

CHAPTER-ONE

INTRODUCTION

1.1 General Background

Language, simply, is a complex phenomenon, known as a means of communication through which we express our thoughts, ideas, desires, feelings, emotions, etc. This extra ordinary feature is species specific, i.e. only for human beings. It plays a vital role in human civilization. Without language, human civilization becomes meaningless and worthless. There is language, indeed, which makes it possible and keeps human civilization alive and attributable. Generally, language takes place in a certain pattern and order. According to Richards et al. (1999, p.196), “A language is the system of human communication which consists of the structured arrangement of sounds into larger units, e.g. morphemes, sentences, utterances.”

It is very difficult to define language. That means a single definition cannot cover the whole aspect of language. Sapir (1921) says, “Language is a purely human and non-instinctive method of communicating ideas, emotions, and desires by means of voluntarily produced symbols” (as cited in Lyons, 1981, p.3). Likewise, Bloch and Trager (1942) say, “a language is a system of arbitrary vocal symbols by means of which a social group co-operates” (as cited in Lyons, 1981, p.4). In addition, Hall (1968) infers language as “the institution where by humans communicate and interact with each other by means of habitually used oral-aural arbitrary symbols” (as cited in Lyons, 1981, p.5).

Similarly, Saussure (1978) proposes his view as “...it is not to be confused with human speech, of which it is only a definite part, though certainly an essential

one. It is both a social product of the faculty of speech and a collection of necessary conventions that have been adopted by a social body to permit individuals to exercise that faculty” (as cited in Allen & Corder 1978, p. 7). Some definitions given in dictionaries are as follows:

Random House Webster’s College Dictionary (2001 p.746) defines language as a body of words and the systems for their use common to a people of the same community or nation, the same geographical area, or the same cultural tradition.... A communication using a system of arbitrary vocal sounds, written symbols, signs or gestures in conventional ways with conventional meaning.... Any set or system of formalized symbols, signs, sounds or gestures used or conceived as a means of communication used by animals.

The above-mentioned definition focuses on communicative and social functions of language. Most of them have taken the view that languages are systems of symbols and signs designed, for the purpose of communication. Language is that asset of human being by which communication and socialization occur in society, community and country. Indeed, among several modes of communication language is the most powerful and widely used unique means gifted to humans to share their feelings, emotions, thought, and ideas. As language is common to all and to only human beings, it is regarded as the greatest accomplishment of human civilization.

1.1.1 Importance and Status of the English Language in Nepal

Languages are, usually not spoken in exactly the same way from one place to another place. There are several varieties of languages: dialects, registers. The English language is an international language and it can function as a lingua

franca all over the world. It covers wide area, for example, science and technology, culture and religion, education and literature, politics and business and media and communication. Hence, the English language is the demand of the day. Without English, our life becomes difficult. We need the English language to link people having different languages and cultures. Furthermore, it is the age of science and technology, discoveries and inventions. Therefore, the English language is essential for human beings.

It is clear that English plays an important role in society because it serves as lingua franca at the national and international level. Thus, it is the main medium of expressing our ideas. Because of the latest scientific discoveries and development in the field of communication, the importance of the English Language as an international language has increased.

The emergence of the English language in Nepal is closely connected with Rana reign. After the visit of England, Jung Bahadur Rana established Durbar High School in 1854 A.D. It was the first English school for teaching English in Nepal. English has been included in the curriculum right from grade four to master's level as a compulsory and optional subject. In Nepal, we mainly need English for two purposes: as an international language and academic purposes. Malla (1977) expresses "English is undoubtedly of vital importance for accelerating the modernization process of Nepal."

1.1.2 Linguistic Situation of Nepal

Nepal is a small country having the area of 1, 47,181 square km (CBS Report, 2001). It is 0.03% and 0.3% of the world and Asia respectively (Bhattarai, 2002 p. 22). However, Nepal is a multicultural, multiracial and multilingual country. It is very rich from linguistic perspective. It is amazing to have more than ninety-three languages in a small country. Most of the languages do not

have written form, i.e. script. They exist only in spoken form in day-to-day communication. Some of the languages are in the verge of extinction. On the basis of the language family, the languages of Nepal can be categorized into four groups as follows:

1.1.2.1 Indo-Aryan Language Group

The following languages are included in Indo-Aryan group:

Table 1
Languages are included in Indo-Aryan group

Nepali	Maithili	Bhojpuri	Tharu	Awadhi
Urdu	Hindi	Rajbansi	Bengali	Danuwar
Marwadi	Majhi	Darai	Kumal	English, etc

1.1.2.2 Tibeto-Burman Language Group

The following languages are included in Tibeto-Burman group:

Table 2
Tibeto-Burman Language group

Tamang	Newari	Rai group	Magar	Gurung
Limbu	Sherpa	Chepang	Dhimal	Thami
Thakali	Jirel	Surel	Raji	Byansi
Sunuwar	Lepcha	Meche	Pahari	Hayu, etc

1.1.2.3 Dravidian Language Group

The Jhangad language is the only one language, which is related to this group. It is spoken in the eastern terai region of Nepal.

1.1.2.4 Austro-Asiatic Language Group

The Satar is only one language of this family, which is spoken in Jhapa district.

1.1.3 Introduction to the Yamphu Kirat Language

‘Kirat’ is a cover term, which represents the Rais, Limbus, Yakkhas, Sunuwars, Hayus and Vayus. Among them, Rai people are also known as Kirati people, who include other about thirty different ethnic tribes some of them are Lohorung, Chamling, Mewahang, **Yamphu** etc. The Yamphu Kirat indigenous people of Nepal inhabit the Eastern part of Nepal. Rutgers (1993) quotes “the Yamphu Rai is a group of *Kirati* living in the upper Arun valley. There are more than three thousand native speakers of Yamphu Rai inhabiting nine or ten villages” (as cited in Forbes 1995, p. 7). At present, they are in Dhankuta, Sunsari, Morang, Jhapa and Ilam, and in India: Darjeeling, Aasam, Kalimpong, Kharsang and Bhutan.

According to the census report (2001), total population of Yamphu Kirat is 1722 in Nepal and the number of speakers of the Yamphu Kirat language is very small in number, but in reality, more than three thousand Yamphus are inhabited in Pathibhara and its neighboring VDCs. The fact is that all of them can speak and communicate in their mother tongue. It is very ridiculous that Census Report 2001 could not give exact data of Yamphu language speakers.

Simply, the first language of Yamphhu Kirat is the Yamphu Language. The first language is that language that you learn to speak first as a child; the language that you speak best (Wehmeir, 2007). The Yamphu language is a language which was developed in a natural way. These Yamphu people speak their own language in their daily life, which is known as the **Yamphu language**. Rutgers (1998, p.7) confers,

The language spoken by the Yamphu Kirat belongs to the group of the Tibeto-Burman branch of the Sino-Tibetan language. ...The dialects of Seduwa and Valung differ in important respects both phonologically and

morphologically from the dialect of Pathibhara as does the dialect of Num.

Therefore, the Yamphu language belongs to Tibeto-Burman language group. The language spoken in Shankhuwa-Sabha district is different from the language of Dhankuta and Ilam districts. However, this study is based on Yamphu dialect of Shankhuwa-Sabha district.

1.1.3.1 Population of Pathibhara VDC

Pathibhara VDC is highly populated VDC of Yamphu Kirat people. The distribution of population, the linguistic situation and religious distribution of Pathibhara VDC are presented as follows:

Table 3
Population Distribution of Pathibhara VDC

S.N.	People	Population
1.	Rai	1856
2.	Chhetri	281
3.	Sherpa	265
4.	Gurung	241
5.	Kami	173
6.	Bhote	95
7.	Tamang	83
8.	Damai	78
9.	Brahaman	60
10.	Newar	8
11.	Unidentified	7
12.	Others	3
13.	Total	3150

Source: (CBS 2001)

Table 4
Linguistic Distribution of Pathibhara VDC

S.N.	People	Number of speaker
1.	Nepali	627
2.	Bantawa	1869
3.	Tamang	95
4.	Newar	0
5.	Magar	0
6.	Sherpa	339
7.	Gurung	196
8.	Yamphu	0
9.	Others	24
10.	Total	3150

Source: (CBS 2001)

This table shows that the Bantawa Language speakers are 1869 and the total population of Rai people is 1856. There are no Yamphu Language speakers at all. But in reality, there is no existence of the Bantawa Language speakers. So census report of 2001 is humorous or presents incomplete data. Yamphu Kirat are, generally known as Rai ethnic group that might be a reason that all Yamphu Kirat Language speakers are counted as speakers of the Bantawa Language.

1.1.4 Grammar

Grammar – the exposition of the principles which underlie the use of language; a system of general principles and of particular rules for speaking or writing a language; a book containing such principles and rules; language as regulated by rules or usage; propriety of speech (to violate grammar, good grammar, bad grammar, correct or incorrect language), a treatise on the elements or principles of any science; an outline of the principles of any subject.

In generative sense grammar is defined as a device with a set of rules, whose output is all the sentences that are permissible in a given language, while excluding those that are not permissible. Grattan and Gurrey: (1928) argue that

The grammar of a language is not a list of rules imposed upon its speakers by scholastic authorities but is a scientific record of the actual phenomena of that language, written and spoken. If any community habitually uses certain form of speech, these forms are part of grammar of the speech of that community. (as cited in Quirk, & Greenbaum, 1973, p 200).

1.1.5 Subject-verb Agreement

In simple, agreement refers to the state of having the same number, gender or person in language. It is a formal relationship of different parts of speech. Crystal (2003) views agreement as, a formal relationship between elements, whereby a form of one word requires a corresponding form of another. So, selection of one linguistic item determines the presence or absence of another linguistic item. In English, for example, singular verb is used with singular noun.

1.1.6 Subject-verb Agreement in English

Language is composed up of different underlying rules. These underlying rules are language specific. Subject-verb Agreement system in English is unique. It has both marked and unmarked features. Errors in agreement of subject and verb are most common. Imam (2003) views errors at times pose a difficult problem because they are invariably the result of ingrained speech habits. The difficulties arise when

- a. Several other words intervene between your subject and verb,
- b. The subject seems to be singular and plural at the same time, and

- c. Your word order is such that you may forget what your subject was and so make an error.

Regarding subject verb agreement, the general principle is that: the subject must agree with the verb in person and number. However, a very few errors are made due to the lack of agreement of person. Most mistakes arise out of your failure to match a singular subject with a singular verb, or a plural subject with a plural verb.

