Chapter One

Introduction

1.1 General Background

Human beings are gifted with the power of speech because of which human civilization has developed so much. Language is primarily a means of communication through which human ideas, feelings, thoughts, emotions, are expressed. It is the unique possession of mankind. Human beings are distinguished form all other living creatures through languages. Although some languages may be more important than others according to time, place, situation, content and people etc, all languages are equally important in terms of communicative values. It is a very complex psychological and social phenomenon in human life, so much so that it has been taken as one of the mysteries that have confronted people, a topic on which there has been much speculation and no conclusion. It is the most precious asset of human beings.

In *Syntactic Solution* Chomsky has defined language as "a set (finite or infinite) of sentences each finite in length and constructed act of a finite set of clement" (17). In *Language* Sapir defines languages as "it is a purely human and non instinctive method of communicating experiences, ideas, emotions and desires by means of voluntary produced symbols'(18).

For Wardhough "language is what the members of a particular society speak" (1).

Language is common to all human beings. It is the most unique gift that sets them a part from the rest of living beings. It exits in society and permits its members to relate to each other to interact with each other, to co- operate with each other. It is the greatest accomplishment of human civilization. It is perhaps the most significant asset to human life.

1.1.1 The Linguistic Scenario of Nepal

Nepal, situated in the lap of Himalayas, is a multi- lingual, multi- religious, multi – cultural and multi – lingual country. It thought a small country, a country of linguistic diversity. According to the population census report 2001, there are 92 identified languages spoken in Nepali. These languages and their innumerable satellite dialects have genetic affiliation to at least four language families, namely indu- Aryan, Tibeto-Burman, Aurtro-Asiatic/ Munda and Dravidian, the languages are classified under the four languages families as follows.

a) The Indo-Aryan Family

It includes the following languages.

Nepali	Rabansi	Kumal
Maithili	Danuwar	English
Bhojpuri	Bengali	Bote
Tharu	Marwari	Magahi
Awadhi	Bajjika	Churauti
Urdu	Majhi	Hindi
Darai		

1. The Tibeto-Burman Family

It includes the following languages

Tamang	Tibeton	Baraman/Baramu
Newar	jirel	Koche
Magar	Yholmo	Toto
Limbu	Dura	Lhomi
Gurung	Meche	Kham
Sherpa	Pahadi	Syang

Chepang	Lepche	Manang
Sunuwar	Raji	Kagate
Thami	Hayu	Marpha
Dhimal	Byangshi	Nar
Bhujel/Khawas	Ghale	Railanguages (More than 33 lgs.)
Thakali	Kaike	Chhantyal/Chhantel
Raute		

C. The Austro- Asiatic / Munda Family

It includes only one language i.e Satar/ Santhali which is spoken in Jhapa district of the eastern part of Nepal.

D. The Dravidian Family

This family also includes only one language i.e. Jhangar/ Dhangar which is spoken on the province of the Koshi River in the eastern part of Nepal.

Among the four language families mentioned above, the Tibeto – Burman language family is the largest one as it includes a large number of languages.

1.1.2 The English Language in Nepal

There are several languages spoken in the world. Among them English is the most widely used one. It is probably the native language of more people than any other except North Chinese. It is also used extensively as an auxiliary language. It is a global language which at present is most widely taught as a foreign language in over 100 countries. It is an invaluable means to access to new scientific, medical and technological international domains of political life, business, safety, communication, entertainment, media and education. It has reached in every continent being either first or second or foreign or official language. It is so widely used that it is

no longer the language of English people only. However, it has gained the status of an international language. It is equally used as a lingua France so as to make communication possible among the speakers of different languages. It is also one of the official languages offered by the U.N.

English has become an inevitable source of knowledge for non- native speakers because most of the important books of the word are written and translated in English. At the age of the scientific discoveries and development English is the gateway of knowledge The importance of English Language in the present day world need not be overemphasized. It is a principal language for international communication and gateway to the world body of knowledge. In view of these facts the English is given great importance in education system of Nepal. In *A thematic Analysis of Research reports* Bhattarai has stated that

> English has become indispensable vehicle to the transmission of modern
> civilization in the nation. It is a passport through which one can visit the whole
> world and one who knows English can enjoy the advantages of a world citizen.
> He is received and understood everywhere therefore, English is the only means of
> preventing our isolation from the world and we will act unwisely if we allow
> ourselves to be enveloped in the fold of dark curtain of ignorance. (226)

Similarly, in *TheRoad to Nowhere* of Malla " English is undoubledly of vital importance for accelerating the modernization process in Nepal" (12). Thus English is the language of higher education, mass media, business and diplomacy we need English to make a link with the outer world. Teaching English Language in Nepal was started for the first time at the Darbar High school in 1853. Now English has occupied an important place in the education system of Nepal. In Nepal, it is taguth as a subject right from grade one up to the master's level whereas the

English medium school teach English right from nursery level. The rapid growth of English medium schools and their impact in society proves the importance of English in Nepal. We need English mainly for two purpose viz. academic and communication, such a giant language belongs to the Indo- European language family of the world.

1.1.3 Tharu Language: Origin and History

Tharu people live in different parts of Nepal, from Mechi to Mahakali. They generally live in Terai, inner Terai and some hills. Nearly 5.86% of the total population of Nepal is occupied by Tharu according to population census report 2001. Not only in Nepal, Traru people also live in Bihar, Uttar Pradesh and West Bengal of India.

In *Linguistics Survey of India*, Grierson mentions "Tharu is classified as Indo–European Indo-Iranian, Indo-Aryan, Central zone, Western and Eastern Hindu Branch" (14). He lists six varieties of Tharu. Some consider them as distinct languages, and have classified all but one of there varieties in the eastern zone of Indo-Aryan. It is also affected by the geographical boundaries and adjustment with other languages users. So for detail and effective studies about Tharu language have not been done: Many scholars have said that Tharu have no actual language of their own. They say that Tharu speech variety has greatly been affected by Indian languages found nearly such as Hindi, Bhojpuri, Maithili, and Awadhi, and is just the mixture of them. Everywhere the Tharus speak more or less correctly the language of Aryan races with whom they are immediately in contact.

In *An Introduction of Tharu Cast*, Chaudhary has mentioned "the Tharu told him that they have their own literature and language, either of the east or of the west of Nepal. Because of geographical barrier there is variation in Tharu language. Broadly the varieties of Tharu languages are known as Morangia, Barajili, Dangorian and Desauriya (14).

"Many of the people also believe that they have come form the 'Thar Desert' of Rajistan in India, having fled at the time of Islamic invasions" (Singh, 3)

1.1.4 Passivization in English

Simply speaking, the transformation of a sentence from its active to its passive form is known as passivization. The process of passivization may differ from language to language. In English, for example, voice is that form of verb which shows whether what is denoted by the subject does something or has something done to it. The voice is of two types in English:

a. Active Voice: A verb is in the active voice when its forms shows that the person or thing denoted by the subject does something; or in other words, is the doer of the action. The active voice is so called because the person denoted by the subject acts. For example;

John **helps** Mary.

In the above sentence, the form of the verb shows that the person denoted by the subject does something. So, the verb helps is said to be in the active voice.

b. Passive Voice: A verb is in the passive voice when its form shows that something is done to the person or the thing denoted by the subject. The passive voice is so called because the person or thing denoted by the subject is not active but passive that is suffers or receives some action. For example;

Mary is **helped** by John.

In the above sentence, the sufferer of the action Mary is in the subject position and the form of the verb shows that something is done to the person denoted by the subject. So the verb helped is said to be in the passive voice.

