

Chapter - 1

INTRODUCTION

1. General Background

1.1 Introduction and Importance of English

Having the quality of conventional signals in a language, we express our feelings, thoughts emotions etc through it. It is as essential as our food to communicate as it is for communication. It makes human beings different from other animals because human beings are such creatures in the world who have only the capacity to use it. Thus, it is species-specific.

All the languages of the world are manifested either through spoken form or written form. But most of them have only spoken forms. Language may be different from society to society or country to country why because all the people in the world have not been found to engage in only one language. Wardaugh defined it as "what the member of a particular society speak". It can also be said that it differs not only from society to society but also from person to person.

There are various languages in the world spoken by different people. Among them the English language is the most crucial and dominant language as it serves the function of lingua franca at the international level. As every country as well as Nepal has given a great emphasis to English, it has occupied an important place in the present world. It is not the exaggeration to say that English has become a gate way to the whole body of modern knowledge. In order to understand and achieve modern civilization, it is the main powerful mean. Nowadays most of the books, journals, articles related to different fields such as science, technology, commerce, business, computer, arts, of human life are

written in English. English is essential for artists, writers, authors, house wife etc in the present situation. This reveals that English is not only world wide used: means of communication but also a library language. It is the medium of instruction especially in the field of technical education, such as engineering, medicine, agronomy, information technology etc. Further more good command of English is inevitable for those who want to keep in touch with the present world.

There are various international organizations like United Nations Organization (UNO), South Asian Association for Regional Cooperation (SAARC) in which Nepal is an active member. Apart from these, it has established its diplomatic relations with 114 nations of the world up to now. To cooperate with the above nations and organizations, English is needed. Nepal is a country of a good potentiality for tourism. Its natural beauty, historical as well as cultural heritage attract a lot of people belong to different countries. To communicate with them, English is needed. Some developed countries have been providing financial as well as technical assistance in different fields like education, health, drinking water, communication, agriculture, science, technology and so on in Nepal. For this too, English plays a principal role. English is a must to inform and spread the art, culture and Nepalese products in other countries. Nepalese students need English in their education within the country or outside the country.

1.2 The Development of English in Nepal 'a short description'

The development of English in Nepal is closely connected with the rise of Rana Prime Minister Jung Bahadur Rana. He established a school in a room at Thapathali palace in 1910 B.S. after his England visit. The main aim of this school was to teach English to the members of the

Rana families. Dhir Shamser provided permission to the children of governmental officials to study at that school when he became the Director General of education. When Bir Shamser became the prime minister of Nepal, the school was opened for public since 1942 B.S. He transferred this school to its present location in 1948 B.S. It transferred from one palace to another, that's why it is still called Darbar high school. The teaching and learning of English at the tertiary level started when Prime Minister Chandra Shamser established Tri Chandra College in 1975 B.S. since then it has been included in the curriculum.

1.3 Doteli Dialect: An introduction

The Nepali language written in the Devnagiri script is one of the branches of Indo-Aryan language. In Nepal it is a lingua franca. Nearly 50% of speakers use this language as their mother tongue. It is famous all over Nepal as well as other countries. The more language user of a particular language, the more chances of its varieties that are known as dialects. The dialectical study records that there are more varieties in the western part of Nepal than those in the eastern part. Doteli is one of the dialects of Nepal mainly spoken in the Far Western part of Nepal. According to Surya Bikram Gyawali and Bal Krishna Pokherel, the Nepali language has five dialectical variations known as 'Purbeli', 'Majhali', 'Orpaschima', 'Majhpaschima' and parparpaschima in which Doteli lies in Majhapaschima. It is supposed to be the oldest one of the Nepali language. It was earlier called as 'the Malla language' in Doti area as 'the Singja language' in Singja Puri in accordance with the historical background of this dialect. This dialect is closer to the original place of the Nepali language i.e. Karnali zone which contains 50% of vocabulary from standard Nepali. Moreover this dialect is directly influenced by the Parpaschima and the Singali dialects as well as the Kumauni language spoken in the Uttaranchal state of India. The

above mentioned variety Majhpaschima can further be divided into other three sub dialects. They are Dadeldhureli, Durmakoti and Nirauli. In this research, the researcher has focused his study work on Dadeldhureli dialect.

1.4 Contrastive Analysis: A brief introduction and importance of CA

Several languages are there in the world. Some are genetically related while others are not. Genetically unrelated languages may have common features and vice versa. When languages are compared, such common and uncommon features can be found. The above motioned work is of CA. Thus CA compares two or more languages to find out similarities and differences between them. According to James (1880:3) "CA is a linguistic enterprise aimed at producing inverted (i.e. contrastive not comparative), two valued typologies (CA is always concerned with a pair of languages), and founded on the assumption that languages can be compared". It analysis the structures of any two languages. Different aspects of their systems, irrespective of their genetic affinity can be analysed in it. When CA adequately describes the grammatical structures of two languages, CA of two languages becomes useful. Analyzing component-wise differences and similarities along languages systematically and comparatively was firstly recognized at the end of 19th century and beginning of 20th century especially in Europe. CA was firstly advocated by CC Fries and Robert Lado in language teaching. According to Fries, based upon a scientific description of the language to be learned and compared similarly with the native language of the learner are the most effective materials. Robert Lado (1957) published a book entitled "Linguistics across culture". In his book he has described the following propositions as assumptions of CA. (a) "Individuals tend to transfer the forms and meanings and the distribution of forms and meanings of their native

language and culture to the foreign language and culture both productively when attempting to speak the language and respectively when attempting to grasp and understand the language" (b) "In the comparison between native and foreign languages lies the key to ease and 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 learning problems are and can better provide for teaching them".

As mentioned earlier, CA is a comparison of two or more languages in which similarities and differences between them are found out. It is the comparison of two languages (English and Nepali) and two dialects (Jumli Nepali and Kathmandu Nepali) which are called inter lingual or cross linguistic comparison and intra lingual comparison respectively. Its comparison may be on any level of the language such as phonological level, morphological level, syntactic level, discourse level etc. This comparison enables us to identify the similarities and differences between L1 and L2. These similarities and differences are helpful to predict the areas of ease and difficulty respectively in learning L2. Deeply rooted in the behaviouristic and structuralist approaches (CA) claims that the greater the differences, the greater the difficulty and more chances of occurring errors.

A second language is learnt by them who already speak, another language. The transfer may be either positive or negative when the learners transfer the system of their mother tongue in learning L2. If the past learning helps the present learning, the transfer may be positive what we call facilitation. On the contrary the transfer may be negative if the past learning hinders the present learning. In other words, it is called interference. The ease and difficulty in learning L2 depends on whether it is similar to L1 or not. It will be easy to learn L2 and there

will be less chances of committing errors if L1 is similar to L2. Conversely if there is interference, it will be difficult to learn L2 and more chances of coming errors. When CA specifies common and uncommon features of the two languages, it makes the teacher alert to what in the foreign language really needs to be taught. Similarly CA is helpful to identify the areas of difficulty in learning and errors in performance, determining the areas which the learners have to learn with greater emphasis. It (CA) is helpful to design teaching and learning materials for more intentional areas.

CA is not only relevant to L2 teaching but also provides great contribution to MT (machine translation) and linguistic typology. It is relevant to design teaching materials for all age groups. Chattervedi (1973) suggests the guiding principles for contrastive study which are presented below: (I) To analyze the mother tongue and the target language independently and completely (ii) To compare the two languages item-wise at all levels of their structure (III) To arrive at the categories of (a) Similar features (b) partially similar features (c) dissimilar features-for the target language (iv) to arrive at principles of text preparation test forming and target language teaching in general.

CA provides objective and scientific base for second language teaching. It doesn't only predict the likely errors to be committed by L2 learners but also explain sources of errors in one's performance. So, every language teacher should have good command in CA. To wipe out errors of the L2 learners in the field of teaching materials and techniques teachers and text book writers have the knowledge of CA as the purpose of teaching is to expose the learners to the systems of language and assist them in successfully manipulating the target language structures. To impose a hierarchy of difficulty on the language structures is the contribution of CA. In addition to this, selecting and

grading problems and development of student evaluation techniques is also the work of CA.

