CHAPTER ONE

INTRODUCTION

1. GENERAL BACKGROUND

1.1 The English Language in Nepal

A language is a system of conventional signals used for communication by a community. We express our thoughts, ideas and emotions through it. There are various languages in the world in which English is the most dominant language. It plays an important role in the society because it serves as a lingua franca at the international level. Thus, it is the main medium of expressing our ideas.

English is spoken as a first, second and foreign language all over the world. It is generally acknowledged to be the world's most important language. As the world has shrunk because of the latest scientific discoveries and development in the field of communication, the importance of English as an international language has increased all the more. English is the world's most widely used language. Most of the important books in the world are written in English. Therefore, it has become an inevitable source of knowledge for non- native speakers, too. It can not be forgotten that it is one of the UNO languages.

The development of English in Nepal is closely connected with the rise of Rana Prime-Minister Jung Bahadur Rana. After his England visit he established a school in a room at Thapathali Palace to teach English to the members of the Rana families in 1910 B.S. Later when Dhir Shamsher became the Director General of Education, he gave permission to the children of governmental officials to study at that school. The

school was opened for public since 1942 B.S. when Bir Shamsher became the prime minister of Nepal. He transferred this school to its present location in 1948B.S. which is still called Durbar High School. The teaching and learning of English in the tertiary level started when Prime Minister Chandra Shamsher established Tri-Chandra College in 1975 B.S. Since then English has been included in the curriculum from grade four up to Master's level. In some faculties it has been made compulsory up to Bachelor's level. So, it is an appropriate international language for Nepal, and a vital tool for any student to become successful in national and international communication. In Nepal, we need the English language mainly for two purposes: as a language of international communication and a language used for academic purposes.

Malla (1977:12) states the importance of English in this way: "English is undoubtly of vital importance for accelerating the modernization process in Nepal." Hence, it is inevitable for academic and communicative purposes. The rapid growth of English medium schools in the country and their impact on society prove that the importance of English is very high in Nepal.

1.2 Doteli as a Dialect of Nepali

The Nepali language is one of the main branches of Indo-Aryan language written in the Devanagiri script. It is a lingua franca in Nepal. About 50% of speakers use this language as their mother tongue. The fame of this language has been reached all over Nepal as well as other countries. The more language users of a particular language the more chances of its varieties. These varieties are known as dialects. Doteli is one of the dialects of the Nepali language. The dialectical study records that there are more dialectical variations in the western part of Nepal than

those of the eastern part. Doteli is one of the dialects of Nepali spoken in the Far Western Nepal. It is mainly spoken in Seti and Mahakali zones of Far Western Region and some parts of northern India in the form of the Kumaoni language.

According to the history of Nepal, (Nepal, 2033) this dialect is closer to the original place of the Nepali language i.e.Karnali zone. Moreover, it is directly influenced by the Sinjali and the Parpaschima dialects as well as the Kumauni language spoken in the Uttaranchal State of India. Hence, this dialect is supposed to be the oldest one of the Nepali Language.

The history of this dialect records that it was earlier called as the 'Malla Language' in Doti whereas the 'Sinja Language' in Sinja Puri. During Malla reign in the Karnali region this dialect had been flourished. Moreover, folk literature, culture, language etc. developed in this period. Doteli dialect got the status of the Royal language in the same period. Later on the 'Doti area' was divided into different zones, districts etc. even some areas had been annexed to India. Due to annexation somehow the process of pidginization occurred. Due to this reason Doteli speakers were compelled to loose some of their original lexical items and syntactic structures (Nepal, 2033). Even under the doteli dialect there evolved other sub-dialects they were –'Dadeldhureli', 'Dumrakoti', and 'Nirauli'. The history of this dialect is very old and the number of sub-dialects is unlimited. It is estimated that this dialect contains fifty percent of vocabulary from standard Nepali.

1.3 The Varieties of Doteli Dialect

The study of dialectical variation in Nepal has been started first by a foreign language expert called Abraham Grierson in 1927. Later on, the

Nepali language expert Surya Bikram Gyawali and Bal Krishna Pokhrel studied varieties of the Nepali language and found out that it has five dialectical variations. They are 'Purbeli', 'Majhali', 'Orpaschima', 'Majhpaschima', and 'Parparpaschima.' Doteli dialect lies in 'Majhpaschima'. Majhpaschima can be further divided into other three sub- dialects. They are: Dadeldhureli, Dumrakoti and Nirauli. In this research the researcher has focused her study work on the dialectical variation of Dadeldhureli dialect on subject-verb agreement.

1.4 Importance of Grammar

Funk and Wagnall's New Standard Dictionary of the English language defines grammar (1960:89) as the science that treats the principles that govern the correct use of language in either oral or written form. It means, grammar is very important in order to manipulate the language in speech and writing. The main purpose of grammar is to help the students to choose structures, which accurately express the meaning they want to create. Hence, grammar is meant for improving language.

Present study deals with the rules of Subject-Verb Agreement of the Doteli dialect and the errors committed by the Doteli speakers in English Subject-Verb Agreement. In Nepal, English as a compulsory subject often carries 100 full marks in all the levels in our academic programmes. Though the Subject-Verb Agreement is a small area of grammar, it is the backbone of a language. It occupies a special importance in teaching English as a second/foreign language. The construction, Subject-Verb Agreement, is highly marked while assigning the pupils' performance in English both in its spoken and written forms.

1.5 Rules of Subject – Verb Agreement in English

Some rules on subject – verb agreement are listed below:

1. A singular verb is used with a singular noun.

Example: Ram plays football.

2. A plural verb is used with plural noun.

Example: Boys play football.

3. Somebody, something, everybody etc. take a singular verb

Example: Somebody has called me.

4. A verbal clause takes a singular verb.

Example: To win races needs much practice.

5. Since a noun clause is equivalent to a noun phrase; it takes both forms of verbs. Example:

i) That he stood first in the exam does not surprise one.

ii) What were once human dwellings is now nothing but piles of rubbish.

6. A unit noun takes a verb singular.

Example: Four meters is a short distance.

7. Many a +singular noun takes a verb singular.

Example: Many a flower is in the garden.

8. If an adjective functions as subject, it takes a plural verb.

Example: The poor are happy.

9. Fraction and percentages take the singular when they modify a mass noun and the plural verb when they modify a plural noun. When they modify a collective noun, either the singular or the plural may be used.

Examples:

i) Half of milk is spilled (Mass).

ii) One third of the students are absent (Plural).

iii) One tenth of the population of Nepal is/are rich.

10. Quantifiers take a plural verb when they modify a plural noun and the singular when they modify a mass noun. Example:

i) Some of the boys are absent today.

ii) All of the water is polluted.

11. 'A number of' takes the plural, but 'the number of' takes the singular.

Example:

i) A number of students have dropped that course.

ii) The number of the girls is forty.

12. Collective nouns may take either singular or plural form of verb depending on the meaning. Example:

i) The gang of four have been discredited. (The gang as a whole)

ii) The gang of four has been discredited.

(The individual gang members.)

13. Noun in sets of two can take the singular when the noun pair is present but the plural when pair is absent regardless of whether one pair or more is being referred to.

Example:

i) A pair of trousers is one the sofa.

ii) My scissors are on the sofa.

14. Some common and proper nouns ending in 's' and 'ics' take singular verb.

i) No news is good news.

ii) Mathematics is a difficult subject.

15. (N) either/ each of +plural noun take a singular verb.

Example:

i) Neither of them is present.

16. None of + plural noun can take both forms of verb.

Example:

i) None of the boys play / plays cricket.

17. One of + plural noun takes verb singular.

Examples:

i) One of the boys has gone out.

ii) Jack is one of those rare individuals who has/ have on a definite career. (Farhady-1997) (84%, 16%)

[Note: Traditional grammars maintain that the antecedent of 'who' are individuals, and thus 'have' is the correct verb form (Martin and wren, 1987:89]

    iii) She is one of the best **mothers** who have ever lived.

18. Arithmetical operation can take the singular verb.

    Example:

    i) One plus one is two.

19. When two nouns are joined with 'and' a plural verb is used.

 Example:

    i) Ram and Shyam are friends.

Exception:

When two subjects together express an idea or refer to the same person or thing. The verb may be in singular. (Marin and wren, 1987:86)

Example:

    i) Bread and butter is a wholesome food.

    ii) My friend and benefactor has come.

20. For the correlatives either………or/neither …….nor the proximity rule is applicable.

Exception:

    *i) If one of the subjects is plural, then the verb is plural (Hawkins and Strangwick 1987;80)

Example:

Either the nurses or the doctor are in hospital.

