CHAPTER – ONE

INTRODUCTION

1. General Background

A language is a system of conventional signals used for communication. We express our thoughts, ideas and emotions through it. It is a means by which we make communications. Language is daily used in human society. But it is difficult to define it. It is species specific; that means language is possessed by human beings alone. There are different means of communication. Among them language is the most commonly used means of communication and the sole property of only human beings. This is what that puts human beings different from all the other animals. It is something that is established in the society and it is handed over from generation to generation. So, it is a social phenomenon. It is perhaps the most significant asset of human life.

The term 'language' has been defined in several ways by various linguists. Some of the definitions of language are presented below:

Chomsky (1957) states: "Language is a set (finite or infinite) of sentences, each finite in length and constructed out of a finite set of elements" (as cited in Lyons, 2009, p. 7).

Bloch and Tragger (1942) concludes: "A language is a   system of arbitrary vocal symbols by means of which a social group cooperates" (as cited in Lyons, 2009, p. 4).

According to Sapir (1921), "Language is purely human and non instinctive method of communicating ideas, emotions, and desires by means of voluntarily produced symbols" (as cited in Lyons, 2009, p. 3).

Robins (1979 a) defines: "Languages are symbols systems.. based on pure or arbitrary connection…. Infinitely extendable and modifiable according to the changing needs of the speakers" (as cited in Lyons, 2009, p. 6).

In Corder's (1973, p. 32) words "Language, by which man communicates a systems of communication, for the purpose of communication."

When we study and compare all the above definitions of language, we find that none of them is comprehensive and wholly satisfactory. In general, it is widely accepted that language is the system of human communication, which consists of the structured arrangement of sounds into larger units e.g. morphemes, words, sentences and utterances. Every normal human being acquires at least one language in his/her childhood. No one can believe the existence of human civilization without language.

1.1 English and Its Position

There are many languages in the world, among them English is the most widely used language. It is often believed that one in every group of seven people can speak English. It is rich in its literature. Therefore, it has gained the status of international standard. It is used as a lingua franca to maintain communication among different linguistic communities. English has dominated almost all the areas in the world such as world politics, science and technology, medicine, marketing and so on. Moreover, English is one of the five official languages of the UNO; this may also be the supporting factor for English to be an international language.

English has significant influence in Nepali education, too. English is taught as a compulsory subject from class one to bachelor level. At university level, most of the prescribed books and reference books are available in English medium.

It is used as a second/foreign language in Nepal. According to Sthapit et al.(1994),

> the importance of the English language in the present day world need not be over emphasized. It is principal language for international communication and a gateway to the world body of knowledge. In view of these facts, the English language is given great importance in the education system of Nepal (as cited in Mahato Tharu, 2001, p.1).

Bhattarai (1995) has stated that

> ……English has became indispensable vehicle to the transmission of modern civilization in the nation. It is a passport through which one can visit the whole world and one who knows English can enjoy the advantages of world citizen. He is received and understood everywhere. Therefore, English is the only means of preventing our isolation from the world and we will act unwisely if we allow ourselves to envelop in the folds of dark curtain of ignorance. (p. 217)

The history of English language teaching in Nepal goes back to Rana regime. English was started to teach during the Rana autocratic rule over Nepal. Prime minister Junga Bahadur Rana, the founder of Rana regime in Nepal was the first person who established English school for the first time in 1910 B.S. in his palace to educate his own children but this school provided opportunity to the children of all people to be educated later in 1948 B.S. At that time ELT was started because of the British power in India. Mr. Canning and Mr. Ross were

the first English language teachers in Nepal who were brought from England. Because of the lack of exact curriculum, English language which was used in everyday communication was emphasized in their teaching and learning at that time.

The English language was adopted in higher education only after the establishment of Tri-Chandra College in 1975 B.S. At that time English was the medium of instruction and English language teachers were brought from India. The curriculum had also been designed on Indian basis. After the overthrow of Rana regime and the establishment of democracy in 2007 B.S., a drastic change occurred in the field of education and teaching of English as a compulsory subject retained till the introduction of NESP 2028 B.S.

With the establishment of College of Education in 2013 B.S. the training for English teachers started. At that time teachers were untrained and did not have adequate materials or labs and students were poor in English. Later on, with the implementation of NESP in 2028 B.S., school curriculum was markedly changed. The English language teaching and learning was prescribed from Grade Four to higher level as a core subject throughout the country. In other words, NESP has totally eradicated English from primary level and made lower secondary level (Grade Four) its starting point. Similarly, National Education Commission 2049 B.S. also recommended the expansion of English Education better than the previous one.

1.1.1 Present Scenario of ELT in Nepal

English is an international language. So we must have the knowledge of English to go for higher studies, to communicate with the foreigners, to interact with the changing situation of the modern era. Government of Nepal has also realized the necessity of English language teaching and has made Grade One as

the starting point of English language teaching. Similarly, under the Faculty of Education, Department of English Language Education is totally devoted to produce good English language teachers. In the same way different educational and training institutions like School of Education, K.U., Purwanchal University, NECD (National Centre for Educational Development) are producing good and trained teachers. Not only that some teachers are also graduated in ELT from UK, USA, Australia etc.

Awasthi, (2003) concludes:

> Formation of different professional organizations of ELT teachers i.e. NELTA (Nepal English Language Teacher's Association) has pushed English language teaching up. NELTA has established partnership with the Ministry of Education and Sports in the matter of English language teacher development activities (as cited in Sharma, 2007, p. 4).

1.1.2 Linguistic Situation of Nepal

Nepal is a multilingual, multiracial, multi-religious and multicultural country. Nepal, though, small country has been very fertile land for language and linguistic study. Even today linguists are discovering new languages in some remote places of the country and many more languages are still waiting to be discovered. Nepal possesses an amazing cultural diversity including ethnic richness and linguistic plurality. Linguistically, Nepal is so rich that it has got a unique position on the linguistic map of the world. It has been one of the most engrossing areas of linguistic research.

According to the Census 2001, the total population of Nepal is 2,31,51,423. It mentions ninety two different languages and indicates that 1,68,340 (0.74%)

people speak unknown languages, which need to be precisely identified on the basis of field observation and its analysis. Census 2001 reported ninety two identified languages.

However, Yadav (2003) states

> Most of the languages are existing only in spoken forms without having their own scripts. So, they are in the verge of extinction. There have been suggested a number of factors responsible for language loss and endangerment in Nepal. They weaken language vitality and induce a language to become extinct. The major factors include lesser number of speakers, poor economic status, lack of language transmission to younger generation, migration to urban areas and foreign countries for job and education as well as the lack of literate tradition, official recognition, initiatives for language maintenance, language use in domains such as education, local administration, and mass media, official status and use and, above all, language community's awareness. (p.158)

Before the restoration of democracy in 1990, Nepal had adopted one language policy. To quote Malla (1989);

> His Majesty's Government has declared policy that over the years Nepali should become the medium of instruction at all levels of education. Apart from this, the government's policy towards language is

that Nepali and only Nepali should be used in administration, court of

justice, information and the media. The Constitution of Nepal 1990

seems much liberal towards the minority languages of the country. The

constitution states i) the Nepali language shall be the official language

ii) all the languages spoken as the mother tongue in the various parts of

Nepal are the national languages of Nepal. (p.460)

Now, people are much more aware of their languages and culture. Language has become the most emotive issue within and among the ethnic communities. Though most of the communities are willing to accept Nepali as a lingua franca in the country, they are demanding active state support for the development of their own individual languages, insisting on their use as a medium of instruction in schools and other fields of the government. They have sought recognition of their languages in their regions.

Apart from Nepali, a very few languages (e.g. Maithili, Newari and Limbu) have written literature and other materials such as grammar, dictionary and textbook. A majority of languages which belong to Tebito-Burman family do not have written form and are in the verge of extinction. It is therefore, an urgent need for codification, description and expansion in the uses of these endangered languages for their preservation, development and standardization.

The monopoly of the Nepali language in the government offices, education and media has opened the door of opportunities to its native speakers; they got easy access to education since the medium of instruction in school is Nepali. On the contrary, the speakers of other languages are obstructed indirectly to get education because the medium of instruction which is not in their mother tongue. This is one of the main reasons why drop out rate of the indigenous

students in school is so high and why most literacy programs fail. To speak in Nepali by other language speakers is as difficult as to speak in English by the speakers having Nepali mother tongue.

