

# CHAPTER ONE

## INTRODUCTION

The introduction of this study **Verbal Morphology in Dangaura Dialect of Tharu and in English** consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

### 1.1 Background of Study

Language is a chief means of communication. The possession of language makes human supreme creature of the world so, language is the species specific and special gift given to the human beings. It 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. Although there are various ways of communication like visual, tactile and gustatory, language is much used for human communication because it makes our communication easier than other tools. Only human being seems to have developed the capacity for language so, language is the property of human beings.

Sapir (1921, p.8) defines language as “a purely human and non instinctive method of communicating ideas, emotion and desire by means of voluntarily produced symbol.”

Similarly, Chomsky (2002, p.13) opines that language is “a set of sentences each finite in length and constructed out of a finite set of elements.”

In the same way, Harmer (2007, p.29) says, “Language is a social construct as much as it is a mental ability.”

From above mentioned definitions, it can be said that language is a set of sentences used by human beings for certain functions in the society. In other words, it is a human phenomena specially used for communication which is produced voluntarily through vocal apparatus.

Similarly, there are varieties of language spoken in the world it is different from person to person and place to place. Among of which Dangaura is the regional variety of Tharu languages, spoken by Tharu people of Dang district. It is Indo-Aryan varieties of Indo-European language. This variety is mainly spoken in the west of the Gandaki River. It is originated in Dang but also spoken in other districts like Banke, Bardiya, Kapilbastu, Rupendahi. Although Indo-Aryan has its own precise classification, Tharu language also has a superficial similarities with neighboring languages such as; Awadhi, Maithali, and Bhojpuri so, Tharu language appears to be a transitional within the context of these Indo-Aryan languages.

## **1.2 Statement of the Problem**

Nepal is a multi-racial, multi-lingual, multi-religious and multi-cultural nation. It is small in area but very rich in terms of language spoken here. According to the population census report (2011), there are 123 identified languages spoken in Nepal. Most of languages spoken in Nepal do not have their own script, they are found only in spoken form, some of these languages are on the verge of extinction among of which Tharu language is one of the languages spoken in Terai region of Nepal. Like in every field, morphological system in Tharu language has also some problems regarding the teaching learning process because teaching itself is a very challenging profession so, the teacher should be perfect to handle the class. Different societies, cultures, languages and casts pupils are studied in the same class, in such situation teachers as well as students faces many problems because of the mother tongue interference in teaching learning activities. Similarly, in Dang district Tharu students cannot develop their better proficiency skill in English subject one of the reason is morphological variations between Tharu and English language. Until this day, very few researches have been carried on related areas of this study in the Department of English Education. So, to find out morphological system of Tharu verb and suggest some pedagogical implications, I am interested to

carry out the research on 'Verbal Morphology in English and Dangaura dialect of Tharu.'

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

The objectives of this research were:

- i. To identify morphemes of Tharu verbs;
- ii. To compare and contrast morphological systems in Dangaura and English;
- iii. To suggest some pedagogical implications.

### **1.4 Research questions**

This study had following research questions:

- i. What are the morphemes of the Tharu verb?
- ii. What are the similarities and differences between English and Tharu morphological system in verb?

### **1.5 Significance of the Study**

This study is expected to be significant to the students and teachers of Tharu language in the sense that they can get insights into the areas of morphological similarities and differences between Tharu and English which can make the learning and teaching easier and comprehensible because they can prepare materials for those aspects where they are dissimilar and treat the students accordingly. Similarly, linguists, grammarians and researchers of Dangaura dialect are also benefitted from this study because it also provides platform for them to design syllabus, textbook and relevant materials. In the same way, this study can be very beneficial for the Department of English Education, T.U., Kirtipur for further research because it can provide the methodological insights to the further researchers. And, it also can be beneficial for the teachers especially who teach English in Dang district because he/she can be familiar with the area where special treatment needs. Likewise, this study also can be significant for the language planners and policy makers with the concept of mother tongue instruction and the teachers who

teach English as a second language to the children, writers and followers of the Dangaura dialect of Tharu can get a huge amount of benefit from this research.

## **1.6 Delimitations of the Study**

A research cannot cover entire population for the study and cannot use all the tools of the research. So, the researchers should limit their study to a certain boundary. Similarly, the present study was also limited in terms of study area, population, sample size and research tools. The area of this study was limited to the morphological system of Tharu verbs. Similarly, it was confined to the comparison and contrast between Tharu and English morphological system. Likewise, the information regarding the morphological system of the English language based on only secondary source of data such as English linguistics books, articles, websites and journals. The population of this study consisted 40 Tharu native speakers of Dang district who were from Lamahi municipality. In the same way, questionnaire and interview schedules were used as tools to collect the data. And the findings of this research reveal only some areas of language aspects which were used by Tharu native speakers of Dang district.

## **2.1 Operational Definitions of Key Terms**

The key terms of this study are defined as follows;

**Verb:** Verb is a word that denotes an action, a process or a state.

**Morphology:** Morphology is the study of internal structure of words.

**Dangaura:** Dangaura is a dialect of Tharu language spoken in western Terai.

**Affix:** Affixes are the bound morphemes which are added on root morphemes to construct new words.

**Prefix:** A prefix is the bound morpheme that is added at the beginning of the root

**Suffix:** A suffix is bound morpheme that is placed at the end of the root.

**Infix:** An infix is morpheme which is placed in the middle of the root.

**Root:** A root is that parts of a word which can be separated in other morpheme e.g. friendly after removing prefix 'un'.

**Base:** A base is that part of a word which cannot be separated into other part of morpheme e.g. friend.

**Stem:** A stem is a word or lexeme in which only inflectional affixes are attached e.g. workers.

## **CHAPTER TWO**

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

To complete this study, both theoretical and empirical literatures were reviewed. In theoretical literature, related books were reviewed, such as; Arts and Art (1986), Varshney (2002), Robins (1967), Bello (2001), Hickey (1983), Nida (1974), Vaux and Cooper (1999). Similarly, in empirical literature title related articles, journals and already existed theses were reviewed such as; Chapagai (2007), Chaudhary (2008), Ghising (2009), Rai (2010), Chamraker (2010), Khaling (2011), Subedi (2013) and Chaudhary (2015).

#### **2.1 Review of Related Theoretical Literature**

In theoretical literature, I explored related theoretical areas of my research study which are; Introduction of English Language and its position in Nepal, Language Families of Nepal, Introduction of Tharu people, Tharu language, Dialect of Tharu Language, Grammar, Morphology and Syntax, Morphemes, Type of Morphemes, Principles to Identify Morphemes, Word, Verb and Verbal Morphology.

##### **2.1.1 Introduction of English Language and its Position in Nepal**

English language belongs to the Indo-European language family and sub branch of Germanic language family. It is considered as the international language of the world. There are more non-native English speakers than the native speakers so, it is believed that a quarter of the world's population speaks English language. According to Harmer (2007, p.13), "At the end of the twentieth century, English has become a lingua franca." He means to say that from the twenties English is used for communication between many people who have different native languages.

The influence of the English is the highest one in every language of the world. Similarly, the language spoken in Nepal is also influenced by English. It is

growing day by day in every sector because of its' imperialistic manner like business, education, communication, politics etc. In the same way, Nepalese Education system is also influenced by English language from 1910. As the reason now, English is as the compulsory subject from class one to bachelor level. So, the position of English is most prominent in our education system.

### **2.1.2 Language Families in Nepal**

Nepal accommodates an amazing cultural diversity including linguistic plurality. Census report 2011 identified 123 distinct languages spoken as mother tongue. However, there are still remaining quite a few languages which lumped together into unknown slot due to lack of information. There are mainly four language families in the world. All the languages identified in Nepal are related to those four language families. They are; Indo-Aryan group, Tibetan-Burman group, Dravidian group and Austro-Asiatic group.

#### **I. Indo-Aryan Family**

Indo-Aryan is the largest family of language, under this family Nepali, Maithali, Marwadi, Bhojpuri, Majhi, Chureti, Hindi, Urdu, Bote, Awadhi, Rajbangsi, Kumal, Danuwar, Darai and Awadhi are included.

(CBS, 2011)

#### **II. Tibeto-Burman Family**

Tibeto-Burman is specially spoken in hilly and himalyan region of Nepal, under this family Tamang, Sherpa, Sunwar, Dimaal, Sangpang, Chhantyal, Jirel, Meche, Byagni, Kaike, Newar, Gurung, Yakkha, Tibtan, Pahari, Raji, Raute, Koche, Magar, Limb, Chepang, Thakal, Dura, Lepch, Hayu, Thams and Bhujel are included.

(CBS, 2011)

#### **III. Austro-Asiatic Family**

Austro-Asiatic is specially spoken in eastern part of Asia, under this family Satar or Santhali, Mundo and Aadia are included.

(CBS, 2011)

#### **IV. Dravidian Family**

Dravidian language family includes two Nepali language; Jhangar or Ghagad and Khariya.

(CBS, 2011)

#### **2.1.3 Introduction of Tharu People and Their Language**

The ancient of Tharu people and their languages are discussed briefly under the following titles.

##### **2.1.3.1 Tharu People**

Tharus are the indigenous ethnic people of the Terai and Inner Terai, living from east to west of Nepal. They are recognized as an official nationality by the government of Nepal and India in 2063. According to the census data (2011), the Tharu population of Nepal are 1,737,470, which are 6.6% of the total population of Nepal. Traditionally, they are dependent on agriculture. They cultivate paddy, mustard, corn, lentils and also collect the forest products such as wild fruits, vegetables, medicinal plants and materials to build their houses. They also hunt deer, rabbit and go for fishing in the river. Generally, they do not go abroad, they keep them isolated in their own localities so, they develop a unique culture but these days they are shifting in other profession for the betterment of their life. Some of them are found to be involved in government offices, factories, teaching, and business. Most of the Tharu people are illiterate but they have been able to preserve their indigenous culture and linguistic identity. According to Tharu people, they are of Rajput origin and have migrated from Thar Desert to Terai region of Nepal. The special feature of their living environment are the decorated paddy containers, colorfully painted verandahs and outer wall of their homes using available materials like clay, mud, grass and dung. They also celebrate festivals like Maghi, Dashain, Tihar, Phagu Purnima and Kirishna Janma Austmi.



