CHAPTER -ONE

INTRODUCTION

1.1. General Background

The word "Language" was derived from the Latin word 'Lingua'. The word 'Lingua' means 'Tongue'. Thus, etymologically language is the fundamental means of human communication. We use language for communication. It is a media of connecting of people with one another. It is purely human and is common to all human beings. It is the species-specific, species-uniform, universal and unique possession of human beings. Language thus is a means of communicating ideas, thoughts, emotions, desires, behaviours and so on. In this context,O'Grady et al. (1997) says: "Language is many things-a system of communication, a medium for thought, a vehicle for literacy expression, a social institution, a matter for political controversy, a catalyst for nation building" (p.7).

Various definitions given by various linguists and scholars are found to have been printed in the newspapers, articles, journals, books, etc. Different linguists and scholars perceive language from different perspectives. Language is the medium through which the religion, history, literature, philosophy, anthropology, political, and several other subjects are created and transmitted to the upcoming generations. Language is the knowledge of rules and principles and ways of doing and saying with sounds, word, and sentences. The ways of seeing and perceiving language are different. Language has played a great role to preserve the human civilization. Language thus is complex, unique, systematic, symbolic, and creative in the nature. It is so essential form of communication among humans that it is difficult to think the existence and mobilization of society without it in the present day world.

My study concerns with the Tharu language. I am carrying this research for the identification of adjectives and intensifiers in Tharu. Therefore, I am trying to compare the Tharu adjectives and intensifiers with English adjectives and intensifiers.

1.1.1 Linguistic Scenario of Nepal

English belongs to Indo-European family of language. More than 6000 languages exist in the world. Among them English is the one which has the largest number of speakers. Over 300 million people in the world speak English as their first language (Rai, 2001 p.31).

English has become an indispensable vehicle to the transmission of modern civilization throughout the world. It is also the principal language for international communication and a gateway to the world body of knowledge. It is a passport through which one can visit the whole world. It is called the international language since it is widely spoken by most of the people all over the world than any other language. It is also known as a global language which is most widely taught as a foreign language in over 100 countries at present. It is used as lingua franca by most people as well. It is one of official languages offered by U.N. It is also considered as standard language of the world. It has been either the first or official or foreign language in every country. Thus, English is the richest, the most widely used, the most dominating and the highlighted language in the world.

English language is given importance in the field of education. It is inevitable for academic as well as communicative purposes. It helps in gaining knowledge in a particular field and keeping oneself updated from professional point of view. In Nepal, English was started to be taught as a compulsory subject from grade IV to Bachelor level with the foundation of Durbar High School in 1853 A.D.(1910 B.S). In the present curriculum, English has been

prescribed from grade one in the schools (but from nursery level in private English medium school).

1.1.2 Language and Language Families

Nepal is a very rich country in terms of linguistic diversity. Even today linguists are discovering new languages in some remote areas of the country and probably more languages are still waiting to be discovered. According to the population census 2001, more than 93 languages exist in this small country. These different languages have been categorized into 3 groups. These are as follows:

1. The group of languages which have the most developed written script. For example: Nepali, English, and moderately developed Maithili, Limbu and Newari.

2. The group of languages which are in the process of developing script. For example: Gurung, Tamang, and Rai.

3. The group of languages which has no written script. For example: Santhali, Jhangad.

All languages of Nepal are classified under the following 4 language families:

a. Indo-European

b. Tibeto-Burman

c. Austro-Asiatic

d. Dravidian

A brief description of all language families is given below.

a. Indo-European

The following languages are spoken in Nepal under this family:

Nepali	Maithili
Bhojpuri	Tharu
Awadhi	Urdu
Rajbansi	Hindi
Danuwar	Bangali
Darai	Kumal
Marwari	Majhi
Bote	Churauti
Magohi	Angika
Bajjika	

Table 1: Indo-European languages spoken in Nepal

(Adopted from CBS, 2001)

So, Tharu is included under the Indo-European language family:

b. Tibeto-Burman

Following Tibeto-Burman languages are spoken in Nepal:

Tamang	Newar
Magar	Gurung
Limbu	Chepang
Sunuwar	Thami
Thakali	Dhimal
Kaike	Chhantyal
Kham	Lepcha
Syang	Hayu
Marpha	Ghale
Manag	Raute
Baram	Toto
Nar	Raji
Pahari	Sherpa
Tibetan	Byansi
Meche	Koche
Jirel	Kkagate
Lhomi	Dura
Yhomi	Bhujel

Table 2: Tibeto-Burman languages spoken in Nepal (Adopted from CBS, 2001)

c. Dravidian

According to population census 2001 only one language, i.e. Jhangad is spoken in Nepal under this language family. The native speakers of this language are found on the Province of Koshiriver in the eastern part of Nepal.

d. Austro-Asiatic

In Nepal, only one language Satar/Santali is reported to have been spoken and grouped under this language family. The native speakers of this language family are found in Jhapa district of the eastern part of Nepal.

Regarding the 4 languages families Tibeto-Burman is the one which includes the largest number of languages. The main land of Tibeto-Burman speakers is the Tibet and Nepal. So, Nepal is said to be a playground of Tibeto-Burman languages. Nisi (1992) asserts that there are 71 Tibeto-Burman languages in Indian sub-continent, out of which 58 are spoken in Nepal (p.43).

1.1.3 Tharus and the Tharu Language

Nepal is a beautiful and small multilingual country. The Tharus are the original inhabitants of theTerai. They are the indigenous people of Nepal. They are highly populated ethnic groups found in the southern Terai of Nepal. The habital of the Tharus of the Nepal belt is known as 'Tharuwan' or 'Tharuhat'. Krouskopff and Pamela (2000) say: "The Tharus have been living in substantial number in all the southern districts bounded by Mechi in the east to Mahakali in the west, particularly in the Terai belt region of Nepal" (p.49). Tharus live in compact village and Dun valley usually in the middle of a forest clearing. They are very familiar with jungle life and also fish in the steams. They all speak their own mother tongue which is called Tharu language. In this regard, Malla (1979) puts:" The Tharus speak a hybrid language which resembles Bhojpuri, Awadhi and Magohi" (p.137).

The word 'Tharu'is derived from 'Thar' which means a man of the forest. Many people have claimed that the Tharus are descended from those that field from the Thar Desert in Rajasthan during the attack of AllouddinKhilgi in the 12th century and Emperor Akbar in the 16th century. Many Rajput soldiers were killed by Akbar's forces and that the women of those soldiers field to the jungles of Nepal with their servants. The Tharus are supported to be the progency of their servants. On this regard,Chaudhary(1995) writes: "We should not Buddha's physical structure, his birth place ,which was covered with jungle and the fact that even at present there is a majority of Tharus in Kapilvastu, their simplicity, honesty and loyalty resemble Buddha's nature"(p.11) Thus, we can say that the Tharus have their origin in Nepal.

There are about 100 languages and dialects spoken in Nepal. Demographically, Tharu according to census 2001,is the fourth most widely spoken language of Nepal.Tharu is spoken as mother tongue in twenty-four districts of Terai region in Nepal(Census:2001). According to the census of 2001, it is the native language of 9,93,388 people. The Tharu language is a language that belongs to Indo-Aryan branch of the Indo-European language family. It is written in Devanagari script. It has its own vocabulary to express different sounds, sights, smells and feelings which are unique to it. In Nepal, it is particularly spoken in the Terai districts, from Kathmandu to Jhapa. The Tharu language holds second position according to the distribution of the speakers in Nepal. The Tharu language, comparising 5.6% of the population, surpassed only by Nepali (48.61%), Maithili (12.30%) and Bhojpuri (7.53%): CBS, 2001.

Language varies from place to place (regional dialect), from society to society (sociolect) and person to person (idiolect) as well. A single language is not spoken in exactly the same way from one part of the country to the other. Like other language, Tharu has got social and geographical variations. So the Tharu language which is spoken all over the country is not exactly the same. Tharu is spoken differently as a regional dialect in the Eastern, Central, Western and

Far-western parts of the Terai. The Tharu language used in Morang and Sunsary differs from the one used in Chitwan. Similarly, Tharu of Chitwan is somehow different from that Kapilvastu and Kailali. The 'ChaturungiPhul' a collection of poems written in Tharu collected by Hridya Narayan Chaudhary presents a good example of Tharu regional dialect. Since Tharu is not a fully developed language as English and Nepali, research has to be carried out to develop the different levels of language such as phonetics, morphology and syntax.

The present study concerns with the study of the Tharu language spoken in Bara district. The Tharu community has settled down in the southern part of east to west of Bara district. Bara district is made up of one big city Kalaiya and 166 village development committees where the 58 VDCs cover the settlement of Tharu community.

1.1.4 Importance of Grammar

Grammar is a system of general principle for speaking and writing a language. It is the rules in a language for changing the forms of words and combining them into sentences. Grammar is one of the most important aspects of a language. It is considered as the backbone of a language. A language is a type of rule governed behaviour, and grammar is a sub-set of those rules. Grammar manipulates language in speech and writing correctly. In this context, Richards, et al.(1985) say: "Grammar is a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language"(p. 125).

Thus, Grammar is the description, analysis and formalization of language patterns. It is the description of the structure of a language that allows us to form completely different sentences. If grammar means the underlying principles, then no one can handle the language without the knowledge of grammar. So, grammar is the most important part of language.

