A Comparative Study on Subject-verb Agreement in Baram and English Languages

A Thesis Submitted to the Department of English Education

In Partial Fulfilment for the Master of Education in English

Submitted by

Aruna Baram

Faculty of Education

Tribhuvan University,

Kirtipur, Kathmandu, Nepal

2022

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Declaration

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

Date: 06/07/ 2022   ...………………..……

Aruna Baram

Recommendation for Acceptance

This is to certify that **Ms. Aruna Baram** has worked and completed this thesis entitled **A Comparative Study on Subject-verb Agreement in Baram and English Languages** under my guidance and supervision.

I recommend this thesis for acceptance.

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Recommendation for Evaluation

This thesis has been recommended for evaluation from following **Research Guidance Committee.**

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Dedication

Dedicated to my parents

for the exceptional love, endless support and sacrifices.

Acknowledgements

Abstract

The research entitled **A Comparative Study on Subject-verb Agreement in Baram and English Languages** was an attempt to find out patterns of the Baram subject verb agreement and to compare and contrast between Baram and English languages in term of subject and verb agreement. I followed contrastive analysis design to meet the objectives of the study. The population of this study was native speakers of Baram language of Barpak Sulikot Rural Municipality of Gorkha district. I selected forty native speakers of Baram community of Gorkha district as my sample and used purposive non-random sampling procedure to select my sample. Questionnaires and structured interview were used as tools for primary data collection. The collected data were analyzed and interpreted. The major findings of this research were the Baram language sentence pattern SOV where as SVO in English language. There are six personal pronouns in the Baram language which follow the same verb agreement where as seven personal pronouns in English language which follow different verb affixation. Subject, verb and object play vital role to construct sentence in both languages the Baram and English. There are two types' tenses in the Baram language: Past and Non past tense where as past, present and future in English language. Tense and aspects agree with particular verbal affixation in the both Baram and English languages. Simple, continuous, perfect and perfect continuous aspects are available in both English and Baram language. Different case markers are used for making nouns and pronouns in Baram and English languages. Gender does not take different verb affixation in Baram language where different verb affixation in English language. The past sentences suffix 'ki' and 'gi', eg, usei am ki-ca(he ate rice) and non past marker 'ñi' and 'ni', eg taya aanmat ni-yu (it will rain today)on the basis of the phonological structure of the stem in the Baram language where subject agrees different verb affixation in English language.

The present study consists of five chapters. Each chapter is divided into different headings and subheadings. The first chapter deals with the introduction part of the study which consists of background of the study, statement of problem, objectives of the study, delimitations of the study and operational definition of the key terms. The second chapter consists of review of related theoretical and empirical literature and conceptual framework. The third chapter consists of the methods and procedures of the

study. It includes the design of the study, population, sample, sampling strategy, and sources of data, research tools, data collection procedures, data analysis and interpretation procedures and ethical considerations. The fourth chapter includes the analysis and interpretation of the data. Finally the fifth chapter presents findings, conclusions and recommendations related to policy, practice and further research. References and appendices are also included at the last part of this thesis.

Table of Contents

List of Abbreviations

AUX	:	Auxiliary
CLF	:	Classifier
CONT	:	Continuous
COP	:	Copular
DAT	:	Dative
e.g.	:	Example
REG	:	Ergative
INF	:	Infinitive
i.e	:	That is
LOC	:	Locative
NPST	:	Non- past
PL	:	Plural
PRF	:	Perfect
PROG	:	Progressive
PST	:	Past
S	:	Subject
SG	:	Singular
V	:	Verb
O	:	Object
1st	:	First
2nd	:	Second
3rd	:	Third

Chapter I

Introduction

This chapter consists of 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 definition of the key terms.

Background of the Study

The comparative study compares more than two languages. However, the comparative study compares linguistics levels of the languages such as grammar and phonetic, pronunciation, lexical meaning and sentence structure etc. Crystal (2008, p.44.) states that agreement refers to a formal relationship between the grammatical elements whereby a form of one word requires a corresponding form of another.' Compare between two languages in term of subject verb agreement is the correspondence of a verb with its subjects in person and number. Subject and verb must agree with one another in number. Subject and verb are grammatical function of language. According to Hornby (1966, p.68.), a similar pattern is that in which noun follow the verb.' It means that singular noun follows the singular verb and plural noun follow the plural verb in the sentence. Similarly, a singular subject requires a singular verb and plural subject requires a plural verb and the number of a noun phrase depends on the number of its heads. Thornbury (1999, p. 5.) writes that nouns which is form as the subject is affected the verb.' Further, he says that the system of rules that covers the order of words in a sentence is called subject verb agreement. Subject and verb are grammatical function of the language. Subject is the grammatical performer of action in the sentence. It typically performs the action expressed by the verb. The part of sentences one utterance usually a noun, noun phrase or equivalent that rest of the sentence asserts something that agrees with the verb. Crystal (2008) further says that, the relationship between subject and the verb in sentence or expression is called subject verb agreement in language. In sentences, 'Neha is a girl, John drives a car', Neha and John are singular subjects. Likewise, is and drives are singular verbs. Subject is an actor. Verb is a word used to describe an action, state or occurrence and forming the main part of the predicate of a sentence, such as cutting and drives in the example. The

relationship between the subject and verb in sentences are known as the subject- verb agreement in a language.

This study is about the comparison between the Baram and English languages in terms of subject verb agreement. Under aspects, gender and person, the sentences of two languages are compared. Baram language speaks by a few people in small Baram community. The Baram language is a critically endangered language of Nepal. Baram language has a few written document and less people speak the Baram language. In compare to English language has achieved popularity in the world being global language because it is used in various fields such as print and electronic media, science and technology. Most of the newspapers, books, magazines have been published in English. On the other hand, most of the scientists, experts, authors, teachers and professors use English to express their ideas. English language has also popularity because it is used as lingua franca and means of communication in the world. But, Baram language is going to near of death language of Nepal. Most of the young Baram people do not speak Baram language because they do not know about combination of words and patterns of their language. Realizing need of learning Baram language, I have decided to study about Baram language and to find out the patterns of Baram language in term of subject verb agreement and compare it with English language.

Generally, subject verb agreement is a grammatical rule, which states that the subject and the verb must agree in a sentence. The subject normally refers to the noun or pronoun that tells whom or what the sentence is about. A verb normally has a singular and plural form in the sentences. Subject-verb agreement system is language specific. This is to say Subject verb agreement rules may differ from language to language. As like, this study tries to find out the subject-verb agreement pattern of the Baram language and compares it with subject -verb agreement pattern of English language in terms of person, number and gender in different aspects.

Statement of Problem

Every language has own subject verb agreement structure. But, subject verb agreement rules may differ from one language to another language. Subject verb agreement is differ according to the number and gender in language to language. Likewise, there is not similar between English and Baram language in term of subject

verb agreement. In compare to English language, Baram language is critically endangered language in Nepal. The use of the Baram language is going to decrease day by day, ultimately leading to the death or extinction of that language. The speakers of the Baram language have shifted to other language as like Nepali and English language. A few Baram people speak the Baram language. There is found a few written documents in the Baram language.

For a variety of reasons, speakers of many smaller, less dominant language, stop using their heritage language and begin using another languages, Baram language are going to be endanger language. Parents may begin to use only that second language with their children. Cause of being the minority group of the Baram people, they cannot protect their norms and customs and also language. They are affected by other groups of people so they have been losing their identity day by day. Baram people are lagged back by the government. Baram people are deprived from service of government. They cannot preserve their mother tongue themselves. There is rule to teach mother tongue in basic level course but Baram language are not taught still now lack of enough book and teaching material and also lack of linguistic teacher of Baram. But, English language is a prominent language. It is used all over the world.

There are many researches about subject verb agreement of different languages such as Rai, Tamang, Gurung, Bajureli, Doteli languages. But there not found a research of Baram language comparing with English language in term of subject verb agreement. This research tries to study between critically endangered Baram language and most prominent English language. Thus, I am going to conduct the research entitled 'The Comparative Study of Subject Verb Agreement in Baram and English Languages' to find out the patterns of Baram language in compare and contrast to English language in term of subject verb agreement.

Objectives of the Study

The objectives of the study were as follows:

a. to identify the patterns of subject verb agreement in the Baram language,
b. to compare and contrast subject verb agreement in Baram and English language and,

c. to suggest some pedagogical implications.

Research Questions

This study was oriented to find out the answers of these following research questions:

a. What patterns are found in the Baram language while producing the sentences using subject verb agreement?
b. In what ways the syntax of the Baram language and English language are similar in term of their subject verb agreement?
c. In what ways the Baram language and English language are different in term of their subject verb agreement?
d. What can be the pedagogical implications of this research?

Significant of the Study

The main purpose of this comparative study is to find out similarities and differences between the Baram and English languages. New innovative ideas, exploration, principles, findings and theories are the essence for the related field. So, this study will be seemed a useful to students in learning Baram language. This study will be important for indigenous and endangered linguistic paradigm. This study will be milestone in the development of the Baram language and may provide relief to the Baram language speaker and learners. This research also will be significant to the language teachers, especially ethnic language teachers. They also will update themselves with the findings and constructive suggestions of this research. This research will be significant for the policy makers, syllabus designers, textbook writers, administrators and all the other people who are directly or indirectly associated to linguistics.

This study will be significant for the researchers who conduct research on Baram language. This study will help in the field of linguistic giving a vision to the language teacher who are teaching Baram students as a second and foreign language. So, it will be beneficial for the sociolinguistics, anthropologists, researchers and teachers.

Delimitations of the Study

a. This study was confined to the subject verb agreement of the Baram language and English language.

b. This study was based on contrastive analysis research design.

c. This study was limited to the native speakers of the Baram community of Gorkha district for primary sources.

d. The data for the study was carried out from secondary sources.

e. The participants were selected from Barpark Sulikot Rural Municipality.

f. As a sample of population forty native speakers where five were literate and others were illiterate were selected.

g. The research tool for collecting data was a set of questionnaire and structured interview.

Operational Definition of the Key Terms

Agreement. Agreement, in grammar, refers to a formal relationship between elements, whereby a form of one word requires a corresponding form of another. The term concord has, now been more widely used in linguistic studies instead of 'agreement'.

Aspect. Aspect is a description of verbs along with tense and mood.

Baram language. It is one of the social varieties of a language. It is spoken particularly in Gorkha, Dhading, and Chitwan.

Endangered language. A language which is at risk of becoming extinct within the foreseeable future.

Gender. Gender is a grammatical category which is used for the analysis of word classes displaying such contrasts as masculine/ feminine/ neuter, animate/inanimate, etc. For example; John and Ann are different in sex. Therefore, 'John' is in Masculine gender whereas 'Ann' is in Feminine gender.

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

Person. Person is a category used in grammatical description to indicate the number and nature of the participants in a situation. Distinctions of person are usually marked in the verb and /or in the associated pronouns (personal pronouns). Usually a three way contrast is found: First person, in which speakers refer to themselves or to a group usually including themselves (e.g. I, we), Second person, in which speakers typically refer to the person they are addressing (e.g. you), and Third person, in which other people, animals, things, etc. are referred to (e.g. he, she, it, they).

