

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is a means of communication. Language is a voluntary vocal system of human communication. Language is the most developed and most used means of communication that human beings possess. Sapir (1921:8) states “Language is a purely human and non instinctive method of communicating ideas, emotion and desires by means of voluntarily produced symbols”. Likewise Encyclopaedia Britannica, Vol. 13, defined language as “a system of conventional, spoken or written symbols by means of which human beings as members of a social group and participants in its”. Chomsky (1957:13) defines language as a “Finite or infinite set of sentences each finite in length and constructed out of a finite set of elements”. Hence, language is the vehicle of communication for human beings.

English is the common tongue and universal passport to go and visit every parts of the world. It is the most prestigious and most mobile vehicle in the field of language all over the world. Moreover it has been going to be identified as the common global language in the world, technically known as lingua franca at the international level. It is regarded as the language of educated, civilized and elite people at the national and international level. Therefore, it is going to be of global interest for intellectuals and scholars as well as general people.

1.2 Statement of the Problem

Comparative study has been an interesting field to conduct a research in the present day world. The reason behind this is, it helps to find the similarities and differences between mother tongue and English. In the context of Nepal, English Language is taught as compulsory subject from school level to university level. In order to get progress in Nepali EFL learners, English tense aspect system should be studied comparing with other language.

Regarding my present study, the main problem which is going to be explored is how Danuwar language causes difficulty while learning target language. There are few numbers of Danuwar in our country. They may have faced many problems while using target language. Tense and aspects are very useful aspect of grammar. To overcome these problems, findings of this present study will be helpful.

1.3 Rationale of the Study

This research study is an academic study to be undertaken as a requirement to explore the tense and aspect system in Danuwar language. The reason for choosing this topic is to find out the similarities and differences in tense aspect system in English and Danuwar language. Communication is the main goal of English language and learning, but learners are unable to achieve this because of their different cultural constraint. If these difficulties areas and cultural constraint are explored and addressed to some extent they feel easy to communicate in the English.

Native speakers of Danuwar language sometime overgeneralize their L1 rules while learning English. So they produce errors while speaking, writing. So that the native

speakers who are learning English, will be directly benefitted from the findings of the study.

1.4 Objectives of the Study

The study had the following objectives:

- a) To trace the tense and aspect systems in Danuwar language.
- b) To find out the similarities and differences in tense and aspect systems in English and Danuwar.
- c) To suggest some pedagogical implications.

1.5 Research Questions

Research questions related to my study were as follows.

1. What are tense and aspect systems in Danuwar language?
2. How are English and Danuwar languages similar and different in case of tense and aspect systems?

1.6 Significance of the Study

The study will be fruitful to all those students, teacher, text book writer, syllabus designer and other researcher who are interested in this field. This will also be significant for those who are interested in knowing tense and aspects system in Danuwar and English. Finally this work will help the Danuwar learners of English and English learners of the Danuwar language of Sunsari while learning tense and aspect system.

1.7 Delimitations of the Study

1. The present study was confined to compare and contrast the tenses and aspects of Danuwar and English languages.
2. The study included only forty native speakers of Danuwar.
3. The study was limited only to the simple sentences.

1.8 Definitions of the Specific Terms

Tense: - Any of the forms of verbs that may be used to show the time of the action or state expressed by the verbs.

Comparative Study: - Connected with studying things to find out how similar or different they are.

Interview schedule:- A list of topics to be asked during an interview without containing actual questions which will be asked.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAME WORK

Literature review and conceptual framework are two essential aspects of a research study. This chapter consists of review of the related literature, implications of the review for the study and conceptual framework.

2.1 Review of the Related Theoretical Literature

Research is controlled, rigorous, systematic, empirical, valid and critical study of certain situation or phenomena. To carry out an investigation the researcher locates an issue or some unanswered questions in the existing body for which a thorough study of existing literature is required. It provides a theoretical background to the study.

2.1.1 Linguistic Scenario of Nepal

Nepal is the common playground of multi-racial, multi-religious, multi-lingual human beings with their own prototypical identities. It is a small but very beautiful country where variety of fertile linguistic gardens has been existed and therefore, a number of colourful languages are flowering beautifully. That is why Nepal is rich in terms of linguistic diversity population census 2001 shows that there are more than 92 languages in this small country. Unfortunately most of these languages do not have their own writing systems. They exist only in the mouth of their native speakers.

Linguists claim that the language of Nepal can be grouped into four language families as mentioned below:

i. Indo-Aryan Languages Family

The 2001 census report provides a clear data that language spoken in this family are: Angika, Awadhi, Bhojpuri, Bote, Churati, Darai, **Danuwar**, Magahi, Maithili, Kumal, Nepali, Rajbansi, Hindi, Urdu, Bangala, Bajjika and Tharu. The census shows this the largest family in terms of language speaker (Yadava, 2003, p.145).

ii. Tibeto-Burman Language Family

The majority of languages spoken in this family consists of Baram, Bhujel, Byansi, Chhantyal, Chepang, Dhimal, Dura, Ghale, Gurung, Hayu, Jirel, Kaike, Kham, Koche, Lepche , Lhomi, Limbu, Mangar, Marpha , Manang, Meche, Nar, Newar , Pahari, Raute, Sherpa, Syang, Sunuwar, Tamang, Thami, Thakali, Tibetan, Toto, Yholmo and Rai languages. Majority of these languages are endangered (Yadava, 2003, p.146).

iii. Astro-Asiatic Language Family

The census 2001 shows that only one language, Satar is spoken under Astro-Asiatic language family. The Satar language is spoken in the eastern part of Nepal i.e. Jhapa district (Yadava, 2003, p.147).

iv. Dravidian Language Family

The 2001 census shows that there is only one language, Jhagad, in the Dravidian language family. The Jhagad language is spoken in the province of the koshi river in the eastern part of Nepal (Yadava, 2003, p.147).

2.1.2 English Language Teaching in Nepal

Though English is an international language its history in the context of Nepal, doesn't date back more than 1989AD .Teaching learning of English was started in our country with the foundation of Durbar High school. It is at the moment, taught as a compulsory subject right from grade four to bachelor degree in government school and colleges. In the context of private school, it is taught right from L.K.G to higher level as the compulsory subject as well as it is the medium of instruction. In addition, it is used as an access language or a library, language and means of instructional evaluation at the higher level of evaluation.

2.1.3 An Introduction to the Danuwar Language

There are different ethnic groups having their own way of socio-economic and culture lives. Danuwars are one of them. Danuwars are listed as indigenous people (Yadava, et al. 2003,P.54).They inhabit in Terai region and small valleys and stream banks in the hilly region. They are called Danuwar because they live in the dune or lower valleys. The term 'Danuwar' refers to both ethnonym (people-name) and glossonym (language- name). Danuwars call themselves 'Done'and their language 'Done Bhasa'. This language is known as the Danawar language among other language groups.

Danuwar is one linguistic group of Nepal. Danuwars have their own mother tongue that is why they are known as separate linguistic community even though they are small in number. Danuwar is one of the languages which belong to Indo-Aryan group of Indo-European family. Because of geographical distances and influences of other surrounding languages, it has different dialects. We can find variation in different

areas but they are mutually intelligible to each other. The Danuwar language spoken in the central region, it is influenced by Maithili and Tharu.

2.1.4 Distribution of Danuwar Population in Nepal

According to the National Census Report 2011, the Danuwar constitutes 0.32% (84,115) of the country's population. It is found that there is 0.03% Danuwar people live in urban area and 0.23% in rural area. If we observe the Danuwar population geographically, we can find that 0.01% in mountain, 0.15% in hill and 0.16% in Terai (CBS 2012).

The report shows that Danuwar are scattered in 59 districts. The largest population of Danuwar inhabits in the central development region which is 56,957 in number (CBS 2012). Mainly it is concentrated in Shinduli, Kavrepalanchowk, Udayapur, Siraha, Jhapa, Morang, Sarlahi and Lalitpur.

2.1.4.1 Distribution of Danuwar population in Sunsari district and Hansposa VDC

Though it is far away from Danuwar heartland, sunsari has average number of Danuwar Population. According to the District Development Committee Profile (2011) out of the total 7, 63,487 population of the district 0.11% is Danuwar. Though there language is affected by Maithili and Tharu language, Danuwar people have made their own identification in this district. In the case of Hansposa, it is multi-racial VDC. Different ethnic people inhabit here. There are total 27,655 Population in this VDC. Among them 1.82 % of total population are Danuwar people.

2.1.5 Grammar: An Overview

The word grammar is derived from the Greek word 'Grammatika' which means 'to write'. According to Chomsky (1957, p. 24), "A grammar can be regarded as a theory of language, it is descriptively adequate to the extent that it correctly describes the intrinsic competence of the idealized native speakers." Within linguistics, 'grammar' is taken in a technical sense to distinguish it chiefly from phonology, the study of meaning.

Thus, grammar is the description of actuality of the language- description of structure of the language and the way in which linguistic units such as morpheme, word, phrase, etc. combine together to produce sentences. Furthermore, grammar is native speakers' competence and performance; it is correct utterances produced by native speakers.

One hypothesis about grammar is that world view is modeled by language i.e. a man's language moulds his perception of reality. We dissect nature along lines laid down by our native language, although, the surface linguistic diversity conceals the underlying uniformity of linguistic structures and principles, Sapir (1921). This view is known as 'Sapir-Whorf Hypothesis'.

2.1.6 Tense and Aspect: An Overview

Tense is derived from the Latin word 'tempus' which means 'time'. The traditional grammarians, thus, equated tense with time. There are three types of time now (=present), before now (past) and after now (future). This is the semantic classification of time which is universal. So that every language has three types of time: present, past and future. Hence traditional grammarians categorized the tense

system in Greek and Latin into three 'past', 'present' and 'future' and it has often been supposed that the same three way opposition of tense is a universal feature of the language.

Modern grammarians accept tense from grammatical point of view not from semantic point of view, tense is a linguistic concept which denotes a verb form used to express a time relation. Tense relates the time of the situation referred to some other time, usually to the moment of speaking. So a tense of a verb indicates whether an action activities or state is past, present or future. This doesn't however, mean that a present action or state is expressed only by the present tense, a past tense and a future action or state only by the future tense.

