

# **CHAPTER - ONE**

## **INTRODUCTION**

Introduction includes general background of the study. It talks about the languages of Nepal, the Tharu people, the Tharu language, dialects of Tharu language and introduction to English Relativization. It includes the review of the related literature, objectives of the study, significance of the study and definition of the specific term.

### **1.1 General Background**

Language is a chief means of communication. The possession of language makes a human the supreme creature of the world. So language is the species specific and special gift given to human beings. Language is the most powerful convenient and permanent means and form of communication. It is a dynamic and open system that allows human beings to communicate their thoughts, ideas, feelings, desires, emotions and experiences. Sapir (1921, p. 8) defines language as "a purely human and non instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols" (as cited in Lyons 1981, p. 3) Likewise, Bloch and Trager (1942, p. 13) state "A language is a system of arbitrary vocal symbols by means of which a social group co-operated." In the same way, Chomsky (1957, p. 13) opines language is " a set (finite or infinite) of sentences, each finite in length and constructed out of a finite set of elements". Similarly, Hall (1968, p. 158) states that language is" the institution where by humans communicate and interact with each other by means of habitually used oral- auditory arbitrary symbols". In same way, Mileswski (1973, p. 8) says "Language is social, in that it involves a system of words and grammatical rules constituting norms of

speaking which make communication among all the members of a given society possible”.

From the above definitions, we can say that language is a set of sentences used by human beings for certain functions in their society for their daily life communication. In other words, it is human phenomenon specially meant for communication with its own system and produced voluntarily through vocal apparatus.

English belongs to Indo- European family of language. It belongs to west-Germanic sub-branch of language. It is more widely spoken in different countries than any other languages and that is why it is recognized as the international language. So far as the status of the English language in Nepal is concerned, almost no fields have remained untouched with it. English is a chief international language that is taught in schools, colleges and universities of Nepal. The number of people speaking English is increasing day by day.

### **1.1.1 Linguistic Scenario in Nepal**

Nepal is a multi- racial, multi-lingual, multi-religious and multi-cultural nation. Nepal is small in area but very rich in terms of languages spoken here. According to the population census Report 2011 there are one hundred twenty three identified languages spoken in Nepal. Most of the languages spoken in Nepal do not have their own scripts. They are found only in spoken form. Some of these languages are on the verge of extinction. The languages are classified under the four language families as follows:

**a. The Indo-Aryan Family**

The following languages belong to this group:

Nepali	Danuwar	English
Maithili	Darai	Bhote
Tharu	Marwari	Churauti
Bhojpuri	Bangali	Hindi
Awadhi	Majhi	Bajjika
Urdu	Kumal	Rajbansi

(Source: Yadava, 2003, p. 145)

**b. The Tibeto- Burman Family**

The family includes the following languages:

Dhimal	Tebeton	Barman/Baramu
Thami	Jirel	Koche
Sunwar	Yholmo	Lhomi
Chepang	Dura	Kagate
Tamang	Meche	Toto
Newar	Leche	Kham
Magar	Pahadi	Syang
Gurung	Hayu	Marpha
Limbu	Raji	Manang
Sherpa	Byangshi	Bhujel
Raute	Ghale	Chhantyal

(Source: Yadava, 2003, p. 145)

**c. The Dravidian Family**

The family includes only one language i.e. Jhangar which is spoken around the Koshi river in the eastern part of Nepal.

**d. The Austro- Asiatic Family**

Santhali is the only language belonging to this family. It is spoken in Jhapa district of Nepal.

**1.1.2 Introduction of the Tharu People**

The term 'Tharu' refers to both the tribe and the language they speak. The Tharu people are inhabiting in the Terai from the eastern region to western region. According to 2011 census data of CBS report, there 1737470 million Tharu people in Nepal. Traditionally, they are following the occupation of farming. However they do not only depend on farming because it can not fulfill their basic needs. So they have adopted other occupations. Some of them are found to be involved in government offices, factories, teaching, business and so on.

In Nepal more than hundred ethnic people live in different parts, those indigenous people have their own language, religion, culture. So the Tharu people have their own social structure. Chaudhary (2005, p. 4) mentioned that they have their own language, distinct culture and distinct social structure. Therefore, they are indigenous people of Nepal.

Ashokakriti (1999, p 17) concluded that the Tharus have in a big population and are the indigenous people of the Terai whose culture shows Buddhist culture and pre-Buddhist culture with some degree of Hindu influence . But the core culture still points towards Buddhism. Similarly, Dahit (2005 p. 10) concluded that Tharus have their own

glorious history, indigenous knowledge and culture transformed from one descendant to another. They have been sustaining their daily life based on their indigenous knowledge and culture. They have their own language, identity, tradition, religion, attires, ornaments, festivals, folk songs and dances, social norms and values, professions, etc. But at present most of such knowledge and culture are gradually vanishing because of lack of their protection and promotion by the state and Tharu community themselves. Thus, a close observation reveals that many sub-groups that are quite different from each other i.e. Kochila in the Eastern Terai, Chitwaniya and Dekhuria in the center, Kathariya - Dangora and Rana in the west. House construction, religion, culture and historical background vary considerably from group to group, but all are called Tharu.

### **1.1.3 Tharu Language**

The Tharu language belongs to Indo-Aryan language, as it contains all the characteristics of Indo- Aryan branches. According to census Report of 2011, the Tharu language is the fourth largest language used in Nepal. The Tharu indigenous people of Nepal, living from the east to the west, are highly populated. This ethnic group is found in almost all the districts of the Terai, the southern part of Nepal. The majority of Tharu speakers are found in Dang, Banke, Bardiya, Kailali, Kanchanpur, Chitwan, Nawalparasi, Saptari, Udaypur, Sunsari and Morang districts. Very few Tharu speaking people also live in the hill and even few of them live in the high mountain (CBS: 2011).

