

# 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 a widely used means of communication through which we can express thoughts, feelings, emotions, opinions, ideas, desire, wants, necessities, expectations, intentions, perspectives, experience and so on. It has 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 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.

Language is a voluntary vocal system of human communication, which consists of a structured arrangement of sounds or their written representations into longer units. Sapir (1921) defines “Language is a primarily human and non-instinctive method of communication of ideas, emotions and desires by means of a system of voluntarily produced symbols,” (as cited in Maharjan, 2000, p. 5). Similarly, Chomsky (1957, p. 3) defines language as “a set (finite or infinite) of sentences, each finite in length and constructed out of a finite sets of elements.” Gimson (1974, P. 3) defines “A language is a system of conventional signals used for communication by a whole community.” In the same way, Lyons (1970, P. 3) defines language as “the principal systems of communication used by particular groups of human beings within particular society of which they are the members.”

Every language is unique in its nature and complex structure; however, it

shares some common features with others 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 hinderance by the mother tongue of the learner.

### **1.1.1 Linguistic Situation of Nepal**

Nepal is a multilingual, multicultural, multiracial, and multireligious country. It is a country of linguistic diversity. Language diversity is one of the characteristics of Nepal. Within this diversity, all language groups are living with their own language identity. More than ninety-two languages are identified and spoken in a small country Nepal (CBS Report 2002). Most of these living languages do not have their own written scripts. These languages are classified in terms of their oral literacy traditon and orthography. The languages spoken in Nepal are divided into the following four groups. According to Kansakar (1996) four language families, namely Tibeto – Burman (about 56 languages), Indo – Aryan (14 languages), Austro – Asiastic/Mund (one language) and Dravidian (one language) are spoken. The details can be presented in the following way.

#### **A) Indo-Aryan Group**

This group includes the following languages:

Nepali	Awadi
Hindi	Maji
Maithili	Kumal
Bhojpuri	Darai

English	Rajbanshi
Marawadi	Dunuwar
Tharu	Bangali

#### B) Tibeto-Burman Group

This group includes following languages:

Limbu	Tamang
Thakali	Bahing
Ghale	Sangpang
Chepang	Sunuwar
Newar	Hayu
Kaike	Chamling
Gurung	

#### C) Dravidian Group

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

#### D) Astro-Asiatic Group

Satar is the only one language in this family. It is spoken in Jhapa district of eastern part of Nepal. This family has two other branches, Mon-khemar and Munda.

On the basis of the prominent linguistic feature, Tibeto-burman languages spoken in Nepal are further categorized into the following the two sub-groups:

i) Pronominalized Group: It includes Rai-Limbu languages. These are called Kirati languages. Because of their complexity in pronominal system, the Kirati languages are also called complex – pronominalized languages.

ii) Non-pronominalized Group: It includes Tamang, Gurung, Thakali, etc.

In Nepal most minority language are declining because of the lack of language loyalty among native speakers. Only a very few languages (e.g. Newari, Maithili etc) in Nepal enjoy language loyalty. This will lead eventually to language shift to Nepali. For example, all the languages (eg. Dhimal, Kumal or Rai Kirati and so on) which are declining is due to the lack of language loyalty among their speakers. But this is not the only reason. We should also consider why they are not loyal to their mother tongue. It is because they are forced to learn Nepali, which is the official language of the country. They have to compete to survive and if they don not learn Nepali, they will lag behind. Certainly, there are also other reasons such as migration and intercast marriage, which play important role in the decline of one's mother tongue.

### **1.1.2 English and Nepali: A Brief Introduction**

English belongs to the group of Indo - European language family. It is the most prestigious and widely used international language, a language that is spoken all over the world as a lingua franca. In many countries including Nepal, it is learned and taught as a second or foreign language. The importance of English in Nepal is growing rapidly. It has occupied an important place even in the educational system of Nepal. In the present context of Nepal, English is taught as a compulsory subject up to bachelor level. Greater emphasis is given to teaching and learning of the English language. Various efforts have been made to amend the condition of English in Nepal but due to various factors the situation of English has not been developed as expected.

Similarly, Nepali belongs to the group of Indo Aryan language family. It is the language of the nation in Nepal. It is widely spoken in all parts of the country. On the basis of CBS (2002), 48.6% Nepalese speak Nepali. It means Nepali is spoken by about 20 million people in Nepal. It is mother tongue for about 11 million people. It is a dignified language of the nation, which is used in law court, education, journalism, tourism, government office, commerce, etc. In present situation of Nepal, it is taught from elementary to higher levels. In

addition to Nepal, it is spoken in the north east of India, particularly in west Bangal and Sikkim. Considering this fact, India constitution recognizes Nepali language as a major language of India. Although Dzongkha is the official language of the nation, Nepali is widely spoken in Bhutan as well.

### **1.1.3 Language Functions**

According to Sthapit (2000, p. 9), "A thing can be said to have at least three facets: substance, form and function". For example, the three facets of a glass can be described as:

Substance: glass, steel, paper and plastic

Form: cylindrical with one end open

Function: serving liquids

Similarly, a language can be said to have the following three facets:

Substance: sounds/letters/punctuation

Form: patterns of sounds/letters/words

Function: communicating messages.

Language function is defined as the purpose for which a unit of language is used in the society. It means what we do through the use of language is its function. We communicate through the use of language. Therefore, communication is primary function of language. Language functions are often described as categories of behaviors. Language function describes how a constituent work establishing relationship with other constituents in a larger unit as a noun or noun phase in relation to a sentence can work or functions as subject, object, complement modifier, etc. frequently seen in sociolinguistics. Richard et al. (1985, pp. 113-4) state, "Functional uses of language cannot be determined simply by studying the grammatical structure of sentences." It needs studying in social context. Asher (1994, p. 5125) says, "Language function is the role played by language in the social situation, how it is used to express attitudes, communicate feelings, etc." Language serves us to express our ideas and feelings with other people when we want to use it. To put it in

Crystal's (1980, p. 146) words, "language function is the role language plays in the context of society." Thus, language function is the role that language plays during the interaction or communication among the members of a speech community. Broadly, language serves two functions: grammatical function and communicative function. According to Richards et al. (1999, p. 13)

“Grammatical function is the relationship that a constituent in a sentence has with other constituents”. By contrast, “Communicative function is the extent to which a language is used in a community” but the research work is concerned with the communicative function of language because condolence, sympathy, and compliments are used to establish social relationship in the society.

Human language has many functions. Among them communication is the chief. But languages are used for more than communication. People use language in many ways other than sharing ideas. The way people speak can express politeness, respect, etc. People also identify themselves as part of social group by what language they speak. Furthermore, language is used to greet and guide our thoughts. However, communication is basic to language. If people did not communicate openly with language then these “secret” languages could not be learned and they could not be used for anything else.

Speech can be polite, formal, informal, logical, illogical, humorous, pleasant or irritating. We can use any of these variations to control the type of social interaction without interlocutor or we can become the subject of such control.

The research work was concerned with comparing different forms of condolence, sympathy and compliments in English and Nepali.

#### **1.1.4 Introduction to Condolence, Sympathy and Compliments**

Several linguists have classified communicative functions into different categories. Wilkins (1973) has presented eight categories of language functions: modality, moral discipline and evaluation, suasion, arrangement, relational inquiry and exposition, personal emotions, emotional relations and interpersonal relations. Similarly, Finocchiaro (1983) groups communicative

functions into five broad categories: personal, interpersonal, directive, referential and imaginative. Likewise, Van Ek (1976) has presented six categories of language functions. Among them, socializing is one of them. Condolence, compliments and sympathy come under socializing functions of language.

Condolence is a strong feeling, which is expressed in a context of someone's death, in which offering condolence makes people feel pity towards the unfortunate ones. In some case, one might offer his/her condolence to the victim, while others might not. Similarly, condolence is expressed to those who may be feeling the immediate shock, crisis or life changing event, etc. Various types of exponents are used to express condolence, for example, I am very sorry to hear that ....., let me offer my condolence....., I was extremely sorry to hear that.....

Compliments are simple relationship building tools. There are many different responses to give a compliment. We cannot give a sincere compliment without feeling of greeting. There are also many hidden benefits to giving compliments. It's amazing that such a small, simple skill like giving away compliments can change the way we view ourselves and the world around us. It will strengthen our relationship and increase our confidence. We will experience joy and happiness as we learn to give selflessly. Each time we give a compliment, we focus completely on the other person. We use different forms of language to express compliments in different languages. E.g. what a nice....., I like your....., I'd like to compliment you on.....

(<http://www.google.com.np/search? H1=ne&q=compliments>)

According to Hatch (1992, p. 32), "Compliments, as a speech act, are classified as expressive-expression of like or dislike. The speech event of compliment, on the other hand, includes not just the speech act utterance but also the entire compliments interaction." Compliments often occur between the opening and the first topic of conversation. They occur in pre closings- a last chance to

comment on something that one has noticed. In the exchange about the scarf, the compliments are acknowledged with appreciation and agreement. In acknowledging a compliment, it is possible to deny personal responsibility without the compliment. They have several functions. They help establish rapport and smooth transition from greeting to the first topic of conversation. A second social function of complimenting is to reinforce and encourage good performance. They should be directly linked to an expression of thank. According to Tillitt and Bruder (1996, p. 26), "Compliments express approval and their main purpose is to show that you like some aspect of the other person's appearance, belongings or work. This reassures the other person that his or her taste, appearance etc is appreciated by other people."

Sympathy is the feeling of being sorry for somebody, which is necessary to establish good social relationship. It also can mean being affected by like feelings or emotions. Thus, the essence of sympathy is that one has a strong concern for the other person. It is also an agreement in feeling as between persons. It exists when the feelings or emotions of one person are deeply understood and even appreciated by another person. In common usage, sympathy is usually making known one's understanding of another suffering, but it can also refer to being aware of other emotions also well. In different languages, different forms are used to express sympathy to show power of sharing the feelings of another, especially in sorrow or trouble, compassion or commiseration. Various types of exponents are used to express sympathy e.g. what a pity ...! Better luck next time... Tough break, etc

The selection of appropriate exponents of condolence, compliments and sympathy largely depends upon the social relationship of the speaker with the listener and the situation to be encountered. The speaker should choose appropriate exponents of these language functions. It also depends upon the personalities involved in speaking and degree of formality to be observed. According to Holmes (1992, p. 12), the following components influence the

a) Social Factor



- i) The participants: who is speaking and whom are they speaking to?
  - ii) The setting or social context of the interaction: where are they speaking?
  - iii) The topic: what is being talked about?
  - iv) The function: why are they speaking?
- b) Social Dimensions

There are four different social dimensions, which relate to the social factors.

- i) The solidarity –social distance scale

Intimate.....Distance

High solidarity.....Low solidarity

The scale is useful in emphasizing that how well we know someone is relevant in linguistic choice.

- ii) The status scale

Superior		High status
Sub-ordinate		Low status

This scale points to the relevancy of relative status in some linguistic choices.

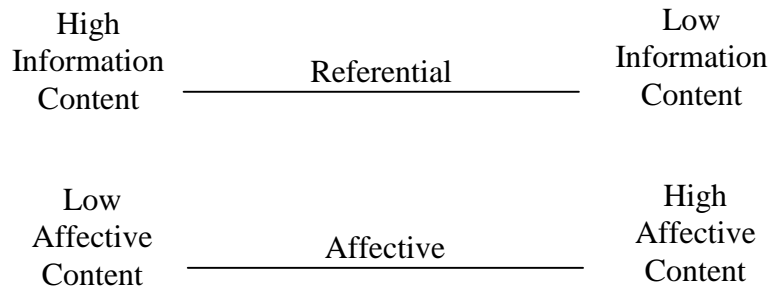
- iii) The formality scale

Formal		High formality
Informal		Low formality

This scale is useful in assessing the influences of the social setting or type of interaction on language choice. In a formal transaction such as one with the head teacher in his office or at a ritual service in church, the language will be influenced by the formality of the setting. For a friendly chat, people use colloquial language. Degree of formality is often largely determined by solidarity and status relationship but not always. A very formal setting such as a law court will influence language choice regardless of the personal relationships.

iv) The Referential and Affective function Scales:

Language can convey objective information of a referential kind and it can also express how someone is feeling. In general, the more referentially oriented an interaction is, the less it tends to express the feeling of the speaker.



In addressing people, the addressor has to take account of different social factors and social dimensions.

This research work was concerned with comparing different forms of condolence, compliments and sympathy in English and Nepali.

### **1.1.5 Importance of Condolence, Compliments and Sympathy in Languages**

Expressing condolence, compliments and sympathy largely depend 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 of condolence, compliments and sympathy to maintain good social relationship. They reflect the culture of a particular society. Expressing these language functions also involve the dimension of formality in formal setting. Highly formal forms of these languages are used, if two interlocutors are of higher rank, temperate forms are used if the interlocutors are of equal rank and quite informal forms are used, if the interlocutors are of lower rank in informal setting.

The researcher selected these language functions in-group, not in isolation because these are related to each other. Sometimes, the same exponents are

used to express both condolence and sympathy. For example, 'Im sorry'. It is used in both situations. Similarly, compliments play the most important role in communication. The speakers of all languages should be able to use language in grief and as well as in happiness.

### **1.6 Condolences, Compliment and Sympathy in Nepali**

In Nepali, condolence, compliment and sympathy are most important. These communicative functions are expressed in relation to the degree of formality. Degree of formality is related to pronominal system in Nepali. The Nepali pronominal system has first, second and third person pronouns as English does; but there are multi-levels of the first person singular 'I', second person 'you' and third person 'she/he'. These levels are related to a scale of politeness, or of honorific registers, which indicate the relative status of speaker and hearer. There are four levels of honorificness: low (L), Middle (M), Honorific (H) and high honorific (HH). Schmidt (1993, p .15) presents the following scale of pronouns: the 1<sup>st</sup> person pronoun is not so important in Nepali from the point of view of politeness, respect and formality, the 2<sup>nd</sup> and 3<sup>rd</sup> person pronouns are shown in the scales given overely:

## a. Second person pronoun

### Least Honorific

— T 'You'	- Low/intimate (L), collocates with the verb forms like garcha (x-cha)
— Timi 'you'	- Middle/familiar (m), collocates with the verb forms like garchan (x- chau)
— Tap i 'you' yahaa 'you'	- Honorific (H), collocates with (x- nuhunchha) but yahaa is more polite
— Hajur, sir'you'	- High honorific (HH)
— Sarkar 'your highness'	- Sarkar and mausuph are high honorific (HH)
— Mausuph 'your majesty'	- Collocating with the baksinu class of verb, however, mausuph is reserved for king and queen

### Most Honorific

## b. Third Person Pronoun

### Least Honorific

— Tu, Tyo, Yo (s/he)	- low (l), collocates with x-cha, x-che
— Uni, Tini, Yini (s/he)	- formal or respectful (M), collocates with x- chhan, x-chin
— Wahaa (s/he)	- Honorific (H), collocates with x- hunuhuncha
— Hajur 'sir' 'you'	- high honorific (HH), hajur.
— Sarkar 'your highness'	- Sarkar and mausuph are high honorific.
— Musuph 'your majesty'	- (HH) collocating with the baksinu class of Verbs However, 'mausuph' is reserved for king and queen.

