INTRODUCTION

1. General Background

This chapter deals with the position of the English Language in Nepal. It introduces the importance of grammar and some special rules of Subject-Verb Agreement in English. It reflects the Chapang people, their language and their origin too. It also takes into account contrastive analysis and error analysis. It also includes the objectives and significance of the study as well.

1.1 English Language in the World and in Nepal

A)   English Language in the World

Language is generally defined as a means of communication through which we express our thoughts, ideas and emotions. Many scholars and linguists have defined it variously.

Language is the most valuable single possession of human race through which man expresses his personality. In Sapir's words, 'language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols' (1978:8). Likewise Hall says, "Language is the institution where by human communicates and interacts with each other by means of habitually used oral auditory, arbitrary symbols". Thus language is a voluntary, vocal system of human communication. A language is a system of conventional signals used for communication by a whole community. Therefore, it is purely human.

Although there are many languages in the world, English is the most widely used language. English has greater importance in the

world, as it is the lingua franca to link the different people whose mother tongues are different. In this 21st century, English is the only means through which we can get the vast treasure of knowledge because most of the important books of the world are written and translated in English.

English is the most widely spoken language. Besides being the UN language, it is the main lingua franca in the world. Thus, it can also be defined as a gateway to the vast treasure of knowledge. English is one of the principal language of education and perhaps the only language for international communication. English, therefore, is very popular and enjoys great prestige in the Nepalese society.

English has become indispensable vehicle to the transmission of modern civilization in the nation. It is the passport through which one can visit the whole world and who knows English can enjoy the advantages of a world citizen. He is received and understood everywhere.

B) English Language in Nepal

Teaching English language in Nepal was started for the first time at Darbar High School in 1853. Now English is given great importance in the education system of Nepal. English is an important language of learning in all schools of Nepal. It is the language of international communication, technology, higher education, commerce and industry. Now it is being taught as a compulsory subject right from grade one to the higher level. Its use as the working language in the world has made it vital for our students to attain a sound knowledge of English.

Today when much information is transmitted and published in English it is essential that the students acquire the four skills

(listening, speaking, reading and writing) for their various needs. In Nepal English has the status of foreign language in the curriculum. The great demand and use of English language in all the sectors proves the importance of English in Nepal. We need English mainly for two purposes, academic and communicative.

1.2 Chepang people, their origin and Chepang language

A)   Chepang people and their origin

The word 'Chepang' is used to address certain ethnic groups, living in central south hilly region of Nepal. They are recognized as 'Praja' in their areas. The physical structure of them is not different from the people of other ethnic groups. They are one of the deprived and marginalized groups among the indigenous people of Nepal. They have flat and short nose, round face, dark and brown complexion, thin and medium ears, dark eyes and prominent eyebrows. Chepangs' settlement has spread along central southern Mahabharat range of Nepal. However, some were migrated from their origin place and settled in the plain area of Chitwan and Makwanpur districts.

The Chepangs, one of the indigenous people of Nepal, are ethnic group mainly found in four districts of Nepal - Chitwan, Makwanpur, Dhading and Gorkha. According to the survey of Nepal Chepang Association, the total populations of Chepang is 52,237 in Nepal and among them about 21,000 of Chepangs live in the hilly regions of Chitwan.

The origin of Chepang has become the subject of controversy. There are several myths about their origin. One of them is that the Chepangs are the progeny of a holy man called 'Chewan' and it was pronounced as 'Chewang' and ultimately ' Chepang'.

According to another myth, the Chepangs are the offspring of Sita's son Lahari or Lava who is famous in Hindi epic ' Ramayan'. Most of the Chepangs widely believe that they are the descendants of Lahari or Lava and the Kusundas originated from Kusari or Kusa, another son of Sita. So, they have a close relationship with Kusundas.

Nowadays, most of the educated Chepang youths do not accept the Lahari and Chewan myths. They blame the sociologists, researchers and their elders who created fantasy and misinterpreted the truth. According to them, the word ' Chepang' is given by Nepali speakers. Chepangs are those who lived near the riversides, forests and around narrow places like caves. Such narrow places are called 'Chep' in Nepali. A person who lives in 'Chep' is called Chepang. The forefathers of Chepangs lived in the 'Chep' areas of Mahabharat range. Therefore, the other people addressed them by using the word Chepang.

It is also said that the word Chepang is made by the Nepali verb 'Chepinu' which means exploitation. The exploited ethnic groups addressed by Nepali speakers are called Chepang. At last, it has been the caste or tribe.

B) Chepang Language

Nepal is a small and beautiful nation with geographical, cultural and ethnic diversities. It is the homeland of several ethnic groups where people speak varieties of languages and dialects. There are about ninety languages and dialects spoken in Nepal. No doubt, Chepang is one of them. Chepang language belongs to Tibeto-Burman language family. It is mainly spoken in the central hilly regions of Nepal, especially in Chitwan, Makwanpur, Dhading and Gorkha. It is

called 'Chepang Kura' or 'Chepang Bhasa' by Chepang themselves and other language speakers who live near Chepang village.

Chepang has no written system. People learnt it from their elders and passed to their new generations orally. It doesn't have its own script and it is written in Devanagari script like Nepali Language. Chepang language has also been influenced by other neighboring languages. Chepang language spoken in Chitwan is more influenced by other local languages such as Gurung, Magar, Tamang and Nepali as well. Most of the Chepangs in Chitwan are bilingual as they speak both Chepang and Nepali. They often speak Chepang in most domains such as at home, at market and at other places where they have their majority. They speak Nepali with other language speakers but freely mix Chepang tone and words during the process of conversation.

Language varies from place to place, from society to society and person to person as well. Language is full of regional dialects and sociolects. Chepang also varies regionally and socially. Chepangs agree the existence of a lot of variation in their language. They say that Chepang varies from village to village. It is spoken differently as regional dialects in Chitwan, Gorkha, Makwanpur and Dhading. Although many languages of Nepal have been standardized, the formal process of standardization in Chepang has not been started yet.

The researcher's present study is concerned with the Chepang language spoken in Chitwan district. The Chepang community has settled down in the Northern hilly regions of East Chitwan. Among two municipalities (Bharatpur and Ratnanagar), and thirty six Village Development Committees (VDCs) of Chitwan district, eight VDCs mostly cover the settlement of Chepang community.

1.3 Importance of Grammar

Grammar is very important part of a language. It is the skeleton of a language without which a language will be paralyzed. According to Macmillan English Dictionary for Advanced learners, "Grammar is the set of rules that describe the structure of a language and control the way that sentences are formed." Oxford Advanced Learners Dictionary (1995) also defines grammar as" the rules in a language for changing the forms of words and combining them into sentences." Funk and Wagnall's New Standard Dictionary of English (1996) defines grammar as "the science that treats the principles that govern the correct use of language in either oral or written form." It means grammar manipulates language in speech writing correctly. No one can handle the language without the knowledge of grammar because it is the underlying principles of a language. Therefore, grammar is the most important part of a language.