*ii) Though Martins and Wren (1987) and Hawkins and Strangwick (1987) maintain that the verb agrees with the nearest pronoun, if they are being used as subjects, the rule does not work here. e.g.

Neither you nor I…trained for that job (Vanshaik, 1976) (am-12%, is-15%, are-73%)

21. The proximity rule applies in sentences beginning with 'There'

Followed by conjoined nouns/pronouns.

Example: There is a cat and a dog in the garden.

Exception:

When the first noun or pronoun is singular and the second plural, it poses considerable difficulty.

Example: There is /are a boy and two girls in the garden.

22. A/The majority (of Noun + plural) may take a plural verb [For the specific meaning where (Majority) or less than half (minority) of an explicit set of persons is being referred to."] (Murcia and Larsen Freeman, 1983:40)

Example: The majority of students are absent.

(Note: The rule with asterisk is relatively weaker.)

1.6 Contrastive Analysis: An Overview

Contrastive analysis is the comparison of the linguistic systems of two languages. It tries to find out the differences or similarities between the languages being compared. So, it is a systematic analysis of similarities and differences between languages. It is one of the branches of 'Applied Linguistics.'

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

James (1980:180) defined CA as "a linguistic enterprise aimed at producing inverted (i.e. contrastive not comparative) two valued typologies (a CA is always concerned with a pair of languages) and founded on the assumption that language can be compared." It can be inferred (reaching from facts and reasoning) from this that languages are comparable and CA is the comparison of two linguistic systems which can be any level of language such as phonology, morphology and syntax or grammar.

CA hypothesis based on behaviouristic psychology can be summarized in the following way:

i) Difference between past and the present learning causes hindrance whereas learning is facilitated by the similarity between past learning and present learning.

ii) Hindrance leads learning difficulty but facilitation causes learning easy.

iii) Learning difficulty creates errors in performance but facilitation makes learners errorless in performance.

In general, this study aimed at finding out if the above mentioned CA hypotheses were applicable to the Doteli speakers who are learning English subject- verb agreement.

1.7 Error Analysis and its Steps

Error analysis is the study and analysis of the errors made by second or foreign language learners.

Error analysis may be carried out in order to-

a) Find out how well someone knows a language.

b) Find out how a person learns a language.

c) Obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials.

The steps of error analysis are as follows:

1. Collection of data

2. Identification or recognition of error

3. Description or classification of error

4. Explanation of error

5. Evaluation of Error

5. Correction and Remediation of error

1. Collection of Data

To analyse error we must have a reliable data: information and evidences on which our analysis is based. Data collection means gathering information. Collecting data is divided into two types:

i) Primary: Collecting data by the researcher himself.

ii) Secondary: Collected by the other people.

Corder (1974:126) says that data may be oral or written but oral data is preferable because it embraces all kinds of error which are not found is written data. Depending upon the nature of data collection there are two types of tool. They are free if they are general and they are guided if they are specific.

2. Identification or Recognition of Errors

After data collection, errors are identified. Generally, mistakes and errors are taken as synonymous terms in a layman's sense. Technically speaking, they are different in the sense that not all the mistakes are errors but all errors are mistakes. A mistake is a cover term and thus, an error is a kind of mistake. Errors can be distinguished from mistakes more clearly in the following ways:

Errors are committed at competence level. They result in from incomplete knowledge of the language. Mistakes are committed at performance level. They are caused by the lack of attention, fatigue, carelessness or some other kinds of physical defect.

Errors are regular and consistent but mistakes are not so. Mistakes do not occur consistently and regularly. Errors are not correctable by the learners. Mistakes are correctable by the learner himself. Errors are

caused due to linguistic reason, i.e. lack of knowledge of rules and mistakes are made due to non-linguistic reasons like fatigue, lack of attention etc. Errors are committed by second language learners but mistakes are committed by any language speaker.

3. Description or Classification of Errors

The next step in error analysis is description or classification of errors. They are classified into different categories and then labeled. Errors are classified according to the levels of languages (phonological, lexical, syntactical, graphological, grammatical), things beyond sentence level (discourse and stylistic), number of learners (individual and group) language skills (expressive and receptive), clarity (overt and covert), ways of interpreting or pinpointing (local and global) and, the thing that are not part of, but an important role in communication (pragmatic and paralinguistic).

4. Explanation of Errors

This stage of error analysis tries to find out the different sources of errors committed by the learners. Under this heading the researcher describes the different reasons, which are responsible for committing errors. The reasons are:

a. Overgeneralization

If a learner commits an error by generalizing one rule for the other, it is called overgeneralization. The learners use generalizing a grammatical rule or linguistic item in the exception case. It refers to the wrong prediction of the system of a language. For example, the learner first learns 'h' as /h/ in 'house', 'horse' and so on and he also pronounces 'honest' as /honist/ due to generalization. Similarly, the words 'fastly'

and 'mans' instead of 'fast' and 'men' are produced by Nepali learners of English due to overgeneralization.

b. Analogical Creation:

Analogical creation is a particular kind of overgeneralization. Overgeneralization can be regarded as a general term, which includes overgeneralization and analogical creation. Errors due to analogical creation are those errors committed due to wrong analogy because not all analogical creations are errors. The learner searches for patterns and regularity in learning a second/foreign language. It is an effort to reduce the learning load by formulating rules. In case of analogical creation the learner produces an erroneous expression analogous to the correct one. For example, the expression, 'She explained me the meaning' may be based on the correct sentence, 'She told me the meaning.' Thus analogical creation refers to the overgeneralization of the learner's rules without considering exceptions because his exposure to the language is limited and he has insufficient data from which he can derive more complex rule. Another example can be cited here:

Box: Boxes

Fox: Foxes

*Ox: Oxes

c. Hypercorrection

It implies that the learner at first learns the correct form, but due to false analogical creation, s/he turns it into an erroneous form. When present learning affects the past learning negatively, then it is termed as hypercorrection. For example, the students of pre-primary level start to

learn from one to twenty digits (1-20) correctly but when they start to learn twenty one to hundred (21-100), then their present learning (twenty-one, eight –six= eighty-six) affects the past learning negatively as one – one =onty-one, one –six=onty- six etc.

d. L1 interference (Mother tongue interference)

It refers to the use of native language pattern or rule pattern or a rule, which leads to an error or inappropriate form in the target language. An error may be caused in any level due to mother tongue interference, e.g. "Sita married with Ram" instead of "Sita married Ram". The English sound /f/ is pronounced as /ph/ because Nepali does not have a biliable fricative /f/.

e. Inherent difficulties

It has been proved that some portions or aspects of language are so difficult not only for the learners but also for the native speakers in mastering them. It is called difficulty inherent in the language itself. It is a dustbin category that occurs in every language. Such errors are committed not only by the foreign language speakers but also by the native speakers. For example, English articles and prepositions are taken as inherently difficult areas for both the second language learners and the native speakers of the English language.

5. Evaluation of Errors

It is recently added stage to error analysis in which errors are evaluated through different points of views. It tries to find out the answer as to which errors are serious. What is error gravity? Who determines it? The same error is determined differently by different persons. The evaluator may be the teacher, examiner, educationist, layman and

teachers of other subjects or native speakers. But the teachers and examiners are directly involved to evaluate an error. Error gravity should be evaluated objectively. There are four different criteria which are used to evaluated error gravity. They are a) Linguistic criteria b) Communicative criteria c) Attitudinal criteria d) Pedagogical criteria.

6. Correction and Remediation of Errors

It is the last stage of error analysis where correction and remediation are provided to facilitate learning. If a learner commits the error, we have to know whether it should be corrected or not? It is the question which is to be discussed in this stage. The answer is that if a learner acquires a language it should not be corrected. There are some other criteria about the correction of errors i.e. if an error has greater frequency then it should be corrected. There are mainly three techniques of error correction viz self- correction, peer correction and teacher correction. The best technique of correcting an error is the self-correction. The correction of an error is a part of remediation. The error analyst has to recognize the errors and make the part of his/her study. In doing so, mistakes are ignored.

1.8 Review of Related Literature

Several research works have been carried out to study errors in English subject-verb agreement made by Nepali learners of English. Thus, an attempt has been made here to review the literature on error analysis and particularly on Subject- Verb Agreement, carried out in Nepal.

Shrestha (1980) has attempted to analyse the errors in the use of prepositions made by Nepali and Newari speaking students of grade 10.

He found that the influence of the mother tongue did not matter much in the use of prepositions.

