Chapter One

Introduction

1.1 General Background:

Language is the most important power or capacity that distinguishes human beings from other creatures and makes us easy to survive in the world. It is a systematic means of communicating ideas or feelings by the use of conventionalized signs, sounds, gestures or marks having understood meanings. It is around us everywhere in speech, writing, sign language or simply in our minds as we dream, remember something or quietly think out a problem. It varies according to geographical, social, educational, economical, tribal, political, ethnical, familiar and historical boundaries. It makes us to establish good relations with others and at the same time, it also helps to break the relation with the means of abusing remarks so it can be called social phenomenon, too.

Language is the property, which is unique, and no any creature has got such kind of property except human beings. According to Oxford Advanced Learner's Dictionary, "Language is the use by humans of a system of sounds and words to communicate". Likewise, different scholars have defined language in several ways. Noam Chomsky defines language is 'a set of sentences, each finite in length and constructed out of a finite set of elements (Chomsky's syntactic structures 1957:13)

It has been defined as a voluntary vocal system of human communication. It is the most widely used as means of communication

through which human beings communicate or express their ideas, feelings, emotions, desires, thoughts that people use to fulfill their needs. It is unique, dynamic and has open system. Etymologically, the word 'language' has been derived from 'Lingua' which literally means 'tongue' in the Latin language. 'Lingua was modified into 'langue' and then after' langage in French and then came into English langage in the 13th century . Later, English people modified langage into language. To sum up, language is many things- a system of communication, medium for thought, a vehicle for literary expression, a social institution, a matter for political controversy, a factor in nation building. Thus, all normal human beings speak at least one of languages.

1.2 An Introduction to the English Language

The English language is a link language of the world's people which is also called the only one international language. Approximately 375 million people of the world speak English as mother tongue and more than 700 million people use English as the second language like in India, Pakistan etc. The rest of them regards English as a foreign language and international language like in our country Nepal, Bhutan, China, Japan etc. English began with the arrival of the, Prime Minster Jung Bahadur Rana who visited England and brought English as a gift and conducted through Darbar High school in 1889 A.D. and and gradually it spread the whole Nepal as a compulsory subject upto Bachelor level. At present time also, English is taught from class 1 to ,Bachelor level as a compulsory subject and it is the key of success to all levels of students. The students of Postgraduate are not regarded as competent

in absence of English language so they are promoted to study in English because important books, magazines, information etc are written especially in the English language. It is the bank of knowledge because most of the knowledgeable and important books, information are found in English language like the language in computer, internet, mail, science and technology. It has the largest vocabulary and is richest in its literature. It is one of the six languages of the U.N.O. and it is also the link language of the Commonwealth countries. By accidents of history and by the rapid spread of industrial development, science, technology, international trade, and by something like an explosion in the speed and case of travel and by all the factors which have broken down frontiers and forced nations into closer interdependence, English has become a world language. It is the means of international communication

1.3 Background and Origin of the Maithili language

Nepal is a multilingual, multicultural and multiethnic country where people speak varieties of languages and dialects as per its geographical variation. According to the census of 2001, more than 92 languages are spoken among 102 ethnic groups. Among them, Maithili is the second largest language spoken especially in the Terai or Madhesh region in Nepal. It is also spoken in the eastern and northern regions of Bihar, state of India. It is a modern Indo-Aryan language spoken by more than 21 million people in Nepal and India. Today, this area is known as Tirhut or Mithila. Maithili is, originally the language of the ancient Mithila, the kingdom, the Kingdom of Janak, the father of Sita. On the other hand, our Nepalese history also shows

that Maithili is being used in Nepal as a language of government or palace in the time of King Siddhinarsingh Malla and Jay Prakash Malla so it becomes very clear that it is the ancient and very famous and sweet language. It is very rich in the field of language, literature and development of human civilization since ancient time. It is especially spoken is the districts of Dhanusha, Mahottari, Sirha, Saptari, Sariahi, Rautahat, Sunsari, Morang and Udaypur.

The Maithili language is mainly spoken in a large territory of Nepal and India. It is spoken by more than thirty million people as a first language and by many others as a second language in the north- eastern part of India, the state of Bihar and in the eastern and central parts of Nepal's Terai region. It is also the second largest language of Nepal. According to the "Population Monograph of Nepal Vol. 1,Central Bureau of Statistics', it is the mother tongue language of 2,797582 people of Nepal. It has also its own history about its origin like other languages. Yadav (2001: 443-4) has given many factual details about the Maithili language which are as follows:

As its name implies, Maithili, properly speaking is the language of Mithila, the prehistoric ancient kingdom which was ruled by king Janak and was also the birth place of Sita, Lord Ram's wife. This region was also called Tirtabhukti, the ancient name of Tirhut, comprising both Darbhanga and Muzaffarpur districts of Bihar, India.

Maithili belongs to the Eastern sub-group of the Indo-Aryan group within the Indo-Iranian branch of the European language family. It forms a subgroup with Bhojpuri and Magahi and is linguistically close to Assamese, Bengali and Oriya than to its more contiguous language, namely, Hindi and

Nepali which belong to central and western subgroup of Indo-Aryan respectively.

The alternative names of the Maithili language are Tirhutiya, Dehati, Abahata or Apabharamsa. It is mainly spoken in the northern part of the India, the state of Bihar, and the eastern part of Nepal's Terai region. There are also Maithili speaking minorities in adjoining Indian states like west Bengal Maharasthra and Madhya Pradesh and the central Terai of Nepal. Previously, Maithili had its own script called Mithilakshar or Tirhuta, which originated from Brahmi (of the third century B.C) via the proto- Bengali script and is similar to the modern Bengali and Oriya writing system. Besides the Mithilakshar script, the Kaithi script was also used by Kayashtha (belonging to a caste of writers and clerks) especially in keeping written records at government and private levels. These two scripts are now almost abandoned. For the sake of easy in understanding and printing (and also perhaps under the influence of Hindi writing system), they have gradually been replaced by the Devanagari script used in writing Hindi, Nepali and some other languages of both Indo-Aryan and Tibeto- Burman stocks spoken in adjoining areas.

