

CHAPTER I: INTRODUCTION

Background of the Study

Languages are natural gifts. Therefore, Kewarat language is not apart from this. A number of languages are spoken all over Nepal (Das,2014). Many researchers have carried out their studies on different topics related to different languages. But Kewarat language is not given sight by any researchers. So, the researcher aimed to uplift the status of this language through this research study. This research study will help this language to flourish all over the country. This language will be enabled to establish its own identity in front of the other languages. The researcher also aimed to introduce this language all over Nepal. The researcher wanted to present this research study as documentary history for the Kewarat language in relation to English language.

As Kewarat language, is remained untouched for carrying out research study, is immense source for any researchers to make their research study as cited in Das(2019). There are several topics for the researchers related to the Kewarat language to carry out his research study. The researcher aimed to compare tense aspect system between Kewarat and English. This research was concerned with the Kewarat language speakers' problems while using tense aspect. The problems were pointed out through comparison method. The problems were classified into three categories- problem of grammar pattern of present tense, problem of grammar pattern of past and problem of grammar pattern of future tense. The research was carried out to suggest some solutions to the problems that the speakers or learners of the Kewarat language face in using tense. This research also aimed at finding out the errors committed by the learners using tense as well as analyzing these errors, and taking pedagogical precautions towards them. In addition, the researcher aimed at suggesting some solutions to overcome such problems.

The researcher kept his keen interest on this study because he himself is a native speaker of this language. Many people are educated who belong to this language but no one showed their interest in this language. In this regard, he intended to study on tense of this language which is one of the most important fields of grammar of any languages. Due to his core affection and respect towards my mother language he decided to carry out my research study

on this topic. He wanted to utilize this ample opportunity to introduce his language throughout Nepal. He also wanted to present this study as a source of inspiration for the upcoming generation to carry out possible research study on any topic related to the promotion of Kewarat language.

The research title “Tense and Aspect System between Kewarat and English” is itself stands as a problem of this research study because the use of the constituents in sentences of English language is known to people all over the world but, even the native speakers of Kewarat language are unknown to that uses though they speak this language all the time. So, his attempt was to make the people aware of the uses of grammar pattern in the sentences of Kewarat language. Which helps the kewarat learners to study the English easily in similarities and differences as knowing kewarat tense aspect system.

Statement of the Problem

Nepal is a multicultural, multilingual and geographically diverse country. More than 123 languages are spoken all over Nepal (National Census 2011). Among them Kewarat language is spoken in some parts of Morang and Jhapa districts (Kewarat, 2014). Every language is rich in its grammar. Therefore, Kewarat language has also its grammar under which tense aspect system is remained untouched by the any researchers that's why it is itself is one problem for this research study.

The pattern of Tense aspect system is a common problem among the learners' community. Educators are highly critical about the pattern of Tense and aspect system in the learners' writings. Paneru (2010), Mahato (2001), Dewan (2005), Patel (2006), Adhikari (2006) and Thapa (2008), as cited in Pandit (2016), conducted their studies on different languages like Nepali, Tharu, Yakkha, Bajjika and Bhojpuri respectively. Shrestha (1989), Karki (1999), Sah (2000), Tharu (2001), Limbu (2004) and Phyak (2004) as cited in Gautam (2005), carried out their studies on Tense in languages like English, Maithili, Tharu, Limbu and Bantawa Rai, find similarities and differences in patterning tense in aforementioned languages. Based on findings of this study it can be assumed that while it poses as a problem for the above mentioned languages' native speakers, the native of Kewarat language too will have such problem. To the best of his knowledge no studies were conducted on Kewarat language

especially in relation to tense aspect system of grammar. Therefore, this study is an attempt to fill in the gap.

Moreover, all the studies mentioned above looked into pattern of tense aspect system in their respective languages. Considering the study to look into errors of all sorts in the language is a gigantic task. This study looked into a small scale study of looking into the problem of a single item of grammar like tense aspect system in Kewarat language. This study is an attempt to investigate the problem of tense aspect system in this language in comparison to English language.

Objectives of the Study

The objectives of the study are as follows:

- i) To find out similarities and differences of tense aspect system between Kewarat and English.
- ii) To suggest some pedagogical implications.

Research Questions

The research will be carried out to answer the following questions:

- i) What are the similarities in tense pattern in sentences of English and Kewarat language?
- ii) How is tense structure of Kewarat language different from that of English language?
- iii) How the constituents are arranged in Kewarat language?
- iv) Which language is more complex in terms of tense process?

Significance of the Study

This study attempted to find out the similarities and differences between Kewarat and English languages in the field of tense since this topic has been remained untouched by others as cited in Das (2014). This study will be fruitful to the people who are directly or indirectly involved in teaching and learning field, specially students, teachers, textbook writers, syllabus designers, policy makers, researchers etc. These will also unthirst the

researchers who are eager to know about the tense in Kewarat language. This study will be helpful to enhance and promote the cultural development of Kewarat community.

In the context of Nepal, English language is spoken as foreign language. The native speakers of Kewarat language commit errors due to overgeneralization, faulty or limited experience at learning EFL. Sometimes they are caused by the interference of the learners' mother tongue. This study will help those students to develop their competence in Kewarat language and also provide feedback at choosing suitable pattern of tense. It was intensified; the need of such study is that they are going to be the teachers of English at schools, so they are supposed to get rid of tense errors. The present study will also help to improve the teaching-learning process at the schools of this area.

It will be helpful to those students who want to carry out their research study on the Kewarat language. It will be as the guideline for the new researchers to carry out any study related to this language.

Similarly, CA has its significant contribution to foreign language teaching. It provides an objective and a scientific base for second language learning. It provides a language teaching a sound conceptual knowledge and insight about the language s/he teaches. CA not only predicts the likely errors to be committed by learners but also explains sources of errors in one performance. So, a language teacher should have knowledge of CA to treat the learners psychologically and textbook writers to develop materials and so on. In this sense, my present study is different and it has its own importance in the field not linguistics.

Delimitation of the Study

The delimitation of the study are as follows:

- i) This study was limited in the comparative aspect of tense of Kewarat and English languages.
- ii) The research was confined to the area of Sunbarshi Municipality of Morang district.
- iii) Educated and literate Kewarat speakers were selected.
- iv) The population was limited to forty native speakers of Kewarat language.
- v) The data were collected using questionnaire as the tool for data collection.

CHAPTER II:REVIEW OF LITERATURE AND CONCEPTUAL

FRAMEWORK OF THE STUDY

Review of Theoretical Literature

Contrastive analysis is one of the branches of applied linguistics which refers to a scientific study of similarities and differences between languages. There are several languages spoken in the world. This section is an attempt to make a brief review of the views put forward by eminent writers and researchers on tense in different languages.

Introduction to the Kewarat Language

Nepal is a multilingual country. There are numerous languages spoken in Nepal such as Nepali, Newari, Maithili, Bhojpuri, Rai, Sherpa, Rajbanshi, Santhali, Gurung etc. Although Nepali is the national language of the country, Kewarat language has also its own distinctive features. The speakers of Kewarat language have their own culture, norms, values, rites and rituals. Kewarat (2014), the habitants of this language group is mainly found in some parts of Morang, Jhapa, Sunsari districts to the South of the Mahendra Highway of Nepal. Each language is derived from its counter race like; Newari language from Newar, Magar language from Magar, Tamang language from Tamang, Rajbanshi language from Rajbanshi in the same way Kewarat language is from Kewarat.

