8. Pedagogy and the Bodo verb

8.0 Preview
The present investigation is a work on descriptive linguistics, concerned with various grammatical and semantic aspects of the Bodo verb. Thus, in the course of this investigation, we have examined the verb root (as a basic entity), the verb stem (as a larger construction agglutinatively built on the verb root), the TAM elements (incorporated into the stem through a similar agglutinative process), the multi-verb constructions (as a more complex variety) and finally, the use of verb in different clause types. In other words, the principal focus of this work is a grammatical and semantic characterization of the Bodo verb.

At the same time, the decision to include a chapter with a focus on the pedagogy of the Bodo verb is based on my firm belief as a teacher and researcher that there is an important connection between the knowledge of the structure of a language and the use of that language in the classroom. I am also convinced that an awareness and knowledge about the structure of the language can contribute to one’s pedagogic intervention in the classroom. The absence of this perspective of language in the classroom teaching practices may lead to a state of disorientation for each component involved in language teaching, namely the materials, the teacher and the learner, adversely impacting the learning outcome.

Since the main focus of the present work is a descriptive account of the salient aspects of the Bodo verb, I have decided to name it Pedagogy and the Bodo verb, (rather than Pedagogy of the Bodo verb). As this coordinated title implies, pedagogical notions will be considered in their own terms before the Bodo verb is considered in the light of these notions. Accordingly, Section 8.1 discusses the role of language in education with pedagogy as the main theme. Section 8.2 outlines a framework for language teaching. Section 8.3 demonstrates a pedagogic implementation of the Bodo verb following the framework presented in the preceding section. Section 8.4 concludes the chapter.

8.1 Role of language in education
Education in a broad sense is a form of learning in which the knowledge, skills, and habits of a group of people are transferred from one generation to the next
through teaching, training, or research. Education is broadly divided into formal and informal education. In this chapter, we are mainly talking about formal education, which is typically divided into stages such as preschool, primary school, secondary school and then college, university or apprenticeship.

Formal education starts with initial literacy. Initial literacy can be defined as learning to read and write in a language, which is generally the medium of instruction. In terms of the mechanics, initial literacy involves gaining familiarity with the letters of the alphabet and the ways in which these letters combine in spelling to produce meaningful elements such as affixes, words or the combinations of these. Children may of course be taught reading and writing skills in multiple languages at the same time. We start our education by learning how to read and write a language because language is the tool that facilitates learning of all other subjects, whether it is mathematics, geography, literature or physics. Once we have learned how to read and write, we are ready to learn about the various branches of knowledge by reading what other people have written in the form of textbooks or other forms of writing, and also express ourselves in writing to let other people know what we have to say. In other words, we have learned to communicate through reading and writing, which is a requirement of formal education. Thus, there is no doubt that initial literacy is the most critical stage in one’s formal education. A good initial literacy is foundational in formal education.

However, our involvement with language in formal education does not end with initial literacy. We cannot say that ‘now that I have learned how to read and write in this language, let me concentrate on the subject matter (be it mathematics, chemistry, literature and so on) and forget about the language.’ In fact, our involvement with language in formal education never ends. Our engagement with the structure of language and the different elements that are a part of this structure is a lifelong matter. Whether a student is at school, college or university, s/he is expected to acquire linguistic skills that are appropriate for his/her level of education. We need linguistic skills to understand the subject matter better, and to express our understanding of the subject matter in a similarly effective way. We need more sophisticated linguistic skills as we climb up on the ladder of formal education. I believe this is the reason why language classes (such as Assamese and English) are made compulsory for all students up till college. It is another matter, though a related one, that the current focus in these classes is more on the teaching of literature (where the emphasis is on content) rather than on the teaching of language skills.
Of course, there is granularity in the level of skills we are expected to have at different levels of our formal education. But in general in an academic setting, be it school or college or university, discussion of subject matter requires different kind of communicative skills than talking about daily life at home setting or among friends. We use different set of vocabulary and different sentence structure in those two different settings. Moreover, the amount of information would also be vastly different. The communicative skills that are required for an academic setting is called Communicative Academic Language Proficiency (CALP), and the communicative skill that we apply at home setting or among friends is called Basic Interpersonal Communicative Skills (BICS) (Cummins 1980). For a greater success in one’s formal education, CALP is necessary. Developing CALP takes place throughout one’s student life and beyond.

In short, we begin our formal education with initial literacy, learning to read and write a language in order to learn different subjects. After that we continue to acquire linguistic skills for a better understanding and a better expression of the understanding of the subjects we study throughout our student life and beyond. In other words, language is omnipresent in our formal education, functioning in the background as a tool that allows us to acquire the range of subjects that we study.

The next question, inevitably, is how we help students develop the required language skills. Admittedly, it is not an easy task and the process is not that simple. Formal education is a highly structured hierarchical institution. There are several layers in the process of formal education and several stakeholders are involved in this process. The topmost layer is the policy making and curriculum designing. The most important document in this respect is the National Curriculum Framework, which gives recommendations for syllabus and textbooks. The national education system draws from National Curriculum Framework (NCF-2005) for syllabuses and textbooks. For instance, the syllabuses and textbooks of all CBSE schools are based on NCF-2005. National Council of Educational Research and Training (NCERT) assists and advices on the implementation of the NCF. All states have their own State Council of Educational Research and Training which implement the NCF and create syllabuses and textbooks following the NCF for their state schools. At the bottommost layer is the teaching and the teachers, and the learning and the students. In order for an effective language teaching, primarily the policy makers, curriculum designers, and the teachers need to be aware of the role of language skills in formal education, and accordingly devise curriculum and
teach students. In this respect, both the teaching material and the teaching methodology have to be appropriate for the level of class.

