

CHAPTER ONE

INTRODUCTION

This study is on “A Comparative Study of Household Terms used in Tharu and English Languages”. This chapter consists of general background, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study, and operational definition of the key terms.

1.1 Background of the Study

Language is a means of communication. Through language people exchange their feelings and ideas. Language is that people use to produce and understand their messages. It brings changes in human beings, family, society, nations and world. Language is a purely human phenomenon which differentiates a human being from an animal. It is used for communicating ideas, emotions and desires in society.

The term household refers to something connected with home and family. Cambridge International Dictionary of English (1997) defines the term group of people, often a family who live together. Similarly, Oxford Advanced learner's Dictionary (2005) defines 'household as connected with looking after a house and the people living in it' and the 'term' as 'a word or phrase used as the name of something specially one connected with a particular type of language'. Collins Cobuild English Dictionary (1979) defines the term as "the household is your home and everyone that is connected with looking after it".

As the definition mentioned above, everything is connected with house and surrounding becomes household. In this sense, we can say that any entity belonging to whom and family affair comes under household entity. For e.g. food, clothes, utensils, jewels, tools, furniture are connected with house and family. The lexical items that are used to refer these household entities are characterized as household terms in this context.

1.2 Statement of the Problem

Nepal is a multilingual country where hundreds of different languages are spoken ranging from Mechi to Mahakali and Terai to Hiimalayas. Very few researcher has been carried out before concerning the household terms so far. This is why I am very much interested to conduct research on this topic so that people could reach in the depth of Tharu household terms.

The formation of a research problem is the most important step in the research process. According to Kumar (2006, p.40), “a research problem is like the identification of a destination before undertaking a journey.” As in the absence of a destination, it is impossible to identify the shortest route like in the absence of a clear research problem, a clear and economical plan is impossible. Thus, a research problem is a clear description of the issues.

In Tharu community there is not particular criteria for household terms. Tharu native speakers sometime find difficult to make the appropriate use of household terms in an appropriate situation. Actually, Tharu speakers are confused how many synonymous words of one household term in tharu for e.g. in tharu language there is different kind of main course meal and tharu speaker get confused which main course meal is suitable in which time. So that tharu speaker face difficulty while communicating. Moreover, there is a belief that vernacular language like Tharu rarely has appropriate household terms. And this research works the showpiece to split this thought and definitely be proved rain to drought. Thus, this thesis is the sublime achievement for Tharu language since it provides an explicit framework for household terms which it turns the torch light in darkness to those novice researchers to conduct further research in many other terms of Tharu language. Therefore, I have decided to carry out my research study on “A Comparative Study of Household Terms used in Tharu and English Languages.”

1.3 Objectives of the Study

The objectives of the present study are as follows:

- a) To identify the household terms used in the Tharu and compare them to of the English language in terms of convergence and divergence.
- b) To compare and contrast the household terms used in the Tharu and English languages.
- c) To suggest some pedagogical implications based on the finding.

1.4 Research Questions

Research questions design mostly based on the objectives of the appropriate methodology and consequently to discuss, and interpret the data. A research question is a clear focused concise, question around the research study. It helps researchers focused their research by providing a path through the research and writing process. I had use the following questions in my research:

- i. What types of household terms are used in the Tharu and English languages?
- ii. What are the similarities and differences in using the household terms in both languages?

1.5 Significance of the Study

This study provided information about the household terms used in the Tharu language in reference to English. Therefore, this research would be beneficial for the teachers who teach English as a second or foreign language to the Tharu speaking children. Similarly, the language experts, linguists, textbook writers, syllabus designers and people who are interested in this field will be equally benefited by this study. Apart from this, it will be significant to the language trainers, sociolinguists and other researchers who want to carry out the research in future in household terms. The Tharu native speakers who want to get more information about this field will also be benefited.

1.6 Delimitations of the Study

The study has the following limitations:

- a) The area of study was delimited to the Tharu native speakers of Ghadimai municipality of Bara district.
- b) The total study sample was limited to only 40 Tharu native speakers of Bara district.
- c) The study was confined only in the following categories of the household terms:
 - I. Food and Drink
 - II. Clothes
 - III. Jewel
 - IV. Utensils
 - V. Furniture
- d) Only the major terms under specified headings were presented.
- e) The tools of data collection were a set of questionnaire and interview.

1.7 Operational definition of the key terms

The following important terminologies are used throughout the study:

Dialect: is a specific form of a given language, spoken in a certain locality or geographic area, showing sufficient differences from the standard of that language as to pronunciation, grammatical construction and idiomatic use of words, to be considered a distinct entity.

Divergence: is a natural process whereby one lexical item represented by many lexical items in different places, leading to geographical variation.

Convergence: is a natural process whereby many lexical items are represented by one lexical item. It is probably inevitable process.

Household: A household consists of private individuals who permanently live together and bear the cost of their needs together.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter deals about the review of theoretical literature, review of empirical literature, implication of the review for the study and conceptual framework.

Literature review is one of the essential tasks to conduct any research.

According to Kumar (2009, p.30), “The literature review is an integral part of entire research process and makes a valuable contribution to all most every operational step.”

2.1 Review of Theoretical Literature

This sub-section deals with sociolinguistic scenario of Nepal, language family, origin of the Tharus, introduction of the Tharu people, Tharu language, household terms, contrastive analysis.

2.1.1 The Sociolinguistic Scenario of Nepal

Nepal is a multiracial, multicultural and multilingual country. It is a country of linguistic diversity which has been fertile land for languages. According to the population census 2001, the number of language spoken in Nepal as mother tongue is 92 and 1,68,340 (0.74%) number of people speak ‘unknown languages.’ But national languages policy recommendation commission (2050) reports that there are 70 languages of indigenous nationalities of Nepal.

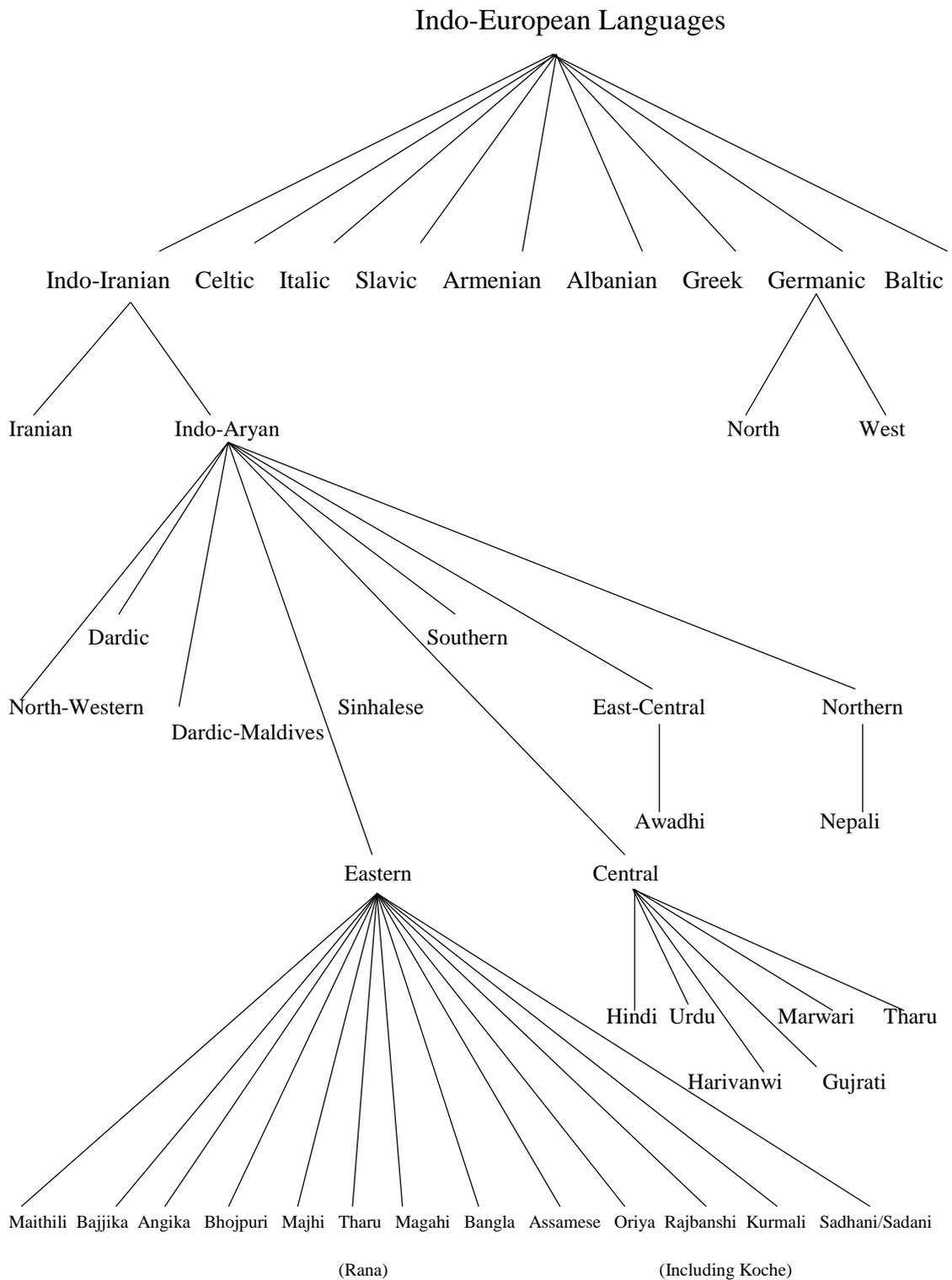
2.1.1.1 Language Family

All the language of Nepal and its dialects have their genetic affiliation to at least four language families, viz. Indo–Aryan, Tibeto–Burman, Austro–Asiatic/Munda and Dravidian. The languages that are classified under the four language families are shown as below:

i. The Indo-Aryan Family

In the context of Nepal, Indo-European family comprises 80% of the Indo-Aryan languages.

Diagram 1: Indo-European Languages

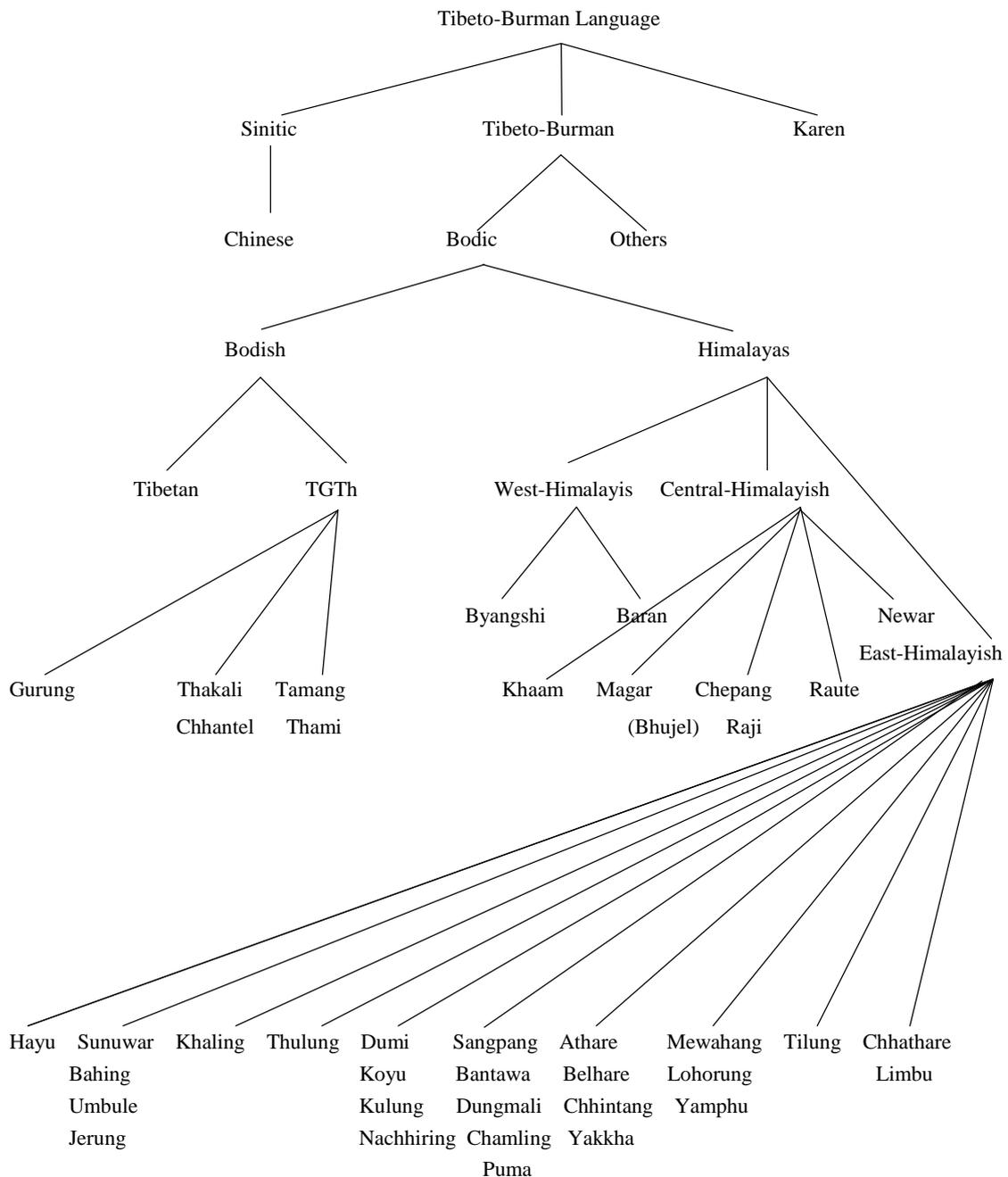


Source: Yadav (2003, p. 145)]

