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Subordination in English and Maithili: A Contrastive Study

TRIBHUVAN UNIVERSITY

Subordination in English and Maithili: A Contrastive Study

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By

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Letter of Recommendation

This thesis entitled **Subordination in English and Maithili: A Contrastive Study** has been prepared by Mr. Dinanath Mahato under my supervision in partial fulfillment of the requirements of the master's degree in English. I hereby recommend this thesis be submitted to viva voce.

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Letter of Approval

This thesis entitled 'Subordination in English and Maithili: A Contrastive Study' by Mr. Dinanath Mahato has been submitted to the Central Department of English, Tribhuvan University. It has been approved by the undersigned members of the Research Committee.

Members of the Research Committee

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Abstract

The main objective of this thesis is to present the analysis of English and Maithili subordination. The analysis of English and Maithili subordination is fully based on the primary and secondary data. With the help of secondary data collected from *A Reference Grammar of Mathili* (1990), *University Grammar* (1973), and also by using his own intuition the researcher sets the rules of Maithili Subordination, then tests those rules by collecting the written data from Maithili speakers of Dhanusha district. By making the contrastive analysis of English and Maithili subordination, it also predicts the errors that Maithili speakers are likely to commit while learning English and Maithili subordination. It also calculates the errors actually committed by 60 Maithili speaking students of grade IX and X of Dhanusha district through Errors analysis. Finally, it points out the correlation between the predictions of errors and the actual occurrences of error.

The sample population for this study consists of 60 Maithili speaking students of Grade IX and X of Dhanusha District from six different schools. In this work, both primary and secondary sources are used for the collection of the data. The primary tool for analyzing the errors of Maithili speaking students is a written text which consists of two items. After collecting the data, the responses of the students are marked systematically and errors committed by them and tabulated. The tables consist of total errors and average errors presented item wise, class-wise are erroneous sentences.

The researcher claims that this study is perfectly satisfactory and complete. Because of limited time and research, there may be some limitations and shortcomings in the study.

Abbreviations

ACC	:	Accusative
AFFIR	:	Affirmative
AGE	:	Agreement
APP	:	Appendix
AS	:	Alternative Sentence
ASS	:	Assertive
AUX	:	Auxiliary
CA	:	Contrastive Analysis
CL	:	Clause
COM	:	Comma
COND	:	Conditional
DAT	:	Dative
DO	:	Direct Object
EMPH	:	Emphatic
E.G.	:	For example
FUT	:	Future
GENIT	:	genitive
H	:	Honorific
HH	:	High Honorific
IMP	:	Imperfective Aspect
IMPR	:	Imperative
INF	:	Infinitive
INFLEX	:	Inflections

INTRAN	:	Intransitive
IO	:	Indirect Object
MH	:	Mid Honorific
NP	:	Noun Phrase
NEG	:	Negative
NH	:	Non-honorific
PERFT	:	Perfective
PL	:	Plural
PRES	:	Present
PST	:	Past
TRANS	:	Transitive
V	:	Verb
VP	:	Verb Phrase
1	:	1 st person
2	:	2 nd person
3	:	3 rd person

Dedication

*To my parents who forever thought about my future, even while leaving for
heavenly abode.*

Chapter 1

Introduction

1.1 Introduction

This study is an attempt to present a linguistic description of the forms and functions of the subordination in English and compare them from the pedagogical perspectives with the forms and functions of subordination in Maithili.¹ By subordination, we generally mean the morphosyntactic process for the combination of units such that one is dependent on the other. It is also referred to as a non-symmetrical relation, holding between two clauses in such a way that one is constituent or part of the other. There are similarities in terms of function of subordination in English and Maithili. However, in terms of forms, there are characteristically significant differences between these two languages. Consequently, the English teachers find difficulties in enabling the learners to master the forms and functions of the subordination and use correctly, fluently and communicatively in their real life situations. The subordination has been extensively studied in English from theoretical and typological perspectives.

It is generally assumed that appropriate teaching materials for the teaching subordination in English can be prepared and the most effective teaching techniques can be suggested on the basis of a scientific description of the subordination in English and its comparison with a parallel description of Maithili subordination.

However, no attempt has so far been made to analyze the forms and the functions of the subordination in English and Maithili and to compare them from the

¹ Maithili, an Indo-Aryan language, is chiefly the language of the residents of Mithila. The area of Maithili is very broad. It is spoken in the whole of the districts of Darbang, Purnea, Munger and Bhagalpur in India. It is the native language of the people of the Terai of Nepal. According to census report (2001), the total number of Maithili speakers in Nepal is 27, 97, 582 i.e. 12.30 percent of the total population of Nepal. In terms of the number of speakers, Maithili has the second position after Nepali.

pedagogical perspective. This study is based on the three assumptions of the contrastive analysis:

(i) Language learning is a matter of habit formation, (ii) The state of mind of L₁ and L₂ learners is different and the mind of L₁ learners is a tabularized whereas that of an L₂ learner is full of L₁ habits, and (iii) Languages are comparable. The main focus of the study is to analyze the subordination in English and Maithili and compare them structurally and functionally in order to determine both the similarities and differences between them from the pedagogical perspective.

1.2 Objectives of the study

The general objective of this study is to analyze the forms and functions of the subordination in English and Maithili and compare them from pedagogical perspective. The specific objectives of the study are as follows:

- a) To analyze the forms and functions of subordination in Maithili and English,
- b) To find out areas shared by the two languages with respect to their subordination,
- c) To discover the areas of dissimilarities in connection with subordination
- d) To identify areas of difficulty in learning English subordination for Maithili speaking learners,
- e) To suggest appropriate teaching techniques and teaching materials in order to facilitate the difficult areas of teaching subordination in English to Maithili speakers.

1.3 Review of Literature

As we mentioned in section 1.1 there has been no attempt so far made to analyze the forms and the functions of the subordination in English and Maithili and to compare them from the pedagogical perspective. Except some contrastive studies

between English and other different language spoken in Nepal in other aspects of the grammar, we have a few materials related to the present study. They include Jha (1958), Yadav (1997) Sah (2000; 2004), Mukhiya (2001), Yadava (2005), Thakur (2005), Karna (2006).

Jha (1958) is a pioneering work in the field of Maithili linguistics. It has dealt with phonetics, phonology, morphology, syntax and semantics of the language. It provides insight into the syntax of subordination. It is simply descriptive in nature.

Yadav (1997) is a reference grammar of Maithili language. Despite the fact that it has attempted to analyze different aspect of the grammar of the Maithili language, it does not provide a detail analysis of subordination in the language.

Sah (2000) finds complete difference on S-V-agreement between the Maithili and English. He concludes that number agreement determines the S-V-agreement system in English but inflectional affixes with both subject and object determine Maithili S-V-agreement. He further goes on to state that the errors committed by Maithili speaking English learners were due to mother tongue interference, over generalization and hypercorrection.

Mukhiya (2001) is a comparative study of passivization in English and Maithili. He concludes that English passivization system distinctly differs from that of Maithili in almost all grammatical aspects though there are areas, which are somehow similar in both languages.

Sah (2004) is a comparative study on the simple present tense and simple past tense of English and Maithili. This study has revealed similarities as well as differences in the simple present tense and simple past tense between English and Maithili. Unlike English Maithili tense system possesses T/V distinction.

Yadava (2005) is a functional-typological study of sequential conversal

constructions in three Indo-Aryan languages: Nepali, Maithili and Hindi. These languages employ non-finite clauses instead of finite clauses to realize the clause linkage. The very interesting findings include: these three languages tend to have the same subject as the main clause and temporal coherence with the main clause.

Thakur (2005) is a comparative study in relativization in English and Maithili. His study is theoretical in nature since the major objective is to diagnose the main points of similarities and differences between relativization of the English and Maithili languages. He has found out that in the English language RC markers that are relativization normally start with *je*.

Karna (2006) carried out a research on "Terms of the Address in the Maithili and English Language". She found out that paternal and maternal destination is not important in English but is very important in Maithili.

In English, subordination has been extensively studied from descriptive and typological point of view. Quirk et al. (1985) is a significant descriptive study of the subordination in English.

1.4 Methodology

In case of Maithili, this study is based on both primary and secondary data. The primary data are based on the intuition of the researcher as he is the native speaker of Maithili. The primary data were cross-checked with other native speakers living in Kathmandu. The secondary data are based on Yadav (1997) and other books and articles written in Maithili. In case of English, we have used only secondary data based on Quirk et al. (1985).

The prediction of areas of difficulty in learning English subordination for Maithili speakers has been done on the basis of established psycholinguistic principles: Difference between L_1 and L_2 leads to difficulty in learning L_2 .

In order to test this assumption a set of questionnaire on English subordination was prepared and administered on the Mithili speaking English learners of Grade IX and X from Dhanusha District. and errors committed by Maithili-speakers in learning English subordinations were analyzed.

Sixty Maithili-speakers of Dhanusha district were selected using stratified random sampling on the basis of their age, sex and educational background for the primary data for Maithili subordination. The primary data for the errors committed by Maithili speakers in learning subordination was collected from 60 Maithili-speaker students studying in six different schools of Dhanusha District. The schools consisted of government and private schools, located in both urban and rural areas.

Apart from this, we have adopted the following guiding principles for this contrastive study:

- a) To analyze subordination in English and Maithili independently and completely.
- b) To compare subordination in the two languages item wise at all levels of their structure.
- c) To sort out similar features, partially similar features and dissimilar features in the two languages, in case of the subordination.