8.2 Refurbishing the foundation of language education

Language is a highly structured, multi-layered communicative system. All languages have different sub-systems of speech sounds, word structure, sentence structure, meaning structure, and information structure. Each of these systems are studied on their own in Linguistics, the science of language study. On top of that, language is a multidimensional phenomenon. It has physiological, cognitive, social, and cultural dimensions. Language has to do with our motor skills, knowledge representation, social identity and cultural heritage. An appreciation of the structure and dimensions of language would be good starting point. A very important study conducted in the US reveals that most language teachers are unaware of the complexity of language structure and various dimensions of language. The teachers are equipped neither with the knowledge and terminology nor with the methodology necessary to teach language (Moats 1994). This situation will necessarily lead to a poor language teaching. I strongly believe the situation in India in general and in Assam in particular is no different. Most of the language teaching classes are content-centered, not skill-centered. We learn more literature than language skills. According to Moats (1994), language teaching should involve code-emphasis, i.e. paying more attention to linguistic forms and functions. The objective of the current section is to put forward a framework which is sensitive to the complex structure of language and which promotes development of linguistic skills. This framework is based on a series titled Language Teaching: A Scheme for Teacher Education, edited by Candlin and Widdowson (see Malamah-Thomas 1987, Nunan 1988, inter alia). Following this framework, we can think of language teaching in terms of three interlocking dimensions. First, language teaching as providing knowledge of language structure. Second, language teaching as developing language behavior. The final dimension is an approach involving pedagogic strategy to develop this knowledge of language and language behavior.

We all use at least one language, and we know a great deal about our own language(s). People do not realize this until they are trained to think about language. We have knowledge (i) about pronunciation of words, (ii) about which forms of words exist and which do not, (iii) about how words are combined into larger expressions, and (iv) about how expressions are interpreted and used. However, most of what we know about our own languages is subconscious, and most of us do not talk about language, except when
someone talks in a weird or unusual way or when we wonder what one meant when s/he said something. The different types of knowledge we have about our language is organized into different levels of linguistic study. Each level of linguistic study provides concepts and terminologies to talk about our linguistic knowledge. The study of pronunciation or speech sounds is called phonetics and phonology. This branch of linguistics provides terminologies for talking about speech sounds that are important in a particular language, and other relevant units such as syllables, intonation units and so on. The study of word forms is called morphology, which provides ways to talk about different parts of the words, word formation processes, and so on. The study of how words are combined to form larger expressions is called syntax. Syntax provides ways to talk about different units found in a sentence, how those units are related to each other, what rules exist that govern what an accepted sentence is and what is not. Finally, the study of meaning is called semantics and pragmatics. It provides ways to talk about meanings of individual words, how meanings are formed in larger expressions, and what makes use of certain words or expressions appropriate under certain contexts and inappropriate in others. A knowledge of different linguistic units and rules and principles from different levels of language structure would enable teachers to teach and students to learn language skills more effectively.

The concrete use of language in a particular context is called language behavior, and language use, whether it is academic or non-academic setting, is a skill, not merely knowledge. One may know the principles related to speech sounds, words and sentences of a language, and may still be unable to use this knowledge to communicate. Language behavior presupposes language knowledge, whether it is sub-conscious or conscious knowledge. Moreover, knowing how to use language in a non-academic setting does not entail knowing how to use language in academic setting. Thus, another dimension of language teaching is teaching how to use language in academic setting. One needs to be taught the pronunciation of expressions that is appropriate for an academic setting; the same goes for the selection of words, the selection of sentence structure, and so on.

Finally, language teaching requires a systematic approach involving deliberate modes of action. First of all, we need a plan of teaching called syllabus, whose designing itself is a subject matter of detailed study. It is rightly so because the success of language teaching would depend on the design of the syllabus. Second, we need teaching materials which are designed well enough to meet the cognitive capacities and the requirements of a certain class level. The quality of the language material to be used for teaching is equally
important. Third, we need a teaching methodology that is appropriate for classroom use and for the level of learners. Language teaching methodologies are always evolving. Experiments in various settings are being continuously conducted in universities. Adopting an up to date teaching methodology is crucial in language teaching. Finally, we need to put in place some means of evaluating the language skills that students have acquired through the pedagogic intervention.

In sum, any language teaching programme would need to pay attention to the three dimensions of language in order to achieve a reasonable success. Giving a certain amount of knowledge of language structure would facilitate a better and informed linguistic behavior of learners in an academic setting, and in order to achieve this we would need a systematic mode of action. The three dimensions of language are set out in the table below:

Table 8.1

Three dimensions of language teaching

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<tr>
<th>Three dimensions of language teaching</th>
<th>Language as Knowledge</th>
<th>Levels of linguistic description</th>
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<tbody>
<tr>
<td></td>
<td>Language as Behavior</td>
<td>Spelling</td>
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<tr>
<td>Language as Action</td>
<td>Syllabus</td>
<td>Speaking</td>
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<td>Materials</td>
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<td>Syllabus</td>
<td>Listening</td>
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</table>

The table shows that teaching of language as knowledge would include teaching of (i) spelling system, (ii) pronunciation, (iii) vocabulary, (iv) grammar, and (v) discourse. Language teaching as developing language behavior includes (i) speaking, (ii) listening, (iii) reading, and (iv) writing. Language teaching as a mode of action includes (i) syllabus
designing, (ii) material creation, (iii) adopting a teaching method, and (iv) an evaluation method.

