

CHAPTER ONE

INTRODUCTION

This is the study entitled '**Pluralization in Bhojpuri and English**'. This section consists of background of the study, statement of the problems, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

1.1 Background of the Study

Language is the medium of expressing ideas, desires, opinions among human being. In the words of Sapir (1971, p. 8), "Language is a primarily human and non-instinctive method of communicating ideas, emotions and desires by means of system of voluntarily produced symbols." Language is the special quality/capacity that distinguishes human being from other creatures. Similarly, Richards et al. (1999, p. 196) define language as "the system of human communication which consists of the structured arrangements of sounds into larger units, e.g. morphemes, words, sentences, utterances.

So, language is the system of systems. It means within the language system there are many systems. Language can be analyzed through two different views viz. formal and functional. The formal view deals with the combination and construction of hierarchical structures of language whereas functional view deals with its works to express and exchange the ideas, thoughts and feelings. The main function of language is for communication. Many languages are spoken in the world but nobody has fixed the exact number of the languages. It is said that no language is superior or inferior as a medium of communication in the development, maintenance and transmission of the human civilization. However,

there are some languages which are used widely or globally. English is one of those prestigious languages.

Yule (1996, p. 214) has stated that the English falls under Indo-European family and is spoken by about 350 million people in the world. In some countries like US, UK, Canada, Australia, New Zealand, etc. it is spoken as mother tongue. In other words, countries like India, Nigeria etc. it is spoken as second language and countries like Nepal, Japan etc. it is spoken as foreign language. It is taught and learnt as foreign language in Nepal.

Similarly, Bhojpuri Language falls under Indo-European Family of language. It is one of the prominent living languages spoken in India and Nepal. It is spoken by about 350 million people in the countries like India, Nepal, Fiji, Burma etc. as mother tongue. In Nepal, it is mainly spoken in Terai region, (Gorkhapatra Daily, 2014, April - 3, p. 9)

So, in aforementioned paragraphs as I discussed that the formal view of language deals with the combination and constructions of hierarchical structures of language. There are many grammatical procedures to transform one sort of language items into another ones. For example, passivization, negation, interrogation, pluralization etc.

As far as the pluralization is concerned, it is a linguistic process of transferring the singular forms into the plural ones. Plural is a grammatical terminology refers to only one in number. This is vital part of grammar without the use of which all linguistic objectives cannot be fulfilled. Pluralization exists in all languages of the world but its process may differ from one language to another. It occurs at different levels, such as word level, phrase level, sentence level. For example, boy - boys, a book - many books, one plane is flying in the sky - many planes are flying in the sky.

1.2 Statement of the Problem

Since pluralization is an important part of grammar the absence of which makes it difficult to fulfill the linguistic objectives. So, it seems to be important from the point of view of language function. Although, it exists in all languages of the world however its processes are found to be different as per languages vary. So, one cannot master over a language until he/she has the proper knowledge of the rules of pluralization of that language.

I have taught in a school where most of the students belonged to Bhojpuri speech community. While teaching pluralization system in English lots of grammatical errors occurred due to ignorance of rules of pluralization and mother tongue interferences. I felt the necessity of detail study on this aspect of both languages. There was need of comparative study on pluralization in English and Bhojpuri to describe pluralization system to compare and contrast the process of pluralization, to identify the areas of difficulties and similarities, to identify areas which are likely to cause error and to minimize Bhojpuri mother tongue interferences while learning English pluralization system.

Being a native speaker of Bhojpuri language I, myself have faced and experienced such problems while learning English as foreign language in the school. So, there was dire need of study in this field.

1.3 Objectives of the study

The main objectives of the study were as follows:

- (i) To identify the pluralization system in Bhojpuri language.
- (ii) To compare and contrast the pluralization system of the Bhojpuri language with that of English.
- (iii) To suggest some pedagogical implications based on findings.

1.4 Research Questions

This study was oriented to find out the answers to the following research questions:

- i) What are the rules of pluralization in Bhojpuri language?
- ii) What are the areas of differences and similarities between the processes of pluralization of Bhojpuri and English language?
- iii) What are the L1 interferences in the learning process of pluralization?

1.5 Significance of the Study

Nepal is a multilingual country. Being a language teacher, we should know the learners mother tongue to teach the target language effectively and to have successful communication with that linguistic community.

It is hoped that this study will be of paramount importance for those who are involved in teaching English or Nepali language to the student whose mother tongue is Bhojpuri. It will also facilitate those Bhojpurian students who learn English and Nepali as foreign or second language respectively. Similarly, the prospective Bhojpuri language researcher will be benefitted from this study. Furthermore, it will be an extra aid on the Bhojpuri language and literature. Additionally, it would be equally beneficial to language planners, curriculum designers as well as textbook writers since they can get relevant information from the research.

1.6 Delimitations of the Study

The study had the following limitations:

- (i) The study was limited to eighty native speakers of the Bhojpuri language.

- (ii) The area of study was confined to Birgunj sub-metropolitan city of Parsa district.
- (iii) The study was limited to the process of pluralization of nouns and personal pronouns of English and Bhojpuri.
- (iv) The structured interview and questionnaire were the major tools for data collection.

1.7 Operational Definitions of the Key Terms

Bhojpurian	:	The person who belongs to Bhojpuri speech community or one who speaks Bhojpuri language.
First language (L1)	:	A person's mother tongue or the language one acquires first.
Honorifics	:	Politeness formulas in a particular language which may be specific affixes, words or sentence structure.
Number	:	Number is a special feature of a noun and a pronoun which reflect in verb and adjective, i.e. adjective and verb can be inflected to show a particular number
Pedagogy	:	It is the method and practice of teaching, especially as an academic subject or theoretical concept
Pluralization	:	It refers to the linguistic process of transforming the singular forms into plural ones.
Second Language (L2)	:	The language other than one's own mother tongue

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter incorporates the review of the related theoretical literature, review of related empirical literature, implications of the review for the study and conceptual framework.

2.1 Review of the Related Theoretical Literature

Significant literatures published in the related area which carry theoretical value for the study are reviewed in relation to the present study.

2.1.1 Linguistic Situation of Nepal

Despite being small in size and population, Nepal has great diversity in terms of language, religion, culture and cast. Unity in diversity is one of the features of Nepal. It is one of the attractive areas for linguistic research because of its fertile land for languages. The population census 2011 has identified 123 distinct languages spoken in Nepal. However, most of them even do not have their own scripts and only limited to their oral tradition. Some of them are even in the verge of extinction.

2.1.2 The Language Family

On the basis of the genetic affiliation of the languages in Nepal they are classified into four broad families: Indo-European, Sino-Tibetan, Austro-Asiatic and Dravidian. The largest group of the speakers speak the languages of the Indo-European family. On the other hand, largest number of languages spoken in Nepal falls under Sino-Tibetan family. The languages enumerated in the Ethnologue Report for Nepal (2009) are classified under the four families as follows:

2.1.2.1 Indo-European Family

In Nepalese context, Indo-European family of language mainly comprises of Indo-Aryan group of languages, which forms the largest group of languages in terms of speakers, viz. nearly eighty percent. The languages spoken in Nepal come under this group can be listed as follows:

Nepali	Maithili
Bhojpuri	Awadhi
Tharu	Hindi
Magahi	Rajbanshi
Kumal	Bengali
Majhi	Urdu
Marwadi	Hariyani
Gujrati	

(Source: Ethnologue Report for Nepal, 2009)

The speakers of these languages in Nepal are mainly distributed from Western to Eastern hills, the Terai and in the Far Western Mountain. However, they are spoken with low density in almost all the remaining parts of the country.

2.1.2.2 Sino-Tibetan

The Tibeto-Burman group of languages which is derived from Sino-Tibetan family, consists of the larger number of languages spoken in Nepal. However, it is spoken by little number of people than the Indo-Aryan group in Nepal.