Yadav (1980) has a made a contrastive study of time, tense and aspects in English and Maithili. He has arrived at the conclusion that mother tongue interference plays a major role in committing errors by the students.

Shrestha (1989) has studied Errors on subject verb agreement in English. The learners' errors have been discussed in terms of their gravity and frequency in his study. The findings were: The highest number of errors was found in structures with 13 types of grammatical subjects such as *Many a N, Dummy there* etc. Similarly least number of errors were found under five structures such as *Either N +pl or N –pl* etc.It was a very serious study on S-V agreement.

Gautam (1990) has analyzed the grammatical errors in the written English of Humanities Social Science Proficiency Certificate Level (PCL) 1st Students of Kathmandu valley. He found that the chief sources of errors in the case of Nepali learners were language transfer, overgeneralization, faulty learning strategies, traditional teaching methods and unscientific teaching materials.

Karki (1990) has carried out the study to find out the effectiveness of the inductive and deductive methods in teaching Subject-Verb Agreement in English. It was found that deductive method was less effective than the inductive method.

Awasthi and Giri (1996) did a research to evaluate the errors made by the PCL students of TU and found 26 different categories of errors in

grammar, lexis and spelling. The errors in the use of relative clauses were found the least serious.

Singh (1997) has made an attempt to identify the errors in articles and prepositions committed by Nepalese learners of English studying in Birgunj. He found that the students of different faculties committed more errors in article than prepositions.

Nepal (1998) has carried out a study to see what problems or difficulties the Nepalese students face in learning and using the irregular verbs. He has reached the conclusion that the students frequently committed errors due to the incomprehension of instruction, incomplete knowledge of irregular verb and tenses, overgeneralization and inappropriate selection of verbs.

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

Karki (2000) has carried out a research to diagnose the errors in the use of subject –object agreement and compare proficiency of the students of class 11 and PCL 1st year in education stream and found that the student of PCL 1st year were more proficient than the students of class 11.

Shah (2000) did a research to find out the similarities and differences between Maithili and English Subject-Verb Agreement systems. The finding was that the subject-verb agreement system between these languages is completely different except in case of gender.

Mahato (2001) has attempted to identify the Subject-Verb Agreement system of the Tharu language and to compare the same with that of the English.

The findings were: In English, the second and the third person pronouns don't change for honorific forms whereas they do in the Tharu. The Tharu verbs are marked for formal and informal forms, which are not formed in English verbs. Both English and Tharu verbs do not agree with categories of 'gender' etc.

So far no study has been carried out to find out the rules of Subject-Verb Agreement in Doteli dialect of Nepali and main similarities and differences between the Subject-Verb Agreement of Doteli dialect and the English language. And also the errors committed by the students of Doteli speakers in Subject-Verb Agreement in English. Therefore, the present study differs from the former studies because it deals with both contrastive and error analyses of the language.

1.9 Objectives of the Study

This study has the following objectives:

a) To find out the rules of Subject- Verb Agreement in Doteli dialect of Nepali.

b) To find out the main similarities and differences between Doteli and English Subject- Verb Agreement.

c) To analyze errors committed by the Doteli speaking students of grade IX and X learning English Subject-Verb Agreement.

d) To point out pedagogical implications of the findings of the study.

1.10 Significance of the Study

This research has manifold significance. It will be beneficial particularly to the Doteli speaking students and teachers. The teachers will give emphasis on the areas where their students are likely to commit errors. In general, it will be helpful to the people who work as teachers, course designers, text book writers and researchers of the Doteli dialect.

1.11 Definition of the Terms

Subject:

"A noun, noun phrase or pronoun representing the person or thing that performs the action of the verb, about which something is stated or, in a passive sentence, that is affected by the action of the verb."(Oxford Advanced Learner's Dictionary: Sixth Edition)

Verb:

It (in English) refers to a word which occurs as a part of the predicate of a sentence carries markers of categories such as Tense, Aspect, Person, Number and Mood and refers to an action or state (Richards et al 1985:305)

Agreement:

The term, 'agreement' commonly refers to some systematic covariance between a semantic or formal property or one element and a formal property of another. (Steele, 1978:610).

Dialect:

A dialect refers to a variety of a language, spoken in one part of a country (regional/geographical dialect) or by people belonging to a particular social class (social dialect or sociolect) which is different in some words, grammar, and/ or in pronunciation from other forms of the same language.

Honorific:

A term used in the grammatical analyses of some languages to syntactic or morphological distinctions used to express levels of politeness or respect, especially in relation to the compared social status of the participants.

Inflection:

It refers to "the process of adding an affix to a word or changing it in some other ways according to the rules of the grammar of a language. For example, in English, verbs are inflected for third person singular: I work; he works and for past tense: I worked". (Richards et al 1985:139)

CHAPTER TWO

METHODOLOGY

This chapter deals with the methodology adopted during the study. The study was conducted as follows:

2.1 Sources of Data

The researcher used both primary and secondary sources for data collection. The primary source was used for collecting data and secondary sources were used to facilitate the research.

2.1.1 Primary Sources of Data

The native speakers of Doteli dialect and the doteli speaking students were the primary sources of data.

2.1.2 Secondary Sources of Data:

In addition to the primary sources, the researcher studied reference books, textbooks, dissertations and articles related to the present research to facilitate the study. The books related to the secondary sources were:

a) Murphy 1994

b) Wren et al.1987

c) Corder 1960

d) Thomsom &Martinet 1986

e) Nepal 2033

2.2 Population of the Study

One hundred-fifty Doteli speakers were the population of the study.

2.3 Sampling Procedure

Five villages and two government schools of Amargadhi municipality of Dadeldhura district were sampled through judgmental non-random sampling procedure. Fifty Doteli speakers including male and female were sampled through simple random sampling procedure. Similarly, hundred Doteli speaking students from grade IX and X were sampled through the same sampling procedure.

2.4 Tools for the Collection of Data

The main tool for the collection of data was a questionnaire (See App. 1) for the native speakers of Doteli dialect in which the informants were asked to translate each sentence item included in the questionnaire into Doteli dialect. The sentences were written in three tenses with their types since the researcher had to find out the rules of S-V agreement in Doteli dialect. For pedagogical purposes, a set of test items was developed to measure the students proficiency in English S-V agreement (See App.2).The test items included binary choices and translation. The full mark of the test items was hundred. The first two sets of binary choices test items carried forty marks, one mark for each item. Under these binary choices the first included individual sentences i.e. sentences in isolation and the second one was contextual. The third and forth items were for translation which carried sixty marks, two marks for each test item. In the third item the students were asked to translate the sentences into Doteli from English whereas in forth item the students had to translate the sentences from Doteli into English. While preparing the test

items English verbs were categorized into three types, namely 'Have', 'Be' and 'Main-Verb'. The researcher had tried to include these verbs at least in one test item.

2.5 Process of Data Collection

After developing the questionnaire the selected informants were visited and the purpose of the research was explained to them by the researcher herself. She recorded the collected data for analysis and interpretation to find out the S-V Agreement system in Doteli.

To test the students' proficiency in Subject-Verb Agreement in Doteli dialect of the Nepali and the English languages, at first, the researcher went to the concerned schools and talked to the authority (head teacher) to get permission for carrying out the research and explained him the purpose and process of it. After getting permission from the head teacher, she consulted the English teacher of secondary level and requested him to inform and convince the sample for taking part in the research. After that, she involved students under research by giving special instruction about the procedure to be followed and distributed the test items. They were given one and half hours time to attempt the questions. Then the answer sheets were collected for analysis.

2.6 Limitations of the Study

This study has the following limitations:

i) The area of the study was confined to Amargadhi municipality which lies in the headquarter of Dadeldhura district.

ii) The population of this study was limited to the fifty Doteli speakers of five different villages and hundred Doteli speaking students of class IX and X learning English language.

iii) The study was limited to two government schools of Dadeldhura district.

iv) This research work is limited to the comparative aspect of subject-verb agreement in Doteli and the English language and the errors committed in this aspect of syntax.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of data in detail. It includes the rules of Subject-Verb Agreement in the Doteli dialect and the similarities and differences between English and Doteli Subject-Verb Agreement. For pedagogical purposes, the responses of students were marked systematically and the errors committed by them were tabulated with the view to make the study more objective. The data is analysed and interpreted descriptively as well as statistically, i.e. using the tools of average and percentage.

3.1 Rules of Subject-Verb Agreement in the Doteli Dialect

1. Doteli verbs agree with person i.e. 1st, 2nd, 3rd

i) *m* *kha□-nau*

 i (1st, sing) eat-pres

'I eat.'

ii) *t* *kha-nchai*

 you (2nd , sing, nh)m eat-prest

 'You eat.'

iii) *u* *kha□-ncha*

 he (3rd ,sing. nh) eat-prest

 'He eats.'