Lack of transmission of the languages between generations is the major reason behind them becoming endangered, while the dominance of Nepali speakers in surrounding areas is another reason. Government policy promoting only the Khas (Nepali) language also leads to the extinction of the indigenous languages.

It should be noted that while promoting one language as a national language or medium of instruction, the government should not ignore other languages from being lagged. The government policy on language, therefore, must be fair and biasless.

The languages used in Nepal can be classified into four different language families:- Indo-Aryan, Tibeto-Burman, Austro Asiatic and Dravidian.

1.1.2.1 Indo-Aryan Group

The following languages spoken in Nepal come under this language group.

Nepali	Hindi
Magahi	Urdu
Maithili	Rajbangsi
Marwadi	Darai
Bhojpuri	Awadhi
Majhi	Kaman
Tharu	Danuwar
Chureti Languages	Bote
Bengali	

(Source:- Gurung, Harka 2003: Social Demography of Nepal)

1.1.2.2 Tibeto-Burman

The following languages come under this language group:

Rai (including Chhintang and other more than 33 Rai languages)

Toto	Raute	Raji
Tibetan	Sherpa	Marpha
Chepang	Pahari	Lhomi
Thami	Koche	Lepcha
Dhimal	Dura	Byngshi
Limbu	Chhantyal	Newar
Magar	Tamang	Kham
Thakali	Sunuwar	Manag
Jirel	Kaike	Kagate
Hayu	Meche	Bhujel
Syang	Yholmo	Nar
Yakka	Baram	Gurung

(Source:- Gurung, Harka 2003: Social Demography of Nepal)

1.1.2.3 Austro-Asiatic

The Austro-Asiatic languages comprise Santhali of the northern Munda group and Khari of Southern Munda group. It is also to be noted that Satar has been reported in all the censuses but Santhali has been wrongly reported as a separate language except in the 1952/54 Census. The 2001 Census lumps both Satar and Santhali together into a single language, called Santhali. It is suggested that Munda (with 67 speakers) should also be included within Santhali, in that it is just a variant name of the same language. (Yadav, 2003, p.147)

1.1.2.4 Dravidian Group

According to the Population Census 2001, only one language i.e. Jhagar comes under this group. In Dravidian family Dhangar/ Jhagar is spoken by 4,812 (1952/54), 15,175 (1991) and 28,615 (2001) people. Mainly spoken in Sunsari district, it is also marginally used in Siraha and some other districts (Bara, Parsa). Another Dravidian language is Kisan, marginally spoken in Jhapa district.

1.1.3   Introduction to the Gurung Language

Nepal is a common garden of many races and tribes. There are more than one hundred different types of races and castes in Nepal. It appears that for the size of the country, Nepal possesses a great variety of races in its population.

It is believed that the Gurungs of Nepal were migrated from Tengri of Tibet. They started to live in Mano (now, its called Manang) of Nepal (Dillijung, Gurung, 1992, as cited in Neupane, 2002, p.5). Another statement says that the Gurungs have migrated from the Shiwai State of China. They were the people of Amdo caste of that state. They migrated to Nepal through the Brahmaputra River. They were honest and famous fighter.

1.1.3.1 The Script of Gurung Language

Gurung is one of the ancient languages. It is not so developed language. It is said that the Gurung language had its own script but it is not found yet. On the basis of pre-published materials, its literature has two scripts: Roman script and Devnagari Script.

1.1.3.2 The Present Situation of the Gurung Language in Nepal

Gurung is one of the languages under Tibeto-Burman family. It is basically spoken in the western part of Nepal. The Gurung ethnic community speaks it as its mother tongue. It is one of the languages which is on the verge of extinction. The reason may be the wide use of the Nepali language as a lingua franca or the people themselves hesitate to use their language feeling inferior in front of others or it can be due to some other reasons.

According to the census report 2058 BS (2001 AD), the total number of Gurung people is 5,43,571. Out of which 2,59,376 are male and 2,84,195 are female. It is speculated that out of this population about 62% (3,38,925) people can speak their mother tongue.

Moreover, the Interim Constitution of Nepal 2063 BS has given a right to every individual for prompting his/her language and culture and has made provision for each school in the community to have the right to establish school for providing primary level education to their children in their mother tongue. Thus, this small effort will be an important support in the field of teaching and learning the Gurung language to the speakers of Gurung as well as a second or foreign language.

1.1.3.3 Distribution of the Gurung

The principal settlements of the Gurungs in Nepal are Kaski, Lamjung, Gorkha, Tanahun, Manang, Syangja, Parbat and Dhading districts, but due to various reasons they began to migrate from their very places. So, they are scattered all over the country at the present time. The district wise distribution of the Gurung people as population by caste or ethnic group and population by mother tongue are given in Appendix I.

From the above table, we find that the Gurung can be found in all 75 districts. The table shows that Kaski district has the highest number of the Gurung language speakers whereas there is no Gurung language speaker in Kalikot district. Similarly, Gorkha district possesses the largest population and Kalikot possesses the lowest population of the Gurung ethnic community. Besides, we find that the majority of Gurung speakers are bilingual: they speak Gurung as well as Nepali. But most of the eastern Gurungs are monolingual and speak only the Nepali language. This shows the two different groups of Gurung community; the eastern and the western. The western Gurungs show their intra-linguistic differences but they all exhibit similar behaviours. There is unity in diversity as all Gurungs can understand the Nepali language. This is the principal characteristics of the entire ethnic group in Nepal.

1.1.4 Importance of Grammar

Grammar refers to "the rules in a language for changing the forms of words and combining them into sentences" (Oxford Advanced Learner's Dictionary, 2005, p. 517). Metcalfe (as cited by Imam, 1997, p.238) says "Grammar is the basis of a language, the framework on which ideas are hung, and the loftiest imagery or thought can fall flat if ungrammatically expressed." Funk and Wagnall's New Standard Dictionary of English (1960, as cited in Mahato Tharu, 2001, p.4) also defines grammar as "the science that treats that principles that govern the correct use of language in either oral or written form". Lado (1977, p.144) says "A grammatical pattern is more than any single utterance since it is the mould from which countless utterances can be produced". If grammar means the underlying principles then, no one can handle the language without the knowledge of grammar. So, grammar is the most important part of language.

1.1.5 Needs and Importance of Contrastive Analysis (CA)

Contrastive analysis is one of the branches of applied linguistics which simply means a systematic analysis of similarities and differences between languages. CA is the comparison of the linguistic systems of two languages.

CA is done mainly for the pedagogical purpose. It has two functions: firstly, to predict the likely errors of a group of learners, and secondly, to provide input to language teaching and learning. It also explains the cause of committing errors.

CA develops with the theory of comparisons and it may be divided into two. The first is known as interlingual comparison in which the comparison may be between two languages. The second is known as intralingual comparison in which one can compare dialectal differences that occur within a language.

1.1.6 Subject-Verb Agreement in English

Languages are operated by the underlying rules and these rules differ from one language to another. The English language has specific rules for word formation, word order, sentence pattern, stress, intonation and others. The present study is concerned with the subject –verb agreement. So, the main s-v agreement rules of English are listed below (Imam, 1995):-

i)   A singular subject takes a singular verb, e.g.
>   1) *He eats a mango.*
ii)   A plural subject takes a plural verb, e.g.

>   2) *We are dancing.*

>   3) *They go to school.*

iii)   A compound subject joined by 'and' generally takes plural verb, e.g.

 4) You and I are working.

 5) Are not your sister and brother at home?

Exception: When several singular subjects represent the same person or thing, or when they form one collective idea, a singular verb is used, e.g.

 6) Rice and curry is my favorite dish.

 7) Time and tide waits for no man.

iv) Plural words that come in between a singular subject and its verb do not change the number of the subject, e.g.

 8) The sound of the bells was heard by everyone.

 9) One of the books is missing.

v) When two subjects are joined by 'with', 'together with', 'along with', 'in addition to', 'as well as', 'except', 'besides', 'and not' etc. The verb agrees in number and person with the first one, e.g.

 10) He as well as they, is ready to jump.

 11) You, together with Ram, were playing in the garden.

vi) When the subjects joined by 'or', 'nor', 'either…or', 'neither…or' are of different persons, the verb agrees with the nearest subject, e.g.

 12) Either he or you are guilty.

