

## CHAPTER – ONE

### INTRODUCTION

#### 1.1 Background of the Study

So far as the topic of this study is related, it is the comparative study of pluralization system of English nouns and nouns in Angika language. The research is fully focused on the process of pluralization system of nouns in Angika language, the language which is spoken by the majority of people in Terai region of Nepal especially Madheshi community and in Northern and Eastern part of India as well.

The researcher went through field visit and data were collected from the sorted population. The collected data have been analyzed and interpreted on the basis of their transformation singular nouns into plural one and then the pluralization of nouns system of both languages i.e. English and Angika has been compared to find out the similarities and differences between them. Definitions of nouns and its classification in Angika language and English language and the analysis the pluralization system in both languages are the major study area of this research.

Several researches have been made on the pluralization of nouns in English and other languages but not yet in Angika language which has great role for the researcher to develop this research. Some problems and techniques to pluralize nouns in English language and other languages have been found out in previous researches. But in this study, the researcher has found out the similarities and differences in pluralization system in both English and Angika language to fulfill the research gap. Thus, this study may be helpful to language learners and linguists. The findings and recommendations of this study may be beneficial to real classroom teaching. Moreover, the findings of the research

will also be valuable to the syllabus designers, textbook writers and subject experts as they can gain a lot of information from the study.

## **1.2 Statement of Problem**

No research yet has been conducted on the pluralization in Angika and English languages. Therefore, the proposed study is a new area of the research field. Research on pluralization of nouns in Angika language was really problematic and challenging job. Since they were abstract in nature there was no one-to-one correlation between English language and Angika language too. The other problems were:

- i) To translate nouns in Angika language from English language.
- ii) To find out differences between Angika nouns and English nouns.
- iii) To compare and contrast the pluralization system of nouns in Angika language and English language.
- iv) To analyze the pluralization system of nouns in Angika language and English language.

The main concern of this study is to fulfill the research gap between the researches that have been conducted on the pluralization of nouns in English and other languages and Angika language. It will be helpful to language learners and linguists and also beneficial to the syllabus designers, textbook writers and subject experts as well of the related field.

## **1.3 Objectives of the Study**

The main objectives of the present study were as follows:

- i) To identify the process of pluralization in the Angika language.
- ii) To find out the similarities and differences between the process of pluralization in the Angika and English.

- iii) To compare and contrast the process of pluralization of nouns in English and Angika language.
- iv) To suggest some pedagogical implications.

#### **1.4 Research Questions**

While carrying out this research, the researcher had the following questions in his mind:

- i) What are the similarities and differences between English nouns and nouns in Angika language?
- ii) What are the similarities and differences in pluralization system of nouns in both languages?

#### **1.5 Significance of the Study**

This study will be valuable to the Department itself. Similarly, it will be significant to the people who take interest in conducting research on the Angika language. That is, it will serve as an input and reinforcement for the researcher on the Angika language. It will be equally important for those who prepare Angika textbook in Nepal. It will also be beneficial for Angika native speakers who are involved in teaching and learning English as a foreign language at schools. It will also be important to all the writers, teachers, curriculum and syllabus designers, linguists, language planners and those directly or indirectly involved in this field. The present study will also be useful to solve some pedagogical problems. So, it will have got pragmatic value too.

#### **1.6 Delimitation of the Study**

The delimitations of study were as follows:

- i. Sample population were 60 from native speakers of Angika language of Morang district, Sunsari district and Saptari district consisting equal

proportion of illiterate, literate and educated with equal participation of males and females.

- ii. The total sample population was confined to three groups viz. illiterate(not able to read and write), literate (under SLC) and educated(SLC passed).
- iii. The respondents were only of 16-60 age groups.
- iv. The study was focused on the process of pluralization in Angika language in comparison to English language.
- v. The study was limited to the pluralization system of nouns in Angika language only.
- vi. The main tool for the collection of data was interview.

### **1.7 Operational Definition of the Key Terms**

**Angika language** : Angika language is an Indo-Aryan language spoken primarily in eastern Bihar, Jharkhand, West Bengal and the Terai region of Nepal. Angika is written in the Devanagari script; although the Anga Lipi and Kaithi scripts were used historically.

**Noun** : Noun is a “term used in the grammatical classification of words traditionally defined as the name of a person, place or thing. Here the nouns in this study refer to the Noun of English and Angika Language.

**Pluralization** : Pluralization is the process of transferring the singular form of noun/ pronoun, verb, into the plural one. Here pluralization means the transformation of Singular nouns into plural nouns in English and Angika language.

**Singular number** : Noun that denotes one in number is called a singular in Angika and English language.

**Plural number** : Noun that denotes two or more than two in number is called plural number in English and Angika language.

## **CHAPTER– TWO**

### **REVIEW OF RELATED LITERATURE AND CONCEPTUALFRAMEWORK OF THIS STUDY**

#### **2.1 Review of Theoretical Literature**

In order to complete this research work different materials like books, theses, journals and other publications related this study have been reviewed. Some of them are presented below:

Language is common to all and only human beings. It is the most unique gift the sets them apart from the rest of living beings. It is the most advanced and powerful means of communication. It is means by which we can perform several things. They are communication, thinking, group solidarity, interlinguistic conflict, nation building, control, creation and so on. Sapir (1978, P.8) defines, "Language is purely human and non- instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols."Language, the most powerful convenient and permanent means and form for the expression of human feelings, thoughts, ideas, emotions and unique feature of mankind.

Brown (1994, p. 4) states that Language is, " A system of arbitrary vocal symbols which permits all people in a given culture to other people who have learnt the system of that culture to communicate or interact." Language is an instrument of thinking as well as a source of delight. It is the use of language that makes a life better of sweet. Without language man would have reminded only a dumb animal. In this way, Oxford Advanced Learner's Dictionary (5<sup>th</sup> edition) defined language as "The system of sounds and words used by humans to their thought and feelings is called Language." We cannot think of any social, academic and activities going on without language.

It is perhaps the most significant asset of human life. In this regard Crystal (2003, p.53) says " Language is the concrete act of speaking, writing or singing in a given situation the notion of parole or performance... a particular variety or a level of speech/writing may also be referred as language." In the present age of globalization, the knowledge known, found, gained discovered and verified needs to be accessible in every corner of the world. So it is essential to get mastery over a language of international communication to survive in the society by every individual.

### **2.1.1 English Language and its Significance in Nepal**

English is the means of international communication and it is also world's major language. It is one of the languages recognized by the UNO. The international domains of politics, business, safety, communication, entertainment, media and education are dominant much by English. Most of the significant deeds in any discipline of the world are found in English. English is being taught and learnt as a foreign language in many countries including Nepal. The development of English language in Nepal is closely connected with rise of Prime Minister Jung Bahadur Rana. After visiting England, he established Durbar High School in 1853 A.D. in order to give English education to the children of Rana's families only. It was the first school to teach English in Nepal. After the establishment of democracy in 1951 A.D. number of schools and colleges were established throughout the kingdom which served a lot to spread English in Nepal.

The importance of English language in the present context of Nepal can be viewed in different angles which are as follows:

We require establishing diplomatic relation with many other foreign countries in the world and to exchange idea with foreign experts and tourist in the areas of language, science and technology, culture, religion and trade etc. English

language can be used academically as it is said to be a language of the world body knowledge and a reference language. Apart from it, we need English for the higher study either in Nepal or in a foreign country. It is used for social purpose.

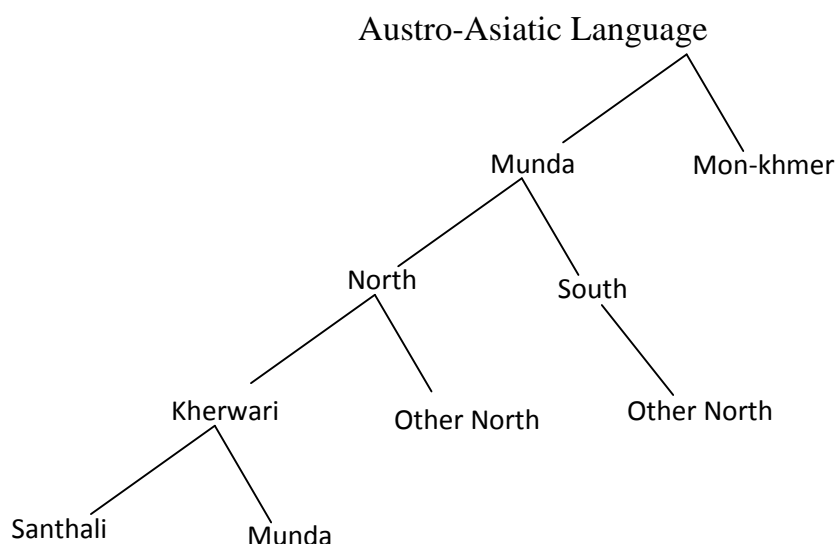
Having realized the importance of the English language, Government of Nepal has included English in school and higher education curricula as a compulsory subject. Especially, the National Education System Plan (NESP, 1971) has brought revolutionary change by planning curricula and text-books with the provision of compulsory English of 100 marks for each grade four to bachelor's level including optional English at secondary levels as well as higher education. English is a passport through which one can visit the whole world and one who knows English can enjoy the advantages of world's citizen. We need to make link between outer world and exchange ideas thereby of strengthening the national unity by healthy and cordial and social relations among the various religions, castes tribes, communities and linguistic promoting groups, and by helping in the promotion of their languages, literatures, scripts, arts and cultures. Similarly, the census reports of 2011 record 60 different ethnic communicates and more than 123 languages are spoken in the country. All the languages identified in Nepal are classified under the following four major groups or language families.

#### **a) Austro-Asiatic Family**

The Austro language comprises Santhali of the northern Munda group and Kharia of the Southern Munda group. It is to be noted that Satar has been reported in the entire census but Santhali has been wrongly reported as a separated language except in the 1952/54 census. The 2001 census lumps both Satar and Santhali together into a single language called Santhali. In that, it is just a variant name of the same language. All the Austric language is spoken by

group of tribal people from the eastern Terai. According to Yadava (2003, p.7) the following diagram is presented below:

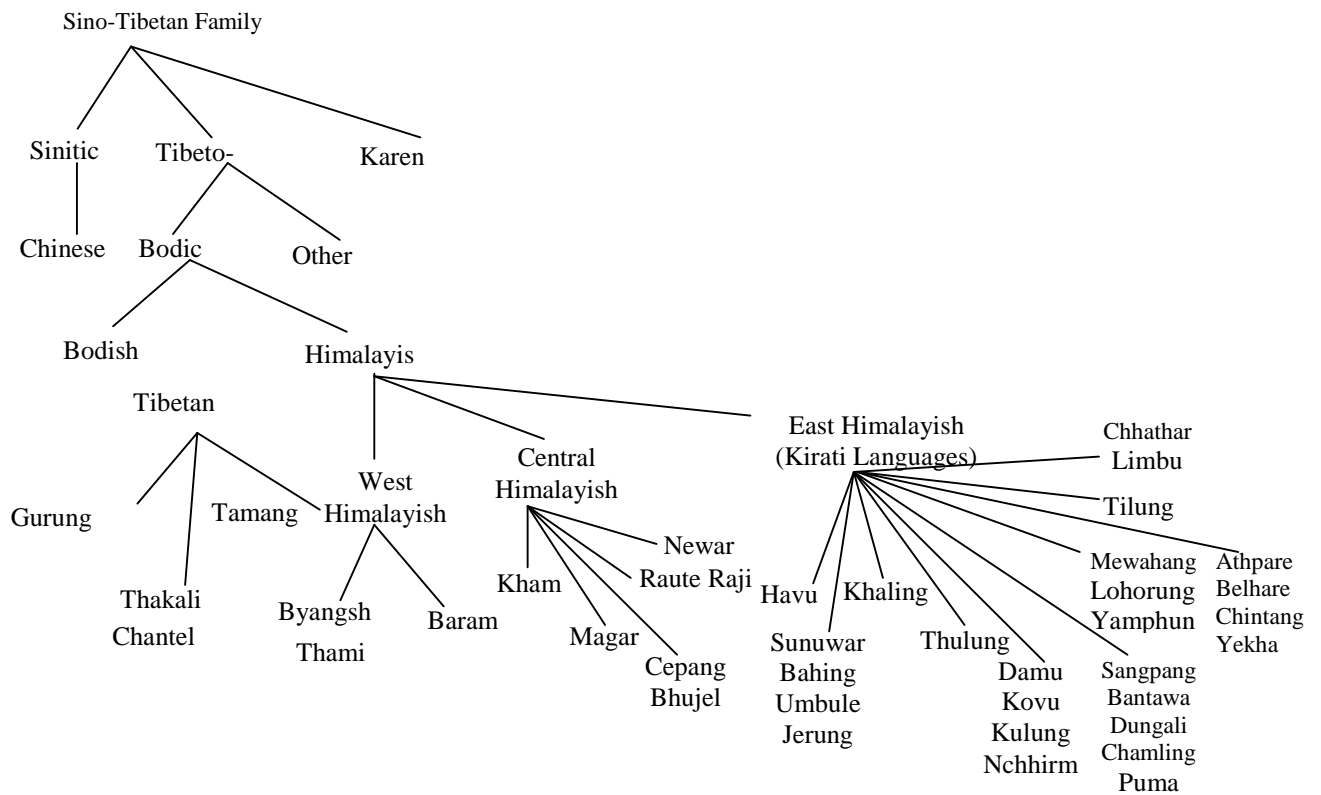
**Diagram No. 1**



### **b) Sino-Tibetan Family**

Another important group of languages spoken in Nepal is the Tibetan-Burman group of Sino-Tibetan family. Through it is spoken by relatively lesser number of people than the Indo-European family, it consists of the largest number of languages, viz. about 57 languages. Contrary to speakers of Indo-Aryan language, there has been a steady decline in speakers of Sino-Tibetan language from 1952/54 to the 1981 census. According to Yadava (2003, p.8) the following diagram is presented below:

