PLURALIZATION IN ENGLISH AND THAMI LANGUAGE

A Thesis submitted to the Department of English Education

In partial fulfilment for the Master of Education in English

Submitted by

Sudip Karki

Faculty of Education

Tribhuvan University

Kirtipur, Kathmandu, Nepal

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DECLARATION

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

Date: 2/08/2013

....
Sudip Karki

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Sudip Karki** has prepared the thesis entitled **'PLURALIZATION IN ENGLISH AND THAMI LANGUAGE'** under my guidance and supervision.

I recommend this thesis for acceptance.

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DEDICATION

Dedicated

to

my mother who gave me birth, care and love.

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ABSTRACT

The thesis entitled **'PLURALIZATION IN ENGLISH AND THAMI LANGUAGE'** is an attempt to identify the rules of pluralization of nouns in Thami language and compare and contrast these rules with those of in the English language. This study also aimed at finding out the similarities and differences in pluralization system between the two languages: Thami and English. To accomplish the objectives of the study, sixty Thami native speakers were selected from two VDCs of Dolakha district by using judgmental sampling procedure to elicit required data. The interview schedule and questionnaire were developed as research tools for both illiterate and literate informants. Collected data were analyzed, interpreted and presented descriptively and comparatively with the help of illustration. The pluralization rules of English were extracted from the secondary sources and those of Thami were derived by analyzing primary data. The finding showed that singular countable nouns in Thami are pluralized by adding suffix-'pali'. Similarly, some cardinal numbers and plural marker are identified in Thami.

This thesis consists of four chapters: Introduction, Methodology, Analysis and Interpretation and Findings and Recommendations respectively. Chapter one includes general background, importance and status of English language in Nepal, linguistic situation in Nepal, an introduction to Thami language, importance of grammar, pluralization, introduction and classification of English nouns, pronunciation of regular plural at the end of nouns in English, rules of pluralization of nouns in English, CA and its importance, review of related literature, objectives of the study and significance of the study. Chapter two deals with methodology. It consists of sources of data, population of the study, sampling procedure, tools for collecting data, process of data collection and delimitations of the study. Chapter three deals with the analysis and interpretation of the data. It comprises the rules of pluralization in English and Thami, comparison of the processes of pluralization in Thami with those in

English and similarities and differences between Thami and English.Chapter four deals with the findings, recommendations and pedagogical implications of the study.

LIST OF ABBREVIATIONS

CA	Contrastive Analysis
CBS	Central Bureau of Statists
e.g.	For Example
et al	and other people
F	Female
i. e.	That is
Illit.	Illiterate
L1	First Language
L2	Second Language
Lit.	Literate
M	Male
N	Noun
No.	Number
NP	Noun Phrase
Pl	Plural
PM	Plural Maker
Sg	Singular
SLC	School Leaving Certificate
T. U.	Tribhuban University
Sub.	Subjective
UNO	United Nations Organization
VDC	Village Development Committee
Viz.	Namely
*	Asterisk (It indicates unacceptable form/expression)

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CHAPTER- ONE

INTRODUCTION

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1. Introduction

This chapter consists of general background, importance and status of English language in Nepal, linguistic situation of Nepal, an introduction to Thami language, importance of grammar, pluralalizaton, introduction and classification of English nouns, pronunciation of regular plural at the end of nouns in English, rules of pluralization of nouns in English, contrastive analysis and its importance, review of related literature, objectives of the study and significance of the study.

1.1 General Background

Generally, language is the voluntary, vocal system of communication. It is defined as a complex phenomenon, known as a chief means of communication through which we express our thoughts, ideas, desires, feelings, emotions, etc. This extra ordinary feature is species specific, i.e. only for human beings which is an abstract entity that uniquely equips human beings for their communication demarcating them from other living creatures. So it is considered as the most valuable asset in human life. It plays vital role in human civilization. Without language, human civilization becomes meaningless and worthless. It is language, indeed, which makes it possible and keeps human civilization alive and attributable. Generally, language takes place in a certain pattern and order. According to Richards et al. (1999, p. 196) "A language is the system of human communication which consists of the structured arrangement of sound into larger units, e.g. morphemes, sentences, utterances".

It is very difficult to define language. That means a single definition cannot cover the whole aspect of language. Sapir (1921, p. 8) says, "Language is a purely human and non-instinctive method of communicating ideas, emotions, and desires by means of voluntarily produced symbols" (as cited in Lyons, 1981, p.3). Likewise, Bloch and Trager (1942) say "A language is a system of arbitrary vocal symbols by means of which a social group co-operates" (as

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cited in Lyons, 1981, p.4). In addition, Hall (1968, p.150) infers language as" the institution where by humans communicate and interact with each other by means of habitually used oral-arbitrary symbols" (as cited in Lyons, 1981, p.5).

Hornby (2005, p. 862) defines language as "the system of communication in speech and writing that is used by people of particular country or area". The above- mentioned definitions focus on communicative and social functions of language. Most of them express the view that languages are system of symbols and sign designed, for the purpose of communication. Language is that asset of human beings by which communication and socialization occurs in society, community and country. Indeed, among several modes of communication, language is the most powerful and widely used unique means gifted to humans to share their feelings, emotions, thought, and ideas. As language is common to all and to only human beings, it is regarded as the greatest accomplishment of human civilization.

1.1.1 Importance and Status of English Language in Nepal

Languages are usually not spoken in exactly the same way from one place to another place. There are several varieties of languages: dialects, registers. The English language is an international language and it can function as a lingua franca all over the world. It covers wide area, for example, science and technology, culture and religion, education and literature, politics, business, media and communication and so on. Hence, the English language is the demand of the day. Without English, our life becomes difficult. We need English language to link people having different languages and cultures. Furthermore it is the age of science and technology, discoveries and inventions. Therefore, the English language is essential for human beings.

It is clear that English plays an important role in society because it serves as lingua franca at the national and international level. It is also one of the official languages of UNO. Thus, it is the main medium of expressing our ideas. Because of the latest scientific discoveries and development in the field of communication, the importance of the English Language has increased.

In the context of Nepal, the historical development of English language goes back to the early 1850s.The emergence of the English language in Nepal is closely connected with the Rana regime. After the visit to England, Jung Bahadur Rana established Durbar High School in 1853 A.D. It was the first English school for teaching English in Nepal. Presently, English has been included in the curriculum as compulsory subject from primary to the graduate level and it is also as an optional subject up to master's level. It has also been taken as the medium of instruction in some educational institutions.   In Nepal we mainly need English for two purposes: as an international language and academic purpose. Bhattarai (1995, P. 217) focuses the importance of English language as;

> … English has become indispensable vehicle to the transmission of modern civilization in the nation. It is a passport through which one can visit whole world and one who knows English can enjoy the advantages of world citizen. He is received and understood everywhere. Therefore, English is the only means preventing our isolation from the world and we will act unwisely if we allow ourselves to envelop in the folds of dark curtain of ignorance.

To sum up, the importance and craze over English language has been increasing remarkably because it is considered as a prestigious language in the context of Nepal.