### Most Honorific

The above scale shows that, in Nepali, the pronouns are addressed according to the people of different rank. The scale is convenient method for classifying gradation in formal, honorific and respectful usage. The second person t , timi, tap i, hajur, sarkar and maushuph indicate the least honorific to the most honorific, respectively. Likewise the third person pronouns, tu, tyo, yo/uni, tini, yuni/wahaa/hajur/sarkar/mausuph indicate from least honorific to the most honorific. tapai, hajur and mausuph are addressed to the honorific and high honorific tanks. So, these pronouns show the most polite form in communication.

In the Nepali language, importance of politeness is not given to the first person prounoun. The prounoun tapai, hajur, sarkar, and mausuph are used to show high honorificness. So, these pronouns are taken as the politeness and formality makers in the social conversation. So, the pronouns, which show respect, are the determiners of politeness.

## **1.2 Review of Related Literature**

Many research works have been carried out on comparing various aspects between the English and Nepali languages in the Department of English Education. They are as follows:

Pandey (1997) carried out research entitled "A comparative study of apologies between English and Nepali languages". In his study, the purpose of study was to list different forms of apology and to compare apologies between native English and Nepali speaker. He concluded that the native English speakers were more apologetic as compared to the Nepali speakers. Similarly,

Chapagain (2002) carried out a research work on "Request forms in the English and Nepali languages: a comparative study". Her study shows that the native English speakers are more polite than those of the Nepali speakers. Likewise, Basnet (2006) carried out a research on "terms of greeting and taking leave used in English and Nepali". He concluded that the native English speakers use

the greeting terms 'good morning/evening' while they are greeting in a very formal situation whereas the Nepali speakers use 'namaste' and 'abhibadan', etc. He also concluded that English people are habituated in saying by first names, kinship terms, etc. to greet the family members either they are seniors or juniors, whereas the Nepali speakers use more formal exponents to greet their seniors. In the same way, Subba (2007) has carried out a research work on "Terms of greeting and taking leave used in the English and Limbu languages: a comparative study". In his study, the purpose of the study was to find out the terms of greeting and taking leave used in the limbu and English language. He concluded that the native English speakers were more formal while using the terms of greeting and taking leave in comparison to the native Limbu speakers. Similarly, Tembe (2007) carried out a research on "A comparative study of apologies between English and Limbu". In his study, the purpose of study was to identify the different forms of apologies in English and Limbu. He concluded that the native English speakers were more apologetic in comparison to the Limbu speakers.

Not a single research has been carried out on the analysis of condolence, sympathy and compliments between English and Nepali. Thus, this study is a new venture in itself.

### **1.3 Objectives of the Study**

The study had the following objectives:

1. To find out terms of condolence, compliments and sympathy in English and Nepali interms of degree of formality.
2. To compare condolence, compliments and sympathy between the native English and Nepali speakers interms of degree of formality.
3. To point out some pedagogical implications.

#### **1.4 Significance of the Study**

For effective communication, a speaker should bear in mind the age, sex, social class of the hearer as well as the relationship with others. The exponents of condolence, compliments and sympathy are complex and vary from country to country and using appropriate exponents of these communicative functions in a particular context is a challenging task and even more complicated for the members across social groups because they may lead to misunderstanding. So, these communicative functions have been selected in-group and made interlinguistic comparison. The difficulty and complication in using these functions in appropriate social situations made the researcher select this topic. The selected exponents are representative enough to compare between the two languages.

Regarding the present topic "Condolence, Compliments and Sympathy in English and Nepali" there is no any research that has been yet carried out in the Department of English Education. So, this research will be invaluable for the department itself. Similarly, this research work has found out and compared the terms of condolence, sympathy and compliments in English and Nepali. So, it will be fruitful for those who teach English to the Nepali children and vice versa sometimes and for syllabus designers, textbook writers, etc. In general, the research work is expected to be significant to all the English users besides Nepali.

## **CHAPTER TWO**

### **METHODOLOGY**

This chapter incorporates the description of the source of data, sample population and sampling procedure, tool for data collection, process of data collection and limitations of the study. To accomplish the objectives of the study, the researcher adopted the following methodology:

#### **2.1 Source of Data**

The study used both primary and secondary source of data. However, primary source was the basic for the research.

##### **2.1.1 Primary Source**

The study was based on the primary data i.e. the responses or answers provided by the native speakers of the English and Nepali languages through the questionnaires distributed to them.

##### **2.1.2 Secondary Source**

The related books, journal, reports, dictionaries, articles and unpublished theses were the secondary sources of data for the facilitation and systematization of the study. The main sources of secondary data were Matreyek (1983), Van Ek (1975), Wilkins (1976), Finocchiaro (1974), and Lyons (1970). The researcher made heavy use of these secondary sources to analyse and interpret the data.

#### **2.2 The Sample Population and Sampling Procedure**

The sample population of the study consisted of altogether 80 native speakers of the English and Nepali languages. There were 20 native speakers of English who were available in the British Council and British Embassy and 60 Nepali speakers were from the Faculty of Education, T.U. Kirtipur. Out of 20 native English speakers, 6 speakers were male and 14 were female. Similarly, there were 22 speakers male and 36 female out of 60 Nepali speakers.



The sample population in terms of the country, native language and sex can be presented as follows:

**Table No. 1:Sample Population**

S.N.	Country	Native Language	Sex		Total No. Of Informants
			Male	Female	
1	England	English	6	14	20
2	Nepal	Nepali	22	38	60
<b>Total</b>					<b>80</b>

**Note:** The nationality of all native English speakers was British.

The researcher used judgmental sampling procedure to select the sample population. Here, the researcher contacted only those populations who he thought would supply with the required information to achieve the objectives of the study. The process of sample selection continued until the expected informants were met to provide the adequate and required information.

### **2.3 Tools for Data Collection**

In order to collect the data for the study, the following tools were utilized:

#### **a) Questionnaires**

Questionnaire was used as the main tool to collect data. The researcher developed two sets of questions to collect data from the sample population. The questionnaires have been presented in 'Appendices'. They were designed for the Nepali speakers and the native English speakers separately.

One set of questionnaire was used for the speakers of Nepali in the Nepali language. The other one was used for the native English speakers in the English language. Both sets of questionnaires were equivalent in term of linguistic weightage, which demanded varieties of exponents of condolence, compliments and sympathy in various relationships e.g, among friends,

relatives, neighbours etc. All the respondents were university graduates or post-graduate students.

## **b) Interview**

A short interview was organized to examine the validity of the informants' responses already given in Nepali.

## **2.4 Process of Data Collection**

Having developed two sets of questionnaires relating to the objectives mentioned above, the researcher distributed two sets of questionnaire: to a native English speaker and to the three Nepali speakers before collecting final data. They judged the whole situations according to their own contexts and responded to the situations. Some items were replaced according to their suggestion in both languages. On the basis of the pilot study, both sets of questionnaire were revised for collecting final data. After revising the both sets of questionnaires according to the suggestion of the native speakers of both languages, the researcher visited the native English speakers at British Embassy and British Council at the time of data collection. He selected 20 British native speakers purposefully. Among English native speakers, some speakers were male and some were female. In the same way, he visited the Faculty of Education and selected sixty informants and collected data for the study. All the raw data as provided by the respondents are given in the 'Appendix'.

## **2.5 Limitations of the Study**

The Limitations of the research work were as follows:

- ) The study was confined to 20 native English speakers and 60 native Nepali speakers only.
- ) Similarly, the study was further limited to the analysis of the responses obtained from the respondents only.
- ) Grammatical mistakes and spellings occurred in the responses were not taken care of.

# CHAPTER THREE

## ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of data. All the responses given by the English and Nepali speakers were tabulated on the basis of highly formal forms, temperate forms and quite informal forms of condolence, compliments and sympathy. Then, the analysis and interpretation were carried out as effectively and accurately as possible.

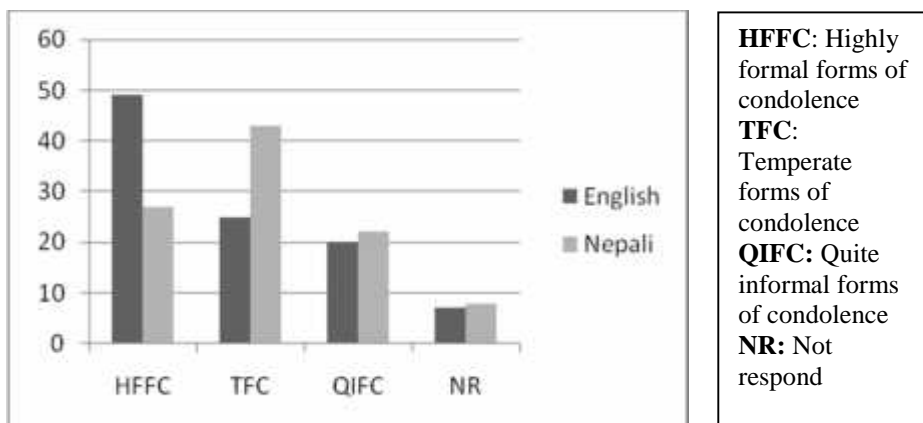
The division is made on the basis of the relationship of the respondents themselves in their interrelationships and carried out under the following headings:

### 3.1 Forms of Condolence Given by Native English and Nepali Speakers

Condolence is strong feeling, which is expressed in a context of someone's death in which offering condolence makes people feel pity towards someone who is unfortunate. While analyzing the collected data, the researcher found different types of exponents of condolence of English and Nepali, which can be presented in the following chart:

**Figure No. 1: Total Responses Used by Native English and Nepali Speakers**

**Figure in Percentage**



The above figure shows that the native English speakers have used HFFC in greater quantity in comparison to native Nepali speakers while expressing condolence. Out of 200 responses, 49% responses in English and 27% in Nepali were highly formal forms of condolence. The respondents used polite terms and found to be highly formal (See appendix I and appendix X). Some examples from both English and Nepali are as follows:

1. I'd like to express my deepest and heartfelt condolence on ..... (3.No.7a)
2. The departed souls will rest in heaven. (S.No. 4c)
3. Sar ! Hajurlai hardik samabedana byakta gardachhu. (S.No. 9'd)  
(Sir ! I express heartfelt condolence)
4. Sar ! Hajurko chhoriko ghatanale malai dukhit banayeko chha. (S.No. 9a)  
(Sir! Death of your daughter made me sad.)

Similarly, the researcher found 25% and 43% responses under temperate forms of condolence in the English and Nepali languages, respectively. These responses are neither highly formal nor quite informal but they are also the exponents of condolence (See appendix II and appendix XI). Some examples from both English and Nepali are as follows:

1. I'm sorry. (S.No. 5b)
2. It's too bad. (S.No. 2f)
3. Timro pariwar prati mero samabedana chha. (S.No. 3 j)  
(My condolence to your family)
4. Timro kukur marekoma malai dukha lageko chha (S.No. 2c)  
(I'm sad because of the death of your dog)

The other responses are categorized under quite informal forms of condolence. Twenty per cent and 22% responses were of these types in English and Nepali speakers, respectively (See appendix III and appendix XII). For example,

1. Sorry to know about it. (S.No. 1f)
2. Wow! How it happened? (S.No. 4d)

3. Dukha naman. (S.No. 2I)  
(Don't worry.)
4. Chhori pir nagar t n s nga hami chna . (S.No. 8e)

Here, the informants were found quite informal in responding to the given situations. The number of quite informal forms for expressing condolence in Nepali is far greater than those in the English language. It clearly indicates that the Nepali speakers were found to be much informal than their English counterparts.

But it does not mean that Nepali people are not formal at all. Moreover, the study also revealed that the Nepali people expressed their politeness through their tone and non-linguistic features such as facial expressions, gestures, tactics, etc. Finally, 7% English and 8% Nepali speakers did not use any forms of condolence.

### 3.1.1 Forms of Condolence Found Among Friends

The table below shows that the majority of the English respondents used highly formal forms while expressing condolence to their friends.

**Table No. 2: Forms of Condolence Used by Friends**

NLSs	S.No.	HFFC		TFC		QIFS	
		f	%	f	%	f	%
<b>English</b>	1,2,3	30	50	5	8	25	42
<b>Nepali</b>	1,2,3	18	10	108	60	54	30

Out of 60 responses, 50% native English speaker used highly formal forms of condolence. Nepali speakers also used highly formal forms while expressing condolence to their friends. But out of 180 responses, only 10% Nepali speakers used highly formal forms of condolence (See appendix I and appendix X). For example,

1. I'm very sad and surprised that your brother passed way. (S.No. 3a)

2. I'm really sorry to see you in this situation. (S.No. 1e)
3. Yas dukhad Jhadima bhagawanle dhairdharan garne sakti pradan garun.  
(S.No. 1i)
4. Tap inko bhaiko aatmale santi paos. (S.No. 3a).

Similarly, in the discourse among friends, the English interlocutors used less number of temperate forms of condolence than their Nepali counterparts. Out of 60 responses, only 8% native English speakers used temperate forms of condolence but out of 180 responses, 60% native Nepali speakers used temperate forms of condolence. It proves that the Nepali speakers must have liked to use temperate forms of condolence to their friends (See appendix II and appendix XI). Some examples from both languages are as follows:

1. I heard the terrible news. It's such a shock! (S.No. 3 e)
2. Your Tom is still alive. (S. No. 2 e)
3. Timro kukur marekoma malai dukha lageko chha. (S.No. 2 c)  
(I'm sorry for the loss of your dog).
4. Ma timro aama prati samabedana byakta gardchhu. (S.No. 1 f)  
(I express my condolence for your mother.)

Similarly, there were some other exponents where the respondents showed a very close intimacy with their friends in both languages. These responses have been categorized under quite informal forms of condolence. Forty-two percent responses in English and 30% in Nepali were found to be expressed as quite informal forms (See appendix III and appendix XII). For example,

1. Sorry about your mom. (S.No. 1d)
2. Pretty hard to bear it. (S.No. 3d)
3. Dukha naman. (S.No. 21)  
(Don't worry)
4. Sansarama manisharu ta mariraheka chhan, jabo kukur ko pir nagar. (S.No. 2h)  
(Even people are dying in the world, don't worry about the death of dog.)

From the above table, we found that the number of highly formal forms of condolence used by English speakers is greater than those used by Nepali speakers. Besides, it was also found that the Nepali speakers used greater number of temperate forms rather than the English natives. Similarly, it was concluded that English speakers used greater number of quite informal forms than those used by the Nepali speakers. Using highly formal forms in any language is in fact maintaining politeness. To be polite, the situation is most important in any language. One feels free in the open situations and he\she tries to be polite in restricted situations.

### 3.1.2 Forms of Condolence Found Between Students-Teachers

The comparative table given below shows that the native speakers of the English language used the greater number of highly formal forms as compared to their Nepali counterparts while expressing condolence to their teachers.

**Table No. 3: Forms of Condolence Used in the Student -Teacher Relationship**

NLSs	S.No.	HFFC		TFC		QIFC		Not respond	
		f	%	f	%	f	%	f	%
<b>English</b>	9	13	65	2	10	-	-	5	25
<b>Nepali</b>	9	36	60	24	40	-	-	-	-

There has been a very cordial relationship between teachers and students. The students are found to be more formal to their teachers while expressing condolence.

