

**TENSE FORMATION IN ENGLISH AND PHEDAPE DIALECT OF
LIMBU LANGUAGE: A COMPARATIVE STUDY**

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

Submitted by

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RECOMMENDATION FOR ACCEPTANCE

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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:

Govinda Bahadur Sodemba

DEDICATION

Dedicated to

My parents

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First of all I would like to express my sincere gratitude to my research supervisor, **Dr. Mohan Kumar Tumbahang**, lecturer, Department of English Education, Indrapur, Morang, for his continuous guidance, advices and supervision to carry out this research work in this particular area of language. I am extremely indebted to him for suggesting me about the necessary materials to consult.

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Date:

Govinda Bahadur Sodemba

ABSTRACT

The present study entitled "Tense Formation in Phedape Dialect of Limbu and English: A Comparative Study" endeavours to compare and contrast the processes of forming present and past tense in Limbu and English. The native Limbu speakers were the primary sources of data for the present and past tense formation processes. In addition to this, other data were also taken from secondary sources. The Relevant books and journals were consulted for secondary sources. The informants were divided into three groups of equal number of educated, literate and illiterate persons. The researcher used stratified random sampling procedures to sample the population. The interviews and questionnaires were used as research tools for data collection. It was found that the processes of forming past and non-past tense in Limbu are more complex than that of the processes of formation of present and past tense in English. In Limbu the infinite form of the verb does not come in agreement with any persons or subjects while making simple present tense sentences.

First chapter includes general background (comparison of present and past tense formation in Limbu and English), objectives of the study, hypothesis, significance and delimitation of the study.

Chapter two deals with review of the related literature, particularly review of theoretical literature, review of empirical literature, implication of the review for the study and theoretical framework.

Chapter three deals with the methods and procedures of the study and how the research was carried out. It includes sources of data (primary and secondary, population of the study, sample population of the study, tools for data collection and process of data analysis procedure.

Chapter four deals with the analysis and interpretation of the data. The data was analysed and interpreted on the basis of the data from the questionnaires and interviews. It also includes the summary and findings of the study.

Chapter five incorporates conclusion and recommendations. On the basis of the analysed data some findings have been listed, and, in turn. On the basis of these findings some recommendations have been made.

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ACRONYMS /ABBREVIATIONS

1, Acronyms

pt- past tense

pp- present tense

N- noun

Bs- bikram sambat

VDC- village development committee

CA- comparative study

CAH-comparative analysis hypothesis

SYMBOLS

/a/ as in about

/o/ as in weather

/o/ as in thick

/c/ as in choak

CHAPTER: ONE

INTRODUCTION

Nepal is a beautiful garden of different castes, cultures, and languages. One of the important features of Nepal is its linguistic plurality. One hundred twenty three (NPCR, 2011) languages are spoken as the mother tongue in Nepal. Among them Limbu is one which is spoken in the hilly region of eastern Nepal by an ethnic group known as the Limbus. Limbu language has its own script which is known as *Sirijunga lipi*.

Limbu language has four dialects. Phedape is one of them, and other dialects are Tamarkhole, Panchthare and Chhathare. Phedape is specially spoken in Tehrathum district.

1.1 General Background

Language is a way by which human being communicate. It is extremely complex and highly versatile code for human communication. It is the unique property which plays vital role to differentiate human beings from other animals. There are 6604 languages in the world that are used for communication (Crystal, 1997 p.282) and no one has fixed yet the exact number of languages spoken in the world. Although no language is superior and inferior to the other languages and all languages possess equal status. However, some languages play more dominated role in the particular situation, time and society. English is one, which is regarded as a most prestigious common language. It is lingua franca for the world because people from different linguistic background, use English to communicate with each other. The most of the world books of science and technology have been written in English. Similarly in the media, more than fifty percent of the world's newspaper, radio, T.V. station and international mail use English as a medium of communication. So English has become an obligatory and important for all.

This reveals that English is not only widely used means of communication but also a library language. However, in Nepal most of the people are unable to read and comprehend English. So it should be transformed into their mother tongue or in Nepali to comprehend. Transformation in general sense is the change of one type of sentence into another type of sentence, e.g. (Nepal population Census Report (NPCR) 2011 Crystal, David (1997). The encyclopedia of language. Cambridge: CUP.

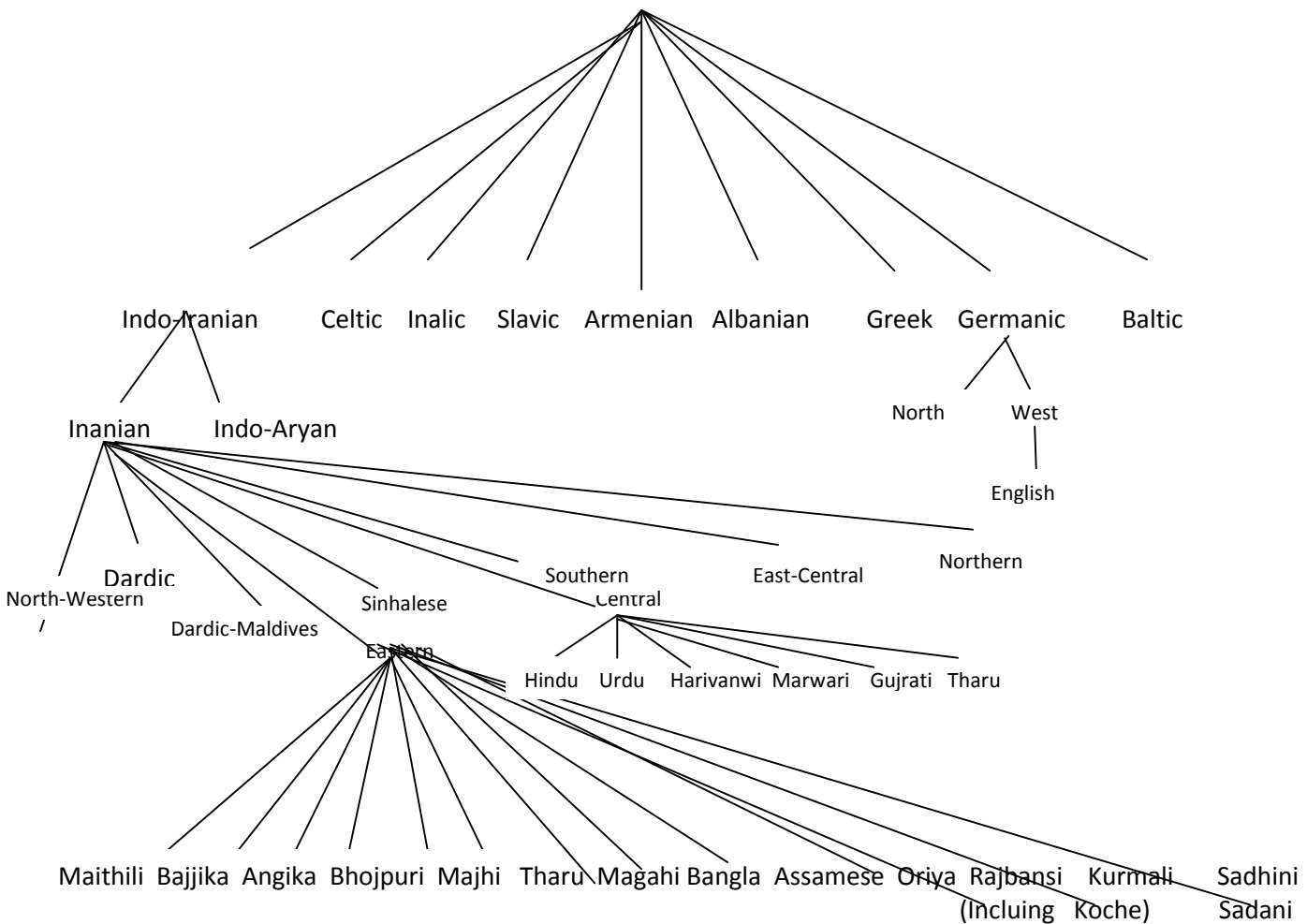
1.1.1. Genetic Affiliation

The world's languages can be categorized into a relatively small number of language families. But it is not an easy task. Genetic classification is sometimes difficult for a number of reasons. Maybe the biggest problem is simply the amount of data that must be collected before linguists can be confident about the status of a group of languages (O'Grady 1997, p.364) Linguists face the problem of establishing the tests or criteria to be used in proposing genetic relationships. There is some disagreement over the degree of similarity that should exist among languages before a genetic relationship can be proposed. Additional difficulties stem from the fact that genetically related languages need to be typologically similar. This is especially true if the relationship is a distant one. Linguists also disagree as to the number of cognates that must be uncovered before a genetic relationship between languages can be established. The more distant the genetic relationship between languages, the less likely it is that a large number of obvious cognates will be found. Of course, languages which are genetically related share many similarities, particularly if their common ancestor is not too distant.

