CHAPTER ONE
INTRODUCTION

This is the study on **"Pluralization of Nouns in English and Tamang: A Comparative Study"**. This chapter consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and the operational definitions of the key terms.

1.1 Background of the Study

Language is a complex phenomenon. It is a voluntary vocal system of human communication which involves the transmission of information from a sender to a receiver. Language is living thing. It is human species-specific. Language helps us to think, interpretation, perceive and express about the real world. Defining language, Bloch and Trager (1942, p. 5) say, "A language is a system arbitrary vocal symbols by means of which a social group co-operations". Similarly, Wordhaugh (1986, p.1) says "A language is what the members of particular society speak". Language is unique property of human beings and transfers their information, news, views and attitude from one to another. Among the language spoken in the world, the English language has been recognized as a widely used language for global communication and has been played a greater role in international trade, technology, education, entertainment and other aspects of social life. It is taken as the richest language in the world. Sapir (1921, p. 8) defines language as "A purely human and non-instinctive method of communication ideas, emotions and desires by means of voluntary produced symblos". Likewise, Chomsky (1957, p. 13) defines language as "A set of sentences, each finite in length and constructed out of finite set of elements". Language is the most important for daily communication. English language is lingua franca.

This is the features, human beings distinguishes from other creatures in the world. In the same way, Rechards J.C. (1999, p. 196) defines language as "The system of human communication which consists of the structured arrangement of sounds into larger units, e.g. morphemes, word, sentences, utterances". Similarly Crystal (2003, p. 144) says, "Language can be used to refer to context removed from the immediate situation of the speaker". Meanwhile, Yule (2008, p. 1) says, "We simply do not know how language is originated". Thus, language is the broadest means of communication. Language can be used with gestures. Language helps to adjust in the difficult situation. So, language is one of the powerful medium of communication.

In case of my study, the Tamang language is widely spoken indigenous language. The Tamang language falls under the Tibeto-Burman family. The Tibeto-Burman language family is the largest language family of the world. Various reports (CBS, 2011) show that the number of the Tamang language speakers are decreasing day by day. The Tamang language is spoken as mother tongue by 5.10% of the total population of the Tamang (CBS, 2011). The Tamang people have their own culture, language, food habit, belief and practices. They are smiling, cheerful, helpful and marry making people. They celebrate 'Lhochhar' as a new year. Here, the terms 'Lho' means year (Barsa in Nepali) and 'Chhar' means new (Naya in Nepali). So, the word 'Lhochhar' means New Year (Naya Barsa). They celebrate "Lhochhar" dancing Western Tamang's 'Mhendo Maya' and Eastern's 'Tamang Selo' songs.

Pluralization is a linguistic process of transferring singular words into plural. The study of pluralization falls under number denoting only person, things or objects. Generally, in English, singular nouns are turned into plural by adding '-es', '-s', '-is' suffixes in singular countable noun e.g. cat-cats, bus-buses. And in some cases spelling is changed to turn the nouns into plural ones e.g. man-men, woman-women. So, pluralization is important part of grammar. Plural transformation in English and the same plural transformation in Tamang differ in the processes.

1.2   Statement of the Problem

Pluralization is an important part of grammar. In the absence of pluralization, it is difficult to fulfill the linguistic objectives. So, it seems to be important from the point of view of language function. It exists all languages of the world. So, one cannot master over a language until he/she has the proper knowledge of the rules of pluralization of the language. I have taught in a school where most of the pupils belong to Tamang speech community. While teaching Pluralization system in English, lots of grammatical errors occurred because of the ignorance of rules of pluralization and mother tongue (Tamang) interferences. I felt the need of detail study on this aspect of both languages.

There is need of comparative study of nouns in the Tamang and English to describe pluralization system, to discover similarities and differences of the processes of pluralization, to identify the areas of difficulties, to identify the processes of pluralization of nouns, to identify the rules, to explore the pluralization of nouns of such minority language to public, to identify areas which cause error and minimize the Tamang mother tongue interferences while teaching and learning pluralization system a noun in Tamang and English language. Being a native speaker of the Tamang, I myself have faced and experienced such problems while learning and teaching English as a foreign language in the school. Therefore, there was urgent need of study in this field.

1.3   Objectives of the Study

The main objectives of the study were as follows:
   i)   To find out the rules for pluralization of nouns in Tamang.
   ii)   To discover the similarities and differences in the processes of pluralization of nouns in Western Tamang language those with English language.

1.4   Research Questions

This study sought the answers of the following questions:

  i) What are the rules used for pluralization of nouns in Western Tamang
      and English language?
  ii) What is the process of pluralization of nouns in Tamang language?
  iii) What are the similarities and differences?

1.5   Significance of the Study

 This research is significant for those teacher and students who are involved in teaching learning. This research is strongly related to find out the rules of pluralization of nouns in the Tamang language. It helps the educatee to get clear information about pluralization of nouns in the Western Tamang language and the process of pluralization of nouns. Similarly, this research supports to get clear knowledge of similarities and differences of pluralization system in English and Tamang languages. The results, findings and conclusion assist the administrators, learners and the faculty of linguistic to attain better understanding pluralization systems of nouns in Tamang. This study really beneficial for linguists, experts, language learners, syllabus or course book designers, writers, teachers, supervisors, students and the new researchers who are interested to involve in this field. Thus, this comparative study is fruitful for the people those who want to know about pluralization of nouns in Western Tamang and English language.

1.6   Delimitations of Study

This study had the following limitations:

i) The study was limited to Tamang and English language only.

ii) The study was confined to 40 native speakers of the Western Tamang language.

iii) The area of the study was limited to Semjong, Dhuwankota, Darkha, Satya Devi, Kaaule VDCs of Dhading and Nuwakot Districts.

iv) This study was limited to the process of pluralization of nouns in Western Tamang and English language.

v) The study of pluralization was limited to only singular nouns of the Tamang and English language.

vi) The questionnaire was used as major tool for data collection.

1.7   Operational Definitions of the Key Terms

This study attempts to define the following key terms:

Noun   :   Naming words are called nouns.

Number   :   Number is a special feature of a noun and a pronoun which reflect in verb and objective, i.e. adjective, i.e. adjective and verb can be inflected to show a particular number.

Pluralization   :   It is a linguistic process of transferring singular forms of nouns of verb into plural ones. It is the process of Pluralization to only singular nouns in Tamang and English language.

Singular   :   Here, singular means only one or single things of noun.

Second language   :   The language other than one's own mother tongue.

Tamang   :   Tamang is one of the most widely spoken Sino-Tibetan languages in Nepal.

CHAPTER - TWO
REVIEW OF RELATED LITERATURE AND
CONCEPTUAL FRAMEWORK

This chapter includes review of the related theoretical literature, review of the empirical literature, implications of the study and conceptual framework.

2.1 Review of Related Theoretical Literature

This sub-heading discusses the theoretical aspect related to pluralization of nouns in Tamang and English with comparative study. The discussion processed with the sociolinguistic situation of Nepal, the language family, the English language and English language in Nepal, introduction of the Tamang language, varieties of Tamang language, needs and importance of CA, transformational theory, importance of grammar, Pluralization, nouns, classification of nouns and introduction of number.

2.1.1 The Socio-linguistic Situation of Nepal

Nepal is situated on the lap of Himalayan. Nepal is a multiracial, multi-cultural, multi- religious, multilingual, multi -ethnic and diverse country. It has been very fertile land for language. In this great and glorious country, there are 123 languages spoken as mother tongue reported in census 2011. Nepali language spoken as mother tongue by 44.6 percent (1, 18, 26, 953) of the total population. Similarly, the Tamang is spoken as mother tongue by 5.10 percent. Top languages in Nepal are Urdu (2.6%), Doteli(3%), Magar(3%), Bajjika(3%), Newar(2.3%), Tamang(5.10%), Tharu(5.8%), Bhojpuri(6%), Maithili(11.7%) and Nepali(44.6%), (CBS, 2011). It is a country of linguistic diversity. More than 93 languages are spoken in Nepalese (CBS, 2001). There are 123 languages in this small country spreading in the area of 1, 47,181 square kilometer. Unfortunately, most of the languages do not have their own scripts but they are only used in daily communication. If appropriate attention

is not given those indigenous languages from the government, their existence will be just imagination in future. There are numbers of factors responsible for language loss in Nepal. The major factors include less number of sparkers, migration to urban areas or foreign countries; lack of language transmission to younger generation others.

