

CHAPTER-ONE

INTRODUCTION

1.1 General Background

Language, the natural gift for human beings, is a chief means of communication. Any system of communication can be called a language. In this regard, it makes no denial in the fact that communication has been concluded in verbal communication (speaking), written communication (written) and non-verbal communication (using signs and symbols).

Language is an abstract entity that uniquely equipped human beings for their communication demarcating them from other living creature. That's why it has become the part and parcel of every individual having the most valuable asset. Language is only one unfailing medicine to solve the day to day problems occurred in our lives. It is not possible even to imagine easier life in the absence of language.

No one has thrown a universal definition of language though it is one of the most crucial and inevitable tool for human beings. So, it is a complex phenomenon. Language is the identification of human civilization. It has such innate capacity that identifies literate, illiterate, civilized-uncivilized and lower higher rank people. Language is voluntary vocal system of human communication. It is defined variously by various scholars and linguists. For Sapir (1921, p. 8 as cited in Hockett 1981, p. 3) "Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols". Widdowson (2003, p. 12 as cited in Rai, 2005, p. 2) defines, "Language is a system of arbitrary vocal symbols which permit all people in a given culture or other people who have learned the system of that culture to communicate or to interact". Chomsky (1957, p. 13 as cited in Rai, 2010, p. 1) defines language as, "... a set of sentences, each finite in length and constructed out of a finite set of elements". To quote Finocchiaro

(1964, p. 8 as cited in Devan, 2005, p. 1) “Language is a system of arbitrary, vocal symbols which permit all people in a given culture. Langacker (1967 as quoted in Varshney, 2000, p. 3) defines language as “a device that establishes sound-meaning correlations, pairing meanings with signals to enable people to exchange ideas through observable sound sequence.

Regarding above mentioned definitions, Language is different entity in the linguistic eyes of various scholars and linguists. However; it can be summarized as a vocal, unique, conventional, extendable means of communication. Language displays not only identity but also culture, civilization, and intellectual power of speakers. A particular language or languages may have more than one variety. (i.e. Morangia Tharu, Saptariya Tharu, Kathariya Tharu etc.) All the languages spoken in Nepal are recognized as national languages by interim constitution-2063 which is the positive step for the development of indigenous languages while some of them are in the verge of extinction. This is because of global modernization of the world. All languages and all varieties of particular languages have equally complex and effective grammars to communicate their speakers' purposes. They are all equal as a means of communication.

In a nutshell, we cannot extend even a single linguistic step towards the perfection of our life without language. Thinking of any academic and artistic activities going on in the world without language may be making a castle in air. No one has become successful to establish social relationship without language. We can't ignore the fact that the present world gets paralyzed if there was no language coined. So, language can be regarded as an incomparable possession of mankind helping human beings for communication in their daily life.

1.1.1 Status of English Language in Nepal

Position of something to be grabbed in different sectors is simply known as 'status'. Status of English Language in Nepal refers to its radiant impression over almost all the areas such as education, business, agriculture, mass media, culture, religion, politics, tourism, military forces, diplomatic field, and scientific explorations in Nepal. English language which under the west Germanic sub-branch of the Indo-European family is one of the most widely used language among 6000 living languages in the world. It has the access almost all the countries of the world as an international language recognized by UNO. It has achieved world wide status and has been prestigious language. It has vast ocean of vocabulary and the richest body of literature most of the important tasks in any disciplines of the world are found in English. Most of the books concerning media, history, culture, religion, scientific inventions and so on are written and published in English language.

No any language in Nepal is yet seen having great status than English. The development of English language in Nepal is back thrown to the powerful Rana Prime Minister Jung Bahadur Rana who had established Durbar High School; the first school in Nepal to teach English after visiting to England. No fields have remained untouched with it in Nepal. Now, it has been included in the curriculum right from primary to bachelor level as an compulsory subject and taught and learnt in almost all the educational institutions in Nepal. Private Boarding Schools are being established rapidly in every corner of Nepal where the medium of instruction is English. English has rooted in Nepalese parents' heart that they send their children to private boarding school thinking the better English education despite its expensiveness. It shows the high status of English language in Nepal. English is popularly taught and learnt as a second and foreign language in Nepal. However, it is yet to be the official language in Nepal.

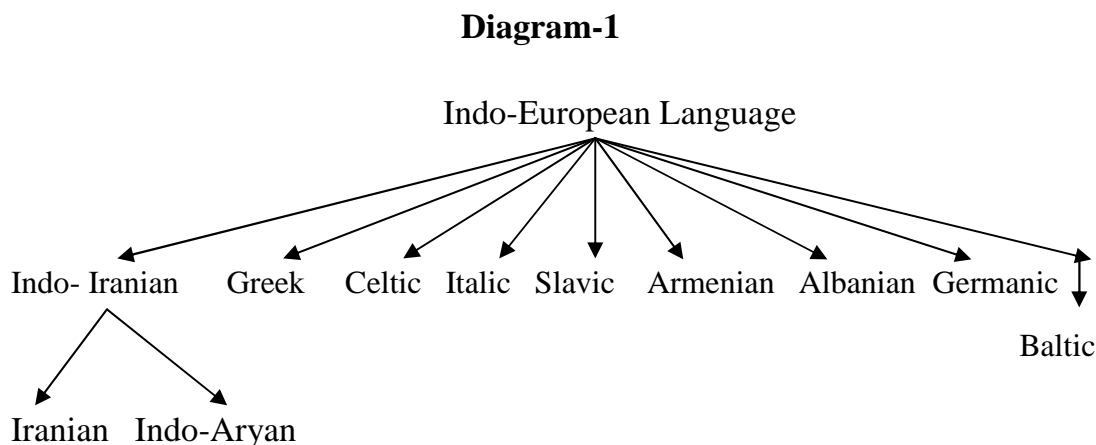
1.1.2 Linguistic Scenario of Nepal

Nepal is small country but rich in linguistic and cultural diversity. According to the Population Census Report 2011, there are 123 identified languages spoken in Nepal. Many of them do not have their own written script but they are only used in their daily communication. Nepal is supposed to be a mine for the linguistic studies. Due to the lack of authenticity and strong evidence, some of the languages are in the verge of extinction. It is important to analyze and study the linguistic situation of the country for the promotion of disappearing languages.

The languages spoken in Nepal are categorized in four language groups which are explained as follows:

1.1.2.1 Indo- Aryan

Indo- Aryan language family is derived from Indo-Iranian family which is further derived from Indo- European family of language. It can be shown with the following diagram.



Yadav, 2003, p. 145

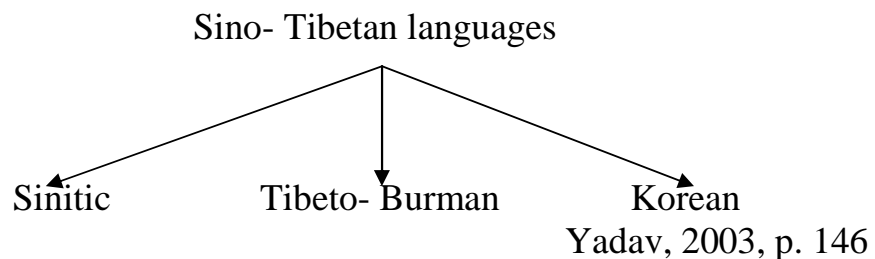
It includes the group of people enumerated below:

Nepali	Megadhi
Maithili	Marwadi
Bhojpuri	Kumal
Awadhi	Darai
Tharu	Majhi
Rajbanshi	Bote
Danuwar	Hindi-Urdu
Bengali	Chureti languages

1.1.2.2 Tibeto- Burman Group

Tibeto- Burman language is genetically derived from Sino-Tibeto languages. It can be shown with the following diagram.

Diagram-2: Sino-Tibetan language



Following languages of this family are spoken in Nepal:

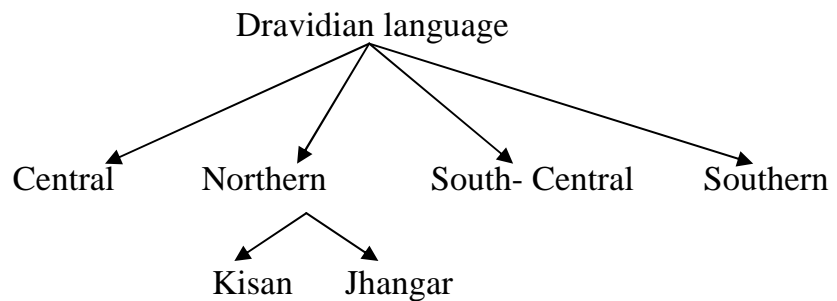
Gurung	Newar
Limbu	
Kaika	Thakali
Chamling	Tamang
Chepong	Bahing (Rumdali)
Sangpang	Sunuwar
Hayu (Bayu)	

1.1.2.3 Dravidian Group

The only language of Dravidian, spoken in Nepal, Group is Jhangad Which is spoken around the Koshi river in the eastern region of Nepal. (Phyak, 2004)

Dravidian language are further classified into central, northern, south-central southern braches. It can be shown in the following diagram.

Diagram-3: Dravidian language

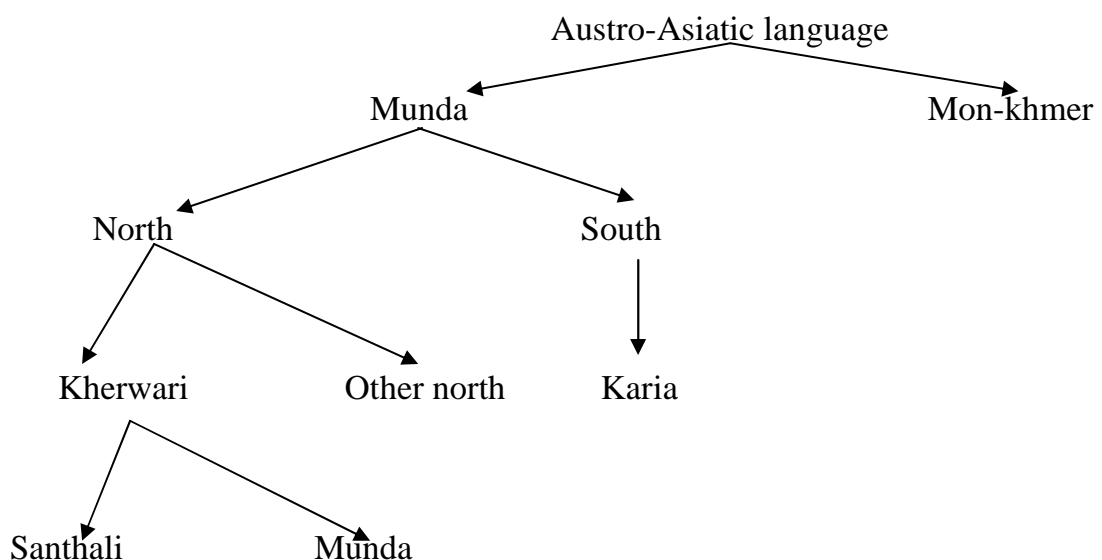


Yadav, 2003, p. 147

1.1.2.4 Austro-Asiatic

Satar (Santhali) is the only language in this family. It is mainly spoken in the Jhapa district of the eastern part of Nepal. This family has other branches namely: Mon-Khmer and Munda (Phyak, 2004). Munda is further classified into north and south branch. The genetic description can be shown in the following diagram:

Diagram-4: Austro-Asiatic language



Yadav, 2003, p. 147

1.1.3 An Introduction to Tharu Ethnic Group and Tharu Language

An introduction to Tharu ethnic group and history of Tharu language are separately described below:

1.1.3.1 An Introduction to Tharu Ethnic Group

Nepal is very small in size in the world's map rather than other countries but rich in cultural and linguistic diversity. According to Population Census Report-2011, there are 123 identified languages are spoken in Nepal. Many of them do not have their written script but are used in day to day communication. Tharus, the indigenous people of Nepal, live from the Mechi to Mahakali of the west, are highly populated ethnic group found almost all the districts of Terai, the southern part of Nepal.

