

**ANALYSIS OF VERBAL SUFFIXATION IN NEPALI AND  
ENGLISH**

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

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## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that Mr. Tank Prasad K.C. has prepared this thesis entitled "Analysis of Verbal Suffixation in Nepali and English Languages" under my guidance and supervision.

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## EVALUATION AND APPROVAL

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## **DECLARATION**

I hereby declare to the best of my knowledge that this thesis is original; no part of it was earlier submitted for the candidature of the research to any university.

Date:

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**Tank Prasad K.C.**

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## **ABSTRACT**

The present study entitled "Analysis of Verbal Suffixation in Nepali and English" aimed to identify verbal suffixation system of the Nepali and English with its contrastive and similar features. The study has been carried out to find out the verbal suffixation of Nepali and English. Questionnaire was used to collect the required data. The Nepali speakers' were the primary sources the data collection and the books, journals, articles, research reports were the secondary sources of data. On the basis of analysis and interpretations of the data, it is found that Nepali and English language have different verbal patterns. Nepali and English have same features in terms of person marker suffixes and infixes as well. Tense marker, number marker, mood marker suffixes have also same features in the two different languages of Nepali and English as well. English has two tense marker suffixes and Nepali has three tense marker suffixes.

The study consists of four chapters. Chapter first is an introductory one, which deals with the general back ground of the study, the position of English in Nepalese education, the Nepali language, morphology, affixation, subject-verb agreement of English, verbal suffixation in Nepali, review of related literature, objectives of the study and significance of the study. Likewise, the second chapter deals with the methodology applied to conduct the study, sampling procedure, research tools for data collection, process of data collection and limitations of the study. Similarly, the third chapter deals with the findings, recommendations and pedagogical implications of this study.

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## **LIST OF SYMBOLS AND ABBREVIATIONS**

<b>Art.</b>	<b>Article</b>
<b>B.S.</b>	<b>Bikram Sambat</b>
<b>e.g.</b>	<b>Exempli gratia (for example)</b>
<b>Dr.</b>	<b>Doctor</b>
<b>CA</b>	<b>Contrastive Analysis</b>
<b>etc.</b>	<b>Etcetera</b>
<b>CUP</b>	<b>Cambridge University Press</b>
<b>F</b>	<b>Female</b>
<b>M</b>	<b>Male</b>
<b>M. Ed.</b>	<b>Master of Education</b>
<b>N</b>	<b>Noun</b>
<b>No.</b>	<b>Number</b>
<b>Obj.</b>	<b>Objective</b>
<b>P.</b>	<b>Page</b>
<b>Per</b>	<b>Person</b>
<b>Pl</b>	<b>Plural</b>
<b>Prof.</b>	<b>Professor</b>
<b>ProN</b>	<b>Pronoun</b>
<b>PRS</b>	<b>Present</b>
<b>TU</b>	<b>Tribhuvan University</b>
<b>Sg</b>	<b>Singular</b>
<b>Sing. n</b>	<b>Singular noun</b>
<b>SOV</b>	<b>Subject Object Verb</b>
<b>SVO</b>	<b>Subject Verb Object</b>
<b>V</b>	<b>Verb</b>

## CHAPTER – ONE

### 1. Introduction

This research entitled "A Study on Verbal Suffixation in Nepali and English" consists of general background, the position of English in Nepalese education, the Nepali language, morphology, affixation, subject- verb of English, verbal suffixation in English, verbal suffixation in Nepali, contrastive analysis, review of the related literature, objectives of the study, significance of the study and definition of the specific terms.

#### 1.1 General Background

A language is a system of conventional signal used for communication. We express our thoughts, ideas and emotions, through language. It is a means by which we perform several things – communication, thinking, control creation and so on. It is believed that more than six thousand different languages are spoken in the present world. It is true that language is complex system of human communication. It is a language that has brought disparity between human and animal communication. It is species specific that means language is possessed by human beings only. Language makes human being superior and unique. There is no existence of human civilization without language. Most form of human activity depends on the co-operation of two or more persons that is the result of language transformation. Language has made possible for the development of advanced and technological civilization for communication. Without language there would be little or no science, religion, commerce, government, art, literature and philosophy. Human beings is unique than other because language is handed over generation to generation with its uniqueness.

Richards (1999, p. 199) defines language, “The system of human communication which consists of structured arrangement of sounds or their written representation into large unit e.g. Morpheme, words, sentences or utterances”.

The above given definition of Crystal shows the relation of word formation due to its different factors. Especially, our concern is to study about the suffixation of verbs of English and Nepali languages in this research study. The research will be tried to find out verbal suffixation to formation of new words in English and Nepali language relating to their subject-verb agreement. The attempt of the research will be to clarify the verbal differences with the agreement of subject in these languages.

### **1.1.1 The Position of English in Nepalese Education**

The influence of the English is highest one in every language in the world. Nepali language can't be exception from the expanding influence of the English as well. The imperialistic manner of English grows up day and night in the present world. Its influence came in Nepali education in 1910 B.S. while the first Prime Minister Junga Bahadur Rana visited England and found the necessity of English. He opened the Darbar school (first English medium school of Nepal) in Kathmandu. Now, expand of English is widely through the nation. English is teaching as a compulsory subject from one up to Bachelor level. At University level most of the prescribed books and reference books are available in English medium. It is used as a second /foreign language in Nepal. The importance of English is the present day world need not be over emphasized. It is principle language for international language and a gateway to the world body of knowledge. In views of these facts, the English language is given great importance in the education system of Nepal.

The English language was adopted in higher education only after the establishment of Tri-Chandra College in 1975 B.S. At that time English was the medium of instruction and English language teachers were brought from India. Course had also been designed on Indian basis S.L.C and University level study was affiliated under India n University as well. After the overthrow of Rana regime and the establishment of democracy in 2007 B.S, and drastic change occurred in the field of education, teaching of English as a compulsory

subject retained till the introduction of Nepali Educational System Planning (NESP) 2028 B.S.

After the application of NESP in 2028 B.S., school curriculum has markedly changed. English language and learning was prescribed from grade four to higher level as a core subject throughout the country. But, now, since the class one to Bachelor level English is the compulsory subject and all the materials are available in English in higher level education in Nepal. From this reason, we can evaluate the position of English in Nepali education. All the reason indicates that English is indispensable and most prominent language in our education system.

### **1.1.2 The Nepali Language**

There are four major language families in Nepal. Nepali belongs to Indo-Aryan family of languages. The Nepali language is written in the Devnagari script. It is believed that the origin of Nepali language was in Sinja valley of Jumla district. After time and expand of the transformation came in practice all over the nation. Its spread and dynamic progress compel to the people use across the country while the government of Nepal make it compulsory and national language for communication. It means it became a lingua franca in Nepal. According to CBS, 2001, Nepali is used by 48.61 percent speakers of the total population of Nepal as their mother tongue. The history of the Nepali language denotes that its ancient name is Khaskura or Khas Bhasa. The constitution of Nepal 1990 preserves its autonomous rights stating:

- The Nepali Language shall be the official language.
- All the languages spoken as the mother tongue in the various parts of Nepal are the national language of Nepali. So, it bounded the people to use the Nepali language were more (about 80%) all over the nation, possibly it may compel to decide for the Nepali language was practiced bringing some new words from Sanskrit language like Hindi language. Hindi language and Nepali languages were developed from the Sanskrit, It means more words were in debt from Sanskrit .So, the nature of Hindi

and Nepali seems similar either it's with (consonant or vowel) from on speaking form. Nepali is the richest language in its own grammar. Somehow it is similar with English Grammar as well.

### 1.1.3 Morphology

Etymologically, the word morpheme has derived from two Greek word 'morphē' and 'logy' to mean 'shape or form' and 'science of' respectively. Morphology is the study of the internal structure of words, and of the rules by which words are formed. The word 'morphology' studies the morphemes and their different forms (allomorphs), and the way they combine in word formation. For example, the English word unfriendly is formed from friend, the adjective forming suffix '-ly' and the negative prefix 'un-' play the vital role forming a single word. Different scholars have defined the word morphology differently. Within them Crystal (2003, p. 301) has defined it as follows;

Morphology is the branch of Grammar which studies the structures or forms of words, primarily through the use of the morpheme construct. It is traditionally distinguished from syntax, which deals with the rules governing the combination of words in sentences. It is generally divided into two fields; the study of inflections (inflectional morphology) and of word formation (lexical or derivational morphology).

Morphology is the study of word structure. The claim that words have structure might come as a surprise because normally speakers think of words as individual units of meaning. This is probably due to the fact that many words are morphologically simple. For example; 'the', 'fierce', 'desk', 'eat', 'boot', 'at', 'fee', 'mosquito', etc. Can't be segmented (i.e. divided up) into smaller units that are themselves meaningful. It is impossible to say that the -quito part of mosquito or the -erce of fierce means. But, very many English words like 'desk -s' and 'boot -s', for instance, where desk refers to one piece of furniture and boot refers to one item of footwear, while in both cases the -s serves the grammatical function of indicating plurality. In Nepali language,

Lekh + yo = lekhyo

Ja + yo = gayo

Han + yas = vayas

Ma + ro = mero

Where 'lekh'+ 'yo' refers 'to write something' and 'ja' + 'yo' refers to 'go for somewhere', while in both cases 'yo' indicates the grammatical functions of singular noun. E.g., [lekh + yo = lekhyo] and [ja+ yo = gayo].

### **1.1.3.1 Morpheme**

The morpheme is the minimal unit of grammar description which cannot be segmented any further at the grammatical level of analysis. So, it is the smallest grammatical unit. For example, 'friend', 'cat', 'eat', '-ly', '-ing', 'in-', 'dis-', etc. are morphemes. Morphemes are enclosed within curly brackets { }, e.g., {cat}, {-ly}, etc. can be found in English and in Nepali language. For example;

Padhaima tanbhandanda Hari agadi rahechha.

At a glance, there are five different words 'padhaima', 'tanbhabda', 'Hari', 'agadi', and 'rahechha'. With the pause and morpheme rules, these words can be segment in a smaller units. E.g., 'ph', 'ai', 'ma', 'tan', 'bhandanda', 'Hari', 'agadi', 'rah', 'e', 'chha' and 'a'. Every word has their own meaning. Some words can be stand themselves and some are not. So, those words which can stand lonely itself, they need support of independent words. Here, 'padh' can stand lonely but, 'ai' not. If 'ai' come with word 'padh'+ 'ai' can give the clear meaning 'padhai'.

