

CHAPTER - ONE

INTRODUCTION

This research study is a comparative study which attempts to compare and contrast question transformations of the Maithili and English Languages. This research work has been conducted on native speakers of Maithili so that question transformation can be sampled to compare and contrast with English question transformations. This section includes the following sub-headings.

1.1 General Background

Language is viewed to be a unique asset of human being. It is a means of expressing human thoughts, ideas, and feelings whether spoken and written form from one human being to another. It is a verbal means of human communication. A good communicator must have a sound knowledge of communicative competence which includes mostly the aural oral mode of communication but less tactile, olfactory.

Sapir (1921, p. 8) defines language as "a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols".

It is the use of language that makes a life bitter as sweet. It is our ability to communicate through words that makes us different from animals. It is a very complex psychological and social phenomenon in human life. So, it is common to all and only human beings.

In the 1960s, sociolinguists like Halliday, Gumperz, Hymes considered language as a social phenomenon.

“Language is a socially maintained and socially functioning institution”. Lyons (1992, p. 266).

Sociolinguists studied language it as a dynamic phenomenon, not as a static phenomenon.

Sociolinguists attempted to study any communicative use of language in contexts. But their main attempt was to describe the linguistic properties in relation to social factors.

By nature language is the complex phenomenon because thousand of good brains have been studying it but nobody has got its bottom point. It is still complex because nobody has known the exact way of acquiring L₁ from the very beginning of the life. So that it has been taken as one of the mystery that have confronted. It is the most significant asset of human life.

1.1.1 English Language Teaching in Nepal

There are several languages spoken in the world. Among them English is the most widely used language of communication. It is probably the native language of more people than any other except North Chinese. It is also used extensively at an auxiliary language. It is a global language which at present is most widely taught as a foreign language in over 100 countries. It is an invaluable means to access to new scientific, medical and technological information.

It has penetrated deeply into the international domains of political life, business, safety, communication, entertainment media and education. It has reached in every continent being either first or second or foreign or official language. It is so widely used that it is no longer the language of English people only. However, it has gained the status of an international language. It is

equally used as a lingua franca so as to make communication possible among the speakers of different languages.

English has become an inevitable source of knowledge for non-native speakers because most of the important books of the world are written and translated in English. At the age of scientific discoveries and development, it is the gateway to knowledge.

According to Bhattarai (1995),

English has become indispensable vehicle to the transmission of modern civilization in the nation. It is a passport through which one can visit the whole world and one who knows English can enjoy the advantages of the world citizen. Therefore, it is the only means of preventing our isolation from the world and we will act unwisely if we allow ourselves to be enveloped in the folds of dark curtain of ignorance (p. 226).

The history of teaching English in Nepal goes back to the establishment of Durbar High School, under the supervision of an English man by then Prime Minister Junga Bahadur Rana in 1910 B.S. The objective behind the establishment of this school was to extend amity and harmonious relationship with England and to inculcate the Rana children.

1.1.2 Introduction to Maithili Language

A few centuries ago, there was no unanimously agreed one particular name for the language of Mithila. For example, at some periods it used to be called 'Avahattha' or 'Mithila-Apabhramsa', at other periods as 'Desh-bhāsā or 'Tirhutiā.

According to Mishra (1976, p. 16), it was Colebrooke who for the first time named the language of Mithila as Maithili in 1801 although this language was then spelt as 'Mithelee' or 'Mythili'. It was fact that Grierson who finally and

permanently fixed the name of this language as Maithili, with its present spelling in the early 1880s.

According to Grierson (1883a, p 16). The linguistic boundaries of Maithili-speaking areas was originally the language of the ancient Mithila, the kingdom of Janaka, the father of Sita, which was bounded on the west by the river Gandak, on the north by the Himalaya Mountains, on the east by the Koshi, and on the south by the Ganges.

According to Mishra's (1976) "it roughly lies 10,000 square miles in the kingdom of Nepal (the Terai) and 20,000 square miles in India" (p.2).

In the past, Maithili was regarded either as a dialect of Bengali or of Eastern Hindi, or as one of the three dialects of spurious language called Bihari.

Today, it is recognized as a distinct language and taught in the Indian universities such as Calcutta, Patna, Bhagalpur, Darbhanga, Banaras and Tribhuvan University of Nepal.

The government of Nepal has made the provision of introducing the mother tongue of the students in the primary schools. Because of this provision, Maithili is being taught in primary schools of Maithili dominated areas of Nepal.

Both PEN (Poets, Essayists and Novelists) and the Sahitya Akademi have recognized Maithili as the 16th largest language of India (Grierson (1881, p.2).

According to the census report of 2001 "The maithili language is spoken by about 30 million people mainly residing in the eastern part of Nepalese Terai region and in the north eastern part of Indian state of Bihar". According to Yadav (1996), "In Nepal, it is the mother tongue of 12.4 percentages of the total population and used as a L1 in schools at the primary level" (p. 3).

1.1.3 Maithili Script

According to Bimal (1986), three scripts have been used for writing Maithili in Mithila viz. Devanagari, Tirhuta or Mithilakshar and Kaithi.

In ancient Mithila, we find the use of Magadhi script also. Magadhi script splitted into three forms viz. Tirhuta, Bengali and Oriya. Tirhuta was very popular in Mithila during the reign of King Akabar. But, afterwards, Kaithi became dominant with the decling powers of maithili kings and Kayasthas holding high chairs.

When Macauley introduced modern education, there was the prevalence of Kaithi script. But it also could not go longer, the state encouraged Devenagari for Kaithi. Tirhauta and Kaithi scripts were lagging far behind and Devenagari came into popular usage. As the time passed by, Tirhuta remained the script used by Bramhins and Kayastha only in certain occasion. On the other hand, Kaithi got its recognition only the semiliterate persons.

At the modern time, no use of Kaithi is found while Maithilkashar or Tirhuta is only occasionally used, especially in the invitation letters with the help of old persons who are being rare to be found. Tirhuta script is very closely allied to Bengali and Assamase scripts. Kaithi script, on the other hand, resembles the Gujarati script to a very great extent.

Today, Maithili is written in the Devanagari script, which is also the script associated with classical Sanskrit and with a number of modern Indo-Aryan languages such as Hindi and Nepali.

1.1.4 Special Features of Maithili Language

There are certain words which are used only by woman, Munsã (man), Bâr (husband), Kaniã (wife), Nuã (woman's wearing cloth).

Children generally pronounce 'ch' for 's' and 'l' for 'r' and use some onomatopoeic words for names of animals such as hia (an ox), bā (cow), manuā (a little animal).

1.1.5 Genetic Classification

Comparative philology maintains that languages are related to one another. Two languages are linked with one another would mean they are sister languages bearing from some mother language. Some diagrams drawn below show how languages are related to one another and where the Maithili language originated from:

