

CHAPTER- ONE

INTRODUCTION

1.1 General Background

Language is species specific and species uniform possession of human beings. It is the most advanced and powerful means of human communication. The vast knowledge in different fields of human activity is accumulated and stored by the use of language. It is the universal medium to express human thoughts, feelings, ideas and emotions. Most of the activities of the world are carried out through language such as transmitting human civilization, literature, political and diplomatic activities and human achievements.

“Language is not an end in itself, just as little as railway tracks, it is a way of connection between souls, a means of communication ... language is the most complete, the richest, the best means of communication. It bridges the physical chasm between individuals” (Jespersen, 1994, p.4).

In the present age of globalization, the knowledge known, found, gained, discovered and verified needs to be accessible to every person living in any corner of the world. So, it is essential for an individual to get mastery over any language to survive in the society.

What is communicated through language is the message. Communicators are involved in translating all the time between or among languages. Thus, translating is primarily an act of transforming message from one language to another language. It is a means to make the communication possible.

Language is one of the chief means of communicating ideas, thoughts, feelings and emotions. Language is species-specific. A language is a signaling system which uses vocal sounds and is based on man's ability to speak. According to Chomsky (1968 as cited in Tamang 2009, p.1) "When we study human

language, we are approaching what some might call human essence, distinctive qualities of mind that are so far as we know, unique to man." Richards, Platt & Platt (199, p.196 as cited in Tamang 2009, p.1) defines language as "The system of human communication which consists of the structure of arrangement of sounds into larger units, e.g. morphemes, word, sentences or utterances."

1.1.1 Linguistic Situation of Nepal

Nepal is very small country in size but it is very rich in terms of language, culture and religion. Nepal is a multilingual, multiracial, multicultural multi religious and multiethnic country. Nepal is not a culturally and linguistically homogenous but it is fertile land for language and culture. So many languages are spoken in Nepal. Among these languages, most of them do not have written script. According to Population Census Report 2011, there are 120 languages spoken in Nepal.

These 120 native languages and their useful dialects have genetic affiliation to four language family namely Indo-Aryan, Sino-Tibetan, Austro-Asiatic and Dravidian language families. The official language of Nepal is Nepali formerly called Khaskura then Gorkhali. According to Population Census Report 2011, there are 25 million native speakers of Nepali language and it is spoken as a second language by millions more.

Three quarters of the 120-some languages native to Nepal belong to the Tibeto-Burman language family; this includes Nepal Bhasa (Newar), Tamang, Magar and various Rai and Limbu languages. However the official and numerically most important language, Nepali belongs the Indo-Aryan (Indic) branch of the Indo-European family, so that Indic languages constitute 79% of the population to Tibeto-Burman's 18% even though most languages of both families are spoken by small numbers of people (www.cbs.gov.np).

The Dravidian languages are represented by Kurux and the Munda languages of the Austro-Asiatic family by Santali and Mundari. The indigenous languages of Nepal that predicted the influx of Indic, Tibeto-Burman and other families barely survive in the Kusunda language which is nearly extinct today (www.cbs.gov.np).

Population Census Report 2011 has divided languages as major languages and other language which are cited below.

a. Major languages: Nepali, Maithili, Bhojpuri, Tharu, Tamang, Newari/Nepal Bhasa , Magar, Awadhi, Bantawa, Gurung/ Tamu, Limbu and Bajjika.

b. Other languages: Nachhiring (Khambu), Athpare(Rai), Bahing /Rumdali, Belbare, Bhujel, Chamling (Rai), Chantyal, Chintang , Dhanwar Rai, Dhimal/Toto , Dogri, Dumi (Rai), Dura, Kayort, Khaling (Rai), Kham, Kulung (Rai), Kurukh, Kusunda, Lepcha, Majhwar, Mugom, Mundari, Puma, Sampang (Rai), Sanskrit, Santali, Sherpa, Sunuwar, Thami, Thulung (Rai), Wambule (Rai), Wayu, Yakkha and Yamphu (Rai).

According to Population Census Report 2011, the total population of Nepal is 2,64,94,504. Of the total population, Chhetri is 16.6%, Pahadi Brahman 12.2%, Magar 7.1%, Tharu 6.6%, Tamang 5.8%, Newar 5%, Kami 4.8%, Musalman 4.4%, Yaday 4% and Rai 2.3% (Nagarik National Daily, Tuesday 27, November 2012).

According to Population Census Report 2011, of the total population 11,826,953 (44.6%) speak Nepali, 30,92,580 (11.6%) speak Mathili, 15,84,958 (6%) speak Bhojpuri, 15,29,875 (5.8%) speak Tharu, 13,53,311(5%) speak Tamang, 8,46,557 (3.2%) speak Newari, 7,93,418 (3%) speak Bajjika, 6,91,546 (2.6%) speak Urdu (Nagarik National Daily, Tuesday -27, November 2012).

Seventy languages have been identified by National Language Recommendation Commission (1993, p.58 as cited in Sherma 2008, p.3). Sixty three of them are the languages of indigenous nationalities of Nepal. These languages are grouped in the following ways.

a. The Languages with Written Script: Nepali, Maithili, Awadhi, Limbu, Bhojpuri, Hindi, Newari, Urdu and Bhote.

b. The Languages, having Written Script in Emerging Condition: Gurung, Magar, Bantawa, Thakali, Chamling, Kulung, Sherpa, Thulung, Tamang, Rajbansi, Khaling and Tharu.

c. The Languages, having no Written Script: Yakkha, Kumal, Bote, Chhantyal, Jhangad, Kham, Majhi, Byanshi, Dannwar, Nachhiring , Chepang, Marwadi, Eastern Mewahang , Northern Lohakung, Raji, Western Mewahang, Southern Lohanung, Thami, Yamphu, Darai, Dhimal, Lumba Yakka, Hyolmo, Athpaharia, Sampang and Kaike.

d. Endangered Languages: Hayu, Plomacha, Dura, Dungmali, Kusunda, Baling, Route, Chhintang, Koyu, Jerung, Puma, Mugali, Lambiching, Belhare, Chhukwa, Phanduwali, Chakwa and Tilung.

1.1.2 Dhimal Community and the Dhimal Language

It is thought that prior to settling down, the Dhimals were nomadic hunters who practiced shifting cultivation. After land became less available and there were fewer animals to hunt, they began to settle in specific areas. What is thought to be the original settlement of the Dhimal is located in northern Morang. There are several legends as to the Dhimal origin. However, the most frequently told is about two Kirat brothers who went on a pilgrimage to Varansi. On the way to home the older brother walked faster than the younger brother, cutting trees as he went. The younger brother became lost as the trees grew back and decided

to remain on the plain becoming the father of the Dhimal people. The older brother continued walking until he reached the mountains and founded the group known today as the Limbu people. To this day the people of the hills often refer to the Dhimals as 'Limbu of the Plains'. These Dhimals are also called the Limbu of the Terai because they resemble with Limbu ethnicity in relation to face, religion and language. They have their own language, clothing and culture. The Dhimal people are found to be living at Uurlabari, Haraicha, Kaseni, Dangihat, Bahuni, Keraun, Bayarban, Amardaha, Rajghat, Letang, Madhumalla, Babiyabirta, Govindapur and Belbari of Morang district and Damak, Gauradaha, Topgachhi, Bahundangi and Dhulabari of Jhapa district, Damak. Damak, Uurlabari, Rajghat, Madhumalla, Manglabare and Belbari are the most densely populated areas of the Dhimal people. Dhimals were originally traced back to be living in the north-east part of Nepal, Tibet and Himalayan region.

