

TENSE MARKING SYSTEM IN LIMBU AND ENGLISH

**A Thesis Submitted to the Department of English Education
In Partial Fulfillment for the Master of Education in English**

Submitted by

Kamala Shereng Limbu

Faculty of Education

Tribhuvan University

Janta Multiple Campus

Itahari, Sunsari

2018/2074

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DECLARATION

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

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.....

Kamala Shereng Limbu

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mrs. Kamala Shereng Limbu** has worked and completed her M.Ed. thesis entitled **TENSE MARKING SYSTEM IN LIMBU AND ENGLISH** under my guidance and supervision.

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ABSTRACT

This research entitled **Tense Marking System in Limbu and English** is an attempt to identify the tense marking system of Limbu language to compare and contrast them with this of English and suggest some pedagogical implication based on the findings. In order to accomplish the objectives of the study, both primary and secondary sources of data have been used. The sample population of the study consists of 60 Limbu native speakers selected through purposive non-probability sampling procedure to elicit the required data. Data for English language has been taken from secondary sources. A set of questionnaire was used to elicit the data from literate informants and the same questionnaire was used as an interview schedule for illiterate informants. The collected data has been analyzed, interpreted and presented descriptively. In Limbu, there is not past tense marker with transitive verbs in Limbu but ‘-ed₁’ marker is in English. There is ‘-s’ marker with 3rd person singular in English and ‘-0’ marker in Limbu for present tense. i.e. tub-u, thuŋ-u (Limbu) and plucks, goes (English). In Limbu, suffix ‘-ra’ on main verb *khaktu* show progressive aspect and other morphemes *yaka*, *keyaksi* are present markers in Limbu and suffix ‘-ing’ on main verb in English along with auxiliary verbs ‘am, is, are’ as present markers and ‘was, were’ are past markers in English. Similarly, *yage*, *meyage* are separate morphemes in past tense markers in Limbu for progressive aspect. In Limbu, suffix ‘-aŋ’ is added to root verb to indicate perfect aspect. ‘*Waʔ*’ is present perfect marker and ‘*we*’ is past perfect marker. But have+v-ed₂ is present perfect markers and had+v-ed₂ is past perfect markers in English.

This thesis consists of five chapters. Chapter one deals with general background, linguistic situation in Nepal, an introduction to Limbu, Dialects of Limbu, an introduction to Limbu script, contrastive analysis, statement of the problem, rationale of the study, research questions, objectives of the study, significance of the study, delimitations of the study, definitions of the key terms. Chapter two deals with review of related literature which consists of theoretical and conceptual framework, introduction to tense. Chapter three relates to methods and procedures of the study which encompasses study design, sources of data, data collection tools, sample of population, sampling procedures and data collection procedures. Chapter four relates with analysis and interpretation of the data. Chapter five presents summary, findings, conclusion and implications with further research and recommendations.

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LIST OF ABBREVIATIONS

1 st	First
2 nd	Second
3 rd	Third
a:	as the final vowel sound of ‘anga’ /a:ŋga:/
CA	Contrastive Analysis
CBS	Central Bureau Statistics
ELT	English Language Teaching
i.e.	That is to say
L ₁	First Language
M.Ed	Master in Education
No.	Number
ŋ	as the final consonant sound of ‘tubung’ /tubunŋ/
Perf	Perfective
Pl	Plural
Pres	Present
Prog	Progressive
Pt	Past
S.N.	Serial Number
Sing	Singular
T.U.	Tribhuvan University
TL	Target Language
VDC	Village Development Committee
ʔ	Glottal stop

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CHAPTER –ONE

INTRODUCTION

1.1 General Background

There are many languages spoken in the world but there is no exact data of its number. Language is a social phenomenon so it needs for human existence. Human civilization is not possible without it. It affects person, social and geographical boundaries.

English language is one of the widely used languages in the world. It is an international language. which functions as a lingua –franca in the world. It is learned and taught as a second or foreign language in many Countries. According to the Oxford Advanced Learners Dictionary, “Language is the system of communication in speech and writing that is used by people of a particular country”. There are many languages spoken in the countries. It has become compulsory subject from primary level to University level in Nepal.

Limbu language belongs to the Tibeto- Burman family of language. It is spoken by the majority of Limbus of eastern region of Nepal. Limbus use limbu language as their mother tongue. Limbu Language has its own script which is called “Srijunga Lipi”. Limbu Language has varieties of dialects. There are mainly four dialects of it. They are Panthare Dialect, Phedappe Dialect, Chhathare Dialect and Tamarkhole Dialect. These varieties of Dialects depend on regional variations (Sherma 2012).

1.1.1 Linguistic Situation in Nepal

Nepal is a multilingual, multi-religious and multicultural country. The CBS(2011) identified 125 ethnic/cast groups and 123 Languages (Yadava 2014) are spoken with

various dialect's constitution of Nepal, 2072 BS. has recognized all the languages spoken as mother tongue in Nepal are as languages of nations. Most of them do not have their written script but only used in daily communication. These languages are from different language families (Yadava 2003) i.e.

- 1) Indo-European family
- 2) Tibeto-Burman family
- 3) Dravidian family
- 4) Austro-Asiatic family

1.1.2 An Introduction to Limbu

The Limbu language is from Tibeto-Burman group. They are people of the Mongoloid race dwelling in the hills of the Koshi and Mechi zone of eastern Nepal. Some Limbus are in Sikkim and Darjeeling district of India. They are one of the kiranti groups. Nowadays, Limbus are also in Lalitpur, Bhaktapur and Kathmandu of Nepal and Nagaland, Assam, Manipur of India. However the population of Limbus in Nepal is 359,379 (CBS, 2001:73). The Limbus are called 'Yakthungba' and their language is called 'Yakthung (ba) pan'. The Limbu language has its own script which is called 'Sirijunga Lipi'. Anyway the recent policy of government, all Janajati people have the opportunity to learn in their own mother tongue upto the primary level.

The largest Limbu community lives in nine districts such as Taplejung, Panchathar, Ilam, Jhapa, Tehrathum, Sankhuwasabha, Dhankuta, Sunsari and Morang.

Table No. 1

Population of Limbu People

S.N.	Name of district	Male	Female	Total
1	Taplejung	1183	1297	2480
2	Pachathar	736	772	1508
3	Ilam	1811	1967	3778
4	Jhapa	1566	1787	3352
5	Tehrathum	476	562	1038
6	Sankhuwasabha	105	100	205
7	Dhankuta	288	325	612
8	Sunsari	580	651	1231
9	Morang	1989	2348	4337
10	Kathmandu	303	308	611
11	Lalitpur	87	85	172
12	Bhaktapur	29	28	57

(CBS 2011)

1.1.3 Dialects of Limbu Language

The Limbu language has four dialects spoken in different regions. Those are given below.

i) Tamor Khole Dialect

Tamor Khole Dialect is spoken in Taplejung district.

ii) Chhathare Dialect

Chhathare dialect is spoken throughout 'Chhathar' which lies to the eastern part of Dhankuta district, western part of Tehrathum district like Dangapa, Phakchamara and Okharbote VDCS.

iii) Phedappe Dialect

The Phedappe dialect is spoken by the Limbus of Tehrathum district of Koshi Zone. The Tamor River to the east and Arun river in the west.

iv) Panthare Dialect

Panthare dialect is spoken in Panchthar and Ilam districts of the eastern part of Nepal. Panthare dialect is known as the standard dialect among the dialects of Limbu language. Most of the books and literature are written in this dialect.

1.1.4 An Introduction to Limbu Script

The Limbu language has its own script which is called 'Sirijunga Lipi'. Kainla (2003:12) writes "...according to Chemjong (1976) the script was developed by the king Sirijunga in the 9th century. The script has been named after his own name.

The old kirat script has been developed and modified nowadays and the Limbu language possesses a systematic writing system. Nowadays, Limbu Language has been called Kirat language and Sirijunga script has been called as Kirat script.

Various kinds of books journals and newspaper can be seen in the Limbu language.

The limbu alphabets are given below.

Table No. 2

Vowels (རྩུང་མཚ)

ཨ	ཨ་	ཨི	ཨུ	ཨེ	ཨེཾ	ཨོ	ཨོ	ཨོཾ	ཨོ
a	aa	i	u	e	ai	o	au	aum	ah

Table No. 3

Consonants (རྩུང་མཚ)

ཀ	ཁ	ག	པ	ཅ	ཆ	ཇ	ཉ	ཏ	ཐ
k	kh	g	gh	ng	ch	chha	ja	t	tha
ད	ཅ	ཇ	ཏ	ཐ	ཅ	ཇ	ཉ	ཏ	ཐ
d	dh	n	p	ph	b	bh	m	y	r
ལ	ལ	ཤ	ཇ						
l	w	s	h						

(Source: Kainla, 2003:22)

1.1.5 Contrastive Analysis (CA)

Contrastive analysis is a branch of linguistic which is defined as a scientific analysis of similarities and differences between two languages. This is a procedure of comparing and contrasting linguistic system of the two languages. Comparison can be made at any level, system of two languages that predicts the area of ease and difficulty for a learner while learning a second language or language. CA is the field of carrying out systematic study of similarities and differences of some of the characteristics found in two or more languages. CA was introduced in the 1940s in the

US strongly advocated by C.C. Fries and Robert Lado. Fries made the first clarion for CA in 1945 in his book entitled 'Teaching and learning English as a foreign language'. Later in 1957, Lado made it more direct and explicit by developing a technique to carry out CA. Lado (1957) as cited in Tamang (2012) has given following assumption of CA which have significance role in language teaching and learning.

