CHAPTER - ONE
INTRODUCTION

1.1 General Background

Language is the unique gift of human beings. It is the means of communication which helps to share ideas, feelings, thought, desires, emotions, experience etc. Richard, J.C., Platt, J. and Platt, H. (1999, p.196) define language as " the system of human communication which consists of structural arrangement of sound for their written representation into larger units e.g. morphemes, words, sentences, utterances etc". A language at its most specific level refers to the concrete act of speaking, writing or signing in a given situation (Crystal, 2003). Language is a vehicle for sharing ideas, feelings, pain and pleasure. It is a unique possession of human due to which human beings become very unique creatures in respect to other creatures in this world. Emphasizing this kind of unique possession of human beings, while defining language, Hockett (1985, p. 13) says, "The appearance of language on this universe, at least in our planet, is thus exactly as recent as the appearance of man itself." So, language is viewed as a versatile, dynamic and specific property of human beings. It stores knowledge and transmits messages, knowledge and experiences from one person to another and one generation to another. Language is only related to human beings. Though there are different forms of communication, language is related to arbitrary vocal system of human communication. Language is expressed either in vocal mode or in written symbols. Language is the most advanced and influential means, which is species-specific property of human vocal organs and advanced brain that human being, possesses what causes language a possession of the human being.

There are different modes of communication such as visual, tactile, olfactory, gustatory etc. Language is the most powerful, advanced and widely used means of human communication. It is the universal medium to express human thoughts, feelings, desires, ideas and emotions. Most of the actions of the world are carried out through language. It is the language that has brought disparity between human and

animal world. By the physical inadequacies, animals don't have vocal organs and advanced brain that human being possess due to which language has been a possession of the human being. Considering language as four language skills, Halliday, M.A.K., Stevens, P.D., and McIntosh, A.(1964) write, "It is a form of activities of human beings in societies, and it has the property of being patterned." (p.5)

Language is considered as four language skills viz. listening, speaking, reading and writing. In other words, language is not only the act of speaking and writing, but it involves listening and speaking as well. Language is the sum total of different activities, e.g. the act of listening, speaking, reading, writing and so on. Supporting Halliday's views, Crystal (2003) defines, "Language, a French term introduced by Ferdinand de Saussure, refers to the human biological faculty of speech. At its most specific level, it may refer to concrete act of speaking, writing or signing in a given situation." (p.255). A language is a system of arbitrary vocal systems by which members of a social group co-operates and defines language from structural perspective as a language to be set of (finite or infinite) sentences, each finite in length and constructed out of a finite set of element. In Chomsky's opinion, language is an innate capacity of native speakers, which is the set of sentences that is finite in length and constructed out of finite set of element. 'Language may refer either to the specifically human capacity for acquiring and using complex systems of communication, or to a specific instance of such a system of complex communication.' (as retrieved from Wikipedia 2010 Jan.6) Wardhaugh (1998, p.1) defines, "A language is what the members of a particular society speak." Sapir (1978) states that language is purely human and non-instinctive method of communicating ideas, emotions and desires by means of system of voluntary produced symbols." (Quoted from Yadava, 2006, p.3) Language, as the best tool of socialization, serves our needs. And it is highly demanded in every society. The child learns language as it is as essential as food, water and clothes. It is the identity of the races. Nowadays it has been highly politicized social agenda and the fundamental right of everyone. The democratic government of Nepal has realized the role of language in conserving

diversity and status maintenance, and adopted liberal policies for the promotion of all the languages used in Nepal unlike the Panchayat system that adopted the policy of language restriction. All other languages except Nepali were facing severe pressure of existence during the Panchayat system.

From the above definitions, we can conclude that language is not only verbal system of communication but also written as well as signaling system. It is used for communicating messages. It is the unique possession of human being or it is human species specific and one of the most powerful tools of communication among the heterogeneous groups. It helps human being to think and interpret, perceive and express about the real world. Its history along with the human development shows that it is an inevitable means of human co-operation, relation and civilization. In the world, there are thousands of languages and every human being possesses at least one language. It means nobody in the world is without language or every human being has his own language. He uses his language to transfer his cultural norms and values to the next generation. He shares his feelings, ideas, emotions and attitudes for the bond of the relation in the community. This thread of language keeps human relation life long and gives happiness in this world. Language, from the communicative perspective, is defined as the most powerful means of communication. Smell and taste are only specific to the animal communication but language, a combinatory term of sight, aural and oral, is specific to the human communication, which is human species specific. Most of the activities of the world are carried out through language. Jespersen (1994) gives the following definition of language,

> Language is not end in itself, just as little as railway tracks, it is a way of connection between souls, a means of communication ...language is the most complete, the richest, the best means of communication, and it bridges the physical chasm between individuals. (p.4)

1.1.1 The Linguistic Scenario of Nepal

Geographically, Nepal is a small Himalayan republic state with an area of 147,181 square kilometers. It is a multiethnic, multicultural, multi-religious country. It is regarded as the fertile land for numerous dialects and languages. So Nepal is one of the fascinating areas for linguistic researches in the world. Even being small in size, according to the population census 2011, more than 125 languages are spoken in Nepal. But many languages of Nepal do not have written/formal script. They exist only in oral form. They have a few native speakers. They are in the verge of extinction due to the small number of speakers and lack of the proper language policy of the nation for the protection and preservation of such minority languages. Genetically, the languages found in Nepal are classified into four language families viz. Indo-European, Sino-Tibetan, Austro-Asiatic and Dravidian.

I. Indo-European Family

In Nepalese context, Indo-European family of languages mainly comprises Indo-Aryan group of languages, which forms the largest group of languages in terms of speakers, viz. nearly 80 percent. The Indo-Aryan languages spoken in Nepal can be genetically sub-categorized some of the Indo-Aryan languages spoken in Nepal are yet to be sub-classified in the lack of their adequate description. These languages include Bote, Kumal, Churauti and Danuwar. (See in Appendix)

II. Sino-Tibetan Family

Another important group of Nepal's languages is the Tibeto-Burman group of Sino-Tibetan family. Though it is spoken by relatively lesser number of people than the Indo-European family, it consists of the largest number of languages, viz. about fifty seven languages. The Sino-Tibetan languages spoken in Nepal can be sub-categorized. (See in Appendix)

III. Austro-Asiatic Family

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

IV. Dravidian Family

This family includes the two languages spoken in Nepal. One of them is called Jhagar in the region east of the Koshi River but Dhangar in the region west of the Koshi River. Another Dravidian language is Kisan with very few speakers in Jhapa district. (See in Appendix)

There are many languages spoken as mother tongues in Nepal. They are the languages of indigenous nationalities of Nepal. The languages of Nepal can be classified into the following groups on the basis of their status/standardization.

I. Languages with Written Script

The languages which have developed their written script are given below:

Nepali	Limbu	Newari	Maithili	Bhojpuri
Urdu	Awadhi	Hindi	Bhote	Marwari
English				

II. Languages Having Written Script in Emerging Condition:

After the restoration of multiparty democracy in Nepal, some languages have emerged with written scripts. They are as follows:

Gurung	Thakali	Sherpa	Rajbanshi	Magar
Chamling	Thulung	Bantawa	Kulung	Tamang
Tharu				

III. Languages without Written Script:

Yakkha	Nachhiring	Yamphu	Kumal
Chhantyal	Eastern Mewahang	Lumba Yakkha	Jhangad
Majhi	Western Mewahang	Satar	Byanshi
Northen Loharung	Bote	Sampang	Chepang
Southern Loharung	Kham	Dhimal	Kagate
Darai	Danuwar	Athpahariya	Jirel
Raji	Hyolmo	Thami	Kaike

IV. Moribund Languages

As there is a lack of language policy of the government and related institutions, some languages are being endangered and if proper initiatives are not taken promptly for their preservation, they will be extinct at any time; these languages are known as moribund languages in Nepal. They are:

Hayu	Polmacha	Dura	Dungmala	Kusunda
Baling	Raute	Chhintang	Koyo	Jerung
Puma	Mugali	Lambiching	Belhari	Chhukwa
Panduwali	Chakwa	Tilung	Chhulung	

1.1.2 The Indo-European Language Family

The Indo-European languages are the most widely spoken languages in Europe, and they also extend into western and southern Asia. The family consists of a number of sub-families or branches (groups of languages that descended from a common

ancestor, which in turn is a member of a larger group of languages that descended from a common ancestor). Most of the people in northwestern European speak Germanic languages, which include English, German, and Dutch as well as the Scandinavian languages, such as Danish, Norwegian and Swedish. The Celtic languages, such as Welsh and Gaelic, once covered a large part of Europe but are now restricted to its western fringes. The Romance languages, all descended from Latin, are the only survivors of a somewhat more extensive family, Italic, which includes, in addition to Latin, a number of now extinct languages of Italy. Languages of the Baltic and Slavic (Slavonic) branches are closely related. Only two of the Baltic languages survive—Lithuanian and Latvian. The Slavic languages, which cover much of eastern and central Europe, include Russian, Ukrainian, Polish, Czech, Serbo-Croatian, Bulgarian, etc. In the Balkan Peninsula, two branches of Indo-European exist that each consists of a single language-namely the Greek language and the Albanian language. Farther east, in Caucasian, the Armenian language constitutes another single language branch of Indo-European. Ramamurthy (1998) says,

> Indo-European is the name given to the parent language as well as those of Persia and India can be shown to have descended. This family is also broadly referred to as Aryan on the basis that the Aryans were the most prominent among the Indo-European tribes. (p.24)

The main surviving branch of the Indo-European family is Indo-Iranian. It has two sub-branches, Iranian and Indo-Aryan (Indic). Iranian languages are spoken mainly in southwestern Asia and include Persian, Pashto (spoken in Afghanistan), and Kurdish. Indo-Aryan languages are spoken in the northern part of south Asia (Pakistan, northern India, Nepal and Bangladesh) and also in most of Sri Lanka. This branch includes Hindu, Urdu, Bengali, Nepali, Maithili, Bhojpuri, Tharu, Awadhi, Rajbangsi, and Marwari.

1.1.3 The Indo-Aryan Settlement and Development of Languages

In the words of Jadeja (1992)," The Aryans, a nomadic people from central Asia, settled in the upper reaches of the Indus, Yamuna and Gangetic plains about 1500 BC." They spoke a language from the Indo-European family and worshipped Gods similar to those of later-era Greeks and northern Europeans. The Aryans are particularly important to the history of Indian sub-continent because they originated the earliest forms of the sacred Vedas (orally transmitted texts of hymns of devotion to the Gods, manuals of sacrifice for their worship and philosophical speculation). By 800 BC the Aryans ruled in most of northern India, occasionally fighting among them or with the people of the land they were sitting. There is no evidence of what happened to the people displaced by the Aryans. In fact, they may not have been displaced at all but instead may have been incorporated in Aryan culture or left alone in the hills of northern India.

The Vedas are considered the core scripture of Hinduism; provide much information about the Aryans. The major Gods of the Vedic people remain in the pantheon of present-day Hindus; the core rituals surrounding birth, marriage and death retain their Vedic form. The Vedas also contain the seeds of great epic literature and philosophical traditions in Indian subcontinent. Sharma (2003) says,

> The Aryans were rich in culture and they had developed a systematic language. They had developed the grammar system in language and their language was same like Sanskrit and they had developed schooling system and taught language to their descendents. (p.45)

1.1.4 The English Language

More than six thousand different languages are spoken in the present world. Among different languages, the English language is one of the richest and prominent languages because it has widest coverage, richest vocabulary, written literature and its

users. It is taken as a dominant language. It is an international language in which most of the books, reports, journals, and newspapers. are published. It is used in business, academic conferences, sports, literature, technology, and politics. Crystal (1988, p.56) says," English is mother tongue of more than 300 million people in the world. Similarly, about 3000 million people use it as a second language and around 100 million people speak English as a foreign language in the universe." The English language is regarded as a contact or link language. It is used as a lingua franca to make the communication possible among the people of different speech communities. There are 6 official languages used in the United Nations .Among them, English is the most widely used language in the UN. English has become one of the important subjects of teaching all over the world. Sthapit, S. K., Basnyat, S., Bhattarai, G.R., and Giri, R.A.(1994) say," It is a principal language for international communication and gateway to the world body of knowledge."(as cited in Bhattarai , 2001,p.2) A colonial history, Economics, information exchange, travel, and popular culture of British are the factors which have ensured the widespread use of English. English is spoken by at least a quarter of the world's population. One in every seven human beings is said to be speaking English. In the present globalizing world Nepal cannot remain beyond the influence of the English language. It is regarded as an international language in Nepal.

The history of teaching and learning English in Nepal is not so long. It has been included in our education system since Durbar School was established in 1910 B.S. In Nepal, English is being taught as a compulsory subject from class one to Bachelor's level. It is being used as the medium of instruction in private boarding and institutionalized schools. In our country, many official documents, reports, journals, newspapers, magazines, academic certificates and books are being printed in this language. It is a fast growing language in Nepal.

Learning has become the demand of the day and the need of the era. Even some community and public schools in Nepal have started adopting English language as a medium of instruction. Nowadays English has occupied an important place in both public and private sectors in Nepal. It has changed people's learning habit day by day.

Durbar High School was the first English school in Nepal established by Jung Bahadur Rana after his returning from England. Together with the establishment of democracy in 2007 B.S., the door for participation in education opened for the public. Many schools were opened. Nepal Educational Commission was formed in 2009 B.S. to bring all the schools under a system. In the report given by the commission, it is stated that English should be taught compulsory from the elementary level.

In the age of globalization, the knowledge known, found, gained, discovered and verified needs to be accessible to every person living in any corner of the world. So, it is essential for an individual to get mastery over any language to survive in the society. The English language is the most prestigious and dominant one. Harmer (2003) says,

> It is the international language and a vital tool for any student to become successful in communication. Although English is not a language of the largest number of native or first language speakers, it has become a lingua franca because of historical, economic and cultural factors which have influenced and sustained the spread as the language. (p.18)

The English language is one of the popular languages in the world. English is a West Germanic language that arose in the Anglo-Saxon Kingdoms of England and spread into what was to become south-east Scotland under the influence of the Anglican medieval kingdom of North Umbria. Following the economic, political, military, scientific, cultural and colonial influence of Great Britain and the United Kingdom from the 18th century, via the British Empire, and of the United states since the mid–twentieth century, it has been widely dispersed around the world, become the leading language of international discourse, and has acquired the status of the lingua franca in many regions. It is widely learned as a second language and used as an official language of the European Union and many commonwealth countries, as well as in many organizations. It is the third most natively spoken language in the world, after

Mandarin Chinese and Spanish. (Retrieved on 28.01.2011 from http://en.wikipedia.org/wiki/English-language)

The English language is often used widely throughout the world. It has a demand of the day. Like all other languages English has all linguistic and communicative properties, so is English. It is rich in all aspects of language. Everybody loves learning English all over the world. Since English is an international language, it has created a new generation of learners and now English has become compulsory need of the learners in most of the countries. English has become an essential means to open many doors to good understanding, a good job and many other opportunities. Therefore, the people of this age are in the state of either learn English or die, due to its broad and worldwide scope. It is known as a key to get success in every field of life. The field of science and technology remains incomplete in the absence of the English language. The interest of every country is growing wider with the advancement of modern civilization. No country can offer to limit itself to its own store of knowledge and to research of its own nation. Nepal cannot be untouched from above condition. English language has played the role of mediator for international networking. People use English as a common language in the UNO, SAARC, and UNESCO and so on. We use all the product of food, cloth, machine, equipment and manuals written in English as a common language. Doctors, engineers, pilots and high technical personalities should have the knowledge of English. Another the factor for the need of English education is that many of the advanced countries have been helping Nepal in its development providing financial and technical assistance. We need to deal with such technicians through English. We need English to work in tourism, foreign affairs and international trade. Tourism is the main source of foreign affairs and international trade. Therefore, without the help of English language we cannot imagine the development of our nation.