 13) Neither you nor he is willing to come.

vii) The indefinite pronouns 'many a', 'each', 'each one', 'every', 'everyone', 'everybody', 'anybody', 'nobody', 'someone', 'somebody', 'either', 'neither' and 'no one' take singular verbs, e.g.

14) Many a man comes and goes.

15) Everybody wants food.

16) Neither of the statements is true.

viii) When two nouns are qualified by 'each' or 'every', although connected by 'and', they require a singular verb, e.g.

17) Every boy and every girl was given sweets.

18) Each son and each daughter of Ram is educated.

ix) If the subject is title, the name of a book, clause, a quotation, or other group of words expressing a single idea, the verb is singular, e.g.

19) 'Tales from Shakespeare' makes an interesting reading.

20) 'Hard Times' has been written by Dickens.

x) Sometimes the subject of a sentence, though plural in form, denotes some specific quantity, or amount or distance considered as single unit. In all such cases the verb is generally singular, e.g.

21) Three thousand miles is a long distance.

22) Five hours is not much for outdoor work.

xi) Some nouns which are plural in form but singular in meaning, take singular verb, e.g.

> *23) This news is not correct.*

> *24) Ethics deals with the problem of mortality.*

> *25) The wages of sin is death.*

xii) If the subject of a sentence begins with a fraction, the verb agrees with noun or pronoun that comes after the preposition 'of', e.g.

> *26) Two-thirds of the book is interesting.*

> *27) A quarter of it is fresh.*

> *28) A quarter of them are stale.*

xiii) If the subject of sentences begins with 'A number of', the verb is always plural for 'A number of' means 'many', e.g.

> *29) A number of children are playing in the field.*

But if the subject begins with 'The number of', the verb is singular, as-

> *30) The number of students in this college has swelled.*

xiv) Phrases beginning with 'A band of', 'A chain of', 'A bouquet of', 'A galaxy of', 'A series of', 'A team of', 'A herd of', 'A bevy of', 'A crowd of', 'A regiment of', 'A flock of', 'A class of', and 'A batch of' take a singular verb though the word after 'of' is plural, e.g.

> *31) A band of musicians has come.*

32) A herd of cattle is in the field.

33) A series of accidents has taken place.

xv) Some of the collective nouns take the verb in the singular or in the plural according as the speaker thinks of the thing as a single whole of the individuals of which it is composed, e.g.

Class, Cabinet, Committee, Board, Army, Jury, Mob, Government, Team etc.

34) The jury (as a single body) had given its verdict.

35) The jury (as individuals) were discussing this point.

36) The team (as a unit) is winning.

37) The team (as individual) are fighting for a win.

xvi) Certain nouns, though singular in form are used as plural and they usually take plural verb, e.g.

Cattle, Clergy, Gentry, People, Police, Public, Swine, Vermin

38) The cattle are grazing in the field.

39) The vermin are harmful.

xvii) The following nouns are used only in the singular form and the verb that follows them is also singular, e.g. – abuse, advice, alarm, alphabet, bread, brick, bunting, clothing, folk, furniture, gossip, hair, information, issue, luggage, offspring, poetry, scenery, thunder, etc.

40)All my furnitures have been burnt. (wrong)

41) All my furniture has been burnt. (right)

42) The sceneries of Darjeeling are very beautiful. (wrong)

43) The scenery of Darjeeling is very beautiful. (right)

xviii) The subject of a sentence may begin with any one of the following phrases: 'A good deal of", 'A great deal of', 'A lot of', 'Most of', and 'some of'. In such a situation the verb agrees with the object of the preposition 'of', e.g.

44) A good deal of time has been lost.

45) A good deal of efforts are needed.

46) Some of the music was boring.

47) Some of the children were hungry.

xvix) When 'and' connects two or more titles or designations of the same person, the verb is always singular, e.g.

48) The principal and secretary is on leave.

When 'and' connects two or more titles or designations with the article 'the' before each of them, the expression refers to two different persons. The verb in such a case is always plural, e.g.

49) The principal and the secretary are present.

xx) Certain adjectives are used with the definite article (the) to talk about group of people in a particular condition; e.g. The blind, The sick, The deaf, The poor, The young, The old, The dead, The brave, The coward, The handicapped, The unemployed.

These expressions have a plural meaning: 'the blind' means 'the blind people', or 'all blind people', but not 'the blind man'. Whenever such an expression forms the subject of a sentence, it takes a plural verb, e.g.

> *50) The blind are helpless.*
> *51) The poor are hungry.*

xxi) Some of the nationality words ending in '-sh', '-ch' or 'ese' can also be used with a definite articles, e.g.

The British, The English, The French, The Nepalese, The Dutch, etc.

These expressions are plural: 'the British' means 'all (the) British people'. When the subject of a sentence is one such expression it takes a plural verb, e.g.

> *52) The French love good food.*
> *53) The Japanese are hard-working.*

xxii) In expressions where the same singular noun is joined by a preposition (singular noun + preposition) the verb used is always singular, e.g.

> *54) Ship after ship is heading towards the shore.*
> *55) Letter after letter pinpoints the need for hardwork.*

xxiii) When clauses are introduced by the relative pronouns 'who', 'whom', 'whose', 'which', or 'that', the verb agrees with the antecedent of the relative pronoun in person and number, e.g.

> *56) He made a list of things that were required.*
> *57) I like a boy who shows intelligence.*

xxiv) 'There' can never be the subject of a verb. Hence look for the subject after the verb in sentences beginning with 'there'; e.g.

> *58) There is a book on the table.*
> *59) There were ten students in our group.*

xxv) When a sentence is built around a linking verb, the verb must agree with the subject, not the complement; e.g.

> *60) The most difficult thing is the adjectives.*

xxvi) In denials, for persons, 'no one' is used as a singular, 'none' as a plural; e.g.

> *61) Is there any servant in the house? No, there is no one.*
> *62) Are there any servants in the house? No, there are none.*

1.2   Review of the Related Literature

Although several research works have been carried out on comparative linguistic study, but the contrastive analysis between English and Gurung proposed in the present study has remained unexplored. Hence, the researcher decided to explore this present topic.

Pandey (1997) has carried out a research on 'A Comparative Study on Apologies Between English and Nepali.' The purpose of his study was to enlist the different forms of apologies used in English and Nepali and compare them in the context of some related situations. He found that English people are more apologetic compared to Nepali people and women are more apologetic than their male counterparts in English and Nepali.

Karki (1999) has carried out the study to find out the effectiveness of inductive and deductive method in teaching S-V agreement in English. It was found that the deductive method was less effective than the inductive method.

Shah (2000) has carried out a research on 'A Comparative Study of the S-V Agreement in the Maithili and English Languages'. It is the first thesis on S-V agreement between two languages submitted in this Department. It was found

that in English the S-V agreement is determined by the agreement of number between subject and verb but Maithili verb agreement is determined by inflectional affixes not only with the subjects but the objects also.

Mahato (2001) has carried out a research on 'A Comparative Study of Subject – Verb Agreement in the English and Tharu Languages'. He found that English verbs agree with the categories of person and number whereas Tharu verbs agree with the categories of person only. The Tharu verbs are marked for formal and informal form which is not found in English verbs. He further found that both English and Tharu verbs do not agree with the categories of gender.

Neupane (2002) has worked on 'A Comparative Study of Verb Forms in the English and Gurung Languages'. The aim of this study was to analyze the verb forms in Gurung in the light of structural and transformational linguistic insights and to compare and contrast the verb forms in Gurung and English Languages. She found that English has S+V+O sentence structure but Gurung has S+O+V sentence structure and English as well as Gurung has no discrimination of the verb on the basis of gender.

Panta (2004) has carried out a research on 'A Study on the Effectiveness of Discovery Technique in Teaching S-V Agreement in Grade IX'. The findings of the study show that the students taught through discovery technique have done relatively better in comparison to those taught through explanatory technique. The researcher, however, suggests that explanatory technique should be used for teaching the agreement of verbs with subjects.

Khanal (2007) has carried out 'A Study of Errors committed by Darai Learner of English in Subject – Verb Agreement' under the Central Department of English Language Education, Faculty of Education, he aimed to find out the proficiency of the students in S-V agreement on the basis of item-wise

comparison, gender-wise comparison and school-wise comparison. He found out that students performed the best in item number 'A' and performed the worst in item number 'B' in objective tool and in totality, the proficiency of boys was better than that of girls in free writing but the proficiency of girls was better than that of boys in objective questions.