Subject. It refers to something about which a statement or assertion is made in the rest of the sentence.

S-V agreement. It refers to the formal relationship between subject and verb in a sentence. For example, 'John eats rice' but, 'They eat rice.' Here, singular subject 'John' agrees with singular verb 'eats'. Similarly, plural subject 'they' agrees with plural verb 'eat'. If a sentence contains the words having the same number, gender, case or person, this is termed as an example of S-V agreement.

Tense. Tense in verbs expresses the time and the action occurs in relation to movement of speaking.

Verb. It (in English) refers to a word which:

a) Occurs as a part of the predicate of a sentence,

b) Carries marks of categories such as tense, aspect, person, number and mood, and

c) Refers to an action or state.

Chapter II

Review of Related Literature and Conceptual Framework

This chapter consists of related theoretical literature, review of empirical literature, implication of the review for the study and conceptual framework.

Review of Related Theoretical Literature

Theoretical literature is related to previous done researches, which help the researcher to draw knowledge for present research. This part is all about the reviewed of the theoretical literature related to the comparative study on subject verb agreement in English and Baram languages. Here contrastive analysis, the linguistics situation in Nepal, the English language and its position, The Endangered Languages in Nepal, Baram People, Baram Language, Grammar, Rules of Subject Verb Agreement in English Language, Tense Aspect and its Type have been reviewed in this section.

Contrastive analysis. Contrastive analysis is as a branch of linguistics which compares two or more than two languages to determine the differences or similarities between them. Van Els (1984, p.38.) states that 'contrastive analysis as systematic comparison of specific linguistic characteristics of two or more languages.' Comparison can be made at various linguistic levels, for example, at phonological and grammatical level. However, more especially, contrastive analysis is looked upon as the field of some of the characteristics sounds in two or more languages. It is because contrastive analysis seems to be more successful in phonology than other areas of language. Thus, contrastive analysis can be defined as a scientific study of similarities and differences between languages. In other words, contrastive analysis is the comparative study of the linguistics system two or more languages to find out similarities and differences.

Contrastive analysis was developed and practiced in the late 1940 to 1950s. And highly popularized in the 1960s and its popularity declined in1970s. The development of CA for foreign language teaching by American linguist C.C Fries. He was the founder of the contrastive analysis. CA is the most effective materials are these that are based upon a scientific description of the language to be learnt, carefully compared with

a parallel description of the native language of the learner. Lado (1957) says that a structure by structure comparison of the sound system, morphological system, syntactic system, and even the cultural system of the two languages for the purposes of discovering similarities and differences.' Regard that James (1980, p.3.) defines CA as a linguistic enterprise aimed to producing invented (i.e. contrastive not comparative) two valued typologies (CA is always concerned with pair of language), and found on the assumption that languages can be compared.

Assumptions of contrastive analysis. The basic assumption of CA is also called the theoretical basis of CA or the contrastive analysis hypothesis. CA hypothesis explains how contrastive analysis predicts learner's errors. The basic assumption of CA is that while the learners are learning a second language, they will tend to use their first language structure in the second language, and where structure in the target language differ from their native language they will commit errors.

Similarly Brown (1994, p.193) claims that CA is concerned with teaching rather than learning. It is based on the following assumption;

I. The main difficulties in learning a new language are caused by interference from the first language.
II. Contrastive analysis can predict the difficulties.
III. Teaching materials can make use of contrastive analysis to reduce the effects of interference.

Contrastive analysis hypothesis can be analyzed into two components. They are I. linguistic aspect and II. Psychological aspect

Linguistic aspect belief on;

a. Language learning is essentially a matter of habit formation. It involves a set of habits, which are formed by means of S-R-R (Stimuli- Response- Reinforcement) chain. Human beings respond to different stimuli in their environment. The respond is reinforced. The repeated reinforcement time after time leads to the formation of habit.

b. The mind of a child at birth is a tabula rasa the blank sheet of the paper. There are no linguistic elements in the child's mind at birth. Later on, it is marked with what the child is exposed to.

The psychological aspect of CA hypothesis is also known as transfer theory which is based on the premise derived from behavioral psychology, that past learning affects present learning. The main claim with regard to transfer is that 'the learning of task A will affect the subsequences learning of a task B (Gass and Selinker, 2009, p. 3). In other words, new learning is shaped by the past experiences. Old habits get in the way of learning new habits.

The linguistic situation in Nepal. The great biological diversity of Nepal is matched by its cultural and linguistic diversity. The area of 1, 47,516 square kilometers with a length of 885 kilometers from east to west and a mean breath of 193 kilometers from north to south. According to CBS (2011), there are more than 123 languages used in Nepal. Many of them do not have own script and they exist in spoken forms. All the spoken language in Nepal are categorized into four major language families; Tibetan-Burman, Austro- Asiatic, Dravidian and Indo Aryan.

*Indo European***.** In Nepalese context, Indo Eropean family of language mainly comprise Indo Aryan group of language, which forms the largest group of languages in term of speaker, viz nearly 80%. Some of the Indo Aryan languages spoken in Nepal are yet to identify in the lack of their description. These languages include Tharu, Bote, Darai and Danuwar etc.

*Tibeto Burman***.** Another important group of Nepales language is the Tibeto Burman group of Sino-Tibetan family. Though, it is spoken by relatively lesser numbers of people than Indo European family, it consists of the largest number of languages. Tamang, Gurung, Baram, Limbu, Thami, Dhimal, etc are spoken in Tibeto language family.

Austro- Asiatic group. The Austro- Asiatic language comprises Santhaly of the northern Munda group and Khariya of the southern Munda group. All the Austric language is spoken by approximately 0.19 percent of the total population. It includes

only one language namely Satar or Santhal, which is spoken in Jhapa district of the eastern part of Nepal.

Dravian language. A single language of Dravidian language is spoken in Nepal is called Jhangar in the region east of Kosi river. It is spoken by 0.13 percent of the total population of the country.

English language in Nepal. The use of English in Nepalese society has become a marker of culture and civilization. To ignore English in the present social context of Nepal is to be out of mainstream of social ideal and such person would be seen as odd and eccentric. Bhattarai (1995) has 'expressed the only factors that has lured the Nepali society, rich and poor like is the English language, now as a subject and medium.' The Nepalese young generation passionate longing for English can be seen in the enrollment of around student of M.A and M.Ed. in English at T.U. Crytal (2008) states that 'English is the most used language in the world.' In fact, the English language has created its unique culture empire, millions of people around the globe who use it either as native language or second language or as a foreign are respectable members of this empire.

The history of official entry of the English language in Nepal is concerned with the establishment of the first modern school Durbar High School in 1854 AD. It was particularly established for the children of the Rana's family. After the period of English language in teaching and learning has become an integral part of education system of Nepal. Nowadays due to global context its importance is growing rapidly in Nepal and it has great importance as well. It is formally taught and learnt as a compulsory subject and major subject. At present, English is the language of science and technology, commerce, business, banking and industry, civil action, hotel management, tourism, media, communication, advertisement diplomacy and internet. It is the voice of progress and modernization. A developing country like Nepal cannot ignore the vast space open to the process of progress and modernization through the knowledge of English. Nepalese people should learn English. We shall have to learn English not because of its prestige value but because of it's particularly in the face of our own limitations materials as well as non-material.' Thus, English is being the language of science and technology and an effective tool for modernization, as well as being the language of international business and banking.

It is said that higher the education, higher the opportunity and the more frequent use of English. Nath (2006, p. 147.) states that computerized, data based and telecommunication networking has become important part of academic and business life in the Nepal. Similarly, Sharma (2008) adds that the present age the world has become very small, very accessible due to commerce, internet networking, tourism, transportation and channel where English language is used. So English language fosters and enhances the communication internationally and opens a window of knowledge. It is the passport through which can visit the whole world and who knows English can enjoy advantages of the world citizen. English has got high popularity. So, Nepalese people especially young ones want to feel the sense of the global village and be the part of it.

Endangered language in Nepal. An endangered language is a language that is at risk of falling out of use; generally it has few surviving speakers. If it loses all of its native speakers, it becomes an extinct language. Many ethnic languages of Nepal are going to endanger or extinct. UNESCO (2010) has identified 62 different languages in Nepal in different stages of endangerment. 13 languages of them are listed as vulnerable (defined as restricted in use within homes and similar domain). Under the status of definitely endangered, there are 29 Nepali native languages which are recognized as no longer being the mother tongue. 13 native languages are severely endangered in the sense that only order generations speak the language is not taught to children. Similarly, six native Nepalese languages are listed as critically endangered, meaning only older generations speak the language and that too incompletely and rarely.

Many of Nepalese minority language lie at various stages on the continuum to eventual extinction. According to the degree of endangerment, Yadava and Turin (2005) have categorized each of the indigenous languages in one of the several levels. There are 13 safe languages, 3 almost safe languages, 8 potentially endangered languages, 22 endangered languages, 12 are seriously endangered languages, 7 are moribund languages and 11 languages are extinct or nearly extinct.

Speakers of many smaller, less dominant languages stop using their language and begin using another in its place. Parents begin to use only that second language with their children. Another reason is gradually the intergenerational transmission of

the heritage language is reduced. As consequence there may not be speakers who use the language as their first language or primary language and eventually the language may no longer be used at all. A language may become dormant or extinct, existing perhaps only in recording and written records and transcriptions. Languages which have not been adequately documented disappear altogether.

Baram people. Baram people belong to theTibeto Burman ethnic group. Baram people are called alternative terms, Baram and Baramu. To recognize Baram people, other various term are used also as like Hudson(1847) and Grierson(1909) cited in Kansakar.T.R.(2011) state that Baram people are called Bhramu. Likewise, Bista(1980) says that Baram people are called both Bhramu and Barhmu. But Baram people are preferred to call themselves 'Balbang' which means 'people or human kind' in their language.Baram people live in different places. Most of the populations of Baram people are lived in Gorkha district. CBS(2011) reports that 90 percentage of Baram people live in Gorkha. According this report, the main area where the Baram people are settled is in the central sourthen part of the Gorkha district of western Nepal, along the Daraudi and Budhigandaki rivers and their tributaries. The small numbers of Baram people live in the Dhading, Lalitpur, Lamjung, Tanahu and Syangja district. The report of CBS (2011) shows the total population of Baram people is 8140. This report shows that Baram people are minority group of people in the Nepal.

Originally, Baram people follow their traditional culture but now are found to be highly influenced by Hindu culture and practices. The main festival of Baram people is Chandipurnima. In this festival, Baram people worship the nature as like worship Kul (family God), Bhume(land god), Vayu(wind god). The worship of Chandi is a major ritual worship among the Baram cultural practices. It is the worship of Goddess, the symbol of natural power. But now most of the Baram people follows the Hindu rites and rituals, and celebrate the Hindu festivals.