2.1.2 The Language Family

All the languages identified and spoken in our country can be classified under four broad families like the Indo-Aryan Family, the Sino-Tibetan Family, the Austro-Asiatic and Dravidian. The largest groups of the speakers speak the languages of the Indo-Aryan Family. Similarly, largest number of languages spoken in Nepal falls under Sino-Tibetan Family. The languages enumerated in the ethnologies report for Nepal (2009) are divided under the four broad families as follows:

2.1.2.1 The Indo-Aryan Family

The Indo-Aryan Family the following languages are belongs to this family:

Maithili	Nepali	Bhojpuri
Tharu	Awadhi	Urdu
Rajbanshi	Hindi	Danuwar
Bengali	Majhi	Darai
Kumal	Bote	Panjabi
English	Chureti	Megahi
Gujarati	Hariyan.	

(Source: Ethnologue Report for Nepal, 2009)

The speakers of these languages in Nepal are mainly distributed from Western to Eastern hills, the Terai and the Far-Western Mountain.

2.1.2.2 The Tibeto-Burman Family

The Tibeto-Burman groups of languages which are derived from Sino-Tibetan family. It consists of the larger number of languages spoken in Nepal. However, it is spoken by little number of people than the Indo-Aryan family in Nepal.

The following languages belong to this family:

Tamang	Newar	Magar
Bantawa	Gurung	Limbu
Sherpa	Chamling	Chepang
Sunuwar	Khaling	Thakali
Chhantyal	Tibetal	Dumi
Jirel	Puma	Dura
Meche	Pahari	Lepcha
Bahing	Raji	Hayu
Bhyangshi	Ghale	Chillign
Lohorung	Chinese	Mewahang
Kaike	Route	Tilung
Jerong	Kingshim	Koche
Dzonkha	Chhintang	Nar
Manag	Marpha	Khawas
Yholmo	Kangate	Maram
Mizo Chepang	Manange.	

(Source: Ethnologue Report for Nepal, 2009)

Thus, the Tibeto-Burman language family mainly spoken in the Eastern central and Western Mountain and hills; they are also lived in the other part of the country.

2.1.2.3 The Austro-Asiatic Family

It includes only one language, i.e. Sattar/ Santhali which is spoken in Jhapa district of the Eastern Part of Nepal. It is also suggested that Munda and Khati should be included within Santhali. These languages are 'Endangered' situation in Nepal. (Source: CBS, 2001)

2.1.2.4 The Dravidian Family

This family includes only two languages, i.e. Jhangar/ Dhangar, Kisan, which is spoken on the province of the Koshi River in the Eastern part of Nepal. It is mainly spoken in Sunsari district. Another Dravidian language is Kisan with 409 speakers in Jhapa district.

(Source: Ethnologue Report for Nepal, 2009)

Among the four language families mentioned above, the Tibeto-Burman family of language is the largest one.

2.1.3 The English Language

There are many languages spoken in the world. Among, them English language is the most widely used means of communication. It is a global language which is most widely taught as a foreign language in over 100 countries. It is invaluable means to access to new scientific, medical and technological information. It has presented deeply into the international domains of politics life, business, communication, safely, entertainment, media and education. Kachru (1983, p. 42) has presented English using three circles on the basis of the rules or function of English and process of its acquisition. The three circles are inner, outer and expanding circle. Inner circle includes (United State, Britain, Canada, Australia and New Zealand), Outer circle includes (Singapore, Pakistan, India, Nigeria, South Africa, Malaysia) and expanding circle includes

(Nepal, China, Japan, Korea, Indonesia, Russia, Iran). It is the richest language in the world. A very important reason for regarding English as a world language is the world's knowledge is enshrined in English (Varghese, 1989, p.2). It is equally used as lingua Franca. It is a principal language for international communication. Thus, English is used for the language of higher education, mass media, business and diplomacy.

2.1.4 The English Language in Nepal

There are various languages spoken in Nepal. Among them, English language is the one which Nepalese are practicing to learn day by day. In the context of Nepal, the introduction of the English is closely linked to the rise of the Late Prime Minister Janga Bahadur Rana, after his visit to England in 1850 to strengthen the ties of friendship with the powerful British Empire. He was much impressed with English language that he established Durbar High School where teaching English language in Nepal was started for the first time in 1953 for the children of Rana family only. Then, the English language has occupied an important place in the education system of Nepal as well. It is taught from Grade One up to Bachelor's degree. And nowadays, the English medium schools teach English right from nursery level. The rapid growth of English medium schools and their impact on the society proves the importance of English in Nepal. Such a giant language belongs to the Indo-European language group of the world.

2.1.5 The Tamang Language: A Glimpse

The Tamang language is the most widely spoken Sino-Tibetan language in Nepal. The Tamang is the great and glorious indigenous of Nepal. According to Youjan (2006, p. 1), "The Tamang people have been living in the Himalaya regions for 5000 years". They are the major aboriginal ethnic group of Nepal, pertaining to the monogoloid sub-branch of Tibeto-Burman language speaking community. It is the largest language community of the world. They hold

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different perceptions of societies, notion of livelihood, sets of ideas, and the methodologies related to their customs and traditions. Now they are spreading almost all the country. The Tamang, the main areas are captured by the Hilly and Himalayan regions of the Central Development of the reasons. They are found to be living outside of Nepal especially in Darjeeling, Sikkim, Assam, Nagaland, Silgudee and Arunanchal Pradesh of North-East of India, Bhutan, Myanmar and even in Tibet. The Tamang is a language of the Tibeto- Burman language family belonging to the same branch as classical Tibetan. It is the language spoken by the Tamang is a language of the Tibeto-Burman language family belonging to the same branch as classical Tibetan. It is the language spoken by the Tamang people as a mother tongue. The Tamang language is called Tam or Tamang 'Gyoi/Gyot'. Eastern Tamang people called 'Gyoi' but Western Tamang people called 'Gyot' for language.

In Tamang 'Gyoi' or 'Gyot' refers to speech or voice of Tamang. The Tamang language is known as Tamang Tam; 'Tamang Lhengmo', 'Tamang Kaai', 'Tamang Gyot' and 'Tamang Gyoi' within Tamang communication. These different words stand for the 'Tamang Language'. In the Tamang Language, the history of Tamang is called 'Tamang La Domang' and 'Tamba Kaaiten'. Similarly, in Tamang language the word meaning is called 'Kaairan'.The Tamang language has eighteen vowel phonemes and thirty seven cosonant phonemes (Poudel, 2006, p. 5). One of the special features of this language is the maximum use of the phonemes 'nga'. It has its own classical written script, which is called 'Tamgic'. The Tamang community has also Devanagari script. Most of the Tamang publications are based on the Devangari Script. Films and songs are also created in the Tamang language. In Eestern Tamang 'Selo' and in Western Tamang 'Mhendo Maya'songs are popular. Through, those songs help to develop the Tamang languages. Tamang songs and Tamang films developed of the Tamang language. Additionally, the term 'Maane Dora' and 'Mhane Dora/ Kororo Mhane' are the most popular in Tamang . They have own meaning. In the same way, 'Maane Dora' dances in auspicious act and

'Mhane Dora/ Kororo Mhane' dances in ominious act. Thus, the Tamang is the largest ethnic group in Nepal.

2.1.6 Regional Varieties of the Tamang Language

There are mainly two regional varieties of the Tamang language: Eastern and Western. Trishuli is taken as the boundary of these regional varieties. These regional varieties differ from phonologically, grammatically as well as lexically. The Eastern variety has been recognized as 'Temal dialect' and 'Sailunge dialect'. These are the standard form in which a variety of literature and linguistic description including its phonology, grammar, and lexicography and teaching materials are available in comparison to the Western variety (Lama, 2005, p. 16). The Tamang language is spoken as mother tongue by 5.10% of the total population. The Tamang population is decreasing. It is because, the Tamang people write Gurung to be Army of India and British. Tamang dialects are given below:

i)   **Eastern Variety**

This variety of language is spoken in the Eastern side of the Trishuli River; in Kathmandu, Lalitpur, Bhaktapur, Half of Rasuwa and Nuwakot, Kabhrepalanchowk, Sindhupalchok, Makwanpur, Ramechhap, Dolakha district and the Eastern part of Nepal and the North Eastern region of India. It has also been classified into parts: 'Sailunge Dialect' which is spoken in the North-Eastern part of Sunkhosi River and 'Temal Dialect' which is spoken in the Southern part of the Sunkhoshi River.

ii)   **Western Variety**

According to Lipp (2014), this variety is spoken in the Western part of the Trishuli River; in Dhading, Rasuwa, Nuwakot, Gorkha, Lamjung and Kaski districts. The western variety has been recognized as 'Dapjong Dialect'.

Currently, the Ethnologue: Language of Nepal (2012) lists four languages in the Western Tamang area: Eastern Gorkha Tamang, Northwestern Tamang, Southwestern Tamang and Western Tamang. Similarly, 'Dapjong Dialect' is mostly spoken by the Western Tamang people.