2. The change of person also causes change in the inflection of the verb.(See App.4)

i) *m*   *khel-anchu*

i (1st , sing)   play-prest

'I play.'

ii) *tam*   *khel-anchau*

you (2nd , sing. h)f/m   Play-prest

'You play.'

iii) *un*   *khel-anchan*

he(3rd , sing.h)m   Play-prest

'He plays.'

3. The inflection of subject-verb agreement is determined in terms of the honorific degree of subjects.

i) *tu*   *the-i*

you (2nd .nh.) f/m   be-PST

'you were.'

ii) *tam*   *thi-ya*

you (2nd . h.)f/m   be-PST

'You were.'

iii) *un*   *thi-ya*☐

| he(3rd.h)f/m | be-PST |

'He was.'

4. In the present, past and future tenses verb agreement occurs with the gender of their subjects.

| i) *un* | *padh-a□unchan* |
| he (3rd . sing. h.)m. | teach-prest. |

'He teaches.'

| ii) *un* | *padh-aunchin* |
| she (3rd. h) f. | teach-prest. |

'She teaches.'

| iii) *uile* | *padh-a□yo* |
| he (3rd. nh)m. | teach-PST |

'He taught.'

| iv) *unle* | *padh-a□in* |
| she(3rd.h)f. | teach-PST. |

'She taught.'

| v) *u* | *padh-a□uneho* |
| he(3rd.nh)m. | teach-FUT |

'He will teach.'

| vi) *u* | *padh-a□uneiho* |

she (3rd.nh)f.   teach-FUT

'She will teach.'

5. The change in number causes change in verb agreement.

i) *tu*   *padh-a☐unchai*

 you (2nd.nh.sing)m   teach-prest

 'You teach.'

ii) *tam*   *padh-a☐unchau*

 you (2nd.h.pl.)m   teach-prest.

 'You teach.'

6. The change of person also causes change in the inflection of verb agreement

i) *muile*   *kha☐*

 i (1st.sing.)   eat-PST.

 'I ate.'

ii) *tuile*   *kha☐i*

 you(2nd.sing.nh)m/f   eat-PST

 'You ate.'

iii) *unle*   *kha☐-ya☐*

 he (3rd.sing/pl.h)m   eat-PST

 'He ate.'

7. The verb agreement with some non-animate subject is treated as feminine gender.

i) *ga□di*   *a□i*

 The bus(3rd.sing.nom)   come-PST

 'The bus came.'

ii) *kalam*   *har-a□i*

 The pen(3rd.sing.nom)   lose-PST

 'The pen lost.'

8) The inflection of verb determines the number either singular or plural with nominative subject.

i) *baini*   *a□i*

 sister(3rd.sing.nh)   come-PST

 'The sister came.'

ii) *baini*   *a□i-n*

 sister(3rd.pl.h)   come-PST

 'The sisters came.'

9) The verb form for second and third person singular number honorific subject is the same for non-honorific plural subject.

i) *tam*   *ball*   *khel-anchau*

 you (2nd.sing.h.)m   ball   play-pres.

'You play volleyball.'

ii) *tam*　　　　　*ball*　　　　　　　　*khel-anchau*

you (2nd.pl.nh.)m/f　　ball　　　　　　　　play-pres.

'You play volleyball.'

iii) *un*　　　　　　*ball*　　　　　　　　*khel-anchan*

he(3rd.sing.h.)m　　ball　　　　　　　　play-prest

'He plays volleyball.'

iv) *un*　　　　　　*ball*　　　　　　　　*khel-anchan*

they(3rd.pl.nh.)m/f　　ball　　　　　　　　play-prest

'They play volleyball.'

3.2 Similarities and Differences between Doteli and English Subject-Verb Agreement

3.2.1 Similarities:

The Subject-Verb Agreement systems of English and Doteli are almost different in all grammatical aspects. However, to some extent there are similarities between the Subject-Verb Agreement systems of both English and Doteli dialect which are as follows:

(i) Both English and Doteli Subject-Verb Agreement is determined by virtue of number and person.

Doteli examples are cited below:

i) *mu*   *bha□t*   *kha□-nau*

i(1st sing)   rice   eat-prest

'I eat rice.'

ii) *tu*   *bha□t*   *kha□-nehai*

you(2nd nh. Sing.)   rice   eat-prest

'You eat rice.'

iii) *tam*   *bha□t*   *kha□-na□hau*

you(2nd h.pl.)   rice   eat-prest

'You eat rice.'

iv) *tin*   *bha□t*   *kha□-na□han*

they(3rd h.pl)   rice   eat-prest

'They eat rice.'

v) *u*   *bha□t*   *kha□-ncha*

he(3rd nh.sing)   rice   eat-prest

'He eats rice.'

English examples are as follows:

i) I eat rice.

ii) He eats rice.

iii) He plays football.

iv) They play football.

 Exception- The first person singular subject 'I' always takes plural form of verb.

(ii) Both English and Doteli verbs agree with the subject (not with the object in a clause or sentence).

For example:

Doteli examples are as follows:

I) mu   rukh-mi   cad□h-a□u

 i(1st sing.)   tree-loc   clime-prest

 'I climb up the tree.'

English example can be cited below:

i) He eats rice.

ii) They play football.

3.2.2 Differences

(i) The main difference between Doteli and English subject-verb agreement is that English subject-verb agreement is not affected by

honorificity and gender but Doteli dialect is highly influenced by this phenomenon.

English examples are given below:

<u>**Honorificity:**</u>

i) He (a boy) plays football.

ii) He (father) plays football.

Doteli examples are as follows:

i) *u(a boy)*   *football*   *khel-ancha*

 he(3rd nh.sing.)m   football   play-prest

 'He plays football.'

ii) *un(my father)*   *football*   *khel-anchan*

 he(3rd h.sing.)m   football   play-present

 'He plays football.'

English examples are cited below:

<u>**Gender:**</u>

i) She plays football.

ii) He plays football.

Doteli examples are as follows:

i) *un*   *football*   *khel-anchin*

 she (3rd h.sing.)f   football   play-prest

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'She plays football.'

ii) *u*   *football*   *khel-ancha*

he (3rd nh.sing.)m football play-prest

'He plays football.'

(ii) English and Doteli differ in their sentence patterns. In English, the verb is preceded by the subject and followed by the object whereas in Doteli, the object is preceded by the subject and followed by the verb.

English –S+V+O

Ram   climbed up   the tree.

S   V   O

Doteli - S+O+V

Hari   *ball*   *khel-ancha*

S   O   V

Hari   ball   play-prest

'Hari plays volleyball'

3.3 Analysis of Errors Committed by the Students

On the basis of the contrastive analyses i.e comparing and constrasting the rules of Doteli and English Subject- Verb Agreement, the errors of the students had been analysed. First of all the individual errors had been taken and tabulated item wise i.e. binary choices and translation. Then the average errors were found out. The number of students as well as the percentage of the students of above and below the average in each

item were determined and computed. To determine the above average and below average students, the researcher had counted the number of students who committed more or less errors than average error. Similarly, the average error of total samples was also determined. This process is followed in almost all the tables presented here. This section includes item wise, classwise and holistic comparisons of the pupils' errors.

(Note: Throughout the study the above average students refer to those students who committed more errors than average error and below average students refer to those students who committed less errors than average error.)

3.4 Item wise Comparison (Binary Choices and Translation)

3.4.1 Errors in Isolated Sentences with Binary Choices

The first test item consisted of twenty items of binary choice in isolated sentences carrying twenty full marks, one mark for each item.

Table No.1: Total Errors Committed in Item No. 1.

Total Sample	Total Errors	Average Error	Above Average		Below Average	
			No.of Students	%	No.of Students	%
100	311	3.11	36	36	64	64

The above table shows the total errors committed by the students in item no.1. The total errors were 311 and the average error was 3.11 only. Out of total sample sixty four students were below average whereas 36 students were above average. Hence, the majority of the students were found capable of showing good performance in Subject-Verb Agreement.

3.4.2 Errors in Contextual Sentences with Binary Choices

The second type of test item consisted of twenty items of binary choice in which the students were asked to complete the sentences with the correct forms of the verbs given in the brackets. It included twenty blanks carrying twenty full marks, one mark for each blank. The test consisted of thematic paragraphs.

Table No.2: Total Errors Committed in Item No.2.