The present study deals with the comparative study of 'Subject-Verb Agreement' in English and Chepang languages. In Nepal, English as a compulsory subject holds 100 full marks at all levels. Though the S-V Agreement is the small area of grammar, it is the backbone of a language. It occupies a special importance in teaching and learning English as a second language.

1.4 Rules of Subject-Verb Agreement in English.

Language is guided by the underlying rules which differ from one language to another. English also has its specific rules for word formation, word order, sentence pattern, stress, intonation and others. The present study is concerned with the subject-verb agreement. Therefore, the main S-V Agreement rules of English are as follows:

a)   A singular verb is used with singular noun

    (1)   He eats rice.

b)   A plural verb is used with plural noun

    (2)   We eat rice.

c)   Somebody, something, everybody etc. take a singular verb.

    (3)   Something was lost.

d)   A verbal clause takes a singular verb.

    (4)   To pass the exam needs much practice.

e)   A unit noun takes a singular verb.

    (5)   Fifty rupees is not enough.

f)   Many a + singular noun takes a singular verb.

    (6)   Many a book is on the table.

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

    (7)   The tall are thin.

h)   Quantifiers take a plural verb when they modify a plural noun and the singular verb when they modify a mass noun.

    (8)   Some of the girls are absent.

    (9)   All of the water is polluted.

i)   'A number of ' takes a plural verb and 'the number of ' takes a singular verb.

    (10)   A number of people are present.

    (11)   The number of girls is sixty.

j)   Some common and proper noun ending in's' and 'ics' take a singular verb.

    (12)   The news is good.

    (13)   Economics is not a difficult subject.

k)   'Neither / either / each / one of + plural noun take a singular verb.

    (14)   One of the students is absent.

l)   'None of + plural noun can take both singular and plural verbs.

       (15)   None of the girls play / plays cricket.

m)   Arithmetical operation takes a singular verb.

       (16)   One plus one is two.

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

       (17)   Mira and Rit**a** are sisters.

Exception: When two subjects together expresses one idea or refer to the same person or thing, the singular verb is used. [Wren & Martin, 1987:86]

       (18)   Bread and butter is food.

1.5 Review of related literature

It reflects the review of related literature on comparative study of the systems of languages and error analysis particularly those studies done in Nepal.

So far as the comparative studies of the systems of languages into different aspects, the following studies have been carried out.

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

Sah (2000) has carried out a comparative study of the Subject Verb agreement in Maithali and English language. He found that in English the S-V agreement is determined with the agreement of number between subject and verb but Maithali verb agreement is determined by the inflectional affixes not only with the subjects but also with the objects.

Tharu (2001) has carried out a comparative study between English and Tharu languages in Subject Verb Agreement. He found that English verbs agree with the categories of 'person' and 'number' whereas Tharu verbs agree with the category of person only.

Likewise, many studies have been carried out regarding error analysis. Some of them are as follows:

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

Shrestha (1980) has attempted to analyze the error in the use of preposition made by Nepali and Newari speaking students of grade ten. He found that the influence of mother tongue doesn't matter in the use of preposition.

Gautam (1990) has analyzed the grammatical errors in the written English of Humanities and Social Science Proficiency Certificate Level (PCL) first year 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.

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

So far no comparative study has been carried out to find out the main similarities and differences of the S-V Agreement system in English and Chepang languages. Many scholars, socialists and researchers have carried out researches about Chepang people, their culture, tradition and language. But no research has been carried out related to the subject-verb agreement systems of Chepang language.

This is the first attempt in this aspect of Chepang language. Therefore, this study tries to identify the S-V Agreement system of Chepang, attempt a comparative study of English and Chepang S-V Agreement system and find out the possible causes of errors committed by Chepang students of grade 9 and 10 while learning English.

1.6 An Introduction to Contrastive Analysis

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 the two languages. CA is the comparison of any two languages to discover and describe the problems that the speakers of one of the languages will have in learning the other. These comparisons are also applicable to the preparation of language tests, machine translations and language variations in bilingual areas. CA compares the structures and systems of two languages, which help the linguists or the teachers to find the points of similarities and differences. On the basis of those similarities and differences, one makes criteria for teaching and learning second languages. The comparisons of two languages may be any one of phonology, morphology and syntax.

CA is mainly done for the pedagogical purpose. It has the main functions as given below.

a)   To predict the likely errors of the group of learners.

b)   To predict input to language teaching and learning.

c)   To explain the causes of committing errors.

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 second is

known as intra lingual comparison in which one can compare dialectal differences within a language.

Here, CA hypothesis based on behaviouristic psychology can be summarized as follows:

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

b. Hindrance leads learning difficulty but facilitation cause learning ease.

c. Learning difficulty creates errors in performance but facilitation makes learner errorless in performance.

1.7 An Introduction to Error Analysis

The special branch of linguistics that studies errors of different kinds is called Error Analysis or EA in short. So, Error Analysis is the study and analysis of errors made by second or foreign language learners. The purpose of EA is to find out the sources of errors, i.e. why a learner makes particular kind of errors. This shows what features or areas of the language are causing him problems in learning the target language and this knowledge is then used to provide remedies.

According to Richard et. al. (1985:96), 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 in common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials.

Error Analysis is carried out with a series of steps as given below:

i) Collection of data

ii) Identification or recognition of errors

iii) Description or classification of errors

iv) Explanation of errors

v) Evaluation of errors

vi) Remediation of errors

1.7.1 Sources of errors

There are various sources of errors or reasons behind committing errors. Errors are committed either due to *interlinguistic interference* or *intralinguistic interference*. Interlinguistic interference is also called mother tongue interference or language transfer. The second or foreign language learner transfers into his performance in the second language the habits of his mother tongue. If the rules or the systems of the first language resemble those of the second language, and become easier for the learner, it is known as facilitation or positive transfer.

Intralinguistic interference refers to the errors made by the learners, which reflect not the structure or systems of the mother tongue, but generalization based on partial exposure to the target language. Corder names them 'analogical errors' (Rai, 1993:173). Here, the learner tries to derive the rules neither behind the data to which he has been exposed, and may develop hypothesis related neither to the mother tongue nor to the target language. It is sometimes called '*overgeneralization*'. Errors may also be due to '*hypercorrection*' which implies that the learner once mastered the correct form but due to false analogical creation he turns it into erroneous form. It is also said that some portion of a language are so

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difficult that not only the learners but also the native speakers too find them difficult to master. They are *'difficulty inherent'* in the language (Rai, 1993:174).

1.8 Objectives of the Study

The prime objective of this study is to analyze the Subject-Verb agreement systems of Chepang language spoken in Chitwan district.

