CHAPTER ONE
INTRODUCTION

This study is based on the 'Pluralization in English and Phedappe Limbu: A comparative study'. This is the first chapter which consists of background of the study, statement of the problem, objectives of the study, significance of the study, research questions and delimitation of the study and operational definition of key terms.

1.1 Background of the Study

Human beings are gifted with the power of speech because of which human civilization has developed so much. Language is the most advanced and powerful means of human communication. It is the universal medium to express ideas, feelings, emotions and thoughts. We can perform several things by using language and we cannot think of any social, academic and artistic activities going on without language. It is the unique possession of human beings. This possession of language makes us dominant to the rest of the creatures.

Language is defined differently by different scholars. There is not any universal definition of language. According to Robins (1982) "A language is a symbolic system based on pure or arbitrary convention infinitely extendable and modifiable according to the changing needs and condition of the speakers" (as cited in Varshney,1998, p.2). But the belief towards language as expressed by Yule (1985, p.246) is "Language is a social phenomenon which is acquired by the child consciously unconsciously and has direct connection with the social culture of that particular society."

Crystal (2003) defines language as the systematic and conventional use of sound, sign or written symbols in human society for communication and self-

expression. This definition is broad one, which includes different forms of language like written and sign language including the proper language speech.

From the above definitions of different scholars, we can be concluded that is none of the definitions are absolutely complete in themselves. So defining a language depends on the perspective a person is based on. However, these different definitions clearly share some common features of language. It can be said that language is a powerful means of exchanging ideas, feelings, emotions and thoughts. It is human species-specific property and not possessed by other beings. It is the stage and symbol of human civilization and creativity.

1.1.1 The English Language and its Significance in Nepal

There are 6,604 languages in the world (Crystal, 1997 p.286). Among them English is the most widely used language. It is a native language in Britain, the United States, Australia and some other countries. It is a global language which at present is the language most widely taught as a foreign language in over 100 countries, such as China, Brazil, Russia, Germany, Spain etc. Since English has occupied an important place in the world, almost every country has given a great emphasis to it and so has Nepal.

Today English is spoken as the first language by over 350 million people in nearly a dozen countries. It has reached in every continent being either the first language or official language or foreign language. It is not only an international lingua franca but also one of the official languages offered by the UN. It is the international language of business, diplomacy, education and science and technology. Furthermore, anyone who wants to keep in touch with the present world should have a good knowledge of English language.

In Nepal, English language was introduced with the raise of Prime Minister Janga Bahadur Rana. When Janga Bahadur Rana returned from the Europe, he established Darbar High School in 1910 B.S. With the establishment of this school, English started to be taught in Nepal. Then after it has been introduced as compulsory subject from grade one to bachelor level. Nepal has established its diplomatic relation with many countries up to now. There is a good potentiality for tourism in Nepal. Its natural beauty and multi-cultural heritage attract a lot of people from different part of the world. Therefore, we need English to communicate with those tourists. Similarly, English is a must to inform and spread the art, culture and Nepalese products in other countries. These all justify that it is necessary for teaching and learning English language in Nepal. English language comes under the West-Germanic sub-branch of the Indo-European family, the largest and the most significant language family of the world. The position of the English language in Indo-European language family is shown in the following diagram.

Diagram-1:Position of English Language in Indo-European family
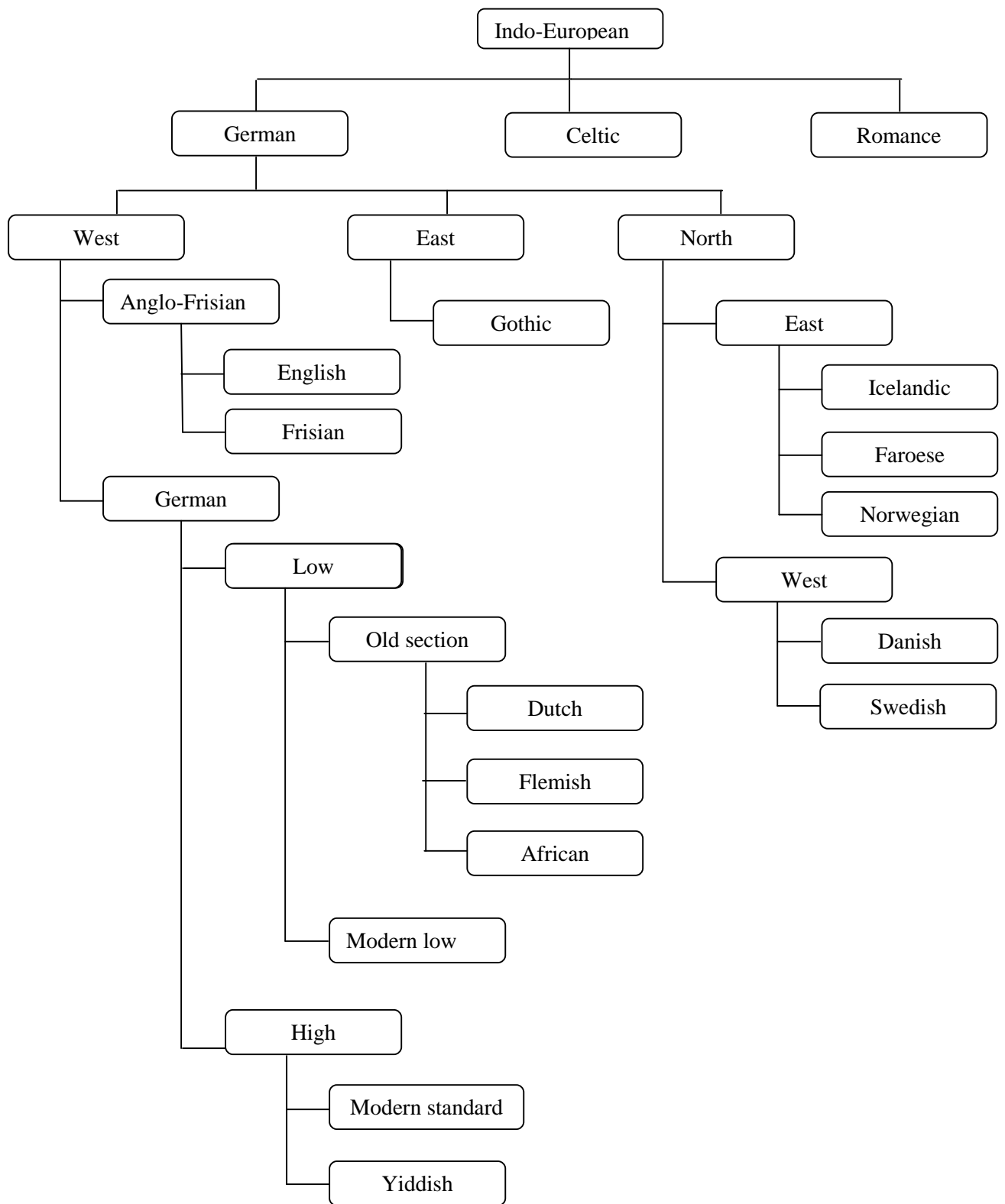
(Asher, 1994)

1.1.2 The Limbu Language

Limbu is an important language of the Kiranti group of Tibeto-Burman languages which has relatively a sizable number of speakers and is rich in its literature among the languages of eastern part of Nepal too. Limbu language is called 'yakthung pan' or 'yakthungba pan' in the mother-tongue. The main land of Limbus are Tehrathum, Dhankuta, Ilam, Panchthar, Taplejunj, Sankhuwasabha and northern parts of Morang and Sunsari which are traditionally known as 'pallo Kirat'or 'Limbuwan'(Land of Limbus).Sikkim is another main land of the Limbu speaking people outside Nepal. In addition, Limbus lives in Darjeeling, Kalimpong and Khasang in considerable population. They are also found, though in small number, in Assam, Nagaland, Meghalaya, Manipur and Durbars of India, Burma and Bhutan.

In Nepal, the total population of Limbu was 3, 87,300 in the 2011 (Nepal Population Report, 2011). Among them 3, 43,603 was the native speaker. They cover 1.6% of total population of Nepal, (Kainla 2003, p.9). There are very few languages of Tibeto-Burman language family which has their own script. The script of Limbu language is known as 'Sirijanga script' which takes its name from the stoic scripts.

Many scholars and linguists both from Nepal and abroad made a great contribution to the development of the Limbu language. Colonel Karkapyatric (1811) was the first foreigner to prepare the Limbu dictionary. Similarly, from among the Limbu native speakers Iman Singh Chemjong is also one of the prominent figures in connection with the enhancement of the Limbu language. The Limbu language today is the result of the collective effort of the Limbu stoic, as well as scholars and linguists (Kainla, 2003, p.11).

Grierson (1906) classifies it as east, pronominalized, Himalayan, Tibeto-Burman language of the Indo-Chinese family. Shafter (1960) groups it as east

Himalayish, Bodic and Tibeto-Burman language of the Sino-Tibetan family. Gordon (2005) classifies it as eastern, kiranti, mahakiranti, Himalayish, Tibeto-Burman language of the Sino-Tibetan family.

Traditionally, Limbu was divided into different varieties on the basis of geographical considerations: Panthare, Phedappe, Chaubise, Charkhole, Tamarkhole, Mewakhole, Yangrokke and chhatthare. Wiedert and subba (1985, p.7) have, for the first time, divided Limbu into four major dialects. They are phedappeLimbu, Taplejunggeor MewakholeLimbu, PanthareLimbu and ChhathareLimbu.