The categorization of tense varies from language not only because they differ in their various forms but also because there are various possible ways of categorization (as mentioned in Lyons, 1968, pp-305-306).

-) Past and non past.
-) Future and non future.
-) Present and non present.
-) Proximate and non proximate.
-) Now, proximate and non proximate.

All these categorization may not be realized in a single language but these categorizations might be combined in various ways whatever the ways of categorizing tense we can put Comrie's view as concluding idea "Commonest tense found is languages through not all languages distinguish these three tenses or indeed distinguish tense at all are present, past and future" (1976 p.2).

Aspect refers to the perceived temporal structure of the event itself rather than to the temporal relationship between one events and another. The terms aspects is a translation of the Russian word vid. It was first used to refer to the opposition of perfective and imperfective in Russian and other Slavonic language. Huddleston (1996, p.73) says "...the terminological distinction between tense and time has no well established analogue in the domain of aspects. The term 'aspect' is widely used both for the types of meaning, characteristically expressed by the category. He further claims that time and tense have separate meaning and the term 'aspect' is used to mean both grammatical and semantic function.

Regarding aspects, the encyclopaedia of language and linguistics (1994, p.240) defines:

The term 'aspects' is used in both a narrow sense in which it refers to grammatical categories which have to do with the structure of a situation or the speaker's perspective on it and a wider sense in which it also covers lexical and notional (semantic) categories relating to the classification of situation(states of affairs).

A verb might bear two aspects at the same time. They are lexical aspects and grammatical aspects. Lexical aspect is a classification of verbs. Grammatical aspect is a classification of different forms of a single verb. Givon (2001, pp.287-288) divides the verbs in the lexicon of all the languages in to four major groups in terms of their inherent aspectuality which are given below:

a. Compact (short duration) verbs: At one extreme of perfectively scale one finds verbs that depict temporally compact events of extremely short duration.

b. Accomplishment (completion) verbs: Verbs in this groups code the accomplishment or completion of an event. The event itself may be of longer duration than in the case of compact verb.

c. Activity (process) verb: The bulk of the verbs in the lexicon of most language seem to depict actively or process events. The event coded by such verbs may be of considerable duration to, but its duration is not the focus of the communicative prospective-unless the verb is marked by specific grammatical aspects (durative).

d. Stative verbs: Finally at the other extreme of the perfectly scale, one finds stative verbs or adjective, depicting states of relatively long duration whose initial and terminal boundaries are not focused on unless the verb is marked by specific grammatical aspect (perfective or perfect).

Thus lexical aspect of a verb denotes the kind or types of the particular verbs, i.e. it shows whether the verbs are stative, activity or others.

Grammatical aspect is a classification of different forms of a single verb. It is a grammatical category of a verb that indicates the degree of completeness of an action. According to Comrie (1976), “Aspects are different ways of viewing the internal temporal constituency of a situation” (p.3). Here, aspect means grammatical aspect. And our concern is also grammatical aspects. So the aspect onward this section will be to mean grammatical aspects.

Comrie’s (1976) division of aspect is rather beneficial. He has divided aspect system into two broad categories: perfect and imperfective.

If the verbal forms that indicate the situation as a single unanalyzable whole, with beginning, middle, and end rolled into one, verbal forms with this meaning will be said to have perfective aspect and it has perfective meaning on the other hand. If the verb refers to the internal temporal constituency of the situation but do not refer to the beginning or end of the situation this is imperfective aspect.

2.1.6.1 The Tense System in English

Different linguists have different views regarding the time systems in English. Some of the views are presented to come to the conclusion considering the tense systems in English.

The major tense distinction in English is undoubtedly that which is traditionally described as an opposition of 'past' Vs 'present' e.g. They jump. They jumped. But this is best regarded as contrast of 'past' Vs 'non past' tense. ...What is traditionally described as the 'future' tense in English is realized by means of the auxiliary verbs-will/shall (Lyons,1968p.306).

Similarly, according to palmer (1994):

Morphologically English has two tenses only as exemplified by He likes/He liked, He takes/He took. These are most plausibly referred to as present and past tense ...there is then a real sense in which there is no future tense .There are ways of referring to future time.....(p.86).

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

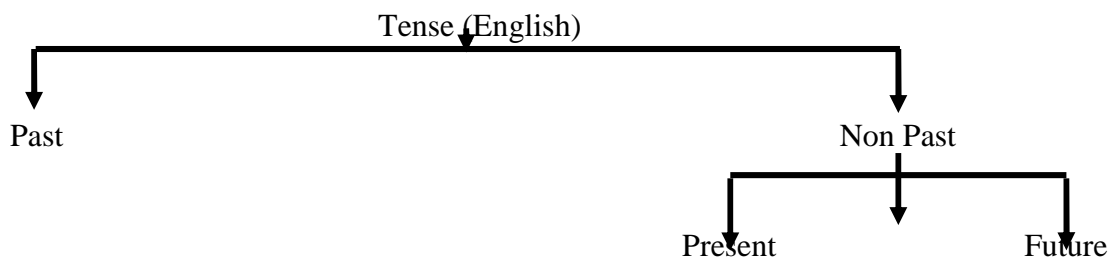
a. Gita went home. (Past)

- b. Gita goes home. (Present)
- c. Gita will go home. (Future)

Such a classification is adequate in two ways .First it treats shall/will as modal and not consider them as tense markers at all, whereas they are in fact the only forms to indicate colourless neutral future (Quirk, et.al., 1986) and secondly, the present tense doesn't always refers to present but also to future, e.g.

1. I leave for home tomorrow.

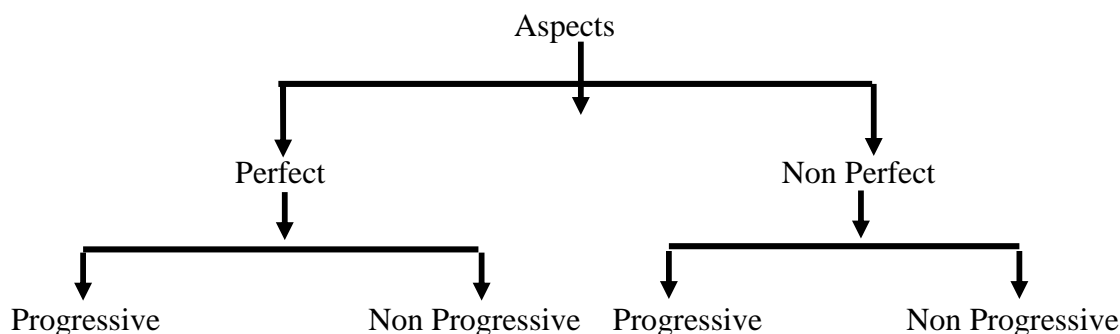
These inadequacies can be met with if tense is regarded as a contrast of past versus non past and non past as a contrast of present versus future. It may be presented in the following diagram.



2.1.6.2 Aspect System in English

The term aspect is not new to the field of linguistic analysis. Its notion is, however, less familiar to non-linguistic than are the notions of tense mood. Aspect refers to the perceived temporal structure of the event itself rather than to the temporal relationship between one event and another.

Leech (1971) has presented the following diagram with description in his book 'Meaning and the English Verb' to make it easy to understand the aspect system in English.



If we follow Leech (ibid), his aspectual opposition, given above clearly images the different forms of aspects existed in English. Combination of non-perfect non-progressive indirectly mirror **simple aspects** (v+ present/past/future); the combination of non perfect- progressive gives **progressive aspect** (be + tense + v-ing); that of perfect and non progressive forms **perfect aspect** (have+ tense+ v-en); and of perfect with progressive gives **perfect progressive aspect** (have+ tense be-en+ v-ing). Celce-Murcia and Larsen-Freeman(1999,p.110) illustrate the English tense-Aspect combination with the irregular verb ‘write’ and the regular verb ‘walk’ as follows:

Table No.1

Aspect System in English

	Simple	Perfect	Progressive	Perfect progressive
		have+ en	be-ing	have + -en be-ing
Present	write/writes walk/walked	has/have written has/have walked	am/is/are writing am/is/are walking	has/have been writing has/have been walking
Past	Wrote Walked	had written had walked	was/were writing was/were walking	had been writing had been walking
Future	will write will walk	will have written will have walked	will be writing will be walking	will have been writing will have been walking

2.1.6.3 Tense-Aspect System in English

Celce Murcia and Freeman (1999, p.119) have presented the following table to clarify the tense – aspect in English.

Table No. 2
Tense-Aspect Systems in English

Past	Prior	Past perfect
	Incomplete(event is subject to change)	Past progressive
	Complete event is conceived of as a whole); remoteness	Simple past
Present	Prior	Present perfect
	Incomplete	Present progressive
	Complete; immediate factuality	Simple present
Future	Prior	Future perfect
	Incomplete	Future perfect
	Complete; strong prediction	Simple future

2.1.7 Contrastive Analysis

Contrastive analysis is a branch of applied linguistic which compare two or more language systematically to find out similarities and differences between them. Van Els et al. (1984, p.38) have given a general definition of contrastive analysis (CA) as: The systematic comparison of specific linguistic characteristic of two or more language. Contrastive analysis focuses on finding out the differences or similarities between two languages. In CA, comparison can be made at various linguistic levels e.g. phonological, grammatical, and functional level. Similarly Richard's et.al (1999, p.83) define "CA is the comparison of linguistic system of two languages e.g. the

sound system and grammar”. This definition clarifies that CA comparison can be made at different levels of language viz. phonological, grammatical and functional.

2.1.7.1 Importance of Contrastive Analysis in Language Teaching

More specially, CA is looked upon as the field to carry out systematic study of similarities and differences of some of the characteristic in two or more languages.

Contrastive analysis has many implications in the field of language teaching. On the role of contrastive analysis Fries (1945) asserts, “The most effective materials are those that are based upon a scientific description of language to be learned, carefully compared with a parallel description of the native language of the learners” (Lado, 1957: 1). So in the comparison between native language and foreign language lies the key to ensure the difficulty in foreign language learning. The importance of CA in teaching language can be shown as follows:

- The teacher who has made comparison of a foreign language with the native language of the students will know better what the real problems are and can provide enough practice to avoid the misleading.
- Errors can be predicted as it is believed that the greater the difference the greater the difficulty. So errors can be avoided as teacher tends to have precaution.
- Comparison between the native and the target language can discover differences and predict problems. So we can teach only differences emphatically.
- Teaching materials based on the information provided by CA will reduce learning difficulties and effect of interference.