The majority of Tharu speakers are found in Dang, Banke, Bardiya, Deukhuri, Kapilbastu, Rupendehi, Kailali, Chitwan, Nawalparasi, Bara, Parsa, Saptari, Udaypur, Sunsari, and Morang. People with the Tharu mother tongue have mainly dwelt in the Terai region on Nepal. Except the majority in Dang (as cited in Choudhary, B. 2005. p.5.) Very few people of Tharu speaking live in the hills and even fewer of them in the high mountains. The population of Tharus is 17,37,460 out of 2,64,94,504 (CBS.2011)

His Majesty the Government of Nepal (1995) Singhal and Marinal (1991) have described that Tharus can be found in every district in the Terai region in varying degrees of concentration and several districts outside the Terai. In India, Tharus can be found in Lakhimpur-Kheri Gonda, Behraich, and Nainital district of the State of Uttar Pradesh and in Champaran district of the state of Bihar.

"There are many sub-groups, or class of Tharu. They are broadly divided into several named groups which are distinguished by the territory. They occupy by differences in certain cultural features and by language" (Mc Donough, 1994).

Choudhary, (2004 , p. 7) asserts what Mc Donough, (1994, p. 5) has said, "The Terai region in which the Tharus live is fertile, flat, Marshy, and with an attitude barely more than 250 feet above sea level at any point. It is very inner Terai which consists of some long, broad valleys inside the outer foothills. This area is slightly cooler but shares many of the characteristics of the rest of the Terai.

Tharu is the fourth largest and second largest indigenous group of Nepal. It is spoken by 5.8 percentage people of the total population as their mother tongue (CBS 2011). The occupation of majority of Tharus is farming. Only 2.8 percentage of the Tharu, have self-operated land of more than 10 acres. (as mentioned in Dewan, 2005, p. 10)

Tharu is an under the Indo-Aryan Group. Though it has a long glorious history, it does not have its own script. Not a single language is spoken exactly in the same way from one part of the country to the other. Because of geographical barriers, there is variation in the Tharu language, which are named geographically as Morangia, Saptariya, Mahotariya, Chitwaniya, Dangoriya, Devukhuriya, Kathariya, and Rana dielects.

1.1.3.2 Origin and History of Tharu

Tharus are the original people, the pioneer of civilization and with typical socio-cultural assets in Nepal. Tharus are known as the original inhabitant of Terai region of Nepal. There are different arguments on the origin and history of Tharu languages and themselves. Many including, Grierson believe the Tharus to be of Dravidian stock whose appearance has become more mongoloid as a result of union of different hill races (Grierson 1916). Shrivastavas (1958) conclusion, however is that the Tharus are the northern most extension of middle Indian aboriginal races since their basic cultural pattern are the same as those further south.

Many of the people also believe that they have come from the 'Thar' desert of Rajasthan in India, having fled at the time of Islamic invasions. Some maintain

that they are the descendents of Rajput who settled in the forest and inter-married with their servants after the exodus from Rajasthan (Webster 1993, p. 3, Bista, 1927, p. 119, as mentioned in Adhikari, 2006, p. 6.).

After 1950s Chitwan Resettlement Project (1954-1956) , and Resettlement in Nawalparasi (1985) was launched in the inner Terai and Terai. Malaria eradication program had been launched in Nepal in the nationwide basis since 1964, after that Terai become the healthier, attractive and accessible place for the hill people. Hill Terai migration becomes the Trend. The indigenous Tharu people of Dang were forcefully displaced from their original place. Their rights on land, water and forest were snatched. They become landless and bonded labors. Not only did they lose their territory but also they lost their own Tharu language, culture, religion and art. According to Mahesh Choudhary "between the census period of 1961-1971, within ten years interval near about 61000 Tharus were forced to migrate from Dang to outside (Banke, Bardia, Kailali, Kanchanpur and even in India U.P. border. Nowadays so called Madeshi (jha and high caste) People and linguists are saying that Tharus have no their own original mother tongue, their mother language is Maithali, Bhojpuri, and Awadhi. i.e. Civil Society Forum Workshop for Research Program or Social Inclusion and Nation Building in Nepal Day 2, Session Presented Paper, (www.SNV). The Mowist Insurgents have been declared Terai region as two freed zones such as eastern Terai Madeshi freed zone and western Terai Tharu freed zone. However the Tharu language of Terai is suppressed by Maithali, Bhojpuri, and Awadhi language speaking people but the Tharu people are accepting their entity of Tharu languages because there is the unity among the dialect of different Tharu languages, so their effort is worthless. Ex-Attorney General of Tharu community Mr. Rama Nanda Prasad Singh rightly said, 'The fanciful unfounded maligned and false story about the Tharu community has done much damage to Community's growth and progress which both the governments of Nepal and India have in view (Ramananda Prasad Singh, Ex-Attorney General of Nepal, At Press Conference in Patna, May 17, 1988)

Sharma (as cited in Smith, 2003, p. 102) writes, "The Tharus are a jungle tribe. According to some, the word Tharu is derived from the Hindi word "Thahrey", halted, because they are said to have halted after the alleged flight into forest... The origin is also traced to the Hindi word ' Tarhua', wet an allusion to the swampy land they live in...Some say the name simply means " resident of the tarai" (www.tharufed.org.np).

Another controversial view on the origin of Tharus is also found in the attempts to trace the etymology of the name to various sources of the two groups of Buddhist, Shakyana Shai, the word 'Tharu' was derived from sthir vadi groups (Singh, 2025, p 6-14 as cited in Choudhary, B. (2005)

Tharu is specially classified as Indo-European, Indo-Iranian, Indo-Aryan, central zone, Western or Eastern Hindu branch (Grierson 1950a,1950b). Grimes lists six varieties of Tharu. Some considered them as distinct languages and classified all but one of these varieties in eastern zone of Indo-Aryan.

The Tharu languages which we generally think, is not same in the different parts of the country. It is also affected by the geographical boundaries and adjustment with other language users. So far detail and effected studies about Tharu language have not been done. A number of studies have been done but these are not sufficient. Many scholars have said that Tharu have no actual language of their own. They say that Tharu speech variety has greatly been influenced by longer better known Indian language found near by such as Hindi, Bhojpuri, Maithili and so forth, and just the mixture of them. (Millet Mondon 1991, Bista 1972, Jha 1993) Everywhere the Tharus speak more or less correctly the language of Aryan races with whom they are immediately in contact (Grierson 1916i 311)

"Crooke traces the origin of the word 'Tharu' having meaning a "wine biber" (Choudhary, 1995, p. 10) This name is believed to have been given to the Tharus by one of the Kshetriya Kings of the Terai who was wondered at the Tharus capacity for drinking liquor.

Nesfield interpreted 'Thar' as a colloquial dialect of the lowest class for 'Thatharana', the meaning of which is trembling or 'Shaking'. Terrified with the invasion by Hastinapur, these people came to Nepal and hence their name was derived from the word 'Thar'

Chaudhary, S.K. (1995, p. 10) Crooke and Nesfield have agreed on the basis of physical structure of the Tharus that they have developed a Mongolian physiognomy through their marriage alliance with Nepalese and other hill tribes (Srivastava, 1958, p. 13-17).

As quoted by Chaudhary, B (2005, p. 8) mention that a German citizen Dr. A. H. Fohar has described his view in Antiquity of India, saying that the Tharus are of the Shakya clan. The word, which have been spoken by Buddha, in stanza 365 of Dhampad.

'Anas' meaning 'jealously' and in stanza 366 'Pasar' meaning 'handful' are in vogue in the Tharu, language but are absent in any other languages (Panjiyar, Tharu, Tharu Bhassako khoj khabar, 6) The Tharus are the remnant of the Shakya's and Kolya's, the two branches of the descendant of Okaka and Okamukha, the king of Banaras. During the time of Sangte Kapil, who had his Ashram in the area, which later became known as Kapilbastu, king-Okaka had married a second wife in his old age. He was forced by the younger queen to promise to make her son the next king. The king was very suspicious minded and therefore, asked his three sons from his elder wife not to revolt in his life but to capture their kingdom from their step brother after his death. Instead, the four sons left the kingdom of Kosal and came to Kapil's Ashram. They obeyed and settled in the region by clearing the jungle and cultivating the forest land. He agreed but requested them to name the place "Kapilvastu" after his name. So the new country came to be known as "Kapilvastu". It was the Shakya end of the Kolian people who became initiated later on by Buddhism, after Buddha, having gained enlightenment and having many disciples, came to Kapiklvastu to meet his family. The people of these two clans, who conducted themselves according to Buddhists' original doctrines, are reported by their elders to have

been known as Therbadians. These Therbadians were called 'Sthavir', then after 'Thavir' and from this name 'Tharu (Singh, 1900, p .1-6). The Tharus whether of the east, or middle or of the west, are of the same origin. It is needless to debate on those topic. They originated around Kapilvastu and Taulihava, the nature of the Tharus are similar with the loard Buddha. Therefore, we can say that the origin of the Tharus is in Nepal and they are of the Shakya clan. But, still the controversy remains unsolved (Chaudhry, 2004, p. 6)

1.1.3.3 The Morangia Tharu

The Morangia Tharu is one of the dialects of Tharu language. Morangia Tharu language is spoken mainly by the Tharu people living in Morang and Sunsari districts. It is true that same language is different from one geographical region to another geographical region, one social class to another social class and one person to person. Thus, Tharu language is not the exception for this as well because of dynamic nature of language.

There are quite different than the other dialects of Tharu language in terms of sound, word and other linguistic features. It is because of geographical barriers and lack of close contact with each other. Morangia Tharus are also called "Lampuchhwa Tharu" as their women put on an especial dress named "Anchara Khandki " having a tail at their back. It is unique dress in the world. The conscious Morangia Tharus have established an organization 'Tharu Kalyankari Sabha' in their districts and have made many Tharu films in order to preserve and promote their language, culture, tradition and rites and rituals.

By profession, most of the Morangia Tharus are farmers. Agriculture is their main source of earning however, their farming system is still traditional. Their main festivals are Sukrat (Tihar),Dashami (Dashain)and Bhaitika which falls on Tihar . They also celebrate Sirva (New Year),Faguwa (Holi),Sakranti (Maghe Sakranti) etc. They believe and worship all the God and Goddess of Hindu religion because they do not have their special Gods and Goddesses.

1.1.4 Contrastive Analysis: An Introduction

Contrastive Analysis (CA) is a newly developed branch than other branches of linguistics. It was developed in the 1960s as an application of structural linguistics to language teaching. Contrastive Analysis can be defined as systematic and scientific study of similarities and differences between languages. More specially, CA is the field of carrying out systematic study of similarities and differences of some of the characteristic sound in two or more languages. Nickel (1971, p. x) says " Contrastive linguistics, of course also has a bearing on such topics as a language typology. It is evident from some papers that the findings of Contrastive Analysis are also of use in general linguistic investigations and in the study of language universal." Contrastive Analysis is sometimes equated with applied linguistics which is not true. It is just a part of applied linguistics.

CA first of all emerged in the US strongly advocated by Fries-Lado School. With its advent there came a radical change in second language teaching. Fries made the first clarion call and Lado made it more direct and explicit by developing a technique to carry out Contrastive Analysis. It has two aspects: theoretical (general) and function (applied).Theoretical aspect consists of the principles, assumptions, and procedures in contrastive analysis whereas the functional aspect relates its findings to other disciplines such as course designing, material production etc. in particular and language teaching in general. The comparison of languages is of two types: inter-language comparison (i.e. English and Nepali) and intra-language comparison (comparison between two dialects within one language i.e. Chitwania Tharu and Morangia Tharu).

1.1.4.1 Assumptions of CA

Assumption of CA is the theoretical basis of CA. It is also known as CA hypothesis. The development of CA for foreign language teaching can be traced back to C.C. Fries. Fries asserts in his book " Teaching and Learning English as a Foreign Language (1945) that the most effective materials for

teaching a foreign language must be based on the systematic study of the foreign language to be learned and its comparison with a similar study of the learner's native language. Robert Lado in his classical book "Linguistic across Culture (1957) explained Fries's concept of CA. Lado's basic assumption about CA is that the learner transfers the system of his native language (L1) to the foreign language (L2) that he/she is learning.

- a) The main difficulties in learning a new language are caused by interference from the first language.
- b) These difficulties can be predicted by CA.
- c) Teaching materials can make use of CA to reduce effects of interference.

Individuals tend to transfer the forms and meaning and distribution on forms and meanings of their native language and culture, both productively when attempting to speak language.....and respectively when attempting to grasp and understand the language (Larsen-Freeman and Long, 1991, p. 52-53).

