# TENSE SYSTEM IN TAMANG AND ENGLISH LANGUAGES

**A Thesis submitted to the Department of English Education**

**In Partial Fulfilment for the Master of Education in English**

**Submitted by**

# Bhola Nath Khatiwada

**Faculty of Education,**

**Tribhuvan University**

**Kirtipur, Kathmandu**

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# DECLARATION

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


Date: 2069/04/                                                    **Bhola Nath Khatiwada**

# RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Bhola Nath Khatiwada** has prepared the thesis entitled "**Tense Systems in English and Tamang Languages"** under my guidance and supervision.

I recommend the thesis for acceptance.

Date: 2069/04/

…………………….………..

**Mr. V.S Rai (Guide)**

Reader

Department of English Education

Faculty of Education

TU, Kirtipur, Kathmandu

Nepal

# RECOMMENDATION FOR EVALUATION

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

**Signature**

**Prof. Dr Chandreshwar Mishra**                    …………………

Head                                                                    Chairperson

Department of English Education

TU, Kirtipur

**Mr. V.S Rai (Guide)**                                   ………………….

Reader                                                                 Member

Department of English Education

TU, Kirtipur

**Dr. Bal Mukunda Bhandari**                       ………………….

Reader                                                                 Member

Department of English Education

TU, Kirtipur

Date: 2069/04/

# EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following Thesis Evaluation Committee.

Signature

**Prof. Dr Chandreshwar Mishra**                    ………………….

Head                                                                 Chairperson

Department of English Education

Chairperson,

English and Other Foreign language Education

Subject Committee

TU, Kirtipur

**Mr. V.S Rai (Guide)**                              ………………….

Reader                                                            Member

Department of English Education

TU, Kirtipur

-----------------------------------                    …………………

.....................................                              Member

Department of English Education

TU, Kirtipur

Date: 2069/04/

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# ABSTRACT

The researcher in his thesis entitled **"Tense System in Tamang and English Languages"** tries to identify tenses in Tamang, and compare and contrast these with those of English. The researcher collected data from Tamang native speakers of Anaikot VDC of Kavrepalanchok district. The researcher used the secondary sources for the data of English tenses. The tenses identified in Tamang are Past and Non Past (Present and Future). The comparison shows that both languages have bipartite tense system.

This thesis consists of four chapters. The first chapter deals with general background of the languages of Nepal, introduction to the Tamang language, importance of CA in language teaching, basic concepts of tense, marking system in tense, tense system, review of the related literature, objectives of the study, significance of the study. The second chapter is related to the methodology applied to carry out the research, it deals with the sources of data, sampling procedure, tools for data collection, processes of data collection, and limitations of the study. The third chapter deals with the analysis and interpretation of the data. The researcher has used descriptive method to compare and contrast the Tamang and English cases with examples. The fourth chapter deals with the findings and recommendations. On the basis of the findings some recommendations have been made for pedagogical implications.

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# LIST OF SYMBOLS AND ABBREVIATIONS

| | |
|---|---|
| 1 | 1$^{st}$ person |
| 2 | 2$^{nd}$ person |
| 3 | 3$^{rd}$ person |
| ACC | accusative |
| ABS | absolutive |
| CA | contrastive analysis |
| COM | comitative |
| DAT | dative |
| d | dual |
| e.g. | for example |
| ERG | ergative |
| e | exclusive |
| F | Future |
| GEN | genitive |
| i.e. | that is |
| i | inclusive |
| INST | instrumental |
| iv | intransitive verb |
| LOC | locative |
| obj | object |
| p. | page |
| p | plural |
| Pres | Present |
| PT | past tense |
| s | Singular |
| UNO | United Nations of Organization |
| V | verb |
| VDC | Village Development Committee |
| VOC | vocative |
| vt | verb transitive |

# CHAPTER ONE

# INTRODUCTION

## 1.1    General Background

Language is a vehicle for sharing ideas, feelings, pain and pleasure. It is a unique possession of human due to which human beings are different from other creatures in this world. Emphasizing this unique possession of human, while defining language, Hockett (1985) says, "Man is the only living species can reasonably be presumed to have and the power of some earlier time and have lost its conscience. The appearance of language on this universe at least in our planet – is, thus, exactly as recent as the appearance of man itself." It is noteworthy to mention the importance of language in the words of Kraus (1972) that " …… just as the extinction of any animal species diminishes our world, so does the extinction of any language ……. Any language is a supreme achievement of a uniquely human collective genius, as divine and endless a mystery as a living organism." (as cited in Regmi, D Raj; Linguistics Surveys in Nepal, 2011)  So, language is viewed as a versatile, dynamic and specific property of human beings. It stores knowledge and transmits messages, knowledge and experiences from one person to another and one generation to another.

## 1.1.1  The Linguistic Scenario of Nepal

Geographically, Nepal is a small Himalayan state with an area of 1, 47,181 sq. km. It is also a multiethnic, multicultural and multilingual country. So, it is one of the fascinating areas for linguistic researches in the world. According to the population census 2001, more than ninety three languages are spoken in Nepal. But many languages of Nepal do not have written form i.e. script, they exist only in oral form. Due to the small number of speakers and lack of the proper policy of the nation for the preservation of such minority languages, they are in the verge of extinction.

