CHAPTER ONE

INTRODUCTION

The researcher carried out his research work on "The Reported Speech in the English and Maithili Languages" which is a comparative study. This research is the first attempt of the researcher although a number of researches had already been conducted in the Department of English Education. In this research, the researcher aimed at finding out some facts about the processes of transforming direct speech into reported speech. Similarly, he also wanted to discover similarities and differences between the process of converting direct speech into reported speech in the Maithili language with those in the English language. Along with those objectives, the next one was to point out the conjunctions that are used to subordinate the words of the speaker to a verb in a main clause while transforming direct speech into reported speech in the Maithili language.

1.1 General Background

Language is the most basic thing for human beings in their daily life. In the absence of language, one cannot lead one's life. Its history starts from the time when the human civilization prevailed on the earth and when they were in small group. From that time both human civilization and human language have been developing and changing continuously along with the time as it went on embracing ups and downs in itself. Language was being used at that time, too and is being used at present as well. If anything is changed in language of that time and of the present time, that is only its shapes and structures and nothing else. Similarly, there are same changes in human beings as well and that are their living style and their culture. Thus, language is as old as human race.

Here, we are not concerned with the history of language and human civilization. Our concern is to throw light on "what is language?". Language is

a social phenomenon which connects people to each other. In a layman sense, language is a means of communication; any system of communication can be called a language. If we speak and communicate something to each other, then that is verbal communication; if we write and communicate, then written communication; if we use sign or gesture to communicate our feelings, ideas and thoughts, then that is called sign communication. From this, it is clear that we can communicate in different ways. So, communication is a broad term which incorporates all sorts of modes of communication: verbal and non-verbal ones. Verbal communication is human language used only by human being. It is thus called species specific language. On the other hand, non-verbal communication indicates all modes of communication except verbal mode of communication. To make it clear non-verbal communication includes sign language, birds' language, zoo communication, and so on.

What we examined that any system of communication can be called a language. But now-a-days this characteristics of language is concerned with the human being and his distinctive sounds which are used for communication. According to Bhattarai (1991):

> Language is the universal medium for conveying facts including complex thoughts, emotions and feelings of everyday life. Language has enabled man to establish great civilization. Man differs from the other species on this earth only because he possesses a unique faculty of speech. Man expresses his personality through language. (p.1)

What we can conclude from this definition is that language is a universal medium used only by human beings to convey their thoughts, emotions, and feelings to each other in their daily life. Language is a social phenomenon to establish good relation in the (human) community. It is because language is only for human being since human being is the most intelligent animal on the earth, language is their very unique property which distinguishes him/her from

animals. Language is a means of communication which is made up of sounds and symbols which are voluntarily produced by human being. Since it is made up of voluntarily produced sounds and symbols, it is a string of sounds and symbols to express one's ideas, emotions, feelings, and desires. That is why, we can say that language is a voluntary vocal system of human communication. However, human being can show instinctive quality like eye blinking, walking, eating, or even producing involuntary sounds. Here, we can quote Sapir (1971) in support that "language is a purely human and non-instinctive method of communicating ideas, emotions, and desires by means of system of voluntarily produced symbols" (p.8).

Similarly, Block and Trager (1942) define language as "a system of arbitrary vocal symbols by means of which a social group co-operates" (as cited in Lyons, 1981, p.4). This definition correspondents to some extent to the above definition given by Sapir (1971).

In conclusion, on the basis of the abovementioned definitions, what we can say that there are different modes of communication which are broadly categorized into two different ways: verbal and non-verbal communication. The purpose of division of different modes of communication into two different broad terms is to clarify that not all sorts of sound and symbol, and activity produced and performed by different things and even by human beings can be language. Language is only those sounds and symbols which are voluntarily produced by human beings and that convey some messages to the listeners. This is called verbal language. The voluntarily produced sounds and symbols give a certain shape to language only when they are linked to make a string of them. And this string of sounds and symbols is used only by human beings in their daily life to share their emotions, feelings, desires, thoughts, etc. On the other hand, there are some activities which are also used to convey some sorts of message. These activities are known as sign language. The sign language refers to different

gestures and postures such as eye-winking, shaking and nodding head, waving hand in the air, facial expressions, and so on. This is called non-verbal communication. Besides human activities, non-verbal communication also covers bird's language, zoo communication, and so on.

Hence, language is a vital means to establish a good relationship and courtesy between each other in the (human) community.

1.1.1 An Introduction to the English Language

The English language is a such language which is spoken all over the world. It is an international language. It is also one of the language of the U.N.O. and is an international lingua franca. It has become an assistance to establish communication between two persons belonging to different linguistic backgrounds or to different countries. This characteristic has made it the most dominant language of the whole world. Since it is the most dominant language in the world, it is used as an official and semi-official language in over 60 countries and has become successful to get a prominent place in 20 countries. It is also the major language of books, newspapers, airports, international business, academic conference, science, medicine, diplomacy, and advertising.

In division of the language spoken all around the world in terms of their family, the English language is one of the widely used West Germanic sub-branches of the Germanic branch of the Indo-European family. According to the population census of 2001, 19037 people speak English as a native language or mother tongue in Nepal. As a result, it stands in the sixty-forth position in Nepal on the basis of native speakers of it. That is why, it is extremely important in a country like Nepal. In Nepal, it is taught as a compulsory subject from primary level to graduate level. Teaching English in Nepal aims at making students able to communicate their ideas, feelings, emotions, beliefs,

and thoughts in English with one another and with the people of other countries. Teaching English aims at developing four skills, viz. listening, speaking, reading, and writing. Learning language is regarded as achieving skills that make students able to get their things done.

1.1.2 The English Language and its Significance in Nepal

The English language is a world-wide language. More than half of the world's books are written in this language. Not only this but also three quarters of international mails are delivered and received in English. Of all languages, English has the largest vocabulary perhaps as many as two million words and one of the noblest bodies of literature.

English is, of course, the means of international communication and is also world's major language. It is one of the languages recognized by the U.N.O It has entered Nepal with the foundation of the Durbar High School in 1854 A.D. by a defacto ruler named Jung Bahadur Rana. Then in 1919, it was included in the higher education with the establishment of Tri-Chandra College. In course of time, S.L.C. Examination Board (1933) and T.U. (1959) were established and since then it has occupied a vital position in the educational field of Nepal.

Having realized the importance of the English language, the government of Nepal has included it in Schools and Higher Education Curricula as a compulsory subject. Especially the NESP (1971) has brought revolutionary changes by planning curricula and textbooks with the provision of compulsory English of 100 marks from primary level to bachelor's level including optional English at secondary level as well as higher education. Now with the proliferation of English medium schools, and growing demand for more English from the general mass the government reintroduced English from grade one to Bachelor level.

Now-a-days, teaching English is in vogue in the schools and colleges of Nepal. It aims at enabling the students to exchange their ideas, feelings, and thoughts with other people of any other countries who speak and write in English. This language also helps the students to enjoy English literature which is very vast in itself. With good knowledge of English, the learners or students can easily adjust in any bilingual or multilingual community or country and in any business field as well. It will be noteworthy to mention here that language is learnt in terms of developing four skills, namely, listening, speaking, reading, and writing. As English has become an inevitable tool for anybody to achieve their target in the academic field, Maithili speaking students are not an exception to it. Thus, we can say that the English language has been proved a vital tool for any student to became successful in local, national and international communication. So, the importance of English in the present day world need to be overemphasized.

1.1.3 An Introduction to the Maithili Language

Maithili is one of the branches of New Indo-Aryan (NIA) language spoken in the two adjoining "South Asian Countries Nepal and India. Maithili, as its name implies, is the mother tongue of the inhabitants of Mithila, the pre-historic kingdom ruled by the then king Janak who was the father of the Goddess Sita. However, modern Mithila is politically split into adjacent parts of two different nations-Nepal and India and yet it exists as an inalienable cultural entity mainly owing to the proximity of regular interaction between the Maithili speaking community of the two nations.

This language is written in Devanagari script, at present, however, in the ancient time it was written in the Maithailakshar or Tirhut. It has a very long rich tradition of written literature in both countries Nepal and India. Vidyapati

Thakur is the most celebrated poet of Mithila. He is an immortal singer of beauty, youth and vigour. Maithili literature has a very long tradition of oral story telling. Some renowned story writers in Maithili literature are Shree Krishna Thakur, Baidhyanath Mishra and Kali Kumar Das. Both Nepali and Indian literary writers have penned literary genres especially poems, plays, and fictions in the Maithili language. In addition to writing literary genres, they are working in the other fields as well like culture, history, journalism, linguistics, and so on and so forth.

The earliest grammar of Maithili by a native grammarian has been written by Jha (1946) in the Maithili language. In this study, the grammatical rules are presented in the form of sutras in paninian style of Sanskrit grammar. It was followed by Jha's (1979) "Maithili Grammar" which attempts to analyze the language with modern linguistic insights.

1.1.4 Maithili : Its Speakers and Linguistic Boundaries

The language on which the researcher is going to have his research work is the Maithili language. "The Maithili language is spoken mainly in the eastern and northern regions of the state of Bihar in India and in the Terai districts of Nepal. According to some estimates (e.g. Davis, 1973, p. 3165; R. Yadav, 1984, p. 1), this language is spoken by a total of more than 21 million people in India and Nepal" Jha (1994). The areas in India where Maithili is being spoken are Muzaffarpur, Sitamarhi, Vaishali, Darbhanga, Madhubani, Samastipur, Saharsa, Supaul, North Munger, North Bhagalpur and parts of Champaran and Purnea. Similarly in Nepal, it is in vogue in some districts of Nepal in the Terai. These districts are Rautahat, Sarlahi, Mahottari, Dhanusha, Sirha, Saptari and Morang. These geographical boundaries include all those principal areas where the main concentration of the Maithili-speaking population lies these

days. According to the population census of 2001, 48.98% people are speaking the Nepali language and just after this 12.40% people are speaking the Maithili language. Hence, the Maithili language is the second dominant language after Nepali, i.e. the national language of Nepal.

Actually, the exact dimensions of the area have been fluctuating from age to age. It has nevertheless managed to keep itself always distinguished in common parlance as a distinct "country" with its own traditions, its own poets, and its own pride in everything belonging to itself. Today this area is known as Tirhut or Mithila. But in the earliest known period of history it was called Videha and it included several kingdoms in it - Mithila and Vaishali being the most important ones. To quote Grierson (1883, p. 16), "Maithili was originally the language of the ancient Mithila, the Kingdom of Janak, 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. It has, however, in later times been encroached upon by Bhojpuri on the west, and in revenge has itself crossed the Ganges and occupied North Patna and so much of the Munger and Bhagalpur district as lie to the north of that river. It has also crossed the Koshi and occupied Purnea". (as cited in Jha, 1994, p. 4).