ii. Tibeto-Burman Family

Large number of Tibeto-Burman group of language are spoken in Nepal. Though it is spoken by relatively lesser number of people than the Indo-European family it consists of the largest number of language, viz. about 57 languages.

Diagram 2: Tibeto-Burman Language Family

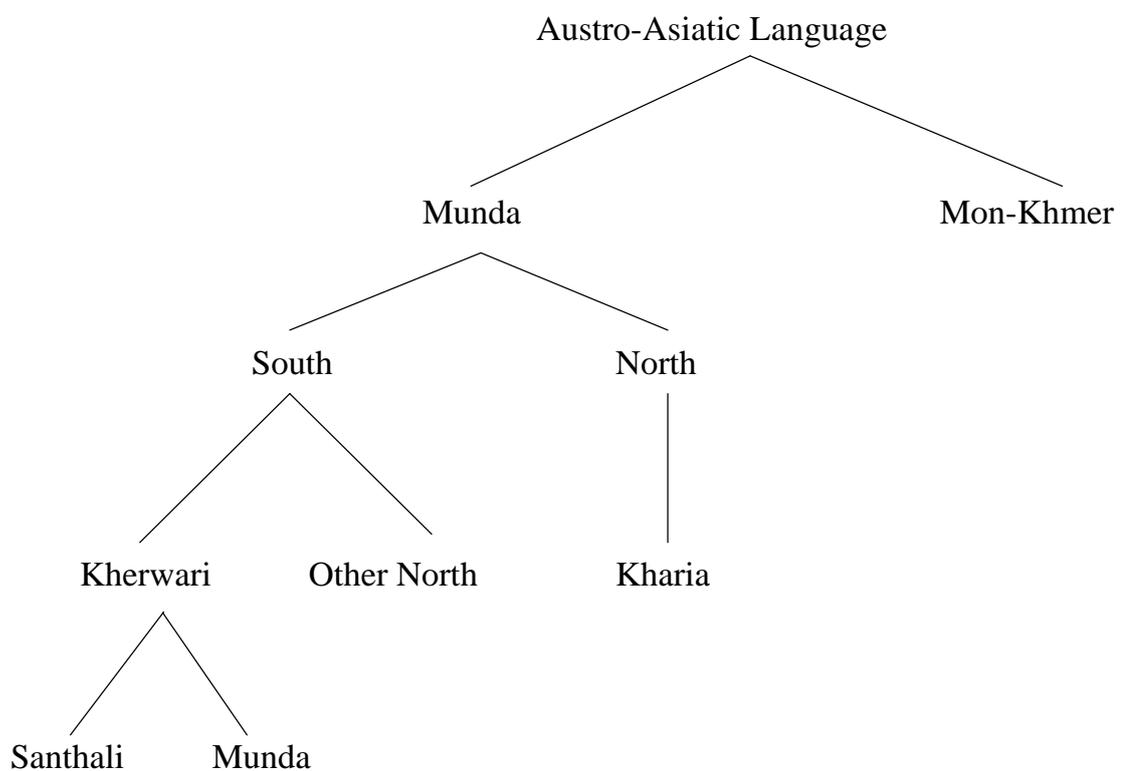


[Source: Yadav (2003, p. 146)]

iii. Austro-Asiatic Family

These languages are spoken by groups of tribal people in the eastern Terai. The Austro-Asiatic family includes the languages such as Santhali, Munda and Kharia. The 2001 census report has identified Satar and Santhal languages not as distinct one but as a single one, i.e. Santhali. It also suggests that Munda should be included within Santhali.

Diagram 3: Austro-Asiatic Languages

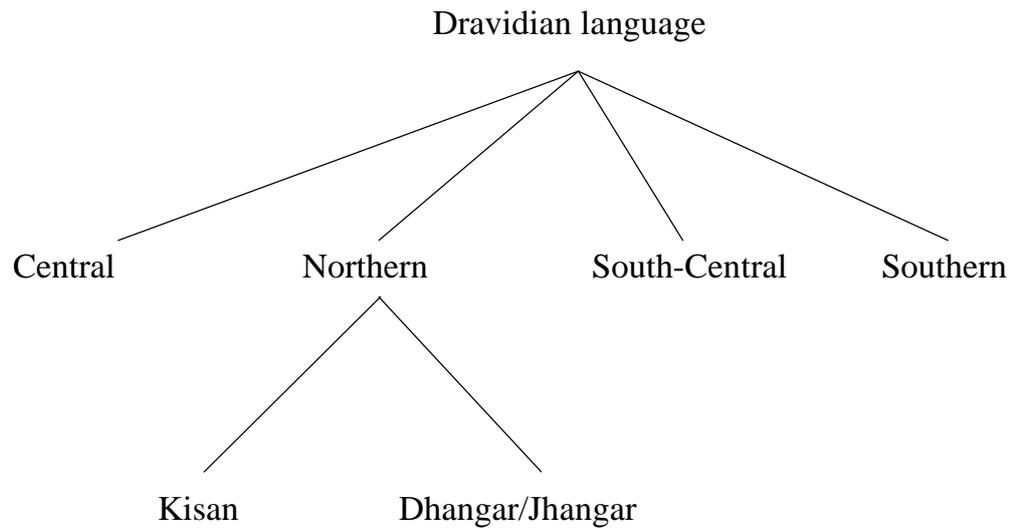


Source: Yadav (2003, p.147)

iv. Dravidian Family

Dravidian family is a minor language family that includes the two languages spoken in Nepal. Jhangar (or Dhangar) and Kisan. The former is spoken by 0.13% of the total population. Whereas Kisan is spoken by nearly five hundred native speakers in Nepal. It is one of the endangered languages.

Diagram 4: Dravidian Languages



Source: Yadav (2003, p.147)

2.1.2 Origin of the Tharus

The Tharus are the largest indigenous ethnic group of Nepal in the Terai. According to census report (2011), there are 13,31,546 ethnic Tharu, which is 5.90% of Nepal's total population. Singh opines "there are over 2.5 million Tharus residing in the lowland Terai from Mechi to Mahakali." (Singh, 2006, p.1) it is to be noted that the social components of population such as language and ethnicity are relatively a recent phenomenon and only in 1991 census, after the restoration of democracy in 1990 that the ethnicity was included in the census.

The history of Tharus is so sold that it is very difficult to get materials at large and hard to study about it. It is endless to study. The scholars who have tried to trace the origin of the Tharu offer conflicting views on the subject. According to (Nesfield, 1885, p.155) "the name Tharu is derived from the word Thar which in the colloquial dialect means a jungle." Thus, a Tharu is one who resides in forests as a 'forest man'. Crooke (1896, p.381) also traces their origin to the word Tharu, denoting wine biber. This name is believed to have been given to the Tharu by one of the Kshatriya Raja of the plains, who was simply

amazed at the Tharu thirst and their capacity of drinking liquor. The origin of the Tharus is thus traced to various interesting etymological sources.

Enduring malaria disease the Tharu caste has been preserving the environment from the ancient time living with the wild animals like elephants, rhinos, lions, tigers, bears, crocodiles and snakes from Mechi to Mahakali in the northern and southern portion Charkose Jhadi (dense forest of Nepal). But Rajaure (1981) gives a different view of Tharus backwardness and inferiority in a society.

The Tharu community is a strong social unit. Households consist of extended families, father, mother, married sons and their wives, unmarried children all living together in the same house. The father has the full authority over the members of his family. The Tharus non-vegetarians. They enjoy eating mutton, pork and even rats.

The most immediate consequence to the Tharus throughout the Terai of the malaria eradication program was that they lost land. The lands formerly controlled by the Tharus passed into the hands of immigrants (Mostly Brahmins, Kshetriya, Thakuris and Newars). Many Tharus ended with Kamaiyas and bonded labors and if some left hardly one-fourth of agricultural land is today in the hands of traditional ethnic groups of the Tharus and other tribes.

2.1.3 Introduction of the Tharu people

The term 'Tharu' refers to both the tribe and language they speak. The Tharu people are inhabiting in the Terai from the eastern region to western region. According to 2011 census data of CBS report, there are 17,37,470 million Tharu people in Nepal. Traditionally, their occupation is farming. Only farming cannot fulfill their needs. So they have involved in government offices, factories, teaching, business and so on.

Tharu people have their own social structure. Chaudhary (2004, p.4) mentioned that they have their own language, distinct culture and distinct social structure. Therefore, they are indigenous people of Nepal. Ashoka kriti (1999, p.17)

concluded that the Tharus have in a big population and are the indigenous people of the Terai whose culture shows Buddhist culture and pre-Buddhist culture with some degree of Hindu influence. But the core culture still points towards Buddhism.

Thus, a close observation reveals that many sub-groups that are quite different from each other i.e. Kochila in the eastern Terai, Chitwaniya and Dekhuriya in the center, Kathariya, Dangora and Rana in the west. House construction, religion, culture and historical background vary considerably from group to group, but all are called Tharu.

2.1.4 Tharu language

The Tharu language belongs to Indo-Aryan language, as it contains all the characteristics of Indo-Aryan branches. The Tharus live in 24 districts of the Terai region and they do not use the same variety of the language. The language used by the Tharu people of Kanchanpur is different from the language used by the Tharus of Jhapa, Sapatari, Bara and Parsa.

Tharu is one of the languages spoken in the southern part of Nepal mainly in 24 districts where they live (Chaudhary, 2004). The Tharu language belongs to the Indo-Aryan family and is the fourth largest language which is spoken by 5.86% of the Nepalese people (CBS 2001). Chaudhary (2004) mentions that during his research the Tharus reported him that they have their own literature and language either of the east or middle or of the west or far west of Nepal. He further mentions that they have geographical barriers, which cause limits to their travel and communication and that logically their language and identity are named geographically as Morangiya, Saptariya, Brasiliya, Dangoria, Chitauniya Tharu language and so on.

Singh (2006, p.110) claims that Magadhi apabhramsa is called the Tharu language in Tharuhat, the land of the Tharus. The study of the history of Maithili language would be adequate enough to conclude that the Tharu is the

mother of Maithili language. Tharu language of today is the offshoot of prakrit and that apabrahmsa originated from prakrit.