The languages found in Nepal are classified into four language families viz. Indo-European, Tibeto-Burman, Austro-Asiatic and Dravidian.

# I.    Indo-European Family

In Nepalese context, Indo-European family of languages mainly comprises Indo-Aryan group of languages, which forms the largest group of languages in terms of speakers, viz. nearly 80 percent. The following languages of this group are spoken in Nepal.

**Table 1**

**Indo-European Family**

| Nepali | Rajbanshi | Darai |
|---|---|---|
| Maithili | Hindi | Kumal |
| Bhojpuri | Danuwar | Bote |
| Tharu | Bengali | Churauti |
| Awadi | Marwari | Magahi |
| Urdu | Manjhi | Panjabi |
| English | | |

(Source: CBS, 2001)

# II.    Tibeto – Burman  Family

Another important group of Nepal's languages is the Tibeto-Burman. Though it is spoken by relatively lesser number of people than the Indo-European family, it consists of the largest number of languages, viz. about fifty seven languages.

The following list shows the languages of this group spoken in Nepal:

**Table 2**

**Tibeto – Burman  Family**

| **Tamang** | Newar | Magar |
|---|---|---|
| Bantawa | Gurung | Limbu |
| Sherpa | Chamling | Chepang |
| Sunuwar | Thami | Kulung |
| Dhimal | Yakha | Thulung |
| Sangpang | Khaling | Thakali |
| Chhantyal | Tibetan | Dumi |
| Jirel | Puma | Duri |
| Meche | Pahari | Lepcha |
| Bahing | Raji | Chhiling |
| Byangshi | Ghale | Mewahang |
| Lohorung | Chinese | Tilung |
| Kaile | Raute | Dzonkha |
| Lingkhim | Koche | Hoyu |
| Chhintang | Mizo | Dongmali |

(Source: CBS, 2001)

## III.   Austro-Asiatic Family

The Austro-Asiatic languages comprise Santhali of the northern Munda group and Kharia of the southern Munda group. It is to be noted that Satar has been  reported in all the censuses but Santhal has been wrongly reported as a separate  language except in the 1952/54 census. The 2001 census lump both Satar and Santhali together into a single language called Santhali.

## IV.    Dravidian Family

This family includes the two languages spoken in Nepal. One of them is called Jhangar in the region east of the Koshi river but Dhangar in the region west of the Koshi River. Yadav (2003) has noted that it constitutes the northernmost part of Dravidian family of languages. Another Dravidian language is Kisan with 489 speakers settled in Jhapa district.

## 1.1.2 The Tamang Language

The Tamang peoples are one of the major aboriginal ethnic groups of Nepal belonging to the Tibeto – Burman language speaking community. The historical evidences show that the Kathmandu valley was their original homeland since ancient time and even now the major concentration of Tamang settlement is found in the surrounding hills of the Kathmandu Valley. They are also found outside Nepal mainly in Darjeeling, Sikkim, Asam, Nagaland, and Arunchal Pradesh of North – East India and Bhutan and even in Myanmar. (Yonjan , 2010)

The language spoken by Tamang is the Tamang language which falls under Tibeto – Burman language family. Though Tamang language has its own classical written script called Tamgyhig, but nowadays most of the Tamang publications use Devanagari script.

According to the census report (2001), the Tamang constitutes 5.64% of the total population of Nepal, records a total population of 12, 82,304. The number of active speakers of Tamang language is 11, 79, 145 (CBS, 2001). Though Tamangs are scattered throughout the whole nation, their dense population is found in ten districts of central developmental region. The following table shows their population in those districts.

**Table 1**

**Distribution of Tamang Population**

| S.N | Districts | Total Population | Tamang Population | Percentage of Tamang population |
|-----|-----------|------------------|-------------------|--------------------------------|
| 01 | Rasuwa | 44,731 | 28,515 | 63.74 |
| 02 | Makawanpur | 3,92,604 | 1,85,874 | 47.34 |
| 03 | Nuwakot | 2,88,478 | 1,11,112 | 38.51 |
| 04 | **Kavrepalanchok** | **3,85,672** | **1,30,261** | **33.77** |
| 05 | Sindhupalchok | 3,05,857 | 9,4614 | 30.93 |
| 06 | Sindhuli | 2,79,821 | 70,968 | 25.36 |
| 07 | Dhading | 3,38,658 | 72,476 | 21.40 |
| 08 | Ramechhap | 2,12,408 | 43,669 | 20.55 |
| 09 | Dolakha | 2,04,229 | 27,619 | 13.52 |
| 10 | Lalitpur | 3,37,785 | 40,059 | 11.85 |
| 11 | Bhaktapur | 2,23,461 | 14,728 | 6.53 |
| 12 | Kathmandu | 10,81,845 | 92,378 | 8.53 |
| | Total Population | 40,97,549 | 9,12,273 | 22.26 |

(Source: CBS, 2001)

There are many languages of Tibeto – Burman family which are used in Nepal for day to day communication. Among them Tamang has the largest number of speakers and it is the fifth largest language spoken in Nepal as a mother tongue.