Sixty five percent (65%) responses were expressed in the form of highly formal forms in English. Whereas, 60% responses were expressed in the form of highly formal forms by their Nepali counterparts. This table shows that the Nepali speakers are found to be more formal to their teachers while expressing

condolence in comparison to native English speakers (See appendix I and appendix X). Some examples of such experiences are as follows:

1. I'd like to express my deepest and sincere condolence. (S.No. 9a)
2. May her soul rest in heaven! (S.No. 9c)
3. Hajurko chhoriko aatmako chir santiko kamana gardachhu. (S.No. 9b)
4. Sar! Hajurlai hardik samabedana bykta gardachhu. (S.No. 9d).

However, Nepali people used more temperate forms than their English counterparts while expressing condolence. Out of 80 responses, 40% in Nepali and 10% in English were categorized under temperate forms of condolence. In the given situation, respondents expressed the following forms of condolence (See appendix II and appendix XI).

5. It's a very difficult time for you, I wish you to keep strong. (S.No. 9c)
6. Yas khabarle malai sokakul banayeko chha. (S.No. 9f)  
(This news made me very sad.)

Another important point that the researcher came up with in the context of student-teacher relationship is that the native speakers of both languages did not use any quite informal forms while expressing condolence to their teachers. Likewise, the table given above also shows that the Nepali speakers used the English form 'sir' to address their teachers.

Another important point is noted that 25% native English speakers did not want to express condolence to their teachers but all Nepali speakers used different forms of condolence.

### **3.1.3 Forms of Condolence Found Between Relatives**

The table below shows that the native speakers of both languages used far greater number of temperate forms of condolence while expressing condolence to their relatives.



**Table No. 4: Forms of Condolence Used by Relatives**

NLSs	S.No.	HFFC		TFC		QIFC	
		f	%	f	%	f	%
<b>English</b>	8	2	10	16	80	2	10
<b>Nepali</b>	8	15	25	37	62	8	13

Statistically speaking, out of 20 responses, 80% in English and out of 60 responses, 62% in Nepali were under this category. The table above also clearly indicates that English people have been found using more temperate forms while expressing condolence to their relatives in comparison to the Nepali people (See appendix II and appendix XI). Some examples of temperate forms used by the speakers of both languages are cited below:

1. It must be pretty hard on you. (S.No. 8d)
2. It's so sad. Can we do anything to help you? (S.No. 8a)
3. Chhori ! afaile afailai kamjor nabanau. (S.No. 8f)  
(Daughter! Don't make weaker yourself.)
4. Ke garnu chhori ketaketilai herera chitta bajhaunu parchha. (S.No. 5c)  
(You have great responsibility to look after your children.)

On the other hand, out of 60 responses, 13% in the Nepali language and 10% in English were categorized under quite informal forms of condolence. In other words, the Nepali speakers used the greater number of quite informal forms while expressing condolence to their relatives than the English (See appendix III and appendix XII). Let's consider the following examples.

5. Chhori! chinta nagar, t ns ga hami pani cha . (S.No. 8e)  
(Daughter! don't worry, we are also with you.)
6. Chori sano man nagar. (S.No. 8 i)  
(Daughter! don't make your heart smaller.)
7. So sad to hear. (S.No. 8g)
8. So sad news.

Similarly, out of 80 respondents, 10% in English and 25% in Nepali were categorized under highly formal forms of condolence. To put the same thing in another way, the Nepali speakers used the greater number of highly formal forms in comparison to the English speakers while expressing condolence to their relatives (See appendix I and appendix X). Some of the examples of highly formal forms of expressing condolence used by both language speakers are as follows:

9. My deepest condolence for you. (S.No. 8e)
10. I was terribly sorry about your loss. (S.No. 8f)
11. Jw iko swargama bas hos. (S.N. 8h)
12. Jwaiko aatma ko chirsantiko kamana gardachhu. (S.No. 8d)

### 3.1.4 Forms of Condolence Found Among Neighbours

The table below shows that the number of highly formal forms of condolence in Nepali is far greater than in English.

**Table No. 5: Forms of Condolence Used by Neighbours**

NLSs	S.NO.	HFFC		TFC		QIFC		Not Respond	
		F	%	F	%	F	%	F	%
<b>English</b>	4	8	40	7	35	5	25	-	-
<b>Nepali</b>	4	49	82	5	8	1	2	6	10

Eighty per cent and 40% responses were expressed in the form of highly formal forms of condolence by the Nepali and English language speakers, respectively. The respondents used very polite terms in their responses (See appendix I and appendix X). Some examples from both languages are given below:

1. hako swargama bas hos. (S.No. 4a)  
(May he rest in heaven!)
2. Hajurko pita prati mero samabedana chha. (S.No. 4d)  
(My condolence is for your late father.)

3. The departed souls will rest in heaven! (S.No. 4e)
4. The god will provide energy to face this situation. (S.No. 4f)

Likewise, there were 35% and 8% responses categorized under temperate forms of condolence by the English and Nepali speakers, respectively. English people used more temperate forms to express condolence to their neighbours than their Nepali counterparts (See appendix II and appendix XI). Some of the examples from both languages are as follows:

5. What a terrible thing happened to you! (S.No. 4c)
6. Yasto abasthama aafule afailai samhalnu parchha. (S.No. 4b)

The remaining responses were categorized under quite informal forms of condolence as the native speakers of both languages did not use polite terms in them. Twenty per cent responses in English and 2% responses in Nepali were recorded under this category. An important point noted here is that the English speakers used far greater number of quite informal forms than their Nepali counterparts (See appendix III and appendix XII). Some examples from both languages are cited below:

7. Wow! how it happened? (S.No. 4d)
8. Aba ta hamro dahine hat nai bhachiyo. (S.N. 4j)  
(Now, our right hand has been broken)

Most of the highly formal forms of condolence were used by the native speakers of Nepali. They responded their neighbours in a very polite way. They were very polite and formal as compared to native English speakers while expressing condolence to their neighbors. But most of the responses in both languages were found to be highly formal while expressing condolence to their neighbours.

### 3.1.5 Forms of Condolence Found Between Public and Diplomats

The comparative table below shows that the native English speakers used a greater number of highly formal forms of condolence in comparison to the Nepali speakers.

**Table No. 6: Forms of Condolence Used in the Public-Diplomats Relationship**

NLSs	S.No.	HFFC		TFC		QIFC		Not responsd	
		f	%	f	%	f	%	f	%
<b>English</b>	7	13	65	-	-	-	-	7	35
<b>Nepali</b>	7	30	50	-	-	-	-	30	50

Out of 20 responses, 65% were found to be highly formal forms for English speakers and 50% were highly formal forms of condolence for Nepali speakers.

So the researcher came to conclusion that English people were found to be more formal and polite than their Nepali counterparts while expressing it to their prime minister of their nation (See appendix I and appendix X). Some utterances from both languages are cited below:

1. I'd like to express my deepest and heartfelt condolence for ..... (S.No. 7a)
2. May god fovour you in this grief! (S.No. 7b)
3. Sammananiya pradhanmantrijiuko chhorako mrityuko dukhad ghadima hardik samabedana byakta gardachhu. (S.No. 4c)  
(I express heartfelt condolence for the death of the honorable priminister's son)
4. Pradhanmantrijiuko chhorako mritule ma marmahit bhayeko chhu. (S.No. 7b)  
(I have been badly shocked by the death of the honorable priminister's son.)

One most important thing is that the speakers of both languages did not use temperate and quite informal forms of condolence while expressing condolence to the prime minister. Similarly, 35% native English speakers and 50% native Nepali speakers did not use any forms of condolence while expressing it to their prime minister.

### 3.1.6 Forms of Condolence Used for the Loss of Pets

The table below shows that the native English speakers did not use any highly formal forms of condolence to express condolence for the loss of pets.

**Table No. 7: Forms of Condolence Used for the Loss of Pets**

NLSs	S.No.	HFFC		TFC		QIFC		Not Respond	
		f	%	f	%	f	%	f	%
<b>English</b>	2	-	-	2	10	18	90	-	-
<b>Nepali</b>	2	12	20	21	35	19	32	14	23

But 20% Nepali speakers used highly formal forms of condolence for the loss of their pets (See appendix I). Some examples from Nepali are as follows:

1. Malai yas ghatanale marmahit banayo. (S.No. 2d)  
(This event has badly shocked me.)
2. Hajur ko kukurko aatmale santi paos. (S.No. 2j)  
(may the spirit of your dog will get peace!)

Similarly, native English and 35% Nepali speakers used temperate forms of condolence for loss of pets. This shows that Nepali speakers used greater number of temperate forms in comparison to their English counterparts (See appendix II and appendix XI). Some examples from both languages are as follows:

3. Pyaro bastu bhulna garho hunchha tara bhulne kosis gara. (S.No. 2i)  
(It is difficult to forget the lovely thing but try to do so.)
4. Timro kukur marekoma malai dukha lageko chha. (S.No. 2c)  
(I feel pity at the death of your dog.)

5. It's a very bad news. (S.No. 2d)

6. It's a too bad (S.No. 2f)

In the same way, the table given above also shows that the native speakers of English used greater number of quite informal forms of condolence for the loss of pets in comparison to the Nepali speakers. Ninety percent English speakers and 32% Nepali speakers used quite informal forms of condolence for the loss of a dog (See appendix III and appendix XII). Some examples from both languages are as follows:

7. Sorry to hear about your dog. (S.No. 2b)

8. Sorry to hear that your little puppy is dead. (S.No. 2c)

9. dukha naman (S.No. 2l)

(Have patience)

10. Pir nagara (S.No. 2f)

(Don't worry).

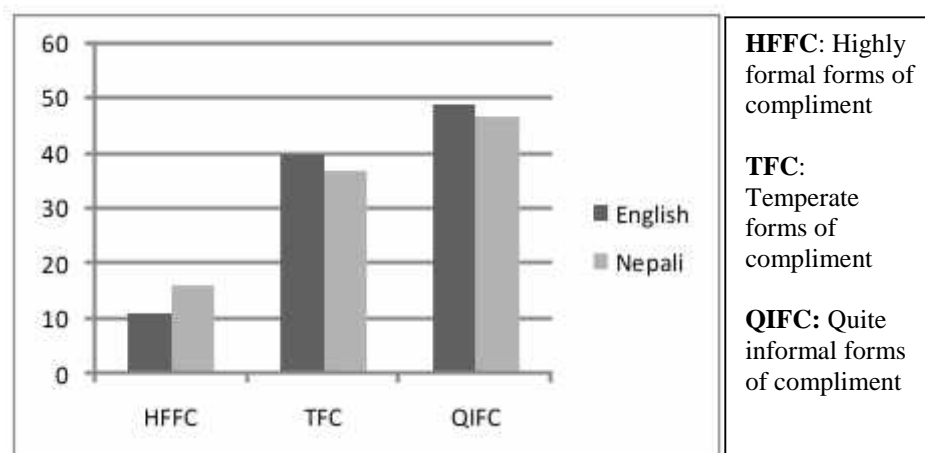
Next important thing is that 23% native Nepali speakers did not use any forms of condolence for the loss of pets. But, most of the native English speakers used different forms of condolence.

### **3.2 Forms of Compliments Given by English and Nepali Native Speakers**

Compliments are simple relationship building tools which express approval, and their main purpose is to show that we like some aspects of other person's belongings or work. The researcher found the following exponents of compliments while analyzing the data.

**Figure No. 2: Responses Used by English Speakers**

**Figures in percentage**



The figure shows that the Nepali speakers are highly formal than those of the native speakers of English while expressing compliments. Out of 660 responses, 16% in Nepali and 11% in English were highly formal. This evidence proves that Nepali speakers used greater number of highly formal forms of compliment in comparison to native English speakers (See appendix IV and appendix XIII). Some examples from both languages are as follows:

1. I'd like to compliment you on your flower. (S.No.7a)
2. Could I compliment you on your beautiful flower? (S. No. 7b)
3. Hajurko hatabata yo puspa payekoma ma hajur prati kritagya chhu.(S.No.7i)  
(I am grateful to get the flowers from yours hands.)
4. Yati ramro ful dinu bhayekoma ma aabhari chhu. (S.No. 7g)  
(I am grateful for such nice flowers given to me.)

Similarly, out of 220 responses in English, 40% were temperate forms of compliment and out of 660 responses in Nepali, 37% were temperate forms of compliment. This shows that the native speakers of English used greater number of temperate forms of compliment than those of Nepali counterparts (See appendix V and appendix XIV). Some of the examples of both languages are as follows:

5. It is a great success. (S.No. 9b)

6. Your room is fantastic. (S.No. 11b)
7. Timro kotha malai man paryo. (S.No. 11i)  
(I liked your room.)
8. Dhanya sar! katiramro ful ! (S.No. 7d)  
(Thank you sir! What a beautiful flower !)

The other responses were categorized under quite informal forms of compliment. Forty-seven per cent Nepali and 49% native English speakers used quite informal forms of compliments. It means that Nepali speakers used a greater number of quite informal forms of compliment as compared to their English counterparts (See appendix VI and appendix XV). Some examples from both languages are as follows:

9. Great! (S.No. 1a)
10. Wow! Good Shot! (S.No. 3e)
11. Chuwak chha yar! (S.No. 2l)  
(You are cute, yar.)
12. Tero Swar ta dami chha. (S.No. 1n)  
(Your voice is marvellous.)

The above figure shows that majority of both language speakers used a greater number of quite informal forms of compliments.

### 3.2.1 Forms of Compliment Found among Friends

In the discourse among friends, English interlocutors used more temperate forms of compliment.

**Table No. 8: Forms of Compliments Used by Friends**

NLSs	S. No.	Hffc		Tfc		Qffc	
		f	%	f	%	f	%
<b>English</b>	1,2,4	1	2	40	67	19	32
<b>Nepali</b>	1,2,4	9	5	82	46	89	49



Out of 60 responses, 67% English responses were temperate forms of compliment. Similarly, out of 180 responses, 46% were temperate forms of compliment. But the native English speakers used greater number of temperate forms of compliment while expressing compliments to their friends in comparison to Nepali speakers (See appendix V and appendix XIV). Some examples from both languages are as follows:

- 1) You've got great voice. I love that. (S.No. 1d)
- 2) You look great! (S.No. 2a)
- 3) Timro swar atyata mitho chha. (S.No. 1a)  
(Your voice is so sweet)
- 4) Timi ta dherai ramro dekhinchhaū. (S.No. 2a)  
(You seem very beautiful.)

There were also some other exponents where the respondents of both languages showed a very close intimacy with friends. These exponents were categorized under quite informal forms of compliment. Out of 60 responses, 32% English speakers used quite informal forms of compliment and out of 180 responses in Nepali, 49% were quite informal forms of compliment. This shows that Nepali speakers used greater number of quite informal forms of compliment than those of English counterparts (See appendix and VI appendix XV). Some examples of both languages are as follows:

- 5) Nice song. (S.No. 16)
- 6) Well done. (S.No. 3a)
- 7) Kyadami sart kaha kineko ! (S.No. 4c)  
(What a beautiful shirt! Where did you buy it?)
- 8) Tero swar ta dami chha. (S. No. 1n)  
(Your voice is marvellous.)

The other remaining expressions were categorized under highly formal forms of compliment. Native speakers of both languages used highly formal forms of compliment, but they did not use the highly formal forms of compliment than the temperate forms and quite informal forms. Out of 60 responses in English,

only 2% were highly formal forms of compliment and out of 180 responses in Nepali, only 5% were highly formal forms of compliment. This shows that the Nepali speakers used greater number of highly formal forms of compliment while expressing compliment to their friends (See appendix IV and appendix XIII). Some examples from both the English and Nepali speakers are as follows:

9) I must compliment you on this beautiful flower. (S.No. 2f)

10) Tapa le Sarai ramrokapada kinnu bhayechha. (S.No. 2c)

(You bought really beautiful clothes.)

