

CHAPTER-ONE

INTRODUCTION

1.1 General Background

All over the world language is considered to be the universal medium for conveying facts including complex thoughts, emotions and feelings of everyday life. Language has enabled man to establish great civilization. Men differ from the other species of this earth only because we possess a unique faculty of speech. Man expresses his personality through language (Bhattarai, 1991:1). Language is social phenomenon, what we use in the community to express our ideas and by means of which we establish social relation in the society. It is the distinctive property of mankind because of which human being seems to be extraordinary and superior to other creatures to some extents in any respect. Oxford advanced learners of current English (seventh edition 2005:862) defines language as the system of communication in speech and writing that is used by people of a particular country or area. According to Sapir (1971:8), Language is purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols (p.8). Likewise Block and Traper state (1942:5) "A language is a system of arbitrary vocal symbols used for human communication." Chomsky (1957:13) defines language as a "finite or infinite set of sentences each finite in length and constructed out of a finite set of elements."

Maithili is a New Indo Aryan (NIA) language written in the Devanagari script. It is recognized as a distinct language. It was bounded on the west by the river Gandak, on the North by the Himalaya Mountains, on the East by the Koshi and on the south by Ganges. Approximately, three quarters of this historical kingdom has gone into the administrative parts of present day India, whereas a quarter stretching towards the North is the integral past of Nepal.

1.2 Languages in Nepal.

Nepal is the home of numerous languages and dialects as it is a multilingual, multicultural and multiethnic nation. Though small in size, Nepal is not a culturally and linguistically homogenous country; it is very fertile land for many languages and probably many more languages are still waiting to be discovered. According to population census, (2001), there are more than 93 languages being used in Nepal. Of them most languages do not have written scripts, thus they exist only in spoken form.

The language and their innumerable dialects spoken in Nepal have genetic affiliation to at least four language families namely Indo-Aryan (14 languages), Tibeto-Burman (about 56 Languages) Austro-Asiatic (only one language), and Dravidian (one Language only) together with another controversial language, isolate-Kusunda. Among these different languages, Nepali is designated as the official language of Nepal, in the interim constitution 2063 B.S. It claims that out of total population in Nepal, Nepali language has 50% native speakers. It has dominant role in the life of the country. It is extensively used for the purpose of medium of instruction at various levels of education, commerce, legal practices and in the public communication.

Besides these languages, English has also played very important role so far as the context of Nepal is concerned. English is termed as "West Germanic" which is sub branches of the Germanic branches of the Indo European family. It is an international language which functions as a lingua franca world widely. English is taught as a second or foreign language in many countries including Nepal. Although efforts are made to develop the condition of English in Nepal, the standard of English is not developed as expected because of multilingual situation of Nepalese Speech Community. It is an international language in the world. Most of the popular books on science, history, geography etc. are written and published in English language. The importance of English in Nepal is

growing rapidly. It has occupied an important place even in the educational system of Nepal. In Nepal English is taught as compulsory subject upto bachelor level.

1.3 Linguistic Scenario in Nepal

Nepal is multilingual, multiethnic and multi cultural country. Different languages are spoken in different parts of the country. Although it is a small country, it is rich in language. Languages from many families are spoken throughout the country. A brief scenario of languages spoken in Nepal is given below.

1.3.1 Indo-Aryan Group

This group includes following languages: Yadava (2007:18)

Nepali	Magahi
Maithili	Marwadi
Bhojpuri	kumal
Awadhi	Darai
Tharu	Majhi
Rajbanshi	Bhote
Danuwar	Hindu-urdy
Bengali	Chureti language

1.3.2 Dravidian

According to CBS (2002:26), only one language i.e. Jhangad that is spoken in the Province of Koshi River in the eastern region of Nepal comes under this group

1.3.3 Tibeto-Burman group

This group includes following languages:

Limbu	Kaika
Thakali	Gurung
Ghale	Tamang (Mumo)
Hayu (Bayu)	Bahing (Ramdali)
Chamling	Sangpang
Chepang	Sunwar
Newar	

1.3.4 Astro-Asiatic Group

According to population census 2001 only one language comes under this group i.e. Satar which is spoken in Jhapa district of Nepal. This family has two other sub branches namely non-khmer and mundu.

On the basis of prominent linguistic features Tibeto-Burman language in Nepal can further be categorized in two sub groups.

(i) Pronominalized Group

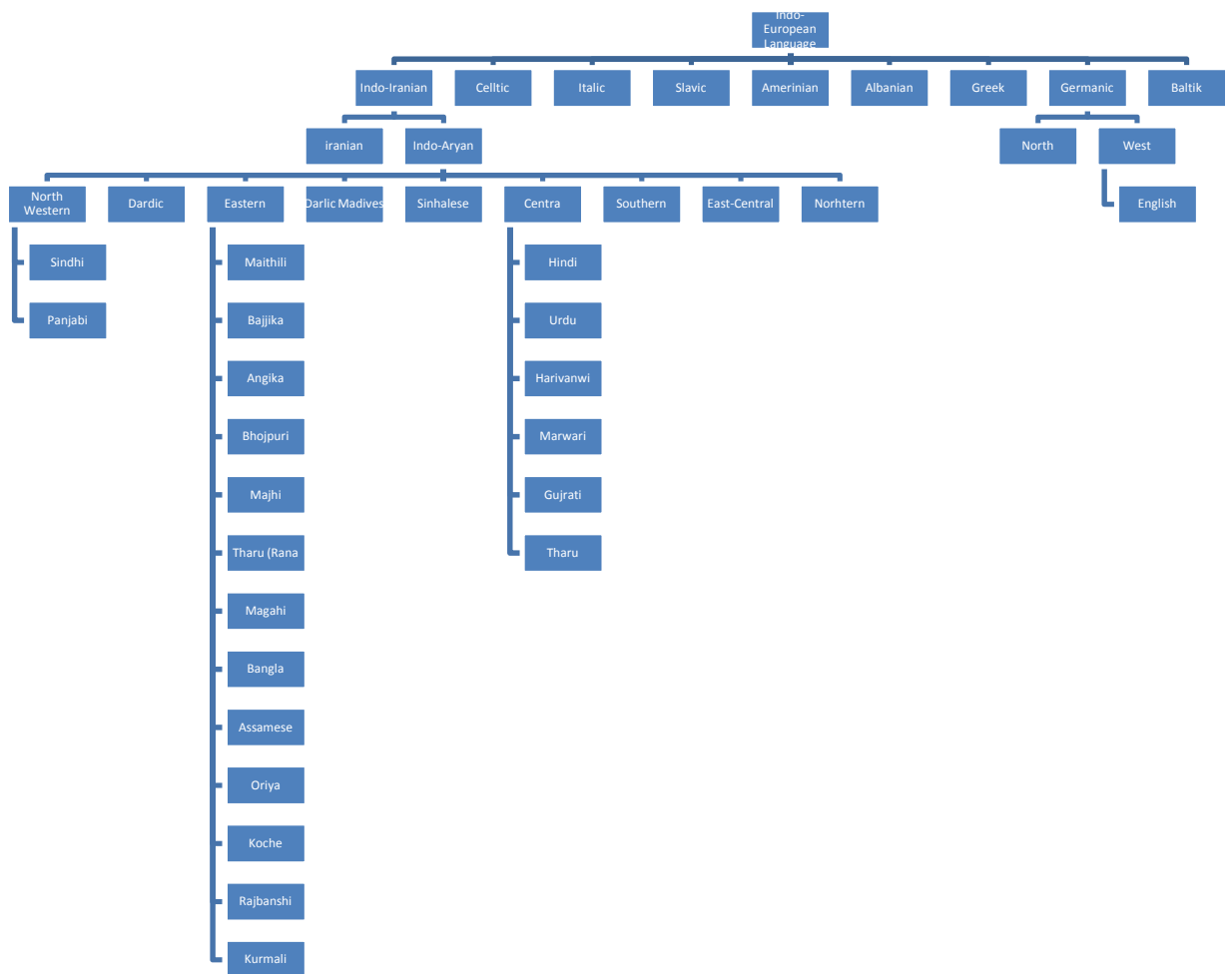
It includes Rai, Limbu languages. They are also called kiranti languages. Because of their complexity in pronominal system, the kiranti languages are also called complex-pronominalized language.

