CHAPTER ONE
INTRODUCTION

The present study is on "Adverbs in Dangoriya Tharu and English."This research consists of background, statement of the problem, objectives of the study, research questions, and delimitations of the study and operational definition of the key terms.

1.1 Background of the Study

The language is a system of systems. It possesses phonological, grammatical, lexical and discourse system. Under grammatical systems, there are many grammatical items. Among these, this research focuses on the comparative study of Dangoriya Tharu and English adverbs. As the major class word, the adverbs play vital role to convey the message in a clear way and make the language easily understood.

Language is a medium of communication. It contains several systems within a single system. All systems occur in a consistent way. It is a species specific property of human being. A human really becomes human by his\her language property. It is the only means of establishing social relation, expressing own thoughts, feelings and so on. No language is superior and inferior because all languages fulfill the linguistic need of their speakers. It is needless to say that there is a relation between a language and the culture in which it is used.

Different signs, symbols, traffic lights, gestures and mimes are also used as the medium of communication, though these are not convenient, versatile and perfect. There are various models of non-linguistic communication viz. aural, oral, visual, olfactory, gustatory and tactile. Human communication system is markedly and vastly different from the communication system carried on by non-human species. Human species are innately equipped with inborn speech capacity of the mind. It does not mean only human beings use language, but the language used by non human being is not permanent rather simple and limited.

The non-human language lacks the properties of human language viz. displacement, arbitrariness, productivity, cultural transmission.

According to Sapir (1978, p. 8),"Language is purely human and non-instinctive method of communicating ideas, emotions and desires by means of system of voluntarily produced symbols". Likewise, Lyons (1970, p. 3) defines language as "the principle system of communication used by particular group of human being within the particular society (linguistic community) of which they are members."

Thus, both definitions are functional in nature which is related to human being for their purposive use.

The modern linguistic, Chomsky (1957, p. 13) defines language "as a set (finite or infinite) of sentences, each finite in length and constructed out of a finite set of elements". In the similar vein, Widdowson (1984, p. 3) defines language has an arbitrary vocal system which permits all people in a given culture or others who have learned the system of that system to communicate or interact".

The language spoken in one place and culture does not match with the language spoken in another place and culture. By this reason, there comes variation which is called dialectical variations. In the same way, it varies person to person and field to field which are called idiolect and register respectively. Such variations possess differences in grammar, pronunciation and spelling even if, these are of the same language. The dissimilarities occur at different levels of language viz., phonetic, grammatical and semantic. So, it is the greatest challenge to analyze the languages keeping in the same basket.

1.2 Statement of the Problem

It is assumed that the insufficient knowledge of the grammar hinders the proper language use. Since adverb is concerned with grammar, it helps the speaker to clarify the meaning. The sensitivity of meaning can not always be expressed without modifying words. In such cases, adverb helps to convey

crystal clear meaning so that it qualifies the verb, adjective, adverb and clause. The position, comparison and forms of adverb play a vital role in its use. The broader link with major class words has made this class complex. Therefore, it seems regional to find out the nature and formation of adverb. The similarity of the nature and formation of adverbs in different languages facilitate easy learning. Thus, the statement of the problem of the study could be stated as to see whether the system of adverb in English and Dangoriya Tharu is same or different.

1.3 Objectives of the Study

The objectives of the present study were as follows:

1. To identify the adverbs and their construction in Dangoriya Tharu,
2. To compare the adverb systems of Dangoriya Tharu with that of English and
3. To suggest some pedagogical implications.

1.4 Research Questions

The following research questions were used in the study:
1. What sorts of adverbs are found in Dangoriya Tharu?
2. How are the adverbs in Dangoriya Tharu formed?
3. How are the adverb systems of Dangoriya Tharu similar and different with English?

1.5 Significance of the Study

Teaching non- native language in foreign language context is greater challenge than other teachings. Most communities are multilingual nowadays. Therefore, multilingualism has been the most burning issue in modern era. A teacher should possess the knowledge of all concerned language otherwise his/her teaching cannot be impressive. But, it is not the easy task to know other's language. At least, a language teacher should be aware of the teaching item of

the cross language. A language teacher of Tharuwan province needs to be familiar with the adverb system of Tharu language too.

Tharu is an ethnic tribe who has long and notable history. It is assumed that civilization of Terai region started after Tharu tribe. By this reason, the study and research under this tribe necessarily leads to the root. The findings drawn out in such researches will be beneficial for other languages too.

In short, this research will be significant for the linguists, language teachers, curriculum designers, anthropologists, students and even normal people who are eager about his\her civilization.

1.6 Delimitations of the Study

The present study had the following delimitations:

1   The study was delimited to sixty Tharu speakers only.
2   The study was based on Tharu language spoken in Manpur and Tarigaun VDC of Dang district.
3   The study was further limited to the analysis of responses obtained from the respondents only.
4   The study was limited to the comparative study of the adverbs of Dangoriya Tharu and English language.

1.7 Operational Definitions of the Key Terms

Adverb: The word 'adverb' in this study refers to a word class which modifies verb, adjective and adverb itself.

Dialect: Dialects refer to regional and social variations of a language

Ethnic: The term 'Ethic' in this study is connected with or belonging to a nation, race or people that share a cultural tradition.

Multilingual: Multilingual refers to person who knows or uses more than two languages. 5

Tribe: The term 'tribe' in this study refers to group of people of the same race and with the same customs, language and religion.

CHAPTER TWO
REVIEW OF THE RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Literature review is one of the essential tasks to conduct any research. According to Kumar (2009, p. 30), "The literature review is an integral part of the entire research process and makes a valuable contribution to almost every operational step". It is reviewed under two sub headings:

2.1 Review of the Theoretical Literature

This section includes the theoretical reviews on language, Tharu tribe and adverb.

2.1.1 Classification of Language

Language can be classified on the basis of two kinds: genetic and typological. The genetic classification is done according to their degree of diachronic relatedness. For example, Sinitic Tibetan, Berman and Karen families falls under Sino – Tibetan language. Likewise, typological classification is done according to their structural characteristics. For example, the languages which follow the S+V+O pattern are grouped in one family. But the former one is in trend.