2.1.7 Need and Importance of Contrastive Analysis

Contractive analysis (CA) has been defined as a systematic analysis of similarities and differences between languages concerning the nature and principle of second or foreign language teaching and learning. 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 as a foreign language'. Later in 1957, Robert Lado made it more direct and explicit by developing a technique to carry out CA. According Lado (1957), the assumptions of CA are as follows:

> i) Individual tent to transfer the forms and meaning the distribution of forms and meaning of their native language and culture to the foreign language and culture both productively when attempting to group and understand the language.

> ii) In the comparison between native and foreign language lies the key to ease of difficulty in foreign language learning.

> iii) 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 better provide for teaching them.

CA has its great important role in language teaching. There are mainly two function of CA. The first predicts the likely errors to be committed by a particular group of learners in learning a particular language also regarded as the primary functions of CA. Secondly, It explains the sources of errors in one's performance. This is the secondary functions of CA. So, a language teacher

should have the knowledge of CA to treat learners psychologically and academically. Additionally, Subedi (2009, pp. 324-327) has presented, "CA hypothesis, principle of CA, Assumptions of CA and the uses of CA make the clear understanding about CA." A language teacher must remember assumptions of CA.

Thus, CA compares two or more languages in order to find out the similarities and differences between them. Often these two languages are source language and target language or L_1 and L_2. CA hypothesis is based on psychology. A careful comparison of the first and second language reveals the studying areas of CA which tries to seek similarities or differences between them. The areas which are similar in both language ease in learning and facilitate it whereas the differences create hindrances as they cause errors in learning. The languages teachers, testing experts, syllabus or course book designers, get a great deal of benefits from the findings and conclusion of CA.

2.1.8 Grammar and Its Importance

Grammar is a set of rules. Language consists of infinite number of sentences that are governed by finite number of rules. These are included in grammar. That is to say, a grammar is a set of rules. Grammar is a description of the structure of language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language. It usually takes into account the meaning and functions. Grammar rules make easy to make sentences. Knowledge of Grammar helps to give better speech. According to Lado (1977, p. 144), "A grammatical pattern is more than any single utterances. Since it is the mould form from which countless utterances can be produced". So, grammar is more important in order to manipulate the language in speech and writing. The main purpose of grammar is to help the students to choose structures which have already occurred in language, produce new ones and express the intended meaning. Hence, the grammar is meant for improving the accuracy of language.

2.1.9 An Overview of Transformational Theory

Transformational Theory of Generative Grammar was first proposed by an American linguist, Noam Chomsky. TG grammar contains the finite set of rules that can generate infinite number of all and only grammatical sentences in the language and transform them into others. It means TG grammar generates only appropriate sentences in the language and transformation in nature. By transformation, Chomsky means the rules transform into other, i.e. deep structure into surface structure. Transformation is an act of a method of transforming, a change in form, nature of character. So, transformation is a method of stating how the structure of many sentences in language can be generated or explained formally as the result of specific transformations applied to certain basic structures. The construction of a grammar of a language has four levels of the language, like phonology, morphology, syntax, semantic. Out of them, morphology is the study of morphemes. To pluralize a singular noun into the plural ones, the bound morpheme is used the plural ones, the bound morpheme is used. Thus, Pluralization is the part of morphology.

2.1.10   Introduction of Nouns

A noun is a word used for naming some person or thing. It is a used as the name of person, place and things. On the other hand, noun is one of the grammatical categories referring to a name of a person, place, thing, quality and event. Similarly, whatever we see or feel is known as noun. Morphologically and syntactically speaking, the groups of words that are names and can be identified by the following tests are called noun:

 i) By following rules they can change their form to make plurals, i.e. ball-balls, cow-cows.

 ii) They have possessive forms, e.g. Asmta's cap.

 iii) They occur in their typical position. For example, as 'Subject' or 'Object' in the sentences.

iv) They can take determiners or markers that point to them, e.g. one book.

2.1.11   Classification of Nouns

Nouns are classified into five groups in English (Wren and Martin, 1989, pp .4-6). The five kinds of Nouns are described briefly as follows:

2.1.11.1   Proper Noun

Proper noun denotes the some particular person, place or things. Generally, proper noun refers to one's own. Proper nouns or always capitalized. For example: Bruce Lee (person), Canada (place) and Biscuit (Thing). Similarly, proper noun does not take article and it does not have plural form. Sometimes proper noun can be used as common nouns if they denote:

i) Same class/rank of person or thing and used in a descriptive sense. For example: Kapil Sharma is often called the greatest comedian of India.

ii) Such words as Sultan, Caesar, and Caliph are used as common nouns because they denote person holding a certain rank or office.

2.1.11.2 Common Noun

The name given in common to every person or thing of same class or kind is called common noun. Common means shared by many. For example: boy, tree, horse, king, town, train. All common nouns can be change into plural in English language. For example:

Singular	Plural
Boy	Boys

Tree	Trees
Horse	Horses
King	Kings
Train	Trains

2.1.11.3 Collective Noun

Name of a group of person, place or things taken as a single whole is called collective noun. Collective nouns name groups. For example: Crowd, Army, and Fleet. They can be shown as follows:

A fleet: a collection of ships

An army: a collection of soldiers

A crowd: a collection of people

A bunch: bunch of grapes

A class: a class of students

2.1.11.4 Material Noun

A material noun refers to the matter or substance of which things are made. It denotes name of materials out of which things are made. For example: gold, stone, iron, wool, clay, rice etc. Material noun cannot be changed into plural For example:

Singular	**Plural**
Gold	*golds
Wool	*wools
Clay	* clays
Stone	*stones
Iron	* irons

2.1.11.5 Abstract Noun

An abstract noun is the name of a quality, action or state drawn off from the object to which it belongs. It cannot be touched or seen but only can be felt. For example:

Quality	: Bravery, intelligent, humanity, goodness, knowledge
State	: Youth, death, poor, pleasure, sad
Action	: Theft, movement, fight, love, judgment, laughter, revenge

2.1.12 Introduction of Number

Number is one of the grammatical categories. It is a features of nouns, demonstrative, personal pronouns and verbs. Nouns have singular or plural number and verbs in the third person vary for singular and plural agreement with subject noun. 'Singular' is grammatical category that refers to only one in number. Similarly, 'Plural' refers to more than one in number. For example:

i) He eats an apple. (Singular)

ii) They eat some apples. (Plural)

iii) She eats a potato. (Singular)

iv) They eat some potatoes. (Plural)

In the above mentioned sentences, we can see them as follows:

	Singular	**Plural**
Pronouns	she, he	they

Verb	eat	eats
Determines	a, an	some
Nouns	apple, potato	apples, potatoes

2.1.13 Introduction of Pluralization

Plural is a term used in grammar to refer to more than one. Pluralization is a linguistic process of transferring singular words or forms of nouns into plural ones. On the other hand, it is the process of transforming the singular sentences into plural ones is called pluralization. Actually speaking, pluralization occurs in every languages of the world. This process adds something in the meaning. But this linguistic process may vary from language to language. Thus, pluralization seems very much important from the point of linguistic functions plural transformation in English and the same plural transformation in the Tamang defer from its processes. Simply, singular nouns are changed into plural by adding '-s/-es, '-ies' suffixes. For example:

Singular	Plural
Ball	balls
Cat	cats
Potato	potatoes
Sky	skies

It occurs at different levels, such as word level, phrase level and sentence level. These can be presented as follows:

i) **Word level**

Pluralization occurs at word level by adding suffix, '-s/-es' or changing the words and alphabets in singular countable noun. For example, pen-

pens, cat-cats, cow-cows. In case of verbs, '-s/-es' is removed to make them plural from singular. For example:

Singular	Plural
Pen	Pens
Cat	Cats
Cow	Cows
Dog	Dogs

ii) Phrases level

A group of words, which makes sense but not complete sense is called a phrase. It consists of two or more words lacking a complete sense and a complete verb. For example:

Singular	Plural
A bed	two beds
A potato	many potatoes
A tomato	many tomatoes
A pen	two pens

iii) Sentences level

Sentence is an arrangement of words that provides clear meaning or sense. It is also known as group of words. Sentence level is the third level of pluralization. For example:

i) Cow is grazing in the meadow. (Singular)

- Cows are grazing in the meadow. (Plural)

ii) Ox pulls the cart. (Singular)

- Oxen pull the cart. (Plural)

iii) Woman is crying. (Singular)

- Women are crying. (Plural)

iv) Musician is playing Harmonium. (Singular)

- Musicians are playing Harmonium. (Plural)

