CHAPTER- ONE

EINTRODUCTION

1.1   General Background

Language, a voluntary vocal system of human communication, is a versatile and most commonly used tool that people use to fulfill their needs. It is a unique feature of human beings that differentiates them with other non human beings. It is defined variously by different scholars. Some of the important definitions are given below:

Sapir (1921 in Hodkett 1981,p.3) says "Language is a primarily human and non-instinct method of communicating ideals, emotions and desires by means of a system of voluntarily produced symbols. It is really an instrument of thinking as well as a source of delight. So Sweet (1999:P.196) says; language may be defined as the expression of thought by means of speech sounds" (in Varshney, 2001,p.2). Language dissipates (disappears) superfluous nervous energy and directs motion in others. For Richards" Language is the system of human communication which consists of the structured arrangement of sounds (or their written representation) into larger units, e.g. morphemes, words, sentences, utterances." So it is said that there are linkages among them. These combinations at various levels obey certain rules and are regular. De Saussure's views are similar to the view of Richards. According to Saussure, language is a system of systems (as cited in Yadav, 2004, p.19). That is to say, sounds are combined to make morphemes; morphemes' are combined to make words; words are combined to make phrases; phrases are combined to yield sentences; and sentences are combined to constitute a text. They have systems such as phonological, morphological, syntactic

and textual or discourse systems. Language is the sum total of all these systems. That is why it is called a system of systems. According to transformational generative linguist like Chomsky, language is the innate capacity of native speakers to understand and form grammatical sentences.(as cited in Yadav, 2004,p.103).

Though language is defined variously by various scholars, it is one of the most necessary and inevitable tools for human beings. Varieties of a language are a natural phenomenon. Two languages are not identical. They differ from each other in different aspects like vocabulary, grammatical structure, semantics, pronunciation, spelling and so on. Language differs according to geographical boundaries, social-ethnicity and person. So it is obvious that language is not only personal entity but also social phenomenon. There are many languages spoken in different speech communities.

Richards et al. (1999, p. 196) define " Language is the system of human communication which consists of the structured arrangement of sounds (or their written representation) into larger units. eg. Morpheme, words, sentences, utterances." Similarly, Chomsky (1957, p. 13) defines language as the distinctive quality of human mid that is so far as we know unique to man. It is a set of sentences each finite in length constructed out of a finite set of elements.

Every language is unique in its nature and complex structure; however, it shares some common features because every human being possesses a common heritage of Vocal apparatus. As we all know, all normal human beings under normal conditions are born with the capacity to acquire at least one language, and probably more than one.

Linguistic knowledge in language teaching has great value and importance. A language teacher who knows more languages will have better performance on language teaching in a multilingual speech community like Nepal because a second or foreign language is shaped by facilitation or hindrance by the mother tongue of the learner. The more significant thing to remember is the interrelationship between language and thought.

1.1.1 Need and Importance of English in Nepal

English, one of the groups of Indo-European language family, is the largest and the giant language of the world.

It is believed that there are more than 6000 languages in the world. Among them English is the most widely used language. It is a global language which at present is the language most widely taught as a foreign language in over 100 countries. (Crystal 1997, as mentioned in Dewan. 2005, p.2)

It has become the chief foreign language that is used in every field. It belongs to the Indo-European language family.

These days every country needs other country's cooperation in every field i.e. political, economical and others. So they need a well recognized lingua franca or link language. English is accepted as the World wide lingua franca. It is also an official language offered by the UN. It is broadly used in business, policy, media, institutions, technology, science, medicine, e-mail and internet, literature and everyday modern life. It is used as an official language, a second language or an international lingua franca in most of the countries.

English is generally acknowledged to be the world's most important language. One criterion is the number of speakers of this language. A second is the extent to which a language is geographically dispersed; a third is the economic and political influence of the native speakers of the language (Quirk, Greenbman, Leech and Svartvick 1985, 9.3)

The number of English speakers is more in comparison to other languages. And this language is dispersed all over the world.

There are so many languages and language speakers in the world. A famous and wide language is needed to link those people. So, English, the widespread and well-known language, is taken as an international link language or lingua franca or global language in the present world.

Nepal is one of developing countries. It needs cooperation and support of developed countries in several sectors. So, Nepal is also following English, the global language as an international link language, so that it can gather different knowledge and skills. In Nepal, English was introduced in 1935 A.D. after the one long year Britain-visit of the then prime-Minister Janga Bahadur Rana. Durbar High school was established and education was provided only to the Rana families. The curriculum was based on the Indian Curriculum. English education was spread slowly until 1950 A.D. but after the abolition of the Ranacracy, the whole education system of Nepal was modified. Like many other disciplines, the English language also has got rapid growth. At present, English is taught as a compulsory subject from grade one to bachelor level. There are many private boarding schools and English language institutes which are devoted to teach English. In many sectors, like NGO, English has become an inevitable language.

Generally, we can say that English is the leading language of the modern world and it has been occupying the important place in our new Nepal as well. In this way, English is occupying a special position in our country not only for academic purpose but also for international link language. The rapid growth of English medium boarding schools and their impact on our society prove that the importance and demand of the English language is considerable (Rai, 2009, p.4).