Dialects of Maithili

We find seven regional dialects of Maithili. They are the standard, southern, eastern, chikachiki, western, Jolhi and the central colloquial dialect. But standard Maithili is spoken in the north of Darbhangn district (Bihar State, India) which now forms the part of Madhubani district. There are also regional and social variations. It presents social variations in its pronunciation,

vocabulary and grammar in terms of the speaker's caste, religion, sex, education, interpersonal relationship and other social factors

Maithili is taught as a subject both in Nepal and India from primary levels of education to higher levels. In primary level, primary education provided in mother tongue language of the certain area as per the interim constitution of Nepal, 2063. It has recently been made a constitutional provision for introducing all the mother tongues spoken at primary level of education which is a welcome step for their promotion.

It is the second largest language of Nepal in terms of the number of speakers. More than 12% people of Nepal speak Maithili as first language. There are about ten districts named Dhanusha, Mahottari, Sirha, Sarlahi, Rautahat, Saptary, Morang, Sunsari, Udaypur, Jhapa where Maithili is spoken. It is very known language in the world which is taught as such in Tribhuvan University of Nepal and many other Indian Universities like Bihar, Calcutta, Patna, Bhagalpur, Darbhanga etc.

Serious interest in Maithili linguistics began in the early 1880s when Sir George Abraham Grierson and A.F. Rudolf, Hoernle published a series of scholarly books and papers on Maithili who recognized the distinctiveness of Maithili. The first native grammarian of Maithili was D. Jha who published the Maithili grammar in 1946 in which the grammatical rules are presented in the form of structures (sutras) in paninian style of Sanskrit Grammar.

Govind Jha's (1963) Laghu Vidyo Vidyotana is an abridged and simplified version of the vidyotana (grammar).

Sunil Kumar Jha was the first scholar who studied Maithili sound system with its historical development lexicography in Maithili. Likewise, Dr. Ramawatar Yadav's 'Maithili Phonetics and Phonology' is the first full length phonetic study of Maithili language which is entirely based on the pronunciation of the author who is a native speaker of Maithili language. He was born in a village near the town of Janakpur in the Tarai of Nepal. The thesis is written on Maithili Clausal Complementation and the study however, will be limited to the language of Maithili spoken especially in Thadhi village near the town, Janakpur and its surrounding area especially of Dhanusha district.

Maithili has had a long tradition of written literatures in both Nepal and India. The most famous Maithili writer is Vidyapati Thakur who is popularly known as Mahakavi Vidyapati. He was also a great writer of Sanskrit. He composed melodious poems in Maithili entitled Vidyapati Padvalli which mainly deals with the love between Radha and Krishna as well as his songs are so sweet and popular in Maithili.

Maithili also flourished a court language is the Kathmandu valley during the Malla period. In the present context, there has been literary writing in all literary genres especially poetry, plays, fictions, films etc from both Nepal and India. Beyond this, Maithili writers have also contributed to other fields like culture, history, journalism, linguistics etc.

Comparative philology maintains that language is related to one-another. Two languages are linked with one another. It means they are sister languages derived from the same other language. This view can be expressed by the following diagram:

1.4 Importance of Grammar

The importance of Grammar has also been focused by great Scholars. One of them is Somerest Maugham who says '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.'

This statement clearly presents that grammar is very essential to produce correct sentences. It is the foundation of knowledge. On the other hand, it is more supportive to the learners of second language in the comparison of native speakers of a language. The science that treats of the principles that govern the correct use of language in either oral or written form. It helps us to speak and write in a correct way. It is a mechanism of a language to produce correct sentences according to the rules of the languages. The aim of grammar is to help the learners to choose structures which accurately express the meanings they want to create.

A complement clause is a newly developed term in both English and Maithili languages. It is a clause which completes an accompanying lexical head. Such a subordinate clause may function as a complement of the subject or as a complement of the object.

a. h m-ra   bujhae-l je   ha khisia   ge-l- hu

I-ACC/DAT feel-PST COMP you be angry   go-PST

'I felt that you became angry'.

Grammar plays an important role to make a language in a system which makes language learners to learn easily and quickly. It is meant to give proper structures and certainty in a language. It is very essential in writing form of language. It is defined as a science that treats of the principle that governs the correct use of language in either oral or written form. Complement Clauss is also an element of grammar which completes the meaning of a sentence or fulfills the meaning of a sentence.. It is a clause that functions as an argument for some other clause (Noonan, 1985).

1.5 Statement of Problem

Language is not fixed and creativity lies in it according to speakers. According to Noam Chomsky's Transformational Generative grammar, almost all the world's language and structure share some common features because of their universal principles. The following example clarifies it.

I write thesis.

H m thesis likh- it-chi.

"Complement clauses in English and Maithili: A Comparative Study" is concerned with complement clauses in both languages. The statement of problem is to study Complement clauses in both languages comparatively on the ideas by the scholars, grammarians and linguists.

1.6 Objectives of the Study

The major objective of the research is to focus on the complement clauses of the Maithili language in comparison with that of the English language. However, following are some of the major objectives of this investigation:

⟩ To study and analyze complement clauses of English and Maithili languages.

⟩ To find out similarities and differences in English and Maithili languages regarding their complement clauses.

⟩ To identify areas of difficulty in learning Complement clauses in English for Maithili speaking learners and vice versa.

⟩ To suggest some pedagogical implications.

1.7 Significance of the Study

Basically the research will be beneficial to the future generation of the researchers and the readers of these two languages in the field of complement Clauses. It will be equally useful for the teachers who are teaching English as a foreign language at schools where Maithili speakers are the students. Moreover, it will be helpful to the policy members, planners, curriculum designers and so on.

1.8 Research Methodology

This dissertation is mainly descriptive one. It is based on the data available in the libraries, the questionnaire and the suggestions provided through the consultations with different renowned scholars of the related topics. For this purpose, informations are collected by visiting the libraries like The Central Library of T.U., Kirtipur, The Library of C.D. of English, T.U., Kirtipur, The Library of C.D. of Linguistics, The Library of Royal Nepal Academy, Kathmandu.

The researcher used both the sources of data: primary and secondary for details. Complement clauses in both languages are analyzed basing on the secondary data collected from standard English and Maithili grammars, especially from A University Grammar of English by R. Quirk and S. Greenbaum, A Brief Grammatical Sketch of English by Payne, E. Thomas, Language Typology and Syntactic Description by Shopen, Timothy; The Grammar Book by Larsen -Freeman, D. and Ceke-Murcia, M, A Reference Grammar of Maithili by Yadav, R.A; Optional Maithili Book of Grade Ten by Premarsi D. and Malangiya M; Clausal Complementation in Maithili by Yadava Y.P. and Yadav D.