In this study, for the description and analysis of subordination we will use the basic synchronic descriptive approach as a model.

1.5 Significance of the study

This study which aims at presenting a linguistic description of the forms and functions of the subordination in English and compares them from the pedagogical perspectives with the forms and functions of subordination in Maithili has great pedagogical implications.

- a) Examination of the similarities and differences between the subordination in English and Maithili helps to predict the possible errors that can be made by the learners of English.
- b) The teaching materials prepared on the basis of a scientific description of the subordination in English and a comparison of with a parallel description of the Maithili language can be very effective in teaching English to Maithili speaking students learning English.
- c) The real problem in learning English subordination and better means to solve them can be found on the basis of the comparison.
- d) This type of study can guide the English teachers as to how to devise test items on subordination and what techniques to be followed. The contrastive analysis, in other words, helps us to find out the areas of difficulties and factors to create them and guides us to minimize the effects of those factors in teaching and learning English.
- e) It gives us an insight into the linguistic problems in teaching language.

1.6 Hypothesis of the study

This study has the following four hypotheses. They are as follows:

- a) There exists cross-linguistic comparability in the forms and the functions of the subordination in Maithili and English.
- b) There are structural and functional similarities as well as differences in English and Maithili with respect to subordination.
- c) There are some fundamental differences between English and Maithili with respect to subordination. Thanks to the differences, there occur a number of the difficulties in teaching and learning English subordination to Maithili speakers.

- d) Effective teaching materials can be prepared and suitable teaching techniques can be suggested on the basis of the comparison between the target language and the mother tongue of the learners.

1.7 Limitations of the study

This study has the following limitations. They are given as follows:

- a) In this study, we will mainly analyze the forms and functions of the subordination of the English and the Maithili language.
- b) The similarities and differences of the subordination in the two languages, English and Maithili, will be enumerated in terms of forms and functions.
- c) The English subordination will be compared with their transitional equivalence in standard Maithili.
- d) For the description and analysis of the subordination in English and Maithili, the basic synchronic descriptive approach will be used.

1.8 Organization of the study

This study has been organized into six chapters. Chapter 1 is introductory in which we have dealt with the objectives, review of literature and research methodology of the study. Chapter 2 and chapter 3 deal with the forms and functions of the subordination in English and Maithili respectively. Chapter 4 makes a comparison between English and Maithili subordination and enumerates the similarities and differences between them. Chapter 5, we discuss the pedagogical implications of the contrastive analysis of the subordination in English and Maithili. Chapter 6 mainly presents the summary and conclusions of the study.

Chapter 2

Subordination in English

2.1 Outline

This chapter presents a review of the analysis of the forms and functions of subordination in English. It consists of three sections. In section 2.2 we present a traditional point of view about subordination in English. Section 2.3 analyzes the forms and functions of subordination in English.

2.2 A traditional point of view

Hypotaxis is the arrangement of 'unequal' constituents. The word hypotaxis literally means 'beneath' (hypo) 'arrangement' (taxis), and hypotaxis forms the basis of subordination. The inequalities between hypotactic clauses are evident both grammatically and semantically. The subordinate structure takes on the grammatical function of subject, object, complement, or adverbial in the main clause. The subordinate clause is overtly marked as a subordinate structure, often with a subordinator like if, since, that, whatever, while, who, whoever, etc.

The subordinate clause is itself divisible into phrases having grammatical functions at the clause rank (subject, verb, object, complement, or adverbial). And the subordinate clause assumes a 'part to whole' relationship within its main clause, becoming only one part of the whole sentence. Hence, the grammatical relationship is hypotactic, the clauses are subordinated.

Subordination refers to combination of units such that one is dependent on the others. Crystal (1996: 443) defines 'subordination' as "A term used in grammatical analysis to refer to the process of linking linguistic units so that they have different syntactic status. One being dependent upon the other and usually a constituent of the others" Similarly in Ebert's (1994: L 112) words "Subordinate is either maximally

reduced or minimally".

A sub clause (subordinate clause) can also have another sub clause inside is which means that the first sub clause behaves as a 'main clause' with respect to the second subclause (Leech and Svartvik, 1975: 382). Consider the sentence in (1).

(1) a. I think that you can do it if you try.

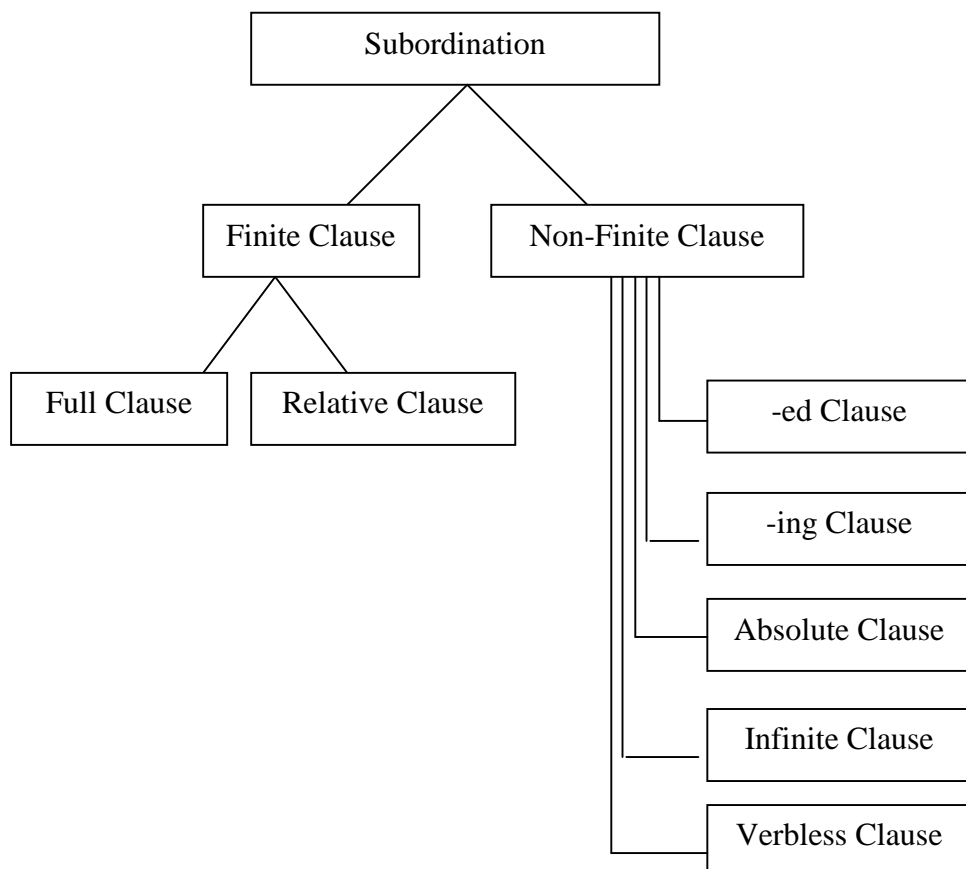
b. I think [that you can do it if you try.]

In (1b) 'that you can do it if you try' is subordinate clause, functioning as object. In this clause the subordinator is 'that'.

2.3 Forms and functions of subordination in English

On the basis of their potential function, we distinguish several major functional categories of subordinate clauses nominal, adverbial, relative, and comparative. We can present these various distinctions in terms of forms and functions graphically as in

(2):



Subordinate clauses can be further categorized in terms of their forms and

functions. Subordinate clauses take the form of either 'finite' (full clauses) or non-finite (reduced clauses). In terms of forms there are two types of subordinate clauses in English: finite (full clauses) and non-finite (reduced clauses). They are discussed in the following subsections.

2.3.1 Finite clause

The finite clauses in English contain a finite verb. They are characterized by the following features:

- a) They carry their own tense and aspect.
- b) They express their subjects directly; the subject reference is not restricted to that of matrix clause.

Consider the following sentence in (3).

- (3) a. **That she is still alive** is a consolation.
- b. **Whoever wants that** book can have it.

In (3a) 'that she is still alive' is a finite subordinate clause, functioning as subject. The finite subordinator is 'that'. Similarly, in (3b) 'whoever wants that book' is a finite subordinate clause, functioning as subject. The finite subordinator is 'whoever'.

The finite clause, in English can include full clause and relative clauses. (Kies, 2007: 5)

2.3.1.1 Full clause

Subordinate clause which has its own subject and its own finite verb is called full clause. Full subordinate clauses often exhibit an overt subordinator and the grammatical functions like subject, object, complement, or adverbial. Let us consider the following sentences in (4).

- (4) a. **Since he arrived**, she left early.

b. I know **that you lied**.

c. Ram can be **whatever she wants to be**.

In (4a) 'since he arrived' is a subordinate clause functioning as adverbial. The subordinator is 'since'. Similarly, (4b), 'that you lied' is full subordinator clause, functioning as object. The subordinator is 'that'. In (4c) 'whatever she wants to be' is a full subordinate clause, functioning as complement. The subordinator is 'whatever'.

2.3.1.2 Relative clause

Relative clause refers to a clause, which describes the referent of a head noun. It often restricts the reference of the head noun. Crystal (1996: 394) defines 'relative clause' as "A term used in grammatical description to characterize pronouns which may be used to introduce a post-modifying clause within a noun phrase and by extension to clause as a whole (relative clause)".

