PASSIVISATION IN TAMANG AND ENGLISH LANGUAGES

A Thesis Submitted to the Department of English Education

In Partial Fulfillment for the Master of Education in English

Submitted by

Nir Kumar Tamang

Faculty of Education

University Campus, TU.

Kirtipur, Kathmandu, Nepal

2022

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DECLARATION

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

……

Nir Kumar Tamang

Date: Feb 19, 2022

RECOMMANDATION FOR ACCEPTENCE

This is to certify that **Mr. Nir Kumar Tamang** has prepared this thesis entitled **Passivisation in Tamang and English Languages** under my guidance and supervision. I recommend this thesis for acceptance.

Date: Feb 23, 2022

……..

Dr. Hari Maya Sharma (Supervisor)

Lecturer

Department of English Education

University Campus, T.U., Kirtipur,

Kathmandu, Nepal

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation from following **Research Guidance Committee.**

Signature

Dr. Gopal Prasad Pandey **…….**

Head and Reader Chairperson

Department of English Education

University Campus, TU., Kirtipur

Dr. Tara Datta Bhatta ……..

Professor Member

Department of English Education

University Campus, TU., Kirtipur

Dr. Hari Maya Sharma (Supervisor) …….

Lecturer Member

Department of English Education

University Campus, TU., Kirtipur

Date: Dec 6, 2021

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following **Thesis Evaluation and Approval Committee:**

Signature

Dr. Gopal Prasad Pandey **…….**

Head and Reader Chairperson

Department of English Education

University Campus, TU., Kirtipur

Dr. Chandreshwar Mishra **……..**

Professor Expert

Department of English Education

University Campus, TU., Kirtipur

Dr. Hari Maya Sharma (Supervisor) **…….**

Lecturer Member

Department of English Education

University Campus, TU., Kirtipur

Date: March 11, 2022

DEDICATION

This thesis is dedicated to my parents **Mr. Mahendra Kumar Tamang and Mrs. Prem Maya Tamang** for the great source of support and encouragement. It is also dedicated to my mama **Mr. Rabin Tamang and Santa Bir Tamang**, maiju **Mrs. Subitra and Shanti Kala Tamang and Ghising family as well as Moktan family** whose great inspiration, encouragement and financial support helped me to be what I am today.

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ABSTRACT

The research study entitled **"Passivisation in Tamang and English Languages"** was carried out to find out passivisation in the Tamang language and to compare and contrast it with the Tamang and English languages. The researcher collected data from 45 literate Tamang native speakers of the Tamang community in Rural Municipality Aiselukharka of Khotang District. The data required were gathered by purposive sampling procedure, the questionnaire was used as primary source and related journal, articles, and books were used as secondary sources. This research shows that passivisation in Tamang are active and passivisation rules. The comparison shows that English and Tamang languages do not have verb inflected in furture tense. Morphologically, Tamang present and future verbs are same, but the concept of future verb can be mainly expressed with the help of time adverbials.

This thesis includes five chapters. Chapter 1 deals with Background of the Study, Statement of the Problem, Rationale of the Study, Objectives of the Study, Research Questions, Delimitations of the Study, Operational Definition of the Key Terms. Chapter 2 includes the Sociolinguistic Situation of Nepal: The Language Family, the Tibeto-Burman Family, the Austro-Asiatic Family, the Indo-Aryan Family, the Dravidian Family, English Language, Tamang Language, Contrastive Analysis, Contrastive Analysis and its Importance, the Use of Contrastive Analysis, Declarative Sentence in the English Language, Simple Declarative Sentence in the English Language, Compound Declarative Sentence in the English Language, Declarative Sentences in the Tamang Language, Simple Declarative Sentence in the Tamang Language, Compound Declarative Sentence in the Tamang Language, Verbs, Tense Verb System, Voice, Active Voice, Passive Voice, Rules of the Active Voice to Passive voice in English Language, Review of Empirical Literature, Implications of Review for the Study and Conceptual Framework. Chapter 3 is related to design and method of the Study, population, sample and sampling strategy, sources of data, data collection tools and techniques, data collection procedures, data analysis and interpretation Procedures, Ethical Consideration.

Similarly, Chapter 4 covers Passivisation in the Tamang Language, The Simple Present Voice Rules in the Tamang Language, The Simple Past Voice Rules in the Tamang Language, The Simple Future Voice Rules in the Tamang Language, Comparison between Tamang and English Voice Rules, The Comparison between English and Tamang in Present Voice Rules, The Comparison between English and Tamang Past Voice Rules, The Comparison between English and Tamang Future Voice Rules. Chapter 5 includes The Analysis and Interpretation of the data and it incorporates findings of the study, Recommendations and Implications at three-level: policy, practice and further research. The final section of the study is related to references and appendices.

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SYMBOLS AND ABBREVIATIONS

Adj.	Adjective
A.A.V.	Affirmative Active Voice
A.P.V.	Affirmative Passive Voice
A.V.	Active voice
M.Ed.	Master of Education
M.A.	Master of Arts
N.A.V.	Negative Active Voice
N.P.V.	Negative Passive Voice
No.	Number
Obj.	Object
P.V.	Passive Voice
T.U.	Tribhuvan University
Sub.	Subject
V.	Verb

CHAPTER 1: INTRODUCTION

The introduction part of the study entitled "**Passivisation in Tamang and English Languages"** includes background of the study, statement of the problem, rationale of the study, objectives of the study, research questions, and delimitations of the study and operational definitions of the key terms.

Background of the Study

According to Ethnologue (2021), there are currently 7117 known languages spoken by people around the world. In the context of Nepal, the 2011 census of CBS has listed 126 languages of Nepal as mother tongue. These all languages may share similar grammatical rules structure. However, they cannot be identical in their grammar. Even genetically closely related languages do not have the same grammatical rules.

Grammar, regardless of the country or the language, is the foundation for language. Grammar rules can help learners develop the habit of thinking logically and clearly. After studying grammar, learners are able to become more accurate when using a language. Without good grammar, clear communication is impossible. The main aim of the teachers in teaching grammar is to teach the structure of the language systematically and make their students get good command over the language to produce the learned grammatical structures accurately when they use them in their real-life situations in either spoken or written form. By grammatical categories, we mean a class or group of items that fulfill the same or similar functions in a particular language. According to Hockett (1985), "Inflectional and selective categories are all grammatical categories". Grammar categories include gender, number, person, case, tense, voice, aspect and mood. Grammatical categories are viewed as the secondary parts of speech. These categories are universal because they are common to all the languages in the world.

Lyons (1968) suggests, grammatical function refers to the relations that a constituent in a sentence has with the other constituents. It is the syntactic role taken by a particular element or linguistic unit in the structure of a clause or sentence. Therefore, grammatical function specifies what functions their constituents have in sentence structure. Different elements or constituents are used in a sentence and they

have certain functions in that sentence. There are five grammatical functions in English, which can be termed as subject, predicate, and object.

Voice plays a huge role in language communication. Voice is a term we use to describe the system that makes it possible to choose a form of verbal group marked as passive. It relates to the form of the verb that shows whether the subject of a sentence performs the action or receives the action. Voice is a grammatical category that expresses the semantic functions attributed to the referents or a clause. It indicates whether the subject is an actor, patient or recipient. The main aim of the teachers and students in teaching and learning is to teach and to learn the language systematically. The learners get good command over the language to produce the learned grammatical structures accurately when they use them in their real life situation in both spoken and written forms; like between active and passive sentences, for example, 'John will meet you' (Active). If the subject or doer is not considered to be important or if the speaker wants to emphasize other elements rather than the doer, the speaker/writer uses passive voice. 'You will be met by John' (Passive). Passivization is the process of changing active sentences with transitive verbs. Passive sentences allow us the choice of omitting the agent, the person or thing that performed the action. Voice is the quality of a verb that indicates whether its subject acts (Active voice) or is acted upon (Passive voice).

Contrastive analysis is the comparison of any two languages to discover and describe the problems that the speakers of one language will have in learning the other. It compares the learner's first language and the target language, finds out their similarities and differences and then predicts the areas of ease and difficulty. Contrastive analysis systematically compares and analyzes two languages or usually some aspects of two languages. Contrastive analysis in its earlier stages focused on the linguistic system, i.e. grammar and the lexicon ('micro linguistics', in James' 1980 terms), in the 1980s and 1990s matters of language use discourse structure ('macro linguistics') came to the fore and new fields such as contrastive sociolinguistics, cross-cultural pragmatics and contrastive rhetoric (Connor, 1996) emerged. Simply, any level or system and subsystem of the two languages for example, phonological system, tense system, voice functions, sounds, grammar's rules etc. can be compared and analyzed. Lado (1957) claimed, "We can predict and

describe the patterns that will cause difficulty in learning, and those that will not cause difficulty, by systematically comparing the language and culture to be learned with the native language and culture of the student".

Similarly, we face a lot of problems and challenges in learning English as a second or foreign language. It takes extra effort to learn English. To mention based on my study, the Tamang language is an indigenous language. It falls under the Tibeto-Burman family. This language family is the largest language of the world. The Tamang language is spoken as mother tongue in the Tamang community. It is written in the script Devanagari. However, it has its own script Tarmahang. According to the population census (2011), 5.11 percent of the total population speaks the Tamang language as their mother tongue. To learn English is very difficult for the Tamang students even teachers translate English into Nepali. In the process of learning voice, they face many problems and challenges. The students belong to the Tamang speech community. They are weak in English grammar. English and Tamang languages may share similar grammatical rules, but they do not have the same grammatical rules. To learn the English language is not an easy job for the Tamang learners because of their distinct language, culture and social structure. With clear, strong grammar skills, one can ensure people understand what one is trying to say or write even if English is not his native language.

Using incorrect grammar when writing or speaking can lead to unclear communication and miscommunication. Voice rules in Tamang and English are very significant because it is the language that makes it possible for us to talk about language, Grammar can be defined as the rules defining the structure of a language. Rules are a more strict word to use, but it gives the right idea about grammar's rules. Passivisation in Tamang and English languages defines the voice rules of Tamang, and differences and similarities between English and Tamang Languages. This study will help to get clear information about passivisation rules in the eastern Tamang language.