Tharu language is spoken by 5.77 percent Nepalese people as their mother tongue. Though it has a long history, it does not have its own script. It is written in Devanagari script. Tharu language is affected by the geographical boundaries and adjustments with other language users. So

detailed and effective studies about Tharu language have not been done yet. Tharu speech variety has greatly been influenced by larger better known Indian languages found nearby, such as Hindi, Bhojpuri, Maithili and Awadhi. Due to geographical barriers, there is variation in the Tharu language which causes limits in their travel and identities. They are named geographically as Morangiya, Saptariya, Mahaotariya, Chitwaniya, Dangoriya, Deukhuriya and Rana dialects.

This study is concerned with Tharu language of Saptary district in the Eastern Terai of Nepal. Most people of Siraha, Saptary and Udaypur districts speak Saptariya dialect of the Tharu language.

#### **1.1.4 Language and Education**

Language is a means of human communication, either spoken or written, consisting of the use words in a structured and convention way. In other words, any non-verbal method of expression or communication is known as language. Language is obviously a vital tool. Not only is it a means of communicating thoughts and ideas but also it forges friendships, culturalties and economic relationship. Throughout history, many have reflected on the importance of language. Benjamin Whorf has noted that language shapes thoughts and emotions determining one's perception of reality.

Education is an important human activity. It was born with the birth of human race and may continue to function as long as human race lives. Man becomes man through education. It has been rightly said that without education, man is a splendid slave, reasoning savage. Aristotle writes, "Educated men are as much as superior to uneducated as the living are to the dead." Education is an essential commitment of all human

societies "What sculpture is to a block of marble, education is to the soul." Says Addison.

There is close relationship between language and education. Language facilitates learning. Through interaction with adults and collaboration with classmates, one can learn things. So, one achieves learning through language. However, there are some factors, which affect language. Social distinction may be accompanied by linguistic markers. One curious example of this within the vocabulary of English in England is the use of either U or non-U words. ( U means 'upper class', non-U means 'not upper class'.) Thus it is alleged that U speakers will say false teeth, drawing room, and writing pater, whereas non-U speakers will say dentares, lounge and note paper. Differences of sex may show itself in vocabulary: British women may use gorgeous as a general term of approbation, men may tend to avoid it. Differences of occupation may also manifest themselves in linguistic markers; doctors trained in Glasgow will pronounce the word larynx as though the first syllable were spelt lair, while phoneticians trained in the same town will pronounce the first syllable with the same vowel sound as in lack.

Illustrations have been taken from English, but comparable phenomena are found in many ( perhaps all) languages. So, the Tharu language is not beyond from that too. There is difference between the language used by educated and uneducated people. The language used by uneducated people is not as smooth as the language used by the educated ones. Uneducated people may not have complete command of the polite language sometimes required in more formal settings. Fluency is necessary but not sufficient for language proficiency. Fluent language users (particularly uneducated native speakers) may have narrow vocabularies, limited discourse strategies, and inaccurate word use.

### **1.1.5 Introduction to English Relativization**

The process of forming a relative clause construction is known as relativization. Relative clause construction is first and foremost type of complex post nominal adjectival modifier used in both written and spoken English (Celece-Murcia and Larsen-Freeman, 1999,p. 571) Relative clauses are clauses that modify noun phrases (Cowan, 2009, p. 420). Relative clause is a one kind of dependent clause. They are introduced by a special set of pronouns, the relative pronouns- that, which who, whom, and whose. Relative clauses have the same function as adjectives, and for this reason they are sometimes called "adjective clauses"

A relative clause is a sub-ordinate clause that modifies a noun phrase, most commonly a noun. For example, the phrase "the man who was not there" contains the noun man, which is modified by the relative clause who wasn't there. A relative clause can also modify a pronoun, as in "he to whom I have written", or a noun phrase which already contains a modifier as in "the black panther in the tree, which is about to pounce". A relative clause is always used to join together two sentences that share one of their arguments. For example, the sentence "The man that I saw yesterday went home" is equivalent to the following two sentences: "The man went home. I saw the man yesterday". In this case, "the man" occurs as argument to both sentences.

#### **1.1.5.1 Types of Relative Clauses**

English relative clauses are classified as restrictive or non-restrictive depending upon their function (Cowan, 2009, p. 421)

## **I. Restrictive Relative Clauses**

A restrictive relative clause is one that serves to restrict the reference of the noun phrase modified. In sentence (1), the restrictive relative clause 'who lives in Canada' restricts my sister by specifying the sister in Canada. The sentence implies that the speaker has more than one sister but only one sister in Canada is a biologist. It could be an answer to the question which of your sisters is a biologist? The information added by the relative clause identifies the sister (1) My sister who lives in Canada is a biologist.

English has six types of restrictive relative clauses in terms of the grammatical function of their relative pronouns.

### **a. Subject (s) Relative Clauses**

In subject(S) relative clauses, the relative pronoun replaces the subject of the clause. They do not require who movement. In S relative clauses, who, that or which replaces the subject of the clause. The relative pronouns who and that replace human NPs as in sentence (1) And the relative pronouns which and that replace inanimate NPs, as in sentence (2) given below.

1. The guy [who/that hire Robert] was the manager of the supermarket.
2. The tornado [that /which struct the town] destroyed several homes.

### **b. Object (O) Relative Clauses**

In object (O) relative clauses, the relative pronoun replaces the object of the verb. The relative pronouns who, whom and that introduce object

relative clauses that modify human nouns as in sentence (1). For Inanimate nouns, which and that are both used, as in sentence (2) given below:

1. At the party, there were many people [whom/ who/that he did not know].
2. The car [which/that Ted bought] has a very powerful engine.

### **c. Indirect Object (IO) Relative Clauses**

In indirect object (IO) relative clause, the relative pronoun comes from the indirect object position following the preposition to or for. As with object relative clause, which, that, who, and whom are all used. Two patterns are possible. In one pattern, wh-movement occurs, the preposition- to or for remains behind or is stranded. Whom is seldom used in this pattern, e.g.

