

# CHAPTER ONE

## INTRODUCTION

### 1.1 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, interlinguistic 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 2012, one hundred twenty three distinct languages are spoken all over Nepal. Among them Tharu language is one. Tharu language is one of the important languages spoken in the Tharu communities of Nepal. There is a large number of native speakers of Tharu language in several districts of Nepal. This language is the fourth largest language of Nepal according to CBS 2012. 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 Tharu language comparing with other languages. But no one has written about the Tharu people who live in Budhiganga-7, Morang and their way of negation and interrogation in their own language comparing with English language. Most of the

people of the Tharu 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 Tharu community and interested to learn more and more about the Tharu language. Tharu language is a unique language itself. The linguistic term is different from other languages but somehow similar with Hindi and Awadi. The lifestyle of eastern Tharu is different from western Tharu. Being part of this community, I am curious to know about the Tharu people, Tharu language and its features. Thus, I have tried to study about the negation and interrogation of Tharu in terms of English language here.

### **1.1.1 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 2012). 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.

#### **1.1.1.1 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 Tharu both languages fall under this group of language. Indo-Aryan languages are following:

Nepali	Urdu	Marwari
Maithili	Hindi	Majhi
Bhojpuri	Rajbansi	Kumal
Tharu	Danuwar	English
Awadhi	Bengali	Bote

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

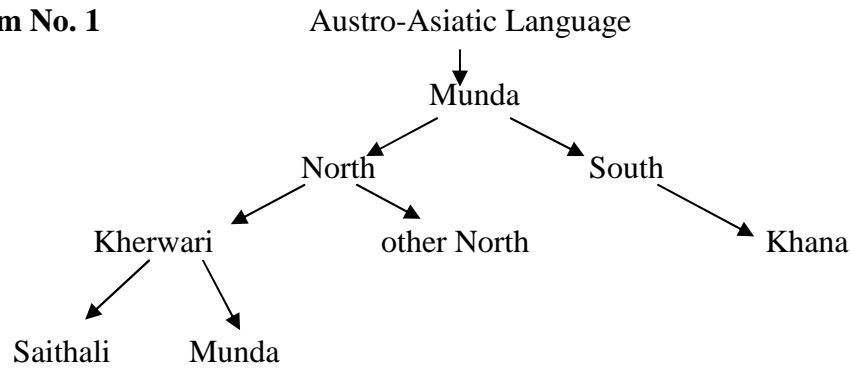
Tibeto-Burman group is another significant group of language of Nepal. It belongs to the Sino-Tibetan language family. It is the second largest language group in terms of number of languages. The Tibeto-Burman languages spoken in Nepal are listed below:

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

### **1.1.1.3 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:

**Diagram No. 1**



Source: Bradley (2012)

### **1.1.1.3 Dravidian Family**

According to CBS 2002, only two languages are spoken in Nepal of this group i.e. Jhagad and Kisan, Jhagad is spoken in the province of the Koshi river in the eastern region of Nepal. Kisan language with around 500 speakers settled in Jhapa districts.

### **1.1.2 An Introduction to Tharu and Tharu Language**

Nepal has an amazing cultural diversity including ethnic richness and linguistic plurality. According to CBS 2012, there are 125 castes in Nepal and 123 languages are spoken as mother tongue. Tharu is a major caste of Nepal. Tharu language is under Indo-Aryan language family. The Tharu people are an ethnic group indigenous to the Terai in southern mid-eastern Nepal. They are recognized as an official nationality by the Government of Nepal. The word 'Tharu' is thought to be derived from 'Sthavir' meaning follower of Theravada Buddhism. The origin of Tharu people is not clear but surrounded by myths and oral traditions. Significant population of Tharu in Nepal is 17,37,470. Tharu communities do not share the same language in different parts of Nepal. It has various registers and dialects. There are 1.53 millions native speakers of Tharu in Nepal (Source: CBS 2012). There are various types of Tharu and dialects of Tharu language on the basis of miscellaneous registers and

dialects which the speakers use in different places of Nepal. According to Turner (1961), they are as follows:

- i. Rana Tharu in Kailali and Kanchanpur of the far western of Nepal Terai.
- ii. Kathariya Tharu mostly in Kailali district of Nepal.
- iii. Sonha Tharu in Surkhet district of Nepal.
- iv. Dangaura Tharu in western Terai of Nepal.
- v. Chitwan Tharu in central Terai.
- vi. Kochila Tharu in eastern Terai
- vii. Danuwar Tharu in eastern Terai.
- viii. Lampuchwa Tharu in Morang and Sunsari district.

The present study has compared English language and Lampuchwa Tharu language. This language is also called Morangiya and Rajghariya Tharu which is spoken in the mid-eastern of Nepal mainly in Morang and Sunsari districts. Though Lampuchwa Tharu is found in Morang and Sunsari, they are called Morangiya Tharu as these two districts were one before 1962 AD. They refer to themselves as Morangiya Tharu but people from other regions would call them Lampuchwa (as the women have tail-like structures on their dress) (Turner, 1961).

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

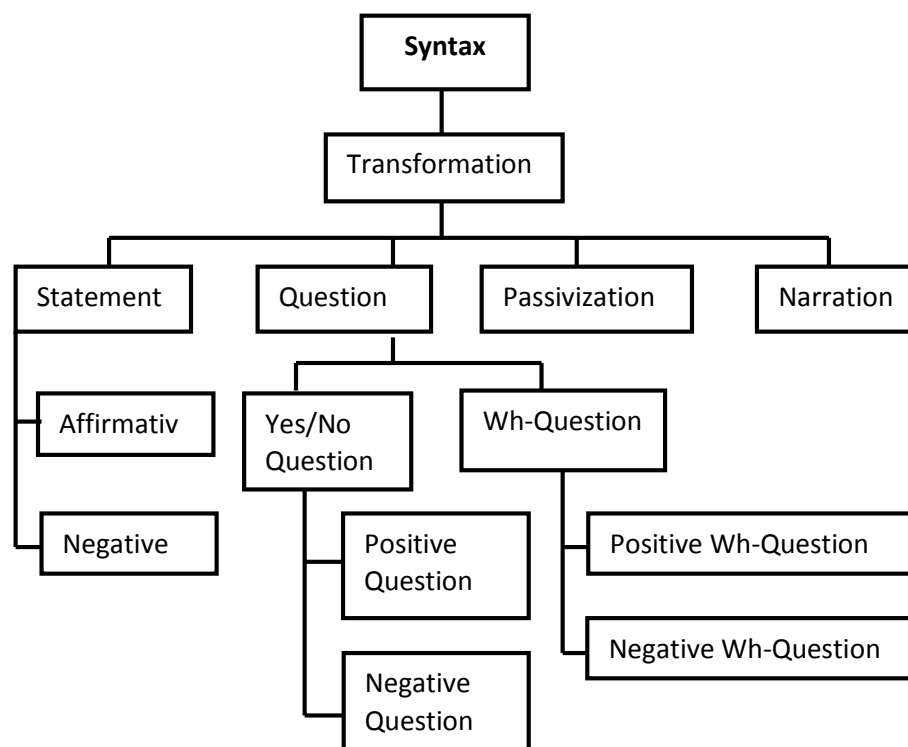
Transformation refers to change of one type of sentence into another one. For example; affirmative into negative, active into passive, assertive into interrogative and so on. In other words, Transformation is the process by which one figure, expression, or function is converted in another one of similar 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



### **1.1.4 Negative and Interrogative Transformation**

Negative and interrogative transformation processes are described separately as follows.

#### **1.1.4.1 Negative Transformation**

Negation is a process in grammar to contradict 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.     Laxmi has decided to pay her income tax this year.

          Neg. Laxmi 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 raining.                             Neg. It was *not* raining.

          Open the door.                            Neg. *Don't* open the door.