### **2.1.3.2 Tharu Language**

Tharu language is one of the Indo- Aryan varieties of Indo-European language. It is the fourth largest language spoken in Nepal. According to the Census Report (2011), there are 1.53 million Tharu native speakers living in Nepal, among of which, 28,500 are monolingual. Almost all the Terai districts, there are Tharu native speakers. The majority of Tharu speakers are found in Dang, Banke, Bardiya, Kailali, Kanchanpur, Chitwan, Nawalparasi, Saptari, Udayapur, Morang and Sunsari districts. The language of Tharu differs from place to place, society to society and person to person. It is affected by the geographical boundaries and adjustment with other language speakers. So, the Tharu language spoken in eastern Terai is different from western Terai. Many scholars and linguists said that Tharu language does not have its own script; it is just a mixture of Hindi, Bhojpuri, Maithali and Awadhi. On the other hand, Tharu people say that they have their own script of their language and literature. For example the language of ‘Barkimar’, ‘Dhamar’, ‘Sajana’, ‘Mangar’, etc. are the strong proof of Tharus’ own language script but this script is not used these days so, most of the Tharu books are found, written in Devanagari script.

The government of Nepal has accepted 123 native languages as a national language in 2063 among of which, Tharu language is the fourth largest language. So, for the development of Tharu language, government has been published news, stories, political issues, etc. in Tharu language. Similarly, some programs are also broadcasted in Radio Nepal and other F.M. stations in Tharu language.

### **2.1.3.3 Dialects of Tharu Language**

According to the regions of their inhabitation, each respective Tharu clan has its own ethnic identity, dialect and culture. Here our main concern is the dialect, mainly the Dialects of the Tharu language are; Dangaura, Kathoriya, Rana, Chitwania ,Kochila, and Sonha.

**a. Dangaura Dialect**

The Dangauradialect is spoken in Dang, Kapilvastu, Bardiya, Banke, Surkhet, Rupendehi, Kailali and Kanchanpur districts.

**b. Kathariya Dialect**

This dialect is spoken in Kailali district.

**c. Rana Dialect**

This dialect is spoken in Kailali and Kanchanpur districts.

**d. Chitwania Dialect**

This dialect is spoken in Chitwan and Nawalparasi districts.

**e. Sonaha Dialect**

This dialect is spoken in Surkhet district.

**f. Kochila Dialect**

This dialect is spoken in eastern terai; Saptari, Bara, Parsa, Rautahat, Sarlahi, Mahottari and Udayapur district.

**g. Buksa Tharu**

This dialect is spoken in Uttarpradesh of India.

(Tharu Ethnologue, 2015)

### **2.1.4 Grammar**

Grammar deals with the structure of language and formation of words, phrases, clauses and sentences. In linguistics, grammar is the level of language between phonology and semantics. Robins (1967, p.11) states that language has three levels: phonology, grammar and semantics. Phonology studies sound system of languages and grammar studies the structure of words and sentences. Similarly, semantics deals meaning aspect of language. So, grammar is the level of language. It can be defined as a set of rules, dealing with the syntax and word structure of the language. It usually takes account the meaning and functions of sentences. These sentences have in the overall system of the language.

### **2.1.5 Morphology and Syntax**

Morphology is the study of internal structure of words and syntax is the study of internal structure of sentence. It is the arrangement of words into larger unit such as word, phrases, clauses and sentences.

Varshney (2002, p.200) mentions that grammar has two levels: morphology and syntax. Morphology deals with the internal structure of words and syntax with the rule governing combination in a sentence. Means morphology is the ‘grammar of word’ and syntax is the ‘grammar of the sentences’ i.e. how words are formed comes under morphology and how the words are combined to form sentences comes under syntax.

### **2.1.6 Morphemes**

Morphemes are defined as the smallest unit of grammar which cannot be segmented into any further grammatical level. It is a minimal level of the speech. It has a grammatical function. It is not divisible or analyzable into smaller forms in its level. For example, pen, dog, friend, –ed, –ing, im–, etc. are morphemes. They may or may not be meaningful in isolation.

Varshney (2002, p.130) defines morpheme as “a minimal unit of a grammatical analysis, the unit of lowest rank out of which words the unit of next highest rank is composed.” He means to say that morpheme is a distinct linguistic form which helps to form meaningful words and sentences.

Similarly, Crystal (1976, p.193) defines morpheme as “the smallest bit of language which has a meaning.” From his definition the smallest meaningful unit of the grammar is morpheme, it cannot be broken down into any other meaningful unit. It is the minimal unit used in building words in a language which cannot be further split without altering its meaning.

In the same way, Bello (2001, p.92) says, “Morphemes are the smallest meaningful unit in the structure of a language.” By smallest meaningful unit, she means the unit which cannot be further broken up without destroying or drastically altering its meaning. For example, the word ‘reality’ can be further

broken down into 'real' and '-ity' (making two morphemes), it cannot be further broken down without altering its meaning. This shows the common difference between 'reality' and 'realities': an attempt to further break down the former results into producing an entirely different meaning in the plural sense.

From above definitions, it can be said that morpheme is the distinct unit of grammar which cannot be segmented in any further grammatical level.

### **2.1.7 Classification of Morphemes**

According to Aarts and Aarts (1986), morphemes can be classified in the following ways:

#### **A. Free Morphemes**

Free morphemes are the core part of the morpheme which occur alone as independent words. They are the roots or bases or stem forms. For example, man, go, friend, true, etc. are free morphemes. They constitute a word by itself and can occur alone in isolation.

#### **B. Bound Morphemes/Affixes**

Bound morphemes are that type of morpheme which cannot occur alone as an independent, means they can occur at least with other morphemes. All the affixes are bound morpheme. Varshney (2002, p.136) mentions that bound morphemes are of three types: prefix, infix and suffixes. For example dis, un, im, are prefix which precede words and ly, ness, ism, s/es, etc. are suffixes.

Similarly, infix is also the type of bound morpheme that occurs within a root or a stem, there are fewer examples of infixes in English language e.g. geese, men etc. Similarly, Hickey (1983, p.14) says that the process of attaching infix to a lexical base is called affixation and mentioned three main types which are presented on next page;

#### **Prefix**

Any morpheme which is attached to the beginning of a base is termed as a prefix. If these words change the class while adding prefix that is called derivational morpheme. For example,

re-make    un-kind    in-decent

re-readun-tidy    in-accurate

(Hicky, 1983, p.14)

### **Infix**

The morphemes that occur within a middle of the root are termed as infix. This is a characteristic of languages from other families outside of Indo-European, for instance, Semitic: Arabic and Hebrew make much use of this possibility. In English there are practically no instances of infix. Historically the /n/ in the verb *stand* ~ *stood* may be an infix but this has never had a recognizable function in the development of the language. In contemporary English there is a case of infix in colloquial speech. This is where an expletive is inserted into a polysyllabic adjective in order to reinforce it as in the following examples:

Kangaroo kanga-bloody-roo

Absolutely abso-blooming-lutely

(Hicky, 1983 p.15)

### **Suffix**

Any morpheme which is placed at the end of a root is a suffix. Grammatical morphemes in English and in other languages tend to have suffixes but many latter also fulfil word formational functions are also seen as the suffixes.

Kind-ly    wait-er    book-s    walk-ed

Quick-ly    play-er    mat-s    jump-ed

(Hicky, 1983, p.14)

Furthermore, Varshney (2002, p.136) categorizes the suffix into two types; inflectional and derivation.

## **i. Inflectional Morphemes**

Inflectional morphemes are the type of bound morphemes which are used to produce new words without changing the grammatical category of the words to which they attach to form a new word. Furthermore, inflection morphemes are categorized into eight types;

Noun + – s, possessive case (e.g. Jim s brother)

Noun + –s, plural nouns (e.g. two books)

Verb+ –s, singular verb (e.g. angers)

Verb+ –ing, progressive (e.g. singing)

Verb+ –ed, past verb (e.g. helped)

Verb+ –en, past participle (e.g. taken)

Adjective+ –er, comparative degree (e.g. taller)

Adjective+ –est superlative degree (e.g. tallest)

(Aarts and Aarts, 1986)

## **ii. Derivation Morphemes**

Derivation refers to the process of word formation which changes the grammatical category of words. Crystal (2003, p.123) says, “Derivational affixes change the grammatical class of morphemes to which they attach.” He mean to say that derivation morphemes are use to make new words in a language which change the word class. For example,

### **a. Nouns from verbs word class**

Derivational suffix verb noun

‘–age’                      break              breakage

‘–al’                        revive              revival

‘–ation’                  explore              exploration

‘–ment’                  govern              government

'-ee'	pay	payee
'-ant'	inform	informant

### **b. Adjectives from nouns**

Suffix noun adjective

'-ful'	care	careful
'-less'	fruit	fruitless
'-n'	Nigeria	Nigerian
'-able'	love	lovable
'-ly'	friend	friendly
'-ous'	desire	desirous
'-n'	library	librarian

### **c. Nouns from Adjectives**

Suffix adjective noun

'-ity'	rapid	rapidity
'-ness'	kind	kindness
'-ce'	fragrant	fragrance
'-ity'	humble	humility

### **d. Verbs from Adjective**

Suffix adjective verb

'-en'	weak	weaken
'-ize'	liquid	liquidize
'-fy'	solid	solidify

### **e. Adjectives from verbs**

Suffix verb adjective

‘-able’	wash	washable
‘-ive’	digest	digestive
‘-tory’	satisfy	satisfactory

#### **f. Verbs from nouns**

Suffix nouns verbs

‘-ize’	special	specialize
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(Aarts and Aarts, 1986)

### **2.1.8 Principles for the Identification of Morphemes**

Nida (1974) has presented six principles to identify morphemes which are as follows:

**Principle 1:**Forms which have a common semantic distinctiveness and an identical phonemic form in all their occurrences constitute a single morpheme. (p. 7)

**Principle 2:**Forms which have a common semantic distinctiveness but which differ in phonemic form, i.e. the phoneme or order of phonemes may constitute a single morpheme provided the distribution of formal differences is phonologically definable. (p. 7)

**Principle 3:**Forms which have a common semantic distinctiveness but which differ in phonemic form in such a way that their distribution cannot be phonologically defined constitutes a single morpheme if the forms are in complementary distribution. (p.7)

**Principle 4:** An overt formal difference in a structural series constitutes a morpheme if in any member of such a series, the overt formal difference and a zero structural difference are the only significant features for distinguishing a minimal unit of phonetic semantic



distinctiveness. (p.54)

**Principle 5:** Homophonous forms are identifiable as the same of different morphemes on the basis of the following conditions:

- i. Homophonous forms with distinctly different meanings constitute different morphemes.
- ii. Homophonous forms with distinct meanings constitute a single morpheme if the meaning classes are paralleled by distributional differences, but they constitute multiple morphemes if the meaning classes are not paralleled by distributional differences. (pp.55-6)

**Principle6:** Morpheme is isolatable if it occurs under the following conditions:

- i. in isolation,
- ii. in multiple conditions in at least one of which the unit with which it is combined occurs in isolation or in other combinations,
- iii. in a single combination provided the element with which it is combined occurs in isolation or in other combinations with non unique constituents. (pp. 58-59)

From above points, it can be understood that,

- i. Morpheme is smallest unit of grammar e.g. book, –ing, –est.
- ii. Morpheme cannot occur in isolation but can occur with the forms that can occur alone is identified as a separate morpheme, for example, the form '-ing' in 'walking', 'going'.
- iii. Morphemes are not segmented at any further grammatical level.