- i) Difference between the past and present learning causes hindrance whereas the learning is facilitated by the similarity between the past learning and the present learning.
- ii) In the comparison between native and foreign language lies the key to ease or difficulty in foreign language learning.
- iii) 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 better provide for teaching them.

CA is done mainly for pedagogic purpose as its findings carry an immense value to the teachers of a second language for planning their lesson as well as for preparing materials of teaching.

CA is carried out mainly for pedagogical purpose. It has two functions: firstly, to predict the likely errors of group of learners and secondly, to predict input to language teaching and learning. It provides input to language teaching and learning by (a) pointing the areas of differences and likely errors in performance, (b) determining what the learners have to learn and (c) designing teaching learning materials for those particular areas that need more attention. Thus, the function of CA are called predictive and explanatory. It facilitates the teaching of foreign language

by explaining TL errors. Such a comparison helps in pointing the areas of difficulty in learning and errors in performance. It also helps in designing teaching/learning materials for those particular areas that need more attention. The findings of CA are useful not only for language teachers but also for course designers, testing experts and learners. Therefore a language teacher should have knowledge of CA to treat the learners psychologically and academically.

1.1.6 Contrastive Analysis Hypothesis/ Assumption of CA

Hypothesis of Contrastive Analysis are as follows:

- a. The second language learning becomes difficult due to the interference of the first language.
- b. The difficulties can be predicted by CA.
- c. Major sources of errors are located in the first language habits.

1.2 Statement of the Problem

Regarding my present study, the main problem which is going to be explored how Limbu language causes difficulty while learning target language (i.e. English). There are few numbers of Limbu in our country. They may have faced many problems while learning English language. Tense marking systems are very useful aspect of grammar. So, the main problem of the study is in what respect Limbu tense marking system is helpful or hindrance while learning English; mainly their similarities and differences.

1.3 Rationale of the Study

This research study is an academic study to be undertaken as a requirement to explore the tense marking system in Limbu and English language. The reason for choosing

this topic is to find out the similarities and differences in tense marking system in English and Limbu 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 constraints are explored and addressed to some extent they feel easy to communicate in the English.

Native speakers of Limbu language sometime over generalize their L₁ rules while learning English. So, they produce errors while speaking, writing. So that the native speakers who are learning English will be benefitted from the findings of the study.

1.4 Objectives of Study

This study had the following objectives :

- i. To find out tense marking system of Limbu language.
- ii. To describe tense marking system in English.
- iii. To compare and contrast tense marking system of the two languages and
- iv. To suggest some pedagogical implications.

1.5 Research Questions

This research questions was concluded to find out the answers to the following question.

1. How do the Limbu speaking people use different tense marking system in Limbu ?
2. What are the present and past tense markers in Limbu?
3. What are the progressive and perfective markers in Limbu?
4. How do Limbu tense marking differ from English?

1.6 Significance of the Study

The study will be fruitful to all those students, teachers, 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 marking system in limbu and English. Finally this work will help the Limbu learners of English and English learners of the Language of Sunsari district while learning tense marking system.

1.7 Delimitations of the Study

The study was limited as follows.

- a) The study was based on Limbu language.
- b) The total sample size of this study was only 60 native speakers of Dharan sub-metropolitan city of Sunsari District.
- c) The study focused on the process of tense marking system in Limbu in comparison with English.
- d) The study of the tense marking was limited to present, past, perfect and progressive aspect of tenses.
- e) Only interview and questionnaire were used as tools for data collection.

1.8 Operational Definitions of the Key Terms

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

Comparative study: Connected with studying things to find out how similar and different they are.

Interview schedule : A list of question to be asked during interview.

Dialect: The variation in the use of language according to place, time and group of people.

Population: A well defined group of people, object etc.

Sample: A group of persons selected from the person population.

Non probability: The number of elements in a population is either unknown or can not be individually identified.

Purposive: Having a clear and definite purpose. The researcher provides the best information for the achievement of objectives of the study.

Procedures: A formal or way of doing something which should be agreed/correct.

Transitive: It is a verb which is used with a direct object either expressed or understood.

Intransitive: It is a verb not having an object

CHAPTER- TWO

REVIEW OF RELATED LITERATURE, THEORETICAL AND CONCEPTUAL FRAMEWORK

2.1 Review of Related Literature

It is found that many researchers have been carried in the field of system Limbu and English languages. But no single research has been done on ‘A comparative study on tense marking system in Limbu and English’ in the department of English language T.U. Therefore this research is a new attempt. Here some of the review of the related literatures related to the present study are presented as follows.

Phyak (2004) carried out a research on “English and Limbu pronominal: A linguistic comparative study”. His objectives were to determine to Limbu pronominal and to find out similarities and differences between those in relation to English pronominal. He had taken primary data from Limbu native speakers of Panthar and Ilam district using snowball sampling procedure. Secondary sources were used for English. He found that Limbu had more pronouns for male, female, human and non-human beings. Regarding personal and possessive pronouns both are categorized under singular, dual and plural number in the Limbu but they are categorized only singular and plural in English.

For another context, Tumbapo (2005) has conducted a research on “Verbal affixation in Limbu and English: A comparative study”. He aimed to find out verbal affixation in Limbu and compare and contrast with that of English. He found that panthare dialect of Limbu has affixation system whereas English lacks this system. Both languages have multiple affixation system but more than three affixes can be added to the same verb in panthare dialect of Limbu verbal.

However, Khadka (2006) has carried out a research entitled “Noun phrase structure in English and Nepali”. The main purpose of this study was to identify the similarities and differences in the noun phrase structure in English and Nepali language. He found out that regarding the essential constituents of a noun phrase head, the two language in questions are found to have similar heads as both of them accept the three types.

Another, Thakur (2006) has carried out a research on “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 logical 10th graders and to suggest some pedagogical of the finding.

Likewise, Ghimire (2007) completed a research on “English and Danuwar kinship terms: A comparative study”. The research was conducted to find out the kinship term of both and final relation on Danuwar and English language. The research finding showed that the Danuwar language is richer than English language in terms of kinship terms.

Otherwise, Sebehang (2007) has carried out a research on “Subject-verb agreement in Limbu and English: A comparative study”. The objective of the study was to identify the subject-verb agreement in Limbu and to find out similarities and differences between these two languages. He conducted that the Limbu verbs agree with tense, aspect, object, person and number.

On the other hand, Limbu (2008) has carried out a study on “Asking for permission in English and Limbu”. He aimed to find out forms of asking for permission by using judgmental sampling procedure. The primary sources of data were forty Panthare dialect speaking Limbu natives of Ilam district. His findings were forms of asking for

permission are reflected in lexical items in English, informal forms are used with general friends and neighbours. Limbu use temperate forms with both types of friend in English. Both English and limbu use formal forms with strangers, guests, bosses and teachers in seeking permission.

For another context, Limbu (2010) has done a research on “Adjectival morphology in Limbu and English: A comparative study”. He aimed to compare and contrast morphological system of adjectives of the Limbu and English. The English data were taken from secondary sources. The native speakers of Limbu language were the primary sources of data for Limbu adjectives. The researcher used stratified random sampling procedure to sample the population. The interview and questions were used as research tools for data collection. It was found that Limbu adjectival morphological system was more complex than that of English adjectival morphological system. No gender distinction marker is found in English adjectives. But in Limbu gender distinction marker is found. The suffix (-pa/ba) indicates both masculine and neuter gender marker and the suffix (-ma) indicates feminine gender marker. But in English so many different types of prefixes and suffixes are used to derive adjectives from different word classes.

In addition, Tamang (2012) carried out a research entitled “Negation and question formation in Tamang and English language”. His main objectives were to compare and contrast the process of negation and question formation in Tamang with those of English and Suggest some pedagogical implication best on the findings. The sample population of his study was 50 Tamang native speakers selected from Chunbang V.D.C. Pakhribas V.D. Cand Dhankuta municipality of Dhankuta District. His major findings were that the negative auxiliaries are ‘ba’ and negative prefix ‘a’ are the

negative markers in Tamang. In English the ‘question ‘wh’ fronting rule does not apply while forming information question in Tamang.

Another area, Sherma (2068) completed research on “Tense marking system in Panthare Limbu and English: A comparative study”. She aimed to compare and contrast between Limbu and English. She collected the data from both primary and secondary sources. The primary sources were forty native speakers of the Limbu language of Mangjabung V.D.C. of Panthar district. She compared Tense marking system between Limbu and English.

Otherwise, Das (2014) completed a thesis of comparative study on “Adjectival form of the Maithili and English language”. His objectives were to find out the similarities and differences of the adjectival form of the Maithili and English languages. He selected 120 native speakers of both VDCS i.e. Harinagar and Basantapur. He collected information through interview. He compares and contrasts between Maithili and English in adjectival forms..

On the other hand, Basnet (2015) carried out a research on “Tense and aspect in English and Danuwar languages”. Her main objectives were to find out the similarities and differences in tense and aspect systems in English and Danuwar with some pedagogical implications based on the findings. The sample population of her study was 40 Danuwar native speakers selected from Hansposa sub- metropolitan city of Sunsari district. Her major findings were that the English aspects systems is divided into simple, perfect, progressive and their combination perfect progressive but Danuwar system is divided into simple, perfect and progressive.

But, Timsina (2015) has carried out a research on “Deixis system in English and Jhagad language”. He found that Jhagad language has large number of first person

plural pronoun. He found many word referring to proximate and distance in the third person pronoun of Jhagad language but it is not found in English.

