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Handling Syntactic Complex Predicates of Maithili in English Classes

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Abstract

*This article attempts to explore the causativized syntactic complex predicates in the southern Saptarian Maithili analysing them within Lexical Functional Grammar (LFG) and also pinpoint show English teachers/learners with Maithili background are facing difficulties for expressing such concepts in English. The data were mostly based on the researcher's own PhD work, his own intuition and experiences and also from the secondary level students/teachers, and presented them using Leipzig glossing rules analyzing under the four interacting structures of LFG. It is found that this variety uses the predicative item *laga* 'cause/force' with another predicative polar to form the causative syntactic complex predicates and such a construction is causing problems for the students learning English. Thus, English teachers in particular area to be conscious about the students' difficulties in learning English, especially while dealing with the concepts of Maithili complex predicates.*

Keywords: syntactic complex predicates, light verbs, lexical functional grammar, single unit, semantic structure

Introduction

Maithili, an Indo Aryan language, is the mother tongue of 11.05% of the total population of Nepal and the second language spoken in terms of the speakers, viz. 3,222,389 (Central Bureau of Statistics, 2021, p. 9). This language has also been alternatively called *Mithila Bhakha*, *Tirhutiya*, *Dehati*, *Theṭhi*, *əwəhəta* or *əpəbhrəmsə* (Yadava, 2001b), and spoken in the south-eastern part of Nepal, Terai and in the northern part of Indian State of Bihar as the language of residents of Mithila. Regarding the role and scope of this language, Yadava (1989) states that Maithili is one of the major languages of Nepal and the Bihar state of India, and in both states; Nepal and India, Maithili is predominantly used in all the contexts of role relationship of home domain within its speech community (pp. 55-68). Maithili also flourished as a court language in Kathmandu Valley during the Malla period and several literary works (especially dramas and songs) and inscriptions in Maithili

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are still preserved at the National Archive in Kathmandu (Gautam, 2021, p.106). Similarly, Gautam (2022) shows "in Nepal's case, Maithili is the major language in Madhesh Province followed by Bhojpuri and Bajjika, among several other languages" (p. 1), and Gautam (2021) explains that Maithili has been an official language of Koshi and Madhesh Provinces, beside Limbu and Tharu respectively. He also finds "Maithili is strong in public activities (40%) and social gatherings (31.11%), yet it occupies very little space in the activity of administrative works (4.44%)"(Gautam, 2022, p. 6).

Normally a simple sentence consists of two parts: one predicator (verb part) as central one and another part in the form of its argument(s) functioning as subject, object, etc. depending on the nature of the predicator used. It can be represented as:

Sentence → Argument (subject) - Predicator - Argument (object)

Yadav (2022) states that predicator (predicate) being a core of a sentence determines the occurrence of all the arguments in that particular structure; there are restrictions on what words can appear together in the same constructions, and in particular, what can be arguments of what predicates in any natural language. In sentence *Ram eats the mango*, the predicator *eats* is a simple predicate showing what is being eaten and takes two arguments where the argument *the man* refers to what is being talked about, i.e., subject, and the argument *the mango* refers to what is being eaten, i.e., object. In this construction, the verb (predicator) *eats* alone encodes both the arguments fully. However, this is not always the case with all predicators in all constructions. That is to say, one semantic unit represented by one lexical unit is not only the condition inside the predicate structure of a language. In some cases, one semantic unit is realized by more than one lexical unit, i.e., one to many correspondence (inflation of semantic unit). Thus, one semantic conceptual unit into more than one lexical unit is the domain of complex predicate formation in different languages including Maithili. In the literature of a predicate composition, the South Indian languages are massively characterized by the fact that two (or more than two) lexical units together form a single semantic unit, and this type of linguistic phenomenon has been interesting for many researchers in linguistic field.

From syntactic and functional viewpoints, Maithili verb constructions are two types: basically called converbs and complex verbs (Yadav, 2022). In the first type, two or more verbs, independent in their own status, concatenate to express separate functions/events, but in the latter, they are tightly unified with each other and express a single certain function/action. Similarly, in the case of converbs, there are special verb forms that mark relative clause, complement clause or adverbial clause such as *-kə*, *-iteor* *-kelel/le* termed as conjunctive particles. Bhattra (2017) states that there are complex verbal constructions in the South Asian languages which are lexically complex but functionally they are simple, and such constructions are called complex predicates in languages (p. 38).

