

Tribhuvan University
Faculty of Humanities and Social Sciences

Compound Verbs in English and Maithili: A Comparative study

**A Thesis submitted to the Central Department of English
in partial fulfillment of the requirements for the Degree
of Master of Arts in English.**

By

Keshav Kumar Mahato

**Central Department of English
Kirtipur, Kathmandu, Nepal
December, 2009**

Tribhuvan University

Central Department of English

Letter of Recommendation

It is certified that Mr. Keshav Kumar Mahato has prepared this thesis entitled “Compound Verbs in English and Maithili Languages : A Comparative Study ” under my supervision. I recommend this thesis for approval to the Research Committee.

.....

Mr. Dev Naryan Yadav
Patan Multiple Campus,
Patan Dhoka, Lalitpur

Date: December, 2009

Tribhuvan University

**Faculty of Humanities and Social Sciences
Central Department of English**

Letter of Approval

The thesis entitled “Compound Verbs in English and Maithili Languages: A Comparative Study” by Mr Keshav Kumar Mahato submitted to the Central Department of English, Tribhuvan University, has been approved by the undersigned members of the Research Committee.

Members of the Research Committee.

Internal Examiner

.....

External Examiner

.....

.....

Head

Central Department of
English, Kirtipur,
Kathmandu

Date:.....

Acknowledgements

First of all, I would like to extend my sincere gratitude and heart felt appreciation to my thesis supervisor Mr. Dev Naryan Yadav, Reader in English, Patan Multiple Campus Patan Dhoka, Lalitpur for his continuous encouragement and guidance, invaluable suggestions and inspiration. His enforcement and feedback proved a boon to me for the preparation of thesis under the kind guidance and supervision.

I am also grateful to Dr. Krishna Chandra Sharma, the Head of the Central Department of English, Kirtipur for providing me a golden opportunity to work on the present thesis.

Besides, I am heartily indebted to Prof. Dr. Yogendra Prasad Yadava, the former Head of the Central Department of Linguistics for his continuous encouragement, support and valuable suggestions in development of this thesis.

I also express my heartfelt gratitude to all my teachers of T. U. for their academic support. Special thanks go to my heart close friend Sunita for her cosy support in collecting data for this thesis.

Similarly, I would like to express my grateful thanks to my heart Mrs. Ram Kali Mahato for her emotional support during my study career. Without her encouragement, I would not have become what I am today.

Finally, I would like to express my special thanks to my brother Sabindra Yadav for his excellent performance in computer works and Mr. Jeevan of Sathi Cyber, Kirtipur for his kind service.

Keshav Kumar Mahato

Abstract

The thesis entitled “Compound Verbs in English and Maithili Languages : A Comparative Study” endeavours to analyze, compare and contrast the compound verbs of English and Maithili Languages.

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

The second chapter, which is one of the focal points of this dissertation deals with the morphological study of English and Maithili Compound Verbs.

The third chapter has presented the syntactic analysis of English and Maithili Compound Verbs. This Chapter analyzes the functions of English and Maithili Compound Verbs.

The fourth chapter which is another focal point of this thesis, has found out some similarities and dissimilarities in English and Maithili Languages in terms of Compound verbs.

Finally, the fifth chapter provides brief summary and conclusion.

DEDICATION

Dedicated
to my parents who forever thought about my future.

Abbreviations

| | |
|---------|------------------------|
| ACC/DAT | = Accusative/ Dative |
| A.D. | = Anno Domini |
| AUX | = Auxiliary |
| B.S. | = Bikram Sambat |
| C.A. | = Contrastive Analysis |
| CONJ | = Conjunction |
| CV | = Compound Verb |
| DET | = Determiner |
| F | = Feminine |
| FUT | = Future |
| GENIT | = Genitive |
| H | = Honorific |
| IBID | = Ibidem |
| IMP | = Imperative |
| INFL | = Inflection |
| INSTR | = Instrumental |
| IV | = Intransitive Verb |
| M | = Masculine |
| NH | = Non-honorific |
| NP | = Noun Phrase |
| Obj | = Objective |
| PASS | = Passive |

| | |
|-----------|------------------------------|
| PRED | = Predicative |
| PRES | = Present |
| PRESPPCPL | = Present Participle |
| PROG | = Progressive aspect |
| Prt | = Particle |
| PSTPCPL | = Past Participle |
| PV | = Prepositional Verb |
| SUB | = Subject |
| TV | = Transitive Verb |
| V | = Verb |
| 1 | = First Person |
| 2 | = Second Person |
| 3 | = Third Person |
| * | = Grammatical Wrong Sentence |

Contents

Letter of Recommendation

Letter of Approval

Dedication

Acknowledgements

Abstract

List of Tables

Abbreviations

| | Pages |
|---|-------|
| Chapter One: Introduction | 1 |
| Chapter Two : Presentation of the Morphological Analysis of Maithili and English Compound Verbs. | 18 |
| Chapter Three: Presentation of the Syntactic Properties of Maithili and English Compound Verbs. | 24 |
| Chapter Four: Similarities and Differences between Maithili and English Compound Verbs. | 35 |
| Chapter Five: Summary and Conclusion. | 44 |
| Works Cited | |

Chapter One

Introduction

1.1 General Background

Language, as the most unique gift to human beings, is a means by which we can perform several things like communications, thinking, group solidarity, inter linguistic conflict, nation building, control, creation and so on. We cannot think of any social academic and artistic activities going on without language. Human beings have been able to keep themselves different from the other species on this earth only due to language. So it is the greatest accomplishment of human civilization. It is also the manifestation of the abstract feelings, sentiments and emotions through the concrete medium. It differs with regard to geographical, social, educational, economical, tribal, political, ethical, familial and historical boundaries. It helps men to establish the relation with other members in the society and at the same time it also helps to break the relation with the means of abusing remarks. In that sense, it can be called a social phenomenon, too.

Language is not fixed entity ; it is dynamic and changes over time. *Oxford Advanced Learner's Dictionary of Current English* (Seventh Edition, 2005,682) defines " Language as the system of communication in speech and writing that is used by people of a particular country or area. " According to Wardhaugh (1972: 3) "Language is a system of arbitrary vocal symbols used for human communication ." (Cited in Brown , 1994: 4). It is " a system of sounds, words, patterns , etc. used by humans to communicate thoughts and feelings "(OALD,1989:700). In connection with the importance of a language, Albert Baugh and Thomas Cable (1968) opine, "So intimate is the relation between a language and the people who speak it that the two can scarcely be thought of apart "(3).For the reasons behind the

importance of a language, Randolph Quirk, Greenbaum, Geoffrey, Leech and Jan Svartvik (1972) present the four criteria. In this regard they say:

One criterion is the number of native speakers that a language happens to have a second reason is the extent to which a language is geographically dispersed: in how many continents and countries is it used or is knowledge of it necessary? A third is its 'vehicular load': to what extent is it a medium for a science or literature or other highly regarded cultural manifestation-including way or life? A fourth is the economic and political influence of those, who speak it and 'their own' language. (2)

Thus, language is a system of human communication by means of which human behaviours, feelings, ideas and desires can be expressed . It is a means of communication and self-expression, a form of social behaviour that enables the individual to cooperate with others in a group . It is the species-specific, species-uniform, universal and unique possession of human beings . It is the most powerful, convenient and permanent means of human communication.

1.1.1 Background to the Maithili Language

Nepal is a multilingual, multicultural and multiethnic country where people speak varieties of languages and dialects with respect to their geographical variation . The Census of 2001 shapes Nepal as a country consisting of one hundred and two (102) ethnic groups and more than ninety- two(92) languages .Among these languages, most of them do not have written scripts. So it is obvious that Nepal is a land of ethnic diversity and linguistic plurality. The people of the Terai region generally speak more than two languages

as their command. They speak Bhojpuri, Nepali, Hindi, Maithili. Awadhi and so forth. Among them, Maithili is one of the prominent living languages spoken in some of the parts of Bihar, India and Nepal- two south-Asian countries. Like other languages, Maithili language, too has its own history about its origin. Yadava (2001:443-4) has given many factual details about it . They are as follows :

As its name implies, Maithili, properly speaking, is the language of Mithila, the per-historic ancient kingdom which was ruled by king Janak and also the birth place of Sita or Janaki, Lord Ram's wife. This region was also called Tairabhukti, the ancient name of Tirhut, comprising both Darbhanga and Muzaffarpur district of Bihar, India. Maithili belongs to the eastern subgroup of the Indo-Aryan group within the Indo-Iranian branch of the European language family. It forms a subgroup with Bhojpuri and Maghi and is linguistically close to Assamese, Bengali and Oriya then to its more contiguous language, namely- Hindi and Nepali which belongs to Central and Western subgroup of Indo- Aryan, respectively. (*Maithili-Facts About the World's Language- Y.P.Yadava-4*)

The Maithili language is uttered by more than thirty million people as a first language and by many others as a second language in the north-eastern part of the India state of Bihar including the eastern central part of Nepal's Terai region. In Nepal, as a whole, it is the language of approximately twelve percent (approximately 2.3 million) of the total population

and recognizes second in terms of the number of the speakers- next to Nepali, the national language that is spoken by a little over fifty percent of the population.

