CHAPTER-ONE

INTRODUCTION

1.1 General Background

Language is the most widely used means of communication through which one can express one's feelings, emotions, ideas etc. Richards et al. (1985: 356) states that "Language is the system of a structural arrangements of units e.g. morphemes, words and sentences". Similarly, Oxford advanced Learner's Dictionary (2007:862) defines language as "the system of communication in speech and writing that is used by people of a particular country or area." Not only that, there are other means of communication too, e.g. olffactory, gustatory, tactile etc. But these systems are not as developed as languages. Hence, language is the vehicle of communication for human beings.

There are many primary and secondary languages found all over the world. Among these languages, English is a major international language. It is one of the six official languages of the United Nations and the means of international communication in south Asia. Most of the books in the world are written in the English language. It is very rich in its vocabulary. It is used in mass media, medical science, academics, world politics etc. It is also known as the link language for people belonging to different speech communities. Thus, we can say that English is the most important and dominant language in the world.

The importance of teaching English is not exaggerated in the context of Nepal. Therefore, it had been being taught in all schools in Nepal as a compulsory subject from grade one since its entrance in Nepal with the

foundation of Durbar High School in 1853 A.D. The government has recently (since 2060 B.S) introduced English from grade one in public schools.

In the context of Nepal, English plays a vital role in education, so students' academic successes depend to a great extent on the mastery of the English language. It is obvious that learning English as a foreign language is not as easy as the first or second language. To make language learning a successful process, teaching approaches, methods and techniques are changed time and again at the international level. To keep pace with international change, Nepal has also introduced communicative approach to language teaching particularly in school level since 1993.This approach focuses on the learner's central role in learning a language and the teacher's central role in learning a language is like an advisor. However, in course of regular updating and improvement in education system of Nepal, English language curriculums have undergone through several ongoing processes of revision. As a result, teaching English in schools now has aimed at enabling the pupils to exchange ideas with people who speak English and exposing them to the vast knowledge and pleasure in English both written and speaking forms.

1.1.1 The English Language and its Significance in Nepalese Education

English is the most widely used language in the history of our planet. Undoubtedly, it is the means of international communication and it is also the world's major language. It is one of the languages recognized by the UNO. English is the appropriate, international language for Nepal and a vital tool for any student to become successful in local, national and international communication.

English is taught as a foreign language in all the schools of Nepal starting from grade 1 to grade 12. It is also taught as a compulsory subject at bachelor level in different universities of the nation. Therefore, the importance of teaching of English can hardly be exaggerated in Nepal. As it has become the inevitable tool for anybody to achieve their target in the academic field, Maithili speaking students are not an exception.

1.1.2 The Maithili Language in Nepal

Maithili is an Indo-Aryan (IA) language spoken in the two adjoining South Asian countries, Nepal and India. As its name implies, Maithili is the language of the residents of Mithila, the pre - historic ancient kingdom ruled by the then king Janak. However, modern Mithila is politically split into adjacent parts of two different nations-Nepal and India and yet it exits as an inalienable cultural entity mainly owing to the proximity of regular interaction between the Maithili speaking communities of the two nations.

The Maithili language is spoken by about 27,97,582 people mainly residing in the terai region, eastern part of Nepal and in the north eastern part of Indian state of Bihar.

Maithili, which is written in Devanagari script now a days, had its own script known as Tirihutta or Mithilakshar. Besides, Mithilakshar ,Kaithi script was also used by Kayasthas (belonging to the caste of writers clerks), especially in keeping written records at the government and private levels. However, for the sake of ease and learnability and printing, they have been replaced by Devanagari script which is used in writing some Indo-Aryan languages, Nepali, Hindi etc.

Maithili has a long rich tradition of written literature. Vidyapati Thakur is the most celebrated poet of Mithila. He is the immortal singer of beauty,

youth and vigour. He is a poet of mirth and merriment. Maithili literature has a very long tradition of oral story telling. Oral literature reigned in almost all genres of Maithili before the printing facility came into existence. Shree Krishna Thakur, Baidyanath Mishra, Kali Kumar Das, Harimohan Jha, Mahendra Malangiya, Dhirendra Priyamarcy, Rajendra Prasad Vimal are some renowned story writers in Maithili. At present, there have been literary writings in all literary genres, especially poetry, plays and fiction from both Nepali and Indian writers. Apart from literature Maithili writers are contributing to other fields like culture history, journalism, linguistics etc.

Nepal is a multi -lingual country. It is very rich in terms of the number of languages spoken here. More than 90 languages are spoken in Nepal. Among them, Maithili is the second most widely used language as it is spoken by 27, 97, 582 people sheltering in south eastern plains known as the Terai. There are about 9 Terai districts namely, Siraha, Saptari, Udaypur, Morang, Sunsari, Sarlahi, Dhanusha, Mahottari and Rautahat where Maithili is spoken. (CBS 2001 A.D.)

Comparative philology maintains that languages are related to one another. Two languages are linked with one another would mean that they are sister languages bearing from same mother language. The diagrams drawn below show how languages are related to one another and where Maithili originates from.

Figure 1.2 Genetic relation of other IA languages of Eastern India based on Jha (1958).