(ii) **Non-pronominalized Group**

It includes Tamang, Gurung-Thakali etc.

1.3.5 Genetic Classification

Figure No. 1 : Indo-European Language



(Yadava, 2003: 145)

1.4 The English Language

English is the most widely used language in the history of our planet. Undoubtedly, English is the means of international communication, and it is also the world's major language. English is spoken in one hundred and five countries of the world. Among them it has gained the status of the official language in fifty two countries, and in the rest of the countries it plays a vital role in different sectors such as English is regarded as world's most prestigious, standard, and international lingua franca. Nearly, half of the world's books of Science and Technology are written in English. It has the largest body of vocabulary and the richest body of literature. It is believed that more than fifty percent (50%) books are written in the English Language. If we look at the media, we can find that more than fifty percent of the world's newspaper or radio stations use English as a medium of communication. English is the passport to travel through out the world and thus has become an excellent vehicle for transmission of modern civilization for any part of the world. According the Sthapit et al. (1994), the importance of English language in the present day world need not be over emphasized (p. II). It is a principal language for international communication and gateway to the world body of knowledge. In view of these facts, the English language is given great importance in education system of Nepal. According to Bhattarai (1995,p .226), "English has become indispensable vehicle to the transmission of modern civilization in the nation. It is a passport through which one can visit the whole world, and one who knows English can enjoy the advantages of the world citizen. He is received and understood everywhere." Thus English is not only principal language for international communication but also the gateway to the world body of knowledge.

1.5 An Introduction to Maithili Language

Maithili is a New Indo-Aryan (NIA) language spoken in the two adjoining south asian countries: Nepal and India. As its name implies, Maithili is the language of residents of

Mithila, the pre-historic ancient kingdom ruled by the then king Janak. However, modern Maithili is politically spilt into adjacent parts of two different nations- Nepal and India and yet it exists as an inalienable cultural entity mainly owing to the proximity regular interaction between the Maithili speaking community of the two nations.

The Maithili language is spoken by about 30 million people mainly residing in the eastern part of Nepalese Terai Region and in the northern part of Indian state of Bihar. In Nepal, Maithili is the mother tongue of 12.4% of the total population and figure second in terms of the number of speakers next only to Nepali, the language of the nation, spoken by a little over 50% of the population. Maithili has a long rich tradition of written literature in both Nepal and India. Vidyapati Thakur is the most celebrated poet of Maithili. He is thought to be an immortal singer of beauty, youth and vigour.

Nepal is a multi-lingual Country. It is very rich in terms of the number of languages spoken here in Nepal. Among them, Maithili is the second most widely used language as it is spoken by 27, 97,582 people sheltering in the south east plains known as the Terai. There are about 9 terai districts namely, siraha, saptari, Udaypur, Morang, sunsari, Sarlahi, Dhanusha, Mahottari and Rauthat where Maithili is in majority. Comparative philology says that the languages of the worlds are related to one another. Two languages linked with one another could mean they are sister languages bearing from same mother language.

Maithili was regarded either as dialects of a superior language called 'Bihari (Grierson, 1833-1887). Today, however it is recognized as a distinct language and taught in the Indian Universities in Kolkotta, Bihar, Patna, Bhagalpur, Darbhanga, Varanasi and Tribhuvan University, kirtipur. Serious interest in Maithili linguistics began in the early 1880s when Sir George Abraham Grierson and A.f. Rudolf, Hoernle Published a series of scholarly books and papers on Maithili.

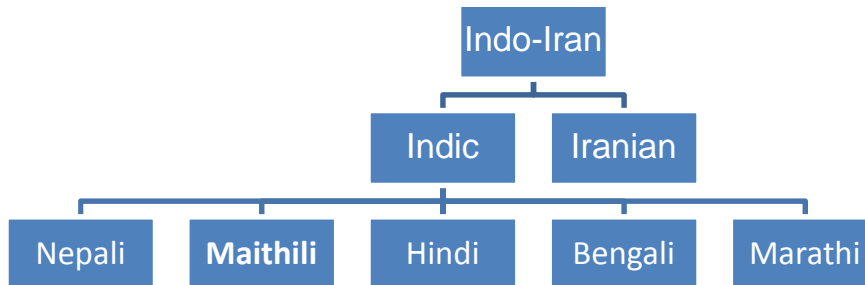
The earliest grammar of Maithili by a native grammarian has been written by D.Jha (1946) in Maithili Language. In this study the grammatical rules presented in form of Sutras in paninian style of Sanskrit grammar. S.Jha (1941) was the first scholar to study Maithili sound system along with its historical development. Lexicography or dictionary making in Maithili has a very long tradition.

Maithili has had a long tradition of written literatures in both India and Nepal. The most famous Maithili writer is Vidayapati Thakur, Popularly known as Mahakavi Vidyapati. A part from being a great Sanskrit writer, he composed melodious poems in Maithili, entitled Vidayapati padavalli which mainly deals with love between Radha and Krishna.

Maithili also flourished as a court language in Kathmandu valley during Malla period. Several literary works (especially dramas and songs) and inscriptions in Maithili are still preserved at the national Archives in Kathmandu. In the recent context there has been literary writing in all literary genres, especially poetry, plays and fiction. In addition to written texts, Maithili has an enormous stock of oral literature in the forms of folk tales in prose and verse, ballads, songs, etc. a part from Maithili literature, Maithili writers have also been contributing to other fields like culture, history, journalism, linguistics etc.

Comparative philology maintains that languages relate to one another. Two languages are linked with one another would mean they are sister languages derived from same mother language. This view can be expressed by the following diagram.

Figure No. 2 : Relation of Maithili with other languages



Source : Jha (1958, P.20)

1.6 Importance of Grammar

"It is necessary to know grammar, and it is better to write grammatically thought not but it is well to remember that grammar is common speech formulated. Usage is the only test"

Somerset Maugham

Source : Thakur (2006, P. 16)

This quotation mentioned above vividly presents that grammar is essential to produce correct forms of utterances. Grammar is the foundation of language. It would be hard to believe that there can be a language without its grammar. Knowledge of grammar is necessary to convey ideas correctly whether it is for the native speakers or learners of that language. This knowledge is more essential for the second language learner than the native speaker because a native speaker has innately internalized the grammar whereas the second language learner has to make conscious effort to learn and master it. Therefore, the importance of grammar in the correct use of language can hardly be exaggerated.

We can't deny the role of grammar in language. The appropriate evidence can be observed in the syllabus as which grammatical items are given along with their functions out of thirty seven units, seventeen are related to pure grammatical topics i.e. tense, relative clauses, causative verbs, voice, preposition, transformation, narration, conditional sentence and so on. And others are related to grammatical structures or a set of vocabulary to fulfill the language functions i.e. the things that can be done through language are described as functions such as expressing likes and dislikes, good wishes, etc. Out of seventeen grammatical units, seven units are related to the tense and aspects in which the aspects of present tense has been highlighted with various references. These topics have tried to provide a great deal of practice. It has made efforts to get sufficient knowledge and understanding to receive and perform information properly. The curriculum of grade nine and ten shows that the grammatical items can be taught and tested communicatively to promote the language function properly and appropriately. Furthermore, this curriculum is totally conscious towards the ignorance and negligence of the students to use the correct form of verbs which influence all the materials they produce in English.

1.7 Tense

The term tense is derived from the Latin translation of the Greek word for time (Greek Khronos, Latin tempus). It is a grammatical Category which manifests itself in the verbal forms of a language. Its role is to relate the universal time of the situation (i.e. past, present and future) to moments of speech. According to Wren and Martin (1993-67) "The tense of verb shows not only the time of an action or event but also the state of action referred to."

According to Hockett (1992:18) "Tense typically shows different locations of event in time".

Yadava (2001: 200) says "It is grammatical category which manifests itself in the verbal forms of language"

According to Asher R.E. (1994:39) (The Encyclopedia of language and linguistics)
"Tense is a grammatical category referring to the location of situations in time, it is the basic grammatical category which together with lexical and other indications of temporal ordering enables the hearer to reconstruct the chronological relations among the situations described in a text and between them and speech situation."

Time is universal non-linguistics concept with three divisions: past, present and future. By tense we understand the correspondence between the form of the verb and our concept of time.

1.8 Tense in English

The classification of tense in English is rather controversial. However, it is often described as an opposition of past and non-past. Non past consists of present and future.