Tharu language is spoken by 5.77% Nepalese people as their mother tongue. Anyway, that can be claimed on the existence of Tharus own language. It might be topic of debate and discussion. But the census of Nepal has defined Tharu as an identified language. Dhumara Naach (a kind of dance) and its language also supports the point. Lirausi Byakaran (a grammar book of Tharu), written by Mahesh Chaudhari, available in market also supports that Tharu have their own grammar and language.

The Tharu people have their own songs and dances which strengthen the ownership of their own language and reflect their culture 'Gochali' is the first newspaper of the Tharu and 'Karam' is the first film screened in 2058 B.S. only after that many newspapers, magazines, films and dictionaries developed in the Tharu language. In the name of inclusiveness in media the Nepalese government has been printing different news, stories, articles, political issues etc. in Tharu language. Similarly some of the programs have been being broadcasted in Radio Nepal as well as in other F.M. stations of the country in Tharu Language.

2.1.5 Convergence and Divergence

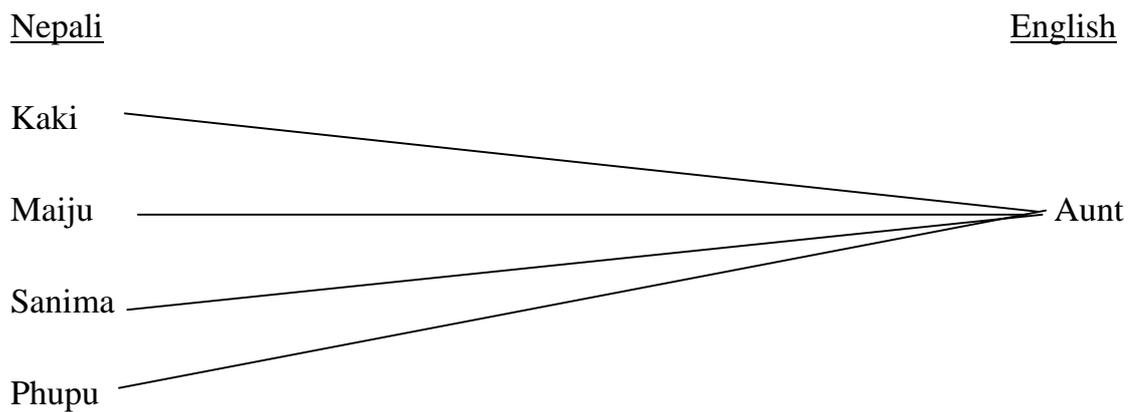
Convergence is a type of language contact induced change whereby language with many bilingual speakers mutually borrow morphological and syntactic features, making their typology more similar. It is the opposite process whereby different dialects or languages become more similar overtime.

Divergence is a natural and probably inevitable process whereby languages change in different ways in different places, leading to geographical variation. It needs to be distinguished from 'fragmentation' (also called 'break-up', as in Trask 2000), a term which is used to refer to the process whereby a language

ends up splitting into one or more subsequent languages, which is not at all inevitable.

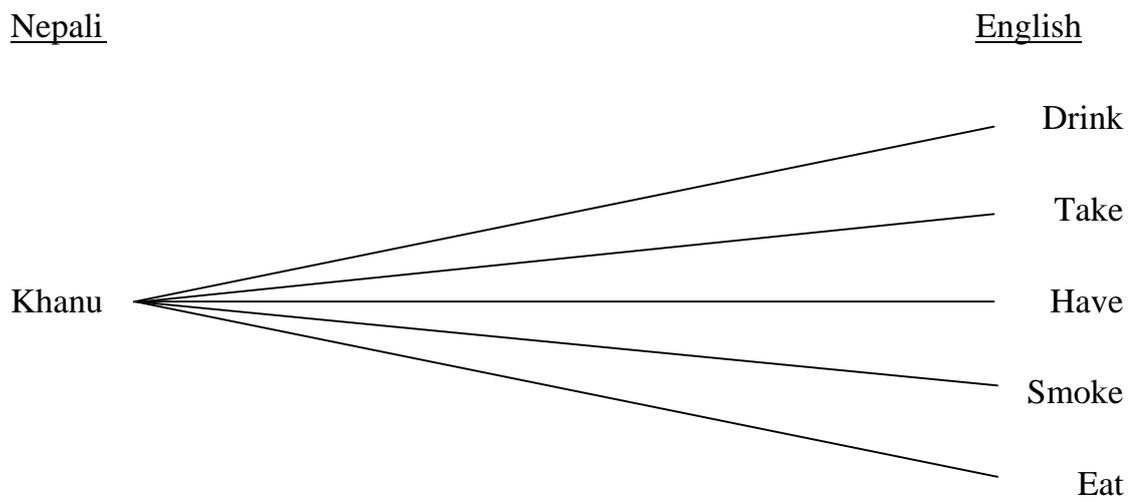
[Source: Wright, R. (2009)]

Example of Convergence and Divergence



Convergence

This figure shows that four lexical item (the Nepali kinship terms) are converged into one lexical item (the English kinship term)



Divergence

This figure shows that one lexical item of the nepali language can be represented by more than four lexical items of the English language.

2.1.6 The Household terms: An Introduction

Language is a vehicle of communication. We make use of language in our communication to express our needs, desires and to point out any object giving its name. All the objects are not referred to by the same lexical item of a language. They have their own specific terms to be called. In other words, we use different terms of language or lexical items for different entities because of their existence.

Black (1997, P.25) writes about the term household in Oxford Dictionary of Economics as “a group of people living together in shared accommodation and with common domestic expenses. A household usually but not always contains people who are related or cohabiting whereas the individual is the recipient of incomes, the household is the unit through which a lot of consumption expenditure is decided.”

For more detail, explicit definition of the term household as defined on website can be presented as below:

-) All the persons who live in the same individual residence at a given time; a line of ancestry; belonging to the same house and family; of anything found in or having its origin in a home.
-) A household consists of one or more people who live in the same dwelling and also share at meals or living accommodation and may consists of a single family or some other grouping of people.
-) The people in a family or other group that are living together in one house.
-) All persons living under one roof or occupying separate housing unit having either direct access to the outside or a separate cooking facility. Where the members of a household are related by blood or law, they constitute a family.

-) A household is composed of one or more people who occupying a housing unit.
-) A household consists of private individuals who permanently live together and bear the cost of their needs together.

On the whole, the household is the basic residential unit in which economic production, consumption, inheritance, child rearing and shelter are organized and carried out. It is the basic unit of analysis in many social microeconomic and government models. The term refers to all individuals who live in the same dwelling.

Household, therefore means something belonging to the same house and family. In other word, anything found in or having its origin in a home is termed as household and the ‘term’ means the word or phrase used as the name something especially one connected with a particular type of language. Thus, the household terms mean those lexical items that are used to refer the entities or object found within the environment of home and family.

We may use our language to talk about food. The same thing is done to hold the communication about clothes, utensils, jewels, furniture and other household articles. If we talk about food, we will certainly use the certain terms for them. For example, rice, vegetable, snacks, water, milk, alcohol etc. Similarly, if we talk about clothes, we will use the terms of wearing as shirt, pant, skirt, sari, bodice and so on. Curtain for decorating and sheet, blanket, mattresses are the terms used for bedding.

We can furthermore, elicit the lexical items used for household entities. For example, jar, dish, plate, pan etc are the terms used for the objects that fall under utensils. Similarly, ring, bracelet, necklace etc are the terms that belong to jewels. Lancet, spade, sickle etc are the terms that are the lexical items for the object of furniture.

We are daily exposed to the household entities. We spend most of our time in touch with these entities, so, these are the basic things that everyone expected to be familiar with to fulfill basic requirements in daily life. For example, if we feel hungry, we may use certain terms for food as a wish to have. If we feel thirsty, we may use the certain terms as a wish to drink. In the same way, if we feel cold, we may use certain terms for clothes as a wish to wear.

The same entity is realized differently in different languages. It is due to the feature of arbitrariness found in human language. In other words, same entity is termed with different names due to social and political structure of the speech community. Wardhaugh (1986) has mentioned that language names are not only ascribed by region, which is what we might expect, but sometimes also by caste, religion, village and so on.

2.1.7 Contrastive Analysis

Contrastive analysis is the systematic study of two or more languages with a view to identifying their structural differences and similarities. It was used extensively in the field of second language acquisition (SLA) from 1950s to early 1970s, as a method for clearing or describing why some features of a target language were more difficult to acquire than others. Asher (1994, p.737) says “Contrastive Analysis (CA), which is also called ‘contrastive linguistics’ refers to a systematic comparison linguistic systems of two or more languages.”

Contrastive analysis was used extensively in the field of second language. Acquisition contrastive analysis of two languages becomes useful when it is adequately describing the sound structure and grammatical structure of two languages, with comparative statements giving due emphasis to the compatible items in two systems. It is assumed that learning of second language is facilitated whenever there are similarities between that language and mother tongue.

2.1.8 Need and Importance of Contrastive Analysis

Contrastive analysis has occupied a vital role in linguistics, language researchers and language teaching. Especially, its importance is in language teaching. It has mainly two functions. Firstly, it predicts the tentative errors to be committed by the L2 learners, it explains the sources and reasons of the L2 learner's errors. The importance of CA in teaching and language can be shown as follows:

- a. The teacher who has made comparison of a foreign language with the native language of the students will know better what the real problems are and can provide enough practice to avoid the misleading.
- b. CA is more useful in the study of phonology as it is highly applicable to contrast the characteristics sounds of two or more languages.
- c. Teaching materials based on information provided by CA will reduce learning difficulties and effects of interference.
- d. Errors can be predicted, so errors can be avoided as teacher tends to have precaution.

Comparison between the native and the target languages can discover differences and predict problems. So we can teach any differences emphatically.

2.2 Review of Empirical Literature

Each and every research work requires the knowledge of previous background to obtain the targeted objectives and to validate the study. Here, this section is an attempt to review the related studies, articles and these reports. Some of the scholars and students have been reviewed considering them as related literature and also as evidence to the present study.

Some research works have been carried out to compare some aspects of English and the Tharu language in the Department of English Education. No researches have been carried out to compare household terms in English and Tharu. So it's a new venture in itself. Some of the researches that are somehow related to the present study area are as follows:

Adhikari (2006) carried out a research on "Passivization in English and Tharu: A comparative study." The objective of this study was to find out the processes of passivization in Tharu language and to compare and contrast Tharu passivization with that of English. He collected the data from 60 native speakers of Dhadhwar and Devdakala VDCs. The sampled population was divided into three groups i.e. illiterate, literate and educated. Questionnaire and interview schedule were used as research tools to elicit data. It concluded that the syntactic positions of noun and pronouns as subject and object remain intact or unchanged in Tharu while changing active sentence into passive. In Tharu there is no such distinction in transitive and intransitive verbs to passivize.

Similarly, Chaudhary (2005) carried out a survey research on the "pronominal in the Tharu and English languages: A comparative study." It's main objective was to compare and contrast pronominal of the English with that of Tharu language. It's primary source of data was thirty Tharu native speakers of Khairahani VDC of Chitwan district and secondary sources of data were books, journals theses etc. He used judgmental and stratified sampling. He used questionnaire and interview as research tools for data collection. He found that pronominal of the Tharu language have more grammatical distinctions; for separate pronouns separate verbs were found.

Chaudhary (2008) carried out a research on "Verbal Affixation in Tharu and English." The purpose of this study was to identify the verbal affixation system in the Tharu language and find out the similarities and differences in verbal affixation system between English and Tharu language. He collected the data from 90 Tharu native speakers of Saptari, Siraha and Udaypur. Questionnaire

and interview schedule were used as research tools to elicit data. He found that Sapatariya dialect of Tharu has more verbal affixes in comparison to English.

Chaudhary (2009) carried out a research work on “Request forms in Tharu and English.” In this research the objectives were to find out request forms in the Tharu language and to provide some pedagogical implications. He used questionnaire and interview schedule to collect the data. The sample population of his study consisted of 80 native speakers of Tharu at Saptari and Siraha district. He used stratified random sampling procedure in the study. He conclude that in totality, 57.77 % of Tharu native speakers used direct requests. And some utterances of Tharu do not seem to be as request forms but they use as request forms according to their tones.