There are two types of morphemes: free and bound. We can distinguish between these two as follows: i) free morphemes and ii) bound morphemes

### **i) Free Morphemes**

The Morpheme which have their own independent meanings or which have their content meanings are free morphemes. They are similar to words because they form words alone and they can occur in isolation. They are the roots or the stems or base forms. For example; find, man, dog, etc. other hand in Nepali language, 'ma', 'timi', 'khel', 'kha', 'hid', etc.

### **ii) Bound Morphemes**

The morphemes which have no meaning isolation are called bound morphemes. They become meaningful when they are joined with other morphemes. So, they are individually meaningful. All the affixes are bound morphemes. For example; '-ly', '-ed', 'un-', etc. In Nepali language; 'a-', 'sam-', '-yo', '-nu', etc. are bound morphemes.

#### **1.1.3.2 Morph**

A morph is a physical form representing some morpheme in a language. It is a recurrent distinctive sound (phoneme) or sequence of sounds (phonemes).

#### **For example;**

- a) I park the car.      c) She parked the car.
- b) I parked the car.    d) She parks the car.

The morphs are:

/aɪ/ 'I' [a] and [b]

/ʃi:/ 'she' [c] and [d]

/ði/ 'the' [in all the examples]

/kɑ:/ 'car' [in all the examples]

/pɑ:rk/ 'park' [park found in all the examples, sometimes with an /-ed/ suffixes, sometimes with an /-s/ suffix and sometimes on its own.

Each different morph represents a separate morpheme. But, this is not always the case. Sometimes different morphs may represent the same morpheme. For



example; the past tense of regular verb (e.g. passed) in English which is spelled ‘-ed’ realized in speech by /id/,/d/ and /t/.

In Nepali language the sentence ‘ramle lekhyo’ is segmented by different morph as follows: ‘ram’, ‘lekh-’, ‘-ya’ and ‘yo’.

### 1.1.3.3 Allomorph

Allomorphs are the phonological variants of the same morpheme depending on the environment in which it appears. For example; the plural marker morpheme {s} can be realized as /s/, /z/ and /iz/ in the words ‘cats’, ‘dogs’, and ‘buses’ respectively. So, /s/, /z/ and /iz/ are allomorph of the same morpheme {s}.

Nouns such as ‘deer’ and ‘sheep’ do not change their forms in their plural. In such cases, the plural morpheme is realized by a zero allomorphs represented as / / . Note that morphemes are enclosed within braces, allomorphs, within slant lines.

**For example,**

Morpheme	Allomorph	Examples
Plural marker {S <sub>1</sub> }	/s/	cat-/s/
	/z/	dog-/z/
	/Iz/	bus-/Iz/
	/ n/	ox- / n/

Similarly, in the Nepali language, the word ‘danta’, ‘datiun’, ‘danaso’, and ‘dataru’, are the words of ‘danta’, ‘data’, and ‘dant’ are the structures of allomorph.

### 1.1.4 Affixation

Affixation is a phonological process of word formation in which the base can be modified by addition of prefix, infix, or suffix. Complex words are typically made up of root or stem and/or one or more affixes. Thus, eat consist of just a root and no affix. Cooked consists of the root cook and affix -ed. Similarly, the word incomplete is made up of the stem complete and the affix in-. An affix is

a morpheme which only occurs when attached to some other morpheme or morphemes such as a root or stem or base. Affixes are bound morpheme. No word may contain only an affix standing on its own, like, \* -s, or \*- es, \* - ed, \* - al or even a number of affixes strung together like, \*- al- s. Similarly, in the Nepali language, there are prefixes (Purba sarga), infixes (Madhya sarga) and suffixes (Anta sarga ). The affixes may be either attached in the initial position of root verb or medial and final position. For example; ‘her+chha =herchha’, - her’, ‘khan+ chha = khanchha’, ‘-chha’ ‘hun+yo = Bhayo’, ‘-yo’, ‘be + name = benami’, ‘-be’, ‘ ugh+ a+ r = ugghar’, ‘-a-’, etc. are the examples of Nepali affixes.

(Source: Yadav & Regmi, 2058, p. 152)

According to Katamba,(1993, p. 44), “An affix is a morpheme which only occurs when attached to some other morpheme or morphemes such as root or stem or base”.

Affixes such as –ed and in-, which are used in word formation, behave differently. Taking their different behavior into consideration, they are divided into two classes. They are:

- Derivational affixes
- Inflectional affixes

#### **i) Derivational Affixes**

An affix attached to a stem and derived a new word is derivational affix. In other words, derivational affixes create new words. For example, the affix in- is attached to the stem 'complete' and create a new word 'incomplete' and its meaning also changed; so, it is derivational affix.

Other derivational affixes in English include -ly (kindly), -un (unhappy), -ness (goodness), -ship (scholarship) and -hood (manhood). English derivational affixes can be both prefixes and suffixes. Thus, un- (in unhappy) is a prefix while -ly (in kindly), -ness (in goodness), -ship (in scholarship) and -hood (in manhood) are all suffixes.

In Nepali, the derivational affixes do not change the meaning of the words. The words are known as 'byutpadan dhatu'.

**For example;**

sundar + ta = sundarta

bas + ai = basai

ghum + akkad = ghumakkad

These words do not change the absolute meaning of the root verbs. So, these words '-ta', '-ai' and '-akkad' are derivational words.

**ii) Inflectional Affixes**

The attachment of an affix to a stem just to change the form of stem but do not change the meaning. Inflectional suffixes signal grammatical relationships such as, plural, past tense and possession and do not change the grammatical class of the stem to which they are attached, that is, the words constitute a single paradigm, eg. walk, walks, walked. For example; the affix /-ed/ is attached to a stem to 'walk' to form 'walked', which is not a new word but another form of the same word 'walk'. In Nepali language, 'ket + o' creates the word 'keto', 'kha + chha + a' creates the word 'khanchha' 'khaya' etc.

According to Murcia and Freeman (1999, p.32) there are eight inflectional affixes in English:

Four of them are used with verbs:

Present Participle (watching)

( /herirahasnu/ in Nepali)

Present tense- third person singular (walks)

(/herchha/ in Nepali)

Past tense (jumped)

(/ufriyo/ in Nepali)

Past participle (eaten)

(/khaeko/ in Nepali)

Two are added to nouns:

Possessive (John's)

(/johnko/ in Nepali)

Plural (books)

(/kitabharu/ in Nepali)

And two of them come at the end of adjectives and adverbs:

Comparative (clearer, faster)

Superlative (clearest, fastest)

Katamba (1993, p.44) classifies affixes in three categories as prefix, infix, and suffix (which are the main concern in this research). Those affixes are as follows:

## ) **Prefixation**

When an affix is attached to the front position of a stem, it is called a prefix, i.e, dis- in dishonest is a prefix attached before the stem honest. Other examples of prefixes in are un-(unmarried), in-(inactive), re-(remake), etc. Similarly, in Nepali language, adding the prefix in the base or root form of the verb can be formed. It is a productive system of words. For example;

sam + bidhan = Sambidhan

up + sarga = Upsarga

avi + karta = Avikarta

Here, 'sam-', 'up-', and 'avi-' are the prefixes of the Nepali language.

Some scholars have defined the prefix as follows:

Katamba (1993, p.44) defines "A prefix is an affix attached before a root or stem or base like re-, uh- and in-".

Similarly, according to crystal (2003 p.367), "A term used in morphology referring to an affix which is added initially to a root or stem".

## ) **Infixation**

When an affix is inserted within a medial position of root, it is called an affix. English does not have any infix. There are infixes in Tagalog, a Philippine language.

### **For example,**

/t-un-akad/ walked, it is made up of the stem /talked /, walk and the past infix /-un-/.

According to katamba (1993, p.44), "An infix is an affix inserted into the root itself."

Similarly, crystal(2003, p.233) defined infix, "A term used in morphology to referring to an affix which is added within a root or stem."

(Regmi, 2056, p. 26 as cited in Yadav & Regmi 2058, p. 152) Infixes are rare in Nepali language. It is not a productive system of words but in the Newari language infixes are available. In Nepali language, sometimes to derive imperative verbs in the compound consonants at the final position of word infixes can be found. E.g. 'ugh-a-r' means 'ughhar' and 'ut-a-r' means 'utter' or 'answer'. In the Newari language, some words can be found as follows:

[ bāla] = good , [bāmala] = bad, [ phetu] = to sit, [phematu] = not to sit, etc.

## ) **Suffixation**

An affix attached to the final position of a stem is called a suffix. For example, /-ful/in'helpful' is a suffix attached to the end of the stem help. Some other examples of suffixes in English include –ed (played),/ -ness/ (goodness),/ -ly / (lovely), /- ing/ (going), etc.

Katamba (1993, p.44) defines, "A suffix is an affix attached after a root (or stem or base) like ,/-ly/,/ -er/ ,/-ist/, /-s/, /-ing/, and/ –ed/.



cat' is a subject and main actor (doer) and other remained part 'bit the dog' is a predicate. A noun, noun phrase or pronoun representing the person or thing that performs the action of the verb ('I' as a subject mean 'I sat down'), about which something is stated (The horse in the house is very old) or, in a passive sentence that is affected by the action of the verb.

## **Verb**

Verb is the main part of the sentence. Without verb the sentence is meaningless. Verb occurs the meaning of the sense in communication. Verb can be defined as the main action and complete meaning of communication. Verb is primary word class. It refers to word which:

- i) occurs as a part of the predicate
- ii) carries marks of categories such as tense, aspect, person, number and mood
- iii) refers to an action or state

The most difficult part of any language is usually the part that deals with the verb. Learning a language is to a very large degree learning how to operate the verbal forms of that language. English does not handle present, past and future as a trio in the category of tense; we shall not be referring to future tense at all in spite of having the past and present tenses. In English, for instance, the verb may indicate that an action took place in a period preceding, but continuing right up to the present moment, as well as simply in the past.

Murcia & Freeman (1999; p.16) defines the notional, or semantic definition of a verb is that "it is a word that denotes an action or state of being".