1.1.2 The Linguistic Situation in Nepal

Nepal is a small landlocked country but it is regarded as the fertile land for languages. There have been identified 92 mother tongues (baring some 'unknown' language) in the 2001 census – (Population Monograph of Nepal, volume I 2003,p.139). Most of them have only the spoken form with a few native speakers. Due to the dominance of foreign language and standard language; like Nepali, some of them are being overshadowed. They need proper protection and preservation by all conscious linguists and government of Nepal. The languages spoken in Nepal belong to the following language families:

1.1.2.1 Indo-Aryan Group

Indo-Aryan group of language is a sub-branch of Indo-European language family. It is the largest group of languages in terms of speakers. Nearly 80% of the Nepalese people use this group of language. English is a language of Indo-Aryan language family.

The Indo-Aryan languages spoken in Nepal can be subcategorized in the following diagram:

Diagram 1

Indo-Aryan languages in Nepal

Indo-European Languages

1.1.2.2 Dravidian Group

According to population Census 2001, this group includes only two languages, i.e. Jhangar and Kisan. Jhangar is spoken in the province of the Koshi river in the eastern region of Nepal. And Kisan with 489 speakers settled in Jhapa district. These are also the endangered languages of Nepal. These can be subcategorized in the following diagram:

Diagram 2

Dravidian Languages in Nepal

Dravidian languages

1.1.2.3 Tibeto-Burman Group

Tibeto-Burman group is another important language group of Nepal. It belongs to the Sino-Tibetan language family. It is second largest language group in terms of the number of speakers but it is the largest group in terms of the number of language. There are about 57 languages in this group.(Its origin is beloved to be around the Yangsitkyang river of China.)

The Sino-Tibetan languages spoken in Nepal cab are sub-categorized as follows:

Diagram 3

Sino-Tibetan Languages in Nepal

Sino-Tibetan languages

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1.1.2.4 Austro-Asiatic Group

Satar (Santhali) is the only language of this language family, which is spoken in Jhapa district of eastern Nepal. The genetic affiliation of the Austro-Asiatic languages spoken in Nepal is shown in the following diagram (Rai, 2009,p.9):

Diagram 4

Austro- Asiatic Languages in Nepal

1.1.3 Introduction to Maithili Language and its place in Nepal

Maithili is the native language of the residents of Mithila Pradesh. Mithila, a state by itself in ancient Kingdom, ruled by the then King Janak. The other name of it was Videha so called after the name of family of its illustrious rulers. This name is well-mentioned in the Vedas. Jha, S (1958:1)

He says: Mithi was one of the rulers of this family and he is said to have carried out the 'Asvamedha Yagna' over every step of this land, thereby rendering it holy, the area over which this famous sacrifice was performed is described as bound on the north by the Himalayas, and on the South by the Ganges, with the Koshi and Gandaki Rivers flowing to the east and the west respectively. This area became known by the name Mithila. References to this name are found in the Yajnavalkyasmriti and the Ramayana .

However, modern Mithila is politically split into adjacent parts of two different nations- Nepal and India and yet it exists as an inalienable cultural entity mainly-owing to the proximity of regular interaction between the Maithili speaking communities of the two nations.

Comparative philology maintains that languages are related to one another that would mean they are sister languages bearing from same mother language. The diagram below shows how languages are related to one another and where the Maithili language originates from:

New Indo-Aryan Language (NIA)

In the preceeding diagram, Eastern Prakrit is divided into two parts: West and East. Kosala is under West that has Awadhi, Hagheli and Chattisgarhi languages. On the other hand, Kasi, Magadha and Videha are under east. Bhojpuri and Sadhi are spoken in Kasi, Maithili and Magahi are spoken in Magadha and Videha is divided into Ganda, Orda and Kamarup where Bengali, Oriya and Assamese Languages are spoken respectively.

The founder of modern Nepal, His Majesty Late King Prithvi Narayan Shah, described Nepal over two centuries ago as a flower garden of four castes and thiry-six tribes'. Nepal, therefore, is rich in the linguistic and cultural diversity. It is a multilingual country. More than 90 languages are spoken in Nepal. Among them, Maithili is the second most widely used language as it is spoken by 27,97,582 people sheltering in south eastern Plain known as Terai (CBS2058). There are about Nine Terai districts namely, Sirha, saptari, Udaypur, Morang, Sunsari, Sarlahi, Dhanusha, Mahottari, and Rauthat where Maithili is spoken as mother tongues.

A number of researches on the Maithili language has been carried out to find out the facts of it to benefit its speakers and learners. Knowing its importance the government of Nepal has provided it a constitutional recognition and it has been prescribed as a subject to studyu in the primary level of Education in the Terai belt of Nepal. Now-a-days. Maithili is learned and taught in the primary level as a Medium of instruction. It is also learned and taught in the university education as an optional subject. Weekly and monthly magazines namely the saypatri are published in Maithili in the eastern Terai. The readers of these magazines are increasing day by day. Radio Nepal broadcasts news in Maithili once a day. Similarly several other programs in Maithili such as 'Hello Maithila' are broadcasted from Radio and FM radio stations.

All these facts prove that the scope of the Maithili language is expanding day by day, As a result the study of this language is crucial.

1.1.3.1 Need and Importance of Contrastive Analysis (CA)

Contrastive analysis is a scientific study of a pair of languages in order to find out similarities and differences between them. It is a comparative study of the linguistic systems of two or more languages to find out similarities and differences. CA was introduced in the late 1940s and 1950s by CC Fries and Robert Lado. It became very popular in the 1960s in the USA. CA has become a major concern of many linguists and applied linguists even today. It is a branch of applied linguistics. In CA two languages are compared, often the two languages are mother or native language and target language.