The other different books, journals, magazines, etc have also been used as the secondary sources to analyze the background information of the two languages. The background of the English language has been analyzed basing on the views of the historians and linguists to get the idea regarding the history of the English language in Nepal. Similarly, the scholars like Yadava and some others have contributed a lot in the field of the Maithili language

regarding its origin. Some of the data are also collected from Census Report of 2001 to know the position of the Maithili language. The native speakers of the Maithili language of different districts and especially of Dhanusha are the primary sources of data. The researcher has used the method of questionnaire to collect the primary data by visiting the different natives of the Maithili language from different districts. Besides, the researcher being a Maithili speaker, is himself the major source of data.

Regarding the sampling procedure, the researcher has used Stratified Random Sampling basing on. 50 Maithili speakers of different age, sex and educational status to sample the population and also for the primary source of data for complement clause in Maithili.

Districts	people
Dhanusha	10
Mohattari	10
Siraha	15
Saptari	10
Total	50

To discuss about the tools for data collection, the researcher has developed a set of questionnaire with the help of suggestion provided by the scholars for the data collection to analyze the complement clauses in Maithili and to prove the fact given by the scholarly grammarians. But the complement clauses in English are analyzed completely basing on secondary data.

The researcher himself visited the field twice to collect the data on complement clauses in Maithili. The researcher has prepared a sets of questionnaires and visited the districts like Siraha, Dhanusha, Saptari and Mohattari and established good relationship with Maithili speakers. He informed them about the objectives of the research and its significance. Then, he gave them a set questionnaire to each of them according to his schedule to fill it up and they have been collected for analysis

Besides, the researcher has also used the method of comparision and contrast which discover the major similarities and differences of English and Maithili languages regarding complement clauses which are the major objectives of this thesis. In addition, the methodologies like analysis, exposition, definition, and others including the suggestions and guidelines of the respected lecturers, professors and the senior students.

1.9 Review of Literature

Several scholars and linguists have studied and researched on Maithili language and its different aspects. The review of language or literature upto this period can be summarized as follows:

A Reference Grammar of Maithili by R.A. Yadav is a standard grammar of the Maithili language which describes the rules and various grammatical aspects of Maithili. He describes the case, number, honorific, gender markers, preposition etc in the Maithili language. He has also talked on phonology nominal, pronominal adjectives, verbs, aspects etc of the Maithili language.

The Optional Maithili Book of Grade Ten prescribed by the Education Board of Nepal Government is also very useful book for this dissertation. In addition of teaching Maithili literature, the book also discusses various aspects of grammar in the Maithili language along with the complement clauses in Maithili.

Similarly, Clausal Complements in Maithili by Yadava Y.P. and Yadav, D.N. is another source for thesis.

In the Central Department of English, nobody has ever done any kind of research on this topic.

In addition, various grammars of English language have also been reviewed which discuss complement clauses in English. Then, it has been studied comparatively.

A University Grammar of English by R.Quirk and S. Greenbaum, The Grammar Book by Larsen-Freeman, D. and Ceke Murcia, M. Language Typology and Syntactic Description by Shopen Timothy, A Brief Grammatical Sketch of English by Payne, E. Thomas etc. have been reviewed to bring out the clear-cut information regarding complement clauses in English language.

The scholars like Block and Trager, Sapir are cited to get the basic information regarding language. Oxford Advanced Learner's Dictionary (2007) is another source to cite the information of language.

Other different resources have also been reviewed to discuss the historical background of both the languages and their status. Some history

books are cited to get the information regarding the development of English in Nepal. Maithili -facts about the world's language by Yadava, Y.P. is cited to get information regarding the origin of the Maithili language. In the same way, Census Report 2001 has been consulted to get the data about the position of the Maithili language in Nepal.

The present study is to fill the gap regarding the similarities and differences between English and Maithili languages in respect to complementation in broader sense which was neglected by the previous researchers.

1.10 Limitations of the study

The thesis prepared for the partial fulfillment to the requirements of the Master's Degree in English, is bound to have a number of limitations. Some of which are described below:

• It can't be taken as complete or universal one. The research only deals with English and Maithili languages.

• It is only confined to the complementation i.e. complement clauses-one aspect of grammar and leaves back another aspects.

• It ignores the regional and social variation in the words, phrases and sentences. It is only based upon the standard written and spoken language.

1.11 Organization of the Study

The tentative division of the chapters and time limits are as below:

Chapter 1:   Introduction   - Approx. 3 weeks

Chapter 2:   Complement Clauses in English   - Approx. 2 weeks

Chapter 3:   Complement Clauses in Maithili   - Approx. 2 weeks

Chapter 4:   Complement Clauses in English   - Approx. 2 weeks

            and Maithili: A Comparative Study

Chapter 5 :   Pedagogical Implication, Summary   - Approx. 3 weeks

            and Conclusion.

Chapter Two

2.1 Complement clauses in English

A word or words especially an adjective or a noun, that is used after linking verbs such as be and become and describes the subject of the verb is known as complement. For examples, in the sentence 'I am angry' and. it becomes a politician, 'angry' and 'politician' are complements. A complementation pattern of a verb, noun or objective is the pattern that typically follows it.

Complement clause is a clause that functions as an argument of some other clause (Noonan, 1985). Further, complement clauses are subordinate clauses that function as NPs themselves. They are not the part of NPs like relative clauses are; they replace NPs in the higher structure. They work as integral parts of the higher sentence their subject, object or complement.

For example:

i) I know that <u>Ram is honest.</u>

Here <u>Ram is honest</u> is object of the sentence. '<u>I know that</u>' is complement of the sentence which fulfills the meaning of the sentence.

ii) They want <u>to eat cheerio-s.</u>

A clause is a part of a complex sentence. The clause can be defined as a grammatical unit which contains a subject and a predicate. We combine phrases to form a sentence or a unit of a sentence. This unit is obviously larger than a phrase but equal or smaller than a sentence. That is to say, it is

equivalent to a sentence or in between the phrase and the sentence. Such a unit is called a clause.