          I have to go to school.                 Neg. I *don't* have to go to school.

However, 'no' can also make sentence negative, especially when it negates the subject.



e.g. No one was ready to celebrate Maghesankranti.

No books have been bought.

No was at the shop.

Negation is a process of transforming affirmative sentences into negative ones. The process of transformation defers from language to language however negative and interrogative transformations are 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 Sentence**

#### **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. Ram is a bad boy.

Neg. Ram is not a boy.

Sujata can speak the Tharu.

Neg. Sujata can't speak the Tharu.

My wife was a pretty girl.

Neg. My wife was not a 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. I go home.

Neg. I do not go home.

She loves me.

Neg. She doesn't love me.

They ate rice.

Neg. They 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 door.

Neg. *Do not* open the door.

Go ahead.

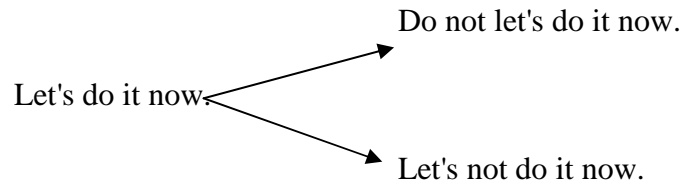
Neg. *Do not* go ahead.

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. I do not love you.

I don't love you.

Do not disturb me.

Don't disturb me.

They are not playing now.

They aren't playing 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.	He always goes to school.	Neg. He never goes to school.
	Someone called me.	Neg. No one called me.
	Either Ram or Prem dances well.	Neg. Neither Ram nor Prem dances well.
	All are happy.	Neg. None is happy.
	Something was missing.	Nothing was missing.

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

<u>Affirmative</u>	<u>Negative</u>
A lot of	Many/Much
Already	Yet
And so	And neither
As... as	So... as
Some/Every	Any
Too	Either
e.g.	Affir. She purchases a lot of mangoes.
	Neg. She does not purchase many mangoes.
	Affir. I have already cooked food.
	Neg. I have not cooked food yet.

#### **1.1.4.2 Interrogative Transformation**

Interrogation is a process of transformation in which the sentence or declarative sentence are changed into questions form. Interrogative sentences start with auxiliary verb or 'wh-' words. Question is broadly divided into two types. Such as Yes/No question and Wh-question.

Richards et al. (1985, p.235) define a question as a sentence which is addressed to a listener/reader and asks for an expression of fact, opinion, belief, etc. e.g. How do you do? Can she come?

## **Types of Questions**

### **i) Yes/No Question**

Questions which can be answered by 'Yes' or 'No' are called Yes/No questions. Tense and the auxiliary verb are moved to the initial position of the sentence. In other words, Yes/No question is usually formed by placing the operator before the subject and giving the sentence a rising intonation.

e.g. He has come here.

Has he come here?

You are a pupil.

Are you a pupil?

If the corresponding declarative sentence does not have an auxiliary or operator periphrastic 'do' must be used. Yes/No question is also known as polar question. There are two types of Yes/No questions,

#### **a) Negative Yes/No Questions**

e.g. Aren't they cooking food?

Don't you love me?

#### **b) Positive Yes/No Questions**

e.g. Is this a pen?

Did he kiss you?

In this way, it is clear that negation and interrogation are the processes of changing a sentence into negative and interrogative.

## ii) Wh - Question

The question which begins with Wh-word such as what, who, when, where, how etc. is called wh-question. It is also known as information or content question. According to Crystal (1997, p.118), "Wh-question is a term used in the grammatical sub classification of question types to refer to a question beginning with the question word."

e.g. What is your name?

Who is the boss of your office?

Where was Gautam Buddha born?

There are two types of wh-questions. They are as follows:

### a) Positive Wh-question

e.g. How old are you?

Who are You?

### b) Negative Wh-question

e.g. Why didn't you pay me?

Where do you not go?

While transforming statements into wh-questions, the following processes are used.

a. If the statement contains an auxiliary verb, the wh-word is followed by the auxiliary verb.

e.g. Radha can swim.                      What can Radha do?

My name is Kalpana.                      What is your name? etc.

b. If the statement does not have auxiliary verb, do... support is used before the subject.

e.g. We go to a temple to worship.                      Why do you go to temple?

She came here last week.

When did she come here? etc.

c. The exact answer is deleted when the statement is transformed into the wh-question.

e.g. My sister lives in Kathmandu.

Where does your sister live?

You should help your mother.

Who should you help to? etc.

If the full negative marker 'not' is used, it follows the subject.

e.g. Sabina does not drink wine.

What does Sabina not drink? etc.

Note: The given structure is used to form a wh-question.

Wh-word + Aux. Verb + Sub + Main Verb.....?

Wh-questions seek the information but they don't expect the answer like 'yes' or 'no'

Wh-questions are information questions which are formed generally adding wh-word in the initial of the transformed sentence followed by auxiliary verb and then subject auxiliary conversion.

### **1.1.5 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 clarion 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> behaviour 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, text book designers, testing experts, syllabus makers and so others.

## **1.2 Statement of the Problem**

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. It is important from pedagogical point of view. The major goal of contrastive analysis is to make learners able to communicate in target language or Second language. We do agree that if learners do not recognize the keywords 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 Tharu native speakers are acquiring English as a foreign or second language for miscellaneous purposes to fulfil the demands of time and need. Thus, it is necessary to do contrastive analysis about the negative and interrogative transformation in English and Tharu for ESL and EFL learners of Tharu native speakers. The description of Tharu is given above. It is a matter of problem to Tharu people to learn English Negative and Interrogative 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 Tharu learners feel difficulty in learning English Negation and Interrogation?
- ii) Which transformation is comparatively more difficult to learn by them?

### **1.3 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 Tharu lingual group. Whole world is being globalized and affected by international language English. Every sectors of our 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 Tharu lingual groups.

### **1.4 Objectives of the Study**

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

- a) To find out the process of negative and interrogative transformation in Tharu Language.
- b) To compare and contrast the process of the negative and interrogative transformation between Tharu and English language.

- c) To predict ease and difficulty in learning of English for the Tharu native speakers.

### **1.5 Research Questions**

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

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

### **1.6 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 and interrogative transformation processes in Tharu language with reference to English. Therefore, this study is beneficial for those who teach English to Tharu speaking children as second language as well as other learners of Tharu. 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 and interrogative transformation in English and Tharu. This thesis seeks challenges, scopes, problems and possible solution in ESL and EFL classes of Tharu learners in terms of negative and interrogative Transformation.

## 1.7 Delimitations of the Study

This research will be limited to:

- a) This study was limited to Tharu native speakers only.
- b) This study was limited to Tharu native speakers from Morang district only.
- c) This study was limited to 50 Tharu native speakers from Budhiganga Rural Municipality ward no. 7 only.
- d) This study was limited to the negative and interrogative transformation in Tharu 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 interrogation is limited to yes/no and information (wh) questions.
- h) The findings were merely drawn from the analysis of data.

## 1.8 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.

**Interrogation** – a sentence of inquiry that asks for a reply.

**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.

**Lampuchwa Tharu** - Morangiya and Rajghariya Tharu of Morang and Sunsari district mid-eastern part of Nepal.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

#### 2.1 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 and interrogative transformation between Tharu as source language and English as the target language. In analyzing negation and interrogation in English and Tharu language, I have applied an effective way in order to get the goal of the study. This comparative study on negative and interrogative transformation in English and Tharu has facilitated for Tharu native speakers in SLA. It helps ESL or EFL learners from Tharu tongue to promote their learning process. During research negative and interrogative transformation have been defined and interpreted contrastively and contextually. It has dealt with the comparison between negative and interrogative transformations of English and Tharu 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 Tharu lingual context.