1.1.3 Importance of Grammar

The term 'grammar' has been derived from Greek word, 'grammatica' or 'grammatica techne' which means the art of writing. Grammar is the rules in a language for changing the form of words and combining them into sentences. Funk and Wagnals (1960: 164) define grammar as "the science that treats of the principles that govern the correct use of language in either oral or written form." Similarly, Richards et al. (1999: 161) defines grammar as "a description of the sources of language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language."

"It is necessary to know grammar, and it is better to write grammatically than not but it is well to remember that grammar is common speech formulated. Usage is the only test."

- Somerest Maugham

This quotation vividly presents that grammar is essential to produce correct forms of utterances. Grammar is the foundation of any languages. It would be hardly to believe that there can be a language without its grammar. Knowledge of grammar is necessary to convey ideas correctly whether it is for the native speakers or learners of that language. The importance of grammar is more essential for the second language learner than the native speaker because a native speaker has innately internalized the grammar, whereas the 2nd language learner has to make conscious effort to learn and master it. Knowledge of language as well as grammar helps a person to master it. Therefore, the importance of grammar in the correct use of language can hardly be neglected.

In fact, grammar is a mechanism of a language to produce correct sentences according to the rules of the language. Thus, learning a language is learning

the rules of language in speech and writing. The main purpose of the grammar is to help the students to choose structures which accurately express the meanings they want to create. Hence, grammar is a means for improving accuracy in the use of language.

1.1.4 Conjunction: Co-ordination: A Universal Property of Language

Conjunctions are the connection between words and group of words.

For example: Ram and Sita.

Book, pen and dictionary

Language is composed of many elements. We take words and put them together to make simple ideas. We, then, take these simple ideas and put them together to make more complicated ones. The simple ideas that make up the more complicated ones do not stick together on their own.

Conjunctions are connecting words, phrases, clauses and sentences.

For example- Bill and I saw the concert last weekend.
My friend Dana can paint, but she really loves to sculpt.
I would like Italian or Chinese food for dinner.

In each example, a conjunction connects one word to another word or one group of words to another group of words. The following is a list of some commonly used conjunctions as co-ordinators:-

although	because	if	nor	provided
and	before	lest	only	save
as	for	neither	or	since
so	though	whereas	wherein	wherever
than	unless	whereat	whereof	whether
that	when	whereby	whereupon	while

Sometime two or three words can be used together as a single conjunction.

For example: I took this class so that I could learn more about genetics.

I will be there as soon as I can.

These example use two-and three-word conjunctions so that and as soon as.

1.1.5 Co-ordination in the English Language

Co-ordination is the process of combining two constituents of the same type to produce another, larger constituent. In traditional grammar, this has been called compounding; for two sentences that are combined by means of a comma plus a connecting word make a "compound sentences" two subjects Nps that are combined with the word and are called a "compound subject". (Celce-Murcia and Larsen-Freeman 1999: 461)

For example: We enjoyed wine and cheese.
Co-ordinate conjunction connects elements of equal importance.
i) My cats and dogs are great friends.
ii) Sam loves to cook, but he loves to eat more.

In the first example; the conjunction 'and' connects the two nouns 'cats and dogs.' In the second example, the conjunction 'but' connects two simple sentences. 'Sam loves to cook but he loves to eat more.'

We can divide co-ordinate conjunctions further into conjunctive conjunctions and disconjunctive conjunctions. Conjunctive conjunctions bring elements together. They have an additive function. The conjunction 'and' is the most famous of the conjunctive conjunctions. For example:

a) The frog sings and dances.
b) Jane and I went to the movies.
c) I need to hammer and chief to cut this state bread.

In each example, the conjunctive conjunction 'and' adds elements of the sentences together: 'the frog's abilities, the people going to the movies, and the tools needed to cut the bread.'

The other larger class of co-ordinate conjunctions is that of the disjunctive conjunctions. While they may tie words and group of words together, they also imply an opposition or separation. Some disjunctive conjunctions are: but, or, nor and yet etc.

i) They will stay, or they will go.
ii) The sports car was beautiful but expensive.
iii) I never called her back, nor have regretted it.

(Celce-Murcia and Larsen-Freeman 1999: 463)

1.1.6 Co-ordination in the Maithili Language

The Maithili language permits the following type of co-ordination to occur at the phrasal as well as sentential levels.

a. Conjunction :   (in written styles *our, ebam, tath*) 'and'

b. Adversative Conjunction : *mud , magar, parantu* (in written styles paranee) lekin 'but'

c. Disjunction : *ki/ y / athb / b / c he* 'or'

d. Negative disjunction : *ne………ne* 'neither……..nor'

Each of these co-ordinators listed above we found in both the English and Maithili languages. They are discussed below in detail with examples.

a. Conjunction: 'and'

The co-ordinators ' ' permits co-ordination to occur at both the sentential and phrasal level.

eg. a) *gāri khujal   hamā hāth jor-l-ah*

Train start-PST-(3NH) and I hand join-PST-(I)

'The train started and I put the palms of my hands together to bid farewell.'

b) *hās-l-ah   hāth hilā-l-ainh*

he (H) laugh -PST- 3(H) and hand shake-PST-(3H)

'He smiled and waved his hands.'

c) *janārdan   r dh   ib ge-l-ah*

janardan and radha come go-PST-(3H)

'Janardan and Radha arrieved.'