Position of the Limbu language in the Tibeto-Burman family is presented in the following tree diagram.

Diagram-2:Position of the Limbu Language in the Tibeto-Burman family

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                        ┌──────────────────┐
                        │  Chinese-Tibeto  │
                        └──────────────────┘
                         ↙               ↘
            ┌─────────────┐        ┌──────────────────┐
            │   Chinese   │        │  Tibeto-Burman   │
            └─────────────┘        └──────────────────┘
                                    ↙              ↘
                        ┌─────────────┐      ┌─────────────┐
                        │   Western   │      │   Eastern   │
                        └─────────────┘      └─────────────┘
     (Barik, Sal, Kamarupam)               ↙              ↘
                              ┌─────────────┐      ┌─────────────┐
                              │  Northern   │      │  Southern   │
                              └─────────────┘      └─────────────┘
                               ↙          ↘
                  ┌──────────────────┐   ┌──────────────────┐
                  │  North-Western   │   │  North-Eastern   │
                  └──────────────────┘   └──────────────────┘
                   ↙              ↘
        ┌─────────────┐      ┌─────────────┐
        │  Himalayan  │      │   Bodish    │
        └─────────────┘      └─────────────┘
         ↙      ↓      ↘
┌─────────┐ ┌────────┐ ┌────────┐
│  Kirant │ │  Newar │ │ Dhimal │
└─────────┘ └────────┘ └────────┘
  ↙      ↘
┌──────────────────────┐ ┌─────────┐
│ Rai Language group   │ │  Limbu  │
└──────────────────────┘ └─────────┘
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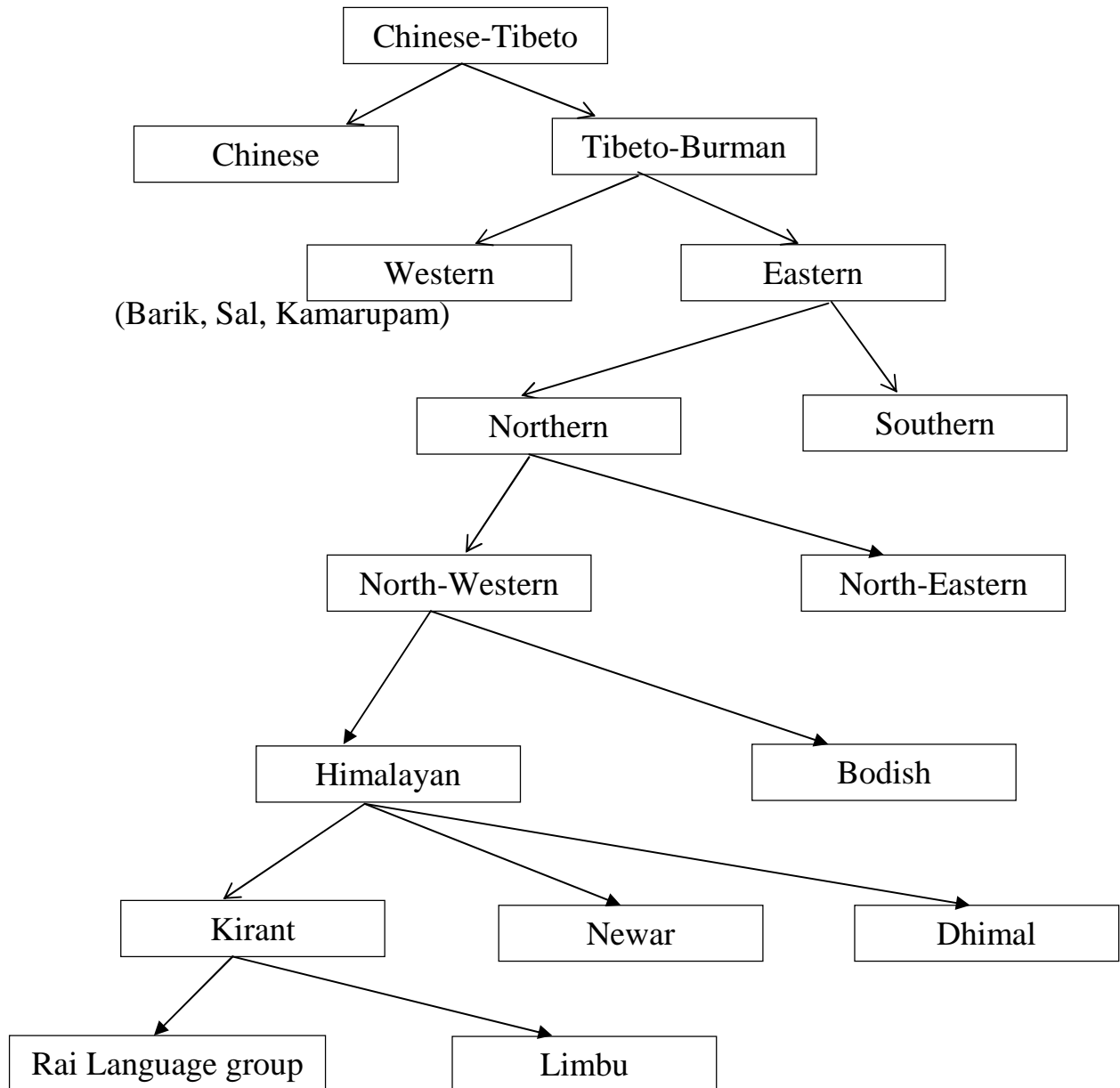
Source: Limbu-Nepali-English Dictionary (2059)

1.1.2.1 Dialects of the Limbu Language

In Limbu language, there are four distinct dialectical variants: Phedappe, Taplejunge, Panchthare and Chhathare (Kainla, 2003, p.10).

i. Phedappe Dialect

Phedappe dialect is spoken in all VDCs of Tehrathum district except Chhathar region or this dialect is spoken in northern region of Tehrathum. It is a matter of surprise that this dialect is spoken in Musangkhel of Basantapur VDC, which lies in Chhathar region. The Limbu of Nundhaki and Mawadin of Sangkhuwasabha district also speak the dialect. Although majority of the Limbu speak, read and write the Panchthare dialect, it is the Phedappe dialect which is spoken by the largest number of people in a single region.

ii. Taplejunge Dialect

This dialect is spoken in Taplejung district. This dialect is also known as Mewakhole dialect. It comprises the local dialects of Maiwa khola, Mewa khola and Yangruk. Maiwa Khola covers Phakumba, Sanghu, Dhungesaghu, Tinglabung, Santharka, Change, Phulbari, Hangpang, and Nigurdain. In Mewa Khola, there are Khamlalung, Lingthap, Thukimba, Nalbu, Papung, Sambha, Libang, Khokling, Sawadin, Khejemin, Sinwa, and Tellok. Similarly, Yangruk comprises Thechambu, Sikaicha, Thumbedin, sinam, Limbudin, and Khewang.

iii. Panchthare Dialect

This dialect is spoken especially in Pachthar and Ilam districts. Similarly, it is spoken in eastern side of Taplejung district and Chaubise Thum of Dhankuta district and different parts of India (Limbu-Nepali-English dictionary- 2059). Magazines, textbooks and most of the literatures are found in this dialect. It is known as the standard dialect. It is much more similar to Taplejunge and Phedappe dialect.

iv. Chhathare Dialect

It is spoken in Chhathar region of Tehrathum district. Chhathar covers Kebuk, Danggapa, Okhare, Sudap, Hemarjung, Korang and Panchkanya pokhari.. It is also spoken in the north-east of Dhankuta district. From the viewpoint of mutual understanding, Panchthare, Taplejunge and Phedappe dialects are very closer to one another but Chhathare dialect is different. So it is difficult to understand this dialect for the speakers of other dialects but it is a matter of surprise that Chhathare speakers understand and even can speak the other dialects.

Some foreign scholars such as Nashi (1992) and Hansson (1991) have claimed the Chhathare dialect is an individual language.

1.1.3 Pluralization

A language may have different grammatical processes. Among them, pluralization is one. Pluralization is the process of converting the singular form of noun/pronoun into the plural and the singular sentences into the plural ones. In English, to convert a singular noun into plural one, the bound morpheme is used. Thus, pluralization is the part of morphology that studies about the morphemes. It not only alters the meaning of words but also adds something in meaning. It is the linguistic process which occurs in every language in the world. Pluralization is found in both the languages: English and Limbu. The process of transforming the singular noun/pronoun into plural one and singular sentences into plural one differs from English to Limbu.

The study of pluralization falls under number. Number is of two kinds: singular and plural. Singular denotes only one person, object or thing and plural denotes more than one person, object or thing. Generally, in English regular singular nouns are made plural by adding '-s/es' suffixes at the end of the singular countable nouns, e.g. book-books, bag-bags. Irregular nouns do not follow the

rule and they are made plural in different ways. Some irregular nouns can be made plural by adding '-en' suffix, e.g. ox-oxen, child-children. In some cases, singular nouns are turned into plural by mutation, e.g. man-men, foot-feet. Pluralization can be seen on three levels. These are presented as follows:

(a) Word Level

Lexical or word level pluralization can be made by adding '-s/es' suffixes as well as '-en' suffix, by changing vowel sounds in noun and by removing '-s/es' suffix from the singular verbs.

e.g.

Singular	plural
bag	bags
dog	dogs
dress	dresses
box	boxes
child	children
goose	geese
woman	women

(b) Phrase Level

Phrase level pluralization can be made by changing both the determiner and noun as shown below: e.g.

