

Tribhuvan University

Passivization in English and Maithili: A Comparative Study

**A thesis submitted to the Central Department of English in the partial fulfillment
of the requirements for the degree of Master of Arts in English**

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Letter of Recommendation

This dissertation paper entitled "Passivization in English and Maithili: A Comparative Study" has been prepared by Mr. Birendra Kumar Chaudhary under my supervision in partial fulfillment of the requirements of the Master's Degree in English. I recommend this study to the expert committee for approval.

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The thesis entitled Passivization in English and Maithili: A Comparative Study by Mr. Birendra Kumar Chaudhary has been submitted to the Central Department of English, Tribhuvan University. It has been approved by the undersigned members of the Research Committee.

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Abstract

The main objective of this dissertation is to present the analyses of English and Maithili passivization. The analysis of English passivization is fully based on the secondary data. With the help of secondary data collected from A Reference Grammar of Maithili (1990), University Grammar (1973), and also by using his own intuition, the researcher sets the rules for Maithili passivization, then tests those rules by collecting the oral and written data from forty Maithili speakers of Siraha district. By making the contrastive analysis of English and Maithili passivization, it also predicts the errors that the Maithili speakers are likely to commit while learning English passivization. It also calculates the errors actually committed by 150 Maithili-speaking students of Grades IX and X of Siraha (Kalyanpur) district through Error Analysis. Finally, it points out the correlation between the predictions of errors and the actual occurrences of errors.

The sample population for this study consists of 150 Maithili-speaking students of Grades IX and X Siraha district from ten different schools, fifteen from each school. In this work, both primary and secondary sources are used for the collection of data. The primary tools for the verification of Maithili passivization are both oral and written texts which consist of three items. The primary tool for analyzing the errors of Maithili-speaking students is a written text which consists of two items. After collecting the data, the responses of the students are marked systematically and the errors committed by them are tabulated. The tables consist of total errors and average errors presented item-wise and class-wise.

Abbreviations and Symbols

| | |
|---------|---------------------|
| Acc. | Accusative |
| Act. | Active |
| Affir. | Affirmative |
| Agr. | Agreement |
| App. | Appendix |
| AS | Active Sentence |
| Ass. | Assertive |
| Aux. | Auxiliary |
| Com. | Command |
| Dat. | Dative |
| DO | Direct Object |
| e.g. | For example |
| Fut. | Future |
| Gen. | Genitive |
| H | Honorific |
| HH | Highhonorific |
| i.e. | That is |
| Imp. | Imperfective Aspect |
| Impr. | Imperative |
| Inflex. | Inflexions |
| Intran. | Intransitive |
| IO | Indirect Objective |
| MH | Midhonorific |
| Neg. | Negative |

| | |
|-------|---------------------------------------------------------|
| NH | Nonhonorific |
| Pass. | Passive |
| Perf. | Perfective |
| Pl. | Plural |
| PM | Passive Marker |
| Pre. | Present |
| Prog. | Progressive Aspect |
| PS | Passive Sentence |
| Tran. | Transitive |
| V | Verb |
| VP | Verb Phrase |
| 1 | First Person |
| 2 | Second Person |
| 3 | Third Person |
| * | Asterisk (It indicates an unacceptable form/expression) |

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Chapter One

Introduction

1.1 English Language in Nepal

Language, a voluntary vocal system of human communication, is an extremely complex, versatile and the most commonly used tool that people use to fulfill their needs. It is a dynamic and open system that allows human beings to communicate their thoughts, ideas, feelings, desires, emotions and expressions. It is the language only that differentiates human beings with other non-human beings. The ability to use language has made human beings to be the supreme creature in the world.

We can say that language is the property of the human beings only. But the most important thing to remember is that people use different kinds of tools to fulfill their communicative needs. That means there is not only one language spoken in the world. So many languages are spoken, among them some are widely used, some are narrowly used, some are on the process of extinct and some are already dead.

English is the most dominant language in the world. It serves today as a lingua franca in many parts of the world; for some speaker it is a native language; for others a second language; for still others a foreign language. As the world has shrunk because of the latest scientific discoveries and development in the field of communication, the importance of English as an international language has increased all the more. Most of the books are written in English. Therefore, the English language has become as indispensable source of knowledge for all.

“The English language has changed. One in five of the world’s population speaks English. Approximately 375 million people speak English as their first language. Over 375 million people speak English as their second language. English is the main international language of business, pop music, sports, advertising, academic

conferences, travel, airports, diplomacy, science and technology. It is estimated that English is the language of over 80 percent of the information stored in the world's computers and 85 percent of internet home pages and English is the language of 68 percent web users" "Encarta World English Dictionary" (201).

The development of the English language in Nepal is closely connected with the rise of the Prime Minister Jung Bahadur Rana. After his visit to England, he established Durbar High School in 1853. It was the first English school to teach the English language in Nepal "English in Nepalese Education" (3). Since then English has been included in the curriculum right from Grade Four up to the Master's level. This language is compulsory taught in almost all the educational institutions of Nepal from primary to higher-secondary level. In some disciplines, English is made compulsory right up to the Bachelor's level.

"English in Nepalese Education" says, "English is undoubtedly of vital importance for accelerating the modernization process in Nepal" (4).

The importance of English language in the present day world need not be overemphasized, it is a principal language of international communication and a 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. It is taught as a compulsory subject right form Grade Four to Bachelor's level. In addition, it is used as an access language or a library language and as a means of instruction and evaluation at the higher levels of education "A Course in General English" (55).

Hence, English is indispensable for academic and communicative purposes. The rapid growth of English medium schools and their impact on societies prove that the importance of English is very high in Nepal.

1.2 Maithili as a Language of Nepal

Maithili is an eastern Indo-Aryan language spoken by 2797582 people in the southern plains of Nepal known as the Terai that comprises 12.30% population of Nepal and in the eastern and northern regions of the Bihar state of India “Population Monograph of Nepal Vol. 1. Central Bureau of Statistics” (300-301). In the past, Maithili was regarded as either a dialect of Bengali or eastern Hindi or as one of three languages of a spurious language called ‘Bihari’. Today, however, it is recognized as a distinct language and taught as such in Tribhuvan University of Nepal and many Indian universities. According to the International P.E.N. (Poets, Essayists, Novelists) and ‘Sahitya Academi’ (National Academy of Letters), Maithili is the 15th largest language of India “Maithili Vyakarana Aur Rachna” (60).

It is the second largest language of Nepal in terms of number of speakers. According to the census of 1991, it is the native language of 219100 people that comprises 11.85% population of Nepal. There are about ten districts (Morang, Sunsari, Saptari, Udaypur, Sirha, Dhanusha, Mahottari, Sarlahi and Rautahat) where Maithili is spoken. The study, however, will be limited to the language of Maithili spoken especially in Janakpurdham which lies in Dhanusha district “Population Monograph of Nepal” (301).

1.3 Importance of Grammar

Grammar may be roughly defined as the way a language manipulates and combines words in order to form larger units of meaning. There is a set of rules which governs how units of meaning may be constructed in any language. We may say that a learner who knows grammar is one who has mastered and can apply these rules to express himself or herself in what would be considered acceptable language forms. Thus, grammar has great importance and it helps learners to improve language.

Passivization is one of the grammatical topics and is included in the English course for the secondary level.

“New Standard Dictionary of the English Language defines grammar as the science that treats the principles that govern the correct use of language in either oral or written form” (63).

Grammar is a description of the structure of language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language. It usually takes into account the meanings and functions. These sentences have in the overall system of the language. It may or may not include the description of the sounds of a language.

1.4 Contrastive Analysis: an Overview

Contrastive Analysis is a branch of Applied Linguistics which compares two languages typologically in order to find out the points of the similarities and differences between them and then to predict the areas of ease and difficulty in learning one by the speakers of the other language. It has general applications in teaching second languages.

Carl James defines CA as “a linguistic enterprise aimed at producing inverted (i.e. contrastive not comparative) two valued typologies (CA is always concerned with a pair of languages) and founded on the assumption that language can be compared.” It can be inferred (reaching from facts and reasoning) from this that languages are comparable and CA is the comparison of two linguistic systems which can be any of morphology, phonology and syntax or grammar “Contrastive Analysis” (93).

CA hypothesis based on behaviouristic psychology can be summarized in the following way:

- i) Difference between the past and the present learning causes hindrance whereas the learning is facilitated by the similarity between the past learning and the present learning.
- ii) Hindrance leads to difficulty in learning whereas facilitation leads to ease in learning.
- iii) Learning difficulty, in turns leads to errors in performance whereas learning ease leads to errorless performance.

Contrastive analysis has two significant functions, primary and secondary functions. The primary function is the predictive function whereas the secondary function explains the sources of errors committed by the second language learners. Contrastive analysis has two aspects: there are linguistic aspect and psychological aspect. Linguistic aspect deals with the theory to find some features quite easy and some other extremely difficult. Psychological aspect deals with the theory to predict the possible errors made by second language learners.

Linguistic component of contrastive analysis is based on the following facts:

- Language learning is a matter of habit formation.
- The state of mind of L₁ and L₂ learners is different. The mind of an L₁ learner is a tabularasa whereas that of an L₂ learner is full of L₁ habits.
- Languages are comparable.

Psychological component of contrastive analysis, which is also called Transfer Theory, is based on the fact that past learning affects the present learning. If it facilitates learning it is positive transfer. But if it hinders new learning it is called negative transfer. Positive transfer indicates the facilitation whereas negative transfer means interference “Contrastive Analysis” (3).

1.5 Error Analysis and its Steps

Error Analysis is the study and analysis of the errors made by second and foreign language learners. Error Analysis, according to University Grammar, may be carried out in order to –

- a) Find out how well someone knows a language.
- b) Find out how a person learns a language.
- c) Obtain information on common difficulties in language learning, as aid in teaching or in the preparation of teaching materials.