1.1.5 Grammar

Grammar is the set of rules by which words change their forms and are combined into sentences, or the study or use of these rules. Grammar is known as the backbone of a language. Grammar can be defined as how words are combined or changed to form acceptable units of meaning within a language. Cowan (2008, p.3) says, æGrammar is the set of rules that describes how words and groups of words can be arranged to form sentences in a particular language.″ This is the definition of grammar that is perhaps most useful for teachers, and it is the definition that will be accepted by all. Traditionally, grammar was divided into morphology and syntax. Morphology deals with internal structure of the forms of words, while syntax is the study of sentence structure. It should be taught to ensure that students are communicatively efficient with the grammar they have at their level. It is not collection of rules set in a book but the knowledge of the underlying set of language which is digested by the native speakers unconsciously whether they are educated or illiterate. Grammar should be taken as prerequisite to language teaching. Harmer (1991, p.23) says, "A language teacher should be prepared to use a variety of techniques to help students learn and acquire grammar."

1.1.6 English Grammar

English grammar answers questions about how the English language works. There is a long tradition of writing. Prescriptive English grammar aimed at teaching students how to write in a certain style. English grammar, often called writer's guides, is intended for native speakers of English, usually first-year university students, and it contains rules, or guidelines, for writing good. A good grammar book describes the different rules that produce grammatical sentences in English, the kinds of problems non-native speakers have about learning these rules, and the ways that teachers can help these students learn and use these rules in speaking and writing. A good understanding of English grammar is necessary for nonnative speakers. The concept of grammar demonstrates what grammatical rules are. Sociolinguistic factors and

information structuring that affect the use of English grammar is/should be discussed in a good English grammar.

Cowan (2008, p.1) says, "Both native and nonnative speakers of English teach English to speakers of other languages. These teachers who are nonnative speakers of English typically realize the benefit of knowing English grammar well." The rules of our first language can be used easily because we have a subconscious and tacit knowledge of them, which we acquired as a child by listening to adults speak to us and to each other. This tacit knowledge allows us to produce brand-new grammatical sentences that we have never said or heard before. It also enables us to identify a sentence as ungrammatical and to recognize ambiguous sentences as having more than one possible meaning. Our tacit, native-speaker knowledge of grammar does not enable us to describe or to teach the rules of grammar to a language learner. For that, we must know the rules consciously. Having an accurate, comprehensive understanding of English grammar will make us feel more confident. A clear understanding of English grammar is very valuable. The speakers of other languages should know English grammar because it is one aspect of adult language learning on which instruction can have a lasting effect.

The grammar of English consists of all the rules that govern the formation of English sentences, and this is precisely what learners of English want to know. In fact, many students will demand that a teacher tells them ' what the rules is ' even if that teacher has been trained to encourage students to figure out what the rule is on their own. Understanding how grammar rules work and how the elements in a sentence relate to each other can sometimes be facilitated through its different uses.

Celce-Murcia, M. and Larsen-Freeman, D.(1999, p.vi) say," A good English grammar gives an organizational framework that consists of a systematic presentation of the form, meaning, and use of each grammatical structure, improves readers'/learners' ability to access, assimilate and make pedagogic sense of the materials."

There are two approaches of teaching language over the years, language teachers have alternated between favoring teaching approaches that focus primarily on language use and those that focus on language forms or analysis. The alternation has been due to a fundamental disagreement concerning whether one learns to communicate in a second language by communicating in that language (such as in an immersion experience) or whether one learns to communicate in a second language by learning the lexicon grammar (the words and grammatical structures) of the target language. In other words, the argument has been about two different means of achieving the same end. The language teaching field would be well served by finding a way to help learners accomplish both. It is important, therefore, to define grammar in a way that suits both purposes—that is, a way that accounts for both the structure of the target language and its communicative use.

In order to do so, we will need to take into consideration how grammar operates at three levels; the sub sentential level (morphological level), the sentential or syntactic level and the supra sentential (discourse) level. Grammatical structures not only have a morph syntactic form, they appropriate use to express meaning (semantics) in context-appropriate use (pragmatics).

These can be referred as the dimensions of form, meaning, and use. Because the three are interrelated-that is, a change in one will involve a change in another- it is helpful to view the three dimensions as a pie chart, with arrows depicting the interaction among the three-

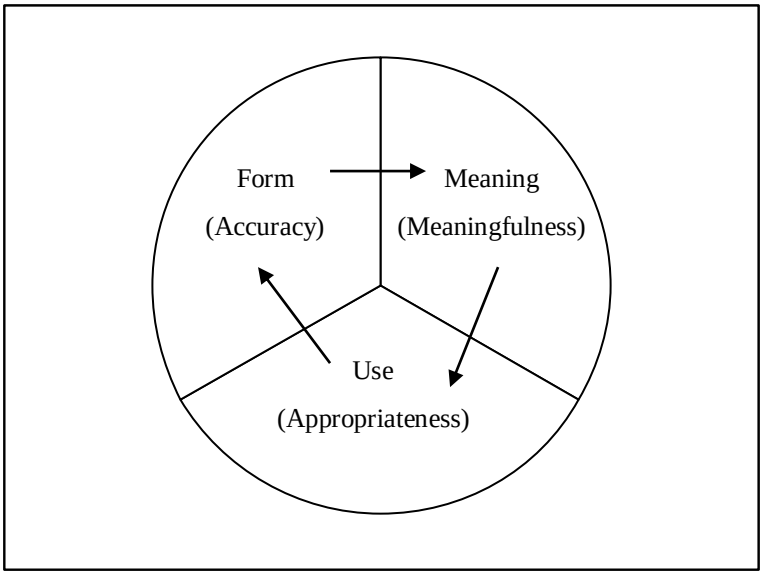

Figure No. 1 Three Dimensions of Grammar

The figure shows that grammar aggregates facts about accuracy, meaningfulness, and appropriateness concerning the structures whereas linguistic grammars strive for internal consistency, pedagogical grammars are eclectic. We feel that insights into the structures of English can be gleaned from different types of analysis. It is admittedly sometimes difficult to establish boundaries between the wedges and between the meaning and use, linguistic categories often have fuzzy boundaries.

1.2 The Marwari People, Language and Grammar

Nepal is a multiracial, multicultural and multilingual country. It has been very fertile for languages. Even today linguists are discovering new languages in some remote place of the country and probably many more languages are still waiting to be discovered. 'The country of Nepal is world famous for several reasons. It is not only the fact that Nepal boasts of the highest mountain in the world, but Nepal also exhibits a remarkable wealth of cultures and languages. Right in the streets of Kathmandu the attentive observer can see a variety of costumers as well as hear a variety of languages spoken by visitors from the hills or from the Terai. This is Nepal's unique heritage and wealth, a reason to be proud.' (Toba, 1992, p.67).

Nepal's languages and their innumerable satellite dialects have genetic affiliations to at least four language families, namely Tibeto-Burman, Indo-Aryan, Austro- Asiatic and Dravidian together with one controversial languages isolate- Kusunda."
Some languages are rich in script, lexicon and literature. But some of the languages are limited to the tongue of the speakers. They do not have their own script.

1.2.1 Marwari People and Language

Marwari is the minority race of Nepal. It has given a great contribution to the economic, cultural, educational, political and social sectors of Nepal. They are one of the foundation pillars of economic development of Nepal. They have set up thousands of industrial as well as corporate trade houses for strengthening the economic status of the country. They believe in deeds, not only in words. This community is famous for their deeds and social welfare. Fifty million Marwari live in the world.
The Marwari or Marwadi are an Indian ethnic group that originates from the Rajasthan region of India. Their language, also called Marwari, is a dialect of Rajasthani and is a part of the western group of Indo-Aryan languages.
The term Marwari once referred to the area encompassed by the former princely state of Marwar, also called the Jodhpur region of southwest Rajasthan in India. It has evolved to be a designation for the Rajasthani people in general but it is used particularly with reference to certain jatis that fall within the Bania ethnic category. Those communities, whose traditional occupation has been as traders, include the Agrawals, Khandelwals, Maheshwaris, Oswals, Mahawar, Vaishya and Poddars. The Marwari term was probably used by the traders only when they were outside their home region; that is, by the diasporas. (Tripathi, 1999, p.67)

1.2.2 Historical Background and Marwari's Arrival in Nepal

The people who live in Maraud region of Rajasthan, its surrounding areas and those who have migrated from this area are considered as Marwari people. The Marwari traders have historically been migratory in habit. The possible causes of this trait

include the proximity of their homeland to the major Ganges-Yamuna trade route; movement to escape famine; and the encouragement given to them to settle in kingdoms ruled by Rajputs who saw advantages in having their skills. Their abilities were valued by Rajput rulers because, in the period prior to the influx of the British to northern India, the Rajput kingdoms were often warring against each other and were also practitioners of conspicuous consumption in their royal courts. Due to famine and draught Marwari males had to leave their homes to search for some opportunities to earn some money in the other provinces/ states of India and used to return to their homes with some money after 2 or 3 years. They were in this way accustomed to visiting different places and involving in trades. The Marwaris made the transition from being niche players in trading to becoming industrial conglomerates. From being brokers to bankers, the Marwaris went on to break the British monopoly over the jute industry after the First World War; they then moved into other industrial sectors, such as cotton and sugar, and set up diversified conglomerates. By the 1950s, the Marwaris dominated the private industry scenario, emerging as establishers of its most prominent business houses.

Agarwal, Maheshwari, Jain, Brahmin, Swarnakar, Oswal, Sharawagi, Khandelwal, Malpani, Rastogi, Rustagi, Rohatagi, Kesharwani, Rauniyar, Agrahar, Gahoi. Mahuri, Paliwal, Mathur, etc are Marwari's types. Agrasen was the founder of Agreya state which based on oligarchy system. He was a historical figure and staunch supporter of socialism. 10 million families used to live in Agroha at that time. If somebody became poor and property less, each family used to donate him one coin and a brick. 10 million coins were enough for resuming the business and 10 million bricks were adequate for making a house.

The Marwaris are always involved in buying and selling goods and trade is everything in their life. They entered Nepal at different times from different places of Nepal. They can mingle with the local people wherever they reach and start their business. They can easily earn the faith and due to their hereditary character they can stand in any society. They are dynamic and migrate to the places where there is possibility of

opening of new markets. In the past they depended mainly on agriculture, trade and animal husbandry, but nowadays they are mostly active in industry and trade. They are able to occupy the highest positions in the field of politics, academics, science and knowledge.

Nearly 5 thousand years ago in the pre-historic Dwapar Age when social absurdities and criminal activities were increasing day by day, a Baishya tribal king Agrasen in India organized his community with the consciousness of self-defense and set up a state named Agreya Janapad. Gallant and highly intelligent king Agrasen's kingdom sprawled Himalaya on the north, Marwad on the west, Agra on the east and Agroha on the south. Modern/Kali Age is supposed to have begun in 3102 B.C. Agrasen was the king of the beginning time of the Kali Era. So Agrasen was born 5130 years ago (3131 years ago than Bikram Sambat started). According to some ancient stories i.e. purans, Marwaris are the siblings of king Birat's daughter Uttara who got married to Abhimanyu, the son of Arjuna and the father of Parikshit. Agrasen was the ancestor of today's Agrawals. Agrawals have 18 sub-types. They are Garg, Goyan, Goyal, Bansal, Kangsal, Mangal, Tingal, Dharan, Bindal, Tayal, Nagal, Singal, Jindal, Airan, Madhukal, Mittal, Bhandal, and Kuchchal. They were originated from Agreya race and this race was living in Hisar district of Haryana state and this place is now called Agroha. About the entry of Marwaris in Nepal, Kedia (p.2, 2004) says, "Marwaris entered Nepal with the people of Lichchhabi dynasty and the rules who ruled over mid and eastern Terai and plain, i.e. Sen Dynasty kings (Mukunda Sen, Digbandh Sen etc.) were Marwaris." About 30 to 40 years before the great earthquake of 1934 A.D. (1990 B.S.), the grandfathers and great grandfathers of today's Marwaris of Jhapa entered Nepal and set up their cloth shops in the old Jhapa bazaar and Kumarkhod bazaar. They bought paddy from Nepal and sold in the bordering Kishanganj bazaar of India. They made people down in the open places and cultivate the land. Gattanis and Somanis started shops, set up rice and oil mills. Around 150 years ago, the Marwaris came in Jhapa district.

1.2.3 Origin of the Words 'Marwari' and 'Agrawal'

Marwaris are the people who settle down in Marwad of Rajsthan and who migrated from there to different places of Nepal and India. The history of Marwari can be known from ancient literature, scriptures, oral histories, coins and traditional aspects. "Origin of Agrawals" by Bharatendu Babu Harishchandra, "Ancient History of Agrawal Race" by Dr. Satyaketu Vidhyalankar, and "Biography of the Great King Agrasen" by Giriraj Prasad Mittal are some books about Agrasen, Agroha and Agrawal. Minstrels and palace singers have been singing about Agrasen and Agroha and their historical tradition as the literary legacy. As Mathur from Mathura, Oswal from Ousiya, Khandelwal from Khandela, so are Agrawals from Agroha.
In 1938, an archaeological excavation was done in Agroha and a lot of hidden mysteries of the history of Agroha were exposed. The ancient name of Agroha was Agodak, later changed into Agrodak and Agroha. (p.67, Agrawal). The bravery of Agroha was spread far and wide, as a result even the Greek emperor Alexander the Great refused to go forward towards Agroha. In the 19th century, Sir Williams Jones translated two Sanskrit books 'Abhigyan Shakuntalam' and 'Manusmriti' into English. Western intellectual circle was surprised to read them and concluded that without having splendid, glorious and advanced past, such heritage of literature and knowledge would not have been possible.

1.2.4 Occupations and Professions of Marwari People

According to the Hindu Varnashram system, people were given four kinds of jobs/occupations. Brahmins were assigned to the task of studying religious books, worshipping, managing society and creating relationship among people. Chhetris were given the duties of external and internal security and defense and to make people follow the rules and regulations. Baishyas were for farming, livestock and trade. Shudras were for serving all the people and assisting for their activities. 'Baishyo dhanarjanam Kuryat' means that the main duty of the Baishyas is to earn property and money. Among these four, nowadays any could interchangeably follow the

professions, depending on the situations. Regarding with Marwaris, they are Baishyas and they are mainly involved in trade and industry.

1.2.5 Cultural and Religious Aspects of Marwaris

Among Marwaris, Agrawals celebrate birth anniversary of Agrasen, Maheshwaris observe Mahesh Nawami, Jains observe Mahabir birth anniversary. Commonly all Marwaris observe Ganagour which is celebrated for 18 days. Marwaris are followers of non-violence and peace. They are vegetarians. After his victory, King Agrasen organized 18 big massacres of animals when he finished 17 and started 18th yaggya (sacrifice of animals); his heart was filled with sadness and sympathy. He stopped it outright and proclaimed all his people and coming generations never favor violence and killings of innocent animals. In this way, they are said to have been vegetarians since then. Regarding with the religions, they follow Hinduism and Jainism. They have equally respect towards Buddhism.(p.20, Ramranga)

1.2.6 The Marwari Language and Grammar

Nepal is a multicultural/multilingual country. Although Nepal is a small country, it is a homeland of more than 126 races and ethnicities and more than 120 languages. Some of the languages have not come to the notice of the linguists. Some of them are rich in script, lexicon and literature. But some of the languages are limited to the tongue of the speakers. They do not have their own script.

The Marwari people are one of the major advanced groups of Nepal. They belong to the Indo-Aryan (Central) language speaking community. The historical evidences show that the Marwar/Madwar in Rajasthan in India was their original homeland since ancient time and even now the major concentration of Marwari settlement is found in Hariyana, Punjab, Rajsthan, Bihar, Uttar Pradesh, etc of India. They are found in Nepal, North-East India mainly in Darjeeling, Sikkim, West Bengal .In Nepal they are mostly living in Kathmandu valley, Pokhara valley, different towns and cities in the Terai/Madhes region.