1. The girl [Who/ that we gave the candy to] is Fred's sister.

In other pattern, the preposition, too, is moved to the front of the clause. Only whom and which can occur in this pattern, e.g.

2. The student [for whom Alice baked a cake] is my roommate.

### **d. Object of the preposition (OP) Relative Clauses**

Object of the preposition (OP) relative Clauses have the same two patterns as IO relatives. The difference is that indirect object relatives are limited to two prepositions, to and for, in as much as the indirect object is always a goal or beneficiary, where as with OP relatives many prepositions can occur e.g.

1. The mattress [which/ that he slept on] had several broken springs.

2. The people [at whom he aimed his weapon] were very frightened.

When way or manner is the object of the preposition ‘in’, the preposition must be moved and can not be stranded, e. g.

The manner in which he spoke was shocking.

### **e. Possessive (POS) Relative Clauses**

In possessive (POS), or genitive, relative clauses the relative pronoun replaces an element that expresses possession. These clauses take two forms:

#### **i. POS Relative Clauses Introduced By Whose**

The relative pronoun 'whose' is typically used when the head noun is human or animate, or is a collective noun such as a club, agency, corporation, or society. However it is also used with inanimate head nouns, e.g.

1. Last week I met a girl [whose brother works in your law firm.
2. He bought stock in a company [whose profits had increased dramatically for the last three quarters].
3. Let ABC be a triangle [whose sides are of equal length]

#### **ii. POS Relative Clause Introduced By of Which**

It is used with inanimate possessors. Three patterns are possible when ‘of which’ is part of an object NP: The relative pronoun which may be moved alone, leaving the ‘of’ stranded as in sentence (1). Alternatively, ‘of’ may also be used as in sentence (2). Finally, the material moved may be the entire NP as in sentence (3) given below:

1. The reports, which the government prescribes the size of, are boring.
2. The reports of which the government prescribes the size are boring.
3. The reports the size of which the government prescribes are boring.

### **Object of Comparison (OC) Relative Clauses**

Object of Comparison (OC) relative clauses include comparative structures. The NP that is replaced by the relative pronoun originates after the conjunction 'than'. The relative pronouns used are who, whom, and that for NPs referring to humans, and which and that for those referring to inanimate things, e.g.

1. The girl [who/that Susan was faster than] won the 100-meter dash.
2. The sports car [which/that the Alfa Romeo was faster than] was a Porsche.

### **II. Non-restrictive Relative Clauses**

Non-restrictive relative clauses add information about the noun modified rather than identifying the noun as restrictive relative clauses do.

The following characteristics distinguish non-restrictive relative clauses:

**Punctuation:** In writing, non-restrictive relative clauses are set off by commas, whereas restrictive relative clauses must not be separated by commas.

My sister, who lives in Canada, is a biologist.

**Intonation:** In speech, non-restrictive clauses are marked by pauses and falling intonation at the end of the clauses. But restrictive clauses do not have this special intonation pattern

The students, who had to take final exams today, are tired.

**Modification of proper nouns:** Non-restrictive relative clauses can modify proper nouns.

John, who is a linguist, was not impressed by professor Fish's arguments.

**Modification of any, every, no, etc.:** Non-restrictive relative clauses may not modify any, every or not noun or indefinites pronoun such as anyone, everyone or no one.

) Any man, who goes back on his word, is no friend of mine.

**That as relative pronoun:** Non-restrictive relative clauses may not be introduced by that.

) The plan, that we discussed yesterday, will be adopted.

**Stacking:** Non-restrictive relative clauses can not be stacked. Stacking result in ungrammatical sentences.

) They gave the job to Rob, who is very qualified, who starts next month.

**Sentence modification:** Non-restrictive relative clauses may modify an entire sentence, that is , a preceding independent clause.

) Professor Fish gave everyone an A, which was just fine with Alice.

### 1.1.6 Contrastive Analysis and its Importance

Contrastive Analysis (CA) is defined as a scientific study of similarities and differences between languages. It is a branch of applied linguistics which compares two languages to find out their similarities and differences and then to predict the areas of difficulty and learning.

According to James (1980, p. 3), "CA is a linguistic enterprise aimed at producing inverted (i.e. contrastive, not comparative) two valued typologies (CA is always concerned with a particular of language), and founded on the assumption that languages can be compared." It is the method of analyzing the structures of any two languages with a view to estimate the different aspects of their systems, irrespective of their genetic affinity of level of development. Comparison of two languages becomes useful when it adequately describes the sound structure and grammatical structure of two languages with comparative statements giving due emphasis on the compatible items in the two systems. As stated earlier, CA compares two or more languages in order to find out the similarities and differences between them. It compares either two languages (English and Tharu) i.e. interlingual or cross linguistic comparison of two dialects (Western Nepali and Eastern Nepali) i.e. intra-lingual Comparison. What languages and dialects it compares may be on phonological level, morphological level, syntactic level, and discourse level and so on. This comparison enables us to identify the similarities and differences between  $L_1$  and  $L_2$ . Then, their similarities and differences help us to predict the areas of ease and difficulty, respectively in learning  $L_2$ . CA, which is deeply rooted in the behaviouristic and structuralist approaches of the day, claims that the greater the differences, the greater the difficulty and the more instances of errors will occur.

Sthapit (1978, p. 23) writes the roles of CA in  $L_2$  teaching in the following ways:

When we start learning  $L_2$ , our mind is no longer a clean state. Our knowledge of  $L_1$  has, as it were, stiffened our linguistically flexible

mind. The linguistic habits 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 habits 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> behaviour in L<sub>2</sub> behaviour. This is precisely what CA does.