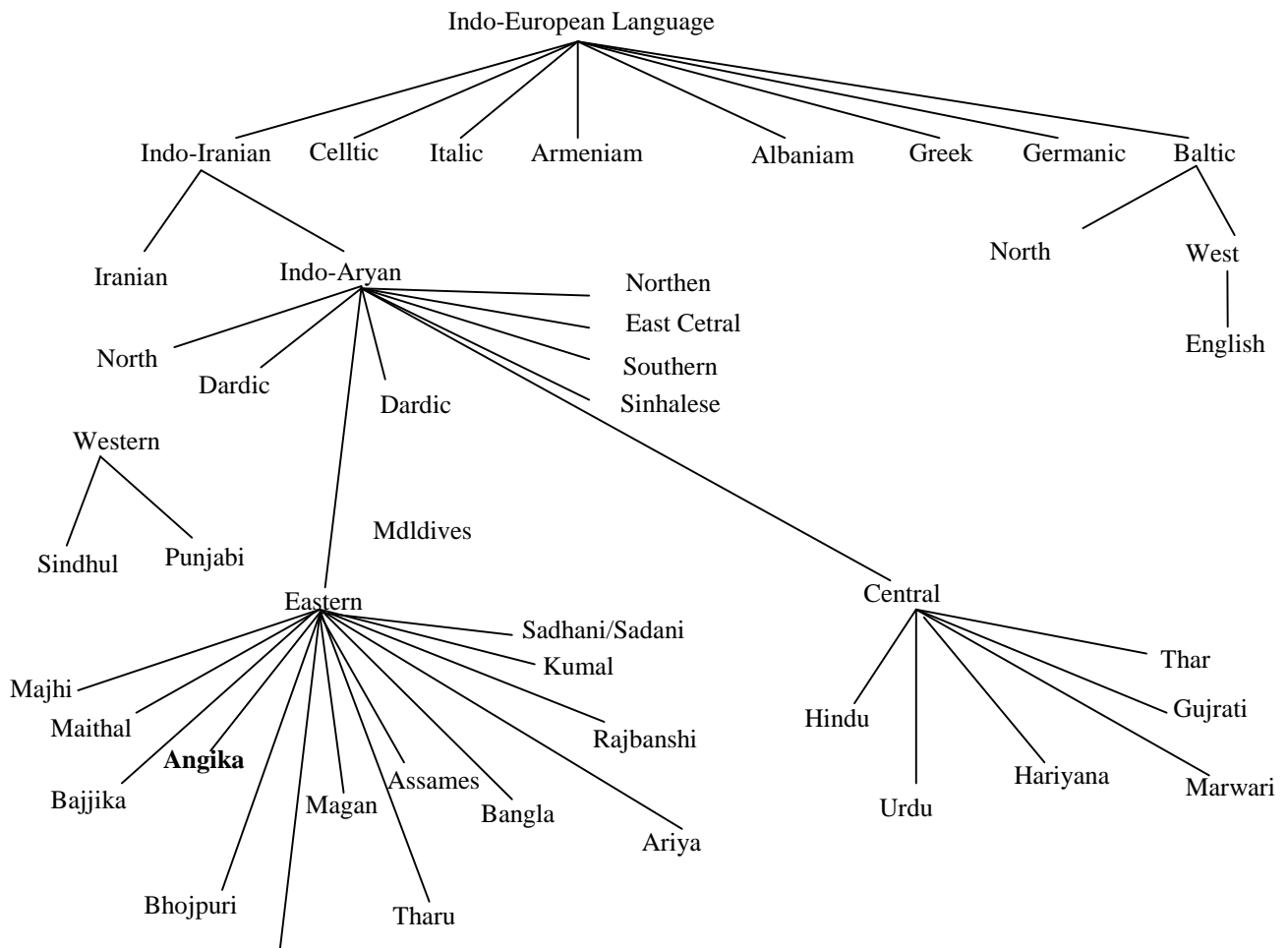
Diagram No. 2



### c) Indo-Aryan Family

Indo-European family of languages mainly consists of Indo-Aryan group of language in Nepal which is from the largest group of language in terms of the numbers of speaker, viz. nearly 80 percent which is shown on diagram no. 1. According to Yadava (2003, p.9) the following diagram is presented below:

**Diagram No. 3**



The following table shows the composition of population of the major languages spoken in Nepal. According to the census of 2011 of Nepal, the major Indo-Aryan language of Nepal is shown in the table below:

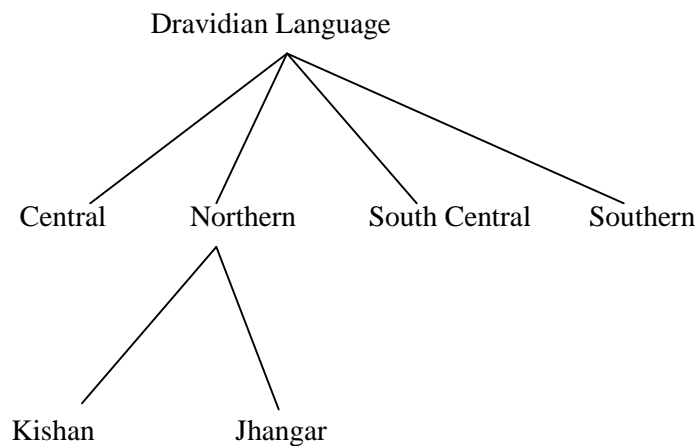
**Table 1**  
**Major Indo-Aryan language of Nepal**

S.N.	Languages	Population Percentage
1	Nepali	44.6
2	Maithili	11.7
3	Bhojpuri	6.0
4	Tharu	5.8
5	Tamang	5.1
6	Newari	3.2
7	Bajjika	3.0
8	Magar	3.0
9	Doteli	3.0
10	Urdu	2.6
11	Other	12.0
	Total	100

#### d) Dravidian Family

Dravidian language family includes two languages spoken in Nepal. One of them is called Jhangar in the region east of Koshi River and Dhanger in the region west of it. It constitutes the northernmost part of Dravidian family of languages. It is said to be regional variant of Kurux spoken in Jharkhand state of India though shows divergence in its vocabulary and grammar (Yadava, 2003, p.11). Another Dravidian language is Kishan with 489 speakers settled in Jhapa district. According to Yadava (2003, p.11) the following diagram is presented below:

**Diagram No. 4**



Among the four language families mentioned above, Dravidian language family includes a large number of languages spoken in Nepal. Thus, we can say that Nepal is one of the playgrounds of Dravidian family.

Some of the Indo-Aryan languages spoken in Nepal are not yet sub-classified in the lack of their adequate description. These languages include Tharu, Bote, Darai, Kuma, Churati and Danuwar.

### 2.1.2 An Introduction to Angika Language

Angika is considered as one of the oldest languages of the world. According to Pundit Rahul Sankritiyanan the evidences of oldest form of written Hindi Literatures are available in the Sarah's Angika poetries of 800 A.D. The poet of Hindi literature Sarah was also the poet of the Angika language and literature Sarah belongs to the 8<sup>th</sup> century, and is the first poet whose poetry is available in written form. Pundit Rahul Sankritiyanan has given the name to the language of Anga region. Angika which was previously known as Angi, Surjapuri, Angikar, chhai-chhow, Bhagalpuri, Chekari, Gayle-gayli, Thethi.(Source: Dialects of Hindustani, General Books Lic, 2010, ISBN 9781155346373)

Angika is an Indo-Aryan language spoken mainly by the people in the Anga region of India. Angika is spoken in 21 districts of Northern and Eastern parts of Bihar, parts of Jharkhd and Maldah and Uttar Dinajpur districts of West Bengal States of India.(The Indo-Aryan Languages- Colin P. Masica- Google Books). Angika is spoken by more than 30 million of the Indian population (As per 2001 census and as per the statement given in Indian parliament by Shri Subodh Roy, member of Parliament of Indian which is available in PARLIAMENTARY PROCEEDINGS), and around 50 million worldwide. Besides India, Angika is also spoken by majority of people in Terain region of Nepal. Mostly, it is spoken more by people in Jhapa, Morang, Sunsari, Saptari and Sirah districts. According to national population and housing census 2011 of Nepal, people speaking Angika language are as 9,285 only. Among them, 31 people live in urban area and 9,254 only are in rural area. The population distribution of this language is nil in mountain, 2 in hill and rest of total are in Terai region. Population distributions on the basis of development region 9,284 people are in Eastern region, only one in central and none in the rest of development regions. As far my research says, Angika language is spoken mostly from Jhapa district to Siraha district and all over Nepal where Madhesi

people live. The fact is that they speak Angika language but they say that they speak the language is, Maithili. As the result the number of people speaking this language is recorded less in number.

### **History**

Angika was classified by George A. Grierson as "Chheka-Chheki". It has affinity to the Eastern Indo-Aryan languages such as Bengali, Oriya and Assamese. It had been traditionally classified as a Bihari language which includes Angika, Bhojpuri, Magahi, Maithili and Vajjika though it has ancient history of being an independent language named as Angi. The Anga script is mentioned in an ancient Sanskrit language Buddhist book the "Lalitvistar" which names Anga Lipi relatively early in the list of 64 scripts to the Anga region or Anga Mahajanapada and was among those known to Buddha. The script was mentioned as the fourth most important script of Ancient India in one version Arthur Coke Burnell thought that some of the 64 scripts mentioned in "Lalitvistar" were mythical but he considered some including Dravid Anga and Banga to be real though not appearing as distinct alphabets until the 9<sup>th</sup> or 10<sup>th</sup> century CE (Burnell) regarded this passage as a late interpolation). The name Angika first appeared in the 1961 census of India. (Source: Angika at Ethnologue, 18<sup>th</sup> edition 2015)

### **Status**

Angika is not listed in the 8<sup>th</sup> schedule of the constitution of India. The demand of its inclusion in the 8<sup>th</sup> schedule is pending with the Government. The 1928 linguistic survey of India conducted under the supervision of George A. Grierson mentioned Angika as "Chheka-Chekki boli" (Chekka-chekki dialect). (Source: Angika at Ethnologue, 18<sup>th</sup> edition 2015)

## **Writing System**

Angika is commonly written in Devnagari script although in ancient period Anga Lipi

and later of kaithi were used historically.(Source: Angika at Ethnologue, 18<sup>th</sup> edition 2015)

## **Alternate Names**

Various alternate names for the language are used Angi Surjapuri, Angika, Chheka-Chhiki, Chhai-Chhow, Bhaalpur, Chekari, Gayle-gayli, Thethi.  
(Source: Angika at Ethnologue, 18<sup>th</sup> edition 2015)

## **Demography/Current Use**

Angika is spoken by around five corer (fifty million) people in Bihar, Jharkhand and West Bengal states of India alone.(Source: Angika at Ethnologue, 18<sup>th</sup> edition 2015)

## **India**

**Bihar:** Araria District katihar District, Purnia District, Kishanganj District, Madhepura District, Saharsa District, Supoul District, Bhagalpur District, Banka District, Jamui District, Munger District,Lakshisarai District,Begusarai District, Sheikhpura District and Khagaria District.

**Jharkhand:** Sahebganj District, Godda District, Deoghar District, Pakur District, Dumka District, Gridih District and Jamtara District.

**West Bengal:** Malda District, Uttar Dinajpur District,

**Nepal:** Terai region basically, in Jhapa, Morang, Sunsari, Saptari and Siraha District.

**Elsewhere:** A large number of Angika speakers have migrated to the Persian Gulf the United Kingdom the United State, Canada and other countries. Also a substantial portion of the Angika speaking population has settled elsewhere in India, mainly in Mumbai, Delhi, Kolkota, Baroda, Surat, Chadigarh, Ludhiana, Jamshedpur and Bokaro. People of Anga region in Bihar and Jharkhand prefer to go to Kolkota for jobs/higher studies or other purposes because of socio-cultural affinity with West Bengal. (Source: Angika at Ethnologue, 18<sup>th</sup> edition 2015)

### **Angika Cinema**

The first Angika language film was released on 27<sup>th</sup> April 2007 in Laxmi Talkies, Khagaria Bihar. The name of this film is "Khagaria Wali Bhouji". The first ever completed feature film of Angika language however, is "Khissa Chando Bihula Bishari Ke ", which is still to be released. A new Angika film "Ang Putra" has been released in April 2010. Angika folk singer Sunil Chailaa Bihari plays lead in the film.(Source: Angika at Ethnologue, 18<sup>th</sup> edition 2015)

### **Angika Literature**

Suman Soorow, Naresh pandey, ' Chakore', permanand Pandey, Vidyabhushan Venu, Amredra Khushil manar, Vimal Vidrohi, Ram Sharma Anal, Gorelal Manishi, Abhayaknt Chodhary, Shri Umesh Jee, Kundan Amitabh, Chandrapakash Jagpriya are among prominent scholars of Angika language who have contributed lots in Angika Literature. Hundreds of standard literary books are available in Angika language. Angika is taught at Post Graduation level at Angika Vibhag at Tilkamanjhi Bhagalpur University at Bhagalpur. (Source: Angika at Ethnologue, 18<sup>th</sup> edition 2015)

### **Grammatical comparison with other languages**

Angika shows a regular for animate.

## **Comparison of common words with related languages and dialects**

Angika Hindi, Bhojpuri (Purvi), Maithili, Bhajjika. (Source: Angika at Ethnologue, 18<sup>th</sup> edition 2015)

### **2.1.3 Pluralization**

As the research will be concerned with the pluralization in English and Angika language, the general background of pluralization in English language is presented as follows:

A language may have different word formation processes. Among them, pluralization is the process of transferring the singular form of noun/pronoun, verb into the plural one. It is also called a linguistic process which occurs in almost all the changed words or sentences. Thus, it is a part of morphology. As stated previously, almost all the languages have pluralization but the process may differ from language to language. In English, bound morpheme is used in the process of pluralization. We cannot fulfill our linguistic objectives without using this part of grammar. Thus, it seems to be very important from the point of view of linguistic function. The process of pluralization in English and Angika language differs from one another. As a matter of fact, the study of pluralization falls under number viz. singular and plural. Singular number denotes only one person, object or thing and plural number denotes more than one person, object or things. Generally, singular nouns are made plural by adding '-s/es' suffixes at the end of the singular countable nouns in English. E.g. dog-dogs, cat-cats, bus-buses. Some nouns can be made plural by adding '-en' suffix e.g. ox-oxen, child-children. In some cases, singular nouns are turned into plural by mutation (the change of internal vowels) e.g. man-men, foot-feet. Pluralization takes place not only in noun but also in pronoun and verb. Pronouns have plural form but they are fixed in English e.g. I-we, me-us.

Pluralization takes place on word, phrase and sentence level. Here, it can be shown based on different levels as follows:

**(a) Word Level**

Lexical level pluralization can be made by adding '-s/sh' suffixes, '-en' suffix, by changing vowel sounds in noun and by removing '-s/sh' suffix from the singular verbs. Pronouns have definite plural form:

<b>Singular</b>	<b>Plural</b>
girl	girls
bench	benches
ox	oxen
foot	feet
man	men
child	children

**(b) Phrase Level**

Phrase level pluralization can be made by changing both the determiner and noun as shown below:

<b>Singular</b>	<b>Plural</b>
a copy	copies
a mat	several mats
a glass	glasses
my pen	our pens

his/her shirt                      their shirts

### (c) Sentence Level

The pluralization noun/pronoun must show agreement with verb: singular noun/pronoun takes singular form of verb and plural noun/pronoun takes plural one:

Singular        :        A bird is sitting on the branch of a tree.