For the language teacher, CA is very helpful and useful because in second language learning first language may interfere or facilitate. CA helps to

identify the areas of difficulties in learning and error performance, determining the areas which the learners have to learn with greater emphasis and helps to design teaching and learning materials for those particular area that need more attention. CA is important from pedagogical point of view. The language teachers, testing experts and syllabus or course book designers get great benefits from the findings of CA. (James, 1980, p.180)

In second language learning, the ease or difficulty in learning second language depends on whether it is similar to first language or not. If first language is similar to second language, learning will be easy and the learner may commit less errors. But if first language is different from second language, then learning will be difficult and the learners get more chances to commit errors. If past learning helps the present learning, the transfer is positive. This is also called facilitation. On the contrary, if the past learning interferes or hinders the present learning, the transfer is called negative. This is also interference. (Pokharel, 2007, p. 202)

1.1.4 Comparative study of English and Maithili Language

A language is a system of several sub-systems. Human sounds produced by organs of speech are organized into a meaningful order to make words. These words are sequenced into phrases and then sentences. These sentences, words or phrases are used to serve the purpose of the language.

A comparative study of English and Maithili languages means to compare the system of the English language with that of the Maithili. In this, the words (Action verbs) and some sentences of English are written along with their equivalent Maithili. The constituents of the sentences of both the languages are compared at each level of the languages, while doing

this, some of the systems of both the languages are found to be similar and some others are different. Thus, the process of finding out the similarities and differences between the languages can be termed as comparative study or comparative analysis of English and Maithili. (Jha, S 1958:1)

1.1.5 Importance of Grammar

In modern linguistics, the term 'grammar' is more precisely defined as a system of rules of language which enables people to produce and understand the words and sentences. Grammar is the foundation of any language. There is no any language without grammar. Knowledge of grammar is necessary to express feelings, ideas, messages correctly whether it is for the native speakers or learners of the language as second language. "The task of a linguist is, therefore, to formulate a finite number of rules for the pronunciation, formation and interpretation of the sentences in the language"(Yadav,2004,p.105). So we can say that the main purpose of grammar is to help students in constructing structures which accurately express intended meaning. It is a part of language which tells us how a language is spoken and written correctly and effectively.

Grammar is a systematic study or scientific method which provides us information and guidelines to learn a language. So we can say that language learning becomes difficult if the learner has lack of grammatical knowledge.

1.1.5.1 Morphology: A Brief Introduction

According to Oxford Advanced Learner's Dictionary, morphology is the study of the forms of words (Hornby,1996,p.756). Every native speaker of language is supposed to have the knowledge of its word structure. This

knowledge is what linguists consider linguistics'. Hence' a linguist's theory must account for it. The branch of linguistics which deals with word structure is called morphology (Yadav,2004,p.33). A sentence consists of several units. These linguistic units are sentences, phrases, words, morphemes and phonemes. They are hierarchically organized as:

Sentence> Phrase> morpheme> Phoneme

That is to say, a phoneme is the smallest unit while a sentence is the largest unit. Phonemes combine to make a morpheme such as/b/, and / I / make the morpheme {boy}. Morphemes combine to make a word such as {like}+{-ed}= liked. Words combine to make a phrase such as liked and bread constitute the verb phrase liked bread. Phrases combine to make a sentence such as some boys liked bread.

In morphology, affixation plays vital role in word formation. Taking their different behavior into consideration, they are divided into two classes:

   (i)   Derivational affixes

   (ii)   Inflectional affixes

Derivational affixes:

Derivational affixes create new words. For example, the affix in-is attached to the stem active and create the new word inactive: so it is a derivational. Other common derivational affixes in English include- ly-(kindly), un-(unhappy) affixes can be both prefixes and suffixes. They can change word class.

Inflectional affixes:

The attachment of an affix to a stem just change the form of stem but doesn't derive a new word. For example, affix-ed is attached to the stem 'play' to form 'played'. Thus-ed is an inflectional affix. English inflectional affixes are usually suffixes. For example, - ed (worked) -ing (working),-s(works) and so on (Yadav, 2004,p.57/58).

On the other hands, Maithili language has different dialects. In the western dialect, the auxiliary verbal forms of the present tense are of √ho,pkt. √*ho*, instead of ach, of the standard dialect. The use of the word ais[a] as the hon. pron. of the 2nd person characterizes the dialect of south Darbhanga.

Chikachiki uses chika, chika, etc., for thika, of the standard dialect, and –tat[a], kat[a],-tik[a] –kit[a], are found only in the eastern dialects.

In the western and the central colloquial dialects,-aith[a],-ath[i] for anh[i], is the personal termination in some tenses.

Besides sab[a] and sabh[a] with further addition of some enclitics, which are found in all the dialects, the standard has lokan[i], Chika-chiki has ar[a]hin[a], sanhi, and *sani,* the central colloquial has aur[a] and ar[a], and Jol[a]hi has sun[a] to indicate the plural(Jha,1958,p.7).

1.1.6 Verbs: An Introduction

According to Oxford Advanced Leaner's Dictionary, a verb is defined as or a word or a phrase indicating an action, an event or a state" (Hornby,1996,p.1323). The verb shows the action which is done by subject. Many English verbs have five forms; the base, the - S form, the past, the – ing participate and the – ed participle. In terms of the position, verbs follow nouns and may be followed in turn by adjectives, adverbs or

other nouns. A sentence in English generally consists of two major parts as subject and predicate. Verbs lead the predicate part. It is obligatory part of a sentence.