At last, it can be concluded that most of the English and Nepali Speakers liked to use temperate and quite formal forms of compliment but few ELSs and NLSs used highly formal forms while expressing compliment to their friends.

### 3.2.2 Forms of Compliments Found Between Staffs and Boss

The comparative table shows that English people used less number of highly formal forms of compliment as compared to the Nepali speakers.

**Table No. 9: Forms of Compliment Used by Staff**

NLSs	S. No.	HFFC		TFC		QIFC	
		f	%	f	%	f	%
<b>English</b>	7	16	80	2	10	2	10
<b>Nepali</b>	7	55	92	5	8	-	-

Out of 60 responses in Nepali, 92% were highly formal forms while expressing compliment to their boss. Similarly, out of 20 responses in English, 80% were in highly formal forms of compliment. So the researcher came to conclusion that the Nepali speakers were found to be more formal than their English counterparts while expressing compliment to the boss of their office (See appendix IV and appendix XIII). Some utterances from both languages are cited below as examples.

- 1) I'd like to compliment you on your beautiful flower. (S.No. 7a)
- 2) Could I compliment you on your beautiful flower ! (S.No. 7b)
- 3) Yeti ramro ful dinubayekoma ma aabhari chhu. (S.No. 7g)  
(I am grateful for such beautiful flowers given to me.)
- 4) Hajurka hatbata yo puspa payekoma me hajur prati kritagya chhu.(S.No. 7i)  
(I am grateful for such beautiful flowers.)

On the other hand, the native English speakers used more temperate forms while expressing compliment to the boss of their office rather than the Nepali speakers. Ten percent responses were used as temperate forms by the English speakers whereas only 8% were used as temperate forms by the Nepali speakers (See appendix V and appendix XIV). Some of the examples from both languages are as follows:

- 5) Thank you. It's beautiful. (S.No. 7e)
- 6) Dhanya sar ! kati ramro ful ! (S.No. 7d)  
(Thank you sir! what a beautiful flower !)

Similarly, the English speakers used 10% quite informal forms. But in the case of Nepali people, no quite informal forms were found. The Nepali speakers did not use any quite informal forms while responding to the situations related to their boss ( See appendix XV). Some examples are given below:

- 7) What a beautiful flower ! (S.No. 7c)
- 8) Wow ! Beautiful. (S.No. 7f)

### 3.2.3 Forms of Compliment Found Between Husband and Wife

From the table given below, it is found that native speakers of both languages did not use any highly formal forms while expressing compliment to their wife.

**Table No. 10: Forms of Compliment Used by Husband**

NLSs	S. No.	HFFC		TFC		QIFC	
		f	%	f	%	f	%
<b>English</b>	3	-	-	1	5	19	95
<b>Nepali</b>	3	-	-	32	53	28	47

Out of 80 native responses, none of the one was highly formal forms. Likewise, the Nepali speakers used greater number of temperate forms of compliment while expressing it to their husbands. Out of 60 responses in Nepali, 53% were temperate forms of compliment and only 5% in English were temperate forms of compliment. This proves that Nepali speakers (husbands) liked to use temperate forms of compliment while expressing them to their wives in comparison to English speakers (See appendix V and appendix XIV). Some examples are given below.

- 1) I had already thought of it. (S.No. 3c)
- 2) Timi ta s chai ramro kheladi hau. (S.No.3k)  
(You are really a good player.)
- 3) Ramro prahar! Timi ma prativa chha. (S.No. 3d)  
(Good Shot! you have creativity.)

Similarly, there were other responses which were categorized under quite informal forms. The above table shows that the native English speakers are quite informal than the Nepali speakers while expressing compliment to their wives. Ninety percent English speakers and 47% Nepali speakers used quite informal forms of compliment (See appendix VI and appendix XV). Some examples from both languages are as follows:

- 4) WOW! Good Shot! (S. No. 3e)
- 5) WOW! Well palyed ! (S. No. 3d)
- 6) Khel ta yasto po hunchha ! (S. No. 3i)  
(This is the game!)
- 7) Uha ! Swasni ! kasto ramro prahar garis ! (S. No. 3j)  
(WOW! darling! good shot!)

### **3.2.4 Forms of Compliments Found Among Relatives**

The comparative table given below shows that the speakers of both languages used far greater number of quite informal forms while expressing compliments to their relatives.

**Table No. 11: Forms of Compliment Used by Relatives**

NLSs	S. No.	Hffc		Tfc		Qlfc	
		f	%	f	%	f	%
<b>English</b>	6,8	3	8	11	28	26	65
<b>Nepali</b>	6,8	9	7	23	19	89	74

Out of 40 responses in English, 65% and out of 120 responses in Nepali, 74% were quite informal forms. The table given above also clearly shows that Nepali speakers have been found using more quite informal forms while expressing compliments to their relatives as compared to the English speakers (See appendix VI and appendix XV). Some examples of quite informal forms are given below.

- 1) Well done! (S.No. 6a)
- 2) Great picture! (S. No. 89)
- 3) Bhai t ile derai ramro khelis. (S. No. 6a)  
(Brother! you played well.)
- 4) Waha didi! waha! (S. No. 8g)  
(WOW sister! WOW!)

Similarly, 28% responses in English and 19% responses in Nepali were categorized under temperate forms of compliment. It means the English speakers used greater number of temperate forms while expressing compliments to their relatives than their Nepali counterparts (See appendix V and appendix XIV). Some examples from both languages are as follows:

- 5) That looks great! (S. No. 8b)
- 6) God gifted it to you! (S. No. 8d)
- 7) Bhai timi ramro kheladi banchhau. (S. No. 6k)  
(Brother! you will be a great player.)
- 8) Kanchha ! yastai safalata prapta gardai jau. (S. No. 6i)  
(Keep up with success, son!)

The remaining expressions were categorized under highly formal forms of compliment where the respondents of both languages tried to show their politeness to their relatives. Eight percent responses in English and 7% in Nepali were highly formal forms. It means the native English speakers used greater number of highly formal forms while expressing compliments to their relatives in comparison to the Nepali speakers (See appendix IV and appendix XII). Some examples from both languages are cited below:

- 9) I must compliment you on your game. (S. No. 6d)  
 10) Didi hajur mahan chitrakar hunuhunchha. (S. No. 8c)  
 (Sister! you are a great artist.)

### 3.2.5 Forms of Compliment Found Among Children and Parents

The table given below shows that the native English speakers used greater number of quite informal forms while expressing compliment to parents but the Nepali speakers used greater number of highly formal forms while expressing compliment to their parents.

**Table No. 12: Forms of Compliment by Children**

NLSs	S. No.	Hffc		Tfc		Qifc	
		f	%	f	%	f	%
<b>English</b>	5	4	20	1	5	15	75
<b>Nepali</b>	5	29	48	14	23	17	28

Out of 60 responses in Nepali, 48% were highly formal and only 20% in English were highly formal forms. This clearly implies that the number of highly formal forms in the Nepali language is greater than the English language (See appendix IV and appendix XII). For example,

- 1) It is my great pleasure to get it. (S. No. 5b)  
 2) Buba, hajur mahan hunuhunchha. (S. No. 5g)  
 (Dad! your are great.)  
 3) Mero baba chhorako ichchhalai ramrari bujnu hunch. (S. No. 5b)  
 (My father pretty well understands the interest of his son.)

Similarly, another important point noted is that the Nepali speakers used greater number of temperate forms while expressing compliment to their parents as compared to the English speakers. Out of 60 responses, 23% Nepali people and only 5% English speakers used temperate forms. (See appendix V and appendix XIV). Some examples are listed below.

4) Mai dad! aaja ma derai khushi chhu. (S. No. 5h)

(My dad! Today I am very happy.)

5) Buba hunu ta mero jasto ! (S. No. 5j)

(All should get the father like mine.)

6) Thank you very much. (S. No. 5a)

The table above also reveals that the English people used far more quite informal forms as compared to the Nepali speakers while expressing compliments to their parent's. In other words, the native English speakers used 75% quite informal forms, while the Nepali speakers used only 28% (See appendix VI and appendix XV). Let's consider the following examples.

7) WOW ! Thanks dad. (S. No. 5d)

8) WOW ! Great ! Thanks ! (S. No. 5e)

9) Oho ! katiramro motersaikal ! (S. No. 5f)

(WOW ! what a nice motorcycle !)

10) Waha dad ! Waha ! maile bhane jasto kinidinu Bhayechha. (S. No. 5c)

(WOW dad ! WOW ! you bought me the one that I liked.)

### **3.2.6 Forms of Compliments Found Among Adults and Children**

The table below shows that the speakers of both languages did not use highly formal forms while expressing compliment to their children in their society.

**Table No. 13: Forms of Compliments Used by Adults.**

NLSs	S. No.	Hffc		Tfc		Qifc	
		f	%	f	%	f	%
<b>English</b>	10	-	-	16	80	4	20
<b>Nepali</b>	10	-	-	8	13	52	87

The English speakers used greater number of temperate forms of compliment than the Nepali speakers. Statistically speaking, out of 20 responses in English, 80% were the temperate forms. Whereas, only 13% in the Nepali language were temperate forms of compliment (See appendix V and appendix XIV).

Some examples from both languages are as follows:

- 1) She's lovely. (S. No. 10c)
- 2) She's beautiful. (S. No. 10e)
- 3) yo babu ta gyani chha. (S. No. 10g)  
(This child is intelligent.)
- 4) Chhoro hunu ta yasto po. (S. No. d)  
(Son should be like him.)

Similarly, the Nepali speakers used greater number of quite informal forms in comparison to the native English speakers while expressing compliments to their children. Out of 60 responses in Nepali, 87% and 20% in English were quite informal forms of compliment (See appendix VI and appendix XV).

Some examples from both languages are as follows:

- 5) Oh! Isn't she cute? (S. No. 10d)
- 6) What a cute baby! (S. No. 10 b)
- 7) Tero chhoro mahan chha. (S. No. 10h)  
(Your son is great.)
- 8) Kati ramro bachcha ! (S. No. 10b)  
(What a beautiful child!)

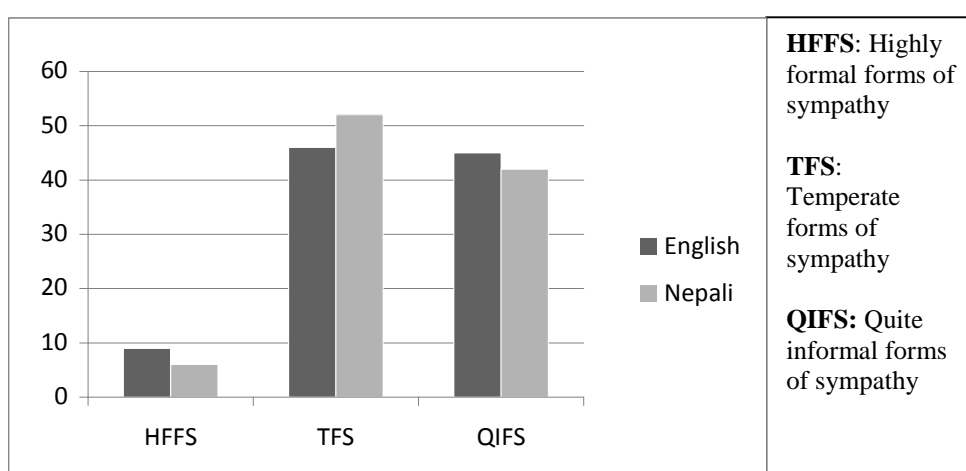


### 3.3 Forms of Sympathy Given by Native English and Nepali Speakers

Sympathy is the feeling of being sorry for somebody, which is necessary to establish good social relationship in the society. All the exponents of sympathy in English and Nepali that the researcher found are presented in the following figure:

**Figure No. 3: Forms of Sympathy Used by Native English and Nepali Speakers**

Figure in percentage



The above figure shows that the native speakers of both languages used greater number of temperate forms of sympathy. It also clearly shows that the Nepali speakers used greater number of temperate forms in comparison to the English speakers while expressing sympathy. Out of 540 responses in Nepali, 52% were as temperate forms and out of 180 responses in English, 46% were temperate forms of sympathy (See appendix VIII and appendix XVII). Some examples from languages are as follows:

- 1) Pir nagar ma timilai sakdo sahayog garchhu. (S. No. 2a)  
(Don't worry. I will help you as I can)
- 2) Aaba arko kukur kinnu parchha. (S. No. 1a)  
(We will have to buy another dog now.)
- 3) I can image you feel bad. (S. No. 1f)
- 4) It's too bad. (S. No. 2e)

In the same way, the researcher found 45% and 42% responses under quite informal forms of sympathy in English and Nepali respectively. While expressing these types of expression, the respondents did not show higher formality and politeness. The above-presented figure clearly shows that the English speakers are more quite informal than those of Nepali speakers (See appendix XVIII and appendix IX). Some examples are presented below:

- 5) Better luck next time. (S. No. 4g)
- 6) Oops! How's that happened? (S.No. 2f)
- 7) Dukha lagyo yar. (S. No. 1b)  
(I feel sorry, yar.)
- 8) Kasto dukhat samachar ! (S. No. 2b)  
(What a sad news!)

Similarly, there were some other exponents which were categorized under highly formal forms of sympathy. Where the respondents showed formality and politeness. Only 6% responses in English and 6% response in Nepali were highly formal forms of sympathy. It proves that the English speakers used greater number of highly formal forms than the Nepali speakers (See appendix VII and appendix XVI). Some examples are as follows:

- 9) I'd like to express my deepest sympathy (S. No. 3f)
- 10) I'm very sorry to hear that you lost game. (S. No. 8d)
- 11) Pahilai bhaneko mannu bhayena, aba kehi din pakhanuhos ma sahayog garchhu. (S. No. 3a)  
(You did not do what I had told wait some days I will help you.)
- 12) Kripaya pir nagarnuhola aba arko kampanima lagani garnu parchha.(S. No. 3h)  
(Please don't worry we should invest in another company.)

### 3.3.1 Forms of Sympathy Found among Friends

The table below shows that the speakers of both languages did not use highly formal forms while expressing sympathy to their friends.

**Table No. 14: Forms of Sympathy Used by Friends.**

NLSS	S. No.	HFFS		TFS		QIFS	
		f	%	f	%	f	%
<b>English</b>	1,2,5	-	-	29	48	31	52
<b>Nepali</b>	1,2,5	-	-	113	63	67	37

The majority of the Nepali speakers used temperate forms of sympathy to their friends. Out of 180 Nepali responses, 63% were temperate forms of sympathy. Whereas out of 60 English responses, 48% were temperate forms of sympathy. It shows that the Nepali speakers used greater number of temperate forms than native English speakers while expressing sympathy to their friends (See appendix VIII and appendix XVII). Some examples from both languages are mentioned below.