English verbs can be classified by in terms of auxiliaries as be, shall, can, have, etc. and full verbs as speak, walk, eat, etc. Cowan (2009, p. 21-23) mentions to the category of the verbs auxiliary verbs: transitive and intransitive verbs, ergative verbs, static vs. dynamic verbs, phrasal verbs and prepositional verbs.

According to Chalker (1984), as cited in Celce-Murcia and Laser Freeman (1999, p. 19) six types of verbs are in English: intransitive, transitive, ditransitive, and linking, complex and prepositional verbs.

The English verbs can be classified in terms of A) auxiliaries and B) full verbs. The auxiliaries are divided into primary and secondary or modal auxiliary. The full verbs may be classified in terms of the catenatives and those that are not catenatives. The catenatives are those full verbs that are followed by other verbal forms with regular rules of co-occurrence.

#### **A. Auxiliary Verbs**

The auxiliary verb is a verb which cannot stand itself at the absence of the main verb. It always come with the main verb as a helping verb. The auxiliary verbs can be categorized as follows:

- i) primary (be, have, do)
- ii) secondary or modal (will, shall, can, may, might, must, ought, dare, need and possibly used)

#### **B. Full Verbs**

Those verbs which have their own exist and can give the meaning of the words or sentence without support of another verbs. These verbs can be categorized as follows:

- i) catenatives (want, keep, and so on)
- ii) non-catenatives (all the remaining verbs of the language)

The verbs of English may be classified in terms of the verb by which they are followed. Some of them are followed by the infinitive without to, some by the infinitive and to, some of them by the -ing form and others by the past participle. The morphology of English verbs involves up to five distinct forms, e.g. a simple form, an -s form, a past form, an -ing form and a past participle.



## **1.1.6 Verbal Suffixation in English**

The suffixes that are attached with the verb at the end of the root form are called verbal suffixes. In English, verbal prefixes and infixes are not found except negation, but suffixes are found. Verbal suffixes are categorized into: person marker suffixes, number marker suffixes, tense marker suffixes, progressive marker suffixes, perfective marker suffixes and negative marker suffixes, etc.

### **1.1.6.1 Personal Marker Suffixes**

Personal marker suffixes can be found on English and Nepali as well. But prefixes and infixes in English is impossible except negation. /-s/ is the personal marker suffix in English. It is added to the verb to mark the third person singular.

**For example;**

he walks.

she sings.

I eat mango.

### **1.1.6.2 Number Marker Suffixes**

The personal marker suffixes in English is /-s/. It is added to the verb to mark the third person singular number.

**For example;**

he walks.

she sings.

I eat mango.

### **1.1.6.3 Tense Marker Suffixes**

There are two types of tense marker suffixes in English. They are past and non-past marker. /-ed/ is the past marker suffixes in English. It is added to the regular verb to mark all person and number in the past tense.

**For example;**

I walked.

she walked.

they walked.

/-s/ is the non- past marker suffixes in English, but infixes and prefixes are possible in English.

**For example;**

he walks.

#### **1.1.6.4 Progressive Marker Suffixes**

There are not progressive marker prefixes and infixes in English but suffixes are in English. /-ing/ is the progressive marker suffix in English. It is attached to the verb for progressive aspect of the tense.

**For example;**

prishton is writing.

#### **1.1.6.5 Perfective Marker Suffixes**

/-ed/ is the perfective marker suffix in English. It is added to the regular verb to mark all persons in both non- past and past tense.

**For example;**

I have /had played cricket.

hehas /had played cricket.

they have / had played cricket.

you have / had played cricket.

/-en/ is the perfective marker suffix in English. It is added to regular verbs to make all person and numbers in both non- past and past tense.

**For example;**

I have /had gone (go + en) to market.

you have/ had gone (go + en) to market.

they have/had gone (go + en) to market.

she has/ had gone (go + en) to market.

#### **1.1.6.6 Negative Marker Suffixes**

There is no negative marker suffixes in English. But infixes and prefixes is possible n English.

**For example;**

I do not go there.

hedoes not go there.

proshminwill not go there.

#### **1.1.7 Verbal Suffixation in Nepali**

The suffix which is attached with the verbs at the end of the stem or root forms is called verbal suffixes. In Nepali language, verbal prefix and infix are not found exception negation. As similar English Verbal Suffixes, Nepali verbal suffixes also can be categorized into: personal marker suffixes, gender marker suffixes, number marker suffixes, tense marker suffixes, aspect marker suffixes, mood marker suffixes, honorific marker suffixes, voice marker suffixes, and transitive and intransitive marker suffixes, etc.

##### **1.1.7.1 Personal Marker Suffixes**

Personal marker suffixes can be found in Nepali language even prefix and infix are not. But, in negation prefix can be found. First person (pratham purus), Second person (doshro purus) and third person (teshro purus) take the verb differently as their subject.

**For example;**

ma            ghara    gayan.

(1<sup>st</sup> per)    (n)        (v)

timi           ghara    janchhou.

(2<sup>nd</sup> per)    (n)        (v)

prishton ghara janchha.

(3<sup>rd</sup> Per ) (n) (v)

### 1.1.7.2 Gender Marker Suffixes

The gender marker suffixes can be found in Nepali language as English language. There are two types of gender in nepali: pulinga (masculine) and strilinga (feminine) (there is also napusak linga in nepali which is not prioritized). According to gender, the verb can be differed in its nature.

**For example;**

rakesh office janchha.

(pulinga) (n) (v)

pushpa office janchhe.

(strilinga) (n) (v)

### 1.1.7.3 Number Marker Suffixes

There are number marker suffixes in Nepali language. The two different types of numbers i) singular and, ii) plural are in Nepali language. Singular marker and plural marker suffixes can be shown as follows (in singular marker suffix of Nepali, -chha, is used in present simple and –chhau in plural marker):

proshminle lekhchha.

(Sing. N) (v)

hamiharu lekhchhau.

(Plu. N) (v)

### 1.1.7.4 Tense Marker Suffixes

In Nepali language, there are three types of Kal (tense): Brataman kal (present tense), Bhoot kal (past tense), and Bhabishyat kal (future tense). As similar way, there are three types of tense marker suffixes which are mentioned above. According to tense the subject takes the different verbs. A singular noun takes the verb –chha in present tense, -yo in past tense and –nechha in future tense.

**For example;**

anup kitab padhchha. (Brataman kal)

(sing. N) (obj. n) (v)  
anuple kitab padhyo. (Bhoot kal)

(sing. N) (obj. n) (v)  
anuple kitab padhnechha. (Bhabisyat kal)

(sing. N) (obj. n) (v)

### 1.1.7.5 Aspect Marker Suffixes

There are different aspects in Nepali language. They are simple, perfective, continuous, agyat, and avyasta. Every types are found in present, past and future aspect. Here is given simply a simple present aspect.

#### For example;

miraj ghara janchha. (Simple aspect)

(sing. N) (n) (v)

miraj ghara gayakochha. (Perfective/poorna aspect)

(sing. N) (n) (v)

miraj ghara jandaichha. (Continuous/apoorna aspect)

(sing. N) (n) (v)

miraj ghara gayachha. (Agyat aspect)

(sing. N) (n) (v)

miraj ghara janthyo. (Avyasta aspect)

(sing. N) (n) (v)

Note: In English language, there is not found Agyat and Avyast Aspect but can found in Nepali language.

### 1.1.7.6 Mood Marker Suffixes

There are different moods in Nepali suffixes. The moods are: Samanyartha, Ichhartha, Agyartha, Sambhabanartha, and Sanketartha. The following examples will make clear about the mood;

prishton lekhchha. (samanyartha)

prishtonle lekhos. (Ichhartha)

prishton lekh. (Agyartha)  
prishtonle lekhla. (Sambhabanartha)  
prishtonle lekhehunthyo. (Sankethartha)

#### **1.1.7.7 Voice Marker Suffixes**

There are three kinds of voice in Nepali language but in English there are two kinds of voice. Those three voices are: Katri vachya, Karma vachya and Bhav vachya.

**For example;**

proshmin bhat khanchha. (Katri vachya)  
proshmin dwara bhat khainchha. (Karma vachya)  
proshmin dwara bhat khaiyo. (Bhav vachya)

#### **1.1.7.8 Negative Marker Suffixes**

English verbs can be changed in negative meaning adding not before main verb or negative words, but in Nepali language, probably takes the word /na/ before the main verb. There are two types of verbal sentences in Nepali language: Karan and Akaran. Karan can be understood by positive meaning and Akaran can be understood by negative meaning. Adding the word /na/ before or after the main verb of positive or karan sentence, sentence can be changed in Akaran or negative sentence.

**For example;**

ram bhat khanchha. (Karan)  
ram bhat khadaina. (Akaran)  
timijau. (Karan) Timi najau. (Akaran)

#### **1.1.7.9 Honorific Marker Suffixes**

Nepali is the most respectful language on its varied way. According to persons' social, economic, educational and religious status, it pays the respect in Nepali language but, in English language, all people are respected by same word 'you'. In Nepali tan, timi, tapai, hajur, uhan, mausoof, etc. are used according to their status lower to higher respectively.

**For example;**

tan ghara ja. (non-respect)

timi ghara jau.(respect)

tapain ghara januhos.(high-respect)

tausoof ghara gaisyos.(higher-respect)

But in English, all the aforementioned sentences are respected by 'you go home'.

**1.1.8 Contrastive Analysis (CA)**

Contrastive Analysis is concerned with comparison usually between two languages, i.e. the foreign language and the native language. Language as stated here is never compared as whole, so there is often a comparative study of the lexical systems of languages concerned. Two different grammatical systems, sound systems and meaning systems are also compared. From such comparisons most teacher feel that learning can further be carried out most effectively.

A comparative study of any two or more languages or dialects give out similar and dissimilar aspects between them. There will be certain features of languages compared and here the duty of contrastive analyst is to find out in what ways these features are common and how to describe each of them. Since we know that the errors and difficulties that occur in the performance of a foreign language learner are mainly due to interference of our mother tongue, the greater the differences between the languages, the larger the chances of error will be. The aim of the contrastive analysis thus has been to find out such principles which can be applied to practical problem in language teaching and translation. These principles are specially based on transfer, interference and equivalent. Above all help us to convince that contrastive analysis is hence a method of linguistic analysis which by means of comparative study finds out the similarities and differences between two or more languages or dialects.