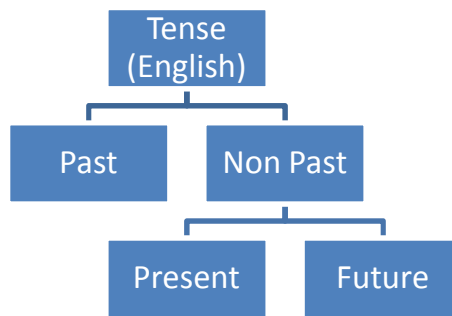
- (a) Hari told a story. (past)
- (b) Hari tells a story. (Present)
- (c) Hari will tell a story. (Future)

This type of classification is controversial in two ways: first, it treats shall/will as modals and doesn't consider them as tense markers at all, whereas they're in fact the only forms to indicate colourless neutral future (Quirk, et. al) and secondly, the present tense doesn't always refer to present but also to future.

e.g. : My father comes home tomorrow.

These inadequacies can be met with if tense is regarded as contrast of past, present vs future. It may be presented in the following diagram.

Figure No. 3 : Tense System in English



Source : Thakur (2006, P.10)

In 1998, Thakur Produced a book titled 'A practical guide to English Grammar.' He discussed mainly three tenses namely Present tense, Past tense and Future tense. These three tenses can be sub-divided into twelve classes. These are given below with appropriate examples and forms.

Table No. 1 : Tense Division in English

S.No.	Tense	Example	Form
1a	Simple Present Tense	We eat. She eats. She does.	V (Verb) V-S V-es
b	Present Continuous Tense	We are eating. I am eating. He is eating	are + v-ing am + v-ing is + v-ing
c	Present Perfect	I have eaten She has eaten	have + v-en has + v-en
d	Present Perfect Continuous	I have been eating He has been playing	have + been + v-ing has + been + v-ing

2a	Simple Past	I played.	v-ed
		He played.	v-ed
b	Past Continuous	I was eating	was + v-ing
		We were playing.	were + v-ing
c	Past Perfect	I had played.	had + v-en
		They had played.	had + v-en
d	Past Perfect Continuous	I had been eating.	had + been + v-ing
		He had been playing.	had + been + v-ing
3a	Simple Future Tense	We shall eat.	shall + v
		She will eat.	shall + v
b	Future Continuous Tense	We shall be eating.	shall + be + v-ing
		He will be eating.	will + be + v-ing
c	Future Perfect Tense	I shall have eaten.	shall + have + v-en
		He will have eaten.	will + have + v-en
d	Future Perfect Continuous Tense	I shall have been eating.	shall + have + been +v-ing
		He will have been eating.	will + have + been +v-ing

1.9 Tense in Maithili

Like English Maithili verbs also conjugate for three tenses – past, present and future and also express the universal time through tense, which is a kind of modifications in verb forms and the tense makers are listed below.

Past	-	k
Future	-	l
	-	t
Present	-	O (first and second person elsewhere)

When there are no aspect markers or auxiliaries occurring immediately after the verb stem, then the tense markers are added directly to the verb stem. Otherwise, these occur after the auxiliary which is preceded by the aspect marker. All this is really just a consequence of the fact that the finite verb is the one that is marked for tense. Sometimes there are overt tense markers which can easily be seen. In present tense no overt tense marker is used. Constructions of auxiliary itself serves the function of tense. There are some covert tense markers. These markers occur in combination of main verb. The non realized tense marker is located in the auxiliary. eg.

- a. nokar bhat kha-it aich.
 servent rice eat-Aux-Pres-(3MH)

The servant eats rice/The servant is eating rice.

- b. nok r bh t khae-l- k
 servant rice eat-PST-(3NH)

The servant ate rice.

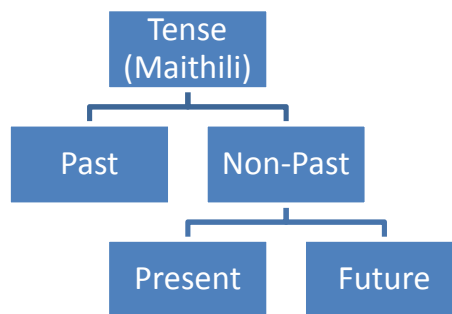
- c. nok r bh t karh - t
 servant rice serve-FUT- (3NH)

The servant will serve rice.

In the sentences mentioned above, aich, k and t are two modified forms of the same Aux aich (be); if aich is modified as k, it indicates Past and if it is changed into t, it refers to present.

Like English Tense, Maithili can be categorized into past and non-past and the non-past into present and future.

Figure No. 3 : Tense Division in Maithili



Thakur (2006, P. 16)

In order to discover, how tense is realized in the verb forms of Maithili, it is necessary to look at the full paradigm of a verb. Here we present the paradigm of the verb "likha" the Maithili equivalent of the verb 'write' with a third person non-honorific masculine subject Sonu.

The following examples are cited from Yadava; 1980

i. Sonu likhalak.

Sonu wrote. (Simple Past)

ii. Sonu likhat.

Sonu will write. (Simple Future)

iii. Sonu likhait achhi.

Sonu writes/is writing (Simple Present/Present Continuous)

iv. Sonu likhait achhal.

Sonu used to write/was writing. (Simple past/Past Continuous)

v. Sonu likhait rahat.

Sonu will write / will be writing.

vi. Sonu likh rahal achhi.

Sonu is writing. (Present Continuous)

vii. Sonu likh rahal achhal.

Sonu was writing. (Past Continuous)

viii. Sonu likhane achhi.

Sonu has written. (Present Perfect)

ix. Sonu likhne chhal.

Sonu had written. (Past Perfect)

x. Sonu likhne rahat.

Sonu will have written. (Future Perfect)

The paradigm given above exhibits ten verb forms existing in Maithili in terms of their reference to time. The verb forms can be assigned to past, present and future. The past

consists of four (i), (iv), (vii) and (ix). The present has three (iii), (vi) and (viii) and the future also consists three: (ii), (v) and (x)

1.10 Tense Marker Affixes

There are no tense marker prefixes and infixes in English. Therefore, only tense marker suffixes are discussed below.

1.10.1 Non-Past Tense Markers

'-s' is the non-past marker suffix in English and that is added to the verbs to mark the third person singular non-past tense. Supporting this Point, Katamba (1993) states the –s is the third person singular present tense suffix in verbs shows exactly the same alternations (p.33). It has different allomorphs and the occurrence of one allomorph differs from the occurrence of another. They are as follows:

(i) [-s] is the allomorph of the morphemes –s and it is added to the verbs where the final element of the verb is voiceless and not sibilant or palatal to form the third person singular non-past tense. For example,

Ram walks slowly

Sita likes Hari.

(ii) [-z] is the allomorph of the morpheme –s and it is added to the verbs where the final element of the verb is voiced and is not sibilant or palatal to form the third person singular non-past tense. For example,

Sarita loves him.

Mita brings oil.

(iii) [-iz] is the allomorph of the morpheme –s and it is added to verb where the final element of the verb is sibilant or palatal to form the third person singular non-past tense.

For example,

She watches TV.

Mohan rushes into the room.

1.10.2 Past Markers Suffixes

The past marker suffix in English is '-ed'. It is added to the regular verb to mark all person and number in the past tense. " The past tense marker of regular verbs in English is spelled –ed is realized in speech by |id|, |d| or |t| and the phonological properties of the last segment of the verbs to which it is attached to determine the choice" (Katamba, 1993 P.25). It has different allomorphs and the occurrence of one allomorph differs from the occurrence of another. They are as follows.

(I) [t] is the past tense markers suffix in English which is added to the regular verbs when the final sound of the verb is voiceless consonant that is not [t] and [d] to form past tense marker. For example,

Rita parked the car in the garden.

(ii) [-d] is the past tense marker suffix in English. It is added to regular verb when the final sound of the verb is voiced consonant that is not [t] and [d] to form past tense marker. For example,

The teacher explained the lesson.

She cleaned the balcony.

(iii) [-id] is the past tense marker suffix in English. It is added to regular verbs when the final sound of the verb is [t] and [d] to form the past tense marker. For example,

Mr. Bhattarai guided me to write this thesis.