## **2.2 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 and Interrogative Transformation in English and Tharu'. That's why the researcher has chosen this new topic in his research work. This is the first comparative study on negative and interrogative transformation in English and Tharu. 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 research 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 Mauwabote 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 Puma wh- 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, Tribhuwan 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 *m ph karidai/m phi m gchun/m phi m gchunge* 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 repairment responses than English native speakers.

### **2.3 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 a point of departure for future researches.

) help to establish a point of departure for future researches.

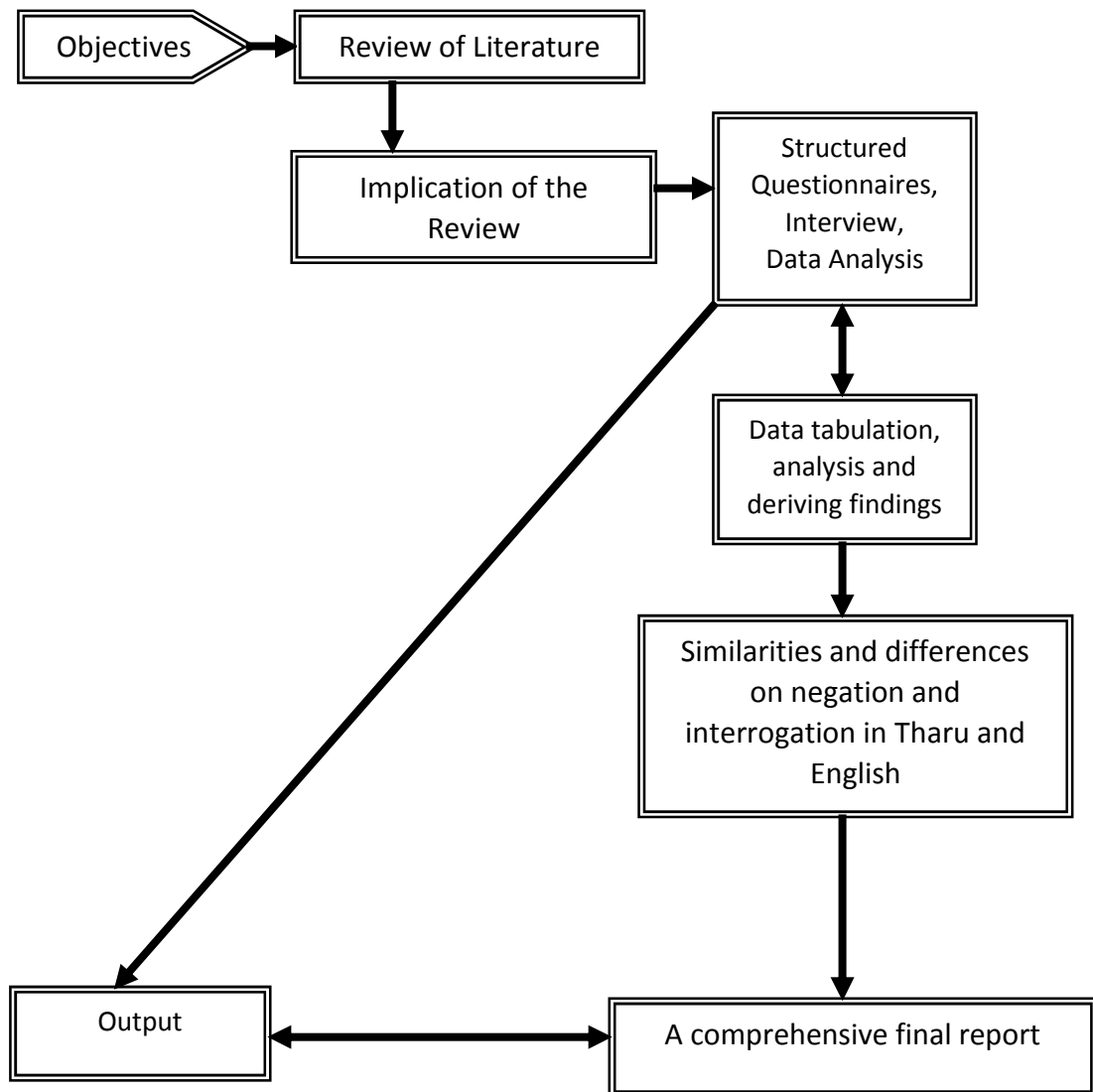
) help to avoid unnecessary duplication of costly research efforts.

## **2.5 Conceptual Framework**

The researcher has carried out linguistic comparative research on negation and interrogation between Tharu 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 and interrogation between Tharu and English language was based on the following conceptual frame work.

**Diagram - 3**



The researcher has collected information from the informants about negation and interrogation in Tharu 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.

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

The researcher has used survey research design of his study. He visited Budhiganga rural municipality ward no. 7 of Morang district and met the informants. He talked to the people and explained the purpose of his visit. He had a Tharu 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 and interrogation in Tharu 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.

#### **3.2 Sources of Data**

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

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

The original data collected from the field were used as the primary sources of data. For this, the researcher had visited Budhiganga rural municipality ward no. 7 of Morang district to elicit raw data for the accomplishment of the study.

### **3.2.1 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.

### **3.3 Population and Sample**

The native speakers of Tharu language were the population of the study. The field work research was carried out particularly in Budhiganga R.M. of Morang. The researcher sampled the fifty Tharu native speakers from ward no.7 of Budhiganga R.M. Morang. Out of 50 respondents, 11 were illiterate, 14 were literate and 25 were educated as well as 35 were males and 15 were females. The respondents were selected on the basis of the purposive sampling.

### **3.4 Sampling Procedures**

The purposive sampling procedure has been used while selecting Tharu native speakers. 50 Tharu native speakers above 15 years of age have been selected

purposively. The sample was taken considering the socio – cultural aspects and linguistic aspect of the ward and much consideration was given to the Tharu native speakers having linguistic competence.

### **3.5 Data Collection Tools**

The main tools for the collection of data were a set of questionnaire, interview and check list in order to collect the data required for completing the study.

### **3.6 Data Collection Procedure**

First, the researcher prepared the required copies of set of questionnaire. He visited the selected ward of Rural Municipality and made a good rapport with selected Tharu speakers. He involved two or three informants in one time and take interview. He had a Tharu native speaker as an interpreter who helped him in data collection. The interview was recorded in written form using Roman transliteration of Devanagari script. The questionnaire was distributed to Tharu speakers and they were requested to answer the questions and return on time. Then, the respective Tharu speakers were revisited to collect the questionnaires. Finally, the informants were heartily thanked for their patience, assistance and support.

### **3.7 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 analyse and interpret the data. The collected data in this study was analysed 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

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 Tharu native speakers were intensively studied and analyzed below.

#### 4.1 Analysis of the Process of Negative Transformation in Tharu Language

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

Person( <i>Purus</i> )	Number( <i>Bachan</i> )	Pronouns( <i>Sarawn m</i> )	
		English	Tharu
First ( <i>pahenkar</i> )	Singular( <i>ekbacan</i> )	I	<i>hame</i>
	Plural ( <i>bahubacan</i> )	We	<i>hamar k</i>
Second ( <i>osar</i> )	Singular( <i>ekbacan</i> )	You	<i>y</i>
	Plural( <i>bahubacan</i> )	You	<i>tor k</i>
Third ( <i>esar</i> )	Singular( <i>ekbacan</i> )	He/ She, it	<i>we, yit</i>
	Plural( <i>bahubacan</i> )	They	<i>okar k /yin</i>

(Source : Chadhary, B.R. 2074 B.S.)

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

### 4.1.1 Negative Transformation of Assertive Sentence in Tharu 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 Tharu language, an assertive sentence is negated by placing 'naī' negative marker before the main verb. The process of negation of the assertive sentence in Tharu language is presented in the following way.