The use of Tamang language in print and electronic media is increasing day by day. Tamang news bulletin in Radio Nepal was started in 1st Bhadra 2051 B.S. Different books and journals are published in Tamang language. Curriculum Development   Center has published text books in Tamang language for one to five classes as an optional subject in 2056 B.S. Different F.M stations are broadcasting Tamang programmes.

Different weekly and monthly magazines like 'Yambu', 'Tamang Dajang' etc are being published.

Tamang is a tonal language. It is a monosyllabic language. Due to this reason each syllable keeps distinctive meaning in Tamang language. Nepal Tamang Ghedung Sangh (2049) has identified the number of vowels is ten and the number of consonants is thirty one. But some of the linguists do not agree with these numbers (as cited in Yonjan, 2010).

If the speakers spread over a wide geographical area, a language exists with different dialects with corresponding variation in social and cultural practices. Tamang language also has two regional varieties called eastern and western. These varieties differ phonologically, grammatically as well as lexically.

## 1.1.3 The English Language

English language belongs to the Indo-European family of language and is therefore related to most of other languages spoken in Europe.  It is used as an international lingua franca. It is one of the dominant language of the world and also the official language of UNO. Most of the books, newspapers, literature and journals in the world are published in the English language. So, English language has become a treasure of knowledge.

Teaching and learning English language is a fast growing activity in Nepal. All most   all private schools are employing English as a medium of instruction. Even government aided community/public schools are adopting English as a medium of instruction.

## 1.1.4 Tense System

The very word tense is taken from the Latin word 'Tempus' which means time. So, in general sense, tense is related to time of the action and tense is defined as a grammatical category, a category of verb that indicates the time of action or state indicated by the verbal forms. Crystal (2003) says "Tense is a category used in the grammatical description of verbs (along with aspect and mood), referring primarily to the way the grammar marks the time at which the action denoted by the verb took place."

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Though 'tense' is defined in relation to 'time', there is not one to one relationship between tense forms and time. For example, in the English sentence 'I wish I knew' the form 'I knew' is in past tense form but it refers to present context. It is important not to confuse the name of a verb tense with the way we use it to talk about time.

For example, a present tense does not always refer to present time:

⌡ I hope it rains tomorrow.
"rains" is present simple, but it refers here to future time (tomorrow)

Or a past tense does not always refer to past time:

⌡ If I had some money, I could buy it.
"had" is past simple but it refers here to present time (now)

Tense is a method that we use in English to refer to time - past, present and future. Many languages use tenses to talk about time. Some languages such as Burmese have no tenses, but of course they can still talk about time, using different methods.

So, we talk about time in English with tenses. But we can also talk about time without using tenses (for example, going to is a special construction to talk about the future, it is not a tense) and one tense does not always talk about one time.

Traditionally the term 'tense' was used as a general cover term to refer to both tense and aspect. As a result, traditional grammarians introduced twelve types of tenses including aspects. But modern linguistics and grammarians have presented and described tense and aspect as distinct categories. Tense locates a situation in time, usually with reference to the present moment.

## 1.1.5  Need and Importance of Contrastive Analysis (CA)

Contrastive Analysis (CA) is the comparative study of the linguistic systems of two or more languages to find out the similarities and differences. In contrastive analysis generally two languages, one being the native language and other one being the target

language of the students are compared. It is founded on the assumption that second language learners tend to transfer the formal features of their first language. CA is based on structural linguistics and behaviouristic theory of learning.

CA was introduced in the late 1940s and 50s, highly popularized in the 60s and its popularity declined in the 70s. American linguistic C.C Fries for the first time used CA to derive the best teaching materials in teaching second and foreign languages.

As CA is based on behaviorism, the basic assumptions of CA are as follows:

**i)      Language learning is the matter of habit formation**

According to CA, language learning involves a set of habits, which are formed by a means of stimulus-response reinforcement chain. Therefore, learning a language depends upon rigorous practice to form a habit.

**ii)      The mind of a child at birth is tabula rasa – the blank sheet of paper**

CA assumes that the state of a child's mind is a tabula rasa like a blank sheet of paper at birth. At birth, there are no linguistic elements in a child's mind. Thus the linguistic knowledge is imprinted in child's mind based on what s/he is exposed to bit by bit.

**iii)      Languages are comparable**

CA assumes that no two languages of the world are totally different from each other. At least some features of two languages are similar so that they can be compared with other languages.

**iv)      Past learning affects the present learning**

According to CA, old habits affect the formation of new habit depending upon the nature of those two languages i.e. depending upon the similarities or differences between them. In other words, past learning facilitates the present learning in the case of similarities and it hinders in the case of difference.

In contrastive analysis, learner's native language and target language are put side by side and compared to find out similarities and differences. CA has hypothesized that the more similar the two languages the more easy to learn the target language and the more the difference the more the difficult to learn target language. Thus, the comparison made by CA is helpful to diagnose the areas of difficulties and errors in performance level. CA is helpful not only to predict the likely errors to be committed by the learners but also to explain the source of errors in one's performance level. The findings of CA are useful for course designers, teachers, testing experts and learners. Thus, CA is a significant from pedagogical point of view.

## 1.2    Review of the Related Literature

There are some comparative research works done on different languages like Gurung, Rai, Limbu, Newar, Nepali, Tharu and others in the Department of English Language Education, T.U. and in other departments as well. But no research work has yet been carried out on the tense system in the Tamang language. The available and studied literatures of the present studies are as follows.