- CA is more useful in the study of phonology as it is highly applicable to contrast the characteristic sounds of two or more languages.
- Comparison of language side by side with description will help course designers, planners, teachers and learners as well.

The mentioned points have clearly shown the importance of CA in language teaching and learning.

Contrastive analysis is a branch of linguistics which compares two or more languages to determine the difference or similarities between them either for theoretical purposes external to the analysis itself. CA was developed and practiced in the late 1940s and 50s as an application of structural linguistics to language teaching. The development of CA for foreign languages teaching can traced back to the American linguists Fries and Lado who made the first clarion for it, Which is also known as Fries and Lado school. Different linguists have defined contrastive analysis differently. Among them James (1980, p. 3) says, “CA is one of the branches of comparative linguistics. It compares two languages at various linguistic levels and found out the points of similarities and differences between them and then to predict the areas of ease and difficulty in learning one by the speakers of the other languages. CA is based on the following assumptions as given in Richards et al. (1985, p. 83).

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

Contrastive analysis assumes that the past learning may facilities present learning of L1 and L2 are similar and the past learning may hinder present learning if L1 and L2

are different. Thus, the greater the difference between languages, the greater the difficulties in learning and greater will be incidences of erroneous performances. CA hypotheses can be interviewed from two views: a strong view and weak view. The strong view claims that all the L2 errors can be predicted by identifying the differences between the target languages and learners' first language. It also suggests that the prime cause of difficulty and error in L2 acquisition is the interference coming from L1 features. So, strong view of CA is also called predictive too. On the other hand, the weak view of the hypothesis claims only to be diagnostic and explanatory. According to this view, contrastive analysis can be used to identify which of the errors in L2 performance is the result of L1 performance. The CA simply diagnoses and explains only those errors which are caused by the L1 interference. Therefore, weak view of contrastive analysis claims that there can be other forces of errors different from L1 interference. Thus, weak view is also called explanatory view. There are some steps in CA while comparing two languages. They are:

1. Description (i.e. the description of forms of the two languages)
2. Selection (i.e. selection of the areas of difficulty)
3. Composition (i.e. the identification of the areas of differences and similarities).
4. Prediction (i.e. identifying the areas that are likely to cause errors).

Since this research is comparative study of two languages, it is related to the contrastive analysis theory. CA helps while comparing two languages. Therefore, I have described contrastive analysis in this section. Comparison of two languages helps to find out similarities and differences between two languages and explore the areas of difficulties where learners can commit the errors. In conclusion, the

theoretical background of contrastive analysis provides the basis to my study. Above mentioned different steps provide guidelines to my present study.

2.2 Review of the Related Literature

There some linguistic comparative research works on different languages such as Nepali, Limbu, Rai, Maithili, Gurung, Tharu etc in the Department of English Language Education. Not a single work has yet been carried out in Tense and Aspects in Danuwar language. However, there are some works done in other language on different topics. Therefore, this research is a new attempt. Some relevant researches are reviewed as below.

Ray (2005) conducted a research to compare the tense aspects systems in English and Bhojpuri and to find out their similarities and differences. The sample of the study consists of 80 students of grade 10 taken from government schools of Parsa districts. The tool for data collection consists of a test item having three types of objective questions viz. multiple choice, fill in the blanks, true-false and one translation exercises: English into Bhojpuri. This research was a survey research. This research also elaborated the findings descriptively. The study found that Bhojpuri tense-aspects systems was a bit easier than English tense-aspects systems for the students who were the native speakers of Bhojpuri. The past and present tenses were marked inflectionally in the both the languages but there was an important differences in realizing the future in English and Bhojpuri. English uses models (shall/will) two form the future whereas Bhojpuri uses the inflection (ab/i:) to form the future .

Likewise, Khanal (2006) carried out research on “Tense and Aspects systems on Awadhi and English: A Comparative study”. The main purpose of his study was to

find out the tense and aspects systems in Awadhi in relation to English and to compare the tense and aspects and their markers in Awadhi and English in term of person, number, gender and honorificity. To achieve the goal of study the researcher used a set of interview questionnaire. One hundred twenty informants were selected for the study .They were the native speakers of the Awadhi language from Kapilbastu district. The study showed that the markers of the tense and aspects systems in 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 the English language do not inflect to agree with person number gender and honorificity of the subject. But in the present tense, third person singular subject takes-‘s’ for agreement.

Thakur (2006) attempted a research entitled “Errors Committed by Maithili Students Use of Present Tense in English”. The objectives of study were to find out the error committed in English Maithili present tense aspects by Maithili students 10th graders and to suggest some pedagogical implication of the finding. He took hundred students from two government school of Saptari district. For this research test item like multiple choice, fill in the blanks, true or false and translation were the tools for the data collection. His major finding are that the English tense aspects system differ from Maithili one in various aspects. However, there are some similarities as well. English tense aspects system doesn’t possess T/V distinction whereas Maithili languages possess such distinction like Nepali language. The, another finding is that English is an S-V-O language where as Maithili is an S-O-V one.

Likewise Singh (2008) made a comparative study on “Tense and Aspects System on English and Limbu language”. To determine tense-aspect system in Limbu and to compare the tense aspect system in English and Limbu were two main objectives of

his study. The total sample population of this study was Limbu native speakers of Chhathare Limbu above fifteen years of age. He used structured interview schedule as the main tool of collecting data for this study. The findings were stated descriptively in the research report. The finding shows that the Limbu language codes perfect progressive and prospective aspects morphosyntactically in the past and non past tenses. He found out that the Limbu language codes the non-past tense is Limbu. Another finding was that English codes prospective aspects periphrastically, but Limbu does it morphologically.

Dewan (2009) conducted a research on “Tense-Aspect System in English and Yakkha language. The main purposes of his study were to find out to compare and contrast the tense and aspect system in the English and Yakkha languages. The sample of the study consists of 80 native speakers of Yakkha above 15 years from Bodhe VDC of Dhankuta district. He used structured interview as the main tool for collecting the data. The study found that morphologically, the Yakkha language has the past and present tenses. It codes futurity periphrastically with the help of future time adverbials. Both the English and Yakkha language code the perfect and progressive aspects in all the tenses: past, present and future. Another finding is that both languages express the future tense periphrastically or lexically.

Timilsina (2009) carried out a research on “Mood in English and Danuwar Language”. The objectives of the study were to determine the mood in Danuwar language to compare and contrast the mood in Danuwar and English language and to suggest some pedagogical implication on the basis of the finding of the study. The total sample population of this study was eighty native speakers of the Danuwar language above twenty-five years of age. He took sample population from Jereta-9 of

Baluwa VDC of Kavre district. He collected the data using two types of research tools: structured interview and questionnaires. His findings revealed that the declarative mood is unmarked. It is indicated by normal form of verb in statement. The verb is marked only for tense, aspect, person, gender and honorificity. Similarly the interrogative mood is not morphologically marked. The Danuwar language displays two strategies to form interrogative mood. Another finding is that the normal declarative sentence is uttered with rising intonation in the yes/no type.

Sherpa (2010) attempted a study entitled “Tense-Aspect in English and Sherpa”. His main objective was to determine the tense aspect system in the Sherpa language. He took 86 native Sherpa speakers from Dhunge Sanghu VDC, Taplejung. He used structured interview schedule as research tool to collect data from the selected Sherpa native speakers his findings were that Sherpa has simple perfect progressive unknown and hypothetical aspect Sherpa language has no separate morphological inflection to describe past, present and future perfect continuous.

The findings show that the markers of tense and aspects systems in Sherpa and English verbs are quite different.

Subedi (2010) compared Tense-Aspect system in English and Tharu. His objectives were to trace the tense and aspects systems in the Tharu language and to find similarities and difference in tense and aspect systems in English and Tharu. The sample population of the study was 60 Tharu native speakers from Dang district. She used interview as a tools for data collection. She randomly selected the native speaker categories according to sample population. Finally she found out that Tharu tense system is categorized into present, past, and future. In the Tharu language there is the system of combination of the tense: present, past and future with only three aspects-

simple, progressive and perfect the another finding was that English aspect system is divided in to four: simple, perfect, progressive and their combination perfect progressive but Tharu aspects systems is divided into three simple, perfect and progressive.

