

# **CHAPTER-ONE**

## **INTRODUCTION**

The introduction of this research report consists of general background, introduction to the Santhali language, verbal morphology, review of the related literature, objectives, significance of the study and definition of the specific terms.

### **1.1 General Background**

Language is the principal means used by human beings to communicate with one another. According to Corder (1973, p. 32), “Language, by which, man communicates, is a system of communication; for the purpose of communication.” According to Sapir (1921) “Language is primarily human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols”(as cited in Jindal & Syal, 1999, P. 4). Lyons (1970, p.3) defines, “Languages are the principal systems of communication used by particular groups of human beings within particular society of which they are the members.” Wardhaugh (1992, p.1) defines language as “what the members of a particular society speak.”

There are various languages used in different speech communities. Among which English is the most dominant language. It belongs to the West-Germanic sub-branch of Indo-European family of language. It is the third largest language by number of native speakers (approximately 375 million), after Mandarin Chinese and Spanish. It is spoken by 199-1400 million people as their second language and has got official status in 53 countries (<http://www.wikipedia.org/>).

While English is used as an international lingua franca, the people from most of the countries want to learn it in the era of globalization. One should know English, if he/she wants to know the world. With this importance of English, it is taught and learned as a second/foreign language in most of the countries. English is developing with the concept of the world language, it is spoken almost everywhere in every fields e.g. education, commerce, science, technology, trade, law, international seminars and conferences, sports, mass communication, etc. The role of the English language in international communication is clearly realized in Nepal and in her education system. It is taught from grade one to bachelor degree as a compulsory subject. Most of the technical subjects are taught in English in Nepal.

### **1.1.1 Introduction to Santhali Language**

Santhali, as some linguists point out, is the only language that belongs to Asiatic family group ([www.thefreelibrary.com/ Language+ politics+ in+Nepal](http://www.thefreelibrary.com/Language+politics+in+Nepal)). It is spoken by the Satars/Santhals of Jhapa, Morang and Sunsari districts in the East Nepal. Satars/Santhals are one of the most backward ethnic groups of Nepal. They live in the districts of Jhapa, Morang and Sunsari. The ancestral stronghold of the dark-skinned, curly-haired and stoutly built Australoid Satars or Santhals is the Nepalese Plain and the Santhal Pargana of West Bengal in India. Santhals also call themselves Hor. They prefer to live in the peripheries of forests. They have their own unique religion and culture. They are animist. Their ancestral deity is Thakurjiu and their paternal guardian deity is Maranburu. Bow and arrows are their traditional weapons. Their favourite meat is pork. Most Satars are engaged in farming, labour and sports. Their population in Nepal, according to Census 2001, is 42,689.

The indigenous Satar people living in Jhapa and Morang districts of Nepal are also known as Santhals. Jhapa district has the highest population of Santhals in Nepal and Morang district has slightly less. They belong to the Austro-Asiatic

group of human families. They have also been called as "a subgroup speaking a language belonging to the Munda family" Dahal (2051). Their language is called Santhali. Santhals are the only people in Nepal speaking a language belonging to the Austro-Asiatic language family. They have their own script, which was developed by Dr Raghunath Murmu in 1925. It is called Olchiki. But in practice they use both Roman and Devnagari script.

As the Santhals like to live near forests and rivers, hunting and fishing are their favourite occupations. They are also adept in farming and put much labour in the activity. Although the Santhals were owners of land in the past, there are very few landowners among the Santhals today. The majority of Santhals is dependent on forests and rivers or labour in the fields of landlords.

### **1.1.2 Verbal Morphology**

Etymologically the word morpheme has been derived from two Greek words 'morphē' and 'ology' to mean 'shape or form' and 'science of' respectively. "Morphology is the study of the internal structure of words, and of the rules by which words are formed. Its two major branches are word-formation and inflection" Greenbaum (1996, P.437).

To know a word, is to know

- ) spelling ,
- ) pronunciation,
- ) definition,
- ) part of speech,
- ) history,
- ) non-standard/slang form,
- ) vulgarity,
- ) obsolescence,
- ) examples etc.

Morphology is one of the rapidly developing branches of grammar which studies the internal structures of words. "Morphology is the branch of grammar

which studies the structures or forms of words, primarily through the use of the morpheme construct. It is traditionally distinguished from syntax, which deals with the rules governing the combination of words in sentences. It is generally divided into two fields: inflectional morphology and lexical or derivational morphology." (Crystal, 1996)."

Morphology is the field of linguistics that studies the internal structure of words. Words as units in the lexicon are the subject matter of lexicology. While words are generally accepted as being the smallest units of syntax, it is clear that in most languages, they can be related to other words by rules. For example, English speakers recognize that the words *dog*, *dogs*, and *dog-catcher* are closely related. English speakers recognize these relations from their tacit knowledge of the rules of word-formation in English. They infer intuitively that *dog* is to *dogs* as *cat* is to *cats*; similarly, *dog* is to *dog-catcher* as *dish* is to *dishwasher*. The rules understood by the speaker reflect specific patterns or regularities in the way words are formed from smaller units and how those smaller units interact in speech. In this way, morphology is the branch of linguistics that studies patterns of word-formation within and across languages, and attempts to formulate rules that shape the knowledge of the speakers of those languages.

The history of morphological analysis dates back to the ancient Indian linguist P nini, who formulated the 3,959 rules of Sanskrit morphology by using a Constituency Grammar. The Graeco-Roman grammatical tradition also engaged in morphological analysis. The term 'morphology' was coined by August Schleicher in 1859<sup>(1)</sup>.

In the book 'Sanskrit Grammar' William (1983, p.365) says about present-verbal morphological system, "We take up the parts of the present-system in their order, giving first what is recognized as regular in the language, and then

showing how the formation appears in the earlier texts. As most grammarians do not allow a middle inflection, and middle forms are few even in the Veda...As example of inflection may be taken the root *vid-know*, of which the intensive stem is *vevid*, or, in strong forms, *veved*.”

Morpheme is the smallest unit of linguistic meaning. A single word may be composed of one or more morphemes.

For example;

*un+system+atic+al+ly* (the word *unsystematically* can be analyzed into five separate morphemes)

Morpheme is a grammatical unit in which there is an arbitrary union of a sound and a meaning that cannot be further analyzed. Every word in every language is composed of one or more morphemes.

One morpheme	hit, look (one syllable)	
	desire, mistake (two syllables)	
	operate (three syllables)	
	established (four syllables), or more syllables	
Two morphemes	want + ed	= wanted
	desire + able	= desirable
Three morphemes	boy + ish + ness	= boyishness
	desire + able + ity	=desirability
Four morphemes	gentle + man + li + ness	=gentlemanliness
	un + desire + able + ity	=undesirability
More than four	un + gentle + man + li + ness	=ungentlemanliness

Morphology not only studies how words are formed but also studies what are the different processes of word formation. “Present-day English has four main processes that result in the formation of new words;

- ) **Prefixation:** the addition of a prefix in front of a base; for example: pro-life, recycle, deselect, etc.
- ) **Suffixation:** the addition of a suffix at the end of a base; for example: ageism, marginalize, additive, etc.
- ) **Compounding (or Composition):** the combination of two or more bases; for example: hands-on (as in *hands-on experience*), helpline, spin doctor, etc.
- ) **Conversion:** the change of a base from one word class to another without any change in form; for example: the verbs ‘*email, fax, and microwave*’ derive from the nouns of the same form.”  
(Greenbaum, 1996, p.441)

**1.1.2.1 Free Morphemes:** Free morphemes are those morphemes which can be used as a word on its own (without the need for further elements, i.e. affixes)

For examples: *girl, system, desire, hope, act, phone, happy, etc.*

“A free morph can occur by itself as a word.....Roots may be free morphs: *tidy* in *untidy, move* in *movement, own* in *owner*” (Greenbaum, 1996, p. 474).