For examples, Consider the following sentences:

a) A girl is laughing. (Subject + Predicate)

b) The girl is reading a book. (Subject + Predicate + Complement).

According to Crystal (1997), a clause is a term used in some models of grammar to refer to a unit of grammatical organization, smaller than the sentence, but larger than phrase, words or morphemes (55). Likewise, a clause forms a sentence and often functions, as a noun adjective or adverb.

Different grammarians have different opinions regarding the definition of complementation. Larsen-Freeman and Ceke-Murcia (1983:629) define complementation as "complements, which are constituents needed to complete the meaning of a verb or an adjective, are often distinguished from adjuncts, which are perceived not to be central to the prepositional meaning of the sentence and which are never required to occur with a verb or adjective." Similarly according to Noonan (1985:43) "By complementation, we mean the syntactic situation that arises when a notional sentence or prediction is an argument of a predicate". Likewise, Yadava (2008:1) reveals "A complement clause is a clause that functions as an argument of some other clause."

Complement types often have associated with them a word, particle, clitic, or affix whose function it is to identify the entity as a complement. Such forms are known as complementizers. Derivational affixes, such as English-'*ing*', which are used to convert a form from one part of speech to another are

not considered here to be complementizers. More than one complemetizer may occur with a given complement type. Alternatively, some complement type may have no complementizer associated with them at all. In English, the particle that is a complementizer associated with a complement type named after it, the 'that-clause'. The particle 'if' can also function as a complementizer with this same complement type as in:

a) I don't know if Jivan knows Sanjeev.

Most infinitives have the complementizer 'to', but some have no complementizers in English. Neither the verbal noun nor participial complement types have complementizers in English.

The use of a complemtntizer with a given complement type is sometimes optional or contextually determined i) and ii) are both possible:

11) i. Sonu knows that Hari is vulnerable.

b. Sonu knows Hari is vulnerable.

When 'that'-clauses are subjects, however, the use of that is obligatory.

12) a. That Hari is vulnerable is remarkable.

  b) Hari is vulnerable is remarkable.

The English complementizer 'to' associated with infinitives is also dependent on context, but the principles governing its distribution are rather different from those governing the distribution of that. The use of that is optional with object complements, but obligatory with subject complements;

the distribution is therefore syntactically determined. There are syntactical determined aspects of the distribution of the to-complementizer also. When infinitives are in other than object position, the to-complementizer is obligatory. But in object position, the distribution of 'to' is governed, rather arbitrarily, by the CTP. With complement-taking predicates like force, want, and allow the use of to is obligatory.

a. Manoj wants Prem to retire.

b. Manoj wants Prem retire.

The predicate 'help' can occur with or without 'to':

a. Nilam helped Dev to see the error of his ways.

b. Nilam helped Dev see the error of his ways.

'To' is ungrammatical with 'make' and 'let':

a. *Ramesh made Navin to blush.

b. Ramesh made Navin blush.

a. The judge let Sita to go.

b. The judge let Sita go.

Complementizers typically derive historically from pronoun, conjunctions, adpositions or case markers, and rarely, verbs and so may resemble words currently used in these capacities. The English complementizer that, 'if' and 'to' are derived from and thus, resemble the

pronoun 'that', the conjunction 'if', and the preposition 'to' respectively. Similar examples can be cited from a great number of languages.

2.2 Types of Complement Clauses

According to Noonan (1985:43), there are four types of Complement Clauses. They are:

i. That Complement Clause

That Complement Clauses are one of the most frequent types of clausal complement. That clause consists a subject and a verb and various types of additional information such as one would find in an ordinary sentence. The first auxiliary verb may appear in the present or past tense or it may be a modal auxiliary For examples:

a. Scientists claim that the globe is getting warmer.

b. We long expected that nothing worthwhile would come from our effort.

c. People generally know that bears do not make good pets.

That clauses are called dependent clauses because they depend on or require the presence of another clause to which they are attached in some way.

ii. Infinitive Complement Clauses (To Complement Clauses)

Infinitive complements consist of the participle to plus the bare verb stem. This type of complement is often used in the position of subject. For examples:

a. To err is human, to forgive is divine.

b. It bothers me to see him so upset.

c. John urged Mohan to depart.

The infinitive construction can code a past/non-past distinction as well as aspect and voice. For examples:

a. I want to be seen.

b. I believe Walt to be a flat- earther.

c. I believe Walt to have been a flat-earther.

d. Jenkins urged to appear.

'To' complement clauses are used with matrix verbs of manipulation, that have a weaker conceptual bond to the complement. Manipulative act may be removed in physical or psychological space from the event expressed in the complement. Compel, urge and force are such verbs. For examples:

a. They forced Tyler to resign his position.

b. Jenkins urged the Chaldeans to have appeared.

'To' complement clauses are also used with cognition, emotion and utterance verbs that imply that the subject has a strong intentional, emotive commitment to the realization of event expressed in the complement. Such as- want, hope, expect etc. For examples:

a. They want to eat cheerio-s.

b. They want Hari to eat cheerio-s.

c. We expect to return someday.

d. We expect Nicholas to return someday.

According to Larsen-Freeman, D. and Ceke-Murcia, M(1983:634), there are five types of infinitive complement clauses:

A. Believe-type infinitives

This type of infinitive follows main-cause verbs like 'believe' and 'imagine'. It possesses both subject and verbs, a direct object as well. For examples:

a. The students believed their professor to be amazing.

b. The citizens imagined the politician to have led an honest life.

We can have perfect, progressive and perfect progressive infinitives:

a. The students believe their professor to be able to do good research.

b. The students believe their professor to be correcting their homework.

c. The students believe their professor to have been lecturing too much lately.

Some mental cognition verbs such as assume, find, know, perceive, prove, show, think and understand are used with Believe-type Infinitives. For examples:

a. The geologists knew hills to contain gold deposits.

b. They perceived them to be uninterested in our proposal.

c. They found the box to contain more money than they had expected.

d. The players assumed their opponents to have practised more.

B . Advise-type Infinitives

Advise-type infinitives are used to give advice. It does not seem to matter whether the infinitive is presented in active or passive. For examples:

a. We advised the children to play baseball outside.

b. The police officer ordered my friend to move his car.

c. We advised baseball to be played outside (by the children).