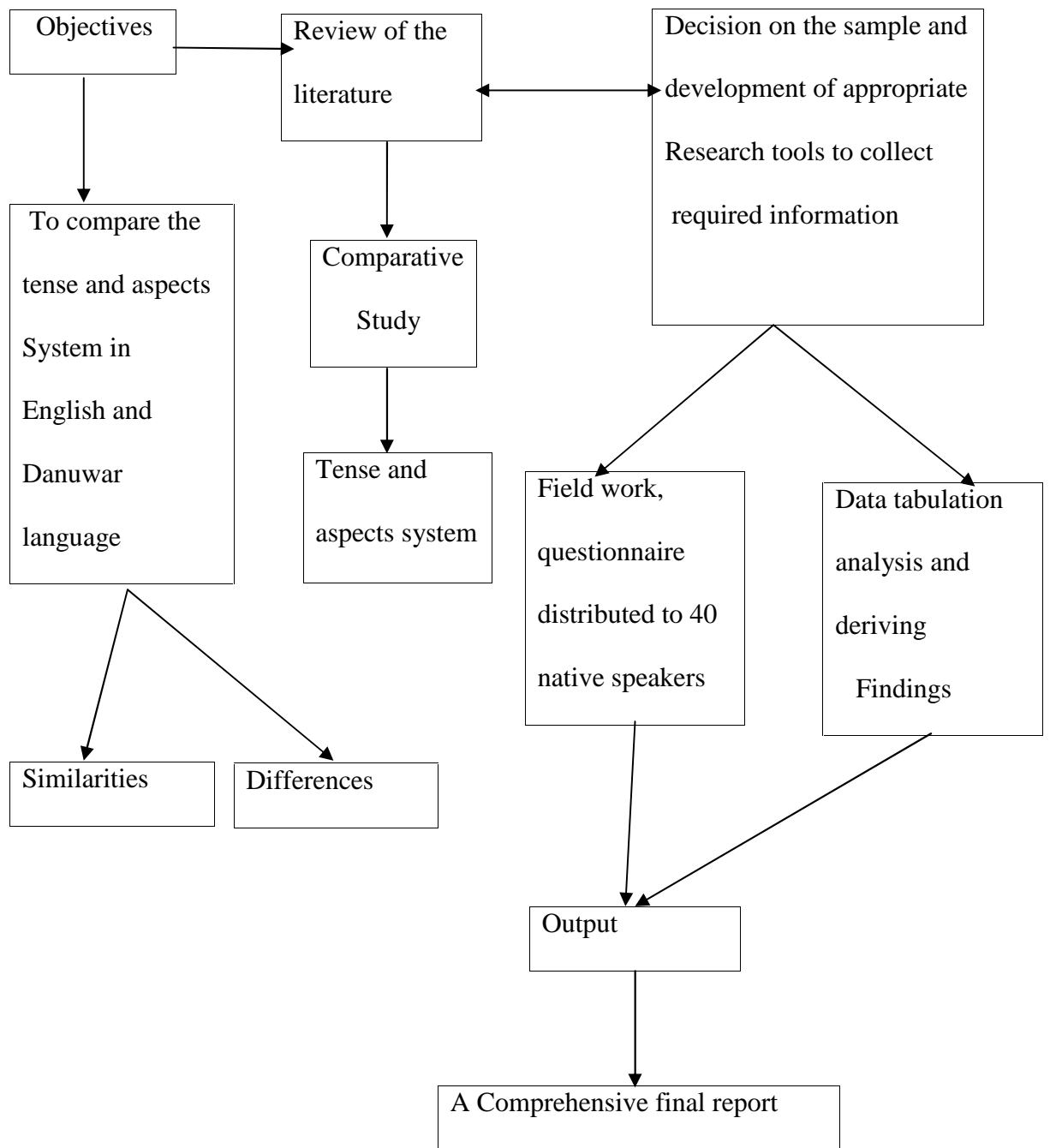
2.3 Implication of Literature Review

Literature review provides a theoretical background to the study, and broadens the knowledge base in the concerned research area. Secondly it helps to develop a systematic methodology to solve the research problems as well as to integrate the findings with the existing body of the knowledge. For this study, review of the theoretical literature provided a theoretical background and broadens the knowledge base of the researcher in the comparative study of English and Danuwar language. Similarly, review of the empirical literature provided the researcher the guidelines for developing the data collection tools and procedure and to conceptualize the systematic research process. The critical review of the literature made the researcher aware of the possible shortcoming of the study which worked as the guidelines to develop the data collection tools, and select the sampling population and sample.

2.4 Conceptual Framework

Conceptual framework is the guideline to the researcher to conduct a research. The study of tense aspect system in English Danuwar was based on following conceptual framework.

Fig- 1 Conceptual Framework of the Study



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

3.1 Design of the Study

There are many ways of carrying out a research study. Some of them are qualitative, quantitative, and mixed method. Among them, I chose qualitative research design. Qualitative study does not bring hypothesis for testing to its research. It focuses on, in depth, investigation, interview, observation and document analysis. The main purpose of a qualitative investigation is to describe some problem and analyze them without quantifying statistically. Qualitative data are analyzed in three steps: data organization, description of organized data and the interpretation of described data.

3.2 Sources of the Study

The researcher used the following primary and secondary sources for the study.

3.2.1 Primary Sources of Data

The primary sources of the study was the information provided by the forty Danuwar native speakers of Hansposa-9 of Bishanpur of Sunsari district (see: Appendix-I).

3.2.2 Secondary Sources of Data

The secondary sources of data will be different books, journal, research report, census report, newspapers, articles, internet and other materials related to the study. Some of them were Comrie (1985), Leech (1971), Celce-Murcia and Larsen-Freeman (1999).

3.3 Population and Sample

The total sample population of this study was forty native speakers of Danuwar language from Hansposa VDC. There was proportionate number of male and female from illiterate and literate categories (See: appendix – I).

3.3.1 Sampling Procedure

Forty native speakers were selected as informants. The researcher used purposive Sampling procedure. She contacted those people who could give required information (See: appendix – I).

3.4 Data Collection Tools

The researcher used structured interview schedule and questionnaire (see: appendix - III) as major tools to elicit the required data. She also had a group discussion with Danuwar native speakers to verify the collected data.

3.5 Data Collection Procedures

First of all the researcher prepared the interview schedule for data collection. Then she visited the native speakers of Danuwar in Hansposa-9 Bishanpur. At first, she met with some informants and introduces herself with the help of her friends from same community. Then, she selected forty native speakers using purposive sampling procedure. She established rapport with them. Finally, she conducted oral interview on the basis of present interview schedule and record the data following paper and pen technique. To get correct information she used both the Nepali and English languages as the requirement of informants. At last she thanked the informants and left the spot.

3.6 Data Analysis and Interpretation Procedure

The data collected was analyzed and interpreted descriptively and then presented comparatively by using simple statistical tools, such as tables, illustration, diagrams, etc.

CHAPTER FOUR

RESULTS AND DISCUSSION

In this chapter collected data from native speakers of Danuwar was analyzed and discussed with the help of illustration and tables. Then the tense and aspect in English and Danuwar are compared with examples. After that the points of similarities and differences are explained between Danuwar and English systems.

4.1 Results

On the basis of collected data the result has derived and it has shown in tables.

4.1 .1 Tense and Aspect as a Whole

The following table shows tense- aspect combination in Danuwar with the verb *j i* 'go' with the first person singular *ham* 'I', second person singular *t* 'you' and third person 's/he'.

Table No. 3

The Verb ‘j i’ in Tense Aspect Combination

	Simple	Perfect	progressive
Present	<i>/ham ghar j i-siyo/1sg</i> <i>/t ghar j i chha/2sg</i> <i>/ ghar j i-chho/ 3sg</i>	<i>ham ghar ge-l siyo. 1sg</i> <i>t ghar ge-l chha 2sg</i> <i>ghar ge-l chho 3sg</i>	<i>ham ghar j i-tih siyo 1sg</i> <i>t ghar j i- tih chha 2sg</i> <i>ghar j i-tih chho 3sg</i>
Past	<i>ham ghar ge-liyo 1sg</i> <i>t ghar ge-l 2sg</i> <i>ghar ge-lo 3sg</i>	<i>ham ghar ge-l rahaliyo 1sg</i> <i>t ghar ge-l rahal 2sg</i> <i>ghar ge-l rahalo 3sg</i>	<i>ham ghar j i-tihrahaliyo 1sg</i> <i>t ghar j i-tih rahal 1sg</i> <i>ghar j i-tih rahalo 3sg</i>
Future	<i>ham ghar je-bo 1sg</i> <i>t ghar je-b 2sg</i> <i>ghar je-to 3sg</i>	<i>ham ghar ge-l rahabo 1sg</i> <i>t ghar ge-l rahab 2sg</i> <i>ghar ge-l rahato3sg</i>	<i>ham ghar j i-tihi rahabo 1sg</i> <i>t ghar j i- tihi rahab 2sg</i> <i>ghar j i-tihi rahato 3sg</i>

4.1.2 Tense Systems in Danuwar and English

Danuwar and English express universal time through tenses, e.g.

Danuwar

English

1. / *Dharan j i-tihi chho/*

1. He is going to Dharan.

He Dharan go-PROG be PRES 3sg

2. / *Dharan j i-tihi rahalo/*

2. He was going to Dharan.

He Dharan go-PROGbe PT 3sg

3. / *Dharan j i- tihi rahato/*

3. He will be going to Dharan.

He Dharan go PROG be FUT 3sg

In these sentences, *chho* morpheme is used with third person to indicate present *rahalo* indicate past and *rahato* indicates future. In this way Danuwar tense system is categorized into present, past and future. Likewise in English auxiliary verbs *is*, *was*,

will are used to indicate present, past, future respectively. So the both languages' tense systems are categorized in to present, past, and future.

4.1.2.1 Present Tense

Both in the English and Danuwar language, verbs inflect to show meaning in present i.e. both the languages have the present.

Danuwar	English
4. /R m phutbal khel- chho/ Ram football play- PRES 3sg	4. Ram plays football.
5. /ham iskul j i- siyo/ I school go-PRES 1SG	5. I go to school.
6. /t bhat kh i- chha/ You rice eat-PRES 2sg	6. You eat rice.
7. /hamarsab ghar ban i-siyo/ We house build- PRES 1sg	7. We build house.

In the above sentences, Danuwar present tense markers are –*chho,siyo,chha*. In Danuwar suffix-*chho* concords with third person,-*siyo* with first person and- *chha* with second person. But in English the present tense is often realized by the base or uninflected form of the verb, except for the third person singular subject (which takes – ‘s’ for agreement).

The paradigm of verbs ‘*khel*’, ‘*j i*’, ‘*kh i*’, ‘*ban i*’ with markers are presented in the following table 4.

Table No. 4

Verb 'khel', 'j i' 'kh i' and 'ban i'- in Present Tense

Markers of present tense		Person	Number
<i>R m phutbal</i>	<i>khel-chho</i>	3 rd	Singular
<i>Ham iskul</i>	<i>j i-siyo</i>	1 st	Singular
<i>T bh t</i>	<i>kh i-chha</i>	2 nd	Singular
<i>Hamarsab ghar</i>	<i>ban i-siyo</i>	1 st	Plural

The paradigm of verbs 'play', 'go', 'eat', 'build' with suffixes are presented in the following table.

Table No. 5

Verb 'play', 'go', 'eat', and 'build'- in Present Tense

Markers of present tense			Person	Number
<i>Ram</i>	<i>Play- s</i>	<i>Football</i>	3 rd	Singular
<i>I</i>	<i>Go</i>	<i>to school</i>	1 st	Singular
<i>You</i>	<i>Eat</i>	<i>Rice</i>	2 nd	Singular
<i>We</i>	<i>Build</i>	<i>House</i>	1 st	plural

From the tables 4 and 5, we can conclude that present tense markers in Danuwar are *chho*, *siyo* and *chha* and in English *es* and *s* .