Free morphemes can function as independent words unlike bound morphemes.

“Roots which are capable of standing independently are called free morphemes; e.g. man, book, tea, very, etc” (Katamba, 1993, p.41).

**1.1.2.2 Bound Morphemes:** Morpheme which cannot occur on its own as an independent (or separate) word.

“Affixes are always attached to a base and are bound morphs: the prefix *cran-* in *cranberry*, a unique morph found nowhere else in the language (Greenbaum, 1996, p. 474).”

All the roots can not occur in isolation and they are also called bound morphemes despite the fact that many roots can be free morphemes.

“While only roots can be free morphemes, not only all roots are free. Many roots are incapable of occurring in isolation. They always occur with some other word-building element attached to them. Such roots are called bound morphemes e.g.

- a. –mit            as in permit, remit, commit
- b. –ceive        as in perceive, receive, conceive
- c. Pred-         as in predator, predation, depredate
- d. Sed-          as in sedan, sedate, sediment ” (Katamba, 1993,p.42).

Affixes (prefix, suffix, infix and circumfix) are all bound morphemes.

**(a) Prefixes:** - Bound morphemes which occur only before other morphemes.

For examples:

- un-    uncover, undo
- dis-   displeased, disconnect
- pre-   predetermine, prejudge

**(b) Suffixes:** - Suffixes are bound morphemes which occur following other morphemes.

For examples:

- er    singer, performer

-ist    typist, pianist

-ly    manly, friendly

“A suffix is an affix attached after a root (or stem or base) like –ly, –er, –ist, –s, –ing and –ed” (Katamba, 1993, p.44)

(c) **Infixes:** - Infixes are bound morphemes which are inserted into other morphemes. An example is mentioned from the Bontoc language.

*fikas* "strong"

*fumikas* "to be strong"

[en.wikipedia.org/wiki/Bontoc\\_language](http://en.wikipedia.org/wiki/Bontoc_language)

“An infix is inserted into the root itself. Infixes are very common in Semitic language like Arabic and Hebrew” (Katamba, 1993, p.44). Sloat and Tylor (1978) suggest that the only infix that occurs in English morphology is /-n-/ which is inserted before the last consonant of the root in a few words of Latin origin.

(d) **Circumfixes (Discontinuous morphemes):**- Bound morphemes that are attached to a root or stem morpheme both initially and finally. An example is mentioned from the Chickasaw language.

*chokma* "he is good"

*ik + chokm + o* "he isn't good"

[en.wikipedia.org/wiki/Chickasaw\\_language](http://en.wikipedia.org/wiki/Chickasaw_language)

### 1.1.2.3 English Verbs

A verb is a word used to show that an action is taking place or to indicate the existence of a state or condition, or the part of speech to which such a word belongs.



"Action verbs (also called 'event verbs') describe something which happens a limited, and has a definite beginning and end e.g. come, get, learn etc" (Leech et.al.1989).

In the process of word formation some suffixes are productive and some are not. Some suffixes are class changing and some class maintaining.

“Only *-ize/-ise* is a very productive suffix. Both *-it* and *-ify* are added to either adjective or noun bases. Other verb suffixes include the denominal *-ate* still productive for creating scientific words (e.g. *chlorinate*), and the chiefly deadjectival *-en* (e.g. *quieten*), which is no longer productive. Some writes on style criticize the excessive use of words ending in *-ize* or corresponding noun suffix *-ization*. New words formed with these suffixes are sometimes ridiculed, usually because they are associated with bureaucratic writing; *finalize*, *hospitalize*, and *prioritize* are among those that have evoked complaints in recent times, while others (e.g. *privatize* and *privatization*) have apparently entered the language without opposition. As with all coinages, if they allow us to express a concept more economically they will be accepted. For most verbs, *-ize* is the only American spelling. The predominant British spelling still *-ise*, but *-ize* has become the house style for some British publisher, including Oxford University Press” (Greenbaum, 1996, p. 454).

## **1.2 Review of the Related Literature**

Forming new words is an ongoing process in any language. So words are growing and developing day by day. If one succeeds to add more and more

words in his lexicon, he is able to express his ideas and feeling effectively and can talk about a wider range of topics, and it can lead him to success.

Different grammarians and morphologists have identified the affixes in different ways. For the identification of affixes, most of them accept that affixes are bound morphemes attached to a root or base or stem. Some affixes seem free morphemes in isolation but function as bound morphemes. Such affixes are inclusive in the definition of affixes.

Quirk et al (1973) identify the English affixes with the meaning of most of the affixes themselves and explain how the base or the given word is modified after the affixes are attached. Katamba (1991) groups the English affixes (prefixes and suffixes) into two broad classes: Neutral and Non-neutral on the basis of their phonological changes in the addition of affixes to the base or the word. The study of Khembelle Barushlani verbal morphology is complicated by the way its monuments have come to us: through the pen of Charyan scribe. The Charyan languages almost all have an extensive system of verbal suffixes that are agglutinated to a simple verbal stem, a stem that is in many cases the same as the nominal stem. Charyan, with the possible exception of Archaic or Temple Charyan, does not exhibit different conjugations.

However, it is certain that Barushlani did have several conjugations that interacted in certain ways with the verbal affixes. The scribe, however, has this to say in the margins of the Khembelle manuscript:

**‘Barushladandir zipu, zivughan ga. tehahga kaya tan**

**taghtagh damanini. Zivughan ga.’** (Those barbarian

Barushlani, they're very stupid. That incomprehensible way of their words to ever change. It's stupid.)

Since this is in the immediate vicinity of a series of crossed out (sadly undecipherable) verbal forms, the conclusion seems justified that our scribe had a lot of problems understanding the conjugations and representing them to Khembelle's satisfaction. From other sources (Rempt 2002) it has also been clear that Barushlani was generally considered a 'difficult' language by Charyans, much as present-day native speakers of English regard Russian as a difficult language. This argues for the presence of subtle concepts in Barushlani not present in the koine or creole that Denden is (Herry 1995).

That said, it is clear that our anonymous scribe distinguished three stem endings: /b/, /d/ and /g/, with the citation form endings /bi/, /de/ and /ga/. It is difficult to find any clear semantic component in the distribution of these stem endings. The final vowels of these endings have a direct influence upon the final consonant of the verbal suffixes, thereby creating three conjugations, namely I (-b/p), II (-d/t) and III (-g/k).