The following diagram presents some information about the structure and membership of a few of the language families represented in the world today.

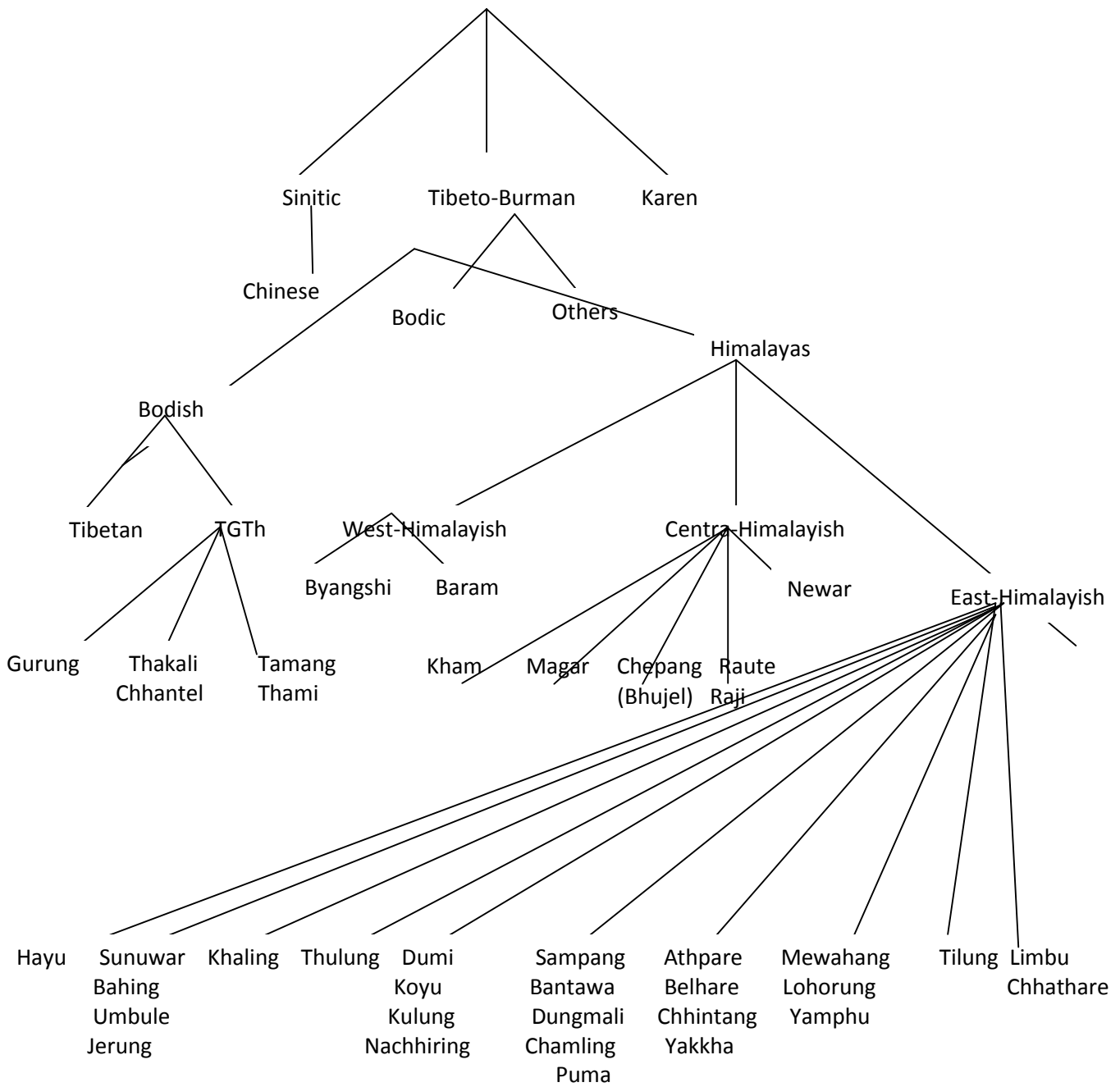
Diagram No. 1

Indo-European Languages

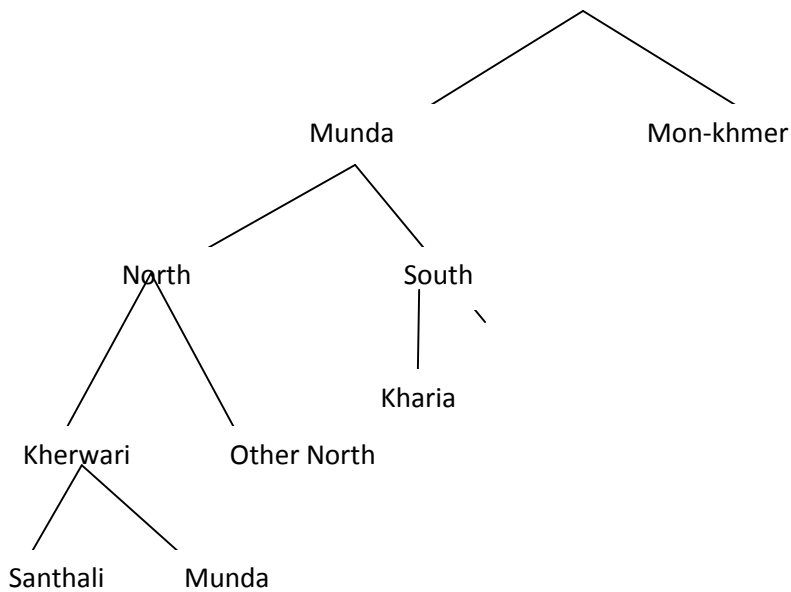


The above diagram shows that there are various sub-families of Indo-European language families. Among the basic language families under Indo-European language family, Indo-Iranian language family includes much more languages than Germanic language family. Germanic language has two language families-North and West. The west Germanic language is English.

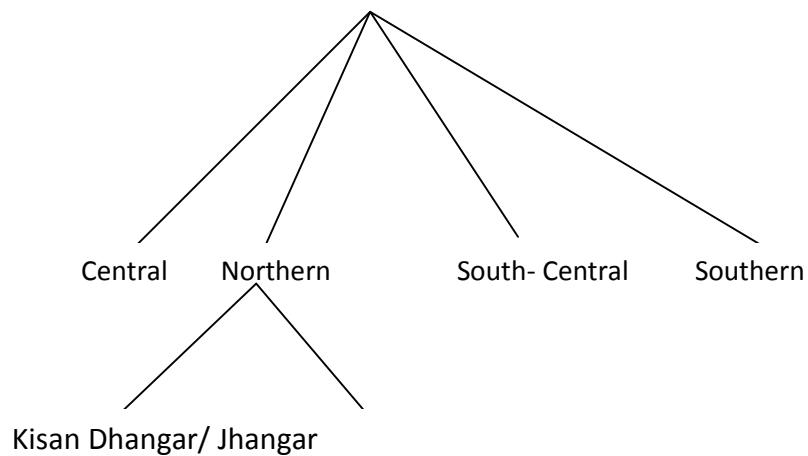
Diagram No. 2
Sino-Tibetan Languages



Source Brdley (2002)

Diagram No. 3**Austro-Asiatic Languages**

Source: Bradley-(2002)

Diagram No. 4**Dravidian Language**

Source: Bradley-(2002)

According to the above diagram Dravidian language family four basic languages; among them Northern Dravidian language two languages namely Kisan and Dhangar/Jhangar.

1.1.2.The Linguistic Scenario of Nepal

Nepal is one of the famous countries in terms of linguistic diversity. It is a multilingual, multi-religious, multi-cultural and racial country. One hundred twenty three languages have been identified in Nepal (census 2011).Due to language diversity, it is difficult to keep reciprocal relationship between the language groups. But people have different experiences on the ground.

For example, from eastern Mechi zone to western Mahakali zone of the Terai, different language groups communicate each other by using the medium language Nepali. In case of mountain and hilly region, the same situation can be found. When there is difficult to understand each other, people use the Nepali language in the mountain and hilly region. It means whatever language groups we have, they are managing their problems with their best alternatives.

Many languages in Nepal use the same or similar scripts with the same system. Thus people can easily learn each others' script and can write in more than two scripts and speak more than one language.

Based on the various researches carried out up to now, the languages spoken in Nepal are grouped under the following four language families.

i.Indo-European family

(ii)Tibeto-burman family

(iii)Dravidian family

(iv)Autro-Asiatic family

All the language families are briefly described here

i.Indo-European Language Family

With only about hundred languages Indo-European is not a large language family in terms of total number of languages. However, it is the largest language family in the

world in terms of the total number of speakers: there are about 1.7billion native speakers of an Indo-European language (O'Grady1997, p.365)

The following languages are spoken in Nepal under this family.

