

CHAPTER - ONE

INTRODUCTION

1.1 General Background

Language is a voluntary vocal system of human communication. It is an essential ingredient to become a man fully developed in every aspects of life. In general, language is a system of arbitrary vocal symbols which permits all people to communicate language. Thus, language is a means of communication too. But the arguments put on the nature and nature of learning have become a matter of dispute. Richards et al., (1985: 356) "language is the system of structural arrangement by units e.g. Morphemes, words and sentences."

Similarly, Oxford advanced Learner's Dictionary (2007 : 862) defines language as "the system of communication in speech and writing that is used by people of a particular country or area."

Language is a very complex psychological and social phenomenon in human life so much so that it has been taken as one of the mysteries that have confronted people, a topic on which there has been much speculations and no conclusion. Language is the 'species-specific' and 'species-uniform' possession of man. It is common to all and only human beings. It is the most unique God's gift that sets them apart from the rest of living beings. It is the greatest accomplishment of human civilization. It is perhaps the most significant asset of human life. Chomsky (1957:13) defines it as 'a set (finite or infinite) of sentences each finite in length and constructed out of a finite set of elements'. Similarly, Sapir (1921:8) defines language as 'a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntary produced symbols'.

Language is ubiquitous. It is presented everywhere in our thoughts and dreams, prayers and meditations, relations and communication, and rituals. Besides being a means of communication, and storehouse of knowledge, it is an instrument of thinking as well as a source of delight. Language dissipates superfluous nervous energy, directs motion in others, both men and animals, sets matter in motion as in charms and incantations, transfers knowledge from one person to another and from one generation to another. Language is also the maker or unmaker of human relationships. It is the use of language that makes a life bitter or sweet. Without language, man would have remained only a dumb animal. It is our ability to communicate through words that makes us different from animals. Language is often taken for granted because of its omnipresence.

1.1.1 The Sociolinguistic Situation in Nepal

Nepal is world famous for several reasons. It is not only the fact that Nepal boasts of the highest mountains in the world, but it also exhibits a remarkable wealth of cultures and languages.

Nepal, situated in the lap of the Himalayas, is a multiracial, multireligious, multicultural and multilingual country. Though a small country, it has been very fertile land for languages. It is a country of linguistic diversity. According to the Population Census Report 2001, there are 92 identified languages spoken in Nepal. Even today linguists are discovering new languages in some remote places of the country and probably many more languages are still waiting to be discovered. The number of languages in Nepal is greater than recorded in the census report because it subsumed the 30 distinct Rai languages under one heading 'Rai-Kirat'. Besides, the census has a category of 'other unspecified languages' the languages of which if added will certainly

increase the number of languages in Nepal close to 100. Apart from Nepali of very few languages (e.g. Maithili, Newar and Limbu) have written script literature and other materials such a grammar, dictionary and textbook. A vast majority of languages which belong to Tibeto-Burman family have no written forms and are on the verge of extinction.

There are, however, a large number of minority languages spread over a wide geographical area that are characterized by a declining number of speakers. This trend in the degeneration of Nepal's numerous languages can be seen clearly in the statistics compiled in the various census reports over the past four decades. There is, therefore, a strong case for adequate codification, description and expansion in the uses of these endangered languages for their preservation, development and standardization. It is against this background that we need to examine the multilingual and multiethnic situation in Nepal in the context of current democratic processes operating in the country.

These languages and their innumerable satellite dialects have genetic affiliation to at least four language families, namely Indo-Aryan, Tibeto-Burman, Austro-Asiatic/Munda and Dravidian. The languages are classified under the four language families as follows:

The Indo-Aryan Family

It includes the following languages:

Nepali	Rajbansi	Kumal
Maithili	Danuwar	English
Bhujpuri	Bengali	Bote
Tharu	Marwari	Magahi
Awadhi	Bajjika	Churauti
Urdu	Majhi	
Hindi	Darai	

The Tibeto-Burman Family

It includes the following languages:

Tamang	Tibeton	Baram/Baramu
Newar	Jirel	Koche
Magar	Yhoemo	Kagate
Gurung	Dura	Lhomi
Limbu	Meche	Toto
Sherpa	Pahari	Kham
Chepang	Lepcha/Lipche	Syang
Sunuwar Thami	Raji	Marpha
Dhimal	Hayu	Nar
Bhujel/Khawas	Byangshi	Rai langhages (moe than 33
Thakali	Ghale	language)
	Kaike	
	Chhantyal/Chhantel Raute	

The Austro-Asiatic/ Munda Family

It includes only one language i.e. Satar/Santhali which is spoken in Jhapa district of the Eastern part of Nepal.

The Dravidian Family

This family also includes only one language i.e. Jhangar/Dhangar which is spoken on the province of the Koshi river in the eastern part of Nepal.

Among the four language families mentioned above, the Tibeto-Burman language family is the largest one as it includes a large number of languages.

1.1.2 The English Language in Nepal

There are several languages spoken in the world. Among them, English is the most widely used means of communication. It is probably the native language of more people than any other languages except North Chinese. It is also used extensively as an auxiliary language. It is a global language which at present is most widely taught in over 100 countries. It is an invaluable means to access to new scientific, medical and technological information. It has penetrated deeply into the international domains of pacifical life, business, safety, communication, entertainment, media and education. It has reached in every continent being either first or second or foreign or official language. It is so widely used that it is no longer the language of English people only but an international language. It is equally used as a lingua franca so as to make communication possible among the speakers of different languages. It is also one of the official languages offered by the U.N.

English has become an inevitable source of knowledge for non-native speakers because most of the important books of the world are written and translated in English. At the age of scientific discoveries and development, English is the gate way to knowledge. The importance of the English language in the present day world need not be overemphasized. It is a principal language for international communication and gateway to the world body of knowledge. In view of these facts, the English language is given great importance in the education system of Nepal. English has become indispensable vehicle to the transmission of modern civilization in the nation. It is a passport through which one can visit the world and one who knows English can enjoy the advantages of a world citizen. He is received and understood everywhere. Therefore, English is the only means of preventing our

isolation from the world and we will act unwisely if we allow ourselves to be enveloped in the folds of dark curtain of ignorance."

English is undoubtedly of vital importance for accelerating the modernization process in Nepal. Thus, English is the language of higher education, mass media, business and diplomacy. We need English to make a link with the outer world. Teaching the English language in Nepal was started for the first time at Darbar High School in 1853. Now it has occupied an important place in the educational system of Nepal. In Nepal, it is taught as a compulsory subject right from grade one up to the bachelor's level whereas the English medium schools teach it right from the nursery level. The rapid growth of English medium schools and their impact on society proves the importance of English in Nepal. We need English mainly for two purposes viz. academic and communicative.

1.1.3 Introduction to the Maithili Language

Maithili is an Eastern Indo-Aryan language spoken by a total of about 27,975,822 people in the eastern and northern region of Bihar, of state of India and the south eastern plains known as the "Terai" of Nepal. According to the Population Census (2001), it is used as the mother tongue by 27,975,822 people that comprise 12.30% population of Nepal. There are about nine districts i.e. Morang, Sunsari, Saptari, Siraha, Udayapur, Sarlahi, Rautahat, Dhanusha, and Mohattari where Maithili is spoken. Though Maithili has its own script known as 'Mithilakhar' or Tirhut scripts, nowadays it is written in "Devanagari" script. No definite data can be determined as to since when Maithili adopted the Devanagari scripts on its written form. Maithili has a long tradition of written literature both in Tirhut and Devanagari script. Great poet of the Maithili language, Vidhyapati whose age is supposed to be hundred years prior to the age of Bhanubhakta, gave wide recognition to this language.