Gender is encoded by the voicing of the final consonant of the verbal stem. If the absolutive actant has the masculine gender, the final consonant is devoiced. ([www.glottopedia.org/index.php/Category:Verbal\\_morphology](http://www.glottopedia.org/index.php/Category:Verbal_morphology))

Some comparative studies which have been carried out in the Department of English Language Education have been reviewed below, but no research has been carried out related to the Santhali language. The related literatures to the present study are as follows:

Bhattarai (2001) compared case system of Nepali with that of English. He came up with similarities in both the languages such as the verbs agree with the subjects in both languages; they inflect according to number in both of them. They play central role to determine cases and so on. And he also found differences between them such as the verbs in Nepali inflect according to sex and honorific grade but they do not in English.

Bhandari (2002) conducted a research on ‘Affixation in English and Nepali’. She found some differences. For example, English has more affixes than that of the Nepali language and that the prefixes of English are more than that of Nepali. But it is just opposite in case of suffixes. She found some similarities. For example, both the languages are governed by affixation for word formation; there is not infixation process in both the languages.

Tumbapo (2005) carried out a research on “Verbal Affixation in English and Limbu”. He found Limbu has person marker prefixes, infixes and suffixes whereas English has only one person marker suffix. Limbu has number marker prefixes and suffixes but English has only suffixes. In the same way, Limbu has negative marker prefixes, infixes and suffixes whereas English has only negative marker prefixes.

This research is different from the above researches because no research has been carried out to compare English and Santhali verbal morphologies and the present researcher has attempted to do so.

### **1.3 Objectives of the Study**

The proposed research work has the following objectives:

- a. To find out the affixes of Santhali verbs.
- b. To find out the morphological rules of Santhali verbs.
- c. To find out the similarities and differences between verbal morphological systems of these languages.
- d. To point out and suggest some pedagogical implications based on the findings of the study.

## 1.4 Significance of the Study

The study is significant because no research work on the Santhali language has been carried out in the Department of English Education. This research reveals the morphological rules of action verbs related to farming and sports of the English and Santhali languages, and helps to predict the difficult areas that the Santhali speakers learning English (SSLE) and English speakers learning Santhali (ESLS) likely to face. Language teachers can focus on those areas in which the two languages are different. This study is useful to the language learners as such. It makes them aware of the similarities and differences between two languages, and helps them to use the appropriate words in the target language. This work is an invaluable treasure for the Department of English Education itself. Besides, the finding of this research is equally fruitful for the syllabus designers and textbook writers because of information and the analysis and comparison done on the basis of objectively collected data. This work also deserves an equal value for the further research works in this realm.

## 1.5 Definition of the Specific Terms

- a) **Affix:** An affix is a morpheme which only occurs when attached to some other morpheme or morphemes such as a root, or stem or base (Katamba, 1993)
- b) **Prefix:** Prefixes are those which are added to the beginning of a root or base, e.g. un in unhappy.
- c) **Suffix:** A suffix is an affix attached after a root (or a stem or a base), e.g. s in workers (Katamba, 1993)
- d) **Infix:** An infix is a type of affix inserted into the root itself, e.g. guarn-friggin-tee (Katamba, 1993)

- e) **Root:** A root is that part of a word from which after all affixes have been removed, e.g. books.
- f) **Base:** A base is that part of a word to which affixes of any kind can be added, e.g. books, player. etc.
- g) **Stem:** A stem is a word or lexeme in which only inflectional affixes are attached, e.g. workers.
- h) **Neutral:** Neutral affixes are such affixes which have no phonological effects on the base to which they are attached, e.g. serious-seriousness (Katamba, 1993)
- i) **Non-neutral affixes:** Non-neutral affixes are those which affect in some way the consonant or vowel segment or the location of stress in the base to which they are attached, e.g. employ [Im'ploI]- employee [,emploi:-'ploII] (Katamba,1993).
- j) **Inflectional affixes:** Inflectional affixes signal the change made in the form of a word to express its relation to other words in the sentence. In other words, they are used to show the grammatical relationships, such as plural, past tense and possession (Syal et al, 1998).
- k) **Derivational affixes:** Derivational is the process by which few words are formed from existing words. Derivational affixes are both class changing and class maintaining.
- l) **Circumfixes (Discontinuous morphemes):** Circumfixes are bound morphemes that are attached to a root or stem morpheme both initially and finally.

- m) **Productive:** An element or pattern is productive if it is repeatedly used to produce further instances of the same type in the language, e.g. past tense affix-*ed*, plural marker-*s* etc. (Crystal, 1986)
- n) **Non-productive:** An element or pattern, which is not productive, is non-productive. The affixes which cannot combine with a large number of words are of the non-productive use, e.g. plural marker-*en*, the change from mouse to mice, etc. (Crystal, 1986)

## CHAPTER -TWO

### METHODOLOGY

The researcher adopted the following methodology for this study:-

#### 2.1. Sources of Data

The study made use of both primary and secondary sources of data. However, primary source was the basic source of data for the Santhali language and secondary source was used for the English Language.

##### 2.1.1. Primary Source of Data

The native speakers of the Santhali language living in Morang and Jhapa districts were the primary source of data.

##### 2.1.2. Secondary Sources of Data

The books, journals, reports, dictionaries, articles, unpublished theses related to the present study and the materials available in electronic media were the secondary source of data. More particularly, the following books and websites were consulted:

Katamba (1991), Greenbaum (1996), William (1983), Quirk et al (1973),

Crystal (2003) and websites such as

[http://en.wikipedia.org/wiki/Morphology\\_\(linguistics\)](http://en.wikipedia.org/wiki/Morphology_(linguistics)),

[www.valdyas.org/~boud/barushlani/ch08.html](http://www.valdyas.org/~boud/barushlani/ch08.html),

[www.glottopedia.org/index.php/Category:Verbal\\_morphology](http://www.glottopedia.org/index.php/Category:Verbal_morphology),

[en.wikipedia.org/wiki/Chickasaw\\_language](http://en.wikipedia.org/wiki/Chickasaw_language),

[en.wikipedia.org/wiki/Bontoc\\_language](http://en.wikipedia.org/wiki/Bontoc_language),

[www.thefreelibrary.com/Language+politics+in+Nepal](http://www.thefreelibrary.com/Language+politics+in+Nepal),

[www.worldlanguage.com](http://www.worldlanguage.com) were used.



## 2.2 Population of the Study

The total population of this study consisted of eighty native speakers of the Santhali language residing in Morang and Jhapa districts. Forty from each district were selected.

## 2.3 Sampling Procedure

The sample was selected using judgmental sampling procedure. In this study, the sample population consisted of 80 Santhali native speakers, forty from Morang and Jhapa district each. From each district, there were four literate informants who could read and write the Santhali language and could translate English and/or Nepali into Santhali and vice-versa, who also helped the researcher to collect the data from illiterate informants.

Informants	Literate	Illiterate
Jhapa	4	36
Morang	4	36
Total	8	72

## 2.4 Research Tools

Questionnaire and interview were used as the main research tools for collecting the primary data from the Santhali language. I also prepared questionnaire to translate English sentences into Santhali. The same questionnaire was used as interview questions.