Chaudhary (2012) carried out research on “Forms of ordering and suggesting in English and Tharu language.” The objective of the study was to find out the forms of ordering and suggesting in Tharu language and to compare and contrast it with English language. She used questionnaire and interview for data collection and used purposive non random sampling and snow ball non-random sampling procedure in the study. The research finding are Tharu native speakers order their neighbors, guests, stranger, general friends but English people request them while asking them to do something.

Chaudhary (2014) carried out a research on “Forms of Asking for Accepting and Denying permission in Tharu and English language.” The objective of this study was to find out the different forms of asking for, accepting and denying permission used by Dangaura Tharu and to compare and contrast the forms of asking for, accepting and denying permission used by the native speakers of Dangaura Tharu and English language. He collected the data from 50 native speakers of Dangaura Tharu from two VDCs of Dang district (Saudiyar and Narayanpur). The sampled population was taken from 4 selected secondary school representing at least 12 students from each schools of two VDCs of Dang district. The selection was done through quoto sampling procedure.

Questionnaire consisting of 35 items were used as research tool to elicit data. It conclude that English people were found to be more polite in relationship with their staff. On the contrary Tharu people used temperate forms of asking for permission.

Patwari (2008) carried out a survey research entitled “Negative and Interrogative Transformations in English and Tharu.” His main objective was to identify the process of negative and interrogative transformations in Tharu. He used 60 Tharu native speakers of Madhuwan, Mathaul and Bagbena VDCs of Parsa district for primary source of data and books, journals, theses, etc. were secondary sources of data. He used stratified random sampling. Interview and test items were tools he used for data collection. His main finding was the negative marker in English is ‘not’ or ‘n’ ’t’ which is placed after in auxiliary verb whereas the negative markers in Tharu ‘nate/mat’ and ‘naikhe’ which are added immediately before the main verb.

Yadav (2011) carried out a research on “Making offers in English and Tharu.” The purpose of this study was to find out different forms of offering used by native English speakers and native Tharu speakers and compare those forms based on sociopragmatic approach. To fulfill the objectives, the researcher prepared a set of questionnaires of offering and visited the native speakers of the Tharu in Dhanusa district and distributed questionnaire to them and finally collected their responses. He found that the native speakers of English used more interrogative and assertive forms of making offers whereas the native speakers of the Tharu language used more interrogative and imperative forms in the same situation.

2.3 Implications of the review for the study

Every researchers needs to observe the fundamental background of the related subject and past studies. According to Kumar (2006, p.38), “Reviewing the literature is a continuous process. It begins before a research problem is finalized and continues until the report is finished.” Therefore, it helps to

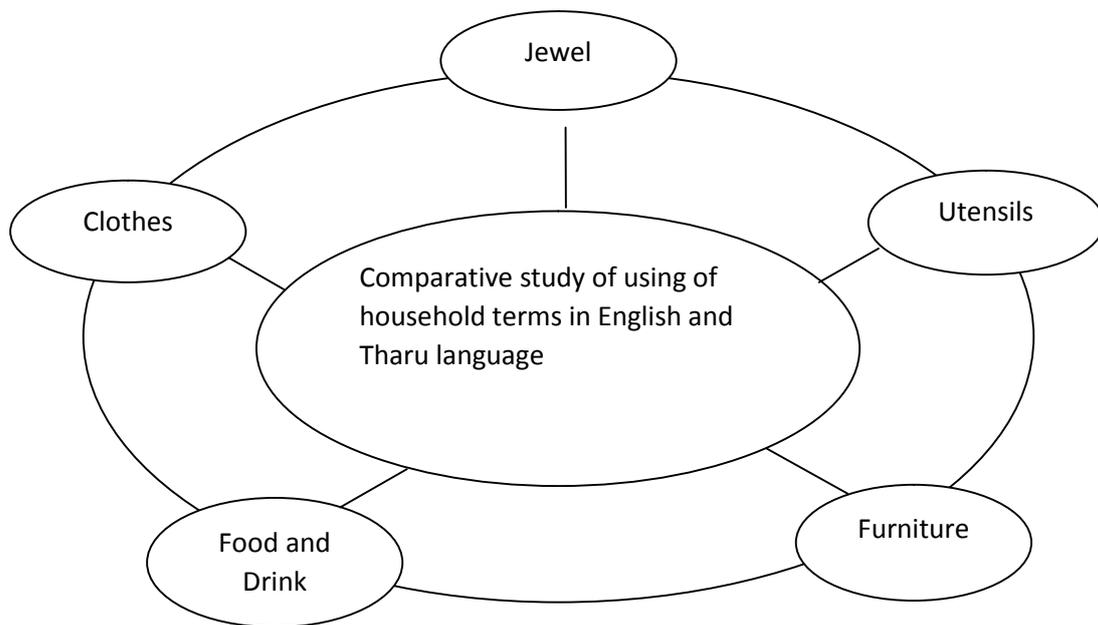
formulate research problem. Moreover, it improves methodology and broadens the knowledge.

The above research studies which I have reviewed have proved to be as sufficient materials for my research. I have got plenty of ideas from reviewing the above researches. The most fundamental thing which I have acquired from reviewing Adhikari (2006) research on “Passivization in English and Tharu: A comparative study” reviewing this research i.e. how to develop and select objectives and related questions. I have developed the concept of the framework of my research that is the list of content to be included, from reviewing Chaudhary (2005) research on “Pronominal in the Tharu and English language: A comparative study”. I have got ideas about designing the questionnaire from Yadav (2011) “Making offers in English and Tharu”. I have got plenty of ideas about process and source of data collection from reviewing Chaudhary (2014) research on “Forms of Asking for Accepting and Denying permission in Tharu and English language. Since, all the reviewed works are best on language functions and closely related to my topic, it helps me to go through the secondary sources of data collection for making my research work more valid and authentic. Moreover, I have learned the ideas of analyzing and interpreting the collected and give it a concrete form.

2.4 Conceptual Framework

Conceptual framework is the plan or frame for the whole research process on which the study is established. It provides the general picture of the study from where the readers conceptualize the whole idea at the first glimpse. The framework incorporates the soul of the study.

Diagram 5: Household Terms in Tharu and English Language



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter deals with the methods and procedures of the study. The researchers deal with the design and method of the study, population, sample and sampling strategy, study area, data collection tools, data collection procedures and data analysis and interpretation procedure under this heading.

3.1 Designs and Method of the Study

To conduct this research survey research is adopted. The word ‘survey’ literally means wider/broad scale. It means, it has to be carried out in a large scale. In a common sense, survey research refers to the exploration of certain existing situation. The situation can be beliefs, some attitudes, behavior, activities, and institution programme.

According to Cohen, Maniol and Morrish (2010), “Surveys are the most commonly used descriptive methods in educational research and may vary from large scale government investigation to small studies carried out by a single researcher. The purpose of survey research is generally to obtain a snapshot of conditions, attitudes and or events at a single point in time.”

Different researchers have suggested the survey research procedure differently in their own style. Nunan (1992, p.141) has listed out the following eight steps required for carrying out survey:

- Step 1: Define objectives (what do we want to explore?)
- Step 2: Identify the target population (who do we want to know about?)
- Step 3: Literature review (what have others said/discovered about the issue?)
- Step 4: Determine sample (How many subjects should we survey and how will we identify these?)

- Step 5: Identify survey instruments (How will the database collected: questionnaire/interview? What else?)
- Step 6: Design survey procedures (How will the data be assembled and analysed?)
- Step 7: Identify analytical procedures (How will the data be assembled and analyzed?)
- Step 8: Determine the reporting procedure (How will results be written up and presented?)

This study is based on survey research. The researcher is conducted the following methodological strategies to fulfill the above mentioned activities.

3.2 Population Sample and Sampling Strategy

Survey research demands a large number of population. To carry out this research work, 40 native speakers of Tharu language were taken as sample. The informants were taken from Gadhimai municipality of Bara district. The researcher selected the equal number of males (20) and females (20).

The distribution of population is presented in Table 1.

Table 1 Distribution of sampling population

S.N	Native language	Spot		Formants		Total Number
		District	Municipality	Male	Female	
1	Tharu	Bara	Gadhimai	20	20	40

3.3 Data Collection Tools and Techniques

Questionnaire was the main research tool for data collection. It was a set of questions on a topic or group of topics to be answered by respondents. Structured interview was also held at the time of collecting data, so that researcher clarified more accurate information. The nature of questionnaire and interview of this study was open-ended where the respondents were not found

in any rules and regulation. They were free to express their ideas. The set of questionnaire was in Nepali medium, because Tharu native speaker would feel comfortable in comparison to English questionnaire. Tharu native speaker did not get confused while fulfilling the questionnaire.

3.4 Data Collection Procedure

The stepwise methodical procedure was used to collect the required data. For this study, the researcher visited the selected municipality of Bara district and select 40 Tharu native speakers for the elicitation of the Tharu household terms. Researcher met them individually and established rapport with them. The informants were made to fill in the questionnaire by telling them the objectives of the research and its importance. They were also explained the questionnaire where necessary. The researcher held structured interview at the time of collecting data, so that researcher can elicited more accurate information. The responses of set of questionnaires and structured interview were collected from each informant. The researcher visited various websites for the secondary sources.

3.5 Data Analysis and Interpretation Procedure

By and large, most of the survey research are qualitative and quantitative in nature. All the responses given by the Tharu native speakers are coded and tabulated on the basis of household terms, and then the analysis and interpretation of the data are carried out.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF THE RESULTS

This chapter deals with the analysis, interpretation and presentation of the collected data. While analyzing the English and Tharu household terms especially used for food, jewels, utensils, clothes and furniture, they are correlate with each other by presenting them in charts as well as in written forms. After that, the comparison of English and Tharu household terms are carried out. Finally, the main areas of differences are pointed out by categorizing them into different categories.

4.1 The Household Terms in Tharu and English

The household terms for specified heading are listed separately in the Tharu and English languages.

4.1.1 The household Terms in Tharu

The household terms used in the Tharu language are presented under the following categories:

4.1.1.1 The Tharu Terms for Food and Drink

The Tharu terms used for food and drink items are listed in the following sub-categories:

i. The Terms for Main Course Meal

The Tharu terms used for the common and main meal are listed below:

a)panpiy , n st

c)kalau

e)Kalau

b)Jalkha , shuthur futhur,

ulb l, h li h li, habar dabar

d)ber t , berhtiy , n hr

f)akatabakata, jakhuniye

pakhuniye, kuberiy khana,

n st

ii. The Terms for Meal Items

The Tharu terms used for the meal items are listed below:

- | | | |
|------------------------|-----------------------|-----------------|
| a)bh t, raso | b)d l | c)tium |
| d)kh r | e)gilbh t, khichr | f)ach r, khat |
| g)gilbh t, | h)rot | i)haluw , shuji |
| j)pl u, pol o | k)machar | l)m s, sagaut |
| m)bha s ke m s, sagaut | n)khas ke m s, sagaut | |
| o)sugar ke m s, sagaut | p)and , nd , dim | |

iii. The terms for Crop Items

The Tharu terms used for the crop items are listed below:

- | | | | |
|----------------------------|------------|----------|---------|
| a)dh n | b)maka | c)gahum | d)maruw |
| e)rahil , chan | f)jau, jao | g)masurI | h)ur d |
| i)piar , tor , sarsho, tor | | | |

iv. The Terms for Vegetable Items

The Tharu terms used for the vegetable items are listed below:

- | | | |
|----------------|-----------------------------|-------------------------|
| a)s g | b)alu , aluw | c)tam tar |
| d)piy j | e)mura | f)g j r |
| g)bh nta | h)ramtorail, bhind | i) d |
| j)lahasun | k)karail | l)lauk |
| m)khir , kakar | n)bengat , chatiy , k nak t | |
| o)kohar | p)ghiur | q)kachu |
| r)sem | s)bor | t)matar, sim ,
kerao |
| u)bhatm s | v)ar , ol, kand | w)sink |
| x)m rch | y)b nd , mun kov | z)dhaniy |
| a)harad | b)phul kov | |

v. The Terms for Fruit Items

The Tharu terms used for the fruit items are listed below:

- | | | | |
|-------------------------|---------------------------|-------------------|---------|
| a) m | b)keraj n | c)katahar | d)lich |
| e)ang r | f)sew | g)samtol , santol | |
| h)an r, n r | i)aranem , papist , papit | j)nemo | |
| k)r n | l)n sp t | m)nemo | n)lalm |
| o)nariyal, gari, narial | | p)sar ph | q)j mun |

vi. The Terms for Drink Items

The Tharu terms used for the drink items are listed below:

- | | | |
|-------------------------|-------------|---------------|
| a) pan | b)dudh | c)dah mah |
| d) d r | e)d r , j d | f)d r , ch ng |
| g)phalphul ke ras, jhor | | h)c h |
| i)sarbt | j)kph | k)mah , las |

4.1.1.2 The Tharu Terms for Jewel Items

The Tharu terms used for the jewel items are listed below:

- | | | |
|---------------------------------|------------------|------------------------|
| a)sikr , sikd | b)aunth | c)ghad , ghar |
| d)b l , lahath | e)cur | f)tap |
| g)kana , kanaus | h)cip, c p, cipn | i)p yl, p ujev, nepur |
| j)khotil , thop, lamphul , phul | | k)bul k , nathey |
| l)tilhar | m)senur | n)m th , kankan, chur, |
| o)h r | p)m l | q)bichiy , thes |
| r)mangalsutra | | |

4.1.1.3 The Tharu Terms for Utensils Items

The Tharu terms used for the utensil items are listed below:

- | | | |
|-------------------------|----------------|---------|
| a)k r h, k r h | b)camc | c)gil s |
| d)kacor , b t | e)dekc , tapes | f)sip |
| g)b t | h)thont lot | i)lot |
| j)dabh w , dabhu, dabku | | k)kukar |

l) c hd n , ketal **m)** t b , daub **n)** b ltin, dol
o) g lan, ghempo, ghail **p)** g g r , gagar , tamaghail
q) kathaut, p r t **r)** mag, jag **s)** jarakin, gilani
t) botal, sis **u)** jhang **v)** t b
w) t sal , tauli **x)** h ndh , har y , h r
y) karachul

4.1.1.4 The Tharu Terms for Cloth Items

The Tharu terms used for the clothe items are listed below:

a) j m , sat **b)** paint, paint, p yent, suraw l
c) cauban j m , kurta, chauband **d)** sur w l, paint
e) kot **f)** suitar **g)** s r , pahiran
h) khork , pahiran , bisahant , s r , mard n
i) jhul **j)** samij, kurt , kurat
k) meks , med , maiks **l)** gulaband, maphalar, gamas
m) top **n)** langot , bhaga , langhot
o) ganj **p)** katu, kasiy
q) ghaghar , ghaghar **r)** bhoto
s) ghogha, ghoghat , ghumt , dupat **t)** cadar , oran , ancar
u) jacket, jaraket, j ket **v)** s y
w) paj m , suraw l, dhokaw l suraw l

4.1.1.5 The Tharu Terms for Furniture Items

The Tharu terms used for the furniture items are listed below:

a) chauk , palang, khatiy **b)** khurs , kurs
c) jh l #mec, tebul, maciy **d)** tebul
e) piriyy , pidhiy **f)** birinc, benc, berenc
g) lm r , dar j **h)** kew r , kem r duw r

4.1.2 The Household Terms in English

The household terms used in the English language are presented under the following categories:

4.1.2.1 The Terms for Main Course Meal

- | | | |
|--------------|-----------|----------|
| a) Breakfast | b) Snacks | c) Lunch |
| d) Dinner | e) Supper | |

4.1.2.2 The Terms for Meal Items

- | | | | |
|-----------------|------------|------------|----------|
| a) Rice | b) Pulse | c) Dal | d) Curry |
| e) Rice-pudding | f) Pudding | g) Pickle | h) Gruel |
| i) Bread | j) Fish | k) Buff | l) Beef |
| m) Pork | n) Mutton | o) Chicken | p) Egg |

4.1.2.3 The Terms for Crop Items

- | | | | |
|----------|----------|-----------|-----------|
| a) Paddy | b) Wheat | c) Millet | d) Barley |
| e) Gram | f) Maize | | |

4.1.2.4 The Terms for Vegetable Items

- | | | |
|---------------------------------|-------------------------|------------------------|
| a) Lettuce | b) Potato | c) Tomato |
| d) Onion | e) Radish, Daikon | f) Carrot |
| g) Brinjal, Qubergin, Eggplant | h) Okra, Ladies-Fingers | |
| i) Ginger | j) Garlic Snacks | k) Bitter Ground |
| l) Bottle Ground | m) Pumpkin, Squach | |
| n) Sponge Ground | o) Cucumber | |
| p) Mushroom | q) Colocassia leaf | r) Beans |
| s) Black Eye Beans, Green Beans | t) Pea | |
| u) Soybean | v) Yam | w) Chili, Green Pepper |
| x) Cabbage | y) Coriander, Cilantro | z) Turmeric |
| a) Cauliflower | | |

4.1.2.5 The Terms for Fruit Items

- | | | | |
|-------------------------|--------------|-------------|---------------|
| a)Mango | b)Banana | c)Jackfruit | d)lychee |
| e)Grapes | f)Apples | g)Orange | h)Pomegranate |
| i)Papaya | j)Lemon | k)Guava | l)Pear |
| m)Lime | n)Watermelon | o)Coconut | p)Custard |
| q)Black Plum, Java Plum | | | |

4.1.2.6 The Terms for Drink Items

- | | | |
|---------|----------|-----------------|
| a)Water | b)Milk | c)Curd, Yoghurt |
| d)Whey | e)Wine | f)Juice |
| g)Tea | h)Syrups | i)Coffee |
| j)Lassi | | |

4.1.2.7 The Terms for Jewelry Items

- | | | | |
|--------------------------|-----------------------|------------|------------|
| a)Chain | b)Finger-ring | c)Watch | d)Bracelet |
| e)Bangle | f)Tops | g)Ear-ring | h)Hair-pin |
| i)Anklet | j)Nose pin, Nose ring | | k)Necklace |
| m)Vermilion, Lead powder | | n)Bracelet | o)Necklace |
| p)Garland | q)Toe-ring | r)Necklace | |

4.1.2.8 The Terms for Utensil Items

- | | | | |
|-------------------|----------------|----------|-----------------|
| a)Frying pan | b)Spoon | c)Glass | d)Bowl |
| e)Sauce pan | f)Dinner Plate | g)Bowl | h)Bowl |
| i)Pressure Cooker | | j)Teapot | k)Iron saucepan |
| l)Bucket | m)Jar | n)Basin | o)Mug |
| p)Jar | q)Bottle | r)Pan | s)Dadle |

4.1.2.9 The Terms for Clothe Items

- | | | | |
|---------|-------------------------|---------|------------------|
| a)Shirt | b)Pant | c)Shirt | d)Trouser |
| e)Coat | f)Sweater, Jumper | g)Sari | h)Blouse, Bodice |
| i)Kurta | j)Nightdress, Nightgown | | k)Muffler |

- l)Cap, Hat m)Underwear n)Vest, Undershirt
o)Underwear p)Underwear q)Skirt, Frock
r)Vest, Undershirt s)Scarf t)Jacket
u)Petticoat v)Pyjamas

4.1.2.10 The Terms for Furniture Items

- a)Bed b)Chair c)Window d)Chair
e)Table f)Wooden mat g)Bench h)Cupboard,
Wardrobe
i)Door

4.1.3 Correlation Between Tharu and English Household Terms

Under this heading Tharu and English household terms for food, jewel, utensil, clothes and furniture correlation are presented in the following table. They are analyzed and interpreted on the basis of those different charts to show their correlation between Tharu and English household terms for specified items:

Table No. 1
Correlation of Main Course Meal

S.N.	Main Course Meal	Tharu Language	English Language
1	The first meal of the day	panpiy , nasta	Breakfast
2	Hurried meal	h li h i, Habar dabar jalkha , suthur futhur, ulb l	snacks
3	Day meal	kalau	lunch
4	The last meal of the day	ber t , berhtiy , n har	Supper
5	Evening meal	kalau, kalaiw	Dinner
6	Other meal	akat bakat, jkhuniye pakhuniye, kubery kh n ,n st	snacks

In this table we can find that, Tharu language is rich in their lexicon items for e.g. we observe the chart the first meal of the day, hurried meal, the last meal of the day, evening meal and other meal represent more than one words in Tharu language but in English there is only one word.

Table No. 2

Correlation of Meal Item

S.N.	Tharu Language	English Language
1	bh t, rasoi	rice
2	D l	pulse
3	Tiun	curry
4	kh r	rice-pudding
5	gilbh t, khicad	gruel
6	car, khat	pickle
7	haluw , suj	duff
8	pal u, pol o	rice
9	machar	fish
10	m s, sagaut	meat
11	bhais ke m s, sagaut	buff
12	khasi ke m s, sagaut	mutton
13	sugar ke m s, sagaut	pork
14	nd , dim	egg

In this table, we can observe that meal item rice, gruel, pickle, pudding has only one lexicon item but in Tharu language there are two words and we can observe that in English there is different word for different kind of animal's meat but in Tharu language there is only one word for any kind of meat that is m s, sagaut .

Table No. 3

Correlation of Crop Item

S.N.	Tharu Language	English Language
1	Dh n	paddy
2	maka	corn, maize
3	Gahum	wheat
4	maruw	millet
5	c n , rahil	gram
6	jau, jao	barley
7	masur	lentil
8	ur d	black lentil
9	piar , tor , sarsho, tor	mustard

In this table, we can observe that crop items like corn and maize are synonymous of each other. In Tharu language there are many crop items which have more than one words like in English "mustard" is one lexicon word but in Tharu language there are more than one word.

Table No. 4**Correlation of Vegetable Items**

S.N.	Tharu Language	English Language
1	S g	Lettuce
2	aluw , alu	Potato
3	Tam tar	Tomato
4	Piy j	Onion
5	mura	radish, daikon
6	G j ra	Carrot
7	Bh nt	brinjal, aubergin, eggplant
8	bhind , ramtorail	okra, ladies-finger
9	di	Ginger
10	Lahasun	Garlic
11	Karail	bitter ground
12	Lauk	bottle ground
13	Kohar	pumpkin, squach
14	Ghiur	sponge ground
15	Khir	Cucumber
16	begat , chatiy , k nk t	Mushrooms
17	Kacu	colocassia leaf

18	Sem	Beans
19	bor	black eye beans, green beans
20	sim , matar, ker w	Pea
21	Bhatm s	Soyabean
22	ar , ol, k nd	Yam
23	sink	
24	M rc	chili, green pepper
25	b nd , mun kobhi	Cabbage
26	Dhaniy	coriander, cilantro
27	hard	Turmeric
28	phulakovi, kovi	cauliflower

In this vegetables item we can observe that sink word is typical Tharu word there is no English word for it. In tharu language there is only one lexical word for bh nta but in English languages there are more than one lexical words brinjal, aubergin, and eggplant. In this vegetable items English language is richer than Tharu language whereas mushroom is only one word but in tharu language there are three lexical words for e.g. begat , chatiy , k nk t .