- 1) Dukha naman timi hami sangai chhau. (S. No. 2i)  
(Don't worry, we are with you.)
- 2) Malai timro kurale gambir banayo. (S. No. 5a)  
(Your message has made me serious.)
- 3) I can sympathize with you but I can't do anything. (S. No. 3d)
- 4) Its too bad (S. No. 2e)

However, in the discourse between friends, the English interlocutors used greater number of quite informal forms than the Nepali interlocutors while expressing sympathy. Out of 60 English responses, 52% were quite informal forms and 37% Nepali responses were quite informal forms of sympathy (See appendix XVIII and appendix IX). For examples:

- 5) Oh! How terrible! (S. No. 1c)
- 6) Sorry to hear that. (S. No. 1d)

- 7) Dukha lagyo yar! (S. No. 1b)  
(I feel sorry, yar!)
- 8) Birsane prayas gar. (S. No. 1i)  
(Try to forget it.)

### 3.3.2 Forms of Sympathy Found Among Relatives

The table below shows that the speakers of both languages used greater number temperate forms of sympathy while expressing to their relatives.

**Table No. 15: Forms of Sympathy Used by Relatives**

NLSS	S. No.	HFFS		TFS		QIFS	
		f	%	f	%	f	%
<b>English</b>	6,7	3	8	24	60	13	32
<b>Nepali</b>	6,7	11	9	61	51	48	40

Out of 40 responses in English, 60% were the temperate forms of sympathy. Similarly, out of 120 responses in Nepali, 51% the temperate forms of sympathy. It shows that the English speakers used greater number of temperate forms while expressing sympathy to their relatives (See appendix VIII and appendix XVII). Some examples are as follows:

- 1) I can image you feel bad. (S. No. 6f)
- 2) Perhaps, you lost a great opportunity. (S. No. 6e)
- 3) Dukha namana, timro chhyamata thiyo tara samayale sath diyena. (S. No. 6k)  
(Don't worry, you could have done this but time did not help you.)
- 4) Biteko kura nasamjha ! arko paricha ramro gara. (S. No. 6i)  
(Forget the past. Do better in the next exam)

On the other hand, there were some other responses which were categorized under quite informal forms of sympathy where the respondents did not show formality and politeness. Thirty two per cent English responses and 40% Nepali responses were quite informal forms of sympathy. It means the the

Nepali speakers are more quite informal than native English speakers (See appendix XVIII and appendix IX). Some examples of quite informal of sympathy are as follows:

- 5) Don't worry. (S. No. 7c)
- 6) Never mind. (S. No. 7b)
- 7) Khatamai bhayechha ! Aba arko parichhya ramro gar. (S. No. 6d)  
(Worst! Do better in the next exam.)
- 8) Arko parichhyama ramro gar. (S. No. 6j)  
(Do better in next exam.)

Similarly, there were few other responses which were categorized under highly formal forms of sympathy. Here, the speakers of both languages used less number of highly formal forms of sympathy. Only 8% English speakers and 9% Nepali speakers used highly formal forms of sympathy. It also shows that the Nepali speakers used greater number highly formal forms than the English speakers while expressing sympathy to their relatives (See appendix VII and appendix XVI). Some examples from both languages are presented below:

- 9) I shouldn't have gone up it. (S. No. 7e)
- 10) Kripaya, yaslai samanya rupama linuhos. (S. No. 6l)  
(Please, take it easily.)

### **3.3.3 Forms of Sympathy Found Among Teachers –Students**

The table below shows that the speakers of both languages did not use any highly formal forms of sympathy.

**Table No. 16: Forms of Sympathy Used by the Teachers.**

NLSS	S. No.	HFFS		TFS		QIFS	
		f	%	f	%	f	%
<b>English</b>	4	-	-	5	25	15	75
<b>Nepali</b>	4	-	-	50	83	10	17

It shows that the teachers of both languages do not use any formal forms while expressing sympathy to their students. On the other hand, twenty five per cent native English speakers used temperate forms of sympathy and 83% Nepali speakers used temperate forms of sympathy. The above table clarifies that the Nepali speakers used greater number of temperate forms than their English counterparts while expressing sympathy to their students (See appendix VIII and appendix XVII). Let's consider the following examples.

- 1) Do you have a chance to retake? (S. No. 4b)
- 2) Failure is the pillar of success (S. No. 4f)
- 3) Feri prayas gara abasya safal hunchhau. (S. No. 4b)  
(Try again; certainly, you will get success.)
- 4) Yas patak yastai bhayo bhanera mehanet garna chhadna hudaina. (S. No. 4i)

Similarly, the researcher found 75% English responses and 17% Nepali responses as quite informal forms of sympathy. So the researcher came to conclusion that the native English speakers are more quite informal than the Nepali speakers while expressing sympathy to their students (See appendix IX and appendix XVIII). Some examples from both languages are as follows:

- 5) Never mind. Try harder next time. (S. No. 4a)
- 6) Sorry to hear that you did not do well. (S. No. 4b)
- 7) Pir nagari feru padha.(S. No. 4f)  
(Worry not. Work hard again.)
- 8) Niras nabhai arko barsa ko lagi tayari gar. (S. No. 4g)  
(Don't be sad, prepare the next year.)

### 3.2.4 Forms of Sympathy Found Among Neighbours

The table below shows that the majority of the English speakers used temperate forms of sympathy

**Table No. 17: Forms of Sympathy Used by Neighbours**

NLSS	S. No.	HFFS		TFS		QIFS	
		f	%	f	%	f	%
<b>English</b>	3	1	5	15	75	4	20
<b>Nepali</b>	3	19	32	17	28	24	40

Seventy five percent native English responses and 28% Nepali responses were found as temperate forms of sympathy. Here, the English speakers used greater number of temperate forms in comparison to the Nepali speakers while expressing sympathy to their neighbours (See appendix VIII and appendix XVII). Some examples are as follows:

- 1) It's a bad situation. (S. No. 3b)
- 2) I'm sorry to hear that. (S. No. 3e)
- 3) Thikai chha, biteko kurama chinta nagara ma sahayog garaula. (S. No. 3g)  
(It's ok, don't worry about past. I will help you.)
- 4) Belama hos garenau fursadma pachhutayera ke garnu. (S. No. 39)  
(You were not serious in right time. It's meaningless to be worried now.)

On the other hand, there were some other exponents which were categorized under quite informal forms of sympathy. According to the above table, 40% Nepali responses were quite informal. From this evidence, we can generalize that the Nepali speakers used greater number of quite informal forms as compared to the native English speakers while expressing sympathy to their neighbours (See appendix IX and appendix XVIII). Some examples are listed as follows:

- 5) Hera aafulai dakhil nabhayeko th uma lagani garnu hudaina. (S. No. 3f)
- 6) Bhandu bhandu lagani garis, aba pir nagar chahine jati paisa lai ja. (S. No. 3i)

(You invested without considering my suggestion. Don't worry now; you can take away whatever you need.)

7) Sorry to hear about it. But..... (S. No. 3c)

8) Be more careful this time. (S. No. 3a)

Similarly, the researcher found 32% Nepali responses and 5% English responses in highly formal forms in the process of data collection. It shows that the Nepali speakers used greater number of highly formal forms than the native English speakers while expressing sympathy to their relatives (See appendix VII and appendix XVI). For example,

9) Pahilyai bhaneko mannubhayena, aba kehi din parknuhos, ma sahayog garchhu. (S. No. 3a)

(You did not do what I had told; now wait for sometimes, I will help you.)

10) I'd like to express my sympathy..... (S. No. 3f)



## **CHAPTER FOUR**

### **FINDINGS AND RECOMMENDATIONS**

#### **4.1 Findings**

Analysis of the data revealed various information about the forms of condolence, compliments and sympathy used by the native English and Nepali speakers. On basis of analysis and interpretation, the following findings have been listed.

##### **4.1.1 Findings of Condolence**

1. In totality, 49% English and 27% Nepali speakers used highly formal forms of condolence. So the English speakers were found to be formal and polite than the Nepali speakers while expressing condolence.
2. 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%) used temperate forms while expressing condolence. It clearly shows that the English speakers are found to be using greater number of highly formal forms and the Nepali speakers temperate forms of condolence in the relationship with friends.
3. Sixty per cent English and 60% Nepali speakers used highly formal forms of condolence in the students – teachers relationships. So the English speakers were found to be more formal in relationship with their teachers.
4. Similarly, 80% English and 62% Nepali speakers used temperate forms while expressing condolence to their relatives.
5. Both the English and Nepali speakers were found to be highly formal in the relationship with their neighbours. Eighty two per cent Nepali and 40% English speakers used highly formal forms. It shows that the Nepali speakers are more formal than the English speakers while expressing condolence to their neighbours.

6. In the relationship with diplomats, 65% English and 50% Nepali speakers used highly formal forms of condolence.
7. Thirty five per cent English and 50% Nepali speakers did not use any forms of condolence to their diplomats.
8. Twenty per cent Nepali speakers used highly formal forms but none of the English speakers used highly formal forms while expressing condolence for the loss of pets.
9. The Nepali speakers used greater number of temperate forms of condolence than those of the native English speakers.
10. Again, the Nepali speakers used greater number of quite informal forms of condolence than the native English speakers.
11. The native English speakers were found to be more formal especially in the relationship with their friends, teachers and diplomats than the Nepali speakers.
12. The English speakers were found to be using greater number of temperate forms especially in the relationship with neighbours than the Nepali speakers.
13. Similarly, the native English speakers were found to be less formal especially in the relationship with friends, neighbours and for the loss of pets.
14. The Nepali speakers were found to be more formal especially in the relationship with their relatives, neighbours and for the loss of pets.
15. The Nepali speakers were found to be using greater number of temperate forms than the English speakers especially in the relationship with their friends, teachers and for the loss of pets.
16. The Nepali speakers were found to be less formal while expressing condolence to their friends and relatives.

### **4.1.2 Findings of Compliments**

1. In totality, 16% Nepali and 11% English speakers used highly formal forms of compliments. It shows that the Nepali speakers are more formal than the native English speakers while expressing compliment. Similarly, 40% English and 37% Nepali responses were found as temperate forms of compliments; it proves that that the English speakers used greater number of temperate forms than the Nepali speakers while expressing compliment. In the same way, 49% English and 47% Nepali speakers used quite informal forms of compliments. It means the native English speakers are also less formal than the Nepali speakers.
2. In the discourse among friends, only 2% English and 5% Nepali speakers used highly formal forms, 67% English and 46% Nepali speakers used temperate forms, and 32% English and 49% Nepali speakers used quite informal forms while expressing compliments.
3. Eighty per cent English and 92% Nepali speakers used highly formal forms, 10% English and 8% Nepali speakers used temperate forms , and 2% English and none of the Nepali speakers used quite informal forms while expressing compliments to their boss.
4. Similarly, the speakers of both languages did not use any highly formal forms, 5% English and 53% Nepali speakers used temperate forms, and 95% English and 47% Nepali speakers used quite informal forms while expressing compliments to their wives.
5. Likewise, 8% English and 7% Nepali speakers used highly formal forms, 28% English and 19% Nepali speakers used temperate forms, and 65% English and 74% Nepali speakers used quite informal forms of compliments to their relatives.
6. In the same way, 20% English and 48% Nepali speakers used highly formal forms, 5% English and 23% Nepali speakers used temperate forms, and 75% English and 28% Nepali speakers used quite informal forms of compliments to their parents.

7. The speakers of both languages did not use any highly formal forms, but 80% English and 13% Nepali speakers used temperate forms, and 4% English and 52% Nepali speakers used quite informal forms while expressing compliments to their to their children.
8. The English speakers were found to be more formal than Nepali speakers while expressing compliments to their relatives.
9. The Nepali speakers were found to be more formal than the native English speakers while expressing compliments to their friends, boss and parents.
10. English speakers were found to be using greater number of temperate and quite informal forms than the Nepali speakers while expressing compliments to their friends, boss, wives and parents.
11. The Nepali speakers used greater number of temperate and quite informal forms as compared to the native English speakers while expressing compliments to their friends and relatives.
12. The speakers of both languages used greater number of highly formal forms of compliment to their boss.
13. The speakers of both languages used greater number of quite informal forms of compliment to their wives and relatives.

#### **4.1.3 Findings of Sympathy**

1. In totality, the researcher found 6% highly formal forms in languages, 46% temperate forms in English and 52% temperate forms in English and 45% and 42% quite informal forms of sympathy in English and Nepali, respectively.
2. In the relationship among friends, the speakers of both languages did not use any highly formal forms of sympathy, but 48% English and 63% Nepali speakers used temperate forms, and 52% English and 37% Nepali speakers used quite informal forms of sympathy.
3. Only 8% English and 9% Nepali speakers used highly formal forms of compliments to their relatives. The majority of the speakers (i.e. 60%

English and 51% Nepali) used temperate forms of sympathy to their relatives.

4. None of the speakers of both languages used highly formal forms of sympathy to their students, but the majority of the English speakers (75%) used quite informal forms and the majority of the Nepali speakers (83%) used temperate forms to their students.
5. In the relationship among neighbours, 5% English and 32% Nepali speakers used highly formal forms.
6. The native English speakers were found to be more quite informal while expressing sympathy to their students and friends. Whereas the Nepali speakers were found to be more quit informal while expressing sympathy to their neighbours.
7. The English speakers used greater number of temperate forms of sympathy to their neighbours and relatives whereas the Nepali speakers used quite informal forms to their students and friends.

Finally, the researcher found that most of the English speakers used short and simple exponents of condolence, compliments and sympathy whereas the most of the Nepali speakers used long and difficult exponents of condolence, compliments and sympathy.

## **4.2 Recommendations**

Condolence, compliment and sympathy play most important role in maintaing good social relationship in the society. So the speakers of all languages should have knowledge of condolence, compliments and sympathy. These language functions should be taught from elementary to higher level.

On the basis of the findings, the researcher has attempted to forward some pedagogical suggestions for teaching condolence, compliments and sympathy which would be beneficial for the teachers and students of both languages.

1. The teacher should create situations, which require different exponents of condolence, compliments and sympathy and ask the students to play the role in such situations.
2. The learners of Nepali can make a list of exponents of condolence, compliments and sympathy from Nepali situations and the learners of English can make a list of exponents of condolence, compliments and sympathy from English situations and compare them.
3. The teacher can make a list of exponents of condolence, compliments and sympathy and ask them to categorize them into highly formal, temperate and quite informal forms.
4. The teachers can give activities to the students covering topics concerning with death, funeral, mourning, belief about death, etc.
5. The students and teachers can discuss about the social norms for expressing condolence, compliments and sympathy.
6. Group work, pair work and different languages would be useful for teaching condolence, compliments and sympathy in both languages.
7. The teacher can analyze the form structure and meaning of condolence, compliments and sympathy.
8. It is better to use communicative method to teach these language functions.
9. The teacher can present different tragic and comic stories in the classroom.
10. Newspapers and magazine also helps to these language functions in the classroom.

