it was also concluded that there are more forms of suggestions in Maithili than English as a whole.

3.2.2 Comparison on the Basis of Frequently Used Forms of Suggestions

Table No . 1

Frequent Forms for Giving Suggestions

Giving suggestion	forms	Sentence number	Total	%
English	let.....	9,5,16	3	8.33
	If?	2,27	2	5.55
	why don't	3,22	2	
	other...	.....	.....	.....
Maithili	ca:hi (want..?)	5,6,12,14,1 6	5	15.62
	rahat 'be'	1,2	2	6.25
	karu 'do'	3,11,21,27	4	12.5
	other...	.....	.....	.....

The table above shows that for giving suggestions in English the forms like ‘Let...’8.33%, ‘if’5.55% and why don’t ...? 5.55% are used more frequently. In Maithili for giving suggestions the forms ‘ca:hi’ (want)..? 15.62% ‘rahat’(be)...6.25% and ‘karu’(do) 12.5% are used more frequently.

Frequent Forms for Accepting Suggestions

Table No . 2

Accepting suggestion	Forms	Sentence number	total	%
English	thank	8,10	2	20%
	other	.....	.....	.....
Maithili	chi	2,8,10,13	4	28.57
	lagal	6,11	2	14.28%
	Other....	.....	.....	.....

The table above shows that for accepting suggestions in English the exponent like ‘thank’...20% is used more. In Maithili for accepting suggestions the exponents like ‘chi’ (be).....28.57% and la:gl (like)....14.28% are used more.

Frequent Forms for Declining Suggestions

Table No . 3

Giving suggestions	Forms	Sentence number	total	%
English	No	4,7,8	3	33.33%
	Don't	3,5	2	22.22%
	other	.....	.....	.....
Maithili	Nai(not)	2,4,5,6,7,8,9,10,11,12	9	75
	Others	.....	.....	.....

The table above shows that declining suggestions in English. The exponents like 'no'.....33.33% and don't....22.22% are used more. In Maithili for declining suggestions the exponent like nai (No).....is used more.

CHAPTER - FOUR

FINDINGS AND RECCOMENDATIONS

The main purpose of this research was to list and compare the terms of giving, accepting and declining suggestions in the English and Maithili languages.

For this purpose the researcher prepared a questionnaire schedule having 20 items of the Maithili language. English forms of suggestions were taken from Matryek (1983, p.125), Blundell et al. (1977, p.140) and Jones (1987, p.59). For Maithili terms of suggestions, questionnaire schedules were distributed to 60 informants. Among them 30 informants were from Jamuniya VDC and 30 informants were from Hempur VDC. All informants were S.L.C. pass. They were selected by simple random sampling procedure.

After collecting the data the analysis and interpretation was made by using a simple statistical tool of percentage. The data were analyzed interpreted on the basis of number and sentence use. Furthermore, frequent forms for giving accepting and declining suggestins were recorded and interpreted.

4.1 Findings

On the basis of the analysis and interpretation of the data, the finding of the study can be summarized in the following points:

- 1) Fifty eight forms of suggestion in Maithili were found.
- 2) Out of 58 forms of suggestions in Maithili 32 were found for giving suggestions.
- 3) Out of 58 forms of suggestions in Maithili, 14 were found for accepting suggestions and 12 for declining suggestions.
- 4) Fifty five forms of suggestions in English were found.

- 5) Out of 55 forms of suggestions in English, 36 were found for giving suggestions.
- 6) Out of 55 forms of suggestion in English 10 were found for accepting suggestions and 9 were found for declining suggestions
- 7) There are the least forms of suggestions in English and Maithili for accepting and declining suggestions than giving suggestions but both differ in different degrees.
- 8) There are the least forms of giving suggestions in Maithili than the English language but both differ in different degrees.
- 9) There are less forms of giving, accepting and declining suggestions in the English than Maithili languages.
- 10) In Maithili more frequent terms for giving , accepting and declining suggestions are ca:hi(want) , rahat(be), karu(do), chi(be), lagl (like) and nai(no) more frequently used.
- 11) In English more frequent forms for giving, accepting and declining suggestions are let, if, why don't...? thank..... And, no don't more frequently used.

4.2 Recommendations

On the basis of findings, the researcher has attempted to find out some suggestions for teaching giving, accepting and declining suggestions which would be beneficial for teacher, student and learners of the English and Maithili languages.

4.2.1 Recommendations for Maithili Learners of English

- a) Teacher and Student of Maithili should know 58 forms of suggestions of Maithili.

- b) Maithili learners of English should be acquainted with the fact that there are 32 terms for giving suggestions, 14 forms for accepting suggestions and 12 forms for declining suggestions.
- c) Maithili learners of English should be acquainted with the fact that there are more forms of giving suggestions than accepting and declining suggestions in Maithili.
- d) Maithili learners of English should get more practice on more frequent forms for giving ca:hi (want), rahat (be), karu (do), accepting chi (be) la:gl (like) and declining nai (no) suggestions.
- e) Maithili textbook writers should prepare the books with more exercises which make the students more active in practice.

4.2.2 Recommendations for English Learners of Maithili

- (a) Teacher and student of English should know 55 forms of suggestions in English.
- (b) English learners of Maithili should be acquainted with the fact that there are 36 forms for giving suggestions, 10 forms for accepting suggestions and 9 forms for declining suggestions in English.
- (c) English learners of Maithili should be acquainted with the fact that there are more forms for giving suggestions than accepting and declining suggestions in English.
- (d) English learners of Maithili should get more practice on more frequent forms for giving (let..., if, why don't.....), accepting thank and declining no, don't suggestion.
- (e) The teacher should introduce the different forms of giving, accepting and declining suggestions proposed by Matreyek (1983), Blunddell et al. (1997) and Jones (1981) and create suitable situations of each of them and practice.

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Appendix - 1

Questionnaire (प्रश्नावली)

हम त्रिभुवन विश्वविद्यालय अन्तर्गत शिक्षा शास्त्र अंग्रेजी विभागक शोधरत छात्र छी । हम आदरनिय गुरु आइन डा. अन्जना भट्टाराइ के मातदतमे मैथलीभाषामे नीचा उल्लेखित सम्बन्धितके सम्बन्धमे खोज तलास कऽ रहलछी । अपने सवसे आशा अछि जे अपने लोकनि प्रश्नक उत्तर दऽ कऽ हमरा सहयोग करव ।

I am student of Department of English education in Tribhuwan University, I am going to conduct my research work entitled "Forms of Giving, Accepting and Declining suggestions in English and Maithili" under the guidance of respected teacher Reader Dr. Anjana Bhattarai. I hope you would help me by giving answer of the following questions:

Name (उत्तर देनिहारके नम थर):.....	शोधकर्ता (researcher)
Address (ठेगाना):.....	Jay Prakash Ray
Age (उमेर):.....	M.Ed. English
Nationality (राष्ट्रियता):.....	T.U. Kirtipur, Kathmandu.
Academic qualification (शैक्षिक योग्यता) :.....	
Sex (लिङ्ग) F/M (महिला/पुरुष):.....	

कृपया निम्न लिखित अवस्थामे सल्लाह कैसे देव, दोसरके सल्लाह स्वीकार कैसे करव और अस्वीकार कैसे करव लिखु :

Please write down responses, how do you Give, Accept and Decline suggestions in the following situations:

1. In your family, daughters are not allowed to go to campus for further study. How do you suggest your parents to send them in campus?

(आँहाके परिवारमे, लडकी सवके क्याम्पस पढावेके मना करैत अछि । अपने माय बाबु कै लडकी सवके क्याम्पस पढावेके कैसे समझएव ?)

Giving suggestion (सल्लाह देव वखत):

.....

Your parents accepting suggestion (आँहाके मायवावु सलाह स्वीकार करैत वखत) :

.....

.....

Your parents declining suggestion (आँहाके मायवावु सलाह अस्वीकार करैत वखत)

.....

२. आहाँके भाइ शिक्षा शास्त्र संकाय अन्तर्गत अंग्रजी विषयमे स्नातकोत्तर करेके चाह रहलअछि लेकिन अपने उनका मानविकी संकाय से करेके चाह रहलअछि तव अपने ओकरा कि सल्लाह देव ?

Your brother wants to study M.Ed in English but you want that he will study M.A in English then how do you suggest him?

Giving suggestion (सल्लाह देवे वखत) :

.....

Your brother accepting suggestion (आँहाके भाई सलाह स्वीकार करैत काल):

.....

Your brother declining suggestion (आँहाके भाई सलाह अस्वीकार करैत काल) :

.....

3. Your sister is very weak in English subject. So you suggest her to improve English.

(आँहाके बहिन अंग्रेजी विषयमे बड कमजोर अछि । अपने पढाइ मे सुधार करेकेलेल सल्लाह दु :)

.....

Giving suggestion (सलाह देव वखत)

.....

Your sister accepting suggestion (आँहाके बहिन सलाह स्वीकार करैत वखत)

.....