The Majority of Dhimal make their living as agriculturalists growing rice, jute, millet, wheat oil, seeds and corn. They sell these products for a profit at markets. Several Dhimal families also own mills from which they earn some money. When families do not own land, they typically earn a living by working as labourers for other people. The Dhimal women are much richer in traditional arts and crafts in wearing traditional clothes. Dhimal people have their own typical dances and flock songs. The Dhimals people are very rich in festivals.

The Dhimals are backward in education. The Dhimal people have an umbrella organization. That is Dhimal Cast Development Center, Nepal which was established in 1990 A.D. to unite all Dhimal people, maintain rights, save religion, culture, custom, language and to enhance and import knowledge in a better planned ways.

Many languages are spoken in Nepal. One of them is Dhimal. This language is spoken in the southern part of Morang and Jhapa districts. The Dhimal language

falls under the Tibeto-Burman Language Family. This language is not mutually intelligible with the languages under the same language family. The words used in the Dhimal language have been borrowed from Nepali and Rajbanshi. The Dhimal language has mainly two dialects namely Eastern dialect (spoken in Jhapa) and Western dialect (spoken in Morang). Eastern dialect is influenced by Rajbanshi and western dialect is influenced by Nepali.

Andal (1911, p.7, Moitra (2004, p.20 and king (1994, p.16, as cited in Dhimal (2009, p. 4), say that the Dhimal language along with Kachari, Rabha, Meche, Koche and Toto, are grouped under Kachari language family. According to Kupar (1997, p.20 as cited in Dhimal (2009, p.4) the Dhimal language comes under Bhot Barmeli Language Family.

According to Census Report 2001, the total population of Dhimal was 19,537. But the Census Report 2011 shows that the total population of Dhimal is 21,746. The script of the Dhimal language is called 'Dham Lipi'. The sample of Dham Lipi is as follow:

(१) धमलिपि लिपि - स्वर वर्ण					
ॐ	ॐ	ॐ	ॐ	ॐ	ॐ
अ	आ	इ	ई	उ	ऊ
ॐ	ॐ	ॐ	ॐ	ॐ	ॐ
ए	ऐ	ओ	औ	अं	अः

(२) धमलिपि लिपि - व्यन्जन वर्ण					
ॐ	ॐ	ॐ	ॐ	ॐ	ॐ
क	ख	ग	घ	ङ	च
ॐ	ॐ	ॐ	ॐ	ॐ	ॐ
छ	ज	झ	ञ	ट	ठ
ॐ	ॐ	ॐ	ॐ	ॐ	ॐ
ड	ढ	ण	त	थ	द
ॐ	ॐ	ॐ	ॐ	ॐ	ॐ
ध	न	प	फ	ब	भ
ॐ	ॐ	ॐ	ॐ	ॐ	ॐ
म	य	र	ल	व	श
ॐ	ॐ	ॐ	ॐ		
ष	स	क्ष	ह		

1.1.3 Need and Importance of Contrastive Analysis (CA)

Contrastive Analysis (CA) refers to the scientific study of similarities and difference between two or more languages. Between the two languages, one is regarded as a source language (L1) and another is a target language (L2).

Usually, the first language is known as native language or mother tongue or filter language and the second one is the target language or foreign language or other language.

CA was introduced in the late 1940s in the United States, strongly advocated by C.C Fries and Robert Lado. Fries made the first clarion call for CA in 1945 in his book entitled “Teaching and Learning English as a Foreign Language”. Later in 1957, Lado made it more direct and explicit by developing a technique to carry out CA.

Lado (1957, pp.1-2), wrote a book entitled "Linguistic Across Culture". In his book, he has given some assumptions of CA which have significant roles in language teaching. The assumptions are as follows:

“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, both productively when attempting to speak the language and receptively when attempting to grasp and understand the language”.

“In the comparison between native and foreign language lies the key to ease or difficulty in foreign language learning”.

“The teacher who has made comparison of a foreign language with the native language of the students will know better what the real problems are and can better provide for teaching them”.

The main aim of the CA is to compare two or more languages to find out similarities and differences between them. CA claims the greater the differences between the target language and the learner’s native language, the

greater is difficulty in learning and the greater the similarities between them the greater is ease in learning.

CA assumes that while learning second language, the learner will tend to use his/her first language structures in his/her learning and where structure in his/her target language differ from his/her native language, he/she will commit an error. Similarly, it is also assumed that past learning may facilitate present learning if L1 and L2 are similar and past learning may hinder present learning if L1 and L2 are different.

1.1.4 Transformational Theory

The transformational generative grammar is a linguistic theory, first proposed by Noam Chomsky in his book "Syntactic Structures" in 1957. It was the most influential theory for about half century. With the publication of this book, he became not only a prominent but also a controversial figure in the field of linguistics. Chomsky (1957, p.16) says, "Transformation generative grammar is a set of formal rules which projects a finite set of sentences upon the potentially infinite set of sentences that constitute the language as a whole and it does this in an explicit manner, assigning each set of structural descriptions".

Transformational generative grammar is transformational and generative in nature. By transformation Chomsky means the rules which transform a sentence into another one i.e. deep structure into surface structure. Generative refers to the capacity of grammar to define the set of grammatical sentences in a language.

The construction of a grammar of language has four levels of the language viz. phonology, morphology, syntax and semantics. Of them morphology is the study of morphemes. To pluralize a singular noun into the plural one, the bound morphemes are used. Thus pluralization is the part of morphology.

1.1.5 Word Classes

According to Pal (1995, p.16), the words can be classified as:

- a. Major Word Class:** Noun, adjective, verb and pronoun
- b. Minor Word Class:** Adverb, preposition, conjunction and interjection

1.1.6 Introduction and Classification of Nouns

A noun is a naming word. It is the name of person, place or thing. Actually noun can be anything which we can see and feel. Nouns are classified in to five groups (Wren and Martin, 1989, pp.4-6).

i) Proper Noun

A proper noun denotes one particular person, place or thing as distinct from every other, e.g. France, Madrid, Mrs. Smith, Tom, Belbari, Kathmandu etc.

When a proper noun denotes a class of person or thing and is used in a descriptive sense, it becomes a common noun.

He is the Newton of the age.