Singular	Plural
a pen	two pens
a girl	many girls
a glass	glasses
a cup	three cups

(c) Sentence Level

The pluralization of noun must show agreement with verb: singular noun takes singular form of verb and plural noun takes plural one.

Singular: A girl is playing in the ground.
Plural: Girls are playing in the ground.
Singular: A cow is in the field.
Plural: Cows are in the field.
Singular: A child plays the toy.
Plural: Children play the toys.
Singular: A teacher is teaching in the class.
Plural: Teachers are teaching in the classes.

1.1.3.1 Rules of Pluralization in English

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

(a) Generally, most of nouns are made their plural by adding a suffix '-s' to the singular forms.
e.g.

Singular	Plural
Hat	hats
Boys	boys
Hand	hands
Eye	eyes

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

e.g.

Singular	Plural
tomato	tomatoes
bench	benches
bush	bushes
glass	glasses

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

e.g.

Singular	Plural
dynamo	dynamos
kimono	kimonos
piano	pianos
solo	solos

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

e.g.

Singular	Plural
lady	ladies
Baby	babies
Country	countries
City	cities

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

e.g

Singular	Plural
day	days
guy	guys
donkey	donkeys
boy	boys

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

e.g.

Singular	Plural
Volcano	volcanos/volcanoes
Buffalo	buffalos/buffaloes
hallo	hallos/halloes
cargo	cargos/cargoes

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

e.g.

Singular	Plural
half	halves
knife	knives
leaf	leaves
life	lives
wolf	wolves
wife	wives

Both '-s/es' suffixes are added to some nouns ending in '-f' to pluralize them.

e.g.

Singular	Plural
hoof	hoofs/hooves
dwarf	dwarfs/dwarves

scarf	scarf/scarves
wharf	wharfs/wharves

Other nouns ending in '-f' or '-fe' are formed plural by simply adding '-s'.

Singular	**Plural**
proof	proofs
roof	roofs
belief	beliefs
chief	chiefs
gulf	gulfs
cliff	cliffs

(g) Some nouns are made plural by mutation (change of the internal vowels).

e.g.

Singular	**Plural**
tooth	teeth
man	men
foot	feet
mouse	mice
woman	women

(h) There are some nouns which are formed their plural by adding '-en' to the singular form.

e.g.

Singular	**Plural**
ox	oxen
child	children

(i) Usually, compound nouns are made plural by adding '-s' to the principle

word.

e.g.

Singular	Plural
daughter-in-law	daughters-in-law
mother-in-law	mothers-in-law
step-son	step-sons
step-daughter	step-daughters
governor-general	governors-general

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

e.g.

Singular	Plural
baby sister	baby sisters
grown-up	grown-ups
assistant-doctor	assistant-doctors
close-up	close-ups
forget-me-not	forget-me-nots

(k) Appositional compound (a woman doctor: The doctor is a woman), whose first element includes man or woman is made plural in both the first and last element.

e.g.

Singular	Plural
woman-doctor	women-doctors
man-servant	men-servants
knight-templar	knights-templars
lord-justice	lords-justices
gentleman-farmer	gentlemen-farmers

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

e.g.

Singular	Plural
woman-hater	woman-haters
man-eater	man-eaters

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

e.g.

Singular	Plural
stimulus	stimuli
fungus	fungi
alumnus	alumni
bacillus	bacilli
locus	loci

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

e.g.

Singular	Plural
campus	campuses
census	censuses
bonus	bonuses
apparatus	apparatuses

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

e.g.

Singular	Plural
fungus	fungi/funguses
focus	foci/focuses

other noun that have both plurals are 'cactus', 'nucleus', 'radius', 'syllabus' and 'terminus'.

(m) Nouns from Latin ending in '-a' form their plural only with '-ae'
e.g.

Singular	Plural
formula	formulae
larva	larvae
alumna	alumnae
alga	algae

some nouns ending in '-a' form their plural only with '-s'.
e.g.

Singular	Plural
area	areas
arena	arenas
era	eras
dilemma	dilemmas
drama	dramas

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

e.g.

Singular	Plural
vertebra	vertebras/vertebrae
formula	formulas/formulae
antenna	antennas/antennae

nebula   nebulas/nebulae

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

e.g.

Singular	Plural
medium	media
bacterium	bacteria
memorandum	memoranda
ovum	ova
erratum	errata
desideratum	desiderata

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

e.g.

Singular	Plural
album	albums
museum	museums
premium	premiums
harmonium	harmoniums

some nouns ending in '-um' have two plural forms.

e.g.

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

(o) Nouns from Latin ending in '-ex' or '-ix' form their plural by adding both '-ices' and '-es'

e.g.

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

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

e.g.

Singular	Plural
axis	axes
analysis	analyses
basis	bases
crisis	crises

other nouns which are pluralized in the same process are 'dialogue', 'ellipsis', 'hypothesis', 'oasis', 'paralysis', 'parenthesis', 'synopsis', and 'thesis'. But 'metropolis' has the plural 'metropolises'.

(q) Nouns from Greek ending in '-on' are turned into plural by changing '-on' into '-a'.

e.g.

Singular	Plural
criterion	criteria
phenomenon	phenomena

But some nouns ending in '-on' take only '-s' to form the plural.
e.g.

Singular	Plural
neutron	neutrons
demon	demons
proton	protons
ganglion	ganglions

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

(r) Some nouns ending in '-eau' form their plural by adding '-s/x'.
 e.g.

Singular	Plural
plateau	plateaus/plateaux
bureau	bureaus/bureaux

(s) Some nouns have the same form for the plural as for the singular.
 e.g.

    sheep, deer, fish, yoke, dozen

(t) There are some nouns, singular in form, which are used in a plural sense.
e.g.

    people, swine, vermin, cattle, gentry

(u) Some nouns always remain plural and take plural verb.
e.g.

    police, pants, scissors, pliers, clothes, trousers, scales, arms,
    spectacles, binoculars, shears, outskirts, stairs, premises, quarters

(v) Some nouns, which are plural in form, are considered singular in meaning. e.g.

news, mumps, darts, bowls, dominoes

1.2 Statement of the Problem

English language in Nepal is taught and learnt as a foreign language-EFL. It is a global language and globally spoken. It has occupied the status of second language (L_2) for the majority of the Nepalese learners of Nepal from school level to university level in the form of compulsory and major subject. The learners are from diverse social structure with diverse linguistic background. They acquire their first language from their mother's lap. When they begin to learn English, they really feel difficult because of the interference of the first language that affect in every aspect of language. So, it is very difficult for them to learn in school when they are exposed to the sole medium of instruction i.e. other than their mother tongue in the classroom.

Limbu is a complex pronominalized, agglutinative language with affixes marking seven grammatical categories, such as person, number, case, inclusivity, exclusivity, tense and negation and finite verb. It follows sub-obj-verb pattern. While learning L_2, they feel difficult to express themselves in grammatically acceptable English. The system of pluralization in the Limbu language is different from that of English. So there will be difficult to learn the L_2 and as a result it causes more chances of committing errors. The teacher is also facing several problems in language classroom. It helps to find out the factors that create the problems in teaching and learning L_2. This study shows the better ways to solve the problem in language teaching and learning. So, the researcher feels it is necessary to carryout research in this topic.

1.3 Objectives of the Study

This study had the following objectives:

1. To identify the pluralization system in Phedappe Limbu.
2. To find out the similarities and differences in the pluralization process between the Phedappe Limbu and English language.
3. To find out plural markers in Phedappe Limbu.
4. To suggest some pedagogical implications of this study.

1.4 Research Questions

The research questions of my study were as follows:

1. What is the pluralization system in Phedappe Limbu?
2. What similarities and differences are there in Phedappe Limbu and English language?
3. What are the plural markers in Phedappe Limbu?

1.5 Significance of the Study

This study showed that the people who want to take an interest to conduct research on the Limbu language. It helps an extra aid on the Limbu language and literature. This study is significant for those teachers and students who are involved in teaching/learning English to Limbu children as foreign language. This research is beneficial for linguists, experts, language planners, syllabus or curriculum designers, text book writers, teachers, students and new researchers who are also interested in this field.

1.6 Delimitation of the Study

The study was limited to Pluralization in English in Phedappe Limbu. To have the study successfully, following are the delimitation of this study:

1. The total sample size of the study was limited to only 40 Limbu native speakers of Sundarharaincha Municipality and Kerabari Rural Municipality of Morang district.
2. The study focused on pluralization of nouns in the Limbu language with reference to English.
3. Only the interview schedule and questionnaire were used as the major tools for data collections.

1.7 Operational Definition of Key Terms

1. **Morphology**: A scientific study of forms and structure of words.
2. **Mother tongue/native speakers:** It refers to the Limbu speakers.
3**. PhedappeLimbu**: It is one of the four dialectal variants in Limbu i.e. Panchthare, Taplejunge, Phedappe and Chhattare.
4. **Pluralization:** It deals with the process of converting the singular form of noun into plural.
5. **Target language/ second language/L_2**: It refers to the English language.
6. **Tibeto-Burman family:** It refers to one of the subgroups of the Sino-Tibetan language family.
7**. Yakthung pan**: It refers to the Limbu language.
8. **L_1:** Limbu mother tongue
9. **L_2:** Target language (English)

CHAPTER TWO
REVIEW OF THE RELATED LITERAIURE AND CONCEPTUAL FRAMEWORK

This section incorporates review of different researches carried out in the field of language under the Department of English language Education, Tribhuvan University. The related theoretical literature, implication of the review and conceptual framework of the study are mentioned in this chapter.