The language spoken by Marwaris is Marwari language which falls under Indo-Aryan (Central) subgroup of Indo-European language family. (See in appendix, Diagram-5) Though they have their unique script called Maudia or Mahajani (which does not have vowels, only consonants), most of the Marwari publications are written/based in Devnagari script, as in Hindi, Sanskrit and Nepali. Marwari currently has no official status as a language of education and government. There has been a push in the present days for the Government of Nepal to recognize this language and give it a prestigious status. Marwari sounds similar to Haryani, Gujarati, Punjabi and Haryanvi. Marwari speakers have dispersed widely throughout Nepal, India and other countries but are found most notably in the neighboring state of Gujarat and in Eastern Pakistan.

According to the census report 2011, Population of Nepal as of the census day (June 22, 2011) stands at 26,494,504 showing population growth rate of 1.35 per annum. The Marwari constituted 0.19% of the total population of Nepal (23,151,423), recorded a total population of 43,971, according to Population Census of 2001, but according to Population Census of 2011, the Marwari population constitutes 0.19% of the total population of Nepal. Marwari are scattered through the whole nation, their dense population is found in Kathmandu, Morang, Parsa, Jhapa, Sunsari, Saptari, Dhanusha, Banke, Siraha and Ilam. Out of total population of Marwari, 36453 live in urban and 14990 live in rura/ areas. Geographically categorizing, 114 live in mountain, 15099 live in hill and 36230 live in Terai and Madhesh. 27040 are male and 24403 are female. (CBS, 2001) and (CBS, 2011) Marwari is primarily spoken in the Indian state of Rajasthan. It shares a 50%-65% lexical similarity with Hindi. Marwari has many cognate words with Hindi. Notable phonetic correspondences include /s/ in Hindi with /h/ in Marwari. For example, /sona/' gold' (Hindi) and /hono/ 'gold'. Marwari /h/ sometimes elides. There are also a variety of vowel changes. Most of the pronouns and interrogatives are, however, distinct from those of Hindi. Marwari language has grammar structure which is quite similar to the Hindi language. Its primary sentence structure is SOV (subject-object-verb). Most of the pronouns and interrogatives used in Marwari language are distinct from those used in Hindi.

Marwari vocabulary language is somehow similar to Hindi language but it has difference in speaking of it. They use words which are not of Hindi language and are purely of Sanskrit language.

Marwari is not a tonal language. It is a language having polysyllabic words. The number of vowels in Marwari language is 16 and the number of consonants is 36. If the speakers spread over a wide geographical area, a language exists with different dialects with corresponding variations in social and cultural practices. In Nepal, there are mainly two dialects—Rajasthani and Hariyani. Marwari language has three tenses and eleven aspects. The three tenses are present, past and future. Present tense has three aspects-simple present, present progressive and present perfect. Past tense has five aspects—simple past, past progressive, past perfect, habitual past and unknown past. Future tense has three aspects-simple future, future progressive and future perfect.

1.3 Statement of the Problem

Language is a unique phenomenon bound to man. It is a means of communication used to share feelings and information. It consists of arbitrary vocal symbols transmitted to the receiver through audio codes produced by the sender. These vocal symbols are set in different systems. The systems make up a language. A number of sets of systems prevailing in different social contexts have emerged different languages. By the inter-mingling of the people of different social contexts, different languages are seen being used in the same society too. In such condition, a man has to learn more than one language so as to adjust in the society.

In this connection, the study area of this research is made up of people from different languages. Among them, majority of the Marwari people speak their own language i.e. Marwari language, as the mother tongue. The children of this community have to use Nepali language during their schooling. Moreover, they have to learn English for their further studies. This multilingual condition has been accepted as the problem in

different aspects of languages. In this regard, it is thought to be much necessary to study about Marwari language and similarities and differences in the comparison to English language in some aspects. Therefore, this research study has been conducted mainly emphasizing on the tense and aspect systems of both English and Marwari languages. The study has been accomplished for the purpose of finding out some ways for learning the tense and aspect systems of the English language for the Marwari people and Marwari language for English Speaking people.

1.4 Rationale of the Study

Nepal is a multiracial, multiethnic, multicultural and multilingual country. In spite of its diversity, it is rich in unity. It is a vital issue of studying about one race or another in terms of their languages and cultures, traditions. Such studies are necessary because they can bind up the people belonging to different ethnic groups or races or linguistic groups together into a strong rope. The present study can promote the standard of the use of English language among the students of Marwari community and bring them into the mainstream of education as well and ultimately into the mainstream of nation building. It can also play the roles for their more exposure to the outer world. That will facilitate them for building confidence in learning. The study is thought to be an additional step to enhance inclusiveness in education.

1.5 Objectives of the Study

The following were the objectives of this study:

a. To compare and contrast the tense and aspect systems between Marwari and English Languages.

b. To suggest some implications in policy, practice (pedagogical) and further research levels.

1.6 Research Questions

To accomplish the present research study, the research questions were set as follows:

1. What is the system of tense and aspect systems in Marwari language?
2. What is the system of tense and aspect systems in English language?
3. What are the similarities and differences between English and Marwari languages regarding with tense and aspect systems?

1.7 Significance of the Study

This research particularly deals with the comparison of Marwari and English tense and aspect systems. This comparative study deals with the similarities and the differences between the two languages. Our assumption is that similarities between two languages make the learning of the target language easy and differences difficult. Therefore, this study will be significant for all the people who are directly and indirectly involved in Marwari and English language teaching in particular and all other languages in general and prospective researchers who are eager to know the tense and aspect systems in the Marwari and English languages. Similarly, linguists, grammarians, textbook writers may use this research as a reference material. The findings of the study will be of immense value for teachers and be beneficial for planners, curriculum experts and all the members who are involved with the Marwari community. It is expected that the study will certainly provide useful information to policy-makers for making necessary policies. This study is expected to be important to overcome the problems in teaching English to Marwari students. Moreover, the people who are directly or indirectly engaged in teaching languages will also be benefitted by this study. Finally, it will provide a ground to those who want to conduct further researches in this area.

1.8 Delimitations of the Study

It is impossible to include everything of the study in this type of small research because of limited time and resources. So, this research work has the following limitations:

a. The study is chiefly confined to analysis of data derived from 40 native speakers of the Marwari language from Mechinagar, Kanakai, Birtamod and Bhadrapur of Jhapa district.

b. The study is based on the Marwari language spoken in Jhapa district.

c. The study is limited to the simple present, simple past and simple future tenses in the Marwadi/Madwari or Marwari and the English languages.

d. The comparison is done on the basis of number, gender, person and honorific.

e. The information on the tense and aspect systems of the English is taken from the resources that are accessible to the researcher.

f. The research work is descriptive in nature.

1.9 Definition of the Terms

Data: the numbers of words collected from the Marwari community

Devanagari Script: the system of characters used in writing the Nepali and Marwari languages

Script: the system of characters used in writing the language

Noun: a word or group of words used as the name of a class of people, place, or things, or of a particular person, place, or thing

Marwari: the people living the different cities of Nepali & India originated from Rajasthan, India

Marwari language: the language used by the Marwari people

Primary sources: the firsthand & direct sources

Secondary sources: the second & indirect sources

Tools: something such as a piece of equipment, questionnaire or skill that is used for doing research

Verb: word indicating action or state

Tense: a grammatical category, which through verbal forms, expresses temporal distinctions such as past, present or future

Aspect: a grammatical category which deals with how the event described by the verb is viewed, such as whether it is in progress, habitual, repeated, momentary etc. It is the way of viewing the internal temporal constituency of a situation.

CHAPTER - TWO

REVIEW OF THE RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

2.1 Review of Theoretical Literature

Contrastive Analysis (CA) is the comparative study of the linguistic system of two or more languages to find out the similarities and differences. In contrastive analysis, generally two languages, one being the native language and other one being the target language of the students, are compared. It is based on the assumption that second language learners tend to transfer the formal features of their first language. Contrastive analysis compares two or more languages or subsystems of languages to determine the differences or similarities between them. It is a systematic comparison of specific linguistic characteristics of two languages. It is a branch of applied linguistics. It focuses on finding out the differences or dissimilarities and then predicting the areas of difficulty in the learning of the target language. Comparison can be made at various linguistic levels.

Contrastive analysis was developed and practiced in the late 1940s and 50s as an application of structural linguistics to language teaching. CA is based on structural linguistics and behaviorist theory of learning. It was highly popularized in the 60s and its popularity declined in the 70s. American linguist C.C. Fries for the first time used CA to derive the best teaching material in teaching second and foreign languages.

2.1.1 Concept of Contrastive Analysis

Contrastive Analysis (CA) is sometimes called correlation analysis. It is a branch of applied linguistics. It predicts the areas of difficulty in the learning of the target language. It focuses on the comparative study of the linguistic systems of two or more languages to find out similarities and differences. Comparison can be made at various

linguistic levels, for examples, at phonological or grammatical level. Fries (1945), as quoted in Lado (1957, p.1), asserts "The most effective materials are those that are based upon a scientific description of the language to be learned, carefully compared with a parallel description of the native language of the Learner." This was the fundamental assumption guiding the preparation of teaching materials at the English Language Institute of the University of Michigan. After C.C. Fries, Robert Lado made the concept more clear and explicit. In 1957, he published the book entitled "Linguistics across Culture". "The same assumption, that in the comparison between native and foreign language, lies the key to case or difficulty in foreign language learning." (Lado 1957, p.1) He explained the concept of CA which is summarized as follows:

a. Language learning is the matter of habit formation.
b. Errors are committed productively and receptively while learning the language.
c. The magnitude of error is determined as per the magnitude of difference between the L1 and L2.
d. The greater the differences between the native language and the target language, the more errors will occur.
e. Difficulties are focused whereas eases are ignored while learning the language.
f. These difficulties can be predicted by CA.
g. Teaching materials can make use of contrastive analysis to reduce the effects of interference.

2.3.3 Assumptions of Contrastive Analysis

The basic assumptions of CA are as follows:

CA seems to be a hybrid linguistic enterprise. It is a linguistic enterprise aimed at producing contrastive two-valued typologies. It is always concerned with a pair of languages, and founded on the assumption that languages can be compared. CA is an

Interlingua study. It is interested in the emergence of the languages compared rather than in the finished product. The basic assumption of CA is the theoretical basis of CA or the CA hypothesis. The CA hypothesis explains how contrastive analysis predicts learner's errors. The basic assumption of CA is that while the learners are learning a second language, they will tend to use their first language structure in the second language and where structures in their target language differ from their native language, they will commit errors. The student who comes in contact with a foreign language finds some features of it quite easy and some others extremely difficult. Those elements that are similar to his native language will be simple to him and those that are different will be difficult. To be more specific, CA hypotheses can be analyzed into two facets. They are:

a. Linguistic aspect
b. Psychological aspect

a. Linguistic Aspect

Linguistic aspect underlies the following beliefs:

1. Language learning is essentially a matter of habit formation. It involves a set of habits, which are formed by means of Stimulus-Response-Reinforcement chain.
2. The mind of a child at birth is tabula rasa (blank sheet of paper). The state of human mind is totally blank. There are no linguistic elements in the child's mind at birth. Later on, it is imprinted with what the child is exposed to. Acquisition of first language starts from empty state of mind and develops linearly bit by bit.
3. Languages are comparable. Two languages are different from each other. Because of similarities two languages can be compared.
4. Past learning affects the present learning. The learning of second language is hindered or facilitated by the first language.

b. Psychological Aspect

CA is founded on the assumption that L2 learners will tend to transfer to their L2 utterances the formal features of their L1, that, as Lado puts," Individuals tend to transfer the forms and meanings and the distribution of forms and meaning of their nature language and culture to the foreign language and culture," (Lado, 1957, p.2) . The psychological basis of CA is transfer theory, elaborated and formulated within a Stimulus - Response theory of psychology. As Corder puts it: " One explanation of L2 errors is that the learner is carrying over the habits of his mother-tongue onto the second language .....clearly this explanation is related to a view of language as some sort of habit - structure " (Corder, 1971, p.158). In other words, past learning facilitates the present learning in case of similarity, and it hinders in case of difference.

The former is known as facilitation or positive transfer and the latter is known as interference or negative transfer. CA hypothesis does not regard similarity and difference as binary terms. The matter of similarity and difference is a matter of degree. The summary of this hypothesis can be summed up in the following table.

Table No. 1 : Nature of L1 & L2

Nature of L1&L2	Learning	Performance
Similarity	easy	errorless
Difference	difficult	erroneous

The table shows that similarity between L1 and L2 facilitates learning easy and performance errorless, whereas difference makes learning difficult and performance erroneous.

The role of CA in language teaching is application of CA in second of foreign language teaching. There are mainly two types of roles or functions of CA in language teaching.

a. **Predictive Role**

CA pre-identifies the aspects or areas of language that will cause problem or difficulty in learning certain languages. It points the areas of difficulties in learning and errors in performance. It also specifies the areas which the learners have to learn with greater emphasis. Moreover, CA assists to design new teaching/learning materials. It is the primary or strong role.

b. Explanatory Role

The explanatory role of CA, also known as diagnostic role, means it explains the sources of errors in one's performance. CA determines whether the particular errors committed by L2 learners have some influences of their knowledge of L1. It is the secondary or weak role.

Regarding language learning, empiricism/behaviorism and rationalism / mentalism are two main theories. Empiricism assumes that experience is the shaper of language learning. Environmental factors play crucial role in language. But rationalism says language is acquired innately. Logic and reason, not experience, plays crucial role in language learning.

Behaviorism is an approach to psychology based on the proposition that behavior can be researched scientifically without recourse to inner mental states. Todd (1987) says,

> This theory claims that language in learning can be accounted for in very much the same way as we can account for a dog learning to stand on its hind legs to beg for a biscuit: training, stimulation, imitation, reward and repetition. (P.108)

It is an approach which states that the development of theory must be related to observable facts and experiments. It is generally regarded as the foundation of modern scientific method.

Rationalism says language is not simply an Stimulus-Response connection but it is an outcome of the faculty of human mind. Noam Chomsky has developed transformation theory. Transformation means transforming one structure of sentence into another. The theory of transformational generative grammar was first proposed by Chomsky in 1957 and modified in 1965, then a complex technical formation was developed. Transformational grammar is generative in nature. It contains finite set of rules, which can generate infinite number of all and only grammatical sentences.

2.2 Review of Empirical Literature/Previous Studies

There are some comparative research works done on different languages like Gurung, Rai, Limbu, Newar, Nepali, Tamang, Maithili, Bhojpuri, Tharu and others in the Department of English Language Education, T.U. and in other departments as well. But no research work has yet been carried out on the tense and aspect systems in the Marwari language. Some of the research works related to this study as review are as follows:

Bamjan (2000) studied 'Cases in English and Tamang'. The main objective of the study was to identify and describe case in the Tamang language. A structured interview schedule was used as the main tool for data collection and judgmental sampling procedure was adopted for selecting study population. The major findings of his research are that the cases in the Tamang language are: ergative, instrumental,

genitive, vocative, the Tamang ergative case and English nominative case for transitive verb are similar since both of them refer to the grammatical relation i.e.' direct object ' of transitive and Tamang is an ergative-absolute type of language etc.

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

Basnet (2001) carried out a research entitled 'Noun phrase structure in the Thulung and English languages' to compare noun phrase structures, heads and their properties in Thulung and English languages . He compared and analyzed comprehensively the types of noun phrase structure of the two languages in terms of both grammatical categories and grammatical functions. He found that Thulung and English are similar with respect to the realization of noun phrase head as both languages have single noun, pronoun, adjective, gerunds and infinitives functioning as the head of a noun phrase. He also found that the head of a noun phrase in the Thulung language can be preceded by determiners and pre-modifiers but cannot be followed by post-modifiers. However, English allows both pre and post modification of the head.

Paneru (2001) completed the thesis entitled 'A comparative study of the present perfect and simple past in English and Nepali'. His main objective was to compare the present perfect and the simple past tenses in English and Nepali. Four different sets of questions were used to elicit responses from the students. He found that both languages have verbal suffixes to mark present and past tenses. It was also found that Nepali learners of English incline to translate SOV sentence structure of Nepali while producing English sentences.

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

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

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

A research entitled 'Verbal Affixation in English and Tamang' was conducted by Ghising (2009) to find out the verbal affixation system in the Tamang language. The sample of the study was selected using stratified random sampling procedure and judgmental sampling procedure. He had used an interview schedule to elicit required data. His study showed that both English and Tamang languages lack inflection and prefix than Tamang language. Another important finding of his study is that both languages have two tense marker suffixes-one, non-past tense marker and the other

past tense marker. But in the Tamang language, past tense marker is further divided into two i.e. simple and unknown past tense markers.

Likewise, A.C. (2009) carried out a research entitled 'A comparative study of vocabulary of Hamar Tharu: Pahil Kilas and My English Book: Grade one'. His main objective was to analyze the vocabulary (based on major word class: Noun, Verb, Adjective, Adverb etc.) of grade one Tharu and English textbooks on the basis of semantic aspect. The researcher developed document analysis as the major tool and consultation with the experts as the supportive tool of research. He found that the Tharu textbook has more coverage than the English textbook in the categories of kinship, name of foods, number knowledge, clothes, domestic animals etc where as the English textbook has more coverage than the Tharu textbook in the categories of body parts, color words, heavenly bodies etc .

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

2.3 Implications of the Review for the Study

The literature review is an integral part of the entire process and makes a valuable contribution to almost every operational step. The most important function of the literature review is to ensure researcher read widely around the subject area. Kumar (2009, p. 30) says," Reviewing literature can be time consuming, daunting and frustrating, but it is also rewarding." The literature reviewed has supported the present study in different ways. The research works by different scholars and researchers have helped trace out the threads of comparison and contrast of the two languages—English and Marwari. They have paved a way out to mark the similarities and differences between the languages. The studied literatures have assisted for managing the range

and analysis of the data. I got background information, insights and ideas about the process of comparative study. In their researches, they have used questionnaires as the research tools for the data collection and which are also applicable in my research. Reviewing literature ultimately helps me to explore the theoretical concepts on my study. So the review of the literature has become a milestone to make my task more informative and reliable.

2.4 Theoretical/Conceptual Framework

A conceptual framework is the representation of the understanding of the theories by the researcher and his/her own conceptualization of the relationship between different variables. It is a written or visual representation that explains either graphically or in narrative form, the main things to be studied. While conducting my thesis, I also went through different theories and developed my conceptual framework.

The abovementioned theoretical discussion has supported for achieving the conceptual framework for the study by using contrastive analysis. It facilitates for finding out the areas of difficulty and ease by comparing two languages in the related field. Learner's native language and target language are put side by side and compared to find similarities and differences. CA has hypothesized that the more similar the two languages the easier to learn the target language and the more the difference, the more the difficult to learn the target language. In this way, the comparison made by CA is helpful to diagnose the areas of difficulties and errors in performance level. CA is helpful not only to predict the likely errors to be committed by learners but also to explain the source of errors in one's performance level. The findings of CA are useful for course designers, teachers, testing experts and learners. Thus, CA is significant from pedagogical point of view as well. Transfer theory was also very useful for this study.

Similarly, among the research works reviewed, the thesis entitled 'A Comparative Study of the Present Perfect and Simple Past in English and Nepali' completed by

Paneru in 2000, the research on 'Comparative study of the simple present tense and simple past tense of English and Maithili' carried out by Sah in 2004 and the research entitled 'Tense and Aspect System in Awadhi and English Verbs: A Comparative Study' by Khanal in 2006 provided me conceptual framework and facilitated me for gaining theoretical shape of ideas for the accomplishment of this study.

CHAPTER - THREE

METHODS AND PROCEDURES OF THE STUDY

To fulfill the objectives mentioned in the earlier chapter, I had adopted the following methodologies:

3.1 Design of the Study

The present study is basically a qualitative one even though some quantitative tools are also used in some cases. Mostly views are presented and analyzed qualitatively and measurable data are presented and analyzed quantitatively. Hence, the nature of the present thesis is of mixed type. Similarly, it deals with clearly defined problems and objectives.

3.2 Population and Sample/Areas of the Study

I sampled 40 native Marwari speakers from four different places of Jhapa district. From each place, ten speakers were selected.

3.3 Sampling Procedure

The purposive non-random sampling procedure was used to select the sample. I purposively chose 40 speakers of Marwari language from 4 different places of Jhapa district- Bhadrapur Municipality, Mechinagar Municipality, Kanakai Municipality, Birtamod Municipality. Among them ten Marwari native speakers from each place were selected. The informants were the age of above 18 years with the hope of getting mature and reliable responses.

3.4 Sources of Data

I collected data from both primary and secondary sources.

3.4.1 Primary Sources

The 40 native speakers of Marwari language of Bhadrapur Municipality, Mechinagar Municipality, Kanakai Municipality, Birtamod Municipality of Jhapa district were the primary sources from whom I collected the required data for the study.

3.4.2 Secondary Sources

The secondary sources of data were different books, articles, journals, magazines, websites, related theses and related reports. Some of them were ' The Grammar Book ' by Marianne Celce Murcia and Larsen-Freeman (1999), The Teacher's Grammar of English by Ron Cowan (2009), Introducing Applied Linguistics by S. Pit Corder (1973), Agrasen Agroha Agrawal by Dr Swarajyamani Agrawal (2012), and Rastrapurush Maharaja Agrasen by Acharya Ramranga (2009). I consulted the subject expert of Marwari language (Mr. Laxmi Newetiya, and Bedprakash Agrawal, M.D.Agrawal) as per the need.

3.5 Tools for Data collection

A structured interview schedule/questionnaire was used as a tool to collect data from the selected Marwari native speakers.

3.6 Process of Data Collection

I visited Bhadrapur, Mechinagar, Birtamod and Kanakai (Surunga) Municipalties of Jhapa district to meet the Marwari native speakers. I established rapport with the selected individuals of the Marwari society for interview. I distributed the questionnaires in English along with Nepali equivalent to the selected people. I helped the respondents to understand the interview questions. For analysis and verifying the collected data I took help from two friends (Mr. Pankaj Sharma from Bhadrapur and Mr. Dayananda Banshal from Surunga) who are the native speakers of the Marwari language.

I followed the following procedures to collect the required information in carrying out this research:

a. The Marwari books related to the Marwaris' origin, development, entry to Nepal and their historical background were collected.
b. The English grammar books mainly related to tense and aspect systems were collected.
c. A list of questions was prepared to collect the required core data.
d. The data were listed under specific topics.

3.7 Analysis and Interpretation Procedure of Data

The process of data analysis started with the coding and minute analysis of the collected data. Data analysis can be seen as the process of bringing order, structure and meaning of the mass of collected data. In this research study, data analysis involved breaking the data into manageable themes, patterns and relationship to understand the various elements of the raw data collected in course of the research study. The obtained data were interpreted and analyzed in prose and presented with the support of tables and charts following descriptive approach.

CHAPTER - FOUR

ANALYSIS AND INTERPRETATION

This chapter is mainly concerned with the analysis and interpretation of carefully collected data from primary sources to fulfill the set objectives.

4.1 Analysis of Data and Interpretation of the Results

The data collected from the informants were analyzed and interpreted to explore the similarities and differences between tense and aspect systems of two languages. As stated in methods and procedures of the study, a type of tool for data collection viz. a questionnaire to the Marwari native speakers was used. The analysis has been mainly carried out on the basis of the responses elicited by the informants. I analyzed and described the data collected from questionnaire under the prescribed pattern. I used tables. The analysis was done on the basis of the following aspects:

a. Comparison between simple present, simple past and simple future tenses of Marwari and English languages.
b. Comparison between aspect systems of the two languages.
c. Comparison on the basis of number, gender, person and honorific.

4.2 Tense Systems in English and Marwari

In general sense, tense is related to time of the action. So, tense is defined as a grammatical state indicated by the verbal forms. Crystal (2003) has also defined tense in the same way. He says," Tense is a category used in the grammatical description of verbs (along with aspect and mood), referring primarily to the way the grammar marks the time at which the action denoted by the verb took place," (p.43).

Though tense is defined in relation to time, there is not one to one relationship between tense forms and time. For examples, in the sentence 'I wish I knew', the form

'I knew' is in past tense but it refers to present context. Similarly in the sentence 'PM visits Jhapa next Sunday', the form is in present tense, it refers to future plan. Traditionally the term 'tense' was used as a general cover term to refer to both tense and aspect.

As a result, traditional grammarians introduced twelve types of tenses including aspects. But modern linguists and grammarians have presented and described tense and aspect as distinct categories. Tense locates a situation in time, usually with reference to the present moment. Comrie defines tenses as grammaticalised expressions of time. In English, however, tenses are grammaticalized and formed by morphological marking of the verb and are obligatory in use. The morphological boundness and obligatory use differentiates grammaticalized expressions of time from lexicalized expressions, since they are optional in use and adverbials are furthermore formed syntactically. The fact that tenses are a grammaticalized category requiring morphological marking, implies that time references which are not morphologically marked cannot be called tenses.

Consequently, English has only two tenses, present and past, since they derive from a morphological word formation of the base verb. Future is a periphrastic expression of time reference, i.e. future time reference is conveyed through syntactic means, i.e. separate words, to express the same grammatical relationship as inflections. Prediction of future events is always a difficult thing to do; the English tense system can be viewed as binary, consisting of past and non-past.

Tense is the verb forms that shows the time, continuance or completion of an action. It is the state that is expressed by the verb forms (main verbs and combinations of auxiliary verbs and main verbs). It indicates both the time of the action expressed by the verb and the speaker's view of that action in time, for example, as completed or ongoing, habitual or repeated. Two concepts are used to describe time and action in verbs ―tense and aspect. (Cowan, 2008, p. 350)

Tense in verbs expresses the time that occurs in relation to the moment of speaking. It has three dimensions—present, past and future. These can be represented as in the figure, some form of which is often used in English language teaching textbooks.

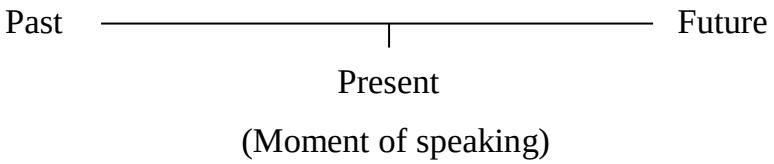

Figure No. 2 : Forms of Tense

In fact, of the three times shown in the above figure, only two are expressed in English by inflections on the verb—present and past. Present time for third person singular is indicated by adding - *s* or - *es* to a regular verb, or changing the form of an irregular verb. Many languages also express future time by changing the form of a verb, but English generally expresses future time with the modal auxiliary verb ″will/shallÆ or the semi modal "be going to".

e. g. He helps her. (Present tense)
He helped her (past tense regular verb)
He went to the game. (Past tense irregular verb)
He will help her. (Future time)
He is going to help her. (Future time)

In addition to verb form, time is also signaled by time adverbs, such as yesterday, today, tomorrow, at noon, and by prepositional phrases, as for three years and since two o'clock .

Over the years, the important distinction between tense and aspect has become blurred. Instead, English has been said to have 12 tenses. According to Celce-Murcia & et al. (1999), the four aspects are simple (sometimes called zero aspect), perfect, progressive and perfect progressive. The tense-aspect combinations are illustrated below with the irregular verb 'write':

Table No. 5

Tense-Aspect Combinations

Aspect → Tense ↓	Simple (Φ)	Perfect (have+-en)	Progressive (be+-*ing*)	perfect progressive (have+been -ing)
Present	write/writes	have/has written	am\is\are writing	have\has been writing
Past	wrote	had written	was\were writing	had been writing
Future	will write	will have written	will be writing	will have been writing

Celce-Murcia & Larsen-Freeman (1999, p. 110)

The above table shows that the traditional 12 tenses are actually 12 combinations of tense and aspect. They are named by combining a tense with an aspect or aspects, such as present perfect or past perfect progressive.

All of these aspects are represented in the verbs of different languages. In English, two aspects are expressed through auxiliary verbs and the form of main verbs: a progressive or continuous, aspect represents ongoing action, and a perfect aspect represents action that is complete. The progressive aspect is indicated with be + present participle (-*ing*), and the perfect aspect is indicated with have + past participle (-ed\en).

Normally tense indicates the time of the predication in relation to some particular moment. This moment is typically the moment of speaking or writing, e.g. tense indicates whether the event happened prior to the moment of speaking (past tense), is

contemporaneous with it (present tense) or subsequent to it (future tense). (Katamba: 1993)

In abstraction form any given language, time can be thought of as a line (theoretically, of infinite length) on which is located, as a continuously moving point, the present moment is in the future, and anything behind it is in the past. Tense is a grammatical category, which, through verbal forms expresses temporal distinctions. It is found in most of the languages but it is not universal. For example, Chinese is a tenseless language. Naga is a tenseless language where temporal distinctions are expressed through the use of time adverbials (such as today, yesterday, and tomorrow etc.) and/or contexts. (Banjade, 2002).

Marwari language has three tenses and eleven aspects. The three tenses are present, past and future. Present tense has three tense-aspect combinations-simple present, present progressive and present perfect. Past tense has five ―simple past, past progressive, past perfect, habitual past and unknown past and future tense has three tense-aspect combinations -simple future, future progressive and future perfect.

4.1.1 Simple Tenses

Tense is a deictic category. It relates the time of the situation referred to to some other time, usually to the moment of speaking, nevertheless there are differences among tenses regarding their deictic. Simple tenses are also called absolute tenses, because they include the present moment as the deictic center in their meaning. They basically consist of one word that is morphologically marked and relate either to past or present; future is also referred to as a simple tense, disregarding its periphrastic structure. Furthermore, simple tenses are aspectually neutral.

A situation that comes closest to performative speech-acts which is more common is the simultaneous commentary of an eventuality as it is, for example used in sports reports, etc. It differs from performative speech acts in that the eventuality which is

being commented on is usually not a momentary, but rather a durative situation and the situation is commented on with a temporal retardation between the moment when the situation is perceived and the moment a speech act is formulated. The conceptualization of the present tense, however, allows for an explanation why eternal truths are atemporal. Eternal truths do not unite reference and speech-act time in a single moment, the present moment is not the deictic center in eternal truths, in fact, they have none.

4.1.2 Simple Past Tense

The basic meaning of the simple past tense is the location of a situation prior to the moment of speaking so as to express past time reference. It is important that there is a temporal gap between the moment in which the utterance is made and the past situation which is referred to. This is usually the reason to interpret situations, described in the past tense, as completed and thus perfective. But strictly speaking this is not the inherent meaning of the simple past, since an utterance like *John was in London yesterday* does not make any reference about John's current whereabouts it could be that he is still London and will be staying there. Hence indications about a possible (in)completion of a situation described by simple past is made by the context and is thus usually an implicature. Additionally, the simple past is *per se* aspectually neutral, it does not remark on the internal structuring of a situation, but when it is used with stative verbs it usually implies that the situation still holds, whereas when it is used with activity, achievement or accomplishment verbs it implies that the situation was completed at a certain point in the past, but again these are implicatures. The simple past is usually used to express sequentiality of past situations, i.e. the simple past is used to describe successive events which happened in the past in their chronological order. The succession of eventualities may be emphasized by the use of temporal adverbials like *then, after that, anf following this*.Using the simple past with subjuncts like *before*, however, indicates reverse order of eventualities. Additionally, when the simple past is used with subjuncts like *as* and *when*, it may indicate sequentiality as well as simultaneity of eventualities. Simple past tense is usually used

in informative texts, such as narrations where it is employed to describe subjective experiences and situations in a vivid though retarded way or for example the setting of a situation. Thus the simple past can in narratives be used to convey background information for the actual events of a narration.

1. (a) I spoke.
   I speak - PT1 sg
   Mai bol-ya
   (b) We spoke.
   We speak - PT1 pl
   Hame bol-ya.
2. (a) You ate.
   You - sghh/ you - plhh eat- PT2 hh
   Tu/Thame kha-lya.
   (b) You ate.
   You- sgmh eat - PT2 mhm
   Tu kha-liya.
   (c) You ate.
   You - shmh eat - PT2 mhF
   Tu kha-liya.
   (d) You ate.
   You - shlh eat - PT2 lh
   Tu kha-liya.
3. (a) He ate.
   He- lh eat - PT3 sgh
   Wan kha-liya.
   (b) She ate.
   She - lh eat - PT3 sgh
   Wan kha-li.
   (c) It ate.
   It - lh eat - PT3sgh

Wan kha-liya.

(d) They ate.

They - lh eat -PT3 sgh

Belog kha-liya.

From (1), (2) and (3), it is clear that in Marwari language the suffixes representing number, person, gender & honorific in past tense are -*lya/liya* and -*li*. First person singular & plural marker is - *lya*. The marker for second person singular & plural and all cases of honorific is -*lya*. For third person singular masculine gender the marker is -*lya* where for feminine is -*li*. For third person plural the marker is -*lya*. Gender distinction marker is only found with third person feminine singular subject.

The paradigm of the verb 'kha' (eat) with mentioned suffixes or markers is given in table 3.

Table No. 3

The verb 'kha-'(eat) in past tense

Person	Gender	
	Masculine	Feminine
1st Singular (mai)	kha-lya	kha-lya
1st plural (hame)	kha-lya	kha-lya
2nd hh singu/plur (thame/thamlog)	kha-lya	kha-li
2nd mh singular (tu)	kha-lya	kha-li
2nd lhsingular (tu)	kha-lya	kha-li
2nd mh/lh plural (tulog)	kha-lya	kha-li
3rd lh singular (wa)	kha-lya	kha-li
3rd lh singular (wa)	kha-lya	kha-liya
3rd plural (belog)	kha-lya	kha-liya

The above table shows that English verbs inflect to indicate past tense e.g. speak + - *ed* = spoke, play + - *ed* = played etc.). But they do not inflect to agree with gender, number, person and honorific of the subject. Marwari verbs inflect to indicate past tense and to mark person, number, gender and honorific of the subject.

4.1.3 Simple Present Tense

The basic meaning of present tense is the location of a situation at the present moment, i.e. the moment of speaking, located simultaneously in time. Only performative speech acts fulfill the prerequisite of simultaneity and simultaneous commentaries come fairly close to it. Usually situations described by simple present tense start before the moment of speaking and may even continue into the future, but this is an implicature which derives from the context of the verb. The simple present does not explicate anything about the quality of the situation it just locates it at the present moment, thus the simple present tense is neutral to aspect. Utterances like *I sing* make implications about the situation being imperfective, which are however not made explicit. However, the simple present tense has multiple uses; it can be applied to refer to states, events and present habits as well as to future and past time.The simple present can be used in proverbs and geographical statements like *Honesty* is *the best policy* and Rome stands *on the River Tiber*, since they are identical in their temporal structuring.

4. a. I play.
I play - PREs 1 sg
Mai khel-hun.
We play.
We play - PRES 1 pl
Hame khel-han
5. a.You play.
You -sghh/you-plhh play-PRES 2hh
Thame/ Thamlog khel-ho.

b. You play.

You - sgmh play -PRES 2 mhM

Tu khel-waya

c. You play.

You - sgmh play-PRES 2 mgF

Tu khel-wagi

d. You play.

You -sglh play-PRES 2 sglh

Tu khel-wago

e. You play.

You- plmh play-PRES 2 plm

Tulog khel-waga

6. a. He plays.

He-lh play-PRES 3 sgh M

Wa khel-waga

b. She plays.

She-lh play-PRES 3 sgh F

Wa khel-wagi

c. It plays.

It-lh play-PRES sgh

Wa khel-waga.

d. They play.

They play-PRES 3 plM

Belog khel-waga.

e. They play.

They play-PRES 3 plF

Belog khel-waga.

From (4), (5) and (6), it can be said that in Marwari language present tense markers for person, number, gender & honorific are *-hun, -han, -ho, -waga, -wagi*. Here *-hun, -han,* and *-ho* indicate present and other suffixes after them are the markers for person,

number, gender and honorific. Here, gender distinction is found in second person mid-honorific, third person singular non- honorific & number distinction is seen with third person singular and plural subjects.

The paradigm of the verb play (khel-) with mentioned suffixes or markers is presented in the table 2.

Table No. 4

The verb 'khel-'(play) in present tense

Person	Gender	
	Masculine	Feminine
1st Singular (mai)	khel-hun	khel-hun
1st plural (hame)	khel-han	khel-han
2nd s/p (thame)	khel-ho	khel-ho
2nd mh singular (tu)	khel-ha	khel-han
2nd lh plural (tu)	khel-waga	khel-waga
2nd lh singular (tu)	khel-waga	khel-waga
3rd h singular (wa)	khel-waga	khel-wagi
3rd lh singular (wa)	khel-waga	khel-wagi
3rd plural (belog)	khel-waga	khel-waga

The above table shows that English Present tense is often realized by the base or uninflected form of the verbs, except for third person singular subject (which takes -s or -es for agreement). In Marwari, different suffixes are used to mark person, number, gender and honorific of the subject in present tense.

4.1.4 Simple Future Tense

English is a language which has in fact only two tenses, past and non-past due to defining tense as a grammatical category, where tense marking is obligatory and

morphologically bound. Because of the fact that English future is formed periphrastically and regarded to as modal, it cannot be considered a proper tense. Nevertheless, approaching this issue from the semantic perspective, periphrastic future expressions relate situations subsequent to the present moment. As a proponent of a future tense in English, the primary meaning of *will, shall* and'll plus infinitive is the expression of future time reference, while their modal meaning is only secondary. The future use of *will shall* and'll present future eventualities in an objective way presupposing that the future situations are factual.

7. a. I shall read.
   I read-FUT 1 sg
   Mai padh-uga.
   b. We shall read.
   We read-FUT 1pl
   Hame padh-aage
8. a. You will read.
   You read-FUT 2 hh
   Thame padh-wage.
   b. You will read.
   You -plhh read-FUT2 hh
   Tu padh-waga.
   c. You will read.
   You-sgmh read-FUT2 mh M
   Tu padh-waga.
   d. You will read.
   You-sglh read-FUT2mhF
   Tu padh-wagi.
   e. You will read.
   You-p1lh read-FUT2 lh M
   Tu padh-waga.

9. a. He will draw.
   He - lh draw-FUT3sgh
   Wa padh- waga
   b. She will read.
   She- lh read-FUT 3 sgnh
   Wa padh-wagi.
   c. They will read.
   They read - FUT3 Pl
   Belog padh - waga.

(7), (8) and (9) show that in English the choice of future tense marker 'shall' and 'will' depends on the person of the subject, i.e. first person singular and plural take 'shall' and other subjects take 'will'. However, use of 'will' with I and we is also found. In Marwari, future tense markers are -*uga*, -*aage*, -*waga*, - *wagi*.

Future tense marker for first person singular is - *uga,* for first person plural it is - *aage,* for second person singular it is – *wage*, second person plural it is - *waga*. For second person high honorific it is - *waga*. For mid honorific suffix - *waga* is used where as second person singular low honorific it is - *waga* and second person plural male low honorific it is - *waga* used.

The paradigm of the verb padh-('read') with mentioned suffixes or markers is presented in the table 3.

Table No. 5

The verb 'padh'(read) in Future Tense

Person	**Gender**	
	Masculine	Feminine
1st Singular (mai)	padh-uga	padh-ugi
1st plural (hame)	padh- age	padh- age
2nd hh (thame)	padh-wage	padh-wage
2nd hh singular (thame log)	padh-lewaga	padh-lewaga
2nd mh plural (tu)	padh-waga	padh-waga
2nd lh singular (tu)	padh-waga	padh-waga
3rd h singular (tu)	padh-waga	padh-waga
3rd lh singular (wa)	padh-waga	padh-waga
3rd plural (Belog)	padh-waga	padh-waga

The above table shows that a formal category of future tense being represented by *will, shall* and'll plus infinitive. It means English future tense is expressed by the use of shall/will before the verb. Unlike English, Marwari verbs inflect to indicate future tense & the suffixes mark number, person, gender and honorific.

4.3 Aspect Systems in English and Marwari

Aspect expresses how the speaker views the action of the verb. For example, an action that is seen as boarded and complete is perfect in aspect. If the action is seen as incomplete, it is imperfect in aspect, if seen as repeated, it iterative, if seen as occurring regularly, it is habitual. Aspect is a grammatical category which deals with how the event described by the verb is viewed, such as whether, it is in progress, habitual, repeated or momentary, etc. Aspect may be indicated by prefixes, suffixes or other changes to the verb, or by two aspects: progressive and perfect (Richard et al.,

1999). Huddleston (1996) says, " The term 'aspect' is widely used both for a grammatical category of the verb and for the type of meaning, characteristically expressed by the category."(p. 6) Aspect is not concerned with relating the time of the situation to any other time point, as Comrie (1976) says, but rather with the internal temporal constituency of one situation. In 1960, William Bull first proposed a framework to describe tense in Spanish; however, he intended that the system is very general and applicable to any language. Leech et al.(2000) state the following aspectual oppositions can be found in English in a finite verb phrase in the indicative mood:

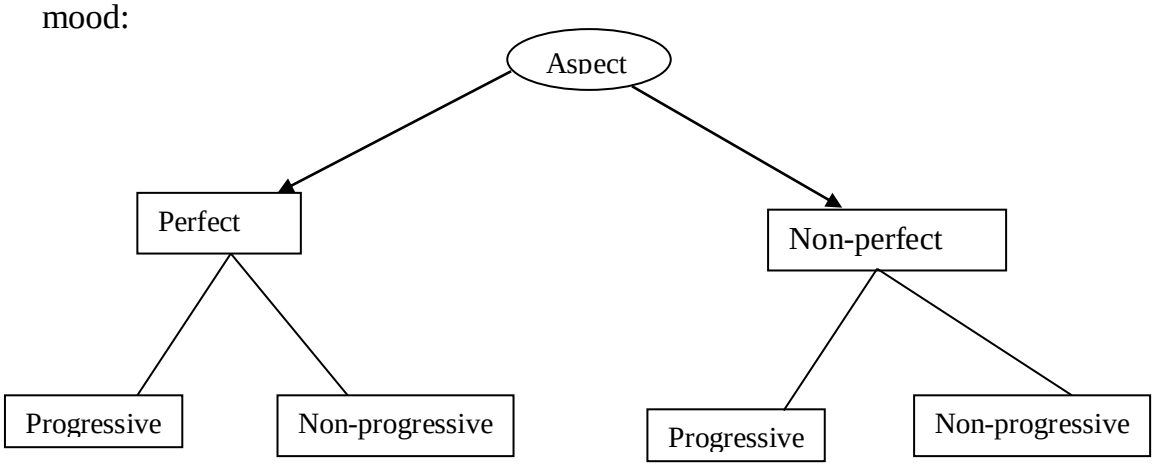

Fig. No. 3 : Aspectual Opposition

The above figure shows that perfect and non-perfect aspectual oppositions can be found in English in a finite verb phrase in the indicative mood.

Comrie (1976, p.124) and Lyons (1971, p.15) state that English has a separate habitual aspect using the auxiliary 'used to' in past tense. English aspect can be presented in the following tree diagram:

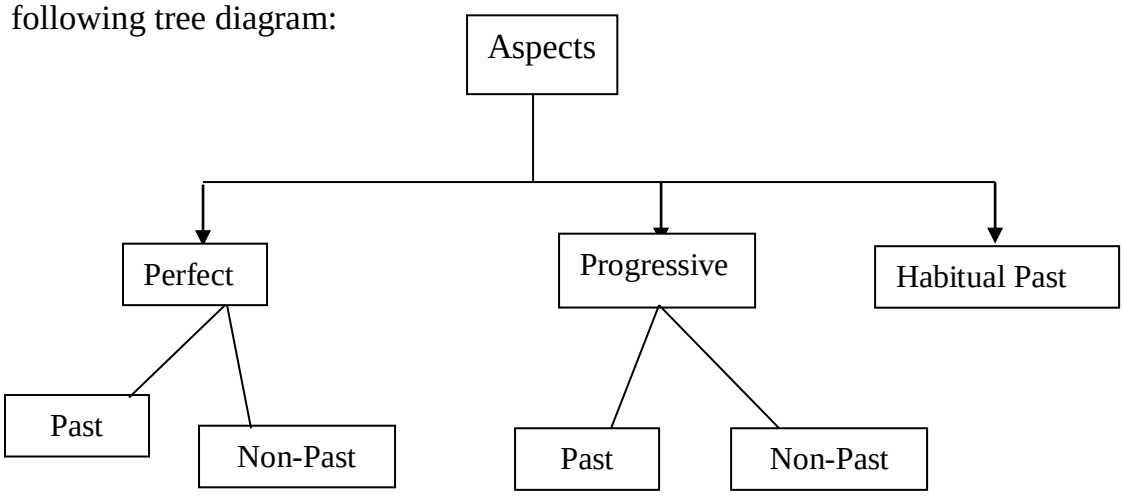

Figure No. 4 : Aspects in English

What all these definitions have in common is the subjective point of view that is attributed to the articulation of aspect, yet only one mentions that aspect is a grammaticalized form of time reference and one refers to the internal temporal structure. Time of utterance is usually the deictic center, whereas aspect relates the time of reference to the event time. Tense is situation external time as it relates eventualities to the present moment or another point of reference, but aspect is situation internal time, since it is concerned with the internal temporal constituency of eventualities, and not with its relation to a reference point. As to the subjective point of view that aspect conveys and that aspect is a grammatical category, these are only partial truths, since aspect can also be expressed lexically. There are languages that do not express aspect grammatically but through lexical means and others use both, lexical and grammatical aspect.

4.3.1 Habitual Past

1. He used to take meat.
- Wa mans khaya karta tha.
2. He used to work in the field.
- Wa khet me kam kiya karta tha.
3. They used to go in right way.
- We loug thik rasta ma chalya karto.

The data show that in English, to denote habitual past,used to plus root form of verb is used, but in Marwari karta tha or -ya karto is used.

4.3.2 Unknown Past

1. He unknowingly forgot that matter.
   Wa us batko bhulo gaya.

2. I unknowingly slept.
   Me so gaya.

3. Sita unknowingly lost her watch.
   -Sita ghadi kho diya.

The data show that in case of unknown past, in Marwari language, -o gaya is used, whereas in English, unknowingly plus past form of verb is used.

Comrie divides grammatical aspect generally into the perfective and the imperfective aspects. This semantic distinction is rooted in the subjective interpretation of situations, whether they are perceived as a whole from outside, this is when the perfective aspect is used, or whether the writer/ speaker reports from an internal point of view where the phrasal structure and the dynamics of a situation is emphasized, in this case the imperfective aspect is used. Conversely, Comrie states that this distinction has not been grammaticalized in the English language, rather the opposition of progressive and non-progressive has been integrated into the grammar of English, which is comparable to the imperfective/ perfective distinction only in relation to a limited set of verbs (nonstative verbs), and then only if habitual meaning is excluded. He describes the general basic meaning of the progressive aspect in terms of non-habituality and non-stativity, thus setting it apart from continuity. For the English language, he additionally supplies two characteristics to the English progressive: temporary stative and habitual meaning. This description of progressive allows then for verbs with inherent stative and dynamic meaning a progressive use, such as *be* in a sentence like *Now you are being silly.* Unfortunately, Comrie misses to denote the characteristics of the non-progressive. Nevertheless, the opposition of progressive and non-progressive as a subcategory of the continuous aspect, which in turn is a subcategory of the imperfective aspect.

4.3.3 Progressive Aspect

1. He was working in the field.
- Wa khet me kam kar raya hoga.
2. He is working in the field.
- Wa khet me kam kar raya hai.

3. He will be working in the field.
- Wa khet me kam kar raya hoga.
4. We are working hard.
- Mhe bhot kam kar raya hai.
5. Film is going on.
- Filim chal rakhyo ha.

The data show that In Marwari, -ya hoga, -ya hai, -yo ha etc. are used to denote progressive aspect, but in English, am/is/are.was/were/will be/shall be plus -ing form is used. Diachronically, the progressive aspect derived from locative expressions which could be paraphrased as being located in or at an activity.The transfer from spatial to temporal concepts is a universal of all languages and that it derives from the human characteristic to conceive time in spatial concepts. He states that time and space are two most important domains in human thinking and are closely interconnected. Haase completes this view by stating that time is understood in terms of space, i.e. in motion and change.96 Thus the perception of time is metaphorically based on the perception of space.

That time concepts are deduced from spatial concepts becomes apparent when considering that temporal and spatial adverbials are often used for local and temporal references alike.

However, the English progressive, as it derived from a spatial location, which developed into temporal location, expresses an activity in progress and duration of a situation, but it may also convey other meaning than that. The meaning of the progressive aspect as being used to indicate duration, limited duration, lack of certainty about the completion of a situation and the enclosure of an event with a temporal frame, it denotes the use of the progressive aspect to refer to inexorable situations emphasizing the persistence of situations. The process which is going on is not considered to be finished in the near future, rather temporal boundaries are left indistinct.

Progressive form of the sentences indicates an ongoing process of the situation and not sudden eventualities. Furthermore, showing the contrast between unrestricted duration conveyed by the use of the simple forms and the limited duration conveyed by the use of the progressive aspect. *The man drowned.* and *The man was drowning*, The former indicates that the man died, which is not necessarily the case in the latter sentence, since it just implies that the man was in the process of drowning at a certain point of time in the past, whereas this process could have been stopped at a later point in the past. Another example for the incompletion of a situation would be the discrimination of the following sentences: *I read a book that evening*, indicating a completion of the process of my reading a book and that I actually reached the end of the book, whereas *I was reading a book that evening*, does not indicate completion. Some examples:
This time last year I was traveling around the world.
When we arrived she made some fresh coffee.
When we arrived she was making some fresh coffee.

In the first sentence, the point of reference that is included in a temporal frame stretching from this point into past and future, is the adverbial *this time last year*. Moreover, does the progressive often form a frame around a non-progressive form, while the occurrence of non-progressive forms implies time-sequence, i.e. one situation follows the other. The second example indicates that the coffee making followed the arrival; conversely the third sentence indicates that the coffee making was already in progress, during the arrival.

The progressive aspect as the expression of 'subjectification', i.e. to communicate one's personal point of view on a specific situation. This subjectification occurs especially in main clauses, with present tense, and with adverbs such as *always, continually*, etc., with first- and second-person pronominal subjects, and with cognitive/ mental verbs.The choice of grammatical aspect is unquestionably subjective, considering however, that utterances are always reflections of a speaker's/

writer's personal views, and that these subjective interpretations do not necessarily contradict the physical reality of a durative situation, it is unclear how this is to be the basic meaning of the progressive aspect, although it might occur that the context of the progressive aspect might reinforce the subjectivity of an utterance.

Perfect aspect refers to the events that are conceptualized as complete wholes. The events are not presented as allowing for further development. This aspect stands in contrast to progressive aspect, which is incomplete or imperfective- where the event or state is viewed as some portion of the whole and where there is room for further development or change(Murcia and Freeman,1999). We can view this aspect in different tenses present, past and future.

4.3.4 Non-Progressive Aspect

Non-progressive aspect in English is generally unmarked, since it is often realized by the base or uninflected form of the verb except for the third person singular subject which takes verb+s/es form. But in Marwari language, it is marked for gender, number, person and honorific of the subject.
Some examples are:

1. I eat rice.
   Mai bhat kha-wun
2. I speak English.
   Mai angreji bol-wun
3. We dance.
   Me nach-han
4. You go to school. (Singular)
   Tu pathshala jawa- ha.
5. You go to school. (Plural)
   Telog pathshala ja-ho.
6. He writes a letter.
   Wa patra lekh-ha.

7. She writes a letter.

Wa patra lekh-ha.

8. A dog barks.

Kutto bhukka-ha

9. They play football.

Belog football khel- ha.

The above data show that present markers are- wun, - *an, -ho,-ha.*

4.3.5 Perfect Non-progressive Aspect

1. Ram had been eating rice.

-Ram bhat kha raha tha.

2. Ram had eaten rice.

- Ram bhat khaliya tha.

3. Ram will have eaten rice.

- Ram bhat kha chukka huwa hoga.

4. Ram has eaten rice.

- Ram bhat kha chukka.

5. He had gone to market.

- Wa bazaar gaya tha.

6. He has gone to market.

- Wa bazaar ja chukka tha.

7. He will have gone to market.

- Wa bazaar gaya huwa hoga.

8. He had worked a lot.

- Un ro bhot kam kiya tha.

9. We will have written stories.

- Mhe kahani likha huwa hoga.

The above data show that to refer perfect and non-progressive aspect, has/had/will have plus past participle or has/had/will have been plus v-ing form is used in English, but in Marwari language, raha tha, ya tha, chukka tha, huwa hoga etc. are used.

Verbs in English inflect for simple past, the form 'v + ed' is used to refer to the past aspect whatever the subject is. In Marwari, verbs inflect for simple past and they agree with gender, number, person and honorific. Some examples are:

1. I played football.
   Mai football khel-lyahun.
2. You went to market.
Me bazaar ga-yaha.
3. You told a story. (Singular)
Tu ek katha bo -lih.
4. You told a story. (Plural)
Telog ek katha bol-hi.
5. Ram played football.
Ram football khel -ho.
6. Sita played football.
Sita football khel- li.
7. A dog played football.
Ek kutto football khel-liyo.
8. They played football.
Belog football khel- liya.

The above data show that past markers in Marwari are *-ya,-li, -liya,-ho* and *-liyo.*

4.3.6 Non-perfect Non-progressive Aspect

In English future is expressed by the use of modal auxiliaries 'shall' and 'will' before the root form of verb. The verb is not inflected to indicate future. In Marwari, verb is inflected or suffixes are added to show simple future aspect and agreement with subject. Some examples are:

1. I will sleep.

Mai soun-ga.

2. We shall play football.

Melog football khel-lange.

3. You will play football. (Singular)

Tu football khel-waga.

4. You will play football. (Plural)

Thelog football khel- waga.

5. He will read a book.

Wa kitaab padh-waga.

6. Sita will read the Mahabharata.

Sita Mahabharata padh-wagi.

7. A cat will play.

Ek billi khel- wagi.

8. They will play.

Belog khel- waga.

The above data show that in Marwari language, future markers are *-unga, -lange, -waga, -wage, -wagi,* but in English *shall/will plus root form of verb* is used.

Non-Perfect

1. Ram eats rice.

-Ram bhat khayaga.

2. Ram is eating rice.

- Ram bhat kha raha ha.

3. Ram was eating rice.

- Ram bhat kha raha tha.

4. Ram will have been eating rice.

-Ram bhat khata huwa hoga.

The above data show that to denote non-perfect aspect, in Marwari language - *yaga,- raha ha, -raha tha* are used, but in English, *verb plus s/es, am/is/are/was/were* are used.

4.4 Summary/Discussion of Findings

Having discussed, analyzed and interpreted the data with the help of oral interview taken from Marwari informants, I compared them with the tense and aspect systems of English taking the information from secondary sources.

4.4.1 Similarities between Tense and Aspect Systems in Marwari and English

a. In English simple past tense, all kinds of subjects take past form of verb (v+-*ed)* in all situations but in Marwari language it is different depending on gender and honorific.
b. Regarding with aspect systems, In English, to denote habitual past,used to plus root form of verb is used, but in Marwari *karta tha or -ya karto* is used.

4.4.2 Differences between Tense and Aspect Systems in Marwari and English

a. In Marwari language, verbs inflect to agree with person, number and honorific of the subject but English verbs do not normally inflect to agree with person, gender and honorific of the subject. But in simple present tense third person singular subject takes *-s/es* for agreement.
b. Marwari verbs inflect for future tense but there is no verb inflection for future tense in English. English future tense is expressed by the use of 'shall' or 'will' before the verb.
c. Marwari language has simple, perfect and progressive aspects. It does not have combination of the perfect and progressive called perfect progressive aspects. Past tense has two more aspects habitual past and unknown past whereas English language has the system of combination of tense past, present and future with four aspects - simple (zero), perfect, progressive and their combination perfect progressive.

d. In simple present tense of English, first and second person singular & plural and third person plural subject take root form of verb (V). Third person singular subject takes *-s* or - *es* with the main verb. But in Marwari, verbs inflect with *-wan, -wan, -ho, -ha, -aha, -waga, -waga, -wagi, -waha.*
e. In English, gender distinction is never marked with any person and number, but it is distinctly seen in Marwari language.
f. Honorific marker is not found in any subjects in English language but Marwari verbs inflect to subjects for agreement with gender, number and person.
g. In English, auxiliary verbs precede the main verbs (*auxiliary + main verb).* But in Marwari language, auxiliaries follow the main verbs *(main verb + auxiliary).*
h. In case of unknown past, in Marwari language, *-o gaya* is used, whereas in English, unknowingly plus past form of verb is used.
i. In Marwari, *-ya hoga, -ya hai, -yo ha* etc. are used to denote progressive aspect, but in English, *am/is/are.was/were/will be/shall be plus -ing* form is use.
j. To denote non-perfect aspect, in Marwari language *-yaga,- raha ha, -raha tha* are used, but in English, *verb plus s/es, am/is/are/was/were plus v-ing* forms are used.

The research work helped trace out the threads of comparison and contrast of the two languages—English and Marwari. It paved a way out to mark the similarities and differences between the languages. The study assisted for managing the range and analysis of the data. I got background information, insights and ideas about the process of comparative study. In this research, by using questionnaires as the research tools for the data collection, two languages were compared. The theoretical concepts regarding with Contrastive Analysis were completely suited for my study.

CHAPTER - FIVE

CONCLUSION AND RECOMMENDATIONS

5.2 Conclusions

The study shows that the markers of tense and aspect system in Marwari and English verbs are quite different. Therefore, teachers who teach English to Marwari speaking students or vice versa should pay more attention on the different markers.
English people learning Marwari should be made aware that Marwari verbs have distinct markers for gender and honorific of some subjects. Markers used with person and number also do not correspond to the system of English. Proper attention should be given to the markers used with person, gender, number and honorific of the subject.

5.3 Recommendations

On the basis of the findings, the following recommendations are made at the three levels:

5.3.1 Policy Related

a. The study can be useful for linguists, grammarians, textbook writers, etc. as a reference material.
b. The conclusions of the study will be immensely valuable and beneficial for planners and curriculum experts.
c. In the planning of educational programs, it can be used as a resource material.
d. It supports the policy makers to gain the knowledge of the real situation.
e. Based on the lingual diversity, it will be easy for them to prepare the curriculum framework.
f. The government should bring the policy of strengthening all the languages of Nepal.

5.3.2 Practice Related

a. The teachers are the real practitioners of curriculum. They are the people who play the crucial role for implementation of the formulated policies. The language instructors, teachers and mentors are the people who can utilize the findings of the study for their effective performances. This study will be the guidelines for English language teachers, mainly novice teachers, who are teaching Marwari speaking students and vice versa. It is advantageous for all the people who are directly and indirectly involved in Marwari and English language teaching. Local vernacular languages are to be taken into consideration while teaching English as a foreign or second language. A language teacher should gain basic knowledge about the first language of the students. The teachers who have knowledge about the students' first language will know the probable problems or likely errors committed by the learners and they can teach the language in a better way with relatively little time and effort. If the students and teachers master the formal systems of Marwari language, it becomes more facilitated to comprehend the target language i.e. English language for the native speakers of Marwari language.

b. The mastering of the complicated agreement system in Marwari facilitates to learn English agreement system. So, it should be considered to make comparative and contrastive analysis of these systems while teaching English. As there is no one-to-one correspondence between the system of combination of tenses and aspects in Marwari and English (for example, Marwari language does not have perfect progressive aspect), teachers are recommended to relate and impart this reality to the students explicitly by focusing the points of differences between the two.

c. Marwari people who are learning English can be suggested that in English there is the system of combination of the aspect perfect progressive with all the tenses – past, present and future tenses. It is not found in Marwari, and hence

they should be informed with the form and meaning expressed by perfect progressive.

d. Since Marwari is an SOV patterned language, the verb comes at the end of a sentence, but English language has SVO pattern. Therefore, the teacher should make the students aware of the contrastive system of both languages in this respect so that there will be no chances of mother tongue interference of the Marwari speakers learning English language.

e. Basically, the teacher should make the students conscious about the similar and distinct system of two languages. Thus, despite contrastive system, the students can get insight in comprehending the tense and aspect system of a target language. However, over emphasis on the comparing aspect can promote interference rather than facilitation. Thus, the comparison regarding pedagogical aspects should be precise and balanced in nature.

f. In fact, the structure of a language is only the concrete and systematic realization to convey the message but the main thing is the meaning of the message. To master this aspect of a language, it needs learners' rigorous practice. Therefore, a teacher in a class should make the environment for a continuous practice to master the function or semantic traits of the aspectual forms of a target language.

5.3.3 Further Research Related

a. Prospective researchers who are eager to know the tense and aspect systems in the Marwari and English languages can be benefitted from this study.
b. Nepal has a distinctive position on the linguistic map of the world and it is one of the most important areas of linguistics research.
c. Linguistic diversity of Nepal is not to be taken as hindrance of peace, unity and advancement of the country.

d. Linguistic diversity is heritage. Therefore, I would like to recommend to conduct and carry out other researches in Marwari language in different aspects so that the researches will be helpful to develop sound theories in Marwari and teaching learning Marwari can be more facilitated and comfortable.
e. No work is final and no research is complete in itself. Regarding the further researches, it is important that a large scale qualitative research should be carried out involving maximum respondents.
f. It is thought to be more relevant to carry out research for the in-depth study of the responses.

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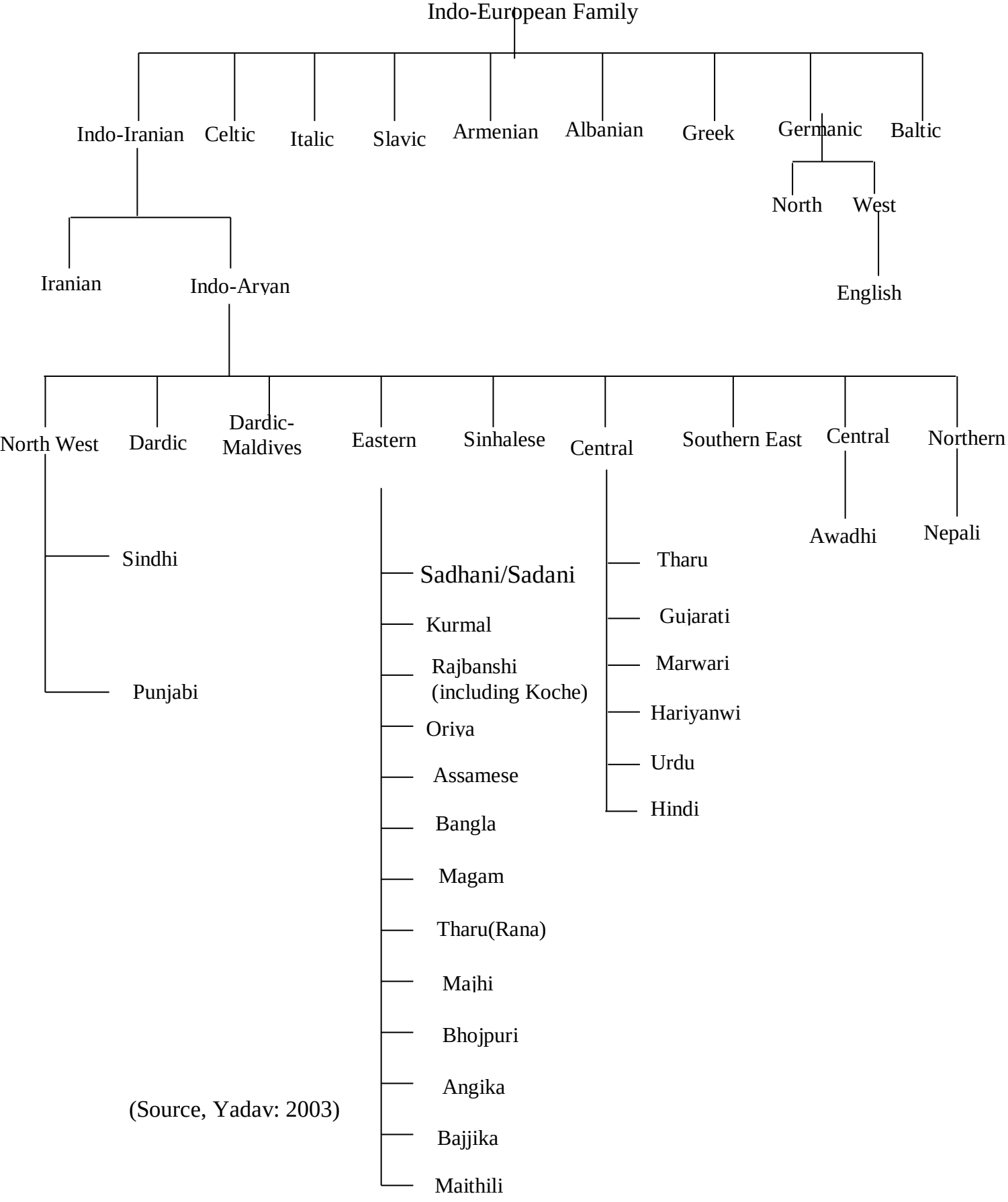
APPENDICES

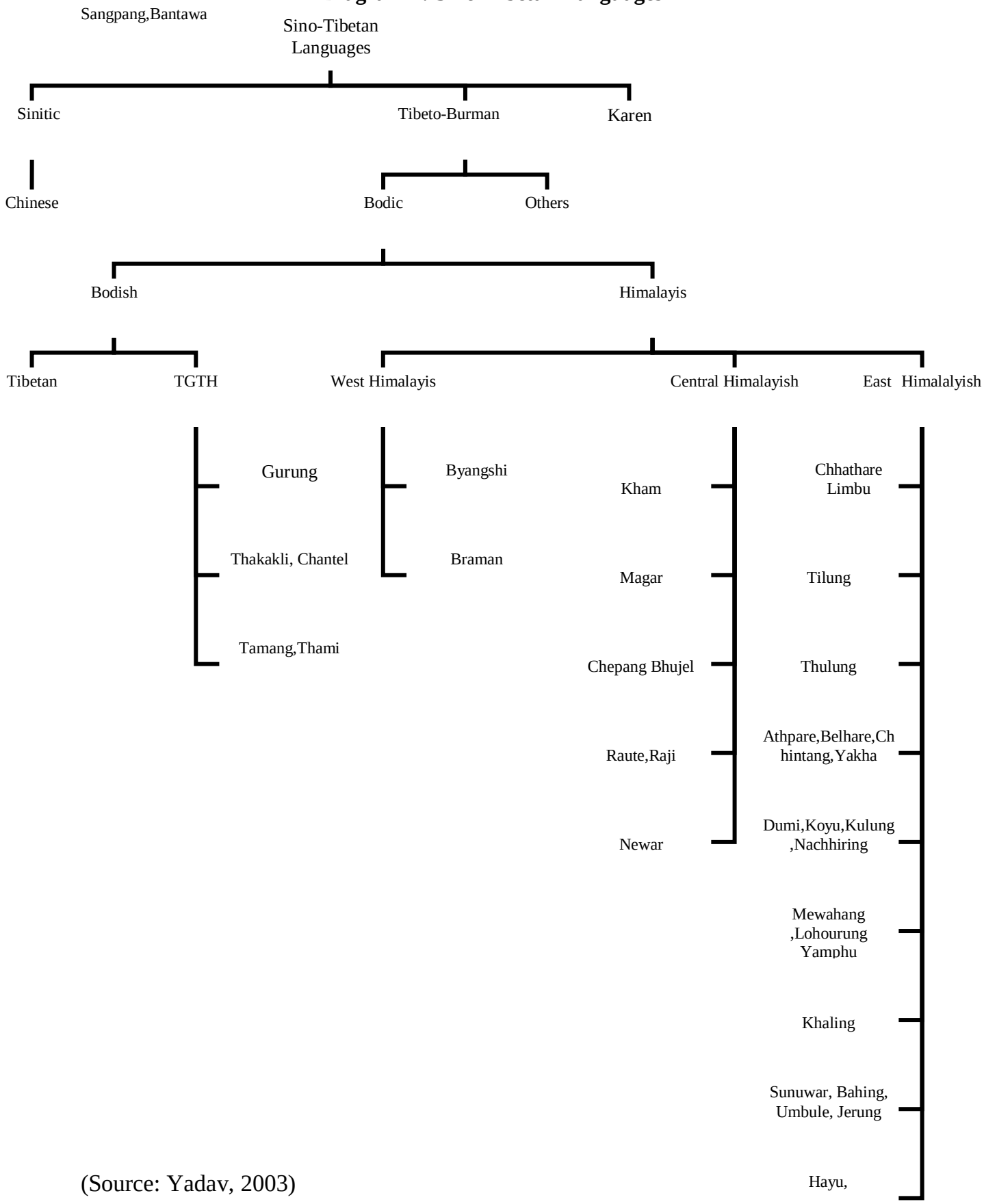
APPENDIX-I: Diagrams

Diagram 1: Indo-European Family



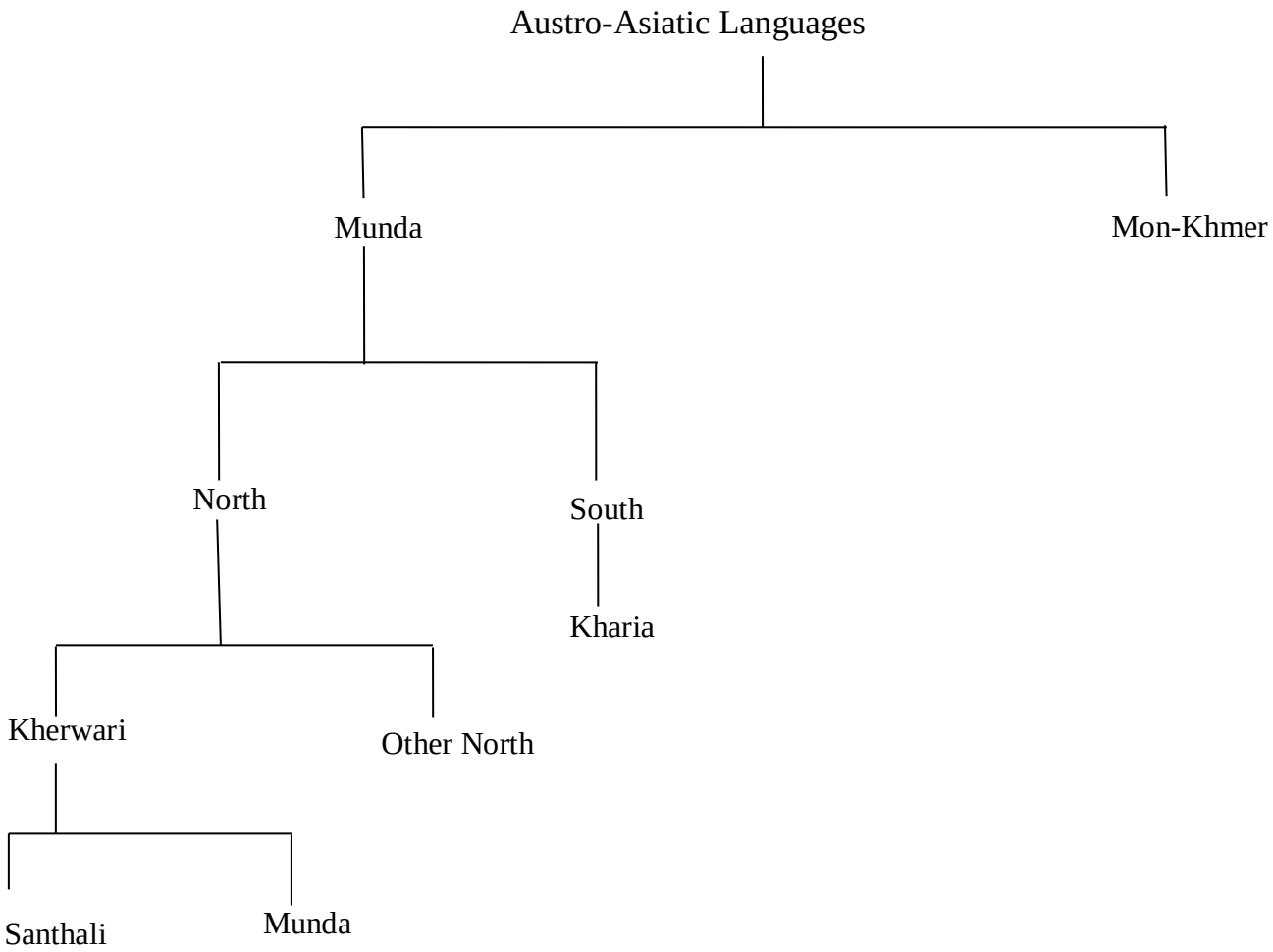
(Source, Yadav: 2003)

Diagram 2: Sino-Tibetan Languages



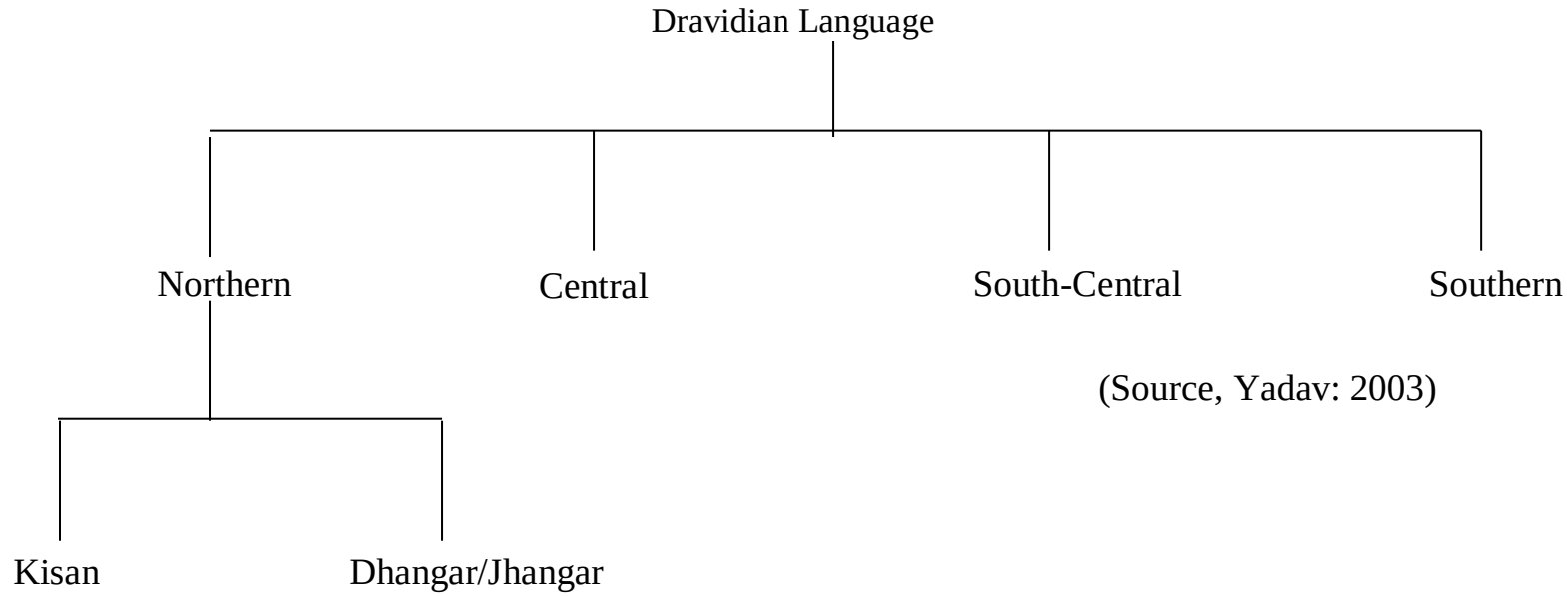
(Source: Yadav, 2003)

Diagram 3: Austro-Asiatic Languages



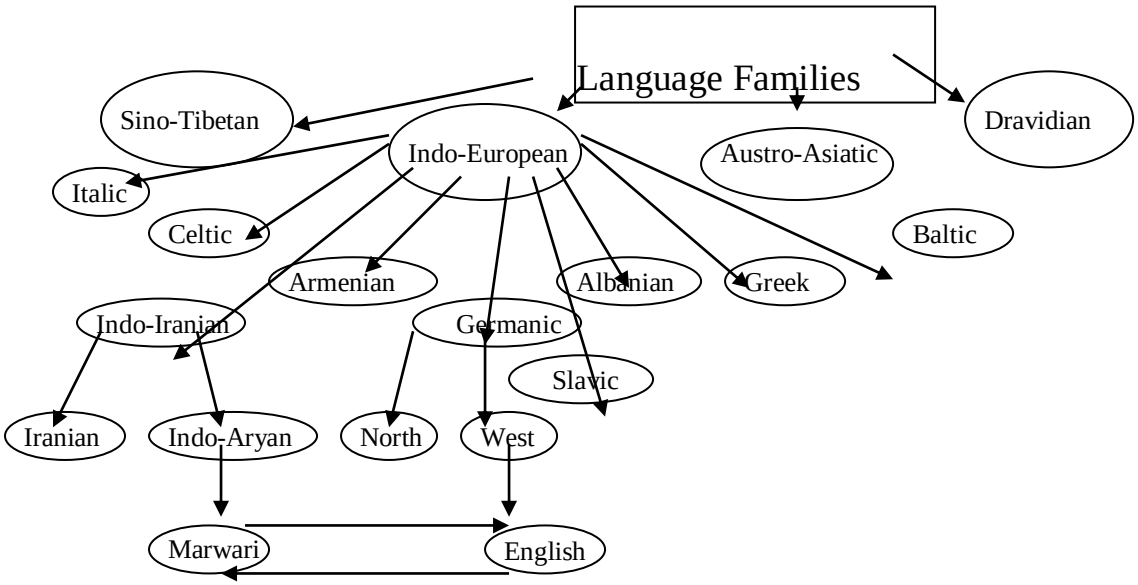
(Source, Yadav: 2003)

Diagram 4: Dravidian Languages



(Source, Yadav: 2003)

Diagram-5: Development of Languages



Comparative Study

APPENDIX- I I

Sample Questionnaire

Dear Respondents,

This interview scheduled/questionnaire has been prepared in order to accomplish research work entitled "Tense and Aspect Systems in English and Marwari". It is expected that your invaluable co-operation will be a great contribution for the successful accomplishment of this valuable research.

Researcher
Tirtha Raj Kharel
Sukuna Multiple Campus
Sukuna ,Morang.

Name:-..... Sex: -..... Age:-.....

Address:-.....

Date:-.....

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

-tkfO{ tn lbOPsf jfSox¿nfO{ df/jf8Ldf s;/L eGg' x'G5 <_

Simple present (Number) -;fdfGo jt{dfg–jrgsf cfwf/df_

1. I play football. - d km'6an v]N5' . _

……

2. We play football. - xfdL b'O{ km'6an v]N5f}+ . _

……

3. We play football. - xfdLx¿ km'6an v]N5f}+ . _

……

4. You play football. - ltdL km'6jn v]N5f} . _

…….

5. You play football. - ltdLx¿ km'6jn v]N5f} . _

…….

6. He plays football. - pm km'6an v]N5 . _

…….

7. She plays football. - pgL km'6an v]lN5g\ . _

…….

8. It plays football. - Tof] km'6an v]N5 . _

…….

9. They play football. - ltgLx¿ km'6an v]N5g\ . _

…….

Simple present (Gender) -;fdfGo jt{dfg–lnËsf cfwf/df_

1. You read a book. (Masculine) - tF k':ts k9\5;\ . _ k'lnË

…….

2. You read a book. (Feminine) - tF k':ts k9\5];\ . _ :qLlnË

…….

3. He reads a book. (Masculine) - pm k':ts k9\5 . _ k'lnË

…….

4. She reads a book. (Feminine) - pm k':ts k9\5] . _ :qLlnË

…….

5. It reads a book. - Tof] k':ts k9\5 . _

…….

6. They read a book. - ltgLx¿ k':ts k9\5g\ . _

…….

Simple present (Person) -;fdfGo jt{dfg–k'?ifsf cfwf/df_

1. I speak English. (1st person singular) - d c+u]|hL af]N5' . _

……..

2. We speak English. (1st person plural) - xfdL c+u]|hL af]N5f}+ . _

……..

3. You speak English. (2nd person singular) - ltdL c+u]|hL af]N5f} . _

……..

4. You speak English. (2nd person plural) -ltdLx? c+u]|hL af]N5f} . _

……..

5. He speaks English. (3 rd person singular) - pm c+u]|hL af]N5 . _

……..

6. She speaks English. (3rd person singular) - pm c+u]|hL af]N5] . _

……..

7. It speaks English. (3rd person singular) - Tof] c+u]|hL af]N5 . _

……..

8. They speak English. (3rd person plural) - ltgLx¿ c+u]|hL af]N5g\ . _

……..

Simple present (Honorific) - ;fdfGo jt{dfg–cfb/sf cfwf/df_

Low honorific -lgDg cfb/ _

1. You eat rice. - tF eft vfG5;\ _

……

2. He eats rice. - pm eft vfG5 ._

……

3. She eats rice. -pm eft vfG5] ._

……

4. They eat rice. – ltgLx¿ eft vfG5g\ ._

……

Medium Honorific -dWod cfb/_

5. You eat rice. - ltdL eft vfG5f} ._

……

6. He eats rice. - pgL eft vfG5g\ . _

……

7. She eats rice. -pgL eft vflG5g\ ._

……

High Honorific -pRr cfb/_

8. You eat rice. - tkfO{+ eft vfg'x'G5 ._

……

9. He eats rice. - pxfF eft vfg'x'G5 ._

……

10. She eats rice. - pxfF eft vfg'x'G5 ._

……

Very High Honorific - clt pRr cfb/ _

1.You eat rice. -xh"/÷df};"km eft vfOalS;G5 ._

……

2. He eats rice. - pxfF eft vfOalS;G5 ._

……

3. She eats rice. - pxfF eft vfOalS;G5 ._

……

Simple past (Number) -;fdfGo e"tsfn–jrgsf cfwf/df_

1. I played football. -d}n] km"6an v]+n] . _

……

2. We played football. - xfdL b'O{n] km'6an v]Nof}+ . _ (Dual)

…….

3. We played football. -xfdLx¿n] km'6an v]Nof}+ . _ (Plural)

…….

4. You played football. -ltdLn] km'6jn v]Nof} . _

…….

5. You played football. -ltdLx¿n] km'6jn v]Nof} . _

…….

6. He played football. -p;n] km'6an v]Nof] . _

…….

7. She played football. - p;n] km'6an v]nL . _

…….

8. It played football. -To;n] km'6an v]Nof] . _

…….

9. They played football. -ltgLx¿n] km'6an v]n] ._

…….

Simple past (Gender) -;fdfGo e"tsfn–lnËsf cfwf/df_

1. You read a book. (Masculine) - ltdLn] k':ts k9\of} . _ k'lnË

…….

2. You read a book. (Feminine) - ltdLn] k':ts k9\of} . _ :qLlnË

…….

3. He read a book. (Masculine) -p;n] k':ts k9\of] . _ k'lnË

…….

4. She read a book. (Feminine) - p;n] k':ts k9L . _ :qLlnË

…….

5. It read a book. -To;n] k':ts k9\of] . _

…….

6. They read a book. - ltgLx¿n] k':ts k9] . _

…….

Simple Past (Person) - ;fdfGo e"tsfn–k'?ifsf cfwf/df_

1. I spoke English. (1st person singular) -d}n] c+u]|hL af]n]+ ._

……..

2. We spoke English. (1st person plural) -xfdLn] c+u]|hL af]Nof}++ . _

……..

3. You spoke English. (2nd person singular) -ltdLn] c+u]|hL af]Nof} . _

……..

4. You spoke English. (2nd person plural) -ltdLx¿n] c+u]|hL af]Nof} . _

……..

5. He spoke English. (3 rd person singular) -p;n] c+u]|hL af]Nof] . _

……..

6. She spoke English. (3rd person singular) -p;n] c+u]|hL af]nL . _

……..

7. It spoke English. (3rd person singular) -To;n] c+u]|hL af]Nof] . _

……..

8. They spoke English. (3rd person plural) -ltgLx¿n] c+u]|hL af]n] . _

……..

Simple past (Honorific) - ;fdfGo e"tsfn –cfb/sf cfwf/df_

Low honorific -lgDg cfb/ _

1 .You ate rice. - t}+n] eft vfO;_

……

2. He ate rice. -p;n] eft vfof] ._

……

3. She ate rice. -p;n] eft vfO{ ._

……

4. They ate rice. -ltgLx¿n] eft vfP ._

……

Medium Honorific -dWod cfb/_

1. You ate rice. -ltdLn] eft vfof} ._

……

2. He ate rice. -pgn] eft vfP . _

……

3. She ate rice. -pgn] eft vfOg\ ._

……

High Honorific -pRr cfb/_

1. You ate rice. - tkfO{+n] eft vfg'eof] ._

……

2. He ate rice. -pxfFn] eft vfg'eof] ._

……

3. She ate rice. - pxfFn] eft vfg'eof] ._

……

Very High Honorific - clt pRr cfb/ _

1. You ate rice. -xh"/n]÷df};"kmn] eft vfOalS;of] ._

……

2. He ate rice. -pxfFn] eft vfOalS;of] ._

……

3. She ate rice. - pxfFn] eft vfOalS;of] ._

……

Simple future (Number) -;fdfGo eljiot\ sfn–jrgsf cfwf/df_

1. I will play football. - d km'6an v]Ng]5' . _

……

2. We will play football. - xfdL b'O{ km'6an v]Ng]5f}+ . _

……..

3. We will play football. - xfdLx¿ km'6an v]Ng]5f}+ . _

……..

4. You will play football. - ltdL km'6jn v]Ng]5f} . _

……..

5. You will play football. - ltdLx¿ km'6jn v]Ng]5f} . _

……

6. He will play football. - pm km'6an v]Ng]5 . _

……..

7. She will play football. - pgL km'6an v]Ng]l5g\ . _

…….

8. It will play football. -To;n] km'6an v]Ng]5 . _

…….

9. They will play football. - ltgLx¿n] km'6an v]Ng]5g\ . _

…….

Simple future (Gender) -;fdfGo eljiot\ sfn–lnËsf cfwf/df_

1. You will read a book. (Masculine) -t}+n] k':ts k9\g]5;\ . _ k'lnË

…….

2. You will read a book. (Feminine) -t}+n] k':ts k9\g]5];\ . _ :qLlnË

…….

3. He will read a book. (Masculine) -p;n] k':ts k9\g]5 . _ k'lnË

…….

4. She will read a book. (Feminine) -p;n] k':ts k9\g]5]] . _ :qLlnË

…….

5. It will read a book. -To;n] k':ts k9\g]5 . _

…….

6. They will read a book. - ltgLx¿n] k':ts k9\g]5g\ . _

…….

Simple future (Person) -;fdfGo eljiot sfn–k'?ifsf cfwf/df_

7. I will speak English. (1st person singular) - d c+u]|hL af]Ng]5' . _

……..

8. We will speak English. (1st person plural) -xfdL c+u]|hL af]Ng]5f}+ ._

……..

9. You will speak English. (2nd person singular) - ltdL c+u]|hL af]Ng]5f} . _

……..

10. You will speak English.(2nd person plural)-ltdLx¿ c+u]|hL af]Ng]5f}._

……..

11. He will speak English. (3rd person singular) -pm c+u]|hL af]Ng]5 ._

……..

12. She will speak English. (3rd person singular) -p;n] c+u]|hL af]Ng]5]] ._

……..

13. It will speak English. (3rd person singular) -To;n] c+u]|hL af]N5 . _

……..

14. They will speak English. (3rd person plural) - ltgLx¿n] c+u]|hL af]Ng]5g\ .

_

……..

Simple future (Honorific) - ;fdfGo eljiot sfn–cfb/sf cfwf/df_

Low honorific -lgDg cfb/ _

1. You will eat rice. -t}+n] eft vfg]5;\ _

……

2. He will eat rice. -p;n] eft vfg]5 ._

……

3. She will eat rice. -p;n] eft vfg]5] ._

……

4. They will eat rice. -ltgLx¿n] eft vfg]5g\ ._

……

Medium Honorific -dWod cfb/_

1. You will eat rice. - ltdL eft vfg]5f} ._

……

2. He will eat rice. -pgn] eft vfg]]5g\ . _

……

3. She will eat rice. -pgn] eft vfg]l5g\ ._

……

High Honorific -pRr cfb/_

1. You will eat rice. - tkfO{+n] eft vfg'x'g]5 ._

……

2. He will eat rice. -pxfFn] eft vfg'x'g]5 ._

……

3. She will eat rice. -pxfFn] eft vfg'x'g]5 ._

……

Very High Honorific - clt pRr cfb/ _

1. You will eat rice. -xh"/n]÷df};"kmn] eft vfOalS;g]5 ._

……

2. He will eat rice. -pxfFn] eft vfOalS;g]5 ._

……

3. She will eat rice. -pxfFn] eft vfOalS;g]5 ._

……

Write the following sentences in Marwari language:-

Perfect (Progressive and non-progressive) aspects

!_ /fd eft vfFb} /x]sf] lyof] .

==========

==========

@_ /fdn] eft vfPsf] lyof] .

==========

==========

#_ /fd eft vfFb} /x]sf] x'g]5 .

==========

==========

$_ /fd eft vfFb} /x]sf] 5 .

==========

==========

%_ /fdn] eft vfPsf] 5 .

==========

==========

Non-Perfect (Progressive and non-progressive) aspects

!_ /fd eft vfG5 .

==========

==========

@_ /fd eft vfO/x]sf] 5 .

==========

==========

#_ /fd eft vfO/x]sf] lyof] .

==========

Perfect Aspect (Past and non-past)

1. He had gone to market.

   ……..
2. He has gone to market.

   ……
3. He will have gone to market.

   …….

Progressive Aspect (Past and non-past)

1. He was working in the field.

   …….
2. He is working in the field.

   …….
3. He will be working in the field.

   …….

<u>Habitual Past</u>

He used to work in the field.

……..

Unknown Past

!_ p;n] Tof] s'/f la;]{5 .

==========

==========

@_ d lgbfPF5' .

==========

==========

APPENDIX III

Names of the informants selected for the research work

From Kanakai Municipality, Jhapa

1. Dayananda Bansal
2. Mahabir Agrawal (Bansal)
3. Hari Prasad Singhal
4. Shambhu Dayal Goyal
5. Ishwor Goyal
6. Vijaya Singhal
7. Govinda Bansal
8. Naresh Garg
9. Babulal Agrawal
10. Krishna Devi Agrawal (Garg)

From Mechinagar Municipality Jhapa

1. Chirnjivilal Sabu
2. Pradip Begani
3. Giriraj Soni
4. Pintu Sahewala
5. Sumitra Sabu
6. Kanhaiyalal Nahata
7. Amit Mittal
8. Ravi Balmecha
9. Basundhara Bothara
10. Chada Gadhaiya

From Bhadrapur Municipality

1. Satya Narayan Tayal
2. Suresh Kumar Agrawal (Bhadrapure)
3. Parshuram Agrawal
4. Hardevdas Agrawal
5. Madal Lal Sanwarmal
6. Om Prakash Srawagi
7. Banshidhar Luhariwal
8. Pyarelal Goyal
9. Pankaj Sharma
10. Banshidhar Sariya

From Birtamod Municipality, Jhapa

1. Bed Prakash Agrawal

2. Raj Kumari Jain
3. Sudha Gattani
4. Jagdish Prasad Minda
5. Rina Mittal
6. Harilal Jain
7. Mahendra Kumar Mittal
8. Raju Parik
9. Bijendra Prasak Agrawal
10. Rajan Jhunjhunwala.

Perfect

1. Ram had been eating rice.

-Ram bhat kha raha tha.

2. Ram had eaten rice.

- Ram bhat khaliya tha.

3. Ram will have eaten rice.

- Ram bhat kha chukka huwa hoga.

4. Ram has eaten rice.

- Ram bhat kha chukka.

5. He had gone to market.

- Wa bazaar gaya tha.

6. He has gone to market.

- Wa bazaar ja chukka tha.

7. He will have gone to market.

- Wa bazaar gaya huwa hoga.

8. He had worked a lot.

- Un ro bhot kam kiya tha.

9. We will have written stories.

- Mhe kahani likha huwa hoga.

Non-Perfect

2. Ram eats rice.

-Ram bhat khayaga.

2. Ram is eating rice.

- Ram bhat kha raha ha.

3. Ram was eating rice.

- Ram bhat kha raha tha.

4. Ram will have been eating rice.

-Ram bhat khata huwa hoga.

Progressive

6. He was working in the field.
- Wa khet me kam kar raya hoga.
7. He is working in the field.
- Wa khet me kam kar raya hai.
8. He will be working in the field.
- Wa khet me kam kar raya hoga.
9. We are working hard.
- Mhe bhot kam kar raya hai.
10. Film is going on.
- Filim chal rakhyo ha.

Habitual Past

4. He used to take meat.
- Wa mans khaya karta tha.
5. He used to work in the field.
- Wa khet me kam kiya karta tha.
6. They used to go in right way.
- We loug thik rasta ma chalya karto.

Unknown Past

1. He unknowingly forgot that matter.

- Wa us batko bhul gaya.

2. I unknowingly slept.
-Me so gaya.

3. Sita unknowingly lost her watch.
- Sita ghadi kho diya.