From pedagogical point of view, CA is important. According to James, there are three traditional pedagogical applications of CA. Regarding him CA has application in predicting and diagnosing a proportion of the L2 errors committed by learners with a common L1 and in the design of testing instruments for such learners. Similarly according to Wardhaugh (1970:126) CA has intuitive appeal, and that teachers and linguists have successfully used "the best linguistic knowledge available.....in order to account for observed difficulties in second language learning". Errors appear as the learners are learning the language. By the help of CA the teacher can utilize their knowledge of the target and native languages to understand the source of errors. In order to plan and grade teaching materials CA is helpful. Syllabus makers can make use of the description of languages and contrastive studies in grading the items to be taught from known to unknown, similar to dissimilar, general rules to exceptions and from universal to specific language items. CA mainly concerns with what to test and how to test. If items isomorphic in L1 and L2 are assumed to be easy for the learner, they can be bypassed in the test. The learning problems predicted by CA will be more informative for the tester to test. When we talk about how to test if a multiple choice type of objective item is being constructed, a CA of L1 and L2 will suggest the types of distracters to use: as Harris (1986:39) says "the most effective distracters in a test item will be those which evoke first language responses from those subjects who have not fully mastered the very different patterns of the target language." Likewise, CA at discourse level contributes to the communicative teaching of languages by providing a mapping of the strategies employed by interlocutors in building discourse in different linguistic structures in different

languages are used and exploited in order to develop specific functions in building discourse. Sthapit (1978 b) in his article on 'Education quarterly' writes the roles of CA in L2 teaching in the following ways: when we start learning an L2. Our mind is no longer a clean slate. Our knowledge of L1 has, as it were, stiffened our linguistically flexible mind. The linguistic habits of L1 deeply rooted in our mental and verbal activities do not allow us to learn freely the new linguistic habits of L2. This is to say that the interference of the habits of L1 is a key factor that accounts for the difficulties in learning an L2. In other words, L1 interference stands as a main obstacle on our way to L2 learning. Learning an L2 is, therefore, essentially learning to overcome this obstacle. So any attempt to teach L2 should be preceded by an explanation of the nature of possible influence of L1 behaviour in L2 behaviour. This is precisely what CA does.

The teaching and learning of L2 or FL is inevitable in a multilingual country like Nepal. Teachers, linguists, text book designers, testing experts, syllabus designers and so other are benefited from it. CA is one of the various pedagogical aids for the teacher which helps him/her to add more knowledge and to sharpen his/her knowledge so that the ability to detect errors can be improved. It has high significant scope in the area of 12 teaching and learning. Contrastive grammar is highly useful for L2 teachers and learners for a more effective process of L2 teaching and learning. So linguists are interested in the preparation of contrastive grammar.

1.5 Syntax

The word 'Syntax' what we call grammar is derived from the Greek, word 'Syntaxis' that means 'ordering together' 'systematic arrangement' or putting together. In accordance with traditional grammarians it is the way in which words are combined to form sentences. In other words, it

is related to the formation of sentences. Modern structural grammarians define it as the study of interrelationship between elements of sentence structures. Regarding the transformational grammar, there are three major organizational units in a language. One is syntax and the two are semantic and phonological units. Seaton defines it as "The branch of grammar dealing with word order as an element in a sentence, clause or group and the rules governing word order and sentence structure". Richards et al. (1989:128) defines grammar as a "a description of the structures of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language". In order to produce correct sentences in accordance with the rules of the language, grammar plays a vital role. It is such a mechanism in which one can produce innumerable and accurate sentences. Learning a language essentially requires learning the rules of the language.

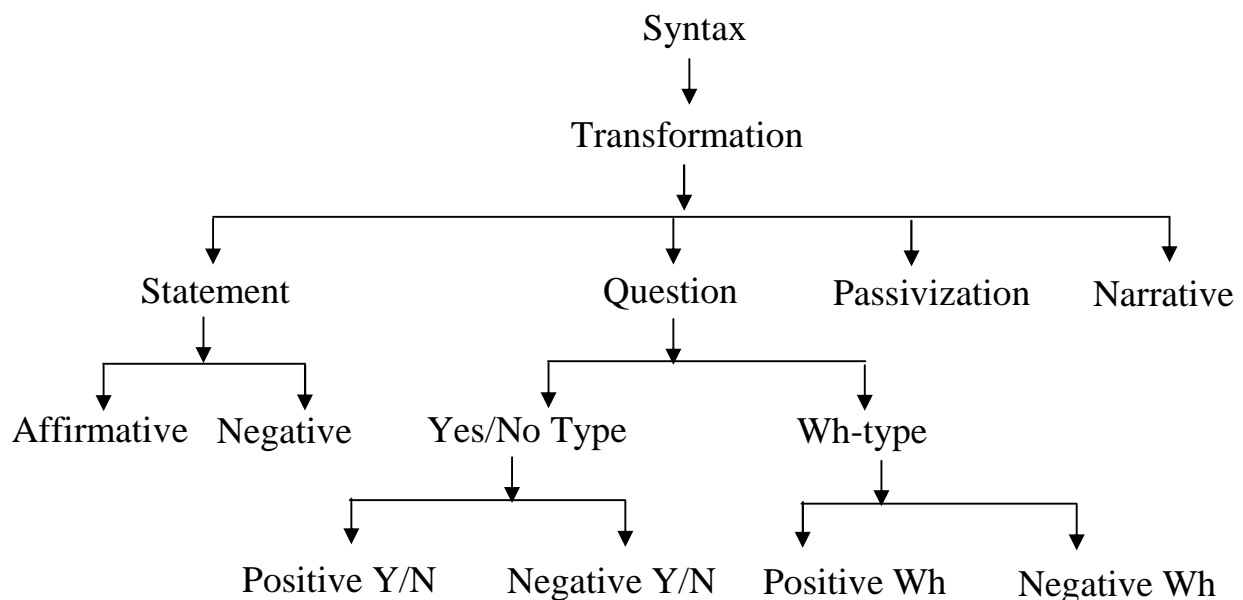
Syntax is associated with sentence building. Innumerable and accurate sentences can be generated by syntax. It studies how words are combined to form phrases, clauses and sentences. The main aim of syntax is sentences formation in human language. It is the core to transformational grammarians as well as a number of linguists. The maximal unit of grammatical analysis is sentence with which syntax is mainly concerned. Sentences are classified into two categories-formal and functional. Declarative, interrogative, imperative and exclamatory sentences comes under formal category whereas statements, questions, commands and exclamations-functional.

1.6 Transformation: An Overview

The term 'transformation' is used by Chomsky in his linguistic theory in 1957. In general sense it is change of one type of sentence into another type such as active into passive, affirmative/negative etc. New standard Dictionary of English language defines transformation as "the act of transforming or the state of being transformed, a change in form, nature

or character". The meaning of T.U. grammar is to transform one structure of a sentence into another, deep structure into surface structure. Transformation is normally stated in the form of rules to alter an input into an out put. According to Robbins (1967:242), "Essentially transformation is a method of stating how the structures in many sentences in languages can be generated or explained formally as the result of specific transformations applied to certain basic sentence structures." In nature transformational grammar is generative containing finite set of rules to generate infinite number of all and only the grammatical sentences. In the process of transformation, we may use any of the following four processes: addition, deletion, substitution and permutation. When we transform affirmative sentence into negative, we add negative particle (process of addition) e.g. Hari is not playing volley ball. Similarly, we generally use the process of permutation in the process of assertive interrogative transformation. Hari is playing volley ball. Is Hari playing volley ball? Transformation is a part of functional grammar. It has also pragmatic value. The sentences that are derived from the transformational rules have some communicative purposes. These sentences make communication effective and possible as well. In spoken and written discourses, they are highly used.

Sentence transformation can be classified as follows:



1.7 Negative and Interrogative Transformation

Negative and interrogative in English are stated below:

1.7.1 Negative

According to Crystal (1997: 197), Negative is a process or construction in grammatical or semantic analysis which typically expresses the contradictions of some or all of a sentence meaning". In English, negative is expressed by using the negative particle 'not' which occurs with an auxiliary.

For example

She is reading a newspaper.

N-she is not reading a newspaper.

Ramila likes flowers.

N-Ramila doesn't like flowers.

The process of transformation from affirmative into negative differs from language to language though negative transformation is found in almost all languages. The process of English negative formation is presented below:

I) Negative with Auxiliary:

Assertive sentence is transformed into negative by adding not element just after auxiliary.

e.g. John is reading.

N-John is not reading?

Shyam has completed his homework.

N-Shyam has not completed his homework.

II) Negative without Auxiliary

If there is not an auxiliary verb in the assertive sentence, the sentence is transformed into negative with the help of 'do' support including the particle 'not'. In all these cases of negation different forms of the main verb are changed into the root form.

e.g. She draws a good picture.

N - She doesn't draw a good picture.

Hari and Shyam play football.

N - Hari and Shyam do not play football.

Mohan bought a red pen.

N - Mohan didn't buy a red pen.

III) The negative forms of aux are contracted by putting 'n't'

e.g. I want to repair it.

N-I don't want to repair it.

But amnot is contracted to 'mnot. Is not and arenot can also be contracted to s not and 'renot respectively. Similarly have not and has not can also be contracted to 'venot and 's not respectively in perfect tenses. Will not and shall not are contracted to won't or 'llnot and shan't respectively.

e.g. Ram is sleeping.

N-Ram 's not sleeping.

I am 27.

N-I'm not 27.

They are playing cricket.

N - They 'renot playing cricket.

