

**NEGATIVE AND INTERROGATIVE TRANSFORMATIONS  
IN ENGLISH AND TAMORKHOLE DIALECT OF THE  
LIMBU LANGUAGE: A COMPARATIVE STUDY**

**A Thesis Submitted to The Department of English Education, University Campus, Kirtipur  
In Partial Fulfilment of the Master's Degree in English Education  
(Specialization in English Education)**

**By  
Bhim Bahadur Pandak**

**Faculty of Education  
Tribhuvan University  
Kirtipur, Kathmandu, Nepal  
2007**

---

**T.U. Regd. No. : 9-1-1-684-97  
Campus Roll No. : 870  
Second Year Exam Roll No. : 280156**

**Date of Approval of the Thesis  
Proposal : 2064-1-5  
Date of Submission : 064-5-17**

**NEGATIVE AND INTERROGATIVE TRANSFORMATIONS  
IN ENGLISH AND TAMORKHOLE DIALECT OF THE  
LIMBU LANGUAGE: A COMPARATIVE STUDY**

**A Thesis Submitted to The Department of English Education, University Campus, Kirtipur  
In Partial Fulfilment of the Master's Degree in English Education  
(Specialization in English Education)**

**By  
Bhim Bahadur Pandak**

**Faculty of Education  
Tribhuvan University  
Kirtipur, Kathmandu, Nepal**

**2007**

## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that Mr. Bhim Bahadur Pandak has prepared the dissertation entitled "Negative and Interrogative Transformations in English and Tamorkhole Dialect of the Limbu Language: A Comparative Study" under my guidance and supervision.

I recommend the thesis for approval and acceptance.

Date : 2064/

---

**Mrs. Tapasi Bhattacharya (Guide)**

Reader

Department of English Education

Faculty of Education

University Campus

T.U., Kirtipur, Kathmandu

## **RECOMMENDATION FOR EVALUATION**

This thesis has been recommended for evaluation by the following  
Research Guidance Committee:

**Dr. Chandreshwar Mishra**

Reader and Head

Department of English Language Education

University Campus

Kirtipur, Kathmandu

---

(Chairperson)

**Mrs Tapasi Bhattacharya (Guide)**

Reader

Department of English Education

University Campus

Kirtipur, Kathmandu

---

(Member)

**Mr. Bal Krishna Sharma**

Lecturer

Department of English Education

University Campus

Kirtipur, Kathmandu

---

(Member)

Date : 2064-

## EVALUATION AND APPROVAL

This dissertation has been evaluated and approved by the following thesis evaluation committee:

**Dr. Chandreshwar Mishra**

Reader and Head

Department of English Education

University Campus

Kirtipur, Kathmandu

---

(Chairperson)

**Dr. Jai Raj Awasthi**

Professor

Department of English Education

University Campus

Kirtipur, Kathmandu

---

(Member)

**Mrs Tapasi Bhattacharya (Guide)**

Reader

Department of English Education

University Campus

Kirtipur, Kathmandu

---

(Member)

Date : 2064

# **DEDICATION**

**To My Parents  
and Brothers**

## ACKNOWLEDGEMENTS

I would like to express my sincere gratitude to my research guide Mrs. Tapasi Bhattacharya, Reader of the Department of English Education, T.U., who provided me with insights into basic ideas and techniques of analysis and interpretation to carry out this research work, guided me through the study and enabled me to present the dissertation in this form. Her kind co-operation and keen interest, during the writing of this thesis, will remain forever in my memory.

I would like to extend my sincere gratitude to my respected Guru/Guruma **Professor Dr. Shishir Kumar Sthapit, Prof. Dr. Shanti Basnyat**, Chair-Person of English and other Foreign Languages, Education Subject Committee, honourable Gurus **Professor Dr. Jai Raj Awasthi** and **Dr. Chandreshwar Mishra**, the Head of the Department of English Education, Faculty of education, for enlightening me in various subjects and providing me valuable suggestions and guidelines to carry out this research.

I am indebted to my Guruma **Dr. Anjana Bhattarai** for providing me with first-hand theoretical knowledge on research. I am grateful to my Gurus **Professor Dr. Govinda Raj Bhattarai, Dr. Bal Mukunda Bhandari, Mr. Vishnu S. Rai, Mr. Padam Lal Bishwokarma, Mr. Ram Ekwel Singh** and also **Mrs. Madhabi Khanal** for their kind moral support and cooperation.

I would like to acknowledge **Mr. Narendra Pandak** and **Mr. Durga Pandak** for their help in course of preparation of the interview questionnaire. I am thankful to all the Limbu informants.

Last, but not the least, I would like to thank **Mrs. Ganga Ale, Mrs. Damanta Rijal** and **Mrs. Jasu Chhetri** for helping me from various perspectives in course of thesis writing. Thanks to **Mr. Krishna Gopal Maharjan** of K.M. Computer & Communication Service.

Bhim Bahadur Pandak

## ABSTRACT

The thesis entitled "*Negative and Interrogative Transformations in English and Tamorkhole Dialect of the Limbu Language: A Comparative Study*" is an attempt to find out the processes of negative and interrogative transformations in the Limbu language and to compare and contrast them with those in English. This thesis is based on Tamorkhole dialect of the Limbu language.

