

**A Study on Subject-Verb Agreement in Bhujel and  
English Languages**

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

**Submitted by  
Nabin Kumar G.T.**

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

**2022**

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**2022**

**T. U. Regd. No.: 9-2-297-512-2012  
Fourth Semester Examination  
Roll No.: 7328104/073**

**Date of Approval of:  
Thesis Proposal: 28/01/2021  
Thesis Submission: 23/11/2021**

## **Recommendation for Acceptance**

This is to certify that **Mr. Nabin Kumar G.T.** has prepared this thesis entitled **A Study on Subject-Verb Agreement in Bhujeland English Languages** under my guidance and supervision.

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## **Declaration**

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

Date: 13/03/2022

.....

**Nabin Kumar G.T.**

## **Dedication**

*Dedicated to*

*My Parents and teachers whose blessing with me forever.*

## Acknowledgements

From the depth of my heart, I would like to express sincere gratitude to my thesis supervisor **Dr. Purna Bahadur Kadel**, Reader, Department of English Education, Tribhuvan University, for his guidance, encouragement, insightful suggestions and friendly co-operation to bring the thesis in this form from the very beginning. I am also extremely grateful to **Dr. Gopal Prasad Pandey**, Head and Reader of the Department of English Education for his management, constructive feedback, valuable suggestions and encouragement to me.

Likewise, I would like to express my gratitude to **Prof. Anjana Bhattarai**, Ph.D, Department of English Education, Tribhuvan University for her constructive feedback and suggestions during thesis viva.

I wish to express my sincere gratitude to **Mr. Ashok Sapkota**, teaching assistant, at Department of English Education for his insightful feedback and suggestions during proposal viva. And I would like to express my high regards and sincere gratitude to all the professors, readers, lecturers and assistant lecturers of the Department of English Education for their unforgettable academic support.

I highly appreciate the support, suggestion and encouragement that I received from **Prof. Dan Raj Regmi**, Ph.D., Department of Linguistics, Tribhuvan University. I am also grateful to **Mrs. Madhavi Khanal**, administrative staff member at Department of English Education, T.U., Kirtipur for her kind cooperation and administrative management.

I am always indebted to my father, **Tek Bahadur Gharti** and my mother, **Januka Gharti Thapa**, grandfather **Mr. Bir Bahadur G.T** and Grandmother **Mrs. Ranmaya Gharti** who dried out their blood making an enormous ocean of their sweat for my bright future. And I am equally grateful to my brothers **Sagar G.T** and **Sangam G.T**.

I would like to express my especial thanks to **Mr. Bishnu Bhujel** from Kulungkhola and **Mr. Resham Bhujel** from Andhikhola Village of Tanahun district who supported me during data collection. Likewise, I appreciate the support of

Central Committee members of Bhujel Society Nepal, all my respondents and the whole Bhujel people for their kind help, co-operation and inspiration for this research work.

Finally, I would like to thank my life partner **Mrs. Pratibha Bhujel** and my dearest daughter **Pranabi Bhujel** who supported and motivated me to do this research.

Nabin Kumar G. T.

## **Abstract**

This study is about a study on subject-verb agreement in Bhujel and English languages. It is an attempt to identify subject-verb agreement system of Bhujel language in terms of person and number, gender, tense and its aspects. It aims to find out the similarities and differences between Bhujel and English languages. To accomplish the stated objectives, I collected the primary data from forty-five Bhujel native speakers from the specified place through purposive non-random sampling procedure and consulted the secondary sources mentioned in the reference section. I administered questionnaire as a tool to elicit the data. I interpreted the data and came to these major findings; Bhujel language follows SOV pattern whereas English follows SVO pattern in simple sentence. The agent inflects the verb in Bhujel language; person and number indices to the verb in Bhujel language but not in English. Affixation varies according to the person, number and aspect that occurred in a sentence. Bhujel language deals with past and non-past; it does not have future tense as in English. It has perfective and imperfective aspects; each aspect have distinct subject-verb agreement system. Both language are similar in terms of gender; it results that gender does not inflect the verb. Rest of the variables are structurally different and learners might commit several errors while learning English.

This thesis has been categorized into five chapters. The first chapter deals with introduction which consists background of study, statement of the problem, objective of the study, research questions, and rationale of the study, delimitation of the study and operational definitions of the key terms. The Second chapter incorporates review of related literature and conceptual framework which includes theoretical review, empirical review, implications of the review for this study and conceptual framework. The third chapter includes methods and procedure of the study. Fourth chapter contains result and discussion. Likewise, fifth chapter presents conclusion and recommendations.

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## **List of Abbreviation and Symbols**

CA	: Contrastive Analysis
ELT	: English Language Teaching
Etc	: etcetera
MoE	: Ministry of Education
Sub.	: Subject
S-V	: Subject-Verb
SVO	: Subject Verb Object

## **Chapter I**

### **Introduction**

This is **A Study on Subject-Verb Agreement in Bhujel and English language**. This chapter consists of background of the study, statement of the problem, objectives of the study, research questions, rationale of the study, delimitations of the study and operational definitions of the key terms.

#### **Background of Study**

Language is means of human communication. Hall (1968, p. 158) defines, "Language is the institution whereby humans communicate and interact with each other by means of habitually used oral-auditory arbitrary symbols". It means language is systematic means of oral communication. Similarly, Richard et al. (1999, p. 196) defines, "language as the system of human communication which consists of the structured arrangement of sounds for their written representation into larger units e.g. Morphemes, words, sentences, utterances." It clarifies that language is also systematic graphological representation of oral form of language. According to Chomsky (1957, p. 13), "language is a set of sentences, each finite in length and constructed out of a finite set of elements." It means language has the structures and is productive by nature. Bloch and Trager (as cited in Lyons, 2006, p.4) said, "Language is a system of arbitrary vocal symbols by means of which a social group co-operates". It analyzes as the language as social and cultural phenomenon. Hence, language is a socio-cultural representation of vocal, graphical, voluntary, systematic and an identical means of human communication.

Yule, (2008) mentions that there are more than 6000 languages in the present world. Among them some of the languages are spoken as global linguafranka and some of them are used nationally and locally. English Language is primary language of the majority of people in the United Kingdom, the United States, Canada, Australia, New Zealand, and other former colonies of Britain. It is classified as an Indo-European language of the Germanic sub-family. By the end of the twentieth century English was already well on its way to becoming a genuine lingua franca that is a language used widely for communication between people who do not share the same first or even a second language (Harmer, 2007, p. 13) Similarly,

English Language Teaching (ELT) began in Nepal in 1854 when the Prime Minister, Jung Bahadur Rana, established a school in Kathmandu, popularly known as Durbar High School. Since then, the English language has been taught and learnt as a foreign language in the schools and colleges of Nepal.

The education act (1971) ensures that the medium of education shall be English or Nepali. According to Bhattarai (2006) almost all university education, tertiary educational colleges and privately-run academic institutions use English for all academic purposes – teaching, evaluation and research.

Nepal is multiethnic, multilingual, multi-religious and multi-cultural country. All the languages spoken as the mother tongue in Nepal are the languages of nation. It has been guaranteed the fundamental right to preserve and promote its language, script, culture, cultural civilization and heritage (Constitution of Nepal, 2072). CBS (2011) states that among 125 nationalities only 123 languages are spoken as mother tongue. Language Commission Nepal states that Nepal has 129 languages are in existence. Most of the indigenous languages spoken in Nepal are still confined to their oral traditions. They are rich in their oral heritage of traditional folk literatures handed down from their ancestors to offspring from generation to generation. However, these oral tales are disappearing with the growth of literacy and with increased language shift because of ignorance of the government towards the development of these languages (Rai, 2014). It is therefore time to document these spoken forms and make timely updated before they are lost to posterity. Among the diversity, The Bhujel ethnicity is one of them, which has its own language, culture and history. It has very pitiable situation and it is in condition of language shift and extinction. Dr. Dan Raj Regmi has written grammar of Bhujel language, which is milestones for language preservation.

Bhujel (2005) mentions that the language spoken in Bhujel community is called '*Bhujeli Bhasa / Kham Bhujel/ Gharti Bhasa*'. Regmi (2011, p.1) says, "Bhujel language is an endangered and preliterate Tibeto-Burman language. It is also known as '*Pukhgyal Nur*' in native language. '*Pukhgyal*' refers to Bhujel and '*Nur*' refers to the language." According to Bhujel (2005), at first the Bhujel language was supposed to be one of the dialect of chepang language. Later on, in the Census of Nepal, 2001, for the first time, Bhujel language was identified as one of the 92 languages spoken in

Nepal. According to the census of Nepal, 2001, this language is spoken by 10,733 (i.e. 9.1%) of the 1, 17, 586 ethnic Bhujel. Similarly, according to the census of Nepal, 2011, 79.69% of the Bhujel mother tongue speakers are bilingual in Nepali, 4.44% in Tharu and 0.74% in Maithili (As cited in Regmi, 2011, p. 1). It shows that a few number of Bhujel use Bhujel language as mother tongue. Bhujel (2005) mentions that the Bhujel language has two dialects i.e. '*Kham Bhujel*' and '*Bhujel Bhasa.*' Bhujel (2013) concludes the study about the indigenous Bhujel community, language and culture are the cry of present time.

In addition to that the Education Act (2028) has ensured the English and Nepali language as medium of instruction. It has provision of mother tongue education in mother tongue up to primary level. Similarly, Constitution of Nepal (2072) states, "Every Nepalese community residing in Nepal shall have the right to get education in its mother tongue and, for that purpose, to open and operate schools and educational institutes, in accordance with law." It sustains provision of the mother tongue education in every ethnic community. Curriculum framework (2076) has emphasized on mother-tongue education and local knowledge, skills and attitudes. These curriculum are implementing along with English and Nepali language. Thus, Bhujel is an endangered preliterate language, the study on this language is the essence of present time to implement mother tongue education along with mainstream education. As I belong to the same ethnic community, I do like to make contrastive analysis on 'Subject-verb agreement system in Bhujel and English language' which would have been the very first attempt in the field of its research. It will be beneficial to develop mothertongue curriculum and teaching learning materials to sustain mother tongue education and to teach effectively English language respecting the culture of Bhujel student.

### **Statement of Problem**

Regmi (2011, p.1), " Bhujel language is an endangered and preliterate Tibeto-Burman language. It is mainly spoken in Tanahun, Gorkha, Nawalparasi and Chitwan district. " Bhujel (2005) mentions that the language spoken in Bhujel community is called 'Bhujel language/Kham Bhujel/ Gharti language'. According to CBS report 2011, only about the 10% population of Bhujel in Nepal, speak Bhujel language as their mother tongue. In the context Nepal, every Nepalese community residing in

Nepal have the right to preserve and promote its language, script, culture, cultural civilization and heritage. Every Nepalese community residing in Nepal have the right to get education in its mother tongue (Constitution of Nepal, 2072). Constitution has ensured the provision of mother tongue education. To analyze the present provision, the preservation of mother tongue is being the linguistic human right of every ethnic community. Thus, to implement mother tongue education and preserve Bhujel language, it is essential to be studied in Bhujel language. The education act (2028), ensures that the medium of education shall be English, Nepali or both. Phyak (2010) says that the MoE has already given the authority to management committees of the community managed public schools to shift themselves from Nepali to English medium of instruction. The number of schools switching to English medium is increasing every year. It shows the craze of English language which has got vital position in academia. On the other hand, mother tongue education is being the demand of every indigenous ethnic community. National Curriculum Framework (2076) has also ensured mother tongue education up to basic level. As a result, English language and indigenous mother tongue are being very popular areas of research. Many researches have been conducted research in other indigenous ethnic languages but there is not any research conducted in contrastive analysis between Bhujeland English language. Bhujel (2016) points out the essence of comparative study in depth in Bhujel language with other language. As I belong to same ethnic group, I selected the topic ' A study on Subject-verb agreement in Bhujel and English language. It was studied to compare and contrast subject-verb agreement system on the basis of person and number, gender, tense and its aspect between Bhujel and English language. It was done to support in effective ELT in Bhujel community.

