

**PLURALIZATION OF NOUNS IN ACHHAMI AND
ENGLISH: A COMPARATIVE STUDY**

**A thesis submitted to the Department of English Education
In partial Fulfilment of Masters of Education in English**

**Submitted by
Takkar Bista**

**Faculty of Education
Tribhuvan University, Kirtipur,
Kathmandu, Nepal
2021**

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DECLARATION

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

Date:04/01/2021

.....

Takkar Bista

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Takkar Bista** has prepared this thesis entitled **Pluralization of Nouns in Achhami and English: A Comparative Study** under my guidance and supervision.

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DEDICATION

Dedicated

To

My parents and teachers who devoted their entire lives to bring me in this position.

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Takkar Bista

ABSTRACT

This thesis entitled **Pluralization of Nouns in Achhami and English: A Comparative Study** aimed to find out the process of pluralization of nouns in Achhami and English language and to explore the similarities and differences in the process of pluralization between Achhami language and English language. To meet the objectives of the study, I utilized both primary and secondary sources of data. The primary sources of data included forty Achhami native speakers in Mangalsen municipality of Achham district. However, the secondary sources were the different books, articles, journals. The respondents for the study were selected through simple random sampling procedure. Questionnaire was the major tool used to collect data. The findings of the study show that singular nouns in Achhami language are pluralized by adding the suffix **-a** and determiners **-jhikkai/mastai**. Similarly, double pluralization are written separately in Achhami. However, in English suffixes **-s, -es, -ies, -ves, -en** and **i** are added to pluralize English nouns.

This thesis consists of five chapters. The first chapter deals with the introduction of the topic in which background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, operational definitions of the key terms are included. The second chapter incorporates the review of the related theoretical literature, review of the related empirical literature, implication of the review for the study and the conceptual framework. The third chapter comprehends design of the study, population sample and sampling procedures, research tools, sources of data, data collection procedures, data analysis procedures and ethical considerations. Similarly, in the fourth chapter analysis and interpretations of result have been presented. The fifth chapter consists of the findings, conclusion and recommendations of the study followed by references and appendices.

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LIST OF SYMBOLS AND ABBREVIATIONS

CA	: Contrastive Analysis
CBS	: Central Bureau of Statistics
CL	: Classifier
CN	: Countable Noun
L1	: First Language
L2	: Second Language
N	: Noun
NO	: Number
TG	: Transformational Grammar
UN	: Uncountable Noun
VIZ	: Videlicet, Namely

CHAPTER ONE

INTRODUCTION

This study is entitled as '**Pluralization in Achhami and English**'. It is an introductory chapter. It deals with the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

1.1 Background of the Study

Language is the medium of expressing ideas, desires and opinions among human being. Language can be analyzed through two different views viz. formal and functional. The formal view deals with combinations and constructions of hierarchical structures of language whereas functional view deals with its importance to express and exchange the ideas, thoughts, and feelings. Defining language, Varshney (2013, p. 1) says, "Language is the 'species-specific' and species-uniform' possession of man".

Achhami language falls under Indo- European family of language. Achhami language is mainly spoken in Achham district of far western part of Nepal. And it is also generally spoken in Kailali, Bajura, Kanchanpur. On the basis of my observation Achhami language is geographically determined language. According to the census 2011, the total native speaker of Achhami language is 300577. In spite of its close relation with other dialects of Doteli language, it has its phonological, morphological, lexical, syntactic and semantic features. The Achhami language has neither well documented history nor written materials but within the drastic change in education system, it has studied in pre-primary to higher level in Achham district. It is one of the prominent living language. So, that the formal view of language deals with the combination and construction of hierarchical structures of language. There are many grammatical procedures to transform one sort of language items into another one. For example, passivation, negation, interrogation, pluralization and so on.

As far as the pluralization is concerned, it is a linguistic process of transforming the singular forms into the plural ones. In another words, it is an act of pluralizing and attributing plurality to indicate a change in its grammatical function. Plural is grammatical terminology refers to more than one in number. This is a vital part of grammar without the use of which all linguistic objectives cannot be fulfilled. Pluralization exists in all languages of the world but its process may differ from one language to another. It occurs at different levels such as word level, phrase level, sentence level. For examples boy-boys, a book-many books, an aeroplane is flying in the sky- aeroplanes are flying in the sky.

The system of pluralization may be different from language to language. So, in this study, I have made attempts to compare pluralization in English and Achhami language.

1.2 Statement of the Problem

Since, pluralization is an important part of grammar, the learners need to learn about it. Pluralization system in different language is distinct in terms of rules and exceptions. So, it seems to be important from the point of view of language comparison. Although, it exists in all languages of the world however its processes are found to be different as per languages vary. So, one cannot master over a language until he/she has the proper knowledge of the rules of pluralization of that language. Though pluralization is a basic concept, students often committ errors on it.

I have been teaching in a school where most of the students belong to Achhami speech community. While teaching pluralization system in English to them, there grammatical errors occurred due to ignorance of rules of pluralization and mother tongue interferences. I felt the necessity of detail study on this aspect of both languages. I think there is the need of comparative study on pluralization in English and Achhami to describe pluralization system to compare and contrast the process of pluralization, to identify the areas of difficulties and similarities,

to identify areas where are likely to cause error and to minimize Achhami mother tongue interferences while learning English pluralization system.

Being a native speaker of Achhami I, myself have faced and experienced such problems while learning English as foreign language. Here, in this study, I was interested to study on '**Pluralization in Achhami and English**', which has not been explored yet. In this case, I want to bridge such gaps in research literature through this study.

1.3. Objectives of the Study

The main objectives of the study were as follows:

- To identify the pluralization system in Achhami language.
- To compare the pluralization system of the Achhami language with that of English.
- To suggest some pedagogical implications based on findings.

1.4 Research Questions

This study sought the answers of the following research questions:

- What is the pluralization system in Achhami?
- What are the rules of pluralization in Achhami and English language?
- What could be the differences and similarities between the processes of pluralization of Achhami and English Language?

1.4 Significance of the Study

Nepal is a multilingual country. Being a language teacher, we should know the learners' mother tongue to teach the target language effectively and to have successful communication with that linguistic community.

I hope that this study will be of paramount importance for those who are involved in teaching English or Nepali language to the student whose mother tongue is Achhami. It will also facilitate those Achhami students who learn

English and Nepali as foreign or second lg respectively. We can hardly get written books and documents regarding this language. Therefore, it will be an extra aid or document on Achhami language and literature. The research is significant for those teacher and students who are involved in teaching and learning. It helps them to get clear information about pluralization of nouns in Achham and the process of pluralization of nouns. Similarly, the prospective Achhami language researchers will be benefitted from this study. Additionally, it would be equally beneficial to language planners, curriculum designers as well as textbook writers since they can get relevant information from the research.

1.6 Delimitations of the Study

The study had the following limitations:

- The data for the research was collected from forty Achhami native speakers of the Mangalsen Municipality of Achham district.
- The study was limited to the system and process of pluralization in nouns of Achhami and English.
- The questionnaire was used as the major tools for data collection.
- This study was confined to survey research design.
- The participants for the study were selected by using simple random sampling procedure.

1.7 Operational Definitions of the Key Terms

The following key terms have been used in this study:

Achhami : The language which is spoken in Achham district is Achhami language.

Pluralization: It refers to the linguistic process of transforming the singular forms into plural ones. It is the process of pluralization to only singular nouns in Achhami and English language.

Comparative. : It is an examination of two or more items to establish

similarities and dissimilarities. It refers a syntactic construction that serves to express a comparison between two (or more) entities or groups of entities in quality or degree.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Literature review is an essential task for any researcher to acquire theoretical knowledge about related topic. This chapter consists of several sub chapters like review of theoretical literature, review of related empirical literature, implication of the review for study and conceptual framework.