### **1.1.8.1 Contrastive Analysis Hypothesis: transfer theory**

The term transfer as it is used here refers to the state of the application of the previously acquired skills and knowledge into a new situation. Thus, psychologists agree that if the present learning is affected by past learning, there occurs the transfer of something there.

Robert Lado in his linguistics Across Culture states that individuals tend to transfer the forms and meaning and distribution of forms and meaning of their native language and culture to the foreign language and culture.

Regarding transfer, an individual attempts to transfer what he has already acquired from his mother tongue. His transfer would be justified in the learner gets that learning a foreign language is much easier. Eventually, the learner gets that learning a foreign language is much easier. In such cases, we get positive transfer or facilitation. When the structures between the two languages are dissimilar, the transfer is unlikely or it will be unjustified. This gives a negative transfer or interference. It is obvious that a learner can't use preposition from his mother tongue as a verb in the target language. They are grammatically much distinct and so no transfer is likely there. This would be a case of nil transfer.

### **1.1.8.2 Principles of Contrastive Analysis**

Comparative linguistics is more familiarly concerned with comparative historical linguistics. There is usually historical comparison of the languages there which are genetically related. And the field of linguistics is generally known as comparative philology. Basically there are two fundamental Principles of contrastive analysis: one is describe before comparing, the other is compare pattern not whole languages.

The first principle denotes that one can't compare how things work if he has not first described how each of them work. Unless he describes it, he can't compare how each of them works. By this we understand that the learner of a foreign language, who is going to compare the specific systems of his native



language with the foreign language and its systems, should know something about it.

The second principle, compare patterns, not whole languages, gives us that languages as whole can never be compared. There is no question of comparing Nepali and English languages in totally. Since each language involves complex systems with in it, one should often take some specific patterns or systems for comparative purposes in the foreign language teaching.

Therefore, one has to make detailed and useful comparisons of particular patterns in two or more languages once these have been described. Every comparative statement presupposes three steps: first, the separate description of the relevant features of each language; second, the establishment of comparability which is worth making explicit; and third, the comparison itself.

#### **1.1.8.3 Assumptions of CA**

The fundamental assumption of CA (Lado, 1957) is that individuals tend to transfer the forms and meanings, and the distribution of forms and meanings of their native language and culture to foreign language and culture both productively when attempting to speak language and to act in culture, and receptively when attempting to grasp an understand the language and the culture as practice by natives.

#### **1.1.8.4 The Uses of CA**

This is an observed fact that the learner who has come in contact with the foreign language has a feeling that some of the features of it are quite easy and others extremely difficult. The elements which are similar to his mother tongue will be simpler to him and the elements of differences are often leading him to difficulties. These difficulties felt and faced by the learner strike the language teacher and accordingly his teaching process. This information via contrastive analysis of difficulty may be useful to the information within the teacher himself or for passing on directly to his pupils, in many ways.

Wilkins in his linguistics and language teaching has mentioned that contrastive information will tell a language teacher where to expect an unusual degree of learning difficulty. It is more useful to the teacher in training. Teacher should be prepared for the situation in which they intend to teach. Provided with the difficulties if the teacher happens to be new, this information helps him to locate where the problems are and thus can better facilitate the language teaching situation, but for an experienced teacher, since he will have already learnt from experiences the locations and nature of the problems it may prove to be less useful.

Secondly, contrastive analysis may reveal effective ways of overcoming the difficulties as comparison between the two or more languages is carried out, it may suggest some of the techniques to the language teacher. In turn, these techniques could have been used while presenting an item in the actual field of teaching and learning.

The third application of contrastive information to the language teachers is that it may help in constructing appropriate materials for syllabuses, texts, researcher, etc. Besides, contrastive analysis is equally contributive in the sense that it is helpful to evaluate the language and cultural context of the text book. Many of the times, for testing the linguistic knowledge of the students too, contrastive study is carried out.

## **1.2 Review of Related Literature**

Research is an innovative process to get new thing from the related field. To gain Master's Degree we do have compel to carry out research in any interested field but, we are not free to bring hypothetical research. Most of the students of Master's Degree has carried out research as related as my research topic but nobody has still carried out any research on 'Analysis of verbal suffixation in English and Nepali'. So, the topic is significant and unique to the Nepali and English speakers to gain knowledge about the formation of words and relation of subject-verb agreement. Most of the researchers has carried out their research works in linguistic comparative study among different languages

spoken in Nepali. For example; Tharu, Limbu, Doteli, Bhojpuri, Maithili, Newari, Gurung, and English in the Department of English Education, T.U. There are some researches in the field of verbal affixation in the English and other languages but, not any research has been yet carried out on the ‘Analysis of Verbal Suffixes’. But, other affixation of different language will be helpful for this research. Some related literature to the present study is given below:

Bhandari (2002) conducted a research on “Affixation in English and Nepali”. The main objective of the study was to identify the affixes and the rules of affixation and compare and contrast affixation in English and Nepali languages. The methodology was stratified random sampling. She found that in the Nepali and English languages, affixation is the chief process of word formation and English has more affixes than the Nepali language and that the prefixes and English are more than that of Nepali. In the same way Thakur (2000) conducted a on “Verbal Affixation in Maithili and English”. The main objective of the study was to identify the verbal affixation and the rules of verbal affixation of the Maithili language. The methodology was stratified random sampling . The researcher found that both Maithili and English lack infixes system and alternative progressive marker suffixes. The Maithili language has gender marker suffixes, but in general, the same gender marker suffixes are used for both masculine and feminine. However, this is not the case is highly formal and literary contexts. English has more prefixes than that of Maithili whereas Maithili is richer than that of English in terms of number of suffixes. Likewise, Tumbapo (2005) conducted a research on “Verbal Affixation in English and Limbu”. The objective of the study was to identify the verbal affixes and the rules of verbal affixation in the Limbu language. He found that Limbu has person marker suffixes, infixes and suffixes whereas English has only one person marker suffix and prefix but, English has only suffix. In the same way, Limbu has negative marker prefixes.

Chaudhary(2008) conducted a research on “Verbal Affixation in Tharu and English: A comparative study”. The main objective of the study was to identify

the verbal affixes and the rules of verbal affixation in the ‘Tharu language’.

The methodology was judgmental non random sampling method. The researcher found that Saptari dialect of Tharu has gender marker suffix that the same gender marker suffixes are used for both masculine and feminine.

Similarly, Dhimal (2009) carried out research on “Subject-Verb Agreement in English and Dhimal” aimed that that the subject verb agreement system in Dhimal and English languages for its comparison and contrast His research methodology was based on judgmental sample procedure. The researcher found that the identical verb formation is employed for male and female in both the Dhimal and English languages. That is to say that the subject verb agreement is not determined by the gender difference in both the languages. As such a way, Glising (2009) conducted a research on “Verbal Affixation in English and Tamang “. The main objective of which was to identify the verbal affixation system on the Tamang language. The researcher found that Tamang uses the affixes such as /a-/, /-pa/, /-la/, /-mla/, /-pan/, /-ban/, /-bala/, /-ci/, /-zi/, /-cim/, /-bar/, /-u/, /-go/, /-ge/, /-gei/, etc. for the past, non-past tense and unknown past.

Charmakar (2010) conducted a research on “Verbal Affixation in English and Baitadeli” aimed to identify verbal affixation in Baitadeli dialect, to point out similarities and differences in the verbal affixation of English and Baitadeli dialect /-nu/ is the first person plural /-u/ and / -au/ are the first person singular and plural number marker suffix. His research methodology was based on judgmental /purposive non random sampling procedure. Similarly, he found number marker suffixes, tense marker suffixes, gender marker suffixes, perfective marker suffixes and Baitadelli language have person marker suffixes, they don’t have infix in both language. Similarly, Shah(2010) has carried out a research on “Verbal Affixation in English and Doteli dialect of Nepali”. It was based on stratified random sampling. The main objective of the study was to find out the Verbal Affixation in the Doteli dialect of Nepali language and to compare and contrast Doteli verbal affixation with those of English. He found that in Doteli dialect of Nepali language and English have

only person marker suffixes. English has only one person marker suffix and it marks the third person singular whereas Doteli has all person marker suffixes. Joshi (2011) conducted a research on “Verbal Affixation in Bajhangi, Nepali and English” aimed to identify verbal affixation system in Bajhangi dialect and compare and contrast the verbal affixation and the rules for verbal affixation in the Bajhangi, Nepali and English languages. The research methodology was judgmental/purposive non random procedure. He found that Bajhangi, Nepali and English have only person marker suffix. They don't have person marker prefixes and infixes. English has only person marker suffix and it marks third person singular where as Bajhangi and Nepali have number marker suffixes than that of English.

Thus, the aforementioned researches show that none of the research has been carried out under the verbal suffixation still this time in Department of English Education in T.U. even more related topics in verbal affixation. Therefore, this research entitled “Analysis of Verbal Suffixation in English and Nepali; in terms of Subject Verb Agreement” is more significant for researchers of English and Nepali grammars or book writers, teachers, learners of English and Nepali grammars, etc. I hope it will be beneficial for the researchers who want to quest new knowledge in English and Nepali suffixation in more detail in their further research. It will be outstand as a new ease way for everyone.

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

The main objectives of the study were as follows:

- i) To identify, compare and contrast verbal suffixation of Nepali and English languages.
- ii) To provide some pedagogical implications.

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

English language is the most prestigious and autonomous existential language. Most of the people throughout the world are jealous to learn and speak English language. As such way, Nepali language has its own exist in the Nepali society

(which is a link language in Nepal to the other languages in Nepal community people). We speak English and Nepali but we never tend to know how the languages exist and formed either functionally or structurally. None of the researchers has yet carried out any thesis relating to those languages as their functional or structural way. So, my attempt is that to find out the word formation through the suffixation and agreement of subject with verbs in English and Nepali languages.

Even if we speak English language, what we have unknown idea about the functional structures of the languages and relation of subject with verbs, this will make clarify to all those stake holders and who are interested in this field. Especially, the research will be significant for researchers, linguists, teachers, students, textbook writers, course designers, etc. who want know the functional systems of word formation and subjects relation in verb in Nepali and English language.