Having made the foregoing remarks in brief, I must admit that I am not an expert in language teaching. However, even though my background is in linguistics, I do have a strong interest in the current language teaching trends, especially in the Bodo medium schools of Assam. As a linguist I have a better understanding of language structure, than language teaching per se. Hence, from my perspective, I would like to put forward my own thoughts on how a particular area of the Bodo language should be taught in Bodo medium schools. Naturally, the area that I have chosen is the Bodo verb, the linguistic analysis of which has been the focus of the foregoing chapters. Thus, I won’t be talking about spelling, pronunciation, vocabulary or discourse here. It is mostly grammar.

Presented below is a layout of how to teach different aspects of Bodo verb using various types of exercise drawn based on the principles of the framework outlined above. First, for each aspect of Bodo verb I will provide concepts and terminology essential for discussing that aspect in class. This will be the knowledge component of the above teaching framework. Second, I will provide sample exercises that will help students learn the concepts under question. These exercises can be used to create teaching materials by professionals. In our venture, we keep ourselves away from issues like syllabus design, teaching methodology and evaluation methods, as they are outside the scope and ability of the author.

8.3 A few samples of pedagogic implementation

Before I provide my scheme of Bodo verb teaching, I would like to say a few words on my work with the primary level Mother Tongue (MT) teachers of a few private Bodo medium schools under Kokrajhar, Kamrup and Udalguri districts during the last 5/6 years. It is worth mentioning that there are around one hundred Bodo medium private schools particularly in the Bodo dominated areas in Assam. Though there is a provision of in-service training for the teachers in the U.N. Academy chain of schools, these have been quite basic and more organizational rather than academic, and not about subject specialism. In the majority of schools there is no provision of teachers’ training at all – either pre-service or in-service except in the govt.Bodo medium schools. There is a great shortage of teachers with a background knowledge of linguistics to understand and implement code-emphasis reading instruction to MT learners in the classroom. Moreover, the reading materials are not age appropriate and many lessons are not based on local
culture and local environment. For such reasons, the learning experience of students is not smooth and easy. Moreover, as we have seen in the previous sections, language teaching is one of the most complex tasks. In this connection, Moats (1994) observes:

…the teaching of reading and other basic academic skills … [is] a job for an expert, a process that should involve deliberate selection of instructional content and strategies. To reach a satisfactory level of content knowledge and procedural expertise, teachers deserve intense theoretical and practical training that needs to include demonstration and supervised practice.

Therefore, with the idea of giving some help to the MT teachers of the privately managed Bodo medium schools we have been conducting training workshops for the teachers both locally and centrally with the assistance of experts from the Summer Institute of Linguistics (SIL) international and the research scholars from the Gauhati University Linguistics department over the last few years. The main goal of these workshops has been to help teachers to adopt a student oriented approach of teaching instead of a teacher oriented approach, and to adopt activity-based teaching instead of textbook oriented teaching in MT education. For this purpose, we followed the approach outlined in (Stringer and Faracas2001) for teaching language to pre-primary and primary level children. As per reports, the teachers who have attended these training programmes have become more confident and they are performing better in the classroom.

Accordingly, the idea of including the present chapter in an otherwise linguistically oriented research work, is to offer some pedagogic perspective for the benefit of teachers in the private Bodo medium schools in particular and MT teachers in general. We realize that the outlines presented here is necessarily sketchy in nature as well as incomplete in the sense that it deals only with one aspect of the language i.e., the verb. A fuller and more complete work in the line (Werner et al 1990) will be more appropriate for Bodo and it is the task of the future researchers to take up and explore this area further.

We attempt to give an outline of materials below for both the teachers and the students on the basis of our findings of the Bodo verb. Thus, we give some samples in the form of exercises as resources relevant for syllabus designers, material writers, teachers, learners, and evaluators in Section 8.3.1.

8.3.1 The Bodo verb in pedagogic perspective
This section is concerned with giving an illustration of how certain select aspects of the Bodo verb may be utilized for the purpose of pedagogic implementation for MT learners of Bodo. The aspects covered range over the following topics:

a) the verb root, b) the syllable, c) the compound verb root, d) prefixes and suffixes, e) TAM suffixes, f) vowel harmony, g) adverbal suffixes, h) versatile verbs, i) negation, j) complex verb constructions and k) clausal constructions.

The treatment of these topics is necessarily selective in that while the perspectives of language as knowledge and language as behavior are covered for each area, the treatment of the remaining perspective namely, language as action is partial. Thus, no attempt has been made in the presentation below to include any discussion of syllabus design, material production, teacher training and teaching methodology. This delimitation has been a matter of conscious decision since the bulk of the present work as discussed in the foregoing chapters is more concerned with the analysis and description of the Bodo verb. It is, however, hoped that the language material presented in this work will serve as a source for more detailed pedagogic initiatives later.