2.1 Review of Related Theoretical Literature

Theoretical knowledge is necessary for the researchers to get knowledge about the topic of the research. The researcher cannot go for further discussion without the theoretical knowledge and concept of the research topic. The theoretical concepts of the study have been presented as follow:

2.1.1 Pluralization

Pluralization is a process of transforming the singular nouns into the plural and the singular sentence into plural ones. It is a linguistic process which occurs in every languages of the world. Pluralization is a grammatical operation that adds something to the meaning. The pluralization process of singular nouns into plural ones are different in all the languages of the world because of the different rules each languages have. For example, the pluralization of singular nouns in English and the same pluralization in Achhami differ in the process of linguistic function. Pluralization is concerned with numbers. Number is a word or symbol that represents an amount or quantity. Regarding the grammatical items, Greenbaum and Quirk (1991) state, "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 '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)". Number is called *Bachan* in Achhami as well as in Nepali. Singular nouns are generally pluralized by just adding '-s/es' suffix to a singular countable nouns. For instance, mobile – mobiles, bus – buses. But sometimes words are changed into pluralize the singular countable nouns, e.g. mouse –mice.

The vast majority of nouns in the English language are made plural by adding an "s" or "es" to the end of the word.

According to Wren and Martin (2009), "Pluralization exists on three levels viz:

- Word level
- Phrase level
- Sentence level

- **Word Level**

In this level, pluralization occurs by adding '-s/es' suffix to the nouns, changing the words, removing '-s/es' from the verbs in changing the alphabets. Following table shows some examples:

Singular	Plural
Cat	Cats
Orange	Oranges
Child	Children
Tooth	Teeth

- **Phrase level**

A phrase is a grammatical term referring to a group of words that does not include a subject and verb. It consists of two or more words lacking a complete sense and a complete verb. For example:

Singular	Plural
One boy	Two boys
A glass	Two glasses
A tomato	many tomatoes
A potato	many potatoes

- **Sentence level**

Sentence is an arrangement of words that provides clear meaning or sense. It is also known as group of words. Sentence level is the third level of pluralization in which nouns are pluralized within sentence structure. For example:

A cat is sitting on the chair. (singular)

Cats are sitting on the chair. (plural)

A child is watching TV. (Singular)

Children are watching TV. (Plural)

Woman is crying. (Singular)

Women are crying. (plural)

Ox pulls the cart. (singular)

Oxen pull the cart. (plural)

2.1.2 Pluralization in Noun

A noun is a word that refers to a person, place, thing, or idea. It is one of the basic building blocks for how we refer to things in the world around us. The other building block is verb. Nouns are the building blocks of language learning and English grammar. Nouns are one of the first things that people study when

attempting to learn any new language. The English language contains more nouns than any other type of word. Morphologically and syntactically, the groups of words that are names and can be identified by the following tests are called nouns.

- Nouns often come after an article(a, an, the) , i.e. a cup, a book, an auto mobile, the laundry
- Nouns might be plural forms of other singular nouns, i.e. cat-cats, bag-bags
- Nouns might end with -'s. that means they have possessive forms, i.e. teacher-teacher's, girl-girl's
- Words that end in -ice, -ness, -tion, -sion, -ence, -ment,-hood, -dom, -cy, -ist, -ity, -or -ism are nouns. They are originally made from other words. For example: justice, sadness, provision, guidance, etc.
- Nouns occur in their typical position. For example, as subject or 'object' in the sentences.
- They can take determiners or markers that point to them. E.g. one book.

2.1.3 Classification of Nouns

There are several ways to classify the types of nouns that exist in English language. Traditionally, it is taught that nouns are words that refer to people, places, things, or ideas. Modern linguistics find this definition to be problematic because it relies on non-specific terminology, such as "thing", to define a noun. Yet most of our social understanding of nouns defers to this traditional definition. Nouns are classified into five groups in English (Wren and Martin, 1989, pp. 4-6). The five types of noun are described briefly as follows:

2.1.3.1 Proper Nouns

Proper nouns are nouns that refer to specific entities. Generally, proper noun refers to one's own. It refers to such entities which are distinct from every other: as Parchanda (a person), Shishir Ko Fuul (a book), and January (a month),

Dhangadi(a place), Seti (a river). Generally, proper noun does not take article and it does not have plural form. It is always capitalized in written form, e.g. Deepika, Achham, etc. Sometimes proper noun can be used as a 'common noun' when it denotes:

- Same class/ rank of person or thing and used in a descriptive sense. For example: Anmol KC is the megastar of Nepali film industry.
- The words like Munsu, Sultan, Caliph, Pujari and so on are used as common noun because they denote person holding certain rank or office.

2.1.3.2 Common Nouns

Common nouns refer to general, unspecific categories of entities. The name which can be applied to any and every person, place or thing of same kind is called Common noun. Common means shared by many. For example, book, pen, cat, minister, city. All common nouns can be changed into plural in English language. For example:

Singular	Plural
Book	Books
Pen	Pens
Cat	Cats
Minister	Ministers
City	Cities

2.1.3.3 Collective Nouns

Collective nouns are nouns that refer to a group of something in particular. Often collective nouns are used to refer to groups of animals. For example, 'a bunch of grapes', 'a group of people', 'a flock of sheep'.

Here, 'bunch', 'flock', 'herd', 'soul', 'group', 'bunch' are the examples of collective nouns.

2.1.3.4 Material Nouns

Material noun refers to materials or substances from which things are made. For example, water, iron, mild, rice, gold, wood, clay. Material nouns cannot be changed into plural.

2.1.3.5 Abstract Nouns

An abstract noun denotes the name of a quality, action or state considered from the object to which it belongs. Ideas, qualities or conditions like love, hate, power and time are all examples of abstract nouns. It cannot be touched or seen but only can be felt. For example:

Quality : Goodness, wisdom, humanity, mercy

State : Poverty, pleasure, youth,

Action : Love, Laughter, choice, revenge, judgement

2.1.4 Rules of pluralization of Nouns in English

Generally, a noun or pronoun that denotes one person or thing that is said to in singular number and if that denotes more than one person or thing that is said to be in plural number. There are a large number of rules of pluralization of nouns in English. They can be mentioned one by one with numerous examples. Wren and Martin (1989, pp. 9-13) suggest different rules of pluralization English.

They can be stated one by one with examples as follows:

- i. Generally 's' is added at the end of the singular nouns to change into plural.

For example:

Singular	Plural
Night	Nights
Pot	Pots
Cat	Cats
Book	Books

- ii. The noun end in 's', 'sh', 'x', 'ch', the plural of the nouns is formed by adding '-es' at the end. For example:

Singular	Plural
Grass	Grasses
Class	Classes
Branch	Branches
Brush	Brushes
Watch	Watches

- iii. Most nouns ending in '-o', generally form their plurals by adding '-es.'

Singular	Plural
Mango	Mangoes
Hero	Heroes
Potato	Potatoes
Volcano	Volcanoes

But some singular nouns ending in '-o' form their plurals by simply adding '-s'.

For examples:

Singular	Plural
Piano	Pianos
Photo	Photos
Stereo	Stereos
Dynamo	Dynamos
Kilo	Kilos
Bamboo	Bamboos
Radio	Radios

- iv. Nouns ending in a consonant + '-y', form their plurals by changing that '-y' into 'i' and adding '-es'. For example:

Singular	Plural
Baby	Babies
Body	Bodies
Lady	Ladies
City	Cities
Story	Stories

- v. Most nouns ending in '-f' or '-fe' form their plurals by changing '-f' or 'fe' into '-v' and adding '-es.' For example:

Singular	Plural
Leaf	leaves
Life	lives
Thief	Thieves
Knife	Knives

But, nouns like dwarf, hoof, scarf, etc. take either '-s' or '-ves' in their plural.

Singular	Plural
Dwarf	Dwarfs/Dwarves
Hoof	hoofs/ hooves
Scarf	Scarfs/Scarves

Similarly, some nouns like chief, cliff, safe, handkerchief, gulf, proof, etc add only '-s' to form plural.

vi. There are some nouns which can be changed into plural by changing internal vowel. For example:

Singular	Plural
Foot	feet
Man	men
Women	women
Louse	lice
Tooth	teeth
Goose	geese
Mouse	Mice

vii. A compound noun generally can be formed into plural by adding '-s' to the principal words. For example:

Singular	Plural
Father-in-law	Fathers-in-law
Mother-in-law	Mothers-in-law
Borther-in-law	Brothers-in-law
Sister-in-law	Sisters-in-law
Step-son	step-sons
Hanger-on	Hangers-on
Court-martial	Courts-martial
Commander-in-chief	Commanders-in-chief

But a few compound nouns take double plural. For example:

Singular	Plural
Man-servant	Men servants
Lord-justice	lords-justices

viii. There are some nouns which can be changed into plural by adding the '-en' to the singular. For example:

Singular	Plural
Ox	oxen

ix. Some nouns do not change at all when they're pluralized.