1.1.2 Linguistic Situation of Nepal

 Nepal is a small multicultural, multilingual and multiethnic country having an area of 1, 47, 181 square km. It is very rich from linguistic perspective. Though it occupies only 0.03% and 0.3% land of the world and Asia respectively, it is amazing fact to have one hundred and twenty three languages in a small country. (CBS: 2012). Most of the languages do not have written form, i.e.

script; they exist only in spoken form in day-to-day communication. Some of the languages are in the verge of extinction. There are a number of factors responsible for language loss in Nepal. The major factors include lesser number of speakers, migration to urban areas, lack of language transmission to coming generation and such others.

On the basis of the language family, the languages of Nepal are categorized into four groups as follows:

1.1.2.1 Indo-Aryan Language Group

The following languages are included in Indo-Aryan Group:

Nepali	Maithili	Bhojpuri	Tharu	Awadhi
Urdu	Hindi	Rajbansi	Bengali	Danuwar
Marwadi	Majhi	Darai	Kumal	English, etc

(Source: Yadav and Grove, 1994, p. 46)

1.1.2.2 Tibeto-Burman language Group

The following languages are included in Tibeto-Burman group:

Tamang	Newari	Rai group	Magar	Gurung
Limbu	Sherpa	Chepang	Dhimal	Thami
Thakali	Jirel	Surel	Raji	Byansi
sunuwar	Lepcha	Meche	Pahari	Hayu, etc.

(Source: Yadav and Grove, 1994, p. 47)

1.1.2.3 Dravidian language Group

The **Jhangar** language is the only one language, which is related to this group. It is spoken in the eastern Terai region of Nepal. (Source: Yadav and Grove, 1994, p. 48)

1.1.2.4 Austro-Asiatic Group

The **Satar** is only one language of this family, which is spoken in Jhapa district. (Source: Yadav and Grove, 1994, p. 49)

Among these four language families mentioned above, the Tibeto-Burman language family contains the largest number of languages. My study is concerned with Thami language which falls under Tibeto-Burman. Regarding English, it is classified under Indo-European language family. It is termed as 'West-Germanic' which is sub branch of the Germanic branch of the Indo-European family.

1.1.3 An Introduction to Thami Language

Being a multiracial, multilingual, multireligious, multicultural and multi-ethnic nation, Nepal is very rich in terms of language, culture and religion. According to the Population Census Report 2012, there are one hundred and twenty three identified languages spoken in Nepal. Many of them do not have their written script but only used in daily communication.

Nepal is a common home of many races and tribes. There are more than one hundred different types of races and castes in Nepal. It appears that for the size of the country, Nepal possesses a great variety of races in its population. The pre-history and the early history of Nepal are largely unknown. The ancient history of Nepalese like that of all other nations which affect to trace their origin beyond the data of authentic record is clouded by mythological fable.

In Nepal, many ethnic people live in different parts of the country. Those indigenous people have their own language, religion and culture. Among them, Thami, indigenous people of Nepal, live in the central part of Nepal. The majority of Thami people are found in Dolakha, Sindhupalchwok and Ramechhap districts. Very few Thami speaking people live in the hill and even fewer of them live in the high mountain (CBS: 2012). They have their own language and culture.

The origin of Thami cannot be terraced exactly but they were the inhabitant of Thimi in ancient period as said in fable (Pandey, p. 41). Later they migrated to different parts of the countryside. Those people are living upper side of Tamakoshi river of Nepal (Dhakal, p.103). The ancient history of Thami in Dolakha district can be found in Suspakshamawati VDC in the 17th century. But the original Thami speakers are found only in Lapilang, Sunkhani, Sundrawati, Aalampu and Suspakshmawati VDCs of Dolakha district. They are known as laborious and honest tribes of Nepal. According to the census report 2012, the total Thami population is 28,671 where Dolakha district covers 60% of it.

The Thami language has its own recognition like many other languages. This language belongs to Tibeto-Burman language family. It is speculated that Thami language may come under Kirant language family because it resembles with Yakha Rai and Limbu language (Pandey, p.41). This language is mostly spoken in Lapilang, Suspakshamawati and Aalampu VDCs of Dolakha district.According to the Population Census Report 2012, Thami language is the twenty fifth largest language of Nepal, as it is spoken by 23,155 people. Only 0.1% Nepalese of the total population speak Thami as their mother tongue. Though it has a long history, it does not have its own script. They use Devanagari script.

1.1.4. Importance of Grammar

Grammar is a system of general principles for speaking and writing a language. Grammar is the rules in a language for changing the form of words and combining them into sentences. It helps us in forming and producing infinite number of sentences with the help of finite number of rules. Grammar is a science that treats the principles that govern the correct use of language in either oral or written form.

Richards et al. (1999, p.161) define grammar as;

A description of the structures of a language and the way in which

linguistic units such as words and phrases are combined to produce

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sentences in the language. It usually takes into account the meaning and functions. These sentences have in the overall system of the language. It may or may not include the description of sound of a language.

There is a set of rules which govern how grammatical units of meaning will be constructed in any language. Grammar is a mechanism of language to produce correct sentences according to rules of the language. It teaches us to manipulate a language in speech and writing. The aim of grammar is to help the learners in constructing structures which accurately express the intended meaning they want to create. In this way, grammar is the means to improve accuracy in the use of language.

1.1.6. Pluralization

The process of transforming the singular sentences into the plural ones is called pluralization. Really speaking, pluralization is a linguistic process. Something is added to the meaning in it. The process of pluralization may differ from language to language but this linguistic process exists in the all language of the world. We can't fulfill our all linguistic objectives without using this part of grammar. Thus, pluralization seems to be important from the point of view of linguistic function. Generally, singular nouns are turned into plural by adding s/es suffix. e. g. cat-cats, bus-buses, etc, singular verbs are turned into plural by removing s/es for them. e. g. beats-beat, teaches-teach etc. Sometimes words are changed to turn into plural from singular such as child-children, is –are. Similarly pluralization defects words, phrase and sentences. Here it can be shown on these three levels.

1. Word Level

Lexical level pluralization can be made by adding s/es suffix in the noun, changing the word, removing s/es, verb and changing the alphabet. e.g.

Noun

Singular	Plural
boy	boys
bus	buses
child	children
man	men
woman	women

Verb

teaches	teach
helps	help
is	are
was	were

2. Phrase level

Singular	Plural
one boy	two boys
a bee	many bees

3. Sentence level

A bird is sitting on a tree. (Singular)

Birds are sitting on trees. (Plural)

An ox was beaten by the farmer. (Singular)

Oxen were beaten by farmers. (Plural)

A child likes toy. (Singular)

Children like toys. (Plural)

1.1.6. Introduction and Classification of English Nouns

Noun is one of the grammatical categories referring to a name of a person, place, thing, quality and event. Nouns can be identified by the following tests:

∫ They can, as a rule, change their form to make plural, i.e. bus-buses.

∫ They can take determiners, or markers, i. e. one tree- many trees.

∫ They have possessive forms, i.e. dog's leg.

∫ They occur in their position.