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## APPENDIX I

S.N	Highly formal forms of Condolence in Nepali	Frequency of Occurrence(F)	Percentage (%)
1	Exponents Used among Friends i. यस दुःखत घडीमा भगवानले धैर्य धारण गर्न शक्ति प्रदान गरुन । k. भगवानले पिडा सहन सक्ने क्षमता प्रदान गरुन । n. यस दुःखद घडीमा भगवानले साथ दिनेछन् ।	4 2 3	0.7 0.3 0.5
2	Exponents Used for the loss of pets d. यस घटनाले मलाई मर्माहित बनायो । g. प्रकृतीको नियम भन्दा बाहिर कोही पनि जान सक्दैन । j. कुकुरको आत्माले शान्ति पाओस् ।	1 9 2	0.2 1.5 0.3
3	Exponents Used among Friends a. तपाईंको भाइको आत्माले शान्ति पाओस्	8	1.3
4	Exponents Used among Neighbours a. उहाँको स्वर्गमा वास होस् । c. आफैले आफुलाई कमजोर नबनाउनुहोस । आफुलाई समाल्नुहोस् d. हजुरको पिता प्रती मेरो समवेदना छ । e. साह्रै दुःखद घटना घटेछ । मलाई यसले दुःखीत बनायो । f. हजुरको पिता प्रती हार्दिक समवेदना व्यक्त गर्दछु । g. यस दुःखद घडीमा ईस्वर सँग प्राथना गर्दछु । h. चिन्ता नगरी हरीको नाम जप्नुहोस । k. असल छिमेकीको मृत्युले हामी सोक मग्न छौ ।	1 6 6 7 15 7 3 4	0.2 1 1 1.2 2.5 1.2 0.5 0.7
5	Exponents Used among Friends i. यस दुःखद घडिमा ईस्वरको सहयोग गरुन ।	1	0.2
6	f. बाबुलाई परमेश्वरले धैर्य धारण गर्ने शक्ति प्रदान गरुन । k. उहाँलाई शान्ति मिलोस् ।	7 7	1.7 1.7
7	Exponents Used for diplomats a. प्रधानमन्त्रीज्यूलाई ईस्वरले धैर्यधारण गर्ने शक्ति प्रदान गरुन । b. प्रधानमन्त्रीज्यूको छोराको मृत्युले म मर्माहित भएको छु । c. सम्माननिय प्रधानमन्त्रीज्यूको छोराको मृत्युको अवसरमा हार्दिक समवेदना व्यक्त गर्दछु । d. प्रधानमन्त्री ज्यूको छोरोको मृत आत्माको चिर शान्तिको कामना गर्दछु । e. यस दुःखद घडीमा म प्रधानमन्त्रीज्यूलाई हार्दिक समवेदना गर्दछु । f. यस दुःखद घडीमा म प्रधानमन्त्री ज्यूको छोरा प्रति समवेदना व्यक्त गर्दछु ।	1 6 8 5 7 3	0.2 1 1.3 1.8 1.2 0.5
8	Exponents Used among Relatives d. ज्वाईंको आत्माको चिरशान्तिको कामना गर्दछु । h. ज्वाईंको स्वर्गमा वास होस् ।	12 3	2 0.5

9	Exponents Used in student – teacher relationship		
	a.सर ! हजुरको छोरीको घटनाले मलाई दुःखीत बनाएको छ ।	1	0.2
	b.हजुरको छोरीको आत्माको चिर शान्तिको कामना गर्दछु ।		
	c.हजुरलाई ईश्वरले धैर्य धारण गर्न सक्ने शक्ति प्रदान गरुन् ।	5	0.8
	d.सर ! हजुरलाई हार्दिक समवेदना व्यक्त गर्दछु ।	5	0.8
	e.सर ! चिन्ता नलिनुहोस् हामी पनि हजुरका छोरा, छोरी नै हौ ।	4	0.7
	g. उनलाई शान्ति मिलोस्, हजुरलाई धैर्य धारण गर्ने शक्ति मिलोस् ।	10 11	0.7 0.8
<b>Total</b>		<b>160</b>	<b>27</b>

## APPENDIX II

SN	Temperate Forms of condolence in English	Frequency	%
1	<p>Exponents Used among Friends</p> <p>a. धैर्य गर! भगवानमा विश्वास गर ।</p> <p>b. मित्र मनथाम र सहज होऊ ।</p> <p>c. तिम्रो आमाको आत्माको चिर शान्तिको कामना गर्दछु ।</p> <p>d. तिम्रो आमाको मृत्युले मलाई धेरै दुःखी बनायो ।</p> <p>e. तपाइको आमाको आत्माले शान्ति पाओस् ।</p> <p>f. म तिम्रो आमा प्रती समवेदना व्यक्त गर्दछु ।</p> <p>g. म तिम्रो आमाको निधन प्रति दुःख व्यक्त गर्दछु ।</p> <p>h. साह्रै नराम्रो घटना घट्यो दुःख नमान</p> <p>j. दुःख नमान, मृत्युलाई जसैले रोकन सक्दैन ।</p> <p>l. प्रकृतीको नियमै यस्तै छ, भगवानसँग प्रार्थना गर ।</p>	<p>2</p> <p>2</p> <p>1</p> <p>1</p> <p>12</p> <p>5</p> <p>2</p> <p>10</p> <p>6</p> <p>3</p>	<p>0.3</p> <p>0.3</p> <p>0.2</p> <p>0.2</p> <p>2</p> <p>0.8</p> <p>0.3</p> <p>0.7</p> <p>1</p> <p>0.5</p>
2	<p>Exponents Used for the Loss of Pets</p> <p>a) अब चिन्ता नगर, अब अर्कोराम्रो कुकुर किन्नु पर्छ ।</p> <p>b) तिम्रो कुकुरको स्वर्गमा वास होस ।</p> <p>c) तिम्रो कुकुर मरेकोमा मलाई दुःख लागेको छ ।</p> <p>e) असल वस्तुलाई दैवले चाडै लैजान्छ । दुःख नमान</p> <p>i) प्यारो वस्तु भुल्न गाह्रो हुन्छ तर भुल्ने कोशिस गर ।</p>	<p>4</p> <p>3</p> <p>5</p> <p>2</p> <p>7</p>	<p>0.7</p> <p>0.5</p> <p>0.8</p> <p>0.3</p> <p>0.2</p>
3	<p>Exponents Used among Friends</p> <p>b) दैवको इच्छालाई कसैले टार्न सक्दैन । ईश्वरसँग प्रार्थना गर ।</p> <p>d) तिम्रो भाइको मृत्युले मेरो मनमा गहिरो दुःख पुऱ्याएको छ ।</p> <p>i) यस घटनाले मलाई अत्यन्त दुःखीत बनाएको छ ।</p> <p>j) तिम्रो परिवार प्रति मेरो समवेदना छ ।</p>	<p>12</p> <p>7</p> <p>8</p> <p>5</p>	<p>2</p> <p>1.2</p> <p>1.3</p> <p>0.8</p>
4	<p>Exponents Used among Neighbours</p> <p>b) यस्तो अवस्थामा आफुले आफैलाई समाल्नु पर्छ ।</p> <p>i) भगवानको इच्छा नै यस्तै रहेछ ।</p>	<p>3</p> <p>2</p>	<p>0.5</p> <p>0.3</p>
5	<p>Exponents Used among Friends</p> <p>a) साह्रै दुःख लाग्यो, कसरी यस्तो भयो ?</p> <p>b) बहिनीको मृत्यु प्रति दुःख व्यक्त गर्दछु ।</p> <p>d) जेहुनु थियो त्यही भो । परिवारलाई सम्झाउने प्रयास गर ।</p> <p>e) उनको आत्मिक शरिरले हामीलाई सुख दिओस ।</p> <p>f) दैवको आँखा सधै असल मानिसमा पर्दोरहेछ ।</p> <p>k) तिम्रो परिवार प्रति मेरो समवेदना छ, यार !</p>	<p>3</p> <p>6</p> <p>4</p> <p>5</p> <p>3</p> <p>6</p>	<p>0.5</p> <p>1</p> <p>0.7</p> <p>0.8</p> <p>0.5</p> <p>1</p>
6	<p>a) बाबु तिम्री चिन्ता नगर । यस्तै हो जीवनको कुनै भरोसा हुँदैन ।</p> <p>b) बाबु ! आफैले आफैलाई निरास नवनाऊ ।</p> <p>c) बाबु ! जे हुनु भयो बाबालाई हेरेर चित्त बुभाउ ।</p> <p>d) तिम्रो आमाको स्वर्गमा वास होस भनि भगवानसँग प्रार्थना गर्दछु ।</p> <p>g) बाबु, जस्तो सुकै परिस्थितिको पनि सामना गर्ने पर्छ !</p> <p>i) बाबु चिन्ता नगर तिमिसँग हामी पनि छौ ।</p> <p>j) बाबु पिर नमान, तिमिले आमाको सपना पुरा गर्नुपर्छ ।</p>	<p>3</p> <p>6</p> <p>4</p> <p>5</p> <p>3</p> <p>14</p> <p>6</p>	<p>0.5</p> <p>1</p> <p>0.7</p> <p>0.8</p> <p>0.5</p> <p>0.3</p> <p>1</p>
8	<p>Exponents Used among Relatives</p> <p>b) यस दुःखद घडीमा ईश्वरले तिम्रीलाई धैर्यताका साथ बाँच्न सक्ने क्षमता प्रदान गरुन्</p> <p>d) ज्वाइको आत्माको चिरशान्तिको कामना गर्दछु ।</p> <p>e) छोरी ! चिन्ता नगर तिमिसँग हामी छौ ।</p> <p>f) छोरी, आफैले आफैलाई कमजोर नवनाउ ।</p>	<p>5</p> <p>12</p> <p>18</p> <p>2</p>	<p>0.8</p> <p>2</p> <p>3</p> <p>0.3</p>

9	Exponents Used in student – teacher relationship f) यस खवरले मलाई सोकाकुल बनाएको छ ।	24	4
10	Reply of Condolence a) धन्यवाद, प्रकृतिको नियमै यस्तै छ । d) खुसी लाग्यो । तिमिलाई धन्यवाद । f) तिम्रो समवेदना प्रति म आभारी छु ।	2 3 5	0.3 0.5 0.8
<b>Total</b>		<b>285</b>	<b>43</b>

## APPENDIX III

SN	Quite Informal Forms of Condolence in Nepali	F	%
1	Exponents Used among Friends	2	0.3
	m) तेरो आमाको स्वर्गमा वास होस ।	5	0.8
	o) घटना सुनेर साह्रै दुःख लाग्यो ।		
2	Exponents Used for the loss of pets	5	0.8
	h) संसारमा मान्छे त महिरहेका छन्, जावो कुकुरको पिर नगर ।	4	0.7
	l) दुःख नमान	2	0.3
	k) साह्रै नराम्रो भयो । दुःख लाग्यो ।	10	0.7
	f) संसार यस्तै छ । पिर नगर ।		
3	Exponents Used among Friends	6	1
	c) कस्तो नराम्रो घटना भएछ !	7	1.2
	f) धैर्य गर संसारको लिला नै यस्तै छ ।	8	1.3
	g) साह्रै नराम्रो घटना घट्यो आफुलाई समाल ।		
4	Exponents Used among Neighbours	1	0.2
j) अब त हाम्रो दाहिने हात नै भाँचियो ।			
5	Exponents Used among Friends	3	0.5
	c) साह्रै दुःखद खबर पो सुन्नु पर्‍यो त !	5	0.8
	g) सबै मानिस मरणशील हुन चिन्ता नगर ।	5	0.8
	h) आफन्तसँगै जान सकिदैन धैर्य गर ।	4	0.7
	i) कस्तो संसार राम्रो फुल त फुल्नै नहुने !	3	0.5
	j) कस्तो नराम्रो समाचार सुनायो यार !		
6	e) वर्वाद भएछ बाबु !	2	0.3
	h) धेरै दुःख लाग्यो । मेरो समवेदना छ ।	7	0.2
8	Exponents Used among Relatives	2	0.3
a) छोरी पिर नगर जिन्दगी यस्तै हो ।			
10	Reply of Condolence	2	0.3
	b) ठिकै छ । पिर गरेर के गर्ने ।	45	7.5
	c) के गर्ने यसरी नै चित्त बभाउनु पर्‍यो ।	3	0.5
	e) समवेदना को लागि धन्यवाद		
<b>Total</b>		<b>133</b>	<b>22</b>

## APPENDIX IV

SN	Highly Formal Forms of Compliments in Nepali	F	%
2	Exponents Used among Friends c) तपाईंले साह्रै राम्रो कपडा किन्नु भएछ । e) यो कपडा प्रती म आकर्षित छु ।	6 9	0.9 0.7
5	Exponents Used among Children and Parents a) धन्यवाद बाबा मेरो इच्छा पूरा गरिदिनुभएकोमा । b) मेरो बुवा छोराको इच्छालाई राम्ररी बुझ्नुहुन्छ । d) सबैले मेरो जस्तो बुवा पाउन् । e) मेरो बुवाले मलाई धेरै माया गर्नुहुन्छ । g) बुवा ! हजुर महान हुनुहुन्छ ।	6 4 4 6 9	0.9 0.6 0.6 0.9 1.7
7	Exponents Used among Staff and Boss a) थ्याङ्क्यू सर ! राम्रो फल दिनुभएकोमा । b) धन्यवाद सर ! यो फुल साह्रै राम्रो छ । c) धन्यवाद सर ! म कृतज्ञ छु । e) धन्यवाद सर, सर आखिर महान हुनुहुन्छ । f) सर त अति नै असल हुनुहुन्छ । g) यति राम्रो फुल दिनुभएकोमा म आभारी छु । h) धन्यवाद सर, मैले यसरी नै सरको माया पाइरहूँ । i) हजुरका हातबाट यो पुष्प पाएकोमा म हजुर प्रति कृतज्ञ छु ।	7 9 3 10 8 8 5 1	1.6 1.7 0.5 1.5 1.2 1.2 0.8 0.2
8	Exponents Used among Relatives c) दिदी हजुर महान चित्रकार हुनुहुन्छ ।	9	1.7
<b>Total:</b>		<b>102</b>	<b>16</b>

## APPENDIX V

SN	Temperate Forms of Compliments in Nepali	F	%
1	Exponents Used among Friends a) तिम्रो स्वर अत्यन्त मिठो छ । b) तिम्रो स्वरको जति तारिफ गरेपनि कम हुन्छ । d) तिम्रो प्रशंसा गर्न म सँग शब्द नै छैन । e) गायक त तिमी जस्तै हुनुपर्छ ! h) तिम्रो, स्वर त कोइलीको जस्तो छ । j) साच्चै तिमी त स्वर सम्राट नै रहेछौ ।	13 6 1 2 3 5	2 0.9 0.2 0.3 0.5 0.8
2	Exponents Used among Friends a) तिमी त धेरै राम्रो देखिन्छौं यार । b) तिम्रो व्यक्तित्व अतिनै आकर्षक देखिएको छ । g) तिमी हिरो देखिएका छौ । m) क्या स्मार्ट देखिएका छैन यार !	4 5 4 2	0.6 0.8 0.6 0.3
3	Exponents Used among Husbands and wives b) प्रिय ! साह्रै मिठो प्रहार पो ग्यौ त ! c) डार्लिङ ! तिम्रो प्रहारले त अन्तराष्ट्रिय खेलाडी पनी हार खान्छ । d) राम्रो पहार ! तिमीमा प्रतीभा छ । e) के हो रानी ? खुब राम्रो पहार ग्यौ नी ! f) तिमीले त अचम्मै पो ग्यौ त ! g) मैया ! क्या सट हान्यौ ! k) तिमी त साच्चै राम्रो खेलाडी हो !	3 1 2 4 12 4 6	0.5 0.2 0.3 0.6 1.8 0.6 0.9
4	Exponents Used among Friends a) कति राम्रो सर्ट किनेछौ ! b) यो सर्टले बहुत सुहाएको छ । d) यो सर्ट मलाई आसाध्यै राम्रो लाग्यो । e) यो सर्ट चटक्क मिलेको छ । i) तिम्रो सर्ट संसारमा सबैभन्दा राम्रो छ । j) यो सर्टले तिम्रो इज्जत नै वढाउछ ।	4 6 4 3 7 5	0.6 0.9 0.6 0.5 1.6 0.8
5	Exponents Used among Children and Parents h) माइ ड्याड ! आज म धेरै खुसी छु । j) वुवा हुन त मेरो जस्तो !	7 7	1.1 1.1
6	Exponents Used among Relatives c) मेरो भाइ राम्रो भलिबल खेलाडी हो । e) अहिले चै मेरो पनि चित्त बुभ्यो । h) वधाई छ ! खेल राम्रो खेलकोमा । i) कान्छा यस्तै सफलता प्राप्त गर्दै जाउ । k) भाइ तिमी राम्रो खेलाडी वन्छौ ।	6 5 3 5 3	0.9 0.8 0.5 0.8 0.5
7	Exponents Used among Staff and Boss d) धन्य सर कती राम्रो फूल !	5	0.8
8	Exponents Used among Relatives b) दिदीको चित्र धेरै राम्रो छ । e) चित्र धेरै राम्रो छ । यो प्रदर्शनीमा लानुपर्छ । f) दिदी यो चित्र प्रशंसनीय छ ।	10 6 4	1.5 0.9 0.6
9	d) वधाई छ सही कामको सही मूल्याङ्कन भयो । f) यसवेला म यती खुसी छु ! यो व्यक्त गर्ने सँग शब्द नै छैन ।	9 9	1.7 1.7