Finally, Thebe (2016) completed a research on “A comparative study of negation and interrogation between Yamphu and English language”. She collects the data from both primary and secondary sources. She met 40 Yamphu native speakers from sundar- Dulari municipality of Morang district. Out of 40 respondent 12 were illiterate, 13 were literate and 15 were educate. Similarly, 20 were male and 20 were female. She used interview schedule, questionnaire and observation for research tools. She compared English and Yamphu language with negation and interrogation to find out similarities and differences.

2.2 Implication of the Reviewed Literature

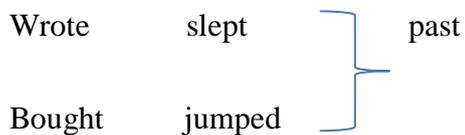
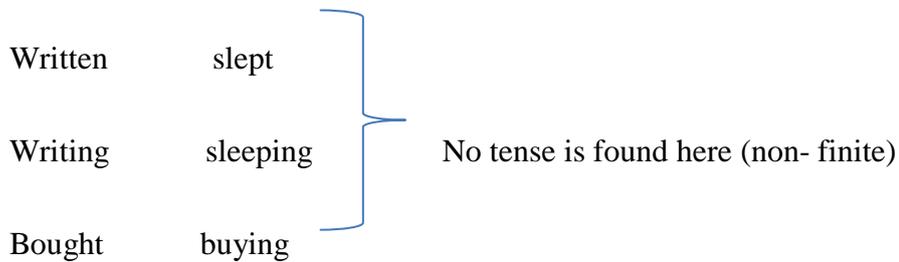
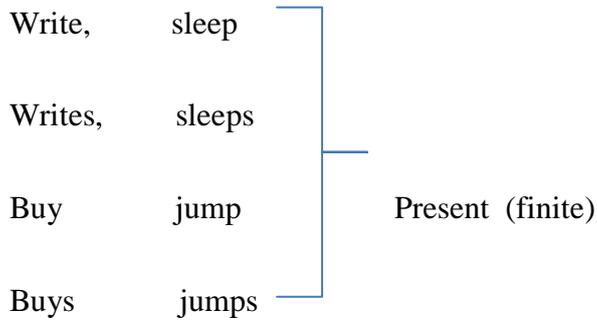
The literatures reviewed in this research was useful for the further guideline of the research works. The researcher found out them useful methodologies, tools for data collection and even for the presentation and analysis of data. Moreover, the researcher utilized the previous researches for theoretical base of this study.

2.3 Theoretical Framework

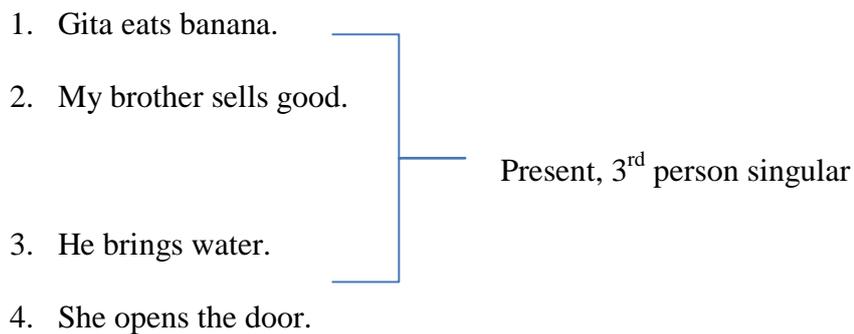
Tense is the part of study and universal properties of every language. It has very significant role in both written, spoken or discourses. It is essential inputs of all the language and important features of grammar. The researcher has derived the rules of tense from secondary sources: Cowan (2009), Celce-Murcia and Larson freeman (1999), Arts and Arts (1986).

2.3.1 Introduction to the Tense

A tense is any of the forms of a verb that may be used to show the time of action or state expressed by the verb. English has present, past, perfective and progressive aspect of tenses all finite verbs may not have tense markers. Main verbs (-0,-s,-ed, -ing) contain tense markers. Examples are given below:



About tense, we can be clear from given examples also:



In above singular there is (-s) marker with 3rd person singular. Some more examples are given below:

5. They eat bananas.

6. We open the door.

7. Cows eat grass.

8. I buy a bag.

In sentences 5 to 8 with subject 'they' (3rd plural), 'we' (1st plural), 'cows' (3rd plural), and 'I' (1st singular), respectively there is (-s) marker in present tense.

9. He ate an apple.

10. Rima opened the door.

11. I bought a bag.

In above sentences, 9 to 11, past tense(-ed)marker is used in verbs along with the subject 'He' (3rd singular), 'Rima' (3rd singular), 'I' (1st singular).

12. He has ate an apple.

13. I have bought a bag.

14. They had danced well.

In above sentences, there is perfect tense (-ed₂) marker with subjects.

15. I am eating an apple.

16. She is buying a bag.

17. They were playing ball.

In above sentences, 15 to 17, progressive aspect (-ing) marker is used with subject.

2.3.2 Tense Marking System in English

Arts and Arts (1986) have said that most English verbs can add four inflectional morphemes to the base for tense marking system in English. They are presented in the following table.

Table No. 4

Inflections of English Verbs

Form	Use	Examples
Base + {s ₃ }	3 rd person singular present tense indicative	He lives in London.
Base + {ed ₁ }	Past tense	He lived in London.
Base + {ed ₂ }	-ed participle	He has lived in London.
Base + {ing}	-ing participle	He is living in London.

Arts & Arts (1986)

From table no. 4, the present tense morpheme {s₃} is regularly realized in three ways: /s/: after bases ending in voiceless sounds except sibilants, eg: walks, coughs, stops, prints

/z/: after bases ending in voiced sounds except sibilants, e. g: frees, chews, destroys, pays, begs, breathes

/ɪz/: after bases ending in a sibilant; i.e. /s/, /z/, /ʃ/, /ʒ/, /tʃ/, /dʒ/, e.g: promises, freezes, fishes, rouges, touches, lodges

The past tense morpheme {ed₁} and the -ed participle morpheme {ed₂} of regular verbs are realized in three ways.

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

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

The -ing participle morpheme {ing} is always realized as /ɪŋ/, eg: playing, kissing

The regular spelling of the present tense suffix {s₃} is ‘-s’ or ‘-es’. The letter spelling is found in the following ways.

Verbs ending in -s, -z, -ch, -sh and -x, eg: hisses, catches, fishes

Verbs ending in a consonant symbol, +-o, eg: echoes, goes

Verbs ending in a consonant symbol +-y (y changes into ‘i’), eg: cries, fancies, tries

The regular spelling of the past tense and -ed participle suffixes {ed₁} and {ed₂} is ‘-ed’ or ‘-d’. The latter spelling is found when the verb ends in mute ‘-e’, eg: baked, loved, moved

The spelling of the ‘-ing’ participle suffix is always ‘ing’. In addition, the spelling of the base is affected in the following case.

Mute ‘-e’ is dropped, eg: changing, having, taking. Exceptions: age -ageing, dye -dyeing, hoe - hoeing, singe - singeing

English has regular and irregular verbs. An irregular verb forms its past tense or ‘-ed’ participle (or both). Similarly, regular verbs are those whose past tense and past participles are formed by adding a ‘-d’ or an ‘-ed’ to the end of the verbs. Some regular and irregular verbs are given below.

Table No. 5
Irregular Verbs in English

	Base	Base +{ed ₁ }	Base +{ed ₂ }
All three forms identical, e.g:	burst	burst	burst
	cost	cost	cost
	cut	cut	cut
	hit	hit	hit
	put	put	put
	set	set	set
All three forms different, e.g:	begin	began	begun
	choose	chose	chosen
	do	did	done
	drink	drank	drunk
	go	went	gone
	wear	wore	worn
{ed ₁ }={ed ₂ }, e.g:	bring	brought	brought
	find	found	found
	keep	kept	kept
	sit	sat	sat
	teach	taught	taught
	build	built	built
Base={ed ₂ }	come	came	come
	run	ran	run

Arts & Arts (1986)

Table No. 6

Regular Verbs in English

present	Past (ed ₁)	Past participle (ed ₂)
add	added	added
bake	baked	baked
dance	danced	danced
help	helped	helped
enjoy	enjoyed	enjoyed
jump	jumped	jumped
laugh	laughed	laughed
kiss	kissed	kissed
open	opened	opened
talk	talked	talked

Arts & Arts (1986)

‘Have’ and ‘be’ function as auxiliaries of aspect. ‘Have’ is auxiliary of the perfective aspect when followed by the ‘-ed’ participle of another verb. Whereas, ‘be’ is auxiliary of the progressive aspect when it combines with the ‘-ing’ participle of another verb. Examples:

He has written a letter.

He is writing a letter.

2.3.3 Aspects

Aspect expresses how the speaker views the action of the verbs. Verb phrases can be marked for two aspects: the perfective aspect and the progressive aspect. The marker of the perfective aspect is the primary auxiliary 'have' in combination with the '-ed' participle morpheme of the verb. And modal auxiliary precedes progressive 'be' are realized in the following ways.