Maithili has been taught as subject of study in both the countries Nepal and India from school to university levels. New constitution of Nepal, 2063 asserts the fundamental rights of each community to operate school up to the primary level in its own Mother Tongue for importing education to its children. Now days Maithili is used as medium of instruction at primary level in some schools of a few districts namely Dhanusha, Mahottary, Saptari, Sunsari and Sirha. It is also being taught as an optional first paper at the secondary level and as a major subject in the Faculty of Humanities and Social Sciences in T.U. from intermediate to Master levels. The importance of Maithili in the context of Nepal need not to be overemphasized as it flourished as a court language in Kathmandu valley during Malla period. Several literary works and inscriptions in Maithili are still presented at the national achieves in Kathmandu.

Position of Maithili Language in the Indo-Aryan Family

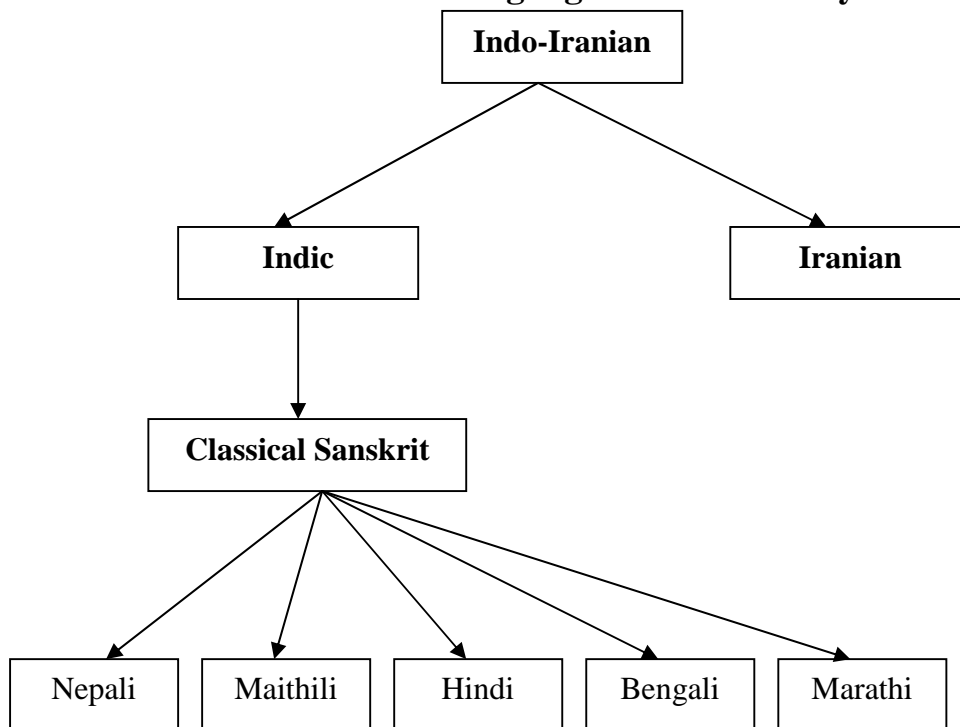


Figure 1.1 Based on Jha (1955) showing genetic relation to other language originated from the same mother language "Sanskrit."

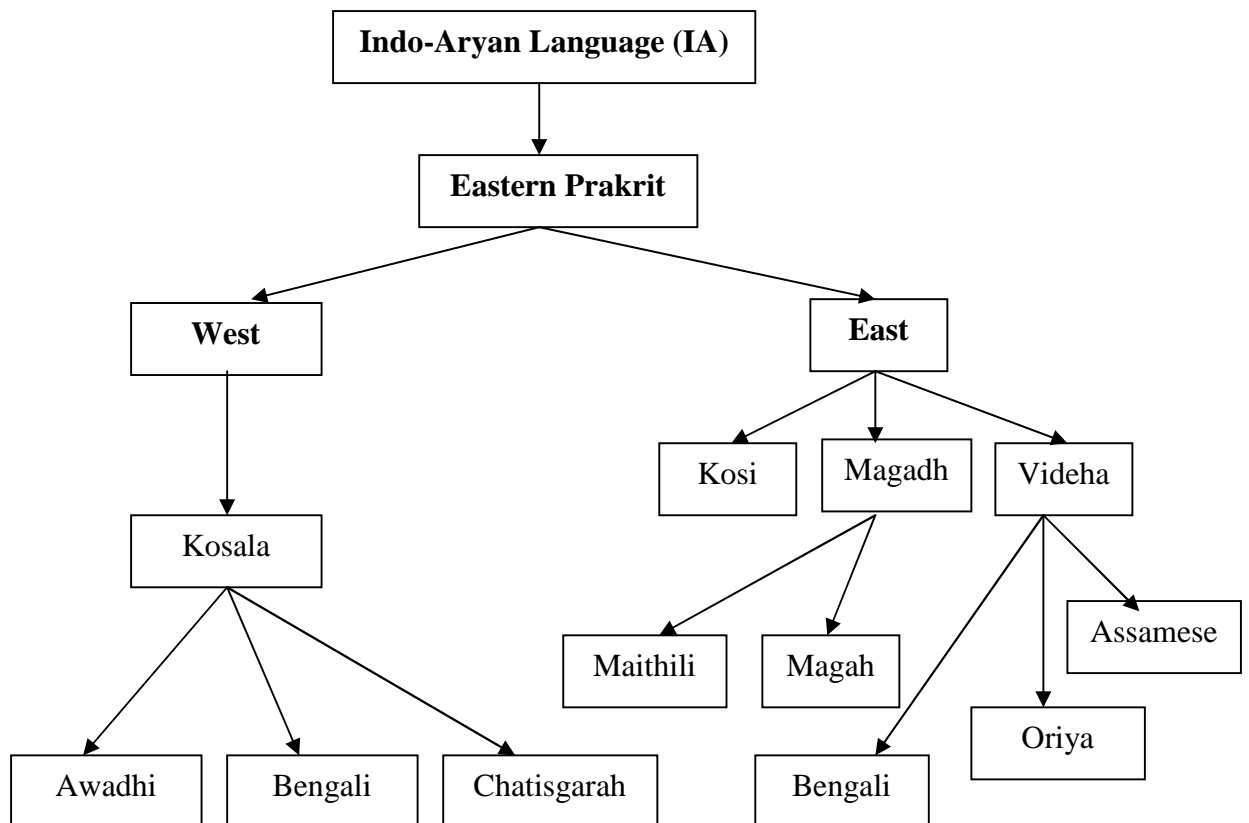


Figure 1.2 Genetic relation of other IA languages of Eastern India based on Jha (1958).

1.1.4 Need and Importance of Contrastive Analysis

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

(i) Interlingual Comparison

The comparison between two languages like English and Maithili is called interlingual comparison.

(ii) Intralingual Comparison

The comparison between the two dialects like Northern Maithili and Janakpuriya Maithili of the same language viz. Maithili is called intralingual comparison.

Contrastive analysis is a linguistic enterprise aimed at producing inverted (i.e. contrastive, not comparative) two-valued typologies (a CA is always concerned with a pair of languages), and founded on the assumption that languages can be compared. Although in early 19th century CA was used for the study of genetic relationships of languages, from mid 20th century CA was started to be used in the field of language teaching. Robert Lado, (1957: 7) wrote a book entitled "Linguistics Across Culture" which disseminated the work by Fries. Lado provided three underlying assumptions of CA, which have significant role in language teaching.

- a) "Individuals tend to transfer the forms and meanings and distribution of forms and meanings of their native language and culture to the foreign language and culture, both productively when attempting to speak the language.... And receptively when attempting to grasp and understand the language".
- b) "In the comparison between native and foreign languages lies the key to ease or difficulty in foreign language learning".
- c) "The teacher who has made a comparison of the foreign language with the native language of the students will know

better what the real learning problems are and can better provide for teaching them".

An L2 learner tends to transfer the system of his L1 to the L2 he is learning. Therefore, the L1 and the L2 need to be compared to find out their similarities and differences which are the sources of ease and difficulties in learning an L2 respectively. Transfer may be either positive or negative. If the past learning facilitates the present learning, the transfer may be positive. It is called facilitation. On the contrary, transfer may be negative if the past learning interferes the present learning it is called interference. The ease or difficulty in learning L2 depends on whether it is similar to L1, or different. It will be easy to learn L2 if both of them are similar and there will be less chances of committing errors. On the contrary, it will be difficult to learn an L2 if both of them are different and there will be more chances of committing errors.