The classification of language groups total languages under four families viz. Indo –European language, Sino- Tibetan language, Austro- Asiatic language and Darvidian language. Yadava, (2003) has classified as follows:

Indo – European Language

Majority of the languages spoken by the largest group of people falls under this category. Most of these languages have their own written literature. Following languages spoken in Nepal, come under this language group:

List 1

Nepali	Majhi
Hindi	Bhojpuri
Tharu	Maithili
Rajbansi	Hariyani
Magahi	Marwari
Urdu	Awadhi
Bengali	Bhojpuri
Kumal	Gujrati

(Source: ethnologue for Nepali, 2009)

Sino- Tibetan language

Sino – Tibetan languages are spoken in East Asia, South – East Asia and parts of South Asia. Chinese language under this family is the language with most native speakers. The following languages come under this group:

List 2

Tamang	Gurung
Dhimal	Thami
Limbu	Yhalmo
Tibetan	chepang
Thakali	Raute
Yakkha	Chantel
Newari	Hayu
Jirel	Raji
Magar	Kham

Bhujel	Sunuwar
Lepcha	Marpha
Manange	Koche
Dura	Chepang
Pahari	Koyu

<div align="right">(Source: ethnologue for Nepali, 2009)</div>

Austro – Asiatic Language

A few Languages are under this family. Most languages are in endangered condition. Munda and Santhali fall under this family.

Darvidian language

This family includes the two minor languages named Kisan and Jhangar.Kisan language is mainly spoken in Jhapa district and Jhangar language is spoken in Sunsari district.

2.1.2 The English Language

The English language belongs to Indo – European family. This family includes a sub family named Germani. Under this, there are two families, North and West. English falls under the West family. This language is wide spreaded all over the world. With the gradual progression in science and technology, its importance became much essential. This era is called the time of modernization. That's why to adjust in modern society; everyone needs to know this language.Likewise, it is the richest language in the literature and vocabulary than rest of languages and three quarters of total mails are sent in English. So, it got value as a lingua franca of the world. Speaker from different linguistic background cannot communicate without a contact or medium language which is named Lingua Franca. In some countries, it is used as a second language so that it is only used in peculiar sectors, for e.g. education, government, literary creativity, art, culture. Singapore, Pakistan, Malaysia,

India etc. fall under such countries. Similarly, in Russia, Japan, china, Nepal etc. it is used as a foreign language where its existence is going to be established. Private institutions use it as a milestone of standard for the further success. In nutshell, English is widening its scope as an essential language in Nepal too.

2.1.3 An Introduction to Tharu Tribe

The Tharu tribe is an indigenous tribe to the Terai. The southern part is recognized as their residential area. As the CBS report 2011 the Tharu population of Nepal was 17, 37,470 or 6.6% percentage of the total population. There are several subgroups of Tharu viz. Rana Tharu from Kailali. Sonha Tharu from Surkhet, Dangaura Tharu from Dang- Deukhuri, Banke, Bardiya, Paschuan Tharu from Rupendehi and Nawalparasi, RautarTharu from Rupandehi and Kapilvastu, Arkutlwa or Chitwania Tharu from central Terai: Sindhuli,Chitwan and Nawaparasi , Kochila Tharu from Morang district. They also reside in some parts of neighboring country, India: Bihar, Uttar Pradesh and Uttarakhanda state. In 2001, they were the largest of five scheduled tribes in Uttarakhand with a population 2, 56,129 deserving 33.4% of all scheduled tribes. In the same year, they covered 77.4% of the total tribal population of Uttar Pradesh with a population of 83,554 (Chaudhary, 2005, p. 6).

This tribe is familiar to all with the adjective hard working and laborious. The history says that many parts of jungle and unfertile area were changed into fertile by their blood and sweat. To keep harmonious relation with soil is their distinct characteristic. They are rich in culture and religion. Their houses, roofs, arts and other household materials deserve distinct culture. All these are made using clay, mud, dung and grass. In the concern of their household structure, they often like mixed family. They assume that the big family is beneficial in working in the field. Their one notable system is the older son in each family after his father's death is made as a chief of the family who handles the house.

In the same way, with consent of the villagers, they appoint an 'Guruwa ' who is the medic and chief priest of the village (Chaudhary, 2064, p. 16).

2.1.4 The Tharu Language

Indo- European language family includes a sub family: Indo- Aryan. This sub family includes next branch: Eastern. The Tharu language falls under this branch family. Tharu communities from different part of Nepal and neighboring parts of India speak various types of Tharu dialects and it has superficial similarities with neighboring languages such as Awadhi,Maithili, Bhojpuri. According to census (2011), 1.5 million people are the native speakers in Nepal.In central Nepal, they speak variants of Maithili. People from other languages in the same area also speak Tharu dialects that so, there are not crystal clear barriers. Generally, Tharu language is categorized in- Dangaura, Kathoriya, Rana, Chitwania, Kochila, Buska and Sonha dialects.

Chitawnia Tharu dialect is spoken by approximately 250,000 speakers east of Gandaki River in and around the Chitawan valley. Chitawania as a whole has superficial simalarities with Awadhi. Nevertheless, certain Chitawania variants appear to have considerable lexical similarities with Manchand , a Sino – Tibetan language. The other dialects Dangaura, Rana, and Buska refer to a triumvirate of mutually intelligible Tharu variants spoken westof the Gandaki River spoken by approximately 1.3 Million people. Furthermore, an additional variant of Tharu known as Sonha is largely mutually intelligible with Dangaura. In the same vein, kochila dialect is also spoken by approximately 250,000 people in regions of eastern Nepal. Many ethnic Kochila have adopted Maithili. The next Kathoriya dialect has fewer native speakers and is normally spoken in Kailali and neighboring districts.

The educated and concerned people claim that other languages like Nepali, Maithili, and Bhojpuri are distinct with Tharu language in terms of vocabulary, grammar, meaning and discourse. (Chaudhary, 2005, p. 9).

2.1.5 Needs and Importance of Contrastive Analysis (CA)

It is a peculiar type of analysis in which two languages are contrasted and compared. The inner aspects of the language is keenly analyzed and conclusion is drawn .The language which are more similar is assumed to be easier to learn for better and faster language learning, there should be contrastively analyzed by which difficult points are identified and learner can be aware and teacher can also teach considering the fact. Furthermore, similar aspects of language foster learning ahead. In such cases, one language works as a backbone for others. According to James (1980, p. 4), "contrastive analysis is a linguistic enterprise aimed at producing inverted two valued typology and founded on the assumption that language can be compared". In the same vein, Richards et al. (1999, p. 83) define "CA is the comparison of linguistic system of two languages e.g. the sound system and grammar." Both definitions focus on comparison of linguistic systems of two languages taking its inner systems and aspects. It is assumed that if the first language similar with target language, the second language learning becomes easier and if the first language dissimilar with target language, the second language learning becomes difficult. According to Lado (1957, p. 2), "CA assumes two hypotheses: linguistic aspect and psychological aspect." Former one assumes that language learning is a matter of habit formation alike other habits which are habituated in the child's mind by S-R-R chain. The latter one assumes that the language learning becomes earlier and harder depending upon the nature of those two languages. It is named as facilitation or positive transfer if one helps another and interference or negative transfer it one hinders another.