As I belong to the Tamang community, I have experienced difficulty in learning voice rules in English at school level. While learning voice rules in English, I

had to face problems in changing active into passive voice. In Tamang sentences, we can find the structured subject, object and verb system whereas in English subject, verb and object has. Therefore, I need to find out the voice rules in Tamang, and compare and contrast the voice rules of Tamang and English. This research focused on only declarative sentences of the past simple, present and future voice rules. The learners who are from Tamang speech community, they are weak in grammar's rules. The main thing is that in the Tamang community less of the people graduated with higher education. Due to this reason, most of the teachers are out of the Tamang community. They might not speak and understand Tamang language. The students may not understand. They might find it difficult to learn English as well as they are not perfect in Nepali. So, they feel bored learning English.

In my Tamang community, learning English is given less priority. That is why I realized that being a part of the Tamang community I have to take responsibility to find out passivisation in Tamang, and compare and contrast it with English and Tamang languages on the entitled 'Passivisation in Tamang and English Languages.'

Statement of the Problem

Voice plays a crucial role in grammar. Therefore, it is an important part of grammar. Without the proper knowledge of the voice rules, one cannot master the language. According to the census Report (2011), there are altogether 123 languages spoken in Nepal. Among them, Tamang speaking is one, who has to face many difficulties in learning English due to their linguistic variation in structure, lexical, phonology, and cultural variation. I am from the Tamang community, when I read at primary level, I felt it was very difficult to learn English grammar. I made many grammatical errors because of the ignorance of rules of voice and mother tongue interferences. While making sentences and changing an active voice into a passive voice of the simple past, present and future voice, I could not do well. I had to face problems in it. Although the teachers translated English sentences into Nepali, I learned nothing during my early study. Therefore, I realized it; I need to study voice rules in detail on this aspect of Tamang and English.

It is necessary to find out passivisation rules in Tamang language and to contrast and compare it with the English and Tamang languages. I myself have faced and experienced such problems while learning English as a foreign language in

school. Because of these reasons, I wanted to carry out this research on voice rules in Tamang and English languages with the aim of finding out similarities and differences between these rules that have pedagogical implication to teach English to learners from Tamang language background.

Rationale of the Study

This study is about the passivisation in Tamang and English languages and their comparison. Passivisation is the process of changing an active sentence into the passive. In some cases, if subjects are vague (such as someone, every one etc.) it might be complicated to identify them in passivized sentences. The main purpose of this research was to find out passivisation in Tamang to compare and contrast it with the Tamang and English languages. This research result, findings, and conclusion will assist the administrators, learners, and the faculty of linguistics to attain better understanding of passivisation in Tamang and English languages. This research will be helpful for language learners, syllabus, course designers, writers, supervisors, teachers, students, experts and the new researchers who are interested to be involved in this field. This research will equally be beneficial for those who are directly or indirectly involved in various fields.

Objectives of the Study

The objectives of the research were as follows:

- To find out the passivisation in the Tamang language.
- To compare and contrast the passivisation of the Tamang and English Languages.

Research Questions

The research questions of the study were as follows:

- What are the passivisation rules in Tamang used in declarative sentences in simple present, simple past and simple future tense?
- What are the passivisation rules in English used in declarative sentences in simple present, simple past and simple future tense?

- What are the similarities and differences in passivisation rules used in simple present, simple past and simple future declarative sentences in Tamang and English languages?

Delimitations of the Study

The proposed study was limited to the following aspects:

- This study was only limited to Tamang and the English language.
- This study was limited to passivisation in the Tamang and English languages.
- This research was only limited to declarative sentences of the simple present, past and future passivisation rules in Tamang and English language.
- The research was limited to 45 literate native speakers of the eastern Tamang language.
- The area of study was limited to Aiselukharka Rural Municipality of Khotang district.
- Questionnaires were used as the main tools of data collection.
- This work was descriptive in nature.

Operational Definition of the Key Terms

This study attempted to define the following key terms.

Tamang language. It is a term used to collectively refer to a dialect cluster spoken mailu in Nepal, Kikkim, West Bengal (Darjeeling).

CHAPTER 2: REVIEW OF THE RELATED LITERATURE

Review of related literature and conceptual framework are necessary for any research work. This section broadly deals with the literature or theory related to this research. It also deals with implication of those literature or researches for the present study and the conceptual framework developed from the discussed theory and focus of the study. In this section, the researcher goes through the different sources available related to the proposed study. Generally, this section includes review of the related theoretical literature, review of related empirical researches, implication of the review for the study and conceptual framework.

Review of Theoretical Literature

This heading includes the theoretical aspect related to voice rules in Tamang and English languages. The discussion will be with socio-linguistic situation of Nepal, the language families, English language and its importance, introduction of Tamang language, contrastive analysis and its importance, grammar and its importance, verb, voice, rules of the active to passive voice in English, rules for conversation of interrogative sentences in passives.

The Sociolinguistic Situation of Nepal. Nepal is a small Himalayan state with an area of 1, 47,181 sq. km. It is a multiracial, multicultural, multi-religious, multilingual, multi-ethnic and diverse country. The 2011 census of the Central Bureau of Statistics has listed 126 languages spoken as mother tongue (first language) in Nepal. Census 2011 states that 44.6% of the total population speaks Nepali as their mother tongue. Out of 126 listed languages, 3 have become extinct: Dura, Kusunda and Waling. Most of the languages belong to Indo-Aryan and Sino-Tibetan families. In fact, most of the languages do not have their own scripts although they are used in daily communication. There should be preservation of those minority languages from the government. Unless it does so, their existence will be just imagination in future due to the small number of speakers, lack of the proper policy of the nation for preservation of such as minority languages, and lack of language transmission from one generation to the next.

The Language Family

The languages found in our country can be classified under four broad families such as the Sino-Tibetan Family, the Austro Asiatic Family, The Indo-Aryan Family, and Dravidian.

The Tibeto-Burman Family. The Tibeto-Burman groups of languages,which are affiliated to Sino-Tibetan family. It consists of the largest number of languages (i.e. 57 laguages) in Nepal. They are Tamang , Newar,Magar,Bantawa, Gurung, Limbu, Sherpa, Chamling, Chepang, Sunuwar, Khaling, Thakali, Chhatyal, Tibetan,Dumi, Jirel, Puma,Dura, Meche, Pahari, Lepcha, Bahing, Raji, Hayu, Bhayangashi, Ghale, Chillign, Lohorung, Chinese, Mewahang, Kaike, Route,Tilung, Jerong, Kingshim, Koche, Dzonkha, Chhintang, Nar, Manag, Marpha, Khawas, Yholmo, Kangate, Maram, Nizo Chepang, and Manage (Ethnologue Report for Nepal, 2009).

The Austro-Asiatic Family. This family comprises Santhali or Sattar, which is spoken in the Jhapa district of the eastern part of Nepal. Sattar has been reported in all censuses but Santhali as a separate language except in 1952/54. Therefore, it is also suggested that Munda and Khati languages should be included within Santhali. In this situation, these languages are endangered languages (Source: CBS, 2001).

The Indio-Aryan Family. This family of languages mainly includes the Aryan group of languages which forms the largest group of languages in terms of speakers. The speakers of these languages in our country are distributed from western to Eastern hills, the Terai and for Western Mountain. Languages such as Maithili, Nepali, Bhojpuri, Tharu, Awadhi, Urdu, Rajbanshi, Hindi, Danuwar, Bengali, Majhi, Darai, Kumal, Bote, Panjabi, English, Chureti, Meghahi, Gujarati and Haryana belong to the Indo-Aryan Family (Ethnologue Report for Nepal, 2009).

The Dravidian Family. This family includes two languages such as Jhagar/Dhangar and Kishan. Jhagar is spoken in the east of the region, east of the Koshi river, and Dhangar in the region west of the koshi. Similarly, another Dravidian is Kishan with 409 speakers living in Jhapa district (Ethnologue Report for Nepal, 2009).

English Language

English is one of the prominent languages in the world. The speakers of it have been increasing day by day and new changes have been seen too. It is the language of UNO, and international media. It has become the language that is spoken by millions of people all over the world as the mother tongue, as the language used for international communication, and as the language learned in millions of schools. There are thousands of languages spoken in the world, but none of them can gain this status. These days, the tourism sector has flourished and people travel around the world and most often English is the medium language for the travellers. The world has become a global village with the development of science and technology. David Crystal (2003) says, "Global language is a language spoken internationally by people who speak different languages without replacing their native language." It means that the number of English speakers has been increasing all over the world, which has helped it to have career opportunities abroad, which is possible only because of the knowledge of English.

The English language belongs to the Indo-European language family and sub-branch of the Germanic language family. In the context of Nepal English is taught as compulsory from one to bachelor level. Similarly, Moktan, P. (2013, p.1-8) writes about the significance of the English language, in recent years, English is more and more popular in the world.

Tamang language

Tamang may be derived from the word Tamang, where Ta means horse and Mang means warrior in Tibetan language. However, there are no written documentations of Horse Rider. Tamang language belongs to the Sino-Tibetan language family and it is the largest ethnic group in Nepal (Bhandari, 2003, p.7). Tamang language is called tam in Tamang. Tamang language has eighteen vowel phonemes and thirty-seven vowel consonants (Paudel, 2006, p.5). The Tamang language community also has a devanagari script. In the context of Nepal, many songs and films are created in the Tamang language. Yonjan (2006) says Tamang news bulletin in radio Nepal was started in 1st Bhadra 2051 BS. In addition, different books and journals are published in Tamang language.

Tamang language belongs to the Tamang community, which is widely used to express and exchange desires, views, feelings and many more things with each other. Although Nepali language has dominated it and other languages such as Magar, Sherpa, Newar, Bhojpuri, Limbu, Rai, etc. These languages are indigenous languages. According to the population census (2011), Tamang language is spoken by 5.11 percent of total population. It is known that the Tamang language has two regional varieties called eastern and western; these varieties differ phonologically, grammatically and lexically.