4.1.2.2 Past Tense

In Danuwar and English, verbs are inflected to indicate past tense. Consider the following examples.

<p>Danuwar</p> <p>8. /ohile hamarka kalam de-lo/ He me pen give PT 3sg</p> <p>9. /ham chitth nikh-liyo/ I letter write PT 1sg</p> <p>10. /hamarsab phutbal khel -liyo/ We football play PT 1PL</p> <p>11. /t chatni kh i-l/ You pickle eat PT 2sg</p>	<p>English</p> <p>8. He gave me a pen.</p> <p>9. I wrote a letter.</p> <p>10. We played football</p> <p>11. You ate pickle.</p>
---	---

Examples 8,9,10 and 11 show that in Danuwar language *-liyo, -l, -lo* are used to indicate the past tense. In above suffixes *-liyo* is used with first person, *-l* is used with second person and *-lo* with third person. But in English past tense is formed by adding ‘ed’ to regular verb stem and the verbs in the past tense remain invariant for all persons and number.

The paradigm of verb ‘de’, ‘nikh’, ‘play’, ‘kh i’ with markers are presented below:

Table No. 6

Verb ‘de’, ‘nikh’, ‘khel’ and ‘kh i’- in Past Tense

Markers of past tense		Person	Number
<i>Ohile hamarka kalam</i>	<i>de-lo</i>	3 rd	Singular
<i>Ham chitth</i>	<i>nikh-liyo</i>	1 st	Singular
<i>Hamarsab phutbal</i>	<i>khel-liyo</i>	1 st	Plural
<i>T chatni</i>	<i>kh i-l</i>	2 nd	Singular

From the above table it is concluded that past markers in Danuwar are- *lo,- liyo,-l*.

The paradigm of verb ‘give’, ‘write’, ‘play’, ‘eat ’with suffixes are presented below:

Table No. 7

Verb ‘give’, ‘write’, ‘play’ and ‘eat’- in Past Tense

Markers of past tense			Person	Number
<i>He</i>	<i>give + past= gave</i>	<i>me a pen</i>	3 rd	Singular
<i>I</i>	<i>Write +past= wrote</i>	<i>a letter</i>	1 st	Singular
<i>We</i>	<i>Play- ed</i>	<i>football</i>	1 st	<i>Plural</i>
<i>You</i>	<i>eat+ past= ate</i>	<i>Pickle</i>	2 nd	singular

Here *gave, wrote* and *ate* are past forms of irregular verbs *give, write and eat*. Past markers cannot be shown as in regular verb *play*.

4.1.2.3 Future Tense

In Danuwar, verbs are inflected to indicate the future tense. But English takes modal auxiliary verb to show future tense.

12. /*Ram chitthi nikh-to/*

12. Ram will write a letter.

Ram letter write FUT 3sg

13. /*ham hamra k m kar-bo/*

13. I will do my work.

I my work do FUT1sg

14. /*t chiya pi-b/*

14. You will drink tea.

You tea drink FUT 2sg

Through the above 12,13and 14 sentences, it can be said that in the Danuwar language the future tense markers are *-to,-bo,b*. Here *-to* concords with third person

in its subject, suffix-*bo* is added with verb in first person and *-b* is used with second person .In the case of English future tense is indicated using modal auxiliary verb *will*.

The paradigm of verbs ‘*nikh*’, ‘*kar*’and ‘*pi*’ with suffixes are presented in table 8.

Table No. 8

Verbs ‘*nikh*’, ‘*kar*’ and ‘*pi*’- in Future Tense

Markers of future tense		Person	Number
<i>Ram chitth</i>	<i>nikh-to</i>	3 rd	Singular
<i>ham hamra k m</i>	<i>kar-bo</i>	1 st	Singular
<i>t chiya</i>	<i>pi-b</i>	2 nd	Singular

The above table 8 shows that future markers in Danuwar are *-to*, *-bo* and- *pi*.

4.1.3 Aspect Systems in Danuwar and English

Aspect systems in Danuwar and English are categorized into simple, progressive and perfect, e.g.

Danuwar

English

15. /*ham phutbal khai-siyo/*

15. I play football.

I football play PRES 1sg

16. /*ham phutbal khel-tih sio/*

16. I am playing football.

I football play- PROG be PRES 1sg

17. /*ham phutbal khel-l siyo/*

17. I have played football.

I football play- PERF be PRES 1sg

In Danuwar marker-*siyo* concords with first person simple present aspect. Morpheme *siyo* concords with first person singular in present and suffix *-tihi* in verb *khel* (play) refers to progressive aspect. In present perfect, suffix *-l* with verb *khel* refers to perfect aspect. Likewise verb stem *play*, auxiliary verb *am + play+ suffix- ing* and aux verb *have+ play+ suffix-ed* are used to show simple, progressive and perfect aspect respectively.

4.1.3.1 Simple Aspect

Simple aspects in Danuwar and English are combined with the present, past and future.

4.1.3.1.1 Simple Present

In Danuwar and English, suffixes are added in verbs form according to person to mark simple present.

Example 4,5 and 6 and 7 exhibit the present tense in simple aspect. Some other examples are:

Danuwar	English
18. /ham hamra grihakarya kar-siyo/ I my homework do PRES 1sg	18. I do my homework
19. /t grihakarya kar- chha/ You homework do PRES 2sg	19. You do homework.
20. / grihakarya kar-chho/ He homework do PRES 3SG	20. He does homework.

So in Danuwar simple present markers are *-sio, -chha, -chho*. Markers *-siyo* is used with first person, *-chha* is used with second person and *-chho* is used with third person. Except third person singular the verbs do not inflected to indicate present in English. The table 4 shows the paradigm of verb 'khel', 'j i', 'kh i', 'ban i' and the table no 5 shows the paradigm of verbs 'play', 'go', 'eat', 'build.

4.1.3.1.2 Simple Past

In Danuwar and English verbs are inflected to indicate simple past.

Examples 8,9,10 and11 exhibits past tense in simple aspect. Some other examples are:

Danuwar	English
21. /ham ghar ge-liyo I home go PT 1sg	21. I went home.
22. /t ghar ge-l/ You home go PT 2sg	22. You went home.
23. /okarsab g n g i-lo/ They song sing PT 3sg	23. They sang a song.

In the Danuwar language simple past marker are *-liyo, -l, -lo*. Suffix *-liyo* is used with person, *-l* with second person and *-lo* with third person and in English past tense verbs remain invariants for all persons and number. The table 5 shows the paradigm of verbs 'de', 'nikh', 'khel', 'kh i' and the table no7 shows the paradigm of verbs 'give', 'write', 'play' and 'eat'.

4.1.3.1.3 Simple Future

In Danuwar verbs are inflected according to person to show simple future aspect but English verbs takes modal auxiliary verb *will* to show simple future.

24. /ham nikh-bo/

24. I will write.

I write FUT1sg

25. /t nikh-b/

25. You will write.

You write FUT 2sg

26. / nikh-to/

26. He will write.

He write FUT 3SG

Above 24-26 simple future markers are *-bo, b, to*. Suffix *-bo* is used with first person, *b* is added with second person and *-to* is used with third person in Danuwar and modal auxiliary verb *will* is added in front of verb stem to indicate simple future in English. The table 6 shows the paradigm of the verbs 'nikh', 'kar' and 'pi'.

4.1.3.2 Progressive Aspect

In Danuwar and English, progressive aspects are combined with present, past and future.

4.1.3.2.1 Present Progressive

In Danuwar and English, present progressive is inflected in root verb form to show progressive aspect and other morphemes are occurred after progressive marker according to person of the subject to indicate present.

Danuwar

English

27. /Raju ghadi ban i -tih chho/

27. Raju is repairing watch.

Raju watch repair-PROG be PRES 3sg

28. / *ham tarkari rop-tih siyo/*

I vegetables plant-PROG be PRES 1sg

29. / *t ludo khel-tih chha/*

You ludo play-PROG be PRES 2sg

28. I am planting vegetables.

29. You are playing ludo.

In examples above (27,28,29) suffix-*tih* on main verbs ‘ban i’, ‘rop’,and ‘ khel’ show progressive aspect and other morphemes *chho*, *siyo*, *chha* are present markers in Danuwar and suffix- ing on main verbs ‘repair’, ‘plant’, ‘play’ show progressive aspect and other auxiliary verbs *is*, *am*, *are* are present marker in English.

The paradigm of verbs ‘ban i’, ‘rop’and ‘khel’ with markers are presented in table 9

Table No. 9

Verbs ‘ban i’, ‘rop’and ‘khel’-in Present Progressive

Markers of present progressive		Person	Number
<i>Raju ghadi</i>	<i>ban i –tih chho</i>	3 rd	Singular
<i>ham tarkari</i>	<i>rop- tih siyo</i>	1 st	Singular
<i>t ludo</i>	<i>khel-tih chha</i>	2 nd	Singular

The paradigm of verbs ‘repair’, ‘plant ‘and ‘play with markers are presented in table 10.

Table No. 10

Verbs ‘repair’, ‘plant’, and ‘play’- Present Progressive

Markers of present progressive			Person	Number
<i>Raju</i>	<i>is repair- ing</i>	<i>Watch</i>	3 rd	Singular
<i>I</i>	<i>am plant-ing</i>	<i>Vegetables</i>	1 st	Singular
<i>You</i>	<i>are play- ing</i>	<i>Ludo</i>	2 nd	Singular

From the above table we can conclude that progressive marker in Danuwar is suffix - *tih* and present markers are- *chho*, - *siyo* and - *chha*. Likewise, in English *ing* denotes progressive aspect and auxiliary verb *is*, *am*, and *are* are present markers.

4.1.3.2.2 Past Progressive

In Danuwar and English, root verbs are inflected to show progressive aspect and other morphemes according to person of the subject to show past.

Danuwar

30. /okarsab hindi g n gai-tih rahalo/

They hindi song sing-PROG be PT 3pl

31. /t bajar j i-tih rahal/

You bazaar go- PROG be PT 2sg

32. /hamarsab n ch- tih rahalo/

We dance-PROG be PT 1sg

English

30. They were singing Hindi song.

31. You were going.

32. We were dancing

Thus, in Danuwar suffix-*tih* refers to progressive aspect and morphemes *rahalo*, *rahal*, *rahaliyo* indicates past tense. Likewise in English suffix-*ing* refers to progressive aspect and the auxiliary verb ‘*were*’ is used to indicate past tense.