1.1.5 Grammar and its Importance

To be a full-fledged language and for its existence, grammar is a basic thing. As the skeleton of human being is a must for human body to stand, grammar is also the skeleton of all languages which are being used either in spoken form or in written form and is equally important for their further development and existence. The skeleton of languages is given flesh and blood by linguistic units, viz. sounds, morphemes, words, etc.

Grammar governs languages. It means it is related to language which is a set of an infinite number of well-formed sentences. Grammar is a set of structures of language on the basis of which different kinds of sentences are formed. The word "structure" means the arrangement of elements in their relationships to each other. By "structure of language" we mean the interrelationships of linguistic units such as sounds, morphemes, words, phrases, and sentences at various levels, namely, phonological, morphological, syntactic, semantic and discourse levels.

When we talk about grammar, we can not forget the name of Noam Chomsky. He defines grammar in his theory of Transformational-Generative grammar in his book Syntactic Structure (1957) that a grammar is a model of the native speaker's competence. That is to say, whatever the native speakers say is the model of grammar. They form a number of sentences on the basis of some certain rules. Thus, grammar is a set of finite rules. And though there are only finite rules as the competence of the native speakers, they can generate the infinite number of novel sentences. In terms of grammaticality, sentences are of two types, viz well-formed and ill-formed sentences. Well-formed sentences sound good to the native speakers whereas ill-formed sentences sound absurd to them.

In course of defining grammar, different grammarians have defined grammar in different ways paying their close attention to different aspects of language. According to Yadav (2004), in early 80s, Perlmutter and Postal, for example, define grammar to compare natural languages and find out the ways in which they differ and are all alike. Similarly, the British linguist M.A.K. Halliday and his colleagues are concerned with some of the sociological aspects of language in Systemic Grammar which is a model of grammar developed by them (p.223).

Paying close attention to the abovementioned facts about grammar, we can deduce the conclusion that the importance of grammar is a must in both learning and teaching language because without having good knowledge of grammar, neither teachers can teach language in a proper way nor learners can learn it rightly.

1.1.6 Narration

It is a very broad topic in the grammar book. It is one of the many topics of grammar. The term "narration" means the act or process of telling something to someone. A speaker has three different ways of expressing or writing statement to other people. He/she can speak or write something differently. It is because grammar and rhetoric books recognize three ways for a speaker or writer to attribute statements or thoughts to others. These three ways are: direct quotation; direct speech, indirect reported speech, and paraphrase. The first of these does not need any further explanation. One just copies original material, verbation, adds quotation mark, and attributes it to its source by using a suitable reporting verb, i.e. most often a verb such as 'said' or an expression such as 'according to':

Original Source (Ram) : Monica passed M.Ed. in 2007.

Quotation: Ram Said, "Monica passed M.Ed. in 2007.

In indirect reported speech, if one wills to report the content of the original source without necessarily repeating sentences exactly as they were originally uttered, there are many more options available as well as certain rules of conversion. For example:

Quotation: Ram said, "Monica passed M.Ed. in 2007"
Indirect report speech : Ram said that Monica had passed M.Ed. in 2007.

From those above examples, it is clear that there are some certain rules that have to be followed while reporting the direct speech into indirect reported speech, i.e. reported speech.

Following paraphrase, one must be aware of an author's cognitive stance toward what he or she utters: is the author presenting his or her material as established fact, as conjecture, as proof?

1.1.6.1 The Reported Speech

"The Reported Speech" which is one of the subtopic under the broad topic "Narration" in grammar is also the research topic of the researcher on which he is going to conduct his research work. The broad topic "Narration" is a noun form of the combination of two morphemes : narrate + tion. "Narrate" which is a free morpheme and is a verb form which means "to say something to someone". The second morpheme -tion, is a bound morpheme called suffix and this suffix has come to append with the free morpheme "narrate" to make it noun form. Now, the term "Narration" means "the telling of something."

In grammar, there are two types of narration, namely, direct narration or direct speech and indirect narration or indirect speech or reported speech. Crystal (1991) defines these two types of narration as:

> The opposition between direct and indirect is also used to identify the two main ways of reflecting a person's speech : direct speech refers to the use of actual utterance with no grammatical modification, eg. "Is he coming?" (p.140) and indirect speech or reported speech refers to the use of a grammatical construction where the words of the speaker are subordinated to a verb in a main clause, eg. She said that she had a cold. (ibid)

After observing this definition, we can say that direct speech is the original sentence of the speaker in which there is no any change in terms of grammaticality. Whatever the speaker says is narrated word to word to someone by anybody without inserting his/her own words. On the other hand, indirect speech or reported speech has some grammatical modification without affecting the sense of the original utterance of the speaker.

A.   General Rules

To get rid of erroneous transformation of the direct speech into the reported speech, there are some crucial general rules that must be considered in question. These rules are equally applied in all sorts of sentence. Any sentence which is enclosed in the inverted commas needs the help of these general rules. These rules can be devided in three different ways: change of person, change of tenses; backshifting of tenses, and change of other parts of speech means time/place adverbial shift.

i)   Change of Person

According to this rule, all persons; first, second, and third persons, are changed at the time of transforming the direct speech into the reported speech. This rule can be known as SON formula. Here, 'S' refers to a 'subject', 'O' indicates an 'object' and 'N' means 'no change' However, as an exception can be found in anything, so the change of the third person is also not free from it. Under the proper circumstances, of course, quoted third person forms can be shifted to first-and second-person forms if the reference of the form is to the reporter or the reader/hearer of the report. For example:

Original quote by Soni:

"I hope that Monica gets better soon."

Report by Monica:

Soni says that she hopes that **I** get better soon.

Report by someone speaking/writing to Monica:

Soni says that she hopes that **you** get better soon.

Notice that while changing persons, case must be considered very strictly. Before changing the persons, case of that person must be found out and the changed person must be in the same case as that was earlier. Let's look at the following table which could be helpful at the time of changing the persons considering different cases:

Person, Numbers, Gender	Nominative case	Objective case	Possessive case	
			P^1	P^2
1st per. Sing.	I	Me	My	Mine
1st per. Pl.	We	Us	Our	Ours
2nd per. Sing. + Pl.	You	You	Your	Yours
3rd Per. Sing. Mas.	He	Him	His	His
3rd Per. Sing. Fem.	She	Her	Her	Hers
3rd Per. Sing. Neu.	It	It	Its	Its
3rd Per. Pl.	They	Them	Their	Theirs

ii)   The Sequence of Tenses

The sequence of tenses refer to the use of tenses in the reporting verb and the reported clauses. This sort of sequence of tenses is also known as backshifting which is described below.

Backshifting

The standard textbook treatment of the sequence of tenses rule, in both descriptive and pedagogical, says that the tense in the reported clauses is in some sense controlled by the tense in the reporting clause, i.e. the tense of the

reporting verb. That is to say, if the reporting verb is in the past tense, then the verb in the reported clause must backshift. The paradigm below illustrates the contexts in which this phenomenon traditionally does and does not occur:

1.   Original sentence: "I **am leaving** tomorrow" (= present progressive)

Report:

Simple present - no backshifting:

She **says** that she **is leaving** tomorrow.

Present perfect - no backshifting:

She **has said** that she **is leaving** tomorrow.

Simple past - backshifting to past progressive:

She **said** that she **was leaving** tomorrow/the next day.

2.   Original sentence: "I **left** yesterday". (= simple past)

Report:

Simple Present - no backshifting

She **says** that - she **left** yesterday.

Present perfect - no backshifting:

She **has said** that she **left** yesterday.

Simple past - backshifting to past perfect.

She **said** that she **had left** yesterday/the day before.

3. Original sentence: "I **have left** already" (= present perfect)

Report:

Simple present - no backshifting:

She **says** that she **has left** already.

Simple past - backshifting to past perfect:

She **said** that she **had left** already.

4. Original sentence: "I **had left** earlier." (= past perfect)

Report:

Simple present - no backshifting:

She **says** that she **had left** earlier.

Simple past - no backshifting possible:

She said that she had left earlier.

5. Original sentence: "I will leave soon." (=modal, future)

Report:

Simple present - no backshifting:

She **says** that she **will leave** soon.

Simple past - backshifting:

She **said** that she **would leave** soon.

6. Original hypothetical sentence, not yet uttered:

"I **have** the answer."

Report:

Modal, future - no backshifting:

She **will** say that she **has** the answer.

(Source: Celce-Murcia & Larsen-Freeman, 1983)

From the aforementioned illustrated examples what is clear that the tense of the reported clause is backshifted only when the reporting verb is in the past tense. What is the most important thing here is to notice that the tense in the reported clause bears no necessary relation to whether the actual event described is in the past at the time the spoken or written report is made.

1.1.7 Time/Place Adverbial Shifts

Time/Place adverbial shifts can bring a sort of difference in the meaning of the reported speech. It happens due to time that is brought by the adverbial shifts.

Let's consider the following examples:

The manager said, "We can not increase your salary in this critical condition."

i)   The manager said that they could not increase our salary in this critical condition.

ii)   The manager said that they could not increase our salary in that critical condition.

In those above examples, their implications vary from each other with the use of 'this' and 'that'. What is quite clear from (i) with the use of 'this' that the 'critical condition' is still not over at the time of reporting. Similarly, as the time adverbial 'that' has been used in the second case, it can easily be assumed that the critical condition' is over at the time of reporting (Celce-Murcia & Larsen-Freeman, 1983, p. 696).

Now have a look at an another example:

i) She says, "She leaves tomorrow".

– She says that she leaves tomorrow.

ii) She said, "She leave tomorrow."

– She said that she left tomorrow/the next day.

Here in (i) and (ii), 'tomorrow' alternates with 'the next day' depending on the relation of the time of original utterance to the time of the reported utterance. Such shifts in time are marked quite systematically and without overlap, as the following comparative tables show. Table 1 contains expressions with speaker time, i.e. the moment of speaking, as the point of reference, and the expression in Table 2 are used with some point in the past as the reference point.

Table 1: Expressions used with reference to time of speaking.

PAST				PRESENT					FUTURE	
(6:00 P.M.) ..... (midnight) .... (7:00) ...... (8:00)				(9:00 A.M.) (10:00) .... (11:00) .... (5:00) .... (midnight) ....(8:00 A.M)						
yesterday	last night	two hours ago	an hour ago	NOW (= time of utterance, speaker-time)	in an hour	in two hours	this afternoon	this evening	tonight	tomorrow

at this time/moment
today

{ the day before yesterday
two days ago
three days ago
last week
last month }

{ the day after tomorrow
in two days
in three days
next week (in a week)
next month (in a month)
next year (in a year) }

Table 2: Expressions used with reference to shifted time.