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

CA has its great importance in language teaching. It has mainly two functions. Firstly, it predicts the tentative errors to be committed by the L2 learners and secondly, it explains the sources and reasons of the L2 learner's errors. So a language teacher should have the knowledge of CA to treat the learners psychologically and academically. Unless a language teacher knows the sources unless a language teacher knows the sources and types of the errors that learners commit. S/he can not impart knowledge to the learners James. (1980) points out three traditional

pedagogical applications of CA. According to him, CA has applications in predicting and diagnosing a proportion of the L2 errors committed by learners with a common L1 and in designing of testing instruments for such learners.

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

When we start learning an L2, our mind is no longer a clean slate. Our knowledge of L1, has as it were, stiffened our linguistically flexibly mind. The linguistic habits of L1, deeply rooted in our mental and verbal activities, do not allow us to learn freely the new linguistic habits to L2. That is to say that the interference of the habits of L1 is a key factor that accounts for the difficulties in learning an L2. In other words, L1, interference stands as a main obstacle on our way to L2 learning. Learning an L2 is, therefore, essentially learning to over come this obstacle. So any attempt to teach and L2 should be preceded by an explanation of the nature of possible influence of L1 behaviour on L2 behaviour. This is precisely what CA does".

1.1.5 Importance of Grammar

The term 'grammar' has been derived from Greek word 'grammatika' or 'grammatika techne' which means 'the art of writing: Grammar is the rules in a language for changing the form of words and combining them into sentences. Funk and Wagnalls (1960:164) define

grammar as 'the science that treats of the principles that govern the correct use of language in either oral or written form". Similarly, Richard et al., (1999:161) defines grammar as "a description of the sources of language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language".

In fact, grammar is a mechanism of a language to produce correct sentences according to the rules of the language. Thus, learning a language is learning the rules of the language in speech and writing. The main purpose of grammar is to help the students to choose structures which accurately express the meanings they want to create. Hence, grammar is a means for improving accuracy in the use of language.

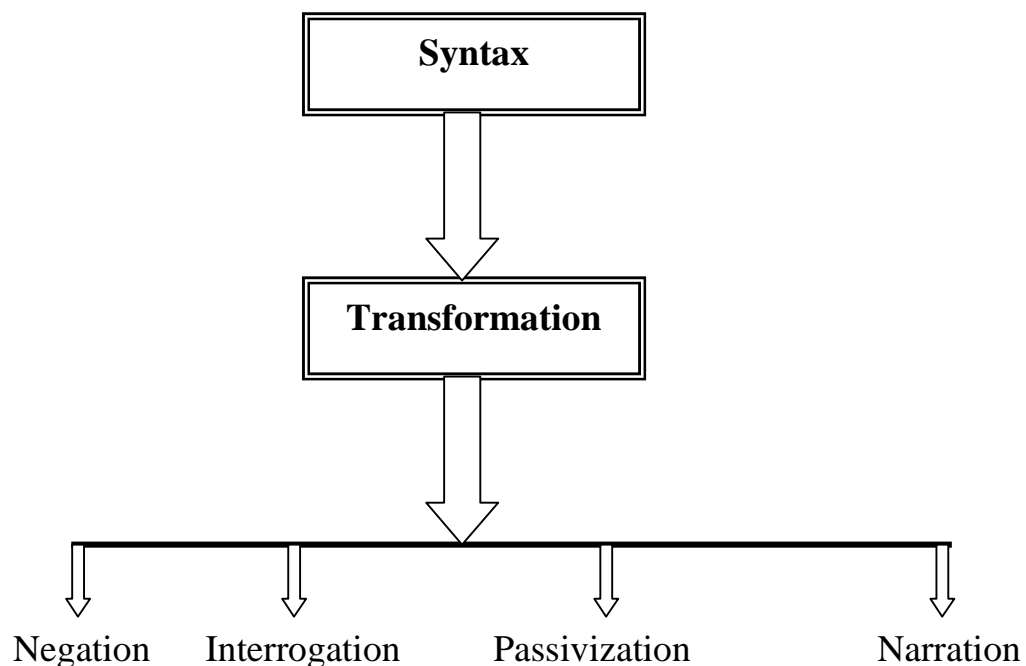
Different languages have different rules for different grammatical operations. If we want to form correct sentences in English, we employ S+V+O pattern e.g. Rekha reads a poem. Similarly, S+V+O pattern is used to form correct sentences in Nepali, Maithili, etc. Ma Kitab Padhchhu; Ham Kitab padhi achi, respectively. Since different languages have rules for different grammatical operations, it is necessary to internalize the grammar of a language while learning it.

1.1.6 An Overview of Transformation Theory

Transformational-Generative (TG) grammar has been proposed by the American linguist Noam Chomsky in 1957. TG grammar is a model of the native speaker's competence which contains the finite set of rules which can generate infinite number of all and only grammatical sentences of a language and transform or map them onto others. It means TG grammar is both generative and transformational in nature. By Transformation, the rules which transform or map a sentence onto another and the deep structure into surface structure. Similarly, according to Robins (1967:242) "Essentially transformation is a method of stating

how the structures of many sentences in languages can be generated or explained formally as the result of specific transformations applied to certain structures". The basis (Kernel) sentences like affirmative, active and direct can be transformed into derived (non-kernel) sentences like negative and interrogative, passive and indirect respectively applying four T-rules: (i) addition/insertion (ii) deletion (iii) substitution and (iv) permutation.

The construction of a grammar of language involves three components of the language viz phonology, grammar: morphology and syntax, and semantics. Syntax is the grammar of sentences. It is the study of how words combine to form sentences and rules which govern the formation of sentences. In TG grammar, the syntactic component, one of the three main parts of the grammar, contains the rules for forming syntactic structures and rules for changing these structures. Both negative and interrogative transformations are the parts of syntax, which involve other transformations as well.



1.1.7 Types of Question

a) Yes/No Question

It expects yes or no answer. In it, tense and the first auxiliary verb are moved to the initial of a sentence. In case, only tense is present before a main verb except be or have, do is inserted by applying Do-support rule. Yes/No question is of two types:

- i) Positive yes/no questions: Does Usha Study English?
- ii) Negative yes/no questions: Does Usha not study English?

b) Wh- question

It is also called content question. It asks for completing some specific information in a sentence. It involves both subject-auxiliary inversion and wh-fronting transformation rules. It also involves operator addition rule in the absence of auxiliary verb in a sentence. Like yes/no question, it is also of two types:

- i) Positive Wh-question: What is your name?
- ii) Negative Wh-question: Where do you not go?

1.1.8 Review of the Related Literature

The researcher studied various kinds of books in order to accomplish his research entitled. "Transformations in English and Maithili." He consulted many thesis carried out under the Department of English Education. The research works, which have been done in the related field of this study, are motioned below:

Chalise (1998) has carried out a research on 'Negative and Interrogative Transformation in English and Nepali: A comparative study'. He found that the rules in changing affirmative sentences into negative and interrogative are more rigid and inflexible in English,

whereas they are less rigid and flexible in Nepali. Negative and Interrogative transformations simply extend the suffixes in Nepali whereas they change the word order in English.

Paneru (2001) has carried out a research on 'A Comparative Study of the Present Perfect Tenses and the Simple Past Tense in English and Nepali' and its impact on teaching English' He wanted to show comparison between the present perfect the simple past tense in English and Nepali and to find out their effect on teaching English. He found that the simple past was easier than the present perfect in English for Nepalese students.