Causativized syntactic complex predicates can be simply understood as the combination of two semantic heads which constitute of a verbal as host/head and the other as

verbal element which is delexicalized/grammaticalized being semantically bleached and so called a light verb. Structurally, they (complex predicates) are in the forms of V-V where the second V acts as a light verb which contributes the causativised semantic and syntactic features to the clauses. In this regard, Mohanan (1997) also views "a complex predicate construction is one in which two semantically predicative elements jointly determine the structure of a single syntactic clause" (p. 432) Yadav (1996) found a compound verb is a complex verbal unit which consists of a sequence of two verb stems (i.e., $V_1 + V_2$) but functions as a single simple verb. Regarding the complex nature of a language, Yadav (2022) states as:

Teaching English in Nepalese ecology also needs to be shifted towards localised views. Learners, practitioners, and other English sharers have started perceiving English through their mother languages, as also fully supported by the current cultural approaches for empowering EFL. Every language has its own uniqueness and lets its users develop any other language in the way their first language has been structured and conceptualized, that causes difficulty for them (non-English) to learn English in English pragmatic style. (p. 1)

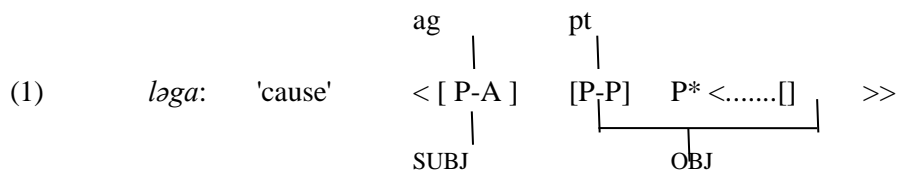
In this context, this paper attempts to explore the causativized syntactic complex predicates in the southern Saptarian Maithili analysing them within Lexical Functional Grammar and also makes the students/ teachers sharing English be aware of expressing such concepts, i.e., how two lexical predicative units (the second being syntactic causative marker) are functioning together as a single predicate (complex predicate) for determining the whole syntactic and semantic mechanics in Maithili syntax and how they are causing troubles for the learners expressing in English. Thus, the concept of Maithili CPs cannot be expressed in the multi word way but in a single word.

Methods and Procedures

The researcher used the primary and secondary sources for gathering the data for the study. Basically the unpublished PhD work entitled Complex Predicates in Maithili was primarily used for most of the constructions displaying the complex predicates of Maithili verbs. Similarly, some of the Maithili magazines, scholarly articles (published and unpublished), previous works in the related field, the Maithili grammars, papers and websites were also used. Moreover, the researcher, as a native speaker of Maithili, formulated most of the desired and contextual examples from his own experiences/intuition and also collected the elicited utterances along with English translations from the twenty students of class eleven and twelve from Major English group (randomly selected) of J S Murarka Secondary School Lahan. The data have been analyzed within the framework of LFG at the levels of its four structures: F(unctional) Structure, C(onstituent) Structure, S(emantic) structure and A(rgument) Structure, developed by Bresnan (1978; 1982b; 2001), Bresnan and Kaplan (1982), Alsina, Bresnan and Sells (1997), and Bresnan, Asudeh, Toivonen and Wechsler (2016).

Results and Discussion

Maithili morphological complex predicates are formed when the causative markers *a* or *ba* is embedded with the simple predicates. In this regard, Yadav (1996, p.185) found that “Maithili causative verbs are derived through a highly productive morphological process and causativisation in Maithili is mainly suffixal (suffixes *-a* and *-ba* are supplied for it).” Among different varieties of Maithili, the dialect used in the southern part of Saptaridistrict of Nepal (alongwith the border areas of Siraha as well) uses syntactic/lexical type of causative constructions. The syntactic/periphrastic causative, as it is the case with the morphological causative, increases the number of the argument structure, influences the case system and alters the semantic structure as well. Hence, this is called a complex predicate construction in this variety of Maithili. That is, there is another type of 'causativization' in Maithili spoken in this specified area which can truly be said causative in the sense of that two-event structure of a situation, viz. causer and caused events. In the chain of the structure of the predicate, the second member carries the causative meaning. Since both of these verbs contribute to the a-structure, the composed form is said to have formed complex predicate. The causative vector in syntactic causative of this variety is *laga* 'cause/force somebody'. That is, lexical meaning of *laga* has been bleached and it acts like a causative marker. The argument structure of this predicate is like that of 'causative' morpheme *-a*, and is given in figure 1.



The verb *jo* 'go' does not take morphological causative marker to be causativized but it is causativized periphrastically. The formation shows that any type of verbs (transitive/intransitive/causativized) can syntactically causativized in this variety of Maithili by adding the infinitive marker *-elə* with the stem verb and another separate causative predicate *laga* 'adhere' (cause) along with some phonemic alteration somewhere. In such constructions, the stem and the causative word both jointly determine the syntactic and semantic mechanics of a clause. This is illustrated in figure 2.

(2) a. *tujo*
 tu jo
 2NH.SG go.IMP.2NH
 'You go.'

b. *u torajaeləgelək*
 u tora ja-elə lage-l-ək
 3NH.SG 2NH.SG-DAT go-PART CAUS-PST-3NH.2NH
 'He caused you to go.'