10	Exponents Used among adult and Children	2	0.3
	d) छोरा हुनु त यस्तो पो !	1	0.3
	e) साह्रै इमान्दार, कहिल्यै नरिसाउने !	3	0.2
	f) तिम्रो छोरा त छोरा भन्न लायक छ ।	2	0.5
	g) यो बाबु त कती ज्ञानी छ !		0.3
11	a) तिम्रो यो कोठा त स्वर्ग जस्तै छ यार !	4	0.6
	b) कस्तो राम्रो सजावट !	6	0.9
	e) कोठा भेनको त यस्तो पो हुनुपर्छ !	9	1.7
	f) कोठाको सजावट त मान्ने पर्छ !	3	0.5
	g) तिम्रीले सामानहरु कति मिलाएर राखेको !	4	0.6
	h) कस्तो शान्त कोठा !	4	0.6
	i) तिम्रो कोठा मलाई मनपऱ्यो ।	8	1.2
	k) कोठा त गज्जव रहेछ ।	8	1.2
<b>Total</b>		<b>241</b>	<b>37</b>



## APPENDIX VI

SN	Quite Informal Forms of Compliments in Nepali	F	%
1	Exponents Used among Friends	2	0.3
	c) आहो ! कती राम्रो गीत गाएको !	2	0.3
	f) स्वर त चोट्टे रहेछ !	3	0.5
	g) क्या स्वर छ तिम्रो !	3	0.5
	i) कस्तो सुमधुर स्वर !	8	1.2
	k) वा ! वा ! स्वर त छ यार !	8	1.2
	l) वा ! वा ! अझै एक पटक !	3	0.5
	n) तेरो स्वर त दामी छ !		
2	Exponents Used among Friends	14	2.1
	d) कहाँ किनेको ? धेरै राम्रो छ यार !	3	0.5
	f) कस्तो राम्रो सुहाएको !	3	0.5
	h) कस्तो सुन्दर देखीएको ।	3	0.5
	j) कस्तो सुन्दर देखीएको ?	7	0.6
	k) यो त व्यक्तित्व भल्कने कपडा रैछ यार !	5	0.8
	l) च्वाक छ यार !		
3	Exponents Used among Husband and Wives	13	2
	a) क्या गजवको पहार ! स्वास्नी त मेरै हो नी !	3	0.5
	h) काली ! फेरी अर्को प्रहार गर न !	2	0.3
	i) स्वास्नी कस्की ?	3	0.5
	j) वहा ! स्वास्नी ? कस्तो राम्रो प्रहार गरीस् !	7	1.1
	l) खेल त यस्तो पो हुन्छ !		
4	Exponents Used among Friends	6	0.7
	c) क्यादामी सर्त ! कहाँ किनेको ?	11	1.7
	f) तेरो छनौटलाई त मान्ने पर्छ !	2	0.3
	g) वधाई छ ! राम्रो सर्त किनेकोमा ।	6	0.9
	h) आहा ! कति राम्रो सर्त ?	6	0.9
	k) सर्त किन्नु त यस्तो पो !		
5	Exponents Used among Children and Parents	12	1.8
	c) वाह ड्याड ! मैले भने जस्तो किनीदिनुभएछ । ड्याड कस्को नि !	5	0.8
	f) ओहो ! कति राम्रो मोटरसाइकल !		
6	Exponents Used among Relatives	8	1.2
	a) भाइ तैले धेरै राम्रो खेलिस !	2	0.3
	b) तलै यस्तो पर्दशन जारी राखिस पर्छ ।	1	0.2
	d) कति राम्रो खेलेको !	11	1.7
	f) स्वावास ! अझ राम्रो गरेस् ।	13	2
	g) आखिर भाई कस्को !	3	0.5
	j) आखिर, असल भाई ठहरिस ।		
8	Exponents Used among Relatives	17	2.6
	a) आहा ! दिदी कति राम्रो चित्र !	9	1.4
	d) आखिर दिदी कस्को !	4	0.6
	g) वहा दिदी ! वाहा !		
9	a) वधाई छ यार !	17	2.6
	b) तँ ठूलो मान्छे भइस यार !	1	0.2
	c) वधाई छ यार पार्टि चै कहिले नि !	19	2.9
	e) तेरो वहुवा प्रती म खुसी छ ।	4	0.6
	i) वधाई छ ! वल्ल तेरो इमन्दारीताको कदर भो ।	6	0.9

10	Exponents Used among adult and Children	1	0.2
	a) स्यावास ! अभै परिश्रम गरिस् भने अभ राम्रो हुन्छ	24	3.6
	b) कति राम्रो वच्चा !	21	3.5
	c) छोरो त साहै सुन्दर छ ।	30	4.5
	h) तेरो छोरो त महान छ ।	2	0.3
	i) छोरो त भेनजस्तो छ यार !	1	0.2
	j) कति राम्रो चन्द्रमा जस्तो !		
11	c) वहा ! कस्तो मिलेको ! मनै प्फुल्ल हुने !	3	0.5
	d) आहा! कस्तो आरमदायी कोठा !	4	0.6
	j) यस्तो कोठा भए पो !	7	1.1
<b>Total</b>		<b>307</b>	<b>47</b>

## APPENDIX VII

SN	Highly Formal Forms of Sympathy in Nepali	F	%
3	Exponents Used among Neighbours	12	2.2
	a) पिर नगर्नहोस् म तपाईंलाई सक्दो सहयोग गर्छु ।	7	1.3
	h) चिन्ता नगर्नहोस् हामी सहयोग गर्न तयार छौ ।		
6	Exponents Used among Teachers- students	11	2.1
	l) कृपया यसलाई सामान्य रूपमा लिनहोला ।		
	<b>Total</b>	<b>30</b>	<b>6</b>

## APPENDIX VIII

SN	Temperate Forms of Sympathy in Nepali	F	%
1	<b>Exponents Used among Friends</b> a) अब अर्को कुकुर किन्नु पर्छ । d) अब त्यो ड्राइभरलाई उजुर हाल्नु पर्छ । g) पिर नमान म अर्को कुकुर किन्न सहयोग गर्छु । j) जे भएपनि कुकुर को पनि त ज्यान हो । त्यस ड्राइभरलाई छोड्नु हुँदैन । k) यसलाई सामान्य रुपमा लिनु । l) कुकुर मेरेको तिमीलाई सहानुभुती छ ।	1 3 2 3 4 1	0.2 0.6 0.4 0.6 0.7 0.2
2	<b>Exponents Used among Friends</b> a) पिर नगर म तिमिलाई सक्दो सहयोग गर्छु d) सम्पत्ती मात्रै केही होइन ज्यान वच्यो त्यसैमा खुसी हुनुपर्छ । e) यस्तो अवस्थामा म जुनसुकै सहयोग गर्न तयार छु । f) प्राकृतिक विपत्तीमा पिर गर्नु हुँदैन । g) यस्तो विपत्तीमा धैर्यधारण गर्नु पर्छ । h) चिन्ता नगर, हामी सहयोग गर्न तयार छौ । i) धैर्य गर, सम्पत्ती त फेरी कमाउन सकिन्छ । j) पिर नगर साथी, प्राकृतिक विपत्तीलाई कसैले रोक्न सक्दैन । k) नआत्तिउ जुन आगोले पोल्थ्यो त्यसले अवश्य सेक्छ । l) दुःख नमान तिमी हामी सँगै छौ ।	12 12 20 1 1 7 1 1 1 1 1	2.2 2.2 3.7 0.2 0.2 1.3 0.2 0.2 0.2 0.2 0.2
3	<b>Exponents Used among Neighbours</b> b) अलि सोचेर काम गर्नु पर्छ । अभै पनि म सहयोग गर्छु । c) म सँगै धेरै त छैन । अलिकती सहयोग गर्छु । g) ठिकै छ वितेको कुरामा चिन्ता नगर म सहयोग गरौला ।	3 2 12	0.6 0.4 2.2
4	<b>Exponents Used among Teacher -students</b> a) अर्को पटक सफल हुन्छौ किनकी असफलता नै सफलताको प्रतिक हो । b) फेरी प्रयास गर अवश्य सफल हुन्छौ । c) षेल हुनुनै फेरी राम्ररी पास हुनु हो । d) घोडा चड्ने लड्छ । दुःख नमान । h) पिर नगर जो वाटोमा हिड्छ उसैलाई ठेस लाग्छ । i) यस पटक यस्तै भयो भनेर मेहनेत गर्ने छाड्नु हुँदैन ।	30 4 3 7 3 3	5.6 0.7 0.6 1.3 0.6 0.6
5	<b>Exponents Used among Friends</b> a) मलाई तिम्रो कुराले गम्भिर बनायो । b) अब प्रहरीलाई खबर गर्नु पर्छ , अवश्य भेटिन्छ d) पिर नमान भेहाल्छ नि ! e) मोटरसाइकल पुरानै थियो अब नयाँ किन्नु पर्छ g) खोजी गर्नु पर्छ अहिले मेरो चलाउँदै गर । h) सबैतिर खोजौ, अवश्य भेटिन्छ ।	1 8 16 1 12 6	0.2 1.5 3.0 0.2 2.2 1.1
6	<b>Exponents Used among Relatives</b> a) जेहुन भै गो अब यो पटक राम्रो भएन भने अर्को पटक राम्रो गर्नुपर्छ । b) अब अर्को परिक्षामा राम्रो कलम प्रयोग गर्नुपर्छ । e) जहिले पनि एउटा फाल्टु कलम वोक्नुपर्छ । f) परिक्षा अवश्य राम्रो हुन्छ । g) यो जे भएपनि अरु परिक्षामा राम्रो गर्नु । h) यो परीक्षा अन्तिम होइन, अन्तिम परीक्षामा २ वटा कलम लग्नु पर्छ । i) वितेको कुरा नसम्भ । अर्को परिक्षामा राम्रो गर । k) दुःख नमान तिम्रो क्षमता थियो तर समयले साथ दिएन	11 6 1 2 4 1 4 4 7	2.0 1.1 0.2 0.4 0.7 0.2 0.7 0.7 1.3

7	Exponents Used among Relatives i) धेरै ठिक्क नपार ।	4	0.7
8	a) खेलमा हारजित त सामान्य कुरो हो । b) चिन्ता नगरी फेरि खेले जितिहाल्छौं नि ! d) राम्रो खेल अर्को पटक अवश्य जित्छौं । e) असफलता नै सफलताको कडी हो । f) हारे पनि राम्रो खेल्यौं । यो नै ठूलो कुरा हो । h) हारेपनि हिजो तिमीले राम्रो प्रहार गर्नुभयो । j) सधैं जितेको हो । आज मात्र त हो हारेको ।	18 4 4 3 5 8 2	3.3 0.7 0.7 0.6 0.9 1.5 0.4
9	a) पिर नगर म तिमीलाई सहयोग गर्छु । b) यसलाई छोडिदेउ, अब सावधानी अपनाउ । c) चिन्ता नगर भेटिन सक्छ । e) ल हिड एकछिन खोजौं ।	3 7 8 15	0.6 1.3 1.5 2.8
<b>Total</b>		<b>283</b>	<b>52</b>

## APPENDIX IX

SN	Quite Informal Forms of Sympathy in Nepali	F	%
1	Exponents Used among Friends b) दुःख लाग्यो यार ! c) पिर नगर यार ! अर्को किनेर पाल्नु पर्छ । e) धर्य गरेर अर्को कुकर किन्नु पर्छ । f) खतम भएछ । यस्तो नहुनु पर्थो । h) अहो ! साह्रै राम्रो कुकुर पो मरेछ त ! i) विर्सने प्रयास गर ।	3 31 5 2 4 1	0.6 5.7 0.9 0.4 0.7 0.2
2	Exponents Used among Friends b) कस्तो दुःखत समाचार ! c) सर्वनासै भयो ! के गर्नु थामेर सकिदैन ।	1 1	0.2 0.2
3	Exponents Used among Neighbours d) नगर भनेको मानिनस् । अब पिर नगर । f) हेर आफुलाई देखल नभएको ठाउमा लगानी गर्नु हुदैन । i) भन्दा भन्दै लगानी गरीस् अब पिर नगर चाहिने जति पैसा लैजा j) बेलामा होस गरेनौ फर्सदमा पछुताएर के गर्नु !	5 8 6 5	0.9 1.5 1.1 0.9
4	Exponents Used among Teacher -students e) किन चिन्ता गर्छस मेहनेत गरिस भने कर्को पटक पास भइन्छ । f) पिर नगरी फेरी राम्ररी पढ । g) निराश नभई अब अर्को वर्षको लागि तयार गर ।	2 2 6	0.4 0.4 1.1
5	Exponents Used among Friends c) दुःख नमान अब अर्को किन्नु पर्छ f) चोरको अगाडी कस्को नै के लाग्न छ र !	16 15	3.0 2.8
6	Exponents Used among Relatives c) पिर नगर, परिक्षा विग्रेको छैन होला । d) खतमै भएछ ! अब अर्को परिक्षा राम्रो गर ।	6 7	1.1 1.3
7	Exponents Used among Relatives a) मलाई तेरो सहानुभूती चाहिदैन b) तर धेरै जान्ने नहो । c) धेरै नकरा । यहाँ आफुलाई कस्तो साह्रो परिरहेछ । d) तँ यहाँ वाट खुरुक्क बाहिर जा । e) मलाई, सहानुभूती होइन औपधी चाहिएको छ । f) के हो सहानुभूती ? g) चुपलाग केही भएको छैन । h) बढि जान्ने नहुनु नि ! j) तँ भएको भए थाहा पाउथिस् । k) वाठो नहो ।	9 4 5 3 12 2 3 8 7 3	1.7 0.7 0.9 0.6 2.2 0.4 0.6 1.5 1.3 0.6
8	c) हिम्त गर , हार नै जितको संकेत हो । g) अलि बढि अभ्यासको आवश्यकता पर्छो यार ! i) सधै जितेको हो । आज मात्र त हो हारेको ।	11 5 2	2.0 0.9 0.4
9	d) दुःख नमान । पेसा फेरी पनि कमाउन सकिन्छ । g) पुलिसमा खबर गर्दा भेटिइहाल्छ कि ! h) कति चाहिएको छ पैशा म दिन्छु । i) वर्वाद भयो ! अब होसियार हुनु पर्छ । k) पिर नगर कु-समयमा यस्तो हुन्छ ।	7 3 4 4 2	1.3 0.6 0.7 0.7 0.4
<b>Total</b>		<b>227</b>	<b>42</b>

