Chapter IX

Conclusion
In the preceding chapters of this thesis, the grammatical categories of Tense and Aspect, Mood, Case, Gender, Voice, Person and Number of English and Manipuri have been compared. The similarities, dissimilarities and differences between the two languages have been closely identified and listed at the end of each chapter. Dissimilar items should be understood carefully with proper attention if the languages are learned by different two groups of speakers—English and Manipuri.

Some of the problems of Manipuri speaker while learning English language in the specific areas of Tense and Aspect, Mood, Case, Gender, Voice, Person and Number are discussed below.

Tense and Aspect

We have seen that English has two tenses whereas Manipuri has no tense. A Manipuri student of English may have problems in the area of inflectional verb morphology. He / she (a Manipuri speaker) may say, for example:
(1) *He work hard yesterday.

But the correct form is:

He worked hard yesterday.

Unlike English, there is no formal difference between past progressive and past perfect progressive in Manipuri. The pattern "root + rem + mi" indicates both past time progressive and past time perfect progressive. Such being the situation, Manipuri learners of English may commit the following errors:

(2a) * "He was going"

In the sense of: (2b) He had been going.

Present perfect forms can also be used to show a relationship between actions in the past and their effect on the present. As there is no such tense and aspect combination in Manipuri, Manipuri students of English are likely to commit errors:

(3a)* He has visited her yesterday.

(3b)* My friend has arrived yesterday.

The above two sentences are incorrect in English, if there is no relationship between the action in the past and their effect on the present. The correct sentences are as follows:

(4a) He visited her yesterday.

(4b) My friend arrived yesterday.
Modality

In the category of modality a Manipuri speaker has problems mainly in the following areas:

(i) English has a modal verb *shall* that signals a commissive mood whereas Manipuri does not have such a specific grammatical form for commissives. In order to give a sense of commitment in Manipuri, we need to use lexical item *soyđōno* “without fail”. Therefore, Manipuri learners of English may not use this modal verb. If the lexical item such as “surely” or “without fail” is used instead of modal verb “shall” it expresses a weaker commitment in English.

(5a) Election will take place on schedule, without fail.

In the sense of : (5b) Election shall take place on schedule.

(ii) The past tense forms of the modals, the modal past in English are used to indicate that the judgments are weaker. These express a lower degree of commitment, judgments that are more ‘tentative’ (Palmer, 2001).

(6a) Mary ought to / should be at school by now.

(6b) I could do that for you.

(6c) I would do that for you.
Special care must be taken as Manipuri has no past tense. When perfective aspect marker -le ~ -re is added to the modal verb to that has evidential marker -lem ~ -rem, it expresses a firmer deduction.

(7) jon ophista layrembe yare.

John office-LOC. remain-EVD.-NZR. modal-PERF.ASP.

John might be in (his) office.

This indicates that the speaker has some certainty whether John is in his office. The speaker has some past experience with John or he has some information about John.

(iii) Again, the past subjunctive (which is also called the were subjunctive) in English is constructed with were regardless of number agreement.

(8a) If I were the Prime Minister, I would.....

(8b) I wish she were here.

As Manipuri does not have past tense, Manipuri learners of English need to give particular attention to such modalities while learning the English language.

(iv) The mandative subjunctive, in English is commonly used in that-clause.

(9a) We propose that he leave the hall.

(9b) We demand that she be the President.
A Manipuri learner of English must notice that the verbal of the subjunctive is always in the base / base form and is not required to agree with the subject in person and number.

Case

English case system shows nominative–accusative pattern for pronouns. By contrast, Manipuri case system shows ergative pattern for all nouns and pronouns. This contrast between ergative and accusative systems can be schematically represented as the following:

<table>
<thead>
<tr>
<th>Manipuri</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>O</td>
<td>absolutive</td>
</tr>
<tr>
<td>S</td>
<td>absolutive</td>
</tr>
<tr>
<td>A</td>
<td>ergative</td>
</tr>
</tbody>
</table>

Where, O = object of transitive verb (also symbolized as P for 'patient'), S = subject of intransitive verb, A = agent of transitive verb. The examples below show English nominative–accusative case pattern.

(10a) she hits him

she-NOM. hits he-ACC.

She hits him.
(10b) she       cried
                she-NOM. cried.

She cried.

The examples below show Manipuri case pattern.

(11a) tomba-ne mọ-Ø phuy

Tomba-ERG. he-ABS. hit-SIM.ASP.

Tomba hits him.