1.11 Contrastive Analysis: An Introduction

Contrastive analysis is a branch of applied linguistics. It compares learners two languages viz. their mother tongue and target languages to find out their similarities and difference and to predict the areas of ease and difficulty to the learners.

CA became extremely popular in 1950s and 1960s when pattern practice teaching method based on structural linguistics, was commonly used in teaching foreign language. In CA the description of the learner's native language is put side by side with the description of the foreign language. Such a comparison would help course designers, teachers and learners in planning learning and teaching through the similarities and differences between the L1 and L2.

Assumptions of CA

- a. The main difficulties in learning a new language are caused by interference from the first language.
- b. These difficulties can be predicted by CA.
- c. Teaching materials can make use of Contrastive Analysis to reduce the effects of interference.

According to Corder, "Difficulty is a psycholinguistic matter, whereas difference is linguistics; so any feature of the target language which differs from that of the mother tongue is not necessarily difficult to learn. A totally new sound may be easier for the

learners that one that apparently seems to be similar but is used in different environment."

The results obtained from CA may be used for various purposes. Some scholars think that the result of comparison should directly be applied to the learners. It can be useful if explained directly to the grown up learners. The teacher is highly benefitted from this because he knows those points where learners feel difficulty in learning. Secondly, it will be helpful for those teachers who are receiving trainings. Thirdly, the analysis may reveal effective ways of overcoming difficulties. The teacher may use techniques suggested by the analysis. Fourthly, this has a direct effect upon teaching method.

1.12 Review of the Related Literature

Several dissertations have been carried out in different aspects of grammar but not a single study was carried on a study of Tense Marking System in English and Maithili. To this date a number of research works have been carried out on comparative study of language under the Department of English as well as the department of English language education, Tribhuvan University, Kirtipur, Kathmandu. These existing researches are not directly related to the present topic. The related literatures to the present study are as follows:

Yadava (1980) has worked on Time, Tense and Aspects in English and Maithili. He found the main areas of difficulty while learning English tense is created chiefly by the learners' mother tongue, faulty learning strategies and faulty teaching methods and materials.

Thakur (2006) in his M.Ed. thesis "A study of Errors Committed By Maithili Students, in the Use of Present Tense in English." His main objective was to find out similarities and differences between present tense in English and Maithili. He did his research from two government school of saptari district. He took 100 students and divided them into

male and female. For this research test items like multiple choice, fill in the gaps, true and false and translation were used to collect data. He found out that Maithili native speakers feel difficult and commit errors in the areas of differences and less error are committed in the areas of similarities.

Yadav (2007) in his M.Ed. thesis entitled "Pronominals in the Maithili and English Languages" aimed to discover different terms which are used to refer to pronouns in Maithili and English. He did his research in Siraha district. He consulted ninety native speakers of Maithili language and interviewed them with the help of questionnaire. He also found out that there are less number of pronouns in Maithili than in English.

Thakur (2008) in his M.Ed. thesis "Verbal Affixation in Maithili and English" aimed to discover similarities and differences in the Verbal Affixation between Maithili and English Languages. He did his research in Siraha district. He consulted ninety Maithili speakers and divided them into 3 age group such as (20-40) years, (40-60) years and 60 years above. He prepared interview questionnaire and asked the informants to translate English and Nepali sentences into Maithili language. He also discovered that both English and Maithili have a number of person and number marker suffixes and both lack infixation system.

Katamba (1993) identifies the English affixes in formulaic way. He groups the English affixes into two broad categories viz. neutral and non-neutral on the basis of their phonological behavior. He also illustrates how the different types of affixes and the affixes of the same types in the base are ordered as well as many affixes can be added to the base.

Mukhiya (2001) in his M.Ed. Thesis entitled "Passivization System in English and Maithili: A comparative Study", aimed to analyze the English and Maithili Passivization Systems. The main objective of his research is to find out the similarities and differences in the passivization system between English and Maithili languages. He selected 80

students of class XII from government school and asked them to translate English sentences into Maithili language. The researcher found that the Passivization System between English and Maithili are different in almost all grammatical aspect. The researcher also found that there are some areas which are somehow similar in both languages.

Khanal (2005) conducted a research work on "Affixation in Maithili and English"; A comparative study. The main objective of the research is to find out affixation rules of the English and Maithili Languages. He interviewed 60 Maithili speakers and asked them to translate English and Nepali sentences into Maithili. The researcher found that both English and Maithili Languages have prefixes and suffixes but not infix. The researcher also found that English has more prefixes than that of Maithili whereas Maithili is richer than English in terms of number of suffixes.

Ray (2005) conducted a research work on "Tense and Aspect System in English and Bhojpuri; A comparative study. The main objective of the research is to compare the tense and aspect system in English and Bhojpuri and find out their similarities and differences. He selected 80 students from different government schools of Parsa district and took a test giving them questionnaire which contained multiple choice, fill in the gaps, true false and translation items. The researcher found out that in English their construction is AUX+MV. Whereas in Bhojpuri it is MV+AUX. He also found that the past and present are marked inflectionally in both languages to indicate future tense, English uses modals (Shall/will) but Bhojpuri uses the inflection (-ab/-i:) to form future.

The above mentioned researchers proved more or less supportive information for my research. These researches and theoretical concepts taken out from different researchers and scholars are guideline for my research.

1.13 Objectives of the Study

The main objectives of the present study are as follows:

- a. to find out tense marking system in English and Maithili.
- b. to find out the similarities and differences in the use of tense marking system between English and Maithili.
- c. to point out some pedagogical implications.

1.14 Significance of the Study

Maithili is studied and taught as a subject of study from school to university levels of education in both Nepal and India. In Nepal, The Interim Constitution 2063 has made a provision to include all the mother tongues spoken in Nepal, including Maithili, as a medium of instruction at primary level of education. In this context this study is significant.

This study could be fruitful to all those students, teachers, textbook writers, syllabus designers and other preachers who are interested in sociolinguistic of Maithili and English language. Especially, this research work will be useful for English teachers who teach English to Maithili speaking students. The knowledge of tense marking system in Maithili will provide him/her an insight regarding tense marking system of English. With the help of this research, Maithili can be taught effectively. This research will be beneficial to the textbook writers and curriculum designers who attempt to collect materials to be taught to Maithili speaking students.

CHAPTER TWO

METHODOLOGY

Methodology is a powerful means for carrying out any investigation successfully. Methodology briefly describes the methods and procedures adopted to carry out this study. In the absence of it the research remains incomplete. So, this chapter deals with the methodology adopted during the study. I have applied the following methodology to fulfill the objectives of this study.

2.1 Sources of Data

In order to accomplish the objectives of the study, I used both primary and secondary sources of data.

2.1.1 Primary Sources of Data

This study is mainly based on primary sources of data. As primary sources, I used observations, questionnaire and interview with the Maithili native speakers.

2.1.2 Secondary Sources of Data

The secondary sources of data signify the written documents. Different books such as arts and arts (1985), Katamba, F. (1993) Asher, R.E. (1994) Murcian and Freeman (1999), reports, dictionary, articles and theses approved by the Department of English Education and other related materials were also collected and studied to carry out this research.

2.2. Sampling Procedure

Fifty respondents of Maithili speakers of Inaruwa Municipality of Sunsari district were selected for the research. I consulted three age group native speakers, such as (20-40)

years, (40-60) years and 60 years above. They were illiterate, literate (below SLC) and educated (SLC, +2). The population was sampled using stratified random sampling "The researcher, being a native speaker of Maithili, used his own insulation in sampling procedure.

2.3 Tools for Data Collection

I used questionnaire and interview schedule as research tools. The questionnaire consisted of English and Nepali sentences. These sentences are set in such a way that constituted and reflected different tense markers of Maithili language.

2.4 Process of Data Collection

- i. After preparing the questionnaire, the researcher visited the place where native speakers of Maithili stay, in Inaruwa Municipality of Sunsari district.
- ii. Then I tried to make rapport building with the Maithili native speakers of Inaruwa Municipality in Sunsari district.
- iii. Then I explained my study purpose and asked for permission to carry out the research.
- iv. I conducted interview with literates and illiterates orally and wrote their responses in the sheets of interview questionnaire
- v. Those who were educated were handed over the sheets of structured questionnaire to translate English and Nepali sentences into their native or mother tongue equivalent.

The researcher thus, clarified the English and Nepali sentences of the structured questionnaire where needed.

