

CHAPTER ONE

INTRODUCTION

1.1 General Background

1.2 Languages

Language is a means of human communication; language is a voluntary, vocal system of human communication. Language is the most developed and most used means of communication that human beings possess Sapir (1921:8) states "Language is a purely human and non-instinctive method of communicating ideas emotions and desires by means of voluntarily produced symbols". Likewise, Wardaugh (1972:3) defines language as a "System of arbitrary vocal symbols used for human communication". Likewise, Block and Traper states (1942:5) "A language is a system of arbitrary vocal symbols by means of which a social group co-operates". 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". Hence, language is the vehicle of communication for human beings.

It has become as a common tongue and universal passport to go and visit every part of the world. It is the most prestigious and most mobile vehicle in the field of language all over the world. Moreover, it has been going to be identified the common of global language in the world, technically known as lingua franca at the international level. It is regarded as the language of educated, civilized and elite people at the

national and international level. Thus, it is going to be of global interest for intellectuals and scholars as well as general people.

1.3 English Language

English is an international language. It is a prestigious language of the world. It is a standard language. It is spoken as mother tongue in the countries like Britain, America, Canada, Scotland, etc. It serves the function of lingua-franca world wide. Most of the significant deeds in any discipline of the world are found in English. It has the largest body of vocabulary and the richest body of literature. It is not only a principal language for international communication but also a gateway to the world body of knowledge. Because of such significances of English language, the curriculum designers have changed the present curriculum in communicative-function of aspect of language.

1.4 English in Nepal

Though English is an international language, its history in the context of Nepal, doesn't date back more than 1989 A.D. teaching learning of English was started in our country with the foundation of Durbar high school. It is at the moment, taught as a compulsory subject right from grade IV to bachelor's degree in government schools and colleges. In the context of private schools, it is taught right from L.K.G. to higher level as a compulsory subject as well as it is the medium of instruction. In addition, it is used as an access language or a library language and a means of instructional evaluation at the higher level of evaluation. English is the mother tongue of two hundred and fifty million people in

the world. Nearly hundred million people speak English as a second language or foreign language (Kholi: 19782).

1.5 Maithili Language in Nepal

Maithili is one of the branches of New Indo-Aryan (NIA) language written in the Devanagari Script. No definite date can be determined as to from when Maithili began to be written in the Devanagari Script. In the past Maithili was written in the Maithitaksar Script (Yadava, 19913). It is spoken by the people in the eastern and northern regions of the Bihar state of the northern India and the south eastern plains known as the Terai in Nepal. It is also spoken in the Terai districts like Siraha, Saptary, Sunsary, Morang, Dhanusha, Mahottari, Rautahat, Sarlahi and so on. According to the central Bureau of statistics (CBS 2002) HMG/Nepal, it has been the mother tongue of 2797583 (12.40%) people of the total population. Maithili was regarded either as dialect of Bengali or of eastern Hindi, or as one of the three dialects of a spurious languages called 'Bihari' (Grierson 1833-1887). Today, however it is recognized as a distinct language and taught as such in the Indian universities in Kolkotta, Bihar, Patna, Bhagalpur, Darbhanga, Varansi and Tribhuvan University, Nepal. Demographically, Maithili is the second most widely spoken language of Nepal. Both P.E.N. (Poets, Essayists, and Novelists) and Sahitya Academy have recognized Maithili as the 16th largest language of India (Yadava, 1994:4). Serious Interest in Maithili linguistics began in the early 1880's 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 (e. 1946) in Maithili language. In this study the grammatical rules presented in the form of sutras in paninian style of Sanskrit grammar. It was followed by G. Jha (1979)'s Maithili grammar which attempts to analyze the language with modern linguistic insights.

In their studies Davies (1973) and Williams (1973) have collected Maithili sentences from their field work in Nepal Terai and analyzed their patterns within the tagmemic model.

Yadava (1983, 1998) has tried to investigate the syntactic phenomena of Maithili, S. Jha (1941) was the first scholar to study Maithili sound system along with its historical development lexicography or dictionary making in Maithili had a very long tradition. The earliest attempt in this field can be traced back to Verenana-Ratn Kar, which is not only the first lexicon but also the oldest text in Mathili written by Jyotirisvara Kavisekhia r ch rya in the 14th century.

Maithili has had a long tradition of written literature in both India and Nepal. The most famous Maithali writer is Vidyapati Thakur, popularly known as Mahakavi Vidyapati. Apart from being a great Sanskrit writer, he composed melodious poems in Maithili, entitled Vidaypati Padavalli, which mainly deals with love between Radha and Krishna.

The first reference to Maithili in comparison to other Indo-Aryan language was made by Cokbrooke (1801). Apart from being synchronic in general framework, The Indo-Aryan language by Masica (1991) is a

major contribution in the field of synchronic as well as diachronic study of Maithili vis-a-vis other language of Indo-Aryan sub family.

Maithili also flourished a court language in the 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 have been literary writings in all literary genres, especially poetry, plays and fiction from both Indian and Nepalese countries. A part from Maithali literature, Maithali writers have also been contributing to other fields like culture, history, journalism, linguistics, etc. In addition to written texts, Maithali has an enormous stock of oral literature in the forms of folk tales in prose and verse, ballads, songs, 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 the same mother language. This view can be expressed by the following diagram.

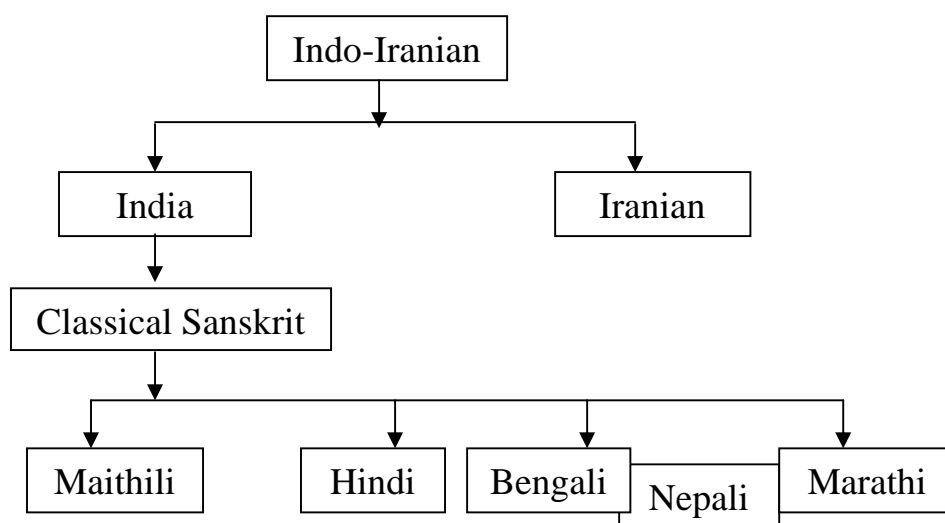


Fig. 1.1 Based on Roy's Grammar (1995)

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

This quotation vividly presents that grammar is essential to produce correct forms of utterances. Grammar is the foundation of language. I 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 nature speakers or learners of that language. This knowledge is more essential for the second language learner than the native speaker because a nature speaker have innately internalized the grammar whereas the second language learner has to make conscious effort to learn and master it. Knowledge of language as well as grammar helps a person to master it. Therefore, the importance of grammar in the correct use of language can hardly be exaggerated.

The role of grammar in language cannot be devalued. 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 dealt with pure grammatical topics i.e. tense, relative clauses, causative verbs, voice, preposition, transformation, narration, conditional sentence and so on . And others are dealt with 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 have been related to the tense and aspects in which the aspect of present tense has been highlighted with various references. These topics have tried to show a great amount of practice and efforts on it 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 produces in English.

1.7 Tense and Aspect

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 universe 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 an action referred to".

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

According to Hocket "Tense typically shows different locations of event in time".

According to Asher R.E. (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 the speech situation".

Time is a 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.

Randolph and Sidney Greenbaum: University Grammar of English. The term aspect is a translation of the Russian word Vid. It was first used to refer to the opposition of perfective and imperfective in Russian and other Slavic languages. Aspect in a language comments upon some characteristics of the activity or state.

Bhandari (1996:115) says " Along with tense and other many aspect is a grammatical category which deals with how the event described by a verb is viewed such as progressive, habitual, repeated, perfective, momentary, etc. Aspects may be indicated by prefixes, suffixes and other changes to the verbs".

Varsheny R.L. (1998:231) says "Aspect is concerned with the temporal distribution or contour of an event it refers to the distinction like that of perfective and imperfective".

Crystal, David "A category used in the grammatical description of verbs, referring primarily to the way the grammar marks the duration or type of temporal activity denoted by the verb". A well studied, aspectual contrast, between perfective and imperfective, is found in many Slavic languages: in Russian, for example, there is a perfective/imperfective contrast or the former often referring to the completion of an action, the latter expressing duration without specifying completion.

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 present.

e.g.

- (a) They jumped (past)
- (b) They jump (present)

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

- (a) Sneha wrote a letter. (Past)
- (b) Sneha writes a letter. (Present)
- (c) Sneha will write a letter. (Future)

Such a classification is inadequate in two ways: first, it treats shall/will as modals and does not consider them as tense markers at all, whereas they are in fact the only forms to indicate colourless neutral future (Quirk, et. al.) and secondly, the present tense does not always refer to present but also to future.

e.g.

(1) I leave for home tomorrow.

These inadequacies can be met with if tense is regarded as a contrast of past Vs non-past and non-past as a contrast of present Vs future. It may be presented in the following diagrams.

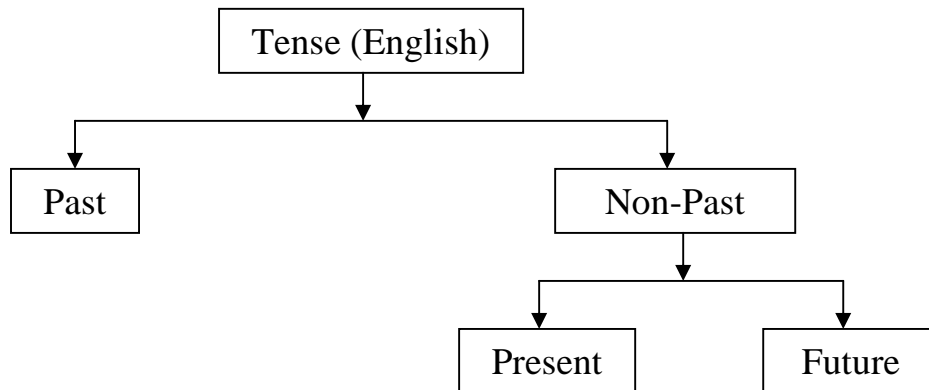


Fig. 1.2 Tense system in English

In 1998, K.P. 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".

S. No.	Tense	Example	Form
1. a	Simple Present	I play.	v (verb)
		He plays.	v-s
		She goes.	v-es
b	Present Continuous	I am playing.	am + v-ing
		He is playing.	is + v-ing
		They are playing.	are + v-ing
c	Present Perfect	I have played.	have + v-en
		He has played.	has + v-en
d	Present Perfect Continuous	I have been playing.	have + been + v-ing
		He has been playing.	has + been + v-ing
2. a	Simple Past	I played.	v-ed
		He played.	
b	Past Continuous	I was playing.	was + v-ing
		They were playing.	were + v-ing
c	Past Perfect	I had played.	had + v-en
		They had played.	
d	Past Perfect Continuous	I had been playing.	had + been + v-ing
		They had been playing.	
3. a	Simple Future	I shall play.	shall + v
		He will play.	will + v
b	Future Continuous	I shall be playing	shall + be + v-ing
		He will be playing	will + be + v-ing
c	Future Perfect	I shall have played.	shall + have + v-en
		He will have played.	will + have + v-en
d	Future Perfect Continuous	I shall have been playing.	shall + have + been + v-ing
		He will has been playing.	will + has + been + v-ing

1.9 Aspect in English

The finite verb forms in English exhibit the following aspectual oppositions in the Indicative Mood (Leech, 1971:14-29)

- a. Aspect { Perfect
 Non – perfect }
- b) Non-perfect { Progressive
 Non – progressive }
- c. Perfect { Progressive
 Non – progressive }

The oppositions may be neatly presented in the following diagram.

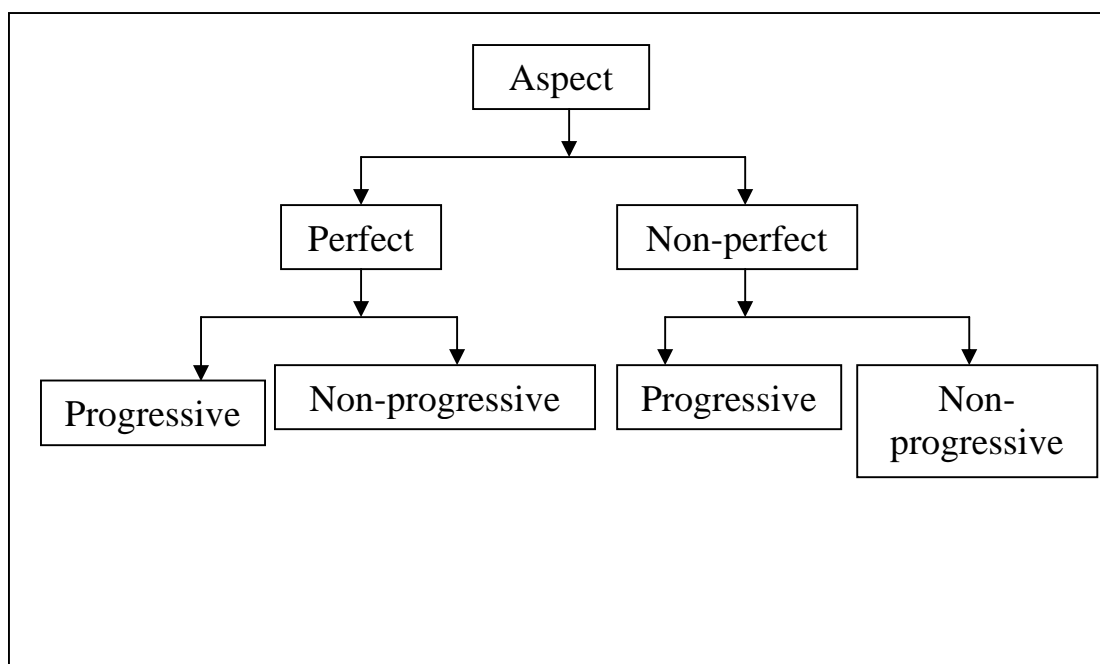


Fig. 1.3 The Aspect System in English.

A paradigm of the verb write representing each of the aspectual distinctions appears below:

S. No.	Aspectual Distinctions	Examples
1	Simple (Non-perfect, non-progressive)	a. John wrote. b. John writes. c. John will write.
2	(Non-perfect) Progressive	John $\left\{ \begin{array}{l} \text{was} \\ \text{is} \\ \text{will be} \end{array} \right\}$ writing.
3	Perfect (Non-progressive)	John $\left\{ \begin{array}{l} \text{had} \\ \text{has} \\ \text{will have} \end{array} \right\}$ written
4	Perfect (Progressive)	John $\left\{ \begin{array}{l} \text{had} \\ \text{has} \\ \text{will have} \end{array} \right\}$ been writing.

The term aspect is not new to the field of linguistic analysis. Its notion is, however, less familiar to non-linguistics than are the notions of tense and mood. The term aspect is a translation of the Russian word *vid*. It was first used to refer to the opposition of perfective and imperfective in Russian and other Slavonic languages. In the analysis of Greek, the stoics had realized that in addition to temporal reference indicated by what Aristotle and subsequently the Alexandrians called tense, the Greek verbal forms also involved something other than tense to indicate time. In the later development of the Greco-Roman (*was reading*) refers neither to the beginning nor to the end of the situation. John's reading, but to its interval portion, i.e. his reading in progress. The verbal form which can convey this meaning related to the event time is said to have imperfective meaning. If a language has a distinctive verb form to express this meaning, it is called Imperfective Aspect. In the second verbal sequence (*entered*), the situation is presented as a single whole, and all its

successive phases of entry-beginning, middle, and end-merge into one. If a language has a verbal form marked to express this kind of perfective Aspects. Aspects thus express the time distinctions contained within a situation Comerie (1973:3) rightly defines aspects as different ways of viewing the interval temporal constituency of a situation.

Including the tense distinctions, we can now present the complete diagram of the tense aspect systems in English.

Tense Aspect (English) System

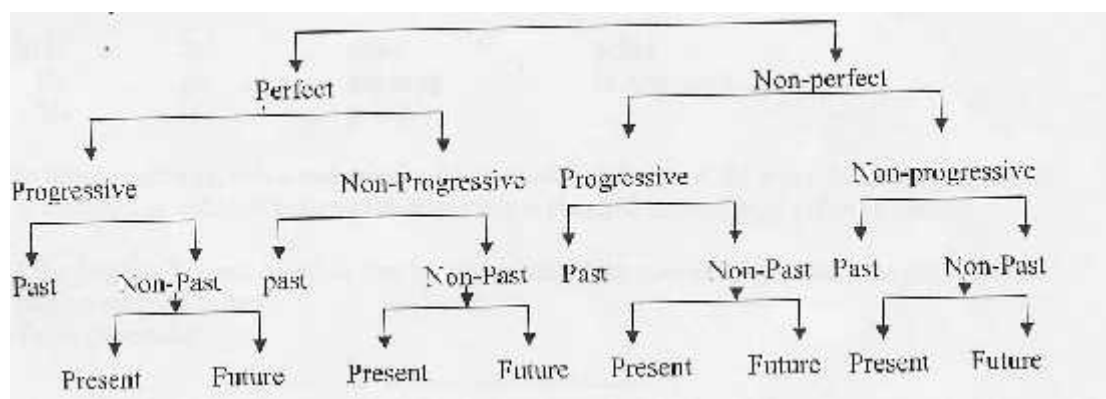


Fig. 1.4 Tense aspect systems in English.

1.10 Tense in Maithili

Like English Maithili Verbs also conjugate for three tenses-past, present and future and also expresses the universal time through tense, which is a kind of modifications in verb forms and the tense markers are listed below:

- Past - ∂l
- Future - ∂b
- ∂t
- Present - 0 (First and second persons elsewhere)

When there are no aspect markers or auxiliaries occurring immediately after the verb stem, than the tense markers are added directly to the verb stem itself 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. Note also that no overt tense marker is used in the present tense; in other words, in present tense constructions the auxiliary itself serves the function of the tense, for the purposes of analysis, this implies that when in a combination of main verb and auxiliary without tense manifestations as in the present tense, the non realized tense marker should be located in the auxiliary.

a) nok ∂ r bhat kha-it aich
 Servant rice eat-IMPERF Aux-press - (3MH)

'The servant eats rice/ the servant is eating rice'.

b) nok ∂ r bhat khae-l- ∂ k
 Servant rice eat-PST - (3NH)

c) nok ∂ r bhat Karh- ∂ t
 Servant rice serve-FUT - (3NH)

The servant will serve the rice.

Similarly,

a) 0 Ja rahal chhal
 He go ing-prog was Aux + past
 'He was going.'

b) 0 Ja rahal achhi
 He go ing-prog is Aux + pres
 'He is going'.

In these sentences, *chhal* and *achhi* are two modified forms of the same Aux *chh* (be); if *chh* is modified as *chhal*, it indicates past and if it is changed into *achhi*, it refers to present.

Like English Tenses, Maithili can be categorized into past and Non-Past and the Non-Past into present and future. Tense (Maithili)

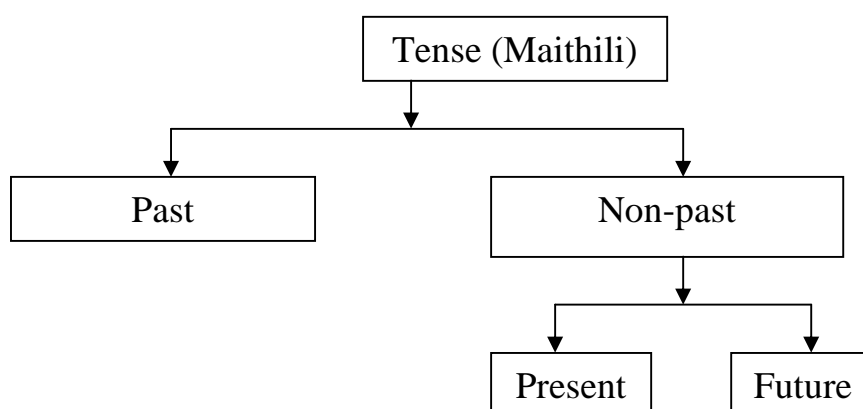


Fig. 1.5 Tense Systems in Maithili

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. 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 presents/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. (Simple future/ future continuous)
- 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 likhane chhal.
Sonu had written (past perfect)
- x. Sonu likhane 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), (V1) and (VIII) and the future also contains three: (II), (V) and (X).

1.11 Aspect in Maithili

Various studies made so far in the field of the system of aspect in Maithili seems to be inadequate in that they are primarily based on the traditional descriptions of other languages(mainly Sanskrit, English and Hindi) which do not fit in well with the system of Maithili itself. Before making the formal analysis of aspect in Maithili, it is necessary to define

the concept of aspect. Tense expresses universe time (i.e. past, present and future) through verb forms. But there is also another kind of the (indicated through the verb forms) which tense does not express. This concept of time is termed event time (Hirtle; 1975:15). A situation is in the first place itself contained in time past, present or future (i.e. the universe time) but it also contains time with different phases-beginning, middle and end. For example in the sentence

(a) John was reading when I entered.

There are two verbal sequences: was reading and entered. Both of them express the same kind of universe time i.e. past, but what makes them differ in their variant representations of the event time. The first verbal sequence (was reading) refers neither to the beginning nor to the end of the situation-John's reading but to its internal portion, i.e. his reading in progress. The verbal form which can convey this meaning related to the event time is said to have imperfective meaning. If a language has a distinctive verbal forms to express this meanings, it is called Imperfective Aspect. In the second, verbal sequence (entered), the situation is presented as a single whole and all its successive phases of entry-beginning, middle and end-merge into one. If a language has a verbal form marked to express this kind of perfective meaning, it is called Perfective Aspect: Aspects thus express the time distinctions contained within a situation, Comrie (1976:3) rightly defines aspects as different ways of viewing the internal temporal constituency of a situation.

Aspect a less familiar term has often been confused with tense a more familiar term in many studies of particular languages. For example, the

past perfect in English has often been called the pluperfect tense (Jespersen, 1933:237)

It cannot be denied that both tense and aspect share certain characteristics; that is to say, both of them indicate time by the same means, i.e. modifications in the verbal sequences but in quite different ways. As noted earlier, tense is a deictic category and relates the time of situation to the moment of speech or other situations. Aspect is on the other hand a non-deictic category; It doesn't relate the time of the situation to any other time-point, but rather concerns itself with the internal temporal phases of the one situation. In brief, we can state that tense expresses situation-external time whereas aspect refers to situation-internal time (Comrie, 1976:5). This is the basic difference between tense and aspect.

1. Classification

A full paradigm of the finite verb in Maithil indicates the following aspectual distinctions in the indicative mood .

- a) Aspect $\left. \begin{array}{l} \text{Perfect} \\ \text{Non – perfect} \end{array} \right\}$

- b) Non -Perfect $\left. \begin{array}{l} \text{Simple} \\ \text{Imperfect} \\ \text{Progressive} \end{array} \right\}$

The system of aspect in Maithil can be represented by the following tree diagram.

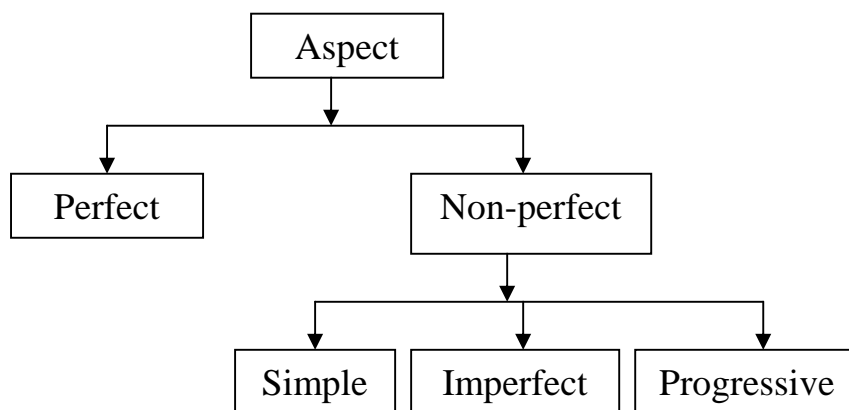


Fig. 1.6 The Aspect System in Maithili

The verb forms that each of the aspectual distinctions in mainthili takes can be shown by giving a paradigm of the verb like (to write) in the following table:

S. No.	Aspectual Distinctions	Examples
1	(Non-perfect) Simple	Jon likh {alak at}
2	Imperfect	Jon likhait {chal achi rahat}
3	Progressive	Jon likh rahal {chal achi}
4	Perfect	Jon likhne {rahat chal aichki rahat}

Fig. 1.7 A paradigm of the verb like showing each of the aspectual distinctions

Morphology

The verb forms listed in the table above are analyzed morphologically in the following table.

S. No.	Aspectual Distinction	Verb Forms	Morphology of Verb Forms	
			I. Containing Aspect Markers	II. Containing Tense
1	Simple	likh $\begin{bmatrix} \text{alak} \\ \text{at} \end{bmatrix}$	-	v + tense
2	Imperfect	likhait $\begin{bmatrix} \text{chal} \\ \text{achi} \\ \text{rahat} \end{bmatrix}$	v + ait	Aux + tense
3	Progressive	likh $\begin{bmatrix} \text{chal} \\ \text{achi} \\ \text{rahat} \end{bmatrix}$ rahal	v + rahal	Aux + tense
4	Perfect	likhne $\begin{bmatrix} \text{chal} \\ \text{achi} \\ \text{rahat} \end{bmatrix}$	v + ne	Aux + tense

Fig. 1.8 Morphology of Verb Forms in Maithili

From the study of the morphological analysis of the aspects in maithili, as presented in fig. 1.8, we can draw the following conclusions about their regularities.

- a) The simple form is not marked for aspect it is attached is the tense markers only, e.g. likhalak = v + past. likhat = v + fut
- b) The imperfect marker is -ait, affixed to the stem of preceding main verb, e.g. likh-ait = v + ait

- c) The progressive in maithili is marked with rahal, which is a free morpheme occurring after the stem of a main verb, e.g. likh + rahal = v + rahal
- d) The perfect marker is -ne, affixed to the stem of preceding main verb, e.g. likhane = v + ne
- e) Of the three aspect markers, the imperfect and the perfect are inflectional, whereas the progressive is not.
- f) All the verb forms marked for aspect have periphrastic construction.

Thus, the aspects in maithili can be either unmarked (simple) or marked. They are marked in three ways

- i. ait (imperfect)
- ii. rahal (progressive)
- iii. ne (perfect)

Markedness

In the aspectual forms of maithili, marked/unmarked distinction is not as neat as in those of English the perfect is marked when compared to the simple, similarly, the imperfect and the processive are marked when contrasted with the simple. In terms of markedness of the aspectual categories in maithili their classification may be revised in this way.

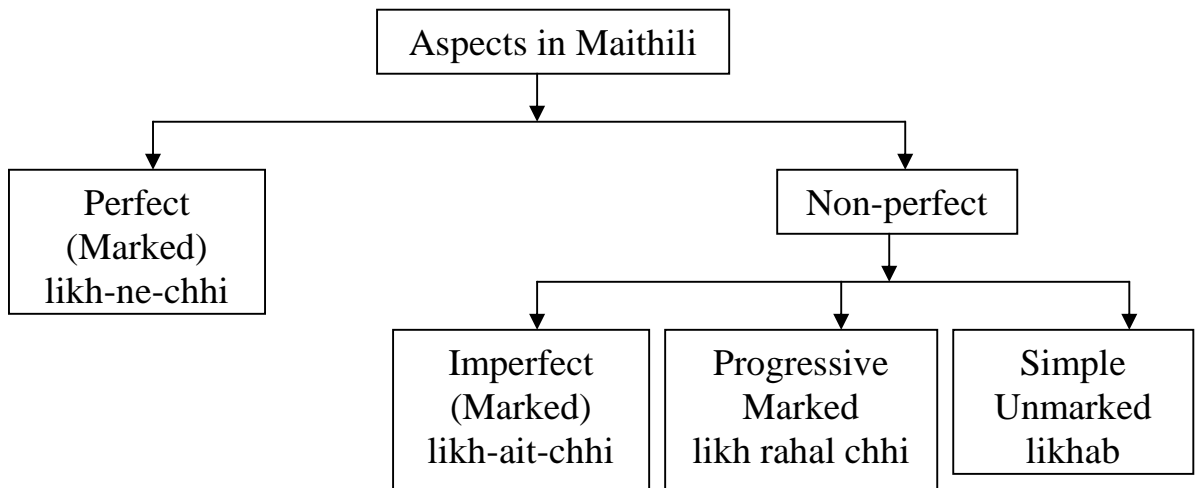


Fig. 1.9 Aspects in Maithili (Revised)

1.12 Variations of Aspect Markers Based on Present Tense

1. Imperfect Marker: ait

The imperfect marker -ait has various realizations. But they are predictable from the phonological environment's in which they occur we can lay down the following rules for predicting the various important forms:

a) ait [ait] after consonants

Imperfect marker

Base	ait Form
Dekh [see]	dekhait
Khel [play]	khelait
Padh [read]	padhait
Sun [hear]	sunait
Daur [run]	daurait

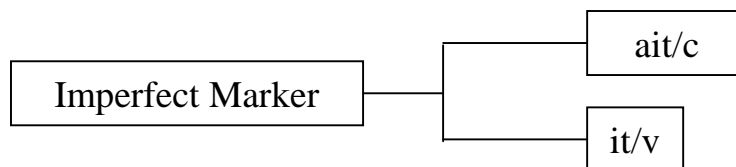
b. it [it] after vowels

(Imperfect Markers) -it/v

e.g.

Base	it Form
dho [wash]	dhoit
ho [happen]	hoit
ja [go]	jait
naha [baths]	nahait
Kha [eat]	khait

Both those rules can be collapsed in this way



It should be noted here that in both forms of the imperfect marker is optional; so -ait and it become at and -i respectively. To include this statement in the collapsed rule, we simply need to put t with in brackets, which are the conventions used to indicate optional elements.

Exceptions

Some base forms of verbs ending in vowels take -ait, with the optional insertion of b is -between the vowels and -ait,

Base	ait Form
ji [live]	ji (b) ait
chu [touch]	chu (b) ait
pi [drink]	pi (b) ait
si [sew]	si (b) ait

However b cannot be deleted from the following verbs;

Base	ait Form
ga [sing]	gabait (gaait)
a [come]	abait (aait)

c. Laxing the vowel a preceding -ait

Base	ait Form
pab [find]	pabait (pəbəit)
an [bring]	anait (anəit)

But other vowels before -ait and any vowels preceding -it are not laxed,
e.g.

Base	ait/it Form
pib [drink]	pibait (pibəit)
dho [dho]	dhoit (dhoit)

d. There are a few verb bases ending in consonants which take two kinds of imperfect marker : ait (it) and [ait] , without affecting the meaning.

Base	ait Form	ait Form
bik [sell]	/bikait/	bikait
khel [play]	/khelait/	khelait

ii. The progressive marker: rahal

The progressive marker rahal which is not inflectinoal, remains unchanged in all phonological environments.

e.g.

- i. O ja rahal achi.
he go-ing prog is.
'He is going'.

- ii. O khel rahal chal.
 he play-ing prog was.
 'He was playing'.

But the occurrence of rahal affects the base of the preceding verbs in the following ways.

a. addition of i to the final vowel, e.g.

Base	rahal Form
dekh [see]	deikh rahal
kud [jump]	kuid rahal

The addition of rahal like that of -ait, also involves the optional insertion of bat the end of a verb base ending in a vowel:

Base	rahal Form
ga	ga (ib) rahal
ji	ji (b) rahal
pi	pi (b) rahal

iii. Perfect Marker: ne/- al

The perfect marker in maithili is like the imperfect marker-ait; inflectional, in that it is attached to the right of the verb by affixation,

Base	ne/al Form
likh [write]	likhne
daur [run]	daural

The perfect marker has two allomorphs: ne and al. They are morphologically conditioned; -ne occurs with transitive verbs and -al with intransitive verbs.

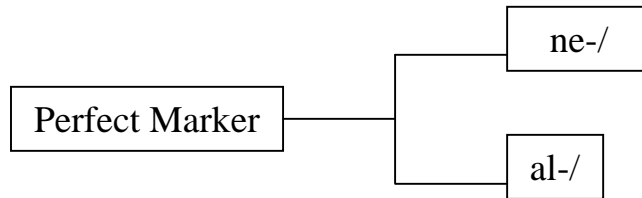
Base	Kind of Verbs	ne/al Form
kha [eat]	trans.	khene
padh [read]	trans.	padhane
has [laugh]	intrans.	hasal

sut [sleep]

intrans.

sutal

The statement given above can be formulated into the following rule.



The affixation of -ne or -al affects the preceding vowel in certain regular ways e.g. kha-khene, the details of which are beyond the scope of this paper.

In maithili, there are some suppletive forms of intransitive verbs; their morphological shapes are entirely changed after being with perfect marker, e.g. ja (go-gel); ho (be/ become-bhel)

Combinations of Aspect and Tense

Thus, To recapitulate, Maithili verb forms express binary aspectual distinction of perfect and Non perfect has three subdivisions: simple, imperfect and progressive. Unlike English, Maithili does not show the combination of each aspect with each tense. The perfect is realized in all tenses: past, present and future. What is most striking about the aspect systems in Maithili is the gapping in the simple form: this form conjugates with the past and future, but not with the present; that is there is no form used exclusively for the simple present in Maithili. For example a) and b) are perfectly acceptable, but c) is not permissible.

a. Simple past

o likh + lak

he write+ past

('He wrote')

b. Simple Future

o likh-at

he write + fut

He will write.

c. Simple Present

o likh-achi

he write + pres

(He writes)

Some traditional grammarians of Maithill, mention likhaichh as the simple present form of the verb likh. However, I consider it as reduced form of likhait achi (Present Imperfect). This formal argument is further supported by the semantic equivalence of the two forms, both refer to the presentative and progressive meanings. It is a clear case of neutralization between the simple present and present imperfect.

The progressive in Maithili is an optional form, since it can be replaced by the imperfect without bringing any change in meaning. It can combine with the past and the present but not with the future.

e.g.

a. o likh rahal chal.

he write prog-ing be + past

b. o likh rahal achi

he write prog-ing be + pres

c. o likh rahal rahat

he write prog-ing be + fut

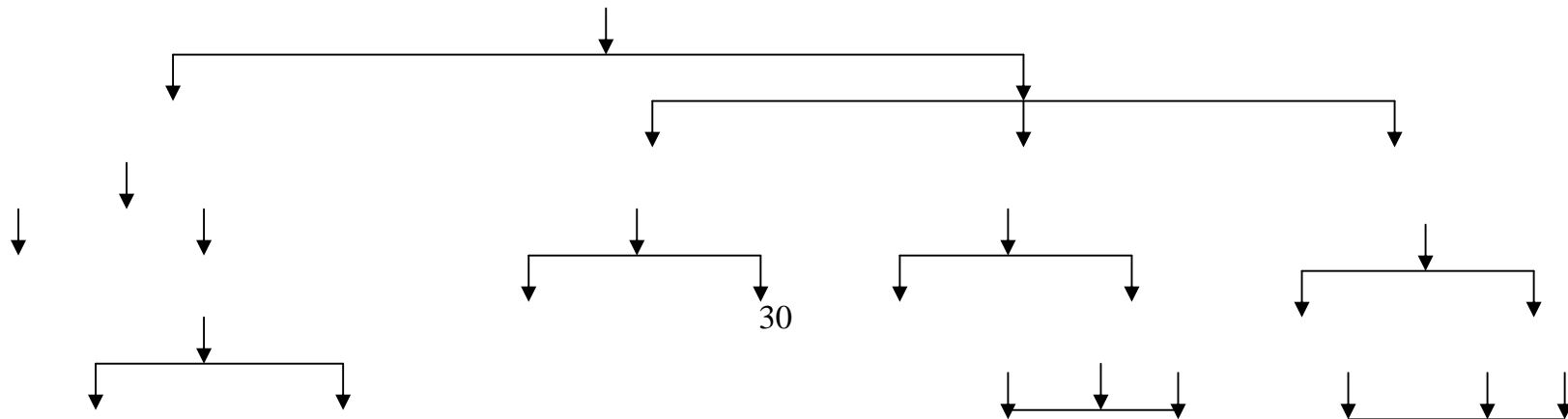
we can illustrate the tense-aspect distinctions in Maithill in the following way with examples from the paradigm of the verb likh given in section.

1. Simple
 - i. past, Jon likhalak.
 - ii. Non- past,
Future: Jon likhat.
2. Imperfect
 - i. Past: Jon likhait achi.
 - ii. Non- past:
 - a. Present: Jon likhait achi.
 - b. Future: Jon likhait raht.
3. Progressive
 - i. Past: Jon likh rahal chal.
 - ii. Non-past:
Present: Jon likh rahal achi.
4. Perfect
 - i. Past: Jon likhane chal.
 - ii. Non-past
 - a. Present: Jon likhane chal.
 - b. Future: Jon likhana rahat:

When tense and aspect are combined, the complete diagram representing the tense aspect system in Maithil will appear as follows



Fig. 1.10 Tense aspect system in Maithili



1.14 Contrastive Analysis: An Overview

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

CA become extremely popular in 1950s and 1960s when pattern practice teaching method based on structural linguistics, was commonly used in teaching a 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 their learning and teaching through the similarities and differences between the L_1 and L_2 .

Assumptions of C.A

- 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 efforts of interference.

According to S. Pit Corder, "Difficulty is a psycholinguistic matter, whereas difference is linguistic; 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 than one that apparently seems to be similar but is used in different environment.

The results obtained from CA may be used for various purpose. some scholars think the results of comparison should directly be applied to the

learners. It can be suggested that the results of CA may be useful if explained directly to the grown up learners. The teacher is highly benefitted from this because he will know those points that pose unusual degree of learning difficulties. 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 methods.

1.16 Literature of Review

Several dissertations have been carried out in different aspects of grammar but not a single study was carried on a study of Errors committed by Maithili students use of present tense in English

Yadava, Y.P (1980) has worked on time, tense and aspects in English and Maithili. He found that 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.

Panuru N.R (2001) has worked on "A comparative study of present perfect tense and simple past tense in English and Nepali. He presented that the students score in the use of simple past was better than it was in the use of the present perfect tense.

Sah, Baijnath (2001) has carried out s-v-a in Maithili and English. He concluded that s-v-a system in English and Maithili are almost different except with the gender only in the present tense.

Bhandari, Ganga Laxmi (1999) has worked on 'A study on the use of tense and aspect in Nepali English newspaper. He found that the different sections have used the tenses in different frequencies. Some sections used the past tense more frequently than the non past. Some others have used the non past more than the past and some sections have used both equally.

1.17 Objectives of the Study

- a. To find out the errors committed in English Maithili present tense aspects by Maithili students of 10th graders .
- b. To suggest some pedagogical implications of the findings.

1.18 Significance of the Study

This study will be beneficial for researchers who want to undertake researches on the aspects of present tense of English and Maithili languages. It will be specially helpful to teacher in teaching to Maithili speaker students in teaching the aspects of present tense of English. it will also be helpful to Maithili speaker students in learning the aspects of present tense of English.

CHAPTER - TWO

METHODOLOGY

2.1 Sources of Data

The researcher will have its base on both primary and secondary sources of data, as primary sources of test items, translation items, multiple choice, fill in the gaps and true/false question will be used to diagnose the errors likely to be committed by them in the aspects of the present tense of English and Maithili.

As secondary sources of data:

The researcher has planned to manipulate the different standard grammars of both English and Maithili. Other reference materials, related journals, leaflet, reports will also be used while preparing the dissertation.

2.2 Sampling Procedure

Hundred (100) students from two government schools of saptary districts viz. Shree Masilal Janta Secondary School Kushaha and Janta Ma. Vi. Sarswar were selected for the research. Fifty students were choose randomly from each school. Out of fifty students twenty-five were males and other twenty five were females from each school.

2.3 Tools for the Data Collection

For this research test items like multiple choice fill in the gaps true and false and translation were the tool for the data collection.

2.4 Statements of the allotment of mark

S. No.	Types of Questions	No. of Statements	Marks	Remarks
1	Multiple Choice	10	$10 \times 1 = 10$	
2	True and False	10	$10 \times 1 = 10$	
3	Fill in the Blanks	10	$10 \times 1 = 10$	
4	Translation English to Maithili	10	$10 \times 1 = 10$	

2.5 Process of Data Collection a Population of the Study

- a. A set of test item was proposed and administered to the maithili speaker students of grade 10th of Shree Masilal Janta Secondary School Kushaha and Shree Janta Ma. Vi. Sarswar of Saptary districts.
- b. Out of 100 students (25 males +25 females from each school) were randomly selected for the research.
- c. The researchers visited the selected schools with the test item.
- d. The timing was just 1.30 hrs for the administration of the test item to the selected students.

2.6 Limitations of the Study

- a. The study was limited to find out the similarities and the differences of aspects of present tense of English and Maithili languages (perfective and imperfectives aspect) and Errors committed by Maithili students in the use of present tense in English.
- b. The study was limited to the two different goverment schools viz. Shree Masilal Janta Secondary School Kushala and Shree Janta Ma. Vi Sarswar of Saptary district only.
- c. This study has been limited to only Eastern Maithili dialect.

- d. 100 Maithili speaker students of the grade 10th were selected for the study.
- e. The primary data for this study were collected only from the objective tests.
- f. The timing was just 1.30 hrs for the administration of the test.

CHAPTER – THREE

ANALYSIS AND INTERPRETATION

In this chapter, the scores obtained by students are analysed employing a simple statistical tool of percentage. This analysis leads to the interpretation of the students ability is perfective and imperfective aspect of present tense.

This analysis and interpretation of the data was carried out under the following topics.

3.1 Item wise Comparison

3.1.1 Comparison on the basis of ‘Multiple Choice’

Comparison of the status of the performance between the perfective and imperfective aspect present tense in multiple choice items can be tabled as below.

Table 2
Performance in Multiple Choice Items

Sample Statement	Right		Wrong		UA		Total
	No.	Per.	No.	Per.	No.	Per.	
Perfective	559	79.8	121	17.2	20	2.8	700
Imperfective	183	61	97	32.2	20	6.6	300

The above table shows that 79.8 percent, 17.2 percent and 2.8 percent of the total statement were found right, wrong and unattempted in the perfective aspect where as 61 percent, 32.3 percent and 6.6 percent of the total statements were found right, wrong and unattempted in the imperfective aspect respectively in the multiple choices. The present data

shows that the student has more knowledge in perfective aspect than imperfective aspect.

3.1.2 Comparison on the basis of “Fill in the blanks” items

Table 3

Performance in fill in the blanks items

Sample Statement	Right		Wrong		UA		Total
	No.	Per.	No.	Per.	No.	Per.	
Perfective	443	73.4	130	21.6	27	4.5	600
Imperfective	137	34.2	225	56.2	38	14	400

The above table shows that 73.4 percent, 21.6 percent and 4.5 percent of the total statements were found right, wrong and unattended in the perfective aspect where as 34.2, 56.2 percent and 14 percent of the total statements were found right, wrong and unattempted on the imperfective aspects respectively in the ‘fill in the blanks’. The present data shows that the student has less knowledge of imperfective aspect.

3.1.3 Comparison on the basis of ‘True or False’ items

Table 4

Performance in true or false items

Sample Statement	Right		Wrong		UA		Total
	No.	Per.	No.	Per.	No.	Per.	
Perfective	226	56.5	103	25.7	73	18.2	400
Imperfective	443	73.83	121	20.1	36	6	600

The above table reveals that 56.5 percent, 25.7 percent and 18.2 percent of the total statements were found right, wrong and unattempted in the perfective aspect where as 73.83 percent, 20.1 percent and 6 percent of the total statements were found right, wrong and unattempted in the

imperfective aspect respectively in the true or false. The present data shows that the students has more knowledge in imperfective aspect than perfective aspect in the sense of true or false test items.

3.1.4 Comparison of the basis of translation items

Table 5

Performance in Translation Items

Sample Statement	Right		Wrong		UA		Total
	No.	Per.	No.	Per.	No.	Per.	
Perfective	332	66.4	133	26.6	35	7	500
Imperfective	201	40.2	235	47	64	12.8	500

The above table reveals that 66.4 percent, 26.6 percent and 7 percent of the total statements were found right, wrong and unattempted in the perfective aspect whereas 40.2 percent, 47 percent and 12.8 percent of the total statements were found right, wrong and unattempted in the imperfective aspect respectively in the translation items. The present data shows that the students committed mistakes in the correct suffix attachment in the base form of the verb.

3.2 Comparison on the basis of aspect of present tense

Table 6

Comparison on the basis of aspects of present tense

Sample Statement	Right		Wrong		UA		Total
	No.	Per.	No.	Per.	No.	Per.	
Perfective	1560	70.9	487	22.13	155	7.04	2200
Imperfective	964	53.5	696	40.8	181	8.9	1800

The above table reveals that 70.9 percent, 22.13 percent and 7.04 percent of the total statements were found right, wrong and unattempted in the

perfective aspect where as 53.3 percent 40.8 percent and 8.9 percent of the total statements were found right, wrong and unattempted in the imperfective aspect respectively in the aspects of present tense. The present data shows that students have more knowledge about perfective aspect than imperfective aspect.

CHAPTER – FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

The major focuss of this research was to identify an analyze the Errors in the use of present tense in English committed by 10th graders of two different government school of Saptary district. The researcher randomly selected to secondary school of Saptary district and fifty students (twenty five males and twenty five females) from each school were randomly selected. The extent analysis and interpretation of the data, findings of the present study are summarized as follows.

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

1. English tense aspect system differs from Maithili one in various aspects. However, there are some similarities as well,

Similarities

- a. As aspect is a universal property of language, both the languages have aspect systems. Both languages have aspect marker is case of perfective and imperfective aspect

For example

Ram has eaten rice. (English) (Perfective aspect)

राम भात खालेने अछि । (Maithili)

Ram goes/is going (Imperfective aspect)

राम जायत छथि ।

Ram eats/is eating rice.

राम भात खाईत छथि ।

Differences

1. a. Perfective aspect

The perfect marker is –ne, affixed to the stem of preceding main verb.

e.g.

likhane = v + ne

He has written a letter. (English)

उ चिट्ठी लिखने अछि । (Maithili)

b. The perfect marker in Maithili is, like the imperfect marker (-ait, inflectional, in that it is attached to the right of the verb base by affixation.

e.g.

Base -ne/-al/form

Likh ('write') likhne

Daur ('run') daural

The perfect marker has two allomorph –ne and –al. They are morphologically conditioned, -ne occurs with transitive verbs and –al with intransitive verbs.

2.a. Imperfective aspect

The imperfect marker is –ait, affixed to the stem of preceding main verb,

e.g.

likh– ait = v + ait

Ram eats rice. (English)

राम भात खाईत अछि ।

b. The imperfect marker –ait has various realizations we can lay down the following rules for predicting the imperfect forms.

e.g. ait [ait] after consonants

-it [it] after vowels

e.g. Jon writes letter. (English)

Jon chiti likhait achi (Maithili)

जोन चिट्टी लिखैत अछि ।

Thus, of the three aspect markers, the imperfect and the perfect are inflectional whereas the progressive is not.

3. English tense aspect system does not possess T/V distinction whereas Maithili language possess such T/V distinction like Nepali language.

e.g.

My father eats rice.

My brother eats rice. (English)

Həməɾ b buji bh t kh it chhathi.

Həməɾ bh i bh t kh it achhi. (Maithili)

4. English is an s – v – o language where as Maithili is an s – o – v one.

5. Most of the students commit mistakes in the use of adding inflection in the base form of the verb. e.g.

Sonu reads a newspaper.

Sonu Patrika Pədhət- əichh.

instead of writing

Sonu Patrika Pədhət- əchhi.

6. They have committed mistakes in the use of subject verb agreement.

e.g.

We know each other for a long time.

Instead of writing

We know each other for a long time.

4.2 Recommendations and Pedagogical Implications

On the basis of the findings of the present study the following recommendations have been made for accelerating and upgrading the EIT situation and the teaching learning process of English tense aspect (perfective and imperfective) for Maithili speaker students.

1. More attention should be paid to the perfective aspect than the imperfective aspect in teaching.
2. The materials in the text book for teaching these aspects should be added and made explicit and effective.
3. Tense aspect should be taught by relating time situation context with the forms of the verbs with appropriate structures and situations.
4. The effective teaching learning process of the differences between these two (English aspect and Maithili aspect) should be clarified and focused.
5. The appropriate sequence of the difference of the two aspects (English and Maithili) in narrative should be instructed to all the 10th graders.
6. Maithili aspect systems should be used to help and assist the English aspect system.
7. Different items between English and Maithili aspects should be properly and appropriately taught.
8. Exercises on English tense aspects are far from enough in the text books of grade 10th.

Thus, more exercises and adequate reading materials should be added in it to develop the knowledge of aspect.

Finally, what the researcher wants to request to the concerned authority is that the above mentioned points should be taken into consideration.

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APPENDIX I

S. No.	Name of the Schools	No. of the Students
1	Shree M.J.S.S. Kushaha Sec 'A'	25
2	Shree J. Ma. Vi. Sarswar Sec 'A'	25
3	Shree M. J. S. S. Kushaha Sec 'B'	25
4	Shree J. Ma. Vi. Sarswar Sec 'B'	25

APPENDIX II

1. a. Result in the perfective aspect in multiple choice items

Q. No.	R.	W.	UA
e	65	25	10
f	85	15	-
g	70	25	5
h	80	17	3
i	75	25	-
j	82	16	2
Total	457	123	20

1. b. Result in the imperfective aspect in multiple choice items

Q. No.	R.	W.	UA
a	89	15	6
b	75	20	5
c	80	20	-
d	67	24	9
Total	311	79	20

2. a. Result in the perfective aspect in fill in the blanks items

Q. No.	R.	W.	UA
c	80	12	8
d	90	7	3
e	78	20	2
f	75	24	1
j	65	30	5
Total	398	93	19

2. b. Result in the imperfective aspect in fill in the blanks items

Q. No.	R.	W.	UA
a	85	15	-
b	90	9	1
g	80	12	8
h	65	25	10
i	83	15	2
Total	403	76	21

3. a. Result in the perfective aspect in true or false items

Q. No.	R.	W.	UA
a	90	9	1
b	83	14	3
c	80	12	8
j	76	19	5
Total	329	54	17

3. b. Result in the imperfective aspect in true or false items

Q. No.	R.	W.	UA
d	69	20	11
e	83	12	5
f	25	63	12
g	81	15	4
h	77	17	6
i	80	18	2
Total	415	145	40

4. a. Result in the perfective aspect in translation items

Q. No.	R.	W.	UA
g	90	8	2
Total	90	8	2

4. b. Result in the imperfective aspect in translation items

Q. No.	R.	W.	UA
b	70	25	5
c	63	27	10
d	65	29	6
e	80	12	8
f	79	20	1
g	68	20	12
h	86	14	-
i	82	16	2
j	90	7	3
Total	683	170	47