Further more; the objectives of this study are as follow:

a) To list the S-V Agreement Systems of English and Chepang Languages.

b) To compare the S-V Agreement systems of English and Chepang languages.

c) To analyze errors committed by Chepang speaking students of grade 9 and 10 in Subject-verb agreement system of English comparatively.

d) To point out some pedagogical Implications of the findings of the study.

1.9 Significance of the Study

The present study deals with the comparative study between English and Chepang languages in 'Subject-Verb Agreement'. It deals with Chepang language spoken in the hilly Village Development Committees (VDCs) of Chitwan district. Although the researcher's present study is a small portion of Chepang language, it may be a support for the standardization of it as well. As this grammatical aspect is the backbone of language, it will take a special importance in the curriculum of primary level. This study will be significant mainly for the people who are working as teachers, course designers and textbook writers of Chepang language. It will also be useful for the

teachers who have been teaching English for Chepang students and the researchers who are interested in studying Chepang language.

1.10 Definition of the Terms

I) Subject:

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

II) Verb:

In English, 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.

c)   Refers to an action or state (Richards et. al., 1985: 305).

III) Agreement:

Agreement is a type of grammatical relationship between two or more elements in a sentence, in which the choice of one element causes the selection of a particular form of another element. (Richards et. al., 1985: 124).

IV) Honorifics:

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

V) Dialect:

"A variety of language spoken in one part of 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.

VI) Chepang:

Chepang refers to a Tibeto-Burman language particularly spoken by Chepang people of Chitwan, Makwanpur, Dhading and Gorkha.

VII) Personal Pronoun :

A pronoun is a word which is used instead of a noun (Wren 1993:36). A personal pronoun is one of its varieties. The pronouns which stand for persons are called personal pronouns (Gautam 2037:80).

VIII) Nominative :

Nominative is the form of a noun or pronoun when it is the subject of a verb.

IX) Accusative :

Accusative is the form of noun or pronoun that shows that it is the direct object of a verb

In this study, Chepang denotes a language spoken as a Chepang dialect by Chepang people particularly in Chitwan district.

METHODOLOGY

2. Introduction

This chapter deals with the methodology adopted for the study, that is, it includes the sources of data, tools and process of data collection and limitation of the study.

2.1 Sources of Data

In this study, both primary and secondary sources were used for data collection which are as follows:

A.   Primary Sources

This study was mainly based on the primary data, that is to say fifty native speakers of Chepang of five different villages, ten persons from each village were the main sources of data for fulfilling the first objective of the study.

For pedagogical purposes, the primary data were collected by administering a set of test-items among fifty Chepang students of class 9 and 10, twenty five students from each class. They were randomly selected from two purposefully selected secondary schools (App.3) established in the highly Chepang populated area.

B.   Secondary Sources

The study was also based on the reference books, textbooks, unpublished dissertations, articles, related Chepang magazines and reports as the secondary sources. As the researcher isn't a native speaker of Chepang, he also took help from some of the educated native speakers of Chepang language.

2.2 Sample Population

The native speakers of Chepang Language of five selected VDCs (App.3) of Chitwan district and the Chepang speaking students of grade 9 and 10 of two randomly selected schools were the sample population of the study.

2.3 Tools for Data Collection

Two types of test items were developed as the tools for data collection.

For analysing the subject-verb agreement system of Chepang Language, A set of test-teems (App.1) was developed which was categorized into three groups (A, B and C) according to three tenses (Present, Past and Future). The test items also include all the aspects of tense, number, gender and case.

For pedagogical purposes, test items (App.2) was used among the fifty Chepang speaking students of grade IX and X. The test items were divided into three parts. The first items was made up of binary choices in which the students had to choose the correct answers from the brackets. The second item was made up of translation in which they had to translate English into Chepang. The last item was also made up of translation in which they had to translate Chepang into English. The test-items were piloted first, and then it was revised and was administered to the target group.

2.4 Process of Data Collection

For the data collection, first of all, the researcher randomly selected five villages where there are Chepang settlements. Then the researcher with a Chepang person who can speak both English and Chepang languages visited the five purposefully selected villages one

after another in the hilly regions of East Chitwan in different times. Then he administered a set of test-items (App.1) among fifty randomly selected Chepang people having different education, personality, age and sex one after another and collected the data to fulfill the first objective of the study. For the educated people of Chepang the researcher administered the test-items among them and asked them to translate the English sentences into Chepang. They responded the test-items in the written form.

Similarly, for illiterate people of Chepang, the researcher himself with other educated Chepang native speakers visited them and conducted interview with them. They were asked to translate the English sentences into Chepang orally one after another. Their responses were written and were collected for the analysis of subject-verb agreement system of Chepang.

Finally, the researcher with a Chepang native speaker who can speak both English and Chepang languages visited the purposefully selected schools of Shaktikhor and Kaule VDCs. Then he randomly selected the fifty Chepang students having different capacity from both class 9 and 10. Then he administered the test-items (App.2) among the target group. They were given an hour time to attempt the questions and their answer-sheets were collected for the comparative analysis of errors committed by Chepang speaking students of grade 9 and 10 in S-V agreement.

2.5 Limitations of the Study

This study has the following limitations:

a)   This study is limited to the identification of Subject-Verb Agreement system of Chepang Language.

b)   This study is limited to the comparative study of S-V Agreement system of English and Chepang Languages.

c)   The area of the study is limited to Chepang Language spoken as mother tongue among Chepang community of East Chitwan.

d)   The population of the study is limited to fifty native speakers of Chepang and fifty Chepang students of grade 9 and 10.

e)   The study is also limited to the comparative error analysis ommitted by the Chepang students of grade 9 and 10 in S-V greement.

CHAPTER-THREE
ANALYSIS AND INTERPRETATION

3. Introduction

This chapter presents the analysis and interpretation of the collected data in detail. It shows the roles Subject-verb agreement in Chepang, similarities and differences between English and Chepang Subject-Verb Agreement. It also includes the comparative analysis of errors committed by the Chepang speaking students of grade 9 and 10 in subject verb agreement. The collected data is analyzed and interpreted descriptively as well as statistically using the tools of average and percentage.

3.1 Rules of Subject-Verb Agreement in Chepang.

Chepang language has not been standardized yet. It is under the process of standardization. Therefore, Chepang language doesn't have its standardized S-V agreement system as in English. The researcher administered test-items s and conducted interviews among fifty Chepang native speakers of five different VDCs in order to collect the natural linguistic data. After the analysis of the data, the following rules of S-V agreement were generalized.

i) Chepang verbs agree with the category of person (i.e. 1st, 2nd & 3rd)

(1) ngā   jenā-ng

     I (1^{s}t. sing.)   eat - prest

     I eat.