2.5 Limitations of the Study

This study was limited in the following ways:

- i. The study was confined to the comparison and contrast between Maithili and English languages tense marking system only.
- ii. The collected data were from Maithili speakers of Inaruwa Municipality of Sunsari district of Eastern Nepal.
- iii. The study was based on only 50 informants of Maithili language.
- iv. Rules of the use of tense found in Maithili grammar were consulted.
- v. Informations regarding tense marking system were taken from English grammar, books and newspaper.

CHAPTER – THREE

ANALYSIS AND INTERPRETATION

This chapter consists of analysis and interpretation of the data. First, tense marking system of Maithili language is identified. Then tense markers of Maithili language are compared and contrasted with those of English to find out whether these two languages have equivalent tense marking system or not.

This chapter consists of analysis and interpretation of the data. Tense marking system of Maithili language is identified as Present tense marking system, Past tense marking system and Future tense marking system. Like English, only tense marker suffixes are found in the Maithili language. It means there is no tense marker prefix in Maithili language. So tense marker suffixes are categorised into the present tense marker, the Past tense marker and the future tense marker.

3.1. Verb Inflections

In some languages the form of the verb changes with the number and person of the subject. Inflections used in verbs indicate different time of an action or event, but also the state of actions referred to. Different inflections are used for different persons, gender, tense, number and aspect.

3.1.1 Verb Inflections in Maithili

There are no person marker prefixes and infixes in the Maithili language. But there are person marker suffixes in Maithili language. Therefore, only the verb marker suffixes are discussed.

3.1.1.1 Person Marker Suffixes of Present Tense

- i. /-i/ is the person marker suffix in the Maithili language. It is added to the verb to mark the first person singular and plural of the present tense. For example:

- h m k th k h - it ch-i

I a story tell PRES AUX 1^{sg}

h m pan s mpti bridhi k r-it ch-i

I own wealth increase do - aux PRES- 1^{sg}

I increase own wealth.

h m – s b up ny s likh – it ch-i

I pl a novel write AUX PRES 1^{pl}

We write a novel

- h m -s b - k th - b ch n k r - it -ch-i

I pl a story narrate –AUX – PRES – 1^{pl}

We narrate a story

- ii. / -/ is the person marker suffix of the Maithili language. It is added to the verb to mark the second person singular and plural of the present tense. For example,

t s mp ti bridhi k r - it ch-

You (NH) wealth increase do AUX PRES 2^{sg} NH

You increase wealth.

t s b s mp ti dhy n k r - it ch-

You a novel study do AUX PRES – 2^{sg} NH

You study a novel.

t s b s mp ti bridhi k r – it ch-

You PL wealth increase do–AUX PRES 2^{pl} (NH)

- iii. / ik/ is the person marker suffix of the Maithili language. It is added to the verb to mark the third person singular and plural of the present tense. For example,

r m bh t kh – it ch- ik

Ram rice eat AUX- PRES 3^{sg} NH

Ram eats rice.

- b d l b rsh k r b- it ch- ik.

Cloud rainfall cause AUX PRES 3^{sg}

Cloud causes rainfall.

- k thin p risr m s ph lt l b- it –ch- ik.

Hard labor (NH) success bring AUX PRES 3^{sg} NH

Hard labor brings success

- O- s b bh t rinh - it ch - ik.

They PL rice cook AUX – PRES – 3^{pl} NH

They cook rice.

- O- s b khet jot - it ch - ik.

They-pl (NH) land plough AUX PRES-3^{pl}NH

They plough the land.

3.1.1.2 Person Marker Suffix of the Past Tense

iv. /- h / is the person marker suffix of the Maithili language. It is added to the verb to mark the first person singular and plural. It occurs only in the past tense.

- h m p n s mpti bridhi k e – l - h

I my wealth increase do PST – 1^{sg}

I increased my wealth.

- h m s b k thh likh -l - h

I -pl a story write - PST 1^{pl}

We wrote a story.

- h m s b s mpti bridhi k e – l - h

I -pl wealth increase do – PST – 1^{pl}

We increased wealth.

- h m -s b bh t rinh -l - h

I -pl rice cook PST-1^{pl}

We cooked rice.

- v. /- / is the person marker suffix of the Maithili language. It is added to the verb to mark the second person singular and plural of the past tense.

- t s mpti bridhi k e -l -

You (NH) wealth increase do-PST – 2^{sg} NH

You increased wealth.

- t up ny s dhya n k e -l -

You (NH) a novel study do – PST – 2^{sg} NH

You studied a novel.

- vi. /- k/ is the person marker suffix of the Maithili language. It is added to the verb to mark the third person singular and plural. It occurs only in the past tense. For example;

- h ri bh t rinh -l- k

Hari (NH) rice cook – PST – 3^{sg} NH

- ndhi g chh ukh d -l- k

Storm tree uproot – PST - 3^{sg}

The storm uprooted the tree.

- 0 - s b k th likh -l- k

They – Pl (NH) a story write – PST - 3^{PL} NH

They wrote a story.

- O - s b up ny s dhyan k e – l- k

They - Pl a novel study do-PST-3^{pl}- NH

They studied a novel.

3.1.1.3 Person Marker Suffix of the Future Tense

vii. /- ik/ is the person marker suffix of the Maithili language. It is added to the verb to mark the first person singular and plural. It occurs only in future tense. For example;

- h m kath b ch n k r -b- ik

I a story narrate do-FUT-1^{sg}.

I will narrate a story.

- h m bh t rin h -b- ik.

I rice cook do-FUT-1^{sg}

I will cook rice.

- h m s b d kt r b n-b- ik.

I –Pl doctor become - FUT – 1^{pl} NH

We will become doctor.

viii. /-e/ is the person marker suffix of the Maithili language. It is added to the verb to mark the second person of the future tense. For example;

- t up ny s dhyn k r -b-e.

You a novel study do -FUT-2^{sg}NH

You will study a novel.

- t p n s mp ti bridhi - k r - b-e

You (NH) own wealth increase do-FUT-2^{sg} NH

You will increase your own wealth.

- t s b bh t rin h -b-e

You – pl rice cook- FUT – 2^{pl} NH

You will cook rice.

ix. /- h/ is the person marker suffix of the Maithili language. It is added to the verb to mark the third person singular and plural of the future tense. For example;

- sit up ny s dhyn k r t- h

Sita (H) a novel study do- FUT-3^{sg} H

Sita will study a novel.

- Jh l pr k sh det t- h

The window light give – FUT – 3^{sg} Nh

The window will give light.

- O - s b d kt r hoe- t- h

They Pl(H) doctor become –FUT–3^{pl} H

They will become doctors.

3.1.1.4. Number Marker Affixes

There are no number marker prefixes and infixes in the Maithili language. So, only the number marker suffixes are discussed below:

i. /-i/ is the number marker suffix in the Maithili language. It is added to the verb to mark the first person singular and plural. It means there is no difference between singular and plural number marker. It occurs only in the present tense. For example;

- h m kit b dhy n k r- it-ch-i

I book study do- AUX-PRES1^{sg}

I study a book.

- h m sidhi ch dh - it-ch-i

I a ladder climb AUX-PRES-1^{sg}

I climb a ladder.

- h m - s b g i ch r b - it-ch-i

I – Pl cow graze AUX PRES – 1^{pl}

We graze the cow.

- h m - s b bh s sikh - it-ch-i

I -Pl language learn- AUX -PRES- 1^{pl}

We learn language.

- h m s b chitthi likh - it-ch-i

I -pl a letter write - AUX - PRES-1^{pl}

We write letters.

ii /- / is the number marker suffix in the Maithili language which is added to the verb to mark the second person singular and plural number. It shows that there is no difference between singular and plural number marker. It takes place only in the present and past tense. For example;

- t siksh gr h n k r - it-ch-

you education get do--AUX PRES 2sg

you get education

- t s b bh s sikh- it-ch-

you -pl language learn-AUX PRES2pl

you learn language

- t s b t.v. dekh - itch-

you -pl T.V. watch -AUX-PRES-2pl

you watch T.V.

- t k th b ch n k e-l-
 you (NH) story narrate do-PST-2^{sg} NH
 You narrated story.