Plural            :        Birds are sitting on the branch of trees.

Singular        :        A cow is in the field.

Plural            :        Cows are in the field.

Singular        :        He discloses his heart.

Plural            :        They disclose their hearts.

Singular        :        She is a student.

Plural            :        They are students.

Singular        :        Sita has a car.

Plural            :        They have cars.

Singular        :        He is running because he has joined the army.

Plural            :        They are running because they have joined the army.

As stated above, pluralization of the main verb in English is just opposite to the pluralization of noun because verb admits '-s/es' whereas noun takes '-s/es' while making plural respectively. Pluralization of some auxiliary verbs is exactly the same with pronouns as both auxiliary verb and pronouns have definite plural form. Pluralization of the English verbs fall into two categories:

**i) Main verb or lexical verb is pluralization by removing '-s/es' suffix from the singular form.**

Eg.

<b>Singular</b>	<b>Plural</b>
She goes home.	They go home.
The girl likes chocolate.	The girls like chocolates.
He puts on cloth.	They put on clothes.
The man holds the bag.	The men hold the bags.

**ii) Some auxiliary verbs have definite plural form and some auxiliary verbs do not have.**

Eg.

<b>Singular</b>	<b>Plural</b>
She is looking for a job.	They are looking for jobs.
I am composing a song.	We are composing songs.
She has eaten all her food.	They have eaten all their food.

#### **2.1.4 Contrastive Analysis**

Contrastive Analysis (CA) is a scientific study of similarities and differences between two or more than two languages. It systematically compares and analyses two or more languages viz. mother tongue or  $L_1$  and target or foreign language ( $L_2$ ) in order to find out their similarities and differences between them and then predicts the areas of ease and difficulty in learning. It is a branch of applied linguistics. According to James (1980, p.3) "Contrastive analysis is a

linguistic enterprise aimed at producing (i.e. contrastive, not comparative) two valued typologies (a CA is always concerned with pair of languages) and founded on the assumption that languages can be compared". Similarly, Gass and Selinker (2009,p.6) views that "Contrastive analysis is the way of comparing languages in order to determine potential errors for the ultimate purpose of isolating what does needs to be learned and what does not need to be learned in the second language learning situation". Thus, it is the comparative study between two or more languages to find out ease or difficult in learning languages. The comparison may be between two different languages (English and Angika) which is called inter-lingual comparison and between two different dialects of the same languages which is called intra-lingual comparison. Similarly, the comparison between two to more languages on phonological, morphological, syntactic and other levels enable us to identify the similarities and differences between L<sub>1</sub> and L<sub>2</sub> and those similarities and difference help us in predicting the possible errors and difficult areas and explaining the cause of some errors.

CA was first introduced in the late 1940s and 50s; reached in its height in the 60s and its popularity declined in the 70s. C.C. Fries and Robert Lado first advocated CA approach in language teaching. Fries (1945,p.9) published a book entitled "Teaching and learning English as a foreign language" in which he quote that "the most effective materials are those that are based upon a scientific description of the languages to be learned, carefully compared with a parallel description of the native languages of the learner". Fries highlighted the use of materials based on comparison. However, Crystal (1996, p.107) views:

CA is a general approach to the investigation of languages (Contrastive Linguistics) particularly as carried on in certain area of applied linguistics, such as foreign-language teaching and translation. In a

contrastive analysis of two languages, the points of structural differences are identified; these are then studied as areas of potential difficulty (interference or negative transfer) in foreign language learning.

Crystal focused that structural differences between two languages create problems in teaching foreign language.

Richard and Schmidt (1999) hold CA as "the comparison of the linguistic system of two languages for example the sound system or grammatical system". It can be inferred from this that languages are comparable and CA is the comparison of two linguistic systems which can be done at the level of morphology, phonology and syntax of grammar. Thus, the ultimate purpose of contrastive analysis is to find out areas where the target language learner commits errors. Therefore, CA is very important.

#### **2.1.4.1 Assumption of Contrastive Analysis**

Contrastive Analysis is based on structuralism in language teaching. The major assumptions put forward by different scholars are stated as follows:

Lado (1957, p.2) puts the following assumption of CA:

- i) Individuals tend to transfer the forms and meanings and distribution of forms and meaning of their native language and culture to the both foreign language and culture productivity when attempting to speak the language and respectively when attempting to grasp and understand the language.
- ii) In the comparison between native and foreign language lies the key to ease or difficulty in foreign language learning.
- iii) The teacher who has made a 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.

Wilkins (1978) states "Wherever the structure of the foreign language differs from that of the mother tongue, we can expect both difficulty in learning and error in performance". A foreign language is essentially learning to overcome the difficulties where the structures of the two languages are the same no difficulty is anticipated and teaching is not necessary. Simple exposure to the language will be enough (as cited in Basnet, 2002, p.216). In the same way, Gass and Selinkaer (2009, p.96) put the following assumption of CA:

- i) CA is based on a theory of language that claims that the language is habit and that language learning involves the establishment of a new set of habits.
- ii) The major source of error in the production of reception of a second language is the native language.
- iii) One can account for errors by considering differences between the  $L_1$  and  $L_2$ .
- iv) The greater the differences, the more errors will occur.
- v) What one has to do in learning a second language is learned the difference. Similarities can be safely ignored as no new learning is involved. In other words, what is dissimilar between two languages is what must be learned.
- vi) Difficulty and ease in learning is determined respectively by differences and similarities between the two languages in contrast.

#### **2.1.4.2 Transfer Theory**

Contrastive Analysis is based on the behaviorist theory. According to this theory learning a language is a matter of habit formation. Habit is formed through repetition and practice. It is a mechanistic process. Before, learning a new habit ( $L_2$ ) learners have already mastered an old habit ( $L_1$ ). In such a case, they transfer the  $L_1$  system in learning an  $L_2$ . While learning an  $L_2$  some

features of it are easier to learn and some are difficult because of their transfer of the old habit/knowledge. If the old habit ( $L_1$ ) is different from the new ( $L_2$ ) there is a negative transfer which hinders in learning a new habit. Thus, ease and difficulty in learning  $L_2$  depends on whether it is similar or different to  $L_1$ . If it is similar to  $L_1$ , it will be easy to learn and as a result it may lead less chances of committing errors. If it is different to  $L_1$  there will be difficult to learn it and such as a result it may lead more chances of committing errors. Thus, the greater the similarities, the greater the ease and the greater the ease, the less the chances of errors; conversely, greater the differences, the greater the difficulty and the greater the difficulty, the greater the chances of errors but sometimes similarity may cause the difficulty and dissimilarity may cause ease in learning the target language (TL). This paradoxical remark is made by Osgood (1949 Vol. V, p.56.) called similarity paradox. The following points are made in favor of similarity paradox.

- i) Difficulty is clearly a psychological matter whereas difference is a linguistic one.
- ii) Because a particular feature of the target language is different from that of the mother tongue it does not necessarily follow that it is difficult to learn.
- iii) Relative similarity rather than difference is directly related to the levels of difficulty.

To sum up, transfer theory shows that the past learning affects present learning if the learnt/acquired language facilities in learning second language. That is called positive transfer. If it hinders in learning a second or foreign language, it is known as negative transfer. If the past learning neither facilitates nor hinders, then it is called neutral transfer.

### 2.1.4.3 Significance of Contrastive Analysis

Contrastive Analysis has great contribution to L<sub>2</sub> teaching. It provides sound conceptual insight about the language a teacher teaches. It also helps the teacher to diagnose the level of difficulty and cause of the errors that the learner commits. Regarding the role of CA. Sthapit (1978 b) in his articles on 'Education Quarterly' writes:

When we start learning an L<sub>2</sub> our mind is no longer a clear state. Our knowledge of L<sub>1</sub> has, as it were, sufferer our linguistically flexible mind. The linguistic habit of L<sub>1</sub> deeply rooted in our mental and verbal activities, do not allow us to learn freely the new linguistic habits to L<sub>2</sub>. That is to say that the interference of the habit of L<sub>1</sub> a key factor that accounts for the difficulties in learning an L<sub>2</sub>. In other words L<sub>1</sub> interference stands as a main obstacle on our way to L<sub>2</sub> learning. Learning an L<sub>2</sub> is therefore essentially learning to overcome this obstacle. So, many attempts to teach an L<sub>2</sub> should be proceeded by an explanation of the nature of possible influence of L<sub>1</sub> behavior an L<sub>2</sub> behavior. This is precisely what CA does.

Thus, CA is important in teaching L<sub>2</sub>. It has mainly two functions as regards with its significance. They are explained below:

- a. **CA as a predictive device**
- b. **CA as an explanatory device**

#### a. **CA as a predictive device**

CA predicts the likely errors to be committed by a particular group of learners in learning a particular language. This is also regarded as the primary function of CA. In this regard, CA is a very helpful in identifying the areas of difficulty in learning and errors in performance, determining the areas which learners

have to learn with greater emphasis and designing, teaching and learning materials for those particular areas that need more attention.

#### **b. CA as an Explanatory Tool**

CA explains the sources of errors in one's performance. This is called secondary function of CA. So a language teacher should have the knowledge of CA to treat the learners psychologically and academically. It is also significant to testing because it should be a true measure of the students command of the language he has been taught. Syllabus designers and textbook writers will get a great deal of benefits from the findings and conclusions of CA.

#### **2.1.5 Grammar**

The term 'grammar' has been derived from a Greek word *grammatika*: which means the art of writing. According to Thurnbury (1999, p.11) "Grammar is partly the study of what forms (structures) are possible in a language". It is a description of the rules that govern how a language's sentences are formed. Similarly, Celce-Mucia and Larsen-Freeman (1999, p.2) holds grammar as "a way the accounts for both the structure of the target language and its communicative use". Similarly, Robins (1989, p.78) holds grammar as "the description and analysis of stretches of utterances or stretches of writing and with the classification of their recurrent elements by virtue of the functional place they occupy and the relation they contract with one another". Richard and Schimidt (1991, p.61) agreed with Robins and mentioned similar views regarding the grammar. They stated grammar as "A description of the structures of a language and the ways in which linguistic units such as words and phrases are combined to produce sentences in the languages. It usually takes into account of the meaning of functions. These sentences have in the

overall system of language. It may not include the description of sounds of a language.

According to Lado (1957, p.144), "a grammatical pattern is more than single utterance since it is the form which countless utterances can be produced". He gives emphasis on formal aspect of grammar and ignores the functional aspect.

From the above mentioned definitions, we can conclude that grammar describes and analyses the structures of utterance or writing, classifying its elements into different categories. It also finds ways in which linguistic units such as words and phrases are combined to form correct sentences. It studies both of the ways words are chained together in a particular order and what kinds of words can be slotted into what unit in the chain. It is a general principle for speaking and writing a language. It also helps us to manipulate a language in speech and writing.

The main aim of grammar is to help the learners in constructing structures which accurately express the intended meaning they want to create. Thus, it is the means to improve accuracy in the use of language. As grammar consists of an apparently finite set of rules, it can help to reduce the apparent enormity of the language learning task for both teachers and students.

Thus, it is equally necessary to both the native and non native speakers of the language. It offers the learners the means for potentially limitless linguistic creativity. It also serves as a corrective device against the kind of ambiguity. Moreover, it plays the role of organizer or advance organizer for later acquisition of the language. In addition, it makes the language learning more efficient and systematic.

Widdowson (1988, p. 154 as cited in Celce-Murcia and Larsen-Freeman 1999, p. 2) State, "Even a communicative approach involves a recognition of its

(grammar's) central mediating role in the use and learning of language". This view also extends the importance of grammar. Thus, grammar is very vital to all.

### **2.1.5.1 Transformational Theory**

Transformation Generative Grammar (GT) is first propounded by the American linguistics, Noam Chomsky. It is the model of native speaker's competence which contains the finite set of rules that can generate infinite number of grammatical sentences in the language and transfer them into others. By transformation, Chomsky means the rules transfer from deep structure into surface one, Funk and Wagnall (1960, p. 254) transformed transformation "the act of transforming or the state of being transformed, a change in form, nature or character".

Similarly, Robins (1964, p. 242) views, "Essentially transformation is a method of standing how the structures of many sentences in languages can be generated or explained formally as the result of specific transformation".

Grammar deals with four levels of language viz. phonology, grammar, semantics and pragmatics. Morphology is the study of morphemes. It is the science of words. To pluralize a singular noun into plural, the bound morpheme is used. Thus, pluralization is the part of Morphology.

According to Crystal (2003, p. 320), noun is a "term used in the grammatical classification of words traditionally defined as the name of person, place or thing..... Nouns are specific items which display certain types of inflection, have a specific distribution and perform a specific syntactic function". It also includes the name of rivers, Island, countries, desert and mountains. Anything that can be seen or felt is called a noun.

According to Arts and Arts (1986, p. 22) nouns can be identifiable on the basis of derivational suffixes. Similarly, most nouns are morphologically characterized by their ability to take typical inflexional suffixes.

**Typical derivational suffixes of nouns are:**

-age	:	anchorage, coverage, postage
-ance	:	acceptance, appearance, utterance
-ation	:	affirmation, information, transformation
-dom	:	boredom, freedom, kingdom
-ee	:	divorcee, employee, payee
-eer	:	engineer, mountaineer, profiteer
-ess	:	actress, governess, murderess
-ence	:	difference, existence, preference
-ette	:	cigarette, maisonette, usherette
-hood	:	childhood, knighthood, parenthood
-ism	:	idealism, modernism, organism
-ment	:	amendment, commandment, shipment
-ist	:	Marxist, royalist, specialist
-ness	:	bitterness, exactness, whiteness
-ship	:	friendship, kinship, scholarship

Arts and Arts (1986, p. 26) divided nouns into:

- i. **Common Nouns:** They are further subdivided into count nouns and mass nouns.
- ii. **Proper Noun:** Proper nouns do not occur in the plural and cannot be preceded by numerals and by quantifiers such as many, few, several, much and little. Nor can they be preceded by the definite and indefinite articles.

The sub classification of common noun into count nouns and mass noun is based on the fact that count nouns are positive with respect to five of the criteria used, whereas mass nouns are positive with respect to only two criteria: they collocate with the quantifier's 'much' and 'little' as well as with the definite article 'the'.

