CHAPTER ONE

INTRODUCTION

1.1 General Background

The possession of language makes a human the supreme creature of the world. So, language is the species specific and special gift given to human beings. Language is the most powerful, convenient and permanent means and form of communication. Sapir (1921, p. 8) defines, "Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols." According to Chomsky (1957, p. 15) language as "A finite or infinite set of sentences, each finite in length and constructed out of a finite set of elements." Similarly, Bloch and Trager (1942, p. 5) defines, "A language is a system of arbitrary vocal symbols by means of which a social group co-operates."

English belongs to Indo-European language family, a sub-branch of Germanic language family. It belongs to West Germanic sub-branch of language. It is more widely spoken in different countries than any other languages and this is why it is recognized as the international language. It is used as a lingua franca by a large number of people in global arena.

1.1.1 The Languages of Nepal

Nepal is a multi-racial, multi-religious, multi-cultural and multi-lingual country where many languages/dialects are spoken by more than 100 ethnic groups in different parts of Nepal. Nepal though a small country has been very fertile for languages. Even today linguists are discovering new languages in some remote places of the country and probably many more languages are still waiting to be discovered. The ethnic nationalities have their own unique languages, religions, traditions and cultures. Thus, this small nation possesses cultural diversity and

linguistic plurality. Most of these languages are found to native only in the spoken form. According to the Population Census Report 2001, there are 92 identified languages spoken in Nepal. These languages and their innumerable satellite dialects have genetic affiliation to at least four language families, namely Indo-Aryan, Tibeto-Burman, Austro-Asiatic/Munda and Dravidian. The languages are classified under the four language families as follows:

a. The Indo-Aryan Family

Diagram No. 1

(Source: Yadav, 2003. p. 145)

It includes the following languages:

Nepali	Rajbansi	Kumal
Maithili	Danuwar	English
Bhojpuri	Bengali	Bhote
Tharu	Marwari	Magahi
Awadhi	Bajjika	Churauti
Urdu	Majhi	Hindi

Darai

b. The Tibeto-Burman Family

<p align="center">**Diagram No. 2**</p>

<p align="right">(Source: Yadav, 2003. p. 146)</p>

It includes the following languages:

Tamang	Tibeton	Barman/Baramu
Newar	Jirel	Koche
Magar	Yholmo	Kagate
Gurung	Dura	Lhomi
Limbu	Meche	Toto
Sherpa	Pahadi	Kham
Chepang	Leche	Syang
Sunuwar	Raji	Marpha
Thami	Hayu	Manang
Dhimal	Byangshi	Nar
Ghale	Rai languages (More than 33 languages)	
Thakali	Kaike	Chhantyal/Chhantel
Raute		

c. Thau Autro-Asiatic/Munda Family

Diagram No. 3

(Source: Yadav, 2003. P.147)

d. The Draviadian Family

Diagram No. 4

(Source: Yadav, 2003. p. 147)

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

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

1.1.2 The Tharu People

The term, 'Tharu' refers to both the tribe and the language they speak. The people are inhabiting in the Terai and inner Terai from the Eastern region to Western region. Traditionally, they are following the occupation of farming in the field and sell their corns to the local market. However, they are not only based on farming because it cannot fulfill their basic needs. So, they have adopted other occupations. Some of them are found to be involved in government offices, factories, teaching, business and other occupations also. Whereas most of them are illiterate and innocent even though Tharu people have been able to preserve their indigenous culture and linguistic identity despite the influence of other activities in the various fields.

Tharu people do not believe the conventional fourfold "Verna" of the Hindu 'Verna' system or the Hindu hierarchical cast structure. Rather they have their own social structure. Chaudhary (2005, p. 4) mentioned that they have their own language, distinct culture, distinct social structure and written and unwritten history. Therefore, they are indigenous people of Nepal. Ashokakirti (1999, p. 117) concluded that the Tharu is in a big population and are the indigenous people of the Terai whose culture shows Buddhist culture and pre-Buddhist culture with some degree of Hindu influence. But the core culture still points towards Buddhism. Their socio-culture and physical variation show that they were not a pure single tribe in history. Similarly, Dahit (2005, p. 10) concluded that Tharus have own glorious history, indigenous knowledge and culture transformed from one descendant to another. They have been sustaining their daily life based on their indigenous knowledge and culture. They have

their own language, identity, tradition, religion, attires, ornaments, festivals, folk songs and dances, social norms and values, professions, etc. But at present most of such knowledge and culture are gradually vanishing because of lack of their protection and promotion by the state and Tharu community themselves.

Thus, the closer examination reveals that many sub-groups that are quite different from each other exist i.e. Kochila in the Eastern Terai, Chitwaniya and Dekhuria in the center, Kathariya – Dangora and Rana in the west. House construction, religion, culture and historical background vary considerably from group to group, but all are called Tharu.

1.1.3 The Tharu language

The Tharu language belongs to Indo- Aryan language of Indo-European family as it resembles all the characteristics of Indo-Aryan branches. The Tharu language is the fourth largest language used in Nepal according to census Report of 2001. In almost all the Terai districts, there are Tharu native speakers. The majority of Tharu speakers are found in Dang, Banke, Bardia, Kailali, Kanchanpur, Chitwan, Nawalparasi, Saptari, Udayapur, Morang and Sunsari districts. It is spoken by 5.86 percent of the Nepalese as a mother tongue. Though it has a long history, it does not have its own script. It uses Devenagari script.

1.1.4 Dialects of the Tharu language

Like any other language, the Tharu language also has different dialects. These dialects are regional spoken in different parts of Nepal.

a) Rana Dialect

This dialect is spoken in Kailali and Kanchanpur districts.

b) Kathariya Dialect

This dialect is spoken in Kailali district.

c) Dangaria and Deukhuria Dialect

This dialect is spoken in Dang, Kapilvastu, Bardiya, Banke, Surkhet, Rupendehi, Kailali and Kanchanpur districts.

d) Chitwania Dialect

This dialect is spoken in Chitwan and Nawalparasi districts.

e) Mahotari Dialect

This dialect is spoken in Mahotari district.

f) Saptaria dialect

This dialect is spoken in Saptary, Siraha and Udayapur districts.

g) Morangia Dialect

This dialect is spoken in Morang and Sunsari districts.

Among the dialects elaborated above, this study is concerned with Saptariya dialect which is one of the main dialects of the Tharu language in the Eastern Terai of Nepal. Mostly people of Siraha, Saptary and Udayapur districts speak Saptaria dialect.

1.1.5 Introduction to English Coordination

Conjunction, or coordination, is the process of combining two constituents of the same type to produce another larger constituent of the same type (Celece-Murcia and Larsen-Freeman, 1999, p. 461). Coordinator is a connector of constituents of the same type. For example, clause, noun phrase, verb phrases or prepositional phrases by coordinating conjunctions or coordinators (Cowan, 2009, p. 594)

1.1.5.1 Types of Coordinators

The coordinators are of two types (Cowan, 2009, p. 595): single-word coordinators and multiword coordinators.

(a)   Single word coordinators

The form and meaning of sentences joined by the single word coordinators such as and, but, or, nor and yet e.g.