Assertive Sentence	Negative Sentence
1. <i>Hame d ktar chekin (pres sg)</i>  'I doctor am'  I am a doctor.	<i>Hame d ktar naī chekin( pres sg)</i>  'I doctor <b>not</b> am'  I am not a doctor.
2. <i>Hamar maugi h t geli(pt sg)</i>  'My wife market went'  My wife went to market.	<i>Hamar maugi h t naī geli(pt sg)</i>  'My wife market <b>not</b> went'  My wife did not go to market.
3. <i>Okar k khel haī chi( pres prog 3pl)</i>  'They playing are'  They are playing.	<i>Okar k naī khel haī chi(pres prog 3 pl)</i>  'They <b>not</b> playing are'  They are not playing.
4. <i>Hame h ru bole s kau(pres sg 1)</i>  'I Tharu speak can'  I can speak Tharu.	<i>Hame h ru naī bole s kau(pres sg 1)</i>  'I Tharu <i>not</i> speak can'  I cannot speak Tharu.
5. <i>Hamar k n cnichal( pt perf 1 pl)</i>	<i>Hamar k naī n cnichal( pt perf 1 pl)</i>

'We danced had'	'We <b>not</b> danced had'
We had danced.	We had not danced.
6. <i>Hame or may karwu(ft 1)</i>	<i>Hame or may <b>naī</b> karwu(ft 1)</i>
'I you love will'	'I you <b>not</b> love will'
I will love you.	I will not love you.
7. <i>Hamar k o e genhīchal(pt pl 1)</i>	<i>Hamar k o e <b>naī</b> genhīchal(pt pl 1)</i>
'We there went'	'We <b>not</b> went there'
We went there.	We did not go there.
8. <i>Hame ghumla hewi(ft perf sg 1)</i>	<i>Hame ghumla <b>naī</b> hewi(ft perf sg 1)</i>
'I visited have will'	'I not visited have will'
I will have visited	I will not have visited.
9. <i>Lalit bh r n hai chelichal(pt prog)</i>	<i>Lalit bh <b>naī</b> r n hai chelichal(pt prog)</i>
'Lalita rice cooking was'	'Lalita rice <b>not</b> cooking was'
Lalita was cooking rice.	Lalita was <b>not</b> cooking rice.
10. <i>hamar b p bol hai rahati(ft prog)</i>	<i>hamar b p <b>naī</b> bol hai rahati(ft prog)</i>
'My father speaking will be'	'My father <b>not</b> speaking will be'
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 Tharu language, *naī* is negative marker.

- b. The negative marker is placed before the main verb in Tharu 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 Tharu language.
- e. There is full stop system marker in Tharu language.
- f. The sentence structure of Tharu language is S+V+O.

#### 4.1.2 Negative Transformation of Imperative Sentence in Tharu 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 Tharu, it is quite different. The imperative sentences are negated by placing *naī* before the main verb.

<b>Affirmative Imperative</b>	<b>Negative Imperative</b>
1. <i>Bh t kho</i> 'Rice eat' Eat rice.	<i>Bhāt nai kho</i> 'Rice <b>not</b> eat' Don't eat rice.
2. <i>Hamar dat de</i> 'Me a pen give' Give me a pen.	<i>Hamar dat nai de</i> 'Me a pen <b>not</b> give' Don't give a pen.
3. <i>Dhok kholnī</i> 'The door open' Open the door.	<i>Dhok nai kholnī</i> 'Door <b>not</b> open' Don't open the door.
4. <i>Ghar jo</i> 'Home go' Go home.	<i>Ghar nai jo</i> 'Home not go' Don't go home.

5. <i>Su</i>	<i>Nai su</i>
'Sleep'	'Not sleep'
Sleep.	Don't sleep.

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

## 4.2 Analysis of the Process of Interrogative Transformation in Tharu Language

Both yes/no questions and wh-questions (information question) are found in Tharu language. They are separately described as follows.

### 4.2.1 Yes/No Question in Tharu Language

There are two types of yes/no questions in Tharu language. They are positive and negative yes/no questions.

Statement	Yes/No question
1. <i>Ty bidhy r hi chekai (pres 2 sg)</i> 'You a student are' You are a student.	<i>(kun) Ty bidhy r hi chekai?</i> <b>(what)</b> You a student are? Are you a student?
2. <i>Rit kis n cheki (pres 3 sg)</i> 'Rita a farmer is' Rita is a farmer.	<i>(kun) Rit kis n cheki?</i> <b>(what)</b> Rita a farmer is? Is Rita a farmer?
3. <i>Suman padh hai chi (pre prog )</i> 'Suman reading is' Suman is reading.	<i>(kun) Suman padh hai chi?</i> <b>(what)</b> Suman reading is? Is Suman reading?
4. <i>Hamar k bh kenhichal(pt 1 sg)</i> 'We rice ate'	<i>(kun)Hamar k bh kenhichal?</i> <b>(what)</b> We rice eat?

We ate rice.	Did we eat rice?
5. <i>Hame upany s padhnhun</i> (pres perf 1 sg)	<b>(kun)</b> <i>Hame upany s padhnhun?</i>
'I a novel read have'	<b>(what)</b> I a novel read have?
I have read a novel.	Have I read a novel?
6. <i>R ju nai aud hai chelichal</i> (pt prog 3 sg)	<b>(kun)</b> <i>R ju nai aud hai chelichal?</i>
'Raju not running was'	<b>(what)</b> Raju not running was?
Raju was not running.	Was Raju not running?
7. <i>Madan bh nai kheti</i> (ft 3 sg)	<b>(kun)</b> <i>Madan bh nai kheti?</i>
'Madan rice not will eat'	<b>(what)</b> Madan rice not will eat?
Madan will not eat rice.	Will Madan not eat rice?
8. <i>We bh nai khela het</i> (ft perf 3 sg)	<b>(kun)</b> <i>We bh nai khela het?</i>
'He rice not eaten will have'	<b>(what)</b> He rice not eaten will have?
He will not have eaten rice.	Won't he have eaten rice?
9. <i>P nchu Bh nai r nchi</i> (pres)	<b>(kun)</b> <i>P nchu Bh nai r nchi?</i>
'Panchu rice not cook'	<b>(what)</b> Panchu rice not cook?
Panchu does not cook rice.	Does Panchu not cook rice?
10. <i>Hamar k nai padh hai rahawi</i> (ft prog)	<b>(kun)</b> <i>Hamar k nai padh hai rahawi?</i>
'We not reading will be'	<b>(what)</b> We not reading will be?
We will not be reading.	Won't we be reading?

After analyzing the above examples of yes/no questions the following results are derived.

- a) In Tharu language, there is no any specific interrogative particle for yes/no question.
- b) Yes/no questions in written form are marked by only putting interrogative sign (?) at the end of the sentences as shown in the examples.

- c) The intonation pattern is falling into rising speech in Tharu language,  
 d) The copula 'be' verb and auxiliary verbs are not found in Tharu language.

#### 4.2.2 Wh-Question (Information Question) in Tharu Language

Tharu language has its own question words for seeking information equivalent to English 'Wh-words' of English language. They are listed below.

<u>English wh-words</u>	<u>Tharu wh-words</u>
What	<i>kun</i>
Who	<i>ke</i>
Where	<i>kate</i>
Why	<i>k m</i>
Whose	<i>kakar</i>
When	<i>kahiy /kakhane</i>
Which	<i>kun t /kun n</i>
How (Quality)	<i>kire</i>
How (Quantity)	<i>katny /ky r</i>
How (Process)	<i>kire ke</i>
Whom	<i>kakar</i>

In English, Wh-questions are formed by putting wh-words at the initial of the sentences followed by the auxiliary verb and subject auxiliary inversion. But in Tharu language 'wh-words' are placed after subject to form 'wh-questions' without inverting subject-verb. Some examples of questions equivalent to the 'wh-questions' of English are given below.