Your sister declining suggestion (आँहाके बहिन सलाह अस्वीकार करैत वखत)

.....

4. Your father is sick for 6 months but he doesn't want to go to hospital. How do you suggest him ?

आहाँको बाबुजी छे महिनासे विमार छथ हुन असपताल जाएके लेल नइ मानिछथ उनका अपने उनका सल्लाह दु :

Giving suggestion (सल्लाह देव वखत) :

.....

Your father accepting suggestion (आँहाके बाबुजी सलाह स्वीकार करैत वखत):

.....

Your father declining suggestions (आँहाके बाबुजी सलाह अस्वीकार करैत वखत)

.....

5. In your society, there is casts discrimination. How do you suggest people of your society?

(आँहाके समाजमे जातीय भेदभाव अछि । अपने समाजके लोकन सबके कि सल्लाह देवै ?)

Giving suggestion (सल्लाह देवै वखत) :

.....

.....

People of your society accepting suggestions (अपने समाजके लोकन सलाह स्वीकार करैत वखत) :

.....

People of your society declining suggestions (अपने समाजके लोकन सलाह अस्वीकार करैत वखत)

.....

.....

6. You know that there is no quality education in government school. So what suggestion you want to give your uncle to send his son in private school?

(आहाँके अवगत अछि, कि सरकारी विद्यालयके गुणस्तर खस्कल अछि । आहाँ अपने चचाके बेटाके प्रयायभेट स्कूलमे पढावेके लेल कि सल्लाव देवै) :

Giving suggestion (सल्लाह देवे वखत)

.....

Your uncle accepting (आहाँके चचाके स्वीकार करैत वखत)

.....

Your uncle declining (आहाँके चचाके अस्वीकार करैत वखत)

7. Your son trapped in bad company of card players. So how do you suggest him?

(आँहाके बेटा तास खेलेवाला गलत लडकाके संगै फसगेल अछि, अपने ओकरा कि सल्लाह देव ?)

Giving suggestion - सल्लाह देवे वखत)

.....

Your son accepting (आँहाके बेटा सलाह स्वीकार करैत वखत)

.....

Your son declining (आँहाके बेटा सलाह अस्वीकार करैत वखत)

.....

8. Your daughter is studying in Tribhuwan University, Kirtipur but there is great problem of drinking fresh water. What do you tell her?

(आँहँके बेटी त्रिभुवन विश्वविद्यालय किर्तिपुर मेपढ रहल अछि । उहाँ ताजा पानीके वडका समस्या अछि । अपने ओकरा कि कहे चाहैछि) ?

Giving suggestion (सल्लाह देवे वखत) :

.....

Your daughter accepting suggestion (आँहाके बेटी सल्लाहस्वीकार करैत वखत):

.....

Your daughter declining suggestion (आँहाके बेटी सल्लाह अस्वीकार करैत वखत) :

.....

9. Your friend has fifteen days holiday of winter vocation. What do you tell him to pass vacation ?

(आँहाको साथीके पन्ध्रदिनके जाढा: विदा मिलल अछि । अपने ओकरा छुटी वितावे केलेल कि कहे चाहैछि ?

Giving suggestion (सल्लाह देवे वखत)

.....

Your friend accepting suggestions (आँहाके साथी सलाह स्वीकार करैत वखत):

.....

Your friend declining suggestion (आँहाके साथी सल्लाह अस्वीकार करैत वखत)

.....

10. In your society, people send only their son to school but not daughters. What do you tell them?

(आँहाके समाजमे खाली लडकाके इस्कूल पठवइत अछि, लेकिन लडकीके नइ पठवइत अछि। अपने उनका सबके कैसे सम्भएव ?

Giving suggestion (सल्लाह देवे वखत):

.....

People of your society accepting suggestion (आँहाके समाज सलाह स्वीकार करैत वखत):

.....

People of your society declining suggestion (आँहाके समाज सलाह अस्वीकार करैत वखत):

.....

11. Your friend is going to visit Manakamna but he is in dilemma to go by bus or Micro-bus. What do you tell him?

(आँहाके साथी मनोकामना दर्शन करे जा रहल अछि। लेकिन उ दोधारमे अछि कि वससे जाएव कि माइक्रो वस से। आहाँ ओकरा कि सल्लाह देवे चाहैछि ?)

Giving suggestion (सल्लाह देवे वखत)

.....

Your friend accepting suggestion (आँहाके साथी सल्लाह स्वीकार करैत वखत):

Your friend declining suggestion (आहाँके साथी सल्लाह अस्वीकार करैत वखत):

.....

12. You are a teacher of primary school. One boy always come with dirty uniform. How do you suggest him?

(आँहा एक प्राथमिक विद्यालयके मास्टर छि । अपने के इस्कूल के एक लडका हरेक दिन फोहर ड्रेस लगाके अवइत अछि । ओकरा अपने कि सल्लाह देवे चाहैछि ?)

Giving suggestion (सल्लाह देवे वखत)

.....

One boy accepting suggestions (एक लडका सल्लाह स्वीकार करैत वखत): .

.....

One boy declining suggestion (एक लडका सल्लाह अस्वीकार करैत वखत)

.....

13. Your son is always going cinema hall instead of going school. How do you suggest him ?

(आँहाको बेटा सवदिन इस्कूल जाएके बदला फिल्म हौलमे जाइत अछि । अपने ओकरा कैसे सम्झाएव ?)

Giving suggestion (सल्लाह देवे वखत)

.....

Your son accepting suggestion (आँहाके बेटा सल्लाह स्वीकार करैत बखत)

.....

Your son declinig suggestion (आँहाके बेटा सल्लाह अस्वीकार करैत बखत)

14. Your son has bad habbit of smoking cigarette. What do you tell him ?

(आँहाके बेटा के पास सिकरेट पिएके खराब लत लागल अछि । अपने ओकरा कि कहे चाहैछि ?

Giving suggestion (सल्लाह देवे बखत)

.....

Your son accepting suggestion (आँहाके बेटा सल्लाह स्वीकार करैत बखत)

.....

Your son declining suggestion (आँहाके बेटा सल्लाह अस्वीकार करैत बखत)

.....

15. In your society, girl gives birth of child below twenty years old. How do you suggest them ?

(आहाँ सबके समाजमे २० वर्ष उमेरसे कम उमेरके लडकि सव बच्चाके जन्म देइत अछि । अपने ओहन लडकि सवके कि सल्लाह देवै ?)

Giving suggestion (सल्लाह देवे बखत)

.....

Your society accepting suggestion (आँहाके समाज सल्लाह स्वीकार करैत वखत)

.....

Your society declining suggestion (आँहाके समाज सल्लाह अस्वीकार करैत वखत

.....

15. Your brother is 25 years old and got job in well established bank but he is still unmarried. What suggestion you want to give him?

(आँहाके भाइ २५ वर्षके और उनका अच्छा बैङ्कमे जागिर भेटल अछि लेकिन अभितक अविवाहित अछि । अपने ओकरा कि सल्लाह देवे चाहैछि ?

Giving suggestion (सल्लाह देवे वखत):

.....

Your brother accepting suggestion (आँहाके भाइ सल्लाह स्वीकार करैत वखत):

.....

Your brother declining suggestion (आँहाके भाइ सल्लाह अस्वीकार करैत वखत):

.....

16. Your sister is very weak in her physical condition. What do you want to suggest her?

(आँहाके दिदीके शारिरीक अवस्था बहुत कमजोर अछि । अपने उनका स्वास्थ्यमे सुधारके लेल कि सल्लाह देवे चाहैछि ?)

Giving suggestion (सल्लाह देवे वखत)

.....

Your sister accepting suggestion (आँहाके दिदी स्वीकार करैत वखत):

.....

Your sister declining suggestion (आँहाके दिदी अस्वीकार करैत वखत):

.....

18. In government primary school, teacher teaches in the classroom without help of chalk and board. How do you suggest such teachers?

(सरकारी प्राथमिक विद्यालय मे शिक्षक सब विद्यार्थी सबके विना चक आ बोर्ड से पढवइत अछि । आहाँ ओइसन शिक्षक सक्के कि सल्लाह देवै ?

Giving suggestion (सल्लाह देवे वखत)

.....

Your teacher accepting suggestion (शिक्षक सल्लाह स्वीकर करैत वखत)

.....

Your teacher declining suggestion (शिक्षक सल्लाह अस्वीकार करैत वखत)

.....

19. Your mother is suffering from fever for seven days. How do you suggest her for treatment?

(अपने के माइ सात दिनसे बुखारसे विमार छथ । अपने उनका इलाज के लेल कि सल्लाह देवै ?)

Giving suggestion (सल्लाह देवे वखत) :

.....

Your mother accepting (अपने के माइ स्वीकार करैत वखत) :

.....
Your mother declining (अपने के माइ अस्वीकार करैत वखत) :

.....

20. In your society dowry system is increasing day by day, to control this problem, how do you suggest policy maker of the country?