Figure No: 1

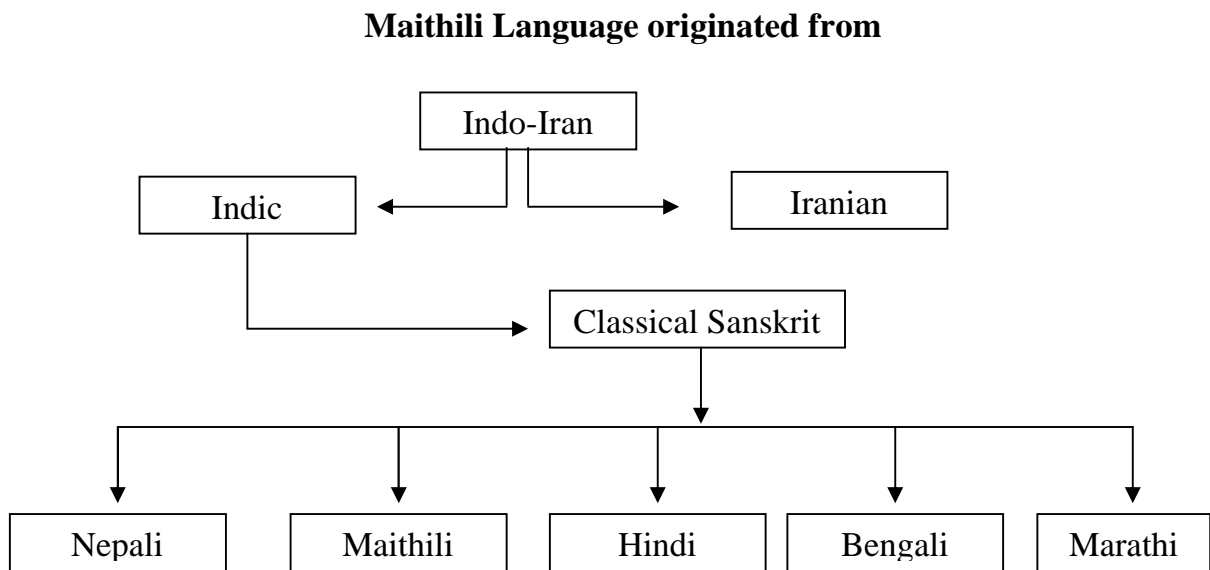
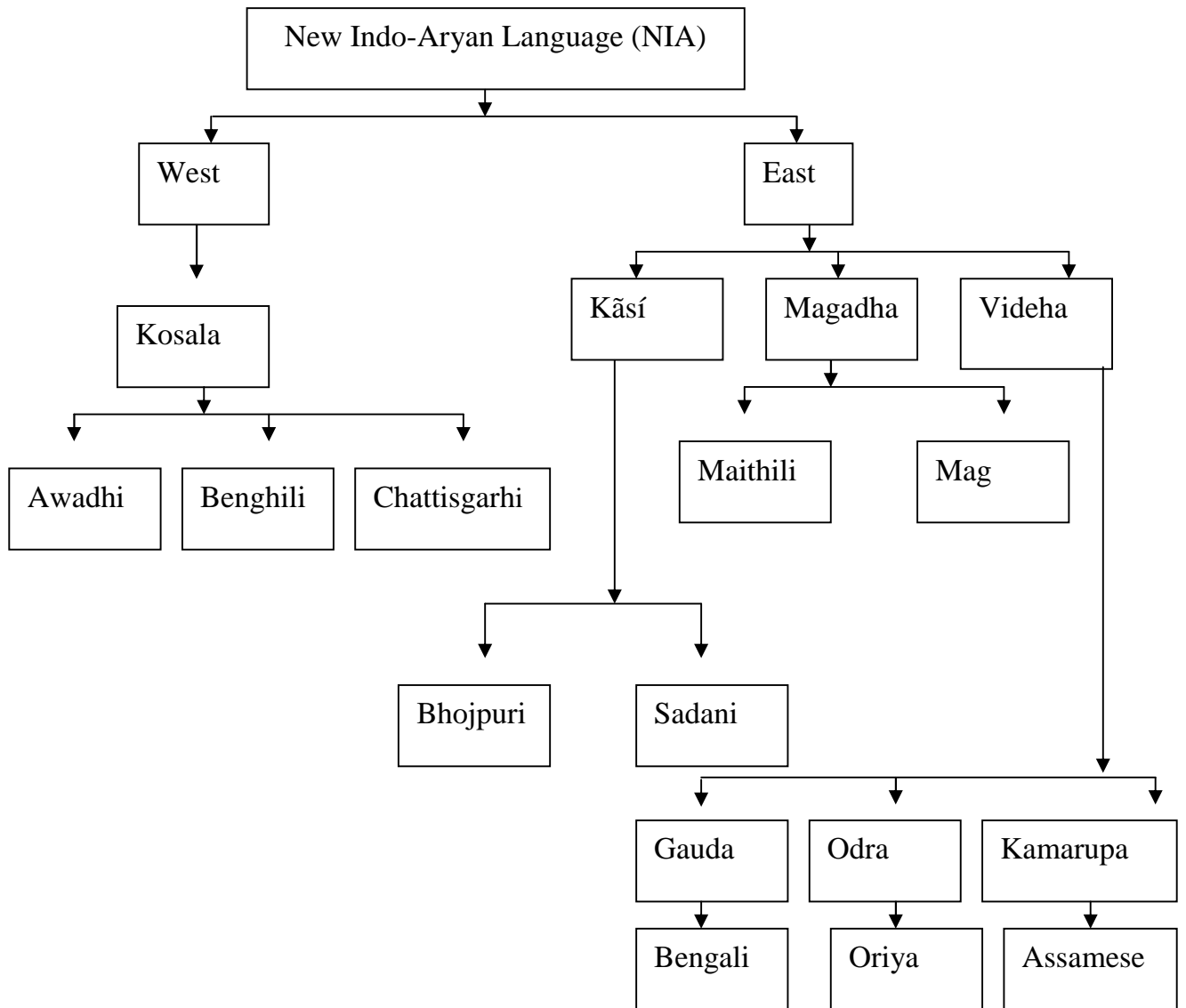


Figure No. 1 about based on Roy's Grammar (1995) states that the Maithili language originated from the same mother language 'Sanskrit' which is regarded as the branch of Indic sub-family of the indo-Iran family.

Figure No. 2

Generic relationship of Maithili



1.1.6 A Brief Sketch of Question Transformation in English

In question transformation the declarative sentences are changed into question forms. The usual function of a question in discourse is to request the listener to respond verbally with information that the questioner seeks.

Richards et al. (1985, p. 256) define question as "a sentence which is addressed to a listener (reader and asks for an expression a fact opinion believe. For example, how do you do? Can she come?"

According to Quirk and Greenbaum (1973, pp. 191-92), Question can be divided into three major classes according to the type of reply they expect.

- a. Those that expect affirmation or negation, as in ' Have you finished the book?' Are yes\no question.
- b. Those that typically expected a reply form an open range of replies, as in 'what is your name?' or 'How are you?' are wh - questions.
- c. Those that expect as the reply one of two or more options presented in the question, as in 'Would you like to go far or stay at home'? Are alternative question.

As the present study is limited to only major types of question so, according to Celce -Murcia and Larsen–Freeman (1989, p. 263-65) the major types of questions are as follows:

i) **Yes/No Question**

The question sentences which elicit either 'yes' of 'no' answer are called yew/no questions.

Yes, I am

Are you a doctor?

No, I am not

Yes/No questions are usually formed by placing the operation before the subject and giving the sentences as rising intonation.

He has gone has he gone?

If the corresponding declarative sentence does not contain an auxiliary an operation periphrastic do must be used.

Shyam plays football Does Shyam play football?

ii) **Wh-Question**

Wh-questions which are also known as information questions, are formed with the aid of one of the following simple interrogative words (wh-words)

Who\whom, where, what, which, when, how, why.

Wh-questions are used in social interaction (what's your name?) for getting directions (where's the post office?), in seeking explanation (why is the plane late?), for eliciting vocabulary (what's this?)

iii) **Alternative Questions**

There are two types of alternative question. The first resembles a yes-no question and the second a wh-question.

Would you like CHOColate, vanilia or STRAWbery, ice cream?

Which ice-cream would you LIKE? CHOColate, VANIhia or STRAWberry?

According to Quirk et al. (1985, p. 199), there are some minor types of question. They are as follow:

i) **Exclamatory Questions**

The exclamatory Question is interrogative in structure but has the illocutionary force of an exclamatory assertion: typically it is a negative yes-no question with a final falling instead of rising tone.

Hasn't she GROWN!

Wasn't it a marvelous CONcert!

ii) Rhetorical Question

The rhetorical question is interrogative in structure but has the force of a strong assertor. It generally does not expect an answer.

A positive rhetorical yes-no question is like a strong negative assertion while a negative question is like a strong positive one.

a. Positive

Is that a reason for desPAIR? (Surely that is not a reason?)

b. Negative

Is not the answer obvious? (Surely the answer is obvious)

iii) Question Tag

The question tag consists of operator plus pronoun, with or without a negative particle. The choice and tense of the operator are determined by the verb phrase in the super-ordinate clause. For example,

The boat hasn't left, has it?

John recognized you, didn't she?

1.1.7 Need and Importance of Contrastive Analysis

Contrastive Analysis is interested in the comparability of languages. It is a linguistic enterprise aimed at producing inverted two valued typologies and founded on the assumptions that languages can be compared. CA compares two or more languages to find out the similarities and differences between them. CA is mainly important when a language is taught or learnt as a second language. CA's value is increased because L₂ learners tend to transfer the formal features of L₁ to L₂ while learning a language.

A linguistic comparative study between the Maithili and English languages is important because only some researchers have been carried out on comparative study in the Maithili and English languages. It compares learners.

There are several languages in the world, some of which are genetically related and others are not. The languages which are genetically unrelated may resemble with each other in some features while genetically related languages may be quite different in the same features. The credit of findings out the common and uncommon features between the languages goes to CA. CA compares two or more languages in order to find out their similarities and differences and then to predict the areas of ease and difficulty in learning. The comparison is done on phonological, morphological, syntactic, discourse and other levels as well. The comparison may be of two types:

a) Interlingua Comparison

The comparison between languages like English and Maithili is called Interlingua comparison.

b) Intralingua Comparison

The comparison between the two dialects like the standard Maithili and Southern eastern Maithili of the same language viz Maithili is called intralingual comparison.

CA is based on the behaviouristic theory of learning. According to this theory, learning is habit formation. An L_2 learner tends to transfer the system of his L_1 to the L_2 need to be compared to find out their similarities and differences which are the sources of ease and difficulty in learning and L_2 respectively. Transfer may be either positive or negative. If the past learning facilitates the present learning, the transfer may be positive. It is called facilitation. On the contrary, transfer may be negative if the past learning interferes the present learning. It is called interference. The ease of difficulty in learning L_2 depends

on whether it similar to L_1 or different. It will be easy to learn L_2 if both the L_1 and L_2 similar and there will be less chances of committing errors. On the contrary, it will be difficult to learn an L_2 if both L_1 and L_2 are different and there will be more chances of committing errors.

An L_2 learner tends of transfer the system of his L_1 to the L_2 he is leaning. Therefore, the L_1 and the L_2 need to be compared to find out their similarities and difference which are the sources of ease and difficulty in learning and L_2 respectively. Transfer may be either positive or negative. If the past learning facilities the present learning, the transfer may be positive. It is called facilitation. On the contrary, transfer may be negative if the past learning interferes the present learning. It is called interference. The ease or difficulty in learning L_2 depends on whether it is similar to L_1 of different. It will be easy to learn L_2 if both L_1 and L_2 are similar and there will be less chance of committing errors. On the contrary, it will be difficult to learn an L_2 if both L_1 and L_2 are different and there will be more chances of committing errors.

In a nutshell, the more similarities between the two languages the more easier they are to learn and the more differences between the two languages the more difficult they are to learn. We can say that the greater the similarities the greater the ease and the greater the eases lesser the chance of errors and the greater the differences the greater difficulty and the greater the difficulty the greater the chance of error.