PAST-IN-PAST				PAST				FUTURE-IN-PAST		
(6:00 P.M.) ..... (midnight) .... (7:00) ...... (8:00)				(9:00 A.M.) (10:00) .... (noon) .... (5:00) .... (midnight) ....(8:00 A.M)						
the day before, the previous day, a day earlier	the night before	two hours before (earlier)	an hour before (earlier)	THEN (time of event/ reference-time)	an hour later	two hours later	that afternoon	that evening	that night	the next day the following day

at that time/moment
the day

{ two days before (earlier)
three days before (earlier)
a week before
the week before
the month before
the year before }

{ two days later (afterward)
three days later (afterward)
a week later (afterward)
the next (following) week
the next (following) month
the next (following) year }

(Source: Celce-Murcia & Larsen-Freeman, 1983, p. 697)

According to Celce-Murcia & Larsen-Freeman (1983):

> Though there is similarity between these adverbials and tense-backshifting, there are no 'exceptions' as there was with tense choice. The adverb 'tomorrow', for example, can not be used for the day after the day that is talked about in a reported clause unless the condition for using 'tomorrow' still prevails in the main clause as well. In the same way 'the next day' can not be used in an utterance to refer to the day after the utterance, unless the condition for using this expression still obtains in the main clause. (p. 697)

The condition that applied to the time adverbial shift is also applied to the place adverbial shift. The adverb 'here', for example, is changed into 'there' (or vice versa) only when the reported utterance is uttered elsewhere but not in the same place where the direct speech or original statement was uttered. This thing is clarified by the following example:

Original quote:

"I have been cleaning $\begin{Bmatrix} \text{here} \\ \text{this room} \end{Bmatrix}$ all day".

Report (uttered in the same room): She said she had been cleaning $\begin{Bmatrix} \text{here} \\ \text{this room} \end{Bmatrix}$ all day.

Report (uttered elsewhere):

She said she had been cleaning $\begin{Bmatrix} \text{there} \\ \text{that room} \end{Bmatrix}$ all day.

1.1.8 Exception to Backshifting

Though tense of the reported clause is backshifted to the tense of the reporting verb while transforming the direct speech into the indirect reported speech, there are some exceptions of backshifting as well. Three standard exceptions are listed here:

I) State-Event Remains True

The tense of the reported clause is not shifted back to the tense of the reporting verb if the state or event expressed in the direct speech still holds true at the time of speaking or reporting (Thompson, 1994).

For example,

The teacher said that the earth moves round the sun.

II) Perceived General Truths

Quirk et al. (1985) mention as a chief source of exceptions cases of general truths, as in their example (p. 1027):

Their teacher told them that the earth **moves** around the sun.

Socrates said that nothing **can** harm a good man.

To make this more precise, it seems that the key lies in what is **perceived** to be general or timeless truth; in such cases, we hold that we can not imagine a state of affairs in the world other than the one we have mentally committed ourselves to. Let us consider the case of a child who is told by a trusted old sister that, for example, seven plus four equals twelve. The child might say, "My sister told me that seven plus four is twelve". Upon learning otherwise from a (more trusted) teacher and committing inwardly to this new answer, the child might say to the sister (perhaps in disappointment or anger), "You told me

that seven plus four **was** twelve." The actual sum presumbly remains constant regardless of anyone's belief, but the child's mental commitment to the general truth of a certain sum has changed.

III) Immediate Reports

The tense of a statement generally remains in the same tense as it was earlier in the direct speech if what a second person reported to a third person is again reported to a third person is again reported to a third person just shortly after a second (Celce-Murcia & Larsen-Freeman, 1983, p. 691):

A: We will be having polen ta for lunch.

B: What did he say?

C: He said we'll be having polenta for lunch.

Here, speaker A, B, and C are first person, second person, and third person respectively. What happens here is that the speaker B does not listen to or know what the speaker A said. That's why, the statement made by the speaker A is immediately repeated by the speaker C, second person, to the speaker B, third person. Hence, the tense shifting does not occur in this case.

1.2 Review of the Related Literature

Various research works have already been conducted in different areas of grammar in the Department of English Education, Kirtipur, Kathmandu. However, no one has attempted to carry out their research works on "The Reported Speech in the Maithili and English Languages: A Comparative Study" upto now. That is why, the researcher has selected this very new topic for his research work. Before selecting this topic for his research work, he went through different researches available to him. After that he reached the final conclusion to select this topic.

Different researchers have found out different things in their different respective research works. Some of them which were pertinent to the researcher's present topic were consulted. Those research works with their findings are cited below:

Bhattarai (2001) conducted his research on "Case in English and Nepali : A Comparative Study". In this research, his findings were: verb agrees with the subject in both languages. The verb plays the central role in determining cases in both languages.

Mukhiya (2001) carried out a research on "Passivization System Between English and Maithili : A Comparative Study". He found that the passivization system between English and Maithili are different in almost all grammatical aspects. For example, both transitive and intransitive verbs are passivized in Maithili: h↔m-ra-s↔ n↔i h↔s-ae-l = *It was not laughed by me., only the constructions with imperfective(simple/progressive)aspects are passivized in Maithili but all aspects except perfective progressive are passivized in English, etc. However, he also found that there are some areas which are similar in both languages. They are

-        changing the form of pronouns,

-        inserting the preposition 'by' in English and the postposition '/s↔/' in Maithili, and

-        omitting subjects if they are irrelevant, unknown or obvious.

Karn (2004) carried out a research on "A Comparative Study of Cases of the Maithili and English Languages". He found seven cases in Maithili language and common cases identified in both languages are nominative, instrumental, ablative, locative, and dative.

Thakur (2006) conducted a research entitled "A Study of Errors Committed by Maithili Students in the Use of Present Tense in English". For this topic, his

objective was to find out the errors committed by Maithili students of Grade 10 while learning English present tense aspect. At the completion of his research work, what he found that English tense aspect system does not possess T/V distinction whereas Maithili language, like Nepali language, possesses such T/V distinction. Similarly, his research also showed that most of the students commit mistakes in the use of adding inflection in the base form of the verb. After analysing his collected data he also concluded that they have committed mistakes in the use of subject-verb agreement. For example, *We knows each other for a long time.

Thapa (2006) carried out research on "Noun Phrase Structures in English and Limbu Languages: A Comparative Study". He found that in terms of structural organizations, English has at least 18 types of Nominal Head Noun Phrase Structures, 2 types of pronominal Head, 8 types of Generative Head, 4 types of Infinitival Head and 3 types Adjectival Head Noun Phrase structure.

On the other hand, Limbu contains 14 types of Nominal Head Structures, 2 types of Pronominal ones, 6 types of Generative ones, 2 types of Infinitival ones and 5 types of Adjectival Head Noun phrase structures in general the distribution of the structures of different heads seems similar, but English phrase structures are slightly greater in number.

Yadav (2007) carried out his research work on "Negative and Interrogative Transformation in English and Maithili Language: A Comparative Study". This research showed that there are similarities as well as differences in the system of negative and interrogative transformation in the English and Maithili languages. Both languages have their own separate words for transforming statement into negative statement and question. In the absence of auxiliary verb in English, operator addition is required to form a negative statement whereas it is not the case in the Maithili language. Similarly, in WH-question, operator

addition and subject-operator inversion rules are applied in English but they are redundant in the Maithili language.

Despite the multiplicity of the study, this research is completely a new attempt of the researcher because no one has worked on this topic upto now. Thus, the researcher has made it his subject of the research work.

1.3 Objectives of the Study

The objectives of the study which were targeted to achieve were as follows:

a. To identify the process of transforming direct speech into indirect or reported speech in the Maithili language;

b. To find out the conjunctions used to transform direct speech into reported speech in theMaithili language; and

c. To compare and contrast the processes of transforming direct speech into reported speech in the Maithili language with those in the English language;

d. To suggest some pedagogical implications.

1.4 Significance of the Study

Being the first attempt of studying the comparative study of reported speech between the Maithili and English languages in the Department of English Education, it will be an invaluable work for the department itself. In addition to this, it will be very significant for all the Maithili users in general as well. However, it will equally be fruitful to the students and teachers for their learning and teaching purposes. Language planners, syllabus designers, text book writers, linguists and other people who are interested in this field will be highly benefited in their respective areas from this research. Not only this but the present study will also be helpful for the prospective researchers in the Maithili language.

CHAPTER TWO

METHODOLOGY

The researcher had adopted the following methodologies to conduct his research work:

2.1 Sources of Data

The researcher entertained the use of both primary and secondary sources of data for collecting data. However, primary as well as secondary sources of data were basic for the research in terms of the Maithili language. For collecting data of the study in terms of the English language, only secondary sources were entertained.

2.1.1 Primary Sources

The study was mainly based on the primary data, i.e., the answers from the respondents through the questionnaire distributed to them. For this source, the researcher selected his informants from two colleges of Janakpur dham.

2.1.2 Secondary Sources

Various books, journals, articles, magazines, reports, some previous theses and other materials related to the proposed study were used as the secondary sources of data such as Quirk et al. (1985), Celce-Murcia & Larsen-Freeman (1983), Yadav (1990), etc.

2.2 Sampling Procedure

The population of this research were graduate students. The sample population for the fulfilment of this research were selected from two colleges of Janakpur. Those colleges were selected non-randomly by using judgemental sampling procedure. The sample population were 50 graduate students. They were

selected systematically by using simple random sampling procedure. Out of them, 25 students were from each college.

2.3 Tools for Data Collection

In order to collect the data for the fulfilment of objectives, the researcher prepared a questionnaire. The questionnaire consisted of four types of question. Of them, the first type of question was to transform direct speech, which was in English, into reported speech in the English and Maithili languages. The second type of question was to transform direct speech into reported speech in the Maithili language. Similarly, the third type of question was to instruct them to write 10 sentences of reported speech, and the last type was to write a short story using the reported speech in the Maithili language.

In addition, as being a native speaker of the Maithili language, the researcher used his intuition as well.

2.4 Process of Data Collection

First of all the researcher visited both selected colleges to collect the authentic data from which the informants were selected. The researcher consulted the authorised persons of the colleges and established a kind of rapport with the students. After that the researcher administered the prepared questionnaire to them one after another for his and their convenience and then he got the authentic data.