Similarly, relative clauses are recognizable by their distinctive structures (Kies 2007: 5). The first is the relative pronoun (a wh-word like who, whom, whose, which or the word that often occurs in clause initial/position; the second is the fact that the relative pronoun has the potential to assume many different functions within the relative clause. Some of the most common functions for the relative pronoun are subject, object, or complement. Let us consider these examples in (5)

(5) a. I missed them, **which is pity**.

b. He is the boy **who used to play truant with**.

c. She recalls the events **that happened when she was just a child**.

In (5a) the relative clause 'which is pity' modifies the whole sentence 'I missed them'. This type of relative clause in English is always only non-restrictive. Similarly, in (5b) the head noun phrase 'the boy' is post modified by the relative clause 'who used to play truant with'. In the same way, in (5c) 'that happened when she was just a child'

is a relative clause, which has post-modified the head noun phrase 'the events'.

2.3.2 Non-finite clause

Non-finite clause contains a non-finite verb. The non-finite verb is that verb which does not show tense, aspect, mood and agreement with the subject. Non-finite clauses are missing many or most of those constituents, usually the subordinate, the subject, and the finite part of the verb. The part of the verb that remains in the non-finite clause is the non-finite constituent, the participle, the verb that is not marked for tense. The non-finite clause can assume a variety of functions at the clause rank. Let us consider the following examples in (6)

(6) a. I want **to be alone**.

b. **Leaving the room**, he tripped on over that mat.

In (6a) 'to be alone' is a non-finite subordinate clause, which has direct object. Similarly, in (6b) is the non-finite clause because the **-ing form** of the verb does not show tense, aspect, mood or agreement with the subject.

In the non-finite, we can include **-ed clause**, **-ing clause**, **infinite clause**, **absolute clause**, and **verbless clause** (Kies, 2007: 5)

There are mainly five types of finite clause in English. They are discussed below:

2.3.2.1 -ed clause

The **-ed clause** is marked by the presence of non finite **-ed verb** form at the beginning of the subordinate clause. Consider the sentence in (7).

(7) **Covered with confusion**, I left the room.

In (7) 'Covered with confusion' is the **-ed subordinate clause** because sub clause contains **-ed verb form** in clause initial position.

2.3.2.2 -ing clause

The **-ing clauses** are marked by the presence of an **-ing verb form** in clause

initial position. An –ing clause functioning as the subject of the sentence is often called 'gerund'. Let us consider the sentence in (8).

(8) Leaving the room, he tripped on over the mat.

In (8) 'Leaving the room' is –ing clause because sub clause contains –in verb form in clause initial position.

2.3.2.3 Absolute clause

The absolute clause is much like the –ing clause; however, the absolute clause begins with a pronoun in the genitive or objective case that seems to function as the 'subject' of the –ing verb. Consider the sentence in (9).

(9) **Her hearing the news**, she left early.

In (9) 'Her hearing the news' is an absolute clause because sub clause contains an ing verb form beginning with a pronoun in the genitive case that seems to function as the 'subject' of the –ing verb, (i.e. hearing).

2.3.2.4 Infinite clause

The **infinite clauses** are marked by the presence of infinite verb form; in clause initial position. Let us consider the example in (10)

10 **To hear the news**, she left early.

In (10) 'To hear the news' is infinite clause because the sub clause contains infinite verb form (i.e. to hear).

2.3.2.5 Verbless clause

Verbless clauses as the name suggests are notable for their lack of any verb form. Let us consider example in (11).

(11) Whether right or wrong, he always comes off worse in argument.

In (11) 'Whether right or wrong' is verbless clause because there is lack of verb form in the subclause.

Chapter 3

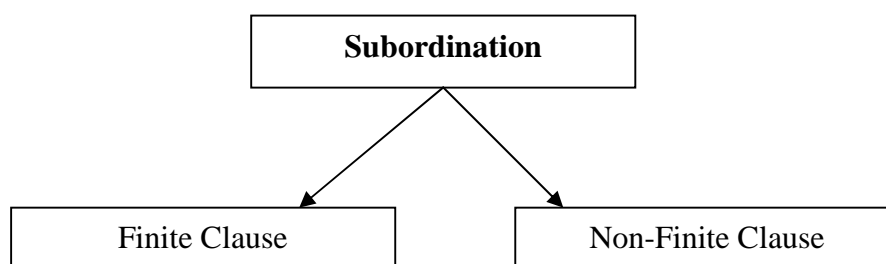
Subordination in Maithili

3.1 Outline

In chapter 2, we analyzed the forms and functions of subordination in English. In this chapter, we attempt to analyze the forms and functions of subordination in Maithili in detail. Maithili language has subordinating markers or subordinators. Maithili subordinators generally occur as in clause final position of the subclause except in some cases. The Maithili verb suffix plays an important role in marking subordinate clauses because it occurs as in both past/perfect markers and subordinating markers. Subordination involves the conjunction of two clauses with the help of subordinators or subordinating conjunctions. The subordinators assign unequal rank to the conjoined clauses and render one of the clauses subordinate to the other. This chapter consists of three sections. In section 3.2 we present subordination in Maithili diagrammatically in terms of forms and functions. Section 3.3 deals with different types of the subordinate clauses and their respective functions in detail.

3.2 Subordination in Maithili

Maithili exhibits different types of subordinate clauses in terms of forms and functions. They are presented in figure 1.



γαρι	χηυιτ	γε-λ
train	leave	go-PST-(3NH+1)

"I missed the train because I was late".

In the sentences given above (1 a and b) refers to subclauses that get their own subjects and own finite verb. In the sentence (1a), $sv\ddagger zl|yr\ddagger\}v-\}r1\ddagger r4$ is the subclause of the matrix clause $fv\ddagger lu^{\wedge}|y-z\ddagger l\ddagger\ddagger zty$. And in the sentence (1b) $\ddagger sv...ly, v-sr|11|r...ε-\ddagger 4\ddagger 1|r...rε1\ddagger r4$ is the subclause of the matrix clause $xr...z\ddagger ty^{\wedge}z\ddagger lxv-\}$. Thus, Maithili subordinators $|zb|1\ddagger\ddagger$ and $\{v$ occur in the premodifying position of the subordinate clause.

3.3.1.1 Full clause

The subordinate clause which has its own subject and its own finite verb is called full clause. It is found in the Maithili language. Let us consider the following sentence (3).

(3) a.	$\phi\leftrightarrow\kappa\eta\leftrightarrow v$	$\eta\leftrightarrow\mu$	$\gamma\eta\leftrightarrow\rho$	$\pi\leftrightarrow\eta v\#\chi-\lambda-\leftrightarrow\eta v\#$
	$\leftrightarrow\eta\alpha\#\sigma v\tau\leftrightarrow\lambda$			
	when	I	house	arrive-PST.(1) you (H) asleep
	$\chi\eta-\leftrightarrow\lambda-\leftrightarrow\eta v\#$			
	be-PST- (2H)			

"When I arrived home, you were asleep".

b. v	$\chi\eta\Box\#p\alpha$	$\phi\epsilon$	$\kappa\alpha i\lambda\eta$	$\Theta-\lambda$	$\chi\eta-\leftrightarrow\lambda$
that	boy	REL	yesterday	come-PERF	AUX-PST (3NH)
$\beta\leftrightarrow\delta$	$\chi\leftrightarrow\lambda\alpha\kappa$	$\chi\eta-\leftrightarrow\lambda$			

very clever be-PST- (3NH)

"The boy who came yesterday was very clever".

c. $\eta \leftrightarrow \mu$ $\varphi \leftrightarrow v \leftrightarrow \iota \tau$ $\chi \eta \iota$ $\varphi \varepsilon$ o $\mu \alpha \rho \leftrightarrow \lambda$

I know-IMP Aux-PRES -(1) comp comp he (H)

$\mu \alpha \rho \leftrightarrow \lambda$ $\varphi \leftrightarrow \varepsilon \tau \leftrightarrow \eta$

Kill-PSTPCL go-Fut-(3H)

" I know that he will be killed".

d. $\eta \leftrightarrow \mu$ $\sigma \leftrightarrow \beta$ $\chi \leftrightarrow \iota \lambda$ $\leftrightarrow \varepsilon \lambda \leftrightarrow \eta \upsilon \#$ $\kappa \iota \Theta \kappa \tau \leftrightarrow$

vokri

I PL walk come-PST (1) because job

$v \leftrightarrow \iota$ $\beta \eta \varepsilon \tau \leftrightarrow \lambda$

not meet-PST-(3NH+1)

"We came back because we couldn't get a job".

In the sentences given above (3a-d) mainly refers to subclauses that get their own subjects and own finite verb. In the sentence (3a),

$\{\tilde{A} \mid y \tilde{A} \in 1y \tilde{A} \sim 1xy \tilde{A} \dots 1f \tilde{A} y^4 t\} - \tilde{A} y r 4$ is the subclause of the matrix clause

$\tilde{A} y r 4 \uparrow \uparrow \uparrow \tilde{A} \} 1ty - \tilde{A} \} - \tilde{A} y r 4$. And in the sentence (3b) $\sim 1ty \S 4 \dots r 1 \{v$ is the

subclause of the matrix clause $\mid rz \} y 1b - \} 1ty - \tilde{A} \} 1s \tilde{A} u 1t \tilde{A} \} r \mid 1ty - \tilde{A} \}$. Similarly,

in the sentence (3c), $y \tilde{A} \sim 1 \{ \tilde{A} \in - \tilde{A} z \uparrow 1ty - i je$ is the subclause of the matrix clause

$, 1 \sim r \dots - \tilde{A} \} 1 \{ \tilde{A} v - \uparrow - r \in$. Thus, in the Maithili subordinator $\{\tilde{A} \mid y \tilde{A} \in$ and $\{v$ occur in

the final and premodifying position of the subordinate clause.