English verbs are classified and understood in different ways. *A communicative grammar of English* (Leech et. al., 1975, p. 238) have classified the following types of verbs:

      a) Main verbs(Action verbs) and

      b) Auxiliary verbs.

Likewise Thomson and Martinet (1986, p. 100) have described the following two main types of verbs:

a) The auxiliary verbs: Verbs such as be, do and have used main verbs to show tense, etc. and to form questions and negatives (Hornby, 1996, p. 34).

b) The ordinary verbs: Verbs that are not unusual or different in any

    way. They are also called action verbs. (Example: go, come, sleep

    and so on).

In the same way, Quirk et. al. (2010, p. 128) in A Comprehensive Grammar of the English Language, classify three types of verbs which are as follows:

a)   Model verb

    Examples: can, could, will, would, shall, should and so on.

b) Primary verb

    Examples: be, have and do.

c) Full verb

Examples: eat, play, sing and so on.

1.1.6.1 Action Verbs in English

The word 'verb' is known as a word used to say something about some person, thing or place. According to Oxford Advanced Learner's Dictionary, Simply "Action verb is known as a word or phrase indicating an action" (Hornby,1996,p.12). The verbs which show the visible or audible action are known as action verbs. For example: come, go, sleep, read, write, buy, sell, speak, learn, see, abandon, ask, beg, call, drink, eat, help, learn, listen, look at, play, rain, read, say, slice, throw, whisper, work, write and so on. Action verbs have been classify into two parts. They are transitive and intransitive.

(i) **Transitive:** It is a verb that is used with a direct object either

expressed or understood (Hornby, 1996, p. 1270). It

denotes action which passes over from the doer

(or subject) to an object, e.g. reads in 'Saroj reads a

book.'

(ii) **Intransitive:** It is a verb that is used without a direct object (not having

an object (Hornby, 1996, p. 626). It denotes an action

which doesn't pass over to an object or which

expresses a

state or being e.g. sleeps in 'Ramsleeps soundly'.

1.1.6.2 Classification of Action Verbs in Maithili Language

The definition of the action verbs in Maithili language is the same. Action Verbs are either transitive or intransitive. Intransitive verbs are chiefly derived from primary roots, although there are several secondary roots which also are intransitively used. All the primary intransitive roots can be made transitive by adding the causative -*a*. The secondary intransitive roots can be transitively used in a causative sense without any further extension. It must here be mentioned that in the causative the initial vowel of a primary root, if it is of the short grade, is replaced by its corresponding vowel of the long grade, as it happens in Sanskrit: but it does not so happen when the causative -*a* is also added to it. Thus: *tutab^a*, "to break by itself; "*torab^a*," to break another thing";*jharab^a*, "to fall" ; *jharab^a*, "to cause to fall". (Jha,1958, p. 455 & 456)

A verb may be active or passive in sense. Thus: *bhat^a banait^a ach^i,* "rice is being cooked," but *ham^a tharh^a chi,* " I am standing" and so on. Transitive verbs are used either actively or passively, while intransitive verbs have the active or the neutral voice. *Khau,* "eat"; *Khael^a jae,* "let it be eaten by you".

1.2   Review of Related Literature

There are many research works on linguistic comparative study among different languages spoken in Nepal. E.g. Nepali, Rai, Limbu, Magar, Tamang, Tharu, Gurung, Awadhi, Newari, Urdu, Bajika, Dura, Bhojpuri, Maithili, which are compared to the system of English in the Department

of English Education. The area of linguistic comparison with the researcher's surname and date of the approval of the researchers are given below:

Giri (1982), Rai (2001), Joshi (2004), Rai (2004), Adhikari (2006), Katuwal (2006), Bhandari (2006), Chaudhari (2007), Shah (2007), Miyan (2007), Thapa (2007), Rai (2007), Paneru (2007), Gautam (2007), Chapagain (2007), Adhikari (2007), Gautam (2007), Ghimire (2008), and Rai (2008) have studied the 'Kinship Terms' of different languages spoken in Nepal and comparing to those of English.

Phyak (2004), Chaudhary (2005), Lama (2005), Rai (2005), Bhat (2005), Sharma (2006), Yadav (2007), Gautam (2007), Rai (2007), Rosyara (2007), Bhattarai (2007), Rai (2007) and Ghimire (2007) have conducted the researchers on the 'pronominal' of different languages mentioned above and English.

Transformation of Negative and Interrogative in English and some languages spoken in Nepal has been carried out by Paudel (2004), Dewan (2005), Kushawada (2005), Raut (2006), Paudel (2007), Bhatta (2007), Raika (2007), Pandak (2007), Yadav (2007), Patawani (2008) and Rai (2008).

The area 'Forms of Address' has been covered by the researcher like Kattel (2001), Tharu (2004), Karn (2006), Chauhan (2007), Paudel (2007), Tamang (2007), Pandak (2007), Prasain (2007), Tembe (2007), and Chapagain (2008).

Ray (2005), Khatri (2006), Khanal (2006), Paneru (2001), Shah (2004), and K.C. (2007) have carried out researchers in the field of 'Tense Aspect

System' similarly, Shah (2000), Mahato (2001), Mehta (2006), Sharma (2006) and Sabehang (2006) have conducted their researches on 'Subject-Verb Agreement' Bhattarai (2002), Tumbapo (2005), Chaudhary (2007) have carried out researches in the 'Affixation' area.

