

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is an expression of human personality in words, whether written or spoken. It is the most fundamental means of communication through which all and only normal human beings control and create things in their daily life. Although it is very difficult to define. Language is a systematic means of communicative ideas or feeling by the use of conventional signs, sound, gestures or marks having understood meanings. It is defined that language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols. Hornby (2005, p. 862) defines language as the system of communication in speech and writing that is used by people of a particular country or area. It is the system of human expression by means of words.

Language is a very complex psychological and social phenomenon in human life which is so much in them so that it has been taken as one of the mysteries that have confronted people, a topic on which there has been much speculations and no conclusion. It is the broadest means of communication. Without it, we cannot think of any social, academic and artistic activities going on around. It is common to all human beings. It is the most unique gift that sets them apart from the rest of living beings. It is the greatest accomplishment of human civilization. It is perhaps the most significant asset of human life.

1.1.1 Linguistic Scenario in Nepal

Nepal is a multilingual, multicultural and multiethnic country. Though small in size, Nepal is not a culturally and linguistically homogenous country; it is very

fertile land for language in some remote parts of the country and many more languages are still waiting to be discovered. According to Population Census (2001), there are more than 93 languages used in this small nation. Among these languages, most of them do not have written scripts but they exist only in spoken form.

Languages and their useful dialects spoken in Nepal have genetic affiliation to at least four language families namely Indo-Aryan (14 languages), Tibeto-Burman (about 56 languages), Austro-Asiatic (only one language) and Dravidian (one language) together with one controversial language called 'Kusunda'. Among these different languages, Nepali is designated in the Constitution of 1990 as the official language of Nepal which claims 50.3% native speakers and has a dominant role in the life of the country including its extensive uses for purposes like as medium of instruction at various levels of education, commerce, legal practices and in public communication.

Besides these languages, English, being a second or foreign language in Nepal, has also played a very significant role. It is termed as "West Germanic" which is a sub-branch of the Germanic branch of the Indo-European family. English is an international language which functions as a lingua franca world wide. It is learned and taught as a second or foreign language in many countries including Nepal. The standard of English is not developed as expected in Nepal because of the multilingual situation of the Nepalese speech community. It is an international language in the world. Most of the books and newspapers are published in the English language. The importance of English in Nepal is growing rapidly. It has occupied an important place even in the education system of Nepal. It is taught as a compulsory subject up to bachelor level in Nepal.

1.1.2 An Introduction to the Maithili Language

Maithili is a New Indo-Aryan (NIA) language which is spoken in the two adjoining South Asian Countries, Nepal and India. As its name implies, Maithili is the language of the residents of Mithila, the pre-historic ancient Kingdom ruled by the king Janak. However, Modern Maithili 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 and regular interactions between the Maithili speaking Community of the two nations.

The Maithili language is spoken by about 30 million people mainly residing in the eastern part of Nepal in the Terai region and in the northern part of Indian state of Bihar. In Nepal, Maithili is the mother tongue of 12.4% of the total population and figure second in terms of the number of speakers next only to Nepali, the language of the nation, spoken by a little over 50% of the population. Maithili has a long rich tradition of written literature both in Nepal and India. Vidayapati Thakur is the most famous poet of Maithili. He is an immortal singer of beauty, youth and vigour.

Nepal is a multi-lingual country. It is very important in terms of the number of languages spoken here. More than 93 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 the south eastern plains known as the Terai which covers about 9 districts namely, Siraha, Saptary, Udaypur, Morang, Sunsari, Saralahi, Dhanusha, Mahottari and Rauthat. Comparative Philology maintains that languages are related to one another. Two languages are linked with one another would mean they are sister languages bearing from the same mother language.

Maithili was regarded as a dialect of a spurious language called 'Bihari'. Today, however it is recognized as a distinct language and taught as such in the Indian

Universities in Kolkotla, Bihar, Patna, Bhagalpur, Darbhanga, Vanarasi, and Tribhuvan University, Kritipur. Serious interest in Maithili linguistics began in the early 1880's when Sir George Abrahan Grierson and A.F. Rudolf , Hoernle published a series of scholarly books and papers on Maithili.

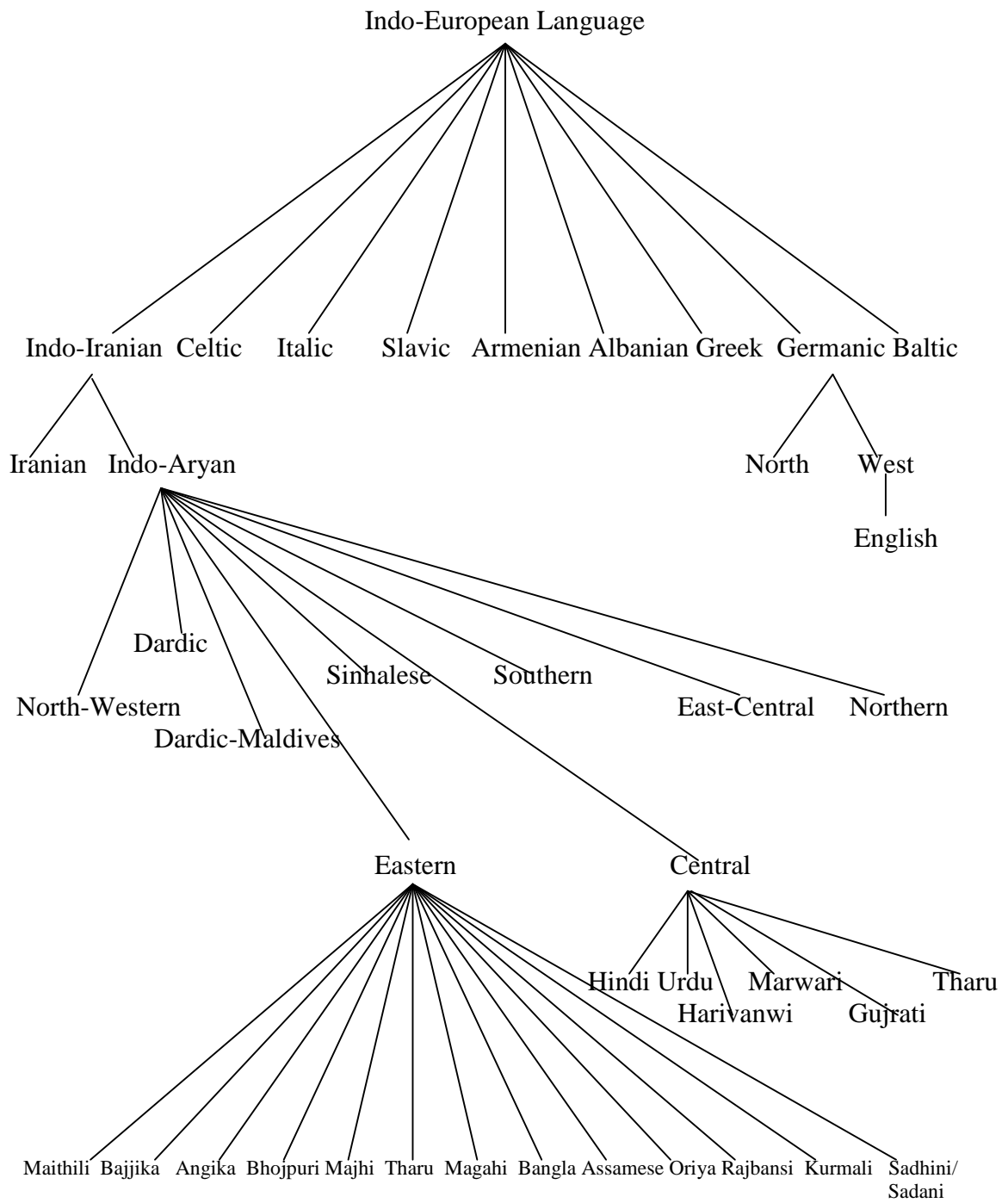
The earliest grammar of Maithili by a native grammarian has been written by Jha (1946) in the Maithili language. In this study the grammatical rules presented in the form of sutras in Paninian style of Sanskrit grammar.