In this variety of Maithili, the verb *jo* 'go' as presented above does not undergo morphological 'causativization' and others having an agent can undergo both morphological

and periphrastic processes. Morphologically, *-a* morpheme functioning as a causative marker in the direct causative and *-ba* morpheme in the case of the indirect causative are used. But syntactically, the verb *lāga* is used that shows the state of causing agent to perform a course of action. However, as stated above, if a verb does not go under causativisation, it lacks an agent. Such types of verbs indicate the actions taking place naturally. Some of such verbs are; *bāh* 'blow', *pār* 'befall', *cāl* 'walk', etc.

It is observed in this dialect that the first type (having a morpheme in the finite form of verbs) of causative verbs cannot be syntactically di-causativised, however it could be found usual with the second type (having *-ba* morpheme with the finite verbs) of the causativised verbs can be di-causativised. Thus, in this section, two conditions of the causativisation using the verb *lāga* are briefly discussed.

Causativisation of Non-causativised Verbs

As stated above, there are some verbs that cannot be causativised syntactically. Here, a brief discussion is presented using the verbs that are causativised using *lāga* which requires the indirect agent as it is the case with the second type of morphological causativisation. Let's observe the following examples in the figures 3, 4 and 5.

(3) a. *hāmghārjaeb*

hām ghār jae-b
1SG home go-FUT.1
'I will go home.'

b. *bhāiyahāmraghārjaelāgelāk*

bhāiya hām-ra ghār jae-lə lāge-l-ək
big brother 1SG-DAT home go-INFP CAUSE-PST-3NH
'My big brother caused me go home.'

(4) a. *bākri pain pilāk*

bākri pain pi-l-ək
she-goat water drink-PST-3NH
'She-goat drank water.'

b. *o bākrikā pain pielāgelāith*

o bākri-kā pain pi-elə lāge-l-āith
3SG she-goat.DAT water drink-INFP caus-PST-3H
'He caused the he-goat drink water.'

(5) a. *sāntos prāsna puchlāk*

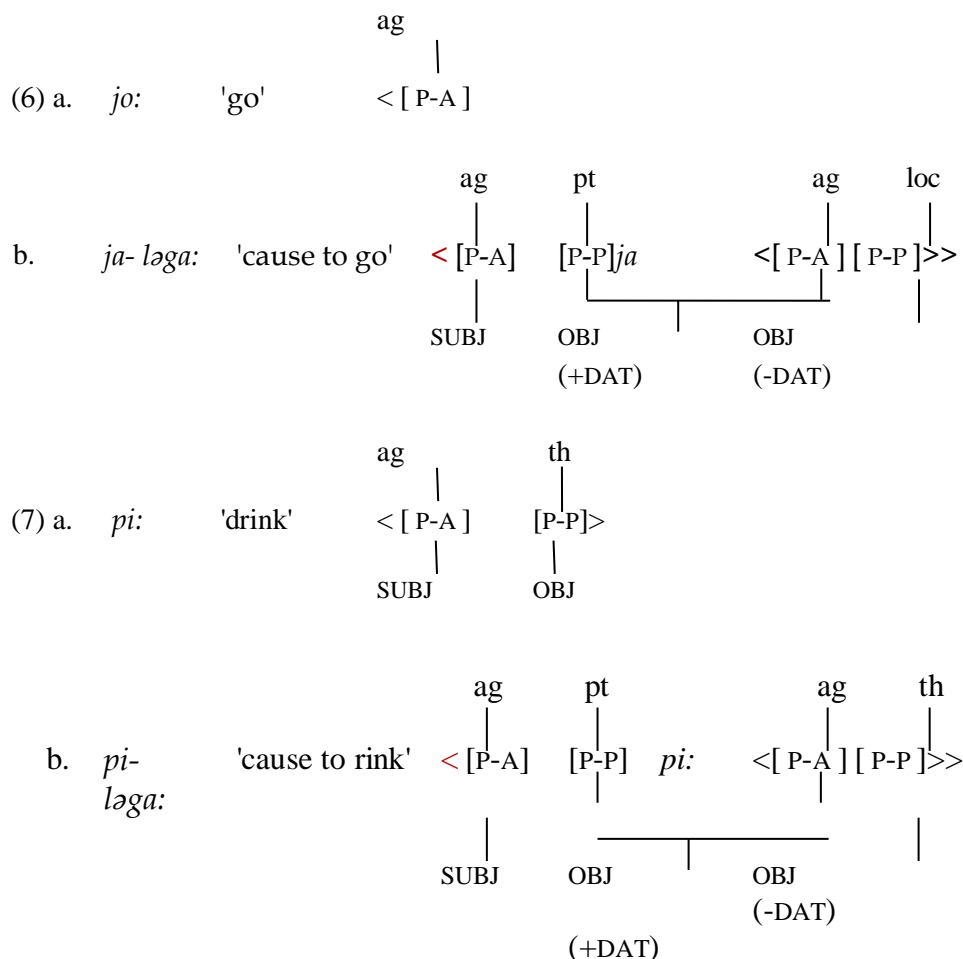
sāntos prāsna puch-l-ək
Santosh Question ask-PST-3NH
'Santosh asked the question.'