Shah (2000) had carried out a research entitled 'A comparative study of subject-verb-agreement in the Maithili and English languages.' The objective of the study was to find out the similarities and differences of subject - verb agreement in Maithili and English language. A set of questions was employed as research tool.    He found that s-v agreement is determined by inflectional affixes not only with subjects but with the objects also. The committed errors were due to overgeneralization, mother tongue interference and hypercorrection.

Paneru (2001) had completed the thesis entitled 'A comparative study of the present perfect and simple past tense in English and Nepali.' His main objective was to compare the present perfect and the simple past tenses in English and Nepali. Four different sets of questions were used to elicit responses from the students. His main findings were that the Nepalese students performed better in the use of past tense than the perfect in English and false concept hypothesized, pen slip, and haste were found to increase the number of mistakes committed by the Nepalese students.

Basnet (2002) had carried out a research entitled 'Noun phrase structure in the Thulung and English languages'  to compare noun phrase structures, heads and their properties in Thulung and English language. He compared and analyzed comprehensively the types of noun phrase structure of the two languages in terms of both grammatical categories and grammatical functions. He found that Thulung and English are similar with respect to the realization of noun phrase head as both languages have single noun, pronoun, adjective, gerunds and infinitives functioning as the head of a noun phrase. He also found that the head of a noun phrase in the Thulung language can be preceded by determiners and pre-

modifiers but cannot be followed by post-modifiers. However, English allows both pre and post modification of the head.

Sah (2004) made a research on "Comparative study of the simple present tense and simple past tense of English and Maithili'. His main objective was to compare between simple present tense and past tense in English and Maithili. Four different sets of were used to elicit responses. He found that both languages have verbal suffixes to mark present and past tenses. Maithili alone has the additional honorific distinction in its past tense form. He also found that Maithili learners of English tend to translate subject-object-verb sentence structure of Maithili while producing English sentences.

Tumbapo (2005) has conducted a research on 'Verbal affixation in English and Panthare dialect of Limbu: A comparative study.' His main objective was to compare between verbal affixation in the English and the Panthare dialect of Limbu. This study showed that verbal affixes of Panthare dialect of Limbu are determined by inclusiveness and exclusiveness of the first person, dual and plural pronouns as subject in a sentence whereas such type of system is not available in English.

Similarly, Khanal (2006) has carried out a research entitled 'Tense and aspect system in Awadhi and English verbs: A comparative study.' His main objective of study was to find out the tense and aspect system in Awadhi in relation to English. He used a set of interview questions to elicit the required data. His study showed that Awadhi and English verbs are quite different. In the Awadhi language verbs inflect to agree with person, number, gender and honorificity of the subject but English verbs do not normally inflect to agree with person, gender and honorificity of the subject; but in present tense third person singular subject takes '-s' for agreement.

A research entitled 'Verbal Affixation in English and Tamang' was conducted by Ghising (2009) to find out the verbal affixation system in the Tamang language. The sample of the study was selected using stratified random sampling procedure and judgemental sampling procedure. He had used an interview schedule to elicit required data. His study showed that both the English and the Tamang languages lack infixation and English has

more number of negative marker prefix than the Tamang language. Another important finding of his study was that English has negative marker prefixes in greater number than the Tamang language. The Tamang language has only one negation marker prefix i.e. /a-/.

Similarly, Bamjan (2009) has studied 'Cases in English and Tamang.' The main objective of the study was to identify and describe cases in the Tamang language. A structured interview schedule was used as the main tool for data collection and judgmental sampling procedure was adopted for selecting study population. The major findings of his research are that the cases in the Tamang language are: ergative, instrumental, genitive, agentive, comitative, locative, ablative, dative and vocative; the Tamang ergative case and English nominative case for transitive verb are similar since both of them refer to the grammatical relation i.e. 'direct object' of transitive verb and Tamang is an ergative-absolutive types of language whereas English is a nominative-accusative types of language etc.

These literatures so far reviewed show that tense system in Tamang is basically an untouched area till date. Moreover, a systematic comparison of this with English provides a fresh and promising area for study. Therefore, this research is being undertaken to compare the tense system of Tamang and English language.

## 1.3    Objectives of the Study

The present study has the following objectives:
I)      To find out the tense system in Tamang language.
II)     To compare and contrast the tense of the Tamang and the English languages.
III)    To suggest some pedagogical implications.

## 1.4    Significance of the Study

This research particularly deals with the comparison of Tamang and English tense systems. This comparative study deals with the similarities and the differences between the tense systems of two languages. Our assumption is that similarities between two languages make the learning of the target language easy and differences difficult.

Therefore, this study will be significant for all the people who are directly and indirectly involved in Tamang and English language teaching and learning in particular and all the other languages in general and prospective researchers who are eager to know the tense system in the Tamang and English languages. Similarly, linguists, grammarians, textbook writers may use this research as a reference material.

# CHAPTER TWO

# METHODOLOGY

The following methodology was adopted to conduct this study:

## 2.1    Sources of Data

To carry out this research work, both the primary and secondary sources of data were used. The sources are as follows:

### 2.1.1  Primary Sources

The native speakers of Tamang Language of Anaikot VDC of Kavrepalanchok district were the primary source from whom the researcher collected the required data for the study.