Formerly, Maithili had its own script, called Mithilakshar or Tirhuta, which originated from Brahmi (of third century B.C.) via the proto-Bengali script and is similar to the modern Bengali and Oriya writing system. Besides, the Mithilakshar script, the Kaithi script was also used by Kayastha (belonging to the caste of writers and clerks) especially in keeping written records at government and private levels. These two scripts are now almost abandoned . For the sake of easy in understanding and printing (and also perhaps under the influence of Hindi writing system) ,they have been gradually replaced by the Devanagari script used in writing Hindi, Nepali and some other languages of both Indo-Aryan and Tibeto-Burman stocks spoken in adjoining areas .

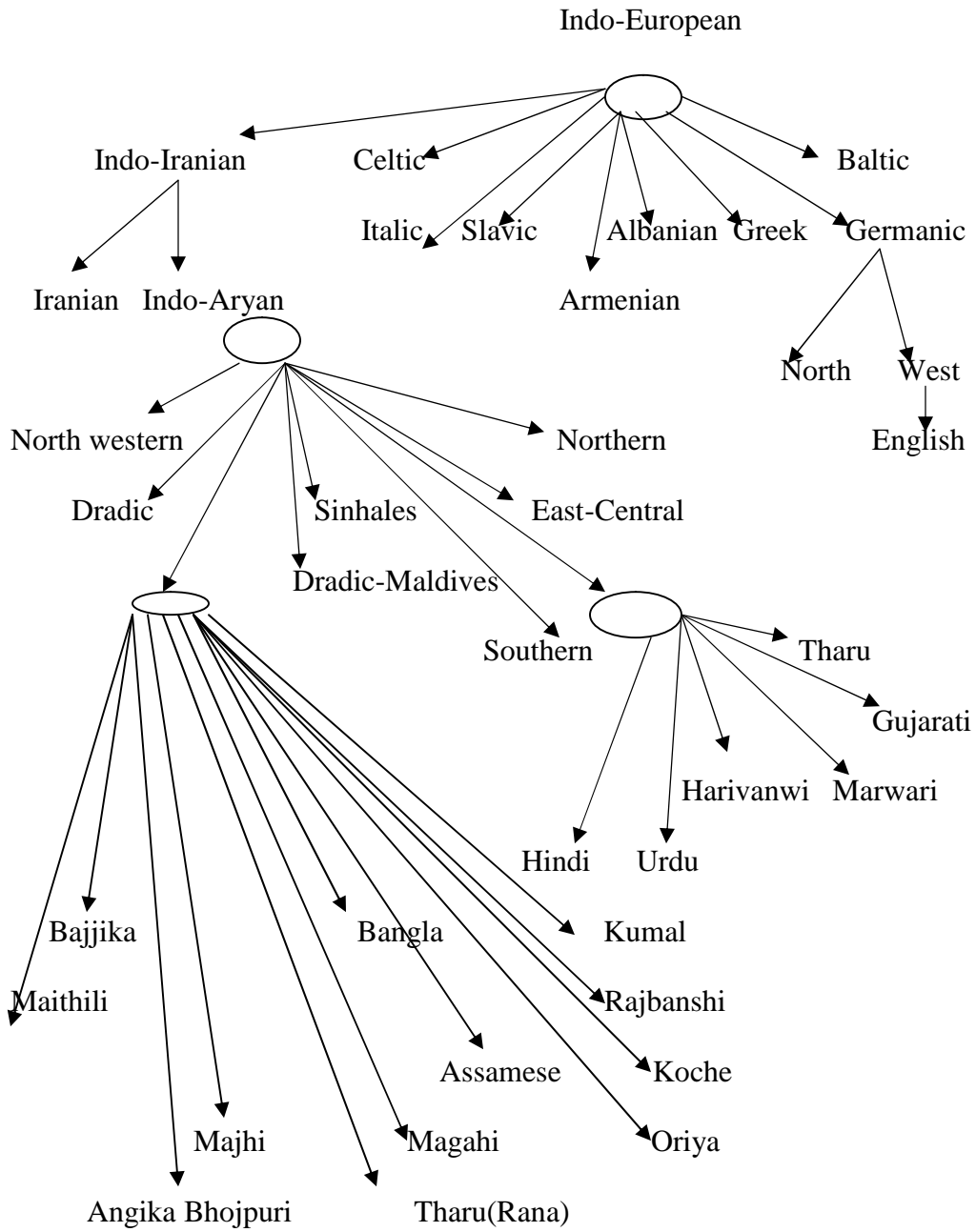
Maithili, in both Nepal and India, has been taught as a subject of study from school to University levels of education . Particularly in India, however, it has been hampered by the lack of official reorganization as a medium of instruction. In Nepal, there has recently been made a constructional provision for introducing all the mother tongues spoken at primary level of education. This is, no doubt, a welcome step for their promotion, but in spite of the speakers' zeal, there has not been much apex in this regards in the dearth of official initiatives and basic requirement like teaching, reading materials and trained manpower. Both PEN(poets essayists, novelists) and Sahitya Academic (National Academy of Letters) have recognized Maithili as the 16th largest language of India, though it has not yet been included in the eighth schedule of the Indian constitution despite the unceasing efforts made by the Maithili-speaking community in India (Maithili Vyakarana Aur Rachana,60)

It is the second largest language of Nepal in terms of the number of speakers. According to the Census of 1991, it is the native language of 2191002 people that comprise 11.85% population of Nepal. There are about ten districts, name as Morang, Sunsari, Udaypur, Sirha, Dhanusha, Mahottary, Sarlahi and Rautahat, where Maithili is spoken. The study, however will be limited to the Maithili Language spoken specially in Janakpurdham which lies in Dhanusha district (Population Monograph of Nepal-301). Today, however, it is recognized as a distinct language and taught as such in Tribhuvan University of Nepal and many Indian Universities like Kolkotta, Bihar, Patna, Bhagalpur, Darbhanga etc.

Linguistic studies on Maithili language has been pursued since 19th century; Hoernle(1880) was the first to study the grammatical forms of Maithili to distinguish it from Hindi. It was sir G.A. Grierson(1881, 1883, and 1903), an Irish linguist and civil servant, who tirelessly researched Maithili and presented a comprehensive grammar of Maithili. D. Jha (1946) was the first native grammarian to write a grammar of Maithili in Maithili medium on the model of Sanskrit grammar. S. Jha (1958) presents an exhaustive, diachronic study on Maithili language in all its aspects phonetics, phonology, morphology, syntax and sementics. Davis A.I.(1973) has made a study of Maithili syntax, collecting data from the field work in the Terai of Nepal. Besides, R. Yadav's work (1996) makes a synchornic study of Maithili phonetic and phonology on acoustic line. His work is further persued by S.K. Jha (2001) and by D. N. Mishra (1986). Another work by R. Yadav (1996) studies Maithili phonology, morphology and syntax. Y. Yadav (1988) has attempted to investigate the syntatic phonemena of Maithili and explore their bearings on Government- Bindiing theory proposed by N. Chomsky. Lexicography or dictionary - making in Maithili can be traced back to Varna Ratnakar.

After about seven centuries, it was resumed by the collaboration of Heornle and Grierson(1885, 1889). D. Jha's work (1950) is the first Maithili monolingual dictionary. J. Mishra's dictionary (1973) in two volumes is a major contribution compiled on the model of oxford English dictionary.