<b>Statement</b>	<b>Wh-question</b>
1. <i>Hamar n yogr j cheki</i>	<i>Tohar n <b>kun</b> cheku?</i>
'My name Yograj is.'	Your name <b>what</b> is?
My name is Yograj.	What is your name?

2. *Hame h t je hai chun*

'I to market going am.'

I am going to market.

3. *Hamar ek t bach che*

'I one child have.'

I have one child.

4. *We p c is me uthchi*

'She 5:30 am at gets up.'

She gets up at 5:30 am.

5. *R m hiro cheki*

'Ram a hero is.'

Ram is a hero.

6. *We bh t paka i*

'He rice will cook.'

He will cook rice.

7. *Hame skul genichal*

'I school went to.'

I went to school.

8. *Sit ju kine geli chal*

'Sita shoes to purchase went.'

Sita went to purchase shoes.

9. *We bahu may karchi hamar*

'She too much loves me.'

She loves me too much.

10. *Ut okar ki b cheki*

*Ty kate je hai chai?*

You **where** going are?

Where are you going?

*Tor kya t bach cho?*

You **how** many children have?

How many children do you have?

*We kakhane uthchi?*

She **when** gets up?

When does she get up?

*Ram ke cheki?*

Ram **who** is?

Who is Ram?

*We kun paka i?*

He **what** will cook?

What will he cook?

*Hame kate genhichal?*

I **where** went to?

Where did I go to?

*Sit kām h t geli chal?*

Sita **why** to market went ?

Why did Sita go to market?

*We kaṅnyā may karchi tor ?*

She **how** much loves you?

How much does she love you?

*Ut kakar ki b cheki?*



That her book is.

That *whose* book is?

That is her book.

Whose book is that?

Analyzing the above mentioned examples of 'wh-question' the following findings have been derived.

- a) The sentence structure of Tharu language 'wh-question' is Subject+question word+verb?
- b) There is no subject-verb inversion in Tharu language while making wh-questions.
- c) Subject-operator and 'do' support rules are not used in forming 'wh-question' in Tharu language.
- d) There are wh-question words in Tharu language equivalent to English wh-words.

### **4.3 Comparison of the Processes of Negative and Interrogative Transformation in Tharu language and English**

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

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

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

##### **a) Negation of Assertive Sentence**

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

S.N.	Tharu	Affir./Neg.	English
1.	<i>Hame ghar jechin (pres,sg, 3)</i> '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.	<i>We ghar je hai chi (pres prog, sg,3)</i> 'S/he home going is'	Affir.	S/he is going home.
	<i>We ghar <b>nai</b> je hai chi</i> 'S/he home <b>not</b> going is'	Neg.	S/he is not going home.
3.	<i>Hamar k ghar genhu (pres perf, pl, 1)</i> 'We home gone have'	Affir.	We have gone home.
	<i>Hamar k ghar <b>nai</b> genhu</i> 'We home gone <b>not</b> have'	Neg.	We have not gone home.
4.	<i>Tor k it kare sakwai (pres, pl,2)</i> 'You it do can'	Affir.	You can do it.
	<i>Tor k it <b>nai</b> kare sakwai</i> 'You it <b>not</b> do can'	Neg.	You cannot do it.
5.	<i>Hame ghar genhichal (pt, sg, 1)</i> 'I home went'	Affir.	I went home.
	<i>Hame ghar <b>nai</b> genhichal</i> 'I home <b>not</b> went'	Neg.	I did not go home.

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

**a) Similarities**

) Both Tharu 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 number system does not affect on using negative markers in both languages. English and Tharu both languages have negation system. They both have only one negative marker '*not*' and '*nai*' respectively in English and Tharu language in which number system does not affect on using negative markers in both languages.

#### **b) Differences**

- ) The sentence structures are different; S+V+O and S+O+V in English and Tharu respectively.
- ) There is only one negative marker '*not*' and '*nai*' in English and Tharu respectively.
- ) The negative marker in English is just placed after the auxiliary verbs whereas the negative marker in Tharu 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 Tharu language.
- ) In English the negative marker 'not' can be used dependently or independently but in Tharu the negative marker is always used independently.

There are so many different conditions of negation in English and Tharu. 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 Tharu. In Tharu 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 Tharu 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 Tharu.

## b) Negation of Imperative Sentence

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

S.N.	Tharu	Affir./Neg.	English
1	<i>Bh kho</i>	Affir.	Eat rice.
	'Rice eat'		
	<i>Bh nai kho</i> 'Rice <b>not</b> eat'	Neg.	Don't eat rice.
2	<i>Jhy l khol</i>	Affir.	Open the window.
	'The window open'		
	<i>Jhy l nai khol</i> 'The window <b>not</b> open'	Neg.	Don't open the window.
3	<i>Beti bok</i>	Affir.	Carry daughter.
	'Daughter carry'		
	<i>Beti nai bok</i> 'Daughter <b>not</b> carry'	Neg.	Don't carry daughter.
4	<i>Kīt b padh</i>	Affir.	Read the book.
	'The book read'		
	<i>Kīt b nai padh</i> 'The book <b>not</b> read'	Neg.	Don't read the book.
5	<i>Os khor</i>	Affir.	Take bath.
	'Bath take'		
	<i>Os nai khor</i> 'Bath <b>not</b> take'	Neg.	Don't take bath.

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

**a) 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.

**b) Differences**

- ) Both languages have their own separate negative marker, *not* or *n't* in English and *nai* in Tharu language.
- ) There is use of '*do*' support in English negative imperative sentence but there is no use of '*do*' support in Tharu 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 Tharu language.

English and Tharu 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 Tharu.

**4.3.2 Comparison of Interrogative Sentence**

The present study deals with the negation of yes/no question and wh-question in Tharu language which are separately compared with those of English. The processes

of negation in Tharu language with those in English comparatively studied and analyzed as given below.

### a) Comparison of Yes/no Question

The processes of forming yes/no questions in Tharu and English are compared below.

S.N.	Tharu	Stat. Y/n-q	English
1	<i>Ri kis n cheki</i> (pres, sg, 3) 'Rita a farmer is' <i>(kun) Ri kis n cheki?</i> <b>(what)</b> Rita a farmer is?	Stat.  Y/n-q	Rita is a farmer.  Is Rita a farmer?
2	<i>Ty bi hy r hi chekai</i> (pres, sg, 2) 'You a student are' <i>(kun) Ty bi hy r hi chekai?</i> <b>(what)</b> You a student are?	Stat.  Y/n-q	You are a student.  Are you a student?
3	<i>Suman nai padh hai chi</i> (pres prog) 'Suman not reading is' <i>(kun) Suman nai padh hai chi?</i> <b>(what)</b> Sumannot reading is?	Stat.  Y/n-q	Suman is not reading.  Is Suman not reading?
4	<i>Hame bh nai khenhu chal</i> (pt perf) 'I rice not eaten had' <i>(kun) Hame bh nai khenhu chal?</i> <b>(what)</b> I rice not eaten had?	Stat.  Y/n-q	I had not eaten rice.  Had I not eaten rice?
5	<i>We hamar may karchi</i> (pres,3,sg) 'She me loves' <i>(kun) We hamar may karchi?</i> <b>(what)</b> Sheme loves?	Stat.  Y/n-q	She loves me.  Does she love me?

The researcher found the following similarities and differences while comparing the process of yes/no question transformation between Tharu and English language. They are as follows:

### **a) Similarities**

- ) Both English and Tharu languages have negative and positive yes/no questions.
- ) Assertive sentences are transformed in yes/no questions in both languages.
- ) The sign of interrogation or question mark (?) is introduced and placed at the end of the yes/no questions in both languages.