The theoretical foundations of CA, which have also been known as "Contrastive analysis hypothesis", or "assumptions of contrastive analysis", were formulated in Lado's 'Linguistics Across Cultures' (1957). In this book, Lado (1957, p. 1-2) has provided three underlying assumptions of CA, which have significant role in language teaching.

- (a) Individuals tend to transfer the forms and meanings and the distribution of forms and meanings of their native language and culture to foreign language and culture, both productively when attempting to speak the language . . . and respectively when attempting to grasp and understand the language.
- (b) In the comparison between native and foreign languages lies the key to ease or difficulty in foreign language learning.
- (c) The teacher who has made 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.

From the above discussion, it has become obvious that the theoretical foundations of contrastive analysis (i.e. CA hypothesis) are based on the propositions of behaviouristic school of psychology and structural linguistics. In fact, CA hypothesis has two facets: linguistic and psychological.

Nepal is a multilingual nation where L<sub>2</sub> or FL teaching and learning is inevitable. Thus, CA is helpful for teachers, linguists, textbook designers, testing experts, and syllabus designers and so other. CA is one of the various pedagogical aids for the teacher which helps him/her to add more knowledge and to sharpen his/her knowledge so that the ability to detect errors can be improved. Because of its highly significant scope in the area of L<sub>2</sub> teaching and learning, linguists are interested in the preparation of contrastive grammar. It is highly useful to L<sub>2</sub> learners for a more effective process of L<sub>2</sub> teaching and learning.

## **1.2 Review of Related Literature**

Some research works have been carried out in different areas of language. But the researches existing in the Department of English Education are not directly related to this proposed topic. So, some researches on comparative study are reviewed as follows:

Mahato (2001) carried out a research on "A Comparative Study on the Subject Verb Agreement in the English and Tharu languages. The main objective of the study was to identify the S-V agreement system of the Tharu language and to compare the same with that of the English. He found that second and third person pronouns change for honorific forms

whereas they do not change in English. The system of making for formal and informal forms is found in the Tharu verbs whereas this does not happen in English. Similarly, Thakur (2005) has conducted a research on "Relativization in English and Maithili: A Comparative Study". The main objective of the study was to analyze Maithili relativization system and to make the contrastive analysis of relativization in English and Maithili. He found that English relativization differs from Maithili one in various aspects. However there are some similarities as well. In English language RC markers that is relativizer normally starts with Wh- words and in Maithili language. RC markers start with Je-. The same relativizer is used in English for both singular and plural relativized Nps whereas in Maithili the plural Nps take plural marker 'sab'.

Similarly, Adhikari (2006) carried out a research on " passivization in English and Tharu: A Comparative Study". The objective of this study was to find out the processes of passivization in Tharu language and to compare and contrast Tharu passivization with that of English. He collected the data form 60 native speakers of Dhadhawar and Deudakala VDCs. The sampled population was divided into three groups i.e. illiterate, literate and educated. Questionnaire and interview schedule were used as research tools to elicit data .It concluded that the syntactic positions of nouns and pronouns as subject and object remain intact or unchanged in Tharu while changing active sentence into passive In Tharu there is no such distinction in transitive and intransitive verbs to passivize them. In this way, Chaudhary (2008) carried out a research on "Verbal Affixation in Tharu and English" He found that saptariya dialect of Tharu has more verbal affixes in comparison to English. The purpose of this study was to identify the verbal affixation system in the Tharu language and find out the similarities and differences in verbal affixation systems

between English and Tharu language. He collected the data from 90 Tharu native speakers of Saptari, Siraha and Udaypur by using questionnaire and interview schedule.

Limbu (2008) carried out a research on " Sub-ordination in Limbu and English: A Comparative Study". The purpose of this study was to determine subordinators in the Limbu language and find out similarities and differences between the subordination of the Limbu and English language. He collected data from 40 native speakers of Prakashpur VDC, Taplejung. He used the structured interview sheet. He found that English sub coordinators occur in clause initial position where as Limbu subordinators occur in clause final position. Although both the Limbu and English have relative clauses, the process of relativezation is different. Similarly, Serma (2008) worked on "Pluralization in English and Limbu: A comparative linguishic study. The objective of this study was to identify the processes of pluralization and Limbu language and compare and contrast the process of Limbu pluralization with that of English. He used interview schedule and participant observation tools to collect the data to from 40 Limbu native speakers of Manjabung VDC of Panchthar district. He found that there are limited number of rules of pluralization of nouns in Limbu. In Limbu, there are singular, dual and plural numbers but they are only singular and plural numbers in English. Chaudhary (2010) carried out a research on" Coordination in English and Tharu". The purpose of this study was to identify coordination in the Tharu language and examine the similarities and differences in coordination in the English and Tharu languages. He found that the forms of coordinators in saptaria dialect of Tharu are more or less different than these of

English. He has identified altogether forty-four coordinators in Tharu including their alternative equivalent.

This study is different from the above reviewed studies in terms of language and topic because this study focused on Relativization in the Tharu language.

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

The objectives of the study are as follows:

1. To identify relativization in the Tharu language.
2. To point out the similarities and differences in relativization in English and Tharu languages.
3. To suggest some pedagogical implications.

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

Tharus have majority in the Terai in terms of numbers. However, the language they use does not have written form. Therefore, the Tharu language is in very critical condition which is going to be vanished. Relativization is very important in clause or sentence combining in English Grammar which is equally important in the Tharu language.

This research will be significant to those who want to conduct the research in Tharu language. It will be useful for teachers, students, textbook writers and researchers. It will be beneficial to the teachers who are teaching English where there are Tharu native speakers. It will be useful for teachers to teach relative clause. It will be an extra work of

appreciation on the Tharu language in the department of English.  
Education, T.U.

## **1.5 Definitions of the Specific Terms**

### **Relativization**

The process of forming a relative clause construction is called relativization.