### **Objectives of the Study**

The study had following objectives

- i. To identify the S-V agreement system of the Bhujel in terms of following variables:
  - a. person and numbers
  - b. gender
  - c. tense and it's aspects
- ii. To compare and contrast the S-V agreement system of Bhujel and English language.
- iii. To suggest the pedagogical implications based on findings.

## **Research Question**

This research intended to compare and contrast the subject-verb agreement system between Bhujel and English language. To achieve the objectives of the study, following question were regarded the base for the study: What type of pronoun had Bhujel language? How personal pronoun did agree with the verbs in the Bhujel language? Did it have subject-verb agreement system in terms of person? Did gender cause any variation on verb? Did number cause any variation on sub-verb agreement in Bhujel? Did Bhujel language have aspects as in English? How did subject-verb agree in tense and its aspect in Bhujel language? What were the similarities and differences on aforementioned variables?

## **Rationale of the Study**

This study has carried out the facts about Subject-Verb agreement system in Bhujel language and how is it similar and different with SV system of English language. It is very helpful to policy makers, linguists, scholars, curriculum developers, course book designers, researchers, teachers, students and so on. . It supports to design mother tongue based curriculum and local curriculum in Bhujel community. This study helps to the recognized agencies like language commission to get insight about the status of Bhujel language and to develop the reference materials. This study supports the English teachers to teach English language effectively in Bhujel community. Moreover, this study supports to teach Bhujel language too. Similarly, It helps to standardize the Bhujel language.

## **Delimitations of the study**

This study was limited merely in Sinarkhola and Andhikhola villages of Bandipur rural municipality of Tanahun district. This study was concerned with Bhujel community people. This study was limited in questionnaire tool. Questionnaire were administrated in forty respondents. This study was limited in simple sentences having subject, verb and object.

## **Operational Definition of the Key Terms**

**Bhujel.** Bhujel refers to an ethnic group of Nepal.

**Contrastive Analysis.** Contrastive analysis studies about the linguistics similarities and differences between two languages.

**Gender.** Gender is a grammatical category which is used for the analysis of word classes displaying such contrasts as masculine/feminine/neuter, animate/inanimate, etc.

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

**Person.** Person is a category used in grammatical description to indicate the number and nature of participate in a situation. Distinctions of person are usually marked in the verb and/or in the associated pronouns (person pronouns). Usually a three ways contrast is found. First person, in which speakers refer to themselves or to a group usually including themselves (e.g. I, We): second person, in which other people, animals, things etc. are referred to (e.g. he, she, it, they).

**Subject Verb Agreement.** It refers to the formal relationship between subject and verb in a sentence.

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

**Tense.** A tense refers to the form of verb to denote the time and action.

**Verb.** It refers to a word which occurs as a part of the predicate of a sentence, carries marks of categories such as tense, aspect, person, number and mood, and refers to action or state (Richards, et al. 1985, p.278).

## Chapter II

### Review of Related Literature

In this section, I described the theoretical and empirical literature review. A literature review is an important source of the further research study. It helped me to have better understanding and provide information for guidance of the research plan.

#### Review of Theoretical Literature

The review of related literature provided clear concept about research work. It helped to find out the gaps and problems to explore new ideas from the existing theories and findings. In this study, I reviewed following literature.

#### An introduction about Bhujel

Bhujel is one of the minorities' ethnicity of Nepal residing more than fifty-five districts of Nepal. National Foundation for Upliftment of *Aadibasi/Janjati* act(2002)has enlisted Bhujel as a minority caste of Nepal. About its origin and history it has many controversies. It has lack of Vanshawali and oral documents. The legend speaks that Bhujel was supposed to be one of the rich dynasties in ancient period. Bhujel (2005) writes, Bhujel dynasty was in existence since 14<sup>th</sup> century. Yonjan and Bhujel (2058) mentions twenty-two kings of Bhujel dynasty were ruled autonomously since 885 BS to 1373 BS in Dhorpatan. The Dhorpatan is located in Baglung district. The summer capital was at Bhujikot and Winter Capital was at Arnakot, later on the off-springs of Dugarsing Malla; founder of Galkot and Rukum kingdom, defeated them in war, and the Dhorpatan kingdom was annexed to Galkot. Bhujel (2077) states that the language spoken in Bhuji khola area is known as Kham Bhujel. The Bhujel of Dhorpatan were escaped from there and they spent difficult lively hood hiding in dense forest around the Seti and Narayani rivers (Bhujel, 2005). The Bhujel of Dhorpatan were scattered different parts of the ancient Nepal Many parts of Nepal, like Tanahun, Makawanpur, Chitwan, Rolpa, Nawalparasi, Sikkim etc. Later on, lack of majority of population and drawback condition, they began to adopt troublesome lifestyle. Some of the Bhujel, lived independently and some of the Bhujel were dependent to other. During that period, they adopted the agriculture, animal rearing, slavery, handicraft and wooden craft as their main occupation. Gradually, they shifted to the language and culture of particular ethnic society. Lack of mainstreaming

in socio-cultural and political dimension, they were unable to preserve, promote and standardize their language and culture.

The indigenous of Nepal living around the *Ghartakot* and *Ghartakhola* are known as Gharti and the community residing around the *Nisi-Bhuji* are known as '*Bhujel*' or '*Nisel*' (Bhujel, 2005). Bhujel (2016), mentions that the religion of Bhujel is *Prakriti-pujak*. They worship to the natural phenomenon like the sun, the air, the water, the land and the fire as the God. According to them, the forefathers are the supreme God. They adds there the main festivals of Bhujel are *Mangsire-purnima*, *Ubhauri*, *ChandiParva* as well as *Maghi*. Bhujel (2005), mentions that they are also celebrated the festivals like *Dashain*, *Tihar*, *Teej*, *Fagu* etc. The Bhujel have their own rituals on *Nwaraan*, *Chhaithi*, *Vivaha* as well as *Kaajkriya*. According to them the priest of Bhujel is natively known as '*Fro*'.

### **An introduction to Bhujel Language**

According to Moseley (2007) Bhujeli, A severely endangered language of the world (as cited in Regmi, 2011, p. 1). Bhujel (2005) mentions that the language spoken in Bhujel community is called '*Bhujeli Bhasa/ Kham Bhujel/ Gharti Bhasa*'. Regmi (2011, p.1) mentions that Bhujel language is an endangered and preliterate Tibeto-Burman language. It is natively referred as '*Pukhgyal nur*'. '*pukhgyal*' refers to Bhujel and '*nur*' refers to the language. Thus, it is introduced as '*Bhujel Bhasa*'. Caughley (1982, 1999) mentions Bhujel has been recorded to as a western dialect of Chepang and its speakers as Gharti (As cited in Regmi's study, 2011, p.1). Later on, in the Census of Nepal, 2001, for the first time, Bhujel language was identified as one of the 92 languages spoken in Nepal. According to the census of Nepal, 2001, this language is spoken by 10,733 (i.e. 9.1%) of the 1,17,586 ethnic Bhujel (Gurung et. al. 2006). According to the census of Nepal, 79.69% of the Bhujel mother tongue speakers are bilingual in Nepali, 4.44% in Tharu and 0.74% in Maithili (As cited in Regmi, 2007, p. 1). It shows that a few number of Bhujel use Bhujel language as mother tongue. Bhujel (2005) mentions that the Bhujel language has two dialects i.e. '*Kham Bhujel*' and '*Bhujel Bhasa*'. It is also synonymously known as '*Gharti Bhasa*'. Bhujel language is a prenominal (where person and number indices to the verb) and atonal language (Regmi, 2012 p.1).

## **Contrastive Analysis**

Contrastive analysis is the systematic study of two or more languages to find out differences and similarities in different levels of language. It is Systematic comparison of specific linguistic characteristics of two or more languages. Specifically, Richard et. al. (1985, p.83) defines, "CA is the comparison of the linguistics system of two languages, for example, the sound system or the grammatical system." This is to say, CA is not only limited in syntax level, it is also concerned with phonological system as well. Neupane (2011), includes, the classical Contrastive analysis was developed by Robert Lado and C.C Fries and based on structural linguistics and behaviorist psychology and with the focuses on surface level differences between L1 and L2. A new generative model of CA focuses on comparing deep level similarities between languages.

In contrastive analysis of two languages, the points of structural differences are identified, and these are then studied as areas of potential difficulty in learning and those that will not cause difficulty in learning by comparing systematically the language and culture of the student. Neupane (2011) writes, CA is not a teaching technique, it can help the teachers or the material writers, plan makers and develop grade teaching materials. In another words, CA is relevant in the designing of teaching materials for using in all target groups. Likewise, James (1980, p.145) writes, CA can predict three things. It can predict what aspects will cause problems; it can predict difficulty: and it can predict errors, and James has suggested one more (i.e. Fourth possibility of CA predicting the tenacity of certain errors, that is their strong resistance to extinction through time and teaching.) Moreover, Chaturvedi (1973) in his book 'A contrastive study of Hindi-English phonology' suggested the following principles for contrastive study:

- i. To analyze the mother tongue and the target language independently and completely
- ii. To compare the two languages item-wise –item at all levels of their structure
- iii. To arrive at the categories of Similar featurespartially similar features  
dissimilar features for the target language
- iv. To arrive at principles of text preparation, test framing and target language teaching in general (as cited in .....).

As given Richard et.al (1985), CA hypothesis is based on the following assumption.

- i. The main difficulties in learning a new language are caused by interference from the first language.
- ii. These differences can be predicted.
- iii. CA helps in designing teaching materials for the particular areas of interference.

Lado(1957, p.6) formulated the hypothesis of contrastive analysis. He claimed, "Those elements which are similar to native language will be simple for the learners and those elements that are different will be difficult." Moreover, In Lado's (1957, p.2) words, "We assume that the students who comes in contact with a foreign language finds some features of it quite easy and some others extremely difficult those elements that are similar to his native language will be simple to him and those that are different will be difficult." Similarly, The result of such comparison aims at yielding insights which are relevant to the compilation of a syllable for a particular language teaching program.

In Lado (1957,p.1) words, " The same assumption, that in the comparison between native and foreign language lies the key to ease or difficulty in foreign language learning, was applied to the preparation of language achievement tests by Lado." It clarifies that the structural similarities and differences will be significantly relevant to the language teaching learning and material designing context. Fries (1945, as quoted in Lado1957, p.1), asserts, "The most effective materials are those that are based upon scientific description of the language to be learned, carefully compared with a parallel description of the native language of the learner." It shows the respected space of mother tongue in learning second language or foreign language. Lado (1957, p.2), "The teacher who has made a comparison of the foreign language with the native language of the students will know better what the real learning problems are and can better provide for teaching target language." The comparison of any two languages to discover and describe the problems that the speaker of one language will have in learning the other.The teacher who has made comparison of the foreign language with the native language of the students will know better what the real learning problems are and can better provide for teaching them." (Lado, 1957:p.2) These comparisons are also applicable to the preparation of

language tests, machine translation and language variations in bilingual areas(Lado 1974, p.215). It came to know that the contrastive analysis is very essential for language teachers to deal with errors while teaching language. Further reference, Lado (1957, p.2), has made the following positions as the fundamental assumption of his book Linguistics across culture:

...individuals tend to transfer the forms and meanings and the distributions of forms and meaning of their native language and culture to the foreign language and culture both productively when attempting to speak the language ,, and receptively when attempting to grasp and understand the language.

**Transfer Theory and CA.** James (1980, p.14) states that CA is founded on the assumption that L2 learners will tend to transfer to their L2 utterances the formal feature of their L1. Similarly, Lado (1957) puts view as individuals tend to transfer the forms and meanings and the distribution of forms and meaning of their native language and culture (as cited in James). CA theory is basically brought up regarding the psychological bases of behaviourism. Sharma (2018) includes that the past learning affects the present learning. According to this interpretation of learning, old habit hinders or facilitates the formation of new habit depending upon similarity or differences between them. If the past learning facilitates the present learning that we call positive transfer whereas if the past learning makes interference on present learning or hinders in present learning that is called negative transfer.