Error Analysis is a branch of Applied Linguistics. It finds out the actual errors made by the learners with the help of its different steps. It has pedagogical applications. Making errors in the course of learning second language is also common for the multilinguals. The ultimate goal of Error Analysis is to characterize the nature of the target language. Is the target language inherently difficult for the native speakers of the particular language? What types of errors are likely to be committed by the second language learners? Questions like these are the subject matter of Error Analysis. In brief we can summarize the objectives of Error Analysis as follows:

“Contrastive Analysis” (1998)

- 1) To find out the actual errors made by the second language learners.
- 2) It provides linguistic input to language teaching by providing relevant information.
- 3) It characterizes the nature of the target language from the learner’s point of view.

Error Analysis is a stepwise procedure. It passes several stages before reaching the stage of error prediction and remediation.

Following are the steps of Error Analysis:

- 1) Collection of data
- 2) Identification or recognition of errors
- 3) Description and classification of errors
- 4) Explanation of errors
- 5) Evaluation of errors
- 6) Correction or remediation of errors

1.5.1 Collection of Data

Data collection is the first step of Error Analysis. The researcher first designs tools to find out the errors. He collects errors through genuine learners. Data may be in oral or written form. And it may be primary and secondary data. The primary data is collected by the researcher himself but the secondary data is collected from the textbooks written by others. The data which is oral and elicited unconsciously is the best one. It is more reliable as it is based on natural environment. The data should cover all the areas of language. Various types of tools can be used to collect genuine and comprehensive data. The tools may be subjective or objective, and free or guided. Guided tools help us to collect data more comprehensively than free tools.

1.5.2 Identification or Recognition of Errors

Errors are identified or recognized at this stage of Error Analysis. Generally, mistakes and errors are taken as synonymous forms. Technically speaking, they are different in the sense that all the errors are mistakes but not all the mistakes are errors. There are others that cannot be corrected by them. Thus, we can divide mistakes into two types – performance level mistake and competence level mistake. The mistakes at the performance level can be recognized and corrected whereas the competence level mistakes cannot be corrected or recognized. The mistakes at the competence level

occur due to lack of knowledge about the underlying rules of the code. Prof. S.K. Sthapit maintains that mistakes are always at the performance level whereas errors are always at the competence level. Native speakers are competent in their language. So they never commit errors.

Errors can be distinguished from mistakes more clearly in the following ways:

- 1) Mistakes are common to everybody, so they are general. But errors are committed by the L₂ learners, so they are specific.
- 2) Mistakes are committed at the performance level due to lack of attention, carelessness or some other kind of physical limitation. Errors are committed at the competence level due to linguistic reason.
- 3) Mistakes are not consistent or regular and they can be corrected; but errors are consistent and regular and they cannot be corrected by the learner himself.
- 4) Mistakes produce fun and merriment but errors produce unacceptable utterances and breaches of code.
- 5) Mistakes may be committed by any language user, but errors are committed only by L₂ learners.

1.5.3 Description or Classification of Errors

The third phase of Error Analysis is the description of errors in which the errors are classified into different categories and then labelled. There are several angles of describing errors “Contrastive Analysis” (1998).

- 1) Receptive vs. productive errors.
- 2) Overt vs. covert errors.
- 3) Individual vs. group errors.
- 4) Global vs. local errors.
- 5) Interlingual vs. intralingual errors.
- 6) Common vs. uncommon errors.

7) Systematic vs. unsystematic errors.

From the linguistic point of view, errors may be classified as follows:

- 1) Phonological errors
- 2) Grammatical errors
- 3) Lexical/semantic errors
- 4) Stylistic errors
- 5) Graphological errors
- 6) Paralinguistic errors
- 7) Discourse errors

1.5.4 Explanation of Errors

The explanation of errors involves linguistic explanation and psychological explanation for the different types of errors committed by the learners. Under this heading the researcher describes the reasons behind the committance of errors. These reasons may be:

1.5.4.1 Overgeneralization

If a learner commits an error by generalizing the particular rules in other situation, such error is said to occur due to overgeneralization. The learners use by generalizing a grammatical rule or linguistic item in the exception case. It refers to the wrong prediction of the system of a language. For example, the learner first learns 'h' as /h/ in 'house', 'horse' and so on and he also pronounces 'honest' as /honest/ due to generalizing the rules. Similarly the words 'fasty' and 'mans' instead of 'fast' and 'men' are produced by Nepali learners of English due to overgeneralization.

1.5.4.2 Analogical Creation

Sometimes, a learner learns language rules simplifying the rule in particular linguistic item, which is new. Overgeneralization and analogical creation are used as synonymous but the difference between them is that in analogical creation a learner

tries to derive the rule behind the data to which he/she has been exposed. As the term analogy refers to the regular pattern, the learner applies the rule consistently or regularly while using language and makes mistakes, e.g.

Box : Boxes

Fox : Foxes

Ox : Oxes*

1.5.4.3 Hypercorrection

When present learning affects the past learning negatively, then it is termed as hypercorrection. It implies that the learners at first learn the correct form. Later, due to false analogical creation, he/she starts using an erroneous form with the idea of earlier corrected one. For example the students of pre-primary start to learn from 1-20 (one to twenty) correctly but they start to learn from 21-100 (twenty-one to hundred), then their present learning (two-one = twenty-one, eight-six = eighty-six) affects the past correct learning negatively as one-one = onty-one, one-six = onty six etc.

1.5.4.4 L₁ Interference (Mother Tongue Interference)

It refers to the use of a native language pattern or rule pattern or rule which leads to an error or inappropriate form in the target language. An error may be caused in any level due to mother tongue interference, e.g. “Sita married with Ram.” Instead “Sita married Ram.” /f/ is pronounced as /ph/ because Nepali does not have a bilabial fricative /f/.

1.5.4.5 Difficulty Inherent in the Language

It has been proved that some portions of aspects of language are so difficult that only learners but also the native speakers have difficulty in mastering. It is called difficulty inherent in the language. It is a dustbin category that occurs in every language. Such errors are committed not only by the foreign language speaker but

also by the native speakers also. For example, English articles and prepositions are taken as inherently difficult areas for both the second language learners and the native speakers of the English language “A Contrastive Analysis” (1998).

1.5.5 Evaluation of Errors

In this stage of Error Analysis, errors are evaluated in terms of their seriousness. All the errors are not equally serious. Some errors are perceived to be more serious than others. Some people perceive the error seriously and some do not. Language teachers are very much conscious than the layman on the issue of error. The evaluator may be the teacher, examiner, educationist, native speaker etc. The explanation of errors tries to find out the answer to the questions, viz. what is error gravity? Who is the authority to find out the error gravity? How to determine error gravity?, etc. There are four different criteria to determine error gravity. They are linguistic criteria, communicative criteria, attitudinal criteria and pedagogical criteria.

1.5.6 Correction or Recommendation of Errors

Correction or remediation of errors is the last stage of Error Analysis which is concerned with the correction and remediation to facilitate learning. Correction is followed by remediation. Learner’s errors should be corrected or not is the main question regarding the correction of errors. There are two views for the correction of errors:

- a) Errors should be corrected as soon as possible.
- b) Errors should not be corrected.

Errors should be corrected in absence of proper learning environment. Errors should be replaced with the correct version. Correction should be more explicit at the beginners level and it should be least explicit at the higher level.

Correction makes the learner passive so errors should not be corrected.

Correction impairs the language learning so we should let the children to correct their errors by themselves.

1.6 Review of the Related Literature

According to “A Reference Grammar of Maithili”, both transitive and intransitive verbs may passivize in Maithili. There are two types of passive verb forms in Maithili. (i) The “inflectional” (strict morphological) passive, which is formed by suffixing – ‘a’ to the non passive main verb stem followed by an appropriate desinence, and (ii) The “periphrastic” passive, which is formed by suffixing the past participle - ‘ l’ to the non passive main verb stem followed by a passive auxiliary verb of motion ja ‘go’ and followed by an appropriate desinence. The subject/agent of the active sentence is marked by the instrumental postposition s /s . (209-210).

This study has done an attempt to analyse the Maithili compound verbs, which form a construction, consisting of two verbs, e.g. ‘bhaeg gerial’ (to run away). Their use in Indo-Aryan languages can be traced back to the earliest phase of Middle Indo-Aryan (600 – 200 B.C.). It is supposed to be the reason why particle + verb construction has gradually lost its existence in these languages. Compound verbs are also found to exist in non-Indo-European languages like Turkic, Tibeto-Burman, Japanese, and Dravidian. “Compound Verbs in Maithili” (1)

Passive is a linguistic device and it is the very grammatical feature of voice. Especially, it has analyzed the passive voice in English only. Here, forms of the English passive voice has been given as well as a tree to illustrate a passive sentence.

Paul Mc Cartney was Knighted

Note that the normal word order of English still holds, but the auxiliary has been expanded to include the passive morphology: a form of the ‘be’ verb + the past participle-be ... en. We will obviously need to elaborate our phrase structure rule for the auxiliary to accommodate the passive:

$$\text{AUX} \rightarrow \left\{ \begin{array}{l} \left\{ \begin{array}{l} \text{T} \\ \text{M} \end{array} \right\} (\text{Pm})(\text{Perf})(\text{Pr og})(\text{Pass})^1 \\ -\text{imper} \end{array} \right\}$$

And the phrase structure rule specifying what the passive is composed of is

$$\text{Pass} \rightarrow \text{be ... -en}$$

If the agent is mentioned, it appears in the prepositional phrase marked with the preposition ‘by’. Here is how a tree looks with the agent expressed.

Paul Mc Cartney was knighted by the Queen. “The Grammar Book” (343-344)

Paul McCartney was knighted by the queen

The passive is a typologically valid category, it must, like all such categories, be identified (i) in terms of the meaning or function it shares across languages, and (ii) in terms of its formal marking in individual languages. It can be said that “the basic functions of the passive are the promotion of the Patient and the demotion or deletion of the Agent. This does not involve the acceptance of a particular syntactic theory, but merely implies that the functions of the roles of Agent, Patient etc. in the passive can be accounted for in terms of variation from their functions in the active sentence. It is the recognition that the Agent is the Subject and the Patient is the Object in the active. And the Patient is the Subject and the Agent is Object in the passive” “Grammatical Roles and Relations” (117).