The researcher has extracted the classification of English nouns here to make comparison and contrast the pluralization system between English and Thami languages easy.

Nouns can be classified into five kinds given below:

1.1.6.1. Proper Noun

Proper noun is the name of a particular person or thing, i.e. a name used for specific people, places, countries, months, days, holidays, magazines, rivers, mountains and so forth. For example, Maya (person), Nepal (country), July (month), Koshi (river), Everest (mountain), Monday (day)

Proper nouns have 'unique' reference and do not share such characteristic of common nouns. A proper noun is written with initial capital letter.

Proper noun can be used as a "common noun" when it denotes (i) some rank or office (ii) some class of persons or things:

i) Such words as Ceasar, Caliph, Sultan, etc. are used as common nouns because they denote persons holding a certain rank or office.

ii) A proper noun is used as a common noun when it denotes a class of persons or things and is used in descriptive sense, e.g.:

Devkota is the *Wordsworth* of *Nepal*.

Bal Krishna Sam is the *Shakespeare* of *Nepal*.

(Wren and Martin, 1989, p.4).

1.1.6.2. Common Noun

A common noun refers to any and every person or thing of the same kind or class, not to a particular person or thing, e.g.; cow, man, girl, country, dog, bird, mountain, etc.

Common nouns are divided into two subcategories: count nouns and non-count/mass nouns. Count nouns are those which can be counted and take plural inflection, e.g. farmer-farmers. Non-count nouns are those neither which can be counted nor take plural inflection, e.g. water, air. All count common nouns are pluralized in English.

For example;

Singular	**Plural**
Girl	Girls
Man	Men
Child	Children
Bush	Bushes

(Wren and Martin, 1989, p.4).

1.1.6.3. Collective Noun

A collective noun refers to a collection or group of persons or things of the same kind as a whole, e.g.: class, team, government, flock, etc.

Here, class is a collective noun because it stands for a mass or a group of students or all students in a group. Every collective noun is also a kind of common noun. The term 'class' may stand for many different classes or groups of students. The collective nouns are pluralized when they are used as common nouns.

For example;

Singular	**Plural**
class	classes

team   teams

herd   herds

flock   flocks

(Wren and Martin, 1989, p.5).

1.1.6.4. Material Noun

A material noun is the name of material, substance, matter or ingredient of which things are made, e.g.: iron, gold, milk, rice, etc.

A material noun is a type of common noun but a distinction is made between the two. A common noun is usually a countable noun and a material noun is an uncountable noun: the cow gives us milk. Here, cow is a common noun (countable), but milk is a material noun (uncountable).

Sometimes, the same word can be a common noun or material noun according to the use/sense. For example;

a) Fish swim.   b) Fish is fried.

Here, in the above sentence (a) the noun 'fish' indicates individual fish or a number of fishes, is therefore a common noun and in the sentence (b), the same noun 'fish' indicates the matter (fried fish) of the bodies of it is made, is therefore a material noun.

Material noun cannot be altered into plural, e.g.:

Singular   Plural

curd   *curds

milk   *milks

gold   *golds

Asterisk on the plural forms of nouns indicates that they are not acceptable. (Wren and Martin, 1989, p.5).

1.1.6.5 Abstract Noun

An abstract noun is usually the name of a quality, state or action considered apart from the object to which it belongs to. It is an abstract noun which cannot be seen, only felt. e.g.

Quality- goodness, wisdom, intelligence, humility, beauty

State- youth, pleasure, poverty, death

Action - theft, love, movement, choice, revenge.

An abstract noun also denotes the name of art and science, e.g. literature, music, physics, economics, etc.

The four kinds of nouns described above relate to objects of sense, that is to say, things which can be seen, touched, heard, smelt or tested, i.e. perceived by the sense organs. But, abstract nouns relate to qualities, state, etc. which cannot be perceived by the sense organs. They are known only through our mind. Thus, abstract nouns refer to mental properties. For example, we know that sugar is sweet. We also know that chocolate is sweet. We can see or touch sugar or chocolate but can't see or touch the sweetness that is apart from sugar or chocolate or any other objects having the same quality. Thus, 'abstract' means 'drawn off' (abstracted in thoughts) from the objects. Hence, sweetness is an abstract noun.

The abstract noun is pluralized when it is used as a common noun, e.g;

movement - movements,

relationship - relationships, etc.

 (Wren and Martin, 1989, p.6).

1.1.7 The Pronunciation of the Regular Plural at the End of Nouns in English

The pronunciation of the regular affixes changes depending upon the phonological environment in which they occur. The regular – *s/es* plural has

three different pronunciations: /ɪz/, /z/, /s/ depending on the final sound of the base.

a) The suffix – *s/es* is pronounced as /ɪz/ or /əz/ after bases ending in sibilants:

/s/	in	horse	~	horses
		nurse	~	nurses
/z/	in	size	~	sizes
		nose	~	noses
/ʃ/	in	rush	~	rushes
		brush	~	brushes
/tʃ/	in	church	~	churches
		torch	~	torches
/ʒ/	in	marriage	~	marriages
		mirage	~	mirages
/dʒ/	in	bridge	~	bridges
		language	~	languages

b) The suffix – *s/es* is pronounced as /z/ after bases ending in vowel and voiced consonant sounds except sibilants:

day	~	days		bed	~	beds
flame	~	flames		rib	~	ribs
zoo	~	zoos		dog	~	dogs, etc.

c) The suffix – *s/es* is pronounced as /s/ after bases ending in voiceless consonant sounds except sibilants:

bet	~	bets	mouth	~	mouths
book	~	books	hat	~	hats, etc.

1.1.8 Rules of Pluralization of Nouns in English

Although pluralization is found in almost all the languages, the processes of pluralizing singular noun into the plural form differ from one language to other. The rules of pluralization in English have been extracted from secondary sources: Quirk et al. (1985) and Thomson and Martinet (1986).They are presented below with examples as follows:

a) Generally, most nouns are made plural by adding a suffix – *s* to the singular form, including nouns ending in silent – *e*.

For example;

Singular	Plural
hat	hats
sitar	sitars
boy	boys
college	colleges
horse	horses

But nouns ending in sibilants which are spelled –s, sh, ch, x, z, are made their plural by adding a suffix – *es* to the singular form.

For example,

Singular	Plural
gas	gases
buzz	buzzes
box	boxes
church	churches
bush	bushes

b) Nouns ending in – o, have their plural in – os or – oes.

i) When nouns end in – o and –o is preceded by a vowel (letter or sound), plural is formed by adding a suffix – *s* to the singular form.

For example;

Singular	Plural
bamboo	bamboos
embryo	embryos
folio	folios
stereo	stereos
zoo	zoos

ii) When nouns ending in – o preceded by a consonant, plural is usually formed by adding a suffix – *s* to the singular form.

For example;

Singular	Plural
dynamo	dynamos
piano	pianos
quarto	quartos
solo	solos

Abbreviated nouns and ethnic nouns ending in –o, take only suffix – *s* to form their plural.