CA has its great importance in languages teaching. It has mainly two functions. Firstly, it predicts the tentative errors to be committed by the L_2 learner and secondly, it explains the source and reasons of the L_2 learner's error. So, a language teacher should have knowledge of CA to treat the learners psychologically and academically. Unless a language teacher knows the sources and types of the errors that learners commit, s/he cannot impart knowledge to the learners. James (1980) points our three traditional pedagogical applications of CA. According to him, CA has applications in

predicting and **diagnosing** a proportion of the L₂ errors committed by learners with a common L₁ and in design of **testing instruments** for such learners.

Sthapit (1978) writes the roles of CA in L₂ teaching in the following way:

When we start learning and L₂ our mind is not longer a clean state. Our knowledge of L₁ has, as it were, stiffened our linguistically flexible mind. There linguistic habits of L₁ deeply rooted in our mental and verbal, activities, do not allow us to learn freely the new linguistic habits to L₂. That it to say that the interference of the habits of L₁ is a key factor that accounts for the difficulties in leaning an L₂. In other words, L₁ interference stands as a main obstacle on our way to L₂ leaning. Learning an L₂ is, therefore, essentially learning to overcome this obstacle. So any attempt to teach an L₂ should be preceded by an explanation of the nature of possible influence of L₁ behaviour on L₂ behaviour. This is precisely what CA does. (p.89)

CA is helpful in identifying the areas of difficulties in learning and errors in performance, determining the areas which the learners have to learn with greater emphasis and designing teaching/learning materials for those particular areas that need more attention. CA not only predicts the likely errors to be committed by L₂ learners but also explains the sources of errors in one's performance. CA is important from pedagogical point of view. The language teachers, testing experts, syllabus designers and textbook writers get benefits from the findings of CA.

CA Studies Two languages, i.e. mother tongue and target language. It finds out similarities and differences and predicts the area of ease and difficulty. The basic principle of conducting study in language that the learner's L₁ directly or indirectly affects into the L₂ they are learning, the finding of this research will be beneficial to all teachers and concerned person.

1.1.8 An Overview of Transformational Theory

Transformation refers to the change of one type of sentence into another one. For example, affirmative into negative, active into passive, assertive into interrogative.

New standard Dictionary of English language defines transformation as "The act of transforming or the state of being transformed, a change in form, nature of character" (Cater, 1993, p.39).

Transformation refers to the process of transforming the sentence from one linguistic pattern to another. Moreover, it is a linguistic process in which basic (kernel) sentence is changed or transformed by applying some rules.

Transformational-generative (TG) grammar has been proposed by the American linguist Chomsky in 1957. TG grammar is a model of the native speaker's competence which contains the finite set of rules which can generate infinite number of all and only grammatical sentences of a language and transforms them onto others. It means TG grammar is both generative and transformational in nature.

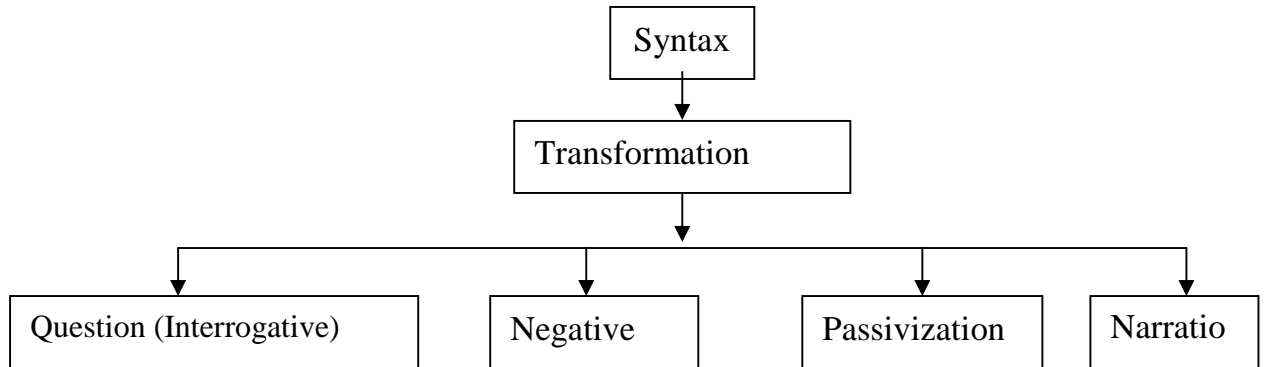
According to Robins (1967) "Essentially transformation is a method of stating how the structures of many sentences in languages can be generated or explained formally as the result of specific transformations applied to certain basic structures" (p. 242).

The basic (Kernel) sentence like affirmative, active and direct can be transformed into derived (non-kernel) sentences like negative and interrogative, passive and indirect respectively applying 4T –rules such as i) addition, ii) deletion, iii) substitution and iv) permutation.

Question transformation is the part of syntax, which involves other transformation as well.

Figure No : 3

Part of Syntax



1.2 Review of Related Literature

To this date a number of research works have been carried out on comparative study of languages under the Department of English Language Education, Tribhuvan University, Kirtipur, Kathmandu.

Where as Chalise (1998) has carried out a research on Negative and Interrogative Transformation in English and Nepali. A comparative 'study. The main objective of this study was to find out similarities and differences between negative and interrogative transformation. The researcher found that the rules in changing affirmative sentences into negative and interrogative are more rigid and inflexible in English, where as they are less rigid and flexible in Nepali. Negative and interrogative transformation simply extends the suffixes in Nepali but it changes the word order in English.

Whereas Paudel (2001) has carried out a research entitled 'An Analysis of Errors in sentences Transformation" The researcher wanted to identify and analysis the errors in transforming sentences and them to classify those errors into different types the researcher found most of the errors to be committed in punctuation marks. 'some any' suppletion and 'do' insertion the students committed the highest number of errors in transforming the sentences into who-question the lowest number of errors in affirmative transformation.

Similarly, Paudel (2004), has conducted a research on "A comparative study on negative and interrogative Transformations in English and panchthare Dialect of Limbu language." It shows that the affix 'me' is the negative marker in limbu which occurs before the verb in assertive and imperative sentence where as the negative marker in English not which is added after the auxiliary verb. Yes-No question in Limbu is formed by placing 'bi' or 'pi' after the verb whereas an auxiliary occurs at the beginning of the sentence in English. No subject auxiliary inversion takes place in interrogative in Limbu.

Similarly, Dewan (2005) has carried out research entitled "Negative and interrogative in English and Yakkha language Yes/No question is formed by adding the integrative practical 'I' at the end of the verbs whereas an English Yes/No question is formed by placing the auxiliary verb at the beginning of the sentences the interrogative practical in wh-question is 'la' in Yakkha language which is optional. yakkha wh-word in must occur after the subject whereas English wh-words occur at the beginning of the sentence.

Yadav (2007) has carried out research entitled "Negative and interrogative in the English and Maithili languages. The researcher has only described wh-question and yes/No question where as there are other types the above questions except these too wh-questions and yes/no question, alternative question exclamatory question and rhetorical question whereas Oli (2007) has carried out the research entitled "Question Transformation in English and Tharu language. The researcher has described all types of question but given more emphasis on English Questions than Tharu.

In the conclusion we can say that all the above mentioned researchers carried out in the field of "contrastive analysis" conveying only to the syntactic construction of language. Chalise (1998), found that the rules of changing affirmative sentences into negative and interrogative are less rigid and flexible in Nepali. Similarly, Poudel and Poudel (2001 and 2004), found that while transforming sentences, most of the errors to be committed in punctuation

marks and different markers of Limbu language in which yes-no question in Limbu is formed by placing 'bi' or 'pi' after verb respectively. They did not talk about other transformation of questions. Similarly, Dewan (2005) talked only yes/no question, wh question but the researcher did not study about other questions. In the same way, Yadav (2007) studies only Yes/No question and wh-question. But, in my present research, I will study different transformation of questions such as yes/no question, wh-question, alternative question, exclamation question, rhetorical question and tag question.

1.3 Objectives of the Study

The principal objectives of the present study were as follows:

- a. To find out the processes of question transformations in the Maithili Language.
- b. To compare and contrast Maithili question transformations with that of English.
- c. To list some suggestions and pedagogical implications.

1.4 Significance of the Study

The research will be beneficial to those who are preparing English textbook as a second language. It will be equally important to the teachers who are teaching English as a foreign language at schools whereas Maithili native speakers appear as students. Moreover, it is beneficial to the curriculum development centre, especially to experts developing the language curriculum both of the English and Maithili languages.

CHAPTER - TWO

METHODOLOGY

The following methodology was adopted to fulfill the objectives of the present study:

2.1 Sources of Data

The researcher collected data from both primary and secondary sources.

2.1.1 Primary sources of data

The native speakers of the Maithili language of Rajpur and Barchhawa VDC of Siraha districts were the primary sources from whom the researcher collects the required data for the research.

2.1.2 Secondary sources of Data

I have studied books, theses, articles related to the present research to facilitate the study. Some of them are as follows:

Chomsky (1957), Jha (1958), Quirk and Greenbaum, (1973), Celce-Murcia, and Larsen-Freeman, (1983), Quirk et al. (1985) and Yadav (1996).

2.2 Population of the Study

For this research, the total population consisted of 90 Maithali native speakers living at Rajpur and Barchhawa VDC, Siraha district.

2.2.1 Sampling Procedure

The total sample population for the research were 90 Maithili native speakers selected from both Rajpur and Barchhaw a VDC. The total population was divided into three groups, like literate, illiterate and educated. Illiterate were those who could not read and write.