(2) nāng   jenā

     You (2nd. sing. nh/h)   eat-prest

     you eat.

(3)   ui   jenau

        S/he (3rd. sing.)   eat- prest

        S/he eats.

ii)   Chepang verbs agree with number (i.e. singular and plural)

       (4)   ngā   nginā-ng

            I (1st. sing.)   laugh - prest

            I laugh.

       (5)   ngi   nginā-ngi

            We (1st, pl.)   laugh - prest

            We laugh.

       (6)   ui   jenāu

            S/he (3rd, sing)   eat - prest

            S/he eats.

       (7)   umai   jenā-ni

            They (3rd, pl.)   eat - prest

            They eat.

iii)   Chepang verbs need not agree with gender (i.e. male and female)

       (8)   Ram   ām   jedai manā

            Ram (3rd,sing,M.)   rice   eat-prest, imperf.

            Ram is eating rice.

       (9)   Sita   ām   jedai manā

            Sita (3rd, sing, F.)   rice   eat - prest, imperf.

            Sita is eating rice.

iv)   Chepang verbs need not agree with honorific forms of second and third person pronouns.

       (10) nāng   ālnā

            You (2nd, sing, nh/h/hh)   go - prest

            You go.

(11) ui   gesdai   manā

S/he (3rd, sing, nh/h/hh)   play - prest, imperf.

S/he is playing.

However, the tone of honorific pronunciation can be realized while communicating with their elders, guests or strangers. For this, they pronounce very slowly in a falling tone with very soft voice.

v) Commonly, the nominative forms of personal pronouns function as the grammatical subject in a clause or sentence and the verbs agree with the subjects. But sometimes the accusative forms of the personal pronouns may also function as the grammatical subject in a clause or sentence and the verbs don't agree with them.

For example,

(12) ngā-i   ru   sātlung

I (1st, sing.)   snake   kill - past

I killed a snake.

(13) ru   ngā-i   sātlung

snake   I (1st, sing.)   kill - past

I killed a snake.

3.2 Nominative forms of the personal pronouns

The nominative personal pronouns in English are marked by the grammatical categories of person, number and gender (Wren 1993:37), whereas in Chepang, they are marked by the categories of number and person only (App.4). In both English and Chepang, the second and third person pronouns don't change for honorific forms. It can be shown as follows:

In English,

(1) You   eat   rice.

   You (2nd,sing,nh/h/hh)

In Chepang,

(2) nāng   ālnā

   You (2nd,sing,nh/h/hh)   go - prest

   You go.

In both English and Chepang Languages, the nominative forms of the personal pronouns occupy the subject position of a clause or sentence.

(3) ngā   māstar   ho

   I (1st, sing.)   teacher   be - prest

   I am a teacher.

3.3 Accusative forms of the personal pronouns

Like the nominative forms of the personal pronouns, the accusative forms of the personal pronouns are also marked by the grammatical categories of number, person and gender in English (Wren 1993:73). But in Chepang only by the categories of number and person (see App.4).

In both English and Chepang languages, the accusative forms of the personal pronouns occupy the object position in a clause or a sentence whereas they may occupy the subject position too in Chepang.

(1) ngā-i   kim   banāilung

   I (1st, sing.)   house   built - past

   I built a house.

(2) kim   ngā-i   banāilung

   house   I (1st,sing.) built - past

   I built a house.

3.4 Contrastive Study of Verbs in English and Chepang

English language has two kinds of verbs, i.e. the auxiliary and ordinary verbs. The realization of auxiliary and ordinary verbs is also found in Chepang language. For example :

1. ngākusi yājo kui manā

   I had a dog.

2. Ram jedai manā

   Ram is playing

Both English and Chepang verbs agree with the categories of 'person' and 'number'. However, English and Chepang verbs are contrasted with their system of inflection according to 'person' and 'number'.

3.5   The primary Verbs of English and Chepang

In English, 'Be', 'Have' and 'Do' verbs are categorized as primary verbs because of their dual functions, i.e. as main and auxiliary verbs. As the main verbs, these three English primary verbs are able to frame a clause or sentence on their own.

Likewise, in Chepang, the counterparts of English 'Be' and 'Have' verbs, i.e. 'Ho/Mā' and 'manā' function as both auxiliary and main verbs. But the counterparts of English 'Do' verbs, i.e. 'Jāngsā' often function as a main verb. Therefore, the subject-verb agreement system of English primary verbs is contrasted with the system of Chepang highlighting mainly their counterparts.

3.6 Similarities between English and Chepang Subject-Verb Agreement

There are many similarities between English and Chepang Subject-Verb Agreement systems, which the researcher has found out after analyzing the data from the native speakers of Chepang. They are cited as below:

i) Both English and Chepang verbs agree with number.

(1) ngā   lnāng

I (1st, sing.)   go - prest

I go.

(2) ngi   ālnāngi

We (1st, pl.)   go - prest

We go.

(3) ui   jenāu

S/he (3rd . sing .)   eat-prest

S/he eats .

(4) umai   jenāni

They (3rd, pl.)   eat - prest

They eat.

ii) Both English and Chepang verbs agree with person.

(5) ngā   jenāng

I (Ist, sing.)   eat - prest

I eat.

(6) ui   jenau

S/he (3rd, sing.)   eat - prest

S/he eats.

iii) Both English and Chepang verbs need not agree with gender.

(7) ketā māntā   gesdai manā

boy (3rd, sing, M)   play - prest, imperf

The boy is playing.

(8) Keti māntā   gesdai manā

girl (3rd, sing, F)   play - prest, imperf

The girl is playing.

iv) Both English and Chepang verbs need not agree with the honorific forms of second and third person pronouns.

(9) nāng   ālnā

You (2nd, sing, nh/h/hh)   go - prest

You go.

(10) u   ngā-ko   sar   ho/ma

S/he (3rd, sing, nh/h/hh)   my   teacher   be - prest

S/he is my teacher.

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

(11) ui   ngā-kāi   kitāb   bainā

S/he (3rd, sing.)   me   book   give-prest

S/he gives me a book.

Thus, in conclusion, the above examples show that English and Chepang are similar in most of the aspects of Subject - Verb Agreement. In both languages, the verb agreement is changed with number but not with gender and honorific forms of second and third person pronouns and the verbs always agree with the subject (not the object).

3.7 Differences between English and Chepang Subject-Verb Agreement

Languages are not always the same. They differ in many aspects. As the present study is on the subject-verb agreement, some differences between English and Chepang are analyzed here. In some aspects, the subject-verb agreement system of English and Chepang are different. They are shown as below:

I.   The first personal pronouns (i.e. I, we) agree the same inflection of the simple present form of the main verbs in English, whereas they agree different inflections of the simple present form of the main verbs in Chepang. For example :

(1) ngā   tungnāng

   I (1st . sing)   drink - prest.