1. [His brother] and [my sister] design computer software. (Noun phrases)

2. Your car keys [in your purse] or [on the dresser]. (Prepositional phrases)

3. They performed [very energetically] yet [unconvincingly]. (Adverb phrases)

4. [Johan went to the party] but [Felicia stayed home]. (Clauses)

Sentence 1, 2 and 3 are examples of phrasal coordination, or coordination at the phrase, rather than the clause level whereas sentence 4 is an example of clausal coordination.

Coordinators establish a relationship between the clauses or other elements they connect. In this way, coordinators contribute to the meaning of sentences whose elements they join. Some of the relationship established when clauses are joined by the coordinators and, or, nor, but and yet are described in what follows.

And

'And' is the most frequently used coordinator in spoken and written English. Its inclusion can establish any of a range of meaning relationships between two clauses. Some of the most basic of these are addition, temporal, succession, cause and effect, condition, and concession, e.g.

1. She has written a lot of books, and one of them has been turned into successful screenplay. (addition)

2. He jumped on the horse, and then he rode off into the sunset. (temporal)
3. The retro-rockets fired prematurely, and the spacecraft was suddenly thrown into and uncontrollable spin. (Cause and effect)
4. You tell me what you have heard, and I'll tell you everything that I know about the deal. (Conditional)
5. You can eat as much of this as you want, and you won't put on weight. (Concession)

Or

'Or' introduces an option that is an alternative to the content in the preceding clause and can also have a conditional interpretation, e.g.

1. I'll go by train, or I'll go by bus.
2. She should leave now, or she'll miss her phone.

Nor

'Nor' adds information to a preceding negative clause and expresses negative meaning for the clause it introduces.

1. The public wasn't happy with the decision, nor was the government very pleased about it.

But and Yet

'But and Yet' introduce clauses which content contrasts with that of the preceding clause.

1. Alan enjoyed the opera, but his parents did not liked it at all.
2. He worked for peace all his life, yet, sadly, he died by a gun.

(b)   Multi-word Co-ordinations

Types of meaning relationships established between constituents by the single-word coordinates are sometimes established by several words such as both … and, neither … nor, either … or, not only … but) e.g.

I. Both Bob's family and his friends attended his graduation.
II. You need both to complete the assignments and to pass a final exam.

Correlative coordinators (both … and, neither … nor, either … or, not only … but) have two parts: a single-word coordinator preceding the first of the constituents joined and another part preceding the second. This use of a part before each constituent adds emphasis to the conjoined constituents. Multi-word coordinators express the meaning relationships of:

Addition (both … and, neither … nor)

1. Both his family and his friends were there.
2. He neither knew nor cared about it.

Alternatives (either … or)

1. You can either pay cash right now or use your credit card.

Contrast (not … but)

1. She married him not because she loved him but because she was lonely.

Concession (not only … but also)

1. The mango is not only sweet but also big.

1.2   Contrastive Analysis and its Importance

Contrastive Analysis (CA) is defined as a scientific study of similarities and differences between languages. It is a branch of applied linguistics which compares two languages to find out their similarities and differences and then to predict the areas of difficulty and learning.

According to James (1880, p. 3), "CA is a linguistic enterprise aimed at producing inverted (i.e. contrastive, not comparative) two – valued typologies (CA is always concerned with a particular of language), and founded on the assumption that languages can be compared." It is the method of analyzing the structures of any two languages with a view to estimate the differential aspects of their systems, irrespective of their genetic affinity or level of development. Comparison of two languages becomes useful when it adequately describes the sound structure and grammatical structure of two languages with comparative statements giving due emphasis on the compatible items in the two systems.

As stated earlier, CA compares two or more languages in order to find out the similarities and differences between them. It compares either two languages (English and Tharu) i.e. inter-lingual or cross linguistic comparison or two dialects (Western Nepali and Eastern Nepali) i.e. intra-lingual comparison. What languages and dialects it compares may be on phonological level, morphological level, syntactic level, and discourse level and so on. This comparison enables us to identify the similarities and differences between L_1 and L_2. Then, their similarities and differences help us to predict the areas of ease and difficulty, respectively in learning L_2. CA, which is deeply rooted in the behaviouristic and structuralist approaches of the day, claims that the greater the differences, the greater the difficulty and the more instances of errors will occur.

Sthapit (1978, p. 23) writes the roles of CA in L_2 teaching in the following ways:

> When we start learning an L_2, our mind is no longer a clean slate. Our
>
> knowledge of L_1 has, as it were, stiffened our linguistically flexible mind. The
>
> linguistic habits of L_1, deeply rooted in our mental and verbal activities do not
>
> allow us to learn freely the new linguistic habits of L_2. That is to say that the
>
> interference of the habits of L_1 is a key factor that accounts for the difficulties

in learning an L_2. In other words, L_1 interference stands as main obstacle on our way to L_2 learning. Learning an L_2 is, therefore essentially learning to overcome this obstacle. So, any attempt to teach an L_2 should be preceded by an explanation of the nature of possible influence of L_1 behaviour in L_2 behaviour. This is precisely what CA does.

The theoretical foundations of CA, which have also been known as "contractive analysis hypotheses", or "assumptions of contrastive analysis", were formulated in Lado's 'Linguistics Across Cultures' (1957). In this book Lado (1957, pp. 1-2) has provided three underlying assumptions of CA, which have significant role in language teaching.

a) Individuals tend to transfer the forms and meanings and the distribution of forms and meaning of their native language and culture to foreign language and culture, both productivity 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 or difficulty in foreign language learning.

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

From the above discussion, it has become obvious that the theoretical foundations of contrastive analysis (i.e. CA hypothesis) are based on the propositions of behaviorist school of psychology and structural linguistics. In fact, CA hypothesis has two facets: linguistic and psychological.

Nepal is a multilingual country where L_2 or FL teaching and leaning is inevitable. Thus, CA is helpful for teachers, linguists, textbook designers,

testing experts, and syllabus designers and so other. 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. Because of its highly significant scope in the area of L_2 teaching and learning, linguists are interested in the preparation of contrastive grammar because it is highly useful to L_2 learners for a more effective process of L_2 teaching and learning.

1.3   Review of the Related Literature

Through some comparative studies have been carried out on different languages in different areas, there are a very few researchers carried out on the Tharu language in the Department of English Education. No any research has been carried out comparing coordination in the Tharu and English languages. So, the related literature to the present study is given below.

