

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language, a voluntary vocal system of human communication, is the chief means of sharing thoughts and ideas. Language is the main identity for separating the humans from the rest of the animals. Language maintains the culture and civilization and transfers them on to generations for learning and preservation. It is also social institution, a part of human community making possible unity and cohesion in a group. Language also serves for the immediate expression of one's personality.

As a means of communication language varies in form along the span of time as well as across geographic and political boundaries. There are several languages spoken in the world. Even within a language, varieties are common. The same language spoken by a speaker does not parallel equally to the language spoken by another speaker. Even the same speaker shows variety in his speech from one context to another. The very fluid nature of human language is therefore, a creative prospect as well as challenging problem hovering to it's speakers.

Each language is structured uniquely reflecting the speech habit patterns of speakers. There are several languages spoken in the world, thus, means that there are several speech patterns in use. the patterning is realized in sounds, letters, words and sentences. A community sharing a common language possesses a distinctive way of communication through language. It is through the language of the community that one becomes able to socialize in the community. Language codes the culturally distinctive value patterns of a community and makes it easier for the speakers to realize them.

Language differs in the way they reflect the world, i.e. the way they codify the experiences of their speakers. The interests, needs, concerns and preoccupations of the speakers are all reflected in the structure of the language they speak. A concept may be codified using a single term in a language, whereas the very concept may be expressed by taking resort to various terms in another language. The vocal sounds in the language may not be present in another, so is the case for the grammatical structures. Similarly, expressions realized through grammatical means in language may have lexical realization in another and the vice-versa. The degree of cultural difference among communities is reflected in the degree of linguistic difference in their languages.

Different social situations produce different kinds of language teaching contexts. All language learning situations differ with the difference in teaching situations. The skills and abilities that good teachers bring to bear on language work differ according to the contexts. The teachers, then, need to be aware of the social dimension of language teaching. Not only this, they also need to know thoroughly the language they are teaching as well as language of their students. For the second or foreign language teaching to be effective, it must fit in to students' language of home for which the teacher needs to be able to co-operate with the mother tongue of the students in order to make learning of the foreign language so smoothly.

1.1.1 Languages in Nepal

Nepal is linguistically a diverse country. The varied cultural and ethnic groups have given rise to various languages in use. According to the Population Census, 2001, there are more than 92 languages spoken in Nepal with various dialects (CBS Report 2002). Most of these languages

belong to the Indo European family. Some languages belong to the Tibeto - Burman family and other few languages belong to the language families other than these, existing only in their spoken medium used by small groups of population. The multilingual scenario in Nepal has, thus, created a profound complexity in language planning and language teaching. An outline of languages in Nepal is given below (CBS, 2002)

1. Indo-European Family: The following languages belonging to this family are spoken in Nepal:

- | | |
|----------------|----------------|
| i. Nepali | ix. Magahi |
| ii. Maithali | x. Marawadi |
| iii. Awadi | xi. Kumal |
| iv. Tharu | xii. Darai |
| v. Rajhaushi | xiii. Manjhi |
| vi. Danuwar | xiv. Bote |
| vii. Dengali | xv. Hindi/Urdu |
| viii. Bhojpuri | xvi. Churei |

(Source: Gurung H., 2002, Social demography of Nepal)

1.1.2 English Language in Nepalese context

The English language belongs to the west-Germanic group of the Proto-Germanic dialect of the Indo-European language family (Varshney, 2003). It is the native language of several European and American people. It is the most widely used second language across language communities and the most widespread language of international communication. English is the Lingua Franca across the national boundaries throughout the world. It is also the major language of international relation, media, travel and education. In other words,

English is a global language. Nepal has also accepted it as the main international language.

English occupies a large part of the total curriculum in Nepalese Education. It exists as a major subject as well as a medium of instruction at various levels of schooling. Nepal has recognized English as a supporting factor in achieving the economic goals set for the country's overall development. Apart from this knowledge of English is also required to have specialized knowledge in various disciplines like science, education, commerce and humanities. Training and overseas study for higher students also require knowledge of English. In addition, the increasing use of English in Nepal is closely linked to the developments in technology, science and mass communication. Growth in commerce and industry also require information that is available mainly in English. English is also the required language in the field of civil aviation, Tourism Industry and Diplomacy.

1.1.3 The Tharu Language

Nepal is a land of various cultural significance and diverse ethnicity. Tharu is one of the varieties of languages spoken in southern part of Nepal mainly in 24 districts (Chaudhary 2001). To the nation, they contribute their distinctiveness in terms of cultural identity, civilization role, history and tradition, ethnic diversity and physical traits. People with the Tharu mother tongue have mainly dwelt in the terai region of Nepal except majority of people in Dang. Very few Tharu speaking people live in the hills and even fewer of them live in the high mountains (CBS 2002). Generally the Tharu language belongs to Indo-Aryan language and in the fourth largest language which is spoken by 5.86 percent of the

Nepalese people. Though it has a long history, it does not have own script as such it uses devnagari script.

Although a number of studies have been done on different aspects of the Tharu language, linguistic work on the language and the dialect is very sparse. Many scholars have said that Tharus have no actual language of their own. They say that the Tharus speech variety has greatly been influenced by larger better known Indian languages found nearby such as: Hindi, Bhojpuri, Maithili and so fourth, and many just be the mixture of them (Millet-Mondon 1991), Bista 1972 Jha 1993).

Many of the people also believe that they have come from Thar desert of Rajsthan in India, fled at the time of Islamic invasions. Some mention that they are the descendants of Rajput who settled in the forests and inter - married with their servants after the exodus from Rajasthan (Webster 1993:3, Bista 1972:119).

Another controvers on the origin of the Tharus in also found in the attempts to trace the etymology of the name to various sources of the two groups of Buddist, Sthirvadi and Shakyanan Shi the word Tharu was derived from Sthir Vadi groups (Singh, 2025:6-14).

Chaudhary (1995:11) Mentions that a German Citizen has described his view, saying that the Tharus are of the Shakya. The words which have been spoken by Buddha in stanza 365 of Dham Pad 'Anas' meaning jealousy and in stanza '366' 'Pasar' meaning 'handful'. Fharu's conclusion about the Tharus is the descent of Buddha. They are different in names and variation in language only because of time and place.

The Tharus whether of the east or middle or the west are of the same origin. It is needless to dwell long on this topic. They originated

around Kapilbastu and Taulihawa, the nature of Tharus is similar with Lord Buddha. The origin of Tharus is in Nepal.

Chaudhari (2001) mentions that during his research the Tharus told him that they have their own literature and language either of the east or middle or of the west or far west of Nepal. Their language and identify are named geographically so the Tharu language is found to be classified as follows.