I have completed my homework.

N - I've not completed my homework.

He has done that work

N - He's not done that work.

We shall meet you tomorrow.

N - We shan't meet you tomorrow.

He will have his meal.

N - He won't have his meal.

IV) While transforming assertive into negative, some words change as follows:

Affirmative

Negative

Some...../every.....

any.....

Too

either

As.....as

so.....as

Already

yet

a lot of

many/much

And so

and neither

e.g. I know everybody.

N - I don't know anybody.

Merry bought some oranges.

N - Merry did not buy any oranges.

Hari writes well, too.

N - Hari does not write well, either.

Radha is as beautiful as pinky.

N - Radha is not so beautiful as Rosy.

The old have already come.

N - The old have not come yet.

They brought a lot of oranges.

N - They didn't bring many oranges.

Seela danced beautifully and so did Kalma.

Seela didn't dance beautifully and neither did Kalma.

V) In some cases, formation of negative is possible only by changing the following affirmative words into negative ones, without adding not after auxiliary.

Affirmative

Negative

always/ever

never

Every...../some...../any.....

no.....

everyone/someone/anyone

noone/none

Either.....or

neither.....nor

Her mother always goes to the field.

N - Her mother never goes to the field.

Her son is looking at something.

N - Her son is looking at nothing.

Anyone can do that.

N - No one/none can do that.

Bill will visit either England or Hong Kong.

N - Bill will visit neither England nor Hong Kong.

1.7.2 Interrogative

An interrogative sentence starts with an aux verb or a question word (wh-word) and it is used to ask question. Crystal (1997:201) states that interrogative refers to verb forms one sentence clause types typically used into the expression of questions. In English, interrogative sentences can generally be divided into two types: Yes/No Question and wh-question (Question with a question word).

I) Yes/No Question:-

Yes/No question refers to a question for which either yes/no is the expected answer: e.g. Are you a doctor? Yes I am/No, I am not.

Yes/No question is formed through the process of subject aux inversion; written variety is marked by placing the sign of interrogation

(?) at the end of the sentence whereas spoken variety is marked by rising intonation. Y/N Question are of two types (i) positive Y/N Question and (ii) negative Y/N Question. The process of interrogation formation is as follows:

a) Y/N Question with aux:-

While transforming the assertive sentence into Y/N Question, there is subj.-aux. inversion.

e.g. she is reading a novel now.

Is she reading a novel now?

b) Y/N Question without aux:-

If there is not an aux verb in the sentence, it is transformed into Y/N Question with the help of 'do' support.

e.g. Gita writes a letter.

Does Gita write a letter?

They went to the bazaar.

Did they go to the bazaar?

You provide me support to complete this thesis.

Do you provide me support to complete this thesis?

c) Y/N Question can also be expressed through the use of rising intonation in the statement.

e.g. They are coming.

They are coming?

She is an actress.

She is an actress?

d) If some is there in affirmative sentences, it changes into any.

e.g. somebody is shouting here.

Is anybody shouting here?

II) Wh-Question:

The Question which begins with wh-word such as what, who, when, where, how etc. is called wh-Question. According to Crystal (1997:118). "A wh-Question is a term used in the grammatical sub-classification of question types to refer to a question beginning with question word". Wh-question is formed by placing wh-word at the beginning of the sentence followed by subject aux inversion in English.

e.g. Sarita is writing a book.

What is Sarita writing?

He took two rupees to buy a pencil.

Why did he take two rupees?

He will return here at 2 o'clock.

When will he return here?

The exact answer/information, for which the question is formed, is deleted in this type of question. When wh-question is for the subject, there is no sub-aux inversion.

e.g. The blue pen writes well.

Which pen writes well?

He took a pen.

Who took a pen?

Like y/n question, there are two types of wh-question. They are positive wh-question and negative wh-question.

1.8 Literature Review

Many research works have been carried out in the field of negative and interrogative transformation in English and other languages by the Nepali learners of English but not a single research has been done on 'A comparative study in Negative and Interrogative transformation in English and Doteli dialect of the Nepali language. Thus the researcher is also interested to conduct this study.

Dewan (2005) has carried out a study on A comparative study in Negative and Interrogative transformation in English and Yakkha language. The major finding of this study was like this:- the number system affects the use of negative marker in Yakkha language; the negative marker 'n' and 'ni' occur in different situations whereas English negative marker is 'not' which is used in all situations; Yakkha negative imperative marker is 'n' which is suffixed at the end of the verb whereas English negative imperative is formed by placing don't or 'donot' at the beginning of the sentence; Yakkha yes/no question is formed by adding the interrogative particle 'i' at the end of the verb where as English yes/no question is formed by placing the auxiliary verb at the beginning of the sentence; the interrogative particle in yes/no question is 'la' in Yakkha language which is optional Yakkha wh-word in most cases occurs after the subject whereas English wh-word occurs at the beginning of the sentence.

Raut (2006) has attempted to compare and contrast the process of negative and interrogative transformation in Bajjika with those in English and found that the negative marker in English is 'not' or n't' which is placed after an auxiliary verb whereas the negative marker in Bajjika is 'na' which is added immediately before the main verb and sometimes at the middle or final position of the relational verb. The same Bajjika negative marker 'na' occurs in imperative sentences. In yes/no question an auxiliary verb occurs at the beginning of the sentence in English whereas the yes/no question marker 'ki' is introduced and placed at the beginning of the sentence in Bajjika. Regarding wh-Question, both languages have the same wh-words.

Paudel (2004) has made an attempt about A comparative study on negative and interrogative transformation in English and Panchthare dialect of Limbu language. The main purpose of study was to find out the processes of negative and interrogative transformation in Limbu language and compare and contrast that with English. He found that there exists similarity in both the language in terms of negative marker in that both have overt negative markers (e.g. English has not Limbu 'me' and 'n') However regarding the question formation, the English and the Limbu languages show some analogy since both the languages have overt question markers. However they differ greatly in one aspect: the question marker is placed at the beginning of the sentence in English whereas the question marker is placed at the end of a verb (i.e. at the end of the sentence) in the Limbu language. Regarding open questions there is a difference between these two languages whereas in English, along with the wh-word, some internal changes (such as subject-auxiliary inversion) occur, in Limbu simply placing wh-word after the subject in various positions forms an open question.

Though the main similarities and differences between Doteli dialect and English subject-verb agreement has been carried out, no

comparative study has been carried out in the field of negative and interrogative transformation in Doteli dialect of the Nepali and English languages. Thus, the present study differs from the previous ones.

1.9 Objectives of the Study

The objectives of this study are presented below:

- a) To find out the process of negative and interrogative transformation in Doteli dialect of the Nepali language.
- b) To compare and contrast the processes of negative and interrogative transformation in Doteli with those in English.
- c) To find out pedagogical implication of the findings of the study.

1.10 Significance of the Study

Basically it will be significant to all the teachers, students, who are Doteli speakers. In addition to them, it will be helpful to teachers, students and text-book writers.

Chapter - 2

METHODOLOGY

In this study, the researcher adopted the following methodology.

2.1 Sources of Data

The following sources were used for this study.

2.1.1 Primary Source

The Doteli native speakers of Rupal and Shirsha Village Development Committee's of Dadeldhura district were the primary source of data.

2.1.2 Secondary Source

The reference books, articles, text books were studied as the secondary source of data.

2.2 Tools for the Collection of Data

The main tool was a structured interview containing sentences for translation for the collection of data. Fifty Nepali sentences and their transformation were designed to translate into the Doteli language. Of them, 20 sentences were of negative transformation, 18 were of yes/no question transformation and 12 were of wh-question transformation. All those items were for each individual of the study population.

2.3 Population of the Study

The total population of the study was all the Doteli native speakers of two VDC's. Rupal and Shirsha of Dadeldhura district. The total population was broadly divided into two groups. The first group consists of the speakers who can read and write Nepali and Doteli language and the second group consists of the speakers who couldnot read and write but could speak both the language. 25 speakers were

randomly selected from each group of both VDCs. Thus the total study population consisted of 100 speakers.

2.4 Procedure of Data Collection

The researcher himself visited the selected VDCs of Dadeldhura district. Then he divided the native speakers of those VDCs into two groups and selected 100 speakers out of them as described above by using random sampling procedure. After that he met the selected population himself and took structured interview. The interview was recorded in written form.

2.5 Limitations of the Study

The study has the following limitations:

- I) This study is based on Dadeldhura dialect and is limited to the Doteli native speakers of two VDCs (Rupal and Shirsha) of Dadeldhura district.
- II) The study population is limited to 100 speakers.
- III) The focus of this study is limited to the process of negative and interrogative transformation in Doteli dialect of the Nepali language with reference to English.
- IV) The negative transformation is limited to assertive and imperative sentences.
- V) The interrogative transformation is limited to positive and negative assertive sentences.
- VI) The transformation is limited only to simple sentences.

