

CHAPTER-I

INTRODUCTION

1.1 Background of the Study

Language has its own importance in terms of communication. It is the term from which we use to express our feelings, thoughts and emotions. Language means the words, their pronunciation and the methods of combining them used and understood by a community. Language is also a systematic means of communicating ideas or feelings by the use of conventionalized signs, symbols, sounds, gestures or marks having understood meaning. A set of commonly accepted signs (indices, icons, or symbols) is only one feature of language. According to (Crystal 2003) "A language at its most specific level refers to the concrete act of speaking, writing or signing in a given situation. There are various languages in the world but English, Chinese and German languages are well known language among the people. It is presumed that more than seven thousands of languages are in existence in the world (Enthrologue 2007) however not all of them have written script. English language is spoken all over the world. In each and every sector we can see the use of English language. So, it is known as international language.

We can see different types of definition from different linguists. Language shows the person's social and cultural status. According to Halliday et al. (1994), "It is a form of activities of human beings in societies, and it has the property of being patterned. Accordingly Wardaugh (1998, p1) defines; "A language is what the members of particular society speak."

So, human languages are usually referred to as natural languages. From the use of language people share their ideas to have a better relationship and understanding. We can see the different modes of communication in the world. They are visual mode, tactile, olfactory, gustatory etc. In human communication language is taken as most advanced and powerful means in terms of communication. In Nepal more than 92 languages have identification

(CBS 2011): Yadav (2003.p 144) among them Tharu language is also one of the most identified language of Nepal.

According to Richard et al (1999 p 196) language is " the system of human communication which consist of structural arrangement of sounds (or their written presentation) into large units, for example clauses, sentences, morphemes and some sort of utterances" Frankly speaking human being are the most important creature in the world because of the wisdom they have and they have uniqueness in each and every aspects. It is said that only the human can communicate verbally so that human beings are known as the most important creature in the world. For Chomsky (1957)" language is a set of well form strings produced by well- formed sentences using underlying rules which are finite in numbers. He states that language is set of (finite or infinite) sentences each finite in length and constructed out of finite set of elements "(p.13) So that Chomsky claims that all natural languages in either their spoken or written form are languages from the sense of definition.

A set of commonly accepted signs (indices, icons, or symbols) is only one feature of language. There are different languages in the world. All the languages must define (i) the structural relationships between these signs in the system of grammar (ii) the context where in the signs are used and (iii) dependent on the content specify i.e.(semantics)

According to Hockett (1981) "language is purely human and non -instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols". He opines that except human being none have been endowed with language.

It is clear that without language we will be dumb and deaf. Through language we are able to convey message from one another. Nowadays English language is becoming very important language in this world. English is spoken in each and every sector of the world. So it is also known as international language. English has spread all over the world. Generally, it has three circles (inner,

outer and expanding). It is said that to have a good access in modern technology or in any sector we must have knowledge of English language.

1.2 Statement of the Problem

Many languages were originated through the human civilization, primarily in their spoken form. It is the process of evolution many pidginization, Creolization and standardization process spread throughout the world. Language helps people to make good communication by the use of sign, symbols and gestures. There are different caste and they have their own language for communication. So, in this thesis, we are going to differentiate between the two languages (i. e. English and Tharu) in terms of tense. Both languages have different script. Languages are generally used in different social context and situation. In the context of Nepal, we can see many ethnic groups. They have their own culture. They use their own language. Tharu people, inhabitant of Terai region generally speak their own 'Tharu language' that is totally different in signs, symbols and script mostly used by Tharu community as a mother tongue. This research has the prime focus Tharu student. They use Tharu language at home but at school they have to speak Nepali. So if they have the knowledge of both language i.e (Tharu and English) then he/she will be able to learn everything. Accordingly, comparison between two languages must have to be done to spread the better knowledge among the learners. But every different language have their own scripts, signs, symbols and utterances, so it is very hard to know the language. In this research researcher has tried to make the comparison between Tharu and English language in terms of grammatical sector that is Present perfect and Past perfect Tense used in both language. Nepal is multicultural and multi-dimensional country. There are many caste and ethnic groups in Nepal. Many them have their own language and scripts so in this critical condition people have to speak and learn more than one languages which is not an easy job to do the better communication.

Tharu people are one of the ethnic and indigenous group of Nepal. They have their own dialect. So, the topic is related to the people who have their own languages and speak as a first language (mother tongue). Lastly, this research has been conducted in order to make clear about the Tense system for the students and learners from Tharu community. Although both languages are totally different the research has tried to spread the knowledge for the learners.

1.3 Objectives of the Study

The objectives of the research were as follows:

- i. To identify the use of Present Perfect and Past Perfect Tenses in the Tharu language.
- ii. To compare and contrast the structures of present perfect and past perfect tense in Tharu and English languages.
- iii. To suggest some ideas in teaching learning process.

1.4 Research Questions or Hypothesis

In this research, the following research questions were set.

- i. How is present perfect tense used in Tharu language?
- ii. What is the procedure of past perfect tense in Tharu language?
- iii. What is the procedure of present perfect tense in English language?
- iv. What is the procedure of past perfect tense in English language?
- v. What are the similarities between present perfect tense markers in English and Tharu language?
- vi. What are the differences between present perfect tense markers in English and Tharu language?

1.5 Significance of the Study

This research deals with the similarities and the differences between two languages. Specially, in this research we will compare between Tharu language and English language in terms of present perfect and past perfect tense markers. In Tharu language there are a bit hard words to understand. So, from

the comparison between two languages, people those who are interested in this field will be beneficial in tense system of Tharu and English language. In each and every language there is tense system. From this research many teachers, learners, text book writers and researchers may use this as a reference material. The main intention to do this research is to make clear concept for the learners about Tharu and English language those who are interested to learn the languages. Not only for the learners but also writers of the textbooks, linguists, researcher will be beneficial for the further study about Tense system of Tharu language. There is the study of past and non-past words of both languages. Noun, Pronoun, adjective, adverb, preposition, conjunction and different kinds of honorific words are included in this research which are very important for the learners. There is also the pattern of words and sentences. How to do the questions in both languages is also focused in the research. So that we can easily say that it will be fruitful for the learners.

1.6 Delimitations of the Study

In each and every research there must have to be certain criteria and rules otherwise it will be very difficult to meet the specific objectives. So that delimitations play vital role in term of research. This research has following delimitations.

- a. The study was limited to native speakers of Buddhasanti and Shivasatakshi Municipality.
- b. The study was delimited only to present perfect and past perfect tense in Tharu and English.
- c. The study was delimited in only grammar point of English and Tharu language.
- d. The data were collected from field survey and questionnaire.
- e. This study was limited to verb inflection and word order in Tharu language.

1.7 Operational Definitions of the Key Terms

Dialect: Language spoken in certain area by certain group of native people.

Ethnic group: Cast who has own culture, language and tradition

Indigenous people: The first people who has been living in any zone,
especially, Tharu people of Terai region.

Scripts: The signs and symbols that signify Tharu language.

Skilful: A person with a special knowledge or ability on Tharu language.

Bilingual: Person who has the knowledge of two languages and can speak both.

Multilingual: People speaking more than two languages and have knowledge of
different languages.

Tharu: One of the ethnic group living from eastern to western part of Nepal
especially inhabitant of Terai region.

Pedagogical: Relating to learning process.

CHAPTER –II

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter consists of reviewing different types of related literature regarding the title of the thesis. Researcher has to give focus to the different types of related literature in order to complete the research systematically.

2.1 Review of Theoretical Literature

Review of theoretical literature is very important chapter of the thesis. The researcher has gathered the knowledge from different published and unpublished thesis, books, magazine to make the research authentic and reliable.

2.1.1 Languages of Nepal

Nepal is a country where many indigenous people live in. It is a multilingual, multicultural and multi religious country. Nepal has an area of 1,47m181 s.q.km in which 805 km length from east to west and a breadth of 193 km from north to south. There are many languages in Nepal. There are 125 castes and ethnic groups enlisted and they speak 123 languages (according the CBS 2011). According to the main article of Languages of Nepal the speakers of the certain language in percent are as follows:

Table 1 : Languages of Nepal

Languages	Percent	Languages	Percent
Nepali	44.6%	Magar	3%
Maithali	11.7%	Bhajika	3%
Other	10.4%	Urdu	2.6%
Bhojpuri	6%	Avadhi	1.9%
Tharu	5.8%	Limbu	1.3%
Tamang	5.1%	Gurung	1.2%
Newar	3.2%		

(Source: CBS 2011)