(b) Adversative Conjunction Mud 'but'

When two conjunctions are coordinated by an adversative conjunction 'mud '. It is implied that a contrast or an opposition exists between the two conjuncts. Mostly *'mud '* permits the co- ordination to occur at the sentential level. For example:

1. *ā n   me ijot aich mud   ghar me anhār r (aich)*

courtyard Loc light be –PRES-(3NH) but house LOC dark be -PRES –(3NH)

'It is bright in the courtyard but dark inside the house.'

2. *Shreepur me barkhā bhe-l mud   Kabilāshā me Sukhl-e rah-al*

shreepur LOC rain become- PST (3NH) but Kabilāshā LOC dry –EMPH remain – PST-(3NH)

'It rained in Shreepur but it remained dry in Kabilasha.'

Negation of either or both conjuncts at the sentential level is possible:

3. *rādhā pātar nai ch-aith mud   o bad phurtigar ch-aith*

radha thin not be-PRES-(3H) but she(H) very] active be-PRES-(3H)

'Radha is not slim but she is very active.'

4. *u besi parhal nai aich mudᵃ u buribᵃn seho nai aich*

he(NH) much educated not be-PRES-(3NH) but he (NH) stupid not be

-PRES- (3NH)

'He is not very educated but he is not stupid either.'

c) Disjunction

The disjunctive particles Ki 'or',Ki……Ki 'either…or…' etc. express the idea that at most one of the two alternatives can be realized.

For example:

1. *cᵃh ki kaphi ki Pi- abᵃ   ?*

tea or coffee what drink- FUT- (2H)

'What will you drink – tea or Coffee ?'

2. *yᵃ taᵃ agᵃri parh- athbᵃ   nokri karo*

either further read- IMP- (2NH) or job do-IMP-(2NH)

'Either (you) study further or take a job.'

3. *du ki tin din lᵃg-at*

two or three day take-FUT-(3NH+1)

'It will take (me) two or three days.'

4. *o dudh le-b ki o dahi ?*

milk take-FUT-(2H) or curd

'What will you take – milk or curd?'

(d) Negative disjunction

Negative disjunction is formed by the use of iterated particles ne----ne 'neither---nor': the iterated particles express the idea that none of the alternatives provided in the disjuncts is available. For example:

1. *ne nun ne tel kiuch nai aich.*

 neither salt nor oil something not be- PRES-(3NH+I)

'I have nothing – neither salt nor oil.'

2. *ne r dh ae-l- h ne punam*

 neither radha come-PST-(3H) nor punam

'Neither Radha nor Punam came.'

3. *ne l l ne piar kono nai bhet-al*

neither red nor yellow any not meet-PST-(3NH+1)

'I got none – neither red nor yellow.'

4. *i ham ne c h pi-l-ah ne kaphi*

today I neither tea drink-PST-(1) nor coffee

'Today I drink neither tea nor coffee.'

Still there are some co-ordinations which are found only in the English language not in Maithili. For example: although, even though, in spite of, despite, in case, as like, as if, for during, while, by until, by the time, moreover, however etc.

Each of the co-ordinators listed above will be discussed in detail below:

  a) Although it rained a lot, we enjoyed the holiday.
  b) I didn't get the job though I had all the necessary qualifications.
  c)   In spite of what she said yesterday, I still love her.
  d) I couldn't sleep despite being very tired.
  e) Even though I was really tired, I couldn't sleep.
  f) We'll buy some more food in case Tom comes.

g) Unless you work much harder, you won't pass the exam.

h) You can use my car as along as you drive carefully.

i) As we were asleep, we didn't hear the doorbell.

1.1.7 Contrastive Analysis: An overview

The term 'Contrastive Linguistics' was suggested by Whorf (1941) for comparative study, which was giving emphasis on linguistic differences. Meanwhile contrastive linguistics has been redefined as 'a sub-discipline of linguistics concerned with the comparison of two or more languages or sub-systems of languages in order to determine both the differences and similarities between them' (Fisiak, 1981:1). However, the concept is a fairly old one: the history of contrastive linguistics can be traced back towards the end of the 19th century and the early part of the 20th century when the comparative studies were carried out analyzing component-wise differences and similarities among the languages, especially in Europe.

The Publication of Robert Lado's Book *'Linguistics across Cultures'* in 1957 marks the real beginning of modern applied contrastive linguistics. In this book, focusing on the significance of contrastive linguistics, he says, 'In the comparison between native and foreign languages lies the key to ease and difficulty in foreign language learning.' In later studies, as an alternative for contrastive linguistics, the term 'Contrastive Analysis' is used (Ramaswamy, 1988:7). Fries and Lado were regarded as the initiators of modern contrastive analysis. In fact, prior to Lado's contribution to the field, the noted American linguist, Fries focused on comparison between two languages by saying: 'The most efficient materials are those that are based upon a scientific description of the language to be learned, carefully compared with a parallel description of the native language of the learner.'

Lado advocated the importance of contrastive linguistics for second language learners in his 1964 book, *"Language Teaching: a Scientific Approach*' as well. He defined contrastive linguistics as 'the comparison of any two languages to discover and describe the problems that the speakers of one of the languages will have in learning the other.' The contrastive analysis approach created in 1957 was designed to contrast the sound system, morphological 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. Lado 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 that are different will be difficult for the learner because they will not function satisfactorily when transferred to the second language.