Singular	Plural
Sheep	sheep
Series	series
Species	species
Deer	deer

x. If the singular noun ends in '-on', the plural ending is '-a'. For example:

Singular	Plural
Phenomenon	phenomena
Criterion	Criteria

xi. If the singular noun ends in '-is', the plural ending is '-es'. For example:

Singular	Plural
Analysis	analyses
Ellipsis	ellipses

xii. If the singular noun ends in '-us', the plural ending is frequently '-i'. for example:

Singular	Plural
Cactus	cacti
Focus	foci
Syllabus	syllabi

But a Latin noun 'genus' is made plural by replacing 'us' with 'era'. For example:

Singular	Plural
Genus	Genera

Some Latin nouns do not take any fixed rules for pluralization.

Singular	Plural
Formula	Formulae
Series	series
Axis	axes
Index	indices

In the same way, the following Greek, Italian, French and Hebrew do not follow any fix rules for pluralization. For example:

Singular	Plural
Bandit	Banditti/bandits
Beau	Beaus
Burin	Buries
Monsieur	Messieurs
Cherub	Cherubian/cherubs
Seraph	Seraphim/Seraphs
Madam	Madams

xiii Some nouns have the singular and plural alike. But, when they are preceded by the phrases like 'a fleet of', 'a piece of', 'an items of', 'a loaf of ' etc., they are changed into plural by changing phrases. For example:

Singular	Plural
A fleet of sheep	fleets of sheep
A piece of information	pieces of information
A loaf of bread	loaves of bread
An item of furniture	items of furniture

xiv. To pluralize the letters, symbols and figures, apostrophe (') and (s) are added. For example, there are more T's than B's in this sentence.

xv. Some nouns are taken as plural but they are singular in existence.

- Names of instruments which have two parts forming a kind of pair, e.g. scissors, spectacles.
- Names of certain articles or dresses; e.g. trousers, shirts.

xvi. There are some nouns which look like plural but are in fact singular. For example:

- Names of subjects; as Physics, Mathematics, Economics.
- Names of some common diseases; as, measles, and mumps
- The word; as, Politics, News
- Names of some games: as, billiards

xvii. Certain collective nouns, though in form, are always used as plurals, for example: cattle, poultry, class, crowd.

2.1.5 Contrastive Analysis

Contrastive analysis (CA) is a branch of applied linguistics which compares two or more languages in terms of their linguistic system to find out similarities and differences between them. CA was developed in the late 1940s and 1960s by C.C. Fries and Robert Lado. CA is a way of comparing languages in order to determine potential errors for the ultimate purpose of isolating what needs to be learnt and what does not need to be learnt in an L2 situation. It is concerned with comparing the linguistic system of two or more languages in order to find out similarities and differences between or among them and then to predict the areas of difficulties in learning. In this regard, Lado (1957, p.6) claims that those elements which are similar to the native language will be simple for him and those elements that are different will be difficult. It is because of facilitation and interference of those languages. Likewise, Crystal (2003, p.107) defines it as "A

term used in linguistic for a difference between units especially one which serve to distinguish meaning in language." Similarly, Van Els et al. (1984, p.38) has defined CA as systematic comparison of specific linguistic characteristics of two or more languages. Thus, we can say that CA is the systematic comparison of two or more than two languages so that the difficulties of learning a second language can be diagnosed and served by adopting appropriate techniques.

At last CA helps to find out the similarities and differences between the languages. If there are more similarities, there is more chance of learning L2 but if there are more differences, there may be less learning or we can say that similarities facilitate the learning and differences hinder the learning.

2.1.6 Need and Importance of Contrastive Analysis

Contrastive analysis was introduced in the late 1940s in the United States strongly advocated by C.C Fries and Robert Lado. Fries made the first clarion call for CA in 1945 in his book entitled 'Teaching and learning as a foreign language'. Later in 1957, Robert Lado made it more direct and explicit by developing a technique to carry out CA. According to Lado (1957), the assumptions of CA are as follows:

- i. Individual tend to transfer the forms and meaning the distribution of forms and meaning of their native language and culture to the foreign language and culture both productively when attempting to group and understand the language.
- ii In the comparison between native and foreign language lies the key to ease of difficulty in foreign language learning.
- iii The teacher who has made comparison of a foreign language with the native language of the students will know better what the real problems are and can better provide for teaching them.

Contrastive Analysis (CA) is carried for various purposes. It helps the language teachers to identify difficult and different areas for the second language learners.

CA has its great role in language teaching, There are mainly two functions of CA. The first predicts the likely errors to be committed by a particular group of learners in learning a particular language also regarded as the primary functions of CA. Secondly, it explains the sources of errors in one's performance. This is the secondary function of CA. So, a language teacher should have the knowledge of CA to treat learners psychologically and academically.

Contrastive Analysis is a very important for foreign language teaching and learning. It is carried out mainly for pedagogical purpose. According to Eills, (1985,p.23), CA has both psychological and linguistics aspect. Psychological aspect is based on behaviorist learning theory and linguistics aspect, in the first place at least, on the structural linguistics. A number of fundamental and applied objectives have traditionally been attributed to CA. They are: a) providing insights into similarities and differences between languages, b) explaining and predicting problems in L2 learning and c) developing course materials for language teaching (Van Els et al..., p. 38). In similar way, James (1980, p. 145) says, "CA can predict three things: a) It can pre- identify the aspects likely to cause trouble, b) It can predict difficulty and c) it can predict errors."

It is also concerned with explaining the sources of errors in the learners performance. It helps the language teachers to reform their teaching strategies by concentrating on difficult areas for learners. By keeping the result obtained from CA in mind, a language teacher can adopt suitable methods and materials accordingly.

Thus, CA compares two or more languages in order to find out the similarities and differences between them. Often these two languages are source language and target language or L1 and L2. CA hypothesis is based on psychology. A careful comparison of the first and second language reveals the studying areas of CA which tries to seek similarities or differences between them. The areas which are similar in both language ease in learning and facilitate it whereas the differences create hindrances as they cause errors in learning. The findings of

contrastive analysis would be useful for course designers, teachers, examiners and students. This is why, CA is important from pedagogical view point. Furthermore, it is equally important for language trainers so that they can train to help them to make their L2 teaching more effective for the intended group. It is valuable for curriculum designers and textbook writers so that they can select and organize language items by keeping differences and difficulties of target language for the learners in mind, and perform their task accordingly.

2.1.7 An Introduction of Achhami Language

Nepal is a multicultural, multi-ethnic, multilingual country. Since our main concern is about language, we are discussing about multilingual setting of Nepal. There are many languages spoken in Nepal as native language. Ethnologue 2011 reports that there are 123 languages are spoken as native language in Nepal. Among them Doteli is the native language of far western part of Nepal. It is an Indo-Aryan language spoken by 800000 people; most of them live in Nepal. It was traditionally considered western dialect of Nepali and is written in Devnagari script. It has an official status in Nepal as per part 1. Section 6 of constitution of Nepal, 2072. This lingua Franca in western Nepal is still spoken by different castes and ethnic groups such as, Chhetri, Thakuri, Brahmin and Dalit major castes of this region. These caste and ethnic groups speak the Doteli language as their mother tongue. According to Sapkota and Shah (2012), Though one language may have many varieties. In this regard, Doteli has also so many varieties. There are main dialects of Doteli language, namely, Achhami, Baitadeli, Bhajangali and Doteli. But now the Achhami language has been recognized one standard language. Achhami language is one of the main variety which is mainly spoken in Achham district of far western part of Nepal. And it is also generally spoken in Kailali, Bajura, Kanchanpur due to the migration. On the basis of my observation Achhami language is geographically determined language. The total native speaker of Achhami language is 300577. In spite of its close relation with other dialects of Doteli language, it has its phonological, morphological, lexical, syntactic and semantic features. The Achhami language

has neither well documented history nor written materials but within the drastic change in education system, it has studied in pre-primary to higher level in Achham district.

People living in headquarter of Achham, Mangalsen, Sanfebagar have started using Nepali due to the influence of technology, modernization and education. So there is the maximum danger of extinction of this dialect. Preservation of native language is the responsibility of the speakers of that language. I'm a native speaker of that language. I always -love my naïve language. So, considering these different factors, I have made an effort of studying this dialect.

