

**NEGATIVE TRANSFORMATION IN ENGLISH AND KHAWAS**

**A Thesis Submitted to the Department of English Education  
In Partial Fulfillment for the Master of Education in English**

**Submitted by**

**Mahananda Chaudhary**

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**Tribhuvan University**

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**Itahari, Sunsari, Nepal**

**2080/2023**

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(Sep. 05, 2023 AD)

**DECLARATION**

I hereby declare that this Thesis is original and has been prepared exclusively for the academic purpose. I am responsible for any issues concerning ethical considerations and plagiarism. I assure that no part of it was earlier submitted for the candidature of research degree to any university.

Date: 2080-05-19

September 05, 2023

.....  
Mahananda Chaudhary



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## EVALUATION AND APPROVAL

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## **DEDICATION**

I dedicate this thesis

To

My family members

and teachers who have supported and encouraged me unconditionally  
with their fullest and truest attention to accomplish my work and showed the way  
of life.

## ACKNOWLEDGEMENTS

I am grateful and would like to thank an admirable personality, my thesis guide **Mr. Tirtha Raj Acharya**, lecturer of Janta Multiple Campus and member of the research guidance committee of the Department of English Education, for his prominent co-operation, encouragement and concrete suggestion. I sincerely acknowledge his series of invaluable instructions, regular inspiration and positively on me, throughout the course of my dissertation. I am delighted to work under his guidance which is simply inexpressible.

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Similarly, my hearty honor goes to my parents who have inspired and created good environment to complete this thesis.

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Mahananda Chaudhary

## ABSTRACT

This study entitled '**Negative Transformation in English and Khawas**' was carried out to identify the processes of negation in Khawas language and to compare and contrast them with English. The researcher collected data from both primary and secondary sources. Using non-random purposive sampling, the researcher selected 50 Khawas native speakers (above 20 years of age belonging) from Inaruwa Municipality, Ward No. 7 Chandabela of Sunsari district. I took a structured interview and provided a set of questionnaire among them to collect data. Then, based information the study population. I analyzed and interpreted the data both qualitatively and quantitatively. The process of Khawas negative transformations were found vividly. The study found that 'nai' 'ah:' and 'kyam' were the negative marker in Khawas language. Khawas Negative imperative marker placed as the negative marker ( 'nai', 'ah:' , and 'kyam' ) before the verb in Khawas.

The present study consists of five main chapters. The first chapter deals with the introduction of the study , background of the study, statement of the problem, objectives, rationale, and significance of the study, research questions and the delimitations with operational definitions of the key terms. The second chapter contains the review of related literature and theoretical framework and conceptual framework. Similarly, the third chapter is methods and procedures of the study. Likewise, the fourth chapter includes results and discussions that deals with the analysis and interpretation of the data. Finally, the fifth chapter comprises of the summary, conclusions and recommendations in policy level, practice level and further researches. At the end, the references and appendices are included.

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## LIST OF ABBREVIATIONS AND ACRONYMS

1	-	First person
2	-	Second person
3	-	Third person
Affir.	-	Affirmative
Aux	-	Auxiliary
CA	-	Contrastive Analysis
CBS	-	Central Bureau of Statistic
CDC	-	Curriculum Development Centre
ft	-	future tense
L1	-	First Language or Mother Tongue
L2	-	Second Language
Neg.	-	Negative
P.	-	Page
perf	-	perfective
pl	-	plural
pres	-	present tense
prog	-	progressive
pt	-	past tense
R.M.	-	Rural Municipality
sg	-	singular
SOV	-	Subject Object Verb
Stat	-	Statement
Sub	-	Subject
SVO	-	Subject Verb Object
viz.	-	videlicet (namely or that is to say)
Y/n q	-	Yes/no question

## CHAPTER ONE

### INTRODUCTION

Negative transformation in English and Khawas can involve various grammatical and structural changes that convey a negative meaning or reverse the original statement. In English, this often includes adding the word "not" or using negative contractions like "isn't," "doesn't," or "can't." For example, transforming "She is happy" into a negative statement would be "She is not happy" or "She isn't happy." In Khawas, a language spoken by the Khawas people in Nepal, negative transformation typically involves the use of specific negative particles or affixes that modify verbs or other parts of speech. These modifications are essential for conveying negation accurately in both languages, allowing speakers to express a wide range of meanings, from simple denials to more complex negative statements.

#### **General Background**

Language is common to all and only human beings. It is the most unique gift that sets them apart from the rest of living beings. It is the most advanced and powerful means of communication. It is a means by which we can perform several things like communication, thinking, group solidarity, inter linguistic conflict, nation building, control, creation and so on. Sapir (1921 p.8) says, "Language is purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols." Language is the systematic, purely human and non-instinctive means of communication. In the present age of globalization, the knowledge, known, found, gained, discovered and verified needs to be accessible in every corner of the world. So it is essential to get mastery over a language of international communication to survive in the society by every individual.

According to CBS 2021, one hundred twenty three distinct languages are spoken all over Nepal. Among them Khawas language is one. Khawas language is one of the important languages spoken in the Khawas communities of Nepal. Khawas Native speaker lives in different parts of Nepal. There is a small number of native speakers of Khawas language in several districts of Nepal. This language has a long history but it does not possess its own script and uses Devanagari script. Many scholars and writers have written about different terms of Khawas language

comparing with other languages. But no one has written about the Khawas people who live in Inaruwa ward no.-7, Sunsari and their way of negation in their own language comparing with English language. Most of the people of the Khawas community (especially) new generation speak Nepali language because it lacks its own authentic clear grammar, vocabulary and literature. So the language is disappearing day by day. Now, I have become a part of the Khawas community and interested to learn more and more about the Khawas language. Khawas language is a unique language itself. The linguistic term is different from other languages but some how similar with Hindi and Awadi. The life style of the eastern Khawas is different from western Khawas. Being part of this community, I am curious to know about the Khawas people, Khawas language and its features. Thus, I have tried to study about the negation of Khawas compare to English language here.

### **Linguistic Situation in Nepal**

Nepal is a multicultural, multilingual, multiracial and multi-religious country. It is small in size and area but very vast and rich in linguistic and cultural diversities. There are 123 identified languages in Nepal (CBS, 2021). Most of the languages lack their scripts and several other languages have to be identified and most of them have only the spoken form with few native speakers. Due to the dominance of foreign languages and standard of our national language, Nepali, some of them are being overshadowed. They strongly need some protection and promotion by all conscious linguists, stakeholders and the government of Nepal. The languages spoken in Nepal belong to the following language family.

### **Indo-Aryan Family**

Indo-Aryan group of language is a sub-branch of Indo-European language family. It is large group of languages in terms of speakers. Thus, majority of the people in the world speak the Indo –European languages. About eighty percent people of our country speak the languages of this family of language. English and Khawas both languages fall under this group of language. (Awasthi, 2003, p.131)

Indo-Aryan languages are as following:

Nepali	Urdu	Marwari
Maithili	Hindi	Majhi

Bhojpuri	Rajbansi	Kumal
Khawas	Danuwar	English
Awadhi	Bengali	Tharu

### **The Tibeto-Burman Family**

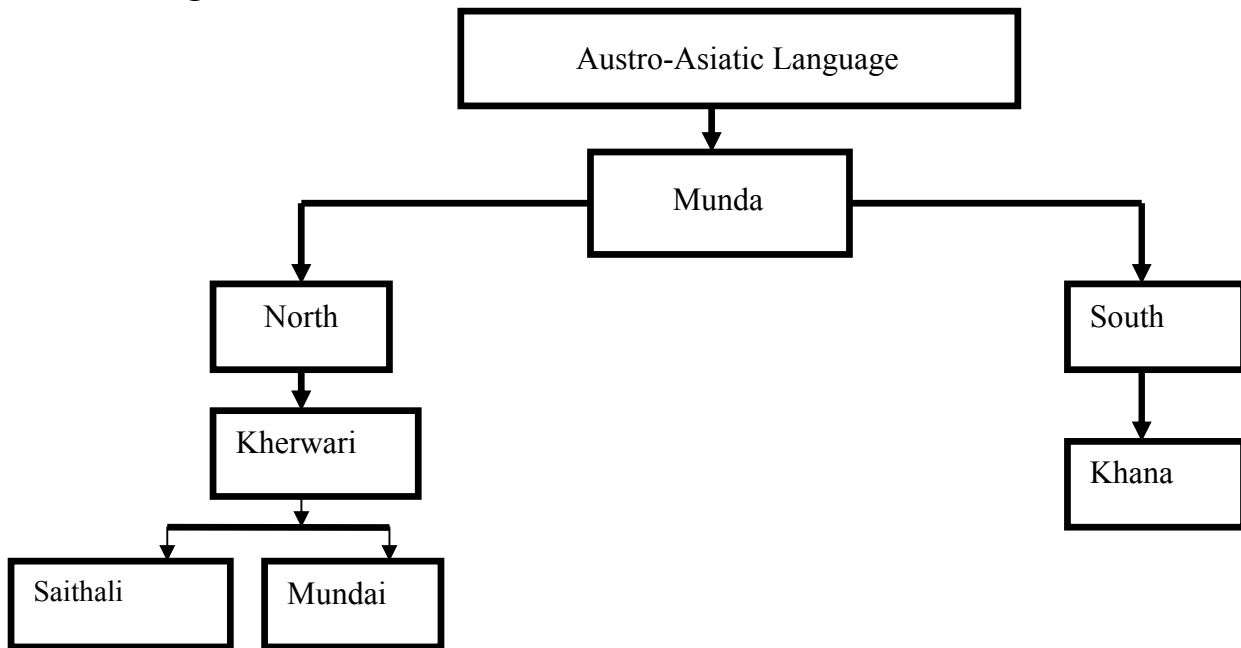
Tibeto-Burman group is another significant group of language of Nepal. It belongs to the Sino-Tibetan language family. It is the second largest language group in terms of number of languages. The Tibeto-Burman languages spoken in Nepal are listed below (Awasthi, 2003,p.132)

In the context of Nepal , this family includes the following languages (Neupane, 2002,p.13)

Tamang	Koche	Gurung	Sherpa
Toto	Baram/Baramu	Limbu	Chepeng
Lhomi	Kagate	Tibeton	Sunuwar
Dura	Newar	Jirel	Thakali
Meche	Magar	Yholmo	Rai

### **The Austro-Asiatic family**

Satar (Santhali) is the only language of this language group which is spoken in Jhapa district of Nepal. The genetic affiliation of the Austro-Asiatic language spoken in Nepal is shown in the following diagram: (Awasthi, 2003, p.133)

**Diagram 1**

Source: Bradley (2012)

### **Dravidian Family**

Under Dravidian Family, only two languages are spoken in Nepal. i.e. Jhagad and Kisan, Jhagad is spoken in Koshi province in the eastern region of Nepal. Kisan language with around 500 speakers settled in Jhapa districts (Awasthi, 2003,p.133).