The following subject-verb agreement rules have been taken from Celece-Murcia and Larsen-Freeman (1983) and Thomson and Martinet (1986):

1. A plural verb is used with plural noun.
e.g. **Boys** eat rice.
2. Somebody, something, everybody, etc take a singular verb.
e.g. **somebody** was going home. Everybody is present in the class.
3. A unit of noun takes a singular verb.
e.g. **Twenty kilo** rice is not much amount.
4. If an adjective functions as subject, it takes a plural verb.
e.g. **the poor** are sad.
5. Arithmetical operation can take the singular verb.
e.g. **Two** minus **two** is zero.
6. When two nouns are joined a plural verb is used.
e.g. **Hari Bahadur** and **Madan Bahadur** are farmers.
7. None of + plural noun can take both form of verb.
e.g. **None of the girls** play/plays cricket.
8. A verb clause takes a singular verb.
e.g. **To win the race** needs much practice.
9. 'Many' at singular noun take a singular verb.
e.g. **Many** a fish is in the pond.
10. Fractions and percentages take the singular verb when they modify a mass noun and the plural verb when modify a plural noun. When they

modify a collective noun, either the singular or the plural verb may be used.

e.g. **Half of the milk** is spilled. (Mass)

One third of people are gone.

One tenth of the population of Nepal is/are well educated.

11. Quantifiers take a plural verb when they modify a plural noun but they take the singular verb when they modify a mass noun.

e.g. **Some of the goats** are missing today.

All of the area is polluted.

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

e.g. **The team of five** has been defeated. (The team as a whole)

The team of five have been defeated. (The individual team members)

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

e.g. **A pair of trousers** is on the table.

My scissors are on the table.

14. 'A number of' takes the plural verb but 'the number of' takes the singular verb form.

e.g. **A number of boys** are poor in Mathematics.

The number of boys is poor in Mathematics.

15. Some common and proper nouns ending in 's' and 'ics' take singular verb. e.g. No **news** is good.

Linguistics is an interesting subject.

16. Neither/each of + plural noun take a singular verb.

e.g. **Neither of** them is present.

17. One of + plural noun takes verb singular.

e.g. **One of the men** has gone out.

Exception:

When two subjects together express an idea or refers to the same person or thing the verb is in singular.

e.g. **Bread and butter** is a tasty breakfast.

18. The proximity rule applies in sentences beginning with ‘there’ followed by conjoined nouns/pronouns.

e.g. **There** is a elephant and monkey in the jungle.

Exception:

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

e.g. There is/are **a boy and two women** in the ground.

19. A/the majority (of noun + plural) may take a plural.

e.g. **The majority of students** are absent.

1.1.7 Tense Aspect and Types

“Aspect is a grammatical category which deals with how the event is described by a verb... and tense is the relationship between the form of the verb and the time of the action or state it describes’ Richards et al (1999, p.22). Hence, tense and aspect are related with time and the internal structure of the action occurring at any time. There are three tenses: present, past and future; and four aspects: simple, perfect, progressive, and their combination perfect progressive in English.

1.1.7.1 Simple or Zero Aspect

Hirtle (1967) explains, “simple aspect refers to events that are conceptualized as complete wholes” (as cited in Celce-Murcia and Larsen-Freeman (1983:112). Celce-Murcia and Larsen-Freeman (1983,p.112) give their view as “the events are not presented as allowing for further development. This aspect stands in contrast to progressive aspect....”

1.1.7.2 Perfect Aspect

It is another aspect of tense, Richards et al. (1999,p.269) explain perfect aspect as “an aspect which shows a relationship between one state or event and a later state, event or time. In English the perfect is formed from the auxiliary verb have and the past participle.” Similarly, Celce-Murcia and Larsen-Freeman (1983,p.115) define perfect as “the core meaning of the perfect is “prior” and it is used in relation to some point in time.”

1.1.7.3 Progressive Aspect

“Progressive aspect is a grammatical aspect which indicates that an action is incomplete, in progress of developing” Richards et al (1999:293). Similarly, Celce-Murcia and Larsen-Freeman (1983,p.116) give their view as “the core meaning of progressive aspect as being imperfective meaning that is portrays an event in a way that allows for it to be incomplete or somehow limited.”

1.1.7.4 Perfect Progressive Aspect

“This aspect combines the sense of prior of the perfect with the meaning of ‘incompleteness’ inherent in the progressive aspect” (Celce-Murcia and Larsen-Freeman 1983,p.118). In Yamphu, it does not have frequent occurrence. That is to say, progressive aspect of this language represents perfect progressive aspect of this language.

1.1.8 Contrastive Analysis and its Importance

The term ‘Contrastive Analysis’ means- ‘(in linguistics) showing the differences between language’ and ‘the detailed study of examination of something in order to understand more about it’ or ‘a careful examination of a substance in order to find out what it consists of’ respectively, (Wehmeir, 2007) . Therefore, contrastive analysis is the linguistic description of at least two languages, L1 and L2, which are compared in order to highlight points of

similarity or difference. Indeed, contrastive analysis is a way of finding similarities and differences between two languages.

Hence, Varshney (2003.p. 364) presents his view as follows:

Comparative and historical linguistics is the diachronic study of languages based on comparison between two or more languages... comparative linguistics describes changes in language systems over periods of time and consider the familiar and genealogical relationships of languages. It is widely known as comparative philology.

In the mid-twentieth century, one of the most popular pursuits for applied linguistics was the study of two languages in contrast. Therefore, contrastive analysis is interested in the comparison of languages. Ellis (1966) view “while every language may have its individuality, all languages have enough in common for them to be compared” (as cited in James, 1980, p.2). It is central concern of applied linguistics. There is involvement of two languages, the L1 and L2. Regarding this fact, James (1980, p.3) defines CA as, “a linguistic enterprise aimed at producing inverted (i.e. contrastive not comparative) two valued typologies (a CA is always concerned with a pair of languages), and founded on the assumption that languages can be compared.” So, contrastive analysis is a systematic study of a pair of languages with a view to identifying their structural differences and similarities.

Regarding the presence of comparative study of languages in the linguistic domain, Varshney (2003 rep. p.366) presents the fact that

Comparative historical linguistics said to be have begun in 1786 when Sir William Jones made his famous speech pointing out that Greek, Latin, Sanskrit, Celtic and Germanic appeared to have sprung from a common source. The next stage began in 1816 with the publication of

Franz Bopp's On the System of Conjugation in Sanskrit...

But CA was developed and practiced in 1950's and 60's as an application of structural linguistics to language teaching. Thus, CA plays a vital role in language learning and language teaching. But (Brown 1994, p. 193) claims 'CA is concerned with teaching rather than learning.' It is rooted on the following assumptions:

- 1 The main difficulties in learning a new language are caused by interference from the first language.
- 2 Contrastive Analysis can predict these difficulties.
- 3 Teaching materials can make use of Contrastive Analysis to reduce the effects of interference.

Brown (1994, p.192) says, CA is

Deeply rooted in the behavioristic and structuralist approaches of the day. The Contrastive Analysis Hypothesis (CAH) claimed that the principal barrier to second language acquisition is the interference of the first language system with the second language system, and that a scientific, structural analysis of the two languages in question would yield a taxonomy of linguistic contrasts between them which in turn would enable the linguist to predict the difficulties a learner would encounter.

Nevertheless, CA is highly influenced by behaviouristic psychology. In short it can be presented as follows:

- 1 Difference between the past and present learning causes hindrance whereas the learning is facilitated by the similarity between the past learning and present learning.
- 2 Hindrance leads to difficulty in learning whereas facilitation leads to ease in learning.
- 3 Learning difficulty, in turn leads to errors in performance whereas

learning ease leads to errorless performance.

Indeed, CA has application in predicting and diagnosing proportion of the L2 errors committed by learners with a common L1. It compares learner's two languages viz. their mother tongue and the target language to find out similarities and differences and then predicts the areas of ease and difficulty. The basic assumption of CA is that learner transfers the system of his native language to the foreign language learning.

In CA, the description of the learner's native language is put side by side with the description of the foreign language. Such comparison would be helpful in pointing out the areas of difficulties in learning and errors in performance, determining and specifying the area, which the learners have to learn with greater emphasis and helping to design teaching learning materials for these particular areas that need more attention. The findings of CA would be useful for course designers, teachers, testing experts and learners. Therefore, it plays a vital role in language teaching and learning. However, it can make contribution on machine translation, linguistic typology, designing teaching materials, syllabus designing, curriculum development and language planning. In recent years, CA has been applied to discourse systems. This is called contrastive discourse analysis. Hence, CA is important from pedagogical point of view.

CA has two significant functions: primary and secondary. The primary function of CA is to predict errors likely to be committed by learners. CA here, functions as a predictive tool. Oller (1971, p.79) again speaks about CA as "a device for predicting point of difficulty and some of the errors that learners will make." (as cited in James, 1980). CA can facilitate in language learning in following ways:

- 1 Pointing the areas of difficulties in learning and errors in performance.

- 2 Determining the areas that the learners have to learn with greater effort.
- 3 Assisting to design teaching materials for those particular areas that need more attention.

The secondary function of CA is to account for the actual errors committed by language learners. It is simply termed as explanatory tool. Hence, explanatory tool is concerned with the explanation of the sources of errors. Thus, the primary function of CA is a priori to error analysis whereas secondary function is posterior to error analysis.

1.2 Review of the Related Literature

The Yamphu language does not have written form. On the other side, the density of Yamphu language speakers is very small. Many research works have been done on comparative study between Limbu, Gurung, Magar, Rai and English in the Department of English Education. However, the Yamphu language got very less attention in comparison to other languages. Here an attempt is made to review the related literature particularly carried out on the Subject-Verb Agreement system of English and other languages under comparative study of languages.

Rutgers (1998) studied the language of the Yamphu Rai as a member of the Himalayan Languages Project at Leiden University, Netherlands. He studied phonology, morphology, grammar, texts and lexicon of the Yamphu Kirat language. In this study, he described the Yamphu Kirat language; and accounted the collection of oral texts and lexicon. He found that the majority of grammatical categories in Yamphu are expressed by means of suffixes. The Yamphu language has a complex pronominal system. However, he did not focus his research on subject-verb agreement system of that language.

Karki (1999) attempted to find out the effectiveness of the inductive and deductive methods in teaching Subject-Verb Agreement in English. It was inferred that inductive method was more effective than deductive one.

Likewise, Shah (2000) carried out a research on Subject-Verb Agreement in Maithili and English. The main objective of his study was to compare and contrast between Maithili and English Subject-Verb Agreement. Similarly, Mahato (2001) did a comparative study on Subject-Verb Agreement in English and Tharu languages. The prime objective of his study was to find out the similarities and differences between English and Tharu languages. He found that both Tharu and English verbs agree with subject in a clause or a sentence.

Phyak (2004) carried out a research on 'English and Limbu Pronominal: A Linguistic Comparative Study.' He wanted to determine the Limbu pronominal and to find out similarities and differences between those in relation to English pronominals. He found that the Limbu has more pronouns for male, female and human and non human beings. Regarding personal and possessive pronouns, both are categorized under singular, dual and plural numbers in the Limbu, but they are categorized under singular and plural number in English.