During the 1960s, there was a widespread enthusiasm with this technique, manifested in the contrastive descriptions of several European languages, many of which were sponsored by the Center of Applied Linguistics in Washington, DC. It was expected that once the areas of potential difficulty had been mapped out through contrastive analysis, it would be possible to design language courses more efficiently. Contrastive analysis, along with behaviourism and structuralism exerted a profound effect on SLA curriculum design and language teacher education, and provided the theoretical pillars of audio-lingual method.

Contrastive analysis was used extensively in the field of Second Language Acquisition (SLA) from 1950s to early 1970s, as a method of explaining why some features of a target language were more difficult to acquire than others. According to the behaviourist theories prevailing at the time, language learning was a question of habit formation, and this could be

reinforced or impeded by existing habits. Therefore, the difficulty in mastering certain structures in a second language (L2) depended on the difference between the learners' mother language (L1) and the language they were trying to learn. Contrastive analysis is synchronic in nature. Since it has become a major preoccupation of many applied linguists, some people tend to regard applied linguistics as contrastive analysis. But, in fact, applied linguistics is more general and contrastive linguistics is just one area of it. Large scale projects were set up for the contrastive study of language with the justification that the results would prove significant and valuable for teaching. In the area of CA, many papers and articles were published in journals; thousands of books were written; thousands of Ph.D. dissertations were submitted to universities from 1950s to the date. However, the popularity of CA gradually decreased after 1970s, mainly due to the serious shortcomings/fallacies, raised by its critics, in its theoretical assumptions.

The assumptions of contrastive analysis are as follows:-

I) Individuals tend to transfer the forms and meaning of their native language and culture to the foreign language culture both productively, when attempting to speak the language and respectively, when attempting to grasp and understand the language.

II) In the comparison between native as foreign language lies the key to ease or difficulty in foreign language learning.

III) The teacher who has made comparison of the foreign language with the native language of the students, will better know what the real learning problems are and can better provide for teaching them. Therefore, the following points can be summarized from the above mentioned assumption.

a) The past learning may facilitate present learning if L1 and L2 are similar.

b) The past learning may hinder present learning if L1 and L2 are different.

Thus, the greater differences between languages, the greater difficulties in learning and greater will be the incidences of erroneous performance. This is the implication of contrastive analysis. Though contrastive analysis has been challenged for having lots of fallacies, its contribution in comparisons between languages can hardly be exaggerated.

1.2 Review of the Related Literature

Although several research works have been carried out in the Department of English Education on "A Comparative study between English and Maithili Languages" but not a single attempt has been made to compare the co-ordination system of the English and Maithili languages.

Shah (2000) has carried out a research on "A Comparative study of S-V-Agreement in English and Maithili". He found that S-V Agreement systems between these languages are utterly different except in the case of gender. Unlike in English, honorific forms are used in Maithili.

Mukhiya (2001) conducted a research on "Passivization in English and Maithili: A Comparative Study". His main objective is to show the similarities and differences between the English and Maithili passivization system. He found that the passivization system between English and Maithili are different in almost all grammatical aspects, however, there are some areas which are somehow similar in both languages.

Karn (2003) carried out research on "A Comparative Study of Case in the Maithili and English languages." He wanted to list cases in the Maithili language. He found that nominative, instrumental, ablative, locative and dative cases are common in both languages.

Sah (2003) carried out research on "A Comparative Study of Simple Present and Simple Past Tense in the English and Maithili Languages". His main objectives were to compare, between simple present tense and simple past tense in the English and Maithili languages and analyze errors related to the simple present tense and the simple past tense. He found that English and Maithili sentence structures are different.

Thakur (2005) conducted a research on "Relativization in Maithili and English: A Comparative Study. "His main objectives were to analyze Maithili relativization system and to make the contrastive analysis of relativization in English and Maithili. He found that in the Maithili language, there is honorific, non-honorific distinction in using relatives whereas in English, there is no such distinction.

None of the study carried out so far covers the contrastive analysis between English and Maithili coordination systems. The researcher, therefore, carried out this research on finding differences and similarities of co-ordination between the English and Maithili languages.

1.3 Objectives of the study

The present study was targeted at

a. identifying and analyzing co-ordination in English and Maithili.
b. comparing English co-ordination with Maithili ones and discovering the main similarities and differences between them.
c. suggesting the pedagogical implications of the study.

1.4 Significance of the Study

The findings of this study will help the Maithili speaking learners to reduce the errors likely to be committed while learning English co-ordination system. The study will be useful for language teachers, syllabus designers,

textbook writers and linguists to a great extent. It helps the learners to find out the Maithili co-ordinators which are used in phrasal and sentential levels. Not only that they also find the Maithili and English co-ordinators but also they find how they are similar and different to one another.

1.5 Definition of the terms

Co-ordination:- Words and words groups joined by co-ordinating conjunction are of equal grammatical value and have similar functions:-

Maithili : - An eastern Indo-Aryan language spoken by a total of 27,97,582 people in the south eastern plains known as the Terai of Nepal. (CBS: 2001)

OR, "A new Indo-Aryan language spoken in the two adjoining South Asian Countries- Nepal and India. (Yadava 1999: 78)

Terai: - South-eastern plains of Nepal also known as Mithila, the pre-historic kingdom ruled by the king Janak."

