

**GREETINGS AND TAKING LEAVE IN ENGLISH AND LIMBU
LANGUAGES: A COMPARATIVE STUDY**

**A Thesis Submitted to
The Department of English Education
University Campus, Kirtipur
In the Partial Fulfilment for the Master's Degree in English
Language Education (Specialization in English Education)**

**By
Dil Man Subba
Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu Nepal
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RECOMMENDATION FOR ACCEPTANCE

This is certify that **Mr. Dil Man Subba** has prepared the thesis entitled "**Greetings and Taking Leave in English and Limbu Languages: A Comparative Study**" under my guidance and supervision.

It is my pleasure to recommend the thesis for acceptance.

Date: 2064-09-18

Mrs. Tapasi Battacharya

(Guide)

Department of English Education

Faculty of Education

University Campus

T.U. Kirtipur, Kathmandu

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation by the following Research Guidance Committee.

Signature

Dr. Chandreshwar Mishra

Reader and Head

Department of English Language Education

University Campus

T.U. Kirtipur, Kathmandu

(Chairperson)

Mrs. Tapasi Battacharya (Guide)

Reader

Department of English Language Education

University Campus

T.U. Kirtipur, Kathmandu

(Member)

Mrs. Anju Giri

Lecturer

Department of English Language Education

University Campus

T.U. Kirtipur, Kathmandu

(Member)

Date: _____

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following Thesis Evaluation Committee.

Signature

Dr. Chandreshwar Mishra

Reader and Head

Department of English Language Education

University Campus

T.U. Kirtipur, Kathmandu

(Chairperson)

Dr. Jai Raj Awasthi

Professor and Chairperson

English and Other Foreign Languages

Education Subject Committee

Department of English Language Education

T. U. Kirtipur, Kathmandu

(Member)

Mrs. Tapasi Battacharya (Guide)

Reader

Department of English Language Education

University Campus

T.U. Kirtipur, Kathmandu

(Member)

Date: _____

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ABSTRACT

The present research is an effort to find out and compare the terms of greeting and taking leave used in the English and Limbu languages. For this study the researcher took sample population from Gajurmukhi and Ivang VDCS of Ilam district. They were at least 40 native speakers of the Limbu language. They were selected by using judgmental sampling procedure. The main tool for data collection was the questionnaire. The sources of data for the terms of greeting and taking leave in English were based on the previous research carried out in the Department of English Education and some related books. The researcher used simple statistical tool and table, to analyze and interpret the collected data.

The findings of the study show that 'hello' and 'good morning/evening/afternoon' are the common terms of greeting and 'good-bye', 'see you again' are common terms of taking leave, specially for the superiors and 'hi', 'good day' are other terms of greeting and 'love you', 'Cheerio' are the terms of taking leave in English. In Limbu, 'Suh gen h /h ma' 'Lu mendi sew ro', 'Huksodi sew ro', 'K.T d be/me', are the terms of greeting for superiors and 'semmu sew ro', 'Semmu n k ro', 'Semm ro' are the terms of taking leave for Superiors. And 'sew ro', 'K.T d be/me' 'Kenubi' are common terms of greeting and 'Peg lo + K.T', 'Seriro', 'Senchiro F.N', are common terms of taking leave.

The first chapter contains general back ground, languages in Nepal, English: a brief introduction and its importance in Nepal, an introduction to the Limbu language, statement of the problem, review of the related literature, objectives of the study and significance of the study.

The second chapter consists of the methodology which includes source of data, sampling procedure, tools for data collection, process of data collection, and limitations of the study.

The third chapter deals with analysis, interpretation of data. The data has been analyzed and interpreted descriptively and comparatively.

Finally, the fourth chapter contains the findings, recommendations and pedagogical implications.

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LIST OF ABBREVIATIONS AND SYMBOLS

| | |
|--------|------------------------------|
| E.S. | Elder sister |
| E.B | Elder Brother |
| Y.B | Younger Borthor |
| S.F. | Step Father |
| S.M. | Step Mother |
| S.S | Step son |
| S.D | Step Daughter |
| G.F. | Grand Father |
| G.M. | Grand Mother |
| G.S. | Grand Daughter |
| F.i. | Father in-law |
| E.M.C | Elder Male Cousin |
| Y.M.C. | Younger Male Cousin |
| Y.F.C. | Younger Female Cousin |
| M.T. | Male Teacher |
| F.T. | Female Teacher |
| H.T. | Head Teacher |
| F.F | Familiar Friend |
| U.F. | Unfamiliar Friend |
| F'.F | Friend's friend |
| o.s. | Older Stranger |
| Y.s. | Younger Stranger |
| S.A.S. | Same Age stranger |
| L.N | Last Name |
| F.N | First Name |
| K.T. | Kinship Term |
| T.O.G. | Terms of Greeting |
| TOTL | Terms of Taking Leave |
| eg. | Exampli gratia (for example) |
| etc. | Etcetera |