2.1.14 Rules of Pluralization of Nouns in English

There are a large number of rules of pluralization of nouns in English. They can be mentioned one by one with numerous examples. According to Wren and Martin (1989, pp. 9-13), the several of pluralization of nouns in English are as follows:

I) generally '-s' is added at the end of the singular nouns to change into plural. For example:

Singular	Plural
cow	cows
ball	balls
cat	cats
day	days

II) If the nouns end in '-s', 'sh', 'x', 'ch', the plural of the nouns is formed by adding '-es'. For example:

Singular	Plural
class	classes
glass	glasses
box	boxes
bench	benches
match	matches

III) The nouns end in 'o' which are preceded by consonants are formed the plural by adding '-es'. For example:

Singular	Plural
buffalo	buffaloes
cargo	cargoes
mango	mangoes
photo	photos

But the words ending in 'io', 'eo' or 'ya' and some words ending in 'o' preceded by a consonant from the plural in '-s' only. For example:

Singular	Plural
piano	pianos
cameo	cameos
bamboo	bamboos
photo	photos
solo	solos

IV) If the noun ends in 'y' and proceeded by consonant, then 'y' is changed into 'i' and '-es' is added to form the plural from singular. For example:

Singular	Plural
copy	copies
baby	babies
army	armies
lady	ladies
story	stories

But nouns ending in 'y' proceed by a vowel from their plural simply by adding '-s'. For example:

Singular	Plural
key	keys
day	days
monkey	monkeys
donkey	donkeys

V) Most of the nouns ending in 'f' or 'fe' form their plural by changing 'f' or 'fe' into 'v' and adding '-es'. For example:

Singular	Plural
wife	wives

calf	calves
knife	knives
wolf	wolves
leaf	leaves

but, nouns like dwarf, hoof, scarf, take either '-s' or 'ves' in thier plural form. For example:

Singular	**Plural**
dwarf	dwarfs/dwarves
hoof	hoofs/hooves

Likewise, some nouns like chief, cliff, safe, proof, add only '-s' to form plural. For example:

Singular	**Plural**
chief	cheifs
proof	proofs
clift	cliffs
gulf	gulfs
safe	safes

VI) There are some nouns which can be changed into plural by changing internal vowel. For example:

Singular	**Plural**
man	men
woman	women
louse	lice
foot	feet

VII) Some nouns form their plural by adding the '-en' to the singular. For example:

Singular	**Plural**

Ox	Oxen
child	children
chick	chicken

VIII) A compound noun generally from its plural by adding '-s' to the main words. For example:

Singular	**Plural**
Father-in-law	Fathers-in-law
Son-in-law	Sons-in-law
Sister-in-law	Sisters-in-law
Commander-in-chief	Commanders-in-chief

But a few compound nouns take double plural. For example:

Singular	**Plural**
man servant	men servants
woman worker	women workers
lord-justice	lord justices

IX) There are some nouns taken from foreign languages to keep their original plural form from singular. For example:

Singular	**Plural**
agendum	agenda
medium	media
ultimatum	ultimate
datum	data
curriculum	curricula

In all these above written Latin nouns are formed by replacing 'um' with 'a'. Similarly, some other Latin noun ending in 'us' are turned into plural by replacing 'us' with 'i'. For example:

Singular	**Plural**

fungus	fungi
alumnus	alumni
syllabus	syllabi
locus	loci

But, a Latin noun 'genus' is made plural by replacing 'us' with 'era'. For example:

Singular	**Plural**
genus	genera

Likewise, some Latin nouns do not take any fixed rules for pluralization of nouns from singular. For example:

Singular	**Plural**
index	indices
formula	formulae
series	series
species	species
axis	axes

X) Some 'Greek' nouns ending in 'on' which are turned into the plural by replacing 'on' with 'a'. For example:

Singular	**Plural**
phenomenon	phenomena
criterion	criteria

XI) There are some 'Greek' nouns ending in 'is' form plural by changing 'is' into 'es'. For example:

Singular	**Plural**
thesis	theses
crisis	crises

analysis	analyses
hypothesis	hypotheses
basis	bases

Similarly, the following Greek, Italian, French and Hebrew nouns do not follow any fixed rules for pluralization. For example:

Singular	**Plural**
madam	madams
bandit	banditti/bandits
beau	beaux/beaus
burin	buries
seraph	seraphim/seraphs

XII) Some nouns have the singular and the plural alike. For example:

Singular	**Plural**
swine	swine
sheep	sheep

XIII) To pluralize the letters, symbols and figures, apostrophe (') and 's' are added.

XIV) Some nouns are used only in the plural.

i) Names of instruments which have two parts forming a kind of pair; e.g., scissors, Spectacles.

ii) Names if certain articles or dresses e.g., trousers, shorts.

XV) There are some nouns which look like plurals bit are in fact singular:

i) Names of subjects, e.g., physics, mathematics

ii) Names of some common disease, e.g., mumps, measles.

iii) The word: News

IV) Names of some games e.g., billiards, droughts.

XVI) Certain collective nouns, though singular in form, are always used as plurals; as, cattle, poultry.

2.2 Review of Related Empirical Literature

Some linguistic comparative study have been carried out on different languages in particular areas in the Department of English Education, Faculty of Education. But a very few researches have been carried out on pluralization system of different languages. No any research has yet been conducted on "Pluralization of Nouns in Western Tamang and English language: A Comparative Study". The related literatures of the present studies are as follows:

Mukhiya (2001) conducted his research on "Passivisation in English and Maithili: A Comparative Study". The objectives of this research were to make the contrastive analysis of passivisation in English and Maithili and to predict the errors in passivisation that were likely to be committed by Maithili native speakers. He used observation method. The total population in his research were 60 native speakers of Maithili. He used test item as a questionnaire to

collect the data. The major findings of the study were that passivisation system between Maithili and English is different in almost grammatical aspect.

Chaudary (2005) conducted a research on "Pronominal in the Tharu and English language: A Comparative Study". The aim of the research was to idntify the pronominal in the Tharu and English languages. He selected 30 native speakers from Khairahany VDC Chitwan of Tharu as population sample. He used questionnaire as a tool for data collection. In findings, it is found that in the Tharu and additional word /**yapana**/ is used before the objective of the sentences in which there is Reflexive pronoun, whereas it is not found in English.

In the same way, Tamang (2007) conducted a research on "A comparative Study on the Forms of Addressing of Tamang and English". His objectives were to find out the forms of address used in Tamang and English languages and to compare the common equivalent in Tamang. He used survey design. He collected the data from 42 native speakers of Tamang. He used test item/questionnaire as a major tool. The major findings of his study were that the Tamang language has several forms of address in comparison to the English language. English has also less number in Kinship terms.

Sah (2007) has carried out a comparative study on "Pluralization of Nouns in English and Bajjika: A Comparative Study". The objective of the study was to identify the processes of pluralization in Bajjika and English language. In his research, survey design has been used. He selected 36 Bajjika native speakers as sample size. He has used questionnaire as a major tool. In findings, he found that in the process of pluralization, **'-sa'** suffix is added to make plural in singular Bajjika noun and sometimes '**bahut**' determiner is used too.

Similarly, Serma (2008) conducted his research on the topic of "Pluralization in English and Limbu". The objective of his research was to compare and contrast the processes of Limbu pluralization with that of English. In his research,

survey design was used. He had taken 40 native speakers of Limbu as population sample. He used interview schedule to collect the data. The findings of his research is while transforming a singular noun into plural in the Limbu language, the suffixes **'-si'** and **'-ha'** are added to the dual and plural forms respectively. Sometimes determinants **'Yourik'** and suffix **'-ha'** are used to pluralize singular into plural.

Yadav (2008) conducted his research on "Pluralization of Nouns in English and Maithili: A Comparative Study". The objective was to identify the processes of pluralization in Maithili and English language. He used survey design. In his research, he had taken 38 informants to collect the data. The researcher used stratified random sampling procedures to sample the population. He collected data from 8 VDCs of saptari district. Questionnaire and interview schedule were the major tools. The findings of his study showed that the suffixes **'-sab'** is used while transforming a singular Maithili noun into the plural one. The suffix **'-lokain'** is used with human nouns to make them plural.

Yadav (2009) carried out a research on "Case in Bhojpuri and English: A comparative Study". The objectives of the research were to identify the major morphological and syntactic feature of case in Bhojpuri and comparison of the same with that of English. He used survey design. He has taken 40 Bhojpuri language speaking students from two different secondary schools of Bara district. Interview schedule and questionnaire were used as major tool for data collection. He found out that eight cases are in Bhojpuri and common cases identified in the both language but case markers in Bhojpuri languages are post-position whereas, they are pre-position in English language.

