

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is a widely used means of communication among people. It is specially a human possession. It is an abstraction based on the linguistics behavior of its users. Richards, et al. (1985:153) define language as "The system of human communication by means of a structural arrangement of sound (or their written representation) to form larger units. e.g. Morpheme, words, sentences." Thus, this definition clarifies that language is a channel of spoken or written forms of sounds in terms of morphemes, words and sentences. Similarly, Grady and Dobrovolsky (1997:1) define language as "a system of communication, a medium of thought, a vehicle for literary expression, a social institution, matter for political controversy, a catalyst for nation building." So, human beings are distinguished from all other living creatures due to their possession of languages. Although some languages may be more important than others according to time, place, situation content, people, etc., all languages are equally important in terms of communication values.

Language is a very complex psychological and social phenomenon in human life. So, it is common to tall 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. Sapir (1921:8) defines language as "a purely human and non-institutive method of communicating ideas, emotions and

desires by means of voluntarily produced symbols". It is the use of language that makes a life bitter or sweet. It is our ability to communicate through words that make us different from animals.

1.1.1 English Language Teaching in Nepal

There are several languages spoken in the world. Among them English is the most widely used language of communication. It is also used extensively as an auxiliary language. It is a global language which at present is most widely taught as a foreign language in over 100 countries. It is an invaluable means to access to new scientific, medical and technological information. It has penetrated deeply into the international domains of political life, business, communication, entertainment, media and education. It has reached in every continent being either first or second or foreign or official language. It is so widely used that it is no longer the language of English people only. However, it has gained the status of an international language. It is equally used as a lingua franca so as to make communication possible among the speakers of different languages. It is also one of the official languages offered by 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 into English. At the age of scientific discovery and development, English is the gateway to knowledge. According to Sthapit et al. (1994), "The importance of the English language in the present day world need not be over emphasized. 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 a great

importance in the education system of Nepal." Bhattarai (1995:226) has stated "English has become indispensable vehicle to the transmission of modern civilization in the 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."

The history of teaching English in Nepal goes back to the establishment of Durbar High School, by the then Prime Minister Junga Bahadur Rana in 1910 B.S. The objective behind the establishment of this school was to extend amity and harmonious relationship with England and to inculcate the Rana Children. Surprisingly, the teaching was based on the curriculum of Indian English Schools.

In course of founding schools, the then Prime Minister Chandra Shamsheer Rana had established Chandra Middle School, the first English Medium School outside the Kathmandu Valley in Siraha. He also set up Tribhuvan Chandra College (1975 B.S.) that makes the formal commencement of teaching/learning English in higher education in Nepal. Similarly, SLC Board, together with the development of SLC curriculum including two English papers carrying 100 full marks each, was established in 1990 B.S. Precisely, that curriculum comprised short stories, essays, grammar translation, anthology of verses and so forth.

Here, it is significant to note that the New Education System Plan (NESP) was introduced in 2028 B.S. and new curricula in all subjects and all the text materials, including teaching methods and evaluation system were brought into practice and got revised,

respectively. English curriculum and textbooks by Nepalese authors were developed and prescribed accordingly for the first time. Since then the curriculum and test materials have received timely revision as per the demand of the day.

In short, English has been inevitable for academic and communicative purpose in Nepal. Thus, the rapid growth of English medium schools and their impact on our society prove that the teaching/learning of English language has been highly emphasized in Nepal.

1.1.2 The Maithili Language

Maithili is the name of the part of the state of Bihar which is situated to the north of Ganges and lies to the east of the famous land of Bhojapur. The Maithili, one of the sweetest languages, is spoken in two adjoining south Asian countries Nepal and India. It is spoken by a total of 30 million people in the eastern and Northern regions of the Bihar state of north India and the south eastern plains, known as the Terai of Nepal. 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 the Kosi, and on the south by the Ganges. In the past, Maithili was regarded either as dialect of Bengali, or of Eastern Hindi, or as one of the three dialects of a spurious language called Bihari. Today, however, it is recognized as a distinct language. Demographically, it is the second most widely spoken language in Nepal, and it is regarded as the 16th largest language of India.

A total of the scripts have been used for Maithili. These are: Mithilaksar also known as Tirhuta and Maithili Kaithi and Devangari. Mithilakar is the oldest script of Maithili; historically, it is quite similar to Bengali and Oriya scripts. Mithilaksar is no longer used, and no books are printed in this script nowadays. Today its use is largely confined to ceremonies and rituals for purposes of decoration by Brahmins and kayasthas. As the name suggests, Kaithi was extensively used by kayasthas for rllord-keeping government offices. However, throughout maithila all educated people who were not Brahmins used the Kaithi chanacter and found it extremely easy to read and write.

Today, Maithili is written in the Devangari script, which is also the script associated with classical Sanskrit and with a number of modern Indo–Aryan languages, such as Hindi and Nepali. Maithili has a very rich literature, the growth and development which follows quite closely the political and cultural history of Mithila. Vidyapati Thakur (1360-1448) is the greatest and most celebrated poet of Mithila. He is the immortal singer of beauty, youth and vigor. He is a poet of mirth and merriment. Maithili has a very long tradition of oral story telling. Oral literature reigned in almost all genres of Maithili before the printing facility came in existence. At present, there have been literary writing In all literary genres especially poetry, plays and fiction from both Nepali and Indian writers are contributing to another fields like culture, history, journalism and linguistics.

1.1.3 Some Features of the Maithili Language

Maithili language has its own special features. There are certain words which are used only by women. Thus, muna sa

'man', bar 'husband', kanina, 'wife'; nua, women's wearing cloth' etc. Children generally pronounce 'ch' for 's' and 'l' for 'r' and use some onomatopoeic words for names of animals such as hia 'anox' ba, 'cow'; nanua 'a little animal' etc.

Another important characteristic of Maithili is the employment of general appropriate qualifying and modifactory words in connection with particular nouns and adjectives. They are peculiar in meaning and cannot, in all cases, be substituted even by their synonyms. Thus, lalatesa, extremely red; jara dapa dapa, extremely white; piara dhabusa, extremely yellow; kari khata-khata, 'extremely black; hairai kacora, extremely green' etc.

1.1.4 Importance of Contrastive Analysis (CA)

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 each other 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. The comparison is done on phonological, morphological, syntactic, discourse and other levels as well. The comparison may be of two types:

a. Interlingual Comparison

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

b. Intralingual Comparison

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

CA is based on the behaviouristic theory of learning. According to this theory, learning is habit formation. An L2 learner tends to transfer the system of his L1 to the L2 he is learning. Therefore, the L1 and L2 need to be compared to find out their similarities and differences which are the sources of ease and difficulty in learning an L2, respectively. Transfer may be either positive or negative. If the past learning facilitates the present learning, the transfer is known as 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 similar to L1 or different. It will be easily to learn L2 if both the L1 and L2 similar and there will be less chances of committing errors, on the contrary, it will be difficult to learn and L2 if both L1 and L2 are different and there will be more chances of committing errors.