## **2.5 Process of Data Collection**

At first, I prepared the questionnaire. Then, I myself visited the Santhal Community in Hoklabari V.D.C., of Morang and Garamani V.D.C., of Jhapa district. I established rapport with the Santhali people. I explained the task and selected informants using judgemental sampling procedure. I gave them clear instructions as to where to do and requested them to fill up the questionnaires. I took help of literate informants to collect the data from illiterate ones. Finally, I collected the filled in questionnaires.

## **2.6. Limitations of the Study**

The present research work had the following limitations:

- J Questionnaire was the only tool to collect primary data from the Santhali language speakers.
- J The research was limited to the affixation portion of verbal morphology only.
- J The books and websites listed under methodology section were the main secondary sources of the data.
- J Phonological changes of stress, vowels or consonants of the addition of affixes have not been analyzed.
- J The sample population of the research was eighty respondents and all the informants were the native speakers of the Santhali languages.
- J The study was limited to the twenty action verbs related to farming and sports of the English and Santhali languages.
- J Verbs related to sports selected for this research are Play, Pass, Run, Jump, Roll, Kick, Hit, Throw, Catch, Swim, Bat, Bowl, Pull, Push, Chase, Drive, Dance, Slip, Stop, Punch.

J Verbs related to farming selected for this research are Groom, Grow, Plough, Dig, Sow, Plant, Milk, Cut, Harvest, Dry, Yoke, Fish, Hunt, Carry, Pile, Pluck, Fasten, Thrash, Scatter, Hammer.

## CHAPTER -THREE

### ANALYSIS AND INTERPRETATION

This chapter consists of analysis, interpretation and presentation of the data. The Santhali verbal morphemes are identified as tense markers, progressive markers, perfective markers, and infinitive markers. As this study is comparative in nature, the verbal morphemes and rules of verbal morphemes in Santhali are compared and contrasted with those of English to find out whether these two languages have equivalent verbal morphologies and the rules of verbal affixation or not.

#### 3.1 Verbal Morphology in Santhali

Verbal morphemes are categorized into tense markers, progressive markers, perfective markers future markers and infinite markers. Each of them is presented below:

##### 3.1.1 Tense Marker Morphemes

There are tense marker suffixes in Santhali but there are no prefixes and infixes. Tense marker suffixes are divided into the present tense marker, the past tense marker and the future tense marker.

##### (I) Present Tense Marker

(i) /-a/ is the present tense marker suffix in Santhali. It is added to the final consonant sound ending verb to mark the first and third person singular and plural.

For example,

a. San: In adi rangao in dara.

Eng: I run very fast.

b. San: Abo ball bon capata.

Eng: We throw the ball.

c. San: Uni bora e dipila.

Eng: He carries the sacks.

d. San: Unko bora ko dipila.

Eng: They carry the sacks.

(ii) /-ya/ is the present tense marker suffix in Santhali. It is divided to the final vowel sound ending verb to mark the first and third person singular and plural.

For example,

e. San: In gai in towaya.

Eng: I milk the cow.

f. San: Abo mit'en ghadla bon lalaya.

Eng: We dig a hole.

g. San: Uni ball e gurgaoya.

Eng: He rolls the ball.

h. San: Unko akoren haparaoic' ko thelaoya.

Eng: They push their opponents.

## **(II) Past Tense Marker**

(i) /-na/ is the past tense marker suffix in Santhali. It is added to the vowel sound ending verb to indicate past tense.

For example,

a. San: In football in gati na.

Eng: I played football.

b. San: Unko adi rangao pairai na.

Eng: They swam faster.

(ii)/-kida/ is the past tense marker suffix in Santhali. It is added to the consonant sound ending verb to indicate the past tense.

For example,

c. San: Abo ball bon capat kida.

Eng: We threw the ball.

d. San: Uni ball le kolsa kida.

Eng: He kicked the ball.

### **(III)Future Tense Marker**

(i) /gapa.....a/ya/ is the future tense marker in Santhali. “Gapa” is equivalent to ‘will’ of English and a/ya is added to the verb as suffix to indicate future tense.

For example,

a. San: Abo football bon gapa gatiya.

Eng: We will play football.

b. San: Uni gas le gapa gejeta.

Eng: She will cut grass.

c. San: Unko gai ko gapa towaya.

Eng: They will milk the cow.

### 3.1.2 Progressive Marker Morphemes

There is only one progressive marker suffix in Santhali.

(i) /-kana/ is the progressive marker suffix in Santhali. It is added to the verb to indicate progressive aspect.

For example,

a. San: Abo ball bon parom kana.

Eng: We are passing the ball.

b. San: In tatin don parom kana.

Eng: I am jumping over the fence.

c. San: Unko dana ko dhiri kana.

Eng: They are piling the crops.

### 3.1.3 Perfective Marker Morphemes

There is only one perfective marker suffix in Santhali.

(i) /-kidain/ is the perfective marker suffix in Santhali. It is added to the verbs to indicate perfective aspect.

For example,

a. San: In ball in parom kidain.

Eng: I have passed the ball.

b. San: Uni adi rangao e dar kidain.

Eng: She has run very fast.

c. San: Abo tati bon don parom kidain.

Eng: We have jumped over the fence.

### 3.1.4 Infinitive Marker Affixes

There are only infinitive marker suffix in Santhali. /-ale/ indicates the infinitive marker suffix in Santhali.

For example,

a. San: In bora dipil ale cala kida.

-I sacks carry to go- past

Eng: I went to carry the sacks.

b. San: Uni huru rohoe ale cala kida.

-She paddy sow to go- past

Eng: She went to sow the paddy.

c. San: Unko khet ko siak' ale cala kida.

-They fields plough to go-past

Eng: They went to plough the fields.

## **3.2 Comparison between English and Santhali Verbal Morphemes**

Comparison of both English and Santhali verbal morphemes are as follows:

### **3.2.1 Tense Marker Morphemes**

English has only two tense marker suffixes, one is non-past marker and another is past tense marker. They are as follows:

#### **(I) Non-past Markers in English**

/-s/ is the non-past marker suffix in English. It is added to the verbs to mark the third person singular non-past. It has different allomorphs and the occurrence of one allomorph differs from the occurrence of another. They are as follows:



- (i) [-s] is the allomorph of the morpheme –s and it is added to the verbs where the final element of the verb is voiceless and not sibilant or palatal to form the third person singular non-past.

e.g. She treats me well.

- (ii) [-z] is the allomorph of the morpheme –s and it is added to the verbs where the final element of the verb is voiced and is not sibilant or palatal to form the third person singular non-past,

e.g. He serves her.

- (iii) [-iz] is the allomorph of the morpheme –s and it is added to verbs where the final element of the verb is sibilant or palatal to form the third person singular non-past,

e.g. She teases him.

## II. Past Marker Suffixes in English

*/-ed/* is the past marker suffix in English. It is added to the regular verb to mark all person and number in the past tense. It has different allomorphs and the occurrence of one allomorph differs from the occurrence of another. They are as follows:

- (i) [-t] is the past tense marker suffix in English. It is added to the regular verbs when the final sound of the verb is voiceless consonant that is not [t] and [d] to form past tense marker, e.g. He stopped the ball and kicked.
- (ii) [-d] is the past tense marker suffix in English. It is added to the regular verbs when the final sound of the verb is voiced consonant that is not [t] and [d] to form past tense marker, e.g. She explained the event hurriedly.