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Grammar of English language consists of different word classes, traditionally called pats of speech. Among them, adjectives occupy an important place in grammar belonging to major word class. This word class is to be used correctly in the sentences to get their meaning appropriately.Similarly intensifiers also occupy an important place in grammar.The knowledge of adjectives and intensifiers is essential for the users of language. They occupy a special importance in teaching and learning English as a second language.

1.1.5 Adjectives

Adjective can be defined as a word that describes or qualifies a noun or a pronoun. For example, 'red' in 'a red sari' and 'clever' in 'He is clever' are adjectives. So, adjectives are words like 'red', 'clever', 'beautiful', 'happy', 'tall',etc. which are used to describe people, things, events, etc. Most adjectives express quality, they tell us what something is like. An adjective always has the same form, except for comparison (good, better, best) and 'this', 'that' (plural 'these' 'those'). It means an adjective does not change its form whether the noun it qualifies is singular or plural. For example, a clever girl/boy, clever girl/boys, these/those boys (*this boys).

According to Wren and Martin (1999) an adjective is defined as "A word used with a noun to describe or point out the person, animal, place or thing which the noun names, or to tell the number or quality, is called an adjective" (p.19). In this regards, Richards, et al. (1985) say that "An adjective is a word that describes the thing, quality, state, or action which a noun refers to" (p.5).

From these definitions, we know that adjectives are those words which are used in connection with noun or pronoun to modify, describe or limit their meanings. For example, 'rich', 'thin', 'angry' in'a rich man' 'a thin book' and 'He is angry' are adjectives.

1.1.5.1 Characteristics of Adjectives

We cannot say whether a word is an adjective or not by looking at it in isolation. Most of the commonest adjectives have no particular form or ending i.e. there is nothing which makes them look like an adjective. For example: good, hot, little, young, fat, etc. but we can find some common characteristics of adjectives.

Leech and Svartvik (1979) list the following characteristics of adjectives (p.192-193):

i. Most adjectives can be both attributive (acting as premodifier of nouns)and predicative (acting as complement of verbs).

> She is a pretty girl.   Attributive
>
> All the girls here are pretty.   Predicative

ii. Most adjectives can be modified by degree adverbs like very, quite, rather, etc.

> For example:
>
> She looks quite young for her age.

iii. Most adjectives can take comparative and superlative forms. Regular comparison may be expressed by adding the endings '-er' and '-est' to the adjective (e.g. young, oldest. coldest) or by placing 'more' or 'most' before the adjective (e.g. more expensive, most doubtful).

Arts and Arts (1986), state that many adjectives are identifiable on the basis of typical derivational suffixes. Many adjectives are also characterized by the fact that they inflect for the comparative and the superlative forms. They give the following derivational suffixes of adjectives (p.28):

> -able(-ible):   preferable , visible
> -ful: beautiful, harmful

-ic(-ical):	economic(al), historic(al)
-ish:	Danish, greenish
-ive:	abortive, massive
-less:	useless, endless
-like:	ladylike, manlike, warlike

1.1.5.2   Types of Adjectives

Adjectives can be classified as follows:

i. **Adjectives of Quality** show the kind or quality of a person or thing. They tell us about the quality of a noun or pronoun. They answer the question of what kind? For example:

> Kathmandu is a large city.
>
> He is an honest man.
>
> They are India.
>
> She is beautiful.

ii. **Adjectives of Quantity** show the quantity, amount or number. They answer the question of how much/many? For example:

> He has some bread.
>
> Every man has five fingers.
>
> She eats little rice.
>
> I have few friends.

iii. **Demonstrative Adjectives** point out which person or thing is meant. They answer the question of which? For example:

> This book is interesting.
>
> That boy is hard working.
>
> These apples are sweet.
>
> Those fruits are not ripe.

iv. **Distributive Adjectives** refer to each one of a number of people. For example:

> Each man is responsible to develop the country.

Every man knows what to do.

Neither boy knew the answer.

v. Interrogative Adjectives are used with nouns to askquestion.

For example:

What fruit is that?

Which book do you mean?

Whose copy is this?

vi. Possessive Adjectives show the possession. For example:

This is her house.

His garden is no lovely.

[The above classification of adjectives is based on Thomson and Martinet (1986) and Wren and Martin (1999).

1.1.5.3 Positions of Adjectives

In terms of position, we can distinguish between the attributive and the predicative use of adjectives. Most adjectives can be used in different positions as follows:

i. Adjectives can be used attributively, i.e. they come before the noun. For example:

She is abeautiful girl.

She isa pretty girl.

ii. They can be used predicatively, i.e. they come after linking verbs: be, seem, look, feel as subject complement or after some verbs like consider, believe, find, and make as object complement. For example:

Sita is rich.

He made his sister happy.

iii. They can sometimes be postpositive, i.e. they come after the noun. For example:

their apparent   the person responsible

time immemorial	something larger
the president elect	body politic
court martial	the people involved

iv. Most adjectives can be either in attributive positions (nice weather) or in predicative position (the weather is nice). But some are restricted in one position only.
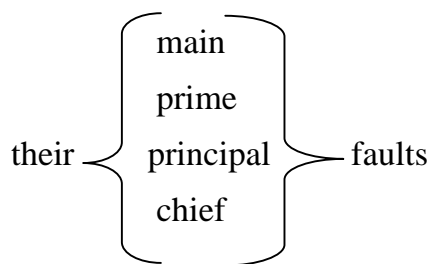
a. Attributive only

Celce-Murcia and Larsen-Freeman (1999) call 'reference adjectives' which occur exclusively in attributive position. They list the following eight categories of such adjectives (p.382-383).

i.   Those adjectives that show the reference of the head noun has already been determined:

the {
very
particular
precise
same
self-same
identical
exact
} man I was seeking
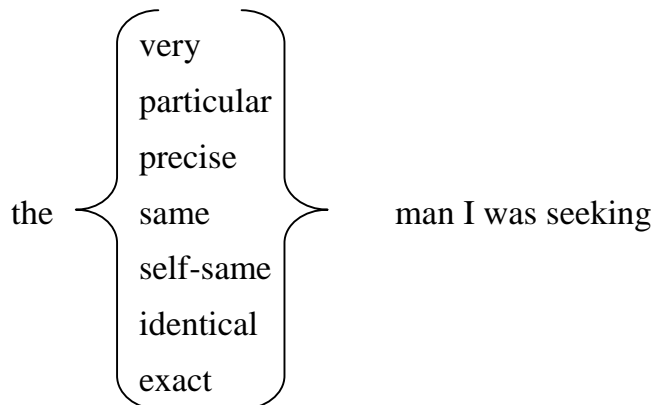
ii. Those adjectives that show the importance or rank of the head noun.

their {
main
prime
principal
chief
} faults

iii. Those adjectives that show the head noun is recognized by law or custom:

the {
lawful
rightful
legal
true
} their
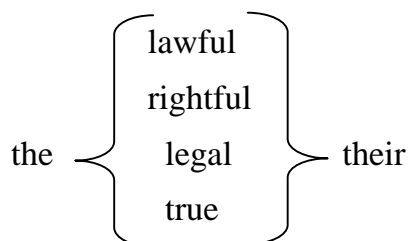
iv. Those adjectives which identify the reference of the noun itself (i.e. adjectives derived from nouns):

a medical doctor   a regular policeman

a reserve officer   criminal law

v. Those adjectives that qualify the time reference of the noun:

the future king   the present monarch

the late president   the former chairperson

vi. Those adjectives that qualify the geographical reference of the noun :

a southern gentleman   a rural mail carrier

the urban crisis

vii. Those adjectives that identify or emphasize the head noun:

atotal stranger   a mere child

sheer fraud   utter nonsense

viii. Those adjectives that show the uniqueness the head noun :

the sole survivor

the only nominee

b. Predicative only

Some adjectives are used predicatively only. They are as follow:

[Based on Leech and Svartvik (1979), Eastwood (1994), and Celce-Murcia and Larsen-Freeman (1999)].

i. Adjectives beginning with the prefix 'a' :

asleep   ashamed

awake   alike

alive   alert

afraid   adrift

ii. Adjectives showing states of health (i.e. health adjectives):

well, fine, ill, unwell, faint, etc.

iii. Adjectives expressing feelings:

pleased, glad, upset, etc.

iv. The class of predicative adjectives also includes the following (i.e. adjective followed by prepositional phrases or infinitives):

loath (to)	dependent (on)
tantamount (to)	intent (on)
flush (with)	prepared (to)
subject (to)	fond (of)
bound (for)	inclined (to)

v. Some adjectives can be used both attributively and predicatively in one meaning but are restricted to attributive use in another meaning (Arts and Arts,1982.p.30):

Attributive	**Predicative**
an old book	That book is old.
a true story	That story is true.
a perfect solution	That solution is perfect.

Attributive only	
an old friend	*That friend is old.
a true hero	*That hero is true.
a perfect food	*That food is perfect.

In other cases, there is a difference in meaning between the attributive and predicative use. For example, 'a small farmer' means a man having a small farm, but 'the farmer is small' means that he is a small man physically. Let us compare other examples:

the present king	The king is present.
his late wife	His wife is late.