### **2.1.9 Word**

Word is a key factor to convey the message in a language. It is sound or combination of sound that express meaning. Similarly, Crystal (1976) says, “A word is a grammatical unit consisting of morphemes and functioning to form phrase, clause and sentences.” He means to say that word is a minimal free form of a sentence. According to the work they do in a sentence; words are divided into two class; major word class and minor word class. In English noun, verb, adjective and adverb are considered as a major word class. This word class belongs to open class because the additions of new words are allowed. Similarly, preposition, determiner conjunction and interjection are considered as a minor word class which does not allow the addition of new word.

### **2.1.10 Verb**

A word which is used for saying something about some person or thing is term as a verb. According to Yule (1997, p.88), “Verbs are words used to refer various kind of action and states involving the things in event.” He means to say that verbs are doing word that expresses an action. Similarly, Aarts and Aarts (1986, p.20) state, “Verbs are typically associated with sentence function as predicators.” From this definition, verbs are predicator of the sentence. For example, I eat rice. She is cooking, etc. Verbs are classified variously. Mainly, they are classified as a main verbs and auxiliary verbs. The main verbs can have their own meaning but the auxiliary verbs have grammatical importance they do not come under major word class. Verbs like, go, write, play, grow. aremain verbs and will, shall, is, am, are, etc. are auxiliary verb.

### **2.1.11 Verbal Morphology**

Verb is a major part of speech among nouns, adjectives, adverbs, articles, prepositions, pronouns and conjunctions. It refers to the words which occur as a part of the predicate in a sentence and transmit marks of categories. Such as; tense, aspect, person, number and mood. With the help of verb the speaker enables to express action according to the time adding different affixations in it. If one succeeds to add appropriate affix in a verb of the sentence according

to the situation, status and event that is called verbal morphology. Similarly, Vaux and Cooper (1999, p.104) say, “A comprehensive description of verbal language is verbal morphology.” He means to say that the operational study of verb is known as a verbal morphology. Verbal morphology deals with the structural and functional aspect of the morpheme that works with formation of the verb. Verbal affixes are the main factors to express tense aspect system to give different kinds of finite and non-finite shapes and other various types of morphological process like negation and passivization. Morphologically and syntactically verbal affixes draw serious attention of the linguistic. Morphology of English verbs involve up to five different forms e.g. a negative form, present form, a past form, present participle form and past participle form.

### **2.1.12 English Morphological System of Verb**

English morphological system of verb is studied under eight different paradigms which are person marker, number marker, tense marker, progressive marker, perfect marker and negation marker.

#### **a. Person Marker**

English has only one person marker suffix ‘-s’. It is added to the verbs to mark the third person singular. For example, He writes fast.

I write fast.

#### **b. Number Marker**

English has only one number marker suffix ‘-s’ is the number marker suffix in English. It is added to the verbs to mark the third person singular number.

For example, He works hard.

They work hard.

#### **c. Gender Marker**

English language does not have gender marker verbal affixes. For example, she cooks food and he cooks food takes same verb.

#### **d. Negation Marker**

There are no negation marker suffixes and infixes in English, it has negation marker prefix which are attached to the verb of inflection but in many cases 'not' is attached after auxiliary verb.

For example, I quickly untied the package.

She disobeyed her parents.

He does not go there.

Ram will not go there.

#### **e. Tense Marker**

There are only tense marker suffixes in English which are discussed below.

##### **1. Non-past marker**

The non-past marker suffix '-s' is added to the verbs in English to mark the third person singular non-past.

For example, He talks much.

##### **2. Past Marker**

The past marker suffix '-ed' is added to the regular verb in English to mark all person and number in the past tense.

For example, He brushed the dirt off his jacket.

#### **f. Aspect Marker**

There are two aspect marker affixes in English which are discussed as follows:

##### **1. Progressive Marker**

To indicate progressive aspect suffix 'ing' is added to the verbs in English. For example, He is going to work by bus.

## 2. Perfective Marker

The perfective marker suffix 'ed' is added to the regular verb in English to mark past participial verb.

For example, He has finisheded his work.

### 2.2 Review of Empirical Literature

There are many research works in Linguistic comparative study in different languages spoken in Nepal such as; Newari, Gurung, Magar, Maithali, Limbu, Baitadeli and Tharu in the department of English Education, T.U., Kirtipur and other department as well. Similarly, few researches have been carried out in Dangaura dialect of Tharu. The available related literatures for my studies are presented as follows;

Chapagai (2007) carried out a research on "Verbal Morphology in English and Santhali Language." The main objectives of his study were to find out the verbal affixes of English and Santhali language and to show the similarities and differences between verbal morphological systems of these languages. The Population of his study were 80 native speakers of Santhali language. He selected the population through purposive non-random sampling procedure. He followed survey research design and collected the data throughout observation checklist. After analyzing the data he found that both languages lack infix in verbs but in case of prefix and suffix there are more Santhali verbal prefixes and suffixes than English verbal prefixes and suffixes.

Similarly, Chaudhary (2008) carried out a research entitled "Verbal Affixation in Tharu and English Language: A Comparative Study." The objectives of his study were to identify the verbal affixation rules in Tharu language and to examine the similarities and differences between Tharu and English verbal affixation. The population of his study were 90 native speakers of Kochila dialect of Tharu. He selected population throughout stratified nonrandom sampling procedure and collected the data by using questionnaire and interview schedules. He found that Tharu language has all person marker suffixes, i.e.

first person, second person and third person but in English language has only one person marker suffix; 's' it is added in verb to make third person singular.

Next related study was conducted by Ghising (2009) a research on "Verbal Affixation in English and Tamang: A Comparative Study." His research aims to compare and contrast English and Tamang verbal morphology. The population of his study were 80 native speakers of Tamang language who were selected through purposive non-random sampling procedure. He used survey research design for his study and collected the data by using questionnaire. The researcher found that Tamang uses the affixes such as /a/, /pa/, /ba/, /mula/, /pah/, /ban/, /gai/, etc. but not in English. He also found that verbal affixation system of English is not complicated as that of Tamang.

Another research is carried out by Rai (2010) entitled "Verbal Affixation in English and Bantawa: A Comparative Study." The objective of his research is to find out similarities and differences between English Verbal affixation and Bantawa verbal affixation. The population of his study were 80 native speakers of Bantawa language. He selected the population through purposive non-random sampling procedure. The methodology of his study was survey research design and collected the data by using questionnaire. He found that verbal prefixes /tə/, /ə/, /ni/, /m /, etc and suffixes /n/, / a/, /ni/, /ka/, /na/, /u/, /ci/, /a/ etc in both English and Bantawa languages.

In the same way, Chamraker (2010) carried out a research on "Verbal Affixation in English and Baitadeli: A Comparative Study." The objectives of his study were to identify affixation system in the Baitadeli and to find out similarities and differences between Baitadeli dialect and English language. The population of his study were 80 native speakers of Baitadeli dialect. In his study, he selected the population through judgmental purposive non random sampling procedure and collected the data by using questionnaire. Similarly, he found that Baitadeli dialect has three tense marker, i.e. present, past and future tense marker suffixes whereas English has only two tense marker suffixes, i.e. past and non past.

Similarly, Khaling (2011) has conducted a research on “Verbal Affixation in English and Khaling languages.” The main objective was to compare and contrast verbal affixation in the Khaling and English language. The population of his study were 50 native speakers of the Khaling language. The methodology of his study was based on purposive non random sampling and collected the data through questionnaire. After, analysis of the data, the researcher found that Khaling has infinitive marker but lacks in English. He also found that Khaling language is determine that inclusiveness and exclusiveness of the pronoun as a subject in a sentence but such system is not available in English.

Subedi (2013) also conducted a research on “Verbal Morphology in English and Mushar.” The main objectives of his research were to find out morphological affixes of Musahar verb and to show the similarities and differences between morphological systems in English and Musahar. The population of his study were 80 native speakers of Musahar Language. In his study, the methodology was based on survey research design and collected the by using questionnaire and interview schedule. He found that verbal morphological system in Musahar is more or less similar to that of English such as both have only one progressive marker suffix but in case of infinitive marker suffix Musahar has, i.e. /aikekhātir/ infinitive marker suffixes whereas English lacks it.

Next research is carried out by Chaudhary (2015) entitle “Pluralization of Nouns in Dangoria Tharu and English.” The objective of his research is to find out the similarities and differences between pluralization system in English and Dangaura. The population of his research were 54 Dangoria native speakers. He selected the population through stratified random sampling procedure. The methodology of this study was survey research design and collected the data by using questionnaire and interview schedule and he found that the suffixes/ n/, /o/, /en/, / n/, /in/, /on/, / hukr / are added to transform singular noun to plural in Dangoria dialect of Tharu. Sometimes the determiner /ktr dher/, /dher/, /dheura/, /dhernak/, /n dhernak/ precede the nouns to make them plural.

All of the research works, articles, journals, books, unpublished thesis and online researches have discussed different roles and responsibilities in relation to other field with different objectives, methodologies in different situation but I could not find any research on verbal morphology in English and Dangaura dialect of Tharu. So, I hope this work is a new attempt in the exploration of above mentioned untouched area. It has been a single study in the Department of English Education.

### **2.3 Implications of the Review for the Study**

In literature review our central focus is to examine and evaluate what has been studied before on topic and establish the relevance of this information to our research. This review of the study may get the benefits from the variety of the sources; books, journals, articles, reports etc. This entire source helps to bring the clarity and focus on the research problems, improve methodology and the findings. It is important to examine and evaluate what has been said and what has not been said yet for finding new area for further research. To summarize the above studies, they have their own value and important in their respective field. Here my area of research is ‘Morphological System in English and Dangaura dialect of Tharu: A comparative Study.’

There are many comparative research studies are carried out in morphological system in different languages. Among of which I have consulted Chapagai (2007), Chaudhary (2008), Ghising (2009), Rai (2010), Chamraker (2010), Khaling (2011) Subedi (2013), and Chaudhary (2015).

By reviewing Chapagai (2007), I got the knowledge about language families and sociolinguistic situation of Nepal. It also helped me to get the ideas about research as well.

Similarly, Chaudhary (2008) helped me to get more knowledge about the history of Tharu people and their language. It also provided me conceptual framework for linguistic comparative study.



In the same way, Ghising (2009) helped me to get the ideas of linguistic Scenario in Nepal which is beneficial for my study.

Another research, Rai (2010) provided me more knowledge about verbal affixation and its related areas. It also gave me the ideas about research design, methodology and procedure as my study is related to the same field.