Subedi (2007) has carried out a research on "Errors Committed by the Doteli Speakers in English S-V Agreement'. The study aimed to compare the main similarities and differences between Doteli dialects of Nepali and English S-V Agreement and to identify the rules of S-V Agreement in Doteli dialect. Her findings show that both English and Doteli verbs agree with subject but not with the object and Doteli S-V Agreement is determined by the agreement of person, number, gender and degree of honorificity whereas English is determined by person and number only.

The list of researches above show that no any research has ever touched the Gurung language proposed for the present study. Therefore, this study is really different from the previous studies in the sense that it is the first research on the S-V agreement system of the Gurung language. Though other researchers have made comparison between two or more than two languages, they have not compared the S-V agreement system of the Gurung language with English.

1.3   Objectives of the Study

The objectives of the study were as follows:

a) To identify the S-V agreement system of the Gurung language.
b) To compare the S-V agreement systems of English and Gurung.
c) To point out some pedagogical implications of the findings of the study.

1.4   Significance of the Study

In a multilingual country like Nepal, only the speakers of mother tongue cannot be sufficient for communication. One needs to be, at least, a bilingual in order to communicate in one's society. For example, a Gurung is free to use his mother tongue in his community but he immediately has to change the code to share the ideas with Tamang, Magar, Nepali, Rai, Maithili and other language speakers, otherwise, he cannot talk to them. A language teacher must possess the knowledge of the languages so as to make teaching more effective. In the context of Nepal, a Gurung definitely needs to be a multilingual because Nepali has to be studied in school as a national language and English as foreign language.

This research has manifold significance. This study is hoped to play a significant role in the field of linguistics giving a vision to those language teachers who are teaching Nepali and English to the Gurung students as a second and foreign languages respectively. It will also be significant to the students and other language teachers who are involved in teaching and learning languages and in the field of research.

1.5   Definition of the Specific Terms

The research contains some terms which are used in a specific way, and are needed to be defined. They are defined as follows:

Subject: It refers to something about which a statement or assertion is made in the rest of the sentence (Richards, et al. 1985, p. 278).

Verb: It refers to a word which:

a) Occurs as a part of the predicate of a sentence,
b) Carries marks of categories such as tense, aspect, person, number and mood, and
c) Refers to an action or state (Richards et al. 1985, p. 305).

Agreement: Agreement, in grammar, refers to a formal relationship between elements, whereby a form of one word requires a corresponding form of another. The term 'concord' has, now been more widely used in linguistic studies instead of 'agreement'.

S-V Agreement: It refers to the formal relationship between subject and verb in a sentence. For example, 'Suman plays tennis' but 'They play tennis'. Here, singular subject 'Suman' agrees with singular verb 'plays'. Similarly plural subject 'they' agrees with plural verb 'play'. If a sentence contains the words having the same number, gender, case or person, this is termed as an example of S-V agreement.

Gender: Gender is a grammatical category which is used for the analysis of word classes displaying such contrasts as masculine/feminine/neuter, animate/in animate, etc. For example, 'Jack' and 'Ann' are different in sex. Therefore, 'Jack' is in masculine gender whereas 'Ann' is in feminine gender.

Number: Number refers to the variation in the form of nouns and verbs to show whether one (singular) or more than one thing or person (plural) is being spoken of. For example 'tree' is in singular number whereas 'trees' is in plural number.

Person: Person is a category used in grammatical description to indicate the number and nature of the participants in a situation. Distinctions of person are

usually marked in the verb and/or in the associated pronouns (personal pronouns). Usually a three way contrast is found: first person, in which speakers refer to themselves, or to a group usually including themselves (e.g. I, We); second person, in which speakers typically refer to the person they are addressing (e.g. you); and third person, in which other people, animals, things etc. are referred to (e.g. he, she, it, they).

Dialect: 'A variety of language spoken in one part of a country (regional dialect), or people belonging to a particular social class (social dialect or sociolect) which is different in some words, grammar/or pronunciation from other forms of the same language' (Richards, et al. 1985, p. 80).

Gurung: One of the various ethnic groups of Nepal who belongs to Tibeto-Burman language family. The Census of 2001 has registered their population around 5,43,571 but it is speculated that out of this population number only about 62% (3,38,925) Gurungs can speak their mother tongue almost every part of Nepal.

Forms of Address: It is also called 'terms of address' which is generally used in the sense of the manner of referring to someone in direct linguistic interaction. It further refers to the style of addressing somebody in speech or writing.

Honorifics: 'Politeness formula in a particular language which may be specific affixes, words or sentence structures' (Richards et al. 1985, p. 131)

CHAPTER – TWO

METHODOLOGY

To accomplish the objectives of the study the researcher adopted the following methodology.

2.1 Sources of Data

In the study, both primary and secondary sources were used for data collection as detailed below:

2.1.1   Primary Sources of Data

As the researcher being a resident of Gurung speaking community, he himself was able to use this language to some extent. The primary data for this study was collected from the S.L.C. graduate native speakers of the Gurung language in Hanspur, Kharibot and Simjung VDCs of Gorkha district.

2.1.2   Secondary Sources of Data

Some pertinent researches carried out on S-V agreement between and among the languages and various articles, journals, library, relevant books, proposals and books on and about the Gurung language were the secondary sources of data for this study. 'Research Methodology' by Ranjit Kumar (1996), 'The Basic Gurung Grammar' by Lal Bahadur Gurung (1996), T.U. library etc. were consulted for the secondary sources of data.

2.2 Tools for Data Collection

For data collection, a set of questionnaire consisting of 52 sentences in English to be translated into Gurung was prepared (App. II). They were categorized

into different grammatical categories such as, gender, number, person and forms of address. The questionnaire was used among thirty Gurung native speakers.

2.3 Sampling Procedure

Judgemental or purposive sampling procedure was used to select the respondents. Thirty educated Gurung native speakers from three VDCs of Gorkha district were consulted so as to collect the information from them required for the study. To achieve the objectives of the study, attention was paid towards the Gurung speaking people especially who were educated as well.

2.4 Process of Data Collection

First of all, the SLC graduate native speakers of the Gurung language in Hanspur, Kharibot and Simjung VDCs of Gorkha district were visited. From these three villages, relevant data was collected which could fulfill the objectives by providing the questionnaire consisting a list of sentences in English (App. II) to be translated into Gurung.

The researcher, then, listed the collected sentences under different grammatical categories such as person, number, gender and terms of address. After that, he applied Roman transliteration for the sentences written in the Gurung language but he used Roman script for English. The researcher made bilingual comparison so as to compare and find out the S-V agreement system between these two languages.

2.5 Limitations of the Study

This study had the following limitations:

a) The study was confined to only the language used by Gurung native speakers. That was compared with English.

b) The study was based on the Gurung language spoken especially in Hanspur, Kharibot and Simjung VDCs of Gorkha district.

c) The study was further limited to the analysis of responses obtained from the respondents only.

d) The study was limited to the comparative study of S-V agreement system in proposed languages in terms of their genders number, person and forms address (honorifics).

CHAPTER – THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data in detail. It includes analysis of Gurung s-v agreement system and comparison between Gurung and English Subject-Verb agreement systems.

3.1 Analysis of Gurung S-V Agreement System

The Gurung language is under the process of standardization. Therefore, it does not have standardized s-v agreement system as does English. Therefore, only some rules which are being used have been presented here.

i) The Gurung language follows the SOV pattern of sentence structure. It means the subject is followed by the object which is in turn followed by the verb, e.g.

1) ‡yz1|rz:1tyr~?1

    He rice eat (s).

    He eats rice.

2) †r~z…1wˆ‡sr}1|}Œ, z:?1

    Samir football played.

    Samir played football.

ii) Gurung language does not have gender discrimination of verb. The same form of the verb can be used for all genders in both languages; e.g.

3) *Ram* sz~

    Ram say (s)

    Ram says.

4) *Sita* sz~

    Sita say (s)

    Sita says

iii) Gurung language has three persons system. They are first person (singular and plural), second person (singular and plural) and third person (singular and plural). There is no discrimination of the verb as singular and plural in the Gurung language. The same form of verb is used for all subjects whether they are singular or plural, 1st person or 2nd person or 3rd person. e.g.

5) €; ⌐1x^€u…z1- *ri tim.1*

   I mat – preposition sit (s).

   I sit on the mat.

6) €; z1x^€u…z-…z1‡z~?1

   We mat – preposition sit (s)

   We sit on the mat.