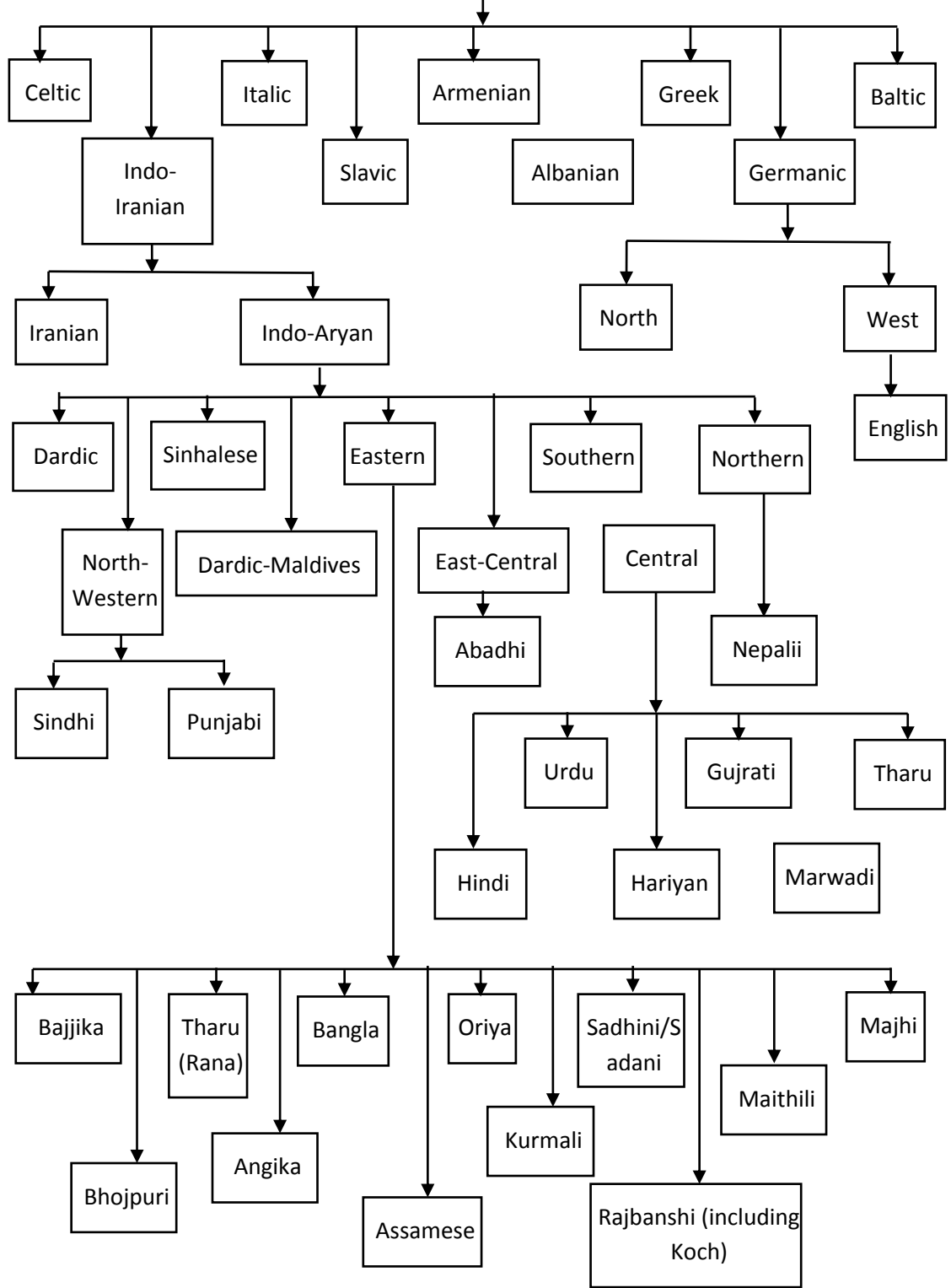
In Nepal there are more than 100 spoken languages. Some languages in Nepal are still in practice while the others are on the verge of extinction. We understand the loss of a language is the loss of treasures. So that, we have to preserve our language and culture according to our ethnicity.

English is an international language. So, this language is also used as lingua-franca in Nepal. The main language of Nepal is Nepali. Nepali language is officially used language. But nowadays, languages which are spoken by different caste are also used as an official language. The languages that are spoken in Nepal belong to the following language families. Generally Nepali language is focused in each and every sector, especially in offices. Not only Nepali language but different types of languages are used in Nepal because different caste and ethnic groups is the inhabitant of Nepal. They uses their own languages. All the languages spoken in Nepal are equipped with written script. Many ethnic groups use these languages orally. In the context of Nepal according to census done in 2011 there are more than one hundred and ninety three have identified. Among them only the few languages have their written scripts. The languages are spoken from different language families. There origins are from different groups of languages.

Indo-Aryan Family:

It is one of the groups of Indo-European language family. Generally, many Nepalese people use this language in the context of Nepal. Only the least population of Nepal speaks other languages. This language has the following sub-classes: Celtic, Indo Iranian, Italic, Slavic Armenian, Albanian, Greek, Germanic, Baltic. In Indo-Iranian have two sub-classes. They are Iranian and Indo-Aryan. Another language Germanic has two types they are North and West. In Indo-Aryan language has eastern language in which Tharu language falls under this category. Maithili, Rajbanshi and Majhi language is also another language that falls on this language family. It is speculated that more than 80% people use this Indo-Aryan language.

Fig: 1 Indo- European Languages



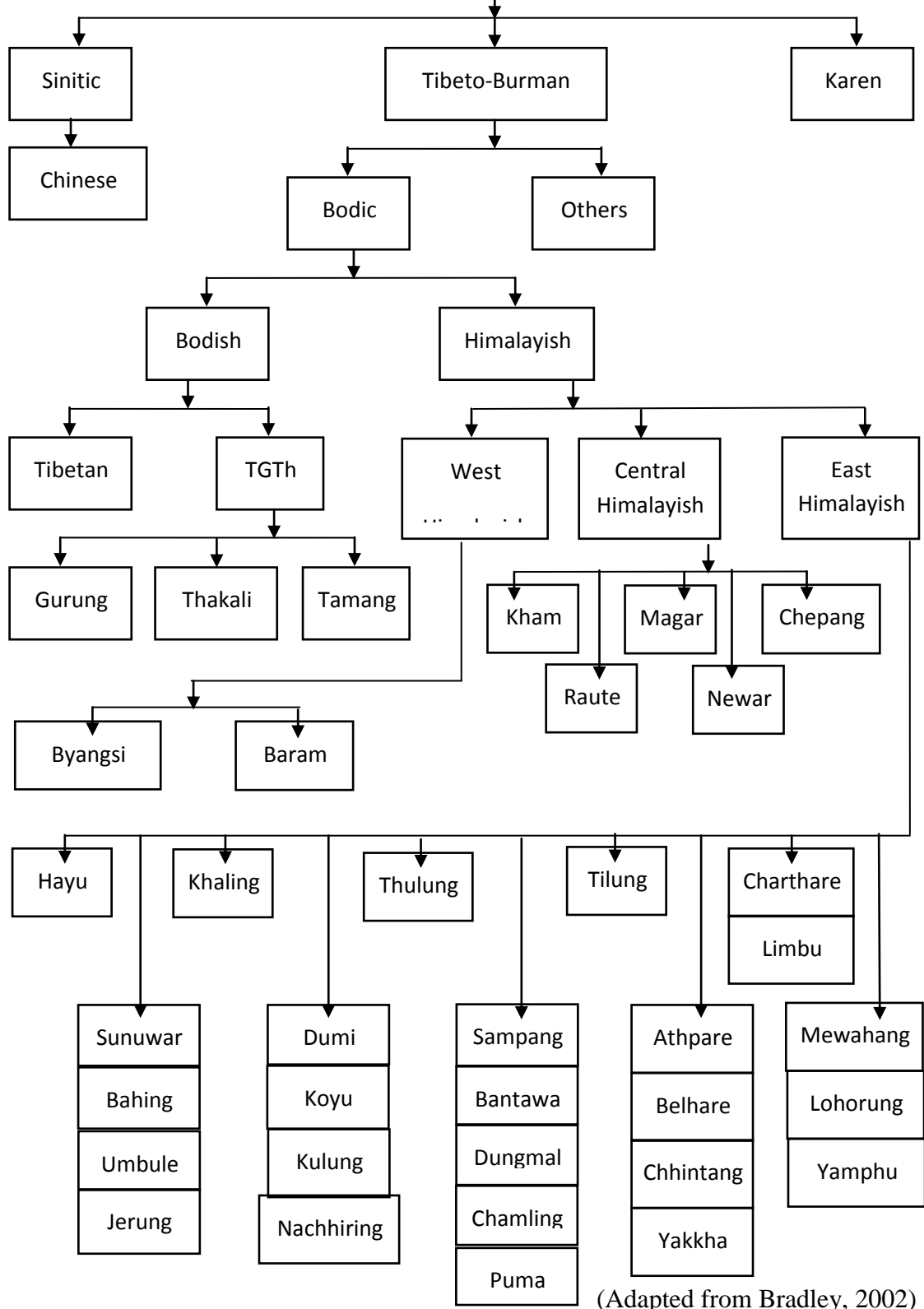
(Adapted from Bradley, 2002)

Sino-Tibetan Language Family:

It is also spoken in Nepal but only the least number of population use this language. This language has three types they are Sinitic, Tibeto Berman and

Karen, Newar, Limbu, Thulung, Yamphu, Khaling, Hayu, Tamang, Thakali, Gurung and Bantawa all these languages come under this category. Altogether 57 languages are as the member in this language family.

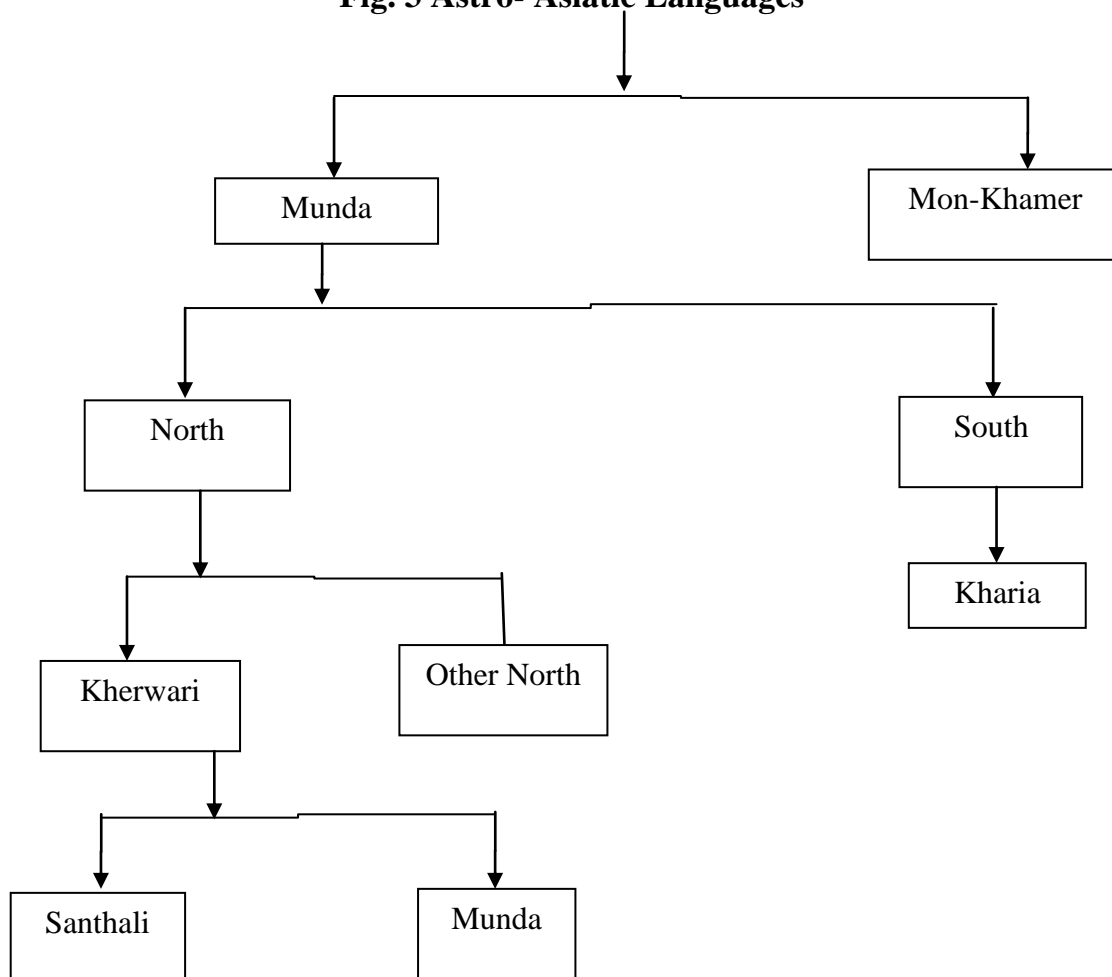
Fig. 2: Sino-Tibetan Languages



Austro-Asiatic Language Family:

Only the few populations follow this language family. The followers of this language can only be found in the eastern part of Nepal. This is a minor language family. Munda and Santhali language fall under this category. Although this language family is minor but has its own importance.

Fig. 3 Astro- Asiatic Languages



(Adapted from Bradley, 2002)

Dravidian Language Family:

In the context of Nepal, Dravidian language family includes only the two languages, they are Jhagad and Kinshan. They are the indigenous people of Eastern part of Nepal. Dravidian language has four sub-classes. Jhagad are settled in the east of Koshi and Kinshan very few number of population inhabits at Jhapa district also. The languages of this family are in the list of endangered language of Nepal, In Nepal many types of indigenous groups use to live and

they have their own culture and languages. The languages that are found in Nepal can be classified into the following groups.

Languages with written script

The following languages have their own written script:

Urdu	Nepali	English
Limbu	Hindi	Bhojpuri
Bhote	Maithali	Newari

Languages having written scripts in emerging condition

Gurung	Thakali	Tamang	Tharu
Thulung	Bantawa	Rajbanshi	Serpa
Kulung	Chamling	Khaling	Magar

Languages without written script

Majhi	Yakkha	Kham	Kumal
Danuwar	Sampang	Yamfu	Byashi
Jhagad	Nachhiring	Santhal	Dhimal
Thami	Darai	Kaike	Jirel
Chepang	HyoImo	Athpahariya	Raji
Kagate	Chantyal	Bote	Lumba
Yakkha	Loharung	Eastern Mewahang	Western Mewahang

Moribund Languages:

The languages which are in the list of endanger are known as moribund language. Government should conduct some strategy to preserve the moribund language because languages are very important thing for the nation as well as for any people for the better communication. The moribund languages in Nepal are as follows:

Dura	Jerung	Puma	Panduwali
Hayu	Balung	Mugali	Chakwa
Polmacha	Raute	Lambiching	Tilung
Kusunda	Koyu	Belhari	Chhulung
Dungmala	Chinttang	Chhukwa	(Source: CBS, 2011)

It is clear that in Nepal people are using different kinds of languages. There are only nine languages in Nepal that they have their own written scripts. Likewise there are twelve languages that their written scripts are in emerging condition and the users of these languages are trying to develop their scripts day by day. There are some moribund languages in Nepal. They need some kind of policies to save from extinct. All these examples show that our country is small and developing but rich in culture and language.

2.1.2 Tharu Ethnic Group and Tharu Language

Tharu language is branch of Indo-European language spoken by many people those who live in Terai from the east to far west of Nepal. There are different varieties of Tharu languages in the context of Nepal.

There are 0.3 millions of total population of Nepal who speaks Tharu language (Census-2011). The written script of Tharu language is Devanagari. As of latest census, the Tharu population is 17,37,470 or 6.6 of total population speaks Tharu language. There are several indigenous sub groups of Tharu that are scattered over most of Terai region.

Table 2 : Sub-groups of Tharu

S.N.	Sub groups	Region	District
1	KochillaTharu/	Terai	Saptari,Bara,Parsa,Udayapur, siraha, Morang, Jhapa
2	Chitwaniya\KathariyaTharu	Terai	Sindhuli,Chitwan, Nawalparsi
3	RanaTharu	Terai	Kailali and Kanchanpur
4	SonhaTharu	Terai	Surkhet
5	DangauraTharu	Terai	Dang, Banke, Bardiya, Kailali and Kanchanpur
6	MorangiaTharu	Terai	Morang and Sunsari

Source:Tharu Journal: 2020-02-08

The Tharu people are indigenous ethnic groups who have lived in the low lands in Nepal for centuries. The Tharu ethnic identity is comprised of many separate

groups that vary in culture and language. Politically, the term Tharu refers to a large minority group that spans the entire Terai. In actuality, there are many ethnic and language groups settled under the umbrella term “Tharu,” outsiders generally view the Tharu as one homogeneous group. The Tharu, however, recognize many different subgroups distinguished by clan, region, cultural differences and languages” (Webster 1993:4). Among the more recognize groups are the Kochhila, Morangia, Rana, Dangaura and Kathariya (Boeham1997:19). Many of this recognized Tharu groups are different from their language, dress, culture and uniqueness.

In the contrast with the western Terai where the Tharus are the only and dominant ethnic group, likewise, the eastern, especially the far eastern, Terai is also the inhabitant of other ethnic group like. Dhimal, Meche, Santhal, Munda, Rajbanshi, Tajpuriya. Generally Dhimal and Meche speak Tibeto-Burman languages but Rajbanshis and Tharus use to speak Indo-European Language.

The Tharus are largely populated indigenous people in Nepal, who have settled over 20 different districts. According to the eminent sociologist Dor Bahadur Bista, Tharus were migrated from southern desert plain area called Thar, thus they were called Tharu. Tharu people use to celebrate different types of festivals like Maghi parva, Siruwa parva, Holi parva and so on. At that time they prepare delicious food and enjoy with their family members. The Tharu people have their own organization like Tharu Kalyankarini Sabha, Back Ward Society organization. These organizations play the vital role for the welfare of the Tharu community. The main aim of these organizations is to speak for the people those who are really victim in the society. Tharu languages have different varieties. They use their own dialect.

Table 3 : Wh-word in Tharu Language

English language	Tharu language
Where	Kate/ kone
Who	ke/ kesab
When	kahiya
How	katha/ katehek
What	kun/ kathi
Why	kathile
How many/ How much	Katna/ katehek

(Source: Field survey, 2020)

As the above table displays that there are Wh-word found in Tharu language and English language. There are two words that indicate where in Tharu language, likewise who, how, how many, how much also has double word in Tharu language. For example: If we want to say what in Tharu language we have to say "kun" and "kathi" to ask the question.

Table 4 : Honorific verb stem in Tharu

Verbs in English	Ordinary	Honorific	High honorific
Play	Khel	Khelu	khelbai
Eat	kho	khau	khebai
Sit	bait	baith	baishu
Go	Jo	Jau	Jebai
Come	Ya	aau	Yebai
Dance	Nach	Nachu	Nachbai
Walk	Lar	Laru	Larbai
Jump	Uchhar	Uchhru	Uchhru
Sleep	sut	Sutu	Sutbai
Write	Lekh	Likhu	Likebai

(Source: Field Survey-2020)

As shown in the table that there are varieties of honorific words in Tharu language, the verb stem can be inflected as ordinary, honorific, and high honorific where as in English there is no any varieties of honorific verbs.

Table 5 : Some personal pronoun:

Person	Pronoun	Pronoun
	Singular	Plural
1 st	Ham	Hamsab
2 nd	Tu /To/ Tuhe	Tusab/ Tosab/ Tuhesab
2 nd H	Apne	Apneab
3 rd	U I	Usun Isun

Possessive pronoun in Tharu language

Person	Pronoun	Pronoun
	Singular	Plural
1 st	Hamar	Hamarasab/ hamrarke/ hamroke
2 nd	Tohar	Toroeke/ Tohesun
2 nd H	Apne	Apnesun
3 rd	Okar	Okrasab/ Okrarke

(Source: Field Survey, 2020)

The above table shows that in Tharu language some personal and possessive pronoun are used in the sentences. In possessive pronoun there is single word in second person and third person singular. But in personal pronoun there are three words that indicate second person singular pronoun and two words in third person singular pronoun but in English "you" is used in second person singular pronoun.

2.1.3 The English Language and Its Importance

The word language has derived from Middle English from Anglo-French language, “langue” means the words, their pronunciation and the methods of combining them used and understood by a community. It is also audible, articulate, meaningful sounds as produced by the action of vocal organs. So, there are many languages in the world but the English language has become the primary language in several countries, including Australia, Canada, New Zealand, The United Kingdom and many of its former colonies and the United States and the second language in a number of multi-lingual countries, including India, Singapore and the Philippines (retrieved from, the English language.)

English language is used in several African countries as well, such as Liberia, Nigeria, and South Africa but is spoken worldwide in more than 100. It's learned around the world by children in school as a foreign language and often becomes a common denominator between people of different nationalities when they meet while traveling, doing business, or in other contexts.

According to Christine Kenneally (British writer) in her book "The First World" Today there are about 6000 languages in the world, and half of the world's population speaks only 10 of them.

English is a single most dominant of these 10. British colonialism initiated the spread of English across the globe, It has been spoken nearly everywhere and has become more prevalent since world war 2nd with the global reach of American power.

We can easily say that the influence of the English language has also spread globally through American pop culture, music, movies and advertising and also in TV shows. One third of world's population speaks English as a first secondary language over two billion people. Nowadays, English is considered as the universal language in each and every sector such as business, international trade, communication, tourism, entertainment and technology.