When the verb is changed from the active to passive voice, the object of the transitive verb in the active voice becomes the subject of the verb in the passive voice. Since the object of a
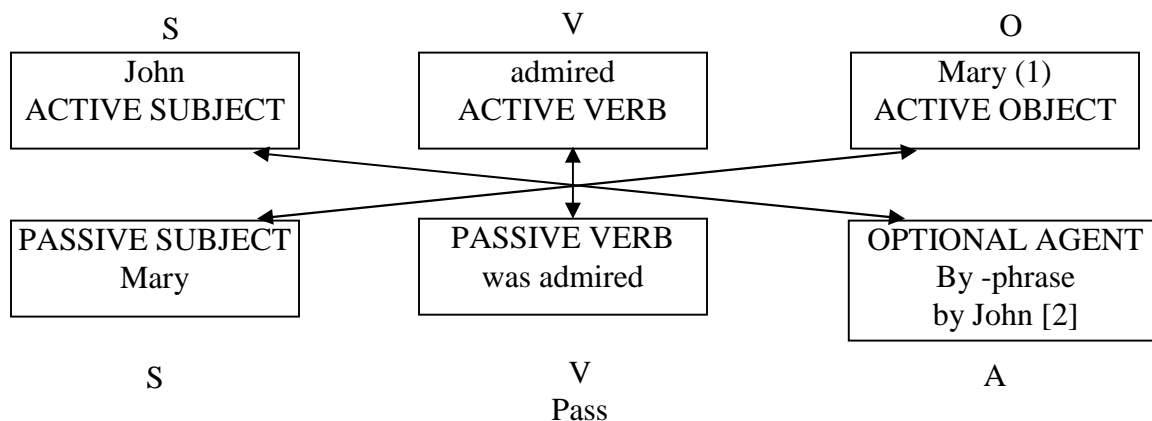
verb in the active voice becomes the subject of the passive form, it follows that only transitive verbs can be used in the passive voice because an intransitive verb has no object.

1.1.5 The Active Passive Correspondence

Voice is the grammatical category that makes it possible to view the action of a sentence in passive without change in the facts reported. For example: Columbus discovered America. (Active)→America was discovered by Columbus. (Passive)

When we change the active voice into passive voice, it involves arrangement of two clause elements and two additions: (i) The active subject becomes passive Agent (ii) The active object becomes the passive subject; (iii) A form of the auxiliary 'Be' followed by the past participle (-ed participle) of the main verb is added and the preposition By is introduced before agent in the verb phrase. The prepositional phrase (Agent By-Phrase) of passive sentences is generally an optional element. The agent is generally not mentioned. It appears with prepositional by-phrase if it is mentioned. The active-passive correspondence for a mono-transitive verb with an object has been diagrammatically shown below:

S	V	O
John ACTIVE SUBJECT	admired ACTIVE VERB	Mary (1) ACTIVE OBJECT
PASSIVE SUBJECT Mary	PASSIVE VERB was admired	OPTIONAL AGENT By -phrase by John [2]
S	V Pass	A

– Quirk and Greenbaum (1985: 160)

We can express active-passive correspondence alternatively by furnished below formulae:

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Noun phrase$_1$+active verb phrase + noun phrase$_2$

– Noun phrase$_2$+passive verb phrase+(by noun phrase$_1$)

The term 'SUBJECT' and 'OBJECT' in the above mentioned figure refer to elements with a particular structural function in clause e.g., the subject has concord with the phrase and contains a subjective rather than objective case pronoun. So, certain changes may take place in changing a sentence from active to passive. For example:

The students respect him. – He is respected by the students.

Though the corresponding active and passive sentences appear to be radically different, the relations of meaning between their elements remain the same. On the other hand, there are differences in meaning in some situations. This is specially true when members of quantifiers are used in generic statements:

Moles dig tunnels. (i.e., true statement about all moles)

– Tunnels are dug by moles. (i.e., this is not true, not all tunnels are dug by moles)

– Murcia and Free man (1985: 348)

Few people read many books. (i.e., there are few people in this world who read lots of books)

– Many books are read by few people. (i.e., there are many books that are read by few people.)

We cant assume that matching active and passive sentences always have the same meaning.

1.1.6 Need and Importance of Contrastive Analysis (CA)

In *Contractive Analysis*, James has quoted, contrastive analysis is a linguistic enterprise aimed as producing inverted (i.e. Contrastive, not comparative) two – valued typologies (CA is always concerned with a pair of languages), and funded on the assumption that languages can be

compared" (45). Although in study of genetic relationships of languages, form mid 20th century CA was started to be used in the field of languages teaching. CA approach in language teaching was first advocated by C.C. Fries and Rolert Lado. Fries published a book entitled *Teaching and Learning English as Foreign Language* in which he has mentioned, "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" (42). Robert Lado, wrote a book entitled "Linguistics across culture" which disseminated the work initiated by fries. Lado provides three underlying assumptions the of CA , which have significant role in language teaching.

    (a) "Individuals tend to transfer the forms and meanings and distribution of form and meaning of the foreign language and meaning 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 language with the native language lies the key to ear ears difficulty in foreign language learning.

    (c) "The teacher who has made a comparison of the foreign language of the students will know better what the real learning problems are and can better provide of teaching them."(7)

CA is based on the behavioristic tic theory of learning. According to this theory, learning is a matter of habit formation. It may happen that before a learner starts to learn a new habit. In such case, they transfer the system of their L_1 in learning L_2 due to the gravitational pull of the first language. Therefore, the L_1 and the L_2 need to be compared to find out their similarities and differences which are source of ease and difficulty in learning L_2 respectively. Due to the

gravitational pull of the first language, the learner creates either positive or negative transfer in his statement. If the knowledge of L_1 helps in learning the second language due to their positive transfer. On the contrary, when the knowledge of L_1 interferes in learning the second language, the transfer becomes negative.

CA is important part of application of linguistics to language teaching because it helps teachers show the relation between the areas of differences in the two languages, identifying which areas are more difficult for learners, and occurs errors in their performance. CA is important form pedagogical point of view.

CA is helpful in identifying the areas of difficulties in learning and errors in performance, determining the areas which the learners have to learn with great emphasis and designing teaching/ learning materials for those particular areas that need more attention. CA not only predicts the likely errors to be committed by L_2 learners. But also explains the sources of errors in one's performance. CA is important form pedagogical point of view. The language teachers, testing experts, syllabus designers and textbook writers get benefits form the findings of CA.

According to Sthapit in "*The Role of contrastive Analysis and Error Analysis in second language teaching in education*". The roles of CA in L_2 teaching are in the following way.

"When we start learning an L_2 our mind in no longer a clean state. Our knowledge of L_1 has , as it were, stiffened our linguistically flexible mind. The linguistic habits of L_1 deeply rooted in our mental and verbal activities, do not allow us to learn freely the new linguistic habits to L_2 that is to say that the interference of the habits of L_1 is a key factor that accounts for the difficulties in learning an L_2. In other words, L_1 interference stands as a main obstacle on our way to L_2 learning. Learning an L_2 is therefore, essentially learning to overcome this obstacle.

So any attempt to teach an L_2 should be preceded by an explanation of the nature of possible influence of L_1 behaviors on L_2 behaviors. This is precisely what CA does" (86).

1.2 Review of the Related Literature

Mukhiya conducted a research entitled *Passization in English and Maithili: A Comparative Study.* The objectives of his research were to make the constrictive analysis of English and Maithili passivization .His study showed that passivization system in Maithili and English are different in almost all grammatical aspects. However, there are some areas which are similar in both languages. They are by changing the form of pronouns, inserting the preposition "by" in English and the postposition s in Maithili (46).

Patel has carried out a research on *Passivization in English and Bajjika: A Comparative Linguist Study*. His study revealed that similarities are more remarkable than differences (42).

Phyak has carried out a research on *English and Limbu Pronominals: A Linguistic Comparative Study.* He wanted to determine Limbu Pronominals and to find out similarities and differences between those in relation to English pronominals. He found that Limbu was more pronouns and more complex pronominal system than those of English. There is no distinct use of Limbu pronouns for male, female, human and non-human beings. Regarding personal and possessive pronouns, both are categorized under singular and plural number (48).

Patwari conduct a research entitled *Negative and Interrogative Transformation in English and Tharu.* He found out that the negative and interrogative transformation system of English and Tharu are similar in some respect but different in others. Iut shows that the Tharu negative makers such as 'naikhe' occurs before the verb of assertive sentences in any tense and 'nat/mat' occurs especially before the verb of imperative sentences (46).

Rana has carried out a research entitled *A Comparative Study of Tense and Aspect system of Magar and English Language*. It was found that Magar languge has past vs. non-past binary split system as English has. Both past and non-past tense are marked feature in the Magar language whereas only the past tense is marked features in English (42).

Several grammarians have contributed on various topics of English and Tharu but passivization has not been dealt properly. Generally, the inversion of nouns of pronouns as subject and object does not take place in Tharu in passive sentences. That is, they remain unchanged in Tharu while changing active into passive voice.

1.3 Objectives of the Study

The principal objectives of the research are as follow:

- To identify processes of passivization in the Tharu language.

- To find out the similarities and differences between Tharu and English passivization.

- To suggest some pedagogical implications.