2.5 Limitations of the Study

Since there may be sundry problems in course of gathering data, the researcher attempted to carry out his research in taking the following limitations and considerations to make his study more precise and systematic.

  i.   This research was limited to only the graduate students.

  ii.   The questionnaire consisted of only four types of question.

iii. The data were collected through written form only.

iv. There were only 50 informants.

v. The study was confined to the selected colleges of Janakpur.

vi. The study was further limited to the analysis of the responses obtained from the respondents only.

vii. Only the Maithili speakers were the informants for this study.

CHAPTER THREE

ANALYSIS, INTERPRETATION AND PRESENTATION

Data collected by administrating questionnaire to the graduate students of two colleges of Janakpur who were the informants of the researcher to get the authentic data are descriptively analysed, interpreted and presented in this running chapter.

3.1 Processes of Transforming Direct Speech in Maithili

Processes of transforming the direct speech of different sorts of sentence; assertive, interrogative, imperative, exclamatory, and optative sentences, are presented here on the basis of the collected data.

3.1.1 Assertive Sentence

This type of sentence makes assertion or statement. This can be either affirmative or negative statement. For example:

Lina goes to London. (Aff.)

Line does not go to London. (Neg.)

These two sorts of statement are not found only in English but in Maithili as well. For example:

i) nok↔r bhat khait-↔ich (Aff.)

servent rice eat-IMPERF AUX-PRES- (3NH)

The servent eats rice/The servent is eating rice.

ii) nok↔r bhat n↔i kha-it-↔ich (Neg.)

Servant rice not eat-IMPERE AUX-PRES- (3NH)

The servant does not eat rice.

In Maithili, assertive sentence starts with subject and ends with full stop (।); (.) in English. Its sentence structures are SOV, SVO, and OVS. Here, 'S' stands for 'subject', 'O' stands for 'object', and 'V' indicates 'verb'. Though all those sentence structures are possible in Maithili, the SOV structure is generally and frequently used in spoken and written language. The SVO structure is not used very often. It sounds a little bit awkward. The OVS structure is also used but not as frequently as the SOV structure is used.

The ways of transforming the direct speech into the reported speech in Maithili are illustrated below:

A)   O s↔b o-k↔ra k↔h-↔l-k↔i,   "h↔m s↔b aha®-s↔® khusi
       S/he all he-OBJ say-PAST (3NH), "I all you-OBJ with happy
       chi"
       AUX-PRES"
       They said to him, "We are pleased with you."

i)   O s↔b o-k↔ra k↔h-↔l-k↔i   je   o s↔b o-k↔ra s↔®
       s/he all she-OBJ say-PAST (3NH), that-CONJ s/he all she-OBJ with
       khusi   ch↔-l↔i.
       happy   AUX-PAST (3NH)
       They told him that they were pleased with her.

<div align="center">**OR**</div>

ii)   O s↔b o-k↔ra s↔®   khusi ch↔-l↔i   se   o s↔b
       s/he all she-OBJ with happy AUX-PAST that-CONJ s/he all
       o-k↔ra k↔h-↔l-k↔i
       She-OBJ say-PAST (3NH)

They told him that they were pleased with her.

B.   O   k↔h-l↔ith,   "h↔m ghum↔lel r□j   jai-chi"

       he (H) say-PAST (3H), "I   walk for always go AUX-PRES.

       He said, "I always go for walk."

i)   O   k↔h-↔l-khin   je-CONJ O r□j   ghum↔ lel

       he (H) say-PAST (3H) that   he always walk for

       jai-ch↔-ith

       go AUX – PRES (3H)

       He said that he always went for walk.

<div align="center">**OR**</div>

ii.   O r□j   ghum↔-lel jai-ch↔-ith   se-CONJ O k↔h-↔l-
khin

       He always walk for go AUX – PRES (3H) that   he say-PAST (3H)

       He said that he always went for walk.

Things to be considered while transforming the direct speech into the reported are :

i)   The reporting verb remains the same as in the direct speech of assertive sentences at the time of transforming the direct speech into the reported speech.

ii)   'je' and 'se' are used to delete the inverted commas.

The use of 'je' and 'se' is totally different. They are used in two different conditions. If the reporting verb is put in the begining of the reported clause; in (i) of (A) and (B), as it is done in English, then 'je' is used to delete the inverted commas. Likewise, if the reporting verb is placed after the reported clause as that is shown in (ii) of (A) and (B), then 'se' comes to delete the inverted commas.

iii)   Tense of the direct speech is changed into the corresponding past tense at the time of transforming the direct speech into the reported speech if the reporting verb is in the past tense.

iv)   Except the third person pronouns, the first and second person pronouns are changed in accordance with the number and person of the subject and object of the reporting verb.

C)   guru-ji   h↔m-ra s↔b ke k↔h-l↔ith,   "prithbi sury↔ ke

teacher (3HH), I all-OBJ say-PAST (3HH), "earth sun to

carukat ghum-↔it-↔ich"

around walk-IMPER AUX-PRES

The teacher said to us, "The earth moves around the sun."

prithbi sury↔-ke carukat ghum-↔it-↔ich   se-CONJ

earth   sun to   around walk-IMPER AUX-PRES that

guru-ji   h↔m-ra s↔b-ke k↔h-l↔ith

teacher (3HH) I all-OBJ   say-PAST (3HH)

The teacher told us that the earth moves around the sun.

From (C), what is clear here is that the tense of the universal or general truth scientific fact, etc. is never changed even though the reporting verb is in the past tense. In addition to it, as sown in (B) the tense of the direct speech is also not shifted back to the tense of the reporting verb at the time of transforming it into the reported speech if there is the presence of such adverbs 'r□j' (always), 'ekh↔n□' (yet), etc. within the inverted commas though the reporting verb is in the past tense.

3.1.2 Interrogative Sentence

The processes of transforming the direct speech of integrative sentence into the reported speech are presented below:

A)   O h↔m-ra l☐k↔in-ke k↔h-l↔k,   "kiya aha® s↔b bina kich kajke

he I all-OBJ say-PAST (3NH), "Why you all without any work

b↔is-↔l-chi

sit-IMPER AUX-PRES

He said to us "why are you sitting about there doing nothing."

O h↔m-ra-l☐k↔in-ke puck-l↔k   je-CONJ kiya   h↔m-ra-l☐k↔in

He I all-OBJ (1H) ask-PAST (2NH) that   why   I all-OBJ (1H)

bina   kich kajke b↔is-↔l-ch-l↔u®h

without any work sit-PROG AUX-PAST (1H)

He asked us why we were sitting about there doing nothing.

B.   ma® ↔p↔n   beti-s↔   k↔h-↔l-khin,

"k↔tek din

mother she-GENIT daughter-OBJ say-PAST (3H), "how day

tu®   kaki-s↔nge   r↔h↔   cah-↔i-che ?"

you (2NH) aunt with   stay   want-IMPER AUX-PRES

Mother said to her daughter, "How long do you want to stay with your

aunt?"

ma®   ↔p↔n   beti-s↔   puch-↔l-khin   je -

CONJ o

mother she-GENIT daughter-OBJ ask-PAST (3H), that   she

kaki-s↔nge   k↔t↔k din - dh↔ir   r↔h↔   cah-↔i-ch↔l

aunt with   how day long   stay   want-PAST (3NH)

Mother asked her daughter how long she wanted to stay with her aunt.

C)   h↔m o-k↔ra k↔h-↔li-↔i,   "gh↔r↔k   bat bujh↔l n↔i

↔ich ?"

       I   he-OBJ say-PAST (3NH), "home of way know not AUX-PRES

       I said to him, "Don't you know the way home ?"

       h↔m o-k↔ra puch-↔li↔i   je-CONJ O-k↔ra gh↔r-↔k bat

       I   he-OBJ ask-PAST (3NH) that   he-OBJ home to way

       n↔i bujh-↔l-ch↔-l↔i

       not know-PAST (3NH)

       I asked him if he knew the way home.

It is clear from the above illustrated examples that when the direct speech is transformed into the reported speech, the following things are considered :

i)   The reporting verb 'k↔h' (to say) is changed into 'puch' (to ask) or

        'pr↔sn↔' (to question).

ii)   For both yes/no question and WH-question, 'je (that)' is used to delete

        the inverted commas.

iii)   Tense of the direct speech is changed into the corresponding past tense

        if the reporting verb is in the past tense.

iv)   Pronouns of all persons; first, second, and third, are changed according

        to the number and person of the subject and object of the reporting verb.

v)   Question mark (?) is changed into full stop (।); (.) in English.

3.1.3 Imperative Sentence

Imperative sentences often begin with the main verbs, that is, do, eat, play, etc, and its subject, i.e. you, is always understood. They are generally used to instruct, suggest, order, request, etc to somebody for something. According to

Yadav (1990), "The imperative mood conveys an order or a request: the speaker commands (or request) the addressee to realize the event" (p., 163).

As in very many natural language of the world, the unmarked imperative forms of Maithili are the affixless verb stems themselves. However, overt morphological devices are employed in order to indicate honoroficity. Unlike in most Indo-Aryan languages, imperative forms are also available in Maithili for the 1st and 3rd person subject pronouns. The markers of the imperative mood are shown below (Yadav, 1990):

Imperative mood

1	-	u
2H	-	↔
	-	u
2MH	-	↔h
2NH	-	o
3H	-	↔uth
3NH	-	☐~o

For examples,

A)   (h↔m) ja-u

     I   go-IMP - (1)

     May I go !

B)   (hã) c↔l-u

     You (H) walk -IMP - (2H)

(You) go!

C)   (O) c↔l-↔uth

he (H) wal-IMP - 3H)

He may go (Lit him go) !

D)   (u) c↔l-□

he (NH) walk-IMP - (3NH)

He may go (Let him go) !

Now let's consider the processes of transforming the direct speech into the reported speech :

A.   tu®   s≅↔s≅i-s↔   k↔h-l↔hi,   "kripya, aha® ↔p↔n

you (2NH) shashi-OBJ say-PAST (2NH), "please, you (H) you-GENIT

k↔l↔m h↔m-ra di↔"

pen   I-OBJ   give – PRES

You said to Shashi, "Please, give me your pen."

i.   tu®   s≅↔s≅i-ke   agr↔h-kelhi   je-CONJ ↔p↔n k↔l↔m

you (2NH) shashi-OBJ request-PAST (2NH) that   he-GENIT pen

t□ra   d↔u-↔k

you-OBJ   give-IMP (2NH)

You requested Shashi to give his pen to you.