### **Subject-Verb Agreement System**

In language, agreement refers to a formal relationship between the grammatical elements. It studies how grammatical elements are corresponding in a sentence or discourse. Selection of one linguistic item determines the presence or absence of another linguistic item.

Subject and verb are grammatical functions of a language. The subject is a grammatical performer of action. It typically performs the action expressed by the verb. The part of a sentence or utterance usually a noun, noun phrase, or equivalent, that the rest of the sentence asserts something about and that agrees with the verb. *He* and *The cow* are the subjects of the sentences "*Rina bought a new car*" and "*Children*

*are crying*" respectively. Verb is a word used to describe an action, state, or occurrence, and forming the main part of the predicate of a sentence, such as *bought* and *are crying* in the above example. The relationship between the subject and the verb in sentences or expressions is known as the subject-verb agreement in a language.

Subject-verb agreement system is language specific. This is to say that subject-verb agreement rules may differ from language to language. This research work studies the subject-verb agreement system of the Bhujel language and compares it with the subject-verb agreement system of the English language.

### **Subject-Verb Agreement System in English**

English language is the reference language for this study. Hence, the following pronoun system of English language have been taken from Sidney Greenbaun and Randolph & Quirk (2008, p. 114-117).

The personal pronoun displays a person contrast: that is, they have separate 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person forms. In the 3<sup>rd</sup> person, there is a three way gender contrast; 1<sup>st</sup>, 2<sup>nd</sup> masculine, feminine and non-personal. There are also number contrasts: singular and plural.

Person distinguishes the speaker or writer (1<sup>st</sup> person) from the address (2<sup>nd</sup> Person) and from those person and things which are neither (3<sup>rd</sup> person):

*I* hope that *you* will express an opinion on *them*.

Gender enforces a three-way distinction on the 3<sup>rd</sup> person singular, with masculine, feminine, and non-personal forms.

*He* has hurt *his* hand.

*She* asked *herself* why *she* had bought *it* when *its* lens was so obviously scratched.

If the gender is inclusive in such a case inclusive form is used.

*Someone* is knocking so .....

Any singular noun phrase that does not determine reference by he or she is referred to by *it*; thus collectives, non-count concretes, and abstractions:

*The committee* met soon after *it* had been appointed.

He bought *some salmon* because *it* was her favourite food.

When you are ready to report *it*, I would like to know your *assessment of the problem*.

Where an informal disregard for strict number concord is felt tolerable, the gender neutral is used.

*Someone* has parked *their* car right under 'No Parking' sign.

The grammatical category of number, operating for example through subject-verb concord and pronominal reference, requires that every noun form be understood grammatically as either singular or plural. Singular, relates to the quantity of 'one' for count nouns, to the unique referent for most proper nouns (*eg. Tokyo*), and to undifferentiated mass for noncount nouns. Plural relates to the quantity 'two or more' for count nouns, to the unique referent for some proper nouns (*eg: The Azores*), and to individual operational units that are seen as reflecting plural composition (*eg: binoculars, goods* . For example

Singular: This *suitfits* me and I'll buy *it*.

Nara *was* full of tourists when I visited *it*.

The *milk* is sour and I bought *it* only yesterday.

Plural: Two/three/several *students* are hoping you will see *them*.

The *Azores are* administrated by Portugal but *they are* nearly a thousand miles away. I thought my *binoculars were* in this drawer but I can't find them (Greenbaum & Quirk, P. 100).

Gender system of English language have been taken from Sidney Greenbaun and Randolph Quirk (2008, p. 105-106).

In English, gender is not a feature of nouns themselves (as in such languages as German or Russian). Rather, it relates directly to the meanings of noun, with particular reference to biological sex. Gender then enters the province of grammar by determining the selection of reference pronouns: *wh-* personal and reflexive. The *wh-*items *who* and *which* oblige us to distinguish two broad gender classes. Personal

and non-personal. The former largely human in reference, the latter largely non-human and including inanimate:

This is the *pedestrian who* witnessed the accident.

That is the *cow which* has just had a calf.

Then within the personal gender class the personal and reflexive pronouns relate to a male and female sex:

Please help my *husband; he* has hurt *himself*

Please help my *wife ;she* has hurt *herself*

These commonly occur in male and female pairs such as father- mother, boy-girl, king-queen, In some cases, the female member is morphologically marked.

*god- goddess, hero- heroine, usher- usherette, male-female, man- woman*

With *widower- widow*, it is the male that is marked.

The following major subject-verb agreement rules in English have been taken from Celce-Murcia and Larsen-Freeman (1999, p. 57-77) .

In English, third person singular subject usually takes singular verb, and other takes plural verb.

*My brother lives* in Kathmandu, but *my sisters live* in Okhaldhunga.

*For eg: It rains* today.

*They play* football.

A unit noun takes a singular verb.

*For eg: 50 miles is* a long distance.

*2 Kilograms of potatoes costs* about Rs. 100.

What's more, some common and proper nouns ending in '-s' including '-ics' nouns and certain diseases like *news, mathematics, physics, diabetes and rabies*, are always conceived of as a single entity and take a singular verb inflection.

Nouns occurring in sets of two take the singular when the noun '*pair*' is present but take the plural when '*pair*' is absent-regardless of whether one pair or

more is being referred to.

For eg: *A pair of trousers is* on the sofa.

*This pair of shoes is* expensive.

But, words like people, children, data and media need a plural verb even though they don't end in '-s'.

For eg: *People love* peace.

A verb clause agrees a singular verb.

For eg: *To win the match needs* long practice.

When two nouns joined with 'and' work as a subject takes a plural verb.

For eg: *Jamuna and Yamuna are* friends.

'Many + singular noun' takes a singular verb.

*Many man learns* English.

*Many dog doesn't* bite.

However, Reid (1991, cited in Celce-Murcia and Larsen-Freeman, 1999, p. 61) gave opposite opinion in the use of '*a number of*' and '*the number of*'.

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

For eg: *Some of the girls are* dancing.

*All of the water is* polluted.

Collective noun may be either singular or plural form of a verb depending on the meaning.

For eg: *Our team has* won the game. (The team as a whole)

*Our team have* won the game. (The individual team members)

## **Review of Empirical Literature**

The review of research report, thesis-based writing related to the study is known as empirical review of literature. Some empirical review of related literature are as follows:

Shah, (2000) has carried out a research on ' A Comparative Study of the S-V Agreement in the Maithili and English Language'. It is the first thesis on S-V agreement between two languages submitted in Central Department of Education, It was found that in English the S-V agreement is determined by the agreement of number between subject and verb but Maithili verb agreement is determined by inflectional affixes not only with the subjects but the objects also.

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

Bohara (2009),conducted a research on " Deixis system in English and the Bajhangi Dialect of Nepali." His main objectives of the study were to find out the Bajhangi person, time and place deictic expressions and to compare them with those of English. He found out Bajhangi language has more complex deictic system in the English language.

Chaudhary, (2010) has carried out research on, 'Deixes in Tharu, Nepali and English'. It was found that Tharu and English language has three-person system, two numbers system; singular and plural, and both have not existence of honorific and non-honorific third person singular deictic expressions. Tharu second person deictic expressions have different forms in terms of subjective and objective cases, singular and plural numbers and honorific whereas English second person deictic expression 'you' has the same form in both cases, both numbers and honorific.

Regmi, (2010) has carried out a research on ' Subject-Verb agreement in Gurung and English'. It was found that both Gurung and English verbs do not agree with categories of forms of address (honorifics). Both Gurung and English verbs are not marked for formal and informal forms.

Yadav, (2011) has carried out research on 'Case in English, Nepali and Awadhi. It was found that Awadhi language is in S-O-V word order. Ablative and vocative case have only one case maker 'se' and zero respectively. The verb plays

central role to determine case in the Awadhi language. The suffixes causes change in structure and meaning of Awadhi language as in English language.

Rai (2011),has carried out research on, " Subject verb agreement in English and Puma Rai." The main objectives were to identify the system of Subject-verb agreement of the Puma Rai language and to compare and contrast the nature of Subject-Verb agreement with English language. It was found out that the puma verbs agree with the grammatical category of person. The puma personal pronouns are marked for three persons; first person pronoun, second person pronoun and third person pronoun. The puma verbs agree with all these persons differently. The puma verb doesn't agree with the grammatical category of gender. The subject with any genders agrees with the same form of verbs. There are only two tense in English; Past tense and non-past tense. The puma verbs do not agree for honorifics. The Puma speakers express honor to the addressee by making Subject and Verb plural.

Yadav, (2011) has carried out research on 'Case in English, Nepali and Awadhi. It was found that Awadhi language has S-O-V order. Ablative and vocative case have only one case maker 'se' and zero respectively. The verb plays central role to determine case in the Awadhi language. The suffixes causes change in structure and meaning of Awadhi language as in English language.

Rai (2012) has carried out research on 'subject verb agreement in Kulung and English. The main objectives of the study was to identify the Subject-verb agreement system of the kulung language in terms of geder, tense and its aspect, person. similarly, to identify similarities and difference between kulung language structure and differences. The speakers of Kulung language were the population of study. While collecting data elicitation questionnaire and interview were used as tools of data collection. The findings of the study were In both languages, the personal pronouns are classified into three categories viz. first, second and third. In both languages, person and number agree with the particular verbal affixations. In the sentences of both languages, the grammatical functions: *subject*, *verb* and *object* play important role in sentence construction. The number systems in both languages agree with the particular verbal affixations. And, subject precedes verb and object in affirmative sentences.

Rai (2014) has carried out research entitled on 'subject-verb agreement in Wambule and English language. The main objectives of the study were to identify the subject verb agreement of Wambule and English language in terms of gender, tense, person and number, and to find out similarities and differences in both languages. Whole the speakers of Wambule language were the population, while collecting data elicitation questionnaire and interview were used. The findings were In both languages, the personal pronouns are classified into three categories viz. first, second and third. In both languages, person and number agree with the particular verbal affixations. In the sentences of both languages, the grammatical functions: *subject*, *verb* and *object* play important role in sentence construction. The number systems in both languages agree with the particular verbal affixations. Kulung sentence pattern is 's + o + v', whereas English is 's + v + o'. Where as, in Kulung, there are three number systems viz. singular (s), dual (d) and plural (p) and first person dual and plural pronouns have inclusive (i) and exclusive (e) features, whereas English lacks dual number and exclusive feature.

Bhujel (2016) has carried out research on '*Nepali Bhasa ra Bhujel Bhasaako Vyaakaranaatmak Kotiko Tulanatmak Adhyan.*' The main objectives of the study were to study subject-verb agreement in Bhujel language and Nepali language, to find out the similarities and differences, and identify the possible areas of errors in learning. The population was the speakers of Bhujel. While studying the purposive sampling methods were used, questionnaire and interview were used as the tool of data collection. It was found that the Bhujel language don't have the influence of gender in verb, it has S-O- V pattern. It has not variation in level of addressing as in Nepali language.

The above reviewed literature shows that no single research has been carried out on " subject-verb agreement in Bhujel and English Language." As I belong to Bhujel ethnic group, and as it has least studied and researched area, I am interested in this topic.