- t s b bh t k e-l-
 you - Pl (NH) rice eat-PST-2^{pl} (NH)
 You ate rice.

iii / ik/ is the number marker suffix in the Maithili language. It is added to the verb to mark the third person singular and plural of the present tense. So there is no difference between singular and plural marker. For example;

- r m k th likh - it ch- ik
 Ram a story write - AUX-PRES-3^{sg} NH
 Ram writes a story

- O s b h rd m h mr b dh k r- it-ch- ik
 They -pl(NH) always me hinder do-IMPERF-AUX-PRS 3pl NH
 They always hinder me.

- O s b gh s k t - it-ch- ik
 They - pl grass cut -IMPERF AUX-PRS-3pl NH
 They cut grass/They are cutting grass.

iv. / h / is the number marker suffix in the Maithili language. It is added to the verb to mark the first person singular and plural. It means there is no difference between singular and plural number marker. It occurs only in the past tense. For example;

- h m p n s mpti bridhi ke-l- h
 I my wealth increase do PST-1sg

I increased my wealth.

- h m s b up ny s dhy n ke-l- h
 I -pl a novel study do-PST-1pl

We studied a novel.

- h m ok r n m puchh-l- h
 I his name ask-PST-1sg

I asked his name.

- h m -s b k th -likh-l- h
 I Pl a story write-PST-1pl

We wrote a story.

v. / k / is the number marker suffix in the Maithili language. It is added to the verb to mark the third person singular and plural. It means, there is no difference between singular and plural markers of the past tense. For example;

- r m up ny s p dh-l- k
 Ram (NH) a novel read-PST-3sg NH

Ram read a novel

- ok r - nok r gh s k t -l- k

His servant (NH) grass cut-PST-3sgNH

His servant cut grass.

- O -s b puj k e l- k

They -pl(NH) worship do -PST-3pl NH

They worshipped.

- O -s b t.v. dekh-l- k

They -pl(NH) T.V. watch-PST-3pl NH

They watched TV.

vi. / ik/ is the number marker suffix in the Maithili language. It is added to the verb to mark the first person singular and plural of the future tense. It means, there is no difference between singular and plural number markers. For example;

- h m g hs k t-b- ik.

I grass cut-FUT-1sg

I will cut grass.

- H m k il gh r je-b- ik.

I tomorrow home go-FUT-1^{sg}

I will go home tomorrow.

- H m s b d kt r hoe-b- ik.

I -pl doctor de come-FUT-1pl

We will become doctors.

vii. /-e/ is the number marker suffix in the Maithili language. It is added to the verb to mark second person singular and plural of the future tense. That is why, there is no difference between singular and plural number markers. For example;

- t k pd dho-b-e
you (NH) cloth wash-FUT-2sg NH

You will wash cloth.

- t k il -g h r je-b-e
you NH tomorrow home go – FUT -2sg

You will go home tomorrow.

- t s b kriket khel-b-e
you -pl(NH) kriket play-FUT-2pl-NH

You will play cricket.

viii. / h/ is the number marker suffix in the Maithili language. It is added to the verb to mark the third person singular and plural number of the future tense. It means there is no difference between singular and plural markers. For example;

- shy m (H) up ny s pdh -t- h- H
Shyam a novel read-FUT-3sg

Shyam will read a novel.

- Sita k il gh s k t-t- h
 Sita (H) tomorrow grass cut-FUT-3sg
 Sita will cut tomorrow.

- O-sb sikch k hoe-t- h
 They-Pl(H) teacher become –FUT-3pl H
 They will become teachers.

3.1.1.5 Gender Marker Affixes

In Maithili, there is no distinction of gender in the verb system. It has no prefix, suffix to indicate gender marker in Maithili language. Gender marker suffixes are different that depends on the use of tense and honorific. However, there is no different gender marker suffix in the Maithili language.

/ ik/ is the gender marker suffix in the Maithili language which is added to the verb to indicate both masculine and feminine gender. For example;

- r m p n s mpti bridhi k r- it-ch- ik
 Ram (NH) his wealth increase do-IMPERF-AUX-3sg,NH Mas.
 Ram increases his wealth.

- sit bh t rinh- it-ch- ik.
 Sita(NH) rice cook-IMPERF AUX-3sg NH, Fem.
 Sita cooks rice.

- m hil d ct r b n- it-ch- ik.

Women doctor become IMPERF AUX 3sg NH, Fem

The woman becomes doctor.

- l dk m st r b n- it-ch- ik.

Boy (NH) teacher become -IMPERF AUX-3sg NH, Mas.

The boy becomes a teacher.

The above examples show that there is no distinction of gender marker suffix between masculine and feminine in the verb system of the Maithili language. But regarding this point, Yadava (1996, PP.151-152), states "Modern Maithili makes no distinction of gender in the verb system. In highly formal and literary contexts, however, a gender distinction between masculine and feminine is shown by intransitive verbs in non-present tense form of the third person honorific and by transitive verbs in future tense forms of the third person honorific. For example,

- r j e-l- h

King come-PST-3^{sg} H, Mas

The king came.

- r ni e-l-ih

Queen come-PST-3^{sg} H, Fem.

The queen came.

- r j ue-t- h

king come-FUT-3^{sg} H, Mas

The king will come

- r ni u-t-ih

Queen com-FUT-3^{sg} H, Fem

The queen will come.

- r j khe-t- h

King eat-FUT-3^{sg} H, Mas.

The king will eat.

- r ni khe-t-ih

Queen eat-FUT-3^{sg} H, Fem.

The queen will eat.

3.1.2 Verb Inflections in English

English has mainly two types of tense one past tense and other non-past tense. Regarding its type, it can have only two tense marker suffixes, one past tense marker and the other non-past tense marker. They are as follow:

There are three derivational suffixes that are typical of the class of verbs:

-en : broaden, darken, lengthen

-ify : glorify, nullify, simplify

-ize/ise : economize, nationalize, scandalize

Most English verbs can add four inflexional morphemes to the base:

{s₃} : 3rd person singular present tense indicative

{3d₁} : past tense

{ed₂} : -ed participle

{ing} : -ing participle

The various verbal forms and their uses are exemplified in Table 1 (on the terms imperative, subjunctive and indicative see section)

Table No. 2 : Forms of Verbs in English

Form	Use	Examples
Base	1. Infinitive	1. He must live in London
	2. Imperative	He used to live in London
	3. Present tense indicative (except 3 rd per. Sing.)	2. Live now, Pay later
	4. Present tense subjunctive	3. I/you/we/they live in London
Base + {s ₃ }	3 rd person singular present tense indicative	4. Long live the Queen!
	Past tense	He lives in London
Base + {ed ₁ }	-ed participle	He lived in London
Base + {3d ₂ }	-ing participle	He has lived in London
Base + {ing}		He is living in London

Source : Arts and Arts (1985, p.32)

The present tense morpheme {s₃} is regularly realized in three ways

/s/ : after bases ending in voiceless sounds except sibilants, e.g. walks, coughs, stops, prints.

/z/ : after bases ending in voiced sounds except sibilants, e.g. frees, mars, chews, purrs, sonores.

/ɪz/ : after bases ending in a sibilant:

/s/ : mixes, promises, tosses

/z/ : freezes, loses, seizes

/l/ : fishes, rushes, washes

/3/ : camouflages, touches

/ts/ : catches, screeches, touches

/dʒ/ : alleges, budes, lodges.

The past tense morpheme {ed₁} and the –ed participle morpheme {3d₂} of regular verbs are realized in three ways:

/t/ : after bases ending in voiceless sounds except /t/, eg: kissed, tripped, walked.

/d/ : after bases ending in voiced sounds except /d/, eg: loathed, sinned, played

/ɪd/ : after bases ending in /t/ or /d/, eg: parted, rotted, loaded, scolded

The –ing participle morpheme {ɪŋ} is always realized as /i /: playing nodding, kissing

The table below shows the comparison of the finite and non-finite verb phrase paradigms.

Table No.3 : Finite and Non-finite Verbs in English

Finite verb phrase	Non-finite verb phrase	
	Infinitive	-ing Participle
writes	to write	writing
does write (emphatic)	.....	.....
is written	to be written	being written
is writing	to be writing	.....
has written	to have written	having written
may write	.....	.....
may have written	.....	.....
has been writing	to have been writing	having been writing
is being written	to be being written	.....
may be written	.....	.....
has been writing	.....	having been written
may have been writing	to have been written	.....
may have been written	.....	.....
has been being written	.....	having been being written
	to have been being written	(rare)
may be being written	(rare)	.....
may have been being written	.....	.....
(rare)	.....