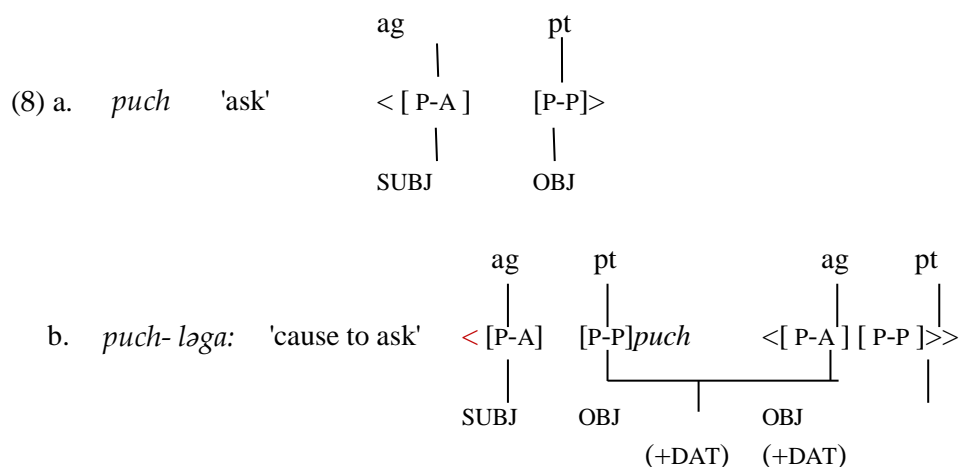
b. *gitasāntosaprāsna puchelāgelāk*

gita sāntos-sə prāsna puch-elə lāge-l-ək
Gita Santos-DAT question ask-INFP caus-PST-3NH
'Gita had Santosh to ask the question.'

- *c. *gitasəntosəprəsənə puchaelələgelək*
 gita səntos-sə prəsənə puch-a-elə ləge-l-ək
 Gita Santosh-DAT question ask-CAUS-INFP CAUS-PST-3NH
 'Gita had Sabtosh to ask the question.'

In the sentences (3a, 4a and 5a), the predicates are not causativised and there are two arguments having specified thematic roles in the case of transitive predicates (4a and 5a) and only one in the example (3a) as it contains intransitive verb. But when these predicates are causativised, the arguments are also affected in terms of their number, case and pragmatics as well. What a common fact with all these sentences after being causativised is that they always allow the causee to be expressed as an object. The last sentence (5c) is unacceptable as it is double causativised with the case of the first type of morphological causative. Now, let's analyze the argument structure of these sentences below in figure 6, 7, and 8.





The above structures show the simple status of the intransitive predicate (3a) and of the transitive predicates (4a and 5a). They are without the causative lexical item. And all the sentences (3b, 4b and 5b) are in the status of having the causative item *lāga*, i.e., they are in syntactic causativized forms. As in the case of the first morphological causativisation wherein the morpheme *ais* applied with the uncausativised verbs, the verbs can also be found to be causativised by adding the causatiser word *lāga* 'cause' following the main verbs that have not been causativised already. The observation from each set of examples shows that the arguments of the base predicates (3a, 4a and 5a) are the subjects but change their functions as objects in the predicates syntactically causativised (3b, 4b and 5b). Since new arguments occupying subject position already appear and are functioning as subject 'causer', the internal subjects are mapped onto the object functions. This is the fact with the first causative in Maithili. Similarly, the case of the logical subjects also gets changed as they are in nominative form when the predicates are not causativised but dative marker has been used as the predicates are causativised. This shows that the logical subject of a predicate loses its status as an external argument is embedded in the form of another a-structure, and there after the causee may be semantically identified with an internal argument of the causative predicate.

Causativisation of Second Causativised Verbs

In this particular dialect of Maithili, it is also observed that the second type of Maithili causative which takes place morphologically as well can also be embedded with the causative item in the syntactic level. In this type of syntactic causative complex constructions, the case marker in the arguments is affected, but their number of the a-structure does not get changed. In the case of the second type of the causativisation wherein the causative marker *-ba* is used to derive the in/transitive verbs as causativised form, the syntactic causative item *lāga* is applied along with the same particle *-elə* with the *-ba* that is already embedded with the main verb. Since the number of arguments and their other

features are already determined by the causative marker *-ba*, *laga* does not require more to influence the structure. See in the following figure.