Maithili also flourished a court language in the Kathandu valley during the Malla period. Several literary works (especially dramas and songs) and inscriptions in Maithili are still preserved at the national archives in Kathmandu. In the recent context, there has been literary writing in all literary genres. especially poetry, plays and fiction from both India and Nepal. The most famous Maithili writer is Vidyapati Thakur, popularly known as Mahakavi Vidyapati. Apart from being a great Sanskrit writer, he composed melodious poem in Maithili, entitled Vidyapati Padavali which mainly deals with the love between Radha and Krishna. Apart from Maithili literature, Maithili writers have also been contributed to other fields like culture, history, journalism, linguistics etc. Comparative philology maintains that language relate to one - another. Two languages are linked with one another would mean they are sister languages derived from same other language. This view can be expressed by the following diagram:



(Yadava, 2003:145)

1.1.2 Background to the English Language

English is termed as " West Germanic" which is one of the sub-branches of the Germanic branch of the Indo-European family. It is the most dominant language in the world . It serves today as a lingua franca in many parts of the world, for some speakers it is native language ; for others second language; for still others a foreign language. As the world has shrunk due to the latest scientific discoveries and development in the field of communication, the importance of English as an international language has increased all the more . Most of the books are written in English. Therefore, the English language has become as indispensable source of knowledge for all.

"The English language has changed . One fifth of the world's population speak English . Approximately 375 million people speak English as their first language . Over 375 million people speak English as their second . It is the main international language of business, pop music, sports, advertising, academic conferences, travel, airports, diplomacy, science and technology . It is estimated that English is the language of over 80 percent of information stored in the world's computers and 85 percent of internet home pages and English is the languages of 68 percent web users (Encarta World English Dictionary-201).

Quirk et al. (1985) describe its importance as foreign language too . They say that people who are not the native speakers also use the English language by means of listening to broadcasts, reading books or newspapers, commerce or travel, for example . It is their claim that no language is more widely studied or used as a foreign language than English (3-4). People are inclined to learn it . According to their explanation, the United States Information Agency and the Voice of America have played a notable role in recent years with close and

amicable liaison with the British Council which provides supports for English teaching both in the world .(Ibid)

Regarding the extension of the English language, Bhattarai (1989)says . " it has begun to permeate through the eastern hemisphere together with the expansion of the British Empire in the east " (232) . Similarly, about the beginning of English in Nepal, he (Bhattarai , 1989) again says, "English entered :Nepal with the foundation of Durbar High School in 1889 A.D."(232). Talking about the formal teaching and learning activities of English at higher level, he (Bhattarai 1989) expresses his view thus," In fact, the opening of Tri-Chandra college in 1918 A.D. marks the formal beginning of English in higher education in Nepal" (Ibid) . In connection with the further development of education and importance of the English language teaching in Nepal, Bhattarai (1989) explains that the university was incorporated by law in 1959 and many colleges were declared open throughout the kingdom . High schools spread in no time . The dawn of democracy brought light of education in Nepal . Until the introduction of the NESP , all high school/ college syllabuses had occupied its important place for English because till the 1940s and 1950s even in secondary schools English language and English curriculum occupied an important place (Ibid). Bhattarai regards the New Education System Plan 2028 B.S.(NESP) as ' a bold step towards modern approach in the field of education' in Nepal . According to the NESP, English was given the position of one of the UN languages into the secondary school curriculum. And after the amendment of the curriculum in 2038 B.S. English is taken as one of the 10 modern languages' (235).

The revival of democracy of 2047 B.S. has given a great impetus towards the development of education even in private sector . As a result, a great number of schools and

collages have been opened in private sector . The schools opened in private sector are in the English medium because now the new generation in Nepal is inclined towards learning English . Speaking English has been the modern fashion and prestige as well . The commonly used words 'baa' and 'aamaa' have been replaced by the word ' daddy ' and ' mummy ' . The culture has also been almost Anglicized .In addition to the formal activities of teaching and learning of English at present , informal activities of teaching and learning of this language are also being carried out by NGOs and INGOs in Nepal as a result, English language has been as inevitable part of our daily life in Nepal these days.

Now the new generation in Nepal has been inclined towards bilingualism . It seems that code switching usually takes place in a bilingual or multilingual situation . In such a situation educated speakers find it easy to practise code switching . By considering this reality, we cannot also prevent our children from using English, rather it has been our necessity today in Nepal . About the growing interest of bilingualism Elizabeth Closs Traugott and Mary Louise Pratt (1980) say,"Yet even in Great Britain and America, bilingualism was and in a reality for significant number of citizens.... In Canada, French and English and bilingualism is a major political issue. In America, bilingualism has been statistically norm since the beginning of colonization "(373). On the basis of the facts mentioned above we can say that Nepal is no exception to it.

The development of science and technology in various fields has brought a revolutionary change in every aspect of human life. The mobility of people has rapidly increased due to the facilities in transportation and communication, the new trends in trade and business and so many other factors. Just a single language has not been enough to fulfill the various purposes, wishes and desires of modern people.

1.1.3 Significance of Grammar

Grammar is one of the most important aspects of any language. It is the backbone of language. Language is a type of rule governed behaviour. Grammar is a sub-set of these rules, which govern the configurations, that the morphology and syntax of a language assume. Grammar is a system of general principles and writing. It is the study or science of rules for forming words and combining them into sentences (OALD,1989:542). Penny Ur (1996:75) defines grammar as " the way words are put together to make correct sentences . " Grammar, according to Richard et al. (1985: 125), is " a description of structure of language and the way which linguistic unit such as words and phrases are combined to produce sentences in the language . " Similarly, in the words of Swan (1980:XIX), grammar is " the rules that say how words changed to show different meaning, and how they are combined in to sentences." Thus, grammar is the description, analysis and formalization of language patterns. It is the description of the structure of a language that allows us to form completely different sentences. If grammar means the underlying principles, then no one can handle the language without the knowledge of grammar is essential to be competent in the use of language. Grammar is the most important aspect of a language.

Grammar of English language consists of different words classes, traditionally called parts of speech, Among them, verb occupies an important place in grammar belonging to major word classes. As we know there are many kinds of verbs among which compound verb has its own specific place in the English grammar. No one can speak or understand English, at list the informal register, without the knowledge of compound verb. Because they don't realize this, some non-native speakers of English have a tendency to overuse single lexical items where a compound verb would be much more appropriate ; for example :

(a) I arose early this morning.

(b) I got up early this morning.

While sentence (a) is accurate and meaningful, it is not appropriate usage in conversation.

Compound verb is a complex verbal unit which consists of a sequence of two verb stems but functions as a single simple verb. The commonest type of compound verb in English is the phrasal verb which contains a verb plus a preposition or an adverb which is referred as a particle . For example;

(a) He looked after his aged father.

(b) The enemy finally gave in.

(c) I can't put up with her.

(d) She made up the whole story.

Here, Look after, with meaning tend, give in equals yield, put up with, meaning tolerate and make up with of invent are the examples of compound verb, As the phrase structure rule of compound verb shows:

CV V + Prt

Therefore, this rule reads as " A compound verb consists of a verb plus a particle (a preposition or an adverb) in which particle follows verb .

The term " Compound verb" has been defined in a number of ways by different linguists. According to Kellogg (1938), " The compound verb is the grammatical combination of a consummative participle , a verbal noun or a substantive , which a verb ." " The compound verb is " a word which is composed of two or more words, the combination of which constitutes a single word with a meaning often distinct from the meanings of the individual components," Pei and Gaynor (1954). Similarly, in the words of Fisiak (1969),

" it is the process of the formation of compounds , which may be defined as combination of two or more simple words into higher morphological units ."

From these definitions, We can conclude that compound verb, is a complex verbal unit which are composed of two or more than two words but functions as a single verb with a meaning often distinct from the meanings of the individual elements.

1.2 Statement of the Problem

Maithili, being a separate and affluent language with its uniqueness, consists of its own compound verb. Varieties of researches have spent time to specify those uniqueness but still those lack to specify them fully and totally. In the case of Compound verb, a very few researches have undertaken, and so those cannot become able to specify its specific features with regard to the English language. Hence, the problem of conducting this research is to expose and analyze compound verb on the basis of their morphosyntactic analysis with regard to English one.

1.3 Hypothesis of the Study

It is hypothesized that there remain both the areas of consonances and divergences between Maithili and English regarding their compound verbs.

1.4 Objectives of the Study

The quintessential and lucid objectives of this research is to give focus on the compound verbs in the Maithili language with respect to the English language .