Other verbs that fit this infinitive are manipulative verbs like allow, cause, force, help, permit, persuade and urge. For examples:

a. Our parents allowed us to stay up late.

b. The wind caused the canopy to fall down.

c. Bad luck forced us to leave Las Vegas early.

d. I helped my sister to find the answer.

C . Attempt-type infinitives

Attempt type infinitive involves a type of control. The control comes not from the object of the main clause but from its subject. Two main- clause verbs that require this infinitive type are 'attempt' and 'tend'. For examples:

a. The driver attempted to avoid the ice on the road.

b. Bears tend to eat voraciously in the spring.

Attempt-type Infinitives also include the verbs begin, continue, decide, fail, forget, manage, offer, proceed, promise, refuse, regret, remember, start, try and vow. For examples:

a. The radio station continues to play horrible music.

b. We proceed to sell off most of our furniture.

c. She forgot to buy her books.

d. I promised (him) to work harder next time.

e. I refuse to travel any farther tonight.

D . Want-type Infinitives (For/To Infinitives)

Want-type infinitives permit the option of either the subject or object of the main clause providing the infinitive with a logical subject. Sometimes some of the subjects of the infinitives may be introduced with'for'. For examples:

a. I want to refinish the furniture.

b. I want (for) him to refinish the furniture

c. She intends to clean the house.

d. She intends (for) him to clean the house.

When the infinitives appear in the passive voice, the sentences are equally grammatical and convey the same general idea. For examples:

a. I want (for) the furniture refinished by him.

b. She intends (for) the house to be cleaned by him.

Some future-oriented and affective verbs which readily occur with 'for' include arrange, desire, expect, hate, hope, intend, like, love, plan and prefer. For examples:

a. The travel agent arranged (for us) to take another trip.

b. I would hate (for you) to be standard in the cabin this winter.

c. The doctor would like (for me) to try some new pills.

d. I would love (for you) to visit Paris next year.

e. The tour leaders plan (for us) to visit more museums.

E. Let-type (Bare-stem) Infinitives

In Let-type infinitives, the main clause verbs with which it occurs are quite limited. This type is often called the bare-stem infinitive where the usual 'to' is either optionally or obligatorily absent. For examples;

a) The teacher let the students go home early.

b) We saw our friend leave the station.

Other verbs in this class include feel, have, hear, help, make, observe and watch. For examples;

a) We feel the door close behind us.

b) The teacher behind had us repeat the exercise.

c) They heard the bell ring twice.

d) Please help us move our furniture.

iii) Gerund Complement Clause (Nominalized Complement Clause)

Gerund Complement Clauses are also called the-ing Complement Clauses. The predicate becomes nominalized, assuming the form of a verbal noun and takes over the role of head noun of the noun phrase. For examples:

a) Fred disliked making phone calls to John.

b) Mary preferred doing other things with her time.

It is possible to have both perfect and progressive forms. For examples:

a) Fred dislikes having made phone calls to John.

b) Mary dislikes having been making phone calls to John.

Other verbs that take gerund complements include admit, appreciate, avoid, begin, continue, defend, deny, enjoy, feel, finish, forget, hate, hear, like, love, prefer, quit, recall, regret, remember, risk, resume, see, smell, start, stop and try.

iv) Participial complement Clauses

Participles are adjectival or adverbial forms of verbs. The role of participles in complementation is usually limited in languages that make

extensive use of participles. Participles function as attributive, not predicate, adjectives. For examples:

a) The teacher had the students drawing trees yesterday.

b) I watched the ice melting in the sun.

c) I did not like him coming in here like that.

Other verbs taking this type of complement include discover, feel, hate, have, hear, like, love, observe, prefer, recall, remember, see and watch. For examples:

a) The authorities discovered the dog hiding behind the bushes.

b) We feel the weather turning cold.

c) We observed the doves making their nests.

d) I remember John telling me the same story last year.

e) The tour leaders had us visiting museums day and night.

According to payne, E. Thomas, complement clauses have been categorized into two types also (1997:373). They are:

Finite Complement Clauses

They are like independent clauses which carry their own tense and aspects. They express their subjects directly. For example:

a) I know that it is raining

b) That it had rained surprised me.

The finite complement clause always contains a subject as well as a predicate, except in the case of commands and ellipsis. Nearly, all independent clauses are finite clauses. In contrast non-finite clauses can be constructed without a subject.

Non-finite complement clauses

They are more tightly knit, less independent than finite complement clauses. The complement verb is usually non-finite.

For examples:

    a) It is not so easy to do linguistics.

    b) She likes to do linguistics.

A non-finite clause contains a non-finite verb. The non-finite verb is a verb, which does not inflect for tense, aspect, mood and agreement with the subject. (Yadava, Y. P. 2008:207).

Chapter Three

Complement Clasuses in Maithili

3.1 Complement Clauses

A complement clasue is a clause which completes an accompanying lexical head. such a sub-ordinate clause may function as a complement of the object or as a complement of the subject. For examples:

a.   h m-ra   bujhae-1   (je   h   khisia)

I - ACC/DAT   feel-PST (3NH)   COMP you (II)   be angry

ge - l - h

go-PST (2H)

'I felt that you became angry'

b. h m i kh b r (je   ramsag r em e pas   bh -ge-1)

 I   this news   COMP Ramsagar M.A. Pass become go-PST (3NH)

jermani   me   sun-l-ahu)

Germany LOC hear - PST (1)

'I heard the news that Ramsagar passed the M.A. examinatin in Germany.

Complementizers

The cmplementizers in Maithili are je or ki or even je ki - all meaning 'that'. 'Je' however, is the most common complementizer. It is quite likely that

historically complementizers derive from and therefore resemble, the relative pronoun je 'that, who' and the interrogative pronoun 'ki' 'what'.

For examples:

a.   0   k h-l- inh   je   h   c il   ja-u

he   (H)   say PST-(3H) COMP   you (2)   walk   go-IMP (2H)

'He asked me to go'.

b. ha   agr h   k r-i unh   jeki   r ih   ja-ith)

 you (2) request   do-IMP(2H+3H) COMP live   go-OPT-(3H)

'Please ask him to stay over'.