Next research, Chamraker (2010) provided me more knowledge about contrastive analysis which is useful for my study to compare and contrast Tharu and English verbal morphology.

From Khaling (2011), I got the ideas to select the sample for survey research design which is fruitful for my study.

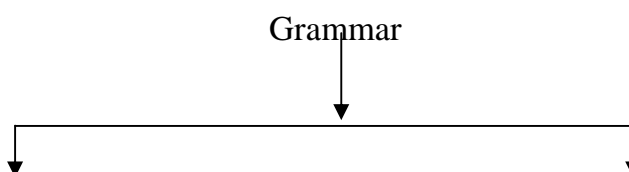
Similarly, Subedi (2013) provided me more knowledge about English morphological system and also provided the knowledge about research design, methodology and procedure as my study is related to the same field.

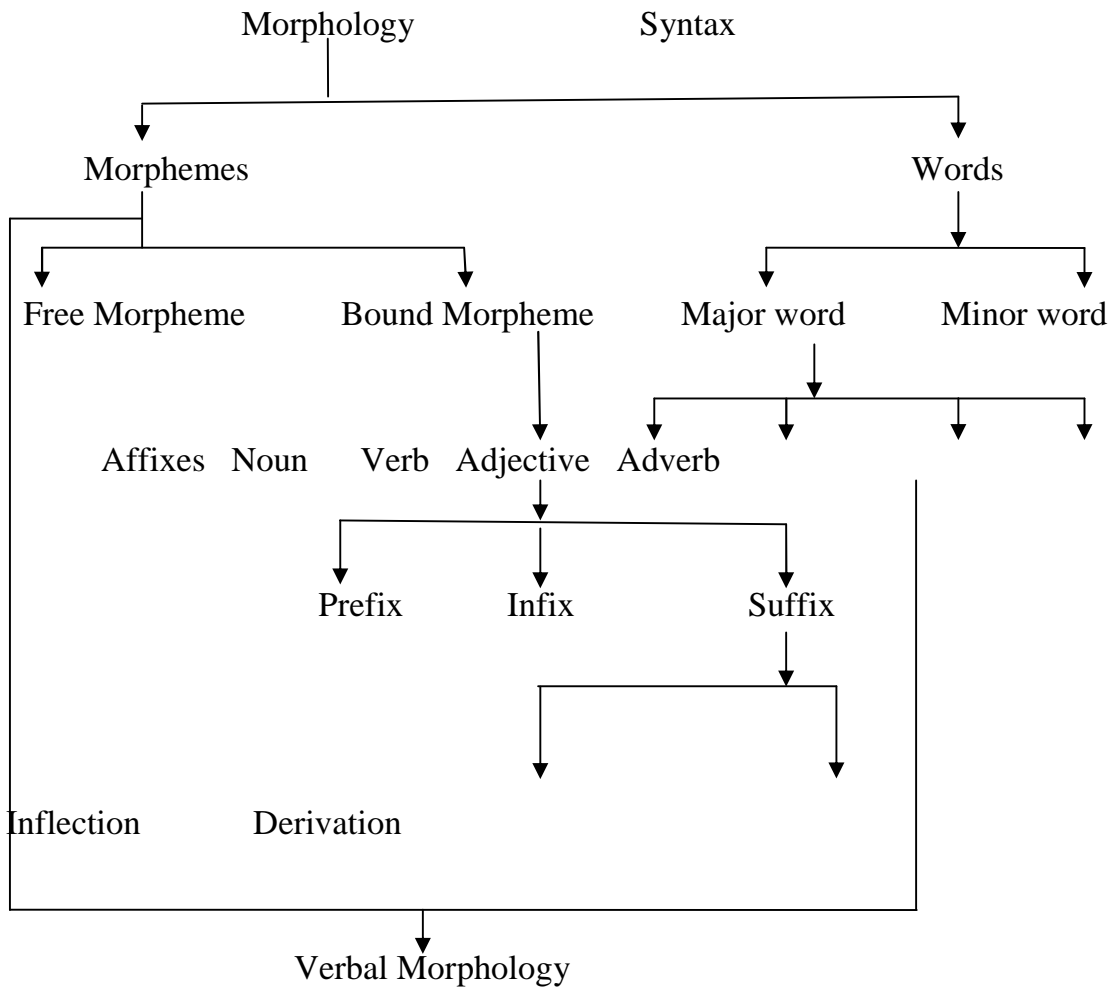
Likewise, Chaudhary (2015) helped me to get ideas about data collection tools to Dangaura native speakers.

All of these researches provided me different ideas; so, review of these researcheshelped me to make my research systematic, relevant and scientific.

## **2.1 Conceptual Framework**

A conceptual framework is an analytical tool with several variations and context. It is used to make conceptual distinctions and organize ideas, while carrying out this research, I used following conceptual framework:





(Lyons, 1987)

## **CHAPTER THREE**

### **METHODS AND PROCEDURE OF THE STUDY**

Methodology is the main organs of the research. It is the way of the study. This chapter explains the research design and method of the study, population, sample and sampling strategy, research tool, source of data, data collection procedure, method of data analysis and interpretation of this research. It also discusses ethical consideration of the research.

#### **3.1 Design of the Study**

This study is based on survey research design. While researching, I have visited the determined field to find out existing data. Specially, it was carried out in a large number of populations in order to find out the public opinion in certain event, issue or a situation. Survey research is a descriptive type of research which studies large and small population and mostly used in investigation in education research.

According to Hutson (1990):

Survey research is the method of collecting information by asking a set of pre-formulated questions in a pre determined sequence in a structured questionnaire to a sample of individual so, as to be representative of a defined population.

He means to say that survey research is the method which is used to collect the information by using pre-formulated questions.

Furthermore, Nunan (1992, p. 141) suggests the following eight step for survey research.

Step1: Define objectives

Step 2: Indentify target population

Step 3: Literature review

Step 4: Determine sample

Step 5: Identify survey instruments

Step 6: Design survey procedure

Step 7: Identify analytical procedure

Step 8: Determine reporting procedure

From the above mentioned steps of survey research design. It is one of the important research method used in educational investigations. It is mainly carried out to find people's attitudes, opinions on certain issue, events or situations so, in order to find morphological system of Tharuverbs, I choose survey research design for my study.

### **3.2 Population, Sample and Sampling Strategy**

I visited native speaker of the Tharu language in Lamahi municipality of Dang district. The sampling populations were 40 Tharu native speakers who were selected through purposive non-random sampling procedure and collect the required information.

### **3.3 Research Tools**

I used questionnaire and interview schedules as tools to collect the data for this study. These questionnaires were given to educated and literate respondents and interview schedules were used for illiterate respondents.

### **3.4 Source of Data**

Both primary and secondary source were applied to get required information. Primary data was collected from native speakers of Dangura Tharu and secondary data was collected from language and grammar related books, articles and journals.

### **3.5 Data Collection Procedures**

To collect the data, I followed the following procedure;

- i. First of all, I prepared the questionnaire and interview schedules and visited the sample population in Lamahi municipality of Dang district.

- ii. Then, I individually met the informants and established rapport with them, I also explained the purpose of research to them.
- iii. After that, I hand over the sheets of questionnaires to educated informants to translate English sentences in their own native language.
- iv. Similarly, I conducted interview with uneducated informants on the basis of prepared interview schedule and wrote their responses in the sheet of interview questionnaire.
- v. If the informants needed, I explained about the situations of English sentences.
- vi. After collecting the data, I asked some Tharu native speakers to cross check their answer.

### **3.6 Data Analysis Procedures**

This research study is qualitative in nature so I used descriptive method to analyze and interpret the collect data. These data interpreted separately under the different titles.

### **3.7 Ethical Considerations**

Ethical consideration is one of the important aspects for the research which helps the researcher to collect the data from respondents.

- a) At first, I took permission to speak with respondent.
- b) Secondly, I gave short information about my research to the respondent.
- c) Thirdly, I made clear about questionnaire and interview schedule.
- d) Fourthly, I hand over the questionnaire to respondent if the respondent is literate and to illiterate respondent, I took an interview.
- e) And finally, I respected the respondents answer and thank them for their valuable support.

## CHAPTER – FOUR

### ANALYSIS AND INTERPRETATION OF THE DATA

This chapter deals with the analysis and interpretation of the data. The data which were obtained from selected informants have been analyzed and interpreted descriptively. As this study is comparative in nature, the data have been analyzed to find out morphological differences between Dangaura dialect of Tharu and English. This chapter is divided into two parts:

- (i) Identification and analysis of verbal morphemes in Dangaura dialect of Tharu.
- (ii) Comparison of verbal morphemes between Dangaura dialect of Tharu and English

#### 4.1 Identification and Analysis of Verbal Morphemes in Dangaura Dialect of Tharu

Verbal morphemes of Dangaura dialect are identified as person marker, number marker, gender marker, tense marker, progressive marker, perfective marker, infinite marker, and negative marker which are presented as follows:

##### 4.1.1 Person Marker Verbal Morphemes

There are no inflectional prefix and infix in Dangaura dialect of Tharu so, only inflectional suffixes are discussed below:

- (i) The inflectional morpheme / / is added to the verbs as a suffix to mark first person singular in Dangaura dialect of Tharu. It occurs in present, past and future tense. For example,

a) mAI bt-kuhI      p dh- -\_

I            stories            read-PRES-1sg.

‘I read stories.’

b) mAI            lug-r            dhoi-l-\_

I            clothes            wash-PST-1sg.

‘I washed clothes.’

c) mʌɪ bal pug ɪ-kl g-b t-  

I ball pass-FUT-1sg.

‘I will pass the ball.’

- (ii) Similarly, the inflectional morpheme /ɪ/ is added to the verbs as a suffix to mark 1<sup>st</sup> person plural in Dangaura dialect. It occurs in present, past and future tense.

For example,

a) H m-reɪbt-kuɦɪ p dh- ɪ

We stories read-PRES-1pl.

‘We read stories.’

b) H m-r ɪ lug-r dɦɪ-l-ɪ

We clothes wash-PST-1pl.

‘We washed clothes.’

c) H m-reɪ bɔl pug ɪ-kl g-b t-ɪ

We ball pass-FUT-1pl.

‘We will pass the ball.’

- (iii) Likewise, the morpheme /ɔ:/ is added to the verbs as a suffix to mark second person singular and plural in Dangaura dialect. It occurs in present, past and future tense.

For example,

a) t gh s k t- ɔ:

You grass cut-PRES-2sg.

‘You cut grass.’

b) t beɪn-dɦu-w beɪ-har-l-ɔ:

You fence make-PST-2sg.

‘You made fence.’

c) t dh n chit -kl g-b t-ɔ:

You paddy sow-FUT-2sg.