Table No.1: European Languages Spoken in Nepal.

Nepali	Maithili
Bhojpuri	Tharu
Awadi	Urdu
Rajbabnsi	Hindu
Danuwar	Bangali
Marwadi	Majhi
Darai	Kumal
Bote	Churauti
Maghai	Angika
Bajjika	

Source:CBS,(2002)

ii. Tibeto-Burman Language Family

Tibeto-Burman language family comes under the Sino-Tibetan language family. The main land of speakers of Tibeto-Burman language is Tibet and Nepal. Nepal is said to be a play- ground of Tibeto-Burman languages. Majority of the languages belong to this family in Nepal. According to Nishi (1992), there are 71 Tibeto-Burman languages in Indian subcontinent, out of which 58 are spoken in Nepal.

The following Tibeto-Burman languages spoken in Nepal.

Table No.2: Tibeto-Burman Languages Spoken in Nepal.

Tamang	Newar
Magar	Gurung
Limbu	Chepang
Sunuwar	Thami
Thakali	Dhimal
Kaike	Chhantyal
Kham	Lepacha
Syang	Hayu
Marpha	Ghale
Manang	Raute
Baram	Toto
Nar	Pahari
sherpa	Raji
Tibetan	Byansi
Jirel	Kagate
Meche	Koche
Lhomi	Dura
Yholmo	Bhujel

Source: CBS, (2002)

111. Dravidian

According to population census 2005, only one language, i.e. Jhagad is spoken in Nepal under this language family. The main land of this language speakers is the province of Koshi river in the eastern part of Nepal.

iv. Austro-Asiatic

In Nepal, only one language Santhali is reported to have been spoken and grouped under this language family. The speakers of this language family are found in Jhapa district of the eastern part of Nepal.

1.1.2. The English Language: A Brief Introduction

The English is one of the widely used 'West-Germanic' sub-branches of the Germanic branch of the Indo-European family. It is an international lingua franca in the world. English is the most widely used language in the history of our planet. Since English has occupied an important place in the present world, almost every country has given great emphasis to it and so is the case in Nepal. English has become a gateway to the whole body of modern knowledge. It is regarded as the world's most prestigious and important language. It is used extensively as a bridge language because of its rapidly growing importance. It is emerging in most of the countries as the major language. English is a treasure house of knowledge, too. It is the English language through which non-English communities have imported foreign inventions, ideas, culture, literature. modern technology from the source communities.

English has received the status of an official language in many countries. But, Nepal has not made it an official language. However, in Nepal, English is used as a major foreign language to be encountered in schools, colleges and universities.

"English has undoubtedly of vital importance for accelerating the modernization process in Nepal" (Malla 199,p.1)

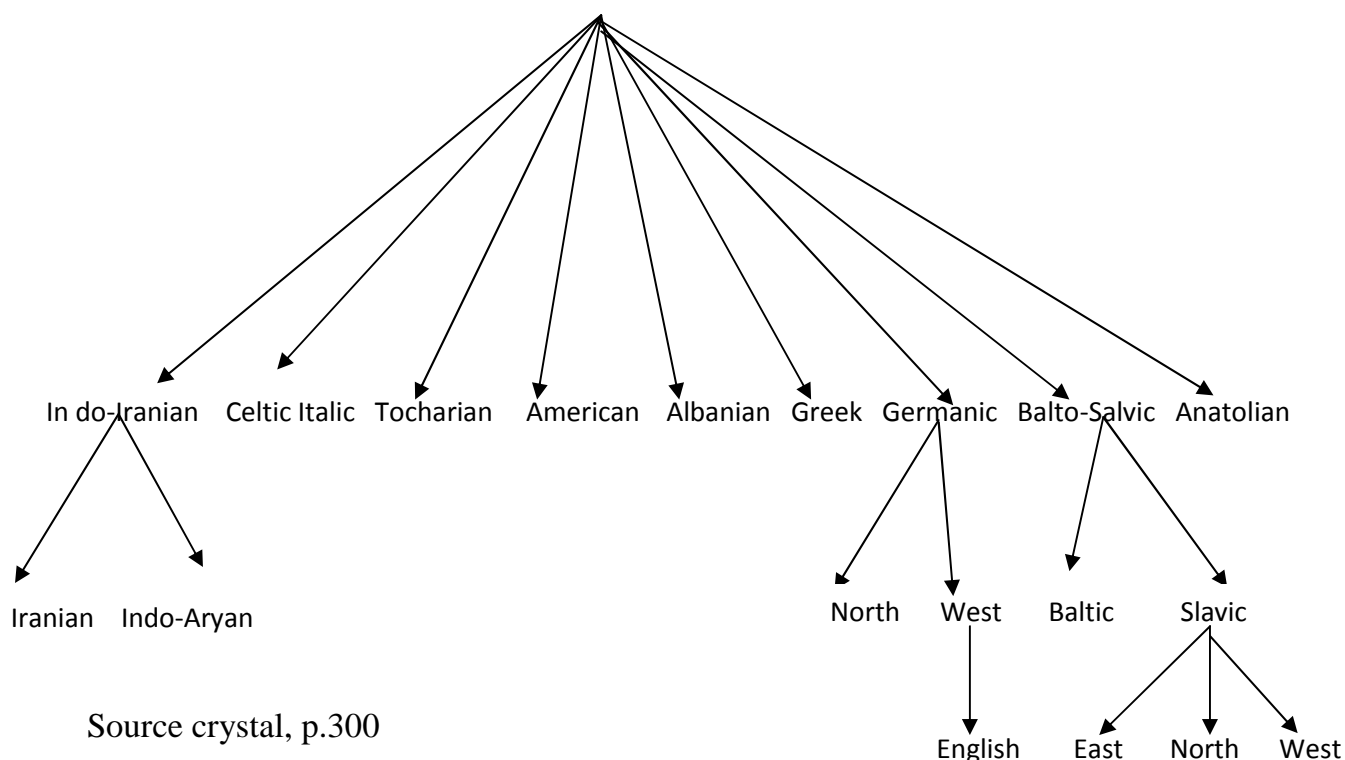
It occupies the top most 5 position. It has the largest vocabulary worldly living people through which people share feelings, ideas, thoughts and experiences. Among all languages, English is the one which has become the most prestigious and mobile vehicle in the field of languages all over the world.

"A language becomes an international language for one chief reason; the political power of its people specially their military power. So' English expanded worldwide during the British political imperialism."(Crystal 1997, p.7)

Crystal (1987) presents the genetic affiliation of the English language in the following diagram

Diagram No.5 Genetic Affiliation of English

Indo-European Family



1.1.4.The Introduction of Limbus and Their Languages

Nepal is the land of various cultural significance and diverse ethnicity. The Limbus add up to these characteristics of Nepal. To the nation they contribute their distinctiveness in terms of cultural identity, civilizational role, history and tradition, ethnic diversity and physical traits. The Limbus are a sedentary agriculturist people of the Mongoloid race dwelling in the hills of the koshi and Mechi zone of eastern Nepal, parts of Sikkim to the West of Tista and in Darjeeling district. They are one of the Kirati groups. The kirati area is divided into three provinces as Wallo Kirat and Pallo Kirat. The Nepal is the land of various cultural significance original place of the Limbus is Pallo Kirat. Pallo Kirat includes Terhathum, Dhankuta, Shankhuwasabha, Taplejung, Panchthar, Illam, Sunsari, the Northern parts of Morong and Darjeeling and Sikkim of India. Nowadays, Limbus are residing in Morong, Sunsary, Jhapa, Kathmandu, Lalitpur and Bhaktapur district of Nepal, and Asam, Meghalaya, Nagaland and Manipur of India and even in Burma and Bhutan. Kanchanjungha Himalayan range of eastern Nepal. They were known as kiranti or

kirant. The Limbus designate themselves as 'yakthungba' and their language as 'yakthungpan' in language. The Limbus have their own unique culture, rites and language. Limbus are supposed to have been hunters and lived by it. Later they became agriculturists. In course of time they became successful rulers, too. They were brave, fierce warriors as well. People define the term 'Limbu' in this manner. the component 'li' means bow and 'pu' means bird. The Limbus were well known archer and they might have called themselves 'yakthungba'. People interpret the term variously, For instance, 'yak' means fort and 'kethumba' means brave or the brave man of the fort, and

'e?k' means back 'kethumba' means hardworking, The example shows that the Limbus were brave to guard their fort or it indicates that they were brave soldiers and the second meaning indicates that they were known as hardworking and good agriculturists in the past. The Limbus are also known as 'kirant '. kirat according to Swami Prapannacharyain his Prachin Kirant Itihas (1990) was a Rishi (erudite priest) of king Asamati Yayati, kakshiven, Gosha (female),Sawara. Kirant were some of the erudite sages who were known as experts of hymns and Rigveda. It is difficult to ascertain exactly when and how the kirant people settled in their present homeland. On the basis of some sources, it can be said that these kirat people settled in their present homeland approximately since 600-100BC.