Contrastive Analysis

Contrastive analysis is the systematic study of similarities and differences between two languages. It is based on the behavioristic theory of learning which believes that language is a matter of habit formation. Learner's error is related to the Contrastive hypothesis. Lado (1957) says, "The students who come in contact with a foreign language find some features of it quite easy and some others extremely difficult. Those elements that are similar to his native language will be simple to him and those that are different will be difficult." This theory states that past learning affects present learning. This influence of the past learning to the present learning may either be positive, negative or zero. Contrastive analysis mainly concerned with first language interference. The mother tongue interference is the main factor for the positive or negative facilitation of learning language. Richard (1985) has given more precise on contrastive analysis, which is based on the following assumptions:

- The main difficulties in learning a new language are caused by interference from the first language.
- These difficulties can be predicted by contrastive analysis.
- Teaching materials can make use of contrastive analysis to reduce the effect of interference.

Contrastive Analysis and its importance. Contrastive analysis is a branch of applied linguistics which compares two or more languages. It focuses on finding out the differences or dissimilarities and then predicting the areas of difficulty in the learning language. Lado, R. (1957, p.38) has given the definition of contrastive analysis as "Systematic comparison of specific linguistic characteristics of two or more languages." Similarly, Fries and Lado had developed and practiced it in the

1940s and 50s as an application of structural linguistics to language teaching. It is very difficult to learn a new language due to the first language. Contrastive analysis can predict these difficulties.

Contrastive analysis can be defined as a scientific study of similarities and differences between languages. CA plays a vital role in the field of language teaching and learning. It helps the teachers to find out the area differences and the area of difficulties while teaching a second language. It also helps the teachers to compare a foreign language and the teachers will know the real problems. Therefore, CA is the most important in language teaching and learning.

The Uses of Contrastive Analysis. Contrastive analysis is useful to point out the area of differences and errors in performances, determining what the learners have to learn, and designing teaching learning materials for those particular areas that need more attention. Contrastive analysis is done mainly for the pedagogical purpose for teaching a second language. It has two functions. They are primary and secondary. The primary function is to predict the likely errors of a group of learners, and the secondary function is to provide input to language learning.

Declarative sentences in the English language

Declarative sentences are simply statements that relay information. A declarative sentence states the facts or an opinion and the reader knows something specific. Trask (2005) says that a declarative sentence is one of the four sentence types in the English language, along with interrogative sentences, exclamatory sentences, and imperative sentences. A declarative sentence is a sentence that makes a statement. It is the most basic and important. There are two different types of sentences in the declarative form: a simple declarative sentence and a compound declarative sentence.

Simple declarative sentence in the English language. The usual word order for a simple declarative sentence is subject, verb, object and place-time.

Here is an example of a simple declarative sentence:

I make tea in the kitchen in the early morning.

Subject: I, Verb: make, Object: tea, Place: in the kitchen, Time: in the early morning.

Compound Declarative Sentence in the English Language. This sentence joins two related phrases together. The phrases are joined by a comma, a conjunction and a semicolon. An example of compound declarative sentences is: Raj Kumar had to make the next flight, so he quickly packed his bag.

Declarative sentence in the Tamang language

The different types of sentences such as imperative or exclamatory, declarative, interrogative are used to ask a question, issue a command or make an exclamation. Among them, declarative sentences are the basic building blocks of conversation and writing. The declarative sentences require a subject, object and verb in the Tamang language. A declarative sentence can be a simple or compound sentence.

Simple Declarative Sentence in the Tamang Language. A simple sentence is a sentence with one independent clause and nothing more. Examples of declarative sentences in the simple form include:

Nga kan chala.

(I rice eat).

Chu ngala jhola hinla.

(This my bag is).

Ram kan hyola.

(Ram rice cooks). Here, the subject comes first, followed by the object and after that comes the verb in a simple declarative sentence in Tamang.

Compound Declarative Sentence in the Tamang Language. A compound sentence is a sentence with two or more independent clauses. The clauses are usually connected by a coordinating conjunction, a comma, a semicolon such as osem (and) lagi (for) chu (nor), but, or, tanne dona (yet, till now) hoso tama hense (so that), tale pang yam (because) and so on. For example:

Jacket aajyaba mrangmula tale pang yam nge chuda huba are.

(The jacket dirty looks because I it have not washed).

Verb

Here, we will talk about transitive and intransitive verbs. First all, let us talk about transitive verbs, which are not just verbs that can take an object; they demand objects. Without an object to affect, the sentence that a transitive verb inhabits will not seem complete. For example, 'Eat rice.' In this sentence, the verb eat is transitive; its object is rice, the thing that is being eaten. Without an object of some kind, this verb cannot function. Please eat. Eat what? The question begs itself because the meaning of *eat* demands it.

We can see here some more examples of transitive verbs and their objects. He is reading a poem. Ram brought a pen. Gita threw the ball. They were playing volleyball. I learned English. She loves him. She will beat you. Each of the verbs in these sentences has objects that complete the verbs' actions. If the objects were taken out, the results would be illogical and questions would be raised in the mind of the reader; for example, 'They brought. Brought what?'

An intransitive verb is the opposite of a transitive verb: it does not require an object to act upon. Let us take the examples, I sang. They jumped. The players ran. None of these verbs requires an object for the sentence to make sense, and all of them can end a sentence. Some imperative forms of verbs can even make comprehensible one-word sentences. Run! A number of English verbs can only be intransitive; that is, they will never make sense paired with an object. Two examples of intransitive-only verbs are 'arrive' and 'die'. You cannot arrive something, and you certainly cannot *die* something; it is impossible for an object to follow these verbs.

Tense verb system. Thornbury (1999) says; in Standard English, there are three main verb tenses: past, present, and future, in addition, there are simple, perfect, and progressive forms for each of the three main verb tenses. However, most linguists agree that English can be more easily approached as a two-verb system, present and past. Tenses indicate the time of an action in relation to the time of referring to the action either in speech or in writing. The two-tense verb system is formed by the simple, perfect, and progressive forms for the present and past tenses as presented below:

• The simple present tense is the base form or "-s" form of the verb; the simple past is the base form plus "-ed/-d" or the irregular verb form.

• The present perfect tense is formed with “has, have” plus the past participle; the past perfect is formed with “had” plus the past participle.

• The present progressive is formed with “am, is, are” plus the present participle; the past progressive is formed with “was, were” plus the present participle.

• The present perfect progressive is formed by “has, have” plus “been” plus the present participle; the past perfect progressive is formed with “had” plus “been” plus the present participle.

Voice

Jan (1966) defines, voice is important for the Common Law Admission Test (CLAT) and other Law entrance examination aspirants to have good knowledge of active-passive voice as questions on this topic can be asked directly or in the form of ‘spotting the error’ or in the questions of ‘passage completion’ so one should be clear about its rules. For solving questions on active-passive voice one should also have knowledge regarding types of sentences, forms of verbs and forms of tense because their rules help with the correct conversion of voice. The voice of a verb tells whether the subject of the sentence performs or receives the action. Voices are of two types: active and passive.

Active Voice. In the active voice, the subject performs the action expressed by the verb. For instance- I write a poem. Here ‘I’ is the subject, the verb is ‘write’, and ‘poem’ is the object. Here the subject that is ‘I’ is doing the action of ‘writing’.

Passive Voice. In a passive voice, the subject receives the action expressed by the verb. For example: A poem is written by me. Here, the ‘poem’ is the subject ‘written’ is the verb and ‘me’ is the entity who did the action of ‘writing’ and ‘poem’ is the entity on whom action has been done.

Rules of the Active Voice to Passive Voice in English

The subject in the active voice becomes the object (agent) in the passive voice and the object in the active voice becomes the subject in the passive voice preceded ‘by’ in front of the subject in the passive voice and verb phrases such as is/ am/ are/ was/ were + past participle (verb 3rd) are used in simple present and past passivisation and will/shall+ be + past participle are used in simple future tense in passive voice.

Similarly, subject pronouns in active voice are changed into objective forms in passive:

Active voice	Passive Voice
I	Me
We	Us
They	Them
She	Her
He	Him
It	It
Who	Whom

There is no passive voice of present/ past/ future perfect continuous and future continuous sentences with intransitive verbs, for example, ‘They laughed.’ cannot be converted into passive voice. Let us analyse the conversion from active to passive voice with the verb ‘sing’ in the simple aspect of present, past and future tense.

Tense	Verb (Active)	Verb (Passive)
Simple present	sing/ sings	am/ is/ are sung
Simple past	sang	was/ were sung
Simple future	sung	shall/ will be sung

Review of Empirical Literature

A number of researches have been carried out in various titles at the Central Department of English Education. However, no research has been carried out on the passivisation in Tamang and English languages. However, some of the related literatures related to the present study have been reviewed here in this section.

Tamang (2009) accomplished research under the title “Semantic analysis of Tamang and English verbs.” The aim of the research was to carry out the semantic analysis of the Tamang and English verbs on the basis of correlation, divergence and convergence of meaning, semantic inclusion and semantic overlapping the selected the informants from Ramechhap, Dolakha, Nuwakot and interviewed in Kathmandu. The informants were selected for a judgmental sampling procedure. His study shows

that it is not easy to discover equivalences in meaning carried by words or different languages.

In this study, the researcher has done semantic analysis of Tamang and English verbs. He has not touched on the area of voice rules. Tamang (2009) focuses on Tamang and English verbs whereas I did in passivisation of Tamang and English. The researcher has used a judgmental sampling procedure whereas the purposive sample would be in my research. He used the interview as a main tool to collect the data whereas I used a questionnaire tool to elicit the required data for the study. The area of my study was different from this research, the researcher has selected the informants from Ramachhap, Dolakha and Nuwakot and interviewed in Kathmandu whereas I went to Aiselukharka Rural Municipality of Khotang district.

Khatiwada (2012) conducted research on "Tense system in Tamang and English languages." His objectives were to find out the tense system in Tamang and contrast the tense system between Tamang and English languages. To collect the data, the researcher used interview questions by translating in Nepali. Fifty native speakers of Tamang were selected and interviewed and those people from Anikot VDC of Kavrepalanchok district. He used non-random sampling. His findings were that morphologically, Tamang language has two tense systems that are past and non-past. Finally, his study shows that the tense system in Tamang is quite different from English.