2.1 Review of Related Theoretical Literature

The research that is being conducted is based on one of the aspects of applied linguistics. In other words, contrastive analysis (CA) is one of the main concern of applied linguistics. Many studies have been carried out on comparative analysis of different aspects of language. However, very few researches have been conducted on the Limbu language. The present researcher is interested in carrying out a study on the contrastive analysis of English and Limbu languages in the area of pluralization. Some reviews of the related theoretical literature are as follows:

2.1.1 Contrastive Analysis (CA)

Every language has its own system. However, there may be some similarities or differences between or among the languages. If the native language of the learner is similar to the target language, it is easy to learn, otherwise difficult. To compare the languages in these aspects comes under contrastive analysis. CA was introduced in the late 1940s in the United States, strongly advocated by C.C fries and Robert Lado. Fries made the first clarion call for CA in 1945 in his book entitled 'Teaching and Learning English as a foreign Language.'

According to Crystal (1996), "In contrastive analysis of two languages the points of structural difference are identified and those are studied as areas of potential difficulty in foreign language teaching."

Richards et al (1999) define CA as the comparison of the linguistic systems of two languages, for example the sound system or grammatical system.

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

2.1.1.1 Assumptions of CA

Contrastive analysis is based on certain assumptions concerning the nature and principles of second and foreign language teaching and learning. They are as follows:

1. According to Fries (1945), "The most effective 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." (quoted in Lado 1957:1)

2. Lado (1957:1-2) states that individuals tend to transfer the forms and meanings and description of forms and meanings of their native language and culture to the foreign language and culture both productively when attempting to speak the language and to act in the culture and receptively when attempting to grasp and understand the language and the culture as practiced by natives.

3. Wilkins (1978) states that whether the structure of the foreign language differs from that of the mother tongue, we can expect both difficulty in learning and error in performance. Learning a foreign language is essentially learning to overcome the difficulties. Where the structures of the two languages are the same no difficulty is anticipated and teaching

is not necessary. Simple exposure to the language will be enough (quoted in Basnet 2002:216).

On the basis of these views on CA, the main assumptions of CA can be made explicit as follows:

i. When a learner tends to transfer the knowledge and skills of her/his mother tongue to the second or foreign language s/he is learning, mother tongue interference is the main cause of difficulty and error in learning a second or foreign language.

ii. Difficulty and error appear due to the differences between the two language systems. The greater the difference, the greater is the difficulty and the more instances of errors.

iii. Comparison between the native and the target language can discover differences hence predict difficulties and likely errors.

iv. Teaching materials based on the information provided by CA reduce learning difficulties and learner's errors by focusing the difficult areas of the target language.

2.1.1.2 Transfer Theory

Transfer is a traditional term from psychology of learning which means imposition of previously learned patterns onto a new learning situation (Isurin, 2005). The phenomenon of cross linguistic influence (CLI) occurs when an individual is acquiring a second language (L_2) and the influence of the first language (L_1) interacts in some way with the acquisition. Renowned researcher Jim Cummins points that transfer of academic skills across languages does not happen automatically. Instead it is most important that students be given extensive practice using both languages in academic ways. If the past learning facilitates the present learning that is called positive transfer and if the past learning hinders the present learning, it is called negative transfer. In the same way, if there is no facilitation and hindrance that is called zero transfer. When the learners come in contact with an L_2, they have already mastered in their first language. In such a case, they transfer the knowledge of L_1 in L_2 learning.

While learning L_2, some aspects of it are easier to learn and some are difficult due to the transfer of past habit or knowledge of the first language. Learners performances in a second language are noticeably influenced by the language or languages which they have already acquired or they simply know to some extent. If the old habit/knowledge of L_1 is similar to new knowledge of second language that facilitates learning a second language. If the old habit of L_1 is different from the L_2, that hinders in learning new language. To sum up, difficulty and ease in learning L_2 is determined by similarities and differences between two languages.

2.1.1.3 Implication of CA

Following are the implications of CA:

1. Second Language learning: Awareness raising is the major contribution of CA in second language learning. This includes CA's abilities to explain observed errors and outline differences between two languages.

2. Second Language Teaching: Despite CA'S limitation in the prediction of L_2 learner's errors, it provides insight to at least some. Some of the major mistakes that are frequently made by L_2 learners irrespective of their L_1. Hence, more tailor-made language design can be adopted: examples include awareness raising teaching method and hierarchical learning curriculum.

3. Translation: CA provides better understanding of linguistic differences between two languages and therefore may be applied in the field of translation.

4. Language Therapy: Distinguishing the differences between language disorder patience from non-standard dialect speakers. This is essential in identifying in speech pathology and their corresponding treatment.

2.2 Review of Empirical Literature

Each research work requires the Knowledge of previous background which can help to reach our goal and find out new things and ideas. Some of the related research works are reviewed as follows:

Poudel (2004) carried out research on "Negative and Interrogative Transformation in English and Panchthare Dilect of Limbu Language". The main objectives of the study were to find out the processes of negative and interrogative transformation in Limbu language and to compare and contrast the processes of negative and interrogative transformation in Limbu language with those in English. He used both primary and secondary sources to collect the data. He used hundred Limbu native speakers of Yasok and Mangjabung VDCs of Panchthar district. Random sampling procedure was used to select the sample population. He used structured interview as a research tool. He came up with findings that some initial sounds change in negative transformation in the Limbu language. He also found out that the processes of negative and interrogative transformations in English differ from those in the Limbu language.

Rai (2005) carried out research entitled "Pluralization in English and Chhintang Rai Language". The objectives of this study were to determine the pronominals in Chhintang Rai and to compare and contrast Chhintang pronominals with those of English. The researcher collected the data from both primary and secondary sources. The research was based on sixty informants: 20 educated, 20 literates and 20 illiterates. Interview questionnaire was the major research tool. He follows the stratified random sampling procedure. He found out that Chhinetang has more number of pronominals than English. He also found out that Chhintang personal reflexive and possessive pronouns are grouped under three numbers: singular dual and plural whereas they are categorized under two numbers: singular and plural in English.

Lawati (2006) carried out a research on "Request Forms in Dhimal and English". He used both primary and secondary sources of data. The sample population were sixteen Dhimal speakers of Damak municipality and Urlabari VDC who were selected by using snowball sampling procedure. The major research tools were interview schedule and questionnaire. He found out the Dhimal people are more polite with friends and teachers and English people are more polite with their neighbors.

Sah (2007) carried out a comparative study on "Pluralization of Nouns in English and Bajjika". He tried to identify the process of pluralization in Bajjika Language and to compare the pluralization systems in Bajjikawith those of English. He conducted his study on thirty-six Bajjika native speakers from six VDCS viz. Garuda, Gedahiguthi, Chandranigahapur, Deepahi, Pothiyahi and Malahitle. Informants were selected by using stratified random sampling procedure. The major research tools were structured interview sheet and questionnaire. He come up with the findings that '-sa' suffix is added to the singular Bajjika noun to make it plural. He also found out that verbs are not pluralized along with nouns in the Bajjika and the grammatical meaning and original meaning of the sentence is not altered with the pluralization but it happens so in English.

Magar (2008) conducted a study on "The Forms of Address in the Magar and English languages". The objective of this study was to find out the forms of address in Magar language. The sample population was forty-five native speakers of Magar language of Rupandehi district who were selected by using stratified random sampling procedure. Interview and questionnaire were major research tools. He found out that Magar wives address their husband by using 'e buda' and husbands in turn address their wives by 'e budi'. Magar women also used 'nanikobuwa', 'buda', 'e budaei', and 'lenja' to address their husbands and Magar husbands used 'budya', 'lenjakht', 'majhke', 'e budi' and 'majha' to

address their wives. He also found out that Magar people do not call their husbands by first name but English people address them by their first name.

Yadav (2008) conducted a study on "Pluralization of Nouns in English and Maithili". The main objectives were to identify the process of pluralization in the Maithili language and to compare the systems of pluralization in Maithili with those of English. The native speakers of the Maithili language of eight different VDCs of Saptari districts were the primary sources of data. The sample population was 36 males and 36 females from those VDCs who were selected by using stratified random sampling procedure. Structured interview sheet and questionnaire were the research tools. He found that suffix '–sab' is used to change a singular Maithili noun into plural. Suffix '–lokain' is also used with human nouns to make them plural. He also found that plural suffix '–sab' is written separately in Maithili whereas the plural suffix in English is written together with nouns.

Tamang (2009) did a research work on "pluralization in English and Tamang". The main objectives were to identify the pluralization systems in the Tamang language and to compare pluralization systems in Tamang with those of English. He used both primary and secondary sources of data. The sample population was eighty Tamang native speakers of Chautara VDC of Sindhupalchwok district. He followed snowball sampling procedure. Interview schedule and questionnaire were major tools for data collection. He found out that the suffixes '-dugu'/'-Jugu', '-gaadena'/'-ni', '-uttu' and '-bagal' are added to singular nouns while transforming them into the plural. He also found that the suffixes are written separately in Tamang whereas they are written together with nouns in English, e.g. dim-uttu 'houses'.

Tumbahang (2009) conducted a research on "English and Nepali code mixing in the Limbu language". The purpose of his study was to categorize the Nepali and English code mixing in to the Limbu language in terms of (1) words (2) phrases (3) sentences (4) context in which code mixing takes place and to

compare the frequency of occurrence of Nepali and English codes in the Limbu language. He used only secondary sources i.e.FM News Bulletins. The total population was the FM News Bulletin of four weeks' periods and the staff who were concerned to run the programme. Non-random sampling procedure was used in his study. He asked the FM Radio administration to make available the Limbu News Bulletin of four weeks' period and availed his own linguistic institution to analyze and describe the obtained data. Major findings of his study were: Limbu has more mixing of English code than Nepali in terms of word and phrase, mixing of English abbreviations is found in greater number whereas no Nepali abbreviation is found and English and Nepali code of urban context are found in greater number than the rural context.