Jha (1941) was the first person to study Maithili sound system along with its historical development, lexicography or dictionary making in Maithili.

It is the language which is very rich in written literature, both in India and Nepal. The most famous Maithili writer is Vidyapati Thakur , popularily known as Mahakavi Vidyapatti. Apart from being a great Sanskrit writer, he composed melodious poems in Maithili, entitled Vidyapati Padavalli which mainly deals with love between Radha and Krishna.

Maithili was successfully used as a court language in the Kathmandu velley during the Malla period. Several literary works (especially dramas and songs) and inscriptions in Maithili are still preserved at the national Archives in Kathmandu. In the recent context, there have been literary writings in all literary generes, especially poetry, plays and fiction from both Indian and Nepalese scholars. Apart from Maithili literature, Maithili writers have also been contributing to other fields like culture, history, journalism, linguistics etc,

The diagram given overhead presents a sketch of as to how the languages of the world are interrelated.



(Yadava, 2003:145)

1.1.3 Pluralization

The process of transforming the singular nouns into the plural ones and the singular sentences into the plural ones is known as pluralization. Pluralization is a linguistic process which occurs in almost all languages of the world. This process adds something to the meaning of the changed words or sentences. It is really that the processes of turning singular nouns into the plural ones differ from language to language. We can not fulfil our all linguistic objectives without using this part of grammar. Thus, pluralization seems to be important from the point of view of linguistic functions. There are differences in the process of making plurals either in English or Maithili language.

Actually the study of pluralization comes under number. Number is called '*wacan*' in both Nepali and Maithili. Singular number denotes only one-person, object or thing. Generally, singular nouns are made plurals by adding s/es suffixes at the ends of the singular countable nouns. e.g. dog - dogs, bench - benches etc. Sometimes, words are changed to make the singular nouns to plural such as child - children. In other cases spelling is changed to turn the singular nouns into plural ones e.g. man - men. Pluralization takes place on words, phrases and sentences. Here it can be shown on these three levels as below:

a) Word Level

Word level pluralization can be made by adding s/ es suffixes to the noun, changing the word and changing the alphabets. e.g

| <u>Singular</u> | <u>Plural</u> |
|-----------------|---------------|
| girl | girls |
| bus | buses |
| child | children |
| man | men |
| ox | oxen |

b) Phrase level

| | |
|----------|-----------|
| one girl | two girls |
| a cow | two cows |

c) Sentence level

A girl is sitting on a bench.

Girls are sitting on benches.

A cow was beaten by the farmer.

Cows were beaten by farmers.

1.1.4 Pronunciation of Plural Suffix s/es at the end of Nouns in English

- a. The suffix 's' is pronounced as /s/, if an uninflected word ends in any voiceless consonant sounds such as /p/, /t/, /k/ except /s/, /ʃ/ or /tʃ/

| | |
|------|-------|
| cap | caps |
| cat | cats |
| book | books |
| back | backs |
| dick | dicks |

- b. If an uninflected word ends in /s/, /z/, /ʒ/, /ɛ/, /tʃ/ or /dɛ/, the suffix 's' is pronounced as /ɪz/ or /ɪz/

| | |
|--------|---------|
| bridge | bridges |
| bus | buses |
| bench | benches |
| judge | judges |
| bush | bushes |
| rose | roses |
| horse | horses |
| glass | glasses |
| class | classes |

| | |
|------|--------|
| kiss | kisses |
| box | boxes |

- c. If an uninflected word ends in any voiced sounds, /b/, /d/, /v/, /m/, /n/, /l/ except /z/, /ɛ/, /dɛ/, the suffix 's' is pronounced as 'z'.

| | |
|---------|----------|
| bird | birds |
| dog | dogs |
| cave | caves |
| cab | cabs |
| girl | girls |
| name | names |
| breathe | breathes |
| ring | rings |

1.1.5 Rules of Pluralization in English

There are so many rules of pluralization in English which are listed here with suitable examples.

- i. The plural of a noun is usually made by adding the singular.

| <u>Singular</u> | <u>Plural</u> |
|-----------------|---------------|
| day | days |
| girl | girls |
| boy | boys |
| house | houses |

- ii. If the singular noun ends in s, sh, x, o, ch, the plural is formed by adding 'es'

| <u>Singular</u> | <u>Plural</u> |
|-----------------|---------------|
| bench | benches |
| class | classes |

| | |
|--------|----------|
| box | boxes |
| brush | brushes |
| glass | glasses |
| tomato | tomatoes |
| hero | heroes |
| cargo | cargoes |

But words of foreign origin or abbreviated words ending in 'o' are turned into plural by 's' only.

| <u>Singular</u> | <u>Plural</u> |
|-----------------|---------------|
| dynamo | dynamos |
| kimono | kimonos |
| piano | pianos |
| kilo | kilos |
| photo | photos |

iii. Nouns ending in 'y' following a consonant form their plural by dropping the 'y' and adding 'ies'.