'Case in different languages spoken in Nepal and comparing to those of English' has been covered by some researchers. They are Bhattarai (2001), Adhikari (2001), Limbu (2007) and Thapa (2007). Similarly, Bhusal (2001), Adhikari (2006), Dahal (2006), Limbu (2008) and Jha (2008) have studied the 'Semantic Analysis of same languages use in Nepal and English.' Neupane (2002) and Paudel (2007) have conducted researchers on verb-forms in English and Gurung language' and 'verb argument in the English and Gurung language respectively'. Basnet (2002), Shah (2004) and Sharma (2007) have carried out researchers on the 'Nouns of English and other language spoken in Nepali.

Lamichhane (2006) and Chalise (2007) have conducted researches on 'Adverbial clause in English and Nepali' and 'Clause combining in Baram and English' respectively. Similarly, Thakur (2005) has conducted a research entitled "Relativization in English and Maithili: a comparative study." Oli (2007), Limbu (2007), Sah (2007) and Regmi (2008) have carried out researches entitled "Question Transformation in Tharu and English", sub-ordination in English and Limbu", "Coordination in English and Maithili" and "Sound of English, Japani and Nepali language" respectively.

Though many researches have been conducted on linguistic comparative study, there are a few researches available on 'Maithili language in the Department of English Education. The researches specified above are not

directly linked with the present study except a few ones some of them are reviewed below:

The nature of present study is a bit similar to the research carried out by Limbu (2004) entitled "verbs of pre-cooking, cooking and consuming activities in English, Limbu, Rai- Bantawa, Newari and Nepali language: A semantic comparison." The main purpose of this study was to prepare inventories of different types of verbs of pre-cooking, cooking and consuming activities in English, Limbu, Rai – Bantawa, Newari and Nepali language. The researcher used altogether 42 informants as the primary sources. He used informal talking and unstructured interviews as the tool of the study. The judgmental sampling procedure was used in the process of data collection. Finally, he found that in comparison of English, Limbu, Rai-Bantawa, Newari and Nepali, Newari has the least number of pre-cooking verbs; Limbu, Rai-Bantawa and Nepali have equally least number of cooking verbs and Nepali has the least number of cooking verbs. Similarly, in comparison of other four languages, English has the most number of pre-cooking, cooking and consuming verbs respectively whereas in Limbu and Rai-Bantawa, few consuming verbs are same in sound and meaning.

Although the nature of present study is a bit similar to that of Limbu (2004) in its nature, it differs in terms of types of Action verb and languages to be compared. Dewan (2005) has carried out a research work entitled "Negative and Interrogative Transformation in English and Yakkha Language: A comparative Study". The main objectives of his study were to identify the process of negative and interrogative transformation in Yakkha language and to compare and contrast the process of negative and interrogative transformation in Yakkha language

with those of English. The data were collected from the selected Yakkha native speakers by using structured interview as a research tool. His main findings are: transformation of positive sentences into negative one is not limited to syntactic process in Yakkha language but it also extends to phonological process. The yes/no interrogative partical in Yakkha language is 'i' which is attached at the end of the verb. It is used to both

speech and writing, whereas English yes/no question is formed by putting the auxiliary verb at the beginning of the sentence.

Tumbapo (2005) has carried out a research under central Department of English T.U. His thesis is entitled "Verbal Afixation in Limbu and English". The main objectives of his thesis were to identify the verbal affixes and rules of verb affixation in Panchthar dialect of Limbu and English then to examine the similarities and differences in verbal affixation in Limbu and English. He has used the structured interview schedule and participant observation as tools for collecting data. His main findings are: Limbu has negative marker prefixes, infixes and suffixes whereas English has only negative marker prefixes and Panchthar dialect of Limbu has tense marker suffixes in greater number than those of English.

Rai (2005) has carried out a research on "Pronominals in English and Chhintang Rai Languages: A Linguistic Comparative Study". The main objective of his study was to compare and contrast the pronominals of Chhantang with those of English. In this thesis, he has used the interview questionnaire as a research tool for data collection. He has found that personal reflexive and possessive pronouns are categorized under three persons: first, second and third person in both languages, and in English

third person singular possessive pronouns are used distinctively for male and female. But there are no separate pronouns for male and female in chhintang third person singular possessive pronouns.

Khakurel (2005) has done his research work on "Effectiveness of Matchstick Figures in Teaching Action Verbs at Grade Five". The main objective of his study was to find out the effectiveness of matchstick figures in teaching action verbs. He has used test items as a tool for his study. He has found that using matchstick figures in teaching action verbs has relatively a better impact on the whole.

Thakur (2006) has conducted a research entitled "Aspects of the present tense in "English and Maithili". The main purpose of this study was to compare the tense and aspect system in English in relation to Maithili. He found that Maithili language has simple, perfect and progressive aspects. It doesn't have perfect progressive. But English has four aspects Viz. simple, perfect, progressive and perfect progressive. He also conducted that Maithili verbs inflect to agree with person, gender and honorability of the subject.

Adhikari (2006) has carried out a research work entitled "passivization in the English and Tharu: A comparative Linguistic Study". The main objectives of this study were to find out the process of the Tharu language and to compare and contrast Tharu passivization with those of English. Questionnaire and interview schedule were used as research tools to elicit data. His main findings are: the active form of the verb is converted into the passive form inflexionally in Tharu and phrasally in English. There is no such distinction in transitive and intransitive verb to passivize them.

So both verbs are equally accepted in passive construction. The verbs that express state rather than action are passivized in Tharu.