The importance of contrastive analysis is in ascending order. Our societies are going to the multilingual as time passing. With it, it has been the most important to be a multilingual to survive in the modern era. But, the bitter truth is that it is not easy task. The CA has been proved as a blessed gift in this condition. Second language learning in traditional way cannot be impressive that's why concerned languages should be compared and contrasted. Then, it

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will be easier to find out the areas of difficulties. In such areas teacher and learner themselves realize the difficulty level and pay the greater effort. Not only this, it also helps to curriculum designers, text book writers question setters and linguists too.

2.1.6 Adverb

Adverb is a type of word class which gives extra meaning on adjectives, verb, another adverb and clause. They are flexible in terms of their position in a sentence than any other parts of speech. They change their position without changing meaning and in many case their placement may therefore depend on stylistic assumption (Cowan, 2008, p. 248). For example

He started *surprisingly* a great deed. (Modifying an adj)

He danced *very* well. (Modifying an adv)

Alisha runs *fast* (Modifying a verb)

Rarely, I have met her. (Modifying a clause)

Cowan, (2008, p. 249), has classified adverbs in the following categories

Manner adverbs

Manner adverbs describe *how the action expressed by the verb* is carried out. Loudly, quietly, slowly and furiously are its examples.

Degree Adverbs

Degree adverbs describe *how much or the degree to which* the verbal action is carried out. These adverbs include rarely, completely, extremely, dreadfully etc.

Duration Adverbs

Duration adverbs answer the question *how long does the action go on*? Permanently, briefly, temporarily are of this type of adverbs.

Frequency Adverbs

Frequency adverbs like always, constantly, continually, never, sometimes etc. answer the question *how often does the action occur?*

Time Adverbs

Time adverbs like already, easier, later, now and then answer the question *when did the action occur?*

Instrumental adverbs

Instrumental adverbs answer the question *by what means was this done?* These adverbs include mechanically, hydraulically.

Place Adverbs

Place adverbs answer the question *where did the action occur*? These adverbs are not constructed only by adding - ly but, some root words are of this type. Locally, abroad, inside, here are its examples.

Additive and Restrictive Adverbs

Additive adverbs show that *something additional was done* or *something was added* to something else. They include also, as well, even and too.

Exclusively, just, merely, purely and solely are referred to restrictive focus adverbs so that they restrict the meaning.

Act Related Adverbs

Act related adverbs provide background or motive for the action expressed by the verb. They include deliberately, expressly, knowingly, voluntarily and willfully.

Stance Adverbs

Stance adverbs constitute a special category of act related adverbs. They express the speaker or writer's attitude or Judgment about the content of a clause. Foolishly, regretfully fall under this type.

Connective Adverbs

Adverbs that link sentences to other sentences such as additionally, alternatively, moreover, therefore etc. are often referred as connective or linking adverbs or discourse connectors.

Quirk and Greenbaum, (1973, P.138) have classified adverbs into following three categories:

Simple Adverbs

This class of adverbs state the position and direction for e.g. hear, near, there.

Compound Adverbs

The combination of two words falls under this class. Nowhere, everywhere, somehow, furthermore etc. are the example of compound adverbs.

Derivational Adverbs

In most of the cases, these adverbs have the derivational suffix - ly. Adding this suffix to the adjectives, new adverbs are created. Clear examples are given below:

Adjectives	suffixes	Adverbs
True	-ly	truly
Finance	-ly	financially
Rude	-ly	rudely
Slow	-ly	slowly

2.2 Review of the Empirical Literature

Past thesis, dissertation and findings of the research program, related to the topic are viewed for the purpose of getting background knowledge and to support the research work. Through the findings and the pre- conceptual knowledge, a researcher can expand the horizon of knowledge on his present research. The review of related literature helps the researchers in generating essential and basic knowledge. Some reviews of the related studies are as follows:

Lamichhane (2006) carried out a research work on "Adverbial clauses in English and Nepal: A comparative study". The objectives of this research were to identify and analyze the structures of adverbial clauses in English and Nepali, and to find out the similarities and differences in the adverbial clause of these two languages. This research was survey research. Sixty students were selected as the sample through the use of non purposive random sampling procedure. Questionnaire and interview schedule were the main tools for collecting the data. He found that there were finite and non- finite adverbial clauses in both languages and two types of covert clauses are found in the English but five types of convert clauses can be found in the Nepali.

Sah (2008) conducted out a research on "Proficiency in the Use of Adverbs by Grade Eight Students in Parsa District". His objective was to find out the proficiency of grade 8 students in the use of adverbs. This survey research was based on the responses of 120 students of six different schools (three institutions and three communities) selected purposively as a primary data. Test items were used as a tool for the data collection. His finding stated that the institution schools were far better than the community schools. The boys of both schools were better than the girls. Similarly, the boys of urban area were better than the boys of rural area.

Khadka (2010) has drawn a research on "Adverbs in English and Doteli". The objectives of his research were to identify adverbs used in Doteli and to point

out similarities and differences in adverbs of English and Doteli. He conducted survey research among 80 native speakers using questionnaire as the data collection tool. His research concluded that more true adverbs were in Doteli than English. Similarly, the majority of English adverbs had only suffix- ly whereas in Doteli, different suffixes like 'ari', 'hari', 'le', 'sanga','ruple', 'rupama', and 'purbak' were added to form adjective. The different adverbs in Doteli language were realized by the same adverbs in English.

Giri (2011) conducted a research on "A Study on the Placement of Adverbs". The objectives of his study were to find out the use of adverbs by grade 10 students and to list, compare problematic English adverbs in placement in structures. It was survey research carried among 75 students using test items as a primary tool for data collection. His research mainly concluded that common adverbs, adverbs with regular forms, degree of adverbs are correctly formed. Place adverbs used in mid position in the sentences were more problematic than initial and final position. Comparative marker-er and superlative marker – est or more and most were the most problematic in placing and using.