The teacher who has made a comparison of the foreign language with the native language of students will know better what the real learning problems are and can better provide for teaching them. Further more, hypotheses of theoretical bases of CA can be grouped under two basis aspects: linguistic aspect and psychological aspect (transfer theory).

a) Linguistic Aspect

- 1. Language learning is essentially a matter of habit formation.
- 2. The mind of child at birth is tabula- rasa.
- 3. Languages are comparable.

b) Psychological Aspect

Psychological aspect indicates ' transfer theory' or ' diff-diff hypothesis' which states that the greater the difference between Languages, the greater the difficulty in learning the target language, the greater the difficulty in learning

the target language and accordingly, the greater the numbers of errors in performance. In other words, the knowledge of first language facilitates in learning the target language in case of similarity and it hinders in case of differences. The former is called facilitation or positive transfer and later is called negative transfer.

1.1.4.2 Functions of CA

There are mainly two functions of CA. It functions as:

- a) A predictive device
- b) An explanatory tool

A) A predictive device

The function of the CA as a predictive device is to find out the areas of difficulty in learning certain language or languages for a particular group of learners. Such predictive function is regarded as the primary function of CA.

This function has implications to language teaching and learning by:

- i. pointing the areas of difficulties in learning and errors in performance.
- ii. determining the area which the learners have to learn with greater emphasis and
- iii. assisting to design teaching learning materials for those particular areas that need more attention

B) An explanatory tool

The function of CA as an explanatory tool is to explain the sources of errors in ones performance. This is the secondary function of contrastive analysis.

1.1.4.3 Transfer Theory

The transfer theory is the psychological cornerstone of the CA hypothesis. Transfer theory is also known as interference theory. It assumes that prior learning affects present learning. In the context of learning a second language, this assumption amounts to the idea that the old linguistic habit i.e. the habit of using one's first language may either help or hinder the learning of a new habit (i.e. another language one doesn't know). Thus there are two types of transfer: if the old linguistic habit helps the learner to master a new language this process is known as positive transfer. If the old linguistic habit hinders the learning of a new language it is called negative transfer. In learning a second language, the prior learnt language plays a vital role for L2 learners. The more similarities between the prior language and second language, the less possibilities to commit errors, the more difference between the prior language and the second the more possibilities is to commit errors by the learners.

1.1.4.4 Principle of CA

Principle of CA refers to the theoretical basis of CA. CA has some theories or principles that give the answer of why CA is necessary. Carl James says CA as a linguistic enterprise aimed at producing invented (i.e. contrastive not contrastive) two valued type logics (CA is always concerned with a pair of languages) and founded on the assumption that language can be compared. It can be inferred from this that languages are comparable and CA is comparison of two linguistic systems which can be any of phonology and syntax of grammar.

Robert Lado in his book "Linguistics Across the Culture" (1957) has presented some fundamental principles of CA. They are as follows:

1. Individuals tend to transfer the forms and meanings; and distribution of forms and meanings of their native language and culture to foreign language and culture, both productively when attempting to speak

language and receptively when attempting to grasp and understand the language.

2. In the comparison between native and foreign language, there lies the key to ease of difficult in foreign language learning.
3. The most effective language teaching materials are those that are based upon a scientific description of the language to be learned, carefully compared with a parallel description of the native language of the learner.
4. The teacher who has made comparison of the foreign language with the native language of the students will know better what real problems are and can better provide for teaching.
5. The main difficulties in learning the second language are caused due to the interference of the first language.
6. Difficulties can be predicted by CA.
7. CA can be taken as the base of best teaching materials to reduce the interference.

1.1.4.5 Error Analysis

In language and learning error analysis is a technique for identifying, classifying and explaining or systematically interpreting the unacceptable forms produced by someone while learning foreign or second language. Error is the unacceptable form produced by the learner during the second language learning. The learner cannot correct error himself/herself. It occurs at the competence level. Error analysis is the systematic study and analysis of the error made by second language learner. Crystal (2003) says error is “A term used in psycholinguistic referring to mistakes in spontaneous speaking or writing attributable to a main functioning of the neuromuscular commands from the brain.

1.1.4.6 Usefulness of CA

Contrastive analysis is done mainly for pedagogic purpose. Its main two functions are: predicting the likely errors of a group learners and providing input to language teaching learning activities showing the relation between areas of differences in the two languages and errors in learner's performance, suggesting what the learners have to learn and helping in designing teaching learning materials for those particular areas that need more attention. It is also helpful to machine translation and linguistic typology. Wickins (1972, p. 271 as mentioned in James 1980, p. 141) suggests that while most teachers look for direct applications of linguistics, that is "...cases where notions and information drawn from linguistics act directly upon the process of language teaching." It tells the teacher which areas are more difficult for the learners and therefore is able to suggest what should be appropriate for the learners to learn or what areas the teacher should concentrate on. It also helps in designing remedial courses and materials for particular problematic areas.

The function of CA can be seen as predictive because it predicts the likely errors on the parts of the learners by comparing the two languages, as an explanatory (by explaining, why do learners commit these errors?) and as suggestive because it suggests the teachers what should they do for better teaching?

Language teacher should have the knowledge of CA to treat the learners psychologically. Those teachers along with text book writers having the vast knowledge of CA can develop materials and make new teaching methods which help to eradicate the errors. We cannot ignore the second language and foreign language teaching the present era in our multilingual country. CA is helpful not only for the teachers, linguists, textbook writers, exports, syllabus designers but also for those who are engaged in language teaching learning. Because of its above mentioned significant scope in language teaching learning

it is highly useful for the L2 teachers and learners for effective L2 teaching and learning without errors.

1.1.5 Syntax: A Brief Introduction

The branch of linguistics which studies the system of combining words to construct sentences is called syntax. That is to, this branch deals with how words are combined as building blocks to form the "architecture" of sentences. Oxford Advance Learner's Dictionary (2002, p.1319) defines syntax as "the way that words and phrases are put together to form sentences in a language." It is mainly concerned with ordering of the elements of the sentences.

TG grammar defines it as "one of the three major organizational units among syntax, semantics and phonology." Traditional grammar defines syntax is the way words are combined to form sentences. According to Seaton's (1982,p.168) Syntax is, "the branch of grammar dealing with word order as an element in a sentence, clause or group and the rules governing word order and sentence structure."

In general, syntax is the grammar of sentence having meaningful string words that combine the words, clause, phrases etc. systematically to form a correct sentence in a grammar. Sentence structure plays important role to manipulate situational utterance and writing which is not possible without study of syntax. The chief concern of syntax is the sentence which is the maximal unit; combing smaller units together of grammatical analysis. Difference languages have different sentence structure. For example, SVO is English and SOV is Nepali sentence patterns. Sentences are classified from two points of views: formal, by which there are four kinds of sentences- declarative, interrogative, imperative and exclamatory; functional, by which they are classified as statements, questions, commands and exclamations.

1.1.6 Transformation Theory: An Overview

Simply, transformation is the process of changing one sentence structure into another. It is a grammatical process through which different surface structures can be derived from deep structures. Transformation means transforming one sentence into another sentence systematically and semantically by applying various grammatical rules.

The Transformative Generative Grammar is a linguistic theory; the most influential one, for about a half a century was first proposed by Noam Chomsky in his book "Systematic Structure" in 1957. Grammar is a term pertaining to language. The rules in a grammar are generative in the sense that, on the basis of finite numbers of rules, we can produce and describe infinite numbers of sentences. Chomsky (1965, pp 15-16) claims that 'generative grammar must be a system of rules that can enumerate or generate an indefinitely large number of structures.' By Robbins (1967,p.242)," Essentially transformation is a method of stating how the structures in many sentences in languages can be generated or explained formally as the result of specific transformations applied to certain basis sentence structures."

Chomsky (1965)"views that language is a set of well- formed strings produced by a system of rules, a grammar". Thus, grammar refers to the system of underlying rules. These underlying rules are finite in number. Using the finite set of rules, we can produce infinite number of well-formed sentences. These well-formed sentences are of two types: actual one potential. Actual sentences are those utterances which have already been used, whereas potential sentences are those which have not been used so far, but many be used later.

Transformation is a part of functional grammar. Question, negation, passivization etc. are the some examples of transformational rules.

Transformations show various relationships among linguistic categories.

Infinite number of grammatically correct sentences can be formed by means of

rules of adding (inserting), deleting, permuting (moving) and substituting constituents.

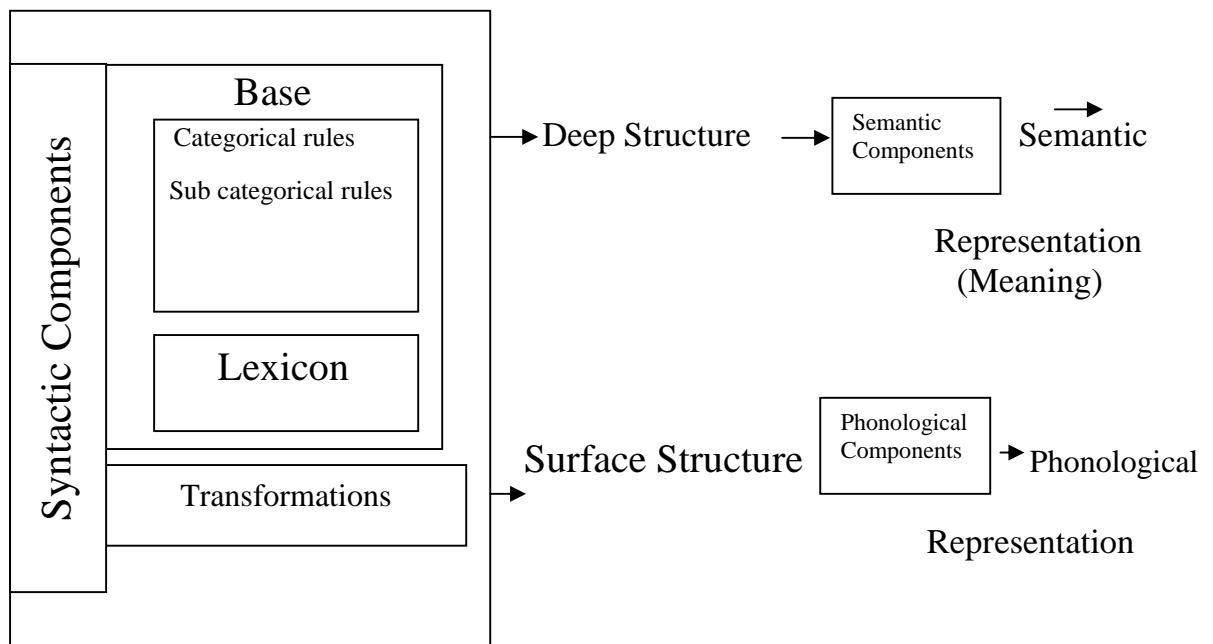
1.1.7 Negative and Interrogative Transformation

Negative and interrogative transformations are the part of syntax and the universal properties of every language. It plays the vital role in both written and spoken communication. Negation and interrogation both make the communication lively, effective and possible. Each language has some of the rules of transforming the sentences i.e. negative and interrogative. The formation of negative and interrogative varies from language to language. It does not share the same properties of negative and interrogative transformation, in the term of their structures but every language has negative and interrogative sentences at all. These are essential inputs of all the languages and important features of grammar.

The following diagram presents the negative and interrogative transformation.

Diagram No. 5

Chomsky's The Aspects Model



As shown in above diagram, the theory grammar consists of three main components: syntactic, semantic and phonological components. Base and transformations are the two components of syntactic component or syntax. The base sub component is made up of two parts: branching rules and lexicon. There are two types of branching rules: categorical rules and sub-categorization. The base sub component, which contains PS-rule (i.e. branching rule) generate the deep structure. The transformational subcomponent, which contains T-rule, converts the deep structure into surface structure. The deep structure generated by PS-rule is fed into the semantic component which makes use of semantic projection rules and gives the semantic interpretation (i.e. meaning) of the terminal string. Similarly, the surface structure, which is the out put of the transformational subcomponent, is fed into the phonological component, which consists of various morphophonemic rules. When the morphophonemic rules are applied to the surface structure, we get the phonological representation of the sentence. Every language is different in many respects. Each language has its own rules if transforming negative and interrogative sentences. One in surface level differs from another language and applies various rules in the process in negative and interrogative transformations.