### 2.1.2  Secondary Sources

The secondary sources of data were different books, articles, journals, magazines, websites, related theses and related reports. Some of them were Celce Murcia and Larsen – Freeman (1983), Arts and Arts (1986), Yonjan (2010), Quirk R. et.al (1985) etc.

## 2.2    Sampling Procedure

The total sample size was 5 native Tamang speakers from Anaikot VDC Kavrepalanchok. As this study was qualitative by nature, only 5 informants were chosen. I also contacted other native Tamang speakers to help me in the data analysis. The informants were the age of above 30 years. The purposive   non-random sampling procedure was used to sample the population.

## 2.3 Tools for Data Collection

The structured interview schedule was the main tool for data collection. A set of interview questions were prepared to draw the information on the tense system of the Tamang language from the Tamang native speakers.

## 2.4 Process of Data Collection

The researcher visited Anaikot VDC of Kavrepalanchok district to meet the Tamang native speakers. He established rapport with them for interview. He interviewed the Tamang native speakers according to the prepared interview schedule. He helped the respondents to understand the interview questions. The researcher met the respondents time and again till the objectives were fulfilled. The answers given by the Tamang native speakers were recorded using the Roman Transliteration of Devanagari Script. For analysis and verifying the collected data, the researcher had taken help from two friends Mr. Kanchhaman Tamang and Mr. Ganga Bahadur Tamang who were the native Tamang speakers.

## 2.5 Limitations of the Study

The study has following limitations:

i.    The study was confined to analysis of data derived from native speakers of the Tamang language from Anaikot VDC of Kavrepalanchok district.

ii.   The study was based on the eastern dialect of the Tamang language.

iii.  The study was limited to tense system in the Tamang and the English language.

iv.   The information on the tense of the English was taken from the secondary resources that were accessible to the researcher.

v.    The work was descriptive in nature.

# CHAPTER THREE
# ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data. The data have been analyzed descriptively with the help of tables and illustrations. This chapter consists of two parts: Identification and Analysis of tenses in the Tamang Language and Similarities and Differences between the Tamang and English tenses.

## 3.1    Tense system in Tamang

We can express present, past and future time activities with the help of the verbs of Tamang language. So, we can say that there are three tenses viz. present, past and future tenses in Tamang language. But in Tamang language the verb form of present and future tense is same. Morphologically tense markers of these two tenses are same. As a result, we can conclude that there are two kinds of tense – past and non past (present/ future) in Tamang language. The concept of future tense is mainly expressed with the help of temporal adverbs such as tomorrow, next day, next week etc. The following table shows the tense markers in the Tamang:

**Table No. 1**

**Tense Markers in Tamang**

| Tense | Tense marker |
|---|---|
| Past | V - ji/ci/syuji/ syuci |
| Non – Past ( Present + Future) | V – la/syula |

The above table shows that the past tense is marked by the suffixes '-ji' , '-ci', '- syuji', '-Syuci'. It also indicates that both present tense and future tense have same tense markers '-la', '- syula'. The detail of tense in the Tamang language is discussed in the following section.

### 3.1.1. The Past Tense in Tamang

The past tense markers in Tamang language have been presented in the following table:

**Table No: 2**

**The Past Tense Markers**

| Personal pronouns | Suffixes |
|---|---|
| 1, 2 , 3 s and p | V – ji/ci |
| 2 and 3 honorific | V – syuji /syuci |

The above table shows that past markers **'-ji'** and **'-ci'** are added to the verb stems with the first, second and third person singular and plural pronouns. The past markers **'-syuji','-syuci'** are added to the root verbs with the second and the third person honorific pronouns. Some illustrations are as follows:

a)     a tilma dimri ni-ji.

    ( 1s   yesterday home go- PT)

    I went home yesterday.


b)     ani- juguse dolalghat-ri tar  a ca – ji.

    (1p – ERG e dolalghat –LOC fish eat –PT)

    We ate fish at Dolalghat.

c)     hya  - juguse project work duirin jinnala-ji.

    (1p-ERG i project work on time finish – PT)

    We finished project work on time.


d)     the -se kan ca-ji.

    (2s- ERG rice eat- PT)

    You ate rice.

e)      e -se  kwan khru-ji.

(3s- ERG clothes wash – PT)

S/he washed the clothes.

f)      theni-juguse football kla   –ji.

(3p- ERG football play- PT)

They played football.

k)      me-se che ca-ji.

(cow-ERG grass eat-PT)

Cow ate grass.

l)      mahi ril-ji.

(buffalo fall down-PT)

The buffalo fell down.

From the above examples, it is clear that the marker **'–ji'** is added to a verb root to make
it past. But it is not always true. The following examples show the difference.

g)       a-se   lu kot-ci.

(1s- ERG potato weigh-PT)

I weighed potato.

h)      the-se   leda chek-ci.

(3s- ERG brother –ACCU beat –PT)

He beat brother.

i)      the-se   a-da kadi-se rop-ci.

(3s- ERG 1s- ACCU stick- INS hit-PT)

He hit me with stick.

j)      nagi-se nakhru ḍuṭ-chi.