My research was a new attempt because Khatiwada (2012) has conducted research on the tense system in Tamang and English Languages whereas I conducted research on passivisation in Tamang and English languages. His objectives were similar to my study, but not the same. His objectives were to find out the system in Tamang, and he has contrasted and compared the tense system between Tamang and English Languages whereas my objectives were to find out passivisation in Tamang and contrast and compare it with Tamang and English languages. Honestly speaking, I got the main idea to make my objectives through this research. To collect the data, he used the interview as a main tool whereas in my study, the questionnaire was used as a main tool.

Tamang (2013) carried out research on "A study of Adjectives in Tamang and English adjectives. It was an attempt to find out the adjective used in Tamang

language, to compare and contrast the adjectives of the Tamang language with that of the English language and to suggest some pedagogical implications. For the completion of this research, the researcher used the judgmental sampling procedures to collect data and his primary source of data was ninety native speakers of Tamang from Sayak VDC of Ilam district. The main finding of this study was that the Tamang language adjectival system is the most complex in comparison to English and Tamang because of the presence of the affixation, pluralization and alternatives.

After studying the above research, I have found that the researcher has not touched on the voice rules. Tamang (2013) has only done research on a study of adjectives in Tamang and English adjectives. My research was different from this research in terms of its title, objectives, population, sample, procedure etc. In this study, the researcher has used the judgmental sampling procedures to collect data. His primary source of date was ninety native speakers of Tamang from Sayak VDC of Ilam district whereas in my study, I used the purposive sampling procedures to collect data and my primary source of data is 45 literate native speakers of Tamang from Aiselukharka Rural Municipality of Khotang District.

Yonjan (2020) has carried the study entitled “Case in English and Tamang”. The main objective was to identify and describe cases in the Tamang. To achieve his objective, he selected 40 native speakers of Tamang from Lokhim VDC of Solukhumbu district. The questionnaire and interview were used as a research tool. Judgmental sampling procedure was adopted for selecting the study population. His findings were ergative, instrumental, agentive, locative, vocative and ablative. Direct object of transitive verb and Tamang is ergative absolutive types of language whereas English is nominative accusative types of language.

While comparing this research with my research, my research was different in terms of its background of the study, statement of the problem, objectives of study, research question, delimitations of the study, operational definition of the key terms, review of theoretical and empirical literature, implication of review for the study, conceptual framework, methods and procedures etc. In this research, the researcher conducted a research on Case in English and Tamang whereas my research was on voice rules in Tamang and English Languages. His objective was to identify and describe cases in the Tamang whereas my objectives were to find out passivisation in Tamang, and to compare and contrast it with Tamang and English languages. He

selected 40 native speakers of Tamang from Lokhim VDC of Solukhumbu district whereas I selected 45 literate native speakers of Aiselukharka
Rural Municipality of Khotang District. In his research, the questionnaire and interview were used as a research tool and judgmental sampling procedure was adopted for selecting study population whereas I used only one questionnaire as a research tool and purposive sampling procedure was adopted to select the population.

The above mentioned literature reviews and research works are related to semantic analysis of Tamang and English, tense system in Tamang and English, study of adjectives in Tamang and English, Case in English and Tamang, etc. After studying these literature and research works, I found that no research work has been carried out on passivisation in Tamang and English languages. In my research, I found out the passivisation rules in Tamang, and I compared and contrasted the passivisation of Tamang and English languages. This study was very different from other research studies in terms of its objectives, population, and data analysis procedures. Because of these reasons, this study was different from other studies under the Central Department of English Education, Tribhuvan University, Kirtipur.

Implications of Review for the Study

By reviewing the theoretical and empirical literature, I got the significant ideas, information, and guidance about passivisation in Tamang and English languages for the study. General concept of voice rules in Tamag and English languages has become clear by consulting different books, thesis in the department and journals. In literature review, our central focus is to examine and evaluate what has been before on a topic and establish the relevance of this information to our own research. However, I further have consulted various journals, reports, theses, etc. to make research work more clear. For this study, I reviewed various works of previous researchers.

From Tamang (2009) research, I received the clear concept of making research question selection or methodology. To collect the data, I got the techniques and ideas to write the problem statement. Similarly, I received a lot of information about the Tamang and English language from Khatiwada (2012) thesis. This research has helped me to write objectives, research questions, and delimitations of the study. In

the same way, by the research of Tamang (2013) I got ideas for selecting population and sampling procedures.

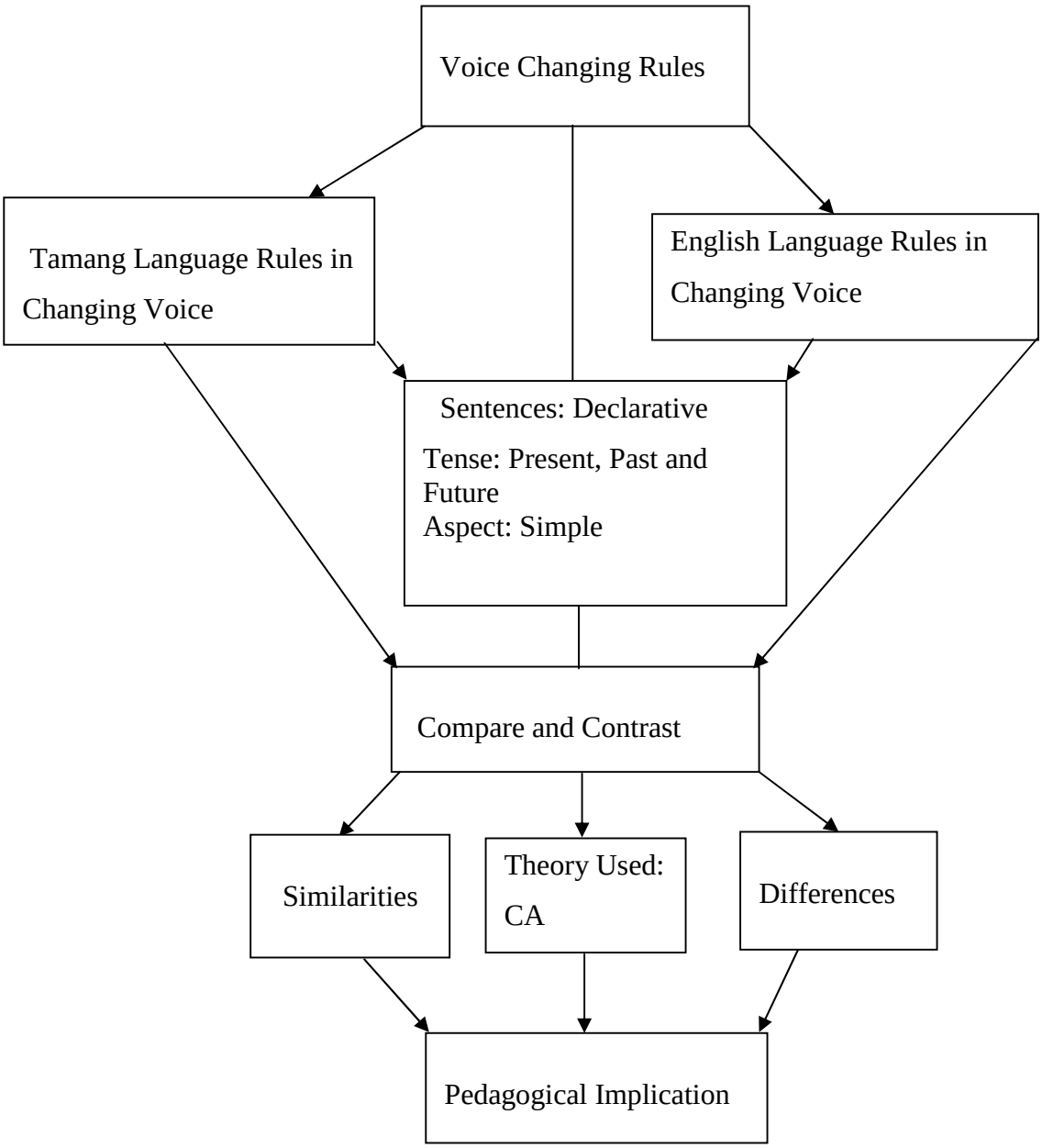
Similarly, Yonjan (2020) has helped me to design the conceptual framework as well as in survey design and its procedures. With the help of Lado (1957), I got techniques for comparative analysis between two languages. Jan (1966) helped me to get clear information about voice and the English verbs. Lyons (1968) supported me to gain the knowledge of grammar rules. The work of Thornbury (1999) has supported me to find out the tense verb system which is helpful to discover the voice rules of Tamang language. This review or the study may be obtained from a variety of sources including books, articles, reports, etc. This entire source has helped me to bring clarity and focus on the research problem, improve methodology and contextualize the findings. It is also equally important to examine and evaluate what has been said before on a topic and what has not been said yet for finding new areas for further research.

These all reviewed research work helped me while carrying out my own research for that these helped me while collecting data from different sources. Similarly, the researcher was benefitted to analyze the data and find out the appropriate findings by looking at their research. This previous research work helped me to find out passivisation in Tamang and English languages, and to compare and contrast both languages (Tamang and English).

My study is new in the field of English education especially in the Central Department of English Education and this work was a new attempt in the exploration of above-mentioned untouched areas. This may be one of the pieces of the study to address passivisation rules in Tamang and English language and their comparison.

Conceptual Framework

Conceptual framework is the plan or frame on which the study is established. It provides the general picture of the study from where the readers conceptualize the whole ideas. To be specific, the framework incorporates the soul of the study. The conceptual framework of my research was as follows:



The above mentioned conceptual framework shows the road map of my study. According to the framework, my study was related to passivisation rules in Tamang and English languages. This research objective was to find out the passivisation rules in Tamang and to contrast and compare it with Tamang and English languages. After collecting the data systematically, I analyzed and interpreted the passivisation of the Tamang along with declarative sentences of the simple past, present and future. Similarly, I compared and contrasted the passivisation rules in Tamang and English with declarative sentences of the simple past, present and future. Finally, I concluded it with pedagogical implications.

CHAPTER 3: METHODS AND PROCEDUERS

To achieve the set of objectives of the study the following methodologies were adopted.