Baram language. Baram is a Tibeto-Burman language spoken by a minority ethnic group who has continued to preserve their own native language. The language of Baram is called 'Balkura' which means 'human language.' The Baram language is close to the Thami language spoken in Dolakha. Hodson (1874, p.321) recorded the first word list of the language. Turin (2006) says that Baram, Thami and Dolakha Newar are linguistically close and make a sub-group under 'Mahakiranti' group of

Tibeto- Burman languages. It means that Baram grammatical morphemes are closely related to other T-B languages. According to Kansakar et al. (2011), they compare Swadesh 100 word list of Baram with Thami, Chepang, Newar and Sunuwar. The primary observation Baram has 45-50% of cognate words with Thami, 30-35% with Chepang, 20-25% with Newar and 10-15% with Sunuwar. It shows that Baram language are closely related with Thami language.

Baram people are settling in multilingual setting. Nepali is extensively spoken as a lingua franca by Baram people. The close language contacts decline their mother tongue of Baram people. Most of the adult Baram people are bilingual but young people are not know about their language. It is thus a seriously endangered language due to the lack of intergenerational language transmission, marginal number and old age of speaker, very scanty linguistic and ethnic studies, low socioeconomic status of the speaker, out of the mainstream of government services and gradual migration to urban areas and foreign country for job. The language is lack of script. There is not communication between Baram people in community.

Grammar. Grammar is a set of rules and word structures of language. According to Varshney (1983, p. 199.), 'grammar is the art of writing.' It is the system of a language. Thus, grammar is the study and practice of the rules by which words change their forms and are combined into sentences. Richards et al.(1985) state that 'grammar is a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language, it is usually takes into account the meanings and functions these sentences have in the overall system of the language.' Grammar is the description, analysis and formalization of language patterns. Grammar described as the way a language manipulates and combines words (a bit of words) in order to form longer units of meaning. There is a set of rules which govern how units of meaning may be constructed in any language.
Subject verb agreement in English. In the most cases, subject and verb number choice will agree. Celce-Murcia and Larsen Freeman (1999, p.59.) state that in the present tense we use the third person singular inflection (-s or the be form is) if the subject refers to one entity, whether it is a singular proper name, singular common noun, non-count noun, or a third person singular pronoun. Similarly, Reid (1991) emphasizes the fact that the form follows from meaning.' He further says that the subject verb

agreement 'rule' is not grounded in syntactic. It means that English nouns have a number, which is either one or more than one. Similarly, all English verbs have a number. English verbs encode number only in the present tense. For example, *boy runs, boys run.*

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Celce- Murcia &Larsen Freeman (1999) proposes the following rules for the subject verb agreement in English;

1. A singular noun follows the singular verb and plural noun follows the plural verb. For example, *James drives a car., They drive a car.*
2. Collective nouns may take singular and plural verb. It depends on the meaning. For example, *Our school team has won all its game. Our school teams have won all their game.*
3. Some common and proper noun ending in 's' and 'ices' take singular verb. For example, *News is not good, Physics is difficult subject.*
4. Title of books, plays, operas, films and such works – plural noun take the singular verbs. For example, *Great expectation was written by Diclares.*
5. Somebody, something, everybody etc. take singular verb. For example, *Somebody is coming here.*
6. Nouns occurring in sets of two take singular verb when the noun pair is present but take the plural verb when pair is absent. For example, *A pair of shoes is on the sofa., Hair's trousers are on the sofa.*

7. A unit of noun takes a singular verb.

For example, *Two kilos rice is much amount.*

8. When a phrase follows a percentage, distance, fraction, or amount, the verb agrees with the noun closes to the verb.

For example, *21% of the population is poor., 20% of the books are left.*

9. Arithmetical operation takes the singular verb.

For example, *one plus one is two.*

10. With indefinite quantifiers (e.g. all, few, many, much, some), the verb agree with the preceding noun or clause. With a singular or non-count noun or clause, use a singular verb.

For example, *much of the books seem relevant to the study.*

     All the studies are current.

11. Adjective used as plural nouns take a plural verb.

For example*, the poor face many hardships.*

12. A number of normally takes the plural, while the number of normally takes the singular.

For example*, A number of students have dropped that course.*

    A number of students in this school are 2000.

13. Neither /each of + plural noun takes a singular verb.

For example, *neither of girls is absent.*

14. One of + plural noun takes singular verb.

For example, *one of the men has come.*

15. Majority is come with superiority of number take singular verb and majority is numerical plurality takes plural verb.

For example, *The great majority is helpless.*

     The majority were determined to press their victory.

16. When two nouns are joined a plural verb is used.

For example, *Harish and Jenny were going to London.*

   ***The tense aspect and its types*.** Tense, which relates to time and the aspect is a term used to describe the state of verb action as beginning in progress or completed. They are interrelated between each other. There are three tenses; present, past and future and four aspect; simple, progressive, perfect and perfect Progressive in English.

Simple aspect. Celce murcia &Larsen freeman (1999), explain that 'simple aspect refers to events that are conceptualized as complete whole.' It is the verb form used to express a fact. Under simple aspect, there are three branches. They are; present, past and future.

Simple present. Celce muria & Larsen freeman (1999) cited states that present tense convey immediate factuality. It is complete or unchanging nature. Simple present uses to express habitual action, universal truth, and express future, to present action and speech acts. For example*, He walks to school every day. Water freezes at 0 degree centigrade.*

Simple past. The simple past also states facts. What the core meaning of the past tense adds is a sense of remoteness (Knowles, 1979 cited in Celce Murcia & freeman). The event is a recent one. It is used to definite single completed action and repeated action etc. For example, *I finish my work. They attended a meeting of that committee last week.*

Simple future. Simple future is used when the event is conceptualized as a whole. It cannot be factually knowable. It is used for prediction. To define future time, a future habitual action or state and a situation that may obtain in the present one will obtain in the future but with some future termination in sigh etc. For example, *I will go to Pokhara next week. He will cover the first half of the book this term.*

Perfect aspect. Perfect is prior and it is used in relation to some other point in time. There are three sub branch of this aspect. They are present, past and future

Present perfect. It is used retrospectively to refer to a time prior to now. Present perfect is used a situation that began at a point in time and continues into the present, an action occurring at prior time that has current relevance, and a very recently completed action. For example, *You have done your homework.*

Past perfect. The past perfect offers a retrospective point of view on some past time. To express an action completed in the past prior to some other past event or time and to use imaginative conditional in the subordinate clause. For example*, He had left before I arrived.*

Future Perfect. It is used retrospectively to refer point of view on some future time. Future perfect is come to express a future action that will be completed prior to a specific future time and an accomplishment that will be completed in the future prior to some other future time. For example, *Mark will have finished all his work by the time we get there.*

Progressive aspect. Progressive aspect portrays an event in a way that allows for it to be incomplete. It is always specific. Here, present progressive, past progressive and future progressive are consisted.

Present progressive. Present progressive is activity in progress. It is come to use to present extended present, action of temporary situation, to tell ongoing action, expressing future, to express emotional comment on present habit and a change in progress. For example, *He is attending a meeting now. She is coming tomorrow.*

Past progressive. An action in progress is at a specific point of time in the past. Past action simultaneous with some other event is stated in simple past. When repetition some ongoing past action, past progressive is used. For example*, He was walking to school at 8:30 this morning. Jake was coughing all night long.*

Future progressive. An action that will be in progress at a specific time in the future and duration of some specific future action. For example*, He will be taking a test at 8 am. Tomorrow.*

Perfect progressive aspect. According to Murcia and Larsen Freeman (1999, p.118.) states that this aspect combines the sense of prior of the perfect with the meaning of 'incompleteness' inherent in the progressive aspect.

Present perfect progressive. A situation or habit that is began in the past and that continues up to the present, an action in progress that is not yet completed and a state that changes over time. For example, *John has been going out with Alice. You have been drinking again.*

Past perfect progressive. An action or habit is taking place over a period of time in the past prior to some other past event or time, an ongoing past action that becomes

satisfied by some other event. For example, *She had been trying to finish her degree that year.*

Future perfect progressive. Habitual action that is taking place in the present and that will continue into the future up until or through a specific future time. For example, *He will have been keeping a journal for 10 years next month.*

Review of Empirical Literature

The original researches are the foundation for the present research. There is not found the study which deals with a comparative study of subject verb agreement in Baram and English languages. But, there is number of researches have been carried out to compare and contrast two or more than two languages. Here, I have studied many researches to review related empirical literature in the department of English education T.U., Kirtipur.

Upadhya(2012) has conducted a research on' The subject verb agreement in the English language and Achhami dialect.' The main objective of this study is to identify the system of subject verb agreement in Achhami dialect and to find out the similarities and differences between English and language and Achhami dialect. He used both primary and secondary data. Questionnaire was the tool for data collection and he used purposive non-random sampling procedure to accomplish the research. The finding was in Achhami dialect, honorific affects the selection of verb and verbs of both languages agree with the category of number. The quantifier 'Everybody' has taken as plural in Achhami but singular in English.

Kuwar (2012) has carried out a research on 'a comparative study of the S-V agreement in Doteli and English language.' The main objectives were to compare and contrast the subject verb agreement system of Doteli language with English language. The primary sources of this study were forty native speaker of Doteli language. The researcher used the snowball non random sampling procedure to sample the population. Questionnaire was tool for the data collection. The finding showed that Doteli S-V agreement are agreement of person, number, gender and degree of honorability whereas English is determined by person and number.

Rai (2012) has carried out a research on 'subject verb agreement in Kulung and English.' The objectives of this research were to identify the subject verb agreement system of the Kulung language in term of person and number, and aspect and gender and to compare the subject verb agreement system of Kulung with English. The survey research design was used for study. The sample of population was fifteen graduate native speakers of Kulung in Kathmandu. They were selected from non-random judgmental purposive sampling procedure. Questionnaire was the tool for data collection. The findings showed that there were ten personal pronouns and three numbers system in Kulung language. Masculine and feminine agree with the same verb. In both languages, tense and aspect agree with the particular verbal affixation.

Dahal(2012) has done research on 'subject verb agreement in Thami and English.' The aim of the study is to identify the subject verb agreement system of the Thami language and to find out similarities and differences in subject verb agreement between English and Thami. The data were collected from forty native speakers of Thami language. Non random sampling procedure was used for choosing population. The major tool for this study was interview and questionnaire. He had found that Thami verb agree with tense, aspects, person and number but the Thami verb do not agree with gender and honorific forms.

Rai (2014) carried out a research on 'subject verb agreement in Wambule and English.' The main objectives of this study were to identify subject verb agreement system of the Wambule language and to compare and contrast the subject verb agreement of Wambule with English language. The sample populations of this study were forty native speakers of Wambule language. They were selected through purposive non random sampling procedure. The major tool was questionnaire. The major findings were Wambule language that is always comes as a prefix to the inflected verbs/auxiliary verbs for negative.

Dhami (2016) conducted a research on 'A comparative study of subject verb agreement in Bajhangi dialect and English.' The purpose of this study was to identify the pattern of subject verb agreement in Bajhangi dialect and to compare and contrast subject verb agreement in Bajhang with English language. The sample population of this study was forty native speakers of Bajhangi dialect. They were selected by using non- random judgmental sampling procedures. Questionnaire and test item were major

tools for data collection. Researcher found that English has S+V+O sentence structure but Bajhangi has S+O+V sentence structure. The perfect progressive aspect is not found to exit in the Bajhangi dialect whereas the English language contains all aspect of all the tense.