Paudel (2001) has carried out a research entitled 'An Analysis of Errors in Sentence Transformation'. He wanted to identify and analyze the errors in transforming sentences and then to classify those errors into different types. He found the most of the errors committed by the students were in punctuation marks, 'some-any' suppletion and 'do' insertion. The students committed the highest number of errors in transforming the sentences into wh-question and the lowest number of errors in affirmative transformation.

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

There are some comparative studies carried out in the Department of English Education under Faculty of Education. However, no research has been conducted to find out the process of transformations in the Maithili language. So, the researcher is interested to find out the processes in transformation in the Maithili language and compare and contrast them with those of English. Therefore, the present study is different from the former students carried out in the Department of English Language Education.

1.1.9 Objectives of the Study

The main objectives of the present study were:

- i. To identify the processes of transformation in the Maithili language.
- ii. To compare and contrast them with English.
- iii. To suggest some pedagogical implications.

1.1.10 Significance of the Study

This is the first research on transformation in the Maithili language in the Department of English Education. So, it will be invaluable for the Department itself. The study is helpful for the researcher in the Maithili language. The study is equally significant for language planners, syllabus designers, textbook writers, students and teachers of language and linguistics, and people who are interested in this field.

1.1.11 Definition of the Specific Terms

i. Interrogative

An interrogative is a term used in the grammatical classification of sentence types, and usually seen in contrast with declarative.

ii. Passivization

Passivization is a process in the grammatical analysis of voice referring to a sentence, clause or verb from where the grammatical subject is typically the recipient or 'goal' of the action denoted by the verb.

iii. Transformation

Transformation is a formal linguistic operation which enables two levels of structure representation to be placed in correspondence.

iv. Inversion

Inversion is a term used in grammatical analysis to refer to the process or result of syntactic change in which a specific sequence of constituents is seen as the reverse of another.

v. Comparative

Comparative is a term used to characterize a major branch of linguistics, in which the primary concern is to make statements comparing the characteristics of different languages (dialects, varieties, etc), or different historical states of a language.

vi. Insertion

Insertion is a basic syntactic operation within the framework of transformational grammar which introduces (inserts) a new structural element into a string.

vii. Deletion

Deletion is a basic operation within the framework of transformational grammar, which eliminates a constituent of an input phrase - marker.

viii. Substitution

Substitution is used in linguistics to refer to the process or result of replacing one item by another at particular place in a structure.

ix. Permutation

Permutation is a basic kind of transformational operation which has the effect of moving constituents (usually one at a time) from one part of a phrase - marker to another.

x. Verification

Verification is the process of making sure or showing that something is true, accurate or justified.

xi. Kernel

Kernel is a term used in early generative grammar to refer to a type of structure produced by the phrase structure rules of a grammar.

xii. Morpheme

Morpheme is the minimal distinctive unit of grammar, and the central concern of morphology.

xiii. Allomorph

Allomorph is any of the different forms of a morpheme.

CHAPTER TWO

METHODOLOGY

2.1 Source of Data

The researcher used both primary and secondary sources of data.

2.1.1 Primary Sources

The Maithili native speakers from Janakpur and Jaleswor of Dhanusha and Mahottari districts respectively were the primary sources from whom the researcher elicited the required data for the research.

2.1.2 Secondary Source

The secondary sources of data were different books, articles, journals, thesis, encyclopedias, and others related materials to the topic in question.

2.2 Sample Population and Sampling Procedure

The total sample population was 60 Maithili native speakers above 15 years of age from Janakpur of Dhanusha and Jaleswor of Mahottari districts. 30 informants from + 2 and 30 from T.U. were taken from each district. The total sample population was divided into two groups viz. literate and educated informants in each group using stratified random sampling procedure.

2.3 Research Tools

The researcher elicited the required data from the selected literate informants and educated informants using questionnaires as research tools. He prepared two sets of questions: one to transform English and

Maithili sentences into yes/no question and other to transform English and Maithili sentences into wh-question.

2.4 Process of Data Collection

The stepwise procedures of data collection are given in the following points:

- i. The researcher developed a single type of research tool such as questionnaire under the guidance of his research supervisor.
- ii. He went to the selected districts and established a good rapport with the selected informants.
- iii. The respondents were motivated by explaining clearly and in simple terms the objectives and relevance of the study.
- iv. He kindly asked for their invaluable cooperation to elicit the required data for the completion of the study.
- v. The questionnaires were distributed to the selected literate and educated informants after giving necessary instructions. The responses were recorded in written form.
- vi. He thanked the informants when questionnaires were returned.

2.5 Limitations of the Study

The study was limited in the following ways:

- i. The total population of the study is limited only to 60 Maithili native speakers from Janakpur and Jaleswor districts of Dhanusha and Mahottari respectively.
- ii. The total population was confined to only 2 groups viz literate, and educated informants in each group above 15 years of age.

- iii. The study focused only on the processes of transformation in Maithili with reference to English.
- iv. The transformation was limited only to positive/ assertive sentences.
- v. The transformation was limited only to simple sentences.

CHAPTER - THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data obtained from the selected informants from Janakpur of Dhanusha and Jaleshwar of Mahottary districts. Firstly, the analysis of rules of interrogative transformation of English was done mainly on the basis of secondary data. Secondly, the rules of interrogative transformation of Maithili were analysed on the basis of secondary data. And then these rules were verified on the basis of written primary data collected from 60 Maithili native speakers Janakpur of Dhanusha and Jaleshwar of Mahottary districts. Then it deals with the comparison and contrast of the processes of interrogative transformation of Maithili with those of English. The collected data were analyzed and interpreted descriptively and comparatively with the help of tables, diagrams and illustrations. After the data was compared, the points of similarities and differences were drawn between the processes of interrogative transformation of English and Maithili with illustrations.

3.1 Rules of Interrogative Transformation

According to Crystal (2003: 241), "Interrogative refers to verb forms or sentence/ clause types typically used in the expression of QUESTIONS, e.g. the inverted order of *is he coming?*, or the use of an interrogative word; (or simply 'interrogative), often sub-classified as interrogative ADJECTIVES (e.g. *which*), ADVERBS (e.g. *why*) and PRONOUNS (e.g. *who*). An interrogative sentence is also called question. Question is broadly divided into two types such as *yes/ no question* and *wh- question*.

3.1.1 Yes/ No Question

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

3.1.1.1 Rules for Transforming Statements into Yes/ No Questions

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

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

AuX. V. + Subj. + M.V. +.....?

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

For example:

They will like my garden } will they like my garden?

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

For example:

He had been murdered } Had he been murdered?

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

For example:

You live in Sidney } Do you live in Sidney?

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

For example:

They do the work } Do they do the work?

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

For example:

Hedgehogs have intelligence } Do Hedgehogs have intelligence?

viii. In yes/ no question, non - assertive words (e.g. any-word like any, anybody, anyone, anything, anywhere etc) are generally used.

For example:

He gave her something } Did he give her anything?

3.1.2 WH- Question

The question which begins with a wh- word such as what, who, when, where, how, etc is called wh-question. Wh-question is also called content question. According to Crystal (2003: 499), "a wh-question is a term used in the grammatical sub-classification of question types to refer to a question beginning with a question word." Wh-question is formed by placing wh-word at the beginning of the sentence followed by subject - auxiliary / operator inversion rule.

3.1.2.1 Rules for Transforming Statements into WH-Questions

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

i. Wh-question is usually made according to the pattern given below.

Q.W. + Aux. V.+ Subj.+ M.V. +.....?

ii. While transforming a statement into wh-question, the exact answer should be deleted.

For Example:

Ramu climbed the tree } what did Ramu climb?

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

For Example

Mary lives in London } Where does Mary live?

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

For Example:

The station is near the post office } Where is the station?

Some rules which have to be considered to use different wh-words (e.g. who, whom, whose, which etc) in making wh-questions are as follows:

a. 'Who' and 'Whom'

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

For Example:

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

For example:

Who did you dance with?

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

For example:

To whom is a broadcaster responsible?

b. 'Whose' and 'which'

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

For Example:

Whose babies did you think they were?