Despite of that, the following are the major objectives formulated for this investigation :

- (i) To present the morphological analysis of the Maithili compound verbs with regard to English one .
- (ii) To analyze their syntactic properties.

(iii) To analyze the comparison and contrast of the compound verbs in Maithili and English languages.

1.5 Research Methodology

Contrastive analysis is a branch of applied linguistics which compares two or more than two languages (viz. mother tongue and target languages) typologically in order to find out the points of similarities and differences between and among them ; and then to predict the areas of ease and difficulty in learning one language by the speakers of other languages . It has general application in teaching the second language .

Carl James defines C.A. as " A linguistics enterprise aimed at productive inverted (i.e. constrictive / not comparative to valued typological (C.A. is always concerned with a pair of language) and founded on the assumption that language can be compared ." It can be inferred (reaching from facts and reasoning) from this that languages are comparable and C.A. is the comparison of two linguistic systems which can be any of the morphology , phonology and syntax or grammar.(Contrastive Analysis- 93).

Comparison has been made first by starting with one or more simple sentences in the first language (Maithili) and their translation equivalent in the second language (English), Almost all the data have used in this research are based on the intuition of the present researcher , who happens to be a native speaker of Maithili . In the case of uncertainty and indeterminacy the data have been checked with other native speakers of the language who now reside in Kathmandu. Besides Maithili data are also taken from other texts. Since, it is a comparative study, the method of comparison and contrast are also adopted. As for the English data and their analysis; we have consulted various works of different linguists, Katamba, Quirk, et al.

1.6 Literature Review

Compound verb has been an important area of study in both the English and Maithili languages. Many scholars have served their valuable contribution to the compound verb yet their comparative studies have been waited .

Grierson's works (1881;1909) are considered pioneering in the study of Maithili language. Grierson, (1881) very honestly, admits the difficulty of defining the Maithili compound verbs. In Grierson (1909); also in (1881), an attempt has been made to distinguish the verbal phrase from the compound verb but no distinction has been found between them. Jha, after Grierson and S. Jha, is a noted linguist who has made a valuable contribution to the Maithili language. Jha (1974; 1979) also deals with compound verbs in Maithili. He (1979) describes verbs in general and talks of two kinds of verbs,viz, simple and compound. He briefly defines a compound verb as consisting of two elements, but he does not discuss it explicitly. Like Grierson, he has also provided the semantic classification of the compound verbs and described their morphology and semantics.

Similarly, *A Reference Grammar of Maithili* (1997) by Yadav is a standard grammar of the Maithili language which describes in detail about Maithili compound verbs. Yadav has talked on phonology, nominals, pronominals, adjectives, adverbs, verbs, sentence types etc. of the Maithili language. This grammar of Yadav is, to great extent, considered as a sufficient one for Maithili language. In spite of that, this researcher has discussed the Maithili compound verbs even in detail by comparing and contrasting them with English one,

Siimilarly, the book *Reading in Maithili Language, Literature and Culture* (1999), edited by Yadav, discusses various aspects of the Maithili language, literature and culture It also discusses a variety of uses of compound verbs in different Maithili cultures and

societies. The same Maithili compound verbs are used differently from different place to place. Those kinds of discussions are also found in his another edited book *Linguistics: A Basic Course* (2001). Again the discussion in those books may not be taken as the totally convincing one for the present global-minded learners. So this researcher has analyzed these things about compound verbs in an inclusive manner so as to give a convincing consequence to the learners. Apart from these, Yadav, D. N. (2004) has analyzed compound verbs very minutely but he has limited himself to the Maithili language only.

In English, Katamba, F. (1933) has given his valuable contribution to the compound verb and has stated the compound verb as the phrasal verb.

1.7 Significance of the Study

Regarding the development of the Maithili language, some researchers have given their valuable contribution which are shown after reviewing their earlier and recent books and literature. This study will be beneficial to the new researchers, general readers and community as a whole.

1.8 Limitations of the Study

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

- i) This exercise in linguistic analysis is a preliminary attempt towards understanding Maithili and English compound verbs and does not claim to be final and perfect in the analysis .
- ii) This study is restricted to the morphosyntactic analysis of compound verbs comparing and contrasting with Maithili and English Languages.

- . iii) Maithili words, phrases or sentences which used for analysis in this study are based on standard written and spoken, including colloquial forms of Language , ignoring its all the regional and social varieties .

1.9 Organization of the Study

The study contains five chapters, the organization will be as follows:

- i) Introduction
- ii) Presentation of the morphological analysis of Maithili and English compound verbs
- iii) Presentation of the syntactic properties of Maithili and English compound verbs
- iv) Similarities and Differences between Maithili and English compound verbs.
- v) Summary and conclusion.

Chapter Two

Morphological Analysis of Maithili and English Compound Verbs

2.1 Morphological Analysis of English Compound Verbs

Morphology deals with the internal structure of words, and their functions and formation in a language. How words are formed come under morphology. When we analyze compound verbs morphologically there we can see some rules to form an English compound verb.

All compound verbs consist of a main verb but the main verb demands another supportive agent to take a form of compound verb as its definition refers.

1) According to first rule a main verb takes a help of an adverb like go in, go out, go up, go down, go across, get down, get up, blow up, break down. For example:

- i) In business most people want to get on. (succeed)
- ii) They blew up the house.
- iii) The Chimney pot broke down.

2) Second rule shows that a main verb needs a preposition to form a compound verb. Like, look after, look for, go for, take to, run down. For example:

- i) He looked after his old father.
- ii) I didn't take to him.
- iii) She went for him in a big way.
- iv) The hill's been run down by a lot of people.

3) Third rule refers that a main verb demands an adverb and a preposition to form a Compound verb. Like, put up with, walk up with, give up with, e.g.

- i) You can always put up with Mrs Robert when you come to Kathmandu.
- ii) She walked up with her brother to visit us.
- iii) The soldiers gave up with their arms.

4) Besides, there are other word sequences that are reasonably to be treated as compound verbs, e.g. Take care of, set fire to, get rid of. All except the last seem to be combinations of verb, noun and preposition (Rid is usually an adjective).

- i) He took care of the matter.
- ii) The men set fire to the house.
- iii) He got rid of his old car.

5) Apart from these, We can see that there are another types of compound verbs which consist of a preposition or an adverb particle followed by a verb. For instance:

Undersell, overrate, upstage, outstay offload, up set etc.

6) At last, We can see that there are collocation restrictions to form a compound verb like. We can give up but not give down. We can look after someone but not look before him. We can make up a story but not make down a story. We can put up with discomfort but not put down with it.

2.2 Morphological Analysis of the Maithili Compound Verbs

Maithili Compound verb consists of two verbal constituents V1 and V2. For expository and other purposes, V1 and V2 would be called “pole” and vector, respectively (Yadav, 2004). For example.

- i) a) Hum sab Kha le-b.
I all eat up shall -(I)
' I shall eat up all'.

Thus, 'kha' is a pole and le is a vector in sentence (i) In a compound verb the vector always follows the pole, having the following structure:

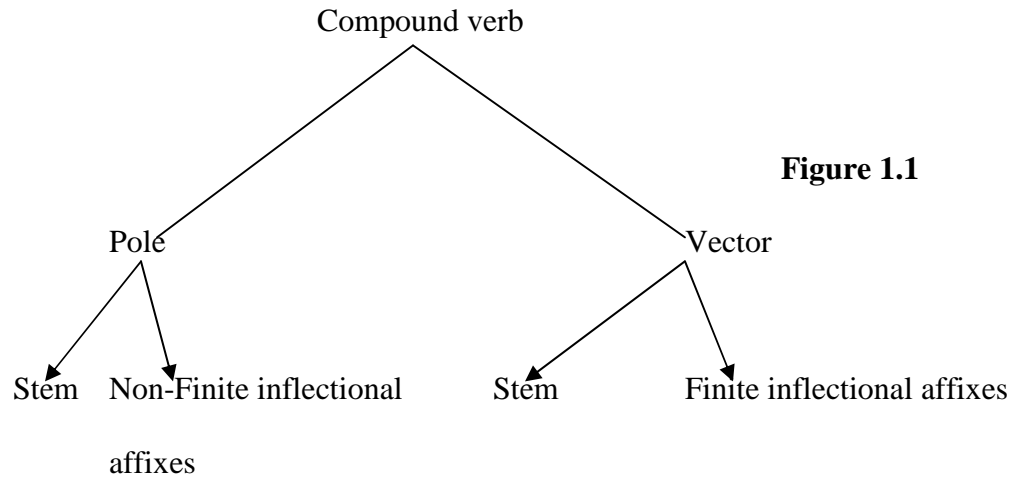


Figure 1.1

This structure can be illustrated by the following examples:

ii) a) Ham suit le-b
 I sleep-INFL take –INFL-FUT (I)
 ‘I shall manage to sleep’

b) Ham kha le-b
 I eat-INFL take – INFL-FUT (I)
 ‘ I shall complete eating.’