Chapter - 3

ANALYSIS AND INTERPRETATION

This chapter includes the following sub-headings.

3.1 Processes of negative and interrogative transformation in Doteli dialect

The processes of negative and interrogative transformation in Doteli dialect are as follows:

3.1.1 Negative

In the Doteli dialect, the main negative markers are *nai* and *Jan*. *Nai* is used/placed just before the verb in assertive sentences. In some cases, verb forms are changed while transforming into negative.

e.g.

a) *u bhat khancha*

He rice eats

He eats rice.

u bhat nai khano

He rice not eat

He doesn't eat rice.

b) *uile ek kalam kinyo*

She a pen bought

She bought a pen.

uile ek kalam nai kinyo

She a pen not bought

She didnot buy a pen.

c) mu phutball khellareu

I football playing am.

I am playing football.

mu phutball nai khellaryo

I football not playing am.

I am not playing football.

While transforming imperative sentences into negative. The negative marker Jan is used just before the verb and verbs are changed in some situations.

eg.

a) ghar ja.

go home.

go home.

ghar jan jai.

home not go.

Don't go home.

b) dhoka khola.

door open.

pleasem, open the door.

dhoka jan khola.

door not open.

please, donot open the door.

c) Ciththi lekh.

letter write.

write a letter.

ciththi jan lekhai.

letter not write.

Donot write a letter.

3.1.2 Interrogative

In Doteli dialect, there are two types of interrogative sentences like English. They are Yes/No Question and wh-question.

3.1.2.1 Yes/No question

Yes/No Questions are formed by rising the intonation.

e.g.

a) tu ghar janchai.

You house go.

You go to house.

to ghar janchai?

You house go?

Do you go to house?

b) mu ek kitab lekhdareu

I a book writing am.

I am writing a book.

mu ek kitabl lekhdareu?

I a book writing am?

Am a writing a letter?

c) Syamle bhalibal khelyo.

Shyam volleyball played.

Shyam played volleyball.

Shyamle bhalibal khelyo?

Shyam volleyball played?

Did Shyam play volleyball?

3.1.2.2 Wh-Question

Wh-words in Doteli dialect are as follows:

kan = where, kai = whom, ki/kya = what, kyai = why, kaseri = how, ko = who, kaiko = whose, kaba = when

Wh-Questions are formed by placing wh-words after the subject (except who question).

a) u bhat khancha.

He rice eats.

He eats rice.

u ki khancha?

He what eats?

What does he eat?

b) tuile ramayan pade.

You by ramayan read.

You read the Ramayan.

tuile ki pade?

You-by what read?

What did you read?

c) tu saddile aaunehai.

You slowly will come.

You will come slowly.

tu kaseri aaunehai?

You how come will?

How will you come?

Who question is formed by placing who between object and verb.

u ghar gayo

He home went.

He went home.

ghar ko gayo?

Who home went?

Who went home?

3.2 Comparison of the processes of negative and interrogative transformation in Doteli dialect with those in English

The processes of negative and interrogative transformation in Doteli dialect are compared with those in English are as follows:

3.2.1 Negative

Doteli

English

a) Muna ek kitab padhnche.

Muan reads a book.

Muna a book reads.

Muna reads a book.

Muna ek kitab nai paddi.

Muan doesn't read a book.

Muna a book not reads.

Muna doesn't read a book.

b) maithai bhaut kalam chan.

I have many pens.

I with many pens have.

I have many pens.

maithali bhaut kalam nai aathi.

I haven't many pens.

I with many pens not have.

I have not many pens.

c) u uiko kam arancha.

He does her work.

He her work does.

He does her work.

u uiko kam nai addo.

He doesn't do her work.

He her work not does.

He doesn't do her work.

d) ghar ja.

go home.

home go.

go home.

ghar jan jai.

Don't go home.

home not go.

Don't go home.

e) Dhoka banda ara.

Please, close the door.

Door close.

Please, close the door.

Dhoka jan banda ara.

Please, donot close the door.

Door not close.

Please, donot close the door.

f) Kitab pad.

Read the book.

book read.

read the book.

Kitab jan padai.

Donot read the book.

book not read.

donot read the book.

While comparing the negative transformation system of the Doteli and the English languages, the following similarities and differences are found.

1) In both languages, separate negative markers are added while forming negative.

not - English

nai, jan - Doteli.

2) Not, as an independent word is placed after the auxiliary in English whereas the negative markers 'nai' and 'jan' are put before the verb independently in Doteli dialect.

3) While forming negative some verbs are changed into others in Doteli dialect . (e.g. khancha-khano, runcha-runo) but this doesnot happen in English.

4) In imperative sentences donot/don't is placed at the beginning of the sentences in English whereas in Doteli dialect 'jan' is placed.

3.2.2 Interrogative

Two types of interrogative sentences are compared as follows:

3.2.2.1 Yes/No Question

Doteli	English
a) Phulmayale Dilmayalai vityo. Phyulmaya-by Dilmaya-to met. Phulmaya met Dilmaya. Phylmayale Dilmaya lai vityo? Phulmaya-by Dilmaya to met? Did Phulmaya meet Dilmaya?	Phylmaya met Dilmaya. Did Phulmaya meet Dilmaya?
b) Ram Shyاملai madataccha. Ram-by Shyam-to helps. Ram helps Shyam. Ram Shyاملai madataccha? Ram-by Shyam-to helps? Does Ram help Shyam?	Ram helps Shyam. Does Ram help Shyam?
c) u ghar gayo. He home went. He went home. u ghar gayo? He home went? Did he go home?	He went home. Did he go home?

While comparing Yes/No question formation between English and Doteli the following similarities and difference are found.

- 1) Sub-aux inversion takes place in English whereas this does not take place in Doteli dialect.
- 2) Aux occurs at the beginning in English but this does not happen in Doteli dialect.
- 3) Yes/No questions are only formed by rising the intonation in Doteli dialect whereas rising the intonation to form Yes/No question in English happens only in conversational English.

3.2.2.2 Wh-question

Doteli	English
a) u ghar gayo.	He went home.
He home went.	
He went home.	
u kan gayo?	Where did he go?
He where went?	
Where did he go?	
b) u uilai ek kapi dincha.	She gives a copy to him.
She by him to a copy gives.	
She gives a copy to him.	
u ki uilai dincha?	What does she give to him?
She what him-to gives?	
What does she give to him?	

c) tu saddile kudanchai.

You run slowly.

You slowly run.

You run slowly.

tu kasari kudanchai?

How do you run?

You how run?

How do you run?

While comparing the wh-question between English and Doteli, the following similarities and differences are found.

- 1) There are wh-questions in English and Doteli.
- 2) In English wh-word occurs at the beginning of the sentence where as it occurs after the subject in Doteli.
- 3) Aux comes between the wh-word and the subject (except the question which is for subject) in English whereas aux and main verb comes after the wh-word in Doteli.

Chapter - 4

FINDINGS AND RECOMMENDATIONS

This chapter deals with the summary of the findings of this research with some recommendations:

4.1 Findings

The main aim of this comparative study is to find out the process of negative and interrogative transformation in Doteli dialect and to compare and contrast them with those of English. After analysing and interpreting the data, the following findings are identified:

-) The negative and interrogative transformation systems between English and Doteli are similar in some respect and different in others. Those similarities and differences are as follows.

Similarities

- i) The negative markers are in both languages.
- ii) In Dotli dialect and English language, there are two types of questions.

Differences

- i) Negative markers are different in both languages.
 - ii) Structure of transforming interrogative is different in both languages.
-) The negative English marker not is added after the aux as suffix. nai and jan are the negative markers, added before the verbs in Doteli dialect.

-) Verbs in present tense are changed into other forms in Doteli where as this does not happen in English.
-) While forming negative of imperative sentences 'donot' is placed before the verb in English where as 'jan' in Doteli.
-) In Yes/No question an aux occurs at the beginning of the sentence in English. That is to say, subject aux inversion takes place in English. It doesn't take place in Doteli dialect.
-) Yes/No questions is formed by rising the intonation in Doteli dialect.
-) Regarding wh-questions, there is a difference between the two languages. In English, along with the wh-word, some internal changes (such as subject aux inversion) occur, in Doteli, simple placing the wh-word after the subject is done.

4.2 Recommendations and Pedagogical Implications

On the basis of the findings of the present study the following recommendations have been made:

-) The findings of the study show that the process of negative and interrogative transformations in English differs from those in English. Therefore, this difference should be taken into account while teaching English transformation systems to Doteli speaking children.
-) The knowledge of aux is essential for both negative and interrogative transformations in the English language; therefore, special attention should be paid on the use of auxiliaries in

different tenses and aspects while teaching Doteli speaking children.