Passivization has been an important area of study in South Asian Linguistics. The significant studies are: “Contrastive Analysis” (1989), “New Standard Dictionary of the English Language” (1960), “Error Analysis” (1973), “The Noun Phrase Structure in the Gurung Language” (1998), “Advanced Grammar of English” (1992), “Oxford Advanced Learner’s Dictionary” (1997), “University Grammar” (1973), “Negation in Maithili and English” (1984), “Passivization in Maithili and Bhojpuri” (1987), “Maithili Vyakarana Aur Rachna” (1979), “Language Teaching” (1974), “A Study of Gravity of the Grammatical Errors Made by Nepali Learners of English” (1995), “English in Nepalese Education” (1977), “Standard English Structure S.L.C. Practice Book for Nepalese Students” (1999), “An Effectiveness of Self-Correction Technique of Errors in a Private School” (1999), “Error Analysis” (1974), “Longman Dictionary of Applied Linguistics” (1985), “English, Nepali Newari: A Comparison and its Pedagogic Applications” (1987), “A Course in General English” (1994), “Errors Committed by Students Grade Seven in the Use of Comparative and Superlative Degrees of English Adjectives” (2000), “A Practical English Grammar” (1985), “High School English Grammar and Composition” (1987), “Honorific Status in Maithili” (1987), “Maithili Phonetics and Phonology” (1984), “Issues in Maithili Syntax: A Comparative Binding Theory” (1988), “Fricatives in English and Maithili” (1993), “Face vs. Empathy: The Social Foundation of Maithili Verb Agreement, An Interdisciplinary Journal of the Language Sciences” (1999), and “A Handbook of English Grammar” (1957).

This study has done the subject-verb agreement in English and Maithili. It is that Maithili verb takes agreement according to the honorific status of the persons. It has generally been regarded that word order in Maithili is free. By ‘free’ we mean that the constituents of a sentence can appear in any order without any semantic effects.

Even Maithili is not entirely free. It is well-managed structure in English language. It is not honorific language. There are also semantic, syntactic and lexical components. “Subject-Verb Agreement in Maithili and English: A Comparative Study” (1999).

This study has studied the honorific systems of Maithili language and it has set the rules or the honorific systems available in Maithili language “Honorific Status in Maithili” (1987).

This study has attempted to study errors on subject-verb agreement in English. The learner’s errors have been discussed in terms of their gravity and frequency in this study “Errors on Subject-Verb Agreement in English” (1989).

This study has attempted to analyze the errors in the use of prepositions made by Nepali and Newari speaking students of Grade X. there has been shown the influence of the mother tongue doesn’t matter much in the use of prepositions. “A Study of Errors in the Use of the Prepositions made by Grade X Students of English, Nepali and Newari as a first Language” (1980).

This has carried out the study to find out the effectiveness of the inductive and deductive methods in teaching subject-verb agreement in English. It was found that deductive method was less effective than the inductive method.

This has carried out a research to diagnose the errors in the use of subject-verb agreement and compare proficiency of the students of class 11 and PCL 1st year in education stream and found that the student of PCL 1st year were more proficient than the students of class 11 “A Comparative Study of Proficiency in the Use of Subject-Verb Agreement between Class 11 and PCL 1st year Students in Education Stream” (2000).

So far no comparative study has been carried out to find out the contrastive and Error Analysis of Maithili and English Passivization. The researcher is also

interested to find the predictions of errors that are likely to occur and errors in performance. He also finds the correlation between the predictions of CA and the actual occurrences of errors. Therefore, the present study differs from the former studies carried out the two aspects (i.e. contrastive and error) of a language.

1.7 Objectives of the Study

The study has the following objectives:

- To present the analysis of English and Maithili passivization.
- To make the contrastive analysis of passivization in English and Maithili.
- To predict the errors in passivization that are likely to be committed by Maithili speakers learning English.
- To find out the errors actually committed by Maithili speakers in using English passive constructions.
- To find the correlation between the predictions of errors and the actual occurrence of the errors.

1.8 Significance of the Study

The present study will be useful for language teachers, syllabus designers, textbook writers, students etc. who are involved in learning and teaching the English language.

1.9 Definition of the Terms

Active: A term used in the grammatical analysis of voice, referring to a sentence, clause, or verb from where, from a semantic point of view, the grammatical is typically the actor, in relation to the verb, e.g. *The boy wrote a letter*. It contrasted with passive “Longman Dictionary of Applied Linguistics” (105).

Passive: A term used in the grammatical analysis of voice, referring to a sentence, clause, or verb form where the grammatical subject is typically the recipient

or 'goal' of the action denoted by the verb, e.g. *The letter was written by a boy*. It is contrasted with active. "Longman Dictionary of Applied Linguistics" (503)

Passivization: Passivization is a grammatical process which is used for expressing the action done to the subject indicating that the apparent subject of a verb is the person or thing undergoing, not performing "Encarta World English Dictionary" (201).

Maithili: An eastern Indo-Aryan language spoken by a total of 21 million people in the South-Eastern plains known as the Terai of Nepal "A Reference Grammar of Maithili" (319).

Honorific: A term used in the grammatical analysis of some languages to refer to syntactic or morphological distinctions used to express levels of politeness or respect, especially in relation to the compare social status of the participants "Longman Dictionary of Applied Linguistics" (60).

Inflexion: A term used in morphology to refer to one of the two main categories or processes of word formation (inflexional and derivational morphology). These terms also apply to the two types of affix involved in word formation. Inflexional affixes signal grammatical relationships, such as plural, past tense and positions and do not change the grammatical class of the stems to which they are attached "Longman Dictionary of Applied Linguistics" (71).

Chapter Two

Methodology

2.1 Sources of Data

English passivization was analyzed on the basis of secondary data which was collected from standard English grammars, particularly by “University Grammar”. The analysis of Maithili passivization was based on both primary and secondary data. First the rules of Maithili passivization were formed on the basis of the secondary sources, particularly by Yadava “A Reference Grammar of Maithili” (209-233). The researcher used his intuition also in the formation of rules of Maithili passivization. Later these rules were verified and confirmed with other native speakers of the language through interviews and questionnaires.

The books/papers/articles on contrastive analysis, particularly in “Contrastive analysis” (1980), “Passivization in Maithili and Bhojpuri” (1987), “Negation in Maithili and English” (1984) and “English, Nepali and Newari: A Comparison and its Pedagogic Applications” (1978) were consulted to make the contrastive analysis of English and Maithili passivization.

The prediction of areas of difficulty in learning English passivization for Maithili-speakers has been done on the basis of established psycholinguistic principle. Difference between L_1 and L_2 leads to difficulty in learning L_2 .

The primary data for the study was collected in two stages: first for analyzing Maithili passivization, second for finding out the errors committed by Maithili-speakers in learning English passivization.

Besides, as the researcher himself is a native speaker of Maithili, he also utilized his intuition to analyze the data collected.

2.2 Population of the Study

The population of the study consisted of the native speakers of Maithili including the students of Grade IX and X from Siraha (Kalyanpur) district.

2.3 Sample Population

Forty Maithili-speakers of Siraha district were selected using stratified random sampling on the basis of their age, sex and educational background for the primary data for Maithili passivization. The primary data for the errors committed by Maithili-speakers in learning English passivization was collected from 150 Maithili-speaker students studying in ten different schools of Siraha district. The schools consisted of both government and private schools, as well as urban and rural schools.

2.4 Tools for Data Collection

Since English Passivization was analyzed on the basis of secondary data, there was no necessity of tools for it. The primary data for the analysis of Maithili passivization was collected by taking oral interview as well as by developing a set of questionnaires.

A set of questionnaires was developed to collect the primary data to find out the errors committed by Maithili-speakers in learning English passivization.

2.5 Process of Data Collection

The researcher personally visited the field twice to collect the two types of data on Maithili mentioned above.

The researcher took interviews with the native speakers of Maithili and recorded them. He also gave questionnaires to them and collected the answer-sheets for analysis. The data collected was used to analyze Maithili passivization.

After developing the questionnaires, the researcher personally visited the schools. He explained and administered tests to collect the data for error analysis.

The books and articles related to the study were collected and studied to fulfill the objectives mentioned above.

2.6 Limitations of the Study

This study has the following limitations:

- a) The population of this study was confined to 150 Maithili-speaking students of Grade IX and X of Siraha district, 15 students being selected from each school.
- b) The study was limited to five private boarding schools and five government schools. This study deals with the comparative study of a specific area of syntax of English and Maithili, namely passivization.
- c) The analysis of English passivization was done on the basis of secondary data.
- d) Maithili passivization has been analyzed with the help of data collected from 40 Maithili speakers of only one district, Siraha.
- e) The rules of Maithili passivization were drawn particularly from “A Reference Grammar of Maithili” (1990).

Chapter Three

Analysis and Interpretation of English Passivization

This chapter consists of the analysis and interpretation of the collected data. First the analysis of English Passivization is done mainly on the basis of secondary data collected basically from “University Grammar” (1973). The rules of Maithili passivization are analyzed on the basis of secondary data collected from “A Reference Grammar of Maithili” (1990). And then these rules are verified on the basis of oral and written data collected from the 40 Maithili speakers of Siraha district. Then it deals with the contrastive analysis of Maithili and English Passivization. It also predicts the errors that Maithili-speaking students are likely to commit in learning English Passivization. This chapter also calculates the errors committed by the Maithili speaking students in Passivization. It also contains the correlation between the predictions of errors and the actual occurrences of the errors. The analysis and interpretation of the data has been done descriptively and statistically with the purpose of making the study more objective.

3.1 English Passivization

The whole paradigm of the passivization in English consists of the following items:

1. Subject-Object Inversion

The syntactic positions of both the subject and the object of the active sentence are inverted in passive,

- (1) a. **The dog** chased *the cat*.
- b. *The cat* was chased by **the dog**.

To inverse the subject and the object, the following rules should be considered.