Poudel (2010) carried out research on "Pronominals in English and Magar". He tried to find out Magar pronominals and to compare Magar pronominals with those of English. He used both primary and secondary sources to collect the data. He used forty Magar native speakers from Sunsari district to elicit the information. Stratified random sampling procedure was used to select the sample population. The main tool for data collection was a set of interview schedule. His major findings were: English has the same form for interrogative and relative pronouns but Magar has different forms for interrogative pronoun. An English relative pronoun which is used only with human subject but Magar /jo/ is used for both human and non-human subjects.

Limbu (2012) carried out research on "English and Nepali code-mixing in Limbu Folk song Palam". The main objectives of the study were to find out the context in which code mixing takes place and to compare the frequency of occurrence of English and Nepali code-mixing in Limbu folk song 'Palam'. Locally available singers of folk song 'Palam' were the primary source of his study. Total population consisted of twenty-four folk songs 'Palam' sung by singers or related for the public. Judgmental sampling procedure was applied for selecting sample population. He used checklist as a research tool containing the details about the items such as, word class, frequency of words, context in

which code mixing took place. He came up with the findings that especially Nepali expressions are used in Limbu folk songs Palam because there are such Nepali words that produce a special effect in the heart and mind of the listener which is impossible by their Limbu equivalents. He also found out that to make the Palam rhythemic both English and Nepali codes are used maximally in the sampled 'Palams'.

Bhattarai (2013) did a research work on "Coordination in English and Limbu". The main objectives were to identify co-ordination systems in Limbu, and to compare Limbu co-ordinations with English. The sample population was elderly forty Limbu native speakers from Hangpang and Change VDCs of Taplejung district as primary source. They were selected through stratified random sampling procedure. The research tool was interview questionnaire of words, phrases and sentences. He found out that both languages have coordinative system. Limbu conjunction has more co-ordinations than English, the Limbu language has three alternative coordinators 'allatarik/allasa /arsa ' but English has only one coordinator 'yet'. The coordinators of both languages occur at word, phrase and sentence levels.

2.3 Implication of the Review for the Study

 I have reviewed many works related to my study. After reviewing these works, I got lots of ideas and information regarding my topic 'Pluralization in English and Phedappe Limbu language'. The review of the literature has suggested the following points:

1. To develop theoretical concept as well as conceptual framework of the study.
2. To choose the appropriate research design, tools and sampling strategy.
3. To find out the most relevant resource to the work.
4. To find out the research gap which has been main concern to fill up.
5. To reveal the needed area of research.

2.4 Conceptual Framework of the Study

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                        │       Language        │
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        │      Pluralization in English & Phedappe Limbu       │
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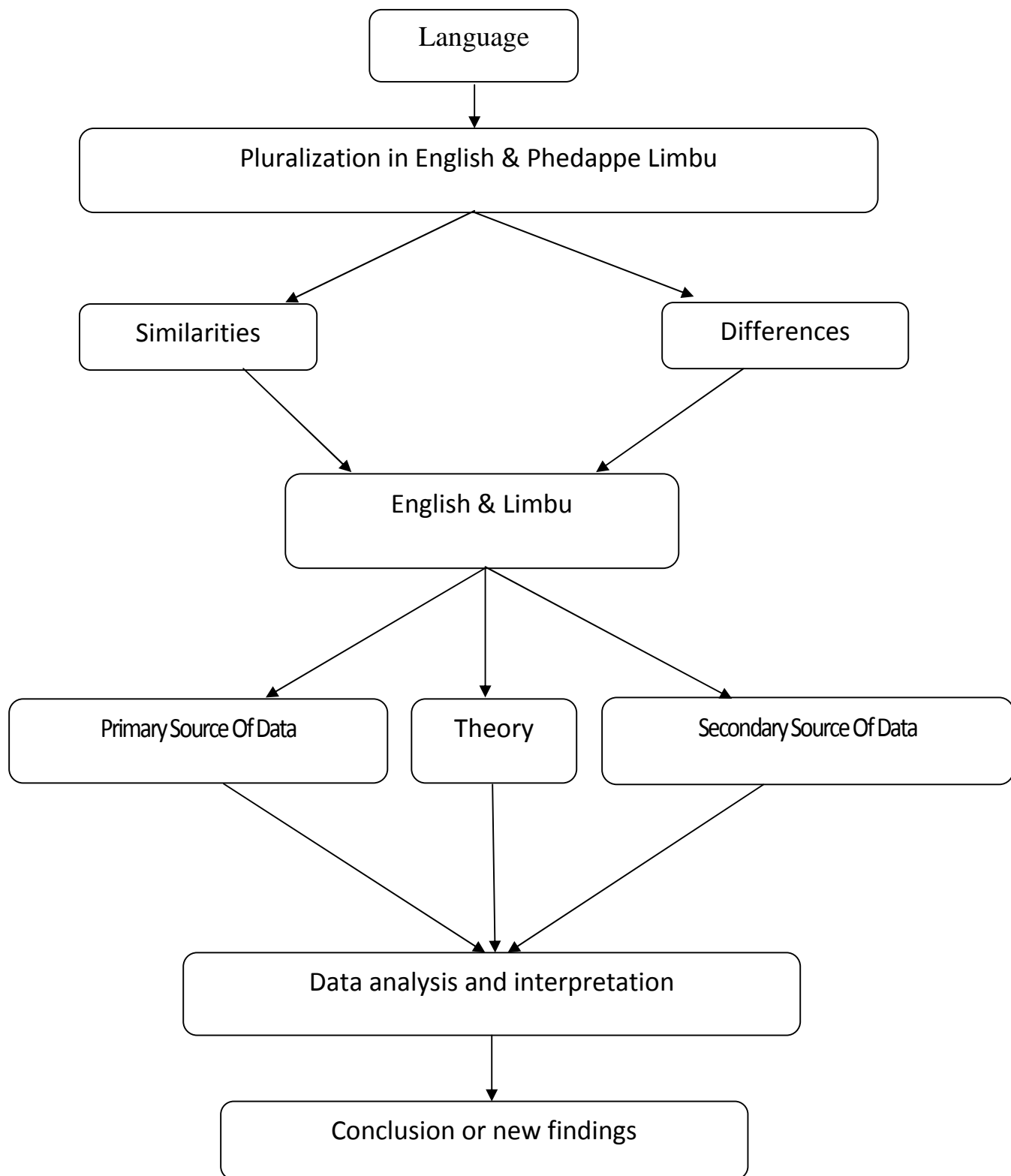
CHAPTER THREE
METHOD AND PROCEDURE OF THE STUDY

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

3.1 Design and Method of the Study

Research is the systematic, controlled, empirical and critical investigation of hypothetical proposition about the presumed relations among natural phenomenon. That is to say, due to systematic process of doing investigation and finding answer to questions we cannot conduct the research haphazardly. So, to conduct the research the researcher has to fallow the systematic process to make the research valid and believable or reliable.

The research design of this study is qualitative in nature. The researcher collected the data through naturalistic inquiry and collected data was analyzed and interpreted descriptively and comparatively by using illustrations. So, we can say that it is comparative study. This research has such qualities as subjective, process oriented, naturalistic, holistic, and uncontrolled and it interprets data without numerical analysis.

3.2 Population, Sample and Sampling Strategy

The total study population of this research is all the Limbu native speakers of Sundarharaincha Municipality and Kerabari Rural Municipality of Morang district. The sample population of this study was forty native Limbu speakers. The total population consists of the speakers who can read and write Nepali and Limbu language and the second consists of speakers who cannot read and write but can speak both the languages. Out of the total population, ten speakers are randomly selected from each group of both places.

3.3 Study Area/Field

The research area of this study consists of two places, they are: Sundarharaincha Municipality and Kerabari Rural Municipality of Morang district.

3.4 Data Collection Tools and Techniques

The main tools of data collection for this study were questionnaire and interview schedule. The former one was for literate informants and the latter one was for illiterate informants.

3.5 Data Collection Procedures

The researcher used both primary and secondary sources of data. At first the researcher prepared research tools for the collection of data. Then the researcher visited the selected areas. A good rapport with the informants was established. After that she explained about needs and objectives of the study to the respondents. Respondents were selected randomly. Finally, the researcher conducted interview with the illiterate informants and questionnaire were distributed to the literate informants.

In addition to primary sources, the researcher consulted different secondary sources of data viz. Lado(1957),Weidert and Subba(1985),Quirk et al.(1985), Thomson and Martinet(1986),Van Driem(1987),Wren and Martin(1936), Kumar(1996), Celce-Murcia and Larsen Freeman(1999) and Limbu-Nepali-English Dictionary(2059 B.S).
Moreover, various Limbu journals, articles, books and internet materials were consulted to collect the data.

3.6 Data Analysis and Interpretation Procedure

The process of data analysis started with the coding and minute analysis of the collected data. The data analysis can be seen as the process of bringing order, structure and meaning of the mass of the collected data. The researcher of this study have analyzed the collected data descriptively

CHAPTER FOUR
ANALYSIS AND INTERPRETATION OF RESULT

This chapter deals with the analysis and interpretation of the data obtained from the primary as well as secondary sources. Firstly, the rules of pluralization in English were taken from secondary data extracted from secondary sources. Secondly, the rules of pluralization system of Limbu were analyzed on the basis of the primary data collected from forty Limbu native informants of Morang district. Then, the collected data was analyzed and interpreted with the help of illustrations. Having analyzed data, the processes of pluralization in Limbu language were identified and they were compared and contrasted with those of English.