The language spoken by Kewarat people is Kewarat language. Each indigenous group has its own language which reflects the identity. Therefore, Kewarat language is also the identity of Kewarat community. Though Kewarat is their mother language, they use Nepali and Hindi languages as for communication.

According to Kewarat (2014), Kewarat is a language in Indo-European language family. This language can be placed among Maithili, Bhojpuri and Tajpuriya under this language family. It is a tribal language mainly spoken by the people of Kewarat communities. Till this language has no writing script, it is written in Dewanagari script.

As cited Das (2014), Risho Devi Kewarat aged 95 and Lakhichandra Kewarat aged 90 said that Kewarat Rehabilitation has been existing in Nepal since ancient period. They also

informed that Kewarats have been rehabilitating from four hundred years ago. It is said that Kewarat has been rehabilitating in Nepal from time unmemorable.

No evidences are found about the origin of this language or no any research studies are carried out related to this matter. People of this community claim that they are indigenous but it is still remain unidentified by the government. Kewarat (2014), says that Kewarat language does not have any dialects. Actually, it is still remained untouched for carrying out research study on Kewarat dialects. Kewarat (2017 p.82), says the number of Kewarat speakers is not fixed because this language was not counted in Census 2011.

Geographical Distribution of the Kewarat Language

According to Kewarat(2014),There are a number of speakers of Kewarat language in Morang, Jhapa and Sunsari districts of Nepal. Mainly, Kewarat language is found in the SouthernTerai region of the East Nepal. In Govindapur, Takuwwa, Dainiya, Amardah, Sijuwa, Rangeli, Hasandah,Mahadewa and Baradanga VDCs of Morang District more than 12000 people Speak this language. In Lauki West Kusah, Basatapur, Prakashpur and Mahendranagar VDCs of Sunsari more than 10500 people speak this language. In the same way, in Gauriganj, Kumarkhot and Sharnmati VDCs of Jhapa district more than 100 people speak Kewarat language. The population of Kewarat in these three districts is 22500. (Source: Kewarat, 2014).

Introduction to the English Language

English is a worldwide language. It is spread all over the world. It has been used as lingua franca all over the world as cited in Das(2014). If we go to the history of this language, what is today English itself started off fast a variety of west Germanic (a set of related dialects spoken in northwestern continental Europe from approx. 500 BC on), which was itself a variety of the Indo-European family of languages, according to Yule et al. (2008). They also mention that the vocabulary of English is started with an Indo-European inventory of words which then developed in one form of Germanic. They also include that perhaps some 35 per cent of the non-technical words of English and the majority of the most common ones are Germanic.

Kewarat and English in Indo-European Family

Most languages belong to language families. According to Mishra et al. (2009, p.200), a language family is a group of related languages that developed from a common historic ancestor, referred to as *protolanguage* (*proto-* means 'early' in Greek). The ancestral language is usually not known directly, but it is possible to discover many of its features by applying the comparative method that can demonstrate the family status of many languages.

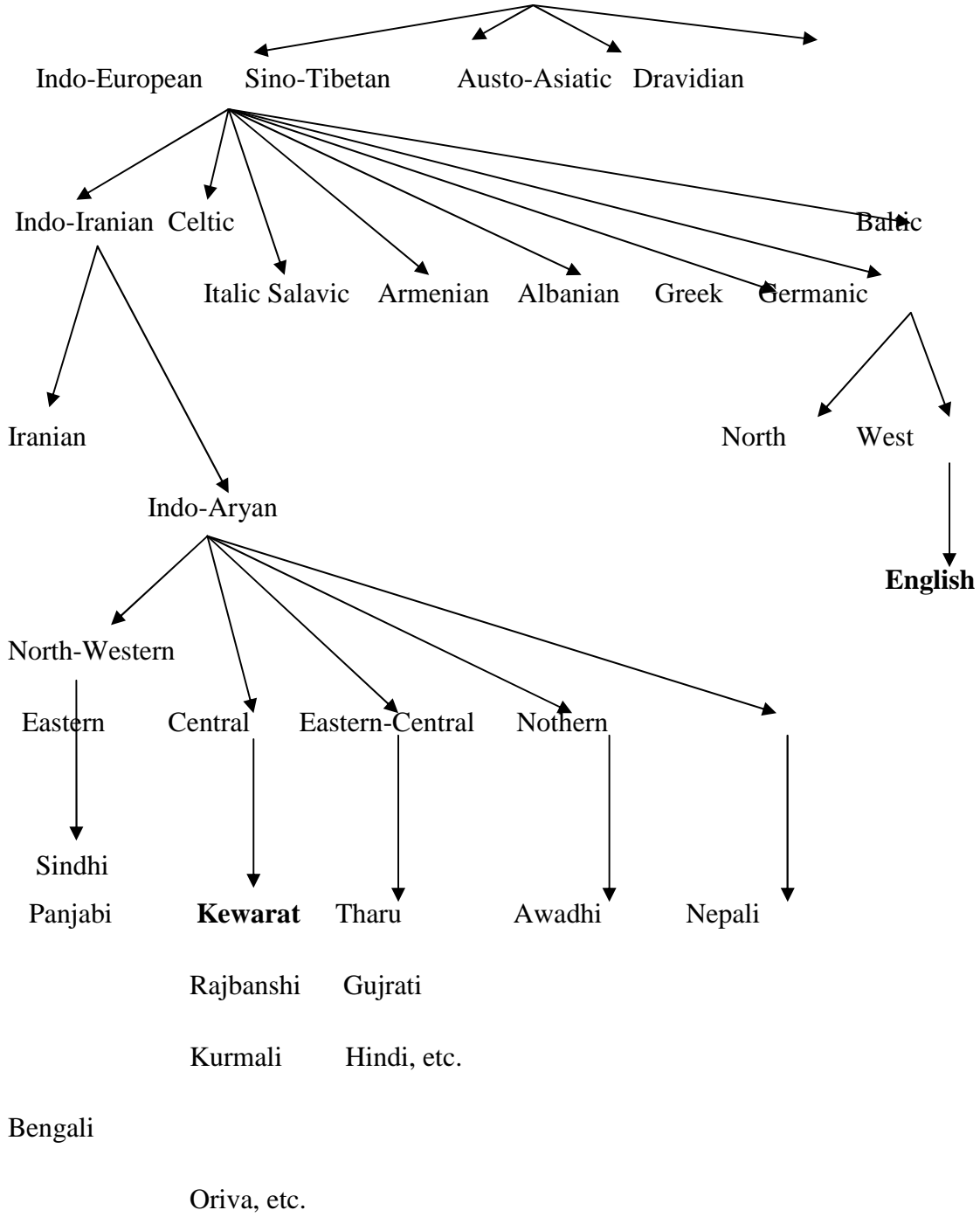
According to Yadava (2004 p.146), some of the Indo-Aryan languages spoken in Nepal are still not sub-classified due to the lack of their adequate description. These languages include Tharu, Bote, Darai, Kumal, Churauti and Danuwar. Another important group of Nepal's languages is the Tibeto-Burman group of Sino-Tibetan family. Though it is spoken by relatively lesser number of people than the Indo-European family, it consists of the largest number of languages, viz. about 57 languages. Contrary to speakers of Indo-Aryan languages, there has been steady decline in speakers of Sino-Tibetan languages from the 1952/54 to the 1981 censuses, viz. 21.8 (1952/54), 19.26 (1961), 17.16 (1971), and 12.06 (1981) per cent. In the last two censuses, they have, however, increased to 16.76 per cent (1991) and nearly 19 per cent (2001), as cited from Yadava (2004 p.146).