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

For example:

Which is the best restaurant? ('which' as 'pronoun')

Which item do you like best? ('which' as 'determiner')

c. 'When' and 'Where'

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

For example:

When did you find her?

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

For example

Where does she live? ('where' as place)

d. 'Why and How'

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

For example:

Why are you here?

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

For example:

How do we open it?

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

For example:

How are you feeling today?

How do I look?

How can be combined with other words at the beginning of questions.

For example:

How many, how much, how long, how far etc.

3.2 Rules of Interrogative Transformation of Maithili

The rules of interrogative transformation of Maithili have been given below:

3.2.1 Rules of Interrogative Transformation

There are two main types of interrogative clauses in Maithili. They are yes/ no question and wh-question. The yes/ no question and wh-

question are called type- I interrogative and type- II interrogative respectively.

Yes/ No Question:

The yes/ no question begins with the question morpheme /KI/ which can be answered with the words 'yes' or 'no' although fuller responses are also appropriate.

For example:

i. Ki p nī partae

Question water rain - (3rd, sg. M. fut.)

'will it rain?'

ii. Ki ham gh s katbai

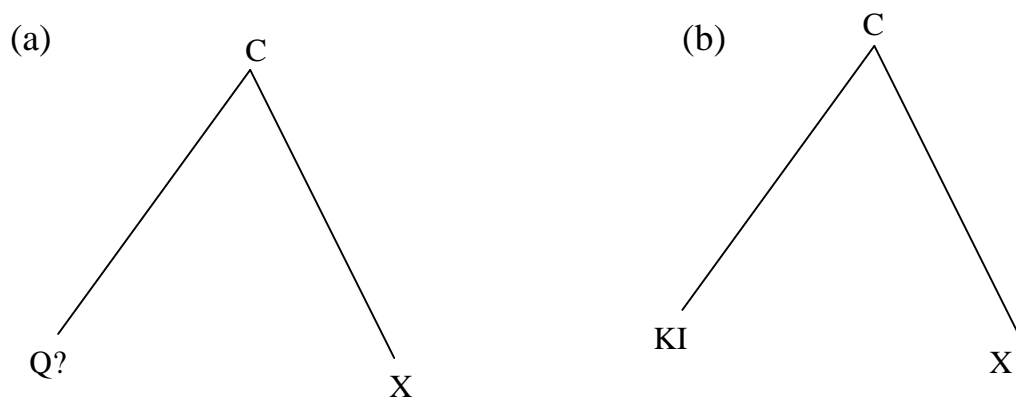
question I grass cut (1st, sg. fut.)

'will I cut the grass?'

Type- I

Interrogative (yes - no question) involves the introduction of the interrogative morpheme / Ki/ at the beginning of the sentence. It seems from the Q? node which is simultaneously deleted. The structural description for this type of interrogative transformation requires the absence of k- morphemes from all the constituents following the initial Q? Symbolically, this is represented in figure 3.1

Figure 3.1 yes / no question transformation



Structural description

The symbol 'X' represents the succeeding non-interrogative or non-K constituents.

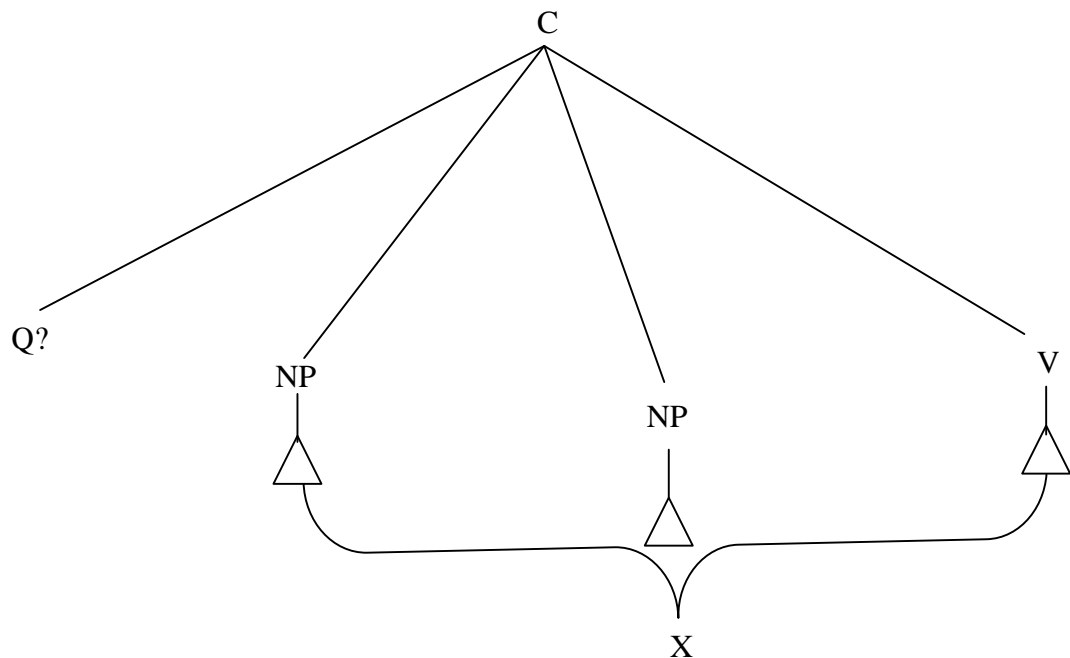
Thus, an interrogative type - I (yes / no question) sentence such as the following sentence (i) has a deep structure shown in figure 3.2.

i. Ki hamr *gīt* g be partai

Question I song sing (1st sg. fut.)

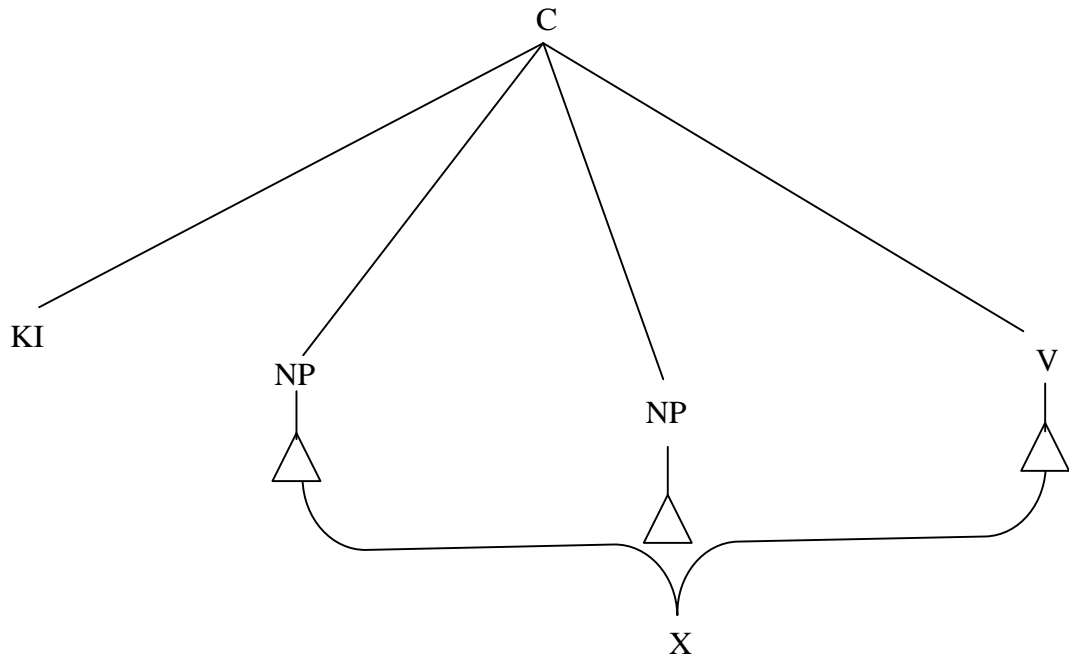
'Should I sing a song?'