1.4 Significance of the Study

The present study will be useful for language teachers, syllabus designers, textbook writers, and students etc. who are involved   in learning and teaching the English language.

1.5 Definition of the Specific Terms

Definition of the Terms

Active: A term used in the grammatical analysis of voice referring to a sentence, clause, or verb form where, frorr a semantic point of view, the grammatical is typically the actor, in relation to the verb, e.g. *The boy wrote a letter* It contrasted with passive.

Passive: A term used in the grammatical analysis of voice referring to a sentence, clause, or verb form where the grammatical subject is typically the recipient or 'goal' o the action denoted by the verb, e.g. *The letter wat written by a boy.* It is contrasted with active.

Passivization: Passivization is a grammatical process which is used for expressing the action done to the subject indicaing that the apparent subject of a verb is the person or thing undergoing, not performing.

Dialect: A variety of language spoken in one part of a country (regional dialect), or the people belonging to a particular social class (social dialect or sociolect), which is different in some words, grammar and/or pronunciation from other forms of the same language. A dialect is often associated with a particular accent. Sometimes a dialect gains status and becomes the standard variety of a country.

Honorific: A term used in the grammatical analysis of some languages to refer to syntactic or morphological distinctions used to express levels of politeness or respect, especially in relation to the compare social status of the participants.

Inflexion: A term used in morphology to refer to one of the two main categories or processes of word formation (inflexional and derivational morphology). These terms also apply to the two types of affix involved in word formation." Inflexional affixes signal grammatical relationships, such as plural, past tense and positions and do not change the grammatical class of the stems to which thev are attached.

Comparative: comparative is a term used to characterize a major branch of linguistics in which the primary concern is to make statements comparing the characteristics of different language, (dialects, varieties etc) or different historical states of language.

Chapter Two

Methodology

The methodology adopted by the researcher to carry out the research is described below.

2.1 Sources of Data

The researcher utilized both primary and secondary sources of data to complete the research study.

2.1.1 Primary Sources

Sixty Tharu native speakers form Biruwaguthi and Bagbana VDC of Parsa district were the primary sources form whom the researcher elicited the required data for the research.

2.1.2 Secondary Sources

The secondary sources of data were different books, articles, journals, theses, and other related materials. E.g. Murphy, Thomson and Martinet, Hornby et al., Sthapit etc.

2.2 Population

The population of the present study is the inhabitants of Biruwaguthi and Bagbana VDC of Parsa district.

2.3 Sample Population and Sampling Procedure

The total sample population was sixty Tharu native speakers above fifteen years of age from Biruwaguthi and Bagbana VDC of Parsa district. Thirty informants were taken form each VDC. The total sample population was divided into three groups viz. illiterate, literate and educated having 20 (10 males and 10 females) informants in each group using stratified random sampling procedure. Those who were unable to read and write were considered as Illiterate. Similarly, the people having academic qualification below SLC were taken as literate and the population with academic qualification above S.L.C was assumed as educated ones.

Table no. 1

District Parsa

VDC	Biruwaguthi						Bagbana					
Types of informants	Illit.		Lit.		Edu.		Illit.		Lit.		Edu.	
Sex	M	F	M	F	M	F	M	F	M	F	M	F
No. of informants	5	5	5	5	5	5	5	5	5	5	5	5
Total	10		10		10		10		10		10	
Grand total	60											

2.4 Research Tools

The researcher elicited the required data form the selected illiterate and literate informants using interview schedule and from the selected educated informants using test items as research tools.

2.5 Process of data collection

The step wise procedure of data collection adopted by the researcher to collect the required data are given in the following points.

I.   The researcher developed two types of research tools such as interview schedule and questionnaire under the guidance of his research supervisor.

II. He went to the selected VDC and established a good report with the selected informants.

III. He motivated the respondents by explaining clearly and in simple terms the objectives and relevance of the study.

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IV.   He kindly asked for their invaluable co- operation and elicited the required data for the completion of the study.

V.   He conducted the structured interview with selected illiterate and literate informants and handed over the test items to the selected educated information's after giving necessary instructions. This response was recorded in written form.

VI.   He smilingly thanked the informants when the interview was over and test items were required.

2.6 Limitation of the study

The research, which does not mean to be universal, becomes a matter of critique. Therefore, the present study is based on the certain materials, locality and restricted time. As a result it does not cover the whole area of the study. So, regarding the primary data, I am collecting it from dialects of Tharu language of Parsa district in term of syntax. The secondary data comes from   syntax of English avoiding other areas of expertise.

Chapter Three

Analysis and Interpretation

This chapter deals with the analysis and interpretation of data obtained from the selected informants form Biruwaguthi and Bagbana VDC of parsa District. Firstly, the analysis of rules of passivization was done mainly on the basis of secondary data extracted basically from, Thomson and Martinet Sinclair, Honby et al., Murphy and then these rules were verified on the basis of oral and written primary data collected form 60 Tharu native speakers from Biruwaguthi and Bagbana VDC of parsa district. Then it deals with the comparison and contrast of the process of passtivization of Tharu with those of English. The collocated data was analyzed and interpreted descriptively and comparatively with the help of tables, diagrams and Illustrates. After the data was compared, the points of similarities and differences were draw between the process of passivization of English and Tharu with illustrations.

3.1 Rules of English Passivization

The rules of passivization have been extracted form Sinclair, Murphy, Thomson and Martinet and Hornby et al.

3.1.1 Subject-Object Inversion

The syntactic positions of both the subject and the object of the active sentence are inversed in passive, eg. **The dog** chased *the cat.*

-*The cat* was chased by **the dog.**

To inverse the subject and the object, the following rules should be considered;

1.1 Form Change

If the subject and the object are in pronominal form, the form of the pronoun is changed from form^1 to form^2 and vice versa.

Form^1 Form^2

I   me

We   us

He   him

She   her

Eg. I killed a snake.

- A snake was killed by **me.**

He invited **them. -They** were invited by **him.**

I taught **you** English. **-You** were taught English by **me.**

1.2 Subject Deletion

The subject of the active sentence is deleted in the passive construction in the following contexts:

1.2.1 If the subject is obvious,

eg. More rice is grown in the terai.

The thieves were kept in prison. Here the subjects 'the farmers' and 'the police' are obvious.

1.2.2 If the subject is irrelevant, or not known specifically,

eg. The book was stolen.

He was killed in the war.

The city is supplied with water. Generally the subjects like *'people, we, they, somebody, nobody, everyone,* etc' are not written after 'by' preposition.

1.3 Sentences with Two Objects

When the active sentence has two objectives, either of the two objects can be the subjects of the passive sentence,

eg. Ram gave **me a book.**

- I was given a book by Ram.(pass-1)

- **A book** was given to me by Ram. (pass-2)

(However, pass-1 is more common than pass-2)

1.4 'Self Forms

When the object of the AS is a reflective pronoun, the subject-object inversion rule doesn't apply. However, VP conversion rule' and 'By inversion rule' do apply,

eg.   - Tom kicked **himself.**

   - Tom was kicked by **himself.**

3.1.2 VP Conversion

The construction of the VP of the active sentence is changed in the passive construction in accordance with the following rules:

VP (AS) => (Aux.,) + (Aux$_2$) + Verb (Main verb)

VP (PS) => (Aux$_t$) + (Aux$_2$) + Be + V^3 (Past participle)

A few examples are given below for illustration: VP (AS) => (i) V (Main verb)

The rat killed the cat. He bought a pen. She wrote a letter, (ii)   Aux$_1$ + V

The cat can kill the rat. The cat has killed the rat. The cat is killing the rat.

[Note: Aux$_1$ can be a verb-be, a verb-have or a modal verb]

(iii) Aux$_1$ + Aux$_2$+ V

The cat will have killed the rat. The cat has been killing the rat.

[Note: Aux$_1$ can be a verb-have or a modal verb. Aux$_2$ can be a verb-have or a verb-be]

VP (PS) => (i) Be+ V^3

The rat was killed by the cat. A pen was bought by him. A letter was written by her.

(ii) Aux$_1$ + Be + V^3

The rat can be killed by the cat. The rat has been killed by the cat. The rat is being killed by the cat.

(iii) Aux$_1$ + Aux$_2$ + Be + V^3

The rat will have been killed by the cat.

VP conversion follows the following rules:

2.1 'Be' Addition

'Verb-be' is generally added to passivize the active verb,

eg. - He will write a letter.

- A letter will **be** written by him.

2.2 VP in Different Tenses and Aspects

The verb 'play' is used in different tenses and aspects.