3.3.1.2 Relative clause

In Maithili, $\{v=1\} \{v=1\} \{ \ddot{A} y r 4=1\} \{ \ddot{A} | -\ddot{A} \rho$ are the perfect markers or prenominalized markers which make the process of relativization. Hence, prenominalized relative clauses are found in Maithili which function as subordinate clause. It is formed by the use of relativizer, which is the relative pronoun *je* and its inflected forms. Let us consider the following examples in (4)

- (4) a. $\eta\alpha\mu$ $\varphi\epsilon$ $\kappa\iota\tau\alpha\beta$ $\mu\leftrightarrow\eta\leftrightarrow\gamma$ $\chi\eta\leftrightarrow\iota\kappa$ $\sigma\epsilon\lambda\upsilon$
 I REL book expensive be-PRES- (3NH) COREL
 o $v\leftrightarrow\iota$ $\lambda\epsilon\beta$
 that not take-Fut- (1)

"I won't buy that book which is expensive".

- b. υ $\chi\eta\Box\# \rho\alpha$ $\varphi\epsilon$ $\omicron\kappa\alpha\iota\lambda\eta$ $\Theta\text{-}\lambda$ $\chi\eta\leftrightarrow\lambda$
 that boy REL yesterday come-PERF Aux-PST- (3NH)
 $\beta\leftrightarrow\delta$ $\chi\leftrightarrow\lambda\alpha\kappa$ $\leftrightarrow\iota\chi\eta$
 very clever ve-PRES- (3NH)

"The boy who came yesterday is very clever".

- c. $\varphi\epsilon$ $\omicron\alpha\delta\delta\alpha$ $\mu\epsilon$ $v\leftrightarrow\iota$ $\chi\eta\leftrightarrow\lambda$ $\sigma\epsilon\lambda\upsilon$
 REL office in not be-PST-(3NH) COREL that
 $\kappa\leftrightarrow\rho\leftrightarrow\mu\chi\alpha\rho\iota$ $\eta\leftrightarrow\tau\leftrightarrow$ $\delta\epsilon\text{-}\lambda$ $\gamma\epsilon\text{-}\lambda$
 officer move-CAUS-1 give-PSTPCPL go-PST- (3NH)

"The officer who was not present in the office was sacked".

- d. $\leftrightarrow\eta\alpha\#$ $\beta\leftrightarrow\delta$ $\mu\epsilon\eta v\leftrightarrow\tau$ $\kappa\leftrightarrow$ $\leftrightarrow\leftrightarrow\eta\leftrightarrow\lambda$ $\chi\eta\text{-}\iota$
 You (H) much labor do PROF Aux-PRES- (2H)

φε νικ βατ ↔ιχη

REL good matter be-PRES- (3NH)

"You are working very hard-which is a good thing".

e. φ↔ναρδ↔ν (φε προπηερσ↔ρ χη-↔ιτη) αι βηασ↔ν

Janardan REL professor be-PRES- (3H) today speech

δε-τ-αη

Give-FUT- (3H)

"Janardan, who is a professor, will deliver a speech today".

In the sentence (4a) given above, {v1|z†rs1-Å yÅ xlt y-Å z| is the subclause (relative clause) of the sentence 'o v↔ι λε-β'. It is also premodifying clause of the N or NP (i.e. μ↔η↔γ κιταβ). Similarly, in the sentence (4b) ^1ty§4...r1{v is the subclause of the sentence , 1| rz}y1b-}1ty-Å }1sÅ ultÅ }r|1Å zty. Because it is a premodifying clause of the N or NP ty§4...r. It is noteworthy that the maithili verb suffixa such as {v=|v=|{ Å yr etc. are the perfective marker of prenominalized markers and functions as subordinators. In the same way, the post modifying clause (relative clause) can be found in Maithili. In the sentence (4c) {v1, ruur is the sub clause of the sentence €Å zlt y-Å }1†v} ^1| Å ...Å ~tr...zlyÅ †-r1uv-}1xv-} and the , ruur is subordinator which post modifies the N or NP.

In (4d) sentence reveals the same kind of relative clause such as {v1€z|1sr†1Å zty. It is also premodifying clause of N or NP. In this way, it is also occur as verb suffix like *je*, *jak* Å €lare the perfective marker of prenominalized markers and function as subordinators.

3.3.2 Non-finite clause

In a non-finite subordinate clause, the form of the verb is non-finite, that is, infinitive, and both present and past participle. Let us consider following examples (5)

(5) a. \leftrightarrow N ρ ε ϕ i σικη \leftrightarrow χαη- \leftrightarrow ιτ χη- \leftrightarrow ιτη

he (NH) English learn-INF want-IMP Aux-PRES- (3H)

"He wants to learn English".

b. δ υκηι ϕ i νοκρι κηο ϕ -βακ λελλβαστε κατημανδु

Dukhi HP job search-INF for Kathmandu

\leftrightarrow ε- ι - \leftrightarrow η

Come-PST-(3H)

"Dhukiji came to Kathmandu to look for a job".

c. υ μαχη κιν- \leftrightarrow β \leftrightarrow φαρ γε-λ

he (NH) fish buy-INF market go-PST- (3NH)

"He went to the market to buy fish".

In the sentences (5 a-c), the Maithili non-finite marker is - $\tilde{\Lambda}$ which helps to form the non-finite clauses (i.e. subordinate clause). , $1\tilde{\Lambda} _...v\{z\uparrow z\mid y\tilde{\Lambda}1$ try- $\tilde{\Lambda}z\uparrow$ 1 ty- $\tilde{\Lambda}z\uparrow y$ in (5a), $u^{\wedge}\mid yz\{z\uparrow\epsilon, \mid...z\mid y, \{-sr\mid\}v\}\}sr\uparrow\uparrow\uparrow\mid r\uparrow y\sim r\epsilon u^{\wedge}1\tilde{\Lambda}v-l-$ $\tilde{\Lambda}y$ in (5b), $^{\wedge}1\sim rty\mid z\epsilon-\tilde{\Lambda}$ in (5c) are non-finite clauses in Maithili.

3.3.2.1 Converb clauses

The converb is one of the characteristic devices for linking sequences of clauses to the host clause in Maithili. The converb in Maithili is a linguistically valid category. It tends to share all the four main characteristics that are associated with converbs across the human languages of the world i.e. nonfinite, verb form, adverbial and subordination. Maithili converb too does not have the degree of autonomy that is associated with the status of lexemes; clearly it is inflectional, and not derivational.

The converb in modern Maithili is marked by the affix -| Å @ |v (also by an allomorph-κ↔ε depending on idiolectal stylistic predilections and written variously in δεπνα#γαρι# as <-ka>, <-kae>, <-kaya>, and <-ke> which is attached to a tenseless verb of nonfinite clause in sentence. Let us consider the examples.

- (6) a. <ο κηα#-/κηα#-ελε-λ-ατηι>
 he-hon eat take-PST- 3hon
 "He ate up".
- b. <ο χαλ-ι-κα γε-λ-α#ηα>
 he-hon walk-CONV go-PST- 3hon
 "He went wakingly".

In the sentences (6a and 6b), , 1|yr4-@|yr4-vl}v-}-r†yzland , 1tr}-i-|rlxv-}-r4yr are the converb clauses. It is noticed that the morphs used as converbal affixes are used in stem alternations upon addition of k- forms of converbs in Maithili verb stems..

Converb clauses are categorized into two groups: sequential and simultaneous. They are described as follows:

3.3.2.2 Sequential converb clause

The sequential converb in an embedded clause is marked by -κ↔ following the verb root. Let us consider the following examples (7)

- (7) a. φ↔v φ↔λκη↔ι κηα κ↔ Θ-λ
 laborer breakfast eat cp come-PST (3NH)
 "Having eaten the breakfast, the laborer(s) came".
- b. ο v↔ηα κ↔ βηοφ↔v κΘ-λ-↔ιτη
 he (H) bathe CP meal do-PST- (3H)

"Having bathed, he ate (his meal)".

c. $\eta \leftrightarrow \mu$ $\varphi \leftrightarrow \lambda \kappa \eta \leftrightarrow \iota$ $\kappa \eta \alpha$ $\kappa \leftrightarrow$ $\Theta - \lambda$
 I breakfast eat cp come-PST (3NH)

"Having eaten the breakfast, I came".

The equi-subject of the embedded clause is deleted. The action as denoted by the embedded clause is considered to happen a bit earlier than the embedding clause. In (7a) the doer is supposed to eat breakfast first and only then the laborer come. Though the converb is non-finite, the time of the embedded clause is referred to by the tense of the embedding clause.