For example;

Singular	Plural
kilo	kilos (Kilogram)
memo	memos (Memoranda)
photo	photos (Photographs)
Eskimo	Eskimos

iii)   But when nouns ending in – o preceded by a consonant, the plural is generally made by adding – *es* to their singular form.

For example;

Singular	Plural	Singular	Plural
echo	echoes	potato	potatoes
domino	dominoes	tomato	tomatoes
embargo	embargoes	torpedo	torpedoes
hero	heroes	veto	vetoes

iv) Some nouns ending in – o, have both plural forms – *s/es*. For example,

Singular	Plural	Singular	Plural.
benjo	benjos/benjoes	grotto	grottos/grattoes
cargo	cargos/cargoes	hallo	hallos/halloes
buffalo	buffalos/buffaloes		
volcano	volcanos/volcanoes		
manifesto	manifestos/manifestoes		
innuendo	innuendos/innuendoes		

c) Nouns ending in –y preceded by a consonant, y is changed to –i and are made their plural by adding a suffix – *es* to the singular form.

For example;

Singular	Plural
sky	skies
country	countries
fly	flies
baby	babies

But if the nouns ending in – y preceded by a vowel, plural is formed by adding –*s* to the singular form.

For example;

Singular	Plural
day	days
donkey	donkeys
monkey	monkeys
guy	guys
boy	boys

But nouns ending in – quy/kwi:/ where u is only a spelling vowel required after –q, which have their plural – quies.

For example;

Singular	Plural
soliloquy	soliloquies
colloquy	colloquies

d) Nouns which in the singular form end in –f or – fe, form plural by changing – f or – fe to – *ves*.

For example;

Singular	Plural	Singular	Plural
calf	calves	half	halves
knife	knives	self	selves
life	lives	thief	thieves
shelf	shelves	wife	wives
elf	elves	sheaf	sheaves
loaf	loaves	wolf	wolves

Both – *s/e*s suffixes are added to some nouns ending in – f to pluralize them.

For example;

Singular	Plural
dwarf	dwarfs/dwarves
hoof	hoofs/hooves
scarf	scarfs/scarves
wharf	wharfs/wharves

But some nouns ending in –f/fe, take only – *s* suffix in the plural form.

For example;

Singular	Plural	Singular	Plural
belief	beliefs	proof	proofs
chief	chiefs	roof	roofs
cliff	cliffs	safe	safes

e) Some nouns are pluralized by mutation (change of the internal vowels).

For example;

Singular	Plural	Singular	Plural
man	men	tooth	teeth
woman	women	mouse	mice
foot	feet	louse	lice
dormouse	dormice		

f) There are three nouns which are formed their plural by adding –*en* to the singular form.

For example;

Singular	Plural
ox	oxen

child   children

brother   brethren (with mutation as well as the –en ending) (brothers)

g) A compound noun is usually pluralized the last element (even when it is not a noun) by adding a suffix – *s*.

For example;

Singular	Plural
baby sister	baby sisters
assistant doctor	assistant doctors
close-up	close-ups
grown-up	grown-ups
stand-by	stand-bys
gin - and - tonic	gin - and - tonics
forget - me - not	forget - me - nots

h) A compound noun is pluralized in the first element especially when the compound include a post modifier or final particle.

For example;

Singular	Plural
notary public	notaries public
grant - in - aid	grants - in - aid
commander - in - chief	commanders - in - chief
man - of - war	men - of - war
coat - of - mail	coats - of - mail

Also:

Passer-by	Passers-by
runner-up	runners-up

hanger-on	hangers-on

The following compound nouns are pluralized either in the first or the last element.

For example;

Singular	Plural
attorney general	attorneys general/attorney generals
court martial	courts martial/court martials
mother - in - law	mothers - in - law/mother - in -laws

i) Appositional compound, (e.g. a woman doctor: The doctor is a woman), whose first element is or includes man or woman is pluralized both the first and the last element.

For example;

Singular	Plural
gentleman farmer	gentlemen farmers
man servant	men servants
woman doctor	women doctors

Similarly :

lord - justice	lords - justices
knight - templar	knights - templars

But the plural is made in the last element when the compound is not appositional (e.g. woman hater means 'x' hates 'y' woman).

For example;

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

j) Nouns from Latin ending in - us, form their plural in most case by replacing - us only by - i.

For example;

Singular	Plural
stimulus	stimuli
alumnus	alumni
bacillus	bacilli
locus	loci

But, corpus has the plural corpora/corpuses and genus has the plural genera.

Nouns ending in - us, take only - *es* to form their plural:

Singular	Plural
apparatus	apparatuses
bonus	bonuses
campus	campuses
census	censuses

Other nouns ending in - us, have such plural forms are: Caucus, sinus, virus, minus, prospectus, impetus, circus, chorus etc.

Some nouns ending in - us, have two plural forms:

For example;

Singular	Plural
focus	foci/focuses
fungus	fungi/funguses

Other nouns that have both plurals are: cactus, nucleus, radius, syllabus, terminus etc.

k) Nouns from Latin ending in - a, form their plural only with - ae.

For example;

Singular	Plural
alumna	alumnae
alga	algae
larva	larvae

Nouns ending in -a, form their plural only with -*s* :

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

Nouns ending in –a, form their plural both with - *s or -ae*:

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

l)   Nouns from Latin ending in - *um* that changes only to - *a* in the plural form.

For example;

Singular	Plural
addendum	addenda
desideratum	desiderata
bacterium	bacteria

erratum	errata
corrigendum	corrigenda
ovum	ova

Nouns ending in – um, form their plural only with – *s*:

Singular	Plural
album	albums
museum	museums
premium	premiums
harmonium	harmoniums
chrysanthemum	chrysanthemums

Nouns ending in – um, have two plural forms:

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

Others nouns that have both plurals are: maximum, medium, memorandum, millennium, minimum, moratorium, podium, referendum, spectrum, stratum, symposium, ultimatum.

m) Nouns from Latin ending in – ex or – ix, have both plurals: *ices* and - *es*.

For example;

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

| matrix | matrixes/matrices |

But, codex has only codices in Plural form.

n) Nouns from Greek ending in - is, are turned into plural by changing – is to - *es*.

For example;

Singular	**Plural**
basis	bases
analysis	analyses
axis	axes
crisis	crises

Other nouns which take this plural are : diagnosis, ellipsis, hypothesis, oasis, paralysis, parenthesis, synopsis, synthesis, thesis.

But, metropolis has the plural metropolises.

o) Nouns from Greek ending in - on, are turned into plural by replacing - on only with - *a*:

Singular	**Plural**
criterion	criteria
phenomenon	phenomena

But, some nouns ending in-on, take only -*s* to form the plural:

Singular	**Plural**
electron	electrons
neutron	neutrons
proton	protons
demon	demons
ganglion	ganglions

But, automaton has both plurals: automatons and automata.

p) Some foreign nouns ending in - eau, form their plural by adding

    - *s/x*.