He also mentions in addition to these two major language families, there also exist a few languages belonging to two minor language families. They are Austric branch of the Austro-Asiatic family and Dravidian family of languages. The Austric languages comprise Santhali of the northern Munda group and Kharia of the southern Munda group. It is to be noted that Satar has been reported in all the 147 censuses but Santhal has been wrongly reported as a separate language except in the 1952/54 census. The 2001 census lumps both Satar and Santhal together into a single language, called Santhali. It is suggested that Munda (with 67 speakers) should also be included within Santhali, in that it is just a variant name of the same language. Another Austric language of Munda branch is Kharia, which has been introduced in the 2001 census for the first time. This language is spoken by 1575, i.e. 0.01%. All the Austric languages are spoken by groups of tribal peoples from the eastern Terai and make up approximately 0.19 per cent of the total population, according to Yadava (2004 p.147).

As cited from Yadava (2004 p.147), Dravidian language family includes the two languages spoken in Nepal. One of them is called Jhangar in the region east of Kosi river but Dhangar in the region west of Kosi river. It constitutes the northernmost part of Dravidian family of languages. It is said to be a regional variant of Kurux spoken in Jharkhand State of India though it shows divergence in its vocabulary and grammar (Gordon, 176; Yadava, 2002), as cited from Yadava (2004 p.147).

The genetic affiliation of different language families are subcategorized in the following diagram:

Figure 1: Language Families



(Source: Yadava, 2004)

Contrastive Analysis

Contrastive analysis is one of the branches of applied linguistics which refers to a scientific study of similarities and differences between languages. Seah (1980, p.21), contrastive analysis is used to be the major field in applied linguistics concerned with drawing the pedagogical implications of structural differences and similarities between languages. He also mentions that the main objective was that of facilitating the learning of second language. Rustipa (2011, p.17) opines that contrastive analysis is the systematic study of a pair of languages with a view to identifying their structural differences and similarities. Selinker (1989, p. 287) as cited from Gilquin (2008, p.1) notes that “CA is the best place to begin language transfer studies since structural congruence (or at the least, partial structural similarity) is most probably necessary, though not sufficient, for most types of language transfer to occur”. According to Yildiz (2015, p.57), Contrastive Analysis compares and contrasts the similarities and differences between the mother tongue and the target language to detect prospective difficulties language learners may encounter. Similarly, Els et al. (1983) also defines CA as a systematic comparison of specific linguistic characteristics of two or more languages. Mishra et al. (2009, p. 217), defines contrastive analysis ‘as the method of analyzing the structures of any two languages with a view to estimating the differential aspects of their systems’.

According to Fries (1945), as quoted from Rai (2008, p. 226), “the most effective materials are those that are based upon a scientific description of language to be learned carefully compared with a parallel description of the native language of the learner.”

The statement shows two facets of contrastive analysis. Firstly, it tells us what contrastive analysis is. It is a comparative description of two languages: learners’ native language and the target language which the learners are going to learn. Secondly, it tells us what the purpose of the comparative study is: to provide the best effective materials for learning the target language.

According to Yadava (2004, p.272), comparing languages has been central to linguistic studies in the past also. It was practiced as comparative philology in Europe in the nineteenth century. He also mentions that the purpose of the comparative philology (as known as

historical or diachronic linguistics) is to compare earlier and later forms (especially words) of a language and also of other languages, identify their similarities and determine on the basis of the similarities whether these languages are genetically related. He says “the application of synchronic comparison of languages in foreign language teaching is what is known as contrastive linguistics.”

Nickel (1971) as cited from Mishra et al. (2009), learning may be interfered with when there are marked contrast between mother tongue and second language. Gass and Selinker (2001, p.97) as cited in Mishra et al. (2009, p.219) also supports that the contrastive approach created in 1957 was designed to contrast the sound system, morphology system, syntactic system, and cultural system of two languages for the purpose of discovering similarities and differences, with the ultimate goal of predicting areas that will be either easy or difficult for learners.

Jia and Tian (2012, p.2269), Contrastive analysis is also called contrastive studies or contrastive linguistics; they are co-referents to the same subfield of linguistics and served frequently as equivalents to each other in a general sense, and contrastive linguistics is generally considered much more formal. He also concludes that contrastive analysis derived from translation practice is based on the cultural barriers and linguistic differences to look for the commensurability between two languages for transmitting the thoughts and meaning from the source texts into the target texts. On the other hand, Johansson (2008, p.9) says,

contrastive analysis (CA) is the systematic comparison of two or more languages, with the aim of describing their similarities and differences.

Contrastive Analysis Hypothesis: Transfer Theory

Tajareh (2015, p.1107), interference is the subcategory of a more general process called transfer. Transfer is a general term describing the carryover of previous performance or knowledge to subsequent learning positive transfer occurs when the prior knowledge benefits the learning task, when previous item is correctly applied to present subject matter. Negative transfer occurs when previous performance disrupts the performance of a second task. The latter can be referred to as interference, in that previously learned material interferes with subsequent material. Gilquin (2008, p.2) defines transfer, in very general terms, as the

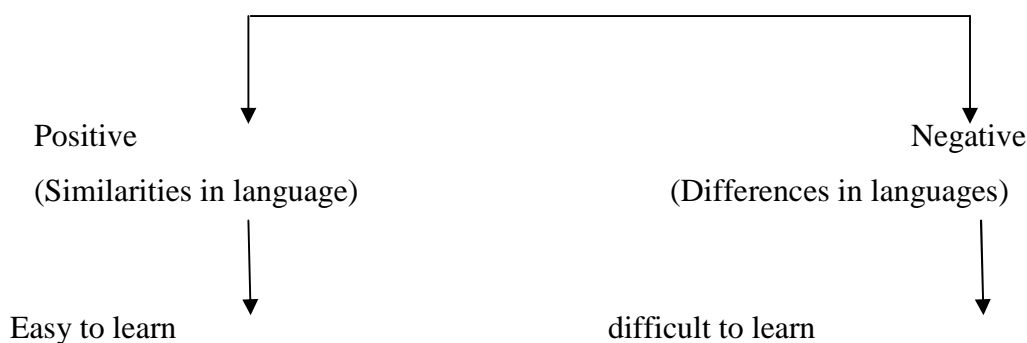
influence, within an individual's linguistic system, of one or more languages over another. Odlin (1989, p.27) in Ellis (1994, p.301) offers a 'working definition' of transfer: "Transfer is the influence resulting from the similarities and differences between the target language and any other language that has been previously (and perhaps imperfectly) acquired".

Lado (1957), as cited from Mishra et al (2009, p.221), believed that the structures that are similar between the first and second language will easily be transferred and will function correctly in the second language. On the other hand, those structures which are different will be difficult for the learners because they will not function satisfactorily when transferred to the second language. As Mishra et al quoted Lado,

"..... individuals tend to transfer the forms and meanings and the distribution of forms and meanings of their native language and culture to the foreign language and culture – both productively when attempting to speak the language and act in the culture, and respecting when attempting to grasp and understand the language and the culture as practiced by natives." (Lado, 1957)

Transfer theory, as cited from Rai (2008, p. 228), maintains that past learning affects present learning. This effect can either be positive, negative or neutral. If the past learning helps the present learning it is positive, if the past learning doesn't help but rather obstruct present learning it is negative but if the past learning neither helps nor obstructs the present learning then it is neutral. The idea can be presented diagrammatically below:

Figure 2: Transfer Theory



(Source: Rai, 2008)

CA claims that greater the differences between the target language and the learners' native language and the difficulties in learning, and greater the similarities between the two languages greater ease in learning.

