CHAPTER ONE

INTRODUCTION

1.1 General Background

English is the world's most widely used language. It is taken as a dignified as well as personality emancipator language. English helps people to get information related to science and technology since half of the world books related to science and technology have been written in English. In the present day it has become the main source of knowledge. It is believed that more than 6000 distinct languages are used in the world today (Harmer, 2008, p. 16). English has become the most widely used language among all the languages. English being one of the most influential and dominant international language, its spread all over the world cannot be exaggerated. English is now becoming a global language because of the power of the people who speak it. Moreover, its spread has accelerated due to the growing need of global communication. Now a days English is being used as lingua franca. It is relatively easier contact language between or among the native speakers of different languages. English is a lingua franca in the sense that it is an internationally used language of communication. So, in case of Nepal we can also see the people learning English either formally or informally and there are lots of colleges and institutions to teach English in the different cities of our country. The rapid of growth of English medium schools and English language learning centre are the proof that the English is highly popularized language even in Nepal.

1.1.1 Dialect

It is a variety of a language, spoken in one part of a country or by people belonging to a particular social class which is different in some words, grammar and pronunciation from other forms of the same language. A dialect is often associated with a particular accent. Dialects are subdivisions of languages. One dialect which predominant as the standard form of the language, and this is the variety which may come to be written down. The variety in the use of a language according to place, time and people is called a dialect. A dialect is such a variety of language that tells something about the users of the language. Dialect is subdivided into two types.

〕 Regional/geographical dialect

〕 Social dialect

1.1.1.1 Regional / Geographical Dialect

Regional dialect is also known as geographical dialect or geolect. It is one of the varieties of language caused by geographical region. It reflects the geographical origin of the speakers. For example, American English and British English come under geographical dialects.

1.1.1.2 Social Dialect

Language variation in social dimension is called social dialect or sociolect. Social dialect is that variety of language which is based on social stratification. Yule(1947,P.240) defines social dialect as " social dialect is a variety of language used by groups, defined according to class, education, age, sex and a number of other social parameters." It is a variety used by the members of certain social class which reflects their

social background / economical, educational status, colour, age, sex, etc.). Black English, white English etc. are the examples of social dialects.

1.1.2 The Nepali Language and Its Dialects

Since the creation of greater Nepal, the Nepali language has been popular as an easy means of continuity of communication between speakers of different languages of the nation. Many years before the creation of greater Nepal, the Nepali had spread into use among Bhramputra in the east and Kashmir in the west. The linguists have taken the stone inscription of Adityabansi kind Damupa, dating back 981 A.D., as the official sources of Nepali language. A copperplate inscription dating back to 1223 A.D.. is the historical evidence of Krachalya King's victory over Kedar - laid Gadwal to create Sinja's regime. After studying the gold inscription of Prithvi Malla of 1356 A.D ., we can summarize that the Nepali language came into existence in Gorkha and Gadawal since then.

Linguist Bal Krishna Pokhrel has written that the Nepali language being used in Kirat era until 1325 A.D. is indicated by Simrang and King Harisingh Dev's Pandit Jyoti Rishwor's Maithali book Barharathakar. Similarly, Bhanubhakta Pokhreal writes, "Five seven hundred years prior to unification of Nepal, the kings and rulers of the nations in this region relieved on Nepali language for interstate use as in sending letters, treaties and agreements. Prithvi Narayan Shah during his unification course spanning Baise, Chaubise, Limbuwan, Khumbuwan including Apungi break way states used Nepali language whenever he had to speak with the monarchs of these states." In this fashion the Nepali language occupied the sport as the inter-caste communication language.

The historian Narayan pant has mentioned many evidences to indicate that Nepali language was used in correspondence during the Malla era,

many years before unification, campaign got underway. There is a stone inscription in Bishwonath temple erected by Bhim Malla in front of Kalbhairav at Hanumandhoka. The stone inscription dating back to Nepal Sambat 761 during the time of Laxminarsingh Malla located at the side of Kathmandu's big Ghantaghar and Makhan Shivalaya is written in Nepali language. There is a stone inscription in Nepali language that Pratap Malla created Rani Pokhari in Nepal Sambat 790. The red seal written in Nepali language by Jagatprakash Malla in 1528 A.D. Sakh S. and Prakash Malla's document signed in the name of God as a writness to Prithvi Narayan Shah in 3 Poush 1757 A.D.. mentions "Kathmandu will not ambush the materials brought from Gorkha, receive the goldsmith coming from Bhat, take the coins brought from Madhesh, give Naldum to Kathmandu and do the work of Kathmandu.

The historian Shankarman Rajbansi writes, "The Syahamour" (authority writing) written in Poush 1733 A.D.. by Morang King Harishchandra Sen and Brisher wrote Syahamor in Nepali language to Shri Gosai and papers written under the title Kartik, 1927 A.D. and there are papers written in Nepali language by Buddikarna Raya in 1757 A.D.. from Bijayapur Nepali language, Hindi, Maithali, Bhojpuri, Bangali, Gadawali languages are the children of Sanskrit language. The Sanskrit language had occupied the position of national language throughout the Lichhavi rule in Nepali (Puratatwasangraha, 1961 A.D.). During the Malla rule Sanskrit, Nepali language, and Newari language including local languages were used. Before unification of Nepal, those traveling to Gorkha, Lamjung, Kaski and Janakpur from Kathmandu spoke Nepali language. In this way Nepali language came into practice from Brahmaputra to Kashmir.