That is the greatest astronomer of the age.

ii) Common Noun

A common noun is the name that can be used for any member of a class, e.g. cow, man, country, son, daughter, doctor, teacher etc.

iii) Collective Noun

A collective noun denotes a group or collection of similar individuals, considered as one complete whole, e.g. crowd, flock, group, swarm, team, bunch etc.

iv) Abstract Noun

An abstract noun is usually the name of quality, action, or state, considered apart from the object to which it belongs to. Abstract nouns name a quality or an idea formed in the mind, e.g. beauty, charity, courage, fear, joy etc.

v) Compound Noun

Compound nouns have two or more words in them. In some, the words are returned separately: *bank account*. In others, the words are hyphenated: *son-in-law*, e.g. boy-friend, mother-in-law, man-servant, woman-doctor, step-son, foot-man etc.

1.1.7 An Introduction to Pluralization

The process of changing singular forms into plural ones is called pluralization. Pluralization exists in all the languages of the world but the way of pluralization may differ from one language to another language. Plural is a term, used in grammar to refer to more than one. Generally, a noun or pronoun that denotes one person or thing is said to be in the singular number and if that denotes more than one person or thing that is said to be in plural number. Pluralization can be seen on three levels: word, phrase and sentence. These are presented below.

i) Word Level

Lexical or word level pluralization can be made by adding ‘-s/-es’ suffix in the noun, changing the word and changing alphabets. For example boy-boys, bus-buses, child-children, man-men, tooth-teeth etc.

ii) Phrase Level

In this level, pluralization can be made as in the following examples.

e.g.

A boy – two boys

A girl – many girls

A book – three books

iii) Sentence Level

In this level, pluralization can be made as in the following examples.

A boy is reading in the class (singular)

Boys are reading in the class (plural)

Cow was beaten by a farmer (singular)

Cows were beaten by farmers (plural)

A child plays the Madal (singular)

Children play the Madals (plural)

1.1.8 The Rules of Pluralization of Nouns in English

The process of pluralization may differ from language to language. It means pluralization is language specific. In English, pluralization can be made by various ways. Based on Nesfield (1961), Wren and Martinet (1936), Thomson and Martinet (1986) and Quirk et al (1985), pluralization rules can be stated as follows:

i) Generally, most nouns are made their plural by adding a suffix ‘-s’ to the singular forms.

eg.

Singular	Plural
hand	hands
eye	eyes
day	days
house	houses

ii) Nouns ending in 'o' or 'ch', 'sh', 'ss' or 'x' form their plural by adding '-es'.

e.g.

Singular	Plural
tomato	tomatoes
glass	glasses
box	boxes
brush	brushes
bench	benches

But words of foreign origin or abbreviated word ending in 'o' form their plural by adding '-s' only.

e.g.

Singular	Plural
dynamo	dynamos
kilo	kilos
kimono	kimonos
piano	pianos

iii) Nouns ending in '-y', preceded by a consonant, form their plural by changing '-y' into '-i' and adding '-es'.

e.g.

Singular	Plural
baby	babies
lady	ladies
city	cities
pony	ponies

iv) Nouns ending in '-y', preceded by a vowel, form their plural by adding '-s' only.

e.g.

Singular	Plural
boy	boys

guy

guys

v) Some nouns ending in '-o' have both plural form i.e. '-s/es'.

e.g.

Singular

Plural

volcano

volcanoes/volcanos

manifesto

manifestoes/manifestos

grotto

grottoes/grottos

hallo

halloes/hallos

vi) The nouns ending in '-f' or '-fe' are formed plural by changing 'f' or 'fe' into '-ves'.

e.g.

Singular

Plural

calf

calves

knife

knives

wife

wives

wolf

wolves

The nouns 'hoof', 'scarf' and 'wharf' take either '-s' or '-ves' in the plural.

e.g.

Singular

Plural

hoof

hoofs/hooves

scarf

scarfs/scarves

wharf

wharfs/wharves

But other nouns ending in '-f' are formed plural by simply adding '-s'.

e.g.

Singular

Plural

belief

beliefs

chief

chiefs

vii) Some nouns are made plural by a change of the inside vowel.

e.g.

Singular	Plural
foot	feet
goose	geese
man	men
woman	women

viii) There are some nouns which form the plural in '**-en**'.

e.g.

Singular	Plural
child	children
ox	oxen

ix) Usually, compound nouns are made plural by adding '**-s**' to the principal word.

e.g.

Singular	Plural
daughter-in-law	daughters-in-law
hanger-on	hangers-on
step-daughter	step-daughters
governor-general	governors-general

x) Some compound nouns are made plural by adding '**-s**' to the last element.

e.g.

Singular	Plural
baby sister	baby sisters
close-up	close-ups
assistant-doctor	assistant-doctors

xi) Appositional compound (e.g. a man servant-the servant who is male), whose first element includes man or woman made plural in both the first and the last element.

e.g.

Singular	Plural
man-servant	men-servants
woman-doctor	women-doctors
lord-justice	lord-justices
knight-templar	knight-templars

But the plural is made in the last element when the compound is not appositional.

e.g.

Singular	Plural
woman hater	woman haters
man eater	man eaters

xii) Nouns from Latin ending in '**-us**' form their plural in most cases by replacing '**-us**' by '**-i**'.

e.g.

Singular	Plural
alumnus	alumni
stimulus	stimuli
bacillus	bacilli
fungus	fungi

But 'corpus' has the plural form 'corpora'/'corpuses' and 'genus' has the plural 'genera'. Nouns ending in '**-us**' take only '**-es**' to form their plural.

e.g.

Singular	Plural
apparatus	apparatuses
bonus	bonuses
census	censuses
campus	campuses

Other nouns ending in **'-us'** such as *calculus*, *sinus*, *virus*, *minus*, *prospectus*, *impetus*, *circus*, *chorus* also have the same pluralization process. Similarly some nouns ending in **'-us'** have two plural forms.

e.g.

Singular	Plural
focus	foci/focuses
fungus	fungi/funguses

Other nouns that have both plurals are *cactus*, *'nucleus'*, *'radius'*, *'syllabus'* and *'terminus'*.

xiii) Nouns from Latin ending in **'-a'** form their plural only with **'-ae'**.

e.g.

Singular	Plural
formula	formulae
larva	larvae
alga	algae

Some nouns ending in **'-a'** form their plural only with **'-s'**.

e.g.

Singular	Plural
drama	dramas
era	eras
arena	arenas
diploma	diplomas

Some nouns ending in **'-a'** form their plural both with **'-s'** or **'-ae'**.

e.g.

Singular	Plural
antenna	antennas/antennae
nebula	nebulas/nebulae

xiv) Nouns from Latin ending in **'-um'** change only to **'-a'** in the plural form.

e.g.

Singular	Plural
bacterium	bacteria
desideratum	desiderata
medium	media

Some nouns ending in '**-um**' form their plural only with '**-s**'.

e.g.

Singular	Plural
harmonium	harmoniums
museum	museums
album	albums
premium	premiums

Some nouns ending in '**-um**' have two plural forms.

e.g.