Robert Lado (1957) wrote a book entitled "Linguistics Across Cultures" which disseminated the work initiated by Fries. Lado provided the following 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 companion between native and foreign language lies the key to ease or difficulty in foreign language learning.
- c. The teacher who has made a comparison of the foreign languages with the native language of the students will know better what the real learning problems are and can better provide for teaching them. (pp. 1-2)

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

CA has its great importance in language teaching. It has mainly two functions: Firstly, it predicts the tentative error to be committed by the L2 learner and secondly, it explains the sources

and reasons of the L2 learner's error. So, a language teacher should have knowledge of CA to treat the learners psychologically and academically. Unless a language teacher knows the sources and types of the error that learners commit. S/he cannot import knowledge to the learner. James (1980) points out three traditional pedagogical application of CA. According to him, CA has applications in **predicting** and **diagnosing** a proportion of the L2 errors committed by learners with a common L1 and in design of **testing instruments** for such learners.

Sthapit (1978:23) writes the role of CA in L2 teaching in the following way: "When we start learning and L2 our mind is no longer a clean state. Our knowledge of L1 has, as was stiffened our linguistically flexible mind. There linguistic habits of L1 deeply noted in our mental and verbal activities and 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 main obstacle on our way to L2 learning. Learning and L2 is, therefore, essentially learning to overcome this obstacle. So any attempt to teach an L2 should be preceded by an explanation of the nature of possible influence of L1 behaviour on L2 behaviour. This is precisely what CA does. "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 that likely errors to be committed by L2 learners but also explains the sources of errors in one's performance. CA is

important from pedagogical point of view. The language teachers, testing experts, syllabus designers and textbook writers get benefits from the finding of CA.

1.1.5 Error Analysis (EA)

The study of errors is also a fundamental part of applied linguistics. It provides a validation of the findings of contrastive linguistic studies. Bilingual comparison is based on the theory that it is the difference between the mother tongue and the second language which the learner has to learn. Contrastive studies are undertaken in order to discover and describe the differences. Error analysis confirms or disproves the predications of the theory lying behind bilingual comparison. In this sense error analysis is an experimental technique for validating the theory of transfer.

But error analysis goes beyond this, it aims at telling us something about the psycholinguistic processes of language learning. We hope to be able to draw certain conclusions about the strategies adopted by the learner in the process of learning. In this sense, error analysis is part of the methodology of the psycholinguistic investigation of language learning. We may go even further: since infants learning their mother tongue have been shown to follow a similar course of development we may speculate that the learning of a second language may have some optimum course which represents the most economical route between the first and second language. Longitudinal studies of the second language learner similar to those of the infant learning his mother tongue could be undertaken. In such studies the errors he makes would be the most important source of information about his linguistic development, and could lead to some account of what I

have elsewhere called his built in syllabus. These preliminary remarks are intended to show the central position that error analysis occupies in applied linguistics studies.

The preliminary remarks are intended to show the central position that error analysis occupies in applied linguistic studies. The more important then we should develop better techniques for the identification and description of errors. The satisfactory explanation of errors, which is our final aim, is dependent upon an adequate description of errors.

The description of errors is a linguistic operation. Errors are described by the application of linguistic theory to the data of erroneous utterances produced by a learner or a group of learners. The more adequate the linguistic theory the better will be the linguistic description of errors. We have seen the same development in contrastive analysis, where surface grammatical theories have proved inadequate to predict the learners' difficulties. Theories incorporating a deep grammatical component have proved much more adequate. We look forward now to learning even more by using somatic based methods.

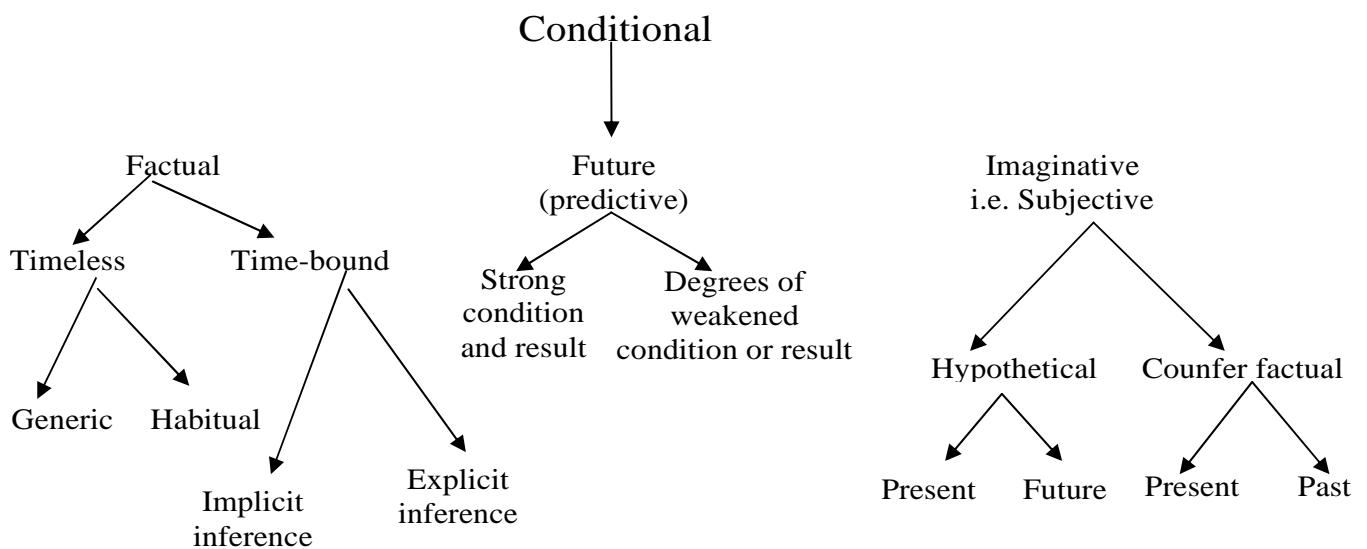
Unfortunately, the level of description of errors still most often used by teachers is superficial. Errors are still classified on a superficial basis as 'errors of omission', where some element is omitted which should be present, 'errors of addition', where some element is present which should not be there, 'errors of selection', where the wrong item has been chosen in place of the right one; and errors of selection where the wrong item has been chosen in place of the right one; and errors of ordering where the elements presented are correct but wrongly sequenced. This superficial

classification of errors is only a starting point for systematic analysis. It is only the evidence or data for an analysis. It is usual for teachers to go a bit further in the classification. They will usually state at what linguistic level the error has been committed. For example, the omission, addition, wrong selection, or ordering may be at graphological level. These can be errors of spelling; or it may be at a grammatical or lexico-semantic level.