1.1.5.4 Participles used as Adjectives

There are many adjectives that have the same form as '-ing' or '-ed' participles. It means that both present participles (-ing) and past participles (-ed) can be used as adjectives. Present participle adjectives: amusing, boring, tiring, interesting, etc. are active and mean 'having his effect'. Past participle adjectives: amused, bored, tired, interested, etc. are passive and mean 'affected in this way.'

According to Eastwood (1994, p. 258), adjectives in '-ing' express what something is like, the effect it has on us. For example, a show can be amusing, interesting, or boring. Adjectives in '-ed' express how we feel about something. For example, the audience can feel amused, interested or bored.

Examples:

Ann is bored because her job is boring.

The news was shocking.

We were very shocked when we heard the news.

John thinks politics is very interesting.

He is very interested in politics.

1.1.5.5 Comparative forms of Adjectives

Adjectives change in form (tall, taller, tallest) to show comparison. There are three degrees of comparison. Positive (tall), comparative (taller), superlative (tallest). For an equal comparison, we use 'as …as 'instead of "more than" is called positive degree. Comparative form is use to compare more than two things. The comparative and the superlative forms are formed in the following ways:

i.   Monosyllabic adjectives (i.e. having one syllable) form their comparative and superlative by adding '-er' and'-est' to the positive form.

dark	darker	darkest
small	smaller	smallest

Only '-r' and '-st' are added with adjectives ending in 'e':

brave	braver	braviest
fine	finer	finest

ii. Disyllabic adjectives (i.e. having two syllables) ending in 'y' also take '-er' and '-est' (y-i):

easy	easier	easiest
lucky	luckier	luckiest
happy	happier	happiest

iii. Some disyllabic adjectives take '-er' or 'more' and '-est' or 'most':

quiet	quieter /more quiet	quietest/ most quiet
clever	cleverer / more clever	cleverest /most clever

Other such adjectives are narrow, simple, shallow, mature, polite.

iv. Adjectives of more than two syllables and some disyllabic adjectives take 'more' and 'most' :

expensive	more expensive	most expensive
doubtful	more doubtful	most doubtful

Other such adjectives are obscure, intelligent, mysterious, useful, serious, boring, amused, hopeless, peculiar, etc.

v. The following adjectives have irregular comparisons:

good	better	best
bad	worse	worst
little	less	least
many/much	more	most
late	later	latest (of time)
late	latter	last (of positive)
far	farther	farthest (of distance only)
far	further	farther (used more widely)
old	elder	eldest (of people only)
old	older	oldest (of people and thing)

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vi. **later/latest and latter /last**

Later and latest refer to time; latter and last refer to position .e.g.

> She is later than I expected.
> I have not heard the latest news.
> The latter bus seems new.
> The last bus is more comfortable.

vii. **farther / farthest and further / furthest.**

Both forms can be used of distances. Further, not farther, can also be used to mean 'additional/extra', mainly with abstract nouns.e.g.

> Achham is farther/ further than Surkhet.
> Humla is the farthest/ furthestdistrict.
> Further information will be given later.
> This is the furthest decision they have made.

viii. **elder/ eldest and older/oldest**

Elder and eldest imply seniority rather than age. They are used only with people in the same family. Elder is not used with than. Older and oldest are used with both people and things .e.g.

> My elder brother is a teacher. (or My older brother…………)
> Niraj is her eldest son. (also oldest)
> My brother is older than me. (not 'elder than me ')
> This is the oldest temple in the town.

ix. **many and much**

Many is used before countable nouns and much is used before uncountable nouns. e.g.

> She had made many friends.
> I haven't got much money.

But they have the same comparative and superlative forms-more and most .e.g.
> more friends/ money
> most men /damage

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1.1.6 Intensifiers

A word that imphasizes another word or phrase is intensifiers 'quite'. The words like 'very' in 'very interesting news' , ' awful' in 'awful good' in 'quite young', etc. are intensifiers. We use intensifiers to make adjectives stronger. Intensifiers thus give additional context to the word they modify. It emphasizes the word (i.e. adjective) emotionally. Intensifiers modify exclusively adjectives and adverbs.

In this context, Huddlestone (1978) argues that "intensifier not be recognized as a primary grammatical or lexical category. Intensifier is a category with grammatical properties, but insufficiently unless we only describe its functional significance". Similarly, William S.J. and E.B. Write (1972) put: "technically, intensifiers roughly qualify a point on the affective semantic property, which is gradable. Syntactically, intensifiers premodify either adjectives or adverbs. Semantically, they increase the emotional context of an expression of other word or phrase (i.e. adjectives).

For example:

1. It is a very interesting story.
2. She is quite beautiful.
3. Everyone was extremely excited

The basic intensifier is 'very' and can be used with many verbs. Other intensifiers often have the same meaning as 'very' but use different forms. Intensifiers include: very, really, extremely, remarkable, most, quite, terribly, moderately etc. Other intensifiers are as follows:

i. Intensifiers with Strong Adjectives

When we want to describe something or someone as exceptional we can use strong adjectives. Strong adjectives are words like:

enormous; huge = very big

tiny = very small

brilliant = very clever

awful; terrible; disgusting; dreadful= very bad

certain = very sure

excellent; perfect; ideal; wonderful; splendid =very good

delicious = very tasty

We do not use 'very 'with these adjectives. We do not say something is * very

enormous' or someone is * 'very brilliant.' With strong adjectives, for

intensifiers we normally use:

absolutely

exceptionally

particularly

really

quite

For example:

The film was absolutely awful.

He was an exceptionally brilliant child.

The food smelled really disgusting.

ii. Intensifiers with Particular Adjectives

Some intensifiers go with particular adjectives depending on their meanings:

I' m afraid your wife is dangerously ill.

He was driving dangerously fast.

The car was seriously damaged.

Fortunately one of the passengers was seriously hurt.

Some intensifiers go with particular adjectives. For example, we use the

intensifier "highly" with the adjectives successful, intelligent, likely and

unlikely. e.g.

He was highly intelligent.

He is a highly successful man

We use the intensifier bitterly with the adjectives disappointed, unhappy, and

cold:

I was bitterly unhappy at school.

We are bitterly disappointed to lose the match.

It can get bitterly cold in winter.

iii. Intensifiers with Comparatives and Superlatives:

We use these words and phrases as intensifiers with comparatives adjectives:

much

far

a lot

quite a lot

a great deal

a good deal

a good bit

a fair bit

For example:

He is much older than me.

Kathmandu is a lot bigger than Pokhara.

We use 'much' and 'far' as intensifiers with comparative adjectives in front of a noun.

For example:

India is a much bigger country than Nepal.

He is a far better player than Ronald.

We use these words as intensifiers with superlatives:

easily

by far

far

For example:

The blue whale is easily the biggest animal in the world.

This car was by far the most expensive.

1.2.   Review of the Related Literature

Several research works have been carried out on comparative study on different languages such as Nepali, Maithili, Tharu, Newar, Limbu, Rai, Gurung etc. in the Department of English education, T.U.,Kirtipur Kathmanu . Different linguistic areas have been seleted and researches completed but no any research has yet been carried out in adjectives and intensifiers; but most of the researches are carried out on use of adjectives and adverbs. So this will be the first research on adjectives and intensifiers in the Department.

Some of the research works carried out which are related to the present study are as follows:

Singh (1992) has carried out a research on "A study on the ordering of English Adjectives by Nepalese students". He has aimed to find out errors in the ordering of English adjectives by Nepalese students. He has found that all languages do not follow the same adjective ordering principles.

Similarly, Saud (2004) has carried out a research on "Use of Adjectives and Adverbs: a case of B.Ed. students". The major objective of his study is to identify the B.Ed. second year students' proficiency in the use of adjectives and adverbs. His findings showed that the proficiency of B.Ed. second year students in the use of adjectives and adverbs is satisfactory.

In the same way, Neupane (2004) has conducted a research in the titled "Proficieny of B.Ed. and B.B.S. students in the use of Adjectives and Adverbs". He has aimed to find out the proficieny in the use of adjectives and adverbs by B.Ed. and B.B.S. first year students. He has showed that the proficiency of B.Ed. students is bitter than the proficiency of B.B.S. students in the use of adjectives and adverbs.

Similarly, Limbu (2010) has carried out a research on "Adjectival Morphology in English and Limbu". The main objective of her study was to analyse the

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morphology of adjectives in Limbu. She has found that Limbu adjectival morphological system is more complex than English adjectival morphological system.

In the same way, Baral (2010) has carried out a research on "Effectiveness of Inductive Method in teaching English Adjectives and Adverbs". She has aimed to find out the effectiveness of inductive method in teaching English adjectives and adverbs. Her finding showed that the overall effectiveness of inductive method was satisfactory.

The present study is different from the studies mentioned above and other studies since no study has been carried out on the adjectives and intensifiers in English and Tharu. So, I have determined to carry out this research work to find out similarities and dfferences between the English and Tharu adjectives and intensifiers.

1.3.   Objectives of the Study

This study had the following objectives:

i.   To find out the adjectives and intensifiers in the Tharu language.

ii.   To compare and contrastbetween adjectives and intensifiers in Tharu and English.

iii.   To suggest some pedagogical implications.