| <u>Singular</u> | <u>Plural</u> |
|-----------------|---------------|
| baby | babies |
| country | countries |
| fly | flies |
| lady | ladies |
| duty | duties |
| army | armies |

But nouns ending in 'y' following a vowel, form their plural by adding 's'.

| <u>Singular</u> | <u>Plural</u> |
|-----------------|---------------|
| day | days |
| play | plays |

| | |
|--------|---------|
| key | keys |
| donkey | donkeys |

- iv. Twelve nouns ending in 'f' or 'fe' drop the 'f' or 'fe' and add 'ves' to make plural.

| <u>Singular</u> | <u>Plural</u> |
|-----------------|---------------|
| loaf | loaves |
| wife | wives |
| wolf | wolves |
| calf | calves |
| knife | knives |

But other nouns ending in 'f' or 'fe' add 's' in the ordinary way.

| <u>Singular</u> | <u>Plural</u> |
|-----------------|---------------|
| cliff | cliffs |
| handkerchief | handkerchiefs |
| safe | safes |

- v. A few nouns form their plural by a vowel change.

| <u>Singular</u> | <u>Plural</u> |
|-----------------|---------------|
| foot | feet |
| louse | lice |
| woman | women |
| man | men |
| tooth | teeth |
| goose | geese |

- vi. There are four nouns which form the plural in 'en' or 'ne'

| <u>Singular</u> | <u>Plural</u> |
|-----------------|---------------|
| ox | oxen |
| child | children |

| | |
|---------|---------------------|
| brother | brotheren/throthers |
| cow | cine/cows |

- vii. A compound noun generally forms plural by adding 's' to the principal words.

| <u>Singular</u> | <u>Plural</u> |
|--------------------|---------------------|
| son-in-law | sons-in-law |
| mother-in-law | mothers-in-law |
| step-son | step -sons |
| step-daughter | step-daughters |
| hanger -on | hangers-on |
| father-in-law | fathers-in-law |
| foot-man | foot men |
| court-martial | courts-martial |
| commander-in-chief | commanders-in-chief |

- viii. There are four compound nouns which take double plurals.

| <u>Singular</u> | <u>Plural</u> |
|-----------------|--------------------|
| man-servant | men-servants |
| women-servant | women servants |
| lord-justice | lords-justices |
| kinght-templar | knights - templars |

- ix. There are some plurals which have been borrowed directly from foreign nouns.

| <u>Singular</u> | <u>Plural</u> |
|-----------------|---------------|
| memorandum | memoranda |
| datum | data |
| agendum | agenda |
| addendum | addenda |

| | |
|-----------|----------|
| effluvium | effluiva |
| erratum | errata |
| stratum | strata |

These Latin nouns are formed plural by replacing 'um' by 'a', similarly some other Latin nouns ending in 'us' are turned into plural by replacing 'us' with 'i'.

| <u>Singular</u> | <u>Plural</u> |
|-----------------|---------------|
| alumnus | alumni |
| focus | foci |
| fungus | fungi |
| genius | genii |
| radius | radii |
| terminus | termini |

But a Latin noun 'genus' is turned into the plural by replacing 'us' with 'era'.

| <u>Singular</u> | <u>Plural</u> |
|-----------------|---------------|
| genus | genera |

There are some Latin nouns which do not take any fixed rules for pluralization.

| <u>Singular</u> | <u>Plural</u> |
|-----------------|---------------|
| Formula | formulae |
| axis | axes |
| index | indices |
| series | series |
| species | species |

x. Some 'Greek' nouns ending in 'is' are changed into 'es'

| <u>Singular</u> | <u>Plural</u> |
|-----------------|---------------|
| analysis | analyses |
| crisis | crises |
| oasis | oases |
| basis | bases |

There are two 'Greek' nouns ending in 'on' which are turned into plural by replacing 'on' with 'a' for example:

| <u>Singular</u> | <u>Plural</u> |
|-----------------|---------------|
| criterion | criteria |
| phenomenon | phenomena |

Similarly, the following Greek, Italian and Hebrew nouns, do not have any fixed rules for pluralization:

| <u>Singular</u> | <u>Plural</u> |
|-----------------|---------------|
| bandit | bandits |
| bean | beans |
| bureau | bureaus |
| monsieur | messieurs |
| madam | madams |

- xi. There are some nouns which remain the same in both singular and plural. But sometimes phrases like 'an item of', 'a piece of', 'a loaf of', 'a fleet of' etc. precede them, in such cases they are turned into plural by changing the phrases. For examples

| <u>Singular</u> | <u>Plural</u> |
|------------------------|-----------------------|
| a loaf of bread | loaves of bread |
| a fleet of sheep | fleets of sheep |
| an item of furniture | items of furniture |
| a piece of information | pieces of information |

1.1.6 Introduction and Classification of nouns

Noun is the naming word, naming of person, place or thing. In another words, we can say that whatever we see or feel is known as noun. There are five kinds of nouns, which are given as follows.

a) Proper Noun

A noun, which denotes a particular person or thing as distinct from every other: as Raju (a person) Muna Madan (a book) Kathmandu (a city), Nepal (a country) is called proper noun.

It is the same in both English and Maithili. Only the graphic system differs; as English has Roman graphic system and Maithili has Devanagari graphic system.

A proper noun is said to be used as "a common noun" when it denotes (a) some rank or office (b) some class of persons or things.

- (i) Such words as Ceasar, Caliph, Sultan, etc are used as common nouns because they denote persons holding a certain rank or office.
- (ii) A proper noun becomes a common noun when it denotes a class of person or thing and is used in a descriptive sense e.g. He is the Newton of the age, "That is the greatest astronomer of the age."

b) Common Noun

A noun, which denotes no one person or thing in particular but in common to any person or thing of the same kind, is called common noun. e.g. 'book', 'man', 'country'. All common nouns can be turned into plurals in English.

| <u>Singular</u> | <u>Plural</u> |
|-----------------|---------------|
| book | books |
| bus | buses |
| brush | brushes |
| day | days |

c) Collective Noun

A collective noun denotes a group of persons or things. In other words, it is a collection of similar individuals, which is considered as a whole. For example, there may be many students in a class so we can say that the class is collection of students and it is collective noun. Another example of collective noun is 'flock'.

d) Material Noun

A material noun denotes the matter or substance from which different things are made. e.g. milk. Milk is a material noun because from it ghee and curd are made. Milk is also a common noun which is in the sense that milk of cow, milk of buffalo and milk of goat.