## **CHAPTER-TWO**

### **METHODOLOGY**

#### **2. Methodology**

I adopted the following methodology to conduct this study:

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

I collected the data from both primary and secondary sources.

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

The native speakers of the Nepali language and some lecturers/teachers of English language were the primary sources of data collection.

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

The secondary sources of data were mainly different books, journals, magazines, theses and internet, etc. For example; Aarts & Aarts (1982), Yule (1985), Katamba (1993), Murcia & Freeman (1999), Cowan (2009), Yadav (2058, Linguistics Nepali), Sharma et. al (2066; Nepali), etc.

#### **2.2 Population of the Study**

The total populations of the study were the native speakers of the Nepali language.

#### **2.3 Sampling Procedure**

I used the purposive non-random sampling to sampling the population. The populations of the study were selected Forty- Five respondents of Nepali native speakers for sampling. Lecturers of University level and teachers of School level were selected to collect the data for the study.

#### **2.4 Research Tools**

The research tool for this study was questionnaire.

#### **2.5 Process of Data Collection**

To collect the data the following procedure were followed:

- i. At the beginning of the data collection, I prepared the questionnaire to meet the objectives and selected the Forty-Five respondents of native speakers of Nepali language.
- ii. Then, I explained about the purpose and terms of the questionnaire while met the respondents.
- iii. After dividing the groups as Lecturers of University level and teachers of school level with 25 and 20 numbers respectively, I distributed the questionnaires.
- iv. Requested to them to give the right information as much they can and kindly thanked them after their fair contribution towards my study. As much they provided me fact information, I tried my best for the study and analyzed as in the following chapters.

## **2.6 Limitations of the Study**

The limitations of the study were as follows:

- i. The limitation of the study was to find out the subject-verb agreement of Nepali and English languages.
- ii. The limitations of the study were to compare and contrast between Nepali and English verbal suffixation.
- iii. The present study was limited only 45 respondents of native speakers of Nepali language.
- iv. The study was limited to analysis of responses obtained from the respondents and some books were selected to provide more information about the study of verbal suffixations.
- v. The study was limited only for three verbs of Nepali and English (eat, give, walk, etc.).



## CHAPTER– THREE

### ANALYSIS AND INTERPRETATION

This chapter consists of analysis and interpretation of the data. A study on analysis of verbal suffixation in English and Nepali are identified as Person Marker Suffix, Gender Marker Suffix, Number Marker Suffix, Tense Marker Suffix, Aspect Marker Suffix, Mood Marker Suffix, Voice Marker Suffix, Negative Marker Suffix and Honorific Marker Suffix. As this study comparative in nature, the verbal suffixation of Nepali and English are compared and contrasted to find out whether those two languages have equivalent verbal suffixation or not. This chapter is divided into the following sections and sub-sections.

#### 3.1 Identify of English and Nepali Verbal Suffixation

I selected three verbs of English and Nepali to observe the verbal suffixation in relation between two languages. As I selected the verbs **eat, give, laugh**, I found various differences in their features to construct the sentences and formation of words. Agreement of subject with verbs is different in one language to another in their suffixes. Some of the identification of suffixes what I found during my study is mentioned briefly below in the table:

**Table No. 1**

#### Identification of Nepali and English verbs with suffix

<b>Categorized of Verbal Suffixe</b>	<b>Nepali Language Singular</b>	<b>Nepali Language plural</b>	<b>English Language Singular</b>	<b>English Language Plural</b>
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Person marker suffix	<b>ma</b> bhat <b>khanchhu.</b>	<b>hami</b> bhat <b>khanchhau.</b>	<b>I eat</b> rice.	<b>We eat</b> rice.
	<b>Maile</b> bhat <b>khayan.</b>	<b>Timile</b> bhat <b>khayoun.</b>	<b>I ate</b> rice.	<b>We ate</b> rice.
	<b>Maile</b> bhat <b>khnechhu.</b>	<b>Hamile</b> bhat <b>khanechhau.</b>	<b>I will eat</b> rice.	<b>We will eat</b> rice.
<b>Number</b> marker suffix	<b>U</b> bhat <b>khanchha.</b>	<b>Tiniharu</b> bhat <b>khanchhan.</b>	<b>He eat+s</b> rice.	<b>They eat</b> rice.
<b>Gender</b> marker suffix	<b>U</b> bhat <b>khanchha.</b>	<b>Tiniharu</b> bhat <b>khanchhan.</b>	<b>He eat+s</b> rice.	<b>They eat</b> rice.
	<b>U</b> bhat <b>khanchhe.</b>	<b>Uniharur</b> bhat <b>khanchhan.</b>	<b>She eat+s</b> rice.	<b>They eat</b> rice.
<b>Tense</b> marker suffix	<b>U khanchha.</b>	<b>Uniharur</b> <b>khanchhan.</b>	<b>He eat+s.</b>	<b>They eat.</b>
	<b>Usale khayoy.</b>	<b>Uniharule khaya.</b>	<b>He ate.</b>	<b>They ate.</b>
	<b>Usale</b> <b>khanechha.</b>	<b>Uniharule</b> <b>khanechhan.</b>	<b>He will eat.</b>	<b>They will</b> <b>eat.</b>

<b>Mood marker suffix</b>	<b>U janchha.</b>	<b>Uniharu janchhan.</b>	<b>He goes.</b>	<b>They go.</b>
	<b>Pani parla.</b>	<b>Uniharule khalan.</b>	<b>Rain may fall.</b>	<b>They may have.</b>
<b>Voice marker suffix</b>	<b>Maile khayen.</b>	<b>Uniharule khaya.</b>	<b>I have eaten.</b>	<b>They have eaten.</b>
<b>Negative marker suffix</b>	<b>Ma khadaina.</b>	<b>Uniharu khadainan.</b>	<b>I do not eat.</b>	<b>They do not eat.</b>
<b>Honorific marker suffix</b>	<b>Tan kha.</b>	<b>Timiharu khau.</b>	<b>You eat/have.</b>	<b>You eat/have.</b>
	<b>Timi khau.</b>	<b>Tapainharu</b>		
	<b>Tapain khanuhos.</b>	<b>khanuhos.</b>		

### **3.2 Detailed Description of the verbal suffixation of Nepali and English**

To form a word or sentence for its clear meaning affix plays vital role. Suffix is the portion of affix which is a word formation process adding few words after a main verb and changes its autonomous meaning or makes the word meaningful. Here, the research is focused on verbal suffixes in Nepali and English as a comparative study. It's not easy to study between English and Nepali word structures which are totally different from one language to another. In Nepali language, sentence pattern can be studied on SOV (subject object verb) pattern and in English language sentence pattern can be studied on SVO (subject verb

object) pattern. The totally differ in word pattern is not easy job to carried out thesis comparing between two languages. But, I chose my study on its differences. The suffixes has been described under the following topics – person, number, gender, tense, aspect, mood, voice, negative and honorific marker suffixes.

### 3.2.1 Person Marker Suffixes:

There are person marker prefixes, infixes and suffixes in Nepali language. But, our concern is only to suffix of Nepali verbs. Person Marker Suffixes are described below:

#### 3.2.1.1 Person Marker Suffixes of Present Tense

**/-chhu/** is the person marker suffix in Nepali language. It is added to the verb to mark the first person singular of the present tense.

**For example;**

Ma    bhat    khanchhu.    (khanu+ chhu)  
[N    rice    eat-PRS-1Sg]  
I      rice    eat.    (SOV Pattern in Nepali language)  
I      eat     rice. (SVO Pattern in English language)

First person singular 'I' takes the suffix **/-chhu/** to form a new word in a verb.

**/-chha/** is the person marker suffix for the third person singular of the present tense.

**For example:**

u    bhat    khanchha.  
[3Sg      rice    kha:n chha]  
he   rice   eat.  
he   eats   rice.

It is only acceptable in masculine gender not in every gender. In feminine gender there are different suffixes.

**/-chhe/** or **/-chhin/** are the person marker suffixes for the third person singular in feminine gender.

**For example;**

usale	bhat	khanch <u>hhe</u> .
[ProN	rice	eat]
she `	rice	eat.
she	eats	rice.

unale	bhat	khanch <u>hin</u> .
[ProN	rice	eat]
she	rice	eat.
she	eats	rice.

here, the respective and non- respective subject takes the different suffixes in the same verb Khanu.

**/-chhan/** is the person marker suffixes for the second person plural of the present tense.

**For example;**

hami	bhat	khanch <u>hau</u> .
[2Pl	rice	eat]
we	rice	eat.
we	eat	rice.

timiharu	malai	kalam	din <u>chhau</u> .
[2Pl	me	pen	give]
You	me	pen	give.
you give	me	a	pen.

### **3.2.1.2 Person Marker Suffixes of Past Tense**

**/-yan/** is the person marker suffixes of the Nepali language. It is added to the verb to mark the first person singular and plural of the past tense.

**For example;**

maile bhat **khayan**. (khanu+ yan)

[1Sg rice eat]

I rice eat.

I eat rice.

uniharule bhat **khayan**.

[3Pl rice eat]

they rice eat.

they eat rice.

*/-yo/* is the suffix of the Nepali language. It is added to the verb to mark third person singular of the past tense.

**For example;**

usale bhat **khayo**. (khanu+yo)

[1Sg rice eat]

he rice eat.

he eats rice.

*/-i:n/* is the suffix of the Nepali. It is added to the verb to mark third person singular of the past tense in Masculine gender.

**For example;**

unale malai euta kalam **di-i:n**. (dinu+in)

[3Sg me a pen give]

she me a pen give.

she gave me a pen.

### **3.2.1.3 Person Marker Tense of Future Tense**

*/-nechha/* is the person marker suffix for the first person singular of the future tense.

**For example;**

ma bhat khanechhu. (khanu+ nechhu)

[1Sg rice shall/will eat]

I rice shall/ will eat.

I shall eat rice.

**/-nechhan/** is the person marker suffix in the future tense with Third person plural in Nepali language.

**For example;**

tiniharule bhat khanechhan.

[3Pl rice will eat]

they rice will eat.

they will eat rice.

**/-nechha/** is the person marker suffix for the third person singular in masculine gender of the future tense.

**For example;**

usale malai euta kalam dinechha. (dinu+ chha)

[3Sg me a pen will give]

he me a pen will give.

he will give me a pen. or He will give a pen to me.