1.4.   Significance of the Study

The present study attempts to find out the adjectives and intensifiers in Tharu language. Therefore, the findings of the study will be significant in the field of language teaching. It will be beneficial to the Tharu language learners, the Tharu language teacher who teaches English to the Tharu children, the researchers who carry out research in Tharu, and the other linguists, textbook

writers and syllabus designers in Tharu. It will also be useful for those who are directly or indirectly involved in the field of language teaching.

1.5.   Definitions of the Specific Terms

1. **Item:** It refers to a set of questions in the test.
2. **Adjective:** It refers to "a word that describes the thing, quality, state or action which a noun refers to. For example: 'black' in ' a black coat' is an adjective." (Richards, et al., 1985, p.5).
3. **Intensifier:** A term used in some grammatical classifications of word to refer to a class of adverbs which have a heightening or lowering effect on the meaning of another element in the sentence. For example: 'very' in 'very important thing' (Crystal D., 2003).
4. **Attributive Adjective:** The adjective which is used before the noun is called the attributive adjective. For example: 'beautiful' in 'She is a beautiful girl.'
5. **Predicative Adjective:** The adjective that is used after the verb in the sentence is known as a predicative adjective. For example: 'beautiful' in 'The girl is beautiful.'

CHAPTER - TWO

METHODOLOGY

The following methodologies were adopted for the present study.

2.1 Sources of Data

I used both primary and secondary sources of data to collect the required information for this study.

2.1.1 Primary Sources

This research work was entirely based on the primary sources of data. The primary sources were the Tharu speaking students of various VDCs of Bara district from whom I collected the required data for the research.

2.1.2 Secondary Sources

In addition to the primary sources of data, I consulted various books, grammar books, dictionaries, research reports, journals, articles as well as related websites in order to facilitate the study.

2.2 Population of the Study

The population of the study was theTharu speaking students of secondary level of Bara district.

2.3 Sampling Procedure

The total population of the study was 80 Tharu speaking students of Bara district.Among them, 16 Tharu speaking students were selected from each five government added schools of Bara district. I used simple random sampling procedure to select the population. My own subjective judgment was used as the bases of selection.

2.4 Research Tools

The major research tool for the data collection was the questionnaire. A set of translation items was prepared on the basis of the adjectives and the intensifiers of Tharu language to collect the data for this study. The set items contained 30 questions divided into two different sets. The first set of questions contained adjectives and the second set of questions contained intensifiers. There were 20 questions of adjectives and 10 questions of intensifiers on the whole test. Thus, the questionnairewere constructed in such a way that there were 66.67% questions of adjectives and 33.33% of intensifiers on the whole test (see Appendix- i).

2.5 Pilot Test

After the construction of the questionnaire, a simple pilot testing was conducted in order to determine the time duration of the test and check the appropriateness of the questionnaire. The pilot test was conducted on 8 Tharu speaking students of class ten at Shree Nepal National Higher Secondary School, Dumarwana, Bara. The students were given necessary instructions before the test. The average time duration they took to finish the test was one hour. After they had finished the test, I collected the answer-sheets. On the basis of the result of the pilot test, the questionnairewere moderated, i.e. some of the questions were modified and some were revised and reduced. Then, this modified and revised version of the questionnaire was used as a tool to collect the data for this study.

2.6 Process of Data Collection

In order to carry out this research work, I first prepared the questionnaire. Then I conducted a simple pilot test on a small group of students in order to determine the time duration and moderate the questionnaire on the basis of the result of the pilot test.

After moderating the questionnaire, they were developed for the final administration. Then, the researcher went to the purposively selected government schools one after another. He contacted the school authorities and asked for their permission to carry out the study, showing the letter from Department of English Education. After getting permission, I entered the classroom with the school authorities, introduced myself and explained my purpose to the students. After that, I selected the required number of students on the basis of stratified random sampling procedure. Then, the selected students were asked to stay in the same room and others were kindly requested to go out from the room. I instructed them very carefully about the time limitation and the activities they were supposed to do. Then, I administered the test with proper guidance.

The time duration of the test was one hour. Most of the students finished the test within the allotted time. After that, I collected the answer-sheets of each student thanking them for their kind co-operation. I checked the answer-sheets very carefully and tabulated the respnses of the students for analysis. I consulted some Tharu native speakers to cross-check the validity of the data as well.

2.7 Limitations of the Study

The present study had the following limitations:

1. This study was limited to the selected Tharu and English adjectives and intensifiers.

2. The sample population of this study was only 80 Tharu speaking students of secondary level.

3. Only the questionnaire having translation items was prepared and administered.

4. Only the five government schools of Bara district were chosen to carry out the research work.

2.8 Data Analysis Procedure

For the analysis and interpretation of the data, both quantitative and descriptive methods were used. Quantitative methods included simple statistical tools of average and percentage, and the descriptive methods included simple explanation of the data computed.

CHAPTER – THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data.The data collected had been analyzed and interpreted descriptively as well as comparatively wth the help of tables, diagrams and illustrations. Similarly, the similarities and differences between English and Tharu adjectives and intensifiers had been shown with the help of illustrations. The analysis and interpretation of the data were carried out under the following word classes:

i. Adjectives

a. Adjectives of Quality:

1. Good	2. Bad	3.Beautiful	4. Tall
5. Big	6. Small	7.Thin	8. Thick
9. Angry	10. Mad	11.Clever	12. Naughty
13. Lazy	14. Hot	15.Cold	16. Soft
17. Strong	18. Blind	19. Difficult	20. Happy

ii. Intensifiers

1. Very	2. Too	3. So	4. Quite
5. Most	6. Less	7.Totally	8. Terribly
9. Enormously	10. Definitely		

3.1 Analysis and Interpretation of English Adjectives in Tharu

Adjectives are the words which describe or qualify a noun or pronoun. Most adjectives express quality, they tell us what something is like. They show the kind or quality of a person or thing. Here, I have analyzed and interpreted the various alternative forms of adjectives in Tharu.

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Table 1: Uses of 'good' in Tharu

English Adjective	Tharu Adjective	Responses of Students	
		No. of Student	Percentage
Dipak is a good teacher.	banhiya	38	47.5%
	niman	13	16.25%
	achha	7	8.75%
	thik	12	15%
	chikan	6	7.5%
	nik	4	5%

The above table compares the responses of 80 sample Tharu-speaking students in the adjective 'good'. The same English adjective is used differently by different Tharu-speaking students in Tharu. From the table it is clear that the majority of the Tharu native speakers use 'banhiya' (47.5%) and least of them use 'nik' (5%). However the other adjectives 'niman' (16.25%), 'achha' (8.75%), 'thik' (15%) and 'chikan' (7.5%) are also used. Thus, several forms of adjectives of Tharu such as 'banhiya', 'niman', 'achha', 'thik', 'chikan', 'nik', etc. are realized by a single adjective 'good' in English.

Table 2: Uses of 'bad' in Tharu

English Adjective	TharuAdjective	Responses of Students	
		No. of Student	Percentage
You are a bad boy.	kharab	32	40%
	dab	13	16.25%
	naniman	9	11.25%
	adhalah	15	18.75%
	bigaral	11	13.75%

The above table reveals various alternative uses of the adjective 'bad' in Tharu. Although 'dab' (16.25%), 'naniman'(11.25%), 'adhalah'(18.75%) and 'bigaral'(13.75%) are used for 'bad' ; 'kharab'(40%) constitutes the most

popularity with the Tharu adjectives. In the adjective 'naniman', there is combination of one prefix '–na' with 'niman' which is also used for the adjective 'good' (see Table 1). So, 'naniman' is opposite for the adjective 'niman'. Hence 'kharab' (40%) is mostly used whereas 'naniman' is least used in Tharu. In Tharu, some are made by adding a prefix in the root of the adjectives such as 'niman' (good) and 'naniman' (bad).

Table 3: Uses of 'beautiful' in Tharu

English Adjective	TharuAdjective	Responses of Students	
		No. of Student	Percentage
Apsara is a<u>beautiful</u> girl.	suthar	37	46.25%
	chikan	10	12.5%
	dami	9	11.25%
	niman	7	8.75%
	chwak	9	11.25%
	khatara	8	10%

The above table displays the status as well as the comparison of the adjective 'beautiful' in Tharu. This data also reveals that Tharu adjective 'chikan' is meant English adjectives 'good' and 'beautiful', i.e. synonyms (also see Table 1). Similarly, 'niman' is used for both 'good' and 'beautiful' by the Tharu native speakers. They use such types of adjectives according to the relationship with the person for whom these adjectives are used. It is also clear that the majority of the native speakers use 'suthar' (46.25%) though they also use 'chikan'(12.5%) , 'dami'(11.25%) , 'niman'(8.75%), 'chwak' (11.25%) and 'khatara'(10%). A single adjective of Tharu 'niman' can be realized differently such as 'good', 'beautiful', etc. in English.