   I drink.

(2) ngi   tungnāngsu

   We (1st, pl.) drink-prest.

   We drink.

II.   In English the first and second personal pronouns take the same inflection of the simple present form of the main verbs whether they are singular or plural, whereas they take different inflections both according to the categories of person and number in Chepang. For example :

(1) ngā   ginā ng

   I (1st sing.)   laugh-prest.

   I laugh.

(2) ngi   nginā ngsu

   We (1st pl.)   laugh-prest.

   We laugh.

(3) nāng   ngināng

You (2nd, sing. pl.)   laugh-prest

You laugh.

III.   In English all the personal pronouns whether they are singular or plural agree the same simple past form of the main verbs, whereas they agree different simple past forms of the main verbs according to the category of number in Chepang. For example :

     (1) ngā   jelāng

       I (1st sing.)   eat-past

       I ate.

     (2) ngi   jelāngsu

       We (1st pl.)   eat-past

       We ate.

     (3) nāng   jelāng

       You (2nd sing./pl.)   eat-past

       You ate.

     (4) ui   jelāng

       S/he (3rd sing.)   eat-past

       S/he ate.

     (5) umai   jelāngi

       They (3rd pl.)   eat-past

       They ate.

IV.   English and Chepang differ in their sentence pattern, i.e. word orders. The word order in English and Chepang are quite different. In English clause or sentence, the verb is preceded by the subject and followed by the object. It can be shown as follows:

Subject + Verb + Object

(1) <u>Sita</u>   <u>ate</u>   <u>rice.</u>

      S   V   O

On the other hand, in Chepang language, the object is preceded by the subject and followed by the verb. It is shown as follows:

Subject + Object + Verb

(2) <u>Mira</u>   <u>ām</u>   <u>jekān</u>

      S   O   V

Mira (3rd, sing.)   rice   eat-prest

Mira ate rice.

3.8 Comparative Analysis of the Errors committed by the Chepang Students of grade 9 and 10

First of all the individual errors have been taken and tabulated item wise (App.6, 7). Then the average errors were found out. The number of students as well as the percentage of the students above and below the average in each item were determined and calculated. The average error of total samples was also found out. This section includes item wise, class wise and holistic comparison of the students' errors.

3.8.1 Item wise Comparison

The test-item was of three parts. The first test item was made up of binary choice and the last two test items were made up of translation.

The first test item consists of twenty items of binary choice 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	%
50	166	3.32	19	38	31	62

The above table shows the total errors committed in Item No.1. The total no of errors was 166 and the average error was 3.32 only. Out of the total sample, 62% students were below average whereas 38% students were above average. Hence, the majority of the students were found capable to show better performance.

The second test item consists of fifteen items of translation in which students were asked to translate English into Chepang. It consists of fifteen items carrying fifteen full marks.

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	%
50	283	5.66	25	50	25	50

The table above shows that the total number of error was 283 and the average error was 5.66. Out of the total sample, 50% students were below average and 50% students were above average. Thus, the average students performed satisfactory.

The last test item was made up of translation in which the students were asked to translate Chepang to English. It consists of fifteen items carrying fifteen full marks.

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	%
50	358	7.16	20	40	30	60

The table above shows that the total number of errors was 358 and the average error was 7.16. Out of the total students, thirty students (60%) were found below average and twenty students (40%) were found above average. Thus, it can be said that the majority of the students performed better.

3.8.2 Class wise Comparison

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

i) Item No. 1

Table No. 4

Class	Total Sample	Total Errors	Average Error	Above Average		Below Average	
				No. of students	%	No. of students	%
IX	25	74	2.96	16	64	9	36
X	25	92	3.68	12	48	13	52

The table above shows that the total error of grade IX was 74 and the average error was 2.96. Out of the total sample, sixteen students (64%) were above average whereas nine students (36%) were below average.

On the other hand, the total the error of grade X was 92 and the average error was 3.68. Out of the total students, twelve students (48%) were above average whereas thirteen students (52%) were below average.

In comparison, the 9th grade students committed less error than the 10th grade students and performed better in the first item.

ii) Item No. 2

Table No. 5

Class	Total sample	Total Error	Average Error	Above Average		Below Average	
				No. of students	%	No. of students	%
IX	25	145	5.8	14	56	11	44
X	25	138	5.52	10	40	15	60

The table above shows that the total error of grade IX in item no. 2 was 145 and the average error was 5.8. Out of the total students, fourteen students (56%) were above average and eleven students (44%) were below average.

On the other hand, the total error of grade X in item no. 2 was 138 and the average error was 5.52. Out of the total students, ten students (40%) were above average whereas fifteen students (60%) were below average.

In comparison, the 10th grade students performed better than the 9th grade students in this item.

iii) Item No. 3

Table No. 6

Class	Total Sample	Total Error	Average Error	Above Average		Below Average	
				No. of students	%	No. of students	%
IX	25	195	7.8	12	48	13	52
X	25	163	6.52	12	48	13	52

The above table shows that the total no. of error of class IX in item no. 3 was 195 and the average error was 7.8. Out of the total sample, twelve students (48%) were above average and thirteen students (52%) were below average.

On the other hand, the total no. of error of class X in the same item no. 3 was 163 and the average error was 6.52. Out of the total

sample, twelve students (48%) were above average whereas thirteen students (52%) were below average.

In comparison, the 10th grade students performed better than the 9th grade students in this item.

3.8.3 Holistic Comparison

Here, the average error of 9th grade students is holistically compared with that of the 10th grade students in total test items.

Table No. 7 Holistic Comparison

Class	Total sample	Total Error	Average Error	Above Average		Below Average	
				No. of students	%	No. of students	%
IX	25	414	16.56	14	56	11	44
X	25	393	15.72	11	44	14	56
Total	50	807	32.28	25	50	25	50

The above table shows that the total error of the students of grade IX students was 414 whereas the average error was 16.56. Out of the total sample, fourteen students (56%) were above average and eleven students (44%) were below average.

On the other hand, out of the total 393 errors, the average error of class X students was 15.72. Out of the total sample, eleven students (44%) were above average whereas fourteen students (56%) were below average.

In total test items, the total number of errors was 807 (32.28%). The average error was 32.28. Among the fifty total samples, twenty five students (50%) were above average and twenty five students (50%) were below average.

They committed 32.28% errors and answered 67.72% items correctly as a whole. Therefore, it can be said that the Chepang students of grade 9 and 10 performed satisfactory as a whole.

3.9 Errors Committed by the Students and their possible causes

The researcher analyzed the answer-sheets of fifty Chepang students of grade IX and X. After the analysis of them, it was found that they committed different kinds of errors which are given below:

i) Subject-Verb Agreement
ii) Tense
iii) Wrong word order
iv) Articles
v) Spelling
vi) Number
v) Preposition

These errors might have different causes. These errors can be because of overgeneralization, analogical creation, hypercorrection and inadequate exposure of language.