Singular	Plural
plateau	plateaus/plateaux
bureau	bureaus/bureau

1.1.9 Contrastive Analysis and its Importance

 The language spoken in the world may seem externally similar with each other but they are phonologically, morphologically and syntactically different from one another. They may or may not have descended from the source language. Some features of some languages may resemble but they can never be exactly the same. It means that genetically similar languages may have the different in some features while genetically unrelated languages may look alike in the same features. There cannot be found out without doing the comparison. So, the comparative study falls in the study of contrastive analysis. According to James (1980, p. 3). "Contrastive Analysis is a linguistic enterprise aimed at producing (i.e. contrastive not comparative) two valued typologies (a CA is always concerned with pair of languages) and founded on the assumption that languages can be compared".

Crystal (2003, p.107) views CA as "a general approach to the investigation of languages (contrastive linguistics) particularly as carried out on certain area of applied linguistics such as foreign language teaching and translation".

Being a branch of applied linguistics, contrastive analysis is a scientific study of similarities and differences between languages. It is the branch of linguistics which compares learner's two languages, viz. their mother tongue and target language to find out their similarities and differences and then to predict the areas of ease and difficulty in learning. The comparison may be between two different languages (e.g. English and Thami) which is called interlingual comparison and between two dialects of the same language which is called intralingual comparison. Similarly, the comparison between two or more

languages on phonological, morphological, syntactic level and other levels also enable us to identify the similarities and differences between L1 and L2 and those similarities and differences help us in predicting the area of ease and the difficulty in learning L2.

CA was introduced in the late 1940s and 50s, highly popularized in the 60s and its popularity declined in the 70s. The development of CA for foreign language teaching can be advocated first by the American linguist C.C. Fries. In 1945, his work "Teaching and Learning English as a Foreign Language" was published in which he states that "the most effective materials are those that are based upon a scientific description of the language to be learned, carefully compared with a parallel description of the native language of the learner".

Later, making the concept more direct, clear and explicit, Robert Lado published his classical work entitled "Linguistic Across Culture" in 1957. In this book, Lado (1957, p.12) provided three underlying assumptions of CA which have significant roles in language teaching;

a) Individuals tend to transfer the forms and meanings and the distribution of forms and meanings of their native language and culture both productively when attempting to speak the language… and receptively when attempting to grasp and understand the language.

b) In the comparison between native and foreign languages lies the key to ease or difficulty in foreign language learning.

c) The teacher who has made a comparison of the foreign language with the native language of the students will know better what the real learning problems are and can better provide for teaching them.

CA is based on the behaviouristic theory of learning. According to this theory, learning a language is a matter of habit formation. When learners come in contact with an L2, they have already mastered an L1. In such case, they transfer the knowledge of L1 in learning L2. While learning an L2, some features of it are easier to learn and some are difficult because of the transfer of

the old habit/knowledge (L1). If the old habit/knowledge (L1) is similar to the new knowledge (L2), there is positive transfer which facilitates in learning new habit (L2) but if the old habit (L1) is different from the new (L2), there is negative transfer which hinders in learning a new habit (L2).

In short, the more similarities between the two languages, the more ease to learn and the more differences between the two languages, the more difficult to learn. We can say that the greater the similarities the greater the ease, and the greater the ease the lesser the chances of errors; the greater the differences the greater the difficulty, and the greater the difficulty the greater the chances of errors. But sometimes, similarity may cause difficulty and dissimilarity may cause ease in learning the target language. This paradoxical remark is made by Osgood (1949) called similarity paradox. The following statements are in favour of similarity paradox:

a)   Difficulty is clearly a psychological matter whereas difference is linguistic one.

b)   Because a particular feature of the target language is different from that of the mother tongue, it does not necessarily follow that it is difficult to learn.

c)   Relatively similarity, rather than difference is directly related to levels of difficulty.

CA has its significant contribution to the L2 teaching. It provides sound conceptual insight about the language a teacher teaches. It helps the teacher to diagnose the level of difficulty and cause of the errors that learner commits.

Contrastive Analysis has great importance in language learning. It is mainly important when a language is taught and learnt as a second language. There are mainly two functions of CA. Firstly, CA predicts the likely errors to be committed by a particular group of learners in learning a particular language, is also regarded as the primary function of CA. In this regard, CA is very helpful in identifying the areas of difficulties in learning and errors in

performance, determining the areas which the learners have to learn with greater emphasis, and designing teaching/learning materials for those particular areas that need more attention. Secondly, CA explains the sources of error in one's performance. This is the secondary function of CA. So, a language teacher should have the knowledge of CA to treat the learners psychologically and academically. The syllabus designers, language teachers, testing expert syllabus designer and text book writers also get benefits from the findings of CA.

1.2. Review of Related Literature

There are a number of research works on comparative linguistic study among different languages spoken in Nepal such as Gurung, Maithali, Limbu, Bajjika under the Department of English Education. Although several research works have been done on pluralization, not any research has been carried out on pluralization in English and Thami. So, this is the first research in pluralization of nouns in English and Thami language. The following research works have been reviewed.

Shah (2007) carried out a comparative study on "Pluralization of Nouns in English and Bajjika" to identify the process of pluralization in Bajjika language. He used stratified random sampling procedure in selecting thirty six Bajjika native speakers from six VDCs of Rautahat district. He used structured interview schedule for illiterate and literate and questionnaire for educated informants. He found that- 'sa' suffix is added to singular Bajjika noun to make it plural. Sometimes both a determiner and a suffix are found to be used to make a singular noun plural. He concluded that there is limited number of rules of pluralization in Bajjika than in English and the rules of that language differ from that of the rules of English.

Likewise, Serma (2008) conducted research entitled "Pluralization in English and Limbu" to compare and contrast the Limbu pluralization with that of English. He selected forty Limbu native speakers from three VDs of Panthar district by using judgmental sampling procedure. The interview schedule and

participant observation were used as major tools for the collection of data. He found that -'si' and -'ha' are the suffixes to change a singular noun into a plural noun. Sometimes both determiner and suffix are used to pluralize a singular noun in Limbu. His study showed that the process of pluralization in Limbu is very much similar to that of English.

Yadav (2008) has done research on " Pluralization of nouns in English and Maithali: A comparative study". He wanted to find out the process of pluralization in Maithali language. He selected eight VDS of Saptri district. Seventy two Maithali native speakers were taken using stratified random sampling procedure to sample population. Literate, illiterate and educated informants were classified for structured interview sheet and questionnaire to elicit data. His study showed that the suffix -'sab' is used while transferring a singular Maithili noun into the plural one. The suffix -'lokain' is also used with human nouns to make them plural. He concluded that there are limited numbers of rules of plurilazation in Maithali in comparasion to English.

In the same way, Tamang (2009) conducted research on "Pluralization in Tamang and English". The purpose of study was to identify pluralization system in Tamang and to compare and contrast with that of English. Eighty Tamang native speakers of Chautara VDC of Sindhupalchok were selected using snowball sampling procedure. Interview schedule and questionnaire were the major tools for the collection of data. He found that singular nouns in Tamang are pluralized by adding the suffixes like -dugu/-jugu,-gaade/-kaade,-na/-ni,-uttu and bagal to them.Similarly singular personal proununs are pluralized using the suffixes like -na/-ni and -gaade/-kaade. His study concludes that Tamang language has more plural suffixes in comparasion to English. However, the processes of making plural are more difficult in English than in Tamang.