Limbus are getting much aware about their language especially after the restoration of democracy. They are trying their best to preserve their language, script, literature and culture. Limbus are increasingly studying their language and they are trying to encourage their children to use Limbu language.

The Limbu language is one of the languages of Tibeto-Burman language family. It is designated as 'Yakthung Pan' or 'Yakthum Pan'. In terms of the population and the vastness of the geographical distribution, Limbu is considered as the dominant and the most prominent language of the Kirati group of Tibeto-Burman language family.

1. Phedape Dialect

Phedape dialect is spoken in all VDCs of Terhathum district except Chhathar region or this siolect spoken in Northern region of Terhathum. The Limbus of Noondhaki and Mawadin of Sankhuwasabha district also speak this dialect, however they extensively influenced by Tamarkhole dialect (Khawang, 2000). Although majority of Limbus speak, read and write the Panchthare dialect, it is the Phedape dialect, which is spoken by the largest number of people in a single region.

This dialect is fundamentally spoken in Panchthar and Illam districts. It is also spoken in Chaubis of Dhankuta district (Limbu- Nepali English dictionary, 2050). However, Limbus in this region are heavily influenced by Chhathare dialect (Khawang, 2000). The Limbus living outside Nepal also speak this dialect. It is known as the standard dialect of Limbus language. It is much more similar to Tamarkhole and Phedape dialect.

ii. Panchthare Dialect

This dialect is fundamentally spoken in Pachthar and Illam districts. It is also spoken in Chaubise of Dhankuta district (Limbu- Nepali English dictionary, (2050). However, the Limbu of this region are heavily influenced by Chhathare dialect (Khawang, 2000). The Limbus living outside Nepal also speak this dialect. Magazines, textbooks and most of the literature are found in this dialect. It is known as the standard dialect of Limbu language. It is much more similar to Tamarkhole and Phedape dialect.

iii. Tamarkhole Dialect

This dialect is spoken in Taplejung district. It comprises the local dialect of Mawakhola, Mewakhola and Yangrup.

Maowakhola covers Phakumba, Sangu, Dhungesanghu, Thinlabung, Santhakra, Change, Phulbari, Hangpang, Niguradin etc. In Maowakhola there are Khamlung, Lingthep, Thukimba, Nalbu, Papung, Sambha, Libang, Khokling, Sawadin, Khejenim, Sinva, Telok etc. Similarly, Yangrup comprises Thechambu, Sikaicha,

Chaksibote,Thumbedin, Sinam, Limbudin, Sablakhu, Khebang, Mehele,Pedang etc. This dialects also known as Taplejung,

iv.Chhathare Dialect

Dhancuta district Chhathar covers Kebuk, Danggapa, Okhare, Sudap, Hamarkung, Okharbote, Chhathar Pokhari etc. This dialect is also spoken in the North-east of Dhankuta distriarewadin, Hattikharka, Tankhuwa,Teliya, Bhirgaum and Banchare (Khawahang,2000). From the view point of mutual understanding, Panchthare, Phedape and Tamarkhole (Taplejung) dialects are very closer to each other but Chhathare dialect is vividly different than others.

1.1.5.Grammar: An Overview

The term 'grammar' derived from the Greek word 'grammatike' which meant simply the understanding of letters. grammar was not treated as a separate autonomous discipline. Instead, it was a part of philosophy.

"Grammar is a description of structure of a language and the way in linguistic units such words and phrases are combined to produce sentences in the language"(1999, p.128)

A grammar is a model of the native speaker's competence. It contains a finite number of rules which generate the infinite number of grammatically correct sentences in the language. In fact, grammar is a mechanics of a language to produce correct sentences according the rules of language. Thus, learning a language essentially requires learning rules of the language. Learning the rules can be can be implicit or explicit to constitute grammatically correct sentences, the string of words should be ordered in a systematic and correct way. Only the rules of a language will generate the grammatical sentences. For example, in the sentence 'job I got new a', there are few words but words in the string are not in the proper order that is why it does not give clear meaning. Simply speaking, it is grammatically incorrect sentence which is meaningless. But if we arrange words in this way: 'I got a new job', the sentence will be grammatically correct and meaningful. Since different languages have different

rules to form sentences, it is essential to internalize the grammar of the language while learning it. Let us take one another example 'I eat rice,' in different languages.

English	Nepali	Limbu
I eat rice.	ma bhat khachhu	anga tak chang
SVO	SOV	SOV

Structuralists take grammar as an inventory or catalogue of elements classified with restrictions enumerated relations made physically manifested. Some contemporary grammarians or linguists regard grammar as an all-encompassing theory of linguistics, i.e. Transformational Generative grammar, Systemics grammar, Tagmatics and Stratificational grammar.

"Grammar codes, simultaneously, both propositional Semantics and discourse coherence s(Pragmatics)...although(Grammar as codes)is located wholly in the clause, I s functional scope is not primarily about the proportional information couched in the clause in which it resides" (Givon 2001,p.13)

Whatever the critics, linguists, scholars and grammarians say about grammar, it is regarded as a skeleton of language. It differs from language to language which makes a language unique and meaningful. So the grammar should be written for the purpose of reforming, purifying and standardizing languages.

1.2 Statement of Problem

There is first language interference in learning target language or second language. Definitely two languages share some features in some areas and contrast in some other areas. There are some similarities and differences in the process of present and past tense formation in Phedape Limbu and English. Limbu students face certain hindrances in learning English due to first language interferences. On the other hand similarity between them helps in learning the process of tense formation in Phedape Limbu and English. Therefore contrastive analysis between Limbu and English is essential. Knowledge of Limbu creates confusions and problems in some respects in

learning the process of tense formation, Through this research some pedagogical implication will be pointed out by identifying similarities and differences in especially forming non-past tense and past tense in Limbu and English. As no research has been carried out on this area so far. It is so essential to carry out research on it.

1.3 Objectives

- i. To compare and contrast processes of tense formation in Phedape Limbu and English.
- ii. To find out difficult areas in tense formation in Limbu and English.
- iii. To provide some recommendations for pedagogical purposes.

1.4 Hypothesis

No two languages have the same grammar and tense system; they are comparable. CA compares languages with the utilitarian aim of improving the methods and results of language teaching. This study will pinpoint the areas of differences between Limbu and English particularly in terms of tense formation.

1.5 Significance of the Study

The study will be fruitful:

This study is significant as it puts light on the processes of tense formation in Phedape Limbu and English. Similarly Limbu language learners, language teachers, prospective researchers on the Limbu language, linguists, course designers and textbook writers will be benefited from this study.

1.6 Delimitation of the Study

No studies have been carried out on comparing the processes of tense formation in Phedape dialect of Limbu and English so far. Carrying out any research work on any topic itself is a challenging task. This research work is to be accomplished by visiting the native speakers particularly in Phedape Limbu dialectical regions. Only the books relevant to the topic will be used. In addition to them, the researcher will carry out adopting the following limitations to make the research work precise.

- I. Questionnaire will be used with 20 people from three Phedape speaking VDCs.
- ii) Ten people will be interviewed.
- ii) The area of survey will be limited to Phedape Limbu speaking VDCs.
- iii) The study is further related to the analysis of the processes of tense formations in Phedape Limbu and English.

1.4.1 Word

We know what word is, but it is not easy to define word as we think. Traditionally, word is defined as a group of words having a full meaning. It cannot be considered a complete definition because there some objections over it. In other words, words are defined as the smallest units which occur on their in speech and writing. This definition also raises some questions. Therefore, a word, to avoid ambiguity, should be defined in terms of its orthographic, morphological, lexical and semantic identities. (Tod d,1991)

1.4.2 Word Formation

Morphology is a branch of linguistics which deals with word structure. How words are formed? is the main point to be considered under morphology. Morphology is one of the key notions of morphology. In word-formation process, the main task will be to analyze the morphemes of the words. Simply functional unit of grammar. It can be of both free and bound morphemes. "Roots which are capable of standing independently are called morphemes," (Katamba 1993, p. 42). For example, man, book and bag. "Many roots are incapable of occurring in isolation. They always occur with some other word- building element attached to them. Such roots are called bound morphemes" (Katamba 1993, p. 42). For example, <-mit> as in permit and <- ceive> as in perceive, receive.

Word- formation process is called word-building process. This consists of two principal process: Inflection and derivation. The process of inflection is also called inflectional affix to a stem does not derive a new word.