8.3.2 The verb root

A verb root in Bodo is a free morpheme that can be used independently in a sentence, as in imperative sentences. The verb root may be monosyllabic, disyllabic or trisyllabic. The verbs in the following sentences (indicated in bold) are all monosyllabic.

a) নাও থাও।

b) ওঁহাম জাত।

c) আলো গোদোন থাও।

d) সানফোমবি দে লো।

Exercise: 1

The teacher will read out the following sentences and ask the learners to identify the monosyllabic verb roots contained therein:

a) নোমোর বাল ওঁহার।

b) নাও সীযার সাপাঙ্গ গনস।

c) আফনা, নাও দোলে হায়চায় থাও।

d) জেন্নাবো সীমো বাপার বু।

e) নোমোর বয়বো ফায়মালিয়াব থাও।
Exercise: 2
Fill in the blanks with the appropriate verb root in the following sentences:

a) नों दे खामालिखि दै ....! (माव/जा)
b) नोमोर अरापत रेठो बाघा ....! (ली/ञू)
c) देहाती शासक खानामानो दै ....! (जा/लो)

(a) The syllable

The syllable is a phonological unit consisting of a vowel and additional consonants before and after the vowel, called onsets and codas respectively. Words can be broken into syllables. Bodo verb roots are mostly monosyllabic, i.e., they consist of just one syllable such as जा /zu/, था /tha/, इं आ /bung/, etc. There are disyllabic verb roots as well, such as गोल्फ़ /gulwi/, बेहो/bwhwi/, हामु /hasu/, etc. Trisyllabic verb roots such as निन्दि निदु/mithigu/, साविख निदु/sathikho/, etc. are rare.

Exercise: 3

Identify and underline the verb roots and find out how many syllable(s) each root constitutes in the following sentences. Write down the number of syllables of each verb against the sentence.

a) नों दे गांसा।
b) नोमोर फरावसालिखि थ।
c) देहाता शासकियुं।

(b) The compound verb root

A verb formed from two or more units that are themselves words (verbs) is called a compound verb root. In Bodo, a good number of verb roots are compounds, such as, नानु/southu/, विरि/bisi/, रुपार/buthar/, खोनास /khwnason/, नायबिर/analyse/, नावबीर/exterminate by pouring/, etc.

Exercise: 4

Identify and underline the compound verbs in the following sentences and put a circle/bracket on each of the roots.

Example: दाबो आं बाराबाही (हरेम/दै)नो हाबाय। आया अन्द्रावनि अरबी दैजो (ञू/बोमोर)बाय।

a) आंमा एमौंखी एव्हांबाय।
b) आफाया आंि मवाइङ्क्री दोनिकोमाधाया।

c) मेलमिनि सायाय गोनीकोथिरिक्का दिनीसिम गोना नान विजिरसंबोधाय थादाँ।

(c) Prefixes and suffixes

Prefixes and suffixes are meaningful units/morphemes that get attached to words. Prefixes are attached before a word and suffixes after. Verbs, in Bodo, take both prefixes and suffixes, such as, the causative prefixes folio- /phw-/ , phi- /phi-/ , as in फोयाह /phwthang/, फिदिँ /phiding/; मो- /sw-/ , मि- /si-/ as in मोगाड /swgab/, मिगिं /siga/ and negative prefix दा- /da-/ as in दाखं /dathang/.

Exercise: 5

Identify and underline the prefixes in the verbs in the following sentences.

a) राजयोआ लामाङ्क्री फुवाराक्ष्या।

b) आडया मैयां ओखामक्री केनेवर्दा।

c) आंि गाराइङ्क्री अजाया सोखाबाय।

8.3.3 TAM suffixes

We do not just use the bare form or the root of a verb in actual speech or writing. We need to use various kinds of additional affixes or morphemes to convey various kinds of meanings. The most common among verbal suffixes, in Bodo, are the TAM suffixes, that is, tense, aspect and mode suffixes.

(a) Tense suffixes

There are three tense suffixes in Bodo, namely, past -टोमान /-dwngmwn/, future -गोन /-gwn/ and immediate-नौ /-gou/. The use of one of these affixes is shown in bold in the following sentences.

i) जानानात मैयां आलासिम फैटोमान।

ii) जाट दाखालि हाथाङ जाहटोमान।

iii) आं मैयां फरायमालियाव चाङोमान।

Exercise: 6

Fill in the blanks with appropriate tense suffixes:

a) जाँ मैयां बल गेले ….।
b) ॐ मैया हाथाइयाय थाय ....

c) जोनान दाखाली आतामसि फै ....

**Exercise: 7**

Fill in the blanks with appropriate forms of the verbs in parentheses. You may use any of the tense-aspect markers. In some cases more than one answer may be possible. Be ready to explain your choices.

a) मैनायिया बा बोोरिनिल गढ़सा नाथाय बियो सानालोब्बो फरायसालियाय .... (थै)

b) दिने बियो थाम बजियाबनो न'आव .... (थै)

c) वि न'आब सौहेबा आं अफिसाबनो खामानि मावाबय .... (थै)

d) आं न' सौहेबोबा वि ओबाम .... (आइ) .... (उन्नु)

e) मैनायिया मात्राबाबो बर'खी मोजां .... (उं) हामिगी.

**b) Aspect suffixes**

The aspect markers, in Bodo, are habitual -वो /-yw/, and perfect –वाम /-bai/. The use of one of these suffixes in shown (in bold) in the following examples:

a) मोसीआ गामो जायो।

b) आफाया दु़लियाय हामा माबो।

c) बियायिया बाखो बायाब फरायो।

**Exercise: 8**

Read the following paragraph and identify the words which have an aspect marker.