### **Relative Clause**

The term relative clause is used for various types of sub-clauses which are linked to part or all of the main clause by a back pointing element, usually a relative pronoun. A relative clause is one that functions as a nominal modifier.

a) The girl who [o is going to marry a man] is extremely beautiful.

### **Head**

The head is the NP that is modified by the clause. In sentence (a) the head is 'the girl'.

### **Relativized NP**

The relativized NP is the element within a relative clause that is conferential with the head noun. In sentence (a) relativized NP is represented as o (a gap)

### **Relativizer**

The relativizer is the morpheme or particle that sets of the restricting clause as a relative clause, such as in sentence (a) the relativizer is 'who'.

## **Restrictive RC**

The RCs that restrict the potential referent of the NP are restrictive RCs. The clause ‘who lives in Canada’ is a restrictive clause in the sentence given below.

My sister who lives in Canada is a biologist.

## **Non-Restrictive RC**

The RCs that provide an added piece of information about a NP referent which is already fully specified are non-restrictive RCs. The clause ‘who lives in Canada’ is a nonrestrictive clause in the sentence given below.

My sister, who lives in Canada , is a biologist.

## **Copying**

When the head of relative clause is again repeated in a sentence, this process is referred to as copying.

## **Chopping**

When the head of RC is not mentioned again, then that process in relativization is referred to as chopping.

## **Correlative**

In grammar, referring to a construction which uses a pair of connective words. Constructions of this kind in English include either or, not only but also, if . . . then . . . (Crystal, 1997)

## **CHAPTER - TWO**

### **METHODOLOGY**

The following methodology was adopted to fulfill the objectives of the research.

#### **2.1 Sources of Data**

Both primary and secondary sources of data were used to finalize the research.

##### **2.1.1 Primary Sources**

The primary sources of data were the Tharu native speakers of Saptary district.

##### **2.1.2 Secondary Sources**

The secondary sources of this research were the related books e.g Bloch and Trager (1942), Chomsky (1957), Mileswski (1973), Lyons (1981) Yule (1993), Celce-Murcia and Larsen-Freeman (1999), Census Report of 2001, Yadava (2003), Kumar (2006), Cowan (2009) etc.

#### **2.2 Sampling Procedure**

The sample consisted of 60 Tharu native speakers of Saptari district. I selected three VDCs viz. Mainhasahasrabahu, Kalyanpur and Fulbariya . Twenty Tharu native speakers were selected from each VDC. Those who were unable to read and write were classified as illiterate, who were below SLC were assumed as literate and those who were above SLC were regarded as educated. I used judgmental non- random sampling procedure to sample the population.

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

The main tools for collection of data were the questionnaire and interview schedule. The questionnaire was given to the educated and literate respondents and interview schedule was used to collect data from illiterate respondents.

### **2.4 Process of Data Collection**

I selected three VDCs of Saptari district. I visited the VDCs and established rapport with the people. I collected the data by conducting interview with illiterate people and the sets of questionnaire were given to the literate and educated respondents. Ten people (illiterate) were interviewed and the remaining ten (literate and educated) were given the sets of questionnaire to collect the data in each VDC.

### **2.5 Limitations of the Study**

The study was limited in the following ways:

1. The study was based on relativization in Tharu language of Saptari district.
2. Only 60 Tharu native speakers were the informants.
3. Only questionnaire and interview were the tools of data collection.
4. The study was aimed only at comparing and contrasting relativization between Tharu and English languages.

## **CHAPTER THREE**

### **ANALYSIS AND INTERPRETATION**

This chapter deals with the analysis and interpretation of data obtained from the informants and secondary sources. Firstly, the analysis of types of relative clauses in English was done on the basis of secondary data extracted basically from Cowan (2008, p. 421). Secondly, the types of relative clauses in Tharu were analyzed on the basis of primary data collected from sixty native Tharu informants of Saptari district. Then, the collected data were analyzed and interpreted descriptively and comparatively with the help of tables, diagrams and illustrations. After that, comparison and contrast of relative clauses of Tharu language with those of English was done. Finally, on the basis of comparison, points of similarities and differences were drawn between the Tharu and English relative clauses with illustrations.

#### **3.1 Relativization in Tharu**

The relative pronouns in Tharu are 'Je' 'who' (used for human) and 'je' 'what' (used for non-human). A relative clause in Tharu is formed by the use of a relativizers, which is the relative pronoun 'je' and its inflected forms.

##### **3.1.1 Restrictive RCs**

Restrictive RCs used in the data are analyzed in the following ways.

###### **3.1.1.1 Subject (S) RCs**

The data shows that the relative pronoun 'je' is used for both 'who' (human NPs) and which (non-human NPS) in the Tharu language. The

followings are the examples of Tharu sentences along with their corresponding equivalent in English.

Examples:

1. u chaura [je daur jitalkai] se hamar bhai chiyai  
The boy who won the race is my brother.
2. hamar bahain [je amerika me rahai chhai] se daktarni chiyai  
My sister who lives in America is a nurse.
3. [je kalam tebul me chhai] se hamar chiyai  
The pencil which is on the table is mine

The above examples show that the relative pronoun ‘je’ is used to replace the subject of the clause. Single Tharu relativizer ‘je’ is used for both human NPs and non-human NPs whereas English has different relativizers.

### **3.1.1.2 Object (O) RCs**

The forms of relative pronouns in object (O) relative clauses are j-kra for whom and je for which and that in the Tharu language. The following examples show some Tharu sentences along with their corresponding equivalent in English.

Examples:

1. u chauri [j-kar se tuhen biyah karli] se hamar sair chiyai  
The girl whom you married is my sister-in-law.
2. u lok [j -kra tuhen up nyas delhi] se chor chiyai.  
The man whom you gave the novel is a thief.

3. [je gh ri ham tora delyau] se j pani chiyai  
The watch that I gave you is Japanese.