1.1 Form Change

If the subject and the object are in pronominal form, the form of the pronoun is changed from form¹ to form² and vice versa.

| Form ¹ | Form ² |
|-------------------|-------------------|
| I | me |
| We | us |
| He | him |
| She | her |

- (2)
- a. **I** killed a snake.
- A snake was killed by **me**.
 - b. **He** invited **them**.
- **They** were invited by **him**.
 - c. **I** taught **you** English.
- **You** were taught English by **me**.

1.2 Subject Deletion

The subject of the active sentence is deleted in the passive construction in the following contexts:

1.2.1 If the subject is obvious,

- (3)
- a. More rice is grown in the Terai.
 - b. The thieves were kept in prison.

Here the subjects 'the farmers' and 'the police' are obvious.

1.2.2 If the subject is irrelevant, or not known specifically,

- (4)
- a. The book was stolen.
 - b. He was killed in the war.
 - c. The city is supplied with water.

Generally the subjects like ‘people, we, they, somebody, nobody, everyone, etc’ are not written after ‘by’ preposition.

1.3 Sentences with Two Objects

When the active sentence has two objectives, either of the two objects can be the subjects of the passive sentence,

(5) a. Ram gave **me a book**.

- **I** was given a book by Ram. (pass-1)

- **A book** was given to me by Ram. (pass-2)

(However, pass-1 is more common than pass-2)

1.4 ‘Self’ Forms

When the object of the AS is a reflexive pronoun, the subject-object inversion rule doesn’t apply. However, ‘VP conversion rule’ and ‘By inversion rule’ do apply,

(6) a. Tom kicked **himself**.

- Tom was kicked by **himself**.

(For the confirmation of the rules 1.3 and 1.4, the researcher asked the questions to the native speakers of English)

2. VP Conversion

The construction of the VP of the active sentence is changed in the passive construction in accordance with the following rules:

$$VP (AS) \Rightarrow (Aux_1) + (Aux_2) + Verb (Main verb)$$

$$VP (AS) \Rightarrow (Aux_1) + (Aux_2) + Be + V^3 (Past participle)$$

A few examples are given below for illustration:

$$VP (AS) \Rightarrow (i) \quad V (Main verb)$$

The rat killed the cat.

He bought a pen.

She wrote a letter.

(ii) $Aux_1 + V$

The cat can kill the rat.

The cat has killed the rat.

The cat is killing the rat.

[Note: Aux_1 can be a verb-be, a verb-have or a modal verb]

(iii) $Aux_1 + Aux_2 + V$

The cat will have killed the rat.

The cat has been killing the rat.

[Note: Aux_1 can be a verb-have or a modal verb. Aux_2 can be a verb-have or a verb-be]

VP (PS) \Rightarrow (i) $Be + V^3$

The rat was killed by the cat.

A pen was bought by him

A letter was written by her.

(ii) $Aux_1 + Be + V^3$

The rat can be killed by the cat.

The rat has been killed by the cat.

The rat is being killed by the cat.

(iii) $Aux_1 + Aux_2 + Be + V^3$

The rat will have been killed by the cat.

VP conversion follows the following rules:

2.1 'Be' Addition

'Verb-be' is generally added to passivize the active verb,

(7) a. He will write a letter.

-A letter will **be** written by him.

2.2 VP in Different Tenses and Aspects

The verb 'play' is used in different tenses and aspects.

Table 1

| Tense | Aspects | Active | Passive |
|--------------|---------------------|----------------------|------------------------|
| Non-past | Simple | play/plays | is/am/are played |
| | Progressive | is/am/are playing | is/am/are being played |
| | Perfect | has/have played | has/have been played |
| | Perfect progressive | has/have been played | – |
| Past | Simple | played | was/were played |
| | Progressive | was/were playing | was/were being played |
| | Perfect | had played | had been played |
| | Perfect progressive | had been playing | – |

Note: All the aspects have passive construction but the perfect progressive does not have passive equivalent,

e.g. Ram has been playing football.

-*Football has been being played by Ram.

2.3 'Be' with Modals

Modal verbs are passivized in accordance with the following rules:

2.3.1 $\text{Modal} + V^1 \Rightarrow \text{Modal} + \text{be} + V^3$

(8) a. I can use this telephone.

- This telephone can be used by me,

b. She may write a letter.

- A letter may be written by her.

2.3.2 Modal + have + V³ ⇒ Modal + have + been + V³

- (9) a. She $\left(\begin{array}{l} \text{must have} \\ \text{may have} \\ \text{could have} \\ \text{would have} \\ \text{will have} \\ \text{should have} \end{array} \right)$ written a letter.
- ⇒ A letter $\left(\begin{array}{l} \text{must have} \\ \text{may have} \\ \text{could have} \\ \text{would have} \\ \text{will have} \\ \text{should have} \end{array} \right)$ been written by her.

2.3.3 Modal + have + to + V¹ ⇒ Modal + have + to + be + V³

- (10) a. She would have to write a letter.
- A letter would have to be written by her.

2.4 ‘Get’ Instead of ‘Be’

In colloquial speech and to show the emotional involvement of the speaker, ‘Get’ verb is used instead of ‘Be’.

- (11) a. His father was hurt in the war.
- His father **got** hurt in the war.

‘Get’ addition is more limited than the ‘be’ because ‘get’ can be used only with verbs denoting actions and processes, not states “The Grammar Book” (1983)”

- (12) a. The answer is known to all of us.
*The answer got known to all of us.

2.5 VP with Preposition

The prepositional adverb (or adverb particle) in phrasal verbs remains intact with the main verb,

- (13) a. Your sister will look after you.
 - You will be looked after by your sister.
- b. The children laughed at him.
 - He was laughed at by the children.

2.6 VP with Only One Construction

There are some verbs which are used only in active sentence and they do not have passive equivalents.

- (14) a. Roger weighs 200 pounds.
 -*200 pounds was weighed by Roger.
- b. Ram **has** a car.
 -*A car is had by Ram.
- c. I **am** a teacher.
 -*A teacher is been by me.
- d. His face **resembles** me of my father.

Note: If 'Verb-be' and 'Verb-have' occur as the main verb in the sentence, they are not passivised, they are not passivised "because they are not complete transitive verbs". "The Grammar Book" (1983)

Likewise, there are passive verbs which have not active voice equivalent.

- e.g. Meena was born in India.
 -* Somebody bore Meena in India.

3. 'By Insertion'

'By' preposition is inserted to change the sentences from active to passive.

- (15) a. The boss promised us higher wages.
 - We were promised higher wages **by** the boss.

3.1 'By Deletion

Since some subjects are deleted in the passive sentences (1.2), 'by' is not inserted in that situation.

- (16) a. Someone has already paid the electrician for his work.
 - The electrician has been already paid for his work. (*by somebody)

3.2 Other Words Instead of 'By'

If the verbs express 'states' rather than 'actions' done by the subject, other prepositions (like with, at, to, in) are used instead of 'by'.

- (17) a. The news pleased him.
 - He was pleased **with** the news.
- b. The result surprises me.
 - I am surprised **by** the result.
- c. I know him.
 - He is known **to** me.
- d. The book interested Mrs. Bose.
 - Mrs. Bose was interested **in** this book.

4. Passivization of Different Types of Sentences

All the major sentence types (i.e. assertive, interrogative, imperative, optative) occur in the passive as well as in the active voice.

4.1 Assertive Sentences

- Raju helped Usha. (Affir-Act)
 - Usha was helped by Raju (Affir-Pass)
- Raju didn't help Usha. (Neg-Act)
 - Usha wasn't helped by Raju. (Neg-Pass)

4.2 Interrogative Sentences

Did Tom write a letter? (Yes/No-Act)

- Was a letter written by Tom? (Yes/No-Pass)

Where have they sent the letter? (Wh-Act)

- Where has the letter been sent? (Wh-Pass)

4.3 Imperative Sentences

Open the door. (Com-Act)

- Let the door be opened. (Com-Pass)

Help the poor. (Advice-Act)

- The poor should be helped. (Advice-Pass)

Take the chair, please. (Request-Act)

- You are requested to take the chair. (Request-Pass)

4.4 Optative Sentences

May God protect your child from all sorts of evil forces!

- May your child be protected from all sorts of evil forces!

May you defeat your rivals!

- May your rivals be defeated!

Note: Exclamatory expression cannot be passivized,

e.g. What a lovely house!

5. Impersonal Passive

People say that he is a traitor.

- It is said that he is a traitor.

The underlined clause (It is said ...) is called impersonal passive because it has impersonal pronoun 'It' as the subject of the passive verb.

The impersonal passive helps us to say something with authority without naming the authority. “Essentials of English Grammar” (1933). It is also possible of the sentence but with the following three concomitant operations:

1. deletion of the connectives ‘that’
2. deletion of the subject in the subordinate clause
3. am/is/are → to be

The above sentence can be written as:

e.g. He is said to be a traitor.

6. Other Infinitive Combinations

6.1 Verbs of liking/loving/wanting, etc. + object + infinitive form are passivized as illustrated below:

6.2 With verbs command/request/advice/invitation + indirect object + infinite, the passive construction is formed by using the main verb,

- (18) a. He invited me to go.
- I was invited by him to go.

7. Gerund Combinations

7.1 Advice/insist/propose/recommend/suggest + gerund + object are usually expressed in the passive construction by ‘**that ... should be + V³**’,

- (19) a. He recommended using the bullet-proof glass.
- He recommended that the bullet-proof glass should be used.

7.2 Other gerund combinations are expressed in the passive by the passive gerund,

- (20) a. I remember them taking me to the zoo.
- I remember **being taken** me to the zoo.
b. I hate people looking at me.
- I hate **being looked** at me.