Katuwal (2018) carried out a research on 'subject verb agreement in English and Bajureli languages.' The aim of the study was to compare and contrast subject verb agreement of Bajureli language with English language. Survey design was used as a research design. The sample population was forty Bajureli native speakers from Kailali district. They were selected by using judgmental non -random sampling procedure. Questionnaire was the major tool for the data collection. The findings showed that in both languages verbs are formed according to subject. But, second and third person have been found in the honorific and non- honorific distinction in singular number in Bajureli language but English lack of this distinction.

Al-Khresheh(2020) carried a research on ' A comparative study of language development in monolingual and bilingual children with autism spectrum disorder.' The objective of the study was to analyze how the process of language development differed between a group of monolingual and bilingual children with autism spectrum disorder. The sample of this study was autism spectrum disorders children of different countries around the world. The population of this study was 201 children of different countries of world. The study was conducted based on reliable statically analysis methods. Observation was the major tool for the data collection. The major findings showed that both monolingualism and bilingualism do not have any detrimental effects on the language development abilities of children with autism spectrum disorder.

Sagarra and Rodriguez (2022) carried out a research on 'Subject-verb number agreement in bilingual processing :(lack of) Age of acquisition and proficiency effects.' The aim of this study was the role of age of acquisition and proficiency on morph syntactic processing in adult monolinguals and bilinguals. The data were collected from 136 adult participants: 36 Spanish monolinguals and 50 late bilinguals. The major tool for this study was questionnaire, test and eye-tracking task. The findings showed that the effects of age of acquisition and proficiency on morph syntactic processing in monolinguals and bilinguals. They found that SV agreement depends on perceptual salience and language use, rather than age of acquisition and proficiency.

Though, the above several researches have been conducted and submitted to department of English education, T.U., Kirtipur and research articles about related to subject verb agreement of different languages. But no one has done in Baram language so that it is different from other research. This research would be completely concerned to explore the Baram language and its pattern of subject verb agreement and also compare with English language.

Implications of the Review for the Study

Above theoretical and empirical literature review help to understand detail information about the research area of comparative study on subject- verb agreement between two languages. The theoretical and empirical review makes the research more authentic and gives theoretical base for research.

After reviewing all above research works, I got more knowledge and information for my study. By reading Crystal (2008), Haspelmath (2010), they help me to get ideas on comparative study of two language, Hornby (1966), Greenboum (2008), and Clelce Murcia &Larsen Freeman(1999) helped me understand about rules of subject – verb agreement in English language. Similarly, UNESCO(2010), Kansakar et al. (2011), Hodgson(1992), and Thapa (1996) helped me to get deep knowledge about Baram languages and situation of Baram people and   their language in context of Nepal. James (1980), Fries (1945), and Lado (1957) helped me to learn about contrastive analysis.

This above mentioned source provided to get in depth knowledge about theoretical literature review. In the same way, the review of above mentioned about empirical literature provided me various insight at different steps of a research. Dhami (2012), Dahal (2012), and Rai (2014) helped me to determine objectives, research questions, research problem and overall methodology. After reviewing all these theoretical and empirical research, I as a researcher was able to carry out a study on 'Comparative study of subject- verb agreement on Baram and English Languages.' I got various knowledge to select research design, population, research process, methodological tools which are very important to my research.

Conceptual Framework

Conceptual framework is the mental picture of the process of research what will be done. Thus, it is taken as the mental image of researcher towards proposed research. It is called also pathway or roadmap of a research which explains relationship between variable and themes of the study. The conceptual framework of research study is presented in the following diagrammatic way:

```
                              ┌──────────────┐
                              │   Language   │
                              └──────┬───────┘
                    ┌────────────────┴────────────────┐
          ┌──────────────────┐              ┌──────────────────┐
          │ English Language │              │  Baram Language  │
          └────────┬─────────┘              └────────┬─────────┘
       ┌────────┬──────────┐              ┌────────┬──────────┐
  ┌────────┐ ┌────────┐ ┌────────┐   ┌────────┐ ┌────────┐ ┌────────┐
  │ Person │ │Aspects │ │ Number │   │ Person │ │Aspects │ │ Number │
  └────────┘ └────────┘ └────────┘   └────────┘ └────────┘ └────────┘
```

Person	Aspects	Number	Person	Aspects	Number
First	Simple	Singular	First	Simple	Singular
Second	Continuous	Plural	Second	Continuous	Plural
Third	Perfect		Third	Perfect	
	Perfect Continuous			Perfect Continuous	
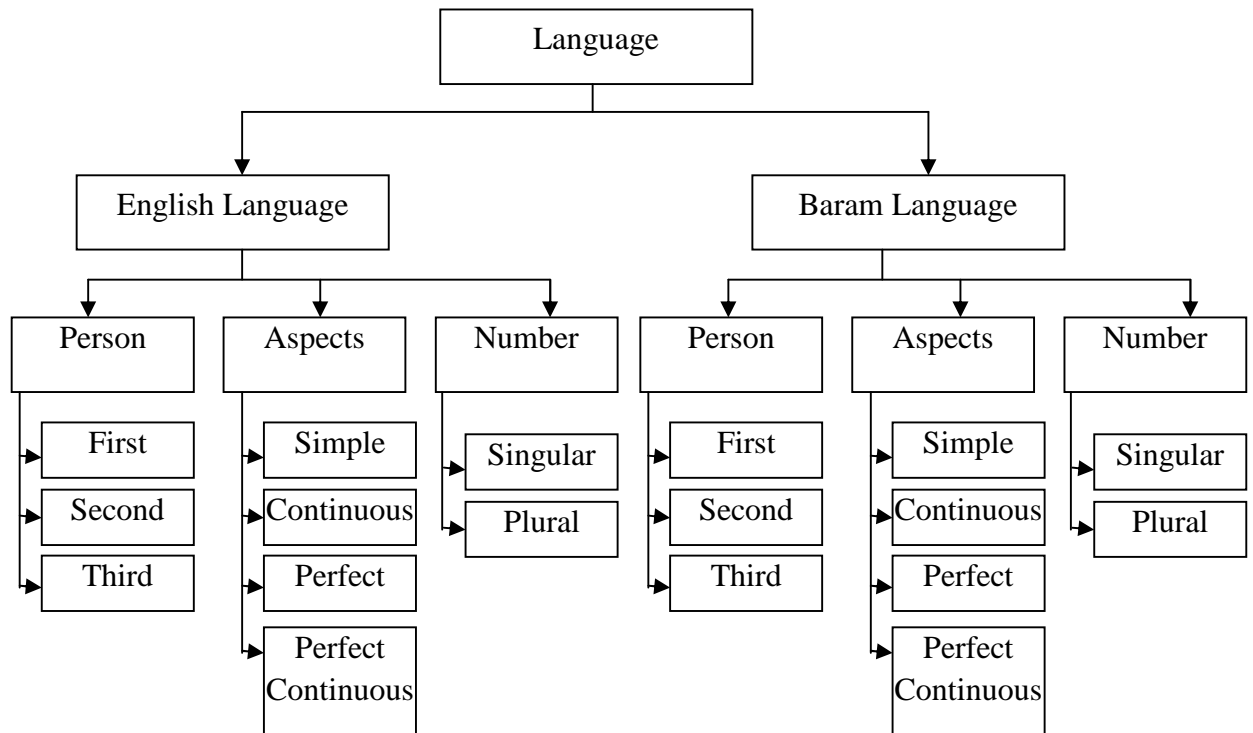
Chapter III

Methods and Procedures of the Study

In this chapter, design of the study, population, sample and sampling strategy, research tools, source of data, data collection procedures, data analysis procedures of the study and ethical consideration will be applied to fulfillment of above objectives

Design of the Study

Research design is a fixed set of procedures of conducting a research. It focuses on how research study is carried out. It is the model of carrying out research, a framework of research that is going to be conducted.

I adopted the contrastive analysis research design to conduct my research. Contrastive analysis is a research design which is the systematic study of a pair of languages with a view to identifying their structural differences and similarities. Al Khresheh (1970) has mentioned five steps or procedures of the contrastive analysis design. They are given below;

*Selection***.** This step is to select or to take the two languages and writing formal description needs of them. Writing a formal description needs choosing a special theoretical model which can be traditional, structural and transformational. In this step, there is need to what is to be contrast and compare.

*Description***.** The selected linguistics units or structure can be described in this step. The two languages should be described within the same theory. The main focus is on differences of two languages.

*Comparison***.** The described the linguistics selected units or structure, it is crucial to compare the structure with each other. In this step, the differences and similarities can be compared in form of meaning.

Prediction. Prediction is about making a prediction of difficulty through the contrast. It can noticeably predict for the similarities and differences of the two languages. Researcher can judge the similarities and differences are problematic or not.

*Verification***.** The last step verification is verifying the previous find out. The researcher should find out whether the predictions given in the previous step are true or not.

To conduct Contrastive analysis research, first I selected the two languages. Then, I collected the data to identify patterns of the Baram language and compare with English language and explain the similarities and differences between the both languages in detail.

Population, Sample and Sampling Strategy

The populations of this study were forty native speakers of the Baram community in Barpak Sulikot Rural Municipality of Gorkha district. Similarly, in the process of selecting the samples/participants for this study, I used purposive non random sampling procedures.

Research Tools

A set of questionnaire and structured interview were used as the research tools for the data collection.

Source of Data Collection

Both primary and secondary sources of data were used to obtain information. As a primary source of data were 40 native speakers of the Baram language. Likewise, secondary sources were related journals, articles, and books for this research study that provided valuable ideas and techniques to conduct the research study for the fulfillment of the objectives.

Data Collection Procedures

I collected the data from primary sources with a set of questionnaire. Then, I made the name list of forty native speakers of the Baram language and I went to this community and built up rapport with concerned informants. I consulted and informed them about the purpose of the research and request to take participate. Then, I took structured interview with respondent with required information. Finally, I thanked them

for their kind support and valuable time. And the data related to English language collected from English subject- verb agreement rules by Celce-Murcia and Larsen-Freeman and other further materials.

Data Analysis Procedures

Data analysis process is the process of systematically applying statistical or logical techniques to describe and illustrate and evaluate the data. In this study, the data were analyzed following procedures;

Identification of patterns. The patterns of subject verb agreement of the Baram language were identified. It was based on person, gender and aspects of tense.

Comparisons of patterns. The patterns of subject verb agreement of the Baram language were compared with English language.

Description of patterns of the languages. The patterns of subject verb agreement of the Baram and English language were described with example.

Explanations. I explained patterns of both languages. Such as, the similarities and differences between the Baram and English languages were being explained in detail.