Figure 3.2 Deep Structure for above Sentence (I)



The transformation rule stated in Figure 3.1 for the yes/ no question will transform the structure shown in figure 3.2 into a derived structure representing sentence (i). This transformed structure is illustrated in figure 3.3

Figure 3.3 Representation of the structure after yes/ no question transformation applied to the tree in figure 3.2



WH-Question

Wh-questions are question about noun phrases or adverbs. Thus, the sentences in the following (i) and (ii) are questions about the subject NP (i) and the NP time (ii) An adverbial question in Maithili involves and manner in (iii) and (iv) respectively.

For Example:

- i. Ke p n pithin ?who water drink (-3rd sg., m/f., fut.)

Who will drink the water?

- ii. Kakhan p n pithin?

He when water drink (3rd sg., m. fut.)

'When will he drink the water?'

- iii. kail p n pithin ?

He why water drink (3rd, sg., m. fut.)

'Why will he drink the water?'

iv. ken p n pithin ?

He how water drink (3rd, sg., m. fut.)

'How will he drink the water?'

Maithili has the following different types of interrogative morphemes participating in wh-questions.

v. kathi pithin ?

He what drink - (3rd, sg., m. fut.)

What will he drink?

vi. kekar m delak?

He who (OM) mango give - (3rd, sg., m. fut.)

'To whom did he give a mango?'

vii. kh p n pithin ?

He where water drink - (3rd, sg., m. fut.)

'Where will he drink the water?'

viii. kink ghare p n pithin ?

He whose house water drink - (3rd, sg., m. fut.)

'At whose house will he drink the water?'

All these interrogative morphemes contain an interrogative feature [K]. These morphemes like pronouns and adverbs originate in terms of features on noun or adverb segment in the deep structure.

When an NP or Adv segment contains a [K] in deep structure, it is being questioned with this interpretation, the interrogative morphemes /ke, ki/ kathi/ katek, kaha/ kata, kkhan/ kate, kaila, kena/ kona, kakra, kokra, kon, ktekber, kaego, ketak/, all contain the feature [K]. However, /ke/ 'who' is marked in the lexicon with the feature [human]; 'kathi' is

marked with feature [nonhuman]. And there are also some other features given in the following sub categorization, which distinguish these interrogative morphemes from each other.

3.2.2 Sub Categorization of Interrogative Morphemes

The following listing offers a complete sub-categorization of Maithili interrogative morphemes.

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

[Kathi, pro, nonhuman, k.....]

[kaha pro, location, k.....]

[kkhan, pro, time, k.....]

[ken , Adv. Manner, k.....]

[kail , Adv. Reason, k.....]

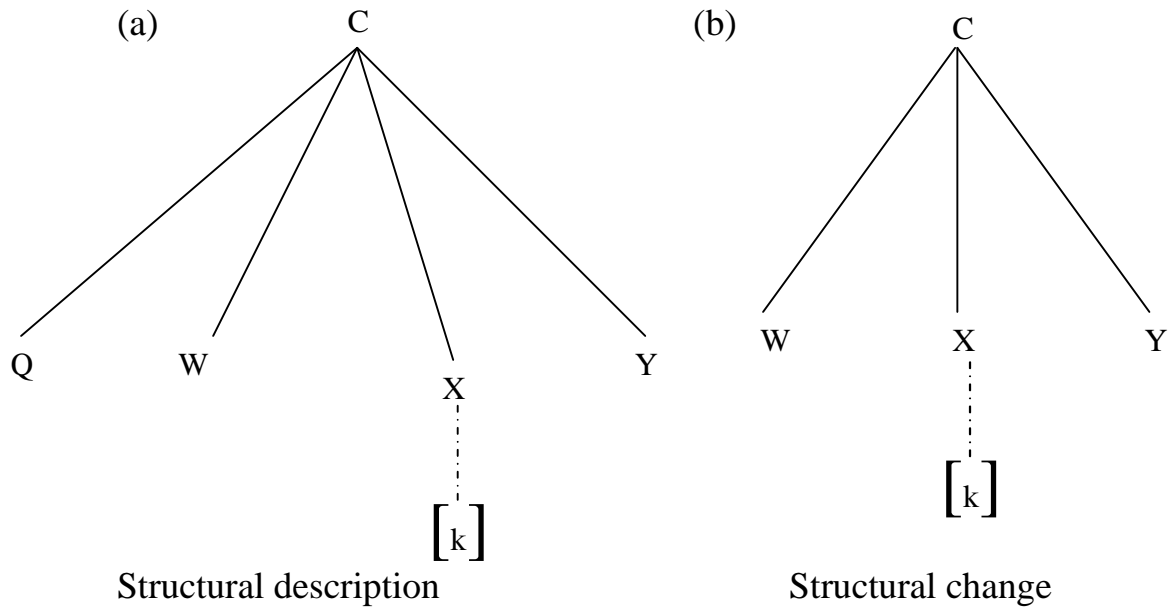
[kekar , Det, genitive, k.....]

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

Type - II

Interrogative [wh- question] Contain [k] in their deep structure. The presence of [k] under an Np or an Adv node indicates that it is being questioned. The wh-questions are generated by the single step transformation, which simply deletes the Q? node in the surface structure. The structural description and the structural change involving wh-questions are represented in figure 3.4.

Figure 3.4 wh-questions transformation



In figure 3.4 'W' and 'Y' represent constituents flanking the interrogative morpheme stemming from the node 'X'. 'W' can also be a null symbol. Thus, the following sentence:

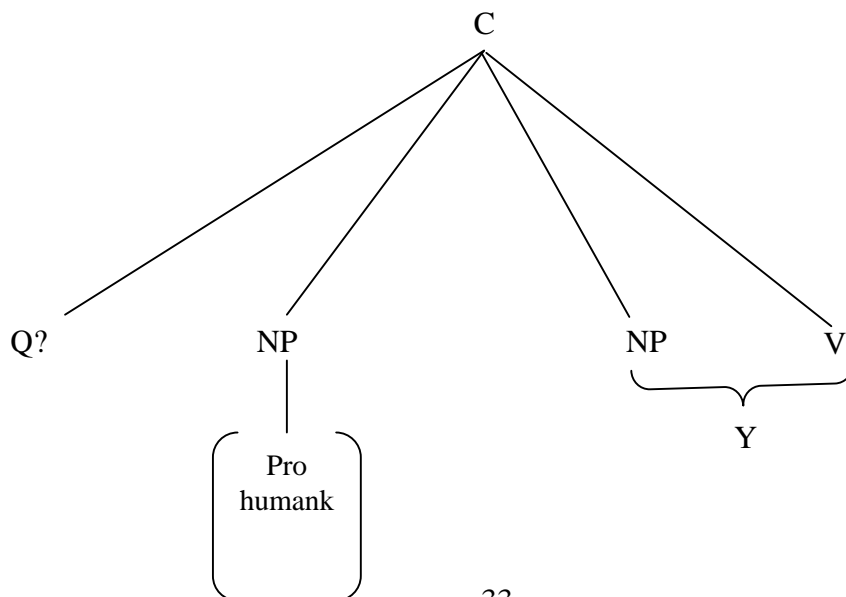
(i) has the deep structure shown in the figure 3.5

(i) Ke p n pithin

Who water drink (3rd, sg., m. / f. fut.)

'who will drink water?'