Similarly, Mehata (2006) carried out a research work on Subject-Verb Agreement in Bhojpuri and English. The objectives of his research were to find out the similarities and differences between English and Bhojpuri, and to list out the pedagogical implications of the findings. He found that both languages lack agreement distinction with the gender of first person. Similarly, in both languages subject-verb agreement is marked with tense. Sebehang (2007) did a research on the Subject-Verb Agreement System of Limbu and English. The finding of his study was English and Limbu do not agree with gender. Nevertheless, both English and Limbu verbs agree with tense aspect system. Rai (2007) did a study on kinship terms in English and Dumi Rai. Main

objective of her study was to find out kinship terms of Rai and to compare and contrast with English terms. The major findings of her study were; in English males are addressed by the name in most of the cases but in Dumi males are addressed by certain terms. So, the number of kinship terms is greater in Dumi than in English.

Similarly, there is no any distinction between elder and younger kinship relations in English whereas there is distinction between elder and younger kinship in Dumi.

1.3 Objectives of the Study

The objectives of the study were as follows:

- i. to identify the subject-verb agreement system of the Yamphu Kirat language.
- ii. to compare and contrast the subject-verb agreement systems of the Yamphu Kirat language and the English language.
- iii. to point out pedagogical implications.

1.4 Significance of the Study

A very few studies have been carried out on the Yamphu language. This research will be valuable for the language teachers. This study will be significant to the people who are eager to conduct research study on the Yamphu language. Likewise, it will be significant to all those students, teachers, text book writers, syllabus designers who are involved in the English language teaching in Nepal. It will be extra aid for the researchers or linguists who are interested in the study of the Yamphu language.

CHAPTER TWO

METHODOLOGY

The following methodology was adopted to fulfill the objectives:

2.1 Sources of Data

To fulfill the objectives of the study, both primary and secondary sources of data were used.

2.1.1 Primary Sources of Data

The primary sources of data were eighty Yamphu native speakers who reside in Pathibhara VDC of Shankhuwa-Sabha district.

2.1.2 Secondary Sources of Data

The secondary sources of data were books, journals, newspapers and documents. Some of the secondary sources were Rutger (1998), Thomson and Martinet (1986), Celece-Murcia and Larsen-Freeman (1999).

2.2 Population of the study

Population of the study was native speakers of the Yamphu language of Pathibhara VDC of Shankhuwa-Sabha district.

2.3 Sampling Procedure

Pathibhara VDC of Shankhuwa-Sabha district was selected purposively as the study area. Eighty native speakers were selected for data collection non-randomly, i.e. by using judgmental sampling procedure and all the informants were literate people because the informants did not have the knowledge of IPA sounds which appear frequently in utterances of the Yamphu Language.

2.4 Tools for Data Collection

I used the structured interview schedule to elicit required information. A set of interview schedule was developed with simple statements in English and their equivalence forms in Nepali and these statements are used to elicit required data. The data are collected in the Roman form.

2.5 Process of Data Collection

I conducted the following stepwise procedure to obtain required data.

- 1 I visited the selected study area and developed rapport with the Yamphu native speakers.
- 2 I took interview with the native speakers of the Yamphu language who were selected from purposive random sampling.
- 3 I wrote the answers of respondents in Roman transliterated form.

2.6 Limitations of the Study

The limitations of the study were as follows:

- 1 The area of the study was the Yamphu language community of Pathibhara VDC of Shankhuwa-Sabha district.
- 2 The study attempted to study Subject-Verb Agreement system only.
- 3 In the study, only eighty informants were included.
- 4 The study was confined to the comparative aspect of subject-verb agreement system.

CHAPTER-THREE

ANALYSIS AND INTERPRETATION OF DATA

This chapter is an important chapter of this study because this chapter deals with the analysis and interpretation of the data. The data that were collected from eighty Yamphu language speakers are analyzed and interpreted descriptively using illustrations and tables. Similarly, it includes similarities and differences between English and Yamphu Subject-Verb Agreement. Many scholars have described the English subject-verb agreement system. Hence, English subject-verb agreement system of English has been developed scientifically and systematically but the Yamphu subject-verb agreement system has been out of study i.e. none of the scholars, linguists attempted to study. That is to say, it has not been described yet. So, this chapter includes analysis of the Yamphu subject-verb agreement system. The analysis is done in terms of person, number, gender, tense aspect and objects.

3.1 Subject-Verb Agreement System of Yamphu in terms of Person and Number

The Subject-Verb Agreement of the Yamphu Kirat language in terms of person and number is given below:

3.1.1 First Person Singular Subject and Verb Agreement

(a) ka	ca.ma	ca. æ
1 st sg	rice	sim pres eat 1 st sg

I eat rice.

(b) Ka	khim	khæ. æ
1 st sg	home	go sim-1 st sg

I go home.

In Yamphu, pronoun ‘**ka**’ is used to denote first person singular subject. To agree with the first person singular subject the suffix ‘- **æ**’ is added to the root form of verb as in **ca. æ** and **khæ. æ**.

3.1.2 First Person Dual Subject and Verb Agreement

(a) kaji	ca.ma	ca.ji
1 st dl incl	rice	sim-pres eat 1 st dl incl

We (two) eat rice.

(b) kaji	ca.ma	ca.nji. æ
1 st dl excl rice		sim-pres eat 1 st dl excl

We (two) eat rice.

(c) kaji	yo a	u ji
1 st dl incl	water	sim-pres drink 1 st dl incl

We drink water.

(d) kaji	yo a	u inji æ
1 st dl excl	water	sim-pres eat 1 st dl excl.

We (two) drink water.

Generally, in yamphu pronoun ‘**kaji**’ is used to denote inclusiveness of the speaker in the action. Furthermore, to denote exclusiveness of the speaker pronoun ‘**kaji**’ is used. To agree with inclusive and exclusive subject, the verbs are suffixed with ‘**-ji**’ and ‘**-nji æ/inji æ**’ respectively as in **caji/u ji** and **canji æ/u inji æ**.

3.1.3 First Person Plural Subject and Verb Agreement

(a) kani	ca.ma	ca.ndi
1 st pl incl	rice	sim pres eat 1 st pl

We eat rice.

(b) kani	ca.ma	ca.ndi ma
1 st pl excl	rice	sim pres eat 1 st pl

We eat rice.

(c) kani	yo a	u indi
1 st pl incl	water	sim pres 1 st pl

We drink water.

(d) kani	yo a	u indi ma
1 st excl pl	water	sim pres drink 1 st pl

We drink waater.

(e) kani	khim	khæ.ndi
1 st pl incl	home	sim pres go 1 st pl

We go home.

(f) kani	khim	khændi ma
1 st pl excl	home	sim pres go 1 st pl

We go home.

These examples show that first person plural inclusive and exclusive subject markers are ‘**kani**’ and ‘**kani** ’ respectively. First person plural inclusive subject agrees with suffixes ‘**-ndi/indi**’ and exclusive subject ‘**kani** ’ agrees with the verb that is suffixed with ‘**-ndi ma/indi ma.**’

3.1.4 Second Person Singular Subject and Verb Agreement

(a) hæ	ca.ma	ca.ye
2 nd sg	rice	sim pres eat 2 nd sg

You eat rice.

(b) hæ	khim	khæʔæ
2 nd sg	home	sim pres go 2 nd sg

You go home.

(c) hæ	ne. ʔcira	ne.ʔye
2 nd sg	book	sim pres read 2 nd sg

You read book.

These instances show that second person singular subject marker is ‘**hæ**’ which agrees with the verb suffixed with ‘**-ye**’ as in ‘**ca.ye/khæ.ye.**’

3.1.5 Second Person Dual Subject and Verb Agreement

(a) hænji	khim	khæ.nji
2 nd dl	home	sim pres go 2 nd dl

You go home.

(b) hænji	ca.ma	ca.nji
2 nd dl	rice	sim pres eat 2 nd dl

You eat rice.

(c) hænji	ne.?.cira	ne.?.nji
2 nd dl	book	sim pres read 2 nd dl

You read book.

Indeed, second person dual subject marker is ‘**hænji**’ in Yamphu which agrees with the suffix ‘**-nji**’ to the verb. That is to say ‘**-nji**’ is suffixed to the root form of the verb to agree with the second person dual subject.

3.1.6 Second Person Plural Subject and Verb Agreement

(a) hæni	khim	khæ.ndam.ni
2 nd pl	home	sim pres go 2 nd pl

You go home.

(b) hæni	ca.ma	ca.ndam.ni
2 nd pl	rice	sim pres eat 2 nd pl

You eat rice.

(c) hæni	yo a	u indamni
2 nd pl	water	sim pres drink 2 nd pl

You drink water.

‘**hæni**’ is a second person plural subject marker in yamphu. The second

person plural subject ‘**hæni**’ requires the verb suffixed with ‘**-i/ndamni**’ to be agreed as in ‘**-u indamni**’ and ‘**ca.ndamni**’ in the Yamphu language.

3.1.7 Third Person Singular Subject and Verb Agreement

(a) kho.	khim	khæʔæ
3 rd sg	home	sim pres go 3 rd sg
S/he goes home.		
(b) kho.	yo a	u iye
3 rd sg	water	sim pres drink 3 rd sg
S/he drinks water.		
(c) ri khima	ne.ʔ.cira	ne.ʔ.ye
3 rd sg	book	sim pres read 3 rd sg
Ringkhima reads book.		

Pronoun ‘**kho**’ represents both male and female third person singular subject in Yamphu which requires the verb suffixed with ‘**-ʔæ**’ to agree with the third person singular subject as in **khæʔæ**.

3.1.8 Third Person Dual Subject and Verb Agreement

(a) khoji	khim	khæʔ.nji
3 rd dl	home	sim pres go 3 rd dl
They go home.		
(b) kho.ji	yo a	u inji
3 rd dl	water	sim pres drink 3 rd dl
They drink water.		
(c) kho.ji	ca.ma	ca.nji
3 rd dl	rice	sim pres eat 3 rd dl

They eat rice.

In the Yamphu Language ‘**kho.ji**’ is the third person dual subject marker and ‘**-inji and -nji**’ are suffixes that are suffixed in the root of the verb to agree with the third person dual subject.

3.1.9 Third Person Plural Subject and Verb Agreement

(a) kho.ji	khim	khæ.mmi
3 rd pl	home	sim pres go 3 rd pl

They go home.

(b) kho.ji	yo a	u i.mmi
3 rd pl	water	sim pres drink 3 rd pl

They drink water.

(c) kho.ji	ne.?.cira	ne.?.mmi
3 rd pl	book	sim pres read 3 rd pl

They read book.

Both third person dual and plural subjects are indicated by the pronoun ‘**kho.ji**’ The suffix ‘**-mmi**’ is added to the root form of the verb to agree with third person plural subject. Verb inflection is different between third person dual and plural subjects in Yamphu.

3.2 The Yamphu Subject Verb Agreement in Terms of Gender

(a) wa.wa	si	ce .i.
3 rd sg (m)	firewood	sim pres 3 rd sg

Brother cuts firewood.

(b) na.na	si	ce .i
3 rd sg (f)	firewood	sim pres 3 rd sg

Sister cuts firewood.