<b>Criteria</b>	<b>Examples:</b>
<b>plural</b>	count: chair-chairs, book-books mass: music-musics*, despair-despairs* proper: eric-erics*, france-frances*
<b>numerals</b>	count: two chairs, two books mass: *two musics, *two despairs proper: *two erics, *two frances
<b>many/few/several</b>	count: many chairs, many books mass: *many musics, *many despairs proper: *many erics, *many frances
<b>much/little</b>	count: *much chair, *much book mass: much music, much despair proper: *much eric, *much france

Proper nouns normally have unique reference that is they refer to one particular person, country, and town. This semantic property explains why they occur in the singular only and cannot be preceded by articles, numerals, and quantifiers.

According to Thomson and Martinet (1986, p. 26), nouns can be classified into four types:

**(i) Proper Noun**

A proper noun is the name of a particular person or thing i.e. a name used for individual person or place, river, mountain, month, day and season. e.g. Hari (person), Biratnagar (place), Koshi (river), Makalu (Mountain), March(months), Saturday(Day), Autumn (Season). It has unique reference and does not share such characteristics of common nouns. A proper noun is written with initial capital letters. A proper noun is taken as a common noun when it denotes a class of person or thing and is used in descriptive sense. e.g. Nepal is the Switzerland of Asia. He is the greatest linguist of the world.

**(ii) Common Noun**

A noun which is used to represent any person or thing, of the same kind and does not indicate particular person or thing is called common noun e.g. boy, cat, student, country. Common noun can further be sub-divided into two types: Count and non-Count. Count nouns are those which can be counted and take plural inflection e.g. student-students, book- books. Non-count nouns are those which cannot be counted and cannot take the plural inflection e.g. fire, water. All count common nouns are pluralized in English:

e.g.

<b>Singular</b>	<b>plural</b>
bus	buses
brush	brushes
day	days
man	men

child                      children

### (iii) Collective Noun

A collective noun denotes a group of person or things of the same kind as a whole e.g. class, crowd, fleet, committee, bunch, flock. Here, class is regarded as collective noun because it refers to a mass or group of students or all students in a group. All common nouns can be turned into plural in English. The term "bunch" stands for many different bunches or group of bunches. The collective nouns are pluralized when they are used as common nouns.

e.g.

<b>Singular</b>	<b>Plural</b>
team	teams
jury	juries
federation	federations
government	governments

### (iv) Abstract Noun

An abstract noun refers to any noun, which shows some quality, state, action apart from anything possessing the quality:

**Quality:** goodness, wisdom, bravery, intelligent

**State:** youth, death, poverty, pleasure

**Action:** love, movement, fear, joy, revenge, flight, choice.

The above mentioned nouns relate to object of sense, i.e. thing which can be seen, touched, heard, smelt, or tasted. In other words, these are perceived by the senses. But abstract noun is related to qualities, state which cannot be seen or touched and a thought of a part from any object of sense. Thus, it is the mental property e.g. we know that stone is hard. We can see or touch stone but cannot see or touch the hardness that is apart from stone or any objects having the same quality. Thus, abstract means 'drawn off' (abstract in thoughts) from the objects. Hence, hardness is an abstract noun.

### **2.1.5.1.1 Rules of Pluralization in English**

The rules of transferring singular noun into plural ones are extracted from secondary sources viz. from Quirk, Greenbaum, Leech and Svartvik (1985), Nesfield (1961), Wren and Martinet (1936) and Thomson and Martinet (1986).

#### **a) Rules of Pluralization in English**

The process of pluralization may differ from language to language. It means pluralization is language specific. In English, pluralization can be made by various ways. Based on Nesfield (1961), Wren and Martinet (1936), Thomson and Martinet (1986) and Quirk et al. (1985), pluralization rules can be stated as follows:

#### **i) Generally, most nouns are made their plural by adding a suffix '-s/-es' to the singular forms:**

e.g.

<b>Singular</b>	<b>Plural</b>
hand	hands
eye	eyes

day	days
house	houses

ii) Nouns ending in 'o', or 'ch', 'sh', 'ss' or 'x' form their plural by adding '-es'.

e.g.

<b>Singular</b>	<b>Plural</b>
tomato	tomatoes
glass	glasses
box	boxes
brush	brushes

But words of foreign origin or abbreviated words ending in 'o' form their plural by adding '-s' only.

e.g.

<b>Singular</b>	<b>Plural</b>
dynamo	dynamos
kilo	kilos
kimono	kimonos
piano	pianos

iii) Nouns ending in '-y' preceded by a consonant, form their plural by changing '-y' into '-i' adding '-es'.

e.g.

<b>Singular</b>	<b>Plural</b>
baby	babies
lady	ladies
city	cities
pony	ponies

**iv) Nouns ending in '-y' preceded by a vowel, form their plural by adding '-s' only.**

e.g.

<b>Singular</b>	<b>Plural</b>
boy	boys
guy	guys
donkey	donkeys
day	days

**v) Some nouns ending in '-o' have both plural forms i.e. '-e/-es'.**

e.g.

<b>Singular</b>	<b>Plural</b>
volcano	volcanoes/volcanos
manifesto	manifestoes/manifestos
grotto	grottoes/grottos

hallo                      halloes/hallos

vi) The nouns ending in '-f' or '-fe' are formed plural by changing '-f' or '-fe' into '-ves'.

e.g.

<b>Singular</b>	<b>Plural</b>
calf	calves
half	halves
knife	knives
leaf	leaves
loaf	loaves
sheaf	sheaves
shelf	shelves
thief	thieves
wife	wives
wolf	wolves
life	lives

The nouns 'hoof', 'scarf' and 'wharf' take either '-s' or '-ves' in the plural.

e.g.

<b>Singular</b>	<b>Plural</b>
hoof	hoofs/hooves

scarf                                      scarfs/scarves

Other nouns ending in '-f' or '-fe' are formed plural by simply adding '-s'.

e.g.

<b>Singular</b>	<b>Plural</b>
belief	beliefs
chief	chiefs
cliff	cliffs
gulf	gulfs

**vii) Some nouns are made plural by a change of the inside vowel.**

e.g.

<b>Singular</b>	<b>Plural</b>
foot	feet
goose	geese
man	men
woman	women
dormouse	dormice
louse	lice

**viii) There are some nouns which form the plural in '-en'.**

e.g.

<b>Singular</b>	<b>Plural</b>
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child	children
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ox	oxen
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**ix) Usually, compound nouns are made plural by adding '-s' to the principal word.**

e.g.

<b>Singular</b>	<b>Plural</b>
daughter-in-law	daughters-in-law
hanger-on	hangers-on
looked-on	lookers-on
mother-in-law	mothers-in-law
step-son	steps-son
step-daughter	step-daughters
governor-general	governors-general

**x) Some compound nouns are made plural by adding '-s' to the last element.**

e.g.

<b>Singular</b>	<b>Plural</b>
baby sister	baby sisters
close-up	close-ups
grown-up	grown-ups
forget-me-not	forget-me-nots

assistant-doctor      assistant-doctors

- xi) Appositional compound (e.g. a man servant-the servant who is made) whose first elements include man or woman is made plural in both the first and the last element.**

e.g.

<b>Singular</b>	<b>Plural</b>
man-servant	men-servants
woman-doctor	women-doctors
lord-justice	lord-justices
knight-templar	knight-templars

But the plural is made in the last element when the compound is not appositional.

e.g.

<b>Singular</b>	<b>Plural</b>
woman hater	women haters
man eater	men eaters

- xii) Nouns from Latin ending in '-us' form their plural in most cases by replacing '-us' by '-i'.**

e.g.

<b>Singular</b>	<b>Plural</b>
-----------------	---------------

alumnus	alumni
stimulus	stimuli
bacillus	bacilli
fungus	fungi

But 'corpus' has the plural form 'corpora'/'corpuses' and 'genus' has the plural 'genera'. Nouns ending in '-us' take only '-es' to form their plural.

e.g.

<b>Singular</b>	<b>Plural</b>
apparatus	apparatuses
bonus	bonuses
census	censuses
campus	campuses

Other nouns ending in '-us' such as calculus, sinus, virus, minus, prospectus, impetus, circus, chorus, also have the same pluralization process. Similarly, some nouns ending in '-us' have two plural forms.

e.g.

<b>Singular</b>	<b>Plural</b>
focus	foci/focuses
fungus	fungi/funguses

Other nouns that have both plurals are 'cactus', 'nucleus', 'radius', 'syllabus' and 'terminus'.

**xiii) Nouns from Latin ending in '-a' form their plural only with '-ae'.**

e.g.

<b>Singular</b>	<b>Plural</b>
formula	formulae
larva	larvae
alga	algae

Some nouns ending in '-a' form their plural only with '-s'.

e.g.

<b>Singular</b>	<b>Plural</b>
drama	dramas
era	eras
arena	arenas
diploma	diplomas

Some nouns ending in '-a' form their plural both with '-s' or '-ae'.

e.g.

<b>Singular</b>	<b>Plural</b>
antenna	antennas/antennae
nebula	nebulas/nebulae
formula	formulas/formulae
vertebra	vertebras/vertebrae

xiv) **Nouns from Latin ending in '-um' change only to '-a' in the plural form.**

e.g.

<b>Singular</b>	<b>Plural</b>
bacterium	bacteria
desideratum	desiderate
medium	media
memorandum	memoranda

Some nouns ending in '-um' form their plural only with '-s'.

e.g.

<b>Singular</b>	<b>Plural</b>
harmonium	harmoniums
museum	museums
album	albums
premium	premiums

Some nouns ending in '-um' have two plural forms.

e.g.

<b>Singular</b>	<b>Plural</b>
aquarium	aquariums/aquaria
curriculum	curriculumms/curricula

candelabrum          candelabrum/candelabra

**xv) Nouns from Latin ending in '-ex' or '-ix' have had plural by adding both '-ices' and '-es'.**

e.g.

<b>Singular</b>	<b>Plural</b>
index	indexes/indices
vortex	vortexes/vortices
matrix	matrixes/matrices
apex	apexes/apices
appendix	appendixes/appendices

**xvi) Nouns from Greek ending '-is' are turned into plural by changing '-is' to 'es'.**

e.g.

<b>Singular</b>	<b>Plural</b>
axis	axes
crisis	crises
analysis	analyses
basis	bases

Other nouns which are pluralization in the same processes are 'dialogue', 'elipsi', 'hypothesis', 'oasis', 'parenthesis', 'synopsis', and thesis. But 'metropoleis' has the plural 'metropolies'.

**xvii) Nouns from Greek ending in '-on' are turned into plural by changing '-on' into '-a'.**

e.g.

<b>Singular</b>	<b>Plural</b>
criterion	criteria
phenomenon	phenomena

But some nouns ending in '-on' take only '-s' to form the plural.

e.g.

<b>Singular</b>	<b>Plural</b>
demon	demons
proton	protons
neutron	neutrons
electron	electrons
ganglion	ganglions

But 'automation' has both plural 'automations' and 'automata'.

**xviii) Some nouns ending in '-eau' form their plural by adding '-s/x'.**

e.g.

<b>Singular</b>	<b>Plural</b>
bureau	bureau/bureaux

plateau                      plateaus/plateaux

**xix) There are some nouns which have the same form for the plural as for the singular.**

e.g.

deer, sheep, fish, yoke, and dozen.

**xx) There are some nouns, singular in form, which are used in a plural sense.**

e.g.

cattle, vermin, swine, people and gentry.

**xxi) Some nouns always remain plural and take plural verb.**

e.g.

clothes, police, pants, pyjamas, trousers, binoculars, pliers, scissors, spectacles, scales, shears, arms, outskirts, valuables, stairs, riches, premises and quarters.

**xxii) Some nouns, which are plural in form, are considered singular in meaning.**

e.g.

news, mumps, darts, bowls and dominoes.

## **2.2 Review of Empirical Literature**

In order to complete this research, different theses related to this study have been reviewed. Some of them are presented below:

The researcher went through many research works carried out on different languages in the Department of English Education, T.U. In the field of pluralization, a very few researches have been carried out. Therefore, an attempt has been made here to review the related literature particularly carried out on transformation and pluralization.

Patel (2005) has done a research on "Passivization in English and Bajjika". He conducted this research in order to identify the process of passivization in the Bajjika language and to compare them with those of English. He used both primary and secondary sources of data. The sample population consisted of 90 Bajjika native speakers who were selected using the stratified random sampling procedure to elicit the required data. Both the structured interview schedule for the selected literate and illiterate informants and questionnaire for the educated ones were developed as tools to collect the data. He found that the syntactic position of nouns or pronouns as subject and object and object remain unchanged or initial in Bajjika while changing active sentences into passive. But they are inversed in English. Similarly, if the active sentence has only one object (i.e. direct object), the Bajjika verb cross-reference, it is agreement with the subject in active sentence but with the object in passive according to person (1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup>) and honorific but not with the number and gender. Both transitive and intransitive verbs are made passive in Bajjika but transitive cannot be made passive in English. In the same way, the passive of interrogative sentence (i.e. Yes/No question and wh-question) remains the same like that of assertive sentences except the insertion of question marker 'ka' in front of Yes/No question.

Thakur (2005) made an attempt to carry out a research on "Relativization in English and Maithili: A Comparative Study" His main objectives were to analysis Maithili relativization system and to find out similarities and differences between English and Maithili relativization system. He utilized

both primary and secondary sources of data. He took 60 Maithili native speakers of three Campuses of Dhanusha District as his primary source of data. Different books such as Quirk et al. (1985) and Thomson and Martine (1996) were taken as secondary sources of data. In order to select the informants, he utilized the stratified sampling procedure. He also used the questionnaire tools to elicit the required data. After this study, he found that Maithili relativization differs from English in various forms. The use of pronominal and internally headed relative clause in Maithili is a significant difference from English.

Adhikari (2006) attempted to conduct a research on "Passivization in English and Tharu: A Comparative Study". His ultimate purpose of the study was to find out the process of passivization in Tharu and to compare and contrast with those of English. The sample population consisted of 60 Tharu native speakers from Dhadhawar and dendakala VDC in Bardiya district. He implemented quota sampling procedure to select the informants. To collect the required data, he used questionnaire and interview schedule. He concluded that the Tharu active sentence is made passive inflectionally with the help of passive auxiliary (ja) without inversion of subject and object. Passivization process in assertive sentences rather than interrogative and imperative ones have great number of rules.

Paudel (2007) carried out a research on "Negative and Interrogative Transformation in English and Bantawa Language." The main objectives of his study were to find out the similarities and differences between negative and interrogative transformation processes in Bantawa and English language. To accomplish this task, he selected the Khoku VDC of Dhankuta district. The total number of informants were 60 native speakers of Bantawa language, out of which 20 literate in English and Nepali, 20 literate only in Nepali and 20 illiterate. He selected the data through stratified sampling procedure. He utilized both primary and secondary data. Sixty native speakers of the Bantawa

language were the primary data and Thomson and Martine (1960), Quirk and Greenbaum (2000) were and questionnaire tool to elicit the required data. He found that the negative and interrogative transformation process in Bantawa and English are different as the negative affixes '-n', '-nin' and '-man' are added to the verbs in Bantawa to change into negative where in English 'auxiliary + not' should be placed after the subject. The question particle usually occurs after the subject and subject verb inversion is not required in Bantawa whereas in English the question particle always should be placed at in the beginning and subject verb inversion is compulsory for interrogative transformation except in case when the question element occurs as subject of the sentences.