The same embedded clause , $1 \in \tilde{\Delta} \gamma r 1 | \tilde{\Delta}$ occurs in both the sentences. Due to the implication of the past verb $| \mathfrak{b} - \} - \tilde{\Delta} z \ddagger y$ in (7b), the embedded clause gives the past meaning. Because of the non-past tense of the verb $\mathfrak{b} - l$ in the embedding clause in (7c), the embedded clause refers to the future time.

3.3.2.3 Simultaneous converb clause

The simultaneous con-verb clause is marked by with – ing. Let us consider the following examples (8)

(8) a. $\pi \alpha \nu \iota$ $\pi \iota \leftrightarrow \iota \tau$ $\pi \iota \leftrightarrow \iota \tau \upsilon - \sigma \leftrightarrow \beta$ $\gamma \leftrightarrow \pi$ $\varphi \alpha \rho \iota$ $\rho \alpha \kappa \eta \leftrightarrow - \lambda \leftrightarrow - \kappa$
 water drink-SIM s/he-PL talk do-PROG be-NPT

"Drinking water, they are holding a talk.

b. $g \leftrightarrow \pi$ $\kappa \leftrightarrow \rho \leftrightarrow \iota \tau$ $\kappa \leftrightarrow \rho \leftrightarrow \iota \tau \upsilon - \sigma \leftrightarrow \beta$ $\gamma \varepsilon - l - \alpha \# \eta \alpha$
 talk do-sim s/he-PL go-PT

"While talking, they went".

The equi-subject $\hat{\sim} - \ddagger \tilde{\Delta} S$ is deleted in the embedded clause $f r \in z l f z \tilde{\Delta} z \ddagger l f z - \tilde{\Delta} z \ddagger$ in (8a). Both works of embedded and embedding clauses are to be performed simultaneously. Therefore, the tense marking of the finite verb of embedding clause

refers to the time of the embedded clause. The aspect of the embedding clause may not affect the aspect of the embedded clause, as the latter is always considered to be in the progressive aspect.

In the sentence (8b) main clause $\hat{\sim} \dagger \tilde{\text{A}} \text{s}1\text{xv}\text{-}\}\text{-r}4\text{y}\text{r}$ is the simple past, where as the subordinate clause $\text{xrf}1 | \tilde{\text{A}} \dots \tilde{\text{A}} \text{z}\dagger1 | \tilde{\text{A}} \dots \tilde{\text{A}} \text{z}\dagger$ is considered to be in the progressive aspect referring to the past time.

3.3.2.4 Absolute clauses

Absolute clauses are formed by adding the conjunctive/absolute particle $\kappa \leftrightarrow$ to verb stem of the subordinate clause. Absolute clauses convey a number of different meanings which are illustrated below. Let us consider the following examples in (9)

(9) a. $\rho\alpha\delta\eta\alpha \quad \sigma \leftrightarrow \beta \quad \sigma \leftrightarrow \quad \eta \leftrightarrow \#\iota\sigma \quad \kappa \leftrightarrow \quad \gamma \leftrightarrow \pi \quad \kappa \leftrightarrow \rho \text{-} \leftrightarrow \iota\tau$

Radha all from laugh CP talk do-IMP

$\chi\eta \text{-} \leftrightarrow \iota\tau$

Aux-PRE-(3H)

"Radha talks to everyone smilingly".

b. $\upsilon\mu\alpha \quad \delta\upsilon\iota\beta \quad \kappa \leftrightarrow \quad \mu \leftrightarrow \iota\rho \quad \gamma\epsilon\lambda \text{-} \leftrightarrow \iota\kappa$

Uma drown CP die go-PST-(3NH)

"Uma died of drowning".

c. $\mu \leftrightarrow \upsilon\gamma\iota \quad \kappa\alpha\iota\nu\kappa\eta\iota\rho \quad \kappa \leftrightarrow \quad \sigma \leftrightarrow \beta \quad \pi \leftrightarrow \tau\iota\alpha$

woman cry cry ACC/DAT convince

$\delta\epsilon\text{-}\lambda \text{-} \leftrightarrow \kappa$

give-PST- (3NH + 3NH)

"The woman convinced all by crying piteously".

d. o	v↔ηα	κ↔	βηοφαν	κ↔ε-λ-↔ιτη
he (H)	bathe	CP	meal	do-PST- (3H)

"Having bathed, he ate (his meal)".

The phenomenon of absolute clause is very close to | Å l clause. In the sentences (9a-d) the - | Å clause begins the noun and pronoun as genitive or objective case and it seems to be subject of the | Å verb. Here, the absolute clause | Å is maithili genitive case marker. Then, in the sentence (9a), ...ruyr1† Å s1† Å 1y Å 4z† | Å is the absolute clause of ...ruyr1† Å s1† Å 1y Å 4z† | Å 1x Å f1 | Å ...- Å z†1ty- Å z†y. Similarly, ^ ~ r1u ^ z s1 | Å in (9b), m Å ^ xz | rz € | yz {1 | Å in (9c) and , 1€ Å yr1 | Å are absolute clauses.

3.3.2.5 Infinite clause

In Maithili, the infinite verb form occurs in clause final position of the infinite clauses. Let us consider the following examples in (10).

(10) a. η↔μ	vεπαλ	λ↔υτ-↔	χαη-↔ιτ	χη-ι
I	Nepal	return-INF	want-IMP	Aux-PRE (1)

"I want to return to Nepal".

b. o	πΗερ	↔Nρεφι	π↔ρη-↔	λ↔γ-l-↔η
he (H)	again	English	read-INF	begin-PST (3H)

"He began to study English again".

c. ραδηα	γιτ	γαβ-↔	βισ↔ιρ	γε-l-αη
Radha	song	sing-INF	forget	go-PST (3H)

"Radha forget to sing songs".

In the sentences (10a-c), the Maithili infinite marker is - Å which helps to form the infinite clauses (i.e. subordinate clause).

...y-Å in (10a), ...y-Å in (10b),
 ...y-Å in (10c) are infinite clauses in Maithili.

3.3.2.6 Verbless clause

There is a lack of any verb form in the verbless clauses. In Maithili, there can be found such kind of verbless clauses. Let us consider the following examples in (11).

- (11) a. γαρι χηυιτ γε-λ ταηι σα# ↔-ηι#
 train leave go-PST- (3NH +1) due to that you (H)-EMPH
 ot↔ ρ↔ιη γε-λ-↔ηυ#
 place live go-PST- (2H)

"I missed the train, due to that reason I stayed at your place".

b. $\eta \leftrightarrow \mu - \rho \alpha$ $\leftrightarrow \beta \epsilon \rho$ $\beta \eta \leftrightarrow$ $\rho \leftrightarrow \eta \leftrightarrow \lambda$ $\chi \eta - \leftrightarrow \lambda$
 I -ACC/DAT late become PROG Aux-PST- (3NH+1)

$t\Theta\#$ $\eta \leftrightarrow \mu$ $\lambda \leftrightarrow \upsilon \tau$ $\gamma \epsilon - l - \leftrightarrow \eta \upsilon \#$
 consequently I return go-PST-(1)

"It was getting late for me, as a result of which I returned".

c. $(\phi \leftrightarrow \eta \alpha \#)$ $\sigma \alpha \# \phi \eta$ $\pi \leftrightarrow \rho - \leftrightarrow \lambda$ $\kappa \iota \leftrightarrow \eta \alpha \#$

$\gamma \eta \leftrightarrow \rho$ $\beta \leftrightarrow \eta \alpha \iota \rho$

where evening lie-PST-(3NH) that you (H) house sweep

$\lambda \epsilon - l - \leftrightarrow \eta \upsilon \#$

take-PST-(2H)

"As soon as the evening set, you swept the room".

d. $(\phi \leftrightarrow \kappa \eta \leftrightarrow \nu)$ $\beta \epsilon \tau \alpha$ $\delta \circ$ $\sigma \upsilon \nu - l - \leftrightarrow \iota \nu \eta$ \circ $\kappa \eta \leftrightarrow \iota \sigma$

when he(H) son about hear-PST-(3H) he(H) fall

$\pi \leftrightarrow \rho - l - \alpha \eta$

lie-PST-3H)

"When he heard about his son, he swooned".

In the sentence (11a), $\chi \rho \dots \lambda \tau y^{\wedge} z^{\dagger} \lambda x v - \}$ is the verbless clause (subclause) of the sentence $\dagger r y z s^{\wedge} 4 l^{\wedge} - y z l, \dagger^{\wedge} 1 \dots^{\wedge} z y \lambda x v - l -^{\wedge} y^{\wedge} 4$. Similarly, in the sentence (11b), $y^{\wedge} \sim \dots r^{\wedge} 1^{\wedge} s v \dots l s y^{\wedge} 1 \dots^{\wedge} y^{\wedge} \} l t y -^{\wedge} \}$ is the verbless clause of the sentence $\dagger b 4 l y^{\wedge} \sim \}^{\wedge} \}^{\wedge} \dagger \lambda x v - l -^{\wedge} y^{\wedge}$. Thus, the verbless clauses are present in Maithili.

Chapter 4

Subordination in English and Maithili: A Comparison

4.1 Outline

The main focus of this chapter is to compare the forms and functions of subordination in English and Maithili on the basis of the analysis so far made in the previous two chapters, namely chapter 2 and 3. This chapter consists of three sections. In section 4.2, we try to discover the similarities between English and Maithili subordination. In this way, section 4.3 presents the differences between English and Maithili subordination.