Rai (2013) conducted a research on "Pluralization in English and Bantawa". The objectives of his study were to identify the process of pluralization in Bantawa language and to compare and contrast the processes of Bantawa pluralization with English language. His research was survey. He used 40

native speakers of Bantawa from Chulachuli VDC of Ilam district. He used non-random sampling procedure. Questionnaire was only for data collection. Findings of his research were in Bantawa language, the plural nouns are formed by adding the suffix **'-ci'** to the singular forms. However, the determiners **'hwatak'**, **'sumkatak'** and **'badhe'** plural forms are made.

Poudyal (2015) conducted a research on "Pluralization of nouns in Raji and English: A Comparative Study". The aim was to compare and contrast between the pluralization system in Raji and English nouns. He used survey design. He used purposive non-random sampling procedures to select 40 native speakers of Raji to collect the data. Questionnaire was the major tool. His findings were Raji and English have similar rules. Adding determiner and suffix e.g. **some water= urak tee, books**= **Kitabrahu**. Only **'urak'** is used as determiners and **'rahu'** is used as suffix.

Yadav (2016) conducted a research on "Pluralization in Bhojpuri and English". Aims of his research were to identify the pluralization system in Bhojpuri language and also compare and contrast the pluralization system of Bhojpuri and English. He used stratified sampling procedure. He used survey method. He collected data from 40 native speakers of Bhojpuri. He also used questionnaire to collect the data. The major findings of the study were, Bhojpuri nouns and pronouns are infected for number having their own mechanism of infection. In Bhojpuri, different plural marker suffixes are used to pluralize singular nouns or pronouns such as -**an/-sa**, -**log/-sabhan**, -**sab**. Determiners **bahut/kaian** is also used to express more quantity of nouns.

There are few researches available on pluralization. No attempt has been made to carry out research on pluralization of nouns in the Western Tamang and English language: A comparative study. Thus, I was interested in conducting a research on this topic.

2.3 Implications of the Review for the Study

Implications of the study are based on theoretical and related empirical literature. In this study, I reviewed the different studies which are related to pluralization of nouns in different mother tongue and English language. The reviewed works are similar with the present research in the sense that they tried to investigate or find out the processes of pluralization in different mother tongue with that of English language. After review of the different scholars or writers work, I got various ideas regarding pluaralization of nouns in two languages. Moreover, I have studied and reviewed more than ten theses submitted to the Department of English Education. I went through the different researches i.e., Chaudhary (2005), Tamang (2007), Yadav (2008), Gurung (2015), Serma (2008) Sah (2007), Mukhiya (2001), Rai (2013), Poudyal (2015) and Yadav (2016). From that study of the research, I found various knowledge and ideas for developing the research. Reviewed research work supported me by providing information, ideas, concept and ways for developing research on pluralization of Nouns in two (Tamang and English) languages.
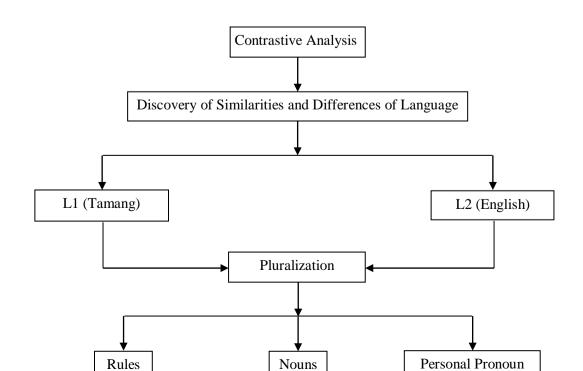
From Yadav (2016), I received concept of making research questions selection of methodology. I got the ideas of data collection procedures and the other information to conduct my research. Similarly, I got the techniques to write problem of statement and the implications of the study. This research played the role of bridge to research. In the same way, from Tamang (2007), I received little information about the Tamang and English language.

Likewise, from the study of Rai(2013), I got the ideas of making questionnaire for the data collections. I got more concepts for selecting population and sampling procedures. Similarly, going through Mukhiya (2001), I got techniques of comparative study and ways of the contrastive analysis between two languages. I received the pluralization system of nouns in two languages. Also got the ideas of compare and contrast between the pluralization system of nouns for my research.

Additionally, I went through Wren and Martin (1989) to get the ideas of the classification of nouns. From this study, I got types of nouns and ways of giving example of different nouns. Review of the related literature helped me to better understanding about pluralization of nouns and the concept of comparative study. From the study of the different books, journals, theses and articles, they supported me by providing the information to conduct my research. I got good ways of discovery of similarities and differences of pluralization system in two languages with its processes. So, reviewed literature strongly supported me to conduct my research.

2.4   Conceptual Framework

This research 'Pluralization of Nouns in Tamang and English: A Comparative Study' is based on the following conceptual framework:

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                        ┌─────────────────────┐
                        │ Contrastive Analysis │
                        └─────────────────────┘
                                   │
                                   ▼
              ┌────────────────────────────────────────────┐
              │ Discovery of Similarities and Differences of Language │
              └────────────────────────────────────────────┘
                                   │
          ┌────────────────────────┴────────────────────────┐
          ▼                                                  ▼
   ┌──────────────┐                                  ┌──────────────┐
   │ L1 (Tamang)  │                                  │ L2 (English) │
   └──────────────┘                                  └──────────────┘
          │                                                  │
          └──────────────►┌───────────────┐◄────────────────┘
                          │ Pluralization │
                          └───────────────┘
                                  │
          ┌───────────────────────┼───────────────────────┐
          ▼                       ▼                        ▼
      ┌───────┐              ┌────────┐           ┌─────────────────┐
      │ Rules │              │ Nouns  │           │ Personal Pronoun │
      └───────┘              └────────┘           └─────────────────┘
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CHAPTER-THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter deals with the methodological part of the research. Under this chapter, design and method of the study, population, sample and sampling strategy, data collection tools and techniques, data collection procedure sources of the data, ethical consideration, data analysis and interpretation procedures are included.

3.1   Design and Method of the Study

Design of the study is fixed set of procedures of conducting a research. On the other hand, research design is a detail outline of how an investigation will take place. We can use different design for collected the data. The researcher followed survey research in this study. Specially, Survey research is carried out in large number of population in order to find the public opinion of certain event, issues or situation. Survey research study was selected because such study is carried out to address the large population by selecting sample population which is the representative of the study population as a whole. We can define survey research is a type of research which try to study the large and small population by selecting and studying sample in order to accomplish the research purpose. Likewise, research is a stepwise activity. So, survey research in education passes through series of steps. Different researchers have suggested survey research procedures differently in their own way. Nunan (1992. p. 141) suggests the following eight steps of survey research:

Step 1:   Define objective- What do we find out?

Step 2:   Indentify target population- Who do we want to know about?

Step 3:   Literature review- What have other discovered about the issues?

Step 4:   Determine sample- How many subjects should we survey and how will identify these?

Step 5:   Identify survey instrument- How the data will be collected questionnaire?

Step 6:   Design survey procedure- How will the data collection actually be carried out?

Step 7:   Determine reporting procedure- How will be written up and presented?

Survey is mainly carried out to find out people's attitudes opinion, new news, views and specified behaviors on certain issues, phenomena, events of situations. Findings of survey are generalizable to the whole group. So, therefore, I have chosen survey design to conduct my research study.

3.2 Population, Sample and Sampling Strategy

The sample size of the study was forty native speakers of Western Tamang from Semjong, Dhuwankot, Darkha, Satyadevi and Kaule VDCs of Dhading and Nuwakot districts. The researcher used purpossive non-random sampling procedure.

3.3 Research Tools

Tools are instrument that the researcher used to collect the data for accomplish the research study. The researcher constructed questionnaire as a major tool for data collection. To get clear data, the researcher conducted a group discussion with native speakers of Western Tamang.

3.4 Sources of Data

In this study, the researcher collected the data from the following sources:

3.4.1 Primary Sources

The primary sources of data were forty native speakers of Western Tamang from Semjong, Dhuwankot, Darkha, Satyadevi, Kaule VDCs of Dhading and Nuwakot districts.

3.4.2 Secondary Sources

The secondary sources of data were different books, journal, articles, magazines, research report, theses and other materials related to the study. Some of the sources consulted were: Yonjan (2006), Lipp (2014), Gurung (2015), Wren and Martin (1989), Serma (2008), Yadav (2008), Nunan (1992), latest census report (2001-2011) and Ethnologies Report for Nepal (2009).