Honorific:-A term used in the grammatical analysis of some languages to refer to syntactic or morphological distinction used to express levels of politeness or respect especially in relation to the Compare Social status of the participants. (Richards et al.1985: 221)

CHAPTER- TWO

METHODOLOGY

This chapter deals with the methodology adopted during the preparation of this research. The details of the methodology are as follows:

2.1 Sources of Data

In the preparation of this thesis primary and secondary sources of data have been used. The sources are as follows:

2.1.1 Primary Source

The source for the primary data collection were 24 elderly Maithili native speakers. They were both literate and illiterate persons from Mahottari district. These speakers were selected because the elderly people knew and used the language better. Among 24 informants 8 were females. The researcher selected them because females use more 'pure' or conservative language.

2.1.2 Secondary sources of Data

The following books related to the secondary sources were mainly consulted for designing the tests. The researcher himself is a Maithili speaker. Thus, he also used his own intuitions to analyze the required data:-

- a) Thomson and Martinent, (1960)
- b) Wren and Martin, (1993)
- c) Yadav, (1984)
- d) Jha, (1979)
- e) Jha, (1989)
- f) Yadav, (1984)

2.2 Population of the Study

For this study, the total population were 24 elderly Maithili native speakers of Shreepur V.D.C. of Mahottari district.

2.3 Sampling Procedure

The total population were divided into two groups viz. literate and illiterate; Twenty four informants were selected through sampling procedure. Illiterate were those who were unable to read and write but speak well. Literate were those who were able to read and write well and also had academic qualifications.

2.4 Tools for Data Collection

The researcher utilized interview questionnaire of words, phrases and sentences for the elderly Maithili native literate and illiterate informants as the research tool to collect the required data for this study. He collected the answers regarding the use of co-ordination from the informants.

2.5 Process of Data Collection

At first, the researcher prepared interview questionnaire as a research tool. He selected Shreepur V.D.C. of Mahottari district, met informants individually and prepared good rapport with them. He explained them the purposes of conducting this study. The researcher politely asked them for their invaluable co-operation to elicit the required data for the completion of this study. At the same time, he conducted the oral interview with the selected literate and illiterate informants and wrote their responses in interview questionnaire.

2.6 Limitations of the Study

a) The population of the study was confined to twenty-one elderly Maithili native speakers of Shreepur VDC of Mahottari district.

b) The research work was limited to the use of co-ordinators in the English and maithili languages.

c) The work was descriptive in nature.

d) The total population was confined only to two groups viz. literate and illiterate.

e) The medium of test was strictly limited to the oral variety only.

f) Sex, caste, cultural background etc. were totally neglected.

CHAPTER- THREE

ANALYSIS AND INTERPRETATION

The chapter deals with the analysis and interpretation of data in accordance with the objectives of the research. The responses of the informants were glossed linguistically translated into English and their analyses were drawn in the conclusions.

The researcher has followed the widely accepted co-ordination in both languages. The comparison of the co-ordination systems between the English and the Maithili language was done by the following patterns laid out in Yadav (1984).

3.1 Identification and Analysis of Co-ordination in Maithili

Yadav (1984) mentions that co-ordination involves the linking of two (or more) categories of expression with the use of co-ordinators or co-ordinating conjunctions. The co-ordinators assign equal rank to the conjuncts.

Maithili permits the following types of co-ordination to occur at the phrasal as well as sentential levels.

(i)   Conjunction: (in written styles *aur , ebam , tath , athab*) and

(ii)   Adversative conjunction: *mud   / magar / parantu*/ (in written styles parane)/lekin 'but'

(iii) Disjunction: *Ki/y /athab /b /c he/   neki/* 'or'

(iv)   Negative disjunction : *nai--- na,/ ne----ne--,/ na--- na* 'neither---nor'

Each of the co-ordination types and co-ordinators listed above will be discussed in detail below:

i) Conjunction :   'and'

The co-ordinators   'and' denotes a relationship between the contents of clauses. It occurs both at phrasal and sentential levels. For example:

(a) *r m git r baj-b-it aich   hunkar bahin piy no.*

Ram guitar play- PRES- (3NH) and his sister play piano.

'Ram plays the guitar and his sister plays the piano.'

(b) *o k n- l h g ri de-l h*

he (3H) cry- PST- (3H) and scold-PST- (3H)

'He cried and scolded.'

(c) *o garib imand r dunu seho ch-aith*

he (H) poor and honest both also be- PRES- (3H)

'He is both poor and honest.'

Sentences [a, b , c] illustrate that two independent clauses or two verb phrases, adjective phrases and noun phrases may be co-ordinated with   . However, sentential and phrasal co-ordinations by   are permissible only if the two conjuncts show similarity in topic and structure. For example:

(d) *hamr n c g n bad pasin aich*

 I (1H)- dancing and singing lot like be-PRES

'I like dancing and singing a lot.'

(e) *tõ   ham luddo khel-li.*

you & I luddo play- PST (3NH)

'You and I played luddo.'

The order of conjuncts may not be reserved if the conjunctive co-ordinator conveys a sequential or causal relationship. For example:

(f) *ah hunkar kit b dha di-a j -u.*

you (2H) his book give- IMP- (2H) and go-IMP (2H)

'You repay his book and then go.'

(g) *ah j -u   hunkar kit b dha di-a*

you (2H) go- IMP- (2H) and he book give- IMP (2H)

'You go and give his book.'

Otherwise, the order of conjuncts may be reversed without destroying their meaning. For example:

(h) *camp   dudh pib-ait aich   cameli juice.*

Campa milk drink- PRES- (3NH) and cameli juice.