### **Implications of the Review for the Study**

The literature includes variety of sources including books, journals, articles and old thesis report. These entire sources help to bring the clarity and focus on

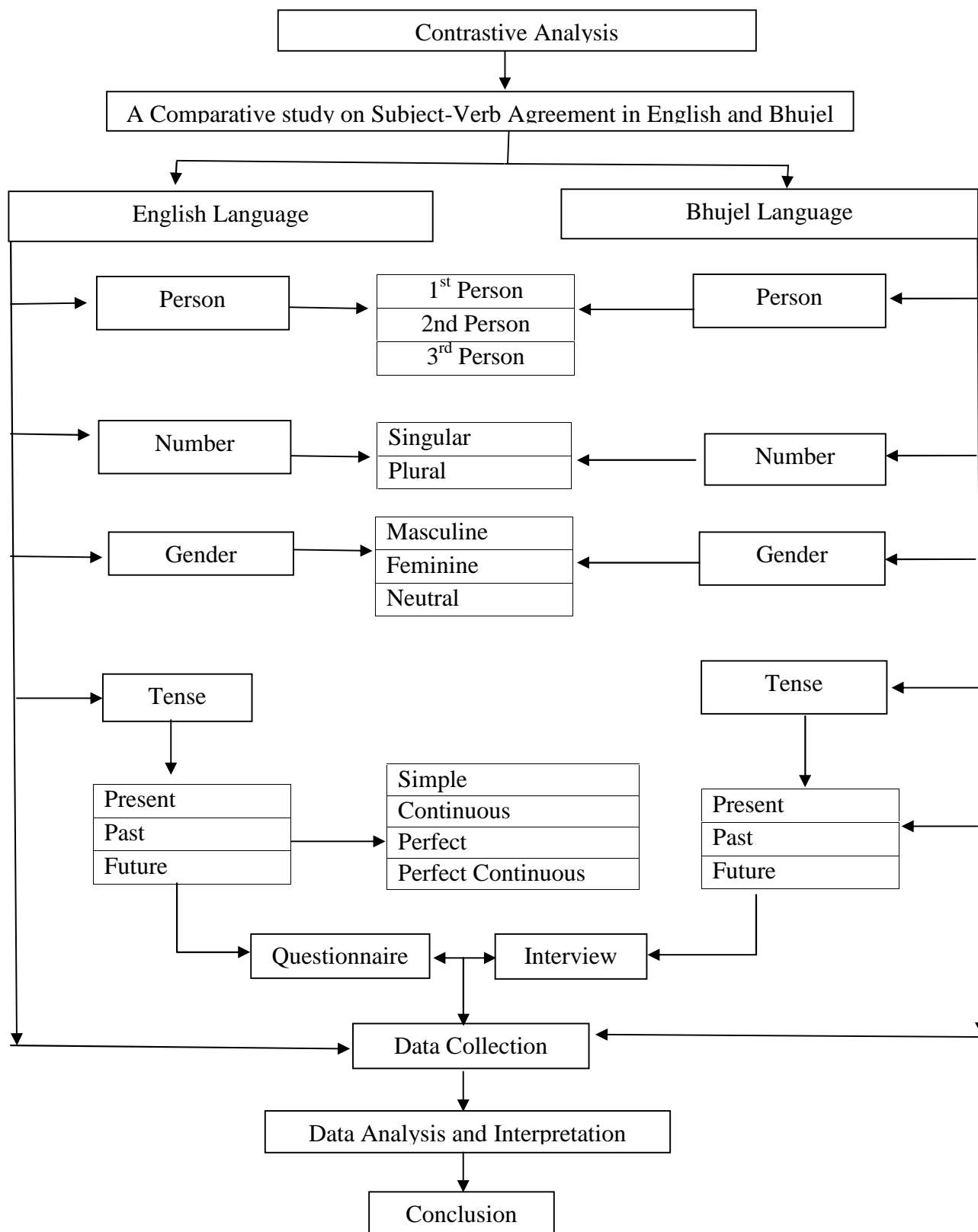
research problems, and improve methodologies. It is also equally important to examine and evaluate what has been studied and said before on related topic and what has not been said yet for your finding new area for further research. The aforementioned studies have their own value and importance in their respective fields. For the present study, review of the related structure helped me to understand the subject area better and help to conceptualize the research problem and methodology. Similarly, it helped me to obtain the answer to the research questions. And another important thing is that, it teaches me to generalize how the findings of my study are different from those of others.

Shah (2000) has conducted a research in comparative study on Maithili and English Language. It was found that in English the S-V agreement is determined by the agreement of number between subject and verb but Maithili verb agreement is determined by inflectional affixes not only with the subjects but the objects also.

Mahato (2001) has carried out a research on 'A Comparative Study of Subject Verb Agreement in the English and Tharu Languages. He found that the Tharu verbs are marked for formal and informal form which is not found in English verbs. Regmi, (2010) has carried out a research on ' Subject-Verb agreement in Gurung and English. It was found that both Gurung and English verbs do not agree with categories of forms of address (honorifics). Both Gurung and English verbs are not marked for formal and informal forms. Bhujel (2011) emphasized on indepth study of Bhujel language and its codification. Rai (2012) has carried out research on 'subject verb agreement in Kulung and English language. The number systems in both languages agree with the particular verbal affixations. The latest research in the field of Bhujel language is A comparative study on subject verb agreement system in Nepali and Bhujel language by Bhujel (2016). It was found that the Bhujel language don't have the influence of gender in verb, it has S-O- V pattern. It has not variation in level of addressing as in Nepali language.

The researcher concludes on necessity of more study in the field of Bhujel language. Thus, in the field of Bhujel language, any research has not taken place on A Comparative study on subject-verb agreement in English and Bhujel language. Hence, this research work is different from the aforementioned researchers in a sense that it will uncover the whole subject-verb agreement in terms of person and numbers, tense and aspects' and gender in the Bhujel language and it also compares with the systems of the English language.

## Conceptual Framework



## **Chapter III**

### **Methods and Procedures of the Study**

The following methodology was adopted to conduct this study:

#### **Design of the Study**

I adopted qualitative research to complete the study. I carried on Survey research design. Surveys were most commonly used descriptive methods in research and many vary from large scale government investigation to small studies carried out by a single researcher. The purpose of a survey was generally to obtain a snapshot of condition/attitudes and events at single point in time. This survey research was done to present the comparative study between Bhujel language and English language. It aimed to pick out similarities and differences between two languages in the specified variables. I conducted this research to identify the subject-verb agreement systems of the Bhujel language. This study had represented the whole Bhujel speakers. I applied forty-five questionnaires to collect data. The findings can generalize to whole Bhujel community. In this sense it was survey research design.

#### **Population, Sample and Sampling Strategies**

All the speaker of Bhujel language who had been speaking as their mother tongue were the target population of this study. Speakers of Bhujel language were the sample for data collection. Participant were purposively selected. There were both male and female respondents. There were literate and illiterate respondents. I selected forty-five respondents from Andhikhola and Sinarkhola villages of Bandipur Rural Municipality of Tanahun district for translation of elicitation questionnaire. I administered questionnaire through non-random sampling.

#### **Sources of Data Collection**

I used both primary and secondary sources of data collection. Thus, this study was based on the following sources of information.

### **Primary Sources**

Authentic primary source of language were illiterate people of remote area. Primary sources of the data were the adult speakers of Bhujel language living in Bandipur Rural Municipality's different communities like *Andhikhola and Sinarkhola*. They were purposively selected. Among of forty-five respondents only seven respondents were illiterate but other were literate. I also used Grammar of Bhujel language (Regmi, 2012) as primary tool to compare the structure with English language.

### **Secondary Sources**

The previous studies, books, thesis, articles, teacher's guide etc. were the secondary sources of data collection.

### **Data Collection Tools**

I used the linguistic elicitation questionnaire as a tool for data collection. The simple statements in English were in the linguistic elicitation questionnaire. The questionnaire was provided each of forty-five respondents whom I selected. I used Nepali language in questionnaire because respondents were bilingual in Nepali. They translated the statements into equivalent form of Bhujel language.

### **Data Collection Procedure**

I visited the native speakers of Bhujel in Bandipur Rural Municipality at the time of data collection. Forty-five native speakers of Bhujel were purposively selected. While taking information from the informants, I provided the linguistic elicitation questionnaires to the informants and requested them to translate the statements into equivalent form of Bhujel language. I established good rapport with the native speakers of Bhujel. I explained the research objectives to them. I took the required information using linguistic elicitation questionnaire from the sampled population. I assisted to the illiterate speakers of Bhujel to fill up elicitation questionnaire. I also recorded utterance of speakers of Bhujel for authentication of data.

### **Data Analysis and Interpretation**

The collected data were analyzed thematically. The collected data were presented in table and lists on the basis of theme and these data were analyzed.

### **Ethical Consideration**

Ethical consideration was one of the most important parts of the study. To make my research ethical, I had collected the data with the permission of the respondents and their privacies was highly preserved. I had not used their real name in my thesis. I kept my research free from plagiarism by citing other ideas where necessary.

## Chapter IV

### Result and Discussion

In this chapter the collected data had been analyzed and interpreted descriptively and contrastively so as to meet the objectives of the study. English subject-verb agreement system is studied by many scholars; whereas Bhujel subject-verb agreement system is not yet be studied comparing with English language. This chapter included the detail study of the subject-verb agreement systems of the Bhujel language and the contrastive study with the English language.

#### Subject-Verb Agreement System in Bhujel

Bhujel language has SOV pattern in sentence. In Bhujel language, object appears in between subject and verb. But, English language has SVO pattern in sentence. Structurally, both languages are different.

Grandfather eats rice. (non-past)

*/to a:m je-nau/*

(to- Sub. am- Obj. jenu- Verb)

I drank water. (past)

*/ a ti: tu a:-la /*

(na- Sub. ti- obj. tu a:la - verb)

Here, 'to' and ' a ' are subjects in the sentences, 'a:m' and 'ti' are objects and 'jenu' and 'tu ala ' are verbs. Hence, it proves that Bhujel language has SOV pattern in sentence. In English 'Grandfather' and 'I' are subject, 'eats' and 'drank' are verb and 'rice' and 'water' are object. So, English language has SVO structure in sentence. It shows that learners might have confusion while learning Bhujel language as they have different structures.

**Subject-Verb Agreement in terms of person.** Bhujel language has free and bound pronoun. There are three types of free personal pronoun first, second and other persons. It has singular, dual and plural numbers in person. Other person pronoun of English language has proximal, distal and remote types (Regmi, 2012 p. 57). Here,

this study only deals with free personal pronoun and it seeks how verbs agree with person in different tenses.

**First person subject-verb agreement in Bhujel.**In Bhujel, ' *a* ' is the first person pronoun, ' *ici* ' is the first person dual and ' *ni* ' is the first person plural pronoun (Regmi, 2012 p. 58) where as ' *I* ' is the first person singular pronoun and ' *we* ' is the first person plural pronoun in English. Hence, English language does not have dual number subject in first person pronoun. The dual number pronoun of Bhujel language comes under plural pronoun of English language.

I drink water. (singular)

/ *a ti: tum-nu* /

We drink water. (dual)

/ *i-ci ti: tu -na-cu* /

( *ici*- Sub. *tu nacu*- Verb)

We drink water. (non-past)

/ *i ti: tu -a-nai* /

( *i*- Sub. *tu anai*- Verb)

The aforementioned examples clarifies that Bhujel language has singular, dual and plural number in first person pronoun. ' *a* ' agrees with verb ' *tumnu* ', ' *ici* ' agrees with ' *tu nacu* ' and ' *i* ' agrees with ' *tu anai* '. Thus, aforementioned example proves that person indices to the verb adding – marker in first person, -*c* marker in second person and –*i* marker in third person. But English language does not have such case. Plural verb agrees with dual subject of English language. It has not different verb agreement for dual subject. It might be an area of committing errors due to inherent complexity of SV agreement in Bhujel language.

**First person singular subject-verb agreement.**The first person singular subject ' *a* ' in the Bhujel language agrees with the particular verbal inflections.

**Table 1: First Person Singular Subject-Verb Agreement in English and Bhujel**

Language	Non-past	Past
English	I drink water.	I drank water.
Bhujel	/ a ti: tum-nu / ( a - Sub. tum-nu - Verb )	/ a ti: tu a:-la / ( a - Sub. tunalan- verb)
English	I cut grass.	I cut grass.
Bhujel	/ a ghas cam- nu / ( a - Sub. chamnu - verb)	/ a ghas cam- al-u / ( a - Sub. chamnu - verb)

The first person singular subject ' a' agrees with verbs both in non-past and past tenses in the Bhujel language. For non-past tense, the suffix '-a' is added to the root of the verb whereas 'la' is added to the verb stem of past tense. As in example, first person pronoun ' a' has influenced the verb adding ' ' sound at verb root. English language agrees with 'drink' in non-past tense and it agrees with past form of drink 'drank' in past tense. The first person pronoun of English 'I' does not link with the verb 'drink' and 'drank'. So that Bhujel language is pronominal language as stated in Regmi's study (2012). But English language is not pronominal language so learners might have errors while learning subject verb agreement on the basis of first person singular subject.