(समाजमे दहेज प्रथा दिन पर दिन बढ़ते जा रहल अछि । अपने दहेजके नियन्त्रन करेके खातिर देशके निती निर्मात के कि सल्लाह देवे चाहैछी ?)

Giving suggestion (सललाह देवे वखत) :

.....

Policy maker accepting (निती निर्मात स्वीकार करैत वखत)

.....

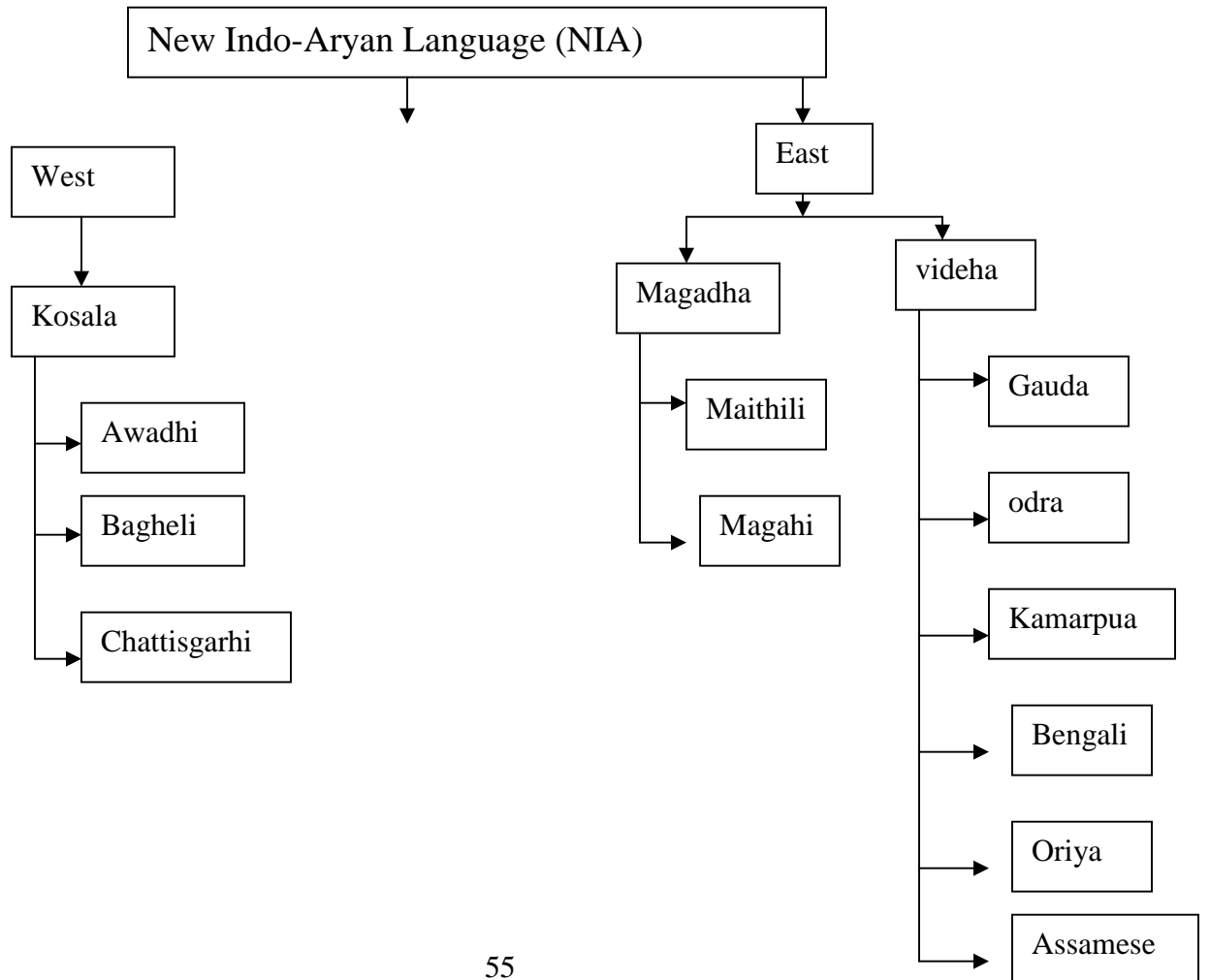
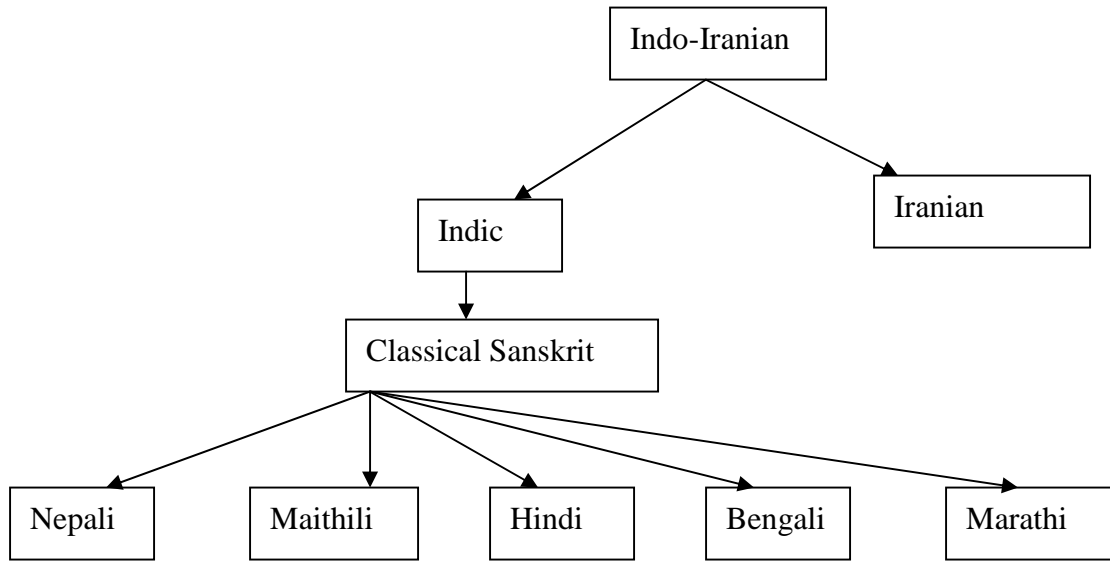
Policy maker declining (निती निर्मात अस्वीकार करैत वखत)

.....

Thank you for kind co-operation

सहयोगकलेल धन्यवाद !

Appendix - 2



APPENDIX - III

Total Response in Maithili

TNF: Total number of form

TNR: Total number of response

TNO: Total number of occurrence

NOTE: above abbreviations are researcher's own creations.

Total Responses given by Maithili Speakers for giving Suggestion

S.No.	Q.N. 1	TNO
1	लडकाके सरह लडकी क्यामपस पठाउ	16
2	लडका से बेसी लडकी मायवावुके सेवा करत	3
3	..... अपने सब लडकीके कमजोर ठनइछि	1
4	लडका लडकी सब कुछमे आइकाल बराबर अछि	4
5	लडका लडकी एक समान अछि	5
6	अभिके जमानामे लडका लडकीमे भेदभाव नइकरवाक चाहि	8
7	लडका लडकी दुनु इश्वरके वनाएल अछि	5
8	भेदभाव नइ करवसे कहु	2
9	..... पठाएव त भविष्य निक रहत	8
10	..... भेदभाव नइ करके लडकी के भि क्यामपस पठाउ	1
11	..... क्यामपस पठाएव से कहु	1
12	..... एक रथके चक्का अछि ... दुनुके क्यामपस पठावेके चाहि	1
13	..... कोइ फरक नइ अचिछ । लडकीके भि क्यामपस पठाउ	4
14	भेदभाव नइ करव से कहु	4
15	आँहासव लडका लडकी विच भेदभाव करइछि	2

Note: TNF = 15 and TNR 60

S.N	Q.No. 2	TNO
1	अपने सब एम. ए. पढव त नोकरी तरन्त भेट जाएत	15
2	....पढलासे विषय वस्तुके बहुत ज्ञान होएत	8
3	....एम.ए.के स्कोप अधिक अछि	6
4	पढलासे भविष्य उज्ज्वल होएत	5
5	....पढलासे बहुत विभागमे जासकइछि	9
6	....पढलासे जागिरके समभावना अछि	7
7	.....पढवत काज करेके अवसर भेटत	6
8	.....बहुत जग जागिर भेटत	1
9	..... मे एडमिसन लिउ	3

Note: TNF = 9 and TNR 60

S.N.	Q.N.3	TNO
1	आँहाके अंग्रजी विषयमे कडा मेहनत करेके परत	17
2	.....विषयके टियुसन लेवेके परत	8
3	.....और विषयके तुलनामे खुब पढु	9
4	.....नियमित रूपसे अंग्रजी विषयपर ध्यान दिऔ	10
5	.....कुछ बेसी समय देवेके परत	5
6	.....कडा मेहनत करेके परत	3
7	.....थप क्लास लेवेके परत	4
8	.....के कोचिड करेके परत	4