The above examples show that the two relativizers ‘j k r’ and ‘j kra’ are used for whom and ‘je’ for which and that in Tharu language. Both English and Tharu have these relativizers which replace the object of the verb.

### 3.1.1.3 Object of Preposition (OP) RCs

The following examples show some Tharu sentences illustrated along with their corresponding equivalent in English.

Examples:

1. u bichhauna [je-me tuhen sut lihi] se g nda chelai  
The bed on which you slept was dirty.
2. [jehen hisabse u bol-lai] bari nik lag-lai  
The manner in which he spoke was very sweet.
3. [je lok sab disa u h thiyar dekhail-kai] se s b bar daraitai  
The people at whom he aimed his weapon were very frightened.
4. [je chhauri sange u nachai-le gelai] se hamar bahain chiyai.  
The girl with whom he went to dance is my sister.

The above example show that ‘je’ and ‘jehen’ are used in object of preposition relative clause. When way or manner is the object of preposition ‘jehen’ is used as a relativizer both English and Tharu have object of preposition relativization.

### 3.1.1.4 Possessive (POS) RCs

In Tharu language, NPs functioning as possession in possessive construction is accessible to relativization. The following examples show some Tharu sentences with their corresponding equivalents.

Examples:

1. u wehya lok chiyai [je-kar glar mekail rait d kaiti velai]  
He is the man whose house was robbed last night.
2. kalu [j -kar chhag r pathi bagh khet-kai] tab ok-ra chet yelai  
Kalu whose goats were eaten by the tiger learnt a lesson.
3. [j k r beta dham me harelai] se maugi b r kanai chai  
The woman whose son got lost at the fair was crying a lot.

From the above examples, genitive or possessive NPs 'ok r', 'kalu ke' and 'm ugi ke' are relativized respectively in example 1, 2 and 3.

### 3.1.2 Non-Restrictive Relative Clause

Non-restrictive RCs are also marked with the relativizer 'je' (in its various forms). But unlike the restrictive relative clauses, non-restrictive clause are indicated by the commas around them. The following examples show the non-restrictive RCs.

1. ham r behain [je amerika me rahai chhai] se daktarni chiyai  
My sister, who lives in America, is a nurse.
2. u chhaura [je daur jitalkai] se hamar bhai chiyai se hamar  
bhai chiyai  
The boy, who won the race, is my brother.

3. u lok [je kar chlai chhai] se harmar babu chiyai  
The man, who is driving a car, is my father.

The sentences 1, 2 and 3, RCs provide an added piece of information about the noun modified.

### **3.1.3 Position of RC in a Sentence**

Regarding the position of RC in a sentence Comrie shows three positions of RC.

#### **a. Clause-Initial Position**

When the RC comes in the sentence initially, it is called clause initial construction. e.g.

1. [je gh ri ham tora delyau] se japani chiyai  
The wath that I gave you is Japanese.
2. [je bichhauna me tuhe sutalihi] se ganda chhelai  
The bed on which you slept was dirty.

The above examples show that RC occurs in initial position in a sentence in Tharu whereas in English RC does not occur in this position.

#### **b. Clause-Medial Position**

When RC occurs in a sentence medial position, it is called clause medial position. e.g.

1. u chhaura [je daur jital-kai] se hamar bhai chiyai  
The boy who won the race is my brother.
2. u lok [je kar chalai chhai] se hamar babu chiyai  
The man who is driving a car is my father.

3. u lok [jakra tuhe upanyas delhi] se chor chiyai  
The man whom you gave the novel is a thief.

The above examples show that RC occurs in a sentence medial position both in English and Tharu language.

### **c. Clause Final Position**

When RC occurs in final position in a sentence, it is called clause final position. e.g.

1. suman ekta mastar chiyai [jaka class hamara sab ke kan  
baniya lagai chai]  
Suman is a teacher whose classes we enjoy a lot.
2. u bacha sab ke wehay delkai [je nik lagai chelai]  
She gave the children what they liked.
3. pulis oi admike pakaral kai [je dakhait karlakai]  
The police arrested the man who committed robbery.

In English RC can occur only in sentence medial and final position whereas in Tharu RC can occur in all three positions. Sentence initial position, sentence-medial position and sentence final position.

### **3.1.4 Copying Vs Chopping**

Comri (1989) has also defined relative clause in terms of chopping and copying of the head of the two and he states that chopping is more common in English.

### a. Copying Construction

When the head of a relative clause is repeated in a sentence, this process is referred to as copying construction e.g.

1. [je chhauri sange tuhe biyahkarli] se chhauri hamar sair  
chiyai  
The girl whom you married is my sister in law.

In example 1, the head NP [chhauri] is again repeated.

### b. Chopping Construction

When the head of the RC is not mentioned again, then that process in relativization is referred to as a chopping construction, e.g.

1. [je chaura daur jitalakai] se hamar bhai chiyai  
The boy who won the race is my brother.

The head 'chaura' in the above example is not mentioned in the main clause of both constructions. English has only chopping construction where as Tharu has both copying and chopping constructions.

## 3.2 Accessibility Hierarchy

Keenan and Comrie (1989) posit the NP accessibility hierarchy which lists the most accessible type of NP at the top and least accessible type at the bottom.

Position	Example
Subject	The girl [who came late] is my sister.
Direct object	I have a rose to the girl [that Kate saw]
Indirect object	John knows the girl [I wrote a letter to]

Oblique	I found the rock [which the robbers had hit John over the head with
Genitive	The girl [whose father died] told me she was sad.
Object of Comp	The first person (I can't run faster than) will win a million dollars.

Regarding the accessibility to the different case roles, Tharu expression shows tendency to relativize subject, direct object, indirect object and possessor in the possessive construction, e.g.