There are various ways to form words in different languages. Word formation is related to morphological aspect of language. It is a significant area of linguistic studies as well. There are nine processes by which new words are formed in English. They are suffixation, preffixation, inffixation, compounding, coinage, backformation, blending, acronym, borrowing, reduplication and clipping.

Limbus , one of the Tibeto-Burman language, has its own features and grammar. In Limbu language as well new words are formed by various ways. The processes of word formation or structures of the languages in detail. CA compares two or more languages in order to find out similarities and differences between languages and it is concerned specially with teaching activities. It has been found on the assumption that second language learners tend to transfer the formal features of their first language to the second language while learning a second language. So CA believes that greater the difficulty and more chances of the occurrence of errors.

CA compares learner's two languages, viz. their mother tongue (L1) and target language (L2), it finds out similarities and differences, and then predicts the areas of causes and difficulty. In CA, after the detail study of particular language, the findings of learners native languages is put side by side with the description of the foreign language. Such a comparison would be helpful on pointing the areas of difficulties in learning and errors in performance, determining the difficult areas for learner and helping to design teaching- learning materials for the particular areas. The findings of CA would be useful for course designers, teachers, testing experts and learners as well.

1.4.3Tense

Generally tense is a form of a verb which shows the time at which an action happened. Time is universally divided into three categories-present, past and future. Time and tense do not have one to one relationship. Time is a non-linguistic concept whereas tense is linguistic. Time division is universal, but tense division defers from language to language. Tense refers to the verb in relation with time. It is not necessary that tense

corresponds time. A tense is likely to be associated with different time: present, past and future.

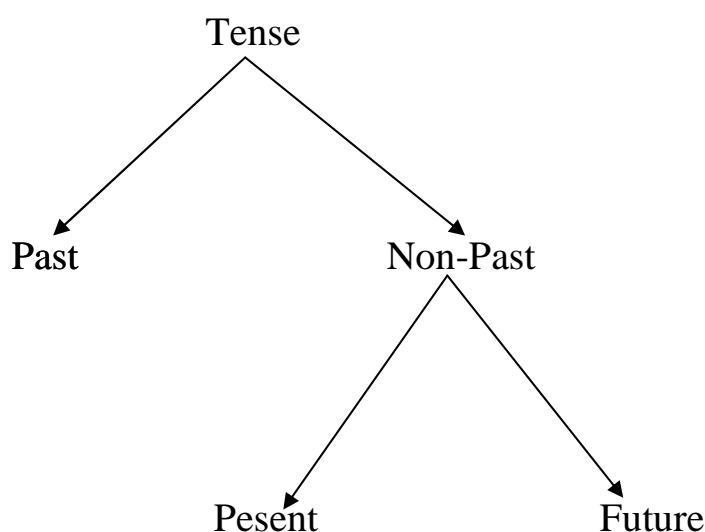
Traditional grammarians recognized three contrasts of tense in the analysis of Greek and Latin: past, present and future. They assumed that this way position of tense is a universal feature of language. There is a tense in each and every language. So is the case in English and Limbu. There may be different system of tense in different languages.

But some grammarians believe that natural division of time is reflected in different tense forms of language.

1.4.4. Tense System in English

English is a renowned international language which has its own grammar and tense system. Yet the tense system in English can be classified into past and non-past. The past tense involves all the past tenses, and non-past consists of the present and future. Tense is closely related to 'aspect'. English language has progressive aspects and non-progressive aspects. Crystal says, "the English verb phrase makes a formal distinction which is usually analyzed as aspectual: The contrast between progressive (continuous) and non-progressive (or simple) duration of action (2003:36)

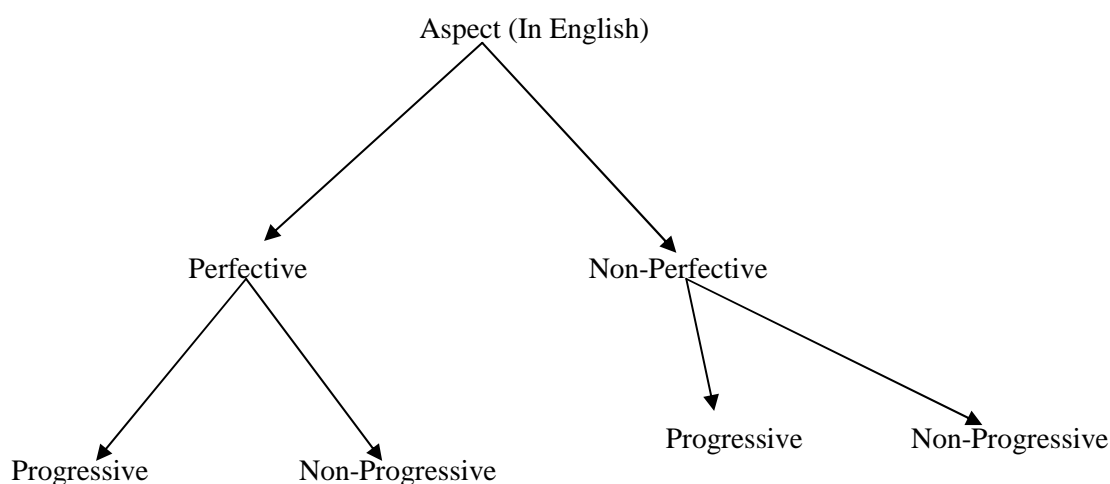
The Tenssystems in English can be shown as follows:



The Aspect

The aspect is a category used in grammatical description of verbs referring to the way the grammar marks the type of temporal activity denoted by the verb. Many Slavic languages have two actual contrast: perfective and non-perfective. The perfective aspect refers to the completion of the action and imperfective expresses duration without specifying completion. Similarly, English language has two aspects. They are progressive and non-progressive aspects (Subedi, 2013)

The aspect system in English can be shown as below:



1.4.5. Tense System of Limbu

Limbu is a Tibeto-Burman language with its own grammar and system of tense. Time is, generally, divided into three categories- present, past and future in Limbu as it is universally done. But Limbu tense system is somewhat different from English tense system. In Limbu there is no separate future tense; the present tense indicates past as well as future tense.

CHAPTER: TWO

REIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMWORK

2.1 Review of Theoretical Literature

So far, a number of research works have been carried out on comparative study of languages under the Department of English language Education, Tribhuvan University, Kathmandu. But no research has yet been carried out in comparative linguistic study of word formation between Phedape dialect of Limbu language and English language. The available literature of this study is as follows:

Paudel (1999) in his thesis entitled "Bhote Verb Morphology" aimed to find out the verbal morphological system of the Bhote Language in which verbal inflection , derivation, structure of the verb, negativization, transitivization, causative construction and passive construction; and compound verb construction are taken into account for the analysis (p.1). His finding was that Bhote is an Indo- Aryan language spoken in Nepal by the Bhote people. It is one of the endangered languages of Nepal. The verb morphology of Bhote introduces three types of verb stems primitive, derivative. And compound. In Bhote language the verb agrees with the subject, so it inflects for person, number, and honorificity of the subject.

Rai (2001) conducted a research on "A comparative Linguistic Study of English, Nepali and Limbu Kinship Terms "by collecting primary data from 60 native speakers of Nepali and 60 native speakers of Limbu of three VDCs from Panchthar district. She used snowball sampling procedure. She found out that English has the least number of kinship terms in comparison to Limbu and Nepali languages.

Phyak (2004) did a research work on "English and Limbu Pronominal: Linguistic contrastive Study'. His research area is Panchthar and Ilam districts. Thirty native speakers of Limbu language were chosen as informants. In the process of data collection, he followed snowball sampling procedure. He found out that the Limbu pronominal system is more complicated than that of English.

Kushawada (2005) worked as “ A comparative study of negative and interrogative transformation in English and Bhojpuri language and the objective of the study was to compare between the processes of negative and interrogative Transformation Bhojpuri and English language. His story shows that the processes of Negative and Interrogative Transformation in English differ from those in the Bhojpuri language. Therefore, these differences should be taken into account while teaching English transformation system to Bhojpuri speaking children.

Pandhak (2007) wrote his thesis entitled ' Negative and Interrogative Transformation in English and Tamang. In this thesis, he tried to introduce the concepts of Limbu grammar and linguistics.

Tumbahang (2007) in his Ph.D thesis 'A descriptive Grammar of Chhathare Limbu' mentions that Chhathare Limbu is used only in the Chhathar area among the local people on informal occasions. On formal occasions. Until now, it has not drawn the interest of linguists and literature people. On formal occasions like wedding ceremony, religious rituals and cultural programmes only Panchthare dialect is used. So, written literature in Chhathare is not available (p.2).