Perfective aspect: have + -ed participle suffix: have writt-en (ed₂ participle)

Progressive aspect: be + -ing participle suffix: be writ -ing (ing progressive)

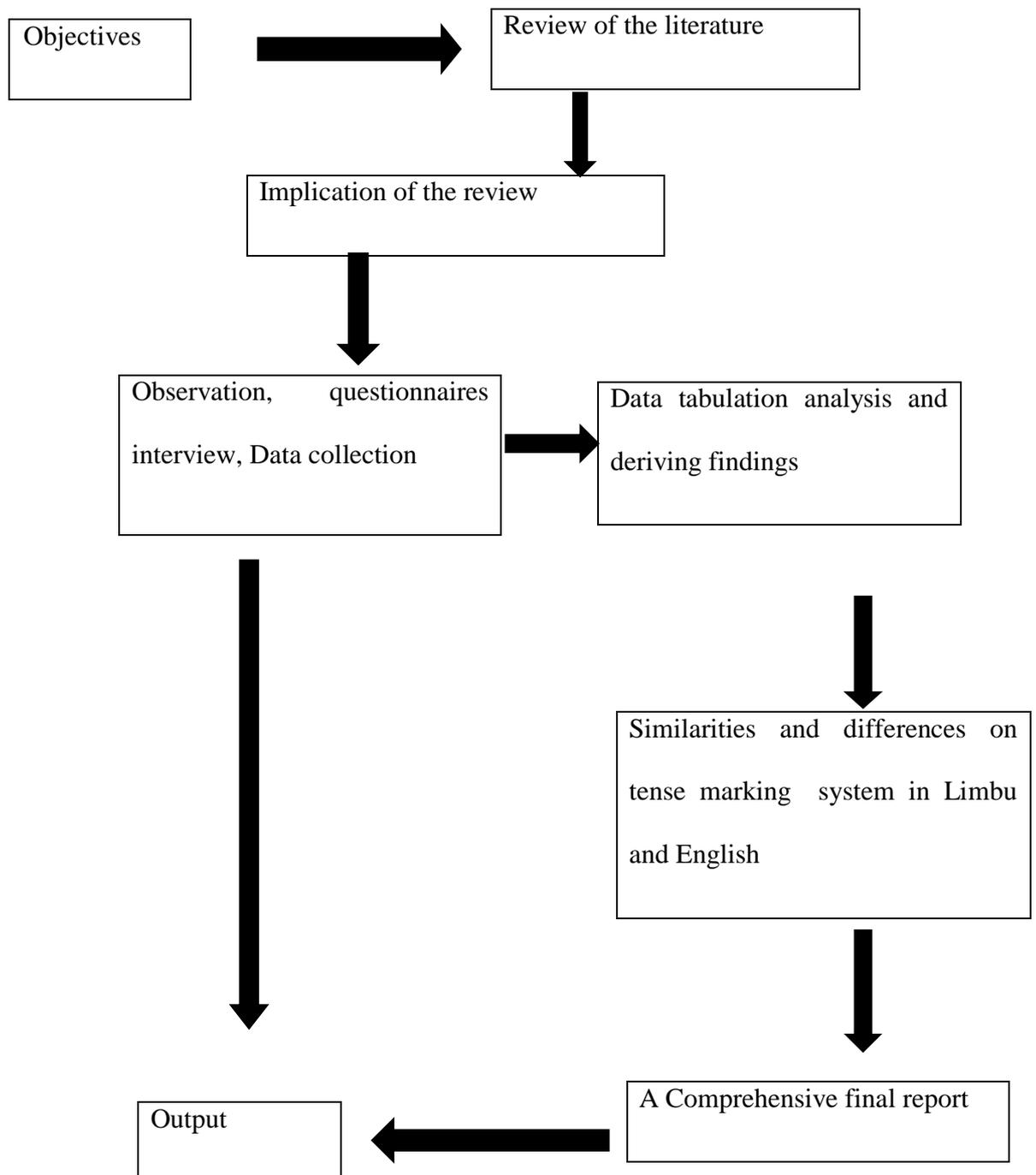
Similarly, the marker of the progressive aspect is the primary auxiliary 'be' in combination the '-ing' participle morpheme of the following verb. From a semantic point of view, we may say that the principle function of the progressive aspect is to express limited duration and hence to emphasize the temporary character of the activity denoted by the lexical verb (135). With some lexical verbs, however, the progressive aspect may also refer to an event in the near future (136). Like have progressive be may co- occur with a modal auxiliary (137) and with the other primary auxiliaries except do (138-139). Examples:

- a) We are flying to London tomorrow morning.
- b) She may be bathing the baby at the moment.
- c) The prisoner must have been lying.
- d) He is being examined.

2.4 Conceptual Framework

A Conceptual framework is the guide line which provides an outline plan to the researcher to conduct a research. The Comparative study of Tense marking system in Limbu and English was based on following conceptual framework.

Diagram No. 1



The researcher carried out linguistic comparative research on tense marking system between Limbu and English. To accomplish this research she set the objective and revised the related literature. After reviewing she applied the received ideas from the revised literature.

The researcher gathered information from the informants about the tense marking system in Limbu language. The information received through questionnaire form selected sample population and interview schedule have been analyzed and discussed. Finally a report has been prepared for recommendation and implication.

CHAPTER – THREE

METHODS AND PROCEDURES OF THE STUDY

The researcher followed the following methodology to accomplish the study.

3.1 Design of the Study

The researcher developed the research tools such as observation, interview and questionnaire method at first. The researcher visited the selected area and met the informants. She selected the 60 native speakers. She spoke to the people and explained the purpose of her visit. She asked them question about the tense in the Limbu. She asked them how they use Limbu tense and how many Limbu words they can use. The researcher made questionnaire for the informants. She collected information through interview. After that she analyzed the data and prepared a report.

3.2 Sources of Data

She used both primary and secondary sources of data:

3.2.1 Primary Sources

The primary source of the study was the native speakers of Limbu language who are the inhabitants of Dharan sub- metropolitan city of Sunsari District.

3.2.2. Secondary Sources

The secondary sources of the study were the different books, newspapers, journals, articles, internet and other related materials i.e. Oxford Advanced learner's Dictionary, Celce-Murcia and Larsen-Freeman(1996), Cowan (2009), Kainla (2003), Arts and Arts (1986) etc.

3.3 Population and Sample Size

The resident of Milan Chowk and Shyam Chowk were the resident population of the study. In doing so 30 male and 30 female of the Dharan sub-metropolitan city were the sample of the study.

3.4 Sampling Procedures

I used the purposive non-probability sampling procedure to select the informants from Limbu native speakers.

3.5 Research Tools

The researcher used observation, interview and questionnaire methods for the selected informants as the research tools to collect the required data for the study.

3.6 Data Collection Procedures

The researcher developed the research tools, such as interview schedule, questionnaire etc. at first. Then the researcher visited the selected area and developed rapport with the Limbu native speakers. Then she encouraged the informants by clarifying the objectives and relevance of the study in a clear and simple terms. The researcher engaged in conversation with native speaker of the locality.

3.7 Data Presentation, Analysis and Interpretation Procedures

The collected data were presented, analyzed and interpreted descriptively. Firstly, the analysis of tense marking system was done on the basis of secondary data. Secondly, the tense marking system in the Limbu was analyzed and interpreted on the basis of the primary data from Limbu native speakers of Dharan sub-metropolitan city of Sunsari District. The analysis and interpretation of the collected data were presented descriptively comparatively with the help of tables and examples to make the study

more objective. This study consists of the comparison and contrast of the tense marking system in the Limbu with English. The similarities and differences were presented from the tense marking system in English and Limbu with illustrations after comparing data.

CHAPTER – FOUR

RESULTS AND DISCUSSION

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

4.1 Results

On the basis of collected data the results have been shown in the following points.

4.1.1 Tense Markers in Limbu

- 1) There is no past tense marker with transitive verbs in Limbu. Regarding person i.e. 1st person and 2nd person. Same verb form is used for subjects in past tense. For example, *tub-uy* (pluck-1st sing), *tup-na* (1st pl), *a-tube-chu* (1st dual) *ke-tub-u* (2nd sing), *ke-tub-um* (2nd pl).
- 2) There is not past tense marker in Limbu with transitive verbs regarding 3rd person also. Suffix ‘-u’ is used for 3rd person singular and prefix ‘me-’ is used for dual and plural. For example, *tub-u* (3rd sing), *me-tub-u* (3rd dual and plural).
- 3) There is not past tense marker in Limbu with singular number. But there are number markers in pronouns and verbs like suffix ‘-uy’ is used for first person singular, prefix ‘ke-’ and suffix ‘-u’ is used for second and suffix ‘-u’ for 3rd person singular. For example, *tub-uy* (1st sing), *ke-tub-u* (2nd sing), *tub-u* (3rd sing).

- 4) There is not tense marking inflection in Limbu with transitive verbs regarding plural number also. Same verb form is used for both tenses. e.g. *metub-u* (3rd pl) *tub-u* (3rd sing).
- 5) Tense marking inflection is used there with intransitive verbs, ‘-aŋ’ suffix is past tense marker for 1st person singular, suffix ‘-e-si’ is past tense marker. For example, *ips-aŋ* (sleep-1st sing), *thaŋ-e-s i* (come-3rd pl), *me-thaŋ-e* (3rd pl).
- 6) In Limbu suffix ‘-ra’ is realized with main verbs in progressive form, e.g.

a:ŋga:ʔ siŋ khaktuŋ-ra yak-a (I firewood cut-prog-pres-1st sing)

a:nchi siŋ khaktum-ra ayage (prog-pt-1stdual)

a:nge siŋ khaktum-ra ayage (We firewood cut-prog-pt-1st-pl).
- 7) In Limbu suffix ‘-aŋ’ is realized with main verbs in perfective aspect . For example, *aŋgaʔ thuŋuŋ-aŋ waʔ* (drink-pres-prog-1st –sing)

a:ŋga:ʔ thuŋuŋ-aŋ we (pt-prog-1st –sing).

4.1.2 Similarities between Limbu and Tense and Aspect Markers

The researcher has found the following similarities while comparing the process of tense marking in English and Limbu.

1. There is no gender marking inflection in both Limbu and English.
2. There are two tenses with intransitive verbs in Limbu as well as in English.
3. There is suffix added for both languages in progressive aspect i.e.(Limbu *khaktuŋ-ra*), (English cutting).