The following languages spoken in Nepal come under this group:

Tamang	Gurung
Dhimal	Thami
Limbu	Yholmo
Tibetian	Thakali

Raute	Chepang
Yakkha	Chantel
Newar	Hayu
Jirel	Raji
Magar	Kham
Bhujel	Sunuwar
Leepcha	Marpha
Manage	Koche
Dura	Chepang
Pahari	Koyu

(Source: Ethnologue Report for Nepal, 2009)

Though the Tibeto-Burman languages mainly spoken in the Eastern Central and Western Mountain and hills, they are also scattered in the other parts of the country.

2.1.2.3 Austro-Asiatic Family

The Austro-Asiatic family includes the languages such as Santhali, Munda and Kharia spoken in Nepal. The 2001 census report has identified Satar and Santhal languages not as distinct ones but as a single one, i.e. Santhal. It also suggested that Munda should be included within Santhali. It is spoken in Eastern part of the country. These languages are in 'Endangered' condition in Nepal.

2.1.2.4 Dravidian Family

Dravidian language family includes two languages spoken in Nepal viz. Jhangar (of Dhangar) and Kisan. Yadav (2009) points out Jhangar and Dhangar are said to be a variant of kurux language. However, it is distinctive in terms of vocabulary and grammar. It is mainly spoken in Sunsari district. Another Dravidian language

is Kisan with 409 speakers at Jhapa district. (Source: Ethnologue report for Nepal, 2009).

2.1.3 English Language

English language genetically related to Indo-European language family and sub branch of West Germanic category of language family. It is an international means of communication. It is the language of science and technology, diplomacy, commerce, education, international art and literature, politics, media, communication, entertainment and so on and so forth. It is one of the six official languages of the UN which is taught and learnt all over the world with high importance. It is said that more than 375 million people use it as mother tongue and more than two billion people use it for communication at regular basis (www.englishclub.com/englishlanguage). With good understanding and communication in English we can travel around the globe. It has become the prerequisite to broaden our horizon of knowledge in many disciplines. Incredible amount of information is exposed from publications and on-line. It has different status, since it is spoken as first language, second language and foreign language around the globe. In Nepal, it has taught and learnt as foreign language since very beginning to the Bachelor level. Thus, it has become a very valuable asset of the people.

2.1.4 Bhojpuri Language

The Bhojpuri language falls under the Indo-Aryan group of language family which is the branch of Indo-European family of languages. It is regarded that Bhojpuri was originated from Sanskrit language. Research has showed that it follows Panini style of Sanskrit grammar in the formation of roots. However, at present it is a full-fledged independent language having its own grammar, literature, dictionary and covers giant territory with large number of speakers. It is one of the prominent living language mainly spoken in India and Nepal. In the words of Dixit (1991, p.

18), the name of the language 'Bhojpuri' named after the village name 'Bhojpur' situated in the city of 'Baksar' in Bihar state of India which was earlier a famous town. It is also recognized by local and little used names, like 'Purbi boli', 'Eastern speech' or just 'Purbi' 'Eastern'. It has been also called by 'Bengali' as 'Hindustani', 'Paschima', 'Deshwali, and sometimes 'Khetto'. It is also called by 'Banarasi' after the city of Banaras or 'Bangarboli' i.e. the speech of Bangar.

2.1.4.1 Geographical Distribution of the Bhojpuri Language

Bhojpuri language is mainly spoken in the adjacent territory of Nepal and India. Because of the frequent and regular interaction and cultural affinity between Bhojpuri speakers of the two nations, it exists as one closed integrated cultural entity. According to Shukla (1981, p. 3), Bhojpuri is spoken over an area of 43000 square miles.

According to the official census of the 2011, out of total population 6% people use Bhojpuri as their mother tongue. It has occupied the third position in terms of number of speakers in Nepal. In Nepal it is spoken in the district of Terai Sarlahi, Rautahat, Bara, Parsa, Chitwan, Nawalparasi, Rupandehi, Kapilbastu. Except Manang, Rukum and Dolpa it is more or less spoken in all districts. In the same way, Tiwari (1960) states in India Bhojpuri mainly spoken in Eastern part of Uttar Pradesh the districts viz. Baranasi, Mirzapur, Ghajipur, Balia, Jainpur, Gorakhpur, Dewaria, Ajamgadh, Basti, Siddarth Nagar and districts of Bihar state viz. Shahabad, Saran and part of Champaran districts. Additionally, it is sparsely spoken in different cities of Nepal and India such as Kathmandu, Biratnagar, Mumbai, Kolkata, Delhi, and the countries like Mauritius, Fiji, Trinidad, Kenya, Nairobi, Goyana, South Africa, Myanmar (Tangu district). (Gorkhapatra Daily, 2014, April,-3, p. 9).

According to the census report (2001) of India approximately 330 million people speak Bhojpuri in India. It is estimated that 350 million people speak Bhojpuri in the world. (Gorkhapatra Daily, 2014, April,-3, p. 9).

2.1.4.2 Dialects of Bhojpuri language

Dialects are social and regional varieties of a language which are distinguishable by their vocabulary, grammar and pronunciation. Language may have more than one dialect, so Bhojpuri language is not an exceptional one. Like other languages Bhojpuri has also dialects. Tiwari (1960) has divided Bhojpuri language in four dialects. They are briefly discussed as below:

a) Northern Bhojpuri

Mainly, Northern Bhojpuri dialect is spoken in the districts of Saron, Eastern Gorakhpur, Western Deoria, in the vicinity of the river Sarju and in Nepal. Northern Bhojpuri also comprises three Western sub-dialects: Sarwaria in Basti District, Gorakhpuri in Gorakhpur district and Madhesi in Champaran district.

b) Southern Bhojpuri

Southern Bhojpuri dialect is spoken in and around Bhojpur. It is also spoken in the districts of Palamua and in the south Gangetic portion of the district Ghajipur.

c) Western Bhojpuri

The area where Western Bhojpuri is spoken consists of the districts of Western Ghajipur, South-East of Mirjapur, Banaras, Eastern Jaunpur, Ajamgarh and Eastern Faizabad. This Western Bhojpuri dialect sometimes refers to as Jaunpuri, Banarasi or Sonapari.

d) Nagpuria Bhojpuri

Nagpuria Bhojpuri is spoken in the areas South of the river 'Sone' comprising parts of Palamua and some parts of Ranchi. It is heavily affected by the neighboring languages named Bengali, Chhattisgarhi and Mundari.

2.1.4.3 Northern Bhojpuri

According to Tiwari (1960), Bhojpuri speakers in Nepal speak Northern dialect. Lohar (2006) has again classified the Bhojpuri speakers in Nepal in four dialects. According to him people of West of Jamuni River up to whole Parsa district speak 'Central Bhojpuri'. In Nawalparasi and Rupandehi the people speak 'Western Bhojpuri', East Jamuni to Bakeya in the East the people speak 'Mid Eastern' and East of Bakeya up to Sarlahi the 'Eastern Bhojpuri' is spoken. According to this classification, the researcher belongs to the central Bhojpuri dialect spoken in Western Bara and Parsa districts of Nepal.

Thus, Bhojpuri language speakers are increasing day by day because of some reasons. One of the prominent reasons is Bhojpuri movies and songs. Even established actors and actresses have played roles in Bhojpuri movies and famous singers have given the melodious voice in the songs of Bhojpuri language. Another reason is the fascinating Bhojpuri culture and festivals. It is taught in different universities such as Bihar, Patna, Bhagalpur, Varanasi, Kolkata and included in school curriculum in Nepal. It is used as official language in the local offices of Nepal and India.