### **An Introduction to Khawas and Khawas Language**

Khawas people are the aborigines who are living in the eastern part of Koshi province. The majority of Khawas people are living in Morang, Jhapa, and Sunsari. They are also found in Udaypur, Saptari, Dhanusas, Siraha, Parsa, Sindhuli, Makwanpur, Gorkha and Tanahu district. There are three kinds of Khawas in Terai, namely Rajaiya, Demnaha and Kewad Khawas (Chaudhary, 2018, p.201).

According to Majhi, (2010), Khawas people are called ‘Sen Makwani Khawas’. The Sen Dynasty had ruled over eastern Gandaki and western part of Nepal. Palpa was the main center of western Gandaki where as Makawanpur was in the eastern. The Sen people of Palpa had come in the western Gandaki from Chitau Gad of Rajasthan in 1303 AD, where as the Sen people of Makawanpur had come from Bangal through the way of the eastern Morang around 12<sup>th</sup> century. They established their capitals and forts in Bijaypur , Udaypur , Chudandi j, Sindhuli Gadi, Hariharpur, Palpa and Tanahu. Khawas people got the good environment in Makawanpur to Bijaypur. Later, Bijaypur became main habitat of the Sen people.

The Khawas were in the major posts of administrative and army force. The Khawas fought bravely in many wars from the side of the Sen.

The Sen Makwanin King had not fought a great battle with Nabab Saif Khan of Purniya in India in 1722 AD during the Muslim period of India. The two brother's commanders Balanand Phaujdar Khawas and Krishnand Kapardar Khawas fought bravely and got martyrdom in that battle. (Majhi, 2010, p.10). The Khawas had close relationship with the royal family members of the Sen Regime. Later the Sen King become very weak and escaped the conflict among them and attack of the Shah Kings. As a result the Khawas scattered to the southern part of Terai Region. (Video recorded speech of Tilakram Khawas, conference of Khawas, 2012-04-13 at Haraincha , Morang).

The main original Place of Khawas was Makwanpur. Khawas was fled after they lost their kingdom. Makwanpur was attacked by Prithivi Narayan Shah and Khawas came to the eastern part of Koshi river. The Khawas who lived surrounding areas of Koshi River, was called 'Khausiya'. So, other people called them Khawas. (Speech by Lekh Raj Khawas, Resident of Banigama VDC, Morang. 2012-06-02, Saturday).

The Khawas people have been living in the eastern Terai being distinct ethnic group since ancient period. The main habitats of the people were the eastern Terai at the riverbanks of Koshi River, Kamla River , and Trijuga River. The origin of Khawas and ancient habitat can found in those areas. The Khawas have been migrated from those areas. Later, the Khawas lived in Saptari for 200 years. Now, the majority of Khawas are living in Morang District. Some of them are living from eastern Mechi to Western Gandaki. Khawas are also living in Champaran, Betiya, Madhubani , Purniya and Sunrimanth of Hindustan ( Majhi,2010 , p.11).

Nepal has an amazing cultural diversity including ethnic richness and linguistic plurality. According to CBS 2021, there are 125 castes in Nepal and 123 languages are spoken as mother tongue. Khawas is a minor caste of Nepal. Khawas language is under Indo-Aryan language family. The Khawas language is spoken in Morang, Jhapa, and Sunsari. Especially it is spoken in the eastern part of Koshi River and Southern part of Terai. The majority of the native speakers of the Khawas language are found in Morang district. This language is also spoken in Sunsari,

Udayapur, Saptari, Kathmandu, Dhanusa, Siraha, Parsa, Sindhuli, Makawanpur, Gorkha and Tanahu. "The total Khawas population in Nepal is 22,551. Out of them there are 1,451 Khawas native speakers in Inaruwa ward no. 7, Chandbela (See appendix-iv). The Khawas people came from Sapatari, Lohaya village in the beginning. I researched they lived in Inaruwa-7 chandabela from 150 years. Khawas communities do not share the same language indifferent parts of Nepal. It has various registers and dialects. There are 0.077% native speakers of Khawas in Nepal and there are 1.72% native speakers in Inaruwa ward no.-7, Chandbela (Source: CBS, 2021).

The Khawas language is distinct language from other group. The native speakers of this language say that there are different dialects in Khawas such as Rajaiya Khawas dialects is different from the Devani Khawas dialect and vice - versa, which is found in Morang and Sunsari district. The Khawas language has its own sentence structure, verbal pattern, own style and recognition and existence.

### **Transformation Theory: An Overview**

Transformation refers to change of one type of sentence into another one. For example; affirmative into negative, active into passive, assertive into interrogative and so on. In other words, Transformation is the process by which one figure, expression, or function is converted in another one of similar value. It is a grammatical process through which different surface structures can be derived from deep structures.

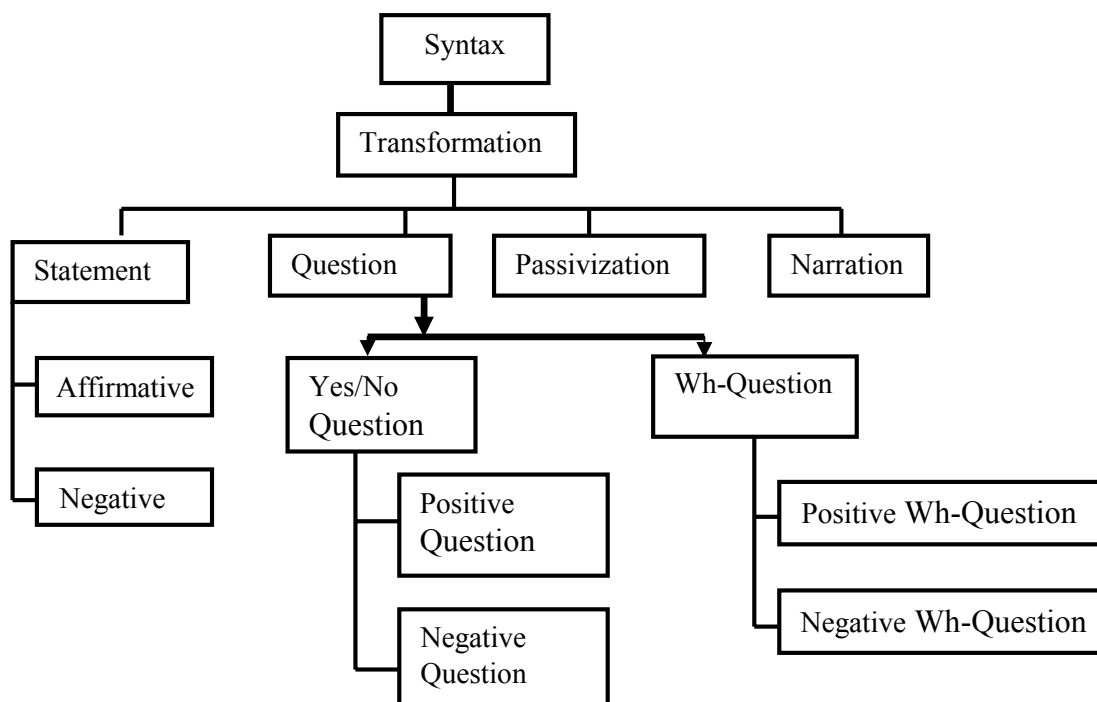
To quote Chomsky (1957), "Transformation means the rules which transform or map a sentence onto another sentence." Using the finite set of rules, we can produce an infinite number of well formed sentences. Interrogation, negation, passivization etc. are some examples of transformational rules. Transformations show various relationships among linguistic categories. Infinite number of grammatically correct sentences can be formed by means of rules of adding, deleting, permuting and substituting constituents. In the process of transformation, we may use the following four processes (Aarts & Aarts, 1982).

- i) Addition
- ii) Deletion
- iii) Substitution

## iv) Permutation

Sentence transformation can be classified in the following ways:

**Diagram 2**



### Negative Transformation

Negative transformation processes are described separately as follows.

### Negative Transformation

Negation is a process in grammar to contradiction the meaning or part of the meaning of a sentence when speakers want to deny the truth of something they use the negative form of the sentence. To quote Crystal (1997, p.279), "Negation is a process or construction in grammatical or semantic analysis which typically expresses the contradictions of some of a sentences meaning." Negation in English is a very broad topic; it affects words, phrases and sentences. Although negative transformation is found in almost all languages, the processes of transformation from affirmative into negative differ from one language to another language. Two negatives in English destroy each other, or are equivalent to an affirmative.

For example,

*"Nothing is impossible."*

The two negatives 'nothing' and 'im-' give the positive meaning and the meaning is 'everything is possible.' Negation affects words, phrases and sentences. It can be explained on the following levels:

### **i) The Lexical Level Negation**

In this lexical level, some negative affixes are attached to a word for negative purposes. It is also known as word level negation. In this type of negation, prefixes like 'un-', 'in-', 'im-', 'il-', 'ir-', 'dis-' 'a-' etc and suffixes like '-less', '-free' etc. are attached to the words (i.e. noun, adjective and adverb).

e.g. Prefixes;

Literate - *Illiterate*

Possible-*Impossible*

Necessary –*Unnecessary*

Regular - *Irregular*

Typical -*Atypical*

Appropriate - *Inappropriate*

Advantage - *Disadvantage*

Suffixes;

Shame-*Shameless*

Fat-*Fat-free*

### **ii) The Phrase Level**

The negative determiner 'no' is used to make a noun phrase negative.

e.g. Some plans have been made.                      Neg. *No* plans have been made.