(c) me.?.nami.pusa.ji	ca.ma	ni.mmi
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3 rd pl (f)	rice	sim pres cook pl
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Girls cook rice.

(d) wada busa.ji	ca.ma	ni.m.mi
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3 rd pl (m)	rice	sim pres cook pl
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Boys cook rice.

These examples show that gender does not have any role in subject-verb agreement in the Yamphu language. Both masculine and feminine subjects have identical verb inflection i.e. selection of verb form is not determined by the selection of gender. For instance, both ‘**wa.wa**’ and ‘**na.na**’ correspond with the same verb inflection ‘**ni.mmi**’.

3.3 The Yamphu Subject-Verb Agreement in Terms of Tense and Aspect

This topic includes the interpretation of the collected data in terms of tense and aspect system. There are four aspects viz simple or zero aspect, perfect aspect, progressive aspect and perfect progressive aspect.

3.3.1 Simple or Zero Aspect

This aspect is described in terms of the present, past and future tense.

3.3.1.1 Simple Present

Here simple present aspect is presented in terms of person and these persons first, second and third are exemplified separately as follows:

First Person

(a) ka	khim	khæ. æ
1 st sg	home	sim pres go 1 st sg

I go home.

(b) kaji	khim	khæ.nji
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1 st dl incl	home	sim pres go 1 st dl
We go home.		
(c) kaji	khim	khæ.nji æ
1 st dl excl	home	sim pres go 1 st dl excl
We go home.		
(d) kani	khim	khæ.ndi
1 st pl incl	home	sim pres go 1 st pl incl
We go home.		
(e) kani	khim	khæ.ndi ma
1 st pl excl	home	sim pres go 1 st pl excl
We go home.		

The above-mentioned instances clearly indicate that ‘- a’ has been added as a suffix to the root form of the verb to agree with the first person singular subject. The verb of first person dual subject has been suffixed with ‘-n \mathbf{j} i’ and ‘-n \mathbf{j} i ’ to agree with the first person dual inclusive and exclusive subjects. Similarly, the first person plural inclusive and exclusive subjects require the suffix ‘-n \mathbf{d} i’ and ‘-n \mathbf{d} i ma’ to be added to their verbs to agree with subjects.

Second Person

(a) hæ	khim	khæʔæ
2 nd sg	home	sim pres go 2 nd sg
You go home.		
(b) hænji	khim	khæ.nji
2 nd dl	home	sim pres go 2 nd dl
You go home.		
(c) hæni	khim	khæ.ndani

2 nd pl	home	sim pres go 2 nd pl
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You go home.

The verbs of the second person singular dual and plural subjects are suffixed with ‘-ʔæ’, ‘-nji’ and ‘-ndani ’ respectively to agree with subjects as in **khæʔæ**, **khæ.nji** and **khæ.ndani** .

Third Person

(a) kho.	khim	khæʔæ
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3 rd sg	home	sim- pres- go 3 rd sg
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S/he goes home.

(b) kho.ji	khim	khæ.nji
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3 rd dl	home	sim pres go 3 rd dl
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They go home.

(c) kho.ji	khim	khæ.mmi
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3 rd pl	home	sim pres go 3 rd pl
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They go home.

Here, the third person singular subject has taken suffix ‘...ʔæ’ in the root form of verb to agree with singular subject. The verbs of third person dual and plural subjects have been suffixed with ‘-nji’ and ‘-mmi’ respectively.

3.3.1.2 Simple Past

Simple past aspect is described in terms of person: first person, second person and third person as follows:

First Person

(a) ka	khim	khadi
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1 st sg	home	sim pt go 1 st sg
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I went home.

(b) kaji	khim	khadaji
1 st dl incl	home	sim pt go 1 st dl incl

We went home.

(c) kaji	khim	khadaji
1 st dl excl	home	sim pt go 1 st dl excl

We went home.

(d) kani	khim	khadi
1 st pl incl	home	sim pt go 1 st pl incl

We went home.

(e) kani	khim	khadi ma
1 st pl excl	home	sim pt go 1 st pl excl

We went home.

These examples show that suffix ‘-i ’ is added to the root form of the verb to agree with the first person singular subject in the simple past tense. Likewise, the verb has been suffixed with ‘-ji’ and ‘ji ’ to agree with the first person dual inclusive and exclusive subjects. The verb has taken ‘-I’ and ‘-i ma’ suffixes to agree with the first person plural inclusive and exclusive subjects as in **khadi** and **khadi ma**.

Second Person

(a) hæ	khim	khada
2 nd sg	home	sim pt go 2 nd sg

You went home.

(b) hænji	khim	khadaji
2 nd dl	home	sim pt 2 nd dl

You went home.

(c) hæni	khim	khadani
2 nd pl	home	sim pt 2 nd pl

You went home.

In the case of second person in simple past aspect, verb is not inflected to agree with second person singular subject. Suffix ‘-ji’ has been added in the verb to agree with second person dual subject and the verb has been suffixed with ‘-ni’ to agree with the second person plural subject as in **khadaji** and **khadaji** .

Third Person:

(a) kho.	khim	khada
3 rd sg	home	sim pt go 3 rd sg

S/he went home.

(b) kho.ji	khim	khadaji
3 rd dl	home	sim pt go 3 rd dl

They went hme.

(c) kho.ji	khim	khadami
3 rd pl	home	sim pt go 3 rd pl

They went home.

Here is no inflection required in verb to agree with the third person singular subject. The verb has been suffixed with ‘-ji’ and ‘-mi’ to agree with third person dual and plural subjects respectively as in **khadaji** and **khadami**.

3.3.1.3 Simple Future

In this aspect as well different persons are presented separately as follows:

First Person

(a) ka	khim	khæ. æ
1 st sg	home	sim ft go 1 st sg

I shall go home.

(b) kaji	khim	khæ.nje
1 st dl incl	home	sim ft go 1 st dl incl
We shall go home.		

(c) kaji	khim	khæ.nji æ
1 st dl excl	home	sim ft go 1 st dl excl
We shall go home.		

(d) kani	khim	khæ.nde
1 st pl incl	home	sim ft go 1 st pl incl
We shall go home.		

(e) kani	khim	khæ.ndi mæ
1 st pl excl	home	sim ft go 1 st pl excl
We shall go home.		

These examples mentioned confer that first person singular subject requires ‘- æ’ suffix to be added to the root form of the verb to agree with. Likewise, ‘-nje’ and ‘-nji æ’ suffixes are added to the root form of the verb to be agreed with first person dual inclusive and exclusive subjects in simple future aspect respectively. In the case of second person plural inclusive and exclusive subjects ‘-nde’ and ‘-ndi mæ’ suffixes are added to the root of the verb to be agreed with the subject as in **khænde** and **khændi mæ** respectively.

Second Person

(a) hæ	khim	khæʔæ
2 nd sg	home	sim ft go 2 nd sg
You will go home.		

(b) hænji	khim	khæ.nje
2 nd dl	home	sim ft go 2 nd dl

You will go home.

(c) hæni	khim	khæ.ndamne
2 nd pl	home	sim ft go 2 nd pl

You will go home.

These examples infer that second person singular subject requires suffix ‘-ʔæ’ to be added to the root form of the verb to be agreed with subject. Second person dual and plural subjects require ‘-nje’ and ‘-ndamne’ suffixes to be added to the verb respectively to be agreed with.

Third Person:

(a) kho	khim	khæʔæ
3 rd sg	home	sim ft go 3 rd sg

S/he will go home.

(b) kho.ji	khim	khæ.nje
3 rd dl	home	sim ft go 3 rd dl

They will go home.

(c) kho.ji	khim	khæ.mme
3 rd pl	home	sim ft go 3 rd pl

They will go home.

Regarding third person in simple future singular subject requires a verb suffixed with ‘-ʔæ’ to agree with. Similarly, third person dual and plural subjects require suffixes ‘-nje’ and ‘-mme’ respectively to be suffixed in the root of the verb to agree with it.

3.3.2 Perfect Aspect

This aspect described in terms of three tenses: present, past and future tense.

3.3.2.1 Present Perfect

Present perfect aspect is exemplified in three different persons as follows.

First Person

(a) ka	khim	khæ.tti æ
1 st sg	home	pres perf go 1 st sg
I have gone home.		
(b) kaji	khim	khæ.tci æ
1 st dl incl	home	pres. Perf go 1 st dl incl
We have gone home.		
(c) kaji	khim	khæ.tci æ
1 st dl excl	home	pres. Perf go 1 st dl excl
We have gone home.		
(d) kani	khim	khæ.tti
1 st pl incl	home	pres. Perf go 1 st pl incl
We have gone home.		
(e) kani	khim	khæ.tti ma
1 st pl excl	home	pres perf go 1 st pl excl
We have gone home.		

These instances show the fact that first person singular subject of present perfect aspect requires a suffix ‘-tti æ’ to be added to the root of the verb to be agreed with subject. Similarly, first person dual inclusive and exclusive subjects require suffixes ‘-tci æ’ in the root form of verbs to be agreed with subjects respectively in present perfect aspect. First person plural inclusive subject and exclusive subject require the verbs suffixed with ‘-tti’ and ‘-tti ma’ suffixes to agree with subjects.

Second Person

(a) hæ	khim	khæ.tta
2 nd sg	home	pres perf go 2 nd sg

You have gone home.

(b) hænji	khim	khæ.tci
2 nd dl	home	pres perf go 2 nd dl

You have gone home.

(c) hæni	khim	khæ.ttani
2 nd pl	home	pres perf go 2 nd pl

You have gone home.

In present perfect aspect second person singular, dual and plural subjects agree with the verbs which are suffixed with ‘-tta’, ‘-tci’ and ‘-ttani’ respectively.

Third Person

(a) kho.	khim	khæ.tta
3 rd sg	home	pres perf go 3 rd sg

S/he has gone home.

(b) kho.ji	khim	khæ.tci
3 rd dl	home	pres perf go 3 rd dl

They have gone home.

(c) kho.ji	khim	khæ.ttami
3 rd pl	home	pres perf go 3 rd pl

They have gone home.

Third person singular subject agrees with the verb which is suffixed with ‘-tta’ in present perfect aspect. Third person dual and plural subjects agree with the verbs which are suffixed with ‘-tci’ and ‘-ttami’ respectively as in **khæ.tci** and

khæ.ttami.

3.3.2.2 Past Perfect

This aspect of tense interpreted as present perfect tense as in 3.3.2.1.

First Person

(a) ka	khim	khæ.praʔa.læti æ
1 st sg	home	past perf go 1 st sg have pt
I had gone home.		
(b) kaji	khim	khæ.praʔa.lætaji
1 st dl incl	home	pt perf go 1 st dl incl have pt
We had gone home.		
(c) kaji	khim	khæ.praʔa.lænji æ
1 st dl excl	home	pt perf go 1 st dl excl have pt
We had gone home.		
(d) kani	khim	khæ.praʔa.læti
1 st pl incl	home	pp go 1 st pl incl have pt
We had gone home.		
(e) kani	khim	khæ.praʔa.læti mæ
1 st plexcl	home	pp go 1 st pl excl have pt
We had gone home.		