Implication of Contrastive Analysis

CA is of importance with regard to the effect of the mother tongue on the target language, Yildiz (2015, p.72). Such an analysis is also relevant insofar as it reveals underlying reasons causing errors: it sheds light not only on learners' misuses, but also on factors causing errors in learners' speaking performance. He also says, L1-based contrastive analysis also provides benefits to ESL teachers with a different L1 from their students by providing them with in-depth knowledge about learners and potential errors that may arise from several different L1s. Curriculum designers may benefit from the results of contrastive analysis studies. These studies resemble needs analysis in some way. The errors help to identify the learners' current English proficiency level in depth, and the curriculum design process takes shape according to the potential error-causing factors. The researchers find an opportunity to get learner output and to give corrective feedback to unnatural use of Standard English. These studies concentrating on learner errors not only enable the researchers to see to what extent the communicative input is internalized by learners, but also provide learners with negative evidence on their deviant use of English. Newmark (1970, p.225) as cited from Marton (1971, p.1), who says, "the explicit or implicit justification for the contrastive analysis that applied linguists have been claiming to be necessary for planning language teaching courses."

Review of Empirical Literature

Ahmad (1986), as cited from Shah, Fathema, and Hakim (2015), examined 150 secondary school students' errors in formulating Wh questions. Simbwa (1987) looked into the causes of syntactic errors in the English essays written by 94 male and 14 female secondary school students in Uganda. AlHassan (1989) made a study about the errors in passive sentence construction committed by 90 Jordanian secondary male students. The sample was taken from 3 grades- 1st, 2nd and 3rd – amounting at 90 students in total. Al- Kahtybeh (1992) investigated the syntactic errors in the essays of 243 male and female tenth grade students

from 8 schools in Irbid district. Hazaymeh (1996) did a study to find out the secondary students' errors in learning English verb tenses. The sample included male and female students. They were allocated 40 minutes for writing the essay. The participants were informed that the essay would not affect their result. The essay would be examined to find out the errors of subject verb agreement only to help them overcome this type of error in the after time.

Shrestha (1989), carried out a research on 'Tense in English'. The main objective of his research study was to find out the errors committed by grade 10 learners in tense agreement system in English language. He selected 75 native speakers of English and 100 students of grade 10. He set three sets of questionnaire, the first two sets for native speakers to establish tense structure and the last one for the grade 10 students were administered to the sample population. From his study, he found that the students committed high frequency of errors when the word was preceded or followed by a word of opposite nature in grammatical numbers.

Karki (2000), also carried out a research on 'Comparative Study of proficiency in the Use of tense between XI Graders and PCL 1st Year Students in Education Stream'. The main objective of his research study was to compare the proficiency level of XI Graders and PCL 1st year students in terms of tense agreement in English language. He selected 60 students from PCL. 1st year and class XI (30 from each and also equal sex ratio) from Dhankuta. He used two sets of questionnaire and analyzed their proficiency. He found that PCL 1st year students were more proficient than XI graders.

Mahato (2001), carried out the research on 'A comparative Study of the tense in English and Tharu Languages'. The objective of the study was to find out the main similarities and differences between Tharu and English tense. Both primary and secondary sources of data were used to accomplish the research work. The study was made analyzing responses given by forty Tharu language speakers: educated and literate of Parsa district. He found that in English grammar pattern were not same.

Gautam (2005), carried out research in English and Limbu: A Comparative Study'. This study had the objective to compare and contrast tense with that of English. To fulfill this

objective the researcher had prepared a set of interview schedule and collected the data from forty native speakers of the Maiwakhole structure of Taplejung of the Limbu language. Data were collected from four VDCs. Interview was taken using snowball sampling. He found that the nominative personal structure in English are marked by the categories of singularity and plurality whereas in Limbu, they are marked by the category of duality too. But, he didn't find male/female difference in tense agreement in Limbu language.

Sherpa (2006), carried out a research study titled, "Tense in English and Sherpa: A Comparative Study". The main objective of his research was to identify the structure pattern system in Sherpa language, to compare the Sherpa tense system with that of English language. He adopted both primary and secondary sources of data to accomplish this research study. He found that the tense systems between English and Sherpa are almost different in all grammatical aspects except with gender. Both English and Sherpa verbs do not agree with the categories of gender.

Implication of the Review for the Study

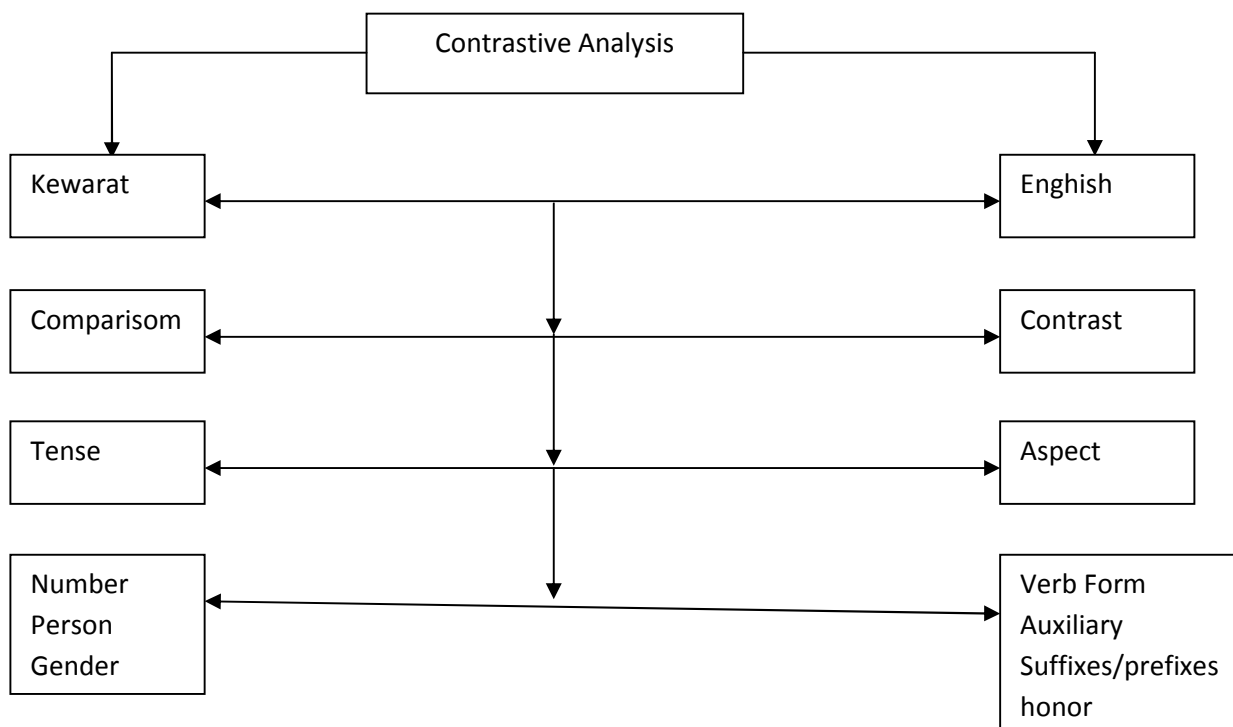
A review is an evaluation. It has numerous implications for the study. It formulates the theoretical framework for the study. It helps to order and systematize the study. It is also applicable for placing and establishing the research in the context. The review explains the significance of the study. It assists the researchers to find out the most relevant resources to the works. It provides the research gap to the new researchers to fill up with their works. The review also reveals the areas of needed research to the future researchers.