Some trees are cut down.                              Neg. *No* trees are cut down.

Similarly, infinite phrases can be made negative using 'not' before infinite verbs.

e.g. Anjana has decided to pay her income tax this year.

Neg. Anjana has decided *not* to pay her income tax this year.

### iii) The Sentence Level

The main sentence level negator is 'not'.

e.g. It was shining. Neg. It was *not* shining.

Shut the door. Neg. *Don't* shut the door.

I have to go to temple .Neg. I *don't* have to go to temple. However, '*no*' can also make sentence negative, especially when it negates the subject.

e.g. No one was ready to celebrate Falgun purnima.

No pens have been bought. No was at the Bus stop.

Negation is a process of transforming affirmative sentences into negative ones. The process of transformation defers from language to language however negative transformations found in almost all languages in the world. The process of negation commonly and widely used in English are listed below.

#### a) Negation of Assertive Sentences

##### i) Negation with Auxiliary

The negative determiner 'not' is added after the auxiliary verb in assertive sentence if there is an auxiliary verb in assertive sentence.

e.g. Yubraj is a bad boy. Neg. Yubraj is not a bad boy.

Anajali can speak the Khawas. Neg. Anjali can't speak the Khawas.

She was a pretty girl. Neg. she was nota pretty girl.

##### ii) Negation without Auxiliary

An assertive sentence is negated with the help of 'do' support including the negative particle 'not' if there is no auxiliary verb in the assertive sentence.

e.g They go home. Neg. They don't go home.

Ram loves me. Neg. Ram doesn't love me.

We ate rice. Neg. We did not eat rice.

#### b) Negation of Interrogative Sentence

Positive imperative sentences are changed into negative with the help of '*do*' support including the negative particle '*not*' in the initial position.

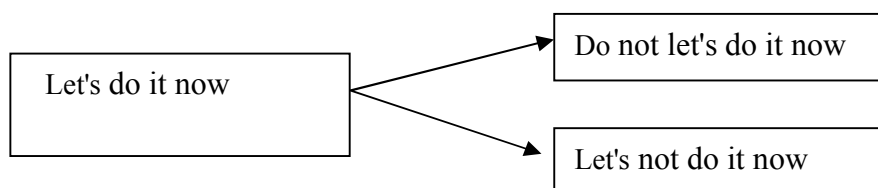
e.g. Open the window.      Neg. *Do not* open the window.

Go back.      Neg. *Do not* go back.

Inclusive imperative sentences are changed into negative in two different ways. They are:

- i) By putting '*do not*' in front of the sentence.
- ii) By putting the negative marker '*not*' before the verb.

e.g.



Note: Negative sentences can be contracted by putting 'n't' with the auxiliary or 'do' support.

e.g. We do not love you.      We don't love you.

Do not disturb her.      Don't disturb her.

They are not dancing now.      They aren't dancing now.

But 'shall not', 'will not' and 'cannot' are contracted in this way, Shall not, Shan't

Will not - Won't

Cannot- Can't

### c) Negative Words or Phrases

In some cases of negative transformation, the formation of negative sentences is possible only by converting the given affirmative words into negative one. They are following.

Affirmative	Negative
Always	Never
Ever	Never
Every.../Some.../	Any... No...
Either...or	Neither...nor

Everyone/Someone/Anyone None/No one

All None

e.g. she always goes to college. Neg. she never goes to college.

Some one called him. Neg. No one called him.

Either Anu or Anjali dances well. Neg. Neither Anu nor Anjali dances well.

All are sad. Neg. None is sad.

Something was interesting. Nothing was interesting.

#### **d) The Words or Phrases that Changes in the Negation**

Affirmative Negative

A lot of Many/Much

Already Yet

And so And neither

As...as So...as

Some/Every Any

Too Either

e.g. Affir. Gita purchases a lot of apples.

Neg. Gita does not purchase many apples.

Affir. we have already cooked rice.

Neg. we have not cooked rice yet.

#### **Need and Importance of Contrastive Analysis (CA)**

Contrastive analysis is a branch of Applied Linguistics which compares two languages typologically in order to find out the similarities and differences between them and to predict the areas of ease and difficulty in learning language. According to James (1980), "CA is linguistic enterprise aimed at producing inverted (i.e. contrastive, not comparative) two valued topologists (a CA is always concerned with a pair of languages) and founded on the assumption that languages can be compared." Contrastive analysis is the comparative study of the linguistic system of two or more than two languages to bind out similarities and differences. However,

usually, two languages are compared, one being the native language and the other being the target language of the learners in consideration. Comparison can be made at various linguistic levels. However, more specifically, contrastive analysis studies of similarities and differences of some of the characteristics sounds in two or more languages. It is because contrastive analysis seems to be more successful in phonology than in other areas of languages.

CA was introduced in the 1940s in the US strongly advocated by C.C. Fries and Robert Lado. Fries made the first clarification for CA in 1945 in his book entitled 'Teaching and Learning English as Foreign Language'. Later in 1957, Lado made it more direct and explicit by developing a technique to carry out CA. Lado (1957 as cited in Tamang 2012) has given the following assumptions of CA which have a significant role in language teaching and learning.

- a) Individuals tend to transfer the forms and meaning and the distribution of forms and meaning of their native language and culture to the foreign language and culture both, productively while attempting to speak the language and receptively while attempting to grasp and understand the language.
- b) In the comparison between native and foreign language lies the key to ease or difficulty in foreign language learning.
- c) The teacher who has made a comparison of the foreign language with the native language of the students will know better what the real learning problems are and can better provide for teaching them.

CA is important from pedagogical point of view. It has two functions. The first is to predict the likely errors of a group of learners and the second one is to provide input to language teaching and learning or it explains the sources of error committed by the second language learners. CA has two aspects. They are linguistic and psychological aspects. Linguistic aspect deals with the theory to bind some features quite easy and some other extremely difficult. Psychological aspect deals with the theory to predict the possible errors made by second language learners.

CA is not merely relevant for L<sub>2</sub> teaching but it can also make useful contributions to machine translation and linguistic typology. It is relevant to the

designing of teaching materials for use in all age groups. Chaturvedi (1973) suggests the following guideline principles for contrastive study:

- a) To analyse the mother tongue and the target language independently and completely.
- b) To compare the two languages item-wise-item at all level of their structures.
- c) To arrive the categories of similar features, partially similar features and dissimilar features for the target language.
- d) To arrive at principles of text preparation test framing and target language teaching in general.

Sthapit (1978) in his article on 'Education Quarterly' writes about the roles of CA in second language teaching in the following ways:

When we start learning an L<sub>2</sub> our mind is no longer a clean slate. Our knowledge of L<sub>1</sub> deeply rooted in our mental and verbal activities do not allow us to learn freely the new linguistic habits of L<sub>2</sub>. That is to say that the interference of the habit of L<sub>1</sub> is a key factor that accounts for the difficulties in learning an L<sub>2</sub>. In other words, L<sub>1</sub> interference stands as main obstacle on our way to L<sub>2</sub> learning. Learning an L<sub>2</sub> is, therefore, essentially learning to overcome this obstacle. So any attempt to teach an L<sub>2</sub> should be preceded by an explanation of the nature of possible influence of L<sub>1</sub> behavior in L<sub>2</sub> behaviour. This is precisely what CA does.

CA is inevitable in a multilingual country like Nepal for L<sub>2</sub> or L<sub>1</sub> teaching and learning activities. It is very helpful teachers, linguists, textbook designers, testing experts, syllabus maker and so others.

### **Statement of the Problem**

In the 21<sup>st</sup> century numbers of approaches and methods have been emerged in the field of language teaching and learning such as communicative approach. We do agree that if learners do not recognize the key words of second language or target language, they will be unable to participate in conversation even they have good competence language. English is used as a lingua franca to communicate by the native speakers of different languages. English language has globalized the whole world in to a single global village. People from different lingual groups are learning English as second language or foreign language to be globalized in this modern age where English has played a prominent role to communicate various people from

various lingual communities in various circumstances. Similarly Khawas native speakers are acquiring English as a foreign or second language for miscellaneous purposes to fulfill the demands of time and need. Thus, it is necessary to do analysis about the negative transformation in English and Khawas for ESL and EFL learners of Khawas native speakers. The description of Khawas is given above. It is a matter of problem to Khawas people to learn English Negative Transformation because of different factors. The number of learners facing English has various difficulties or ease. This study states it as a problem.

- i. Why do Khawas learners feel difficulty in learning English Negation?
- ii. Which transformation is comparatively more difficult to learn by them?

### **Rationale of the Study**

My prime concern to this study is in order to identify the ways for the learners of learning English who are from Khawas lingual group. Whole world is being globalized and affected by international language English. Every sectors of society can be enhanced and brought up by globalizing different native speakers of various languages. There is dire need to throw the lights on the contrastive study between two languages for ESL or EFL learners. This is why this research issue is rationally selected and graded.

Thus, I have undertaken this study to be a way to increase possibilities of using CA by the target language learners. The study can also offer a strong foundation of technical and instructional support that teachers could gradually become more comfortable with the idea of teaching English among the learners of Khawas lingual groups.

### **Objectives of the Study**

The study entitled “Negative Transformation in English and Khawas” has the following objectives:

- a) To find out the process of negative transformation in Khawas Language.
- b) To compare and contrast the process of the negative transformation between Khawas and English language.
- c) To predict ease and difficulty in learning of English for the Khawas native speakers.

### **Research Questions**

This study tries to find out the answer of the following research questions.