4.1 Pluralization System of Limbu Nouns at the Word Level

Limbu nouns are made plural in various ways. The process of pluralization of Limbu nouns are described as follows:

4.1.1 Pluralization of Proper Nouns

Like other languages, proper nouns of Limbu are not made plural. In other words, in Limbu proper nouns do not have plural form.

e.g

Singular	Plural
Mir k (name of a person)	*Mirakh
Nep l (name of country)	*nep lh
teneb (Sunday)	*teneb h
karn li (name of river)	* karn lih

4.1.2 Pluralization of Common Nouns

Common Nouns in Limbu can be made plural by adding the suffix '-hᵃ' to the singular form.

e.g.

Singular	Plural
mbe (Mango)	mbeh (mangoes)
nᵃ (fish)	nᵃh (Fishes)
sikcho (ant)	sikchoh (ants)
phej (knife)	pheja h (knives)

But some limited common nouns can be made plural by adding both suffixes i.e. '-si' and '-h

e.g.

Singular	Dual	Plural
pitm	pitm si	pitm h
(cow)	(two cows)	(more than two cows)
man	man si	man ha
(man)	(two men)	(more than two men)

4.1.3 Pluralization of Abstract Nouns

Abstract nouns of Limbu language do not have plural form.

e.g.

Singular	Plural
mim (love)	*mimh
siy (death)	*siyah
kim (dear)	*kimah
ni w (wisdom)	*ni wah
sar (joy)	*sar h

4.1.4 Pluralization of Collective Nouns

Collective nouns of Limbu have both singular and plural forms. It means collective nouns are also pluralized.

e.g.

Singular	Plural
parup (team)	paruph
lakchum (committee)	lakchumh
ch k (bunch)	ch kh
ghachchero (crowd)	ghachcheroh

4.1.5 Pluralization of Material Nouns

Material nouns of Limbu cannot be changed into plural ones.

e.g.

Singular	Plural
chw (water)	*chw h
ni ge (oil)	*ni geh
s my (gold)	*s my h
s mit (air)	*s mith

4.1.6 Pluralization of Compound Noun

Compound nouns of Limbu can be changed into plural by adding the suffix '-h ' to the singular form.

e.g.

Singular	Plural
nopm (mother-in-low)	nopm h
yokp (man-servant)	yokp h
kund s (step-daughter)	kund s h
th ben (boy-friend)	th n benh

4.2. Pluralization System of Limbu Nouns at the Phrase Level

Nouns are made plural by adding cardinal number like 'netchhi', 'sumsi', '   si' before the nouns and plural marker '-h ' is also added to the singular form.

e.g

Singular	**Plural**
lathik bas (a bus)	sumsi bash (three buses)
lathik pell kw (a duck)	yarik pell kw h (many ducks)
lathik him (a house)	netchhi himh (two houses)
lathik th b (a pigeon)	si th b h (five pigeons)
lathik si bu (a tree)	kerek si bu h (all trees)

4.3 Pluralization system of Limbu Nouns at Sentence Level

Nouns are made plural by adding '-h ' to the singular form. Verbs are pluralized along with the pluralization of nouns.

e.g

Singular	**Plural**
Pun t s -o pe.	Punh t s -o mebe.
(A bird flies in the sky.)	(Birds fly in the sky.)
Yokp re ikt p-o y mbak chogu.	Yokp h re ikt p-o y mba mejogu.
(A servant works in the farm.)	(Servents work in the farm.)
m m re tak thoktu.	m m sire tak medhoktu.
(Mother cooks food.)	(Mothers cook food.)

Kochole himin septu.   Kochoh re himin meseptu.

(A dog guards the house.)   (Dogs guard the house.)

4.4   Comparison of the Pluralization System between English and Limbu Nouns at the Word Level

Comparison of the pluralization system between English and Limbu nouns at the word level is given below:

4.4.1   Pluralization Processes of Proper Noun between English and Limbu

Proper nouns of English cannot be made plural. Very similar to this, proper nouns of Limbu do not have plural form.

e.g

English		Limbu	
Singular	**Plural**	**Singular**	**Plural**
mir k	*mir ks	mir ks	*mir kh
nep l	*nep ls	nep l	*nep lh
teneb	*teneb s	teneb	*teneb h
karn li	*karn lis	karn li	*karn lih

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4.4.2 Pluralization Processes of Common Noun between English and Limbu

In English mostly common nouns are made plural by adding '-s' to the singular form whereas in Limbu mostly nouns are pluralized by adding '-h ' to the singular form.

e.g

English		Limbu	
Singular	**Plural**	**Singular**	**Plural**
girl	girls	es	es h
ant	ants	sikcho	sikchoh
cow	cows	pitm	pitm h
hand	hands	huk	hukh
eye	eyes	mik	mikh

In Limbu some limited common nouns are made plural by following three number system but such process is absent in English.

e.g.

English

Singular	**Plural**
man	men
cow	cows

Limbu

Singular	**Dual**	**Plural**
pitm	pitm si	pitm h

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(cow)	(two cows)	(more than two cows)
man	man si	man ha
(man)	(two men)	(more than two men)

In English nouns in 'o', 'ch', 'sh', 'ss' or 'x' form their plural by adding '-es' whereas in Limbu nouns are pluralized by adding '-h ʼ.

e.g.

	English		Limbu
Singular	**Plural**	**Singular**	**Plural**
mango	mangoes	mbe	mbeh
tomato	tomatoes	phend	phend h
glass	glasses	ph g n	ph g nh
box	boxes	si g m	si g mh

In English nouns ending in '-y' and preceded by a consonant, form their plural by changing '-y' into '-i' and adding '-es' but there is no such process found in Limbu common nouns.

e.g

	English		Limbu
Singular	**plural**	**Singular**	**Plural**
baby	babies	a wekw	a wekw h
city	cities	p yak	p yakh
copy	copies	s pl	s pl h

Some common nouns ending nouns ending in '-y', preceded by a vowel, form their plural by simply adding the suffix '-s' in English whereas nouns in Limbu form their plural by adding '-h '.

e.g

English		Limbu	
Singular	**Plural**	**Singular**	**Plural**
boy	boys	hinj	hinj h
day	days	lendik	lendikh
donkey	donkeys	p but	p buth

In English some common nouns which have same form for the plural as for the singular whereas nouns in Limbu have different forms for singular and plural.

e.g

English		Limbu	
Singular	**Plural**	**Singular**	**Plural**
deer	deer	pe w	pe w h
sheep	sheep	phelluk	phellukh
fish	fish	n	n h
police	police	tili g	tili g h

Some common nouns in English are made plural by adding the suffix '-en' but nouns in Limbu are made plural by adding '-h '.

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e.g

English		Limbu	
Singular	**Plural**	**Singular**	**Plural**
ox	oxen	pipp	pipp h
child	children	hinj	hinj h

In English some nouns are made plural by the change of the middle vowel but in Limbu common nouns do not have such process.

e.g

English		Limbu	
Singular	**Plural**	**Singular**	**Plural**
foot	feet	l	l h
tooth	teeth	hebo	heboh
man	men	man	man h

In English some ending in '-f', or '-fe' are formed plural by changing '-f' or '-fe' into '-ves' whereas nouns in Limbu form their plural by adding '-h ' only.

e.g

English		Limbu	
Singular	**Plural**	**Singular**	**Plural**
knife	knives	phej	phej h
wife	wives	met	meth

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calf	calves	pitchchh	spitchchh h

Some common nouns that always remain plural in English have both forms in Limbu. e.g.

English		Limbu	
Singular	**plural**	**Singular**	**Plural**
scissors	scissors	katarn	katarn h
spectacles	spectacles	mikk p	mikk ph

4.4.3 Pluralization Processes of Abstract Noun between English and Limbu

In English some abstract nouns can be changed in to plural and some cannot be changed into plural but in Limbu abstract nouns are never pluralized.

e.g.

English		Limbu	
Singular	**Plural**	**Singular**	**Plural**
poverty	*povertys	ya s m	*ya s m h
love	*loves	mim	*mimh
death	deaths	siy	*siy h
trouble	troubles	tukkhe	*tukkheh
joy	*joys	sar	*sar h
fear	*fears	kim	*kim h

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4.4.4 Pluralization Processes of Collective Noun between English and Limbu.

In both languages, collective nouns have singular and plural forms. They are usually made plural by adding suffixes.

e.g.

English		Limbu	
Singular	**Plural**	**Singular**	**Plural**
crowd	crowds	ghachchero	ghachcheroh
team	teams	parup	paruph
bunch	bunches	ch k	ch kh
committee	committees	lakchum	lakchumh

4.4.5 Pluralization Processes of Material Noun between English and Limbu

In both languages, material nouns do not have plural form.

e.g

English		Limbu	
Singular	**Plural**	**Singular**	**Plural**
oil	*oils	ni ge	*ni geh
gold	*golds	s my	*s my h
air	* airs	s mit	*s mith
water	*waters	chw	*chw h

4.4.6 Pluralization Process of Compound Noun between English and Limbu

Usually compound nouns of English are made plural by pluralizing the principal words but in Limbu compound nouns do not have such process.

e.g

English		Limbu	
Singular	**Plural**	**Singular**	**Plural**
step-daughter	step-daughters	kund s	kund s h
girl-friend	girl-friends	menchhy	menchhy h
boy-friend	boy-friends	th ben	th benh

4.5 Comparison of Pluralization Systems between English and Nouns at the Phrase Level.

In English determiner 'a' or 'an' is deleted. Nouns are preceded by cardinal number and form their plural by adding suffix '-s' or '-es'. Very similar to this, Limbu nouns are made plural by adding suffix '-ha' and preceded by cardinal number like 'netchhi', 'sumsi', ' si', 'yarik', 'kerek' etc.

e.g.