Material nouns cannot be turned into plural:

| <u>Singular</u> | <u>Plural</u> |
|-----------------|---------------|
| ghee | *ghees |
| milk | *milks |

e) Abstract Noun

An abstract noun denotes some quality, state or action, apart from anything possessing the quality. It is an abstract noun which can not be seen, only felt. e.g.

Quality- cleverness, height, humility, roguery, colour.

State- poverty, manhood, bondage, pleasure, youth.

Action- laughter, movement, flight, choice, revenge.

The four kinds of noun previously described are related to objects, things and persons which can be seen, touched, heard, smelt or tasted but the last one "abstract noun" can not be seen or touched but it is related to qualities or states.

For example, we know that a stone is hard, we also know that iron is hard. We also know that a brick is hard. We can, therefore, speak of hardness apart from stone or

iron or brick or any other object having the same quality. 'Abstract' means 'drawn off' (abstracted in thoughts) from the object. Hence, hardness is an abstract noun.

An abstract noun can be used as a common noun. when it is used as a common noun, it can be turned into plural e.g. movement - movements

1.1.7 Importance of Grammar

Out of the different levels of language, one is grammar which is the backbone of a language. Grammar is not a collection of rules set in a book but the knowledge of the underlying system of language which is digested by the native speakers subconsciously whether they are high brow or low brow and if they are educated or uneducated. To learn the language consciously, they have to digest the grammar of the language they are learning.

It is necessary to know grammar and it is better to write grammatically than not, but it is well to remember that grammar is common speech formulated. Usage is the only test. It clearly presents that grammar is essential to produce correct forms of utterances. It is the foundation of language. It is heard that there can be a language without its grammar. Being the knowledge of grammar is necessary to convey ideas correctly whether it is for the native speaker because a native speaker has innately internalized the grammar whereas the second language learner has to make conscious effort to learn and master it. Knowledge of language as well as grammar help a person to be master in it. Therefore, the importance of grammar in the correct use of language can be hardly be exaggerated.

Robins (1989:178) defines grammar as "the description and analysis of stretches of utterance or stretches of writing, and with the grouping and classification of their recurrent elements by virtue of the functional places they occupy and the relations they contract with one another". According to Lado (1977:144), "a grammatical pattern is more than any single utterance, since it is the form from

which countless utterances can be produced." It helps us to speak correctly and to write too.

From the above given definitions, we can say that grammar describes and analyses the structures of utterance or writing, classifying its elements into different categories. It also finds a way in which linguistic units such as words or phrases are combined to form correct sentences. It means that grammar is very important in order to manipulate the language in speech and writing. Different languages have different word order. Grammars of different languages have their own rules for putting words in order to constitute correct sentences. In English clause or sentence, the verb is preceded by the subject and followed by the objective i.e. S + V + O. e.g. Rani bought a book. In contrast, in Maithili clause or sentence, the object is preceded by the subject and followed by the verb i.e. S + O + V e.g. *pandit mantr parhtah*. It helps us to get the knowledge about the pluralization, so its importance is much more in language teaching and learning.

The main aim of grammar is to help the students or learners to choose structures, which have already occurred in a language, produce new ones and express the intended meaning. Hence, the grammar is meant for improving the accuracy of language.

1.1.8 Need and Importance of Contrastive Analysis (CA)

Human beings in the world speak several languages. These languages may or may not have descended from the source languages or ancestor language. The single source of two languages does not guarantee that these languages are identical in formal i.e. (phonological, morphological or syntact) features. It is clear that languages having different sources may have the similarities among them in some respects. It means that genetically similar languages may have the differences in the same features while genetically unrelated languages may look alike in the same features. These can not be found out without doing the comparison. So the

comparative study falls in the study of comparative analysis. It is defined as the scientific study of similarities and differences between two or more languages. It systematically compares and analyses two or more languages viz mother tongue or L₁ and target or foreign language in order to find out their similarities and differences between them and then predicts the areas of ease and difficulty in learning. It is a branch of applied linguistics. We have the two important terms in it. They are interlingual and interlingual comparison. The comparison between two different languages (e.g. English and Maithili) is called interlingual comparison and between two dialects of the same language that is called interlingual comparison. It may be done in different levels of two or more than two languages i.e. phonological, morphological and syntactic level.

CA was used for the study of genetic relationships of language in the early 19th century but in the 20th century, it started to be used in the field of language teaching. It was C.C. Fries and Robert Lado who first advocated CA approach in language teaching. In 1945, Fries published a book entitled "Teaching and Learning English as a Foreign Language " in which he mentions that "the most effective materials are those that are based upon a scientific description of the language to be learned, carefully compared with a parallel description of the native language of the learner " Lado (1957, p.1-2) provided there underlying assumptions of CA which have significant roles in language teaching.

- a. "Individuals tend to transfer the forms and meaning and distribution of forms and meaning of their native language and culture to the foreign language and culture, both productively when attempting to speak the language ... and receptively when attempting to grasp and understand the language".
- b. "In the comparison between native and foreign languages. It lies the key to ease or difficulty in foreign language learning ".

- c. "The teacher who has made a comparison of the foreign language with the native language of the students will know better what the real learning problems are and can better provide for teaching them".

When we start learning L_2 or foreign language, it is a little bit difficult to compare it with L_1 learning because our mind has already been occupied by the different terms and processes of L_1 . The linguistic habits of L_1 deeply rooted in our mental and verbal activities, so they do not allow us to learn freely the new linguistic habits of L_2 . That is to say that interference of the habits of L_1 is a key factor that accounts for the difficulties in learning L_2 . Learning L_2 means to overcome this obstacle, so any attempt to teach an L_2 should be preceded by an explanation of the nature of possible influence of L_1 behavior on L_2 . This is precisely what CA does.

It is the behaviouristic theory which is related to CA. According to this theory and above mentioned roles of CA learning, a language is a matter of habit formation. It may happen that before learners start to learn a new habit (language), they have already mastered an old habit (language). In such a case, they transfer the system of their L_1 in learning L_2 . There may be either positive or negative transfer. The transfer may be positive if the past learning helps the present learning. This type of transfer is called facilitation. Conversely, there may be negative transfer if the past learning hinders the present learning, it is called interference. The ease or difficulty in learning L_2 depends on whether it is similar or difference to L_1 . If it is similar to L_1 , it will be easy to learn and as a result it may lead less chances of committing errors. If it is different to L_1 , there will be difficulty to learn it and as a result, it may lead more chances of committing errors.