Design and Method of the Study

The study on "**Passivisation in Tamang and English Languages**" is based on survey research design. I adopted a survey research design. Survey research is mainly carried out to find out people's attitudes, opinions and the specified behaviors on certain issues, phenomena, events and situations. According to Nunan (1992, p. 40), "The main purpose of the survey is to obtain a snapshot of conditions, attitudes and events at a single point of time". Survey in education addresses the educational problems and generalizes its findings based on representative samples of a specified target population. In survey research, the researcher collected the data at a single time and it addressed the large group of population. Thus, sampling was the procedure of selecting the required number of samples, which represents the whole group. It helped the researchers to collect the required number of population. The researcher can use numerous sampling strategies to accomplish his/her research work. Some of the strategies used in survey research are simple random systematic, stratified cluster, convenience and purposive, etc. Survey data will be collected through questionnaires, observation, interviews, etc. In this research work, the researcher used questionnaires as a main tool in order to find out the passivisation in Tamang language and to compare and contrast it with Tamang and English Languages. The finding of the survey was generalizable and applicable to the whole group. In this context, Cohen and Manion (1985, as cited in Nunan, 1992, p. 140) write: Surveys are the most commonly used descriptive method in educational research and may vary in scope from large-scale governmental investigations to small-scale studies carried out by a single researcher. The purpose of survey research is generally to obtain the snapshot of condition, attitudes and/or events at a single point of time.

From the above-mentioned description, we can conclude that survey research is a type of research, which studies large and small populations by selecting a sample population chosen from the study population. Survey is also carried out in the educational sector to obtain a snapshot of conditions, attitudes and events at a single point of time. The researcher was selected for survey research because it helped me to

find out people's attitude, opinions and the specified behavior on certain issues, phenomena or situations. Furthermore, it is easier than other research because data in a survey research was collected only at a single point of time aiming to obtain an overview of a phenomenon, event, issue or situation. It addressed the large group of population; sampling is necessary to carry out the investigation. The concern here is to ensure that the sample should be representative of the study population as a whole. Sampling is done to obtain the practicability of the study. The finding of the survey was generalizable and applicable to the whole group. In this type of research, the researcher visited a determined area to find out the existing data.

Population, Sample and Sampling Strategy

The population of this research study consists of all the Tamang speaking people from Aiselukharka Rural Municipality of Khotang District. In this research, the researcher carried out to find out the passivisation rules in Tamang language and to contrast and compare it with English and Tamang languages. The sample of the study was forty-five literate native speakers of Tamang speech community of Aiselukharka Rural Municipality of Khotang District. The research selected the population of the study from ward no. 2 and 3 of Aiselukharka Rural Municipality and the researcher used a purposive sampling procedure to select the required data.

Sources of Data

The questionnaire was used as the primary source to collect the required primary data in this research. In addition to this, related journals, articles, and books were used as a secondary source for this research study that helped to provide valuable ideas and techniques to conduct the research study for the fulfillment of the objectives.

Data Collection Tools and Techniques

As the tool for data collection, the research used a questionnaire tool to elicit the required data for the study. Every detailed answer was noted down in a diary in the form of points. The questions were related to research problems.

Data Collection Procedures

For the purpose of collecting required data for this study, the researcher concerned the predetermined procedures. At first, he went to the Department of

English Education and asked for permission to carry out the study. The researcher constructed the set of questionnaires taking feedbacks from the supervisor. After that, he visited Aiselukharka Rural Municipality of Khotang District and built the rapport with informants. He told them the purpose of his study. After getting approval from the participants, he distributed the questionnaire to the educated informants, and finally, he collected the questionnaire with their answers and thanked them for their kind help and co-operation.

Data Analysis and Interpretation Procedures

This section is mainly concerned with the analysis and interpretation of the data collected from the questionnaire. The systematically collected data was analyzed, interrelated and presented descriptively and correlatively based on questionnaires as a research tool. The researcher presented the facts in different lists and tables. The data was collected from 45 literate native Tamang speakers distributing questionnaires. This research study was carried out to find out the voice rules in Tamang, and to compare and contrast it with Tamang and English Languages. An attempt was made here to describe in detail about passivisation in Tamang and English Languages.

Ethical Consideration

Ethical consideration is an important matter in the research. Every respondent has his or her right to privacy. While conducting research, the researcher needed to be careful about such issues.

- The respondents were informed of the purpose of the study and value of their participation in it.
- The respondents were assured that there are no activities that might do any harm in their personal career and in instructional reputation.
- In the process of data collection, time and place was determined based on their approval.
- The respondents were assured that all identifiable personal information would be kept confidential.
- The plagiarism was avoided by showing citation and reference.

Moreover, every steps of the research conducted under the guidance of supervisors of English Education Department, Tribhuvan University, Kirtipur, and Kathmandu

CHAPTER 4: ANALYSIS AND INTERPRETATIONS

This chapter deals with the analysis and interpretation of the data. The data have been analysed descriptively with the help of tables and illustrations. This chapter consists of two parts: Identification and analysis of passivisation in the Tamang language and similarities and differences between the Tamang and English passivisation rules.

Passivisation in the Tamang Language

Tamang, in their community, can express present, past and future time activities with the help of the verbs of Tamang language. Because of these reasons, we can say that there are voice systems in simple aspect of present, past and future declarative sentences. The concept of future active and passive voice rules can be mainly expressed with the help of temporal time adverbs such as tomorrow; next day, coming days, next week, next month, next year, next century, next birth, etc.

Passivisation is the transformation of a sentence from an active form to a passive form. Through the process of passivisation, the direct object of an active declarative sentence can become the subject of a passive sentence. A sentence can be either in the active or passive voice. In an active sentence, the subject performs the action. In a passive sentence, the subject receives the action. The declarative sentence can also be negative and affirmative. The structure of active affirmative declarative sentence is: **Sub. +obj. + verb.**

For example, Nga kan chala. Here, Nga (s), kan (obj.), chala (v.), but the affirmative passive voice structure is: **sub. + da + verb + obj. + se/e/ne.** For example: Kanda chala nge. Here, **Kan** (obj.) + **da** (suffix added in sub.), chala (v.), Nga (agent) + **e** (suffix added to form objective/agentive form in passive).

Similarly, the negative active declarative sentence structure in Tamang language is:

Sub. + obj. + aa + verb. For example, Nga kan aachala. Here, Nga (sub.) kan (obj.) aachala (negative verb i.e., **aa** [negative prefix] + chala). The negative passive declarative sentence structure in Tamang language is: **Sub. + aa + verb + obj.+se/e/ne.** For example**,** Kanda aachala nge. Here, except addition of **aa** (negative prefix in verb, other rules are same. Similar pattern can be seen in the following examples:

Affirmative declarative passive sentences-

Rina thena toji.

Thenda toji Rinase.

Negative passive voice sentences-

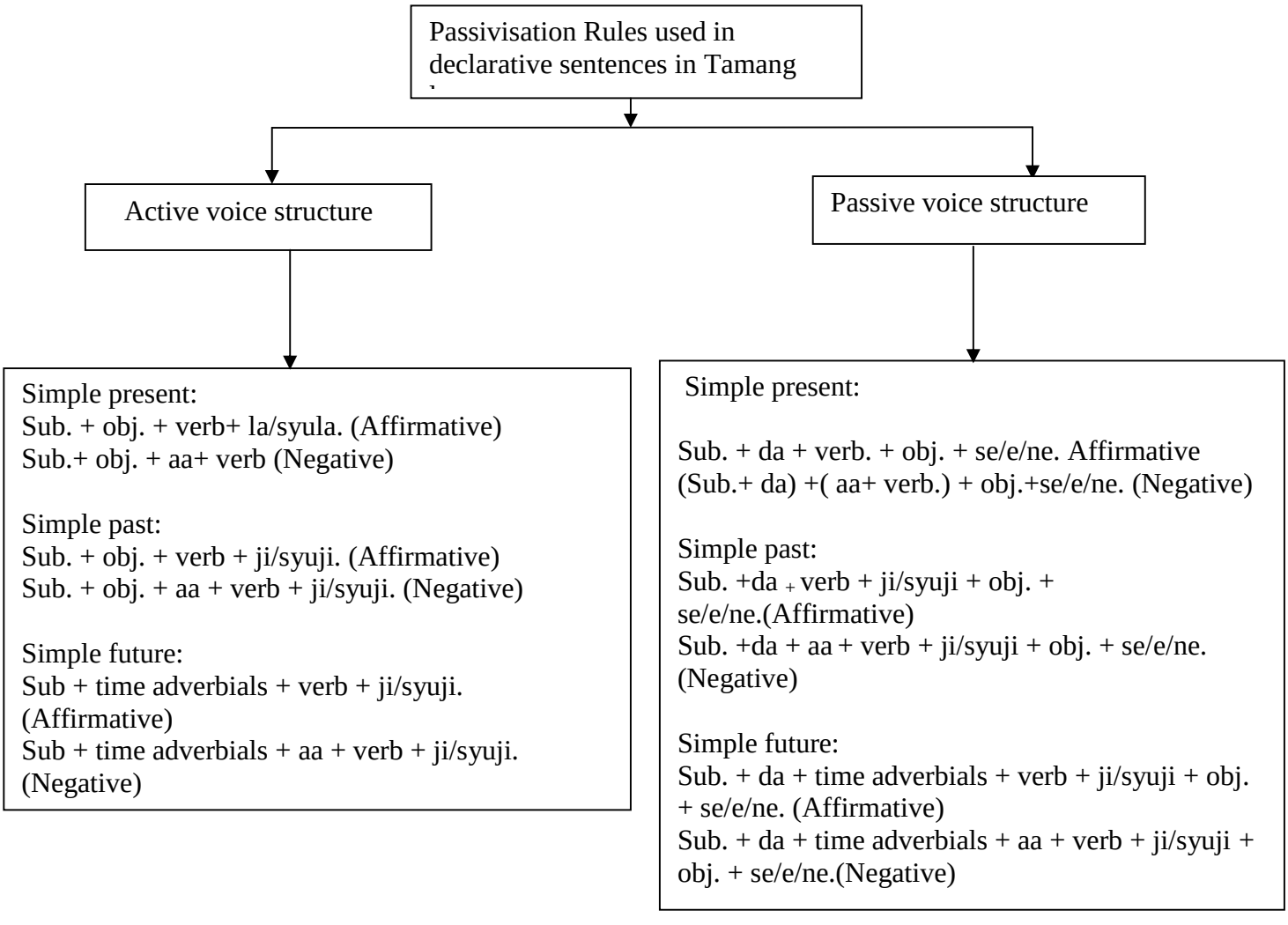
Kanda aachala nge.