Here, ‘-praʔa’ suffix and ‘-læ’ be verb is added to root form of verb to agree with the subjects in past perfect aspect. In the case of first person singular subject **ka** agrees with a verb that is suffixed with ‘-praʔa’ and past form of have ‘læ’ and its suffix ‘-ti æ.’ Suffix ‘-praʔa’ and past form of auxiliary verb have ‘læ’ is identical to all first person dual and plural inclusive and exclusive

subjects in past perfect aspect. In addition, in first person dual inclusive and dual exclusive subjects require suffix in their past form of have as ‘-taji’ and ‘-nji æ’ respectively. First person plural inclusive and exclusive subjects require suffixes ‘-ti’ and ‘-ti mæ’ to be added to auxiliary verb læ to agree with the subjects.

Second Person

(a) hæ	khim	khæ.praʔa.læta
2 nd sg	home	pp go 2 nd have pt

You had gone home.

(b) hænji	khim	khæ.praʔa.lætaji
2 nd dl	home	pp go 2 nd dl have pt

You had gone home.

(c) hæni	khim	khæ.praʔa.lætamni
2 nd pl	home	pp go 2 nd pl have pt

You had gone home.

It is clear that suffix ‘-praʔa’ and past form of auxiliary verb ‘læ’ is common to all second person subjects of past perfect aspect. In addition, suffix ‘-ta’, ‘-taji’ and ‘-tamni’ is added respectively to agree with the second person singular, dual and plural subjects.

Third Person

(a) kho.	khim	khæ.praʔa.læta
3 rd sg	home	pp go 3 rd sg have pt

S/he had gone home.

(b) kho.ji	khim	khæ.praʔa.lætaji
3 rd dl	home	pp go 3 rd dl have pt

They had gone home.

(c) kho.ji	khim	khæ.praʔa.lætami
3 rd pl	home	pp go 3 rd pl have pt

They had gone home.

In third person ‘-**praʔa**’ and auxiliary verb ‘**læ**’ is common to all. To agree with the third person singular, dual and plural subjects, the verb is suffixed with ‘-**ta**’, ‘-**taji**’ and ‘-**tami**’ respectively as in **khæ.praʔa.læta**,

khæ.praʔa.lætaji and **khæ.praʔa.lætami**.

3.3.2.3 Future Perfect

This topic includes subject verb agreement system of future perfect aspect in terms of three persons, which are given as follow:

First Person

(a) ka	khim	khæ.praʔa.læki æ
1 st sg	home	ft perf go 1 st sg have ft

I shall have gone home.

(b) kaji	khim	khæ.praʔa.lækinje
1 st dl incl	home	ft perf go 1 st dl have ft

We shall have gone home.

(c) kaji	khim	khæ.praʔa.lækinji æ
1 st dl excl	home	ft perf go 1 st dl excl have ft

We shall have gone home.

(d) kani	khim	khæ.praʔa.lækinde
1 st pl incl	home	ft perf go 1 st incl have ft

We shall have gone home.

(e) kani	khim	khæ.praʔa.lækindi mæ
1 st pl excl	home	ft perf go 1 st pl excl have ft

We shall have gone home.

These instances show that in future perfect aspect first person singular subject agrees with a verb that is perfect aspect and it is realized by ‘**praʔa**’ and future form of have and suffix ‘**-ki æ**.’ Similarly, first person dual inclusive and exclusive subjects require a verb which is suffixed with ‘**-kinje**’ and ‘**-ji æ**’ respectively after perfect marker ‘**-pra.ʔ.a**’ and future form of ‘**-læ**’ to be agreed with. First person plural inclusive and exclusive subjects agree with a verb which is suffixed with ‘**-kinde**’ and ‘**-kindi mæ**’ respectively.

Second Person

(a) hæ	khim	khæ.praʔa.lækiye
2 nd sg	home	ft perf go 1 st sg have ft

You will have gone home.

(b) hænji	khim	khæ.praʔa.lækinje
2 nd dl	home	ft perf go 1 st dl have ft

You will have gone home.

(c) hæni	khim	khæ.praʔa.lækindamne
2 nd pl	home	ft perf go 1 st pl have ft

You will have gone home.

It is clear that ‘**-praʔa**’ and ‘**-læ**’ common to all verbs of second person subjects. Singular subject requires a verb suffixed with ‘**-kiye**’ after perfect aspect to agree with subject. Similarly, ‘**-kinje**’ and ‘**-kindamne**’ are added after ‘**-praʔa**’ and ‘**-læ**.’ and combination of these suffixes are added in the root form of the verb to be agreed with second person dual and plural subjects

respectively.

Third Person

(a) kho.	khim	khæ.praʔa.lækiye
3 rd sg	home	ft perf go 3 rd sg have ft

S/he will have gone home.

(b) kho.ji	khim	khæ.praʔa.lækinje
3 rd dl	home	ft perf go 3 rd dl have ft

They will have gone home.

(c) kho.ji	khim	khæ.praʔa.lækimme
3 rd pl	home	ft perf go 3 rd pl have ft

They will have gone home.

These examples also have perfect maker and future marker of have in common. Third person singular, dual and plural subjects agree with the verb which is suffixed with ‘-kiye’ ‘-kinje’ and ‘-kimme’ respectively.

3.3.3 Progressive Aspect

This aspect is presented in terms of the present, past and future tense.

3.3.3.1 Present Progressive

This aspect is interpreted in terms of three different persons as follows:

First Person

(a) ka	khim	khæ.mæsi. æ/ni si. æ
1 st sg	home	pres pro go 1 st sg

I am going home.

(b) kaji	khim	khæ.mæsi.nji/ni si.nji
1 st dl incl	home	pres pro go 1 st dl incl

We are going home.

(c) kaji	khim	khæ.mæsinji æ/ni sinji. æ
1 st dl excl	home	pres pro go 1 st dl excl

We are going home.

(d) kani	khim	khæ.mæsindi/ni sindi
1 st pl incl	home	pres pro go 1 st pl incl

We are going home.

(e) kani	khim	khæ.mæsindi mæ/ni sindimæ
1 st pl excl	home	pres pro go 1 st pl excl

We are going home.

These examples make clear that first person singular subject of progressive aspect of present tense agrees with the verb which is suffixed with ‘**mæsi æ/ni si æ**’ as in **khæ.mæsi æ/khæ.mæni si æ**. Similarly, first person dual inclusive and exclusive subjects require the verb suffixed with ‘**mæsinji/ni sinji**’ and ‘**-mæsinji æ/ni sinji æ**’ to be agreed with. First person plural inclusive and exclusive subjects agree with the verbs which are suffixed with ‘**-mæsindi/ni sindi**’ and ‘**-mæsindi æ/ni sindi mæ.**’

Second Person

(a) hæ	khim	khæ.mæsiye/ni siye
2 nd sg	home	pres pro go 2 nd sg

You are going home.

(b) hænji	khim	khæ.mæsinji/ni sinji
2 nd dl	home	pres pro go 2 nd dl

You are going home.

(c) hæni	khim	khæ.mæsindamni/ni sindamni
2 nd pl	home	pres pro go 2 nd pl

You are going home.

Second person singular, dual and plural subjects agree with the verbs which are

suffixed with ‘-mæsiye/ni siye’, ‘-mæsinji/ni sinji’ and ‘-mæsiindamni/ni sindamni’ respectively in progressive aspect in the present tense.

Third Person

(a) kho.	khim	khæ.mæsi.i/ni si.i
3 rd sg	home	pres pro go 3 rd sg

S/he is going home.

(b) kho.ji	khim	khæ.mæsinji/ni sinji
3 rd dl	home	pres pro go 3 rd dl

They are going home.

(c) kho.ji	khim	khæ.mæsimmi/ni simmi
3 rd pl	home	pres pro go 3 rd pl

They are going home.

Here, third person singular, dual and plural subjects require the verb suffixed with ‘-mæsi.i/ni si.i’ ‘-mæsinji/ni sinji’ and ‘-mæsimmi/ni simmi’ respectively to be agreed with as in **khæ.mæsi.i**, **khæ.mæni sinji** and **khæ.mæsimmi**.

3.3.3.2 Past Progressive

It is past progressive aspect that includes interpretation of the first, second and third persons on separate headings as follows:

(a) ka	khm	khæ.mæsis /ni sisi
1 st sg	home	pt pro go 1 st sg

I was going home.

(b) kaji	khim	khæ.mæsisaji/ni sisaji
1 st dl incl	home	pt pro go 1 st dl incl

We were going home.

(c) kaji	khim	khæ.mæsisaji /ni sisaji
1 st dl excl	home	pt pro go 1 st dl excl

We were going home.

(d) kani	khim	khæ.mæsis/ni sisi
1 st pl incl	home	pt pro go pl incl

We were going home.

(e) kani	khim	khæ.mæsis ma/ni sisi ma
1 st pl excl	home	pt pro go pl excl

We were going home.

First person singular subject agrees with the verb which is suffixed with ‘**-mæsis**’ in progressive aspect of past tense. First person dual inclusive and exclusive subjects require the verbs which are suffixed with ‘**-mæsisaji/ni sisaji**’ and ‘**-mæsisaji /ni sisaji**’ respectively to agree with. Likewise, first person plural inclusive and exclusive subjects require the verbs suffixed with ‘**-mæsis/ni sisi**’ and ‘**-mæsis ma/ni si ma**’ to agree with subjects in past progressive aspect.

Second Person

(a) hæ	khim	khæ.mæsis/ni sisa
2 nd sg	home	pt pro go 2 nd sg

You were going home.

(b) hænji	khim	khæ.mæsisaji/ni sisaji
2 nd dl	home	pt pro go 2 nd dl

You were going home.

(c) hæni	khim	khæ.mæsisamni/ni sisamni
2 nd pl	home	pt pro go 2 nd pl

You were going home.

Second person singular subject agrees with a verb which is suffixed with ‘**-mæsis/ni sisa**’ in past progressive tense. Second person dual and plural subjects require the verbs which are suffixed with ‘**-mæsisaji/ni sisaji**’ and ‘**-mæsisaji/ni sisaji**’ respectively as in **khæ.mæsisaji** and **khæ.mæni sisamni**

to agree with subjects in past progressive aspect.

Third Person

(a) kho.	khim	khæ.mæsisā/ni sīsā
3 rd sg	home	pt pro go 3 rd sg

S/he was going home.

(b) kho.ji	khim	khæ.mæsisāji/ni sīsāji
3 rd dl	home	pt pro go 3 rd dl

They were going home.

(c) kho.ji	khim	khæ.mæsisāmi/ni sīsāmi
3 rd pl	home	pt pro go 3 rd pl

They were going home.