*First person dual subject-verb agreement.* / ici/ is the first person dual pronoun as a subject in sentence. It agrees with the particular verbal inflections in non-past and past tense.

**Table 2: First person dual subject-verb agreement in English and Bhujel**

Languages	Non-Past	Past
English	We drink water. (non-past)	We drank water. (past)
Bhujel	/ i-ci ti: tu -na-cu/ ( ici- Sub. tu nacu- Verb)	/ i-ci ti: tu -al-cu/ ( ici- Sub. tu alcu- Verb)

The first person dual subject ' ici' agrees with verbs both in non-past and past tenses in the Bhujel language. For non-past tense, the suffix '-a' is added to the root of the verbs as in first example whereas '-al' is added after suffix for past tense as in second example. Here, /cu/ marker is the influence of first person dual subject. English language does not have dual number in first person. English use plural subject

for dual number of Bhujel language. Hence, learners may commit errors while learning subject-verb agreement in first person dual.

*First person plural subject-verb agreement.* The first person plural subject is / i/. It agrees with particular verbal inflections in non-past and past tense.

**Table 3: First Person Plural Subject-Verb Agreement in English and Bhujel**

Languages	Non-Past	Past
English	We drink water. (non-past)	We drank water. (past)
Bhujel	/ i ti: tu -a-nai/ ( i- Sub. tu anai- Verb)	/ i ti: tu -al/ ( i- Sub. tu al- Verb)

The first person plural subject ' i' agrees with verbs both in non-past and past tenses in the Bhujel language. For non-past tense, the suffix '-a' is added to the root of verbs as in first example whereas '-al' is added after suffix for past tense as in second example. Plural pronoun has 'ai' marker in non-past tense. But English language does not have such case. 'We' is the first person plural pronoun of English, it agrees with plural verb like drink in non-past and with 'drank' in past tense. As they have different ways of agreement, learners might commit several errors.

*Second Person Subject-Verb Agreement.* Bhujel has singular, dual and plural second person pronoun. Singular, dual and plural second person subject agrees differently with verbs. Here, 'na ' is singular, 'ni ji' is dual and 'ni ' is plural subject in second person pronoun (Regmi, 2012 p. 58).

You cut grass. (singular)

/na -i ghas cham-na /

(na - Sub. chamna -Verb)

You cut grass (dual)

/ni ij-kay ghas ch mna/

(ni ij- Sub. ch mna- Verb)

You cut grass. (plural)

/ni -i gh s cham-nai/

(ni - Sub. chamnai – Verb)

Bhujel language has different subject-verb agreement in singular, dual and plural subjects like 'chamna ' in singular, 'ch mna' in second person and 'chamnai' in third person whereas English language agrees with same verb in singular and plural subject like 'cut'.

Bhujel language does not have honorifics as in English language. It is facilitation in teaching English to Bhujel learners.

You eat rice. (to the grandfather)

/na a:m jen-au/

You eat rice. (to the sister)

/na a:m jen-au/

You eat rice. (to the friend)

/na a:m jen-au/

As a second person subject 'na ' is used in Bhujel and 'you' is used in English language. So that introducing second person subject is easy to the teacher while teaching to the Bhujel students.

*Second person singular subject-verb agreement.* In Bhujel, the second person singular subject /na / agrees with the particular verbal inflections in verbs in non-past and past tense.

**Table 4: Second Person Singular Subject-Verb Agreement in English and Bhujel**

Languages	Non-Past	Past
English	You cut grass.	You cut grass.
Bhujel	/na -i ghas cham-nu / (na - Sub chamna - Verb)	/na -i ghas cham-al-u / (na - Sub. chamalu -Verb)

The first person plural subject 'na ' agrees with transitive verbs both in non-past and past tenses in the Bhujel language. For non-past tense, the suffix '-a' is added to the root of the verb as in first example whereas '-al' is added after suffix for past tense as in second example. Person has modified the verb in adding 'n' sound in verb root. But English language does not have such case. So, learners may feel difficulty while learning subject-verb agreement in this case.

*Second person dual subject-verb agreement.* Second person dual subject /ni ji/ agrees with non-past and past tense.

**Table 5: Second person dual subject-verb agreement in English and Bhujel**

Languages	Non-Past	Past
English	You cut grass.	You cut grass.
Bhujel	/ni ji-kay ghas ch m-nu- /	/ni ji-kay ghas ch m-al-u -j-u/

The second person plural subject 'na' agrees with verbs both in non-past and past tenses in the Bhujel language. For non-past tense, the suffix 'nu' is added to the root of the verbs as in first example whereas '-al' is added after suffix for past tense as in second example. Person has modified the verb adding 'n' sound with verb in non-past and adding 'j' sound with past tense. But, English language does not have such case. So, learners may feel difficulty while learning subject-verb agreement in this case.

*Second person plural subject-verb agreement.* 'ni i' is the second person plural pronoun in Bhujel language. Here, 'you' is the second person plural pronoun in English language. 'ni i' agrees with particular verbal inflection in non-past and past tense.

**Table 6: Second person plural subject-verb agreement in English and Bhujel**

Languages	Non-past	Past
English	You drink water.	You drank water.
Bhujel	/ni i ti: tu -nai/ (ni – Sub. tu nai- verb)	/ni i ti: tu -al/ (ni – Sub. tu al-Verb)
English	You speak Bhujel language.	You spoke Bhujel language.
Bhujel	/ni i pukh-gal ur rya-uh-nai/(ni – Sub. ryauhna – Verb)	/ni i pukhgal ur rya-uh-al/ (ni – Sub. ryauhal-Verb)

The aforementioned example clarifies that 'tu nai', 'ryauhna' are verbs which have plural marker 'ai' in non-past tense but same past marker 'al' is agreed in past tense as shown in the table. But in English language agrees with past form of verb in past tense like 'drank' and 'spoke' and it takes base verb 'drink' and 'speak' in non-past

tense. Due to inherent difficulty of personal pronoun of Bhujel may cause problem in learning English language. As a result learners may commit errors.

**Other person subject verb agreement.** Regmi (2012, p.58) states that Bhujel language has other person pronoun. There are three types of other person pronoun; proximal, distal and remote pronoun. Bhujel language has also singular, dual and plural number in third person pronoun.

**Table 7: Gender Specific Pronoun in English and Bhujel Languages**

Languages	Masculine Gender	Femine Gender
English	He eats rice.	She eats rice.
Bhujel	/I-koi a:m Jena/ (Ikoi-Sub Jena-Verb)	/I-koi a;m Jena:/ (Ikoi-Sub Jena-Verb)
English	He drinks water.	She drinks water
Bhujel	/I-koi ti: tu -na/ (Ikoi-Sub tu na-Verb)	/I-koi ti: tu -na:/ (Ikoi-Sub tu na-Verb)

The aforementioned table presents that Bhujel language use same personal pronoun like 'I' for masculine and feminine, animate and non-animate subject. But English language use 'he' pronoun for masculine, 'she' for feminine and 'it' pronoun for animate and non-animate.

**Other person singular subject-verb agreement.** Bhujel language has proximal, distal and remote pronoun. Here 'I' is the proximal, 'dyo' is distal and 'u' is remote.

**Table 8: Other Person Singular Subject-Verb Agreement in English and Bhujel**

Languages	Non-past	Past
English	He cuts wood.	He cut wood.
Bhujel	/I-kay si cham-nau/ (proximal) /dyo-kay si Cham-na/ (distal) /u-kay si / (remote) (I, dyo, U – Sub. Chamna – Verb )	/I-koi si cham-al/ (proximal) /dyo-koi si Cham-al-ca / (distal) /u-kai si Cham-al/ (remote) (I, dyo, U – Sub. Chamal – Verb)

'I', 'dyo', 'U' third person pronouns agree with same verb as in table. All person has agreed with 'cham' verb adding 'al' past marker and 'na' non-past marker. But English language does not have such distinct terms in third person pronoun. Third person singular pronoun agrees with singular verb and plural agrees with base verb. While learning English, Bhujel learners may commit errors using same verb with singular and plural pronoun.

*Other person dual subject-verb agreement.* Third person dual pronoun has three different terms they are *inis*, *dyonis* and *unis*.

**Table 9: Other Person dual Subject-Verb Agreement in English and Bhujel**

Languages	Non-past	Past
English	<i>They drink water. (non-past)</i>	<i>They drank water. (past tense)</i>
Bhujel	<i>/i-nis-kay ti tu -na-ca/ (Proximal)</i> <i>/dyo-nis- kay ti tu -na-ca/ (Distal)</i> <i>/u-nis-kay ti tu -na-ca/ (Remote)</i> ( inis, unis, dyonis – Sub. tu -na-ca – verb)	<i>/I-nis-kay ti tu -a-ca/ (Proximal)</i> <i>/Dy-onis-kay ti tu -al-ca/ (Distal)</i> <i>/U-nis-kay ti tu -al-ca/ (Remote)</i> (inis, unis, dyonis – Sub. tu -al-ca – verb)

Here '*inis*' pronoun is proximal, '*dyonis*' is distal and '*unis*' is remote pronoun. These pronoun agrees with 'c' suffix having non-past marker 'a' in non-past tense and 'c' suffix having past tense marker 'al' in past tense. But English language does not have dual subject. Plural subject '*they*' functions as dual subject in English. So, Bhujel learners might have confusion while using third person dual pronoun of English.

*Other person plural subject-verb agreement.* '*Ilam*', '*dyolam*' and '*ulam*' are third person pronoun in Bhujel language. In English '*they*' pronoun functions as plural pronoun.

**Table 10: Other Person Plural Subject-Verb Agreement in English and Bhujel Languages**

Languages	Non-Past	Past
English	They eat rice.	/Ilami a:m je-al-i/
Bhujel	/i-lam-kay a:m jenai/ (Proximal)	(Proximal)
	/dyo-lam-kay a:m jenai/ (Distal)	/dyolami a:je-al-i/(Distal)
	/u-lam-kay a:m jenai/ (Remote)	/ulami a:m je-al-i/(Remote)
	(ilam, dyolam,ulam-Sub. jena – Verb)	(ilam, dyolam,ulam - Sub. jealy – Verb)

Here, 'Ilami' is proximal, 'dyolami' is distal and 'ulami' is remote pronoun. Third person plural pronoun takes 'a' suffix after the verb in non-past tense as in 'jenai'. Here, 'i' is the marker of plural subject in non-past tense. However, it takes 'al' suffix after verb in past tense. But in English plural pronoun agrees with base of verb or V1 in non-past tense and it agrees with past verb in past tense like 'eat' and 'ate'. So, Bhujel learners may use same verb for all subjects in this section.

### Number in Bhujel Language

Regmi (2012) states that Bhujel language has singular, dual and plural number. The following table shows the comparison of number in Bhujel and English language.

**Table 11: Number in English and Bhujel Language**

Singular	Dual Number	Plural Number
A boy	Two Boys	Many Boys
/dya -mai/	/nis-bon dya -mai/	/dya -mai-l m/
A girl	Two girls	Many Girls
/ka-lau-mai/	/nis-bon ka-lau-mai/	/ka-lau-mai-l m/
A house	Two Houses	Many Houses
/kim/	/nis-jyo kim/	/kim-da-mak/
A Bird	Two Birds	Many birds
/fui-wa/	/nis-jyo fui-wa/	/fui-wa-l m/
A broom	Two broom	Many brooms
/khɔ:d/	/nis-jyo khod/	/khod da-mak/
A dog	Two dogs	Many dogs
/kui/	/kuy-nis/	/kui-l m/

Bhujel language has singular, dual and plural number. Regmi (2012) states that Singular is not marked but dual and plural numbers are marked with suffixes. The suffix '*nis*' is used as dual marker. Sometimes it appears as prefix and often suffix. Whereas, Plural number agrees with '*damak*' for living things and '*l m*' for non-living things. Regmi's study (2012) also mentions *-lam* and *-may* as plural marker. However, English language has only singular and plural noun. Dual noun is also the part of plural noun in English. So that while teaching English to the Bhujel learners, they might commit errors in the use of plural number.