(dog-ERG bone drag-PT)

The dog dragged the bone.

The above examples reveal that the suffix **'- ci'** is added to the verb root if the root verb is ended with consonant sounds **/ k/, / t/, /ṯ/and /p/**. Similarly, different tense marker is used with honorific pronouns. Some examples are as below:

k)      ra  - se   a-la lagire khebban ge la-syuji.

(2s-ERG Hon 1s- DAT great work do-PT)

You did great work for me.

l)       m-se   ani-juguda sol so-syuji

(mother- ERG 1p DAT rice cook-PT)

Mother cooked rice for us.

From the above examples, it is clear that the suffix **'- syuji'** is added to verb roots to make it past in honorific pronouns. But if root verbs ended with consonants: /**k/,/ t/,/ ṯ / and / p/**, then the suffix **'-syuci'** is added to make it past. The following examples reveal this fact.

m)      ra   yambu-ri phep-syuci.

(2sHon Kathmandu-LOC go-PT)

You went to Kathmandu.

n)      ro-se biruwa pyok-syuchi.

(3sHon-ERG plant  pull out-PT)

You pulled out the plant.

These examples reveal that the suffix **'-syuci'** is added to the root verb ended with / k/, / t/, / t̥/ and /p.

### 3.1.2 The Non Past Tense in Tamang

### i) The Present Tense in Tamang

The following table shows the present tense markers in the Tamang language:

**Table No: 3**

**The Present Tense Markers**

| Personal pronouns | Suffixes |
|---|---|
| 1, 2 , 3 s and p | V – la |
| 2 and 3 honorific | V – syula |

The above table shows that the suffix **'-la'** is attached to the root verbs with all the personal pronouns ( 1$^{st}$, 2$^{nd}$ ,3$^{rd}$ singular and plural) of the Tamang language to show present tense. Similarly, if the pronouns are 2$^{nd}$ and 3$^{rd}$ person honorific then the suffix **'-syula'** is used. Some examples are presented as below:

a)  a ge   ca-la

(1s  bread eat- Pres)

I eat bread.

b)  ani-jugu tini kha-la.

(1p e today come-Pres)

We come today.

c)  e kan ca-la.

(2s rice eat-Pres)

You eat rice.

d)      Pemba kla  base kla  -la.

        (Pemba game play-Pres)

        Pemba plays game.

e)      the-se kan so-la.

        (3s- ERG rice cook-Pres)

        S/he cooks rice.

f)      dini purba-se phe-la.

        (sun east-LOC rise-Pres)

        The sun rises in the east.

g)      me-se che ca-la.

        (cow-ERG grass eat-Pres)

        Cow eats grass.

The above examples show that the suffix **'-la'** is attached to the root verbs to indicate present tense. But honorific pronouns take **'-syula'** as a present tense marker. The examples reveal this fact:

h)      rang chitra so-syula.

        (2 sHon picture draw-Pres)

        You draw picture.

i)      ro-se satya pang-syula.

        (3sHon truth speak-Pres)

         He speaks truth.

The above examples show that 2nd and 3rd person honorific pronouns take **'-syula'** as present tense markers.

## ii)    The Future Tense in Tamang

In the Tamang language no separate marker is found to represent future tense. Same structure is used to represent both present and future tense. The following table shows the future tense markers in the Tamang language:

**Table No: 4**

**The Future Tense Markers**

| Personal pronouns | Suffixes |
| --- | --- |
| 1, 2 , 3 s and p | V – la |
| 2 and 3 honorific | V – syula |

The above table shows that the suffix **'-la'** is attached to the root verbs with all the personal pronouns (1st , 2nd, 3rd person  singular and plural) of the Tamang language to show future tense. Similarly, if the pronouns are 2nd and 3rd person honorific then the suffix **'-syula'** is used. Some examples are presented as below:

a)       a na  gar ha-la.

        (1s tomorrow come-F)

        I will come tomorrow.

b)      hya  -jugu na  gar volleyball kla  -la.

        (1p i tomorrow volleyball play-F)

        We will play volleyball tomorrow.

c)      e-se na  gar syori  kan ca-la.

        (2s- ERG tomorrow morning rice eat- F)

        You will eat rice tomorrow morning.

d)      the-se choi do-la.

        (3s- ERG book read-F)

        S/he will read a book.

e)      theni-jugu bazaari ni-la.

(3p bazaar go-F)

They will go to Bazaar.

f)      le na gar dimri ha-la.

(brother tomorrow home come-F)

Brother will come home tomorrow.

From the above examples, we can conclude that the suffix **'-la'** is added to root verbs to express future tense. But verbs are inflected differently if the subject is 2$^{nd}$ or 3$^{rd}$ person honorific pronouns. Some examples are as follows:

g)      ra seba sol-syula.

(2s Hon rice eat-F)

You will eat rice.

h)      ro dimri phep-syula.

(3sHon home go-F)

He will go to home.

The above examples show that the suffix **'-syula'** is added to the root verbs if the subject is 2$^{nd}$ or 3$^{rd}$ person honorific pronoun.

## 3.2   The Tense System in English

Traditionally, English Tenses were divided into three viz. present, past and future. But due to lack of separate morphological form to represent future tense in English, tenses are divided into two viz. past and non- past. This does not mean that English speakers cannot talk of future events. They do so by using other means such as modals, phrasal modals and adverbials of time.