Chapter - Four

Analysis and Interpretation of Maithili Passivization

4.1 Maithili Passivization

Maithili passives, unlike English, are realized as a single lexical item, as shown in the following angles:

1. The syntactic positions of the subject and the object remain intact in the passive construction:

- (1) a. ram am n i kh e-l- k
 Ram (3NH) mango (3NH) not eat-past-(3NH)
 “Ram didn’t eat a mango.”
 Ram-s am n i khi- e-l- ik
 Ram-by mango not eat-PM-past-(3NH+3NH)

2. The pronominal form of the subject and the object is changed from form¹ to form² and vice versa:

| | |
|----------------|-----------------|
| h m ‘I’ 1 | h m-ra ‘me’ |
| tu ‘you 2NH’ | tora ‘you’ |
| t ‘you 2MH’ | tora ‘you’ |
| h ‘you 2H’ | hāke ‘you’ |
| pne ‘you 2HH’ | pneke ‘you’ |
| i ‘he/she 3NH’ | ekra ‘him/her’ |
| u ‘he/she 3NH’ | okra ‘him/her’ |
| i ‘he/she 3H’ | hunkā ‘him/her’ |
| o ‘he/she 3H’ | hunkā him/her’ |

3. The subject is not written in the passive construction in the following contexts:

3.1 If the action is done by many people for general purposes,

- (2) a. bãn b nae-l ge-l
 dam build-PM go-past-(3NH)

“The dam was built.”

3.2 If the subject is not obvious, or not known specifically,

- (3) a. murti corae-l ge-l
 statue steal-PM go-past-(3NH)

“The statue was stolen.”

- b. h m r beta larai-me m rae-l ge-l
 my son (3NH) war in kill-PM go-past-(3NH)

“My son was killed in the war.”

4. The subject of the active sentence, if not deleted, occurs along with the postposition s /s ‘by’, they are in free variation.

- (4) a. h m n i h s-l- a
 I not laugh-past-(1)

“I didn’t laugh.”

- h m-ra-s n i h s-ae-l
 I Dat by not laugh-PM-past-(2NH+1)

“It was not laughed by me.”

5. The active verb stem is changed into the corresponding passive verb stem by affixing passive marker (PM) / l/ or /-a/. In other words there are two types of passive constructions: one is ‘- l’ and the another is ‘-a’ or ‘- l’ is periphrastic passive and ‘-a’ is inflexional passive. The following examples illustrate these constructions:

- (5) a. Act: o n i d ur- it ch- ith
 he (H) not run-Imperf Aux-pre-(3H)

“He doesn’t run/He is not running.”

Pass₁: hunkã-s n i d ur- it ch- inh
 He (H) Dat-by not run-PM-Imperf Aux-Pres-(3NH+3H)
 “It is not run by him.”

Pass₂: hunkã-s n i d ur- l ja-it ch- inh
 He (H)-Dat-by not not run-PM go-imperf Aux-Pres(3H+3H)
 “It is not run by him.”

(‘- l’ pass (Main verb + - l (PM) + ja +

(‘-a’ pass (Main verb + ‘a (PM) +

5.1 Realization of the PM /- l/ [PM is attached with the stem]

/-l/ /V-/

{ - l }

/- l/ /C-

kh- e-l ge-l- ik ‘was eaten’
 eat-PM go-past-Agr
 d- ur- l Ja-it ch- inh ‘was run’
 run-PM go-imperf Aux-Pre-Agr

5.2 Realization of -a (PM)

/- e/ / -/

{ -a }

/a/ elsewhere

Act: o n i d ur-a-it ch- inh
 he (H) not run-imperf Aux-pre-(3H)
 “He doesn’t run/He is not running.”

Hum-ka-s n i d ur-a-it ch- inh
 he(H) Day-by not run-PM-imperf Aux-pres-(3NH+3H)
 “it is not run by him.”

6. /Ja-/ ‘go’ (a passive auxiliary verb of motion) is inserted in ‘ I’ passive constriction. The realization of /Ja-/ varies with tenses as follows:

Present - /Ja-/

Past - /ge-/

Future - /Ja-/

7. Both transitive and intransitive verbs are passivized in Maithili.

7.1 Passive of intransitive

Intransitive verbs have passive forms of both types,

- (6) a. Act: h m n i h s-l- a

I not laugh-past-l

“I didn’t laugh.”

Pass₁ : h m-ra-s n i h s- e-l

I Dat by not laugh-PM-past-(3NH+1)

“It was not laughed by me.”

Pass₂ : h m-ra-s nai h s-al ge-l

I Dat by not laugh-PM go-past-(3NH+1)

“It was not laughed by me.”

7.2 Passive of monotransitive

Transitive verbs with one object give passive forms of both types,

- (7) a. Act: ram am kh e-l k

Ram (3NH) mango eat-past-(3NH)

“Ram ate a mango.”

Pass₁: ram-s am khi- e-l- ik

Ram-by mango (3NH) eat-PM-past-(3NH+3NH)

Pass₂: ram-s am kh e-lge-l- ik
 Ram-by mango (3NH) eat-PM Ja-past-(3NH+3NH)
 “A mango was eaten by Ram.”

7.3 Passive of Ditransitive

Ditransitive verbs also give passive forms of both types,

(8) a.Act: ram hun-ka kitab del-khinh
 Ram(3H) him(3H) book give-PM-past-(3H)
 “Ram gave him a book.”

Pass₁: ram-s hun-ka kitab di- e-l- inh
 Ram-by he(H)-Dat book give-PM-(3H)
 “A book was given to him by Ram.”

Pass₂: ram-s hun-ka kitab de-l ge-l- inh
 Ram-by he(H)-Dat book give-PM go-past-(3H)
 “A book was given to him by Ram.”

8. The construction of the VP of the active sentence is changed in the passive construction in accordance with the following rules:

VP (Act) Stem (-Aspect)(Aux)-Tense-(Agr)

VP (Pass) Stem + PM (- l/-a)(-Aspect)(Aux)-Tense-(Agr)

The following examples illustrate the point:

- a. VP (Act) Stem + Aspect + Aux + Agr
- ram am kha-it ai-ch
 ram(3NH) mango eat-imp Aux-(3H)
 “Ram eats a mango.”
- VP (Pass) Stem + PM + Aspect + Aux + Agr
- Ram-s am khi- e-it ai-ch
 Ram(3NH)-by mango (3NH) eat-PM-imp Aux-(3NH+3H)
 “A mango is eaten by Ram.”

- b. VP (Act) Stem + Aspect + Aux + Tense + Agr
- ram am kha-it r h-t-ah
- ram(3H) mango eat-Imp Aux-Fut-(3H)
- “Ram will eat a mango.”
- VP (Pass) Stem + PM + Aspect + Aux + Tense + Agr
- ram-s am khi- e-it r h-t- inh
- ram(H)-by mango(3NH) eat-PM-Imp Aux-Fut-(3NH+3H)
- ram-s am khae-l ja-it r h-t- inh
- ram(H)-by mango(3NH) eat-PM go-Imp Aux-Fut-(3NH+3H)
- “A mango will be eaten by Ram.”
- c. VP (Act) Stem + Aspect + Aux + Tense
- ram am kha-it r h- t
- ram(NH) mango eat-Imp Aux-Fut-(3NH)
- “Ram will be eating a mango.”
- VP (Pass) Stem + PM + Aspect + Aux + Tense
- ram-s am khi- e-it r h- t- ik
- ram(NH)-by mango(3NH) eat-PM-Imp Aux-Fut-(3NH+3H)
- ram-s am khae-l ja-it r h- t- ik
- Ram(NH)-by mango(3NH) eat-PM go-Imp Aux-Fut-(3NH+3NH)
- “A mango will be eaten by Ram.”

Note: The verb doesn't take any agreement inflexion in the future tense in the case of 3NH in the active sentence but it does not have in the passive construction.

9. The grammatical categories of the tense is realized in Maithili in two different ways:

(i) through inflexion

| | |
|---------|---------------------|
| Present | -Ø (No marker) |
| Past | - l- |
| Future | - b(1/2P) -t(3P) |

(ii) through auxiliary verbs

| | |
|---------|-------------------------------|
| Present | - ich(3NH) -ch-(elsewhere) |
| Past | -ch- |
| Future | -r h- -(no) |

The grammatical categories of the aspect are realized by the inflexion. These inflexions are attached directly to the stem as follows:

| | |
|------------------------|----------------------------|
| Imperfective | - it |
| Perfective | -ne (Tran) - l (Intran) |
| Perfective progressive | -r h l |

The same is true of the grammatical categories of the person and the honorific status. The grammatical categories of the number and gender are not distinct in Maithili.

In the context of Passivization, there is no change in the inflexions of tense, aspect and auxiliary verbs but the agreement inflexions (i.e. primary and secondary) of the active construction change in accordance with the following rules:

- i. The primary agreement inflexions are determined by the person and the honorific status of the subject and is obligatory.
- ii. The secondary agreement inflexions are determined by the person and the honorific status of the object and is obligatory.
- iii. The VP with IO (indirect object) takes only primary agreement in the passive construction.
- (9) a. Act: ram hun-ka kitab del-khinh
 Ram(3H) him(3H) book give-past-(3H+3H)
 “Ram gave him a book.”
- Pass₁: ram-s hun-ka kitab di- e-l- inh
 Ram-by he(H)-Dat book give-PM-past-(3H)
 ‘A book was given to him by Ram.’
- Pass₂: ram-s hun-ka kitab de-l ge-l- inh
 Ram-by he(H)-Dat book give-PM go-past-(3H)
 “A book was given to him by Ram.”
- iv. The VP with DO (direct object) takes only primary agreement in the active construction but it takes types of agreement in the passive construction.
- (10) a. Act: ram am kh e-l- k
 Ram(3NH) mango eat-past-(3NH0)
- Pass₁: ram-s am kha-el-gel
 Ram-by mango(3NH) eat-PM-past-(3NH+3NH)
- Pass₂: ram-s am kh e-lge-l- ik
 Ram-by mango(3NH0) eat-PM Ja-past-(3NH+3NH)
 “A mango was eaten by Ram.”