Chaudhary (2005) concluded a research work on "Sketch Grammar of Saptariya Tharu." He used native speakers of Tharu language in Saptari. The main focuses of his study was on the language spoken at VDC Terhouta and Sitapur village in Saptari district of Nepal. Field work procedure (recording and transcribing the data) and theoretical basis (described and presented more descriptively and less theoretically) methods were taken as the main basis to complete his work. His findings regarding coordination and subordination were: coordination and subordination are two different way of clause combining. In the coordination two independent clauses are chained whereas in subordination, one clause depends upon the other. The coordinating clause is divided into additive, alternative and correlative. Similarly, the subordinating clauses divided into resultative, purposive conditional, concessive, comparative, conjunctive particle - *ke* and relative clause. Similarly, Chaudhary (2005) carried out a survey research on the "Pronominals in the Tharu and English languages: A Comparative Study." His main objective was to compare and contrast pronominals of the English with that of Tharu

language. His primary source of data was thirty Tharu native speakers of Khairahani VDC of Chitwan district and secondary sources of data were books, journals, theses, etc. He used judgmental and stratified sampling. He used questionnaire and interview as research tools for data collection. He found that pronominals of the Tharu language have more grammatical distinctions; for separate pronouns separate verbs were found. Chalise (2007) carried out research on language on "Clause Combining in Baram and English: A Comparative Study." He used 30 native speakers of the Baram language of Takakot VDC of Gorkha district and used questionnaire interview and tape recorder (for their free conversation). He found that the 'Clause combining in the Baram language seems to have been influenced by Nepali coordinators and subordinators. However, original system in coordination and subordination for correlative coordination, the coordinators are ki … kile, na … na, niswan … ra which are equivalent to either … or, neither … nor, and both … and respectively. Similarly, Chaudhary (2008) conducted a research on "Verbal Affixation in Tharu and English." He used 90 native speakers of the Tharu language in Saptari, Siraha and Udayapur based only on Saptaria dialect of the Tharu language and used questionnaire and interview schedule as research tool. He found that Tharu has more number of verbal affixes in comparison to English and they are more complex as well. Similarly, Sah (2008) worked on "Coordination in English and Maithili: A comparative linguistic study." He used 40 native speakers of the Maithili language through questionnaire and interview in Siraha district. He found that both the English and Maithili have more or less similar number of coordinators except for a few words in the Maithili language. Similarly, Chaudhary (2010) worked on "Deixes in Tharu, Nepali and English". He used 120 native speakers of Tharu language through questionnaire and interview in Bara district. He found that Tharu has a large number of person dietic expressions.

This study is different from the above reviewed studies in terms of language and topic because this study focuses on Coordination in the Tharu and English language.

1.4 Objectives of the Study

The main objectives of the study were as follows:

1. to identify coordination in the Tharu language.

2. to examine the similarities and differences in coordination in the English and Tharu languages.

3. to provide some pedagogical implications.

1.5 Significance of the Study

Tharus are majority people in the Terai. However, they are backward in education, economy, politics and so on. The Tharu language is in the challenging condition which is going to be vanished due to the influence of Maithili, Bhojpuri, Awadhi and so on and having no written form. In the context of globalization the English language is the key to the wider exposure and coordination is very important in word, clause or sentence combining in English Grammar which is equally important in the Tharu language.

The researcher compared and contrasted between coordination between Tharu and English on the basis of findings some pedagogical implications are suggested. The research will be beneficial to all those who are interested in English and Tharu languages especially in ELT. It will be very important for teachers, students, and researchers. It will be equally important for the teachers who are teaching English where there are Tharu native speakers.

1.6 Definitions of Some Specific Terms

Addition

The content of the clause after and adds information to or elaborates on the content of the clause that precedes it.

Conditional

A term used in grammatical description to refer to clauses whose semantic role is the expression of hypotheses or conditions.

Coordinator

A term in grammatical analysis to refer to the process or result of linking linguistic units which are usually of equivalent syntactic status, e.g. a series of clauses, or phrases, or words.

Multiword Coordinator

Types of meaning relationships established between constituents by the singleword coordinates are sometimes established by several words such as both … and, neither … nor, either … or, not only … but etc.

Single Word Coordinator

The forms and meaning of sentences joined by the single word coordinators such as and, but, or, nor, yet etc.

Temporal Succession

When two clauses contain events that could occur in close temporal succession, the one preceding and is likely to be interpreted as occurring before the following one.

CHAPTER TWO

METHODOLOGY

The researcher followed the following methodology.

2.1   Sources of Data

The study made use of both primary and secondary sources of data.

2.1.1 Primary Sources

The primary sources were 60 Tharu native speakers from two villages from Saptari district.

2.1.2 Secondary Sources

The secondary sources for this research were related books e.g. Sapir (1921), Bloch and Trager (1942), Chomsky (1957), Lado (1957), Sthapit (1978), James (1980), Celce-Murcia and Larsen-Freeman (1999), Census Report of 2001, Yadava (2003), Chaudhary (2005), Kumar (2006), Chalise (2007), Sah (2008), Cowan (2009) etc.

2.2   Sampling Population

The sampling population consisted of the illiterate, literate and educated people from two villages of Saptari. Those who were unable to read and write were classified as illiterate, who were below SLC were assumed as literate and those who were above SLC were regarded as educated. Each stratum consisted of 20 members of native speakers including 10 men and 10 women. The researcher used disproportionate stratified random sampling procedure to sample the population.

Table No. 1

Sample Population of Saptari District

VDCs	Sarshwar						Jandaul					
Types of Informants	Illit.		Lit.		Edu.		Illit.		Lit.		Edu.	
Sex	M	F	M	F	M	F	M	F	M	F	M	F
No. of Informants	5	5	5	5	5	5	5	5	5	5	5	5
Total	10		10		10		10		10		10	
Grand Total	60											

2.3   Tools for Data Collection

The main tools for the collection of data were the questionnaire and interview schedule. The questionnaires were given to the educated and literate respondents and the interview schedule was used to elicit data from uneducated people.

2.4   Process of Data Collection

The researcher selected two villages from Saptari. He established rapport with them. He conducted interview with illiterate according to the prepared interview schedule. With the literate and educated, he made use of the set questionnaires on coordination; sixty persons from 2 villages of Saptari were selected as informants.

2.5   Limitations of the Study

This study was limited in the following ways:

a. Coordination in terms of single word coordinators and multiword coordinators was the subject area of research.

b. Only 60 Tharu native speakers were the informants.

c. This research was based only on Saptaria dialect of the Tharu language.

d. The outcomes were based on the subjective judgment made from the sample population.

e. Only questionnaire and interview schedule were used as tools of data collection.

f. The English and Tharu languages were compared in the terms of single word and multi-word coordinators with semantic relationship.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of data obtained from the informants and secondary sources. Firstly, the analysis of the types of coordinators in English was done mainly on the basis of secondary data extracted basically from Cowan (2009, p. 595). Secondly, the types of coordinators in Tharu were analyzed on the basis of primary data collected from sixty native Tharu informants of Saptari district. Then, collected data were analyzed and interpreted descriptively and comparatively with the help of tables, diagrams and illustrations. After that, comparison and contrast of the types of coordinators in Saptaria dialect of the Tharu with those of English was done. Finally, on the basis of comparison, points of the similarities and differences were drawn from the types of the Tharu and English coordinators with illustrations.

The present chapter is divided into following sub-sections.

3.1 Types of Coordinators in the Tharu Language

3.1.1 Single Coordinators

Single word coordinators used in the data are analyzed in the following ways:

3.1.1.1 Analysis of 'And'

The coordinator presented in the questionnaire and interview schedule were categorized on the basis of coordinator 'and'. In the data, most of the Tharu native speakers used *ya*, *aur*, *tab*, *ke*, *ta*, к. The following examples show some Tharu compound sentences along with their corresponding equivalent in English.