Similarly, the people having academic qualification below S.L.C. level will be considered as literate.

Educated are those who have above S.L.C. academic qualification. Each stratum will consist of 30 native speakers. The researchers have used the quota sampling procedure to collect data.

2.3 Research Tools

The researcher used questionnaires and a structured interview as the research tools.

2.4 Process of Data Collection

- a. After preparing the interview schedule, the researcher visited the place where the native speakers of Maithili stay.
- b. The researcher first tried to establish rapport with the Maithili native speakers of the Rajpur and Barchhawa VDC of Siraha district.
- c. The researcher conducted interviews with illiterate orally and wrote their responses in the sheets of interview questionnaires.
- d. Those who were literates and educated were provided questionnaires.

2.5 Limitations of the Study

This study is limited to the comparisons between Maithili and English question transformation in terms of:

- a. The total population of the study was limited only to the 90 Maithili native speakers from Rajpur and Barchhawa VDCs of Siraha district.
- b. The total populations were confined only to 3 groups: illiterate, literate and educated having 30 informants in each group.
- c. The study focused only on the process of question transformation in Maithili with reference to English.
- d. The transformation was limited only to simple sentences.
- e. The question transformation was limited only to major types of question between Maithili and English.

CHAPTER - THREE

ANALYSIS AND INTERPRETATION

This chapter consists of the analysis and interpretation of the data obtained from the selected informants from both Rajpur and Barchhawa DVCs of Siraha district. Firstly, the analysis of rules of question transformations of English was done mainly on the basis of secondary data extracted basically from Sinclair (2000), Quirk and Greenbaum (1990) and Thomson and Martinet (1986). Secondly, the rules of question transformation of Maithili was analyzed on the basis of secondary data extracted from Shukla (1981). And then, these rules were verified on the basis of oral and written primary data collected from 90 Maithili native speakers from both Rajpur and Barchhauwa VDCs of Siraha district. Then, it deals with the comparison and contrast of the processes of question transformation of Maithili with those of English. The collected data were analyzed and interpreted descriptively and comparatively with the help of table and illustrations. Then the points of similarities and differences were drawn between the processes of question transformations of English and Maithili with illustrations.

3.1 Rules of Question Transformation of English

The rules of question transformation of English have been extracted from Sinclair (2000), Quirk and Greenbaum (1990) and Thomson and Martinet (1986).

3.1.1 Rules of Question Transformation

According to Crystal (2003, p. 241) interrogative refers to "verb form or sentence/clause types typically used in the expression of QUESTIONS. e.g. the inverted order of " Is he coming? or the use of an interrogative word (or simply interrogative) often sub-classified as interrogative ADJECTIVE (e.g. which) ADVERBS (eg. Why) and PRONOUNS (e.g. who)". An interrogative sentence is also called a question mainly divided into two types such as yes/no question

and wh- question. But according to Celce-Murcia and Larsen-Freeman (1989) the major types of questions are as follows: yes/no question, wh- question, alternative question and question tag. According to Quirk et. al. (1985), there are some minor types of questions. They are as follows:

Exclamatory questions and Rhetorical questions

A) Yes/No Question

Yes/No question refers to a question for which either 'yes' or 'no' is the expected answer. Yes/no question is formed through the process of subject auxiliary or operator inversion. Written variety is marked by placing the sign of interrogation (?) at the end of the sentence whereas spoken variety is marked by rising intonation.

Rules for transforming statements into yes/no questions

The following rules must be applied while transforming statements into yes/no questions.

1. Yes/no question is usually made according to the pattern given below:

Aux. V+Subj. +M.V+.....?

2. In a statement, if there is an auxiliary verb (except do and have in the main verb function), the auxiliary verb is moved to the initial position of the sentence which is followed by the subject and then the main verb for example:

They will like my garden.

Will they like my garden?

-Sinclair (2000, p. 197)

3. If there is more than one verb, the auxiliary verb has to be moved at the beginning of the clause followed by subject and other verbs. For example:

He had been murdered.

Had he been murdered?

-Sinclair (2000,p. 197)

4. If there is no auxiliary verb in a statement, we put do, does or did at the beginning of the clause in front of the subject of the main verb.

For example:

You live in Sidney.

Do you live in Sidney?

-Sinclair (2000, p. 198)

5. It is to be noticed that if the main verb is do, we still put do, does or did at the beginning of the clause in front of the subject.

For example,

They do the work.

Do they do the work?

-Sinclair (2000, p. 198)

6. If the verb is 'have', we usually put do, does or did at the beginning of the clause in front of the subject.

For example:

Hedgehogs have intelligence.

Do Hedgehogs have intelligence?

-Sinclair (2000, p.98)

7. In yes/no questions, non-assertive words (eg. Any word like any, anybody, anyone, anything, anywhere etc) are generally used.

For example,

He gave her something.

Did he give her anything?

- Quirk and Greenbaun (1990, p.184)

B) Wh-question

The question which begins with a wh-word such as what, who, when, where, how etc. is called wh question. Wh-question is also called content question. According to Crystal (20003, p. 499) "wh-question is a term used in the grammatical sub- classification of question types to refer to a question beginning with a question word". Wh-question is formed by placing wh-word at the beginning of the sentence followed by subject-auxiliary/ operator inversion rule.

"The interrogative pronouns are who, whose, whom, what and which they are used to introduced direct Wh- questions"

-Aarts and Aarts, (1986, p. 55)

Rules for Transforming Statements into Wh-questions.

The following rules must be borne in mind while transforming statements into wh questions.

- 1) Wh question is usually made according to the pattern given below.
Q.W.+Aux.V.+subj.+M.V.+.....?
- 2) While transforming a statement into wh questions. The exact answer should be deleted.

For example,

Jack climbed the tree?

Where did jack climb?

- 3) If we are using the simple present tense or the simple past tense of any verb except be, we put do, does, and did in front of the subject.

For example,

Mary lives in London.

Where does Mary live

- 4) If we are using the simple present tense or the simple past tense of be, the main verb has to be placed in front of the subject. We do not use do, does, or did. For example,

The station is near the post office.

Where is the station?

-Sinclair (2000,p. 200)

Some rules which have to be considered to use different wh-words. (eg. Who whom, whose, which). In making wh-questions are as follows:

1) 'Who' and 'Whom'

The pronoun 'who' is used to ask a question about a person's identity, who can be the subject or object of a verb.

For example,

Who discovered this?

'Who' and 'whom' can also be the object of a preposition. When 'who' is the object of preposition, the preposition is put at the end of the clause.

For example,

Who did you dance with?

When 'who' is the object of a preposition, the preposition is put at the beginning of the clause, in front of whom.

For example

To whom is a broadcaster responsible?

ii) 'Whose' and 'which'

'Whose' is used as a determiner or pronoun to ask which person something belongs to ask or is associated with?

For example

Whose babies did you think they were?

'This' is used as a pronoun or determiner to ask someone to identify a specific person or thing out of a number of people or things.

For example,

Which is the best restaurant?

(Which is as pronoun?)

Which item do you like best?

(Which as determiner)

iii) When and 'Where'

'When' is used to ask a question about the time something happened, happens, or will happen.

For example,

When did you find her?

'Where' is used to ask a question about place, position or direction.

For example,

Where does she live? (As place)

iv) 'Why' and 'How'

'Why' is used to ask a question about the reason for something.

For example,

Why are you here?

'How' is usually used to ask about the method for doing something or about the way in which something can be achieved.

For example,

How do we open it?

'How' is also used to ask a question about the way a person feels about the way someone or something looks or about the way something sounds, feels or tastes.

For example,

How are you feeling today?

C) Alternative Questions

There are two types of alternative question, the first resembling a yes/no questions and the second a wh-question.

The first type differs from a yes/no questions only in intonation, instead of the final rising tone, it contains a separate nucleus for each alternative.

-Quirk and Greenbaum (1973, p. 198)

Rules for Transforming into Alternative Question.

1. Any positive yes/no question can be converted into an alternative question by adding or not? or a matching negative clause'

For example,

Are you coming or not?

Are you coming or aren't you?

2. The structure of alternative yes-no questions follows the pattern of clausal coordination, that is, two or more separate questions are collapsed together.

For example;

Did Italy win the world Cup or Brail?

-Quirk and Green baum (1973, p. 199)

D) Question Tag

Question tag is a short question form appended to a statement. The question tag generally contrasts in polarity with the statement; that is, when the statement is affirmative, the tag is negative, and vice versa.

Rules for Transforming into Questions tag.

1. When there is not auxiliary verb or be verb in the main clause, then a do verb must be introduced as an operator to carry the tense.

For example

She assigned homework, didn't she?

2. If the main clause is affirmative the tag is negative and vice versa.

For example,

Budi has never seen snow, has he?

-Celce - Murcia, and Larsen-Freeman, (1999,p. 260).

3. Negative tags have two forms. By far the more common is the contracted form. It is also syntactically possible, although stylistically formal, to have a full, subcontracted negative in this case, however, the negative must be separated from the verb. for example:

You have missed a lot of practices, haven't you?

You have missed a lot of practices, have you not?

4. If the subject of the main clause is not a pronoun, then it must be pronominalized in the tag.

For example

Megan is quite a basketball player, isn't she?

- E) Exclamatory questions
- F) Rhetorical Questions

3.2 Rules of Question Transformation of Maithili.

According to Shukla (1981, p. 120) there are two main types of questions they are yes/no question and wh-question but according to Yadav (1989, p. 290) there are five types of questions; they are yes/no question, wh-question, alternative question, tag questions and rhetorical question.