Third person singular, dual and plural subjects agree with the verbs which are suffixed with ‘-mæsisā/ni sīsā’, ‘-mæsisāji/ni sīsāji’ and ‘-mæsisāmi/ni sīsāmi’ respectively in past progressive aspect.

3.3.3.3 Future Progressive

(a) ka	khim	khæ.mæsi.gi æ
1 st sg	home	ft pro go 1 st sg

I shall be going home.

(b) kaji	khim	khæ.mæsi.ginje
1 st dl incl	home	ft pro go 1 st dl incl

We shall be going home.

(c) kaji	khim	khæ.mæsi.ginji æ
1 st dl excl	home	ft pro go 1 st dl excl

We shall be going home.

(d) kani	khim	khæ.mæsi.ginde
1 st pl incl	home	ft pro go 1 st pl incl

We shall be going home.

(e) kani	khim	khæ.mæsigidi mæ
1 st pl excl	home	ft pro go 1 st pl excl

We shall be going home.

In future progressive aspect, the first person singular subject agrees with a verb which is suffixed with ‘-mæsigi æ.’ First person dual inclusive and exclusive subjects agree with the verbs suffixed with ‘-mæsiginje’ and ‘-mæsiginji æ’ in their root respectively. Suffixes ‘-mæsiginde’ and ‘-mæsigindi mæ’ are added to the root form of the verbs to be agreed with first person plural inclusive and exclusive subjects respectively in future progressive aspect.

Second Person

(a) hæ	khim	khæ.mæsigi.æ
2 nd sg	home	ft pro go 2 nd sg

You will be going home.

(b) hænji	khim	hkæ.mæsiginje
2 nd dl	home	ft pro go 2 nd dl

You will be going home.

(c) hæni	khim	khæ.mæsigindamne
2 nd pl	home	ft pro go 2 nd pl

You will be going home.

Suffixes ‘-mæsigi.æ’, ‘-mæsiginde’ and ‘-mæsigindam.ne’ are added to the root form of verbs to be agreed with second person singular, dual and plural subjects in future progressive aspect respectively as in **khæ.mæsigi.æ**, **khæ.mæsiginje** and **khæ.mæsigindamne**.

Third Person

(a) kho.	khim	khæ.mæsigi.æ
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3 rd sg	home	ft pro go 3 rd sg
S/he will be going home.		
(b) kho.ji	khim	khæ.mæsiginje
3 rd dl	home	ft pro go 3 rd dl
They will be going home.		
(c) kho.ji	khim	khæ.mæsigimme
3 rd pl	home	ft pro go 3 rd pl
They will be going home.		

These instances show that suffixes ‘-mæsigi.æ’, ‘-mæsiginje’ and ‘mæsigimme’ are added to the root form of the verbs to be agreed with the third person singular, dual and plural subjects in progressive aspect as in **khæ.mæsigi.æ**, **khæ.mæsiginje** and **khæ.mæsigimme**. respectively.

3.3.4 Perfect Progressive Aspect

This aspect includes the description of the collected data in terms of the present, past and future tenses.

3.3.4.1 Present Perfect Progressive Aspect

This aspect is described in terms of separate persons as follows:

First Person

(a) ka	khim	khæ.mæsigi æ
1 st sg	home	pres- perf- go 1 st sg
I have been going home.		
(b) kaji	khim	khæ.mæsiginji
1 st dl incl	home	pres perf go 1 st dl incl
We have been going home.		
(c) kaji	khim	khæ.mæsiginji æ

1 st dl excl	home	pres perf go 1 st dl excl
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We have been going home.

(d) kani	khim	khæ.mæsiginde
----------	------	---------------

1 st pl incl	home	pres perf go 1 st pl incl
-------------------------	------	--------------------------------------

We have been going home.

(e) kani	khim	khæ.mæsigindi mæ
----------	------	------------------

1 st pl excl	home	pres perf go 1 st pl excl
-------------------------	------	--------------------------------------

We have been going home.

These examples infer that suffix ‘**-mæsigi æ**’ is added to the root form of the verb to be agreed with first person singular subject in present perfect progressive aspect. Similarly, ‘**-mæsiginji**’ and ‘**-mæaiginji æ**’ are added to the root form of the verb to agree with first person dual inclusive and exclusive subjects respectively. In the case of first person plural inclusive and exclusive, the subjects agree with the verbs which are suffixed with ‘**-mæsiginde**’ and ‘**-mæsigindi mæ**’ respectively in their root form in present perfect progressive aspect.

Second Person

(a) hæ	khim	khæʔmæsigiye
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2 nd sg	home	pres perf prog go 2 nd sg
--------------------	------	--------------------------------------

You have been going home.

(b) hænji	khim	khæ.mæsiginje
-----------	------	---------------

2 nd dl	home	pres perf prog go 2 nd dl
--------------------	------	--------------------------------------

You have been going home.

(c) hæni	khim	khæ.mæsigindamne
----------	------	------------------

2 nd pl	home	pres perf prog go 2 nd pl
--------------------	------	--------------------------------------

You have been going home.

Indeed, second person singular subject ‘**hæ**’ agrees with the verb which is suffixed with ‘**-mæsigiye**’ in present perfect progressive aspect. Similarly, second person dual and plural subjects require the verbs suffixed with ‘**-mæsiginje**’ and ‘**-mæsigindamne**’ respectively to be agreed in present perfect progressive aspect.

Third Person

(a) kho.	khim	khæʔmæsigi.i
3 rd sg	home	pres perf prog go 3 rd sg

S/he has been going home.

(b) kho.ji	khim	khæ.mæsiginje
3 rd dl	home	pres perf prog go 3 rd dl

They have been going home.

(c) kho.ji	khim	khæ.mæsigim.me
3 rd pl	home	pres perf prog go 3 rd pl

They have been going home.

In present perfect progressive aspect, third person singular subject requires the verb suffixed with ‘**-mæsigi.i**’ to be agreed with. Likewise, third person dual and plural subjects agree with the verbs which are suffixed with ‘**-mæsiginje**’ and ‘**-mæsigimme**’ respectively in present perfect progressive aspect. Indeed, this aspect of Yamphu is represented by future progressive aspect of same language.

3.3.4.2 Past Perfect Progressive

It is past perfect progressive aspect which includes three different persons’ interpretation in different headings as follows:

First Person

(a) ka	khim	khæ.ʔmæsisi /ni sisi
1 st sg	home	pt pro go 1 st sg

I had been going home.

(b) kaji	khim	khæ.mæsisaji/ni sisaji
1 st dl incl	home	pt pro go 1 st dl incl

We had been going home.

(c) kaji	khim	khæ.mæsisaji /ni sisaji
1 st dl excl	home	pt pro go 1 st dl excl

We had been going home.

(d) kani	khim	khæ.mæsisi/ni sisi
1 st pl incl	home	pt pro go pl incl

We had been going home.

(e) kani	khim	khæ.mæsisi ma/ni sisi ma
1 st pl excl	home	pt pro go pl excl

We had been going home.

From these examples we can elicit that first person singular subject agrees with the verb which is suffixed with ‘-mæsisi ’ in perfect progressive aspect of past tense. First person dual inclusive and exclusive subject requires the verbs suffixed with ‘-mæsisaji/ni sisaji’ and ‘-mæsisaji /ni sisaji ’ respectively to agree with. Likewise, first person plural inclusive and exclusive subjects require the verbs suffixed with ‘-mæsisi/ni sisi’ and ‘-mæsisi ma/ni si ma’ to agree with subjects in past perfect progressive aspect.

Second Person

(a) hæ	khim	khæʔmæsisasa/ni sisa
2 nd sg	home	pt pro go 2 nd sg

You had been going home.

(b) hænji	khim	khæ.mæsisaji/ni sisaji
2 nd dl	home	pt pro go 2 nd dl

You had been going home.

(c) hæni	khim	khæ.mæsisamni/ni sisamni
2 nd pl	home	pt pro go 2 nd pl

You had been going home.

Second person singular subject ‘**hæ**’ agrees with a verb which is suffixed with ‘**-mæsisaji/ni sisaji**’ to agree with subject in past perfect progressive aspect. And second person dual and plural subjects require the verbs which are suffixed with ‘**-mæsisaji/ni sisaji**’ and ‘**-mæsisaji/ni sisaji**’ respectively as in **khæʔmæsisaji** and **khæʔmæni sisamni** to agree with subjects in past perfect progressive aspect.

Third Person

(a) kho.	khim	khæʔmæsisaji/ni sija
3 rd sg	home	pt pro go 3 rd sg

S/he had been going home.

(b) kho.ji	khim	khæ.mæsisaji/ni sisaji
3 rd dl	home	pt pro go 3 rd dl

They had been going home.

(c) kho.ji	khim	khæ.mæsisami/ni sisami
3 rd pl	home	pt pro go 3 rd pl

They had been going home.

Third person singular, dual and plural subjects agree with the verbs which are suffixed with ‘**-mæsisaji/ni sija**’, ‘**-mæsisaji/ni sisaji**’ and ‘**mæsisami/ni sisami**’ respectively in past perfect progressive aspect. Actually,

this aspect of Yamphu is represented by past progressive aspect. That is to say, past progressive aspect can represent both past progressive aspect and past perfect progressive aspect in the Yamphu Language.

3.3.4.3 Future Perfect Progressive

This aspect of Yamphu also described in terms of different persons as follows:

First Person

(a) ka	khim	khæʔmæsigi æ
1 st sg	home	pres- perf- go 1 st sg

I shall have been going home.

(b) kaji	khim	khæ.mæsiginji
1 st dl incl	home	pres perf go 1 st dl incl

We will have been going home.

(c) kaji	khim	khæ.mæsiginji æ
1 st dl excl	home	pres perf go 1 st dl excl

We will have been going home.

(d) kani	khim	khæ.mæsiginde
1 st pl incl	home	pres perf go 1 st pl incl

We will have been going home.

(e) kani	khim	khæ.mæsigindi mæ
1 st pl excl	home	pres perf go 1 st pl excl

We will have been going home.

These examples infer that suffix ‘-mæsigi æ’ is added to the root form of the verb to be agreed with first person singular subject in future perfect progressive aspect. Similarly, ‘-mæsiginji’ and ‘-mæaiginji æ’ are added to the root form of the verb to be agreed with first person dual inclusive and exclusive subjects respectively. In the case of first person plural inclusive and exclusive, the

subjects agree with the verbs which are suffixed with ‘-**mæsiginde**’ and ‘-**mæsigindi mæ**’ respectively in their root form in future perfect progressive aspect.

Second Person

(a) hæ	khim	khæʔmæsigiye
2 nd sg	home	pres perf prog go 2 nd sg

You will have been going home.

(b) hænji	khim	khæ.mæsiginje
2 nd dl	home	pres perf prog go 2 nd dl

You will have been going home.

(c) hæni	khim	khæ.mæsigindamne
2 nd pl	home	pres perf prog go 2 nd pl

You will have been going home.