Examples:

1. ram *ya/aur* hari sutlai.
   Ram *and* Hari slept

2. ham bhat khya-*ke* campus geliyai.
   I ate rice *and* went to campus.

3. ham bhat kheliyai *tab* campus geliyai.
   I ate rice *and* went to campus.

4. tu je sunli se hamra kah, ham je janaichiyai se sab tora kahabau.
   You tell me what you have heard *and* I'll tell you everything I know about the deal.

5. koili ke yi mausam man paraichai *ta* hamro.
   Cuckoo likes this season, *and* so do I.

The above examples are extracted from the data shows that *ya*, *aur*, *-ke* and *ta* are used for 'and' that establishes meaning relationship of addition, concession and cause and effect. Similarly, *-ke* and *tab* establishes meaning relationship of temporal succession and conditional. Sometime κ is also used for meaning relationship of concession as given in the above examples.

Table No. 2

Realization of Tharu Coordinators for 'And'

Form of 'And' in the Tharu Language	Male			Female		
	Ill.	Li.	Edu.	Ill.	Li.	Edu.
ya	7	5	8	10	9	9
aur	4	3	5	5	4	5
tab	2	4	4	3	5	1
-ke	4	5	8	4	5	5
ta	1	1	1	1	2	0
κ	1	1	1	2	2	0

The above table shows that *ya*, *aur*, *tab*, *ke* are used by illiterate, literate and educated informants. *Ya* and *aur* are the most common coordinators used in the Tharu language. Coordinators *tab* and *-ke* are used for *and* when it establishes the meaning relationship of temporal succession. *Ta* and κ have been used as coordinators in the Tharu language for *and* but only by illiterate and literate informants but limited in number. It is clear from the table that there is no specific coordinator for *and* in the Tharu language which is only used by male or female.

3.1.1.2 Analysis of 'Or'

The forms of coordinator in the Tharu language for 'or' presented in the questionnaire and interview schedule were *ya, ki, aur, se, yat, net, chahe* and κ. In the data, most of the Tharu native speakers used *ki* and *ya* as suitable coordinators for English coordinator 'or'. The following examples show some

Tharu compound sentences have been illustrated along with their corresponding equivalent in English.

Examples:

1. hamraurke karaiye partai *ki/ya/yata/neta* maraiye partai.
    We must do *or* die.

2. ham Kathmandu me dui *aur*/se tin din rahabai.
    I'll stay two *or* three days in kathmandu.

3. hamra babu *neta/chahe* maiya ai bhetaile yetai.
    Father *or* mother will visit me today.

4. ham Kathmandu me dui, tin din rahabai.
    I'll stay two *or* three days in Kathmandu.

Table No. 3

Realization of Tharu Coordinators for 'Or'

Form of 'Or' in the Tharu Language	Male			Female		
	Ill.	**Li.**	**Edu.**	**Ill.**	**Li.**	**Edu.**
ya	10	7	10	10	9	10
ki	7	6	9	10	9	9
aur	1	1	0	0	0	2
se	2	0	0	0	0	0
yata	0	0	0	1	1	0
neta	1	2	1	4	2	4
chahe	0	2	0	0	1	0
κ	3	2	2	5	3	2

The table above shows the common forms of 'or' in the Tharu language are *ki*, *ya*, *neta*, κ. The coordinators *se*, *chahe* and *yata* are used by limited Tharu speakers. Only literate and illiterate male and educated female informants have used *or*. In the same way, coordinator *se* has been used by only literate male informants and *chahe* have been used by literate male and literate female informants in the data. *Neta* is also used for coordinator 'or' in the Tharu language by Tharu native informants but not for negative meaning. κ have been used by Tharu native informants in the data more frequently. All the forms of coordinator used for 'or' in the Tharu language establish the meaning relationship of introducing an option that is an alternative to the content in the preceding clause and can also have a conditional interpretation.

3.1.1.3 Analysis of 'But'

The forms of coordinators in the Tharu language for English coordinator 'but' presented in the questionnaire and interview schedule were *ya, magar, mahaj, aur* and *lekin*. In the data, most of the Tharu native speakers used *ya*, *magar* and *lekin* as suitable coordinators for English coordinator 'but'. The following examples show some Tharu compound sentences illustrated along with their corresponding equivalent in English.

Examples:

1. ham kitab kinaliyai *magar/lekin/aur/mahaj/ya* katpencil bisair geliyai.
   I bought a book *but* I forget to buy pencil.

2. alan natakke khub maja lelkai *lekin* okar maiya-babuke yi bat nai man parlai.
   Alan enjoyed the opera, *but* his parents didn't like it all.

Table No. 4

Realization of Tharu Coordinators for 'But'

Form of 'But' in the	Male	Female

Tharu Language	Ill.	Li.	Edu.	Ill.	Li.	Edu.
ya	2	2	4	6	2	5
magar	4	2	3	5	5	3
mahaj	0	0	1	0	0	2
aur	0	0	2	0	0	1
lekin	5	5	7	8	4	5

The above table shows that the common forms of 'but' in the Tharu language are *ya*, *magar* and *lekin* which have been used more often by the educated male, illiterate female and others as well, whereas, *mahaj* and *aur* have been used only by educated male and female informants. In the data, *lekin* have been used more frequently by illiterate, literate and educated male informants than any female. Similarly, *ya* and *magar* have been used more frequently by illiterate, literate and educated female informants than any male informants.

3.1.1.4 Analysis of 'Nor'

The forms of coordinators in the Tharu language for English coordinator 'nor' presented in the questionnaire and interview schedule were *neta, ta, ne … ta, ne … ne* and *neta*. In the data, most of the Tharu native speakers used *ne* and *neta* as suitable coordinators for English coordinator 'nor'. The following examples show some Tharu compound sentences that have been illustrated along with their corresponding equivalents in English.

Examples:

1. ram parikshya me pass nai karalkai *ne/neta* shyame karalkai..
   Ram did not pass the exam *nor* did Shyam.

2. *ne* janata adalat ke nirnaya se khushi chhelai *ne/neta* sarkare..
   The public was not happy with the court's decision, *nor* was the government very pleased about it.

Table No. 5

Realization of Tharu Coordinators for 'Nor'

Form of 'Nor' in the Tharu Language	Male			Female		
	Ill.	Li.	Edu.	Ill.	Li.	Edu.
ne	2	3	6	1	4	3
ta	1	0	0	0	0	0
ne…ta	2	0	5	0	0	2
ne…ne	6	3	0	10	6	6
neta	0	4	2	2	2	3

The above table shows that the common forms of 'nor' in the Tharu language are *ne*, *ne … ne* and *neta* which have been used by all informants. *Ne … ta* has been used only by limited illiterate and educated male and educated female informants. *Ta* has been used rarely which is only used by illiterate males. 'Nor' in English is single word coordinator but it has also been used as multi-word coordinator in the Tharu language as presented in the data.