A) Yes/No questions

Those that expect a positive or negative answer to the questioned statement are yes/no questions. Those questions are neutral with respect to the answer the speaker expects and therefore will be called neutral yes/no question.

Yes/No question starts with the questions morpheme/ki/ and can be answered with the words 'yes' or 'no' although fuller responses are also appropriate and acceptable.

For example,

- a) *ki hā kh elh ?*

Question you (H) eat PST-(2H)

Did you eat?

- b) *ki o b hut bimar ch ith?*

Question -he (H) very ill be Pres (3H)

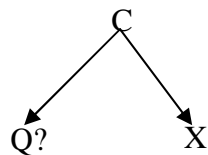
Is he very ill?

Yes/no question involves the introduction of the question morpheme /ki/ at the beginning of the sentence. It stems from the Q? Node which is simultaneously deleted. The structural description for these types of question transformation requires the absence of k-morphemes from all the constituents following the initials Q? Node symbolically this is represented in figure No 4.

Figure No. 4

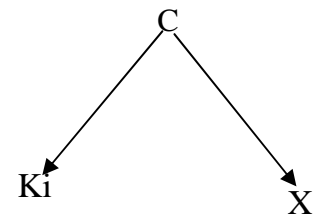
Yes/No questions transformation

A)



Structural description

(B)



Structural description

The symbol 'x' represents the non-question or non-k constituents. The deep structure of yes/no question of sentence (i) can be shown in figure No 5.

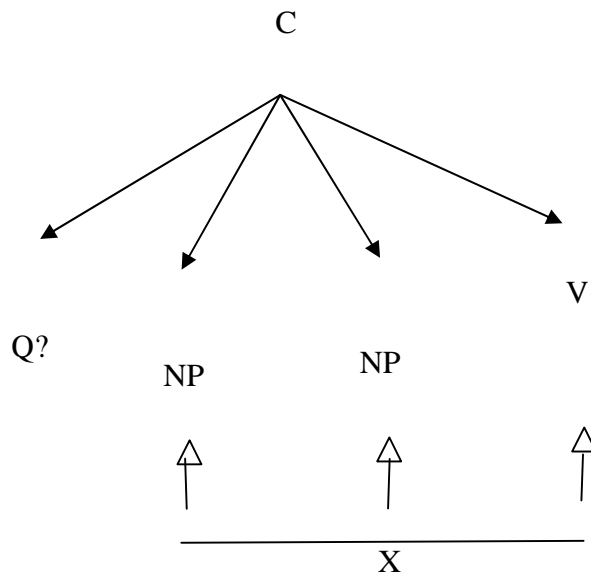
i) *Ki ram am kh el inh?*

Question Ram (H) eat PST a mango.

Did Ram eat a mango?

Figure No. 5

Non-question



B) Wh-questions

Those that expect a reply from an open ended range of replies are wh-questions. Wh-questions are questions about noun phrases or adverbs. Generally, the wh-question forms with the question or interrogative morpheme k t , k hiya, ke, kehan, ki, komh r, ki k, k tek but k-words in Maithili occur after the subject or in the beginnings of sentence when they function as subject.

For examples,

i) *i lok in k t r h it ch ith?*

These people where live (3rd, pl, m, pres)

Where do these people live?

ii) *O k hiya j etah?*

He when will go (3rd, sg, m, fut)

When will he go?

iii) *u ke ich?*

He who is (3rd, sg, m, pres.)

Who is he?

iv) *Sita ki ek p na bhaike pit l k?*

Why did sita beat her brother?

v) *hã ke sinema kehan lag l?*

hãke sinema how lag l (2nd, p1 PST)

How did you like sinema?

The question feature [k] can be seen in all these questions morphemes. These morphemes like pronouns and adverbs originate in terms of feature on noun or adverb segment in the deep structure.

When on NP or Adv. Segment contains a[k] in deep structure, it is being questioned with this interpretation, the question morphemes k t , k hiya, ke, kehan, kiki ek, k tek all contain the feature [k]. However, /ke/ 'who' is marked in the lexicon with the feature [human], /ki/ 'what' is marked with the feature [non-human]. And there are also some other features given in the following sub categorization, which distinguish these interrogative morphemes from each other.

3.2.1 Sub Categorization of Interrogative Morphemes

The following listing offers a complete sub-categorization of maithili question morphemes.

[ke, pro, pronominal/ human, k...]

[ki, pro, non-human, k...]

[k t , komh r, pro location, k...]

[ki k, pro, reason, k....]

[keh n, prol adverbial, k...]

[k tek, pro, numeral, k...]

[k hiya, pro time, k....]

The question or interrogative morphemes [ki, pro, non-human, k...] must be distinguished from the yes/no question marker [ki, k]. The yes/no question marker [ki] are not pronominal or adverbial in nature. It simply questions that sentence with 'yes' or 'no' answer and is in complementary distribution with the rest of the k-morphemes.

Wh-questions contain [k] under an NP as an adv. Node indicates that it is being questioned. The wh-questions are generated by the single step transformation which simply deletes the Q? Node in the surface structure. The structural description and the structural are represented in figure No. 6.

Figure No 6 wh-questions transformation.



Structural description

Structural change

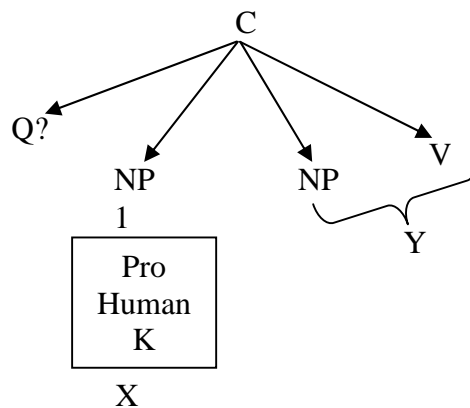
In figure 6 'w' and 'y' represent constituents flanking the interrogative morpheme stemming from the node 'X' 'W' can also be a null symbol. Thus, the following sentence i) has the deep structure shown in figure 7

i) *ke pani pi ich i?*

who water drink-(3rd, sg. Pres.)

Who does drink water?

Figure No. 7 deep structure for sentence (i)



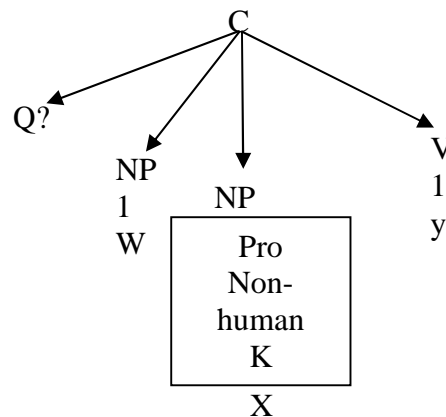
The rule given in figure 6 will delete the Q? From the surface structure and the result will be sentence (i) the following sentence (ii) will have the deep structure shown in figure 7.

ii) *u ki pi ich i?*

He what drink- (3rd, sg. Pres.)

What does he drink?

Figure No. 8 deep structure for sentence (ii)



Here again, the application of the rule given in figure 6 will give us the ultimate sentence (ii) the selection of the proper interrogative morpheme will depend on the sub categorization of morphemes. Thus, [pro, human, k] (figure 7) and [pro, non-human, k] (figure 8). will be replaced by/ke/'who' and /ki/'what' respectively.

C) Alternative Questions

Those that expect as a reply the answer drawn the list of mutually exclusive alternatives provided in the question are alternative questions.

Alternative questions are formed by the use of the disjunctive particle/ki/ 'ro'. The disjunctive of the alternative question may be a NP, a sentence, a VP, as it will be apparent from the examples given below. But the most striking property of the alternative question form is that while all non -final yes/no questions have rising intonation; the final questions have falling intonation in order to suggest that the list is complete:

i) *Pas bhele ki ahu sal phele?*

Pass become -PST- (2NH) or this year fail.

Did you pass or did you fail aging this year?

ii) *hã c klet leb ki dusdh ki cah ki kophi?*

you (H) chocolate take -Fut-(2H) or milk or tea or coffee.

What will you take, chocolate or milk or tea or coffee?

D) Tag Questions

Those that expect confirmation or disconfirmation of statements made by the speaker are tag questions. These questions are, however, biased in that the speaker uses them to influence the hearer in favor of a positive or a negative answer.

i) Tag questions are formed by the use of a declarative statements followed by a tag question word /n i/ 'not' or /sãce/ 'really', optionally followed by vocative y u (2H), h u (2MH), and r u (2NH)

For example

Suga uir gel uk, n i?

Parrot fly go -PST-(3NH+2NH) not (your) parrot flew away, didn't it?

ha parsu jaeb, n i y u?

You (H) day after tomorrow go FUT-2H not voc -(2H)

You are going day after tomorrow, aren't you?

O merika c il gelah, sāce?

He (H) America walk go -PST (3H) really

He left for the USA, didn't he?

ii) leading questions, where positive answers are expected, disjunctive negative polarity tags are used by repeating the finite form of the verb of the declarative statement.

For example

U tora khub pit lk uk, pit lk uk ki n i?

He (NH) you (NH). Much beat PST (3NH+2NH)

beat PST (3NH+2NH) or not

He beat you severely, didn't he?