Note: TNF = 8 and TNR 60

S.No.	Q.N. 4	TNO
1	वावुजी अपने विर होस्पिटलमे इलाज कराउ	6
2	..... निक डाक्टरसे एकवार उपचार कराउ	4
3	..... इलाज करावे जल्दी चलु	3
4	..... अच्छा डाक्टरसे देखाउ	9
5	..... अच्छा डाक्टरसे दिखाउ न त विमारी और वढजाएत	8
6	..... दिनपरदिन और विमार परल जाइछि	2
7	.....एकवार अच्छा डाक्टरसे सल्लाह लेल जाओ	2

8	.....हमरा साथ चलु, अच्छा डाक्टरसे दिखादेव	10
9	..... अस्पताल जाउ, डाक्टर जाँच करत दवाइ देत	5
10	..... निक डाक्टरसे इलाज करावे परत	4
11	..... इलाज कराउ	3
12	..... इलाज नइ कराएवत विमार और भजाएव	4

Note: TNF = 12 and TNR 60

S.No.	Q.N. 5	TNO
1	अपने सव सुनु, कोइ जात उच निच नइ अछि	7
2	..... जातिय भेदभाव नइ करु	3
3	..... भेदभाव नइ करवाक चाहि	9
4	..... सव आदमी समान अछि	6
5	..... जात भातके वात वन्द करव	4
6	सव आदमी मिलके जातिय भेदभाव करनाइ छोइदु	8
7	सव जात समान अछि । भेदभाव रहत त समाज अगाडी नइ वढत	2
8	जातिय भेदभाव कानुनके विपरित अछि	3
9	सव आदमीके खुन समान अछि	8
10	संसारमे सव आदमीके निर्माण एकही प्रकियासे होएके कारण जातिय भेदभाव नइ करवाक चाहि	2
11	हमसवके जातिय भेदभाव नइ करवाक चाहि	2
12	सवजात वरावर अछि, एइकेलेल अपने सव भेदभाव नइ करु	6

Note: TNF = 12 and TNR 60

S.No.	Q.N. 6	TNO
1	अपने प्राइभेट विद्यालयमे एडमिसन करा दिऔ	8
2	सरकारी विद्यालयमे पढाइ निक नइ होइत अछि	4
3	चचाजी, हमरा भाइके कोइ निक बोर्डिङमे नाम लिखादु	2
4	..... विद्यालयमे नाम मात्रके पढाइ होइत अछि	5
5	..... विद्यालयमे पढाइ वड कमजोर अछि	4
6	.. अपनेके मालुम अछि सरकारी विद्यालयमे पढाइ निक नइ होइत अछि	2
7	..... विद्यालयमे शिक्षक सव नइ पढवइत अछि	4
8	..... शिक्षक शिक्षिका वड अनुपस्थित रहित अछि	8
9	..... वच्चा सवके पढाइ विगड जाइत अछि	2
10 पढलासे वच्चा के पढाइ विगड जाएत	8
11 विद्यालयके पढाइ वड खस्कल अछि	6

12 विद्यालयमे वच्चाके भविष्य विगड जाएत	7
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Note: TNF = 12 and TNR 60

S.No.	Q.N. 7	TNO
1	तास खेलेवाला आदमी वदमास भजाइत अछि	5
2 संगत मुख लोग मात्र करइत अछि	3
3	होशियार आदमी तास नइ खेलत	5
4	गलत लडकाके साथ संगत नइ करवाक चाहि	5
5	तास खेललासे जीवन वर्वाद भजाइछइ	4
6	.....खेलेवाला आदमी भविष्यमे वडका नइ वन सकइत अछि	2
7	.....खेललासे आदमी विगड जाइत अछि	3
8	गलत लडकाके संगत कएलासे आदमी विगड जाइत अछि	3
9	तास खेललासे किछ नइ भेटत	10
11	.....खेलनाइ जुवा खेलनाइ वरावर अछि तै लके तास छोडके पढाइ करु	3
12	..... खेलनाइ बुद्धिमान लोगके काम नइ अछि	3
13	होशियार वनेके हैत तास खेलेवाला लडकाके संग छोडदु	5
14	वुरवक लोक मात्र तास खेलइत अछि	3
15	तास खेलनाइ ठिक वात नइ अछि	5
16	तास खेलेवाला आदमी खराव होइत अछि	1

Note: TNF = 16and TNR 60

S.No.	Q.N. 8	TNO
1	तु खव दिन पानी फिल्टर करके पिहे	15
2	वेटी, आँहा पानी गरम कके पिअव	5
3	..... कभिभी फोहर पानी नइ पिहा	3
4	..... सव दिन सफा पानी पिहे	7
5	..... कोठा पानीके सुविधा वाला जग्गमे राखव	4
6	.....स्वास्थ्य रहनाइ सवसे वडका चिज अछि	12
7	.....फोहर पानी नइ पिवाक चाहि	4
8	..... पानी पिलासे आदमी विमार पर जाइत अछि	3
9	..... कभिभी सफा पानी पिवाक चाहि	4
10	.....फोहर पानी पिलासे विमार पडर जाएव	3

Note: TNF = 10 and TNR 60

S.No.	Q.N. 9	TNO
1	विदा वितावेके लेल मनोकामना घुमे जाएके परत	6
2	दोस्त विदामे पटना घुमे जाएके परल	5
3	छुटी वितावे लेल इन्डिया जाएके परत	6
4	पन्ध्र दिनके विदा मामा गाम जाके वितावे परल	8
5	..... समय वितावे लेल लुम्बिनी घुमे जाएके परल	4
6	.....वितावे लेल आँहा बाहर जाएव त ठीक रहत	9
7	.....पास करेकेलेल दिदी कहाँ जाएके परत	7
8	..... घुमेके जाएके परल	6
9	..... मे कोइ निक जग्ग जाएके परल	3
10	अपने बाहर जाउ	6

Note: TNF = 10 and TNR 60

S.No.	Q.N. 10	TNO
1	लडका लडकी मायवावुके लेल बरावर अछि	4
2	..... मे भेदभाव नइ करु	1
3	..... दुनु स्कुल नपठाएव त आँहा सव भविष्यमे पछताएव	2
4	..... कोइ फरक नइ अछि	3
5	शिक्षा लडका लडकी दुनुके देवके चाहि	14
6	..... दुनुके वरावर पढेके अधिकार अछि	8
7	अपने सव लडका लडकी दुनुके स्कुल मे पठाउ	7
8	लडकाके तरह लडकीके भि स्कुल पठावेके चाहि	9
9	..... समान अछि । ताही हेतु भेदभाव नइ राइखके लडकी के स्कुल पठाउ	4
10	शिक्षा पनाइ लडका लडकी दुनुके अधिकार अछि	8

Note: TNF = 10 and TNR 60

S.No.	Q.N. 11	TNO
1	आँहा वससे जाएव त सस्ता खर्च परत	8
2	अपने माइको वससे जाउ	9
3	..... वससे गेलासे ठीक रहत	8
4	..... वससे जाउ	6
5	माइको वससे गेलासे अपने सुरक्षित रहव	5
6	..... वससे निक माइको वससे गेलामे ठीक रहत	6
7	..... माइको वससे जाउ । माइको वस तुरुन्त पुगा देत	9
8	माइको वससे भिडभाड कम रहत	3
9	माइको वस जल्दी पहुचा देत	2
10	..... वससे भाडा कम परत, अपने वससे जाउ	3
11	..... माइको वस अरामदायिक होएत	1

Note: TNF = 11 and TNR 60

S.No.	Q.N. 12	TNO
1	फोहर ड्रेसमे आदमी विमार पर जाइछइ	8
2	..... स्कूल नइ आवेके चाहि	15
3	..... से शरीरमे खराव गन्ध रहत	9
4	..... मे आवत कक्षामे प्रवेश नइ करे देव	2
5	..... लगाके आवत पिटाइ करव	2
6	काइलसे तोरा कलासमे छिरे नइ देव	1
7	..... ड्रेससे लडका सवके रोग लागसकेके सम्भावना रहित अछि	8
8	..... ड्रेसमे आदमी विमार भजाइत अछि	15

Note: TNF = 8 and TNR 60

S.No.	Q.N. 13	TNO
1	पढेके समयमे फिल्म देखनाइ खराव वात अछि	11
2	सिनेमा जनाइ ठिक वात नइ अछि	5
3	पढेके बदला सिनेमा देखेवाला के जीवन वर्वाद भजाइछइ	6
4	..... पढाइ छोडके सिनेमा जनाइ ठीक वात नइ भेल	7
5	..... देखे वाला आदमी काइल वदमास भजाइछइ	4
6	स्कूलके सट्टा फिल्म हौलमे जाएवला आदमी वडका नइ वन सकइत अछि	8

7	हम सिनेमा देखेवालाके मन नइ परवइछि	3
8	..... जाएवाला काम हमरा निक नइ लगल	6
9	..... देखनाइ खराव वात अछि	4
10	..... देखेवाला आदमी खराव भजाइ छइ	3
11	..... पढेके समय सिनेमा नइ जाएक चाहि	3