Table 4: Uses of 'tall' in Tharu

English Adjective	TharuAdjective	Responses of Students	
		No. of Student	Percentage
I can climb on a <u>tall</u> tree.	lamsar	24	30%
	lam	14	17.5%
	lama	8	10%
	badaka	16	20%
	lamahar	12	15%
	lambu	6	7.5%

The above table compares the responses of 80 sample Tharu-speaking students in the adjective 'tall'. The same English adjective is used differently by different Tharu speaking students in Tharu. The adjective 'tall' is used as 'lamsar' by 24 Tharu-speaking students (30%) out of the total students. Similarly, 'tall' is used to refer to 'lam' by 14 students (17.5%) of the total students. It is also used as 'lam' by 8 native speakers (10%). In the same way, 'tall' is used as 'badaka' by 16 Tharu-speaking students i.e. 20% of the students. In Tharu 'tall' is used as 'lamhar' by 15% of the students. And it is used as 'lambu' by 6 Tharu-speaking students (7.5%). Hence, this reveals that 'lamsar' (30%) is most used whereas 'lambu' (7.5%) is least used by the Tharu native speakers. The native speakers of Tharu should be aware in the use of adjectives since there is only slight difference among the patterns of the alternative forms of Tharu adjectives such as 'lam', 'lama' and 'lamsar'.

Table 5: Uses of 'big' in Tharu

English Adjective	TharuAdjective	Responses of Students	
		No. of Student	Percentage
There are <u>big</u> houses in the town.	baraka	20	25%
	lamahar	34	42.5%
	jabar	10	12.5%
	barichuk	7	8.75%
	bisal	3	3.75%
	uch	1	1.25%
	bara	5	6.25%

The above table is meant for the comparison of the Tharu-speaking students' responses in the adjective 'big'. The table shows that 'baraka' (25%) and 'lamahar' (42.5%) are used for both 'tall' and 'big' being synonyms for each other (see Table 4). The Tharu adjective 'lamahar' (42.5%) is the most popular among the native speakers. On the other hand, the adjective 'uch' (1.25%) is used by only one native speaker. However the other adjectives 'jabar' (12.5%), 'barichuk' (8.75%), 'bisal' (3.75%) and 'bara' (6.25%) are also found to be used in Tharu language. Thus, the Tharu use various adjectives such as 'baraka', 'jabar', 'lamahar' and 'bisal' for the English adjective 'big'.

Table 6: Uses of 'small' in Tharu

English Adjective	TharuAdjective	Responses of Students	
		No. of Student	Percentage
Ram lives in a <u>small</u> village.	chhot	21	26.25%
	tanaki	10	12.5%
	kuchi	15	18.75%
	buchichuk	14	17.5%
	chhota	7	8.75%

The table makes us clear about the synonymous forms of Tharu adjective for the English adjective 'small'. It presents that 'chhot' (26.25%) is highly used whereas 'chhota' (8.75%) is least used in Tharu though they are slightly difference in the structure. Similarly, the responses of students in 'tani' (16.25%), 'buchichuk' (17.5%) and 'kuchi' (18.75%) are slightly different. It also suggests that there is the combination of suffix '-chuk' with 'buchichuk' and 'barichuk' though they are opposite for each other (also see Table 5). The uses of the various alternative forms of the Tharu adjective for the certain English adjective depend upon several contexts.

Table 7: Uses of 'thin' in Tharu

English Adjective	Tharu Adjective	Responses of Students	
		No. of Students	Percentage
I saw a <u>thin</u> girl yesterday.	patar	30	37.5%
	patarki	10	12.5%
	suiti	19	23.75%
	lakar-pakar	12	15%
	sukhal	4	5%
	tatayal	3	3.75%
	tait	2	2.5%

The table presents the 80 sample students' responses in the adjective 'thin'. The responses of the students are varying. Most of the students have translated the adjective 'thin' as 'patar' (37.5%) whereas the least of them have translated it as 'tait' (2.5%) in Tharu. Likewise the Tharu adjectives 'suiti' (23.75%), 'lakar-pakar' (15% 'sukhal' (5%) and 'tatayal' (3.75%) are also used the English adjective 'thin'.The adjective 'patar' is used more than 'patarki' (12.5%) although there is only slight difference between the two (due to the suffix '-ki'). Thus, the native speakers of Tharu use these adjectives according to the kind and quality of the person or thing.

Table 8: Uses of 'thick' in Tharu

English Adjective	TharuAdjective	Responses of Students	
		No. of Student	Percentage
	mot	41	51.25%
We can read thick	motayal	15	18.75%
books in the library.	motakar	9	11.25%
	gadi	3	3.75%
	mota	7	8.75%
	motka	5	6.25%

The given table shows the various uses of the adjective 'thick' in Tharu. It is clear that the root 'mot' is repeated in all these alternative forms of adjective 'thick' except 'gadi'. That's why, the adjective 'mot' (51.25%) is the most popular among the native speakers of Tharu. On the contrary, the adjective 'gadi' (3.75%) is the least used by them. Likewise, the other Tharuadjectives 'motayal' (18.75%), 'motakar' (11.25%), 'mota' (8.75%) and 'motaka' (6.25%) are also found to be used for 8single English adjective 'thick'. Structurally there is a root adjective in some alternative forms of Tharu adjectives which is used more than the other alternative forms in Tharu.

Table 9: Uses of 'angry' in Tharu

English Adjective	TharuAdjective	Responses of Students	
		No. of Student	Percentage
	khisiyah	28	35%
	bikhah	15	18.75%
I don't like angry	markhah	9	11.25%
person.	pinkah	6	7.5%
	pilpilah	3	3.75%
	khaitah	7	8.75%
	lanth	3	3.75%
	taitah	9	11.25%

This table displays various facts. It basically compares the responses of Tharu-speaking students in the adjective 'angry'. Also the patterns of the Tharu adjectives are varying. Although, these adjectives have various forms, the suffix '-ah' is added with each of them (except 'lanth'). Similarly, most of the students use 'khisiyah' (35%) for the adjective 'angry' in Tharu. The Tharu adjective 'markhah' (11.15%) and 'taitah' (11.15%) are equally used. In the same way, the adjective 'pilpilah' (3.75%) and 'lanth' (3.75%) are used in the same number. And the uses of the other adjectives are slightly varying. In Tharu, the uses of the adjectives vary according to the several contexts.

Table 10: Uses of 'mad' in Tharu

English Adjective	TharuAdjective	Responses of Students	
		No. of Student	Percentage
The <u>mad</u> dog may bite us.	pagal	33	41.25%
	sankah	14	17.5%
	baurah	13	16.25%
	sanakmatu	6	7.5%
	sankal	4	5%
	baurayal	7	8.75%
	hap-maind	3	3.75%

The above table shows the total responses of 80 sample students in adjectives. There were 20 translation questions of adjectives on the questionnaire. Although the Tharu adjective 'pagal' (41.25%) is mostly used, the 'sankah'(17.5%) and 'baurah' (16.25%) are also used a little bit same. Likewise, the suffix '-ah' is added with both 'sankah' and 'baurah'. There is the use of 'hap-mind' for 'mad' in Tharu which is meant for "half mind" in English (IntralingualTranslation). Anyway, 'sanakmatu' (7.5%), 'sankal' (5%), 'baurayal' (8.75%) and 'hap-maind' (3.75%) are also found in Tharu. Some alternative forms of Tharu adjectives are derived from the intralingual translation of English adjectives. For example, the Tharu adjective 'hap-maind' is used for the English adjective 'mad' (i.e. half mind).

Table 11: Uses of 'clever' in Tharu

English Adjective	TharuAdjective	Responses of Students	
		No. of Student	Percentage
She is a<u>clever</u> girl.	chalak	40	50%
	chalu	13	16.25%
	hosiyar	11	13.75%
	tej	4	5%
	dhurt	6	7.75%
	chhatu	2	2.5%
	ghapach	3	3.75%
	chatur	1	1.25%

The above table compares the responses of 80 sample Tharu-speaking students in the adjective 'clever'. The same English adjective is used differently by different Tharu-speaking students in Tharu. From the table it is clear that the majority of the Tharu native speakers use 'chalak' (50%) and the least of them use 'chatur' (1.25%). However, the other adjectives 'chalu' (16.25%), 'hosiyar' (13.75%) , 'tej' (5%) , 'dhurt' (7.75%), 'chhatu' (2.5%) and 'ghapach' (3.75%) are also used. Thus, the Tharu native speakers use the adjectives according to the state, kind and quality of the person or thing.

Table 12: Uses of 'naughty' in Tharu

English Adjective	TharuAdjective	Responses of Students	
		No. of Student	Percentage
He is a <u>naughty</u> boy.	labara	27	33.75%
	lucha	11	13.75%
	badmas	17	21.25%
	laphanga	9	11.25%
	chulbul	1	1.25%
	phataha	5	6.25%
	phantus	7	8.75%
	chakchake	3	3.75%

The above table reveals various alternative uses of the adjective 'naughty' in Tharu. Although 'lucha' (13.75%) , 'badmas' (21.25%) , 'laphanga' (11.25%) , 'chulbul' (1.25%), 'phataha' (6.25%), 'phantus' (8.75%) and 'chakchake' (3.75%) are used for 'naughty'; the 'labara' (33.75%) constitutes the most popularity with the Tharu adjectives. Hence, 'labara' (33.75%) is mostly used whereas 'chulbul' (1.25%) is least used in Tharu. Likewise, there is the combnation of one suffix '-a' in the adjectives 'labara', 'lucha' , 'laphanga' and phataha' which are synonymously used. Similarly, the adjective 'chakchake' is influenced by Nepali speakers. And 'phataha' and 'phantus' are slightly the same in the patterns.The Tharu adjectives like 'lucha' and 'laphanga' anr influenced by the native speakers of Hindi language. Therefore, some adjectives of Tharu language are influenced by other languages such as Nepali, Hindi, etc.