‘You will sow paddy.’

d) tuh-rei gh s k t- -ɔ:

You grass cut-PRES-2pl.

‘You cut grass.’

e) tuh-rei bein-dhu-w bei-har-l-ɔ:

You fence make-PST-2pl.

‘You made fence.’

f) tuh-rei dh n chit -kl g-b t-ɔ:

You paddy sow-FUT-2pl.

‘You will sow paddy.’

- (iv) In the same way, the inflectional morpheme/ã/is added to the verbs as a suffix in Dangaura dialect. It marks third person singular masculine and plural.

For example,

a) U bɔ:l pug ɪ- -ã

He ball pass-PRES-3sg.

‘He passes the ball.’

b) U p -ni pi-l-ã

He water drink-PST-3sg.

‘He drank water’

c) U gh s k t-kl g-b t-ã

You grass cut-FUT-3sg.

‘He will cut grass.’



d) ɔɪ-n ɪ bɔ:l pug i- -ã  
They ball pass-PRES-3pl.

‘They pass the ball.’

e) ɔɪ-n ɪ p -nɪpɪ-l-ã  
They water drink-PST-3pl.

They drank water.

f) ɔɪ-n igh s k t-kl g-b t-ã  
They grass cut-FUT-3pl.

‘They will cut grass.’

- (v) Similarly, the inflectional morpheme /i/ is added to the verbs as a suffix in Dangoria dialect. It marks third person singular feminine.

For example:

a) U bt-kuhɪ p dh- -ɪ  
She stories read-PRES-3sg.FEM.

‘She reads stories.’

b) U kh ɪ-tɔ:m n z ubjai-l-ɪ  
She field corn grow-PST-3sg.FEM

‘She grew corn in the field.’

c) U k r-r k d ur -kl g-b t-ɪ  
She veryfast run-FUT-3sg.FEM

‘She will run very fast.’

#### 4.1.2 Number Marker Verbal Morphemes

There is only second person number marker verbal morpheme in Dangaura dialect of Tharu. But first person and third person have gender wise number marker inflectional verbal morphemes which are discussed in next page:

- (i) The inflectional morpheme / / is added to the verbs as a suffix in Dangaura dialect. It marks first person singular only. It occurs in present, past and future tense. For example,

a) mAI bt-kuhi p dh- -  
 I stories read-PRES-1sg.

‘I read stories.’

b) mAI lug-r dhOI-l-  
 I clothes wash-PST-1sg.

‘I washed clothes.’

c) mAI bal pug i-kl g-b t-  
 I ball pass-FUT-1sg.

‘I will pass the ball.’

- (ii) Likewise, the morpheme /I/ is added to verbs as a suffix to mark 1<sup>st</sup> person plural in Dangaura dialect. It occurs in present, past and future tense.

For example,

a) H m-reikh -n nIdh- -I  
 We food cook-PRES-1pl.

‘We cook food.’

b) H m-r I lug-r dhOI-l-I  
 We clothes wash-PST-1pl.

‘We washed clothes.’

c) H m-r I bO:l pug i-kl g-b t-I  
 We ball pass-FUT-1pl.

‘We will pass the ball.’

- (iii) Similarly, the inflectional morpheme /ɔ:/ is added to the verbs as a suffix in Dangaura dialect to mark second person singular and plural.

For example,

a) t gh s k t- ɔ:  
 You grass cut-PRES-2sg.  
 ‘You cut grass.’

b) tuh-reɪ gh s k t- ɔ:  
 You grass cut-PRES-2pl.  
 ‘You cut grass.’

- (iv) Another morpheme /ɪ/ is added to the verbs as a suffix in Dangoria dialect to mark third person singular feminine.

For example,

a) U bt-kuhɪ p dh- ɪ  
 She stories read-PRES-3sg.FEM.  
 ‘She reads stories.’

- (v) And the morpheme /ã/ is added to the verbs as a suffix in Dangaura dialect to mark third person plural and singular masculine.

For example,

a) ɔɪ-n ɪ bɔ:l pug ɪ- ã  
 They ball pass-PRES-3pl.  
 ‘They pass the ball.’

b) ɔɪ-n ɪ p -nɪ pɪ-l-ã  
 They water drink-PST-3pl.  
 They drank water.

c) ɔɪ-n igh s k t-kl g-b t-ã  
 They grass cut-FUT-3pl.

‘They will cut grass.’

- d) U      bɔ:l    pug ɪ- -ã  
He      ball    pass-PRES-3sg.

‘He passes the ball.’

- e) U      p -nɪ    pɪ-l-ã  
He      water    drink-PST-3sg.

‘He drank water’

#### 4.1.3 Gender Marker Verbal Morphemes

There are two gender marker inflectional verbal morphemes in Dangaura dialect of Tharu which are discussed as follows:

- (i) Morpheme /ã/is added to the verbs as a suffix in Dangaura dialect to mark third person singular masculine.

For example,

- a) U                    it-r                    b n ɪ- -ã  
He                    picture                    draw-PERS-1sg.MASC

‘He draws picture.’

- b) U      :p n kh itw                    jɔtrə-l-ã  
He      his      field                    plough-PST-1sg.MASC

He ploughed his field.

- c) U      fut-bɔ:l                    kh ɪl-kl g-b t-ã  
He      football                    play-FUT-1sg.MASC

‘He plays football.’

- (ii) Similarly, the morpheme /ɪ/ is added to the verbs as a suffix to mark third person singular feminine in Dangaura dialect.

For example,

- a) U                    bt-kuɪ                    p dh- -ɪ

She stories read-PRES-3sg.FEM.

‘She reads stories.’

b) U kheitom n z ubj i-l-i

She field corn grow-PST-3sg.FEM

‘She grew corn in the field.’

c) U k r-r k d ur -kl g-b t-i

She very fast run-FUT-3sg.FEM

‘She will run very fast.’

#### 4.1.4 Tense Marker Verbal Morphemes

There are three tense marker verbal morphemes in Dangaura dialect of Tharu. They are added to the verb followed by person marker verbal morphemes which are discussed as follows:

##### i) Present Tense Marker

Morpheme / / is added to the verb to mark present tense which is followed by person marker verbal morphemes. For example:

a) U p -ni pi- -ã

He water drink-PRES-3sg.MASC

‘He drinks water.’

b) U p ni pi- -i

She water drink-PRES-3sg.FEM

‘She drinks water.’

c) mɪ p nipi- -

I water drink-PRES-1sg.

‘I drink water.’

d) t gh s k t- -ɔ:

You grass cut-PRES-2sg.

‘You cut grass.’

## ii) Past Tense Markers

Likewise, morpheme /l/ is added to the verbs to mark past tense. It occurs before person marker suffixes.

For example,

- a) U p -nɪ pɪ-l-ã  
He water drink-PST-3sg.MASC

‘He drank water.’

- b) U p -nɪ pɪ-l-ɪ  
She water drink-PST-3sg.FEM

‘She drank water.’

- c) mɪ p -nɪpɪ-l-  
I water drink-PST-1sg.

‘I drank water.’

- d) t gh s k t-l-ɔ:  
You grass cut-PST-2sg.

‘You cut grass.’

## iii) Future Tense Marker

It is also observed that the morpheme /k-l g-b t/ is added to the verbs to mark future tense. It occurs before person marker suffixes.

For example,

- a) U p -nɪ pɪ -k-l g-b t-ã  
He water drink-FUT-3sg.MASC

‘He will drink water.’

- b) U p -nɪ pɪ -k-l g-b t-ɪ  
She water drink-FUT-3sg.FEM

‘She will drink water.’

- c) Mai p -nɪpɪ -k-l g-b t-

I water drink-FUT-1sg.

‘I will drink water.’

d) t gh s k t -k-l g-b t-ɔ:

You grass cut-FUT-2sg.

‘You will cut grass.’

#### 4.1.5 Progressive Marker Verbal Morphemes

Morpheme /t/ is added to the verbs to mark progressive. It is followed by person marker suffixes. For example:

a) m ɪ lug-r dhɔɪ-t-

I clothes wash-PROG-1sg.

‘I am washing clothes.’

b) mɔɪd -g r-m m ɪ g-t-

I footpath walk-PROG-1sg.

‘I am walking on the footpath.’

c) H m-r ɪ lug-r dhɔɪ-t-ɪ

We clothes wash-PROG -1pl.

‘We are washing clothes.’

d) H m-r ɪd -g r-m m ɪ g-t-ɪ

We footpath walk-PROG-1pl.

‘We are walking on the footpath.’

e) t lug-r dhɔɪ-t-ɔ:

You clothes wash-PROG-2sg.

‘You are washing clothes.’

f) tuh-reɪd -g r-m ɪ n ɪ g-t-ɔ:

You footpath walk-PROG-2pl.

‘You are walking on the footpath.’

g) U lug-r dhɔɪ-t -t- ã  
He clothes wash-PROG-3sg.

‘He is washing clothes.’

h) ɔɪ-n id -g r-m ɪ n ɪ g-t -t-ã  
They footpath walk-PROG-3pl.

‘They are walking on the footpath.’

i) U lug-r dhɔɪ-t-ɪ  
She clothes wash-PROG-3sg.FEM

‘She is washing clothes.’

j) U d -g r-m ɪ n ɪ g-t -t-ã  
He footpath walk-PROG-3sg.MASC

‘He is walking on the footpath.’

#### 4.1.5 Perfect Marker Verbal Morphemes

Perfect marker morphemes /r h l/ is added to the verbs to indicate past participial in Dangaura dialect of Tharu. It is followed by all person marker suffixes.

For example,

a) mɪ gh r b -h -r h l-  
I house sweep-PERF-1sg.

‘I have swept house.’

b) mɪ kheɪ-tw zɔt-r h l-  
I field plough-PERF-1sg.

‘I have ploughed field.’

c) h m-reigh rb h r-r h l-ɪ  
we house sweep-PERF-1pl.

‘We have swept house.’



d) h m-rei      khei-tw      zɔt-r h l-ɪ  
 we              field              plough-PERF-1pl.

‘We have ploughed field.’

e) t      gh r              b -h -r h l-ɔ:  
 You    house              sweep-PERF-2sg.

‘You have swept house.’

f) tuh-rei      khei-tw      zɔt-r h l-ɔ:  
 You              field              plough-PERF-2pl.

‘You have ploughed field.’

g) U      gh r    b -h -r h l-ã  
 He    house    sweep-PERF-3sg.

‘He has swept house.’

h) ɔɪ-n ɪ khei-tw      zɔt-r h l-ã  
 They              field    plough-PERF-3pl.

‘They have ploughed field.’

i) U      gh r              b -h -r h l-ɪ  
 She    house              sweep-PERF-3sg.FEM

‘She has swept house.’

j) U      khei-tw      zɔt-r h l-ɪ  
 She    field              plough-PERF-3sg.