3.1.1.5 Analysis of 'Yet'

The forms of coordinator in the Tharu language for English coordinator 'yet' presented in the questionnaire and interview schedule were *lekin, ya, magar, tabo*, *mahaj* and *taiyo*. In the data, most of the Tharu native speakers used *lekin*, *ya*, *magar*, *taiyo* and *tabo* as suitable coordinators for English coordinator 'yet'. The following examples show some Tharu compound sentences that have been illustrated along with their corresponding equivalent in English.

Examples:

1. madan jibanbhair shantike lel kaam karalkai *taiyo/tabo* durbhagyabas goli laigke mair gelai.
   Madan worked for peace all his life, and *yet* sadly he died by a gun.

2. ham swast lagaichiyai *lekin/magar/ya/mahaj* akhin aptyaro lagaichai.

I look healthy, (and) *yet* I feel terrible.

Table No. 6

Realization of Tharu Coordinators for 'Yet'

Form of 'Yet' in the Tharu Language	Male			Female		
	Ill.	Li.	Edu.	Ill.	Li.	Edu.
ya	2	0	2	2	2	3
magar	4	1	3	3	4	2
taiyo	0	2	2	0	2	0
mahaj	0	0	1	0	0	1
tabo	0	2	1	1	1	1
lekin	6	5	3	5	2	4

The above table shows that the common forms of 'yet' in the Tharu language are *lekin*, *ya*, *magar* which have mostly been used by illiterate and literate informants. *Tabo* and *taiyo* are best suitable semantic meaning with English coordinator 'yet' which have been used by all informants except illiterate informants. Anyway, there have not been used any different forms for English coordinator 'but' and 'yet' in the Tharu language except *tabo* for 'yet'.

3.1.2 Multiword Coordinators

Multiword coordinators used in the data are analyzed in the following ways:

3.1.2.1 Analysis of 'Both … and'

The forms of coordinator in the Tharu language for English coordinator 'both … and' presented in the questionnaire and interview schedule were *ya … dunu, aur … dunu* and *dunuta … ya*. In the data, most of the Tharu native speakers used *ya … dunu* and *aur … dunu* as suitable coordinators for English coordinator 'Both … and'. The following examples show some Tharu

compound sentences that have been illustrated along with their corresponding equivalent in English.

Examples:

1. marad *ya/aur* maugi dunu chunal gelai.
   Both men *and* women were elected in the election.

2. dunuta usha *ya* dilip dhanik chai.
   Both Usha *and* Dilip are rich.

Table No. 7

Realization of Tharu Coordinators for 'Both … and'

Form of 'Both … and' in the Tharu Language	Male			Female		
	Ill.	**Li.**	**Edu.**	**Ill.**	**Li.**	**Edu.**
ya … dunu	6	9	7	8	7	7
aur … dunu	5	1	2	6	3	3
dunuta … ya	1	0	4	0	0	0

The table shows that the common forms of 'both … and' in the Tharu language are *ya … dunu* and *aur … dunu* which have been used by almost all informants in the data. *Dunuta … ya* has also been used but only by limited illiterate and educated male informants.

3.1.2.2 Analysis of 'Neither … nor'

The form of coordinator in the Tharu language for English coordinator 'neither … nor' presented in the questionnaire and interview schedule were *ne … ne*, *ya … ne*, *neta … neta*, *ne … neta* and *ya … koine*. In the data, most of the Tharu native speakers used *ne … ne* as suitable coordinators for English coordinator 'neither … nor'. The following examples show some Tharu compound sentences that have been illustrated along with their corresponding equivalent in English.

Examples:

1. *ne/neta* sita *ne/neta* gita elai.

   Neither Sita came *nor* did Gita.

2. janata *ya* sarkar *koine* adalat ke nirnaya manparailkai.

   Neither the public *nor* the government liked the court's decision.

3. ai ham *ya* chiye *ne* coffeeye pibai.

   Today, I took *neither* tea *nor* coffee.

Table No. 8

Realization of Tharu Coordinators for 'Neither … nor'

Form of 'Neither … nor' in the Tharu Language	Male			Female		
	Ill.	**Li.**	**Edu.**	**Ill.**	**Li.**	**Edu.**
ne … ne	10	10	8	10	8	9
ya … ne	2	0	2	2	0	0
neta … neta	2	0	0	0	2	1
ne … neta	0	0	3	1	0	1
ya … koine	0	0	0	1	0	0

The above table shows that most of the Tharu speakers used *ne … ne* for English coordinator 'neither … nor' by male and female and illiterate, literate and educated. Illiterate, literate and educated male informants and illiterate female informants have used *ya … ne*. Similarly, limited illiterate male and literate and educated female informants have used *neta … neta*. Likewise, educated male and limited illiterate and educated female have used *ne … neta*. *Ya … koine* has also been used but rarely, only by illiterate female.

3.1.2.3 Analysis of 'Either … or'

The forms of coordinator in the Tharu language for English coordinator 'either … or' presented in the questionnaire and interview schedule were *yata … yata, ki … ki, ya … yata, ya … ki, yata … kita, ki … yata, kita … ki* and *kita … kita.*

In the data, most of the Tharu native speakers used *yata … yata* and *ki … ki* as suitable coordinators for English coordinator 'either … or'. The following examples show some Tharu compound sentences that have been illustrated along with their corresponding equivalent in English.

Examples:

1. *ki/kita/yata/ya* tohe okara kahi *kita/yata/ki* hame kahabau.
   Either you tell him *or* I will.

2. *kita* okaraurke rajbiraj me rahatai *kita* pokhara me.
   Either they stayed in Rajbiraj *or* Pokhara.

Table No. 9

Realization of Tharu Coordinators for 'Either … or'

Form of 'Either … or' in the Tharu Language	Male			Female		
	Ill.	**Li.**	**Edu.**	**Ill.**	**Li.**	**Edu.**
yata … yata	5	5	3	5	4	4
ki … ki	6	3	1	1	4	6
ya … yata	3	1	2	2	0	2
ya … ki	1	0	1	1	0	2
yata … kita	1	0	2	0	1	2
ki … yata	0	3	0	0	2	0
kita … ki	2	0	0	2	0	0
kita … kita	0	1	0	3	1	4

The above table shows that the common forms of 'either … or' in the Tharu language are *yata … yata* and *ki … ki* which have been used by illiterate, literate and educated male and female informants. Similarly, *ya … yata* has been used commonly by literate, illiterate and educated male and female except literate female informants. Likewise, *ya … ki*, *yata … kita*, *kita … ki* and *kita … kita* have been rarely used by limited illiterate, literate, educated male and female.

3.1.2.4 Analysis of 'Not only … but (also)'

The form of coordinator in the Tharu language for English coordinator 'not only … but (also)' presented in the questionnaire and interview schedule were *matre nai … -o, -ta nai … -o* and *–ta nai … soho*. In the data, most of the Tharu native speakers used *matre nai … -o* and *–ta nai … -o* as suitable coordinators for English coordinator 'not only … but (also)'. The following examples show some Tharu compound sentences that have been illustrated along with their corresponding equivalent in English.