- a) What is the process of negative transformation in Khawas language?
- b) What are the similarities and differences in the process of negative transformation between English and Khawas?
- c) Does negative transformation of Khawas support or hinder in learning of English?

### **Significance of the Study**

This study is hugely benevolent as it comprises with a branch of linguistic, applied linguistic. This study deals particularly with the negative transformation processes in Khawas language with reference to English. Therefore, this study is beneficial for those who teach English to Khawas speaking children as second language as well as other learners of Khawas. The syllabus designer, textbook writers, language experts, linguists, teachers, stakeholders and other who are interested in this field will be equally benefited by this study. This study is the production of rigorous research with cross-sectional survey, so it is useful for those hunting authentic data on contrastive analysis of negative transformation in English and Khawas. This thesis seeks challenges, scopes, problems and possible solution in ESL and EFL classes of Khawas learners in terms of negative Transformation.

### **Delimitations of the Study**

This research limited to:

- a) This study was limited to Khawas native speakers only.
- b) This study was limited to Khawas native speakers from Sunsari district only.
- c) This study was limited to 50 Khawas native speakers ability from Inaruwa Municipality ward no-7.
- d) This study was limited to the negative transformation in Khawas with reference to English only.
- e) This study was limited to simple sentence transformation only.
- f) The negation is limited to assertive and imperative sentence.

g) The findings were merely drawn from the analysis of data.

### **Operational Definitions of the Key Terms**

**Transformation**—a rule describing the conversion of one syntactic structure into another related syntactic structure.

**Negation** —a statement that is a refusal or denial of some other statement.

**CA**—contrastive analysis is the systematic study of a pair of languages with a view for identifying their structural differences and similarities.

**SLA**—second language acquisition is the process by which people learn a second language.

**EFL**— English as Foreign Language.

**ESL**— English as Second Language.

**L<sub>1</sub>**- a language that a person has been exposed to from birth, first language, native language, mother tongue or arterial language.

**L<sub>2</sub>**—a language that is not the native language of the speaker, but that is used as second language or foreign language.

**Applied Linguistics**—it is an interdisciplinary field of linguistics which identifies, investigates, and offers solutions to language- related real – life problems.

**Khawas** —Khawas people of Sunsari district mid-eastern part of Nepal.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

#### **Theoretical Review**

Contrastive analysis focuses on finding the similarities and differences of sub-system of languages compared. The interest in CA is the linguistic nature of both languages compare without relating the similarities difference to the speakers in the process of analysis. The learners may compare his or her first language and the second language explicitly and implicitly in the process of learning. Contrastive analysis attempts to analyze the correspondence of languages compared especially the aspect of language concerned. In conducting contrastive analysis, there must be at least two languages that are going to be compared. The language compares are called languages in contact. The first language is called source language. The second language is called target language.

In this analysis, the aspects of language that I have to compare are negative transformation between Khawas as source language and English as the target language. In analyzing negation in English and Khawas language, I have applied an effective way in order to get the goal of the study. This comparative study on negative transformation in English and Khawas has facilitated for Khawas native speakers in SLA. It helps ESL or EFL learners from Khawas tongue to promote their learning process. During research negative transformation has been defined and interpreted contrastively and contextually. It has dealt with the comparison between negative transformations of English and Khawas language comparatively and contrastively. It has tried to find out the ease and difficulty level of ESL or EFL learners or teachers during teaching learning process among the Khawas lingual context.

#### **Review of the Empirical Literature**

Many research works have been carried out by the different researchers in the field of language under the Department of English Language Education Tribhuvan University. But no one has attempted to carry out research work on 'Negative Transformation in English and Khawas'. That's why the researcher has chosen this

new topic in his research work. This is the first comparative study on negative transformation in English and Khawas. There are some comparative research works done on different languages of Nepal, such as Nepali, Newari, Rai, Limbu, Jhagar, Maithili. There hasn't been any keen research in the area that this study aims. The following reviews formulate the foundations for this study.

Thebe (2016) has carried out a research entitled "A Comparative Study of Negation and Interrogation Between Yamphu and English Language" submitted to the department of English Language Education, Tribhuvan University. The study shows that the negative markers of Yamphu language are '*mæn*', '*ne/ni*', '*ne?niba*'/'*næ?ne*' and '*ne?ni*' are used as prefix and suffix to the main verb. The negative imperative in Yamphu language is formed by putting only '*æ?*' before the verb either in the middle or beginning of the sentence. The negative auxiliary in Yaphu are '*ne?ne*'/'*ne?ni*' or '*ne?niba*'. Yes/no question is formed with rising intonation in Yamphu language.

Similarly, Dewan (2005) has carried out a research entitled "Negative and Interrogative Transformation in English and Yakkha Language: A comparative Study" submitted to the department of English Language Education, University Campus, Kirtipur. The study shows the suffix '-n' is the negative marker of Yakkha language. Whereas negative marker in English is 'not' which is added after auxiliary verb. In Yakkha language the interrogative particle for Yes/No question is 'i' which is added at the end of the verb in forming both the negative and positive Yes/No question. No subject auxiliary inversion takes place in forming Yes/No question in Yakkha language.

On other hand, Giri (1982) has carried out a research on "Comparative study of English and Nepali kinship term". It is the first master level thesis on kinship term. The main objective of it to determine the English and Nepali kinship terms used to refer to various kinship relations and to find out their corresponding adhesive forms and then to compare and contrast the terms.

Similarly, Karna (2004) has carried out a search on 'A comparative study of cases in Maithili and English'. His main objective was to identify and analyze Maithili cases and compare and contrast them with those in English cases. He elicited data for Maithili case system from 100 Maithili native speakers of Siraha district

using a test paper consisting of 4 items carrying 100 full marks. The data for English case system were collected from the published works. He found that English employs prepositions and word orders for case marking, whereas Maithili employs zero marking. So, he identifies seven cases in Maithili language viz. Nominative, Instrumental, Dative, Locative, Ablative, Accusative and Genitive. out of which the first four are found in English.

Likewise, Paneru (2000) has carried out research entitled ‘A comparative study of Present Perfect Tense and Simple Past Tense in English and Nepali and Its Impact on teaching English’. His study tries to show comparison between the present perfect and simple past tense in English and Nepali to find out their effects on teaching English. His main findings are, simple past tense is easier than present perfect in English for Nepalese students, and false concept hypothesized, pen slip and haste are found to increase the number of mistakes committed by the Nepalese students.

On other hand, Tharu (2000) has carried out a comparative study of the subject- verb agreement in English and Tharu language. In this study it has been found that in English, the third person pronoun do not change for honorific forms, whereas they do in Tharu language, the Tharu verbs are marked for formal and informal forms, whereas English verbs are not.

Similarly, Khaniya (2002) has made an attempt to conduct research on “Proficiency of the Students in Negative and Interrogative Transformation”. The study shows that the students have better performance in negative transformation in respect with interrogative transformation and the boys are more proficient than the girls in both negative and interrogative transformation among 200 students of 10 schools from Lamjung district.

Likewise, Neupane (2002) compares and contrasts the verb forms in Tamu and English language on his study ‘A comparative study of verb forms in English and Gurung language’. The study shows that Tamu language has SOV structure whereas English has SVO structure. Tamu language consists of all tenses of English except three perfect continuous tenses. Auxiliary verbs of Tamu language are less in number in comparison to English.

On other hand, Rai (2010) had carried out a research entitled 'Negative and Interrogative Transformation in English and Puma Rai'. Her main objective was to compare and contrast the process of negative and interrogative transformation in Puma Rai with English. The sample population for her study was taken from Diplung and Mauwa bote of Khotang district 60 native speakers of Puma Rai language were selected using stratified random sampling procedure. She has selected the informants through random sampling and used structured interviews as the research tools. She has found that Puma Rai language has seven negative markers. Similarly yes/no questions are marked by only putting interrogative mark (?) at the end of the sentence in both and written and speech forms, the intonation is changed from falling to rising. The sentence structure of Pumawh-question is subject +question word+ verb?

Similarly, Giri (2017) has carried out a research entitled 'Apologies in Tharu and English: A Comparative Linguistic Study' submitted to the department of English language education, Tribhuvan University. The study shows the differences between apologies in English and Tharu. She has found that 'sorry' is the most common apology word in English whereas *māph karidai/māphi māgchun/māphimāg change* are very common words for apology in Tharu language. English native speakers use more apologetic responses than the Tharu in different situations but Tharu native speakers use more re-pairment responses than English natives peakers.

### **Implication of the Reviewed Literature**

After reviewing the above mentioned studies which were to some extent similar to the present study, the researcher has got a lot of ideas regarding the research design, construction and use of tools of data collection, analysis and interpretation of the collected data. National and international researches, journals, websites are the Relevant resources for the study that provide the knowledge of methodologies, tools and achievements in the areas.

In fact, after reviewing the concerned literature, the researcher developed the conceptual framework to carry out his research work. The review of the literature facilitated the researcher to conduct his study in a systematic way. The researcher of above studies have used observation, questionnaire and he has also followed the same tools for data collection.

The above literature reviews in my study have the following implications and importance to make the effective and fruitful.