Ethical Considerations

Research is not completed from the side of researcher only. This is very important to be considered by researcher while collecting information. So, I was considering about respondents' personal matter including their psychology behavior. I was respect the privacy of the respondents. I did not any activities in the against participants' professional and personal life and to avoid the potential harm in future. The collected data, findings and conclusion had been presented honestly and systematically with no duplication. The collected data and findings were not used for other purpose I assured that all respondents were saved from their personal matter in this study.

Chapter IV

Analysis and Interpretation of the Result

Analysis of the Data

In this chapter, the researcher presents the analysis of data, which were collected from the sample. The following enlisted results are based on the analysis and interpretation of the subject-verb agreement system of Baram language in terms of person and number, Gender and Tense and Aspect as well as English subject verb agreement systems.

Baram subject verb agreement in terms of person and number. The subject verb agreement system of person and number in the Baram has been presented below;

First person singular subject and verb agreement. This section presents agreement between first person singular subject and verb in the Baram and languages. For example,

a. Baram: ña am cam.

   ña-i (1st Sg)   am- rice   cam-eat

   English: I eat rice.

b. Baram: ña nam yam.

   ña-i(1st Sg)   nam-house   yam-go

   English: I go to home.

c. Baram: ña ghas nilakh.

   ña-i(1st Sg)   ghas-grass   ni-NPST, lakh-cut

   English: I cut grass.

The above examples show that first person singular subject in English is 'I' and Baram language is 'ña'. The verb agreement in English is 'eat, go and cut' and in Baram language is 'cam,yam and nilakh' with respectively.

'ña' is the first person singular subject in the Baram language. To agree with the first person singular subject Baram suffix 'm' is added to the base form of the verb 'ca and ya'. From the overall analysis and interpretation of the above example, it is

concluded that first person singular subject 'ña' agrees with main verb 'cam, yam and nilakh' in the Baram language.

First person plural subject and verb agreement. 'We' is the first person plural subject in English whereas 'ñi' is the first person plural subject in the Baram language. The respondents were given a statement related first person plural subject and verb agreement. It is found that first person plural subject and verb agreement in English and Baram languages. The respondents' views are presented in the following examples:

a. Baram: ñi hospital yam.
   ñi-we (1st Pl)   hospital-hospital   yam- go (1st pl)
   English: We go to hospital.
b. Baram: ñi am cam.
   ñi-we(1st pl)   am-rice   cam-eat
   English: We eat rice.

In the above example, 'ñi' is the first person plural subject in Baram language and yam and cam are the verb agreement in same language. As like as, we take 'go' and 'eat' verbs in the English language.

Second person singular subject and verb agreement. This section enlists agreement between second person singular subject and their verb in the Baram language. For examples,

a. Baram: na-e ghas nilakh.
   nañ-you(2nd sg), e-ERG ghas(grass), ni- NPST, lakh(cut)
   English: You cut grass.
b. Baram: na-e am cam.
   nañ-you(2nd sg),e-ERG am(rice), cam(eat)
   English: You eat rice.
c. Baram: na -e kitab nihiña.
   nañ-you(2nd sg)   e-ERG,   kitab-book   ni- NPST, hiña- buy
   English: You buy book.

The above examples show that 'nañ' is the second person singular subject in the Baram language and there is only 'you' as the second person singular subject in English language.

' nañ' is the second person plural subject with ergative case(e) in example (a), (b) and(c) in the Baram language. The second person plural subject agrees nilakh, cam and nihinga in Baram language. The respondents were given statement related first person plural and verb. It was found that first person plural and verb agreement in both languages.

Second person plural subject and verb agreement. Under this parameter, respondents were given a statement related to the second person plural subject and verb agreement in the Baram language. Such as,

a. Baram: ña(e) am cam.
    na-you(2nd pl) e-ERG am-rice   cam-eat
    English: You eat rice.
b. Baram: ñae kitab nihiña.
    ña-you(2nd pl) e-ERG kitab-book   ni- NPT, hiña-buy
    English: You buy book.

The above examples show that 'you' is second person plural subject agree with verb 'eat' and 'buy' in English language. Like use that in Baram language 'ña' is the second person plural subject agree with verb 'cam' and 'nihiña.' Similarly, Ergative case 'e' comes with second person pronoun 'na' in the Baram language.

Third person singular subject and verb agreement. This section presents between third person singular subject and their verb agreement in Baram and English languages. For examples,

a. Baram: Usei kisen nisya.
    u- he-(3rd sg)   sei-ERG   kisen-well   ni- NPST, sya-dance
    Esnglish: He dances well.
b. Baram: Usei am cam.
    u-she (3rd sg) sei-ERG   am-rice   cam-eat

English: She eats rice.

c. Baram: Usei git nilaño.

u-3rd sg   sei-ERG   git-song   ni- NPST laño-sing

English: He sings song.

It shows that 'u' is the third person singular subject in the Baram language. As the examples illustrated above u: the third person male and female pronoun in the Baram language correspondence with both he and she in the English language. These subjects remain unmarked for person and number in the Baram language in the verb like 'nisya,' 'cam' and 'nilaño.' Similarly, dances, eats and sings are verb unmarked in English language.

Third person plural subject and verb agreement. This section shows the third person plural subject and verb agreement in English and Baram language. The data has been presented below:

a. Baram: tibañ dukhi niña.

tibañ- (3rd pl)   dukhi-sad   niña- cop

English: They are sad.

b. Baram: tibañ kitab nihiña.

tibang-3rd pl,   kitab-book   ni- NPT, hiña-buy

English: They buy book.

c. Baram: u bañ am cam.

ubañ-3rd pl,   am-rice   cam-eat

English: They eat rice.

The above examples show that there is difference between third person plural subject and verb agreement in English and Baram language. Third person plural subject 'tibang' is unmarked for person as in verb 'niña, nihiña and cam'. Similarly, verbs 'are, buy and eat' are agreed with subject 'they' in English.

Number system of the Baram language. In this section, the data has been presented on person and number system of the Baram language and English language. Some examples are given below;

i.   cañmarue nikham.

cañma-old women, ru- pl, e-ERG ni-NPST, kham-say

Old women say.

ii.   tigi kumbaharu niña

tigi- there, kumba-stone, haru-PL, ni-NPST, na-COP

There are stones.

Baram countable nouns take the plural suffix-ru or haru. The suffix- haru in above example 'canma-haru' and 'kumba –haru' plural suffixes are agreed verb 'niña' and 'nikham in the Baram language'. In English, old women and stones are plural nouns agree plural verbs 'are and 'say'.

Baram subject verb agreement in terms of gender. Gender plays the vital role in subject verb agreement of the Baram and English language. So, this section presents agreement in terms of gender, subject and their verb in Baram language. For example,

Male/masculine	Female/feminine
a. ucuwa nam taya. ucuwa-son nam-home taya-come Son comes home.	umai nam taya. umai-daughter nam-home taya-come Daughter comes home.
b. ukai ghas nilakh. ukai-husband ghas- grass ni-NPST lakh- cut. Husband cuts grass.	umai ghas nilakh. umai-wife ghas-grass ni-NPST lakh-cut Wife cuts grass.
c. canpa nam taya. canpa-grandpa nam- home taya-come Grandpa comes home.	canma nam taya. canma-grandma nam- home taya-come Grandma comes home.

The above examples show that gender has a role to play in the Baram language in subject verb agreement. Masculine and famine have not the identical verb inflection. Gender does not determine the verb forms in the Baram language. For example, both 'ucwa and ucmai' correspond with the same verb inflection 'taya and nilakh' in the

Baram language. As in English language, both male and female take same verb affixation.

Baram subject verb agreement in terms of tense. Tense in verbs expresses the time that an action occurs in relation to the moment of speaking: present, past and future. Tense in Baram language has two categories:

i.   Past Tense
ii.   Non-past Tense

Past Tense. Past tense in Baram language encodes the events which occur in the past tense. It is expressed morphologically in Baram. The agreement of the verb in the past tense suffix in Baram is ki/gi. The actual form surface of the past tense is dependent on the basis of the phonological structure of the stems. Person and number agreement features are not found in the verbs. But in English, all subjects take past form of verb. There are given some examples in below:

a.   Baram: usai am ki-ca.
     u- 3rd sg, sai-DAT, am-rice, ki- PST, ca-eat
     English: He also ate rice.
b.   Baram: samachar kisen kilik.
     samachar-news, kisen- good, ki- pst, lik-be
     English: News was good.
c.   Baram: de jodi jutta sofama kiña.
     de-a, jodi-pair, sofa-sofa, ma-LOC, kiña-PST. AUX
     English: A pair of shoes was on the sofa.
d.   Baram: ña kephma.
     ña- 1st sg, ki- pst, phma-forget
     English: I forgot.

Non-past tense. Non-past tense marker is ni/ñi. The speakers use them interchangeably. It is used to describe non-past event (present) conditions. It indicates that the action takes place in the present or in future. The adverb may be used along with the verb to show whether the time referred to is the present or the future. It is also

used to denote a habitual action or a universal character. Some examples are shown the agreement of subject-verb in the below:

    a. Baram: ña am ca.

        ña- 1st sg, am-rice,ca-eat

        English: I eat rice

    b. Baram: ucwa hogai nitai.

        ucwa-son, hogai- tomorrow,ni- NPST, tai-come

        English: Son will come tomorrow.

    c. Baram: taya añmat niju

        toya-today, añmat-rain water, ni-NPST, ju-come.

        English: It will rain today.

    d. Baram: ñae sadhain handzañge am nica

        na-1st sg, e-ERG, sadhai-always, handzañ-morning, ge-LOC,am-rice,ni-NPST, ca-eat

        English: I always eat rice in the morning.

In above examples, all subjects take prefix-ni in the base form of verb in the Baram language.But in English, subject takes will+v1 in future tense and singular subject takes singular verb and plural verb is taken by plural subject in present tense.

Baram subject verb agreement in term of aspect

***Simple aspect*.** Simple aspect is the verb form used to express a fact. It does not make it clear whether the action is a complete action or a habitual action. In this section presents agreement between in terms of tense and aspect, subject and their verb in Baram language.

Simple present. In this section, the data have been presented on Baram subject-verb agreement in terms of tense and aspect.

    i.   Baram : ña am ca.

          ña-1st sg, am-rice, ca-eat

           English: I eat rice.

    ii.   Baram: ni e am ca.

          ni-1st pl, e- ERG, am-rice, ca-eat

English: we eat rice.

iii.   Baram: nae am ca.

nañ-2ndsg, e-ERG, am-rice, ca-eat

English: you eat rice.

iv.   Baram: nue am ca.

nuñ-2nd pl, e- ERG am-rice,ca-eat

English: you eat rice.

v.   Baram: usei am ca.

u-3rd sg, sei-ERG, ca-eat

English: s/he eats rice.

vi.   Baram: ubangai am ca.

ubang-3rd pl, gai-DAT, am-rice, ca-eat

English: They eat rice.

The aforementioned examples show that subject verb agreement in terms of simple aspect of present tense in Baram and English languages. As in Baram language, all of the different subjects agree with the same verb form as the first person singular subject 'ña' agree with the verb 'ca', and first person plural verb 'ni' agree with the same verb 'ca'. As like, Second person singular subject 'nañ' and plural subject nuñ agree with the verb also 'ca'. Like that all subject agree with the same verb 'ca' in the Baram language where as all subjects agree with different verb affixation in English language.

