

CASE IN ENGLISH AND CHEPANG

**A Thesis Submitted to the Department of English Education
In Partial Fulfilment for the Master of Education in English**

**Submitted by
Suman Khanal**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2011**

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DECLARATION

I hereby declare that to the best of my knowledge this thesis is original; no part of it was earlier submitted for the candidature of the research degree to any university.

Date: 2068-03-26

.....

Suman Khanal

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Suman Khanal** has prepared this thesis entitled “**Case in English and Chepang**” under my guidance and supervision.

I recommend this thesis for acceptance.

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RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation by the following
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DEDICATION

Dedicated

to

My parents and all well wishers

ACKNOWLEDGEMENTS

"Practice of Communicative Approach in ELT Classroom" is my academic study carried on under the Department of English Education, T.U. in partial fulfilment of Master of Education in English. In connection to the study, first of all, deep sense of great gratitude goes to my respected Guru and thesis supervisor Mrs. **Madhu Neupane**, Lecturer, Department of English Education, T.U. for his continuous guidance, supervision, encouragement, inspiration and creative suggestions from the initial research phase to the final one, which is invaluable to bring the study in the present form.

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Suman Khanal

ABSTRACT

The thesis entitled 'Case in English and Chepang' is an attempt to identify cases in the Chepang language and to compare and contrast them with those of English. The researcher has found out that the Chepang is a tripartite type of language whereas English is a nominative accusative type of language. In tripartite system, all the arguments S, A and P are treated differently. As a result, they are marked with case markers. The cases identified in the Chepang are genitive, instrumental, dative, comitative, ablative/source, goal and locative. Suffixes are found to be used as case markers in the Chepang language. Word order does not play a vital role in meaning change in the Chepang language. The researcher collected data from forty native speakers of Sarikhet VDC from Makwanpur district were the research fields for the researcher to elicit data from the informants. He used both the primary and secondary sources to carry out this research work.

The thesis consists of four chapters. The first chapter deals with introduction. It consists of general background, importance of the English language, the sociolinguistic situation in Nepal, an introduction to the Chepang language, an introduction to case, CA and its importance on language teaching, review of related literature, objectives of the study and significance of the study. Chapter two deals with methodology. It encompasses sources of data, population of the study, sampling procedure, research tools, processes of data collection and limitation of the study. Chapter three deals with analysis and interpretation of the data. It comprises identification and analysis of cases in the Chepang language and similarities and differences between the Chepang and English cases. Chapter four encompasses findings and recommendations and pedagogical implications.

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