The paradigm of verbs ‘*g i*’, ‘*j i*’, and ‘*n ch*’ with suffixes and markers are presented in table 11.

Table No. 11

Verbs ‘*g i*’, ‘*j i*’ and ‘*n ch*’-in Past Progressive

Markers of past progressive		Person	Number
<i>okarsb hindi g n</i>	<i>g i- tih rahalo</i>	3 rd	Plural
<i>t baj r</i>	<i>j i-tihi rahal</i>	2 nd	Singular
<i>Hamarsab</i>	<i>n ch-tih rahaliyo</i>	1 st	Plural

The paradigm of verbs ‘sing’, ‘go’ and ‘dance’ with markers are presented in table 12.

Table No. 12

Verbs ‘*sing*’ ‘*go*’ and ‘*dance*’- Past Progressive

Markers of past progressive			Person	Number
<i>They</i>	<i>were sing- ing</i>	<i>hindi song</i>	3 rd	Plural
<i>You</i>	<i>were go- ing</i>		2 nd	Plural
<i>We</i>	<i>were dance- ing</i>		1 st	Plural

From the above tables we can conclude that progressive aspect in Danuwar is suffix - *tih* and past markers are - *rahalo*, - *rahal*, - *rahaliyo*. Likewise in English – *ing* denotes progressive aspect and auxiliary verbs – *was*, - *were* denotes past aspect.

4.1.3.2.3 Future Progressive

In Danuwar and English, root verbs are inflected to show progressive and other morphemes are occurred to indicate future tense.

Danuwar	English
33. /ham hamra k m kar-tih rahabo/ I my work do –PROG be FUT 1sg	33. I will be doing my work.
34. /t j l bun-tihi rahab / You net knit -PROG be FUT 2sg	34. You will be knitting net.
35. /Suraj nuk –tih rahato/ Suraj hide-PROG be FUT 3SG	35. Suraj will be hiding.

In 33,34and 35 –*tih* refers to progressive and *rahabo,rahab,rahato* indicate future.- *rahabo* is used with first person, -*rahab* with second person and –*rahato* with third person for Danuwar. In English suffix- *ing* is used to show progressive and modal auxiliary verb *will be* is used for all persons and numbers to indicate future.

The paradigm of verb ‘kar’, ‘bun’ and ‘nuk’ with mentioned suffixes or marker are presented in table 13.

Table No. 13

Verbs 'kar', 'bun' and 'nuk'- in Future Progressive

Markers of future progressive		Person	Number
<i>Ham hamra k m</i>	<i>kar-tih rahabo</i>	1 st	Singular
<i>T j l</i>	<i>bun –tih rahab</i>	2 nd	singular
<i>Suraj</i>	<i>nuk-tih rahato</i>	3 rd	singular

The paradigms of verbs 'do', 'knit' and 'hide' with suffixes are presented in table 14.

Table No. 14

Verbs 'do', 'knit', 'hide' – in Future Progressive

Markers of future progressive			Person	Number
<i>I</i>	<i>will be do- ing</i>	<i>my work</i>	1 st	singular
<i>You</i>	<i>will be knit- ing</i>	<i>Net</i>	2 nd	singular
<i>Suraj</i>	<i>will be hid- ing</i>		3 rd	singular

From the above tables 13 and 14, it is concluded that suffix – *tih* is used as progressive markers and – *rahabo*, - *rahab* and – *rahato* are indicator of future tense in Danuwar. Likewise, in English *be+ – ing* is progressive marker and modal auxiliary verb *will* is future marker.

4.1.3.3 Perfect Aspect

Perfect aspect is used with present, past and future in Danuwar and English.

4.1.3.3.1 Present Perfect

In Danuwar and English, present perfect is indicated by suffixes in root form and other markers are used according to person of the subjects.

Danuwar	English
36. /ham khel jit-l siyo/ I game won -PERF be PRES 1sg	36. I have won the game.
37. /okar sab k m sak-l chho/ They work finish -PREF be PRES 3pl	37. They have finished work.
38. /t ghum ge-l chha/ You visit go PERF be PRES 2sg	38. You have gone to visit.

Above examples 36, 37, and 38 –*l* suffix refers to perfect aspect and *siyo*, *chho*, *chha* markers are used to show present. Morpheme *siyo* is used with first person, *chha* with second person and *chho* with third person in Danuwar. On the other hand, the structure *has/have + en (v3)* is used for perfect in English. In which ‘*has*’, comes with singular person and ‘*have*’ with plural.

The paradigm of verbs ‘jit’, ‘sak’, ‘j i’ with suffixes and markers are presented in table 15.

Table No. 15

Verbs 'jit', 'sak' and 'j i'- in Present Perfect

Markers of the present perfect		Person	Number
<i>ham khel</i>	<i>jit-l siyo</i>	1 st	singular
<i>okarsab k m</i>	<i>sak-l chho</i>	3 rd	Plural
<i>t ghum</i>	<i>ge-l chha</i>	2 nd	singular

The above mentioned table clarifies that suffix –l indicates perfect aspect and markers –siyo, -chho, and chha indicate present in Danuwar.

The paradigm of verbs 'won', 'finish', and 'go' with suffixes and markers are presented in table 16.

Table No. 16

Verbs 'win' finish' and 'go'- in Present Perfect

Markers of present perfect			Person	Number
<i>I</i>	<i>have win+ past participle = won</i>	<i>the game</i>	1 st	Singular
<i>They</i>	<i>have finish- ed</i>	<i>Work</i>	3 rd	Plural
<i>You</i>	<i>have go+ past participle= gone</i>	<i>to visit</i>	2 nd	singular

Here *won and gone* are past participle form of irregular verbs *win and go*. So, perfect markers cannot be shown as in regular verb *finish*.

4.1.3.3.2 Past Perfect

In the Danuwar and English language, suffixes are added to root verb form to represent perfect aspect and other markers are used indicate past.

Danuwar

English

39. /ham p ch baras pahadi kshyatra bit i-l rahalo/ 39. I had spent five years
in hilly region.

I five years hilly region spend-PERF be PT 1sg

40. / ohile maukhik p s kar-l rahalo/ 40. He had passed interview.

He interview pass do-PERF be PT 3sg.

41. /t Pokhara ghum-l rahal/ 41. You had visited Pokhara.

You Pokhara visit –PERF be PT2sg.

42. /hamarsab iskul ge-l rahaliyo / 42. We had gone to school.

We school go- PERF be PT1sg.

In examples 39, 40, 41, and 42 –l refers to perfect aspect and *rahalo*, *rahal*, *rahaliyo* are indicators of past tense. Here morpheme *rahalo* is used with third person, *rahal* with second person and *rahaliyo* with first person in Danuwar. But in English, past tense marker remains invariant for all persons and numbers. Auxiliary verb *had* is used to indicate past tense and past participle form of verbs (v3) are used to show perfect. The paradigm of verbs ‘bitai’, ‘kar’, ‘ghum’ and ‘j i’ are presented in table 17.

Table No. 17

Verbs 'kar', 'ghum' and 'jai'- in Past Perfect

Markers of past perfect		Person	Number
<i>Ham pach baras phahadi kshyatra</i>	<i>bitai-l rahalo</i>	1 st	Singular
<i>Ohile maukhik p s</i>	<i>kar-l rahalo</i>	3 rd	Singular
<i>Hamarsab iskul</i>	<i>ghum-l rahal</i>	1 st	Plural
<i>T pokhara</i>	<i>ge-l rahaliyo</i>	2 nd	Singular

The above table shows that suffix *-l* is perfect markers and morpheme – *rahalo*, -*rah* and *rahaliyo* are past markers in Danuwar.

The paradigm of verbs 'spent', 'pass', 'visit,' and 'go' are presented in table 18.

Table No. 18

Verbs *spend, pass, visit, and go* in Past Perfect

Markers of past perfect			Person	Number
<i>I</i>	<i>had spend+ past participle= spent</i>	<i>five year in hilly region</i>	Singular	1 st
<i>He</i>	<i>had pass- ed</i>	<i>Interview</i>	Singular	3 rd
<i>You</i>	<i>had visit- ed</i>	<i>Pokhara</i>	Singular	2 nd
<i>We</i>	<i>had go+ past participle= gone</i>	<i>School</i>	Plural	1 st

Here, *spent, gone* are past participle form of irregular verbs *spend and go*. So, past perfect markers of these verbs cannot be shown as in regular verbs *pass, visit*.

4.1.3.3.3 Future Perfect

In the Danuwar and English language future perfect is expressed by verb root + suffixes and markers are used.

Danuwar	English
43. /okarsab kh n kh i-l rahato/ They meal eat -PERF be FUT 3sg.	43. They will have eaten meal.
44. /t machhi m r-l rahab/ You flies kill-PERF be FUT 2sg.	44. You will have killed flies.
45. /hamarsab t lim sak-l rahabo./ We training finish -PERF be FUT 1pl	45. We will have finished training.

In Danuwar, *-l* indicates perfect aspect and *rahato*, *rahab*, *rahabo* refer to future with its subject according to person. Morpheme *rahato* is used with second person and *rahabo* with first person. But in English the modal auxiliary verb *will + have* is with all persons and numbers to show future and *v3* is used to indicate perfect.

The paradigm of the verbs ‘kh i’, ‘m r’ and ‘sak’ with mentioned suffixes or markers are presented in table 19.

Table No. 19

Verb 'kh i', 'm r' and 'sak'-in Future Perfect

Markers of future perfect		Person	Number
<i>okarsab kh n</i>	<i>kh i-l rahato</i>	3 rd	Plural
<i>T m chhi</i>	<i>mar-l rahab</i>	2 nd	Singular
<i>hamarsab t lim</i>	<i>sak-l rahabo</i>	1 st	Plural

From the above table it is concluded that suffix – *l* is perfect marker and morpheme – *rahato*, - *rahab* and – *rahabo* are future markers in Danuwar.

The paradigm of verbs 'eat', 'kill' and 'finish' with suffixes and markers are presented table 20.