The reviewed works provide guidelines to the researcher to make his research study meaningful and purposeful. It helps the researcher to apply appropriate methodology to collect data, to analyze data and to summarize the findings. On the other hand the review of the related literature provided him with the inner power, strength, self-confidence and capacity. Then, he was familiar with practical field of the research study and work. It made him to go forward to grip the ground of the research when he began to review his research study almost half of the ideas occur in his mind. Therefore, it became the most powerful source and guideline for his work.

Conceptual Framework

Conceptual framework is the foundation of the study which is logically developed, described and elaborated network of associations among variables that have been identified through the process as interview, observation and literature review. This is an attempt to integrate the information logically so that the reason for the problem can be conceptualized. Putting all the variables and their association together, a conceptual framework is developed. The overall conceptual framework for this study can be developed through the following figure

figure 3: Conceptual Framework



CHAPTER III:METHODS AND PROCEDURES OF THE STUDY

Design and Method of the Study

The research follows quantitative survey design. This research is a quantitative in the sense that it took inductive approach and its methods were developed in the social sciences to enable researchers to study social and cultural phenomena. There is no universally accepted definition of qualitative research, although it is accepted that data collected during quantitative research activities is usually not numerical.

Population, Sample and Sampling Strategies

Population

The population of the study was educated native speakers of kewarat language. Only the native Kewarat language speakers of ward no. 4,5,6 and 8 of Sunbarshi Municipality of Morang district are taken as the population of the study.

Sample

The researcher prepared forty native speaker of kewart sets of questionnaires having several types of English sentences of same kind and handed them to the forty educated native Kewarat speakers to translate into Kewarat language.which helps to collect the accurate data of kewarat language for the source material for kewarat learners.

Sampling Strategies

The researcher followed the Non random purposive method.Non random purposive method is a process of selecting particular participation of literate person to get accurate data for the researchers.

Study Areas/Field

The researcher only covered the grammatical item specially tense and aspect system in Kewarat and English languages to find out similarities and differences between structure of tense and aspect of kewarat language.

Data Collection Tools and Techniques

The main tool for the data collection was a set of written questionnaire. The researcher also interviewed with 60 native speakers of Kewarat language and observed the culture of Kewarat communities.

Data Collection Producers

The following steps were followed:

- i. The researcher contacted the native speakers of Kewarat and established rapport with them.
- ii. He explained the purpose of taking the sample. He also assured them that their conversation and sample was just for finding out the tense structure in kewarat language.
- iii. He handed over the questionnaires and requested to complete them within the certain period.
- iv. After certain period, he visited the respondents again and obtained the answer sheets from the speakers.
- v. He contacted and interviewed with some native Kewarat language speakers.
- vi. He visited the Municipality office to collect different records of Kewarats.
- vii. Finally, he heartily thanked them for their kind help and support for the work.

CHAPTER IV: ANALYSIS AND INTERPRETATION OF RESULTS

Analysis of Data and Interpretation Of Results

Analysis

The systematically collected data were transcribed, coded, analyzed, interpreted and presented descriptively and analytically using tables, diagrams and other statistical tools. As the researcher is the native speaker of Kewarat language, he has analyzed the data and made interpretations based on his own analysis and his own native language competence. The researcher attempted to make the results more precise and valid. In this study all the examples in Kewarat language are presented in Devanagari script.

Word order of Kewarat and English within a sentence

In English, word order within a sentence is less flexible than it is in many other languages. The verb is preceded by the subject and followed by the object in English. On the other hand, in Kewarat, the object is preceded by the subject and followed by the verb. It is clarified through the following examples;

- I. Krish sings a song. Sub. + verb + obj. (English)
 Krish geet ga.chhek. Sub. + obj.+ verb (Kewarat)
- II. Krish played volleyball. Sub. + verb + obj. (English)
 Krish volleyball khe.lil.ki. Sub. + obj. + verb (Kewarat)

Comparison of tense aspect system

In English, there are different tense markers such as –s/-es, -ed, -ing etc. which are used as suffixes with the verbs to present simple present, simple past and continuous tenses respectively. Similarly, in Kewarat different tense markers are found which are tabulated and analyzed in detail below.

Present Tense

Simple present Tense

Table1

Simple present tense verb markers

person	Kewarat			English	
	pronouns		Verb markers	pronouns	Verb marker
First	sig	mui	-chi	I	infinite
	plu	hamara	-chi	We	infinite
second	sig	tui	-chi	you	infinite
	plu	tumra	-chi	you	infinite
third	sig	Wahai(male)	-chek	He	s/es
	sig	Wahai(fem)	-chek	She	s/es
	plu	wara	-chek	they	Infinite

Some examples of simple present tense

- i) I sing a song.
 mui gaa.chhi geet.
- ii) We sing a song.
 hamra gaa.chhi geet
- iii) You sing a song.
 Tui/tumra gaa.chhi geet
- iv) He sings a song.
 Wahai gaa.chhek geet

- v) She sings a song.
 Wahai gaa.chhek geet
- vi) They sing a song.
 Wara gaa.chhek geet

From the above examples, it is cleared that in Kewarat ,tense maker chhi/chhek are used according to person.Chhi with first person and second person and chhek with third person singular and plural subjects.Where structure becomes S+O+V(Chhi/chhek)

Present continuous Tense

Table2

Present continuous tense verb markers

	Kewarat			English	
	pronouns		Verb markers	pronouns	Verb marker
First	sig	mui	-te chi	I	am+V(ing)
	plu	hamara	-te chi	We	are+V(ing)
second	sig	tui	-te chi	you	are+V(ing)
	plu	tumra	-te chi	you	are+V(ing)
third	sig	Wahai(male)	-techek	He	is+V(ing)
	sig	Wahai(fem)	-techek	She	is+V(ing)
	plu	wara	-techek	they	are+V(ing)

Some examples of present continuous tense;

- i) I am singing a song.
mui gaa.techhi geet
- ii) We are singing a geet.
hamra gaa.techhi geet
- iii) You are singing a geet.
tui/tumra gaa.techhi geet
- iv) He is singing a song.
wahai gaa.techhek geet
- v) She is singing a song.
wahai gaa.techhek geet
- vi) They are singing a song.
wara gaa.techhek geet

Here, 'I' takes an auxiliary 'am', 'we', 'you' and 'they' take the auxiliary 'are' and 'he' and 'she' take auxiliary 'is' before the present participle form in English whereas such auxiliaries are not found in Kewarat. Present continuous marker [-techhi] is used with verbs as suffix for 'I', 'we', and 'you' and [-techhek] is used with verbs as suffix for 'he', 'she' and 'they' in Kewarat. Where, structure becomes S+O+V(te.chhi/te.chhek)

Present perfect Tense

Table 3

Present perfect tense verb markers

	Kewarat			English	
		pronouns	Verb markers	pronouns	Verb marker
First	sig	mui	-ihi	I	have+V ³
	plu	hamara	-ihi	We	have+V ³
second	sig	tui	-ihi	you	have+V ³
	plu	tumra	-ihi	you	have+V ³
third	sig	Wahai(male)	-ihek	He	Has+V ³
	sig	Wahai(fem)	-ihek	she	has+V ³
	plu	wara	-ihek	they	have+V ³