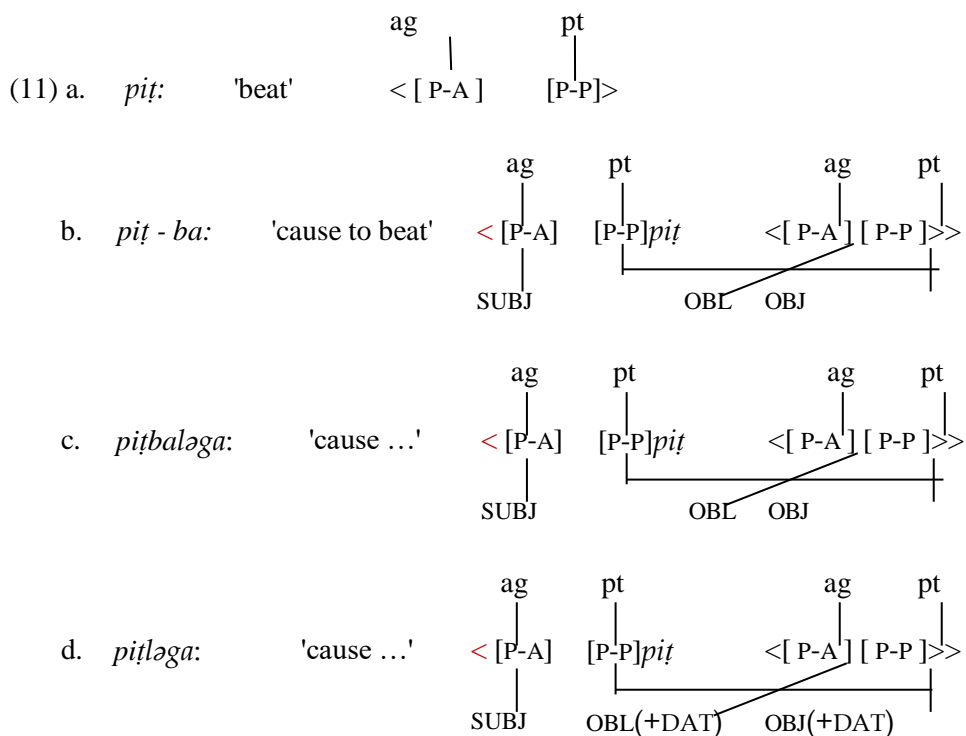
- 9)a. *u didikəpiṭlək*
 u didi-kə piṭ-l-ək
 3SG sister-DAT beat-PST-3NH
 'He bit his sister.'
- b. *o mastərsədidiṭbaulək*
 o mastər-sə didi-kə piṭ-bau-l-ək
 3SG teacher-OBL sister-DAT beat-CAUS-PST-3NH
 'He got his sister beaten by the teacher.'
- c. *o mastərsədidiṭbələləgelək*
 o mastər-sə didi-kə piṭ-bəi-lə ləge-l-ək
 3SG teacher-OBL sister-DAT beat-CAUS-INFP CAUS-PST- 3NH
 'He managed the teacher to get his sister beaten (by sb else).'
- d. *o mastərkədidiṭəilələgelək*
 o mastər-kə didi-kə piṭ-əilə ləge-l-ək
 3SG teacher-DAT sister-DAT beat-INFP CAUS-PST-3NH
 'He got his sister beaten by the teacher.'

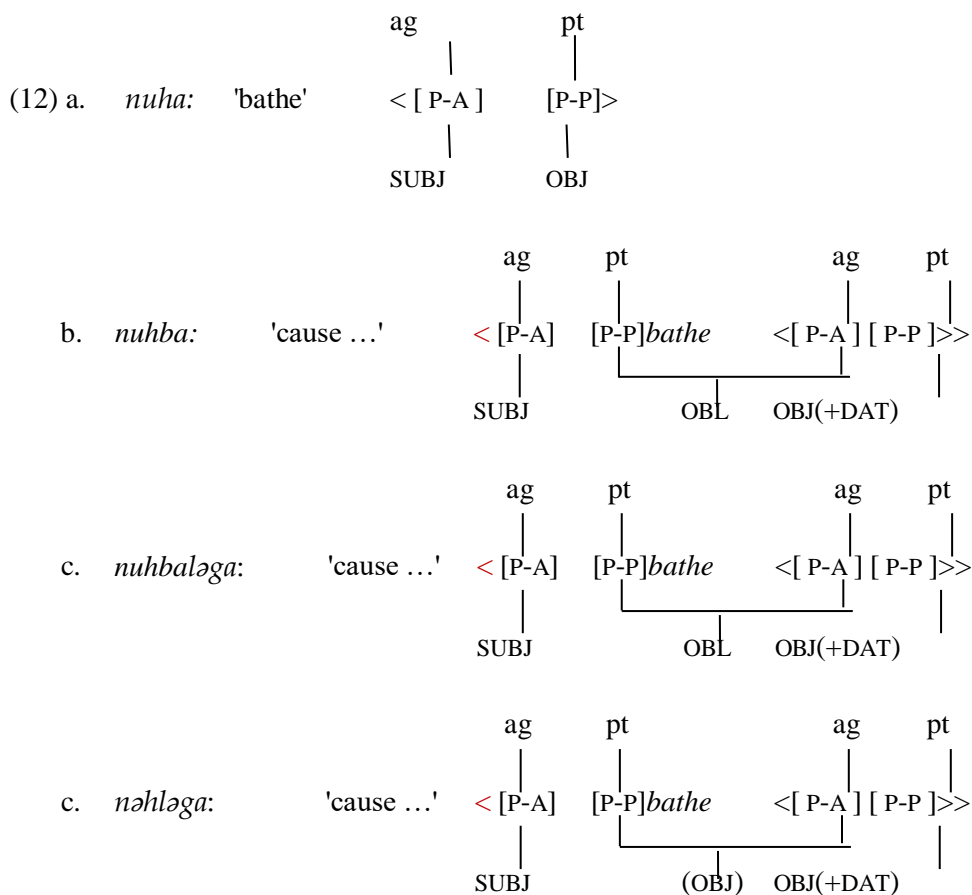
Similarly, the sentences in figure 10 also show the syntactic causative constructions of the intransitive verb *nəha* 'bathe' from the morphological CPs.