Table 13: Uses of 'lazy' in Tharu

English Adjective	TharuAdjective	Responses of Students	
		No. of Student	Percentage
My brother is <u>lazy</u>.	alchhi	23	28.75%
	askatiyah	19	23.75%
	koriyath	14	17.5%
	korani	10	12.5%
	alchhiyah	7	8.75%
	sust	7	8.75%

The above table displays the status as well as the comparson of the adjective 'lazy' in Tharu. This data also reveals that the 'alchhiyah' is formed by adding the suffix '-yah' with another adjective 'alchhi'. Thus both of these two are slightly the same in patterns. Similarly, the adjectives 'alchhiyah' (8.75%) and 'sust' (8.75%) are equally used. It is also clear that the majority of the Tharu native speakers use 'alchhi' (28.75%) though they also use 'askatiyah'

(23.75%) , 'koriyath' (17.5%) , 'korani' (12.5%) , 'alchhiyah' (8.75%) and 'sust' (8.75%). Thus, the Tharu native speakers use various adjectives differently depending upon several contexts than those in English.

Table 14: Uses 'hot' in Tharu

English Adjective	TharuAdjective	Responses of Students	
		No. of Student	Percentage
	dhikal	31	38.75%
	garam	16	20%
	tabal	5	8.75%
My father drinks <u>hot</u> tea.	tatal	5	6.25%
	pasijhal	2	2.5%
	khaulal	9	11.25%
	khalkhalal	1	1.25%
	pakal	3	3.75%
	umalal	2	2.5%
	taja	4	5%

The given table shows the alternative uses of the English adjective 'hot' in Tharu. It presents that the adjectives 'dhikal' , 'tabal' , 'tatal' , 'pakal' , 'umalal' etc. are slightly the same in the structure since they are formed by adding '-al' suffix at the end. Similarly, 'tatal' and 'umalal' adjectives are derived from Nepali since they are slightly similar with the Nepali adjectives: 'tataeko' and 'umaleko'. Likewise, the adjectives 'pasijhal' (2.5%) and 'umalal' (2.5%) are equally used. And the adjective 'dhikal' (38.75%) is mostly used whereas 'khalkhalal' is the least used in Tharu. The native speakers of Tharu should be encouraged to use only their own adjectives so that they could save the existence of the Tharu adjectives.

Table 15: Uses of 'cold' in Tharu

English Adjective	TharuAdjective	Responses of Students	
		No. of Student	Percentage
We drink cold water.	thanda	28	35%
	jur	12	15%
	serayal	24	30%
	sital	6	7.5%
	susum	8	10%
	taja	2	2.5%

The above table is meant for the comparison of Tharu-speaking students' responses in the adjective 'cold'. The table shows that 'taja' is used for both 'cold'(2.5%) and 'hot'(5%) although they are opposite for each other (see Table 14). The native speakers use such types of adjectives to meant for "fresh" (e.g. tajapani= fresh water; taja chah= fresh tea). The adjective 'thanda' (35%) is the most popular among the native speakers. On the other hand, the adjective 'taja' is used by only 2 native speakers. Thus, a single adjective of Tharu 'taja' can be realized differently such as 'hot, cold, etc. in English.

Table 16: Uses of 'soft' in Tharu

English Adjective	TharuAdjective	Responses of Students	
		No. of Student	Percentage
Her face is soft.	naram	40	50%
	pichhar	19	23.75%
	molayam	3	3.75%
	khilal	9	11.25%
	komal	1	1.25%
	lurguj	8	10%

The table makes us clear about the synonimous forms of Tharu adjective for the English adjective 'soft'. It presents that the adjective 'naram' (50%) is highly used whereas the 'komal' (1.25%) is least used in Tharu. Similarly, the responses of students in ' pichhar' (23.75%) , 'molayam' (3.75%), 'khilal' (11.25%) and 'lurguj' (10%) are slightly different. It also suggests that there is the combination of suffix '-am' with 'naram' and 'molayam' though they are slightly different in the structure. Similarly, 'khilal' and 'komal' are formed by adding '-al' suffix being the slight different in the pattern. It reveals that 'naram', 'pichhar', 'molayam', 'khilal', ' komal' and 'lurguj' are the adjectival words in the Tharu, which means 'soft' in English. Of course 'naram' (50%) is mostly used for English 'soft'.

Table 17: Uses of 'strong' in Tharu

English Adjective	TharuAdjective	Responses of Students	
		No. of Student	Percentage
Salman has a<u>strong</u> body.	bariyar	28	35%
	bajar	10	10.5%
	hathakatha	17	21.25%
	saktisali	13	16.25%
	jabarjast	2	2.5%
	gathal	7	8.75%
	pust	3	3.75%

The table presents the 80 sample students' responses in the adjective 'strong'. The responses of the students are varying. Most of them have translated the adjective 'strong' as 'bariyar' (35%) whereas the least of them have translated it as 'jabarjast' (2.5%) in Tharu. They have also translated it as 'bajar' (10.5%), 'hathakatha' (21.25%) , 'saktisali' (16.25%) , ' gathal' (8.75%) and 'pust' (3.75%) in Tharu. The uses of these adjectives are slightly different. Thus, the native speakers of Tharu use these adjectives according to the kind and quality of the person or thing.

Table 18: Uses of 'blind' in Tharu

English Adjective	TharuAdjective	Responses of Students	
		No. of Student	Percentage
We should help the blind.	anhar	24	30%
	sur	21	26.25%
	sura	16	20%
	surdas	10	12.5%
	andha	9	11.25%

The given table shows the various uses of the adjective 'blind' in Tharu. It is clear that the root 'sur' is repeated in these alternative forms of adjectives ' sura' and 'surdas' . So, the 'sur' (12.25%) is more popular than the 'sura' (20%) and 'surdas' (12.5%). Similarly, there is slight difference between the adjectives 'anhar' and 'andha' in the structure. But the adjective 'anhar' (30%) is the most popular among the native speakers. On the contrary, the adjective 'andha' (11.25%) is the least used by them. In the same way, the uses of 'surdas' (12.5%) and 'andha' (11.25%) is a little bit similar. The native speakers of Tharu use adjectives differently depending upon several contexts than those in English.

Table 19: Uses of 'difficult' in Tharu

English Adjective	TharuAdjective	Responses of Students	
		No. of Student	Percentage
The teacher has asked difficult questions.	kathin	14	17.5%
	bhari	32	40%
	dikdar	2	2.5%
	karai	9	11.25%
	aphat	4	5%
	jatil	7	8.75%
	muskil	11	13.75%
	garo	1	1.25%

The above table compares the responses of 80 sample Tharu-speaking students in the adjective 'difficult'. The same English adjective is used differently by different native speakers. The adjective 'tall' is used as 'kathin' by 14 Tharu-speaking students (17.5%) out of the total students. Similarly, it is used to refer to 'bhari' by 32 students (40%) of the total students. It is also used as 'dhikadar' by 2 students (2.5%). In the same way, 'difficult' is used as 'karai' by 9 native speakers (11.25%). In Tharu it is used as 'aphat' by 4 students (5%). Similarly, 'jatil' is used by 7 students (8.75%), 'muskil' by 11 speakers (13.75%) and 'garo' by 1 native speaker (1.25%). Hence this reveals that 'bhari' (40%) is most used whereas 'garo' (1.25%) is least used by the Tharu native speakers. It reveals that there are various adjectival words in the Tharu language for the English adjective 'difficult'. Of course 'bhari' (40%) is mostly used for English 'difficult'.

Table 20: Uses of 'happy' in Tharu

English Adjective	TharuAdjective	Responses of Students	
		No. of Student	Percentage
This is a <u>happy</u> family.	khus	21	26.25%
	khsusi	9	11.25%
	gach	15	18.75%
	prasan	7	8.75%
	hasmukh	12	15%
	khilal	3	3.75%
	phuch	5	6.25%
	sukhi	6	7.5%
	sukh	2	2.5%

This table displays various facts. It basically compares the responses of Tharu-speaking students in the adjective 'happy'. Also the patterns of the Tharu adjectives are varying. The adjectives 'khus' and khusi' are slightly different (due to the suffix '-i'). Similarly, the 'gach' and 'phush' are a little bit similar

in the structure. And the suffix '-i' has made a slight difference between 'sukh' and 'sukhi'. Likewise, 'khus' and 'sukh' are just opposite for each other, and phonologically, 'khusi' and 'sukhi' have the same cases. The adjective 'khilal' is used for both 'happy'(3.75%) as well as 'soft' (11.25%) synonymously (also see Table 16). Thus, 'khus' (26.25%) is the most and 'sukh' (2.5%) is the least popular among the Tharu native speakers. And the uses of remaining adjectives are slightly varying. The native speakers should be aware in the use of adjectival words since there is only slight difference among the patterns of the alternative forms of Tharu adjectives.

3.2 Analysis and Interpretation of English Intensifiers in Tharu

A word that emphasizes another word or phase is intensifier. We use intensifiers to make adjectives stronger. It emphasizes the word. (i.e. adjectives). Here, I have analysed and interpreted the various alternative forms of intensifiers in Tharu.