Note: TNF = 11 and TNR 60

S.No.	Q.N. 14	TNO
1	धुम्रपान करके चिज नइ अछि	11
2	..... कएलसे भयंकर रोग लगइत अछि	8
3	..... से क्यानसर लागेके डर अछि	5
4	..... से बहुत रडके रोग लाग सकइत अछि	7
5	..... कएलासे भयंकर रोग लागेके सम्भावना रहित अछि	3
6	.....करनाइ स्वास्थ्यके लेल हानिकारक अछि	10
7	..... केकरो करेके चिज नइ अछि	9
8	..... कएलासे श्वासप्रश्वास सम्बन्धि रोग लगइत अछि	3
9	..... करनाइ खराव काम अछि	2
10	..... करनाइ अच्छा वात नइ अछि	2

Note: TNF = 10 and TNR 60

S.No.	Q.N. 15	TNO
1	२० वर्षसे कममे वच्चा जन्मावे से माय वच्चा दुनु खतरामे रहित अछि	9
2	..... उमेरमे जन्म नइ देवेके चाहि	7
3	..... वच्चा जन्मएलासे माय वच्चा दुनुके मरेके सम्भावना रहित अछि	6
4	..... वच्चा मरेके डर बहुत होएत	4
5	..... वच्चा जन्मनाइ खराव वात अछि	3
6	..... ठिक वात नइ अछि	2
7	..... वच्चाके जन्म देनाइ नियमके विपरित अछि	4
8	..... वच्चाके जन्म देलासे माइके जीवन खतरामे रहित अछि	2
9	..... वच्चा नइ जन्मावेके चाहि	11
10	..... वच्चा नइ जन्माएवत त वच्चा स्वास्थ्य होएत	5
11	..... वच्चाके जन्म देनाइ खतरानाक अछि	7

Note: TNF = 11 and TNR 60

S.No.	Q.N. 16	TNO
1	आँहा जल्दीसे विवाह करलु	7
2	..... जल्दीसे विवाह करव त ठीक रहत	4
3	..... निक वैकमे जागिर अछि, तु विवाह करला	9
4	..... समय पर विवाह कएलासे ठिक रहत	8
5	..... पैर पर खार भगेली, अपने तुरुन्त विवाह करु	10
6	मायवावुके चिन्ता अछि कि आँहाँके विवाह करदी	4
7	..... तुरुन्त विवाहके लेल लडकीके तलास करु	7
8	..... पैसा कमा रहलछि । अच्छा लडकीसे विवाह करु	3
9	..... विवाह कएलासे ठीक रहत	2
10	..... समयमे करवाक चाहि	6

Note: TNF = 10 and TNR 60

S.No.	Q.N. 17	TNO
1	अपने शरीरपर दयान हु	9
2	..... मास, मछली अधिक खाएके सोचु	6
3	..... खानामे पौष्टिक आहारके प्रयोग करु	4
4	..... शरीर दिन पर दिन कमजोर होइत जारहलछि	5
5	..... सन्तुलित भोजनके सेवन करु	5
6	..... कमजोर होएलाके कारण डाइट पर ध्यान दिऔ	3
7	..... वड कमजोर छि, पौष्टिक आहार खाउ	4
8	..... शाररीक हष्टपुष्ट होनाइ सबसे वडका चिज अछि	4
9	शाररीक कमजोर होनाइ ठिक वात नइ अछि	3
10	..... जुस पिएके वानी बनाउ	2
11	..... अपना शरीरपर ध्यान दिउ	7
12	..... शरीरपर गौर करु	4
13	..... मास, मछली खाएके शुरु करु	4

Note: TNF = 13 and TNR 60

S.No.	Q.N. 18	TNO
1	सर चकवोर्ड प्रयोग कके पढाउ	7
2	..... प्रयोग कएलासे विद्यार्थी निकसे पढाइ बुझत	7
3	सरकारी विद्यालयमे चकवोर्ड प्रयोग करके पढाउ	7
4	विना चकवोर्ड पढाइ कएलासे फाइदा नइ भेत	4

5	..... पढाइ प्रभावकारी नइ भेत	6
6	..... नइ पढावेके चाहि	5
7	..... प्रयोग करके पढाइ कएल जाओ	4
8	..... महत्वपूर्ण स्थान अछि	3
9	..... एकदम जरुरी अछि	5
10	..... कएलासे विद्यार्थी निकसे नइ बुझ सकइत अछि	4
11	..... कोइ महत्व नइ अछि	2
12	..... प्रयोग कइलासे विद्यार्थी जल्दी बुझत	4
13	..... कएलासे पढाइ प्रभावकारी होएत	2

Note: TNF = 13 and TNR 60

S.No.	Q.N. 19	TNO
1	माइजी अपने एकवार अच्छा डाक्टरसे दिखाउ	6
2	..... जल्दीसे इलाज कराउ	4
3	..... समयपर दवाई खाउ	5
4	..... उपचारके लेल जल्दी अस्पताल जाएके परल	2
5	..... निक डाक्टरसे दिखाउ	8
6	..... उपचारके लेल जल्दी जाएके परल	2
7	..... निक डाक्टरसे इलाज कराउ	8
8	विना डाक्टरके दिखइलासे वोखार ठीक नइ होएत	3
9	..... वोखार दिन पर दिन बढ़ते जा रहल अछि	3
10	..... वोखार बढ़ रहल अछि । अपने डाक्टरसे जल्दी देखाउ	3
11	..... इलाज करावे वाहर चलु	9
12	..... अपने समय पर निक डाक्टरसे चेकअप कराउ	4
13	..... निक डाक्टरसे दिखावेके सल्लाह देइछि	3

Note: TNF = 13 and TNR 60

S.No.	Q.N. 20	TNO
1	दहेज प्रथा अन्त करेलेल कडा नियम बनावे परत	5
2	..... अन्त करनाइ जरूरत अछि	7
3	..... संविधानमे कडा नियम बनाउ	6
4	..... करेलेल समाजमे जन चेतना फैलाउ	8
5	सब मिलके दहेज प्रथाके अन्त करेके परत	7
6	..... प्रथा पर कडा विरोध करेके परल	5
7	..... अनुरोध अछि कि दहेजके विरोधमे कडा नियम बनाउ	4
8	..... पारलियामेन्टमे कडा नियम बनावेके चाहि	5
9	..... संविधानमे दहेज लेवेवलापर कडा करवाहीके लेल नियम बनाउ	3
10	..... दहेज प्रथाके अन्त कराउ	4
11	..... दहेजके अन्त करु	3
12	..... बनाएल नियम कर््यानवयन होएके चाहि	3

Note: TNF = 12 and TNR 60

Total Responses given by Maithili Speakers for Accepting Suggestion

S.No.	Q.N. 1	TNO
1	ठीक अछि । हम सब लडका लडकी दुनुके क्यामपस पठाएव	5
2	हम सब सहमत छि	6
3	ठिक अछि	7
4	..... सल्लाह हम स्वीकार करइछि	9
5	..... सल्लाह हम सब मानव	7
6	..... सल्लाह वमोजीम चलव	3
7	..... लडकी सबके क्यामपस पठाएव	8
8	..... सकारात्मक छि	3
9	..... सल्लाह हम सब मानलेली	3
10	..... दुनुके काइलसे क्यामपस पठाएव	6
11	..... सल्लाह मानके, आजसे ही क्यामपस पठाएव	3

Note: TNF = 11 and TNR 60

S.No.	Q.N. 2	TNO
1	हम एम. ए. पढव	11
2	..... सल्लाह वमोजिम हम एम.ए.मे एडमिसन लेव	4
3	ठिक अछि	9
4	हम एम. ए. मे एडमिसन लेव	2
5	..... भर्ना कराएव	6
6	..... सल्लाह वड निक लागल	3
7	.....सल्लाह वमोजिम संकाय बदललेव	3
8	.....विचारसे सहमत छि	5
9	..... सल्लाह से सहमत छि	3
10	..... एडमिसन लेवे जारहलछि	4
11	..... संकाय बदलेके लेल सोच रहलछि	6
12	..... हम आँहाके सल्लाह स्वीकार करइछि	4

Note: TNF = 12 and TNR 60

S.N.	Q.N. 3	TNO
1	हम अंग्रेजी विषयमे कडा मेहनत करव	9
2	पढाइमे अधिक समय देव	7
3	हम टियुसन पढव	8
4	..... सल्लाहसे सहमत छि	5

5	..... कोचिडमे एडमिसन करालेव	5
6	..... अंग्रेजी खुव पढव	6
7	..... मेहनत करेलेल तयार छि	7
8	होतइ, हम ध्यान देव	3
9	हम कोचिडके लेल सहमत छि	4
10	एइके लेल कोइ अच्छा उपाय बताउ	3
11	ठिक अछि	3