1. u chaura [je daur jitalakai] se hamar bhai chiyai  
The boy who won the race is my brother.
2. u ghari [je ham tora delyo] se japani chiyai  
The watch that I gave you is Japanese.
3. [tuhe jakra kalam delhi] se bidyarthi fast karlakai.  
The student whom you gave a pen stood first.
4. sum n ekta mast r chiyain [jaka k las hamra sab ke khau  
nik lagai chhai]  
Suman is a teacher whose classes we enjoy a lot.
5. u bidyarthi [jaka lel ram kek banekai] se hamar sathi chiyai  
The student for whom Ram baked cake is my classmate.

The subject in example 1, direct object in 2, indirect object in 3, possessor in the possessive construction in 4 and object of post position in 5 all are accessible to relativization .

Regarding the accessibility to the case roles, English has object of preposition whereas Tharu has object of post position and object of preposition, too.

### 3.3 List of Tharu Relativizers and Their Equivalent in English

The researcher has identified and listed out some Tharu relativizers from the data here.

The table given below is an overall list of some Tharu *relativizers* used in the questionnaire.

Position	Tharu relativizers	English equivalents
Subject	je	who, that, which
Direct object	je	whom, which, that
Indirect object	jakra	who, that, whom
Genitive	j kar	whose

### 3.4 Similarities and Differences between English and Tharu Relativizers

During this study, I did not find any book containing the Tharu relativizers. Only the data collected from 60 native speakers of Tharu were the sole sources of relativizers regarding the Tharu. I used the book "The Teacher's Grammar of English" written by Ron Cowan. In this sub-unit, I have compared the relativizers of Tharu language with those of English. The points of similarities and differences between English and Tharu relativizers are described in the sub-section that follow:

#### 3.4.1 Similarities

1. The relative clauses function as nominal modifiers in English and Tharu languages.
  - (a) In English
    - (i) The dress that Sonya was wearing was beautiful.

(b) In Tharu

(i) [je k l m tebul up r me chhai] se hamar chiyai

The Pencil which is on the table is mine.

From the above examples, it is clear that the relative clause modifies the head noun, such as 'the dress' and 'the pencil'.

2. The relative clauses in these languages are marked by relative pronouns which are given below.

(a) [je chhaura daur jitalkai] se ham r bhai chiyai

The boy who won the race is my brother.

In the above examples, the relative pronouns 'who' and 'je' are the same functioning in the sentence.

3. The relative clauses of Tharu and English have been modified by two ways: restrictive and non restrictive.

(a) In English

(i) My sister, who lives in America, is a nurse.

(ii) My sister who lives in America is a nurse.

(b) In Tharu

(i) ham r bahain dakt rni chiyain [je amirka me rahai chhai

My sister, who lives in America, is a nurse.

(ii) hamar bahain [je amirka me rahai chhai] se daktarni chiyai

My sister who lives in America is a nurse.

The above examples clearly present the restrictive of non-restrictive clauses of these languages which are similar.

4. The relative clauses of these two languages are marked for as a headless.

a. In English

(i) Whoever goes let him go.

b. In Tharu

(i) h m r kitab choraibala elai

One who stole my book came.

In examples (a) and (b) the relative clauses themselves refer to the noun that they are supposed to modify.

5. The relative clauses of Tharu and English languages are marked with post modification. e.g.

(a) In English

(i) Kalu who goats were eaten by the tiger learns a lesson.

(b) In Tharu

(i) ham r bhai [je dakt r chiyai] se kathmandu gelai

My brother who is a doctor went to Kathmandu.

6. In these two languages major grammatical relations are relativized such as subject, direct object, indirect object and possessive and so on.

(i) [je chaura daur jitalkai] se hamar bhai chiyai

The boy who won the race is my brother.

(ii) [j k r sange tuhe biyah karli] se ham r sair chiyai

The girl whom you married is my sister in law.

(iii) [je gh ri ham tora delyau] se japanichiyai

The watch that I gave you is Japanese.

(iv) u wahay lok chiyai [j k r gh rmed kaiti bhelai]

He is the man whose house was robbed last night.

### 3.4.2 Differences

1. We can show differences between English and Tharu language on the basis of finite and non-finite clauses. In English, there is only finite but Tharu has finite and non-finite relative clauses.

(a) In English

(i) Ram [who cried yesterday] came.

The relative pronoun is accompanied by a finite verb 'cried' which is referred to as finite verb construction.

(ii) [Walking in the park everyday] is good for health.

The verb 'walking' has no tense, hence the non-finite verb construction.

(b) In Tharu

(i) [je lok kar chalai chhai] se hamar babu chiyai

The man who is driving a car is my father.

(ii) je kalam ram kinlakai

The pen that Ram bought.

The clause in (b), i and ii clearly present the finite and non-finite relative clauses.

2. We can show differences between these two languages on the basis of use of relative pronouns which are used in the formation of relativization.

(a) In English, we can use relative pronouns such as who, which, whose, that etc.

(i) The man who is driving a car is my father.

(ii) The pencil which is on the table is mine.

(b) In Tharu, we can use relative pronouns such as je, jes b, j kra, j k r and so on.

(i) h m r b hain [je amerika me rahai chhai] se dakt rni chiyai  
My sister who lives in America is a nurse.

(ii) kumar sann ekta yayak chiyai [jakra tuhe radio me sunlihi]  
Kumar Sanu is a singer whom you heard on radio.

3. We can show the differences in the relative clauses in terms of the position of the head noun with respect to the relative clause.

(a) In English, there is only post-modification of relative clause.

(i) My brother who is a doctor went to Kathmandu.

(b) The Tharu language has pre and post modifications of relative clauses.

(i) [je gh ri ham tora delyan] se japani chiyai

The watch that I gave you Japanese.

