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Sujata Dewan

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Tense-Aspect Systems in English and Yakkha Languages

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**A Thesis Submitted to the Department of English Education
in Partial Fulfilment for the Master's Degree in Education**

By

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that Sujata Dewan has prepared this thesis entitled “**Tense-Aspect Systems in English and Yakkha Languages**” under my guidance and supervision.

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DECLARATION

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

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DEDICATION

Dedicated

to my parents

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ABSTRACT

The present thesis entitled “Tense-Aspect Systems in English and Yakkha Languages” aimed to find out the tense-aspect system in the Yakkha language and compare and contrast this system with that of the English language to find out the similarities and differences between them. For the information of the Yakkha tense-aspect system, data were collected from 80 Yakkha native speakers living in Bodhe VDC of Dhankuta district. Eighty Yakkha native speakers were selected using nonrandom, quota sampling procedure. And for the information regarding the English tense-aspect system, some authentic books were consulted as secondary sources. Interview schedule consisting of 207 questions was the main research tool for this study. In this research, findings were derived through intensive study, analysis and interpretation of the data collected. Findings showed that two way tense division: past and non-past is also possible in the Yakkha language as in the English language. Both the English and Yakkha languages code the perfect and progressive aspects in all the tenses: past, present, and future. But Yakkha makes elaborative use of verbal agreement markers in comparison to English.

This thesis comprises four chapters. Chapter one is an introductory chapter. It includes general background, objectives of the study, the review of the related literature, significance of the study, and the definitions of the specific terms. Chapter two includes the methodology adapted to carry out the research, under which sources of data, sample, sampling procedure, tools for data collection, process of data collection, and limitations of the study are mentioned. The third chapter deals with analysis and interpretation of the data. The fourth chapter is for findings and recommendations of the study. Findings are derived from the analysis and interpretation of the data carried out in the chapter three. And recommendations are made on the basis of the findings. References and appendices follow the fourth chapter.

TABLE OF CONTENTS

| | Page No. |
|--|-----------------|
| DECLARATION | i |
| RECOMMENDATION FOR ACCEPTANCE | ii |
| RECOMMENDATION FOR EVALUATION | iii |
| EVALUATION AND APPROVAL | iv |
| DEDICATION | v |
| ACKNOWLEDGEMENTS | vi |
| ABSTRACT | vii-viii |
| TABLE OF CONTENTS | ix-xi |
| LIST OF ABBREVIATIONS | xii-xiii |
| | |
| CHAPTER – ONE: INTRODUCTION | 1-37 |
| | |
| 1.1 General Background | 1 |
| 1.1.1 An Overview of the English Language | 2 |
| 1.1.2 Need and Importance of the English Language in Nepal | 3 |
| 1.1.3 Indigenous People in Nepal | 4 |
| 1.1.3.1 Kirat | 7 |
| 1.1.3.2 The Yakkha Ethnic Group | 7 |
| 1.1.4 The Linguistic Situation of Nepal | 10 |
| 1.1.4.1 Indo-European Languages | 11 |
| 1.1.4.2 Sino-Tibetan Languages | 12 |
| 1.1.4.3 Austro-Asiatic Languages | 14 |
| 1.1.4.4 Dravidian Languages | 14 |
| 1.1.5 An Overview of Grammar | 17 |
| 1.1.6 An Overview Tense and Aspect | 18 |
| 1.1.7 The Tense and Aspect System in English | 24 |
| 1.1.7.1 The Tense System in English | 24 |

| | | |
|---|---|------------------|
| 1.1.7.2 | The Aspect System in English | 26 |
| 1.1.8 | Need and Importance of Contrastive Analysis | 28 |
| 1.2 | Review of the Related Literature | 30 |
| 1.3 | Objectives of the Study | 35 |
| 1.4 | Significance of the Study | 35 |
| 1.5 | Definitions of the Specific Terms | 36 |
| CHAPTER - TWO: METHODOLOGY | | 38-40 |
| 2.1 | Sources of Data | 38 |
| 2.1.1 | Primary Sources of Data | 38 |
| 2.1.2 | Secondary Sources of Data | 38 |
| 2.2 | Population of the Study | 39 |
| 2.3 | Sample | 39 |
| 2.4 | Sampling Procedure | 39 |
| 2.5 | Tools for Data Collection | 39 |
| 2.6 | Process of Data Collection | 39 |
| 2.7 | The Limitations of the Study | 40 |
| CHAPTER THREE: ANALYSIS AND INTERPRETATION OF DATA | | 41-76 |
| 3.1 | The Tense-Aspect System in Yakkha | 41 |
| 3.1.1 | The Tense System in Yakkha | 41 |
| 3.1.1.1 | The Past Tense | 42 |
| 3.1.1.2 | The Non-Past Tense | 46 |
| 3.1.2 | The Aspect System in Yakkha | 49 |
| 3.1.2.1 | The Simple Aspect | 50 |
| 3.1.2.2 | The Progressive Aspect | 51 |
| 3.1.2.3 | The Perfect Aspect | 56 |

| | | |
|---|--|--------------|
| 3.2 | Comparison Between the English and Yakkha Tense-Aspect Systems | 59 |
| 3.2.1 | Tense System | 60 |
| 3.2.2 | The Aspect System | 65 |
| 3.2.2.1 | The Simple Aspect | 65 |
| 3.2.2.2 | The Perfect Aspect | 68 |
| 3.2.2.3 | The Progressive Aspect | 72 |
| 3.2.2.4 | The Perfect Progressive Aspects | 76 |
| CHAPTER – FOUR: FINDINGS AND RECOMMENDATIONS | | 77-80 |
| 4.1 | Findings | 77 |
| 4.1.1 | Tense-Aspect System in Yakkha | 77 |
| 4.1.2 | Similarities and Differences in Tense-Aspect Systems Between English and Yakkha | 78 |
| 4.2 | Recommendations | 79 |
| REFERENCES | | |
| APPENDICES | | |

LIST OF ABBREVIATIONS

| Terms | Glosses |
|-----------------|---|
| 1 st | First person |
| 2 nd | Second person |
| 3 rd | Third person |
| ACC | Accusative |
| B.S. | Bikram Sambat |
| C.A. | Contrastive Analysis |
| CBS | Central Bureau of Statistics |
| CUP | Cambridge University Press |
| DAT | Dative |
| dl | Dual |
| -ed | Past |
| e.g. | For Example |
| -en | Past Participle |
| ERG | Ergative |
| et al. | Latin for 'and others' |
| HMGN | His Majesty's Government of Nepal |
| ibid | in the same book or piece of writing as the one that has just been mentioned (from Latin- ibidem) |
| i. e. | That is |
| ILO | International Labor Organization |
| L ₁ | First Language |
| L ₂ | Second Language |
| LOC | Locative |
| Ltd. | Limited |
| M.Ed. | Master in Education |
| NOM | Nominative |

| | |
|--------|-------------------------------|
| Npst | Non Past |
| OBJ | Object |
| p. | Page |
| Perf | Perfect |
| pl. | Plural |
| POSS | Possessive |
| pp. | Pages |
| Pres | Present |
| Prof. | Professor |
| Prog | Progressive |
| Pst | Past |
| sg | Singular |
| S.L.C. | School Leaving Certificate |
| T.U. | Tribhuvan University |
| UK | United Kingdom |
| USA | United States of America |
| VDC | Village Development Committee |
| viz. | Namely |
| Vol. | Volume |
| vs. | Versus |
| Vstem | Verb Stem |