Sah (2007) did a research on "Pluralization of Nouns in English and Bajjika: A Comparative Study". His main objectives were to identify the process of pluralization in the Bajjika language and to show the similarities and differences between the process of pluralization in the Bajjika and of English. In his study, he found that '-sa' suffix is added to make plural and singular Bajjika noun and sometimes both a determiner and a suffix are used to pluralize a noun in Bajjika. The plural suffix '-s/es' is written together in English whereas the plural suffix '-sa' is written separately in Bajjika while changing noun into plural. There comes a change in the verb when noun is turned into plural in English but there doesn't come any change when a noun or pronoun is turned into plural in Bajjika. He found a limited number of rules of pluralization of noun in Bajjika and in most of the cases; pluralization process is not same with English.

Chaudhary (2008) carried out research on "Pluralization in the Tharu and English languages". His main objectives were to identify the rules of pluralization in the Tharu language and to find out the similarities and differences between the Tharu and English pluralization system. To elicit the data, he used 30 native speakers of the Tharu language from 3 VDCs viz.

Banauli, Phulwadiy and Rampur Jamuwa of Saptari district as the primary sources and Quirk et.al (1985), Thomson and Martine (1986), Celce-Murcia andn Larsen-Freeman (1999) and Chaudhary (2054 B.S.) were the secondary sources of data. Stratified random sampling procedure was used while eliciting the data. Similarly, interview questionnaire tool was used to gather the data. He found that the suffix '-sab', '-sun' and '-aur' are used to turn singular noun into plural in Tharu whereas the suffixes '-s' or '-es' are used to change singular noun into plural in English. Similarly, verbs have the same form in singular and plural in Tharu whereas they have different forms in singular and plural in English.

Sharma (2008) did a research on "Pluralization in English and Limbu Language: A Comparative Study". His major objectives were to identify the processes of pluralization in the Limbu language and to compare and contrast the process of Limbu pluralization with that of Mangjbung VDC of Panchthar district who were selected through snowball sampling procedure. His major finding were that in the Limbu language '-si' and '-ha' suffixes are separately used for the dual and plural forms respectively but only the plural suffix '-s/es' are used in English. Similarly, 'yorik', 'netchhi/nepphu', sumsi are also used to pluralize in the Limbu language. In addition, in Limbu singular, dual and plural numbers are found whereas there is only singular and plural number in English.

Yadava (2008) studied on "Pluralization of Nouns in English and Maithili Language". The aims of his study were to identify the process of pluralization in the Maithili language and to show the similarities and differences between the processes of pluralization in the Maithili language with those in English. Both primary and secondary sources of data were utilized to elicit the data. Total Seventy two Maithili speakers of eight VDCs of Saptari district were taken as a sample population who were selected through the stratified random sampling? He concluded that the suffixes '-sab' and 'bahut' are used to make a

singular noun into plural. Sometimes, the suffix '-lokain' is only used with human nouns to make plural. He mentioned '-sab' and 'bahut; as the central suffixes to turn singular noun into plural but the suffixes '-s/es' are used for English to pluralize singular noun into English.

Thapa (2010) carried out a research on "Pronominal in Rajbanshi and English Language". Her main objectives of study were to identify pronominal system of Rajbanshi and to compare and contrast the pronominal system of Rajbanshi with that of English pronominal properties like inclusiveness and exclusiveness, number markers, gender markers and case markers and verb inflections as restricted by pronouns. Different age groups (15-60) native speakers of Rajbanshi of Charpane VDC of Jhapa were the primary sources and Celce Murica and Larsen Freeman (1999), Cowan (2008) were the secondary sources. The total population of the study was nine. Data was collected through observation, questionnaire and interview following random sampling procedure. She found that 'mui' and 'ha:ma' are the first person pronouns, 'tue' and 'tama' are second person pronouns. Likewise, ama and waha are the third person pronouns. English pronouns in subject position are unmarked, whereas in Rajbanshi if the transitive in past tense and /or perfective aspect comes ergative markers occur. Similarly, Rajbanshi all pronouns which refers to nominative, objective genitive of third person masculine singular is the same word the third person non-human singular is the same in both subject and object positions. Besides, pronouns restrict the verb inflection in Rajbanshi whereas in English, except in third person singular in non-past tense, pronouns do not restrict verbs.

Niroula (2011) made an attempt to carry out a research on "English and Rajbanshi Kinship Terms". His major objectives were to find out Rajbanshi kinship terms used to refer to various kinship relationships and to compare and contrast between English and Rajbanshi kinship terms in order to find out the

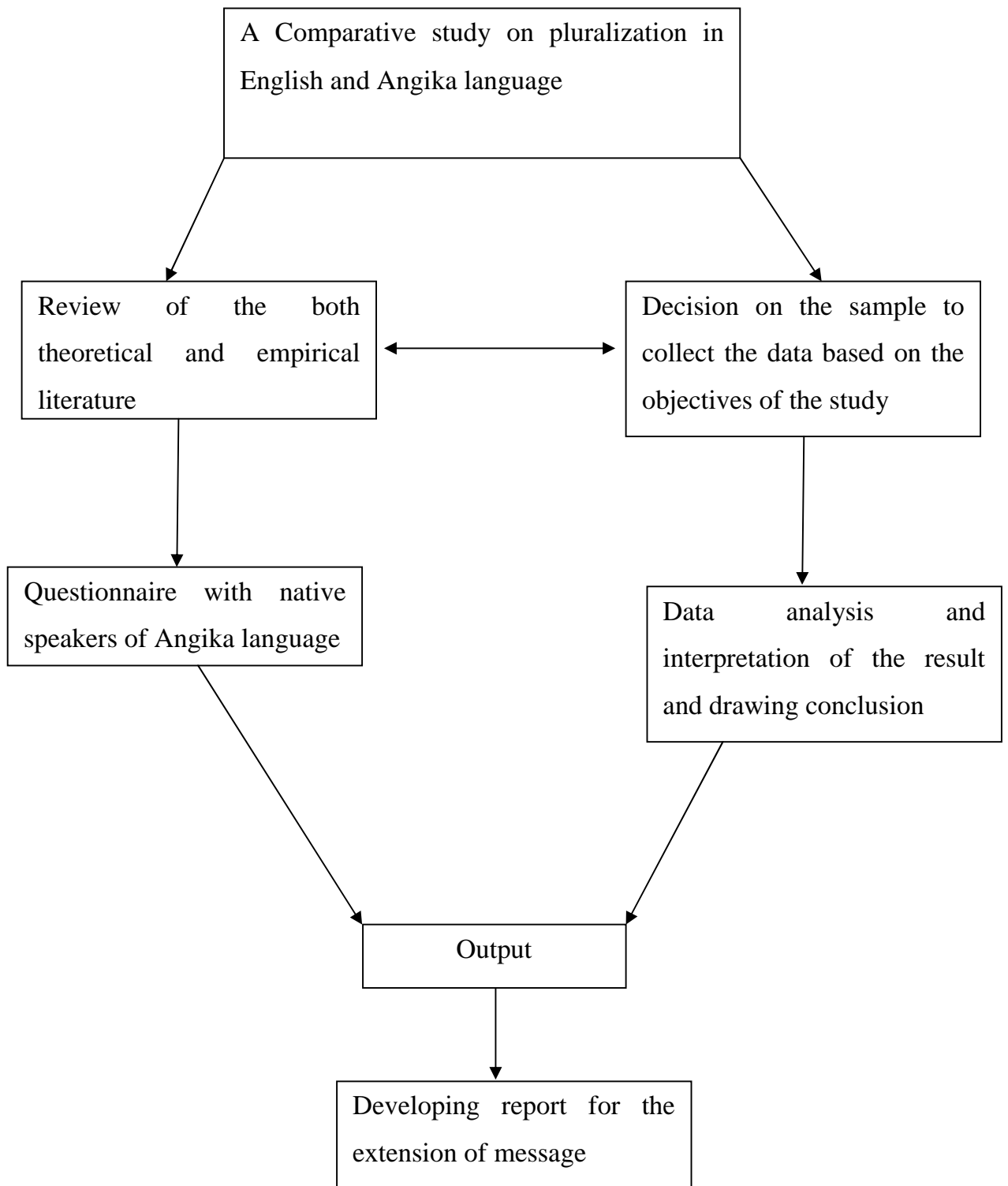
similarities and differences between them. The primary sources were 20 Rajbanshi native speakers of Haldibari and Anarmani VDCs who were selected using stratified random sampling procedures. He also used the secondary sources such as Wong (2009) and Rai (2005). Two sets of questionnaire were used to elicit the data. He found that the Rajbanshi language has more kinship terms than the English language.

The related literature mentioned above shows that no research has yet been conducted on the pluralization in Angika and English languages. Therefore, the proposed study will be a new area of study.

### **2.3 Implications of the Review for the Study**

The above researches have great role for the researcher to develop present research. Previous researchers also have found out some problems and techniques to pluralize nouns in English and other languages they have researched. In this study the researcher has found the similarities and differences in pluralization system in both English and Angika language. Here the researcher's concern was to fulfill the research gap. Thus, this study will be helpful to language learners and linguists. The findings and recommendations of this study will be beneficial to real classroom teaching. Moreover, the findings of the research will also be beneficial to the syllabus designers, textbook writers and subject experts as they can gain a lot of information from the study.

### **2.4 Conceptual Framework of the Study**

**Figure: Conceptual framework**

## **CHAPTER– THREE**

### **METHOD AND PROCEDURE OF THE STUDY**

Methods and procedure of the study consists of the procedure used by investigator to answer the researcher questions with logic. It is a vital element of a research of a research work. It works as a powerful vehicle for carrying out any investigation successfully. So, it is designed in such a way that it helps to carry out the study more systematically and scientifically. This chapter incorporates the description of the sources of data, population of the study, sampling procedure, and tools for data collection, process of data collection and limitation of the study.

#### **3.1 Design and Method of the Study**

The design of the present study is descriptive and analytic and comparative in nature. The rules of transforming singular noun into plural ones are extracted from secondary sources viz. from Quirk, Greenbaum, Leech and Svartvik (1985), Nesfield (1961), Wren and Martinet (1936) and Thomson and Martinet (1986) were followed to describe and analyze. This study is qualitative in nature as it compares the pluralization system of nouns in English language and Angika language. It evaluates the quality of changing nouns from singular into plural form in words level, phrase level and sentence level as well of both languages.

#### **3.2 Populations Sample and Sampling Strategy**

The 60 Angika native speakers from three districts of 16-60 age groups were selected and divided into three groups viz. illiterate, literate and educated. They were all from three districts: Morang, Sunasri and Saptari. Each district carries 20 Angika native speakers. Each group belonged 20 people including 10 males and 10 females respondents using stratified sampling procedure. Respondents

who were unable to read and write were taken as illiterate those who had academic qualification under S.L.C. were considered as literate and respondents having qualification about S.L.C were taken as educated for the research.

### **3.3 Study Area**

The study area of this research is grammar. Basically, the pluralization system of nouns at word level, phrase level and sentence level in both languages i.e. English language and Angika language is core of the this study. The transformation of singular nouns into plural form of both languages is deeply studied, compared, interpreted and analyzed in this study.

### **3.4 Data Collection Tools and Techniques**

The researcher utilized both primary and secondary sources of data for this study to carry out the research. The Native speakers of the Angika language of three districts of Nepal: Morang, Sunsari and Saptari were the primary sources of data from which the researcher elicited the required data for research.

In addition to primary sources, the researcher utilized different secondary sources of data viz. different books, Journals, articles and other materials related to the topic of pluralization. The main sources of secondary data were Crystal (2003), Aarts and Aarts (1986), Olivellie,Patrick(2006), WilsonJhon(2005),Sircar,D.C.(1986), Quirk et at. (1985), Thomson and Martinet (1999), Wren and Martinet (1989) and Yadava, M.N. (2008), Chaudhary, K.K.(2008).

The interview schedule was the major instruments used for gathering the information from the respondents. They were based on the field experience and information collected from secondary sources and interviews were done with native Angika language speakers. Respondents were asked to respond those

situations in their mother tongue appropriately. Interview schedule mostly consisted of factual/open-ended questions where the respondents were free to express their ideas in short.

First of all, the researcher went to the selected districts of Nepal viz. Morang, Sunsari and Saptari and met the respondents individually. He made good rapport with them. He encouraged them by explaining the purpose of his study and its significance in a very precise and simple way. The researcher asked them for their invaluable co-operation to elicit the required data for the completion of the study. By this time, he concluded the oral interview with selected illiterate, literate and educated respondents and wrote their response in interview questionnaire.

### **3.5 Data Analysis and Interpretation Procedure**

Analysis and Interpretations of data were obtained from the primary as well as secondary sources. At first, the rules of pluralization system of Angika nouns were identified and analyzed on the basis of primary data collected from 60 Angika native speakers of three districts of Nepal viz. Morang, Sunsari and Saptari. Then, the process of pluralization system of Angika was compared and contrasted with those of English.

## CHAPTER - FOUR

### ANALYSIS AND INTERPRETATION OF RESULTS

This chapter consists of analysis and interpretation of data. All the responses of the English and the Angika native speakers on the pluralization in English and Angika nouns were tabulated. The rules of pluralization system of Angika nouns were identified and analyzed on the basis of responses from the sampled population on sixty in number from native speakers of Angika language of Morang, Sunsari and Saptari districts consisting equal proportion illiterate (not able to read and write) literate (qualification under S.L.C.) and educated (qualification about S.L.C. and Higher than). Then the process of pluralization system of Angika nouns were compared and contrasted with those of English nouns.

#### 4.1 Pluralization System of Angika Nouns

Angika nouns are turned into plural in various ways. The process of pluralization of Angika nouns are described as follows:

##### i) Pluralization of Proper Nouns

Like other languages, proper nouns of Angika are not made plural. In other words, in Angika proper nouns do not have plural form.

e.g.

##### **Singular**

##### **Plural**

rām ‘name of a person’

\* rāmsab/rāmāru

birātnagar ‘name of a place’

\* birātnagarsab/birātnagarāru

nepāl ‘name of country’

\* nepālsab/nepālāru

raibdin ‘Sunday’

\*raibdinsab/raibdināru

## ii) Pluralization of Common Nouns

The following different processes are used to turn Angika common nouns into plural:

- a) **Common nouns in Angika can be made plural simply by adding the suffix ‘-sab/āru’ to the singular form.**

e.g.

