TENSE SYSTEMS IN MAITHLI AND ENGLISH LANGUAGE

A Thesis Submitted to the Department of English Education

In partial Fulfillment for the Master of Education in English

Submitted by

Ratan Kumar Yadav

Faculty of Education

Tribhuvan, Kathmandu

Nepal

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RECOMMENDATION FOR ACCEPTANCE

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DECLARATION

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

Date: 21-04-2015

Ratan Kumar Yadav

DEDICATION

This thesis is dedicated to

My parents who spent their whole life to make me what I am today.

ACKNOWLEDGEMENTS

First of all, I would like to express my sincere and profound gratitude to my Guru and thesis supervisor, **Mr. Resham Acharya,** Teaching Assistant, Department of English Educationwho helped me from the beginning to the end by providing his valuable time, different kinds of ideas and information necessary for carrying out this research work on time. His encouragement, cooperation, constructive suggestions are ever memorable.

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Similarly, I cannot forget my friends who helped me directly or indirectly in course of this research work.

Ratan Kumar Yadav

ABSTRACT

The present study entitled **“Tense System in Maithili and English Language"** has been carried out with one of the objectives to identify tense systems in Maithili and compare and contrast these with those of English. This research is based on 50 native speakers of Maithili language. I collected data from 50 Maithili native speakers of Aurhi VDC of Saptari district. I used non-random purposive sampling procedure to select the sample population. The structured questionnaire was the research tool for the data of Maithili tense. I interviewed the Maithili native speakers according to the prepared interview schedule and the answers were recorded using the Roman Translation of Devanagri Script for analysis and verification of the collected data.After analysis, it was found that Maithili has three tenses. They are present, past and future. All these three tenses have separate morphological forms but in English, only present and past have separate morphological forms. The comparison shows that both languages have bipartite tense system.

This thesis consists of five chapters. The first chapter deals with the background of the topic, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. The second chapter includes review of related theoretical literature, review of related empirical literature, implication of the review for the study and conceptual framework. Similarly, the third chapter includes all the areas of methodology. Likewise, the fourth chapter presents the analysis and interpretation of results and the fifth chapter includes conclusions and recommendations at three different areas (policy related, practice related and further research related) followed by references and appendices.

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LIST OF SYMBOLS AND ABBRAVIATIONS

1.	-	1st person
2.	-	2nd person
3.	-	3rd person
CA	-	Contrastive Analysis
e.g.	-	For Example
i.e.	-	That is
obj.	-	Objective
P.	-	Page
Pl.	-	Plural
Sing.	-	Singular
Pres T.	-	Present Tense
PT.	-	Past Tense
FT.	-	Future Tense
VDC	-	Village Development Committee
/	-	Slash
CUP	-	Cambridge University Press
Etc.	-	Et Cetera
M.Ed.	-	Master in Education
No.	-	Number
Regd. No.	-	Registration Number
S.N.	-	Serial Number
T.U.	-	Tribhuwan University

CHAPTER ONE

INTRODUCTION

The present study is about 'Tense system in Maithili and English'. This section consists of background of the study, statement of the problem, objectives of the study, delimitations of the study, and operational definition of the key terms.

1.1 General Background

Language is a means of communicating ideas, thoughts, feelings, emotions, desires and so on. It is a voluntary vocal system of human communication. Chomsky (1957, p.13) defines language as "a set of sentences, each of finite in length and constructed out finite set of elements" (as cited in Lyons, 2005, p. 7). Similarly, Sapir (1978, p. 8) states "Language is a purely and non-instinctive method of communicating ideas, emotions and desires by means of system of voluntary produced symbols". Thus, language is a systematic purely human instinctive means of communication. Language is so essential form of communication among human that it is difficult to think existence of society without it in the present day world.

The term 'grammar' has been derived from Greek word 'grammatika' or 'grammatikatechne' which means 'the art of writing: Grammar is the rules in a language for changing the form of words and combining them into sentences.

In fact, grammar is a mechanism of a language to produce correct sentence according to the rules of the language. Thus, learning a language is learning the rules of the language. The main purpose of grammar is to help the students to choose structures which accurately express the meanings they want to create. Hence, grammar is a means for improving accuracy in the use of language.

Different languages have different rules for different grammatical operations. If we want to form correct sentences in English, we employ S+V+O pattern e.g. Rekha reads a poem. Similarly, S+O+V pattern is used to form correct sentences in Nepali, Maithili, etc. Ma kitabPadhchhu; Ham Kitabpadhiachi, respectively. Since different languages have rules for different grammatical operations, it is necessary to internalize the grammar of a language while learning it.

The word tense is taken from the Latin word "temus" which means time. Crystal (2003, p. 459) says "Tense is a category used in the grammatical description of verbs referring primarily to the way the grammar marks the time at which the action denoted by the verb took place". Thus, tense in verbs expresses the time that an action occurs in relation to the moment of speaking. It has three dimensions-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.

Nepal is a multilingual country. It is very rich in terms of number of language spoken here. More than ninety languages are spoken here in Nepal. Among them, Maithili is the second most widely used language. In Nepal, Maithili is the mother tongue of 12.4 percentages of the total population and figures second in terms of the number of speakers- next only to Nepali. Maithili has a long rich tradition of relation literature in both Nepal and India. Maithili literature has a very long tradition of oral story telling. Oral literature resigned in almost all genres of Maithili before the printing facility came into existence.

Tense system is the heart of any language. Like English, Maithili has also three dimensions of tense i.e. present, past and future. There is not separate morphological form to represent future tense in English but there is separate morphological form to represent future tense in Maithili language. So, it is

important to study the Maithili tense system that help to compare and contrast between Maithili and English languages.

1.2 Statement of the Problem

Tense in verbs expresses the time that an action occurs in relation to the moment of speaking. There are various kinds of problem while teaching tense in the classroom. The basic sentence structure of the English is different from the Maithili language. 'S+V+O' is the basic English structure but 'S+O+V' is the basic sentence structure of Maithili language. So, Maithili native speakers may use English structure wrongly as 'S+O+V+'.

Similarly, both Maithili and English have three types of tense. They are present, past and future. Present and past are expressed in English by inflections on the verb. Present time, for the third person singular, is indicated by adding- 's' to a regular verb and past time is indicated by adding- 'ed' to a regular verb or changing the form of an irregular verb. There is not separate morphological form to represent future tense in English. English generally expresses future time with the modal auxiliary verbs shall and will whereas all three tenses are expressed in Maithili by inflections on the verb. There is separate morphological form to represent present, past and future tense in Maithili. For example,/əitchəik/ ,/lək/ and /tah/ are present, past and future tense marker suffixes, respectively. These suffixes are added to the verb to mark the third person singular and plural. So, Maithili speakers feel difficulty to use English tense system. How are they similar or different from each other, is an issue or problem? Here, my concerned is to compare and contrast the tense system of English and Maithili languages.

1.3 Objectives of the Study

The objectives of the study are as follows:

a) To find out the tense system in Maithili language.
b) To compare and contrast the tense system of Maithili and English language.
c) To suggest some pedagogical implications.

1.4 Research Questions

The study on 'Tense System of Maithili and English Languages' addressed the following research questions:

a) What are the different markers of past and non-past tense of Maithili and English language?
b) Is there any separate morphological form to represent future tense in Maithili language?
c) Does the Maithili tense system help the Maithili learners in learning English tense?

1.5 Significance of the Study

In both Nepal and India, Maithili has been taken as a subject of study from school to university levels of education. In Nepal, there has been made a constitutional provision for introducing all languages spoken in Nepal, including Maithili, as a medium of instruction at primary level of education. In this context, this study is also significant.

This study could be fruitful to all those students, teachers, textbook writers, syllabus designers, and other researchers who are interested in sociolinguistic aspect of the Maithili and English languages. Especially, this research work will be useful for English teachers who teach English to Maithili speaking students because he/she will be provided with proper insight of how learners' first

languages, such as Maithili has to be realized while teaching English language. The knowledge of tense system in Maithili will provide him /her an insight regarding how tense of English can be taught effectively. This research will be beneficial to the textbook writers and curriculum designers who attempt to collect materials to be taught to Maithili speaking students.