-) Since some verb forms change in negative transformation in Doeli dialect, attention should be given to these features of the Doteli dialect so that Doteli speaking children check themselves in transforming this habit.
-) In English contractions of auxiliaries are used in negative and who-question especially in communication. So attention should be paid on such features of aux verbs in English.
-) The syllabus designers and text book writers should be more conscious while designing the syllabus and preparing the text book for the Doteli learners learning English as second language.

The researcher does not claim that the present study covers all the rules of negative and interrogative transformation in Doteli dialect because he has not carried out this research in all types of sentences available in the Doteli dialect. It was done in certain types of sentences and was done in only 100 Doteli speakers of two VDCs of Dadeldhura district. However, he has tried his best to generalize the rules of negative and interrogative transformation in the Doteli dialect explicitly based on the data collected.

Now the researcher wants to request the concerned authority to take the points mentioned above into consideration. Further more he would like to request the authority to carry out other researches on the various areas of the Doteli dialect.

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Subject Verb Agreement.

APPENDIX - I
QUESTIONNAIRE

Translate the following sentences into Doteli dialect.

ऊ रोटी खान्छ ।

He eats bread.

.....

ऊ रोटी खादैन ।

He doesn't eat bread.

.....

राम र गोपाल खेलिरहेका छन् ।

Ram and Gopal are playing.

.....

राम र गोपाल खलीरहका छैनन् ।

Ram and Gopal are not playing.

.....

तिनीहरुले गृहकार्य गरिसकेको छ ।

They have done their homework.

.....

तिनीहरुले गृहकार्य गरिसकेको छैन ।

They have not/haven't done their homework.

.....

सिताले हिजो आमालाई टेलिफोन गरी ।

Sita telephoned her mother yesterday.

.....

सीताले हिजो आमालाई टेलिफोन गरिन ।

Sita didnot telephone her mother yesterday.

.....
उनी पढाउदै थिइन ।

She was teaching.

.....
उनी पढाउदै थिइनन् ।

She wasn't teaching.

.....
उसले मलाई बोलाएको थियो ।

He had called me.

.....
उसले मलाई बोलाएको थिएन ।

He had not called me.

.....
कृष्ण भोलि घर जानेछ ।

Krishna will go home tomorrow.

.....
कृष्ण भोलि घर जाने छैन ।

Krishna wasn't go home tomorrow.

.....
किसानले खेत जोत्दै हुनु हुनेछ ।

The farmer will be ploughing the field.

.....
किसानले खेत जोतदै हुनु हुने छैन ।

The farmer will not be ploughing the day after tomorrow.

.....
बुवा पर्सीसम्म आएको हुनु हुनेछ ।

Father will have come by the day after tomorrow.

.....

बुबा पर्सीसम्म आएको हुनु हुने छैन ।

Father will have come by the day after tomorrow.

.....

उनले बाखा चराउनु पर्दछ ।

She has to cattle the goats.

.....

उनले बाखा चराउनु पर्दैन ।

She doesn't have to cattle the goats.

.....

उसले गर्मी खानेकुरा खानु हुन्छ ।

He is allowed to have not foods.

.....

उसले गर्मी खाने कुरा खानु हुन्न ।

He is not allowed to have not foods.

.....

रमिता नेपाली बोल्न सक्छिन ।

Ramita can speak Nepali.

.....

रमिता नेपाली बोल्न सक्दिनन् ।

Ramita can't speak Nepali.

.....

काकी पहाडमा बस्दा सारी लगाउनु हुन्थ्यो ।

Aunt used to wear a sari while staying in the hill.

.....

काकी पहाडमा बस्दा सारी लगाउनु हुँदैन थियो ।

Aunt didn't use to wear a sari while staying in the hill.

.....

उसले आज पढनै पछ ।

He must read today.

.....

उसले आज पढनु पर्दैन ।

He doesn't have to read today.

.....

सरला जादै होलीन ।

Sarala may be going.

.....

सरला जादै छैन होलिन ।

Sarala may not be going.

.....

राकेश आज स्कूल आउँछ होला ।

Rakesh may come to school today.

.....

राकेश आज स्कूल आउँदैन होला ।

Rakesh may not come to school today.

.....

स्कूल जाऊ ।

Go to school.

.....

स्कूल नजाऊ ।

Don't go to school.

.....

ढोका खोल्नु होला ।

Please, open the door.

.....

कृपया ढोका नखोलनु होला ।

Please, don't open the door.

.....

गर्मी पानीले नुहाऊ ।

Have a bath with hot water.

.....

गर्मी पानीले ननुहाऊ ।

Don't have a both with hot water.

.....

खाजा खा ।

Have a break fast.

.....

खाजा नखा ।

Don't have a break fast.

.....

म भात खान्छु ।

I eat rice.

.....

म भात खान्छु ?

Do I eat rice?

.....

चरो उडिरहेको छ ।

The bird is flying.

.....

चरो उडदैछ ।

Is the bird flying?

.....

उसले उनलाई चिनेको छैन ।

He has not known her.

.....

उसले उनलाई चिनेको छैन ?

Has he not known her.

.....

हामी तिमीलाई दोस्रो हप्ता घेर्ने छौ ?

We shall meet you next week.

.....

हामी तिमीलाई दोस्रो हप्ता भेट्ने छौ ?

Shall we meet you next week?

.....

तिमीहरु पढ्दै हुने छौ ।

You will be reading.

.....

तिमीहरु पढ्दै हुने छौ ?

Will you be reading?

.....

हजुरआमाले खाना पकाइसकेको हुनु हुने छैन ।

Grandmother will not have cooked the meal.

.....

हजुरआमाले खाना पकाइसकेको हुनु हुने छैन ?

Grandmother will not have cooked the meal.

.....

मैले हिजो रामायण पढेन ।

I didn't read the Ramayan yesterday.

.....

मैले हिजो रामायण पढेन ?

Didn't I read the Ramayan yesterday?

.....

हाम्रो खेतमा काम गर्दै हुनु हुन्थ्यो ।

Our father was working in the field.

.....

हाम्रो बुबा खेतमा काम गर्दै हुनु हुन्थ्यो ?

Was our father working in the field?

.....

मैले एउटा चिठी लेखिसकेको थिए ।

I had written a letter.

.....

मैले एउटा चिठी लेखिसकेको थिए ?

Had I written a letter?

.....

गोपाल अंग्रेजी बोल्छ होला ।

Gopal may speak English.

.....

गोपाल अंग्रेजी बोल्छ होला ?

May Gopal speak English?

.....

तिमीले उनलाई भेटनु पर्दैन ।

Your must not meet her.

.....

तिमीले उनलाई भेटनु पर्दैन ?

Must your not meet her?

.....

उनले आमालाई चिठी लेख्नु पर्छ ।

She has to write a letter to her mother.

.....

उनले आमालाई चिठी लेख्नु पर्छ ?

Does she have to write a letter to her mother?

.....

ऊ तास खेल्दैन्थ्यो ।

He didn't use to play cards.

.....

ऊ तास खेल्दैन्थ्यो ?

Didn't he use to play cards?

.....

तिनीहरु गए ।

They went.

.....

तिनीहरु गए ?

Did they go?

.....

उनले परीक्षा पास गर्छिन ।

She passes the exam.

.....

उनले परीक्षा पास गर्छिन ?

Does she pass the exam?

.....

रमेश पढिरहेको थिएन ।

Ramesh was not reading.

.....
रमेश पढीरहेको थिएन ?

Wasn't Ramesh reading?

.....
हामीले कडा मिहिनेत गर्नु पर्छ ।

We should do hard labour.

.....
हामीले कडा मिहिनेत गर्नु पर्छ ?

Should we do hard labour?

.....
ऊ जान सक्दैन ।

He can't go.

.....
ऊ जान सक्दैन ?

Can't he go?

.....
अहिले तिन बज्यो ।

It is three o'clock now.

.....
अहिले कति बज्या ?

What time is it now?

.....
उनले आज भात खाएन ।

Today she didn't have rice.

.....
उनले आज के खाएन ?

What didn't she have today?

.....

मोहनले सरलाई पसलमा भेट्यो ।

Mohan met the teacher in a shop.

.....

मोहनले सरलाई कहाँ भेट्यो ?

Where did Mohan meet the teacher?

.....

गीता अस्ती उनको घर गएकी थिई ।

Gita had gone to her house the day before yesterday.

.....

गीता अस्ती उनको घर गएकी थिई ?

where had Gita gone the day before yesterday?

.....

आमा सधै विहान पुजा गर्न मन्दिर जानु हुन्छ ।

Mother goes to the temple to worship every morning.

.....

आमा सधै विहान पुजा गर्न मन्दिर जानु हुन्छ ?

Why does mother go to the temple every morning?

.....

यो बहिनीको कलम हो ।

this is sister's pen.

.....

यो कलम कस्को हो ?

Whose pen is this?

.....

हरिले यो कलम रामलाई दियो ।

Hari handed this pen to Ram.

हरिले यो कलम कसलाई दियो ?