Limbu (2012) carried out a research on "A Study of Adverbs in English and Limbu". His objectives were to find out the adverbs in the Limbu language and to compare and contrast the adverbs in Limbu with adverbs of the English language. This research was survey in nature. He took 100 Limbu native speakers following the judgmental and snow ball sampling procedure. The questionnaires were the primary tools for data collection. He found out some similarities and differences of adverb systems between these two languages. His finding clearly showed that the classifications of adverbs i.e. twelve types were found in both languages and these can occur in all the three positions: initial, middle and final. Furthermore, both English and Limbu adverbs were formed by adding suffixes to adjectives. English derivational adverbs are mostly restricted to only adjectival class but, Limbu adverbs are mostly formed by free morphemes. The different adverbs in the Limbu language in terms of convergence are realized by the same adverbs in English.
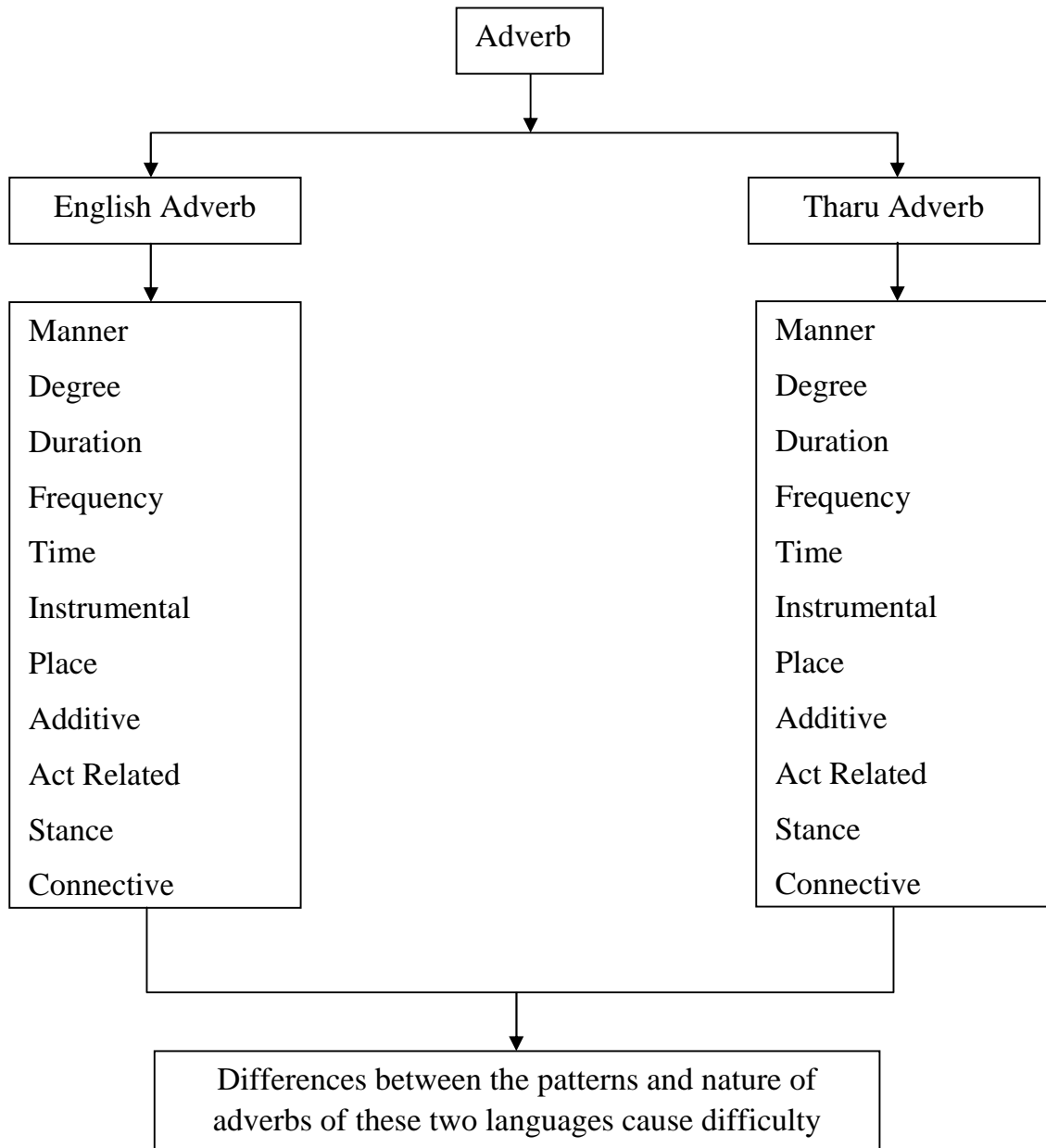
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Some researchers have been carried out on adverbs. However, they are not related to Tharu language. My study aims to compare the adverb system between Dangoriya Tharu and English. It needs extra effort because it is going to be carried out by non native speaker. All the researches carried out under the department have made the simple type of adverb as a basis of comparison but my research is based on three categories.

2.3 Implications of the Review for the Study

In the process of conducting this research, I reviewed different theses in the Department of English Education. Not only those theses but also books and other related materials were reviewed. I got lots of ideas from theses and other books like Cowan (2008) and Widdowson (1984). They provided knowledge on the theoretical aspects of textbooks and its types. The researcher had used survey research design to conduct this research. Therefore, I got ideas on the process of survey design after reviewing the book by Nunan (2010). In the same way, specially the study conducted by Shaha (2008) helped me to design questionnaire as the tool of data collection. The studies conducted by Khadka (2010) and Giri (2011) expanded my horizon of knowledge on the methodological aspects of my study. Moreover, the studies conducted by Limbu (2012) and Lamichhane (2006) provided knowledge on the theoretical aspect of my study.

2.4 Conceptual Framework

The study was based on the following conceptual framework:

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                          ┌──────────┐
                          │  Adverb  │
                          └────┬─────┘
              ┌────────────────┴────────────────┐
              ▼                                  ▼
     ┌─────────────────┐              ┌─────────────────┐
     │ English Adverb  │              │  Tharu Adverb   │
     └────────┬────────┘              └────────┬────────┘
              ▼                                 ▼
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English Adverb	Tharu Adverb
Manner	Manner
Degree	Degree
Duration	Duration
Frequency	Frequency
Time	Time
Instrumental	Instrumental
Place	Place
Additive	Additive
Act Related	Act Related
Stance	Stance
Connective	Connective

Differences between the patterns and nature of adverbs of these two languages cause difficulty

CHAPTER THREE
METHODS AND PROCEDURES OF THE STUDY

This chapter presents the procedure of the study, which involves the design of the study, population, sample and sampling strategies, study area/field, data collection tools, data collection procedure and data analysis and interpretation procedure. I adopted the following methodologies for this research work.