Total Sample	Total Errors	Average Error	Above Average		Below Average	
			No.of Students	%	No.of Students	%
100	279	2.79	27	27	73	73

The table given above shows the total errors in the test type two. There were 279 errors recorded and the average error was 2.79. Out of hundred students, 27 were above average whereas 73 were below average. Thus, the majority of the students performed satisfactorily in this category.

3.4.3. Errors in Translation from English into Doteli

The third test item was made up of translation in which the students were asked to translate English into Doteli. This category consisted of fifteen items carrying thirty full marks, two marks for each item.

Table No.3.Total Errors Committed in Item No.3.

Total Sample	Total Errors	Average Error	Above Average		Below Average	
			No.of Students	%	No.of Students	%
100	687	6.87	46	46	54	54

The above table shows the total errors committed in the category 3. The total number of errors was 687 and the average error was 6.87. Out of hundred students, forty-six were above average whereas fifty four were below average. However, the majority of students performed satisfactorily.

3.4.4 Errors in Translation from Doteli into English

The fourth test item was made up of translation in which the students were asked to translate Doteli into English. This category consisted of fifteen items carrying thirty full marks, two marks for each item.

Table No. 4: Total Errors Committed in Item No. 4.

Total Sample	Total Errors	Average Error	Above Average		Below Average	
			No.of Students	%	No.of Students	%
100	1010	10.10	40	40	60	60

The above table shows the total errors committed in translation from Doteli into English. The total number of errors was 1010 and the average error was 10.10.Of the total sample population, forty were found above average and sixty were below average. Thus, the majority of the students performed better.

3.5 Classwise Comparison

In this section, the average error of the 9th grade students is compared with that of the 10th grade students in each item.

3.5.1 Errors in Isolated Sentences with Binary Choices

Table No.5: Classwise Comparison of Errors Committed in Item No. 1

S.No	Class	Total Sample	Total Errors	Average Errors	Above Average		Below Average	
					No.of Students	%	No.of Students	%
1.	IX	50	169	3.38	21	42	29	58
2.	X	50	142	2.84	26	52	24	48

The above table shows that the average error of the 9th grade student was 3.38. Out of fifty students, twenty-one students (40%) were above average whereas twenty- nine (58%) were below average.

On other hand, the average error of the 10th graders was 2.84. Out of the total students twenty-six (52%) were above average whereas twenty-four students (48%) were below average.

In comparison, the 10th grade students committed less errors than those of the 9th grade students and hence the performance of the former group was found better than the latter.

3.5.2 Errors in Contextual Sentences with Binary Choices

Table No.6:Classwise Comparison of Errors Committed in Item No.2

S.No	Class	Total Sample	Total Errors	Average Errors	Above Average		Below Average	
					No.of Students	%	No.of Students	%
1.	IX	50	160	3.20	18	36	32	64
2.	X	50	119	2.38	24	48	26	52

The above table shows that the average error of the 9th grade students was 3.20. Of the students under study, eighteen (36%) were above average and the majority of the students (64%) were below average.

On the other hand, the average error of the 10th grade students was 2.38.Of the 10th graders twenty-four (48%) were above average whereas twenty-six students (52%) were below average.

The 10th grade students were found more proficient than the 9th grade students.

3.5.3 Errors in Translation from English into Doteli

Table No.7:Classwise Comparison of Errors Committed in Item No.3.

S.No	Class	Total Sample	Total Errors	Average Errors	Above Average		Below Average	
					No.of Students	%	No.of Students	%
1.	IX	50	370	7.4	20	40	30	60
2.	X	50	315	6.3	22	44	28	56

The above table shows that the average error of the 9th grade students was 7.4 where twenty students (40%) were above average and thirty (60%) were below average.

On the other hand, the average error of the 10th grade students was 6.3 where twenty- two students (44%) were above average and twenty-eight (56%) were below average. Thus the 10th graders were found more proficient than the 9th graders.

3.5.4 Errors in Translation from Doteli into English

Table No. 8:Classwise Comparison of Errors Committed in Item No.4.

S.No	Class	Total Sample	Total Errors	Average Errors	Above Average		Below Average	
					No.of Students	%	No.of Students	%
1.	IX	50	537	10.74	23	46	27	54
2.	X	50	473	9.46	24	48	26	52

The table number 8 shows that the average error of the 9th graders was 10.74. Of the total sample, twenty three students (46%) were above average whereas twenty seven (54%) were below average.

On the other hand, the average error of the 10th grade students was 9.46, where the majority of the students i.e.52% were recorded to have been below average but twenty-four (48%) students were found to have been above average.

In comparison, the 9th grade students committed more errors than those of the 10th grade students. Thus, the students of grade X were found more proficient than the students of grade IX.

3.6 Holistic Comparison

In this section, the average errors of the 9th graders are holistically compared with those of the 10th graders in all items combined.

Table No.9: Holistic Comparison

S.No	Class	Total Sample	Total Errors	Average Errors	Above Average		Below Average	
					No.of Students	%	No.of Students	%
1.	IX	50	1236	24.72	19	38	31	62
2.	X	50	1049	20.98	23	46	27	54
		100	2285	22.85	42	42	58	58

The above table shows that out of the total, 1236 errors were committed by the 9th graders. The average error of the grade IX was 24.72. Of the total sample nineteen students (38%) were above average and thirty- one (62%) were below average.

Likewise, out of the total 1049 errors, the average error of class X was 20.98. Out of the total sample, twenty- three students (46%) were above average and twenty -seven (54%) were below average.

In all the test items combined the total number of errors was 2285. The average error was 22.85. Of the total numbers of students forty- two were above average and fifty-eight were below average.

While comparing both graders, the students of 9th grade committed more errors than those of 10th graders since the former group committed 1236 errors whereas1049 errors were committed by the latter group. The average errors of both graders were 24.75 and 20.98 respectively. Hence, this table proves that the 10th graders were better than those of 9th graders since less errors were committed by them.

3.7 Description of Errors Committed by the Students in Different Test Items

After analyzing the students' answers sheets, it was found that they committed errors in different test items. Of the total errors some of them can be cited here.

*My friends likes swimming.

*Does the boy knows English.

*Either Ram or Raju have done this.

*If I was you, I would do it .

*The news are not true.

*Ten times five are fifty.

*Good health depend on a number of factors.

*The word 'discipline' come from the word disciple.

I) Due to various reasons students committed different types of errors. The causes can be overgeneralization, analogical creation, and inadequate exposure of language.

The above examples show that the students committed errors by generalizing the rules in the exceptional case. They were found to use the wrong prediction of the grammatical rules of English agreement system between the subject and verb.

II) The students committed errors due to mother tongue interference. They used the same Doteli dialect pattern into English.

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Example:

1. *Raju a□ja bha□san dinya□hun*

* ' Raju today speech give'.

2. *yo ghar pahile tamaro thiyo*

* 'This house is first your'.

3. *'ham a□iha□lya□ kya□ki taha□ nokari na□ □imilyo'*

*'We returned because there didn't get job'

4.*'beli a□ya keta□ badhtai chala□kh thiyo'*

* Yesterday the boy arrived was clever.'

III) Due to lack of plural marker in Doteli, students were found not using plural marker in English, too.

Example:

tamki badhtai kitab chan

* 'you have many book'.

IV) Students were found unable in translating sentences from Doteli into English. More errors were committed in this portion.

1. *Ram*   *jana□cha.*

Ram . Nom.   go- imperf- Prest

'Ram is going.'

* 'Ram goes'.

2. *U nara☐*   *ba☐*   *a☐ya☐*

He (3r^d.sing.n.GEN)   Father   come-PST

'His father came.'

* 'His father had come.'

3. *tam*   *a☐p*   *kha☐-nna☐chau*

You (2nd, sing. h)   mango   eat Imperf. Prest

'You are eating a mango'

* 'You eat mango'.

4. 'uiko   ek celo   cha'

He(3rd.s.GEN)m/f   a son   have-pres

he/she have a son.

To conclude, the above written errors show that they have resulted in due to the learners' L1 interference and inadequate exposure of language. However, to determine this fact, more detailed study should be carried out.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

4. Introduction

The present study was conducted to find out the rules of Subject-Verb Agreement of the Doteli dialect of Nepali and to find out the main similarities and differences between Doteli and English Subject-Verb Agreement. Similarly, on the basis of contrastive analyses, the researcher tried to analyze the errors committed by the Doteli speaking students of grade IX and X learning English Subject-Verb Agreement. To fulfill the objectives, a practical study was carried out and on the basis of analysis and interpretation of the data, the following findings have been derived:

4.1 Findings of the Study

1. Rules of Doteli Subject- Verb Agreement

Doteli, one of the dialects of Nepali spoken in far western region of Nepal, is supposed as the oldest dialect related to the standard Nepali. This dialect has the distinct rules of Subject-Verb Agreement compared to the English language. The rules of Doteli dialect are summarised below:

I. Doteli verbs agree with person, number, gender and degree of honorificity.

II. Doteli verbs are inflectional.

III. The change of person, number, gender and degree of honorificity causes change in the inflection of the verb.

IV. The verb agreement with some non-animate subject is treated as feminine gender.

V. The verb form for second and third person singular number honorific subject is the same for non-honorific plural subject.