‘She has ploughed field.’

#### 4.1.6 Infinitive Marker Verbal Morphemes

Morpheme /kl g/ is added to verbs as a suffix to mark infinitive in Dangoria dialect of Tharu. It occurs before person marker suffixes.

For example,

a) mɪɪ    s ndh              n :gh -kl g bem-dhu-w    ch n-k -l-

I boundary cross-INF fence jump-PST-1sg.

‘I jumped the fence to cross the boundary.’

b) h m-rei sku:l j ɪ-kl g d -g r-m ɪ n ɪ -l-ɪ  
we school go-INF footpath walk-PST-1pl.

We walked on the footpath to go for the school.

c) ɔɪ-n ɪ uhɪn pug -kl g k r-r k d ur-l-ã  
they him catch-INF very fast run-PST-3pl.

‘They run very fast to catch him.’

d) U n z ubz ɪ-kl g kheɪ-tw zɔt-ta-t-ã  
He corn grow-INF field plough-PROG-3sg.

‘He is ploughing his field to grow crop.’

#### 4.1.7 Negative Marker Verbal Morphemes

In negation, morpheme /nai/ is added to the verbs as a prefix to mark negative in Dangoria dialect of Tharu.

For example,

a) mɒɪ k r-r k nai-d ur- -  
I very fast NEG-run-PRES-1sg.

‘I am not running very fast.’

b) mɒɪ gh s nai-k t- -  
I grass NEG-cut-PRES-1sg.

‘I am not cutting grass.’

#### 4.2 Comparison of Verbal Morphemes Between Dangaura Dialect of Tharu and English

In this part of analysis and interpretation, the similarities and differences between Dangaura and English verbal morphemes have been presented on the basis of identification and analysis. To compare Dangaura and English verbal morphemes, the data of English verbal morphemes are taken from Varshney’s

work (2000, p. 132) have been included for the purpose of analysis and interpretation.

#### 4.2.1 Person Marker Verbal Morphemes

Dangaura dialect has all person marker singular and plural verbal morphemes; first person, second person and third person. They are as follows:

- i) Morpheme / / is added to the verbs as a suffix to mark first person singular in Dangaura dialect of Tharu. It occurs in present, past and future tense. For example,

mʌɪ	bt-kuhi	padh- _
I	stories	read-PRES-1sg.

‘I read stories.’

- ii) Similarly, morpheme /ɪ/ is added to the verbs as a suffix to mark 1<sup>st</sup> person plural in Dangaura dialect. It occurs in present, past and future tense.

For example,

h m-reɪ	bt-kuɦɪ	padh- -ɪ
We	stories	read-PRES-1pl.

‘We read stories.’

- iii) Likewise, morpheme /ɔ:/ is added to the verbs as a suffix to mark second person singular and plural in Dangaura dialect. It occurs in present, past and future tense.

For example,

t gh s	k t- -ɔ:	
You	grass	cut-PRES-2sg.

‘You cut grass.’

iv) In the same way, morpheme /ã/ is added to the verbs as a suffix in Dangaura dialect. It marks third person singular masculine and plural.

For example,

U bɔ:l pug ɪ- -ã

He ball pass-PRES-3sg.

‘He passes the ball.’

v) And morpheme /ɪ/ is added to the verbs as a suffix in Dangoria dialect. It marks third person singular feminine.

For example,

U bt-kuɦɪ p dh- -ɪ

She stories read-PRES-3sg.FEM.

‘She read stories.’

But English has only one person marker verbal morpheme ‘-s’. It is added to the verb to mark the third person singular. It has different allomorphs and the occurrence of one allomorph differs from the occurrence of another. They are as follows:

- (i) In English, [-s] is the allomorph of the morpheme ‘-s’. It is added to the verbs where the morphs ending in voiceless morphemes except the sibilants and affricates to form the third person singular e.g. he writess fast.
- (ii) Similarly, [-z] is the allomorph of the morpheme ‘-s’. It is added to the verbs where the morphs ending in voiced morpheme except the sibilants and affricates to form the third person singular e.g. he lovess her.
- (iii) And, [-ɪz] is the allomorph of the morpheme ‘-s’. It is added to verbs where the morphs ending in sibilant or palatal to form the third person singular e.g. she missess her.

#### 4.2.2 Number Marker Verbal Morpheme

Dangaura dialect has person and gender wise number marker verbal morphemes. They are added to the verb as inflectional suffix. However, second person takes same morpheme for singular and plural.

- i) Morpheme / / is added to the verbs as a suffix to mark first person singular in Dangaura dialect. It occurs in present, past and future tense.

For example,

mɒɪkh -n          nɪdh- -  
I          food          cook-PRES-1sg.  
'I cook food.'

- ii) Similarly, morpheme /ɪ/ is added to the verbs as a suffix in Dangaura dialect. It occurs in present, past and future tense to mark 1<sup>st</sup> person plural.

For example,

H m-reɪkh -n          nɪdh- -ɪ  
We          food          cook-PRES-1pl.  
'We cook food.'

- iii) In the same way, morpheme /ɔ:/ is added to the verbs as a suffix in Dangaura dialect to mark second person singular and plural.

For example,

ɔɪ-n ɪ          bɔ:l          pug ɪ- -ã  
They          ball          pass-PRES-3pl.  
'They pass the ball.'

- iv) Likewise, morpheme /ɪ/ is added to the verbs as a suffix in Dangoria dialect to mark third person singular feminine.

For example,

U bɔ:l pug ɪ- ɪ  
 She ball pass-PRES-3sg.  
 ‘She passes the ball.’

- v) And, the morpheme /ã/ is added to the verbs as a suffix in Dangaura dialect to mark third person plural and singular masculine.

For example,

t gh s k t- ɔ:  
 You grass cut-PRES-2sg.  
 ‘You cut grass.’

But English has only one number marker verbal morpheme ‘-s’. It is added to the verbs to mark the third person singular. It has different allomorphs and the occurrence of one allomorph differs from the occurrence of another. They are as follows:

- (i) In English [-s] is the allomorph of the morpheme ‘-s’. It is added to the verbs where the morphs ending in voiceless morphemes except the sibilants and affricates to form the third person singular e.g. he writess fast.
- (ii) Similarly, [-z] is also the allomorph of the morpheme ‘-s’. It is added to the verbs where the morphs ending in voiced morpheme except the sibilants and affricates to form the third person singular e.g. he lovess her.
- (iii) Likewise, [-iz] is the allomorph of the morpheme ‘-s’. It is added to verbs where the morphs ending in sibilant or palatal to form the third person singular e.g. she missess her.

### 4.2.3 Gender Marker Verbal Morphemes

There are two gender marker inflectional verbal morphemes in Dangaura dialect of Tharu; they are /ã/ and /ɪ/. They are added to the verb to mark third person singular gender.

For example,

- a) U                    it-r                    b n ɪ- -ã  
He                    picture                    draw-PERS-1sg.MASC  
'He draw picture.'
- b) U                    it-r                    b n ɪ- -ɪ  
He                    picture                    draw-PERS-1sg.FEM  
'She draw picture.'

But, English lacks the gender marker verbal morphemes.

### 4.2.4 Tense Marker Verbal Morphemes

Dangaura dialect has three tense marker verbal morphemes; present tense /- /, past tense /-l/ and future tense is marked by morpheme / - k-l g-b t/. They are added to the verb followed by person marker morphemes which are discussed as follows:

#### i) Present Tense Marker

Inflection morpheme / / is added to the verbs stem as a suffix to mark present tense. It is followed by person marker verbal morphemes.

For example,

- U                    p -nɪ pɪ- -ã  
He                    water                    drink-PRES-3sg.MASC  
'He drinks water.'

#### ii) Past Tense Markers

Inflection morpheme /l/ is added to the verbs stem as a suffix to mark past tense. It occurs before person marker suffixes.

For example,

- a) U p -nɪ pɪ-l-ã  
He water drink-PST-3sg.MASC  
'He drank water.'

### iii) Future Tense Marker

Inflection morpheme /k-l g-b t/ is added to the verbs as a suffix to mark future tense. It occurs before person marker suffixes.

For example,

- U p -nɪ pɪ- k-l g-b t-ã  
He water drink-FUT-3sg.MASC  
'He will drink water.'

But English has two tense marker verbal morphemes, one non-past marker and the other past tense marker. They are as follows:

### I. Non-Past Markers

In English 's' is a non-past marker verbal morpheme. It is added to the verbs as a suffix to mark the third person singular non-past. It has different allomorphs and the occurrence of one allomorph differs from the occurrence of another.

They are as follows:

- (i) In English [-s] is the allomorph of the morpheme '-s'. It is added to the verbs where the morphs ending in voiceless morphemes except the sibilants and affricates to form the third person singular e.g. he writess fast.
- (ii) Similarly, [-z] is the allomorph of the morpheme '-s'. It is added to the verbs where the morphs ending in voiced morpheme except the



sibilants and affricates to form the third person singular e.g. he loveses her.

- (iii) Likewise, [-iz] is the allomorph of the morpheme ‘-s’. It is added to verbs where the morphs ending in sibilant or palatal to form the third person singular e.g. she misses her.

## II. Past Marker

The morpheme ‘-ed’ is the past marker verbal morpheme in English. It is added to the regular verb as a suffix to mark past tense. It is also presented in three phonological conditioned. They are as follows:

- (i) The allomorph [-t] is the morpheme of ‘-ed’. It is added to the regular verbs to form past tense when the final sound of the verb is voiceless consonant, except [t] and [d] e.g. he looked ahead and stopped.
- (ii) Similarly, [-d] is also the allomorph of the morpheme ‘-ed’ in English. It is added to the regular verbs to form past tense when the final sound of the verb is voiced consonant except [t] and [d] e.g. he explained the lesson clearly.
- (iii) Another, allomorph [-id] is the morpheme of ‘-ed’ in English. It is added to the regular verbs to form the past tense when morphs ending in alveolar stops [t] and [d] e.g. he guided me for my thesis writing.

### 4.2.5 Progressive Marker Verbal Morphemes

Dangaura dialect has only one progressive marker verbal morpheme /-t/. It is added to the verb followed by person marker suffixes.

For example,

a) m I lug-r dhɔɪ-t-

I clothes wash-PROG-1sg.

‘I am washing clothes.’

Similarly, English also has one progressive marker verbal morpheme ‘-ing’. It is added to the verbs as a suffix to mark progressive.

For example,

He is making plan for winter vacation.

We are travelling now.

#### 4.2.6 Perfective Marker Verbal Morphemes

Dangaura dialect of Tharu has one perfect marker verbal morpheme /-r h l/. It is added to the verb stem followed by person marker suffix.

For example:

mɔɪ      gh r   b -h -r h l-

I          house   sweep-PERF-1sg.