ओ ने भायबाव फरायो। फुडार्मोहां सुबाय। हाथासे मानजियाय। प्राचैया बनबाय। लेखा फरायखानायनि उनाव ओबाम जावाय। धोरसि सुबाय। विनि उनाव इसकल गनाने ब्रेस सुबाय। ओबामाय दसे जिरायबाय। ओबामाय दसे जिरायखानामे ओबाम जावाय। ओबाम जाबानाने आईचि आवाइ सुबाय। प्राचैया बनबाय। लेखा फरायबाय। लेखा फरायखानायनि उनाव ओबाम जावाय। ओबाम जाबानायनि उनाव उनुबाय।

**c) Mood suffixes**

There are a number of mood markers in Bodo, such as, affirmative marker /-yw/; negative markers /-ya/, /-yakhwi/, /-lia/; imperatives /-dw/, /-lai/, /-nai/; jussive /-ni/, /-dini/; optative /-thwng/; desiderative /-gou/; change of state /-swi/; interrogative /-na/, /-ne/; dubitative /-dang/; quotative /-nw/; preceptive /-zen/, realis /dwng/, etc. These markers may be used with a verb in isolation or in combinations. The use of one of these suffixes is shown in **bold** in the following sentences:
Exercise: 9
Read the following sentences aloud and say which of them are the mood markers.

a) गथंफोरआ मेलेदो।
b) नालेबनि हाबाया थाब जादो।
c) डाखाराज आनि बेरामखो मोजां नायदो।

8.3.4 Vowel Harmony
When the vowel sound of an affix (prefix or suffix) gets affected as a result of the preceding or following vowel sound then it is said to be the case of vowel harmony. Vowel harmony is common among the causative prefixes in Bodo. One of the causative prefixes that exhibits vowel harmony is shown in **bold** in following examples.

a) आइया देखी फुंदवाय।
b) विमाया गथंखी फेंदरवाय।
c) फोरोमिरिया गथंफोरखी फोरिरीं।
d) आफाया आंनि नखी फाहावाय।

Exercise: 10
Read the following sentences and circle the prefix that has vowel harmony.

भीमा बकासुरखी फेजेनरीमो।
राइजोमा लामाखी फेजेवाय।
आइया बेदरखी फेजेवाय।

8.3.5 Adverbial suffixes
Adverbial suffixes are a type of bound morphemes that modify the verb. There are more than a hundred adverbial suffixes in Bodo. Many of them are sound symbolic. Some of these are shown below in **bold**.
a) ॐ वेदर जाप्लाबाय।
b) ०० जोनाव फैसारा।
c) बि मैया बोरैवा गाढेदौ।
d) योमसारा आंबी नारसिनदौ।

Exercise: 11
Identify and say the adverbial suffixes in the following sentences.

i) ०००००००० नर्आव बाब थाकिन।
ii) ००००००० बनाबी आनिसिम जोडावहर।
iii) ॐ ०००००० बादाबी बुजिसं हाय।
iv) दाउदा बाढम्बावाय खिद्दलावाय।
v) ॐ बोरैबा मिनिफ्लांदौ।

8.3.6 Versatile verbs
Versatile verbs can be used as independent verbs. But in Bodo, they are also used as adverbial suffixes. When they are used as suffixes, some forms are reduced, the initial sounds of some get changed and some remain in the same form. The versatile verbs are shown in **bold** in the following table.

*Table 8.2*

<table>
<thead>
<tr>
<th>Bodo</th>
<th>Transliteration</th>
<th>Marker</th>
</tr>
</thead>
<tbody>
<tr>
<td>आलासिफ्रा थांजोबावाय।</td>
<td><em>Alasiphra thangzwbai.</em></td>
<td>zwb</td>
</tr>
<tr>
<td>आईया नापी सावखामबाय।</td>
<td><em>Aiya nakhou saokhambai.</em></td>
<td>kham</td>
</tr>
<tr>
<td>बि थांस्लाब हायासौ।</td>
<td><em>Bi thangslab hayaswi.</em></td>
<td>slab &lt; swlab</td>
</tr>
</tbody>
</table>

Exercise: 12
Underline the versatile verbs in the following sentences.
a) गवथःत्र बैथिङ फिथाङ दुमिड़ो।
b) मिगलाफ़ा दैवाङ ना दांघोमिड़ो।
c) आलामिरक जोनाङ ओँथाम जालांगोन।
d) आढ़या आलुङधो नात्वामांड़ा।
e) आँनि मावावङधो सोरवा लाखोमांड़ा।

8.3.7 Negation
There is one prefix and several negative suffixes in Bodo which get attached to the verb. The only negative prefix in Bodo is da-and the suffixes are -a/-ya/-wa, -akhwi, -lia, etc. These negative markers are shown in bold in the following table.

Table 8.3
Negative markers

<table>
<thead>
<tr>
<th>Bodo</th>
<th>Transliteration</th>
<th>Marker</th>
</tr>
</thead>
<tbody>
<tr>
<td>आ बुचनाथ बाघागङ दाबाजङ।</td>
<td>ang bungnai bathrakhoi dabau.</td>
<td>da</td>
</tr>
<tr>
<td>मानसिमा अमा बेदर जाया।</td>
<td>sansriya oma bedor zaya.</td>
<td>ya</td>
</tr>
<tr>
<td>नो गाव रोडङखं बिखानो बालाजी।</td>
<td>nwng gao rwngwikhou khinthanw dalazi.</td>
<td>wi, da</td>
</tr>
</tbody>
</table>

Exercise: 13
Underline the negative affixes in the following sentences.

a) नो ना जाया नामा?
b) आ दाना बेदर जालिया।
c) वि बाघागङ मोजां बुधनो रोडङखी।

8.3.8 Complex verb constructions

(a) auxiliary verb
Complex verbs contain more than one word. For example, auxiliary verb construction in Bodo is achieved by using two verbs. It is made up of one lexical verb marked with one of the inflectional morphemes -bain and -gasinufollowed by the auxiliary verb -dap/tap plus tense-aspect suffixes. The auxiliary verbs are shown in bold in the following table.
Table 8.4
Auxiliary verb constructions