**/-nechhin/** is the person marker suffix for the third person singular in masculine gender in future tense.

**For example;**

nale malai euta kalam dinchhin.

[3Sg me pen will give]

she me a pen will give.

she will give me a pen.

sometimes, the same subject and same verb takes different suffixes owing to the respective language in the sentence structure of Nepali.

**For example;**

usle malai euta kalalm dinchhe

[3Sg me a pen will give]

She me a pen will give.

she will give me a pen.

**/-la/** or **/- ula/** are the person marker suffix to express the possibility of the nearer future. It is added after the main verb while the second person plural or first person singular stands as a subject.

**For example;**

ramle bhat khala. (khanu+ la)

[ 1Sg ( N ) ( V)]

ram rice will eat.

ram will eat rice.

With the first person singular or plural suffix **/-la/** can be used and as a similar way, in the suffix **/-ula /** also be used.

hami bhat khaula. (khanu+la)

[2Pl (N) (V)]

we rice shall eat.

we shall eat rice.

In English will/ shall + v1 is used to show the future possibility, but in the Nepali language **/-la/** or **/-ula/** is used after main or root verb as a suffix.

### **3.2.2 Number Marker Suffix**



There are number marker suffixes in Nepali language. The two different types of numbers i) Ekbachan (singular) and (ii) Bahubachhan (plural) are in Nepali language, which are described below:

**/-chhe/** is used in number marker suffix of present tense with a singular number.

**For example;**

u or usale bhat khanchha.

[1Sg (N) (V)]

He rice eat + s.

He eat + s rice.

u or usale euta kalam dinchha.

[1Sg (N) (V)]

He a pen give + s.

He give+s a pen.

Here, in Nepali number marker suffixes **/-chha/** is used with singular noun but in English **/-s/** is used.

**/-chhu/** is used with first person singular 'I' in number marker suffixes and **/-chhan/** in second person plural.

**For example;**

ma bhat khanchhu. (khanu + chhu)

[1Sg (N)(V)]

I rice eat.

I eat rice.

tiniharu bhat khanchhan.

[2Pl (N) (V)]

they rice eat.

they eat rice.

**/-chhe/** is used into singular masculine gender as a non-respective language or to the junior respect in Nepali language.

**For example;**

usale malai euta kalam dinchhe.

[3Sg me a pen give + s]

she me a pen give + s.

she give + s me a pen.

But, **/-chhin/** is used as a suffix with 3rd person singular in general respectful language in Nepali to feminine gender.

**For example;**

unale bhat khanchhin.

[3Sg(N)(V)]

She rice eat + s.

She eat + s rice.

In a second person plural suffix **/-chhin/** also can be used in a masculine gender only.

**For example;**

tiniharule Bhat khanchhin.

[2Pl(N)(V)]

they(girls) rice eat.

they(girls) eat rice.

**/-yo/** is used in past tense to the number marker suffix with first person singular in Nepali language and **/-ya/** is used to third person plural.

**For example;**

usale bhat khayo.

[3Sg(N)(V)]

he rice eat + ed.

he ate rice.

uniharule euta kalam diya.

[3Pl(N)(V)]

they a pen give + ed.

they gave a pen.

Here, Plural number and singular number take same (past) verb in past structure but in Nepali /-ya/ and /-yo/ take the suffix in verb respectively to show past action.

**/-youn/** is used to the plural number in past tense and **/-yan/** is used to first person singular 'I' in Nepali language but in English the same structure (past form) is used in both plural and singular subject.

**For example;**

hamiharule/hamile bhat khayoun.

[2Pl ((N)(V)]

we rice eat.

we eat rice.

maile bhat khayoun.

[1Sg(N)(V)]

I rice eat.

I eat rice.

**/-in/** is used only to feminine gender sentence pattern.

**For example;**

unale malai euta kalam di-in.

[1SgPossessive Art. (N)(V)]

she me a pen give.

she gave me a pen.

### **3.2.3 Gender Marker Suffixes**

The gender marker suffixes can be found in Nepali language as in English language. There are three types of gender in Nepali. But 'Napunsak gender' is not prioritized. The two gender i) Pulinga and ii) Strilinga gender are focused in the study. According to gender verb can be changed.

**For example;**

rakesh office janchha.

[(Pulinga) (N) (V)]

rakesh office goes.

rakesh goes to the office.

pushpa office Janchhe.

[(Strilinga) (N) (V)]

pushpa office goes.

pushpa goes to the office.

Here, the suffix **/-chha/** or **/-chhe/** is used in the verb /Janu/ respectively in the Pulinga and Strilinga in Nepali language, but in English language suffix **/-s** or **-es/** are used after the verb /go/ either in masculine or feminine gender.

### **Masculine Gender Marker Suffixes**

**/-chhu/**, **/-chhau/** and **/-chhan/** suffixes are used in Nepali language in the present tense to the masculine gender suffix.

**/-chhu/** is used with the first person singular 'I'.

**For example;**

ma bhat khanchhu.

[ProN (1SG) (N)(V)]

I rice eat.

I eat rice.

**/-chhaun/** and **/-chhan/** suffixes are used with the 2ND person plural and 3rd person plural respectively.

**For example;**

hamiharu/ hami bhat khanchhaun.

[1Sg(N)(V)]

we rice eat.

we eat rice.

tiniharu bhat khanchhan.

[3Pl(N)(V)]

they rice eat.

they eat rice.

**/-chha/** suffix is used with the 3rd person singular noun.

**For example;**

usale bhat khanchha.

[3Sg(N)(V)]

he rice eats.

he eats rice.

**/-yo/** suffix is used in Nepali language to mark the 3rd person singular in masculine gender marker suffix.

**For example;**

prishtonle malai euta kalam diyo.

[3SgProN(me) Art. (N)(V)]

prishton me a pen gave.

prishton gave me a pen.

**/-youn/** suffix to the verb in Nepali language is used to mark the 2nd person Plural.

**For example;**

hamiharule bhat khayoun.

[2Pl(N)(V)]

we rice ate.

we ate rice.

**/-ya/** suffix is used with 3rd person plural in past tense.

**For example;**

tiniharule bhat khaya.

[3Pl(N)(V)]

they rice ate.

they ate rice.

**/-chhin/** suffix is used in feminine gender with 1st person singular in present tense and **/-chhe/** suffix in non-respective language of Nepali.

**For example;**

unale bhat khanchhin.

[1Sg(N)(V)]

she rice eats.

she eats rice.

usale uhat khanchhe.

[1Sg(N)(V)]

she rice eats.

she eats rice.

**/-yan/** suffix is used with first person singular 'I' in the past tense.

**For example;**

maile bhat khayam.

[1Sg (Pron) (N)(V)]

I rice ate.

I ate rice.

**/-nechhu/** suffix is the gender marker suffix in the Nepali language. It is added to the verb to mark the first person singular 'I' of the future tense.

**For example;**

ma/ maile bhat khanechhu.

[1Sg Future (N)(V)]

I rice shall eat.

I shall eat rice.

**/-nechhan / or /-nechhau/** suffixes are used to Third person plural or second person plural in future tense respectively.

**For example;**

tiniharule bhat khanechhan.

[3Pl(N)(V)]

they rice will eat.

they will eat rice.

hamiharule bhat khanechhau.

[2Pl(N)(V)]

we rice will eat.

we will eat rice.

**/-nechhin/** is used to third person singular (especially to feminine gender) in future tense.

**For example;**

unale bhat khanechhin.

[3Sg(N)(V)]

she rice will eat.

she will eat rice.

**/-nechha/** is used to third person singular in future tense (especially in masculine gender).

**For example;**

usale bhat khanechha.

[3Sg(N)(V)]

he rice will eat.

he will eat rice.

### 3.2.4 Tense Marker Suffixes

In the Nepali language, we can find different tense marker suffixes like English. These tense marker suffixes are described as below:



**i) Present tense marker suffixes:**

As mentioned Yadav, Y.P. (Linguistics: 2058, P. 206)-

**/-chhu/** is the present marker suffix in the Nepali. It is added to the verb to mark the first person singular 'I'.

**For example;**

ma bhat khanchhu.

[1Sg(N)(V) Present tense]

I rice eat.

I eat rice.

Similarly, **/-chhaun/** is the present tense marker suffixes of the first person plural and 2nd person singular and plural.

**For example;**

hami bhat khanchhaun.

[1Pl(N)(V) Present tense]

we rice eat.

we eat rice.

timi bhat khanchhau.

[2Sg(N)(V)]

you rice eat.

you eat rice.

timiharu bhat khanchhaun.

[2Pl(N)(V)]

you rice eat.

you eat rice.

**/-chha/** or **/-chhan/** are the suffixes of present tense marker suffixes of the Nepali, especially, in the masculine gender 1st person singular and 2nd person Plural.

**For example;**

u bhat khanchha.

[1Sg(N)(V) Present Tense]

he rice eats.

he eats rice.

tiniharule bhat khanchhan.

[3Pl(N)(V) Present Tense]

they rice eat.

they eat rice.

### **Person Marker Suffixes of the Past Tense**

**/-yan/** is the Past tense marker suffix of the Nepali language. It is added to the verb to mark the third person singular 'T' of the past tense.

**For example;**

maile bhat khayam.

[1Sg(N)(V)]

I rice eat + ed.

I ate rice.

**/- yam/** or **/-ya/** is the past tense marker suffix in Nepali. It is added to the verb to mark the first and second person singular and plural of the past tense.

**For example;**

hamile khana khayam.

[2Pl(N)(V) Past Tense]

we rice ate.

we ate rice.

timile/ timiharule malai euta kalam diyoun.

[2Pl(ProN)(Art.)(N)(V) past tense]

you me a kalam give + ed.

you gave me a pen.

tiniharule malai euta kalam diyoun.

[3Pl(ProN)(Art.)(N)(V)]

they me a pen give + ed.

they gave me a pen.

**/-yo/** or **/-i/** are the past tense marker suffixes used in the Nepali language to mark third person singular of Past tense.

**For example;**

usale bhat khayo.

[3Sg(N)(V)]

he rice eat + s.

he eats rice.

**/-Khai/** is used in past tense marker suffix in the Nepali language to mark third person singular especially in feminine gender.