'Champa drinks milk and Chameli drinks juice.

(i) *ham kriket dekh-l-a   tõ kusti.*

I cricket see- PST (1H) and you (2NH) wrestling.

'I saw cricket and you saw wrestling.'

Occasionally, co-ordination of more than two conjuncts is achieved by a zero strategy.

(j) *ah   bh t d l tarkari khael-ah*

you (2H) rice lentils vegetables eat- PST-(2H)

'You ate rice, lentils and vegetables.

(k) *jaldisa kopi kit b kalam kinu*

quickly copy book pen buy-IMP (2H)

'Buy a copy, a book and a pen soon.'

In general, however,   is used when more than two conjuncts are co-ordinated. For example:

(l) *ajit ankit   kritik   cail ge-l h*

ajit ankia and kritika go- PST-(3H)

'Ajit, Ankit and Kritika went.'

(ii) Adversative Conjunction : '*Mud* ' 'but'

Simply speaking *mud* 'but' denotes a contrast. The contrast may be because what is said in the second clause is unexpected in view of what is said in the first clause. For example:

(a) *r m garib aich mud o khus aich.*

r m poor be- PRES (3NH) but he (3NH) happy be- PRES-(3NH)

'Ram is poor but he is happy.'

(b) *john garib chaith mud tõ dhamik che.*

john poor be- PRES- (3H) but you (2NH) rich be –PRES-(2NH)

'John is poor but you are rich.'

(c) *shreepur me barkh bhe-l mud kabil sh me sukhl-e rah-al.*

shreepur LOC rain become- PST- (3NH) but kabilasha LOC dry remain - PST- (3NH)

'It rained in Shreepur but it remained dry in Kabilasha.'

The contrast may be a restatement in affirmative terms of what has been said or implied negatively in the first clause. For example:

(d) *john j c sa ek hapt pahile samay nai barb d kar-ai mud o bad mehanat kar-ai.*

john (3NH) exam one week before time not do-PST-(3NH) but hard labour do-PST-(3NH)

'John didn't waste his time in the week before the exam, but studied hard.'

(e) *u besi parhal hoi-to mud u cal k nai ai-ch.*

he (3NH) very educate be-PST- (3NH) but he (3NH) clever also not be-PST-(3NH)

'He was very educated but he was not clever either.'

Careful analysis of above mentioned examples, the researcher has found that adjective phrase of adversative conjunction are permissible in Maithili.

(f) *khir ch-ai sw dgar mud bad dudhgar (seho)*

rice pudding be-PRES- (3NH) tasteful but more than enough milk (also)

'The rice pudding is tasteful but also more than enough of milk.'

(g) *i cha ri aich motgar mud n c-al bad nik*

this girl be-PRES- (3NH) fat but dance-PRES-(NH) very well

'This girl is fat but dances very well.'

iii) Disjunction

The disjunctive particle *ki* 'or' express the idea that at least one of the two alternatives can be realized.

(1) Usually *ki* 'or' is exclusive because it expresses the idea that only one of the possibilities can be realized.

(a) *dudh le-b ki dahi?*

milk take-FUT- (2H) or curd?

'What will you take- milk or curd?'

(b) *sut ki k m kar*

sleep or work- IMP-(2NH)

'Sleep or do work.'

(2) *ki* 'or' may imply negative condition. For example:

(a) *kuch pais de ki ham goli m ru.*

some paisa give-IMP or I- shoot-FUT.

'Give me some money or I'll shoot.'

(3) *ki---ki* 'either---or' anticipates the alternative introduced by or. Generally, the anticipatory indicates the scope of the alternative or addition. For example:

(a) *ki parhu ki khet-me har jotu*

either read-IMP- (2H) or field plough- IMP- (2H)

'Either you read or plough the field.'

(b) y *ta ag ri cal athab ghuim ke gh r cal*

either DEF further go-IMP- (2NH) or come back to home.

'Either (you) go further or come back to home.'

(c) *c he kot dia ki jarsi*

either coat give-IMP- (2H) or jacket.

'Either (you) give me coat or jacket.'

Note: The position of the anticipatory element- either- generally indicates the scope of the alternative element or addition while the second element or generally has corresponding scope.

iv. Negative Disjunction

Negative disjunction is formed by the use of iterated particles *nai... nai/ na... na/ ne…….ne,* 'neither …….. nor'. Neither negates the first clause and anticipates the additional negation introduced by nor. Thus, two clauses with neither in the first and nor in the second are the equivalent of two negative clauses. Therefore, the iterated particles express the idea that none of the alternatives provided in the disjuncts. For example:

(a) *s m nai ta r dh sa lav kar-a-at nai ta biv h.*

Sam (3NH) neither-PART-radha (3NH) com love FUT-NH- nor PART marriage

'Sam neither loves Radha nor marriage.'

(b) *nai ajit nai ankit kursi tor-l-ak*

neither ajit nor ankit chair break- PST- (3NH)

'Neither Ajit nor Ankit broke the chair.'

(c) *ne dudh ne dahi kichu nai aich*

neither milk nor curd something not be-PRES-(3NH)

'I have nothing- neither milk nor curd.'

(d) *nai srijana parh-l-ak nai sut-al*

neither srijana read-PST- (3H) nor sleep-PST- (3H)

'Neither Srijana read nor she slept.'