4. There is also marker for perfective aspect in both languages i.e. ‘-aŋ’ (*khaktuŋ-aŋ*) in Limbu and ‘-ed₂’ with ‘have’ auxiliary in English (e.g. have played).

4.1.3 Differences between Limbu and Tense and Aspect Markers

The researcher found the following differences between Limbu and English tense markers.

In Limbu, tense is categorized regarding the transitive and intransitive verb whereas it is categorized according to the time of action expressed by the verb in English.

1. There is no past tense marker with transitive verbs in Limbu but ‘-ed₁’ marker is in English.
2. There is ‘-s’ marker with 3rd person singular in English and ‘-0’ marker in Limbu for present tense. i.e. tub-u, thuŋ-u (Limbu) and plucks, goes (English).
3. In Limbu, suffix ‘-ra’ on main verb *khaktu* show progressive aspect and other morphemes *yaka*, *keyaksi* are present markers in Limbu and suffix ‘-ing’ on main verb in English along with auxiliary verbs ‘am, is, are’ are present markers and ‘was, were’ are past markers in English. Similarly, *yage*, *meyage* are past tense markers in Limbu for progressive aspect.
4. In Limbu, suffix ‘-aŋ’ is added to root verb to indicate perfect aspect. ‘*Wa?*’ is present perfect markers and ‘*we*’ is past perfect markers. But have+v-ed₂ is present perfect markers and had+v-ed₂ is past perfect markers in English.

4.2 Discussion

Finally, she has discussed analyzed by comparing tense marking system in Limbu and English. To make clear about it various examples are given in the following table.

4.2.1 Tense Marking System in Limbu

Tense marking system is categorized into two ways i.e. transitive verbs and intransitive verbs.

4.2.2 Tense Marking in Limbu with Transitive Verbs Regarding with Person

Tense markers in Limbu with transitive verbs are shown according to the person, i.e. singular, plural and dual.

Table No.7: Person

S.N	Present	S.N.	Past
1.	<i>a:ŋga: ʔfuŋ tub-uŋ.</i>	1.	<i>a:ŋga: ʔfuŋ tub-uŋ.</i>
	I flower pluck-1 st -sing		I flower pluck-1 st -sing
	I pluck flower.		I plucked flower.
2.	<i>a:nchi fuŋ a-tube-chu.</i>	2.	<i>a:nchi.fuŋ a-tube-chu.</i>
	We-two flower pluck-1 st dual		We-two flower pluck-1 st dual
	We-two pluck flower.		We-two plucked flower.
3.	<i>a:nge fuŋ tup-na.</i>	3.	<i>a:ngefuŋ tup-na.</i>
	We flower pluck-1 st pl		We flower pluck-1 st pl
	We pluck flower.		We plucked flower.

4.	<i>khene fuŋ ke-tub-u.</i>	4.	<i>Khenefuŋ ke-tub-u.</i>
	You flower pluck-2 nd -sing		You flower pluck-2 nd -sing
	You pluck flower.		You plucked flower.
5.	<i>khenchi fuŋ ke-tube-chu.</i>	8.	<i>khenchi fuŋ ke-tube-chu.</i>
	You-two flower pluck -2 nd dual		You-two flower pluck- 2 nd dual
	You-two pluck flower.		You-two plucked flower.
6.	<i>kheni fuŋ ke-tub-um.</i>	6.	<i>kheni fuŋ ke-tub-um.</i>
	You flower pluck-2 nd -pl		You pluck flower-2 nd pl
	You pluck flower.		You plucked flower.
7.	<i>khune fuŋ tub-u.</i>	7.	<i>khune fuŋ tub-u.</i>
	He/she flower pluck-3 rd -sing		He/she flower pluck-3 rd -sing
	He plucks flower.		He plucked flower.
8.	<i>khunchi fuŋ me-tub-u.</i>	8.	<i>khunchi fuŋ me-tub-u.</i>
	They-two flower pluck-3 rd -dual		They-two flower pluck-3 rd -dual
	They-two pluck flower.		They-two plucked flower.
9.	<i>khen-ha-re fuŋ me-tub-u.</i>	9.	<i>khen-ha-re fuŋ me-tub-u.</i>
	They flower pluck-3 rd pl		They flower pluck-3 rd -pl
	They pluck flower.		They plucked flower.

From the above examples, there is no past tense marker with transitive verbs regarding with first person. Same verb form is used in present and past tense. In

example (1,2,3) the verb 'tub' (pluck) is as same as in present and past tense with first person. Suffix '-uj' is used for first person singular marker, suffix '-na' for first person plural marker and prefix 'a-' is for first personal dual marker and suffix '-chu' for first person dual marker, e.g.. 'tub-uj'(1st sing), 'a-tube-chu'(1st dual) 'tup-na'(1st pl).form of the verb is also changed with 1st person number markers.

There is also same verb form is used in present and past tense with second person. In sentences 4,5,6 the verb 'tub' is as same as in present and past tense with prefix 'ke-' and suffix '-u' for second person singular marker, prefix 'ke-' with suffix '-chu' for second person dual marker and prefix 'ke-' with suffix '-um' for second person plural marker, i.e. *ke-tub-u* (2nd sing), *ke-tube-chu* (2nd dual), *ke-tub-um* (2nd pl).

Similarly, there is also same verb is used in present and past tense in third person. In sentences 7,8,9 the suffix '-u' for third person singular marker, prefix 'me-' and suffix '-u' are attached for third person dual marker and plural marker. Here suffix '-u' is same for third person (sing, pl, dual), i.e. *tub-u* (3rd sing), *me-tub-u* (3rd dual and plural).

4.2.3 Tense Marking in Limbu with Intransitive Verbs Regarding Person

Tense markers in Limbu with intransitive verbs are presented regarding person, i.e. first, second and third and their respective number, i.e. singular, plural and dual.

Table No. 8 Person

S.N.	Present	S.N.	Past
10.	<i>a:ŋga:ʔimm-a.</i>	10.	<i>a:ŋga:ʔips-aŋ.</i>
	I sleep-1 st sing		I sleep-pt-1 st sing
	I sleep.		I slept.

11.	<i>a:nchi a-im-si.</i>	11.	<i>a:nchi a-ips-e-si.</i>
	We-two sleep-1 st dual		We-two sleep-pt 1 st dual
	We-two sleep.		We-two slept.
12.	<i>a:ni a-im.</i>	12.	<i>a:ni a-ips-e.</i>
	We sleep-1 st pl		We sleep-pt-1 st pl
	We sleep.		We slept.
13.	<i>khene ke-im.</i>	13.	<i>khene ke-im-e.</i>
	You sleep-2 nd sing		You sleep-pt-2 nd sing
	You sleep-		You slept.
14.	<i>Khenchi ke-im-si.</i>	14.	<i>khenchi ke-im-e-si.</i>
	Yu-two sleep-2 nd dual		You-two sleep-pt 2 nd dual
	You-two sleep.		You two slept.
15.	<i>kheni ke-im-si.</i>	15.	<i>Kheni ke-im-si.</i>
	You sleep-2 nd pl		You sleep-pt 2 nd pl
	You sleep.		Yu slept.
16.	<i>khune thaŋ.</i>	16.	<i>Khune thaŋ-e.</i>
	He/she come-3 rd sing		He/she came-pt-3 rd sing
	He comes.		He came.
17.	<i>khunchi thaŋ-si.</i>	17.	<i>khunchi thaŋ-e-si.</i>
	They-two come-3 rd dual		They-two come-pt-3 rd dual
	They-two come.		They-two came.
18.	<i>khen-ha me-thaŋ.</i>	18.	<i>khen-ha me-thaŋ-e.</i>
	They come -3 rd pl		They come-pt-3 rd pl
	They come.		They came.

In Limbu there is the change of base form of verb with past tense suffix in intransitive verbs with same verbs like (10) ‘*imm-a*’ (present sleep), ‘*ips-anj*’ (past sleep). Here base form of verb *imm-a* is changed into *ips-anj*. There is suffix ‘-anj’ is used for first person singular marker in past tense. In example (11) prefix ‘*a:-*’ and suffix ‘-*e-si*’ is past tense marker for first person dual. In sentence (12) suffix ‘-*e*’ with prefix ‘*a:*’ is for first person plural marker in past tense. Here *a:-im* (present sleep) is changed into *a:-ips-e* (past sleep) for 1st person plural.

Similarly, in example (13) prefix ‘*ke-*’ is used for second singular in present tense and suffix ‘-*e*’ with prefix ‘*ke-*’ for past tense marker with second singular. In sentence (14) suffix ‘-*e-si*’ is for second dual marker in past tense. But in sentence 15 same verb form is used in present and past tense with second person plural, i.e. ‘*ke-im-si*’.

In sentence 16, 17, 18 suffix ‘-*e*’ is third person singular marker in past tense, suffix ‘-*e-si*’ is used for third person dual marker and suffix ‘-*e*’ with prefix ‘*me-*’ is for third person plural marker in past tense.

4.2.4 Aspect Marking in Limbu

Aspect markers in Limbu are presented below, i.e. progressive aspect, perfect aspect.

Table No. 9: Progressive Aspect

S. N.	Present	S. N.	Past
19.	<i>a:ŋga:ʔsiŋ khaktuŋ-ra yak-a.</i>	19.	<i>a:ŋga:ʔsiŋ khaktuŋ-ra we.</i>
	I firewood cut-prog-pres-1 st sing		I firewood cut-prog-pt-1 st sing
	I am cutting firewood.		I was cutting firewood.