7) |Œ, 1x^€u…z-…z1‡z~?1

   You (singular) mat – preposition sit (s)

   You sit on the mat.

8) |v~v1x^€u…z-…z1‡z~?1

   You (plural) mat – preposition sit (s)

   You sit on the mat.

9) ‡yz1x^€u…z-…z1‡z~?1

   He/She mat – preposition sit (s)

   He/she sits on the mat.

10) ‡yv~v1x^€u…z-…z1‡z~?1

   They mat – preposition sit (s)

   They sit on the mat.

iv) The Gurung language has two number systems that are singular and plural. The Gurung verbs do not agree with the categories of number.

11) €; ⌐^1ty^~?1

Dog bark (s)

The dog barks.

12)€; r^-~v1ty^~?1

Dog (pl.) bark (s)

Dogs bark.

13)...yz~rz1..., ~?1

Girl sleep (s)

The girl sleeps.

14)...yz~rz-~v1..., ~?1

Girls (pl.) sleep (s)

Girls sleep.

v) 'ν∗ιβαι' in the Gurung language is equivalent form of English 'is/am/are' according to the number and person. The same 'ν∗ιβαι' means 'am' when it is used after 'I', is after 'he/she/it' and singular noun' etc. and 'are' after plural subjects; e.g.

15)|^1|z‡r4s1€; zsrz?1

This book am/is/are.

This is a book.

16)€; r1~r4‡yr...1€; zsrz?1

I teacher am/is/are.

I am a teacher.

17)€; r}r1€yr4†r-z-~z41|yr...zs, ‡1€; zsrz?1

My village-poss.name Kharibot am/is/are.

My village's name is Kharibot.

vi) The Gurung language has only one pronoun of address – 'kyo'. It can be used both in honorific and non-honorific use. The same form of verb is used for all forms of address, e.g.

18) |Œ, 1‡z1Œru?l *(non-honorific)*

You home go (es).

You go home.

Or

Go home.

19) |Œ, 1‡z1Œru?l *(honorific)*

You home go (es).

You go home.

Or

Please, go home.

3.2 Comparison Between Gurung and English S-V Agreement Systems

3.2.1 Gurung and English S-V Agreement System in Terms of Gender

Gender is a grammatical category which is used for the analysis of word classes displaying such contrast as masculine/feminine/neuter, animate/inanimate, etc. For example, Ram and Sita are different in sex. Therefore, 'Ram' is in masculine gender whereas 'Sita' is in feminine gender.

Simply, gender is used to find out whether the noun is male or female. All languages may not have the same rules of gender. In English, genders are of four kinds: masculine, feminine, common and neuter. But the Gurung language has only two types of gender: masculine and feminine.

The detail comparison in terms of gender has been presented below:

Subject and Verb

Table No. 1

Gurung and English S-V Agreement System in Terms of Gender

Languages	Masculine Gender	Feminine Gender
Gurung	ρα#μ σκυλ ψα#μ. πρεμ και(χηαμ. βιπιναι καβιτα# πρηι. σαντοσ κηαι.	σαβιτα# σκυλ# ψα#μ. κριπα# και(χηαμ. σηριστι καβιτα# πρηι. καρυνα# κηαι.
English	Ram goes to school. Prem eats rice. Bipin wrote a poem. Santosh came	Sabita goes to school. Kripa eats rice. Shristi wrote a poem. Karuna came.

In the above Gurung sentences, all male subjects -
ρα#μ, πρεμ, βιπιν ανδ σαντοσ' have brought the verbs –
'ψα#μ, χηαμ, πρηι ανδ κηαι' respectively. Similarly, all female subjects -
σαβιτα#, κριπα#, σηριστι ανδ καρυνα# have also brought the same male
verbs. It shows that Gurung verbs do not agree with the categories of gender.

In the above English sentences, all male subjects – 'Ram, Prem, Bipin, and
Santosh' and all female subjects – 'Sabita, Kripa, Shristi and Karuna' have
brought the same form of the verbs – 'goes, eats, wrote and came' respectively.
It shows that English verbs do not agree with the categories of gender.

3.2.2 Gurung and English S-V Agreement System in Terms of Number

Number refers to the variation in the form of nouns and verbs to show whether one (singular) or more than one thing or person (plural) is being spoken of. For example, 'pen' is in singular number whereas 'pens' is in plural number.

There are two types of number in English – a) Singular and b) plural

a) A singular number denotes one person or thing; as –

book, child, goat, wife, etc.

In the above examples, each of the nouns indicates only one person or thing. So, they are in singular number.

b) A plural number denotes more than one person or thing; as

Books, children, goats, wives, etc.

In the above examples, each of the nouns indicates more than one person or thing. So, they are in plural number.

Like in English, the Gurung language has also two kinds of number viz. singular and plural.

a) Singular: μψα# (cow), νιμο (child), μηι (man), τι (house), ρηιμαι (girl), etc.

b) Plural: μψα#μο (cows), νιμομο (children), μηιμο (men), τιμο (houses), ρηιμαιμο (girls) etc.

Subject and Verb

A comparison is made on subject and verb relationship between the sentences of Gurung and English in terms of number has been made below:

Table No. 2

Gurung and English S-V Agreement System in Terms of Number

Languages	Singular Number	Plural Number
Gurung	τηι σκυ#λ γει. χηαη κηαι α#ν∗ ν∗δε σαηαψογ λαμ. να#ψυ χηυι).	τηεμε σκυ#λ γει. χηαημαι κηαι α#ν∗μαι ν∗δε σαηαψογ λαμ. να#ψυμ χηυι).
English	He went to school. Son came. Sister helps me. Dog barked	They went to school. Sons came. Sisters help me. Dogs barked.

The above sentences of the Gurung language show that the change in number does not require any changes in verb form. In the first column, singular subjects – 'τηι, χηαη, α#ν∗ ανδ να#ψυ' have come with the verbs – 'γει, κηαι, λαμ ανδ χηυι)' respectively. In the same way, in the second column, plural subjects – 'τηεμε, χηαημαι, α#ν∗μαι ανδ να#ψυμ' have also brought the same singular verbs - 'γει, κηαι, λαμ ανδ χηυι)' respectively. It clarifies that 'mai/mo' suffix is used in the Gurung language to mark the plural number but it doesn't affect the verbs. The verbs remain unchanged for both numbers in Gurung i.e. verbs do not agree with categories of number in the Gurung language.

In the above English sentences, singular subject 'sister' has come with third person singular verb 'helps' but the plural subject 'sisters' has taken the third person plural verb 'help'. It shows that verbs agree with categories of number in English. But past tense (past simple and past perfect) marker verbs do not agree with number. For example, the verbs 'went, came and barked' have been used with both singular subject 'He, son and dog' and plural subjects 'they, sons and dogs' respectively in the above sentences.

3.2.3 Gurung and English S-V Agreement System in Terms of Person

Person is a category used in grammatical description to indicate the number and nature of the participants in a situation. Distinctions of person are usually marked in the verb and /or in the associated pronouns (personal pronouns). Usually a three way contrast is found: first person, in which speakers refer to themselves, or to a group usually indicating themselves. (e.g. I/We); second person in which speakers typically refer to the person they are addressing (e.g. you); and third person, in which other people, animals things, etc. are referred to (he, she, its, they)

Like in English, the Gurung language also has three kinds of personal pronouns which are as follows:

a) First person
b) Second person
c) Third person

a) First Person

The pronouns which denote the person speaking are said to be the personal pronouns of the first person, e.g.

I am well. (singular)

We are well. (plural)

The pronouns 'I' and 'We' denote the person/s speaking and hence are said to be the personal pronouns of the first person. The first person personal pronouns in Gurung and English languages are as follows:

Table No. 3

Gurung and English First Person Pronouns

	Gurung	English
Singular	ν*α	I
Plural	ν*ψο	We

b) Second Person

The pronouns which denote the person/s spoken to are said to be the personal pronouns of the second person, e.g.

You are student. (singular)

Your are students. (plural)

The pronoun 'you' (now used with both in singular and plural) denotes the person/s spoken to and hence are said to be personal pronoun (s) of the second person. The second person pronouns used in Gurung and English languages are as follows:

Table No. 4

37

	Gurung	English
Singular	κψο)	You
Plural	κεμε	You

c) Third Person

The pronouns which denote the person (s) spoken of are said to be the personal pronouns of the third person, e.g.