Tense	Aspects	Active	Passive
Non-past	simple	play/plays	is/am/are played
	progressive	is/am/are playing	is/am/are being play
	perfective	has/have played	has/have been plav
	perfective progressive	has/have been playing	—
Past	simple	played	was/were played
	progressive	was/were playing	was/were being play
	perfective	had played	had been played
	perfective progressive	had been playing	—

Note: All the aspects have passive construction but the perfect progressive does not have passive equivalent,

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Eg. - Ram has been playing football.

-*Footbail has been being played by Ram.

2.3 'Be' with Modals

Modal verbs are passivized in accordance with the following rules:

2.3.1 Modal + V^1 => Modal + be + V^3

eg. - I can use this telephone.

- This telephone can be used by me,

She may write a letter.

- A letter may be written by her.

2.3.2 Modal + have + V^3 => Modal + have'* been + V^3

Eg. She

- must have
- may have
- could have
- would have
- will have
- should have

written a letter

→ A letter

- must have
- may have
- could have
- would have
- will have
- should have

written by her

2.3.3 Modal + have + to + V^1 => Modal + have + to + be + V^3

eg   - She would have to write a letter.

    -A letter would have to be written by her.

2.4   'Get' Instead of 'Be'

    In colloquial speech and to show the emotional involvement of the speaker, 'Get' verb is used instead of 'Be',

eg   - His father was hurt in the war. -His father **got** hurt in the war.

    'Get' addition is more limited than the 'be' because 'get' can be used only with verbs denoting actions and processes, not states (Celce-Mercia and Larsen-Freeman, 1983: 49)

eg   - The answer is known to all of us.

    * The answer got known to all of us.

2.5 VP with Preposition

    The prepositional adverb (or adverb particle) in phrasal verbs remains intact with the main verb,

eg   - Your sister will look after you.

    - You will be looked after by your sister.

    - The children laughed at him.

    - He was laughed at by the children.

2.6 VP with Only One Construction

There are some verbs which are used only in the active sentence and they do not have passive equivalents,

eg   - Roger weighs 200 pounds.

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- * 200 pounds was weighed by Roger. Ram has a car.

 - *A car is/had by Ram.

 - I am a teacher.

-* A teacher is been by me.

His face **resembles** me of my father.

Note: If Verb-be' and Verb-have' occur as the main verb in the sentence, they are not passivised

"because they are not complete transitive verbs" (Celce-Mercia and Larsen-Freeman, 1983: 86).

Likewise, there are passive verbs which have no active voice equivalent.

eg   - Meena was born in India.

-*Somebody bore Meena in India.

3.1.3.   'By' Insertion

'By' preposition is inserted to change the sentences from active to passive.

eg   - The boss promised us higher wages.

-We were promised higher wages **by** the boss.

3.1 'By' Deletion

Since some subjects are deleted in the passive sentences (1.2), 'by' is not inserted in that

situation,

eg - Someone has already paid the electrician for his work.

-    The electrician has been already paid for his work. (*by somebody)

3.2 Other Words Instead of 'By'

If the verbs express 'states' rather than 'actions' done by the subject, other prepositions

(like with, at, to, in) are used instead of 'by',

eg   - The news pleased him.

- He was pleased **with** the news.

- The result surprises me. -I am surprised at the result.

- I know him. -He is known **to** me.

- The book interested Mrs. Bose.

- Mrs. Bose was interested **in** this book.

3.1.4 Passivization of Different Types of -Sentences

All the major sentence types (ie assertive, interrogative, imprerative, optative) occur in the passive as well as in the active voice.

4.1 Assertive Sentences

Raju helped Usha. (Affir-Act)

- Usha was helped by Raju (Affir-Pass)

- Raju didn't help Usha. (Neg-Act)

- Usha wasn't helped by Raju. (Neg-Pass)

4.2 Interrogative Sentences

Did Tom write a letter? (Yes/No-Act)

- Was a letter written by Tom? (Yes/No-Pass)

- Where have they sent the letter? (Wh-Act)

- Where has the letter been sent? (Wh-Pass)

4.3 Imperative Sentences

Open the door. (Corn-Act)

- Let the door be opened. (Corn-Pass)

   Help the poor.(Advice-Act)

- The poor should be helped.(Advice-Pass)

   Take the chair, please.(Request-Act

- You are requested to take the chair. (Request-Pass)

4.4 Optative Sentences

May God protect your child from all sorts of evil forces!

- May your child be protected from all sorts of evil forces!

- May you defeat your rivals!

  May your rivals be defeated!

  Note: Exclamatory expression cannot be passivized, e.g.   What a lovely house!

3.1.5 Impersonal Passive

People say that he is *a* traitor.

- It is said that he is a traitor.

The underlined clause (It is said...) is called impersonal passive because it has impersonal

pronoun 'It' as the subject of the passive verb.

The impersonal passive helps us to say something with authority without naming the

authority (Jesperson, O., 1933: 43). It is also possible to replace the impersonal 'it' with the real

subject of the sentence but with the following three concomitant operations:

1. deletion of the connectives 'that'

2. deletion of the subject in the subordinate clause

3. am/is/are -> to be

    The above sentence can be written as: e.g.   He is said to be a traitor.

3.1.6 Other Infinitive Combinations

6.1 Verbs of liking/loving/wanting, etc + object + infinitive form are passivized as illustrated

below:

eg. - I should love someone to take me out to dinner.

- I should love to be taken out to dinner.

- He wants somebody to take his photographs.

- He wants his photographs to be taken.

6.2 With verbs command/request/advice/invitation + indirect object + infinitive, the passive construction is formed by using the main verb,

eg   - He invited me to go.

    - I was invited by him to go.

3.1.7 Gerund Combinations

7.l Advise/insist/propose/recommend/suggest + gerund + object are usually expressed in the passive construction by 'that...should be + V^3',

eg   - He recommended using the bullet-proof glass.

    - He recommended that the bullet-proof glass should be used.

7.2 Other gerund combinations are expressed in the passive by the passive gerund,

eg   - I remember them taking me to the zoo.

    - I remember being taken me to the zoo.

    - I hate people looking at ma.

    - I hate being looked at me.

3.2 Tharu Passivization

    The researcher tested the rules of passivization in Tharu language with the help of oral and written primary data collected from 60 Tharu native speakers from Biruwaguthi and Bagbana VDCs of Parsa district.

3.2.1 Rules of Tharu Passivization

1. The syntactic positions of the subject and the object remain intact in the passive construction:

e.g. ram   am   kh -l i

Ram (3 NH)   Mango (3 NH)   eat-past (3NH)

ram – se   am   khailg l i

A mango   was   eaten by Ram

2. The pronominal form of subject and object is changed from form[1] to form[2] and vice-versa.

Form[1]	Form[2]
h m'I 1	h m-ra 'me'
h m ni 'we'	h mni-sab 'us'
tu 'you' 2NH	to^{h}ra 'you'
tu: 'you' 2MH	to^{h}ra 'you'
pne 'you 2HH	pneke 'you'
i 'he/she' 3NH	ekra 'him/her'
u: he/she 3NH	okhra 'him/her'
ok ni 'they'	ok ni (sab) 'them'

3. The subject is not written in the passive construction in the following context:

3.1 If the action is done by many people for general purpose.

e.g. b^{h}a:n   ban ^{h}l   g il

   dam   build-pm   go-pas (3NH)

"The dam was built."

3.2 If the subject is not obvious or not known specifically.

e.g. Murti   t$_s$orail   g il

   statue   steal-PM   go-past (3NH)

    h m rbeta   larai-me   mar l g il

my son (3NH) war   kill-PM   go-pas (3NH)

My son was killedin the war.

4. The subject of the active sentence, if not deleted occurs along with te post-position /se/ 'by',

they are in free variation.

e.g. h m   n ikhe   h sli

    I   not   laugh-past (1)

     h mra –se   n ikhe   h s l   g l u

     I-Dat by   not   laugh-PM   go-past (3NH +1)

It was not laughed by me.