Whom did Hari hand this pen?

.....

बुबालाई ढाका टोपी मन पर्छ ।

Father likes the Dhaka cap.

.....

बुबालाई कुन टोपी मन पर्छ ?

Which cap does father like?

.....

तिनी तरकारी किन्न बजार गइन ।

She went to the market to buy vegetables.

.....

तिनी किन बजार गइन ?

Why did she go tot the market?

.....

हजुरआमा दशैसम्म यहाँ बस्नु हुन्न ।

Grand mother won't stay here by Dashain.

.....

हजुरआमा कहिले सम्म यहा बस्नु हुन्न ?

How long won't grandmother stay here?

.....

यो घर २५ मिटर चौडा छ ।

This house is 25 metres wide.

.....

यो घर कति चौडा छ ?

How wide is this house?

.....

यहाँबाट घर जान आधा घण्टा लाग्छ ।

It takes half an hour to go to the house from here.

.....

यहाँबाट घर जान कति लाग्छ ?

How long does it take to go to the house from here?

APPENDIX - II
Speaker Interviewed

VDC-Rupal

Group-literate	Group-illiterate
1. Nari Bohara	1. Bivison Joshi
2. Kishor Bohara	2. Loveson Joshi
3. Surendra Thakurathi	3. Amit Joshi
4. Deepak Jora	4. Rishi Jora
5. Harish Jora	5. Jaya Jora
6. Paramananda Jora	6. Laxmi Thakurathi
7. Pushpa Jora	7. Ram Pandey
8. Tilak Jora	8. Puja Jora
9. Parbati Jora	9. Rita Jora
10. Dila Jora	10. Kiran Jora
11. Mahadev Jora	11. Sandesh Joshi
12. Sita Jora	12. Dipendra Kuwar
13. Rama Thakurathi	13. Sajana Jora
14. Manish Joshi	14. Indu Karki
15. Chandra Joshi	15. Arjun Dhami
16. Manju Joshi	16. Kalo Joshi
17. Keshab Joshi	17. Ram Bahadur Dhami
18. Amrit Joshi	18. Kamala Dhami
19. Jyoti Jora	19. Shova Joshi
20. Karishma Jora	20. Hari Jora
21. Preeti Jora	21. Dilendra Dhami
22. Ganga Joshi	22. Prem Bohara
23. Meena Joshi	23. Rabindra Bohara
24. Mahesh Jora	24. Uttam Thakurathi
25. Bishnu Jora	25. Krishna Thakurathi

VDC-Shirsha

Group-literate	Group-illiterate
1. Hari Bohara	1. Bivison Joshi
2. Yogesh Bohara	2. Lovson Joshi
3. Bikash Thakurathi	3. Amit Joshi
4. Binod Jora	4. Rishi Pandey
5. Saroj Jora	5. Jaya Bohara
6. Rameswhor Jora	6. Laxmi Pandey
7. Laxmi Bohara	7. Ram Pandey
8. Ramita Bohara	8. Ramila Pandey
9. Bijaya Bohara	9. Rita Joshi
10. Sita Bohara	10. Kiran Jora
11. Rama Bohara	11. Sandesh Bohara
12. Chandrakant Bohara	12. Rabina Mishra
13. Rishi Thakurathi	13. Sajana Thakurathi
14. Jeten Joshi	14. Indu Karki
15. Dharmendra Joshi	15. Arjun Dhami
16. Sanju Joshi	16. Kalo Joshi
17. Sarita Bohara	17. Ram Bahadur Dhami
18. Bhakta Bohara	18. Kamala Dhami
19. Samita Bohara	19. Radhika Bohara
20. Kareena Bohara	20. Hari Jora
21. Meena Bohara	21. Dilendra Dhami
22. Sandesh Jora	22. Prem Bohara
23. Mohan Bohara	23. Rabindra Bohara
24. Rajkumar Bohara	24. Uttam Joshi
25. Sujan Joshi	25. Krishna Bohara

APPENDIX - III

Response to the questionnaire I & II

I) Harish Jora

Rupal

ऊ रोटी खान्छ ।

ऊ रोटो खान्छ ।

.....

ऊ रोटी खादैन ।

ऊ रोटो नाई खानो ।

.....

राम र गोपाल खेलिरहेका छन् ।

राम लै गोपाल लै खल्लारयान ।

.....

राम र गोपाल खलीरहका छैनन् ।

राम लै गोपाल लै नाई खेल्लाय्या ।

.....

तिनीहरुले गृहकार्य गरिसकेको छ ।

तनुनले घरको काम अरी सक्या छ ।

.....

तिनीहरुले गृहकार्य गरिसकेको छैन ।

तनुनले घरको काम नाई अरी सक्या छ ।

.....

सिताले हिजो आमालाई टेलिफोन गरी ।

सीताले बेली इजालाई टेलिफोन अच्यो ।

.....

सीताले हिजो आमालाई टेलिफोन गरिन ।

सीताले बेली इजालाई टेलिफोन नाई अच्यो ।

.....

उनी पढाउदै थिइन ।

उन पढाउन्न थिन ।

.....

उनी पढाउदै थिइनन् ।

उन नाई पढाउन्ना थिन ।

.....

उसले मलाई बोलाएको थियो ।

उइले मइलाई बोलायाथ्यो ।

.....

उसले मलाई बोलाएको थिएन ।

उइले मइलाई नाई बोलायाथ्यो ।

.....

कृष्ण भोलि घर जानेछ ।

कृष्ण भोल भर जान्या हो ।

.....

कृष्ण भोलि घर जाने छैन ।

कृष्ण भोल घर नाई जान्या हो ।

.....

किसानले खेत जोत्दै हुनु हुनेछ ।

किसान खेत जोत्तायोको होलो ।

.....

किसानले खेत जोतदै हुनु हुने छैन ।

किसान खेत नाई जोत्तायोको होलो ।

.....

बुवा पर्सीसम्म आएको हुनु हुनेछ ।

बा पोरकीसम्म आइसक्या हुन्ना ।

.....

बुबा पर्सीसम्म आएको हुनु हुने छैन ।
बा पोरकीसम्म नाई आइसक्या हुन्ना ।

.....
उनले बाखा चराउनु पर्दछ ।
उनले बाकरा चराउन पणन्छ ।

.....
उनले बाखा चराउनु पर्दैन ।
उनले बाकरा नाई चराउनु पहो ।

.....
उसले गर्मी खानेकुरा खानु हुन्छ ।
उइले गरम खानेकुरा खायालेलै हुन्छ ।

.....
उसले गर्मी खाने कुरा खानु हुन्न ।
उइले गरम खानेकुरा नाई खायालेलै हुन्छ ।

.....
रमिता नेपाली बोल्न सकिछन ।
रमिता नेपाली बोल्न सकन्छिन ।

.....
रमिता नेपाली बोल्न सकिदन् ।
रमिता नेपाली नाई बोल्न सकिदन् ।

.....
काकी पहाडमा बस्दा सारी लगाउनु हुन्थ्यो ।
काखी पहाड बसन्ज्या साणी लाउथिन ।

.....
काकी पहाडमा बस्दा सारी लगाउनु हुदैन थियो ।
काखी पहाड बसन्ज्या साणी नाई लाउनथिन ।

.....

उसले आज पढनै पछ ।

उइले आज पड्डई पणन्छ ।

.....

उसले आज पढनु पर्देन ।

उइले आज नाई पड्डु पड्डो ।

.....

सरला जादै होलीन ।

सरला जान्नारेकी हुन्ती ।

.....

सरला जादै छैन होलिन ।

सरला नाई जान्नारेकी हुन्ती ।

.....

राकेश आज स्कूल आउँछ होला ।

राकेश आज इस्कूल आउछ कसब ।

.....

राकेश आज स्कूल आउँदैन होला ।

राकेश आज इस्कूल नाई आउनो कसब ।

.....

स्कूल जाऊ ।

इस्कूल जा ।

.....

स्कूल नजाऊ ।

इस्कूल जन जाई ।

.....

ढोका खोल्नु होला ।

ढोका खोल्या ।

.....

कृपया ढोका नखोलनु होला ।

ढोका जन खोल्या ।

.....

गर्मी पानीले नुहाऊ ।

गरम पानीले हण धो ।

.....

गर्मी पानीले ननुहाऊ ।

गरम पानीले हण जन धोई ।

.....

खाजा खा ।

नास्ता खा ।

.....

खाजा नखा ।

नास्ता जन खाई ।

.....

म भात खान्छु ।

म भात खानऊ ।

.....

म भात खान्छु ?

म भात खानऊ ?

.....

चरो उडिरहेको छ ।

चणो उड्डा छ ।

.....

चरो उडदैछ ।

चणो उड्डा छ ?

.....

उसले उनलाई चिनेको छैन ।
उइले उइलाई पछ्याण्या छ ।

.....
उसले उनलाई चिनेको छैन ?
उइले उइलाई पछ्याण्या ?