Assertive sentences are transformed in to yes/no question in both English and Tharu languages and they both have negative and positive yes/no questions. The interrogation mark (?) is placed at the end of yes/no questions in both languages.

### **b) Differences**

- ) If there is an auxiliary verb in assertive sentence then the auxiliary verb is placed before the subject to transform in yes/no question in English but this is not the case of Tharu language.
- ) If there is no auxiliary verb in assertive sentence then 'do support' rule is used and the form of the verb is changed into its root form to make yes/no question in English whereas such rule is not found in Tharu language.
- ) Subject-auxiliary inversion or Subject-operator inversion takes place in English but it is not essential in Tharu language.

In English, if there is an auxiliary verb in assertive sentence then the yes/no question is formed by placing the auxiliary verb before the subject and if there is no auxiliary verb in the sentence then the yes/no question is formed with 'do support' rule but these cases are not found in Tharu language. While making yes/no questions, subject-auxiliary inversion or subject-operator inversion takes place in English language but this case is not found in Tharu language.

## b) Comparison of Wh- Question

The processes of transforming statements into wh-questions or information questions in Tharu and English are compared as below.

S.N.	Tharu	Stat/Wh-q	
1	<p><i>Hame skul jethai chin (pres prog, sg, 1)</i></p> <p>I school going to am</p> <p><i>Ty kate jethai chai</i></p> <p>You <b>where</b> going to are?</p>	<p>Stat</p> <p>Wh-q</p>	<p>I am going to school.</p> <p>Where are you going?</p>
2	<p><i>R dh hele s kchi (pres,sg 3)</i></p> <p>'Radha swim can'</p> <p><i>Kun R dh hele sakchi?</i></p> <p><b>What</b> Radha swim can?</p>	<p>Stat</p> <p>Wh-q</p>	<p>Radha can swim.</p> <p>What can Radha do?</p>
3.	<p><i>Hamar ek t bach cho(pres, sg, 1)</i></p> <p>I one child have</p> <p><i>Tor kyā tā bach cho?</i></p> <p>You <b>how</b> many Chilren have?</p>	<p>Stat</p> <p>Wh-q</p>	<p>I have one child.</p> <p>How many children do you have?</p>
4.	<p><i>Okar k Dhar n me rahek chal(pt, pl,3)</i></p> <p>They Dharan in lived</p> <p><i>Okar k kate rahek chal?</i></p> <p>They <b>where</b> lived in?</p>	<p>Stat</p> <p>Wh-q</p>	<p>They lived in Dharan.</p> <p>Where did they live?</p>
5.	<p><i>Hame bis bachar ke heni(pres, sg, 1)</i></p> <p>I twenty years old am</p> <p><i>Tor katnyā bachar helu?</i></p> <p>You <b>how</b> old are?</p>	<p>Stat</p> <p>Wh-q</p>	<p>I am twenty years old.</p> <p>How old are you?</p>



The researcher found the following similarities and differences while comparing the process of wh-question transformation between Tharu and English language.

**a) Similarities**

- ) There are information questions (wh-questions) in both languages.
- ) Both languages use seeking (question) words while making wh-questions.
- ) In both languages the sign of interrogation or question mark (?) is kept at the end of the wh- questions.

As a result, the information questions (wh-questions) are found in both English and Tharu languages. Both languages use seeking words to form wh-questions. While making wh-questions, both languages use sign of interrogation or question mark at the end of the wh-questions.

**b) Differences**

- ) Both languages English and Tharu have their own respective information seeking wh-words.
- ) In English, wh-words occur at the initial position of the sentence but in Tharu language, such wh-words occur after the subject in sentences.
- ) If there is no auxiliary verb in assertive sentence then 'do support' rule is used and the form of the verb is changed into its root form to make wh-question in English whereas such rule is not found in Tharu language.
- ) Subject-auxiliary inversion or Subject-operator inversion takes place in English but it is not essential in Tharu language.

From above mentioned points, it is concluded that both languages have respective information seeking words but the words are used in front position in English whereas such words are kept after subject in the sentences to form wh-questions. 'Do support' rule is found in English if the sentence does not have an auxiliary verb but such rule is not found in Tharu language. Similarly, subject-auxiliary inversion or subject-operator inversion takes place in English but it is not essential in Tharu language.

## CHAPTER-FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS OF THE STUDY

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

#### 5.1 Summary of the Study

It is summarized that the present research entitled 'Negative and interrogative transformation in Tharu and English' will be helpful to preserve and promote Tharu language. The main objective of the study is to identify the process of negative and interrogative transformation in Tharu then compare and contrast with those of English to find out similarities and differences between them.

The researcher had adopted the specified methods and procedures of the study to carry out the research work. The data had been collected from both primary and secondary sources. Tharu native speakers from Budhiganga rural municipality ward no. 7 were primary sources of data and The secondary sources of data for the study were different books like Celce-Murcia and Larsen-Freeman (1999), Cowan (2008), Aarts and Aarts (1986), Sinclair (2000), Thebe (2016), Tamang (2012), Rai (2012), journals, articles related dictionaries and thesis approved in the Department of English Education, T.U.

Similarly, report internet materials from different universities websites like Oxford and Cambridge, Wikipedia, Google etc. were also taken as secondary source of data.

The total population was 50 native speakers of Tharu from Budhiganga rural municipality ward no. 7, Morang. Respondents; 35 male and 15 female were participated by using purposive sampling procedure. The data were collected from the selected Tharu native speakers through structured interview and questionnaire as research tool. The researcher made a good rapport with the informants visiting the

selected ward of rural municipality to elicit correct data. The uneducated informants were asked the questions using pre-structured interview schedule and written the respondent's answer in Roman script or Transliteration forms. The educated informants were distributed questionnaire.

The researcher has introduced different dialects of Tharu language. He has described four languages groups spoken in Nepal.

The CA transformation theory and process of negation and interrogation processes were mentioned in the study to make the research lively.

## **5.2 Conclusion of the Study**

The present study will be helpful for those who teach English to Tharu native speakers as a second language because no research has been carried out on negation and interrogation between English and Tharu language under department of English Education T.U. It is also beneficial for the learners of English language from Tharu 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. Tharu people are an ethnic group recognized as an official nationality by the Government of Nepal. There are 1.53 million native speakers of Tharu language according to 2011 AD census. Its writing system is based on Devanagari script.

The English language learners from Tharu 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 Tharu 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 Tharu language too.

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

### **Similarities**

- ) Negation and interrogation system are common features of Tharu and English language.
- ) Both languages have negative marker to negate the affirmative sentences and use of question mark (?) at the end of yes/no and wh-questions.
- ) 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 Tharu for all persons and numbers respectively.

- ) Both languages have only one negative marker to negate imperative sentences.
- ) Both languages have wh-question and yes/no question.
- ) The yes/no question and wh-question have both negative and positive sentences in both languages.
- ) Assertive sentences are transformed into yes/no question and wh-question in both languages.
- ) Both languages use wh-words while forming information seeking (wh) question.

### **Differences**

- ) The negative marker is placed just after the auxiliary verbs independently but the negative marker in Tharu 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 Tharu 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 Tharu language, the negative marker 'nai' is used before the verbs. There is no use of 'do support' rule.
- ) If the auxiliary verb is in assertive sentence, the same auxiliary verb is kept before the subject of yes/no question and wh-question in English but this is not the case in Tharu language.
- ) Subject-auxiliary inversion or subject operator inversion takes place in English yes/no question and wh-question whereas it is redundant in Tharu language.
- ) Tharu and English have their own respective information seeking (wh) question words.

- ) In English, the wh-word occurs at the beginning of the sentence but the equivalent of English words occur after the subject in Tharu language.
- ) 'Do support' rule with the root form of verb is used to form interrogation in English if there is no auxiliary verb in the sentence but this rule is redundant in Tharu language.