- (iii) [-id] is the past tense marker suffix in English. It is added to the regular verbs when the final sound of the verb is [t] and [d] to form the past tense marker, e.g. He painteded a picture for me.

But Santhali has three tense markers i.e. present, past and future tense marker suffixes. They are as follows:

### **(I) Present Tense Marker in Santhali**

- (i) /-a/ is the present tense marker suffix in Santhali. It is added to the final consonant ending verb to mark first and third person singular and plural.

For example,

- a. San: In adi rangao in daraa.

Eng: I run very fast.

- b. San: Abo ball bon capataa.

Eng: We throw the ball.

- c. San: Uni bora e dipilaa.

Eng: He carries the sacks.

- d. San: Unko bora ko dipila.

Eng: They carry the sacks.

- (ii) /-ya/ is the present tense marker suffix in Santhali. It is divided to the final vowel ending verb to mark first and third person singular and plural.

For example,

- e. San: In gai in towayaa.

Eng: I milk the cow.

- f. San: Abo mit'en ghadla bon lalayaa.

Eng: We dig a hole.

g. San: Uni ball e gurgaoya.

Eng: He rolls the ball.

h. San: Unko akoren haparaoic' ko thelaoya.

Eng: They push their opponents.

## **(II) Past Tense Marker in Santhali**

(i) /-na/ is the past tense marker suffix in Santhali. It is added to the verb to indicate past tense.

For example,

a. San: In football in gati na.

Eng: I played football.

b. San: Unko adi rangao pairai na.

Eng: They swam faster.

(ii) /-kida/ is the past tense marker suffix in Santhali. It is added to the verb to indicate past tense.

For example,

c. San: Abo ball bon capat kida.

Eng: We threw the ball.

d. San: Uni ball le kolsa kida.

Eng: He kicked the ball.

## **(III) Future Tense Marker in Santhali**

/gapa.....a/ya/ is the future tense marker in Santhali. "Gapa" is equivalent to 'will' of English and a/ya is added to the verb as suffix to indicate future tense.

For example,

a. San: Abo football bon gapa gatiya.

Eng: We play football.

b. San: Uni gas le gapa gejeta.

Eng: She will cut grass.

c. San: Unko gai ko gapa towaya.

Eng: They will milk the cow.

### 3.2.2 Progressive Marker Morphemes

English has only one progressive marker suffix i.e. *-ing*. It is immediately added to the verbs.

For example,

a. I am writing thesis.

b. We are playing football.

And Santhali has also only one progressive marker i.e. *-kana*. It is also immediately added to the verbs.

For example,

c. San: Abo ball bon parom kana.

Eng: We are passing the ball.

d. San: Unko dana ko dhiri kana.

Eng: They are piling the crops.

### 3.2.3. Perfective Marker Morphemes

English and Santhali both have only one perfective marker suffix.

The */-ed/* is the regular perfective marker suffix in English. It is added to the verb to mark regular perfective aspect to all persons and numbers in both non-past and past tense. It has different allomorphs and the occurrence of one allomorph differs from the context of the occurrence of another. They are as follows:

- (i) *[-t]* is the past tense marker suffix in English. It is added to the regular verbs when the final sound of the verb is voiceless consonant that is not [t] and [d] to form the past tense marker,

e.g. He stopped the ball and kicked.

- (ii) *[-d]* is the past tense marker suffix in English. It is added to the regular verbs when the final sound of the verb is voiced consonant that is not [t] and [d] to form past tense marker.

e.g. She explained the event hurriedly.

- (iii) *[-id]* is the past tense marker suffix in English. It is added to the regular verbs when the final sound of the verb is [t] and [d] to form past tense marker, e.g. He painted a painting for me.

*-en* is the perfective marker suffix in English. It is added to the irregular verb to mark all persons and numbers in both non-past and past tense,

e.g. She has written an article.

But in Santhali the suffix */-kidain/* marks the perfective aspect both in the present and past tense.

For example,

- a. San: In ball in parom kidain.

Eng: I have passed the ball.

- b. San: Uni adi rangao e dar kidain.

Eng: She has run very fast.

- c. San: Abo tati bon don parom kidain.

Eng: We have jumped over the fence.

### 3.2.4 Infinitive Marker Morphemes

Santhali has infinitive marker suffix whereas English lacks it. The suffix /-ale/ indicates the infinitive marker suffix in Santhali. It is added to the verb stem.

For example,

- a. San: In bora dipil ale cala kida.

-I sacks carry to go- past

Eng: I went to carry the sacks.

- b. San: Uni huru rohoe ale cala kida.

-She paddy sow to go- past

Eng: She went to sow the paddy.

- c. San: Unko khet ko siak' ale cala kida.

-They fields plough to go-past

Eng: They went to plough the fields.

## CHAPTER FOUR

### FINDINGS AND RECOMMENDATIONS

#### 4.1 Findings

On the basis of analysis and interpretation of data, the following findings have been extracted.

##### 4.1.1 Verbal morphemes in Santhali

The verbal morphemes in Santhali are as follows:

- a) */-a/* is the present tense marker suffix added to the final consonant ending verbs.
- b) */-ya/* is the present tense marker suffix added to the final vowel ending verbs.
- c) */-kana/* is the progressive marker suffix.
- d) */-na/* is the past tense marker suffix added to the final vowel ending verbs.
- e) */-kida/* is the past tense marker suffix added to the final consonant ending verbs.
- f) */-kidain/* is the perfective marker suffix.
- g) */-gapa/* is the future tense marker suffix.
- h) */-ale/* is the infinitive marker suffix.

#### **4.1.2 Similarities between Verbal Morphemes in the Santhali and English Language**

- a) Both Santhali and English have only one progressive marker suffixes i.e. ‘-ing’ in English and ‘-kana’ in Santhali.
- b) Both Santhali and English lack infixation system.
- c) ‘Gapa’ is the similar word for ‘will/shall’ of English and is future tense marker suffix in Santhali.

#### **4.1.3 Differences between Verbal Morphemes in the Santhali and English Language**

- a) Santhali has three tense markers i.e. present, past and future tense marker suffixes whereas English has only two tense marker suffixes, one is non-past marker and another is the past tense marker.
- b) Santhali has infinitive marker suffix i.e. ‘-ale’ whereas English lacks it.
- c) The way how verbal morphemes are added to the verbs does not depend upon the number and gender of the subject of a sentence in Santhali but not in English.
- d) Santhali has the same gender marker pronominal which agrees with same suffixes but not in English.
- e) English has ‘will+ bare infinitive’ to indicate future time but Santhali has ‘gapa+ third person present tense marker verb’ to indicate the future tense.
- f) There are two suffixes to indicate past in Santhali but there is only one in English.