4.2 Similarities between English and Maithili subordination

In this section, we attempt to provide a sketch of similarities between the subordination of English and Maithili. Let us consider the example (1).

(1) a. I missed the train because I was late.

b. αβερ ηοε-βακκαρν-↔#λ καραν-σα# γαρι χηυιτ γελ

late become cause-INSTR cause from train leave go-PST.

Example (1 a) is the English finite subordination whereas (1 b) is its equivalence in Maithili. Here, 'because' in the sentence (1 a) and |r...ε-Å 4}1 |r...rε-†r4 in the sentence (1 b) are subordinator clause (Non-finite clause). In this way, they are certain agreement in tense. Let us consider the following example (2).

(2) a. When you were young, you listened to no one.

b. φ↔ηιψα ↔ηα# φωαν ρ↔η-I ↔ηα# κ↔κρο

ν↔ι γυδαν-λ-↔

When you (H) young be-PST-(2H) you (H) anyone not listen-PST-

(2H)

In Maithili full clause may occur as subordinate clause as in English. Here, 'when' in the sentence (2 a) and { Å yzÆr lin the sentence (2 b) are subordinator of full clause. Similarly, the subordinator of the Maithili and English occur in initial position of the full clause or subclause. In this way, they have certain tense agreement of full clause or subclause: Let us consider the example (3).

(3) a. The field that is green is mine.

b. (φε κηετ η↔ριψ↔ρ ↔ιχη) σε
 ο/υ η↔μ-↔ρ ↔ιχη
 REL field green be-PRES- (3NH) COREL that
 I-GENIT be-PRE- (3NH + 1)

In the above example (3 a) is the English relative clause subordination whereas (3 b) is its equivalence in Maithili. Relative clauses exist in both English and Maithili. However, in the sentence (3 a) 'that' and 'je' in the sentence (3 b) occur as subordinator in English and Maithili. Their agreements exist in the both languages. Let us the following example (4)

(4) a. Dukhiji came to Kathmandu to look for a job.

b. δυκηιφι νοκρι κηοφ-βακ λελλβαστε κατημανδυ ↔ε-λ-↔η.

Dukhi NP Job search-INF for Kathmandu come-PST- (3H).

In the above example (4 a) is the English non-finite subordinate clause whereas (4 b) is its equivalence in Maithili. Their tense agreement is the same in English and Maithili. The subordinator *to* in (4 a) and }v}}sr†‡v in (4 b) exist in English and Maithili (i.e. subclause). In this way, non-finite subordinators exist in the post-modifying position in English as well as in Maithili. Let us consider the following example (5)

(5) a. The women convinced, all by crying piteously.

β. μ↔νγι καινκηιφ κ↔ σ↔β π↔τια δε-
λ-↔κ

women cry cry ACC/DAT convince give-PST

In this above example, the position of pronoun occurring at the subclause or absolute clause is not difficult in English and Maithili. Hence, absolute clauses exist in both English and Maithili. Here, *all by crying piteously* in the sentence (5 a) and ~Å €xz1| rz€ | yz{1| Å in the sentence (5 b) occur as post modifying subordinator in absolute clause in English and Maithili. Their tense agreement exists in both languages. In this way, let us consider the example (6).

(6) a. Radha forget to sing songs.

β. ραδηα γιτ γαβ-↔ βισ↔ιρ γε-λ-αη
Radha song sing-INF forget go-PST (3H)

In Maithili, the infinite verb form occurs in clause initial position of infinite clauses (subclause) and the infinite verb form occurs in clause initial position in English. Hence, infinite clauses exist in both English and Maithili. In the sentence (6 a) and -Å and (6 b) *to* occur as post modifying subordinator in infinite clause (subclause) in both English and Maithili. Let us consider the following example (7).

(7) a. As soon as the evening set, you swept the room.

b. (φ↔ηα#) σα#φη π↔ρ-↔λ κι ↔ηα# γη↔ρ β↔ηαιρ λε-
l-↔ηυ#

Where evening lie-PST-(3NH) that you (H) house sweep take-PST-(2H)

In the above sentences, the subordinator *that* in (7 a) and { Å yr4 in (7 b) exist in initial position of both in English and Maithili. Verbless clauses occur in English and Maithili. Their tense agreements and structures are same in English and

Maithili. There can be verbless form in both English and Maithili subordination

(subclause). We can summarize the similarities as follows:

- i. Finite and non-finite subordinate clauses are found both in Maithili and English.
- ii. Full clause can occur as subclause in both languages.
- iii. The relative clauses can occur as subclauses in both languages.
- iv. Absolute clauses are found in both English and Maithili. The position of pronoun (i.e. genitive or objective) occurring before the –ing verb form is same in both languages.
- v. It is the infinite verb that makes the infinite clause. The infinite verb form can occur as subclause in both languages.
- vi. The term 'verbless' itself identifies what it is. There is no any verb form in the verbless clauses. These clauses can occur as subordinate clause both in Maithili and English.

We can also present the similarities in the following table:

Table 4.1: Similarities between English and Maithili subordination

Parameters	English	Maithili
Finite Clause	✓	✓
Full Clause	✓	✓
Relative Clause	✓	✓
Non-finite Clause	✓	✓
Absolute Clause	✓	✓
Infinite Clause	✓	✓
Verbless Clause	✓	✓

4.2 Dissimilarities between English and Maithili subordination

This section presents the dissimilarities in subordination between English and Maithili. This section provides a sketch of dissimilarities between the subordination of English and Maithili. Let us consider the example (8).

(8) a. Having bathed, he ate (his meal).

b. o v↔ηα κ↔ βηοφ↔v κ↔ε-λ-↔ιτη
 he (H) bathe CP meal do-PST- (3H)

In the above example (8 a) is the English sequential converb clause whereas (8 b) is its difference in Maithili. In above sentence, *Having bathed* in (8 a) and €Åyr1| Å in (8 b) are the sequential converb clauses which has occurred at the final position of the subclauses in Maithili whereas in English occurred in initial position. The sequential converb clause | Å mainly occur at the Maithili subordination whereas it doesnot exist in English subrodnation. Let us consider the example (19).

(19) a. While talking, they went.

b. γ↔π κ↔ρ-↔ιτ κ↔ρ-↔ιτ υ-σ↔β γε-λ-α#ηα
 talk do-SIM s/he PL go-PT

In Maithili, the –ing verb form occurs in the clause final position whereas in English it occurs in the initial position of the subclause. Simultaneous converb clause exists in Maithili language whereas –ing clause found in the English. In the above example, *ing* verbform in (9 a) and Å z† in (9 b) are different to each other. In English, the subordinator *ing* verb form whereas in Maithili Å *it* subordinator. Let us consider the following example (10).

(10) a. Walked slowly lest, you fall.

b. ρ↔σε ρ↔σε χ↔λ-υ κ↔ηι κη↔ις v↔ι π↔ρ-ι

Slowly walk-PT (2H) lest fall not lie-OPT-(2H)

In Maithili, the –ed verb form exists in the clause final position whereas in English, it exists in the initial position of the subclause or –ed clause. –ed clauses exist in English whereas it does not occur in Maithili. The subordinator 'ρ↔σε ρ↔σε' occurs in Maithili in final position whereas the subordinator –ed verb form occurs in the initial position. In Maithili, the verb suffix -^ is the –ed verb form which is taken in the sentences above such as (10 b) whereas it differs from the sentences (10 a). In English, the –ed verb form regularly exists at the clause initial position. Let us consider the example (11).

(11) a. Drinking water, they are holding a talk.

b. πανι πι-↔ιτ πι-↔ιτ υ-↔β γ↔π φ↔ρι ρακη↔-
λ↔-k

Water drink SIM s/he-PL talk do-PROG be-NPT

In Maithili, the –ing verb form occurs in the clause final position whereas in English, it occurs in the initial position of the subclause or –ing clause. –ing clauses occur in English whereas it does not occur in Maithili. The subordinator '↔it' occurs in Maithili in final position whereas the subordinator –ing verb form occurs in the initial position. In Maithili, the verb suffix '↔it' is the –ing verb form which is taken in the sentences above such as (11 b) whereas it differs from the sentences (11 a). In English, the –ing verb form often exists at the clause initial position. We can summarize the dissimilarities as follows:

- i. Although, there are finite and non-finite subordinate clauses both in Maithili and English, the process of subordination is different.

- ii. Full clause can occur in both languages. However, the 'verb suffix' can have both rules of past marker and subordinating marker in Maithili whereas there is initial signal or item of subordinators in English.
- iii. Although, both Maithili and English have relative clauses, the process of relativization is different. The premodifying relative clauses are found in Maithili whereas postmodifying relative clauses are found in English.
- iv. Sequential clause can be found in Maithili language whereas –ed clause can be found in English language. –ed verb form occurs at the final position of the subordinate clause in Maithili whereas it occurs at the beginning of the subordinate clause in English.
- v. In Maithili, simultaneous clause occurs in the forms of –ing verb in final position whereas, in English, it occurs in the initial position of the clause.
- vi. The infinite verb form occurs in clause final position of infinite clauses in Maithili whereas the infinite verb form occurs in clause initial position in English.
- vii. Verbless clauses can be found in both languages. However, when we replace verbless clauses of English, there can be verb form in the Maithili language.