### **5.3 Implication of the Study**

The study “Negative and Interrogative Transformation in Tharu 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:

#### **5.3.1 Policy Level**

The results of the present study show that the sentence structures and processes of negation and interrogation in English and Tharu are different which can be vital and helpful for researchers to further investigate the comparison between English and Tharu 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 Tharu language while making national and local language policy, designing syllabuses, preparing textbooks, preparing teaching materials, adopting teaching learning methods and designing evaluation tools for Tharu learners who are learning as a second language.

#### **5.3.2 Practice Level**

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

- a) It is found that the processes of negation and interrogation in English and Tharu language are different. Hence, the difference should be adopted into account while teaching English negation and interrogation to Tharu native speakers.
- b) 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 Tharu language. Therefore, it should be made vivid to Tharu native speakers while teaching them English negation.
- c) English imperative sentences start from verb, but Tharu imperative sentences end with verb. Thus, English negative marker 'not' is always preceded by 'do' and followed by the verb whereas Tharu negative marker 'nai' is placed before the verb. Therefore, a language teacher should make aware of it.
- d) 'Do support' rule with the root form of verb is used to form yes/no question in English if there is no auxiliary verb in the sentence but such rule is not applied in Tharu. So, the language teachers must be aware of the process of transformation in yes/no question while teaching them.
- e) In English, wh-words come at the beginning of the sentence but the equivalent of English wh-words in Tharu come after the subject. Thus, language teachers should make learners of Tharu language ware of it.
- f) 'Do support' rule and subject-auxiliary inversion rules are used to form wh-questions in English if there is no auxiliary verb in the sentence but this rule is redundant in Tharu language. So, the language teacher should be alert about this matter.



g) English sentence structure is S+V+O but S+O+V is the sentence structure of Tharu language. Therefore, a language teacher should make clear comparison between these areas to solve the difficulties encountered on these areas.

### **5.3.3 Further Research**

The researcher does not claim the present research covers all the rules and interrogation of Tharu language because he has not carried out the study in all sorts of sentences available in Tharu language. It is based only on assertive and imperative sentences in negation, interrogation is based on wh-questions and yes/no questions and the data elicited from 50 informants of Budhiganga rural municipality ward No. 7, Morang. He has found out some similarities and differences between negation and interrogation in Tharu and English. However, he has tried his best to generalize the rules of negation and interrogation in Tharu 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 Tharu language.

## References

- Aarts, F & Aarts, J. (1982). *English syntactic structures*. New York: Pergamon Press.
- Awasthi, J. R. (2003). Teacher education with special reference to English language teaching in Nepal. *Journal of NELTA*, 8, 17-28.
- Basnet, N.B. (2001). *Fundamental of language and linguistics*. Kathamandu: Kshitiz Publication.
- Best, J. W. & Khan, J. V. (2002). *Research in education*. New Delhi: Prentice Hall of India Pvt. Ltd.
- Bhattarai, A. (2001). *A pedagogical grammar of English and Nepali verb phrases*. Kathmandu: Ratna Pustak Bhandar.
- Bhattarai, A. (2001). Writing research proposal, *Journal of NELTA Vol. 6(1)*, 45-51.
- Bhattarai, G.R. (2005). *A thematic analysis of research reports*. Kathmandu: Ratna Pustak Bhandar.
- Bhattarai, G.R. (2006). ELT situation of Nepal: An appraisal. *Young voices in ELT*, 5(3), 1-5.
- Bradley, D. (2012). *Austro-Asiatic language and classification*. Retrieved on 15 October 2017 from [www.languagesgulper.com](http://www.languagesgulper.com)
- CBS. (2002). *Population census 2001 national report*. Kathmandu: HMG/CBS
- CBS. (2012). *Population census 2001 national report*. Kathmandu: HMG/CBS

- Chaturvedi, M.G. (1973). *A contrastive analysis of Hindi English phonology*. Delhi : The National Publishing House.
- Chaudhary, B.R. (2018). *Tharu vyakaran*. Budhiganga: Budhiganga Rural Municipal Executive.
- Chomsky, N. (1957). *Syntactic structures*. The Hague: Mouton.
- Crystal, D. (2003). *The Cambridge encyclopedia of language*. Cambridge USA : Cambridge University Press.
- Dewan, S. (2005). *Negative and interrogative transformation in English and Yakkha - language : A comparative study*. An M.Ed. thesis. Kathmandu: T.U.
- Fries, C.C. (1945). *Teaching and learning English as foreign language*. Michigan : University of Michigan
- Giri, A. (1982). *English and Nepali kinship terms : A comparative linguistic study*. An M.Ed. thesis. Kathmandu: T.U.
- Giri, S. (2017). *Apologies in Tharu and English : A comparative linguistic study*. Morang: Sukuna Multiple Campus.
- Hornby, A. S. (ed.) (2005). *Oxford advanced learners' dictionary*. Oxford : Oxford University Press.
- James, C. (1980). *Contrastive analysis*. London : Longman.
- Karna, R. (2004). *A comparative study of cases in Maithili and English*. An M.Ed. thesis. Kathmandu: T.U.

- Khaniya, G. (2002). *Proficiency of the students in negative and interrogative transformation*.  
An M.Ed. thesis.Kathmandu: T.U.
- Kumar, R. (2005). *Research methodology*. Delhi: Pearson Education in South Asia.
- Kumar, R. (1996). *Research methodology*. London: Sage Publication.
- Kushawaha, R.P. (2005). *Negative and interrogative transformation in English and - Bhojpuri:A comparative study*. An M.Ed. thesis. Kathmandu:T.U.
- Neupane , M. (2002). *A comparative study on verb forms in English and Gurung language*. An M.Ed. thesis. Kathmandu: T.U.
- Paneru, M. (2000). *A comparative study of present perfect tense and simple past tense in - English and Nepali and its impact on teaching English*. An M.Ed. thesis. Kathmandu:T.U.
- Rai, H.J. (2011). *Negation and interrogation between Koyee and English language*.  
An M.Ed. thesis.Kathmandu:T.U.
- Rai, P. (2010). *Negative and interrogative transformation in English and Puma Rai*.  
An M.Ed. thesis.Kathmandu:T.U.
- Richard, J.C. & Richard, S. (1985). *Longman dictionary of language teaching and applied linguistics*. Essex : Longman.
- Sapir, E. (1921). *Language: An introduction to the study of speech*. Harvest books. Harcourt, Brace. Retrieved from <https://books.google.com.np/books?id=U7c6>

Sthapit, S.K. (2003). Teaching language for communication. *Journal of NELTA*.

*Vol.8. No. 1-2.*

Tharu, B.R. (2000). *A comparative study of the subject-verb agreement in English and Tharu.*

An M.Ed. thesis.Kathmandu: T.U.

Thebe, B. (2016). *A comparative study of negation and interrogation between*

*Yamphu and English language.* An M.Ed. thesis. Sunsari:Janata Multiple  
Campus.

Yule, G. (1997). *The study of language.* Cambridge: Cambridge University Press.

## **APPENDIX - I**

### **Interview Questionnaire**

Dear Sir/Madam

I am Yograj Khawas, 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 and Interrogative Transformation in English and Tharu” 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 Kamal Raj Dahal , 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 cooperation in advance.

**Researcher**

Yograj Khawas

M.Ed (English)

Department of English Education

Janata Multiple Campus

Itahari, Sunsari

**Detail of the informants:**

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

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

Educational status : .....

**Set – I : Negation**

How do you say the following in Tharu language?

1. I am a doctor.

.....

I am not a doctor.

.....

2. My father will be speaking.

.....

My father will not be speaking.

.....

3. They are playing.

.....

They are not playing.

.....

4. My wife went to market.

.....

My wife did not go to market.

.....

5. We had danced.

.....