### 3.2.2 The Past Tense in English

The past tense in the English language is formed by using its past irregular form, as in the irregular verb 'write' as 'wrote' or with a regular verb such as 'walk' by adding an '-ed' to give us 'walked' ( Celce – Murcia & Freeman, 1983) .

In regular verbs the past tense is formed by adding the suffix '-ed' or '-d'. Arts and Arts (1986:33) quote four different cases in which the spelling of the base is affected before the ending '-ed':

a)    in verbs ending in a consonant symbol + '-y' ( where 'y' changes into 'i'), e.g: study- studied, try – tried, deny – denied etc.

b)    in verbs ending in a consonant symbol preceded by a single vowel symbol the final consonant symbol is doubled if the verb is monosyllabic or ends in a stressed syllable, e.g: stop – stopped, admit – admitted, occur – occurred etc.

c)    in verbs ending in '-l', preceded by a single vowel symbol, l is doubled, e.g: quarrel – quarrelled, travel – travelled, cancel – cancelled etc.

d)    final '-c' is changed into '-ck'; e.g: picnic – picnicked, traffic – trafficked etc.

Similarly, the suffix '-d' is added to regular verbs when the verb ends in mute '-e', e.g. bake – baked, love – loved, move – moved etc.

Irregular verbs form their past forms in other ways than those described above for regular verbs. Some of the possibilities are as follows:

a)    in some of the verbs the past form is similar to base form, e.g: cut – cut, cost- cost, put – put, hit – hit etc.

b)    in some of the verbs the past form is completely different than its base form, e.g: begin – began, choose – chose, go – went, lie – lay etc.

Irregular English verbs do not follow any particular rule. So, the learners should pay special attention to learn them.

### 3.2.3 The Non Past Tense in English

**i)    The Present Tense**

The Present Tense in  the English languge is formed by using base form of the verb. But third person singular subject takes the suffix '-s/es' in base form of the verb. Arts and Arts (1986:33) have described the following ways of changing the base form to make the third person singular present tense verb:

a)    verbs ending in '-s', '-z', '-ch', '-sh' and '-x' take the suffix '-es',  e.g: catch – catches, buzz – buzzes, fish – fishes, tax- taxes etc.

b)    verbs ending in '-o' after a consonant symbol take the suffix '-es', e.g: go – goes, veto – vetoes, echo – echoes etc.

c)    verbs ending in '-y' after a consonant symbol take the suffix '-es' and '-y' changes into 'i', e.g: cry – cries, try – tries, fly – flies etc.

**ii)    The Future Tense**

Verbs in the English language do not inflect to show the Future Tense. It means the Future Tense in English is expressed periphrastically.  The Future Tense in English is expressed by using the base form of the verb with modal auxiliary such as will and shall. Some examples are as follows:

a)    I shall meet them tomorrow.

b)    They will pass the exam.

c)    He will come here tomorrow.

## 3.3    Comparison between Tamang and English Tense System

In this section the similarities and differences between the Tamang and the English tense system have been presented. To make comparison more explicit, the comparison is made on the basis of some examples.

### 3.3.2  The Past Tense

To compare past tense between the Tamang and the English language some illustrations are presented below:

a)      a   et-ci.

(1s laugh-iv PT)

I laughed.

b)       ani-jugu phirkyap mer-ji.

(1p    outside sleep-iv PT)

We slept outside.

c)      e chu  -ji.

(2s run - iv PT)

You ran.

d)      the-se bu khwa-ji.

(3s -ERG field dig- vt PT)

He dug the field.

e)      theni- juguse si  ḍuṭ-ci.

(3p- ERG wood drag-vt PT)

They dragged the wood.

f)      name phya -ji.

        (bird  fly-vt PT)

        A bird flew.

g)      ra   tilma kha-syuji.

        (2sHon yesterday come-iv PT)

        You came yesterday.

In above sentences a)   etci – laughed b) merji – slept c) chu  ji – ran f) pha  ji- flew     g) khasyuji – came are intransitive verbs as they do not require objects to complete the meaning of sentences. Similarly, the verbs d) khawaji – dug e) baji- brought are transitive verbs as they take objects to complete the meaning of sentences. The given examples show that both transitive and intransitive verbs have similar inflection to show past tense. It means there is no separate inflection for transitive and intransitive verbs in Tamang. In English also there is no separate inflection system in transitive and intransitive verbs to express past tense. The suffixes **'-ji'** and **'-ci'** are attached to the root verbs to express past tense in Tamang. Similarly, the suffixes **'-syuji'** and **'-syuci'** are added to verb roots to express past tense in 2$^{nd}$ and 3$^{rd}$ person honorific pronouns. In English, the suffix **'-ed'** is the past tense marker. It is attached to the regular verbs to mark all persons and numbers such as 'cook- cooked', 'walk-walked', 'play-played', 'laugh-laughed'. But irregular verbs do not take the suffix '-ed' as past tense marker explicitly, they have different forms such as 'go-went', 'sleep-slept, 'bring-brought' etc.