<table>
<thead>
<tr>
<th>Bodo</th>
<th>Transliteration</th>
<th>Marker</th>
</tr>
</thead>
<tbody>
<tr>
<td>जो खात्मालिसिनो दं।</td>
<td>zwng thanggasinw <strong>dong</strong>.</td>
<td><strong>dong</strong></td>
</tr>
<tr>
<td>नौसौर नेपाल था।</td>
<td>mwngswr nebai <strong>tha.</strong></td>
<td><strong>tha</strong></td>
</tr>
<tr>
<td>बिसौर खात्मालिस वाँचथाय दं।</td>
<td>biswr khamani maobai <strong>dong</strong>.</td>
<td><strong>dong</strong></td>
</tr>
<tr>
<td>नौ बे खात्मालिसिनी मावालिसिनी था।</td>
<td>mwng be khamankhou maogasinw <strong>tha.</strong></td>
<td><strong>tha</strong></td>
</tr>
</tbody>
</table>

Exercise: 14
Fill in the blanks with appropriate auxiliary verbs in the following sentences.

a) बिसौर फ़ा....।
b) वि खात्मालिस माघ....।
c) नौसौर बे लामाजोभो थां....।

(b) Vector verb construction
Vector verb construction also consists of two verbs. The first verb carries the lexical meaning and the second verb, what is called the light verb, contains less lexical meaning. These verbs are highlighted in **bold** in sentences in the following table.

Table 8.5
Vector verb constructions

<table>
<thead>
<tr>
<th>Bodo</th>
<th>Transliteration</th>
<th>Marker</th>
</tr>
</thead>
<tbody>
<tr>
<td>गधण्डा फरासिलियाद थांनो हृदयवाय।</td>
<td>Gothophwra phorasaliyao thangnw <strong>hombai.</strong></td>
<td><strong>hombai.</strong></td>
</tr>
<tr>
<td>आफ़ाया अबङिरा धैना थांबाय।</td>
<td>Aphyaya obothira thwina <strong>thangbai.</strong></td>
<td><strong>thangbai.</strong></td>
</tr>
<tr>
<td>वि ओंखाम जाना लावाय।</td>
<td>Bi wngkham zana <strong>labai.</strong></td>
<td><strong>labai.</strong></td>
</tr>
</tbody>
</table>

Exercise: 15
Identify and write down the vector verbs in the following sentences.

a) नौसौर बे फ़िइङ्घिय जाना नाच।
b) नौ बे बाघारिय आफ़ायो बुना हो।
(c) **Conjunct verbs**

The conjunct verb construction also involves more than one word in Bodo. But it is different from both Auxiliary and Vector verb constructions in that it involves only one recognizable verbal element. The other element is a noun, an adjective, or a lexical element that is found only with the conjunct verb. Thus, it has no grammatical status outside the conjunct verb construction. The conjunct verbs are highlighted in **bold** in sentences in the following table.

*Table 8.6*

**Conjunct verbs**

<table>
<thead>
<tr>
<th>Bodo</th>
<th>Transliteration</th>
<th>Marker</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bithanga ango khoa hooti.</td>
<td>Bithanga angw khwtha hw dwng.</td>
<td>hw</td>
</tr>
<tr>
<td>Dumphaya laogikhou mwe mwo.</td>
<td>Dumphaya laogikhou mwzang mw nwn.</td>
<td>mwn</td>
</tr>
<tr>
<td>Biswr da sanwibw haba zabai.</td>
<td>biswr da sanwibw haba zabai.</td>
<td>za</td>
</tr>
</tbody>
</table>

**Exercise: 16**

Underline the conjunct verbs in the following sentences.

a) आफाया बेराम नायकाहेतातः

b) रैसुमेजो मैनाजिजो बिलोगो खाबाया

c) खारसेमा मानसिका हाथायाय जाणो मोजामोनो।

(d) **Idiomatic conjunct verbs**

A lot of conjunct verb expressions in Bodo are idiomatic. In other words, the non-verbal element and the conjunct verb form a single meaningful unit instead of a composite of two meaningful units. Some of these verbs are shown in **bold** in the examples in Table 8.7.

*Table 8.7*

**Idiomatic conjunct verbs**

<table>
<thead>
<tr>
<th>Bodo</th>
<th>Transliteration</th>
<th>Marker</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biswr jokhi kgumgan sanyo.</td>
<td>Biswr zwngkhou megon sayw.</td>
<td>megon sa</td>
</tr>
<tr>
<td>Phwikaya MAINAOKHOU GWSS THWDWNG MnWN.</td>
<td>Phwikaya Mainaokhou gws thw dwng mwn.</td>
<td>gws thw</td>
</tr>
<tr>
<td>Gutha sornobwa kugai nanoway</td>
<td>Gutha swniaba khuga nang tai zananggou.</td>
<td>khuga nang</td>
</tr>
</tbody>
</table>
8.3.9. **Clausal constructions: mono-clausal**

**Simple sentence:** A simple sentence consists of a single independent clause. A clause is defined as consisting of a single predicate which takes one or more arguments. A simple sentence may be a declarative, imperative, interrogative, etc. The sentences given in Table 8.8 are examples of a declarative sentence.

<table>
<thead>
<tr>
<th>Bodo</th>
<th>Transliteration</th>
<th>Sentence type</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Bodo</th>
<th>Transliteration</th>
<th>Sentence type</th>
</tr>
</thead>
</table>

**Exercise: 18**

Read the following sentences and say which of them are declarative sentences.

एम्बुआ बहा दे? एम्बुआ बचल सिद्धाल। गल'आ उन्दुदो। एम्बुआलाई मानो बारनखो? सिरि चिरि बारनलाङ्झाल। बिसोर माफी नाहारहो? बिसोर एम्बुआ नाहारहो। सैमाया मा खालामना लाखो?