.....
हामी तिमीलाई दोस्रो हप्ता भेट्ने छौ ?
हम तोइलाई अर्खा हप्ता भिटला ।

.....
हामी तिमीलाई दोस्रो हप्ता भेट्ने छौ ?
हम तोइलाई अर्खा हप्ता भिटला ?

.....
तिमीहरु पढ्दै हुने छौ ।
तम पढ्दाच्या होला ।

.....
तिमीहरु पढ्दै हुने छौ ?
तम पढ्दाच्या होला ?

.....
हजुरआमाले खाना पकाइसकेको हुनु हुने छैन ।
बज्यैले खाना नाई पकायसक्या होलो ।

.....
हजुरआमाले खाना पकाइसकेको हुनु हुने छैन ?
बज्यैले खाना नाई पकायसक्या होलो ?

.....
मैले हिजो रामायण पढेन ।
मइले बेली रामायण नाई पण्या ।

.....

मैले हिजो रामायण पढेन ?
मइले बेली रामायण नाई पण्या ?

.....
हाम्रो खेतमा काम गर्दै हुनु हुन्थ्यो ।
हमरा बा खेतमा काम अदरैथ्या ।

.....
हाम्रो बुबा खेतमा काम गर्दै हुनु हुन्थ्यो ?
हमरा बा खेतमा काम अदरैथ्या ?

.....
मैले एउटा चिठी लेखिसकेको थिए ।
मइले एक चिठी लेखिसक्याथ्या ।

.....
मैले एउटा चिठी लेखिसकेको थिए ?
मइले एक चिठी लेखिसक्याथ्या ?

.....
गोपाल अंग्रेजी बोल्छ होला ।
गोपाल अंग्रेजी बोलन्छ कसब ।

.....
गोपाल अंग्रेजी बोल्छ होला ?
गोपाल अंग्रेजी बोलन्छ कसब ?

.....
तिमीले उनलाई भेटनु पर्दैन ।
तइले उइलाई नाई भेट्टु पड्छो ।

.....
तिमीले उनलाई भेटनु पर्दैन ?
तइले उइलाई नाई भेट्टु पड्छा ?

.....

उनले आमालाई चिठी लेख्नु पर्छ ।
उइले इजालाई चिठी लेख्नु पणन्छ ।

.....
उनले आमालाई चिठी लेख्नु पर्छ ?
उइले इजालाई चिठी लेख्नु पणन्छ ?

.....
ऊ तास खेल्दैन्थ्यो ।
ऊ तास नाई खेलन्थ्यो ।

.....
ऊ तास खेल्दैन्थ्यो ?
ऊ तास नाई खेलन्थ्यो ?

.....
तिनीहरु गए ।
तनुन गया ।

.....
तिनीहरु गए ।
तनुन गया ?

.....
उनले परीक्षा पास गर्छिन ।
उइले परीक्षा पास अछ्छे ।

.....
उनले परीक्षा पास गर्छिन ?
उइले परीक्षा पास अछ्छे ?

.....
रमेश पढिरहेको थिएन ।
रमेश नाई पढ्थ्यो ।

रमेश पढीरहेको थिएन ?

रमेश नाई पढ्थ्यो ?

.....

हामीले कडा मिहिनेत गर्नु पर्छ ।

हमले खुब मिहिनेत अद्दु पणन्छ ।

.....

हामीले कडा मिहिनेत गर्नु पर्छ ?

हमले खुब मिहिनेत अद्दु पणन्छ ?

.....

ऊ जान सक्दैन ।

ऊ नाई जान सक्दो ।

.....

ऊ जान सक्दैन ?

ऊ नाई जान सक्दो ?

.....

अहिले तिन बज्यो ।

अइल तिन बजी ।

.....

अहिले कति बज्या ?

अइल तिन बजी ?

.....

उनले आज भात खाएन ।

उनले आज भात नाई खायो ।

.....

उनले आज के खाएन ?

उनले आज भात नाई खायो ?

.....

मोहनले सरलाई पसलमा भेट्यो ।

मोहनले सरलाई दोकानमा भिटयो ।

.....

मोहनले सरलाई कहाँ भेट्यो ?

मोहनले सरलाई दोकानमा भिटयो ?

.....

गीता अस्ती उनको घर गएकी थिई ।

गीता पोर उनरा घर गइकी थि ।

.....

गीता अस्ती उनको घर गएकी थिई ?

गीता पोर उनरा घर गइकी थि ?

.....

आमा सधै विहान पुजा गर्न मन्दिर जानु हुन्छ ।

इजा बेहान दिनदिनै पुजा अट्टाई मन्दिर जानान ।

.....

आमा सधै विहान पुजा गर्न मन्दिर जानु हुन्छ ?

इजा बेहान दिनदिनै अट्टाई मन्दिर क्याई जानान ।

.....

यो बहिनीको कलम हो ।

यो बइनीको कलम हो ।

.....

यो कलम कस्को हो ?

यो कलम कइको हो ?

.....

हरिले यो कलम रामलाई दियो ।

हरिले एइ कलम रामलाई दियो ।

.....

हरिले यो कलम कसलाई दियो ?

हरिले एइ कलम कइलाई दियो ?

.....

बुबालाई ढाका टोपी मन पछ्छ ।

बालाई ढाका टोपी मन पणन्छे ।

.....

बुबालाई कुन टोपी मन पछ्छ ?

बालाई ढाका टोपी मन पणन्छे ?

.....

तिनी तरकारी किन्न बजार गइन ।

उन साग किन्नालाई बजार गइन ।

.....

तिनी किन बजार गइन ?

उन क्याई बजार गइन ?

.....

हजुरआमा दशैसम्म यहाँ बस्नु हुन्न ।

बजेइ दसईसम्म या नाई बस्या हुन ।

.....

हजुरआमा कहिले सम्म यहा बस्नु हुन्न ?

बजेइ कबसम्म या नाई बस्या हुन ?

.....

यो घर २५ मिटर चौडा छ ।

यो घर पच्चीस मिटर चौडो छ ।

.....

यो घर कति चौडा छ ?

यो घर कति चौडो छ ?

.....

यहाँबाट घर जान आधा घण्टा लाग्छ ।

या है घरजान आछ्छा ढ्ढंटा लागन्छ ।

.....

यहाँबाट घर जान कति लाग्छ ?

या है घर जान कति लागन्छ ?

.....

II) Laxmi Bohara

Shirsha

ऊ रोटी खान्छ ।

ऊ रोटो खान्छ ।

.....

ऊ रोटी खादैन ।

ऊ रोटो नाई खानो ।

.....

राम र गोपाल खेलिरहेका छन् ।

राम लै गोपाल लै खललारयान ।

.....

राम र गोपाल खलीरहका छैनन् ।

राम लै गोपाल लै नाई खेल्लाय्या ।

.....

तिनीहरुले गृहकार्य गरिसकेको छ ।

तनुनले घरको काम अरी सक्या छ ।

.....

तिनीहरुले गृहकार्य गरिसकेको छैन ।

तनुनले घरको काम नाई अरी सक्या छ ।

.....

सिताले हिजो आमालाई टेलिफोन गरी ।

सीताले बेली इजालाई टेलिफोन अय्यो ।

.....

सीताले हिजो आमालाई टेलिफोन गरिन ।

सीताले बेली इजालाई टेलिफोन नाई अय्यो ।

.....

उनी पढाउदै थिइन ।

उन पढाउन्न थिन ।

.....

उनी पढाउदै थिइनन् ।

उन नाई पढाउन्ना थिन ।

.....

उसले मलाई बोलाएको थियो ।

उइले मइलाई बोलायाथ्यो ।

.....

उसले मलाई बोलाएको थिएन ।

उइले मइलाई नाई बोलायाथ्यो ।

.....

कृष्ण भोलि घर जानेछ ।

कृष्ण भोल भर जान्या हो ।

.....

कृष्ण भोलि घर जाने छैन ।

कृष्ण भोल घर नाई जान्या हो ।

.....

किसानले खेत जोत्दै हुनु हुनेछ ।

किसान खेत जोत्तायोको होलो ।

.....

किसानले खेत जोतदै हुनु हुने छैन ।

किसान खेत नाई जोत्तायोको होलो ।

.....

बुवा पर्सीसम्म आएको हुनु हुनेछ ।

बा पोरकीसम्म आइसक्या हुन्ना ।

.....

बुवा पर्सीसम्म आएको हुनु हुने छैन ।

बा पोरकीसम्म नाई आइसक्या हुन्ना ।

.....

उनले बाखा चराउनु पर्दछ ।

उनले बाकरा चराउन पणन्छ ।

.....

उनले बाखा चराउनु पर्दैन ।

उनले बाकरा नाई चराउनु पहो ।

.....