‘I have swept house.’

But English has two perfective marker verbal morphemes ‘-ed’ and ‘-en’.

Suffix ‘-ed’ is added to the regular verb to mark all persons and numbers in both non-past and past tense. It has different allomorphs and the occurrence of one allomorph differs from the occurrence of another. They are as follows:

- i) The allomorph [-t] is the morpheme of ‘-ed’. It is added to the regular verbs to form perfect tense. It occurs when the final sound of the verb is voiceless consonant except [t] and [d], e.g. he has stopped crime.
- ii) Similarly, [-d] is also the allomorph of the morpheme ‘-ed’ in English. It is added to the regular verbs to form perfect tense. It occurs when the final sound of the verb is voiced consonant except [t] and [d], e.g. he has explained the lesson clearly.
- iii) Another, allomorph [-id] is the morpheme of ‘-ed’ in English. It is added to the regular verbs to form perfect tense. It occurs when morphs ending in alveolar stops [t] and [d] e.g. he has guided me for my thesis writing.

In the same way, ‘-en’ is also perfective marker verbal morpheme in English. It is added to the irregular verb as a suffix to mark all persons and numbers in both non-past and past tense e.g. he has eaten rice.

#### 4.2.7 Infinitive Marker Verbal Morphemes

Dangaura dialect has infinitive marker verbal morpheme whereas English lacks it. The morpheme /-kl g/ added to the verb as a suffix which indicates the infinitive marker

For example,

mAI s ndh n :gh - kl gbein-dhu-w ch n-k -l-  
 I boundary cross-INF fence jump-PST-1sg.

‘I jumped the fence to cross the boundary.’

#### 4.2.7 Negation Marker Verbal Morphemes

Dangoria dialect of Tharuhas only one negation marker verbal morpheme /nai/. It is added to the verb as a prefix to mark negative.

For example,

a) mAI k r-r k nai-d ur- -  
 I very fast NEG-run-PRES-1sg.

‘I am not running very fast.’

But English has negative marker verbal morphemes in greater number.

For example,

- (i) The negation marker verbal morpheme ‘dis’ is added to the verbs as a prefix in English which indicates ‘not’ e.g. she dislike her.
- (ii) Similarly, the negation marker verbal morpheme ‘un’ is also added to the verbs as a prefix in English which indicates ‘reverse’ e.g. he is unemployed laborers.

(iii) Another, the negation marker verbal morpheme 'mis' is added to the verbs as a prefix in English which indicate 'badly or wrongly' e.g. the local news paper misreported the story.

## CHAPTER: FIVE

### FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter is divided into three parts: findings, conclusion and recommendations. After analyzing and interpreting the data, major findings have been presented. On the basis of findings, some recommendations or pedagogical implications have been made.

#### 5.1 Findings

After analysis and interpretation of the data, the findings of the study can be summarized in the following points:

##### 5.1.1 Verbal Morphemes in the Dangaura Dialect of Tharu

Verbal morphologies in Dangaura dialect of Tharu are discussed as follows:

- (i) In Dangaura dialect / / is the first person singular marker suffix.
- (ii) Similarly, /ɪ/ is the inflectional suffix added to the verb to mark first person plural and third person singular feminine.
- (iii) In the same way, /ɔ:/ is the second person singular and plural marker suffix.
- (iv) Likewise, /ã/ is the third person plural and singular marker masculine suffix.
- (v) Another suffix, / / is the present tense marker suffix. It is added to the verb stem.
- (vi) The past tense marker suffix is /l/. It is added to the verb stem.
- (vii) Similarly, /k-l g-b t / is the future tense marker suffix. It is added to the verb stem.
- (viii) Likewise, /t/ is the progressive marker suffix. It is added to the verb stem which is followed by person marker suffixes.
- (ix) In the same way, /r h l/ is the perfect marker suffix. It is added to the verb stem which is followed by person marker suffixes.

- (x) Likewise, the morpheme /kl g/ is the infinitive marker suffix added to the verb stem.
- (xi) And, /n ɪ/ is the negative marker prefix in Dangaura dialect of Tharu. It is added to the verb.

### **5.1.2 Similarities and Differences Between Dangaura and English Verbal Morphology**

Similarities and differences between Dangaura and English verbal morphology are presented as follows;

- (a) Both Dangaura dialect of Tharu and English have person marker suffixes. English has only one person marker suffix and it marks the third person singular whereas Tharu has different person marker singular and plural suffixes, i.e. first person, second person and third person.
- (b) Both Dangaura dialect of Tharu and English have number marker suffixes. English has only one number marker suffix and it marks the third person singular whereas Tharu has five number marker suffixes. In which first person and third person singular and plural have different person marker suffixes but second person singular and plural has same suffix.
- (c) Dangaura dialect of Tharu has three tense marker suffixes, i.e. present, past and future tense marker whereas English has only two tense marker suffixes, one non-past marker and the other past tense marker.
- (d) Similarly, Dangaura dialect of Tharu and English have only one progressive marker suffix.
- (e) Dangaura dialect of Tharu has infinitive marker suffix whereas English lacks it.
- (f) Dangaura dialect of Tharu has only one negation marker prefix whereas English has greater number of negative marker prefixes.
- (g) Dangaura dialect of Tharu has different person wise gender marker suffixes whereas English lacks it.

- (h) Affixes added to the both Dangaura and English verbs are based upon number and gender of the subject of a sentence.

## **5.2 Conclusion**

In this study, I looked verbal morphology of Dangaura dialect and similarities and differences between Dangaura and English morphological system of verbs which showed that Dangaura dialect has greater number of verbal morphemes. They are attached to the root and stem on the basis of subject of a sentence. Similarly, in terms of person, number, gender, infinitive, negative, tense and aspect Dangaura and English morphological systems are different from each other. I also found that personally Dangaura dialect and English are far different because Dangaura dialect has different person marker singular and plural verbal morphemes however second person singular and plural take same morpheme but English has only one person marker verbal morphemes, this types of same case repeated in number marker also. Similarly, in terms of gender marker Dangaura dialect has only third person singular gender marker verbal morphemes whereas English lacks it. Likewise, in case of tense there are three tense marker verbal morphemes in Dangaura dialect but English has only two tense marker verbal morphemes; past and non-past. In the same way, in progressive and perfect aspect Dangaura and English have one verbal morpheme. Moreover, in terms of infinitive marker Dangaura dialect has one infinitive marker verbal morpheme but English lacks it. Finally, in negation Dangaura dialect has one negation marker prefix but English has greater number of prefixes to mark negative sentence.

## **5.3 Recommendations**

On the basis of the findings obtained from the analysis and the interpretation of the collected data, the researcher has come to recommend the following level wise pedagogical implications:

### **5.3.1 Policy Related**

Policies are the principles and associated guidelines by which the system is guide. The main implications of this level are presented as follows:

- a) Dangaura Verbal morphological system is far different from English so, the concerned authorities need to pay attention on formulating policy regarding teaching English for Tharu learners.
- b) Course books are designed being based on the learners from urban areasso, the course book designer should pay attention to develop the course book on the basis of linguistic diversities.
- c) Education planner, syllabus designers, material developer should take care about the grammatical complexities of the EFL learners' level.
- d) Similarly, the government as well as the school administration should make new policies to increase grammatical competencies to the learner.
- e) Likewise, the concerned authorities need pay attention on teacher training for EFL teacher of different linguistic diversities.

### **5.3.2 Practice Related**

Only, better policies are not sufficient to develop good command over English for the learners so, the following practice related recommendation can be made for the teachers and students:

- a) DangauraTharu has more number of verbal morphemes in comparison to English and they are more complex than those of English. So, complexity of Tharu verbal morphology should be considered while teaching English verbal morphology to Tharu native speakers.
- b) Morphological system of English verb is not complicated as that of Tharu so, Tharu native speakers are to be made aware of this fact by making them exposed to learn English verbs to which the verbal morphemes are added.



- c) Likewise, Dangaura dialect has third person singular feminine and masculine gender marker verbal morphemes /-ɪ/ and /-ã/ respectively but English lacks it so, this fact should be reminded by the teacher while teaching English to Tharu native speaker students.
- d) Dangaura dialect and English has one progressive marker verbal morpheme /-t /and ‘-ing’ respectively so, this should be considered while teaching English.
- e) In Dangaura dialect perfect aspect is marked by morpheme /-r h l/ whereas in English marked by ‘-ed’ so, the teacher should give explicit examples to clarify perfect aspect.
- f) Verbal morpheme /-kl g/ is used marked infinitive in Dangaura dialect but English lacks it so, the teacher should more careful about it.
- g) Dangaura dialect has only one negative marker prefix /nai/ whereas English has various negative marker prefix; ‘dis’, ‘mis’ and ‘un’ so, the teacher should be aware with this fact in teaching.

### **5.3.3 Further Research Related**

Considering delimitation of this study, only Dangaura verbal morphemes are compared with English so, the following recommendations can be made for the further researchers:

- a) The findings of this research cannot be generalized to all Tharu dialects so, the other researchers can conduct the research in other dialects of Tharu.
- b) Likewise, the researchers can use other tools rather than questionnaire and interview schedules which may give different findings from the current research.
- c) Similarly, same kind of survey research can be conducted in other municipalities of Dang district.
- d) In the same way, other research method can be followed to conduct the research on verbal morphology of Dangaura dialect.

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## APPENDIX

Dear respondents,

This interview schedule has been prepared with a view to collect information for a research study entitled “Verbal Morphology in Dangaura Dialect of Tharu and in English ” for M.Ed. thesis under the guidance of **Mr. Khem Raj Joshi** teaching Assistant of English Education, Tribhuvan University, Kirtipur Kathmandu. I hope you all co-operate in making this study complete by providing necessary information to all the questions in the questionnaire and interview schedules. As the information you provide will have significant contributions not only to this research work but also to the whole program of English language teaching/learning activities. At last I assure you all that your responses/ information will not be used for other than this proposed research work.

I would like to express my gratitude to you all for your kind co-operation.

Thank you.

The Researcher

PremKumariChaudhary

Tribhuvan University,

Kirtipur, Kathmandu

## APPENDIX

Dear respondents,

This questionnaire has been prepared with a view to collect information for a research study entitled “Verbal Morphology in DangauraDialect of Tharu and in English” for M.Ed. thesis under the guidance of **Mr. Khem Raj Joshi** teaching Assistant of English Education, Tribhuvan University, Kirtipur Kathmandu. I hope you all co-operate in making this study complete by providing necessary information to all the questions in the questionnaire and interview schedules. As the information you provide will have significant contributions not only to this research work but also to the whole program of English language teaching/learning activities. At last I assure you all that your responses/ information will not be used for other than this proposed research work.