2.1.5 Contrastive Analysis (CA): Overview

Constructive analysis is a branch of applied linguistic which compares two or more languages to determine the differences and similarities between them. It is defined as a scientific study of similarities and differences between languages, special focus is given on differences. In another words contrastive analysis (CA) is comparative study of the linguistic systems of two or more languages to find out similarities and differences. Van Els et al. (1984, p. 38) has defined CA as systematic comparison of specific linguistic characteristics of two or more languages. Thus we can say that CA is the systematic comparison of two or more

than two languages so that the difficulties of learning a second language can be diagnosed and solved by adopting appropriate techniques.

For the first time, contrastive analysis (CA) was introduced in the late 1940s and 50s. It was highly popularized in the 60s. But, its popularities declined in 70s. The development of CA for foreign language teaching can be traced back to the American linguists CC Fries who made the first declaration for it. In his work 'Teaching and learning English as foreign language' Fries quoted that: the most effective materials are those that based upon a scientific description of the language to be learned, carefully compared with a parallel description of the native language of the learner (1945, p. 259, as cited in Lado (1957, p. 1).

Robert Lado, in his book 'Linguistics across culture' (1957, pp. 1-2) has mentioned the assumption of CA which have significant role in language teaching and learning are as follows:

- i) Individual trend to transfer the forms and meanings and the distribution of forms and meanings of their native language and culture to the foreign language and culture both productively when attempting to speak the languageand respectively when attempting to grasp and understand the language.
- ii) In the comparison between native and foreign language learning.
- iii) The teacher who has made comparison of foreign language with the native language of the students will know better what the real problems are and can better provide for teaching them.

CA has two aspects: Linguistic aspect and psychological aspect. The first one (i.e. linguistics aspect) underlies the following beliefs:

- (a) language learning is essentially a matter of habit formation.
- (b) The mind of child at birth is a tabula-rasa the blank sheet of paper.
- (c) Languages are comparable.

In the same way, the second one (i.e. psychological aspect) maintains that the learner has two languages one is learner's mother tongue (L1) which he/she wants to learn. So, it claims that greater the differences between the target language and the learner's native language the greater is difficulty in learning and the greater the similarities between them the greater is ease in learning.

2.1.5.1 Need and Importance of Contrastive Analysis (CA)

Contrastive Analysis (CA) is carried out for various purposes. It helps the language teachers to identify difficult and different areas for the second language learners. It is also concerned with explaining the sources of errors in the learners performance. It helps the language teachers to reform their teaching strategies by concentrating on difficult areas for learners. By keeping the result obtained from CA in mind, a language teacher can adopt suitable methods and materials accordingly. A teacher having the knowledge of CA can treat his/her students psychologically and academically.

Therefore, the findings of contrastive analysis would be useful for course designers, teachers, examiners and students. This is why, CA is important from pedagogical view point. Furthermore, it is equally important for language trainers so that they can train to help them to make their L2 teaching more effective for the intended group. It is valuable for curriculum designers and textbook writers so that they can select and organize language items by keeping differences and difficulties of target language for the learners in mind, and perform their task accordingly.

2.1.6. Grammatical Class

Among many grammatical concepts, grammatical class is one of the most important. Grammatical class generally refers to a set of entities sharing certain formal or semantic properties. Possibility of occurrence of the items in a certain linguistic context relate them to the same class.

On the basis of sharing a number of properties, we can assign words to a particular class. The membership of word class is said to depend on at least two kinds in properties: morphological and syntactic. On the basis of morphological grounds, any word that can be classified into a particular class, if it shares the inflectional and/or derivational characteristics that are typical of that class. For example, the words that belong to the class of adjectives at comparative and superlative forms take the inflectional ending '-er' and '-est'. Typically, inflectional ending of nouns are '-s' and '-es'. Typical inflectional ending of verbs are '-s', '-ing' and '-d'. On the basis of derivational commonness words are classified into different classes. For example, word ending in 'able', 'ish', 'ful', 'les', 'ish' are adjectives. Similarly, words ending in '-ness', '-ism', '-shiv', '-ity', '-ation', are nouns. Additionally, words that are formed by the suffixes '-ize', '-em', '-ify', '-ise' are verbs.

Words are also classified on the basis of syntactic properties they share. The members of a particular class function typical role in sentences and phrases. For example, nouns are typically associated with the subject, verbs with the predicator, adjectives with the subject attribute and object attribute, and adverbs with the adverbial.

It is also possible to classify words on the basis of semantic criteria. Nouns have been traditionally defined as words denoting persons, animals, places, objects. Verbs are words which denote actions, states and processes; and adjectives are the words referring to qualities. Grammatical class includes nouns, verbs, adjectives, adverbs and so on.

2.1.7 Introduction and Classification of Nouns

A naming word is called noun. It is one of the grammatical categories which can be used to refer the name of the person, place, thing, quality or event. Putting it another way, whatever we see or feel is known as noun. Morphologically and

syntactically speaking, the groups of words that are names and can be identified by the following tests are called nouns.

- (a) By following rules they can change their form to make plurals, i.e. book - books
- (b) They have possessive forms, e.g. John's pen.
- (c) They can take determiners or markers that point to them, e.g. one cow.
- (d) They occur in their typical position. For example as 'subject' or 'object' in a sentence.

The five kinds of nouns are described briefly as follows:

2.1.7.1 Proper Noun

Proper noun denotes the name of some particular person, place or thing. Proper means one's own. It refers to such entities which are distinct from every other: as David (a person), You Can Win (a book), and January (a month), Birgunj (a place), Narayani (a river). Generally, proper noun does not take article and it does not have plural form. It is always capitalized in written form, e.g. John, Kathmandu, etc. Sometimes proper noun can be used as a 'common noun' when it denotes:

- (i) Same class of person or thing and used in a descriptive sense, e.g. 'He is the greatest philosopher of the age.'
- (ii) The words like Galiph, Sultan, Ceasar, Munsi, etc. are used as common noun because they denotes person holding certain rank or office.

2.1.7.2 Common Noun

The name which can be applied to any and every person, place or thing of the same kind is called common noun. Common means shared by many. For example,

women, tiger, district, train. All common nouns can be turned into plural in English language. For example:

Singular	Plural
Tiger	Tigers
District	Districts
Train	Trains

2.1.7.3 Collective Noun

A collective noun denotes a group or collection of similar individuals, taken together and spoken of as one whole. Collective noun names groups. For example, 'a bunch of grapes', 'a group of people', 'a flock of Sheep.'

Here, 'bunch', 'groups' and 'flock' are the example of the collective noun.

2.1.7.4 Material Noun

A material noun denotes the matter or substance from which different things are made. For example, water, iron, mild, rice, etc. Material noun can't be turned into plural. For example:

Singular	Plural
water	*waters
rice	*rices

2.1.7.5 Abstract Noun

An abstract noun denotes the name of a quality, action or state considered apart from the object to which it belongs. It can not be touched or seen but only can be felt. For example:

Quality	=	Goodness, wisdom, humanity, mercy
State	=	Poverty, pleasure, youth, Bondage
Action	=	Love, laughter, choice, revenge

Nouns are also classified as count noun or mass noun/non-count noun. The things which can be counted are called count nouns, e.g. girl, pen, book, etc. The things which can not be counted are called mass noun or non-count noun e.g. petrol, gold, etc.

2.1.8 Introduction of Pronouns

Pronouns are grammatical forms that substitute a noun or a group of words used as a noun. In another words, the word that take place of noun is called pronoun.

'Pronoun' means 'for name'. It brings varieties and interests in the expressions. The positions of pronouns in sentences are same as nouns. for example, they can be used as subject, object and complement. One distinguishing feature between noun and pronoun is: a noun remains same in all the different uses but a pronoun may change its form depending upon its use. For example:

John is a student. (Subject)

David gave a book to **John**. (Indirect object)

He is a student. (Subject)

David gave a book to **him**. (Indirect object)

2.1.8.1 Personal Pronoun

The pronouns that stand for person are called personal pronoun. They stand for three persons viz. first, second and third. They may change their forms according to number, gender, case. They are as follows:

(a) The speaker (first person): I, we, me, us, my, our, mine, ours.