Rina thena aatoji.

Thenda aatoji Rinase.

Here, ‘Nga’ (I) is the subject, the object is ‘kan’ (rice), and ‘chala’ is the verb. The subject that is ‘nga’(I) is doing the action of ‘chala’ (eating). ‘Thenda’ is subject ‘toji’ is the verb and ‘Rina’ is the entity who did the action of ‘toji’ (verb- meaning ‘beating’) and ‘thenda’ (obj.) is the entity on whom action has been done. To make negative sentences, the prefix **aa** is attached to all the root verbs.

The passivisation rules can be clarified through the structures with the interpretation of active voice and passive voice of the Tamang. Let me clarify through the given structures.



The above given structures, we can be clear that when an active sentence is changed into passive voice, the beginning of a sentence the suffix '**da'** is attached to the subject stems and it is followed by verb and the suffixes **'se/e/ne'** are attached to the object stems in passive voice. The suffixes **'se/e/ne'** are not used in the same way. When we make negative sentences, the prefix **aa** is attached to the root verb stems. Let me clarify it from structures, instances and description in simple present, past and future respectively.

The Simple Present Passivisation rules in the Tamang Language

Structure:

Sub.+ obj.+ verb + la/syula. (Affirmative active voice)

For examples:

1. Thena kan hyola. (Affirmative active voice)

Thena= they, kan = rice, hyola= cook

English equivalent with 'They cook rice'.

2. Raj kotha safa lala. (Affirmative active voice)

Here, Raj=subject, kotha= obj., safa= adjective, lala =verb

English equivalent with 'Raj cleans the room.'

3. Nga hoi kola. (Affirmative active voice)

Nga= I, hoi = a song, kola= sing

English equivalent with 'I sing a song'.

4. Ram wan hula. (Affirmative active voice)

Ram=Sub., wan=clothes, hula= washes.

English equivalent with Ram washes clothes.

English equivalent: Ram washes clothes.

5. Ngina ghas brela. (Affirmative active voice)

Here, Ngina = subject, ghas= obj., brela= verb

English equivalent with 'We cut grass.'

6. Rhoho agreji lopla syula. (Affirmative active voice)

Rhoho= friend (sub.), agreji= English (obj.), lopla= teach (verb), syula= honorific suffix.

English equivalent: Friend teaches English.)

7. Rang chithi brila syula. (Affirmative active voice)

Rang= you, chithi= a letter, brila = write, syula= honorific suffix.

English equivalent: You write a letter.

The suffix **la** is attached to the root verbs with all the personal pronouns of the Tamang language to show present passivisation rules, however, 2nd and 3rd person honorific pronouns take **syula** as present voice rules marker.

Structure:

Sub.+ obj.+ aa + verb + la/syuji. (Negative active voice)

For examples:

1. Nga kan aachala. (Negative active voice)

Nga= I, kan = rice, aachala= not eat

English equivalent with 'I don't eat rice.

2. Ram wan aahula. (Negative active voice)

Ram= Ram. (sub.), wan= chotehs (obj.), aahula= not wash (verb)

English equivalent: Ram does not wash clothes.

3. Roho agreji aalopola syula. (Negative active voice)

Roho= friend, agreji= English, aalopla= not reach

English equivalent: Friend does not teach English.

4. Ngina ghas aabrela. (Negative active voice)

Ngina= we, ghas= grass, aabrela= not write.

English equivalent: We do not cut grass.

5. Nga hoi aakola. (Negative active voice)

Nga= I, hoi= song, aakola= not sing

English equivalent with ‘I do not sing a song’.

6. Raj kotha safa aalala. (Negative active voice)

Raj= Raj, koth= room, safe= clean, aalala= not do

English equivalent with ‘Raj does not clean the room.’

While making negative sentences, the prefix **aa** is attached to all root verbs.

Structure

Sub + da + verb + la/syuji + obj. + se/ne/e. (Affirmative passive voice)

For examples:

1.Kanda chala nge. (Affirmative passive voice)

English equivalent: Rice is eaten by me.

Here, Kan+ da= Rice in the position of subject, chala= eat, nge= nga+e (suffix) by + objective form ‘me’

2. Kanda hyola thene. (Affirmative passive voice)

English equivalent: Rice is not eaten by them.

Here, Kan+ da= Rice in the position of subject, hyola= cook, thene= thena+e (suffix) by + objective form ‘them’.

3. Kothada safa lala Rajse. (Affirmative passive voice)

Here, Kotha+ da= Room in the position of subject, lala= clean, Rajse= Raj+se (suffix)= by + Raj’

English equivalent: The room is cleaned by Raj.

Structure

Sub. + da + aa + verb+ la/syuji + obj+ se/ne/e.

For examples:

1.Thena kan aahyola. (Negative active voice)

Here, Thena= they, kan = rice, aahyola= not cook

English equivalent with ‘They do not cook rice.’

2. Kanda aachala nge. (Negative passive voice)

English equivalent: Rice is not eaten by me.

Here, Kan+ da= Rice in the position of subject, aachala= not eat, nge= nga+e (suffix) by + objective form 'me'

3. **Kothada safa aalala Rajse. (Negative passive voice)**

Here, Kotha+ da= Room in the position of subject, safa= adjective, aa+ lala (not clean), Raj+ se (suffix)= by+ Raj.

English equivalent : The room is not cleaned by Raj.s

From the above examples, we have to remember that se/e/ne are used in different ways. In fact, the meaning of se/e/ne is 'by/with/to' in English. In the active voice as a subject Thena (They), Ngina (We) we have to remove 'a' latter and add 'e' while changing into passive voice.

For instance:

Active	**Passive**
Thena (They)	Thene (by them)
Ngina (We)	Ngine (by us)

Similarly, Nga (I) appears as a subject in active voice, it should be changed into Nge (by me) in passive voice.

Example,

1. Nga kan hyola. (Affirmative active voice)

Nga= I, (sub.) kan=rice (obj.), hyola= cook (verb)

English equivalent with'I cook rice.'

2. Kanda hyola nge. (Affirmative passive voice)

Kan= rice (sub.), da= suffix, hyola= cook (verb), nge= by me

English equivalent: Rice is cooked by me.

In the same way, in an active voice the name of things, people and pronouns Rang/E (You) and The (she/he) appears as a subject, we have to add the suffix ‘se’ with the name.

For instance;

Active	**Passive**
Gita	Gitase (by Gita)
Shyam	Shyamse (by Shyam)
Sita	Sitase (by Sita),
Banduk (Gun)	Bandukse (with gun),
Chakku (Knife)	Chakkuse (with Knife)
Rang/E (You)	Rangse/Ese (by you)
The (she/he)	These (by her/by him

For example;

1. Gita won hula. (Active voice)

English equivalent: Gita washes clothes.

2. Wonda hula Gitase. (Passive voice)

English equivalent: Clothes are washed by Gita.

3. Rang chithi briji. (Active voice)

English equivalent: You wrote a letter.

4. Chithida briji rangse. (**Passive voice)**

English equivalent:: A letter was written by you.

5. Ram kabita brila. (Active voice)

English equivalent: Ram writes a poem.

6. **Kabitada brila Ramse. (Passive voice)**

English equivalent: A poem is written by Ram.

To be clear about passivization rules, you can study the conversion from active to passive voice with the verb ‘brila’ (write) in the following forms of tense.

Tense	**Verb (Active)**	**Verb (Passive)**
Simple present	brila/ brila syula	brila/ brila syula
Simple past	birji/briji syuji	briji/briji syuji
Simple future	brila/brila syula	brila/brila syula

The Simple Past Passivisation Rules in the Tamang Language

Structure

Sub. + obj. + verb+ ji/syuji. (Affirmative active voice)

For examples:

1. Nga kan chaji. (Affirmative active voice)

Nga= I, kan= rice, chaji= ate/eaten.

English equivalent: I ate rice.

2. Thena taha satji. (Affirmative active voice)

Thena= they, taha= tiger, satji= killed.

English equivalent: They killed the tiger.

3. Ram rang ngyotji syuji. (Affirmative active voice)

Ram= Ram, rang= you, ngyotji= called, syuji= suffix honorific.

English equivalent: Ram called you.

The past voice ji and syuji are attache to all the verb stems. Syuji and ji are used in different way. 2nd and 3rd person honorific pronouns take the syuji.

Structures:

sub. + obj. + aa + verb+ ji/syuji. (**Negative active voice)**

For instances:

1. Nga kan aachaji. (Negative active voice)

Nga = I, kan= rice, aachaji= not ate

English equivalent: I did not eat rice.

2. Aappa kee aathunji syuji. (Negative active voice)

Aappa= father, kee= water, aathunji= not drunk, syuji= suffix honorific**.**

English equivalent: Father did not drink water.

3. Thena taha aasatji. (Negative active voice)

Thena= they, taha= tiger, aasatji= not killed

English equivalent: They did not kill the tiger.

4. Ram rang aangyotji syuji. (Negative active voce)

Ram=Ram, rang= you, aangyotji= not called, syuji= suffix honorific

English equivalent with 'Ram did not call you'.

In negative sentences, **aa** preffix is atteached to all verb stems.

Structure:

Sub. + da + verb + ji/syuji + obj. + se/ne/e. (Affirmative passive voice)

For examples:

1. Kanda chaji nge. (Affirmative passive voice)

Here, Kan+ da= Rice in the position of subject, chaji= ate, nge= nga+e (suffix) by + objective form 'me'

English equivalent: Rice is eaten by me.

2. Tahada satji thene. (Affirmative passive voice)

Taha+ da= tiger in the position of subject, satji= killed, thene= thena+e (suffix) by + objective form 'them'

English equivalent: The tiger was not killed by us.