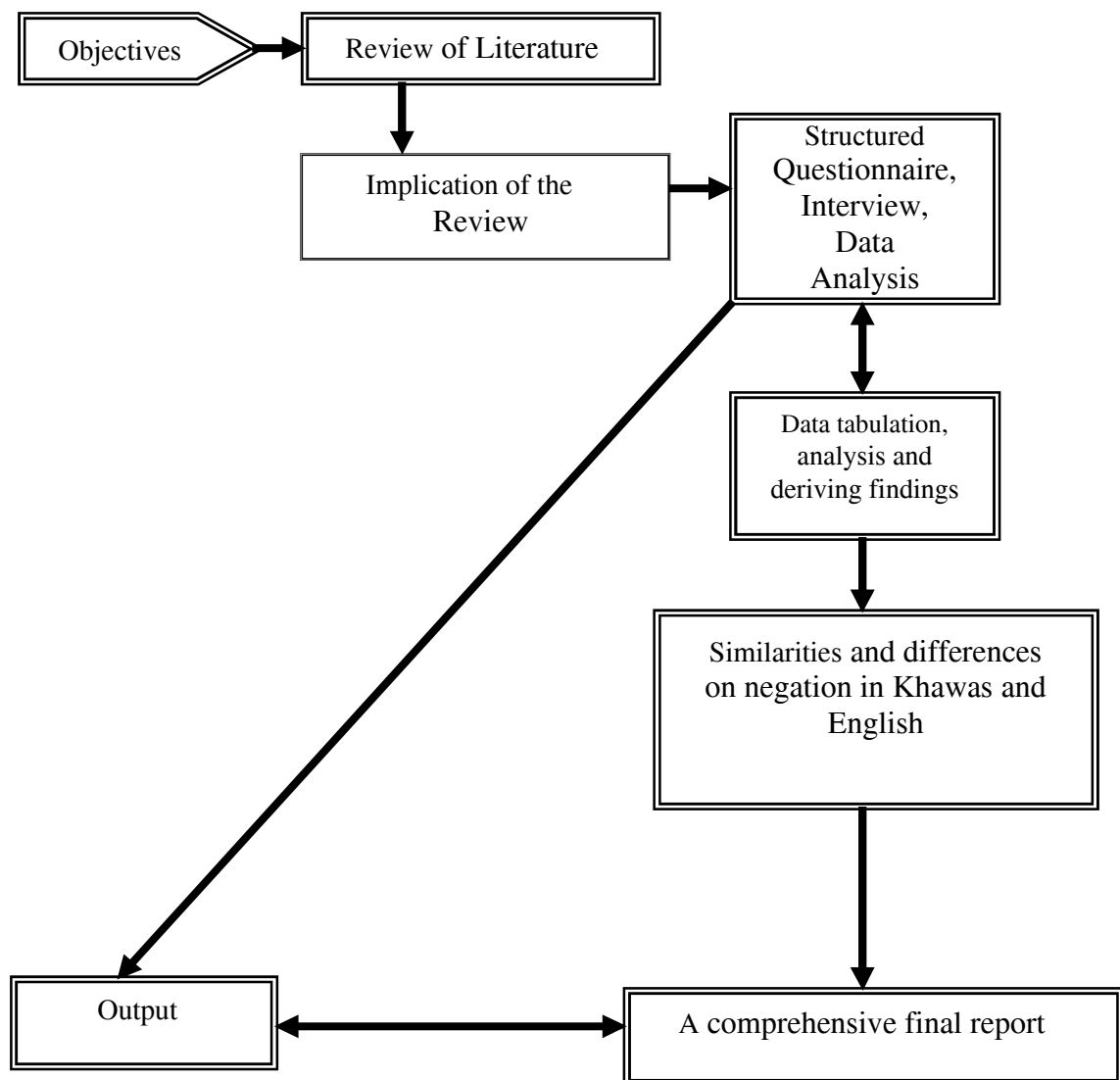
- Help to formulate the theoretical review for the study.
- Help to set up appoint of departure for future researches.
- Help to establish appoint of departure for future researches.
- Help to avoid unnecessary duplication of costly research efforts.

### **Conceptual Framework**

The researcher has carried out linguistic comparative research on negation in Khawas and English. To accomplish this study, he established the objectives and reviewed the related literature. After the review, he used the gained ideas, methods and processes reviewed literature.

The following was the conceptual framework set in mind to carry out the present study. The entire study went as per the conceptual framework mentioned. The comparative study of negation between Khawas and English language was based on the following conceptual framework.

Diagram-3



The researcher has collected information from the informants about negation in Khawas language in linguistic forms. The information received via questionnaire from selected sample population and interview schedule have been analyzed and discussed. Finally, a report has been prepared for recommendation and implications.

## **CHAPTER THREE**

### **METHODOLOGY AND PROCEDURES OF THE STUDY**

This chapter has presented the research design and methods; it has covered the research design itself, study areas, target population, sample and sampling techniques. The chapter further explained two ways of collecting data which are primary and secondary data. Also data collection methods and data collection instruments were used. It also presented the validation of instruments and ethnical consideration including data analysis procedure based on qualitative and quantitative data. The researcher has followed the following methodology to accomplish the objectives of the study.

#### **Design and Method of the Study**

The researcher used comparative research design of his study. He visited Inaruwa Municipality wardno.7 of Sunsari district and met the informants. He talked to the people and explained the purpose of his visit. He had a Khawas native speaker as interpreter who helped him to make good rapport with informants while collecting data for the study. He asked structured questions about negation in Khawas language in the interview. He gave them questionnaire related to the research. And hence he collected required information by using questionnaire and interview to accomplish the objective of the study.

#### **Sources of Data**

The researcher utilized both primary and secondary sources of data to complete the study. They are as follows.

##### **Primary Sources of Data**

The original data collected from the field met by the Khawas Native speakers. For this, the researcher had visited Inaruwa Municipality ward no. 7 of sunsari district to elicit raw data for the accomplishment of the study (See appendix-II).

##### **Secondary Sources of Data**

The secondary sources of data for the study were different books like Aarts and Aarts(1986), Chomsky (1957), Hornby (2005), Giri (2017), Chaturvedi (1973),

Tamang(2012), Rai (2012), Thebe (2016),journals, articles related dictionaries and thesis approved in the Department of English Education, T.U. Similarly, the researcher went through report internet materials from different universities websites like Oxford and Cambridge, Wikipedia, Google etc. and the department of English Education in T.U. These sources were secondary ones.

### **Population and Sample**

The native speakers of Khawas language were the population of the study. The field work research was carried out particularly in Inaruwa of Sunsari. The researcher sampled the fifty Khawas native speakers from wardno.7 of Inaruwa Municipality. Out of 50 respondents, 11 were illiterate,14 were literate and 25were educated as well as 35 were males and 15 were females. The respondents were selected on the basis of the purposive sampling (See appendix-II ).

### **Sampling Procedures**

The purposive sampling procedure was used while selecting Khawas native speakers. 50 Khawas native speakers above 20 years of age were selected purposively. The sample was taken considering the socio- cultural aspects and linguistic aspect of the ward and much consideration was given to the Khawas native speakers having linguistic competence.

### **Data Collection Tools**

The main tools for the collection of data were a set of questionnaire (see appendix I), interview and check list in order to collect the data required for completing the study (See appendix-II).

### **Data Collection Procedure**

First, the researcher prepared the required copies of set of questionnaire. He visited the selected people of Inaruwa Municipality and made a good rapport with selected Khawas speakers. He involved two or three informants in one time and take interview. He had a Khawas native speaker as an interpreter who helped him in data collection. The interview was recorded in written form using Roman transliteration of Devanagari script (see appendix). The questionnaire was distributed to Khawas speakers and they were requested to answer the questions and return on time. Then,

the respective Khawas speakers were revisited to collect the questionnaires. Finally, the informants were heartily thanked for their patience, assistance and support.

### **Data Analysis and Interpretation Procedure**

Analysis and interpretation of the collected data is considered as a crucial stage while carrying out a research either it is qualitative or quantitative. Still, there is not a single way to analyze and interpret the data. The collected data in this study was analyzed and interpreted qualitatively and quantitatively in contrastive and comparative mode. The required data were collected, rechecked and tabulated. To achieve the objectives, the data elicited from all informants were intensively studied, analyzed, compared and contrasted with those with English.

## CHAPTER FOUR

### RESULTS AND DISCUSSIONS

#### **Analysis of the Process of Negative Transformation in Khawas Language**

This chapter deals with the analysis and interpretation of the collected data by the researcher in the research field for his study. The data needed for the study from the informants were intensively studied, analyzed, compared and contrasted systematically with those of English in order to get the intended objectives of the study. The analysis and interpretation of the data have been presented where the responses of Khawas native speakers were intensively studied and analyzed below.

#### **Results**

After analyzing and interpreting the data collected with help of oral interview from Khawas informants, the researcher compared them with the forms of address used in English taking the information from Kushawaha (2005), Khawas (2012) and others.

From the analysis and interpretation of the data, the major results and findings of the research can be stated as follows:

- i. As a negative marker 'nai' as 'not' is used in simple sentence in Khawas language.
- ii. Khawas native speakers use 'nai, ah:, and kyam' as negation. Sentence level negation can be gained by adding 'not' or 'n't' after auxiliary verbs in the English language whereas negative marker (nai , ah: and Kyam) are used in the Khawas language.
- iii. 'Not' or 'n't' negative marker in sentence level of the English language is placed just after an auxiliary verb in an assertive sentence whereas 'nai', 'ah:' and 'kyam' are placed before main verb in the Khawas language.
- iv. 'Do-support' or 'Operator - addition' (do, does, did) is to be added in the absence of auxiliary verbs for sentence level negation in the English language whereas there is not such condition in the Khawas language.
- v. 'No' is used as a negative marker becomes the initiator of phrasal level utterance in the English language where as no any negative markers found in

the Khawas language.

- vi. Negative lexical words (never, hardly, rarely, none, nobody, etc) are also used (Our friend rarely comes to school) instead of the negative marker 'not' in the English language and similar is the case in the Khawas language ('Apnaike Sathi sab nai Eto').
- vii. The auxiliary verbs in English negation depend upon the person and number of the subject ('Gita has not cooked rice' and 'I have not played ball.') but this is not the case in the Khawas language ('gita bhat nai pakailko' and 'ah: ham gen nai khelbo').
- viii. 'Not' the negative marker of the English language is also used in contracted form but the same phenomenon is not found in the system of negation of the Khawas language.

### **Discussions**

On the basis of the findings obtained from the analysis of the collected data, some discussions stated below.