It is to be noted here that both pole and vector are free verbal stems and free morphemes which can occur independently elsewhere such as ;

iii) a) Ham sab phal kha le-b
 I all fruits eat-conj shall-(I)
 ‘I shall eat up all fruits.’

| | | | | |
|----|-----|-----|--------|----------------|
| b) | Ham | sab | phal | kha le-b |
| | I | all | fruits | eat-shall -(I) |

‘I shall eat all fruits.’

2.2.1 Pole:

The pole in a compound verb has non- finite inflectional ending, viz. ‘conjunctive’ participle i, a, or ø. These bound affixes are phonologically conditioned. It appears that the syllabic structure of a polar stem verb crucially determines the nature of the stem alternation a polar verb stem ending in a consonant and preceded by a vowel other than e or i undergoes a kind of vowel gradation, It means conjunctive participle “i” is infixed just before the final consonant, e.g,

| | Verbal roots | poles |
|------|-----------------|--------|
| i) | kat ‘cut’ | kait |
| ii) | lok ‘catch in’ | loik |
| iii) | dekh ‘see’ | deikh |
| iv) | bisar ‘forget’ | bisair |
| v) | chhor ‘give up’ | choir |
| vi) | tor ‘break’ | toir |
| vii) | hās ‘laugh’ | hāis |

It is to be noted here that these forms are commonly used in the standard written and spoken Maithili . However, their variations also exist especially in colloquial Maithili. For instance, ‘deikh’ occurs as dekh and ‘bisair’ as bisar.

The other two affixes are suffixes occurring with verbal roots which end with vowels. Of these, Φ occurs with verbal roots ending with a or i and \tilde{o} occurs elsewhere , e. g.

| | Verbal Roots | poles |
|------|--------------|----------|
| i) | kha ‘ eat’ | kh -leb |
| ii) | pi ‘ drink’ | pi- leb |
| iii) | da ‘ give’ | da – deb |
| iv) | le ‘take’ | la- leb |

However, the pole of the verbal root (come) is ‘ æb’ perhaps it is the result of consonant (b) insertion at the end of the verbal root in addition, pib as the variant form of pi is also available.

2.2.2 Vector:

It is in a finite form and can take all verbal inflections (viz. tense, aspect, mood, person, gender and honorificity). Some of its examples are given below:

- i) O bhaeg jaet aichh (simple present)
 he run – conj. AUX- PRES(3H)
 ‘ He runs away’.
- ii) O bhaeg J rahal aichh(present progressive)
 He run- conj . PROG Aux- PRES (3H)
 ‘ He is running away.’
- ii) O bhaeg ge-l aichh (present perfect)
 He run-conj PERF. have-Aux-PRES(3H)
 ‘He has run away’

iii) O bhaeg ge- l (Simple PAST)

He run-conj. PST + III Person honorific

‘He ran away.’

iv) O bhaeg ge-lah (simple PAST)

He run-conj. PST + III person honorific + masculine

‘He ran away.’

v) O bhaeg ge- lih

She run-conj. PST + III person honorific + feminine

‘ She ran away’ .

Like a pole, a vector can be used independently as a free minimal form, e. g.

vi) O gel { cf.(iv) }

He go- PST(3H)

‘He went’.

The vectors in the Maithili compound verbs form a finite set of verbs consisting of eight verbs. The poles can be, on the other hand, any verbs from the whole repertoire of Maithili verbs.

Chapter Three

Syntactic Analysis of English and Maithili compound verbs

3.1 Syntactic Analysis of English compound verbs

In the process of syntactic analysis of English compound verbs, we can find that compound verb can function as transitive or intransitive.

3.1.1 Transitive compound verb

To be transitive the verb has to take object and there are so many compound verbs that take object. Like, do over (repeat), look over (examine), fill out (complete), pass out (distribute) find out (discover), etc.

Others with example:

- i) Ram turned on the radio.
- ii) Barbara passed out the new assignment.
- iii) I called off the meeting.

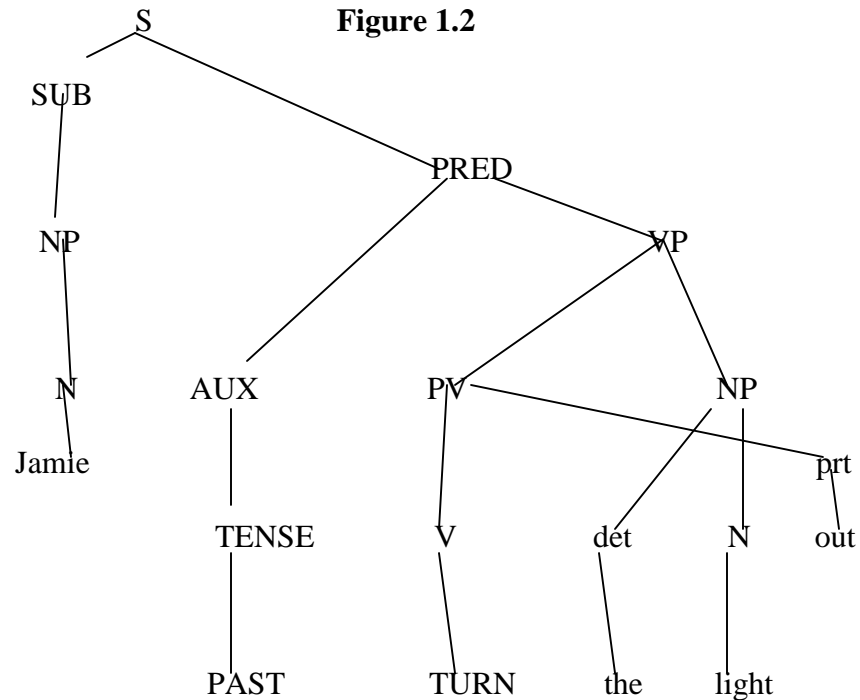
In addition to the transitive compound verbs there is one syntactic characteristic peculiar to it: sometimes the particle can be separated from the verb by the direct object and sometimes it cannot.

Separable compound verbs:

- i) Mark threw away the ball.
- ii) Mark threw the ball away.
- iii) Rachel looked up the information.

Others: take up (discuss), live out (omit), pass out (distribute), bring back (return) , turn down (refuse).etc

Jamie turned the light out.



The largest, most productive category of compound verbs are these transitive separable ones. However, we also posit a smaller category of inseparable compound verbs where the particle cannot be separated from its verb. Some linguists would argue that the inseparability is due to the fact that what we are calling a particle is really a preposition and this would naturally precede its object. Because the two words appear to have a syntactic affinity and together have a meaning beyond what each word contributes individually.

Inseparable compound verbs:

i) I came across an interesting article last night.