20.	<i>a:nchi sij khaktum-ra a-yak-si.</i>	20.	<i>a:nchi sij khaktum-ra a-yak-e-si.</i>
	We-two firewood cut-prog-pres-1 st dual		We-two firewood cut-prog-pt-1 st dual
	We-two are cutting firewood.		We –two were cutting firewood.
21.	<i>a:nge sij khaktum-ra a-yak-si.</i>	21.	<i>a:nge sij khaktum-ra ayage.</i>
	We firewood cut-prog-pres-1 st pl		We firewood cut-prog-pt-1 st pl
	We are cutting firewood.		We were cutting firewood.
22.	<i>khene sij ke-khaktu-ra ke-yak.</i>	22.	<i>khene sij ke-khaktu-ra ke-yage.</i>
	You firewood cut-prog-pres-2 nd sing		You firewood cut-prog-pt-2 nd sing
	You are cutting firewood.		You were cutting firewood.
23.	<i>Khenchi sij ke-khakt-e-chu-ra ke-yak-si.</i>	23.	<i>khenchi sij ke-khakt-e-chu-ra ke-yak-e-si.</i>
	You-two firewood cut-prog-pres-2 nd dual		You-two firewood cut-prog-pt-2 nd dual
	You- two are cutting firewood.		You-two were cutting firewood.
24.	<i>kheni sij ke-khakt-um-ra ke-yak-si.</i>	24.	<i>kheni sij ke-khakt-um-ra ke-yak-e-si.</i>
	You firewood cut-prog-pres-2 nd -pl		You firewood cut-prog-pt-2 nd pl
	You are cutting firewood.		You were cutting firewood.
25.	<i>khune sij khaktu-ra yak.</i>	25.	<i>Khune sij khaktu-ra yage.</i>
	He/she firewood cut-prog-pres-3 rd sing		He/she firewood cut-prog-pt-3 rd sing
	He is cutting firewood.		He was cutting firewood.
26.	<i>Khen-ha-re sijme-khaktu-ra meyak.</i>	26.	<i>Khen-ha-re sij me-khaktu-ra meyage.</i>

	They firewood cut-prog-pres-3 rd pl		They firewood cut-prog-pt-3 rd pl
	They are cutting firewood.		They were cutting firewood.

From the above examples, we can find that suffix ‘-ra’ is realized with main verbs in progressive form. In example (19) morpheme ‘yak-a’ is used for first person singular in present tense whereas ‘we’ is in past tense. In example (20) morpheme ‘a-yak-si’ is for first person dual marker in present tense whereas ‘a-yak-e-si’ is used for first person dual marker in past tense. In example (21) morpheme ‘a-yak-si’ is used for first person plural marker in present tense and ‘ayage’ is in past tense marker.

Sentence 22 shows prefix ‘ke’, suffix ‘-ra’ and other separate morpheme ‘ke-yak’ is for second person singular marker in present tense, morpheme ‘ke-yage’ is in past tense. Sentence 23 prefix ‘ke’ and morpheme ‘ke-yak-si’ are used for second dual marker in present tense and ‘yak-e-si’ is in past tense. In sentence 24 morpheme ‘ke-yak-si’ for second plural marker in present tense and ‘keyak-e-si’ is in past tense.

In sentence 25 morpheme ‘yak’ is used for third person singular marker in present tense and ‘yage’ is for third person singular marker in past tense. In sentence 26 prefix ‘me’, suffix ‘-ra’ and morpheme ‘meyak’ are used for third person plural in present tense ‘meyage’ is in past tense.

Table No. 10: Perfect Aspect

S. N.	Present	S. N.	Past
27.	<i>a:ŋga: ?pitnu thuŋuŋ-aŋ wa?</i>	27.	<i>a:ŋga: ?pitnu thuŋuŋ-aŋ we.</i>
	I milk drink-perf-pres-1 st sing		I milk drink-perf-pt-1 st sing
	I have drunk milk.		I had drunk milk.
28.	<i>a:nchi pitnu thuŋum-aŋ wa?</i>	28.	<i>a:nchi pitnu thuŋum-aŋ we.</i>

	We-two milk drink-perf-pres-1 st dual		We-two milk drink-perf-pt-1 st dual
	We-two have drunk milk.		We-two had drunk milk.
29.	<i>a:nge pitnu thujum-aj wa?</i>	29.	<i>a:nge pitnu thujum-aj we.</i>
	We milk drink-perf-pres-1 st pl		We milk drink-perf-pt-1 st pl
	We have drunk milk.		We had drunk milk.
30.	<i>khene pitnu ke-thuju-aj wa?</i>	30.	<i>khene pitnu ke-thuju-aj we.</i>
	You milk drink-perf-pres-2 nd sing		You milk drink-perf-pt-2 nd sing
	You have drunk milk.		You had drunk milk.
31.	<i>khenchi pitnu kethujum-aj wa?</i>	31.	<i>Khenchi pitnu kethujum-aj we.</i>
	You-two milk drink-perf-pres-2 nd dual		You-two milk drink-perf-pt-2 nd dual
	You-two have drunk milk.		You-two had drunk milk.
32.	<i>kheni pitnu ke-thujum-aj wa?</i>	32.	<i>kheni pitnu ke-thujum-aj we.</i>
	You milk drink-perf-pres-2 nd pl		You milk drink-perf-pt-2 nd pl
	You have drunk milk.		You had drunk milk.
33.	<i>khune pitnu thuju-aj wa?</i>	33.	<i>khune pitnu thuju-aj we.</i>
	He/she-milk drink-perf-pres-3 rd sing		He/she milk drink-perf-pt-3 rd sing
	He/she has drunk milk.		He/she had drunk milk.
34.	<i>khunchi pitnu me-thuju-aj me-wa?</i>	34.	<i>khunchi pitnu me-thuju-aj me-we.</i>
	They-two milk drink-perf-pres-3 rd dual		They-two milk drink-perf-pt-3 rd dual
	They-two have drunk milk.		They-two had drunk milk.
35.	<i>khen-ha-re pitnu methuju-aj me-wa?</i>	35.	<i>khen-ha-re pitnu methuju-aj me-we.</i>

	They milk drink-perf-pres-3 rd pl		They milk drink-perf-pt-3 rd pl
	Thay have drunk milk.		They had drunk milk.

From the above study, suffix ‘-aŋ’ is realized with main verbs in perfective aspect in Limbu. Here morpheme ‘waʔ’ is used for present perfect marker and ‘we’ is past perfect marker. In example (27) morpheme ‘waʔ’ is used for the first person marker in present perfect tense and ‘we’ is in past tense. Same markers are used for first person dual and plural in both tenses, see example 28,29.

In example (30) prefix ‘ke’, suffix ‘aŋ’ and separate morpheme ‘wa’ is used for second person singular marker in present perfect tense and prefix ‘ke’ suffix ‘-aŋ’ and separate morpheme ‘we’ is for second person singular marker in past perfect tense. Example (31) and (32) show the same marker for second dual and plural in present perfect and past perfect. But only the difference is that ‘waʔ’ is present perfect marker and ‘we’ is past perfect marker. i.e. ke-thuŋum-aŋ wa (2nddual, plural) in present perfect tense and ke-thuŋum-aŋ we (2nddual, 2ndpl) in past perfect tense.

In example 33 ‘waʔ’ is present perfect marker and ‘we’ is past perfect marker with third person singular. In example 34 prefix ‘me’, suffix ‘-aŋ’ and separate morpheme morpheme ‘me-wa’ is for third dual and third plural ‘me-wa’ for third dual and third person plural marker in present perfect tense whereas plural marker in past perfect tense.

4.2.5 Comparison between Tense Marking System between Limbu and English

The researcher has found the following similarities and differences while comparing the tense marking system between Limbu and English.

Table No. 11: Comparison of Tense Marking in English and Limbu**with Transitive Verbs**

S.N.	Present	S.N.	Past
1.	<i>a:ŋga:ʔfuŋ tub-uj.</i>	1.	<i>a:ŋga:ʔfuŋ tub-uj.</i>
	I pluck flower.		I plucked flower.
2.	<i>khune fuŋ tub-u.</i>	2.	<i>khune fu tub-u.</i>
	He plucks flower.		He plucked flower.
3.	<i>Bina-re fuŋ tub-u.</i>	3.	<i>Bina-re fuŋ tub-u.</i>
	Bina plucks flower.		Bina plucked flower.
4.	<i>a:ŋge fuŋ tup-na.</i>	4.	<i>a:ŋge fuŋ tup-na.</i>
	We pluck flower.		We plucked flower.
5.	<i>a:nchi fuŋ a-tube-chu.</i>	5.	<i>a:nchi fuŋ a-tube-chu.</i>
	We-two pluck flower.		We-two plucked flower.
6.	<i>khene fuŋ ke-tub-u.</i>	6.	<i>khene fuŋ ke-tub-u.</i>
	You pluck flower.		You plucked flower.
7.	<i>khen-ha-re fuŋ me-tub-u.</i>	7.	<i>khen-ha-re fuŋ me-tub-u.</i>
	They pluck flower.		They plucked flower.

From the above sentences we came to know that there is no past tense marker in Limbu with transitive verbs for any person, gender and number. The same form of verb is used for both present tense and past tense, e.g. tub-u for third person singular

marker in present and past tense. But in English, there is ‘-s’ marker with 3rd person singular number in present tense and ‘-ed’ marker in past tense i.e. plucks (present), plucked (past).