2) Similarities:

One basis of rules in Subject- Verb Agreement of Doteli dialect and the English language, the researcher found out the following similarities:

I. Both English and Doteli verbs agree with subject but not with the object.

II. Both English and Doteli Subject Verb Agreement is determined by virtue of number and person.

III. The inflection of verb determines the number either singular or plural with nominative subject in Doteli and it also happens so in English in 3rd person nominative subject.

3) Differences:

On the basis of contrastive analyses the differences what the researcher found out are given below:

I. Doteli Subject- Verb Agreement is determined with the agreement of person, number, gender and degree of honorificity whereas English is determined with person and number only.

II. In Doteli, in all tenses, verb agreement occurs with gender of their subjects but in English it does not happen so.

III. The change in degree of honorificity causes change in the inflection of verbs in Doteli but honorific status is not available in English.

IV. The verb forms in Doteli for second and third person, singular number; honorific subject is the same for non-honorific plural subject. But it lacks in English.

V. The verb agreement with some non-animate subject is treated as feminine gender in Doteli but it is not found in English.

VI. The sentence pattern of Doteli is different from English in which the verb is preceded by the subject and followed by the object but in Doteli the object is preceded by the subject and followed by the verb.

4) Error Analyses:

Due to distinct rules between Doteli and English Subject-Verb Agreement the students committed different types of errors in different test items. The findings of the error analyses are cited below:

I. After analyzing errors, the students of class IX were found less proficient than the students of class X in total because more errors were committed by the former level than that of the latter.

II. While comparing errors item wise, translation: from Doteli into English was found the most difficult among all the items because more errors were committed in this item.

III. The use of morphemes 's/-es created the more problems to the students while selecting the subject either singular or plural.

IV. The singular subjects which look like plural were supposed the most difficult ones to the students since more errors were committed in this test item.

V. The L1 interference and less exposure of language can be the causes of errors since the students committed errors while translating the sentences from English into Doteli and vice verse. They used the same sentence patterns of Doteli into English. Due to less exposure of English Subject- Verb Agreement the IX graders committed more errors than those of X graders as the latter group was given more exposure.

4.2 Recommendations

On the basis of the findings of this study the following recommendations have been made for the pedagogical purposes.

1. The findings show that Subject-Verb Agreement systems of English and Doteli dialect of Nepali languages are quite different. Therefore, the teachers of that dialect should pay more attention on Subject-Verb Agreement while teaching Doteli speaking students.

2. The teacher should give emphasis on the verb phrase construction showing that verb agreement is done with the help of separate phrase in English but inflectionally in Doteli.

3. The students should be provided many examples with different honorific forms and gender of subject in Doteli with the view to inform them that such honorific forms and gender do not exist in English. The use of morphemes 's/-es' to make the verbs singular in accordance with the number of subject should be emphasized since the students are found committing more errors in this aspect.

4. The singular subjects which look like plural should be emphasized since the students were found committing errors in this aspect.

5. The teachers of concerned levels should teach Subject-Verb Agreement comparing both languages creating meaningful situations.

At last, what the researcher wants to request to the concerned authority is that the above mentioned points should be taken into consideration. Similarly, to test the validity of these findings it is desirable to carry out further research on other areas of grammar and all the language skills.

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APPENDICES

Appendix -1

A. Questionnaire

Errors Committed by the Doteli Speakers in English Subject Verb Agreement				
Dist. Dadeldhura Municipality .... Village .... Ward No. .... Date........				
Tense	**Its varieties**	**e.g In English**	**Translated into Nepali**	**In Doteli Dialect**
Present	Present	I laugh.	म हाँस्छु ।	
	Simple	We laugh.	हामी हाँस्छौ ।	
		You eat rice.	त भात खान्छस्	
			तिमी भात खान्छौ ।	
			तपाई भात खानुहुन्छ ।	
			हजुर भात खानुहुन्छ ।	
		He gives me a book.	उसले मलाई किताव दिन्छ ।	
		She gives me book.	तिनीले मलाई किताव दिन्छिन् ।	
			उहाँले मलाई किताव दिनुहुन्छ ।	
		They give me a book.	उनीहरुले मलाई किताव दिन्छन् ।	
			उहाँहरुले मलाई किताव दिनुहुन्छ ।	
	Present	I am laughing.	म हाँसिरहेको छु ।	
	Continuous	We are laughing.	हामीहरु हाँसिरहेका छौं ।	
		You are eating rice.	तँ भात खाइरहेको छस् ।	
			तिमी भात खाइरहेका छौ ।	

			तपाई भात खाइरहनु भएको छ ।	
			हजुर भात खाइरहनु भएको छ ।	
		He is giving us a book.	ऊ हामीलाई किताव दिइरहेको छ ।	
		She is giving us a book.	तिनीले हामीलाई किताव दिइरहेकी छिन् ।	
			वहाँले हामीलाई किताव दिइरहनु भएको छ ।	
		They are giving me a book.	उनीहरुले मलाई किताव दिइरहेका छन् ।	
			वहाँहरुले मलाई किताव दिइरहनु भएको छ ।	
	Present	I have laughed.	म हाँसेको छु ।	
	Perfect	We have laughed.	हामी हाँसेका छौं ।	
		You have eaten rice.	तैंले भात खाइ सकेको छस् ।	
			तिमीले भात खाइ सकेका छौ ।	
			तपाईंले भात खाइसक्नु भएको छ ।	
			हजुरले भात खाइसक्नु भएको छ ।	
		He has given you a book.	उसले तिमीहरुलाई किताव दिएको छ ।	
		She has given you a book.	तिनीले तपाईंलाई किताव दिएकी छिन् ।	
			वहाँले तपाईंलाई किताव दिनुभएको छ ।	
		They have given me a book.	उनीहरुले मलाई किताव दिएका छन् ।	
			उहाँहरुले मलाई किताव दिनुभएको छ ।	

	Present	I have been laughing.	म हाँस्दै रहेको छु।	
	Perfect	We have been laughing.	हामी हाँस्दै रहेका छौं।	
	Continuous	We have been eating rice.	त भात खादै रहेको छस्।	
			तिमी भात खादै रहेका छौ।	
			तपाई भात खादै रहनु भएको छ।	
			हजुर भात खादै रहनु भएको छ।	
		He has been giving us a book.	उसले हामीलाई दिदैरहेको छ।	
		She has been giving us a book.	तिनीले हामीलाई किताव दिदै रहेकी छिन्।	
			वहाँले हामीलाई किताव दिदै रहनु भएको छ।	
		They have been giving me a book.	उनीहरुले मलाई किताव दिदै रहेका छन्।	
			वहाँहरुले मलाई किताव दिदै रहनु भएको छ।	

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B. Questionnaire

Errors Committed by the Doteli Speakers in English Subject Verb Agreement				
Dist. Dadeldhura Municipality .... Village .... Ward No. .... Date........				
Tense	**Its varieties**	**e.g In English**	**Translated into Nepali**	**In Doteli Dialect**
Past	Past	I laughed.	म हाँसें ।	
	Simple	We laughed.	हामी हाँस्यौं ।	
		You ate rice.	तैंले भात खाइस् ।	
			तिमीले भात खायौ ।	
			तपाईले भात खानुभयो ।	
			हजुरले भात खानुभयो ।	
		He gave us a book.	उसले हामीलाई किताव दियो ।	
		She gave us a book.	तिनीले हामीलाई किताव दिइन ।	
		They gave me a book.	उनीहरुले मलाई किताव दिए ।	
			उहाँहरुले मलाई किताव दिनुभयो ।	
	Past	I was laughing.	म हाँसिरहेको थिएँ ।	
	Continuous	We were laughing.	हामीहरु हाँसिरहेका थियौं ।	
		You were eating rice.	तँ भात खाइरहेको थिइस् ।	
			तिमी भात खाइरहेका थियौ ।	
			तपाई भात खाइरहनु भएको थियो ।	