According to (Crystal, 1997) There are so many people who are using English language in the world. Figure vary considerably, but it is believed that nearly one quarter of the world's population or between 1.2 and 1.5 billion people, are already fluent and have competency in English language.

It is believed that more than 750 million people speak English as a foreign language. English language has an official language and or a special status in 75 countries with a total population of over a billion in the world. (Ibid)

In terms of developing English language throughout the world, The USA has played dominant role in the most parts of the world for the last hundred years. At the end of the 19th century and the first quarter of 20th century, it welcomed many of the European immigrants who had fled their countries ravaged by war, poverty or famine. This labor force strengthened American economy. The Hollywood film industry also attracted many foreign artists in quest of fame and fortune. The number of American films produced every year soon flooded the market. Before the treaty of Versailles (1919), which ended the First World War between the Germany and the Allies, diplomacy was conducted in French, However president Woodrow Wilson succeeded in having the treaty. English as well. Since then, English started being used diplomacy and gradually in economic relations and the media.

At the early stage of the 21st century English language has become the lingua-franca. It refers to the link language between two speakers from different countries. Lingua-franca is important for the better communication between speakers. We can easily say that all contact languages are lingua-franca. The lingua-franca could be an internationally used language of communication. Likewise the definition of lingua franca is “a language used for communication for communication between people whose first language is differ. Some examples of lingua-franca is between Columbian Indians, Tukano is the main lingua-franca and it can be used with Indians who live in the vanes area of northwest Amazon on both sides of the border between Columbia and Brazil. In some countries the most useful and widely used lingua-franca is an official

language or the national language. In Tanzania for instance Swahali is the language people tend to choose first when they are speaking to someone from a different tribal group. In the context of Nepal we can see different tribal groups all around us. The speaker between of Limbu and Tharu language, Nepali language can be used as lingua-franca.

If we trace back the history English in context of Nepal, English language was started to be taught from 1910 B.S. But the English education was only limited for the Rana family because at that time there was autocratic rule of Rana. After the abolition of Rana in 2007 B.S gradually English language spread all over the Nepal and all the Nepalese those who had the interest in learning English language could read and write.

After some days Trichandra College, SEE board examination, Tribhuvan University were established and the scope of the teaching learning English was enlarged. Nowadays English subject is taught as a compulsory subject from standard 1 up to diploma level.

In Nepal we can see many of the schools they are running English medium school according to the wish of the parents because English became very important subject for the people. So that we can easily say that English language is very important language because it is a link language and it is also the demand of modern era.

There are so many languages in the world, among them English language is one of the prestigious one. English is a dominant language throughout the world. Harmer (2003 p.18) says that "It is the international language and vital tool for any student to become successful in communication. For him, "although English is not a language the largest number of native and first language speakers it has become a lingua franca because of historical, economic and cultural factor which has influenced and sustained the spread as the language". In the age of globalization the knowledge gained, found and discovered needs to be accessible to every person living in any corner of the

world. So that to be the expert in any field the knowledge of English language is very essential.

2.1.4 English Grammar and Its Importance

Grammar is a set of rules and art of writing. The word Grammar is derived from Greek word “Grammatike” which means art of writing. In Grammar 'gram' means something written and 'tike' is derived from the word techno which means art.

Grammar in its broad sense includes phonetics, Phonology, morphology, syntax, semantics and discourse. It is the entire system of structural relationship in a language to put the other way the bread sense of grammar refers to the sub conscious linguistic system of a speaker and a user which makes him/her able to comprehend and produce a potentially unlimited number of utterances.

Another definition of grammar in narrow sense is sentences and it can be seen as the study of phonetic, phonology, morphology, syntax, semantics and discourse in broader sense.

Cowan (2008) defines grammar as “The set of rules that describes how words and group of words can be arranged to form sentences in a particular language.

Robins (1967, P-178) opines that "Grammar is concerned with the description and analysis of stretches of utterances or elements by the virtue of the functional of their recurrent elements places they occupy and relations they contract with one another.

Richards et al (1992, P-128) define that grammar "A description of the structure of a language and the way in which linguistic units such words and phrases are combined to produce sentences in the language"

There are different types of grammar they are theoretical grammar, pedagogical grammar, descriptive grammar prescriptive grammar functional grammar and traditional grammar. All grammar are very important in the field of English language. A person cannot write correct sentences without the knowledge of

grammar. Generality, Changeability, Equality, universality and tacitness are the characteristic of English grammar.

So, we can say that grammar is the mechanism of language structure from which we produce the correct words and sentences. The grammar of English consist of all the rules that govern the formation of English sentences and this is precisely what learners of English want to knows.

According to Celce-Murcia and Larsen freeman, " A good English grammar gives an organizational Framework that consists of a systematic presentation of the form meaning and the use of each grammatical rules and structures improves readers/learners ability to access, assimilate and make pedagogic sense of the materials (1999, P-6)

There are mainly two approaches of teaching language over the years, generally the tutor have alternated between favoring teaching approaches that focuses focus primarily on language use and those that focuses on language forms or analysis. The alternation has been due to the fundamental misunderstanding second language or whether one learns to communicate in a second language by learning lexicon grammar of the target language. So, grammar is important for both using correct structure and for developing communicative- skill as well.

So, Grammar is very essential thing for any language, while producing any type of words one should follow the rules of grammar to have better understanding and communication that's why grammar is meant for developing and improving the accuracy of language.

2.1.5 Tense and Aspect system in English.

The word "Tense" is derived from Latin word "Tempus" and the Greek word 'Chronos' which denotes the time so, we can simply say that tense means time. Another definition of Tense is the time of action in relation to the time of speaking.

English has three tense, they are present tense, past tense and future tense. In each three tense tenses have four branches, Simple, Continuous, Perfect, perfect continuous. Likewise Aspect refers to the internal structure of adverb that is it expresses the speaker's perspective regarding that action indicated by the verb. In English there are four aspects. That is simple, present progressive, perfective and perfect progressive. In this tense and aspect system generally perfect aspect indicates the completion of the action whereas the progressive aspect expresses the continuous or the incompleteness of the action. To be more clear about the tense and aspect system in English the given table will help the learner.

Table 6 : Tense and Aspect system

Tenses	Simple	Perfect	Progressive	Perfect progressive
Aspects		have + en	be + ing	have + en + be+ ing
Present	Play/plays	has/have played	am/is/are playing	has/have been playing
Past	Played	had played	was/were playing	had been playing
Future	will play	Will have Played	will be playing	will have been playing

(Adapted from: English Grammar for Teachers book)

Lado (1961, P-144) says, "Grammar governs the central structured of the utterance." Here the central structure means the way of arranging the morphemes in the words and the phrases in the sentences.

According to Arts and Arts (1986, P-74) defines the tense as an obligatory category in the finite verb phrase that forms a tiny part of grammar.

Likewise Crystal (2003 p- 459) states hat a category used in grammatical description of verb along with aspect and mood.

Aspect is a grammatical term that indicates the degree of completeness of an action. Tense and aspect system is not the same thing or subject matter in grammar but they are interrelated each other very closely. Grammatically the tense which expresses the time relation of verbal action and the condition or state is known as aspect. So that if we separate them it will be a great fault. So tense cannot be separated from Aspect.

According to Crystal (1997, P.29) "Aspect is a category used in the grammatical description of verbs (along with tense and mood) referring primarily to the way grammar mark the duration or type of temporal activity denoted by verb." From the given definition it is clear that temporal event not action of a situation expressed through verbal morphology having closer relationship with tense and mood.

So, from the aforementioned example we have to be clear about tense and aspect that they are inter-related and can never be separated from each other. Tense indicates the points of time of an action and aspect refers to the various phase and stages of Action.

2.1.6 Contrastive Analysis

Contrastive linguistic (C.A) is a branch of Applied linguistic which compares two languages to find out their similarities and differences in learning process. According to Van Ells et al (1984, P.38) have given a general definition of contrastive analysis (CA) as systematic comparison of specific linguistic characteristic of two or more languages.

Contrastive analysis focuses on finding out the differences or dissimilarities and there predicting the areas of difficulty in terms of learning target language. Thus contrastive analysis can be defined as the scientific study of similarities and differences between languages the special focus being on differences in other terms contrastive analysis is the comparative study of the linguistic system of two or more languages to find out the similarities and differences.

Contrastive analysis (CA) was developed and practiced in the late 1940s and 50s as an application of structural linguistics to language teaching. It highly popularized in 60s and its popularity declined in the 70s. Contrastive analysis is done mainly for pedagogical purposes as its findings carry an immense value to the teachers of a second language for preparing materials for teaching as well as in planning their lessons. In contrastive analysis it is analyzed that how the native speaker learns the foreign language or target language. Contrastive analysis focuses that the language learner try to use the basic ideas of his/her first languages in the world. Obtaining the knowledge of single language is not enough in this modern era. We have to gain the knowledge of more languages so, if we find out and analyze the similarities and differences of first language, then only our learning will be better. Some languages are grammatically and structurally related and they have several common features and some are not related and they have uncommon characteristics. So, those types of characteristics can be distinguished after finding out the similarities and differences.

Fries (1945) as quoted in Lado (1957:1) asserts: "The most effective materials are those that are based upon a scientific description of the language to be learned, carefully compared with parallel description of the native language learner." In recent years contrastive analysis has been applied to other areas of language for example the study of discourse system. This is called "Contrastive Discourse Analysis".

Principles of contrastive Analysis

Basically Contrastive analysis compares the learner's first language in relation to the target language finding out their similarities structures and differences of the language patterns and structures. There are mainly two principles of contrastive analysis.

- i) Describing before comparing the patterns and structure of the language.
- ii) Describing the pattern and structure of both languages.

From the above points we have to be clear that the learned of the target language which is join to compare & contrast the specific system of his native language with target of foreign language and it system should know something about the language.

Accordingly another principle denotes that while doing contrastive analysis patterns of both native language and foreign language should be compare. But it is not an easy task to do all that to have better learning.