Examples:

1. maradsab matre *nai* maugi-*yo* sab chunalgelai.
   Not only men *but* women were chosen.

2. aam mithe-*ta nai* namhar-*o* chelai.
   The mango is not only sweet but also big.

3. u pokhare-*ta nai* Kathmandu *soho* ghumlai.
   He visited *not only* Pokhara *but also* Kathmandu.

Table No. 10

Realization of Tharu Coordinators for 'Not only … but (also)'

Form of 'Not only … but (also)' in the Tharu Language	Male			Female		
	Ill.	Li.	Edu.	Ill.	Li.	Edu.
matre nai … -o	8	7	5	10	8	9
-ta nai … -o	2	3	4	4	5	4
-ta nai … soho	1	2	3	0	0	2

The above table shows that the common forms of 'not only … but (also)' in the Tharu language are *matre nai … -o* and *–ta nai … -o* that have been used by all informants. The data shows that *matre nai … -o* has been used more commonly than *–ta nai … -o*. Similarly, *-ta nai … soho* has been used by illiterate, literate and educated male and educated female. *–ta nai … -o* is more popular in the tongue of male than female.

3.1.2.5 Analysis of 'Not … but'

The form of coordinator in the Tharu language for English coordinator 'not … but' presented in the questionnaire and interview schedule were *nai … ya, nai … magar, nai … balki, nai … lekin, nai … mahaj* and *nai … baru*. In the data, most of the Tharu native speakers used *nai … ya, nai … magar* and *nai … lekin* as suitable coordinators for English coordinator 'not … but'. The following examples show some Tharu compound sentences that have been illustrated along with their corresponding equivalent in English.

Examples:

1. bar nik *nai* chhelai *lekin/magar/baru/mahaj* kanya nik chalai.
   The bridgegroom was *not* handsome *but* bride was beautiful.

2. u maya me pairke okarsange biyah *nai* karne chhelai *baru* u asgare bhela se karne chhelai.
   She married him *not* because she loved him *but* because she was lonely.

Table No. 11

Realization of Tharu Coordinators for 'Not … but'

Form of 'Not … but' in the Tharu Language	Male			Female		
	Ill.	Li.	Edu.	Ill.	Li.	Edu.
nai … ya	1	3	2	5	0	3
nai … magar	5	6	4	2	3	3

nai … balki	4	2	0	0	0	0
nai … lekin	3	3	2	8	4	2
nai … mahaj	0	1	0	0	2	2
nai … baru	2	0	2	1	2	0

The above table shows that the common forms of 'not … but' in the Tharu language are *nai … ya*, *nai … magar*, *nai … lekin* which have been used by illiterate, literate and educated male and female. Similarly, *nai … balki* and *nai … baru* have been used by male than female informants. Likewise, *nai … mahaj* has been used by literate and educated female than male informants.

3.2 List of Tharu Coordinators and their Equivalents in English

The researcher has identified and listed out some Tharu coordinators from the data here.

The table given below is an overall list of some Tharu coordinators used in the questionnaire and interview schedule. Along with their equivalent realizations in English from the selected data presented by illiterate, literate and educated informants of Sarshwar and Jandaul VDCs of Saptari district only.

Table No. 12

List of Tharu Coordinators and English Equivalents

Tharu Coordinators	English Equivalents
ya, aur *tab, -ke* *ta,* κ	And
ya, ki, aur, *se, yat,* net	Or

chahe, κ	
ya, magar *mahaj* *aur,* lekin	But
ne, ta *ne…ta* *ne…ne* *neta*	Nor
ya, magar *taiyo, mahaj* *tabo,* lekin	Yet
ya … dunu *aur … dunu* *dunuta … ya*	Both … and
ne … ne *ya … ne* *neta … neta* *ne … neta* *ya … koine*	Neither … nor
yata … yata *aur … ki* *ki … ki* *ya … yata* *ya … ki* *yata … kita* *ki … yata* *kita … ki* *kita … kita*	Either … or
matre nai … -o *-ta nai … -o* *-ta nai … soho*	Not only … but (also)
nai … ya *nai … magar* *nai … balki* *nai … lekin* *nai … mahaj* *nai … baru*	Not … but

3.3 Similarities and Differences Between English and Tharu Coordinators

During this study, the researcher did not find any Tharu book containing the Tharu coordinator. Only the data collected from 60 native speakers of Tharu

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were the sole sources of coordinators regarding the Tharu. The researcher used coordinators of English from the book. "The Teachers's grammar of English" written by Ron Cowan in 2009. In this sub-unit, the researcher has compared the coordinators of Tharu language with those of English. The points of similarities and difference between English and Tharu coordinators are described in the sub-sections that follow:

3.3.1 Similarities

1. Both English and Tharu coordinators link two NPS.

    (a)   Ram and Hari spelt.
           Ram aur hari sutlai.
           NP + NP

    The sentence (a) shows that coordinator 'aur' conjoins two nouns (Ram and Hari) as English conjoins constituents.

2. Both English and Tharu coordinators conjoin two VPs.

    (b)   The thief was arrested and put in prision.
           Chor ke pakair-*ke* jel me delkai.

The sentence (b) shows that the coordinator conjoins two VPs (arrested and put) with Tharu coordinators *-ke* as English.

We can conclude from the above example that the syntactic properties of coordinators are almost common to both English and Tharu coordinators. This similarity leads us to assume that since the syntactic features of Tharu are familiar of Tharu speakers, they would find little difficulties in learning English coordinators. This is to say, English coordinators may be syntactically similar for Tharu speaking learners.

3. Tharu speakers used different forms for English coordinators but they function same.

    (c)   We must do *or* die.
            Hamsabke karaiye partai *ya* maraiye partai.

    (d)   Do you take tea *or* coffee?
            Tu chai lebhi *ki* coffee.

    (e)   I'll stay two *or* three days in Kathmandu.
            Hum due *se* tin din Kathmandu me rahabai.

In the sentences (c), (d), (e), the coordinators *ya*, *ki*, and *say* are used for English coordinator 'or'. In other words different forms of Tharu coordinators are used for English coordinator but they are used for same function i.e. a choice between two alternatives.

3.3.2 Differences

As English and Tharu are genetically distinct languages, they must differ in certain points.

1. Tharu coordinators have different forms for an English coordinator. In other words, different realizations stand for an English coordinator. For example,

The realization forms of Tharu coordinator	English Coordinator
ya *aur* *tab* *-ke* *ta* κ	And

In the above table, different forms of realizations stand for 'and'. Thus, English and Tharu coordinators are different in the form.

2. English and Tharu coordinators are different in their use.

(a) Ram and Hari slept.

ram *aur*/*ya* hari sutlai.

(b) I ate rice and went to campus.

Ham bhat khya-*ke* campus geliyai.

Ham bhat kheliyai tab campus geliyai.

In the above examples, English coordinator 'and' is used in (a) and (b) but in the Tharu language different forms of coordinators are used for 'and'. The coordinator *aur*/*ya* is used in (a) which cannot be suitable in (b) and –*ke*/*tab* is used in (b) which cannot be suitable in (a). That is to say Tharu single form of coordinator expresses different range of meaning i.e. 'and' which establishes relationship of addition, successive action, cause and effect, condition and concession (Cowan, 2009, p. 597).