1.6 Delimitations of the Study

The study had the following limitations:

i) The study was confined to analysis of data derived from native speakers of Maithili language from Aurhi VDC of Saptari district.
ii) The study was based on the Saptarian dialect of Maithili language.
iii) The study was limited to tense system in Maithili and 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 TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Literature review is a summary and critique of research relating to particular issue or problem. The researchers had to go through the existing literature in order to acquaint with the available body of knowledge in the area of research. This section consists of review of related theoretical literature, review of related empirical researches, implications of the review for the study and conceptual framework.

2.1 Review of Related Theoretical Literature

Literature review is an integral part of the research which provides valuable contribution to every steps of research. It enables the researchers to contextualize his/her findings towards the topic and improve methodology. Every task has its history and this history helps to decide researcher to move forward. Reviewing literature helps researcher in different ways. Kumar (2009, p.30) states a list of help, a researcher gets from reviewing literature:

i. Bring clarity and focus to your research problem,
ii. Improve your methodology,
iii. Broaden your knowledge base in your research area, and
iv. Contextualize your findings.

While reviewing the literature, I have gone through different existing literature, different articles, magazines, journals, and related books. Similarly, I had also developed my insight from the research works which are conducted in my department.

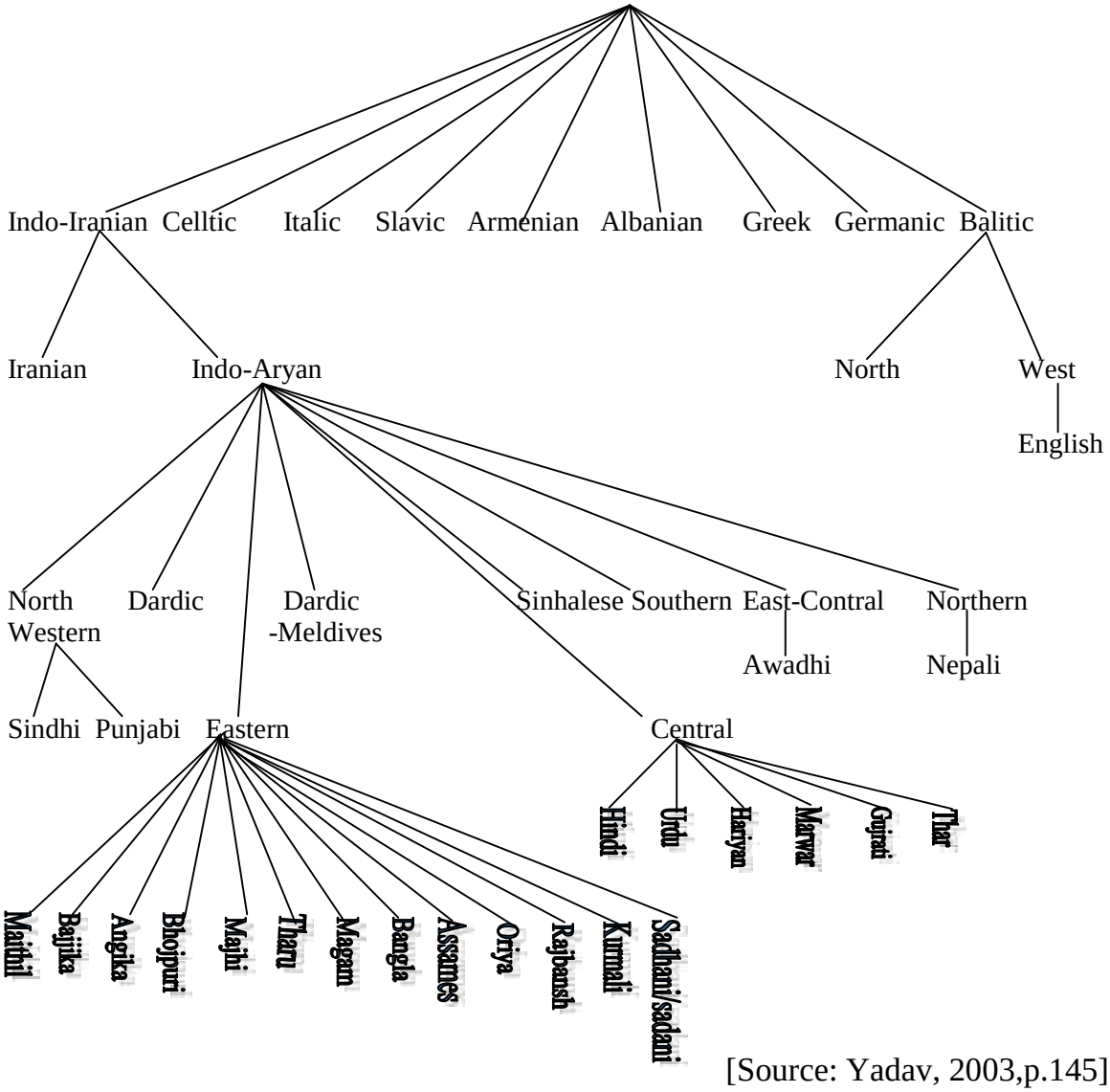
2.1.1 Language Situation in Nepal

Despite its small size, Nepal consists an amazing cultural and lingual diversity. There are 92 languages spoken as mother tongues. However, there remains quite a few language which are lumped together into unknown slot due to the lack of adequate information. Unfortunately, most of the languages in Nepal do not have their own written script but are used in daily communication only. We should pay more attention to those languages for their promotion and preservation. According to Yadav (2003,p.145), all the languages spoken in Nepal are classified under four major language families.

I. Indo-European Language

The languages of the Indo-European family are spoken by the largest group of the speakers. The language of this family mainly include; Nepali, Awadhi, Sadhani, Maithili, Bhojpuri, Majhi, Urdu, Gujrati etc. English is also one of the Indo-European language that is used as a second language or a foreign language by the speaker of different languages of Nepal. Indo-European languages are spoken by 80% of the total population of the country. The Indo-European languages are present in the next page;