- i. As the research is a sort of comparative linguistic study of negation systems between the English and Khawas languages, it will help the language teachers who are teaching the English as a second or foreign language at schools and other levels where majority of students are from the Khawas community with the Khawas language background, because such a comparative study will help the teacher to predict the areas of difficulty and errors that the learners face and commit.
- ii. The knowledge of 'affixation', 'lexical negation', 'antonyms' and 'auxiliary verbs' are essential for negation of different levels in the English language. Therefore, the special attention should be given in use while teaching English to the Khawas speaking students.
- iii. Contraction of negative marker 'Not' is used in the sentence level negation in the English language but this is not the case in the Khawas language. So, attention should be paid on such feature.
- iv. For the vivid understanding and adaptation of negation system of the English and Khawas languages, enough and appropriate teaching materials should be

used as far as possible.

- v. The teacher of concerned levels should teach 'negation' by creating meaningful situations and using suitable language games and Extra activities.
- vi. The Khawas language speakers living nearby the Nepali language speakers community and others should not avoid their mother tongue with their children because informants were found mixing Nepali, English and many words of other languages in the Khawas language. They should know that the language and culture are precious things and must be preserved.
- vii. The syllabus designers and textbook writers should be more conscious while designing the syllabus and writing the textbooks for Khawas learners who are learning English as a second language.
- viii. The researcher provide ideas for teaching learning about the Negative transformation between Khawas and English language.

As the researcher conducted the research to find out the negation systems of sentence (assertive and imperative ) levels of the English and Khawas languages, I do not claim that the present study covers all the rules of 'negative transformations' of the English and Khawas languages. But as the researcher I have tried my best to collect and find out the authentic and real data.

Khawas language has its own persons, numbers, and pronouns equivalent to English language. They are listed below.

**Table 1**

*Persons, numbers, and pronouns in Khawas*

Person( <i>Purus</i> )	Number( <i>Bachan</i> )	Pronouns( <i>Sarawnām</i> )	
		Khawas	Khawas
	Singular( <i>ekbachan</i> )	I	<i>Hame/Ham</i>
	Plural( <i>bahubachan</i> )	We	<i>Hamarasab/Hamarākā</i>
	Singular( <i>ekbachan</i> )	You	<i>ḥyā</i>
	Plural( <i>bahubacha</i> )	You	<i>Torākā</i>
	Singular( <i>ekbachan</i> )	He/ She, it	<i>We/U ,yitā</i>
	Plural( <i>bahubacha</i> )	They	<i>okarākā/Okarasab</i>

(Source: Thomson and Martin, 2003, p.165)

A sentence is the largest unit of any language. In English, it begins with a capital letter and ends with a full-stop, or a question mark, or an exclamation mark.

The sentence is generally defined as a word or a group of words that express a thought, idea by giving a statement, order or asking a question, or exclamation mark. There are five types of sentence in English language but there are four types of sentence in Khawas language. They are classified as simple, compound and complex sentences. They are listed below.

**Table 2**

*Classified as simple, compound and complex sentences*

Assertive Sentence		
	English Language	Khawas Language
Simple	I read book.	`Hame kitab padhe sakbau`
	I do not read book.	`Hame kitab nai padhe sakbau`
Compound	He is poor but he is honest .	`we garib chhi tara we imandar chhi`
	He is not poor but he is honest.	`We garib nai chhi tara we imandar chhi`
Complex	They are player and play with their friends.	`Okarka kheladi chhekai aur okarka sathi sab sange khelchhai`
	They are not player and play with friends.	`Okaraka Kheladi nai chhekai aur okaraka sathi sabsange nai khelchhai`
Interrogative sentence		
Simple	Did you go home ?	`Tya ghar gelhai`
	Didn't you go home?	`Kyam tya ghar nai gelhai`
Compound	Who are you and why are you here?	`Tya kechhakas aur kam etai chhakas`
	Who are you and why are not you here ?	`Tya ke chhakas aur kam etai nai chhakas`

Complex	Would you mind telling me which tv series was it.  Would you mind telling me which tv series wasn't it.	'Tya hamara kahe sakhbaiy ita kun tb serij chhelu`  'Tya hamara kahe sakhbai yeta kun tb serij nai chhelu`
Imperative sentence		
Simple	Do wok.  Don't do work .	'Kam kar`  'Kyam karbo`
Compound	Give me a pen and a pencil.  Don't give me a pen and a pencil.	'Hamara ekta datpen he ekta pensil de`  'Hamara ekta datpen he ekta pencil nai de`
Complex	Don't forget to call me after reaching the destination.	'Thamper pugi kyake hamara bat karela nai birsam`
Exclamatory sentence		
Simple	Hurrai! We play game.  Hurrai! We don't play game.	'Hurrai! Hamaraka gen khelbai`  'Hurrai! Hamaraka gen nai khelbai`
Compound	Ah!He is not doing it right.	'Ah!we yita asal nai karchhau`
Complex	Wow! I really can not believe we did that.	'wow!hame biswas nai karesakchhin ki hamaraka yita karni.
Optative sentence		
Simple	Happy journey.	No statement
Compound	May you be blessed with a good job.	No statement
Complex	Let the world be a peaceful place.	No statement

(Source: Chadhary, B.R. 2074)

‘Nai’ is used as a negative marker in the assertive sentence in Khawas language. Whereas not, do not, is not and are not used in English language. i.e. ‘Okaraka Kheladi nai chhie aur Okaraka sathi sabsange nai Khelaichhai’. ‘They are player and play with friends’.

‘Kyam’, ‘ah’ and ‘nai’ are used as negative marker in interrogatives sentence in Khawas language. Whereas did not, are not, and was not used in English language i.e. ‘Kyam tya bhat nai khelhai’. ‘Didn’t you eat rice?’

‘Kyam’ and ‘nai’ are used as negative marker in imperative sentence in Khawas language. Whereas don’t is used in English language. i.e. ‘Kyam jebo’. ‘Don’t go’.

‘Ah:’ and ‘nai’ are used as negative marker in Exclamatory sentence. Whereas do not, is not and can not are used in English language. i.e. ‘Ah: we Yita nai asal karchhau’, ‘Ah! He is not doing it right.’

The processes of negative transformations include the negative transformation of both assertive and imperative sentences which are separately presented below.

### **Negative Transformation of Assertive Sentence in Khawas Language**

In English, an assertive sentence having auxiliary verb is negated by adding 'not' negative marker with the auxiliary. If there is not auxiliary verb in the assertive sentence then the sentence is negated with the help of 'do' support including the negative particle 'not'. In Khawas language, an assertive sentence is negated by placing 'naī' negative marker before the main verb. The process of negation of the assertive sentence in Khawas language is presented in the following way.

#### **Assertive Sentence**

1. *Hame dāktar chekin (pressg)*

'I doctor am'

I am a doctor.

2. *Hamar maugi hāt geli(ptsg)*

'My wife market went'

My wife went to market.

#### **Negative Sentence**

*Hame dāktar **naī** chekin(pressg)*

'I doctor **not** am'

I am not a doctor.

*Hamar maugi hāt **naī** geli(ptsg)*

'My wife market **not** bwent'

My wife didnot go to market.

3. *Okarākā khelḥaīchi(presprog3pl)*      *Okarākā **naī** khelḥaīchi(presprog 3 pl)*  
 'They playing are'      'They **not** playing are'  
 They are playing.      They are not playing.
4. *Hame Khawas bole sākau(pressg 1)*      *Hame Khawas **naī**bolesākau(pressg 1)*  
 'I Khawas speak can'      'I Khawas *not* speak can'  
 I can speak Khawas.      I can not speak Khawas.
5. *Hamarākā nāchni chal(ptperf 1pl)*      *Hamarākā **naī**nāchnichal(ptperf 1 pl)*  
 'We danced had'      'We **not** danced had'  
 We had danced.      We had not danced.
6. *Hame ḥorā mayā karwu(ft 1)*      *Hame ḥorā mayā **naī**karwu(ft 1)*  
 'I you love will'      'I you **not** love will'  
 I will love you.      I will not love you.
7. *Hamarākā oḥe genhīchal(ptpl 1)*      *Hamarākā oḥe **naī**genhīchal(ptpl 1)*  
 'We there went'      'We **not** went there'  
 We went there.      We did not go there.
8. *Hame ghumela jebai (ftperfsg 1)*      *Hame ghumela **naī**jebai(ftperfsg 1)*  
 'I visited have will'      'I not visited have will'  
 I will have visited      I will not have visited.
9. *Lalitā bhāḥrānḥai chelichal(ptprog)*      *Lalitā bhāḥrānḥai **naī**chelichal(ptprog)*  
 'Lalita rice cooking was'      'Lalita rice **not** cooking was'  
 Lalita was cooking rice.      Lalita was **not** cooking rice.
10. *Hamar bāp bolḥai rahati(ftprog)*      *hamar bāp **naī**bolḥai rahati(ftprog)*  
 'My father speaking will be'      'My father **not** speaking willbe'  
 My father will be speaking.      My father will not be speaking.

After analyzing the above presented examples of negation process, the following findings are derived.

- a. In Khawas language, *naī* is negative marker.
- b. The negative marker is placed before the main verb in Khawas language.
- c. All tenses are indicated by putting **naī** negative marker.
- d. Person, number and gender do not affect the negative marker negating assertive sentence in Khawas language.
- e. There is full stop system marker in Khawas language.
- f. The sentence structure of Khawas language is S+V+O.

### **Negative Transformation of Imperative Sentence in Khawas Language**

In English language, the positive imperative sentences are negated with the help of *do* support including the negative marker *not* in the initial position. In Khawas, it is quite different. The imperative sentences are negated by placing *naī* before the main verb.

#### **Affirmative Imperative**

1. *Bhāt kho*

'Rice eat'

Eat rice.

2. *Hamarā dat de*

'Me a pen give'

Give me a pen.

3. *Dhokā kholnī*

'The door open'

Open the door.

4. *Ghar jo*

'Home go'

Go home.

5. *Suḥ*

'Sleep'

#### **Negative Imperative**

*Bhā naī<sup>†</sup> kho*

'Rice **not** eat'

Don't eat rice.

*Hamarā dat nai de*

'Me a pen not give'

Don't give a pen.