We had not danced.

.....  
6. I can speak Tharu.

.....  
I cannot speak.  
.....

7. I will love you.

.....  
I will not love you.  
.....

8. We went there.

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

9. I will have visited.

.....  
I will not have visited.  
.....

10. Lalita was cooking rice.

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

11. I go home.

.....  
I do not go home.  
.....



12. We have gone home.

.....

We have not gone home.

.....

13. You can do it.

.....

You cannot do it.

.....

14. I went home.

.....

I did not go home.

.....

15. Give me a pen.

.....

Do not give me a pen.

.....

16. Eat rice.

.....

Do not eat rice.

.....

17. Open the door.

.....

Don't open the door.

.....

18. Carry daughter.

.....

Don't carry daughter.

.....

19. Read the book.

.....

Don't read the book.

.....

20. Take bath.

.....

Don't take bath.

.....

21. Go home.

.....

Don't go home.

.....

22. Sleep.

.....

Don't sleep.

.....

23. Give me pen.

.....

Don't give me pen.

.....

**Set – II : Interrogation**

How do you say the following in Tharu language?

**A. Yes/No Questions**

24. You are a student.

.....

Are you a student?

.....

25. Rita is a farmer.

.....

Is Rita a farmer?

.....

26. Suman is not reading.

.....

Isn't Suman raeading?

.....

27. I had not eaten rice.

.....

Had I not eaten rice?

.....

28. She loves me.

.....

Does she love me?

.....

29. Sita has a mobile.

.....

Does Sita have a mobile?

.....

30. We ate rice.

.....

Did we eat rice?

.....

31. I have read a novel.

.....

Have I read a novel?

.....

32. Madan will not eat rice.

.....

Will Madan not eat rice?

.....

33. We will not have eaten rice.

.....

Will we not have eaten rice?

**B. Information Question:**

34. My name is Yograj.

.....

What is your name?

.....

35. I am 20 years old.

.....

How old are you?

.....

36. That is her book.

.....

Whose book is that?

.....

37. Radha can swim.

.....

Who can swim?

.....

38. I am going to market.

.....

Where are you going?

.....

39. I have one child.

.....

How many children do you have?

.....

40. They lived in Dharan.

.....

Where did they live?

.....

41. She gets up at 5:30 am.

.....

When does she get up?

.....

42. Ram is a hero.

.....

Who is Ram?

.....

43. He will cook food.

.....

What will he cook?

.....

44. Where did I go to?

.....

I went to school

.....

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	Chanak Lal Chaudhary	65	Budhiganga-7, Dharahara	+2
2	Yadunandan Gachhadar	61	Budhiganga-7, Dharahara	+2
3	Gopal Sardar	42	Budhiganga-7, Sanihat	M.Ed.
4	Bharat Nandan Gachhadar	30	Budhiganga-7, Dharahara	B.B.S.
5	Umeshchand Chaudhary	52	Budhiganga-7, Dharahara	S.L.C
6	Ghanshyam Majhi	46	Budhiganga-7, Kamalpur	+2
7	Siyaram Chaudhary	45	Budhiganga-7, Kamalpur	M.Ed. Running
8	Anil Thandar	34	Budhiganga-7, Kamalpur	M.Ed. Running
9	Laxmi Tabdar	28	Budhiganga-7, Kamalpur	S.E.E.
10	Lobhilal Sardar	58	Budhiganga-7, Kamalpur	+2
11	Kumar Bikram Chaudhary	45	Budhiganga-7, Kamalpur	B.Ed.
12	Anand Kumar Dhami	22	Budhiganga-7, Dharahara	+2 Running
13	Milan Bishwas	37	Budhiganga-7, Dharahara	Literate
14	Murari Lal Bishwas	41	Budhiganga-7, Dangraha	+2
15	Sunil Kumar Sardar	36	Budhiganga-7, Kamalpur	+2
16	Budhlal Gachhadar	34	Budhiganga-7, Dharahara	+2 Running
17	Balochan Majhi	50	Budhiganga-7, Dangraha	S.L.C.
18	Taranandan Chaudhary	36	Budhiganga-7, Dharahara	+2
19	Subil Chaudhary	38	Budhiganga-7, Sanihat	S.L.C.
20	Bishnuram Chaudhary	43	Budhiganga-7, Dharahara	Literate

21	Anil Chaudhary	30	Budhiganga - 7, Sanihat	C.M.A.
22	Qawal Bishwas	26	Budhiganga - 7, Badahara	I.Sc.
23	Ramanandan Chaudhary	36	Budhiganga - 7, Dharahara	B.Ed. Running
24	Hariom Bhagat	40	Budhiganga - 7, Sanihat	Literate
25	Dalluram Chaudhary	41	Budhiganga - 7, Dharahara	Illiterate
26	Dhup Chaudhary	43	Budhiganga - 7, Dharahara	Illiterate
27	Khagendra Chaudhary	40	Budhiganga - 7, Beldangi	B.B.S.
28	Pakkhulal Tharu	42	Budhiganga - 7, Dharahara	Literate
29	Jayram Majhi	41	Budhiganga - 7, Dangraha	M.Ed.
30	Manjit Bhagat	25	Budhiganga - 7, Dharahara	B.B.S.
31	Sukhsagar Dhami	24	Budhiganga - 7, Kamalpur	B.B.S.
32	Shakti Gachhadar	29	Budhiganga - 7, Kamalpur	Literate
33	Rahul Gachhadar	27	Budhiganga - 7, Kamalpur	Literate
34	Sachin Majhi	26	Budhiganga - 7, Kamalpur	Literate
35	Amit Chaudhary	36	Budhiganga - 7, Kamalpur	B.Ed.

#### B. Female Informants

S.N.	Name	Age	Address	Education
1	Lodi Majhi	36	Budhiganga - 7, Beladangi	B.Ed. Running
2	Genabatti Sardar	40	Budhiganga -7, Dangraha	+2 Running
3	Sukratni Devi Tharu	58	Budhiganga -7, Beldangi	Literate
4	Urmila Kumari Tharu	54	Budhiganga -7, Badahara	Illiterate
5	Mina Gachhadar	34	Budhiganga -7, Badahara	Illiterate
6	Pooja Chaudhary	22	Budhiganga -7, Dharahara	I.Sc.



7	Gunita Majhi	40	Budhiganga -7, Badahara	Illiterate
8	Pramila Chaudhary	38	Budhiganga -7, Beldangi	S.L.C.
9	Asmita Chaudhary	23	Budhiganga -7, Dharahara	B.Ed. Running
10	Rita Devi Bishwas	35	Budhiganga -7, Dangraha	Literate
11	Shreedevi Majhi	37	Budhiganga -7, Dangraha	Literate
12	Mamata Devi Bishwas	33	Budhiganga -7, Badahara	Literate
13	Bina Chaudhary	22	Budhiganga -7, Dharahara	+2
14	Shreejana Chaudhary	23	Budhiganga -7, Dharahara	B.Ed. Running
15	Parwati Dharni	21	Budhiganga -7, Beldangi	+2 Running

### APPENDIX III

#### The Transliteration of Tharu alphabet into English Alphabet

Tharu Alphabet	English Alphabet
अ	a
आ	
इ	i
ई	ī
उ	u
ऊ	
ऋ	r
ए	e
ऐ	ai
ओ	o
औ	au
औ	au
अं	am
क	k
ख	kh
ग	g
घ	gh
ङ	
च	c
छ	ch
ज	j
झ	jh
ञ	ñ

Tharu Alphabet	English Alphabet
ट	t
ठ	th
ड	d
ढ	dh
त	
थ	h
य	y
र	r
द	
ध	h
न	n
प	p
फ	ph
ब	b
भ	bh
म	m
य	y
र	r
ल	l
व	w
श	
ष	
स	s
ह	h

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