3.1 Design and Method of the Study

Survey research was used to complete this study. Survey research is a large scale research which aims to obtain a snapshot about the items, events and conditions at a single point of time. In another words, in this research, data are collected from a large area once only needed for the research. To be generalizable in broader area is an extra characteristic for validating the research. Usually, this is used for broader issues. Kerlinger (1978) writes:

> Survey research is a kind of research which studies large and small population or universe by selecting and studying sample chosen from the population to discover the relative incidence, distribution and inter-relationship of social and psychological variables. (72)

Aforementioned definition emphasizes on the broader aspect of sampling and generalization of the fact. According to Cohen and Manion (1985, p. 142), "survey research entails the collection of data on a number of units and usually at a single time, with a view to collecting systematically a body of quantifiable data in respect of a number of variables which are when examined to discern pattern of association".

The purpose of this research is to find out peoples' attitudes, opinions and the specified behavior on issue, phenomenon or situation. Then, the obtained finding is purposed to be generalizable in the related fields. With the nature of

covering broader areas, its procedure of carrying out research task is distinct and valuable. Nunan, (1992, p.141) suggests following eight steps of survey research:

Step 1:   Define objectives – what do we want to find out?

Step2:   Identity target population – who do we want to know about?

Step3:   Literature review – what have others said /discovered about the issue?

Step4:   Determine sample – How many subjects should we survey and how will we identify these?

Step5:   Indentify survey instruments – How will the data be collected: questionnaire /interview?

Step6:   Design survey procedure – How will the data collection actually be carried out?

Step7:   Indentify analytical procedure – How will the data be assembled and analyzed?

Step 8:   Determine reporting Procedure – How will results be written up and presented?

Thus, the aforementioned steps seem to be perfect in itself and make the survey research full-fledged and versatile.

3.2 Population, Sample and Sampling Strategy

The population of the study consisted of the Dangoriya Tharu. The sample included 60 native speakers of Dangoriya Tharu. Native speakers were selected through the use of non-random purposive sampling procedure. The selected population were further selected on the basis of two categories; literate and educated. Those who were just having ability to write and read are termed as literate. Similarly, the people with academic qualification above the primary level assumed to be educated.

3.3   Study Area/Field

The area of study was concerned with Dang district and field of it was related with the comparison of adverb in English and Dangoriya Tharu language.

3.4 Data Collection Tools & Techniques

The researcher prepared interview and questionnaire as the research tools in order to elicit the data. The interview was used for illiterate and questionnaire was distributed among literate and educated informants.

3.5 Data Collection Procedures

The researcher planned the schedule of data collection procedure. At first, the researcher visited the study area and extended intimacy with his informants. Then, the researcher distributed first set of questionnaires to the educated and second set of questionnaires to the literate and requested them to complete them. Finally, the researcher collected the questionnaire and thanked the informants for their help and co- operation. Similarly, he also conducted an interview with the informants together necessary data.

3.6 Data Analysis and Interpretation Procedure

The collected data were analyzed and interpreted descriptively with the help of simple statistical tools like mean and percentage.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF THE RESULTS

This chapter deals with the analysis and interpretation of data. The data collected from the respondents using two sorts of questionnaires have been analyzed and interpreted descriptively. One was of sentence level and the next was of word level considering level of the respondents. The secondary data was mainly based on Cowan (2008).

4.1 Identification and analysis of Adverbs in Dangoriya Tharu

Adverbs are of the major class words which are mobile in nature. Huddleston & Pullum (2002, p. 263) states that "The fact that adverbs can modify a wide range of expressions makes the category somewhat heterogeneous". In addition to it, Cowan (2008, p. 248) says- "Adverbs can modify adjectives, adverbs, verbs and clauses."For example-

- a) Angrily, he looked me.
  Ris ā k u mahin hy ā ral
- b) He surprisingly won the match.
  U _achamma lagtik khel_ jital
- c) Boys are walking quickly.
  Larka õ _jhatta jhatta_ ny ā ñ gata

4.1.1 Classification of Adverbs

Different grammarians have categorized adverbs into different categories on the basis of word structure, use and meaning. Here, I have compared Dangoriya Tharu adverbs on the basis of Cowan's (2008, p. 249) classification adding other two interrogative and relative adverb.

Manner Adverbs

Manner adverbs describe how the action expressed by the verb is carried out. The following manner adverbs are equivalent with Tharu adverbs.

English	Tharu
Tightly	Aicharkha
Erratically	Pherka
Comfortably	Lirausise
Methodically	P$\bar{a}$lik paly$\tilde{a}$
Secretly	Chuppe-Chuppe
Quickly	H$\bar{a}$li-H$\bar{a}$li/Jhatta-Jhatta
Quietly	Laramse
Hesitatingly	Hitchkitch$\bar{a}$ke

Manner adverbs normally occur in the word initial position. Except root words, these adverbs are formed adding suffixes like -ka, -kha, -se to the verb and adjective in Dangoriya Tharu.

For Example-
   a) Boys are walking quickly. (English)

   Larka *jhatta- jhatta*ny$\bar{a}$ngata (Dangoriya Tharu)
   b) Ram stepped out quickly. (English)
   Ram *ekko chal naikaika* nikargail. (Dangoriya Tharu)

Degree Adverbs

Degree adverbs describe the degree to which the verbal action is carried out. For example

English	Tharu
Awfully	Naimajase
Barely	Kuchhu nai

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Slightly	Dān- Dān
Infinitely	Thaha naipak
Really	Fur Se
Greatly	Barā Majā Se
Extremely	Yekdam dhiur
Completely	Sakku aurse
Somewhat	Kuchh Kuchh
Enormously	Barkā Vari se

The degree adverbs are formed adding suffixes like –ka, -kha,-and –se to adjectives and adverbs. To indicate negative meaning, the prefix nai- is added.

For example-

a) This has been completely fine. (English)

E *jā ttiyase* chokhā rahal. (Dangoriya Tharu)

b) It's raining extremely. (English)

Karrakh pāni parti bā. (Dangoriya Tharu)

Duration Adverbs

Duration adverbs answer the question how long does the action go on? Following are the duration adverbs in Tharu and English:

English	**Tharu**
Temporarily	Ekka gharik lāg
Permanently	Bar berik lag
Briefly	Dān-Dān
Momentarily	Ekka ghachik lāg

It is clear from the analysis of aforementioned examples that most duration adverbs of language are represented by phrasal adverbs in DangoriyaTharu language.