Singular	Plural
aquarium	aquariums/aquaria
curriculum	curriculums/curricula
candelabrum	candelabrum/candelabra

xv) Nouns from Latin ending in '**-ex**' or '**-ix**' have made plural by adding both '**-ices**' and '**-es**'.

e.g.

Singular	Plural
index	indexes/indices
vortex	vortexes/vortices
matrix	matrixes/matrices
appendix	appendixes/appendices

xvi) Nouns from Greek ending in '**-is**' are turned into plural by changing '**-is**' to '**-es**'.

e.g.

Singular	Plural
axis	axes
crisis	crises

Other nouns which are pluralized in the same process are 'dialogue', 'elipsis', 'hohpothesis', 'oasis', 'paralysis', 'parenthesis', 'synopsis', thesis. But 'metropolice' has the plural 'metropolises'.

xvii) Nouns from Greak ending in '**-on**' are turned into plural by changing '**-on**' into '**-a**'.

e.g.

Singular	Plural
criterion	criteria
phenomenon	phenomena

But some nouns endings in '**-on**' take only '**-s**' to form the plural.

e.g.

Singular	Plural
demon	demons
proton	protons

But automation has both plurals 'automations' and 'automata'.

xviii) Some nouns ending in '**-eau**' form their plural by adding '**-s/x**'.

e.g.

Singular	Plural
Bureau	bureaus/bureaux
Plateau	plateaus/plateau

xix) There are some nouns which have the same form for the plural as for the singular.

e.g.

deer, sheep, fish, yoke, dozen

1.2 Review of the Related Literature

Many research works have been carried out by the different researchers in the field of language under the Department of English Language Education Tribhuvan University. But no one has attempted to carry out their research works on pluralization of nouns in English and Dhimal. That's why the researcher has selected this very new topic in his research work. The related literatures to this study have been reviewed below.

Bhat (2005) carried out a research on 'Pronominals in English and Raji Language'. He tried to find out Raji pronominals and to compare Raji pronominals with those of English. The native speakers of Raji language of Sano-Shree VDC of Bardiya district were used as the primary sources of data. The secondary sources of the data were different books, articles, journals, magazines, internet, and some others viz Celce-Murcia and Larsen-Freeman (1999), Parrol (2000), Young Voices in ELT (2003), Thomson and Martinet (1986) and Leech and Swarvik (1991). The sample population was forty Raji native speakers from Sono-Shree VDC of Bardiya district who were selected by using stratified random sampling procedure. The research tool was structured interview. He came up with the findings that Raji personal pronominals have alternatives like /**ḥā**/ and /**ḥāi**/ used for first person singular, /**nāḥ**/ and **nāḥi**/ for the second person singular, /**nāḥrau**/ and **nārau** for second

person plural, /ān/, /ānī/, **hon/ honī**, and /uī/ for the third person singular masculine and feminine gender and /**honrou**/, /**honrauī**/, /**īnrau**/, /**īnrauī**/, /**ānrau**/ and /**ānrauī**/ for the third person plural in all genders.

Thakur (2005) conducted a research on ‘Relativization in English and Maithili’. He attempted to find out Maithili relativization systems and to compare Maithili relativization systems with those of English. Primary and secondary sources of data were used by the researcher. Sixty Maithili speaking students of Grade 12 of Dhanusha district were primary sources of data. Quirk et al (1985) Larsen-Freeman (1999) and Yadav (1996) were secondary sources of data. The sample population was twenty students from each campus: Rajarshi Janak Campus, Model Campus and Vigyan Adhyan Kendra of Dhanusha district who were selected by using random sampling procedure. The research tools were test items. He came up with the findings that in the Maithili language RC markers starts with 'je'. He also found that in the Maithili language there is honorific non-honorific distinction in using relativizer whereas in English there is no such distinction.

Adhikari (2006) conducted a research work on 'Passivization in English and Tharu'. The main objectives of the study were to find out the processes of passivization in the Tharu language and to compare and contrast the systems of passivization in Tharu with those of English. The native speakers of the Tharu language of Dhadhuwar and Deudakal VDCs of Bardiya district were the primary sources in the study. He used different types of books, textbooks and dictionary written in the Tharu language e.g. Ojarar Dagar, Hamar Pahura and Tharu Nepali English Dictionary by Gopal Dalit (2054) as secondary sources of data. Sixty Tharu native speakers living at those VDCs were selected using quota sampling procedure. Questionnaire and interview schedule were used as research tools. The major findings of this research were as follows:

- 1) The very structure: root verb + Ja(i)/ga:(i) (passive auxiliary) is used to passivize the active sentence.

2) Generally, 'se' similar to 'by + agent' in English is inserted just after subject in active sentence changing pronominal subject into object case but 'se' is used immediately inserted to noun to make passive structure.

Lawati (2006) attempted to carry out a research on 'Request Forms in Dhimal and English'. He tried to enlist different forms of request in Dhimal and to compare the forms of request in Dhimal with those of English. He used both primary and secondary sources of data. The primary sources of data were sixteen native speakers of Dhimal language of Damak municipality and Urlabari VDC. Different theses, newspapers, articles, documents related to Dhimal and English were secondary sources of data. The sample population was sixteen Dhimal speakers of Damak municipality and Urlabari VDC who were selected by using snowball sampling procedure. The major research tools were interview schedule and questionnaire. He came up with the findings that in totality 64.8% of English and 44.7% of Dhimal speakers used direct request. That is to say English people are more polite than Dhimal people. He also found that Dhimal people are more polite with friends and teachers and English people are more polite with their neighbours.

Rosyara (2007) conducted a research on 'Pronominals in English and Doteli Dialect of Nepal'. He tried to find out the pronominals in Doteli dialect of Nepal and to compare and contrast Doteli pronominals with those of English. He used both primary and secondary sources of data. The primary sources of the data were the responses, provided by the native speakers of the Doteli dialect. Different books, journals, magazines, theses, different materials from the internet, Kumar (1996), arts and arts (1982), Robins (1989), Thomson and Martinet (1986) and Larsen-Freeman (1983) were secondary sources of data. The sample population was forty Doteli native speakers of Jijodomandu and Latamandu VDCs who were selected by using judgmental sampling procedure. He found that Doteli personal pronouns are '**mə**', '**hām**', '**məlāi**', '**hāmlāi**', '**tə**', '**tān**', '**tam**', '**hajur**', '**tolāi**', '**tāmlāi**', '**hajurlāi**', '**u**', '**un**', '**yo**',

'in', 'unlāi', 'inlāi', 'tinlāi' and 'eilāi'. He also pointed that the existence of honorific and non honorific pronouns for the second and third person personal, reflexive and possessive pronouns in Doteli dialect which is not found in English.