(b) The person spoken to (second person): you, your, yours.

(c) The person spoken about (third person): He, she, it they, him, her, their his, her, its, theirs.

2.1.9 Introduction of Number

Number is one of the grammatical categories. In other words, it is the classification of word by their singular and plural forms. 'Singular' is grammatical category that refers to only one in number. On the contrary, 'Plural' refers to more than one in number. It is a feature of nouns, personal pronouns, determiners and verbs. For example:

(a) She eats a cucumber. (singular)

(b) They eat some cucumbers. (Plural)

In the above mentioned sentences, we can see:

	Singular	Plural
Pronoun	she	they
Verb	eats	eat
Determiner	a	some
Noun	cucumber	cucumbers

2.1.10 Introduction of Pluralization

Pluralization is the linguistic process of transforming the singular forms into plural ones. It is the vital part of the grammar. In the absence of pluralization, linguistic objectives remain incomplete. So, pluralization seems to be important from the point of view of linguistic functions. Its existence is found in all languages of the world, but process of pluralization may differ from one language to another.

Generally, singular count nouns are changed into plural by adding '-s/es' suffix at the end in English; e.g. pen-pens, glass-glasses, etc. sometimes words are changed to make plural from singular; such as: louse - lice, child - children, foot-feet, etc. It occurs at different levels, such as: word level, phrase level and sentence level. This can be presented as follow:

I) Word Level

Pluralization occurs at word level by adding suffix '-s/es' or changing the words and alphabets in singular countable noun. For example, pen-pens, bus - buses, louse - lice, foot - feet. In case of verbs, '-s/es' is removed to make them plural from singular; e.g. eats-eat, pinches-pinch.

II) Phrase level

Singular

a bed

a tomato

Plural

two beds

many tomatoes

III) Sentence level

Cow is grazing in the field. (Singular)

Cows are grazing in the field. (Plural)

Ox pulls the cart. (Singular)

Oxen pull the cart. (Plural)

Student is being taught to play Guitar. (Singular)

Students are being taught to play Guitar. (Plural)

2.1.11 Rules of Pluralization in English

Generally, a noun or pronoun that denotes one person or thing that is said to be in singular number and if that denotes more than one person or thing that is said to be in plural number. Only countable noun can be changed into plural form.

According to Wren and Martin (1989, pp. 9-13), the various rules of pluralization of nouns in English are as follows:

I. Generally, '-s' is added at the end of the singular nouns to change into plural. For example:

Singular

day

Plural

days

pen	pens
rat	rats
bed	beds

II. If the nouns end in 's', 'sh', 'x', 'ch', the plural of the nouns is formed by adding '-es'. For example:

Singular	Plural
Grass	Grasses
glass	glasses
brush	brushes
fox	foxes
box	boxes
match	matches
bench	benches

III. The nouns end in 'o' which are preceded by consonants are formed plural by adding '-es'. For example:

Singular	Plural
hero	heroes
mango	mangoes
potato	potatoes
Volcano	Volcanoes

But words of foreign origin or abbreviated nouns end in 'o' are changed into plural by adding '-s' only. For example:

Singular	Plural
Cameo	cameos
curio	curios
embryo	embryos
piano	pianos

portfolio	portfolios
radio	radios
bamboo	bamboos
kilo	kilos

IV. If the noun ends in 'y' and preceded by consonant, then 'y' is changed into 'i' and '-es' is added to form plural. For example:

Singular	Plural
body	bodies
baby	babies
city	cities
army	armies
story	stories
fly	flies
lady	ladies

But, if the nouns ending in 'y' and followed by a vowel, the plural is formed by adding simply '-s'. For example:

Singular	Plural
boy	boys
bay	bays
day	days
key	keys
toy	toys
monkey	monkeys
play	plays

V. Most of the nouns ending in 'f' or 'fe' form their plural by dropping 'f' or 'fe' and adding '-ves'. For example:

Singular	Plural
knife	knives
wife	wives
thief	thieves
wolf	wolves
calf	calves
leaf	leaves
life	lives
loaf	loaves

But, nouns like dwarf , hoof, scarf, etc. take either '-s' or '-ves' in their plural.

singular	plural
dwarf	dwarfs/dwarves
hoof	hoofs/ hooves
Scarf	scarf/ scarves

Similarly, some nouns like chief, cliff, safe, handkerchief, gulf, proof , etc add only '-s' to form plural. For example:

Singular	Plural
chief	chiefs
cliff	cliffs
safe	safes
handkerchief	handkerchiefs
gulf	gulfs
proof	proofs

VI. There are some noun which can be changed into plural by changing internal vowel. For example:

Singular	Plural
-----------------	---------------

foot	feet
man	men
woman	women
louse	lice
tooth	teeth
goose	geese

VII. There are some nouns which can be changed into plural by adding the '-en' to the singular. For example:

Singular	Plural
ox	oxen
brother	brotheren/brothers

VIII. A compound noun generally can be formed into plural by adding '-s' to the principal words. For example:

Singular	Plural
father-in-law	fathers-in-law
mother-in-law	mothers-in-law
brother-in-law	brothers-in-law
sister-in-law	sisters-in-law
step-son	step-sons
hanger-on	hangers on
court-martial	courts-martial
commander-in chief	commanders-in-chief

But, a few compound nouns take double plural. For example:

Singular	Plural
man servant	men servants

lord-justice	lords-justices
knight-templar	knights-templars

IX. There are some borrowed nouns which plural forms are directly borrowed from their original language. For example:

Singular	Plural
memorandum	memoranda
datum	data
agendum	agenda
addendum	addenda
curriculum	curricula
medium	media
ultimatum	ultimate
erratum	errata
stratum	strata

The above mentioned Latin nouns are formed plural by replacing 'um' with 'a'. In the same way, some other Latin nouns ending in 'us' are turned into plural by replacing 'us' with 'i'. For example:

Singular	Plural
syllabus	syllabi
Locus	loci
Radios	radii
genius	genii
terminus	termini
focus	foci
Alumnus	alumni

But, a Latin noun 'genus' is made plural by replacing 'us' with 'era'. For example

Singular	Plural
genus	genera

Some Latin nouns do not take any fixed rules for pluralization.

Singular	Plural
Formula	formulae
series	series
axis	axes
index	indices
species	species

- X. There are some Greek nouns ending in 'is' form plural by changing 'is' into 'es'. For example:

Singular	Plural
analysis	analyses
crisis	crises
oasis	oases
basis	bases

- XI. Some Greek nouns ending in 'on' are formed plural replacing 'on' with 'a'. For example:

Singular	Plural
Criterion	criteria
Phenomenon	Phenomena

In the same way, the following Greek, Italian, French and Hebrew do not follow any fixed rules for pluralization. For example:

Singular	Plural
bandit	banditti/bandits
beau	beaux/beaus
burin	buries
monsieur	messieurs
cherub	cherubian/ cherubs
seraph	seraphim/seraphs
madam	madams

XII. Some nouns have the singular and plural alike. But, when they are preceded by the phrases like 'a fleet of', 'a piece of', 'an item of', 'a loaf of etc, they are changed into plural by changing phrases. For example:

Singular	Plural
a fleet of sheep	fleets of sheep
a piece of information	pieces of information
a loaf of bread	loaves of bread
an item of furniture	items of furniture

XIII. To pluralize the letters, symbols and figures, apostrophe (') and 's' are added. For example there are more P's than A's in this paragraph.