We can also present the differences in the following table:

Table 4.2: Dissimilarities between English and Maithili subordination

Parameters	English	Maithili
-ed clause	✓	×
-ing clause	✓	×
Converb clause	×	✓
Sequential Converb Clause	×	✓
Simultaneous Converb Clause	×	✓

Chapter 5

Pedagogical Implications of Subordination in Maithili and English

5.1 Outline

In chapter 4, we tried to compare the forms and functions of the English subordination with their translational equivalence in Maithili and discovered the similarities and differences between them. In this chapter, first of all, we try to analyze the errors made by class nine and ten students in the formations of the subordination in English. Then we will suggest some effective teaching techniques and teaching materials in order to improve the performance of the learners in English subordination.

5.2 Error Analysis

5.2.1 Methodology

A set of questionnaires on English subordination was prepared and administered on the Maithili speaking students of class nine and ten from different government schools of Dhanusha District. The responses of the students were marked and their errors were tabulated item wise. First, the individual errors of the students are tabulated and are shown with the number of errors they made in particular items. Then the errors are tabulated: Holistic comparison, item-wise comparison, class-wise comparison and school-wise comparison. The number of students as well as their percentage of errors was computed. The process is followed in almost all the tables presented here. At last, different types of errors with their number of occurrence are also shown in this part.

5.2.1.1 Holistic Comparison

Table 1: Holistic Comparison of Errors and the Number of Students

S.N.	School /Grade	Total Sample	Total Errors	Average Errors	Above Average		Below Average	
					No. of students	%	No. of the Students	%
1	IX	30	1003	50.15	11	55	9	45
2	X	30	835	41.75	16	80	4	20
	Total	60	1838	42.31	27		13	

Table 1 takes into account the errors committed in different areas of grammar.

It shows that the average errors of the students of the Grade IX and X from Dhanusha, District. The Grade IX was 50.15, out of 1003 errors in total. However, the number of students above average was 11% i.e., 55% and below average was 9, i.e. 45% out of the 20 sample respectively.

Likewise, the total average errors of the students of X were 41.75, out of 835 errors in total. However, the number of students above average was 16, i.e., 80% and below average were 4, i.e. 20% out of 20 samples respectively.

5.2.2 Item-wise Comparison

Table No. 2: Item-wise Comparison of Errors and the Number of Students

Total Sample	Total Errors	Total Average Errors	Above Average		Below Average	
			No. of students	%	No. of the Students	%
60	1150	19.16	56	93.33	4	6.66

The table above shows that the total errors committed in item No.1, which consisted of do items of sentences to be jointed using suitable subordinate carrying 40 marks, 2 for each. The average error is 19.16, out of total sample. Fifty six students (93.33%) were above average whereas only 4 students were blow it. Hence, the majority of the students were found to commit errors while using the subordinators to join the sentences.

Table No.3: Total Error Committed by the Number of Students

Total Sample	Total Errors	Total Average Errors	Above Average		Below Average	
			No. of students	%	No. of the Students	%
60	551	9.18	18	30	42	70

The table 3 shows the errors of students in item no.2. Here the students are asked to insert suitable subordinators in the blanks spaced. This item consisted of 10 items carrying 10 marks, 1 for each. The average errors committed by the sample population were 9.18 only, out of 551 errors in total. Out of 60 students only 30% students were above average whereas 70% of the students were found under below average. In other words, the students performed satisfactory while inserting subordinators in the blank spaces.

Table No.4: Total Errors Committed in Item No.3

Total Sample	Total Errors	Total Average Errors	Above Average		Below Average	
			No. of students	%	No. of the Students	%
60	575	9.58	6	10	54	90

In item no. 3, the students were exposed to use the given subordinators in the sentences correctly. This category consisted of 10 items carrying 30 marks, for each. Here the total average of errors was 9.58, out of 575 errors in total. Only 6 students out of 60 students, were above average whereas 54 students were below average. Therefore, the performance of the students as regards to make sentences using the subordinators can be claimed satisfactory.

Table No.5: Total Errors Committed in Item No.4

Total Sample	Total Errors	Total Average Errors	Above Average		Below Average	
			No. of students	%	No. of the Students	%
60	763	12.71	34	56.66	26	43.33

The above table shows that the average errors of students was 12.71. In this item, the students were asked to translate the English sentences into Maithili into English. This item consisted of 10 items carrying 20 marks, 2 for each out of total sample, 56.66% of the students were above average and 43.33% of them were below it. Thus, the students committed more errors in this item.

5.3 Errors on the Basis of Subordinators both in the English and Maithili Languages

In this section, the errors committed by the students of each academic institution as regards the use of different subordinators have been shown:

Table No. 6: 'when' Subordinator

Subordinator	Name of Schools	Total Questions	Right Answer	Wrong Answer	Percentage
When	K.A. Ma. Vi.	120	89	31	25.83
	Katti. Ma. Vi.	120	67	53	44.58
	Rajdevi. Ma. Vi.	120	94	26	21.25
	Bilat Bauku Ma. Vi.	120	84	36	30
	Progressive High Secondary School	120	100	20	16.66
	Sarswati Model Ma. Vi.	120	73	47	39.58

The table above shows that the students committed errors in English as regards the use of 'when'. Out of 120 questions, students of IX and X from the Dhanusha, District K.A. Ma. Vi. School committed 31 errors, i.e. 25.83% and 53 errors in Katti. Ma. Vi. i.e. 44.58% in English subordination.

Likewise, out of 120 questions, students of IX and X from Rajdevi. Ma. Vi. committed 26 errors, and in Bilat Banku Ma. Vi. committed 36 errors, i.e. 21.25% and 30% respectively. Similarly, out of 120 questions, students of IX and X from Progressive Higher Secondary School committed 20 errors i.e., 16.66% and also from Saraswati Model Ma. Vi. committed 47 errors i.e., 39.58 respectively.

Table No. 7: 'Because' Subordinator

Subordinator	Name of Schools	Total Questions	Right Answer	Wrong Answer	Percentage
Because	K.A. Ma. Vi.	130	82	48	36.92
	Katti. Ma. Vi.	130	77	53	41.15
	Rajdevi. Ma. Vi.	130	90	40	30.76
	Bilat Bauku Ma. Vi.	130	87	43	33.07
	Progressive High Secondary School	130	101	29	21.92
	Sarswati Model Ma. Vi.	130	82	48	36.92

The table above shows that students committed errors as regards the use of 'because' subordinator. Students of grade IX and X from K.A. Ma. Vi. and Katti Ma. Vi. committed errors 48 and 53, i.e. 36.92% and 41.15% errors out of 130 questions respectively. Likewise, out of 130 questions, students of IX and X from Rajdevi Ma. Vi. and Bilat Bauku Ma. Vi. Committed 40 and 43 errors, i.e., 30.76% and 33.67% errors.

Similarly, out of 130 questions, students of IX and X from Progressive High Secondary School and Sarswati Model Ma. Vi. School committed 29 and 48 errors, i.e., 21.92% and 36.92% errors.

Table No. 8: 'If' Subordinator

Subordinator	Name of Schools	Total Questions	Right Answer	Wrong Answer	Percentage
If	K.A. Ma. Vi.	70	42	28	39.28
	Katti. Ma. Vi.	70	41	29	41.42
	Rajdevi. Ma. Vi.	70	47	23	32.85
	Bilat Bauku Ma. Vi.	70	47	23	32.86
	Progressive High Secondary School	70	45	25	36.42
	Sarswati Model Ma. Vi.	70	43	27	39.28

The table above shows errors committed by the students of IX and X concerning the use of 'if' subordinator. Out of 70 questions, students of K.A. Ma. Vi., and Katti Ma. Vi. committed errors of 28 and 29, i.e. 39.28% and 41.42% errors.

Likewise, students of RajDevi. Ma. Vi. and Bilat Bauku Ma. Vi. committed 23 errors both in if subordination, i.e. 32.85 in each questions. Similarly, students of Progressive High Secondary School and Sarswati Model Ma. Vi. Committed 25 and 27 errors, i.e. 36.42% and 39.28% respectively.

Table No. 9: 'Although' Subordinator

Subordinator	Name of Schools	Total Questions	Right Answer	Wrong Answer	Percentage
Although	K.A. Ma. Vi.	50	26	24	49
	Katti. Ma. Vi.	50	24	26	52
	Rajdevi. Ma. Vi.	50	27	23	47
	Bilat Bauku Ma. Vi.	50	25	25	50
	Progressive High Secondary School	50	25	25	50
	Sarswati Model Ma. Vi.	50	24	26	52

The table above shows the errors committed by the students as regards the use of 'although' subordinator. Students of grade IX and X from K.A. Ma. Vi. and Katti Ma. Vi. committed 24 and 26 errors, i.e. 49% and 52% errors.

Likewise, out of 60 questions in total, the students of RajDevi Ma. Vi. and Bilat Banku Ma. Vi. committed 23 and 25 errors, i.e., 47% and 50% errors respectively.

Similarly, students of Progressive High Secondary School and Sarswati Model Ma. Vi. committed 25 and 26 errors, i.e., 50% and 52% errors, out of 50 questions in total.