1.1.6 Conditional sentences

English conditional sentences express three different kinds of semantic relationship, factual conditional relationship, future (or predictive) conditional relationships and imaginative conditional relationship.

Figure of a semantic Hierarchy of conditional sentence type



(Larsen-Freeman and Celce Murica, 1983)

The key concepts in these conditional sentences are described below:

I. Factual conditional sentences

Factual conditional sentences are of high frequency in every day English and yet they are overlooked altogether in many ESL/EFL textbooks. Factual conditionals include four types: Generic, habitual implicit inference and explicit inference.

a) Generic factual conditionals

Generic factual conditionals express relationships that are true and unchanging, for example:

If oil is mixed with water, it floats.

If oil water, it vaporizes.

b) Habitual factual conditionals

Habitual factual conditionals resemble generic factual in that they also express a relationship that is not bound in time, however, the relationship is based on habit instead of physical law. Habitual factual express either past or present relationships that are typically or habitually true; for example:

Present: If I wash the dishes, Sally dries them

Past: If Nancy said, "Jump!" Bob jumped

c) Implicit inference conditionals

Factual conditionals that express an implicit inference are different from generic or habitual factual in that they express inference about specific time-bound relationships.

If smog can be licked in L.A., it can be licked anywhere.

d) Explicit inference factual conditionals

The explicit inference conditional is the only case where there is no strict parallelism of tense, aspect, or modal in both clauses. This is because the conditional (i.e. the if clause) is used as the basis for making an explicit inference; the result clause thus contains an inferential modal typically must or should, for example:

If someone's at the door, it must be Peter.

If anyone has the answer, it should be Rod.

II. Future (or predictive) conditional sentences

a) Strong condition and Result

Such type of sentences express future plans or contingencies. The normal pattern for this type of conditional is the simple present tense in the if clause and some explicit indication of future time. For example:

If Steve comes to class, he will get the answers to the quiz.

If it rains, I'll stay home.

b) Degree of weaker condition or result

Sometimes, the future outcome expressed in result clause is not sufficiently certain to warrant use of will or be going to in which case a weaker modal of prediction such as may or should can be used for example.

If you finish your vegetables, I may buy you an ice cream cone.

III. Imaginative conditional sentences

The imaginative conditional sentences are perhaps the most problematic of the three main types in their description. There are two subtypes of imaginative conditionals—hypothetical and counterfactuals.

Hypothetical conditionals express what the speaker perceives to be unlikely yet possible events or in the if clause for example.

If Joe had the time, he would go to Mexico. Counterfactual conditionals refer to impossibilities with reference to the present or the past. For example:

If my grandfather were alive today, he would experience a very different world.

1.1.7 Rules of Conditional Sentences in English

Conditionals are important for effective communication as they are used in diverse types of syntactical expressions. Conditionals are important for effective communication as they are used in diverse type of syntactical expressions. Their use is indispensable in different type of communication contexts and in several functions of language in English. It is equally important in both spoken as well as written English.

According to Standard (1959) as cited in grammar conditionals are classified on the basis of three criteria. They are as follows:

Type (1) main clause in future; if clause in PRESENT (Likely or probable)

Example: He will come if you call him

(Something will happen if a condition is fulfilled)

Type (2) Main clause with 'would'; if clause past (unlikely or improbable; imaginary)

Example: he would come if you called him (the probable result of a certain condition that we suppose or imagine). The if clause names action that is not taking place at this moment, but the probable result can be imagined, we include here all the unreal, ifs', like,' if you were a fish the cat would eat you.

Type (3) Main clause – would have; if clause past perfect (impossible)

Example: He would have come if you had called him (But he didn't come, why? Because you didn't call him)

No. 3) Types are impossible ideas, because we know the condition what not fulfilled, but we like to imagine the result.

'Unless' is usually close in meaning to 'if not' but it can not be universally substituted for 'if not'. It is not an equivalent in type (3) conditions, and even in type (1) conditions, there may be a difference eg.

You will hurt yourself if you are not careful.

So be careful

You will hurt yourself unless you are careful.

So it would be better not to do it at all.

- i. Cause and Effect: Tenses parallel eg. Oil Hoats if you Pouri it on water you were a food if you want out without a hat on.
- ii. A Doubtful: view of conditional type 1 is emphasized by the use of should; the inverter form are the more literary.

Should be refuse you, refer him to me.

'If you should refuse you, refer him to me'.

- iii. In Polite: form where the consent of another person is sought 'will' and 'would' are found after 'if'.

If you will wait a moment I'll fetch a chair.

I should be very grateful if you would do that for me.

- iv. Greater Improbability: in conditional type (1) and (2) is achieved by using 'were to' after 'if' and 'should, 'would' could, or 'might' in the principal clause.

If you were to come tomorrow, I might have time to see you.

This construction must not be confused with the other use of 'is to' =obligation, 'must'. Let's compare:

If he was to return at 7 o'clock, why didn't he?

If he were to return at 7 o'clock, he could take me out.

Similarly, Johan Eastwood has described the same three types of conditionals in his oxford practice grammar. The descriptions in brief about them are as follows.

1.1.7.1 Conditional (1)

A. Introduction

Vicky: Come on, Rachel. If we hurry, we'll catch the half past nine bus.

Rachel: There's no rush, is there? If we miss it, there'll be another one in fifteen minutes.

Vicky and Rachel are talking about possible future actions. They may catch the bus, or they may miss it.

B. Type 1: If we hurry, We'll catch the bus

IF CLAUSE	MAIN CLAUSE
If Present Simple	Will, may, can, must
If we hurry,	We'll catch the bus
If we miss it,	There'll be another one
If it doesn't rain,	We'll be having a picnic
If I don't practice my golf	I won't get any better

- The verb in the if-clause (e.g. hurry) is in the present simple, not the future.
- But we can use 'will' in the 'if' clause when we make a request.

If you'll just wait a moment, I'll find someone to help you
(please wait a moment)

- We can use the present continuous or the present perfect in the if clause.
- The main clause often has 'will'. But we can use other model verb (e.g. can)

If we're expecting visitors, the flat will need a good clean.
If you haven't got a television, you can't watch it, can you?

1.1.7.2 Conditional (2)

A. Introduction

Rachel: Would you like some cake, Jessica?

Jessica: No thanks, If I ate cake, I'd get fat.

Rachel: But it's delicious

Jessica: It looks delicious: If I had you figure I'd eat the whole lot.

Here, 'I ate cake' and 'I had your figure' are imaginary or unreal situations. Jessica isn't going to eat the cake, and she hasn't got a figure like Natasha's.