Note: TNF - 11 and TNO - 60

S.No.	Q.N. 4	TNO
1	हम इलाज कराएव	15
2	..... सल्लाह वड निक लागल	6
3	हम जाएव	4
4	आँहा जैसन कहव ओइसन करव	4
5	ठिक अछि । हमरा निक डाक्टरसे देखादु	6
6	..... इलाज करावे लेल सहमत छि	5
7	..... काइल जाके दिखा लेव	5
8	..... डाक्टरके खोजि मि छि	6
9	..... निक डाक्टरसे दिखावे जाएव	5
10	..... अच्छा डाक्टरसे दिखावे चाह रहल छि	4

Note: TNF = 10 and TNR 60

S.No.	Q.N. 5	TNO
1	हम सव मिलके जातिय भेदभाव अन्त करव	5
2	..... बुभुगेली	12
3	... जातिय भेदभाव नइ करव	5
4	..... आँहासे सहमत छि	6
5	समाजमे हम सव मिलके जातिय भेदभाव अन्त करव	4
6	.....जात भातके वात बन्द करदेली	3
7	.....भेदभाव रोकेके लेल तयार छि	4
8	..... सल्लाह देवेके लेल धन्यवाद	2
9	..... सहमत छि	2
10	.....सल्लाह वड निक अछि	2
11	..... जातिय भेदभाव हमहु नइ चाहै छि	3
12	..... सल्लाह वड निक लागल	5

13	अपने हमरा सवके आँख खोल्देली	1
14	हम सव भेदभाव बन्द करब	3
15	ठिक अछि	3

Note: TNF = 15 and TNR 60

S.No.	Q.N. 6	TNO
1	हम प्राइभेट विद्यालय खोजव	15
2	हम नाम लिखादेव	3
3	..... करादेव	2
4	..... वेटाके प्राइभेट स्कूलमे पठाएव	3
5	हम अपना वेटाके नाम निक बोर्डिड स्कूलमे कराएव	3
6	.....वातसे सहमत छि	6
7	.....स्कूलमे अपना वेटाके पठाएव	4
8	..... प्राइभेट स्कूलके खोजिमे छि	4
9	..... प्राइभेट बोर्डिडमे एडमिसन करादेव	2
10	.....बुभगेली	5
11	..... वड बुद्धियार भगेली	2
12	..... स्कूलके तलास करव	4
13	..... सल्लाह वड निक लागल	5
14	ठिक अछि	2

Note: TNF = 14 and TNR 60

S.N.	Q.N 7	TNO
1	अपने के सल्लाह वड निक लागल	3
2	अपने के सल्लाह वड निक लागल	3
3	..... तास खेलेवाला लडकाके संग छोडदे	12
4	ठिक अछि	5
5	..... तास नइ खेलव	9
6	..... लडकाके संग छोडदेव	6
7	.....काइलसे तास खेलनाइ छोडदेव	6
8	..... सहमत छि	5
9	..... ठिक अछि, हम पढाइपर ध्यान देव	2

10	आँहाजे कहव हम सेही करव	5
11	काइलसे ओकरा संग नइ जाएव	4

Note: TNF = 11 and TNR 60

S.No.	Q.N 8	TNO
1	हम पानी गरम करके पिअव	7
2	..... पानीमे पियुष राखके पिएछि	4
3	होतइ	4
4	..... सहमत छि	6
5	.....अपनेके सल्लाह से सहमत छि	5
6	.....सब दिन सफा पानी पिअव	4
7	...पानी नइ रहला पर वोतलके पानी किनके पिएछि	4
8	..... हम पिअव	4
9	..... गरम करके पानी पिएछि	5
10	.....पानी फिल्टर करके पिएछि	14
11	. वावुजी, हमरा लेल अपनेके चिन्ता नइ करे परत	3

Note: TNF = 11 and TNR 60

S.No.	Q.N. 9	TNO
1	अपने के सल्लाह वड निक लागल	5
2	..... वाहर जाएव	6
3	ठिक अछि	7
4	..... अपनेके सलाहसे सहमत छि	3
5	..... विचार कर रहलछि	11
6	..... वाहर जाएके लेल सोच रहलछि	9
7	सल्लाहके लेल बहुत बहुत धन्यवाद	4
8	..... विदामे पढाइ करवइ	3
9	हमहु वाहर जाएके लेल सहमत छि	4
10	हम आँहाके सल्लाह मानलेली	2
11	..... इन्डिया जाएके लेल तयारी छि	3
12	ममा गाम जाएके परलै	2
13	छुट्टी वितावेलेल किछ, नकिछ, सोचेके परल	1

Note: TNF = 13 and TNR 60

S.No.	Q.N. 10	TNO
1	अपने हमरा सवके आँइख खोलदेली	4
2	हम सव बुभ गेली	5
3	छोडदेव	3
4	..... भेदभाव नइ करव	4
5	..... सल्लाहसे सहमत छि	6
6	..... सल्लाह निक लागल	8
7	लडकी सवके स्कुल पठाएव	4
8	..... सव समभगेली	5
9	अच्छा सल्लाहके लेल धन्यवाद	3
10	..... काइलसे लडकी सवके क्यामपस पठाएव	5
11	ठिक अछि	4
12	समय समय पर हमरा सवके अच्छा सल्लाह देव	2
13	निश्चित रुपसे काइलसे हम सव स्कुल पठाइव	3
14	आँहाके सल्लाह पर विचार कके हम लडकीके स्कुल पठाएव	2

Note: TNF = 14 and TNR 60

S.No.	Q.N.11	TNO
1	हम वससे जाएव	10
2	हमरा सल्लाह निक लागल	4
3	..... माइको वससे जाएव	10
4	..... सल्लाह वमोजिम हम वससे जाएव	9
5	..... वससे ही जाएला चाहैछि	5
6	ठिक अछि	4
7	हम जाएव	3
8	सल्लाहके लेल बहुत बहुत धन्यवाद	5
9	..... माइको वससे ही जाएव	6
10	ठिक अछि । हम माइको वससे जाएव	4

Note: TNF = 10 and TNR 60

S.No.	Q.N.12	TNO
1	हम सफा ड्रेस लगाएव	7
2	होतइ सर, हम ड्रेस सफा करके आएव	4
3	होतइ सर, हम ड्रेस सफा करके आएव	13

4	..... काइलसे सफा ड्रेसमे आएव	8
5	..... फोहर ड्रेस बदलके आएव	8
6	..... सफा करके आएव	6
7	..... फोहर ड्रेसमे नइ आएव	5
8	..... अपनेके सल्लाह वड निक लागल	5
9	..... अपनेके सल्लाह वड निक लागल	1
10	ठिक अछि	3

Note: TNF = 10 and TNR 60

S.No.	Q.N. 13	TNO
1	हम फिल्म देखनाइ छोडदेव	12
2	हम अपनेके विचारसे सहमत छि	2
3	..... सिनेमा देखे नइ जाएव	2
4	..... छोडदेव	4
5	..... सिनेमा नइ देखव	3
6	..... गलतीके महसुस भगेल	5
7	..... काइलसे फिल्म होल जनाइ छोडदेव	7
8	..... पढेमे ध्यान देव	5
9	..... काइलसे सिनेमा नइ जाएव	6
10	..... गलती कर रहलछि से हमरा महसुस भगेल अछि	4
11	..... सिनेमा जाएवाला काम वन्द करव	4
12	..... काइलसे सब दिन पढे जाएव	5
13	..... जाएवाला संगत छोडदेली	3

Note: TNF = 13 and TNR 60

S.No.	Q.N. 14	TNO
1	हम धुम्रपान नइ करव	10
2	..... सल्लाह मानव	3
3	..... सहमत छि	6
4	..... आँहासे सहमत छि	8
5 धुम्रपान करनाइ छोडदेव	7
6	ठिक अछि । धुम्रपान नइ करव	5
7 धुम्रपान छोडदेव	11
8 ठिक बात कहली	6

9 सल्लाह से हम धुम्रपान नइ करव	4
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Note: TNF = 9 and TNR 60

S.No.	Q.N. 15	TNO
1	एइसन सल्लाहके धन्यवाद	4
2	ठिक अछि	3
3	हम सब समभगेली	8
4 सल्लाह निक लागल	10
5	निक सल्लाह के लेल धन्यवाद	4
6	..... २० वर्षसे कम उमेरमे वच्चा नइ जन्मायव	6
7	..... आँइख खुलगेल	7
8	..... हमरा सबके ठिक लागल	2
9	..... कम उमेरमे वच्चा नइ जन्मावे लेल सबके सम्भाएव	4
10	एइ मामलामे हम सब सतर्क भगेली	3
11	..... सल्लाहसे सहमत छि	5
12	आँहा ठिक बात कहली	4

Note: TNF = 12 and TNR 60

S.No.	Q.N 16	TNO
1	हम विवाह करव	8
2	..... सोचव	3
3	..... सल्लाह स्वीकार करइछि	4
4	..... निक लागल	6
5	..... विवाह के लेल राजि छि	7
6	..... लडकीके तलासमे छि	5
7	..... विचारसे प्रभावित छि	4
8	..... विचार करव	9
9	ठिक अछि	4
10	..... सादीके लेल सोच रहलछि	3
11	..... विवाह करेलेल प्रयास करव	1
12	..... विवाह करेलेल प्रयास करव	6