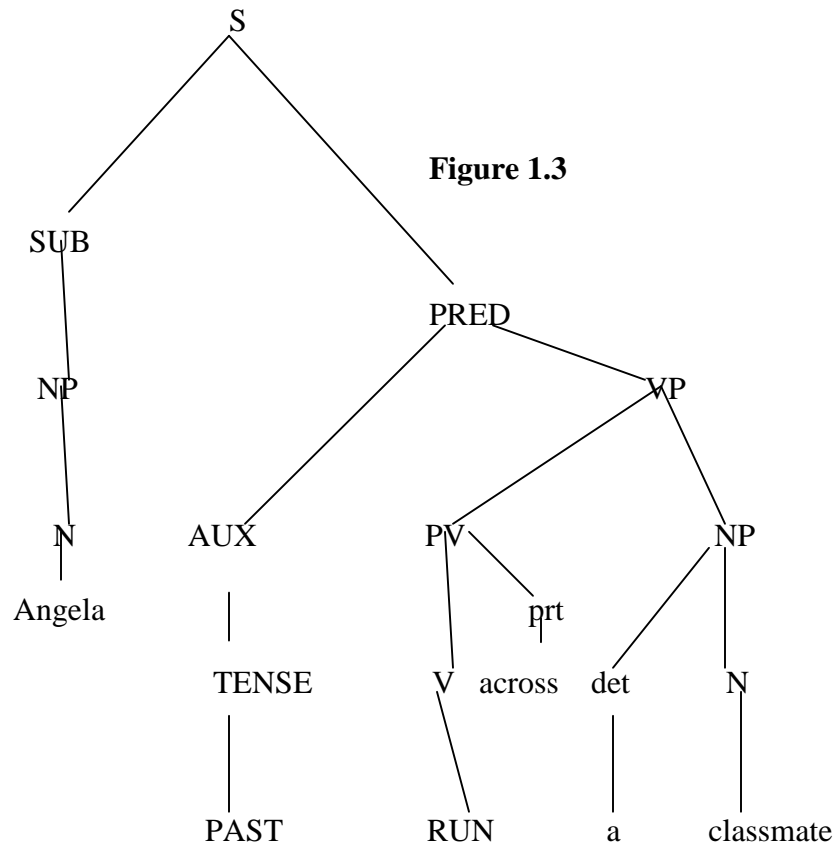
I came an interesting article across last night.

ii) Josh ran into an old friend .

Josh ran an old friend into.

Tree for inseparable compound verb:-

Angela ran across a classmate.



Apart from these there are some compound verbs that are always separated. And in that type of compound verbs, the main verbs do not occur with its particle, like getthrough, (convey) , see.....through (survive).

i) How can I get the message through to him?

How can I get through the message to him.

ii) We'll see this ordeal through together.

We'll see through this ordeal together.

3.1.2 Intransitive compound verb

Similarly, the compound verbs can also be intransitive because there are so many compound verbs that do not take object. Like, come back (return), come over (visit), makeup(reconcile), pass out(faint). Others with example: -

- i) My car broke down.
- ii) He really took off.
- iii) The boys were playing around in the yard.

Besides, there remain another types of compound verbs that either transitive or intransitive depending on the role of the agent, e.g.

- i) An arsonist burned down the hotel (T.V.).
- ii) The hotel burned down. (I.V.).

3.1.3 Particle as a preposition or an adverb

On the other hand, we will find another syntactic characteristics of compound verbs. In Compound verbs, as we know, a preposition or an adverb comes with verb. The same particle can function as preposition or an adverb. After syntactic analysis we find that there remain differences in the use of particle with verb, e.g. We can take 'up'. 'UP' has two quite distinct functions as a preposition or an adverb.

- (i) He ran up a hill. (preposition).
- (ii) He ran up a bill. (adverb).

(a) In addition to the sentences quoted we may find, with a difference in the sequence of the elements.

- (i) He ran a bill up.

But we shall never attest,

* He ran a hill up.

(b) Where instead of , e.g. , a hill, a bill there is a pronoun it, the sequence of the pronoun and particle is fixed and contrastive. We shall attest only.

(i) He ran up it. (a hill)

(ii) He ran it up (a bill)

(c) Where the particle is final in the sentences there is usually a difference of stress. The particle is final in the sentence, for instance, a relative clause, and we made a contrast :

The hills I `ran up.

The bills I ran `up.

In the first there is a nuclear stress on ran, in the second on up.

Thus after analyzing the above examples regarding the distinction between the adverb and preposition we may say.

a) Where there is a noun phrase with a noun as its head (a bill, a hill), the preposition occurs only before it, the adverb occurs either before or after.

b) Where there is a noun phrase consisting of a pronoun, the preposition precedes, the adverb follows (with no alternative position).

c) When in final position, the preposition does not have nuclear stress (except in contrast) whereas the adverb always has nuclear stress.

3.2 The Syntactic Analysis of the Maithili Compound Verbs :-

Before the chapter we have presented the morphological analysis of Compound Verbs in Maithili. Now we intend to analyze the syntactic properties of the Maithili Compound Verbs. As mentioned earlier, compound verbs in Maithili, as in other sister languages,

consist of a pole and a vector which can be either intransitive or transitive. Combined together there are four theoretical possibilities, all of which exist in Maithili(Yadav,2004):-

| 1) | Pole | Vector | Example | Meaning |
|-------|------|--------|-------------|----------------|
| (i) | I.V. | T.V. | hãis leb | ‘to laugh out’ |
| (ii) | T.V. | T.V. | la leb | ‘to take away’ |
| (iii) | T.V. | I.V. | bisaer jaeb | ‘to forget’ |
| (iv) | I.V. | I.V. | bhaeg jaeb | ‘to run away’ |

Now let us see which of the constituents(pole or vector) determines the category(T.V./I.V.) of compound verb as a whole.

| 2) | Pole | Vector | The Category of the compound verb as a whole | Example |
|-------|------|--------|--|--|
| (i) | I.V. | T.V. | I.V. | ham hãis leb I laugh out take-PST(I) ‘I laughed out’ |
| (ii) | T.V. | T.V. | T.V. | ham kitab la le-b I a book take away-FUT(I) ‘I shall take away a book’ |
| (iii) | T.V. | I.V. | T.V. | ham kitab bisaer gelauh I a book forget –PST(I) ‘I forgot a book’ |

| | | | |
|-----------|------|------|--------------------|
| (iv) I.V. | I.V. | I.V. | hum bhaeg jaeb |
| | | | I run away –FUT(I) |
| | | | ‘I shall run away’ |

After a close examination of the examples in ‘2’, we find that the pole is powerful, since it determines the category of compound verbs. Thus if the pole is transitive, the whole compound verb will be transitive, as in {2(ii) and 2(iii)}. If the pole is intransitive, as in {2(i) and 2(ii)}. It implies that the vector remains neutral in determining the verbal category of a compound verb in Maithili. It seems rather untenable to refer to the grammatical categories (T.V./I.V.) of vector, since when it collocates with a pole, it loses its own category, i.e., it becomes grammatically subservient to pole.

The examples in (2) also indicate that transitive pole does not occur exclusively with a transitive vector and so is the case with an intransitive pole, that is to say, there is no one to one relation between the pole and the vector of Maithili compound verb in terms of their grammatical categories.

It is, however, to be noted that all vectors can freely occur with the pole of any category. Their occurrence has certain limitation for examples, leb, deb and jaeb, which are crucial vectors, can combine frequently with a transitive or intransitive pole as shown in(3):

| | |
|--------------|------------------------|
| 3) (i) leb | |
| (a) da deb | ‘to give back of once’ |
| (b) hãis leb | ‘to laugh out’ |
| (ii) deb | |
| (a) da deb | ‘to give back at once’ |
| (b) hãis deb | ‘to laugh at others’ |

(iii) jaeb

(a) bisaer jaeb 'to forget'

(b) bhaeg jaeb 'to run away'

The vector like 'uthab' though not crucial can also combine with both transitive and intransitive and intransitive poles, e.g.

4) (i) baij uthab 'to speak up'

(ii) kuid uthab 'to jump suddenly'

There is another set of Maithili vectors whose distribution is rather limited and marginal. They include : 'mitab', 'bitab', 'baesab', and phāsab. Of them, 'mitab' and 'phāsab' can occur only with intransitive poles, e.g.

5)(i) m ir(I.V.) mitab 'to be sacrificed'

(ii) * la (T.V.)mitab

6) (i) Ja (I.V.) phāsab 'to be involved'

(ii) *la(T.V.) phāsab

The vectors like 'bitab' and 'baisab' combined only with transitive poles, e.g.

7) (i) la bitab 'to ruin/ be effaced'

(ii) *hāes bitab

8) (i) mair baisab 'happen to beat '

or

'beat all of a sudden'

*hāes baisab.