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			हजुर भात खाइरहनु भएको थियो ।	
		He was giving us a book.	ऊ हामीलाई किताव दिइरहेको थियो ।	
		She was giving us a book.	तिनीले हामीलाई किताव दिइरहेकी थिइन् ।	
			वहाँले हामीलाई किताव दिइरहनु भएको थियो ।	
		They were giving me a book.	उनीहरुले मलाई किताव दिइरहेका थिए ।	
			वहाँहरुले मलाई किताव दिइरहनु भएको थियो ।	
	Past	I had laughed.	म हाँसेको थिएँ ।	
	Perfect	We had laughed.	हामी हाँसेका थियौं ।	
		You had eaten rice.	तैले भात खाइ सकेको थिइस् ।	
			तिमीले भात खाइ सकेका थियौ ।	
			तपाईले भात खाइसक्नु भएको थियो ।	
			हजुरले भात खाइसक्नु भएको थियो ।	
		He had given us a book.	उसले हामीहरुलाई किताव दिएको थियो ।	
		She had given us a book.	तिनीले हामीलाई किताव दिइ सकेकी थिइन् ।	
			वहाँले हामीलाई किताव दिइसक्नु भएको थियो ।	
		They had given me a book.	उनीहरुले मलाई किताव दिइसकेका थिए ।	
			उहाँहरुले मलाई किताव दिइसक्नु भएको थियो ।	

	Past	I had been laughing.	म हाँस्दै गरिरहेको थिएँ ।	
	Perfect	We had been laughing.	हामी हाँस्दै गरिरहेका थियौं ।	
	Continuous	We had been eating rice.	त भात खादै गरिरहेको थिइस् ।	
			तिमी भात खादै गरिरहेका थियौ ।	
			तपाई भात खादै गरिरहनु भएको थियो ।	
			हजुर भात खादै गरिरहनु भएको थियो ।	
		He had been giving us a book.	उसले हामीलाई किताव दिदैगरि रहेको थियो ।	
		She had been giving us a book.	तिनीले हामीलाई किताव दिदै गरि रहेकी थिइन् ।	
			वहाँले हामीलाई किताव दिदै गरिरहनु भएको थियो ।	
		They had been giving me a book.	उनीहरुले मलाई किताव दिदै गरिरहेका थिए ।	
			वहाँहरुले मलाई किताव दिदै गरिरहनु भएको थियो ।	

C. Questionnaire

<table>
<tr><td colspan="5">Errors Committed by the Doteli Speakers in English Subject Verb Agreement</td></tr>
<tr><td colspan="5">Dist. Dadeldhura Municipality .... Village .... Ward No. .... Date........</td></tr>
<tr><td>Tense</td><td>Its varieties</td><td>e.g In English</td><td>Translated into Nepali</td><td>In Doteli Dialect</td></tr>
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<tr><td></td><td></td><td></td><td>तिमी भात खानेछौ ।</td><td></td></tr>
<tr><td></td><td></td><td></td><td>तपाई भात खानुहुनेछ ।</td><td></td></tr>
<tr><td></td><td></td><td></td><td>हजुर भात खानुहुनेछ ।</td><td></td></tr>
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<tr><td></td><td></td><td></td><td>उहाँहरुले मलाई किताव दिनुहुनेछ ।</td><td></td></tr>
<tr><td></td><td>Future</td><td>I shall be laughing.</td><td>म हाँसिरहेको हुनेछु ।</td><td></td></tr>
<tr><td></td><td>Continuous</td><td>We shall be laughing.</td><td>हामीहरु हाँसिरहेका हुनेछौं ।</td><td></td></tr>
<tr><td></td><td></td><td>You will be eating rice.</td><td>तँ भात खाइरहेको हुनेछस् ।</td><td></td></tr>
<tr><td></td><td></td><td></td><td>तिमी भात खाइरहेका हुनेछौ ।</td><td></td></tr>
<tr><td></td><td></td><td></td><td>तपाई भात खाइरहनु भएको हुनेछ ।</td><td></td></tr>
</table>

			हजुर भात खाइरहनु भएको हुनेछ ।	
		He will be giving us a book.	ऊ हामीलाई किताव दिइरहेको हुनेछ ।	
		She will be giving us a book.	तिनीले हामीलाई किताव दिइरहेकी हुनेछिन् ।	
			वहाँले हामीलाई किताव दिइरहनु भएको हुनेछ ।	
		They will be giving me a book.	उनीहरुले मलाई किताव दिइरहेका हुनेछन् ।	
			वहाँहरुले मलाई किताव दिइरहनु भएको हुनेछ ।	
	Future	I shall have laughed.	म हाँसीसकेको हुनेछु ।	
	Perfect	We shall have laughed.	हामी हाँसी सकेका हुनेछौं ।	
		You shall have eaten rice.	तैले भात खाइ सकेको हुनेछस् ।	
			तिमीले भात खाइ सकेका हुनेछौ ।	
			तपाईले भात खाइ सकेको हुनुहुनेछ ।	
			हजुरले भात खाइसकेको हुनुहुनेछ ।	
		He will have given us a book.	उसले हामीहरुलाई किताव दिइ सकेको हुनेछ ।	
		She will have given us a book.	तिनीले हामीलाई किताव दिइ सकेकी हुनेछिन् ।	
			वहाँले हामीलाई किताव दिइसकेको हुनुहुनेछ ।	
		They will have given me a book.	उनीहरुले मलाई किताव दिइसकेका हुनेछन् ।	

			उहाँहरुले मलाई किताव दिइसकेको हुनुहुनेछ ।	
	Future	I shall have been laughing.	म हाँस्दै गरेको हुनेछु ।	
	Perfect	We shall have been laughing.	हामी हाँस्दै गरेका हुनेछौ ।	
	Continuous	We will have been eating rice.	त भात खादै गरेको हुनेछस् ।	
			तिमी भात खादै गरेको हुनेछौ ।	
			तपाई भात खादै गरेको हुनुहुनेछ ।	
			हजुर भात खादै गरेको हुनुहुनेछ ।	
		He will have been giving us a book.	उसले हामीलाई किताव दिदै गरेको हुनेछ ।	
		She will have been giving us a book.	तिनीले हामीलाई किताव दिदै गरेकी हुनेछिन् ।	
			वहाँले हामीलाई किताव दिदै गरेको हुनुहुनेछ ।	
		They will have been giving me a book.	उनीहरुले मलाई किताव दिदै गरेका हुनेछन् ।	
			वहाँहरुले मलाई किताव दिदै गरेको हुनुहुनेछ ।	

Questionnaire

Name of the student: Full Marks: 100

Name of the School: Time: 1:30 Hrs

Roll No.:   Class:

 Date:

Attempt all the Questions:

I. Fill in the gaps with one of the two verbs given in the brackets:

20×1 =20

1. My friends ………………………swimming. (like/likes)

2. A bird …………………….in the sky. (fly/flies)

3. There ……………………….ten girls in this class. (is/are)

4. Each child .... an ice-cream. (have/has)

5. The girls…………………gone (have/has)

6. Half of the mangoes…………………..good (is/are)

7. A number of boys……………………there. (is/are)

8. Does the boy……………..English? (know/knows)

9. Both of them ………………good. (is/are)

10. Ten times five ……………fifty. (is/are

11. Age and experience …………………wisdom to man (bring/brings)

12. Either Ram or Raju …………………done this mistake (have/has)

13. You ……………playing football. (was/were)

14. Everybody ……………………that man. (knows/know)

15. If I ……………you, I would do it (was/were)

16. The pen that you gave ……….me lost. (is/are)

17. ……………you out of home yesterday? (was/were)

18. Nobody, not even the teachers, ……………present (was/were)

19. The news …………….not true. (is/are)

20. Where ………………….he live now? (do/does)

II. Complete these sentences with one of the two verbs given in the brackets. 20

1. Good health ……….(depends/depend) on a number of factors. An active mind …………….(is/are) as necessary to health as a strong body. In Europe, very few people ……………(suffers/suffer) from physical disease. But mental patients ………………(is/are) not uncommon.

2. The word 'discipline' ………..(come/comes) from the word disciple. A disciple ……………(is/are) a learner Discipline …………..(mean/means) learning to obey rules. A child ……………..(needs/need) discipline at school.

3. Astronomers, those people who …………….. (study/studies) the star ……….(tell/tells) us that long ago the earth and the planets (was/were) parts of the earth. The sun……….(was/were) then a mass of flaming matter.

4. Malaria fever ………………..(is/are) probably the commonest of the tropical diseases. The discovery of its cause and the insect which ………..(carry/carries) it …………..(provide/provides) a good example of the scientific methods used by very clever men. Malaria ……………(his/have) been known as a particular fever.