**For example;**

usle harilai kalam di.

or

unale harilai kalam din.

[3Sg(N)(N)(V)]

she hari pen gave

she gave a pen to hari.

### **Future Tense Marker Suffixes**

**/-nechhu/** is the future tense marker suffix in Nepali language. It is added to the verb to mark the first person singular or pronoun 'I' of the future tense.

#### **For example;**

ma sathiharulai euta kitab dinechhu.

[1Sg(N)(Art.)(N)(V)]

I friends a book will give.

I will give a book to the friends.

Generally, the prefix **/-nechhu/** can be used with the first person pronoun I.

**/-chhaun/** is used to mark the future tense with plural noun in the Nepali language.

#### **For example;**

hamiharule euta kitab kinnechaun.

[2Pl(Art)(N)(V)]

we a book will buy.

we will buy a book.

tiniharu bhat khanechhan.

[3Pl(N)(V)]

they rice will eat.

they will eat rice.

**/-chhan/** and **-chhin/** is the person marker suffix of the future tense in Nepali. It is added to the third person plural or singular in masculine and feminine gender respectively.

#### **For example;**

unale bhat khanchhan.

[3Sg(N)(V)]

he rice will eat.

he will eat rice.

uniharule bhat khanchhan.

[3Pl(N)(V)]

they rice will eat.

they will eat rice.

unile uhat khanchhin.

[3Sg(N)(V)]

she rice will eat.

she will eat rice.

tiniharule bhat khanchhin.

[3Pl(N)(V)]

they rice will eat.

they will eat rice.

### **3.2.5 Aspect Marker Suffixes**

There are different aspects in Nepali language. According to those aspects suffixes are formed. The aspects of Nepali language are: Simple aspect, Perfect aspect or Poorna aspect, Continuous aspect or apoorna aspect, Agyat aspect and Avyasta aspect. Every aspects are found in present, past and future tense as well.

#### **Simple Aspect Marker Suffix**

Generally, what is done in simple way is simple aspect either that is present, past or future tense.

**For example;**

prishtonle bhat khanchha. (present)

[(N)(N)(V)]

prishton rice eats.

prishton eats rice.

prishtonle bhat khayo. (past)

[(N)(N)(V)]

prishton rice ate.

prishton ate rice.

prishtonle Bhat Khanechha. (future)

[(N)(N)(V)]

prishton rice will eat.

prishton will eat rice.

### **Perfective Aspect Marker Suffix**

In here, the subject or doer has been finished his/ her work but the effect is still remain. The perfective aspect is known as a 'poorna pakshya' in Nepali. In the every tense (present, past and future) 'poorna pakshya' can be found.

### **For example;**

proshminle malai euta kalam diekochha. (present)

[(N)( ProN)(Art.)(N)(V)]

proshmin me a pen has given.

proshmin has given a pen to me.

proshminle malai euta kalam disakekochha. (past)

[(N)(ProN)(Art.)(N)(V)]

proshmin me a pen had given.

proshmin had given a pen to me.

proshminle malai euta kalam diyakohunechha. (future)

[(N)(ProN)(Art.)(N)(V)]

proshmin me a pen will have given.

proshmin will have given me a pen.

### **Continuous Aspect Marker Suffix**

The work had been started before the time. The work is not finished still this time but going continuously since starting. It can be found in the three tense present, past and future of Nepali.

#### **For example;**

prizmale bhat khadaichhe.(present tense)

[1Sg(N)(V)]

prizma rice is eating.

prizma is eating rice.

prizma bhat khadaithi. (past)

[1Sg(N)(V)]

prizma rice was eating.

prizma was eating rice.

prizmale bhat khadaihunechha.(future)

[1Sg(N)(V)]

prizma rice will be eating.

prizma will be eating rice.

### **Avyasta Aspect Marker Suffix**

The process of repeating the verb as a habit or exercise is called Agyat. Null (o) suffix is used in the 'Abhoot Avyasta' and '-th' suffix is used to the 'Bhoot Avyasta'.

**For example;**

anup campus janchha. (Abhoot Avyasta)

anup goes to campus.

anup campus janthyo. (Bhoot Avyasta)

anupused to go campus.

**Agyat Aspect Marker Suffix**

Even less uses in the present era, the Agyat Aspect is found in Nepali language.

Action has already done but the result is found now is a action process of

Agyat aspect.

**For example;**

**/-echha/** suffix is found in Agyat aspect.

miraj ghara gaechha.

[(N)( N)(V)]

miraj home gone.

miraj had gone to home.

Actually, the Agyat aspect cannot be found in English language.

**3.2.6 Mood Marker Suffixes**

Mood is a kind of grammatical category which interprets the verb with its wider meaning. Mood appears to illustrate the meaning of verb in a sentence.

In Nepali language, there are different types of moods: Samanyarthak, Ichharthak, Agyarthak, Sambhabanarthak, Sanketarthak, etc. (Yadav, Y.P. 2058, P. 208).

**Samanyarthak (Indicative) Marker Suffixes**

In the indicative marker verb, the doer indicates some information declares or defines about any events. Events can be seen in a general way. **/-chha/**, **/-yo/**, **/-nechha/** suffixes can be found in indicative marker suffixes.



**For example;**

bishnu ghara janchha.

bishnu goes to house.

chhorale kitab padhekothiyo.

Son was read the book.

usale aanp khanechha.

hewill eat mango.

**Ichharthak (optative) Marker Suffixes**

It shows the desire of the speaker. In Nepali any form of tense and aspects are not used. /-u:/, /-ou/, /-yas/, /-e/, /-os/, /-un/, /-un/, /-nu/ etc, suffixes are used.

**For example;**

ma basun. (basu:)

I sit.

hami basaun.

we sit.

tan**base**s.

you sit.

Indeed, we cannot found Ichharthak marker suffix in English language.

**Agyarthak (Imperative) Marker suffixes**

It shows the person or speaker's permission or request. It is used only in 2nd person. In Nepali /-o/, /-oo/, /-o/, /-noo/, /-nu/ etc. are the examples of suffix of Agyarthak mood. There is not used any tense and aspect form of verb in the Agyartha.

**For example;**

tanja / tan janu.

you go.

timijao.

you go.

tapainjanuhos.

you go.

In English language, the word 'You go' can express the meaning of different honorific manner but in Nepali language may not. According to subject the different suffixes are chosen to indicate the honorific meaning in Nepali language.

**Sambhabanarthak (Probablity) Marker Suffixes**

Something is possible or still the thing is uncertain indicates the sambhabanarthak verb. In Nepali language, /-l/, / -la/, /lan/, /-lin/ etc. are the suffixes of probability mood.

**For example;**

pani parla.

itmay rain.

uniharu baslan.

theymay sit.

chhori pustak padhli.

daughtermay read the book.

**Sanketarthak Marker Suffix**

It chains the event one after another. It is clear that one event may be the indicator for another event. It joins the one phrase to another phrase to give

whole meaning of a sentence. /-e/ suffix is used to show the sanketarthak mood in Nepali.

**For example;**

timi aya, ma janchhu.

if you come, I will go.

pani pare bali sapranchha.

if rain fall, crops grows.

ramrari padhe pass vainchha.

If you do hard labour, you will pass in the exam.

Other mood marker suffixes are also found in Nepali, eg. Prasanarthak, Anumeyarthak, and Dayittworthak etc.

**3.2.7 Voice Marker Suffixes**

The voice is what the verb shows. Verb can be understood either as a object or as a subject in a sentence or both cannot be. In Nepali, there are three types of voice: i) Katrivachya, ii) Karmavachya and iii) Bhavavachya.

**Katrivachya Marker Suffix**

In the active voice, verb indicates to the subject directly and agrees with subject.

**For example;**

**/-en/** suffix

maile chhori kutein. (kutnu + -en)

I beat daughter.

ma laden. (ladnu + -en)

I slipped.

### **Karmavachya Marker Suffix**

Verb do the action as a object in karmavachya and agrees with object as well.

**For example;**

**/-kuti-ee/**

mabat chhori kuti-ee. (kutnu + i-ee)

daughter was beaten by me.

baghabat bakhraharu lakhetie. (lakhetnu + ie)

goats were chased by tiger.

In the passive voice of English, subject is replaced instead of object or object instead of subject and subject can be replaced in the place of object adding by before its and tense also can be changed in past participle or past. But, in Nepali language, after the subject 'dvara' or 'bat' is kept and verb cannot be changed. **/-inchha/, /-yo/, or /-ie/** etc. suffixes are used in the passive voice of Nepali language.

### **Bhavavachya Marker Suffix**

Verb doesn't show the action between subject or object both. So, verb doesn't agree between the both subject and object.

**For example;**

(afoole) chhori kutiyo.

afoo ladiyo.

In the aforementioned example, there is not any agreement of verb with subject or object. But, there is **/-i/** suffix like a Karmavachya. In English language there is not Bhavavachya except Kativachya (Active) and Karmavachya (Passive).

### **3.2.8 Negative Marker Suffixes**

To make the sentence negative adding some negative indicators like **/-na/ or /na-/**, **/-nan/** after or before the main verb, negative marker suffix regards

significant. There are two negative marker suffixes in Nepali language, (karan and akaran). Karan indicates the positive meaning of the sentences and Akaran is used to show the negative meaning of the sentence by adding /na/ before and after the main verb in the Karan word or sentences.

**For example;**

**Karan sentences**

**Akaran sentences**

anjana ramri chhe.

/chhaina/

u padhnama dhyan dinchhe.

/dinna/

u chitrakalama pani ruche rakhchhe.

/rakhdaina/

u pani khanchha.

/khanna/

bhat khau.

/nakhau/

In English language, there is a used 'not' or other negative words to show or change the negative marker suffixes. But in Nepali only the /na/ adding before and after the main verb can be used to change the word in negative.

### **3.2.9 Honorific Marker Suffixes**

Honorific word deals the meaning with respective language. In the respective language of Nepali, we should have to choose different subjects according to their respective level which totally makes difference in verbal choice. The verb can be changed with the different choice of suffixes according to subject. So, the honorific is the interferential language for suffix.