3. 'But' and 'Yet' are two different coordinators used for introducing clauses whose content contrast with that of the preceding clause (Cowan, 2009, p. 598) whereas, same forms stand for 'but' and 'yet' in the Tharu language except *tabo* for 'yet'. Let us compare forms of 'but' and 'yet' in English and Tharu extracted from the data.

Tharu Coordinator	English Coordinator	Tharu Coordinator	English Coordinator
ya		*ya*	
magar		*magar*	
mahaj	But	*taiyo*	Yet
aur		*mahaj*	
lekin		*tabo*	

		lekin	

3.3.3 Gapping

In this sub-section gapping of forms of the coordinator in the Tharu language in the data are illustrated.

a) You tell me what you have heard and I'll tell you everything that I know about the deal.

Tu je sunli se hamra kah, ham je janaichiyai se sab tora kahabau. (κ)

b) I'll stay two *or* three days in Kathmandu.

Hum dui tin din Kathmandu me rahabai. (κ)

After examining the above examples which are extracted from the data, we can conclude that gapping is underlying in the Tharu language for coordinators 'and' and 'or'. Tharu speakers have not used any form for 'and' and 'or' which is called gapping in linguistics.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

This chapter deals with the findings of the research along with some recommendations for pedagogical implications.

4.1   Findings

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

4.1.1 The Forms of Coordinators in Saptaria Dialect of the Tharu Language

a)   The Tharu coordinators *ya, aur, tab, -ke* and *ta* i.e. 'and' in English are categorized under single word coordinator.

b)   The Tharu coordinators *ki, ya, se, yat, neta* and *chahe* i.e. 'or' in English establish the meaning relationship of introducing an option that is an alternative to the content in the preceding clause and can also have a conditional interpretation which are categorized under single word coordinator.

c)   The Tharu coordinators *ya, magar, taiyo, mahaj, aur, lekin* i.e. 'but' and 'yet' in English that introduce clause whose content contrast with that of preceding clause which are categorized under single word coordinator.

d)   The Tharu coordinators *ne, ta, ne, -ta, ne … ne, neta* i.e. 'nor' in English adds information to a preceding negative clause and expresses negative meaning for the clause they introduce.

e)   The Tharu coordinators *ya … dunu, dunuta … ya* i.e. 'both … and' in English, and *ne … ne, ya … ne, neta … neta, ya … koina,* and *ne … neta* i.e. 'neither … nor' in English establish meaning relationship of addition which are categorize under multiword coordinators.

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f) The Tharu coordinators *yata ... yata*, *aur ... ki*, *ki ... ki*, *ya ... yata*, *ya ... ki*, *yata ... kita* i.e. 'either … or' which establish the meaning relationship of alternative which are categorized under multiword coordinators.

g) The Tharu coordinators *matre nai…-o*, *-ta nai…-o* and *ta nai…soho* i.e. 'not only … but (also)' which establish the meaning relationship of expressing concession as well as addition which are categorized under multiword coordinators. It is used particularly when the speaker or writer wishes to convey the content of the first of the coordinated constituents as being unexpected and that of the second as being even more unexpected. For example:

> maradsab matre *nai* maugi-*yo* sab chunalgelai.
> *Not only* men *but (also)* women were chosen.

h) The Tharu coordinators *nai ... ya, nai ... magar, nai ... balki, nai ... lekin, nai ... mahaj* and *nai ... baru* i.e. 'not … but' in English which establish the meaning relationship of contrast two constituents that are joined which are categorized under multiword coordinators.

4.1.2 Similarities and Differences Between Forms of Coordinators in English and Tharu

Similarities and differences between forms of coordinators in English and Tharu are given below:

4.1.2.1 Similarities

a) Both English and Tharu have more or less similar number of coordinators.

b) Both English and Tharu coordinators have semantic equivalent.

c) Both inTharu and English, there are no specific coordinators used for male or female and illiterate/literate/educated.

d)   Both English and Tharu coordinators are categorized in term of single word coordinators and multiword coordinators.

4.1.2.2 Differences

a)   The Tharu language is found to be the richest language in the forms of coordinators. The researcher has identified altogether forty four coordinators in Tharu including their alternative equivalent from the data presented by illiterate, literate and educated informants.

b)   The forms of the Tharu coordinators are used depending upon situation which is not possible in English. For example, *tab* and *ke* for 'and' cannot be used in the place of *ya* and *aur* and vice-versa.

c)   The Tharu coordinators *ya, magar, mahaj, aur* and *leki* are used for 'but' and 'yet' as well where 'but' and 'yet' are two different English coordinators.

d)   Tharu coordinator *neta* is used for both 'or' and 'nor' where 'or' is used for a choice from the alternatives and 'nor' is used for negative in English.

e)   The Tharu coordinators *ne, ta, ne … ta, ne … ne* i.e. 'nor' in English are categorized into single word coordinators and multiword coordinators. For example, *ne, ta, neta* i.e. 'nor' in English are single word coordinators, whereas, *ne … ta, ne … ne* and *ne … ta* i.e. 'nor' in English are multiword coordinators. But in English, 'nor' cannot be multiword coordinators.

f)   Single Tharu coordinator stands for different English coordinators. For example, *aur* stands for 'and', 'or' and 'but'. In the same way, *ta* stands for 'and' and 'nor'.

4.2   Recommendations

On the basis of findings obtained from the analysis of the collected data, the recommendations have been made as below:

a)   The forms of coordinators in Saptaria dialect of Tharu are more or less different than those of English. So, language teachers who are teaching Tharu as a second language should be aware of this fact.

b)   The main aim of this comparative study was to find out the forms of Tharu coordinators and to compare and contrast the forms of Tharu coordinators with those of English language. There would be no problem in the areas where the two languages are similar but differences between the two languages create difficulties in the target language. Therefore, teaching should be focused on the areas of difficulty.

c)   Make the students know all the coordinators in English and Tharu. Then, ask them to list all the coordinators and categorize them in terms of single word coordinators and multiword coordinators. And find out the coordinators which are different from one to another language and make them learn in the given situations.

d)   An English language teacher who is Tharu native speaker must have the knowledge of more alternative coordinators while teaching English coordinators to Tharu speaking learners. Otherwise, the learners feel difficulty while predicting Tharu coordinators.

e)   The finding of the present study shows that Tharu has more or less similar number of coordinators but large number of alternative coordinators in comparison to English, which can confuse the students. So, this should be considered while teaching the language.

f)   The Tharu language has no single equivalent on any coordinators found in English. Therefore, the English language teacher should pay more attention while clarifying alternatives coordinators in Tharu.

g) This study has alo illustrated that the Tharu compound sentences are found lacking some coordinators like *ya*, whereas, English coordinator termed it as 'and' and 'or'. So, the teacher should have grammatical knowledge of both language while teaching English coordinators to the Tharu learners.

h) The Tharu coordinators like *ya* stands for 'and', 'or', 'but' and 'yet'. So, English language teacher should clarify single form of Tharu coordinator which stands for different English coordinators.

i) Identification of Tharu coordinators *neta* i.e. 'or' and 'nor' in English can confuse the students whether the use of *neta* as choosing alternatives or for negative meaning. So, these areas should be focused while teaching.

j) The Tharu coordinator *ne*, *ta*, *ne … ta*, *ne … ne* and *neta* i.e. 'nor' in English can confuse the students whether it is single word coordinators or multiword coordinators. Therefore, the teacher should be more careful about the situation.

k) The teacher can create the situations based on these forms of coordinators and ask the students to use properly in their conversation.

l) Text-book writer should also compose books highlighting the forms of coordinators in the terms of single word coordinators and multiword coordinators so that students face any complexity in initiating a conversation.