B. Type 2: If I ate cake, I'd get fat

IF CLAUSE	MAIN CLAUSE
If past simple	Would, might, could
If I ate cake,	I'd get fat
If we didn't have a car	We'd find it difficult to get about

Fastwood gives several illustrations such as:

- If Rachel got up earlier, she wouldn't always be late.
- We don't use 'would' in the if clause. Not if but we can use 'would' in the if-clause when we make a request.
e.g. If you'd like to come this way, the doctor will see you now. (Please come this way)
- In a type 2 if clause, we sometimes use 'were' instead of 'was' especially in the clause 'If I were you'.
e.g. If I were you, I'd ask a lawyer for some advice.
- The main clause often has 'would'. We can also 'could' or 'might'
e.g. If we had a calculator, we could work this out a lot quicker.
- If Rachel worked harder, she might do even better at her studies.

1.1.7.3 Conditional (3)

A. Introduction

David: How was your camping holiday?

Mike: Well, it would have been all right if it hadn't rained all the time.

Harriet: If we'd gone two weeks earlier, we'd have had better weather situations in the past. It did not rain, and they did not go two weeks earlier.

B. Type 3: If we had gone earlier, we would have had better weather.

IF CLAUSE	MAIN CLAUSE
If past perfect	Would have
If we'd gone earlier	We have had better weather
If David had been more careful	He wouldn't have fallen

- We don't use 'would' in the if clause. Not
- The main clause often has would have. We can also use could have or might have.

If I'd had my mobile yesterday, I could have contacted you.

We just caught the train. If we'd stopped to buy a paper, we might have missed it.

The short form 'd' can be either 'had' or 'would'.

If you'd rung me, I'd have come to see you.

(=If you had rung me, I would have come to see you).

1.1.7.4 Conditionals at a Glance

There are three main types of conditionals

Type 1: If The present simplewill/can/may

e.g. If we win today, we'll go to the top of the league. i.e. (we may win, or we may not)

Type 2: If the past simplewould/could/might.

If Johnson was in the team, I'd feel more confident. (Johnson isn't in the team)

Type 3: If ... the past perfect ... would have/could have/might have.

If Johnson had played, we'd have won (Johnson didn't play)

Here are some more example with different verb forms:

Type 1: If I'm going shopping, I'll need some money.

If the disco has finished, we might be able to get some sleep.

You should stay in bed if you feel unwell.

Type 2: If I didn't like the pudding, I wouldn't eat it.

If the video recorder was working, we could watch a film.

The alarm might go off if we tried to get in through a window.

Type 3: If we'd dropped the piano, it would have been a disaster.

If Vicky had come to the theme park with us last week, she might have enjoyed it.

We could have given you a lift if we'd known you were coming this way.

1.1.7.5 Other conditional sentences in English

As well as the three main types, there are other types of conditional sentences. For example:

- We can use two present tense verbs:

e.g. If you ring the number. No one answers

- We can also use a present tense verb and imperative.

e.g. If you need any help just ask.

- If you drink, don't drive.

We can use 'be going to':

If it's going to rain and, I'd better take an umbrella.

If they try to cut down the trees, there's going to be a big protest.

The conditional type 3 (Hypothetical and impossible) can be used in the following ways also:

- a) 'Had' can be put by wiping out the 'if'

For Example: If you had called me, I would have seen you.

Had you called me I would have seen you.

- b) 'If' can be wiped out by putting 'should' at the beginning of a sentence.

For Example:

Should you fall ill, call in the doctor.

(= If you should fail ill, call in the doctor.)

- Similarly, the conditional conjunctions – but for, other wise, provided (that), suppose/supposing (what if?) can be replaced in place of 'if'.

For Example

1. But for (=If it had not rained), we should have played.
2. I must read well, otherwise (=If I don't read I shall fail)
3. I will go provided that (=on condition that) my expenses are paid.

Suppose the plane is late?

= What if/what will happen if the plane is late.

- If and in case are not meant same.

For example:

- a. HARI: I'll come tomorrow in case Radha calls me.
- b. RAM: I'll come tomorrow if Radha calls me.

In the above example 'a' probably whether Radha calls Hari or not, but certainly, Hari comes. So his work does not depend on Radha. But in the sentence 'if Radha calls me' in example 'b' Ram comes only after Radha calls him.

- The use of 'if only' is used in such tense in which the sentence is used to express hope, wish and regret.

For Example:

If only she meet me = I hope she will meet me.

If only he didn't drive so fast = We wish he didn't drive so fast.

We are sorry he drives so fast.

- Eastwood illustrates about 'if, 'when', unless and incase in oxford university grammar. He has distinguished 'if or when', 'if' and 'unless' and 'incase' respectively.

Compare if 'and in case'

I'll bring in the washing I'll bring in the washing in case it rains.

If it rains

(=I'll bring it in at the time it starts raining) (=I'll bring it in now because it might rain later).

1.2 Review of the Related Literature

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

Rai (2002) Carried out a study of errors in using conditional committed by grade nine student of Lalitpur district. He found that many students have committed errors in conditional sentence due to interference of the Nepali language. He concluded that the cause of errors in English language might be lack of knowledge.

Karn (2004) carried out a comparative study of case between Maithili and English language. He collected many sentences of Maithili and English. So, he found that case maker in Maithili and English language have little differences.

Phyak (2004) has carried out a research on 'English and Limbu pronominals: A Linguistic Comparative Study'. He wanted to determine Limbu pronominals and to find out similarities and differences between those in relation to English pronominals. He found that Limbu has more pronouns and more complex pronominals system than those of English. There is no distinct use of Limbu pronouns for male, female, human and non-human beings. Regarding personal and possessive pronouns, both are categorized under singular, dual and plural number in Limbu, but they are categorized under singular and plural number in English.

Khanal (2005) Carried out a comparative study on Affixation in English and Maithili. His findings show that other affixation of Maithili language more complex than language. His data shows that affrication in Maithili is less than English affixation.

1.3 Objectives of the Study

This study had the following objectives:

- a. To identify the conditional sentence markers in Maithili.
- b. To find out the similarities and differences between English and Maithili in terms of conditional sentences.
- c. To find out and analyze the errors in conditional sentences committed by Maithili speakers.
- d. To suggest some pedagogical implication.

1.4 Significance of the Study

- i. This is the first research on conditional sentences in the Maithili language in the department of English education. So, it will be invaluable for the department itself.
- ii. The study will be helpful for the prospective researchers in the Maithili language.
- iii. 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.