It is known that the origin of Nepali language is in the Khash state of western Nepal. In Khash state, Khash and Khash things have been prevalling/existing before the arrival of Nagraj (shaha, 2007). It has formed as a newly developed language after the arrival of Nagraj. Nagraj and his descendants have converted Khash things into khash languages and themselves into Khash caste (Pokhrel 1986, p.42). The record shows, Achhami language has also developed along with Khash language, which has spoken in Khash State. We have to turn back 1337 AD to identify the historical background of Achhami language. The first dialect form of Achhami language is found in Akshya Malla's inscriptions named 'Achham Panchadewal Inscriptions' Pokhrel (1993,p.20)

Gaire (2005), has mentioned the list of ancient inscriptions in which the Achhami language has engraved:

- Akshaya Malla's "*Achham Binayakdewal Inscription*" of 1337 BS
- Malaya Barma's Tamrapatra of 1446 BS.

Similarly, Pokhrel (1993, p.20) has mentioned that a Lalmohar named "*Arjanya Budha's Purso Kathuro*" of B.S. 1648 and "*Achhami Mallo Bhaisalya Record*" of B.B. 1736 written by Joshi are the medieval records of Achhami language.

It is seen that the ancient inscription of Achhami language represents not only the Achhami language but also the Nepali language. Some words like *Mallo*,

Joisi, Buda, etc. which have been mentioned in inscriptions in the same way till the date now (Shah, 2007, p. 19). In the standard Nepali language:

Mallo - Mathillo

Joisi - Joshi

Buda – Budha

Bal Krishna Pokheral is the first person who introduced Achhami language as a separate regional language. He has categorized Nepali language into five categories and mentioned the Achhami language separately. Chandramani Bandhu and T. W. Clark have given the separate name and validation to the Achhami language among the western dialects. Likewise, Barta Raj Acharya divided Nepali into three languages and included Achhami language in the central language. He named the 'Achhami dialect' which is spoken in the terrains of Achham district. Achhami language has its own sound, pronunciation, grammar and word meaning which is different than other languages.

At present, the film named 'Naulo Pailo' has been made in Achhami language. Now the prevalent cassette album of deuda songs are also created in Achhami language to introduce and develop Achhami language. Additionally, Radio Rmaroshan is broad casting the news based on Achhami language. But the institutionalization attempts couldn't be happen for the separate existence of Achhami language. Specially, Achhami language gains the existence of independent regional language because of the different reasons like less contact with the well standard Nepali speaker, geographical impassable, etc. Ghodasaini (2004) claims that three regional varieties of Achhami language have been occurred due to the geographical diversity of impassable and limited contact. They are as follows:

- **Bhaisolya Variety**

This variety of language is spoken in tallo - mallo (upper) Bhaisolya and Satsaya Dara Janalibandali and Birpath VDCs. In Sera and Masta Bandali 'Li' is used in place of 'La' in future tense.

Jaula - Jauli
Khaula - Khaul
Sutaula - Sutaui

Likewise, in Tosi and Dhamali 'i' and 'u' are used in place of 'sa'.

Sisnu - Sainu
Basnu - Bainu
Masuro - Mauro

In this way, in Hichma, Balata and Dhungachalna, 'nai' is placed before negative verb;

Khanaina naikhano khadaina
Janaina najano jadaina
Dinaina naidino didaina

- **Chhabish Darali Variety**

Chhabish Darali is a sub dialect of Achhami language. This variety is spoken in Satsaya, Naubish, Aathbish, Chhabbish and Pachsaya.

- **Aathsaya Darali Variety**

This variety is spoken in Aathsaya Dara and Pandharabish Dara areas. Some scholars whose study area is in Aathsaya Dara introduced Achhami dialect as a sub dialect of Doteli language. This variety is somehow similar to Doteli variety but Aathsaya Darali variety has its own primal features.

2.2 Review of the Related Empirical Literature

Many researchers have carried out researches on comparative study of different languages in the department of English education. But a very few researches have been carried out on pluralization system of different languages. No any research has yet been conducted on 'pluralization in English and Achhami.' The

related empirical literatures of the present study are as follows:

Chaudhary (2005) conducted a research on "Pronominal in the Tharu and English Language: A comparative study". The aim of the research was to identify pronominal in the Tharu and English language. He selected 30 native speakers from Khairahany VDC Chitwan of Tharu as Population sample. He used questionnaires as a tool for data collection. His findings showed that in the Tharu language an additional word /Yapana/ is used before the objectives of the sentences in which there is reflexive pronoun, whereas it is not found in English.

Serma (2008) carried out a comparative study entitled "Pluralization in English and Limbu" The main objectives of his study were to find out the processes of pluralization in Limbu and to compare and contrast those with that of English. The major finding of his study was that the suffixes '-si' '-ha' are added to the dual and plural form while transforming a singular noun into plural in Limbu language. But the form of verb is also changed according to the subject.

Sometimes, both determiners 'ycrik' and suffixes '-ha' are used to pluralize a singular noun into a plural in Limbu. Finally, he concluded that there are limit number of rules of nouns in Limbu and easier than that of English.

Rai (2009) did a comparative on "Subject – verb- agreement in Bantawa. The main objective of the study were to identify sub-verb- agreement In Bantawa and to find out the similarities and difference between these two languages. In his study, he found out that the verbs in the Bantawa languages are free from the criteria of number besides personal pronouns and such pronouns are used with their peculiar verb if they function as subjects. The suffixes '-na' , '-ca' , '-caca' , '-ci' , are added after the verb root to agree with their definite personal pronouns, the prefix 'am-' is added to make verb honorific before verb root to agree with honorific subject. He has also mentioned that Bantawa sentences are produced in SOV structure, and singular, dual and plural number exist in relation to personal pronoun whereas English sentences are formed under SVO structure and have singular and plural number only. Overall, he concluded that Bantawa verbs are

not confined on the basis of the number of subject except personal pronoun.

Tamang (2009) made a comparative study entitled "Pluralization in English and Tamang." The objectives of the research were to identify the pluralization system in Tamang and to compare and contrast it with that of English. He found that the singular nouns in Tamang are pluralized by adding the suffixes like –dugu/-jugu, -gaade/-kaade, -na/-ni, -uttu and begal to them. He has also found that the singular pronouns are pluralized using the suffixes like –na/-ni and-gaade/-kaade.

Furthermore, Yadav (2009) carried out a research on 'Case in Bhojpuri and English: A Comparative study.' Identification of the major morphological and syntactic features of case in Bhojpuri and comparison of the same with that of English to point out the main differences and similarities were the main objectives of his study. Forty Bhojpuri speaking students from two different secondary schools of Bara district were selected for primary sources of data. Different articles, thesis, journals, textbooks were used for secondary sources. [He used random Sampling procedure to sample required informants. A text compare five different questions and structured interviews both were used as tools for data collection. He found out that eight cases are in Bhojpuri and common cases identified in both the languages but case markers in Bhojpuri language are post-positions whereas , they are pre-positions in English language.

Joshi (2015) conducted research entitled 'Pluralization of Noun in English and Doteli.' Identifying the process of pluralization of noun in Doteli dialect of Nepali and finding out the points of differences and similarities between these languages in terms of pluralization were the main objectives of the study. Sixty Doteli speakers from Mahendranagar municipality of Kanchanpur district were selected for primary sources using stratified random sampling procedure. As secondary sources different books, magazines, these articles, internet etc., were reviewed. Questionnaire and structured interview were major research tools to elicit the required data for the study. He found that plural markers an/in/un are

used to pluralize Doteli nouns. He also found that there are limited rules of pluralization in Doteli in the comparison of English.

Poudyal (2015) carried out a research on "Pluralization of Nouns in Raji and English: A comparative study." The aim was to compare and contrast between pluralization system in Raji and English nouns. He used Survey design. He used purposive non-random sampling procedures to select 40 native speakers of Raji to collect the data. Questionnaires were the measure tool . His finding were Raji and English have similar rules. Adding determiner and suffixs e.g. some water = urak tea, books = kitabrahu. Only urac, is used as determiner and 'rahu' is used as suffix.