उसले गर्मी खानेकुरा खानु हुन्छ ।

उइले गरम खानेकुरा खायालेलै हुन्छ ।

.....

उसले गर्मी खाने कुरा खानु हुन्न ।

उइले गरम खानेकुरा नाई खायालेलै हुन्छ ।

.....

रमिता नेपाली बोल्न सक्छिन ।

रमिता नेपाली बोल्न सक्न्छिन ।

.....

रमिता नेपाली बोल्न सक्दिनन् ।

रमिता नेपाली नाई बोल्न सक्दिन ।

.....

काकी पहाडमा बस्दा सारी लगाउनु हुन्थ्यो ।

काखी पहाड बसन्ज्या साणी लाउथिन ।

.....

काकी पहाडमा बस्दा सारी लगाउनु हुदैन थियो ।

काखी पहाड बसन्ज्या साणी नाई लाउनथिन ।

.....

उसले आज पढ्नै पर्छ ।

उइले आज पढ्दई पणन्छ ।

.....

उसले आज पठनु पढ़ैन ।

उइले आज नाई पड्डु पड्डो ।

.....

सरला जादै होलीन ।

सरला जान्नारेकी हुन्नी ।

.....

सरला जादै छैन होलिन ।

सरला नाई जान्नारेकी हुन्नी ।

.....

राकेश आज स्कूल आउँछ होला ।

राकेश आज इस्कूल आउछ कसब ।

.....

राकेश आज स्कूल आउँदैन होला ।

राकेश आज इस्कूल नाई आउनो कसब ।

.....

स्कूल जाऊ ।

इस्कूल जा ।

.....

स्कूल नजाऊ ।

इस्कूल जन जाई ।

.....

ढोका खोल्नु होला ।

ढोका खोल्या ।

.....

कृपया ढोका नखोल्नु होला ।

ढोका जन खोल्या ।

.....

गर्मी पानीले नुहाऊ ।

गरम पानीले हण धो ।

.....

गर्मी पानीले ननुहाऊ ।

गरम पानीले हण जन धोई ।

.....

खाजा खा ।

नास्ता खा ।

.....

खाजा नखा ।

नास्ता जन खाई ।

.....

म भात खान्छु ।

म भात खानऊ ।

.....

म भात खान्छु ?

म भात खानऊ ?

.....

चरो उडिरहेको छ ।

चणो उड्डा छ ।

.....

चरो उडदैछ ।

चणो उड्डा छ ?

.....

उसले उनलाई चिनेको छैन ।

उइले उइलाई पछ्याण्या छ ।

.....

उसले उनलाई चिनेको छैन ?

उइले उइलाई पछ्याण्या ?

.....

हामी तिमीलाई दोस्रो हप्ता भेट्ने छौ ?

हम तोइलाई अर्खा हप्ता भिटला ।

.....

हामी तिमीलाई दोस्रो हप्ता भेट्ने छौ ?

हम तोइलाई अर्खा हप्ता भिटला ?

.....

तिमीहरु पढ्दै हुने छौ ।

तम पढ्नुया होला ।

.....

तिमीहरु पढ्दै हुने छौ ?

तम पढ्नुया होला ?

.....

हजुरआमाले खाना पकाइसकेको हुनु हुने छैन ।

बज्यैले खाना नाई पकायसक्या होलो ।

.....

हजुरआमाले खाना पकाइसकेको हुनु हुने छैन ?

बज्यैले खाना नाई पकायसक्या होलो ?

.....

मैले हिजो रामायण पढेन ।

मइले बेली रामायण नाई पण्या ।

.....

मैले हिजो रामायण पढेन ?

मइले बेली रामायण नाई पण्या ?

.....

हाम्रो खेतमा काम गर्दै हुनु हुन्थ्यो ।

हमरा बा खेतमा काम अदरैथ्या ।

.....

हाम्रो बुबा खेतमा काम गर्दै हुनु हुन्थ्यो ?

हमरा बा खेतमा काम अदरैथ्या ?

.....

मैले एउटा चिठी लेखिसकेको थिए ।

मइले एक चिठी लेखिसक्याथ्या ।

.....

मैले एउटा चिठी लेखिसकेको थिए ?

मइले एक चिठी लेखिसक्याथ्या ?

.....

गोपाल अंग्रेजी बोल्छ होला ।

गोपाल अंग्रेजी बोलन्छ कसब ।

.....

गोपाल अंग्रेजी बोल्छ होला ?

गोपाल अंग्रेजी बोलन्छ कसब ?

.....

तिमीले उनलाई भेटनु पर्दैन ।

तइले उइलाई नाई भेट्टु पड्छो ।

.....

तिमीले उनलाई भेटनु पर्दैन ?

तइले उइलाई नाई भेट्टु पड्छा ?

.....

उनले आमालाई चिठी लेख्नु पर्छ ।

उइले इजालाई चिठी लेख्द पणन्छ ।

.....

उनले आमालाई चिठी लेख्नु पर्छ ?
उइले इजालाई चिठी लेख्नु पणन्छ ?

.....

ऊ तास खेल्दैन्थ्यो ।

ऊ तास नाई खेलन्थ्यो ।

.....

ऊ तास खेल्दैन्थ्यो ?

ऊ तास नाई खेलन्थ्यो ?

.....

तिनीहरु गए ।

तनुन गया ।

.....

तिनीहरु गए ।

तनुन गया ?

.....

उनले परीक्षा पास गर्छिन ।

उइले परीक्षा पास अछ्छे ।

.....

उनले परीक्षा पास गर्छिन ?

उइले परीक्षा पास अछ्छे ?

.....

रमेश पढिरहेको थिएन ।

रमेश नाई पढ्थ्यो ।

.....

रमेश पढिरहेको थिएन ?

रमेश नाई पढ्थ्यो ?

.....

हामीले कडा मिहिनेत गर्नु पर्छ ।
हमले खुब मिहिनेत अहु पणन्छ ।

.....
हामीले कडा मिहिनेत गर्नु पर्छ ?
हमले खुब मिहिनेत अहु पणन्छ ?

.....
ऊ जान सक्दैन ।

ऊ नाई जान सक्दो ।

.....
ऊ जान सक्दैन ?

ऊ नाई जान सक्दो ?

.....
अहिले तिन बज्यो ।

अइल तिन बजी ।

.....
अहिले कति बज्या ?

अइल तिन बजी ?

.....
उनले आज भात खाएन ।

उनले आज भात नाई खायो ।

.....
उनले आज के खाएन ?

उनले आज भात नाई खायो ?

.....
मोहनले सरलाई पसलमा भेट्यो ।

मोहनले सरलाई दोकानमा भिटयो ।

.....

मोहनले सरलाई कहाँ भेट्यो ?

मोहनले सरलाई दोकानमा भिटयो ?

.....

गीता अस्ती उनको घर गएकी थिई ।

गीता पोर उनरा घर गइकी थि ।

.....

गीता अस्ती उनको घर गएकी थिई ?

गीता पोर उनरा घर गइकी थि ?

.....

आमा सधै विहान पुजा गर्न मन्दिर जानु हुन्छ ।

इजा बेहान दिनदिनै पुजा अर्दाई मन्दिर जानान ।

.....

आमा सधै विहान पुजा गर्न मन्दिर जानु हुन्छ ?

इजा बेहान दिनदिनै अर्दाई मन्दिर क्याई जानान ।

.....

यो बहिनीको कलम हो ।

यो बइनीको कलम हो ।

.....

यो कलम कस्को हो ?

यो कलम कइको हो ?

.....

हरिले यो कलम रामलाई दियो ।

हरिले एइ कलम रामलाई दियो ।

.....

हरिले यो कलम कसलाई दियो ?

हरिले एइ कलम कइलाई दियो ?

.....

बुबालाई ढाका टोपी मन पर्छ ।
बालाई ढाका टोपी मन पणन्छे ।

.....
बुबालाई कुन टोपी मन पर्छ ?
बालाई ढाका टोपी मन पणन्छे ?

.....
तिनी तरकारी किन्न बजार गइन ।
उन साग किन्नालाई बजार गइन ।

.....
तिनी किन बजार गइन ?
उन क्याई बजार गइन ?

.....
हजुरआमा दशैसम्म यहाँ बस्नु हुन्न ।
बजेइ दसईसम्म या नाई बस्या हुन ।

.....
हजुरआमा कहिले सम्म यहा बस्नु हुन्न ?
बजेइ कबसम्म या नाई बस्या हुन ?

.....
यो घर २५ मिटर चौडा छ ।
यो घर पच्चीस मिटर चौडो छ ।

.....
यो घर कति चौडा छ ?
यो घर कति चौडो छ ?

.....
यहाँबाट घर जान आधा घण्टा लाग्छ ।
या है घरजान आछ्छा ढ्ढंटा लागन्छ ।

.....
यहाँबाट घर जान कति लाग्छ ?
या है घर जान कति लागन्छ ?

.....