There are total of 124 different languages spoken in the nation. Among them 40/50 languages are in developed phases. Maithali, Bhojpuri, Awadhi, Magar, Gurung, Tamang, Sherpa, Newar, Tharu, Limbu, Rai, Thakali, Sunuwar, Satar, Urdu are popular in their own communities. The Hindi language is also spoken at some places due to the open border. The number of individual languages listed Nepali is 126 of those, 124 are living languages and 2 have no known speakers.

(Source: www.khasskhass.com/new/mainphp)

So, it is obvious that Nepal is a land of ethnic diversity and linguistic plurality.

a. Doteli Dialect

Doteli dialect is one of the regional varieties of Nepali language spoken in Doti region or Far-western region of Nepal. It is mainly spoken in Seti and Mahakali zones and some parts of Northern India in the form of Kumauni language. According to the history of Nepal, (1976 A.D.), this dialect is closer to the original place of Nepali language i.e. Karnali zone (Chautaut, 2001 A.D.), "It is directly influenced by the Sinjali and the parpaschima dialects as well as Kumauni language in the Uttaranchal state of India. This dialect is supposed to be the oldest form of Nepali language." It is written in Devanagari script. Chautaut says that this dialect has different vocabularies, grammatical structures and pronunciation which are 50% similar to the Nepali language.

The historical record show that it was called the 'Malla language' and 'Sinja language' in Sinjapuri. This dialect had been flourished during the

Baise and Chaubise Rajya. Frankly speaking, this language had been nourished during the Malla regime. The Doteli dialect got the status of the Royal language in the same period later on the Doteli area was divided into zones, districts etc. even some areas had been annexed to India. Due to the annexation, the Doteli speakers were compelled to loose some of their original lexical items and syntactic structure. Again the Doteli dialect was divided into other sub-dialects. They were Dumrakoti, Dadeldhureli and Nirauli. The history of this dialect is very old and number of sub dialect is limited. In another way, the number of sub dialects of Doteli dialect are increasing loosing its original lexical items. For example, Kanchanpureli dialect, which is a sub-variety of Doteli dialect. But now it is getting its own status being a separate dialect in Kanchanpur district. Chautat in 2000 A.D.,One of the scholar of Doteli dialect has prepared a dictionary of Doteli dialect named 'Dotyali Vrihatsabdakosh'. In the same way, another scholar of Doteli dialect Shridhar pant has prepared a grammar book in 2009 A.D. named 'Dotyali Byakaran.'

1.1.3 Pluralization

Pluralization is a process of transforming the singular nouns into the plural and the singular sentence into plural ones. It is a linguistic process which occurs in every languages of the world. Pluralization is a grammatical operation that adds something to the meaning. The pluralizaiton process of singular nouns into the plural ones are different in all the languages of the world because of the different rules each languages have. For example, the pluralization of singular nouns in English and the same pluralizaiton in Doteli differ in the process of linguistic functions.

Pluralization is concerned with number. Number is a word or symbol that represents an amount or a quantity. Number is called Bachan in Doteli as well as in Nepali. Singular nouns are generally pluralized by just adding s/es suffix to a singular countable nouns. e.g. bat-bats, mango-mangoes. But sometimes words are changed to pluralize the singular countable nouns e.g. child-children. According to Wren and Martin (2009) pluralization takes on three levels. In general they can be listed as follows:

) Word level

) Phrase level

) Sentence level

1. Word Level

In this level pluralization takes place by adding 's/es' suffix to the noun, changing the word, removing 's/es' from the verbs and changing the alphabet.

Singular	Plural
Bat	**Bats**
Mango	**mangoes**
Child	**children**
Tooth	**Teeth**

2. Phrase level

Singular	Plural
one girl	**two girls**
a glass	**two glasses**

3. Sentence level

e.g.

a)   A girl is sitting on the bench.

     Girls are sitting on the benches.

b)   A child is quarrelling with his friend.

     Children are quarreling with their friends.

Some more rules of pluralizations

singular + -s

Singular	Plural
a car	**two cars**
a cassette	**two cassettes**
a lamp	**two lamps**
a hat	**two hats**
a cup	**two cups**

Add -es after sibilants:

Singular	Plural
a box	**two boxes**
a sandwich	**two sandwiches**
a suitcase	**two suitcases**
a rose	**two roses**
a garage	**two garages**

Substitute y after consonant with -ies:

Singular	Plural
a ci**ty**	**two cities**
a la**dy**	**two ladies**

Add -s after vowel + y:

Singular	Plural
a boy	**two boys**
a day	**two days**

There are two forms of the plural of the word penny:

pennies - You refer to the coins.

pence - You refer to the price (how much sth. is).

Nouns on -f or -fe:

add –s		substitute with -ves	
singular	**Plural**	**singular**	**plural**
a roof	**two roofs**	a thief	**two thieves**
a cliff	**two cliffs**	a wife	**two wives**
a sheriff	**two sheriffs**	a shelf	**two shelves**

There are two forms possible:

scarf - **scarfs/scarves**

hoof - **hoofs/hooves**

Add -s for words ending in -ff.

Always use a dictionary if you are not sure.

Nouns on -o form the plural by adding -s or -es.

add –s		substitute with -ves	
Singular	**Plural**	**singular**	**plural**
a disco	**two discos**	a tomato	**two tomatoes**
a piano	**two pianos**	a potato	**two potatoes**
a photo	**two photos**	a hero	**two heroes**

Some nouns can have two plural forms:

buffalo - **buffalos/buffaloes**

mosquito - **mosquitos/mosquitoes**

tornado - **tornados/tornadoes**

There is no rule when to use -s or -es. We often add -s with technical words.