5. There ………………….(is/are) a hotel. People ……..(stay/stays) at the hotel. Some of the men ……………..(is/are) drinking coffee. One of the women. ………(is/are) drinking a cup of tea.

III. Translate the following sentences into Doteli

1. I write a letter.

2. We have pens.

3. You were playing football.

4. He has been playing football since two o'clock.

5. She is going to be a nurse.

6. It is raining outside.

7. They are studying in the campus.

8. Ram and Sita are in the garden.

9. Each boy has a bicycle.

10. All the students are present today.

11.Both Rita and Sita love flowers.

12. The boy who is washing dishes is my servant.

13. There were two cows and a buffalo in the field.

14. Neither his parents nor he is gentle.

15. A boy, with his brother, was there.

IV. Translate the following sentences in to English. 15×2=30

१५) तम बढ्तै मिहिनेत गढ्राछौ तै निको कुरडी हो ।

१) मु बजार जानौं ।

२) उन खेलिरया छन् ।

३) राम जानाछ ।

४) तम आप खाना छौं ।

५) हमले तमलाई देख्या ।

६) यो घर पहिला तमरो थियो ।

७) उइको एक चेलो छ ।

८) उनरा बा आया ।

९) तमरो घर कहाँ पडन्छ ?

१०) तमकी बढ्तै किताब छन् ।

११) मु जान्डाऔ तम आउना नाइ हौ ।

१२) बेली आया केटा बढ्तै चलाख थियो ।

१३) हम आइहाल्या क्याकी ताहाँ नोकरी नाइ मिल्यो ।

१४) राजु आज भाषण दिन्या हुन् ।

Appendix-3

The selected five villages of Amargadhi municipality visited by the researcher

S.N.	Villages	Municipality
1.	Tantar	Amargadhi
2.	Kirtipur	Amargadhi
3.	Jiloda	Amargadhi
4.	Khullekh	Amargadhi
5.	Bagbazar	Amargadhi

The selected two secondary schools visited by the researcher.

S.N.	Name of Schools
1.	Shree Ugra Tara Higher Secondary School,Pokhara, Dadeldhura.
2.	Shree Bhageshwar Secondary School, Tantar, Dadeldhura.

1. Item wise and Class wise Comparison of Total Errors with Total Average

Grade IX Total No. of Sample: 50 Students

Item	Total Errors	Average Errors	Above Average		Below Average	
			No. of Students	%	No. of Students	%
1st	169	3.38	21	42	29	58
2nd	160	3.20	18	36	32	64
3rd	370	7.40	20	40	30	60

4th	537	10.74	23	46	27	54
Total	1236	24.72	19	38	31	62

2. Item wise and Class wise Comparison of Total Errors with Total Average

Grade X Total No. of Sample: 50 Students

Item	Total Errors	Average Errors	Above Average		Below Average	
			No. of Students	%	No. of Students	%
1st	142	2.84	26	52	24	48
2nd	119	2.38	24	48	26	52
3rd	315	6.3	22	44	28	56
4th	473	9.46	24	48	26	52
Total	1049	20.98	23	46	27	54

Appendix-4

Verb Forms in Different Tenses

Table-1, Verb forms in the Simple Present Tense

Person	Number	Gender	Honorificity	Verb Form
1st	Sing	M	-	-au
		F	-	au
	PL	M	-	-a□u
		F	-	-a□u
2nd	Sing	M	Nh	-ei
			H	-a□u
		F	Nh	-ei
			H	-a□u
	PL	M	Nh	-a□u
			H	-a□u
		F	Nh	-a□u
			H	-a□u
3rd	Sing	M	Nh	-ancha
			H	-anchan
		F	Nh	-a□nche
			H	-a□nchin
	PL	M	Nh	- a□nchan
			H	- a□nchan
		F	Nh	- a□□nchin
			H	- a□nchin

Table -2, Verb Forms in the Simple Past Tense

Person	Number	Gender	Honorificity	Verb Form
1st	Sing	M	-	-e
		F	-	- e
	PL	M	-	-e/ya□
		F	-	-e/ya□
2nd	Sing	M	Nh	*i*
			H	ya□
		F	Nh	*i*
			H	ya□
	PL	M	Nh	ya□
			H	ya□
		F	Nh	ya□
			H	ya□
3rd	Sing	M	Nh	yo
			H	ya□

		F	Nh	*i*
			H	ya☐
	PL	M	Nh	ya☐
			H	ya☐
		F	Nh	ya☐
			H	ya☐

Table-3, Verb Forms in the Simple Future Tense

Person	Number	Gender	Honorificity	Verb Form
1st	Sing	M	-	-nehu
		F	-	-nehu
	PL	M	-	-nehau
		F	-	-nehu
2nd	Sing	M	Nh	-nehai
			H	-nehau
		F	Nh	-nehai
			H	-nehau
	PL	M	Nh	-nehau
			H	-nehau
		F	Nh	-nehau
			H	-nehau
3rd	Sing	M	Nh	-neho
			H	-nehun
		F	Nh	-neiho
			H	-neihun
	PL	M	Nh	-nehun
			H	-nehun
		F	Nh	-neihun
			H	-neihun

Appendix-5

Errors Committed in Each Item

Errors Committed in Each Item by the 9th Grade Students

S.N.	Items				Total Errors
	1st	2nd	3rd	4th	
1	3	4	6	8	21
2	2	5	7	7	21
3	2	2	6	12	22
4	5	7	10	18	40
5	3	1	8	10	22
6	1	2	6	7	16
7	1	1	3	8	13
8	4	3	15	5	27
9	3	6	11	17	37
10	3	4	10	15	32
11	10	11	18	20	59
12	2	2	9	11	24
13	4	3	6	10	23
14	4	2	6	7	19
15	4	6	4	12	26
16	1	2	7	10	20
17	2	4	6	9	21
18	1	3	5	8	17

19	3	1	6	7	17
20	1	4	7	6	18
21	5	3	8	10	26
22	2	2	6	6	16
23	5	4	8	11	28
24	4	3	5	6	18
25	3	1	5	5	14
26	5	3	6	9	23
27	6	4	7	14	31
28	2	2	4	6	14
29	4	7	12	15	38
30	1	1	6	7	15
31	2	3	3	11	19
32	3	3	5	8	19
33	5	2	8	8	23
34	2	2	6	7	17
35	6	4	12	14	36
36	2	2	6	9	19
37	1	1	3	8	13
38	7	5	10	13	35
39	3	3	11	15	32
40	3	4	10	12	29
41	2	1	6	7	16
42	4	4	9	13	30

43	5	3	7	12	27
44	1	1	6	14	22
45	5	3	10	14	32
46	5	5	8	16	34
47	3	2	4	11	20
48	7	4	11	18	40
49	4	2	9	16	31
50	3	3	3	15	24
	169	160	370	537	1236

Errors Committed in Each Item by the 10th Grade Students

S.N.	Items				Total Errors
	1st	2nd	3rd	4th	
1	5	3	7	9	24
2	4	2	5	10	21
3	2	2	7	8	19
4	4	3	9	12	28
5	3	3	7	13	26
6	1	1	5	7	14
7	3	1	6	12	22

8	6	4	10	14	34
9	2	1	3	4	10
10	4	3	9	11	27
11	1	2	4	7	14
12	4	1	5	6	16
13	2	2	6	8	18
14	5	3	7	13	28
15	2	3	5	6	16
16	1	1	4	5	11
17	2	2	6	6	16
18	2	1	4	7	14
19	2	1	7	10	20
20	2	3	9	11	25
21	0	1	3	5	9
22	2	0	8	12	22
23	4	3	6	11	24

24	7	4	10	14	35
25	3	3	4	5	15
26	3	4	9	11	27
27	5	2	6	9	22
28	1	2	5	7	15
29	5	4	10	20	39
30	2	3	6	9	20
31	1	2	5	10	18
32	2	3	8	10	23
33	3	4	7	9	23
34	2	3	7	8	20
35	7	5	8	15	35
36	4	3	6	7	20
37	2	1	5	9	17
38	0	0	4	8	12
39	3	1	5	13	22

40	2	3	7	7	19
41	3	1	6	10	20
42	3	2	5	7	17
43	4	4	8	8	24
44	3	4	6	10	23
45	3	2	6	9	20
46	1	1	3	10	15
47	2	2	7	11	22
48	1	1	5	6	13
49	4	5	7	13	29
50	3	4	8	11	26
	142	119	315	473	1049