Table No. 10: 'That' Subordinator

Subordinator	Name of Schools	Total Questions	Right Answer	Wrong Answer	Percentage
That	K.A. Ma. Vi.	40	34	6	13.75
	Katti. Ma. Vi.	40	30	10	25
	Rajdevi. Ma. Vi.	40	35	5	12.5
	Bilat Bauku Ma. Vi.	40	32	8	18.75
	Progressive High Secondary School	40	30	10	25
	Sarswati Model Ma. Vi.	40	29	11	27.5

The table above shows that students committed errors as regards the use of 'That' subordinator. Out of 40 questions, students of grade IX and X from K.A. Ma. Vi. And Katti Ma. Vi. committed 6 and 10 errors, i.e., 13.75% and 25% respectively.

Likewise, students of grade IX and X from Rajdevi Ma. Vi. And Bilat Bauku Ma. Vi. committed 5 and 8 errors, i.e., 12.5% and 18.75% errors.

Similarly, out of 40 questions, students of grade IX and X from Progressive Higher Secondary School and Sarswati Model Ma. Vi. schools committed 10 and 11 errors, i.e. 25% and 27.5 errors respectively.

Table No. 11: 'So that' Subordinator

Subordinator	Name of Schools	Total Questions	Right Answer	Wrong Answer	Percentage
So that	K.A. Ma. Vi.	40	29	11	26.25
	Katti. Ma. Vi.	40	17	23	58.75
	Rajdevi. Ma. Vi.	40	29	11	27.5
	Bilat Bauku Ma. Vi.	40	19	21	52.5
	Progressive High Secondary School	40	26	14	36.25
	Sarswati Model Ma. Vi.	40	20	20	50

The table above shows that students committed errors in English subordinator 'so that'. Out of 40 questions, students of grade IX and X from K.A. Ma. Vi. and Katti Ma. Vi. committed errors 11 and 23, i.e. 26.25% and 58.75% errors respectively.

Likewise, out of 40 questions, students from Rajdevi Ma. Vi. and Bilat Banku Ma. Vi. schools committed 11 and 21 errors, i.e., 27.5% and 52.5% errors.

Similarly, out of 40 questions students of grade IX and X from Progressive High Secondary and Sarswati Model Ma. Vi. schools committed 14 and 20 errors, i.e. 36.25% and 50% errors respectively.

Table No. 12: 'Where Subordinator

Subordinator	Name of Schools	Total Questions	Right Answer	Wrong Answer	Percentage
Where	K.A. Ma. Vi.	40	24	16	40
	Katti. Ma. Vi.	40	7	33	82.5
	Rajdevi. Ma. Vi.	40	28	12	30
	Bilat Bauku Ma. Vi.	40	13	27	67.5
	Progressive High Secondary School	40	32	8	20
	Sarswati Model Ma. Vi.	40	10	30	75

The table above shows that students committed errors by many secondary school of grade IX and X. Out of 40 questions, students of secondary levels from K.A. Ma. Vi. and Katti Ma. Vi. schools committed 16 and 33 errors, i.e. 40% and 82.5% errors respectively.

Likewise, out of 40 questions, students of secondary level from Rajdevi Ma. Vi. and Bilat Bauku Ma. Vi. schools committed 12 and 27 errors, i.e., 30% and 67.5% errors respectively.

Similarly, out of 40 questions, students of grade IX and X from Progressive High Secondary and Sarswati Model Ma. Vi. schools committed 8 and 30 errors, i.e. 20% and 75% errors in two schools.

5.4 Erroneous Sentences in Formation of Subordination in English

The basic assumption of the contrastive analysis is that the similarities are equated with ease and differences are equated with difficulties. As we observed in chapter 4 there occur marked similarities and differences between subordination in

English and Maithili. It is assumed that the errors which are made by Maithili speaking learners in the formation of subordination in English are mainly caused by the fact that there are differences between the subordination in the mother tongue i.e. Maithili and the target language i.e. English. In order to justify our assumption we try to analyze the erroneous subordination in English produced by the Maithili-speaking learners of the proficiency test in the formation of the subordination in English. In English the subordination is immediately placed initial and middle position. But the students produced the following erroneous sentences as in (1)

1. a)* I arrived home, you were asleep.
- b)* I that know he will be killed.
- c)* The boy come yesterday who is very clever.

The more acceptable form for this subordinator would be as in (2)

2. a) When I arrived home, you were asleep.
- b) I know that he will be killed.
- c) The boy who came yesterday is very clever.

In English subordinator is marked by a particular noun. Phrase can follow it with the same grammatical relation. However, the students happen to produce erroneous as in (3)

3. * I arrived home when you were asleep.

In this subordinator 'when' cannot be used in middle order of the position. In this way, 'when' subordinator functions as in the initial position of the subordinator clause. Let us consider the following erroneous subordinator in (4)

4. * So that he is working hard, he may not fail.

The acceptable form for is illustrated in (5)

5. He is working hard so that he may not fail.

In English when a grammatical relation referring to the human being is adverb of qualification 'so that' function in the middle initial position but he learners tend to produce errors in this respect as in (6)

6. * Ram is literate, which sudden rise to fame in preety surprised everybody.

Inappropriate use of subordinator adverb for place can also be observed in the performance of the learners in the formation of subordination as in (7).

7. a) * As soon as I will inform you, I get the job.
b) * While I met him, I leaving for the U.S.

In place of subordinator adverb 'while' and 'as soon as' the learners happen to make errors by using not suitable position as in (8)

8. * The pen who was bought from Delhi is nice.

Some errors seem to have been made under the influence of Maithili incorporating type of subordinator. In this connection let us consider these sentences in (9).

9. a)* Because I came back home, my money was spent.
b)* My stomach because aches, I ate much.
c)* I missed because the train, I was late.

The sentences in (9) resemble the incorporating type of Maithili subordinator in which the subordination into the sequential adverb conjunction by the subordinator. Even the learners did not know the basic form of the subordination in English. They produced the following erroneous sentences as in (10)

10. a)* He is doctor that I know.
b)* He may not fail so that he is working hard.
c)* He went in order to London to study English.

d)* Dukhiji came Kathmandu to look for a job.

e)* The soldier who was drowning saved the child.

The sentences listed in (10) are deviant from the point of view of basic grammar as well as from the point of view of the basic forms of the subordination formation in English. Even they produced the subordinator marked by 'that', 'so that', 'in order to' and 'who' while they are forming the subordination in English as in (1)

11. * I have already read this book while you borrowed.

The above mentioned errors, which are chiefly related to the basic form and the use of appropriate subordinator, are assumed to have been mainly caused by the interference of the subordination in Maithili. For effective teaching and learning of the subordination in English we must try to remove this type of interference or erroneous.

5.5 Pedagogical Implications

There are a number of pedagogical implications of the comparison between the subordination in English and Maithili. They can be summarized as follows:

- a) As there are a number of differences between English and Maithili subordination the teachers teaching Maithili speaking students learning English should pay special attention while teaching subordination.
- b) A language teacher should analyze what are similar and difference points between the native language of learners and the target language they are going to learn.
- c) In Maithili language, there are honorific, non-honorific distinction in using conjunction which is not in English. Therefore, the students should be provided with many examples having different honorific and non-honorific status of NPs.

- d) English subordinate clause doesn't occur in sentences initial position which occurs in Maithili. Therefore, the teacher should give special emporium on this point.
- e) Without having linguistic knowledge, language teaching is an impossible task. This gives a teacher linguistic knowledge who is teaching Maithili and English language.
- f) While teaching language a teacher should see what difficulties that the learners are facing became of the mother tongue influences in teaching a second language.
- g) The researcher hopes this study will provide detailed information about the English and Maithili subordination and it helps the teacher to teach subordinate clause of both languages. This work will also be helpful for the course designers for design the courses of both language.
- h) Last but not the least, the concerned bodies are urged to carry out further researcher concentrating on other areas of grammar to test the validity of the findings of the present research.

Chapter 6

Summary and Conclusion

As mentioned earlier, this study aims to investigate the forms and functions of subordination in English and in Maithili with a view to understand the pedagogical implications for Maithili speakers learning English, especially its systems of subordination. However, this study tried to predict the areas of ease and difficulty in the formation of subordination in English for Maithili-speaking learners. It tried to suggest some way to minimize to mother tongue interference in the formation of subordination in English. In a nutshell, we accomplished a number of things in the course study.

To realize these objectives, the present study has been structured into six chapters. In chapter 1 serves as introduction, incorporating the objectives and theoretical background of the study, the definition of subordination, introductory remark about Maithili language. Besides this we also discussed the research methodology to realize the objectives. In chapter 2 we tried to analyze the subordination of English in the terms of forms and functions within the framework of functional-typological grammar. We have analyzed the morphological, syntactical properties of subordination in English. Similarly, in chapter 3 we have focused a preliminary sketch of subordination in Maithili. We argued that there are two forms of subordination i.e. finite clause and non-finite clause to express the same meaning in Maithili as well as in English. In chapter 4th we have focused the similarities and differences of subordination in the two language, i.e., in English and in Maithili. In this way, it has been observed that English and Maithili subordinators behave syntactically. However, they strikingly differ in terms of their syntactic structure.

In chapter 5 we tried to predict the areas of easy and difficulty in the formation of subordination in English. We further argued that there is mother tongue (i.e. Maithili) interference in formation of subordination in English. Apart from this we presented and analyzed the erroneous subordination produced by Maithli speaking learners. From the analysis it has been assumed that there is heavy mother tongue interference in the formation and use of subordination in English.

It must, however, be admitted that the present study is just a preliminary attempt in this direction, which needs to be further explored with additional data and recent theoretical model.

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