1.1.7.1 Negation

Negation is a process in grammar which contradicts the meaning of a sentence. It is important output of a language to deny the truth of something. To quote Crystal (1997, p. 297) "Negative is a process or construction in GRAMMATICAL or SEMANTIC analysis which typically expresses the contradictions of some or all of a sentence's meaning."

According to Celce-Murcia and Larsen-Freeman (1999, p.183) - Negation in English is a very broad topic, it affects words, phrases, and sentences. The addition of negative marker affects or contradicts the meaning of the sentence. Many languages allow multiple negations in one sentence, which today,

depending on the scope of the negation, usually produces nonstandard sentences such as

"I didn't say nothing to nobody."

Some languages have more than two negative particles and some do not have, for expressing their equivalents of English *Not* and *No*. English usually contracts *not* in speech and in informal writing, which few other languages do with their negative particle. The use two negative gives the positive meaning.

e.g. 'None found nothing.' Means everyone found something.

Types of Negation

Murcia and Freeman *ibid.* have classified the following three types of negation:

- a) The lexical level
- b) The phrase level
- c) The sentence level

a) The Lexical Level Negation

In this level, some negative affixes are attached to a word for negative purpose. It is also known as word level negation. In this type of negation, prefixes like un-, in-, im-, il-, ir-, dis- and a-, and suffixes like -less, and -free, are attached to the word in front and at last respectively.

e.g. Prefixes

happily - unhappily
appropriately -inappropriately
possible -impossible
literate -illiterate
relevant -irrelevant
orderly -disorderly
typical –atypical

Suffixes :

hope -hopeless

shame -shameless

care - careless

smoke - smokeless

b) The Phrase Level Negation

At the phrase level negation, *no* can function as a negative determiner in a noun phrase.

e.g. I am surprised that no alternative was proposed.

Idiomatic phrase "no+gerund" may be used to indicate that something is prohibited or unexpected- no smoking, no running, no fooding, etc.

Before infinitive verbs in infinitive phrases (i.e. a sequence of "to+verb" that follows on inflected verb), 'Not' is used to make the phrase negative:

e.g. Marge has decided not to pay her income tax this year.

c) The Sentence Level Negation

'Not' is the sentence level negation.

e.g. She is not (isn't) sleeping.

Do not (or don't) make a noise.

Are you not going? / Aren't you going?

However 'no' can also make a sentence negative, especially when it negates the subject.

No one was home to sign for the package.

Quark et al. (1985, p.775) have classified the following three types of negation:

- a) Clause negation
- b) Local negation
- c) Prediction negation

1.1.7.2 Interrogation

Interrogation is the process of transforming a statement or declarative sentence into question forms. Main function of a question is to request the listener to respond for information that the questioner seeks. Generally, interrogative sentence starts with an auxiliary verb or a Wh-word. Richard et al. (1985:p.235) define question as "a sentence which is addressed to a listener/reader and asks for an expression of fact, opinion, belief etc. is a question."

e.g. How are you?

Can you speak English?

What do you want?

Celce-Murcia and Larsen-Freeman (1999) discuss the three types of interrogation:

- a) Yes/no question
- b) Wh-question
- c) Other Structures that look like questions

They are briefly discussed below.

a) Yes/No question

Yes/no questions are often defined as questions for which either " yes" or " no" is the expected answer or the question which can be answered simply giving by 'yes' or 'no' is yes/no question. Yes/no questions are usually formed by placing the operator before the subject.

Has he passed B A?

Am I a teacher?

If the corresponding declarative sentence does not have an auxiliary or operator, periphrastic 'do' must be used. Yes/no questions are also known as polar questions.

e.g. Ranjhana plays the piano. ~ Does Ranjhana play the piano?

They cooked rice. ~ Did they cook rice?

We make a house. ~ Do we make a house?

Yes/ no question are of two types:

1. Negative yes/no questions.

This types of question is started with a negative marker following the auxiliary verb e.g. aren't you listening?

2. Positive yes/no question.

It starts with an auxiliary verb. e.g. is she painting the wall?

b) Wh - Question

Wh. Questions are information questions which are formed simply by adding wh- word in the beginning of the transformed sentence by followed by auxiliary verb and then subject auxiliary conversion. Wh-question seeks the information but it does not expect the answer like yes or no.

Who, what, when, which, where, whom, why, how are the wh words. Wh. Questions are used in social interaction. (What's your name?), for getting direction (where is the post office?), in seeking explanation (why is the plane late?), for eliciting vocabulary(what's this?)And so forth.

There are two types of Wh. questions which are as follows:

1. Positive wh-question.

e.g. Where are you reading?

2. Negative wh-question.

Why don't you take this?

The wh. words are sometimes modified by the intensifier ever' which emphasize the bafflement or emotional evolvment of the speaker.

e.g. Whatever is she doing?

Why ever do you buy this?

c) Other Structures That Look Like Questions

Besides yes/no questions and wh-question, there are some neither structure that starts neither with auxiliary nor wh-word but they function as question. The structures are as follows:

1. Tag question
2. Alternative question
3. Exclamatory question
4. Rhetorical question

Source: Celce - Murcia & Larsen- Freeman 1999, p.259

i) Tag question: A tag question is a short question form appended to a statement. The tag question generally contrast in polarity with the statement in affirmative, the tag is negative and vice versa.

They are teachers, aren't they?

She isn't a nurse, is she?

ii) Alternative question: Variously referred to as alternative questions, choice questions and or- questions, this question like form offers listeners a choice between two alternatives.

a) yes/no alternative question

e.g. Are you a director or a producer?

Do you like Rita or Gita?

b) Wh- alternative questions:- e.g. What would you like coffee, tea or milk?

Where do you live- in Dharan, Itahari or Biratnagar?

iii) Exclamatory question: An exclamatory question is not really a question at all. It is an exclamation. It gets its name from the fact that like questions in English, it undergoes subject operator inversion. It is also possible to have exclamatory questions that look like wh-questions:

e.g. What a good idea!

Isn't that grand!

- iv) Rhetorical question: A rhetorical question is similar to an exclamatory question in that it is interrogative in form but not in function. It is used by speaker to assert something without anticipating a response from the listener.

e.g. Just because you've failed the first test, is that any reason to give up?

How much longer can we ignore the signs of global warming?

1.1.7.3 Transformation Rules

The rules of negative and interrogative transformations are mainly derived from the secondary sources: Leech and Svartck (2000), Quirk and Sinclair (2000), Greenbaum (1990), Celce-Murcia and Larsen-Freeman (1999), Aarts and Aarts (1982), Thomson and Martinet (1960).

a) Rules for Transforming Affirmative Sentences into Negative

- i) Simple positive sentence is negated by inserting the negative marker or particle 'not' (or n't) between the operator and the prediction.

Janki is a good girl.

- Janki is not a good girl.

- ii) If the positive declarative sentence does not contain an auxiliary verb, periphrastic 'do' must be used.

e.g. Mary lives in London.

Mary does not live in London.

- iii) If the main verb is 'do' in the affirmative sentence, we still put 'do', 'does', or 'did' after the subject and 'not' or 'n't' followed by the base form of 'do'.

e.g. He does his work.

He does not (doesn't) do his work.

- iv) If the positive sentence contains 'have', 'has' or 'had' as a main verb, we usually put the form of 'do' followed by the base form of 'have'.

e.g. You have a red car.

You do not (don't) have a red car.

- v) Positive imperative sentences are changed into negative ones by placing 'do not' in the beginning of the sentence.

e.g. Go there.

Do not (don't) go there.

Inclusive imperative sentences are negated in two ways;

e.g. let's go now.

-Don't let's go now.(less usual or likely)

- Let's not go now.

vi) The affirmative sentences containing 'dare' and 'need' are negated in two ways;

a) If they are used as an auxiliary verb, the negative marker 'not' or 'n't' is added after them in which case they take the base infinitive.

e.g. She dare to love me.

She dare not love me.

You need to be laborious.

You need not (needn't) be laborious.

b) If they are used as a main verb, periphrastic 'do' must be used. In this case, they take the full infinitive with 'to'.

e.g. She dares to love me.

-She does not (doesn't) dare to love me.

You need to be laborious.

-You do not (don't) to be laborious.

vii) While transforming affirmative sentences into negative, some words or phrases are changed as follows:

Affirmative	Negative
some/every	any
too	either
as...as	so.....as
already	yet
a lot of	many/ much
and so	and neither

He has some books.

-He does not have any books.

They know everything.

-They do not know anything.

She can play the Guitar, too.

-She can not play the Guitar, either.

You are as handsome as me.

- You are not so handsome as me.

She has already got married.

-She has not got married, yet.

They sold a lot of apples.

-They did not sell many apples.

I slapped her and so did she.

-I did not slap her and neither did she.

- viii) Negative sentence can also be formed only by changing the following affirmative words into negatives, without adding the negative marker 'not' or 'n't' after the auxiliary verb.

Affirmative	Negative
always/ ever	never
every...../some...../any....	No....
everyone/someone/anyone.....	no one / none
either..... or	neither....nor

e. g. I always drink tea.

- I never drink tea.

Everyone listens the news.

-No one listens the news.

She will study either science or education.

-She will study neither science nor education.

- ix) 'Must' is changed into 'need not' where there is the absence of obligation and rarely into 'must not' when there is negative obligation imposed by the speaker.

e.g. The students must wear uniform in the school.

- The students need not wear uniform in the school.

(Wearing uniform in the school is not obligatory)

- x) Another way in which we can make a statement negative is by using a broad negative marker. Broad negative (Sinclair 2000, p.214) are advrbs like 'rarely' and 'seldom' which are used to make statement almost totally negative.

e.g. We are able to move.

- We are rarely able to move.

Here is a list of the most common broad negatives:

Barely, hardly, rarely, seldom

- xi) Some negative prefix can be added to the beginning of some words to give them the opposite meaning.

Raju is happy.

-Raju is unhappy.

It is possible to solve.

-It is impossible to solve.

This is appropriate for you.

-This is inappropriate for you.

Ramu is regular in his class.

-Ramu is irregular in his class.

- xii) Just by adding the suffix '-less' to some words, we can change the affirmative sentences into negatives.

e.g. He is careful in his study.

- He is careless in his study.

b). Rules for Transforming Statements into Yes/No Question

- i) In a statement, if there is an auxiliary verb (except 'do' and 'have' as the main verb) the auxiliary verb is moved to the initial position of the sentence which is followed by the subject, then the main verb.

e.g. She is writing a novel.

- Is she writing a novel?

- ii) If there is more than one auxiliary verb in the statement, yes/no questions are formed by putting the first auxiliary in front of the subject.

e.g. You should have taken this medicine.

-Should you have taken this medicine?

- iii) If there is no auxiliary verb in a statement, we put 'do', 'does' or 'did' at the beginning of the clause in front of the subject, followed by the base form of the subject.
- e.g. They pass the exam.
 -Do they pass the exam?
 She cooked meat.
 -Did she cook meat?
- iv) If a statement contains 'do' or 'have' as a main verb, yes/no question is formed by putting 'do', 'does' or 'did' according to the tense, number and person at the beginning of the clause in front of the subject.
- e.g. They do hard work.
 - Do they do hard work?
 I have a beautiful car.
 - Do I have a beautiful car?
- v) If there is 'dare', 'need' or 'used' in a statement, yes/no question is formed in two ways;
- e.g. She dares to ride a motorbike.
 - Dare she ride a motorbike?
 - Does she dare (to) ride a motorbike?
 Judges need to be impartial.
 -Need Judges be impartial?
 - Do judges need to be impartial?
 His daughter used to be beautiful.
 -Used his daughter to be beautiful?
 -Did his daughter use to be beautiful?
- vi) If a statement contains 'have got'/ 'has got'/ 'had got', yes/ no questions formed by putting ' have', 'has', and 'had' at the beginning of the clause, followed by the subject and then by ' got'.
- e.g. He has got some money.
 - Has he got any money?

viii) Yes/no question can also be expressed through the use of rising intonation in the statement. This type of yes/no question is called uninvited yes/no question. It is used when the speaker expects confirmation of a positive or negative presentation using uninvited question thus suggests that the person asking the question knows the other person well enough to predict the other's answer.

e.g. Worker to supervisor: You are going to the dance?

(Celce-Murcia and Larsen-Freeman, 1999, p.217)

viii) The words like 'some' and 'already' are changed into 'any' and 'yet' respectively while forming yes/no question.

e.g. I have some money.

- Do I have any money?

The boat has left.