*Dhokā nai kholnī*

'Door **not** open'

Don't open the door.

*Ghar nai jo*

'Home not go'

Don't go home.

*Nai suḥ*

'Not sleep'

Sleep.

Don't sleep.

By the above mentioned examples, it is vivid that the negative imperative in Khawas language is made by placing the negative marker *nai* in the front position of the sentence.

### **Comparison of the Processes of Negative Transformation in Khawas with English language**

The processes of negative transformations in Khawas language are analyzed and interpreted above. The process of transformation of both Khawas and English are comparatively studied and analyzed as follows.

#### **Comparison of Negative Transformation**

The present study deals with the negation of assertive and imperative sentences in Khawas language which are separately compared with those of English. The processes of negation in Khawas language with those in English comparatively studied and analyzed as given below.

#### **Negation of Assertive Sentence**

The process of negation of assertive sentence in Khawas language and English is compared as follows which finds out the similarities and differences between them.

**Table 3**

*Negation of Assertive Sentence*

S.N.	Khawas	Affir./Neg.	English
1.	<i>Hame ghar jechin</i> (pres,sg, 3) 'I home go'	Affir.	I go home.
	<i>Hame ghar <b>nai</b> jechin</i> 'I home <b>not</b> go'	Neg.	I don't go home.

2.	<p><i>We ghar jeϑhai chi</i> (presprog,sg,3)</p> <p>'S/he home going is'</p> <p><i>We ghar <b>nai</b> jeϑhai chi</i></p> <p>'S/he home <b>not</b> going is'</p>	<p>Affir.</p> <p>Neg.</p>	<p>S/he is going home.</p> <p>S/he is not going home.</p>
3.	<p><i>Hamarākā ghar genhu</i> (presperf,pl, 1)</p> <p>'We home gone have'</p> <p><i>Hamarākā ghar <b>nai</b> genhu</i></p> <p>'We home gone <b>not</b> have'</p>	<p>Affir.</p> <p>Neg.</p>	<p>We have gone home.</p> <p>We have not gone home.</p>
4.	<p><i>Torākā itā kare sakwai</i>(pres,pl,2)</p> <p>'You it do can'</p> <p><i>Torākā itā <b>nai</b> kare sakwai</i></p> <p>'You it <b>not</b> do can'</p>	<p>Affir.</p> <p>Neg.</p>	<p>You can do it. You cannot do it.</p>
5.	<p><i>Hame ghar genhi chal</i>(pt,sg, 1)</p> <p>'I home went'</p> <p><i>Hame ghar <b>nai</b> genhi chal</i></p> <p>'I home <b>not</b> went'</p>	<p>Affir.</p> <p>Neg.</p>	<p>I went home.</p> <p>I did not go home.</p>

While comparing the process of negation of assertive sentences between Khawas and English language, the following similarities and differences are found.

### Similarities

- Both Khawas and English have the process of negation.
- Both languages have negative marker to negate affirmative sentences.
- The number of negative marker in both languages is same. (only

one negative marker)

- The numbers system does not affect on using negative markers in both languages.

English and Khawas both languages have negation system. They both have only one negative marker 'not' and 'nai' respectively in English and Khawas language. Number system does not affect on using negative markers in both languages.

### **Differences**

- The sentence structures are different; S+V+O and S+O+V in English and Khawas respectively.
- There is only one negative marker 'not' and 'nai' in English and Khawas respectively.
- The negative marker in English is just placed after the auxiliary verbs whereas the negative marker in Khawas is kept before the main verb.
- In English 'do support' rule with negative particle 'not' is used to make negative sentence in the absence of auxiliary verb in sentence but there is no such rule in Khawas language.
- In English the negative marker 'not' can be used dependently or independently but in Khawas the negative marker is always used independently.

There are many different conditions of negation in English and Khawas. The negative marker 'not' is just placed after the auxiliary verbs in English but the negative marker 'nai' is kept just before the main verb in Khawas. In Khawas language, 'do support' rule is not found in negation as in English language. The sentence structure is quite different because English has S+V+O sentence structure whereas Khawas has S+O+V sentence structure. In English 'not' is used dependently or independently to negate the sentence but 'nai' is always used independently to negate the sentence in Khawas.

### **Negation of Imperative Sentence**

The process of negation of imperative sentences between English and Khawas are compared below.

**Table 4***Negation of Imperative Sentence*

S.N.	Khawas	Affir./Neg.	English
1	<i>Bhāṭ kho</i> 'Rice eat'	Affir.	Eat rice.
	<i>Bhāṭnai kho</i> 'Rice <b>not</b> eat'	Neg.	Don't eat rice.
2	<i>Jhyāl khol</i> 'The window open'	Affir.	Open the window.
	<i>Jhyāl nai khol</i> 'The window <b>not</b> open'	Neg.	Don't open the window.
3	<i>Beti bok</i> 'Daughter carry'	Affir.	Carry daughter.
	<i>Beti nai bok</i> 'Daughter <b>not</b> carry'	Neg.	Don't carry daughter.
4	<i>Kṛāb padh</i> 'The book read'	Affir.	Read the book.
	<i>Kṛāb nai padh</i> 'The book <b>not</b> read'	Neg.	Don't read the book.

5	<i>Osāḥ khor</i> 'Bath take'	Affir.	Take bath.
	<i>Osāḥ nai khor</i> 'Bath <b>not</b> take'	Neg.	Don't take bath.

While comparing the negation of imperative sentences in English and Khawas language, following similarities and differences are pointed out after analyzing and comparing.

### Similarities

- Both languages have imperative sentences.
- The sound is not affected in the process of negation in both languages.
- Both languages have only one negative marker to negate the imperative sentences.
- The sound system does not affect in the use of negative marker in both languages.

Both languages have imperative sentences and they have only one negative marker to negate the imperative sentences. The sound is not affected in both languages while converting in negative sentences.

### Differences

- Both languages have their own separate negative marker, *not* or *n't* in English and *nai* in Khawas language.
- There is use of '*do*' support in English negative imperative sentence but there is no use of '*do*' support in Khawas language.
- '*Do*' followed by '*not*' or '*n't*' is used to negate imperative sentence before the verbs in English whereas '*nai*' is placed before the verb to negate imperative sentence in Khawas language.

English and Khawas both languages have their own negative marker '*not*' and '*nai*' respectively to negate imperative sentences where 'do support' rule is followed in English but the negative marker is directly placed before the main verb in Khawas.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with the summary of the research along with conclusions, recommendations and some pedagogical implications.

#### **Summary of the Study**

It is summarized that the present research entitled 'Negative transformation in Khawas and English' will be helpful to preserve and promote Khawas language. They are encapsulated below.

- The main objective of the study to identified the process of negative transformation in English and Khawas.
- This researched found similarities and differences between them.
- This research gave exact report about khawas native speakers.
- A snegative marker 'nai' as used in any negative condition in Khawas language.
- Khawas native speakers used 'nai', 'ah' and 'kyam' as negation.
- Khawas native learners learnt how to translate English into Khawas.
- Khawas native learners learnt the structures of English (S+V+O) and Khawas (S+O+V) are different.

#### **Conclusion of the Study**

The present study will be helpful for those who teach English to Khawas native speakers as a second language because no research has been carried out on negation between English and Khawas language under department of English Education T.U. It is also beneficial for the learners of English language from Khawas lingual community. This research will be advantageous to researchers, linguists, textbook writers and the stakeholders who are interested in this field. As all the languages spoken in Nepal are supposed to be our national languages by constitution 2072. The authorities like the Government of Nepal, Ministry of Education, CDC, Department of Language and Culture should focus on preserving and promoting all

the languages equally. Khawas people are an ethnic group recognized as an official nationality by the Government of Nepal. There are 1.53 million native speakers of Khawas language according to 2011 AD census. Its writing system is based on Devanagari script.

The English language learners from Khawas lingual community may feel ease and difficulty in different levels and aspects. The learners cannot have problems on number system while negating English sentences with negative marker because both languages; English and Khawas are not affected by number system in the use of negative marker. Both languages have only one sentence level negative marker for all persons and numbers. So, they can feel easy to negate the sentence with negative marker in general cases. The use of interrogation or question mark at the end of the questions can be easier to understand by the learners because same rule is preferred by Khawas language too.

The learners may have many problems related with negation in English because the sentence structures of English (S+V+O) and Khawas (S+O+V) are different. In English, 'do support' rule is found while negating in some cases. Thus, the learners can commit errors while using such rule in English because such rule is not there in Khawas language. Subject-auxiliary inversion or subject operator inversion is redundant in Khawas. Due to this, the learners may feel difficult to use such rule in English while negating sentences indifferent conditions. The major similarities and differences in negation are pointed out as below.

### **Similarities**

- Negation systems are common features of Khawas and English language.
- Both languages have negative marker to negate the affirmative sentences.
- The number system does not affect in the use of negative markers in both languages.
- Both languages have only one sentence level negative marker 'not'(n't) and 'nai' in English and Khawas for all persons and numbers respectively.
- Both languages have only one negative marker to negate imperative sentences.

## **Differences**

- The negative marker is placed just after the auxiliary verbs independently but the negative marker in Khawas language is placed before the verbs separately.
- There is 'do support' rule with negative particle 'not' to negate the sentence in English if there is no auxiliary verb in the assertive sentence whereas there is no such rule in Khawas language.
- In English, 'Do' followed by 'not' or 'n't' is used to negate imperative sentences means 'Do not or 'Don't' is used with verbs whereas in Khawas language, the negative marker 'nai' is used before the verbs. There is no use of 'do support' rules

## **Implication of the Study**

The study “Negative Transformation in Khawas and English” has many theoretical and practical results which are useful for implications at various contexts. The implications of the findings in Strategy level, practice level and further researches have been suggested as follows:

### **Policy Level**

The results of the present study show that the sentence structures and processes of negation and interrogation in English and Khawas are different which can be vital and helpful for researchers to further investigate the comparison between English and Khawas language in different areas. Thus, the Government of Nepal, the Department of English Education, policy makers, syllabus designers, textbook writers, testing experts along with concerned authorities should be alert about the distinct processes of negation and interrogation in Khawas language while making national and local language policy, designing syllabuses, preparing textbooks, preparing teaching materials, adopting teaching learning methods and designing evaluation tools for Khawas learners who are learning as a second language.