- (10) a. *həmbəccakənehləi*
 həm bəcca-kə neh-l-əi
 1SG child-DAT bathe- PST-1
 'I gave a bathe to the child.' (ELICITED)
- b. *həmmaisəbəccakənəhbələi*
 həm mai-sə bəcca-ke nəh-ba-l-əi
 1SG mother-OBL child-DAT bathe-CAUS-PST-1
 'I caused the mother to bathe the child.' (ELICITED)
- c. *həmmaisəbəccakənəhbələləgeləi*
 həm mai-sə bəcca-ke nəh-bəi-lə ləge-l-əi
 1SG mother-OBL child-DAT bathe-CAUS-INFP CAUS-PST-1
 'I managed the mother to get the child bathe (by sb else).' (ELICITED)

- d. *həm maikəbəcənəhailələgələi*
 həm mai-kə bəcca nəha-ilə ləge-l-əü
 1SG mother-DAT child bathe-INFP CAUS-PST-1
 'I caused the mother to bathe the child.' (ELICITED)

The sentences (9a and 10a) are uncausativised and have two arguments mapping them as subject and object, and in (9b and 10b) there are three arguments since they have the second causative marker *ba*. In the sentences of b, the proto agent is mapped into the oblique and a new subject in the form of a causer is added. However, the sentences (9c, 9d, 10c and 10d) are similar by the number of the arguments they have, even though the sentences (9c and 10c) are double causativised, i.e. the second causative marker *-ba* and the syntactic causative item *ləga*. The sentences (9d and 10d) are causativised syntactically only, i.e., using the causative item *ləga*. The difference between the double causativised sentences (9c and 10c) and the syntactic single causativised sentences (9d and 10d) is in the case marking overtly and in the pragmatic value minutely. In the double causativised case, the proto agent *mai* 'mother' is changed having the oblique case form which is jointly contributed by *-ba* and *ləga*: new agent is added and the base agent becomes causee marked by oblique. But in the case of the syntactic single causativised sentences (9d and 10d), the proto agent is changed having the dative case form which is contributed only by *ləga*. The a-structure and f-structure of these sentences can be presented in the figures 11 and 12.





Status of Constituent Structure

In this Maithili dialect, the syntactic causative item *lāga* is found to form two phrase nodes together by using conjoining particle after the first part. Now, let's analyse the following examples in separate headings in figure 13.

Conjoining

(13) a. *didikhelək*

didī khe-l-ək
 sister eat-PST-3NH
 'The sister ate.'

b. *sitadidikākhailāgelək*

sita didi-kə kha-ilə lāge-l-ək
 Sita sister-DAT eat-INFP CAUS-PST-3NH
 'Sita got her sister eat.'

- c. *sitadidikəbəithəiləəurkhailəlagelək*
 sita didi-kə bəith-əilə əur kha-ilə ləge-l-ək
 Sita sister-DAT sit-INFP and eat-INFP CAUS-PST-3NH
 'Sita got her sister sit and eat sth.'
- d. *sitadidikəbəithəiləəurbhai-kəkhailəlagelək*
 sita didi-kə bəith-əilə əur bhai-kə kha-ilə ləge-l-ək
 Sita sister-DAT sit-INFP and brother-DAT eat-INFP CAUS-PST-3NH
 'Sita got her sister sit and brother eat sth.'
- e. *sitadidikəbəithəiləəurritabhai-kəkhailəlagelək*
 sita didi-kə bəith-əilə əur rita bhai-kə kha-ilə ləge-l-ək
 Sita sister-DAT sit-INFPand Rita brother-DAT eat-INFP CAUS-PST-3NH
 'Sita got her sister to sit and Rita got her brother to eat sth.'

The sentence (13a) is uncausativized and others are syntactically causativized (without using morphological morpheme marker). The predicate used in the sentence (13b) has been causativized in the way analyzed in the previous section. From the sentence (13c), we have differing causativized constructions. In (13c), there are two embedded predicates (*bəithəiləəurkhailə*) having the same causee in the form of the dative case. Moreover, two embedded predicates (13d) with incorporated nouns (causee) are found, and the two embedded predicates with separate causee and causer can be conjoined in the case of (13e). Since the coordination is applied only between syntactic constituents, the incomplete verbal unit in the causativization bears an independent phrase structure node. This is what we say the complexity is formed in syntax rather than in lexicon. Thus, constituent structure includes two sister nodes; one headed by the causative predicate and another by the embedded predicate.