Table No. 5

Correlation of Fruit Items

S.N.	Tharu Language	English Language
1	m	Mango
2	kerj n	Banana
3	katahar	jack fruit
4	lic	Lychee
5	ang r	Grapes
6	sew	Apple
7	samtol , santol	orange
8	n r	pomegranate
9	arnem , papist , papit	papaya
10	nemo	lemon
11	run	guava
12	n sp t	Pear
13	nemo	Lime
14	l lam	watermelon
15	gar , narial, nariyar	coconut
16	sariph	custard
17	j mun	black plum, java plum

In this table, we can find that in Tharu language there is one word 'Nem ' for lime and lemon there is no difference between these. But in English language both are different to each other

Table No. 6

Correction of Drink Items

S.N.	Tharu Language	English Language
1	pan	Water
2	dudh	Milk
3	dah	curd, yoghurt
4	mah	whey
5	d ru	wine, alcohol
6	d ru, j d	wine, alcohol
7	d ru, ch ng	wine, alcohol
8	phalphul ke ras	Juice
9	c h	Tea
10	sarbat	sytups
11	kaph	coffee
12	lass	lassi

In this table, we can find that in English alcohol reflects every kind of wine but in Tharu language there is different kind of wine. There are different names in Tharu language. We can find there is coffee and lassi in both language items.

Table No. 7**Correlation of Jewel Items**

S.N.	Tharu Language	English Language
1	sikd , sikr	Chain
2	aundh	finger ring
3	ghad , ghar	watch
4	b l , lahath	bracelet
5	cur	bangle
6	tap, kundal	Tops
7	kanaus , kana l	ear-rings
8	cip, cap, cipn	hair-pin
9	p yal, p ujev, nepur	anklet
10	khotila, thap, langphul , Phul	nose-pin
11	nathey , bul k	nose-ring
12	tilhar	necklace
13	senur	vermilion, lead powder
14	churn, m th , kangan	bracelet
15	h r	necklace
16	m l	garland

17	bichiy , thes	toe-rings
18	mangalshutra	necklace

In this table, we observe that in Tharu language there is variation for same word but in English for jewel items we can observe limited variation.

Table No. 8

Correlation of Utensil Items

S.N.	Tharu Language	English Language
1	k r h, k r h	frying pans
2	camc , camca	spoon
3	Gil s	glass
4	kacor , b ti	bowl
5	dekac , tapes	sauce pan
6	Chipa	dinner plate
7	b t	bowl
8	tont lot , tot bala lot	tumbler
9	Lot	spout
10	dabh w , dabh , dabaku	boul
11	cukal,	presser cooker
12	c had n , ketal	teapot
13	dabu, t b	iron saucepan

14	b l tin, dol	bucket, pail
15	g lan, ghempu, ghail	jar
16	gagar , g g r , tamghail	jar
17	kathaut, par ta	basin
18	mug, jug	mug
19	jarkin, giln	
20	botal, sis	bottle
21	Jhang	
22	Tab	pan
23	taul , tasal	
24	har y , handh , h r	
25	Karachul	dadle

In this table, we can observe that in both language. Some words are similar to each other for e.g. glass, mug, and bottle. And we can also find that there is not exact words in English for jhang , taul , tasal , har y , handh , h ri.

Table No. 9

Correlation of Cloth Items

S.N.	Tharu Language	English Language
1	J m	shirt
2	p int, paint, p yent	pant

3	cauban , j m , cauband	
4	suruw l, p int	trouser
5	Kot	coat
6	Suitar	sweater
7	s r , pahiran	sari
8	khork , bisahant	sari
9	jhul ,	blouse, bodice
10	kurt , kurt	kurta
11	med , meks , maiks	night dress, night gown
12	gulband, mophalar, gams	muffler
13	top	hat, cap
14	langot , bhag , langota	underwear
15	ganj	Vest
16	katu, kasiy	underwear
17	Kasiy	underwear
18	ghaghar , gh gh r	skirt, frock
19	Bhoto	vest
20	ghogh, ghughat , ghumt	veil
21	ancar , dup t , cadar , Oran	scarf

22	jaiket, jarket, j ket	jacket
23	Cay	petticot
24	Paij m	pyjamas

In this table we can find that cloth items are somehow similar in both language for e.g. shirt, paint, sweater, coat, sari, kurta, muffler, jacket, pyjamas

Table No. 10

Correlation of Furniture Items

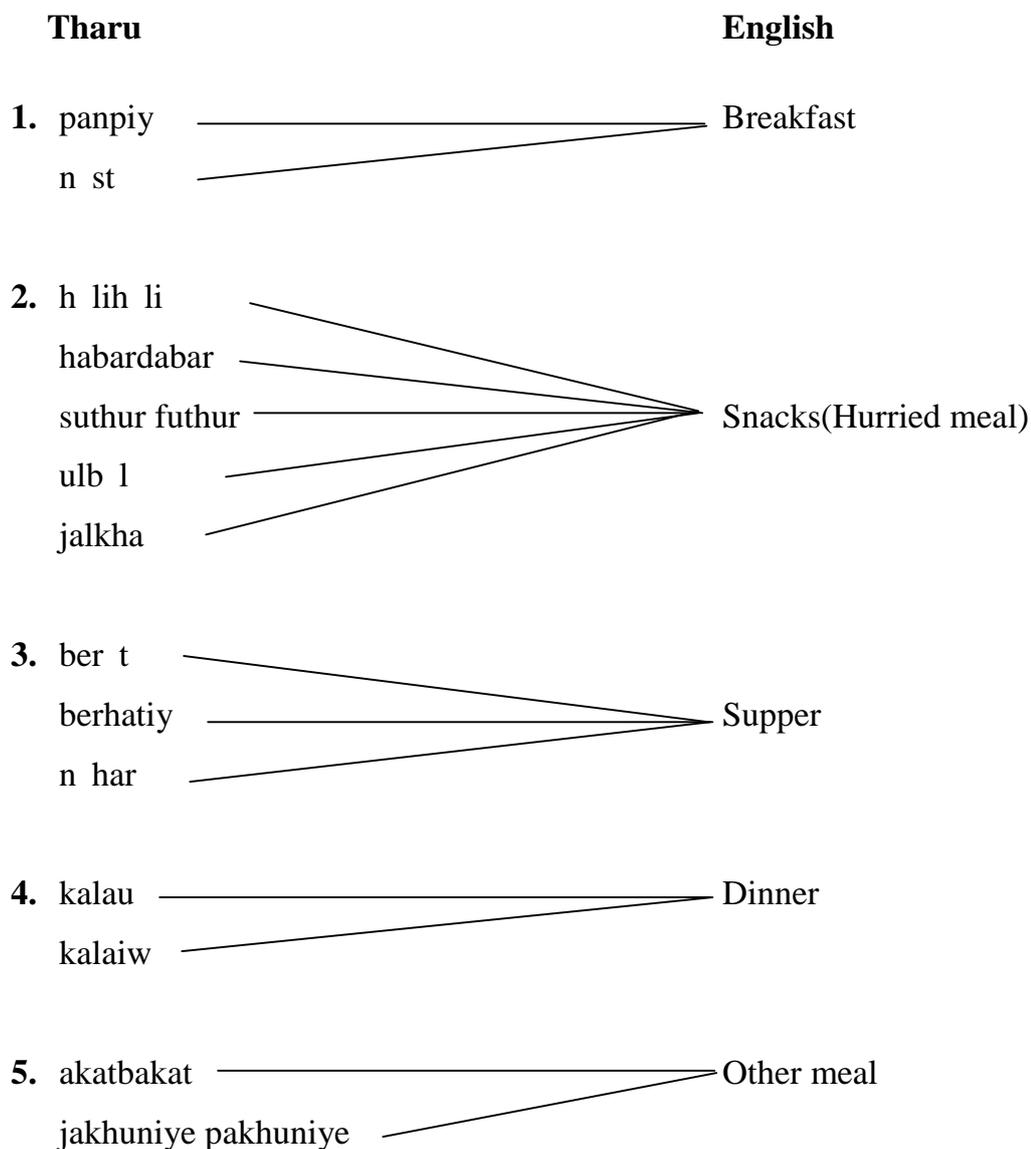
S.N.	Tharu Language	English language
1	khatiy , cauk	bed
2	kurs , khurs	chair
3	Jh l	window
4	mec, meciy , kurs	chair
5	tebul	table
6	piriy , pidhiy , pirih y	wooden mat
7	benc, birinc, berenc	bench
8	lm r , d r j	cupboard
9	kew r , duw r , kem r	door

In this table, we can find that there is variation in Tharu language but 'Table' is represent by table in both language.

4.1.4 Convergence and Divergence of Tharu and English Language

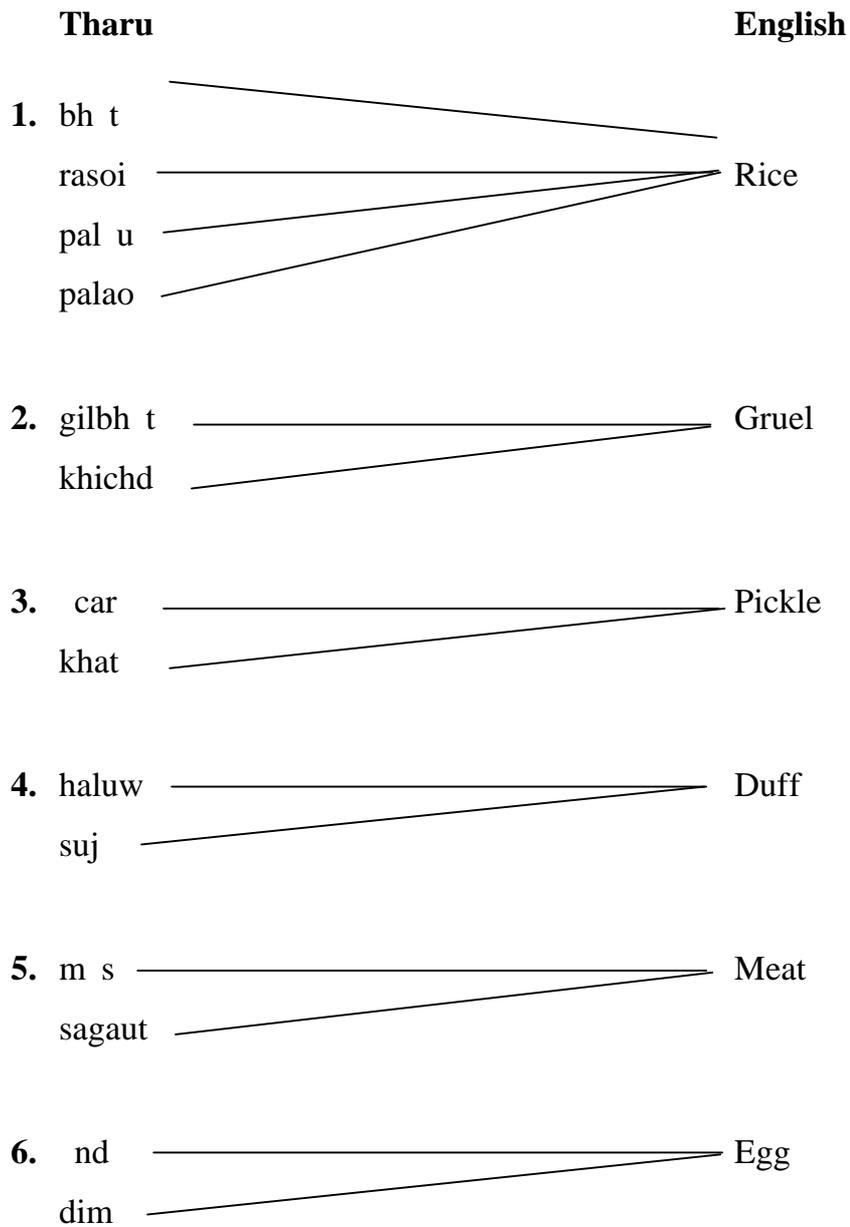
In this heading we can find out which items are divergence and convergence.

Convergence of Tharu language of main course meal

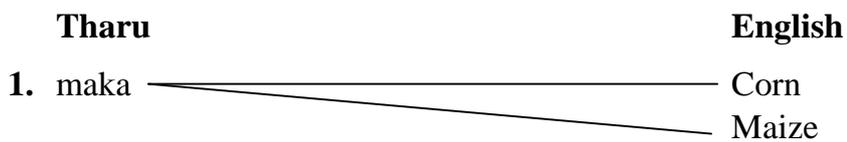


This figure shows that one lexical item of the Tharu language can be represented by more than one lexical items. This show there is convergence in Tharu language for main course meal.