Bhusal(2008)wrote a thesis entitled 'Nominal morphology in Hayu'. In her M.A. thesis she tried to analyze grammatical categories of the noun such as gender, number and case in Hayu (p.2). The main focus of the study is to analyze the nominal morphology of the noun of the Hayu language mainly spoken in Ramechhap district from the functional typological perspective.

Chemjong (2027 B.S.) published kirat grammar . The main objective of this book is to most importantly shed light on various forms of verbs in Limbu

Limbu (2066 B.S.) wrote a thesis entitled 'Adjectival Morphology in English and Limbu' with an objective of identifying the morphology of adjectives in Limbu in English. The research work was carried out on the basis of primary and secondary data collected through interviews and questionnaire. The finding of the study was that the process of Limbu adjectival morphological system is more complex in comparison to English.

2.1 Contrastive Analysis (CA)

Contrastive analysis (CA) is a branch of linguistics which is defined as a scientific analysis of similarities and differences between two languages. It means the comparison of two languages by paying attention to differences and similarities between the languages being compared. It was first suggested by Whorf (1941) as contrastive linguistics, a comparative study which emphasizes on linguistic differences. The publication of Robert Lados' book (*Linguistic and Culture*) in 1957 was the start of modern applied contrastive linguistics. In later studies, the term contrastive linguistics changed into contrastive analysis. This is the procedure of comparing and contrasting linguistic system of the two languages. Comparison can be made at any level, system or sub- system of two languages that helps a teacher to predict the area of ease and difficulty for a learner while learning a second or foreign language.

CA also predicts difficulty for a learner while learning a second or foreign language. CA also predicts the positive errors to be committed by the learners. It further explains the causes of committing errors, mainly because of the mother tongue interference. CA has both predictive and explanatory functions.

2.1.2 Contrastive Analysis Hypothesis

Wardhaugh (1970) classified the strong version of Contrastive Analysis Hypothesis. This hypothesis stated that two languages can be compared a priori. Four fundamental issues were claimed in the strong version.

1. Interference from the learners' native language is the most important factor in the second language learning.
2. The more differences between the two languages, the greater the difficulty of learning will be.
3. A systematic and scientific analysis of the two language systems can help predict the difficulties and

4. The results of CA can be used as a reliable source in providing some teaching materials, course planning and improvement of classroom techniques. Behaviouristic psychology and structural linguistics believes on transfer as a main principle in learning. Transfer is divided into negative and positive points. The positive one happens when there are some similarities between two language systems which ease the process of learning. In other words. The information that a person learns positively will transfer to the second language situations. In contrast, negative transfer which resulting from the differences between two language systems causes interference in learning (Ziahosseiny,1999). In another statement Banathy, Trager, and Waddle(1966,p.37)claimed that the change that has to take place in the language behaviour of a foreign language student be equated with the differences between the structure of the student's native language and culture and that of target language and culture. The proponents of transfer category in foreign language learning assumed that the learning of those item which are similar like sounds, words and structures are easy, and difficult for similar items. The degree of difficulty depends on degrees of differences(Ziahosseney,1999).The underlying assumptions around the strong version of CAH were outlined based on Lee(1986,p.186).The most important reason of difficulty in foreign language learning originated from learner's native language and is due to interference. Difficulties are mainly on the basis of differences between two languages . "The greater these differences are, the more acute the learning difficulty will be". In order to predict the errors and difficulties which will happen in foreign language learning, there is a necessity of comparison between two languages."

Hypotheses of contrastive analysis are as follows:

- i. The second language learning becomes difficult due to the interference of the first language,
- ii. Major source of errors is located in the first language habits.
- ii. One can be able to account for errors by considering differences between L1 and L2.
- iv. The greater differences between the two languages the more errors will occur.

v. Difficulty or ease of learning a particular second language is determined by the differences between L1 and L2.

Significance of CA

CA exists in learning the second language; its significance is also there. The major functions of CA maintain the significance of CA. there are two major functions of CA which are described separately below:

CA as a productive tool

CA as an explanatory Tool

CA as a productive Tool

To predict errors in the primary function of CA. It helps to find out areas of possible difficulties in foreign language learning. That why it is a device to predict errors likely to be committed.

Transfers Theory

Transfer theory is the key assumption of CA based on psychological aspect. This theory asserts that the past learning conditions the present learning. In another words, the past learning facilitates the present learning if the L2 is similar to L1, and the past learning hinders the present learning if the L2 is different from L1. Here, the facilitating transfer is known as the positive transfer while the hindering one is the negative transfer. But sometimes the past learning does have nothing to do with the present learning. It neither facilitates nor hinders the learning. This case is known as nil transfer of these three kinds of transfer, the positive and nil.

2.2. REVIEW OF EMPIRICAL LITERATURE

There are some linguistic comparative research works on different issues on different languages such as Nepali, English, Gurung Rai Newari, Maithili,etc. in the departments of English education and linguistics, T.U. Not a single research work has yet solely been carried out in tense-aspect system in Chhathare Limbu language.

However, there are some works done in other languages related to this topic which are given below.

Yadav (1980) worked on "Time, Tense and Aspect in English and Maithili". He found that the main areas of difficulty while learning English tenses are created chiefly by the learner's mother tongue, faulty learning strategies and faulty teaching methods and materials.

Dahal (1997) carried out this research on "A Study on Proficiency in the Use of Present Perfect and Past Perfect Tenses by Nine grader. The objectives of his study was to analyze the free writing of the ninth graders in terms of the use of tense and aspect, and to identify errors committed by them. He found that nearly 20 percent sentences out of total were found to be erroneous in tense and aspect. Thus, he worked in only one aspect that is perfect and his observation is primarily oriented to the practical dimension of perfect aspect rather than theoretical dimension.

Khatri (2000) also completed his research work entitled 'Aspect system in English and Nepali; A Comparative Study,' and the objective of his study was to identify the aspects in English and Nepali languages, and to compare and find out the similarities and differences between English and Nepali aspect system. One of his findings was that English has three aspectual categories grammatically. Here, widened the area of research in aspects in comparison to that of Dahal.

Paneru (2001) studied on 'A Comparative Study of Present Perfect and Simple Past Tense in English and Nepali', and the objective of the was to show the comparison between the Present Perfect and the Simple Past Tense in English and Nepali. His main finding is that the Nepalese students perform better in the use of past tense than the perfect one in English, and false concept hypothesized, pen slip and haste were found to increase the number of mistakes committed by the Nepalese students. Thus, he also primarily worked on practical field rather than on theoretical grounding.

Regmi (2004) worked on "A Study on the Effectiveness of Group Work Technique in Teaching English Tense."The objective of the study was to find out the effectiveness of group work technique Vs. explanation technique in teaching the present tense. He

found that the work technique was relatively more effective and successful than explanation technique for teaching English tense. Thus, he did his research on the application level of tense rather than theory.

Raya (2005) completed his thesis on 'Tense Aspect system in English and Bhojpuri: A Comparative Study,' and the objectives of the study were to compare the aspect system between these two languages; and. to find out their similarities and differences. One of his findings was that the Bhojpuri tense-aspect was a bit easier than English tense aspect for the students who were the native speakers of Bhojpuri. Here, the researcher perhaps forgot his major objective of comparing the theoretical systems of tense and aspect. Therefore, like almost others mentioned above, he only talks about application level of tense-aspect system. Though he worked on the practical level, his study area is wider than others mentioned above.

Thus, due to sufficient research materials already carried out by the scholars on the respective languages, the researchers given above might have grounded their study primarily on practical dimension, but Limbu lacks such works. So, the researcher primarily directs his study on the theoretical footing of tense-aspect system in Limbu.

2.3 Implication of the Review for the Study

The above literature review, in my study, have the following implications and importance to make study effective.