Some examples of present perfect tense;

- i) I have sung a song.
 mui gaa.lhi geet
- ii) We have sung a song.
 Hamra gaa.lhi geet
- iii) You have sung a song.
 tui/tumra gaa.lhi geet
- iv) He has sung a song.
 wahai gaa.lhek geet

- v) She has sung a song.
 waihai gaa.lhek geet
- vi) They have sung a sing.
 wara gaa.lhek geet

In English 'I', 'we', 'you' and 'they' take the auxiliary 'have' before past participle and 'he' and 'she' take the auxiliary 'has' before past participle in present perfect tense. Whereas, in Kewarat such 'have' and 'has' auxiliaries are not found but the suffix [-lhi] is used with the verbs for 'I', 'we' and 'you' and the suffix [-lhek] is used with the verbs for 'he', 'she' and 'they' to show present perfect tense. Here, in Kewarat verb form does not carry number information in present perfect tense. Where structure becomes S+O+V(lhi/lhek).

Present perfect continuous Tense

**Table 4 **

Present perfect continuous tense verb markers

	Kewarat			English	
	pronouns		Verb markers	pronouns	Verb marker
First	sig	mui	-te.chhi.hi	I	have+been+V ⁴
	plu	hamara	-te.chhi.hi	we	have+been+V ⁴
second	sig	tui	-te.chhi.hi	you	have+been+V ⁴
	plu	tumra	-te.chhi.hi	you	have+been+V ⁴
third	sig	Wahai(male)	-te.chhe.ihek	he	has+been+V ⁴
	sig	Wahai(fem)	-te.chhe.ihek	she	has+been+V ⁴
	plu	wara	-te.chhe.ihek	they	have+been+V ⁴

Some examples of present perfect continuous tense

- i) I have been singing a song.
 mui gaa.techhi .hi geet
- ii) We have been singing a geet.
 hamra gaa.techhi.hi geet
- iii) You have been singing a geet.
 tui/tumra gaa.techhi.hi geet
- iv) He has been singing a song.
 wahai gaa.techhe.ihek geet
- v) She has been singing a song.
 wahai gaa.techhe.ihek geet
- vi) They have been singing a song.
 wara gaa.techhe.ihek geet

Here, 'I', 'we', 'you' and 'they' take the auxiliary 'have' with been and 'he' and 'she' take auxiliary 'has' with been before the present participle form in English whereas such auxiliaries has/have with been are not found in Kewarat. Present perfect continuous marker [-techhi.hi] is used with verbs as suffix for 'I', 'we', and 'you' and [-techhe.ihek] is used with verbs as suffix for 'he', 'she' and 'they' in Kewarat. Where, structure becomes S+O+V(te, chhi.hi/te.chhe.ihek)

Past tense

Simple past tense

Table 5

Simple past tense verb markers

person		Kewarat		English	
		pronouns	Verb marker	pronouns	Verb marker
First	sig	mui	-nu	I	V ²
	plu	hamara	-nu	we	V ²
second	sig	tui	-lo	you	V ²
	plu	tumra	-lo	you	V ²
third	sig	Wahai(male)	-i.lki	he	V ²
	sig	Wahai(fem)	-i.lki	she	V ²
	plu	wara	-i.lki	they	V ²

Some examples of simple past tense;

i) I played volleyball.

mui khel.nu volleyball

ii) We played volleyball.

hamra khel.nu volleyball

ii) You played volleyball.

tui/tumra khel.lo volleyball

iii) He played volleyball.

wahai kheli.lki volleyball

iv) She played volleyball.

wahai kheli.lki volleyball

v) They played volleyball.

wara kheli.lki volleyball

In English past form of the verbs is used with any subjects in simple past tense. But, in Kewarat suffix [-nu] is added with the verbs for 'I' and 'we', suffix [-lo] is added with the verbs for 'you' (Sng. and Pl.) and suffix [-i.lki] is added with verbs for 'he', 'she' and 'they' to form the simple past tense. In Kewarat, past verb form is determined by persons not by the number information unlike in English language. Where, structure becomes S+O+V(nu/lo/i.lki)

Past continuous tense

Table 6

Past continuous tense verb markers

person		Kewarat		English	
		pronouns	Verb marker	pronouns	Verb marker
First	sig	mui	-te.chhinu	I	Was+V(ing)
	plu	hamara	-te.chhinu	we	Were+V(ing)
second	sig	tui	-te.chhilo	you	Were+V(ing)
	plu	tumra	-te.chhilo	you	Were+V(ing)
third	sig	Wahai(male)	-te.chhilki	he	Was+V(ing)
	sig	Wahai(fem)	-te.chhilki	she	Was+V(ing)
	plu	wara	-te.chhilki	they	Were+V(ing)

Some examples of past continuous tense;

i) I was reading a story book.

Muipadh.techhinukathar kitab

ii) We were reading a story book.

Hamrapadh.techhinukathar kitab

iii) You were reading a story book.

tui/tumrapadh,techhilokathar kitab

iv) He was reading a story book.

Wahapadh.techhilkikathar kitab

v) She was reading a story book.

Wahapadh.techhilkikathar kitab

vi) They were reading a story book.

Warapadh.techhilkikathar kitab

In English, the auxiliary 'was' is used for 'I', 'he' and 'she' and 'were' is used for 'we', 'you' and 'they' to support the present participle form of the verbs in past cont. tense. In Kewarat, suffix [-techhinu] is added with the verbs for 'I' and 'we', suffix [-techhilo] is added with the verbs for 'you' (Sng. and Pl.) and suffix [-techhilki] is added with the verbs for 'he', 'she' and 'they' in past cont. tense. Here, it is found that verb does not carry number and gender information but it is determined by persons in Kewarat language in past cont. tense whereas, in English number information is carried by the verb forms. Where, structure becomes S+O+V(te.chhinu/chhilo/chhilki)

Past perfect tense

Table 7

Past perfect tense verb markers

person		Kewarat		English	
		pronouns	Verb marker	pronouns	Verb marker
First	sig	mui	-te.chhinu	I	had+v ³
	plu	hamara	-hinu	we	had+v ³
second	sig	tui	-hilo	you	had+v ³
	plu	tumra	-hilo	you	had+v ³
third	sig	Wahai(male)	-hilki	he	had+v ³
	sig	Wahai(fem)	-hilki	she	had+v ³
	plu	wara	-hilki	they	had+v ³

Some examples of past perfect tense;

- i) I had played cricket.
mui khel.hinu cricket
- ii) We had played cricket.
hamra khel.hinu cricket
- iii) You had cooked food.
tui/tumra paka.hilo khana
- iv) He had played cricket.
wahai khel.hilki cricket
- v) She had cooked food.

wahai	paka.hilki	khana
vi) They	had played	cricket.
wara	khel.hilki	cricket

In English, the auxiliary 'had' is used to support the past participle for all the subjects in past perfect tense. But, in kewarat, suffix [-hinu] is added with the verbs for 'I' and 'we', suffix [-hilo] is added with the verbs for 'you' (Sng. and Pl.) and suffix [-hilki] is added with the verbs for 'he', 'she' and 'they' in past perfect tense. Such a auxiliary 'had' is not used in kewarat. From the above analysis it is found that in Kewarat verb form in past perfect tense does not carry number information unlike in English. Where, structure becomes S+O+V (hinu/hilo/hilki)