10. The agreement inflexions are changed in the passive construction as follows:

Examples:

Act:

Table 2

| Subject | IO (Acc-Dat) | Stem + Tense | Agr inflexions |
|------------|--------------|--------------|----------------|
| ram(3NH) | s̄jam-ke | mar- 1 | -k ik(3NH+3NH) |
| ram(3NH) | s̄āp-ke(3NH) | | -k ik(3NH+3NH) |
| biji:(3NH) | s̄āp-ke(3NH) | | -k ik(3NH+3NH) |
| hum(I) | hun-ka(3H) | | - inh(1+3H) |
| hum(I) | ok-ra(3NH) | | - ik(1+3NH) |
| hum-s b(I) | ok-ra(3NH) | | - ik(1+3NH) |
| pne(2H) | ok-ra(3NH) | | - ik(1+3NH) |
| tu(2NH) | ok-ra(3NH) | | -hik(2NH+3NH) |
| sita(3H) | hari-ke(3NH) | | -khinh(3H+3NH) |
| hari(3H) | sita-ke(3NH) | | -khinh(3H+3NH) |
| tõ(2NH) | hun-ka(3NH) | | -hunh(2MH+3H) |
| tõ(2NH) | ok-ra(3NH) | | -h k(2MH+3NH) |

| | | |
|-----------------------------------------------------------------------------------------|--------|----------------------------------------------------------------------------------------------|
| Ram Rama The mongoose I I We You You Sita Hari You You | killed | Shyam a snake a snake him him him him him Hari Sita her him |
|-----------------------------------------------------------------------------------------|--------|----------------------------------------------------------------------------------------------|

Examples:

Pass:

Table 3

| Agent (Object) | Subject | Stem+PM+Aspect | Agr inflex |
|----------------|-----------|----------------|------------|
| ram-s | sjam(3NH) | mar- e-l | - k (3NH) |
| ram-s | sãp(3NH) | | - k (3NH) |
| biji:-s | sãp(3NH) | | - k (3NH) |
| hum-ra-s | O(3NH) | | - k inh |
| hum-ra-s | u(3NH) | | - k (3NH) |
| hum-ra-s b-s | u(3NH) | | - k (3NH) |
| pne-ka-s | u(3NH) | | - k (3NH) |
| torã-s | u(3NH) | | - k (3NH) |
| sita-s | hari(3NH) | | - k (3NH) |
| hari-s | sita(3NH) | | - k (3NH) |
| tõra-s | O(3NH) | | - k (3NH) |
| tõra-s | u(3NH) | | - k (3NH) |

| | | |
|-------------------------------------------------------------------------------------------|---------------|-------------------------------------------------------------------------------------------|
| Shyam A snake The snake He He He He He Hari Sita She She | was killed by | Ram Rama The mongoose me me us you you Sita Hari you you |
|-------------------------------------------------------------------------------------------|---------------|-------------------------------------------------------------------------------------------|

11. The constructions in the imperfective aspect are passivized as follows:

Examples:

Act:

| | | |
|-----|------------------|------------------------------------|
| | | pit - ∂ it ch - ∂ ik |
| | | beat - IMP Aux (3NH + 3NH) |
| | | 'beats/is beating' |
| ram | Shyam - ke | pit - ∂ I - k∂ ik |
| Ram | Shyam - Dat(3NH) | beat - past - (3NH + 3NH) |
| | | 'beat/was beating' |
| | | pit - ∂ it r∂h∂t - ∂ik |
| | | beat - Imp Aux - Fut - (3NH + 3NH) |
| | | 'will be beating' |

Pass:

| | | | |
|----------|-------|--------------------------|----------------------------|
| | | pit - a - it | ch - ∂ ik |
| | | beat - PM - Imp | Aux - (3NH) |
| | | pit - ∂ I | ja - it ch - ∂ ik |
| | | beat - PM | go - Imp Past - (3NH) |
| | | pit - ∂ e - I - ∂k | |
| | | beat - PM - past - (3NH) | |
| ram - s∂ | Shyam | pit - ∂ I | ge - I - ∂ k |
| | | beat - PM | to - Past - (3NH) |
| | | pit - a - it | r∂h∂t - ∂ ik |
| | | beat - PM - Imp | Aux - Fut - (3NH) |
| | | pit - ∂ I | ja - it r∂h∂t - ∂ ik |
| | | beat - PM | go - Imp Aux - Fut - (3NH) |

Ram $\left(\begin{array}{c} \text{is} \\ \text{was} \\ \text{will be} \end{array} \right)$ beaten by Shyam.

12. The active construction in the perfective and perfective progressive aspect cannot be passivized.

Examples of active constructions

| | |
|--------------------|--------------------------|
| pit - ne | ch - ∂ ik |
| beat - Perf | Aux - (3NH + 3NH) |
| | |
| pit - r∂h∂l | ch - ∂ ik |
| beat - Perf - Pro | Aux - (3NH + 3NH) |
| | |
| pit - ne | ch - ∂l - ∂ ik |
| beat - Perf | Aux - Past - (3NH + 3NH) |
| | |
| pit - r∂h∂l | ch - ∂l - ∂ ik |
| beat - Perf - Pr o | Aux - Past - (3NH + 3NH) |
| | |
| pit - ne - | r∂h - ∂t - ∂ ik |
| beat - Per | Aux - Fut - (3NH + 3NH) |

Ram $\left(\begin{array}{c} \text{has beaten} \\ \text{has been beating} \\ \text{had beating} \\ \text{had been beating} \\ \text{will have beaten} \end{array} \right)$ Shyam

13. Only declarative and interrogative sentences have passive equivalents.

13.1 Passive of Declarative

| | | | | |
|---------------------|------------------------|-----------|-------|-------------------|
| Act: | ram | hun-ka | kitab | del-l-khinh |
| | Ram(3H) | him(3H) | book | give-past-(3H+3H) |
| | “Ram gave him a book.” | | | |
| Pass ₁ : | ram-s | hun-ka | kitab | di- e-l- inh |
| | Ram-by | he(H)-Dat | book | give-PM-past-(3H) |

Pass₂: ram-s hun-ka kitab de-l ge-l- inh
 Ram-by he(H)-Dat book give-PM go-past-(3H)

“A book was given to him by Ram.”

13.2 Passive of Interrogative

a. Act: ki ram am n i kh e-l- k?
 Did Ram(3NH) mango not eat-past-(3NH)

“Did Ram not eat a mango?”

Pass₁: ki ram-s am n i kh e-l-gel?
 Was Ram-by mango(3NH) not eat-PM-past-(3NH+3NH)

Pass₂: ki ram-s am n i kh e-lge-l- ik?
 Was Ram-by mango(3NH) not-eat-PM Ja-past-(3NH+3NH)

“Was a mango not eaten by Ram?”

Act: hariya pen k kh ni kin- l- k?
 Hariya(3NH) pen when buy-past-(3NH)

“When did Hariya buy a pen?”

Pass₁: hariya-s pen k kh ni kin- e-l ik?
 Hariya-by pen when buy-PM-Past(3NH+3NH)

Pass₂: hariya-s pen k kh ni kin- l ge-l- ik?
 Hariya-by pen when buy-PM go-Past(3NH+3NH)

Note: Optative/Imperative/Exclamatory sentences are not passivized in Maithili language.

Chapter – Five

Comparison in English and Maithili Passivization

The researcher tested the rules of Maithili passivization, which was set on the basis of secondary data, with the help of oral and written data obtained from 40 Maithili-speakers of Siraha district. It was found that all the rules set previously are similar with the responses of the speaker. Only partial dissimilar was seen regarding with the use of postposition /s /. Some of them used /dwara/ as the postposition. Among 40 speakers, 26 of them used /s / while rest 14 used /dwara/.

The postposition /dwara/ was seen to be used mostly with the subjects if they are third persons not with first and second persons.

- (1) a. ram-s am n i kh e-l ge-l- ik
 Ram-by mango(3NH) not eat-PM Ja-past-(3NH+3NH)
 “A mango was eaten by Ram.”
 ram-dwara am n i kh e-l ge-l- ik
 Ram-buy mango(3NH) not eat-PM Ja-past-(3NH+3NH)
 “A mango was eaten by Ram.”
- b. Ram-s hun-ka kitab di- e-l- inh
 Ram-by he(H)-Dat book give-PM-past-(3H)
 “A book was given to him by Ram.”
 Ram-dwara hun-ka kitab di- e-l- inh
 Ram-by he(H)-Dat book give-PM-past-(3H)
 “A book was given to him by Ram.”

5.1 CA of English and Maithili passivization

The Passivization systems of English and Maithili are different almost in all the grammatical aspects. Only the few cases are partially similar. The following points show the contrastive analysis of English and Maithili passivization.

a) The syntactic positions of the subject and object of the active sentence interchange in English in passive sentence whereas they remain intact in Maithili. The grammatical functions of the subject and object change in English. But the grammatical functions of subject and object change in following situations:

- 1) If the active sentence has only one object (i.e. DO), the agreement takes place according to the honorific status of both subject and object in passive construction. So in that case the grammatical function of subject and object is changed.
- 2) If the active sentence has two objects (i.e. IO and DO), the agreement takes place according to the honorific status of only subject, not object in passive construction. So in that case the grammatical function of subject is not changed.

(2) a. **Ram** buys a **pen**. (Act)

- A **pen** is bought by **Ram**. (pass)

b. Act: ram am kh e-l- k
 Ram(3NH) mango eat-past-(3NH)

“Ram ate a mango.”

Pass₁: ram-s am khi- e-l- ik
 Ram-by mango(3NH) eat-PM-past-(3NH+3NH)

Pass₂: ram-s am kh e-lge-l- ik
 Ram-by mango(3NH) eat-PM Ja-past-(3NH+3NH)

“A mango was eaten by Ram.”

b) The original subject of active sentence is accompanied by the preposition ‘by’ in passive sentence in English and the postposition /s *ð* / in Maithili. It is generally deleted in both languages if the subject is unknown or irrelevant or contextually obvious.

(3) a. Mohan killed a snake. (Act)

- A snake was killed **by** Mohan.

h m n i h s-l- hu

I not laugh'-past-(1)

“I didn't laugh.”

h m-ra-s n i h s-ae-l

I Dat-by not laugh-PM-past-(3NH+1)

“*It was not laughed by me.”

c) The active form of the verb in active sentence is converted into the passive form phrasally in English but inflexionally in Maithili.

(4) a. Sita **will write** a letter. (Act)

- A letter **will be written** by Sita. (Pass)

Act: o n i d ur- it ch- ith

he(H) not run-imperf Aux-pre-(3H)

“He doesn't run/He is not running.”