Figure 3.5 Deep Structure for Sentence



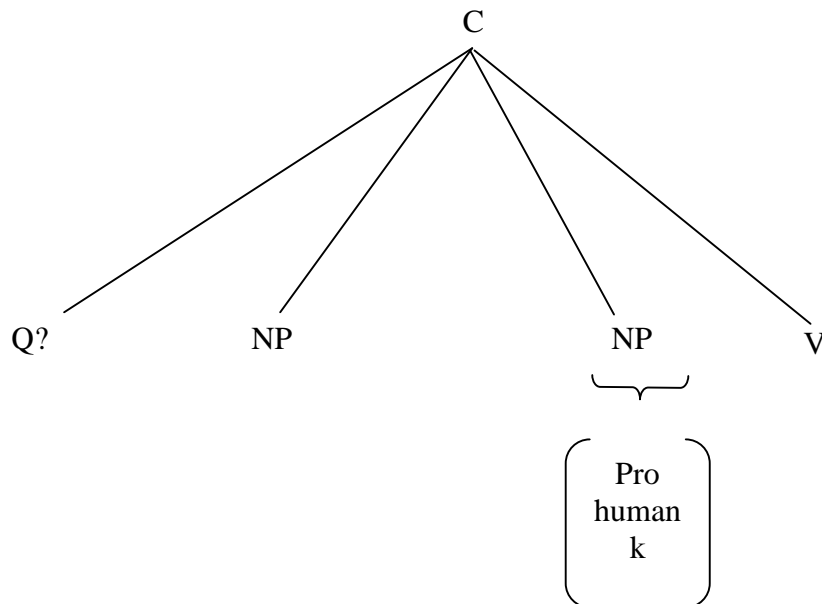
The rule given in figure 3.4 will delete the Q? From the surface structure and the result will be sentence (i). The following sentence (ii) will have the deep structure shown in figure 3.6.

i. kathi pithin

he what drink - (3rd, sg., m. fut.)

'what will he drink?'

Figure 3.6 Deep Structure for Sentence (ii)



Here again, the application of the rule given in figure 3.4 will give us the ultimate sentence (ii). The selection of the proper interrogative morpheme will depend on the sub-categorization of morphemes. Thus, [pro, human, k] (figure 3.5) and [pro, nonhuman, k] (figure 3.6) will be replaced by /ke/ 'who' / kathi/ 'what' respectively.

3.3 Verification of the Rules of Interrogative Transformation of Maithili

The researcher tested the rules of interrogative transformation of Maithili, which were set on the basis of secondary data with the help of written primary data collected from 60 native speakers from Janakpur of Dhanusha and Jaleshwar of Mahottari. It was found that all the rules set previously are similar to the responses given by the selected informants of the study. However, some dissimilarities were seen regarding the use of morpheme making wh-words.

Regarding wh-question, it was found that the wh-question making words used in secondary data have also several other names in primary data. They are given in the following table:

Secondary Data	Primary Data
Ke	Ke
Kathi	Ki /kathi / katek
Kkh n	Kkhan/ kate
Kh	Kah / kata
Kail	Kail
Ken	Ken / kon
Kekr	Kekr / kink
Kakr	Kakr
Kon	Kon

Note: ke/ kink / kinkar are used for senior but kon/ kekar, kekar are used for junior and among friends.

But no distinction was found between the secondary data and the primary data regarding with the yes/ no question.

3.4 Comparison of Interrogative Transformation of Maithili and English

There are two types of interrogative sentences in both the English and Maithili languages such as yes/ no question and wh-question. They have been compared one by one as follows:

3.4.1 Comparison of the Processes of Yes/ No Question Transformation

The processes of yes/ no question transformation of Maithili are compared with those of English as follows:

a. Yes/ No Question of Positive Assertive Sentences

Maithili

English

1. h ke Ladk g t gabaiachi /stat.} Your son sings a song

Your son song sings

Ki: h ke Ladk g t gabaiachi ? /yes /no q. } Does your Son sing a
song?

'Question your son song sings'

2. bindu c ye pib rahal achi /stat.} Bindu is drinking tea.

'bindu tea drinking'

ki bindu c ye pib rahal achi? /yes/ no. q.} Is Bindu drinking
tea?

'Question bindu tea drinking'

3. ham ekt g i kin-ne achi /stat.} I have bought a cow.

I a cow bought have'

Ki ham ekt g i kin-ne achi ? /yes/ no. q.} Have I bought a cow?

4. k il apan g^har gelkhin /stat.} He went to his house yesterday.

'he yesterday his house went'

Ki k il apan g^har gelkhin /yes/ no. q.} Did he go to his house
yesterday?

'Question he yesterday his house went'

5. hamar b buj m kinai-it rahalkhin /stat.} My father was buying a
mango.

'my father mango buying was'

Ki hamar b buj m kinai-it rahalkhin? /yes/no. q.} Was my
father buying a mango?

'question my father mango buying was'

6. raj d r pibai-t rahal /stat.} Raj had drunk wine

raj wine drunk had.

Ki raj d r pibai-t rahal? /yes/no. q.} Had Raj drunk wine?

'question raj wine drunk had'

7. rani d d^h pithin /stat.} Rani will drink milk

'rani milk drink'

Ki rani d d^h pithin? /yes/no. q.} will Rani drink milk?

'question rani milk drink'

8. nirmal ekt sweater binai-it rahat /stat.} Nirmala will be knitting a
sweater.

'nirmala a sweater knitting will be'

Ki nimal ekt swater binai-it rahat ? /yes/ no. q.} Will Nirmala
be knitting a sweater?

'question nirmala a sweater kitting will be'

9. unkar m i baj r-s el hoithin /stat.} His mother will have come from
market.

Ki unkar m i baj r-s el hoithin? /yes/no. q.} Will his mother
have come from market?

'question his mother market from come will have'

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

i. Similarities

1. In both languages, assertive sentences are transformed into yes/ no question.

For example:

English

Alka is taking exam } (stat.) / alk j c de achi.

Is Alka taking exam? } (yes/ no. q.) / ki alk j c de achi.?

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

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

ii. Differences

1. If the assertive sentence has an auxiliary verb in it, the same is placed before the subject (i.e. the sentence is initiated with an auxiliary verb) in English whereas yes/ no question making particle 'ki' is introduced and placed before the subject (i.e. the sentence is initiated with the particle ki' in Maithili)
2. If the sentence has no auxiliary verb, we need to use a rule called 'do support' or operator addition (do, does and did) rule and the form of the verb is changed into its root form to make a statement yes/ no question in English where as such rule does not occur in Maithili.

For example:

English

Maithili

You sing a song }stat.) apane ekt g t gabai achi.

Do you sing a song }yes/no. q.) ki apane ekt g t gabai achi?

Niraj sings a song }stat.) Niraj ekt g t gabai: achi.

Does Niraj sing a song? }yes/no. q.) ki niraj ekt g t gabai achi.?

I sang a song }stat.) ham ekt g t gaili

Did I sing a song? }yes/ no.q) ki ham ekt g t gaili?

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

For Example:

English

Maithili

Ramesh will come tomorrow }stat. / rames bih n it

will Ramesh come tomorrow? }yes/ no.q. /ki rames bih n it?

Note: The researcher himself has named 'yes/ no question' 'ha/na prasna' as the expected answer he has found is ha 'yes/ or na 'no' in Maithili.

3.4.2 Comparison of the Processes of Wh- Question Transformation

The processes of wh-question transformation of Maithili are compared with those of English as follows:

a. WH - Questions of Positive Assertive Sentences

Maithili

English

1. rabi cith likhachi / (stat.) } Rabi writes a letter

'rabi letter writes'

Ke cith likhachi ? } (who) / who writes a letter ?

'who letter writes'

2. hamar n m Alka achi } (stat.) / My name is Alka.

'my name alka is'

h ke n m k achi? } (wh. q.) / what is your name?

'my / your name what is'

3. S t bajai achi } (stat.) / It is 7 o'clock.

'Seven o'clock'

Kate bajai chai? } (wh.q.) / what time is it?

'what time'

4. Sujit baj r geil achi } (stat.) / Sujit has gone to market

'sujit market gone has'

sujit kh geil achi? } (wh.q.) / where has Sujit gone?

'sujit where gone has'

5. Kiran p c baje il } (stat.) / kiran came at 5 o'clock.

Kiran five o'clock came'

Kiran kate baje il ? (wh-q.) / when did kiran come?