He/She/It sleeps. (Singular)

They sleep. (plural)

The pronouns 'he, she and they' denote the personal pronoun (s), and 'it' denotes the thing spoken of; therefore, they are said to be the personal pronouns of the third person. The following pronouns are used as the third person personal pronouns in Gurung and English:

Table No. 5

Gurung and English Third Person Pronouns

	Gurung	English
Singular	thi	He
	thi	She
	chu	It
Plural	theme	They

3.2.3.1   Subject and Verbs in Terms of Person

The subject-verb agreement system in Gurung and English is compared in terms of person.

Table No. 6

Gurung and English Subjects and Verbs in Terms of Person

Languages	First Person	Second Person	Third Person
Gurung	ν*α κρομ. ν*α ψα#ρισψυμ.	κψο) κρομ. κψο) ψα#ρισψυμ.	τηι/χηυ κρομ. τηι/χηυ ψα#ρισψυμ.
	ν*ψο φυτβαλ κλψομ. ν*ψο σψαρισψυμ.	κεμε φυτβαλ κλψομ. κεμε σψαρισψυμ.	τηεμε φυτβαλ κλψομ. τηεμε σψαρισψαμ.
English	I cry. I am going.	You cry. You are going.	He/She/It cries. He/She/It is going.
	We play football. We are dancing.	You play football. You are dancing.	They play football. They are dancing.

In the above Gurung sentences, the first person singular subject 'ν*α' has brought the verbs 'κρομ' and 'ψα#ρισψυμ' in two different sentences. In the same way the second person singular subject 'κψο)' and the third person singular subject 'τηι' and 'χηυ' have also brought the same forms of verbs. Likewise the first person plural subject 'ν*ψο' has brought the verbs 'κλψομ' and 'σψα#ρισψυμ' in two different sentences. In the same way, the second person plural subject 'keme' and the third person plural subject 'theme' have also brought the same verb forms. It clarifies that Gurung verbs do not agree with the categories of person.

The above study shows that English verbs agree with persons. English verbs mostly agree numberwise than person wise. Only the first, second and third person singular subjects agree with verbs.

3.2.3.2   Person in Terms of Number

Gurung and English can also be studied comparing their persons in terms of number. There is no exact agreement system between these two languages. Due to the differences in agreement system, a Gurung native speaker faces a lot of problems while learning the English language.

Some sentences of Gurung and English are compared person wisely in terms of their numbers in the following table:-

a) First Person

Table No. 7

Gurung and English S-V Agreement System in Terms of First Person

Languages	Singular Number	Plural Number
Gurung	ν*α κψυ τηυμ. ν*α και) χηαμ. ν*α καβιτα# πηρισψυμ.	ν*ψο κψυ τηυμ. ν*ψο και) χηαμ. ν*ψο καβιτα# πηρισψυμ.
English	I drink water. I eat rice. I am writing a poem.	We drink water. We eat rice. We are writing a poem.

In the above sentences of the Gurung language, number has made no effect in the first person. For example, the first person singular subject 'ν*α' and the first person plural subject 'ν*ψο' have brought the same verbs 'τηυμ', 'χηυμ' and

'πηρισψυμ'. It clarifies that number does not affect the first person and shows no differences in agreement in the Gurung language.

In English sentences, with the first person singular subject 'I' and with the first person plural subject 'we', the same verbs 'drink' and 'eat' have come. On the contrary, in the third sentence, 'I' has come with 'am' and 'we' with 'are'. It shows that English verbs do not always agree with categories of number of first person.

b) Second person

Table No. 8

Gurung and English S-V Agreement System in Terms of Second Person

Languages	Singular Number	Plural Number
Gurung	κψο) ρομ. κψο) γυνδρι–ρι τιμ. κψο) παυδι κλψο)_ βαρ–ψα#μ. ν*αδε σαηαψογ λασε.	κεμε ρομ. κεμε γυνδρι–ρι τιμ. κεμε παυδι κλψο)_ βαρ–ψα#μ. ν*αδε σαηαψογ λασε.
English	You sleep. You sit on the mat. You go to swim. Please, help me.	You sleep You sit on the mat. You go to swim. Please, help me.

In the above Gurung sentences, the second person singular subject 'κψο)' has brought the verbs 'ρομ, τιμ, κλψο) βαρ–ψαμ ανδ λασε'. In the same way, the same verbs have come with the second person plural subject 'κεμε'. It shows

that the Gurung verbs do not agree with the category of person in terms of number.

The above English sentences show that the second person 'you' is not needed in imperative sentence in English. The second person has only one form 'you' to refer to the singular as well as plural number subjects. Infinitive is used for instruction and 'please' is added in a sentence so as to make it more formal and polite.

c) Third Person

Table No. 9

Gurung and English S-V Agreement System in Terms of Third Person

Languages	Singular Number	Plural Number
Gurung	τηι κηανα ψα#–ρισψυμ? τηι γορκηα# ψα#μ. τηι ν*αδε μα#ψα# λαμ. χηυ γψα#ρεφαρ–ρι μυ.	τηεμε κηανα ψα#–ρισψυμ? τηεμε γορκηα# ψα#μ. τηεμε ν*αδε μα#ψα# λαμ. τηεμε γψα#ρφαρ– ρι μανα(μυ).
English	Where is he going? He goes to Gorkha. She loves me. It is in the garage.	Where are they going? They go to Gorkha. They love me. They are in the garage.

In the above sentences of the Gurung language, the third person singular subject 'τηι, τηι, ανδ χηυ' have come with the singular verbs 'ψα#–ρισψυμ, ψα#μ, λαμ ανδ μυ'. Likewise the plural subject 'τηεμε' has also

42

brought the same singular verbs in the second column. It shows that Gurung verbs do not agree with the categories of number of third person.

In the above sentences of the English language, the third person singular subjects 'he, she and it' have come with 'is, goes, loves and is' in different sentences. But in the second column, the third person plural number subject 'they' is seen coming with the all plural verbs 'are, go, love and are' respectively. It shows that the English verbs agree with the categories of number of third person.

3.2.4 Gurung and English S-V Agreement System in Terms of Forms of Address (Honorific)

Language is used to perform some functions. It is used to establish social relationships. In order to do so, we need to make a choice of appropriate address terms, keeping in the mind the social norms of persons we are speaking to. Forms of address are the formal manner of beginning a communication, either written or spoken. Choice of the forms of address is governed by various factors. Wardhaugh (1986) states:

> A variety of social factors usually governs our choice of terms: the particular occasion; the social status or rank of the other; sex; age; family relationship, occupational hierarchy; transactional status (i.e. a service encounter, or a doctor-patient relationship, or one of priest-penitent); race or degree of intimacy. (p. 262)

'Forms of Address' refers to the pronominal system of a language. The first thing we should notice is that there may be just one pronoun of address (e.g. 'you' and sometimes 'thou') as in the case of the English language, but there

43

may be as many as eight pronouns of address in the case of the Nepali language (Rai, 1992). These different pronouns of address are used with different persons who are related differently to the speaker. For example, a pronoun which is used by a junior to his senior may not be used by the senior to his junior. Similarly, a pronoun which is used by an elder to a younger may not be used by the wife to her husband, and so on. Pronouns are, therefore, classified as honorific, non-honorific and neutral.

Honorific pronouns are used by a junior to his senior (e.g. an employee to his boss), or by a younger to the elder (e.g. a son to his father), or by someone who is inferior to the addressee in terms of social relation (e.g. wife/husband, lower/upper class, lower/upper caste, illiterate/educated, etc.) Non-honorific pronouns are used by a senior to his junior (e.g. boss to his employee), or by the elder to the younger (e.g. father to his son) and so on. A neutral pronoun is used among the people of equal status.

3.2.4.1   The 'T' and 'V' Pronouns

Most languages have T/V distinction in their pronominal system of address. They correspond to the T/V distinction in French which has a singular 'you' T (tu) and plural 'you' V (Vous). Regarding the use of T/V forms, referring to Brown (1965), Robinson (1972) states;

> After the division of the Roman Empire into two sections, the West was ruled from Rome and the East was from Byzantium, thus generating political problems of preserving the two as a single unit. One small device instituted by Diocletian was that persons addressing either emperor should used V from, since they were speaking to both. It was

simultaneously true that they were speaking to someone more powerful than themselves and through time, it was alleged, the use of V and the receipt of T became a more general sign of difference' (p. 121).