It was found that the Chepang students committed less error in the area of Subject-Verb Agreement. Therefore, we can say that the L_1 (mother tongue) interference has not played the great role for the errors in S-V Agreement because both English and Chepang agree the person and number.

However, they have committed some errors as given below which may be due to the inadequate exposure of language.

1) The news is good.

    * The news *are* good.

2) Economics is very easy subject.

    * Economics *are* very easy subject.

3) Everybody is present.

    * Everybody *are* present.

4) My teachers love me.

* My teachers *loves* me.

The Chepang students committed most of the errors in word order when they translated Chepang into English. This is due to the difference in word order between English and Chepang. Some examples of this kind of errors are given below:

5) I saw him yesterday.

* I look his to yesterday.

6) Sita ate rice.

* Sita is eat rice.

7) There is a bird on a tree.

* Bird is a tree.

8) Ram is playing.

* Ram played is.

9) You have eaten rice.

* You rice is eat.

To sum up, these kinds of errors might have been resulted due to the inadequate exposure of English language and the differences between English and Chepang. However, to determine these facts, more detailed research should be carried out.

FINDINGS AND RECOMMENDATIONS

4. Introduction

This chapter displays the findings of this study and recommendations made for the pedagogical purposes as well.

4.1 Findings of the study

i) Both English and Chepang verbs agree with the categories of *number*.

ii) Both English and Chepang verbs agree with the subject in a clause or sentence.

iii) Both English and Chepang verbs don't agree with the categories of *gender*.

iv) Both English and Chepang don not have the honorific forms of the second and third person pronouns.

v) The nominative and accusative personal pronouns in English are marked by the grammatical categories of person, number and gender whereas in Chepang, they are marked by the categories of *person* and *number* only.

vi) In both English and Chepang, the subject position is occupied by the nominative forms of the personal pronouns whereas the subject position may be occupied by the accusative forms of personal pronouns in Chepang Language.

vii) English and Chepang mainly differ in their systems of inflections of the main verbs and sentence patterns, i.e. word order.

viii) The error analysis shows that the students of class ten were more proficient than the students of class nine as a whole.

4.2 Recommendations

Some recommendations have been made for the pedagogical purposes on the basis of the analysis. They are cited as follows:

i) Both English and Chepang are similar in most of the aspects of the Subject-Verb Agreement systems. Therefore, the teachers of the Chepang community are better to be familiar with the similarities between these two languages.

ii) The exposure of English to the Chepang students is not found to be enough mostly in government schools. Therefore, the teachers of Chepang community should try to expose much English to them while teaching English.

iii) The teachers of Chepang community should make the students clear about the differences and similarities between English and Chepang.

iv) The singular subjects which look like plural should be clarified with adequate examples in the classroom.

v) If the teachers of Chepang community are familiar with the systems of Chepang language, teaching English to the Chepang students can be easier and better.

vi) Chepang youths should give their attention towards Chepang language for the maintenance of it. They should be encouraged to speak their own mother tongue in most of the domains.

Finally, if the findings and the recommendations are taken care into consideration, the teaching and learning will be effective. Further research in Chepang language will bring different linguistic features of this language.

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Appendices

Appendix - 1

A. Test-items

S-V agreement in English and Chepang : A comparative study

Dist: Chitwan   VDC: ...……   Village: ………   Ward No.: ….

Please translate the following phrases and sentences into Chepang.

Tense	Its varieties	eg. in English	Translated in Nepali	in Chepang
present	present simple	I go.	म जान्छु ।	
		We go.	हामी जान्छौ ।	
		You go.	तँ जान्छस् । तिमी जान्छौ । तँपाई जानु हुन्छ । हजुर जानु हुन्छ ।	
		He gives me a pen.	उसले मलाई कलम दिन्छ ।	
		She gives me a pen.	उनले मलाई कलम दिन्छिन् ।	
		They give me a pen.	तिनीहरुले मलाई कलम दिन्छन् ।	
	present continuous	I am going.	म जादै छु ।	
		We're going.	हामी जादै छौ ।	
		You are going.	तँ जादैछस् । तिमी जादैछौ । तँपाई जादै हुनुहुन्छ । हजुर जादै हुनुहुन्छ ।	
		He is giving me a pen.	उसले मलाई कलम दिदैछ ।	
		She is giving me a pen.	उनले मलाई कलम दिदै छिन् ।	
		They are giving me a pen.	तिनीहरुले मलाई कलम दिदै छन् ।	
	present perfect	I have gone.	म गएको छु ।	
		We have gone.	हामी गएका छौ ।	
		You have gone.	तँ गएको छस् । तिमी गएका छौ । तँपाई जानु भएको छ । हजुर जानु भएको छ ।	
		He has given me a pen.	उसले मलाई कलम दिएको छ ।	
		She has given me a pen.	उनले मलाई कलम दिएकी छिन् ।	
		They have given me a pen..	तिनीहरुले मलाई कलम दिएका छन् ।	
	present perfect continuous	I have been going.	म जादै रहेको छु ।	
		We have been going	हामी जादै रहेका छौ ।	
		You have been going.	तँ जादै रहेको छस् । तिमी जादै रहेको छौ । तँपाई जादै रहनु भएको छ । हजुर जादै रहनु भएको छ ।	
		He has been giving me a pen.	उसले मलाई कलम दिदै रहेको छ ।	
		She has been giving me a pen.	उनले मलाई कलम दिदै रहेकी छिन् ।	
		They have been giving me a pen.	तिनीहरुले मलाई कलम दिदै रहेका छन् ।	