Negi (2006) has prepared a thesis entitled "Proficiency of Bachelor's Level Students in Using Modal Verbs". His main objectives of the thesis were to find out Proficiency of Bachelor Level students' in using modal verbs and to compare on the basis of boys and girls and also across different faculties. He collected the data from a set of prepared test item. He has found that the students of Humanities and Social Science were the top most position. The students of faculty of Education were in the second position. The performance of the girl was better than that of the boys.

Mehata (2006) has carried out a research on "Subject-Verb Agreement in Bhojpuri and English Language: A Comparative Study". The main objectives of the study were to find out the main similarities and differences of subject-verb agreement in Bhojpuri and English language. He has used a set of questionnaire for collection of data. He has found that the verb agreement system in both English and Bhojpuri languages is determined in accordance with the grammatical categories of subject and in both languages. Subject-Verb Agreement system is marked with tense. He has found that in English there is no variation observed in the verb paradigm on the basis of the first person subject where as such variability is notifiable in Bhojpuri language.

Shah (2007) has carried out a research entitled 'A comparative study on 'Maithili and English Kinship'. The main purpose of his study was to determine Maithili and English Kinship and their corresponding addressive forms. He found that English language doesn't make

distinction between elder and younger Kinship relations but the Maithili language makes this distinction.

1.3 Objectives of the Study

This research was conducted to attain the following objectives:

1. To prepare a list of regional Maithili action verbs equivalent to the selected English action verb list and to find out specific features of Maithili and English verbs.
2. To find out variation in the use of Maithili action verbs among Maithali speakers.
3. To suggest some pedagogical implications.

1.4 Significance of the Study

The present study has two fold importance. No research has been carried out on the comparative study of action verbs in Maithili and English collectively in the Department of English Education. So this research will be a valuable work for the Department itself. The study will be significant for the prospective researchers on the Maithili language, linguists, teachers, students, textbook writers, course designers and so on. It will be useful for the native speakers of Maithili language who are trying to learn English and vice-versa.

CHAPTER TWO

METHODOLOGY

The following methodology was adopted to conduct this research:

2.1 Sources of Data

The data from both primary and secondary sources was collected.

2.1.1 Primary Sources

The Maithili native speakers of Laukahi,Narsingh,Bhokraha VDCs and Inaruwa Municipality of Sunsari district were the primary sources of data from which required data was elicited for the study. The researcher herself was one of the primary sources of data.

2.1.2 Secondary Sources

Different books, journals, magazines, thesises, materials from the different internet sites and other related materials were the secondary sources of data. Some of them were Chomsky(1957), Yadav(2004),Sapir(1921) and Shah(2007).

2.2 Sampling Procedure

The total sampled population of this study was 80 Maithili native speakers of Laukahi , Narsingh, Bhokraha VDCs and Inaruwa Municipality of Sunsari district where majority of people speak the Maithili language. Among them 60 native speakers were males and 20 females.

Judgmental sampling was used for the selection of the population since it was impossible to get right amount of data from each native speakers of this language. Those people who could speak English were selected as

sampling population. That is to say, most of the informants of the study were English teachers of secondary and lower secondary level of the schools. They had also access of Maithili language as their mother tongue.

2.3 Research Tools

List of English action verbs were used as the tools for the data collection. Focused Group Discussion (FGD) was conducted in natural situation. The verb list was used so that questions could be formed instantly and spontaneously on the spot and sufficient data could be got from informants.

2.4 Process of Data Collection

Laukahi, Narsingh, Bhokraha, VDCs and Inaruwa Municipality of Sunsari district were travelled. The population was selected as specified above from each group and rapport was established with the selected population. They were given the set of questionnaires to write the equivalent Maithili action verbs of English action verbs. After writing, all the interview papers were collected.

2.5 Limitation of the Study

) This study was limited to the eighty action verbs. For example: shut, cut, go and so on.

) The areas were only Laukahi, Narsingh, Bhokraha VDCs and Inaruwa Municipality of Sunsari district taken for the Maithili language.

) This study was limited to the Maithali speakers who were able to speak and write English.

CHAPTER-THREE

ANALYSIS AND INTERPRETATION

3.1 Comparison of Action Verbs in the Maithili Language with those of English

To compare Maithili action verbs with English action verbs, informants were given an Interview Schedule for each to write equivalent Maithili action verbs of English action verbs that have already been written. A list of English action verbs and their equivalent Maithili action verbs found by informants is as follows:

Table No. 1
List of Action Verbs: English and Maithili

Eng. A. Verbs	Mai. A.Verbs	Eng. A. Verbs	Mai. A.Verbs	Eng.A Verbs	Mai. A.Verbs	Eng. A. Verbs	Mai. A.Verbs	Eng. A. Verbs	Mai. A.Verbs
Abandon	Tyagab[a]	Draw	Khichab[a]	Knit	Bunab[a]	Ride	Chadhab[a]	Stand	Uthab[a]
Abuse	Gair deb[a]	Drink	Piyab[a]	Lay	Letab[a]	Rise	Ugab[a]	Steal	Choraib[a]
Ask	Puchhab[a]	Drive	Hankab[a]	Lead	Netritwa karab[a]	Say	Kahab[a]	Strike	Hadtal karab[a]
Beat	Pitab[a]	Eat	Khaib[a]	Learn	Sikhab[a]	See	Dekhab[a]	Swing	Latakab[a]
Beg	Bhikh mangab[a]	Fall	Khasab[a]	Leave	Chhorab[a]	Seek	Khojab[a]	Take	Leb[a]
Bite	Dharab[a]	Fight	Ladai karab[a]	Let	Anumati deb[a]	Sell	Bechab[a]	Teach	Padhaib[a]
Breed	Bacha janmaib[a]	Fly	Udab[a]	Lie	Jhuth bolab[a]	Shake	Tharatharaib[a]	Tear	Ansu bahab[a]
Burst	Phutab [a]	Gird	Laptab[a]	Listen	Sunab[a]	Shoot	Goli hanab[a]	Throw	Phekab [a]
Buy	Kinab[a]	Give	Deb[a]	Look at	Leharab[a]	Shut	Band karab[a]	Thrust	Dhakalab[a]
Call	Bolaib[a]	Go	Jaib[a]	Make	Banaib[a]	Sit	Baithab[a]	Trap	Thunaib[a]
Cast	Phekab[a]	Hear	Sunab[a]	Mow	Ghas chhatab[a]	Sleep	Sutab[a]	Tread	Chipab[a]
Cling	Satab[a]	Help	Madad karab[a]	Pay	Tirab[a]	Slice	Patar karab[a]	Wear	Pahirab[a]
Come	Aeib[a]	Hide	Lukaib[a]	Play	Khelab[a]	Slide	Gholatab[a]	Weep	Kanab[a]
Creep	Sasarab[a]	Hit	Thokab[a]	Put	Rakhab[a]	Slip	Picharab[a]	Whisper	Phusur-phusur karab[a]
Cut	Katab[a]	Hurt	Dukh deb[a]	Rain	Barsa hoib[a]	Sow	Biya bunab[a]	Whistle	Citi bajaib[a]
Do	Karab[a]	Kneel	Theghun ropab[a]	Read	Padhab[a]/ padhal	Speak	Bolab[a]	Write	Likhab[a/] likhal

In the preceding table, we see that Maithili action verbs have ab[a], aib[a], eb[a] and al suffixes. Some of the Maithili action verbs have two words whereas action verbs in English have only one word. The beginning sound of English action verbs and their equivalent Maithili action verbs are different. Infinitive forms of the English action verbs are found affix-free whereas the infinitive forms of the Maithili action verbs are always found to be attached with the affix (i.e. suffixes).

3.2 Variation among Maithili Speakers in the use of Action Verbs

Variations among Maithili speakers. On the comparison with the standard dialect, the different dialects present phonological and morphological distinction. A list of the English Action Verbs that have various equivalent Maithili numbers of informants who responded then separately is presented as below:

Table No.-2

List of English action verbs having various equivalent Maithili Informants with separate responses

Eng. A.V.	Mai. A.Verbs				Eng. A.V.	Mai. A.Verbs			
	Verbs	No. of Informants	Verbs	No. of Informants		Verbs	No. of Informants	Verbs	No. of Informants
Abandon	Tyagab[a]	70	Chhorab[a]	10	Lead	Netritwa karab[a]	55	Aguwai karab[a]	25
Beg	Bhikh mangab[a]	60	Mangab[a]	20	Shoot	Goli hanab[a]	60	Hanab[a]	20
Bite	Dharab[a]	50	Tokab[a]	30	Sleep	Sutab[a]	69	Chiplab[a]	11
Breed	Bacha janmaib[a]	40	Janameib[a]	40	Sow	Biya bunab[a]	50	Biya chhitab[a]	30
Call	Bolaib[a]	70	Dakab[a]	10	Teach	Padhaib[a]	40	Sikheib[a]	40
Draw	Khichab[a]	60	Farab[a]/ Tanab[a]	20	Tear	Ansu bahab[a]	45	Nor dharab[a]/knab[a]	35

Drive	Hankab[a]	65	Chalaib[a]	50	Thrust	Dhakalab[a]	60	Thelab[a]	20
Fall	Khasab[a]	60	Girab[a]	20	Wear	Pahirab[a]	66	Lajaib[a]	14
Fight	Ladai karab[a]	50	Ladab[a]	30	Whisper	Phusur-phusur karab[a]	61	Kana phuski karab[a]	19

Form the study of preceding table, we see that there are eighteen English action verbs that have two or more than two equivalent Maithili action verbs responded by different native speakers. There are phonological and morphological differences due to the presence of informants from different places.

3.2.1 Comparison of Internal consistency in the use of Action verbs

There are various dialects in the Maithili language that are as follows:

1. The standard,
2. The southern,
3. The eastern,
4. The Chiachiki,
5. The western,
6. The jol[a] hi,
7. The central colloquial,

They are used in different areas of different countries. They have phonological and morphological differences in the use of action verbs among Maithili speakers. In this research many native speakers have used

-ab[a] at the end of action verbs which is used in Modern Maithili, whereas some of the native speakers have used-al at the end of action verbs. The presences of such forms in Maithili was due to the influence of Bhojpuri on it.

Examples:

Maithili: *padhab[a] /Likhab[a]*

Bhojpuri: Padhal/ Likhal

Some of the native speakers have different equivalent Maithili action verbs due to the different areas where the different dialects are used. It is due to the influence of other modern Aryan languages.