Diagram: 1 Indo-European Languages

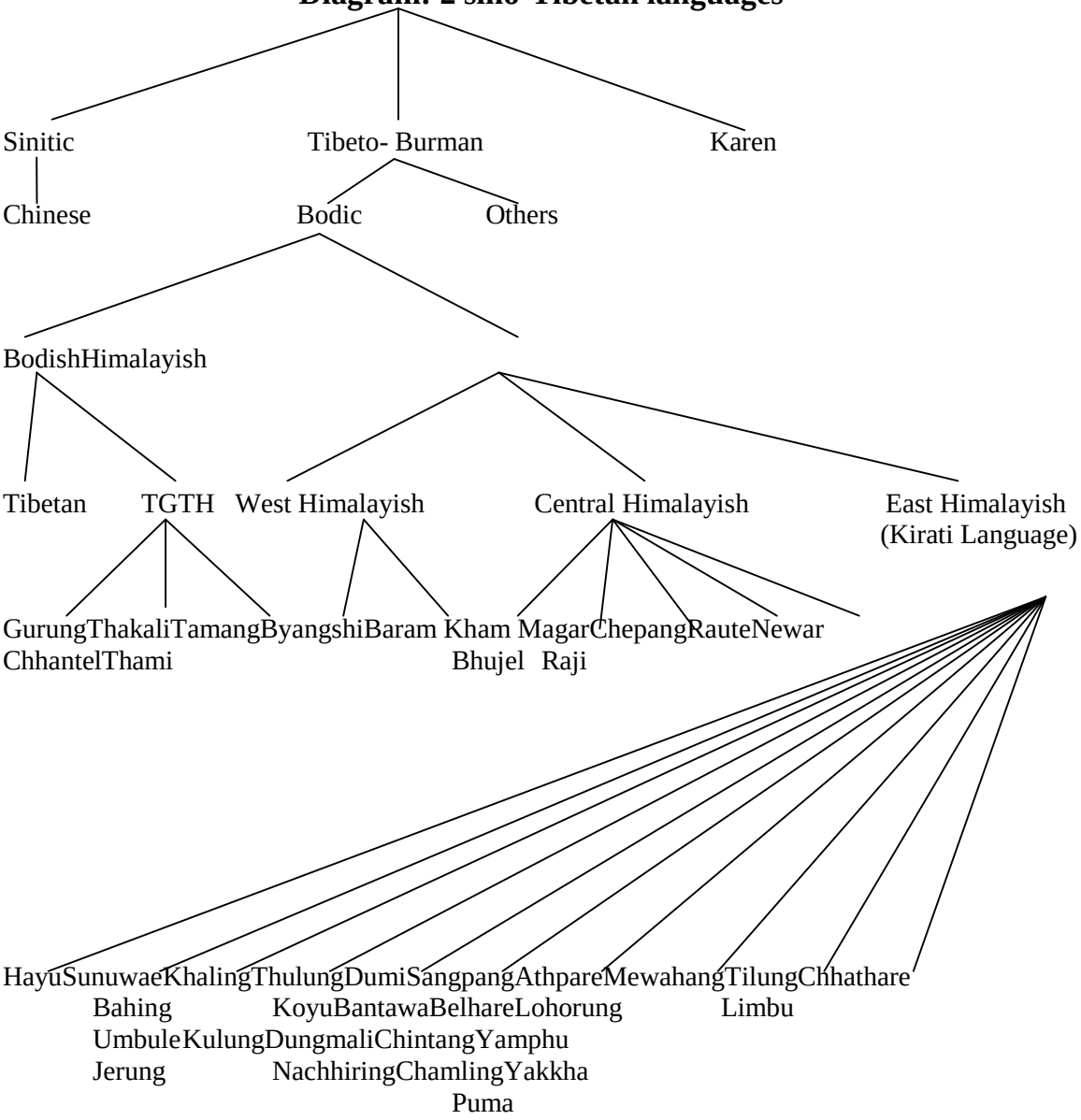


[Source: Yadav, 2003,p.145]

II. Sino-Tibetan Languages

Speakers of a large member of Sino-Tibetan languages are found in Nepal. These are the languages of Tibeto-Burman group of Sino-Tibetan family. The Sino-Tibetan languages are spoken by smaller group of population in Nepal, compared to the languages of Indo-European family. However, it consists of the larger number of languages. The diagram of Sino-Tibetan languages are presentedin the next page:

Diagram: 2 sino-Tibetan languages

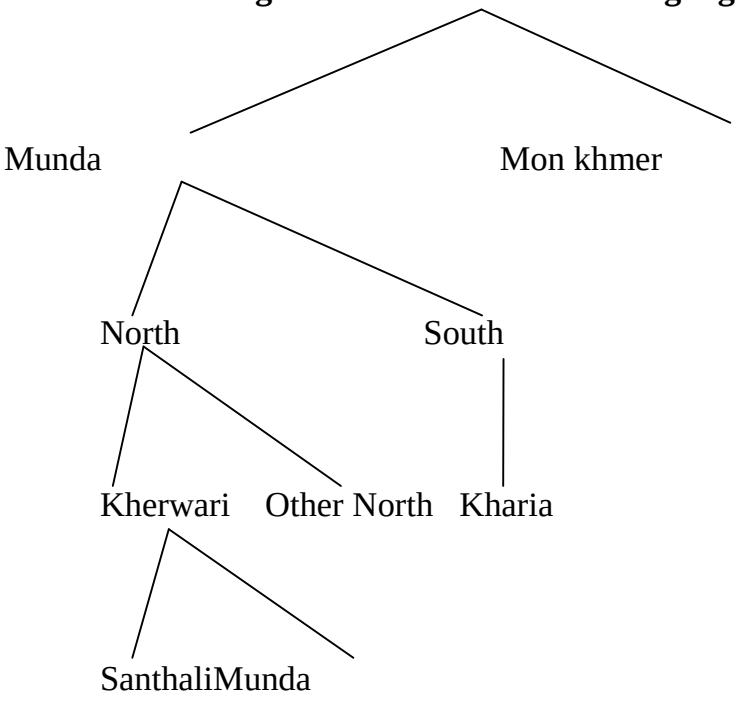


[Source: Yadav, 2003,p.146]

III. Austro-Asiatic Languages

The Austro-Asiatic language includes Santhali ,Munda, Khariya. The 2001census report has identified Satar and Santhali languages not as distinct ones but as a single one,i.e. Santhali. The Austro-Asiatic languages are in 'endangered' condition in Nepal. The diagram of Austro-Asiatic languages is presentedin the next page:

Diagram: 3 Austro-Asiatic Languages

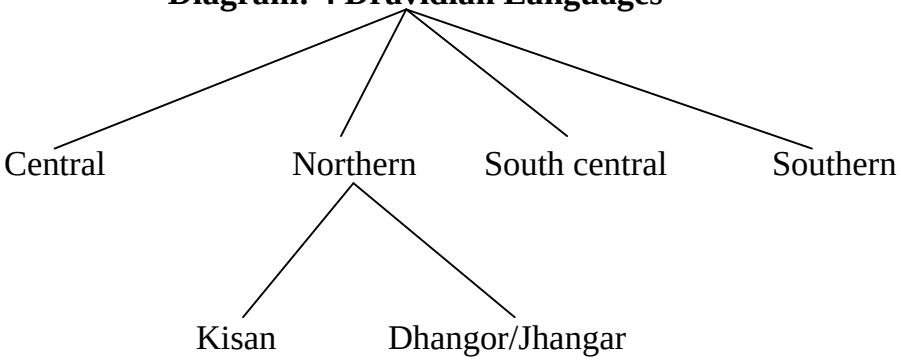


[Source: Yadav, 2003,p.147]

IV. Dravidian Languages

Dravidian family is a minor language family that includes the two languages spoken in Nepal; Jhangar (or dhangar) and Kisan. The former one is spoken by 0.13% of total population of Nepal. Yadav (2003) points out that Jhangar/Dhangar is said to be variant of Kurux language, however it is distinctive in terms of vocabulary and grammar. Kisan is the Dravidian language that is spoken by nearly five hundred native speakers in Nepal. The diagram of Dravidian languages are presented in the next page;

Diagram: 4 Dravidian Languages



[Source: Yadav, 2003,p.147]

2.1.2 The Maithili Language in Nepal

Nepal is a multilingual country. It is very rich in terms of number of languages spoken here. More than ninety languages are spoken here in Nepal. Among them, Maithili is the second most widely used language. The Maithili, one of the sweetest languages, is spoken into adjoining South Asian countries Nepal and India. It is spoken by about 30 million people mainly residing in the Eastern part of Terai region of Nepal and in the northeastern part of Indian state of Bihar. In Nepal, Maithili is the mother tougue of 12.4 percentages of the total population and figures second in terms of the number of speakers- next only to Nepali, the language of the nation, spoken by a little over 50 percent of the population. As its name implies, Maithili is the language of residents of Maithila, the pre-historic ancient kingdom ruled by the king Janak, the father of Sita.