B. Test-items

Tense	Its varieties	eg. in English	in Nepali	in Chepang
past	past simple	I went.	म गए ।	
		We went.	हामी गयौ ।	
		You went	तँ गइस् । तिमी गयौ । तँपाई जानु भयो । हजुर जानु भयो ।	
		He gave me a pen.	उसले मलाई कलम दियो ।	
		She gave me a pen.	उनले मलाई कलम दिइन् ।	
		They gave me a pen.	तिनीहरुले मलाई कलम दिए ।	
	past continuous	I was going.	म जादै थिए ।	
		We were going.	हामी जादै थियौ ।	
		You were going.	तँ जादै थिईस् । तिमी जादै थियौ । तँपाई जादै हुनुहुन्थ्यो । हजुर जादै हुनुहुन्थ्यो ।	
		He was giving me a pen.	उसले मलाई कलम दिई रहेको थियो ।	
		She was giving me a pen	उनी मलाई कलम दिईरहिकी थिईन् ।	
		They were giving me a pen	तिनीहरुले मलाई कलम दिईरहेका थिए ।	
	past perfect	I had gone.	म गएको थिए ।	
		We had gone.	हामी गएका थियौ ।	
		You had gone.	तँ गएको थिईस् । तिमी गएका थियौ । तँपाई जानु भएको थियो । हजुर जानु भएको थियो ।	
		He had given me a pen.	उसले मलाई कलम दिएको थियो ।	
		She had given me a pen.	उनले मलाई कलम दिएकी थिईन् ।	
		They had given me a pen.	तिनीहरुले मलाई कलम दिएका थिए ।	
	past perfect continuous	I had been going.	म जादै गरि रहेको थिए ।	
		We had been going.	हामी जादै गरि रहेका थियौ ।	
		You had been going.	तँ जादै गरिरहेको थिईस् । तिमी जादै गरिरहेको थियौ । तँपाई जादै गरि रहनु भएको थियो । हजुर जादै गरि रहनु भएको थियो ।	
		He had been giving me a pen.	उसले मलाई कलम दिदै गरिरहेको थियो ।	
		She had been giving me a pen	उनले मलाई कलम दिदै गरिरहेकी थिईन् ।	
		They had been giving me a pen	तिनीहरुले मलाई कलम दिदै गरिरहेका थिए ।	

C. Test-items

Tense	its varieties	e.g. in English	in Nepali	in Chepang
Future	**Future simple**	I will go.	म जाने छु ।	
		We will go.	हामी जाने छौ ।	
		You will go.	तँ जाने छस् । तिमी जाने छौ । तँपाई जानु हुनेछ । हजुर जानु हुनेछ ।	
		He will give me a pen.	उसले मलाई कलम दिनेछ ।	
		She will give me a pen.	उनले मलाई कलम दिने छिन् ।	
		They will give me a pen.	तिनीहरुले मलाई कलम दिने छन् ।	
	Future continuous	I will be going.	म जादै हुनेछु ।	
		We will be going.	हामी जादै हुनेछौ ।	
		You will be going.	तँ जादै हुने छस् । तिमी जादै हुने छौ । तँपाई गई रहनु हुनेछ । हजुर गई रहनु हुनेछ ।	
		He will be giving me a pen.	उसले मलाई कलम दिईरहेको हुनेछ ।	
		She will be giving me a pen.	उनले मलाई कलम दिईरहेकी हुनेछिन् ।	
		They will be giving me a pen.	तिनीहरुले मलाई कलम दिईरहेका हुनेछन् ।	
	Future perfect	I shall have gone.	म गई सकेको हुनेछु ।	
		We shall have gone.	हामी गई सकेका हुनेछौ ।	
		You will have gone.	तँ गईसकेको हुनेछस् । तिमी गईसकेको हुनेछौ । तँपाई गइसकेको हुनुहुनेछ । हजुर गईसकेको हुनुहुनेछ ।	
		He will have given me a pen.	उसले मलाई कलम दिईसकेको हुनेछ ।	
		She will have given me a pen.	उनले मलाई कलम दिईसकेको हुनेछिन् ।	
		They will have given me a pen.	तिनीहरुले मलाई कलम दिईसकेका हुनेछन् ।	
	Future perfect continuous	I shall have been going .	म जादै गरेको हुनेछु ।	
		We shall have been going .	हामी जादै गरेका हुनेछौ ।	
		You will have been going.	तँ जादै गरेको हुने छस् । तिमी जादै गरेको हुने छौ । तँपाई जादै गरेको हुनु हुनेछ । हजुर जादै गरेको हुनुहुनेछ ।	
		He will have been giving me a pen.	उ मलाई कलम दिदै गरेको हुनेछ ।	
		She will have been giving me a pen.	उनी मलाई कलम दिदै गरेकी हुनेछिन् ।	
		They will have been giving me a pen.	तिनीहरु मलाई कलम दिदै गरेको हुनेछन् ।	

Appendix - 2

Test-items

Roll No.: ….   Full Mark: 50

Name of the student: ………………   Time: 1 hour.

Name of the school: ……………………

Class: ……

A.   Complete the following sentences by choosing the best verbs from the brackets.   1×20=20

1. Sita …......a nurse. (is / are)

2. We ……..reading. (is / are)

3. Teaching ….. a good job. (is / are)

4. There …… two bikes on the park. (was / were)

5. The boys ……….. gone out. (has / have)

6. Each and every students ………….to wear school uniform. (has / have)

7. She ………drawn a horse. (have / has)

8. My teachers …………. me. (love / loves)

9. Did you ……….. my son? (see / saw)

10. Either Ram or his friends ………… coming today. (is / are)

11. The news ……….. good. (is / are)

12. Slow and study …………the race. (win / wins)

13. The principal and English teacher ………sitting on the bench. (is / are)

14. Mira as well as her husband ………..going to Sauraha. (is / are)

15. Everybody ……….. present. (was / were)

16. Economics ……….my favorite subject. (is / are)

17. The people of Nepal ……… honest and hard working. (is / are)

18. Neither Samip nor his friends ……….doing homework. (was / were)

19. Rita and Milan ……….. each other. (like / likes)

20. The sun ………… in the east. (rise / rises)

B. Translate the following sentences into Chepang.   1×15=15

    1. He is a doctor.   …………………………

    2. I have got a sister.   …………………………

    3. Samip dances well.   …………………………

    4. They are eating rice.   …………………………

    5. Mira gives me a pen.   …………………………

    6. I have eaten rice.   …………………………

    7. Rita went home.   …………………………

    8. Nobody had come.   …………………………

    9. The woman who is wearing a red sari is my sister …...…………………

    10. Everybody loves flower.   …………………………

    11. Dipa will go to Pokhara tomorrow …………………………

    12. They will be working.   …………………………

    13. This is your home.   …………………………

    14. There is a book on the table. …………………………

    15. She dances well.   …………………………

C. Translate the following sentences into English.   1×15=15

    १) ङा मास्टर हो ।   ....

    २) ङाई उकाई यो चेवा ।   ....

    ३) सिताई आम जेकान ।   ....

    ४) नाङ आम जेना ।   ....

    ५) ङाई रु सातलुङ ।   ....

    ६) उ ङाको मास्टर हो ।   ....

    ७) उई ङिकाई किताव वहिनाउ । ....

    ८) सिङ हाङ याजो वाहा मना । ....

    ९) ङा कुसि निज्यो हउ मना । ....

    १०) उ मास्टर मतोना ।   ....

    ११) ङा डक्टर मङना ।   ....

    १२) यि नाङको किम हो ।   ....

    १३) राम गेस्दै मना ।   ....

    १४) उमै खेलती मनाई ।   ....

    १५) ङा ङिनाङसु ।   ....