Past perfect continuous tense

Table 8

\Past perfect continuous tense verb markers

person		Kewarat		English	
		pronouns	Verb marker	pronouns	Verb marker
First	sig	mui	-te.chhi.hinu	I	had+been+v ⁴
	plu	hamara	-te.chhi.hinu	we	had+been+v ⁴
second	sig	tui	-te.chhi.hilo	you	had+been+v ⁴
	plu	tumra	-te.chhi.hilo	you	had+been+v ⁴
third	sig	Wahai(male)	-te.chhi.hilki	he	had+been+v ⁴
	sig	Wahai(fem)	-te.chhi.hilki	she	had+been+v ⁴
	plu	wara	-te.chhi.hilki	they	had+been+v ⁴

Some examples of past perfect continuous tense;

- i) I had been writing a poem.
 mui likh.techhi.hinu kabita
- ii) We had been writing a poem.
 hamra likh.techhi.hinu kabita
- iii) You had been writing a poem.
 tui/tumra likha.techhi.hilo kabita
- iv) He had been writing a poem.
 wahai likha,techhi.hilki kabita
- v) She had been writing a poem.
 wahai likh.techhi.hilki kabita
- vi) They had been writing a poem.
 wara likh.techhi.hilki kabita

In English, the auxiliary ‘had’ is used with been to support the present participle for all the subjects in past perfect continuous tense. But, in kewarat, suffix [-techhi.hinu] is added with the verbs for ‘I’ and ‘we’, suffix [-te.chhi.hilo] is added with the verbs for ‘you’ (Sng. and Pl.) and suffix [-te.chhi.hilki] is added with the verbs for ‘he’, ‘she’ and ‘they’ in past perfect continuous tense. Such a auxiliary ‘had been’ is not used in kewarat. From the above analysis it is found that in Kewarat verb form in past perfect continuous tense does not carry number information unlike in English. Where, structure becomes S+O+V(te.chhi/hinu/hilo/hilki)

Future tense

Simple future tense

Table 9

Simple future tense verb markers

person		Kewarat		English	
		pronouns	Verb marker	pronouns	Verb marker
First	sig	mui	-mu	I	Shall+v ¹
	plu	hamara	-mu	we	Shall+V ¹
second	sig	tui	-bo	you	Will+V ¹
	plu	tumra	-bo	you	Will+V ¹
third	sig	Wahai(male)	-tek	he	Will+V ¹
	sig	Wahai(fem)	-tek	she	Will+V ¹
	plu	wara	-tek	they	Will+V ¹

Some examples of simple future tense;

i) I shall teach the students.

mui padha.mu bidyarthi

ii) We shall go picnic.

hamra jaa.mu picnic

iii) You will play cricket.

tui/tumra khel.bo cricket

iv) He will teach the students.

wahai padha.tek bidyarthi

v) She	will teach	the students.
wahai	padha.tek	bidyarthi
vi) They	will read	a comic book
wara	podha.tek	comic kitab

Auxiliary ‘will’ is used to support the root form of the verbs for any kinds of subjects in English to form simple future tense. Whereas, suffix [-mu] is used with the verbs for ‘I’ and ‘we’, suffix [-bo] is used with the verbs for ‘you’ and suffix [-tek] is used with the verbs for ‘he’, ‘she’ and ‘they’ to form simple future tense in Kewarat. In simple future tense also number and gender information is not carried by the verb forms in Kewarat unlike in English. Where, structure becomes S+O+V(mu/bo/tek)

Future continuous tense

Table10

Future continuous tense verb markers

person		Kewarat		English	
		pronouns	Verb marker	pronouns	Verb marker
First	sig	mui	-te.homu	I	Shall+be+V ⁴
	plu	hamara	-te.homu	we	Shall+be+V ⁴
second	sig	tui	-te.hobo	you	will+be+V ⁴
	plu	tumra	-te.hobo	you	will+be+V ⁴
third	sig	Wahai(male)	-te.hotek	he	will+be+V ⁴
	sig	Wahai(fem)	-te.hotek	she	will+be+V ⁴
	plu	wara	-te.hotek	they	will+be+V ⁴

Some examples of future continuous tense;

i) I shall be playing volleyball.

mui khel.tehomu volleyball

ii) We shall be playing volleyball.

hamra khel.tehomu volleyball

iii) You shall be playing volleyball.

tui/tumra khel.te hobo volleyball

iv) He will be playing volleyball.

wahai khel.tehotek volleyball

v) She will be playing volleyball.

wahai khel.tehotek volleyball

vi) They will be playing volleyball.

wara khel.tehotek volleyball

In English 'will be' is used to support the present participle form to make future continuous tense. Whereas, suffix [-tehomu] is used with the verbs for 'I' and 'we', suffix [-te hobo] is used with verbs for 'you' and suffix [-tehotek] is used with the verbs for 'he', 'she' and 'they' in Kewarat. In finding, verb form is found on the basis of person but not on the basis of number and gender information. Where, structure becomes S+O+V(te.homu/hobo/hotek).

Future perfect continuous tense

Table 11

Future perfect tense verb markers

person	Kewarat			English	
	pronouns		Verb marker	pronouns	Verb marker
First	sig	mui	-aal.homu	I	Shall+have+v ³
	plu	hamara	-aal.homu	we	Shall+have+v ³
second	sig	tui	-aal.hobo	you	will+have+v ³
	plu	tumra	-aal.hobo	you	will+have+v ³
third	sig	Wahai(male)	-aal.hotek	he	will+have+v ³
	sig	Wahai(fem)	-aal.hotek	she	will+have+v ³
	plu	wara	-aal.hotek	they	will+have+v ³

Some examples of future perfect tense;

i) I shall have eaten rice.

mui kha.aalhomu bhat

ii) We shall have eaten rice.

hamra kha.aalhomu bhat

iii) You will have eaten rice.

tui/tumra kha.aal hobo bhat

iv) He will have eaten rice.

wahai kha.aalhotek bhat

v) She will have eaten rice.

wahai kha.aalhotek bhat

vi) They will have eaten rice.

wara kha.aalhotek bhat

In English, 'will have' is used to support the V⁴ form for all the subjects to form future perfect tense. Whereas, suffix [-aal.homu] is used with the verbs for 'I' and 'we', suffix [-aal.hobo] is used with the verbs for 'you' and suffix [-aal.hotek] is used with 'he', 'she' and 'they' to form future perfect tense in Kewarat. Unlike in English, in Kewarat also verb form does not carry number and gender information in future perfect tense. Where, structure becomes S+O+V(aal.homu/hobo/hotek)

Future perfect continuous tense

Table 12

Future perfect continuous tense verb markers

person	Kewarat			English	
	pronouns		Verb marker	pronouns	Verb marker
First	sig	mui	-aal.te.homu	I	Shall+have+been+v ⁴
	plu	hamara	-aal.te.homu	we	Shall+have+been+v ⁴
second	sig	tui	-aal.te.hobo	you	will+have+been+v ⁴
	plu	tumra	-aal.te.hobo	you	will+have+been+v ⁴
third	sig	Wahai(male)	-aal.te.hotek	he	will+have+been+v ⁴
	sig	Wahai(fem)	-aal.te.hotek	she	will+have+been+v ⁴
	plu	wara	-aal.hotek	they	will+have+been+v ⁴

Some examples of future perfect continuous tense;

i) I shall have been teaching in the school.

mui padha.aal.te.homu school

ii) We shall have been teaching in the school.

hamra padha.aal.te. homu school

iii) You will have been teaching in the school.

tui/tumra padha.aal.te.hobo school

iv) He will have been teaching in the school.

wahai padha.aal.te. hotek school

v) She will have been teaching in the school.

wahai padha.aal.te.hotek school

vi) They will have been teaching in the class.

wara padha.aal.te.hotek class

In English, 'I' and 'we' takes auxiliary 'shall' with have been and 'he', 'she', 'they' and 'you' takes auxiliary will with have been to support the V⁴ form to form future perfect continuous tense. Whereas, suffix [-aal.te.homu] is used with the verbs for 'I' and 'we', suffix [-aal.te.hobo] is used with the verbs for 'you' and suffix [-aal.te.hotek] is used with 'he', 'she' and 'they' to form future perfect continuous tense in Kewarat. Unlike in English, in Kewarat also verb form does not carry number and gender information in future perfect continuous tense. Where, structure becomes S+O+V(aal.te.homu/hobo/hotek).