In short, it means that the more similar the two languages (L_1 and L_2) are the more easily learnable the TL tends to be; conversely, the more difference between them the more difficulty. We can say that the greater the similarities the greater

the ease and the greater the ease, lesser the chances of errors; and greater the differences greater the difficulty and greater the chance of error. The whole of this theory can be summed up in the following.

| Nature of L ₁ and L ₂ | Learning | Performance |
|---|-----------------------|-------------|
| Similar /similarity | Easy/ease | Errorless |
| Different /difference | Difficult /difficulty | Erroneous |

CA helps the teachers like us in showing the relation between the areas of differences in two languages identifying which areas are more difficult for the learners and errors occur in their performance, therefore suggesting on what areas the teacher should concentrate much on and, determining the areas, which the learners have to learn with greater emphasis. It also helps in the designing teaching /learning materials and remedial courses for those particular areas that need more attention CA not only predicts the likely errors on the part of the learners what they should do for better teaching. CA is pedagogically important in teaching and leaning activities. The language teachers, testing experts, syllabus or course book designers get a great deal of benefits from the findings and conclusions of CA.

1.2 Review of the Related Literature

I have gone through many research works done on different languages in the Department of English Education T.U. But not any research has yet been done on "Pluralization of nouns in English and Maithili". Many research works have been done in the English and the Maithili languages but this is the first research in pluralization of nouns in the English and the Maithili languages. The related literatures to the present study are as follows.

Sah (2000) has carried out a research on "A Comparative Study of the Subject-Verb Agreement in the Maithili and English Languages". He has attempted to find out the similarities and differences between the subject-verb agreement in English and Maithili. He found out that in English, the S-V agreement is determined by

agreement of number between subject and verb but Maithili agreement is determined by the inflectional affixes, not only with the subjects but also with the objects.

Mahato(2001) has carried out a research on "A Comparative Study of the Subject-Verb Agreement in the English and Tharu Languages." He wanted to identify the S-V agreement system of the Tharu language and to compare the same with that of English. He also found that the Tharu verbs are marked for formal and informal forms ,which are not found in English.

Mukhiya (2001) has carried out a research on " Passivization in English and Maithili: A Comparative Study." By the study, he has revealed that passivization system between Maithili and English is different in almost all grammatical aspects.

Bhattarrai (2001) has carried out a research on "Case in English and Nepali: A Comparative Study". By this study, he has found out that the verb agrees with the subject and it inflects according to number in both languages. He also found that the verb in Nepali inflects according to sex but in English it does not. It inflects according to honorific grade but English does not have this system.

Bhandari (2002) has carried out a research on "Affixation in English and Nepali: A Comparative Study". By this study, she aimed to carry out affixation rules in the both languages. In this way, she found that the English language has more affixes than the Nepali language.

Karn (2004) has carried out a research on "A Comparative Study of Cases in the Maithili and English Languages". This study aimed at identifying and analyzing cases in Maithili and finding out the points of similarities and differences between English and Maithili cases systems. He found that seven cases are in Maithili and common cases identified in both the languages are nominative, instrumental, ablative, locative and dative.

Sah (2004) has carried out a research on "A Comparative Study on the Simple Present Tense and the Simple Past Tense of English and Maithili". He aimed to compare between the simple present tense and the simple past tense in English and Maithili. He found that English tense system differs from Maithili in various aspects. However, there are similarities as well.

Patel (2005) has carried out a research on "Passivization in English and Bajjika: A Comparative Study". By this study, he found that there are more rules of passivization in English than in Bajjika.

Yadav (2007) has carried out a research on "Pronominal in the Maithili and English Languages". The main purpose of the study was to compare Maithili pronouns with English pronouns. His study shows that English pronouns are in less number in comparison to Maithili pronouns.

Sharma (2007) Carried out a research on "Pronominals in English and Bajjika: A Comparative Study". To compare the Bajjika pronouns with those in English, she found that the respect shown by Bajjika pronominals can be obviously seen but in English, it can be only felt through the tone of the speaker.

1.3 Objectives of the Study

The objectives of the study were as follows:

- a. to identify the process of pluralization in the Maithili language.
- b. to show the similarities and differences between the process of pluralization in the Maithili language with those in English.
- c. to suggest some pedagogical implications.

1.4 Significance of the Study

- a. Not any research has yet been carried out on pluralization of nouns in the Maithili language in the Department of English Education, T.U., so this research will be valuable for the department itself.

- b. This study is also beneficial for linguists, experts, language planners, syllabus or course designers, textbook writers, teachers, students etc. and new researchers who are also interested in this field.
- c. The study will be fruitful for those who teach English to the Maithili children as a foreign language.
- d. The findings of this study will be useful to solve the problems that arise in learning activities, so it will have pragmatic value.

1.5 Definition of the Specific Terms

Maithili: A new Indo-Aryan language spoken in the two adjoining south Asian countries-Nepal and India (Yadava, 1955).

Comparative: Comparative is a term used to find out the differences between two languages or dialects of a language.

Terai : South Eastern plains of Nepal also known as Maithili the pre-historic kingdom ruled by the king Janak.

Noun : A noun is the name of a person, place or thing.

Pluralization: The grammatical process of turning or transforming singular nouns, phrases or sentences into plural ones respectively is called pluralization.

Plural Number : Plural number denotes two or more than two persons, objects or things.

Singular Number: Singular number denotes only one person, object or thing.

Reference : In grammatical analysis, a term often used to state a relationship of identify which exists between grammatical units e.g. a pronoun refers to a noun or noun to pronoun.

CHAPTER TWO

METHODOLOGY

The following methodology was used to carry out the present study:

2.1 Sources of Data

The researcher used both primary and secondary sources of data.

2.1.1 Primary Sources of the Data

The native speakers of the Maithili language of eight different VDCs of Saptari district viz. Jamuni Madhepura, Diman, Malekpur, Nargho, Kataiya, Naktiraypur, Prawaha, Maleth are the primary sources of the data from whom the researcher elicited the required data for the research.

2.1.2 Secondary Sources of the Data

The secondary sources of the data were different books, journals, articles and other materials related to the topic in pluralization e.g. Celce Murcia and Larsen Freeman (1999), Thomson and Martinet (1986), Allen (1995), Thakur (1991), Aarts and Aarts (1982).

2.2 Population of the Study

Jamuni Madhepura, Diman, Malekpur, Nargho, Kataiya, Naktiraypur, Prawaha and Maleth are the eight VDCs of Saptari district from where he chose 72 informants. He selected nine informants from each VDC. He chose 36 males and 36 females.