1.5 Definitions of the Specific Terms

This research consists of some specific terms which are defined as follows:

a. Conditional Sentence: Here, a conditional sentence is a complex sentence that consists of a main clause and a subordinate clause. The subordinate clause typically begins with the adverbial 'if'. It clause sets of the condition and main clause gives the result or outcome.

b. Condition: Something upon the fulfillment of which something else depends is the condition.

c. Open condition: Here, open condition states real condition which may or can be fulfilled and probability suggested is high the reference. Of the tense is to the present or future. e.g. If it rains, I shall stay at home.

d. Imaginary Condition: Here, imaginary condition states the improbable condition in which the action in if clause is not very likely to be expected to take place. The past forms of verbs are used to suggest the imaginary nature of condition. e.g. if my grandfather were alive, he would describe about the journey of Muktinath.

e. Impossible condition: Here, impossible condition refers to the unreal condition in which if clause was not fulfilled and therefore, the action or result in the main clause also didn't take place. The reference of the tense is to the past. e.g.

If Ram had worked hard, he wouldn't have failed the exam.

f. Proficiency: Here, proficiency refers to the ability of the students of grade ten to supply the correct conditional sentences and make use of them appropriately.

g. Subjunctive: The form of the verb often used to express uncertainty, wishes, desire. The subjunctive usually refers to non-factual or hypothetical situation.

CHAPTER TWO

METHODOLOGY

The researcher adopted the following methodology to carryout the research.

2.1 Sources of Data

In order to carry out this research, the researcher utilized both primary and secondary sources of data.

2.1.1 Primary Sources of data

The Maithili native speakers from Sothiain and Nabarajpur VDCs of Siraha district were the primary sources from whom the researcher elicited the required data for the research.

2.1.2 Secondary Sources of Data

In addition to the primary sources, the researcher made use of the secondary sources of data, viz books, theses, journals, periodicals, articles, reports and other materials which have close relevance with the present study.

2.2 Sampling Procedure

The total sample was 60 Maithili native speakers, above 15 years of age from Sothiyain and Nabarajpur VDCs of Siraha district. Thirty informants were taken from each VDC. The total sample was divided into three groups, viz. illiterate, literate and educated, with 20 (10 males and 10 females) informants in each group using stratified random sampling procedure. Those who were unable to read and write were considered as illiterate. Similarly the people having academic qualification below S.L.C.

were taken as literate and the population with academic qualification above S.L.C. were assumed to be educated ones.

Table No. 1

Sample of the Study district Siraha

VDC	Sothiain						Nabarajpur					
	Illiterate		Literate		educated		Illiterate		literate		educated	
Types of informants												
Sex	M	F	M	F	M	F	M	F	M	F	M	F
No. of informants	5	5	5	5	5	5	5	5	5	5	5	5
total	10		10		10		10		10		10	
Grand total	60											

2.3 Research Tools

The researcher elicited the required data from the informants using interview schedule and from the selected educated informants using test items as research tools: interview and questionnaires.

2.4 Process of Data Collection

The stepwise procedures of data collection are given as follows:

- i. The researcher developed two types of research tools; interview schedule and test items
- ii. He went to the selected VDCs and established a good rapport with the selected informants.
- iii. He motivated the respondents by explained clearly and in simple terms the objectives and relevance of the study to informants.

- iv. He kindly asked for their invaluable cooperation and elicited the required data for the completion of the study.
- v. He conducted the structured interview with the selected illiterate and literate informants and over the test items to the selected educated informants after giving necessary instructions. The responses were recorded in written form.
- vi. He similarly thanked the informants when the interview over and test items were returned.

2.5 Limitations of the Study

The study was limited in the following ways:

- i. The total sample of the study was only 60 Maithili native speakers from Sothiyain and Nabrajpur VDCs of Siraha district.
- ii. The study focused only on the conditional sentences in Maithili with reference to English.
- iii. Here, 'illiterate people' means those who can't read and write; literate people are those who can read write but who do not have the qualification of SLC and the educated are those with the qualification above SLC.
- iv. The study was further limited to the analysis of the responses obtained from the respondents only.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data obtained from the informants and secondary sources. Firstly the analysis of rules of conditional sentences of the English was done mainly on the basis of secondary data extracted basically from Freeman (1983) and Murphy (1999) secondly, types of tense, type of sentence and rules of conditional sentences of Maithili language was analyzed on the basis of oral and written primary data collected from 60 Maithili native speakers. Then, the comparison and contrasts of the processes of conditional transformation of Maithili with those of English was done. The collected data was 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 conditional sentences of English and Maithili with illustrations.

3.1 Conditional Sentences in Maithili

Conditional clauses are formed by adding the subordinator J (also j di-y di, g r) 'if' to the clause which signals the condition and t 'then' to the main clause which states that the outcome will happen if the condition is met. The following examples illustrate this:

- i) agar tu: ok ra bol bhi t u: ait
If (2H) (-3NH) call PRES then (-3H) come PRES
If you call him, he will come.
- ii) J di tu: ait t h mu Janakpur jaitu.

If (2H) come-PRES then I Janakpur go – FUT

If you come, I will go to Janakpur.

iii) U: s b kaj k let j□b prayas k rt

(3NH)-pl work do PAST-FUT-PERF If (3NH-P)PAST -Try.

They could have done, if they tried.

iv) tu: bhagsali chi t Chandi Nacch tundikhel Kathmandu me
dhek sakbi

If (2N) lucky PRES – be then Chandi Nacch tundikhel
Kathmandu (2N) may- PAST see.

If you are lucky, you might see Chandi Nach at Tundikhel
Kathmandu.

v) Agar Sita git gaut t u: bhaut parsed h ut.

If Sita song Mo. AUX PRES. V. then (3NH) very popular
Mo. AUX PST.

If Sita could sing a song, she would be very popular.

Sentences (1-V) illustrate the example of the so called “reality”
conditionals, the main morphological distinction of which is to
mark the verb of both clauses with any combination of present,
past and future tenses.

Negation of either or both clauses is possible, syntactically;
negative conditions are like ordinary conditionals.

a. Agar o Nebal nai ait sagarmatha nai dheitht .

If (3NH) Nepal not come-PRES come then Sagarmatha not
see FUT.

Is she does not come Nepal, she will not see Sagarmatha.

b. j Rita bhat nai pakat t o khet nai jait .

If (3N) rice not look-PRES (3NH) field not go-PRES.

If Rita does not cook food, s/he does not go to field.

c. j di ama ghar jait t h ms b nai r h b.

If mother go-PRES then we not-PRES live.

If mother goes home, we don't live here.

d. j□ pani p rt t h m nai aib.

If water fall-PRES then I not come-FUT

If it rains, I will not come.

3.2 Counterfactual Conditionals

Counterfactual conditionals use a different morphological device. In counterfactual conditionals, the use of the subordinating morpheme j□, j□di-y di, ger, 'if' is optional, and the verbs of both the subordinate and main clauses are unmarked for tense and are instead marked for the conditional mood-it, e.g.

i) (j□) u: d ur t u: samaym pauch t .