Table 21: Uses of 'very' as Intensifier in Tharu

English Intensifier	Tharu Intensifier	Responses of Students	
		No. of Student	Percentage
This story is <u>very</u> interesting.	bari	27	33.75%
	bahut	19	23.75%
	saphe	15	18.75%
	jade	10	12.5%
	bara	2	2.5%
	ekdam	7	8.75%

The above tables compare the responses of 80 sample Tharu-speaking students in the intensifier 'very'. There are various alternative forms of 'very' in Tharu. From the table it is clear that the majority of the Tharu native speakers use 'bari' (33.75%) and the least of them use 'bara' (2.5%) although these two

intensifiers are slightly different in the patterns(due to the suffix '-i'and '-a').
The uses of other intensifiers 'bahut' (23.75%), 'saphe' (18.75%), 'jade'
(12.5%) and 'ekdam' (8.75%) are slightly varying. Thus, it reveals that 'bari',
'bahut', 'saphe', 'jade', 'bara' and 'ekdum' are the intensifying words in the
Tharu language which mean 'very' in English. Of course 'bari' (33.75%) is
mostly used for English 'very'.

Table 22: Uses of 'too' as Intensifier in Tharu

English Intensifier	TharuIntensifier	Responses of Students	
		No. of Student	Percentage
	jade	29	36.25%
You are <u>too </u>lazy.	hat-hat	17	21.25%
	ekdam	13	16.25%
	dher	13	16.25%
	saphe	8	10%

The above table reveals various alternative uses of the intensifier 'too' in
Tharu. Although 'hat-hat' (21.25%), 'ekdam' (16.25%) , 'dher' (16.25%) and '
saphe' (10%) are used for 'too' ; the 'jade' (36.25%) constitutes the most
popularity with the Tharu intensifiers. Similarly, the intensifiers 'ekdam'
(16.25%) and 'dher' (16.25%) are equally used. The 'jade','ekdam' and
'saphe' are used for both 'too' and 'very' in Tharu (see Table 21). Likewise,
'jade' and 'saphe' have the same suffix '-e' at the end. The Tharu native
speakers use such types of intensifiers differently depending upon several
contexts than those in English

Table 23: Uses of 'so' as Intensifier in Tharu

English Intensifier	TharuIntensifier	Responses of Students	
		No. of Student	Percentage
The bride is <u>so</u> handsome.	bahut	19	23.75%
	dher-sara	11	13.75%
	kaphi	27	33.75%
	ekdam	10	12.5%
	khub	13	16.25%

The above table displays the status as well as the comparison of the intensifier 'so' in Tharu. This also reveals that the Tharu intensifier 'ekdam' is meant English intensifiers 'so' (12.5%) , 'very' (8.75%) and 'too'(16.25%) as well (see Table 21 and 22). Similarly, 'bahut' is used for both 'so'(23.75%) and 'very'(23.75%) by the native speakers (also see Table 22). The intensifiers 'dher-sara' (13.75%) and 'ekdam' (12.5%) are used in the same average. It is also clear that the majority of the native speakers use 'kaphi' (33.75%) though they also use 'bahut' (23.75%), 'dher-sara'(13.75%),'ekdam' (12.5%) and 'khub' (16.25%). The different intensifiers in Tharu such as 'bahut', 'dher-saraa', 'kaphi', 'ekdam', 'khub' are realized by the same intensifier 'so' in English.

Table 24: Uses of 'quite' as Intensifier in Tharu

English Intensifier	TharuIntensifier	Responses of Students	
		No. of Student	Percentage
The bridegroom is <u>quite</u> beautiful.	bilkul	23	28.75%
	bari	39	48.75%
	saph	11	13.75%
	kaphi	7	8.75%

The above table is meant for the comparison of the Tharu-speaking students' responses in the intensifier 'quite'. The table shows that 'bari' is used for both

'quite' (42.75%) and 'very' (33.75%) being the synonyms for each other (also see Table 21). Similarly, the 'kaphi' is used for both 'quite' (8.75%) as well as 'so' (33.75%) in Tharu (see Table 23). Thus the Tharu intensifier 'bari' (48.75%) is the most popular among the native speakers of Tharu. On the other hand, the intensifier 'kaphi' (8.75%) is least used by the native speakers. Thus, a single intensifier of English 'quite' can be realized differently such as 'bilkul', 'bari', 'saph', 'kaphi' etc. in the Tharu language.

Table 25: Uses of 'most' as Intensifier in Tharu

English Intensifier	TharuIntensifier	Responses of Students	
		No. of Student	Percentage
	ati	5	6.25%
I received a <u>most</u> unusual prize from my aunt	jade	18	22.5%
	bahut	24	30%
	sabsejada	26	32.5%
	maha	7	8.75%

The table makes us clear about the synonymous forms of Tharu intensifiers for the English intensifier 'most'. It presents that the 'jade' is synonymously used for 'most' (22.5%), 'very' (12.5%) and 'too' (36.25%) as well (also see Tables 21 and 22). In the same way, 'bahut' is also synonymously used for 'most' (30%) , 'very' (23.75%) and 'so'(23.75%) in Tharu (see Tables 21 and 22). Likewise, the 'sabsejada' (32.5%) is highly used whereas 'ati' (6.25%) is least used in Tharu. Similarly, the responses of students in 'jade' (22.25%), 'bahut' (30%) and 'maha' (8.75%) are slightly different. The Tharu native speakers use the intensifiers differently depending up on the various contexts than those in English.

Table 26: Uses of 'less' as Intensifiers in Tharu

English Intensifier	TharuIntensifier	Responses of Students	
		No. of Student	Percentage
This question is <u>less</u> important.	thore	19	23.75%
	kame	13	16.25%
	tanake	19	23.75%
	thor	18	22.5%
	kam	11	13.75%

The table presents the 80 sample students' responses in the intesifier 'less'. The responses of the students are varying. Most of them have translated the intensifier 'less' as 'thore' (23.75%) as well as 'tanke' (23.75%) whereas the least of them have translated it as 'kam' (13.75%) inTharu. The intensifier 'kame' (16.25%) is used more than 'kam' (13.75%) although there is only slight difference between the two (due to the suffix '-e'. Similarly, 'thor' (22.5%) and 'thore' (23.75%) are structurally different since '-e' suffix is added at the end of 'thore'. The native speakers of Tharu should be aware in the use of intensifying words since there is only slight difference among the patterns of the alternative forms of Tharu intensifiers.

Table 27: Uses of 'totally' as Intensifier in Tharu

English Intensifier	TharuIntensifier	Responses of Students	
		No. of Student	Percentage
Your idea is <u>totally</u>right.	pure	7	8.75%
	sabe	27	33.75%
	jame	14	17.5%
	pura	10	12.5%
	bilkul	17	21.25%
	sab	5	6.25%

The above table compares the responses of 80 sample Tharu-speaking students in the intensifier 'totally'. The same English intensifier is used differently by

different Tharu native speakers. The intensifier 'totally' is used as 'pure' by 7 students (8.75%) out of the total students. Similarly, it is used to refer to 'sabe' by 27 native speakers (33.75%) of the speakers. It is also used as 'jame' by 14 students (17.5%). In the same way, 'pura' is used by 10 native speakers (12.5%). In Tharu 'totally' is used as 'bilkul' by 17 students (21.25%). And it is used as 'sab' by 5 Tharu –speaking students (6.25%). Thus, this reveals that there are various intensifying words in the Tharu language for the English intensifier 'totally'. Of course 'sabe' (33.75 %) is mostly used for English 'totally'.

Table 28: Uses of 'terribly' as Intensifier in Tharu

English Intensifier	TharuIntensifier	Responses of Students	
		No. of Student	Percentage
The passengers are <u>terribly</u> injured.	bhayankar	44	55%
	jade	3	3.75%
	sabse	9	11.25%
	gambhir	22	27.5%
	maha	2	2.5%

The table displays various facts. It basically compares the responses of Tharu-speaking students in the intensifier 'terribly'. Also the patterns of the Tharu intensifiers are varying. The 'jade' is synonymously used for 'terribly' (3.75%), 'very' (12.5%), 'too' (36.25%) and 'most' (22.25%) as well (see Table 21, 22, and 25). Similarly, the 'maha' is also synonymously used for 'terrbilly' (2.5%) and 'most' (8.75%) in Tharu. Likewise, most of the students use 'bhayankar' (55%) and the least of them use 'maha' (2.5%) for the intensifier 'terribly'. A single intensifying word i.e. 'jade' of Tharu can be realized differently i.e. 'terribly', 'very', 'too' and 'most' in English. (also see Table 21, 22, 25).

Table 29: Uses of 'hardly' as Intensifier in Tharu

English Intensifier	TharuIntensifier	Responses of Students	
		No. of Student	Percentage
I am <u>enormously</u> grateful for your help.	baraka	10	12.5%
	khub	41	51.25%
	bari	29	36.25%

The given table shows the various uses of the intensifier 'enormously' in Tharu. It is clear that 'khub' (51.25%) is the most and 'baraka' (12.5%) is the least popular among the native speakers. Similarly, 'khub' is synonymously used for both 'enormously' (51.25%) and 'so' (16.25%) in Tharu (also see Table 23). In the same way, the Tharu intensifiers 'bari' is synonymously used for the English intensifiers 'very' (33.75%) and 'quite' (48.75%) in Tharu (also see Table 21 and 24). The native speakers of Tharu should be encouraged to use their own intensifying words so that they could save the existence of the Tharu intensifiers.