XIV. Some nouns are taken as plural but they are singular in existence.

- a. Names of instruments which have two parts forming a kind of pair; e.g. scissors, spectacles.
- b. Names of certain articles or dresses; e.g. trousers, shirts.

XV. There are some nouns which look like plural but are in fact singular.

For example:

- a) Names of subjects; as physics, mathematics

- b) Names of some common diseases; as, measles and mumps
- c) The word: News
- d) Names of some games; as, billiards in form, are always used as plurals; as, cattle, poultry.

XVI. Certain collective nouns, though singular in form, are always used as plurals; as, cattle, poultry.

2.2 Review of the Related Empirical Literature

Many researchers have carried out researches on comparative study of different languages in the Department of English Education. But a very few researches have been carried out on pluralization systems of different languages. No any research has yet been conducted on 'Pluralization in English and Bhojpuri'. The related literatures of the present studies are as follows:

Jaiswar (2007) conducted a research entitled 'Passivization in English and Bhojpuri: A Comparative Study'. This study aimed at identifying the process of passivization in the Bhojpuri and finding out the points of similarities and differences between English and Bhojpuri passivization. He used 60 Bhojpuri native speakers for primary sources of data from different VDCs of Bara district and different books, journals, articles, thesis and other related materials for secondary sources. He found that generally the inversion of nouns or pronouns as subject and object doesn't take place in Bhojpuri in passive sentences, i.e. they remain unchanged while changing active into passive. Moreover, he concluded that, transitive, intransitive and phrasal verb also be passivized in Bhojpuri.

In the same way, Chaudhary (2008) carried out a research on 'Pluralization in the Tharu and English Language'. The study aimed at identifying the rules of pluralization in Tharu language and finding out the points of similarities and differences between the Tharu and English pluralization system. For primary

sources of data, 30 Tharu native speakers from 32 VDCs were selected using stratified random sampling procedure. Different books, Journals, articles and other materials related to topic of pluralization were used as secondary sources of data. The researcher used interview and questionnaire as research tools. The main findings of his study were suffixes 'sab/sun/aur' are used to pluralize nouns and pronouns in Tharu but inanimate nouns are pluralized only with a suffix '-sab'. Additionally, he concluded that, reduplication can also be used to pluralize the nouns and verbs remain the same singular and plural in Tharu.

Similarly, Sherma (2008) carried out a research on 'Puralization in English and Limbu'. The main objectives of his study were to identify the process of pluralization in the Limbu language and compare and contrast the same with that of English. His primary sources of data were the native speakers of Limbu language of Manjabung VDC of Panchthar district. The snowball sampling procedure were used to select the information. An interview schedule was prepared to collect the data. He found out that while transforming singular noun into plural in the Limbu language, the suffixes '-si' and '-ha' are added in singular Limbu noun to form dual and plural respectively. Sometimes the determiners 'yorik' and suffixes 'ha' are used to pluralize singular into plural. Moreover, he found out that there are singular, dual and plural numbers in Limbu but only singular and plural numbers in English. His study shows there are limited numbers of rules of pluralization in Limbu and in the most of the cases of pluralization process is similar to that of English.

Likewise, Yadav (2008) conducted a survey research entitled 'Pluralization of Nouns in English and Maithili'. The main objectives of the study were to identify the process of pluralization in Maithili language and showing the similarities and differences between Maithili and English in terms of pluralization . The primary sources of data collection were the natives speakers of Maithili language of 8 VDCs of Saptari district. The researcher used the stratified random sampling

procedure to sample the population. He used both structured interview sheet and questionnaire to collect the required data for his study. His study showed that the suffixes '-sab' is used while transforming a singular Maithili nouns into the plural one. The suffix to '-lokain' is also used with human to make them plural with honorificity. Furthermore, he found out that both languages use suffix to pluralize noun in Maithili in comparison to English.

Likewise, Tamang (2009) carried out a study on 'Pluralization in English and Tamang'. He has attempted to explore pluralization system in Tamang language and compare and contrast the same with that of English. He used 85 native speakers of Tamang of Chautara VDC of Sindhupalchok district for primary sources of data and different books, journals, theses, research reports, etc. for secondary sources of data. Snowball sampling procedure was adopted to sample the population. The researcher used interview schedule and questionnaire as major tools to elicit the required data. He explored that the suffixes like '-dugu', '-ggada/ -kaade', '-na// -ni', '-uttu' and '-bogal' are added to the singular noun while transforming them into the plural one in Tamang. The suffixes are written separately. Furthermore, he concluded that mostly the principal words are pluralized in both the languages but semantic category of nouns may determine the selection of suffixes while pluralizing in Tamang, which is not the case in English. He further found that, pluralization of nouns affects the selection of verbs in English but such is not the case in Tamang.

Furthermore, Yadav (2009) carried out a research on 'Case in Bhojpuri and English: A Comparative Study'. Identification of the major morphological and syntactic features of case in Bhojpuri and comparison of the same with that of English to point out the main differences and similarities were the main objectives of his study. 40 Bhojpuri speaking students from two different secondary schools of Bara district were selected for primary sources of data. Different articles, theses, journals, textbooks were used for secondary sources. He used random

sampling procedure to sample required informants. A text compare five different questions and structured interview both were used as tools for data collection. He found out that eight cases are in Bhojpuri and common cases identified in both the languages but case markers in Bhojpuri language are post-positions whereas, they are pre-positions in English language.

Pandey (2012) carried out research on 'Making Offers in English and Bhojpuri'. This study aimed at finding out different forms of making offers used by native English speakers and naïve Bhojpuri speakers. It also aimed to compare the language functions used in making offers by the native speakers of English and Bhojpuri. She used purposive sampling procedure to select 40 Bhojpuri speakers of Parsa district from one Municipality and two different VDCs. She used different books, journals, reports, dictionaries web - sites and unpublished theses for secondary sources. She used questionnaire as the tool for data collection. The major findings of the study were both Bhojpuri native speakers and English native speakers use the neutral exponents while making offers addressing different relatives such as father, mother, uncles, etc. In addition, the study revealed that Bhojpuri native speakers used much direct and polite exponents in comparison to the English native speakers.

Joshi (2015) conducted research entitled 'Pluralization of Noun in English and Doteli'. Identifying the process of pluralization of noun in Doteli dialect of Nepali and finding out the points of differences and similarities between these languages in terms of pluralization were the main objectives of the study. Sixty Doteli speakers from Mahendrenagar municipality of Kanchanpur district were selected for primary sources using stratified random sampling procedure. As secondary sources different books, magazines, these articles, internet etc. were reviewed. Questionnaire and structured interview were major research tools to elicit the required data for the study.