Examples:

English: Abandon

Maithili: *Tyagab[a] / Chhorab[a]*

List of informants from different VDCs/Municipality can be shown through the following table:-

Table No.-3

List of Informants from different VDCs/Municipality

Eng. A. Verb	Eqv. Main A. Verbs	Laukahi VDC (No. of Informants)	Narsingh VDC (No. of Informants)	Bhokraha VDC (No. of Informants)	Inaruwa Municipality (No. of Informants)
Abandon	Tyagab[a]	18	15	19	18
	Chhorab[a]	2	5	1	2
Beg	Bhikh mangab[a]	12	15	18	15
	Mangab[a]	8	5	2	5
Bite	Dharab[a]	11	10	14	15
	Tokab[a]	9	10	6	5
Breed	Bacha janmaib[a]	9	10	9	10
	Janameib[a]	11	10	11	10
Call	Bolaib[a]	9	10	9	11
	Dakab[a]	11	11	11	9
Draw	Khhichab[a]	15	15	15	15

	Farab[a]/Tanab[a]	5	5	5	5
Drive	Hankab[a]	5	15	10	15
	Chalaib[a]	15	5	10	5
Fall	Khasab[a]	15	15	15	15
	Girab[a]	5	5	5	5
Fight	Ladai karab[a]	10	12	10	10
	Ladab[a]	10	8	7	5
Lead	Netritwa karab[a]	5	15	20	15
	Aguwai karab[a]	15	5		5
Shoot	Golih anab[a]	15	20	15	10
	Hanab[a]	5		5	10
Sleep	Sutab[a]	15	19	15	20
	Sutal[a]	5	1	5	0
Sow	Biya bunab[a]	10	15	15	10
	Biya chhitab[a]	10	5	5	10
Teach	Padhaib[a]	10	20	10	
	Sikheib[a]	10		10	20
Tear	Aanshu bahab[a]	10	15	10	10
	Nor dharab[a]/Kanab[a]	10	5	10	10
Thrust	Dhakalab[a]	15	15	15	15
	Thelab[a]	5	5	5	5
Wear	Pahirab[a]	15	11	20	20
	Lagaib[a]	5	8	0	
Whisper	Phusur-phusur karab[a]	15	16	15	15
	Kanaphusi karab[a]	5	4	5	5

From the study of above table, we see that there are eighteen English action verbs in this list each has two equivalent Maithili action verbs. Every VDC/Municipality has 20 informants. Some of them use one equivalent Maithili action verbs and some of them use the another. For example, for English action verb 'abandon', Laukahi VDC has eighteen informants who use equivalent Maithili action verbs 'tyagab[a]' and two informants who use 'chhorab[a]'.

CHAPTER– FOUR
FINDINGS AND RECOMMENDATIONS

4.1   Findings of the present study:

According to the objectives of this research the primary and the secondary data were analysed. On the basis of the analysis of the data similarities and differences of the action verbs in English and Maithili were found. The action verbs of English and Maithili have very few similarities and a large number of differences.

4.1.1 Similarities

The action verbs in Maithili and English have few similarities that are as follows:

4.1.1.1   Both (Maithili and English) action verbs start with different Sounds.

           Examples:

              English: Come/Go/Sleep

              Maithili: *Aaib^a/jaib^a/ sutab and so on.*

4.1.1.2   Both (English and Maithili) action verbs have the same definition and

        classifications

4.1.1.3   Both(English and Maithili) negative marker starts with nasal sound "n"

4.1.1.4   The verbs of the sentences in both the languages receive inflections

    depending upon the nature of their subject.

4.1.2 Differences

A large number of differences have been found which are presented below:

4.1.2.1   Some Maithili action verbs have different affixes. But English action verbs have only one affix./ there is no affix.

        Examples:

          English: go/es

          Maithili: *Jayab[a]/ Gayal*

4.1.2.2   An English action verb is found to be used in only one word whereas, many Maithili action verbs are found to be used in two words.

        Examples: English: shoot

                    Maithili: *Goli hanab[a]*

                    English: Shut

                    Maithili: *Band Karab[a]*

                    English: *Promise*

                    Maithili: *Sapat leb[a]*

4.1.2.3   Maithili Action verbs have only-ab or-al affixes at last whereas English action verbs have different.

        Examples:

          English: sleep/ Read/ write

          Maithili: *Sutab[a]/Padhal/likhab[a]*

4.1.2.4   The Beginning sound of English and Maithili action verbs   are almost different whereas the beginning sound of Maithili and Nepali action verbs are same:

Examples:

English: Rain/ Ride/ Rise

Maithili: *Barsa hoib[a]/ chadhab[a]/ vgab[a]*

4.1.2.5   English is one of the groups of Indo-European language family whereas Maithili is one of the groups of Indo-Aryan language family.

4.1.2.6   English sentences follow,(S V O)word order while the Maithili sentences follow(S O V) word order.

Examples:

English: You go to school.

Maithili: *aah[a] vidyalaya jait chi.*

4.1.2.7   The action verbs of affirmative sentences in English remain in their base form if the subjects are plural or they end at 's' or 'es' inflection if their subjects are singular, on the other hand , in Maithili, the verbs remain either in their base form or get changed on the basis of the honorability of the subjects.

Examples:

English: He loves her.

Maithili: *O okara prem karait chaik*

English: they help their father

Maithili: *Osab apna pitake sahayog karait chaik*

4.1.2.8 In English action verbs are used after subject whereas in Maithili action verbs are used after object.

4.2   Recommendations

On the basis of finding the following recommendations have been made.

4.2.1 The action verbs in Maithili and English are different to a great extent. Special attention, therefore, should be given on the different aspects of English language while teaching it to the Maithili-speaking students.

4.2.2 The students should be taught the use and position of action verbs in English.

4.2.3 The students should be provided with many examples having different honorific status of the subjects and the objects in English with the view of inform them that such honorific status isn't available in English.

4.2.4 The teachers of concerned levels should teach the action verb creating meaningful situations and using suitable language game.

4.2.5 Application of teaching materials are recommended to use while in the classroom

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