For Example-

    a) Tharus are dwelling permanently in the Terai region. (English)

       Tharu h$\bar{u}$nkran *saddavarik l$\bar{a}$g* solar\ burhan\ bhaura chhetram basti aaitirahath. (Dangoriya Tharu)

    b) Sitali is momentarily passing the advanced life. (English)

       Sitali *d$\bar{a}$n d$\bar{a}$n* sukw$\bar{a}$r juni jiti bati. (Dangoriya Tharu)

Frequency Adverbs

Frequency adverbs answer the question how often does the action occur. For example:

English	**Tharu**
Frequently	Saddak L$\bar{a}$g
Continually	Lagdh$\bar{a}$r
Usually	Dhiurse
Occasionally	Kabhu- Kabhu
Regularly	Lagdh$\bar{a}$r
Often	Kabhu - Kabhu
Never	Kabhu nai
Always	Sadda var

In the English language, most frequency adverbs possess suffix -ly, but Dangoriya Tharu adverbs do not have such regularity.

    a) I have never been to Dang. (English)

       Mai *kabhuph$\tilde{e}$* Dang nai gail huit$\tilde{u}$. (Dangoriya Tharu)

    b) The school bus always comes in time. (English)

       Skulik bus *sadda by$\bar{a}$lam*aith$\bar{a}$. (Dangoriya Tharu)

Time Adverbs

Time adverbs answer the question when did the action occur. For example:

English	**Tharu**
Earlier	Pailhah $\bar{e}$
Later	Dhilka
Subsequently	Ritpugak
Year before the last	Parar
The day after tomorrow	Par $\bar{a}$ u
Then	Tab/W $\bar{a}$ karp $\bar{a}$ chha
Now	$\bar{A}$ bba

The time adverbs in English have free morphemes which cannot be formed adding -ly and time adverbs of DangoriyaTharu possess free morphemes. For example:

a) It has been snack time now. (English)

$\bar{A}$ bba minhi khain $\bar{a}$ by $\bar{a}$ l $\bar{a}$ horahal. (Dangoriya Tharu)

b) Then,she is belonging to me. (English)

W $\bar{a}$ karp $\bar{a}$ chha u mah $\tilde{i}$ se lagha huiti b $\bar{a}$ (Dangoriya Tharu)

Instrumental Adverbs

Instrumental adverbs answer the question by what means was this done.

English	**Tharu**
Hydraulically	Jaljalawar
Mechanically	Tantarse
Electronically	Biddhyutiya hisabse/ Tarikase
Mathematically	Ganitiya tarikase/ Hisabse
Statistically	Thankiye rupse

In most of the cases, these adverbs occur with –se, in the final position in Dangoriya Tharu. The suffix –se makes clear how it is done by what means. For example-

a) It has been mathematically proved. (English)

E *ganitya hisabse* parmā̄nit horahal. (Dangoriya Tharu)

b) This problem is solved electronically. (English)

E samasyā̄ *biddhyutiya tarikase* suljha jai. (Dangoriya Tharu)

Place Adverbs

Place adverbs answer the question where did the action occur. For example:

English	**Tharu**
Abroad	Sewā̄nak pā̄r
Inside	Vittar or
These	Hĩ kra
Here	Ehā̄
Beside	Pā̄njar
Outside	Bahar or

Place adverbs of English have free morphemes but it is not in Dangoriya Tharu adverbs. For example:

a) He is waiting her outside. (English)

U hũkin *bā̄hā̄r or* asyā̄ lagti bā̄ (Dangoriya Tharu)

b) Here, intelligent is behaved like insane. (English)

Ehã̄ bidwā̄nhana *baurā̄has* byabahā̄r kaijaithā̄ (Dangoriya Tharu)

Additive Adverbs

Additive adverbs show that something additional was added to something else.

English	Tharu
Also	Ph $\tilde{e}$
Even	Tab ph $\tilde{e}$
As well	Wo ph $\tilde{e}$
Too	Ph $\tilde{e}$

In Dangoriya Tharu, 'phe' is sufficient to add additional value but distinct words are used in English. For example:

a) I have met her many times even she is not positive towards me. (English)

Ma $\tilde{i}$ h $\tilde{u}$ nkan bahutcho bh $\tilde{e}$ tnu *tabfe* u mah $\tilde{i}$ kabhu maja naimanli (Dangoriya Tharu)

b) The thief took my cell phone too. (English)

Chorw $\bar{a}$ mw $\bar{a}$ r cell phone *ph $\tilde{e}$* chorlehal (Dangoriya Tharu)

Restricted Adverbs

Restrictive adverbs referred to as restrictive or restrictive focus adverbs because they restrict the meaning of an action or proposition. For example:

English	Tharu
Merely	Kuchhu fe n $\bar{a}$ h $\tilde{i}$
Just	$\bar{A}$ bba h $\tilde{e}$
Inclusively	Mil $\bar{a}$ ka
Only	Kel
Merely	Chhuchha
Hardly	Barobatti

Most restrictive adverbs of English language have the similar suffix -ly but in Dangoriya Tharu language, mostly free morphemes are used. For example-

a) There are only stones on the road. (English)

Dagarima pathr $\bar{a}$ kel ba. (Dangoriya Tharu)

b) I just arrived. (English)

Mai $\bar{a}$ bba a ainu. (Dangoriya Tharu)

Act-Related Adverbs

Act-related adverbs provide background or motive for the action expressed by the verb. For example:

English	Tharu
Expressly	Kaika
Knowingly	Janti-Janti
Deliberately	Apan man se
Voluntarily	Bin $\bar{a}$ majurik\ Apan man se
Willingly	Apan majurik
Unbelievably	Nai Patyaina mer se
Roughly	Raddi merke

Usually suffix -se is added to refer the way of action in Dangoriya Tharu language where as in English adverbs, the suffix -ly is added. For example:

a) She willingly accepted the inter-caste marriage. (English)

U $\bar{a}$ *pan man se* aur j $\bar{a}$ tam bhw $\bar{a}$ j karamanli. (Dangoriya Tharu)

b) Nepali team won the match unbelievably. (English)

Nepali bag $\bar{a}$ l nai*patayain $\bar{a}$ mer se* khel jital. (Dangoriya Tharu)

Stance Adverbs

Stance adverbs constitute a special category of act related adverbs. They express the speaker's or writers' attitude or judgment about the content of a clause. For example:

English	Tharu
Foolishly	Veshlarkha
Really	Fur Se
Typically	Khās kaika
Probably	Sakyā
Regrettably	Pachhtinā mer Se
Rudely	Nai majjā se

Most English stance adverbs has suffix -ly but DangoriyaThauru adverbs do not have such regularity. For example-

    a) He regrettably accepted his fault. (English)

       U *Pachhtainā mer se* aapan galti swikaral. (Dangoriya Tharu)

Connective Adverbs

Adverbs that link sentences to other sentences such as additionally, alternatively, moreover and therefore are often referred to as connective or linking adverbs or disclosure connectors. For example:

English	Tharu
Moreover	Jhan dhiur/ Ā ku dhiur
Furthermore	Jhandhiur/ Ā kuDhiur
Additionally	Dhiur
Alternatively	Sathā Ma
So forth	bastabme

Many of the Dangoriya Tharu adverbs are represented by dher, dhiur and prefix -jhan is added to show more connectivity. For example:

    a) V.D.C. is additionally taking home rent tax from the people. (English)

       Ga.bi.sa. janatanse *dhiur* ghar bahāl kar lehatā. (Dangoriya Tharu)

Interrogative Adverbs

These adverbs are to ask the questions. Asking time, place, manner, and doer, these get the more and specific information. For example-

English	**Tharu**
When	Kab\ Katr$\bar{a}$ by$\bar{a}$l$\bar{a}$
Why	Kaje\ K$\bar{a}$kar
Who	Ke
How	Kasik
What	K$\bar{a}$
Where	Kahor \Kah$\tilde{a}$

English interrogative adverbs appear in the initial position but DangoriyaTharu adverbs appear just after the subject. For example-

a) When do you get up? (English)

T$\tilde{u}$ *kab* utththho? (Dangoriya Tharu)

b) Why was he late? (English)

U *k$\bar{a}$kar* dhil huil? (Dangoriya Tharu)

Relative Adverbs

Relative adverbs relate two sentences logically. Two different sentences with distinct values are adjoined in the same reference. For example:

English	**Tharu**
When	Jatra by$\bar{a}$l$\bar{a}$
Why	Kan$\bar{a}$ Karan
Who	Je
What	Jy$\bar{a}$
Where	Jah$\tilde{a}$

The same interrogative words are used as relative adverbs with different structures in English but, it is not the case in the Dangoriya Tharu. For example:

    a) Do that what I say. (English)

      Mai *jyā* kath*ũ* uha karo. (Dangoriya Tharu)

    b) Where I go, you also go there. (English)

      Mai *jahā* jaith*ũ* t*ũ* phe *ũ* h*ā* jaitho. (Dangoriya Tharu)

4.1.2 Formation of Adverbs

Here, the researcher has presented the process of the formation of adverbs in Dangoriya Tharu and English language.

- Except root words, adverbs are formed adding the derivational suffix –ly to adjectives, adverbs etc. in English. For example:

    Tight + ly= Tightly
    Loud + ly= Loudly
    Through +ly = Thoroughly
    Frequent + ly = Frequently
    Brief + ly = Briefly

However, Dangoriya Tharu adverbs are formed adding following derivational suffixes. For example:

    Dhil +Ka/Kha = Dhilka/Dhilkha
    Ghinlagti + Kha = Ghin lagktikha
    Bol + ka/Kha= Bolka/Bolkha
    Man + Se = Manse

    D*ā*n-D*ā*n + Che = D*ā*nche\ D*ā*nche

- Dangoriya Tharu adverbs are formed repeating the same adverbs, too. However, this process is not found in English. For example:

Kabhu + Kabhu = Kabhu-Kabhu

Jhatta+ Jhatta = Jhatta-Jhatta

Hāli + Hāli = Hāli-Hāli

Janti + Janti = Janti-Janti

- These adverbs are also formed adding adverb to adverb, adjective to adjective and suffix to adjective and noun, too. However, English adverbs are formed by adding suffixes to adjective. For example:

Vittar + Pãjar = Vittar Pãjar	(Adverb + Adverb)
Bāhār + Or = Bāhār Or	(Adverb + Adverb)
Jhan + Dhiur = Jhan Dhiur	(Adjective + Adjective)
Āku + Dhiur = Āku Dhiur	(Adjective + Adjective)
Dān-Dān + Che= Dānche-Dānche	(Adjective + Suffix)
Dher + As = Dher As	(Adjective +Suffix)
Man + Sewānak + pār =Sewānak Pār	(Noun + Suffix)
Rit + Se =RitSe	(Noun + Suffix)

- Some root words are formed directly from root words, the root words and their equivalent terms are as follows:

English	**Tharu**
Ago	Pailha
Today	Āja
Here	Ehã
There	Uhã
Moreover	Dhiur
Only	Kel
Really	Jāttik
Continually	Lagdhār

4.2 Summary of Findings

This study was basically focused on contrasting adverbs system between English and Dangoriya Tharu Language with pedagogical implications while teaching English to the Tharu speakers. The analysis of the data suggests the following finding regarding the adverb systems in Dangoriya Tharu and English language.
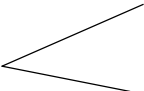
(a)   Both English and Dangoriya Tharu have adverb system and they are formed derivatively and non- derivatively. Mostly English adverbs are formed from adjectival class whereas adverbs in Dangoriya Tharu are formed by adding suffixes to adjective and noun. For example:
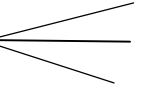
Quiet	Quietly	Ekko Ch$\bar{a}$l Nai Kaika
Bare	Barely	Kuchhu nahi
Foolish	Foolishly	Veshlarkha
Brief	Briefly	Chhuti rupama
Fast	Fast	H$\bar{a}$li

(b)   It was found that Dangoriya Tharu adverbs were less in number than English adverbs. The convergence quality of Tharu adverbs proves it. For example:
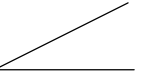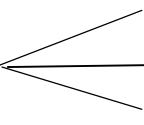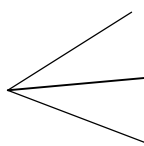
Convergence