8.3.10 **Clausal constructions: multi-clausal**

**Complex sentence:** A complex sentence contains more than one clause or more than one verb phrase. A complex sentence must consist of one main clause and one or more subordinate clause(s). There are several types of subordinate clauses which actively participate in the process of forming complex sentences. Based on the relation the
subordinate clauses have to the main clause, they are divided into two main classes – Complement Clauses and Adverbial Clauses.

(a) **Complement clause**

A complement clause may be defined as a clause that functions as a nominal group, i.e., an element which can be replaced by a noun or noun phrase. We can divide complement clauses into three types in Bodo – (a) Infinitival Complements, (b) Nominalized Complements, and (c) Sentence-like Complement clauses.

(i) Infinitival complement clause

The infinitival clauses are defined as a type of complement clauses that do not bear syntactic relations to their notional subjects. In Bodo, the verb of the infinitival clause is found in an infinitive form in that it cannot be marked for any of TAM or Mood markers. The verb is marked with the infinitive form *-nu. The infinitival clause is shown in **bold** in the following sentences.

*Table 8.9*

**Infinitival complement clauses**

<table>
<thead>
<tr>
<th>Bodo</th>
<th>Transliteration</th>
<th>Infinitival clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>ओं बरफ जानो मोजां मोनो।</td>
<td><em>ang borof zanw mwzang mwntw.</em></td>
<td>borof zanw</td>
</tr>
<tr>
<td>बिसौर जोनाब फैनो नागिरदें।</td>
<td><em>biswr zwnngnao phwinw nagirdwng.</em></td>
<td>zwnngnao phwinw</td>
</tr>
</tbody>
</table>

**Exercise: 19**

Underline the infinitival clauses in the following sentences.

Example: ओं ना जानो बोब बोजां मोनो।

a) ओं गाइबेर फैनो मोजां मोन।

b) ओं भेषां बनानो रोड।

(ii) Nominalized complement clause

A nominalized clause is a verbal clause with the internal structure of a noun phrase (NP). All nominalized clauses contain a **non-finite verb** marked with the nominalizer *-na.* The
nominalized clauses, unlike the Infinitival clauses, can be case marked. The examples are highlighted in the sentences below.

*Table 8.10*

**Nominalized complement clauses**

<table>
<thead>
<tr>
<th>Bodo</th>
<th>Transliteration</th>
<th>Nominalized clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>बि आँगि बुंगनाइक्षौ मानिया।</td>
<td><em>bi angni bungnaikhou maniya.</em></td>
<td>angni bungnaikhou</td>
</tr>
<tr>
<td>ओँ फैनायवौ वि सुखुवा।</td>
<td><em>ang phwinaikhou bi sukuwa.</em></td>
<td>ang phwinaikhou</td>
</tr>
</tbody>
</table>

**Exercise: 20**

Underline the nominalized clauses in the following sentences.

Example: बिनि बुंगनाइ बारा बामानियार फैयार॥

- a) ओँ बुंगनाइ वि मादिर मोनवार॥
- b) जो फैनायवौ विबाड़ा सावजार॥

**b) Adverbial clauses**

Adverbial clauses function as adverbs. They serve to modify the verb phrase of the main clause. Adverbial clauses have been classified based on their semantics into the following types in Bodo.

(9) Time clause
(10) Place clause
(11) Purpose clause
(12) Cause/reason clause
(13) Conditional clause
(14) Result clause
(15) Supposition or concessive clause
(16) Comparison clause (clause of Degree and clause of Manner)

(i) Adverbial clause of time

Temporal adverbial clauses have a temporal sequential relationship with the main clause. In Bodo, a temporal adverbial clause is marked in multiple ways, such as – subordinating suffixation, subordinator, and correlative subordinators. The adverbial clauses of time are indicated in **bold** in the following sentences (Table 8.11).

*Table 8.11*
Adverbial clause of time

<table>
<thead>
<tr>
<th>Bodo</th>
<th>Transliteration</th>
<th>Markers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Նութվեր խամանվելի ջուկե թագուհու</td>
<td>nwnswr thangkhali zwngbw</td>
<td>nwnswr thangkhali</td>
</tr>
<tr>
<td>իսծառայող սինածոն ջուկ քամանիկի եոլուները</td>
<td>bi phwinai sigangnw zwng</td>
<td>bi phwinai sigangnw</td>
</tr>
<tr>
<td></td>
<td>khamanikhou phwzwbldwng.</td>
<td></td>
</tr>
</tbody>
</table>

Exercise: 21

Underline the temporal adverbial clauses in the following sentences.

Example: Նութա երիտասարդ յուղն հինգահար։

a) Նութվեր իսծառայող սինածոն ջուկ քամանիկի եոլուները
b) Նութ իսծառայող սինածոն ջուկ քամանիկի եոլուները
c) Իսծառայող սինածոն ջուկ քամանիկի եոլուները

(ii) Adverb clause of place or Locative adverbial clause

Locative adverbial clause carries the sense of location or place in relation to the main clause. There are several markers to indicate a locative adverbial clause such as -ao, zerao, etc. The locative adverbial clauses are shown in bold in the following sentences.

Table 8.12

Adverbial clause of place

<table>
<thead>
<tr>
<th>Bodo</th>
<th>Transliteration</th>
<th>Markers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Նութա երիտասարդ յուղն հինգահար։</td>
<td>Nwnng zerao dong beyaonw tha.</td>
<td>zerao dong</td>
</tr>
<tr>
<td>Իսծառայող սինածոն ջուկ քամանիկի եոլուները</td>
<td>Zwng thanai zaigayao dwi gwiya.</td>
<td>zwng thanai zaigayao</td>
</tr>
</tbody>
</table>

Exercise: 22

Underline the locative adverbial clauses in the following sentences.