3.5 Data Collection Procedures

The researcher collected the data through the following procedures:

i) At first, I went to visit the Department of English Education and ask for permission to carry out the study.

ii) Then, I constructed the set of questionnaire under the guidance of my research supervisor.

iii) Then, I visited Samjong, Dhuwankot, Darkha, Satyadevi and Kaule VDCs of Dhading and Nuwakot districts.

iv) I built the rapport with informants.

v) After establishing the rapport, I explained the purpose of study in detail.

vi) After this, I had distributed the questionnaire to the educated informants.

vii) Finally, I collected the questionnaires with their answers, thanked the informants for their help and co-operation.

3.6 Data Analysis and Interpretation Procedures

Collected data are analyzed and interpreted both descriptively and statistically. Tables and illustrans are used for the interpretation and presentation of the data.

3.7 Ethnical Considerations

While collecting the data, appropriate approach was taken for the research. Soft skill approach (politeness and respect) were used while getting information. On the other hand, Ethnical consideration was considered to achieve the research goal according to the situations and context. When we collect the data, we must consider to 3R (right place, right time, right person) situations. So, during my study, I was adopted the following ethical considerations:

i) I took consent form and information statement to collect data with informants.

ii) Then, I have maintained confidentially regarding the information of respondent.

iii) No harm was done to participants physically and mentally.

iv) I was avoided collecting harmful information.

v) I was paid attention on accuracy, honesty, truthfulness of data in my research.

vi) I have respected the privacy and anonymity of participants.

vii) Giving attention to the benefits of and not harming those who are involved in the study.

viii) I have respected the informant's right and dignity.

CHAPTER-FOUR

ANALYSIS AND INTERPRETATION OF THE DATA

This chapter deals with the analysis and interpretation of the data which were collected from the informants involved in this study from Semjong, Dhuwankot, Kaule, Darkha, Satyadevi in selected VDCs of Dhading and Nuwakot districts.

Analysis and interpretation of the data have been presented descriptively and comparatively with the help of tables and explanations to make the study more objective. Having analyzed the data, the processes of pluralization of nouns in the Tamang languages are identified and they are compared with those of process of pluralization of nouns in English language which were basically taken secondary sources from Wren and Martin (1989): The points of similarities and differences have been derived from the process of pluralization of nouns in the Western Tamang and English with illustrations after comparing the data. Finally, findings have been listed along with similarities and differences in terms of pluralization of nouns between two languages.

4.1 Analysis and Interpretation of Results

The systematically collected data have been analyzed and interpreted descriptively. The analysis has been carried out under the following headings:

4.1.1 Rules of pluralization of Nouns in Tamang

The rules of pluralization in Tamang have been given in the following points on the primary sources of data collected from Semjong, Dhuwankot, Darkha, Satyadevi and Kaule VDCs of Dhanding and Nuwakot districts. Like English, the Tamang language has also the rules of pluralization of nouns:

I) Generally, the suffix '-mha/-kaate'and '-bagaal' are added to change the singular nouns into plural.

For example:

Singular	plural
ghuri (a cat)	ghuri-**mha** (cat**s**)
timngyu (a monkey)	timngyu-**mha** (monkey**s**)
mhe (a cows)	mhe -**mha** (cow**s**)
chhame (a girl)	chhame -**mha/-kaate**(girl**s**)
teme (a potato)	teme-**mha/-kaate**(potato**es**)
dombo (a guest)	dombo-**mha**, dombo -**kaate** (guest**s**)
chyan/chen (a tiger)	chen-**mha**, chyan-**kaate**(tiger**s**)
ra (a goat)	ra-**bagaal** (goat**s**)

II) Sometimes, only 'lhaana/yhago' determiner is added before a singular Tamang to turn into the plural. For example:

Singular	Plural
chhyoi/syosyo	**lhaana** chhyoi/syosyo
book	several books
kola	**yhago**kola/**lhaana** kola.
Child	many children
ra	**yhago** ra/ **lhaana** ra
goat	many goats
dombo	**lhaana** dombo/**yhago** dombo
guest	several guests

III) Sometimes, the determiner 'lhaana/yhago' and the suffix '-mha/-kaate' are added to turn a singular noun into plural.

For example:

i) tumbak je ngyemnge seppa. (Singular)

   tumbak je **yhago** ngyemnge -**mha** seppa.(plural)

ii) ngyanggee dimri ra muba .(singular)

ngyanggee dimri **yhago** ra-**mha** muba.(plural)

iii) Babu la chang muba. (Singular)

Babu la **lhaana/ yhago** chang –**kaate/- mha** muba. (Plural)

IV) If the singular Tamang noun occurs in the beginning of a sentences, then only the suffix '-mha/-kaate' is added to change into plural one. For example:

i)   hatti ngachhyang janawar himba. (Singular)

hatti -**mha** ngachchhyang janawar himba .(plural)

ii)   nagi mhunang juba. (Singular)

nagi-**mha**/-**kaate** mhunang juba.(plural)

V)   There are some inanimate nouns which can be changed into plural by adding the suffixes '-kaate' and '-bangal'. For example:

Singular	Plural
chhang (a basket)	chhang -**bagal** (basket**s**)
chhyoi (a book)	chhyoi -**kaate**(book**s**)
ra (a goat)	ra-**bagal** (goat**s**)
lhundi (a fox)	lhundi- **kaate** (fox**es**)

VI) Singular simple nouns in Tamang are pluralized using the suffixes, '-bagaal', '-kaate', '-dugu', '-mha' depending up on the nature of nouns being used. For example:

Singular	Plural
yaa (a hand)	yaa-**kaate/-mha**(hand**s**)
mhe (a cow)	mhe -**mha** (cow**s**)
chen (a tiger)	chen -**mha**, chyan- **kaate** (tiger**s**)
aba/apa (a father)	aba-**dugu**, apa-**mha**(father**s**)

Similarly, the formative suffixes '-paa', 'ku', and '-bo' are added to form the singular complex nouns into plural. For example:

Singular	Plural
kheppaa (a old person)	khepaa-**mha** (old person**s**)
bombo (a priest)	bombo-**kaate**(priest**s**)
kakhre (a crab)	kahre -**kaate** (cralo**s**)
dombo (a guest)	dombo-**mha** (guest**s**)

But, in the Tamang compound nouns are pluralized using plural marker'-mha'. For example:

i) Thela sungfi wala muba.(singular)

   Their lip is red. (singular)

   Thela sungfi -**mha** wala muba. (Plural)

   Their lips are red. (singular)

ii) Mrangri lhundi brariba tim. (singular)

   A fox is walking in the field. (singular)

   Mrangri lhundi**- mha** brariba tim.(plural)

   Foxes are walking in the field. (plural)

VII) In Tamang language a derived noun stem is formed by adding a derivational suffix to a noun stem. The singular derived noun take '-dugu/-jugu' in forming plural. For example:

Singular	Plural
taambaa (a linguist)	taamba -**dugu** (linguist**s**)
bri-bon (a writter)	bri-bon-**dugu** (writter**s**)
sung-bon (a speaker)	sung-bong-**dugu** (speaker**s**)
khep-bon(a reader)	khep-bon-**dugu** (reader**s**)
aaba (a father)	aaba-**dugu** (father**s**)

4.1.2 Pluralization of Nouns and Personal Pronouns in the Tamang Language and Their Comparison with that of English Language

Naming words are called nouns. It denotes the name of person, place, thing, quality or event. Morphologically and systemically speaking, the groups of words that are names and can change their singular forms to plural, have possessive forms and can take determiners or markers. For examples, pen-pens, Asmita's ball, one elephant.

Similarly, a word that is used in place of noun or noun phrase is called a pronoun. On the other hand, a pronoun in the Tamang is a word that substitutes a noun or a group of words used as a noun. It is also inflected for number and cases, and can function as a subjects or object of a verb form. The leads of pluralization of nouns in the Tamang language are presented as follows:

4.1.2.1 Pluralization of Proper Nouns

Proper nouns denote the name of the particular person, place things. Proper means one's own. For example:

Table: 1

Summary of Pluralization of proper nouns

Singular		Plural	
Tamang	**English**	**Tamang**	**English**
Yaambu	Kathmandu	*yaambu-**mha**/-**kaate**	-
Dim	Home	dim-**mha/-kaate**	Homes
Prem	Prem	*prem**mha-/kaate**	-
Gling	Mt.Everst	*gling-**mha/-kaate**	-
Teme	Potato	teme-**mha/-kaate**	Potatoes
Chhyoi	Book	chhyoi-**mha/-kaate**	Books

In the words given above, asterisk (*) indicates that they are never pluralized in the Tamang and English language. However suffix '-mha' is added to pluralize the name of person.