Later on the upper classes apparently began to use V forms to each other to show mutual respect and politeness, whereas lower class people began using T form and the upper classes addressed the lower class with T but received V. Non reciprocal T/V usage, later came to symbolize a 'power' relationship and reciprocal V usage became 'polite' usage. Reciprocal T usage was used to show intimacy and 'solidarity'.

English language once had such a distinction, the 'thou/you' distinction. In Nepali, 'τα)/τιμι#' can be put under T and 'ταπα#ι)/ηαφυρ/μαυσυπη' can be put under V. Solidarity principle maintains that when people intimate towards each other, they exchange mutual T or V. The following examples make it clear:

a. Master $\xrightarrow{\text{T}}\xleftarrow[\text{V}]{}$ Servant

b. Son $\xrightarrow{\text{V}}\xleftarrow[\text{T}]{}$ Father

c. Officer $\xrightarrow{\text{T}}\xleftarrow[\text{V}]{}$ Soldier

d. Friend $\xleftarrow[\text{T/V}]{\text{T/V}}\rightarrow$ Friend

3.2.4.2 Levelwise Honorific Pronouns in Gurung and English

Table No. 10

Levelwise Honorific Pronouns in Gurung and English

Gurung		English	
Level	**Pronouns**	**Level**	**Pronouns**
Non-honorific		Non-honorific	
Mid-honorific		Mid-honorific	
High honorific	κψο)	High honorific	You
Specific		Specific	
Higher-honorific		Higher-honorific	
Highest-honorific		Highest-honorific	

Both in Gurung and English, there is only one pronoun of address each – 'κψο)' (you). It refers to both honorific as well as non-honorific pronouns. By adding extra words, the sentence is made polite and formal to show honour in these languages. For example:

In the Gurung language

κψο) τα#λα# ρισψυμ? (impolite and informal)

κψο) κηαναι χηα#ρο κηαλο? (polite and formal)

In English

Hey! What are you doing now? (impolite and informal)

Excuse me! where are you from? (polite and formal)

3.2.4.3 Comparative Study of Second Person Forms of Address (Honorifics) in Gurung and English

Sentences of the Gurung language

Non-honorific   κψο) τι ψα#δ.

Honorific   κψο) τι ψα#δ.

The above examples shows that the Gurung verbs do not agree with the categories of form of address (honorifics). Both the honorific and non-honorific pronouns have brought the same form of verb.

Sentence of English Language:

Non-honorific – Go home.

Honorific   – Go home, please.

          – Would you go home?

          – I wonder if you would go home.

          – Could you please go home.

Here, 'you' functions as both honorific as well as non-honorific use. Additions of other words in 'you' modify the meaning i.e. they make honorific and non-honorific. It is very difficult to show the English equivalent to Gurung honorific and non-honorific sentences as they have their own structures. Anyway, English verbs do not agree with the forms of address.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

This chapter deals with the findings and recommendations made for the pedagogical implications of the study.

4.1 Findings

1. a) From the study, it was found that the Gurung language follows S.O.V. form of sentence construction.

    b) The Gurung verbs do not agree with the categories of gender, number, person and forms of address.

2. Many similarities and differences between these two languages were identified.

Similarities

a) English, as well as the Gurung language does not have discrimination of the verb on the basis of gender. The same form of the verb can be used for all genders.

b) Change in gender does not require change in adjectives in Gurung and English.

c) Like English, the Gurung language has three person system i.e. first person (singular and plural), second person (singular and plural) and third person (singular and plural).

d) Both in Gurung and English, there is only one pronoun of address – 'κψο)' in Gurung and 'you' in English. It refers to both honorific as well as non-honorific pronouns.

e) Both Gurung and English verbs do not agree with categories of forms of address (honorifics).

f) Both Gurung and English verbs are not marked for formal and informal forms.

Differences

a) In English, the subjective and objective forms of personal pronouns respectively occupy the subject and object positions of a clause or a sentence whereas they may occupy the subject and object as well as vice versa position in Gurung.

b) Like English, the Gurung language has two numbers system i.e. singular and plural number. The verbs do not agree with categories of number in the Gurung language whereas some verb forms agree with categories of number in English.

c) The English verbs partially agree with the categories of number of first person, do not agree with the second person and fully agree with the third person. But the Gurung verbs do not agree with the categories of person.

4.2 Recommendations

On the basis of the findings of this study, the following recommendations have been made for the pedagogical implications. They are listed below:

a) As the comparative study shows the similarities and differences between two languages, teaching must be concentrated on the points where the two languages differ. The findings show that the S-V agreement systems of English and Gurung languages are quite different. Therefore, the teachers of that ethnic community should pay special attention on

different aspects of the S-V agreement system while teaching to the Gurung speaking students.

b) The mother tongue (Gurung) can interfere learning English subject-verb agreement system while learning the English language. Therefore, students should be involved in a lot of practices. And, the major focus should be given on the points of differences between these two languages.

c) The teacher should provide a lot of examples of similarities and differences between these two languages so that they become more conscious in selection of appropriate terms in the use of target language.

d) Language is primarily meant for communication. It is better learnt/ acquired by the direct exposure. Therefore, the Gurung speakers must be involved in English speaking environment so that they achieve success in the second language gradually.

e) The Gurung language speakers generally face difficulties in the selection of correct forms while learning English. Therefore, they should be involved in such a practice where they could change the verbs according to the categories of gender, number, person and forms of address.

f) The use of '-s/es' to make the verbs singular in English in accordance with the number of subject should be emphasized because there is no such number distinction in Gurung.

g) The students should be given instruction to make appropriate sentences after finding their errors and the areas where they are facing more problems.

Finally, if the findings of the study and the recommended points are taken into consideration, the teaching and learning English will be effective. Further exploration in the Gurung language will bring different linguistic features of this very language.

APPENDICES
APPENDIX I

S.N.	District	Population by Caste/Ethnic Group	Population by Mother Tongue
1.	Taplejung	6077	4261
2.	Panchthar	3133	2084
3.	Ilam	8962	3407
4.	Jhapa	6183	2997
5.	Sankhuwasava	9206	5830
6.	Bhojpur	1735	295
7.	Terhathum	3192	1686
8.	Dhankuta	2003	226
9.	Morang	7200	4104
10.	Sunsari	6134	3647
11.	Solukhumbu	1155	143
12.	Okhaldhunga	2990	39
13.	Khotang	2939	571
14.	Udaypur	1161	93
15.	Saptari	132	71
16.	Siraha	315	34
17.	Dhanusha	248	11
18.	Mahottari	72	156
19.	Sarlahi	1540	213
20.	Sindhuli	645	287
21.	Ramechhap	244	198
22.	Dolakha	3055	281
23.	Sindhupalchok	4561	430
24.	Kabhrepalanchok	1711	92

25.	Lalitpur	4934	2211
26.	Bhaktapur	1173	367
27.	Kathmandu	30460	16760
28.	Nuwakot	7105	941
29.	Rasuwa	3008	340
30.	Dhading	26224	6500
31.	Makwanpur	3541	586
32.	Rautahat	652	97
33.	Bara	833	289
34.	Parsa	3247	491
35.	Chitwan	31789	13744
36.	Gorkha	64240	48772
37.	Lamjung	56140	55176
38.	Tanahun	39418	33010
39.	Kaski	63038	56233
40.	Syangja	31687	29091
41.	Manang	7273	7135
42.	Mustang	6770	1416
43.	Myagdi	1144	175
44.	Parbat	8034	7131
45.	Baglung	2057	436
46.	Gulmi	2262	1127
47.	Palpa	422	149
48.	Nawalparasi	13981	9503
49.	Rupandehi	19793	9917
50.	Kapilvastu	4264	268
51.	Arghakhanchi	922	79
52.	Pyuthan	3195	1827

53.	Rolpa	944	48
54.	Rukum	668	6
55.	Salyan	128	7
56.	Dang	1412	180
57.	Banke	3187	658
58.	Bardiya	3057	1286
59.	Surkhet	4312	415
60.	Dailekh	3221	32
61.	Jajarkot	85	1
62.	Dolpa	4993	7
63.	Jumla	128	5
64.	Kalikot	15	-
65.	Mugu	22	18
66.	Humla	25	1
67.	Bajura	137	19
68.	Bajhang	36	6
69.	Achham	52	1
70.	Doti	521	114
71.	Kailali	1456	417
72.	Kanchanpur	1876	729
73.	Dadeldhura	185	39
74.	Baitadi	250	1
75.	Darchula	258	6

(District wise Distribution of the Gurung Speakers and their Community)

(Source: CBS Report, 2001)

APPENDIX II

Questionnaire

Subject-Verb Agreement in Gurung and English

Name of the Respondent: ……………………………

District …………. V.D.C.………. Ward. No………. Date: ………....

