

**NEGATIVE AND INTERROGATIVE TRANSFORMATION IN
ENGLISH AND MORANGIA THARU**

**A Thesis Submitted to The Department of English,
Sukuna Multiple Campus, Morang
In Partial fulfillment for the master of Education in English**

**Submitted by
Kirtan Lal Tharu
Roll No: 2140184
Academic Year: 2063/2064
T.U. Registration No: 9-3-214-773-2006**

**Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu
2015**

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Kirtan Lal Tharu** has prepared this thesis entitled “Negative and Interrogative Transformation in English and Morangia Tharu” under my supervision.

I recommend the thesis for acceptance.

Date:

.....
Mr. Mohan Kumar Tumbahang
Assistant Lecturer
Department of English
Sukuna Multiple Campus
Indrapur, Morang

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation by the following Research Guidance Committee.

Mr. Guru Prasad Adhikari

Lecturer and Head

Department of English

Sukuna Multiple Campus

Indrapur, Morang

.....

Chairperson

Mr Mohan Kumar Tumbahang (Guide)

Assistant Lecturer

Department of English

Sukuna Multiple Campus

Indrapur, Morang

.....

Member

Mr. Basudev Dahal

Teaching Assitant

Department of English

Sukuna Multiple Campus

Indrapur, Morang

.....

Member

Date:

DECLARATION

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

Date: Feb 12, 2015

Kirtan Lal Tharu

DEDICATION

Dedicated
to
My Parents, Teachers and Friends.

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I would like to extend my profound gratitude to my thesis guide **Dr. Mohan Kumar Tumbahang**, Assistant Lecturer of Sukuna Multiple Campus, whose ideas and remarks made me able to complete this thesis. I thank him for every support and assistance. As my thesis guide, I found him inspiring and helpful.

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ABSTRACT

The thesis entitled “Negative and Interrogative Transformation in English and Morangia Tharu” is an attempt to identify the rules of negative and interrogative transformation in the Morangia Tharu Language and to compare these rules with those of English. The researcher availed both the primary and secondary sources of data. The sample population of the study consisted of 54 Morangia Tharu native speakers who were selected for the study by using stratified random sampling procedure to elicit required data. The interview questionnaire was developed as a research tool for literate, illiterate and educated informants. It was found that the number, person and gender do not affect in the use of negative marker while transforming positive assertive sentence into negative ones in Morangia Tharu language. English negative marker ‘not’ is used after auxiliary verb whereas Morangia Tharu negative marker ‘nai’ is used before auxiliary verb. 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. 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 question. 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.

This thesis consists of five chapters. Chapter one deals with general background, statement of the problem, objectives of the study, hypothesis, significance of the study, delimitations of study and operational definition of the key terms. Chapter

two deals with review of related literature and conceptual framework which consist of review of related literature, implications of review for the study and theoretical framework of the thesis.

Chapter three is related to methods and procedure of the study which deals with design of the study, population and sample of the study, sampling procedure, data collection tools, data collection procedure, data analysis and interpretation procedure. Chapter four consists of analysis and interpretation of results and chapter five includes summary, conclusions and implications.

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List of Abbreviations

| | |
|-----------------|-------------------------------------|
| 1 st | First |
| B S | Bikram Sambat |
| BA | Bachelor of Arts |
| CA | Contrastive Analysis |
| CBS | Central Bureau of Statistics |
| CDC | Curriculum Develop Center |
| Dr | Doctor |
| eg. | For example |
| etc. | etcetera |
| gov | Government |
| i.e. | That is to say (Latin id est.) |
| L1 | First Language |
| L2 | Second Language |
| lg | Language |
| M Ed | Masters in Education |
| MA | Masters in Arts |
| No | Number |
| np | Nepal |
| Obj | Object |
| org | Organization |
| PS | Phrase Structure |
| SLC | School Leaving Certificate |
| SMC | Sukuna Multiple Campus |
| SOV | Subject Object Verb |
| Sub | Subject |
| SVO | Subject Verb Object |
| TG | Transformational Generative Grammar |

| | |
|-----|---|
| TU | Tribhuvan University |
| TV | Television |
| UNO | United Nations Organization |
| US | United States |
| USA | United States of America |
| VDC | Village Development Committee |
| Viz | Used to introduce a list of things that explain sth clearly or are given as examples. |
| www | World Wide Web |