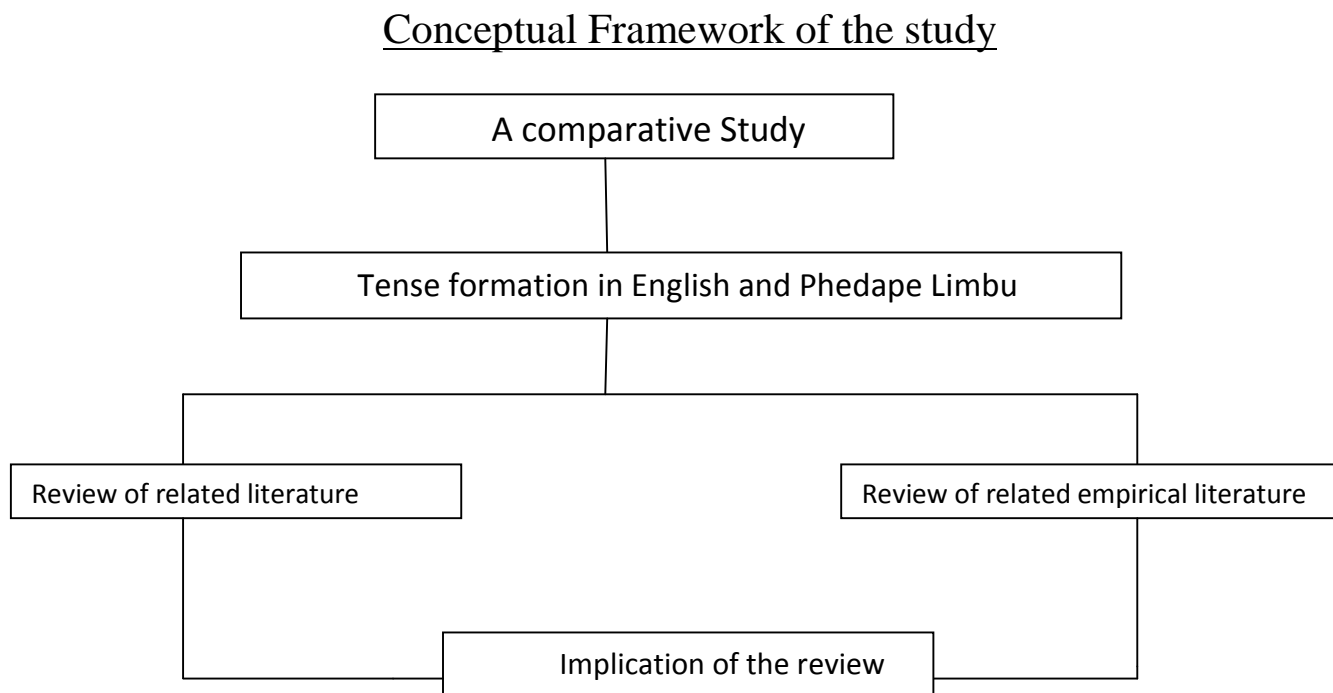
- a. to formulate theoretical review for the study
- b. to order the study
- c. To establish the research in the contest
- d.To find out most relevant resources to the work
- e.To find out and determine the research gap which has been main concern to fill up
- d.To establish a point of departure for future researches
- e.To help avoid unnecessary and needless reduplication of costly research efforts

f. To reveal the area of required research.

2.4. Conceptual Framework

Concept making is not an easier task; it is tough mental framework that refers to the raw plan before accomplishing any task. The researcher has to follow certain ways that help him accomplish the task efficiently and smoothly.

The procedure and methodology is described in later units. Selecting the topic, collecting information about the topic, collecting and analyzing data, consulting the experts, etc. are carried out.



CHAPTER: THREE

METHODS AND PROCEDURES OF THE STUDY

The following methodologies were adopted to carry out the study.

3.1. Design and Method of the Study

I made use of survey design while carrying out this thesis. I used both qualitative and quantitative Methods (mixed method) including statistical tools viz. percentage, table and average.

3.2 Sources of Data

I made use of both primary and secondary sources of data.

3.3 Population, Sample and sampling Strategies

I consulted the books, held interview with Limbu native speaker and used questionnaire.

a) Area of Study

As the research work is a comparative study between Limbu and English in terms of tense formation. The study area should be the region where Phedape Limbu speakers are dwelling. Thus, the study area of this research was limited to Phedape Limbu region, namely, Jirikhimti, Ambung and Tamphula VDC of Terhathum district. These VDCs were selected for the use of questionnaire.

3.4 Data Collection Tools and Techniques

I used diary note and a close observation as a research tool. First of all, I collected English and Limbu grammar books. I used 40 sheets of questionnaire to be filled up by 40 people who spoke phedape dialect of Limbu. In addition to this I interviewed with 10 Limbu scholars using mentally prepared questions.

3.5 Data collection Procedures

The respondents of Limbu were randomly selected from Jirikhimti, Angbung and Tamphula VDCs. English Respondents were randomly selected from Kalika Higher

Secondary School and Myanglung Campus. The respondents, who involved in carrying out the research, were post graduates. In the study there were 40 respondents. Out of 40 respondents, there were 20 of English and 20 of English non- native speakers. It can be shown diagrammatically as follows.

3.6 Data Analysis and Interpretation Procedure

While analyzing the data, I followed descriptive analysis.

Table No . 1 : The total number of informants from the English and Limbu language

NLSs	Gender		Total No. of respondents
	Male	Female	
English	10	10	20
Limbu	10	10	20

CHAPTER: FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

4.1 ANALYSIS AND INTERPRETATION OF RESULTS

In this chapter, the data collected have been analysed and interpreted descriptively as well as comparatively with the help of tables, diagrams and illustrations. In the same way the similarities and differences between English and Limbu tense formation process have been shown with the help of illustrations. The data has been analyzed on the basis of the following points. The use of infinitive in Limbu and English

4.1.1 Subject -verb Agreement in Limbu and English

Both in Limbu and English there is infinitive (root) form of the verb. In English the infinitive form of any verb come in agreement in simple present sentences after the subjects-I/we. As for example:

a. I work.

b. We work.

In these examples, the root verb 'work' is in agreement with the subjects- I and We. On the contrary, in Limbu the infinitive (root) form of any verb doesn't come in agreement with any subject (anga/anige/khunchi/khenha/khenle).For instance.

a. anga yambok *cokma*

b) anige yambok *cokma*

In these examples, the verb should be *cogun* instead of *cokma* in the first sentence and *cogumbe* in the second sentence.

4.1.2 Simple Present Tense Formation in Limbu (non-past)

In Limbu while forming simple present tense, each noun or pronoun as the subject takes different verb forms. Simple present verbs formed by adding any morpheme. The suffixes that are added are: **n/be/u/** and prefix are **me** and **ke**.

See the following examples,

root verb –**cokma**

a) anga yambok **cogun**

b) anige yambok **cogumbe**

c) khene yambok **kejogu**

d) khini yambok **kejogum**

e) kenhare yambok **coksu**

f) khenle yambok **cogu**

The given data presents that all the above sentences are in simple present tense (non-past) but the verb after each noun /pronoun (subject) is different. The verbs – **cokma, cogun, cogumbe, kejogu, kejogum, coksu** and **cogu** are different to one another due to the added prefixes and suffixes to the root verb.

4.1.3 Simple Present Tense Formation in English (non-past)

In English in the process of forming simple present tense, the root verb as well as third person singular verb come in agreement. Third person singular verb is formed by adding **s/es** to the root verb.

See the following example,

a. I work.

b) we work.

c) You work.

d) They work.

e) He/she works.

The above data shows that in English there are only two types of verbs come in agreement with noun/ pronoun (subject). Except singular subjects-he/she all the other subjects take the root verb,

4.1.4 Simple Past Tense Formation in Limbu (past)

There are various ways of forming simple past tense in Limbu. The usual simple past tense markers are suffixes **n/u//a** and prefixes **me/ke**.

See the following examples:

- a) anga yambok **cogun**(SPT)

anga yambok **cogun**(SPT)

- b) anige yambok **cogumbe**(SPT)

anige yambok **cokmna**

- c) khene yambok **kejogu**

khene yambok **kejogu**

- d) khini yambok **kejogum**

khini yambok **kejogum**

- e) khinchhi yambok **kejogechhu**

khinchhi yambok **kejogechhu**

- d) khenle yambok **cogu**

khenle yambok **cogu**

- e) kenhare yambok **mejogu**

kenhare yambok **mejogu**

The above data reveals that except the example (e) all the verbs are the same in both present and past. But in the case of example (e) **cogumbe** has changed into **comna**.

Therefore, it can be said that no all past form of the verb come in agreement with all subjects and persons. In Limbu language the formation and use of past tense is more complicated.

4.1.5 Simple Past Tense Formation in English (past)

In English there is no variations in past form after all subjects and persons (I/We/you/he /she /it/ they).

See the following examples:

- a) I played volleyball.
- b) We played volleyball.
- c) You played volleyball.
- d) He played volleyball.
- e) She played volleyball.
- f) It played volleyball.

From the above examples it can be said that it is simple to make past tense in English.

is good and better.

4.1.6 Future Tense Formation in English (non-past)

In English language, basically, the use of modal verbs is essential to make any forms of future tense. It is impossible to form any future tenses without the use of modal verbs (will/shall). In a sentence a modal verb is compulsorily used after the subject followed by the first form of the verb.

See the following examples:

- a) I will eat rice.
- b) We will eat rice.

- c) You will eat rice.
- d) He will eat rice.
- e) She will eat rice.
- f) t will eat rice.

Apart from the use of modal verb, there are other ways to refer to future action in English. For example:

- a) I am going to buy a car.
- B) I am bound to buy a car.
- c) I am flying to America.

4.1.7 Future Tense Formation in Limbu (non-past)

In Limbu language there is no modal verbs. The present verb refers to future tense as well. But to be future the use of time adverbial is necessary.