Theory of Contrastive Analysis

In the period of 1950s and 1960s the most popular techniques of language

Study of languages under this view is essentially a system of habits learning proceeds by producing a response to a stimulus and receiving either positive or negative reinforcement for a certain response regularly it will become the habit of a person, In this way in terms of language learning and teaching language patterns should be revise several times so that it will be the familiar for the learner. So, the theoretical foundation of contrastive analysis are based on the propositions of the behaviorist school of psychology of the behaviorist of the learner and structure of language learning and structure of the both speaker's language and target language learning depends on the learners capacity. Based on the insights of the behaviorism, contrastive analysis incorporate the following beliefs:–

- i) If we finalize the language is a set of habits and first language learner habits can interfere the target language habits. In this condition proper guidance should be done where first language and the target language differ each other.
- ii) If there is a greater difference between two languages, there is a high chance of errors.
- iii) While clarifying the target language, we have to give the prime focus on differences because in some context similarities will be transfer automatically.

- iv) Most of the languages are set of habits and learning is the establishment of new habits.
- v) The major source of errors is located in the L1 habits.

In the late 1950s and 1960s the structural linguistic theory and the behaviorist psychological theory have been criticized seriously. At that time generative linguist took the better place in terms of contrastive analysis. Generative linguist claim that structural linguist and behaviorist psychology are inadequate to account for the nature of the language that the nature of the language and that of language learning particularly the creative potential of language. Accordingly against the classical CA model as developed by Robert Lado and C.C. Fries and with the focus on surface differences between L₁, and L₂ a new generative model of contrastive analysis has been proposed with the due focus on comparing deep level of similarities between languages but not the surface differences between the languages.

Assumptions of Contrastive Analysis

Basically, the basic assumptions of CA are also known as the theoretical basic of contrastive analysis or the CA hypothesis. Generally CA is based on the learner learning a second language according to the similarity and differences of the both L₁, L₂. According to Lado words "We assure that the students who come in contact with a foreign language find some features of it quite easy and same others extremely difficult. Those elements which are similar to native language will be simple for him, and those elements that are difficult for the learner" According to Sharma, (2003, P.204-5). In his book he has discovered the following proposition as the assumptions of CA.

- a) Every person tends to transfer the forms and meaning of the distribution of forms and meanings of their native language and culture to the foreign language and culture both productively. When attempting to grasp and understand the language.
- b) In comparison between native and foreign language lies the key to ease and difficulty in foreign language learning.

- c) The teacher who has made a comparison of the foreign language with the native language, from that the students will be familiar with the both languages.

The uses of Contrastive Analysis

The procedures of comparing and contrasting the linguistic system of two languages are called contrastive analysis in narrow sense. Basically CA provides different types of data for comparison between two languages we can use CA method in our classroom as well contrastive analysis predicts the errors committed by second language learners and also explains the different sources of errors committed by second language learners and also explains the different sources of errors of the performer in his/her performance. CA is fruitful in the field of teaching learning area. Learners have to learn with greater emphasis and designing helpful types of teaching learning materials for the certain areas that need more attention. So, we can easily say that CA is important from the pedagogical point of view as well CA may help in designing appropriate materials for syllabuses texts, researches and so on. Contrastive Analysis is equally contributed in the sense that in fruitful to evaluate the language and cultural context of the textbook.

Nowadays, CA has been applied in various field of language for example the discourse system. Generally discourse system provides insights of different language which can be great empirical property for the explanation of languages to theoretical linguistic as well.

2.2 Review of Empirical Literature:

Generally, comparative study can be done to show the similarities and differences between two languages. Many researchers have done the research on different topics comparing with English language in the department of [English language education, T.U Kiritipur.

Bhusal (1998) has carried out his research entitled "A study of proficiency in the use of present perfect and past perfect Tenses by nine graders." In his research the has done the how the students have the habit of using present

perfect and past perfect tense while speaking and writing the text. There are so many difficult condition emerges while using the both tenses. So, Bhusal has done the research to clarify the tenses to the learner.

Paneru (2001) has carried out a research entitled- "A Comparative Study of Present Perfect Tense and Simple Past Tense in English and Nepali." The main target of this research was to do the comparison between two languages in terms of present perfect tense and simple past tense. Paneru has shown that to learn simple past tense is not as hard as to learn present perfect tense.

Yadava (2003) shows the genetic affiliation of Santhali language. He has classified the Santhali language in Khewari sub group of North Munda within Austro-Asiatic language this classification provides the proper place of Santhali language in language family but nothing to do with any relation of the social context of Santhali language.

Thakur (2006) has carried out a research entitled- "Aspects of the Present Tense in English and Maithili." The main objective of this research was to finalize and spread the knowledge between two languages. This research shows the different aspects of present tense in relation with Nepali language.

Sah (2007) has carried out a research entitled "A comparative study of the subject verb agreement in Maithali and English language." The main objective of the research was to find out the position of subject verb agreement used in Maithali and English Languages. The researcher has done the inclusive researches on the topic. From this research showed that English subject verb agreement system determined with the agreement between subject and verb agreement is determined by inflectional affixes not only with the subjects.

Tamang (2007) has carried out his research entitled "The forms of address of Tamang and English: A comparative study" From his research it came to know that the forms of address used in Tamang and English language to compare the common and equivalents in Tamang. In this research the researcher took direct contact with the native speaker of Tamang in Makawanpur district by using the

stratified random sampling method. The research should that in Tamang language. There are so many kinship terms but in English language there is less number of kinship terms.

Dewan (2009) completed his research entitled "Tense-Aspect system in English and Yakkha language. The main aim of the study was to find out the tense and aspect system in Yakkha language. This research showed that grammatically and morphologically the Yakkha language has post and non-past tense but in terms of future tense time adverbials plays the vital role in tense aspect system.

Subedi (2010) completed his research entitled - "Tense and Aspect System in Tharu and English language." The main purpose of this research was to discover the tense and aspect system of Tharu language in comparison with English language. In this research, he discovered that in Tharu language has both past and non-past tense.

Buddha (2011) accomplished a research entitled "Tense and Aspect system in Achhami and English language." The main aim of the research was to discover the tense and aspect system of both languages. The study discovered that past and non-past both tenses are used in Achhami language. In this research he found out that in Achhami language, the verbs are inflected in all tense.

2.3 Implications of the Review for the Study:

Review is very important part of research. In terms of reviewing the literature, the researcher has to read different articles, journals, books and literature. We must have to develop our knowledge from different types of past research papers. While reviewing different types of research paper, literary text, researcher can gain knowledge, so that s/he can make research authentic and reliable. From different types of research researcher knows the ideas of how to make plan, how to conduct the research, how to make the questionnaire, how to do the data collection. From this research the languages of Tharu and English especially grammatical items are explained .The literature review will help the present from the different angles. If we review the research works done by

different scholars will help to do the research systematically. Khanal (2006) has paved a way out to mark the points of similarities and differences in languages. The further study of research and literature has helped the present study to manage with the range and the analysis of the information. All the literature is basically related to grammar with of different languages and if we review the different literature certainly we will be able to gain the knowledge in certain field like that of especially in grammar sector. All the literature was related to grammar. After reviewing the research task, the researchers are able to get basic information about the grammar and its characteristics, objectives, historical background and so on. In terms of conducting research, researcher got the ideas of survey design also. In each and every research, the researchers have used different types of questionnaire and observation as the tools for data collection. So researchers have to follow all this procedures to accomplish the research task fruitfully. Consulting different types of grammar books and articles, magazine, papers also help the researcher to explore the theoretical concept from the Study. So, Frankly speaking the review of the literature becomes the milestone to make the researcher's task more relevant and reliable. This research works become very fruitful for the researcher to complete the task since it helps me to broaden my insights and knowledge about the English and Tharu language.

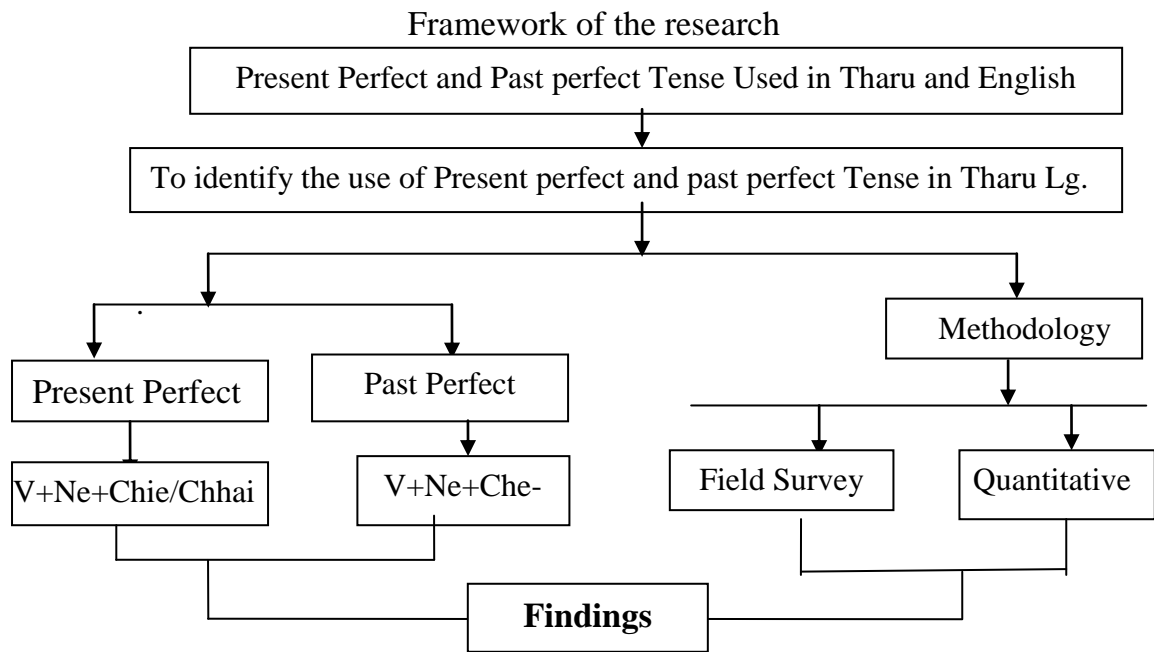
2.4 Conceptual Framework:

It is the representation of the understanding of the theories by the researchers and his/her own conceptualization of the relationship between different variables. The review of different literature has helped the researcher to sketch the framework of the present research work.