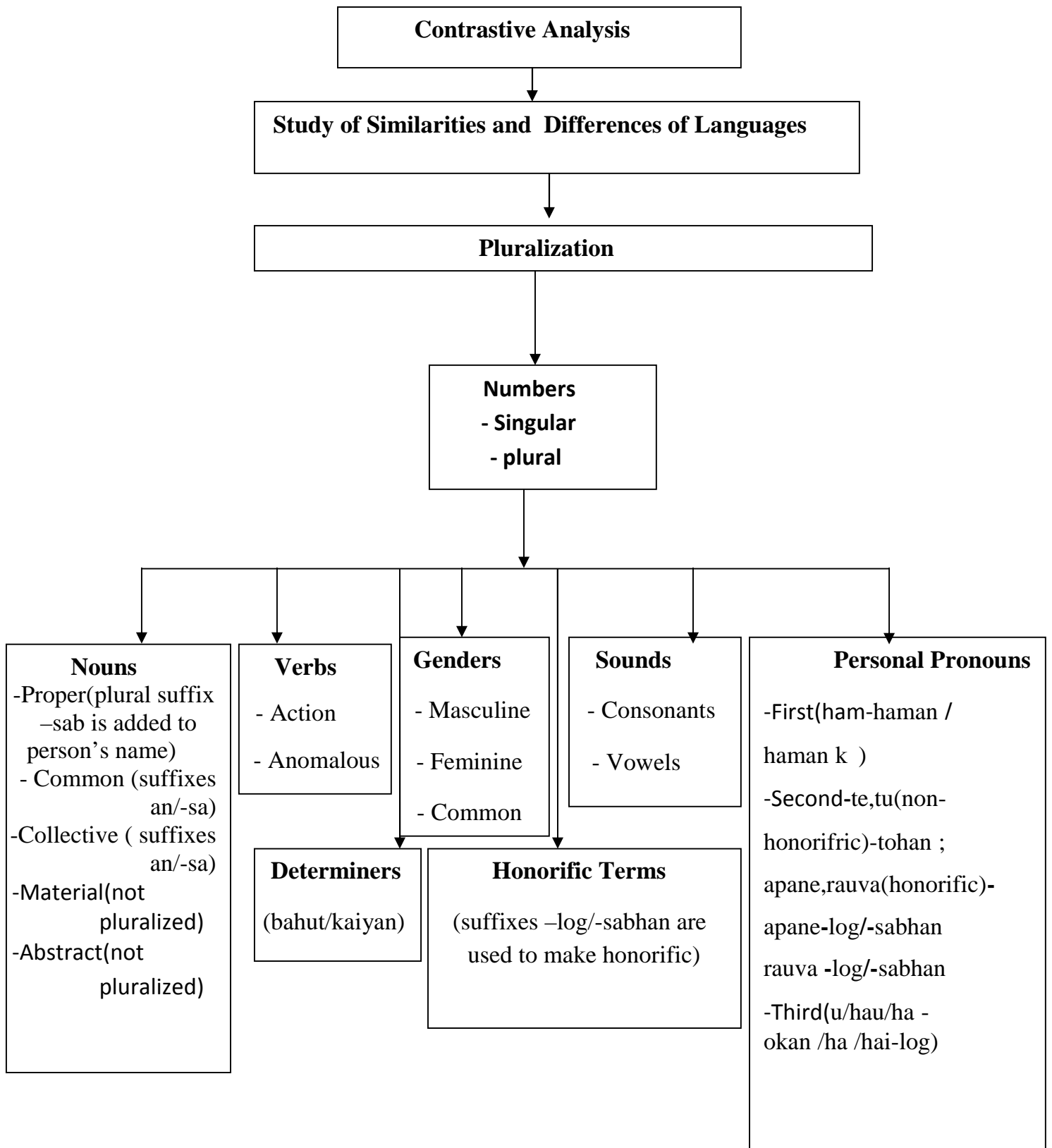
He found that Plural markers an/in /un are used to pluralized Doteli nouns. He also found that there are limited rules of pluralization in Doteli in the comparison of English.

2.3 Implication of the Review for the Study

In literature review, our central focus is to examine and evaluate what has been found out before on a topic and establish the relevance of this information to our own research. This review of study obtained from the variety of sources including books, journals, articles, reports, etc. The aforementioned studies have their own values and importance in their respective fields. There are very limited research studies which have been carried previously in the field of pluralization. Serma (2008) has found out that there are singular, dual and plural numbers in Limbu but only singular and plural numbers in English. Similarly, Yadav (2008) explored that, both language, English and Maithili use suffixes to pluralize the noun but there are limited number of rules of pluralization on nouns in Maithili than English. In the same way, Tamang (2009) has come up with result that semantic category of noun may determine the selection of suffixes while pluralizing in Tamang which is not the case in English. Joshi (2015) found out that suffixes **an/in/un** are used to pluralize Doteli nouns. There are limited rules of Pluralization in Doteli but large number of rules and exceptions are in English.

2.4 Conceptual Framework

Conceptual Framework is the plane or frame for the whole research process on which the study is established. It provides the picture of the study from where the readers conceptualize the whole study. The researcher has followed the following conceptual framework for the completion of this study:



CHAPTER THREE

METHODS PROCEDURE OF THE STUDY

This chapter deals with the methodological part of this research. It consists of design and method of the study; population, sample and sampling strategy, study area/field, data collection tools and techniques and data collection procedures.

3.1 Design and Method of the Study

The researcher followed survey research in his study. Specially, survey research is carried out in large number of population in order to find the public opinion of certain event, issues or situations. Survey research study was selected because such study is carried out to address the large population by selecting sample population which is the representative of the study population as a whole.

According to Hutton (1990), 'Survey research is the method of collecting information by asking a set of pre-formulated questions in a pre-determined sequences in a structures questionnaire to a sample of individual so as to be representative of a defined population' .

Likewise, Cohen et al. (2010) state that survey research is the type of research in which researcher gathers data at a particular point of time especially to describe the nature of exiting situation or to identify most standard one against the existing situation.

Similarly, Cohen and Marion (1985, as cited in Nuna, 1992, p. 140) write:

Survey are the most commonly used descriptive method in educational research, and vary in scope from large scale governmental investigation through to small-scale studies carried out by single researcher. The purpose of survey research is

generally to obtain the snapshot of condition, attitudes and /or events at a single point of time.

From the above definitions, we can define survey research is a type of research which try to study the large and small population by selecting and studying sample in order to accomplish the research purpose.

Research is a step wise activity. So, survey research in education passes through series of steps. Different researchers have suggested survey research procedure differently in their own way. Nunan (1992. p.141) suggests the following eight steps procedure of survey research in a more comprehensive way:

- Step 1: Define objective - What do we find out
- Step 2: Identify target population - Who do we want to know about?
- Step 3: Literature review - What have other said/discovered about the issue?
- Step 4 : Determine sample - How many subjects should we survey and how will identify these ?
- Step 5 : Identify survey instrument - How will the data will be collected questionnaire interview ?
- Step 6 : Design survey procedure - How will the data collection actually be carried out?
- Step 7 : Determine reporting procedure - How will be written up and presented?

The discussion above entails that survey is one the important research methods used in Educational investigations. It is mainly to carried out to find out people's attitudes, opinions and specified behaviors on certain issues, phenomena, events of situations. Findings of survey are generalizable to the whole group. For this reason, I chose survey design in my research study.

3.2 Population, Sample and Sampling Strategies

All native speakers of Bhojpuri Language were the population of the study. The sample consisted of 80 native speakers of Bhojpuri which was selected through stratified random sampling procedure.

3.3 Study Area/Field

The area of this study was Parsa district. The informants were selected from Birgunj sub-metropolitan city of Parsa district. English data had basically extracted from Wren and Martin (1989), Thomson and Martinet (1986), Arts and Arts (1982) and Lado (1957).

3.4 Data collection Tools and Techniques

The researcher developed structured interview and questionnaire as a research tools in order to elicit the required data for his study. The interview was used for illiterate and questionnaire was distributed to literate and educated informants.

3.5 Data Collection Process

The researcher prepared the interview schedule and questionnaire. He visited the selected place and established rapport with the informants. Then he explained need and objectives of the study and established rapport. The illiterate informants were interviewed using pre-structured interview schedules. At the same way, questionnaires were distributed among literate and educated informants and requested to complete the form. The researcher collected the questionnaires, thanked the informants for their help and co-operation. Daily engagements in conversation with the informants was also helped the researcher to collect important information.

3.6 Data Analysis and Interpretation Procedure

Collected data were analyzed and interpreted both descriptively and statistically.

Tables and illustrations were used for the interpretation and presentation of data.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

This chapter deals with the presentation, analysis and interpretation of the data which have been collected from the informants involved in this study from Birgunj sub-metropolitan city of Parsa district. Analysis and interpretation of the data have been presented descriptively and comparatively with the help of tables and illustrations to make the study more objective. Having analyzed the data, the processes of pluralization in Bhojpuri languages are identified and they are compared with those of process of pluralization of English which had basically extracted from secondary sources from Wren and Martin (1989), Thomson and Martinet (1986) and Arts and Arts (1982). The points of similarities and differences have been drawn from the process of pluralization in Bhojpuri and English with illustrations after comparing the data. At last, Summary of the findings have been listed along with similarities and differences in terms of pluralization in between these two languages.