4.1.2.2 Pluralization of Common Nouns

Nouns that can be preceded by indefinite articles, and denote any member or all members of a class common means shared by many. The processes of pluralization in common nouns can be shown as follows:

Table: 2

Summary of Pluralization of Common Nouns

Singular		Plural	
Tamang	**English**	**Tamang**	**English**
Nagi	Dog	nagi-**mha/-kaate**	dogs
glap/glab	Ox	glap-**mha/-kaate**	oxen
Ra	Goat	ra-**mha/-bagaal**	goats
Lopen	Teacher	lopen-**mha/-kaate**	teachers
Swa	Tooth	swa-**mbha/-kaate**	teeth
Gyagarbanda	Tomato	gyangarbandha - **mha/-kaate**	tomatoes
Amba	Mango	ambaa-**mha/-kaate**	mangoes

It is found that all common nouns can be changed from singular into plural in the Tamang language like that of English language. The words given above in the table are common nouns which are changed into plural by adding suffixes '-mha', '-kaate, '-bagaal'. But in English generally, suffixes '-s', '-es' are added to make plural of singular common nouns.

4.1.2.3 Pluralization of Collective Nouns

Collective noun denotes a group or collection of similar individuals taken together and spoken of as one whole. The processes of pluralization in collective nouns can be presented as follows:

Table: 3

Summary of Pluralization of Collective Nouns

Singular		Plural	
Tamang	**English**	**Tamang**	**English**
Ghedung	Committee	ghedung-**mha/-kaate**	committees
Aaba	Father	aaba-**dugu/-kaate**	fathers
Phunda	Bunch	ahunda-**mha/-kaate**	bunches
Dal	Party	dal-**mha/-kaate**	parties
Jahan	Family	jahan -**mha**	families
Glaa	Class	glaa- **kaate**	classes

To change singular collective nouns of the Tamang languages in plural, suffixes '-mha', '-kaate', '-dugu' are added. Collective nouns of the Tamang language can be changed into plural like that English language.

4.1.2.4. Pluralization of Material Nouns

Material nouns denote the matter or substance from which different things are made .The following table shows the processes of pluralization of material nouns:

Table: 4

Summary of Pluralization of Material Nouns

Singular		Plural	
Tamang	**English**	**Tamang**	**English**
kyui/kee	Water	kyui/kee	-
Munhi	Silver	munhi	-
sit/mlha	Rice	mlha	-
Mar	Gold	mar	-
Mhar	Ghee	mhar	-
Sya	Meat	sya	-
Chhyugu	Oil	chhyugu	-

The examples above show that neither in the Tamang language nor in English language material nouns changed into plural. However prefix '-jammano' is use after them to denote the more quality. For example:

Tamang	English
kyui/kee jammano	all water
mhar jannano	all ghee
sit/mlha jammno	all rice

4.1.2.5 Pluralization of Abstract Nouns

An abstract noun denotes some quality, state or action, apart from anything processing the quality which is thought of a part from any objects of sense. It cannot be, touched but only seen and felt. Abstract nouns are not pluralized in the Tamang language. The following table shows the processes of pluralization in abstract nouns:

Table: 5

Summary of Pluralization of Abstract Nouns

Singular		Plural	
Tamang	**English**	**Tamang**	**English**
Bang	power/energy	bang	-
Jyaba	Beauty	jyaba	-
Kekeba	Mantrap	kekeba	-
Semtang	Love	sem tang	-
Nabachhappa	Pain	nabachhaba	-

In both the Tamang language and English language, abstract nouns can not be changed from singular into plural.

4.1.2.6 Pluralization of Personal Pronouns

The pronouns that stand for person are called personal pronouns. A pronoun in Tamang is a word that substitutes a noun or a group of words used as a noun. The Tamang personal pronouns are categorized into three groups: first person, second person and third person.

I) First person: The speaker

Pluralization processes of the first person in the Tamang language can be shown in the following table:

Table: 6

Summary of Pluralization of the First Person

Singular		Plural	
Tamang	**English**	**Tamang**	**English**
nga/ngi	I	ngani/ ngani-**maha** ngani -**kaate** hyang -**mha** ngyang -**kaate**	We

II) Second Person: The Person Spoken to

Pluralization process of the second person in the Tamang language can be explained in the following table:

Table: 7

Summary of Pluralization of the Second Person

Singular		Plural	
Tamang	**English**	**Tamang**	**English**
Ye	You	Yeni	You
		yengi-**mha**/yeni-**kaate**	
Rhang	You	rhang-**mha**/rhang --**kaate**	You

III) Third Person: The person spoken about pluralization process of the third person in the Tamang language can be illustrated in the following table:

Table: 8

Summary of Pluralization of the Third Person

Singular		Plural	
Tamang	**English**	**Tamang**	**English**
the/he	he she	theni thengi thengi-mha theni-kaate heni-kaateje	They
chu/kyo	It	chuni kyohe chuni-**kaate** kyohe-**kaate** chu-**mha**	They

Generally, the plural marker '-nga/-ni' is added to the singular personal pronouns to make them, plural. However, the suffixes '-nga/-ni' and '-mha/-kaate' can also be used simultaneously while making them plural.

4.1.2.7 Comparison of Pluralization of Nouns in Tamang and English

An attempt has been made to compare and contrast between the pluralization systems of the Tamang with that of English on the basis of following illustrations:

Table: 9

Comparison of Pluralization of Nouns Between Tamang and English

Tamang Language	English Language
Plural	**Plural**
chen/chyan-**mha** ngharba.	Tigers roar.
naagi-**kaate** ju ban mula.	Dogs are barking.
dombo-**mha** byongkha jettiba.	Guests are coming.
ngada teme-**mha** bele rongba.	I like potatoes.
ngyamnge-**kaate** seppa aataba.	Do not kill the birds.
muhi-**mha** chhee/chhee chariba.	Buffaloes are grazing .
aamakola -**mha** yhago tam pangba.	Ladies are talkative.
timngyu-**mha** je sya aacha.	Monkeys do not eat meat.
aaba-**dugu** shyujettiba.	Fathers are sitting.
ghuri-**kaate** nyamita syurjiba.	Cats are chasing mouse.
ra-**bagaal** chhyongriba.	Goats are running .
kyoju aamba-**mha** ta chyago.	Look at that mangoes.
theni-**kaate** chhyoi khetriba.	They are reading books.
nga moje-**mhal/kaate** chaba.	I eat bananas.
kola-**mha** krariban mula.	Children are crying.
bulung-**mha** simbari soba aakham.	Insects cannot survive in cold.

dongbo jori ngyamange-**mha** muba.	Birds are on top of the tree.
jamekola-**kaate** lopkhangari niba.	Girls go to school.
tangi-**mha/-kaate** chhyongjiban mula.	Dears are running in the jungle.

Tamang noun is inflected for number having its own mechanism of inflection. The collected data reveal that the Tamang nouns have binary number system: Singular and plural. The Singular nouns are found to be unmarked. The plural nouns are found to be marked with different markers.

4.1.3 Similarities Between the Tamang and English in Terms of Pluralization of Nouns

The pluralization system in Tamang is similar to that of English in some respects. Similarities found while comparing the process of pluralization between The Tamang and English. They are presented below:

i) Suffixes are used as plural markers in both (Tamang and English) the languages: For example:

Tamang	**English**
glap/glab (singular)	ox (singular)
glap-**mha/-kaate** (plural)	ox**en** (plural)
teme (singular)	potato (singular)
teme-**mha** (plural)	potato**es** (plural)

ii) In both languages, only singular countable nouns are pluralized. Uncountable nouns are not pluralized.