Note: TNF = 12 and TNR 60

S.No.	Q.N.17	TNO
1	हम शरीरपर ध्यान देव	5
2	..... आँहाके वातसे सहमत छि	9
3	..... मास, मछली खाएव	5
4	..... सल्लाह पर सहमत छि	7
5	कमजोरी पर हमरो शंका लगइत अछि	8
6	..... मास, मछली खाएके बहुत जल्दी शुरु करव	3
7	..... अपना शरीरपर ध्यान देव	2
8	..... अपनेसे सहमत छि	6
9	..... सल्लाह वड निक लागल	5
10	..... सल्लाहके लेल बहुत बहुत धन्यवाद	3
11	..... पौष्टिक आहार पर ध्यान देव	7

Note: TNF = 11 and TNR 60

S.No.	Q.N.18	TNO
1	हम चर्कवोर्ड प्रयोग करव	6
2	ठिक अछि	4
3	..... काइलसे चकवोर्ड प्रयोग करके पढाइ करव	14
4	..... हम पढाएव	5
5	..... अपनेसे सहमत छि	6
6	..... सल्लाह ठीक लागल	5
7	..... सहमत छि	7
8	..... धन्यवाद	3
9	..... सल्लाह मानलेली	6
10	..... चिन्ता नइ करु, हम चकवोर्ड सहारासे पढाएव	4

Note: TNF = 10 and TNR 60

S.No.	Q.N.19	TNO
1	हम इलाज कराएव	8
2	हम चलव	3
3	..... निक डाक्टरसे दिखावे चाहैछि	10
4	..... एक दुइ दिनमे दिखावे जाएव	5

5	..... सल्लाह मानव	4
6	..... डाक्टरसे दिखावे चलव	9
7	ठिक अछि	6
8	..... वाहर दिखावे चाह रहलछि	4
9	..... निक डाक्टरसे दिखादा	5
10	..... जल्दी लेचलु	3
11	..... डाक्टरसे सल्लाह लेव	1
12	..... समय पर दवाइ खाइछि	2

Note: TNF = 12 and TNR 60

S.No.	Q.N. 20	TNO
1	हम आँहाके विचारसे सहमत छि	7
2	..... अपने सवसे सहमत छि	11
3	हम करव	4
4	..... सल्लाहसे हम वड खुशछि	8
5	..... प्रयास करव	10
6	..... शिक्षा पर जोड देव	3
7	दहेज लेवेवाला पर कडा करवाहीके लेल अवाज उठाएव	6
8	..... कडा करवाहीके लेल नियम बनाएव	2
9	..... सल्लाह वड निक लागल	4
10	..... सल्लाह वमोजिम नियम बनाएव	3
11	..... ध्यान देव	1
12	ठिक अछि	1

Note: TNF = 12 and TNR 60

Total Responses given by Maithili Speakers for Declining Suggestion

S.No.	Q.N. 1	TNO
1	हमरा सल्लाह निक नइ लागल	10
2	नइ । हम सब लडकी के क्यामपस नइ पठाएव	8
3	लडकी दोसरके घरके चिज अछि	1
4	नइ चाहि हमरा सबके सलाह	10
5	..... सल्लाह नइ चाहि	2
6	..... नइ पढाएव	6
7	ठिक नइ अछि	3
8	लडकी सबके क्यामपस नइ पठावेके चाहि	2
9	..... असहमत छि	4
10	..... सल्लाह नइ चाहि	2
11	नइ	3
12	..... अपनेके बात नइ मानव	2
13	आँहाके सल्लाह अस्वीकार करइछि	1
14	..... आँहा वड ज्ञानी भगेली	1
15	एइसन सल्लाहके जरूरत नइ अछि	2
16	..... पठावेसे लडकी विगड जाइत अछि	3

Note: TNF = 16 and TNR 60

S.No.	Q.N. 2	TNO
1	सल्लाह ठिक नइ लागल	8
2	..... एम.ए. नइ पढव	13
3	..... सल्लाहसे असहमत छि	3
4	..... सल्लाहसे सहमत नइ छि	4
5	नाइ हम एम.एड पढव	3
6	सल्लाह हमरा नइ चाहि	6
7	..... एम. ए. मे एडमिसन नइ लेव	5
8	.....एम.ए. करे नइ चाहैछि	6
9	एइसन सल्लाह हमरा नइ चाहि	3
10	..... सल्लाह अस्वीकार करइछि	3
11 अंग्रेजी विषयके कोचिड नइ करव	1
12 सल्लाह नइ मानव	2
13 नइ, आँहाके सल्लाहसे सहमत नइ छि	2

14 नइ, हम नइ कराएव	1
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Note: TNF = 14 and TNR 60

S.No.	Q.N.3	TNO
1	हम वड मेहनत करे नइ सकव	7
2 नइ करव	3
3 सल्लाह हमरा पूर्ण रुपमे ठिक नइ लागल	2
4	..... सल्लाह निक नइ लागल	6
5	..... सल्लाह नइ चाहि	7
6	..... टियुसन नइ पढव	6
7	..... नइ पढव	5
8	..... अंग्रेजी कमजोर नइ अछि	3
9	..... अधिक समय नइ देव	6
10	..... सल्लाह अपने रखु	4
11	..... टियुसनके जरूरत नइ अछि	4
12	एइसन सल्लाह नइ दु	5
13	..... सल्लाह नइ मानव	2

Note: TNF = 13 and TNR 60

S.No.	Q.N.4	TNO
1	हम इलाज नइ कराएव	13
2	..... असपताल नइ जाएव	3
3	..... विना इलाजके ठिक भजाएव	10
4	..... सल्लाह नइ मानव	2
5	..... नइ जाएव	5
6	..... डाक्टरके इलाजके जरूरत नइ अछि	4
7	..... डाक्टरसे नइ दिखाएव	9
8	..... सल्लाह नइ चाहि	4
9 अपने ठीक मजाएव	3
10 इलाज करावेके वात अस्वीकार करइछि	3
11 विना पैसाके उपचार नइ होएत	2

12 आँहाके सल्लाह निक नइ लागल	2
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Note: TNF = 12 and TNR 60

S.No.	Q.N.5	TNO
1	अपन सल्लाह अपने रखु	9
2	हम असहमत छि	3
3 इसव नइ मानली	2
4 आहाँके वात नइ मानव	4
5	एइसन वात नइ करु	9
6	एइसन वात नइ करु	5
7	एइसन वात नइ सुनव	4
8	जातिय भेदभावके मामलामे आँहा हस्तक्षेप नइ करु	6
9	हम सब नइ वुभइछि	2
10	निक सल्लाह नइ भेल	5
11	..... सल्लाहसे सहमत नइ छि	4
12	..... सल्लाहसे सहमत नइ छि	2
13	..... जातभातके वात वन्द नइ करव	4
14	..... सल्लाह निक नइ लागल	1

Note: TNF = 14 and TNR 60

S.No.	Q.N.6	TNO
1	नइ प्राइभेट स्कुलमे वड पाइ लगित अछि	4
2	हमरा पैसा नइ अछि	14
3	सल्लाह निक नइ लागल	6
4	..... सम्भावके जरुरत नइ अछि	5
5	..... प्राइभेट स्कुलमे फि नइ तिरे सकव	6
6	..... स्कुलमे नइ पढाएव	3
7	सरकारी या बोर्डिड स्कुलमे कोइ फरक नइ अछि	4
8	..... नाम नइ लिखाएव	1
9	..... सल्लाहके जरुरत नइ अछि	7
10	..... सल्लाह नइ चाहि	4
11	..... विना कामके सल्लाह नइ चाहि	6

Note: TNF = 11 and TNR 60

S.No.	Q.N.7	TNO
1	हम तास खेलनाइ नइ छोडव	9
2	..... संगत नइ छोडव	5
3	नइ । हम तास खेलनाइ वन्द नइ करव	2
4	..... सल्लाह नइ चाहि	4
5	..... सहमत नइ छि	2
6	..... इ बात हमरा नइ कहु	5
7	.....तास खेलनाइ नइ छोडव	9
8	..... सल्लाह स्वीकार नइ करव	6
9	..... अस्वीकार करइछि	5
10	..... तास खेलेवालाके संगत नइ छोडव	1
11	..... विगारे वाला सल्लाह हमरा नइ चाहि	6
12	..... सल्लाह काम लागेवाला नइ अछि	2
13	..... अपनेके सल्लाह नइ मानव	1
14	..... असहमत छि	3