Morangiya Tharu: Dangoriya Tharu

Saptariya Tharu Chitwaniya Tharu

Brajiliya Tharu: Deshaha Tharu

1.1.4 Linguistic Contrastive Study: Pedagogic Importance

Language is a system of intricate sub-system mastered by a child merely as a form of habit. However it is impossible to bring the rules of the system into conscious attention every time we make an utterance in the language we speak. The speaker of a language has reduced all the rules to automatic habit of use. While acquiring the first language, the child has inevitably acquired the phonological, morphological, syntactical, semantic and pragmatic rules of the language. This knowledge is passed into him by virtue of his belonging to the community which speaks the language.

Language invokes ideas. The power of language to express and invoke ideas is such that the ideas which the speaker of a language has are determined by the language he speaks. Language also orientates its speaker to speak and think in it's own way. For example the system of tense and aspect, which vary widely among different languages, may be said to reflect different ways of dealing with time, and people will be predisposed to think of time in terms of the way in which the grammar of

their language expresses it. In other words, speaker of a language will be predisposed to see reality as it is formalized in the lexical and grammatical structure of their language.

Different languages vary considerably in their organization of phonemes, graphemes, morphemes and lexemes. There may also have some similarity in each other. These similarities and differences can be obtained by carefully comprising the languages in question. This procedure of comparing and contrasting the linguistic systems of the two languages is called contrastive analysis (CA). It is believed that learners learning a second language have to learn only those areas in which the first language differs from the second. Thus, the findings of CA become of immense value to the teachers of a second foreign language for preparing materials of teaching as well as in planning their lessons.

The process of learning a second/foreign language begins with the complete knowledge of the mother tongue. The learner, then has to learn the necessary rules for the production and understanding of the sentences in the second language. If the two languages resemble in some areas of formation, the learners, has simply to match the first language rules with those of second language. This does not pose any learning burden for him. If on the other land, the two languages differ in their patterning, the first language knowledge of the learner does not assist him in acquiring the second language: rather any transference of the rules leads to the production of inaccurate language and thus learning becomes more difficult.

Learning a second foreign language is not merely a matter of learning how to fit linguistic forms together to mark correct sentences, it also involves learning how to use such forms to perform communicative

acts of different sorts. In order to do this, one must assimilate to the ideas attitudes and beliefs which the language embodies. Then problems may arise if the previously learnt language behavior comes in to conflict with the language behavior being learnt. In such a case findings obtained from the contrastive studies assist both the learners and the teachers in predicting and conflicting areas so as to minimize errors in performance. The consequence of the linguistic background of the learner is such that a second language learner will experience case of transfer of first language knowledge in learning the second language. This may facilitate the learning process or interfere with it, depending on the similarities or differences between the structures of two languages.

Odlin (1898) states that learners with different language backgrounds have different problems in learning a second language. When the first language rules come into conflict with the second language rules, errors reflecting the first language will occur in the learners' attempt to use the second language. Such errors are the result of interference of the first language. When the rules of the two languages coincide, the learners can exploit their first language knowledge in learning the second language, thus making the learning easier and quicker. This is the condition for the positive transfer. This implies that a second/foreign language teacher needs to be sensitive and sympathetic to understanding the child's community, culture and the first language. His knowledge of the children's first language enables him to establish points of similarity and contrast between the two and enables him to predict and to fare speedy and easy learning diagnose problems so as to offer input.

Transfer is the process by which skills learnt for the performance of a certain tasks are applied in different, but related tasks. In the case of learning a foreign language, transfers to the application of the skills and

processes of first language learning into learning a second language, foreign language learning is a process of building up a whole new network of verbal habits upon the first language habits. When the habit pattern resemble learning becomes easier, whenever they differ tremendous interference problems occur which learning a second language.

Odlin (ibid) highlights that there is a powerful influence of the first language in the efforts of learners to master the second language. Learners with different language backgrounds have different problems in learning a second language. Where the first language rules contradict with second language rules, then errors reflecting the first language will occur when the learners try to use the second language such errors are the result of negative transfer or interference of the first language rules into the second language. When the rules of the two languages coincide the learners can exploit their first language knowledge in learning the second language, making learning easier and quicker. This is the condition for positive transfer.

Thus the role of the learner's first language is significant in the learning of a second language. A careful comparison of the first and the second (target) language reveals the areas where they resemble and differ from each other. Those areas which are similar in both languages create no learning problems, thus, allow for the smooth transference of first language habits, whereas the differences between the two are the real hurdle to come over as they cause errors in learning. A second/foreign language teacher, material producer or anyone involved in the teaching of a second language cannot ignore this fundamental fact of language learning career. Linguistic contrastive analysis is, therefore, a valuable tool in second/foreign language teaching.

1.2 Review the Related Literature

There are a number of researchers carried out in the Department of English Language Education on comparative study. Since English is taught generally as a second or third language in comparison to the learners first language with English has immense pedagogical importance.

Tharu language is one of the important but basically ignored languages of the Nepal. In recent years, with the increase in literacy and awareness, Tharu people themselves have shown academic interest in the study of their mother language and literature. So far these studies are purely microlinguistic in nature and are oriented either in the preservation of script or production of Grammar and Lexicon. There is scarcely any literature dedicated to comparing it with the global language, English.

The most comprehensive study of the Tharu language done so far is by Rajendra Prasad Tharu who in his 'A comparative study of the subject verb agreement in English and Tharu' identifies the SV agreement system of the Tharu language to compare the same with that of the English and found that in English the second and third person pronouns don't change for honorific forms whereas they do in Tharu. Similarly, the Tharu verbs are marked for formal and informal forms, which are not found in English verbs.

Adhikari (2006) Carried out a research study entitled "passivization in English and Tharu: A comparative Study'. The objectives of his research were to find out the contrastive analysis of passivization in English and Tharu. By study, he has revealed that passivization system between Tharu and English is different in almost all grammatical aspects.

Basnet (2002) has carried out a research entitled "Noun phrase structure in Thunglung and English: A comparative study" the main purpose of this study was to compare noun phrase structures, heads and their properties. In Thunglung and English language. His findings were that single noun, pronoun, adjective, Gerund and infinitive can be the head of the noun phrase in Thunglung is preceded by determiners but the head of the noun phrase in English is preceded by determiners.

Neupane (2002) has worked on "A comparative study of verb forms in English and Gurung language" This dissertation aimed to analyze the verb forms in Gurung in the light of structural and transformational linguistics insights and to compare and contrast the verb forms in Tamu and English languages. She found the English has S+V+O sentence structure but Tamu has S+O+V sentence structure and English as well as Tamu have no discrimination of the verb on the basis of gender.

Khanal (2004) has carried out a research on "A Comparative study on the forms of Address of Tharu and English." The study aimed to find out the forms of address used in the Tharu and English languages and to compare the common forms of address of the Tharu and English language. His findings are Tharu has several forms of address but English language lacks such concepts. Most of the kinship terms can be used in addressing people in Tharu, but only a few kinship terms can be used as address in English.