Yadav (2016) carried out a comparative research on 'Pluralization in Bhojpuri and English.' The objectives of the study were to identify the pluralization system in Bhojpuri language and to compare and contrast the pluralization system of the Bhojpuri language with that of English. The major finding in Bhojpuri language was that plural marker suffixes are used to pluralize singular nouns of pronouns such as *an/-sa*, *-log/sabhan*, *--sab*. He also found those determiners *bahut/kaian* are also used to express mare quantity of some types of nouns. Similarly, *-log/-sabhan* are only used with human nouns or pronouns to show honorific. Plural suffixes *ani/nika* are only used to pluralize first person, personal pronoun 'ham' in Bhojpuri.

2.3 Implications of the Review for the Study

Implications of the study are based on theoretical and related empirical literature. In literature review, our central focus is to examine and evaluate what has been found out before on a topic and establish the relevance of this information to our own research. I reviewed the different studies which are related to pluralization of nouns in different mother tongue and English language. The reviewed works are similar with the present research in the sense that they tried to investigate or find out the processes of pluralization in different mother tongue with that of English language. After review of the different scholars of writers work, I got

various ideas regarding pluralization of nouns in two languages. Moreover, I have studied and reviewed more than 8 thesis submitted to the Department of Education. I went through the different research i.e. Chaudhary (2005), Serma (2008), Rai (2009), Tamang (2009), Joshi (2014), Poudyal (2015), Yadav (2016), Tamang (2017). From the study of research, I received insights on conceptualizing problem, devising tools and approaches to data analysis and interpretation. Reviewed of research work supported me by providing information, ideas, concept and ways for developing research on pluralization of Nouns in (Achhami and English) languages.

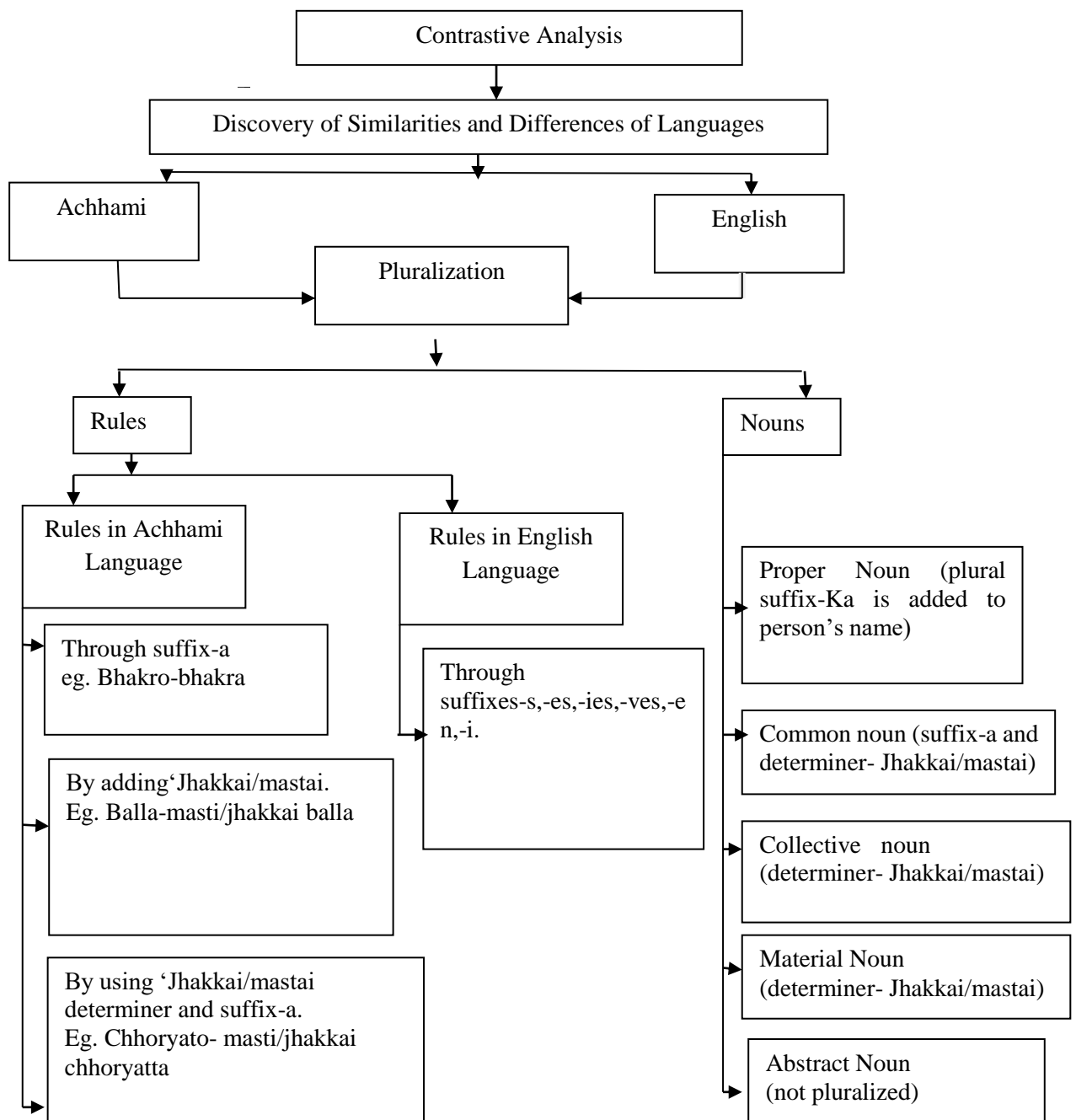
From the review of Yadav (2016), I received the concept of making research questions selection of methodology. I got the ideas of data collection procedures and the other information to conduct my research. Similarly, I got the techniques to write problem of statement and implications of the study. This research played the role of bridge to research. Likewise, From Tamang (2017), I received the ways of developing research.

In the same way, from the review of Serma (2008), I got the ideas of making questionnaire for the data collections. I got more concepts for selecting population and population sampling procedures. Similarly, going through Joshi (2014), I got techniques of comparative study and ways of contrastive analysis between two languages. I received the pluralization system of nouns in two languages. Also got the ideas of compare and contrast between the pluralization system of nouns for my research.

Additionally, I went through Wren and Martin(1989) and got the ideas of the classification of nouns. From this study, I got types of nouns and ways of giving example of different nouns. I got good ways of discovery of similarities and differences of pluralization system in two languages with its process. So, reviewed literature will strongly support me to conduct my research

2.4 Conceptual Framework

Conceptual framework is the plan or frame for the whole research process of on which the study is established. It provides the picture of the study from where the readers conceptualize the whole study. It refers to the mental picture of the process what will be done in the research. The researcher will follow the following conceptual framework for the completion of this study.



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter deals with the methodological part of this research. It consists of design and method of the study, population, sample and sampling strategy, study area/field, data collection tools and techniques, data collection procedures and ethical considerations.

3.1 Design and Method of the Study

The researcher followed survey research in this study. Specially, survey research is carried out in large number of population in order to find the public opinion of certain event, issues, or situations. Survey research study was selected because such study is carried out to address the large population by selecting sample population which is the representative of the study population as a whole. According to Hutton(1990), “survey research is the method of collecting information by asking a set of pre-formulated questions in a pre- determined sequences in a structure questionnaire to a sample of individual so as to be representative of a defined population.”

Likewise, Cohen, Manion, and Morrison. (2010) state that survey research is the type of research in which researcher gathers data at a particular point of time especially to describe the nature of exiting situation or to identify most standard one against the existing situation.

Nunan (1992) argues that the main purpose of survey research design is generally to obtain a snapshot of condition attitude, even as a single in time. It is done in neutral setting. Survey research is a type of research which studies large and small population by selecting population chosen from study population. Survey is also carried out in educational sector or obtains a snapshot of condition attitude and events at a single point of time.

The discussion above entails that survey is one the important research methods used in Educational investigations. It is mainly carried out to find out people's

attitudes, opinions and specified behaviors on certain issues, Phenomena, events of situations. Survey research study was selected because such study is carried out to address the large population by selecting sample population which is the representative of the study population as a whole.

As given by Nunan (1992), at first, I defined the objectives. Then, I became familiar with the target population and then I discovered the related area of literature review. And then, I determined the tools for data collection. I became familiar with how to collect the data and analyze the data. After collection the data, the result presented.

Findings of survey are generalizable to the whole group. For this reason, I chose survey design in my research study.