Separability

Interestingly, the syntactic causativised predicates in this dialect can be separated from each other which happen to violate the lexical integrity hypothesis. In such a case, either causee or causer or both can be moved into. This shows that the causativized predicate is composed of two distinct words occupying two nodes on c-structure, illustrated in figure 14.

- (14) a. *sitadidikəkhailəlagelək*
 sita didi-kə kha-ilə ləge-l-ək
 Sita sister-DAT eat-INFP CAUS-PST-3NH
 'Sita got her sister eat.'

- b. *sitakhailadidikələgelək*
 sita kha-ilə didi-kə ləge-l-ək
 Sita eat-INFP sister-DAT CAUS-PST-3NH
 'Sita got her sister eat.'
- c. *khailadidikəsitaləgelək*
 kha-ilə didi-kə sita ləge-l-ək
 eat-INFP sister-DAT Sita CAUS-PST-3NH
 'Sita got her sister eat.'

Since the causative marker *ləga* 'cause/force' shows a separate node within the single predicate (as embedded with a polar verb), it can be separated from its polar in different ways, as shown above. And this is possible only in the syntax not in the lexicon.

Both predicates as phrasal category

It is clear that only a phrase can be conjoined with another same status in a sentence and it can be freely scrambled as well within that particular sentence. As we just examined the causativised predicate can be separable and its polar part can be coordinated, these two parts can be treated as two phrases. Moreover, the polar part can be questioned with *kikərailə* (for what), can also be modified. Let's examine the sentences in figure 15.

- (15) a. *sitadidikəjorsəkhailələgelək*
 sita didi-kə jor-sə kha-ilə ləge-l-ək
 Sita sister-DAT fast-PART eat-INFP CAUS-PST-3NH
 'Sita got her sister eat fast.'
- b. *ləgeləksitadidikəjorsəkhailə*
 ləge-l-ək sita didi-kə jor-sə kha-ilə
 CAUS-PST-3NH Sita sister-DAT fast-PART eat-INFP
 'Sita got her sister eat fast.'

The sentence (15a) shows the complex predicate in which the first part (polar verb) has been modified by the modifier *jor-sə* 'fast', and the causative marker item/morpheme *ləga* in (15b) has been topicalized. These two features (modification and topicalization) lead to the fact that both predicates (polar and vector) are phrasal, since only the phrasal category undergoes modification and topicalization.

Interpreting Maithili Syntactic Complex Predicates by the Students

Table 1. Details of Interpreted Maithili CPs by the 5 Students

SN	Maithili CPs	Meaning in English	Interpreted by students	Total students
1.	<i>likh de</i>	write (for sb)	write and give	16
2.	<i>pəirh de</i>	read (for sb)	read and give	18
3.	<i>dhoi le</i>	wash (for ownself)	wash took	16
4.	<i>bəjaləi</i>	play (for ownself)	play took	15

5.	<i>bairhge-l</i>	flooded	flood went	19
6.	<i>sanka uthal</i>	doubted	doubt arose/stood	15
7.	<i>banta a-el</i>	vomited	vomit came	19
8.	<i>yad a-el</i>	remembered	memory came	16
9.	<i>ṭapkās</i>	run away	walk tied	20
10.	<i>bat kaṭ</i>	interrupted	talk cross	15
11.	<i>risuṭh</i>	got angry	angry arose	10
12.	<i>pitaikhe</i>	got bitten	beating ate	19
13.	<i>pol khol</i>	disclosed secrecy	secrecy opened	16
14.	<i>bhaukhoj</i>	boasted	value searched	20
15.	<i>cup ləg</i>	become silent	silent stand	16
16.	<i>dag pər</i>	spotted	spot fall	15
17.	<i>nəkāl par</i>	imitated	copy make	19
18.	<i>sakchibāis</i>	witnessed	witness sit	20
19.	<i>gəp mar</i>	talked unnecessary	talk kill	16
20.	<i>dhyan rakh</i>	paid attention	attention keep	19

From the above table, it is clear that the complex predicates listed in no. 1, 3, 8, 13, 15 and 19 respectively were interpreted by the sixteen students which are unacceptable pragmatically in English. Similarly, 5 different CPs numbering with 5, 6, 12, 17, and 20 were converted into English in unaccepted way by the nineteen students, the CPs of no. 4, 6, 10 and 16 were expressed in the wrong pragmatic value by the fifteen students, twenty in twenty students got wrong English interpretation of the 9th, 14th & 18th CPs, only the second CP by the eighteen students and the 11th CP was by 10 students respectively. Thus, the data about the total CPs, viz. twenty can be analysed from the six groups based on the number of the students committed wrong interpretation of such CPs respectively. The data above show that even the students of eleven/twelve classes are having too much problems regarding the interpretation of the Maithili complex predicates.