3. Rangda ngyotji syuji Ramse. (Affirmative passive voice)

Rang+ da= you in the position of subject, ngyotji= called, syuji= preffix honorific, Ram+e (suffix)= by Ram.

English equivalent: You were called by Ram.

Structure:

Sub. + da + aa + verb + ji/syuji + obj. + se/ne/e. (Negative passive voice)

For examples:

1. Kanda aachaji nge. (Negative passive voice)

Kan + da= rice in the position of subject, aachaji= not eat, nge=nga+e (suffix) by + objective form 'me'

English equivalent: Rice was not eaten by me.

2. Tahada aasatji thene. (Negative passive voice)

Taha + da= tiger in the position of subject, aasatji= not killed, thene=thena+e (suffix) by + objective form 'them'

English equivalent: The tiger was not killed by us.

3. Randa aangyotji syuji Ramse. (Negative passive voice)

Rang + da= you in the position of subject, aangyotji= not killed, syuji=suffix honorific, Ramse=Ram+e (suffix)= by Ram

English equivalent: You were not called by Ram.

The prefix **aa** is attached to all the root verbs when Tamang express the negative sentences.

The Simple Future Passivisation Rules in the Tamang Language

Structures:

Sub. + future time adverbial + obj. + verb + la/syula. (Affirmative active voice)

For instances:

1. Nga ngyamso syhoi rang syapla. (Affirmative active voice)

Nga= I, ngyamso= tomorrow, shoyi= morning, rang= you, syapla= meet.

English equivalent: Tomorrow morning, I will meet you.

While representing the present and future passivisation rules in the Tamang language, we can find the same verb forms. The future voice is expressed with the help of future time adverbials, nyamso, rening, khaba dini, khaba haptai etc. and the suffix **la** is atteached to all verb stems.

Structure:

Sub. + future time adverbial + obj. + aa + verb + la/syula. (Negative active voice)

For example:

1. Nga ngyamso syhoi rang aasyapla. (Negative active voice)

Nga= I, ngyamso= tomorrow, shyoi= morning, aasyapla= not meet

English equivalent: Tomorrow morning I will not meet you.

Structure:

Sub. + da + future time adverbial + verb + la/syula + obj. + se/e/ne. (Affirmative passive voice)

For example:

Rangda ngyamso syhoi syapla nge. (Affirmative passive voice)

Rang + da = you in the position of subject, ngyamso= tomorrow, shyoi= morning, syapla= meet, nge=nga+e (suffix) by + objective form ‘me’

English equivalent: Tomorrow morning, you will be met by me.

Structure:

Sub. + da + future time adverbial + aa + verb + la/syula + obj. + se/e/ne. (Negative passive voice)

For example:

1. Rangda ngyamso syhoi aasyapla nge. (Negative passive voice)

Rang + da= you in the position of subject, ngyamso= tomorrow, shyoi= morning, aasyapla= not meet, nge=nga+e (suffix) by + objective form 'me'

English equivalent: Tomorrow morning, you will not be meet by me.

2. Ramda khaba haptai tola Sitase. (Negative passive voice)

Ram + da= Ram in the position of subject, khaba haptai= next week, tola= beat, Sitase=Sita+se (suffix) by.

English equivalent: Next week, Ram will be met by Sita.

Comparison Between Tamang and English Passivisation Rules

This section includes the second objective of this study to contrast and compare the passivisation rules in English and Tamang languages. This section will make clear concept about passivisation rules of the Tamang and English languages. It compares and contrasts the simple present, past and future voice respectively.

The Comparison Between English and Tamang in Present Passivisation Rules

Structure:

	English	**Tamang**
A.A.V. :	**Sub. + v1/v5 + obj.**:	**Sub. + obj.+ verb+la/syula.**
Example:	1. Ram washes clothes.	1. Ram wan hula.
	2. She cleans the room.	2. Aama kotha lala syula.

English verbs do not inflect to show present tense except third person singular pronouns. The suffix s, es, ies is added to the root verbs when the subject is third person singular in the present tense whereas the suffix la is the present voice marker for all persons and number in the Tamang language. However, subject is 2nd and 3rd person honorific pronouns, the suffix 'syula' is attached to all verb stems.

Structure:

	English	**Tamang**
N.A.V. :	**Sub. + does/do+not+v1 + obj.**	**Sub.+obj.+ aa+verb+la/syula.**
Example:	1. Ram does not wash clothes.	1. Ram wan aahula.

2. You do not read a poem.	2. Rang kabita aakhatla**.**
A.P.V.: Sub. + is/am/are+ v3+ by+ obj.	**Sub.+ da+ verb+ la/syula + obj. + se/ne/e.**
Example: 1. Clothes are washed by Ram.	1. Wanda hula Ramse.
2. The room is cleaned (by me).	2. Kothada safa lala nge.
3. You are helped by Sita.	3. Rangda sayog lala syula
N.P.V. Sub. +is/am/are+not+v3+ by+obj.	**Sub.+ da + aa + verb + la/syula + obj. + se/ne/e.**
Example: 1. Clothes are not washed by Ram.	1. Wanda aahula Ramse.
2. The room is cleaned (by me).	2. Kothada safa aalala nge.

In English, the subject after do not, does not, is not, are not is compulsory to make negative sentences whereas in Tamang, the prefix aa is attached to the root verbs.

The Comparison Between English and Tamang Past Passivisation Rules

Structures:

English	Tamang
A. A.V : sub. + v2 + obj.	**Sub.+ obj.+ verb+ ji/syuji**
Example: 1. I played football.	1. Nga football klyangji.
2. Father ate rice.	2. Aapa seba solji syuji

In English, the suffix ‘ed’ is the past tense marker that is attached to the regular verbs stems but in irregular verbs cannot take the suffix ‘ed’, for example, played, carried, married, followed, called, loved, danced, passed, cleaned etc. Irregular verbs have different forms such as eat, ate, eaten, go, went, come, came, come, cut, cut, cut, teach, taught, taught, drive, drove, and driven; whereas in Tamang language the suffix ‘ji’ is attached to the root verbs to express past verbs. For instance, niji, chaji, klyangji, briji, syaji, tungji, mragji, etc. The suffix syuji is attached to the root verbs to express past verbs in 2nd and 3rd person honorific pronouns for example, niji syuji. There is no irregular verb in Tamang language.

Structure:

English	Tamang
N. A.V. : sub. + did not + v1 + obj.	**Sub.+ obj.+ aa+verb+ ji/syuji**
Example: 1**.** I did not help you.	1. Nga rang sahayog aalaji.
2. Ram did not call her.	2. Ram the aangyotji.
A. P. V. : sub. + was/were + v3 + by + obj.	**Sub. + da + verb + ji/syuji +obj.+ se/ne/e.**
Example: 1. Rice was cooked by Shyam.	1. Kanda hyoji Shyamse.
2. They were followed by police.	2. Thenda pachhai tiji policese.
N.P.V. : sub. +was/were+not +v3+by +obj.	**Sub. + da + aa + verb + ji/syuji + obj.+ se/ne/e.**
Example: 1.You were not helped.	1. Rangda sahayog aalaji syuji.
2. She was not called by Ram.	2. Theda aangyotji Ramse.

Generally, in English to make negative sentence, subject is followed by did not, was not and were not. On the other hand, in Tamang the prefix aa is attached to all root verbs.

The Comparision Between English and Tamang Future Passivisation Rules

Structures:

English	Tamang
A.A.V.: Sub.+ will/shall + v1 + obj.	**Sub.+ future time adverbial + obj.+ verb + la.**
Example:1. I will help you.	1. Nga rang ngyamso sahayog lala.
2. We will make tea.	2. Ngina tale chiya sola.

Futurity is expressed lexically or periphrastically in both the Tamang and the English languages. English generally use the modal auxiliaries such as will, shall to show futurity whereas Tamang generally use future time adverbials like ngyamso

(tomorrow), rening (the day after tomorrow), khaba mahinai (next month), khaba barsai (next year) etc.

Structure:

English	**Tamang**
N.A.V: Sub.+will/shall+not+v1 +obj.	**Sub. + future time adverbial + obj. + aa + verb + la.**
Example: 1. I will not help you.	1. Nga rening rang sahayog lala.
2. We will not make tea.	. Ngina ngyamso chiya aasola.
A.P.V.: Sub. + will/shall+be+v3+by+obj.	**Sub.+da+future time adverbial + verb + obj. + se/ne/se.**
Example: 1. You will be helped.	1. Rangda ngyamso sahayog lala.
2. Tea will be made.	2. Chiyada nyamso sola.
N.P.V.: Sub.+will/shall+not+be+v3 +by+obj.	**Sub.+ da+ future time adverbial + aa + verb + obj. + se/ne/se.**
Example: 1. You will not be helped.	1. Rangda ngyamso sahayog aalala.
2. Tea will not be made.	1. Chiyada ngyamso aasola.

We can find out that morphologically, both the Tamang and the English languages have no future form of verb. Tamang generally use future time adverbials like ngyamso, rening, khaba mahinai, khaba barsai etc. On the other hand, English generally use the modal auxiliaries such as will, shall to show futurity. In conclusion, the Tamang and English verbs do not inflect for future passivisation rules.

CHAPTER 5: FINDINGS AND RECOMMENDATIONS

This is the final chapter of my study that covers findings and recommendations, which are based on the analysis of the data and interpretation of result.

Findings

After interpreting and analyzing the data collected from the intended populations, the major findings of the research have been summarized as follows:

- In Tamang language, the suffix ‘la’ is attached to all the root verbs to express present and future passivisation whereas in English the sufxes ies, es, s are attached to verbs stems when then subject is third person singular in the present tense.
- In the Tamang language the suffix syula is attached to the root verb if the second and third person honorific whereas there is no honorific form in English.
- For the past passivisation, the suffix ‘ji’ is attached to all the root verbs, but second and third person honorific pronouns take the suffix ‘syuji’whereas in English, the suffix ed is attached to the regular verbs except irregular verbs, on the other hand there is no irregular verb in Tamang.
- There is no future verb in Tamang; it expresses future passivisation periphrastically with the help of future time adverbials, eg. Ngyamso (tomorrow), Rening (the day after tomorrow), Khaba haptai (next week) etc. English does not have future verb as well. English generally use the modal auxilaries such as shall and will to show futurity.
- While making negative sentences, the prefix aa is attached to the root verbs in all verbs in Tamang whereas the prefixes generally do not, does not, is not, are not, did not, was not, were not, shall not and will not to be needed in English.
- To use the suffix ‘da’ has different system in terms of subject i.e. ngada (me), thenda (them), enda (you), nginda (us) etc.
- The suffixes ‘e/ne/se’ are used according to the name of things, people and pronouns in Tamang whereas in English, the prepositions ‘with/by/to’ are used according to verbs.