## 4.2 Recommendations

On the basis of the findings listed above, the researcher recommends the following points for pedagogical implications:

- a) Verbal morphological system in Santhali is more or less similar to that of English. So, language teachers who are teaching Santhali as a second language should be aware of this fact.
- b) There would be no problem in the areas where the two languages are similar but differences between the two languages create difficulty in learning the target language. Therefore, teaching should be focused on the areas of difficulty.
- c) The findings of the present study show that Santhali has more number of verbal morphemes in comparison to English and they are more complex than those of English. So, complexity of Sathali verbal morphological system should be considered while teaching English verbal morphological system to Santhali native speakers.
- d) Santhali verbal morphemes do not depend upon the number and gender of the subject of a sentence. So language teachers who are teaching Santhali as a second language should be aware of this fact.
- e) Verbal morphological system of English is not as complicated as that of Santhali. So, Santhali native speakers are to be made aware of this fact by making them exposed to enough examples of English verbs to which the verbal morphemes are added.

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## **APPENDIX- A**

Dear All,

I am very glad to inform you that this questionnaire has been prepared with a view to collecting information for a research study entitled “Verbal Morphology in Santhali and English language” for an M.Ed. dissertation under the guidance of Dr. Chandreswor Mishra, the Head and Reader, Department of English Education, Faculty of Education, Tribhuvan University, Kirtipur, Kathmandu. I hope you all co-operate in making this study complete by supplying necessary information to all the questions in the questionnaire. As the information you provide will have significant contributions not only to this research work but also to the whole program of English language teaching/learning activities. At last I assure you all that your responses/ information will not be used for other than this proposed research work.

I would like to express my gratitude to you all for your kind co-operation.

Thank you.

**Susil Chapagai**

The Researcher

Tribhuvan University

Kirtipur, Kathmandu

**APPENDIX- B**  
**QUESTIONNAIRE**

This questionnaire has been prepared to collect the data for a research study entitled “Verbal Morphology in English and Santhali” for an M. Ed. Thesis in English Education. The researcher hopes that you all co-operate in making this study complete. The information that you provide will have significant contribution not only to this research work but also to the whole program of English language teaching-learning activities.

Thank You.

Researcher

Susil Chapagai

TU, Kritipur

Please, supply necessary information and answer all the items that follow:

Name:-.....Sex:- Male  Female

Address: -.....

Mother Tongue:-.....Education: - ..... Age:-.....

**Translate the following English sentences related to sports into Santhali language.**

- 1. **Play** .....
- I play football. ....
- I am playing football. ....
- We play football. ....
- We are playing football. ....
- He plays football. ....

He is playing football. ....

They play football. ....

They are playing football. ....

**2. Run** .....

I run very fast. ....

I am running very fast. ....

We run very fast. ....

We are running very fast. ....

She runs very fast. ....

She is running very fast. ....

They run very fast. ....

They are running very fast. ....

~~~~~

**3. Throw** .....

I throw the ball. ....

I am throwing the ball. ....

We throw the ball. ....

We are throwing the ball. ....

He throws the ball. ....

He is throwing the ball. ....

They throw the ball. ....

They are throwing the ball. ....

~~~~~

**4. Dance** .....

I dance after the victory. ....

I am dancing after the victory. ....

We dance after the victory. ....

We are dancing after the victory. ....

He dances after the victory. ....

He is dancing after the victory. ....

They dance after the victory. ....

They are dancing after the victory. ....

**5. Kick** .....

I kick the ball. ....

I am kicking the ball. ....

We kick the ball. ....

We are kicking the ball. ....

She kicks the ball. ....

She is kicking the ball. ....

They kick the ball. ....

They are kicking the ball. ....

~~~~~

**6. Stop** .....

I stop the ball carefully. ....

I am stopping the ball carefully. ....

We stop the ball carefully. ....

We are stopping the ball carefully. ....

He stops the ball carefully. ....

He is stopping the ball carefully. ....

They stop the ball carefully. ....

They are stopping the ball carefully. ....

~~~~~

**7. Bat** .....

I bat well. ....

I am batting well. ....

We bat well. ....

We are batting well. ....

He bats well. ....

He is batting well. ....

They bat well. ....

They are batting well. ....

**8. Swim** .....

I swim faster. ....

I am swimming faster. ....

We swim faster. ....

We are swimming faster. ....

She swims faster. ....

She is swimming faster. ....

They swim faster. ....

They are swimming faster. ....

**9. Pass** .....

I pass the ball. ....

I am passing the ball. ....

We pass the ball. ....

We are passing the ball. ....

He passes the ball. ....

He is the ball. ....

They pass the ball. ....

They are passing the ball. ....

**10. Push** .....

I push my opponents. ....

I am pushing my opponents. ....

We push our opponents. ....

We are pushing our opponents. ....

He pushes his opponents. ....



He is pushing his opponents. ....  
They push their opponents. ....  
They are pushing their opponents. ....

**11. Pull** .....

I pull my opponents' sleeves. ....  
I am pulling my opponents' sleeves. ....  
We pull our opponents' sleeves. ....  
We are pulling our opponents' sleeves.....  
She pulls her opponents' sleeves. ....  
She is pulling her opponents' sleeves . ....  
They pull their opponents' sleeves. ....  
They are pulling their opponents' sleeves.....

**12. Bowl** .....

I bowl well. ....  
I am bowling well. ....  
We bowl well. ....  
We are bowling well. ....  
She bowls well. ....  
She is bowling well. ....  
They bowl well. ....  
They are bowling well. ....

**13.Roll** .....

I roll the ball. ....  
I am rolling the ball. ....  
We roll the ball. ....  
We are rolling the ball. ....  
He rolls the ball. ....  
He is rolling the ball. ....

They roll the ball. ....

They are rolling the ball. ....

**14. Jump** .....

I jump the fence. ....

I am jumping the fence. ....

We jump the fence. ....

We are jumping the fence. ....

He/she jumps the fence. ....

He/she is jumping the fence. ....

They jump the fence. ....

They are jumping the fence. ....

~~~~~  
**15.Hit** .....

I hit a ball. ....

I am hitting a ball. ....

We hit a ball. ....

We are hitting a ball. ....

She hits a ball. ....

She is hitting a ball. ....

They hit a ball. ....

They are hitting a ball. ....

~~~~~  
**16.Catch** .....

I catch a bat. ....

I am catching a bat. ....

We catch a bat. ....

We are catching a bat. ....

He catches a bat. ....

He is catching a bat. ....

They catch a bat. ....

They are catching a bat. ....

~~~~~

**17. Chase** .....

I chase my opponent. ....

I am chasing my opponent. ....

We chase our opponent. ....

We are chasing our opponent. ....

He chases his opponent. ....

He is chasing his opponent. ....

They chase their opponent. ....

They are chasing their opponent. ....

~~~~~

**18. Drive** .....

I drive my red car. ....

I am driving my .....  
.....

We drive our red car. ....

We are driving our red car. ....

He drives his red car. ....

He is driving his red car. ....

They drive their red car. ....