Table No. 12: Comparison of Tense Marking in Limbu and English with Intransitive Verbs

S.N.	Present	S.N.	Past
8.	<i>a:ŋga: ʔyuŋ-a.</i>	8.	<i>a:ŋga: ʔyuŋ-aŋ.</i>
	I sit.		I sat.
9.	<i>khene ke-yuŋ.</i>	9.	<i>khene ke-yuŋ-e.</i>
	You sit.		You sat.
10.	<i>khune yuŋ.</i>	10.	<i>khune yuŋ-e.</i>
	He/she sits.		He/she sat.
11.	<i>Yumasi me-yuŋ.</i>	11.	<i>Yumasi me-yuŋ-e.</i>
	Grandmothers sit.		Grandmothers sat.
12.	<i>Bina nisamhim pek.</i>	12.	<i>Bina nisamhim pek-e.</i>
	Bina goes to school.		Bina went to school.

In above sentences, there is (-s) marker in present tense with 3rd person singular in example 10 and 12 and (-0) marker with 1st person, second person and third person plural in English. However, in Limbu, suffix ‘-aŋ’ is past tense marker for first person singular number and suffix ‘-e’ is used for 2nd person and 3rd person singular

and prefix 'ke-' and 'me-' and suffix '-e' are attached with verbs for third person plural past tense. See example 8, 9, 10, 11, 12.

4.2.6 Comparison between Aspect Marking in Limbu and English

The researcher has found the following similarities and differences while comparing the process of aspect marking in Limbu and English.

Table No. 13 Aspect Marking in Limbu and English

S. N.	Present	S. N.	Past
1.	<i>a:ŋga:ʔ siŋ khaktuŋ-ra yak-a.</i>	1.	<i>a:ŋga:ʔ siŋ khaktuŋ-ra we.</i>
	I am cutting firewood.		I was cutting firewood.
2.	<i>a:nchi siŋ khaktum-ra a-yak-si.</i>	2.	<i>a:nchi siŋ khaktum-ra a-yak-e-si.</i>
	We-two are cutting firewood.		We-two were cutting firewood.
3.	<i>a:nge siŋ khaktum-ra a-yak-si.</i>	3.	<i>a:nge siŋ khaktum-ra ayage.</i>
	We are cutting firewood.		We were cutting firewood.
4.	<i>khene siŋ ke-khaktu-ra ke-yak.</i>	4.	<i>khene siŋ ke-khaktu-ra ke-yage.</i>
	You are cutting firewood.		You were cutting firewood.
5.	<i>kheni siŋ ke-khaktum-ra ke-yak-si.</i>	5.	<i>Khenisiŋ ke-khaktum-ra ke-yak-e-si.</i>
	You are cutting firewood.		You were cutting firewood.
6.	<i>khenha-re siŋ mekhaktu-ra meyak.</i>	6.	<i>khenha-re siŋ mekhaktu-ra meyage.</i>
	They are cutting firewood.		They were cutting firewood.

7.	<i>a:ŋga: ʔpitnu thuŋuŋ-aŋ waʔ.</i>	7.	<i>a:ŋga: ʔpitnu thuŋuŋ-aŋ we.</i>
	I have drunk milk.		I had drunk milk.
8.	<i>a:ŋge pitnu thuŋum-aŋ waʔ.</i>	8.	<i>a:ŋge pitnu thuŋum-aŋ we.</i>
	I have drunk milk.		We had drunk milk.
9.	<i>khene pitnu ke-thuŋu-aŋ waʔ.</i>	9.	<i>Khenepitnu ke-thuŋu-aŋ we.</i>
	You have drunk milk.		You had drunk milk.
10.	<i>kheni pitnu ke-thuŋum-aŋ waʔ.</i>	10.	<i>Khenipitnu ke-thuŋum-aŋ we.</i>
	You hav drunk milk.		You had drunk milk.
11.	<i>khune pitnu thuŋu-aŋ waʔ.</i>	11.	<i>Khunepitnu thuŋu-aŋ we.</i>
	He/she has drunk milk.		He/she had drunk milk.
12.	<i>khen-ha-re pitnu methuŋu-aŋ me-waʔ.</i>	12.	<i>khen-ha-re pitnu methuŋu-aŋ me-we.</i>
	They have drunk milk.		They had drunk milk.

In above examples, there is siffix ‘-ra’ on main verbs *khaktuŋ*, *khaktum*, *khaktu*, *kekhardt* to show progressive aspect and other morphemes *yaka*, *keyaksi*, *meyak* are present markers in Limbu whereas suffix ‘-ing’ on main verb ‘cut’ shows progressive aspect and other auxiliary verbs ‘am, is, are’ are present markers in English. Similarly, ‘*yage*, *meyage*, *we*’ are past markers as separate words in Limbu whereas ‘was, were’ are past markers in English. In Limbu suffix ‘-ra’ is realized with main verb but in English ‘-ing’ is realized for progressive form.

In perfect aspect suffix ‘-aŋ’ is used on main verbs i.e. *thuŋu*, *thuŋum*, *kethuŋu*, *methuŋu* to show perfective aspect in Limbu. ‘waʔ’ is present perfect marker and ‘we’ is past perfect marker in Limbu whereas the marker of the perfective aspect in English is the primary auxiliary ‘have’ in combination with the ‘v-ed₂’ participle morpheme of the verb, i.e. have+v-ed₂suffix (present perfect) and had+v-ed₂ suffix (past perfect) in English.

4.2.7 Differences between Tense Marking between Limbu and English

The researcher found the following differences between Limbu and English tense markers.

Table No. 14 Tense Markers between Limbu and English

S.N.	Present	S.N.	Past
1.	<i>a:ŋga:ʔfuŋ tub-uŋ.</i>	1.	<i>a:ŋga:ʔfuŋ tub-uŋ.</i>
	I pluck flower.		I plucked flower.
2.	<i>khune fuŋ tub-u.</i>	2.	<i>khune fuŋ tub-u.</i>
	He/she plucks flower.		He/she plucked flower.
3.	<i>Bina-re fuŋ tub-u.</i>	3.	<i>Bina-re fuŋ tub-u.</i>
	Bina plucks flower.		Bina plucked flower.
4.	<i>a:ŋga:ʔyuŋ-a.</i>	4.	<i>a:ŋga:ʔyuŋ-aŋ.</i>
	I sit.		I sat.
5.	<i>Khene ke-yuŋ.</i>	5.	<i>Khene ke-yuŋ-e.</i>
	You sit.		You sat.
6.	<i>khune yuŋ.</i>	6.	<i>Khuneyuŋ-e.</i>

	He/she sits.		He/she sat.
7.	<i>Thebasi me-yuŋ.</i>	7.	<i>Thebasi me-yuŋ-e.</i>
	Grandfathers sit.		Grandfathers sat.
8.	<i>Sita nisamhim pek.</i>	8.	<i>Sita nisamhim pek-e.</i>
	Sita goes to school.		Sita went to school.

In example (1) there is no past tense marker with transitive verbs. Same verb form is used in present and past tense, i.e. *tub-uŋ* (present and past) in Limbu whereas ‘-ed’ marker in past tense in English, i.e. *plucked* (past tense) in English. In example 2,3 there is suffix ‘-u’ is used for both present and past tense but there is ‘-s’ marker with third person singular in present tense and ‘-ed’ marker in past tense, i.e. *plucks* (pres-3rd sing) and *plucked* (pt-3rd pl).

There are two tenses in Limbu with intransitive verbs. In example 4 suffix ‘-aŋ’ is past tense marker for first person singular but base form of verb is changed in English, i.e. (present: *sit*) (past: *sat*). Similarly, in sentences 5,6,7,8 suffix ‘-e’ is with prefix ‘*ke*’ and ‘*me*’ in past tense for second and third person singular and plural number marker. But base form is changed in past tense in English, e.g. (present: *sit*) changed into (past: *sat*), (present: *goes*) changed into (past: *went*).

The researcher found the following differences:

- 1) There is not past tense marker in Limbu with transitive verbs whereas English is understood on according to time adverbials, i.e. *ed₁*.
- 2) There is ‘s’ marker with third person singular in present tense but there is no marker in Limbu with transitive verbs.

- 3) There is not past tense marker with transitive verbs for any person, gender and number in Limbu. But there is ‘-s’ marker with 3rd person singular number in present tense and ‘-ed₁’ marker in past tense in English.

4.2.8 Differences between Aspect Marking between Limbu and English

The researcher found the following differences between Limbu and English aspect markers.

Table No. 15 Aspect Markers between Limbu and English

S.N.	Present	S.N.	Past
1.	<i>a:ŋga: ? siŋ khaktuŋ-ra yak-a.</i>	1.	<i>a:ŋga: ? siŋ khaktuŋ-ra we.</i>
	I am cutting firewood.		I was cutting firewood.
2.	<i>a:ngesiŋ khaktum-ra a-yak-si.</i>	2.	<i>a:ngesiŋ khaktum-ra ayage.</i>
	We are cutting firewood.		We were cutting firewood.
3.	<i>khene siŋ ke-khaktu-ra ke-yak.</i>	3.	<i>khene siŋ ke-khaktu-ra ke-yage.</i>
	You are cutting firewood.		You were cutting firewood.
4.	<i>khen-ha-re siŋ mekhaktu-ra meyak.</i>	4.	<i>khen-ha-re siŋ mekhaktu-ra meyage</i>
	They are cutting firewood.		They were cutting firewood.
5.	<i>a:ŋga: ? pitnu thuŋuŋ-aŋ wa?.</i>	5.	<i>a:ŋga: ? pitnu thuŋu-aŋ we.</i>
	I have drunk milk.		I had drunk milk.
6.	<i>khune pitnu thuŋu-aŋ wa?.</i>	6.	<i>khune pitnu thuŋu-aŋ we.</i>
	He/she has drunk milk.		He/she had drunk milk.
7.	<i>khen-ha-re pitnu methuŋu-aŋ me-wa?.</i>	7.	<i>khen-ha-re pitnu methuŋu-aŋ me-we.</i>
	They have drunk milk.		They had drunk milk.