Recommendations

In reality, Tamang and English languages are not the same. They are quite different. Both languages have their own patterns of sentences and the uses of words. Based on findings of the study the following recommendations have been made for teachers and learners on the voice rules in Tamang and English languages.

- The voice rules are not the same and the rules are applied different ways in Tamang and English so teachers/learners should observe this matter carefully.
- The findings show that Tamang language has the more complex voice rules in terms of their prefixes and suffixes in comparison that of English. Therefore, the complexity of Tamang voice should be considered while teaching English voice to the Tamang native speakers.
- The Tamang verb, subject and object are changed with the attachment different type of suffixes while making active and passive voice so teacher should make this fact clear to the students.
- In Tamang 2nd and 3rd persons possessive, have honorific and non-honorific forms whereas English have not. Therefore, this should be taken into considerations.
- We know that mother tougue influences second language or foreign language in learning. The teacher teaches language, he should find out what difficulties learners are facing due to their mother tongue.

Implications

The following implications can be applied at three levels: policy, practice and further research.

Policy related. Voice rule is the most important in teaching and learning languages. One should be clear about its rules. The voice of a verb tells whether the subject of the sentence performs or receives the action. We can say that voice rules play a vital role in the field of teaching and learning. The learners who are form the native speakers of the Tamang community; they feel very difficult to learn the voice rules of English. They need extra energy to learn it due to their use of mother tongue. Therefore, the government and policy maker should understand the importance and value of languages in this world. It might have good policies to be implemented on

right situation. This research will be more beneficial for policy makers, stakeholders, teachers, students etc. some policy related recommendations are presented as below.

- This study is useful for those who are directly or indirectly interested to examine the passivisation in Tamang and English.
- The findings of my study shows that Tamang and English passivisation rules are different, however, some aspects of both languages are similar. Therefore, while making language related policies, the Government or related department should collaborate with respective linguists, researchers, non-government and international agencies.
- Tamang is also one of the widely spoken indigenous languages of Nepal. Tamang is different from English is taken as medium of teaching and learning activities. Thus, for effective teaching and learning activities, ministry of Education, NCED, Department of Education and other related authorities have to make or support the language and educational policy considering of the findings of similar study.

Practice related. The finding of the study is only limited to forty-five native speaker of the Tamang language in Tamang speech community, Aiselukharka Rular Municipality of Khotang District. Because of these reasons, it may not be generalized to all the Tamang speech community in Nepal; however, this study will provide a valuable secondary source for further research. This is much more important for policy makers in making effective and progressive policy and provisions related to language teaching and learning. The following practice related implications can be given from the finding of this research.

- The suffix ‘la’ is attached to all the present verb stems, but ‘syula’ is for second and third persons honorific. While learning to attach the suffixes, learners commit the error.
- In Tamang, when an active voice is changed into passive voice, subject and object are changed attaching the suffixes except the verb forms.
- The voice rules in Tamang and English has different patterns. They have own their existence. The suffixes ji and syuji are attached to all Tamang past verbs stems whereas in English, the suffix ed is attached to all regular verbs in past except irregular verbs.

- In findings and 5 chapter have interpreted passivization in the Tamang and English. Therefore, to reduce committing errors learners and teachers should consider them well.

Further Research related. This study will help to find out the passivisation in the Tamang and to contrast and compare it with the Tamang and English languages. This study may be more meaningful and beneficial to different researchers for appropriateness and correctness toward its passivisation. It is will be more helpful for the English teachers who are teaching in the Tamang community. This study is also useful for language learners to know the passivisation the Tamang and English languages. In the same way, some further research related recommendations are as follows:

- The findings of this research can help further researches in passivisation in different languages.
- The further researches can be conducted to identify the voice patterns used in various languages.
- This research will be supportive for those who are interested in comparative study of the passivisation in Tamang and English languages.
- The finding of this research will be very helpful to the further exploration.
- This study may help to develop an idea to the researchers who want to study in passivisation of languages.

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APPENDIX

Questionnaire to the native speakers of the Tamang.

Dear Sir/Madam,

This questionnaire is a part of my research study entitled **"Passivization in Tamang and English Languages"** under the supervision of **Dr**. **Hari Maya Sharma,** Lecturer of the Department of English Education, University Campus, T.U. Kirtipur, Kathmandu. Your co-operation in completing the questionnaire through the authentic and reliable information will be of great value to me. I would assure you that the responses made by you would be exclusively used confidentially only for the research purposes.

Researcher

Nir Kumar Tamang

University Campus, T.U. Kirtipur, Kathmandu

Name: ……Date:…….

Sex: (Male/Femal) **Age:……..**

Address: Khotang, Aiselukharka…..…….

Academic Qualification:……

How do you say the following sentences in Tamang Language?

1) The students learn English.

……

2) The students do not learn English.

……

3) English is learnt by students.

……

4) English is not learnt by students.

……

5) A poem was written by the students.

……

6) A poem was not written by the students.

…….

7) The students wrote a poem.

……

8) The students do not write a poem.

……

9) I cook rice.

……

10) I do not cook rice.

…….

11) Rice is cooked (by me).

……

12) Rice is not cooked (by me)

……

13) He helps me.

……

14) He does not help me.

……

15) I am helped (by him).

……

16) I am not helped (by him).

……..

17) Next week, Ram will buy an umbrella.

……

18) Next week, Ram will not buy an umbrella.

……

19) Next week, an umbrella will be bought by Ram.

……

20) Next week, an umbrella will not be bought by Ram.

……

21) Sita beat them.

……

22) Sita did not beat them.

…….

23) They were beaten by Sita.

……

24) They were not beaten by Sita.

……..

25) You helped me.

……

26) You did not help me.

……

27) I was helped (by you).

……

28) I was not helped (by you).

……

29) We close the door.

……

30) We do not close the door.

……

31) The door is closed (by us).

……

32) The door is not closed (by us).

…….

33) They made a house in a city.

……

34) They did not make the house in a city.

……

35) The house was made in a city (by them).

……

36) The house was not made in a city (by them).

…..……..

37) Tomorrow morning, she will sing a song.

……

38) Tomorrow morning, she will not sing a song.

……

39) Tomorrow morning, a song will be sung (by her).

……

40) Tomorrow morning, a song will not be sung (by her).

……

41) Next week, the players will play volleyball.

……

42) Next week, the players will not play volleyball.

……

43) Next week, volleyball will be played by the players.

……

44) Next week, volleyball will not be played by the players.

……..

45) Sita cut grass.

……

46) Sita did not cut grass.

…….

47) Grass was cut by Sita.

……

48) Grass was not cut by Sita.

……..

49) The players bought a football.

……

50) The players did not buy a football.

……

51) A football was bought by the players.

……

52) A football was not bought by the players.

……

53) The day before yesterday, Rekha teased the boys.

……

54) The day before yesterday, Rekha did not tease the boys.

……

55) The day before yesterday, the boys were teased by Rekha.

……

56) The day before yesterday, the boys were not teased by Rekha.

……

57) The tiger will kill the dog.

……

58) The tiger will not kill the dog.

…….

59) The dog will be killed by the tiger.

……

60) The dog will not be killed by the tiger.

…….

61) He washes clothes.

……

62) He does not wash clothes.

……

63) Clothes are washed (by him).

……

64) Clothes are not washed (by him).

…….

65) The students will write an essay.

……

66) The students will not write an essay.

……

67) An essay will be written by the students.

……

68) An essay will not be written by the students.

……

69) Last year, you made the kite.

……

70) Last year, you did not make the kite.

……

71) Last year, the kite was made (by you).

……

72) Last year, the kite was not made (by you).

……..

73) Tomorrow morning, he will eat an apple.

……

74) Tomorrow morning, he will not eat an apple.

……..

75) Tomorrow morning, an apple will be eaten (by him).

……

76) Tomorrow morning, an apple will not be eaten (by him).

……

77) Shyam passed S.L.C.

……

78) Shyam did not pass S.L.C.

……

79) S.L.C was passed by Shyam.

…….....

80) S.L.C was not passed by Shyam.

……

81) Yesterday evening, they called me.

……

82) Yesterday evening, they did not call me.

……

83) Yesterday evening, I was called (by them).

……

84) Yesterday evening, I was not called (by them).

……

85) We made tea.

……

86) We did not make tea.

……

87) Tea was made (by us).

……

88) Tea was not made (by us).

……

89) Ram eats bananas.

……

90) Ram does not eat bananas.

……

91) Bananas are eaten by Ram.

……

92) Bananas are not eaten by Ram.

……

93) I read a book.

……

94) I do not read a book.

……

95) A book is read (by me).

……

96) A book is not read (by me).

……

97) Ritu stole my books.

……

98) Ritu did not steal my book.

……

100) My books were stolen by Ritu

……

101) My books were not stolen by Rita.

……

102) People destroyed the jungle.

……

103) People did not destroy the jungle.

……

104) The jungle was destroyed.

……

105) The jungle was not destroyed.

……

106) The cow eats grass.

……

107) The cow does not eat grass.

……

108) Grass is eaten by the cow.

……

109) Grass is not eaten by the cow.

……

110) My mother saw a bird.

……

111) My mother did not see a bird.

……

112) A bird was seen by my mother.

……

113) A bird was not seen by my mother.

……

114) Rajesh will eat bread.

……

115) Rajesh will not eat bread.

……

116) Bread will be eaten by Rajesh.

……

117) Bread will not be eaten by Rajesh.

……

118) The students learn English.

……

119) The students do not learn English.

……

120) Rina teaches English.

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121) Rina does not teach English.

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122) English is taught by Rina.

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123) English is not taught by Rina.

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Thank you for co-operation