Alternatively some complement clauses, especially the object complements, may have no complementizers at all:

a.   0   h m-ra   puch-l- inh   (k ta ja rahal ch-i)

       He   I-ACC/DAT   ask-PST-(3H+I) where go PROG AUX-PRES-(2H)

'He asked me where I was going'

b.   u   dh r-d   baj- l   (ai   n t   r h- b)

    he(NH) promptly   speak-PST - (3NH) today not live-FUT-(1)

'He replied promptly that he would not stay over today'.

Usually, the complementizer occurs clause-intially in an object complement irrespective of the type of the subordinate clause. For examples:

a. h m-ra   bujhæ-1   (je   math dukha -it   ich)

I - ACC/DAT feel-PST-(3NH+1) COMP head ache-IMPERF AUX-PRES-(3NH+1)

'I felt that I had a headache.'

b. O   puch-l- inh   (je   kathmandu k hia jæ-b)

  he(H) ask-PST - (3H+1) COMP Kathmandu when   go-FUT - (2H)

'He asked me when I would go to Kathmandu.'

However, the complementizer is not permitted to occur clause initially in a subject complemnt clause:

a. jeki   ha   u h   ge-l- h)   se jhuth (ich)

COMP You (H) feel drowsy go-PST -(2H) that lie   is

'That you dozed off is a lie'

The subject complement clause allows the complementizer to occur in non-clause initial position if the complement clause is declarative.

a.   (dakt r- k   riport je   nik   ch- l   se   bat

        doctor-GENIT report COMP good be-PST-(3NH) that matter

        sob   bujh- uth

        all   realize-IMP -(3H)

'That the doctor's report was good should be realized at all.'

The object complement clauses does not permit the complementizer to occur in non-clauses initial position no matter what sentence type the subordinate clauses may be:

a.   h m puch - l-i ik   je k   ich)

       I   ask-PST (1+3NH) who COMP be-PRES-(3NH)

'I asked (him) who he was.'

Maithili has four complement types. They are;

3.2 Je- Complement Clauses

The Je- type complement may be a subject or an object complement. The most distinctive characteristic of the Je-type complement is that its predicate bears the same syntactic relation to its subject and object as it does in the main cause. In other words, the verb of the complement clause will be inflected for the subject and object agreement in the main clause. For examples:

a. h m j n- it   ch-i   [je   o

 I   know IMPERF   Aux PRES (1) comp he (H)

dakt r   ch- ith]

doctor be-PRES-(3H)

'I know that he is a doctor'.

b. ham-ra   bujhæ-1   [je   hom-ra

 I - Acc/DAT   feel- PST (3NH) COMP   I-Acc/DAT

bokhar laig   ge-1]

fever   attack go-PST-(3NH+I)

'I felt that I had caught a fever.

     Sometimes, depending upon the class and semantic property of the complement- taking predicates of the main clause, the predicates of the main clause may differ in mood. For examples:

a) ram   cah- it   ch- ith   [Je

Ram   want- IMPERF   AUX-PRES-(3H) COMP

hun-k- r   beta   dakt r b n- inn

he-(GENIT) son   doctor become-opt-(3NH+3H)

Ram wants that his son become a doctor.

b) h rn agr h K e-l-i inh   [je   r ih j a-ith

    I   request do-PST (1+3H) COMP   live   go-OPT-(3H)

'I requested him to stay'.

3.3 Infinitival Complement Clauses

     The predicates that take infinitival complement clauses are sikh b (to learn), chor b (to give up), bisar b (to forget), lag b (to begin), cah b (to

want) and so on. Note that these predicates require the subject of the main clause to be identical and co-referential with the subject of the complement clause:

a) h m   nepal l ut-   c h- it   ch-i

   I   Nepal return-INF   want-IMPERF   Aux- PRES(1)

I want to return to Nepal.

b) O   pher   reji   p rh-   l g-1-ah

   he (3H) again   English   read-INF   begin-PST- (3H)

'He began to study English again'.

3.4 Nominalized Complement Clauses

A nominalized complement clauses is a predicate which becomes nominalized and assumes the form of a verbal noun. The nominalized predicate bears a genitival relation with its subject and assumes a gerundial form. Such a nominalized complement usually takes a commentative predicate. For examples:

Ki   h -k   jae-b ge-nai   ucit   hoe-t ?

What you(H) GENIT   go-GERUND   Proper be-FUT-(3NH)

'Will it be proper for you to go?'

b) hun- k   e-bak   jankari   n i bhet- 1

he (3)-GENIT   come-GERUND Knowledge not meet-PST- (3NH+1)

'I didn't receive the news of his arrival.'

iv) Participial Complement Clause

Participial complement Clauses play a rather restricted role in complementation and typically use predicates of immediate perception, such as dekh b 'to see', sun b 'to hear'. These predicates are marked either by the present participial - it or by the past participial - i:

a) ki   ha   n c- it   ban r   dekh-ne

What you(2) dance-PRESPCPL monkey   see-PERF chi ? AUX-PRES-(2H)

'Have you been dancing monkeys?'

b) h m   ok-ra cicia-it   sun- l-i ik

I-ACC/DAT her   cry-PRESPCPL   hear-PST-(1+3NH)

'I heard her crying.'

According to Yadava, Y.P. and Yadav, D.N., Complement Clauses can be studied in the following ways also.

i) VP Complement Clauses

VP Complement Clause is made of verb and noun, the verb comes before or after noun. For example:

i) Thak- l   Khelari   sut-ir hal   ich

  Tired   PCL player   sleep-IMP PROG   AUX

'The tired players are sleeping'.

ii) AP Complement Clause

It has an adjective and pronouns. It generally comes at the beginning of the sentence. For example:

i	nik	bhel	je	ahaan	cithi	padh-l-aun(adjectival)
It	nice	was	that	you	letter	read-PST-2H

'It was nice that you read the letter.'

iii) NP Complement Clause

NP complement is noun- phrase complement. For example:

h m	hari	bimaar	ch-al	se	baat	kah-l-aun.
I	hari	sick	be -3NH	that	fact	say -PST

' I said it that Hari was sick'.

Furthermore, according to Yadava, Y.P and Yadav, D.N. (2008:3), the Maithili language has two types of complement clauses: Finite and Non-Finite. Finite complement clause includes Je type complement and Non-finite complement clauses contains infinitival, nominalized and participial complement clauses.