OR

ii.   tu®   s≅↔s≅i-ke   ↔p↔n   k↔l↔m t□ra   d↔u-↔k

se - CONJ

you (2NH) shashi-OBJ he-GENIT pen you-OBJ give-IMP (2NH) that

agr↔h-kelhi

request-PAST (2NH)

You requested Shashi to give his pen to you.

iii.   tu®   s≅↔s≅i-ke   ↔p↔n   k↔l↔m   t☐-ra   d↔-bak-
lel

you (2NH) shashi-OBJ he-GENIT pen   you-OBJ give to

agr↔h-kelhi

request-PAST (2NH)

You requested Shashi to give his pen to you.

B.   malik n☐k↔r-ke   k↔h-↔l-khin,   "j↔ldi ! s↔m↔y n↔i
b↔rbad

master servant-OBJ say-PAST (3H), "fast ! time   not waste

k↔r-u"

do-IMP (2H)

The master said to the servant, "Hurry up ! Don't waste time."

i)   malik n☐k↔r-ke   k↔h-↔l-khin   je-CONJ j↔ldi k↔r-u
s↔m↔y

master servant-OBJ say-PAST (3NH) that   fast   do-IMP (2H) time

nei   b↔rbad k↔r-u

not   waste do-IMP (2H)

The master told the servant not to waste time.

ii)   j↔ldi k↔r-u   s↔m↔y n↔i   b↔rbad k↔r-u   se-CONJ

fast do-IMP (2H) time not waste   do-IMP (2H) that

malik n☐k↔r-ke   k↔h-l↔ith

master servant-OBJ say-PAST (3H)

The master told the servant not to waste time.

iii)   j↔ldi a s↔m↔y n↔i b↔rbad k↔r-bak-lel malik

fast and time not waste do to   master

n☐k↔r-ke   k↔h-↔l-khin

servant-OBJ   say-PAST (3H)

The master told the servant not to waste time.

What has been found from the abovementioned examples that the direct speech of an imperative sentence is transformed into the reported speech in three different ways as those are shown in (i), (ii), and (iii) of (A) and (B). The only differences found among (i), (ii), and (iii) are with the placement of the reporting verb and conjunction. In (i), the reporting verb has been put in the begining and conjunction 'je (that)' has been used to delete the inverted commas. In (ii), the reporting verb is placed after the reported clause and at this time the conjunction that has been used to delete the inverted commas is 'se (that)'. But in (iii), no any conjunction has been used to delete the inverted commas, however, the reporting verb has been placed at last of the whole sentence. This way is more usual than the other two ways.

Now the processes to be considered at the time of transforming the direct speech into the reported speech are :

i)   The reporting verb is changed into 'agya (to order)', 'agr↔h (to request)', 'cet (to warn)', 'sujhab (to suggest)', etc. according to the sense that is conveyed by the direct speech in the reported speech.

ii)   'je' and 'se' are used to delete the inverted commas but they are not used in the same way. Their use brings a little difference in the sentence structure (see the above paragraph and examples).

iii)   Without using 'je' and 'se' the inverted commas can be deleted (see (iii) of (A) and (B)). While following this way to perform this task, post-position 'bak-lel' or 'lel' comes after the verb of the reported clause and the reporting verb is placed at the end of the whole sentence. No matter the

subject and object of the reporting verb are drawn at the end of the whole sentence or left in their own position, i.e. before the reported clause.

3.1.4 Exclamatory Sentence

In the Maithili language, exclamatory sentences start with 'k↔tek (how)' 'k↔h↔n (what or what kind of)' 'e®h (oh)', etc. Sometimes they also start without adding those things in the beginning of the sentence and are punctuated with an exclamation mark (!).

k↔tek sund↔r (i thik) !

how beautiful (it AUX-PRES)

How beautiful (it is) !

keh↔n   che   tu® !

What kind of   AUX-PRES   you (2NH)

What kind of you are !

Processes to be considered while transforming the direct into the reported speech are presented here :

A.   O k↔h-l↔k,   "chi ! keh↔n   g↔nda k th↔ri !"

she say -PAST (3NH), "pooh ! what kind of dirty   room !"

She said, "Pooh ! What a messy room !"

i)   O ghrina-s↔®   baj-↔l   je-CONJ k th↔ri

she contempt with speak-PAST (3NH) that room

↔st-by↔st   ch↔-l↔ik

messy   AUX-PAST

She exclaimed with contempt that it was a very messy room.

OR

ii.   k th↔ri ↔st-by↔st   ch↔-l↔ik   se-CONJ O ghrina-s↔®

room   messy   AUX-PAST   that   she contempt with

baj-↔l

speak-PAST (3NH)

B.   O k↔h-l↔k,   "he bh↔gban !   h↔m-t↔   ekg▢t b↔rbad

he say-PAST, "Voc (3H) God ! I-EMPH   one   ruined

m↔nukh chi !"

man AUX-PAST

He said, "Alas ! I am a ruined man !"

O   baj-↔l   je-CONJ durbhagy↔b↔s O ekg▢t b↔rbad

he   speak-PAST that   unluckily   he one ruined

m↔nukh   ch↔-l↔ith

man   AUX-PAST (3H)

He exclaimed with sorrow that he was a ruined man.

C.   elisa baj-↔l,   "bab re! k↔tek sund↔r !"

Alisa speak-PAST (3NH), "Wow ! how beautiful !"

Alisa said, "Wow ! How beautiful !"

i)   elisa sund↔r-ta deikh khusi-s↔®   cihuik   ut8h-↔l

Alisa beauty by seeing happy with surprise stand-PAST (3NH)

Alisa exclaimed with surprise that it was very beautiful.

OR

ii.   elisa   as≅c↔ry↔-c↔kit-bh↔   baj-↔l   je

Alisa surprised with   speak-PAST (3NH) that-CONJ

O   b↔hut   sund↔r   ch-↔l

it   very   beauty   AUX-PAST

The processes of transforming the direct speech of the exclamatory sentence into the reported speech are :

i)   Interjection used in the direct speech is deleted in the reported speech.

ii)   Sense that is conveyed by the direct speech along with or without interjection is seriously cared at the time of transforming the direct speech into the reported speech. That sense is carried out by the reporting verb in the reported speech.

iii)   Suitable phrases; ghrina-s↔® (with contempt), as≅c↔ry↔-c↔kit-bh↔ (with surprise) h↔rs↔-s↔® (with joy) etc. come along with the reporting verb in the reported speech.

iv)   'je' and 'se' are used to delete the inverted commas. When the reporting verb is put in the beginning of the reported speech, then 'je' is used to delete the inverted commas (as shown in (i) of (A) and in (B)). 'se' is used to delete the inverted commas if the reporting verb is placed at the end of whole sentence (as shown in (ii) of (A)).

v)   The phrases like k↔tek sund↔r (how beautiful), of the direct speech are given a full sentence form; k↔tek sund↔r i thik (how beautiful it is), to change it into the reported speech.

vi)   Tense of the new sentence which is made out of the phrase of the direct speech is changed into the corresponding past tense in the reported speech.

vii)   Exclamation mark (!) is changed into full stop (।); (.) in English.

3.1.5 Optative Sentence

In an optative construction, the speaker desires an event of some participant: usually, blessings and curses are expressed. The markers of the optative sentences in the Maithili language are (Yadav, 1990):

1 & 2 H   -   i

2 MH   -   ↔h

2NH   -   o

3H   -   ↔ith

3NH   -   ↔e~☐

For examples:

A)   he bh↔gban h↔m pas bh↔   ja-i !

        voc (3H) God I pass become go - OPT (1) !

        May I pass, O Lord !

B)   raja dirghau   ho-ith !

        King long life become - OPT (3H) !

        May the king live long !

C)   he   bh↔gban u   rait-e   me m↔ir ja-e !

        Voc (3H) God he (3NH) night-EMPH in die go-OPT (3NH) !

        May he die overnight, O lord !

The processes of transformation of the direct speech into the reported speech are illustrated below:

A.   O k↔h-l↔k,   "bh↔gban ↔i papi-ke ch↔ma-k↔-d↔e"
        he say-PAST (3NH), "God   this siner-OBJ pardon-OPT"
        He said, "May God pardon this sinner !"

        bh↔gban ☐i papi-ke   ch↔ma k↔r-thun   se
        God   that sinner-OBJ pardon do-OPT (3H) that-CONJ
        o   cah-↔i
        he want-PAST (3NH)
        He wished that God might pardon that sinner.

B. l□k↔b cic↔-y↔l,　　　　"rastr↔p↔ti-k　j↔y !"

　　　people cry-PAST (3NH), "president of long live-OPT (3H) !"

　　　The people cried out, "Long live the king !"

　　　rastr↔p↔ti dirgh↔-jibi-h□uth　　se　l□k s↔b　prarth↔na-kel↔k

　　　president long live-OPT (3H) that people　　pray-PAST (3NH)

　　　The people prayed that the president might live long.

The processes of transformation of the direct speech into the reported speech area:

i)　　　The reporting verb is changed into 'cah (to wish)', 'prarth↔na (to pray)', 'srap (to curse)', etc. in accordance with the meaning coveyed by the direct speech in the reported speech.

ii)　　'se' is used to delete the inverted commas.

iii)　　In optative sentence, the reporting verb is generally placed after the reported clause.

iv)　　If the reporting verb is in the past tense, then tense of the direct speech is changed into the corresponding past tense.

v)　　Exclamation mark (!) is changed into full stop (।); (.) in English.

3.2　Conjunctions Used to Transform Direct Speech into Reported Speech in Maithili

Conjunctions also play a very significant role in the reported speech. While transforming the direct speech into the reported speech, there is a need of conjunctions to delete the inverted commas. It is because the direct speech can not be transformed into the reported speech until the inverted commas are deleted. Conjunctions used to perform this task in different sorts of sentence, viz. assertive, interrogative, imperative, etc. are made very clear by the following examples:

Assertive Sentence

A.   didi   h↔m-ra k↔h-l↔k, "p□thi-k ↔dhy↔n-ne s↔rsw↔tik

        elder sister I-OBJ   say-PAST, "book of study-EMPH sarswaile of

        puja   ch-↔ik"

        worship   AUX-PRES

        My elder sister said to me, "Studying the book is the worship of Goddes Saraswati."

i)   didi   b↔m-ra   k↔h-l↔k je   p□thi-k ↔dhy↔n-ne

        elder sister I-OBJ say-PAST that-CONJ book of study-EMPH

        s↔rsw↔ti-k   puja   ch-↔ik

        sarswati of worship AUX-PAST

        My elder sister told me that studying the book is the worship of Goddess Saraswati.