Sah (2007) carried out a comparative study on 'Pluralization of Nouns in English and Bajjika'. He tried to identify the process of pluralization in Bajjika language and to compare the pluralization systems in Bajjika with those of English. He used both primary and secondary sources of data. The primary sources of data for the study were 36 Bajjika native speakers from six VDCs viz. Garuda, Gedahiguthi, Chandranigahapur, Deepahi, Pothiyahi and Malahitle. He used Celce Murcia and Larsen Freeman (1999) and Thakur (1991) as the secondary sources of data. The sample population was 36 Bajjika native speakers above 15 years of age who were selected by using stratified random sampling procedure. The major research tools were structured interview sheet and questionnaire. He came up with the findings that '-sa' suffix is added to the singular Bajjika noun to make it plural. Sometimes both a determiner and suffix are found to be used to make a singular noun plural. He also found that verbs are not pluralized along with nouns in the Bajjika and the grammatical meaning and original meaning of the sentence is not altered with the pluralization but it happens so in English.

Magar (2008) made an attempt to carry out a research on 'The Forms of Address in the Magar and English languages' He tried to find out the forms of address of Magar language and to compare forms of address of Magar language with those of English. He used both primary and secondary sources of data. The primary sources of data were the native speakers of Magar language from Rupandehi District. Richard et al (1985), Sah (1991), Kattel (2001), Khanal (2004), NELTA Journals and ELT Journals were secondary sources of data. The sample population was forty five native speakers of Magar language of Rupandehi district who were selected by using stratified random sampling procedure. The research tools were interview questions. He found that Magar

wives address their husband by using '**e buda**' and husbands in turn address their wives by '**e budi**'. Magar women also used '**naniko buwa**' '**buda**', '**e buda ei**' and '**lenja**' to address their husband and Magar husbands used '**budya**', '**lenja kht**' '**majhke**', '**e budi**' and '**majha**' to address their wives. He also found that Magar people do not call their husbands by first name but English people address them by their first name.

Serma (2008) conducted a research on 'Pluralization in English and Limbu'. The main objectives were to identify the processes of pluralization in the Limbu language and to compare the systems of pluralization in Limbu with those of English. He used both primary and secondary sources of data. The primary sources of data were native speakers of the Limbu language of Mangjabung VDC of Panthar district. The main sources of secondary data were Sah (2007), Celce Murcia and Larsen-Freeman (1983), Van Driem (1987), Kumar (1996), Wren and Martin (1989), Kainla (2003), Swan (2005) and Quirk and Greenbaum (2007). The sample population was forty Limbu native speakers of Mangjabung VDC of Panthar district who were selected by using snowball sampling procedure. Interview schedule and participant observation were used as research tools. He found that '**-si**' and '**-ha**' are the suffixes to change a singular noun into plural. He also found that English has binary number system: singular and plural but Limbu has singular, double and plural system in pluralization.

Yadav (2008) conducted a research on 'Pluralization of Nouns in English and Maithili'. The main objectives were to identify the process of pluralization in the Maithili language and to compare the systems of pluralization in Maithili with those of English. The native speakers of the Maithili language of eight different VDCs of Saptari districts viz. Jamuni Madhepwa, Diman, Malekpur, Nargho, Kataiya, Naktiraypur, Prawaha and Maleth were the primary sources of data. The main secondary sources of data were Celce Murcia and Larsen Freeman (1999), Thomson and Martinet (1986), Allen (1995), Thakur (1991) and Aarts and Aarts (1982). The sample population was 36 males and 36

females from those VDCs who were selected by using stratified random sampling procedure. Structured interview sheet and questionnaire were the research tools. The researcher found that suffix '**-sab**' is used to change a singular Maithili noun into plural. Suffix '**-lokain**' is also used with human nouns to make them plural. He also found that plural suffix '**-sab**' is written separately in the Maithili whereas the plural suffix in English is written together with nouns.

Tamang (2009), did his research on 'Pluralization in English and Tamang'. The main objectives were to identify the pluralization systems in the Tamang language and to compare pluralization systems in Tamang with those of English. He used both primary and secondary sources of data. The primary sources of data were Tamang native speakers of Chautara VDC of Sindhupalchok district. The secondary sources were Wren and Martin (1989), Kumar (1996), Yonjan (2006), Sah (2007), Tamang (2007), Serma (2008) and Yadav (2008). The sample population was eighty Tamang native speakers of Chautara VDC of Sindhupalchok district who were selected by using snowball sampling procedure. Interview schedule and questionnaire were major tools for data collection. He found that suffixes '**-dugu**'/'**-Jugu**', '**-gaade na**'/'**-ni**', '**-uttu**' and '**-bagal**' are added to singular nouns while transforming them into the plural. He also found that the suffixes are written separately in Tamang whereas they are written together with nouns in English, e.g. *dim-uttu* 'houses'.

This study is different from the previous studies in the sense that it is of the Dhimal language spoken in the eastern part of Nepal.

1.3 Objectives of the Study

The objectives of the study were as follows:

- To identify the pluralization systems in the Dhimal language.
- To find out the similarities and differences in the pluralization process between the Dhimal language and the English language.

- To suggest some pedagogical implications.

1.4 Significance of the Study

This study will be valuable for the Department of English Education as no research has yet been carried out on pluralization in the Dhimal language in this Department. It will be a significant to the people who take an interest to conduct research on the Dhimal language. It will be an extra aid on the Dhimal language and literature. This study serves as an input and reinforcement for the researchers in the Dhimal language. This study is significant for those teachers and students who are involved in teaching/learning English to Dhimal children as a foreign language. This research will be beneficial for linguists, experts, language planners, syllabus or course designer, text book writers, teachers, and students and new researchers who are also interested in this field.

CHAPTER-TWO

METHODOLOGY

The researcher adopted the following methodology to fulfill the objectives of the study.

2.1 Sources of Data

The researcher made use of both the primary and secondary sources of data.

2.1.1 Primary Sources of Data

The primary source of data was the native speakers of the Dhimal language of Belbari VDC of Morang district.

2.1.2 Secondary Sources of Data

The researcher consulted different books, journals, articles, related dictionaries and theses as well as visited some related websites to collect more information for the facilitation of the study. The main sources of the secondary data were Lado (1957), Chomsky (1957), Wren and Martin (1989), Sah (2007), Tamang (2009), Serma (2008), Celce-Murcia and Larsen-Freeman (1983), Yadav (2008), Quirk et al (1985) Nesfield (1961), Thomson and martinet (1986) Lawati (2006), Magar (2008), Thakur (2005), Rosyara (2007) and Bhat (2005).

2.2 Sampling Population

Fifty Dhimal native speakers of the Belbari VDC were the sample population of the study.

2.3 Sampling Procedure

The sample size of the study was only fifty Dhimial native speakers of Belbari VDC who were selected by using the snowball sampling procedure.

2.4 Research Tools

The researcher used interview schedule and questionnaire as major tools to collect the required data. The former one was for the illiterate informants and the latter one was for the literate informants.

2.5 Process of Data Collection

The researcher prepared research tools: interview schedule and questionnaire. Then he selected Belbari VDC of Morang district. He visited the selected area in order to establish rapport with the informants. And he explained about needs and objectives of the study to the informants. He conducted interview with the illiterate informants on the basis of interview schedule and the literate informants were distributed questionnaire. He engaged in daily conversation with native speakers of the Dhimial Language. Those responses were kept for the analysis.