3.2 Population, Sample and Sampling Strategies

The population of the study consisted of Achhami speakers from Achham district. Since it is a small scale study, it is difficult to collect data from every Achhami speakers. So the research sample size of the study was 40 native speakers of Achhami language from Mangalsen municipality of Achham district. The researcher used simple random sampling procedure.

3.3 Data collection Tools and Techniques

The main tool for data collection was structured questionnaire. The questionnaires were distributed to the informants. The items in questionnaire were directly related to the ‘Pluralization of Nouns in Achhami and English language’.

3.4 Sources of Data

The researcher used both primary and secondary sources for the data collection to attain the objectives of this study. The researcher collected the data from the following sources:

3.4.1 Primary Sources

The native speakers of Achhami language of Mangalsen municipality of Achham district were the primary sources of data.

3.4.2 Secondary Sources

For secondary sources of data, I consulted with books, articles, dictionaries, related these thesis and websites. Some of the other secondary sources were Martin (1989), Crystal (2003), Varshney (2013), Lado (1957), Tamang (2017), Shah (2007), Pokhrel (1993) and Subedi (2009).

3.5 Data Collection Process

At first, I prepared the questionnaire. Then, I visited the selected place and establish rapport with the informants. Next, I explained need and objectives of the study and establish the rapport. Similarly, questionnaires were distributed among the informants and requested to complete the form. At the end I collected the questionnaires. Daily engagements in conversation with the informants also helped me to collect important information.

3.6 Data Analysis and Interpretation Procedures

Collected data are analyzed and interpreted both descriptively and statistically. Tables and illustrations are used for the presentation of data.

3.7 Ethical Considerations

While collecting the data, appropriate approach was taken for the research. Soft skill approach (politeness and respect) were used while getting information. On the other hand, ethical consideration was considered to achieve the research goal according to the situation and context. When we collect the data we must consider to 3R (right place, right time, right person) situations. So, during my study, I adopted the following ethical considerations:

- i. I took consent form and information statement to collect data with informants.
- ii. Then, I have maintained confidentiality regarding the information of respondent.
- iii. No harm was done to participants physically and mentally.
- iv. I was avoided collecting harmful information.
- v. I was paid attention on accuracy, honesty, truthfulness of data in my research.
- vi. I have respected the privacy and anonymity of participants.
- vii. Giving attention to the benefits of and not harming those who are involved in the study.
- viii. I have respected the informant's right and dignity.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

This chapter deals with the analysis and interpretation of the collected data. The data was collected from 40 native speakers of Mangalsen municipality.

The collected data have been presented descriptively and comparatively with the help of tables, illustrations and diagrams for the purpose of making the study more objective. Having analyzed, the processes of pluralization of nouns in the Achhami language are identified and they are compared with those of English language which were basically taken from the secondary sources e.g., Wren and Martin (1989). The points of similarities and differences have been derived from the process of pluralization of nouns in Achhami language and English with illustrations after comparing the data. Finally, findings have been listed along with similarities and differences in terms of pluralizations of nouns between two languages.

4.1 Analysis of Data and Interpretation of Results

The systematically collected data have been analyzed and interpreted descriptively. The analysis has been carried out under the following headings:

4.1.1 Pluralization of Nouns in Achhami

The rules of pluralization in Achhami have been given on the basis of the primary data collected from Mangalsen municipality. The data entails the following rules of pluralization in Achhami language.

- a. Generally, the suffix ‘-a’ is added to change the singular nouns into plural.

Singular	plural
Suntalo (orange)	suntala (oranges)

Bhaiso (buffalo)	bhaisa (buffaloes)
Billo (cat)	bill:a (cats)
Bhakro (goat)	bhakra:a (goats)
Chhoryatto (a boy)	chhoryatt:a (boys)
Pahunu (a guest)	pahun:a (guests)
Roto (bread)	rota:a (breads)

- b. The determiner ‘Jhikkai/Mastai’ is added before a singular Achhami noun to turn it into plural. For example:

Singular	plural
Chhopri (book)	Jhikkai/Mastai chopri (several books)
kerketti (child)	Jhikai/Mastai kerktti (many children)
balla (Ox)	jhikkai/mastai balla (oxen)
ghar (house)	Jhikai/mastai ghar (many houses)

- c. Sometimes the determiner ‘jhikai/mastai’ and the suffix ‘a’ are added to turn a singular noun into plural one. For example,

- i. sita ko yak satya chha (singular) sita has one friend.

Sita ka jhikkai satya chhan. (plural) sita has many friends.

- ii. Mero ek salo chha (singular). I have a brother-in-law.

Mera jhikkai sala chhan. (plural) I have many brother in-laws.

The above examples show that the double pluralization system in Achhami language. Both the determiner jhikkai/mastai and suffix ‘-a’ are used to pluralize the singular noun.

4.1.2 Pluralization of Nouns and Personal Pronouns in the Achhami

A noun is a word that functions as the name of a specific object or set of object, such as living creatures, places, actions, qualities, states of existence, or ideas. Naming words are called nouns. Morphologically and systemically speaking, the groups of words that are names and can change their singular forms to plural, have possessive forms and can take determiners or markers. For example, ball – balls, Birendra’s pen, one elephant.

Similarly, a word that is used in place of noun or noun phrase is called pronoun. On the other hand, a pronoun in the Achhami is a word that substitutes a noun or a group of words used as a noun. It is also inflected for number and cases, and can function as a subject or object of a verb form. The leads of pluralization of nouns in the Achhami language are presented as follows:

4.1.2.1 Pluralization of Proper Nouns

Proper nouns denote one particular person or thing. It is the name of specific person, place or thing. For example,

Ram (ek munchhe ko naau)

Dhangadi (ek sahar ko naau)

Mahabharat (ek chopri ko naau)

Form the data above, I come to know that proper nouns are never pluralized in Achhami and English language.

4.1.2.2 Pluralization of Common Nouns

Common noun is a noun that refers to a class of entities (city, planet, person, corporation) and may be used when referring to instances of a specific class(a city, another planet, these persons, our corporation). The processes of pluralization in common nouns can be shown as follows:

Table: 1

Pluralization of Common Nouns

Singular		Plural	
Achhami	English	Achhami	English
Bakharo	Goat	Bhakhara	Goats
Billo	Cat	Billa	Cats
Aam	Mango	Mastai aam	Mangoes
Gitauro	Singer	Gitaura	Singers
Munchhya	Man	Manchhya	Men
Ghar	House	Mastai/jhikkai ghar	Houses

From the examples above, I come to see that all the common nouns can be changed from singular into plural in the Achhami language like that of English language. The words given above in the table are common nouns which are changed into plural by adding suffixe ‘-a’ and determiner ‘-mastai/jhikkai). But in English generally, suffixes ‘-s’, ‘-es’ are added to make plural of singular common nouns.

4.1.2.3 Pluralization of Collective Nouns

Collective noun denotes a group or collection of similar individuals taken together and spoken of as one whole. The processes of pluralization in collective nouns can be presented as follows:

Kabila (family) mastai kabila (families)

Ghuchho (bunch) ghuchha (bunches)

The examples show that the singular collective nouns are converted into plural by adding determiner ‘-jhikkai/mastai in Achhami, whereas in English suffixes ‘-s’, ‘-es’ are added in plural.

4.1.2.4 Pluralization of Material Nouns

Material nouns denote the matter or substance from which different things are made. The determiner *jhikai/mastai* is used to pluralize Achhami nouns into plural. For example:

Table: 2

Pluralization of Material Nouns

Singular		Plural	
Achhami	English	Achhami	English
Pani	Water	Jhikkai pani	-
Goras	Milk	Mastai goras	-
Suun	Gold	Jhikkai/mastai suun	
Sikaar	meat	Mastai/jhikkai sikaar	

The examples above show that the Achhami speakers used ‘-*jhikkai/mastai*’ to denote more quantity. And the material nouns are not changed into plural in English.

4.1.2.5 Pluralization of Abstract Nouns

An abstract noun denotes some quality, state or action, apart from anything processing the quality which is thought of a part from any objects of sense. It cannot be touched but only seen and felt. Abstract nouns are not pluralized in Achhami language.