**For example;**

tan bhat khanchhas. (non-respect)

you rice eat.

you eat rice.

timi bhat khanchhau. (low-respect)

you rice eat.

you eat rice.

tapain/ hajur bhat khanuhunchha. (high-respect)

you rice eat.

you eat rice.

mausuff khana khaibaksasanchha. (highest level respect)

you rice eat.

you eat rice.

The non-respective subject **tan**' takes the verb **'khanu-**' with **'-chhas'** suffix, where as respectful subject **'timi'** follow the suffix **'-chhau'** in the verb **'khanu'**. The higher respectful subject **'tapain'** takes the suffix **'-hunchha'** in the verb **'khanu'**, where as highest respectful subject **'mausuff'** takes the suffix **'-baksanchha'** in the verb **'khanu/khai'**. So, according to respectful subject the selection of suffix is different in verbs. But in English language, only 'you' shows the all kinds of respect according to situation not like a Nepali language with different words according to subjects.

## CHAPTER- FOUR

### FINDINGS AND RECOMMENDATIONS

#### 4.1 Findings

The thesis is totally depending on the data from respondents' reports. The major findings of the study have been extracted from their reports what they have provided me as a respondents. The findings are given below and they are organized in response to the objectives and set for the study.

##### 4.1.1 Verbal Suffixation of the Nepali language

The first objective of the study was to identify the rules of verbal suffixations in Nepali language. So, on the basis of the objectives, the verbal suffixes of the Nepali language are as follows:

##### A. Person Marker Suffixes of Nepali language

- i. /-chhu/ is the first person singular marker suffix of the present tense.
- ii. /chha/ is the third person singular marker suffix of the present tense.
- iii. /-chhe/ is the third person singular marker suffix of the present tense.
- iv. /-chhin/ is the third person singular marker suffix of the present tense.
- v. /-chhan/ is the second person plural marker suffix of the present tense.
- vi. /-ya/ is the first person singular marker suffix of the past tense.
- vii. /-yo/ is the third person singular marker suffix of the past tense.
- viii. /-in/ is the third person singular marker suffix of the past tense.
- ix. /-nechha/ is the first person singular suffix of the future tense.
- x. /-nechhan/ is the second person plural suffix of the future tense.
- xi. /- nechha/ is the third person singular marker suffix of the future tense.
- xii. /-nechhin/ is the third person singular marker suffix of the future tense.
- xiii. /-la/ is the second person plural marker suffix of the future tense.
- xiv. /-ula/ is the second person plural marker suffix of the future tense.

## **B. Number Marker Suffixes of the Nepali language**

- i. /-chhe/ is the third person singular number marker suffix of the present tense.
- ii. /-chhu/ is the first person singular number marker suffix of the present tense.
- iii. /-chhan/ and /-chhau/ are the third person and second person plural number marker suffix of the present tense respectively.
- iv. /-chhe/ or /-chhin/ is the third person singular number marker suffix of the present tense.
- v. /-yo/ and /-ya/ are the third person number marker suffix of the past tense.
- vi. /-youn/ is the second person plural number marker suffix of the past tense.
- vii. /-yan/ is the first person number marker suffix of the past tense.

## **C. Gender Marker Suffixes of the Nepali language**

- i. /-chhu/ is the first person singular gender marker suffix of the present tense.
- ii. /-chhan/ is the third person plural feminine or masculine gender marker suffix of the suffix of the present tense.
- iii. /-chhe / or /-chhin/ is the third person singular feminine gender marker suffix of the present tense.
- iv. /-chha/ is the third person singular masculine gender marker suffix of the present tense.



#### **D. Tense Marker Suffixes of the Nepali language**

- i. /-chhu/ is the present tense marker suffix of the first person singular.
  - ii. /-chha/ and /-chhan/ are the present tense marker suffixes of the third person singular and plural respectively.
  - iii. /-chhe/ and /-chhin/ are the third person singular present tense marker suffixes of the Nepali.
- iv. /-yo/ is the third person singular past tense marker suffix of the Nepali language.
- iv. /-yan/ is the first person singular past tense marker suffix.
  - v. /-youn/ is the second person plural past tense marker suffix of the Nepali language.
  - vi. /-yo/ and /-i:/ are the third person singular past tense marker suffix masculine and feminine gender respectively.
  - viii. /-nechhu/ is the first person singular future tense marker suffix.
  - ix. /-nechhan/ and /-nechhin/ are the third person plural and singular future tense marker suffix respectively in Nepali language. The later one is especially used for feminine gender.

#### **E. Aspect Marker Suffixes of the Nepali language**

- i. /-chha/, /-chhin/, /-chhu/, /-chhan/ etc. suffixes are used in simple aspect of the present tense of aspect marker suffix.
  - ii. /-yakochha/, /-yakohunchha/ ect. suffixes are used in perfective aspect marker suffixes in all tense.
  - iii. /-daichha/or /-rahekochoha/, /-daichha/chhan/chin/, /-daihunchha/ etc. suffixes are used in continuous aspect marker suffix of all tense.
- iv. /-chha/ or /-nthyo/ suffixes are used in avyasta aspect marker suffix of past tense.
- v. /-yachha/ is used in agyat aspect marker suffix in any tense.

## **F. Mood Marker Suffixes of Nepali language**

i. /-u:/, /-ou/, /-yas/, /-e/, /-os/, /-nu/, etc. suffixes of Ichharthak marker suffix of Nepali language are in mood marker suffix.

ii. /-oo/, /-o/, /-noo/, /-nu/, etc. suffixes are in agyarthak marker suffix of mood marker suffix.

iv. /-l/, /-la/, /-lan/, /-lin/, etc. are the suffixes of sambhabanarthak marker suffix of mood marker suffix of Nepali language.

iv. /-e/ is the suffix of sanketharthak marker suffix of mood marker suffix.

## **G. Voice Marker Suffixes of Nepali language**

i. Simple sentences with transitive verb are used as a katribachya marker suffixes in voice marker suffix of Nepali language.

ii. /-yo/ suffix is used in katribachya with 'dwara' or 'bat' agent (or bivakti in Nepali) before the subject of the sentence in katribachya marker suffix of voice marker suffix.

iii. /-yo/ suffix in the verb is used while there is used afoole or unknown subject in bhavabachya marker suffix of mood marker suffix.

## **H. Negative Marker Suffixes of Nepali language**

i. /-na/ suffix is used after the verb of affirmative sentence in the negative marker suffix of Nepali language. Sometimes /na-/ prefix is used to make the sentence negative.

## **I. Honorific Marker Suffixes of Nepali language**

i. /tan/, /timi/, /tapain/, /hajur/, /mausuff/ are the subject of different honorific level in Nepali. According to honorific level of the subjects the suffixes can be changed in the sentence. /-chhas/, /-chhan/, /-nuhunchha/, /-baksanchha/ suffixes are used respectively according to aforementioned subjects respectively.

#### 4.1.2 Similarities and Differences of Verbal Suffixation of Nepali and English Languages

- i. Both English and Nepali languages are person marker suffixes. English has only one person marker suffix that makes third person singular whereas Nepali have all person marker suffixes, i.e., first person, second person and third person.
- ii. In the English there can be found prefix and suffix but can not found infix whereas in Nepali language prefix and suffixes are found but infixes are found rarely.
- iii. English has only one number marker suffix. /-s/ is the number marker suffix in the English language. It has different allomorphs with similar meaning /-s/, /Iz/, and /z/, but in the Nepali language there are also number suffixes where allomorphs of Nepali suffix changes the meaning of words.
- iv. English and Nepali have gender marker suffix but in Nepali language (/chha/, /chhe/, /chhe/, /chin/) third person gender distinction can be shown differently than English.
- v. There are two types of tense marker suffix of English (past and Non-past) whereas in Nepali language three types of tense marker suffix (present, past and future).
- vi. In the English language /-en/, /-ed/ are perfective marker suffixes and in Nepali language /-kekochha/, /-ekochha/ are the perfective marker suffixes.
- vii. In the English, /-ing/ is the only progressive marker suffix where as in the Nepali language, /-dai/, /-raheko/ are the progressive marker suffix.
- viii. There are no negative marker suffixes and infixes in English. So, English has negative marker prefixes. Negative marker affixes added to the verb irrespective of the inflectional suffixes attached to the verb. Negative marker verbal prefixes in English are /-dis/, /-un/, /-mis/ where as in Nepali language there is negative marker suffix with /-nan/, /-nau/, /-daina/.

## 4.2 Recommendations

The researcher recommends the following points for pedagogical implications on the basis of findings;

- I. English and Nepali languages are totally different in the functions and structural patterns. So, before language teaching of any one language should learn about the use and work of language while teaching in the classroom.
- II. Even if dissimilarities in the work and structure, one language facilitates to another in terms of grammatical features. So, we can learn more in the grammatical aspects in any language which provides instructions of grammar either it makes easiness in language teaching.
- III. English and Nepali languages are similar in terms of person marker suffixes either in language teaching, it gives more knowledge from the study of one language.
- IV. Tense can be seen similar in terms of verbal suffixation in both languages. So, in a process of second language, any language will be facilitative while teaching tense.
- V. Teachers should encourage the students to create new words using the verbal suffixes which are more productive.
- VI. In the fact of honorific, English speakers' are using 'you' to everyone while communicating each another, but, Nepali speaker should learn different words while communicating and respecting. So, teachers and learners should aware of using the honorific words.
- VII. English speakers are using 'not' or 'no' before or after a word to make the sentence negative whereas Nepali speakers are /- nan/, /- na/ to mention negative sense. So, before going to teach a second language learners should aware of in the fact of negation use of both languages.

- VIII. Due to the suffixation many more new words can be formed with its fact system and difficulty words can be known by its guessing. So, it helps the learners to form new words through suffixation.
- IX. Suffixation is the best way to produce or form new words or anybody can develop the vocabulary power through its uses. So, this study will help to Nepali and English learners to develop to their vocabulary power.

It doesn't mean that the present study covers all the verbal suffixation of Nepali and English languages because a researcher tried to find out the fact of the suffixation of both languages with its sampling verbs. There is unlimited number of verbal suffixation in the both languages. So, we need more time to study whole, but it's also impossible. Even if difficult to carry out this research, I think, it will help to the learners of suffixation of Nepali and English.

Finally, I would like to request the concerned authority to carry out other researchers on the related of this topic and other verbal suffixes of Nepali and English in other verbs as well.

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