Indeed, second person singular subject ‘**hæ**’ agrees with the verb which is suffixed with ‘-**mæsigiye**’ in future perfect progressive aspect. Similarly, second person dual and plural subjects require the verbs suffixed with ‘-**mæsiginje**’ and ‘-**mæsigindamne**’ respectively to be agreed in future perfect progressive aspect.

Third Person

(a) kho.	khim	khæʔmæsigi.i
3 rd sg	home	pres perf prog go 3 rd sg

S/he will have been going home.

(b) kho.ji	khim	khæ.mæsiginje
3 rd dl	home	pres perf prog go 3 rd dl

They will have been going home.

(c) kho.ji	khim	khæ.mæaigim.me
3 rd pl	home	pres perf prog go 3 rd pl

They will have been going home.

In future perfect progressive aspect, third person singular subject requires the verb suffixed with ‘-mæsigi.i’ to be agreed with. Likewise, third person dual and plural subjects agree with the verbs which are suffixed with ‘-mæsiginje’ and ‘-mæsigimme’ respectively in future perfect progressive aspect.

3.4 The Yamphu Verb-Agreement System in Terms of Object

(a) kæʔ	na.na	kædu
erg 1 st sg	elder sister (sg obj)	sim pt invite sg

I invited sister.

(b) kæʔ	na.naji	kædu ji
erg 1 st sg	elder sister (dl obj)	sim pt invite dl

I invited sisters.

(c) kæʔ	na.naji	kædu ji
erg sg	elder sister	sim pt invite pl

I invited sisters.

These examples show that Yamphu verbs agree with objects as well. ‘na.na’ which is singular object, agree with the verb ‘kædu .’ Both dual and plural object ‘na.naji’ agree with the same verb inflection ‘kædu ji.’ So, change in number brings change in verb inflection even though the subject is one and same. But dual and plural objects agree with the same verb form in the Yamphu language.

3.5 Comparison: the Yamphu and English Languages

It is clear that English is a member of Indo-Aryan language family in contrast with Yamphu is a member of Tibeto-Burman language family. Because of this fact, numbers of differences are in these languages. Considering subject-verb agreement system, this heading includes similarities and differences between Yamphu and English, considering subject-verb agreement system. The rules which are similar between English and Yamphu are as follows:

3.5.1 Similarities:

Similarities, which are elicited from the study, are as follows:

3.5.1.1 Disagreement with Gender

(a) pa.ba 3 rd sg (m) Father cuts a stick.	to ara. stick	Ce i.ye sim pres cut 3 rd sg
(b) ma.ma 3 rd sg (f) Mother cuts a stick.	to ara stick	ce i.ye sim pres cut 3 rd sg
(c) kho. 3 rd sg He is writing a letter.	ramba a letter	sapmæ.si.i pres pro write 3 rd sg
(d) kho. 3 rd sg She is writing a letter.	ramba a letter	sapmæ.si.i pre pro write 3 rd sg

The grammatical category of gender does not bring verb inflection in both Yamphu and English. For example, both pa.ba (M) and ma.ma (F) have agreed with the same verb form 'ce i.ye.' In English both Father (M) and Mother (F) have agreed with the verb cut. Similarly, kho (M) and kho (F) of the Yamphu

language agree with the same verb ‘sapmæsi.i.’ in the case of English both boy and girl agree with the same verb form writing. Indeed, change in the Yamphu and English gender (masculine and feminine) as subjects causes not changes in verb inflection.

3.5.1.2 Agreement with Tense

(a) kæʔ	hæ	nenjanna
erg 1 st sg	you	sim pres like/ love
I like/love you.		

(b) kæʔ	hæ	nenjana
erg 1 st sg	you	sim pt like /love
I liked /loved you		

(c) kæʔ	hæ	nenjannæ
erg 1 st sg	you	sim ft like/ love
I shall like/ love you.		

Indeed, these examples help us to elicit that both English and Yamphu verbs agree with tense. The subject used in the given examples is first person singular ergative pronoun which is denoted by ‘**kæʔ**’ and ‘**I**’ in Yamphu and English respectively. In Yamphu, the subject ‘**kæʔ**’ agrees with the verbs ‘**nenjanna**, **nenjana** and **nenjanæ**’ in present, past and future tenses respectively. Similarly, in English, singular subject ‘**I**’ agrees with the verbs ‘**like**, **liked** and **shall like**’ in present, past and future tenses respectively. Hence, we can claim that both the English and Yamphu verbs are marked in the change of tense.

3.5.1.3 Agreement with Aspect

(a) ka	khim	khæ. a
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1 st sg	home	pres go 1 st sg
I go home.		
(b) ka	khim	khæ.tti
1 st sg	home	pres perf go 1 st sg
I have gone home.		
(c) ka	khim	khæ.mæsi æ
1 st sg	home	pres perf go 1 st sg
I am going home.		
(d) ka	khim	khæ.mæsigi æ
1 st sg	home	pres perf pro go 1 st sg
I have been going home.		

In Yamphu, first person singular subject agrees with the verb forms which are inflected as ‘**khæ. æ, khæ.tti , khæ.mæsi æ and khæ.mæsigi æ**’ In simple, perfect, progressive and perfect progressive aspect respectively. Similarly, in the English Language ‘**go, have gone, is going and have been going**’ are verb forms in present aspect which correspond with simple, perfect, progressive and perfect progressive aspects respectively.

3.5.1.4 Agreement with Third Person Singular and Plural Personal Pronouns in Simple Tense

(a) kho.	khim	khæʔæ
3 rd sg	home	sim pres go 3 rd sg
S/he goes home.		
(b) kho.ji	khim	khæ.m.mi
3 rd pl	home	sim pres go 3 rd pl
They go home.		

These examples render the fact that the third person singular and plural

personal pronouns agree with verbs in Yamphu and English. Here, singular subject of the Yamphu Language ‘**kho.**’ and ‘**S/he**’ of the English language agree with **khæʔæ** and goes respectively in the simple present tense. Similarly, **kho.ji** agrees with ‘**khæ.mmi**’ in Yamphu and they agrees with go in English.

3.5.1.5 Agreement with the Arithmetical Operation

(a) ikko.be ikko ye.ʔ.ma.be nici li.i.
 One-to one add-up two be pres-sim
 One plus one is two.

Here ‘**i.i**’ and ‘**is**’ are the singular verbs of the Yamphu and English languages respectively which agree with singular subjects. Indeed, the arithmetical operations have taken singular verbs in both languages.

3.5.2 Differences

The points which differentiate these two languages are as follows:

3. 5.2.1 Differences in Number System:

Table 5

Differences in Number System

	English Number		Yamphu Number		
	Singular	Plural	Singular	Dual	Plural
	I	We	Ka	Kaji/ Kaji	Kani/kani
Second Person	You	You	hæ	hænji	hæni
Third Person	He, She, It	They	kho	Kho.ji	Kho.ji

Indeed, the English language has two numbers: singular and plural but in the Yamphu language has three numbers: singular, dual and plural. Yamphu ‘**ka**’ is

a singular subject which corresponds with ‘I’, and ‘**kaji**’ and ‘**kani**’ dual and plural correspond with pronoun ‘we’.

3. 5.2.2 Difference in Agreement with First Person Dual and Plural

Inclusive and Exclusive Personal Pronouns:

(a) kaji	waʔi	ca.ji
1 st dl incl	egg	pres eat 1 st dl incl
We eat egg.		

(b) kaji	waʔi	ca.nji
1 st dl excl	egg	pres eat 1 st dl excl
We eat egg.		

(c) kani	waʔi	ca.ndi
1 st pl incl	egg	pres eat 1 st pl incl
We eat egg.		

(d) kani	waʔi	ca.ndi ma
1 st pl excl	egg	pres eat 1 st pl excl
We eat egg.		

Now it is clear that the Yamphu language has first person dual and plural inclusive and exclusive pronouns. For example, ‘**caji**’ and ‘**ca.nji**’ are two verbs which agree with first person dual inclusive and exclusive subjects respectively. ‘**Ca.ndi**’ and ‘**candi ma**’ are two verbs which agree with first person plural inclusive and exclusive pronouns respectively. In contrast, the English language does not this feature.

3. 5.2.3 Difference in Agreement of First Person Singular and Plural

Personal Pronouns:

(a) ka	ca.ma	ni æ
1 st sg	rice	pres cook 1 st sg

I cook rice.

(b) kani	ca.ma	nindi
1 st pl	rice	pres cook 1 st pl

We cook rice.

Here, both sentences have different subjects ‘I’ and ‘we’ but they agree with same verb ‘eat’ in English but in Yamphu first person singular pronoun ‘ka’ agrees with ‘ni æ’ and plural pronoun ‘kani’ agrees with ‘nindi ma.’ Hence, first person singular and plural personal pronouns agree with the same verb inflection in English whereas they require separate verb forms in the Yamphu language.

3. 5.2.4 Realization of Second Person Singular and Plural Personal

Pronouns:

(a) hæ	khim	khæʔæ
2 nd sg	home	pres go 2 nd sg

You go home.

(b) hænji	khim	khæ.nji
2 nd dl	home	pres go 2 nd dl

You go home.

(c) hæni	khim	khæ.nda.mni
2 nd pl	home	pres go 2 nd pl

You go home.

These examples render the fact that English second person singular and plural personal pronouns are realized by the same pronouns and they agree with the same verb inflection, for example, ‘You go home.’ In contrast, the Yamphu second person singular, dual and plural personal pronouns agree with separate verb inflections khæʔæ, khæ.nji and khæ.nda.mni respectively.

3. 5.2.5 Difference in Realization of Third Person Singular Pronoun:

(a) kho.	ta.m	ram.i.
3 rd sg	slowly- adv	pres walk 3 rd sg

He walks slowly.

(b) kho.	ta.m	ram.i.
3 rd sg	slowly- adv	pres walk 3 rd sg

She walks slowly.

Indeed, in Yamphu both third person singular pronouns ‘**he**’ and ‘**she**’ are represented by the same pronoun ‘**kho.**’ That is to say, third person singular pronouns are represented with different pronouns ‘**he**’ and ‘**she**’ in English.

3. 5.2.6 Difference in Agreement with Object:

Agreement with object: the Yamphu language.

(a) kæʔ	ikko	puba	sedu
1 st sg	one	monkey (sg obj)	pt- sim- kill 1 st sg

I killed a monkey.

(b) kæʔ	nichi	puba	sedu ji
1 st sg	two	monkey (dl obj)	pt- sim kill 1 st sg

I killed two monkeys.

(c) kæʔ	sumji	puba	sedu ji
1 st sg	three	monkey (pl obj)	pt- sim- kill 1 st sg

I killed three monkeys.

Agreement with object: the English Language.

(a) I	killed	a monkey.
1 st sg	pt- sim- kill 1 st sg	sg obj
(b) I	killed	monkeys.

CHAPTER-FOUR

FINDINGS AND RECOMMENDATIONS

This section contains the findings of the study. The core objectives of this study were to identify the subject-verb agreement system of the Yamphu Kirat language, to compare and contrast the subject-verb agreement systems of the Yamphu and English languages, and to point out pedagogical implications on the basis of the findings elicited from the research study.