Kabhu-Kabhu
- Sometimes
- Occasionally

Kabhu Nah$\tilde{i}$
- Seldom
- Never

Darlaktik
- Fearfully
- Terrifyingly
- Awfully

34
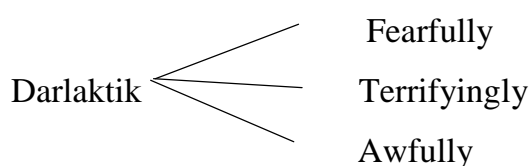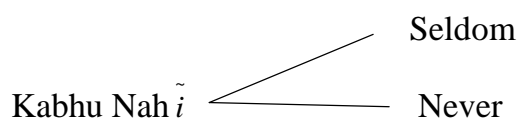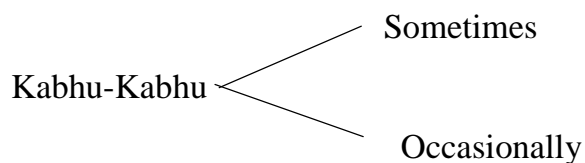
Para ũ — The day before yesterday
       — The day after tomorrow

Ph ẽ — Also
      — Again
      — Even
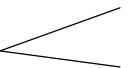
Tara — Below
     — Down

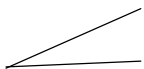Ā khirama — Eventually
          — At Last
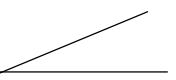
Ghani- Ghani — Repeatedly
             — Rigorously
             — Frequently

Ā pan man se — Deliberately
             — Voluntarily (Bina Majurik)
             — Willingly

Divergence

Once — Yekphy ā r ā
     — Yek Cho

Earlier — Jhattah ẽ
        — H ā li

Always — S ā riksa
       — SaddaVar

(c) In Dangoriya Tharu, language phrases were used as an adverb which were not found in English adverb system. For example:

Frequently   Sadda bharik L$\bar{a}$g

Subsequently   Rit Pug$\bar{a}$k

Deliberately $\bar{A}$ pan Man Se

Awfully   Naimaj$\bar{a}$se

(d) It was also found that English adverbs occurred in the sentence initial, middle and final position, but Tharu adverbs only occurred sentence initially and middle position. For example:
a) Usually, I get up at 7 am in the morning. (English)

Dhiur jasin ma$\tilde{i}$ sakkar$\tilde{h}$e sat baje uthth$\tilde{u}$ (Dangoriya Tharu)
b) Ram deliberately jumped into the river. (English)
Ram Janti-janti ladyama kudkal (Dangoriya Tharu)
c) We run fast. (English)

Hamra karracho da$\tilde{u}$thi (Dangoriya Tharu)

(e) The analysis of the data reveals that the repetition of the same word could form adverbs in Dangoriya Tharu language. For example: Hali-Hali, Kabhu-kabhu.

(f) It was found that Dangoriya Tharu had different suffixes to form adverbs.

CHAPTER FIVE
CONCLUSION AND RECOMMENDATIONS

This chapter is concerned with some conclusions and recommendations which have been obtained from the analysis and interpretation.

5.1 Conclusions

The knowledge of grammar is essential to develop well constructed piece of writing. Adverbs are the part of grammar teaching. The improper use and placement of adverbs could result in difference in meaning. Therefore, it seems to be imperative to carry out research on these areas to provide clear knowledge and technique to teach adverbs to the learners. The similarity and difference in the use and formation of adverbs in Dangoriya Tharu language and English language pave concrete path to make the learners learn parts of speech with an ease.

To complete study, I went through five different chapters. In first chapter, I have presented the background of the study that includes objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms. In second chapter, I have discussed the review of the related literature which consists of the theoretical part of research. On the basis of the review of related literature, I have developed conceptual framework to conduct this study. The methods and procedures of the study have been described in third chapter. The design of this study was survey and data were collected by using both primary and secondary sources. Sixty respondents of Manpur and Tanrigaun VDC from Dang district were taken for the primary data through purposive non-random sampling procedure to carry out the study. I exploited questionnaire and interview schedule as the main tools for collecting data. In fourth chapter, I have analyzed and interpreted data descriptively. And in last chapter, I have

presented the conclusion of the study and recommendation or the basis of findings of the study.

After the collection, analysis and interpretation of data and the discussion made on the summary of the findings, I found that except root adverbs the most English adverbs are found adding suffix -ly to the word of the adjectival class, but, there is no consistency in the formation of Dangoriya Tharu adverbs. The process of word formation is different in both languages.

On the basis of the conclusion of this study, it can be said that the teachers teaching grammar to the students of Dangoriya Tharu students should apply the knowledge of differences in the formation of word in this two languages so that the teaching learning could go effectively.

5.2 Recommendations

On the basis of analysis and interpretation of the collected data, followings are the recommendations of this research:

5.2.1 Policy Related

The recommendations of the research related to policy are as follows:

i.   The curriculum and syllabus designer should incorporate this topic from very elementary level.

ii.   There should be focus on the development of book and grammar of Dangoriya Tharu language.

iii.   It seems essential to assign native teachers to teach English to Tharu students.

5.2.2 Practice Related

The recommendations of the research related to practice are as follows:

i.   Most of the English adverbs are formed by adding –ly to the adjectives. The Tharu speakers can easily learn English adverbs following this regularity. Thus, the teacher should initially focus on those areas that bear congruency.

ii.   Most of the English adverbs are formed from adjectival class whereas this is not the case in Dangoriya Tharu language. Therefore, the teacher should be aware while teaching adverbs to the Tharu speaking learners.

iii.   Adverbs of Tharu language only occur sentence initial and middle position but, in English, it occurs in the initial, middle and final position so, the teacher should make clear in the class regarding the restriction of the occurrence of adverbs.

iv.   The convergence quality i.e. one English words represented by many Tharu words makes easier in learning English language for Tharu speakers. Thus, it seems essential for teachers to teach these items initially before presenting dissimilar rules.

5.2.3 Further Research Level

This study helps to provide knowledge to conduct the research on the topics like the problems faced by Dangoriya Tharu learners in learning adverbs and strategies adopted by the teachers to teach adverbs at secondary level. Moreover, it helps to conduct research in other similar fields:

1. Use of adverbs in grammar teaching
2. Error analysis of adverbs
3. Ethnographic research of Tharu Tribe

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APPENDIX I

This questionnaire has been prepared in order to complete and provide authenticity to the research entitled "**A Comparative Study on Adverbs in Dangoriya Tharu and English**". This research is being carried out under the supervision of **Mr. Raj Narayan Yadav,** Reader, the Central Department of Education, English, T.U. Kirtipur, Kathmandu. The researcher hopes that the invaluable co- operation of the informants will be great contribution to the researcher. Thank you.

Researcher

Keshav Guragain