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APPENDIX - I

INTERVIEW SCHEDULE / QUESTIONNAIRE

This interview schedule/questionnaire has been prepared in order to accomplish a research work entitled "Coordination in Tharu and English Languages: A Comparative Study". This research is being carried out under the guidance of Ass. Lecturer, Mr. Bhesh Raj Pokharel, Department of English Education, Faculty of Education, T.U., Kirtipur, Kathmandu. It is hoped that your kind co-operation will be a great contribution in the accomplishment of this valuable research.

Name (नाम) : ………………………………………….   Sex (लिङ्ग) :
      …………….

VDC: ……………………….   District (जिल्ला) : ………………………....

Academic Qualification (शैक्षिक योग्यता) : ………………………………………...

How do you say the following sentences in the Tharu language.

1.   Ram and Hari slept. (राम र हरि सुते ।)
        …………………………………………………………………

2.   I ate rice, and went to campus. (म भात खाए र क्याम्पस गए ।)
        …………………………………………………………………

3. You tell me what you have heard, and I'll tell you everything that I know about the deal. (तिमी जे सुन्यौ मलाइ भन र मैले जानेको सबै तिमीलाई सुनाउने छु ।)

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4. You can eat as much of this as you want, and you won't put on weight. (तिमीले यो चाहेजति खान सक्छौ र तिमीले तौल प्राप्त गर्ने छौ ।)

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5. The thief was arrested, and put in prison. (चोरलाई समातियो र जेलमा हालियो ।)

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6. Cuckoo likes this season, and so do I. (कोइलीलाई यो मौसम मन पर्छ र मलाई पनि ।)

    …………………………………………………………………………

7. We must do or die. (हामीले गर्नै पर्छ या मर्नै पर्छ ।)

    …………………………………………………………………………

8. Do you take tea or coffee? (तपाई चिया लिनुहुन्छ कि कफि ?)

    …………………………………………………………………………

9. I'll stay two or three days in Kathmandu. (म काठमाडौंमा दुई वा तीन दिन बस्नेछु ।)

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10. Father, or mother will visit me today. (मलाई बुवा अथवा ममी भेट्न आउनुहुन्छ ।)

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11. Ritu is a beautiful girl, but she is proud. (रितु एउटा सुन्दर केटी छे तर तिनी घमण्डी छे ।)

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12. I bought a book, but I forgot to buy pencil. (मैले किताब किने तर सिसाकलम किन्न बिर्सें ।)

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13. Alan enjoyed the opera, but his parents didn't like it at all. (एलेनले नाटक मनोरञ्जन गर्‍यो तर तिनका बाबुआमाले यो पटकै मन पराएनन् ।)

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14. John went to the party, but Ursila stayed at home. (जोन भोजमा गयो तर उर्सिला घरमै बसी ।)

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15. The public wasn't happy with the court's decision, nor was the government very pleased about it. (जनता अदालतको निर्णयसँग खुशी थिएनन् न त सरकार नै यसबाट धेरै खुशी थियो ।)

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16. Girija Prasad Koirala couldn't become the first president of Nepal, nor could Prachanda. (गिरिजा प्रसाद कोइराला नेपालको प्रथम राष्ट्रपति बन्न सकेनन् न त प्रचण्ड नै बने ।)

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17. Ram didn't pass the exam, nor did Shyam. (रामले परिक्षा पास गरेनन् न त शयमले नै गर्‍यो ।)

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18. Madan worked for peace all his life, and yet, sadly he died by a gun. (मदन जीवनभरी शान्तिको लागि काम गर्‍यो तर दुर्भाग्य ऊ गोली लागेर मर्‍यो ।)

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19. I look healthy, (and) yet I feel terrible. (म स्वस्थ्य देखिन्छु तर अहिले म असजिलो महसुस गर्छु ।)

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20. Both Ramesh and Hari played football. (रमेश र हरि दुबैले फुटबल खेले ।)

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21. Both Sujan's family and his friends attended at his birthday party.
(सुजनको परिवार र उनका साथीहरु दुवै जन्मदिनको भोजमा सम्मिलित भए ।)

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22. Both men and women were elected in the election.   (पुरुष र महिला दुवै चुनावमा निर्वाचित भए ।)

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23. Both Usha and Dilip are rich. (उसा र दिलिप दुवै धनी छन् ।)

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24. Neither Sita came nor did Gita. (न त सिता आई न त गीता नै ।)

………………………………………………………………………

25. Neither the public nor the government liked the court's decision.
(न त जनता न त सरकार अदालतको निर्णय मन पराए ।)

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26. Today, I took neither tea nor coffee. (आज मैले न त चिया खाए न त कफि नै ।)

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27. Hariram neither knew nor cared. (हरिराम यसको बारेमा न त जान्यो न त ख्याल गर्‍यो ।)

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28. Either you tell him or I will. (कित तिमी उसलाई भन कित मैले भन्ने छु ।)

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29. Either they stayed in Rajbiraj or Pokhara. (उनीहरु कित राजविराजमा कित पाखरामा बस्यो ।)

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30. Either take all, or take nothing. (या सबै लेउ या त केहि नलेऊ ।)

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31. I will either go to Venice or stay at home this summer. (मैले यो गर्मियाममा यात भेनिस जान्छु या त घरमै बस्छु ।)

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32. Not only men but also women were chosen. (पुरुषहरु मात्र होइन महिलाहरु पनि छानिए ।)

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33. He bought not only the cake but also ice-cream. (उसले केक मात्र होइन आइसक्रिम पनि किन्यो ।)

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34. The mango is not only sweet but big. (आप गुलियो मात्र होइन ठूलो पनि छ ।)

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35. He visited not only Pokhara but also Kathmandu. (ऊ पोखरा मात्र होइन काठमाडौं पनि घुम्यो ।)

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36. The bridegroom was not handsome but the bride was beautiful. (दुल्हा सुन्दर थिएनन् तर दुल्ही सुन्दरी थिइन् ।)

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37. I finally found it not in my wallet but in my jacket pocket. (अन्तमा म यो आफ्नो ब्यागमा होइन ज्याकेटको खल्तीमा पाएँ ।)

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38. She married him not because she loved him but because she was lonely. (तिनीले मायामा परेकोले ऊ सँग बिहे गरेको होइन बरु तिनी एकली भएकीले गरेकी हुन् ।)

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Thank you for your co-operation.