### Singular

### Plural

kitāb ‘book’

kitābsab/kitābāru ‘books’

ladakā ‘boy’

ladakāsab/ladakāāru ‘boys’

gharwāli ‘wife’

gharwālisab/gharwāliāru ‘wives’

bacchā ‘child’

bacchāsab/bacchāāru ‘children’

marad ‘man’

maradsab/maradāru ‘men’

bail ‘ox’

bailsab/bailāru ‘oxen’

- b) **They can be turned into plural by reduplication pluralizing noun through reduplication requires insertion of the suffixes ‘-e’ after the base of reduplication.**

e.g.

### Singular

### Plural

marad ‘man’

marade marad ‘men’

bail ‘ox’

baile bail ‘oxen’

ladakā ‘boy’                      ladake ladakā ‘boys’

Phul ‘flower’                      phule phul ‘flowers’

**c) Some compound nouns are pluralized by adding the suffix ‘-sab/āru’ to the principal word.**

e.g.

**Singular**

**Plural**

chulhi ghar ‘kitchen room’    chulhi gharsab/chulhi gharāru ‘kitchen rooms’

baithak ghar ‘guest room’    baithak gharsab/ baithak garāru ‘guest rooms’

Sometimes, the determiner ‘bahute/dheri’ is used to turn singular common noun into plural.

e.g.

**Singular**

**Plural**

gāi ‘cow’                              bahute gāi/dheri gāi ‘cows’

betā ‘son’                              bahute betā/ dheri betā ‘men’

rājā ‘king’                              bahute rājā/dheri rājā ‘kings’

chor ‘thief’                              bahute chor/dheri chor ‘thieves’

phul ‘flower’                              bahute phul/dheri phul ‘flowers’

But common nouns like ‘mai’ ‘mother’ and ‘bābu’ ‘father’ do not have plural form. They always remain singular.

### iii) Pluralization of Collective Nouns

Collective nouns of Angika have both singular and plural form. It means collective nouns are also pluralized. The process of pluralization of collective nouns of Angika are discussed as follows:

#### a) The usual suffix ‘-sab/ãru’ is used to pluralize collective nouns.

e.g.

Singular	Plural
guchchhã ‘bunch’	guchchhãsab/guchchhããru ‘bunches’
bojhã ‘bundle’	bojhãsab/bojhããru ‘bundles’
maljãl ‘cattle’	maljãlsab/maljãlãru ‘cattles’
bhid ‘crowd’	bhidsab/bhidãru

#### b) Reduplication is another process of changing the singular collective noun into plural in Angika.

e.g.

Singular	Plural
guchchhã ‘bunch’	guchchhe guchchhã ‘bunches’
bojhã ‘bundle’	bojhe bojhã ‘bundles’
bhid ‘crowd’	bhide bhid ‘crowds’
pariwãr ‘family’	pariwãre pariwãr ‘families’

### iv) Pluralization of Material Noun

Material nouns of Angika cannot be turned into plural.

e.g.

Singular	Plural
doodh ‘milk’	*doodhsab/doodhãru

tel 'oil'	*telsab/telāru
chinni 'sugar'	*chinnisab/chinniāru
bālu 'sand'	*bālusab/bāluaru

But it can be changed into plural when they are taken as countable.

e.g.

<b>Singular</b>	<b>Plural</b>
dahi 'curd'	dahisab/dahiāru
sonā 'gold'	sonāsab/sonāāru
chāndi 'silver'	chāndisab/chāndiāru

#### v) Pluralization of Abstract Nouns

Abstract nouns are not pluralized.

e.g.

<b>Singular</b>	<b>Plural</b>
dayā 'kindness'	*dayāsab/dayāāru
bhukhā 'hunger'	*bhukhāsab/bhukhāāru
dam 'power'	*damsab/damāru

But some abstract nouns of Angika are turned into the plural by adding 'sab/āru.

e.g.

<b>Singular</b>	<b>Plural</b>
pāgal 'mad'	pāgalsab/pāgalāru
samād 'information'	samādsab/samādāru

## VI) Pluralization of Compound Nouns

Compound nouns are usually made plural by making last word plural in Angika. Last word is added by "-sab/āru" to make plural in Angika.

e.g.

### Singular

### Plural

marad nachaniyā ‘man dancer’      maradnachaniyāsab/marad nachaniyāru

maugi dāktarni ‘woman doctor’      maugi dāktarnisab/maugi dāktarniāru

## vii) Pluralization process of nouns at the phrasal levels in Angika

Pluralization process of nouns at the phrasal levels in Angika language is as follows:

- a) Nouns at phrasal level are made plural by replacing the determiner ‘-ekta’ by ‘bahute/dheri’ and adding suffix ‘-sab/āru’ to the singular nouns.

e.g.

### Singular

### Plural

Ektā betā ‘a son’

bahute/dheri betā sab/āru ‘many sons’

Ektā hās ‘a duck’

bahute/dheri hās sab/āru ‘many ducks’

- b) Some phrasal nouns are added suffix ‘-sab/āru’ to make plural.

e.g.

### Singular

### Plural

Rājā ke betā ‘king’s son’

rājā ke betā sab/āru ‘king’s sons’

Hamar sāthi ‘my friend’                      hamar sāthisab/āru ‘our friends’

#### 4.1.1 Pluralization Process of Noun between English and Angika

The process of pluralization of nouns between Angika and English are compared as follows:

##### a) Pluralization Processes of proper Noun between English and Angika.

e.g.

English		Angika	
Singular	Plural	Singular	Plural
Ram	*Rams	rām	*rāmsab/āru
Biratnagar	*Biratnagars	birātnagar	*birātnagarsab/āru
Nepal	*Nepals	nepāl	*nepālsab/āru
Sunday	*Sundays	raibdin	*raibdinsab/āru

Both Angika and English nouns are not made plural.

##### b) Pluralization Processes of Common Noun between English and Angika.

In English, common nouns are pluralized in many ways. But Angika common nouns have very limited processes which are discussed as follows:

e.g.

English		Angika	
Singular	Plural	Singular	Plural
Queen	queens	rāni	rānisab/āru

King	kings	rājā	rājāsab/āru
Son	sons	betā	betāsab/āru
Boy	boys	ladakā	ladakāsab/āru
Daughter	daughters	beti	betisab/āru

From the observation and analysis of above mentioned examples, it can be inferred that both Angika and English common nouns are pluralized with the help of suffixes. But the suffixes are different from one another. Angika common nouns are made plural by adding the suffix ‘-sab/āru’ whereas English common nouns are pluralized by adding the suffix ‘-s’.

Some English common nouns can be turned into plural by changing the middle vowel. On the contrary, no common nouns of Angika are made plural in such a way.

e.g.

<b>English</b>		<b>Angika</b>	
<b>Singular</b>	<b>Plural</b>	<b>Singular</b>	<b>Plural</b>
Man	men	ādami	ādamisab/āru
Foot	feet	tāng	tāngsab/āru
Woman	women	janiyait	janiyaisab/āru
Tooth	teeth	dānt	dāntsab/āru

In English, some common nouns ending in ‘-f’ or ‘-fe’ are formed plural by changing ‘-f’ or ‘-fe’ into ‘-ves’ but in Angika common nouns do not have such process.

e.g.

<b>English</b>		<b>Angika</b>	
<b>Singular</b>	<b>Plural</b>	<b>Singular</b>	<b>Plural</b>
calf	caves	bachchã	bachchãsab/ãru
knife	knives	cakku	cakkusab/ãru
leaf	leaves	patãi	patãisab/ãru
wife	wives	gharwãli	gharwãlisab/ãru
thief	thieves	chor	chorsab/ãru

Some nouns take either ‘-s’ or –‘ves’ in the plural in English. But such processes are absent in Angika.

e.g.

<b>English</b>		<b>Angika</b>	
<b>Singular</b>	<b>Plural</b>	<b>Singular</b>	<b>Plural</b>
hoof	hoofs/hoves	khoor	khoorsab/ãru
scarf	scarfs/scarves	odhani	odhanisab/ãru
wharf	wharfs/wharves	bahirã	bahirãsab/ãru

Some common nouns are made plural by adding the suffix ‘-en’ in English whereas Angika common nouns are made plural by reduplication. The process of reduplication requires insertion of the suffixes ‘-e’ in the first part of the reduplication.

e.g.

<b>English</b>		<b>Angika</b>	
<b>Singular</b>	<b>Plural</b>	<b>Singular</b>	<b>Plural</b>
Child	children	bacchã	bacche bacchã
Ox	oxen	bail	baile bail

In some case, the determiner also pluralizes the Angika common nouns same as the case in English. Both the noun and determiner should be pluralized in English and Angika common nouns too.

e.g.

<b>English</b>		<b>Angika</b>	
<b>Singular</b>	<b>Plural</b>	<b>Singular</b>	<b>Plural</b>
This pen	these pen	ektã kalam	bahute kalamsab
That man	those men	ektããdami	bahute ãdamisab
A cow	many cows	ekta gãi	bahute gãisab

Common nouns ending in ‘o’ or ‘ch’ ‘sh’ ‘ss’ or ‘x’ form their plural by adding ‘-es’ while the same plural marker ‘sab/ãru’ is used in Angika .

e.g.

<b>English</b>		<b>Angika</b>	
<b>Singular</b>	<b>Plural</b>	<b>Singular</b>	<b>Plural</b>
Bench	benches	benchi	benchisab/ãru
Box	boxes	baksã	baksãsab/ãru
Tomato	tomatoes	tamãtar	tamãtarsab/ãru

Brush                                      brushes                      datmāin                                      datmāinsab/āru

But some common nouns ending in ‘o’ form their plural by adding ‘s’ only whereas in Angika the central and regular suffix ‘-sab/āru’ is used to turn singular noun into plural one.

e.g.

<b>English</b>		<b>Angika</b>	
<b>Singular</b>	<b>Plural</b>	<b>Singular</b>	<b>Plural</b>
kilo	kilos	kilo	kilosab/āru
piano	pianos	bājāā	bājāsab/āru
dynamo	dynamos	dāināmo	dāināmosab/āru

In English, common nouns ending in ‘-y’, preceded by a consonant, form their plural by changing ‘-y’, into ‘-i’ and adding ‘-es’ but there are no such process found in Angika common nouns.

e.g.

<b>English</b>		<b>Angika</b>	
<b>Singular</b>	<b>Plural</b>	<b>Singular</b>	<b>Plural</b>
lady	ladies	maugi	maugisab/āru
city	cities	sahar	saharsab/āru
baby	babies	bacchā	bacchāsab/āru

Some common nouns ending in ‘-y’, preceded by a vowel, form their plural by simply adding the suffix ‘-s’ in English whereas in Angika common nouns lack such processes.

e.g.

<b>English</b>		<b>Angika</b>	
<b>Singular</b>	<b>Plural</b>	<b>Singular</b>	<b>Plural</b>
boy	boys	ladakā	ladakāsab/āru
donkey	donkeys	gadhā	gadhāsab/āru
days	days	din	dinsab/āru

Normally, compound nouns which belong to the common noun can be turned into plural by adding the suffix ‘-s’ to the principal word which

Angika compound nouns which belong to common nouns can be transformed from singular to plural by adding the suffix ‘sab/āru’ to the last element.

e.g.

<b>English</b>		<b>Angika</b>	
<b>Singular</b>	<b>Plural</b>	<b>Singular</b>	<b>Plural</b>
guest house	guest houses	baithak ghar	baithak gharsab
kitchen room	kitchen rooms	chulhi ghar	chulhi gharsab
step son	step sons	satbetā	satbetāsab/āru
adapted son	adopted sons	posput	posputsab/āru

Some common nouns that always remain plural in English have both forms in Angika.

e.g.

<b>English</b>		<b>Angika</b>	
<b>Singular</b>	<b>Plural</b>	<b>Singular</b>	<b>Plural</b>
*spectacles	spectacles	chasmã	chasmãsab
*police	police	pulis	pulissab
*scissors	scissors	kaichi	kaichisab

Some common nouns that remain always singular in English have both forms in Angika.

e.g.

<b>English</b>		<b>Angika</b>	
<b>Singular</b>	<b>Plural</b>	<b>Singular</b>	<b>Plural</b>
news	*news	khaber	khabersab
mumps	*mumps	gheg	ghegsab

Some common nouns that belong to caste of man are converted into plural in Angika. On the contrary, no such nouns are pluralized in English.

e.g.

<b>English</b>		<b>Angika</b>	
<b>Singular</b>	<b>Plural</b>	<b>Singular</b>	<b>Plural</b>
Yadav	*Yadavs	Yãdav	Yãdavsab
Tharu	*Tharus	Thãru	Thãrusab

**c) Pluralization Processes of Collective Noun between English and Angika.**

In both languages, collective nouns have singular and plural forms. They are usually made plural with the help of suffixes. The central and regular suffix '-sab/ãru' is used to pluralize in Angika whereas the suffixes '-s' or '-es' is used in English.

e.g.

<b>English</b>		<b>Angika</b>	
<b>Singular</b>	<b>Plural</b>	<b>Singular</b>	<b>Plural</b>
bundle	bundles	bojhã	bojhãsab
crowd	crowds	bhid	bhidsab
bunch	bunches	guchchã	guchchãsab

In Angika, reduplication process is utilized to pluralize the collective noun, on the contrary, no such process exists in English.

e.g.

<b>Engsih</b>		<b>Angika</b>	
<b>Singular</b>	<b>Plural</b>	<b>Singular</b>	<b>Plural</b>
bunch	*bunches	guchchã	guchche guchchã
bundle	*bundles	bojhã	bojhe bojhã

Certain collective nouns, though singular in form, are always used as plural in English but they are not in Angika.

e.g.

<b>English</b>		<b>Angika</b>	
<b>Singular</b>	<b>Plural</b>	<b>Singular</b>	<b>Plural</b>
*family	family	pariwār	pariwārsab/āru
*cattle	cattle	māljāl	māljālsab/āru

**d) Pluralization Processes of Material Nouns between English and Angika.**

Material nouns of both languages are not pluralized. That is, they do not have plural form.

e.g.

<b>English</b>		<b>Angika</b>	
<b>Singular</b>	<b>Plural</b>	<b>Singular</b>	<b>Plural</b>
milk	*milks	doodh	*doodhsab
curd	*curds	dahi	*dahisab
oil	*oils	tel	*telsab
silver	*silvers	chāndi	*chandisab
sand	*sands	bālu	*bālusab

But certain edible material nouns are converted into plural in restricted sense in Angika.

e.g.