Phayak (2004) has carried out a research on English and Limbu pronominal: A linguistic comparative study". The main objectives of his study were to determine Limbu pronominals in relation to English and to find out similarities and differences between Limbu and English

pronominal. His study shows that Limbu and English pronominal systems are different, Limbu language has more number of pronominals than that of English, Limbu has more complex pronominal system than in English. Similarly, he found that limbu personal and possessive pronouns are categorized under three numbers; singular, dual and plural but the English has only two numbers; singular and plural.

1.3 Objectives of the Study

The objectives of the present study are as follows:

- i. to identify the noun phrase structure of the Tharu language.
- ii. to compare the noun phrase structures of English and Tharu and list the similarities and difference between them
- iii. to point out the pedagogical implications of the study.

1.4 Significance of the Study

The present study 'Noun phrases in English and Tharu language: A comparative is significant in several respects. As the Tharus occupy dominant inhabitants of southern part of Nepal and as most of their verbal behaviour is achieved through the Tharu language, a systematic study of the features of their language serves greatly for the development of the Tharu language. The studies done so far on the Tharu language are either purely linguistic descriptive in nature or related to some other areas than noun phrase structure. Although all the areas of language are equally important, noun phrase structure stands important from the pedagogical point of view. It is because of the very perception of language as naming tool to the outside nouns and other noun related areas certainly occupy the central place for learning purpose. Furthermore, comparison of the Noun phrase structure of Tharu with that of English language assists

equally well to those involved in the carrer of learning/teaching English to Tharu speaking learners.

So, the study will be beneficial to the students and teachers of English and Tharu languages linguists, grammarians and researchers, textbook writers especially for those who are involved in teaching and learning English and the Tharu language.

CHAPTER TWO

METHODOLOGY

The study has been completed using the following methodology.

2.1 Sources of Data

Both primary and secondary sources of data have been utilized while undergoing the study.

2.1.1 Primary Source of Data

The primary sources of data are the Tharu speakers. The data was elicited through a questionnaire prepared in advance for taking face to face interview with the informants. The data collected through the questionnaire were the exclusive data for determining the Tharu noun phrase structure. The informants were selected on a random basis from Mahadevpuri, Kachanapur, and Binauna VDCs of Banks District.

2.1.2 Secondary Sources of Data

For the secondary source of data different books related to English Grammar and General linguistics were consulted and referred to for English nounphrase. The researcher has made heavy use of such pivotal books as Quirk, et al. (1985) Murcia and Larsen Freeman, (1999), Leech (1982). The different books, journals, magazines, theses, websites etc. were secondary sources of data. The sources utilized directly have been duly quoted in the respective places and other sources have been enlisted in the references.

2.2 Population of the Study

In order to derive the data 75 native speakers were selected on random basis, 25 each from Binauna ;Mahadevpuri and Kachanapur VDCs in Banke District.

2.3 Sampling Procedure

The total sample was 75 Tharu native speakers above 15 years of age, who were taken from Mahadevpuri, Kachanpur and Binauna VDCs of Banke. The total population was divided into the three groups i.e. illiterate, literate and educated. Those who were unable to read and write were considered as illiterate and the people having academic qualification below SLC level were considered as literate. The people with academic qualification above SLC were assumed to be educated; each stratum consisted of 25 native speakers. The researcher used the stratified random sampling procedure to sample the population.

2.4 Tools for Data Collection

Questionnaires prepared in advance were used in order to elicit the data for Tharu noun phrase structure. The questionnaire was piloted before administering to the sample population. The educated people belonging to Tharu native language background were sent the questionnaire to be filled in by themselves where the illiterate informants were interviewed by the researcher himself and filled in the questionnaires.

The data for English noun phrase structure were obtained from secondary sources.

2.5 Limitations of the Study

The study was it is limited to the Dangaha dialect of Tharu language, the findings of which might vary for other dialects of the same language.

This study had following limitations:

- i. This study was limited to the structures of the noun phrase of standard variety of both English and Tharu.
- ii. The English noun phrase were not discussed separately but they were discussed comparatively.
- iii. This study was mainly concentrated to pinpoint similarities and differences between English and Tharu NP structure.
- iv. This study compares the NP structure of both languages in terms of their head, nominalization and modification.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

3.1 Noun Phrase

This chapter deals with the concept of noun phrase and the types of the head of a Tharu noun phrase, properties of the head in relation with gender, number and case are discussed in brief with examples.

3.2 Definition of Noun phrase

A noun phrase is a word or group of words functioning in a sentence exactly like a noun, with a noun or pronoun as HEAD (Quirk et al 1973) A noun phrase is also defined as a group of words which acts as the subject, complement or object of a clause or as the object of a preposition. The definition which is given by Quirk et al; is too narrow to include some adjectives in English and Tharu which act on noun heads. We therefore would include certain adjectives which act as head noun in English and Tharu into noun phrase.

3.3 The Types of the Head of Noun Phrase

Tharu	English
1a.kunak laundi	The girl in the corner
b. sakku mec	All the furniture

In the above examples laundi 'girl' and mec 'furniture' are noun heads. The structure of the above examples of noun head can be shown in the following tree diagram:

In Tharu : N		In English : N	
a. NP	b. NP	a. NP	b. NP
↓	↓	↓	↓
N	N	N	N
↓	↓	↓	↓
laundi:	mec	girl	furniture
(girl)	(Furniture)		

The head of the noun phrase should not necessarily be a noun proper it can be a pronoun too:

Tharu Pro. N.	English Pro. N.
2a. mai phe	I am also
b. u phe	he is also

In the above examples 'mai' I and 'u' he are the heads of the noun phrase. They can be shown in this way:

In Tharu		In English	
a. NP	b. NP	a. NP	b. NP
↓	↓	↓	↓
N	N	N	N
↓	↓	↓	↓
Pro. N	Pro. N	Pro. N	Pro. N
↓	↓	↓	↓
mai	u:	I	he
(I)	(he)		

The last categories of the head of a Tharu noun phrase has to do with adjectives. Though one of the functions of an adjective is to modify the head it may play the role of the latter itself.

Tharu adj.	English adj.
3a. haram manaiya apne khait	greedy by himself eats
	a greedy person destorys himself

In Tharu Adj. + N		In English Adj. + N	
NP		NP	
Adj.	N	Adj.	N
↓	↓	↓	↓
hara:m	Pro. N.	Det	Adj N
	↓	↓	↓ ↓
	apne	a	greedy person
(greedy)	(himself)		

Here, the ajective modifies the head of the NP.

The types Tharu noun can be summarized by the following table.

Head	Noun	(laundi:, mec)
	Pronoun	(mai, u:)
	Adjective	(hara:m)

3.4 Inflections

A Tharu noun has the following grammatical categories: gender number and case.

3.4.1 Gender

a. Common Noun

In Tharu, animate nouns are referred to as masculine or feminine on the basis of natural gender. In English system, gender is dependent upon the biological category of sex.