Miles and Huberman (1994, P.18) as cited in his research. "Conceptual Framework is a written or visual and visual representation that explains either graphically or in narrative form the main thing to be studied the key factors, concepts or variables and the presumed relationship among them" as cited in Bhandari, 2013, p.60)

Conceptual framework is an essential part of research proposal. From conceptual framework researcher accomplishes the whole research.

Fig. 4 : Conceptual Framework



CHAPTER - III

METHODS AND PROCEDURES OF THE STUDY

The following methods and techniques were adopted to accomplish the research work formally. In this research primary and secondary sources were used for data collection. In terms of primary sources the researcher involved the respondent (native speaker) of Tharu language. Likewise, in addition to the primary sources different types of reference book related to linguistic, sociolinguistic, grammatical item of Tharu language and as secondary source for the study different types of articles unpublished research papers, magazine related to Tharu language and culture were used.

The researchers need to do the different techniques and follow the certain procedures and methodology to complete the research.

3.1 Design and Method of the Study

This research is totally based on field survey. Most of the researches are done from survey method. If we use this type of design while doing research, we can get fact things about research topics that will be beneficial for the other learners. So that in this research field survey method was focused. In this research Tharu language and English language especially present perfect tense and past perfect tense are discussed according to verb and word order of both languages. This research entitled "Present perfect and past perfect tense used in Tharu and English language" was based on field survey design. Basically survey is a research design that is broadly used in social and educational researches. This research is also carried out by involving large number of population to detect an attitude belief or behavior of particular group of people or an individual as well. This research design is mostly useful to generalize the finding in a large number of populations. This research design is cross-sectional in nature. The data was gathered from large number of population of Buddhasanti municipality and Shivasatakshi Municipality. This research design is more realistic and reliable. This research design has tried to clearly design

the problems and objectives of both English and Tharu language. So, the researcher carried out a survey research to study the use of present perfect and past perfect tenses in Tharu language and English language using stratified sampling procedures.

3.2 Population, Sample and Sampling Strategy

In this research, 50 Tharu native speakers those who have high command in Tharu language kept as sample population. The native speakers were taken from Buddhasanti Municipality and Shivasatakshi Municipality. While deciding the sample and size of the research gender, age and literacy were followed.

3.3 Study area/ Field

In this research the methods and techniques that the researcher administered for this research fulfilled the criteria mentioned above. In each and every research it is not possible to involve large number of population because it is very hard to manage time, economy and situation. So, the researcher selected 25 literate and 25 illiterate Tharu speakers from Buddhasanti - 5 Aayabari, Jhapa and Shivasatakshi Municipality using the stratified random sampling procedures. So that, for better achievement, the researcher selected 50 respondent altogether.

In this process, different types of questions related to Tharu language of present perfect and past perfect sentences are asked for the selected native speakers. It is not easy task to do all these things because one needs much time to do all these things.

3.4 Data Collection of Tools:

In terms conducting any kind of research, tools are known as very important equipment. Without tools we may leave the way and can not able to reach in destination. For this, interview guideline is very important and we have to make list of questions regarding present perfect tense in English language and Tharu language. One of the major elements while doing or conducting any type

of research study tools plays the pivotal role to accomplish the research systematically. In this research set of questionnaire was used as tools. Conducting the interview by the use of questionnaire in accordance with present perfect and past perfect tense in Tharu language from the informants had used in the certain community. For illiterate informants it was very hard to understand the English language but literate, they understood the English language. Illiterate informants expected help from the researcher so that illiterate informants were asked the question orally and their answers were listed by the researcher himself.

3.5 Data Collection Procedures

In terms of accomplish this research; the following procedures were used formally.

- a. The researcher visited the certain selected area and built friendly relationship with Tharu native speakers.
- b. The researcher took interview to the selected group using the structured interview sheet with 50 native speakers.
- c. The response provided by the native speakers was listed down in Tharu language.
- d. At the end, Some Tharu native speakers were used to crosscheck the data for validity and reliability.

3.6 Data Analysis and Interpretation Procedure

The Collected data from the informants of selected area were analytically analyzed and interpreted with the help of illustration and table using comparative and descriptive method. Then, Similarities and differences found in both languages –i.e Tharu language and English language in terms of present perfect and past perfect tenses were mentioned deeply in the research. The received data are interpreted and analyzed prosely and presented with the help of chart.

3.7 Ethical Consideration

This thesis has been done honestly. The researcher has recognized all the sources to accomplish the research. The information collected in this research is not copied from others. The collected data and information will not be used for other purposes. Another thing is that the collected data is not harmful for the respondents.

CHAPTER-IV

ANALYSIS AND INTERPRETATION OF RESULTS

This chapter concerns with of detailed analysis and interpretation of the data collected from the informants. In this chapter discussion of the results, summary of findings, similarities and differences of Tharu and English language in terms of present perfect and past perfect tense are the main content. The aim of this research was to spread the knowledge to the learner about the present perfect and past perfect tense used in Tharu and English Language.

Table 7 : Wh- questions in Tharu language

English Language	Tharu Language
What has Shyam got?	Shyam sange kathi chhai? Shyam got what PFV NPST.
Who has brought a pen?	ke kalam aanne chai? Who Pen brings PFV NPST.
Where has Binam gone?	Binam kate gyal chhai? Binam where go PFV NPST.
How many marbles have you got?	Tohor sange kyata guchha chhau? 2SG how many marbles get PFV NPST
When had computer class started?	Computer class kahiya suru bhyal chelai? Computer class when start PFV PST.
Why had she cleaned the room?	kathile U kotha saaf karne chelai? Why 3SG room clean PFV PST.
What had your father spoken?	Tohor babu kathi bolne chelau? Father what speak PFV PST

(Source: Field survey, 2020)

As shown in the above table in English language wh-word is placed at the beginning and interrogative mark is at the last while making wh-question. In

English language there always subject-auxiliary verb inversion takes place. But in Tharu language wh- word is placed anywhere in the sentences. Sometimes it is placed in the beginning and sometimes in the middle of the sentences. But interrogative marker is placed at the last.

Table 8 : Present perfect and past perfect sentences in Tharu language

English Language	Tharu Language
I have played game.	Ham khel khelne chelie. PP-1SG game play PFV NPST
Shyam has played cricket.	Shyam cricket khelne chhai. Shyam(N) cricket play PFV NPST
She has painted picture.	U chitra banaine chhai. PP picture paint NPST
Susma had sung a song.	Susma geet gabne chelai. Susma(N) song sing PFV PST
We had caught a rabbit	Hamrasab khariya pakadne chelie. PP 1PL rabbit catch PST
Ram has eaten rice.	Ram bhaat khene chhai. Ram(N) rice eat PFV NPST
They had eaten rice.	Usun bhaat khene chelai. PP 3PL rice eat PFV PST.
Anju had planted maize.	Anju makai ropne chelai. Anju (N) maize plant PST.
Bechan has brought new bicycle.	Bechan labka saikle aanne chhai. Bechan (N) new cycle bring NPST.
Father had built a small house.	Father kanki ghar bnaine chelai. Father small house build PFV PST.

(Source: field survey, 2020)

The above table displays that both language have present perfect and past perfect sentences. In Tharu language there are possessive and personal

pronoun. We can find past and non-past action in both language. The sentence structure of English language has SVO but in Tharu has SOV pattern.

Table 9 : Comparison of present perfect and past perfect verbs

English sentence	English verbs	Tharu verbs
Anush has written a poem.	has written	Lekhne
I have done the work.	have done	Karne
He has eaten rice.	has eaten	Khene
Prem has danced well.	has danced	Nachne
Father has purchased the TV.	has purchased	Kinne
Seema has choosen the bike.	has choosen	Chhane
She has cut her finger.	has cut	Kaatne
I have prepared the plan.	have prepared	banaine
We have not finished the task yet.	have not finished	Nai oraal
They have invited me.	have invited	bolaine
She had finished her work.	had finished	oraalkai
We had started our work.	had started	surukarne
Sister had cleaned the room.	had cleaned	badharne
I had written a novel.	had written	lekhne
Father had gone away.	had gone	chailgelai
Mother had eaten rice.	had eaten	khelkai
I had played football.	had played	khelaikai
I have made a small hut.	have made	banaine
He had given a pen to Ram.	had given	Dene chelai
Ram had worn black coat.	had worn	lagaine

(Source: field survey,
2020)

As shown in the above table there are some differences between present perfect and past perfect verbs in English and Tharu language. In English language main verbs are preceded by auxiliary verb has/have and /had/ respectively but

in Tharu language perfective marker/ne/ is followed by the main verb. Both languages have different sentence structures.

Formation of Tense in Tharu language

It is clear that the term 'Tense' indicates the time and action. Tense are classified into 3 types they are present tense, past tense and future tense:

Regarding the past tense marker - /li:/ is used for the first person and- /lhi/ is used for 2nd person in Tharu language the verb khel - play described as follow.

First person:- khel - lie

Second person:-khel - lihi

Third person:-khelal - kai

Likewise in present tense /-e/ is used for First person and /-hi/ is used for Second person. Besides this; suffix /-ai/ is used for third person singular and in plural form also for example the verb khel - play are as follows: First person:-
Khelai-chi-e

Second person:-Khelai Chi-e

Third person:- Khelai- chh- ai

In future tense - bai, - bihi and - tai are the tense marker word of Tharu language. The first word is uses in first person, the second one is used in second person and third one in third person. The word kha- eat describes some given example below:

First person: I will eat - Ham khebai.

Second person: You may play –Tusab khel bihi.

Third person: He will play - U khel tai.

Present perfect and Past perfect Tense used in Tharu and English: In terms of word order

Table 10 : Tharu sentences with first person

Tense	English language	Tharu language
Present perfect tense	I have eaten rice.	Ham bhat khene chie.
		1SG rice eat= PFV COP- NPST
	We have eaten rice	Hamrasab bhat khene chie.
		1 PL rice eat = PFV COP- NPST
Past perfect tense	I had eaten rice.	Ham bhatkhe-ne che-lie.
		1 SG rice eat PFV-COP PST.
	We had eaten rice	Ham sab bhat khene-che-lie.
		1 PL rice eat = PFV COP PST.