### SubjectVerb Agreement in terms of Number.

**Past tense.** Bhujel language has singular, dual and plural number. Singular and plural number agrees with same verb in Bhujel language but dual number agrees with different verb in past tense of Bhujel language.

**Table 12: Subject Verb Agreement in terms of Number in Past Tense**

Languages	Singular Number	Dual Number	Plural Number
English	The boy slept.	Two boys slept.	Boys slept.
Bhujel	/dyang-mai yam-al/ (dyangmai- Sub. yamal- Verb)	/nis-bon dyanmai yam- al-ca/ (nisbon dyanmai – Sub. yamalca- Verb)	/dyan-mai-lam yam-al/ / (dyangmailam- Sub yamal – Verb)
English	A friend came.	Two friends came.	Friends came.
Bhujel	/sa w - -al/ (sa - Sub. w al - Verb)	/nis-bon sa w - -al- ca/ (nisbon- Sub. w alca - Verb)	/sa mai- lam w - -al/ (sa mailam - Sub. lamw al - Verb)

The aforementioned table shows that how singular, dual and plural number agrees in Bhujel language. The verb '*yamal*' and '*w al*' agrees with singular and plural number's subject but the verbs '*yamalca*' and '*w alca*' agrees with dual number's subject. So that singular and plural number agrees with same verb in Bhujel language but dual subject agrees with different verb in Bhujel language. However, Singular and plural subject of English agrees with same action verb in past tense of English language. So that Bhujel learners might feel difficulties while using

appropriate structure for singular and plural number in English language.

*Non- past tense.* In non-past tense number agrees differently with verb. The mentioned example clarifies that how number cause change in verb in Bhujel and English language.

**Table 13: Subject Verb Agreement in terms of Number in Non-past Tense**

<b>Languages</b>	<b>Singular</b>	<b>Dual</b>	<b>Plural</b>
<b>English</b>	A boy eats rice.	Two boys eat rice.	Boys eat rice.
<b>Bhujel</b>	<i>/ka-lau mai a:m jenau/ (kalumai- Sub. jenu- Verb)</i>	<i>/nis-bon ka-lau-mai a: m jena-ca/ (nisbon- sub. jenaca- Verb)</i>	<i>/ka-lau mai-lam a:m jenai/ (kalaumai- Sub. jenai- Verb)</i>
<b>English</b>	A person speaks Bhujel language.	Two person speak Bhujel language.	All people speak Bhujel language.
<b>Bhujel</b>	<i>/at-bon pukh-gal ryhuna/ (atbon- Sub. ryhuna- Verb)</i>	<i>/nis-bon pukh-gyal ryahuna-ca/ (nisbon- Sub. ryhunaca- Verb)</i>	<i>/Sakta pukh-gal ryahunai/ (sakta- Sub. ryahunai- Verb)</i>
<b>English</b>	<i>A child is crying.</i>	Two children are crying.	Many children are crying.
	<i>/at-jyo mai-mai kryp- ti muna/ (atjyo- Sub. kypti – Action verb muna- Be verb)</i>	<i>/nis-jyo mai-mai kryp-ti munai/ (nisjyo- Sub. krypti- Action verb munai- Be verb)</i>	<i>/mai-mai lam kryp-to munai/ (maimailam –Sub. krpti- Action verb munai- be verb)</i>
<b>English</b>	The friend is Bhujel.	Two friends are Bhujel.	All friends are Bhujel.
<b>Bhujel</b>	<i>/Sa Pukh-gal lai/ (san- Sub lai- be verb)</i>	<i>/nis-bonSa Pukh- gal lai/ (nisbonsan- Sub lai- be verb)</i>	<i>/SaktaSa Pukh-gyal lai/ (sakta san- Sub lai- be verb)</i>

The aforementioned table states that singular, dual and plural subject agrees with different verb in non-past tense of Bhujel language. Singular subject agrees with 'a' suffix in verb like '*ryahuna*', '*jena*' and '*muna*'. Dual subject agrees with '*ca*' suffix with verb and like '*ryhunaca*' and '*jenaca*'. Likewise, plural subject agrees with '*ai*' suffix with verb like '*ryhunai*', '*jenai*', '*munai*' and '*lai*'. Bhujel language has be verbs like '*muna*' and '*lai*'. The verb '*muna*' agrees with singular subject whereas dual and plural subject agrees with '*munai*', but '*lai*' verb agrees with all number in Bhujel. But English language has different system of agreement. Singular subject agrees with singular verb like '*eats*', '*speak*' and '*is*' as in example. Plural subject agrees with plural verb like '*eat*', '*speak*' and '*are*' as in example. Thus, Bhujel language has complex subject-verb agreement system in comparison of English language so learners might commit several errors while learning English language.

### Gender in Bhujel Language

Bhujel language has masculine and feminine gender. The following table presents different terms for masculine and feminine gender in Bhujel and English language (Regmi, 2012 p. 41).

**Table 14: Masculine and Feminine Gender in English and Bhujel**

Language	Masculine	Feminine
English	Father	Mother
Bhujel	/a:pa /	/ama:/
English	Younger Brother	Younger Sister
Bhujel	/hau/	/hau/
English	Boy	Girl
Bhujel	/kalaumai/	/kaltawa/
English	Grandfather	Grandmother
Bhujel	/to/	/ai/
English	Son	Daughter
Bhujel	/co/	/momco-co/
English	Ox	Cow
Bhujel	/kal-tawa/	/me-au/

Here, different terms are used to refer masculine and feminine gender in English and Bhujel languages. In some cases, Bhujel language has same words for both masculine and feminine gender. For eg: /hau/ is used for both brother and sister. Thus, teaching gender is easy to Bhujel learners as both have different lexical forms for masculine and feminine gender.

**Subject Verb Agreement in Terms of Gender.** In Bhujel language gender is used as subject in both non-past and past tense. But gender does not agree with verb. The following example clarifies that how gender functions in sentence in Bhujel and English language.

**Table 15: Gender in Non-past and Past tense in Bhujel and English**

Languages	Gender in Non-past and Past Tense	
	Non-past Tense	Past Tense
English	Grandfather drinks water.	Grandmother drank water.
Bhujel	/to ti tu -nau/ (to- Sub. tu nau- verb)	/toti tu -al/ (to- Sub.tu al-verb)
English/ Nepali	Grandmother drinks water.	Grandmother drinks water.
Bhujel	/ai ti tu -nau/ (ai- Sub. tu nau- verb)	/ai ti tu -al/ (ai- Sub. tu al)
English / Nepali	Brother goes to forest.	Brother went to forest.
Bhujel	/hau fui-kat al-na/ (hau- Sub. alna- verb)	/hau fui-kat a-lal/ (hau- Sub. alal- verb)
English/Nepali	Sister goes to forest.	Sister went to forest.
Bhujel	/hau fui-kat al-na/ (hau- Sub. alna- Verb)	/hau fui-kat a-lal/ (hau- Sub. alal- verb)

The aforementioned examples clarify that gender does not make any change in verb in same tense in English and Bhujel language. 'Grandfather' is masculine gender which is termed as 'to'. Grandmother is feminine gender in English which is termed as 'ai' in Bhujel. Here, Grandfather and Grandmother, both gender agrees with 'drinks' in non-past and 'drank' in past tense. In the same way, 'to' and 'ai', both agrees with 'tu nai' and 'tu al' in non-past and past tense. The verb used for past and non-past tenses are not changed in case of interchangeability of Gender. However, Bhujel uses

same form in both gender as 'hau' for brother and sister. While teaching sentences having gender as a subject in English is easy to Bhujel learners.

### **Tense in Bhujel Language**

Regmi's study (2012, p. 75) states that Bhujel language has past and non-past tenses. Past tense refers to these events that happened before the speech time. Non-past tense states to those events that happens in present and will happen after speech time.

I go to forest today. (Present)

/ a ten fui-kat al-na /

I will go to forest tomorrow. (Future)

/ a syan fui-katkim aal-na /

I went home yesterday. (Past)

/ a yo kim al-a-la /

Non-past tense functions for both present and future tense in Bhujel language. Here, 'alna' verb is commonly used for present and future tense. But past tense has 'alala' verb that is different than in non-past tense. But English language has different verb agreement in present, past and future tense. So, while learning English Bhujel learners may use same structure for present and future tense.

**Subject-verb agreement in past tense.** Regmi (2012, p.75) states that Past tense of Bhujel language has classified as remote past and recent past. Remote past refers to those events that happened long time ago beyond the witnessed condition. Recent past refers to those events that happened just before the speech event.

I went to forest. (recent past)

/ a fui-kat al-a-la /

I went to forest long ago. (remote past)

/ a fui-kat al-ta /

The aforementioned example clarifies that recent past is marked with 'al' suffix in verb root as in 'alalla' where as remote past is marked by 't' infix as in

'*alta*' verb. But English language has not such variation in verb in past tense as in example. So, Bhujel learners might do errors while learning past tense of Bhujel language.

**Subject-verb agreement in non-past tense.** Bhujel language use non-past tense to talk about those events which happened at the time of speech or that will happen in upcoming or nearby future. In Bhujel language '*na*' agrees with verb in non-past tense.

We live in Sinar khola.

/ i sinar-khola-ha muna/

( i –Sub. muna- Verb)

You Sing a song.

/ an net reso res-na/

( an- Sub. resna- Verb)

They plant millet.

/dyo-lami kadau suk-nan/

(dyolami- Sub. siknan- Verb)

The aforementioned examples have the verbs like '*muna*', '*resna*' and '*suknan*'. Each verbs is agreed with '*na*' suffix. Whereas English have verbs like '*live*', '*sing*' and '*plant*'. Hence, plural subjects agreed with plural verb. So, subject has inflected the verb in non-past tense in both languages. As they have distinct structure learners might commit errors.

### **Subject verb agreement in terms of aspects**

Regmi (2012, p. 81) states that Bhujel language has perfective and imperfective aspects in past tense and non-past tense. Perfective aspect has past perfect aspect, perfect aspect, completive aspect and inceptive aspect. Imperfective aspect has durative aspect and habitual aspect.

**Subject verb agreement in Perfective aspect.** Regmi's study (2012, p.82) states that Bhujel language has four sub-categories into perfective aspect. They are; past perfect aspect, perfect aspect, completive aspect and inceptive aspects.

**Past perfective tense.** Past perfective aspect is used in Bhujel language to talk about the completed actions, events and feelings. Past perfective aspect is one of the specific aspect of past tense in Bhujel language. Due to time reference past perfective aspects are classified as recent past perfective and remote past perfective tense (Regmi, 2012, p. 82 ).

We went to the forest yesterday. (Recent past)

/ i yo fui-katal-al/

( i- Sub. alal- Verb)

I had gone to the forest many years ago. (Remote Past)

/ a fui-kat al-ta-ya/

( a- Sub. altaya- Verb)

The aforementioned examples states that recent past perfective tense deals with /al/ suffix in verb and remote past perfective tense deals with /t/ infix in verb. It results that recent past perfective tense is equivalent to simple past tense of English language and remote past perfect tense is equivalent to past perfect tense of English language. So, Bhujel learners might have confusion due to structural differences in both language.

**Perfect tense.**Regmi's study (2012, p.83) states that to talk about the out of the sequential event which are not relevant to the event time but to some subsequent time reference. Bhujel language has past perfect and non-past perfect tense.

Father has come to home. (Non-past perfect)

/apa kim-hang wa -je-al/

(apa- Sub. wanjeal- Verb)

Father had come to home. (Past perfect)

/apa kim-ha wa -je-al/

(apa – Sub. wanjeal – Verb)

They have gone to forest. (Non-past perfect)

/i-lami fui-kat al-je-na/

(ilami- Sub. aljena – Verb)

They had gone to forest. (Past perfect)

*/i-lami fui-kat al-je-al/*

(ilami –Sub. aljeal –Verb)

In non-past tense, Bhujel language agrees with /j/ infix having non past marker 'a'. Whereas in past perfect tense, verb agrees with /j/ infix having past marker 'al'. The aforementioned example clarifies that English language and Bhujel language have perfect aspects. In English 'have' and its forms agrees with verb in perfect aspect whereas 'j' marker of Perfect tense agrees with verb in Bhujel language. However, both language are structurally and formally different as a result learners might have several errors in this part.