If (3NH) run-PRES then (3NH) COND rach-FUT in time.

'If he runs, he will reach in time.'

ii) j di tu kanbe t tora pitai lag to

If (2H) cry-PRES COND then I beat – FUT (2H)

If you cry, I will beat you.

iii) j di tora rupaiya chhau t tu: kitab kin.

If (2H) money-PRES PERF COND then (2H) book buy-PRES.

If you have money, you buy the book.

iv) j□b pani ke umalbe t baf baidzet

If water boil-PRES COND, it change-PRES steam

If water boils, it changes in to steam.

v) hun-ka beti ke bibah bh

he(H) – ACC/DAT daughter ACC/DAT marriage become
gel-r h-it- inh t nk ho-it- iuh.

Go-PERF AUX-COND-(3NH+3H) then good be-OND-
(3NH+3H)

‘Had his daughter been married, it would have been nice.’

Alternatively, it is possible to have a truncated main clause, i.e. the verb phases marked with the conditional mood may be assent (as shown with in the brackets)

i) Gita kitab kintit jb okara sangme rupaiya reit .

Gita book buy-PAST FUT PERF COND (3NH) have money
had.

Gita would have bought the book, if she had had any money.

ii) h m nik ucha madhymik vidhalaya me jait u

I good higher secondary school to MO. AUX go-PRES

Agar h m S.L.C. pass heib t

COND I S.L.C. pass-PAST

‘I would go to a good 10+2 school, if I passed the S.L.C.’

iii) h mra sebke nik reit chhata leit t j□ pain p r t

we better take-PRES-PERF Umbrella COND then it be go
PRES CONT rain.

‘We’d better take an umbrella, if it is going to rain’.

Semantically, counterfactual conditionals are the “unreality” conditioners and refer the situations which might have happened if

the condition stated in the subordinate clause had been met.
Negation of either or both clauses of counterfactual conditionals is permissible in Maithili. For example:

- i) h m chasma nai legabai chi t h m ahhar nai dhekhi chai
 I neg wear-PRES glass then I neg mo-AUX-PRES see letter.
- ii) Agar tu: dharpan nai band k rbi t h m g p nai k rb
 If you (2NH) not talk-PRES smoke than I not talk-FUT
 ‘If you don’t stop smoking, I won’t talk to you.’
- iii) tu: hid nei sk b, j□di tu: mota jæbi
 (2NH) walk not-FUT COND (2NH) to be fat
 You won’t walk, if you are fat.

3.2.1 Absolutive clauses

Absolutive clauses are formed by adding the conjunctive/assaultive particle *k* to the verb stem of subordinate clause. Assaultive clauses convey a number of different meanings which are illustrated below.

Temporal sequence: It is a branch of absolutive clauses which shows the meaning of conditional clause.

- i. j□j n j lkh I kha k æ-1

laborer break fast eat cp come – PST – (3NH)

‘Having eaten the breakfast, the laborer (5) come’

- ii. O h ha k bhoj n k e – 1 - ith

He (H) bathe CP meal do – PST – (3H)

‘Having bathed, he ate (his meal)’.

Conditional clauses also shows function as manner in Maithili language.

3.2.2 Manner

a. Radha seb s h is k g p

Radha all from laugh cp talk do – IMPERF

ch- ith

AUX – PRES – (3H)

'Radha talks to everyone smilingly/pleasantly.'

b. M ugi kainkhiji k s b ke p tia

woman cry CP all ACC/DAT convince de-1- k

give – PST – (3NH + 3NH)

'The women convinced all by crying piteously'.

c. rajend r dos – o bh k k m – ra s

Rajendra friend – EMPH be CP I – ACC/DAT from jhàgra

quarrel do – PST – (3NH)

'Rajendra quarreled with me even though he was my friend.'

d. O h mra dekhi – o k n I tok – 1

he (H) 9 – ACC/DAT see – EMPH CP not speak – PST - inh

PST – (3H+1)

'He didn't speak to me even though he saw me'

Causal-Causal also function as conditional clauses in Maithili.

e. Uma duib k m ir ge – 1 - ik

uma drown CP die go – PST – (3NH)

'Uma died of drowning.'

3.3 Comparison between English and Maithili

In this unit, conditional sentence are presented to find out similarity and dissimilarity of both the languages, that is Maithili and English.

English	Maithili
a. If they had worked hard, they would have succeeded.	agar u: s b kada mehn t k rtai t safal bhajai t .
b. If you heat butter, it will melt	j□b makhan k t tebai t p gtl t .
c. If you call him, he will come	agar tu: ok ra bol bhi t u: ait .
d. I would have gone, if I had known	j□di h m jaitu t h m Jaintu
e. If water boils it changes into steam	j□di pani k umalbe t baf baindzet
f. If Sita used spices, the food wouldn't be tasteless.	Ag r Sita Khana m masala deit t swadist hait
g. My father won't go to Biratnagar if it doesn't stop raining	h mr babu Biratnagar nai jet j□di pani nai band haite
h. If you are so much, you would get fat	j□di tu: bhu: t khaibi t mota jaib .
i. If I were you, I would help her.	agar tora thau me h m reiht u tora sahaug kairtu.
j. If people are healthy, they can work harder.	j□di manish sowasth rhawn chhan bhne kada work gornu prodhchh.
k. If you cried I would hit you	J□di tu kanbe t tora pitai

	lag to
l. If you get money, buy some books	j□di tora rupaiya chhau t tu: kitab kin.
m. If you labour hard, you will get success	agar tu: kada meh nt k rbi t tu: safal bhjebhi.
n. If you had called him, he would have arrived.	j□:di tu: bolene chi t u: pugjeit .
o. If it rains, I shall stay at home	agar pani p r chhai t ghar me reh p r tai
p. Unless he studies hard he won't pass.	agar u: kada mehn t nai k rt t u: pass nai hait .

From the above sentences we find that in English conditional sentences marker is 'if' and 'unless' but in Maithili j□, y di and ag r. Similarly, in conditional sentences there is a wide variation of tenses in 'if' and main clauses in English whereas in the Maithili language tenses are rarely different in the 'main' and the 'conditional' clauses. About similarities tense system in English and Maithili have comparable in the conditional sentences.

3.4 Errors made by Maithili Native Speakers in “the correct choice item”

While analyzing errors from the gathered data, the individual errors have been collected and that has been presented in table.

Table No. 2

Type of conditional sentences	Right answer	Wrong answer	Total test items
Type – one	35	15	50
Type – two	32	18	50
Type – three	42	8	50

From the above data in type one 30 percentage respondents have committed errors, in type two 36 percentage respondents have made and in type three 16 percentage respondent. In conclusion, we can say that many Maithili native speakers committed errors in type two due to interference of the mother tongue.