4.a.

launda:	a:il (Tharu)
boy	Came (English)

"A boy come'

b. Tharu

laundi	a:ili (Tharu)
girl	Came (English)

"A' girl come'

The above examples show that there are different names of the same age group of males and females. Moreover, the choice of the verb has not differed with the change in the gender of the noun in Tharu.

If a noun does not belong to any of the two sexes it follows masculine concord.

5a. cattaini ko:ru: ba: (Tharu)

Pickle Peppery is (English)

'The pickle is peppery'.

b. pathar thul raha (Tharu)

Stone big was (English)

'The stone was big'

In (5a) and (b) the above example, the choice of the verb from 'ba:' and 'raha' is same as the one for masculine nouns.

Personal nouns can be divided in to three types in respect of masculine feminine structural relationship.

- i. Morphologically related nouns.
- ii. Morphologically unrelated nouns
- iii. Partly related nouns.

i. Morphologically Related Nouns'

- | | | |
|----|----------------------|---------------------|
| a. | <u>launda</u> (ra) – | <u>laundi:</u> (ri) |
| | 'boy' | 'girl' |
| b. | chawa – | chai |
| | son | daughter |
| c. | dulha: – | dulhi: |
| | bridegroom | bride |

In the above example of Tharu Noun, the feminine nouns characterized by the presence of I ending opposed to masculine nouns have /a (a) ending.

ii. Morphologically Unrelated Nouns

- | | | |
|----|-----------|--------|
| a. | tharuwa – | Janni |
| | husband | wife |
| b. | baba – | dai |
| | father | mother |

- c. chawa: – buharya:
son daughter in law

The above examples show that there is no relationship between certain masculine and feminine nouns as there are fundamentally different words for masculine and feminine reference.

iii. Party Related Nouns

- a. tharuwa manai - janni manai
man - women
- b. small father in law - small mother in law
chhotki baale - chhotki basei
- c. pulis - pulisnya
policeman policewoman

In the above examples, we see that either the first or the second part of the nouns is responsible for gender distinction.

No distinction is made in terms of gender if the noun is non-human, at least in the selection of verb form.

- 6.a. murga: /a:il
cock/hen came
A cock/hen came
- b. bardha carath
ox grazes
Annox grazes
- c. gaiya charath
cow grazes
'A cow grazes'

b. Proper Nouns

In Tharu proper names of person are sensitive to gender. Generally there are different groups of names for males and females. The gender of a person name may be predicted by nothing the masculine markers like 'bahadur prasad, kumar, etc. as opposed to feminine markers like dewi, kumari, kali etc. In the absence of such markers, the ultimate source for gender distinction in the verb.

9.a. Ram kali muli (Fem)

Ram kali died.

b. Ram Bahadur mual (mas)

Ram Bahdur died.

c. Pronouns

Pronouns in Tharu belong indirecting to the gender of the nouns they replace, but are not inflected for gender below is a chart showing the level of respect marked by Tharu pronouns.

Second Person	Level of respect	Singular	Plur 1
	Low grade honorific	Tain	Thurheha
	Mid grade honorific	Tuv	Turheha
	High grade honorific	Apane	Apnehunkra
Third person	Low grade honorific	YI	Hinkra
		U	Hunkra
	Midgrade honorific	Hinkra	Hinkra
		Hunkra	Hunkra
High grade honorific	-	-	
		-	-
	Royal honorific	Mausuph Sarkaar	Musuphh hunkra

Figure 2 Level respect in Tharu pronouns.

The above table shows the irregularity in pluralization occurs if the pronouns are low grade honorific except 'main' I which does not have any level of respect. And the plural suffix - hunkra is obligatory except for hamre' with which it is optional.

Regular pronouns, on the otherhand are termed or simply because the addition of the plural suffix hunkra is sufficient enough for localization.

For the first person no level of respect is recognized. The first person pronoun. 'main' 'I' becomes 'hamre' we in plural. Though 'main' refers to the addresser only, the first person plural pronoun hamra and it's variant possessive forms 'hamar' etc can also be used to refer to the addressees by excluding the speaker (i.e. hamra may sometimes be non inclusive in reference) In such a reference either the level of respect is recognized to be equal to that of 'apne' you or the use is a polite one.

10. yahaan hamar Jaggakatra ba: ?

Here our land how much is ?

How much land do you have here ?

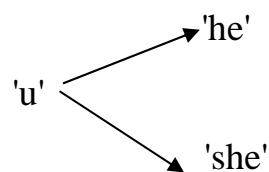
This example illustrates how the first person plural pronoun hamar may become or act like a second person pronoun too, in Tharu as opposed to English.

The gender of a Tharu pronoun, unlike that of an English pronoun is expressed by the verb form it takes.

11.a. u a:il

he come

b. 'u' a:ii



she came

But this rule is not always observed. For example, the first person pronoun takes the same verb form irrespective of its masculine or feminine reference.

12. main a:inu

I came

'I came'

In this example (12) main 'I' may be male or female.

Blurring of gender Distinction

The effect of pluralization on the gender of the pronoun as it leads to the blurring of gender distinction. This holds true of the verb forms they choose.

13. hunkra aila (masc. and Fem.)

They came

'They came'

In the above examples hunkra 'they' may refer either males or females or both. Even at level of verb, gender distinction is blurred when the pronoun belongs to the categories high grade honorific and Royal Honorific.

d. Indefinite Reference

For indefinite reference, masculine gender is preferred in Tharu except when the reference is meant to be relatively more definite.

14. ka janmal

What born ?

What is the gender of the baby ? What is evident from the above example of Tharu is that the gender unmarked at the pronoun level and is identified by reference to the verb form. Unlike it, English does have no gender distinction at any level. In a relatively more definite reference event the identified pronoun may go with the feminine verb form.

15. ka:m kara ke a:ili.

Work to do who came

Which women come to work ?

e. Adjectives

Not all adjectives in Tharu can play the role of nominal head. Adjectives like, haram, (greedy) chalakh, (clever) kanchus (cunning) haram, can sometimes substitute the nouns they can modify but those Bahriya (good) Khatara (bad) etc cannot. Out of the noun substituting category of adjectives, some are inflected for gender whereas other show gender distinction only in the choice of the verb provided they have subjective position. There is no rule to describe why certain adjectives can be inflected number and others not.

16.a. haram manai ka kahat

greedy by what says

What does the greedy man say ?

b. haram laundiya ka kahati

Greedy by what says

What does the greedy woman say ?

c. chattu manai dhukh dihal

quick witted by trouble gave

The quick witted person gave trouble.

Like in Tharu, we find adjectives acting as noun phrase in English too, which is evident from the following example.

17. The wise look to the wiser for advice.

Infinitival and gerundial heads are not marked by gender distinction, but they are to follow masculine gender from syntactic point of view, i.e. in the choice of the verb form.

18.a paharna absyak ba.

to read necessary is.