Convergence of meal items



Divergence of Crop Items



This figure shows that, Tharu language has divergence in crop items

Convergence of Crop Items



3. ja ————— Barley
jao —————

4. piar ————— Mustard
tori —————
sarso —————
tor —————

Convergence of Vegetable Items

Tharu	English
1. aluw ————— alu —————	Potato
2. begat ————— chatiy ————— k nk t —————	Mushroom
3. sim ————— matar ————— ker w —————	Pea
4. ar ————— ol ————— k nd —————	Yam
5. b nd ————— mun kobhi —————	Cabbage
6. phulakobhi ————— kovi —————	Cauliflower

Divergence of Vegetable Items

7. mura ————— Radish
————— Daikon

8. bhind /r mtorail ————— Okra
————— Ladies-finger

9. kohar ————— Pumpkin
————— Squash

- | | | |
|------------|--|---------------------------------|
| 10. bh nt | | Brinjal
Aubergin
Eggplant |
| 11. bor | | Black eye beans
Green beans |
| 12. m rca | | Chili
Green pepper |
| 13. dhaniy | | Coriander
Cilantro |

Convergence of Fruit Items

- | Tharu | English |
|------------------------------|-------------|
| 1. santol
santol |
Orange |
| 2. papist
papit |
Papaya |
| 3. gari
narial
nariyar |
Coconut |

Divergence of Fruit Items

- | | | |
|----------|--|-------------------------|
| 4. nemo | | Lime
Lemon |
| 5. jamun | | Black Plum
Java Plum |

Convergence of Drink Items

- | Tharu | English |
|------------------------|------------------|
| 1. d r
j d
ch ng |
Wine/Alcohol |

10. magalshutra
tilhar
h r

Necklace

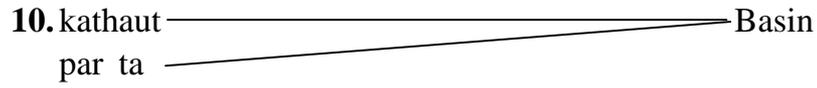
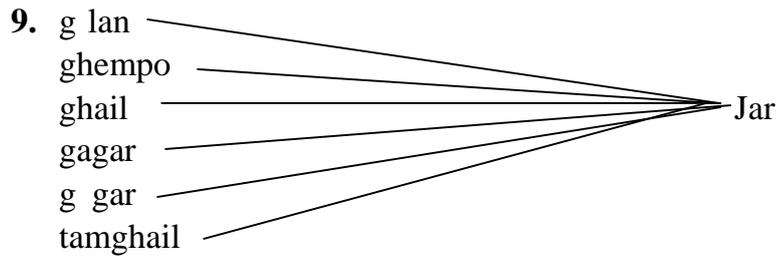
Divergence of Jewel Items

11. senur

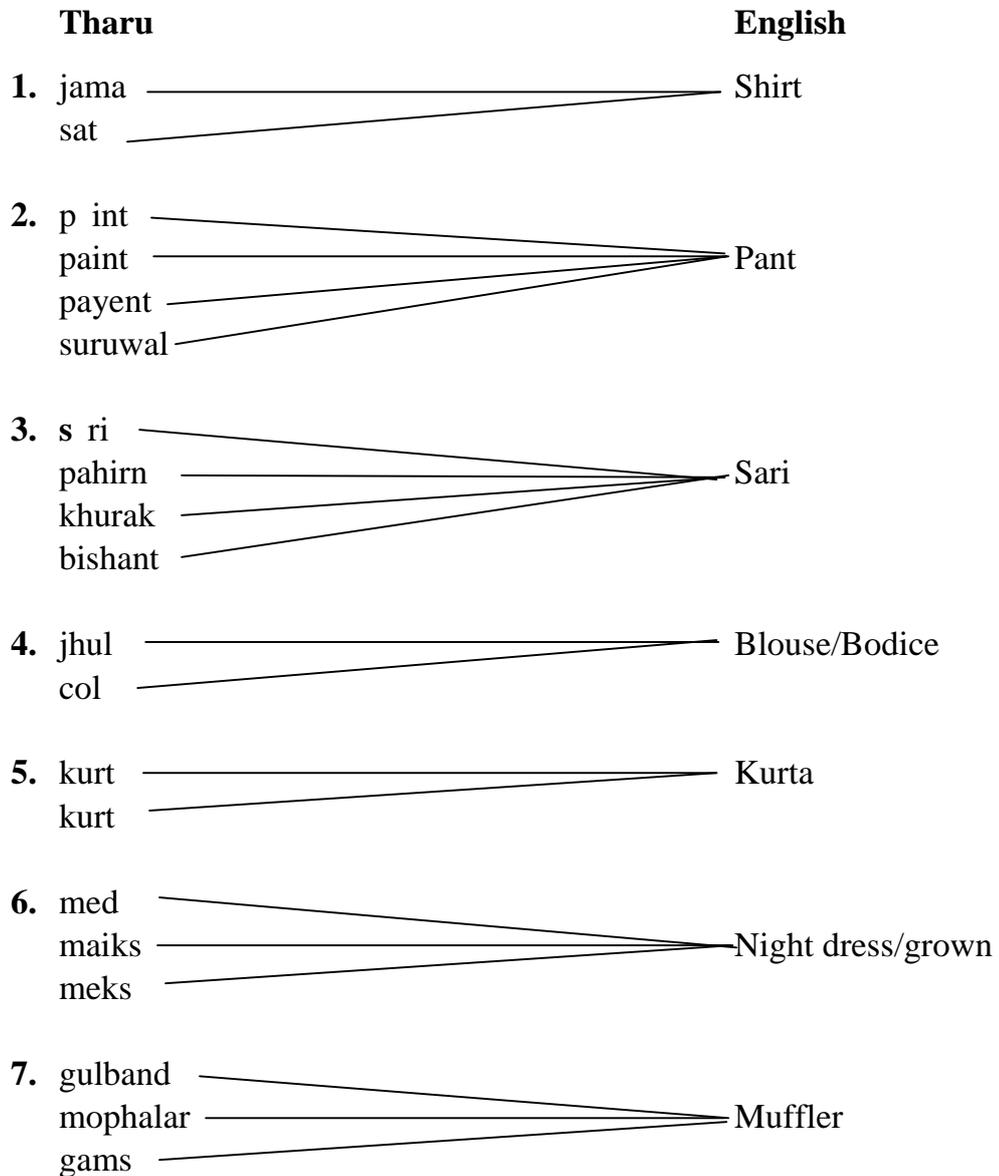
Vermilion
Lead powder

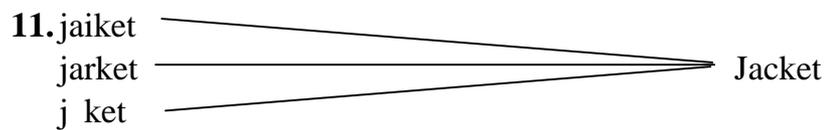
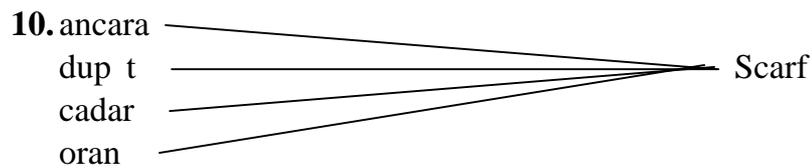
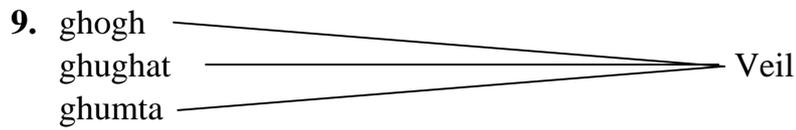
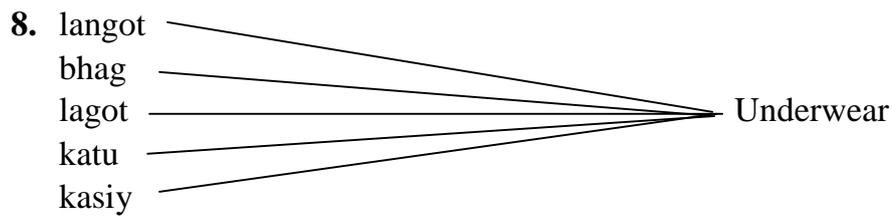
Convergence of Utensil Items

Tharu	English
1. k r h k r h	Frying pan
2. camc camca	Spoon
3. kacor b t dabh w dabh dabaku	Bowl
4. dekac tapes	Saucepan
5. tont lot tot bala lot	Tumbler
6. c had n ketal	Tea pot
7. dabu taba	Iron saucepan
8. b ltin dol	Bucket



Convergence of Cloth Items

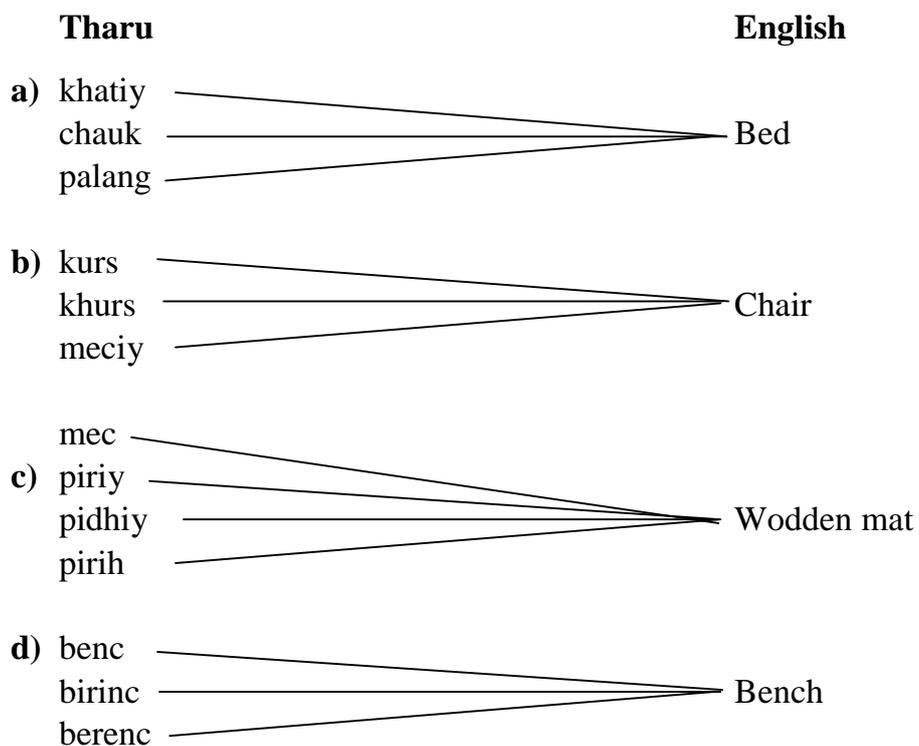


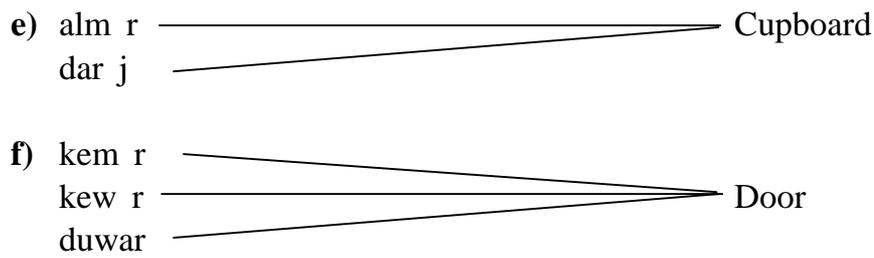


Divergence of Cloth Items



Convergence of Furniture Items





4.2 Summary/Discussion of Findings

Language is the most powerful convenient and permanent means and forms of communication in order to make the communication more effective and nature one needs to know the various terms of lexical item, household terms play crucial role therefore a language users should know how to use household terms in the given situations using the appropriate lexical items the present study is carried out focusing on household terms used in Tharu and English language.