4.1.2.6 Pluralization of Personal Pronouns

Personal pronouns are pronouns that are associated primarily with a particular grammatical person- first person (as I), second person (as you), or third person (as he, she, it, they). A pronoun in Achhami is a word that substitutes a noun or

group of words used as a noun. The Achhami personal nouns are categorized into three groups: first person, second person and third person.

i) First person : The speaker

Pluralization processes of the first person in the Achhami language can be shown in the following table:

Table: 3

Pluralization of the First person

Singular		Plural	
Achhami	English	Achhami	English
Mu	I	Hami	We

The table above shows that ‘we’ is the first person singular subject in English and hamu is the first person plural subject in Achhami language.

ii) Second Person : The Person spoken to

Pluralization process of the second person in the Achhami language can be shown in the following table:

Table: 4

Pluralization of the Second Person

Singular			Plural
Achhami	English	Achhami	English
Tu	You	Tami	You
Tami	you	Tami	You

The examples above show that ‘Tu/Tami’ is the second person singular subject in Achhami language. In English there is only you as the second person singular and plural subject. The subject marker ‘tu’ requires suffix like ‘mi’ to convert into plural.

iii) **Third Person:** The person spoken about pluralization process of the third person in the Achhami language can be illustrated in the following table:

Table: 5

Pluralization of the Third Person

Singular			Plural
Achhami	English	Achhami	English
U	he	uu	They
u	She	uu	They
Yo	It	Yi	They

From the above, I found that, ‘u’ is the third person singular subject in the Achhami language. As illustrated in the table above ‘u’ (the third person male/female pronoun) in the Achhami language corresponds with both he and she in English language. And ‘u’ singular third person pronoun converted into plural by ‘u’. The singular third person ‘yo’ into ‘yi’ in Achhami language.

4.1.2.7 Comparison of Pluralization of Nouns in Achhami and English

An attempt has been made to compare and contrast between the pluralization systems of the Achhami with that of English on the basis of the following illustrations:

Table: 6

Comparison of pluralization of Nouns in Achhami and English

Plurals in Achhami	Plurals in English
Yi kela ramle khayako ho.	Ram ate these bananas.
Billa aaya.	Cats come.
Pauna ya bati baigaya.	Guests went from here.
Challa jana mara.	Do not kill the birds.
Jhikai kukur bhuknyahun.	Many dogs will bark.
Bhaisa bado pasu hun.	Buffaloes are big animals.
Mera school ma dui ramri xotti chhan.	There are two beautiful girls in my school.
Jhikkai chhoryatti school janyahun.	Girls will go to school.
Ram challa niko mandochha.	Ram likes birds.
Jhikkai kalam jholama chhan.	Many pens are in the bag.
Chhoryatta le jhikkai patra lekhyo.	The boys wrote many letters.

Achhami noun is inflected for number having its own mechanism of inflection. The collected data reveal that the Achhami nouns have binary number system: singular and plural. The singular nouns are found to be unmarked and the plural nouns are found to be marked with different markers.

4.1.3 Similarities between the Achhami and English in Pluralization of Nouns

The pluralization system in Achhami is similar to that of English in some respects. Similarities found while comparing the process of pluralization between the Achhami and English.

- i) Suffixes are used as plural markers in both (Achhami and English) the languages. For example:

Achhami	English
Chhoryatto (singular)	boy (singular)
Chhoryata (plural)	boys (plural)
Bhakundo (singular)	ball (singular)
Bhakunda (plural)	balls (plural)

- ii) Generally, all common nouns are changed into plural form in both languages.
- iii) The determiners 'jhikai/mastai' is used to show the pluralization of nouns in the Achhami and 'many/ several is used in English. For example:

Achhami	English
Keraketti (singular)	a child (singular)
Mastai kerketti (plural)	many children (plural)
Ghar (singular)	house
Jhikkai ghar (plural)	several houses

4.1.4 Differences between the Achhami and English in Pluralization

System of Nouns

Almost in all cases the processes of pluralization are different in English with those in the Achhami except in some cases. The research found out the following differences.

- i) Generally all the singular countable nouns except proper and abstract nouns are pluralized with plural suffixes in Achhami. But some singular countable nouns remain unmarked in English while pluralizing e.g. deer, swine etc.
- ii) There are limited rules of pluralization of nouns in Achhami but there are a large number of rules and exception of pluralization in English. Only ‘a’ suffix and ‘jhakai/mastai’ determiner are used to pluralize the nouns respectively whereas these are different processes of pluralization are found in English. For example:

Achhami	English
Ek photo - phota	a picture – pictures
Ek hatti – mastai hatti	an elephant – many elephants

From this above mentioned examples, nouns are pluralized by adding-s-es-ies, -ves,-en,-i in English. This is not a case in Achhami language. There are some determiner and suffix Jhakkai/mastai and –a that are added with nouns to make plural respectively in Achhami language.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter mainly includes the major findings, conclusion and recommendations of the study which have been drawn after analyzing and interpretation of the data. On the basis of findings, some recommendations to different levels have been suggested.

5.1 Findings

On the basis of the analysis and interpretation of the data, the following findings have been derived:

- i) In the Achhami language, the suffix **-a** is added to the singular nouns while changing them into plural ones.
- ii) Sometimes both; a determiner and suffix are used to pluralize a noun in Achhami. For example:

Singular	plural
Chhoryatto (boy)	chhoryatta (boys)
Chhoryatto	mastai/jhikai chhoryatta

- iii) The plural suffix **-a** is written together with nouns as the plural suffix **-s/es** is written together with nouns in English.
- iv) The determiner **jhikkai/mastai** in Achhami and **many/several** in English is used with some plural nouns.
- v) In both the languages, verbs are also pluralized along with the nouns. For example:

Chhoryatta Mangalsen bastachhan. The boys live in Mangalsen.

- vi) Only singular countable nouns are pluralized in the Achhami language. However, proper and abstract nouns are not pluralized.
- vii) There are a limited number of rules of pluralization of nouns in Achhami but this is not the case in English.
- viii) The similarities between the pluralization process in English and Achhami that I have found from this study are:
- Suffixes are used as plural markers in both Achhami and English language.
 - All common nouns are changed into plural form in both languages.
 - The determiner ‘-Jhikkai/Mastai’ is used in plural form in Achhami and with some words the determiner ‘-many/several’ is used in plural forms in English.
- ix) The differences between the pluralization process in English and Achhami that I found in this study are:
- All collective nouns are changed by using determiner ‘-Jhikkai/Mastai’ in Achhami but suffixes ‘-s,es’ are used in English.
 - Material nouns are converted in plural forms by adding ‘-jhikkai/ mastai’ in Achhami but in English, material nouns are not converted into plural
 - There are limited rules of pluralization in Achhami language but more in English language.

5.2 Conclusion

This thesis entitled ‘Pluralization of Nouns in The Achhami and English: A Comparative Study’ was conducted to find out the process of pluralization in English and Achhami language and to compare and contrast pluralization in Achhami and English language. This study was based on the survey research design. The sample population of this study was forty native speakers of Mangalsen municipality of Achham district and they were selected through simple random sampling procedures. In order to fulfill the objectives of the

study, a set of questionnaire was developed as a major research tool for collecting the required data. After that the collected data was analyzed descriptively.

Pluralization of nouns in Achhami and English is a new research in the field of comparative linguistics in our context. Pluralization in English and Achhami language is more relevant in English language teaching classroom in order to address the linguistic variations amid the languages.

From the findings of the study, I came to know that Pluralization in Achhami and English language is important aspect to the learners, teachers, course book designers and so on. It has been found that Achhami language has its own rules of pluralization. Mainly the determiner ‘-jhikkai/Mastai’ and suffix ‘-a’ are used in singular Achhami nouns to convert them into plural. The determiner ‘jhikkai/Mastai is added with material nouns to show more quantity in Achhami but remains same in English.

Before the study I thought that the pluralization processes of Achhami are same as English languages: words, structure, pronouns). But the findings depict that the different process of pluralization are exist in both language.

5.3 Recommendations

On the basis of the findings and conclusion of the research, recommendations of this study have been made to different levels, i.e. policy related, practice related and further research related as follows:

5.3.1 Policy Related

As far the policies are concerned with the high stick decision making process. Ministry of Education should formulate the law for the use of pluralization in English and Achhami language and all others field of language. At the policy level the following implications can be suggested:

- i) The finding of the study shows that Achhami language has its own

process of pluralization: the determiner ‘-jhikkai/mastai and suffix ‘-a’ are used in plural nouns. So the government should take steps for the preservation of Achhami language by developing vocabulary, preparing dictionaries and grammar in Achhami language.