Source: Arts and Arts (1985, p.76)

I. Past Tense Marker Suffixes

/-ed/ is the past tense marker suffix in English which is added to the verb to mark all person and number in the past tense. Regarding this point Katamba (1993) states "The

past tense marker of regular verbs in English which is spelled-ed is realized in speech by /ɪd/, /d/, or /t/. (P.25). For example,

Joe parked the car in the garden.

Sally cleaned the verandah.

Madan explained the lesson clearly.

He guided me well

II. Non-past Tense Marker Suffixes

/-s/ is the non-past tense marker suffix in English and that is attached to the verb to mark the third person singular non-past tense. Supporting this point Katamba (1993), states that the –s third person singular present tense suffix in verbs shows exactly the same alternations (P.33). It has different allomorphs and the occurrence of one allomorph differs from the occurrence of another. The allomorphs of –s are [-s], [-z] and [-iz]. For example:

John walks slowly. [-s]

She hates him [-s]

Baker loves her/ [z]

Jisela brings water. [z]

Har watches TV.[iz]

Sita rushes into the room [-iz]

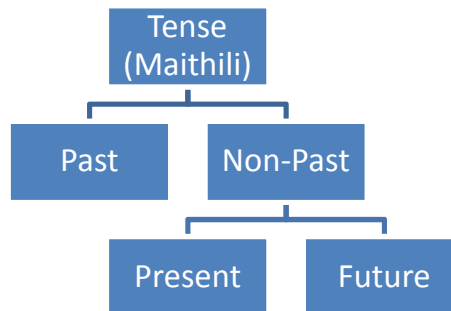
3.2. Tense division

Both English and Maithili have their own tense division system. English has past and non-past tense. Similarly, Maithili language has also got past and non-past tense.

3.2.1 Tense Division in Maithili

Like English tense, Maithili tense can be categorized into past and non-past and the non-past into present and future.

Figure No. 4 : Tense System in Maithili



In order to discover, how tense is realized in the verb forms of Maithili, it is necessary to look at the full paradigm of a verb, we present the paradigm of the verb "likha" the Maithili equivalent of the verb write with a third person non-honorific masculine subject Sonu.

The following examples are cited from Yadav; 1980

- i. Sonu likhalak.
Sonu wrote. (Simple past)
- ii. Sonu likhat.
Sonu will write. (Simple Future)
- iii. Sonu likhait achhi.

Sonu writes/is writing (Simple Present/Present Continuous)

iv. Sonu likhait achhal.

Sonu used to write/was writing. (Simple past/Past continuous)

v. Sonu likhait rahat.

Sonu will write / will be writing.

vi. Sonu likh rahal achhi.

Sonu is writing. (Present continuous)

vii. Sonu likh rahal achhal.

Sonu was writing. (Past continuous)

viii. Sonu likhane achhi.

Sonu has written. (Present perfect)

ix. Sonu likhne chhal.

Sonu had written. (Past perfect)

x. Sonu likhne rahat.

Sonu will have written. (Future Perfect)

The paradigm given above exhibits ten verb forms existing in Maithili in terms of their reference to time, the verb forms can be assigned to past, present and future. The past consists of four (i), (iv), (vii) and (ix). The present has three (iii), (vi) and (viii) and the future also consists three: (ii), (v) and (x)

3.2.2 Tense Division in English

The classification of tense in English is rather controversial. However, it is often described as an opposition of past and present.

e.g. we played (past)

We play (Present)

By tense we understand the correspondences between the forms of very and over concept of time, past, present and future.

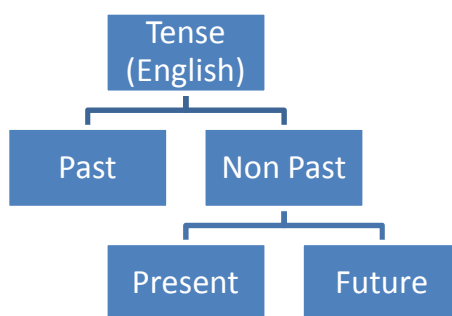
- (a) Hari told a story. (past)
- (b) Hari tells a story. (Present)
- (c) Hari will tell a story. (Future)

This type of classification is controversial in two ways: first, it treats shall/will as modals and doesn't consider them as tense markers at all, whereas they're in fact the only forms to indicate colorless neutral future (Quirk, et. al) and secondly, the present tense doesn't always refer to present but also to future.

e.g. : My father comes home tomorrow.

These inadequacies can be met with if tense is regarded as contrast of past, present vs future. It may be presented in the following diagram.

Figure No. 5 Tense System in English



Source : Thakur (2006, P.10)

In 1998, Thakur produced a book entitled "A practical guide to English Grammar". He discussed mainly three tenses namely Present tense, Past tense and Future tense. These tenses sub-divided into twelve classes. These are given below with appropriate examples and forms.

Table No. 4 : Sub-division of Tense in English

S.No.	Tense	Example	Form
1a	Simple Present Tense	We eat.	V (Verb)
		She eats.	V-S
		She does.	V-es
b	Present Continuous Tense	We are eating.	are + v-ing
		I am eating.	am + v-ing
		He is eating	is + v-ing
c	Present Perfect	I have eaten	have + v-en
		She has eaten	has + v-en
d	Present Perfect Continuous	I have been eating	have + been + v-ing
		He has been playing	has + been + v-ing
2a	Simple Past	I played.	v-ed
		He played.	v-ed
b	Past Continuous	I was eating	was + v-ing
		We were playing.	were + v-ing

c	Past Perfect	I had been eaten. She had eaten.	had + been + v-en had + been + v-en
d	Past Perfect Continuous	I had been eating. He had been playing.	had + been + v-ing had + been + v-ing
3a	Simple Future Tense	We shall eat. She will eat.	shall + v shall + v
b	Future Continuous Tense	We shall be eating. He will be eating.	shall + v-ing will + v-ing
c	Future Perfect Tense	I shall have eaten. He will have eaten.	shall + have + v-en will + have + v-en
d	Future Perfect Continuous Tense	I shall have been eating. He will have been eating.	shall + have + been +v-ing will + have + been +v-ing

3.2.3. Tense Marker Affixes

Tense marker suffixes are shown in the Maithili Language. It means, there is no tense marker prefix and infix in that language. So tense marker suffixes are categorised into present tense marker, the past tense marker and the future tense marker.

3.2.3.1. Present Tense Markers

i. /- itchi/ is the present tense marker suffix in the Maithili language. It is added to the verb to mark the first person singular a plural that indicates present tense.

For example,

- h m k th k h - itchi.

I story tell -PRES-1^{sg}

I tell a story.

h m -s b s mp ti bridhi k r- itchi.

I -Pl wealth increase do -PRES 1^{Pl}

We increase wealth.

-h m -s b s ndes by kt k r- itchi.

I -Pl message encode do-PRES - 1^{Pl}

We encode message.

ii. / it-ch / is the present tense marker suffix in the Maithili language. It is added to the verb to mark the second person singular and plural number in the present tense. For example;

- t p in pi it-ch /

you(NH) water drink PRES-2^{sg} NH

You drink water.

- t s ik l ch dh it-ch

you (NH) bicycle ride PRES -2^{sg} NH

You ride bicycle.

- t s b g i duh it-ch

you -Pl (NH) cow milk PRES -2^{Pl} NH

You milk a cow

iii. / it ch ik/ is the present tense marker suffix in the Maithili language. It is added to the verb to mark the third person singular and plural. For example,

ram	bh t	rin	- itch aik
Ram (NH)	rice	cook	PRES – 3sg (NH)

Ram cooks rice.

b d l	b rs	k r b	- itch ik
Cloud (NH)	rainfall	cause	PRES 3sg NH

Cloud causes rainfall.

3.2.3.2 Past Tense Markers

i. /-/ h / is the past tense marker suffix in the Maithili language that is added to the verb to mark the first person singular and plural in the past tense. For example,

-h m k th	b ch n	k e	-l h
I	story	narrate	do -PST -1 ^{sg} .

I narrated story.