-Has the boat already left?

ix) The negative statement is changed into negative yes/no question in Two ways:

a) If the contracted form 'n't' is used, it precedes the subject.

e.g. Nita is not cooking rice.

-Isn't Nita cooking rice?

b) If the full negative particle 'not' is used, it follows the subject.

e.g. They are not the students

-Are they not the students?

c). Rules for Transforming the Statements into Wh-question

a) Wh-question is usually formed according to the following pattern:

Wh-word + auxiliary verb + subject + main verb +.....?

e.g. Where are you reading?

What did she eat today?

b) The exact answer is deleted when we transform the sentence into Wh-question.

e. g. He works in the field.

-Where does he work?

Her mother went to Dharan to sell apples.

-Why did her mother go to Dharan?

- c) If a statement contains an auxiliary verb, the same auxiliary verb follows the wh-word while transforming the statement into wh- question. If the statement contains a main verb, the periphrastic 'do' is used.

e.g. They are playing football.

-What are they playing?

Sarita studies science.

-What does Sarita study?

- d) As in negative yes/no question, the negative statement is transformed into negative wh-question in two ways:

- i) If the contracted form 'n't' is used, it precedes the subject or moves along with an auxiliary verb.

e.g. Anil didn't go to school.

-Where didn't Anil go?

- ii) If the full negative particle 'not' is used, it follows the subject.

e.g. It was not a good time yesterday.

-When was not a good time?

Some rules which are to be considered to use different wh-words (e.g. who, whom, which, what, where, why, whose, when, and who)

Who and Whom

The pronoun 'Who' is used to ask questions about a person's identity,

'Who' can be a subject or an object of a verb.

e.g. Who keeps the keys? (as a subject)

Who did you see? (as an object)

The pronoun 'Whom' functions as an object of a verb.

e.g. Whom did the committee appoint?

Both 'Who' and "Whom" can also be the object of a preposition; the preposition is put at the end of the clause.

e.g. Who keeps the keys? (as a subject)

Who did you see? (as an object)

The pronoun 'Whom' functions as an object of a verb

e.g. Whom did the committee appoint?

Both 'Whom' and 'Who' can also be the object of a preposition. When 'Who' is the object of a preposition, the preposition is put at the end of the clause.

e.g. Who did you dance with?

When 'whom' is the object of a preposition, the preposition is put at the beginning of the clause, in front of 'whom'.

e.g. To whom were you dancing?

Whose and Which

'Whose' functions as a determiner or pronoun. It is used to ask which person something belongs to or is associated with.

e.g. Whose wife is more beautiful than mine?

'Whose' can be the subject and object of a verb.

e.g. Whose car broke down? (as a subject)

'Which' is used as pronoun or a determiner to ask someone to identify a specific person or thing out of a number of people or things?

e.g. Which is the best restaurant?

Which item do you like best?

When and Where

'When' means 'at that time' is used to ask questions about the time something happened, happens or will happen.

e.g. When did your cow die?

'Where' is used to ask questions about place, position or direction.

e.g. Where do you live?

Where is she going?

Why and How

'Why' is used to ask question about reason for something.

e.g. Why couldn't Mina speak?

Why did you beat him?

'How' is usually used to ask about the method for doing something or about the way in which something can be achieved.

e.g. How do we open it?

'How' is also used to ask questions about the way a person feels, about the way something sounds, feels or tastes.

e.g. How are you feeling today?

How does it taste?

'How' can be combined with other words at the beginning of questions.

e.g. How many, how much, how long, how far etc.

How many books do you have?

How long will your father stay here?

1.1.7.4 Statement of the Problems

The present study focuses on English and Morangia Tharu language Negative and interrogative transformation. This study is concerned with studying to what extent they are similar or different is the statement of the problem of the study.

1.1.7.5 Objectives of the Study

The objectives of the present study were as follows:

- a) To identify negative and interrogative transformation in Morangia Tharu.
- b) To compare negative & interrogative transformation in the Morangia Tharu and English.
- c) To suggest some pedagogical implications.

1.1.7.6 Significance of the Study

No research has been carried out yet on in the Morangia Tharu, in the Faculty of Education under any Universities entitled "Negative and interrogative transformation in Morangia Tharu and English yet. The study will be significant for the students, teachers, language planners, education policy makers, syllabus designers, language experts, linguists and those who are interested to know more about Morangia Tharus. This study has pragmatic value in the sense that it can be used as the reference of other relevant study.

1.1.7.7 Delimitations of the Study

The limitations of this research are as follows:

- a) The study is limited to Morangia Tharu native speakers of only Motipur, Tetariya and Jhorahat VDCs of Morang district.
- b) The research is limited to only the process of simple negative and interrogative transformations in the Morangia Tharu with reference to English.
- c) The total study population is limited to only 54 native speakers of Morangia Tharu

1.1.7.8 Operational Definition of the Key Terms

Arbitrary: A property of human language where there is no direct or necessary connection between sounds and symbols, or between symbols and their reference.

Assumption: Conditions that must be met before certain conclusion are drawn.

Dialect: The variation in the use of language according to place, time and group of people.

Hypothesis: a testable statement of the relationship between variables that is advanced as a tentative solution to a problem.

Interaction: a condition in which the effect of one independent variable differs depending upon the level of the second independent variable.

Population: a well-defined group of people, object, etc.

Random sampling: a procedure off sampling in which each element of the population has an equal chance of being selected in the sample, and also selection or non-selection of one subject can not influence the selection of the other.

Sample: a group of persons selected from the person population.

Structured interview: an interview conducted under well defined procedure in which questions or sequence of questions are predefined and predetermined.

Value: a shared and enduring belief about ideal modes of behavior or end states of existence.

Variable: anything that can assume different numerical values and can be measured or manipulated.

CHAPTER: TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter deals with the review of related literatures and conceptual framework of research study.

2.1 Review of Related Literature

There are many comparative researches carried out on different language in the department of English Language Education of TU. Such as Nepali, Limbu, Tharu, Newari, Yakkha, Puma Rai then they are compared with English. Some pedagogical implications have been stated. The related literature to the present study is as follows:

Khaniya (2002) has carried out a research on the topic of "Proficiency of the Students in Negative and Interrogative Transformation." The main purpose of the study was to find out the proficiency in negative and interrogative transformation of the students of Grade-9 of Lamjung district. He included 200 students of 10 schools, 20 students from each school. To collect data, he prepared 20 different questions which included both negative and to affirmative and affirmative to negative transformation. The questionnaire carries 100 full marks (50 negative and 50 affirmative transformations). The study shows that the students have better performance in negative transformation in respect with interrogative transformation and the boys are more proficient than the girls in both negative and interrogative transformation.

Poudel (2004) compares and contrasts the process of the negative and interrogative transformations in Limbu Language with those of English in his study "A Comparative Study on Negative and Interrogative Transformation in English and Panchthare Dialect of Limbu Language". His main objective was to compare and contrast the negative and interrogative transformation with those of English. He elicited the concerned data by preparing a set of questionnaire as a research tool. The native speakers of Yasok and Manjabung

VDCs of Pachthar district were the sample population. He took the study population and elicited data for the study using random sampling procedure. He has found the negative marker in English and Pachthare Limbu Dialect are 'not' and affix 'me' respectively. By placing 'bi' or 'pi' after the verb of Pachthare limbu yes/no question is formed whereas an auxiliary verb occurs at the beginning of the sentence in English.

Kushwaha (2005) has carried out a research on " Negative and Interrogative Transformation in English and Bhojpuri: A Comparative Study" to analyze the process of Negative and interrogative transformation in Bhojpuri language and to contrast and compare with those of English. He collected data from the Bhojpuri native speakers of Jhitkhaiya and Dohari VDCs of Bara district by making a set of questionnaire. The sample population was 60 Bhojpuri native speakers above 15 years who were divided into three different groups viz. literate, illiterate and educated having 20 (10 males and 10 females) informants in each group using stratified random sampling procedure. He found that subject auxiliary or operator inversion rules is also required to transform a statement into yes/no question in English whereas it does not take place in Bhojpuri language. Grammar categories of aspects are realized through inflections in Bhojpuri language. He has also found that in wh-question do support (operator addition) and subject auxiliary inversion (subject-operator-inversion) rules are applied in English whereas they are redundant in Bhojpuri.

Devan (2005) has carried out a research on 'Negative and Interrogative Transformation in English and Yakkha Language: A Comparative Study' to the process of transforming negative and interrogative in the Yakkha language and English and to compare and contrast with those of English. Data were collected from the selected Yakkha speakers using structured interview as a research tool. The sampling population of his study was 50 native speakers above 15 years of age from .Angna VDC of Pachthar district. He elicited the data for his study using stratified random sampling procedure dividing the total sampling population into two literate and illiterate groups. He has found that the negative

marker '-n ' is used to negate the positive assertive sentences when the patient of the transitive is singular. The other negative marker '-ni ' is used to negate the positive assertive sentences when the patient or agent of transitive verb is plural whereas English negative marker 'not' is used in all situations. The Yes\ No interrogative particle in Yakkha language is 'i' which is attached at the end of the verb. Yakkha wh-question can be formed in two ways: (i) by adding the interrogative particle 'la' at the end of the verb and (ii) without adding the interrogative particle 'la' while forming negative yes\ no and wh-questions, the negative marker is not fronted in Yakkha language but always attached to the verb.

Poudel (2007) has completed his research on entitled "A Comparative Study on Negative and Interrogative Transformation in English and Bantawa language". His main objective was to compare and contrast the process of negative and interrogative transformation in Bantawa with those of English. The sample population was taken from the Khoku VDC of Dhankuta district. The sample population was divided into three groups using random sampling procedure. The main tool for collecting data was structured interview containing sentences for transformation. 83 sentences in nepali were designed to translate into Bantawa language. All the sentences in questions item were requested to transform into negative and 76 were for interrogative transformation. He has found that the affixes '-n', 'man-' are the negative markers in Bantawa language whereas the negative marker in English is 'not'. The negative markers added to the verb in Bantawa but the English negative marker "not" is added after the auxiliary verb as an independent element. Similarly, Bantawa Yes\ no question formation doesn't require subject verb inversion which is essential in English. The wh-words occur after the subject in Bantawa but in English they usually occur at the beginning of the sentence.

Rai (2010) has carried out a research entitled 'Negative and Interrogative Transformation in English and Puma Rai'. Her main objective was to compare and contrast the process of negative and interrogative transformation in Puma

Rai with those of English. The sample population for her study was taken from Diplung and Mauwabote VDCs of Khotang district. She elicited the data using stratified random sampling procedure dividing the total population into two groups-literate-15 and illiterate-15. She has found that they have seven negative markers in the Puma language. i.e. 'P ', 'n ', 'min'; 'nin', 'n', 'ni', and 'men' which are attached to the verb of the sentence among them 'P -' and 'ni-' are prefixes and rest of them function as either infix or suffix according to the tense of the verb. The negative marker of imperative sentence in Puma language is 'men' which is different from the assertive negative markers. Similarly, Puma Yes\ no question is marked by only putting interrogative mark (?) at the end of the sentence in both written and speech forms, the intonation is changed from falling to rising. The sentence structure of Puma wh-question is subject + question word +verb?(verb is compulsory)