(Source: Field Survey-2020)

As shown in the above table assertive sentences of English language has SVO form but in Tharu language has SOV form. The above table describes the sentences with person in both. Perfective, past and non-past markers are described according to the structure of the Tharu language.

Table 11: Tharu sentences with second person.

Tense	English language	Tharu language
Present perfect	You have eaten rice..	Tuhe bhat khene chi-e.
		2 SG rice eat PFV COP_NPST
Past perfect	You had eaten rice.	Tuhe bhat khene chhe-lie.
		2 SG rice eat PFV COP_PST.

(Source: Field Survey-2020)

Table 12 : Tharu Sentences with third person:

Tense	English language	Tharu language
Present perfect	He has eaten rice.	U bhat khene/ chhai/.
		3 SG = rice -eat PFV-COP-NPST
	They have eaten rice.	Usab bhat khene chhai.
		3 PL= rice= eat PFV-COP-NPST
Past perfect	He had eaten rice.	U bhat khene chhe-lie.
		3 SG= rice eat PFV-COP-PST
	They had eaten rice.	Usab bhat khene chhelai.
		3 PL= rice eat PFV-COP-PST

(Source: Field Survey-2020)

As shown in the table 12, English language has SVO form. In terms of making present perfect sentences singular subject take ‘has’ auxiliary verb and it is followed by past participle. Likewise plural subjects take ‘have’ auxiliary verb and past participle follows them but in past perfect all the subject (singular and plural) take ‘had’ auxiliary verb and past participle follows it.

But the sentence structure in Tharu language is SOV form as in Nepali languages and follows the Devanagari script. In Tharu language all the subjects i.e. Singular and plural take the same form of verb root+ne suffixes like khene, padne etc. In Tharu language present tense and past tense markers are chie/chai and chelie/chelai respectively where chh- is copula and /e/ /ai/ and /lie//lai/ are tense marker.

4.2 Summary of Findings

- i. The findings of the present research show that the structure of the sentences and the processes of present perfect and past perfect tense are different in Tharu and English language.
- ii. There is a difference between past and non-past tense in Tharu language in morpheme level. The past tense marker /lie/, /lai/ and non-past marker is /-e/ and /ai/.

- iii. On the basis of morpheme level there are two types of tense in Tharu. Past tense like/ khe-lie/, /ge-lie/ and non-past tense marker is/ khaichi-e/ and Jaichi-e/.
- iv. The sentence structure in Tharu language is SOV form but in English the sentence structure is SVO form.
- v. The tenses of Tharu language don't take any auxiliary verb but English language can't complete without auxiliary verb.
- vi. The singular pronoun used in English he/she indicate male and female respectively but in Tharu language /U/ indicates both Male and Female.
- vii. While asking the question by using wh- word In Tharu language people are using the word anywhere in a sentence but in English there is a certain rule, it is placed at the beginning of the sentences.
- viii. /Ile/ is infinitive marker, eg./ khaaile/"to eat".
 /Ite/ is progressive marker eg. /khaite/ "eating".
 /Ne/ is perfective marker eg. /khene/ [khaa+ne] "had eaten".
 /ake/ is absolute marker eg. /kairake/ "after doing".
 /i/ marks imperfect aspects ' Ham bhaat khai-chi "I eat rice".
 /nai/ is negative marker always prefix to the verb stem - eg. U bhaat naikhai chai, " He/She doesn't eat rice.
- viii. Like that of other languages, Tharu language also have different aspects of tense. They are as follows.
 - a) **Progressive aspect** : Progressive aspect denote the work is being done at the time of speaking, While making the progressive tense;/ ite/ suffixes is are added to the root verb some examples are given below.
 Ram Khana kha- ite chh-e.
 Tohe Khana kha-ite chhi-e.
 Shyam kitab paidh-ite chh-e.
 Babu kamkar-ite chh-e.
 - b) **Perfective aspect**: It indicates the complete work. While making this tense/ ne/ suffix is attached. For example:
 Sita khana khe-ne chh-e.

Maiya kaam kar-ne chh-e.

Ham kaam kar-ne chhe-lie.

Beta pad-ne chhe-lai.

- c) **Habitual Aspect:** It generally indicates the habitual action done by somebody. In this tense, /Ile/ infinitive marker is used to form sentences some examples are given below.

Hamra geet suna-ile Man lagaichh-e.

Betike pada-ile Man lagaichh-e.

Kaamkara-ile man lagaichhe-lai.

- ix. Tharu language has SOV pattern to make the meaningful sentences. For better communication and understanding sentence should have grammatically correct. While making sentence in Tharu language suffixes should be added in the root verb.
- x. In past tense there is inflection of verbs in different forms with the number of the first person subject in Tharu language, so we can easily say that, In Tharu language first person singular and plural subjects take different forms of verbs in past tense. But in English language all subjects take the same form of verbs.
- xi. In English language the verb can be categorized a singular and non-singular, singular verb is used in third person singular subject and non-singular used with other subjects but in Tharu language the verb is inflected because of the number and person both.
- xii. The verbs in Tharu language can be classified into two sub. Classes: that is simple verbs and derived verbs. Some example of simple verb is / baith/ that means sit and /likh/ Means write whereas khaile-to eat and /jaaile/ to go are the some examples of derived verbs.
- xiii. In Tharu language there are two types of demonstrative pronouns they are proximate and remote for example:

Proximate:	i 'this'	isab	isun	'these'
Remote:	U 'that'	usab	isun	'those'

Likewise interrogative pronouns are as follows.

Ke -	Who
Koan -	Which
Katahek -	How much
Kahiyaa -	When
Kakar -	Whom

After the intensive study of the collected data, the following similarities and differences have been found.

A. Similarities

- i) By the use of questionnaire both Tharu language and English language have the same processes in asking and making questions about present perfect and past perfect tenses.
- ii) Interrogative and demonstrative pronouns are same in both languages.
- iii) The both languages have Wh-words.
- iv) The both languages have the same tense and aspect system.
- v) Interrogative marker is placed at the last of the sentences.
- vi) Verb is inflected in both languages.

B. Differences

- i) The tense marker in English are auxiliary verb 'has/have' in present perfect and 'had'- past perfect but in Tharu language; /e/, /ai/ and /lie/, /lai/ indicate the present perfect and past perfect tense respectively.
- ii) English language has two tenses, past and non-past and their aspects are twelve and altogether but in Tharu language has two tenses and their aspects are more than twelve.
- iii) While using Wh-words in English, there is a certain rule that is Wh-have to place at the beginning of the sentences but in Tharu language wh-words come sometime at the beginning and sometimes before verb and after verb and sometimes in between the verbs. We can insert Wh-word in any place according to the condition.

- iv) In English language there is subject auxiliary verbs inversion but in Tharu language sentences don't take any auxiliary verb. This is the main difference between two languages.
- v) There is a difference between honorific terms in honorific term in both Tharu and English language.
- vi) In English language the structure of the sentences SVO but in Tharu language the structure of the sentences is SOV.

C. Adjectives

Table 13 : Tharu sentences with adjectives:

Tense	English language	Tharu language
Present perfect tense	Father has brought white coat.	Babu Ujara kot aane chhelai.
		Father= white coat bring= PFV COP-NPST
	I have made a big house.	Ham ekta badka ghar banaine chhelie.
		1 SG= one big house= ABS make PFV-COP-NPST
	Bird has made the nest in the tall tree.	Chirai dhang gaach me khota bainane chelai.
		bird= ERG tall tree LOC nest make PFV COP NPST
Dhaniram has got a small prize.	Dhaniram kanaki puraskar pabne chhelai.	
	Dhaniram small prize get PFV COP NPST	
Past perfect tense	Grandmother had eaten rice in our old house.	Dadhi hamrourke purna ghar me khene chelai.
		Grandmother our new house LOC rice eat PFV COP PST
	Sohan had brought umbrella from the market.	Sohan hatiyase balgar chhata aanne chelai.
		Sohan market LOC strong umbrella bring PFV CP PST
	We had brought a black horse.	Hamsab kariya ghoda aanne chelie.
		1 PL black horse ABS bring PFV COP PST
Brother had worn black shirt.	Bhai kariya shirt lagaine chhai.	
	Brother black shirt ABS wear PFV COP PST.	

(Source: Field Survey-2020)

As shown in the above table Tharu language also has adjective words as in English language. In both English and Tharu language the adjective comes before the head nouns that describe the sentences. Adjectives of the Tharu language in the given table are ujara/u:jrəbadka/bdkədhang/da:/, kanki /knkI/, Purna /pu:rnəbalgar/ blgr/ kariya/krIya:/,labka/lbkə/ respectively.

D. Adverbs:

Table 14 : Tharu Sentences with adverbs

Tense	English	Tharu
Present perfect	Shyam has already come school.	ShyamTakhune school yaalchhai.
		Shyam already school - LOC -come= PFV COP- NPST
	She has done it very fast.	U jaldi kaam karne chelai.
		3 SG it fast do= PFV COP NPST
Past perfect	Satya had sung loudly.	Satya jorse gabne chhelai.
		Satya loudly sing=PFVCOP-PST
	Father had woken up early.	Babu angute uttal chelai.
		Father early wake PFV up COP PST

(Source: Field Survey-2020)

The above table shows that the adverb in English language occurs sometimes at the beginning before verb and sometimes at the last of the sentences but in Tharu language, it occurs between the subject and verb. The adverbs that are used in the table are takune/takune/, jaldi/jaldI / jorse /jorse/ and angute/əu: te/ respectively.