OR

ii)   p□thi-k ↔dhy↔n-ne   s↔rswati-k puja ch-↔ik   se

        book of study-EMPH saraswati of worship AUX-PRES that-CONJ

        didi   h↔m-ra   k↔h-l↔k

        elder sister   I-OBJ   say-PAST

In assertive sentence in Maithili, two conjunctions 'je (that)', and 'se (that)' are used to delete the inverted commas 'je' is used to delete the inverted commas when the reporting verb is before the reported clause as shown in (i) of (A). On the other hand, 'se' is used to perform that same task, which is done by 'je', when the reporting verb is placed after the reported clause as shown in (ii) of (A).

Interrogative Sentence

A. h↔m hun-ka   puch-↔i-chi-en,   "k↔thi aha®

I   he-OBJ   ask-IMPERF AUX-PRES (2H), "What you

khai-chi ?"

eat-IMPERF AUX-PRES (3H)"

I ask him, "What do you eat ?"

h↔m hun-ka   puch-↔i-chi-en   je o k↔thi

I   he-OBJ ask-IMPERF AUX-PRES (2H) that he what

khai-ch↔-ith

eat-IMPERF AUX-PRES (3H)"

I ask him what he eats.

B. r☐h↔n   h↔m-ra k↔h-l↔k,   "tu®   h↔m-ra
s↔nge

rohan I-OBJ   say-PAST (3NH), "you (2NH) I-OBJ with

agra   c↔l-be"

agra   go AUX-PRES (2NH)"

Rohan said to me, "Do you go to Agra with me ?"

r☐h↔n   h↔m-ra   puck-l↔k   je   h↔m   o-
k↔ra

rohan I-OBJ   ask-PAST (3NH) that-CONJ I   he-OBJ

s↔nge   agra   gel-↔u®

with   agra   go-PAST

Rohan asked me if I went to Agra with him.

In interrogative sentence, 'je' is used to delete the inverted commas no matter
whether the direct speech is yes/no question or WH-question. 'se' can also be

used in the place of 'je' but when 'se' is used then the reporting verb comes after the reported clause.

Imperative Sentence

A. O   h↔m-ra   k↔h-l↔ith, "kripya,   i   kaj   k↔r-u"
he   I-OBJ   say-PAST (3H), "please, this work do-IMP (2H)"
He said to me, "Please, do this work."

  O   h↔m-ra   O   kaj   k↔r-bak-lel   ↔nur dh-ke-l↔ith
he   I-OBJ   that work   do to   request-PAST (3H)
He requested me to do that work.

B. malik   n k↔r-ke   k↔h-↔l-khin, "↔hitham n↔i b↔is-↔"
master   servant-OBJ say-PAST (3H), "here not sit-IMP (2H)"
The master said to the servant, "Don't sit here."

malik   n k↔r-ke   ↔hitham b↔is-s↔ m↔na-kel-khin
master   servant-OBJ here   sit from   prohibit-PAST (3H)
The master prohibited the servant to sit there.

C. O   h↔m-ra   k↔h-l↔k, "j↔ldi !   s↔m↔y
he   I-OBJ   say-PAST (3NH), "fast !   time
b↔rbad n↔i k↔r-u"
waste not do-IMP (2H)"
He said to me, "Hurry up ! Don't waste time."

i) O   h↔m-ra k↔h-l↔k   je   j↔ldi k↔r-u
he   I-OBJ say-PAST (3NH) that-CONJ fast do-IMP (2H)
s↔m↔y   n↔i b↔rbad   k↔r-u
time   not   waste   do-IMP (2H)
He told me not to waste time.

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ii)   j↔ldi k↔r-u   s↔m↔y   n↔i b↔rbad   k↔r-u
       fast do-IMP (2H) time   not   waste   do-IMP (2H)

       se   o h↔m-ra   k↔h-l↔k
       that-CONJ he I-OBJ   say-PAST (3NH)

       He told me not to waste time.

iii)   s↔m↔y   n↔i b↔rbad-k-k↔   j↔ldi k↔r-bak-lel O
       time   not   waste without fast   do to   he

       h↔m-ra   k↔h-l↔k
       I-OBJ   say-PAST (3NH)

       He told me to do fast without wasting time. (literal meaning)

       He told me not to waste time.

In imperative sentence in Maithili, no any conjunction is generally used to delete the inverted commas rather the post-position 'bak-lel' or '-lel' is used for that task, as shown in (A), (B), and (iii) of (C), is more usual and used frequently. Though some people use conjunctions 'je' and 'se' to perform that task, as shown in (i) and (ii) of (C), that sounds awkward and is not used frequently.

Exclamatory Sentence

A.   elisa baj-↔l,   k↔tek   nik   drisy↔ !"
      alisa   speak-PAST (3NH) "how gook scenery !"
      Alisa said, "What a charming scenery !"

i.   elisa ☐i   m↔nm☐h↔k   drisy↔-p↔r mugdh   bh↔
      alias that   charming   scenery on   enchanted   be
      uth8-↔l
      stand AUX-PAST (3NH)
      Alisa was enchanted by that charming scenery (literal meaning)
      Alisa exclaimed with surprise that it was a very charming scenery.

ii.   elisa   as≅c↔ry-c↔kit bh↔   baj-↔l   je   O

alisa   surprise with be   speak-PAST (3NH) that-CONJ   that

b↔hut   nik   drisy↔   ch-↔l

very good/charming scenery   AUX-PAST

Alisa exclaimed with surprise that it was a very charming scenery.

B.   O k↔h-l↔k,   "chi ! keh↔n   g↔nda k□th↔ri !"

she say-PAST (3NH), "pooh ! what kind of dirty   room !"

She said, "Pooh ! What a messy room !"

O   ghrina-s↔®   baj-↔l   je   k□th↔ri

she contempt with speak-PAST (3NH) that-CONJ room

↔st-by↔st   ch↔-l↔ik

messy   AUX-PAST

Conjunctions used in exclamatory sentence to delete the inverted commas are 'je' and 'se'. The only difference that was found with them in the case of assertive sentence is found in this sentence as well. If possible then the inverted commas can be deleted without using any conjunction as shown in (i) of A.

Optative Sentence

A.   pitaj-ji   ↔p↔n beta-ke k↔h-↔l-khin,   "aha®
father (H) he-GENIT son-OBJ say-PASt (3H), "you (H)
p↔rikcha-me   utirn   bh↔ ja-i !"
exam in   pass be   go-OPT !"

pita-ji   ↔p↔n   beta-ke   p↔rikcha-me utirn h□e-bak
father (H) he-GENIT son-OBJ   exam in   pass become-OPT
as≅irbad de-l-khin
bless   give-PAST (3H)
Father blessed his son that he might pass the exam.

B.   O k↔h-l↔k,   "bh↔gban ↔i papi-ke   ch↔ma-k↔-d↔e !"

he say-PAST (3NH), "God   this sinner-OBJ   pardon-OPT

He said, "May God pardon this sinner !"

O   cah-↔i-ch-↔l   je   bh↔gban ⬜i papi-ke

he want-PAST (3NH) that-CONJ God   that sinner-OBJ

ch↔ma k↔r-thun

pardon do-OPT (3H)

He wished that God might pardon that sinner.

Conjunctions 'je' and 'se' are used to delete the invested commas while transforming the direct speech into the reported speech. The use of 'se' is shown in (A) of 3.1.5. Without using conjunction also the direct speech of optative sentence can be transformed into the reported speech (see in (i) of A in 3.3.5).

In exclamatory and optative sentences, there is no hard and fast rule about the use of conjunctions to delete the inverted commas. If it is possible to transform the direct speech into the reported speech without using any conjunction, then the inverted commas can be deleted.

3.3   Comparison and Contrast of Processes of Transforming the Direct Speech into the Reported Speech in Maithili and English

Whether the direct speeches in the Maithili and English language are transformed in the same way or not is considered here. The direct speeches of both languages are compared. Where they contrast from each other is presented under the following sub-headings.

3.3.1 Assertive Sentence

Let's consider the comparison and contrast of the process of transforming the direct speech in the reported speech in Maithili with those in English:

A) O k↔h-l↔ith, "bhuk↔b↔la kukur k↔dapi n↔i kat-↔it-↔ich."

he say-PAST, "barking   dog   seldom   cut -IMPER AUX-PRES. (3NH)

He said, "Barking dog seldom bites."

O k↔h-l↔ith je bhuk↔b↔la kukur k↔dapi n↔i kat-↔it-↔ich

he say-PAST that-CONJ barking dog seldom cut-IMPER AUX-PRES (3NH).

He said that barking dog seldom bites.

<p align="center">Or</p>

bhuk↔b↔la kukur k↔dapi n↔hi kat-↔it-↔ich se O k↔h-l↔ith

barking   dog   seldom cut-IMPER AUX-PRES. (3NH) that-CONJ he say- PAST.

He said that barking dog seldom bites.

What is illustrated in the above example that the tense of the direct speech is shifted back to the tense of the reporting verb if statement is a general or universal truth, scientific fact, etc. in the direct speech. It is also clear that there are two different options to transform the direct speech into the reported speech in the Maithili language. They are :

They are:

i) Putting the reporting verb at the same position as that was in the direct speech, and

ii) Placing the reporting verb after the reported clause, that is, just in opposite way as that was in the direct speech.

In the Maithili language, unlike the English language, use of conjunction that comes for subordinating two clauses solely depends upon the way of transforming the direct speech into the reported speech. If we follow (i), then the subordinating conjunction will be 'je' or 'b↔lu' otherwise that will be 'se'.

B) O h↔m-ra k↔h-l↔ith,   "h↔m ahã-ke   aig-s↔ n↔ikhel-bak-lel ber-ber

S/he I-OBJ say-PAST-(3N), "I you-OBJ fire with not play for often

k↔h-ne-chi."

say-PERF AUX-PRES."

He said to me, "I have often told you not to play with fire".

O   h↔m-ra k↔h-l↔ith   je   o ber-ber h↔m-ra aig-s↔ n↔i khel-baklel

S/he I-OBJ say-PAST that-CONJ he often I-OBJ fire with not play for

b↔r↔j-ne-r↔h↔ith.

prohibit -PERF AUX-PAST (3H).

He told me that he had often told me not to play with fire.

OR

O   ber-ber   h↔m-ra   aig-s↔   n↔i   khel-bak-lel

he   often   I-OBJ fire with not play for

b↔r↔j-ne-r↔h↔ith   se   o   h↔rn-ra

prohibit-PERF AUX-PAST (3H) that-CONJ s/he   I-OBJ

k↔h-l↔ith

say-PAST (3H)

He told me that he had often told me not to play with fire.