2.3 Sampling Procedure

The total sample population was 72 Maithili native speakers who were above 15 years. The total population was divided into three groups Viz. illiterate, literate

and educated. The researcher used the stratified random sampling procedure to sample the population. Those who were unable to read and write were considered as illiterate and those who had academic qualification under SLC were regarded as literate. Similarly, the study population with academic qualifications SLC and above was taken as educated.

2.4 Tools for Data Collection

The researcher developed both structured interview sheet and questionnaire to collect the required data for his study. The former was used to have the data from illiterate and literate informants and the latter one was used to collect the data from educated ones.

2.5 Process of Data Collection

- i. The researcher first prepared two types of research tools: a structured interview sheet for illiterate and literate informants and questionnaire for educated ones.
- ii. He went to the selected VDCs of Saptari districts: Jamuni Madhepura, Diman, Maleth, Nargho, Prawaha, Malekpur, Naktiraypur, Kataiya.
- iii. He told the Maithili native speakers about the objectives of his research and its significance and he interviewed them on the basis of pre-prepared interview schedule and noted down the data with paper and pen technique.
- iv. He handed over the questionnaire to the selected educated informants and asked them to write their own responses themselves.
- vi. At last he thanked them for their kind help.

2.6 Limitations of the Study

The study was limited in the following ways:

- a. This study was limited to the comparison between the Maithili and English pluralization systems of Nouns.
- b. The total population of this study was limited only to the 80 Maithili native speakers of ten different VDCs of Saptari districts.
- c. The total sample population was divided into three groups viz. illiterate, literate and educated.
- d. The informants were above 15 years.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the presentation, analysis and interpretation of the collected data which have been collected from the informants involved in this study. At first, the data have been presented with the help of simple tools like tables and illustrations. Then the processes of the Maithili pluralization were analyzed and interpreted on the basis of the primary data collected from the 72 Maithili native speakers of Jamuni Madhepura, Diman, Malekpur, Nargho, Kataiya, Naktiraypur, Prawaha, Maleth VDCs of Saptari district. Then the researcher presented the analysis of rules of pluralization in English mainly done on the basis of secondary data extracted basically from Celce-Murcia and Larsen-Freeman (1999), Thomson and Martinet (1986) and Aarts and Aarts (1982). They have been presented descriptively and comparatively. The similarities and differences between English and Maithili pluralization of Nouns have been shown with the help of illustrations.

3.1 Introduction and Classification of Maithili Nouns

Similar to English, there are also five kinds of nouns in the Maithili language. These nouns have equivalent translations like Nepali. The Maithili nouns can be presented as follows:

3.1.1 Proper Noun (byaktiv cak sangy)

It is a kind of noun which denotes a particular person or thing as distinct from every other.

For example,

binit (ego dami ka n m)

ram yan (ekt kit b ka n m)

bir tnaagar (ekt sahar ka n m)

nep l (ekt desa ka n m)
 mansir (ego mahin ka n m)
 t jmahal (ego pras d mak n ka n m)

In Maithili, byaktiw cak n m is not changed into the plural.

3.1.2 Common Noun (J tiv cak sangy)

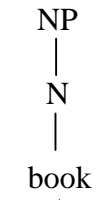
The noun which denotes to any and every person or thing of the same kind is called common noun. Like English common nouns, all Maithili j tiv cak n m can be changed into plural. To change a singular j tiv cak n m to the plural one, the suffix 'sab' is added to it. The suffix 'lokain' is added to human nouns.

For example:

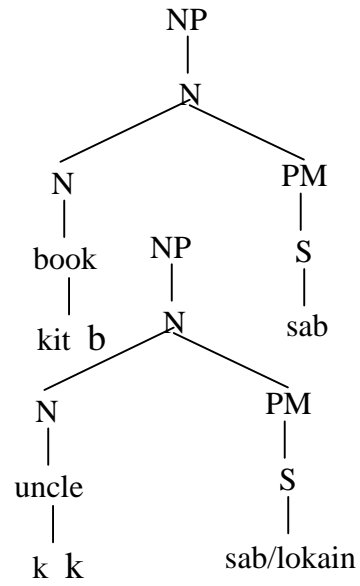
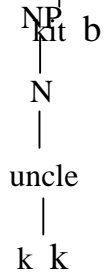
| <u>Singular</u> | <u>Plural</u> |
|-----------------|---------------|
| kit b | kit b sab |
| book | books |
| pen | pensab |
| Pen | Pens |
| k k | k ka sab |
| uncle | uncles |
| bet | bet sab |
| son | sons |
| beti | beti sab |
| daughter | daughters |
| din | din sab |
| day | days |
| jh rp t | jh rp t sab |
| bush | bushes |
| bas | bas sab |
| bus | buses |
| benc | benc sab |
| bench | benches |

Some of the above nouns can be shown in the following tree diagrams.

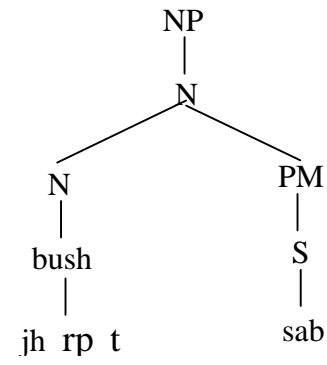
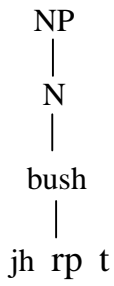
a.



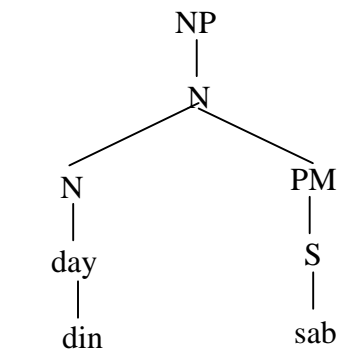
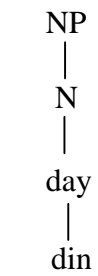
b.



c.



d.



3.1.3 Collective Nouns (Sam hav cak sangy)

A sam hav cak sangy denotes a group or collection of similar individuals considered as one complete whole. It can be changed into plural by adding 'sab' after a singular sam hav ck n m.

For example.

| <u>Singular</u> | <u>Plural</u> |
|-----------------|---------------|
| sam ti | sam ti sab |
| committee | committees |
| kakch | kakch sab |
| class | classes |
| dal | dal sab |
| team | teams |

The examples given above make clear that 'sab' suffix is added in all Maithili sam hav ck n m to change them into the plural. But s/es suffixes are added in English.

3.1.4 Material Noun (drabyav cak sangy)

A drabyav cak n m refers to or denotes the matter or substance of which things are made.