-h m s b k th	b ch n	k e-l h
I	pl story	narrate do-PST—1 ^{Pl}

We narrated story.

ii. /-l / is the tense marker suffix that is attached to the verb to mark the second person plural and singular. For example,

-tõ up ny s dhy n kae-l
 you (NH) studied study do-PST -2^{sg} NH

You studied a novel.

-tõ s b up ny s dhy n k e-l
 you -Pl(NH) novel study do-PST-2pl NH

You studied a novel.

iii. /-l k/ is the past tense marker suffix that is added to the verb to mark the second person singular and plural. For example,

-r m bh t rin -l k
 ram (NH) rice cook PST -3^{sg} Nh

Ram cooked rice.

-O - s b bh t rin -l k
 They -Pl(NH) rice cook do-PST-3^{pl} NH

They cooked rice.

3.2.3.3 Future Tense Marker

i. /-b ik/ is the future tense marker suffix that is added to the verb to mark the first person singular and plural. For example,

-h m k th b ch n k r-b ik
 I story narrate do-FUT-1^{sg}.

I will narrate story.

- h m -s b k th b ch n k r-b ik.

I -pl story narrate do-FUT-1^{pl}

We will narrate story.

ii. /-be/ is the future tense marker suffix in the Maithili language. It is added to the verb to mark the second person. For example,

-tō bh s sikh -be

You (NH) language learn-FUT-2^{sg} (NH)

You'll learn language.

-tō s b gh r b ne-be

You -Pl(NH) house make-FUT-2^{pl} NH

You will make house.

iii. /-t h/ is the future tense marker suffix in the Maithili language. It is added to the verb to mark the third person singular and plural in the future tense. For example,

-rita p n k r bech -t h

Rita (H) her car sell-FUT-3^{sg} H

Rita will sell her car.

-Jhy l ijot de-t h

Window (H) light give-FUT-3^{sg} H

Window will give light.

-O s b d :kt r hoe-t h

They -PL(H) doctor become-FUT-3^{Pl}H

They will become a doctor.

3.3 Conclusion

To sum up, tense in English and Maithili languages is obligatory. Both languages have past and non-past tense. Tense in both languages expresses time of an action. The different forms of verb indicate different time of action. Sometimes present form of the verb indicates future time as well. Both English and Maithili languages have only suffixes which are added to the principal verb to mark time of action. Both languages lack prefix. In English language auxiliary verbs are used to show complete and incomplete action but in Maithili language different suffixes and infixes are used to indicate time of action.

CHAPTER – FOUR

FINDINGS AND RECOMMENDATION

4.1 Findings

On the basis of the analysis and interpretation of the data, the major findings of the study have been drawn. The major focus of this research was to identify and analyze the tense marking system of Maithili language in comparison to English language, especially in Inaruwa Municipality of Sunsari district. The researcher randomly selected fifty Maithili native speakers of Inaruwa Municipality of Sunsari district and interviewed them. He also observed them while they were talking in natural situation.

4.1.1 Tense Markers in the Maithili Language

The first objectives of the study was to indentify tense marking system in Maithili language. So, different tense markers of the Maithili language are as follows:

- a) -*i* is the first person singular and plural marker suffixes of the present tense.
- b) - is the second person singular and plural marker suffix of the present tense.
- c) - *ik* is the third person singular and plural marker suffix of the present tense.
- d) - *h* is the first person singular and plural marker suffix of the past tense.
- e) - is the second person singular and plural marker suffix of the past tense.
- f) - *k* is the third person singular and plural marker suffix of the past tense.
- g) - *ik* is the first persong lingular and plural marker suffix of the future tense.
- h) -*e* si the second person singular and plural marker suffix of the future tense.

- i) - *h* is the third person singular and plural marker suffix of the future tense.
- j) -*i* is the first person singular number and plural number marker suffix of the present tense.
- k) - is the second person singular number and plural number marker suffix of the present tense.
- l) - *ik* is the third person singular number and plural number marker suffix of the present tense.
- m) - *h* is the first person singular number and plural number marker suffix of the past tense.
- n) - is the second person singular number and plural number marker suffix of the past tense.
- o) - *k* is the third person singular number and plural number marker suffix of the past tense.
- p) - *ik* is the first person singular number and plural number marker suffix of the future tense.
- q) -*e* is the second person singular number and plural markers suffix of the future tense.
- r) - *h* is the third person singular and plural number marker suffix of the future tense.
- s) - *h* is the third person singular and plural number marker suffix of the future tense.

- t) *-ih* is the third person singular honorific feminine gender marker suffix of the non-present tense used in highly formal and literary contexts.
- u) *- itchi* is the present tense marker suffix. It is added to the verbs to mark the first person singular and plural.
- v) *- itch* is the present tense marker suffix. It is added to the verbs to mark the second person singular and plural.
- w) *- itch ik* is the present tense marker suffix. It is added to the verb to mark the third person singular and plural.
- x) *-l h* is the first person singular and plural past tense marker suffix.
- y) *-l* is the second person singular and plural past tense marker suffix.
- z) *-l k* is the third person singular and plural past tense marker suffix.
- a. *-b ik* is the first person singular and plural future tense marker suffix.
- b. *-be* is the second person singular and plural future tense marker suffix.
- c. *t h* is the third person singular and plural future tense marker suffix.

1. / itchi/ is the present tense marker

I eat rice

-h m bh t kh - itchi

I rice eat do – PRS-1^{sg}

2. -/ləhu□/ is the past tense marker suffix in the Maithili language

I ate rice

h m	bh t	khe	ləhu □
I	rice	eat	do-PST- 1 ^{sg}

3. /b ik/ is the future tense marker suffix in the Maithili language

You	will	eat	rice
to □	bh t	khe- b ik	
you	rice	eat	do FUT-2 ^{sg} NH

4. /-ne/ and /- i/ are the perfective marker suffixes in the Maithili language.

I	have	read	the book
h m	kit b	p dh – ne	chi-i
I	book	read	do PERF –AUX –PRS – 1 ^{sg}

5. /-r h l/ is the progressive marker suffix in the Maithili language.

Hari	is	eating	rice
H ri	bh t	kha - r h l – aich	
Hari (NH)	rice	eat – PROG- AUX – PRS – 3 ^{sg} (NH)	

4.1.2 Similarities and Difference

From close and careful analysis of the data, the following points have been discovered.

1. Both English Tense Marking System and Maithili Tense Marking System have similarities and a few differences.

- a. The Maithili language has three types of tense so; there are three tense markers, i.e. Present, Past and Future tense marker suffixes whereas English has only two tense marker suffix, i.e. non-past and past tense markers.
- b. Both Maithili and English lack infixation system.
- c. English language is based on S-V-O pattern where as Maithili language is based on S-O-V pattern.
- d. Two suffixes can occur in a root or base in Maithili but not in English.

4.2 Recommendations

On the basis of findings obtained from the analysis of the collected data, the following recommendations have been made for pedagogical purposes.

- a. Tense marking system in Maithili language is more or less similar to that of English. So language teachers who are teaching Maithili as a second language be aware of this fact and can ease teaching-learning activities.
- b. The main aim of this comparative study was to identify the tense marking system and to find out similarities and differences in tense markers in Maithili and English. There should 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. So language teacher should focus on the difficult areas.
- c. The complexity of Maithili tense marking system should be considered while teaching English tense marking system to Maithili speakers because of more number of verbal affixes in the Maithili than English and they are of course more complex than the English.

- d. The findings of present study are significant for grammarians who write Maithili grammar.
- e. This study is equally important for the teachers who are teaching English as a foreign language at schools, colleges, where Maithili speakers appear as students.
- f. This research is beneficial for those who are preparing English textbooks as a second language textbooks and the curriculum development center, especially language curriculum.
- g. Affixation in tense marking system is one of the major processes of the English and Maithili word formation. Teachers who teach the Maithili or the English as a second language should encourage the students to increase the vocabulary power through tense marking system.

The researcher here does not claim that the present study covers all the tense marking system in the Maithili language because he has not carried out this research in all types of sentences available in Maithili language. Maithili language has a number of dialects where tense markers vary. However, the researcher has tried his best to generalize the rules of tense markers in Maithili explicitly based on the collected data.

Indeed, the researcher requests the concerned authority to take the above mentioned recommendations into considering. Furthermore, I would like to request the authority to carry out other researches, on the various areas of Maithili language.

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