E. English Language and Tharu language in terms of verb inflection

Table 15: English Language and Tharu language in terms of verb inflection

Tense	English	Tharu
Present perfect	I have eaten rice.	Ham bhat khene chhelie.
		1 SG rice eat- PFV COP NPST
	We have eaten rice.	Humsab bhat khene chhelie.
		1 PL rice eat PFV COP NPST
	He has planted rice.	U phula ropne chelai.
		3 SG flower plant PFV COP NPST
Sohan has eaten rice.	Sohan bhat khene chelai.	
	Sohan ERG rice eat-PFV COP NPST	
Past perfect	Punam had gone home early.	Punam takhune ghar ghel chelai.
		Punam already home LOC- go PFV COP PST
	He had played volleyball slowly.	U volleyball rashe rashe khelne chelai.
		3 SG volleyball slowly play PFV COP PST
	Father had made the house.	Babu ghar banaine chelai.
		Father house make PFV-COP-PST
My father had eaten rice.	Hamar babu bhat khene chelai.	
	1 SG father rice eat PFV COP PST	

(Source: Field Survey-2020)

As shown in the table that verb is inflected and change into past participle form where regular verbs take '-ed' suffix and irregular verbs change into new form in English language. While making present perfect and past perfect tense, the present tense markers are 'has and have' and past tense marker is only 'had', but in Tharu language the verb is inflected as root verb+ne suffix the and present tense marker is chhie/ chai and past tense marker is chhe-lie and chhe-lai.

CHAPTER-V

CONCLUSIONS AND RECOMMENDATION:

This is the final chapter of the thesis. After the analysis and interpretation of the results conclusions and recommendation are presented below.

5.1 Conclusions

In the context of Nepal, there are many ethnic groups. Most of the ethnic groups, they have their own language. Among them Tharu people are also one of the indigenous castes of Nepal. They have their own language. Being a Tharu native speaker, the researcher selected to do the research in his language selecting the grammatical item. So, this research will help to spread the knowledge about Tharu language in comparison with English language in terms of present perfect tense and past perfect tense of both languages. This will be fruitful for the learners to understand the grammatical items of both languages.

Each and every language has grammar. Likewise Tharu language has also grammatical items like that of English language. Native Tharu speaker use present tense, past tense and future tense as well. So, grammatical items are same in English and Tharu language. Every language has grammatical term and factor, which is very important to create the sentence. So, the grammar plays the pivotal role in languages. Many languages have written script, but some of the languages are only in spoken form. So, some of the languages are moribund language and they are in the verge of extinction. But Tharu language is also one of the famous language in context of Nepal. But the native speakers of Tharu they do not use their own language, they have the habit of using Nepali language with their family members as well. And the native speaker does not have the Knowledge of grammatical term of Tharu language. So, to make clear about the grammatical item (present perfect and past perfect tense) to the learner, the researcher selected this topic.

5.2 Recommendation

On the basis of major findings of the present study, the research work is recommended in the following sector.

5.2.1 Policy level

Policy making is important term in every sector. So, the present study present perfect and past perfect tense in Tharu and English language can be useful for the learners. Government should bring some special policy to preserve Tharu language. So that native speakers of Tharu language will be able to gain the knowledge from aforementioned subject matter. Nepal is a Multi lingual country. So this research will be useful for curriculum designers and education planners while making policy or working in the teaching and learning field. This research also can be the resource materials for the learner to find out the real situation which can reform the need of concern groups.

This research found that most of the respondents were bilingual, they know their native language, they understand the other language ie. Rajbanshi, Santhal but they don't have mastery over in any language, but Nepali language is common to all the respondents. In the context of Nepal for the preservation of Tharu language government should have to bring certain policy.

5.2.2 Practice Level

Basically the practitioners of the curriculum are learners and the teachers. So, this research can be useful for them to find out the similarities and differences of Tharu and English language in terms of present perfect tense. The Tharu people use Devnagari script which is very difficult in comparison with English language. So the language of Tharu is also difficult to pronounce so that more focus is to be given to the grammatical item of Tharu languages to get clear information and knowledge from the language.

5.2.3 Further Research

The present study of present perfect and past perfect tense used in Tharu and English language can help the other researcher to do the other types of research

in future. This research can be used as a reference material. This research is limited only in two municipalities of 50 native speakers of Tharu language. So, I don't believe that this research has covered all the areas an aspect of both Tharu and English language, so that further research is necessary to detect other things in relation to the Tharu and English language. Here, I have tried to mention some of the suggestions and related areas for the further research.

- (i) The sample of the research should be larger than this that help us to detect the real findings. It is also suggested that more population should be included to find out the effectiveness of the language use.
- (ii) This research is only carried out in Buddhasnati and Shivasatkshi Municipality but it is suggested that further study should be carried out in other areas as well depending on the variations of language like Kochila Tharu, Dangaura Tharu, Chitwaniya Tharu, Rana Tharu and so on.
- (iii) This research is carried out only in short period of time .So, for the more exploration of the study the tutor can conduct action research in pedagogical field.

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Appendix I
A Comparative Study on Present Perfect and Past Perfect
Tense used in Tharu & English language
Structured Interview sheet

Dear sir/ miss/ madam,

This is structure interview taken to accomplish a research work entitled "A Comparative Study on Present Perfect Tense and Past Perfect Tense used in Tharu and English Language". I hope you will help me honestly by saying/ writing the following expressions in Tharu language.

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

Age.....

Municipality: Buddhasanti/ Shivasatakshi

District: Jhapa

Translate the following in Tharu language.

1. You have eaten rice.

Ans. :

2. We have eatenrice.

Ans. :

3. Sohan has eaten rice.

Ans. :

4. I have eaten rice.

Ans. :

5. I had eaten rice.

Ans. :

6. He has eaten rice.

Ans. :

7. She has eaten rice.

Ans. :

8. He had eaten rice.

Ans. :

9. They had eaten rice.

Ans. :

10. Brother has worn red shirt.

Ans. :

11. I have a big house.

Ans. :

12. Shyam has a tall house.

Ans. :

13. Father had gone to the market.

Ans. :

14. Shyam had caught a big fish.

Ans. :

15. We had bought a beautiful car.

Ans. :

16. Ram had worn black coat.

Ans. :

17. I have broken my laptop.

Ans. :

18. We have played the cricket.

Ans. :

19. She has painted pictures.

Ans. :

20. Ram has eaten rice.

Ans. :

21. Sita has sung a song.

Ans. :

22. Sita had eaten rice.

Ans. :

23. She had spoken Tharu language slowly.

Ans. :

24. He had given breakfast to the guest.

Ans. :

25. My uncle had built house.

Ans. :

26. My mother had gone to Pokhara.

Ans. :

27. Sister had sung a song.

Ans. :

28. Lama had put on red cloth.

Ans. :

29. We had caught a white goat.

Ans. :

30. Suman had brought good marks in Math.

Ans. :

31. Grand father had come to our new house.

Ans. :

32. Sima has got a big prize.

Ans. :

33. I have made a small house.

Ans. :

34. Mother has woken earlier.

Ans. :

35. Brother has woken up early.

Ans. :

36. Ram had gone fastly.

Ans. :

37. I have a done good work.

Ans. :

38. She has gone outside the house.

Ans. :

39. Ram had written a novel.

Ans. :

40. Who had come to the house?

Ans. :

41. Ram has planted flowers.

Ans. :

42. She has eaten an apple.

Ans. :

43. Dhaniram had brought a beautiful cat.

Ans. :

44. Parbati had put on white dress.

Ans. :

45. How many marbles have you got?

Ans. :

Thank You

Appendix II

Name list of the native speaker from Shivasatakshi and Buddhasanti Municipality who participated as informants.

SN	Name	Gender	Age	Address
1	Ramdev Chaudhary	M	55	Shivasatakshi
2	Vikhan Chaudhary	M	53	Shivasatakshi
3	Devi N. Chaudhary	M	52	Shivasatakshi
4	Krishna Chaudhary	M	44	Shivasatakshi
5	Tara Chaudhary	M	42	Shivasatakshi
6	Arjun Chaudhary	M	34	Shivasatakshi
7	Ustav Chaudhary	M	42	Shivasatakshi
8	Prem Chaudhary	M	40	Shivasatakshi
9	Jitlal Chaudhary	M	49	Shivasatakshi
10	Hari N. Chaudhary	M	55	Buddhasanti
11	Hem N. Chaudhary	M	56	Buddhasanti
12	Ganga Chaudhary	F	52	Buddhasanti
13	Ram L. Chaudhary	M	50	Buddhasanti
14	Rama Chaudhary	M	51	Buddhasanti
15	Dhaniram Chaudhary	M	45	Buddhasanti
16	Diwash Chaudhary	M	45	Buddhasanti
17	Deu Chaudhary	M	44	Buddhasanti
18	Sukdev Chaudhary	M	53	Buddhasanti
19	Shrawan Chaudhary	M	44	Buddhasanti
20	Samvu Chaudhary	M	49	Buddhasanti
21	Jangalu Chaudhary	M	59	Shivasatakshi
22	Hriday Chaudhary	M	54	Shivasatakshi
23	Santu Chaudhary	M	58	Shivasatakshi
24	Manak lal Chaudhary	M	56	Shivasatakshi
25	Prasu Chaudhary	M	53	Shi vasatakshi

26	Panchu Chaudhary	M	55	Shivasatakshi
27	Bechan Chaudhary	M	56	Shivasatakshi
28	Trilochan Chaudhary	M	57	Shivasatakshi
29	Chabi Chaudhary	M	56	Shivasatakshi
30	Satya Chaudhary	M	40	Shivasatakshi
32	Budhan Chaudhary	M	58	Shivasatakshi
33	Chatur Chaudhary	M	58	Shivasatakshi
34	Ram K. Chaudhary	M	56	Buddhasanti
35	Bhagawati Chaudhary	F	58	Buddhasanti
36	Gopal Chaudhary	M	50	Buddhasanti
37	Ram Prasad Chaudhary	M	51	Buddhasanti
38	Laxmi Chaudhary	F	53	Buddhasanti
39	Bal dev Chaudhary	M	55	Buddhasanti
40	Chandra Chaudhary	M	52	Buddhasanti
41	Deep Chaudhary	M	45	Buddhasanti
42	Ful Kumari Chaudhary	F	52	Buddhasanti
43	Surya Chaudhary	M	59	Buddhasanti
44	Asmit lal Chaudhary	M	59	Buddhasanti
45	Satya Lal Chaudhary	M	58	Buddhasanti
46	Syombhu Chaudhary	M	51	Shivasatakshi
47	Santosh Chaudhary	M	36	Shivasatakshi
48	Chandrakant Chy.	M	34	Shivasatakshi
49	Pratik Chaudhary	M	32	Shivasatakshi
50	Umakanta Chaudhary	M	34	Shivasatakshi