E) Rhetorical Questions

Rules of Rhetorical Question

1. The most striking property of rhetorical question is its rising final intonation and especially, it begins with some particles 're' 'y u' h u, r i'
2. Positive rhetorical question is like a strong negative assertion, while a negative question is like a strong positive one and at the end of the sentence, the question mark (?) is placed. For example

re, h m toh r bh uji chi uk? (Maithili)

(n i, to h m r bh uji)

Oh ye, am I your bother's wife (English)?

(Surely not you are)

F) Exclamatory questions

Rules of Exclamatory Question

1. Especially the exclamatory question begins with exlamative particles 'ho', h 'oh' an 'ki particle' and at the end of the sentence. the exclamation mark(!) is placed

For example

h, ki hã aib gelah !

Oh, did you come back!

2. Exclamatory question also begins with K-words *k tek', keh n'* which are used as subject, complement and object according to situation.

For example,

O ch ri keh n nik ch ik!

How beautiful that girl is!

3. Verification of the Rules of Questions Transformation of Maithili Lanauge

The researcher tested the rules of question transformation of Maithili which were set on the basis of secondary data extracted from Yadav (1996), with the help of oral and written primary data collected from 90 Maithili native speakers from Rajapur and Barchhawa VDCs of Siraha district. It was found the rules set previously are similar with the responses given by the selected informants of the study. However, some dissimilarity was seen regarding with the use of wh-words (Yadav 1996). It was found that wh-question marking words used in secondary data had several other names in primary data. They are given in the following table.

The following table shows the difference found in the questionnaire which was not in secondary data.

Table No. 1

Data of Primary and Secondary sources

Secondary data	Primary data
k t	k t /komh r
k hiya	k hiya/k khan‘
ke	Ke
Kehan	Kehan
Ki	Ki
ki ek	ki ek/k il
k tek	K tek

3.3 Comparisons of the Processes of Question Transformation of Maithili with those of English.

a. Yes/no question

Maithili

English

i) O b hut bimar ch ith

He is very ill.

He very ill is.

ki ob hut bimar ch ith?

Is he very ill?

ii) u el i

He came.

He came

ki u el i? .

Did he come?

iii) ram am kh el inh

Ram ate a mango.

Ram a mango ate

ki ram am kh el inh?

Did Ram eat a mango

iv) O khisia uthlah

He got angry.

He angry got.

ki o khisia uthlah?

Did he get angry?

v) hunka citthi likh l ge inh
To him the letter written was.

The letter was written to him.

ki hunka citthi likh l gel inh?

Was the letter written to him?

vi) O s b p richak lel

They work hard for the exam.

mehn t k r it ch ik

they for the exam work hard

ki o s b p richak lel
exam?

Do they work hard for the

mehn t k r it ch ik?

vii) cir is b gaibr h l ch ik

the birds are singing.

The birds singing are.

ki cir i s b gaibra h l ch ik?

Are the birds singing? '

viii) ok ra s ng ekta k l m ch ik

She has a pen.

She a pen has

ki ok ra s ng ekta

k l m ch ik?

Doses she have a pen?

ix) kis ns b kh n khet
now.

The farmers are digging the field

kh in r h l ch ik

The farmers now the field diggings are.

ki kisan s b kh n . Are the farmers digging the field
khet kh inr h l ch ik? Now?

The researcher found the following similarities and differences while comparing the processes of yes/no question transformation between English and Maithili.

Similarities

1. In the both languages, yes/no question markers (i.e auxiliary verbs in English and particle 'ki' in Maithili) are placed at the beginning of the sentence.
2. In the both languages, assertive sentences are transformed into yes/no question.

For example,

English	Maithili
He plays cricket	<i>o kriket khel it ch ik.</i>
Does he play cricket?	<i>ki o kriket khel it chaik?</i>

3. The sign of interrogation or question mark (?) is introduced and placed at the end of the yes/no question in both languages.

Differences

1. In the English language, the assertive sentence has an auxiliary verb in it, the same auxiliary verb is placed before the subject (i.e. the sentence is initiated with an auxiliary verb) whereas in the Maithili Language yes/no questions marking particle 'ki' is introduced and placed before the subject (i.e. the sentence is initiated with the particle 'ki'.

2. If the sentence has no auxiliary verb, we need to use a rule that is called do support or operator addition (do, does and did) rule and the form of the verb is changed into its rest form to make a statement yes/no question in English whereas such rule does not occur in Maithili

For example,

English	Maithili
i) The girls live in the hostel	<i>l dki s b chatrabasme r h it ch ik.</i>
Do the girls live in the hostel	<i>ki l dki s b chatrabasme r h it ch ik?</i>
ii) He plays cricket	<i>O kriket khel it ch ik.</i>
Does he play Cricket?	<i>ki o kriket khel it ch ik ?</i>
iii) Ram ate a mango	<i>ram am kh el inh</i>
Did ram eat a mango?	<i>`ki ram am k el ihn?</i>

The table I also presented in below.

Table No. 2

Aspect, form and structure of English and Maithili language

Language	Aspect	Form	Structure
English	Simple present	yes/no questions	Do+s(pl.)+o+v+?
Maithili	Simple present	yes/no questions	ki +s+o+v+?
English	Simple present	yes/no questions	Does +s. (sg.)+v1+o?
Maithili	Simple present	yes/no questions	ki+s+o+v+?
English	Simple past	yes/no questions	Did+s+v1+o?
Maithili	Simple past	yes/no questions	ki+s+o+v+?

3) Subject auxiliary inversion or subject operator inversion rule is inevitable to transform a statement into yes/no question in English whereas it is redundant in Maithili.

For example

English	Maithili
The birds are singing	<i>cir is b gaibr h l ch ik.</i>
Are the birds singing?	<i>ki cir i s b gainr h l ch ik?</i>

b. Wh-question

The processes of wh question transformation in Maithili can be compared with those in English as follows:

Wh questions of assertive sentences.

English	Maithili
1) These people live in Kathmandu <i>ch ith.</i> Where do these people live? <i>ch ith?</i>	<i>i lok in kathmndu me r h it</i> <i>i lok in k t /komh r r h it</i>
ii) He will go tomorrow He tomorrow will go When will he go?	<i>o bihan j etah</i> <i>o k kh n/k hiya j eta?</i>
iii) he is ram Who is he ?	<i>u ram ich.</i> <i>u ke ich?</i>
iv) I liked the movie very good. How did you like the movie	<i>Sinema thik lag l.</i> <i>the movie very good liked.</i> <i>Sinema keh n lagal?</i>
v) This is a pen what is this?	<i>i pen ich</i> <i>this pen is</i> <i>i ki ich?</i>
vi) He was angry	<i>u khisia gela</i>

Why was he angry?	He angry was.
Vii) Ram did no drink tea	<i>u ki k khisia gelah?</i>
Who did not drink tea	<i>ram cah n i pil ith.</i>
viii) Sita bites her brother for studying.	<i>cah ke n i pil ith?</i>
<i>pit l k.</i>	<i>Sita p na bhaike p dh ila</i>
bites.	Sita her brother for studying
Why did Sita beat her brother?	<i>Sita ki ek/k ila p na bhaike</i>
<i>pit l k?</i>	
ix) Ashok writes a story	<i>sok k tha likh it aich.</i>
Who writes a story?	<i>ke k tha likh it ich?</i>

While comparing the processes of wh question transformation between Maithili and English the following similarities and differences are found.

Similarities

i) Assertive sentences can be transformed into wh question transformation between Maithili and English.

For example

English	Maithili
Ashok writes a story	<i>sok k tha likh it aich.</i>
Who writes a story?	<i>Ke k tha likh it aich?</i>

2) Both languages have their own separate question words (i.e. wh words, in English and 'k-words' in Maithili) for transforming statements into wh questions they are shown in the following table.

Table No. 3

Question words

English	Maithili
Who	<i>Ke</i>
What	<i>Ki/kathi</i>
Where	<i>K t / komh r</i>
When	<i>k hiya/k khan</i>
Why	<i>ki k</i>
How	<i>keh n</i>
How much	<i>k tek</i>

- 3) The sign of question mark (?) is place at the end of the wh question in both English and Maithili languages

Differences

- 1) Wh-word ocures at the beginning of the sentence (i.e wh question is initiated with wh-words) in English whereas k-word occurs after the subject and also at the beginning of the sentence when it functions as a subject in Maithili.

For example

English	Maithili
These people live in kathmandu	<i>I lok in kathmandu me r h it ch ith.</i>
Where do these people live?	<i>I lok in k t r h it ch ith?</i> (k-word is after the subject)
Ashok writes a story	<i>sok k tha likh it aich</i>
Who writes a story?	<i>Ke k tha likh it ich?</i> (beginning of the sentence as a subject.)

- 2) Auxiliary verb comes between the 'wh word' and the subject (except the 'wh word' function as the subjects in English whereas just 'k-word' is placed at

the beginning of the sentence if it functions as a subject if not, it is placed just after the subject of the sentence in Maithili.

For example

English	Maithili
He will go tomorrow	<i>O bihan j etah.</i>
When will he go?	<i>O k kh n j etah?</i>

It is also shown structurally in the following table.

Table No. 4

Structure

English	Maithili
When will he go?	<i>O k kh n j etah?</i>
Wh word +aux. +sub+v+?	<i>S+K-wworkd+v+?</i>

3) If there is no auxiliary verb in the sentence, we need to use a rule that is called 'do support' or operator' addition' (do, does and did) rule and the form of the main verb is changed into its root form in English whereas this rule is redundant in Maithili.