4.1 Analysis and interpretation of data

The systematically collected data have been analyzed, interpreted and tabulated descriptively in detail. The analysis has been carried out under the following headings:

4.1.1 Pluralization of Nouns and Personal Pronouns in Bhojpuri Language and Their Comparison with that of English

The word which denotes the name of place, person, thing, quality or event is called noun. It is one of the grammatical categories which can be used to refer the name of the person, place, thing quality or event. Morphologically and syntactically speaking, the groups of words that are names and can change their

forms to make plural, have possessive forms and can take determiners or markers etc. For examples, book-books, John's pen, one cow etc.

Similarly, the grammatical forms that substitute nouns or a group of words used as nouns are called pronouns. The positions of pronouns in sentences are same as nouns. For example, they can be used as subject, object and complement.

The processes of pluralization of nouns in Bhojpuri language are presented as follows:

4.1.1.1 Pluralization in Proper Nouns

Proper nouns denote the name of some particular person, place or thing. Proper means one's own. For example:

Table No.1

Pluraization in Proper Nouns

Singular		Plural	
Bhojpuri	English	Bhojpuri	English
v rganj	Birgunj	*v rganj- sab/-sa	-
janavari	January	*janavar - sab/-sa	-
n r yani	Narayani	*n r yan - sab/-sa	-
g dh mai	Gadhimai	*gadh ma - sab/-sa	-
sy m	Shyam	sy m- sab/-sa	-
devid	David	devid- sab/-sa	-
prem	Prem	prem- sab/-sa	-
john	John	john- sab/-sa	-
sagaramatha	Mt.Everest	*sagarm th - sab/-sa	-

In Bhojpuri language, generally, proper noun is not pluralized like that of English. In the words given above, asterisk (*) indicates that they are never pluralized in Bhojpuri and English. However suffix **-sab** is added to the name of person to pluralize it.

4.1.1.2 Pluralization in Common Nouns

The name which can be applied to any and every person, place or thing of the same kind is called common noun. Common means shared by many. The process of pluralization in common nouns can be illustrated as follows:

Table No.2
Pluralization in Common Nouns

Singular		Plural	
Bhojpuri	English	Bhojpuri	English
kukur	dog	kukuran/ -sa	dogs
bail	ox	bailan/ -sa	oxen
ser	Lion	seran/ -sa	lions
S l	sister -in-law	sal an/ -sa	sisters-in-law
Batoh	passer-by	batoh an/ -sa	passers -by
Al k	girl	laik an/ -sa	girls
tam tar	tomato	tam taran/ -sa	tomatoes
dant	tooth	dantan/ -sa	teeth
dam	Man	dam an/ -sa	men
kitab	book	kitabani/ -sa	books
cakku	Knife	cakkuan/ -sa	knives
Sikshak	teacher	sikshak- log/-sabhan	teachers
d ktar	doctor	d ktar- log/-sabhan	doctors

vidvan	expert	vidvan- log/-sabhan	experts
p hun	guest	p hun- log/-sabhan	guests
K k	uncle	k k - log/-sabhan	uncles
s rd r	elder	s rd r- log/-sabhan	elders
Net	leader	net - log/-sabhan	leaders

It is found out that, generally, all common nouns can be changed into plural in Bhojpuri language like that of English. The words given above are common nouns which are changed into plural by adding suffixes **an/-sa**. Suffixes **-log/-sabhan** are added to only human nouns to show honorificity. But in English generally, suffixes **-s/es** are added to singular common nouns to change into plural.

4.1.1.3 Pluralization in Collective Nouns

Collective noun denotes a group or collection of similar individuals, taken together and spoken of as one whole. Examples can be presented with the help of following table:

Table No.3
Pluralization in Collective Nouns

Singular		Plural	
Bhojpuri	English	Bhojpuri	English
Jhokh	bunch	jokhan/ -sa	bunches
jhunda	group	samuhan/ -sa	groups
Dal	party	dalan/ -sa	parties
bhida	croud	bhidain/ -sa	crouds
pariv r	family	parivaran/ sa	families
Tol	team	dol an/-sa	teams
samiti	committee	samitian/ -sa	committies

Above examples show that collective nouns of the Bhojpuri language can be changed into plural like that of English. To change singular collective nouns of Bhojpuri in plural suffixes **an/-sa** are added. Suffix **an** is written together with the words but suffix **-sa** is written separately from the words.

4.1.1.4 Pluralization in Material Nouns

A material noun denotes the matter or substance from which different things are made. The following table shows a list of these types of nouns:

Table No. 4
Pluralization in Material Nouns

Singular		Plural	
Bhojpuri	English	Bhojpuri	English
P n	water	*p n an/-sa	-
C nd	silver	*c nd an/-sa	-
una	wool	*unan/ s	-
m ns	meat	*m ns an/-sa	-
c mal	rice	*c mal an/-sa	-
tel	oil	*tel an/-sa	-
Gh u	ghee	*gh u an/-sa	-

The examples above show that neither in Bhojpuri nor in English material noun changed into plural. However prefix **sab** is used before them to denote the more quantity. For example:

Bhojpuri	English
sab p n	all water
sab son	all gold

sab c mal

all rice

4.1.1.5 Pluralization in Abstract Nouns

An abstract noun denotes the name of quality, action, or state considered apart from the object to which it belongs. It can't be touched or seen but only can be felt. Following table shows the process of pluralization in abstract nouns:

Table No. 5

Pluralization in Abstract Nouns

Singular		Plural	
Bhojpuri	English	Bhojpuri	English
Khus	happy	*khus an/-sa	-
Sakt	power	*sakt an/-sa	-
prem	love	*preman/-sa	-
mitrata	friendship	*mitrat an/-sa	-
budhapa	oldage	*budhap an/-sa	-
Gar b	poverty	*garib an/-sa	-
mand rit	honesty	* mand rit an/-sa	-

In both Bhojpuri and English, abstract noun can not be changed into plural. But plural marker **sab** is used before abstract noun as prefix. It is also functioning as adjective.

k mtoh r **sab** g rib h tadi.

(This job roots out your poverty.)

r m sy m bicake **sab** satruta khatam hogel.

(Enmity between Ram and syam ended.)

4.1.1.6 Pluralization in Personal Pronouns

The pronouns that stand for person are called personal pronouns. Personal pronouns of the Bhojpuri language are classified into three groups: first person, second person and third person.

I. First Person: The Speaker

Pluralization process of first person in Bhojpuri language can be illustrated in the following table:

Table No.6
Pluralization of First Person

Singular		Plural	
Bhojpuri	English	Bhojpuri	English
ham	I	haman haman k	we

Generally, plural markers **-n /n k** are added to the singular first person, personal pronoun **ham** to make it plural

II. Second Person : The Person Spoken to

Pluralization process of second person in Bhojpuri language can be illustrated in the following table:

Table No. 7

Pluralization of Second Person

Singular		Plural	
Bhojpuri	English	Bhojpuri	English
te, tu (non-honorific)	you	tohan	you
apane, rauva (honorific)	you	apane- log/-sabhan rauva -log/-sabhan	you

Generally, second person personal pronouns 'te, tu' (non-honorific) are changed into 'tohan' as plural form whereas, suffixes **-log/-sabhan** are added to 'apane, rauva' (honorific) to pluralize them.