5. The active verbn stem is changed into the corresponding passive verb stem by affixing passive

marker (pm) / l/

e.g. Act: u: n ikhe   d ur thi

he(H)   not   run-imperf   Aux. Pre- (3H)

Pass: Okra – se   naikhe d ur- l   ja-thi

        he(H) Dat by   not   run-PM   go-imperf   -present-Agr. (3H + 3H)

(- l pass (mainverb + - l (PM) +jat …)

5.1 Realization of the PM / l/ [PM is attached with stem]

              /-l/

{- l} ‹

           / l/
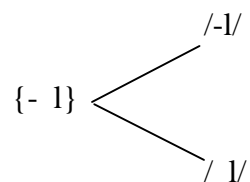
Khail   g l I   was eaten

eat-PM   go-past-Agr

d ur- l   jathi   was run

run-PM   go-imperf-present-Agr

6. /ja/ 'go' (a passive auxiliary verb of motion is inserted in ' l' passive construction.

The realization of /ja/ varies with tenses as follows:

present - /ja-/

past - /gə -/

future - /ja/

7. Both transitive and intransitive verbs are passivized in Tharu:

7.1 Passive of Intransitive

e.g. həm nə ikhe   həsli

      I   not   laugh-past-Agr

      I   did not   laugh

Pass: həm-ra-se   nə ikhe həs- l   gə l u

      I Dat by   not   laugh-PM   go-past-Agr (3NH +1)

7.2 Passive of monotransitive

(Transitive verb with one object)

e.g. Act: ram   am   khə l i

               Ram (3NH) mango   eat-past-(3NH)

Pass: ram-se   am   khail gə l i

               Ram-by   mango (3NH) eat-PM go-past-Agr (3NH+3NH)

A mango was eaten by Ram.

7.3 Passive of ditransitive

Ditransitive verbs also give passive form

e.g. Act: ram   okra   kitab del i

          Ram   him (3NH)   book   give-past (3NH + 3NH)

          Ram   gave   him   a book

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Pass: ram-se   okra   kitab   del   g l i

         Ram-by   he-Dat book   give-PM   go-past-Agr (3NH)

A book was given to him by Ram.

8. The construction of the VP of the active sentence is changed in the passive construction in accordance with the following rules:

VP (Act) – stem (-Aspect) – Tense (Agr)

VP (pass) – Stem + PM (- l) (Aspect) – Tense-(Agr)

The following examples illustrate the point.

ram   am   kha   thi

ram   mango   eat-imperf-   present-Agr (3NH)

VP (Pass) – stem + Aspect + Tense + Agr

ram-se am   khail   jathi

Ram-by   mango eat   -PM go-Present-Agr

A mango is eaten by Ram.

VP (Act) stem + Aspect + Tense + Agr

ram   am   kh -t u/khat   hot u

ram (3H)   mango   eat + fut – (3H)

Ram   will   eat   mango

VP (pass)– Stem + PM + Aspect + Tense/Aux+Tense+Agr

ram-se am   khail   j t u/khail   jat hot u

Ram-by   mango (3NH) eat-PM   go-fut/go.imper-fut (3NH+3NH)

VP (Act)– stem + Aspect + Aux+Tense

ram   am   khat   hot u

ram (NH)   mango eat-imp   Aux-fut-(3NH)

Ram will be eating a mango.

VP (Pass)– Stem + PM + Aspect + Aux + Tense

ram-se   am   khail   ja-t   hot u

Ram (NH)-by mango (3NH) eat-PM   go-impt   Aux-Fut (3NH+3NH)

A mango will be eaten by Ram.

9. The grammatical categories of the tense is realized in Tharu in two different ways:

(i) through inflection

        present-   -thi/- u

        past-   - u/- u

        future -   -at (3p)

                         - b (1/2P)

(ii) through auxiliary verbs

        present - ϕ

        past - ϕ

        future - hot u

The grammatical categories of the aspect is realized by the inflection. These inflections are

attached directly to stem as follows:

Imperfective   - r h l

perfective   - l (intran)

               - lel i (tran)

perfective progressive - r h l

        The same is true of the grammatical categories of the person and the honorific status. The

grammatical categories of the number and gender are not distinct in Tharu.

        In context of passivization, there is no change in the inflection of tense aspect and

auxiliary verbs but the agreement inflection (i.e. primary and secondary) at the active

construction change in accordance with the following rules:

   (i)   The primary agreement inflexions are determined by the person and honorific status

           of the subject and is obligatory.

(ii)   The secondary agreement inflexion are determined by the person and honorific status of the object and is optional.

(iii)   The VP with 16 (indirect object) takes both types of agreement in the active construction but it takes only primary agreement in the passive construction.

e.g. Act: ram   okra   kitab   del i

     Ram (3H)   him (3H)   book   give-past (3H+3H)

Pass: ram-se   okra   kitab   de-l   g l i

     Ram-by   he(H)-Dat   book   give:PM   go-past (3H)

A book was given to him by Ram.

(iv) The VP with DO (Direct object) takes only primary agreement in the active construction but it takes types of agreement in the passive construction.

e.g. Act: ram   am   kh l i

     Ram (3NH)   mango   eat-past-(3NH)

Pass: ram-se   am   khail   g l i

     Ram-by   mango (3NH) eat-PM go-past (3NH+3NH)

A mango was eaten by Ram.

10. The agreement inflexions are changed in the passive construction as follows:

Example:

Act:

Table No. 2

Subject	IO (Acc-Dat)	Stem + Tense	Agr inflexions
ram (3NH)	syam – ke (3NH)		-l I (3NH+3NH)
ram (3NH)	sa:p- ke (3NH)		-l I (3NH+3NH)

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biji (3NH)	sa:p – ke (3NH)		-l I (3NH+3NH)
hum (I)	okra – (3H)		-li (1+3H)
hum (I)	okra – (3NH)		-li (1+3NH)
hum-s b (I)	okra - (3NH)	m r	-li (1+3NH)
pne (2H)	okra (3NH)		-li (1+3NH)
tu: (2NH)	okra (3NH)		-le (2NH+3NH)
Sita (3H)	h ri – ke (3NH)		-l I (3H+3NH)
h ri (3H)	Sita-ke (3NH)		-l I (3H+3NH)
tu: (2NH)	okra (3H)		-le (2MH+3NH)
tu: (2NH)	okra (3NH)		-le (2MH + 3H)

Ram		Shyam
Ram		a snake
The mangoose		a snake
I		him
I		him
We		him
You	beat	him
You		him
Sita		Hari
Hari		Sita
You		him
You		her

Examples: Pass:

Table No. 3

Agent (Object)	Subject	Stem + PM + Aspect	Agr. inflexion
ram-se	Syam (3NH)		g l i (3NH)
ram-se	s a:p (3NH)		g l i (3NH)
biji:-se	s a:p (3NH)		g l i (3NH)
humra-se	O (3NH)		g l i
humra-se	U (3NH)		g l i (3NH)
humra-s b-se	U (3NH)	mar l	g l i (3NH)
pne-se	U (3NH)		g l i (3NH)
tora:-se	U (3NH)		g l i (3NH)
sita-se	h ri (3NH)		g l i (3NH)
h ri-se	Sita (3NH)		g l i (3NH)
to:ra-se	O (3H)		g l i (3NH)
to:ra-se	U (3NH)		g l I (3NH)

Shyam		Ram
Snake		Ram
The Snake		the mangoose
He		me
He		me
He		us
He	was beaten by	you
He		you
Hari		Sita
Sita		Hari
She		you
She		you

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11. The construction in the imperfective aspect are passivized as follows:

Examples

Ram Syam- ke Ram Shyam- Dat (NH)	Pi:t thi present beat-imp. (3NH+3NH) beats/is beating pit-l i beat-past-(3NH+NH) beat/was beating pit t hot u beat-imp.aux-fut- (3NH+3NH) wil be beating

Pass:

Ram-se Syam	Pita th i beat-PM-Imp. Present (3NH) is beaten/is being beaten Pit l i beat-PM-past (3NH) was beaten/was being beaten Pit t hot u beat-PM-Aux-Fut (3NH) will be beaten

Ram $\left\{\begin{array}{c}\text{is}\\ \text{was}\\ \text{will be}\end{array}\right\}$ beaten by Shyam.

12. The construction in the imperfective and perfective progressive aspect cannot be passivized:

Example of active construction

$\left(\begin{array}{l}\text{Pit-le h i}\\ \\ \text{beat-perf Aux (3NH+3NH)}\\ \\ \text{Pit t r hl kh}\\ \\ \text{beat-perf-pro Aux- (3NH+3NH)}\\ \\ \text{Pit l i}\\ \\ \text{beat-perf past (3NH)+3NH)}\\ \\ \text{Pit t r hl i}\\ \\ \text{beat-per-pro, Aux-past (3NH+3NH)}\\ \\ \text{Pitd l hot u}\\ \\ \text{beat-perf. Aux-fut (3NH+3NH)}\end{array}\right)$

Ram $\left(\begin{array}{l}\text{has beaten}\\ \text{has been beating}\\ \text{had beaten}\\ \text{had been beating}\\ \text{will have beaten}\end{array}\right)$ Shyam.