4) Wh-words and 'k-words' are used to transform a statement into wh questions in English and Maithili respectively.

c. Question Tag

i) *Suga uir gel uk, na ?*

Parrot fly go pst (3NH) not

(You) parrot flew away, didn't it?

ii) *hã p rsu jaeb, n i y u?*

You (H) day after tomorrow go FUT (2H) not VOC (2H)

You are going day after tomorrow, aren't you?

iii) *O merika c il gelah, sãce?*

He (h) America walk go PST (3H) really

He left for the USA, didn't he?

iv) *To bista am khal it ch hik, sãce r u?*

You (NH) twenty mango eat take IMPERF aux-PRES-(2NH) really voc
- (2NH)

You mange to eat twenty mango don't you?

v) *U tora khub pit lk u, n i r u?*

He (NH) you (NH) muh beat PST not VCT (2NH)

He beat you severely, didn't he?

vi) *U tora n i pit lk u, n i r u?*

He (NH) you (NH) not beat PST not VCT (2NH)

He did not beat you, did he?

vi) *gh r jo?*

Imp - (2NH)

Go home, .will you?

While comparing the processes of question tag transformation between Maithili and English, the following similarities and differences are found.

Similarities

1. In both English and Maithili languages the comma (,) is used at the end of the statement.
2. The sign of interrogation or question mark (?) is introduced and placed at the end of the question tag in English and Maithili languages.

Differences

1. In English language, assertive and imperative sentences are transformed into question tag whereas assertive sentence is only transformed into question tag in Maithili language.

For example,

- | English | Maithili |
|-----------------------|------------------------|
| i) Go home, will you? | <i>Ghar jo,?</i> |
2. The form of question tag is aux. n't (if the statement is positive) + pronoun (according to the subject of statement) in the English language where as question tag word is n i 'nt' or sāce 'really' and vocative is y u (2h) or h u (2MH) or the r u (2NH) in the Maithili language.
 3. First person pronoun or second person pronoun or third person pronoun (according to the subject of statement) is used in question tag in English language whereas second person pronoun is only used in question tag in Maithili language.
 4. Auxiliary verb and pronoun are compulsory in the English language whereas auxiliary verb is not used and second person pronoun is used optionally in the Maithili language.

Alternative Question

- i) *tō pas bhele ki phel?* (Maithili)

you (2NH) pas become PST or fail

Did you pass or fail? (English)

ii) *hā bhat khaib ki r ti?* (Maithili)

You (2H) rice eat PRES or bread

Do you eat rice or bread? (English)

iii) *U gh r autah ki n i?* (Maithili)

He (3H) home come FUT or not

Will he come home or not? (English)

iv) *hā pen kin b ki kitab ki kāpi?* (Maithili)

You (2MH) home come FUT or not

Will he come home or not? (English)

v) *hā coklet leb iki dudh?* (Maithili)

You (2H) chocolate take FUT or Milk

What will you take chocolate or milk? (English)

The researcher found the following similarities and differences while comparing the processes of alternative question transformation between English and Maithili.

Similarities

1. The sign of interrogation or question mark (?) is placed at the end of the alternative question in both the English and Maithili languages.
2. The mutually exclusive alternatives are two or more than two in alternative question in both the English and Maithili languages.

Differences

1. Auxiliary verb is placed at the beginning of the alternative question and 'ether', 'or' is used to select the mutual exclusive alternative in the English language where as the particle 'ki' is used for question and for selecting the mutual exclusive alternative in Maithili language

2. In the English language, there is also a wh-alternative question which begins with wh-word whereas there is only the 'ki' particle which is used in between main verb and last mutual exclusive alternative in the Maithili language.

e. Rhetorical question

- i) *h u, oho hij r h ik?* (Maithili)
VCT (2H) he (3H) there be PST
Was he also there? (English)
- ii) *r i, tō h m r pen lebe?* (Maithili)
VCT (2NH) you (2NH) may pen tak FUT.
Will you take my pen? (English)
- iii) *Re, h m tora pit li ug?* (Maithili)
VCT (2NH) , I (1H) you (2NH) beat PST.
Oh ye, did I beat you? (English)
- iv) *r i, tō h m r kitab laibdelhik?* (Maithili)
Oh ye, did you bring my book? (English)

While comparing the processes of rhetorical question transformation between English and Maithili. The researcher found the following similarities and differences.

Similarities

1. Question mark (?) is placed at the end of sentence in both the English and Maithili languages.

Differences

1. In the English language, auxiliary verb is used in the beginning of the sentence for showing the structure of question and vocative 'oh ye' is also used according to the situation where as there is not the particle 'ki'

or k-words for the question and vocative 're', r i' h u are used according to the honorific and non honorific in the Maithili language.

f. Exclamatory Questions

- i) *, ki h m bhukhal chi!* (Maithili)
Oh, am I hungry! (English)
- ii) *h, ki u b dh l n i ch ik!* (Maithili)
Oh, has not she grown! (English)
- iii) *i k tek nim n bicar ch ik!* (Maithili)
What a good idea that is! (English)

The researcher found the following similarities and differences while comparing the processes of exclamatory question between English and Maithili.

Similarities

1. In both languages there is not question mark (?) although, exclamatory question is a kind of question there is the exclamation mark at the end of the sentence.
2. 'wh-word' and 'k word' is also used in both languages English and Maithili respectively.

Differences

1. Particle ' or ' h' is used at the beginning of the sentence in the Maithili language where as 'oh' is only used at the beginning of the sentence in the English language.
2. Auxiliary verb is used before the subject in English where as particle ki' is used before subject in the Maithili language.

CHAPTER - FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

According to the aim of this research both the primary and the secondary data were analyzed. On the basis of the analysis of the data, similarities and differences of the questions of transformations of English and Maithili were found. The question transformations of English and Maithili have a very few similarities. The findings of the present study are summarized in the following points.

1. The processes of question transformation in the Maithili language:
 - a. Yes/No question starts with the questions morpheme/ki/ and can be answered with the words 'yes' or 'no' although fuller responses are also appropriate and acceptable.
 - b. wh-question forms with the question or interrogative morpheme k t , k hiya, ke, kehan, ki, komh r, ki k, k tek but k-words in Maithili occur after the subject or in the beginnings of sentence when they function as subject.
 - c. Alternative questions are formed by the use of the disjunctive particle/ki/ 'ro'. The disjunctive of the alternative question may be a NP, a sentence, a VP, as it will be apparent from the examples given below. But the most striking property of the alternative question form is that while all non -final yes/no questions have rising intonation; the final questions have falling intonation in order to suggest that the list is complete.
 - d. Tag questions are formed by the use of a declarative statements followed by a tag question word /n i/ 'not' or /sāce/ 'really', optionally followed by vocative y u (2H), h u (2MH), and r u (2NH).

- e. In leading questions, where positive answers are expected, disjunctive negative polarity tags are used by repeating the finite form of the verb of the declarative statement.
- f. The most striking property of rhetorical question is its rising final intonation and especially, it begins with some particles 're' 'y u' h u, r i'

2. Similarities between Maithili Question Transformation and English Question Transformations:

- a. In the both languages, yes/no question markers (i.e auxiliary verbs in English and particle 'ki' in Maithili) are placed at the beginning of the sentence.
- b. In the both languages, assertive sentences are transformed into yes/no question.
- c. The sign of interrogation or question mark (?) is introduced and placed at the end of the yes/no question in both languages.
- d. Assertive sentences can be transformed into wh question transformation between Maithili and English.
- e. Both languages have their own separate question words (i.e. wh words, in English and 'k-words' in Maithili) for transforming statements into wh questions.
- f. The sign of question mark (?) is placed at the end of the wh question in both English and Maithili languages
- g. In both English and Maithili languages the comma (,) is used at the end of the statement.
- h. The sign of interrogation or question mark (?) is introduced and placed at the end of the question tag in English and Maithili languages.
- i. The sign of interrogation or question mark (?) is placed at the end of the alternative question in both the English and Maithili languages.
- j. The mutually exclusive alternatives are two or more than two in alternative question in both the English and Maithili languages.

- k. Question mark (?) is placed at the end of sentence in both the English and Maithili languages.
- l. Positive rhetorical question is like a strong negative assertion, while a negative question is like a strong positive one and at the end of the sentence, the question mark (?) is placed. For example
- m. Especially the exclamatory question begins with exclamative particles 'ho', h 'oh' an 'ki particle' and at the end of the sentence. the exclamation mark(!) is placed
- n. Exclamatory question also begins with K-words *k tek'*, *keh n'* which are used as subject, complement and object according to situation.

3. Differences between Maithili Question Transformation and English Question Transformations:

- a. In the English language, the assertive sentence has an auxiliary verb in it, the same auxiliary verb is placed before the subject (i.e. the sentence is initiated with an auxiliary verb) whereas in the Maithili Language yes/no questions marking particle 'ki' is introduced and placed before the subject (i.e. the sentence is initiated with the particle 'ki'.
- b. If the sentence has no auxiliary verb, we need to use a rule that is called do support or operator addition (do, does and did) rule and the form of the verb is changed into its rest form to make a statement yes/no question in English whereas such rule does not occur in Maithili
- c. Subject auxiliary inversion or subject operator inversion rule is inevitable to transform a statement into yes/no question in English whereas it is redundant in Maithili.
- d. Wh-word occurs at the beginning of the sentence (i.e. wh question is initiated with wh-words) in English whereas k-word occurs after the subject and also at the beginning of the sentence when it functions as a subject in Maithili.
- e. Auxiliary verb comes between the 'wh word' and the subject (except the 'wh word' function as the subjects in English whereas just 'k-word' is

placed at the beginning of the sentence if it functions as a subject if not, it is placed just after the subject of the sentence in Maithili.