Table No. 20

Verbs 'eat', 'kill' and 'finish'- in Future Perfect

Markers of future perfect			Person	Number
<i>They</i>	<i>will have eat+ past participle= eaten</i>	<i>meal</i>	3 rd	Plural
<i>You</i>	<i>will have kill- ed</i>	<i>flies</i>	2 nd	Singular
<i>We</i>	<i>will have finish- ed</i>	<i>training</i>	1 st	Plural

Here *eaten* is past participle form of irregular verb *eat*. So, perfect marker cannot be shown in regular verbs like *kill*, and *finish*.

4.1.3.4 Perfect Progressive Aspect

In English, perfect progressive aspect can occur with the present, past and future tense. The marker of the present perfect progressive is has/have +been+ v-ing for the past perfect progressive the marker is had +been+ v -ing and the marker of the future perfect progressive is shall/will+ have+ been+ v-ing. But, in Danuwar the combination of perfect and progressive aspect is not found.

4.2 Discussion

Finally, the result has discussed analyzed by comparing tense aspect system in English and Danuwar.

4.2.1 Similarities in the Tense System between English and Danuwar

The classification of tense in English is divided into present past and future. Danuwar tense is also divided into present, past and future

Some examples are given in both English and Danuwar present, past and future tense respectively.

Danuwar	English
46. /ham bh t kh i-siyo/ I rice eat-PRES 1sg.	46. I eat rice.
47. / bh t kh i-chho/ He rice eat-PRES 3sg.	47. He eats rice.
48. /t bh t kh i-chha/ You rice eat-PRES 2sg.	48. You eat rice.

In the above 46, 47 and 48 sentences, English third person singular takes –s suffix in its base form with first person and second. In the similar way in Danuwar present tense, different suffixes are used according to person of subject, *-siyo* suffix is used with first person in 46 whereas *-chho* is used with third person and *-chha* with second person. In this way English and Danuwar are inflected in verb form in present tense.

Past:

Danuwar	English
49. /ham bh t kh i-liyo/ I rice eat-PT 1sg.	49. You eat rice.
50. / bh t kh i-lo/ He rice eat-PT 3sg.	50. He ate rice.
51. /t bh t kh i-l/ You rice eat PT 2sg.	51. He ate rice.

In these sentences, English verbs inflects to indicate past tense (eat +past). Similarly, Danuwar inflects to indicate the past tense, suffixes *-liyo, -lo, -l* are inflected according to the person in 49, 50 and 51.

Future:

Danuwar	English
52. /ham bh t khai- bo/ I rice eat FUT 1sg.	52. I will eat rice.
53. /t bh t khe/-bo/ You rice eat FUT 2sg.	53. You will eat rice.
54. / kitab khoj-to/ He book search –FUT 3sg.	54. He will search book.

In the above sentences, English future tense is expressed by will/ shall auxiliary verbs and Danuwar future tense is also expressed by *-bo, -b, -to*. Here *-bo* suffix is used with first person, *-b* with second person and *-to* with third person.

4.2.2 Differences in Tense System between English and Danuwar

In English the present tense verbs do not normally inflected to agree with person number with the subject but Danuwar inflect to agree with person. In English only third person singular subject takes *-s* for agreement in present tense. In 46, 47 and 48 all are inflected with different suffixes not only third person singular.

In past tense above, English verbs in 49, 50 and 51 inflect to indicate past tense (eat + past=ate) but do not inflect to agree with person and number of the subject. Danuwar verbs also inflected to indicate past but to mark person. There are different suffixes. *-liyo* for first person, *-lo* for third person and *-l* for second person.

In English, future tense is expressed by the use of shall/ will before the verb but there is no verb inflection in future in English unlike English Danuwar verbs inflect according to the person to indicate future tense . In 52-*bo* is used with first person, in 53 *-b* is used with second person and in 54 *-to* is used with third person.

4.2.3 Comparison of Similarities in the Aspect System between English and Danuwar

English aspects system is divided into simple, perfect, progressive and their combination perfect progressive. Danuwar system is divided into Simple, perfect and progressive.

Simple aspect in English is combined with present, past, future. Similarly in Danuwar, simple aspect is also combined with present, past and future; e.g.

Danuwar	English
55. / <i>Ram chitth nikh-chho</i> / Ram letter write-PRES 3sg.	55. Ram writes a letter.
56. / <i>Ram chitth nikh-lo</i> / Ram letter write –PT 3sg.	56. Ram wrote a letter.
57. / <i>Ram chitth nikh-to</i> / Ram letter write FUT 3sg.	57. Ram will write letter.

In above 55, 56 and 57 English simple aspects in present, past and future is realized by *es + write, + past and will + write* respectively. Similarly, in Danuwar, simple aspect in present, past and future is realized by suffixes *–chho, -lo, -to respectively* with third person in 55, 56 and 57.

Similarly, perfect aspect in English is combined with present, past and future. In Danuwar, we can see the combination of present, past and future. e.g.

Danuwar	English
58. / <i>Ram chitth nikh-l siyo</i> / Ram letter write PERF be PRES 3sg.	58. Ram has written a letter.
59. / <i>Ram chitth nikh –l rahato</i> / Ram letter write PERF be FUT 3sg.	59. Ram will have written a letter.
60. / <i>Ram chitth nikh-l rahalo</i> / Ram letter write –PERF be PT 3sg.	60. Ram had written a letter.

Perfect markers in English present tense are -has +en (v3), past-had + write +en (v3) and future- will have +write +en (v3). In Danuwar, marker *-l* indicates perfect aspect in present, past and future.

Likewise, Progressive aspect in English is combined with present, past and future. In Danuwar also progressive aspect is combined with present, past and future, e.g.

Danuwar

English

61. /*Ram chitth nikh-tih chho*/

61. Ram is writing a letter.

Ram letter write –PROG be PRES 3sg.

62. /*Ram chitth nikh-tihi rahalo*/

62. Ram was writing a letter.

Ram letter write-PROG be PT 3sg.

63. /*Ram chitth nikh-tih rahato*/

63. Ram will be writing letter.

Ram letter write-PROG be FUT

In the examples 61-63 English progressive markers in present, past and future are: is + write + ing, was + write +ing and will be +write + ing respectively. Similarly, in Danuwar suffix-*tih* represent progressive in past, present and future. Marker *siyo* is used with third person in present morpheme *rahalo* is used with third person in future.

4.2.4 Differences in Aspect System between English and Danuwar

English language has four aspect-simple, perfect, progressive and their combination perfect progressive. But the Danuwar language has only three aspects- simple, perfect and progressive. It does not have combination of the perfect and progressive English tense aspect system is different in the use of auxiliary verbs than Danuwar. There is the use of different auxiliary according to the number of the subject and tense. But in

Danuwar there is the use of different markers according to the person and tense. In 9 and 10 though they are different in number, same marker- *liyo* is used to show past.

In English, simple aspect in present, suffix-s is used in base form for the third person singular except other person and number after main verb. But in Danuwar, simple aspect in present depends upon person of the subject. Suffix-*chho* is used with third person in 55. Similarly in English to mark simple aspect in past base (root) form + past (v2) is used. But in Danuwar, it depends upon person of the subject. After verb (nikh) suffix-*lo* is used with third person singular to indicate past in 56. In English, simple future is expressed by modal auxiliary will/shall before verb. But in Danuwar verb (nikh) is inflected by *-to* in 57 to show future.

In English, perfect aspect in present is expressed by has/have +v-en (v3). But in Danuwar it is indicated by adding suffix-*l* in root verb form (nikh-l). In English, perfect aspect in past is realized by had +v3. But in Danuwar suffix *-l* is added to root verb to indicate perfect aspect and morphemes are used according to the person. In 60 *rahalo* is used with third person.

Progressive in present in English is realized by is/am/are +v-ing. But in Danuwar, verb root is inflected to show progressive (nikh-tih). In 61 *-chho* is concords with third person to indicate present after verb. Past progressive aspect in English is indicate by was/were +v-ing. Auxiliary verbs are used according to the number of the subject in English but in Danuwar morphemes are used according to the person. In 30,31 and 32 *rahalo* is used with third person, *rahal* is used with second and *rahaliyo* is with first person to show to show past. In English future progressive is expressed by will/shall +be +v-ing. But in Danuwar verb root is inflected to show progressive (nikh-tih) in 63 and morpheme *rahato* is used with third person to indicate future.

In English perfect progressive in simple is realized by has/have +v-ing, in past had +been +v-ing and in future shall/will have +been v-ing. But in Danuwar it is not found.

CHAPTER FIVE

SUMMARY, CONCLUSION AND IMPLICATION

This is the final chapter of the report which deals with Summary, conclusion and implication made by the researcher after analyzing the data. This chapter is divided into 3 parts, summary, conclusion and implications.

5.1 Summary

The chapter provides the picture of the content that necessitates the study the rationale behind selecting the topic, problem that is to be answered in the study, purpose of the study scope of the work to be performed.

In the second chapter, I attempted to review the ‘store house of knowledge or the theories which could guide my study. I review the previous work done in the department applying the theories related to my topic. In this chapter I have tried to provide authenticity to my study by presenting theoretical literature, empirical literature and conceptual framework developed on the basis of the review.

The third chapter deals with the procedures employed to conduct the study. It gives information about the design of the study, Population and sample, sampling procedure and tools for the data collection and data analysis and interpretation procedure. It attempts to lead the whole research study.

Collected data are presented, analyzed and interpreted in the fourth chapter. It is divided into two sections. In the first section, it includes the analyzed of tense-aspect system of Danuwar and Second section includes similarities and difference between English and Danuwar tense-aspect system.

The last chapter summarizes and includes the whole study in two parts. At last some implications are presented in the last part. The implications of the study are categorized under the policy level, practical level and further research. This chapter is followed by references and appendix to make the study reliable, valid and authentic.

5.2 Conclusion

Since this study was conducted to describe tense –aspect system in English and Danuwar, I prepared the questionnaire, collected responses required to the study and presented in the table form, in the first section of chapter four and in the second section of the same chapter I analyzed and interpreted the responses according to situation and their relationship with each other. On the basis of analysis and interpretation of the information collected from the 45 informants, I reached in the following conclusion.