Maithili has a long rich tradition of written literature in both Nepal and India. Vidyapati Thakur is the most celebrated poet of the Maithili. He is a poet of mirth and merriment. Maithili literature has a very long tradition of oral story telling. Oral literature resigned in almost all genres of Maithili before the printing facility came into existence. Shree Krishna Thakur, BaidyNathMishra, Kali Kumar Das are some renowned story writers in Maithili. At present there have been literary writings in literary genres, especially poetry, plays and fiction from both Nepali

and Indian writers. Apart from literature, Maithili writers are contributing to the other fields like culture history, Journalism, linguistics etc. (Jha, 1958,p.44)

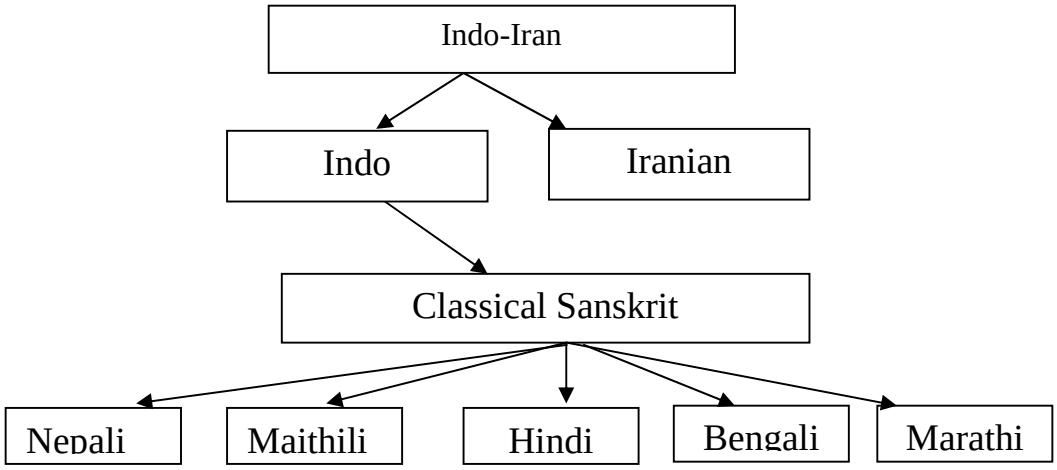
Maithili has been taught as a study in both countries Nepal and India from school to university levels. In Nepal, it is used as a medium of instruction at primary level in a few districts, namely, Dhanusha, Mohattari, Saptari, Siraha, Morang, Sunsari. It is also being taught as an optional first paper at the secondary level and a major subject in the faculty of humanities and social sciences from intermediate to master level. The importance of Maithili in the context of Nepal need not be over emphasized as flourished as a court language in Kathmandu valley during Malla period. Several literary works and inscriptions in Maithili are still preserved at the national archives in Kathmandu.

According to CBS (2001), Maithili has been the second widely spoken language of Nepal as it is used by 27, 97, 582 people living in south eastern plains knownas Terai. There are about nine Terai districts namelySiraha, Saptari, Udaypur, Morang, Sunsari, Dhanusha, Mohattari and Rauthat where Maithili is in vogue.

Comparative philology maintains that languages are linked with one another would mean they are sister language bearing from same mother language. Some diagram drawn in the next page show how languages are related to one another and where Maithili language originates from.

Figure 1.1

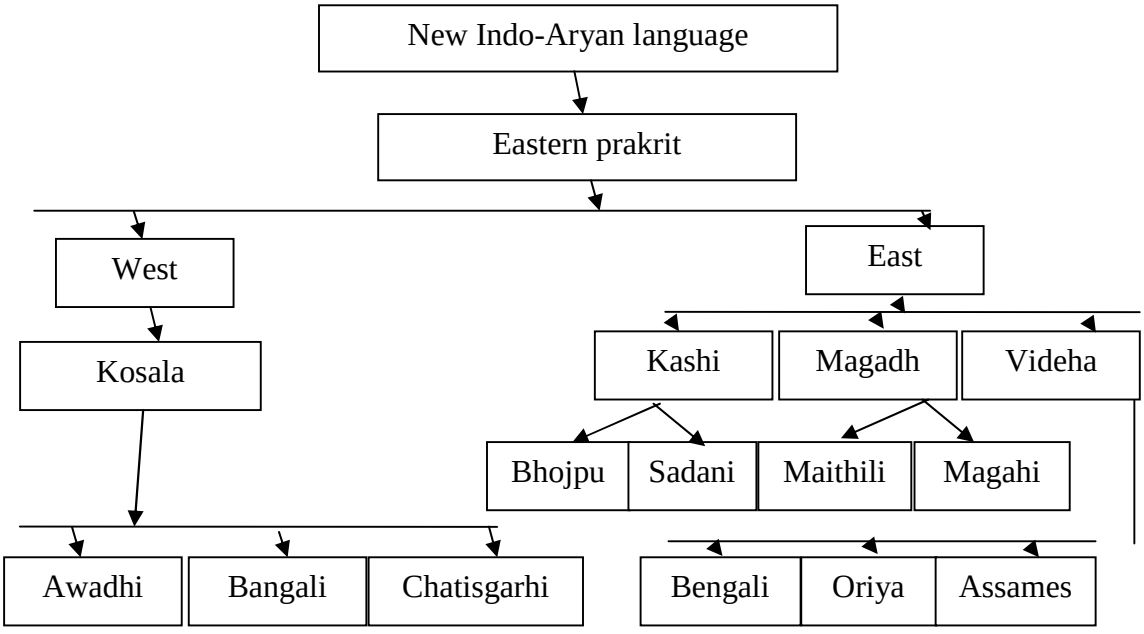
General Relation Language Originated from the Same Mother Language Sanskrit



[Source: Based on Roy's Grammar, 1995]

Figure 1.2

Genetic Relation of Maithili to Other NIA Languages of Eastern India,



[Source: Jha, 1958, p. 45].

2.1.3. Demographic Distributions of the Maithili Language and its Speakers

About 30 million, mainly in the northeastern part of India state of Bihar and the southeast part of Nepalese Terai region speak the Maithili language. It is also used marginally in adjoining Indian states like west Bengal, Maharashtra and Madhya Pradesh.

According to CBS 2001, the total population of Maithili speakers based on districts:

Table NO. 1

District-wise Population of Maithili Speakers

S.N.	District	Native Speakers Number
1	Morang	186557
2	Sunsari	200444
3	Saptari	428320
4	Siraha	484520
5	Dhanusha	602121
6	Mahottari	456656
7	Sarlahi	346015
8	Kathmandu	13304
9	Lalitpur	3610

[Source : CBS 2001]

In conclusion, Nepal is a multilingual country. More than ninety languages are spoken here in Nepal. Among them, Maithili is the second most widely used language. Mostly, it is spoken in south eastern plains known as Terai. Only a few people speak Maithili in Kathmandu and Lalitpur**.**

2.1.4 The English Language

English belongs to the Indo-European family of language and is therefore related to most other language spoken in Europe and Western Asia from Iceland to India. It is spoken more widely among different countries than any other language and this is why, it is recognized as an international language. It has become as a common tongue and universal passport to go and visit in each and every part of the world. Not only universal passport but it is the most prestigious and mobile vehicle in the field of language all over the world also. Lastly, it can be expressed that it can be identified as the global language of the world which is used as a lingua franca at the international level.

English, more than any other languages, has attracted the interest of professional linguists, intellectuals and scholars. Most of the books in science are written in English. It has been analyzed in dozens of different ways, as a part of the linguists' aim of devising a theory about the nature of language in general. The study of the English language in this way becomes a branch of linguistics.

English seems to have entered in Nepal during Bhimsen Thapa's Prime-minister-ship. However, it was formally included into educational field with the establishment of Durbar High School in 1854. Then, in 1919 it was included in the higher education with the establishment of Trichandra College. In course of time, School Leaving Certificate (SLC) Examination Board (1933) and Tribhuvan University (1959) were established. Since then, it has occupied a vital position in the educational field of Nepal. The English language rapidly flourishes especially

in the urban areas as the time passes in its course with new generation. All private and some of the public schools have accepted it as a medium of instruction.

2.1.5 The Tense System in the English Language

The 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, p, 459) says "Tense is a category used in the grammatical description of verbs referring primarily to the way the grammar marks the time at which the action denoted by the verb took place".

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.

2.1.5.1 The Past Tense in the English Language

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, p. 37).

In regular verbs the past tense is formed by adding the suffix –'ed' or -'d'. Arts and Arts (1986, p. 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' change into 'I'), e.g. study-studied, try- tried, 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

(c) In verbs ending in 'l' Preceded by a single vowel symbol, 'l' is doubled, e.g. quarrel – quarreled, travel-travelled

(d) Final 'e' changed into 'ck' e.g. picnic. Picnicked traffic- trafficked etc.