Categories	Varieties	In English	In Gurung
Gender	Masculine	Ram goes to school. Prem eats rice. Bipin wrote a poem. Santosh came.	
	Feminine	Sabita goes to school. Kripa eats rice. Shristi wrote a poem. Karuna came.	
Number	Singular	He went to school. Son came. Sister helps me. Dog barked.	
	Plural	They went to school. Sons came. Sisters help me. Dogs barked.	
Person	First Person (Singular)	I cry. I am going. I drink water. I eat rice. I am writing a poem.	

	First Person (Plural)	We play football. We are dancing. We drink water. We eat rice. We are writing a poem.	
	Second Person (Singular)	You cry. You are going. You sleep. You sit on the mat. Please help me.	
	Second Person (Plural)	You play football. You are dancing. You sleep. You sit on the mat. Please, help me.	
	Third Person (Singular)	He/She/It cries. He/She/It is going. Where is he going? She loves me. It is in the garage.	
	Third Person (Plural)	They play football. They are dancing. Where are they going? They love me. They are in the garage.	
Forms of Address	Non-Honorific	You go home. Close the window. Hey! What are you doing now?	
	Honorific	You go home. Please, close the window. Excuse me! Where are you from?	

APPENDIX III

ROMAN TRANSLATION OF DEVNAGARI SCRIPT

Based on Turner's (1931). Nepali Alphabet and Diacritic Marks.

अ	α	क्	κ	द्	δ
आ	α#	ख्	κη	ध्	δη
इ	ι	ग्	γ	न्	ν
ई	ι#	घ्	γη	प्	π
उ	υ	ङ	ν*	फ्	πη
ऊ	υ#	च्	χ	ब्	β
ए	ε	छ्	χη	भ्	βη
ऐ	αι	ज्	φ	म्	μ
ओ	ο	झ्	φη	य्	ψ
औ	αυ	ञ्	ν)	र्	ρ
अं	αν*, αμ	ट्	τ8	ल्	λ
अः	α)	ठ्	τ8η	व्	ω/ϖ
ः	η	ड्	δ8	श्	σ*
ॢ	)	ढ्	δ8η	ष्	σ8
		ण.	ν8	स्	σ
		त्	τ	ह्	η
		थ्	τη		

Note: the traditional letters, क्ष, त्र and ज्ञ are treated as conjunct letter. For example: क्ष = ks, ksh, kch; ज्ञ = gy; त्र = tr

APPENDIX IV

Devanagiri Alphabets used for Gurung Phonemes (or sound units) and their equivalent Roman translation.

Vowels

a) Simple Vowels   **b) Breathy Vowels**

S.N.	Devanagari	Roman equivalent	S.N.	Devanagari	Roman equivalent
1.	अ	α	1.	अ	α8
2.	आ	α#	2.	आ	α#8
3.	ई	ι#	3.	ई	ι#8
4.	ऊ	υ#	4.	ऊ	υ#8
5.	ए	ε	5.	ए	ε8
6.	ऐ	$\alpha\iota$	6.	ओ	o8
7.	ओ	o			
8.	औ	$\alpha\upsilon$			

Consonants

Devanagari	Roman equivalent	Devanagari	Roman equivalent
क	κ	द	δ
ख	κη	ध	δη
ग	γ	न	ν
घ	γη	प	π
ङ	ν*	फ	πη
च	χ	ब	β
छ	χη	भ	βη
ज	φ	म	μ
झ	φη	य्	ψ
ञ	ν)	र्	ρ
ट	τ8	ल	λ
ठ	τ8η	व	ω/ϖ
ड	δ8	श	σ*
ढ	δ8η	ष	σ8
ण.	ν8	स	σ
त	τ	ह	η
थ	τη		

References

Bhattarai, G.R. (1995). *An introduction to linguistics.* Kathmandu: Ratna Pustak Bhandar.

Brown, R. & Gilman. A. (1970). *Pronouns of power and solidarity in T.A. Sebok (ed). Style in Language.* London: MIT Press.

Central Bureau of Statistics. (2002). *Population census 2001.* National report. Kathmandu: Government of Nepal.

Corder, S.P. (1973). *Introducing applied linguistics*. London: Penguin.

Crystal, D. (1996). *A dictionary of linguistics and phonetics*. England: Black Well Publishers.

Dahal, A.K. (2006). *A comparative study of the subject verb agreement in Magar, Nepali and English Languages.* An Unpublished M.Ed. Thesis, T.U., Kathmandu.

Doherty, V. (1974). *The organizing principle of Gurung Kinship.* Kailash, 2: 273-301. Kathmandu: Ratna Pustak Bhandar.

Gurung, H. (2003). *Social demography of Nepal.* Kathmandu: Himal Books.

Gurung, H. (2006). *From exclusion to inclusion.* Laltipur: Social Inclusion Fund.

Gurung, L.B. (1996). *The basic Gurung grammar.* Kathmandu: Royal Nepal Academy.

Harmer, J. (2003). *The practice of English language teaching.* England: Longman.

Holmes, J. (1992). *An introduction to sociolinguistics.* England: Longman.

Hornby, A.D. (1989). *Oxford Advanced Learner's Dictionary*. Oxford University Press.

Imam, S.T. (1995). *Brush up your English*. Patna: Bharati Bhawan.

Kansakar, T.R. (1999). *Language planning and modernization in Nepal in Nepalese Linguistics.* The Journal of Nepalese Linguistics. Vol. XIII.

Karki, P.B. (1999). *Teaching subject-verb agreement inductively and deductively: a practical study*. An Unpublished M.Ed. Thesis, T.U., Kathmandu.

Khanal, M. (2007). *A study of errors committed by Darai learners of English in subject-verb agreement.* An Unpublished M.Ed. Thesis, T.U., Kathmandu.

Krashen, D. (1981). *Second language acquisition and second language learning.* Southern California: Pergamon Press.

Kumar, R. (1996). *Research methodology*. London: Sage Publication.

Lado, R. (1977). *Language teaching.* London: Longman.

Mahato Tharu, R.P. (2001). *A comparative study of the subject-verb agreement in English and Tharu languages*. An Unpublished M.Ed. Thesis, T.U, Kathmandu.

Malla, K.P. (1989). *Language and society in Nepal.* Kirtipur: Research Centre for Nepal and Asian Studies.

Neupane, G.D. (2002). *A comparative study of verb form in English and Gurung languages.* An Unpublished M.Ed. Thesis, T.U, Kathmandu.

Pandey, G.P. (1997). *A comparative study of apologies between English and Nepali.* An Unpublished M.Ed. Thesis, T.U, Kathmandu.

Rai, V.S. (2000). *Psycholinguistics and sociolinguistics.* Kirtipur: New Hira Books Enterprises.

Richards, J. et al. (1995). *Longman Dictionary of applied linguistics.* London: Longman.

Robbins, R.H. (1964). *A short history of linguistics.* London: Longman.

Robinson, W. (1972). *Language and social behaviour.* London: Penguin.

Sharma, R.K. (2007). *A comparative study of the subject-verb agreement in English & Jhagar.* An Unpublished M.Ed. Thesis, T.U, Kathmandu.

Subedi, R. (2007). *Errors committed by the Doteli speakers in English subject-verb agreement.* An Unpublished M.Ed. Thesis, T.U, Kathmandu.

Thomson, A.J. & Martinet, A.V. (1986). *A practical English grammar*. Delhi: OUP.

Trudgill, P. (1974). *Sociolinguistics: An introduction.* Harmonds Worth: Penguin Books Ltd.

UNESCO, (2002*). Language survey report.* Nepal. Kathmandu: UNESCO.

Van, D.G. (2001). *Languages of the Himalayas: An ethnographic handbook of the greater Himalayan region*. Vol. II Leiden/Boston: Brill.

Wardhaugh, R. (1986). *Introduction to sociolinguistics.* London: Basil
    Blackwell.

Yadav, Y.P. (2004). '*Theories of grammar*. Kathmandu: Student's Books
    Publishers and Distributors.