They are driving their red car. ....

~~~~~

**19. Slip** .....

I slip on the ground. ....

I am slipping on the ground. ....

We slip a net in to the poll. ....

We are slipping on the ground. ....

He slips on the ground. ....

He is slipping on the ground. ....  
 They slip on the ground. ....  
 They are slipping on the ground. ....  
 ~~~~~

**20. Punch** .....  
 I punch the volleyball. ....  
 I am punching the volleyball. ....  
 We punch the volleyball. ....  
 We are punching the volleyball. ....  
 He punches the volleyball. ....  
 He is punching the volleyball. ....  
 They punch the volleyball. ....  
 They are punching the volleyball. ....  
 ~~~~~

**Translate the following English sentences related to farming into Santhali language.**

**1. Groom** .....  
 I groom my horses. ....  
 I am grooming my horses. ....  
 We groom our horses. ....  
 We are grooming our horses. ....  
 He/she grooms horses. ....  
 He/she is grooming horses. ....  
 They groom their horses. ....  
 They are grooming their horses .....  
 ~~~~~

**2. Fasten** .....  
 I fasten my animals well. ....  
 I fastening my animals well. ....  
 We fasten our animals well. ....  
 We are fastening our animals well. ....  
 She fastens her animals well. ....

She is fastening her animals well. ....  
They fasten their animals well. ....  
They are fastening their animals well. ....  
~~~~~

**3. Plough** .....  
I plough my fields. ....  
I am ploughing my fields. ....  
We plough our fields. ....  
We are ploughing our fields. ....  
He ploughs his fields. ....  
He is ploughing his fields. ....  
They plough their fields. ....  
They are ploughing their fields. ....  
~~~~~

**4. Pile** .....  
I pile crops. ....  
I am piling crops. ....  
We pile crops. ....  
We are piling crops. ....  
He/she piles crops. ....  
He/she is piling crops. ....  
They pile crops. ....  
They are piling crops. ....  
~~~~~

**5. Sow** .....  
I sow paddy. ....  
I am sowing paddy. ....  
We sow paddy. ....  
We are sowing paddy. ....  
She sows paddy. ....  
She is sowing paddy. ....

They sow paddy. ....

They are sowing paddy. ....

~~~~~

**6. Carry** .....

I carry the sacks. ....

I am carrying the sacks. ....

We carry the sacks. ....

We are carrying the sacks. ....

He carries the sacks. ....

He is carrying the sacks. ....

They carry the sacks. ....

They are carrying the sacks. ....

~~~~~

**7. Milk** .....

I milk the cows. ....

I am milking the cows. ....

We milk the cows. ....

We are milking the cows. ....

She milks the cows. ....

She is milking the cows. ....

They milk the cows. ....

They are milking the cows. ....

~~~~~

**8. Grow** .....

I grow corn in the fields. ....

I am growing corn in the fields. ....

We grow corn in the fields. ....

We are growing corn in the fields. ....

She grows corn in the field. ....

She is growing corn in the fields. ....

They grow corn in the fields. ....

They are growing corn in the fields. ....

~~~~~

**9. Plant** .....

I plant corn in the full sun. ....

I am planting corn in the full sun. ....

We plant corn in the full sun. ....

We are planting corn in the full sun. ....

She plants corn in the full sun. ....

She is planting corn in the full sun .....

They plant corn in the full sun. ....

They are planting corn in the full sun. ....

~~~~~

**10. Cut** .....

I cut the grass fast. ....

I am cutting the grass fast. ....

We cut the grass fast. ....

We are cutting the grass fast. ....

She cuts the grass fast. ....

She is cutting the grass fast. ....

They cut the grass fast. ....

They are cutting the grass fast. ....

~~~~~

**11. Fish** .....

I fish. ....

I am fishing. ....

We fish. ....

We are fishing. ....

He fishes. ....

He is fishing. ....

They fish. ....

They are fishing. ....

~~~~~

**12. Pluck** .....

I pluck the flowers. ....

I am plucking the flowers. ....

We pluck the flowers. ....

We are plucking the flowers. ....

He/she plucks the flowers. ....

He/she is plucking the flowers. ....

They pluck the flower. ....

They are plucking the flowers. ....

~~~~~

**13. Harvest** .....

I harvest the crops once a year. ....

I am harvesting the crops once a year. ....

We harvest the crops once a year. ....

We are harvesting the crops once a year. ....

He harvests the crops once a year. ....

He is harvesting the crops once a year. ....

They harvest the crops once a year. ....

They are harvesting the crops once a year. ....

~~~~~

**14. Dig** .....

I dig a hole. ....

I am digging a hole. ....

We dig a hole. ....

We are digging a hole. ....

He/she digs a hole. ....

He/she is digging a hole. ....



They dig a hole. ....

They are digging a hole. ....



**15. Hunt** .....

I hunt a bird. ....

I am hunting a bird. ....

We hunt a bird. ....

We are hunting a bird. ....

He hunts a bird. ....

He is hunting a bird. ....

They hunt a bird. ....

They are hunting a bird. ....



**16. Dry** .....

I dry paddy in the winter. ....

I am drying paddy in the winter. ....

We dry paddy in the winter. ....

We are drying paddy in the winter. ....

She dries paddy in the winter. ....

She is drying paddy in the winter. ....

They dry paddy in the winter. ....

They are drying paddy in the winter. ....



**17. Yoke** .....

I yoke a pair of oxen. ....

I am yoking a pair of oxen. ....

We yoke a pair of oxen. ....

We are yoking a pair of oxen. ....

He yokes a pair of oxen. ....

He is yoking a pair of oxen. ....

They yoke a pair of oxen. ....  
They are yoking a pair of oxen . ....  
.....

**18. Thrash** .....  
I thrash wheat. ....  
I am thrashing wheat. ....  
We thrash wheat. ....  
We are thrashing wheat. ....  
He thrashes wheat. ....  
He is thrashing wheat. ....  
They thrash wheat. ....  
They are thrashing wheat. ....

.....

**19. Scatter** .....  
I scatter paddy seeds. ....  
I am scattering paddy seeds. ....  
We scatter paddy seeds. ....  
We are scattering paddy seeds. ....  
She scatters paddy seeds. ....  
She is scattering paddy seeds. ....  
They scatter paddy seeds. ....  
They are scattering paddy seeds. ....

.....

**20. Hammer** .....  
I hammer the nail into the wall. ....  
I am hammering the nail into the wall. ....  
We hammer the nail into the wall. ....  
We are hammering the nail into the wall. ....  
He hammers the nail into the wall. ....

He is hammering the nail into the wall. ....  
They hammer the nail into the wall. ....  
They are hammering the nail into the wall. ....

**Translate the following English sentences into Santhali.**

I played football. ....  
We threw the ball. ....  
He kicked the ball. ....  
They swam faster. ....  
She dug a hole. ....

~~~~~

I have passed the ball. ....  
We have jumped the fence. ....  
She has run very fast. ....  
They have punched the volleyball.....  
He has ploughed the field. ....