4.1 Findings of the Study

After the analysis and interpretation of the collected data from native speakers of the Yamphu Kirat language, the following facts are elicited:

4.1.1 The Yamphu Subject-Verb Agreement

- i. The Yamphu verbs agree with person and number.
- ii. The Yamphu language has three numbers: singular, dual and plural.
- iii. First person dual and plural personal pronouns have inclusive and exclusive meaning in Yamphu.
- iv. In the Yamphu language *ji* is the dual number marker which is suffixed to verbs.
- v. The Yamphu verbs do not agree with gender.
- vi. The Yamphu verbs agree with aspect.
- vii. The Yamphu verbs agree with tense.
- viii. The Yamphu verbs agree with object. Both dual and plural objects agree with the same verb inflection but singular object agrees with separate verb inflection.

4.1.2 The Similarities between the Yamphu and English Subject-Verb Agreement

- i. Both the Yamphu and English verbs do not agree with gender. Same verb form is used for masculine and feminine in both languages.
- ii. Both the Yamphu and English verbs agree with tense aspect i.e. change in tense causes change in verb inflection.
- iii. Both the Yamphu and English verbs agree with tense aspect.
- iv. Verbs of both languages agree with the third person singular and plural personal pronouns in simple aspect of present tense.
- v. Both languages take singular verb for arithmetical operations.

4.1.3 The Differences between Yamphu and English Subject-Verb Agreement

- i. The Yamphu sentence structure is S+O+V but English structure is S+V+O.
- ii. The English number system comprises singular and plural number but Yamphu includes one more number system i.e. dual number system with singular and plural number system.
- iii. The Yamphu language has first person dual and plural inclusive and exclusive pronouns.
- iv. First person singular and plural personal pronouns agree with the same verb inflection in English whereas they require separate verb forms in the Yamphu language.
- v. The Yamphu second person singular, dual and plural personal pronouns agree with separate verb inflections.
- vi. Both third person singular pronouns are represented by the same pronoun.
- vii. Both singular and plural objects agree with the verb in English but in Yamphu singular object agrees with separate verb and dual and plural object agree with same verb form.

4.2 Recommendations

On the basis of the findings of the study, the recommendations have been made for the pedagogical implications for Yamphu learners who are learning English. Similarly, for the Yamphu language learners who are learning Yamphu and those who are making plan to study the Yamphu language.

4.2.1 Recommendations for the Yamphu Learners Learning the English Language

- i. The sentence structure of the Yamphu language is ‘S+V+O’ and English structure is ‘S+V+O’. Because of this difference learners may encounter difficulty on this area. Hence, language teachers should make clear comparison between these areas.
- ii. There are more personal pronouns in the Yamphu than in English, and each pronoun agrees with the separate verb inflection in the Yamphu language. On the other hand, in English most of the pronouns agree with the same verb form. Such difference may cause problem. Hence, the language teacher should make it clear for Yamphu learners.
- iii. The pronouns ‘**He**’ and ‘**She**’ are used in English to realize male and female respectively but in Yamphu both are realized by the same pronoun ‘**kho.**’ The confusion or difficulty created by this fact should be addressed by the teacher in a proper way.
- iv. The tense aspect i.e. perfect progressive aspect of Yamphu and English is different. Hence, the language teachers should make appropriate treatment on this area.
- v. There are several exceptions in English subject-verb agreement system. These exceptions create hindrance for mastering the language in the side of the Yamphu learners. Therefore, the Yamphu learners should be made clear about these exceptions with appropriate instances.
- vi. The curriculum and syllabus designers, course book and text book

writers should be careful while designing curriculum and syllabus, and writing text book and course book for the Yamphu learners who are learning the English language as a second language, because there are many aspects in the Yamphu subject-verb agreement system which English subject-verb agreement system lacks and vice-versa.

4.2.2 Recommendations for Learners of the Yamphu Language

- i. The sentence structure of both languages is different. This structural difference can be problematic for English learners. Therefore, the language teachers should focus their teaching on this area.
- ii. The Yamphu objects agree with verbs but English objects do not. The learners of Yamphu may encounter difficulty. Therefore, language teacher should make aware of learners about it.
- iii. Inclusive and exclusive meanings of first person dual and plural personal pronouns are unique features in the Yamphu language. English lacks this feature. Hence, the learners of Yamphu should be informed about it.
- iv. The English language contains two numbers: singular and plural but the Yamphu klanguage has another number i.e. dual. These features may possess problem in learning. So, the learners should be made aware of it.
- v. The subject-verb agreement systems of English and the Yamphu languages are different in most of the aspects. So, the learners having the English native language definitely feel difficulty in mastering the subject-verb agreement system of the Yamphu and vice-versa. Hence, language teacher should care and focus on those points and areas where the possibility of committing errors is high.
- vi. It would be exaggeration if the researcher claims that this research study is complete, and covers all the subject-verb agreement system of the Yamphu
- vii. Language. It is a small portion of the contrastive analysis but the researcher have spent a deal of time and effort on the study.

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APPENDIX I

Interview Schedule

This interview schedule/questionnaire is prepared to accomplish the information for research work on '**Subject-verb agreement in Yamphu and English**' under the guidance of **Hima Rawal**. I seek your kind co-operation and your co-operation will be appreciated highly.

Name-

Date-

Age-

VDC-

Education-

Ward No-

How do you say the following sentences in Yamphu language?

1. I see him. (म उसलाई हेर्छु ।)

.....

2. I go home. (म घर जान्छु ।)

.....

3. Yungsaba! 'Go home !' (युङसावा घर जाउ ।)

.....

4. You fill the water. (तिमी पानी भर ।)

.....

5. Anybody come here. (जो भएपनि यहाँ आउ ।)

.....

6. One plus one is two. (एक जोड एक दई हुन्छ ।)

.....

7. Here is a boy. (यहाँ एउटा केटो छ ।)

.....

8. He is well educated. (उ शिक्षित छ ।)

.....

9. She eats rice. (उनले खाना खान्छिन् ।)

.....
10. Dipuhang and Minahangma are brother and sisters. .(दिपुहाङ्ग र मीनाहाङ्गमा दाजु बहिनी हुन् ।)
.....

11. No news is good. (कुनै खबर राम्रो छैन ।)
.....

12. I am cooking rice. (म भात पकउदैछु ।)
.....

13. You are drinking water. (तिमी पानी पिउदैछौं ।)
.....

14. He is writing a letter. (उ चिठी लेख्दैछ ।)
.....

15. Some girls are crying.(केही केटीहरु चिच्याई रहेकाछन् ।)
.....

16. She is going home.(उनी घर जादैछिन् ।)
.....

17. Ringkhima is carrying a basket. (रिङ्खीमा डोको बोकीरहेकी छिन् ।)
.....

18. Half of the people are leaving village. (आधा गाउलेहरुले गाउँ छोड्दै छन् ।)
.....

19. I have written a letter. (मैले एउटा चिठी लेखेकोछु ।)
.....

20. He has gone home. (उ घर गएकोछ ।)
.....

21. They have learned the Yamphu Language. (तिनीहरुले याम्फु भाषा सिकेका छन् ।)
.....

22. I kicked the ball. (मैले बललाई खुट्टाले हाने ।)
.....

23. Ram went school. (राम विद्यालय गयो ।)
.....

24. He cut down the tree yesterday. (हिजो उसले रुख ढाल्यो ।)

.....
25. They went home. (तिनीहरु घर गए ।)
.....

26. I was writing a letter. (म चिठी लेखि रहेको थिएँ ।)
.....

27. None of them was my sister. (तिनीहरु मध्ये मेरो बहिनी कोही थिइन ।
.....

28. The great majority were uneducated. धेरैजसो सख्या नपढेका थिए ।
.....

29. Neither you nor I was able to catch the fish. (न तिमी न म माछा समाउन सफल भयौ
।)
.....

30. I was going home. (म घर जाँदैथिएँ)
.....

31. You were making a needle. (तिमी सियो बनाउँदै थियौँ ।)
.....

32. She was wringing (the alcohol). (उनी रक्सी पाँदै थिइन्।)
.....

33. They were playing football. (तिनीहरु फुटबल खेल्दै थिए ।)
.....

34. Some books were read. (केही किताबहरु पढिए ।)
.....

35. I had eaten rice. (मैले भात खाएकोथिएँ ।)
.....

36. He had bought a pen. (उसले एउटा कलम किनेको थियो ।)
.....

37. They had built the temple. (तिनीहरुले एउटा मन्दिर बनाएका थिए ।)
.....

38. Father had scolded son. (बावाले छोरोलाई गाली गर्नु भएको थियो ।)
.....

39. She had read many books. (उनले धेरै किताबहरु पढेकी थिइन् ।)

.....

40. I had been watching television. (म टि.भी हेरीरहेको थिएँ ।)

.....

41. You had been writing. (तिमी लेखिरहेकी थियौ ।)

.....

42. We had been running. (हामी दौडीरहेका थियौ ।)

.....

43. It had been raining. (पानी परिरहेको थियो।)

.....

44. They had been going home. (तिनीहरु घर जाँदैगरेका थिए ।)

.....

45. We shall run. (हामी दौडनेछौं ।)

.....

46. I shall tell you. (म तिमिलाई भन्नेछु ।)

.....

47. He will carry a bag. (उसले एउटा भोला बोक्नेछ ।)

.....

48. She will come here. (उनी यहाँ आउनेछिन् ।)

.....

49. They will prepare local wine. (तिनीहरुले जाँड तयार गर्नेछन् ।)

.....

50. He will be coming here. (उ आउदै हुनेछ ।)

.....

51. Two girls will be dancing. (दुई जना केटीहरु नाच्दै हनेछन् ।)

.....

52. They will have been going home. (तिनीहरु घर जाँदै हुनेछन् ।)

.....

53. I shall be taking exam. (म परीक्षा दिदै हुनेछु ।)

.....

54. She will have been planting rice. (उनी धान रोपीरहेकी हुनेछिन् ।)

.....

.....

.....

Signature of informant.
Singh Rai

Ganesh Man

Research
er

APPENDIX - II**Population Distribution of Pathibhara VDC**

S.N.	People	Population
1.	Rai	1856
2.	Chhetri	281
3.	Sherpa	265
4.	Gurung	241
5.	Kami	173
6.	Bhote	95
7.	Tamang	83
8.	Damai	78
9.	Brahaman	60
10.	Newar	8
11.	Unidentified	7
12.	Others	3
13.	Total	3150

Source: (CBS 2001)

APPENDIX III

Linguistic Distribution of Pathibhara VDC

S.N.	People	Number of speaker
1.	Nepali	627
2.	Bantawa	1869
3.	Tamang	95
4.	Newar	0
5.	Magar	0
6.	Sherpa	339
7.	Gurung	196
8.	Yamphu	0
9.	Others	24
10.	Total	3150

Source: (CBS 2001)