<b>English</b>		<b>Angika</b>	
<b>Singular</b>	<b>Plural</b>	<b>Singular</b>	<b>Plural</b>
paddy	*paddies	dhān	dhānsab
rice	*rices	chaur	chaursab

**e) Pluralization Processes of Abstract Noun between English and Angika.**

**In English, abstract nouns are not pluralized. Similarly, abstract nouns of Angika are not turned into plural, either**

e.g.

<b>English</b>		<b>Angika</b>	
<b>Singular</b>	<b>Plural</b>	<b>Singular</b>	<b>Plural</b>
courage	*courages	himmat	*himmatsab/āru
strength	*strengths	dam	*damsab/āru
thirst	*thirsts	pyās	*pyāssab/āru
hunger	*hungers	bhukh	*bhukhsab/āru
kindness	*kindnesses	dayā	*dayāsab/āru

But some nouns like hair, information, advice, rubbish, mad are turned into plural by adding suffix ‘-sab/āru’ in Angika but it lacks in English.

e.g.

<b>English</b>		<b>Angika</b>	
<b>Singular</b>	<b>Plural</b>	<b>Singular</b>	<b>Plural</b>
mad	*mads	pāgal	pāgalsab/āru
information	*informations	samād	samādsab/āru
advice	*advices	sallāh	sallāhsab/āru
rubbish	*rubbishes	kāsta	kāstasab/āru

**f) Pluralization Processes of Nouns between English and Angika at the Phrase Level.**

e.g.

<b>English</b>		<b>Angika</b>	
<b>Singular</b>	<b>Plural</b>	<b>Singular</b>	<b>Plural</b>
a bus	many buses	ektā bas	bahute bassab
a duck	many ducks	ektā has	bahute hāssab
a teacher	many teacher	ektā master	bahute māstersab
a child	many children	ektā bacchā	bahute bacchāsab
boy friend	boy friends	ladakā sāthi	ladakā sāthisab
king's son	king's son	rājā ke betā	rājā ke betāsab

The above, example show that in both languages, compound-nouns, possessive nouns are made plural by adding plural marker at the final word of noun phrase. Similarly, in English and Angika, both determiner and nouns are changed while making them plural.

**g) Pluralization Processes of Noun between English and Angika at the sentence level.**

The processes of pluralization in some sentences of the Angika language are compared with those in English as follows.

<b>English</b>	<b>Angika</b>
A boy drinks wine. (SN)	Ektā ladaḱā daru piye chai. (SN)
Boys drink wine. (PN)	Bahute ladaḱāsab daru piye chai (PN)
Bina bought a book. (SN)	Bina kitāb kinal kai. (SN)
Bina bought books. (PN)	Bina kitābsab kinal kai. (PN)
A singer sings a song. (SN)	Ektā gabaiyā geet gābai chhai. (SN)
Singers sing songs. (PN)	Bahute gabaiyāsab geet gābai chhai.(PN)
A fish swim in the river. (SN)	Ektā machali paain me hele chai.(SN)
Fishes swim in the river. (PN)	Machalisab paain me hele chai. (PN)
An ox eats grass. (SN)	Ektā bail ghass khai chhai.(SN)
Oxen eat grass. (PN)	Bailsab ghass khai chhai. (PN)
A teacher teaches a student. (SN)	Ekta master ekta bidyārthi ke padhābai chhai. (SN)
Teachers teach student. (PN)	Mastersab bidyārthisab ke padhābai chhai.(PN)
The priest is in the house. (SN)	Pandit ghar me chhai. (SN)
Priests are in the house. (PN)	Panditsab ghar me chhai. (PN)

My uncle gives me a photo. (SN) Hamar kākā hamarā ektā foto dai chhai.(SN)

My uncles give me photos. (PN)Hamar kākāsab hamarā fotoaru dai chhai.(PN)

The table is made up wood. (SN) Tabul lakadi ke banai chhai. (SN)

Tables are made up of woods.(PN) Tabulsab lakadisab ke banai chhai. (PN)

From the above sentences, it is very precise that making the noun plural requires the change of verb forms in English but in Angika if we pluralize the nouns; the verbs need not to be transformed into plural. It means verbs are pluralized along with the pluralization of noun and grammatical meaning is altered whereas they are not pluralized along with the pluralization of noun and grammatical meaning is not altered in Angika.

## **4.2 Summary of Findings**

On the basis of the analysis and interpretation of the data, the major finding of the study can be summarized in the following points:

In Angika language, two kinds of number system singular and plural are found. Based on semantic criteria, Angika nouns are classified into five types. They are proper noun, common noun, collective noun, material noun and abstract noun.

### **4.2.1 The process of pluralization of Angika nouns that were found are as follows:**

- 1) Proper nouns are not converted into plural.
- 2) Generally, the central and regular suffix ‘-sab/āru’ is used to turn singular noun into plural.

- 3) Most of the common nouns are pluralized by repeating the nouns and inserting the suffixes ‘-e’ in the first part of the reduplicated noun. In other words, they are converted into plural through reduplication.
- 4) Some common nouns are pluralized by adding the suffix ‘-sab/ãru’ to the principal word and some are by the use of determiner ‘bahute/dheri’ before the noun.
- 5) Common nouns like ‘mai’ and ‘babu’ do not have plural form.
- 6) Similarly, the usual suffix ‘-sab/ãru’ is used to pluralize collective noun.
- 7) Some collective nouns are also pluralized by reduplication. To pluralize through reduplication requires insertion of the suffixes ‘-e’ after the base of reduplicated noun.
- 8) Material nouns are not pluralized in general. They are converted into plural only they considered as countable, e.g. ‘dhãn’ is pluralized into ‘dhãnsab/ãru’ when it represents of objects made of ‘dhan’.
- 9) Abstract nouns are not pluralized in Angika but in case of ‘pãgal’, ‘samãd’ they can be pluralized by adding the central and regular suffix ‘-sab/ãru’.
- 10) Compound nouns are made plural by adding plural maker ‘-sab/ãru’ at the final word of noun phrase.
- 11) Transforming noun into plural at the phrase level requires change of determiner ‘bahute/dheri’ with the central regular suffix ‘-sab/ãru’ as well. In some case only the last noun is added suffix ‘-sab/ãru’ to turned into plural.
- 12) When a singular noun is changed into plural in the sentence level, the form of verb does not change according to the subject.

## CHAPTER-FIVE

### CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Conclusions

Conclusions of findings the results are based on the similarities and differences of pluralization system of nouns in English and Angika language in this study. The following main similarities and differences have been found in between English and Angika pluralization system while comparing the processes of pluralization of nouns:

##### a) Similarities

The main similarities in between English and Angika pluralization of nouns are as follows:

- 1) Both languages have two number systems: singular and plural.
- 2) Based on semantic criteria, both languages have five kinds of noun: proper noun, common noun, collective noun, material noun, and abstract noun.
- 3) In both languages, proper nouns are not converted into plural.
- 4) The determiners such as 'ektā', used before singular noun are removed while making them plural in both languages.
- 5) Common nouns are pluralized in both languages.
- 6) Both languages use the suffixes to change the singular noun into plural.
- 7) The plural markers are appended to noun together to pluralize in both languages.
- 8) Collective nouns of both languages are converted into plural.
- 9) Material nouns of both languages are not pluralized.
- 10) Abstract nouns are not transformed into plural in an ordinary sense in both of the languages.

11) Compound nouns are made plural by making last word plural in both languages.

### **b) Differences**

In most of the case, the processes of pluralization in English are different from those in Angika . The following main differences have, however, been found in between them.

- 1) Generally, the suffixes ‘-s’ and ‘-es’ are used to pluralization a noun in English whereas the central and regular suffix ‘-sab/ãru’ is used in Angika.
- 2) Some common nouns in English are pluralized by changing the inside vowel. On the contrary, no common noun in Angika is pluralized in such a way.
- 3) In English, some common nouns ending ‘-f’, or ‘fe’ are pluralized by changing them into ‘-ves’. But there is no such process in Angika.
- 4) Some common nouns in English are made plural by adding the suffix ‘-en’ whereas, the central and regular suffix ‘-sab/ãru’ is used in the case of Angika.
- 5) There is no process of pluralization in Angika as in English where common, collective and compound nouns take either ‘-s’ or ‘-ves’ to form plural.
- 6) In Angika , a determiner alone pluralizes the common nouns and collective nouns whereas in English both the noun and the determiner are pluralized.
- 7) Common nouns ending in ‘o’, or ‘ch’ ‘sh’, ‘ss’ or ‘x’ form their plural by adding ‘-s’, or ‘-es’ after the word in English whereas in Angika only the suffix ‘-sab/ãru’ is used.

- 8) A common noun ending in ‘-y’ preceded by consonant, is change into ‘-i’ and added ‘-es’ to form plural in English but there is no such process in Angika .
- 9) Likewise common noun ending in ‘-y’, preceded by a vowel, is pluralized simply by adding the suffix ‘-s’ in English whereas we do not have such a rule in Angika.
- 10) In some cases, a common noun that remain always singular and plural in English has both forms in Angika .
- 11) The name of a caste as common noun is pluralized in Angika which is not pluralized in English.
- 12) Certain collective nouns, through singular in form, are always used as plural in English. In case of Angika , they have both form.
- 13) Certain material nouns like ‘dhān’, ‘chour’ are pluralized in Angika but not in English.
- 14) Name of certain creatures do not change in English. On the contrary they are changed in Angika .
- 15) Usually, compound nouns are made plural in by adding the suffix ‘-s’, ‘-es’ to the principal words in English whereas the suffix ‘-sab/āru’ is used in Angika .
- 16) In Angika, pluralization of noun in subjective case does not affect the verb but it needs to pluralize both the noun and the verb in English.
- 17) In English, an appositional compound having ‘man’ or ‘woman’ as the first element needs to pluralize both the first and last element. But in Angika, only the last element is made plural.

## **5.2 Recommendations**

On the basis of findings, following suggestions have been forwarded for pluralization noun in English and Ankiga which would be beneficial for teachers, students, learners of English and Ankiga as second language and the

research for further research. The recommendation has been suggested on the basis of the three main sub topics. viz. policy related, practice related and further.

### **5.2.1 Policy Related**

- 1) It is recommended to make clear that the pluralization system of nouns in English and Angika are not the same.
- 2) In Angika, the pluralization of a noun is done generally by adding suffix ‘-sab/ãru has to be emphasized.
- 3) The emphasis has to be given in the pluralization system of proper nouns, material nouns and abstract nouns which are the same in both English and Angika languages with few exceptions.
- 4) The reduplication process of pluralization of noun which occurs in Angika but absent in English should be made clear.

### **5.2.2 Practical Related**

- 1) A language teacher of Angika should be made aware that while teaching the process of pluralization system of common nouns, the rule of inside vowel change should be focused because this rule is absent in Angika.
- 2) Some common nouns in English are made plural by adding the suffix ‘-en’ which is absent in Angika. So it should be highlighted while teaching the pluralization system of such common nouns.
- 3) The language teacher should give special emphasis to teach the pluralization system of certain common nouns and collective nouns which remain always plural or singular in English but both forms in Angika.

- 4) Both the determiner and the noun that has to be taken under consideration during pluralization in Angika but not in English should be made clear.
- 5) A compound noun pluralized in the same way in both Angika and English languages except few cases has to be emphasized.
- 6) Subjective case affects the verb as it needs to pluralize both the noun and the verb in English but it does not affect the verb in Angika while pluralizing is to be focused.
- 7) The Angika native speaker who is learning English can watch English and Angika cinema. They can take notes that how people pluralize nouns in each language.
- 8) The learners of the Angika language can make a list of pluralization nouns.

### **5.2.3 Further Research Related**

- 1) Textbook writers should write books so that the learners can be encouraged to plural nouns from singular to plural.
- 2) Researcher needs to research the pluralization pronoun in Angika language for further study which this research has not done.
- 3) Tense comparison between Angika and English has to be studied which has not been researched yet, to facilitate teaching and learning Angika English language for the learners.
- 4) Formation of nouns, transformation of verbs in past, present and future tense, use of determiners in Angika should be compared to English language to fill the gap in research.

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## Appendix-I

### Tools:

Transform the English nouns into Angika and change them into Plural nouns.

#### 1. Pluralization of Proper Nouns

Nouns (in English language)		Nouns (in Angika language)	
Singular	Plural	Singular	Plural
Ram	*Rams	-----	-----
Biratnagar	*Biratnagars	-----	-----
Rajbiraj	*Rajbirajs	-----	-----
Nepal	*Nepals	-----	-----
Sunday	*Sundays	-----	-----
Hari	*Haris	-----	-----
Koshi	*Koshis	-----	-----
Makalu	*Makalus	-----	-----

#### 2. Pluralization of Common Nouns

Nouns (in English Language)		Nouns (in Angika Language)	
Singular	Plural	Singular	Plural
book	books	-----	-----
boy	boys	-----	-----
wife	wives	-----	-----
child	children	-----	-----
trousers	trousers	-----	-----
man	men	-----	-----

ox	oxen	-----	-----
flower	flowers	-----	-----
cow	cows	-----	-----
student	students	-----	-----
queen	queens	-----	-----
king	kings	-----	-----
son	sons	-----	-----
daughter	daughters	-----	-----
foot	feet	-----	-----
woman	women	-----	-----
tooth	teeth	-----	-----
calf	calves	-----	-----
knife	knives	-----	-----
leaf	leaves	-----	-----
theif	thieves	-----	-----
hoof	hoofs	-----	-----
scarf	scarfs	-----	-----
wharf	wharfs	-----	-----
bench	benches	-----	-----
box	boxes	-----	-----
tamato	tomatoes	-----	-----
brush	brushes	-----	-----
kilo	kilos	-----	-----
piano	pianos	-----	-----
dynamo	dynamos	-----	-----
lady	ladies	-----	-----
city	cities	-----	-----
baby	babies	-----	-----

donkey	donkeys	-----	-----
day	days	-----	-----
guest house	guest houses	-----	-----
kitchen room	kitchen rooms	-----	-----
step son	step sons	-----	-----
adopted son	adpted sons	-----	-----
spectacles	spectacles	-----	-----
police	police	-----	-----
scissors	scissors	-----	-----
news	news	-----	-----
mumps	mumps	-----	-----
yadav	yadavs	-----	-----

### 3. Pluralization of Collective Nouns

Nouns (in English Language)		Nouns (in Angika Language)	
Singular	Plural	Singular	Plural
bunch	bunches	-----	-----
bundle	bundles	-----	-----
Mob	mobs	-----	-----
Heap	heaps	-----	-----
family	families	-----	-----
cattle	cattles	-----	-----
pile	piles	-----	-----
Crowd	crowds	-----	-----
group	groups	-----	-----