The data for this research have been collected from Sablakh Village Development Committee of Taplejung district. The processes of negative and interrogative transformations in the Limbu language have been described and compared and contrasted them with those in English.

It has been observed that there exists similarity in both the languages in terms of the negative marker in that both have overt negative markers (e.g. English has *not* whereas Limbu has *me* and *n*). However, there exist differences in their distribution in larger constructions. Regarding the question formation, the English and Limbu languages show some analogy, since both the languages have overt question makers. However, they differ greatly in one respect: the question marker is placed at the beginning of the sentence in English whereas it 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 subject in various positions forms an open question.

This thesis consists of four chapters which are as follows:

Chapter one deals with introduction. It includes general background; teaching of English in Nepal; languages of Nepal; the Limbu language; an



introduction to contrastive analysis; importance of grammar; an overview transformation; an introduction to negative and interrogative transformation; review of the related literature and objectives and significance of the study.

Chapter two describes the methodology adopted for the study. Under this chapter, sources of data, population, tools for data collection, process of data collection and limitations of the study are presented.

Chapter three deals with analysis and interpretation of the data. In this section, the rules of negative and interrogative transformation in the Limbu language are described; the process of negative and interrogative transformations in the Limbu language are compared with those in English.

Chapter four presents the findings and recommendations of the study. Findings are derived from the analysis and interpretation of the data carried out in chapter three. Recommendations are made on the basis of findings.

The references and appendices form the concluding part of the thesis.

# CONTENTS

	<b>Page</b>
<b>Recommendation for Acceptance</b>	<b>i</b>
<b>Recommendation for Evaluation</b>	<b>ii</b>
<b>Evaluation and Approval</b>	<b>iii</b>
<b>Dedication</b>	<b>iv</b>
<b>Acknowledgements</b>	<b>v</b>
<b>Abstract</b>	<b>vi</b>
<b>Abbreviations and Symbols</b>	<b>viii</b>
<b>Contents</b>	<b>ix</b>
<b>CHAPTER ONE : INTRODUCTION</b>	<b>1-32</b>
1.1 General Background	1
1.2 Teaching of English in Nepal	4
1.3 Languages of Nepal	5
1.3.1 Indo-European Family	8
1.3.2 Tibeto-Burman Family	9
1.4 The Limbu Language	11
1.5 Dialects of the Limbu Language	14
1.5.1 Panhcthare Dialect	14
1.5.2 Phedape Dialect	14
1.5.3 Tamarkhole Dialect	15
1.5.4 Chathare Dialect	15
1.6 Contrastive Analysis: An Introduction	16
1.6.1 Assumption of CA	18
1.6.2 Purpose and Usefulness of CA	19
1.6.3 CA Hypothesis	19
1.7 Importance of Grammar	21
1.8 Transformation : An Overview	22
1.9 Negative and Interrogative Transformation : An Introduction	23

1.9.1	Negative	23
1.9.2	Interrogative	27
	a. Yes/No Question	27
	b. Wh-Question	29
1.10	Review of the Related Literature	30
1.11	Objectives of the Study	31
1.12	Significance of the Study	32
<b>CHAPTER TWO : METHODOLOGY</b>		<b>33-35</b>
2.1	Sources of Data	33
2.2	Tools for Data Collection	33
2.3	Population	34
2.4	Process of Data Collection	34
2.5	Limitation of the Study	35
<b>CHAPTER THREE : ANALYSIS AND INTERPRETATION</b>		<b>36-48</b>
3.1	Processes of Negative and Interrogative Transformation in the Limbu Language	36
	3.1.1 Negative	36
	3.1.2 Interrogative	39
	a. Yes/No Question	39
	b. Wh-Question	41
3.2	Comparison of the Process of Negative and Interrogative Transformation in Limbu Language with those in English	43
	3.2.1 Negative	43
	3.2.2 Two Types of Interrogative Sentences in Limbu Language are Compared with Those in English	45
	a. Wh-Question	47

<b>CHAPTER FOUR : FINDINGS AND RECOMMENDATIONS</b>	<b>49-51</b>
4.1 Findings	49
4.2 Recommendations and Pedagogical Implications	50
<b>REFERENCES</b>	<b>52-54</b>
<b>APPENDICES</b>	<b>55-72</b>
<b>Appendix I : Roman Translation of Devanagari Script</b>	<b>55</b>
<b>Appendix II : Speakers Interviewed</b>	<b>56</b>
<b>Appendix III : Questionnaire</b>	<b>58</b>
<b>Appendix IV : Response to the Questionnaire - I</b>	<b>69</b>
<b>Appendix V : Response to the Questionnaire - II</b>	<b>76</b>

## **ABBREVIATIONS AND SYMBOLS**

B.S.	:	Bikram Sambat
CA	:	Contrastive Analysis
CBS	:	Central Bureau of Statistics
CDC	:	Curriculum Development Centre
ELT	:	English Language Teaching
NESP	:	New Education System Plan
No.	:	Number
NP	:	Negative Particle
QP	:	Question Particle
SAARC	:	South Asian Association for Regional Co-operation
SLC	:	School Leaving Certificate
UN	:	United Nations
VDC	:	Village Development Committee
Vol.	:	Volume