Summary of the Findings

On the basis of the analysis and interpretation of data the researcher found a number of similarities and differences between Kewarat and English languages. The researcher also

found that Kewarat language has its own grammar which is not very easy to study because of variation in subjects, verbs, pronouns, auxiliaries and so on.

Major findings on Similarities

- i. In both languages, agreement system is marked with tense. For example; as in English present forms of verbs are used in simple present tense present suffixes -chhi and -chhek are used in Kewarat language.
- ii. No variation is observed in the verb paradigm on the basis of honor in both Kewarat and English languages.
- iii. There is not any influence of gender in verbs in both Kewarat and English languages.
- iv. First person plural and second person subjects agree with the same present be-verb both in Kewarat and English.
- v. Be-verbs are used in isolation when they are used as main verbs in both Kewarat and English.
- vi. Though there are singular and plural second person pronouns they agree with the same verb form both in Kewarat and English.

Major Findings on Differences

- i. The structure of a sentence is SOV in Kewarat whereas SVO form is in English.
- ii. The verb marker of the tense aspect system in Kewarat are depend on person whereas English verb markers are depend on number.
- iii. Simple present tense maker in Kewarat are chhi/chhek where as in English are V¹ and V⁵(s/es).
- iv. Present continuous tense maker in Kewarat are te.chhi/chhek where as in English are is/am/are+v(ing) .
- v. Present perfect tense maker in Kewarat are ihi/ihek where as in English are has/have+v³ .
- vi. Present perfect continuous tense maker in Kewaratarete.chhi.hi/te.chhe.ihek where as in English has/have+been+v(ing).

- vii. Simple past tense maker in Kewaratare -nu/lo/Iki where as in English is v^2 .
- viii. Past continuous tense maker in Kewaratare -te.chhinu/te.chhilo/te.chhilk.i where as in English are was/were+V(ing).
- ix. Past perfect tense maker in Kewaratare -hinu/hilo/hilki. where as in English are had+V³.
- x. Past perfect continuous tense maker in Kewaratare -te.chhi.hinu/te.chhi.hiilo/te.chhi.hilki. where as in English are had+been+V³.
- xi. Simple future tense maker in Kewaratare -mu/bo/tek. where as in English are shall/will+V¹.
- xii. Future continuous tense maker in Kewaratare -te.homu/.hobo/hotek. where as in English are shall/will+be+V(ing).
- xiii. Future perfect tense maker in Kewaratare -aal.homu/aal.hobo/aal.hotek. where as in English are shall/will+have+V³.
- xiv. Future perfect continuous tense maker in Kewaratare -aal.te.homu/aal.te.hobo/aal.te.hotek. where as in English are shall/will+have+been+V(ing).

CHAPTER V: CONCLUSION AND RECOMMENDATIONS

Conclusion

The research entitled 'Tense aspect system between Kewarat and English' has been carried out to find the main similarities and differences between Kewarat and English Tense.

The data for the study were collected from forty speakers of Kewarat in Sunbarshi municipality, particularly ward numbers 4, 5 and 6 of Morang district. The researcher only consulted educated and literate male and female native speakers. At first, the researcher explained the purpose of taking the sample and handed over the written questionnaire made by the researcher and asked to complete it within the certain period of time. The researcher again visited and collected the answer sheets from the informants. In course of this research work the researcher also contacted, interviewed, and consulted different research materials, books, journals and thesis in order to make the research complete and more valid.

After collecting, analyzing and interpreting the data, researcher found that the Tense system of Kewarat and English is different in most of the grammatical aspects. However, there are some similarities between them. If the items are similar, similar teaching can be easier and if they are different teaching can be difficult. Here, the main differences in Tense aspect system between Kewarat and English are the structures of sentences are svo in English and sov in Kewarat. Similarly, there is no variation is observed in the verb paradigm on the basis of honor of the subjects. Therefore, the teachers of Kewarat ethnic community should pay special attention on the different aspects of Tense aspect system of verb marker of person as not of number in English while teaching Kewarat speaking students in the classroom.

In conclusion, in course of this research work the researcher found the major similarities and differences between these languages on the basis of Tense aspect system.

Recommendations

Recommendations for the further improvements are as follows:

Policy Related

Language policy should promote the study of indigenous languages like Kewarat language, which has the number of speakers in the eastern part of terai in Morang and Jhapa districts of Nepal. Therefore, The findings of the present study show that the tense aspect system of Kewarat and English are same in most of the grammatical aspects however, there are some differences between them. Some major differences in Tense aspect system of Kewarat language are SOV form, agreement rule is violated, different singular and plural pronouns, no appearance of auxiliaries in tenses, inflection of verbs according to the pronouns but such variations are not found in English. So, The Ministry of Education, The Department of English Education, policy makers, syllabus designers textbook writers, testing exports along with the concerned authorities should be conscious about this distinct features of Tense aspect system and should make policy, design and prepare syllabuses and textbook on the basis of above variations with appropriate examples.

Practice Related

English and Kewarat tense aspect system are same in most of the grammatical aspects. However, there are some differences between them. There is different tense structure of a sentence of Kewarat and English. Verb markers are depend on person of the subjects in Kewarat language where it is not in English. There is also different past form agree with different person of the subject in simple past tense of Kewarat languages. There are auxiliary verbs in Kewarat but they are not used in isolation where English does. There are verbs classified into singular and plural in English but they are not classified in Kewarat language. There are two different singular and plural second person pronouns in Kewarat.

Therefore, teachers teaching English to the native speakers of Kewarat should be very careful while teaching the tense aspect system of English, especially in those area that different for Kewarat native speakers because native speakers of Kewarat are likely to find those areas difficult and they are likely to make errors focusing on their native language aspect system of tense.

Further Research Related

This study is useful for the researchers who want to undertake further researches in a comparative study of Tense system between two languages in the future and for those who are directly and indirectly involved in the field of language analysis. It will provide some insights on different aspects of Tense between Kewarat and English languages.

Further research can be conducted on the following different fields of linguistics:

- i. Phonology – comparing and contrasting sound system between Kewarat and English languages.
- ii. Morphology – affixation system in Kewarat or comparative study on different word classes.
- iii. Semantics – study of the meanings of words, phrases in Kewarat language.
- iv. Syntax – comparative study on different types of sentences e.g. assertive, interrogative, imperative, negative, etc.
- v. Stylistics – comparing and contrasting stylistic differences between two languages.
- vi.

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