### 3.3.3  The Non Past Tense

**i)      The Present Tense**

The following examples show the comparison between  the Tamang and the English present tenses.

a)       a   habaje re-la.

        (1s five o'clock get up-pres)

        I get up at five o'clock.

b)       ani kwii thu  -la.

(1p water drink- pres)

We drink water.

c)      e sun su-la.

(1s paddy plant – pres)

You plant paddy.

d)      the bastu chhabari ni-la.

(3s cattle graze go-pres)

S/He goes to graze cattle.

e)      Sangmo ya khru-la.

(Sangmo hand wash- pres)

Sangmo washes hand.

f)      ra   dim so-syula.

(2sHon home build-pres)

You build home.

From the above examples, it is clear that the suffix **'-la'** is the present tense marker for all persons and numbers in the Tamang language. But verb root is attached with the suffix **'-syula'** if the subject is 2<sup>nd</sup> or 3<sup>rd</sup> person honorific pronouns. English verbs do not inflect to show present tense except third person singular pronouns. The suffix **'-s'** is added to the root verbs when the subject is third person singular in the present tense.

### ii)	The Future Tense

The following examples help to compare Tamang and English future tenses.

a)	a na  gar  habaje re-la

(1s tomorrow five o'clock get up- F)

I will get up at five o'clock tomorrow.

b)	ani-jugu raini ha-la.

(1p   the day after tomorrow come-F )

We will come the day after tomorrow.

c)	e chhyo  -la

(2s run-F)

You will run.

d)	the-se na  gar ge khan-la.

(3s- ERG tomorrow grass cut-F)

S/he will cut grass tomorrow.

e)	eni-juguse kla  ba   a-la

(2p-ERG game win-F)

You will win the game.

f)	rang-se sol so-syula.

(2sHon ERG rice cook-F)

You will cook rice.

From the above examples, it is clear that the suffix **'-la'** is attached to the root verbs to show future tense in the Tamang language. But 2nd and 3rd person honorific pronouns takes **'-syula'** as a future tense marker. These makers are same to present tense. Thus, we can conclude that Tamang verbs do not inflect for future tense. So, is the case with English verbs. Futurity is expressed lexically or periphrastically in both the Tamang and the English languages. English generally use the modal auxiliaries such as **'will'**, **'shall'** to show futurity whereas Tamang generally use future time adverbials like **'na  gar –**

**tomorrow'**, **'raini- the day after tomorrow'**, etc. Morphologically both the Tamang and the English languages have no future form of verb. In both languages same form of the verb is used in present and future tenses. As a result, we can make two fold opposition – past and non past, in reference to tense.

# CHAPTER FOUR
# FINDINGS AND RECOMMENDATIONS

This chapter has been organized into two parts-findings and recommendations. After analyzing and interpreting the data, some findings are drawn. On the basis of the findings, some recommendations are made.

## 4.1    Findings

The major findings of this research are as follows:

### 4.1.1  Tense system in Tamang

a)      Morphologically, the Tamang language has two tenses – past and non past. It expresses future tense periphrastically with the help future time adverbials.

b)      In general, the verbal morphological past markers that express the past tense in the Tamang  language are **'-ci', '-ji', '-syuji'** and **'-syuci'**. The suffix **'-ji'** is attachted to all the root verbs except the verbs ending with the consonant sounds **/p/, /t/, /k/ and   /ʈ /**. The verbs ending with these sounds take **'-ci'** as a past tense marker. In the same way, second and third person honorific pronouns take **'-syuji'**, and **'-syuci'** as past tense marker.

c)      The verbal morphological markers that express the non past tense ( present and future) are **'-la'** and **'-syula'**. The suffix **'-la'** is attached to the root verbs to express non past tense in Tamang. But second and third person honorific pronouns take **'-syula'** as non past tense marker.

d)      In Tamang language, verbs inflect to agree honorificity of subject.

e)      There are no inflectional forms of Tamang verbs to agree with the number and gender of the subject of a sentence.

### 4.1.2  Similarities and Differences in Tense System between the Tamang and the English Languages

a)      Morphologically speaking both the Tamang and the English languages have binary tense divisions- past and non past.

b)      Both languages express future tense periphrastically or lexically.

c)      English has future time adverbials as well as it uses modal auxiliaries to show future tense but Tamang uses only future time adverbials to show future tense.

d)      English regular verbs take the suffix **'-ed'** as past tense marker and irregular verbs have different forms but in Tamang all the root verbs are attached either with the suffix **'-ci'** or suffix **'-ji'** to mark past tense.

e)      In present tense, English verbs attach with the suffix **'-s'** when the subject is the third person singular but Tamang verbs do not behave in this way in present tense.

f)      Tamang verbs inflect to agree with the honorificity of   subject but English verbs do not inflect in such a way.

## 4.2     Recommendations

On the basis of the findings of the study the following recommendations have been made for teaching – learning process of tense system of Tamang and English languages:

a)      The findings show that the markers of tense system in Tamang and English verbs are quite different. Therefore the teachers who teach English to Tamang speaking students or vice-versa should pay more attention on different markers.

b)      Comparative method should be followed while teaching tense system.

c)      Attention should be given to the technical terms related to tense system.

d)      Clear picture about time and tense and their relation on one another should be drawn on the mind of the students who are learning tense system in a language.

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