Example: Նութվեր երիտասարդ յուղն հինգահար։

a) Իսծառայող սինածոն ջուկ քամանիկի եոլուները
b) Իսծառայող սինածոն ջուկ քամանիկի եոլուները
c) Իսծառայող սինածոն ջուկ քամանիկի եոլուները
(iii) Conditional adverbial clause
A conditional adverbial clause expresses a condition in relation to the main clause; for example, in English ‘If you come, I will go’ is a conditional sentence. There are two types of conditional clauses in Bodo, namely, real conditional clauses and unreal conditional clauses.

(a) Real conditional clauses:
Real conditional clauses express ‘real events’ which are either taking place, took place or generally take place from time to time. The real conditional clauses are shown in bold in the following sentences.

Table 8.13
Adverbial clause of condition (real)

<table>
<thead>
<tr>
<th>Bodo</th>
<th>Transliteration</th>
<th>Markers</th>
</tr>
</thead>
<tbody>
<tr>
<td>बिसौर बांबाच्य बांकेवा दा मोनहिमीया।</td>
<td>Biswthangbai thadwngba da mwnhwibai.</td>
<td>thangbai thadwngba</td>
</tr>
<tr>
<td>नों सिंहराब्ला जों थाक।</td>
<td>Nawng linghorablazwng thanga.</td>
<td>nwang linghorablal</td>
</tr>
</tbody>
</table>

Exercise: 23
Underline the real conditional clauses in the following sentences.

Example: ओँखामा मोनवाच्या गण्फा जाग्रोभो हाॅसिमीन।
   i) नोंवा ना मोनवाच्या जोंहामोबो इमे ह्र।
   ii) वे खामानिबो माववाच्या गणावान्या लामावान्या।

(b) Unreal conditional clauses:
Unreal conditionals, on the other hand, refer to events that might happen, didn’t or couldn’t happen in the real world. The structures of these clauses are shown in bold in the following sentences:

Table 8.14
Adverbial clause of condition (unreal)

<table>
<thead>
<tr>
<th>Bodo</th>
<th>Transliteration</th>
<th>Markers</th>
</tr>
</thead>
<tbody>
<tr>
<td>आं रो बानायमोन्न्रा गारिबवान्ना गारिबगीमोन्ना।</td>
<td>angrang thanaimwnbargari baigoumwn.</td>
<td>rang thananvimwnba…goumwn.</td>
</tr>
<tr>
<td>नोंहा माहाजोन</td>
<td>zwngthagmazwnzanaimwnbnatahmazwnzanaimwnbnab</td>
<td></td>
</tr>
</tbody>
</table>
Exercise: 24
Underline the unreal conditional in the following sentences.
Example: ჯომო ფქაროშაფქარო მაჭანა ნამან. ზომ ოლომან.
   i) ნოო ოჰამონა ანი გათანა ჯამა ნაგან.
   ii) ოო ოჰამონათაოო ოო ოჰამო ჯამა ნაგან.

(b) **Relative clause**: A relative clause construction involves a clause that modifies the head noun of an argument (NP). It gives an additional information about someone or something mentioned in the main clause. It is sometimes introduced by a relative pronoun in Bodo. The relative clauses are highlighted in the following sentences (Table 8.15).

Table 8.15
Relative clause structure

<table>
<thead>
<tr>
<th>Bodo</th>
<th>Transliteration</th>
<th>Relative clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>ნოო ოჰანა გუჯარუ აა ოჰანა       ვა</td>
<td><em>nwng hornai bizakkhoo mwnbai.</em></td>
<td>nwng hornai</td>
</tr>
<tr>
<td>აა ოოჰაა ფიალაა აანაში იში       ში</td>
<td><em>ang zwnnagw phwinai alasikhou sina</em></td>
<td>zwnnagw phwinai</td>
</tr>
</tbody>
</table>

Exercise: 25
Underline the relative clauses in the following sentences.
Example: ჯომო ჩაროშაჩარო ჩარაჰამღა მაჭან.
   i) ჯარიერინო ნ'ა გამოგაჩარო ბიმორო შარ ოო ოჰამ.
   ii) გარ გარაჰი გირიან ქიშალი ჯარო ოო ბირა.
   iii) ნო ჯეხი ბრიქ ბერწო აამ სააძ.

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8.4 Conclusion

In this chapter, I have discussed the role of language in Education. I have strongly emphasized on the development of language skills in formal education. Development of language skills takes place throughout our student life and beyond. Then I talked about the complexity of language and its various dimensions. Language structure is highly complex and it requires a dedicated framework. I have adopted a language teaching framework that focuses on three interrelated dimensions of language teaching - language as knowledge, language as behavior, and language teaching as dedicated mode of action. Following this framework, I have provided a teaching outline for various aspects of the Bodo verb, such as verb root, verb stem, TAM, etc. We have paid particular attention to language as knowledge - provide necessary concepts and terminology. The material included in present discussion addresses both teacher needs as well as student needs. A more elaborately laid out plan would need to refine the material according to the need and background of both these categories. The material represents the needs of learners at different levels – from the primary level to the high school level, and the refinement and elaboration of the material should take into account the need to grade it accordingly. Many of these refinements referred to here are more relevant for the third dimension of language-as-action, which subsumes the syllabus-materials-methodology-evaluation regime which is not within the intended scope of the present chapter.