13. Only declarative and interogative sentences have passive equivalents.

13.1 Passive of declarative

Act: Ram   Okra   Kitab   del i

    Ram (3H)   him (3H)   book   give-past (3H+3H)

"Ram gave him a book".

Pass: ram-se   Okra   Kitab   del   g l i

    Ram-by   he (H)-Dat   book   give-PM   go-past (3H)

A book was given to him by ram.

13.2 Passive of Interogative

eg.

Act: ram   am   n ikhe   kh l i   ka:?

    Ram (3NH)   mango   not   eat-past (3NH) did?

Did ram not eat a mango?

Pass: ram-se   am   n ikhe   khail   g l I ka:?

    Ram-by   mango   not   eat-PM   go+past (3NH+3NH) was?

"Was a mango eaten by Ram?"

Act: h riya   pen   k hiya   kint i?

    Hariya (3NH)   pen   when   huy-past (3NH)?

Pass: hariya-se   pen   k hiya   kin- l   g l i?

    Hariya-by   pen   when   buy-PM   go-past (3NH+3NH)?

'When was a pen bought by Hariya?"

Note: Optative/Imperative/Exclamatory sentences are not passivized in Tharu language.

3.2.2 Verification of Tharu Passivization

The researcher tested the rules of passivization of Tharu with the help of oral and written primary data collected from sixty Tharu native speakers from Biruwaguthi and Bagbana VDCs of Parsa district. It was found that all the rules set previously are similar with the response of the speaker. Only particular dissimilar was seen regarding with the use of postposition/se. Some of them also used/dwara/as the postposition. Among 60 speaker 45 of them used/se/while rest 15 used/dwara/.

The post position/dwara/was seen to be used mostly with the subjects if they are third persons not with first and second persons.

e.g. ram-se   am   n ikhe   khail   g l i

    Ram-by   mango (3NH)   not   eat-PM   go-past (3NH+3NH)

"A Mango was not eaten by Ram"

ram-dwara   am   n ikhe   khail   g l i

Ram-by   mango (3NH)   not   eat-PM   go-past (3NH+3NH)

"A Mango was not eaten by Ram".

ram-se   okra   Kitab   del   g l i

Ram-by   he(H)-Dat   book   give-PM   go-past(3H)

"A book was given to him by Ram".

ram-dwara   okra   kitab   de-l   g l i

Ram-by   he (H)-Dat   book   give-PM   go-past (3H)

"A Book was given to him by Ram".

3.3 CA of English and Tharu Passivization

The passiviation systems of English and Tharu are different almost in all the grammatical aspects. Only the few cases are partially similar. The following points show the contrastive analysis of English and Tharu passivization.

a. The syntactic positions of the subject and object of the active sentence interchange in English in passive sentence whereas they remain intact in Tharu. The grammatical functions of the subject and object change in English but the grammatical functions of subject and object change in the following situation.

   I. If the active sentence has only one object (i.e. DO) the agreement takes place according to the honorific status of both subject and object in passive construction. So in that case the grammatical function of subject and object is changed.

   II. If the active sentences has two objects (i.e. IO and DO), the agreement takes place according to the honorific status of only subject, not object in passive construction. So in that case the grammatical function of subject is not changed.

   eg. Ram buy a pen. (Act)

      A pen is bought by Ram. (Pass)

   Act: ram   am   Kh l i

      Ram (3NH) mango   eat-past (3NH)

   Pass: ram-se   am   khail   g l i

      Ram-by   mango (3NH)   eat-PM   go-past (3NH+3NH)

b. The original subject of active sentence is accompanied by the preposition 'by' in passive sentence in English and the post-positive sentence in English and the post-position/se/in Tharu. It is generally deleted in both languages if the subject is unknown or irrelevant or contextually obvious.

eg. Mohan killed a snake. (Act)

A snake was killed by Mohan. (Pass)

h m   n ikhe   h sli

I   not   laugh-past (1)

"I did not laugh".

h m-ra-se   n ikhe   h s l   jath u

I-Dat-by   not   laugh-PM   Ja-past (3NH+1)

"It was not laughed by me."

c. The active form of the verb in active sentence is converted into passive from phrasally in

English but inflexionally in Tharu.

eg. Sita will write a letter. (Active)

A letter will be written by Sita. (Pass.)

Act: u   n ikhe   d ur t   h u

    he (H)   not   run-imper.   Aux-Pre(3H)

"He doesn't run/He is not running".

Pass: Okra-se   n ikhe   d ur- l   jath u

    he (H)-Dat-by   not   run-PM-imperf.   ja+ present

(3NH+3NH)

'It is not run by him."

d. Tharu, Unlike englihs, allows passiviation of intransitive verb as well.

eg. h m   n ikhe   h sli

"I did not laugh."

h m-ra-se   n ikhe   h s l   g l u

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I-Dat-by   not   laugh-PM   Ja-past (3NH+1)

"It was not laughed by me."

e. Only the constructions with imperfective (simple/progressive) aspect are passividzed in

Tharu. All aspects except perfective progressive are passivized in English.

eg. Act   U   n ikhe   d urathi

He (H)   not   run-imperf. present (3H)

"He doesn't run/ He is not running."

Pass: Okra-se   n ikhe   d ur- l   jathi

He (H)-Dat-by   not   run-PM-imperf.   Ja-past (3NH+3H)

"It is not run by him."

f. All the major sentences types except exclamatory occur in passive forming English but

only the declarative and interrogative sentences have passive equivalents in Tharu.

eg.

Sita cooks rice. (Act-Ass)

Rice is cooked by Sita. (Pass.)

Does sita cook rice? (Act-Interro)

Is rice cooked by Sita? (Pass.)

Sing a song. (Act-Imper.)

Let a song. (Act-Imper.)

May your son pass the exam ! (Act-Opt.)

May the exam be passed by your son ! (Pass)

Passive of Declarative

Act: ram   okra   kitab   del i

Ram (3H)   him (3H)   book   give-past (3H+3H)

"Ram gave him a book."

Pass: ram-se   okra   kitab   del   g l i

     Ram-by   he (H)-Dat   book   give-PM   go-past (3H)

"A book was given to him by Ram."

Act: U   n ikhe   d ura thi

he (H)   not   run-imperf   present (3H)

"He doesn't run/ He is not running."

Pass: Okra-se   n ikhe   d ur l   Jathi (3NH-3H)

"It is not run by Him."

Passive of interrogative

Act: hariya   pen   k∂kh∂ni   kinl∂I ?

     Hariya (3NH) pen   when   buy –past- (3NH)

When did Hariya buy a pen?

Pass: hariya-sepen   k∂kh∂ni   kin∂lg∂l∂i?

     Hariya-by   pen   when   buy-PM go-past (3NH+3NH)

'g' /ja-1/ verb is inserted in Tharu passive verb construction but English has no such insertion.

Pass: hariya-se   pen   k∂kh∂ni   kin∂lg∂l∂i?

     Hariya-se   pen   when   buy-PM go-past (3NH+3NH)

When was a pen bought by Hariya?

(h) other prepositions like 'in', 'at', 'with', 'to' etc. can be used in Englihs instead of 'by' if the

verb expresses states. Tharu has no such variations in the use of passive postposition.

e.g. The news pleased him.

-    He was pleased with the news.

The result surprises me.

- I am surprised at the result.

I know him.

- He is known to me.

(i) The verb takes agreement in accordance with the number of subject in English but the grammatical of the person an honorific status determine the agreement infexions in Tharu.

e.g. A boy goes to school.

Boys go to school.

Ram-se   Syam (3NH)   mar-∂l   g∂l∂I (3NH)

Ram-by   Shyam   beat-PM-imperf   go-past (3NH)

ram-se   sa:p (3NH)   mu:ail g∂l∂i

Ram-by   snake   kill-PM   imperf go-past (3NH)

A snake was killed by Ram.

h∂mra-se   u   mar∂l   g∂l∂i

j-by   you   beat-PM-imperf.   Agr

You are beaten by me.