In sentence 1,2,3,4 suffix ‘-ra’ is realized with main verb in progressive form and separate morphemes ‘yaka’, ‘a-yak-si, ke-yak, meyak’ are present markers in Limbu and suffix ‘-ing’ on main verb in English along with auxiliary verbs ‘am, is, are’ are present markers and ‘was, were’ are past markers in English. Similarly, ‘we, ayage, keyage, meyage’ are past tense markers in Limbu.

In Limbu, suffix ‘-aŋ’ is added to root verb to indicate perfect aspect. ‘wa?’ is present perfect marker and ‘we’ is past perfect marker. But have+v-ed₂ is present perfect markers and had+v-ed₂ is past perfect markers in English, see example 5,6,7.

The researcher found the following differences:

1. There is suffix ‘-ra’ on main verbs to show progressive aspect in Limbu where as suffix ‘-ing’ on main verbs show progressive aspect in English.
2. ‘Yage, meyage, we’ are separate morphemes in past tense in Limbu and ‘was, were’ are past tense markers in English.
3. In perfect aspect suffix ‘-aŋ’ is used on main verbs in Limbu. Here ‘wa?’ is present perfect marker and ‘we’ is past perfect marker whereas primary auxiliary ‘have’ in combination with the ‘-ed₂’ verb in English.

CHAPTER-FIVE

SUMMARY, CONCLUSION AND IMPLICATIONS

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

5.1 Summary

The first 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 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 guide my study Interview 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 procedures 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 marking system of Limbu and English and second section includes similarities and differences in English and Limbu Language.

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 marking system in Limbu and English. 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 60 informants. I reached in the following conclusion.

- 1) There is no past tense marker with transitive verbs in Limbu. Regarding person i.e. 1st person and 2nd person. Same verb form is used for subjects in past tense. For example, *tub-uj* (pluck-1st sing), *tup-na* (1st pl), *a-tube-chu* (1st dual) *ke-tub-u* (2nd sing), *ke-tub-um* (2nd pl).
- 2) There is not past tense marker in Limbu with transitive verbs regarding 3rd person also. Suffix ‘-u’ is used for 3rd person singular and prefix ‘me-’ is used for dual and plural. For example, *tub-u* (3rd sing), *me-tub-u* (3rd dual and plural).
- 3) There is not past tense marker in Limbu with singular number. But there are number markers in pronouns and verbs like suffix ‘-uj’ is used for first person singular, prefix ‘ke-’ and suffix ‘-u’ is used for second and suffix ‘-u’ for 3rd person singular.

For example, *tub-uŋ* (1st sing), *ke-tub-u* (2nd sing), *tub-u* (3rd sing).

- 4) There is not tense marking inflection in Limbu with transitive verbs regarding plural number also. Same verb form is used for both tenses. e.g. *metub-u* (3rd pl) *tub-u* (3rd sing).
- 5) Tense marking inflection is used there with intransitive verbs, - 'aŋ' suffix is past tense marker for 1st person singular, suffix '-e-si' is past tense marker. For example, *ips-aŋ* (sleep-1st sing), *thaŋ-e-si* (come-3rd pl), *me-thaŋ-e* (3rd pl).
- 6) In Limbu suffix '-ra' is realized with main verbs in progressive form. E.g.
a:ŋga: siŋ khaktuŋ -ra yak-a (I firewood cut-prog-pres-1st sing)
a:nchi siŋ khaktum- ra ayage (prog-pt-1st dual).
a:nge siŋ khaktum-ra ayage (We firewood cut-prog-pt-1st-pl).
- 7) In Limbu suffix '-aŋ' is realized with main verbs in perfective aspect . For example *,aŋga? thuŋuŋ-aŋ wa?* (drink-pres-prog-1st –sing)
a:ŋga: ? thuŋuŋ-aŋ we (pt-prog-1st –sing).

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

Similarities

The tense and aspect markers in Limbu and English are similar in some respects. The major similarities are presented below.

1. There is no gender marking inflection in both Limbu and English.
2. There are two tenses with intransitive verbs in Limbu as well as in English.
3. There is suffix added for both languages in progressive aspect i.e.(Limbu *khaktuŋ-ra*), (English cutting)

4. There is also marker for perfective aspect in both languages, i.e. ‘-aŋ’ (*khaktuŋ-aŋ*) in Limbu and ‘-ed₂’ with ‘have’ auxiliary in English (e.g. have played)

Differences

The tense and aspect markers in Limbu and English are different in some respects.

Major differences between them are discussed below.

- 1) There is not past tense marker in Limbu with transitive verbs whereas English has understood on according to time adverbials.
- 2) There is ‘s’ marker with third person singular in present tense but there is no marker in Limbu with transitive verbs.
- 3) There is not past tense marker with transitive verbs for any person, gender and number in Limbu. But there is ‘-s’ marker with 3rd person singular number in present tense and ‘-ed’ marker in past tense in English..
- 4) There is suffix ‘-ra’ on main verbs to show progressive aspect in Limbu whereas suffix ‘-ing’ on main verbs show progressive aspect in English.
- 5) ‘*Yage, meyage, we*’ are separate morphemes in past tense in Limbu and ‘was, were’ are past tense markers in English.
- 6) In perfect aspect suffix ‘-aŋ’ is used on main verbs in Limbu. Here ‘*wa?*’ is present perfect marker and ‘*we*’ is past perfect marker whereas primary auxiliary ‘have’ in combination with the ‘-ed₂’ verb in English.

5.3 Implication

The present work is the researcher’s sincere effort to present the tense marking system in Limbu language. It is the one of discovery which is not discovered yet. All my

finding 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 level.

5.3.1 Policy Level

Policy is a course of action of a government to systematize the activities of the 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 system. Due to inadequate study cannot be successful therefore immediately after formulating policies they are compelled to change them, Therefore the study done on tense 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 (Limbu and English)
- b) It 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 center 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 center can take help to provide distance education to target group.

5.3.2 Practice Level

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

- a) Native speakers of Limbu who 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.
- c) It becomes asset for the school management committee and head masters to design school improvement plan.
- d) Text book 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 Limbu Language. There are more than 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. Limbu Language is established are so the scope of this study is fruitful. The study can be conducted on special vocabularies quotation dexis system etc. in Limbu language. All the researchers who are interested in this field would certainly be benefited from the findings of this study.

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Appendix –I

Informants of the study

A. Male Informants

S. N.	Name	Age	Address
1	Samsher Limbu	28	Dharan-15
2	Pawan Limbu	20	Dharan-15
3	Krishna B. Limbu	50	Dharan-15
4	Sarim Limbu	45	Dharan-15
5	Sanjay Limbu	35	Dharan-15
6	Shree P. Limbu	30	Dharan-15
7	Sesehang Limbu	27	Dharan-15
8	Harkjung Limbu	30	Dharan-15
9	Umesh Limbu	25	Dharan-15
10	Santa Limbu	22	Dharan-15
11	Rakesh Limbu	19	Dharan-15
12	Samrat Limbu	18	Dharan-15
13	Saroj Limbu	35	Dharan-15
14	Bam B. Limbu	40	Dharan-15
15	Bikash Limbu	20	Dharan-15
16	Hemanta Limbu	24	Dharan-15
17	Sisir Limbu	35	Dharan-15
18	Nitesh Limbu	26	Dharan-15
19	Amit Limbu	30	Dharan-15
20	Ganesh Limbu	25	Dharan-15

21	Tej K. Limbu	40	Dharan-15
22	Binod Limbu	45	Dharan-15
23	Bijay Limbu	35	Dharan-15
24	Ramesh Limbu	50	Dharan-15
25	Samir Limbu	37	Dharan-15
26	Rakesh Limbu	30	Dharan-15
27	Bimal Limbu	25	Dharan-15
28	Kamal Limbu	27	Dharan-15
29	Sanjok Limbu	42	Dharan-15
30	Rupesh Limbu	20	Dharan-15

B. Female Informants

S. N.	Name	Age	Address
1	Iksha Limbu	28	Dharan-15
2	Lalita Limbu	25	Dharan-25
3	Kamala Limbu	30	Dharan-15
4	Jhamaka Limbu	35	Dharan-15
5	Usha Limbu	30	Dharan-15
6	Uma Limbu	25	Dharan-15-
7	Januka Limbu	50	Dharan-15
8	Hima Limbu	28	Dharan-15
9	Purnam Limbu	40	Dharan-15
10	Sita Limbu	29	Dharan-15
11	Deepika Limbu	20	Dharan-15

12	Rita Limbu	30	Dharan-15
13	Binita Limbu	35	Dharan-15
14	Sunita Limbu	22	Dharan-15
15	Sushmita Limbu	35	Dharan-15
16	Lila Limbu	40	Dharan-15
17	Jog m. Limbu	45	Dharan-15
18	Sarada Limbu	50	Dharan-15
19	Harka Limbu	27	Dharan-15
20	Rupa Limbu	42	Dharan-15
21	Kalpana Limbu	23	Dharan-15
22	Sita Limbu	28	Dharan-15
23	Nisha Limbu	24	Dharan-15
24	Pinki Limbu	30	Dharan-15
25	Rekha Limbu	25	Dharan-15
26	Bina Limbu	35	Dharan-15
27	Akriti Limbu	27	Dharan-15
28	Supeksha Limbu	37	Dharan-15
29	Sima Limbu	32	Dharan-15
30	Numa Limbu	42	Dharan-15