Finite Complement Clause

It means 'je' or 'se' Complement Clauses in Maithili. They behave like independent clauses. Subject and tense/aspect can be expressed within them.

For this reason the complemenizer 'je' often becomes redundant and is often omitted in discourse.

For example,

i) h m jan-ait chi (je) hari bimaar chal

 I Know-IMP AUX- PRES that Hari sick be-PST

' I know that Hari was sick.'

ii) u nirdos ai-ch se g l t aich

He (3NH) innocent be-PRES-3NH that false be- PRES-3NH

'That he is innocent is false'.

2. Non-Finite Complement Clause

Non-finite clauses in Maithili can be of the following types (cf. Yadava, 1996)

a. Infinitival Complement Clauses

The infinitive form of the Maithili verb ends in -eb if the verb stem ends in a, or o, and in - b everywhere else. It may instead end in-nai also

 a. u aam kin-a caah-ait aich.

  He (3NH) mangobuy-INF want-IMP be-AUX-PRES(3NH)

' He wants to buy mangoes'.

b. Nominalized Complement Clause

It ends in '*nai'* and acts as the subject or object of a sentence. For example:

1. T h l -nai nik ho-et aich

' Walking is a good exercise.'

2. O-kara	padh-naai	nik	lag-ait	aich
He(3NH)-ACC	read-GER	good	take- IMP	PRES 3NH-AUX

'He likes reading'.

c. Oblique Complement Clause

It is used to express something in an indirect way. For example:

ham	o-kara	padh-baak-lel	kah-li-ae.
i	3NH-ACC	read-GER	say-PST-3NH

'I told him to read'.

Chapter Four

Complement Clauses in English and Maithili: A Comparative Study

This chapter deals with the comparative study of complement clauses in the both languages. All the Complement Clauses in Maithili are compared to that of the English language. The details of compare and contrast are given below:

4.1 Compare and Contrast of Complement Clauses

On the basis of traditional and modern grammars, we find difference in classification of complement clauses. In English, there are that complement clauses infinitive complement clauses, gerund/nominalized complement clauses and participial complement clauses in both traditional and modern grammars. In Maithili, we find je-complement, infinitival complement, nominalized complement clauses and participial complement clauses. Likewise, some scholars have categorized it into Finite and Non-Finite Complement Clauses. Despite that, there are some other similarities and differences as well in terms of division of the complement clauses which are described below in detail:

A) That Complement Clauses (Je-Complement Clauses)

Maithili	English
1. - hari bi-char k i-l k je	1. - Hari thought that he should not be sent for this work.
- Hari think PST that	
ok ra hi kajme n hi	
he this work not	
p th-b k cahi	
send PRES (PV) want	
2. Ram k h l k je h ri bimar chal	2. - 'Ram said that Hari was ill.'
ram say-PST that hari ill be -PST	

Following similarities and differences are discovered:

- That complement clauses of both the languages are made of one main clause and two or more independent clauses.

- In both languages, the distinct co-ordinating conjunctions are used to combine the two parts. In English 'that' is used whereas /Je/ki/jeki are used in Maithili for conjunctions.

B) Infinitival Complement Clauses (To complements)

Maithili	English
1. h m nepal laut- cah- it ch-i AUX-PRES (1) - I 'Nepal return-INF want-IMPREF 'I want to return to Nepal'.	1. I want to return to Nepal
2.O pher a reji p rh- l g-l- h. he(H) again English read-INF begin-PST-(3H) 'He began to study English again'.	2. He began to study English again.

The following similarities and differences are discovered:

- Both languages use infinitives (to infinitives). In English, we use 'to +v1' whereas we use 'sikh b' (to learn), 'chor b (to give up)', cah b (to want)' and so on in Maithili.

- Both languages have predicates which require the subject of the main clause to be identical and co-referential with the subject of the complement clause.

C) Nominalized (Gerund) Complement Clauses

Maithili	English
1. O-kraa padh-naai/padh-ab niik He-3NH-ACC read-GER good lag-ait ai-ch take -IMP PRES 3NH-AUX 'He likes reading'. ii) hun- k |-bak he (H)- GENIT come-GERUND jankari nai bhet- l knowledge not meet-PST-(3NH+1) 'I did not have the knowledge of his coming.'	1. He likes reading. 2. 'I did not have the knowledge of his coming.'

Following similarities and differences are discovered:

- Both languages use gerundial form. In English, we use v4 (ing-form)

whereas 'nai' is used in Maithili.

- The nominalized predicate bears a genitival relation with its subject in both

languages.

D) Participial Complement Clauses

Maithili	English
1.Ki ha n c- it	1.'Have you seen dancing monkeys?
what you(2) dance PRES PCPL	
ban r dekh-ne ch-I	
monkey see- PERF AUX-PRES	
'Have you seen dancing monkeys?'	
ham ok-ra cicia-it	
	2.I heard her dying.
2.I she-Acc/DAT cry-PRES-PCPL	
sun- i-i ik	
hear-PST (1+3 NH).	

Following similarities and differences are discovered:

- Both languages use participles which function as attributive, not predicate, adjectives.

- In English, we use hear hate, see, feel, remember etc verbs whereas we use 'dekhab'(to see,) sunob (to hear) in Maithili as present participles.

1. Finite Complement Clauses

Maithili	English
i) ram jan-ait chai th je hari bimar chal Ram know-IMP AUX PRES COMP hari sick be-PST ii) u nirdos ai-ch se g l t ai-ch He(3NH) innocent be-PRES(-3NH) that false be-PRES(3NH)	i)Ram knows that Hari was sick. ii)That he is innocent is false.

Following similarities and differences are discovered:

) Finite complement clauses behave like indepent clauses in both
   languages.

) Subject and tense /aspect can be expressed within them in both
   languages.

) Finite complement clauses use conjunctions in both language. 'That' is
   used in English whereas 'je', 'se' 'ki' or 'je ki' are used in Maithili.