(11b) aŋaŋ-Ø kəple

child-ABS. cry-PERF.ASP.

The child cried.

Manipuri learners of English may commit error in regard to the objective / accusative forms of English personal pronouns. These pronouns are inflected for case whereas in Manipuri case is marked by the suffixes.

A Manipuri student of English may say

(12a) He loves I

In the sense of: (12b) He loves me

As sentences in Manipuri are flexible, the sentence in (11a) can be written as:
Manipuri student of English needs to focus his attention that the sentences in English are not flexible.

Voice

English has two voices for verbs: the active and the passive. The base form is the active verb, and follows the SVO pattern. The passive voice is derived from the active by changing the verb to its passive form, exchanging the subject and direct object, and marking the former subject with *by*. The former subject changes to objective case and becomes optional, e.g.

(14a) active: I killed the bird.

(14b) passive: The bird was killed(by me).

A Manipuri student of English needs to focus his attention to the passive participle form of verb as there is no passive and no participle form in Manipuri.
Gender

English can be said to have natural gender, gender where it is manifested, affects only nouns and their co-referential pronouns.

*he, him, his, himself* masculine

*she, her, hers, herself* feminine

*who, whom, whoever, whomever* personal mas. or fem.

*it, its, itself, which* non-personal

Manipuri student of English must pay attention to the *he* and *she* differentiation in English as *mdhak* in Manipuri indicates both *he* and *she*. English only shows distinctive agreement in the third person singular, present tense form of verbs (which is marked by adding *-s*) while there is no such agreement in Manipuri.

Person

English only shows distinctive agreement in the third person singular, present tense form of verbs (which is marked by adding *-s*); the rest of the persons are not distinguished in the verb. This can be exemplified below for the simple present of the verb *to listen*:

<table>
<thead>
<tr>
<th>1st sg.</th>
<th>1st pl.</th>
<th>2nd sg.</th>
<th>2nd pl.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I listen</td>
<td>We listen</td>
<td>You listen</td>
<td>You listen</td>
</tr>
</tbody>
</table>
3rd sg. He/she/it listens 3rd pl. They listen

Again, the first and second person is more marked than third person: that verbs agreeing with subject which either semantically or overtly include reference to both a third person and non-third-person referent, will agree in the non-third person: ‘I and he,’ for instance, would take plural first, rather than plural third, agreement; and ‘you and he’ will take second person plural, rather than third person plural, agreement. Manipuri students of English must pay attention to this person agreement because unlike English, there is no person agreement phenomenon in Manipuri between the verb and its argument.

(15a) me kəppi

He/she/it cry-SIM.ASP.

He/she cries.

(15b) məkhoj kəppi

they cry-SIM.ASP.

They cry.

(15c) əy kəppi

I cry-SIM.ASP.

I cry.
Number

Manipuri has singular and plural numbers. Singular is not marked overtly while plural is marked by suffix -siŋ or -khoy. There is no grammatical agreement in number.

Special care must be taken in all classes such as:

(i) Noun classes

A Non-count common nouns (concrete and abstract) and proper nouns. These nouns occur generally in the singular.

   Gold, furniture, music, homework, oxygen, water air, sand etc.

B Unmarked plurals: Quirk has given a list of unmarked plurals in English.

   Cattle                  people (but regular when = nation')
   Clergy (but also singular) police
   Folk (but also informal folks) gentry

(16) Cattle are of great importance to humans because of the meat, milk, leather, glue, gelatin, and other items of commerce they yield.

Cattle, people, police are plurals with no singular.
(ii) Plural formations

Plural formation in English is many and complex. A Manipuri student of English must take special care to plural formations of English.

A. A compound that has a head at the beginning, particularly a legal term from French, commonly pluralizes its head:

- attorney general / attorneys general
- son-in-law / sons-in-law
- court martial / courts martial
- armful / armsful / armfuls

B. On the other hand, if a compound can be thought to have two heads, both of them are sometimes pluralized, especially when the first head has an irregular plural form:

- agent provocateur / agents provocateurs
- manservant / menservants

C. Foreign plurals

Because English includes words from Latin, Classical Greek and modern languages, there are many other forms of plurals. Such nouns often retain their original plurals.
addendum     addenda

datum         data

memorandum    memoranda/memorandums

forum         fora / forums

The similarities and differences brought out through this study, it is hoped that this finding can be used by different interested individuals and parties in different applications. The finding will contribute to cross linguistic research leading to typological studies.