Dahal (2012) has carried out research on "A comparative study of sub-verb Agreement in Thami and English". He aimed to find out the similarities and differences between English and Thami sub-verb agreement systems. He

collected data form forty native speakers of Thami by using structural interview schedule and non-participant observation tools. He has found out that both Thami and English verbs do not agree with gender but both verbs agree with tense, aspect, number system and pluralization of personal pronoun in present tense. Thami and English verbs differ in structure that is: The Thami sentence structure is s+o+v but English is s+v+o.

There are some other research works available on pluralization. But no research has yet been carried out to compare and contrast the process of pluralization between English and Thami language. Hence, the present study is expected to be significant as well as different from other researches.

1.3 Objectives of the Study

The objectives of the study were as follows:

1. To identify the process of pluralization of nouns in Thami language.
2. To show the similarities and difference between the process of pluralization in Thami language with those in English.
3. To suggest some pedagogical implications.

1.4. Significance of the study

This research will be the first research on pluralization in English and Thami language in the Department of English Education. So, it will be invaluable for the department itself. This research work will be significant to the people who want to conduct research on Thami language as input and reinforcement. It will also be helpful in developing the grammar of Thami language. Further, it will be significant to all those students, language teachers, language planners, textbook writers, syllabus designers, etc. who involved in the English language teaching in Nepal. It will be an extra aid for the researchers or linguists who are interested in the study of Thami language.

CHAPTER TWO
METHODOLOGY

This chapter consists of sources of data, population of the study, sampling procedure, tools for collecting data, process of data collection and delimitations of the study. The following methodology was used to accomplish the objectives of the study:

2.1   Sources of Data

Both primary and secondary sources of data were used to carry out the study.

2.1.1 Primary Sources

The native speakers of the Thami language from Aalampu and Lapilang VDCs of Dolakha district were the primary sources of data from whom the researcher elicited the required data for the research.

2.1.2 Secondary Sources

In addition to the primary sources, the researcher made use of different secondary sources of data, viz. different books, journals, articles and other materials related to the topic of pluralization. Some secondary sources were: Wren and Martin (1989), Kumar(1996),Shah(2007), Serma(2008), Yadav (2008), Tamang (2009), Dahal (2012) etc.

2.2 Population of the Study

Population of the study were all native speakers of Thami language of Aalampu and Lapilang VDCs of Dolakha district.

2.3 Sampling Procedure

Aalampu and Lapilang VDCs of Dolakha district were selected as study area for the research. Sixty native speakers were selected from those VDCs representing both male and female. The total sample population was divided into two groups, viz. illiterate and literate, having thirty informants in each

VDC using judgmental sampling procedure. Illiterate are those who were unable to read and write but speak well and literate are those who were able to read and write well and also had academic qualification over SLC.

2.4 Tools for Data Collection

Structured interview schedule / questionnaire for the illiterate and literate informants and non-participant observation were the tools to collect the required information for this study. A set of interview schedule was developed with simple statements in English and the data was collected in Roman form. (See Appendix-I)

2.5 Process of Data Collection

At first, interview schedule and questionnaire were prepared as research tools. Then, selected VDCs of Dolakha district were visited to meet informants individually and establish good rapport with them. The needs and objectives of the study were briefly explained. The illiterate informants were interviewed using the pre-structure interview schedule. Similarly, the literate informants were distributed questionnaire and asked to fill it up. At the same time, oral interview was taken with the selected literate and illiterate informants to elicit more information.

2.6 Delimitations of the Study

The study was limited in the following ways:

a) Only sixty informants were included in this study.

b) The study focused on the pluralization in the Thami language.

c) The study was based on only two VDCs of Dolakha district.

d) The total population was confined only to 2 groups, viz. illiterate and literate.

e) The study was limited to the comparison between English and Thami pluralization systems of nouns.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data obtained from the informants involved in the study. Firstly, the analysis of the rules of pluralization in English has been done on the basis of secondary data. Secondly, different types of Thami nouns and its pluralization rules were analyzed, identified and interpreted on the basis of the primary data collected from sixty Thami native informants of two VDCs of Dolakha district. Then, the data were analyzed descriptively and comparatively with the help of illustrations for making the study more objective. Having analyzed the data, the processes of pluralization in Thami were compared with those of in English. Then, the points of similarities and differences were drawn from the processes of pluralization in English and Thami with illustration. Thus, this chapter consists of two parts: identification of pluralization system in Thami language and comparison of Thami pluralization system with that of English.

3.1. Pluralization of Different Types of Nouns in Thami

Similar to English, nouns are classified into five kinds in Thami. These nouns are stated below as follows:

3.1.1. Proper noun

This noun denotes the name of a particular person, thing, animal or place as distinct from each other.

For example;

rita (dika chamaiko name)

jiri (dika thaiko name)

nepal (dika radeko name)

mt. makalu (digore tapurko name)

In Thami language, proper noun is not changed into plural.

3.1.2. Common noun

The common noun refers to the name of person or thing of same class or kind. Like English common nouns, all the Thami countable common nouns are converted into plural. To pluralize singular common nouns in Thami, the suffix –'pali' is added to them.

For example;

Singular	Plural
kalam (pen)	kalam-pali (pens)
hucha (boy)	hucha-pali (boys)
kisan (farmer)	kisan-pali (farmers)

3.1.3. Collective noun

This noun refers to a collection or group of similar individuals or things of same kind as a whole. The collective noun can also be pluralized by adding the suffix after a singular noun in the Thami language.

For example;

Singular	**Plural**
yori (group)	yori-pali (groups)
gongdal (herd)	gongdal-pali (herds)
guchchha (bunch)	guchchha-pali (bunches)
bhid (crowd)	bhid-pali (crowds)

The examples given above show that 'pali' suffix is added to the collective nouns to change them into plural.

3.1.4. Material Noun

The material noun refers to the matter or substance of which things are made. Like English, the material noun is not pluralized in Thami.

For example;

Singular	Plural
chaee (blood)	*chaee-pali (*bloods)
chimen (iron)	*chimen-pali (*irons)
olon (curd)	*olon-pali (*curds)
phase (flour)	*phase-pali (*flour)
oho(silver)	* oho-pali (* silvers)

3.1.5. Abstract Noun

The abstract noun denotes the name of quality, action or state. This noun is not turned into the plural form in Thami too.

For example;

Singular	Plural
aari (fear)	*aari-pali (*fears)
hapat (pain)	*hapat-pali (*pains)
rage (anger)	*rage-pali (*angers)
aami (sleep)	* aami-pali (*sleeps)

3.2 Rules of Pluralization of Nouns in Thami

The rules of pluralization in Thami have been extracted on the basis of the primary data collected from sixty Thami native speakers from two VDCs: Aalampu and Lapilang of Dolakha district. In addition to their questionnaire, they were asked different types of nouns and pluralization rules as possible. Similarly, some discussions were done to reach in conclusion.