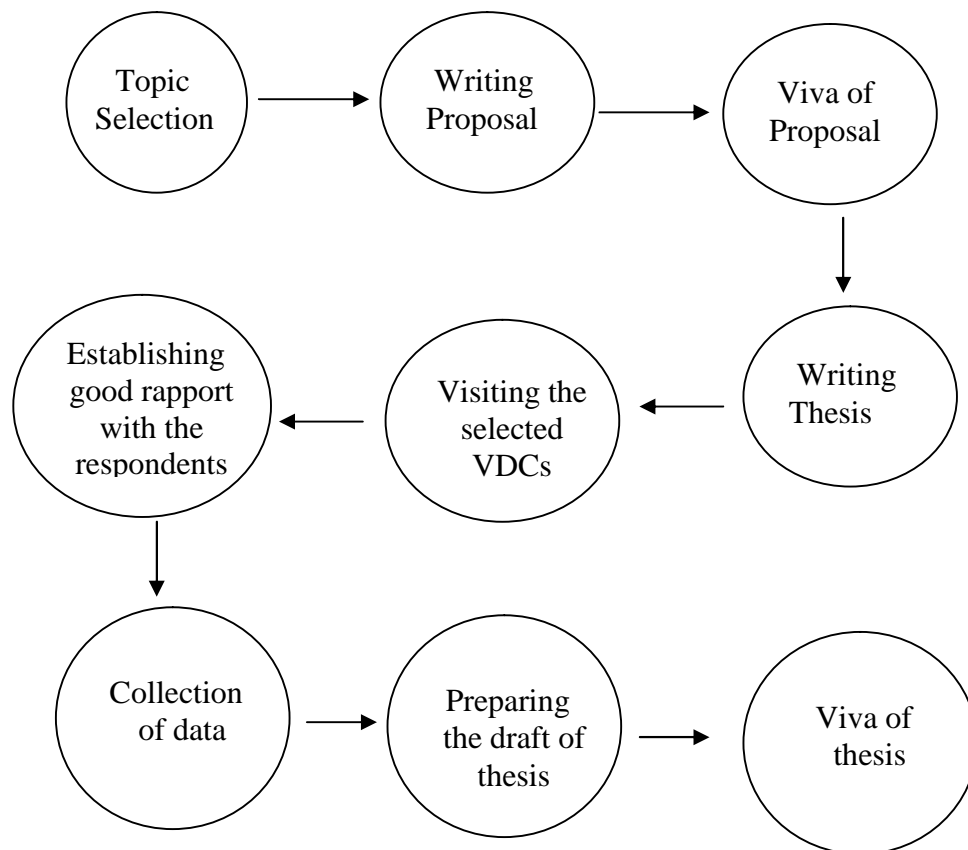
2.2 Implications of the Review for the Study

National and international studies play immense role for acquiring knowledge and ideas in the process of transformation system in different language. Negative and interrogative transformation of simple sentences in Morangia Tharu and English is stated as the problematic of this study. National and international researches, journals, websites are the relevant resources for the study that provide the knowledge of methodologies, tools and achievements in these area. This study helps the people who want to do various researches on Morangia Tharu language. The research solves the problem of Morangia Tharu native speakers related to negative and interrogative transformation in Morangia Tharu and English.

2.2 Theoretical/ Conceptual Framework

Different types of researches are practiced in the world such as: Action Research, Co-relational Research, Case Study, Survey Research, Quasi-Experimental Research, Theoretical Research Ethnographic Research, Auto-Ethnographic Research which are the theoretical framework of the research. It is described about the framework of the research and mentioned the research

under which the present study is guided. Different researches are done for the different purposes and my research is guided under Survey Research. Survey research as a special branch of social science research, is considered as a new technique developed in the twentieth century. Different scholars have defined the survey in different ways. Hutson (1990) opines that survey research is the method of collecting information by asking a set of pre-formulated questions in a predetermined sequence in a structured questionnaire to a sample of individual. So, as to be representative of a defined population, this type of research tries to study large and small population by selecting studying samples in order to accomplish the research purpose. My study is also related to this research. So I follow it. The conceptual framework of my thesis is as follows:



CHAPTER-THREE

METHODS AND PROCEDURES OF THE STUDY

The present study adopted the following methodologies:

3.1 Design of the Study

Survey research design is adopted in this study.

3.1.1 Sources of Data

The data for the research were both collected from primary and secondary sources.

3.1.1.1 Primary Sources

Native speakers of Morangia Tharu from Motipur, Tetariya and Jhorahat VDC's of Morang district including literate, illiterate and educated were taken as primary sources of data. People who were not able to read and write were supposed to be illiterate, under S.L.C.-literate and above +2 degree – educated in this research. The researcher himself was one of the primary sources of data.

3.1.1.2 Secondary Sources

Different books, theses, journals, magazines, articles, different materials from the internet and other related documents were utilized as secondary sources of data. Celce-Murcia and Larsen Freeman (1999), Quark et al (1985), Rai (2066 B.S.), Negative and interrogative transformation in English and Puma Rai and Thomson and Martinet (1986) were also taken as helpful materials of secondary sources of data.

3.2 Sampling Procedure

The total sampling population was 54 Morangia Tharu native speakers from Motipur, Tetariya, and Jhorahat VDCs of Morang district. 18 (9 males/ 9 females) respondents from each VDCs were randomly selected. The selected respondents of each VDCs was equally divided into three groups illiterate, literate and educated by using stratified sampling procedure.

3.3 Data Collection Tools

The data were elicited from the selected Morangia Tharu native speakers by using structured interview or a research toll. The structured questionnaires were used as the research tools for data collections to get the required information.

3.4 Data Collection Procedures

The researcher visited the selected VDCs and developed a good rapport with the Tharu native speakers. He took structured interview with the native speakers of Morangia Tharu. The researcher asked them the questions in Nepali/Tharu and wrote the respondents answer in Roman script or transliteration forms. He himself wrote the responses of those who could not read and write. Those who could write clearly were asked to write the responses themselves.

3.5 Data Analysis and Interpretation Procedures

The chapter deals with the analysis and interpretation of the data collected by the researcher for his study. To achieve the objectives of the study, the elicited data were intensively studied, analyzed, compared and contrasted systematically with those of English.

CHAPTER- FOUR

ANALYSIS AND INTERPRETATION OF RESULT

This chapter deals with the analysis of the research along with the interpretation of the selected topic for the present study. Some of the similarities and differences have been found in the process of negative and interrogative transformation systems between Morangia Tharu and English language while comparing and analyzing them. Similarities, differences and results found in this research are the summary of findings of the study.

4.1 Analysis of Data and Interpretation of Results.

The analysis of data and interpretation of results are presented below by mentioning the process of negative and interrogative transformation and comparing them with English.

4.1.1 Process of Negative and Interrogative Transformation in Morangia Tharu Language.

The process of negative and interrogative transformation in Morangia Tharu language is separately described below:

4.1.1.1 Process of Negative Transformation in Morangia Tharu language.

The process of Negative Transformation both of the assertive and imperative sentences in Morangia Tharu language are separately presented in the following way:

I. Negative Transformation of Assertive Sentences in Morangia Tharu.

Hame bh t khevu	hame bh t nai -khevu
I rice eat.	I rice neg -eat.
I eat rice.	I don't eat rice.

ve kit b padhchhi

He book read.

He reads book.

ve kit sb **nai**-padhchhi.

He book **neg**-read.|

He doesn't read book.

Okr siy sutirahla chhi.

They sleeping are.

They are sleeping.

Okr siy suti-rahla **nai**-chhi.

they sleeping-**neg-are**.

They are not sleeping.

hamr siy guc khelirahla chihin.

chihin we marball playing are.

We are playing marball.

Hamr siy guc kheli-rahla **nai**-

we marball playing **neg-are**.

We are not playing playing.

tor siy m khy rahla chelhai.

You mango eating were.

You were eating mango

tor siy m khy **-nai**-rahla chelhai.

You mango eat-**neg-ing-** were.

You were not eating mango.

k k rn bh kirahla cheli.

Dogs barking were.

Dogs were barking.

k k rn **nai**-bh ki-rahla-cheli.

Dogs **neg**-barking were.

Dogs were not barking.

Ve ekt ghar banalki.

She a house made

She made a house

ve ekt ghar **nai**-banalki

she a house **neg**-made.

she didn't make a house.

hame baj r genhi.

I market went.

I went market.

hame baj r **nai**-genhi.

I market **neg**-went to.

I didn't go to market.

okar bahin k l ghar yeti.

His sister tomorrow come.

His sister will come tomorrow.

okar bahin k l ghar **nai**-yeti.

His sister tomorrow house **neg**-come.

His sister will not come tomorrow.

Ve m.ed p s karlachi.

She M. Ed passed has.

She has passed m. Ed

ve m. ed p s **nei**-karlachi.

She M.Ed passed **neg**-has.

she has not passed m. Ed.

Mahes ekt lay s ikal kinlacheli.

Mahes a new cycle bought had.

Mahes had borghta a new cycle

mahes ekt lay s ikal **nai**-kinla-cheli.

Mahesh a new cycle **neg**-bought -had.

Mahsh had not bought a new cycle.

tor ju khy part .

you today eat.

you should eat today.

Tor ju **nai**-khy part .

you today **neg**-eat.

you should not eat today.

hame it k m kares kwi.

I this work do.

I can do this work.

hame it k m **nai**-kares kwi.

I this work **neg**-do.

I can not do this work.

After analyzing above mentioned examples for negative transformations, the following findings are derived:

1. There are three tenses in Morangia Tharu language : Present, past and Progressive.
2. In the Morangia Tharu language '**nai**' is the only one negative marker.
3. The negative marker is attached before the verb of the sentences as prefix in all the tenses except the progressive tense in Morangia Tharu.
4. The negative marker '**nai**' can be used as prefix and infix to negate the assertive sentences of Morangia Tharu language.

E.g.

Ve ram yan padhirahlachi.

Ve ram yan **nai**-padhi-rahla-chi.

Ve ram yan padhi-rahla-**nai**-chi.

Ve ram yan padhi-**nai**-rahal chi.

He is reading the Ramayan.

He is not reading the Ramayan

He is not reading the Ramayan.

He is not reading the Ramayan.

Chaundisav n chirahla cheli.	Girls were dancing.
Chaundisav nai -n chi-rahla-cheli.	Girls were not dancing.
Chaundisav n chi-rahla nai -chehi.	Girls were not dancing.
Chaundisav n chi- nai -rahla-cheli	Girls were not dancing.

- Prefix 'la' is attached to the main verb to indicate the recent complete actions.
- '-Siya', '-na', '-ka' and '-sav' are the plural markers in Morangia Tharu which are attached to the nouns.
- The particle '-rahla' functions as '-ing' as in English language to make progressive tense in Morangia Tharu language.

E. g.

hame osl khorirahla chihin.	hame osl khori nai -rahla chihin.
I a bath having.	I a bath have neg -ing.
I am having a bath.	I am not having a bath.

hamrak redi sunirahla chihin.	hamarak redi suni nai -rahla chihin
We the radio listening to.	We the radio listen neg -ing.
We are listening to the radio.	We are not listening to the radio.

- Transformation of assertive sentences into negative one is limited to syntactic process in the Morangia Tharu language
- Person, number and gender donot affect the negative marker while transforming positive assertive sentences into negative assertive sentences in the Morangia Tharu.

II. Negative Transformation of Imperative Sentences in Morangia Tharu Language

1. Ghar jo	ghar nai -jo.
home go	home neg -go.
Go home	Don't go home

2.	baith. Sit. Sit down.	nai -baith. neg -sit Sit down.
3.	ekt gi:t ga. a song sing. Sing a song.	ekt gi:t nai -ga. a song neg -sing. Don't sing a song.
4.	h th dho. hand wash. Wash hand.	h th nai -dho. hand neg -wash. Don't wash hand.
5.	Kev r khol. door open. Open the door.	kev r nai -khol. door neg -open. Don't open the door.

By the above examples, it is clear that the negative imperative in the Morangia Tharu language is formed by prefixing the negative marker 'nai' to the base.

4.1.1.2 Process of Interrogative Transformation in the Morangia Tharu language.

1. Yes/ No questions:

ty bh t khelai you rice eat. You eat rice.	(ty) bh t kehlai? (you) rice eat? Do you eat rice?
ve loh surame rahchi. she lohasur-in lives. She lives in Lohasur.	ve loh sura-me rahchi? she lohasure- in lives? Does she live in Lohasur?

hame bi:e p s karnhi.

I B.A. passed.

I passed B.A.

hame bi:e p s karnhi?

I B.A. passed

Did I pass B.A.?

Okr iy it k m karesnais kti.

They this work can't do.

They can't do this work.

ok rsiy it k m karenais kti?

They this work can't do.

Can't they do this work?

hamar b p k l pokhar jeti.

my father tomorrow Pokhara go.

My father will go to pokhara tomorrow. Will my father go to Pokhara tomorrow?

hamar b p k l pokhar jeti?

my father tomorrow Pokhara go.

i. In the Morangia Tharu language there is no any particular interrogative particle for yes/no question.

ii. No subject auxiliary inversion takes place in forming yes/ no questions.

iii. Yes/no questions in written form are marked by only putting interrogative sign at the end of the sentences as shown in above example.

iv. No structural change is occurred while forming Yes/No question in Morangia Tharu Language.

v. Yes/no question in speech form, the intonation pattern is changed falling into rising tone.

vi. 'me' is used as locative case marker.

P nam s nri chi.

Poonam beautiful is

Poonam is beautiful.

p nam s nri chi?

poonam beautiful is?