Some of the examples of the errors that the respondents committed were as follows:

Type: 1

*If we hurry, we would catch the bus.

*If it doesn't rain, we would be having a picnic.

*If my parents gave me enough money, I will buy fine clothes.

Type: 2

*If he had a calculator, he can work this out a lot.

*If I were you, I have ask a lawyer for some advice.

*If I were you, I'll work hard to pass the exam.

Type: 3

*If we'd gone two weeks earlier, we have had better weather situation in the past.

*If I'd had my mobile yesterday, I can have contacted you.

*If I hadn't fallen ill and missed the interview, I might have been getting the job.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

This chapter deals with finding, 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 conditional markers in English are 'if' and 'unless' which are placed in the beginning of sentences similarly, in Maithili conditional marker are $j\bar{a}$, $j\ di$, $y\ di$, and $g\ r$ are also placed at the beginning of sentences.
- ii. In English 'not' is used in conditional sentence to show negative meaning but in Maithili language "nei" shows negative meaning.
- iii. In English tenses have distinct forms whereas Mathili has clarity distinct form of verb.
- iv. In Maithili counterfactual conditionals use a different morphological device such as $j\bar{a}$, $j\ di$, $y\ di$, ger whereas in English would + v is used.
- v. In Maithili semantically counter factual conditionals are the "unreality" whereas in English it refers to future plan.

4.2 Recommendations and Pedagogical Implications

On the basis of the findings the research, the investigator would like to make the following recommendations and

suggestions for the effective teaching and learning of English conditional sentences are as follows:

- i. The mother tongue can interfere the learning English conditional sentences because the verb in if clause in the past form refers to the present condition. So the teachers should emphasize in the appropriate use of tense in main clause.
- ii. Give more emphasis on teaching conditional type two and three (imaginary and impossible) because the students find them ore difficult than the type – 1 (probable)
- iii. Teach the rule and regulation of all the three type of conditionals inductively.
- iv. Make the students practice all types of conditionals as far as possible.
- v. Teach the conditionals creating imaginative situations.

The researcher here does not claim that the present study covers all the rules of conditional sentence in Maithili because he has not carried out this research in all types of sentences available in the Maithili language. The sentences which are taken for this purpose are related with assertive sentences, and only 60 native informants from Sothiyain and Nabarajpur of Siraha district are taken. However, the researcher has tried his best to generalize the rules of conditional sentences in Maithili explicitly based on the collected data.

Finally, the researcher wants to request the convinced authority to take the above mentioned recommendations into consideration. Furthermore, he should like to request the authority to carryout other researchers on the various areas of the Maithili language.

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APPENDICES

Appendix – I

Informants of the Research Study Sothiain

Educated

S.N.	Name	Sex	Age
1.	Chhedi Yadav	M	35
2.	Chalitar Yadav	M	30
3.	Mahesh Yadav	M	24
4.	Pabitar Yadav	M	25
5.	Kamal Prasad Yadav	M	30
6.	Gauri Yadav	F	16
7.	Rita Yadav	F	40
8.	Gita Yadav	F	27
9.	Sita Yadav	F	26
10.	Kabita Yadav	F	25

Literate

S.N.	Name	Sex	Age
1.	Dukhi Yadav	M	20
2.	Ganga Yadav	M	45
3.	Shiv Pandit	M	28
4.	Deo Kumar Pandit	M	25
5.	Ajay Yadv	M	26
6.	Binita Yadav	F	25
7.	Punita Yadav	F	20
8.	Babita Yadav	F	18
9.	Renu Yadav	F	25
10.	Parmila Yadav	F	40

Illiterate

S.N.	Name	Sex	Age
1.	Tanku Lal Yadav	M	45
2.	Hareram Yadav	M	40
3.	Hari Yadav	M	35
4.	Deo Kumar Yadav	M	25
5.	Siv Kumar Sah	M	30
6.	Dukhni Yadav	F	40
7.	Fulkumari Yadav	F	30
8.	Sanjya Yadav	F	25
9.	Chandesri Yadav	F	20
10.	Jahari Yadav	F	18

APPENDIX – II

Informants of the Research Study Nabarajpur

Illiterate

S.N.	Name	Sex	Age
1.	Sital Yadav	M	46
2.	Ram Kumar Yadav	M	20
3.	Shiv Ram Yadav	M	25
4.	Dinesh Kumar Yadav	M	35
5.	Ram Dayal Das	M	35
6.	Mantor Yadav	F	30
7.	Gauri Yadav	F	34
8.	Umda Yadav	F	40
9.	Raj Kumari Yadav	F	35
10.	Anju Kumari Yadav	F	20

Literate

S.N.	Name	Sex	Age
1.	Manoj Kumar Yadav	M	26
2.	Rabindara Yadav	M	30
3.	Rambilash Yadav	M	45
4.	Ramudgar Yadav	M	18
5.	Nitesh Kumar Yadav	M	20
6.	Nitu Kumari Yadav	F	35
7.	Lila Kumari Shah	F	40
8.	Santa Kumari Chaudhary	F	22
9.	Mamta Kumari Chaudhary	F	20
10.	Sarmila Kumari Yadav	F	18

Educated

S.N.	Name	Sex	Age
1.	Umesh Yadav	M	20
2.	Mahesh Yadav	M	25
3.	Rajendar Pramani	M	40
4.	Bharat Sah	M	30
5.	Santosh Yadav	M	25
6.	Nirmala Yadav	F	20
7.	Devi Yadav	F	25
8.	Bindu Kumary Chaudhary	F	18
9.	Pramila Devi Gupta	F	19
10.	Manju Yadav	F	25

APPENDIX – III

Devanagari Symbols and Their Transliteration

The Devanagari Symbols for Maithili vowels and consonants with their corresponding phonemes.

Vowels	अ	आ	इ	ई	उ
	a		i		u
	ऊ	ए	ऐ	ओ	औ
		e	ai	o	au
Consonants	Stops				Nasals
Velar	क	ख	ग	घ	ङ
	ka	kha	ga	gha	na
Palatal	च	छ	ज	झ	ञ
	cha	chha	ja	jha	a
Retroflex	ट	ठ	ड	ढ	ण
	ta	tha	da	dha	na
Dental	त	थ	द	ध	न
	ta	tha	da	dha	na
Labial	प	फ	ब	भ	म
	pa	pha	ba	bha	ma
Others consonants	य	र	ल	व	श
	ya	ra	la	va	sa
	ष	स	ह		
	sa	sa	ha		

(Based on Yadav (1984))

APPENDICES

APPENDIX – I

Interview Schedule

This interview schedule has been prepared in order to accomplish a research work entitled "**Conditional Sentence English and Maithili: A Comparative Study**". This research is being carried out under the supervision of Mr. Bhesh Raj Pokhrel, the lecturer in the Department of English Education, Faculty of Education, T.U., Kirtipur, Kathmandu. It is hoped that your invaluable co-operation will be great contribution in the accomplishment of this valuable research.