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

2.1.5.2 The Non-Past Tense in the English Language

The non-past tense in the English language consists two types of tense. They are present tense and future tense. They are explained respectively below:

i) The Present Tense

The present tense in the English language is formed by using base form of the verb. But third person singular subject takes the suffix –'s/es' in base forms of the verb. Arts and Arts (1986, p.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' 'x' and 'z' take the suffix –'es', e.g: catch- catches, buzzes, fish- fishes, tax- taxes etc.
b) Verbs ending in –'o' after a consonant symbol takes the suffix 'es', e.g.: go – goes, veto- vetoes 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 aregiven in the next page;

a) I shall meet them tomorrow.
b) They will pass the exam.
c) He will come here tomorrow

2.1.6. Formal and Functional Aspect of Tense

Tense is not time but it is a form of verb. For example, he leaves for home tomorrow. Formally, the above example is in present tense but functionally it refers future time. So, there is not one to one relationship between formal and functional aspect of tense.

According to Greenbaum and Quirk (2008,p.55), the formal and functional aspect of tenses are given below:

1. **Simple Present Tense for Past and Future**

a. The simple present is optionally used to refer to the past with verbs of communication or reception of communication to suggest that the information communicated is still valid, e.g. Jack tells me that the position is still vacant.
b. In main clauses, the simple present typically occurs with time position adverbials to suggest that a future event is certain to take place:
The plane leaves for Ankara at eight o'clock tonight.

2. **Simple Past Tense for Present and Future**

a. The attitudinal past is optionally used to refer more tentatively to a present state of mind. For example, Did you want to see me now?
b. The hypothetical past is used in certain subordinate clauses, especially if-clauses, to convey what is contrary to the belief of expectation of the speaker. E.g.
If you knew him, you wouldn't say that.

3. Simple Future for Present and Past

a. The construction 'shall +I+ infinitive' is in future in form but it expresses present time when it expresses advice/ suggestion/ request etc. for example, shall I open the door? Shall I make tea for you?
b. Sometimes, future simple expresses habit and truth from which all three times are expressed. For example,
    a. Boys will be boys.
    b. A patient will complain of headache.

In conclusion, Tense is the form of a verb. There are three types of tense. They are present, past and future. But, it is not time. Time is related to the meaning of a verb. The same form of the tense may show different times. For example,

i. Tomorrow is Sunday.
ii. Jack tells me that the position is still vacant.
iii. Today is Sunday.

The above three example are in the same form that is present simple, but they express future, past and present time respectively.

2.1.7. 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 the similarities and the 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 found 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 linguist 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 behaviourism, 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 differences.

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 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.

2.2. Review of Related Empirical Researches

Research is carried for different purposes. Sometimes, researchers carry out the research on the same topic to find out more about the issue or problem. According to Kumar (2009, p. 30), "The literature review is an integral part of the entire research process and makes a valuable contribution to almost every operational step". It enables us to contextualize our findings as well as to improve our methodology. It is beneficial to the researcher to get knowledge about the research area. Various research studies have been carried out in different literary genres in the context of Nepal. The available and studied literatures of the present studies are as follows:

Shah (2000) carried out a survey research on "S-V Agreement in the Maithili and English Languages". His main objective was to identify S-V agreement of Maithili language in relation to English. His primary source of data were fifty Maithili native speakers of five different villages of Siraha district. He used judgmental sampling procedure. A set of questionnaires was tool for data collection of his research. He found that second and third person pronoun don't change for honorific expression in English, whereas they do in the Maithili language spoken in Siraha district.

Karn (2004) carried out a research on "A Comparative Study of Cases in Maithili and English". His main objective was to list cases in the Maithili language. His primary sources of data were one hundred Maithili native speakers from Siraha school students. He used purposive non-random sampling procedure to sample the population. The interview questionnaire and the written questionnaire were the research tools for data collection. He found that case marker 'Ke' is used for genitive and accusative dative, 'Se' is used for instrumental and ablative 'Sange' and 'Jare' is used for communication in Siraha dialect of Maithili language.

Thakur (2008) conducted a research on "Verbal Affixation in Maithili and English". His objectives were to identify the verbal affixes and the rules in the Maithili language and also to identify the similarities and differences in verbal affixation in Maithili and English. His primary sources of data were 90 native speakers of Maithili including illiterate, literate and educated. He used stratified random sampling procedure to sample the population. The interview questionnaire and the written questionnaire were the research tools for data collection. He found that Maithili has more number of verbal affixes in comparison to English and they are more complex than those of English. Both the Maithili and English languages have more or less similar affixation systems.

Yadav (2011) carried out a research on "An Analysis of Sentence Types in Maithili and English languages". His objectives were to find out sentence types in the Maithili language and to compare and contrast them with those in English. The sample population of the study consisted of 80 native speakers of Maithili, including educated and uneducated. He used purposive non-random sampling procedure. The interview questions for uneducated and written questionnaire for educated population were the research tools for data collection. He found that Maithili has six types of sentences on the basis of functional properties and each type of sentence has distinct markers and identification as in English.

Khatiwada (2012) conducted a research on "Tense System in Tamang and English languages". His objectives were to indentify tenses in Tamang, and compare and contrast these with those of English. He collected data from 50 Tamang native speakers of Anaikot VDC of Kavrepalanchok district. He used non-random purposive sampling procedure to select the sample population. A set of questionnaires was tool for data collection. He found that both languages have bipartite tense system.

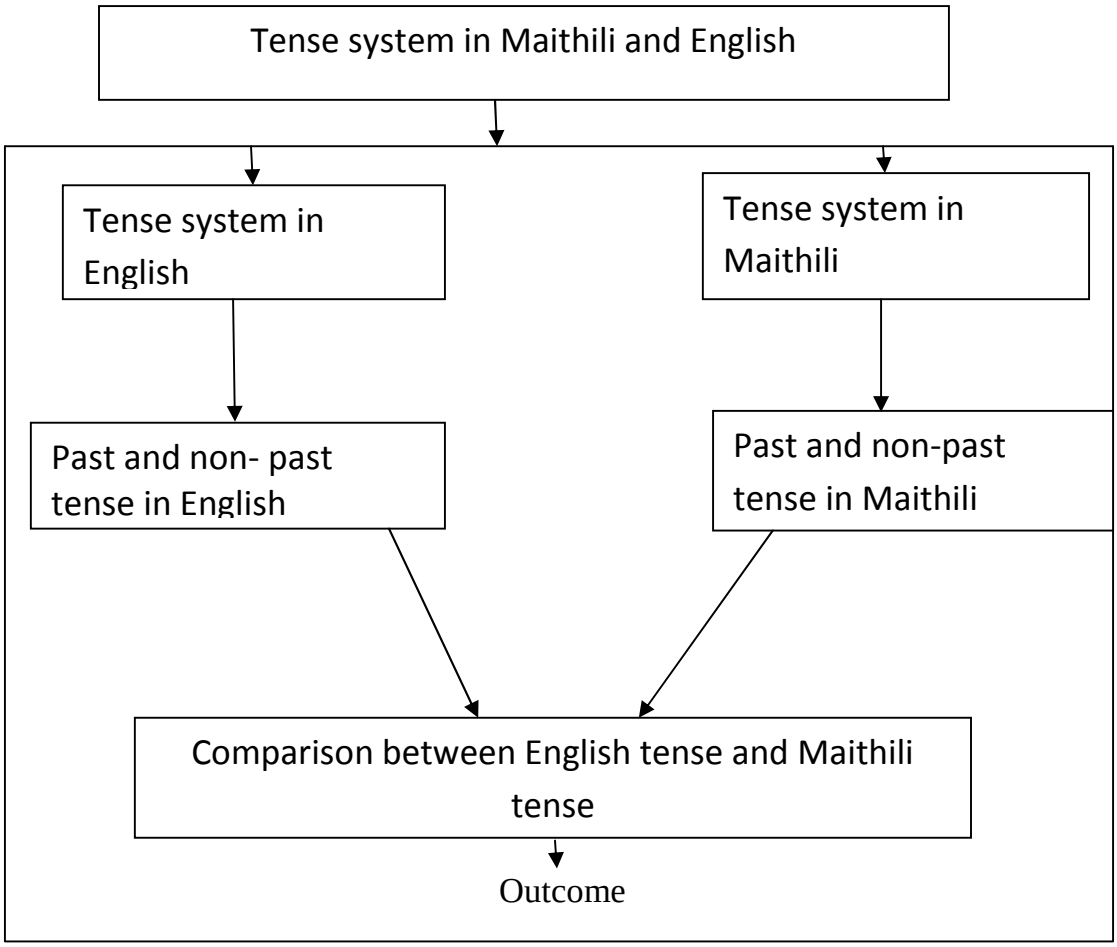
There are many comparative research works done on different language like Gurung, Rai, Newar, Tamang, Nepali, Tharu and other in the department of English Education, T.U. and in other departments as well. But no research work has yet been carried out on the tense system in Maithili language. So, this research is different from the research carried out by other researchers previously.