Is Poonam beautiful?

ve basli bajy rahla chi.

He the flute playing is.

He is playing the flute.

Ve basli bajy rahlachhi?

He the plute playing is.

Is he playing the flute?

Ve rop ropirahla cheli.
 She rice planting was.
 She was planting rice.

Ve rop ropirahla chheli?
 she rice planting was.
 Was she planting live?

The copula verb 'be' is found in the Morangia Tharu Language, which is placed at the end of the sentences to form yes/ no question whereas it is placed at the beginning of the sentences before the subject in English

2. Wh-question

The morangia Tharu language has the following equivalents of English wh – words which are used in formed question take these at English wh- question.

<u>English</u>	<u>Morangia Tharu</u>
What	k n
Who	ke
Whom	kakar , kakar sa e
Where	kate
Why	ky m
Whose	kakar
When	kakhne/ kahiy
Which	k n
How	kire ke/kine ke

Example:

- | | | |
|----|---|---|
| a. | hamar n kalpan cheki
my name Kalpana is
My name is kalpana (what) | tor n k n chek ?
your name what is?
What is your name ? |
| b. | Okr siy kheladi cheki
They players are.
They are players. (who) | Okr siy ke cheki?
They who are?
Who are they ? |

- | | | |
|----|---|--|
| c. | ve bh t ranhirahla chi.
she rice cooking is.
She is doing rice. (what) | ve k n ranhirahal chi?
she what cooking is.
What is she doing ? |
| d. | ty sa asa e isk l jechai.
you friends with school go to.
You go to school with friends. (whom) | Ty kakar sa e isk l jechai?
you whom with school go to?
With whom do you go to School? |
| e. | hamar kit b ve lelki.
my book he took.
We took my book (who) | hamar kit v ke lelki?
my book who took.
Who took my book ? |
| f. | hame m khechin.
I mango eat.
I eat mango.(what) | ty k n khechai?
You what eat.
What do you eat? |
| g. | mahesh karsiy me rahchhi.
Mahesh karsiya at lives.
Mahesh lives at karsiya.(where) | mahesh kate rahchi?
Mahesh where lives.
Where does Mahesh live? |
| h. | b h t tark ri kine geli.
Father market to vegetable to buy went.
Father went to market to buy
vegetable. (why) | b h t ky m geli?
father market why went?
Why did father go to market? |
| i. | ve 9:30 baje isk l jechhi.
she 9:30 at school goes to.
She goes to school at 9:30 (when) | ve kakhne isku l jechi?
she when school goes to.
When does she go to school? |
| j. | it ghar r mke chheki.
this house Ram's.
This is Ram's house. (Whose) | It ghar kakar cheki?
this house whose.
Whose house is this? |

- | | | |
|----|---|--|
| k. | raj 2060 s lme slc p s karki.
Raju 2060 in SLC passed
Raju passed SLC in 2060. (when) | raj kahiy SLC p s karki?
Raju when SLC passed.
When did Raju pass SLC? |
| L. | Okar l l ra asallagchi.
She -to red colour likes.
She likes red colour. (which) | Okar k n ra asallagchhi?
She- to which colour likes.
Which colour does she like? |
| m. | hame larike yenhi.
I foot-on came.
I came on foot. (how) | hame kire ke yenhi?
I how came.
How did I come? |
| n. | Okar dast bakri chi
He with ten goats are.
He has got ten goats. (how many) | Okar katny bakri chi ?
him-to how many goats are.
How many goats has he got? |
| o. | anjali ke das haj r paisa chi.
Anjali-with ten thousand rupees has.
Anjali has ten thousand rupees. | anjali ke katny paisa chi?
Anjali-to how much money has?
How much money does she have? |

1. The basic Wh-words in Morangia Tharu language are eleven.
(i.e. see the above list)
2. "Subject+question word+verb?" is the sentences structure of Morangia Tharu language where verb is compulsory.
3. No subject auxiliary inversion takes place in Morangia Tharu language while making Wh-questions.
4. Wh-words of the Morangia Tharu language is only one . i.e 'kun' for the equivalent of English Wh-word "what and and which."
5. The equivalent to English Wh-question words are formed by substituting the object or answer in the Morangia Tharu language (see above example)

4.1.2 Comparison of Negative and Interrogative Transformations in Morangai Tharu and English.

The process of Negative and Interrogative transformation in the Morangia Tharu is analyzed and interpreted above. The process of these transformations of both Morangia Tharu and English are comparatively studied and analyzed as follows:

4.1.2.1. Comparison of Negative Transformation

The present study includes the negative transformation both assertive and imperative sentences of Morangia Tharu language which are separately compared with these of negative transformation of English assertive and imperative sentences.

A. Negative Transformation of Assertive Sentences.

	<u>Morangia Tharu</u>	<u>English</u>
1.	hame ghar jechhin. I home go. hame ghar nai -jechhin. I home neg -go.	I go home. I do not (don't) go home.
2.	ve kel khechhi. he banana eats. ve kel nai -khechhi. he banana neg -eat.	He eats banana. He doesn't eat banana.
3.	Okr siy gi:t gechi. They song sing. Okr siy gi:t nai -gechi. They song neg -sing.	They sing song. They do not sing song.

4. ve bh t ranchi.
She rice cooks. She cooks rice.
ve bh t **nai**-ranchi.
she rice **neg**-cooks. She does not cook rice.
5. hame kal tor bhetvu.
I tomorrow you meet. I will meet you tomorrow.
hame kal tor **nai**-bhetvu.
I tomorrow you **neg**-meet. I will not meet you tomorrow.
6. hame ekt jamm kinhi.
I a shirt bought. I bought a shirt.
hame ekt jamm **nai**-kinhi.
I a shirt **neg**-bought. I didn't buy a shirt.
7. ve k thmando geli.
He kathmandu went to. He went to kathmandu
ve k thmando **nai**-geli.
He kathmandu **neg**-went. He didn't go to Kathmandu.
8. hamr k kal timan khenhi.
We yesterday meat ate. We ate meat yesterday.
hamr k kal timan **nai**-khenhi.
We yesterday meat **neg**-ate. We didn't eat meat yesterday.
9. ty ghar gelhai.
you house went. You went house.
ty ghar **nai**-gelhai
you house **neg**-went. You did not go home.

17. hame s tirahla chenhi.
 I sleeping was. I was sleeping.
 hame s tirahla **nai**-chenhi.
 I sleeping **neg**-was. I was not sleeping.
18. ty sinev n dekhirahla chelai
 you film watching were. You were watching film.
 ty sinev n dekhirahla **nai**-chelai.
 You film watching **neg**-were. You were not watching film.

After comparing processes of negative transformation system of assertive sentences in Morangia Tharu and English language, the following similarities and differences are found:

- i) Both Morangia Tharu and English language have their own separate negative markers to negate the positive assertive sentences.

e.g. Morangia Tharu '**nai**'

English '**not**' or (**n't**)

- ii) Both languages have their own processes of negative transformation.
 iii) Morangia Tharu and English language have different sentences structures as cited below.

Morangita Tharu: Sub + Obj + Verb

English: Sub + Verb + Obj

- iv) The number system doesn't affect in the use of negative marker in the Morangia Tharu language as in English. It means the same negative marker '**nai**' of Morangia Tharu and '**not**' of English are used for all the numbers in their own languages.
- v) In English 'not' is an independent negative marker used in sentence level negation. The contracted form "n't" is used attached with the auxiliary verb to negate the positive sentence. It cannot be used independently. The Morangia Tharu negative marker '**nai**' can not be used independently either. It is only used attaching to the verb as prefix and infix.

v) English yes/ no question begins with an auxiliary verb but Morangia Tharu language has intonation question (question ends with rising tone). The intonation pattern is changed falling into rising tone in speech form while forming Morangia Tharu yes/no questions.

2. Wh-question

The Wh-question transformation of English and the equivalent of English Wh-question in Morangia Tharu are comparatively studied and analyzed as below:

	<u>Morangia Tharu</u>	<u>English</u>
a)	ty n k m karchhai. (k n) You working-are. (k n) ty n k n karchhai? You what doing are?	You are working. (What) What are you doing?
b)	sunit pokhar me rahchi. (kate) Sunita pokhara-at lives. (kate) sunita kate rahchi? Sunita where lives?	Sunita lives at Pokhara. (Where) Where does Sunita live?
c)	it r mke kit v cheki. (kakar) This Ram's book is. (kakar) it kakar kit v cheki? This whose book is?	This is Ram's book. (Whose) Whose book is this?
d)	ve larike ghar geli:. (kire ke) He foot-on house went. (kire ke) ve kire ke ghar geli? He how house went?	He went house on foot. (How) How did he go home?
e)	tor siy dhar n jy rahla chelai. (kakhne) You dharan going to are.(kakhne) tor siy kakhne dhar n jy rahla chelai? You when Dharan going to are?	You are going to Dharan. (When) When are you going to Dharan?

2. In the Morangia Tharu, the negative marker is attached to the verb of the sentence as prefix in all the tenses beside the progressive tense.
3. The number, person and gender do not affect in the use of negative marker while transforming positive assertive sentence into negative assertive sentence in Morangia Tharu language.
4. There are three tenses in Morangia Tharu language: present, past, and progressive.
5. The negative marker 'nai' can be used attaching to the verb as prefix and infix to negate the assertive sentences of Morangia Tharu language.
6. Suffix 'la' is attached to the main verb to indicate the recent complete actions.
7. The pastille “-rahla functions as ‘-ing’ as in English language to make progressive tense in Morangia Tharu language.
8. '-siya', '-na', '-ka', and '-sav' are the plural markers in the Morangia Tharu which are attached to the nouns.
9. Negative process is limited to syntactic level.
10. In the Morangia Tharu language, yes/no questions are formed by putting interrogative sign at the end of the sentence in written form and in speech; the intonation pattern is changed falling into rising.
11. The question words in Morangia Tharu are eleven in number. They are: k n (what/which), ke (who), kakar (whom), kate (where), ky m (why), kakar (whose/whom), kakhane (when), kahiy (when), kire ke (how), kine ke (how), kakarsa e (whom).
12. Subject-verb inversion in Morangia Tharu language is not found while forming wh-question and yes/no question.
13. “Subject+question word+verb?” is the sentence structure of Morangia Tharu wh-question whereas verb is compulsory.
14. The copula verb ‘be’ is found in Morangia Tharu language which is placed at the end of the sentence to form yes/no question.

A. Similarities:

- a) Both Morangia Tharu and English languages have negative markers.
- b) Both languages have their own process of negative transformation.
- c) Both languages have subject, verb and object in simple sentence.
- d) Both languages have only one negative marker for assertive and imperative sentence.
- e) Both languages have yes/no question.
- f) Both languages have three tenses.
- g) Both languages have question words to form wh-question.
- h) The sound doesn't affect in the process of negation both in languages.

B. Differences:

- a) English negative marker 'not' is used after auxiliary verb whereas Morangia Tharu negative marker 'nai' is used before auxiliary verb.
- b) Subject verb inversion is obligatory in forming interrogation in English but it lacks in Morangia Tharu interrogative transformation.
- c) English negative marker 'not' occur after the auxiliary verb as being suffix but negative marker 'nai' can occurs in the different position as being prefix and infix in the Morangia Tharu language.
- d) English and Morangia Tharu languages have different sentence structures as cited below:
English: sub + verb + obj
Morangia Tharu: sub + obj + verb
- e) In English 'not' is an independent negative marker used in sentence level negation. The contracted form 'n't' is used attached with the auxiliary verb to negate the positive sentence. It can't be used independently. The Morangia Tharu negative marker 'nai' can not be used independently either. It is only used attaching to the verb.
- f) There in same auxiliary verb i.e. 'chi' for both third person singular and plural in Morangia Tharu whereas it is not so in English.