Like English, the Thami language has also the rules of pluralization of nouns which can be stated as follows:

1) In Thami, pluralization is formed by adding suffix:- 'pali' to the singular form.

For example;

Singular	Plural
rode (fox)	rode-pali (foxes)
jet (house)	jet-pali (houses)
bede (sheep)	bede-pali (sheep)
reng (flower)	reng-pali (flowers)

2) In Thami, there are different modifiers for animate and inanimate nouns to denote singular and plural nouns. The modifiers 'dika' and' niska' are used for one and two animate nouns respectively, whereas the modifiers 'digore' and' nisgore' are used to denote one and two inanimate nouns respectively.

For example;

Singular	Plural
dika rode (a fox)	niska rode-pali (two foxes)
digore jet (a house)	nisgore jet-pali (two houses)
dika bede (a sheep)	niska bede-pali (two sheep)
digore role (a stick)	nisgore role -pali (two sticks)

3) Both determiner and suffix are used to turn a singular noun into plural one.

For example;

Singular	Plural
hucha (boy)	aahe hucha-pali (many boys)
aakra (frog)	Saka aakra-pali (all frogs)
bas (bee)	aahe bas-pali (many bees)

digore thoo(a basket)   nisgore thoo-pali(two baskets)

4) Reduplication of noun is also used to pluralize the Thami nouns. While pluralizing noun by reduplication, -'nai' suffix is added between them.

For example;

Singular: tobang digore praman khalamno.

(They found a proof.)

Plural: tobang praman nai praman khalamno.

(They found proofs.)

Singular: yang kamako digore udan hodu.

(Karma has a flight today.)

Plural: yang karmako udan nai udan hodu.

(Karma has flights today.)

3.3 Comparison of the Processes of Pluralization in the Thami with those in English

The processes of the pluralization in the Thami language are compared in some sentences with those in English as follows:

Sg: gai dika kisan thanadu.

(I am a farmer.)

Pl: ni kisanpali thayidu.

(We are farmers.)

Sg: gai biskut man parainadu.

(I like biscuit.)

Pl: ni biscuitpali man paraidu.

(We like biscuits.)

Sg: nan nama digore jhola hodu.

         (You have a bag.)

Pl: ninnama jholapali hoyadu.

         (You have bags.)

Sg: to digore kitab padhadu.

         (He reads a book.)

Pl: toban kitabpali padhayondu.

         (They read books.)

Sg: Ramesh syau man paraindu.

         (Ramesh likes mango.)

Pl: Ramesh syaupali man paraindu.

         (Ramesh likes mangoes.)

Sg: rita thal kinaindu.

         (Rita buys dish.)

Pl: rita aahe thalpali kinaidu.

         (Rita buys many dishes.)

Sg: gainama digore sunduk hodu.

          (I have a box.)

Pl: gainama nisgoure sundukpali hoyondu.

         (I have two boxes.)

3.4 Similarities and Differences between Thami and English Pluralization

While comparing the processes of pluralization systems of English and Thami,

I found the following similarities and differences:

3.4.1 Similarities between Thami and English Pluralization of Nouns

1) In both languages, a suffix is used to pluralize the nouns.

For example;

Singular: gainama digore kalam hodu.
                   (I have a pen.)
Plural: gainama kalampali hoyondu.

                   (I have pens.)

2) In both languages, plural determiner and suffix are used to make a singular
    noun into plural.

For example;

Sg: raju digore syau khayado.
       (Raju ate an apple.)

Pl: raju aahe syaupali khayendu.
       (Raju ate many apples.)

Sg: harish digore naka nem kinyandu.
       (Harish buys a new house.)

Pl: harish nisgaire naka nem kinnyandu.

       (Harish buys two new houses.)

3) The main similarities are that only singular countable nouns are made
    plural by adding suffix in both languages.

For example;

Thami   **English**

Singular: suba.(countable)   tooth

Plural: subapali   teeth

Singular: olan(uncountable)   milk

Plural: olanpali*   milks*

4) The verb is pluralized along with the pluralization of noun and pronoun in
    both Thami and English.

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For example;

Singular: dika keta drole ho-du.

(A boy is running.)

Plural: ketapali droyonle ho-yondu.

(Boys are running.)

Singular: to isa chya-du.

(He eats rice.)

Plural: toban isa chyang-yodu.

(They eat rice.)

5) In both languages, there are singular and plural numbers but not any dual numbers.

3.4.2 Differences between Thami and English Pluralization of Nouns

1) The plural suffix –pali is used to pluralize the Thami nouns whereas the plural suffix – *s/es* is used to noun to pluralize in English.

For example;

Thami	English	Thami	English
Hucha(sg)	baby	hucha-pali (pl)	babies
Kalam(sg)	pen	kalam-pali (pl)	pens
Dangode(sg)	bird	dangode-pali(pl)	birds
Nem(sg)	house	nem-pali(pl)	houses

2) The singular and plural determiners can be different for animate and inanimate nouns in Thami whereas same determiner can be used for both nouns in English.

For example,

Singular	Plural
dika rode (a fox)	niska rode-pali (two foxes)

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digore jet (a house)   nisgore jet-pali (two houses)

bede (sheep)   bede-pali (sheep)

reng (flower)   reng-pali (flowers)

3) There are limited processes of pluralization in Thami whereas various processes are applied for pluralization in English.

4) Reduplication of noun is used to pluralize in Thami but not in English.

For example;

Sg: gai nama digore kalam hodu.

(I have a pen.)

Pl: gai nama kalam nai kalam hoyadu.

(I have pens.)

5) In English, verbs are pluralized by removing – *s/es* from the singular form. But in Thami, suffix is added for pluralization of verbs.

 For example;

Sg: to isa chya-du.

(She eats rice.)

Pl: toban isa chya-yondu.

(They eat rice.)

Sg: dika hucha khelaunapali kreple ho-du.

(A child is crying for toys.)

Pl: huchapali khelaunapali kaikreple ho-yondu.

(Children are crying for toys.)

6) There are limited rules of pluralization of nouns in Thami. But, English has large number of rules along with exceptions of pluralization of nouns.

CHAPTER FOUR
FINDINGS AND RECOMMENDATIONS

This chapter is especially classified into two parts; findings of the study, and recommendations and pedagogical implications of the study.

4.1. Findings of the study

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

4.1.1 Pluralization in the Thami Language

i) It was found that the plural suffix-'pali' is added to the singular nouns while transferring them into plural ones in the Thami language.

ii) The study showed that the plural determiners- 'niska' and-'nisgore' are used with the Thami nouns that indicate animate and inanimate ones to pluralize them.

iii) Another finding of the study was that both determiner and suffix can be used to pluralize a Thami noun.e.g.

Singular	**Plural**
Upan (bag)	aahhe upanpali (many bags)
Digore karee (one song)	nisgore kareepali (two bags)

iv) The study further showed that reduplication of nouns can be used to pluralize in Thami.e.g.

Sg: Tobang digore nika nem kinayondu.

(They buy a new house.)

Pl. Tobang naka nem nai nem kinayondu.

(They buy new houses.)

v) It was also found that verbs are also pluralized along with the pluralization of nouns/pronouns in Thami.e.g.