- (ii) u chhauri [j k r se tuhe biyah karlihi] se h m r sair chiyai.  
The girl whom you married is my sister-in-law.
4. The differences between these two languages are pointed out regarding the order of the head noun phrase in the relative clause.
- (a) In English, RC can occur only in sentence medial and final positions.
- (i) This is the man who stole my purse.
- (ii) My sister who lives in America is a nurse.
- (b) In Tharu, RC can occur in all three positions: sentence-initial, medial and final positions.
- (i) [je chhaura daur jitackai] se hamar bhai chiyai  
The boy who won the race is my brother.
- (ii) u k l m [je tebul up r me chhai] se h m r chiyai  
The pencil which is on the table is mine.
- (iii) i wah sakil chiyai [je h m r babu h m ra delkai]  
This is the bicycle that my father gave me.

## **CHAPTER FOUR**

### **FINDINGS AND RECOMMENDATIONS**

This chapter deals with the findings of the research along with some recommendations for pedagogical implications.

#### **4.1 Findings**

On the basis of the analysis and interpretation of the collected data, the major findings of the present study are summarized in the following points.

##### **4.1.1 Relativization in Tharu Language of Saptari District**

- (a) The Tharu relativizers are je, jakra, jakar and jehen and English relativizers are who, that, which, whom and whose.
- (b) The Tharu relativizer 'je' i.e. who, that and which in English that relativize the NP in the subject position.
- (c) The Tharu relativizer 'je' i.e. whom, who, that, which in English that relativize the NP in the object position.
- (d) The Tharu relativizer 'jak ra' i.e. who, that, whom in English are used to relativize the NP in the indirect object position.
- (e) The Tharu relativizer 'jak r' i.e. whose in English that relativizes the NP in the possessor in the possessive construction.
- (f) The Tharu language has pre and post modification of the relative clause in terms of the position of the head noun.

- (g) In the Tharu language, RC can occur in all three positions regarding the order of the head noun phrase in the relative clause: sentence-initial, medial and final positions.
- (h) The relative clauses of Tharu and English are modified by two ways: restrictive and non-restrictive.
- (i) In Tharu language, the head NP consists of the correlative pronoun 'se' or the demonstrative pronoun i/u either with or without an accompanying common noun. For example:
  - (i) [je k l m tebul me chhai] se h m r chiyai  
The pencil which is on the table is mine.
  - (ii) u chhaura [je daur jital kai] se ham r bhai-chiyai  
The by who won the race is my brother.

#### **4.1.2 Similarities and Differences between English and Tharu Relativization**

##### **4.1.2.1 Similarities**

- (a) Both English and Tharu have more or less similar number of relativizers.
- (b) The relative clauses in both English and Tharu languages are marked by relative pronouns.
- (c) Both in Tharu and English, there are no specific relativizers used for male or female and illiterate / literate / educated.
- (d) The relative clauses of both English and Tharu are modified by two ways: restrictive and non-restrictive.

- (e) Both in Tharu and English, the relative clauses function as nominal modifiers.
- (f) Both in Tharu and English, major grammatical relations are relativized such as subject, direct object, indirect object, oblique and possessive and so on.
- (g) Both in Tharu and English have chopping construction.
- (h) Both Tharu and English language are marked with post modification.

#### **4.1.12 Differences**

- (a) In terms of the position of head noun, the English language has only post-modification of the relative clause, whereas the Tharu language has both pre and post-modification of relative clause.
- (b) In Tharu, RC occurs in all the three positions. Sentence-initial, media and final position where as in English RC occurs only in sentence medial and final position.
- (c) Tharu has both copying and chopping constructions whereas English has only chopping construction.
- (d) Single Tharu relativizer stands for different English relativizers. For example: 'je' stands for 'who', 'that', and 'which'.
- (e) In Tharu, the head NP consists of the correlative pronoun 'se' whereas in English the head NP does not consist of correlative pronoun.

- (f) Single Tharu relativizer 'je' stands for human and non-human whereas English has different relativizers e.g. who for human and which for non-human.

## **4.2 Recommendations**

On the basis of findings obtained from the analysis of the collected data, the recommendations have been made as below:

- (a) The forms of relativizers in Tharu of Saptari are slightly different from those of English. So, language teachers who are teaching Tharu language should be aware of this fact.
- (b) The findings of the present study show that Tharu has more or less similar number of relativizes but single Tharu relativizer stands for different English relativizers. So, this should be considered while teaching the language.
- (c) The Tharu language has pre and post modification of relative clause in terms of the position of the head noun. Therefore, this fact should be focused while teaching English.
- (d) In Tharu language, the head NP consists of the correlative pronoun 'se' whereas in English the head NP consists of no correlative pronoun. So, the teacher should be more careful about it.
- (e) Tharu has both copying and chopping constructions whereas English has only chopping construction. So while teaching types of relative clause, the teacher should focus on it.
- (f) Single Tharu relativizer 'je' stands for human and non-human whereas English has different relativizers e.g. who for human and

which for non-human. So, the English language teacher should pay more attention towards it.

- (g) This study has illustrated that RC occurs in all the three positions Sentence-initial, medial and final position in Tharu whereas in English, RC occurs only in sentence medial and final position. So, this should be considered while teaching English.
- (h) The teacher can create the situations based on these forms of relativizers and ask students to use correctly in their conversation.
- (i) The language planners, curriculum or syllabus designers, textbook writers, linguists and other concerned authorities should be more careful in designing the syllabus, writing the books, and preparing other supplementary materials, specially for Tharu native speaking students.

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## **Appendix - I**

### **INTERVIEW SCHEDULE/QUESTIONNAIRE**

This interview schedule/questionnaire has been prepared in order to accomplish a research work entitled "Relativization in English and Tharu Languages: A Comparative Study". This research is being carried out under the guidance of Ass. Lecturer, Mrs Saraswati Dawadi, Department of English Education Faculty of Education, TU. Kitipur, Kathmandu. It is hoped that your kind co-operation will be a great contribution in the accomplishment of this valuable research.

Researcher

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Name:

Sex:

VDC:

Academic Qualification

How do you say the following sentences in the Tharu language ?