2.6 Limitation of the Study

The study had the following limitations.

- The total sample size of this study was limited to only fifty Dhimial native speakers of Belbari VDC of Marong district.
- The study focused on pluralization of nouns in the Dhimial language with reference to English.
- Only the interview schedule and questionnaire were used as the major tools for data collections.

CHAPTER-THREE

ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the analysis and interpretation of the data. The data have been analyzed with the help of illustrations. Having analyzed data, the processes of pluralization in the Dhimal language were identified and they were compared with those of English.

3.1 Pluralization Systems of Dhimal Nouns at the World Level

The pluralization systems of Dhimal nouns at the world level are given below.

3.1.1 Pluralization of Common Nouns

a. Generally, most common nouns in Dhimal are made plural by adding a suffix ‘-gelāi’ to the singular form.

e.g.

Singular	Plural
nhoyā(monkey)	nhoyāgelāi
āmāi (mother)	āmāigelāi
misyā (eye)	misyāgelāi

b. Nouns ending in /n/ and /ka:/ form their plural by adding ‘-lāi’ to the singular form.

e.g.

Singular	Plural
bājān (boy)	Bājānlāi
cān (son)	cānlāi
kākā (uncle)	kākālāi
mitukā (hater)	mitukālāi

c. Nouns ending in /l/ omit /l/ and form their plural by adding a suffix ‘-lāi’ to the singular form.

e.g.

Singular	Plural
bebāl (woman)	bebālāī
jāmāl (baby)	jāmālāī
bābāl (man)	bābālāī

3.1.2 Pluralization of Collective Nouns

a. Prefix –cardinal numbers are used to change singular collective nouns into plural ones. Here suffix ‘-gelāī’ or ‘-lāī’ is not added to the singular form.

e.g.

Singular	Plural
samitī (Committee)	nheloñ samitī (two committees)
hānjā (crowd)	tuloñ hānjā (six crowds)
samuha (team)	suloñ sahuha (three teams)

b. Prefix –quantifiers are used to change Dhimial collective nouns into plural ones. Here suffix ‘-gelāī’ or ‘-lāī’ is not added to the singular form.

e.g.

Singular	Plural
barga (class)	henjāñ barga (many classes)
jhuttā (bunch)	jhārāñ jhuttā (all bunches)

3.1.3 Pluralization of Abstract Nouns

a. Abstract nouns in Dhimial can not be changed into plural ones.

e.g.

Singular	Plural
duḥkha (trouble)	*duḥkhagelāī
yuwā (youth)	*yuwāgelāī
himmat (bravery)	*himmatgelāī

3.1.4 Pluralization of Proper Nouns

a. Proper nouns in Dhimal can not be changed into plural ones.

e.g.

Singular	Plural
manoj	*manojgelāi
belbāri	*belbāriḡelāi
gaṇḍakī	*gaṇḍakīḡelāi
frāns	* frānsḡelāi

3.1.5 Pluralization of Compound Nouns

a. Principal words are pluralized in the compound nouns.

e.g.

Singular	Plural
jimdhāko cān (step-son)	jimdhāko cānlāi
bābāl nokar (man-servant)	bābāl nokarḡelāi
bejān sānāitī (girl friend)	bejān sānāitīḡelāi

3.2 Pluralization Systems of Dhimal Nouns at the Phrase Level

a. Dhimal determiner ‘**eloñ**’ is omitted and nouns are preceded by cardinal number to form their plural. Here Dhimal plural markers ‘**-ḡelāi**’ or ‘**-lāi**’ is not added to the singular form.

e.g.

Singular	Plural
eloñ cāmsā (a spoon)	kwahāloñ cāmsā (nine spoons)
eloñ ke (a husband)	suloñ ke (three husbands)
eloñ khiranī (a window)	naloñ khiranī (five doors)

b. Dhimal determiner ‘**eloñ**’ is omitted and nouns are preceded by quantifiers to form their plural. Here plural maker ‘**-ḡelāi**’ or ‘**-lāi**’ is added to the singular form

e.g.

Singular	Plural
-----------------	---------------

eloń buk (a book)	henjāń buk gelāī (many books)
eloń mesā (a goat)	henjāń mesā gelāī (many goats)
eloń cewarī (a lizard)	jhārāń cewarī gelāī (all lizards)
eloń āńgulī (a finger)	jhārāń āńgulī gelāī (all fingers)

3.3 Pluralization Systems of Dhimial Nouns at the Sentence Level

a. Nouns are made plural by adding ‘-gelāī’ to the singular form. Here determiner ‘eloń’ is omitted. Pluralization of noun does not affect the form of the form.

e.g.

i.

Singular	Plural
eloń māstar eloń bidhārthiheń padhipākhe. (A teacher teaches a student.)	māstargelāī bidhārthigelāīheń padhipākhe. (Teachers teach students.)

ii.

eloń āmāī dhāwā jhākhe. (A mother washes cloth.)	āmāīgelāī dhāwā jhākhe. (Mothers wash cloth.)
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b. Nouns ending in /l/ omit /l/ and form their plural by adding ‘-lāī’ to the singular form. Determiner ‘eloń’ is omitted. Pluralization of noun does not affect the form of the verb.

e.g.

i.

Singular	Plural
eloń tebal phālāso banikhe. (A table is made up of wood.)	tebalāī phālāso banikhe. (Tables are made up of wood.)

ii.

kā eloń gāphāl nāmkhe.	kā gāphālāī nāmkhe.
------------------------	---------------------

(I eat an apple.)

(I eat apples.)

c. Nouns ending in /n/ and /ka:/ form their plural by adding ‘-lāi’ to the singular form. Determiner ‘eloń’ is omitted pluralization of noun does not affect the form of the verb.

e.g

i.

Singular

eloń bejān remkā nhākhe.

(A girl dances nicely.)

Plural

bejānlāi remkā nhākhe.

(Girls dance nicely.)

ii.

yentā eloń dyāń cākā hī.

(There is a man eater.)

yentā dyāń cākālāi hī.

(There are man eaters.)

3.4 Comparison of the Pluralization Systems Between English and Dhimal Nouns at the Word Level

Comparison of the pluralization systems between English and Dhimal nouns at the word level is given below.

3.4.1 Common Nouns

a. In English mostly nouns are made plural by adding ‘-s’ to the singular form whereas in Dhimal mostly nouns are pluralized by adding ‘-gelāi’ to the singular form.

e.g.

	Singular	Plural
English	hand	hands
Dhimal	khur	khurgelāi
English	house	houses
Dhimal	sā	sāgelāi
English	goat	goats
Dhimal	mesā	mesāgelāi

b. In Dhimal nouns ending in /n/ and /ka:/ form their plural by adding ‘-lāi’ to the singular form whereas English nouns are pluralized by adding ‘-s’ to the singular form.

e.g.

	Singular	Plural
English	piglet	piglets
Dhimal	pāyācān	pāyācānlāi
English	eater	eaters
Dhimal	cākā	cākālāi

c. In Dhimal nouns ending in /l/ omit /l/ and form their plural by adding ‘-lāī’ to the singular form whereas English nouns are pluralized by adding ‘-s’ to the singular form.

e.g.

	Singular	Plural
English	flower	flowers
Dhimal	phul	phulāī
English	parrot	parrots
Dhimal	grāhal	grāhalāī

d. In English nouns ending in ‘o’, ‘ch’ ‘sh’, ‘ss’ or ‘x’ form their plural by adding ‘-es’ whereas in Dhimal nouns are pluralized by adding ‘gelāī’ or ‘lāī’.

e.g.

	Singular	Plural
English	tomato	tomatoes
Dhimal	galbhedā	galbhedāgelāī
English	bench	benches
Dhimal	pirakā	pirakālāī
English	brush	brushes
Dhimal	bras	brasgelāī
English	glass	glasses
Dhimal	gilās	gilāsgelāī
English	box	boxes
Dhimal	bākas	bākasgelāī

e. In English nouns ending in ‘-y’ and preceded by a consonant, form their plural by changing ‘y’ into ‘i’ and adding ‘-es’ whereas Dhimal nouns are pluralized by adding ‘-gelāī’ or ‘lāī’.

e.g.

Singular	Plural
-----------------	---------------

English	city	cities
Dhimal	śahar	śahargelāī
English	baby	babies
Dhimal	jāmāl	jāmālāī

f. In English nouns ending in ‘-y’ and preceded by a vowel, form their plural by adding ‘-s’ whereas nouns in Dhimal form their plural by adding ‘-gelāī’.

e.g.

	Singular	Plural
English	donkey	donkeys
Dhimal	gādhā	gādhāgelāī

g. In English nouns ending in ‘-f’ or ‘-fe’ are formed plural by changing ‘f’ or ‘fe’ into ‘-ves’ whereas nouns in Dhimal form their plural by adding ‘gelāī’.

e.g.

	Singular	Plural
English	leaf	leaves
Dhimal	lhābā	lhābāgelāī
English	wife	wives
Dhimal	be	begelāī

h. In English some nouns are made plural by a change of the inside vowel whereas nouns in Dhimal are made plural by adding ‘-gelāī’ only.

e.g.

	Singular	Plural
English	tooth	teeth
Dhimal	tāsī	tāsīgelāī
English	foot	feet
Dhimal	khokoi	khokoigelāī

i. In English, there are some nouns which, form the plural in ‘-en’ but nouns in Dhimal form their plural by adding ‘-gelāī’.

e.g.

	Singular	Plural
English	ox	oxen
Dhimal	piyā	piyāgelāī

j. In English, there are some nouns which have same form for the plural as for the singular whereas nouns in Dhimal have different forms for singular and plural.

e.g.

	Singular	Plural
English	deer	deer
Dhimal	kābrā	kābrāgelāī
English	sheep	sheep
Dhimal	bheḍā	bheḍāgelāī
English	fish	fish
Dhimal	hāyā	hāyāgelāī

3.4.2 Collective Nouns

a. In English suffixes are added to the singular form but Dhimal collective nouns are preceded by cardinal number or quantifiers.

e.g.

	Singular	Plural
English	fleet	fleets
Dhimal	māncā	dayāloñ māncā (four fleets)
English	flock	flocks
Dhimal	bindā	henjāñ bindā (many flocks)

3.4.3 Abstract Nouns

- a. In English some abstract nouns can be changed into plural and some can not be changed into plural but in Dhimal abstract nouns is never pluralized.

e.g.

	Singular	Plural
English	courage	*courages
Dhimal	sāhās	*sāhāsgelāī
English	poverty	*poverties
Dhimal	garibī	*garibīgelāī
English	death	deaths
Dhimal	mrityu	*mrityugelāī
English	beauty	beauties
Dhimal	remkā	*remkāī

3.4.4 Proper Nouns

- a. English and Dhimal proper nouns are never pluralized.

e.g.

	Singular	Plural
English	Kumari	*Kumaris
Dhimal	kumārī	*kumarigelāī
English	Khem	*Khems
Dhimal	khem	*khemgelāī

3.4.5 Compound Nouns

- a. Usually in compound nouns of English and Dhimal, principal words are pluralized.

e.g.

	Singular	Plural
English	step-son	step-sons
Dhima	jimdha cān	jimdha cānlāī
English	girl-friend	girl-friends

Dhimal bejān sānāitī bejān sānāitī**gelāī**

- b. In appositional compound nouns of English both the second and last elements are pluralized whereas in appositional compound nouns of Dhimal, only principal word is pluralized.

e.g.

	Singular	Plural
English	man-servant	men-servants
Dhimal	bābāl nokar	bābāl nokar gelāī
English	woman-doctor	women doctors
Dhimal	bebāl dākṭar	bebāl dākṭar gelāī

- c. Last element is pluralized in both English and Dhimal languages when the compound noun is not appositional.

e.g.

	Singular	Plural
English	woman hater	woman haters
Dhimal	bebāl mītukā	bebāl mītukā lāī
English	man eater	man eaters
Dhimal	dyān cākā	dyān cākā lāī

3.5 Comparison of Pluralization Systems Between English and Dhimal Nouns at the Phrase Level

- a. In English determiner ‘a’ or ‘an’ is deleted. Nouns are preceded by cardinal number and form their plural by adding suffix ‘-s’ or ‘-es’ but in Dhimal determiner ‘eloñ’ is deleted and nouns are preceded by cardinal number but no suffix is added.

e.g.

	Singular	Plural
English	a bus	two buses
Dhimal	eloñ bas	nheloñ bas

English	a door	five doors
Dhimal	eloń phinu	nāloń phinu

- b. In both English and Dhimal if nouns are made plural by preceding quantifiers, suffix is added and determiner is deleted.

e.g.

	Singular	Plural
English	a monkey	many monkeys
Dhimal	eloń nhoyā	henjāń nhoyā gelāī
English	a mango	all mangoes
Dhimal	eloń torse	jhārāń tores gelāī

3.6 Comparison of Pluralization Systems Between English and Dhimal Nouns at the Sentence Level

- a. In English, nouns are pluralized, adding English plural markers to the singular form and determiners ‘a’ or ‘an’ is deleted. Pluralization of nouns in sentence level in English affects the form of the verb. In Dhimal, nouns in sentence level are pluralized by adding Dhimal plural markers to the singular form and determiner ‘eloń’ is deleted. Pluralization of nouns in sentence level in Dhimal does not affect the form of the verb.

e.g.

	Singular	Plural
English	An ox eats grass	oxen eat grass
Dhimal	eloń piyā ghāsī cākhe	piyā gelāī ghāsī cākhe
English	There is a copy in the shelf	There are copies in the shelf
Dhimal	bākastā eloń kāpī hī	bākastā kāpī gelāī hī

CHAPTER-FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings of the Study

On the basis of analysis and interpretation of data presented in the previous section, the researcher derived the following major findings:

4.1.1 Pluralization Systems of Nouns in Dhimal

- The main plural markers in Dhimal are ‘-gelāī’ and ‘-lāī’.
- Most common nouns are made plural by adding plural marker ‘-gelāī’ to the singular form.
- The nouns ending in /l/ omit /l/ and form their plural by adding ‘-lāī’ to the singular form.
- The nouns ending in /n/ and /ka:/ form their plural by adding ‘-lāī’ to the singular form.
- Collective nouns are preceded by cardinal number and quantifier to be plural.
- Abstract nouns and proper nouns are not changed into plural ones.
- Principal word is pluralized in the compound noun.
- Dhimal determiner ‘eloñ’ is omitted and nouns are preceded by cardinal number to form their plural at the phrase level.
- Dhimal determiner ‘eloñ’ is omitted and nouns are preceded by quantifier to form their plural at the phrase level. Here plural maker ‘-gelāī’ or ‘-lāī’ is added to the singular form.
- Dhimal determiner ‘eloñ’ is omitted and nouns are pluralized by adding Dhimal plural marker ‘-gelāī’ or ‘-lāī’ to the singular form at the sentence level. Pluralization of nouns in Dhimal does not affect the form of the verb at this level.

4.1.2 The Similarities and Differences Between English and Dhimal Pluralization Systems of Nouns.

The researcher has found the following main similarities and differences while comparing the processes of pluralization systems of English with those of Dhimal.

a. Similarities

- English plural markers and Dhimal plural markers are written together with nouns.
- Only the singular countable nouns are changed into plural ones in both English and Dhimal languages.
- All the common nouns can be changed into plural ones in both languages.
- Proper nouns can not be changed into plural ones in both languages.
- English determiner ‘a’ or ‘an’ and Dhimal determiner ‘eloñ’ are omitted at the phrase level while transforming singular noun into plural.
- If nouns are preceded by quantifiers, suffix is added to the singular form in both languages at the phrase level.
- English determiner ‘a’ or ‘an’ and Dhimal determiner ‘eloñ’ are omitted and suffix is added to the singular form in both language while changing singular into plural at the sentence level.
- Both English and Dhimal have binary number system: Singular and plural.

b. Differences

- In English main plural markers are ‘-s’ and ‘-es’ whereas Dhimal plural markers are ‘-gelāī’ and ‘-lāī’.
- In Dhimal nouns ending in /n/ and /ka:/ form their plural by adding ‘-lāī’ to the singular form whereas English nouns are pluralized by adding ‘-s’ to the singular form.

- In Dhimal nouns ending in /l/ omit /l/ and form their plural by adding ‘-lāī’ to the singular form whereas English nouns are pluralized by adding ‘-s’ to the singular form.
- In English nouns ending in ‘o’, ‘ch’, ‘sh’, ‘ss’, or ‘x’ form their plural by adding ‘-es’ whereas in Dhimal nouns are pluralized by adding ‘-gelāī’ or ‘-lāī’.
- In English nouns ending in ‘-y’ and preceded by consonant, form their plural by changing ‘y’ into ‘i’ and adding ‘-es’ whereas Dhimal nouns are pluralized by adding ‘-gelāī’ or ‘-lāī’.
- In English nouns ending in ‘-f’ or ‘fe’ are formed plural by changing ‘f’ or ‘fe’ into ‘-ves’ whereas nouns in Dhimal form their plural by adding ‘-gelāī’.
- In English some nouns are made plural by a change of the inside vowel whereas nouns in Dhimal are made plural by adding ‘-gelāī’ only.
- In English, there are some nouns which have same form for the plural as for the singular whereas nouns in Dhimal have different forms for singular and plural.
- In English suffix is added to the singular collective noun to form it plural whereas Dhimal collective nouns are preceded by cardinal number and quantifiers to make it plural.
- In English some abstract nouns can be changed into plural and some can not be changed into plural but abstract noun in Dhimal is never pluralized.
- In Compound nouns of English sometime principal word is pluralized, sometime both elements are pluralized and sometime last element is pluralized whereas in compound of Dhimal only the principal word is pluralized.
- In English if nouns are preceded by cardinal number, suffix is also added to the singular form at the phrase level whereas if nouns in Dhimal are preceded by cardinal number, no suffix is added to the singular form at the phrase level.

- Pluralization of nouns in English affects the form of the verb at the sentence level whereas pluralization of nouns in Dhimal does not affect the form of the verb at the sentence level.
- There are many rules of pluralization and exceptions in the English language whereas there are limited numbers of rules of pluralization in the Dhimal language.

4.2 Recommendations

On the basis of the findings listed above, the researcher recommends the following points for pedagogical implications:

- The teacher of Dhimal Community should pay more attention on the plural suffixes ‘-gelāī’ and ‘-lāī’ because these are only in the Dhimal language but not in English.
- The teacher should inform the students that English plural markers and Dhimal plural markers are written together with nouns.
- The students must be made aware that only the singular countable nouns are pluralized in both English and Dhimal languages.
- It is to be noted that proper nouns can not be changed into plural ones in both languages.
- The teacher should teach the students focusing that if nouns are preceded by quantifiers, suffix is added to the singular form in both languages at the phrase level.
- The teacher should teach the students keeping in the mind that both English and Dhimal have binary number system: singular and plural.
- The students are to be informed that main plural markers in English are ‘-s’ and ‘-es’ and Dhimal plural markers are ‘-gelāī’ and ‘-lāī’.
- The teacher should inform the students that Dhimal nouns ending in /n/ and /ka:/ form their plural by adding ‘-lāī’ to the singular form but English nouns are pluralized by adding ‘-s’ to the singular form.

- The learners should be made aware that Dhimal nouns ending in /l/ omit /l/ and form their plural by adding ‘-lāī’ to the singular form but ‘-s’ is added to the English singular noun.
- The learners have to be aware that English nouns ending in ‘-f’ and ‘-fe’ are pluralized by changing ‘f’ or ‘fe’ into ‘-ves’ but in Dhimal such change is not noticed. Suffix ‘-gelāī’ is added to the singular noun.
- The learner should keep in the mind that some English nouns are made plural by a change of the inside vowel but Dhimal nouns are not made plural by a change of inside vowel.
- The teacher has to inform the students that some English nouns have the same form for plural and singular but Dhimal has no such nouns.
- The teacher should teach the students keeping in the mind that some English abstract nouns can be changed into plural and some cannot be changed into plural but no abstract noun in Dhimal is pluralized.
- While teaching the teacher should not forget to inform the students that in compound nouns of English sometime principal word, sometime both elements and sometime last element is pluralized but only the principal word is pluralized in Dhimal compound nouns.
- The teacher has to clearly say to the student that pluralization of nouns in English affects the form of the verb but pluralization of nouns in Dhimal does not affect the form of the verb.
- The teacher should teach pluralization process creating meaningful situation and using materials as far as practicable.

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