English		Limbu	
Singular	**Plural**	**Singular**	**plural**
a bus	three buses	lathik bus	sumsi bush
a duck	many ducks	lathik pell kw	yarik pell kw h
a house	two hoses	lathik him	netchhi himh

a pigeon   five pigeons   lathik th b   si th b h

a tree   all trees   lathik si bu   kerek si bu h

4.6 Pluralization Processes of Nouns between English and Limbu at the sentence Level

In English, nouns are pluralized adding English plural marks to the singular form and determiner 'a' or 'an' is deleted. If we pluralize the nouns, the verbs need to be transformed into plural. It means verbs are pluralized along with the pluralization of noun and grammatical meaning is altered. In the same way in Limbu, nouns are made plural by adding '-h ' to the singular form and determiner 'lathik' is deleted. Pluralization of nouns in sentence level in Limbu also affect the form of the verb.

e.g.

English	**Limbu**
A bird flies in the sky. (SN)	lathik pun t s -o pe. (SN)
Birds fly in the sky. (PN)	punh t s -o mebe. (PN)
There is a copy in the shelf. (SN)	seph-o lachchh s pl w . (SN)
There are copies in the shelf. (PN)	seph-o s pl h mew . (PN)
A dog guards the house. (SN)	kochole himin septu. (SN)
Dogs guard the house. (PN)	kchoh re himin sepsu.(PN)
My daughter is very beautiful. (SN)	-s menchhum num chok. (SN)
My daughters are very beautiful. (PN)	-s menchhum h num mejok.(PN)
A mother cooks food. (SN)	m mm re tak thoktu. (SN)
Mothers cook food. (PN)	m mm sire tak thoksu.(PN)

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A servant works in the farm. (SN) yokp re ikt p-o y mba chogu. (SN)

Servants work in the farm. (PN) yokp h re ikt p-o y mbak mejogu. (PN)

An ox eats grass. (SN) pitp le chevetlan cha. (SN)

Oxen eat grass. (PN) pitp h le chevetlan meja. (PN)

A boy drinks wine. (SN) hinj ille seja w thu u. (SN)

Boys drink wine. (PN) hinj h re seja w me-dhu u. (PN)

A cow gives milk. (SN) pitm le pitnu bi. (SN)

Cows give milk. (PN) pitm h re pitnu mbi. (SN)

This man lives in Japan. (SN) kan y min j p n yu . (SN)

These men live in Japan. (PN) kan y mih j p n meyu . (PN)

CHAPTER FIVE

FINDINGS AND RECOMMENDATIONS

5.1 Findings of the Study

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

5.1.1 The Processes of Pluralization of Limbu Nouns

a) Plural markers '-si' and '-h ' are used to turn singular nouns into plural.

b) Proper nouns are not converted into plural.

c) Common nouns are made plural by adding the suffix 'h ' to the principal word. But some limited common nouns can be made dual and plural by adding both suffixes '-si' and '-h ' respectively.

d) Abstract nouns are not changed into plural by adding '-h ' to the singular form.

e) Usual suffix '-h ' is used to pluralize compound noun.

f) Limbu determiner 'lathik' is omitted and nouns are preceded by cardinal number like 'netchhi', 'sumsi', ' si', 'yarik', 'kerek' etc.

g) When a singular noun is changed into plural in the sentence level, the form of verb also needs to be transformed into plural. It means verbs are pluralized along with the pluralization of noun and grammatical meaning is altered.

5.1.2 Similarities and Differences in between English and Limbu Pluralization System.

The following main similarities and differences have been found between English and Limbu pluralization systems while comparing the processes of polarization of nouns:

5.1.2.1 Similarities

The main similarities between English and Limbu pluralization of nouns are as follow:

a) Both languages have five kinds of noun: Proper noun, Common noun, Collective noun, Material noun and Abstract noun.

b) English plural markers and Limbu plural marker are affixed to nouns.

c) Proper nouns cannot be changed into plural ones in both languages

d) All the common nouns can be changed into plural ones in both languages.

e) Both languages use the suffix to change the singular noun into plural.

f) English determiner 'a' or 'an' and Limbu determine 'lathik' are omitted at the phrase level while transforming singular noun into plural.

g) Abstract nouns are not transformed into plural in both languages.

h) Collective nouns of both languages are converted into plural.

i) Material nouns of both languages are not pluralized.

j) Compound nouns can be changed into plural ones in both languages.

5.1.2.2 Differences

The following are the main differences that have been found in between English and Limbu pluralization system.

a) Generally, the suffix '-s' and '-es' are used to pluralize a noun in English whereas the regular suffix '-si' and '-h ' are used in Limbu.

b) Common nouns ending in 'o', 'ch', 'ss' or 'x' form their plural by adding '-s' or '-es' after the word in English whereas in Limbu only the suffix '-hʔ' is used.

c) There are many rules to pluralization and exceptions in English language whereas there are limited numbers of rules of pluralization in Limbu language.

d) Common nouns ending in '-y', preceded by a consonant is changed into 'i' and '-es' is added to form plural in English but there is no such process in Limbu.

e) Similarly, a common noun ending in '-y', preceded by a vowel, is pluralized simply by adding the suffix '-s' in English whereas we do not have such a rule in Limbu.

f) In English some common nouns have same form for the plural as for the singular whereas nouns in Limbu have different forms for singular and plural.

g) In some cases, common nouns in English are made plural by adding the suffix '-en' but nouns in Limbu are made plural by adding '-hʔ'.

h) In English some nouns are made plural by a change of the inside vowel. On the contrary, no common noun in Limbu is pluralized in such a way.

i) Some common nouns ending in '-f' or '-fe' are pluralized by changing them into '-ves'. But there is no such process in Limbu.

j) In English some common nouns that always remain plural have both forms in Limbu.

k) In English some abstract nouns can be changed into plural and some cannot be changed into plural but abstract nouns in Limbu are never pluralized.

l) English language has single number system i.e. singular-plural but Limbu has double number systems i.e. one is singular-plural and the next is singular-dual-plural.

m) English singular nouns are basically changed into plural by three processes i.e. addition, deletion and permutation but Limbu does have only addition.

5.2 Recommendations

The following recommendations have been presented on the basis of the findings obtained from analysis and interpretations of the data:

5.2.1 Policy Related Recommendation

a) The native speakers of Limbu language seem to be confused with pluralization system of nouns in English. so that curriculum designers should focus pluralization rules in the English language text book.

b) The local government should make a policy to research more about the nature and system of learning language especially English language by non-native speakers and implement the effective methodologies of teaching and learning of English language.

c) Policy in language testing should be improved in relation to test English grammar.

d) Appropriate teaching methods and techniques should be included in the English curriculum.

d) Policy makers should keep in mind multilingual learners or L_2 learners.

e) It has become the need and demand of time to develop a support mechanism through local level to central level. The authority should pay attention to develop the capacity of English teachers by involving them in different professional trainings, workshops and seminars.

5.2.2 Practice Related Recommendation

a) The teacher of Limbu community should pay more attention on the plural suffix '-si' and '-h ' because it is only in Limbu language but not in English.

b) The teacher should inform the students that English plural markers and Limbu plural markers are written together with nouns.

c) The teacher should teach the student keeping in the mind that both English and Limbu have binary number system: Singular and plural.

d) The emphasis has to be given in the pluralization system of proper nouns, material nouns and abstract nouns which are the same in both English and Limbu languages.

e) The language teacher of Limbu should be made aware that while teaching the process of pluralization system, the rule of inside vowel change should be focused because this rule is absent in Limbu.

f) The teacher has to inform the student that some English nouns remain same form for the plural as for the singular but the nouns in Limbu have different forms for singular and plural.

g) Some common nouns in English are made plural by adding the suffix '-en' which is absent in Limbu. So it should be focused while teaching the pluralization system of such nouns.

h) The language teacher should give special emphasis to teach the pluralization system of certain common nouns which always remain plural in English but have both forms in Limbu.

i) The teacher should teach pluralization process creating meaningful situation and using materials as far as practicable.

j) The teacher should be aware of the number systems in English and Limbu since the former has single number system i.e. singular and plural whereas the latter has double number system. There is 'singular and plural' system in one hand and in the other, there is singular, dual and plural. So this double number system creates confusion while learning English.

5.2.3 Further Research Related Recommendation

a) This research will provide valuable secondary sources for those researchers whose researches are related to compare pluralization in English and other languages.

b) This research will assist to compare different indigenous learners such as Rai. Tamang, Dhimal, Tharu, and Magar.

c) This research will also help to compare many other languages in different grammatical aspects like Tense, Passivaization, Pronouns and prepositions.

d) This research may help to carryout researches in broad study on Limbu language.

e) This research will provide help in any comparative study on other researches based on L_2.

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APPENDIX I

Interview Schedule/Questionnaire

This questionnaire has been prepared to accomplish a research work entitled 'Pluralization in English and Phedappe Limbu'. This study will be conducted under the guidance and supervision of Dr. Mohan Kumar Tumbahang. It is hoped that your invaluable co-operation will be a great contribution in the fulfillment of this valuable study for M.Ed. dissertation.