2.3 Implications of the Review for the Study

I have reviewed various research works, which have been carried out in the field of tense system in different languages. These studies are somehow similar to my study. After reviewing these works, I have got a lot of ideas regarding the tense system. In order to conduct those researches they have used survey research design and I also followed the same design. I also got information about tense marker from them. These researches work become very helpful for me to accomplish my task since it helps me to broaden my insight and knowledge about tense system. I found questionnaire and interview as a research tool to collect data in their research. Moreover, after reviewing those research works, I got ideas about the process of survey research design and research tools as well. Above all are the conclusive remarks derived from the review done so far, which helped me to bring the clarity and focus on research problems, improve methodology and contextualize findings.

2.4 Conceptual Framework

The study "Tense system in Maithili and English" was based on the following conceptual framework.



CHAPTER-THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter deals with the methodology that I adopted to fulfill the objectives ofthe study. This includes design and method of the study, population, sample and sampling strategy, study areas, data collection tools and techniques, data collection procedures and data analysis and interpretation procedure.

3.1. Design and Method of the Study

The research design of this study was survey research design. It is the most commonly used method of investigation in educational research. According to Nunan (1992, p.140) the main purpose of a survey research is to obtain a snapshot of conditions, attitudes and events at a single point of time. As survey usually address the large group of population and the population of my study was Maithili native speakers of Saptari district.

Nunan (1992, p.141) suggests the following eight step procedure of survey research in a more comprehensive way:

Step 1: Define objectives

It is the first step of survey research. In order to carry out any type of research work, the first task of any researcher is to define objectives of the study. So, is the case with survey research. If we conduct research without defining objectives, it will lead us nowhere. Therefore, defining objectives is the most important step of survey research.

Step 2 : Indentify the Target Population

It is another step of survey research. In this step of research, we should identify the target population that we want to know about.

Step 3 : Literature review

It is the central and most important unit of research works. It is a written summary and critique of research related to a particular issue or question. It provides the information about the methods and procedures. Other researchers have used in such similar studies. In this step we have to review the literature which is to the study.

Step 4: Determine sample

It is another step of survey research in which we have to determine the sample from the large number of population.

Step 5: Identify Survey Instrument

After determining the sample, we have to identify the survey instrument. The instrument may be questionnaire, interview, observation etc.

Step 6: Design survey Procedure

In this step we have to design the survey procedure where we have to do, how the data coactions actually be carried out.

Step 7: Indentify analytical Procedure

After designing survey procedure we have to identify the analytical procedure for the analysis of data.

Step 8: Determine reporting procedure

It is the last step of survey research. In this step, We have to determine reporting procedure for presenting result and discussions.

To meet the objectives of my research, I used survey research design because it is helpful to carry out my research in the natural environment. And it also covered the large study population through the sampling procedure. The questionnaire and

interview were the important tools to use in the survey research. I also used the same tool to elicit the required information from the informants.

3.2. Population, Sample and Sampling Strategy

Survey research demands a large number of populations. So, the population for this study consisted of all the native speakers of Maithili language in Saptari district. Since it is a small-scale study, it is difficult to collect data from each and every member of the population. So, the required sample consisted of 50 native Maithili speakers from Aurhi VDC of Saptari district. I selected 50 Maithili native speakers of Aurhi VDC using purposive non-random sampling procedure.

3.3 Study Areas/Field

The study field could be divided into two types i.e. academic field and physical field. The academic field of my study was Tense System in Maithili language and compared it with English tense. The physical field of my study was Maithili native speakers of Aurhi VDC in Saptari district. For the feasibility of this study, I selected 50 Maithili native speakers of Aurhi VDC by using purposive non-random sampling procedure.

3.4. Data Collection Tools and Techniques

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

3.5. Data Collection Procedures

To collect the primary data, I visited Aurhi VDC of Saptari district to meet the Maithili native speakers. I established rapport with them for interview. I interviewed the Maithili native speakers according to the prepared interview schedule. I helped the respondents to understand the interview questions by

translating in Nepali or Maithili. I met the respondents time and again till the objectives were fulfilled. The answers given by the Maithili native speakers were recorded using the Roman Translation of Devanagri Script for analysis and verification of the collected data.

3.6. Data Analysis and Interpretation Procedure

The process of data analysis started with the coding and minute analysis of the collected data. Data analysis can be seen as the process of bringing order, structure and meaning of the mass of collected data. In this research study, data analysis involved breaking the data into manageable themes, patterns and relationship to understand the various elements of raw data collected in course of the research study. The focus of the analysis of the raw data is to find out the tense system in Maithili languages, to compare an contrast the tense system of Maithili and English language. In this study, the structured interview schedule was used as research tools. Thus, the collected data were transcribed, coded, analyzed, interpreted descriptively using tables and illustrations.

I collected data from 50 Maithili native speakers of Maithili language. The data were recorded using the Roman Translation of Davanagri Script from analysis and verification of the collected data. Then, I presented the data in the table. After that I compared the Maithili data with the English and listed the similarities and differences in tense system between the Maithili and the English language.

CHAPTER- FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

This chapter consists of analysis and interpretation of the results and summary of findings. The data have been analyzed descriptively with help of tables and illustrations. Then, findings are drawn.

4.1. Analysis of Data and Interpretation of the Results.

This topic deals with the analysis and interpretation of the data. The data have been analyzed descriptively with the help of tables and illustrations. It consists of two parts: formal identification of two languages, analysis of tenses in the Maithili Language and functional aspect of Maithili Tense and their comparisons.

4.1.1 Formal Identification and Analysis of Tenses in the Maithili Language

This section is concerned with the formal identification and analysis of tenses in the Maithili language. The result regarding Maithili tense has been presented in the table below:

Table No. 2

Tense Markers in Maithili

Tense	Tense marker
Present	Chi/ 'Chĕ'/ 'Chəik'
Past	Iəhũ/ lĕ / lək
Future	bəik / be/ tah

The above table shows that the present tense is marked by the suffixes 'chi' 'chĕ' or 'chəik'. The past tense is marked by the suffixes 'ləhũ', 'lĕ' or 'lək'. And the future tense is marked by the suffixes 'bəik', 'be' or tàh. Thus, we can say that there

arethree tenses viz. present, past and future tenses in Maithili Language. The detail of tense in Maithili language is discussed in the following section.

A. The Present Tense in the Maithili Language

The present tense in the Maithili language is formed by using suffixes 'əitchi', 'əitchĕ' and 'əitchəik' to the base verbs. The following table shows the present tense markers in the Maithili language:

Table No. 3

The present tense markers

Personal pronouns	Suffixes
1st (Singular and Plural)	/ -əitchi /
2nd (Sing. and Pl.)	/ - əitchĕ/
3rd (Sing. and Pl.)	/ - əitchəik /

The above table shows that the suffix '- əitchi' is attached to the root verbs with 1st person singular and plural number of the Maithili language to show present tense. Similarly / - əitchĕ/ and / -əitchəik/ are attached to the root verbs with 2nd person and 3rd person singular and plural number of the Maithili language to show present tense respectively. Some examples are presented below:

(a) / həmsəb din 5 bʌjeuth-əitchi/
(1- s every day at 5 o'clock get up- pres)
I get up everyday at five o'clock.

(b) /həm – səbsəndesəbhibyəktkər – əitchi/
(I-P message encode- pres)
we encode the message.

(c) / Tūbhatkha- əitchĕ/
(2-s rice eat- pres)

you eat rice.

(d) /Tŏbhatkha- əitchĕ/

(2-p rice eat- pres)

you eat rice.