## Appendix X

SN	Highly Formal forms of Condolence in English	F	%
1	Exponents Used among Friends	10	5
	a) I'm sorry about your mother.	1	0.5
	b) I'm really sorry to hear that.	4	2
	c) I'm very sorry for your loss.	1	0.5
2	Exponents Used for the Loss Pets	3	1.5
	a) I'm sorry about your dog.		
3	Exponents Used among Friends	12	6
	a) I'm very sad and surprised that your brother passed away.	1	0.5
	b) I must express my condolence in this situation.	3	1.5
4	Exponents Used among Neighbours	3	1.5
	a) . Let me offer my condolences.	3	1.5
	e) The departed souls will rest in heaven.	2	
5	Exponents Used among Friends	1	0.5
	b. I'm very sorry.	4	2
	d. I'm extremely sorry to hear about your sister.	2	1
6	a. I was extremely sad to hear about your mother's	3	1.5
	b. I'm shocked and so sorry to learn of your mother passing.	5	2.5
	c. My most heartfelt condolence to you.	6	3
	d. I'm shocked to have learnt the sad news.	3	1.5
	e. It is with great sorrow that I received the sad news.	3	1.5
7	Exponents Used for Diplomats	12	6
	a. I'd like to express my deepest and heartfelt condolence.	1	0.5
8	Exponents Used among Relatives	1	0.5
	e. My deepest condolence for you.	1	0.5
9	Exponents Used for Teachers	8	4
	a. I'd like to express my deepest and sincere condolence.	2	1
	b. I'm sorry to hear about your loss.	1	0.5
	d. My deepest condolences for daughter's loss.	1	0.5
	e. May her soul rest in the heaven.	1	0.5
10	a. Yes, I feel sad but don't want to talk about it.	1	0.5
<b>Total</b>		<b>98</b>	<b>49</b>

## APPENDIX XI

SN	Temperate Forms of Condolence in English	F	%
2	Exponents Used for the Loss Pets d. It's very bad news.	1	0.5
	f. It's too bad.	1	0.5
3	Exponents Used among Friends e. I heard the terrible news. It's such a shock.	1	0.5
4	Exponents Used among Neighbours b. Let me tell you how sorry I am to hear about your father.	3	1.5
	c. What a terrible thing happen to you!	4	2
5	Exponents Used among Friends a. She was lovely person. It's so sad.	4	2
	f. I'm saddened by loss.	3	0.5
9	Exponents Used for Teachers c. It's a very difficult time for you, I wish you to keep strong.	2	1
10	b. Let's not talk about it.	7	3.5
	f. I don't need your condolence.	3	1.5
	g. I don't like such condolence	4	2
<b>Total</b>		<b>49</b>	<b>25</b>



## APPENDIX XII

SN	Quite Informal Forms of Condolence in English	F	%
1	Exponents Used among Friends	1	0.5
	d. Very sorry about your mom. f. Sorry to know about it.	1	0.5
2	Exponents Used for the Loss Pets	12	6
	b. Sorry to hear about your dog. c. Sorry to hear that your little puppy died.	2	1
	e. Your Tom is still alive	1	0.5
3	Exponents Used among Friends	3	1.5
	d. Pretty hard to bear it. f. Sorry about your brother.	2	1
4	Exponents Used among Neighbours d. Wow! How it happened?	6	3
8	Exponents Used among Relatives b. So sad to hear.	2	1
10	c. Don't feel sorry for me.	1	0.5
	d. Don't give sorry for me.	1	0.5
	e. Oh! leave me alone.	1	0.5
<b>Total</b>		<b>39</b>	<b>20</b>

### APPENDIX XIII

SN	Highly Formal forms of Compliments in English	F	%
2	Exponents Used among Friends f. I like this dress very much.	1	0.5
5	Exponents Used among Children and Parents b. It's my great pleasure to get it dad!	4	1.8
6	Exponents Used Relatives d. I must compliment you on your game.	3	1.4
7	Exponents Used between Staff and Boss a. I'd like to compliment you on your flower	10	4.5
	b. Could I compliment you on your beautiful flower	5	2.3
	d. My compliment to you on this beautiful flower.	1	0.5
<b>Total</b>		<b>24</b>	<b>11</b>

## APPENDIX XIV

SN	Temperate Forms of Compliments in English	F	%
1	Exponents Used among Friends c. Can you sing it again?	4	1.8
	d. You've got great voice. I love that.	5	2.3
2	Exponents Used among Friends a. You look great!	4	1.8
	b. You look really cute on it.	2	0.9
	d. You look lovely!	6	2.7
3	Exponents Used among Husbands and wives c. I had already thought of it.	1	0.5
4	Exponents Used among Friends a. That looks great!	3	1.4
	b. I love that shirt!	3	1.4
	c. I like the colour.	1	0.5
	e. What a lovely shirt!	8	
	f. How nice you look tonight!	4	1.8
5	Exponents Used among Children and Parents a. Thank you very much dad!	1	0.5
7	Exponents Used between Staff and Boss e. It's beautiful! Thank you.	2	0.9
8	Exponents Used among Relatives b. That's look great!	3	1.4
	c. That's really good!	3	1.4
	d. God gifted it to you!	1	0.5
	c. That's nice!	4	1.8
9	b. It is a great success.	8	3.6
10	Exponents Used among Adults and Children c. She's lovely!	3	1.4
	e. She's beautiful!	13	5.9
11	b. It's lovely	7	3.1
	e. I love the colours	1	0.5
<b>Total</b>		<b>87</b>	<b>40</b>

## APPENDIX XV

SN	Quite Informal Forms of Compliments in English	F	%
1	Exponents Used among Friends	1	0.5
	a. Great!	4	1.8
	b. Nice song!	5	2.3
	e. What a nice song!	1	0.5
2	Exponents Used among Friends	5	2.3
	c. Wow! you look nice like that!	2	0.9
3	Exponents Used among Husbands and wives	4	1.8
	a. Well done!	2	0.9
	b. Nice shot!	3	1.4
	d. Wow! Well played!	2	0.9
	e. Wow! Good shoot!	8	3.6
	f. What a nice shot!	1	0.5
4	Exponents Used among Friends	1	0.5
5	d. Nice shirt!	3	1.4
	Exponents Used among Children and Parents	2	0.9
	c. Fantastic! It's brilliant!	7	3.1
	d. Wow! Thanks dad!	3	1.4
6	e. Great! Thanks!	2	0.9
	f. Wow! What a nice motorbike!	2	0.9
	Exponents Used Relatives	12	5.5
	a. Well done!	1	0.5
7	b. congratulation!	2	0.9
	c. Hurrey! You won!	2	0.9
8	e. Great!	2	0.9
	Exponents Used between Staff and Boss	6	2.7
9	c. What a beautiful flower!	3	1.4
	Exponents Used among Relatives	12	5.5
10	a. Well done! Congratulation!	1	0.1
	a. What a handsome baby!	1	0.1
	b. What a cute baby!	2	0.9
11	d. Oh! Isn't she cute!	2	0.9
	c. What a decorated room!	4	1.8
	d. What a beautiful room!	2	0.9
	f. Wow! That's really nice!	1	0.5
	g. Lovely!	1	0.5
<b>Total</b>		<b>109</b>	<b>49</b>

### APPENDIX XVI

<i>SN</i>	<b>Highly Formal forms of Sympathy in English</b>	<i>F</i>	<i>%</i>
3	Exponents Used among Neighbours f. I would like to express.....	1	0.6
7	Exponents Used among Relatives e. I shouldn't have gone up it.	3	1.7
8	Exponents Used among Friends d. I'm very sorry to hear that you lost game.	1	0.6
9	Exponents Used among Friends e. It must be pretty rough on you.	4	2.2
<b>Total</b>		<b>9</b>	<b>5</b>

## APPENDIX XVII

SN	Temperate Forms of Sympathy in English	F	%
1	Exponents Used among Friends e. It's bad.	2	1.1
	f. I can imagine you feel bad.	9	5
2	Exponents Used among Friends a. That's terrible! is there anything I can do?	9	5
	e. It's too bad.	3	1.7
	f. oops! How's that happened?	1	0.6
3	Exponents Used among Neighbours b. It's bad situation.	6	3.3
	e. I'm sorry to hear that.	4	2.2
4	Exponents Used by Teachers b. Do you have a chance to re-take?	1	0.6
	d. What are you going to do next?	2	1.1
	f. Failure is the pillar of success.	2	1.1
5	Exponents Used among Friends b. How strange is it!	4	2.2
	c. Was it insured?	3	1.7
6	Exponents Used among Relatives a. How unlucky! Couldn't you get another pen?	3	1.7
	b. That's terrible luck! Didn't you have another one?	4	2.2
	e. Perhaps, you lost a great opportunity.	2	1.1
	f. I can imagine you feel bad.	6	3.3
7	Exponents Used among Relatives d. It was my own stepped fault. Let's make on.	2	1.1
	f. I don't need your sympathy.	7	3.9
8	Exponents Used among Friends a. Never mind! You will win next time.	3	1.7
	c. I heard you lost the game. What happened?	4	2.2
	f. I sympathize with you.	2	1.1
9	b. Let's try! It may find somewhere there.	1	0.6
	c. Did you have much in it?	3	1.7
	f. That's too bad.	4	2.2
<b>Total</b>		<b>83</b>	<b>48.4</b>

### APPENDIX XVIII

SN	Quite Informal Forms of Sympathy in English	F	%
1	Exponents Used among Friends	1	
	a. Oh! That's awful!		0.6
	b. What a shame!	2	1.1
	c. Oh! How terrible!	2	1.1
	d. Sorry to hear that.	4	2.2
2	Exponents Used among Friends	2	
	b. What a pity!		1.1
	c. Tough break can I help you?	1	0.6
	d. Terrible! Can I help you?	4	2.2
			0.0
3	Exponents Used among Neighbours	2	
	a. Be more careful this time.		1.1
	c. Sorry to hear about it. But.....	3	1.7
4	Exponents Used by Teachers	3	
	a. Never mind. Try harder next time.		1.7
	c. Sorry to hear that you didn't do well	4	2.2
	e. No matter! Labour hard later on.	1	0.6
	g. Better luck next time.	7	3.9
5	Exponents Used among Friends	6	
	a. Oh no! What happened?		3.3
	d. Oh no! Where was it? How it happened?	3	1.7
	e. Terrible!	4	2.2
6	Exponents Used among Relatives	2	
	c. Why didn't you tell the invigilator?		1.1
	d. Oh that's tough!	3	1.7
7	Exponents Used among Relatives	1	
	a. Leave me alone.		0.6
	b. Never mind, I'm ok.	4	2.2
	c. Don't worry.	3	1.7
8	Exponents Used among Relatives	2	
	b. Better practice hard later on.		1.1
	e. Don't be serious, better luck next time.	8	4.4
9	a. Oh no! Did it have anything valuable in it?	4	2.2
	d. Sorry, may I help you?	5	2.8
<b>Total</b>		<b>81</b>	<b>45</b>

## Appendix XX

Dear Informants,

This questionnaire has been prepared to draw information for the research work entitled “Condolence, Sympathy and Compliments in English and Nepali: A Comparative Study.” In this set of questionnaire, my aim is to collect information for comparing various exponents of condolence, sympathy and compliments in English and Nepali.

I eagerly wait for your cooperation.

Sincerely Yours

Bhogendra Lamichhane

### QUESTIONNAIRE FOR NATIVE SPEAKERS OF ENGLISH

Name:.....

Age: .....

Sex:.....

Nationality:.....

Academic qualification:.....

Occupation:.....

Email:.....



**(i) Please make responses in the following situation using appropriate exponents of condolence.**

1. You are attending an acquaintances' mother's funeral ceremony. You just arrive and meet him/her just inside the door.

.....

2. Your best friend's dog just died. He loved the dog deeply. You go to visit him in his house.

.....

3. A friend of yours recently lost his brother in a motorcycle accident. You meet his/her in the supermarket.

.....

4. Your neighbor just lost his father. How do you express your condolence?

.....

5. A friend of yours calls you and describes his/her sister's death. How do you express your condolence?

.....

6. Your son's friend has just lost his mother and you meet on the road. How do you express your condolence?

.....

7. Your prime minister lost his son and you want to express your condolence how do you express?

.....

8. Your sister in law recently lost her husband and how do you express your heartfelt condolence?

.....

9. Imagine that you are the student of university and your professor lost his daughter and you meet him at university for the first time.

.....

10. Your cat died, which you love most. Your friend comes and expresses his condolence but you want to reject his condolence.

.....

**(ii) Please make responses in the following situation by using appropriate forms of sympathy.**

1. A friend of yours at office has just told you that his/her pet dog was hit by a car and killed last night.

.....

2. You are talking with a friend. There was a fire in his apartment building. He lost a lot of his things.

.....

3. A friend calls you on the phone. He invested a lot of money in a phony oil company and lost all of it, you advised him not to invest in it, but he ignored your advice. Now he is borrowing some money.

.....

4. One of your student failed in exam.

.....

5. One of your intimate friends causes you and say "I lost my motor-cycle yesterday."

.....

6. Your brother's pen did not work while writing in examination. So that he could not do well in the examination and he describes it.

.....

7. You fall from the ladder and your brother expresses sympathy but you do not want to accept it.

.....

8. One of your friends has lost game yesterday and you meet him at hotel.

.....

9. Your friend lost his purse at super market.

.....

**(iii) Please make responses in the following situation by using appropriate exponents of compliments.**

1. You are at a party. A friend has just finished singing a song.

.....

2. You are going out for dinner with friend, he/she is very dressed up and looks very nice.

.....

3. A husband and wife are playing golf together. The wife hits a long-iron shot that lands two feet from the pin.

.....

4. A friend of yours buys a nice shirt and you want to make a compliment.

.....

5. Your father brings you a motor- cycle that you like most.

.....

6. Your brother wins the match.

.....

7. Your boss brings you a beautiful flower.

.....Your

sister is drawing a picture and you want to make compliments.

.....

8. Your friend gets promotion in his office.

.....

9. You want to make compliments for your friend's small baby.

.....

10. You want to make compliment for your friend's living room.

.....

**Thank you very much for your kind cooperation.**

## **Appendix XXI**

Dear Informants,

This questionnaire has been prepared to draw information for the research work entitled “Condolence, Sympathy and Compliments in English and Nepali: A Comparative Study.” In this set of questionnaire, my aim is to collect information for comparing various exponents of condolence, sympathy and compliments in English and Nepali.

I eagerly wait for your cooperation.

Sincerely

Yours

**Bhogendra Lamichhane**