Pass: hun-ka-s n i d ur-a-it ch- inh

I not run-PM-imperf Aux-pres-(3NH+3H)

“It is not run by him.”

d) Maithili, unlike English, allows Passivization of the intransitive verbs as well.

(5) a. h m n i h s-l- hu

I not laugh'-past-(1)

“I didn't laugh.”

h m-ra-s n i h s-a -l

I Dat by not laugh-PM-past-(3NH+1)

“*It was not laughed by me.”

- e) Only the constructions with imperfective (simple/progressive) aspect are passivized in Maithili. All aspects except perfective progressive are passivized in English.

- (6) a. Act: o n i d ur- it ch- ith
 he(H) not run-imperf Aux-pre-(3H)
 “He doesn’t run/He is not running.”
- Pass: hun-ka-s n i d ur-a-it ch- inh
 He (H) not run-PM-imperf Aux-pres-(3NH+3H)
 “It is not run by him.”

- f) All the major sentence types except exclamatory occur in passive form in English but only the declarative and interrogative sentences have passive equivalents in Maithili.

- (7) a. Sita cooks rice. (Act-Ass)
 -Rice is cooked by Sita. (Pass)
- b. Does Sita cook rice? (Act-Interro)
 - Is rice cooked by Sita? (Pass)
- c. Sing a song. (Act-Imper)
 -Let a song be sung. (Pass)
- d. May your son pass the exams! (Act-Opt)
 - May the exams be passed by your son!

i. Passive of Declarative

- Act: ram hun-ka kitab del-l-khinh
 Ram(3H) him(3H) book give-past-(3H+3H)
 “Ram gave him a book.”
- Pass₁: ram-s hun-ka kitab di- e-l- inh
 Ram-by he(H)-Dat book give-PM-past-(3H)

Pass₂: ram-s hun-ka kitab de-l ge-l- inh
 Ram-by he(H)-Dat book give-PM go-past-(3H)

“A book was given to him by Ram.”

Act: o n i d ur- it ch- ith
 he(H) not run-imperf Aux-pre-(3H)

“He doesn’t run/He is not running.”

Pass: hun-ka-s n i d ur-a-it ch- inh
 he(H) not run-PM-imperf Aux-pres-(3NH+3H)

“It is not run by him.” Ok was given to him by Ram.”

ii. Passive of Interrogative

Act: hariya pen k kh ni kin- l- k?
 Hariya(3NH) pen when buy-past-(3NH)

“When did Hariya buy a pen?”

Pass₁: hariya-s pen k kh ni kin- e-l- ik?
 Hariya-by pen when buy-PM-past(3NH+3NH)

Pass₂: hariya-s pen k kh ni kin- l ge-l ik?
 Hariya-by pen when buy-PM go-past(3NH+3NH)

“When was a pen bought by Hariya?”

- g) /ja-l/ verb is inserted in Maithili passive verb construction but English has no such insertion.

Pass₂: hariya-s pen k kh ni kin- l ge-l ik?
 Hariya-by pen when buy-PM go-Past(3NH+3NH)

“When was a pen bought by Hariya?”

- h) Other prepositions like ‘in’, ‘at’, ‘with’, ‘to’, etc. can be used in English instead of ‘by’ if the verbs express states. Maithili has no such variations in the use of passive postposition.

- (8) a. The news pleased him.
 - He was pleased **with** the news.
 b. The result surprises me.
 - I am surprised **at** the result.
 c. I know him.
 - He is known **to** me.

i) The verb takes agreement in accordance with the number of subject in English but the grammatical of the person an honorific status determine the agreement inflexions in Maithili.

(9) A boy **goes** to school.

Boys go to school.

| | | | |
|-------|-----------|--------------|-------|
| ram-s | Sjam(3NH) | mar- e-l- ik | (3NH) |
|-------|-----------|--------------|-------|

| | | | |
|--------|-------|-------------|-----|
| Ram-by | Shyam | kill-PM-Imp | Agr |
|--------|-------|-------------|-----|

“Shyam was killed by Ram.”

| | | | |
|-------|----------|--------------|-------|
| ram-s | sāp(3NH) | mar- e-l- ik | (3NH) |
|-------|----------|--------------|-------|

| | | | |
|--------|-------|-------------|-----|
| Ram-by | snake | kill-PM-Imp | Agr |
|--------|-------|-------------|-----|

“A snake was killed by Ram.”

| | | | |
|----------|--------|----------|-------|
| Hum-ra-s | O(3NH) | mar- e-l | - inh |
|----------|--------|----------|-------|

| | | | |
|------|----|-------------|-----|
| I-by | he | kill-PM-Imp | Agr |
|------|----|-------------|-----|

“He were killed by me.”

j) Ditransitive verb gives two different types of passives: either IO or DO may be passivized in English but these two options are unavailable in Maithili. Maithili has only one passive construction.

(10) a. Mr. Singh taught us English. (Act)

-We were taught English by Mr. Singh. (Pass₁)

-English was taught to us by Mr. Singh. (Pass₂)

| | | | | |
|---------------------|-----------------------------------|-----------|-------|-------------------|
| b. Act: | ram | hun-ka | kitab | del-l-khinh |
| | Ram(3H) | him(3H) | book | give-past-(3H+3H) |
| | “Ram gave him a book.” | | | |
| Pass ₁ : | ram-s | hun-ka | kitab | di- e-l- inh |
| | Ram-by | he(H)-Dat | book | give-PM-pass-(3H) |
| | “A book was given to him by Ram.” | | | |

5.2 The Predictions of Errors

On the basis of contrastive analysis of English and Maithili passivization (in 3.3), the following areas can be predicted in which the Maithili-speaking students can commit errors in learning English Passivization because these grammatical aspects are not available in Maithili language:

- Passivizing the sentences with IO and DO in two different ways
 - (11) a. She bought **them a doll**.
 - **They** were bought **a doll** by her.
 - **A doll** was bought **for them** by her.
- Using other prepositions (in, at, with, etc) instead of ‘by’
 - (12) a. The fog enveloped the town.
 - The town was enveloped **in** the fog.
 - Passivizing optative and imperative sentences
 - (13) a. May you defeat your rivals!
 - May your rivals be defeated!
 - b. Write a letter.
 - Let a letter be written.
- Passivizing perfective aspect

- (14) a. He **might have** spoken Nepali.
 - Nepali **might have been** spoken by him.
- Using auxiliary verbs with the subjects (Sub-V Agr)

- (15) a. Books **are** bought by Hari.
 - A book **is** bought by Hari.

The following areas should be easier for the Maithili-speaking students as they are somehow similar with the English Passivization and in which errors are not likely to occur:

- Changing the form of pronoun

The form of pronouns is changed in both languages so the errors are not likely to occur in this case.

- (16) a. **She** invites **them**.
 - **They** were invited by **her**.

- Using ‘by’ preposition

‘By’ preposition is inserted in English Passivization, likewise the postposition /sə/ is used in Maithili.

- (17) a. He reads a book.
 - A book is read **by** him.

h m n i h s-l- a
 I not laugh’-past-(1)

“I didn’t laugh.”

h m-ra-s n i has-a -l
 I Dat-by not laugh-PM-past-(3Nh+1)

“*It was not laughed by me.”

- Omitting the subjects

The rule of subject deletion in English and Maithili is similar. The subjects are deleted if they are irrelevant, unknown and obvious.

(18) a. The thief was caught. (by the police)

- His shirt was stolen. (by somebody)

murti chorae-l ge-l

statue steal-PM go-past-(3NH)

“The statue was stolen.”

Chapter – Six

Pedagogical Implications

6.1 Error Analysis

The responses of the students are marked and their errors are tabulated item-wise. First, the individual errors of the students are tabulated and are shown with the number of errors they made in particular items. Then the errors are tabulated doing holistic comparison, item-wise comparison, class-wise comparison and school-wise comparison. The numbers of students as well as their percentage of above errors and below errors are also computed. This process is followed in almost all the tables presented here. At last different types of errors with their number of occurrences are also shown in this part.

6.1.1 Holistic Comparison

It comprises the total number of errors of Grade IX and X students with the average number of errors and the number of students above and below it.

Table No. 4

Total Errors Committed by Grade IX and X Students in Both Items

| S.N. | Class | Total Sample | Total No. of Errors | Average No. of Errors | Above Average | | Below Average | |
|-------|-------|--------------|---------------------|-----------------------|-----------------|------|-----------------|------|
| | | | | | No. of Students | % | No. of Students | % |
| 1. | IX | 75 | 2654 | 35.4 | 32 | 42.7 | 43 | 57.3 |
| 2. | X | 75 | 2124 | 28.3 | 30 | 40 | 45 | 60 |
| Total | | 150 | 4778 | 31.9 | 73 | 48.7 | 77 | 51.3 |

The above chart shows the total number of errors of Grade IX is 2654 and that of Grade X is 2124. The students of Grade IX have committed more errors than the students of Grade X. The average number of errors for the Grade IX is 35.4 Out of 75 students, 32 students are above the average and 43 students are below the average errors.

Similarly, in Grade X the average number of errors is 28.3 out of 2124. The number of students who are above the average is 30 (40%) and below the average is 45 (60%).

In totality, the average number of error is 31.9 out of 4778. 73 students (i.e. 48.7%) among 150 students were found above the average and 77 (51.3 %) students below the average.

The students Grade X are more proficient than Grade IX.

6.1.2 Item-wise Comparison

This section comprises the errors of Grade IX and X students committed in item No. 1 and Item No. 2.

Table No. 5

Total Errors Committed in Item No. 1

| Total Sample | Total Errors | Total Average of Errors | Above Average | | Below Average | |
|---------------------|---------------------|--------------------------------|------------------------|----------|------------------------|----------|
| | | | No. of Students | % | No. of Students | % |
| 150 | 4109 | 27.4 | 66 | 44 | 84 | 56 |

The above table shows the total errors committed by Grade IX and X students in Item No. 1 which consisted of 70 active sentences and the students were asked to change into the passive. One sentence carried 1 mark. The average errors out of 4190 is 20.4 out of the total samples, 66 students are above the average whereas 84 students are below it. Thus, majority of students were found below the average.