(j) Ditransitive verb gives two different types of passives: either IO or DO may be passivized in English but these two options are unavailable in Tharu. Tharu has only one passive construction.

e.g. Mr. Singh taught us English. (Act)

We were taught English by Mr. Singh (pass$_1$)

English was taught to us by Mr. Singh. (pass$_2$)

Act: ram okra kitab   del∂i

Ram (3H)   him (3H) book give-past (3H+ 3H)

Pass: ram-se   okra   kitab   delg∂l∂i

        Ram-by   he(H)-Dat   book   give-PM-past (3H)

A book was given to him by Ram.

Chapter Four

Findings and Recommendations

This chapter deals with the findings, recommendations and pedagogical implications of study.

4.1 Findings

On the basis of the analysis and interpretation of data, the findings of the present study are summarized in the following points:

1. The passivization systems between Tharu and English are different in almost all grammatical aspects. However, there are some areas which are somehow similar in both languages. They are:

    - changing the form of pronouns.

    - inserting the preposition 'by' in English and post-position /se/ in Tharu.

    - Omitting subjects if they are irrelevant, unknown or obvious.

2. The VP of the active sentences 'Aux$_1$'+' 'Aux$_2$' + verb is passived as:

    (Aux$_1$) + (Aux$_2$) + be + v^3. The use of 'verb be' in passive sentence depends on the tense, aspect and modality of the active sentence.

3. There are some English verbs which are used only in the active sentence. In other words, they don't have passive equivalent.

4. In Tharu, the active verb stem is changed into the corresponding passive verb stem by affixing passive marker PM /∂l/.

5. Both transitive and intransitive verbs are passivized in Tharu.

6. The construction of the VP of the active sentence is changed into the passive construction in accordance with the following rules.

VP (Act) → stem (aspect) – Tense – Agr.

VP (Pass) → Stem + PM (-∂l) aspect – Tense (Agr)

7. The syntactic positions of the subject and object of the active sentence interchange in English in passive sentence whereas they remain intact in Tharu but the grammatical functions of the subject and object change in both languages.

8. The active form of the verb in active sentence is converted into the passive form phrasally in English but inflexionally in Tharu.

9. Only the constructions with imperfective (simple/progressive) aspect are passivized in Tharu. All aspects except imperfective progressive are passivized in English.

10. All the major sentence types except exclamatory occur in the passive form in English but only the declarative and interrogative sentences have passive equivalents in Tharu.

11. The verb agrees with the subject in number in English but in Tharu it agrees with the subject and object in their honorific status. The verb in active sentence with direct object takes agreement according to honorific status of subject but it takes agreement according to the honorific status of both object and subject in passive sentence.

12. the verb in active sentence with direct and indirect object takes agreement according to the honorific status of the both subject and object but it takes agreement according to the honorific status of only subject.

13. The grammatical categories of the tense are realized through inflection and auxiliary verb in English. In Tharu, the grammatical categories of aspect are realized through inflexious in Tharu.

14. After doing the verification of Tharu passivization rules, which were formed on the basis of secondary data and with the data collected from 60 Tharu speakers, it was found that their

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responses were similar to those formed previously. Only a partial dissimilar was seen in the case of inserting /se/. Some of them also used /dwara/ instead of /se/.

4.2 Recommendations

On the basis of the findings obtained from the analysis and interpretations of the collected data, the salient pedagogical implications with some recommendations have been suggested as follows:

1. The teachers of English should be more attentive towards the inversion syntactic position of nouns or pronouns as subject and object in the passive sentence while teaching Tharu plasticization to English speaking learners because they are changed in the English language.

2. The English speaking students should be more careful with changing active sentences into passive in Tharu because both transitive and intransitive verbs are changed into passive in Bhojpuri.

3. The students of English while learning Tharu should be very careful in the use of prepositions because other prepositions like *to, at, in, with,* etc. are used instead of *–by* in passive voice in English whereas only the postposition *–se* is used in Tharu.

4. The use of postposition *–Se* should be practiced more and more by the learners of Tharu as a second language because the subject of active sentence is followed by the postposition *–se* in Tharu whereas preceded by the preposition *- by* in passive voice in English.

5. The students of that group should also be taught the rules of passivization of different types of sentences of Tharu.

6. The teacher should be more attentive in teaching passivization systems to the learners of Tharu as a second language because both Tharu and English have their own passivization system of interrogative and imperative sentences.

7. While teaching the learners of Tharu as a second language in the classroom, the teacher should use appropriate materials to teach passivization.

8. The language planners, course or syllabus designers and textbook writers should be more conscious towards designing the syllabus and writing the textbooks for the English-speaking students who are learning Tharu as a second language.

The Researcher does not claim that the present study covers all the rules of passivization in Tharu as he has not carried out this research in all types of sentences available in the Tharu language. It is based only on assertive, interrogative and imperative sentences and only on 60 Tharu native speakers from Biruwaguthi and Bagbang VDC of Parsa district. However, the researcher has tried his best to generalize the rules of passivization in Tharu explicitly based on the collected primary data.

Finally, the researcher wants to request the concerned authority to take the above mentioned recommendations into consideration. Furthermore, he would also like to request the authority to carry out other researches on the various grammatical areas of the Tharu language.

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Appendices

Appendix-I

Informants of the Research Study

Biruwaguthi VDC

S.N.	Name	Sex	Age
Illiterate			
1.	Rogaahi Khawas	M	60
2.	Bhuna Tharu	M	36
3.	Sesman Khawas	M	30
4.	Amit Chaudhary	M	35
5.	Tala Patawari	M	80
6.	Laxmi Devi Patawari	F	70
7.	Mamita Das Tharuni	F	18
8.	Ambika Devi Tharuni	F	20
9.	Chinta Patawari	F	35
10.	Champa Patawari	F	30
Literate			
1.	Bhupendra Patawari	M	42
2.	Raju Raut	M	32
3.	Shukha Dharni	M	25
4.	Ramnarayan Gauro	M	18
5.	Ramraj Chaudhary	M	38
6.	Aashmaya Tharu	F	40
7.	Suratiya Patawari	F	30
8.	Mira Chaudhary	F	25
9.	Sunita Das	F	18
10.	Palbi Kumari Das	F	15

Educated			
1.	Pradip Chaudhary	M	35
2.	Kapindra Khawas	M	29
3.	Mukul Patawari	M	22
4.	Rajendra Mahato	M	40
5.	Bhagwat Tharu	M	55
6.	Menu Chaudhary	F	32
7.	Amrita Chaudhary	F	35
8.	Rekha Tharu	F	50
9.	Rina Raut	F	18
10.	Bina Tharu	F	25

BAGBANA

Illiterate			
S.N.	Name	Sex	Age
1.	Bishnu Khawas	M	60
2.	Surendra Patawari	M	45
3.	Chokat Das	M	19
4.	Bhulai Chaudhary	M	25
5.	Lalan Mahato	M	25
6.	Phoolmatiya Devi	F	70
7.	Kajari Tharuni	F	50
8.	Jyoti Das	F	18
9.	Madri Patawari	F	27
10.	Nisha Raut	F	30
Literate			
1.	Raj an Das	M	50

2.	Raghu Patawari	M	17
3.	Om Mahato	M	23
4.	Niranjan Das	M	40
5.	Rohan Chaudhary	M	30
6.	Nitu Chaudhary	F	18
7.	Kriti Patawari	F	24
8.	Prerna Das	F	30
9.	Chameli Mahato	F	35
10.	Chiloria Tharuni	F	40
Educated			
1.	Mohan Khawas (Chaudhary)	M	25
2.	Dipendra Das	M	30
3.	Rohit Mahato	M	19
4.	Upendra Chaudhary	M	18
5.	Rabi Patawri	M	18
6.	Hina Chaudhary	F	17
7.	Archana Das	F	18
8.	Khusbu Patawari	F	20
9.	Bisriekha Panjiyar	F	22
10.	Dipika Chaudhary	F	25

Questionnair and Interview Schedule

These questionnaire and interview schedule are supposed in order to accomplish a research work entitled "Passivization in English and Tharu: A Comparative Study." This research is being carried out under the supervision of Dr. Vinay Jha, Reader in the Ratna Rajya Multiple Campus, Faculty of Humanities and Social Studies, T.U., Pradarsani Marga, Kathmandu. It is hoped that your invaluable cooperation will be a great contribution in the accomplishment of this valuable research.