Reading is necessary.

or

It is necessary to read.

b. pharai phaida dehat

reading by advance gives

Reading gives profit.

In the above examples 'paharna' (tored) is infinitival head and 'phirai (reading is gerndive head of the NP.

In Tharu: Infinitival/Gerundive		In English: Infinitival/Gerundive	
a. NP	b. NP	a. NP	b. NP
↓	↓	↓	↓
N	N	N	N
↓	↓	↓	↓
paharna: (to read)	pharai (reading)	Toread	Reading

3.4.2 Number

Tharu common nouns can be divided into two categories countable and uncountable, countable nouns can be made into plural by attaching - hunkra at the end and can be preceded by 'tho'/je. One in singular and by plural cardinal numbers like dui^{tho} Tin je/^{tho} etc in plural. Where as uncountable nouns do not take - hunkra at the end nor are they preceded by cardinal numerals.

19a. manaiya muat (sing)

Man dies

Man dies'

b. manaiya hunk (ra) muata (Plur)

Men die

Men die'

c. pani jamat

Water freezes

Water freezes'

* pa:ni hunkra jamata

Water freeze

* Waters freeze

The plural marker - hunkra is optional in many cases (19b), for instance, could be equally acceptable even if the plural suffix - hunkra at the end of manaiya is dropped in absence of the plural suffix - hunkra mid grade honorific of singular common nouns may confuse with plural nouns.

20. Sanghriya (hunka) ail(a)

Friend(s) came

'A friend came.

This ambiguity is removed by contextual reference alone.

21. Countable nouns with the feature (+ human) are preceded by 'Je' whereas those with feature (-human) are preceded by the classifier 'tho' eq.

In tharu

tin je launda

tin tho kera

In English

Three boys

Three bananas

Though this rule is observed in many cases, there are instances when it is violated.

22. Tin je kamlarni aila

Five classifier (fem) workers came.

Five female workers came.

In examples like tin (tho) chhai (not tin je chhai) also by the occurrence of the feminine classifier 'the' the possibility for je to occur with human beings is justified.

There is one to one correspondence between countable nouns in English and those in Tharu. Many uncountable nouns in English are easily susceptible to countability in Tharu e.g. Kek 'cake' roti bread etc. on the otherhand like in English in Tharu also uncountable nouns can be treated as countable, but this is very much limited to the sense of kinds.

23. sakku bichar ke sangalo Janamancha. parhi:

opinion of collection Janamancha read.

'read the collection of opinions janamancha.

Like in English, singular nouns may sometimes be used to refer to their corresponding mass nouns.

24. main (ektho) murga khainu.
I -by cock ate
I ate cock.

If a noun does not have the subjective position in the sentence, the number, may not be clear.

25. bhaiya danda kinal (Kharidal)
Small brother stick bought
May younger brother bought (a) stick(s)

Collective nouns may take singular or plural concord according to the reference is to one collection or collections.

- 26.a uddhar Samiti Barhiya Kam Karal
rescue committee - by good work did.
The rescue committee did well.
- b. uddhar Samiti (kunkra) bahriya kaam karla.
rescue committees - by good work did
The resue committees did well'.
Other collective houns like jhontha 'bunch'
'varuwa' bundle etc indicate both plural and singular in Tharu.

g. Proper Nouns

There is no system of pluralizing a proper noun in Tharu. But when such pluralization takes place the meaning is slightly altered.

27. ram hunkra a:ila
 Rams came
 Rame and other came.

3.4.3 Case

Case is defined as "The functional role of noun or phrase in relation to other words in the clause or sentence" (Chalker Sylvia and Edmund Weiner 1994). Tharu Language recognizes.

Tharu language recognizes eight kinds of case: nominative ergative accusative Instrumental, dative, ablative, genitive and location.

There are case markers which help identify the case of a noun or a noun substitute. Here is a list of the eight cases in Tharu with their respective case ending.

Case	Case Marker
Nominative	ϕ
Ergative	ϕ
Accusative	hana
Instrumental/soruce	le
Dative	hana
Ablative	se
Genitive	kar, an
Locative	ma

The following examples illustrate the use of cases.

28. launda daural
 boy (NoM) van
 A boy ran'

- b. launda bhat khaita
boy (erg) rice eats
The boy eats rice
- c. Ram launda: (hn) pital
Ram boy (Acc) beat
Ram beats the boy.
- d. hari: pensil - le likhal (instrumental)
hari - (ERG) pensil - InS write
Hari wrote with pensil.
- e. Umesh - hana bhukh la:gal (Dative)
Umesh (DAT) hunger feel.
'Umesh felt hungry'
- f. U ghar se a:il. (ablative)
he house (ABL) came
He came from home
- g. Wakar ghar dur ba: (Genetive)
his (GEN) house far is
His house is far
- h. raam kwathm ba: (Genetive)
Ram room - (Loc) is

3.5 Nominalization

The term nominalization here refers to the process of deriving a noun phrase from a clause (Chalker S. and weiner, E. 1994). Both English and Tharu posses nominalized phrases and they act syntactically as abstract nouns.

3.5.1 Nominalization in English and Tharu

In English, nominalization yields basically, two verbal forms : 'v - ing (gerund) and 'to v' (infinitive). In Tharu too, we find similar forms of verbs. Generally, gerunds in English correspond to - a nouns in Tharu and infinitives to nominalized verbs ending with - a.

29.a. u ka:m kara cha:hat.

He work to do wants

He wants to work.

b. U phadh (a:) syakal

he teaching finished

He finished teaching.

Generally English prescribes either the gerundial or infinitival form of the verb. Sometimes it permits both verb forms too. But in Tharu we find the infinitival forms of the verbs working as noun phrase in there is no individual abstract noun (e.g. nouns).

30.a. ra:mkhelna man prhaitha

Ram to play like

Ram likes to play.

b. ra:m baithna maja manath.

Ram to stay joy assumes

Ram enjoy staying here.

What is evident from the above examples is that there exists one to one correspondence neither between English gerundive NPs and Tharu's infinitival NPS nor between English infinitival NPS and Tharu gerundive nouns (i.e. - a nouns for example)

English shows a number of restrictions in the choice of gerundive vs infinitival nominals that are entirely absent in Tharu. The following three situations are common in English.

- i. Selection of infinitival form
- ii. Selection of gerundial form
- iii. Selection of either the infinitival or gerundive form indifferently or with slight difference. For example:

31. He wants to go

He wants going

32. He enjoys working

He enjoys to work.

33. He likes to swim

He likes swimming.

The above cases can be accounted for not only by reference to any rule as such but by considering the type of the main verb of the sentence which has the nominalized element for its object. Because of this Tharu speaking learners of English suffer from many problems.

It is to be noted that the above mentioned sectional restrictions apply to the object function of these nominals. In the subject function either the infinitival or gerundial form can occur, whereas the infinitival form is generally found to occur in sentences containing copula - type verbs. e.g. a. appear b. seem etc.