Simple past. The simple past expresses action carried out prior to the time of speaking. The inflection in the verb form makes the simple past tense in Baram language. Past tense in Baram encoded the events which occur in the past tense. It is expressed morphologically in Baram language. The past tense suffix 'ki' is added in Baram verb stem. The actual form surfaced in the past tense is dependent on the basis of the phonological structure of the stem. For examples

i. Baram- ña kephma.

ña-1st sg,   ki-PST, phama-forget)

I forgot.

ii. Baram-ñi-e kephma.

ñi-1st pl, ki-PST, phama-forget

English-We forgot.

iii. Baram-na-e kephma.

nañ-2nd sg, e-ERG, ki- PST, phama-forget

English-You forgot.

iv. Baram-nue kephma.

nuñ- 2nd p l, e-ERG, ki- PST, phama-forget

You forgot.

v. Baram- usei kephma.

u-3rd sg, sei-ERG, ki-PST, phama-forget.

English-He forgot

vi. Baram-ubang-e kephma.

ubang-3rd pl, e- ERG, ki-PST, phama-forget

English-They forgot.

Now, we can see from above given examples that in English, a verb does not change from for the first, second or even for third person subject in the past tense. All of the different subjects agree with the same verb. Similarly, in Baram language, the case is same. All different subjects 'ña, ni, nañ, u and ubaang' agree with same verb kephma. But in English, past form of verb is used.

Simple future. The simple future tense is used to refer to actions or states that begin and end in the future. These events have not happened yet, but will happen sometime in the future. The simple future tense suffix in the Baram language is 'ni'. This section presents subject-verb agreement in the Baram and English languages. So, the data have been presented below:

i. Baram- ña e hogai nitai.

ña-i(1st sg), e- ERG, hogai- tomorrow, ni –NPST tai-come

English-I will come tomorrow.

ii. Baram-ñi hogai nitai.

ñi-we(1st pl), hogai-tomorrow, ni-NPST, tai-come

English-We will come tomorrow.

iii. Baram-nañ e hogai nitai.

nañ-you(2nd sg), e-ERG, hogai-tomorrow, ni-NPST, tai-come

English-You will come tomorrow.

iv. Baram-u e hogai nitai.

u-she(3rd sg), e-ERG, hogai-tomorrow, ni-NPST, tai-come

English-He/she will come tomorrow.

v. Baram-ubang gai hogai nitai.

ubang-they(3rd pl), gai-DAT, hogai-tomorrow, ni- NPST, tai- come

English- They will come tomorrow.

Now, we can see from above given examples that in Baram language, the case is different in simple future tense. The ergative case 'e' is come with subject. The entire different subject uses verbs in future tense also. As the first person subject 'ña' uses the verb with it as 'nitai'. First person plural subject 'ni' agrees with verb 'nitai'. The second person subject 'nañ' follows same the verb 'nitai'. As like all subject take same verb with prefix 'ni' in stem 'tai'. In English, will +v1 are used respectively.

Continuous aspect. Continuous aspect is also known as progressive aspect. It expresses ongoing action at different time; present, past and future. The Baram and English subject verb agreement system in term of the continuous aspect is stated below.

Present continuous. The present continuous tense uses to express ongoing action at the time of speaking. Continuous is encoded with suffix –iñ indicate in the Baram language of present continuous tense. It is also used to express the progressive meaning by the combination of the progressive suffix with the verb. For examples;

i.   Baram-ñae thesis paddiñ niña.

ña-1st sg, e-ERG, pad-read,iñ-PROG, ni-NPST,ña-COP

English-I am reading thesis.

ii.   Baram-ñi thesis paddiñ nina.

ni- 1st pl, thesis, pad-read, iñ-PROG, ni-NPST, ña-COP

English-We are reading thesis.

iii.   Baram-nañ-e thesis pdding niña.

nan- 2nd sg, thesis pad-read,iñ-PROG, ni-NPST,ña-COP

English-You are reading thesis.

iv.   Baram-usae thesis paddiñ niña.

u-she(3rd sg), sae-DAT, thesis, pad-read, iñ-PROG, ni-NPST, ña-COP

English-He/she is reading thesis.

v.   Baram-ubang-e thesis padding   niña.

ubang-3rd pl, thesis ,pad-read, iñ-PROG, ni-NPST, ña-COP

English-They are reading thesis.

According to the above examples, (-in) is suffix in main verb 'pad' in are progressive form of the Baram language and niña is non past copular. In English, all subjects take aux + v-ing in present progressive tense.

Past continuous. The past continuous tense or the past progressive tense expresses the ongoing action in the past. The morpheme –iñ is used with main verb and also expressed the progressive suffix 'ki' with copular for examples below where was and were as auxiliary verb come with verb –ing in English language.

i. Baram-ñae TV aaya-inñ kiña.

ña-1st sg , e-ERG, TV, aaya-watch,iñ-PROG, ki-PST, ña-COP

English- I was watching TV.

ii. Baram-ñie TV aaya-inñ kiña.

ñi-1st pl, e-ERG, TV, aaya-watch, iñ-PROG, ki-PST, ña-COP

English-We were watching TV.

iii. Baram-nañ TV aaya-inñ kiña.

nañ- 2nd sg, TV, aaya-watch, iñ-PROG, ki-PST,ña-COP

English-You were watching TV.

iv. Baram-usei TV aaya-inñ kiña.

u-3rd sg, sei-ERG, TV, aay-watch, iñ-PROG, ki-PST, ña-COP

English-He/she was watching TV.

v. Baram-uban-e aaya-inñ kiña.

ubang-3rd pl, e-ERG, aay-watch, -iñ-PROG, ki-PST, ña-COP

English-They were watching TV.

Future continuous. The future continuous tense or progressive tense expresses the ongoing action in the future. In future continuous tense Baram, prefix 'ni' is used with progressive verb as the examples are given below;

i. Baram-ñae daba din gai parikshya pipugo nilikoka.

ña-1st sg, e-ERG, daba-next, din- day, gai-DAT, parikshya-test, pipugo-giving, ni-NPST likoka-be

English-I shall be giving a test next day.

ii. Baram-ñie daba din gai parikshya pipugo nilikoka.

ñi-1st pl,daba-next, din-day, parikshya-test, pipugo-giving, ni –NPST, likoka-be

English-We shall be giving a text day.

iii. Baram-ñangae daba dingai parikshya pipugo nilikoka.

nañ-2nd sg, daba-next, din-day, , parikshya-test, pipugo-giving ni-NPST, likoka-be

English-You will be giving text next day.

iv. Baram-usae daba din parikshya pipugo nilikoka.

u-3rd sg, daba-next, din-day, pipugo-giving,   parikshya-test, ni-NPST, likoka-be

English-S/he will be giving text next day.

Perfect aspect. Perfect aspect describes the action that has been completed. Three tense formed by the combination of time and perfect aspect have the present, past and future perfect. Perfect is identical with the past tense suffixes, viz. ki auxiliary with ka auxiliary verb to refer to the actions in the past tense and ñiña to refer to the present. 'gi'. The finite morphology is seen only in the auxiliary verbs. In English language, subject agrees aux.verb with participle verb respectively.

Present perfect. Generally, present perfect tense expresses a recently completed action. The present perfect verb conjugation varies in relation with the occurrence of the subject and object in the Baram language sentences. There are given some examples in the below:

i. Baram- ña Pokhara kiya ñiña.

ña-1st sg, ki-PRF, ya-go niña-NPST-COP

English-I have gone to Pokhara.

ii. Baram-ñi Pokhara kiya niña.

ñi-1st pl, ki-PRF, ya -go, niña-NPST-COP

English- We have gone to Pokhara.

iii. Baram-nañ Pokhara kiya niña.

nañ-2nd sg, ki-PRF, ya-go, niña-NPST-COP

English-You have gone to Pokhara.

iv. Baram-u Pokhara kiya niña.

    U-3rd sg, ki-PRF, ya-go, niña-NPST-COP

    English-S/he has gone to Pokhara.

v. Baram-ubangai Pokhara kiya ninga.

    uban-3rd pl, gai-ERG, ki-PRF, ya-go, niña-NPST-COP

    English-They have gone to Pokhara.

As can be seen in above examples the verb in the perfect marker ki- is followed by auxiliary verb ñiña to refer to the present perfect in Baram Language where has/have and verb-participle is used in English language. Thus, in both languages, tense distinction in perfect aspect is determined by the auxiliary following the main verb.

Past perfect. The past perfect expresses a past action completed prior to another event or time in the past. The past perfect verb conjugation varies in relation with the occurrence of the subject and object. Perfect is identical with the past tense suffixes viz. ki-gi with ka auxiliary verb in the Baram language where as subject takes aux.v(had) with participle verb and object in English language. The examples are given below;

i. Baram-ña junglegai de bumang kinika.

    ña-1st sg, jungle, gai-LOC, de-a, bumang-tiger, ki- PRF, ni-see, ka-COP.PST

    English-I had seen a tiger in jungle.

ii. Baram-ñi junglegai de bumang kinika.

    ñi-1st pl, jungle, gai- LOC, de-one, bumang-tiger, ki-PRF, ni-see, ka-COP.PST

    English-We had seen a tiger in jungle.

iii. Baram- nañ junglegai de bumang   kinika.

    nañ-2nd sg, jungle, gai-LOC, de-one, bumang-tiger, ki-PRF,

    ni-see,ka-COP.PST

    English-You had seen a tiger in jungle.

iv. Baram- u junglegai de bumang kinika.

    u-3rd sg, jungle,gai-LOC, de-one, bumang-tiger, ki-PRF, ni-see, ka-COP.PST

    English-S/he had seen a tiger in jungle.

v. Baram-ubangai junglegai de bumang kinica.

    uban-3rd pl, gai-DAT, jungle, gai-LOC, de-one, bumang-tiger, ki- PFR, ni-see,

    ka-COP.PST

    English-They had seen a tiger in jungle.

Future perfect. The future perfect is generally used to express an action that will be completed prior to or by some specified future time. The future perfect verb conjugation varies in the occurrence of the subject and objects in the Baram sentences. Perfect form with 'gi' prefix in verb in Baram language where as subject agree with modal aux.v-shall/will with have and past participle verb respectively. For example

i. Baram-ñae de mahinagai thesis gidak.

ña- 1st sg, e-ERG, de- this, mahina-month, gai- dat, thesis, gi-PRF, dak-complete

English-I will have completed research in this month.

ii. Baram- ñie de mahinagai thesis gidak.

ni-1st pl, e- ERG, de-this, month,gai- DAT, thesis, gi- PRF, dak- complete

English-We will have completed research in this month.

iii. Baram- nae de mahinagai thesis gidak.

nañ- 2nd sg, e- ERG, de-this, month, thesis, gi-PRF, dak- complete

English-You will have completed research in this month.

iv. Baram- usei de mahinagai thesis gidak.

u-3rd sg, sei-ERG, month, gai-DAT, gi-PRF, dak- complete

English- S/he will have completed research in this month.

v. Baram- ubangai de mahinagai thesis gidak.

ubang-3rd pl, gai-DAT, de-this, month, gai-DAT, research, gi-PRF, dak-complete

English- They will have completed research in thist month.