From example (B), it is clear that tense of the reported clause is shifted to the tense of the reporting verb if the reporting verb is in the past tense in the Maithili language as well. Otherwise the tense is retained same as in the reported clauses.

For example:

C) u h↔m-ra k↔h-l↔k, "h↔m-↔r   mã   ekh↔no jib↔it ch↔-thinh"

he I-OBJ say-PAST, "I-GENIT mother yet   alive   AUX-PRES (3H).

He said to me, "My mother is yet alive."

u h↔m-ra k↔h-l↔k   je   O-k↔r   mã   ekh↔no jib↔it ch↔-thinh

he I-OBJ say-PAST that-CONJ he-GENIT mother yet   alive AUX-PRES (3H).

He told me that his mother is yet alive.

However, tense won't be shifted if there is the presence of such adverbs as 'yet', 'still', etc. within the inverted commas even though the reporting verb is in the past tense or if the statement is still relevant.

Transformation of the direct speech in English:

D.   He said, "I am unwell."

         He said that he was unwell.

E.   The teacher said to us, "The earth moves around the sun."

         The teacher told us that the earth moves around the sun.

F.   "I know her address", said Gopi.

         Gopi said that he knows her address.

From the above examples, it is clear that there is only one way to transform the direct speech into the reported speech, that is, the reporting verb is put before the reported clause. In the case of being general or universal truth, scientific fact, immediate report, etc. in (E) and (F), tense of the direct speech is not shifted back to the tense of the reporting verb though it is in the past tense.

3.3.2 Interrogative Sentence

Let's consider the comparison and contrast of the process of transforming the direct speech into the reported speech in Maithili with those in English:

A) O h↔m-ra k↔h-l↔ith, "ki   ahã s↔hi-me cin-s↔   ay↔l-chi?"

   he I-OBJ say-PAST, "what you really China from come-PERF AUX- PRES (3MH)

He said to me, "Have you really come from China?"

O h↔m-ra puch-l↔ith   je   h↔m s↔hi-me cin-s↔ ay↔l-ch↔li.

he I-OBJ ask-PAST (3H) that-CONJ I really China from come-PARF-AUX-PAST.

He asked me if I had really come from China.

B) h↔m hun-ka puch-↔i-chi-en,   "k↔thi ahã khai-chi?"

   I   he-OBJ ask-IMPERF AUX-PRES (2H), "What you eat-IMPERE AUX-PRES (3H)?"

   I ask him, "What do you eat?"

h↔m hun-ka puch-↔i-chi-en   je   O k↔thi khai-ch↔-ith

I   he-OBJ ask-IMPERF AUX-PRES (2H) that-CONJ he what eat-IMPERF AUX-PRES (2H).

I ask him what he eats.

C) h↔m o-k↔ra k↔h-↔li-↔i,   "kiy t   b↔cca-ke pit-l↔h ?"

   I   he-OBJ say-PAST (3NH), "Why you child to beat-PAST (3NH)?"

I said to him, "Why did you beat the child?"

h↔m o-k↔ra k↔h-↔li-↔i   je   o kiya b↔cca-ke pit-ne-ch↔-
l↔ ?"

I he-OBJ say-PAST (3NH) that-CONJ he why child to beat-PERF AUX-PAST (3NH).

I asked him why he had beaten the child.

OR

h↔m o-k↔ra-s↔ b↔cca-ke pit-bak kar↔n puch-ne-ch↔-li↔i.

I   he-OBJ from child to beat reason ask-PERF AUX-PAST (3NH)

I asked him the reason of having beaten the child.

Transformation of the direct speech in English:

D.   My father said to her, "Have you been to London ?"
        My father asked her if she had been to London.

E.   "Will you listen to such a man ?" said the stranger.
        The stranger asked them whether they would listen to such a man.

F.   "Where do you live ?" asked the stranger.
        The stranger enquired where I lived.

G.   The policeman said to us, "Where are you going ?"
        The policeman enquired where we were going ?

Considering the above illustrated examples, it is quite clear that the conjunction
which is used to subordinate the two clauses here is that same; je (that), which
was used for subordinating the two clauses while treating the assertive
sentences in the Maithili language. But this is not the case with the English
language. Unlike in the Maithili language, in the English language either 'if' or

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'whether' is used to subordinate two clauses; the reporting verb and the reported clause if 'yes/no' question' is in the inverted commas as a reported clause, then the same wh-word, which the wh-question starts from, is used to subordinate the reporting verb and the reported clause. These things are shown in (D), (E), (F), and (G) respectively.

In Maithili, the reporting verb of the direct speech is changed into 'puch (to ask or enquire)', 'pr↔sn (to question)', etc. when that is converted into the reported speech. Similarly, in the English language also the reporting verb is changed into 'to ask', 'to enquire', etc. at the time of transforming the direct speech into the reported speech. In addition to it, the question form; yes/no question or wh-questions, is given the form of assertive sentence and then the tense of the direct speech is changed into the corresponding past tense at the time of transforming it into the reported speech only if the reporting verb is in the past tense otherwise the tense will remain the same as in the direct speech.

3.3.3 Imperative Sentence

Let's consider the comparison and contrast of the process of transforming the direct speech into the reported speech in Maithili with those in English:

E)   u   h↔m-ra k↔h-l↔k,   "i n↔i kha-u"

        he (NH) I-OBJ say-PAST, "this not eat-IMP- (2H)."

        He said to me, "Don't eat it."

        u   h↔m-ra o n↔i khe-bak-lel k↔h-l↔k.

        he (NH) I-OBJ it not eat to say-PAST (3NH)

        He told me not to eat that.

OR

u   h↔m-ra o n↔i khe-ba-s↔ b↔r↔j-l↔k.

he (NH) I-OBJ it not eat from prohibit-PAST (3NH)

He prohibited me to eat that

A)   Sonu ↔p↔n bhai-s↔ k↔h-l↔k,   "h↔m-ra cithi j↔ldi-e

        Sonu he-GENIT brother from say-PAST (3NH), "I-OBJ letter soon

        likhi-↔h."

        write-IMP- (2MH)".

        Sonu said to his brother, "Write a letter to me soon."

i)   Sonu ↔p↔n   bhai-s↔ k↔h-l↔k   je (h↔m-ra)

        Sonu he-GENIT brother from say-PAST (3NH) that -CONJ (he-OBJ)

        cithi j↔ldi-e likhi-↔h

        letter soon write-IMP (3NH).

        Sonu told his brother to write a letter to him soon.

OR

ii)   Sonu ↔p↔n   bhai-s↔ h↔m-ra cithi jaldi-e likh-bak-lel k↔h-↔l-k↔i.

        Sonu he-GENIT brother from   letter soon write to   say-PAST (3NH).

        Sonu told his brother to write a letter to him soon.

Notice that in (i), h↔m-ra (me) is optional. Its absence or presence does not cause any difficulty to comprehend the meaning of what is intended to convey. With or without 'h↔m-ra (me)', it is quite clear that the subject 'Sonu' told his brother to write 'him' (not to other) a letter.

In (ii), the reporting verb, i.e. k↔h-↔l-k↔i (told) has been placed at last. In this case, 'h↔m-ra (me)' must be deleted otherwise its meaning, i.e. the speaker

wants to convey, will be totally changed. Let's notice how its meaning 'will be changed with the presence of 'h↔m-ra (me)':

? sonu ↔p↔m bhai-s↔ h↔m-ra cithi j↔ldi-e likh-bak-lel k↔h-↔l-k↔i.

Now its meaning is that Sonu's statement is being spoken by the third person. It means the third person is telling Sonu's brother that sonu told you to write me, third person or the present speaker, (not to Sonu) a letter soon, which sonu does not mean.

B)　　malik　nok↔r-ke k↔h-↔l-khin,　　　"↔hithaim n↔i b↔is–↔."

　　　　Master servant-OBJ say-PAST (3H), "here　not　sit– IMP (2H)."

　　　　Master said to the servant, "Don't sit here."

　　　　malik　　nok↔r-ke　　↔hi ham b↔is-s↔ m↔na-kel-khin.

　　　　Master servent-OBJ here sit from prohibit-PAST (3H).

　　　　Master prohibited the servant to sit there.

Transformation of the direct speech in English:

C.　　Rama said to Arjun, "Go away."
　　　　Rama ordered Arjun to go away.

D.　　He said to him, "Please, wait here till I return."
　　　　He requested him to wait there till he returned.

E.　　"Call the first witness", said the judge.
　　　　The judge commanded them to call the first witness.

In English, in reporting commands and requests, the reported speech is introduced by some verb expressing command or request, and the imperative

mood is changed into the infinitive. And the reporting verb of the direct speech is changed into different sorts of verb; tell, order, command, prohibit, request, etc. in accordance with the sense expressed in the direct speech.

Like in the English language, in the Maithili language as well the reporting verbs are changed into tell, order, prohibit, request, etc. according to the sense of the clauses that are inclosed in inverted commas.

3.3.4 Exclamatory Sentence

Let's consider the comparison and contrast of the process of transforming the direct speech into the reported speech in Maithili with those in English:

A)   elisa baj-↔l,   "bap re ! k↔tek sund↔r !"

Alisa speak-PAST (3NH), "Wow ! How beautiful !"

Alisa said, "Wow ! How beautiful !

elisa sund↔r-ta deikh khusi-s↔ cihuik uth□-↔l.

Alisa beauty by seeing happy with surprise stand-PAST (3NH)

Alisa exclaimed with surprise that it was very beautiful.

OR

elisa a c↔ry↔ -c↔kit-bh↔ baj-↔l   je   o b↔hut

Alisa surprised with speak-PAST (3NH) that-CONJ it very

sund↔r ch↔l.

beauty AUX-PAST (3NH).

Alisa exclaimed with surprise that it was very beautiful.

In the Maithili language, like in the English language, while converting the direct speech into the reported speech, along with the reporting verb suitable phrases; ghrina-sã (with contempt), a c↔ry↔ -c↔kit-bh↔ (with surprise), h↔rsa- (sã) (with joy), etc. are added on the basis of the meaning which is expressed in the direct speech (Jha, 1979).

Let's see the following example mentioned by Jha (Jha, 1979, p. 117).

B)   ume m↔he -ke   k↔h-l↔k,   "↔hobhagy↔ ! ketek din-p↔r

      Umesh Mahesh-OBJ say -PAST (3NH), "Luckily ! how day on

      bhet-bhel."

      meet-PAST (3NH) !"