As found in the research works about the Maithili complex predicates, they are massively used in every aspects of our speech and the students from Maithili culture have been so mind set with such constructions, they happen to convert their CP concepts in the phrase ways rather than the single words in English. In the English classes especially while the teachers are applying the translanguaging approach in which they deliberately switch from one language to another. It has also been found that even such students are interpreting the CP concepts through Nepal, they happen to commit the similar types of mistakes/errors as Maithili and Nepali complex predicates constructions are similar in many ways.

The study simply outlines a teaching-learning model that builds on a dynamic, situated, multimodal and semiotic understanding of language, which shows the possible roles that LL can play in TL education. While learning and teaching a new language, i.e. English, two of the different aspects of language are very core ones to be considered well. They are

lexical and semantic. The result analysed above about the interpretation made by the twenty students of +2 level for the multi word constructions, especially Maithili complex predicates, it obviously indicates that the pragmatic values are intertwined with the individual word of the mother language in learning L2. That is, they happened to be unable to interpret their concept in English and came to express such multi word constructions in the similar way even in English which becomes unacceptable pragmatically. As in the case of the twenty students who made their wrong interpretation of Maithili CPs in English, it is found that the maximum of them have applied the multi word system of English as well to convert their interpretation of such Maithili CPs. In the case of CPs listed in no. 9, 14 and 18 respectively, even all students misinterpreted. There is only one case, i.e. the case of no. 11, the ten students did not interpret wrongly. The situation shows that the system of the L1 plays pivotal place in handling a new language and the pragmatic/semantic co-relation with the word string has been already shaped through their L1 system which happens to be applied even for other language dealing. This is what the Maithili speakers learning English are facing the problem in their daily life.

Conclusion

Syntactic causativization has been found in the Maithili especially spoken in the southern part of Saptari. The syntactic/periphrastic causative, when non-causativized predicates are causativized, as it is the case with the morphological causative, increases the number of the argument structure, influences the case system and alters the semantic structure as well. The causative vector in syntactic causative of this variety is *lāga*'cause/force'. Any type of verbs (transitive/intransitive/causativized) can syntactically causativized in this variety of Maithili by adding the infinitive marker *-elā/ailā* with the first verb along with the causative predicate *lāga*. However, there is not more influence over the number of arguments, and their meanings, except their case status, to some extent, if it is already causativised using the second type of morphological causative marker *-ba*. In this Maithili dialect, the syntactic causative item/morpheme *lāga* is found to form two phrasal nodes together by using conjoining particle after the first part. Similarly, the syntactic causativised predicates in this dialect can be separated from each other. The features such as separability, conjoining, questioning, scrambling and topicalization show that the predicate parts are phrasal category. The learners learning English in the Maithili culture are facing problems while they are interpreting the CP concepts of Maithili in English and the teachers are not aware of such difficulties in learning activities.

As Nepali and English play the dominant roles in formal and non-formal spaces in Nepal, translanguaging way of sharing English in Maithili setting has also been observed among the English teachers and learners where they attempt to see English from Maithili conceptualization that causes pragmatic hindrances/misunderstanding for certain structures including complex predicates of Maithili. This shows that the practitioners of English surrounded with Maithili should be careful while interpreting complexity of Maithili in

English, i.e., English teachers in particular must be conscious about the students' difficulties in learning English especially while dealing with the concepts of complex predicates. This study also suggests that the local government should promote Maithili language by implementing its grammar portions in the secondary level where this language is spoken as the mother tongue. Hence, there is a need to bring change in the mindset of local language users by promoting mother tongue based multilingual language education policies from the beginning of their schooling (Gautam, 2021, p. 153).

Abbreviations

1	First person	NP	Noun phrase
2	Second person	OBJ	Object
3	Third person	OBL	Oblique
AG	Agent	P	Patient-like argument
ARG	Argument	PA	Proto-agent
CAUS	Causative	PART	particle
CBS	Central bureau of statistics	PL	Plural
CONB	Converb	PP	Proto-patient
CP	Complex predicate	PRED	Predicate
CS	Constituent structure	PRS	Present
DAT	Dative	PST	Past
GEN	Genitive	PT	Patient
GFS	Grammatical function structure	PURP	purposive
IMP	Imperative	PV	Polar verb
INFP	Infinitival participle	S	Sentence
INFV	Infinite verb	SAL	South Asian languages
INTR	Intransitive	SEM	Semantic
IPFV	Imperfective	SG	Singular
LFG	Lexical functional grammar	STR	Structure
LV	Light verb	SUBJ	Subject
MH	Mid-honorific	V1	First verb
M	Masculine	V2	Second Verb
N	Nominal, noun	VEV	Vector verb
NIA	NewIndo-Aryan	VP	Verb phrase

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