#### 4. Pluralization of Material Nouns

Nouns (in English language)		Nouns (in Angika language)	
Singular	Plural	Singular	Plural
milk	*milks	-----	-----
curd	*curds	-----	-----
oil	*oils	-----	-----
silver	*silvers	-----	-----
sand	*sands	-----	-----
gold	*golds	-----	-----
paddy	*paddys	-----	-----
rice	*rices	-----	-----
air	*airs	-----	-----
water	*waters	-----	-----
sugar	*sugars	-----	-----
salt	*salts	-----	-----

#### 5. Pluralization of Abstract Nouns

Nouns (in English language)		Nouns (in Angika Language)	
Singular	Plural	Singular	Plural
sin	*sins	-----	-----
mad	*mads	-----	-----
intention	*intentions	-----	-----
courage	*courages	-----	-----
strength	*strengths	-----	-----
thirsty	*thirstys	-----	-----

power	*powers	-----	-----
hunger	*hungers	-----	-----
kindness	*kindnesses	-----	-----
knowledge	*knowleges	-----	-----
information	*informations	-----	-----
advice	*advices	-----	-----
rubbish	*rubbishes	-----	-----

## 6. Pluralization of Compound Nouns

Nouns (in English Language)		Nouns (in Angika Language)	
Singular	Plural	Singular	Plural
police man	police men	-----	-----
woman doctor	women doctors	-----	-----
man dancer	men dancers	-----	-----

## 7. Pluralization of Nouns at the Phrase Level

Nouns (in English Language)		Nouns (in Angika Language)	
Singular	Plural	Singular	Plural
a bus	many buses	-----	-----
a duck	many ducks	-----	-----
a teacher	many teachers	-----	-----
my child	our children	-----	-----
my friend	our friends	-----	-----
king's son	king's sons	-----	-----

### 8. Pluralization of Nouns at the Sentence Level

<b>Nouns ( In English Language)</b>	<b>Nouns ( In Angika Language)</b>
<b>Singular/Plural</b>	<b>Singular/Plural</b>
SN- A boy drinks wine. PN- Boys drink wine.	-----
SN- A singer sings a song. PN- Singers sing songs.	-----
SN- A fish swims in the river. PN- Fishes swim in the rivers.	-----
SN- An ox eats grass. PN- Oxen eat grass.	-----
SN- The priest is in the house. PN- Priests are in the houses.	-----
SN- There is a book in the shelf. PN- There are books in the shelves.	-----
SN- My uncle gives me a pen. PN- Our uncles give us pens.	-----

## Appendix-II

### ANGIKA RESPONDENTS

#### Illiterate Group

S. N.	Name	Sex	Education	District	Age ( in years)	Remarks
1	Kailu Yadav	Male	Illiterate	Morang	55	
2	Ram Prasad Yadav	Male	Illiterate	Morang	49	
3	Genalal Yadav	Male	Illiterate	Morang	52	
4	Mahabir Mandal	Male	Illiterate	Morang	56	
5	Shyam Lal Mandal	Male	Illiterate	Morang	50	
6	Sobhan Yadav	Male	Illiterate	Sunsari	48	
7	Kushi Lal Mandal	Male	Illiterate	Sunsari	53	
8	Mushaharu Shah	Male	Illiterate	Sunsari	50	
9	Bindeshwar Bhagat	Male	Illiterate	Sunsari	45	
10	Mushai Gopali	Male	Illiterate	Sunsari	47	
11	Sabitri Devi Shah	Female	Illiterate	Saptari	43	
12	Laxmi Devi Maldal	Female	Illiterate	Saptari	41	
13	Moti Lal Bhagat	Female	Illiterate	Saptari	35	
14	Phuliya Devi Yadav	Female	Illiterate	Saptari	39	
15	Roshani Devi Shah	Female	Illiterate	Morang	30	
16	Birani Devi Dev	Female	Illiterate	Saptari	43	
17	Tetari Devi Dev	Female	Illiterate	Saptari	40	
18	Sugiya Devi Yadav	Female	Illiterate	Morang	42	
19	Sampatiya Devi Yadav	Female	Illiterate	Saptari	59	
20	Kaili Devi Mandal	Female	Illiterate	Morang	43	

### Literate Group

S. N.	Name	Sex	Education	District	Age ( in years)	Remarks
1	Krityanand Yadav	Male	Eight Passed	Morang	51	
2	Bhola Prasad Yadav	Male	Ten Passed	Morang	39	
3	Ramesh Yadav	Male	Ten Passed	Morang	42	
4	Amarud Mandal	Male	Seven Passed	Morang	46	
5	Gosai Mandal	Male	Eight Passed	Morang	40	
6	Birendra Shah	Male	Six Passed	Morang	48	
7	Jag Dev Ram	Male	Nine Passed	Morang	49	
8	Suresh Baitha	Male	Nine Passed	Sunsari	42	
9	Chandan Baitha	Male	Ten Passed	Sunsari	36	
10	Manoj Kumar Yadav	Male	Eight Passed	Saptari	45	
11	Deepa Mallik	Female	Seven Passed	Saptari	42	
12	Renu Devi Yadav	Female	Nine Passed	Sunsari	33	
13	Rupa Shah	Female	Nine Passed	Saptari	35	
14	Sakuntala Mandal	Female	Eight Passed	Saptari	25	
15	Laliya Yadav	Female	Five Passed	Saptari	28	
16	Rakhi Gupta	Female	Eight Passed	Saptari	23	
17	Trishila Rouniyar	Female	Nine Passed	Saptari	27	
18	Manju Gupta	Female	Ten Passed	Sunsari	21	
19	Parwati Yadav	Female	Seven Passed	Saptari	29	
20	Arati Yadav	Female	Ten Passed	Saptari	27	

### Educated Group

S. N.	Name	Sex	Education	District	Age ( in years)	Remarks
1	Bishnu Dev Yadav	Male	I.A.	Morang	58	
2	Rajesh Prasad Yadav	Male	M.ed.	Morang	40	
3	Bidhyanand Shah	Male	BBS	Morang	42	
4	Murari Mandal	Male	I.A.	Morang	52	
5	Suraj Karn	Male	B.Sc.	Morang	29	
6	Anil Jha	Male	M.Sc.	Saptari	35	
7	Govind Dev	Male	B.Com.	Sunsari	39	
8	Ashok Rouniyar	Male	B.Com.	Sunsari	35	
9	Krishna Sardar	Male	M.ed.	Morang	36	
10	Manoj Bishwas	Male	B.ed.	Morang	30	
11	Arati Yadav	Female	B.Sc. Nursing	Morang	30	
12	Sonam Yadav	Female	B.ed	Morang	24	
13	Laxmi Shah	Female	I.Sc.	Saptari	20	
14	Jyoti Kamat	Female	B.com.	Sunsari	28	
15	Nilam Jha	Female	I.Sc.	Morang	18	
16	Pinky Yadav	Female	BBA	Morang	29	
17	Preeti Shah	Female	B.ed	Saptari	24	
18	Mamata Jha	Female	I.Sc.	Saptari	24	
19	Nutan Mandal	Female	I.Sc.	Saptari	25	
20	Priya Yadav	Female	BBA	Morang	29	

## Appendix-IV

### 1. Pluralization of Proper Nouns

Nouns (in English language)		Nouns (in Angika language)	
Singular	Plural	Singular	Plural
Ram	*Rams	rām	*rāmsab/āru
Biratnagar	*Biratnagars	birātnagar	*birātnagarsab/āru
Rajbiraj	*Rajbirajs	rājbirāj	*rājbirājsab/āru
Nepal	*Nepals	nepāl	*nepālsab/āru
Sunday	*Sundays	raibdin	*raibdinsab/āru
Hari	*Haris	hari	*harisab/āru
Koshi	*Koshis	koshi	*koshisab/āru
Makalu	*Makalus	makālu	*makālusab/āru

### 2. Pluralization of Common Nouns

Nouns (in English Language)		Nouns (in Angika Language)	
Singular	Plural	Singular	Plural
book	Books	kitāb	kitābsab/āru
boy	Boys	ladakā	ladakāsab/āru
wife	Wives	gharwāli	gharwālisab/āru
child	Children	bacchā	bacchāsab/āru
trousers	Trousers	paijamā	paijamāsab/āru
man	Men	marad	maradsab/āru
ox	Oxen	bail	bailsab/āru
flower	Flowers	phul	phulsab/āru

cow	Cows	gya	gyasab/āru
student	Students	bidhyārthi	bidhyārthisab/āru
queen	Queens	rāni	rānisab/āru
king	Kings	rājā	rājāsab/āru
son	Sons	beta	Beta
daughter	Daughters	beti	betisab/āru
foot	Feet	tāng	tāngsab/āru
woman	Women	janiyait	janiyaisab/āru
tooth	Teeth	dānt	dāntsab/āru
calf	Calves	bachchā	bachchāsab/āru
knife	Knives	chakku	chakkusab/āru
leaf	Leaves	patāi	patāisab/āru
thief	Thieves	chor	chorsab/āru
hoof	Hoofs	khoor	khoorsab/āru
scarf	Scarfs	odhani	odhanisab/āru
wharf	Wharfs	bahirā	bahirāsab/āru
bench	Benches	benchi	benchisab/aru
box	Boxes	baksā	baksāsab/āru
tamato	Tomatoes	tamātar	tamātarsab/āru
brush	Brushes	datmāin	datmāinsab/āru
kilo	Kilos	kilo	kilosab/āru
piano	Pianos	bājā	bājāsab/āru
dynamo	Dynamos	dynamo	dynamosab/āru
lady	Ladies	mougi	mougisab/āru
city	Cities	sahar	saharsab/aru
baby	Babies	bacchā	bacchāsab/āru
donkey	Donkeys	gadhā	gadhāsab/āru
day	Days	din	dinsab/āru

guest house	guest houses	baithak ghar	baithak gharsab/āru
kitchen room	kitchen rooms	chulhi ghar	chulhi gharsab/aru
step son	step sons	satbetā	satbetāsab/āru
adopted son	adpted sons	posput	posputsab/āru
spectacles	Spectacles	chasmā	chasmāsab/āru
police	Police	pulish	pulishsab/āru
scissors	Scissors	kaichi	kaichisab/āru
news	News	samād	samādsab/āru
mumps	Mumps	gheg	ghegsab/āru
yadav	Yadavs	yādav	yādavsab/āru

### 3. Pluralization of Collective Nouns

Nouns (in English Language)		Nouns (in Angika Language)	
Singular	Plural	Singular	Plural
bunch	Bunches	guchchhā	guchchhāsab/āru
bundle	Bundles	bojhā	bojhāsab/āru
mob	Mobs	bhid	bhidsab/āru
heap	Heaps	dheri	dherisab/āru
family	Families	pariwār	pariwārsab/āru
cattle	Cattles	māljāl	māljālsab/āru
pile	Piles	dheri	dherisab/āru
crowd	Crowds	bhid	bhidsab/āru
group	Groups	samuh	samuhsab/āru

#### 4. Pluralization of Material Nouns

Nouns (in English Language)		Nouns (in Angika Language)	
Singular	Plural	Singular	Plural
milk	*milks	doodh	*doodhsab/āru
curd	*curds	dahi	dahisab/aru
oil	*oils	tel	*telsab/āru
silver	*silvers	chāndi	chāndisab/āru
sand	*sands	bālu	*bālusab/āru
gold	*golds	sonā	sonāsab/āru
paddy	*paddies	dhān	dhānsab/āru
rice	*rices	chour	choursab/āru
air	*airs	hāwā	*hāwāsab/āru
water	*waters	pāni	*pānisab/āru
sugar	*sugars	chinni	*chinnisab/āru
salt	*salts	noon	*noonsab/āru

#### 5. Pluralization of Abstract Nouns

Nouns (in English language)		Nouns (in Angika Language)	
Singular	Plural	Singular	Plural
sin	*sins	pāp	*pāpsab/āru
mad	*mads	pāgal	pāgalsab/āru
intention	*intentions	niyat	*niyatsab/āru
courage	*courages	himmat	*himmatsab/āru
strength	*strengths	tāgat	*tāgatsab/āru
thirsty	*thirstys	pyās	*pyāssab/āru

power	*powers	dam	*damsab/āru
hunger	*hungers	bhukh	*bhukhsab/āru
kindness	*kindnesses	dayā	*dayāsab/āru
knowledge	*knowledges	gyān	gyānsab/āru
information	*informations	samād	samādsab/āru
advice	*advices	salāha	salāhasab/āru
rubbish	*rubbishes	kāsta	*kāstasab/āru

## 6. Pluralization of Compound Nouns

Nouns (in English Language)		Nouns (in Angika Language)	
Singular	Plural	Singular	Plural
police man	police men	mardanā pulish	mardanā pulishsab/āru
woman doctor	women doctors	maugi dāktarni	maugi dāktarnisab/āru
man dancer	men dancers	marad nachaniyā	marad nachaniyāsab/āru

## 7. Pluralization of Nouns at the Phrase Level

Nouns (in English Language)		Nouns (in Angika Language)	
Singular	Plural	Singular	Plural
a bus	many buses	ektā bas	bahute bassab/āru
a duck	many ducks	ektā hās	bahute hāssab/āru
a teacher	many teachers	ektā māster	bahute māstersab/āru
my child	our children	hamar bacchā	hamar bacchāsab/āru
boy friend	boy friends	ladakā saathi	ladakā saathisab/āru
king's son	king's sons	rājā ke betā	rājā ke betāsab/āru

## 8. Pluralization of Nouns at the Sentence Level

Nouns (In English Language)	Nouns (In Angika Language)
Singular/Plural	Singular/Plural
SN- A boy drinks wine. PN- Boys drink wine.	SN- ektā ladaḱā dāru pitai.. PN-bahute ladaḱāsab dāru pitai.
SN- A singer sings a song. PN- Singers sing songs.	SN-ektā gawaiyā ektā geet gaite. PN-bahute gawaiyāsab geet gaite.
SN- A fish swims in the river. PN- Fishes swim in the rivers.	SN-ektā machhali pāni me heltai. PN-bahute machhalisab pāni me heltai.
SN- An ox eats grass. PN- Oxen eat grass.	SN- ektā bail ghās khaite. PN-bahute bailsab ghās khaite.
SN- The priest is in the house. PN- Priests are in the houses.	SN- ektā pujāri ghar me chhai. PN-bahute pujārisab ghar me cchai.
SN- There is a book in the shelf. PN- There are books in the shelves.	SN- ektā kitāb baksā me chhai. PN-bahute kitābsab baksā me chhai.
SN- My uncle gives me a pen. PN- Our uncles give us pens.	SN- hamar kāḱā ektā kalam detai. PN-hamar kāḱāsab kalam detai.