Table 30: Uses of 'definitely' as intensifier in Tharu

English Intensifier	TharuIntensifier	Responses of Students	
		No. of Student	Percentage
	pakka	39	48.75%
Your answer is <u>definitely</u> correct.	saphe	8	10%
	nischit	9	11.25%
	pakke	24	30%

The above table displays the status as well as the comparison of the intensifier 'definitly' in Tharu. This also reveals that the Tharu intensifier 'saphe' is meant the English intensifiers 'definitely' (10%), 'very' (18.75%) and 'too' (10%) in Tharu (also see Table 21, 22). Likewise, 'pakka' ((48.75%) and 'pakke' (30%) are slightly dfferent in the structure. Similarly, the uses of 'saphe' (10%) and 'nischit' (11.25%) are slightly different. Thus, the 'pakka' (48.75%) is used

mostly whereas the 'saphe' (10%) is least used in Tharu.In Tharu the uses of the intensifying words vary according to the kind, quality and taste of the person, place or thing.

CHAPTER – FOUR

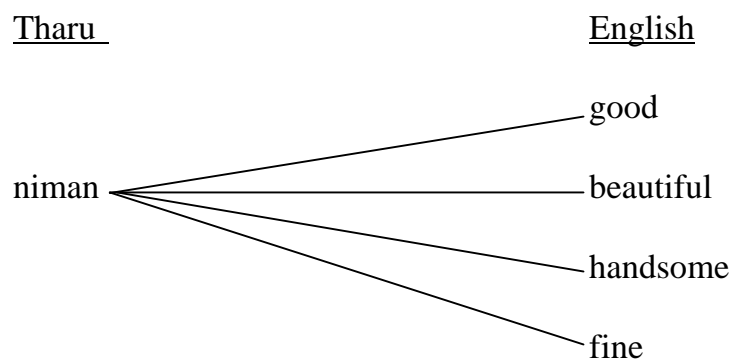# FINDINGS AND RECOMMENDATIONS

4.1. Findings

The main purpose of this research work was to find out the adjectives and intensifiers in Tharu language of Bara district, thereby comparing with those of English.

The findings of this study derived from the analysis and interpretation of the data are as follows:
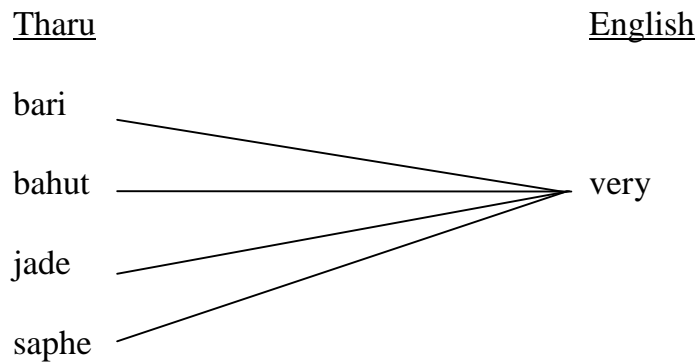
   i.   The different adjectives of Tharu are realized by the same adjective in English. For example:

       <u>Tharu</u>   <u>English</u>

       banhiya

       niman   good

       achha
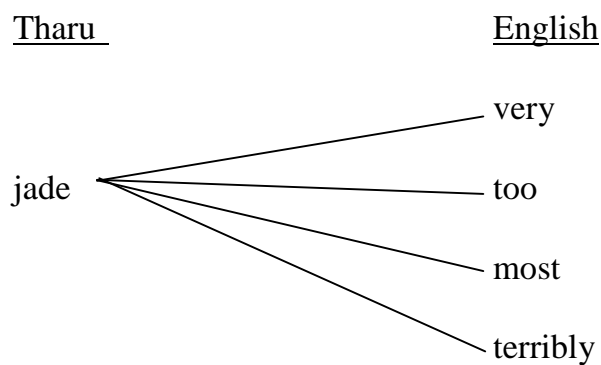
       chikan
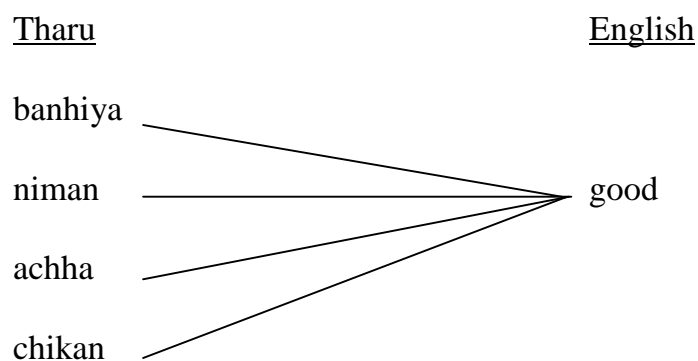
  ii.   A single adjective of Tharu can be realized differently in English. for example:

       <u>Tharu</u>   <u>English</u>

                                      good

       niman   beautiful

                                    handsome

                                    fine

iii.   The different intensifiers of Tharu are realized by the same intensifier in English. For example:

<u>Tharu</u>   <u>English</u>

bari

bahut ——————————————— very

jade

saphe

iv.   A single intensifier of Tharu can be realized differently in English. For example:

<u>Tharu</u>   <u>English</u>

                                      very

jade   too

                                      most

                                      terribly

v.   In the Tharu language, the native speakers of Tharu use adjuectives and intensifiers differently depending upon several contexts than those in English.

vi.   Some Tharu adjectival and intensifying words are influenced by other languages such as Hindi, Nepali, Bhojpuri, etc.

vii.   In Tharu the adjectives and intensifiers vary according to the kind, quality and state of the person, place or thing.

4.2. Recommendations

On the basis of the findings derived from the analysis and interpretation of data, the following recommendations have been made for the pedagogical implications:

i. The native speakers of the Tharu language should be paid special focuses on the different alternative forms of adjectives and intensifiers used in the Tharu language.

ii. The Tharu language has more complex adjectival and intensifying words than those of English. So, the complexity of Tharu adjectives and intensifiers should be considered while teaching English adjectives and intensifiers to the Tharu native speakers.

iii. The Tharu native speakers should be encouraged to use the adjectival and intensifying words of the Tharu language so that they could save the existence of the Tharu adjectives and intensifiers.

iv. The clear cut idea about adjectives and intensifiers used as attributively and predicatively in Tharu should be given while teaching English adjectives and intensifiers used as attributivelty and predicatively to the Tharu learners.

v. The Tharu speaking students should be provided with sufficient exercises based on the uses of adjectives and intensifiers in the classroom while teaching. Expecially the confusing cases of them should be taught in several contexts appropriately and clearly.

vi. Mother tongue influences second language or foreign language in learning. So, while teaching language, a teacher should see what difficulties the learners are facing due to their mother longue.

vii. The Tharu speaking students should be motivated towards learning through the vocabulary such as synonyms antonyms and so on.

viii. Language teaching activities should be practical communicative, use-based and creative with sufficient materials and appropriate examples.

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APPENDIX – I

Questionnaire

To draw the information for the research work entitled **Adjectives and Intensifiers in Tharu and English**, the following interview questionnaire has been prepared. It is being carried out under the guidance of **Dr. Laxmi Bahadur Maharjan**, Reader, Department of English Education, T.U., Kirtipur, Kathmandu. I hope that the great co-operation of the informants will be the great contribution of the research. Thank you.

Name: ……………………………………..

School: ………………………………….

Class: …………………………………………

How do you say the following sentences in Tharu? Translate them into the Tharu language focusing on the underlined adjectives and intensifiers.

Adjectives

For example:

He is a rich man.

ऊ धनिक आदमी बानी ।

1. Dipak is a good teacher.

   _____

2. You are a bad boy.

   _____

3. Apsara is a beautiful girl.

   _____

4. I can climb on a tall tree.

   _____

5. There are big houses in the town.

   _____

6. Ram lives in a small village.

   _____

7. I saw a thin girl yesterday.

   _____

8. We can read <u>thick</u> books in the library.

_____

9. I don't like <u>angry</u> person.

_____

10. The <u>mad</u> dog may bite us.

_____

11. She is a <u>clever</u> girl.

_____

12. He is a <u>naughty</u> boy.

_____

13. My brother is <u>lazy</u>.

_____

14. My father drinks <u>hot</u> tea.

_____

15. We drink <u>cold</u> water.

_____

16. Her face is <u>soft</u>.

_____

17. Salman has a <u>strong</u> body.

_____

18. We should help the <u>blind</u>.

_____

19. The teacher has asked <u>difficult</u> questions.

_____

20. This is a <u>happy</u> family.

_____

<u>Intensifiers</u>

For example:

    She is <u>so</u> clever.

    ऊ जादे चलाक बानी ।

1. This story is <u>very</u> interesting.

    _____

2. You are <u>too</u> lazy.

    _____

3. The bride is <u>so</u> handsome.

    _____

4. The bridegroom is <u>quite</u> beautiful.

    _____

5. I received a <u>most</u> unusual prize from my aunt.

    _____

6. This question is <u>less</u> important.

    _____

7. Your idea is <u>totally</u> right.

    _____

8. The passengers are <u>terribly</u> injured.

    _____

9. I am <u>enormously</u> grateful for your help.

    _____

10. Your answer is <u>definitely</u> correct.

    _____

The End