(e) *i ham ne phruti pio-l-ah nai fent*

today I neither fruity drink-PST- nor fanta

'Today I drink neither cock nor fanta.'

When either/ neither are in the position before the lexical verb, the correlative clause introduced by or and nor can be a full clause, but in that case nor is followed by subject-operator inversion:

(f) ah $\begin{bmatrix} ki \\ nai \end{bmatrix}$ *nik likhu* $\begin{bmatrix} ki \\ nai \end{bmatrix}$ *saf likhu*

you $\begin{bmatrix} either \\ neither \end{bmatrix}$ elegantly write, $\begin{bmatrix} or \\ nor \end{bmatrix}$ ah clearly write- (2H)

'You can $\begin{bmatrix} either \\ neither \end{bmatrix}$ write elegantly, $\begin{bmatrix} or\ you\ can \\ nor\ can\ you \end{bmatrix}$ write clearly.'

Note: The position of the anticipatory element- neither- generally indicates the scope of the additional negative while the second element- nor-generally has corresponding scope.

3.2 Comparison of Co-ordination system in the English and Maithili Languages

This section compares the co-ordinating conjunction between the English and Maithili languages in word, phrase and sentence level respectively.

i) Word Level

Maithili	English
a)	and
b) *nai-nai*	neither...nor ...
c) *ki*	or
d) *b*	and
e) *c he*	or
f) *ebam*	and
g) *tath*	and

ii) Phrasal Level

Maithili	English
a) *kit b kalam*	book and pen
b) *kaphi ki c h*	coffee or tea
c) *ne kaniya ne bar*	neither bridegroom nor bride
d) *ne nun ne tel*	neither salt nor oil
e) *tu ne ham*	neither you nor I
f) *rup ki gun*	beauty or quality
g) *parh likh*	read and write

iii) Sentential level

Maithili	English
a) *ne punam ae-l-ah ne r dh*	Neither Punam came nor Radha
b) *ki parh-u ki mahis car -u*	Either you study or graze the buffalo
c) *c h ki kaphi ki pi-ab?*	What will you drink- tea or coffee?
d) *r m dhanik ch-aith mud tõ graib*	Ram is rich but you are poor.
e) *0 has-l- h h th hilo-l-ain*	Similed and waved his hand
f) *g ri khuj-al ham h th jor-l-ah*	The train started and I put the palm of my hands
g) *r dh p tar nai ch-aith mud o bad phurtigar ch-aith*	Radha is not slim but she is very active

Maithili conjunction *, tath , ebam* are equivalent to the English conjunctive conjunction 'and'. Similarly, *ne.....ne/ nai....nai/* are equivalent to the English negative disjunctions 'neither...nor...'. However, *ki...ki...* is equivalent to the English disjunctive conjunction 'either...or...'

CHAPTER – FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

From close study and careful analysis of the data, the following points have been discovered:

(1) The clause co-ordinators   'and' is the central co-ordinator in both languages.

For example: *r m git r baj-ai-lak   humkar bahin piy no*

   'Ram plays the guitar and his sister plays the piano.'

(2) Two independent clauses, as well as two verb phrases, adjective phrases, noun   phrases, and postposition phrases may be co-ordinated with   .

(3) Sentential and phrasal co-ordinations by   are permissible only if the two conjuncts exhibit similarity in topic and structure.

For example:

  (a) *hum- r n c g n bad pasin aich.*

  'I like dancing and singing a lot.'

(4) The event in the second clause is a consequence or result of the event in the first.

For example:

  (a) *bisphot ke ab j sun-l-ak   pulis ke phon kai-l-ak*

  'He heard an explosion and he phoned the police.'

(5) The order of Conjuncts may be reversed without destroying their meaning.

For example:

     (a) *ham sinem   dekha-l-ah   tõ sarkas*

     I saw the movie and you (saw) the circus.

     (b) *tõ sarkas dekh-l-e   ham sinem*

     'You saw the circus and I saw the cinema.'

(6) Occasionally, co-ordination of more than two conjuncts is achieved by a zero strategy.

For example:

     a) *jaldisa bh t d il tark ri kar-u*

     'cook rice, lentils and vegetable soon

(7) In general, however,   is used when more then two conjuncts are co-ordinated.

For example:

     champ   kritik   ankit aib ge-l-ah.

     Champa, Kritika and Ankit arrived.

(8) Mostly *mud*   'but' denotes a contrast. The contrast may be because what is said in the second clause is unexpected in view of what is said in first.

For example: *r m dhanik ch- aith mud   tõ garib che*

Ram is rich but you are poor.

(9) The disjunctive particles *ki* 'or', *ki………ki* 'either…….. or' etc express the idea that at most one of the two alternatives can be realized.

For example:

     (a) *y   ta ag ri parh athb   nokri kar*

     Either (you) study further or take a job.

     b) *ki parhu ki mahis car   u*

     Either you study or you graze the buffalo.

(10) Usually *ki* 'or' is exclusive, expressing the idea that only one of the possibilities can be realized.

For example:

> *dudh le-b ki dahi?*

> 'What will you take milk or curd?'

(11) 'or' *ki* may imply a negative condition.

For example:

kuch paisa du ki ham gooli maru

'Give me some money or I'll shoot.'