For example:

| <u>Singular</u> | <u>Plural</u> |
|-----------------|---------------|
| son | *sab son |
| gold | * golds |
| c ndi | * sab c ndi |
| silver | * silvers |
| gh | * sab gh r |
| ghee | * ghees |
| d dha | * sab d dha |
| milk | * milks |
| dah | * sab dah |
| curd | * curds |

In the Maithili language, dravyav cak n m can not be changed into plural but prefix 'sab' is used before them to denote the more quantity.

3.1.5 Abstract Noun (bhabv cak sangy)

A 'bhabv cak sangy ' denotes some quality, states or action, apart from anything possessing the quality. Generally, a 'bhabav cak sangy ', is not turned into the plural one but when it is used as a j tiw cak sangy ', it can be turned into plural. For example.

| <u>Singular</u> | <u>Plural</u> |
|-----------------|------------------|
| cal kipana | * sab cal kipana |
| cleverness | * clevernesses |
| garib | * sab garib |
| poverty | * poverties |
| ndolan | * sab ndolan |
| movement | * movements |

The plural marker 'sab' is used before bhabv cak n m as prefix. It is also functioning as adjective.

3.2 Introduction to Number

Number is a very important term which is used either in mathematics or in language. It is of two types in language, which are singular and plural number. Singular number means one, not more than one. Plural number means more than one things. In Maithili 'sab', lokain, bahuta, duita and dugo are used to denote more than one number.

| Singular | Plural |
|------------|-----------------|
| g i (cow) | g i sab (cows) |
| jhor (bag) | jhor sab (bags) |
| bh t | bahut bh t |

| | |
|----------|------------|
| rice | bh t sab |
| ekta pen | bahut pen |
| (a pen) | (two pens) |

Maithili common nouns can be divided into two categories: countable and uncountable. Countable nouns can be made plural by attaching 'sab' at the end or sometimes before the nouns. Cardinal numbers dugo (two) tingo (three) also refer to plural. Whereas uncountable nouns do not take 'sab' at the end or no cardinal number preceded them. Sometimes 'bahut' and 'sab' precede uncountable noun, then they are functioning as adjectives.

3.3 Rules of Pluralization in Maithili

The rules of pluralization in Maithili have been given in the points on the basis of the data collected from Jamuni Madhepura, Diman, Malekpur, Nargho, Kataiya, Naktiraypur, Prawaha, Maleth VDCs of Saptari district. Like English, the Maithili language has also the rules of pluralization of nouns which can be stated as follows:

- i. Generally, the suffix 'sab' is added to turn the singular noun into plural.

| <u>Singular</u> | <u>Plural</u> |
|-----------------|---------------|
| kit b | kit b sab |
| k pi | k pi sab |
| jan | jan sab |
| pandit | pandit sab |
| bhais | phais sab |
| b b | b b sab |
| k k | k k sab |
| m satar | m satar sab |

- ii. 'lokain' a plural morpheme may be used with human nouns, in order to indicate plurality as well as honorificity and politeness. It is only used for human nouns.

| <u>Singular</u> | <u>Plural</u> |
|-----------------|---------------|
| pandit | pandit lokain |
| k k | k k lokain |
| b b | b b lokain |
| d d | d d lokain |

- iii. Sometimes 'bahut' and 'sab' are also preceded by the nouns to made them plural.

| <u>Singular</u> | <u>Plural</u> |
|-----------------|---------------|
| kit b | bahut kit b |
| h th | bahut h th |

This process of pluralization shows something more than the meaning of pluralization.

3.4 Comparison of the Pluralization in Maithili with those in English in Sentence Level

The processes of the pluralization in the Maithili language are compared with those in English as follows:

| <u>Maithili</u> | <u>English</u> |
|------------------------------|------------------------------|
| r ni ekat pen kinalak (SN) | Rani bought a pen (SN) |
| r ni pen sab kinalak (PN) | Rani bought pens. (PN) |
| jan ghar el (SN) | A laborer came home (SN) |
| jan sab ghar el (PN) | Laborers came home (PN) |
| o bench l ban chaith (SN) | He has brought a bench. (SN) |
| o benc sab l ban chaith (PN) | He has brought benches. (SN) |

| | |
|---------------------------------------|-------------------------|
| tohar bet r j ka dekhalkauk. (SN) | Your sons saw Raja (SN) |
| tohar bet sab r j ka dekhalkauk. (PN) | Your sons saw Raja (PN) |
| ham ekt photo khicali (SN) | I drew a picture (SN) |
| ham bahut photo khicali (PN) | I drew pictures (PN) |

Making the nouns plural of the Maithili sentences' subjects do not affect the verb but in English if we pluralize the nouns used at the position of subject, the verbs are also changed into plural.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

The major findings of this research are as follows:

- i. While transforming a singular Maithili noun into a plural one, the suffix 'sab' is added.
- ii. The plural suffix 'lokain' is only used with human nouns, not with all in the Maithili language. It is for honorificity, too.
Form example
m star - m star lokain
m i - m i lokain
- iii. Sometimes determiners 'bahut' and 'sab' precede the nouns and make them plural.
For example
ekt m - bahut m
ekt kit b - sab kit b
- iv. Making the nouns plural do not affect the verbs in Maithili but in English if we pluralize the nouns, the verbs are also changed into plural.
- v. There are a limited number of rules of pluralization of nouns in Maithili but this is not the case in English.

4.1.1 Similarities between English and Maithili Pluralization of Nouns

- i. Both in English and Maithili, a suffix is used to pluralize the nouns.

For example

Maithili

r ju ka bahin sundar aich (SN)

r ju ka bahin sab sundar aich (PN)

English

Raju's sister is beautiful. (SN)

Raju's sisters are beautiful (PN)

- ii. The determiner is used before a singular noun in both languages which is removed after pluralizing it. Sometimes the word 'bahut' is used to show the pluralization of a noun in Maithili and for that term many/several is used in English.

For Example;

| <u>Maithili</u> | <u>English</u> |
|-------------------------|---------------------|
| ekt kit b - bahut kit b | a book - many books |
| ekt bet - bahut bet | a son - many sons |

- iii. The main similarity that the researcher found is that only singular countable noun is pluralized in both languages.