(e) /Sitakhelsəbkhel- əitchəik/

(3-s games plays-pres)

Sita plays games.

(f) /O səbphattepurmebəs-əitchəik/

(3-p phattepur in live)

they live in Phattepur.

The above examples show that /- əitchi/, /- əitchĕ and / əitchəik/ are present tense markers. They are added to the verb to mark the first, second and third person singular and plural number, respectively.

B. **The Past Tense in the Maithili Language**

The past tense in the Maithili language is formed by using suffixes 'ləhũ', 'lĕ' and 'lək' to the base verbs.The following table shows the past tense markers in the Maithili language:

Table No. 4

The Past Tense Markers.

Personal Pronouns	Suffixes
1st(Sing. and Pl.)	/ ləhũ/
2nd(Sing. and Pl.)	/ lĕ/
3rd (Sing. and Pl.)	/lək/

The above table shows that /-ləhũ/, /lĕ/ and /lək/ are the past tense markers. They are attached to the root verbs with 1st, 2nd and 3rd person singular and plural number respectively to show past tense. Some examples are presented below:

a) /həmkʌlgharge-ləhũ/
   (1-s yesterday home go-PT)
   I went home yesterday.
b) / həm- səbəpnghərkekamsmaimeke-ləhũ/
   (1-pl our home-work on time finish-PT)
   We finished our homework on time.
c) / Tũpathsalakepadaipurakəi-lĕ/
   (2-S SLC pass-PT)
   You passed SLC
d) /Tŏgendkhel-lĕ/
   (2-pl. football play-PT)
   You played football
e) /Mai khanahəmrakhatirpəkəi-lək/
   (Mother (3-S) meal us for cook-PT)
   Mother cooked meal for us.
f) /O-səbbhatkhe-lək/
   (3-pl. rice eat-PT)
   They eat rice

The above examples show that /ləhũ/, /lĕ/ and / lək/ are the past tense markers. /ləhũ/ is added to the verb of Maithili language to mark the first person singular and plural. /lĕ/ is added to the verb of Maithili language to mark the second person singular and plural. Similarly, /lək/ is added to the verb of Maithili language to mark the third person singular and plural number.

C. The Future Tense in the Maithili Language

The future tense in the Maithili language is formed by using suffixes 'bəik', 'be' and 'tah'.The following table shows the future tense markers in the Maithili language:

Table No. 5

The Future Tense Markers

Personal Pronouns	Suffixes
1st (Sing. and Pl.)	/-bəik/
2nd(Sing and Pl.)	/-be/
3rd(Sing. and Pl.)	/-tah/

The above table shows that /-bəik/, /-be/ and /-tah/ are the future tense markers. They are attached to the root verbs of Maithili language with 1st, 2nd and 3rd person singular and plural number respectively to show future tense. Some examples are presented below.

a) /həmkʌləbəik/
   (I-S tomorrow come – FT)
   I will come tomorrow.
b) /həm-sab kʌlgendkhel-bəik/
   /I-pl. tomorrow volleyball play-FT/
   We will play volleyball tomorrow.
c) /Tūbhatkhe-be/
   (2-S rice eat- FT)
   You will eat rice
d) /Tŏsəndesəbhibyəktkər-be/
   (2-pl message encode- FT)

You will encode the message

e) /O bhatpəkəi-tah/
   (3-S rice cook-FT)
   She will cook rice.
f) / O-səbbaharnai jai-tah/
   (3-pl outside not go-FT)
   They won't go outside

The above examples show that /- bəik/, /-be/ and /- tah/ are the future tense markers. /- bəik/ is added to the verb of Maithili language to mark the first person singular and plural. /-be/ is added to the verb of Maithili language to mark the second person singular and plural number and /-tah/ is added to the verb of Maithili language to mark the third person singular and plural number.

4.1.2 Functional Aspect of Maithili Tense

This section is concerned with the functional aspect of Maithili tense. The data regarding Maithili tenses have been presented below:

I) Simple Present Tense for Past and Future

a) /jack həmrakəhəit-chəikkiəkhunothaʊkhali-əitchəik/
   (Jack me tells that still position vacant)
   Jack tells me that the position is still vacant.
b) /hwaijahajajrait 8 bʌje Ankara Jaitchəik/
   (The plane tonight 8 o'clock Ankara leaves)
   The plane leaves for Ankara at 8 o'clock toning.

The above two examples are in present tense formally due to /-əitchəik/ but functionally, they refer past and future time, respectively.

II) Simple Past Tense for Present and Future.

a) /kitūəkhunhəməraðekhelchahlĕ?/

(Did you now me see want-PT)

Did you want to see me now?

b) /Ydihəmpanchhirəhtŏtə, həməkasmeudtŏ/

(If I a bird were, I sky would fly)

If I were a bird, I would fly in the sky.

The above two examples are in past tense structurally but they refer to present and future time respectively in Maithili language.

III) Simple Future for Present and Past

a) Shall I open the door?

/Ki həmkebarkhɔl- bəik?/

b) Boys will be boys.

/ Chhəʊra-səbchhəʊrahəi-bəik/

The above two examples show that future tense may refer to present time for expressing advice/suggestion/request etc. Sometimes, it expresses truth from which all three time are expressed.

4.1.3. Formal and Functional Comparison between Maithili and English Tense

This section is concerned with the formal and functional comparison between Maithili and English tenses.

4.1.3.1. Formal comparison between Maithili and English Tense

Formally Maithili tenses and English tenses are completely different. The marks used in Maithili and English tenses are presented in the next page.

Table No. 6

Tense Markers in Maithili and English

	Maithili Markers	English
Present Tense	Chi/ Chĕ/ Chəik/	- 's' / 'es'
Past Tense	Ləhũ/ lĕ/ lək	- 'ed'
Future Tense	Bəik/ be / tah	- Shall/ will

The above table shows that the present tense is marked by the suffixes 'chi', 'chĕ' or 'chəik' in Maithili language whereas it is marked by the suffixes 's' or 'es' in English language. Similarly, the past tense is marked by the suffixes 'ləhũ', 'lĕ' or 'lək' in Maithili but it is marked by the suffixes 'ed' or irregular verb form such as write- wrote etc. Likewise, future tense of Maithili is marked by 'bəik', 'be' or 'tah' but there is not separate morphological form to represent future tense in English. It expresses future tense lexically by using 'shall', 'will' or future time adverbials.

4.1.3.2. Functional Comparison between Maithili and English Tense

There is no one to one correlation between form and function. The same form may represent several functions. For example, he leaves home for tomorrow.It is in the present form but functionally it refers to future time. So, the functional comparison between Maithili and English tenses are given below:

1. **Simple Present Tense for Past and Future**

Simple present tense is optionally used to refer to the past with verbs of communication to suggest that the information is still valid. It also occurs with time position adverbials to suggest that a future event is certain to take place. Examples are given in the next page:

Maithili Examples	English Examples
a. / Jack həmrakhəhəitchəikkiəkhunothaukhaliəitchəik/	a. / Jack tells me that the position is still vacant
b. /hwaijahajairait 8 baje Ankara jaitchəik/	6) The plane leaves for Ankara at. 8 o'clock .

[Source: Greenbaum, 2008, p.56]

The above two examples of Maithili is in present tense formally due to /əitchəik/ but the first refers to the information communicated is still valid and the second refers to the future with time position adverbials to suggest that a future event is certain to take place.

2. Simple Past Tense for Present and Future

The attitudinal past is optionally used to refer more tentatively to present state of mind. The hypothetical past is used in certain subordinate clauses, especially if – clauses, convey what is contrary to the belief or expectation of the speaker. Examples are given below :

Maithili Examples	English Examples
a) / kitūəkhunhəmərəðekhelchahle?/	b) / Did you want to see me now?
c) / ydihðəmpanchhirəhtõtə, həməkasmeudtõ/	d) If I were a bird, I would fly in the sky.

[Source: Greenbaum, 2008, p.56]

The above two examples of Maithili is in past tense formally due to /le/ and /tõ/ but the first refers more tentatively to present state of mind and the second refers to the belief or expectation of the speaker.