36.a. To save money now seems impossible.

b. To lean out of the window is dangerous.

The nominal phrase 'to save money' in (34a) comes from an embedded sentence 'someone saves'. If we introduce a definite subject then this example (36a) would change in to.

c. For Ram to save money seems impossible.

or

It seems impossible for ram to save money now.

Note that Tharu usually translates 'for in (34c) as lag (for) preceded either by the genitive marker (ka/ke) of or by the use of the post position such as hana (to) at the end of the subject. From this it follows that the occurrence of postpositions is optional and variant. Sometimes there is the absence of postpositions such as

35.a. ra:m na:chna acmma ho:

Ram to dance amazing is

'For Ram to dance is amazing'

b. ra:m (hana) nachna man parath. Ram likes to dance.

It is to be noted here that implicit subject in all the above sentence is the subject of the embedding sentence itself. The sentence for example 'he wants to work) can be accounted for by referring to the deletion involved during transformation. Thus we may say. 'He wants to work' is derivative from 'He wants for him to work', resulted from the deletion of the repeated subject in the embedded sentence. In the case of identity between the subject of embedded sentence and that of the embedding one, there is no deletion of the subject of the embedded sentence.

36.a. He wants me to work

b. U mahihan ka:m karna kahikacha:hat

c. U chahat ki main kaam karnu.

There are some transitive verbs in both English and Tharu which take an obligatory object of the embedding one.

37. He compels me to work.

U mahihan kaam kara baadyata banaita.

b. He asks to work

U kaam karak la:g anuradh karta:.

Infact, the above examples drive home the point that both in English and Tharu we find the use of infinitival nominals' where the object of the embedding sentence is identical with the subject of the nominalized embedded sentence.

The following five types of construction in which English infinitival nominal occur.

38. He wants to work.

39. He wants me to work.

40. He comples me to work.

41. He is managing for me to work.

42. He signaled for me to work.

The Tharu translation equivalents of the above English examples (38-42) are given below.

43. U: ka:m kare cha:hat

44. U: Mahihan ka:m kara cha:hat

45. U: Mahihan ka:m kara kahik Cha:hat

Note that (44a) is different from others in that there is the introduction of kahika (connective - saying) which is not found in the rest.

Examples (40-42) have the following translation equivalent in Tharu.

- 45. u: mainhan ka:m kara badhyatabanaita
- 46. u:maihan ka:m karna: waywstha milaitiba
- 47. u: mahihan Ka:m karna Ishara Karal.
- 47a. is ambiguous in that it is not clear whether it is subject 'u' 'he' or the addressee 'main' 'I' is to work and can only be classified as, per the context.

The following examples (43b - 47b) represent the alternative ways expressing (43a - 47b) respectively.

- 43b. U: chahata ki u ka:m kara.
- 44.c. U: chahata ki main ka:m karu.
- 45b. U: mahihana badhya banaitaki.
Main ka:ma karu.
- 46.b. U: waywastha milaitaki main ka:m karu
- 47.b. U: ishara karal ki main ka:m karu

The distinction of (42) as compared to other construction in the above set of examples can be accounted for by referring to a sub class of transitive verbs similarly distinguished in Tharu examples (38-40) can be described on the ground of the choice of the verbs. For Tharu (43a) and (44a) are alike excepting the nominal phrases (39-43) look almost alike except that the types of verbs determine the compulsion or non compulsion of the preposition. But this distinction get magnified in Tharu, as a result Tharu resorts to altogether different construction to translate their corresponding English sentences (44b and 47a,b).

Some nominalized phrases can be ambiguous in that those may have double meanings.

Example

48.a. I dislike Ram's eating rice: he eats fast.

b. I dislike Ram's eating eating rice because he has T.B.

In Tharu nominalized verbs, too, this ambiguity is retained.

49.a Main ka:m bha:t kahlak man Niparithu:

U hali - hali khait

b. mainra:m bha:t khailak man

niparhaitu : U T.B ke beram ba.

3.6 Modification

This chapter is divided into two sections. The first section deals with the personification of a noun phrase had whoever the second section deals with the post modification of the same.

3.6.1 Premodification

A Tharu noun head can be premodified by the following items.

- determiners
- quantifiers
- nouns
- adjectives
- clauses
- participles

i. Determiners

A simple noun phrase is a noun or a noun with determiner. Below are given a pair of sentences with a simple noun phrase in each pair. If the

noun phrase (in 50a) has a single noun. There is a noun with a determiner in the next i.e. in (50b).

50a. larka roi lagal
 Child to weep began
 The child began to weep.

b. kauno: larka: ruitiraha
 Some child is weeping was
 Some child was weeping.

The structure of the above examples can illustrate in the following treediagrams.

In Tharu : Det + N			In English Det. + N			
a. NP	b. Np		a. NP		b. Np	
↓	↓	↓	↓	↓	↓	↓
N	Det	N	Det	N	Det	N
↓	↓	↓			↓	
larka (child)	Kauno (some)	larka (child)			Some child	

In (49b) 'kauno' some acts as an indefinite determiner. Determiners, in Tharu can be looked upon from different angles. Let us consider the degree of definiteness and its occurrence first.

51.a. ektho vldyaarhi tuhilh khaitivaha
 One/a student - by - you - to seeking was.
 'A Student was seeking you.'

b. chikka nirahal saikal nai chalat
 A cycle without tyre doesn't run.

- c. hunkra mahihan (ektho) cinema dekhuiyaba:t
 They by me to (a) move will show.
 They will show me a movie.

An analysis of the above examples reveals the sense difference in each case (51a) shows an 'ektho' 'as' correspondence for indefinite reference (51b) evince a 'a' correspondence between Tharu and English for definite reference. Whereas (51c) points to the fact that the occurrence of the determiners like 'ektho' and 'a' is not always beyond ambiguity. In (51c) like English the reference could be indefinite or non definite in it's sense. But the ambiguity can be overcome by resorting to the negative transformation of the same.

52. hunkra mahinan cinema nidikhuiyabata
 They - by me to move show will not.
 They will not show something.

The transformation clarifies how 'a movie' is concerned with generic reference and yet it's equivalent in Tharu drops the indefinite marker 'ek tho'.

Sometimes 'ektho' 'a' correspondence becomes obligatory. This is so when 'a' functions as a quantifier.

53. u ka:l ektho kitab kinal
 he yesterday a book bought
 He bought a book yesterday.

For both the non definite 'a' and definite 'the' there is a phonologically zero determiner in Tharu.

- 54a. na:tak nithunar nikral
the play bad turned out
The play turned out to be bad.
- b. tun: yi git rediyoma suna sekbo.
you this song radio - on listen can
You can listen this song on the radio. g

ii. Quantifiers

In Tharu, quantifier like karib pugnug, Jatra, pahila:, ek/tho kucha etc. can precede a noun. We can have the following examples:

55. tis je ka:m karla
almost thirty people-by work did
'Almost thirty people worked.'
56. pahila kheladi dosara kheladihana jiti:
First player - by second player - to will win
'The first player will win the second player'.
57. kuch alu kini:.
some potato buy
'Buy some potatoes:'.