Researcher

Bisheswar Prasad Yadav

T.U., Kirtipur,

Kathmandu

Name: Chhedi Yadav

V.D.C: Sothiain-06

Academic Qualification: S.L.C.

District Siraha

Group 'A'

A. Translate into Maithili Language

1. If you play volleyball, you will be late.

.....

2. If you don't eat, you will be hungry.

.....

3. If Sita could sing, she would be very popular.

.....

4. If she hadn't come to Nepal, she couldn't have seen Mt. Everest.

.....

5. If Pabitar weren't the captin, the team would play better.

.....

6. If Hari doesn't run faster, he will lose the race.

.....

7. If I were a bird, I would fly.

.....

8. If you want to pass the exam, work hard.

.....

9. If you are lucky, you might see Chandi Naach at Tundikhel,
Kathmandu.

.....

10. If you talk about the festivals in Nepal, you must talk about teej.

.....

Group 'B'

B. Fill in the blanks selecting correct words from the brackets:

1. If I were a teacher, Inot punish the pupils.

(will, would, would have)

2. If you had, you would have passed the exam.

(Study, studied, had studied)

3. If you tried again, you succeed.
(will, would, would have)
4. If he He will get there in time.
(run, runs, ran)
5. They could have done, if they
- (try, tried, had tried)
6. If you want to pass the exam
- (work well, worked hard, works well)
7. Had he gone there, he
- (would meet, would have met, will meet)
8. I would fly to you, if I a bird
(am, were, have)
9. She may be healthy if she Enough
(eat, eats, ate)
10. If youbird you could fly in the sky
(was, were, are)

नाम (Name): Kabita Kumari Yadav

गा.वि.सं. (V.D.C): Sothiain-06

शैक्षिक योग्यता (Academic Qualification): S.L.C.

जिल्ला (District): Siraha

Group 'A'

Translate into English

१. जदि त आएते त हम जनकपुर जाएतु ।

.....

२. अगर ऊ काठमाडौं आएत त हम सब घर जाएतु ।

.....

३. यदि रीता भात पकैत त उ खेत जैएते ।

.....

४. अगर आमा घर जाएते हमसब जाएतु ।

.....

५. अगर भाई आवतै त ऊ जाएतै ।

.....

Group 'B'

Tick the best answers

1. If you study hard

a. You will pass the exam.

b. You would pass the exam.

c. You would have passed the exam.

2. If you called him,.....
- a. He will come
 - b. He would come.
 - c. He would have come.
3. If it rains,
- a. I will not come.
 - b. I wouldn't come.
 - c. I wouldn't have come.
4. If I were you,
- a. I will accept her.
 - b. I would accept her
 - c. I would have accepted her.
5. If I had work hard,
- a. I will top the list.
 - b. I would top the list
 - c. I would have topped the list.
6. If you were a mouse,
- a. The cat will eat you.
 - b. The cat would eat you.
 - c. The cat would have eaten you.
7. If you had come earlier,

- a. You will meet him.
- b. You would meet him.
- c. You would have met him.

8. If you had done as I told you,

- a. You would have succeeded in the test.
- b. You would succeed in the test.
- c. You will succeed in the test.

9. If it goes on raining,

- a. The while area will be flooded
- b. We would grow a lot of crops.
- c. People would have lost their livestock.

10. If youking, you live in the palace.

नाम (Name): Tirpit Yadav

गा.वि.सं. (V.D.C): Sothiain-05

शैक्षिक योग्यता (Academic Qualification): S.L.C.

पेशा (Occupation): Teacher

जिल्ला (District): Siraha

Group 'A'

A. Translate into English

१. अगर यहाँ आबतु त हम जाएतु ।

.....

२. अगर आँहा भेटतु त हम किछो कहितु ।

.....

३. अगर आँहा बजारमे भेटतु त हम मीना साथी सँ भेटेवतौ ।

.....

४. जदि बबतीताके देखलौ त हम आश्चर्य चकित भगेलि ।

.....

५. जब हम पुस्तकालयमे गेल छेलौ त खीके देखलौ ।

.....

६. अगर आँहा आई हमर घर नै एवै त हम कहियो ने अहाँके घर जाएब ।

.....

७. जब हम आइ पुस्तककालयमे बैसल छेलौ त हरी प्रिया साथीके देखलौ ।

.....
द. अगर आँहा हमश देखलौं त कैला ने बजेलौं ।

.....
९. जब आँहाके प्यास लागल त हमरा से कैला ने पानी भगलौं ।

.....
१०. जब हम एक रति गाछ तर बैसल छैलौं हम सुन्दर एक आवाज सुनलौं ।

Group 'B'

A. Complete the following sentence with correct choice.

1. I you don't stop smoking.....

- a) I won't talk to you b) I wouldn't talk to you
d) I won't have talked to you c) I wouldn't have talked to you

2. If I hear any news.....

- a) I would phone you b) I'll phone you.
c) I'll have phoned you d) I called phone you.

3. We'll be having a picnic

- a) If it doesn't rain b) If it didn't rain
c) If it won't rain d) Unless it would rain

4. The computer comes on

- a) If you passed this switch b) If you press this switch
c) If you can press this switch d) If you have press

5. Unless you apologize.....

- a) I'll never speak to you again
b) I would never speak to you again.

- c) I have never spoken to you again
- d) I should never speak to you again.

नाम (Name): Upendra Yadav

गा.वि.सं. (V.D.C): Sothiain-06

पेशा (Occupation): Farmer

जिल्ला (District): Siraha

A. Translate into Maithili

1. If you want to come, you will come.

.....

2. If you want to become good teacher do an effective teacher does.

.....

3. If it rains, I will not come.

.....

4. If you reach, there you call me.

.....

5. If you have money, give me some money.

.....

B. Complete the following sentences with correct choice

1. If I had a million rupees,

a) I'll probably buy a car b) I'd probably buy a car.

c) I'd have probably bought a car. D) I can probably buy a car.

2. I'd eat the whole lot

- a) If I had your figure. b) If I have your figure.
c) If I'll have your figure d) If I'd have your figure.

3. If I were you, I will work hard to pass the exam.

- a) I work hard to pass the exam.
b) I'll work hard to pass the exam.
c) I would work hard to pass the exam.
d) I could work hard to pass the exam.

4. I could get you one

- a) If you needed a ticket. b) If you need a ticket.
c) If you have needed a ticket. d) If you had needed a ticket.

5. If Meena got up earlier...

- a) She won't always be late. b) She wouldn't always be late.
c) She wouldn't always have been late
d) She couldn't always be late.