Table No. 6

Total Errors Committed in Item No. 2

| Total Sample | Total Errors | Total Average of Errors | Above Average | | Below Average | |
|---------------------|---------------------|--------------------------------|------------------------|----------|------------------------|----------|
| | | | No. of Students | % | No. of Students | % |
| 150 | 669 | 4.5 | 52 | 34.7 | 98 | 65.3 |

The above table shows the total errors committed by Grade IX and X students in Item No. 2 which consisted of items and the students were asked to choose one correct passive sentence among the four. One sentence carried 1 mark. The average errors out of 669 is 4.5 out of the total samples, 52 students (i.e. 34.7%) are above average whereas 98 students (i.e. 65.3%) are below the average. Thus, majority of students were found below the average.

It was found that the students committed more errors in the Item No. 1 but they committed less in the Item No. 2.

6.1.3 Class-wise Comparison

This section comprises the total errors of Grade IX and X in both items.

Table No. 7

Total Errors Committed in Item No. 1

| S.N. | Level / Class | Total Sample | Total Errors | Total Average of Errors | Above Average | | Below Average | |
|------|---------------|--------------|--------------|-------------------------|-----------------|------|-----------------|------|
| | | | | | No. of Students | % | No. of Students | % |
| 1. | IX | 75 | 2269 | 30.3 | 33 | 44 | 42 | 56 |
| 2. | X | 75 | 1840 | 24.5 | 29 | 38.7 | 46 | 61.3 |

Table No. 8

Total Errors Committed in Item No. 2

| S.N. | Level / Class | Total Sample | Total Errors | Total Average of Errors | Above Average | | Below Average | |
|------|---------------|--------------|--------------|-------------------------|-----------------|------|-----------------|------|
| | | | | | No. of Students | % | No. of Students | % |
| 1. | IX | 75 | 385 | 5.1 | 26 | 34.7 | 49 | 65.3 |
| 2. | X | 75 | 284 | 3.8 | 32 | 42.7 | 43 | 57.3 |

The above table shows that the total average errors of the Grade IX are 5.1.

Out of 75 students, 26 students are above the average whereas 49 students are below the average.

Similarly, the average errors of Grade X students is 3.8 and 32 students are above the average whereas 43 students are below the average.

In comparison, the Grade X students were found more proficient in English passivization than the Grade IX students.

6.1.4 School-wise Comparison

This section presents the comparison of errors of the students of all the sampled schools. It also makes the comparison between Boarding schools and Government Schools.

Table No. 9

Errors Committed by the Students of Different Schools

| S.N. | Name of Schools | Class IX | Class X | Total Errors | Percentage |
|--------------|------------------------|-----------------|----------------|---------------------|-------------------|
| 1. | Mt. Everest High. Sec. | 283 | 153 | 436 | 9.1 |
| 2. | Himalaya High. Sec. | 321 | 231 | 552 | 11.6 |
| 3. | Janki High. Sec. | 179 | 171 | 350 | 7.3 |
| 4. | Karjanha Ma. Vi. | 263 | 181 | 444 | 9.3 |
| 5. | Bhagwanpur Ma. Vi. | 220 | 243 | 463 | 9.7 |
| 6. | Rajokhair Ma. Vi. | 251 | 183 | 434 | 9.1 |
| 7. | Kalyanpur Ma. Vi. | 284 | 242 | 526 | 11 |
| 8. | Baniniya Ma. Vi. | 334 | 214 | 548 | 11.4 |
| 9. | Chandra Ma. Vi. | 259 | 307 | 566 | 11.8 |
| 10. | Bastipur Ma. Vi. | 260 | 199 | 459 | 9.6 |
| Total | | 2654 | 2124 | 4778 | 100 |

The above chart shows that the students of Chandra Ma. Vi. Were found to have committed the highest number of errors. The second highest numbers of errors were committed by the students of Himalaya High. Sec. (552-11.6%). The errors were also committed in Kalyanpur Ma. Vi. (526-11%), Bastipur Ma. Vi. (459-9.6%), etc. The least errors in number were committed by the students of Janki Higher Sec. School. They committed only 350 errors (7.3%) out of 4778 in both items.

It comprises the total number of errors committed by the students of Grade IX and X of both boarding and government schools.

Table No. 10

Boarding Schools Vs. Government Schools

| S.N. | Schools | Total Errors | Percentage |
|-------|--------------------|--------------|------------|
| 1. | Boarding Schools | 2245 | 47 |
| 2. | Government Schools | 2533 | 53 |
| Total | | 4778 | 100 |

The students of Boarding schools were found more proficient than the students of Government schools. The percentage of errors of the Boarding schools students is 47% and of the Government school is 53%.

6.1.5 Different Types of Errors Committed in Item No. 1

The above table shows the different types of errors committed by the sampled students in different grammatical areas.

Table No. 11

| S.N. | Types of Errors | Errors Committed by Class IX | Errors Committed by Class X | Total Errors | Percentage |
|-------|--------------------------|------------------------------|-----------------------------|--------------|------------|
| 1. | Passivization | 499 | 372 | 870 | 21.2 |
| 2. | Tense | 287 | 242 | 529 | 12.9 |
| 3. | Subject-Verb Agreement | 283 | 196 | 479 | 11.7 |
| 4. | Punctuation | 215 | 180 | 395 | 9.6 |
| 5. | Deletion of words | 145 | 201 | 346 | 8.4 |
| 6. | Preposition | 179 | 164 | 343 | 8.3 |
| 7. | Subject deletion | 206 | 109 | 315 | 7.7 |
| 8. | Past Participle | 123 | 97 | 220 | 5.4 |
| 9. | Subject-Object Inversion | 109 | 101 | 210 | 5.1 |
| 10. | Insertion of words | 78 | 49 | 127 | 3.1 |
| 11. | Spelling Mistake | 58 | 36 | 94 | 2.3 |
| 12. | Placement of Aux. Verbs | 41 | 52 | 93 | 2.3 |
| 13. | No Response | 46 | 41 | 87 | 2.1 |
| Total | | 2269 | 1840 | 4109 | 100 |

There are 13 grammatical areas mentioned in the table. The highest numbers of errors were seen to have committed in the passivization (871) out of 4109. The second highest errors were committed in subject-verb agreement, it is 529 (12.9%). Errors were also committed in punctuation, deletion of words, prepositions, subject deletion, past participle, subject-object inversion, insertion of words spelling mistakes, placement of auxiliary verbs and no response. The least errors in number were committed in the placement of auxiliary verbs, i.e. 93 (2.3%), and 87 errors were calculated as the no response.

6.2 Correlation between the Predictions of Errors and the Actual Occurrences of Errors

The predictions of errors made on the basis of CA (in 5.2) of English and Maithili were matched with the errors of sampled students calculated through the errors analysis (in 6.1) to find the correlation between the predictions of errors and the actual occurrences. Generally, four kinds of correlations were found in the process of analysis.

1.

This types of correlation was seen in the case of changing the form of pronouns and using preposition by. According to the CA predictions, no errors are likely to occur in changing the form of pronouns and using the preposition 'by'. The EA also showed that no students committed such types of error, so there is fully correlation between the CA predictions and EA results.

2.

This type of correlation was seen in the case of using other prepositions (at, on, in, with, etc) instead of 'by'. CA has predicted that the students are likely to commit errors in using other prepositions and the EA also showed the correlation for it.

3.

CA predicts that the greater the similarity the lesser the incidence of errors. This was found to be more or less true. In the most cases, such correlation was found where the CA predictions neither fully matched with the EA results, nor it fully correlated with it. This type of correlation was found in the case of passivizing the sentences with IO and DO, subject-verb agreement, passivizing optative and imperative sentences and passivizing the sentences with perfect aspect. The CA has predicted that the students commit errors in these areas. It was found that 80% of the sampled students committed errors in these areas, only 20% students didn't. Likewise, the CA has predicted that the errors are unlikely to occur for the deletion of subject in the passive sentence, but EA showed that 35% of the students committed errors in the deletion of the subject.

4.

Such type of correlation was not distinctly found in any areas where the predictions of CA and EA results are just opposite.

On the whole findings of this research validates CA hypotheses.

Chapter – Seven

Conclusion

As mentioned earlier, this study aims to investigate and compare the process of passivization in English and Maithili with a view to understand the pedagogical implications for Maithili-speakers learning English, especially its system of passivization.

To realize these objectives, the present study has been structured into seven chapters. Chapter 1 serves as introduction, incorporating the objectives and theoretical background of the study, the definition of passivization, introductory remarks about Maithili language and 2nd chapter, methodology, used to collect relevance data for the study. It is to be noted that I have purposively confined myself to the “University Grammar” and “A Reference Grammar of Maithili”. In addition this study has also the limitation of analyzing the standard written language of Maithili used in my part of Nepal, viz. Siraha.

Chapter 3rd and 4th have analyzed the morphological, syntactical, semantic and phonetic properties of passives in English and Maithili passivization respectively. In chapter 5th we have focused the similarities and differences of passivization in the two languages. In this connection, it has been observed that English and Maithili passives behave syntactically alike. However, they strikingly differ in terms of their morphological structure.

On the basis of the similarities and differences I have tried in Chapter 5 to predict Maithili speaker’s tone and difficulty in learning English passives. Some potential problems have been further validated with the help of actual errors collected from the scripts of Maithili-speaking learners of English. I finally, suggest general pedagogical measures for getting over some problems in chapter six. There are

Holistic comparison, item-wise comparison, class-wise comparison and school-wise comparison about Maithili speakers' errors. The responses of the students are marked and their errors are tabulated. The number of students as well as their percentage of errors are also computed.

The predictions of errors made on the basis of CA (in 5.2) of English and Maithili were matched with the errors of sampled students calculated through the errors analysis (in 6.1) to find the correlation between the predictions of errors and the actual occurrences.

It must, however, be admitted that the present study is just a preliminary attempt in this direction, which needs to be further explored with additional data and recent theoretical model.

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