But the both vector deb and leb are possible with the transitive verbs such as likh, ‘write’ bana-, ‘make’, utha, ‘lift’, get something up, kait, ‘cut’, dekh, - ‘see’, paedh, ‘read’, nikaе, ‘take out’, etc. For example:

- (i) likh leb , likh deb
- (ii) bana leb , bana deb

But some selectional restrictions are to be noted. Leb ‘take’ occurs with a verb the action of which is “self-directed”(i.e. the action of the verb is the interest of the subject /actor) ad verbs are typically verbs of perception or feeling and ingestion). Like verbs of imbibing, viz, eating, drinking, etc. are supremely self-directed; so are verbs of thinking, hearing, stealing etc. The following examples are illustrative:

9) (i) Hum kha le-b

I eat –Fut(I)

‘I shall eat’

(ii) pi leb ‘to drink up’

(iii) suin leb ‘to hear’

(iv) chora leb ‘to steal’

(v) le le-l- h

take take-past-(3II)

‘He took (definetly)’

On the other hand deb, ‘give’ occur with a verb the action of which is ‘other- directed’ (i.e.) the action of the verb is in the interest of an individual other than the subject/actor). For example:

10) (i) Ram ham-er citthi peirh de-l- h

Ram I-GENIT letter read-I give-PAST(3H)

‘Ram read out my letter’.

(ii) Kanek bojha uth- di-e

little bundle lift give-IMP(2H)

‘Please lift my bundle’.

(iii) de de-l- h

give give-PAST(3H)

‘He did give’.

Causative verbs are more or less other directed because they take only deb and never leb. Thus while we have suin leb but suin deb, kha leb but khoā deb; buijh deb ;but bujhā deb dekh leb but dekhā deb; kaen leb but kanā deb, etc .

Apart from these, verbs which are intrinsically neither self-directed nor other-directed may not combine with leb and deb:

11) (i) * Suikh le-l –einh

dry take- PAST

‘It dried up’.

(ii) * Suikh de-l –einh

dry give- PAST

‘It dried up’.

(iii) *bhaieg de-l-einh

run away give- PAST(3H)

‘He ran away’.

(iv) *bhaieg le-l-einh

run away take- PAST(3H)

'He ran away'.

Thus it is to be noted that the intrinsic properties (viz \pm other -directed)

Of the pole determine the choice of the vector which can collocate with the pole, e.g., leb can combine with (-other directed) poles and deb with (+ other -directed) poles.

Chapter – Four

Similarities and Differences between English and Maithili Compound Verbs:

This chapter aims at expressing the similarities and differences which exist between English and Maithili languages in terms of compound verb. The consonances assert on the equivalent characteristics of English compound verb. On the other hand, the divergences that emphasize on the dissimilar things which make both of terms contrary to each other.

The similarities and dissimilarities between English and Maithili compound verbs can be explored basically of the level of morphology and syntax. The similarities and dissimilarities between them are as follows:

4.1 Similarities :

(1) Both English and Maithili compound verb are the left-headed. In English the verb which is the head of the compound comes first and the particle comes after it. For example :

- (i) He carried off the first prize.
- (ii) He gave up smoking.
- (iii) She set up an inn.
- (iv) She stepped out to the station.
- (v) He passed away peacefully.

Similarly, in Maithili, the main verb which is called the pole comes and first and remains in the left side. For example :

- (i) ham paidh le-b.
I read take-FUT(I)
'I shall read'.

- (ii) O suit leta.
 he sleep take- FUT(3H)
 'He will sleep'.
- (iii) O bhaeg ge-lih.
 She run-conj. go – PAST(3H)
 'She ran away'.
- (iv) ham okra- pa m ir mitab.
 I-ACC/DAT she –Obj INSTR die-PRES(I)
 'I want to be crazy for her'.
- (v) O pi le- leith.
 he drink take –PAST(3H)
 'He drank up'.

2) Both English and Maithili compound verbs have some types of restrictions. We can not form and put it randomly in the sentences.

In English, we can give up but not give down. We can look after someone but not look before someone. We can make up a story but not make down a story, etc.

Similarly, in Maithili, we can also find restrictions to form compound verb. Like the vectors, leb, deb and jaeb can combine with transitive verbs as well as intransitive verb whereas bitab and baesab occur with transitive verbs and metab and phasab can combined with intransitive verbs.eg.

- (i) la leb 'to take away'
 hāis leb 'to laugh out'

- (ii) da deb 'to give back'
 hāis leb 'to laugh at others'
- (iii) la bitab 'to ruin'
 *hāis bitab
- (iv) m ir(I.V.) mitab 'to be sacrificed'
 *la (T.V.) mitab
- (v) ja (I.V.) phāsab 'to be involved'
 *la (T.V.) phāsab

3) Both English and Maithili compound verbs function as transitive or intransitive. For example:

English transitive compound verbs:

- (i) Ram turned on the radio.
 (ii) I called off the meeting.
 (iii) Sunita looks over the dissertation paper.
 (iv) She ate up the apple.
 (v) Boys caught up with the fox.

English intransitive compound verbs:

- (i) Most women make up their faces.
 (ii) The hotel burned down.
 (iii) The plane will take off soon.
 (iv) My trade fell down.
 (v) She came back at five.

Similarly, in Maithili, the compound verb functions as transitive or intransitive.

Maithili transitive compound verbs:

- (i) ham ekta chithi likh -leb
I one -CLAS letter write-FUT(I)
'I shall write a letter'.
- (ii) ham khet joit- leb
I field plough-FUT(I0)
'I shall plough the field'.
- (iii) o kitab paidh le-lak
he(H) book read take-PST(3H)
'He read the book'.
- (iv) sita vaat kha-le-ti
sita rice eat take-FUT(3H)
'Sita will eat rice'.

Maithili Intransitive compound verb:

- (i) ham häis le-l-l h .
I laugh take-PST(I)
'I laughed out'.
- (i) ham bhaeg jaeb.
I run-CONJ. go-FUT(I)
'I shall run away'
- (ii) o m ir jatai
she(H) die go-FUT(3H+F)
'she will die'.

- (iii) o kaid uthtal
 he jump rise-PRES(3H+M)
 'He suddenly jumps'

4.2 Differences:

Since Maithili and English are two different languages, the dissimilarities between them in terms of formation are natural. It also helps the reader to understand the language efficiently.

1. In English compound verb, sometimes the particle can be separated from the verb by the direct object and the movement can be seen there eg.

- (i) Hari threw the ball away.
- (ii) They turned my application down.
- (iii) The bag is getting full so we have to leave some unnecessary things out.
- (iv) The chief guest passed the prize out.

On the contrary, in Maithili, no modifier or complement may intervene between the polar and the vector. And no any movement can be seen there so the separation of the vector from the polar is not possible. For example:

- (i) ham kalam la- le-l- h .

I pen take-PST(I)

'I took the pen'.

- (ii)*ham kalam n i la- le-l- h

I pen not take- PST(I)

'I did not take the pen'

(iii) aha gari me beis ja-u

you car in sit go –IMP(2H)

‘Please sit down in the car’.

(iv) *beis aha gari me ja-u.

aha gari me ja- u beis.

2) English compound verb takes the negation mark and we can negate it freely.

For example:

(i) I think he will never give my book back.

(ii) Government has not been able to bring down the prices of commodities.

(iii) The flood did not wipe out the whole village .

(iv) I cannot take on this responsibility.

On the contrary, in Maithili, a compound verb may not be negated; the negative particle ‘n i’ not may not precede or be inserted in a compound verb e.g.

(i) ham kha le- l- h

I eat take- PAST (1)

‘I ate up’

(ii) *ham nei kha le-l- h

I not eat take PAST (1)

‘ I did not eat’

(iii) O uith ge- lah

He rise go –PAST(3H)

‘He woke up’.

(iv) * o n i uith ge-l-ah

he not rise go – PAST(3H)

‘He did not wake up’.

3) In English, all transitive compound verb can be written in the passive form

e.g.

(i) He looked after his aged mother.

His aged mother was looked after.(Passive)

(ii) She made up the whole story

The whole story was made up. (Passive)

(iii) The man set fire to the house.

The house was set fire to. (Passive)

On the contrary, in Maithili, the passive form of a compound verb is found rare in use :

(i) ham kitab la le-b (active)

I book take away-FUT(I)

‘I shall take away the book’.

(ii) * hamra sa kitab la lel jaet.(Passive)

I -ACC/DAT INSTR book take away PSTPCPL go-PASS-FUT(3NH)

‘The book will be taken away by me’.

(iii) ham hun- ka pit-b-einh (Active)

I he(ii)- ACC/DAT beat- FUT-(1+3H)

‘I will beat him’.

(iv) *hamra sa hunka pitae- khai-par-tai.

I -ACC/DAT INSTR he beat-PSTPCPL-eat-PASS-FUT(3H+I)

‘He will be beaten’.