4.1.2 Differences between English and Maithili Pluralization of Nouns

- i. The plural suffix ' sab' is written separately in the Maithili whereas the plural suffix 's'/es' is written together with the noun which is pluralized in English. For example:

| <u>Singular</u> | <u>Plural</u> |
|-----------------|---------------|
| mitra | mitra sab |
| friend | friends |
| kut | kut sab |
| dog | dogs |

- ii. The plural suffix 'lokain' is only used with human nouns (\pm human) in Maithili but such a restriction is not found in English. For example:

| <u>Singular</u> | <u>Plural</u> |
|-----------------|--------------------------------|
| k k | k k lokain |
| uncle | uncles |
| kut | kut sab (not lokain with kut) |
| dog | dogs |

4.2 Recommendations and Pedagogical Implications

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

- i. The finding of the present study shows that Maithili has a limited number of rules in comparison to English, which can create the confusion on students, so this fact should be considered while teaching.
- ii. This research is a comparative study between Maithili and English. It helps the language teachers who are teaching English as a second or foreign language.
- iii. The teacher of Maithili ethnic community should pay more attention on the use of plural suffix 'sab' while teaching the rules of pluralization to Maithili speaking learners because the suffix is written separately.
- iv. Both, the teachers who are teaching pluralization and the Maithili speaking learners who learn it should understand that only nouns are turned into plural, but the Maithili verbs remain as they are.
- v. The teacher of Maithili ethnic community should provide a large number of examples of the pluralization of nouns, so that the Maithili speaking learners can understand them.
- vi. The learner should be informed that they can use the detrmner 'bahut' to change a singular noun into the plural one.
- vii. The learner should be informed that the plural suffix 'lokain' is used with only human nouns in Maithili.
- viii. Similar aspects of Pluralization between two languages should be taught to the students by creating meaningful situations and using suitable examples and games.

- ix. The teacher should use appropriate materials to teach pluralization as far as possible in the classroom.
- x. The language planners, course or syllabus designers and textbook writers should be more conscious towards designing the syllabus and writing the textbooks for the Maithili - speaking learners who are learning English as a second language.

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APPENDICES

Devanagari Symbols and Their Transliterations

| | | | |
|----|------|--|-------|
| अ | a | ण | n♠an♠ |
| आ | | त | ta |
| इ | i | थ | tha |
| ई | | द | da |
| उ | u | ध | dha |
| ऊ | | न | na |
| ए | e | प | pa |
| ऐ | ai | फ | pha |
| ओ | o | ब | ba |
| औ | au | भ | pha |
| अं | am | म | ma |
| अः | ah | य | ya |
| क | ka | र | ra |
| ख | kha | ल | la |
| ग | ga | व | va |
| घ | gha | श | sa |
| ङ | na | ष | sa |
| च | ca | स | sa |
| छ | cha | ह | ha |
| ज | ja | क्ष | ks♠a |
| झ | jha | त्र | tr♠a |
| ञ | a | त्र | j a |
| ट | t♠a | (Based on Yadav, R.A. (1984) Reference Grammar of Maithili. | |
| ठ | t♠ha | | |
| ड | d♠a | | |
| ढ | d♠ha | | |
| | | | |

QUESTIONNAIRE

This questionnaire has been prepared in order to accomplish a research work entitled "Pluralization of Nouns in English and Maithili: A Comparative Study". This research is being carried out under the supervision of Mrs. Saraswati Dawadi, assistant lecturer of the Central Department of English Education, T.U., Kirtipur, Kathmandu. It is hoped that your invaluable co-operation will be a great contribution in the accomplishment of this valuable research for M.Ed. thesis.

Researcher
Mahi Narayan Yadav
M.Ed. English

नाम (Name) : उमेर (Age)
गा.वि.स. (VDC) : लिङ्ग (Sex)

शैक्षिक योग्यता (Academic Qualification)

Change the following Maithili Singular sentences into plural with the help of the examples given below.

क. जन आएल । (The laborer came.)

जन सब आएल । (The laborers come)

ख. भाए अवैछ । (A brother comes.)

भाए सब अवैछ । (The brothers come.)

1. हम एकटा कलम किनैछि । (I buy a pen.)

2. ओ एउटा केरा खेने अछि । (He has eaten an banana.)

3. ओ एकटा आम खाइत छथि । (He is eating a mango)

4. हमर काका घर जाइत छथि । (My uncle goes to home.)

-
5. तोहर वेटा ओकरा देखलकौक । (your son saw him.)
-
6. छात्रा स्कुल जाइत रहल अछि । (A student is going to school.)
-
7. वेंग मोट अछि । (The frog is fat.)
-
8. नोकर काज करैत अछि । (The servant does his work)
-
9. स्कुल बन्द भगेल । (The school closed.)
-
10. हमर बेटी बहुत सुन्दर अछि । (My daughter is very beautiful.)
-
11. हिनकर पुतहु सुन्दर अछि । (His daughter - in - law is good looking.)
-
12. ई किताव किनकर छीक ? (Whose book is this ?)
-
13. हमर कका छोट छथि । (My uncle is short.)
-
14. हमर बाबा नमहर छथि । (My father's elder brother is tall.)
-
15. ओ घोरा उजजर अछि । (That horse is white.)
-
16. नोकर तैयार अछि । (The servant is ready.)
-
17. नवकी भौंजी आवि गेली । (The new - sister-in-law has come.)
-
18. बच्चा खुश अछि । (The child is happy.)

-
19. पंडित एलाह । (The pundit came.)
-
20. भैसं चैर रल अछि । (The buffaloeis grazing.)
-
21. गाई चैर रहल अछि । (The cow is grazing.)
-
22. नेपालक बज्पर बहुत सुन्दर अछि । (Nepalese market is very beautiful.)
-
23. राजुक बहिन सुन्दर अछि । (Raju's sister is beautiful.)
-
24. विनोद क भाई पढल अछि । (Binod's brother is educated.)
-
25. काका एलाह । (The uncle came.)
-
26. पहुना गेलाह । (The daughter-husband went.)
-
27. समिति काज कर रहल अछि । (The committee is doing the work.)
-
28. कक्षा म छात्र छात्रा छथि । (The student is in the class.)
-
29. शिक्षक जाइत छथि । (The teacher goes ?)
-
30. लोग भोज खाइत छथि । (The man eats the feast.)
-

31. हडर घरड डकटा डंखड छथि । (There is a fan in my room.)

32. डुरहरी ँगु डुर डकुरलह । (The police caught a thief.)

33. रडड डकटा कितडव किनुन छथि । (Ram has bought a book.)

34. रडनीक डकुकुड वदडडस छथि । (Rani's Child is naughty.)

35. शुडड क डितुर डडि गेला । (Shyam's friend has come)

36. ओ सुनड किनुन अछि । (He has bought gold)

37. ओकर डडड डवै छथि । (His mother's brother comes)

38. हडर कनडड डहुत सुनुदर अछि । (My wife is very beautiful)