'kiran when came'

6. Ram pais kelel k m karai-it rahal / Ram was doing work for money.

'Ram money for work doing was'

ram kail k m karai-it rahal? } (wh. q.) / why was Ram doing work?

'ram why work doing was'

7. Usab paidal il rahe } (stat.) / They had come on foot.

'they on foot come had'

Usab ken il rahe? } (wh. q.) / How had they come?

'they how come had'

8. Ham ren ke ekt m dev } (stat.) / I will give Renu a mango

I ren to mango give'

Ham kekar m dev? } (wh.q.) / To whom will I give a mango?

'I who (OM) to mango give'

9. hamar kit b achi } (stat.) / This is my book.

'This my book is'

kekar kit b achi? } (wh. q.) / whose book is this?

'this whose book is'

10. Ham hariar rang pasand kariachi } (stat.) / I like green colour.

I green colour like

Ham kon rang pasand kariachi? } (wh. q.) / which colour do you like?

'I which colour like'

11. mahin ke ekber ghar j i achi } (stat.) / He goes to house once a month.

'he month in once house goes'

mahin ke kaiber ghar j i achi? } (wh.q.) / How often does he go to house in a month?

'he month in how often house goes'

12. r m p ct bhainsi kin-ne achi } (stat.) / Rama has bought five buffaloes.

Rama five buffaloes bought has' } (stat.) /

r m kaego bhais kin-ne achi? } (wh.q.) / How many buffaloes has Rama bought?

13. s d ke d m t n sae rupaiy achi. } (stat.) / This sari costs 300 rupees

s d ke d m katek achi? } (wh.q.) / How much does this sari cost?

'This sari costs how much'

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

i. Similarities

1. In both the English and Maithili languages, assertive sentences are transformed into wh -question.

For example:

Ram writes a poem } (stat.) /R m kabit likhai achi.

Who writes a poem ?} (wh.q.) / ke kabit likhai achi?

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

Table No. 2

English	Maithili
Who	Ke
What	Ki/ kathi/ katek
Where	Kh /kta
When	Kkhan/ kabhi
Why	Kail , kathil
How	Ken , /kon
Whom	Kehr
Whose	Kinkar/kakar
Which	Kehan/ kon
How often	Ketkber
How many	Kaego/ katek
How much	Katek
How fast	Kate tej
How far	Katek dur

Note: In yes/ no questions, the researcher has found only 'ki' from the informants where as in wh-questions he has found different Maithili interrogative forms like /ke, ki/ kathi/ katek, kah / kat, kkhan/kabhi,

kail / kathil , ken ,/ kon , kekhr , kinkar/ kekar, kehan/ kon, ktek ber, kaego/ katek, kate tej, katek dur.

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

ii. Differences

1. 'Wh-words' and 'k' words are used to transform a statement into wh-question in English and Maithili respectively.
2. 'Wh-word' occurs at the beginning of the sentence (i.e. Wh-question is initiated with wh-words) in English where as 'k-word' occurs after the subject and also at the beginning of the sentence when it functions as a subject in Maithili.

For example:

English

Amit goes to school

Where does Amit go?

Maithili

r j pais kelel k mkarai achi

r j kail k mkarai achi?

(after subject)

rames kit b padai achi

ke kit b padhai achi?

(beginning of the sentence)

3. Auxiliary verb comes between the 'wh-word' and the subject (except the 'wh-word' functioning as the subject) in English where just 'k-word' is placed at the beginning of the sentence if it functions as a subject if not it is placed just after the subject of the sentence in Maithili.

For example:

See examples of above (no-2)

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

For example: see examples of below (no-5)

5. Like in yes/ no question, subject - auxiliary/ operator inversion rule is also required in wh-question in English where as it is unnecessary in Maithili.

For example:

Statements

Rina reads a book

I play football

He cooked meat

Wh-questions

What does Rina read?

Wh-word. Aux. V. sub; Mv.

What do you play?

Wh- word. Aux. V. subj. Mv.

What did he cook?

Wh-word Aux.v.subj.Mv.

Note: the researcher himself has named 'wh-question' 'k-question' because it starts with 'k-word' in Maithili.

CHAPTER - FOUR

FINDINGS AND RECOMMENDATIONS

This chapter deals with the findings, recommendations and pedagogical implications of the study.

4.1 Findings

On the basis of the analysis and interpretation of the collected data, the findings of the present study are summarized in the following points:

- i. The interrogative transformation systems of English and Maithili are similar in some respects but different in others.
- ii. In the yes/ no question, an auxiliary verb occurs at the beginning of the sentence (i.e. the sentence is initiated with an auxiliary verb) in English whereas the yes/ no question marker 'ki' is introduced and placed at the beginning of the sentence (i.e. the sentence is initiated with ki) in Maithili.
- iii. In the absence of an auxiliary verb, a rule called 'do support' or operator addition' (do does and did) rule applied to change a statement into yes/ no question in English whereas such rule is not applied in Maithili.
- iv. 'Subject -auxiliary' / operator inversion' rule is also required to transform a statement into yes/ no question in English whereas it does not take place in Maithili.
- v. Regarding wh-question, both languages have their own separate words for transforming statement into wh-question.
- vi. 'wh-words' and 'k-word' are used in English and Maithili respectively to transform a statement into wh-question.

- vii. 'wh-words' occur at the beginning of the sentence in English whereas 'k'-words occur after the subject and also at the beginning of the sentence when they function as subjects.
- viii. In wh-question, 'do support' (operator addition) and 'subject auxiliary inversion' (subject operator inversion) rules are applied in English whereas they are redundant in Maithili.
- ix. The grammatical categories of the tense are realized through inflections and auxiliary verb in English whereas grammatical categories of aspects are realized through inflexions in Maithili.

4.2 Recommendation and Pedagogical Implications

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

1. This research is a comparative study between two languages such as Maithili and English. It helps the language teachers who are teaching English as a second or foreign language because a comparative study helps the teachers to predict the areas of difficulty that learner faces and possible errors that they commit.
2. A logical problem in learning of second language is because of the transfer of knowledge related to the first language. If the knowledge of the first language is different from that of the second language, learning will be difficult and differences between the native language of the learners and the target language they are going to learn.
3. The processes of interrogative transformation systems of English are different from those of Maithili. Therefore, the differences

should be taken into account while teaching English transformation systems to Maithili speaking students.

4. The knowledge of auxiliary verbs is essential for interrogative transformations in English so that special attention should be given in the use of auxiliaries in different tenses and aspects while teaching the Maithili speaking students.
5. The students of this ethnic community should be taught the ways of using 'do support/ operator addition' and 'subject- auxiliary inversion/ subject - operator inversion' rules more carefully as they do not exist in Maithili.
6. In English contractions of auxiliary verbs are used in negative and interrogative transformations especially in communication. So attention should be paid on such features of auxiliaries in English while teaching Maithili speaking children.
7. The syllabus designers and textbook writer should be more conscious while designing the syllabus and writing the textbook for the Maithili learners who are learning English as a second language.

Finally, the researcher does not claim that the present study covers all the rules of interrogative transformations of Maithili as he has not carried out this research in all types of sentences available in the Maithili language. It is based only on assertive and imperative sentences and only on 60 Maithili native speakers from Janakpur of Dhanusha and Jaleswor of Mohattari districts. However, the researcher has tried his best to generalize the rules of interrogative transformations of Maithili explicitly based on the collected data.

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APPENDICES

SYMBOLS FOR DEVANAGIRI SCRIPT

•	□
अ	a
आ	
इ	I
ई	I
उ	U
ऊ	ū
ए	E
ऐ	ai
ओ	o
औ	au
अः	a ⁿ /am
अं	ā
:	h.
क	k
ख	kh
ग	g
घ	gh
ङ	n̄
च	c
छ	ch
ज	j
झ	jh
ञ	ñ
ट	t.
ठ	th
ड	d.
ढ	d.h
ण	n.
र	r
रु	rh
त	t
थ	th
द	d
ड	dh
न	n

प
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