**Completive tense.** Bhujel language has completive aspect in both past and non-past tense. If any event has competed in past or present time, to talk about those event completive aspect is used (Regmi, 2012 p. 85).

I had finished drinking alcohol. (past)

*/ ai ti: tum lak-al/*

( ai- Sub. lakal- Verb)

I have drank alcohol. (non-past)

*/ ai ti: tum lak-nu /*

(/ ai – Sub. laknu - Verb)

They had already arrived. (past)

*/i-lami wa -lak-al/*

(ilami- Sub. wa lakal- Verb)

They have just arrived. (non-past)

*/i-lami wa -ak-luna/*

(ilami- Sub. wa akluna- Verb)

In Bhujel language, completive aspect has 'lak' marker with non-past marker 'a' in verb. In past tense verb agrees with 'lak' marker with past marker 'al'. But English language use present perfect for non-past completive and past perfect for past completive aspect. Hence, aforementioned example clarifies that English language

has easy system for perfect tense rather than Bhujel language. So, learners may learn easily this aspect.

***Inceptive tense.*** If any event has just started in the past, to talk about those event inceptive aspect is used in Bhujel language. Regmi's study (2012, p.87) states that inceptive aspect is only the aspect of past tense.

I had just started to eat rice. (Regmi, 2012)

/ ai a:m je-ak-lu /

( ai- Sub. jeaklu -Verb)

You had just started to cut grass.

/ i si cham-ak-lu /

( i – Sub. chamaklu - Verb)

The aforementioned example depicts that inceptive aspect of Bhujel language agrees 'ak' infix with past marker *-al*. In this context, English language use perfect aspect in all tenses. Hence, learners might commit several errors while learning perfect aspects of English language.

**Subject verb agreement in imperfective aspect.** Bhujel language has two types of imperfective tense. They are: durative aspect in Bhujel language and habitual aspect in Bhujel language.

***Subject-verb agreement in Durative aspect.*** Bhujel language has durative aspect. This aspect is used to convey the uncompleted actions, events or feelings. Regmi (2012) states durative aspect is classified into four types. They are non-past durative, past durative, non-past perfect durative and past-perfect durative.

***Non-past durative tense.*** To talk about uncompleted and ongoing events Bhujel speaker use non-past durative tense.

I am cutting wood.

/ ai si cham-ti mu-na /

( ai- Sub. muna - Verb)

They are going to forest.

*/dyo-lami fui-kat al-ti mu-nai/*

(dyolami- Sub. muna- Verb)

We are going to forest.

*/ i fui-kat al-ti mu-nai/*

( i- Sub. muna- Verb)

The aforementioned example clarifies that verb agrees with 'ti' infix followed by non-past marker 'a' as suffix as in '*altimunai*', '*munai*' and '*muna*'. This aspect is equivalent to present continuous tense of English language. So while teaching present continuous aspect the language tutor can taught comparing both aspects. So, the structure applied in non-past durative of Bhujel might facilitate on learning present continuous aspect.

*Past durative tense.* Bhujel speaker use past durative aspect to refer ongoing action in past but not sure about its completion. In past durative tense.

I was going to forest.

*/ a fui-kat al-ti mu-a-la /*

( a - Sub. muala - Verb)

I was eating rice.

*/ a-i am Je-ti mu-ala- /*

( a- Sub. muala - Verb)

We were going to forest.

*/ i fui-kat al-ti mutona/*

( i- Sub. mutona- Verb)

Regmi (2012) states that the past durative is the combination of the durative marker 'ti' with the auxiliary 'mu' along with the past tense marker as in '*muala*'. Here, '*mutona*' is used as be verb for past tense in Bhujel language. Hence, non-past durative aspect is equivalent to the past continuous aspect of English language. The comparison between these structures facilitates on successful learning of past continuous tense of English language.

*Past perfect durative.* Bhujel (2012) states that the past perfect durative in Bhujel codes a temporally unbounded event which was initiated and not terminated till the reference time before another temporally bounded event occurred in the past.

I had been going forest for....

/ a fui-kat al-ti-sa-lun/

( a- Sub. altisalun)

I had been eating rice...

/ ai am je-ti si- al- u- /

( ai- Sub. jetisialu )

I had been cutting grass...

/ ai ghas cham-ti si-al-u- /

( ai- Sub. chamtisialu - Verb)

Many children had been crying.

/mai-mai-lam kryap-ti si-al /

(maimailam- Sub. kryaptisial)

The aforementioned example states that past perfect durative tense has 'ti' plus 'si' infix with past marker 'al' as in 'chamtisialu' and 'kryaptisial'. Data results that past perfect durative tense is equivalent to past perfect continuous tense of English language. Due to structural differences between two languages learners might commit errors.

*Non-past perfect durative.* Bhujel (2007) states that the non-past perfect durative in Bhujel codes temporally unbounded events which were initiated prior to temporal reference time but not terminated till the reference time.

I will be eating rice.

/ ai a:m je-ti-la-mu-na /

( ai- Sub. jetilamuna )

I will be going to forest.

/ ai fui-kat al-ti-la mu-na /

( ai- Sub. altilamuna – Verb)

I will be cutting grass.

/ ai ghas cham-ti-la-mu-na /

( ai- Sub. chamtilamuna - Verb)

Many children will be crying.

/mai-mai-lam kryap-ti-la mu-na /

(maimailam - Sub. kryaptilamuna -Verb)

The aforementioned examples states that non-past perfect durative marker 'ti' co-operates with 'sa' and auxiliary verb 'mu' along with non-past marker as in 'altilamuna ', ' chamtilamuna ' 'kryaptilamuna '. The structure of non-past perfect durative is equivalent to future continuous tense of English language. Bhujel learners might feel more comfort while comparing both structure simultaneously.

**Subject verb agreement in habitual aspect.** Bhujel language has past habitual aspect and non-past habitual aspects.

*Past habitual aspect.* To refer traditional norms but these are not existed in present time or old habits which does not have in present, such types of expressions are expressed in past habitual tense.

I used to drink alcohol.

/ ai nyam-tyaw tu - t – o-na/

( ai- Sub. tu tona- Verb)

I used to swim.

/ ai tit-tal blow- t-o-na/

( ai- Sub. blowtona – Verb)

We used to go forest.

/ni kim-kat al-t-o-na/

(ni- Sub. altona- Verb)

The aforementioned examples depicts that past habitual aspect's verb agrees with 'o' marker along with past tense marker. The structure of past habitual tense is equivalent to habitual aspect of English language. Both language are structurally different. Learners might commit errors while learning sentences under this aspect.

*Non-past habitual aspect.* To refer those habit or tradition which was started in past and that exists in present Bhujel speaker use non-past habitual aspect in tense.

I am used to drink alcohol.

/ ai nyam-taau tu - o- na/

( ai- Sub tu ona)

I am used to swim.

/ a tittal blot-o- na/

( a- Sub blotona- Verb)

We are used to go forest.

/ a fui-kat aal-o-na/

( a- Sub. aalona- Verb)

Regmi (2007) states that the present habitual is a combination of nominalizer/participializer marker 'o' with non-past tense. English language has also present habitual aspect. The concept of both aspects are equivalent and both have own distinct structure. The theme of the aspect can be compared but structure are different. In this area learners might face difficulties as they have distinct structure.

## **Result and Discussion**

This study has studied subject-verb agreement system in English and Bhujel language. It has compared and resulted the similarities and differences between two languages and has predicted possible areas of committing errors while learning English language.

### **Contrastive Features in Person in Bhujel and English**

Bhujel language has first, second and other person pronoun. English language has first, second and third person pronoun. Other person pronoun of English language

is equivalent to third person pronoun of Bhujel language. Bhujel language has singular, dual and plural number in first, second and third person pronoun. But English language has only singular and plural pronoun. The pronoun of Bhujel language makes changes in verb form but English language does not have such case. Bhujel language does not have honorifics in second person pronoun. English language also does not have honorifics in second person pronoun. Bhujel language has proximal, distal and remote pronoun in third person pronoun but English language does not have such type. Bhujel language does not have gender specific pronoun like 'he' or 'she'. English language has gender specific pronoun. First and second person singular subject agrees with 'n' marker in verb, first person dual number agrees with 'c' marker in verb, second person dual subject deals with 'j' marker in verb and plural subjects agrees with 'ai' suffix in verb in non-past tense. In past tense all subject agrees with 'al' marker in verb with influence of related pronoun. It shows that Bhujel language has complex verb agreement with person so learners might commit several errors while learning English language.

### **Contrastive Features in Number in Bhujel and English**

Number functions as subject in Bhujel and English languages. Bhujel language has singular, dual and plural number. But English language has singular and plural number. Singular number is unmarked in both language. In Bhujel language dual and plural numbers are marked differently. But in English, dual and plural numbers have same marker. In Bhujel language, singular and plural number agrees with same verb and dual number agrees differently in past tense. But, singular and plural number agrees with same form of action verb and different form of be verb in past tense in English. Whereas, singular, dual and plural number agrees with 'a', 'ca' and 'ai' suffix in action verb of Bhujel. Singular number agrees with 'muna' as be verb but dual and plural number agrees with 'munai' as be verb. However, singular, dual and plural number agrees with 'lai' as a be verb in English. But, singular verb agrees with singular verb and plural number agrees with plural verb in English language. Hence, it depicts that Bhujel language has complex structure of subject-verb agreement than English language. Learners might commit several errors while learning subject-verb agreement on the basis of number.

### **Contrastive features in Gender in Bhujel and English**

In both languages, gender functions as subject. Both languages have masculine and feminine gender. Both languages have different lexical terms for both gender. However, in some cases, Bhujel language uses the same form for both gender. Gender does not inflect the verb in both languages. The same verb is used either subject is masculine or feminine in non-past and past tense. Thus, the gender system of Bhujel language is helpful in teaching English language as they have common features. In this part learners might not have more errors because of common features.

### **Contrastive Features in Tense and its Aspect in Bhujel and English**

Bhujel language has explicit two tenses, they are non-past and past tense but notional approach of grammar states three tenses in English language. They are present, past and future tense. To talk about future events Bhujel language uses future tense. There is not distinct future tense in Bhujel language.

Bhujel language has perfective and imperfective aspects. English language has simple, perfect, continuous and perfect continuous aspect. Perfective aspect has past perfect aspect, perfect aspect, completive aspect and inceptive aspect. Past perfect has simple past and remote past. Thus, recent past of English language is equivalent to simple past of English language whereas remote past is equivalent to past perfect tense of English language. Bhujel language has both non-past and past perfect aspect. Both aspects of Bhujel language are equivalent to the perfect aspect of English language. Bhujel language uses different structure for inceptive and completive aspect but English language uses perfect aspect for inceptive and completive in all tenses.

Imperfect aspect has durative and habitual aspects. Durative aspect has non-past durative and past durative aspect. Non-past durative aspect is equivalent to present continuous aspect of English language and past durative aspect is equivalent to past perfect continuous.

Bhujel language has past perfect durative and non-past perfect durative aspect. Past perfect durative aspect functions for past perfect continuous tense and non-past perfective durative aspect functions for continuous aspect of future tense.

Bhujel language has past habitual aspect and non-past habitual aspect as in English with distinct structure. Both languages have different structures. As a result learners might commit several errors.

Bhujel language has Subject Object Verb agreement but English language does not have such case. English language follows Subject Verb Object structure. So, while teaching tense and its aspect of English language, Bhujel learners might have several errors because of L1 interference and inherited difficulties of Bhujel language.

## **Chapter V**

### **Conclusions and Implication**

This chapter deals with the overall theme of my whole research which I have drawn in Chapter 1 to Chapter IV. I got findings of my data on the basis of analysis and interpretation of the collected data. Those findings of the study led to some conclusion and recommendations based on the study. This study will help to the policy makers, curriculum designers, teacher educators, ELT practitioners, teachers and further researchers.