1. Danuwar tense system is categorized in to present, past and future.
2. Different markers are added in root verb form to indicate tense, aspect and person of the subject.
3. –*Siyo*-, *chha*-, *chho* are the suffixes in simple present having first, second and third person respectively.
4. –*tihi* is added with verb form to show progressive aspect and morphemes are used according to the tense and person of the subject after the verb. For examples morphemes *rahlo* is used with third person to show past progressive, morpheme *rahatois* used with third person to show future progressive.

In Danuwar the perfect marker is –*l* suffix that occurs at the end of the main verb.

Different markers are used to mark present, past and future. *Siyo*, *chha*, *chho* are the

markers which are added to the first, second and third person to show present.

Likewise, *rahaliy*, *rahal*, *rahalo* are of past and *rahabo*, *raha*, *rahato* are of future tense.

Some of the similarities and differences are also found in analysis of the study.

1. Both of them have three tenses; present, past and future. In both of the language verb is inflected by suffix and marker is used in progressive aspect.
2. In English, except third person singular verbs do not normally inflect to agree with person and number of the subject. But the Danuwar verbs inflect to agree with person.
3. English aspect system is divided into four; simple, perfect, progressive and their combination perfect progressive. But Danuwar aspect system is divided in to three; simple perfect and progressive.
4. In Danuwar language there is the system of combination of the tenses; present, past and future with only three aspect; simple perfect and progressive.

5.3 Implication

The present work is the researcher's sincere effort to present the tense –aspect system in Danuwar language. It is the one of discovery which is not discovered yet. All my findings are helpful in teaching, learning, translation, material production related to the language teaching in our country.

The main implication of the study for educational practice can be presented under the following 3 levels.

5.3.1 Policy Level

Policy is a course of action of a government to systematize the activities of the people belonging to the particular field. It is the long term vision of the nation. Policy helps to achieve the objectives.

In the case of Nepal, many policies are made without adequate study. Due to inadequate study, they cannot be successful therefore immediately after formulating policies they are compelled to change them. Therefore the study done on tense-aspect system would be helpful for the policy maker of Nepal to formulate policy related to the bilingual education.

The main implications in this level are:

- a. The study will be highly effective to the policy makers in the field of education in general and in the field of English language education in particular for making policy related to the bilingual education (Danuwar and English)
- b. DOE can take benefit from the study to achieve its goal in implementing different programmes related to the mother tongue.
- c. It will be highly essential for curriculum development centre for designing new curriculum, revise and improve existing curriculum.
- d. The universities can also utilize the study to make policies in related field.
- e. Distance education centre can take help to provide distance education to target group.

5.3.2 Practice Level

The implication of the research studies in the practical field or day to day life is categorized under practice level. This study directly related to the practical field of the English language teaching .The practitioners of ELT such as curriculum developer, teacher, textbook writer, material producers, linguists, principal and supervisor can effectively utilize the study. The major implications of the practical level are:

- a. Native speakers of Danuwar who are have been studying English can be benefited more.
- b. Individual subject teachers can be guided to improve their teaching by taking help of the study while teaching English as second language to the Danuwar native speakers.
- c. It becomes asset for the school management committee and headmasters to design school improvement plan.
- d. Village education committee is assisted from the study to make village education plan and to improve their plans.
- e. Textbook writers and instructional material producers will also get feedback from it.

5.3.3 Further Research

The present study would be fruitful for the further research. It is one step study in the Danuwar language. There are more then 123 mother tongue spoken in Nepal, among them some languages have only well printed and recorded materials but rest of them are not so codified and printed in written form. Danuwar language is one among not

so established one, so the scope of this study is too fruitful. The new researchers can analyze the other grammatical aspects. The study can be conducted on special vocabularies, quotation, dexis system etc in Danuwar language. All the researchers who are interested in this field would certainly be benefited from the findings of this study.

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APPENDICES

Appendix- I

Informants of the study

A. Male Informants

S.N	Name	Age	Address	Academic status
01	Nikesh Danuwar	27	Hansposa- 8	I.A
02	Bhagat Kumar Danuwar	45	Hansposa- 8	Illiterate
03	Mukunda Danuwar	35	Hansposa- 8	Illiterate
04	Ram Dev Kunwar	60	Hansposa- 8	Illiterate
05	Ashi Kunwar	35	Hasposa- 8	Literate
06	Sangit Kunwar	22	Hansposa- 8	Literate
07	Binesh Kunwar	35	Hansposa-8	S.L.C
08	Dinesh Kunwar	29	Hasposa- 8	Illiterate
09	Umesh Kunwar	23	Hansposa-8	Literate
10	Even Kunwar	21	Hasposa-8	Literate
11	Rakesh Kunwar	22	Hansposa- 8	I.A
12	Dev Narayan Kunwar	65	Hansposa- 8	Literate
13	Ranjit Kumar Danuwar	32	Hansposa- 8	Illiterate
14	Jag Narayan Danuwar	58	Hansposa- 8	Illiterate
15	Krishna Kunwar	42	Hansposa-8	Literate
16	Hari Kumar Danuwar	40	Hansposa- 8	Literate
17	Shambu Danuwar	36	Hansposa- 8	Literate
18	Bir Narayan Danuwar	60	Hansposa- 8	Literate
19	Rabin Danuwar	25	Hansposa- 8	Bachelor running
20	Sanjaya Danuwar	23	Hansposa-8	Bachelor running

B. Female Informants

S.N	Name	Age	Address	Academic status
01	Renuka Kunwar	26	Hansposa- 8	Literate
02	Thubia Kunwar	60	Hansposa- 8	Illiterate
03	Rina Kumari Danuwar	50	Hansposa- 8	Illiterate
04	Lodiya Danuwar	55	Hansposa- 8	Illiterate
05	Pashupati Danuwar	33	Hansposa-8	Literate
06	Rama Danuwar	30	Hansposa- 8	Literate
07	Maya Devi Danuwar	57	Hansposa- 8	Illiterate
08	Ganga Danuwar	35	Hansposa-8	Illiterate
09	Bihit Danuwar	15	Hansposa- 8	Literate
10	Priti Danuwar	13	Hansposa-8	Literate
11	Manju Kumari Danuwar	38	Hansposa- 8	Literate
12	Urmila Danuwar	36	Hansposa- 8	Literate
13	Ratna Danuwar	42	Hansposa-8	Illiterate
14	Ritika Danuwar	20	Hansposa- 8	Literate
15	Rasmita Danuwar	11	Hansposa- 8	Literate
16	Asmita Danuwar	12	Hansposa- 8	Literate
17	Latabati Danuwar	40	Hansposa- 8	Illiterate
18	Even Kunwar	21	Hansposa-8	Literate
19	Nasibit Danuwar	14	Hansposa- 8	Literate
20	Hari Kumari Danuwar	42	Hansposa- 8	Illiterate

Appendix-II

Interview Schedule

Dear informants,

The interview schedule has been prepared to accomplish a research work entitled “Tense-Aspect System in English and Danuwar language,” under the guidance of Mr. Keshav Prasad Bhattarai, Lecturer at the Department of English Education, Janta Multiple Campus, Itahari Sunsari. The researcher hopes that your cooperation will be a great contribution in the accomplishment of this research work.

Thank you.

Researcher

Yamuna Basnet

Janta Multiple Campus,

Itahari-5,Sunsari

Name:

Sex:

Address:

Age:

How do you say the following sentences in the Danuwar language?

1. I get up.

.....
.....

2. He drives a bus.

.....
.....

3. Ann speaks German very well.

.....
.....

4. Nurse looks after patients in hospital.

.....
.....
5. The earth goes round the Sun.

.....
.....
6. Anjela is reading a story.

.....
.....
7. Catherian is learning Italian.

.....
.....
8. I am going to bed.

.....
.....
9. You are working hard today.

.....
.....
10. It is raining heavily.

.....
.....
11. Paul has lost his key.

.....
.....
12. I have cut my finger.

.....
.....
13. Sally has gone out.

.....
.....
14. The police have arrested two men.

.....
.....
15. I have had my meal.

.....
....

16. Marie has been learning English for two years.

.....
....

17. It has been raining for two hours.

.....
....

18. John has been running for two hours.

.....
....

19. We have been waiting for two hours.

.....
....

20. She has been playing Tennis since she was eight.

.....
....

21. We got up.

.....
....

22. You lied me down.

.....
....

23. S/he went home.

.....
....

24. I went to bed early yesterday.

.....
....

25. Denisha arrived ten minutes ago.

.....
....

26. They were playing tennis at 10:31 yesterday.

.....

....

27. I was walking home when I met Ram.

.....

....

28. You are reading a magazine when I saw you in the park yesterday.

.....

....

29. Paul had gone home Sarah has arrived at the party.

.....

....

30. I had given to you a gold chain last year.

.....

....

31. She had visited last year.

.....

....

32. We had won the first world football cup.

.....

....

33. Tom had drunk Whisky When I met him yesterday evening.

.....

....

34. We will go home.

.....

....

35. I will tell the truth.

.....

....

36. She will buy the computer next week.

.....

....

37. We will play volleyball tomorrow.

.....

....

38. It will rain soon.

.....

....

39. They will send a mail to me.

.....

....

40. I will be lying on the beach.

.....

....

41. She will be working at eleven tomorrow.

.....

....

42 I will have gone to work.

.....

....

43. The film will already have started by this time.

.....

....

44. They will have met the chairman.

.....

....

45. You will have left at this time tomorrow.

.....

....

46. I will have been for hours.

.....

....

47. She will have been knitting for hours.

.....

....

48. They will have been practicing English speaking for a month.

.....

....

49. He will have been going home for an hours.

.....

....

50. They will visit Dharan tomorrow.

.....

Appendix-III

Interview Schedule

Dear informants,

The interview schedule has been prepared to accomplish a research work entitled “Tense-Aspect System in English and Danuwar language,” under the guidance of Mr Keshav Prasad Bhattarai, a member of Department of English Education, Janta Multiple Campus, Itahari Sunsari. The researcher hopes that your cooperation will be a great contribution in the accomplishment of this research work.

Thank you.

Researcher
Yamuna Basnet

Details of the Informants:

Name:..... Sex:.....

Occupation:..... Age:.....

Academic qualification:.....

Address:.....