The NP structure of the above examples can be shown in the following diagrams.

In Tharu quant: + N

a. NP		b. NP		c. NP	
Quant.	N	Quant.	N	Quant.	N
↓	↓	↓	↓	↓	↓
Pugnug	tis 'Je'	pahila:	khela:di	kuch	a:lu
(almost)	(thirty people)	(first)	(player)	(some)	(potato)

In English: Quant + N

a. NP		b. NP		c. NP	
Quant.	N	Quant.	N	Quant.	N
↓	↓	↓	↓	↓	↓
almost	(thirty people)	first	player	some	potato

iii. Nouns

Like English, Tharu allows pre-modification of nouns by nouns:

58.a. hari kamyutar kothaama ba:

Hari computer room in is

'Hari is in the computer room'

b. ram (ek) phutbal kheladi ho.

Ram (a) football player is

'Ram is a football player'.

Look at the structure of the above examples.

In Tharu N + N

a. NP		b. NP .	
↓	↓	↓	↓
N	N	N	N
Kamyutar	kotha	phutball	khelari
(computer)	(room)	(football)	(player)

In English : N + N

a. NP		b. NP .	
↓	↓	↓	↓
N	N	N	N
computer	room	football	player

In the above examples (58a) and (58b) kampyuter and phutbal are the modifiers of 'kotha:' and 'khelaari' respectively.

iv. Adjectives

In a Tharu phrase adjectives may occur as modifying items. As modifiers they normally precede the head of a noun phrase.

59. main kariya bilra man paraithu:
me-by black cat like
'I like a black cat'.

When there are more adjectives than one the usual order of occurrence is;

Qualitative adjectives + color adjective + classifying adjectives.

- 60.a. chhot ujjar uni switar
small white woolen sweater.
'A small white woolen sweater'.
- b. thuner lal sya:u
a nice red apple
'A nice red apple'.
- c. ek tho bahut thuner pahadi jilla.
A very beautiful hilly district.
'A very beautiful hill district'.

The above examples can be shown in the following tree diagrams with their structure.

In Tharu : Adj + Adj + Adj + Adj + N /Det + Adj + Adj + N/Det + Adv+Adj + Adj. + N

In Tharu N + N

a. NP				b. NP .			
Adj.	Adj.	Adj.	N	Det.	Adj.	Adj.	N
cho:t	ujjar	uni	switar	ektho	thuner	la:l	syaaau
(small)	(white)	(woolen)	(Sweater)	(one)	(nice)	(red)	(apple)

In English : N + N

c. NP				
Det.	Adv.	Adj.	Adj.	N
ektho:	bahut	thuner	paha:ri	jilla:
(one)	(very)	(beautiful)	(hilly)	(district)

In Tharu : Det + Adj + Adj+ Adj+ N/Det + Adj + Adj+ N/Det + Adv + Adj + Adj. + N

In Tharu N + N

a. NP				b. NP .			
Adj.	Adj.	Adj.	N	Det.	Adj.	Adj.	N
small	white	woolen	Sweater	one	nice	red	apple

In English : N + N

c. NP				
Det.	Adv.	Adj.	Adj.	N
one	very	beautiful	hilly	district

The above examples (58 a, b, c) show that there is much in common between Tharu and English adjectives in terms of order in a

noun group and the above mentioned rule is mostly followed by both the languages in question. Alternative forms occur only for emphasis.

v. Clauses

There is much parallel between Tharu and English in respect of the adjectival modification of a noun head. But when a clause modifies a noun, we find opposite tendencies in the two languages. In Tharu a noun head is liable to be pre-modified in most cases, whereas in English clausal pre-modification is not acceptable.

61. Dagar ke kina:rma nentirahal manai
road - of side walking man
'A man walking on the road side'.

b. Baithalak pahuna main nai chinthu
sitting guest I-by do not know
'I do not know the sitting guest'.

vi. Participles

Tharu noun head can be modified by several types of participle constructions. They can be categorized into three groups: present participles, past participles, and agentive participles.

i. Present participle

62. main U kabita pahartirahal laundiya hana man paraithu
I that poem reading girl - to liking have
'I like the girl who is reading poem'.

b. main u kabita pahartirahal laundahana man paraithu
I that poem reading boy - to liking have

'I like the boy who is reading poem'

ii. Past participle

63. Raam iskul jaiti rahal laundihana bolail.

Ram - by school going girls - to call

'Ram called the girls going to school'.

iii. Agentive participle

64. kabita partirahal laundiya mahina hyral mahita liyral

Poem reading girl - by me looked

'Reading a poem, girl looked me'

In the above example, the agentive participle is used to signify continuous action.

3.6.2 Post - Modification

A Tharu noun phrase may include limiter expressions such as 'kel' 'only' 'phe' 'also' etc. as post - modifiers of a noun phrase.

65. mainkel asaphal huinu

I only unsuccessful became

'Only I became unsuccessful'

b. u: phe asapal huil.

he also unsuccessful became

'He also become unsuccessful'

The above examples show that both English and Tharu may take limiters as part of the noun phrase.

Like in English, clausal post modification of a noun is found in Tharu, too. In clausal post modification of Tharu noun the ki-clause comes between the abstract noun and the predicate.

65. mor kahalkiu thuner manaya ho.
my saying that he good man in
'My statement that he is a good man'.

The above example shows that both English and Tharu prescribe the same slot for the clausal modification of a noun.

Relative pronouns jaun, jihihan etc. are attached with the noun phrase in the modifying clause.

67. hari jaun kinal u kalam bahut thuner rahal
Hari - by which that pen very beautiful was
'Hari bought a pen which was very beautiful'.

3.7 Summary

On the basis of analysis and interpretation, we can sum up by stating that there are two kinds of noun phrase structures both in Tharu and English. They are simple noun phrase consisting of only head and complex noun phrase consisting of pre-modifiers preceding the head and post modifiers following the head.

Noun, pronoun and adjective play the role of head of the noun phrase in both languages. The head of the noun phrase is inflected by gender, number and case. In English, nominalization yields basically two verbal forms: gerund and infinitive. In Tharu too, we find similar forms of verbs.

The complex noun phrase consists of pre-modifiers and post modifiers. In both languages, noun heads can be pre-modified by determiners, quantifiers, nouns, adjectives, clauses and participles and post-modified by limiters, clauses and participles.

CHAPTER FOUR

FINDINGS AND RECOMMENDATION

4.1 Findings

On the basis of analysis and interpretation, this research has come up with the following.

4.1.1 Similarities

- a. Regarding the essential constituent of a noun phrase head, the two languages in question are found to have similar heads, as both of them accept the three types: nouns, pronouns and adjectives

	Tharu	English
i.	kunak laundi:	The girl in the corner
ii.	u phe	He is also
iii.	haram manaiya apne khait	A greedy person destroys himself.