<div align="right">

Researcher

Dhirendra Chaudhary

Ratna Rajya Multiple Campus

Exhibition Road, Kathmandu

</div>

नाम : (Name   लिङ्ग (Sex)

गा.वि.स. (VDC):   उमेर (Age)

पेशा (Occupation)

शैक्षिक योग्यता (Academic Qualification)

1. Transform the following Tharu sentences into passive with the help of given examples.

राम गीत गावलक । (Ram Sings a song)

राम से गीत गावलजालक । (A song is sung by Ram)

हम किताव किनलि । (I bought a book)

हमरा से किताब किनलगलौ । (A book was bought by me)

1.हम नैखे हसलि । (I didn't laugh)

……………………………………………………………………………………

(No change)

2. उ दौरत है । (He runs/ is running)

……………………………………………………………………………………………

(No change)

3. राम आम खलै । (Ram ate a mango)

……………………………………………………………………………………………

(A mango was eaten by Ram)

4. हम ओकरा पिटलि । (I Beat him)

……………………………………………………………………………………………

(He was beaten by me)

5. राम ओकरा किताब देलै । (Ram gave him a book)

……………………………………………………………………………………………

(He was give a book by Ram)

6. सिताराम गीता के किताव देलै । (Sitaram gave Gita a book)

……………………………………………………………………………………………

(Gita was given a book by Sitaram)

7. मालिक नोकरके मुआ देलै । (The boss killed the servant)

……………………………………………………………………………………………

(The servant was killed by the boss)

8. राम श्याम के पिटथै । (Ram beats/is beating Shyam)

……………………………………………………………………………………………

(Shyam is /is being beaten by Ram)

9. तु ओकरा मुआ देले । (You killed him)

……………………………………………………………………………………………

(He was killed by you)

10. बद्री गीत गलै । (Badri Sang a song)

……………………………………………………………………………………………

(A song was sung by Badri)

2. Tick the beast alternative.

1.१. हमरा नैखे हसाए अलौ ।

२. हमरा से नैखे हसाएअलौ ।

३. हम से नैखे हसाए अलै ।

४. हमरा से नैखे हसलौ ।

2.१. हमनी के ओकरा पिटलै ।

२. हमनी के ओकरा पिटत ।

३. हमनी के ओकरा पिटली ।

४. हमनी के ओकरा पिटली ।

3.१. हमरा से नैखे हसल गलैक ।

२.हमरा से नैखे हसथी ।

३. हमरा से नैखे हसल गलौ ।

४. हमार से नैखे हसली ।

४.१. ओकरा सै नैखे हौरल जाथी ।

२. ओकरा से नैखे दौरलगालै ।

३. ओकरा से लैखे दौरल थी ।

४. ओकरा से नैखे दौरधी ।

5.१. हमरा से ओकरा के नैखे पिटल गलौ ।

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२. हमरा से ओकरा लैखे पिटल जालौ ।

३. हमरा से ओकरा नैखे पिटलगेथी ।

6.१. मूर्ति सब चोरायल गेल ।

२. मुर्ति सब चोरी भेल ।

३. मुर्ति सब चोरल गेल ।

४. मुर्ति सब चोरायल गलै ।

7.१ राम ओकरा किताब नैखे देल ।

२. राम से ओकरा किताब नैखे देलगलै ।

३. राम से ओकरा किताब नैखे देलै ।

४. राम से ओकरा किताब नैखे देथी ।

8.१. बिजी से साँपके मरलै ।

२. बिजी से साँप मरलैभ ।

३. बिजी से साँप मारलजाइथै ।

४. बिजी से साँप मारलगलै ।

9.१. हमरा से तोह र बेटा पढच्यौ ।

२. हमरा से तोहर बेटा पढालजाथौ ।

३. हमरा से तोहर बेटा पढलै ।

४. हमरा से तोहर बेटा पढथी ।

10.१. बद्री से गीत गाइलजाथौ ।

२. बद्री से गीत गाइलै ।

३. बद्री से गति गाथी ।

४. बद्री से गीत गाथी ।

3. Translate into Tharu

1. A mango was not eaten by Ram.

……………………………………………………………………

2. A book was not given to me by Hari.

……………………………………………………………………

3. The prime minister was invited by the villagers.

……………………………………………………………………

4. The snake was killed by the mangoose.

……………………………………………………………………

5. The statue was stolen.

……………………………………………………………………

6. You are beaten by me.

……………………………………………………………………

7. The servant will be beaten by his master.

……………………………………………………………………

8. The beggar is not beaten by him.

……………………………………………………………………

9. You (a small boy) were called by Hariya.

……………………………………………………………………

10. You (the boss) were threatened by your servant.

……………………………………………………………………

This interview schedule is supposed in order to accomplish a research work entitled "Passivization in English and Tharu: A Comparative Study." This research is being carried out under the supervision of Vijay Jha, Lecturer in the Ratna Rajya Multiple Campus, Faculty of Humanities and Social Studies, T.U., Pradarsani Marga, Kathmandu. It is hoped that your invaluable cooperation will be a great contribution in the accomplishment of this valuable.

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नाम : (Name   लिङ्ग (Sex)

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हम किताव किनलि । (I bought a book)

हमरा से किताब किनलगलौ ।

1.हम नैखे हसलि । (I didn't laugh)

……………………………………………………………………………………

2. उ दौरत है । (He runs/ is running)

……………………………………………………………………………………………

3. राम आम खलै । (Ram ate a mango)

……………………………………………………………………………………………

4. हम ओकरा पिटलि । (I Beat him)

……………………………………………………………………………………………

5. राम ओकरा किताब देलै । (Ram gave him a book)

……………………………………………………………………………………………

6. सिताराम गीता के किताव देलै । (Sitaram give Gita a book)

……………………………………………………………………………………………

7. मालिक नोकरके मुआ देलै । (The boos killed the servant)

……………………………………………………………………………………………

8. राम श्याम के पिटथै । (Ram beats/is beating Shyam)

……………………………………………………………………………………………

9. तु ओकरा मुआ देले । (You killed him)

……………………………………………………………………………………………

10. बद्री गीत गलै । (Badri Sang a song)

……………………………………………………………………………………………

2. Tick the beast alternative.

1.१. हमरा नैखे हसाए अलौ ।

   २. हमरा से नैखे हसाएअलौ ।

   ३. हम से नैखे हसाए अलै ।

   ४. हमरा से नैखे हसलौ ।

2.१. हमनी के ओकरा पिटलै ।

२. हमनी के ओकरा पिटत ।

३. हमनी के ओकरा पिटली ।

४. हमनी के ओकरा पिटली ।

3.१. हमरा से नैखे हसल गलैक ।

२.हमरा से नैखे हसथी ।

३. हमरा से नैखे हसल गलौ ।

४. हमार से नैखे हसली ।

४.१. ओकरा सै नैखे दौरल जाथी ।

२. ओकरा से नैखे दौरलगालै ।

३. ओकरा से लैखे दौरल थी ।

४. ओकरा से नैखे दौरधी ।

5.१. हमरा से ओकरा के नैखे पिटल गलौ ।

२. हमरा से ओकरा लैखे पिटल जालौ ।

३. हमरा से ओकरा नैखे पिटलगेथी ।

6.१. मूर्ति सब चोरायल गेल ।

२. मुर्ति सब चोरी भेल ।

३. मुर्ति सब चोरल गेल ।

४. मुर्ति सब चोरायल गलै ।

7.१ राम ओकरा किताब नैखे देल ।

२. राम से ओकरा किताब नैखे देलगलै ।

३. राम से ओकरा किताब नैखे देलै ।

४. राम से ओकरा किताब नैखे देथी ।

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  ३. हमरा से तोहर बेटा पढलै ।

  ४. हमरा से तोहर बेटा पढथी ।

10.१. बद्री से गीत गाइलजाथौ ।

  २. बद्री से गीत गाइलै ।

  ३. बद्री से गति गाथी ।

  ४. बद्री से गीत गाथी ।

3. Translate into Tharu

   1. A mango was not eaten by Ram.

   …………………………………………………………………

   2. A book was not given to me by Hari.

   …………………………………………………………………

   3. The prime minister was invited by the villagers.

   …………………………………………………………………

   4. The snake was killed by the mangoose.

   …………………………………………………………………

   5. The statue was stolen.

   …………………………………………………………………

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6. You are beaten by me.

……………………………………………………………………

7. The servant will be beaten by his master.

……………………………………………………………………

8. The beggar is not beaten by him.

……………………………………………………………………

9. You (a small boy) were called by Hariya.

……………………………………………………………………

10. You (the boss) were threatened by your servant.

……………………………………………………………………