2.Non-finite Complement Clauses

Maithili	English
1) u l tam kin-a caah-ait ai-ch He(3NH) guavas buy-INF want-IMP be-AUX PRES(3NH) 'He wants to buy guavas'. 2) o-kara padh-naai nik lag-ait ai-ch He (3NH)-ACC read-GERUND good take-IMP AUX-PRES (3NH) 'He likes reading.' 3) h m o-kara padh-baak-lel kah-li-ae I 3NH-ACC read-GERUND-OBL say-PST-1-3NH 'I told him to read'.	1) He wants to buy guavas. 2) 'He likes reading.' 3) 'I told him to read'.

Following similarities and differences are discovered: we find infinitival, nominalized and participial complement clauses in English whereas we find infinitival, nominalized and oblique complement clauses in 'Maithili.

We don't find oblique complement clause in English whereas Maithili has such type of complement clauses

Chapter Five

Pedagogical Implication, Summary and Conclusion

5.1 Pedagogical Implication

In this chapter, the researcher has attempted to put forward some suggestions for teaching Complement Clauses in English and Maithili: A Comparative study, which will be beneficial for teachers, students and learners of English and Maithili as a second language. The suggestions are as below:

a) The teacher should create dialogues that require the complement clauses in English and Maithili and perform them in situations.

b) Students are asked to make notes how people use complement Clauses in Maithili in daily life.

c) English people learning Maithili should be aware of the structure of complement clauses in Maithili.

d) Maithili native speakers learning English should be taught complement clauses in English.

e) Text book writers should write books so that the learners can be encouraged to use complement clauses in their conversations.

f) Make the students know about the complement clauses in English and Maithili. After that, students should make a list of complement clauses in English and Maithili which are functionally similar and different.

g) The students should be taught the types of complement clauses: that complement, infinitive complement, gerund complement and nominalized complement clauses. Teacher should teach the students which conjunctions are used in complement clauses.

h) Before going through complement clauses, the students must have the concept of tense, voice and sentence.

i) Teacher should list the conjunctions at the time of teaching so that the students could easily find out the types of complement clauses.

5.2 Summary

The first chapter is introductory in nature. It includes general background, background and origin of Maithili and English languages, importance of grammar, statement of problem, objectives of the study research methodology, review of literature, significance of the study, limitations of the study and organization of the study.

The second chapter deals with the study of complement clauses in English on the basis of different traditional and modern grammars.

The third chapter which is one of the focal point of this dissertation, has presented the analysis of complement clauses in the Maithili language. The chapter analyses the complement clauses on the basis of traditional and modem grammars.

The fourth chapter which is the main focal point of the thesis has found out some similarities and differences in English and Maithili languages in terms of complement clauses.

The fifth chapter deals with some suggestions for teaching complement clauses in English and Maithili, which will be beneficial for students, teachers and learners of English and Maithili as a second language. It is also the summary and conclusion of the whole dissertation.

5.3 Conclusion

It is said that we all human beings are distant relatives. That means, we all are born out of a single couple. But the Evolution Theory of science by Charles Darwin has proved that it is the time and environment that bring continuous change as well. Hence, we are the children of a single parents. It is the time and environment that brought differences among us as well. But the fact is that not all the features get changed. Thus, we can say that there are both the points of similarities differences among us. Similar is the case with the language as well. All the languages of the world are distant relatives but it is the time span of thousands of years that brought differences. Thus, there are both the points of similarities and differences among the languages of the world. In the same way, if we move to the next phase of the complement clauses in English and Maithili, there too, we can discover the points of similarities and differences among the complement clauses. Considering this, I discovered a lot of similarities and differences among the complement clauses of English and Maithili languages.

I have tried my best to consult the well known books, articles, journals of well-known writers to get information related to the topic. The discoveries are based on my own intellect and information obtained from different grammars, articles, books, journals etc which I believe, will be very useful to

the Maithili native speakers who are interested in knowing about the complement clauses in Maithili and the points of similarities and differences among the complement clauses in English and Maithili. It will also be useful to the teachers or learners who are interested in learning or teaching these two languages comparatively.

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Interview Questionnaire

This interview questionnaire has been prepared to accomplish a research work entitled 'Complement Clauses in English and Maithili: A Comparative Study'. This research is being carried out under the guidance of Mr. Dev Narayan Yadav, Reader in English Patan Multiple Campus, Patan Dhoka, Lalitpur. It is hoped that his kind co-operation will be a great contribution in the great accomplishment of this valuable research. In addition, the kind help and co- operation of interviewees will lead me to the completion of this task.

Name - Debendra Yadav

District - Dhanusha

Educational Status - Bachelor

Sex - Male

How do you say the following expressions in Maithili?

COMPLEMENT CLAUSES

English	Maithili
1. I believe that he did it.	हमरा विश्वास अछि जेई ओ केने ह्यत ।
2. Harrison expects (that) they had arrived.	हमरा शंका अछि जेओसभ आबि गेल हेताह ।
3. Harrison expects (that) he will win.	ह्रारिसन आशा करैत अछि जे ओ जितत ।
4. He said (that) he would come.	ओ कहलनि जे हम आयब ⁄ आबि जायब।

5. Fritzi suggested (that) we arrive early. फ्रिजी सल्लाह देलक जे हमसभ सवेरे पहुँच जायब ।

6. Mary is eager to please. मेरी खुश कराकलेल इच्छुक अछि ।

7. We are happy to announce our engagement. ह्मसभ अपन विवाहक फलदानकें घोषणाक बास्ते खुश छी ।

8. We expect to return someday. ह्मसभ कोनो दिन लौटकें आशा करैत छी ।

9. They want to eat cheerio-s. ओसभ चेरिओज खाय चाहैत अछि ।

10 Jenkins urged the Chaldeans to depart. जेनकिन्स चेलडिन्सकें छोडबाकलेल आग्रह कयलक ।

11. They forced Tyler to resign his position. ओसभ टेलरकें राजिनामा देवलेल बाध्य कयलक ।

12. It bothers me to see him so upset. ओकरा बहुत विचलित देखि हमरा तकलिफ अछि ।

13. To err is human' to forgive is divine. गल्ती मनुष्यक स्वभाव अछिआ माफ केनाई इश्वरीय गुण छैक ।

14. They made themselves dance. ओसभ अपनेआपके नचौलक ।

15. Williams has Joseph sing the benediction. लियमस जोसेफकें गावौलक ....।

16 They made him dance. ओसभ ओकरा नचौलक ।