(12) Negative disjunction is formed by the use of itrated particles *ne... ne*, *nai... nai..., na.... na...,* neither... nor.

For example: *ne sigret pib – ait ch-aith   ne sup ri kh   – it ch-aith*

Neither does he smoke nor chew betal nut.

4.1.1 Similarities

(1) As co-ordination is a universal property of language, both languages have co-ordination systems.

(2) The co-ordinators of both languages assign equal rank to conjuncts.

(3) The co-ordinators of both languages occur at the phrasal as well as sentential levels.

For example: *g ri khuj-al   ham h th jor-l-ahu*

'The train started and I put the palms of my hands together to bid farewell.'

(4) Each of the co-ordination types and co-ordinators listed below are :

(1) Conjunction :   (in written styles   *aur bam, tath   tath pi*) 'and'

(2) Adversative conjunction : *mud   / magar / parantu / lekin* 'but'

(3) Disjunction : *ki / y   / b   / c he –   neki/* 'or'

(4) Negative disjunction : *nai... nai, ne…… ne, na...na,* 'neither…nor'

4.2 Differences

(1) The Maithili language has four co-ordinate conjunctions viz. , *ebam, tath* , aur but English has just one co-ordinator 'and'

(2) The Maithili language has three adversative conjunctions viz. *mud , magar, parantu* but English has just one co-ordinator 'but'.

(3) The Maithili language has five Disjunctive conjunctions viz. *ki/ y / athb / b / c he/ neki* but English has only one disjunctive conjunction 'or'.

(4) The Maithili language has only one negative disjunction viz. nai... nai, ne......ne, na... na, 'neither... nor' as the same way English has only one negative disjunction 'neither....nor'.

4.3 Recommendations and pedagogical Implications.

On the basis of the findings of the present study, the following recommendations have been made for accelerating and upgrading the ELT situation and the teaching learning process of English co-ordination for Maithili speaker students.

(1) Special attention should be given on different aspects of English co-ordination while teaching it to the Maithili speaking students.

(2) The students of that ethnic community should be taught the ways of doing impersonal co-ordination more carefully as this type of co-ordination does not exist in Maithili.

(3) The materials in thetext book for teaching co-ordination should be added and made explicit and effective.

(4) Co-ordination should be taught by connecting elements of equal importance with appropriate structures and situations.

(5) The effective teaching learning process of the differences between these two (English and Maithili) co-ordination should be clarified and focused.

(6) Maithili co-ordination system should be used to help and assist the English co-ordination system.

(7) The interference of Nepali co-ordination is seen more than that of Maithili in learning English. Thus, the concerned teachers should be aware of the fact.

(8) Maithili is a pro-drop language whereas English is not. Therefore, the concerned bodies should be vigilant while dealing with such an implicit concept in Maithili.

(9) The appropriate sequence of difference of the two co-ordination (English and Maithili) systems in narrative should be instructed to all the tenth graders.

(10) Different items between English and Maithili co-ordinations should be properly and appropriately taught.

(11) The teachers of concerned levels should teach co-ordination creating meaningful situations and using suitable language games.

(12) The teachers should use appropriate teaching materials as far as possible during the class-room teaching.

(13) Last but far from the least the concerned bodies are urged to carry out further research concentrating on other areas of the grammar to test the validity of the finding of the present research.

Finally, the researcher wants to request the concerned authority that the above mentioned re commendations should be taken into consideration. Similarly, to test the validity of the findings mentioned above and also for its applications at the national levels. It is necessary to carry out further researches on other areas of grammar and also incorporating other languages of Nepal.

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APPENDIX ONE
SYMBOLS

अ	a
आ	
इ	i
ई	
उ	u
ऊ	
ए	e
ऐ	ai
ओ	o
औ	au
अं	am
अः	ah
क	k
ख	kh
ग	g
घ	gh
ङ	
च	c
छ	Ch
ज	j

भ्र	jh
ञ	N
ट	
ठ	h
ड	d
ढ	dh
ण	n
ड	r
ढ	rh
त	t
थ	th
द	d
ध	dh
न	n
प	p
फ	ph
ब	b
भ	bh
म	m
य	y
र	r
ल	l

व	v
श	ś
ष	ş
स	s
ह	h
क्ष	kş
त्र	tr
ज्ञ	jň
*	Asterisk (indicates unacceptable forms)

(Based on Jha, Grammar, 1975)

APPENDIX-TWO

A SAMPLE OF INTERVIEW-QUESTIONNAIRE

Name:-... V.D.C:-................

Age:-.................... Dist:-....................................

Sex:-.................... Academic Status:-................

Q.No. 1 How do you say the following words in your language?

English	Maithili
a. and	....
b. neither...nor....	....
c. or	....
d. but	....
e. either........or..........	....
f. although	....
g. whereas	....

Q.No.2 How do you say the phrases in your language?

English	Maithili
a. book and pen	....
b. coffee or tea	....
c. neither bridegroom nor bride	....
d. neither salt nor oil	....
e. neither you nor I	....
f. quality or beauty	....
g. read and write	....

Q.No. 3 How do you say the following sentences in your own language?

a. Neither Punam came nor Radha.

....

b. Either you study or graze the buffalo.

....

c. what will you drink-tea or coffee?

....

d. Ram is rich but you are poor.

....

e. he smiled and waved his hand

....

f. The train started and I put the palm of my hands

....

s