I would like to express my gratitude to you all for your kind co-operation.

Thank you.

The Researcher

PremKumariChaudhary

Tribhuvan University,

Kirtipur, Kathmandu

# Appendix I

## Questionnaire

This questionnaire has been prepared to collect the data for a research study entitled “Verbal Morphology in Dangaura dialect of Tharu and inEnglish” for an M. Ed. Thesis in English Education. The researcher hopes that you all cooperate in making this study complete. The information that you provide will have significant contribution not only to this research work but also to the whole program of the English language teaching-learning activities.

Thank You.

Please, write necessary information to all these questions which are as follow:

Name: .....Sex: Male  Female

Address: .....

District: ..... Mother tongue.....

Translate the following sentences into Tharu language.

### 1. Pass

He passes the ball. ....

They pass the ball. ....

I am not passing the ball. ....

I will pass the ball. ....

You pass the ball. ....

We pass the ball to win the game.....

We will pass the ball. ....

They pass the ball. ....

### 2. Jump

He jumps the fence. ....

She jumps the fence.....

They jump the fence. ....  
I am not jumping the fence.....  
You jump the fence. ....  
I jumped the fence to cross the boundary.....  
We are jumping the fence. ....  
They have jumped the fence. ....

### **3. Walk**

He is walking on the footpath. ....  
She walks on the footpath. ....  
They walk on the footpath. ....  
I am walking on the footpath. ....  
You are walking on the footpath. ....  
We are walking on the footpath. ....  
We walked on the footpath to go for the school. ....  
They are walking on the footpath. ....  
They have walked on the footpath. ....

### **4. Play**

He plays football ....  
She plays football. ....  
They play football. ....  
I am not playing football. ....  
You play football. ....  
We played football to win the match.....  
We are playing football. ....  
They have played football. ....

## 5. Run

He runs very fast. ....

She will run very fast. ....

I will run very fast. ....

I am not running very fast. ....

You run very fast. ....

They ran very fast to catch him. ....

We are running very fast. ....

They have run very fast. ....

## 6. Plough

He ploughs field. ....

I have ploughed field. ....

We have ploughed field. ....

She has ploughed field.....

He ploughed his field. ....

He is ploughing his fields to grow crop.....

You have ploughed field. ....

They have ploughed field.....

## 7. Grow

He grows corn in the fields. ....

She grew corn in the fields. ....

They grow corn in the fields. ....

I am not growing corn in the fields. ....

We grew corn in the field. ....

She is not growing corn in the fields. ....



They have grown corn in the fields.....

They are growing corn in the fields.....

### **8. Sow**

He sows paddy. ....

She sows paddy. ....

They sow paddy. ....

I am not sowing paddy. ....

You will sow paddy. ....

We sowed paddy. ....

They have sown paddy. ....

They are sowing paddy. ....

### **9. Cut**

He will cut grass. ....

She cuts grass. ....

They cut grass. ....

I am not cutting grass. ....

You cut grass. ....

We cut grass to feed cow. ....

They will cut grass. ....

They are cutting grass. ....

### **10. Make**

He makes fence. ....

She makes fence. ....

They make fence. ....

I am not making fence. ....  
You made fence. ....  
We made fence. ....  
They have made fence. ....  
They are making fence. ....

**11. Writes**

I write letter. ....  
They write letter. ....  
She writes letter. ....  
We wrote letter. ....  
She writes letter. ....  
She is not writing letter. ....  
They have written letter. ....  
They are writing letter. ....

**12. Draw**

I draw picture. ....  
They draw picture. ....  
She draws picture. ....  
We drew picture. ....  
He draws picture. ....  
He is not drawing picture. ....  
They have drawn picture. ....  
They are drawing picture. ....

### 13. Compose

I compose poem. ....

They compose poem. ....

He composes poem. ....

We composed poem. ....

She composes poem. ....

She is not composing poem. ....

They have composed poem. ....

They are composing poem. ....

### 14. Read

I read stories. ....

They read stories. ....

She reads stories. ....

We read stories ....

He reads stories ....

He is not reading stories. ....

They have read stories. ....

They are reading stories. ....

### 15. Sing

He sings a song. ....

I am singing a song. ....

She sings a song. ....

We sang a song. ....

He is singing a song. ....

He has sung a song. ....

They sing a song. ....

They are not singing a song. ....

### **16. Eat**

I eat rice. ....

They eat rice. ....

She eats rice. ....

We ate rice. ....

He eats rice. ....

He is not eating rice. ....

They have eaten rice. ....

They are eating rice. ....

### **17. Cook**

I cook food. ....

They cook food. ....

She cooks food. ....

We cooked food. ....

He cooks food. ....

He is not cooking food. ....

They have cooked food. ....

They are cooking food. ....

### **18. Wash**

I am washing clothes. ....

I washed clothes. ....

She washes clothes. ....

We are washing clothes. ....  
We washed clothes. ....  
He is washing clothes. ....  
She is washing clothes. ....  
They have washed clothes. ....  
You are washing clothes. ....

**19. Drink**

I drink water. ....  
I drank water. ....  
I will drink water. ....  
They drink water. ....  
She drinks water. ....  
She drank water. ....  
She will drink water. ....  
He drinks water. ....  
He drank water. ....  
He will drink water. ....  
They drank water. ....  
They are drinking water. ....

**20. Sweep**

I have swept house. ....  
They sweep house. ....  
She has swept house. ....  
We have swept house. ....

He has swept house. ....

He is not sweeping house. ....

They have swept house. ....

They are sweeping house. ....

Thank you for your co-operation

## APPENDIX II

### Interview Schedule

This interview schedule has been prepared to collect the data for a research study entitled “Verbal Morphology in Dangoria dialect of Tharu and in English” for an M. Ed. Thesis in English Education. The researcher hopes that you all co-operate in making this study complete. The information that you provide will have significant contribution not only to this research work but also to the whole program of the English language teaching-learning activities.

Thank You.

Please, provide necessary information to all these questions which are as follow:

Name: ..... Sex: Male  Female

Address: .....

District:..... Mother tongue.....

How do you say the following sentences in Dangaura Dialect of Tharu?

#### 1. Pass

He passes the ball. ....

They pass the ball. ....

I am not passing the ball. ....

I will pass the ball. ....

You pass the ball. ....

We pass the ball to win the game.....

We will pass the ball. ....

They pass the ball. ....

#### 2. Jump

He jumps the fence. ....

She jumps the fence.....

They jump the fence. ....

I am not jumping the fence.....

You jump the fence. ....

I jumped the fence to cross the boundary.....

We are jumping the fence. ....

They have jumped the fence. ....

### **3. Walk**

He is walking on the footpath. ....

She walks on the footpath. ....

They walk on the footpath. ....

I am walking on the footpath. ....

You are walking on the footpath. ....

We are walking on the footpath. ....

We walked on the footpath to go for the school. ....

They are walking on the footpath. ....

They have walked on the footpath. ....

### **4. Play**

He plays football ....

She plays football. ....

They play football. ....

I am not playing football. ....

You play football. ....

We played football to win the match.....

We are playing football. ....

They have played football. ....

### **5. Run**



He runs very fast. ....  
She will run very fast. ....  
I will run very fast. ....  
I am not running very fast. ....  
You run very fast. ....  
They ran very fast to catch him. ....  
We are running very fast. ....  
They have run very fast. ....

## **6. Plough**

He ploughs field. ....  
I have ploughed field. ....  
We have ploughed field. ....  
She has ploughed field.....  
He ploughed his field. ....  
He is ploughing his fields to grow crop.....  
You have ploughed field. ....  
They have ploughed field.....

## **7. Grow**

He grows corn in the fields. ....  
She grew corn in the fields. ....  
They grow corn in the fields. ....  
I am not growing corn in the fields. ....  
We grew corn in the field. ....  
She is not growing corn in the fields. ....  
They have grown corn in the fields. ....

They are growing corn in the fields.....

### **8. Sow**

He sows paddy. ....

She sows paddy. ....

They sow paddy. ....

I am not sowing paddy. ....

You will sow paddy. ....

We sowed paddy. ....

They have sown paddy. ....

They are sowing paddy. ....

### **9. Cut**

He will cut grass. ....

She cuts grass. ....

They cut grass. ....

I am not cutting grass. ....

You cut grass. ....

We cut grass to feed cow. ....

They will cut grass. ....

They are cutting grass. ....

### **10. Make**

He makes fence. ....

She makes fence. ....

They make fence. ....

I am not making fence. ....

You made fence. ....

We made fence. ....

They have made fence. ....

They are making fence. ....

### **11. Writes**

I write letter. ....

They write letter. ....

She writes letter. ....

We wrote letter. ....

She writes letter. ....

She is not writing letter. ....

They have written letter. ....

They are writing letter. ....

### **12. Draw**

I draw picture. ....

They draw picture. ....

She draws picture. ....

We drew picture. ....

He draws picture. ....

He is not drawing picture. ....

They have drawn picture. ....

They are drawing picture. ....

### **13. Compose**

I compose poem. ....  
They compose poem. ....  
He composes poem. ....  
We composed poem. ....  
She composes poem. ....  
She is not composing poem. ....  
They have composed poem. ....  
They are composing poem. ....

**14. Read**

I read stories. ....  
They read stories.....  
Shereads stories. ....  
We read stories .....  
He reads stories .....  
He is not reading stories.....  
They have read stories.....  
They arereading stories.....

**15. Sing**

He sings a song. ....  
I am singing a song. ....  
She sings a song. ....  
We sang a song. ....  
He is singing a song. ....  
He has sung a song. ....  
They sing a song. ....

They are not singing a song. ....

### **16. Eat**

I eat rice. ....

They eat rice. ....

She eats rice. ....

We ate rice. ....

He eats rice. ....

He is not eating rice. ....

They have eaten rice. ....

They are eating rice. ....

### **17. Cook**

I cook food. ....

They cook food. ....

She cooks food. ....

We cooked food. ....

He cooks food. ....

He is not cooking food. ....

They have cooked food. ....

They are cooking food. ....

### **18. Wash**

I am washing clothes. ....

I washed clothes. ....

She washes clothes. ....

We are washing clothes. ....

We washed clothes. ....  
He is washing clothes. ....  
She is washing clothes. ....  
They have washed clothes. ....  
You are washing clothes. ....

**19. Drink**

I drink water. ....  
I drank water. ....  
I will drink water. ....  
They drink water. ....  
She drinks water. ....  
She drank water. ....  
She will drink water. ....  
He drinks water. ....  
He drank water. ....  
He will drink water. ....

**20. Sweep**

I have swept house. ....  
They sweep house. ....  
She has swept house. ....  
We have swept house. ....  
He has swept house. ....  
He is not sweeping house. ....  
They have swept house. ....

They are sweeping house. ....

Thank you for your co-operation