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By Megha Nath Regmi

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Subject-Verb Agreement in Gurung and English

**SUBJECT-VERB AGREEMENT IN GURUNG
AND ENGLISH**

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

**Submitted by
Megha Nath Regmi**

**Faculty of Education
Tribhuban University, Kirtipur
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DEDICATION

**Dedicated
To My Parents**

DECLARATION

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

Date: 2067-03-29

Megha Nath Regmi

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ABSTRACT

The present research entitled 'Subject-Verb Agreement in Gurung and English' aims at finding out the Subject-Verb agreement system of the Gurung language and finding out the similarities and differences in Subject-Verb Agreement Systems in the Gurung and English languages. In order to do so, the researcher collected the data from the S.L.C. graduate native speakers of the Gurung language in three V.D.Cs of Gorkha district. Only thirty sampling units, ten respondents from each V.D.C. were selected. The researcher collected the data by distributing the questionnaire to the respondents. It was found that Gurung and English follow different sentence structures. In other words, Gurung language follows SOV form of sentence pattern whereas English follows SVO form. Both Gurung and English do not have discrimination of the verb on the basis of gender and forms of address.

This research study consists of four chapters. Chapter one deals with introduction. It consists of general background, English and its position, present scenario of ELT in Nepal, linguistic situation of Nepal, introduction to the Gurung language, the script of the Gurung language, the present situation of the Gurung language in Nepal, distribution of the Gurung, subject-verb agreement in English, review of the related literature, objectives of the study, significance of the study and definition of the specific terms. Chapter two deals with methodology. It includes sources of data, sampling procedure, tools for data collection, process of data collection and limitations of the study. Chapter three deals with the analysis and interpretation of the data. The collected data were analyzed and interpreted using descriptive approach and simple statistical tools. Chapter four presents the findings and recommendations. Recommendations are made on the basis of findings.

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ABBREVIATIONS AND SYMBOLS

VDC	:	Village Development Committee
S	:	Subject
V	:	Verb
O	:	Object
S–V	:	Subject–Verb
P	:	Page
UNO	:	United Nations Organization
B.S.	:	Bikram Sambat
ELT	:	English Language Teaching
NESP	:	National Education System Plan
T.U.	:	Tribhuvan University
K.U.	:	Kathmandu University
NECD	:	National Centre for Educational Development
NELTA	:	Nepal English Language Teacher's Association
CA	:	Contrastive Analysis
Pl	:	Plural
T	:	tu (French)
V	:	Vous (French)
CBS	:	Central Bureau of Statistics