- f. If there is no auxiliary verb in the sentence, we need to use a rule that is called 'do support' or operator' addition' (do, does and did) rule and the form of the main verb is changed into its root form in English whereas this rule is redundant in Maithili.
- g. Wh-words and 'k-words' are used to transform a statement into wh questions in English and Maithili respectively.
- h. In English language, assertive and imperative sentences are transformed into question tag whereas assertive sentence is only transformed into question tag in Maithili language.
- i. The form of question tag is aux. n't (if the statement is positive) + pronoun (according to the subject of statement) in the English language where as question tag word is n i 'nt' or sãce 'really' and vocative is y u (2h) or h u (2MH) or the r u (2NH) in Maithili language.
- j. First person pronoun or second person pronoun or third person pronoun (according to the subject of statement) is used in question tag in English language whereas second person pronoun is only used in question tag in Maithili language.
- k. Auxiliary verb and pronoun are compulsory in the English language whereas auxiliary verb is not used and second person pronoun is used optionally in the Maithili language.
- l. Auxiliary verb is placed at the beginning of the alternative question and 'ether', 'or' is used to select the mutual exclusive alternative in the English language where as the particle 'ki' is used for question and for selecting the mutual exclusive alternative in Maithili language
- m. In the English language, there is also a wh-alternative question which begins with wh-word whereas there is only the 'ki' particle which is used in between main verb and last mutual exclusive alternative in the Maithili language.

- n. In the English language, auxiliary verb is used in the beginning of the sentence for showing the structure of question and vocative 'oh ye' is also used according to the situation where as there is not the particle ki' or k-words for the question and vocative're', r i' h u are used according to the honorific and non honorific in the Maithili language.
- o. Particle ' or ' h' is used at the beginning of the sentence in the Maithili language where as 'oh' is only used at the beginning of the sentence in the English language.
- p. Auxiliary verb is used before the subject in English where as particle ki' is used before subject in the Maithili language.

4. Exclamatory and Rhetorical Questions are rarely used in the Maithili Language.

4.2 Recommendations

On the basis of the findings obtained from the analysis of the collected data, the pedagogical implications have been suggested with some recommendations as follows:

1. The processes of question transformation systems of English are different from those of Maithili, therefore, the differences should be taken in to account while teaching English transformation systems of Maithili speaking students.
2. Mother tongue influences in learning a second language so while teaching language, a teacher should see what difficulties that the learners are facing because of their mother tongue.
3. The students of this ethnic community should be taught the ways of using 'do support / operator addition' and subject auxiliary inversion/ subject operator inversion' rules more carefully as they do not exists in the Maithili language.

4. The syllabus designers and textbook writers should be more conscious while designing the syllabus and writing the textbook for the Maithili learners who are learning English as a second language.

The researcher does not claim that the present study covers all the rules of question transformations of the Maithili language. Though it is based only on 90 Maithili native speakers from Rajpur and Barchhawa VDCs of Siraha district, the researcher has tried his best to generalize the rules of question transformations of Maithili explicitly based on the collected data.

Finally, the researcher wants to request the concerned authority to take the above mentioned recommendations into consideration. Furthermore, he would like to request the authority to carry out other researches on the various areas of the Maithili language.

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APPENDIX- I

List of Devanagari Symbols and their transliteration

The Devanagari Symbol for Maithili vowels and consonant with their corresponding phonemes.

Vowels	अ	आ	इ	ई	उ
	a	a	i	i	u
	ऊ	ए	ऐ	ओ	औ
	u	e	ai	o	au
Consonant	Stop				
	Nasal				
Velar	क	ख	ग	घ	ङ
	ka	kha	ga	gh	ng
Palatal	च	छ	ज	झ	ञ
	Ca	cha	ja	jha	na
Retroflex	ट	ठ	ड	ढ	ण
	Ta	tha	da	dha	na
Dental	त	थ	द	ध	न
	Ta	tha	da	dha	na
Labial	प	फ	ब	भ	म
	Pa	pha	ba	bha	ma
Other consonants	य	र	ल	व	श
	Ya	ra	la	va	sa
	ष	स	ह		
	Sa	sa	ha		

(Based on Yadav, R.A.(1984) Reference Grammar of Maithili)

APPENDIX- II

Informants of the Research Study

Rajpur

Illiterate

S.N.	Name	Sex	Age
1	BholaPrasad Yadav	M	46
2	Ram Kumar Thakur	M	20
3	Shiv Ram Yadav	M	25
4	Dinesh Kumar Yadav	M	35
5	Ram Dayal Das	M	22
6	Lalita Devi Sah	F	65
7	Sarita Yadav	F	34
8	Sunita Kumari Yadav	F	40
9	Raj Kumari Gupta	F	35
10	Anju Kumari Yadav	F	20
11	Punam Yadav	F	23
12	Sujit Kumar Karna	M	32
13	Anil Kumar Sah	M	43
14	Asha Kumari Jha	F	40
15	Shivsankar Sah	M	42

Literate

S.N.	Name	Sex	Age
1	Mamta Kumari Yadav	F	13
2	Mukesh Kumar Yadav	M	15
3	Ranjit Kumar Yadav	M	13
4	Nirmala Kamti	F	13
5	Indra Dev Mandal	M	17

6	Kashindra Yadav	M	14
7	Shubhash yadav	M	16
8	Shantosh Thakur	M	17
9	Anish Kumar Yadav	M	18
10	Manju Kumari Yadav	F	17
11	Shanti Karna	F	20
12	Sanjeev Kumar Yadav	M	18
13	Nitu Kushwaha	F	19
14	Chandra Bhusan Shah	M	18
15	Anita Mandal	F	42

Educated

S.N.	Name	Sex	Age
1	Ram Ishwar Yadav	M	45
2	Ram Narayan Sah	M	42
3	Raj Kumar Kamti	M	50
4	Ram Kumar Yadav	M	65
5	Dinesh Kumar Yadav	M	29
6	Dhanik Lal Mandal	M	34
7	Ram Nibash Yadav	M	25
8	Satya Narayan Jha	M	33
9	Rajaram Yadav	M	30
10	Mina Kuamari Jha	F	40
11	Bashanti Yadav	F	32
12	Rashmi Jha	F	25
13	Binita Yadav	F	29
14	Amar Kant Jha	M	30
15	Govinda Lal Karna	M	45

Barchhawa

Illiterate

S.N.	Name	Sex	Age
1	Raj Narayan Yadav	M	45
2	Pawan Kushwaha	M	30
3	Bikesh Kumar Mishra	M	42
4	Surendra Pandit	M	30
5	Rajeev Kumar Pandit	M	40
6	Sanjeev Kumar Yadav	M	50
7	Krishna Kumar Yadav	M	45
8	Ranjita Kumari Yadav	F	32
9	Sita Kumari	F	42
10	Rita Kumari Mahato	F	23
11	Ram Kumari Yadav	F	25
12	Pratima Kumari Mahato	F	18
13	Amrita Kumari Yadav	F	17
14	Naresh Thakur	M	20
15	Hari Mandal	M	25

Literate

S.N.	Name	Sex	Age
1	Deepesh Kumar Mahato	M	16
2	Mandev Sah	M	13
3	Roshan Kumsar Yadav	M	15
4	Ghanshyam Yadav	M	18
5	Mukesh Kumar Mandal	M	17
6	Birendra Kumar Yadav	M	18

7	Dependra Kumar yadav	M	13
8	Dheeraj Kumar Karna	M	18
9	Saroj Kumar Yadav	M	19
10	Subhash Kumar Yadav	M	16
11	Kabita Yadav	F	16
12	Manju Kumari Yadav	F	18
13	Mamta Kumari Yadav	F	13
14	Niru Kuari Yadav	F	14
15	Niva Kumari Yadav	F	17

Educated

S.N.	Name	Sex	Age
1	Santosh Kumar Mahato	M	24
2	Sarita Kumari Mahato	F	21
3	Kiran Kumari Jha	F	19
4	Niru Kumari Yadav	F	22
5	Shrijana Kumari Yadav	F	20
6	Binita Yadav	F	19
7	Manju Kumari Yadav	F	18
8	Lila Karn	F	21
9	Umesh Kumar Yadav	M	29
10	Dilip Kumar Yadav	M	33
11	Udya Yadav	M	24
12	Suresh Kumar Yadav	M	24
13	Ajay Kumar Yadav	M	28
14	Pardip Kumar Mahato	M	24
15	Asheshwar Yadav	M	29

Questionnaire

Dear sir,

This interview schedule has been prepared in order to accomplish a research work entitled "Question transformation in English and Maithili : a linguistic comparative study. "This research is being carried out under the supervision of Mrs. Tapasi Bhattacharya, Reader, in the Central department of English Education, Faculty of Education, T.U. Kirtipur, Kathmandu. It is hoped that your invaluable co-operation will be great contribution in the accomplishment of this valuable research.

Researcher

Shiv Kumar Yadav

T.U. Kirtipur, Kathmandu

Name :

Age :

.....

Sex :

VDC :

.....

Occupation :

Qualification :

A. Transform the following Maithili sentences in to yes/no question with the help of given example.

रवि गीत गावैछै । (r bi git g b ich i)

Rabi sings a song.

कि रवि गीत गावैछै ?

1. ओ बहुत विमार छैइथ । (o b hut bimar ch ith)

He is very ill.

.....

2. ऊ अइलै । (u el i)

He came.

.....