      Umesh said to Mahesh, "Luckily ! We met after a long time !"

      b↔hut din-p↔r m↔he   bhet-bhela-p↔r ume   h↔rs↔

      very day on Mahesh meet-PAST on Umesh joy

      pr↔k↔t-kel↔k.

      Show-PAST (3NH).

      Umesh exclaimed with joy to Mahesh that they had met after a very long time.

Transformation of the direct speech in English:

C.   He said, "Alas ! I am undone."
      He exclaimed sadly that he was undone.

D.   Alice said, "how clever I am !"

Alice exclaimed that she was very clever.

E.   He said, "Bravo ! You have done well."

       He applauded him saying that he had done well.

In English, in reporting exclamations the reported speech is introduced by some verb expressing exclamation. interjections used in the direct speech are removed in the reported speech. The reporting verb carries on the sense and meaning of the direct speech in the reported speech.

3.3.5 Optative Sentence

Let's consider the comparison and contrast of the process of transforming the direct speech into the reported speech in Maithili with those in English:

A)   roh↔n ok↔ra k↔h-↔l-k↔i,   "m↔ir-jo !"

       Rohan he-OBT say-PAST (3NH), "die go-OPT (3NH) !"

       Rohan said to him, "May you die !"

i)   rohan ok↔ra m↔ir-jebak   srap de-l-k↔i.

       Rohan he-OBJ die go-OPT curse give-PAST (3NH)

       Rohan cursed him that he might die.

OR

ii)   roh↔n ok↔ra   m↔ir-jo   se   srap de-l-k↔i.

       Rohan he-OBJ die-go-OPT that-CONJ curse give-PAST (3NH).

       Rohan cursed him that he might die.

The following example mentioned by Jha (Jha, 1979, p. 116) is:

B)   P↔ndit-ji ok↔ra k↔h-↔l-khin,   "bh↔gban tora

       Priest (3H) he-OBJ say-PAST - (3H), "God you-OBJ

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r↔kcha k↔r-↔ith.

Save do-OPT- (3H).

The priest said to him, "May God save you !"

p↔ndit-ji bh↔gban ok↔ra   r↔kcha k↔r-thun   se   a irbad

priest   God   you-OBJ save do-OPT (3H) that-CONJ bless

de-l-khin

give-PAST (3H)

The priest blessed that god might save him.

Transformation of the direct speech in English:

C.   Alice said to his friend, "May you be victorious !"
      Alice wished his friend that he might be victorious.

D.   He said to her, "May you go to the hell !"
      He cursed her that she might go to the hell.

E.   He said, "May God save us !"
      He prayed that God might save them.

Optative sentence mainly starts with 'may' and ends with the exclamations mark (!). The sense of the direct speech is carried out by the reporting verb in the reported speech. In an optative construction, the speaker usually expresses blessing, curses, wishes, etc. The invested commas from the direct speech in the reported speech are deleted by the conjunction 'that'.

It has been found that the reporting verb, like in the English language, are changed into different verbs; 'srap (curse)', 'a irbad (bless)', etc., according to

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the mood of the speaker that s/he wants to express towards the listeners or the addressees (Jha, 1979, p. 116).

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings of the Study

On the basis of analysis and interpretation of the collected data, the researcher found both similarities and differences on the research topic 'The Reported Speech in English and Maithili'.

4.1.1 Findings in Terms of Processes of Transforming the Direct Speech into the Reported Speech in Maithili

i)   In the Maithili language, like in the English language, though the direct speech is in the past tense, the tenses are not shifted back to the reporting verbs while transforming the direct speech into the reported speech if there is general truth or universal truth or scientific fact in the direct speech.

ii)   The reporting verbs of the interrogative sentences are changed into 'puch (to ask)' while transforming the direct speech into the reported speech.

iii) The reporting verbs are changed into agya (to order)', 'agr↔h (to request)', m↔na (to forbid or prohibit)', 'Sujhab (to suggest)', etc. at the time of transforming the direct speech into the reported speech.

iv)   While transforming the direct speech of the exclamatory sentence into the reported speech, suitable phrases; ghrina- sã (with contempt), a c↔ry↔-c↔kit-bh↔ (with surprise), etc come along with the reporting verb.

4.1.2 Finding in Terms of Conjunctions Used to Transform the Direct Speech into the Reported Speech in Maithili

i)   Conjunctions **je**, **bÅ lu**, and **se** are used to transform the direct speech of all sorts of sentences; assertive, interrogative, etc., into the reported speech in Maithili. But in the case of imperative sentence, though the conjunctions; **je, bÅ lu** and **se**, are found having used to delete the inverted commas, generally no any conjunction is used while transforming the direct speech.

4.1.3 Finding in Terms of Comparison and Contrast of Processes of Transforming the Direct Speech into the Reported Speech in Maithili and English

Different sorts of similarity and difference are found after analysing and interpreting the primary data of the Maithili language and the English data extracted from the secondary sources.

4.1.3.1 Similarities

i)   All pronouns, except the third person pronouns, of the direct speech are changed according to the number and person of the subject and object of the reporting verb while transforming the direct speech into the reported speech in both languages.

ii)   In the Maithili language similar to the English language, tenses are not shifted back to the reporting verbs if the reporting verbs themselves are in the present tense.

iii)   In both English and Maithili languages, conjunction is used to delete the inverted commas of the assertive and interrogative sentences.

iv) In both languages, words expressing nearness in time or place in the direct speech are generally changed into words expressing distance in the reported speech.

v) The pronouns of the direct speech, except the first person pronoun in the imperative sentence, are changed in the indirect speech so that their relations with the reporter and his hearer, rather than with the original speaker, are indicated in both languages.

vi) When the reporting verb is in the past tense, all present tenses of the direct speech are changed into the corresponding the past tenses in both languages.

vii) Exclamation mark (!) is changed into full stop (.) in the reported speech of the exclamatory and optative sentences in both the English and Maithili languages.

viii) While transforming the direct speech of an optative sentence into the reported speech in the Maithili language, the reporting verb is changed into different verbs; srap (to curse), a irbad (to bless), etc. according to the mood of the speaker that he/she wants to convey as it is done in the English language.

4.1.3.2 Differences

1. Unlike in the English language, there are two different options to convert the direct speech into the reported speech in the Maithili language. They are:

    i) putting the reporting verb at the same position as that was in the direct speech, and

    ii) placing the reporting verb after the reported clause, that is, just in opposite way as that was in the direct speech.

2. There are different conjunctions which are used to delete the inverted commas in assertive sentences. They are: 'je', 'b↔lu', and 'se'. But in English language there is only one conjunction, i.e. that, to perform this task in the case of assertive sentences.

3. Although tense is shifted to reporting verb as in the English language, in the case of being such adverbs as 'yet', 'still', etc. Within the inverted commas tenses of the clauses which are within the inverted commas will not be shifted in the Maithili language.

4. There is only one conjunction, 'je' (that) to delete the inverted commas for both yes/no question and wh-question in the interrogative sentence in the Maithili language but we have two different conjunctions; 'if' and 'whether' for yes/no question to perform that same task in English.

5. For Wh-question in the interrogative sentence in English, no any conjunction comes to delete the inverted commas rather that same Wh-words which is in the direct speech performs the role of conjunction but in Maithili the same conjunction; 'je' (that), which is used for yes/no question comes to delete the inverted commas for wh-question as well.

6. In the case of the imperative sentence in Maithili, unlike in English, the first person pronouns are not changed if the subject of the reporting verb is the third person. They remain unchanged as they were in the direct speech.

7. In the case of permutation of words for the structure of the reported speech in the imperative sentence, the reporting verb is mentioned at last if the conjunction is not used to delete the inverted commas.

8.   In the exclamatory sentence, the reporting verb that reflects the reaction of the speaker over something is mentioned at last if the conjunction is not used to delete the inverted commas.

9.   Unlike in English, in Maithili for the optative sentences, the reporting verbs are generally mentioned at last in the reported speech.

4.2 Recommendations

On the basis of the findings, the researcher has recommended some important points which could be implemented in teaching field. The teachers, students, linguistics and other interested people could be highly benefited from such recommendations. These are:

i)   The student should be taught the sentence types: assertive, interrogative, imperative, exclamatory, and optative sentences, because the direct speech of all these sentence types are transformed into the reported speech.

ii)   Students should be taught the difference between the direct and reported speeches.

iii)   Processes of transforming the direct speech into the reported speech should be taught comparatively in Maithili with those of English.

iv)   In which condition the tense of the direct speech is shifted back to the reporting verb in the reported speech should be clarified to the students.

v)   Students must have the knowledge of how tenses of the direct speech are changed in the reported speech.

vi)   Teacher should teach the students that how to change pronouns and which pronouns are changed.

vii) How the reporting verbs of the assertive, interrogative, imperative, etc. are changed into different sorts of verb in the reported speech.

viii) Which conjunctions are used to delete the inverted commas in different sentences should be taught to the students.

ix) Which conjunctions are used in what ways should also be taught to the students. It is because the use of different conjunctions such as **je**, and **se** brings a kind of difference in the sentence structure of the reported speech.

x) Teacher does not have to rack his/her mind very much while teaching 'person' in Maithili if the students have already leant it in English language. It is because the person is exactly the same in Maithili as in English:

		English Language	Maithili Language
PERSON	1ˢᵗ	I (sing)	h↔m (Sing)
		We (pl.)	h↔m s↔b (pl.)
	2ⁿᵈ	You (Sing./Pl.)	ahã (H)/ t (NH) (Sing.)
			ahã s↔b (H)/t (NH) s↔b (Pl.)
			ap↔ne(HH) (Sing.)/↔p↔ne s↔b (HH) (Pl.)
	3ʳᵈ	He (Sing.)	O (Sing.)
		She (Sing.)	O (Sing.)
		It (Sing.)	O (Sing.)
		They (Pl.)	O s↔b (Pl.)

xi) The students should be imparted the knowledge of tense so that they could feel comfortable to find out the exact tense. It is because the aspect of different tenses are realised by the main verbs which adds aspect markers in themselves in Maithili. The aspect markers '-ne' and '-↔l' in perfective aspect for transitive and intransitive

respectively, '-↔it' in imperfective aspect, and 'r↔h↔l' in progressive aspect are attached directly to the verb stems themselves. For example,

h↔m bhat khe-ne-chi

   I   rice   eat -PERF AUX-Pres

   I have eaten rice.

(xii)   Before going through narration, the students must have the concept of affirmative and negative sentences. Similarly, they must know what yes/no question and WH-question are.

(xiii)   Teacher should list the markers of the imperative and optative sentences at the time of teaching them so that the students could easily find out the types of sentence.

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