~~~~~

I will chase my opponent. ....  
We will play football. ....  
She will cut grass. ....  
They will milk the cow. ....

~~~~~

I went to carry the sacks. ....  
We went to grow the crops. ....  
She went to sow paddy. ....  
They went to plough the field. ....  
They went to sow the paddy.....

**APPENDIX C**  
**Verbal Related to Sports**

| <b>English bare infinitive</b> | <b>Santhali bare infinitive</b> | <b>English verbs (3<sup>rd</sup>Sing.Present)</b> | <b>Santhali verbs (3<sup>rd</sup>Sing.Present)</b> | <b>English verbs (Pl. Present )</b> | <b>Santhali verbs (Plural Present form)</b> | <b>English verbs (Conti.form)</b> | <b>Santhali verbs (Cont. form)</b> |
|--------------------------------|---------------------------------|---------------------------------------------------|----------------------------------------------------|-------------------------------------|---------------------------------------------|-----------------------------------|------------------------------------|
| play                           | gati                            | plays                                             | gatiya                                             | play                                | gati                                        | playing                           | gati kana                          |
| run                            | dar                             | runs                                              | dara                                               | run                                 | dar                                         | running                           | dar kana                           |
| throw                          | capat                           | throws                                            | capata                                             | throw                               | capat                                       | throwing                          | capat kana                         |
| dance                          | enec'                           | dances                                            | enec'a                                             | dance                               | enec'                                       | dancing                           | enec' kana                         |
| kick                           | kolsa                           | kicks                                             | kolsaya                                            | kick                                | kolsa                                       | kicking                           | kolsa kana                         |
| stop                           | tengo                           | stops                                             | tengoya                                            | stop                                | tengo                                       | stopping                          | tengo kana                         |
| bat                            | bat                             | bats                                              | bataya                                             | bat                                 | bat                                         | batting                           | bat kana                           |
| swim                           | pairak'                         | swims                                             | pairak'a                                           | swim                                | pairak'                                     | swimming                          | pairak' kana                       |
| Pass                           | paron                           | passes                                            | parona                                             | pass                                | paron                                       | passing                           | paron kana                         |

|       |             |         |               |       |               |          |                 |
|-------|-------------|---------|---------------|-------|---------------|----------|-----------------|
| pull  | thelao      | pulls   | thelaoya      | pull  | thelao        | pulling  | thelao kana     |
| push  | or          | pushes  | ora           | push  | or            | pushing  | or kana         |
| bowl  | bowl        | bowls   | bowla         | bowl  | bowl          | bowling  | bowl kana       |
| roll  | gurgao      | rolls   | gurgaoya      | roll  | gurgao        | rolling  | gurgao kana     |
| jump  | don parom   | jumps   | don paroma    | jump  | don parom     | jumping  | don parom       |
| hit   | kulsa       | hits    | kulsaya       | hit   | kulsaya       | hitting  | sindra kana     |
| catch | sap         | catch   | sapa          | catch | sapa          | catching | rohor kana      |
| chase | laga        | chases  | lagaya        | chase | lagaya        | chasing  | judar kana      |
| drive | gadie chalu | drives  | gadie chaluya | drive | gadie chaluya | driving  | thrasharda kana |
| slip  | lenged      | slips   | lengeda       | slip  | lengeda       | slipping | irda kana       |
| punch | gidi        | punches | gidiya        | punch | gidiya        | punching | kutum kana      |

**APPENDIX D**

**Verbs Related to Farming**

| <b>English bare infinitive</b> | <b>Santhali bare infinitive</b> | <b>English verbs (3<sup>rd</sup> Sing. Present)</b> | <b>Santhali verbs (3<sup>rd</sup> Sing. Present)</b> | <b>English verbs (Pl. Present )</b> | <b>Santhali verbs (Pl. Present form)</b> | <b>English verbs (Conti. form)</b> | <b>Santhali verbs (Cont. form)</b> |
|--------------------------------|---------------------------------|-----------------------------------------------------|------------------------------------------------------|-------------------------------------|------------------------------------------|------------------------------------|------------------------------------|
| groom                          | sapha                           | grooms                                              | saphaya                                              | groom                               | saphaya                                  | grooming                           | sapha kana                         |
| fasten                         | tol                             | fastens                                             | tola                                                 | fasten                              | tola                                     | fastening                          | tol kana                           |
| plough                         | siak'                           | ploughs                                             | siak'a                                               | plough                              | siak'a                                   | ploughing                          | siak' kana                         |
| pile                           | dhiri                           | piles                                               | dhiriya                                              | pile                                | dhiriya                                  | piling                             | dhiri kana                         |
| sow                            | rohoe                           | sows                                                | rohoeya                                              | sow                                 | rohoeya                                  | sowing                             | rohoe kana                         |
| carry                          | dipil                           | carries                                             | dipila                                               | carry                               | dipila                                   | carrying                           | dipil kana                         |
| milk                           | towa                            | milks                                               | towaya                                               | milk                                | towaya                                   | milking                            | towa kana                          |
| grow                           | upjao                           | grows                                               | upjaoya                                              | grow                                | upjaoya                                  | growing                            | upjao kana                         |
| plant                          | rohoe                           | plants                                              | rohoeya                                              | plant                               | rohoeya                                  | planting                           | rohoe kana                         |

|         |            |          |              |         |              |            |                  |
|---------|------------|----------|--------------|---------|--------------|------------|------------------|
| cut     | geget'     | cuts     | geget'a      | cut     | geget'a      | cutting    | geget' kana      |
| fish    | haku gogoe | fishes   | haku gogoeya | fish    | haku gogoeya | fishing    | haku gogoe kana  |
| pluck   | sit'       | plucks   | sit'a        | pluck   | sit'a        | plucking   | sit' kana        |
| harvest | ader       | harvests | adera        | harvest | adera        | harvesting | ader kana        |
| dig     | lala       | digs     | lalaya       | dig     | lalaya       | digging    | lala kana        |
| hunt    | sindra     | hunts    | sindraya     | hunt    | sindra       | hunting    | kulsa kana       |
| dry     | rohor      | dries    | rohora       | dry     | rohor        | drying     | sap kana         |
| yoke    | judar      | yokes    | judara       | yoke    | judar        | yoking     | laga kana        |
| thrash  | thrasharda | thrashes | thrashardaya | thrash  | thrasharda   | thrashing  | gadie chalu kana |
| scatter | irda       | scatters | irdaya       | scatter | irda         | scattering | lenged kana      |
| hammer  | kutum      | hammers  | kutuma       | hammer  | kutum        | hammering  | gidi kana        |

**APPENDIX E**

**Details about Questionnaire and Informants**

| Subjects used in the questions |          |        | Tense used in the questions | Number of the Informants |        |       |        | Number of the verbs taken in the questions |                    |
|--------------------------------|----------|--------|-----------------------------|--------------------------|--------|-------|--------|--------------------------------------------|--------------------|
|                                | Singular | Plural | 1. Present simple           | Mornag                   |        | Jhapa |        | Related to sports                          | Related to farming |
| 1 <sup>st</sup> Person         | I        | We     | 2. Present continuous       | Male                     | Female | Male  | Female | 40                                         | 40                 |
|                                |          |        | 3. Past simple              |                          |        |       |        |                                            |                    |
| 3 <sup>rd</sup> Person         | He / She | They   | 4. Present perfect          | 20                       | 20     | 20    | 20     | Total = 80                                 |                    |
|                                |          |        | 5. Future simple            |                          |        |       |        |                                            |                    |
| Total = 80                     |          |        |                             |                          |        |       |        |                                            |                    |