### **Practice Level**

On the basis of the findings of the research, the following implications can be drawn in practice level.

- It is found that the processes of negation in English and Khawas language are different. Hence, the difference should be adopted into account while teaching

English negation to Khawas native speakers.

- We have to use 'do support' (do, does and did) rule with negative marker 'not' or 'n't' to negate positive assertive sentences if there is no auxiliary verb in the sentence after it works as an auxiliary verb in English but there is no such rule in order to negate the positive assertive sentences in Khawas language. Therefore, it should be made vivid to Khawas native speakers while teaching them English negation.
- English imperative sentences start from verb, but Khawas imperative sentences end with verb. Thus, English negative marker 'not' is always preceded by 'do' and followed by the verb whereas Khawas negative marker 'nai' is placed before the verb. Therefore, a language teacher should make aware of it.
- English sentence structure is S+V+O but S+O+V is the sentence structure of Khawas language. Therefore, a language teacher should make clear comparison between these areas to solve the difficulties encountered on these areas.

### **Further Research**

The researcher does not claim the present research covers all the rules and interrogation of Khawas language because he has not carried out the study in all sorts of sentences available in Khawas language. It is based only on assertive and imperative sentences in negation, the data elicited from 50 informants of Inaruwa Municipality ward No.7, Sunsari. He has found out some similarities and differences between negation in Khawas and English. However, he has tried his best to generalize the rules of negation in Khawas language explicitly based on the data collected from respondents. This is why other level and areas of study need further researches. This work can serve as a reference tool for those who are interested in and want to carry out further research on this area.

Eventually, the researcher would like to request the concerned authority to take above things into consideration. Furthermore, he would like to request the authority to carry out other researches on the various areas of Khawas language.

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## **Appendix-I**

### **Interview Schedule**

Dear Sir/Madam

I am Mahananda Chaudhary, an M. Ed. student at the Department of English Education, Janata Multiple Campus, Itahari, Sunsari, Nepal. This interview questionnaire has been designed to accomplish the research work entitled “Negative Transformation in English and Khawas ”for the thesis of M.Ed. in Education in English as a requirement of the course ‘Thesis Writing’ (Eng. Ed.598) instructed by Mr. Kamal Raj Dahal, Head of the Department. The research is being carried out under the supervision of Tirth Raj Acharya, Lecturer, at the Campus. Your co-operation in responding the questionnaire and your responses will have great value in accomplishing my research. I appreciate your honest opinion and assure you that your responses will be completely anonymous. I promise that strict confidentiality will be maintained in my study ahead.

Thank you for your patience and co-operation in advance.

#### **Researcher**

Mahananda Chaudhary

M.Ed (English)

Department of English Education

Janta Multiple Campus

Itahari, Sunsari

### Detail of the informants

Name:..... Sex: .....

Address:..... Age:.....

Educational status:.....

#### **Set-I: Negation**

How do you say the following in Khawas language?

I am a student.

.....

I am not a student.

.....

2. My father will be talking.

.....

My father will not be talking.

.....

3. They are writing.

.....

They are not writing.

.....

4. My wife went to Bazar.

.....

My wife did not go to Bazar.

.....

5. We had written.

.....

We had not written.

.....

6. I can speak Khawas.

.....

I can not speak Khawas.

.....

7. I will love her.

.....

I will not love her.

.....

8. We went there.

.....  
We did not go there.  
.....

9. I will have travelled.

.....  
I will not have travelled.  
.....

10. Lalita was cooking food.

.....  
Lalita was not cooking food.  
.....

11. I go temple.

.....  
I do not go temple.  
.....

12. We have gone school.

.....  
We have not gone school.  
.....

13. You can do this.

.....  
You can not do this.  
.....

14. I went Dharan.

.....  
I did not go Dharan.  
.....

15. Give me a pencil.

.....  
Do not give me a pencil.  
.....

16. Eat Fruit.

.....  
Do not eat Fruit.  
.....

17. Close the door.

.....

Don't close the door.

.....

18. Carry brother.

.....

Don't carry brother.

.....

19. Write the book.

.....

Don't write the book.

.....

20. Take bath.

.....

Don't take bath.

.....

21. Go office.

.....

Don't go office.

.....

22. Sleep.

.....

Don't sleep.

.....

23. Give me mobile.

.....

Don't give me mobile.

.....

Thank you for your patience and participation. Your responses are much appreciated.

## Appendix-II

### List of Informants of the Study

#### A. Male informants

S.N	Name	Age	Address	Education
1	Sameer Singh	33	Inaruwa-7 Chandabela	B.Sc.,B.Ed.
2	Shree Narayan Singh	54	Inaruwa-7 Chandabela	B.Com, B.Ed.
3	Subash kumar	45	Inaruwa-7 Chandabela	B.B.S.,M.Ed.
4	Niranjan Singh	32	Inaruwa-7 Chandabela	B.B.S.
5	Triben Kumar Singh	34	Inaruwa-7 Chandabela	B.Ed.
6	Jaya Kumar Singh	46	Inaruwa-7 Chandabela	B.A.
7	Siyaram Khawas	45	Inaruwa-7 Chandabela	M.Ed.Running
8	Anil Khawas	34	Inaruwa-7 Chandabela	M.Ed.Running
9	Laxmi Khawas	28	Inaruwa-7 Chandabela	S.E.E.
10	Lobhilal Khawas	58	Inaruwa-7 Chandabela	+2
11	Kumar Bikram Khawas	45	Inaruwa-7 Chandabela	B.Ed.
12	Anand Kumar Khawas	22	Inaruwa-7 Chandabela	+2Running
13	Milan Khawas	37	Inaruwa-7 Chandabela	Literate
14	Murari Lal Khawas	41	Inaruwa-7 Chandabela	+2
15	Sunil Kumar Khawas	36	Inaruwa-7 Chandabela	+2
16	Budhlal Khawas	34	Inaruwa-7 Chandabela	+2Running
17	Balochan Khawas	50	Inaruwa-7 Chandabela	S.L.C.

18	Taranandan Khawas	36	Inaruwa-7 Chandabela	+2
19	Subil Chaudhary	38	Inaruwa-7 Chandabela	S.L.C.
20	Bishnuram Chaudhary	43	Inaruwa-7 Chandabela	Literate
21	Anil Khawas	30	Inaruwa-7 Chandabela	C.M.A.
22	Qawal Khawas	26	Inaruwa-7 Chandabela	I.Sc.
23	Ramanandan Khawas	36	Inaruwa-7 Chandabela	B.Ed.Running
24	Hariom Khawas	40	Inaruwa-7 Chandabela	Literate
25	Dalluram Khawas	41	Inaruwa-7 Chandabela	Illiterate
26	Dhup Khawas	43	Inaruwa-7 Chandabela	Illiterate
27	Khagendra Khawas	40	Inaruwa-7 Chandabela	B.B.S.
28	Pakkhulal Khawas	42	Inaruwa-7 Chandabela	Literate
29	Jayram Khawas	41	Inaruwa-7 Chandabela	M.Ed.
30	Manjit Khawas	25	Inaruwa-7 Chandabela	B.B.S.
31	Sukhsagar Khawas	24	Inaruwa-7 Chandabela	B.B.S.
32	Shakti Khawas	29	Inaruwa-7 Chandabela	Literate
33	Rahul Khawas	27	Inaruwa-7 Chandabela	Literate
34	Sachin Khawas	26	Inaruwa-7 Chandabela	Literate
35	Amit Khawas	36	Inaruwa-7 Chandabela	B.Ed.

## B. Female Informants

S.N.	Name	Age	Address	Education
1	Punam Kumari Singh	39	Inaruwa-7 Chandabela	SEE
2	Anita Khawas	30	Inaruwa-7 Chandabela	+2
3	Anita Khawas	24	Inaruwa-7 Chandabela	B.B.A.
4	Pramila Khawas	39	Inaruwa-7 Chandabela	S.L.C.
5	Jyoti Khawas	34	Inaruwa-7 Chandabela	+2
6	Pooja Chaudhary Khawas	22	Inaruwa-7 Chandabela	I.Sc.
7	Gunita Khawas	40	Inaruwa-7 Chandabela	Illiterate
8	Pramila Khawas	38	Inaruwa-7 Chandabela	S.L.C.
9	Asmita Khawas	23	Inaruwa-7 Chandabela	B.Ed.Running
10	Rita Devi Khawas	35	Inaruwa-7 Chandabela	Literate
11	Shreedevi Khawas	37	Inaruwa-7 Chandabela	Literate
12	Mamata Devi Khawas	33	Inaruwa-7 Chandabela	Literate
13	Bina Khawas	22	Inaruwa-7 Chandabela	+2
14	Shreejana Khawas	23	Inaruwa-7 Chandabela	B.Ed.Running
15	Parwati Dhami Khawass	21	Inaruwa-7 Chandabela	+2Running

### Appendix III

The Transliteration of Khawas alphabet into English Alphabet.

Khawas Alphabet	English Alphabet
c	a
Cf	ā
0	i
0	ī
p	u
p᳚	ū
C	r
P	e
P]	ai
cf]	o
cf}	au
cf}	au
c	am
s	k
v	kh
u	g
3	gh
a	ṅ
r	c
5	ch
h	j
e᳚	jh
`	ñ

Khawas Alphabet	English Alphabet
6	t
7	th
8	d
9	dh
t	ṭ
y	ṭh
o	y
/	r
b	ḍ
w	ḍh
g	n
k	p
k᳚	ph
a	b
e	bh
d	m
o	y
/	r
n	l
j	w
z	ś
if	ṣ
;	s
x	h

Source : Turner, R.L. (1961). *A Comparative and Etymological Dictionary of the Nepali Language*.