Appendix - 3

The selected five villages

S.N.	Villages	VDCs
1.	Darbetar	Shaktikhor
2.	Deujar	Siddi
3.	Bharang	Kaule
4.	Surkhandi	Korak
5.	Gadhi	Dahakhani

The selected two secondary schools

S.N.	Name of the school	VDCs
1.	Chaturmukhi Secondary School	Shaktikhor, Chitwan
2.	Janapriya Secondary School	Kaule, Chitwan

Appendix - 4

Nominative, Accusative and Possessive Personal Pronouns in Chepang and English

Persons	Nominative	Accusative	Possessive
1st	ngā [I]	ngā-kāi [me]	ngā-ko [my]
	ngi [We]	ngi-kāi [us]	ngi-ko [our]
2nd	nāng [you] nh / h / hh	nāng-kāi [You] nh / h / hh	nāng-ko [your] nh / hh / hh
3rd	u [He] nh / h / hh	u-kāi [him] nh / h/ hh	u-ko [his] nh / h /hh

Appendix - 5

Some Chepang Verbs and their forms

Simple form	Simple present	Simple past	Continuous form
Syāusā	ma-nā	maton-ā	syāu-dai
[be]	[is]	[was]	[being]
jesā [eat]	je-nā	je-ā	je-dai
ālsā [go]	āl-nā	wāh-ā	wāhā-dai
tosā [tell]	to-nāu	to-ā	to-dai
jāngsā [do]	jāng-nāu	jāng-ā	jang-dai
padsā [read]	pad-nā	pad-ā	pad-dai
wāngwo [come]	wāng-na	wāng-ā	wāng-dai
sisā [die]	si-nā	si-ā	si-dai
baisā [give]	bai-nāu	bai-yā	bai-dai
latsā [climb]	lat-nā	lat-ā	lat-dai
wāngsā [bring]	wā-nāu	wān-ā	wān-dai
kyāsā [walk]	kyā-nā	kyā-ā	kyā-dai
ensā [sleep]	en-nā	en-ā	en-dai
nyāsā [sit]	nyā-nā	nyā-ā	nyā-dai
chyoksā [get up]	chyok-nā	chyok-ā	chyok-dai

Appendix - 6

Errors committed in each item by the 9th grade students.

Students' S.N.	Items			Total Errors
	1st	2nd	3rd	
1.	3	6	8	17
2.	5	6	9	20
3.	2	6	6	14
4.	1	3	4	8
5.	2	5	7	14
6.	3	3	5	11
7.	5	4	7	16
8.	4	6	6	16
9.	2	5	8	15
10	3	4	7	14
11.	3	9	11	23
12.	1	4	6	11
13.	4	7	10	21
14.	3	6	9	18
15.	3	5	11	19
16.	4	9	12	25
17.	1	5	7	13
18.	6	9	12	27
19.	2	4	5	11
20.	3	7	6	16
21.	2	7	9	17
22.	4	7	5	16
23.	3	6	10	19
24.	2	5	8	15
25.	3	7	7	17
Total	**74**	**145**	**195**	**414**

Appendix - 7

Errors committed in each item by the 10th grade students

Students' S.N.	Items			Total Errors
	1st	2nd	3rd	
1.	5	4	5	14
2.	6	3	4	13
3.	2	4	5	11
4.	2	6	7	15
5.	4	2	5	11
6.	5	3	6	14
7.	3	5	5	13
8.	2	4	4	10
9.	5	8	9	22
10.	4	7	6	17
11.	4	6	10	20
12.	3	4	6	13
13.	4	6	8	18
14.	5	7	8	20
15.	9	9	11	29
16.	6	10	9	25
17.	7	12	11	30
18.	3	4	6	13
19.	2	8	7	17
20.	2	5	7	14
21.	3	6	7	16
22.	1	3	4	8
23.	2	4	4	10
24.	1	4	4	9
25.	2	4	5	11
Total	**92**	**138**	**163**	**393**

Appendix - 8

Item wise and Class wise Comparison of the Total Errors with Total Average

Grade : IX **Total no. of sample : 25**

Item	Total Errors	Average Error	Above Average		Below Average	
			No. of students	%	No. of students	%
1st	74	2.96	16	64	9	36
2nd	145	5.8	14	56	11	44
3rd	195	7.8	12	48	13	52
Total	**414**	**16.56**	**14**	**56**	**11**	**44**

Grade : X **Total no. of sample : 25**

Item	Total Errors	Average Error	Above Average		Below Average	
			No. of students	%	No. of students	%
1st	92	3.68	12	48	13	52
2nd	138	5.52	10	40	15	60
3rd	163	6.52	12	48	13	52
Total	**393**	**15.72**	**11**	**44**	**14**	**56**

Appendix - 9

Students involved in this study and marks secured by them

Grade : IX   Full Mark : 50

S.N.	Name of the students	Marks
1.	Bikash Chepang	33
2.	Santa Maya Chepang	30
3.	Rajendra Chepang	36
4	Gyanendra Chepang	42
5	Khadka Bdr Chepang	36
6.	Dhan Bdr Chepang	39
7.	Indra Bdr Chepang	34
8.	Pushpa Maya Chepang	34
9.	Raju Chepang	35
10.	Pandab Chepang	36
11.	Buddiman Chepang	27
12.	Nar Jung Chepang	39
13.	Lalita Maya Chepang	29
14.	Raj Kumar Chepang	32
15.	Dinesh Chepang	31
16.	Nisha Chepang	25
17.	Raj Bdr Chepang	37
18.	Nira Chepang	23
19.	Mangal Sing Chepang	39
20.	Som Kumari Chepang	34
21.	Radha Krishna Chepang	33
22.	Indra Lal Chepang	34
23.	Ramesh Chepang	31
24.	Amar Chepang	35
25.	Shyam Bdr Chepang	33

Appendix - 10
Students involved in this study and marks secured by them

Grade: X   Full Mark: 50

S. N.	Name of the Students	Marks
1.	Chandra Kumari Chepang	36
2.	Bhim Bdr Chepang	37
3.	Kadhi Ram Chepang	39
4.	Mitra Lal Chepang	35
5.	Shyam Bdr Chepang	39
6.	Hari Bdr Chepang	36
7.	Krishna Bdr Chepang	37
8.	Sunbir Chepang	40
9.	Rohan Kumar Chepang	28
10.	Dhan Bdr Chepang	33
11.	Moti Chepang	30
12.	Bimala Kumari Chepang	37
13.	Rij Bdr Chepang	32
14.	Surya Kumari Chepang	30
15.	Samjhana Chepang	21
16.	Sabitri Chepang	25
17.	Sita Chepang	20
18.	Ram Kumar Chepang	37
19.	Raj Kumar Chepang	33
20.	Dil Bdr Chepang	36
21.	Raj Bdr Chepang	34
22.	Om Bikram Chepang	42
23.	Sunita Chepang	40
24.	Suk Bdr Chepang	40
25.	Hasta Bdr Chepang	40