<div align="right">

Researcher

Pabitra Limbu

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Sukuna Multiple

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</div>

Morang

Name: ……………………………………………… Age: ……….

Address: …………………………………………........... Sex: ……….

Academic qualification: ………………………   Occupation: ………..

1. Change the following Singular nouns into plural ones which are applicable in your own language:

A. Common Noun

i. आम्बे (mango)

....

ii. तेम्मुक्की (radio)

....

iii. फाइगान् (glass)

....

iv. फ़ेन्दा (tomato)

....

v.फा (bamboo)

....

vi. पाङजुम् (city)

....

vii. अइवेक्वा (baby)

....

viii. एसा (girl)

....

ix. फेजा (knife)

....

x. मेःत् (wife)

....

xi. पित्च्छा (calf)

....

xii. लाइ (foot)

....

xiii. हेबो (tooth)

....

....

xiv. पित्पा (ox)

xv. सिक्चो (ant)
(daughter)

....

....

xvi. एसा

xvii. पित्मा (cow)   xviii. फेल्लुक (sheep)

....
....

xix. ना (fish)   xx. पेड्वा (deer)

....
....

xxi. हिम् (house)   xxii हुक् (hand)

....
....

xxiii. मिक् (eye)

....

B. Collective Noun

i. परुप् (team)   ii. चाक् (bunch)

....
....

iii. घच्चेरो (crowd)   iv. लक्चुम (committee)

………………..
……………………

C. Abstract Noun

i. सिया (death)   ii. सराःङ् (joy)

....

………………

iii. याइसा?मा (poverty)   iv. तुक्खे (trouble)

....

....

v. मिःम् (love)   vi. किःमा (fear)

....

....

Vii. निड्वा ∕ ऩेहि (wisdom)

....

D. Proper Noun

i. मिराक (Mirak)   ii. एन्जल (Angel)

....

....

iii. नेपाल (Nepal)   iv. लिम्बू (Limbu)

....

....

v. कर्णाली (Karnali)   vi. मकालु (Makalu)

....

....

vii. तेनेबा (Sunday)

....

E. Material Noun

i. च्वा (water)   ii. निङ्गे (oil)

....

iii.   साम्याङ (gold)   iv सामित (air)

....

F. Compound Noun

i. नोःप्मा (Mother in-law)

....

ii. योःक्पा (Man-servant)

....

iii. कुन्दासा (Step-daughter)

....

iv. नोःप्पा (Father-in-law)

....

v. कुन्दासा (Step-son)

....

vi. थाइवेन (Boy-friend)

....

vii. मेन्छ्या (Girl-friend)

....

2. How do you say the following terms in your own language?

i. दुई वटा घरहरू (Two houses)

....

ii. तीनवटा बसहरू (Three buses)

....

iii. धेरै हाँसहरू (Many ducks)

....

iv. पाँचवटा परेवाहरू (Five pigeons)

....

v. धेरै मानिसहरू (Many people)

....

vi. धेरै शिक्षकहरू (Many teachers)

....

vii. सबै मानिसहरू (All men)

....

viii. धेरै बच्चाहरू (Many children)

....

ix. केटी साथी (Girl friend)

....

x. केटा साथी (Boy friend)

  ....

xi. सबै रुखहरू (All trees)

  ....

xii. मेरो सासूआमा (My mother-in-law)

  ....

xiii. थोरै चामल (Little rice)

  ....

xiv तिम्रो सौतेनी छोरी (Your step daughter)

  ....

xv. रीताकी साथी (Rita's friend)

  ....

xvi. राजाका छोरा (King's son)

  ....

3. Change the following underlined singular nouns into plural ones which are applicable in your own language:

i. The Ramayan is a religious book of the <u>Hindu</u>.

  रामायनेन् हिन्दुरेन साम्योमिबा साप्पनरो ।

  ....

ii. The Udhauli is the great festival of the <u>Limbu</u>.

उधौलिन् याक्थुङ्वारेन यम्बा तङ्नाम रो ।

....

iii. This <u>man</u> lives in America.

कन् या?मिन अमेरीका युङ ।

....

iv. A <u>cow</u> gives milk.

पित्माले पि?त्नु आबि? ।

....

v. A <u>boy</u> drinks wine.

हिन्जाइल्ले <u>सेजङ्वा</u> थुङु ।

....

vi. A <u>girl</u> reads an English book.

एसामाले अङ्ग्रेजी साप्पननिन् निरु ।

....

vii. A <u>bird</u> flies in the sky.

पुन ताङ्साङ्बो पे ।

....

viii. A <u>singer</u> sings a song.

साक्मेलोवाल्ले साम्लोत्तु ।

....

ix. An <u>ox</u> eats grass.

पित्पाले चेभेत्लान् च ।

....

x. A <u>teacher</u> teaches students.

सिक्साम्वाल्ले निछाम्साहा? हु?रुसी ।

....

xi. A <u>servant</u> works in the farm.

योक्पारे याम्ब? चोगु ।

....

xii. There is a <u>butterfly</u> in the garden.

फूङ्लाओ चराप्फेम्बान् वा ।

....

xiii. There is a <u>copy</u> in the shelf.

सेफो लच्छासाप्ला वा ।

....

xiv. There is a <u>buffalo</u> in the pound.

वोरक्को सा:ङ्बेत्तीन् याक् ।

....

xv. There is <u>police</u> in the corner.

हेनकुनाओ तिलिङ्गान् वा ।

....

xvi. A <u>mother</u> cooks food.

माम्मारे तक थोक्तु ।

....

xvii. A <u>dog</u> guards the house.

कोचोले हिमिन् सेप्तु ।

....

xviii. There is a tiger's <u>cave</u>.

हे?ओ लच्छा थेरिङ्वाल्ले कुहिम ने ।

....

xix. <u>Gold</u> is valuable ornament.

साम्म्याङिन् केघिक्पा ।

....

xx. This <u>table</u> is made up of wood.

त्यो? सिङिलेन् टेबल युङ ।

....

xxi. This rice pot is made up of <u>iron</u>.

हेन् तक्थोक्मान् फिन्जेलेन् रो ।

....

xxii. He hurts my <u>heart</u>.

खुने आनिङ्वाबान तुग्रेर चोगु ।

....

xxiii. The <u>pond</u> is full of <u>water</u>.

हेन् वोरक्कीन कुलेम च्वा तिन्ने ।

....

xxiv. <u>Love</u> is blind.

मिम्रे कुमिक होप् ।

....

xxv. My <u>daughter</u> is very beautiful.

आस्सान् नुमा चोक् ।

....

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Interview Schedule/Questionnaire

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vii. अङ्वेक्वा (baby)

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viii. एसा (girl)

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ix. फेजा (knife)

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x. मेःत् (wife)

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....

xiv. पित्पा (ox)

xv. सिक्चो (ant)
(daughter)

....
....

xvi. एसा

xvii. पित्मा (cow)
(sheep)

xviii. फेल्लुक

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....

....

xix. ना (fish)   xx. पेड्वा (deer)

....

....

xxi. हिम् (house)   xxii हुक् (hand)

....

....

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74

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पित्माले पि?त्नु आबि? ।

....

v. A <u>boy</u> drinks wine.

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vi. A <u>girl</u> reads an English book.

एसामाले अङ्ग्रेजी साप्पननिन् निरु ।

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vii. A <u>bird</u> flies in the sky.

पुन ताइसाङ्बो पे ।

....

viii. A <u>singer</u> sings a song.

साक्मेलोवाल्ले साम्लोत्तु ।

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ix. An <u>ox</u> eats grass.

पित्पाले चेभेत्लान् च ।

....

x. A <u>teacher</u> teaches students.

सिक्साम्वाल्ले निछाम्साहा? हु?रुसी ।

....

xi. A <u>servant</u> works in the farm.

योक्पारे याम्ब? चोगु ।

....

xii. There is a <u>butterfly</u> in the garden.

फूङलाओ चराप्फेम्बान् वा ।

....

xiii. There is a <u>copy</u> in the shelf.

सेफो लच्छासाप्ला वा ।

....

xiv. There is a <u>buffalo</u> in the pound.

वोरक्को सा:ङबेत्तीन् याक् ।

....

xv. There is <u>police</u> in the corner.

हेनकुनाओ तिलिङ्गान् वा ।

....

xvi. A <u>mother</u> cooks food.

माम्मारे तक थोक्तु ।

....

xvii. A <u>dog</u> guards the house.

कोचोले हिमिन् से्प्तु ।

....

xviii. There is a tiger's <u>cave</u>.

हे?ओ लच्छ्या थेरिङ्वाल्ले कु़हिम ने ।

....

xix. <u>Gold</u> is valuable ornament.

साम्म्याङिन् केघिक्पा ।

....

xx. This <u>table</u> is made up of wood.

ह्यो? सिङिलेन् टेबल युङ ।

....

xxi. This rice pot is made up of <u>iron</u>.

हेन् तक्थोक्मान् फिन्जेलेन् रो ।

....

xxii. He hurts my <u>heart</u>.

खुने आनिङ्वाबान तुगेर चोगु ।

....

xxiii. The <u>pond</u> is full of <u>water</u>.

हेन् वोरक्कीन कुलेम च्वा तिन्ऩे ।

....

xxiv. <u>Love</u> is blind.

मिम्रे कुमिक होप् ।

....

xxv. My <u>daughter</u> is very beautiful.

आस्सान् नुमा चोक् ।

....

APPENDIX- IV

Name List of Places of Data Collection

1. Sundarharaincha Municipality
2. Kerabari Rural Municipality