- g) Gender specific terms of third person singular pronoun in English are 'he' for male and 'she' for female but Morangia Tharu has no such gender specific terms. It has only one gender marker pronoun for both male and female that is "ve".
- h) In English, periphrastic 'do' is used to negate the positive assertive sentence and other form other form of verbs are changed into root forms. Negative marker 'nai' is only used attaching to the verb in the case of Morangia Tharu whether there is auxiliary verb or not. No any changes occur there.
- i) The negative imperative in English is formed by putting 'do not' or 'don't' at the beginning of the sentence whereas the negative imperative in Morangia Tharu is formed by putting only 'nai' before the verb, either in the middle of the sentence or in the beginning of the sentence.
- j) English language needs an auxiliary verb fronting while forming yes/no question but Morangia Tharu does not.
- k) English yes/no questions begin with an auxiliary verb but Morangia Tharu language has intonation question. The intonation pattern is changed falling into rising in speech form to form Morangia Tharu yes/no questions.
- l) There are eleven wh-question words in the Morangia Tharu language while there are eight in number in English language.
- m) The wh-word in English occurs at the beginning of the sentence, whereas the equivalent of English wh-word in Morangia Tharu language occurs after the subject.
- n) Subject verb inversion is found in English wh-interrogation whereas that is not found in Morangia Tharu.
- o) If the English sentence has an auxiliary verb, the same auxiliary verb is fronted along with the wh-word in forming English wh-question and the appropriate form of periphrastic 'do' is used if it lacks an auxiliary verb in English. But it is not so in Morangia Tharu language. It doesn't matter whether there is an auxiliary verb or not just adding English equivalent wh- word, wh-questions are formed.

CHAPTER-FIVE

SUMMARY, CONCLUSIONS AND IMPLICATIONS

This chapter deals with the summary of the research along with conclusions, recommendations and some pedagogical implications.

5.1. Summary

It is summarized that the present research entitled “Negative and Interrogative Transformation in English and Morangia Tharu” will be helpful in some respect to preserve and promote the Morangia Tharu language. The main objectives of the study was to identify the process of negative and interrogative transformations in Morangia Tharu then compare and contrast with those of English to find out similarities and differences between them.

The researcher had adopted the specified methods and procedures of the study. The data had been collected from both primary and secondary sources Morangia Tharu native speakers from three VDCs; Motipur, Tetariya, and Jhorahat were primary sources and [Celce Murcia and Larsen Freeman (1999), Thomson and Martinet (1986), Quark, et al (1985), Rai (2066 B.S.) Negative and interrogative transformations in English and Puma Rai, Sharma, Medni Prasad “Tharu Jaati Ek Adhyan.”, The Himalaya Times (news paper) etc are the secondary sources of data for the research] the different books, journals, theses, internet and so other were the secondary sources of data for the research. The total population was 54 Morangia Tharu native speakers from three VDCs viz. Motipur, Tetariya and Jhorahat of Morang district. 18 (9 males/ 9 females) respondents from each VDCs were randomly selected and then divided them into three groups literate, illiterate and educated by using stratified sampling procedure. People who were not able to read and write were supposed to be illiterate, under SLC-literate and above +2 degree-educated in this research. The data were collected from the selected Morangia Tharu native speakers by structured interview as a research tool. The researcher made a good rapport with the selected Morangia Tharu native speakers visiting the selected

VDCs to elicit correct data. The researcher took the structured interview with the native speakers of Morangia Tharu. He asked them the questions in Nepali or Tharu and wrote the respondents answer in Roman script or transliteration forms. He himself wrote the responses of these who couldn't read and write. The research was limited to Morangia Tharu native speakers of only three VDCs of Morang district in which there were more than 85% Morangia Tharu native speakers out of total population.

To complete the research, the researcher mentioned four definitions of language given by different linguists including his own view on language. He also described the status of English language regarding Nepal and showed four language groups spoken in Nepal. Introduction, origin and history of Tharu are also included in the research.

It was essential to mention CA Transfer theory and rules of transforming affirmative into negative; statements into yes/no and wh-questions to make the research lively so they are mentioned in the study along with review of related literature.

5.2. Conclusions

The present research will be invaluable for those who teach English to the Morngia Thau native speakers as a foreign language because no research has yet been carried out on Morangia Tharu language. The present study is based on only the negative and interrogative transformation in English and Morangia Tharu. It doesn't include all the rules of negative and interrogative transformation. It will be equally significant for the department of English language, linguists, textbook writers and people who are interested in this field. As all the language spoken in Nepal are supposed to be national language by interim constitution-2063, the authorities i.e. the government of Nepal, Ministry of Education, CDC, Department of Language and Culture etc. should take interest in preserving and promoting all the language equally. Tharu ethnic language is still to be considered by the authorities. It is hoped that the

concerned authority will play the vital role to carry out other researches on various aspects in Morangia Tharu language. Eventually, it is to be hoped that interested and capable linguist will devote himself/ herself to the grammatical study of this language in the very near future so that it can help the Morangia Tharu language to be preserved and promoted.

5.3 Implications

On the basis of the findings obtained from the analysis and interpretation of the collected data, some recommendations and pedagogical implications have been made below on the following level.

5.3.1 Policy Level

The findings of the present study show that the sentence structures and processes of negative and interrogative transformations in English and Morangia Tharu are different. So the Ministry of Education, The Department of English Education, policy makers, syllabus designers, textbook writers, testing experts along with the concerned authorities should be conscious about those distinct processes of negative and interrogative transformation in Morangia Tharu language while designing the syllabuses, preparing text books and designing questions to test the L₂ learners.

5.3.2 Practice Level

- a) It is found that the processes of negative and interrogative transformations in English and Morangia Tharu language are different. Therefore, the difference should be taken into account while teaching English negative and interrogative transformation to Morangia Tharu native speakers.
- b) Negative marker is used after auxiliary verb in English whereas it is used before auxiliary verb in Morangia Tharu language. English negative marker 'not' can be used independently but Morangia Tharu negative Marker 'nai' is only used attaching to the verb as prefix or

infix. It can't be used independently. So it should be kept in mind while teaching English to Morangia Tharu native speakers.

- c) Morangia Tharu verbs are not changed into root forms while forming negative and interrogative. Morangia Tharu native speakers should be taught how the other forms of the main verbs are changed into root forms in English.
- d) English imperative sentence starts from the verb, but in Morangia Tharu; imperative verb occurs at the end of the sentence. So the English negative marker 'not' is always preceded by 'do' and followed by the verb but the Morangia Tharu imperative negative marker 'nai' is placed before the verb either in the middle of the sentence or in the beginning of the sentence. Therefore, it should be made clear to Morangia Tharu native speaker while teaching English negative transformation to them.
- e) There is no subject-verb inversion in Morangia Tharu but it is there in English. In the same, English yes/no questions begin with an auxiliary verb but Morangia Tharu has only intonation question. So the Morangia Tharu may commit errors to make yes/no question in English as.

* He passed SLC?

* They were dancing?

So, the language teachers must be aware of the process of yes/no questions while teaching them.

- f) Wh-word in English occurs at the beginning of the wh-question; but in Morangia Tharu language, the equivalent of English wh-word occurs after the subject so, while transforming assertive sentences into wh-question, the learners may commit the errors by placing the wh-word just after the subject because of the first language interference as:

* Subham where went?

Hence, language teacher should make the learners aware of it.

5.3.3 Further Research

The researcher doesn't claim that the present study is sufficient to compare the processes of negative and interrogative transformations of English and Morangia Tharu language. Really, this study doesnot include all the rules of negative and interrogative transformations of English and Morangia Tharu languages since the present study is based on only the negative ad interrogative transformation of simple sentences. This study includes only the responses of 54 Morangia Tharu native speakers from Motipur, Jhorahat and Tetaniya VDCs of Morang district. It is crucial to carry out various research studies in different aspects of Morangia Tharu language and hoped that the capable linguists may devote himself to grammatical study of this language in the future. The preservation and promotion of Morangia Tharu language is essential so that the authorities may pay keen interest on it and may have full support for those who will carry out various research on Morangia Tharu language.

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APPENDIX-I

QUESTIONNAIRE

This questionnaire has been prepared in order to accomplish a research work entitled Negative and Interrogative Transformation of English and Morangia Tharu. This study will be conducted under the guidance and supervision of Mr *Guru Prasad Adhikari*, Department of English Sukuna Multiple Campus, Morang it is hoped that your invaluable co-operation will be a great contribution in the fulfillment of this valuable study for M.Ed. dissertation.

Researcher
Kirtan Lal Tharu
M.Ed. English
Department of Eng Education
SMC

Name : Age:
VDC : Sex :
Academic status:

**Q. How do you say the following sentences in your language?
(Morangiya Tharu)**

He reads the Ramayan.

.....

He does not read Ramayan.

.....

I eat an apple.

.....

I do not eat an apple.

.....

She is singing a Tharu song.

.....

She is not singing a Tharu song.

.....

We are laughing.

.....

We are not laughing

.....

It was raining.

.....

It was not raining.

.....

Dogs were running.

.....

Dogs were not running.

.....

My brother passed S.L.C.

.....

My brother did not pass S.L.C.

.....

Janki went to Kathmandu.

.....

Janki didn't go to Kathmandu.

.....

She has cooked meat.

.....

She has not cooked meat.

.....

They have killed the tiger.

.....

They have not killed the tiger.

.....

I had met the prime minister.

.....

I had not met the prime minister.

.....

She had been cutting grass.

.....

She had not been cutting grass.

.....

Kalpana has been talking for two hours.

.....

Kalpana has not been talking for two hours.

.....

I have been watching T.V. an hours.

.....

I have not been watching T.V. for an hours.

.....

I will go to Kathmandu tomorrow.

.....

I will not go to Kathmandu tomorrow.

.....

It will rain.

.....

I t will not rain.

.....

He will be working.

.....

He will not be working.

.....

We will be sleeping.

.....

We will not be sleeping.

.....

My father will have built a house by 2020.

.....

My father will not have built a house by 2020.

.....

Manju will have been listening to the news.

.....

Manju will not have been listening to the news.

.....

You have been working.

.....

You will not have been working.

.....

You must take this medicine.

.....

You need not take this medicine.

.....

I can do this work.

.....

I can't do this work.

.....

It may rain.

.....

It may not rain.

.....

You should help your mother.

.....

You should not help your mother.

.....

I used to play football.

.....

I didn't use to play football.

.....

Go there.

.....

Don't go there.

.....

Please shut the door.

.....

Please don't shut the door.

.....

Have a seat.

.....

Don't have a seat.

.....

Brush your teeth twice a day.

.....

Don't brush your teeth twice a day.

.....

Sarita is beautiful?

.....

Is Sarita beautiful?

.....

He is making a noise.

.....

Is he making a noise?

.....

You like the Rose.

.....

Do you like the Rose?

.....

My sister speaks English.

.....

Does my sister speak English?

.....

The thief stole his purse.

.....

Did the thief steal his purse?

.....

The dog is barking.

.....

Is the dog barking?

.....

My name is Kamala.

.....

What is your name?

.....

Sita does not eat meat.

.....

What doesn't Sita eat?

.....

My brother lives in Mumbai.

.....

Who lives in Mumbai?

.....

Hari passed S.L.C.

.....

Who passed S.L.C?

.....

He slapped them.

.....

Whom did he slap?

.....

This bike is mine.

.....

Whose bike is this?

.....

Nandani reads in Biratnagar.

.....

Where does Nandani read?

.....

She is going to marketing.

.....

Where is she going to?

.....

You study science.

.....

Why do you study science?

.....

Naresh could not pass due to his carelessness.

.....

Why couldn't Naresh pass?

.....

He come yesterday.

.....

When did he come here?

.....

That is my book.

.....

Which is your book?

.....

They lived in Malasiya for 5 years.

.....

How long did they live in Malasiya?

.....

I speak loudly.

.....

How do you speak?

.....

APPENDIX-II
ROMAN TRANSLITERATION OF DEVANAGIRI SCRIPT

Based on Turner's (1931), Nepali Alphabet and Diacritic Markets.

ऋ	a	क्	K	द्	d
ऋा		ख्	h	ध्	dh
इ	I	ग्	G	न्	n
ई	i:	घ्	Gh	प्	p
ए	u	ङ्	N	फ्	ph
ए		च्	C	ब्	b
ए	e	छ्	Ch	भ्	bh
ऐ	ai	ज्	J	म्	ma
ओ	o	भ्	Jh	य्	y
औ	au	व्		र्	r
अं	an, am	ट्	T	ल्	l
अः	ã	ठ्	Th	व्	w/v
:	h	ड्	D	श्	s
		ढ्	Dh	ष्	s
		ण्	N	स्	s
		त्	T	ह्	h
		थ्	Th		

Note: the traditional letters क्ष, त्र and ज्ञ are treated as as Conjunct letter e.g क्ष = ks, ksh, kch; ज्ञ=gy; त्र= tr and the symbol ङ is used for the Devnagiri script ङ