Note: TNF = 14 and TNR 60

S.No.	Q.N. 8	TNO
1	हम फिल्टर नइ करव	4
2	..... अपनेके सल्लाह निक नइ लागल	6
3	..... सल्लाह नइ चाहि	9
4	..... सल्लाह हम नइ मानव	5
5	..... असहमत छि	7
6	नइ होएत	2
7	हमहु जग्गा अनुसार बुद्धियार भगेलछि	1
8	..... सफा पानी नइ पिअव	1
9	हम ओइसाही मास्टर डिग्रिमे पढ रहलछि	3
10	पानीके वारेमे अपने से बेसी हम जनइछि	1
11	निक सल्लाह नइ भेल	4
12	निक सल्लाह नइ भेल	5
13	..... गरम करके नइ पिअव	6

Note: TNF = 13 and TNR 60

S.No.	Q.N.9	TNO
1	हम असहमत छि	5
2	..... वाहर नइ जाएव	13
3	एइसन सल्लाह नइ दिउ	3
4	..... सल्लाह हमरा नइ चाहि	8
5	..... नइ जाएव	7
6	हम छुट्टी जैसे विताएव अपनेके मुर दुखावेके वात नइ अछि	3
7	..... सल्लाहके जरूरत नइ अछि	5
8	..... दोसरके सल्लाह नइ चाहि	7
9	..... सहमत नइ छि	4
10	..... सल्लाह नइ चाहि	-5

Note: TNF = 10 and TNR 60

S.No.	Q.N.10	TNO
1	हम अपना लडकीके स्कूल नइ पठाएव	9
2	लडकी स्कूल पढावेके लेल राजि नइ छि	3
3	.....नइ पढाएव	4
4	..... सल्लाह नइ चाहि	5
5	..... खराव सल्लाह नइ चाहि	6
6	..... सल्लाह नइ मानव	9
7	..... भेदभाव नइ छोडव	8
8	अपन सल्लाह अपने रखु	4
9	..... असहमत छि	2
10	लडकीके कभिभि स्कूल नइ पढावेके चाहि	3
11	..... सल्लाह नइ चाहि	1
12	..... सल्लाह सान्दर्भिक नइ अछि	4

Note: TNF = 12 and TNR 60

S.No.	Q.N.11	TNO
1	हमरा पैसा नइ अछि	8
2	..... सल्लाह नइ सुनव	3
3	अपन सल्लाह अपने रखु	5
4	..... वातसे हमर चित नइ बुझल	4
5	.....सल्लाह अस्वीकार करइछि	3
6	..... नइ जाएव	10
7	..... वससे नइ जाएव	7
8	आँहासे वेसी हमही बुझिछि	3
9	..... सल्लाहसे हमर चित नइ बुझल	5
10	..... सल्लाहके जरुरत नइ अछि	3
11 सल्लाह हमरा नइ चाहि	3
12 माइको वससे नइ जाएव	4
13 नइ । वससे भयाउ लगित अछि	2

Note: TNF = 13 and TNR 60

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S.No.	Q.N. 12	TNO
1	हम सफा नइ करव	9
2 सफा ड्रेस नइ करव	12

3 नइ आएव ।	5
4 ड्रेस सफा अछि	4
5सफा ड्रेस नइ लगाएव	10
6	..... ड्रेस फोहर नइ अछि	6
7	..... सल्लाह हमरा नइ चाहि	3
8	एइसन सल्लाह हमरा नइ चाहि	3
9	निक सल्लाह नइ भेल	3
10	हम आहाके वात नइ मानव	2
11	ओकरो ड्रेस त हमरे अइसन अछि	3

Note: TNF = 9 and TNR 60

S.No.	Q.N. 13	TNO
1	हम सिनेमा नइ जाएव	5
2	..... सल्लाहसे सहमत नइ छि	2
3	सिनेमा देखेवाला काम नइ छोडव	7
4	..... सल्लाह हमरा मन नइ परल	3
5	..... सुभाब हमरा नइ चाहि	7
6	..... सल्लाह हमरा नइ चाहि	8
7	नइ छोडव	7
8	..... कोइ गलत सुना देलक	5
9	..... वात नइ मानव	5
10	सिनेमा देखनाइ अच्छा वात अछि	4
11	..... सल्लाह नइ सुनव	3
12	..... सल्लाह निक नइ लागल	4

Note: TNF = 12 and TNR 60

S.No.	Q.N.14	TNO
1	हम सहमत नइ छि	4
2	धुम्रपान करनाइ खराब वात नइ अछि	8
3	..... सल्लाह नइ मानली	5
4	..... सल्लाह ठिक नइ लागल	4
5	..... आँहासे असहमत छि	10
6	..... धुम्रपान करव	6
7	..... सल्लाह नइ मानव	4

8	पैसावाला मात्र धूम्रपान कर सकइत अछि	2
9	..... सल्लाह अस्वीकार करइछि	3
10	धूम्रपान नइ छोडव	4
11	..... सल्लाह नइ दु	5
12	..... नइ, हम नइ छोडव	5

Note: TNF = 12 and TNR 60

S.No.	Q.N. 15	TNO
1	हमरा सल्लाह नइ चाहि	6
2	दोसरके सल्लाह हमरा नइ चाहि	5
3	अपन सल्लाह अपने रखु	9
4	..... विचारसे सहमत नइ छि	1
5	एइसन सल्लाह नइ दिउ	7
6	अस्वीकार करइछि	8
7	..... नइ मानव	3
8	..... २० वर्षसे कम उमेरमे वच्चाके जन्म देवेके चाहि	2
9	..... भ्रम फैलनाइ ठिक काम नइ अछि	3
10	..... सल्लाहसे सहमत नइ छि	5
11	..... ठिक नइ लागल	3
12	..... सल्लाह निक नइ लागल	6
13	..... सबके समभावे नइ परत	2

Note: TNF = 13 and TNR 60

S.No.	Q.N. 16	TNO
1	सल्लाह निक नइ लागल	5
2	हम अभि विवाह नइ करव	8
3	वातसे असहमत छि	6
4	.....सल्लाह नइ चाहि	6
5	..... ठिक सल्लाह नइ देली	7
6	..... विवाह नइ करव	12
7	नइ । विवाह नइ करव	4
8	अपनेके सल्लाह नइ चाहि	5
9	विवाहके लेल हम राजी नइ छि	5
10	हमरा विवाह से पहिले बहुत चिज करके अछि	2

Note: TNF = 10 and TNR 60

S.No.	Q.N 17	TNO
1	सल्लाह ठिक नइ लागल	2
2	इ सल्लाह निक नइ लागल	5
3	एइसन सल्लाह नइ दु	7
4	... हमरा सल्लाह नइ चाहि	10
5	हम नइ खाएव	5
6	..... अपन सल्लाह अपने रखु	6
7	..... निक सल्लाह नइ भेल	3
8	..... एइसन सल्लाह नइ चाहि	5
9	..... हम कमजोर नइ छि	6
10	..... सल्लाह मन नइ परल	6
11	..... इसव पसन्द नइ अछि	1
12	..... शरीरपर ध्यान नइ देव	4

Note: TNF = 12 and TNR 60

S.No.	Q.N.18	TNO
1	अपन सल्लाह अपने रखु	5
2	..... अपनेके सल्लाह नइ चाहि	7
3	मन नइ परेवाला सल्लाह नइ दु	6
4	..... चकवोर्डके प्रयोग कके नइ पढाएव	2
5	..... नइ पढाएव	6
6	नइ । हमरा सल्लाह नइ चाहि	1
7	एइसन सल्लाह नइ चाहि	5
8	..... चकवोर्ड प्रयोग नइ करव	9
9	..... सम्भावे नइ परत	8
10	..... सल्लाह सान्दर्भिक नइ अछि	5
11	..... इसव नइ सुनाउ	6

Note: TNF = 11 and TNR 60

S.No.	Q.N. 19	TNO
1	हम दवाइ नइ खाएव	4
2	..... उपचार करावे नइ चाहैछि	4
3	..... डाक्टरसे दिखावे नइ जाएव	7
4	..... नइ कराएव	3
5	..... नइ चलव	5
6	..... वोखार अपने ठिक भजाएत	7
7	..... इलाज नइ कराएव	6
8	..... खर्च करे नइ चाहैछि	4
9	..... दवाइ सवाइ नइ खाएव	7
10	..... नइ जाएव	2
11	..... डाक्टरसे नइ दिखाएव	9
12	..... दोसरके सल्लाह निक नइ लागल	2

Note: TNF = 12 and TNR 60

S.No.	Q.N 20	TNO
1	हम सब सहमत नइ छि	7
2	आँहाके सल्लाह स्वीकार नइ करव	3
3	सल्लाह निक नइ लागल	4
4	..... सल्लाह नइ चाहि	5
5	..... सल्लाह निक नइ अछि	2
6	..... संविधानमे नियम बनावे नइ सकव	5
7	..... नइ करव	4
8	..... सल्लाह हमरा नइ चाहि	10
9	..... सबसे मुर्ख नइ छि	3
10	..... सल्लाह अस्वीकार करइछि	4
11	..... सल्लाह नइ दु	2
12	..... अन्त नइ करव	3
13	..... आँहा सबसे असहमत छि	6
14	..... हम सब ध्यान नइ देव	2

Note: TNF = 14 and TNR 60