See the following examples:

- a) anga tumun.(present/past)
- a) anga tandik tumun.(future)

In the above example it is seen that in Limbu language the process of forming future tense is not complicated.

4.2.1 Suppletion system in English

There is suppletion system in morphology in English. There is suppletion system in the process of forming past tense in English. In these cases it is not possible to explain the relationship between the present tense and past tense in terms of a general rule of affixation because the two forms (of that word) are from two different roots. The modern English 'go' and its past tense form 'went' are from two different roots. Thus,

'went' is not inflected form of 'go.' There is no any kind of relationship between 'go' and 'went'. Another example

4.2.2 Suppletion System in Limbu.

In Limbu there is no suppletion system. Present form and past form of Limbu verb are from the same root. No two forms are from the different roots as in English. As for example, '*Pekma*' and '*pege*' respectively present and past forms are from the same root verb '*pek*'. The relationship between *pekma* and *pege* can be explained in terms of a general rule of affixation.

4.3.1 Tense Formation in English

In English there are multiple forms of past and non-past tense forms. Some of the examples of multiple forms of past and non-past tenses as follows:

- a. Regular Past (past- ed)
- b. Null- Put, put ,put
- c. Irregular-stand, stood, stood
- d. Non-past (present-eat , cook-s/es)
- e. Future-(will/shall/modal,going to future)

4.3.2 Tense Formation in Limbu

In Limbu past and non-past has the same form. The only thing that differentiates past and non-past is the time adverbial. See the following examples :

- (a) anga tak chang(past)
- (b) anga tandik tak chang(nonpast)

In the above case both (a) and (b) are the same except time adverbial *tandik* (tomorrow) in the case of (b) the time adverbial *tandik* make the past into non-past. As in English there is no modal verb.-will and shall to indicate non-past. Therefore the Limbu learners face difficulties in understanding non-past in English.

4.4.1 The use of Suffixes in Tense Formation in English

(a) Root Verb Past verb

Play - Played

learn- learned

dream- dreamt

In the above examples we see that in English tenses are formed by adding only suffixes.

4.4.2 Suffixes and Prefixes in tense formation in Limbu

Root verb past

chokma- mejogu

sagnma- mesungsu

Sapma- saptu

hipma- hiptechu

The above examples show that in English only suffixes are added to the root verbs to form both the past and non-past. They are *s/es/ed*. Whereas in Limbu both suffixes and prefixes are used to form past and non-past tense.

The use of preffixes in both English and Limbu are similarity which eases the learning process of both Limbu learners of English. But the use of prefix makes the process a bit difficult.

In Limbu there are limited forms of past and non-past, but in English there are there are multiple forms of past and non-past.

As for example, in Limbu-*anga chang*

Whereas in English –

(a) I will eat rice.

(b) I'm going to eat rice.

(c) I'm to eat rice.

(d) I'm about to eat rice.

(e) I'm bound to eat rice.

Thus Limbu native learners of English face difficulty in learning the formation of non-past.

Summary

As the present study targeted to compare the processes of tense formation between English and Limbu. The following summarised form has been deduced from the study.

4. Every two languages share some common and uncommon features which were found when they were compared. The comparative study between Limbu and English languages shows that some of the processes of tense formation are similar as well as different in some respects. The major findings of the present study are as follows.

a) In English there is no variations in past forms of the verbs after all subjects and persons. Whereas in Limbu each takes different past form of the verb.

b) In English there is suppletion system but there is no suppletion system in Limbu.

c) In English past tense is realized with no use of time adverbial. But in Limbu both non-past and past have the same form; only the use of time adverbial differentiates them.

d) In English only suffixes are used to form past and non-past tense, but in Limbu both suffixes and prefixes are used.

e) In Limbu there are limited forms of past and non-past, whereas in English there are multiple forms of past and non-past forms.

CHAPTER: FIVE

FINDINGS, CONCLUSION AND RECOMMENDATION

5.1 CONCLUSION

While comparing processes of tense formation in English and Limbu, the following conclusion came up:

- a) In English, while forming simple present tense, the infinitive form of any verbs come in agreement with subjects-I/we. Whereas in Limbu the Infinitive (root) form of any verb doesn't come in agreement with any subjects.
- b) While forming simple past tense (non-past) in English, the root verb as well as third person singular comes in agreement with the subject pronouns. On the contrary in Limbu while forming simple present tense (non-past) each noun or pronouns as the subject takes different verb form each.
- c) In English there is no variation in past forms of the verbs after all subjects and persons. But in Limbu each subject takes various past forms of the verb.
- d) There is suppletion system in the process of forming past tense in English. Whereas Limbu language has no suppletion system at all in forming past tense.
- e) In English past form is realized clearly without the use of time adverbial. But in Limbu both past and non-past have the same past form; only the use of time adverbial differentiates past and non-past.
- f) In English only suffixes are used to make past tense, whereas in Limbu both suffixes and prefixes are used.
- g) In Limbu there are limited forms of past and non-past. But in English there are multiple forms of past and non-past. The present verb with use of time adverbial refers to the future tense.

h. In English, basically, modal verbs refer to future tense. In contrast in Limbu, There are no modal verbs and without the use of modal verbs future tense is formed.

Thus the Limbu learners of English face difficulty in learning the formation of past and non-past.

5.2 Recommendations

On the basis of the findings from the analysis and interpretation of data some recommendations have been made by the researcher. They are divided into:

Policy Related

The research can be fruitful for policy makers and language planners. While designing curriculum of Limbu the ample technique can be applied. There would be no problem in the areas where the two languages are similar but differences between the two languages create difficulty in learning the target language. Therefore teaching should focus on the areas of difficulties. Otherwise there may come problems in learning the target language.

Practice Related

The research further be useful for the teachers who teach English to Limbu native speakers. The complexity of forming tenses should be considered while teaching the processes of tense formation to Limbu native speakers. It is better to follow the comparative method.

Further Research Related

This research can be the guideline to further researchers who want to study two languages comparatively. This research will be useful in doing further research about tense-aspect of any two languages in future. The following suggestions can assist the upcoming researchers.

-Suppletion system should be considered in teaching English and Limbu to the respective language learners.

-Care should be given to the past tense markers.

-Students should be made clear about the past tense formation using prefixes and suffixes in Limbu.

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TENSE FORMATION IN ENGLISH AND PHEDAPE DIALECT OF LIMBU:A COMPARITIVE STUDY

APPENDIX: ONE

Interview Questionnaire

This interview questionnaire has been prepared to draw data/information for research work entitled 'Past Tense Formation in Phedape Limbu and in English: A Comparative Study. 'The reasearcer will ask and write himself how the following present form of verbs in Phedape dialect of Limbu language.This research study is conducted under the guidance of Guru Prasad Adhikari, Department of English Language, Sukuna Campus, Indrapur Morang.

Name: _____ Sex: _____

Address: _____ Age: _____

Educational: _____

How do y

1. How do you use the present verb forms after the following subjects (noun /pronoun)

Root verb Subject appropriate verb form

- a) nipma anga
- anige
- khunchi
- khene.....
- kheni ;
- kenhare
- khenle

- b) thokma anga
- anige
- khunchi
- khene
- kheni
- kenhare
- khengle
- c)sepma anga
- anige
- khunchi
- khene
- kheni
- kenhare
- khenle
- d)sapma anga
- anige
- khunchi
- khene
- kheni
- kenhare
- khenle
- e) pekma

anga
 anige
 khunchi
 khene
 kheni
 kenhare
 khenle

f) khuma anga
 anige
 khunchi
 khene
 kheni
 kenhare
 khenle

2. Say the simple past form of the given simple present.

simple present

a) anga yambak cogun.

.....

b) anigeyambok cogumbe.

.....

c) Khene yambok kejogu

.....

d) khini yambok kejogu m

.....

e) khunchhi yambok coku

.....

f) khenle yambok cogu

.....

g) kenhare yambok mejogu

.....

3. a)anga sapla nirun

.....

b)anige sapla nirumbe

.....

c)khini sapla kenirum

.....

d) kene sapla keniru

.....

e) khenle sapla niru

.....

F) hunchhi sapla nichu

.....

g) kenhare sapla meniru

.....

4.Say the past continuous sentences of the following present continuous sentences.

a)anga sapla nirunlayak?

.....

b)anige sapla nirumberayagige

.....

c)khene sapla kenirurakeyak

.....

d)khini sapla kenirulakeyagi

.....

e)khunchi sapla nichurayaksi

.....

f)khenle sapla nirurayak

.....

g)kenhare sapla menirurameyak

5.Say the simple future sentences of the following sentences.

a)anga sapla nirun.

b)anige sapla nirumbe.

.....

b)kenhare sapla meniru

.....

d) khenlesapla niru.

.....