3. Simple Future for Present and Past

Simple future tense expresses present time when it expresses advice/ suggestion / request etc. Sometimes, it expresses habit and truth from which all three time are expressed. For example,

Maithili Examples	English Examples
a) / ki ham kebarkhol-bəik?/	a) Shall I open the door ?
b) /chhəura-səbchhəura hoi-bəik/	b) Boys will be boys.

[Source: Greenbaum, 2008, p.57]

The above two example of Maithili is in future tense formally due to /bəik/ but the first refers to present time for expressing request and the second expresses truth from which all three time are expressed.

4.2 Summary of Findings

On the basis of the analysis and interpretation of the data, the major findings of the study have been drawn. The findings are given below:

4.2.1. Tense System in the Maithili Language

a) It was found that Maithili language was found to have three tenses viz. present, past and future.

b) It was found that Maithili language was found to have three present tense markers. They were 'əitchi', 'əitchĕ', and 'əitchəik'. They were used with first person, second person and third person respectively.

c) It was found that Maithili language was found to have three past tense markers. They were /ləhũ/, /lĕ/ and /lək/. They were used with first person, second person and third person respectively.

d) It was found that Maithili language was found to have three future tense markers. They were /bəik/, /be/ and /tah/. They were used with first person, second person and third person respectively.

e) It was found that Maithili language was not found to have inflectional forms of Maithili verbs to agree with the number and gender of the subject of a sentence.

f) It was found that there was not one relationship between formal and functional aspect of tense in Maithili language.

4.2.2. Similarities and Differences in Tense System between the Maithili and the English Language

a) It was found that Maithili language was found to have three tenses morphologically but English language was found to have two tenses i.e. past and non past.

b) It was found that English language was found to express future tense lexically but Maithili language was found to express future tense morphologically.

c) It was found that English language was found to have future time adverbials as modal auxiliaries to show future tense but Maithili language was found to have /bəik/, /be/ and /tah/ as well as future time adverbials to indicate future time.

d) It was found that English language was found to have 'ed' suffix as past tense marker for regular verbs and different forms for irregular verbs but Maithili language was found to have /ləhũ/, /lĕ/ or /lək/ suffixes as past tense markers.

e) It was found that English language was found to have 's' suffix as present tense marker with third person singular subject but Maithili language was found to have

/əitchi/ with first person singular and plural number, /əitchĕ/ with second person both number and /əitchəik/ with third person both number.

f) It was found that Maithili language was not found to have inflectional forms of Maithili verbs to agree with the number and gender of the subject of a sentence but English language was found to have inflectional forms of English verbs to agree with the number of the subject of a sentence.

g) It was found that there was not one to one relationship between formal and functional aspect of tense in both language.

CHAPTER-FIVE

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusion and findings of the study drawn from close analysis of the collected data and its recommendation of the different levels.

5.1 Conclusion

This study was carried out to find tense system in Maithili language. This study was divided into five units viz. (i) Introduction (ii) review of the related literature and conceptual framework (iii) methods and procedures of the study (iv) analysis and interpretation of results and (v) conclusions and recommendations. The first chapter deals with the background of the topic. I made the topic specific from the vast areas of language. Then, problem was found out and put the objectives of the study. To get the objectives, I constructed research questions and delimitations of the study. I also coined the key terms of my research. The second chapter deals with the review of related theoretical literature and conceptual framework. I contextualized my findings towards the topic. Then I reviewed the related empirical literature and implication of the review for the study. In the same way, conceptual framework was also presented, based upon the theoretical basis of the study.

Similarly, the third chapter deals with the methods and procedures of the study. I used survey research design for this study. I sampled the population by using non-random sampling procedure and a set of interview question was prepared to draw the information on the tense system of the Maithili language as a research tools. Then I collected the primary data from Aurhi VDC of Saptari district. Likewise, the fourth chapter deals with the analysis and interpretation of results. I analyzed, interpreted and discussed the systematically collected data descriptively using appropriate diagrams and tables. Finally, the fifth chapter presents the conclusions

and recommendations. I concluded the whole research and recommended on three levels i.e. policy related, practice related and further related.

5.2 Recommendations

Every research study should have its recommendation in one or another ways. So, this research work has also some recommendation. The recommendation of this research study has been presented separately as below:

5.2.1. Policy Related

This research will be useful in policy level. The curriculum designers, syllabus designers, course book writers and policy makers can use its theory and findings for language development. Some of the policy related recommendations are presented in the following ways:

1. Nepal is a multilingual country. More than ninety languages are spoken here. Among them, Maithili is the second most widely used language. So, the curriculum designers, syllabus designers, course book writers and policy makers should design the curriculum of Maithili language for the sake of language development.

2. Policy makers should also address Maithili tense system while making plan and policy for the sake of language development of the Maithili native speakers for English learning.

3. Without the knowledge of tense system in Maithili language, the Maithili native speakers cannot learn English language correctly in initial stage. For example, I get up everyday at five o'clock. (hʌmsəb din 5 bʌjeuth-əitchi). Here, the Maithili native speakers compare /əitchi/with 'get up' and they knew that the present tense in the English language is formed by using base form of the verb. So, the curriculum designers, syllabus designers and course book writers should prepare the necessary materials for developing the knowledge of tense system of Maithili language.

5.2.2. Practice Related

This research will be useful in practice level. The findings of the research will be useful for teachers while they are teaching English language to the Maithili native speakers. Some of the practice related recommendations are given below:

1. Teacher should utilize a list of different markers of Maithili language and English language such as /-əitchi/, /-əitchẽ/, /lahû/ etc. and aware the students on them.

2. Teacher should provide clear picture about time and tense by giving examples of both languages. For example; the plane leaves for Ankara at 8 o'clock (hwaijahajairait 8 bʌje Ankara jaitchəik). It is in present tense formally due to /əitchəik) but it refers to the future with time position adverbials to suggest that a future event is certain to take place.

3. The present study identifies the various markers of tense in both languages which help the language teachers to teach the tense systematically and appropriately in both languages.

5.2.3. Further Researcher Related

This research will be useful for various purposes. It can be used for secondary source, to carry out action research and similar research work. Some of the further related recommendations are given below:

1. This research will provide a valuable secondary source for the researchers as it includes different markers of tense of Maithili language.
2. The researcher will carry out action research for better learning and teaching of tense on the basis of tense markers of Maithili.
3. The researcher can compare the other languages by carrying similar research work.

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APPENDIX- I

This questionnaires has been prepared to draw the primary data for the researcher work on "Tense System in English and Maithili Languages" under the Supervision of **Mr. Resham Acharya,** Teaching Assistant, Department of English Education, T.U. Kirtipur Kathmandu. I am very hopeful that all the informants will help me to accomplish this research work.

Researcher

Ratan Kumar Yadav

T.U. Kirtipur, Kathmandu

Name …….. **Age …….**

Sex …… **Qualification …….**

Address …….

How do you say the following sentences in Maithili language ?

1. I get up every day at five o'clock?

……

2. He arrives here on Thursday.

…….

3. You^{s} eat rice.

……..

4. You^{p}eat rice.

……

5. Sita plays games.

…….

6. Jack tells me that the position is still vacant.

……..

7. We encode the message.

……

8. The cow eats grass.

…….

9. They live in Phattepur.

……..

10. I went home yesterday .

……

11. Did you want to see me now?

……..

12. We finished our home work on time.

…….....

13. You^{s} passed S.L.C.

……..

14. You^{p} played football.

……..

15. You did the great work for me.

……..

16. He went to graze the cattle.

……..

17. Mother cooked meal for us.

……..

18. If I were a bird, I would fly in the sky.

……..

19. I will come tomorrow.

……

20. We will play volleyball tomorrow.

……

21. Shall I open the door?

……..

22. You will eat rice.

……..

23. Boys will be boys.

……..

24. She will cook rice.

……

25. You will encode the message.

……..

26. They won't go outside.

…….

27. You don't wash cloths.

…….

28. The plane leaves for Ankara at 8 o'clock.

…….

29. There is not a big garden.

……..

Thank you for co-operation.