Sg: Dika hucha khelaunapaliko thadin krepyonle hodu.

(A child is crying for toys.)

Pl: huchapali khelaunapaliko thadin krepyonle hoyondu.

    (The children are crying for toys.)

  vi) There is limited number of rules of pluralization of nouns in Thami but this is not in English.

4.1.2 Similarities between English and Thami Pluralization of Nouns

The researcher has found some similarities while comparing the processes between English and Thami. The major similarities are presented below:

1) Suffixes are used to pluralize the nouns in both English and Thami languages.

2) In both languages, plural determiner and suffix can be used to make a singular noun into plural.

3) The main similarity is that only singular countable nouns are made plural by adding suffix in both languages.

4) The verb is pluralized along with the pluralization of noun and pronoun in both Thami and English.

5) In both languages, there are singular and plural numbers but not any dual numbers.

6) Abstract nouns, proper nouns and materials nouns are normally not pluralized in both languages.

4.1.3 Differences between English and Thami Pluralization of Nouns

The processes of pluralization in Thami are different from that of English in some respect. They are presented below:

1) The plural suffix-'pali' is used to pluralize the Thami nouns whereas the plural suffix – s/es is used to noun to pluralize in English.

2) The singular and plural determiners can be different for animate and inanimate nouns in Thami whereas same determiner can be used for both nouns in English.

3) There are limited processes of pluralization in Thami whereas various processes are applied for pluralization in English.

4) Reduplication of noun is used to pluralize in Thami but not in English.

5) In English, verbs are pluralized by removing – s/es from the singular form but in Thami, suffix is added for pluralization of verbs.

6) There are limited rules of pluralization of nouns in Thami. But, English has large number of rules along with exceptions of pluralization of nouns.

4.2. Recommendations and Pedagogical Implications

On the basis of the findings obtained from the analysis and interpretation of the data, some recommendations for pedagogical implications have been suggested as follows:

4.2.1 Recommendations for the Thami Speakers Learning the English Language

i) This research is a comparative study of the pluralization systems between two languages: Thami and English. So this research study makes a significant contribution to those language teachers who are involved in teaching English as a second or foreign language. The teacher should predict the areas of difficulty that the Thami learners face and possible errors that they commit in learning the English language.

ii) The processes of pluralization system in English differ from those in Thami. Therefore, it is recommended that differences should be taken into trace while teaching the English pluralization system to the Thami speaking learners.

iii) While teaching the pluralization system in English, the language teacher should know as to what sorts of difficulties that the learners are facing because of their mother tongue.

iv) There exist several exceptions in English pluralization system. These exceptions may create hindrance for mastering the language in the side of Thami learners. Therefore, the Thami learners should be made clear about those exceptions with appropriate instances.

4.2.2 Recommendations for Speaker of English Learning Thami Language

i) The teacher of the Thami ethnic community should pay more attention on the use of plural suffix-'pali' while teaching the rules of pluralization of nouns to the Thami speaking learners because the suffix-'pali' is used with almost all nouns .

ii) The teacher should be more careful while pluralizing the Thami noun by reduplication because the suffix-'nai' is added after the first part of reduplicated noun.

iii) The learners should be informed that both determiner and a suffix can be used to turn singular noun into plural one.

iv) The teacher of the Thami ethnic community should teach the learners that the determiner or noun marker can be different for animate and inanimate things.

v) Similar aspects of pluralization between the two languages should be taught to the students by creating meaningful situation and using suitable examples.

vi) The teacher should use appropriate teaching materials and language games as far as possible during the classroom teaching.

vii) The curriculum and syllabus designers, text book writers or language planners should be more conscious while designing curriculum, syllabus and writing text books for the Thami speaking learners who are learning English as a second language because there are many aspects in pluralization in Thami which English pluralization system lacks and vice-versa.

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Appendix – II

Informants of the Research Study

VDC -Aalampu				
S.N.	Name of Informants	Age	Sex	Academic Status
1.	Thula Thami	39	M	Lit.
2.	Indra Thami	44	M	Lit.
3.	Prakash Thami	30	M	Lit.
4.	Keshar Thami	21	M	Lit.
5.	Rajan Thami	23	M	Lit.
6.	Suntali Thami	20	F	Lit.
7.	Rojina Thami	19	F	Lit.
8.	Dal Bdr. Thami	46	M	Lit.
9.	Tulshimaya Thami	37	F	Lit.
10.	Bimala Thami	29	F	Lit.
11.	Rammaya Thami	23	F	Lit.
12.	Babulal Thami	38	M	Lit.
13.	Karna S.Thami	33	M	Lit.
14.	Kiji Thami	26	M	Lit.
15.	Netra Bdr. Thami	22	M	Lit.
16.	Sangita Thami	21	F	Lit.
17.	Dilmaya Thami	30	F	Lit.
18.	Ujjeli Thami	35	F	Lit.
19.	Som Thami	23	M	Lit.
20.	Jayalal Thami	38	M	Lit.
21.	Tekraj Thami	27	M	Lit.
22.	Prem Thami	32	M	Lit.
23.	Suk Thami	41	M	Lit.
24.	Nani Thami	36	F	Illit.
25.	Kanchhi Thami	45	F	Illit.
26.	Taradevi Thami	48	F	Illit.
27.	Gopal Thami	41	M	Illit.
28.	Kumar Raj Thami	38	M	Illit.
29.	Karsang Thami	44	M	Illit.
30.	Gagansingh Thami	39	M	Illit.

VDC – Lapilang				
S.N.	Name of Informants	Age	Sex	Academic Status
1.	Bin Kumar Thami	29	M	Lit.
2.	Laxman Thami	25	M	Lit.
3.	Ratna Thami	36	M	Lit.
4.	Madan Thami	22	M	Lit.
5.	Nirasi Thami	20	F	Lit.
6.	Sharmila Thami	16	F	Lit.
7.	Kabimaya Thami	18	F	Lit.
8.	Rajani Thami	36	F	Lit.
9.	Sundari Thami	27	F	Lit.
10.	Devaki Thami	38	F	Lit.
11.	Phulmaya Thami	41	F	Lit.
12.	Maiya Thami	29	F	Lit.
13.	Lila Thami	34	F	Lit.
14.	Manamaya Thami	38	F	Lit.
15.	Suntali Thami	30	F	Lit.
16.	Indira Thami	37	F	Lit.
17.	Bir Bdr. Thami	43	M	Lit.
18.	Kaji Thami	38	M	Lit.
19.	Ragu Thami	34	M	Lit.
20.	Dhana Thami	40	M	Lit.
21.	Padam Thami	47	M	Lit.
22.	Kuber Thami	43	M	Lit.
23.	Puskar Thami	48	M	Lit.
24.	Bhakta Thami	52	M	Illit.
25.	Chatur Thami	44	M	Illit.
26.	Lila Thami	39	M	Illit.
27.	Rammaya Thami	46	F	Illit.
28.	Nakchi Thami	37	F	Illit.
29.	Dambar Thami	32	M	Illit.
30.	Gopi Thami	42	M	Illit.