Perfect continuous. The perfect and continuous aspects can be used together. They, too, intersect with three times, forming the present, past and future perfect continuous tenses. Reflecting the meaning of both aspects, these tenses express ongoing action to some point in time. They occur particularly with activity verbs and they are often in sentences that include time expressions of duration. The Baram and English languages subject-verb agreement system in term of the perfect continuous aspect is stated below.

Present perfect continuous tense. The present perfect continuous tense expresses past activity that extends to the present and they are often in sentences that include time expression of duration. In the verb agreement of the present perfect

continuous tense, the perfect continuous suffix- 'ki' is added in the stem of the Baram 'huk' and the copular form of the verb 'ka' follows the main verb to make past perfect continuous tense. Subjects takes aux.v (has/have) been with v-ing in the English language. Examples are given below.

i.   Baram: ñae awa syaee kyuhuk niña.

ña-1st sg, e- ERG, awa-water, syaee-drink, kyuhuk-pef.con, niña-NPT

English: I have been drinking water.

ii.   Baram: nie awa syaee kyuhuk niña.

ni-1st pl, e- ERG, awa-water, syaee-drink, kyuhuk-pef.con, NPT

English: We have been drinking water.

iii.   Baram: nae awa syaee kyuhuk niña.

nañ-2nd sg, e- ERG, awa-water, syaee-drink, kyuhuk-pef.con, niña-NPT

English: You have been drinking water.

iv.   Baram: nue awa ayaee kyuhuk niña.

nuñ-2nd pl, e-ERG, awa- water, syaee-drink, kyuhuk-pef.con, niña-NPT

English: You have been drinking water.

v.   Baram: ue awa syaee kihuk niña.

u- 3rd sg, e- ERG, syaee-drink, kyuhuk-pef.con, niña-NPT

English: He has been drinking water.

vi.   Baram: tibang-e awa syaee kihuk niña.

tibang-3rd pl, e-ERG, awa-water, syaee- drink, kyuhuk- pef.con, niña-NPT

English: They have been drinking water.

Past perfect continuous. The past perfect continuous tense expresses an ongoing action in the past that is related to another past action. In the Baram, the prefect continuous suffix 'kyuhuk' is added at the stem of the Baram verbs and the copular form of the verb 'ka' follows the main verb to make past perfect continuous tense where all subject takes aux.v(had) been with v-ing in English language in the examples below.

i.   Baram: ña USA yai kihukka.

ña-1st sg, yai-come, kyuhuk-pef.con, ka-PST

English: I had been going to USA.

ii.   Baram: ni USA yai kihukka.

ni-1st sg, yai-come, kyuhuk-pef.con, ka-PST

English: We had been going USA.

iii.   Baram: nañ USA yai kihukka.

nañ-2nd sg, yai- come, kyuhuk-pef.con, ka-PST

English: You had been going to USA.

iv.   Baram: uni USA yai kihukka.

uni-3rd sg, yai-come, kyuhuk-pef.con, ka-PST

English: She had been going to USA.

v.   Baram: tibangai USA yai kihukka.

tibang- they, gai-DAT, come, pef.con, PST

English: They had been going to USA.

Future perfect continuous. The future perfect continuous tense expresses an action that will continue into the future up to a specific time. In the verb agreement of the future perfect continuous tense, the perfect continuous suffix 'kyuhuk' is added in the stem of the Baram verb and the copular form of the verb 'ñilik' is added at the end of sentences as in English, subject agree with modal aux.v (shall/will) and have been with v-ing as the example below.

i.   Baram: ñae som mahinagai ñago thesis datko kyuhuk ñilik.

ña- 1st sg, e- ERG, som-three, mahina-month, gai-DAT, ña -my, go- GEN, thesis-thesis, datko-complete, kyuhuk-pef.con, ni-NPT, lik-be

English: I shall have been completing my thesis within three month.

ii.   Baram: nie som mahina gai nigo thesis datko kyuhuk nilik.

ni-1st pl, e-ERG, ni-we, go-GEN,

English: We shall have been completing our thesis within three month.

iii.   Baram:nae som mahina gai nago thesis datko kyuhuk nilik.

na-2nd   pl, e- ERG, som-three, gai-DAT, na-you, go- GEN, datk-complete, kyuhuk-pef.con, ni-NPT, lik-be

English: You will have been completing your thesis within three month.

iv.   Baram: usei   som mahinagai usko thesis datko kyuhuk nilik.

u-3rd sg, sei-ERG, som-three, u- she, ko-GEN, datko-complete, kyuhuk-pef.con, ni-NPT,lik-be

English: She will have been completing her thesis within three month.

v.   Baram: tibangai som mahinagai tibango thesis datko kyuhuk nilik.

tibang- 3rd pl, tiban-they, go-GEN datko-complete, kyuhuk-pef.con, ni-NPT,lik-be

English: They will have been completing their thesis within three month.

Contrastive features of Baram and English subject-verb agreement system. Baram is a Tibeto- Burmen language whereas English is an Indo- Aryan language, so that there are more differences than similarities in their subject-verb agreement system. The systematic analysis is stated below;

Contrastive Features in Person and Number

Languages	English		Baram	
Number	Singular	Plural	Singular	Plural
person				
1st	I	We	ña	ni
2nd	you	you	nañ	nuñ/nañru
3rd	he, she, it	they	i/u	i/ubang

There are six personal pronoun in Baram language, whereas seven in English. The English third person pronoun 'it' is equivalent 'u' in the Baram language. The Baram language i/u represents both male and female whereas English has both particular pronouns: he and she for male and female respectively. The third person and plural take same verbal in the Baram language whereas English takes different verb as like. Similarly, in English, the suffix-'s' and 'es' indicates plural number, but in Baram language, the suffix '-ru' indicates for plural number.

Contrastive features in sentence pattern. The sentence pattern refers to the systematic arrangement of the words in an expression. The statement of the Baram language is ' subject + object + verb' (SOV) whereas 'subject + verb + object' (SVO) is in English language. It shows that the verbal conjugation is constrained by both subject and object in the Baram language. For example,

    i.   ña   nam   yam

        1st sg   house   go

        S   O   V

I   go to house.

S   V   O

  ii. ni   e   ghas   ni   lakh

       1st pl-ERG   grass   NPST cut

       S   O   V

       We   cut   grass

       S   V   O

  iii. na- e   dukhi   niña

       2nd sg-ERG   sad   NPST COP

       S   O   V

       You   are   sad

       S   V   O

Contrastive features in Baram and English tense and aspect

a. In Baram language, there are two types of tense; past and non past whereas English has three types of tense; past, present and future. Similarly, the past tense in Baram language encodes suffix is 'ki' and 'gi' and non-past tense marker is ñi and ni whereas in English language, simple future tense includes the modal verbs; shall or will and infinitive form of a verb, but simple present tense includes the main verb with –s or –es. For examples

  i.   usei   kisen   ni sya

         u-3rd sg, sei-ERG, kisen-well   ni-NPST, sya-dance

         She dances well.

  ii.   ucmai   gi dzjo

         ucmai-daughter,   gi-PST, dzyo-walk

         Daughter walked.

  iii.   ubanru   hogai   ni tai

         ubangru-3rd pl,   hogai-tomorrow   ni-NPST, tai-come

         They will come tomorrow.

b. In the continuous tense, Baram language continuous marks –iñ that suffix ni is used for present continuous and -ki and -gi are used to signify past continuous tense, whereas English adds present participle morpheme –in in the stem of verb to signify continuous

aspect. The present and past form of auxiliary verb be is added before main verb (is,am,are,was,were) but in future continuous tense is modal auxiliary 'be'(shall,will+be). For example

> i. na e   thesis   pad din   ni ña.
> na-1st sg, e-ERG, thesi pad-read in-PROG   niña-NPST-COP
> I am reading thesis.
> ii.nis ta caca   bane in   kihuk
> nis-two, ta-clf caca-baby   bane-play, in-PROG   ki-PST, huk-sit
> Two babies were playing.
> iii, nanru   kam   datein ni huk
> na nru-2nd pl   kam-work   date-complete,   in-PROG   ni-npst, huk-sit
> You will be completing work.

c, In the Baram language perfect aspect is formed with the perfective suffixes-ki and gi, but in English perfect aspects is formed with have and past participle have+-id. For example

i.   paiju e   ki   pak   ni   na
       monkey-ERG   PRF   break NPST-AUX
       Monkeys have broken.

ii.   na e   am   ca   gi dat
       ña-1st sg, e-ERG rice   eat   gi-PRF,   dat-finish
       I had eaten rice.

iii.   ni e de   mahina gai   thesis gi dat
       ni-1st pl, e-ERG   de-ONE   month gai-DAT   thesis gi-PRF
       dat-complete
       We will have completed research in a month.

d, The Baram language has different perfect continuous suffixes 'in' and kyuhuk whereas in English, perfect continuous tenses formed with 'have' been and present participle. For example.

i.   na e   awa   sya-in kyuhuk   ni ña.

ña-1st sg, e-ERG   water   drink-PROG   niña-NPST COP

I have been drinking water.

ii.   u sei   USA   yain   kyuhuk ka.

u-3rd sg sei-ERG   USA   ya-go, in -PROG PRF PST

She had been going to USA.

iii.   ubang-e   som mahina gai ubango kam datko kyuhuk   nilik.

ubang-3rd pl, e- ERG three month LOC 3rd pl GEN work complete PRF

ni-NPST, lik- be

They will have been completed their work within three month.

Contrastive features in gender. Generally, Baram and English languages do not have particular verbal affixations to differentiate in terms of the gender. Indeed, the Baram language third person singular pronoun 'u' indicates both male and female pronoun but English language has different masculine and feminine pronoun he and she respectively. For examples,

Baram: usei am cam.

English: She eats rice.

Baram: usei am cam.

English: He eats rice.

Chapter V

Findings, Conclusion and Recommendations

In this chapter, this study has been concluded. Especially, the main findings derived from the chapter four are presented briefly. This chapter deals with the findings, discussion and recommendations as follows.

Findings

From the obtained data and their explain and interpretation, the following findings have been found.

The patterns of the Baram's subject verb agreement system

- There are six personal pronoun in Baram language; 'ña(i),ñi(we), nañ(you-sg), nuñ(you-pl),u(she/he),ubang(they)' where as seven pronoun (I, we, you, he,she, they and it) in English language.
- Baram has two numbers system; singular and plural whereas same in English language. For example: sigular- ña(I), plural-ñi(we)
- The first person singular and plural pronouns are ña and ñi follow the same verbal affixation in the Baram language and as same in English language. For example: ña am cam(I eat rice). ñi aam cam(we eat rice).
- The ergative cases are marked by suffix 'e' in personal pronoun. For example: na 'e' thesis paddin niña.(I am reading thesis.) where in English, used to refer a verb- transitive and intransitive.eg. I closed door. 'closed' is ergative case.
- The genitive case codes the possessive form and its head. The genitive case is marked by the suffix 'ko' in pronoun and 'go' in name where "s' in English.. For example: Ram 'ko' nam(Ram's house).   Nañ 'go' nam(Yours house).
- The dative case is marked with 'gai' if it is definite, human and animates nouns. For example: ña gai tha malik(I don't know).
- The locative case marks it's time and place is coded by 'gai'. Examples: u jungle 'gai' de bumang kinika(He has seen a tiger in jungle) .
- The Baram verbs agree with tense and aspect agree with the particular verbal affixation whereas same in English.