Irregular plural forms:

Singular	**Plural**
a man	**two men**
a woman	**two women**
a child	**two children**
a mouse	**two mice**
a tooth	**two teeth**
a goose	**two geese**
a foot	**two feet**
an ox	**two oxen**

1.1.4 Analysis of Pluralization in English

Pluralization is a linguistic process of transforming singular nouns or verbs into the plural ones. It exists in all the languages of the world but it may vary from language to language. There are numerous ways of

pluralization in English. So, English language has following rules of pluralization of nouns according to (wren and Martin, 2009, p. 9-13).

(I) The plural of nouns is generally formed by adding -s to the singular.

Singular	Plural
boy	**boys**
pen	**pens**

(II) Nouns ending in -s, -sh, -ch or -x form the plural by adding -es to the singular.

Singular	Plural
class	**classes**
negro	**negroes**
box	**boxes**
match	**matches**

(III) Most nouns ending in -O also form the plural by adding -es to the singular.

Singular	Plural
buffalo	**buffaloes**
hero	**heroes**

(IV)   A few nouns ending with the -O merely add -S.

Singular	Plural
piano	**pianos**
logo	**logos**

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

Singular	Plural
baby	**babies**
story	**stories**

(VI)   Nouns ending in f or fe form their plural by changing -f or -fe into -v and adding -es.

Singular	Plural
thief	**thieves**
wife	**wives**

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

Singular	Plural
scarf	**scarfs / scarves**
dwarf	**dwarfs / dwarves**

And nouns like chief, safe, gulf, cliff, proof etc. add only -S.

Singular	Plural
chief	**chiefs**
proof	**proofs**

(VII) Some nouns form their plural by changing the inside vowel of the singular.

Singular	Plural
man	**men**
goose	**geese**

(VIII) There are a few nouns that form their plural by adding -en to the singular.

Singular	Plural
ox	**oxen**
child	**children**

(IX) Some nouns have the singular and the plural alike.

Singular	Plural
deer	**deer**
sheep	**sheep**

(X)   Some nouns are used only in the plural such as:

(a)   names of instruments which have two parts forming a kind of pair as, **scissors, tongs, spectacles.**

(b)   names of certain articles of dress as, **trousers, jeans, shorts**.

(XI)   The following nouns look like plural but are in fact singular.

(a) Names of subjects; as, physics, economics.

(b) Names of some common diseases; as, rickets, mumps, measles.

(c) The word news.

(d) Name of some gases; as, billiards, draughts.

(XII)   Certain collective nouns, though singular in form, are always used as plurals as; poultry, cattle, vermin, people.

(XIII) A compound noun generally forms its plural by adding -s to the principal word.

Singular	Plural
son-in-law	**sons-in-law**
commander-in-chief	**commanders-in-chief**

But few compound nouns take double plural.

Singular	Plural
man servant	**men servants**
woman worker	**women workers**

(XIV) Many nouns taken from foreign languages keep their original plural form.

Singular	Plural
index	**indices** (Latin)
basis	**bases** (Greek)

(XV) Letters, figures and other symbols are made plural by adding on apostrophe and S.

⟩ There are more e's than a's in this page.

⟩ Dot your i's and cross your t's.

1.1.5 Introduction and Classification of Nouns

Nouns are naming words that represent persons, Places, animals and things. In another way, nouns are the name of people, places, animals, things, abstract notions and group of each. e.g.

⟩ People: Rajiya, Rahi, Man, girl, friend etc.

⟩ Places : Nepal, Kathmandu, Village, River etc.

⟩ Animals : Cow, bull, dog, parrot, etc.

⟩ Things : Money, book, whistle, pen etc.

⟩ Abstract notions: Poverty, education, democracy, honesty etc.

⟩ Groups of each: Gang, family, class, array, crowd etc.

There are five kinds of nouns according to Wren and Martin (2009, p. 4-5) they are as follows:

1.1.5.1 Proper Noun

A proper noun is the name of a specific person, place or thing. The names of days of weeks, months, historical documents, institutions, organizations, religions, etc. are proper nouns.

We write a proper noun with a capital letter and we do not use articles with a proper noun. e.g.

Both Priya and Tanu live in Kathmandu.

Sodhana was born in May on Monday.

〕 We use articles with a proper noun. When it is treated as a common nouns. e.g.

He is the Einstein of this century.

Osaka is the Manchester of Japan.

〕 Proper nouns are pluralized as;

There are two Rockies in my class.

The two Kausas cities,

the two party, etc.

1.1.5.2 Common Noun

A common noun is a noun verifying to a person, place or thing in a general sense. It gives a common name to a noun. We use articles with a common noun and it has both singular and plural forms. For example;

A dolphin is an intelligent animal.

Dolphins are intelligent animals.

A boy was wearing a cap.

Some boys were wearing caps.

We use 'the' with a common noun when it is definite. For example,

The boy who wrote this poem is from Dharan.

The apples in this basket are ripe.

1.1.5.3 Collective Noun

A collective noun is a noun naming a group of things, animals or persons. We could count the individual members of the group, but we usually think of the group as a whole is generally as one unit. Generally speaking, it denotes the group.

- We should write a collective noun with a capital letters only when it begins a sentence.

- We use articles with a collective noun. e.g.

  A crowd gathers outside the hotel.

  The team is staying near Kanchanpur.

- A collective noun can be both singular and plural. e.g.

  The jury has announced its verdict.

  The jury are divided on this issue.

1.1.5.4 Abstract Noun

An abstract noun is a noun which names anything which we can not perceive through our five physical senses and is the opposite of a concrete noun. An abstract noun denotes some quality, state or action which can not be seen or touched.

– We should write an abstract noun with a capital letter only when it begins a sentence. It has not plural forms and we do not use articles with an abstract noun. e.g.

⟩ Honesty is the best policy.

⟩ Everybody respects Mr. Sahani for his honesty.

⟩ Intelligence can not be overvalued.

⟩ Friendship is a two-way process.

– An abstract noun can also be used as common noun. When it is used as common noun. It can be changed into plural. For examples:

Movement – movements

1.1.5.5 Material Noun

Material nouns are the names of the substances a matter of which the things are made. e.g. salt, curd, sand, gold, metal, oxygen. Material nouns cannot be changed into plural ones.(as cited in Wren and Martin ,2009) For example:

Water   -   Waters (Outdated)

Salt   -   Salts (Outdated)

Sand   -   Sands (Outdated)

Curd   -   Curds (Outdated)

1.1.2 Contrastive Analysis

Contrastive analysis is the contrastive study of two or more languages. It is sometimes called co relational analysis; two or more than two languages are compared to find out similarities and difference between them. Generally, one of the two languages is the familiar to the learners and the other is the language which the learners want to learn Van Els et al. (1984, p. 381) have given a general definition of contrastive analysis (CA) as: "Systematic comparison of specific linguistic characteristics of two or more languages."

Contrastive analysis (CA) as a branch of applied linguistics, focuses on finding out the differences or dissimilarities and then predicting. The areas of difficulty in the learning of the target language. Thus contrastive analysis can be defined as a scientific study of similarities and differences between language the special focus being on differences. CA is regarded as the typological comparison between languages, rather than being aimed at establishing historical relation between them. Contrastive analysis compares languages with utilitarian aim of improving the methods and results of language teaching. The CA hypothesis explains how contrastive analysis predicts learners' errors. The basic assumption of CA is that the students who come in contact with a foreign language find some features quite easy and some others extremely difficult. Those elements that are similar to their native language will be simple to them

and those that are different will be difficult. So, CA is really important from pedagogical point of view and its importance cannot be ignored.

The main idea of contrastive analysis, as propounded by Robert Lado in his book **Linguistics Across Cultures** (1957), was that it is possible to identify the areas of difficulty a particular foreign language will present for native speakers of another language by systematically comparing the two languages and cultures. Where the two languages and cultures are similar, learning difficulties will not be expected, where they are different, then learning difficulties are to be expected, and the greater the difference, the greater the degree of expected difficulty.

On the basis of such analysis, it was believed, teaching materials could be tailored to the needs of learners of a specific first language. Lado himself was an English and Spanish bilingual, who was born in America of Spanish parents, grew up in Spain and then went to college in the USA. He was all too aware of the importance of cultural difference in mastering a foreign language. However, his appeal to compare cultures was not taken up, and in practice contrastive analysis focused on a surface comparison of languages, starting with the sounds, then the grammar and finally the vocabulary.

This emphasis reflected the focus of American linguistics at the time, which was still very much under the influence of structuralism as espoused. Structural linguists viewed language as a rule-governed system which could be separated into hierarchically arranged sub-systems, each of which had its own internal patterns and structure.

The lowest level in the hierarchy was phonology, then morphology, then syntax. The lexicon received scant attention from structuralists and the discourse level of language was quite ignored. In fact, structural

linguistics coped best with closed or finite linguistic systems and for this reason, deliberately excluded semantics from its description.

1.2 Review of the Related Literature

Many studies have been carried out on the comparative study of different languages like Nepali, Rai, Tharu, Maithali, Newari and Doteli. The researcher has revised the following research studies which are related to the present study.

Tamang (2009) has carried out a research entitled, "Pluralization in English and Tamang". He conducted the study to find out the pluralization processes in English and Tamang. He found that suffixes are used as the plural markers in both Tamang and English. Only singular countable nouns are pluralized in both languages. And both Tamang and English nouns have binary system.

Sah (2007) carried out a research entitled, "Pluralization of Nouns in English and Banjjika." He conducted this research to find out the process of pluralization of nouns in Bajjika language. His findings were : while transforming a singular Bajika noun into a plural one, the suffix sa' is added. Suffix 'sa' added after a singular noun is written separately in Bajjika but the suffix which is used to pluralize a singular noun is written together in English. There are limited number of rules of pluralization of nouns in Bajjika but this is not the case in English.

Jora (2007) carried out a research entitled, "Passivizatin in English and Doteli". His findings were the position of the subject and the object remains unchanged or intact in Doteli while changing active into passive but the system is not similar to English. In Doteli, the structure root verbs + i (PM) is used to passivize the active sentences. The sentences having

double objects can be changed in Doteli. Similarly, though the active sentence has two objects, the passive is done only with direct object. It can be said that Doteli has only one passive construction.

In this regard, my study is distinct in the sense that no research has been carried out in the topic 'Pluralization of nouns in English and Doteli'.

1.3 Objectives of the Study

The objectives of the study were as follows:

1. To identify the processes of pluralization of nouns in Doteli dialect of Nepali.

2. To compare and contrast the processes of pluralization of Doteli nouns with that of English.

3. To suggest some pedagogical implications.

1.4 Significance of the Study

Research in a very general way is to find out what has not been found yet. Therefore, every research has its own importance and significance. The present study entitled as "Pluralization of Nouns in English and Doteli" will be the first research in the Department of English Education. So, this research will be invaluable for the department. This research will be helpful for the other researcher in the field of Doteli language. It will be helpful for the language teachers, syllabus designers, textbook writers, linguists, experts, and students who are involved in teaching/learning English to Doteli children as a foreign language.

1.5 Definitions of the Specific Terms

Comparative: Measured or judged by estimating the similarity between one thing and another.

Pluralization : Pluralization is a process of transforming the singular nouns into the plural and the singular sentences into plural ones.

Determiner : Such words that specify or identify nouns are determiners.

Suffix: A morpheme added at the end of a word to form a derivative.

Noun: Noun is a naming word.

Singular Number: Singular number denotes only one thing, object or person.

Plural Number: Plural number denotes more than two things, objects a persons.

CHAPTER TWO

METHODOLOGY

To carry out the study the following methodology was used.

2.1 Sources of Data

The researcher used both the primary and secondary sources to collect data.

2.1.1 Primary Sources

The primary sources of data for the study were 60 Doteli speakers living in Mahendranagar municipality of Kanchanpur district.

2.1.2 Secondary Sources

The researcher consulted different books, magazines, theses, articles, internet etc. to collect information about the study. Some of the secondary sources of data for the study were: Swan (2005), Cowan (2008), Chautaut (2058 B.S.) and Pant (2067 B.S.)

2.2 Sampling Procedure

The total population of the study was 60 native speakers of Doteli dialect from Mahendranagar municipality of Kanchanpur district. The population of the study was selected by using stratified random sampling procedure on the basis of age (above 15), sex (male and female) and educational background (illiterate, literate and educated). The total population was divided into two groups as 30 males and 30 females first. And then, the researcher divided the total population (60) into three group as: illiterate, literate and educated. Those who had academic qualification under S.L.C.

were defined as literate. Those who had academic qualification above S.L.C. were defined as educated. And those who were unable to read and write were defined as illiterate. Interview was conducted for illiterate and literate ones and questionnaire were distributed to others.

2.3 Tools for Data Collection

To collect the data for the study, the researcher used questionnaire and structured interview. So, these two were the tools for data collection. Structured interview was designed and applied for the literate and illiterate people and questionnaire was used for educated ones.

2.4 Process of Data Collection

The researcher collected the data by using the following procedures:

) First of all, the researcher prepared a questionnaire and structure interview schedule under the guidance of his research guide.

) Then the researcher visited the Mahendranagar municipality of Kanchanpur district.

) Then the researcher sought consent and established rapport with the informants.

) After establishing the rapport, the researcher told the purpose of the study in detail.

) After this the researcher distributed the questionnaire to the educated informants.

) Then the researcher conducted structured interview for the illiterate and literate ones and just recorded or wrote the informants' responses on the paper.

) Finally, the researcher thanked all the informants for their invaluable help.

2.5 Limitations of the Study

Limitations of the study were as follows:

) The total sample of the study was 60 Doteli speakers of Mahendranagar municipality of Kanchanpur district.

) The study was only limited to the processes of pluralization of nouns.

) The study population was limited to 60 informants having 30 males (10 literate, 10 illiterate and 10 educated).

) The collection of data was limited to the questionnaire and structured interview schedule.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the collected data. The process of pluralization of Doteli nouns were analyzed and interpreted on the basis of primary data collected from 60 native speakers of Doteli from Mahendranagar municipality. The analysis and interpretation of the collected data have been presented descriptively and comparatively with the help of tables, illustrations and diagrams for the purpose of making the study more objective. This chapter also consists of the comparison and contrast of the processes of pluralization in the Doteli language with those in English. The points of similarities and differences were drawn from the processes of pluralization in English and Doteli with illustrations after comparing the data.

3.1   Rules of Pluraliztion in Doteli

The rules of pluralization in Doteli have been given in the following points on the basis of the primary data collected from Mahendranagar municipality. Like English, the Doteli language has also the rules of pluralization of nouns which can be stated as follows:

(1)   Generally, the suffixes *'an/in/un'* are added to turn the singular nouns into the plural as shown in the examples,

Singular	Plural
ke:ti:	**ke:ti:n**
ka:pi:	**ka:pi:n**

ma:nsu:	**ma:nsu:n**
ki:ta:b	**ki:ta:bu:n**
me:la:	**me:la:n**
jho:la:	**jhola:n**

(2)   Only 'Vaut' determiner is added before a singular Doteli noun to turn it into the plural as shown in the exemples,

Singular	Plural
ma:ns	**Vaut ma:ns**
ki:ta:b	**Vaut ki:ta:b**
gha:r	**vaut gha:r:**
to:pi:	**vaut to:pi**

(3)   Sometimes the determiner 'vaut' and the suffixes 'an/in/un' are added to turn a singular noun into the plural one. For example,

(a)   ra:mko: ek saa:thi: chha: (singular)

   ra:mka: vaut saa:thi:n chha:n: (plural)

(b)   me:ro ek saa:lo: chha: (singular)

   me:ra vaut saa:la:n chha:n (plural)

(4)   If a singular Doteli noun occurs in the beginning of a sentence, then only the suffixes 'an/in/un' are added to turn it into the plural one. For example,

(a) gai   cha:dda:chha   (singular)

gai:n cha:dda:chha:n   (plural)

(b)   keto   kri:ke:t khe:lla:chha   (singular)

keta:n   kri:ke:t khe:lla:chha:n   (plural)

3.2   Introduction and Classification of Doteli Nouns

The introduction and classification of Doteli nouns and its analysis is presented as follows:

3.2.1 Byaktiwachak Sangya (Proper Noun)

A *'byaktiwachak sangya'* denotes one particular person or thing. It is the name of specific person, place or thing. For example,

ram (ek maans ko naam)

Mahendranagar (ek sahar ko naam)

ramayan (ek kitab ko naam)

Generally, *'byaktiwachak sangya'* is not pluralized but sometimes it also can be pluralized when it is taken as a common noun by adding the suffixes *'an'*, *'un'* and *'in'*. For example,

Singular   Plural

Sita   **sita:n**

hari   **hari:n**

ramu   **ramu:n**

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But we can't do as follows

Singular	Plural
nepal	**nepalu:n**
ramayan	**ramayanu:n**

Singular Doteli nouns are pluralized by adding the suffixes *'an / in / un'* to them and verbs are also pluralized along with nouns such as if a Doteli noun ends with *a/o* then the suffix *'an'* is added to pluralize it. For example, keto /*keta:n*/. Likewise, if in case of 'I' the suffix becomes *'in'* eg. /gai:/ becomes /gai:n/. Furthermore, if a Doteli noun ends with /*m/u/s/n/h*/ then we use *'un'* for example, ma:ns'/ 'ma:nsu:n'.

3.2.2 Jatiwachak Sangya (Common Noun)

A *Jatiwachak Sangya* gives a common name to a noun. It is a noun referring to a person, place or thing in a general sense. *'Jatiwachak Sangya'* is pluralized by adding the suffixes 'an', 'un' and 'n/in' after it. For example,

Singular	Plural
mans (man)	**man:sun**
gai: (cow)	**gai:n**
neta (leader)	**neta:n**
kapi (copy)	**kapi:n**

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These singular and plural nouns can be shown in the following tree diagrams:

(a)

```
    NP                        NP
    |                         |
    N                         N
    |                        / \
   cow                      N   PM
    |                       |    |
   gai:                    cow   S
                            |    |
                           gai:  in
```

(b)

```
    NP                        NP
    |                         |
    N                         N
    |                        / \
  copy                      N   PM
    |                       |    |
   kapi                   copy  ies
                            |    |
                          ka:pi  in
```
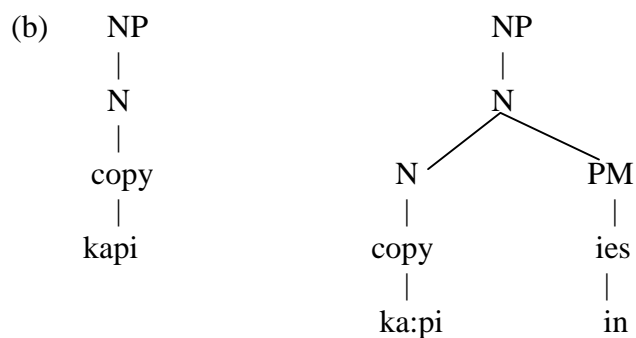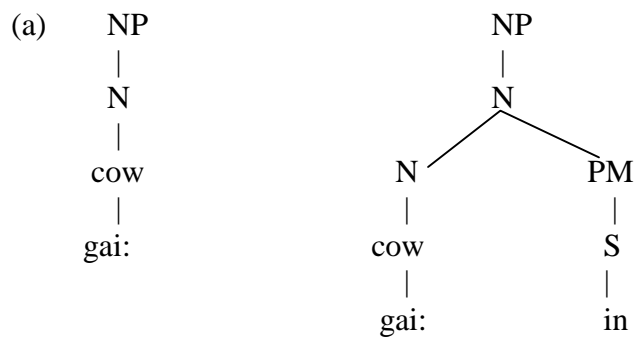
3.2.3 Samuhawachak Sangya (Collective Noun)

A *Samuhawachak Sangya* is the name of a number of persons or things taken together and spoken as one whole. In another words, it denotes a group or collection of similar individuals considered as one complete whole. The *Samuhawachak Sangya* can be pluralized by adding the suffixes 'an/in/un'. For example,

Singular	Plural
me:la	**mela:n**
fair	**fairs**
sami:ti	**samiti:n**
committee	**comittees**

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dal	**dalu:n**
team	**teams**

3.2.4 Bhabwachak Sangya (Abstract Noun)

A *Bhawachak Sangya* is usually the name of a quality, action or state considered apart from the object to which it belongs to. In other words, it denotes some quality, states or action, apart from anything possessing the quality. Generally, a *bhawachak Sangya* is not pluralized but it can be pluralized when it is used as a *Jatiwachak Sangya*. For example,

<u>Singular</u>	<u>Plural</u>
su:kha	**sukhu:n**
happiness	**happinesses**
du:kha	**dukhu:n**
sorrow	**sorrows**
a:ndolan	**andolau:n**
movement	**movements**
gari:bi	**garibi:n**
poverty	**poverties**

3.2.5 Drabyawachak Sangya (Material Noun)

A *drabyawachak Sangya* refers to the matter or substance of which things are made. e.g. sun:n, cha:di, pa:ni etc. Drabywachak Sangya can not be pluralized. For example,

	Singular	Plural
	pani	**pani:n***
	water	**waters***
	su:n	**sunu:n***
	gold	**golds***
	dudha	**dudhu:n***
	milk	**milks***

3.3 Introduction to Number

A man is said to be in the singular number when it refers to one person or one thing. A man is said to be in the plural number when it refers to more than one person or one thing. So, we can say that there are two numbers, singular and plural, singular number denotes only one and plural more than one. The only kinds of nouns that admit of being pluralized are common and collective nouns. The Doteli common nouns can be divided into two groups: Countable nouns and uncountable nouns. Countable nouns can be pluralized by adding suffixes *'an/in/un'* at the end. Countable singular means can be preceded by *'ek'* and plural nouns by numerals like *dui* (two), *ti:n* (three) etc. Whereas uncountable nouns do not have their plural forms. Sometimes a determiner *'vaut'* is added before a countable noun along with the suffixes *'an/in/un'* to make it plural. For example,

(a) ek man:s maranchha. (Doteli SN)

One /A man dies. (English, SN)

(b) **Vaut mansu:n madda:n** (Doteli PN)

man su:n madda:n (Dotel, PN)

Men die (English PN)

Countable nouns with both the feature (+human and - human) are preceded by the classifier 'ek'. e.g.

Doteli		English	
Singular	Plural	Singular	Plural
(a) ek keti	**dui keti:n**	a girl	**two girls**
(b) ek jhola	**dui jhola:n**	a bag	**two bags**

3.4   Comparison of the Processes of Pluralization in Doteli with those in English

The processes of the pluralization in the Doteli language are compared with those in English as follows:

Doteli	English
ramle ek sathilai vetyo (SN)	Ram met a friend (SN)
ramle sathi:n vetyo (PN)	**Ram met friends** (PN)
muile ek kita:b kinya (SN)	I bought a book (SN)
muile vaut kita:bu:n kinya (PN)	**I bought many books.** (PN)
vuiso ek thulo janabar ho. (SN)	A buffalo is a big animal (SN)

vuisa:n thula janabaru:n hu:n (PN) **Buffaloes are big animals.** (PN)

ek keto khella:chha (SN) A boy is playing (SN)

vaut keta:n khellachha:n (PN) **Many boys are playing** (PN)

mera skul mai ek mastarni chha(SN) There is a madam in my school.(SN)

mera skul mai dui mastairni:n chhan (PN) **There are two madams in my school.** (PN)

3.5 Similarities and Differences between English and Doteli

The researcher found the following main similarities and differences while comparing the processes of pluralization systems of English and Doteli

(A)   Similarities

1. Though the processes of pluralization of English and Doteli are quite different, there are some similarities that the researcher found while making comparison. Both in English and Doteli, suffixes are used to pluralize the nouns. For example,

         Doteli   English

   ramle ek jhola ki:nyo (SN)   Ram bought a bag (PN)

   ramle jhola:n ki:nyo (PN)   **Ram bought bags** (PN)

2. Similarly, the determiner used before a singular noun in both of the language are removed after the pluralization of the nouns. Sometimes the word *'Vaut'* is used to show the pluralization of a noun in Doteli and for that term many/several' is used in English. For example,

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Doteli   English

ek kita:b - **vaut kita:bu:n**   a book - **many books**

ek keto - **vaut ke:ta:n**   a boy - **many / several boys**

3.   The plural suffixes *'an/in/un'* are written together with nouns as the plural suffix 's/es' is written together with nouns in English. For example,

Doteli   English

ek ne:ta - **ne:ta:n**   a leader - **leaders**

ek gha:r - **gharru:n**   a house - **houses**

4   There comes a change in the verb when a noun is turned into plural in English as there also comes change in verbs when noun turned into the plural in Doteli. It means that the verb is also pluralized along with the pluralization of noun in both the languages. For example,

Doteli	English
ek ne:ta: desa:ko: bi:ka:s ga:ra:nchha (SN) **ne:ta:n desa:ko: bi:ka:s ga:dda:n (PN)**	A leader develops the country. (SN) **Leaders develop the country.(PN)**
ek: ke:to: khe:lla:chha(SN) **ke:ta:n Khe:lla:chha:n (PN)**	A boy is playing.(SN) **Boys are playing.(PN)**

5.The Doteli and English nouns have binary number system: singular and plural.

6.The main similarities that the researcher found are that only singular countable nouns are pluralized in the both languages.

(B)   Differences

Almost in all the cases processes of pluralization are different in English with those in Doteli except in some cases. The researcher found the following differences.

(a)   Generally all the singular countable nouns except proper nouns are pluralized with plural suffixes in Doteli i.e., they are marked if they are not conditioned by contexts. But some singular countable nouns remain unmarked in English while pluralizing e.g. deer, swine etc.

(b)   There are limited rules of pluralization of nouns in Doteli but there are a large number of rules and exception of pluralization in English only *'an/in/un'* suffixes and *'vaut'* determiner are used to pluralize the nouns respectively whereas these are different processes of pluralization are found in English. For example,

Doteli	English
ek photo - **phota:n**	a picture - **pictures**
ek haa: thi - **vaut haa:tti:n**	an elephant - **many elephants**

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

4.1   Findings

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

i)   While transforming a singular Doteli noun into a plural one, the suffixes *'an/in/un'* are added.

ii)   Sometimes both a determiner and the suffixes are used to pluralize a noun in Doteli. For example,

Doteli   English

ke:to   **ke:ta:n**

ke:to   **vaut ke:ta:n**

iii)   The plural suffixes *'an/in/un'* are written together with nouns as the plural suffix 's/es' is written together with nouns in English.

iv)   In both the languages verbs are also pluralized along with the nouns.

v)   Both Doteli and English languages have binary number system; singular and plural.

vi)   There are a limited number of rules of pluralization of nouns in Doteli but this is not the case in English.

4.2 Recommendations and Pedagogical Implications

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

i)   This research is a comparative study of pluralization system between two languages i.e. English and Doteli. It helps the language teacher who are teaching English as a second or foreign language to find out the main areas of difficulty.

ii)   Doteli learners in Doteli language should be informed that they can use the determiner *'vaut'* or the suffixes *'an/in/un'* or sometimes both to transform a singular noun into the plural one.

iii)   Plural suffixes *'an/in/un'* are written together in Doteli, so language teachers should make their students aware of these things by giving examples.

iv)   Verbs are pluralized along with nouns in Doteli as it is also the case in English. So, language teachers should exemplify comparatively while teaching which will facilitate the learners.

v)   The teachers of the Doteli ethnic community should teach the Doteli speaking learners that the determiner or singular noun marker *'ek'* is removed after the transformation of a singular noun into the plural one.

vi)   Similar aspects of pluralization between two languages should be taught to the students by creating meaningful situations and using suitable examples.

vii)   The teacher should use appropriate materials to teach pluralization as far as possible in the classroom.

viii) The language planners, course or syllabus designers and textbook writers should be more conscious towards designing the syllabus and writing the textbooks for the Doteli speaking learners who are learning English as a second language.

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APPENDICES

Appendix-I

Informants of the Research Study

S.N.	Name	Sex	Age
1	Lok Raj Pant	M	25
2	Mahesh Raj Bhatt	M	27
3	Khem Raj Joshi	M	24
4	Deepak Joshi	M	26
5	Mukesh Prasad Badu	M	21
6	Jiwan Joshi	M	22
7	Avai Raj Awasthi	M	25
8	Sitaram Bohara	M	25
9	Subash Adhikari	M	25
10	Krishna Joshi	M	26
11	Jayanti Bhatt	F	23
12	Tara Badu	F	20
13	Nisha Bista	F	24
14	Sangita Chand	F	23
15	Radha Thaguna	F	22
16	Anjali Bhatt	F	21
17	Nisha Pujara	F	21
18	Sima Joshi	F	30
19	Gita Shahi	F	24
20	Sabita Singh	F	25

Literate

S.N.	Name	Sex	Age
1	Yagya Raj Joshi	M	23
2	Arjun Prasad Joshi	M	46
3	Keshav Kunwar	M	30
4	Harish Kunwar	M	20
5	Nar Singh Dhami	M	38
6	Damber Sing Dhami	M	34
7	Yogesh Bhatt	M	20
8	Mohan Dev Bhatt	M	48
9	Suresh Nepali	M	25
10	Deepak Raj Pandey	M	25
11	Dropati Dhami	F	34
12	Manju Kunwar	F	26
13	Lila Pujara	F	30
14	Laxmi Joshi	F	10
15	Kalpana Khadyat	F	26
16	Radhika Kalauni	F	20
17	Deepa Rosusara	F	24
18	Sapana Singh	F	19
19	Urmila Bohara	F	22
20	Santosh	F	35

Illiterate

S.N.	Name	Sex	Age
1	Dahuna Joshi	M	86
2	Man Bdr. Kunwar	M	70
3	Gopal Nepali	M	30
4	Dhana Nepali	M	50
5	Laxman Pujara	M	40
6	Hark Bdr. Bohara	M	40
7	Bir Bdr. Chand	M	56
8	Gorakh Chand	M	55
9	Bishan Kathayat	M	40
10	harish Thakurathi	M	60
11	Belurati Awsthi	F	55
12	Kamala Dhami	F	32
13	Lalita Awasthi	F	28
14	Ahita Bhatt	F	45
15	Durga Joshi	F	44
16	Rekha Bhandari	F	24
17	Bhuri Chand	F	28
18	Chandra Chand	F	32
19	Roshani Pant	F	25
20	Jayanti Bista	F	28

Questionnaire / Interview Schedule

This questionnaire interview schedule is prepared to accomplish a research work entitled "Pluralization of Nouns in English and Doteli" which is being carried out under the guidance of Dr. Anjana Bhattarai, Reader of the Central Department of English Education, T.U., Kirtipur, Kathmandu. I hope for your kind co-operation in this matter.

<div align="right">

Researcher

Bikram Kumar Josi

Department of English Education

Tribhuvan University, Kirtipur

</div>

Name: Address:

Sex:

Age:

Educational Status:

Occupation:

How do you say the following sentences in Dotli ?

1.   Many boys are playing cricket ?

        ....

2.   Naughty girls are quarreling.

        ....

3.   There are a lot of elephants in Chitwan National Park.

        ....

        ....

4. Cows are grazing.

....46...

5. I have watched many films.

....

6. There are two madams in my school.

....

7. My children are reading.

....

8. I like apples.

....

9. Knives are used to cut vegetables.

....

10. I brush my teeth twice a day.

....

11. Women are kind.

....

12. Men are brave.

....

13. Give me some money.

....

14. Some children are lovely.

....

15.   Ladies are talkative.

        ....47...

16.   Police caught the thieves yesterday.

        ....

17.   Flies are flying over their.

        ....

18.   They both are dwarfs.

        ....

19.   Please, send me your photos.

        ....

20.   They were a lot of people at the party.

        ....

21.   My pyjamas are langed over there.

        ....

22.   I lost my eye glasses yesterday.

        ....

23.   There are many fish in the pond.

        ....

24.   Sheep are grazing in the field.

        ....

25.   There are many types of deer.

        ....

26.   I have many brothers-in-law.

      ....48..

27.   There are two Rams in my village.

      ....

28.   There are ten team participating the tournament.

      ....

29.   Cattle are passing from there.

      ....

Devanagari Symbols

The Devanagari symbols for Doteli vowels and consonants with their corresponding phonemes.

Vowels	1. अ	2. आ	3. इ	4. ई	5. उ
	a	a:	I	i:	u
	6. ऊ	7. ए	8. ऐ	9. ओ	10, औ
	u:	e/e:	ai/τ	o/o:	au
Consonants					
Velara	11. क	12. ग	13. ग	14. घ	15. ङ
	ka	k^{h}a	ga	g^{h}a	a
Paletal:	16. च	17. छ	18. ज	19. झ	20. ञ
	ca	c^{h}a	ja	j+a	na
Retroflex	21. ट	22. ठ	23. ड	24. ढ	25. ण
	ta	t^{h}a	Da	D^{L}a	Na
Dental	26. च	27. थ	28. द	29. ध	30. न
	ta	t^{h}a	da	d^{L}a	na
Labial	31. प	32. फ	33. ब	34. भ	35. म
	pa	p+a	ba	b^{L}a	ma
Other consonants					
	36. य	37. र	38. ल	39. व	40. श
	ya	Ra	la	wa	sa
	41. ब	42. स	43. ह		
	sa	sa.	la		