- b. Both in English and Nepali, there are different proper nouns for different sexes.

Tharu		English	
Male	Female	Male	Female
Ram Bahadur	Ramkali	John	Alica
budhawa	Budhani	Alexander	Daisy

- c. Many Tharu nouns take - hunkra as the plural suffix which is often redundant when the number is understood through the verb form. English system of pluralization also uses of the plural suffix (i.e. -s, -es) after nouns in most cases.

- d. Both in English and Tharu pre-modification and post-modification of nouns are acceptable.

Tharu	English
kucha a:lu ← pre - modification →	some potatoes
u phe ← post - modification →	he also

- e. There is much parallel between Tharu and English in respect of the adjectival modification of a noun head. e.g

ek tho thuner ujjar aalu
a nice white potato
(a nice white potato)

- f. Both in English and Tharu there is no ergative marker.

launda (erg) bhat khait
boy (erg) rice eats
The boy eats rice

4.1.2 Differences

- a. In English the roles and relations of the constituents in a sentence are expressed through word order and prepositions whereas in Tharu they are expressed by post positions. Prepositions occur before the noun and post positions occur after the noun.

Tharu	English
kitab tebulum ba	The book is on the table.

- b. In Tharu the verbs get inflected according to sex and honorific grade but English does not have such system.

Tharu	English
launda a:il	A boy come.
laundi aili:	A girl come.

but some (very few) Tharus use the same form of verb.

- c. English is an SVO patterned language where as Tharu is an SOV patterned language. In English the verb appears just after the 'actor' in the initial position whereas it appears sentence finally in Tharu.

Tharu	English
u:bha:t khaita:	He eats rice.

- d. English has article system which Tharu lacks. English articles function as determiner. In Tharu, demonstrative pronouns which agree with nouns in number function as determiners.

Tharu	English
yi: kalam ujjar ba:	The pen is white.

- e. The Tharu pronoun 'u' can be used for both male and female but in English 'he' is used for male and 'she' is used for female. e.g.

a. ra:m aail	b. sita: a:ili:
u aail	u aaili
'he' 'came'	'she' 'came'
(he come)	(she came)

- g. In Tharu 'Je' is used only for human and 'tho' is used for human and non human but in English such system does not exist. e.g.

a. tin je launda	b. tin tho kera
(three boys)	(three bananas)

4.2 Recommendations and Pedagogical Implications

The goal of language teaching is to develop the learners' knowledge and skills which enables them to play certain roles in another language community, to turn them into performers in the target language, to give them a communicative competence. Language teachers do not teach language, they teach a particular realization or manifestation of the human languages. It can be achieved through its use the formation and speaking rules of the target language (Corder, 1973).

On the basis of the findings of the present study, some recommendations are suggested below.

- i. The main aim of this comparative study was to find out similarities and differences in noun phrase structure between the English and Tharu languages. There would be no problems in the areas where the two languages are similar but differences between the first and the target language create difficulty in learning the target language. Therefore, teaching should be focused on the areas of difficulty.
- ii. In Tharu, the verbs get inflected according to sex and honorific grade but English does not have such system. The English and Tharu teachers teaching English as a second language should focus on these language items and give the learners this concept. So that they can understand the system of these two languages easily.
- iii. English is an SVO patterned language whereas Tharu is an SOV patterned language. The teachers of both the languages should concentrate well on this concept while teaching so that L2 learners can easily understand sentence pattern of both the languages.

- iv. English has article system which the Tharu language lacks in. The teachers who teaches English as a foreign language to the Tharu lerners should give the concept of article system clearly associating it with the function of demonstrative pronoun as determiners in Tharu.
- v. The Tharu pronoun 'u' can be used for both male and female but in English, 'he' is used for male and 'she' is used for female. Thus, the teachers of both the languages should provide clear concept of Tharu and English pronouns to the learners.
- vi. The Tharu noun phrase follows the structure of Pre. m + N. (aakaas ke phal) and the English noun phrase follows the structure of N + post. m. (the fruit in the sky). Thus, the teachers of both languages should concentrate well on such structures of NP.

BIBLIOGRAPHY

- Adhikari K. P. 2006. *Passivization in English and Tharu: A Comparative Study: An Unpublished Thesis*, Kathmandu: T.U.
- Aarts, F. and J. Aarts, 1986. *English Eyntactic Structure*. Oxford : Pergoman Press.
- Basnet, P. R. 2002. *Noun Phrase Structure in Thulung and English: A Comparative Study*. An Published M.Ed. Thesis Kathmandu T.U.
- Bhattarai, G. R., 2005. *A Thematic Analysis of Research Reports*. Kathamndu, Ratna Pustak Bhandar.
- Bista, D.B.(1972). *People of Nepal*. Kathmandu: Ratna Pustak Bhandar.
- CBS, 2002. *Population Census 2001*. National Report Kathmandu: HMG/CBS.
- Crystal, D. 1996. *Dictionary of Linguistics and Phonetics*. Blackwell.
- Khadka P.B. 2007. *Noun Phrase Structures in English and Nepali : A Comparative Study: An Unpublished M.Ed. Thesis: Kathmandu: T.U.*
- Khanal, G. 2004. *A Comparative Study on The Forms of Address of Tharu and English Language*. An Unpublished M.Ed. Thesis Kathmandu: T.U.
- Larsen - Freeman, D. and Celce - Murcia. 1999. *The Grammar Book for ESL/EFL Teachers*, Rowley, Heinle and Heinle .
- Leech, W.R. 1992. *Communicative Grammar of English*, New Delhi: OUP.

- Neupane, G. D. 2004. *A Comparative Study of Verb Forms in English and Gurung Language*. An Unpublished M.Ed. Thesis Kathmandu: T.U.
- Phyak, Prem 2004. *English and Limbu Pronominals: A Linguistic Comparative Study*. An Unpublished M.Ed. Thesis Kathmandu: T.U.
- Quirk, R. et al. 1985. *A Comprehensive Grammar of the English Language*.
- Shah, P. K. 2004. *A Comparative Study on the Simple Present Tense and The Simple Past Tense of English and Maithili*. An Unpublished M.Ed. Thesis Kathmandu T.U.
- Thapa D. K. 2006. *Noun Phrase Structure in Nepal and Limbu Language: A Comparative Study'* : An Unpublished M.Ed. Thesis, Kathmandu: T.U.
- Tharu, R. P., 2001. *A Comparative Study of The Subject - Verh Agreement in English and Tharu Language*. An Unpublished M.Ed. Thesis Kathamndu T.U.
- Wardhaugh, R. 2000. *An Introduction to Sociolinguistics*. New York: Basil Blackwell.
- Yadav, Y. P. 2001. *Linguistics*. Kirtipur: New Hira Books Enterprises,.