The statement of the problem was taken as familiarize about various lexical items of each household terms of Tharu and English language. In this regard, the researcher set the following activities:

- A) To identify the household terms used in the Tharu and compare them with English language in terms in items of convergence and divergence.
- B) To compare and contrast the household terms used in the Tharu and English language.
- C) To suggest some pedagogical implications based on the finding.

This researcher has delimited to the twenty female twenty male Tharu native speaker of Ghadhimai municipality of Bara district while collecting data, researches used questionnaire as tool. After that researcher analyzed and collected data.

On the basis of analysis and interpretation of the collected data, the researcher has carried out the following findings:

1. The Tharu language is rich in its variation in comparison to the English.
2. The Tharu household terms are realized differently due to person to person.
3. Some of the household terms used in the Tharu and English languages are found to have equivalent in their sound and meaning. For e.g. Sari, shirt, jacket, muffler, pant, kurta, bottle, jug and bottle.
4. The English language has special terms for main course meal. For e.g. breakfast, lunch snacks, dinner, supper.
5. The Tharu language is culturally rich in term of jewel, utensils and cloth in comparison to English.
6. The English language has different terms for the meat i.e. Buff, beef, pork, mutton, chicken that is from animal whereas the Tharu language has neutral terms for them.
7. The English language has various neutral terms to refer to different household terms for e.g. rice, mustard, bracelet, nose pin, necklace, pan, jar, underwear.
8. The Tharu language has slightly different sounds for same terms foe e.g. ber ta, berhatiy , kalau, kalaiw, papist , papit , narial, nariyar, sikd , sikr , ghad , ghar .

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

In this chapter, the researcher has presented the conclusions and recommendations of the research. After the analysis and interpretation of the result, researcher finds the conclusion and recommendations. The conclusions and recommendations of the research is on the basis of presentation, analysis and interpretation of the collected data. The researcher presents the conclusion and recommendation in the separate headings for the comprehensible for the concerned readers.

5.1. Conclusion

After the anlysis and interpretation of Tharu and English household terms the following conclusions have been drawn:

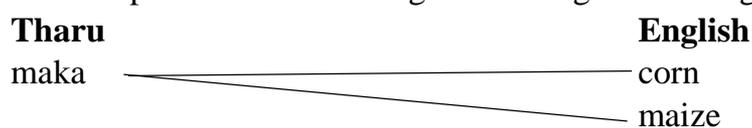
1. The Tharu language is rich in its variation in comparison to the English.
2. The Tharu household terms are realized differently due to person to person.
3. Some of the household terms used in the Tharu and English languages are found to have equivalent in their sound and meaning.
4. The English language has special terms for main course meal which the Tharu languages fall in short off:

Main course of meal	English language	Tharu language
Day meal	Lunch	kalau
Evening meal	Dinner	
The first meal of the day	Breakfast	nasta
Other meal	snacks	

5. The English language has different terms for the meat that is from animal whereas the Tharu language has neutral terms for them. For example:

Meat from animal	English language	Tharu Language
Meat from buffalo	Buff	sagaut /m s
Meat from cow	Beef	
Meat from pig	Pork	
Meat from goat/sheep	Mutton	
Meat from hen	Chicken	

6. The Tharu language is culturally rich in term of jewel, utensils and cloth in comparison to English
7. The English language has various neutral terms to refer to different household terms.
8. The Tharu language is slightly different from it in some of the sound and lexical items.
9. The Tharu language of main course meal and meal have convergence. We can say that Tharu language has various lexical terms of main course meal and meals items.
10. In terms of for crop item there is divergence in English. For e.g.



Instead of this all crop items have convergence.

11. We can observe in terms of vegetable items that potato, mushroom, pea, yam, cabbage are convergence and instead of these items all are

divergence in Tharu language but one vegetable items that is equal in lexical items in both language. For e.g.

Tharu

bhind
r mtorail

English

okra
ladies – finger

12. In Tharu language in terms of fruit items there is one word 'Nemo' for lime and lemon there is no difference between these. But in English language both are different from each other.
13. In Tharu language are different kind of alcohol and it is indicated by different name in Tharu language but in English language alcohol reflects every kind of drinking.
14. The terms of utensil some words are similar in both languages for e.g. glass, mug and bottle. There is not typical words for jhang , taul , tasal , har y , handh in English language. And most of the utensils are known as pans in English.
15. The terms of cloth items are somehow similar in both language fir e.g. shirt, paint, sweater, coat, sari, kurta, muffler, pyjamas. There is not exact word in English for cauban , j m , cauband .
16. There are some word which are some in both language for e.g. table, bench, in furniture items. In this items Tharu language has different variation than English language.

5.2. Recommendations

On the basis of the findings of the present study, the following recommendations and pedagogical implications have been made

5.2.1. The curriculum designers syllabus

-) Designers and course book writers give more priority on household terms.

-) Policy makers should also address the household terms while making plan and policy for the sake of language development.
-) They should equally prioritize the ethnic language of such kind which ultimately helps not only for the teaching and learning but also for language promotion and protection.

5.2.2. Practice Related

-) There is no one to one correspondence between Tharu and English household terms. This is the major point or cause which creates difficulties for Tharu students learning English. So, teaching should be focused on where these languages are different in household terms otherwise, they would create confusion.
-) The English language has many neutral household terms under specified heading in comparison to the Tharu language. Therefore the special attention should be given while teaching to the native speaker of Tharu.
-) English has the least number of terms for specified household items in comparison to Tharu. Therefore, the teacher should draw special attention to the corresponding household items and their particular use.
-) The syllabus designers and textbook writers should be caution while designing and preparing syllabus and textbooks for the learners to learn English and Tharu as second language.

5.2.3. Further Related

-) This research will provide a valuable secondary source for the researchers.
-) This research will facilitate for carrying out the research on other terms. Researcher can compare the other languages by carrying similar research work.

-) Researchers around the world who are interested in exploring more about Tharu, this research will be one of the authentic materials to be used.
-) One who are interested about Tharu dictionary, this research will be the most valuable authentic materials to be used.
-) This research will facilitate for carrying out the research on these topic:
 - a) Honorific terms used in Bhojpuri, Tharu and English.
 - b) The used of English terms for beauticians.
 - c) Terms of taking leave and greeting in Tharu, nepali and English.

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APPENDIX I
QUESTIONNAIRE AND INTERVIEW SCHEDULE

This questionnaire and interview schedule is a research tool for getting information for my research entitle “A comparative study on using of household terms in English and Tharu language” under the supervision of Dr. Purna Bahadur Kadel, of Tribhuvan University, Kirtipur. Your co-operation in responding the questionnaire and interview schedule will have a great value in accomplishing my research. I appreciate your response will be completely anonymous. Please feel free to put your responses as required by the questionnaire and interview schedule. I honestly assure you that the responses made by you will be used only for the resent study and remain confidential.

APPENDIX II

QUESTIONNAIRE

A Study on English and Tharu Household Terms

Name:

Age:

Date:

Address:

Male

Female

Write the following terms in the Tharu language.

1. Food and Drink Items

1.1 Terms for Main Course Meal

- क) बिहान खाइने खाजा.....
- ख) हतारमा खाइने खाजा.....
- ग) बिहान खाइने खाना.....
- घ) बेलुका खाइने खाना.....
- ङ) राती विछयौनामा जानु अघि खाइने खाने कुरा.....
- च) अन्य कुनै समयमा खाइने खाने कुरा.....

Change the following terms into the Tharu language.

1.2 Terms for Meal Items

- | | |
|-----------------------|--------------------|
| क) भात..... | ख) दाल..... |
| ग) तरकारी..... | घ) खीर..... |
| ङ) खिचडी..... | च) अचार..... |
| छ) जाउलो..... | ज) रोटी..... |
| झ) हलुवा..... | ञ) पुलाउ..... |
| ट) माछा..... | ठ) मासु..... |
| ड) भैसीको मासु..... | ढ) खसीको मासु..... |
| ण) सुँगुरको मासु..... | त) अण्डा..... |

1.3 Terms for Crop Items

क) धान.....	ख) मकै.....
ग) गहुँ.....	घ) कोदो.....
ङ) चना.....	च) जौ.....
छ) मुसुरो.....	ज) मास.....
झ) तोरो.....	

1.4 Terms for Vegetable Items

क) साग.....	ख) आलु.....
ग) टमाटर.....	घ) प्याज.....
ङ) मुला.....	च) गाजर.....
छ) भान्टा.....	ज) भिण्डी.....
झ) अदुवा.....	ञ) लसुन.....
ट) करेला.....	ठ) लौका.....
ड) फर्सा.....	ड) घिरोला.....
ण) काक्रो.....	त) च्याउ.....
थ) ककलो.....	द) सिमी.....
ध) बोडी.....	न) केराउ.....
प) भटमास.....	फ) तरुल.....
ब) गुन्दुक.....	भ) खुसानी.....
म) बन्दा.....	य) धानियाँ.....
र) बेसार.....	ल) फूलकोबी.....

1.5 Terms for Fruit Items

क) आँप.....	ख) केरा.....
ग) कटहर.....	घ) लिच्छी.....
ङ) अँगुर.....	च) स्याउ.....
छ) सुन्तला.....	ज) अनार.....

झ) मेवा.....	ञ) कागती.....
ट) अम्बा.....	ठ) नासपाती
ड) निबुवा.....	ढ) तरबुजा.....
ण) नरवल.....	त) सराफा.....
थ) जामुन.....	

1.6 Terms for Drink Items

क) पानी.....	ख) दुध.....
ग) दही.....	घ) मही.....
ड) रक्सी.....	च) जांड.....
छ) छयाड.....	ज) फलफूलको रस.....
झ) चिया.....	ञ) सवत.....
ट) कफो.....	ठ) लस्सी.....

2. Terms for Jewel Items

क) सिक्की.....	ख) औठा.....
ग) घडी.....	घ) बाला.....
ड) चुरा.....	च) टप.....
छ) मुन्द्र.....	ज) काटा.....
झ) पाउजु.....	ञ) फूला.....
ट) बुलाका.....	ठ) तिलहरी.....
ड) सिन्दुर.....	ढ) कडकन.....
ण) पोते.....	त) माला.....
थ) बिच्छु.....	द) मंगलसूत्र.....

3. Terms for Utensil Item

क) कराही.....	ख) चमचा.....
ग) गिलास.....	घ) कचौरा.....
ङ) देक्की.....	च) थाल.....
छ) बटुको.....	ज) अम्खोरा.....
झ) लोहोटा.....	ञ) डबको.....
ट) कुकर.....	ठ) चियादानी.....
ड) तापके.....	ड) बाल्टी.....
ण) घ्याम्पो.....	त) गाग्रो/गाग्री.....
थ) बाटा.....	द) मग.....
ध) जकिन.....	न) बौतल.....
प) ऋयाँगा.....	फ) ताउ.....
ब) तसला.....	भ) हाँडी.....
म) ढाडु.....	

4. Terms for Cloth Items

क) कामज.....	ख) पाइन्त.....
ग) दौरा.....	घ) सुरवाल.....
ङ) कोट.....	च) सुइटर.....
छ) सारा.....	ज) फारिया.....
झ) चोला.....	ञ) कुता.....
ट) म्याक्सी.....	ठ) गलवन्दी.....
ड) टोपी.....	ड) लंगौटा.....
ण) गन्जी.....	त) कट्टु.....
थ) कच्छा.....	द) घाँघर.....
ध) भोटो.....	न) पछ्यौरा.....
प) घुम्टो.....	य) जाकेट.....
र) पेटिकोट.....	ल) पइजामा.....

5. Terms for Furniture Item

- क) खाट..... ख) कुर्सि.....
ग) ऋयाँल..... घ) मेच.....
ड) टेबुल..... च) पिको.....
छ) बेन्च..... ज) दराज.....
झ) ढोका.....