Tamang	**English**
dim (CN)	house (CN)
dim-**mha** (plural)	house**s** (plural)
chhyoi (CN)	book(CN)
chyoi-**mha** (plural)	book**s** (plural)

kyui (UN)	water(UN)
kyui (no plural)	water (no plural)

iii) Generally, all common nouns are changed into the plural form in both languages. For example:

Tamang	English
Ghuri (singular)	cat (singular)
Ghuri-**mha** (Plural)	cat**s** (plural)
gyagarbanda/bhenra (singular)	tomato (singular)
gyagarbanda/bhenra-**mha**(plural)	tomato**es**(plural)

IV) The determiners 'lhaana' and' hygo' are used to show the pluralization of nouns in the Tamang and 'many/ several' are used in English .For example:

Tamang	English
kola gi (singular)	a child (singular)
lhaana kola kaate(plural)	**many** children (plural)
aba kola gi (singular)	a boy (singular)
hyago aba kola mha	**several** boys (plural)

V) Both the Tamang and English nouns have binary number system: singular and plural. For example:

Singular	Plural
chhyugu	chhyngu-**mha**
oil	oils
kyui	kyui-**mha/-kaate**
water	waters

4.1.4   Differences between the Tamang Language and English in Pluralization System of Nouns

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

i)   The plural suffix '-mha/-kaate' is written separately in the Tamang language whereas the plural suffix '-s/-es' is written together with the noun which is pluralized in English .For example:

Tamang	English
ngemnge-**mha**	bird**s**
amba-**kaate**	mango**es**
teme-**mha**	potato**es**

iii) The singular nouns are pluralized with overt plural markers in Tamang but some singular nouns in English remain unmarked. For example:

Tamang	English
mhe-**mha**	cows
nyami-**kaate**	mice
set/se-**mha**	louse

iii) The changes undergone in the nouns in the process of pluralization affect the selection of verbs in English which not the case in Tamang language. For example:

Tamang lanugage	English
mahi chhi chariba. (singular)	a buffalo is grazing .(singular)
mahi-**mha/kaate** chhi chariba.(plural)	buffaloes are grazing .(plural)
kola krajiba mula. (singular)	a child is crying. (singular)
kola-**kaate** krajiba mula (plural)	children are crying.(plural)

iv) Plural suffixes '-bagal', '-dugu', '-kaate', are only used with human nouns to show honorific but such restriction or convection is not in English language. For example:

Singular		Plural	
Tamang	**English**	**Tamang**	**English**
Lopen	Teacher	lopen-**mha/-kaate**	Teachers
Chhyoi	Book	chhyoi-**kaate**	Books
Ra	Goat	ra-**bagaal**	Goats
aba/apa	Father	aba-**dugu**	Fathers

v) There are more rules, of pluralization in English in comparison of the Tamang. So, the processes of making plural are more difficult in English than in the Tamang. For example:

Singular	**Plural**
tangi	tangi-**kaate**
ra	ra-**bangaal**

vi) Clear plural markers are used to change the singular personal pronouns into plural in Tamang whereas; plural personal pronouns do not take any obvious plural markers in English. For example:

Singular	**Plural**
I	we
nga	ngi/ngini-**mha**

vii) The changes that are seen in nouns due to the pluralization affect the selection of verbs in English but such, is not the case in the Tamang.

viii) Semantic category of nouns may determine the selection of suffixes while pluralizing in Tamang which is it the case in English.

ix) The system of pluralization in Tamang is flexible, i.e. a particular singular countable noun can select any one plural suffix from many, i.e. **aaba-dugu/-kaate** but same is not in the case with the English nouns.

CHAPTER-FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter consists of three parts: Findings, conclusion and recommendations. Having analyzed and interpreted the data, some findings related to the objectives of the study have been drawn. On the basis of findings and conclusion, some recommendations to different levels has also been suggested.

5.1. Findings

The major findings of this study are presented as follows:

5.1.1 Pluralization of Nouns in the Tamang Language

I found the following pluralization system of nouns in the Tamang language:

i) In the Tamang language, the suffixes like **-mha, -dugu, -kaate, -bagaal, -nga/-ngi** are added to the singular nouns while changing them into the plural ones.

ii) The suffixes, which are the major plural markers, are written seperately in the Tamang language.

iii) Human nouns take **-dugu** plural marker.

iv) Only singular countable nouns are pluralized in the Tamang language. Proper and abstract nouns are not pluralized.

v) The Tamang nouns have binary number system: Singular and plural. The singular nouns are unmarked whereas; the plural nouns are marked with different markers.

vi) Generally, **-nga/-ngi** and **-kaate** are used to change the singular pronouns into plural, hence are pronominal number markers. However, they can also be used with nominal. For example:

nga-**ni**	we
the-**ni**/the-**ngi**	they

vii) Both the suffixes **-nga/-ngi**, -**kaate** and **-mha** can be used with plural pronouns but -**nga /-ni** is always followed by **-kaate** in such cases. For example:

yeni-**kaate**	you
theni-**mha**	they

viii) The Tamang compound nouns add the plural markers to the principle words which are often written at the end, i.e. jame-mha-**dugu** 'sons-in law' (**mha** is a principle word here.).

ix) Plurality is left unmarked if the noun head is followed by a numeral other than 'one' or preceded by a quantifier as **yaa**-**ngi** (Ǿ) 'two hand' and **lhanaa-mhi** (Ǿ) 'many men' respectively. So, -**ngi** is numeral 'two' **lhaana** is a quantifier 'many' in Tamang.

x) In the Tamang language, **mhendo** and **gor** are the Tamang classifiers used before the cardinal numbers with human and non-human nouns respectively. For example:

Tamang	**English**
Mhendo som dombo(Ǿ)	three guests(Ǿ)
gor bli ra (Ǿ)	four goats (Ǿ)

5.2 Conclusion

This thesis entitled 'Pluralization of Nouns in the Tamang and English: A Comparative Study' was divided into five units such as, introduction, review of related literature, conceptual framework, methods and procedure of the study, analysis and interpretation of the data, and findings, conclusion and recommendations.

In the first chapter, the researcher tried to male appropriate context for conducting the study. It deals with background of the study, statement of the problems, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key term.

The second chapter includes the review of related theoretical literature, review of related empirical literature, implication of the review for the study and conceptual framework. The researcher broadened his horizon of knowledge reviewing different related theoretical and empirical literatures. Likewise, on the basis of review of the related literature, the researcher has developed conceptual framework to conduct this study.

Similarly, the third chapter answers the questions of how the research was conducted and what tools and techniques were used for the research. Especially, it deals with design and method of the study, population, sample and sampling strategies, research tools, sources of data, data collection procedure, data analysis and interpretation procures and ethical considerations.

In the same way, the analysis and interpretation of the result have been presented in the fourth chapter. Using different tables and illustrations analysis and interpretation of the data have been clearly presented.

Finally, in the fifth chapter findings conclusion and recommendations have been clearly presented.

As per findings of the study, the Tamang noun and pronouns are inflected for number having their own mechanism of inflection. The collected data shows that the Tamang nouns or pronouns have binary number system: singular and plural. Likewise, plural nouns or pronouns of both languages are found to be marked with different plural markers. In the Tamang language, different plural marker suffixes are used to pluralize singular nouns or pronouns such as **-mha**, **-kaate, -bagaal**. Determines **lhaana/-hyago**, -**ngi** are also used to express more, quantity of some types of nouns. Similarly, -**dugu** and **-kaate** are used

with human nouns or pronouns to show honorific plural suffixes –**ni, -mha** are only used to pluralized first person, personal pronoun **-nga**. The suffixes which are the plural markers are written separately in the Tamang language.

5.3 Recommendations

On the basis of the findings and conclusion of the research, recommendations of this study have been made to different levels, i.e. policy related, practice related and further research related as follows:

5.3.1 Policy Related

The major recommendations of this study at this level are as follows:

i) Government of Nepal should construct policy to address the mother tongue of the Tamang students and train, the teachers on how to incorporate students' mother tongue.

ii) Policy makers must formulate policy to compare and contrast the mother tongue with target language while teaching and learning.

iii) Curriculum designers, course book designers, syllabus designers must consider these facts (i.e. the findings of the study) and should give some spaces related to mother tongue of the learner in the curriculum and syllabus which have been designed for the learners of these languages.

iv) Textbook writers should considered the findings and they should include such types of topics or exercise which stimulate both the teacher and students to teach and learn target language comparing with learners' mother tongue.

v) Government should help to the experts to prepare the course book of mother tongue.

5.3.2 Practice Related

The main recommendations of this study at this level are as follows:

i) Plural suffixes in the Tamang language are generally written separately but the English suffixes are written together in the English.

ii) The language teachers should give much attention while teaching pluralization system to the Tamang speaking learner especially on various rules of pluralization in English.

iii) Specially, the different aspects of pluralization process between the Tamang and English should be emphasized more while teaching.

iv) The teacher who teaches English as foreign language to the learners who speak Tamang as mother tongue should make the learners clear about differences and similarities while pluralizing nouns in both languages.

vi) In teaching and giving training, the aspects of pluralization between two languages should be taught by creating meaningful situation with suitable example.

5.3.3 Further Research Related

Research is continuous process. Research helps to find out new views and truth. Therefore, the further research related areas should be investigated.

i)   The further research should be carried out on the new research areas which have been left to investigate such as types of sentences in the Tamang and English, expressing and finding out emotional attitude in the Tamang and English.

ii)   The concerned researchers are requested to carry out research on the other aspects of the language. for example: The Tamang and English comparatively.

iii)   The researcher who conduct the researches in the similar field(comparative study between Western Tamang and English) will be benefited from the findings and conclusion.

iv)   The further research areas should be taken strictly to promote and developed the own language (mother tongue).

v)   Researchers are suggested to conduct the further research by creating meaningful situation with suitable example.

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