#### **Conclusions**

This study was about a study on subject-verb agreement in English and Bhujel language. It aimed to identify subject-verb agreement system of Bhujel language in terms of person and number, gender and tense and its aspects. It was an attempt to compare Subject-Verb agreement between English and Bhujel language in terms of those variables. It also aimed to suggest pedagogical implications. To carry out this study, survey research design was used to address the objective of the study. Forty-five speakers of Bhujel from different villages of Tanahun district were purposively selected as the sample of population. Elicitation questionnaire were administered to collect the data through non-random purposive sampling procedure. The collected data were analyzed thematically. This study resulted vast difference between English language and Bhujel language in terms of subject-verb agreement in Bhujel and English language. Bhujel language is prenominal language where person and number indices to the verb but English language does not have such system. Bhujel language has singular, dual and plural number but English language converts dual number in plural number. Number agrees differently in past and non-past tense. The masculine and feminine does not agree with verb in Bhujel and English language. Bhujel language follows SOV pattern in sentence whereas English language consists of SVO pattern in Sentence. Bhujel grammar has non-past and past tense and deals with perfective and imperfective aspects but notional approach of English grammar presents three tenses like present, past and future. So, teaching subject verb agreement in terms of gender, second person pronoun, past tense, continuous tense is easy to Bhujel learners because these parts have some similarities in both language. In these parts learners may have less errors. Subject verb agreement in terms of personal

pronoun, present and future tense and rest of the aspects is quite challenging in teaching English language to Bhujel learners because of inherent difficulties of both of Bhujel languages. In these parts learners might have several errors. While teaching English to Bhujel student, English teacher should introduce similar features of both language in initial phase of learning, by doing so learners may have high confidence on learning and learners might have less errors. The different structure should taught them with sufficient exercises.

### **Implications**

On the basis of the findings and conclusion of my study, I have suggested some of recommendations and pedagogical implications at policy and practice level.

**Policy related.** Nepal is a multilingual country. Bhujel language is also one of the mother tongue. So, it is national language of Nepal. So, education policy must include to Bhujel language in multilingual education. Our education system have provision of local level curriculum. So, local level need to keep in priority to the Bhujel language as mother tongue education. Our language policy makers need to emphasize on standardization of Bhujel language.

Curriculum designer must design the curriculum in simple to complex way. Where, comparative study with close language are reference materials to design effective curriculum. Moreover, education policy need to have special program to develop multilingual English teacher.

**Practice related.** Multilingual classroom is main challenge of English language teaching. So, to face with multilingual challenges, teacher should have sound knowledge in learners mother tongue and target language. While teaching English language to the Bhujel students, English teacher need to know similarities and differences in structural terms of both Bhujel and English languages. Teacher should introduce similarities between two languages at first, which raise interest on learners and learner may not have more errors. While designing materials and resources English teacher should study comparative studies and grammar of learners' mother-tongue. Cultural attachment and linguistic skills support to develop intimacy in learning and develop more confidence in teacher. English teachers should predict the areas of difficulties in learning and prepare lesson plan and design material. On

another hand, it will help in the field of translation. The translators should have also sound knowledge in contrastive analysis among the languages. Likewise, English teachers is not only teaching language, it is the profession of respecting other culture and languages too. One the another hand, preserving and promoting endangered languages of the world ELT Practitioner should develop more professionalism.

**Further research related.** This study is not the complete study of Bhujel language, it has done only with assertive sentences. There are still remaining the area of research related with subject verb agreement in negative sentence, interrogative sentence, voice, speech. For the further research, it might be the guideline.

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**Appendix I**  
**Linguistic Elicitation Questionnaires**

This linguistic elicitation questionnaire is prepared for the research work on *Subject-Verb Agreement in Bhujel and English* for M.Ed. thesis in English Education under the guidance of Dr. PurnaBahadurKadel, Reader, Tribhuvan University. I hope your kind support for this study.

Name: \_\_\_\_\_ Male [  ] Female [  ]

Rural Municipality/Municipality: \_\_\_\_\_

Ward No.: \_\_\_\_\_ Age: \_\_\_\_\_

District: \_\_\_\_\_ Province \_\_\_\_\_

I seek for your kind co-operation in translating the following statements into Bhujel language in the nearest equivalent form.

I drink water. मपानी पिउँछु ।	
I cut grass. म घाँस काट्छु ।	
I drank water. मपानीपिय ।	
I will drink water. मपानीपिउने छु ।	
We (two) drank water. हामीपानी पिउँछौं	
We (two) drink water. हामीपानीपियौं ।	
We (two) will drink water. हामीपानिपिउने छौं ।	
We drink water. (plural) हामीहरुले पानी पिउँछौं ।	
We drank water. (Plural) हामीहरुले पानीपियौं ।	
You drink water.	

तिमिपानी पिउंछौं ।	
<b>You drank water.</b> तिमिले पानिपियौ ।	
<b>You (two) drink water.</b> तिमिदुईले पानी पिउंछौं ।	
<b>You (two) drank water.</b> तिमिदुईले पानीपियौ ।	
<b>You drink water. (plural)</b> तिमिहरुले पानी पिउंछौं ।	
<b>You drank water. (plural)</b> तिमिहरुले पानिपियौ ।	
<b>You cut grass.</b> तिमी घाँस काट्छौं ।	
<b>You cut grass.</b> तिमी घाँस काट्यौ ।	
<b>You cut grass. (Dual)</b> तिमीदईजनाले घाँस काट्छौं ।	
<b>You (two) cut grass. (Dual)</b> तिमीदईजनाले घाँस काट्यौ ।	
<b>You cut grass.</b> तिमीहरुले घाँस काट्छौं ।	
<b>You cut grass.</b> तिमीहरुले घाँस काट्यौ ।	

<b>I eat rice.</b> मभात खान्छु ।	
<b>I ate rice.</b> मभातखाय ।	
<b>I speak Bhujel language.</b> म भुजेलभाषाबोल्छु ।	
<b>I spoke Bhujel language.</b> म भुजेलभाषाबोले ।	
<b>You speak Bhujel language.</b> तिमीहरु भुजेलभाषाबोल्छौं ।	

You spoke Bhujel language. तिमीहरु भुजेलभाषाबोल्यौ ।	
We (two) eat rice. हामीभात खान्छौं ।	
We (two) ate rice. हामीभातखायौं ।	
He eats rice. उभात खान्छ ।	
She eats rice. उनीभात खान्छिन् ।	
He cuts grass. उसले घाँस काट्छ ।	
He cut grass. उसले घाँस काट्यो ।	
She cuts grass. उनी घाँस काट्छिन् ।	
She cut grass. उनी घाँस काटिन् ।	
They drink water. उनीहरुले पानि खान्छन् ।	
They drank water. उनीहरुले पानिखाय ।	
They ate rice. उनीहरुले भातखाय ।	
They eat rice. उनीहरुले भात खान्छन् ।	
I go to forest today. मआजजंगल जान्छु ।	
I will go to forest tomorrow. मभोलीजंगलजान्छु ।	
I went home yesterday. महिजो जंगलगय ।	
I went to forest. मजंगलगय ।	
I went to forest long ago. म धेरै पहिले जंगलगय ।	

I went to the forest yesterday. म धेरै हिजो जंगल गय ।	
I had gone to the forest many years ago. धेरै वर्ष पहिले म जंगल गएको थिय ।	
Father has come to home. बाबा घर आउनु भएको छ ।	
Father had come to home. बाबा घर आउनु भएको थियो ।	
They have gone to forest. उनीहरु जंगल गएका छन् ।	
They had gone to forest. उनीहरु जंगल गएका थिय ।।	
I had finished drinking alcohol. मैले रक्सी पिईसकेको छु ।	
I have drunk alcohol. मैले रक्सी पिएको छु ।	
They had already arrived. उनीहरु अघिनै आईसकेका थिय ।	
They have just arrived. तिनीहरु भर्खरै आएका हुन् ।	
I had just started to eat rice. मैले भर्खरै भात खान सुरु गरेको छु ।	
I had just started to cut wood. मैले भर्खरै दाउरा काट्न लागेको छु ।	
I am cutting wood. म घाँस काट्दै छु ।	
They are going to forest. तिनीहरु जंगल जाँदै छन् ।	
I had been eating rice. म भात खाइरहेको थिय । I had been cutting grass. Many children were crying.	
I will be eating rice.	

I will be going to forest.	
I will be cutting grass.	
Many children will be crying.	
I used to drink alcohol.	
I used to swim.	
We used to go forest.	
I am used to drink alcohol.	
I am used to swim.	
We are used to go forest.	
We live in Sinarkhola.	
You sing a song.	
They plant millet.	

### Gender

Language	Masculine	Feminine
English / Nepali	Father (बाबा)	Mother(आमा)
Bhujel		
English/Nepali	Brother(भाई)	Sister(बहिनी)
Bhujel		
English /Nepali	Grandfather(हजुरबुवा)	Grandmother(हजुरआमा)
Bhujel		
English/ Nepali	Son (छोरो)	Daughter(छोरी)
Bhujel		
English/Nepali	Ox (गोरु)	Cow (गाई)
Bhujel		

Languages	Gender in Non-past and Past Tense	
	Non-past Tense	Past Tense
English/Nepali	Grandfather drinks water. हजुरबुवालेपानी पिउनुहुन्छ ।	Grandfather drank water. हजुरबुवालेपानीपिउनुभयो ।
Bhujel language		

English/ Nepali	Grandmother drinks water. हजुरआमाले पानी पिउनुहुन्छ ।	Grandmother drinks water. हजुरआमाले पानीपिउनुभयो ।
Bhujel		
English / Nepali	Brother goes to forest.भाईजंगलतिर जान्छ ।	Brother went to forest. भाईजंगलतिर गयो ।
Bhujel		
English/Nepali	Sister goes to forest. बहिनीजंगलतिर जान्छे ।	Sister went to forest. बहिनीजंगलतिर गई ।
Bhujel		

### Number

Singular	Dual Number	Plural Number
A boy केटो	Two Boys दुई केटाहरु	Many Boys धेरै
A girl केटी	Two girlsदुई केटीहरु	Many Girls धेरै केटीहरु
A house घर	Two Houses दुइ घरहरु	Many Houses धेरै घरहरु
A Bird चरो	Two Birds दुइ चराहरु	Many birds धेरै चराहरु
A broom कुचो	Two broom दुइकुचाहरु	Many brooms धेरै कुचाहरु
A dog कुकुर	Two dogs दुई कुकुरहरु	Many dogs धेरै कुकुरहरु

Languages	Singular Number	Dual Number	Plural Number
English/Nepali	The boy slept. (केटो सुत्यो ।)	Two boys slept (दुईटाकेटाहरु सुते ।)	Boys slept. केटाहरु सुते ।

Bhujel			
English	A friend came. (साथीआयो । )	Two friends came. (दुईजना साथीहरु आय ।)	Friends came. (साथीहरु आय ।)
Bhujel			

Languages	Singular	Dual	Plural
English/Nepali	A boy eats rice. एउटा केटाले भात खान्छ ।	Two boys eat rice. दुईटाले केटाले भात खान्छन् ।	Boys eat rice. केटाहरुले भात खान्छन् ।
Bhujel			
English/Nepali	A person speaks Bhujel language. एउटा भुजेलभाषाबोल्छ ।	Two person speak Bhujel language. दुईजनाले भुजेल भाषाबोल्छन् ।	All people speak Bhujel language. सबैले भुजेल भाषाबोल्छन् ।
Bhujel			
English/Nepali	A child is crying. एउटा बच्चा रुँदै छ ।	Two children are crying. दुईटा बच्चाहरु रुँदै छन् ।	Many children are crying. धेरै बच्चाहरु रुँदै छन् ।
English	The friend is Bhujel. साथीभुजेल हो ।	Two friends are Bhujel. दुईजना साथीहरु भुजेल हुन् ।	All friends are Bhujel. सबै साथीभुजेल हुन् ।
Bhujel			