) In Baram, masculine and feminine agents agree with the same verb affixation as same in English language. For example: ucuwa nam taya(son comes home), umai nam taya(daughter comes home).

) The past sentences suffix in the Baram is 'ki' depend on the basis of the phonological structure of the stem where as past form of verb is used in English language. For example: ñae am ki-ca(I ate rice).

) Non past sentences marker ñi and ni. They are used interchangeably whereas infinitive form of verb is used in English language. For example: taya añmat ni-yu(It will rain today).

) The progressive sentence morpheme-in indicate the continuous action in the Baram language whereas v-ing in English. For example, aayain(watching)

) The perfective morpheme –ki and gi indicates the completed action in Baram language whereas aux.v(has/have/had) and past participle in English. For example: ña Pokhara kiya niña(I have gone to Pokhara).

) The perfect continuous morpheme -in+kyuhuk indicates the ongoing action to some point in time in the Baram language whereas aux.v(has/have been with v-ing in present, had been v-ing in past and shall/will have been v-ing in future in English language.. For example: ñae awa syaee kyuhuk niña(I have been drinking water).

Similarities between Baram Language and English Language subject verb agreement

) First person, second person and third person are found in both Baram and English Language

) In both languages, person and number agree with the particular verbal affixation,

) There are two numbers system, singular and plural in both languages,

) In the sentences of both languages, grammatical function; subject, verb and object play vital role to construct sentence,

) In both languages, tense and aspect agree with particular verbal affixation,

) In both languages, simple, continuous, perfect and perfect continuous available,

) In both languages, verbal affixation does not vary in term of gender. The same morphemes are used for masculine and feminine,

⟩ The number system in both languages agrees with the particular verbal system.

The differences between the Baram and English subject-verb agreement

⟩ Baram sentence pattern is SOV where as in English is SVO.

⟩ There are six personal pronouns in Baram language where as seven in English.

⟩ In Baram language, there are two types of tense; past and non-past where as three types of tense; past, present and future in English.

⟩ In Baram language, third person singular 'u' represents both masculine and feminine whereas in English has separate pronouns 'he' and 'she' to represent masculine and feminine respectively.

⟩ In Baram language, verbal inflection is obligation whereas in English, verbs can be used without inflection.

Conclusion

The study is about comparative research conducted to compare between Baram and English languages. The objectives of the study were to compare Baram and English language in term of subject and verb agreement, to find out similarities and differences between Baram and English language in terms of subject and verb agreement and to suggest pedagogical implication. It selected native speakers of the Baram language of Gorkha district. They were selected through judgmental non-random sampling strategy procedure. In order to fulfill the objectives of the study, a set of Questioners developed as a major research tool and interview was also used as research tool for obtaining authentic data. Questionnaire was conducted by close ended questions. Such as, subject-verb agreement in terms of different criteria as singular and plural, person and number and tense and aspect in Baram language. So, data was analyzed descriptively.

Therefore, subject-verb agreement in English and Baram language is a research in the field of Baram community. It is different research from other research in the field of subject verb agreement. Subject verb agreement in English and Baram language is more relevant in English language teaching classroom in order to address the learners need it also facilitates teacher, course designer, researcher and so on.

On the basis of above findings, in the comparative study of Baram and English language in term of subject verb agreement, it has found six personal pronouns in the Baram language. The sentence patterns of Baram language is SOV pattern. The different subjects of Baram language is followed by case marking; ergative, genitive, ndative and locative. The past sentences suffix in the Baram is 'ki' and 'gi' depend on the basis of the phonological structure of the stem where as nonpast sentences markers 'ñi' and 'ni'. Baram progressive construction can be represented as v-iñ+aux.v. The similarities of both languages have singular and plural subject with their verb agreement. It has been found that three person system i.e. first person, second person and third person in both languages. In contrast, verb has not depended according to subject. All singular and plural subjects take same verb in Baram language.

Recommendations

This study gives some of the implications for the text book writer, readers, as well as further coming researcher. Some of the pedagogical implications of the pedagogical implications of the study have been recommended to the policy, practice and further research related.

Policy related. Policy is a general rule to systematic the functions and to achieve the goals of educations. For the improvement quality of education, government and other concern factors should make strong policies. The government should aware need and importance of technology in language development. Here, it has some policy related recommendations:

- One of the findings of this study shows that Baram pronoun has four categories. All native speakers should be known about all four categories of pronoun with verb agreement.
- It has found that six personal pronoun take identical verb affixation in Baram language
- Baram language and English contain the all aspects.
- Policy maker should be aware about this area.

Practice related. It is related to the actual implementation of the policies into community practice and classroom practice. After analyzing the findings of my study, I have drawn some recommendations related to practices which are as follow;

) One of the findings showed that Baram language has singular and plural subject with agree verb and three kind of person system; first, second and third person. It should be regular practice in community.

) Baram sentence structure with SOV pattern.

) This research is beneficial for those who are preparing local curriculum and localized pedagogy in school level, especially in basic level in Baram language.

Further research related

a. For the further research, the researcher can investigate about role of the Baram language in primary level on education

b. The researcher can study the origin of the Baram and English languages

c. The researcher can analyze the danger language as Baram Language in Nepal.

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Appendices

Appendix-1

Participant Consent Form

Faculty of Education, Tribhuwan University

Kirtipur, Kathmandu, Nepal

Supervisor: Prof. Dr. Tara Datta Bhatta

Topic: A Comparative Study on Subject Verb Agreement in Baram and English languages

I..., agree to take part in this research study.

In giving my consent I state that:

I understood the purpose of the study, what I will be asked to do and any risks/ benefits involved.

1. I have read the participant information statement and have been able to discuss my involvement in the study, if I wished to do.
2. I have got answers to any questions that I had about my study and I am happy with my the answers.
3. I understand that being in this study is completely voluntary and I do not have to take part compulsorily.
4. I understand that my real name will not be used in the study.
5. I understand that personal information about me that is collected over the course of the study will be stored securely and will only be used for purpose that I have agreed to. I understand that information about me will only be told to others with my permission, except as required by law.
6. I understand that the result of the study may be published and that publication will not contain my name or any identification.

　　　) Compelling Questionnaire　| Yes |　| No |

Signature............................Name...Date.......................

Questionnaire

Dear Informants,

This is a questionnaire as a part of my research study entitled "A Comparative Study on Subject Verb Agreement in Baram and English Languages" under the supervision of Dr. Tara Datta Bhatta for the fulfillment of Master's Degree in English Education at Tribhuwan University. I would be grateful to you if you could cooperatively fill the following questionnaire in with true information. All the information collected will be used confidently only for present research. Please, feel free to put your true responses required by the questions.

Thank you

 Researcher

Aruna Baram

Contact Number: 9840143883

Email: arunabaram066@gmail.com

Please translate the following sentences into equivalent Baram language.

Name: Date:

Sex:

Academic qualification:

1. English- I eat rice.

Baram-

2. English-We eat rice.

Baram:

3. English-We go to hospital.

Baram

4. English: You eat rice.

Baram:

5. English:You eat rice.

Baram:

6. English:He/she eats rice.

Baram:

7. English: You forgot a book.

Baram:

8. English: We forgot a book.

Baram:

9. English: You forgot a book.

Baram:

10. English: He/she forgot a book.

Baram:

11. English: They forgot books.

Baram:

12. English: I will come tomorrow.

Baram:

13. English: We will come tomorrow.

Baram

14. English: You will come tomorrow.

Baram:

15. English: He/she will come tomorrow.

Baram:

16. English: They will come tomorrow.

Baram:

17. English: I am reading thesis.

Baram:

18. English: We are reading thesis.

Baram:

19. English: You are reading thesis.

Baram:

20. English: He/she is reading thesis.

Baram:

21. English: They are reading thesis.

Baram:

22. English:I was watching television.

Baram:

23. English: We were watching television.

Baram:

24. English: You were watching television.

Baram:

25. English: He/she was watching television.

Baram:

26. English: They were watching television.

Baram:

27. English: I will be reading book.

Baram:

28. English: We will be reading book.

Baram:

29. English: You will be reading book.

Baram:

30. English: He/she will be reading book.

Baram:

31. English:They will be reading book.

Baram:

32. English: I have gone to Pokhara.

Baram;

33. English:We have gone to Pokhara.

Baram

34. English:You have gone to Pokhara.

Baram:

35. English: He/she has gone to Pokhara.

Baram:

36. English: They have gone to Pokhara.

Baram:

37. English: I had seen a tiger in forest.

Baram:

38. English: We had seen a tiger in forest.

Baram

39. English:You had seen a tiger in forest.

Baram

40. English:He/she had seen a tiger in forest.

Baram:

41. English;They had seen a tiger in forest.

Baram

42. English: I will have written thesis within a month.

Baram

43. English:We will have written thesis within a month.

Baram:

44. English: You will have written thesis within a month.

Baram

45. English: He/she will have written thesis within a month.

Baram:

46. English: They will have written thesis within a month.

Baram:

47. English:I have been drinking water.

Baram:

48. English:We have been drinking water.

Baram:

49. English: You have been drinking water.

Baram:

50. English: He/she has been drinking water.

Baram:

51. English: They have been drinking water.

Baram:

52. English: I had been going to USA.

Baram:

53. English: We had been going to USA.

Baram:

54. English:You had been going to USA.

Baram:

55. English: He/she had been going to USA.

Baram:

56. English:They had been going to USA.

Baram:

57. English: I will have been going to USA.

Baram:

58. English: We will have been going to USA.

Baram:

59. English:You will have been going to UAS.

Baram:

60. English: He/she will have been going to UAS.

Baram:

61. English: They will have been going to USA.

Baram:

62. English: They are sad.

Baram:

63. English: He dances well.

Baram:

64. English: She eats rice.

Baram:

65. English: He sings a song.

Baram:

66. English: You buy a book.

Baram:

67. English: You cut grass.

Baram:

68. English: Grandpa comes home.

Baram:

69. English: Grandma comes home.

Baram:

70. English: Old women say something.

Baram:

71. English: There are stones.

Baram:

72. English: Daughter walked.

Baram:

73. English: They will come tomorrow.

Baram:

74. English: I go to home.

Baram:

75. English: I always eat rice in the morning.

Baram:

76. English: It will rain today.

Baram:

77. English: They say to cut down the sal tree.

Baram:

78. English: A pair of shoes was on the sofa.

Baram:

79. English: News was kisen.

Baram:

80.   English: He also eats rice.

Baram: