

## **Chapter One**

### **Introduction**

#### **1.1 Background**

This study is an attempt to compare the aspects of past tense of English with that of Maithili and to present the pedagogical implications, with the aspects of past tense in English. By tense, we generally mean a set of verb forms that indicate a particular point in time or period of time in the past, present or future. By a past time happening, we mean a happening taking place in the past. The past tense is used when the past happening is related to a definite time in the past. There are similarities in terms of aspects of past tense in English and Maithili. However, in terms of aspects of past tense, there are also some significant differences between these two languages. Consequently, the English teachers find difficulties in enabling the learners to master the aspects of past tense and use correctly, fluently and communicatively in their real life situations. The aspects of past tense have been extensively studied in English from theoretical and typological perspective.

It is generally assumed that appropriate teaching materials for the teaching aspects of past tense in English can be prepared and the most effective teaching technique can be suggested on the basis of a scientific description of the aspects of past tense in English and its comparison with a parallel description of aspects of past tense in Maithili.

However, no attempt has so far been made to analyze the aspects of past tense in English and Maithili and to compare them from the pedagogical perspective. This study is based on the three assumptions of the comparative analysis:

(a) Language learning is a matter of habit formation, (b) The state of mind of L<sub>1</sub> and L<sub>2</sub> learners is different and the mind of L<sub>1</sub> learners is a tabularized whereas that

of an L<sub>2</sub> learner is full of L<sub>1</sub> habits, and (c) Languages are comparable. The main focus of the study is to analyze the aspects of past tense in English and Maithili and compare them structurally and functionally in order to determine both the similarities and differences between them from the pedagogical perspective.

### **1.1.1 Background to the English language**

English is one of the sub-branches of the Germanic branch of the Indo-European family. Thus, it is also termed as "West Germanic". It is generally acknowledged to be the world's most important language. It serves as a lingua franca in many parts of the world: for some speaker, it is a native language; for others, a second language; for still others, a foreign language. As the world has shrunk due to the latest scientific discoveries and the development in the field of communication, the importance of English as international language has increased all over the world.

According to Quirk et al. (1985:176), there are two types of tenses in English; past and non-past. Past tense refers to the past events whereas non-past tense refers to the present tense as well as future tense. Present tense refers to the present events whereas future tense refers to the events that will happen in future. English is an SVO language. In other words, we find SVO in English.

### **1.1.2 Background to the Maithili language**

Nepal is a multi-lingual, multi-ethnic, multi-cultural country where more than hundred languages/dialects are spoken in different parts of the country. These ethnic nationalities have their own unique language, religion, tradition, culture as well as value of life. Thus, this small nation possesses cultural and linguistic diversity. Most of the languages are found to have only the spoken form. According to census 2011, there are one hundred twenty three languages in existence in Nepal, 44.6% people speak Nepali and nearly 11.7% people speak Maithili as their mother tongue. Maithili

is the second largest language spoken in Nepal. Thus, Nepal seems to be a dominating language despite the fact that Nepali is a multi-lingual country. Maithili is an SOV language. In other words, we find SOV in Maithili.

Maithili, in both Nepal and India, has been taught as a subject of study from school to university level. In India, however, it has been hampered due to lack of its recognition as a medium of instruction. But in Nepal, it has been made a constitutional provision for introducing all the mother tongues as the means of teaching at primary level. Both PEN (poets, essayists, novelists) and Sahitya Academy (National Academy of India) have also recognized Maithili as the 16<sup>th</sup> largest language of India. But the distressing situation is that it has not yet been included in the VIII schedule of the Indian constitution despite the unceasing efforts made by the Maithili-speaking community of India.

## **1.2 Statement of problem**

Aspects of past tense are a categorization of past tense on the basis of different aspects. No attempt has been made to compare the aspects of past tense in English and Maithili from pedagogical perspective. The main problem of this study is to compare the aspects of past tense in two languages, namely, English and Maithili and present the pedagogical implications. The specific problems of the study are as follows:

- a) How are the aspects of past tense realized in English?
- b) How are the aspects of past tense realized in Maithili?
- c) What are the similarities between the two languages with respect to the aspects of past tense?
- d) What are the differences between the two languages with respect to the aspects of past tense?
- e) What are the pedagogical implications of such comparison?

### **1.3 Hypothesis of the Study**

This study has the following four hypotheses. They are as follows:

- a) There exists cross-linguistic comparability in the aspects of past tense in English and Maithili.
- b) There are structural and functional similarities as well as differences in English and Maithili with respect to aspects of past tense.
- c) There are some fundamental differences between English and Maithili with respect to the aspects of past tense. There occur a number of difficulties in teaching and learning aspects of past tense in English to Maithili speakers.
- d) Effective teaching materials can be prepared and suitable teaching techniques can be suggested on the basis of the comparison between the target language and the mother tongue of the learners.

### **1.4 Objectives of the Research**

The general objective of this study is to analyze the forms and functions of the aspects of past tense in English and Maithili and compare them from pedagogical perspective. The specific objectives of the study are as follows:

- a) To analyze the aspects of past tense in English and Maithili.
- b) To find out areas shared by the two language with respect to their aspects of past tense.
- c) To discover the areas of dissimilarities in connection with aspects of past tense.
- d) To identify areas of difficulty in learning aspects of past tense in English for Maithili speaking learners.

- e) To suggest appropriate teaching techniques and teaching materials in order to facilitate the difficult areas of teaching aspects of past tense in English to Maithili speakers.

### **1.5 Research Methodology**

In case of Maithili, this study is based on both primary and secondary data. The primary data are based on the intuition of the researcher as he is the native speaker of Maithili. The primary data were cross-checked with other native speakers living in Kathmandu. The secondary data are based on Yadav(1997) and other books and articles written in Maithili. In case of English, we have used secondary data based on quirk et al. (1985), Cobuild, Leech et al. etc.

Linguistic studies on the Maithili language have been pursued since 19<sup>th</sup> century. G.A. Grierson (1881, 1883, and 1903), an Irish linguist and civil servant made a tireless research in Maithili, and presented a comprehensive grammar of this language. D. Jha (1950) was the first native grammarian to write a grammar of the Maithili in Maithili medium on the model of Sanskrit grammar. S. K. Jha. (1985) presents a diachronic study on Maithili language in all its aspects-phonetics, phonology, morphology, syntax and semantics. Similarly other linguists like Yadav (1997) has also contributed a lot in the field of the Maithili language.

The prediction of areas of difficulty in learning aspects of past tense in English for Maithili speakers has been done on the basis of established psycholinguistic principle: Difference between L<sub>1</sub> and L<sub>2</sub> leads to difficulty in learning L<sub>2</sub>.

In order to test this assumption a set of questionnaire on aspects of past tense in English was prepared and administered on the Maithili speaking English learners of grade IX and X from Dhanusha District and errors committed by Maithili-speakers in learning aspects of past tense in English were analyzed.

Forty Maithili –speakers of Dhanusha district were selected using stratified random sampling on the basis of their age, sex and educational background for the primary data for aspects of past tense in Maithili. The primary data for the errors committed by Maithili speakers in learning aspects of past tense was collected from 40 Maithili –speaker students studying in four different schools of Dhanusha District. The schools consisted of government schools, located in urban area.

Apart from this, we have adopted the following guiding principles for this comparative study:

- a) To analyze aspects of past tense in English and Maithili independently and completely.
- b) To compare aspects of past tense in the two languages at all levels of their structure.
- c) To sort out similar feature, partially similar feature and dissimilar features in the two languages, in case of the aspects of past tense.

In this study, for the description and analysis of aspects of past tense, we will use the basic synchronic descriptive approach as a model.

## **1.6 Review of Literature**

As we mentioned in section 1.1 there has been no attempt so far made to analyze the aspects of past tense in English and Maithili and to compare them from the pedagogical perspective. Except some comparative studies between English and other different language spoken in Nepal in other aspects of the grammar, we have a few materials related to the present study. They include Jha (1994), Yadav (1997).

Jha (1994) is a pioneering work in the field of Maithili linguistics. It has dealt with phonetics, phonology, morphology, syntax and semantics of the language. It provides insight into the aspects of past tense. It is simply descriptive in nature.

Yadav (1997) is a reference grammar of Maithili language. It has attempted to analyze different aspects of past tense in Maithili language. It provides a detail analysis of aspects of past tense in the language.

In English, aspects of past tense have been extensively studied from descriptive and typological point of view. Quirk et al. (1985), Cobuild, Leech et al. etc are significant descriptive study of the aspects of past tense in English.

### **1.7 Significance of the Study**

This study which aims at presenting a linguistic description of the aspects of past tense in English and compares them from the pedagogical perspectives with the aspects of past tense in Maithili has great pedagogical implications:

- a) Examination of the similarities and differences between the aspects of past tense in English and Maithili helps to predict the possible errors that can be made by the learners of English.
- b) The teaching materials prepared on the basis of a scientific description of the aspects of past tense in English and a comparison with a parallel description of the Maithili language can be very effective in teaching English and Maithili speaking students learning English.
- c) The real problem in learning aspects of past tense in English and better means to solve them can be found on the basis of the comparison.
- d) This type of study can guide the English teachers as to how to devise test items on aspects of past tense and what techniques to be followed. The comparative analysis, in other words, helps us to find out the areas of difficulties and factors to create them and guides us to minimize the effects of those factors in teaching and learning English.
- e) It gives us an insight into the linguistic problems in teaching language.

### **1.8 Limitations of the Study**

This study has the following limitations. They are given as follows:

- a) In this study, we will mainly analyze the aspects of past tense in English and Maithili language.
- b) The similarities and differences of the aspects of past tense in the two languages, English and Maithili, will be enumerated in terms of forms and functions.
- c) Aspects of past tense in English will be compared with their transitional equivalence in standard Maithili.
- d) For the description and analysis of the aspects of past tense in English and Maithili, the basic synchronic descriptive approach will be used.

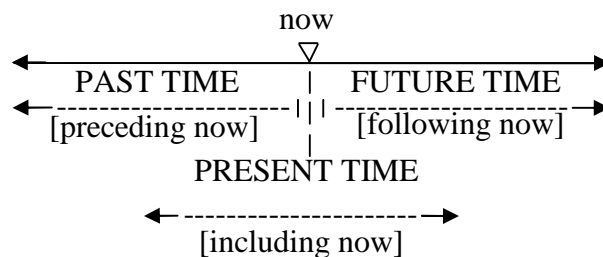
### **1.9 Organization of the Study**

This study has been organized into six chapters. Chapter 1 is introductory in which we have dealt with the objectives, review of literature and research methodology of the study. Chapter 2 and chapter 3 deal with the aspects of past tense in English and Maithili respectively. Chapter 4 makes a comparison between English and Maithili with respect of aspects of past tense and enumerates the similarities and differences between them. In chapter 5, we discuss the pedagogical implications of the comparative analysis of the aspects of past tense in English and Maithili. Chapter 6 mainly presents the summary and conclusions of the study.





This is an interpretation of past, present, and future on a referential level. But in relating this view of time to language and, more precisely, to the meaning of verbs, it is useful to reformulate the threefold distinction such that ‘present’ is defined in an inclusive rather than in an exclusive way: something is defined as ‘present’ if it has existence at the present moment allowing for the possibility that its existence may also stretch into the past and into the future. Hence *Paris stands on the River Seine* may be correctly said to describe a ‘present’ state of affairs, even though this state of affairs has also obtained for numerous centuries in the past, and may well exist for an indefinite period in the future, which can be shown in the following diagram;



On this second, or semantic level of interpretation, then, ‘present’ is the most general and unmarked category. In contrast to (1), which is a generic statement applicable to present, past, and future, (2) is a more limited statement, suggesting that the albatross, like the dodo, is extinct:

- (1) Albatross are large birds.
- (2) Albatross were large birds.

The author of (2) does not commit himself to the continuation of the past state of affairs it describes into the present. The same applies to sentences of more limited time span:

- ) Hari spends a lot of money. (true for past, present, and future)
- ) Hari spent a lot of money. (true for past only)

## 2.3 Types of Tense in English

Types of tense are a categorization of tense on the basis of different criteria by different linguists and grammarians. Traditionally tense is categorized into three types as Past, Present and Future. The more common, two-way distinctions are either, past and non-past or future and non-future (Thomas E. Payne, 1997: 236).

### 2.3.1 Traditional Classification of English Tense

On the basis of traditional grammars, the tense in English are classified in three types Viz. Past, Present, and Future which are described below:

#### a) Past Tense

When a verb is used to show that an action was completed, it is known as the past tense (Murthy, 2008: 151). According Hornby (2001: 926), past tense is connected with the form of a verb used to express actions in the past. For examples:

- (1) a. He went to Delhi yesterday.
- b. It was hot yesterday.
- c. I spoke to her for two years.
- d. They stayed in a hotel for weeks.
- e. Padma died four years ago.
- f. We were in Delhi last year.

#### b) Present Tense

When a verb is used to show that an action takes place at present, it is present tense (Murthy, 2008: 151). According to Collins Cobuild Advanced Learner's English Dictionary (2006: 1128), the present tense of a verb is the ones that are used to talk about things that happen regularly or situations that exist at this time. For examples:

- (2) a. He speaks English well.
- b. We are fond of music.

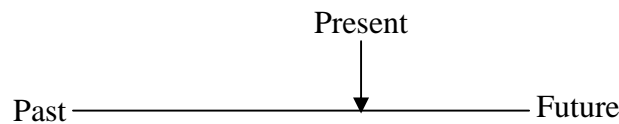
- c. It rains today
- d. I like Americans.

### c) Future Tense

When a verb is used to show that an action will take place in future, it is known as future tense (Murthy, 2008: 151). According to Hornby (2001: 525), the form of a verb that expresses what will happen after the present is known as the future tense. For examples:

- (3) a. She will marry this year.
- b. They will send us a telegram.
- c. It will rain tomorrow.
- d. I shall teach you Hindi.
- e. He will go to Agra tomorrow.

Tense can be represented in the following diagram:



(Teacher's Grammar of English, 2009: 134)

### 2.3.2 Modern Classification of Tense

According to Pyane E. Thomas (1997: 236), the tense has been categorized into two types:

- a) Past and Non-Past/Future and Non-Future Tense

Past tense refers to the past events/actions. For examples:

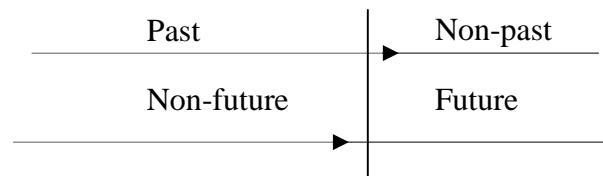
- (4) a. He went to America.
- b. They stayed in KTM.
- c. She had written a novel.
- d. It had been raining.

Non-past includes present tense and future tense where present tense shows the present actions and futures tense shows the actions that will take place in future.

For examples:

- (5) a. She writes very beautifully.  
 b. He speaks English very well.  
 c. It will rain tomorrow.

According to Pyane, tenses can also be classified into two groups future and Non-future tenses. Future tense represents the future actions whereas Non - future tense includes present and past tenses. It can be shown in the following way:



## 2.4 Aspect

Aspect is the way that a verb group shows whether an activity is continuing is repeated, or is completed. For example, in the sentence 'They were laughing', the verb is in the progressive aspect and shows that the action was continuing.

Different grammarians have different opinions. Quirk and Greenbaum (1990:40) define aspect as "The manner in which the verbal action is experienced or regarded. For example as completed or in progress". Thomas E. Pyane (1997: 234) reveals "Aspect is associated with the internal temporal structure of a situation". Similarly, Hornby (2001: 60) say "Thus, form of a verb that shows for example whether the action happens once or repeatedly is completed or still continuing is known as aspect. The aspect divides the internal temporal structure of an event".

### 2.4.1 Classification of Aspects

Each tense is divided into four classes, namely, simple, continuous or progressive, perfect and perfect continuous aspect. (Murthy, 2008: 152)

#### Basic Meaning

##### i) The Simple Past

The simple past expresses action carried out prior to the time of speaking. For example:

Last night we ate dinner in that Italian restaurant you like so much.

The simple past tense frequently occurs with expressions that indicate a specific point in time when the action was carried out such as *yesterday*, *a week ago*, *last Monday*, *at 'four o'clock*, *in the morning*, *on Tuesday*, and so on. The sentences below with verbs from each category, show the use of time expressions. Since states have unlimited duration, the presence of a time adverb such as *then* with a stative, as below (a), leaves open the possibility that the state still exists. Since telic verbs (i.e., achievement and accomplishment verbs) have inherent end points, they commonly occur with an adverb that specifies the time of this end point, as in (c) and (d).

- |    |   |                     |
|----|---|---------------------|
| a. | I loved her then.                       | stative verb        |
| b. | I ran three miles yesterday.            | activity verb       |
| c. | They built that house a long time ago.  | accomplishment verb |
| d. | We reached the summit just before noon. | achievement verb    |

#### Uses of the Simple Past

The simple past is used instead of the simple present in some contexts that require a shift of tense 'reported speech and unreal conditionals' or that are determined by pragmatic factors such as politeness. In general, past tenses often replace the corresponding present tenses in such contexts.



### ) **The Attitudinal Past**

It is used with verbs expressing volition or mental state, reflects the tentative attitude of the speaker, rather than past time. In the following pairs, both the present and past tenses refer to a present state of mind, but the latter is somewhat more polite.

For examples:

- a. Do/Did you want to see me now?
- b. I wonder/wondered if you could help us.

### ) **The Hypothetical Past**

It is used with certain subordinate clauses, especially if-clauses, and expresses what is contrary to the belief or expectation of the speaker. For examples:

- (1) If you really worked hard, you would soon get promoted.
- (2) It's time we all took a rest.
- (3) I wish I had a memory like yours.

The hypothetical past, as in (1-3), implies the non-occurrence of some state or event in the present or future. The implication of (1), for example, is that the hearer does not work hard.

### **ii) Past Progressive/Continuous**

The past progressive, or past continuous, tense is formed with a past form of be (was or were) and a present participle. Its basic meaning is ongoing action in the past.

Often the action expressed with the past progressive was ongoing at the time another action occurred. In such cases, the action that occurred is expressed with the simple past and the sentence generally includes a subordinate clause that begins with when or while. With when, the past progressive action can be in the main clause, as in (a), or in the subordinate clause. With while, it is in the subordinate clause. For examples:



- a. He was studying for his exam when I saw him this afternoon.
- b. She accidentally cut her hand while/when she was chopping vegetables for a salad.

Although most textbooks stress the use of the past progressive in sentences like those in above, quite frequently, the past progressive is used in sentences, in which two ongoing actions in the past were occurring simultaneously.

She was studying in the library when I was talking to Tom.

The past progressive also frequently occurs with time expressions that indicate a point in time when the action was ongoing, the point when it was terminated, or the period during which it was ongoing. In that last case, the time expression has the form *from* (time 1) to (time 2).

- a. He was watching television at eight o'clock.
- b. From what I could hear from the next room, he was working until midnight.
- c. I was studying in the library yesterday from three to five o'clock.

As we saw earlier with present progressive, the past progressive can impart an iterative sense to the actions expressed by the verbs. For example:

) She was tossing and turning in her sleep all night.

### **State, Event, and Habit with the Progressive**

According to Quirk et al.(1985:198); the three verb senses of state, event, and habit are differently interpreted with the progressive :

#### **(a) State Progressive**

In many cases, the progressive is unacceptable with stative verbs. For example;

) Mohan's wife was being well-dressed.

It can be explained, in part, by the observation that stative verb meanings are inimical to the idea that some phenomenon is ‘in progress’. States are ‘like-parted’ in that every segment of a state has the same character as any other segment; no progress is made.

**(b) Event Progressive**

With event meanings, the progressive conveys the idea that an event has duration, and has not yet come to an end. For example:

) The train was approaching.

**(c) Habitual Progressive**

Combined with habitual meaning, the progressive implies that the repetition takes place over a limited period. For example:

) At that time she was having regular singing lessons.

**iii) Past Perfect Progressive**

According to Quirk et al. (1985:212); the meaning of the perfect progressive may combine with those of the past tense and of the modal verbs. For examples:

) The fire had been raging for over a week.

) I had been talking to him at the time of the murder

The past perfect progressive, formed with ‘had + been + the present participle’, expresses an ongoing action in the past that is related to another past action, which is often expressed in the simple past tense. The other action frequently occurs in a subordinate clause, particularly with when. For example:

) Kennedy had been trying to interest a publisher in his novel for over two years, when, discouraged by the many rejections he had received, he finally asked Saul Bellow for help.

Time expressions of duration are common, in which the past progressive occurs in sentences without subordinate clauses. For example:

- a. At that point, Jack had already been studying for 20 hours straight.
- b. When I came down the stairs, I saw that there was at least a foot of water in the basement. Jack was standing under a pipe, and a steady stream cascade into his face. For the past 45 minutes, he had been working unsuccessfully to staunch the leak.

#### **iv) Past Perfect**

The past perfect tense is formed with the past tense form of the verb have (i.e., had) and a past participle.

#### **Basic Meaning**

The past perfect expresses a past action completed prior to another event or time in the past. Hence the past perfect often occurs in sentences with a main clause and a subordinate clause, where both clauses express the events in the past. For example:

- a. She gave the book to his brother after she had read it.
- b. She had already mailed the letter when Hari called her.

The presence of the past perfect insures that the event it describes is interpreted as having occurred before the event in the other clause. Thus, the order in which the clauses appear does not affect the interpretation of which action occurred first. This can be seen by comparing the examples below:

- a. When she arrived, he had already left.
- b. He had already left when she arrived.
- c. By the time she arrived, he had already left.
- d. He had already left by the time she arrived.

In subordinate clauses introduced by certain subordinators, such as *before*, *after*, and *as soon as*, it is often possible to use the simple past instead of the past perfect. The reason is that these subordinators themselves establish the sequence of the events. For example, most speakers would consider sentence (b), in which the simple past tense occurs in the second clause, to have the same meaning as (a), in which the past perfect tense occurs in the clause.

- a. John left as soon as he had spoken to Edith.
- b. John left as soon as he spoke to Edith.

In some contexts, however, the past perfect is required. Notice that in (b) *as soon as* establishes the temporal sequence between two events that have a comparatively short duration. However, if the second event has an inherently long duration, such as the accomplishment *writes a dissertation*, then the past perfect is required, as the comparison in the examples below show:

- a. John left the country as soon as he had written his dissertation.
- b. John left the country as soon as he wrote his dissertation.

Notice that when we make the duration of the second event short, by changing it to an achievement like *complete his dissertation*, in the examples below ('a' and 'b') the tense of the verb in the subordinate clause can be either the past perfect or the simple past. This supports the argument that both events should have about the same duration.

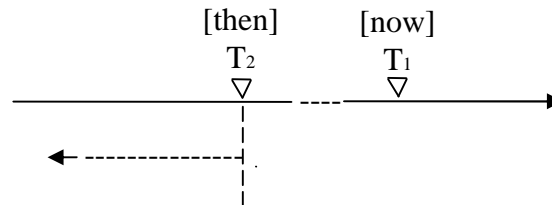
- a. John left the country as soon as he had completed his dissertation.
- b. John left the country as soon as he completed his dissertation.

According to Quirk et al.(1985:195); the past perfective usually has the meaning of 'past-in-the-past', and can be regarded as an anterior version either of the present perfective or of the simple past. For examples:

(1) No wonder Miss Mira's Maithili was excellent-she had lived in Terai since childhood.

(2) When they bought it, the house had been empty for several years.

It can be shown in the following diagram.



More technically, the past perfective may be said to denote any event or state anterior to a time of orientation in the past. The three meanings of 'state', 'event' or 'habit' can all occur. Whereas (1) and (2) have illustrated the 'state' meaning, (3) and (4) illustrate 'event' and 'habit' respectively.

(3) The goalkeeper had injured his leg and couldn't play.

(4) It was foolish to fire Bimal: in two seasons, he had scored more goals than any other player.

### **Additional Meaning**

The past perfect also appears in counterfactual conditional sentences, which express speculations or regrets about unfulfilled events. For example:

) If I had only worked a little harder, I would have been promoted.

### **Used to**

'Used to' denotes a habit or a state that existed in the past and is, therefore, semantically not so much a modal auxiliary as an auxiliary of tense and aspect. In formal terms, however, it fits the marginal modal category. It always takes 'to infinitive' and only occurs in the past tense.

For Examples:

) She used to attend regularly (was in the habit of attending).

- ) I used to be interested in bird watching. [I was formerly .....]
- ) He did not use to smoke.
- ) Did he use to smoke?
- ) He used to smoke, didn't he?

## Chapter Three

### Aspects of Past Tense in Maithili

#### 3.1 Outline

This chapter presents a review of the forms and functions of aspects of past tense in Maithili. It consists of three sections. In section 3.2 we present types of tense in Maithili. Section 3.3 analyzes the aspects of past tense in Maithili and in section 3.4 we discuss verb forms of past tense.

#### 3.2 Types of tense in Maithili language

Tense in Maithili has been categorized into three class viz. present, past and future tense which are described below:

##### a) Present Tense

The form of verb which shows any event or action happening/continuing at present time is known as the present tense. For Examples.

- (1) a. H m bidyarthi chh-i.  
I student be - PRES  
'I am a student'.
- b. Ramesh khaet acch-i.  
Ramesh eat be- PRES  
'Ramesh is eating'.
- c. O bhaeg gel ach-i.  
He run away be - PRES  
'He has run away'.

It shows that present tense has three categories; simple present, present progressive and present perfect in Maithili.

### b) Past Tense

The form of verb which shows the action has completed, it is called the past tense. For Examples;

- (2) a. O Skul ge-l-ah.  
 He (H) school go-PST  
 'He went to school!'
- b. Ram jar h l ch- l-ah.  
 Ram (H) go PROG -PST (3H)  
 'Ram was going'.
- c. Ram kh e-ne ch- l.  
 Ram eat PERF-PST (3NH)  
 'Ram had eaten'.

It shows that past tense has three categories; simple past, past progressive and past perfect in Maithili.

### c) Future Tense

The form of verb which shows the action will be done in future is called future tense. For Examples;

- (3) a. To k ilh j e-b- .  
 You (NH) tomorrow go-FUT-(2NH)  
 'You will go tomorrow'.
- b. Ram j -it r h-t- h.  
 Ram go IMPERF-FUT-(3H)  
 'Ram will be going'
- c. O kh e-ne r h- t.  
 He (H) eat PERF-FUT-(3NH)



'He will have eaten;

It shows that future tense has three categories; simple future, future progressive and future perfect in Maithili.

### 3.3 Aspects of Past Tense in Maithili language

Past tense has three aspects according to R.A. Yadav (1977:154) in modern Maithili. It shows the action was completed in past. It has three aspects:

#### i) Perfective Aspect

It shows the work has been finished. For examples :

- a)      ram              kh| e-ne              ch-| l.
- Ram              eat-PERF              Aux-PST - (3NH)
- 'Ram had eaten.'
- b)      ram              ae-llτ -l              ch-| l.
- Ram              come-PERF              Aux-PST - (3NH)
- 'Ram had come.'

It shows the action has been finished in past. Its structure is 'S + v + aspect maker + Aux' in Maithili where 'S + had + v<sup>3</sup> + O' in English. In English, 'had' is used as aspect marker whereas 'ne' is used in Maithili.

#### ii) Imperfective Aspect

It shows the action was going on in the past time. For examples:

- a)      ram              kha-it              ch-| l-ah.
- Ram              eat-IMPERF              Aux-PST - (3H)
- 'Ram used to eat.'
- b)      ram              ja-it              ch-| l-ah.
- Ram              go-IMPERF              Aux-PST - (3H)
- 'Ram used to go.'

It shows that s/he was habituated to do something in past. Its structure is 'S + O + V + Aux' in Maithili whereas 'S + used to + V<sup>1</sup> + O' in English. In Maithili, 'l̥ it' is used as aspect marker whereas 'used to' is used in English.

### iii) Progressive Aspect

a) ram ja r̥ h̥ l̥ ch- l̥-ah.

Ram go PROG Aux-PST - (3H)

'Ram was going.'

b) Shyam kha- r̥ h̥ l̥ ch- l̥-ah.

Shyam eat-PROG Aux-PST - (3H)

'Shyam was eating.'

It shows the action was going on in past. Its structure is 'S + O + V + Aux' in Maithili whereas 'S + was/were + V<sup>4</sup> + O' in English. In Maithili, 'r̥ h̥ l̥' is used as aspect marker in Maithili whereas 'V<sup>4</sup>/ing form' is used in English.

According to Dharendra Premarshi and Mahendra Malangiya, there are six aspects of past tense:

#### a) Simple Past

The past form of verb which does not show any particular time of action is known as simple past tense. For example:

a) ramesh p̥ dh̥ l̥ .

Ramesh read Aux-PST

'Ramesh read.'

b) nok̥ r̥ bhat kh̥ e-l̥ k̥.

servant rice eat - PST - (3NH)

'The servant ate the rice.'

It does not have any particular time of action. Its structure is 'S + O + V' in Maithili whereas 'S + V<sup>2</sup> + O' in English. Its aspect markers are ' | inh', ' | ' and ' | k' in Maithili whereas 'V<sup>2</sup> form' is used in English.

### b) Recent Past

It shows the action has been done recently in past. For example:

Ramesh          jalakhai          kai-ne          Achh-i.

Ramesh          breakfast          take-PERF          Aux-PST - (3NH)

'Ramesh had taken breakfast.'

It shows the action has just finished. Its aspect marker is 'ne' in Maithili whereas 'had' in English. Its structure is 'S + had + V<sup>3</sup> + O' in English whereas 'S + V + aspect marker + Aux' in Maithili.

### c) Past Perfect

The past form of verb which shows the work has been finished previously is known as past perfect tense. For example :

Mohan          kit| b          padha-ne          ch-| l.

Mohan          book          read-PERF          Aux-PST-(3NH)

'Mohan had read a book.'

It shows the action has already finished. Its structure is 'S + V+ aspect marker + Aux' in Maithili whereas 'S + had + V<sup>3</sup> + O' in English. Its aspect marker is 'ne' in Maithili whereas 'had' is used in English.

### d) Past Progressive (Past Continuous)

The past form of verb that shows the action started but has not been finished yet, is called past progressive. For examples :

a)          Dhirendra          likhi-rah| l          cha-l.

Dhirendra          write-IMPERF          Aux-PST - (3H)

'Dhirendra was writing.'

Past progressive is used to show that the action is going on. Its structure is 'S + O + V + Aux' in Maithili whereas 'S + was/were + V<sup>4</sup> + O' in English.

#### e) Doubtful Past

Doubtful past refers to the form of verb which does not express whether the action has been finished or not. For example :

Rupa	padha-ne	ho-ateeh.
Rupa	read-PERF	Aux-PST - 3(H)

'Rupa had read.'

We do not have doubtful past in English whereas it is in Maithili. Its aspect marker is 'ne' and structure is 'S + V + aspect marker + Aux'.

#### f) Conditional Past

Conditional past refers to the form of verb which shows the action would have finished but it could not because of any reason. For example :

Hemant	cha-hait	ta-n	likha-  it.
Hemant	want-Cond-PST	if-conj	write Aux-PST-3(H)

'If Hemant wanted, he could write.'

According to Dev Narayan Yadav, there is also past perfect progressive in Maithili, which shows any action going on in the past. For examples:

a)	Ham	padhi-raham	ch  lau <u>u</u> .
	I (i)	read-IMPERF	Aux-PST (I)

'I had been reading.'

b)	u	kam	k  r  h  l	ch  l.
	He (III)	work	do - IMPERF	Aux-PST (NH)

'He had been doing the work.'



## Chapter Four

### Aspects of Past Tense in English and Maithili: A Comparative Study

#### 4.1 Outline

The main focus of this chapter is to compare the forms and functions of aspects of past tense in English and Maithili on the basis of the analysis so far made in the previous two chapters, namely chapter 2 and 3. This chapter consists of three sections. In section 4.2, we try to discuss the similarities and differences between aspects of past tense in English and Maithili.

#### 4.2 Compare and Contrast of Aspects of Past Tense

On the basis of traditional and modern grammars, there are simple past, progressive, perfect and perfect progressive aspects. In Maithili, we find perfective, imperfective and progressive aspects. Moreover, there are also recent past, doubtful past, simple past, conditional past, perfect progressive aspects in Maithili. Despite that, there are some other similarities and differences in terms of aspects in English and Maithili, which are described below:

##### A. Simple Past

	Maithili	English
i)	ramesh p  dh  l  . Ramesh read Aux-PST (3H) 'Ramesh read.'	i) Ramesh read.
ii)	u bhojan k  e-l-  inh. He (III) food do-PST (3H) 'He ate.'	ii) He ate.

Following similarities and differences are discovered:

- a) Both languages have aspect markers.

- b) In Maithili, 'ainh' and '∧' is used as aspect markers whereas 'v<sup>2</sup> form' is used in English.
- c) Its structure is 'S + O + V' in Maithili whereas 'S + V<sup>2</sup> + O' in English.

### B. Imperfective Aspect

	Maithili	English
i)	ram kh  -it ch-  l-ah. Ram eat-IMPERF Aux-PST (3H) 'Ram used to eat.'	i) Ram used to eat.
ii)	u ja-it ch-  l-ah. He (III) go-IMPERF Aux-PST (3H) 'He used to go.'	ii) He used to go.

Following similarities and differences are discovered:

- a) Both languages have aspect markers.
- b) In Maithili, '∧it' is used as aspect markers whereas v<sup>4</sup>/ing form is used in English.
- c) Its structure is 'S + O + V + Aux' in Maithili whereas 'S + was/were + V<sup>4</sup>' in English.

### C. Progressive Aspect

	Maithili	English
i)	ram j a r  h  l ch-  l-ah. Ram go PROG Aux-PST (3H) 'Ram was going.'	i) Ram was going.
ii)	Dhirendra likhi-rah  l ch-  l-ah. Dhirendra write-IMPERF cha-l Aux-PST-(3H) 'Dhirendra was writing.'	ii) Dhirendra was writing.

Following similarities and differences are discovered:

- a) Both languages have aspect markers.
- b) In Maithili, 'r| h| l' is used as aspect marker whereas v<sup>4</sup>/ing form is used in English.
- c) Its structure is 'S + O + V + Aux' in Maithili whereas 'S + was/were + V<sup>4</sup>' in English.

#### D. Doubtful Past

Maithili		English
i)	Rupa padha-ne ho-ateeh. Rupa read-PERF Aux-PST (3H) 'Rupa had read.'	i) Rupa had read.

Following similarities and differences are observed:

- a) In English, we do not find doubtful past.
- b) Its aspect marker is 'ne' in Maithili.
- c) Its structure is 'S + V + aspect marker + Aux' in Maithili.

#### E. Conditional Past

Maithili		English
i)	Memant cha-hait ta-n Hemant want-cond-PST if-conj likh-  it. Write-Aux-PST (3H)	i) If Hemant wanted, he could write.

Following similarities and differences are observed:

- a) Both languages use conjunction to show condition.
- b) In Maithili, 'ta-n' is used as conjunction whereas if/when/until/unless is used in English.



### F. Perfective Aspect (Past Perfect)

	Maithili	English
i)	ram kh  e-ne ch-  1. Ram eat-PERF Aux-PST (3NH) 'Ram had eaten.'	i) Ram had eaten.
ii)	Mohan kit  bl padha-ne ch-  1. Mohan book read-PERF Aux-PST-(3NH) 'Mohan had read a book.'	ii) Mohan had read a book.

Following similarities and differences are found:

- Both languages have aspect markers.
- In Maithili, 'ne' is used whereas 'had' is used in English.
- Its formula is 'S + V + aspect marker + Aux' in Maithili whereas 'S + had + V<sup>3</sup>' in English.

### G. Past Perfect Progressive

	Maithili	English
i)	Ham padhi-r  h  1 ch  lau᳚. I read-IMPERF eat-Aux-PST (I)	i) I had been reading.
ii)	u kam ka r  h  1 ch  1. He (III) work do-IMPERF Aux-PST(NH) 'He had been doing the work.'	ii) He had been doing the work.

Following similarities and differences are found:

- Both languages have aspect markers.
- In Maithili, 'r^h^l' is used whereas 'been' is used in English, as aspect markers.

- c) Its structure is 'S + V + aspect maker + Aux' in Maithili whereas 'S + had + been + V<sup>4</sup> + O' in English.

To sum up, we can show the similarities and differences between English and Maithili in the following tables:

**Table 4.1 : Similarities between English and Maithili with respect to aspects of past tense**

Parameters	English	Maithili
Aspect Marker		
Structure		
Aspect		
Aux.		
Simple Past		
Past Progressive		
Past Perfect		
Past Perfect Progressive		

**Table 4.2 : Dissimilarities between English and Maithili with respect to aspects of past tense**

Parameters	English	Maithili
Structure (S+V+O)		×
Aspect Marker(V <sup>4</sup> ,had been)		×
Doubtful Past	×	
Conditional Past	×	

## **Chapter Five**

### **Pedagogical Implications of Aspects of Past Tense in English and Maithili**

#### **5.1 Outline**

In this chapter, first of all, we try to analyze the errors made by class nine and ten students in the Aspects of Past Tense in English. Then we will suggest some effective teaching techniques and teaching materials in order to improve the performance of the learners in Aspects of Past Tense in English.

#### **5.2 Error Analysis**

##### **5.2.1 Methodology**

A set of questionnaires on Aspects of Past Tense in English was prepared and administered on the Maithili speaking students of class nine and ten from different government schools of Dhanusha district. The responses of the students were marked and their errors were tabulated. The errors are tabulated as school-wise comparison. The number of students as well as their percentage of errors was computed. The process is followed in almost all the tables presented here. At last, different types of errors with their number of occurrence are also shown in this part.

##### **5.2.1.1 Errors on the Basis of Sentence Structures Committed both in English and Maithili Languages**

In this section, the errors committed by the students of each academic institution as regards the use of different Aspects of Past Tense have been shown:

**Table No. 1 : Auxiliary Verb**

Auxiliary Verb	Name of schools	Total Questions	Right Answer	Wrong Answer	Percentage
was, were,	Sankat Mochan Ma. Vi.	25	16	9	36
had, had	Janaki Ma. Vi.	25	19	6	24
been, used	Saraswati Ma.Vi.	25	20	5	20
to	Kanya Ma. Vi.	25	18	7	28

Table 1 shows errors committed by the students of IX and X concerning the use of auxiliary verb. Out of 25 questions, students of Sankat Mochan Ma. Vi., and Janaki Ma. Vi. committed 9 and 6 errors, i.e. 36% and 24%.

Likewise, students of Saraswati Ma. Vi. and Kanya Ma. Vi. committed 5 and 7 errors, i.e. 20% and 28% respectively.

**Table No. 2 : Forms of Verb**

Form of Verb	Name of schools	Total Questions	Right Answer	Wrong Answer	Percentage
V <sub>1</sub> , V <sub>2</sub> , V <sub>3</sub> , V <sub>4</sub>	Sankat Mochan Ma. Vi.	30	21	9	30
	Janaki Ma. Vi.	30	23	7	23.33
	Saraswati Ma.Vi.	30	24	6	20
	Kanya Ma. Vi.	30	20	10	33.33

Table 2 shows that students committed errors as regards the use of forms of verb. Students of grade IX and X from Sankat Mochan Ma. Vi. and Janaki Ma. Vi. committed errors 9 and 7, i.e. 30% and 23.33% errors out of 30 questions respectively.

Similarly, out of 30 questions, students of IX and X from Saraswati Ma. Vi. And Kanya Ma.Vi. Schools committed 6 and 10 errors, i.e., 20% and 33.33% errors.

**Table No. 3 : Sentence Structures**

Sentence Structures	Name of schools	Total Questions	Right Answer	Wrong Answer	Percentage
Structure of past tenses	Sankat Mochan Ma. Vi.	40	23	17	42.50
	Janaki Ma. Vi.	40	28	12	30
	Saraswati Ma.Vi.	40	29	11	27.50
	Kanya Ma. Vi.	40	25	15	37.50

Table 3 shows that the students committed errors in English as regards sentence structures. Out of 40 questions, students of IX and X from Dhanusha district Sankat Mochan Ma. Vi. School committed 17 errors, i.e.42.50% and 12 errors in Janaki Ma. Vi. i.e. 30% in sentence structures of past tense in English.

Likewise, out of 40 questions, students of IX and X from Saraswati Ma. Vi. committed 11 errors, and Kanya Ma. Vi. committed 15 errors, i.e. 27.50% and 37.50% respectively.

**Table No. 4 : Affirmative**

Affirmative	Name of schools	Total Questions	Right Answer	Wrong Answer	Percentage
was, were,	Sankat Mochan. Ma. Vi.	20	13	7	35
had, had	Janaki. Ma. Vi.	20	11	9	45
been, used	Saraswati Ma.Vi.	20	15	5	25
to, v <sub>1</sub> , v <sub>2</sub> , v <sub>3</sub> , v <sub>4</sub>	Kanya Ma. Vi.	20	16	4	20

Table 4 shows that students committed errors in English Aspects of Past Tense English affirmative. Out of 20 questions, students of grade IX and X from Sankat

Mochan Ma. Vi. and Janaki Ma. Vi. committed errors 7 and 9, i.e. 35% and 45% errors respectively.

Likewise, out of 20 questions, students from Saraswati Ma. Vi. and Kanya Ma. Vi. committed 5 and 4 errors, i.e., 25% and 20%.

**Table No. 5 : Negative**

Negative	Name of schools	Total Questions	Right Answer	Wrong Answer	Percentage
did not, was not, were not, had not	Sankat Mochan. Ma. Vi.	30	25	5	16.66
	Janaki. Ma. Vi.	30	22	8	26.66
	Saraswati Ma. Vi.	30	20	10	33.33
	Kanya Ma. Vi.	30	23	7	23.33

Table 5 shows that students committed errors as regards the use of negative.

Out of 30 questions, students of grade IX and X from Sankat Mochan Ma. Vi. And Janaki Ma. Vi. committed 5 and 8 errors, i.e., 16.66% and 26.66% respectively.

Likewise, students of grade IX and X from Saraswati Ma. Vi. And Kanya Ma. Vi. committed 10 and 7 errors, i.e., 33.33% and 23.33% errors.

**Table No. 6 : Interrogative**

Interrogative	Name of schools	Total Questions	Right Answer	Wrong Answer	Percentage
did, was, were, had	Sankat Mochan. Ma. Vi.	35	26	9	25.71
	Janaki. Ma. Vi.	35	23	12	34.29
	Saraswati Ma. Vi.	35	28	7	20
	Kanya Ma. Vi.	35	25	10	28.57

Table 6 shows the errors committed by the students as regards the use of interrogative. Out of 35 questions, students of grade IX and X from Sankat Mochan

Ma. Vi. and Janaki Ma. Vi. committed 9 and 12 errors, i.e. 25.71% and 34.29% errors.

Similarly, students of Saraswati Ma. Vi. and Kanya Ma. Vi. committed 7 and 10 errors, i.e., 20% and 28.57% errors, out of 35 questions in total.

**Table No. 7 : Interrogative Negative**

Interrogative Negative	Name of schools	Total Questions	Right Answer	Wrong Answer	Percentage
didn't,	Sankat Mochan. Ma. Vi.	40	27	13	32.50
wasn't,	Janaki. Ma. Vi.	40	22	18	45
weren't,	Saraswati Ma. Vi.	40	29	11	27.50
hadn't	Kanya Ma. Vi.	40	24	16	40

Table 7 shows that students committed errors by many secondary school of grade IX and X. Out of 40 questions, students of secondary levels from Sankat Mochan Ma. Vi. and Janaki Ma. Vi. schools committed 13 and 18 errors, i.e. 32.50% and 45% errors respectively.

Similarly, out of 40 questions, students of grade IX and X from Saraswati Ma. Vi. and Kanya Ma. Vi. schools committed 11 and 16 errors, i.e. 27.50% and 40%.

### **5.3 Erroneous Sentences in Formation of Aspects of Past Tense in English**

The basic assumption of the contrastive analysis is that the similarities are equated with ease and differences are equated with difficulties. As we observed in chapter 4 there occurs marked similarities and differences between Aspects of Past Tense in English and Maithili. It is assumed that the errors which are made by Maithili speaking learners in the formation of Aspects of Past Tense in English are mainly caused by the fact that there are differences between the Aspects of Past Tense in mother tongue i.e. Maithili and the target language i.e. English. In order to justify

our assumption, we try to analyze the erroneous Aspects of Past Tense in English produced by the Maithili speaking learners of the proficiency test in the formation of the Aspects of Past Tense in English. The students produced the following erroneous sentences:

1. a) \*They a letter wrote.
- b) \*He not was reading a book.
- c) \* Have they not read?

The more acceptable form for this would be;

- a) They wrote a letter.
- b) He was not reading a book.
- c) They had not read.

Forms of verb and auxiliary verb play a vital role in sentences in English.

However, the students happen to produce erroneous as in:

2. a) \* I had a student.
- b) \*The teacher will be teaching us for forty minutes.
- c) \*She cooks rice.

The students have used wrong forms of verb here. The more acceptable form would be;

- a) I was a student.
- b) The teacher had been teaching us for forty minutes.
- c) She was cooking rice.

Similarly, the learners also produce errors in the formation of affirmative, negative, interrogative and interrogative negative due to inappropriate use of auxiliary verbs, question mark, not, verb forms. For examples;

- a) \*Was it rained?



- b) \*Sanjeev passed the exam.
- c) \*you had stolen my pen?
- d) \*The patient had been dying.
- e) \*They was not buying books.
- f) \*Had they living not in KTM?

The more accept form for this would be;

- a) Was it raining?
- b) Sanjeev had passed the exam.
- c) Had you stolen my pen?
- d) The patient had died.
- e) They were not buying books.
- f) Had they not lived in KTM?

Some errors seem to have been made under the influence of Maithili tense.

They produced the following erroneous sentences;

- a) \*The children was playing.
- b) \*Was they singing?
- c) \*Did he saw him?
- d) \* Had Ram be to London?
- e) \*Did they not wrote a letter?

These sentences resemble the type of Maithili tense. Even the learners do not know the basic form of tense in English. The more accept form for this would be;

- a) The children were playing.
- b) Were they singing?
- c) Did he see him?
- d) Had Ram been to London?

e) Did they not write a letter?

Students become more confused on the use of past perfect, past continuous and past perfect continuous tense. They produced the following erroneous sentences;

- a) \*They were playing for half an hour.
- b) \*He had prepared food since two hours.
- c) \*It had been raining.
- d) \*The patient died before the doctor arrived.

The more acceptable form for this would be;

- a) They had been playing for half an hour.
- b) He had prepared food.
- c) It was raining.
- d) The patient had died before the doctor arrived.

#### **5.4 Pedagogical Implications**

The researcher has attempted to put forward some suggestions for teaching 'Aspects of Past Tense in English and Maithili: A Comparative Study' will be beneficial for teachers, students and learners of English and Maithili as second language. The suggestions are as follows:

1. The teacher should create dialogues that require the Aspects of Past Tense in English and Maithili and perform them in situations.
2. Students are asked to make notes how people use Aspects of Past Tense in daily life.
3. English people learning Maithili should be aware of the structure of different Aspects of past Tense in Maithili because Maithili has 'S+O+V' structure.
4. Maithili native speakers learning English should be taught Aspects of Past Tense in English.

5. Text book writers should write books so that the learners can be encouraged to use Aspects of Past Tense in their conversations.
6. Teacher should make the students know all the Aspects of Past Tense in English and Maithili. After that students should make a list of Aspects of Past Tense in English and Maithili which are functionally similar and different.

## **Chapter Six**

### **Summary and Conclusion**

This study aims to investigate the forms and functions of aspects of past tense in English and Maithili with a view to understand the pedagogical implications for Maithili speakers learning English, especially its system of aspects of past tense. However, this study tried to predict the areas of ease and difficulty in the formation of aspects of past tense in English for Maithili-speaking learners. It tried to suggest some way to minimize to mother tongue interference in the formation of aspects of past tense in English. In a nutshell, we accomplished a number of things in the course study.

To realize these objectives, the present study has been structured into six chapters. Chapter 1 serves as introduction, incorporating the objectives and theoretical background of the study, the definition of tense and aspects, introductory remark about Maithili language. Besides this we also discuss the research methodology to realize the objectives. In chapter 2, we tried to analyze the aspects of past tense in English in the terms of forms and functions within the framework of functional-typological grammar. Similarly, in chapter 3, we have focused a preliminary sketch of aspects of past tense in Maithili. We argued that there are three forms of aspects of past tense to express the same meaning in Maithili as well as in English. In chapter 4, we have focused the similarities and differences of aspects of past tense in the two languages, i.e. in English and Maithili. In this way, it has been observed that aspects of past tense in English and Maithili behave syntactically. However, they strikingly differ in terms of their syntactic structure.

In chapter 5, we tried to predict the areas of easy and difficulty in the formation of aspects of past tense in English. We further argued that there is mother

tongue (i.e. Maithili) interference in formation of aspects of past tense in English. Apart from this, we present and analyzed the erroneous aspects of past tense produced by Maithili speaking learners. From the analysis, it has been assumed that there is heavy mother tongue interference in the formation and use of aspects of past tense in English.

It must, however, be admitted that the present study is just a preliminary attempt in this direction, which needs to be further explored with additional data and recent theoretical model.

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## **Appendix-I**

### **Interview Questionnaire**

This interview questionnaire has been prepared to accomplish a research work entitled "Aspects of Past Tense in English and Maithili : A comparative study". This research is being carried out under the guidance of Prof. Dr. Dan Raj Regmi, the Chief of Central Department of Linguistics, University Campus, Kirtipur, Kathmandu. It is hoped that his kind co-operation will be a great contribution in the accomplishment of the valuable research. In addition, the kind help and co-operation of interviewees will lead me to the completion of this task.

Name:

Educational Status:

**How do you say the following expressions in Maithili?**

#### **Simple Past Tense**

1. I was a student.
2. Did he see him?
3. They wrote a letter.
4. Did they not write a letter?
5. It did not rain a lot.
6. Were they going to school?
7. He did not get a letter.
8. Did he see him?
9. He did not mend the watch.
10. They were not reading.

#### **Past Continues Tense**

1. Were they singing?



2. They were not buying books.
3. Was it raining?
4. She was cooking rice.
5. He was not reading a book.
6. Was it not getting old?
7. Were they waiting for them?
8. The children were playing.
9. Was he singing?
10. It was raining.

### **Past Perfect Tense**

1. The patient had died.
2. Sanjeev had passed the exam.
3. Had they not lived in KTM?
4. Had Ram been to London?
5. Had you stolen my pen?
6. They had not read.
7. They had gone to pokhara.
8. You had not studied well.
9. He had prepared food.
10. The patient had died before the doctor arrived.

### **Past Perfect Continuous Tense**

1. It had been raining since last Sunday.
2. He had not been studying since 25 years.
3. The teacher had been teaching us for forty minutes.

4. Had Rajesh been sleeping?
5. She had not been writing a letter.
6. Had they not been living in KTM?
7. Had he been sleeping since last night?
8. Had they been living in London?
9. We had been reading.
10. They had been playing for half an hour.