- 4) In English, the meaning of compound verb does not depend on the individual words that make it. For example, the meaning of give up (‘relinquish’) has nothing to do with the meaning of give and up. Similarly, the meaning of keep on (‘continue’) has nothing to do with the meaning of keep and on.

(i) he has given up smoking.

(ii) She kept on weeping for hours.

On the contrary, in Maithili compound verb, the pole (the main verb) determines the meaning of it which is the part of the compound verb, e.g.

| (i) | Pole | Vector | Meaning |
|-----|--------------|--------|-------------------------|
| | h is (laugh) | leb | h is leb ‘to laugh out’ |
| | kha (eat) | leb | kha leb ‘to eat’ |
| | kain (weep) | leb | kain leb ‘to weep’ |

- 5) In English, particle does not take an inflectional mark. Being the head, the main verb itself gets all the inflections of the compound as in drive drive drove out, phone phoned in, lock locks out, (not *drive outed, *phone ined and *lock outs).

On the contrary, in Maithili the vector which functions as particle of the English compound verb takes all verbal inflections (viz, tense, aspect, mood, person, gender and honorificity).

(i) o bhagal jaet chh-thin (simple present)

he(H) run away (i) go-PRES AUX-PRES(3H)

‘He runs away’.

(ii) o bhagal ja rahal chh-eith(present progressive)

he(H) run away (i) go-PROG AUX- PRES(3H)

‘He is running away ’.

(iii) o bhaeg gel aichh(perfect)

he(H) run away (i) go-PREF AUX- PRES(3H)

‘He has run away’.

(iv) o bhaeg ge-lih

she(H) run away (i) go-PST (3H+F)

‘she ran away’.

Chapter Five

Summary and Conclusion

5.1 Summary

This chapter aims at summarizing the whole dissertation and presenting a brief conclusion of it. The introductory chapter of the present dissertation has shed light on all the issues to be dealt in the whole thesis. It has introduced both English and Maithili languages along with their importance and historical facts. It has given an outline of the whole thesis giving information about the objectives of the study, the significance of the study, the methodology, the related literature review, the limitation of the study, and organization of the whole study.

The second chapter which is one of the focal points of this dissertation deals with the morphological study of English and Maithili compound verbs. This chapter analyzes that how a compound verb either in English or Maithili can be formed because we have to face some restrictions in forming the compound verb.

The third chapter has presented the syntactic analysis of English and Maithili compound verb. This chapter beautifully analyzes the functions of English and Maithili compound verb. It analyzes that both English and Maithili compound verb functions as transitive or intransitive. It also deals with restrictions that English and Maithili compound verbs have.

The fourth chapter which is a focal point of this dissertation, has found out some similarities and dissimilarities in English and Maithili languages in terms of compound verbs. Since Maithili and English are two different languages, the dissimilarities between them in terms of the compound verbs are natural, though this chapter also presents some similarities

between them. Over all, this chapter has presented some three similarities and five dissimilarities between them in terms of compound verbs.

5.2 Conclusion:

The present research has incorporated the major findings regarding similarities and differences between English and Maithili compound verbs. English and Maithili, in spite of being two different languages, share some similarities regarding compound verbs. And naturally they have some differences too.

Both English and Maithili compound verbs are the left-headed. Morphosyntactically, both English and Maithili compound verb have restrictions to form, and to use in the sentences. Syntactically, both English and Maithili compound verb can be either transitive or intransitive.

Both English and Maithili compound verbs differ from each other at these points. They are: separability of main verb and supporter, negative mark, passivization, meaning and inflectional mark. Another noteworthy point is that honorific is one of the important features of Maithili, whereas honorificity does not exist in English.

We find major similarities and dissimilarities, so we cannot claim universality or commonality between English and Maithili languages. One cannot claim to know English and its syntactically driven rules when s/he is Maithili speaker. Similarly, English speakers cannot know the internal structure and linguistic habituation until s/he tries deliberately to learn that language. Target languages have differences though they have possibility of intervention of speaker's mother tongue in target language. It is this intervention, which makes Maithili speakers using English differently than that of English native speakers.

For English speaker, Maithili is secondary language, whereas for Maithili speaker, English is secondary language. They cannot acquire each other's language, as there is much gap between them in terms of rules and pronunciation as well as its relevance to their cultural significance. Though there are similarities in structural pattern, it is not quite easy for Maithili speaker to learn English language and English speaker to learn Maithili language.

Works Cited

- Arts, Flor and Jan Arts. *English Syntactic Structure, Functions and Categories in Sentences Analysis*. Oxford: Peragamon Press, 1986.
- Adams B. Bodomo, Alice Faber and Robert French *Facts about World's Languages*, (Yadava, Y.P.: Maithili), A New England Publishing Associates Book, London, 2001: 443.
- Bhattarai, G.R. *An Introduction to Linguistics*. Kathmandu: Ratana Pustak Bhandar, 1989.
- CBS. *National Report of Public Census*. Thapathali, Kathmandu, 2001.
- Celce - Murcia, Marianne. Larsen- freerom, Diane. *The Grammar Book*: Boston, Heinle and Heinle Publishers, 1999.
- Chomsky, N. *Studies on Semantics in Generative Grammar* (The Hague, Mouton), 1972b.
- Crystal, D. *A Dictionary of Linguistics and Phonetics*. Fifth Edition, Backwell Publishing Ltd, 2004.
- Davis, A.I. *Maithili Sentences*, in : Austin Hell (ed.), 1973: 259-319.
- Elizabeth, C.T. and Mary, L.P. *Linguistics and Literature* : The United States of America, 1980.
- Fisiak, Jacek *A Short Grammar of Middle English*. Part One: *Graphemics, Phonemics and Morphemics*. Warszawa – Panstwowe Wydawnictwo Naukowe, 1968.
- Grierson, G.A. *An Introduction to the Maithili language of North Bihar*, Part 1st Grammar. Calcutta : Asiatic Society Bengal, 1881.
- Grierson, G.A. *An Introduction to the Maithili Dialect of the Bihari language as spoken in North Bihar*. Calcutta: Asiatic Society of Bengal, 1909.

- Hoernle, A.F.R. *A Comparative Grammar of the Indian Languages*. London: Trubner and Company, 1880.
- James, C. *Constrative Analysis*. London: Longman, 1980.
- Jha, D. *Mithila bhāsā kosa (Maithili Dictionary)*. Patna: Shree Rambhajan Press, 1950.
- Jha, Govinda *Mithila bhāsā* Vikas, Patna :Hindi Grantha Academy, 1974.
- Jha, Govinda *Uchttar Maithili Vyakaran*. Patna Maithili Sahitya Academy, 1979
- Jha, S. *The Formation of the Maithili Language*. London: Luzack and Company, Ltd, 1958.
- Jha, S. K. *Maithili: Some Aspects of its Phonetics and Phonology*. Delhi: Motilal Banarsidas Publishers Pvt. Ltd, 2001
- Katamba, F. *Morphology*. London: Mcmillan, 1933.
- Kellogg, S.H. *A Grammar of Hindi Languages*. London: Routledge and Kegan Poul Ltd. Third Edition, 1938.
- Mishra, D.N. *Maithili bhāsā sāstra (Maithili Linguistics)*. Patana: Bharani Prakashan [in Maithili], 1986
- Mishra, J. *Birhat Maithili Sabdakosa (Comprehensive Maithili Dictionary)*. Simla: Indian Institute of Advanced Study, 1973.
- Pie, M.A. and Frank, G. *Dictionary of Linguistics*. London: Owen, 1954.
- Quirk, et al. *A University Grammar of English*. London: Longman, 1985.
- Quirk, et al. *A Grammar of Contemporary English*: London and New York, 1972.
- Richards, J. et al. *Longman Dictionary of Applied Linguistics*. London: Longman, 1985.
- Swan, Michael. *Basic English Usage*. Hong Kong: Oxford University Press, 1980.
- Ur. P. *Grammar Practice Activities*: Cambridge : CUP, 1996.

Yadav, D.N. *Maithili Compound verb*. Kritipur, Kathmandu: Students Books
Publication,2004.

Yadav, R. *A Reference Grammar of Maithili*: New Delhi : Munshiram Manoharlal
Publishers,1997.

Yadava, Y.P. *Linguistics : A basic course*, New Hira Books Enterprises. Kirtipur,
Kathmandu,2001.

Yadava, Y.P. *Reading in Maithili Language, Literature and Culture*. Kathmandu: Royal
Academy,1999.