- ii) The finding of the study also reveals that the rules of pluralization in Achhami and English are different. So the policy makers must formulate policy to compare and contrast the mother tongue with the target language. And it also shows that there should be the management of teachers’ training for the delivery of content comparing with English.
- iii) The finding shows that the material nouns are changed in plural to show more quantity in Achhami language but not in English. Therefore, a plan and policy should be made for the investigation of different rules in relation to pluralization in Achhami language.
- iv) Although, Nepal is multi-lingual country where many languages are still on the verge of extinction. So the National level curriculum should promote Achhami language and their importance in the main stream of education.
- v) The finding shows that Achhami language has its own system of pluralization at different levels such as word level, phrase level and sentence level. So the commissions of language need to formulate policies, plans and programs to ensure the further development, enrichment, propagation and preservation of Achhami language.

5.3.2 Practice Related

The main recommendations of this study at this level are as follows:

- i) Plural suffix ‘a’ is written together in Achhami, so language teachers should make their students aware of these things by giving examples.
- ii) Both English and Achhami language have two kinds of number:

singular and plural. So, the different aspects of pluralization process between the Achhami and English should be emphasized more while teaching.

- iii) The Achhami students are structured s-o-v pattern. This pattern may cause difficult to the Achhami learners in learning the s-v-o pattern of the English in pluralization. So the language teacher should give much attention while teaching pluralization system to the Achhami speaking learners especially on various rules of the pluralization.
- iv) The finding shows differences and similarities in the process of pluralization so the language teacher should make the learners clear about differences and similarities while pluralizing nouns in both language.
- v) The research is beneficial for those who are preparing local curriculum and localized pedagogy in school level, especially in basic level in Achhami language.

5.3.3 Further Research Related

No work is final and no research is complete. New approaches methods and techniques of study and presentation of the data should be innovative in research. The researcher cannot go against the idea alone. Therefore, the further research related areas should be investigated.

- i) One of the short coming of this research is that it talks only about pluralization in English and Achhami. The concerned researchers are requested to carry out research on the other aspects of the Achhami language.
- ii) The further research should be carried out on the new research areas which have been left to investigate such types of sentence in the Achhami and English, expressing and finding out emotional attitude

in the Achhami language.

- iii) The further research areas should be taken strictly to promote and developed the own language (mother tongue).
- iv) Researchers are suggested to conduct the further research by creating meaningful situation with suitable examples.

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APPENDICES

Participants Information Statement

Dear Participants,

This questionnaire is a part of my research study entitled **Pluralization in Achhami and English** aiming to identify pluralization system of the Achhami with that of English and compare and contrast the pluralization system of the Achhami language with that of English under the supervision of **Mr. Guru Prasad Poudel**, Teaching Assistant, Department of English Education, TU, Kirtipur. Your co-operation in the completion of this questionnaire will be of great value to me. I shall appreciate your personal opinions. Please, feel free to put your responses required by the questionnaire.

I will assure you that the responses made by you will be exclusively being confidential and will be used only for this study.

Researcher

Takkar Bista

M.Ed. Fourth Semester

Department of English Education,
Tribhuvan University, Kathmandu

Informed consent Form

Purpose of the Study

This study entitled Pluralization in Achhami and English aims to identify pluralization system in Achhami and compare and contrast the pluralization system of the Achhami language with that of English. The main objective of my study is to identify pluralization system in Achhami and compare and contrast the pluralization system of the Achhami language with that of English.

Participant's understanding

I agree to participate in this study voluntarily and understood that my name will not be identified in final product. Similarly, all data collected will be limited to this research study and it will be submitted in partial fulfillment for the requirement for the master's degree of education at Tribhuvan University. The records will be kept confidential in the secure possession of the researcher. I understood that the contact information of the researcher and his advisor have been made available to me along with a duplicate of this consent form.

Name of participants:

Signature:

Address:

Sex:

Age:

Academic qualification:

Date:

Appendix-1

Questionnaire

A. Change the following words into plural in the Achhami language?

Buffalo (भैसी)

Cat (बिरालो)

Banana (केरा)

Monkey (बादर)

Goat (बाख्रा)

Book (किताब)

Brother-in-law (साला)

Singer (गायक)

Story (कथा)

Foot (खुट्टा)

B. Change the following singular sentences into plural in the Achhami dialect?

1. The boy is playing. (केटा खेलिरहेको छ)

.....

.....

2. I like an orange . (मलाई सुन्तला मन पर्छ)

.....

.....

3. I am writing story. (म कथा लेखिरहेको छु)

.....

.....

4. He loves cow. (उ गाईलाई माया गर्छ)

.....

.....

5. Man is brave. (मान्छे साहसी हुन्छन्)

.....

.....

6. Police caught the thief yesterday. (पुलिसले हिजो चोरलाई समात्यो)
.....
.....
7. Goat is grazing. (बाखा चर्दै छ)
.....
.....
8. She will meet your friend tomorrow. (उसले तिम्रो साथीलाई भोली भेट्ने छ)
.....
.....
9. Boy is fat. (केटो मोटो छ)
.....
.....
10. Ram loved his daughter. (राम उसकी छोरीलाई माया गर्थ्यो)
.....
.....
11. Madan will bring ox here. (मदनले यता गोरु ल्याउने छ)
.....
.....
12. We are buying book. (हामी किताब किन्दैछौं)
.....
.....
13. My child is reading. (मेरो बच्चा पढ्दैछ)
.....
.....
14. Give me money. (मलाई पैसा देउ)
.....
.....
15. Utensil is used for many purpose. (भाडाकुडा धेरै उदेश्यको लागि प्रयोग गरिन्छ)
.....
.....
16. There is frog in the pond. (भ्यागुतो कुवामा छ)

-
.....
17. She shows her ornament to her father. (उनले आफ्ना गहना उनका बुबालाई देखाउछिन)
.....
.....
18. We have sent letter to them. (हामीले तिनीहरूलाई चिठी पठाएका छौं)
.....
.....
19. The hunter killed a bird. (सिकारीले चरा मार्यो)
.....
.....
20. The black girl came. (काली केटी आईसकी)
.....
.....
21. I have sister. (म सँग बहिनी छ)
.....
.....
22. There is an elephant in Chitwan National Park. (चितवन राष्ट्रिय निकुञ्जमा हात्ती छ)
.....
.....
23. We saw a singer in the market. (हामीले बजारमा गायक देख्यौं)
.....
.....
24. We meet the Achhami leader in Mangalsen. (हामीले अछामी नेतालाई मंगलसेनमा भेट्ने
छौं)
.....
.....
25. There is educated person in Sanfebagar. (साफे बगरमा शिक्षित ब्यक्ती छ)
.....
.....
26. He brings a banana. (उ केरा ल्याउछ)

.....
.....
27. My love always remains with you. (मेरो माया सधै तिमी संग रहन्छ)

.....
.....
28. The boy lives in Mangalsen. (केटो मंगलसेनमा बस्छ)

.....
.....
29. The teacher is teaching the student. (शिक्षक बिद्यार्थीलाई पढाउदै हुनुहुन्छ)

.....
.....
30. Grandmother brought me nice cloth. (हजुरआमाले मलाई राम्रो लुगा ल्याईदिनु भयो)

.....
.....
31. My son is helping me. (मेरो छोरा मलाई सहयोग गरिरहेको छ)

.....
.....
32. Man servant is more honest than woman servant. (पुरुष कामदार महिला कामदार भन्दा इमान्दार हुन्छन्)

.....
.....
33. A cat is running after a mouse. (मुसाको पछाडि बिरालो डौडिरहेको छ)

.....
.....
34. His son is a doctor. (उसको छोरा डक्टर हो)

.....
.....
35. There is a pen in his bag. (भोला भित्र कलम छ)

.....
.....
36. There is a captain of army. (त्यहाँ आर्मीको क्याप्टेन छ)

.....
.....

37. A girl loves her boyfriend. (केटीले उसको केटा साथीलाई माया गर्छे)

.....
.....

38. My father saw my photo. मेरो बुवाले मेरो फोटा देख्नुभयो)

.....
.....

39. Ram will drink milk tomorrow. (राम भोली दुध खानेछ)

.....
.....

40. A hen is under the bed. (कुखुरा बिस्तारा मुनी छ)

.....
.....