III. Third Person: The Person Spoken About

Pluralization process of third person in Bhojpuri language can be illustrated in the following table:

Table No. 8

pluralization of Third person

Singular		Plural	
Bhojpuri	English	Bhojpuri	English
u		okan	
hau	he/she	ha	they
ha		hai- log (honorific)	

Generally, third person singular personal pronoun 'u' is changed into **okan** to be pluralized. But suffix **-log** (honorific) is added to 'hau' and 'ha' to pluralize them.

4.1.1.7 Comparison of pluralization in Bhojpuri and English

Comparison of pluralization between Bhojpuri and English has been made with the help of following sentences given in the table:

Table No. 9
Comparison of Pluralization Between Bhojpuri and English.

Bhojpuri	English
ham kit b padhem (SG)	I read a book. (SG)
hamn kit ban/-sa padham (PL)	We read books. (PL)
ego p hun vat re (SG)	A guest is coming. (SG)
bahut p hun log vat n (PL)	Many guests are coming. (PL)
ser jangalme rahel (SG)	Lion lives in a jungle. (SG)
ser an/-sa jangalme reheli (PL)	Loins live in a jungle (PL)
krishn c nd kinle rahe. (SG)	Krishna had bought silver (SG)
krishn sab c nd kinle rahe. (PL)	Krishna had bought silver. (PL)
garib dam b ik n kin sakel . (SG)	A poor man can't buy a bike. (SG)
garib dmian/-sa b ik sa na kin sakel . (PL)	The poor men can't buy bikes. (PL)
sikshak kaksh kothame padh velan (SG)	A teacher teaches in the classroom. (SG)
sikshak log kaksh koth me padh velan (PL)	Teachers teach in the classrooms.(PL)
hamr tam tar pyar l gel (SG.)	I love tomato(SG)
hamn k tam taran/-sa pyar l gel (PL)	we love tomatoes.(PL)
ego m ch hamar h tpar baithal b (SG)	There is a fly on my hand. (SG)
bhut m ch an/sa hamar h tan/-sa parbaithal b . (PL)	There are many flies on my hands. (PL)
mehararu gaphadi hokheli (SG)	Lady is talkative(SG)
mehararu an/-sa gaphodi hokheli. (PL)	Ladies are talktive. (PL)
bail g d t n rahal b . (SG)	ox is pulling the cart.(SG)
bail an/-sa g d an/-sa t n rahal b . (PL)	oxen are pulling the carts (PL)

Bhojpuri nouns or pronouns are inflected for number having their own mechanism of inflection. The data collected so far reveal that the Bhojpuri nouns or pronouns have binary number system: singular and plural. The singular nouns or pronouns are found to be unmarked or they have only a zero morpheme. For example, **kit b** () 'a book', **p hun** () 'a guest', **ser** ('lion', **sikshak** () 'a teacher', **ham** () 'I', **u** () 'he/she' etc do not contain any singular markers. They are left unmarked. whereas the plural nouns or pronouns are found to be marked with different markers. For example, **kitabān/-sa** (books), **p hunān/-sa/-log** (guests), **serān/-sa** (lions), **sikshak log** (teachers) **hamān** (we), **okān** (we) etc.

4.2 Summary of the Findings

On the basis of the analysis and interpretation of the data, the findings of the study are summarized under the following headings:

4.2.1 Pluralization in the Bhojpuri Language

The following Pluralization system has been identified in Bhojpuri language from the study.

- i. The plural suffixes like **an/-sa**, **-log/-sabhan -sab**, are added to the singular nouns and **an /n k** to the singular pronoun to pluralize them.
- ii. The plural markers **-log/-sabhan** are only used with human nouns or pronouns to show honorific.
- iii. The plural suffixes **an /-n k** are only used to pluralize first person, personal pronoun 'ham'.
- iv. The suffixes which are the plural marker are written separately in Bhojpuri. But plural suffix **an** and pronominal plural suffixes **an /n ka** are written together.
- v. Only singular countable nouns are pluralized. Generally, uncountable nouns are not pluralized.

- vi. Generally, proper, material and abstract nouns are not pluralized. However, Plural suffix **-sab** is used to pluralize person's names.
- vii. Sometimes, the determiners **bahut** and **kaiyan** are used to show the pluralization of nouns.
- viii. Generally, all common nouns and collective nouns are changed into plural.
- ix. The Bhojpuri nouns have binary number system. singular and plural. The singular nouns are unmarked whereas the plural nouns are marked with different markers.
- x. Prefix **-sab** is used before material nouns to denotes the more quantity in Bhojpuri
- xi. Plural marker **sab** is used as prefix before abstract nouns.
- xii. Change in the number of nouns and pronouns do not affect the selection of verbs in Bhojpuri.
- xiii. There are different terms for second person and third person personal pronouns and used differently as per need of honorificity.
- xiv. There are limited number of rules of pluralization

4.2.2 Similarities Between Bhojpuri and English in Terms of Pluralization

The major similarities which are found while comparing the processes of pluralization between Bhojpuri and English are as follows:

- (i) Suffixes are used as plural markers in both the languages. For example:

Bhojpuri	English
bail (SG)	ox (SG)
bailan/ -sa (PL)	oxen (PL)

- (ii) In both the languages, only singular countable nouns are pluralized. Uncountable nouns are not pluralized.

Singular	Plural
kit b (CN)	kitab an/-sa
book (CN)	books
tel (UN)	tel
oil (UN)	oil

- (iii) The determiners **bahut** and **kaiyan** are used to show the pluralization of nouns in Bhojpuri and **many/several** are used for that terms in English. For example:

Bhojpuri	English
ego kabit (SG)	a poem (SG)
bahut kabit (PL)	many poems (PL)
ego laik (SG)	a boy (SG)
kaian laik (PL)	Several boys (PL)

- (iv) Generally, all common nouns are changed into the plural forms in both languages. For examples:

Singular	Plural
kukur	kukur an/-sa
dog	dogs
dam	dmian/-sa
man	men

- (v) Both Bhojpuri and English nouns have binary number system: singular and plural.

Singular	Plural
p n	p n an/-sa
water	waters

4.2.3 Differences Between Bhojpuri and English in Pluralization System

The major differences which are found while comparing the process of pluralization between Bhojpuri and English are as follows:

- i. In the Bhojpuri language, generally, proper nouns are not pluralized when these are the names of places, things etc. However, suffix-**sab** is added to the names of person to be pluralized. In English language, on the other hand, no any proper noun is pluralized. For example:

Bhojpuri	English
sy m- sab/-sa	Shyam
prem- sab/-sa	Prem

- ii. In Bhojpuri, plural suffixes are written separately except **-an** whereas in English plural suffixes are written together. For example:

Bhojpuri	English
ser an/-sa	lions
sikshak- log/-sabhan	teachers

- iii. Overt plural markers are used to pluralize all the singular nouns in Bhojpuri but some singular nouns in English remain unmarked, i.e. they have zero morpheme.

Singular	Plural
hans	hans an/-sa

swine

swine ()

- iv. Plural suffixes **-log /-sabhan** are only used with human nouns to show honorific but such restriction or convention is not in English language.

For example:

Singular

Plural

Sikshak

teacher

sikshak-**log/-sabhan**

teachers

- v. Changes in the number of nouns or pronouns in Bhojpuri do not affects the selection of verbs but that is not the case in English i.e. plural nouns or pronouns take plural verb in English. For example:

kis n ropan karat . (SG)

Farmer **is** planting the paddy. (SG)

kis **nan/-sa** ropan karat . (PL)

Farmers **are** planting the paddy. (PL)

- vi) There are more rules of pluralization in English in comparison of Bhojpuri. So, the processes of making plural are more difficult in English than in Bhojpuri.

Singular

Plural

t nt

t ntan/**-sa**

tooth

teeth

kit b

kit **nan/-sa**

book

books

- vii) Obvious Plural markers are used to change the singular personal pronouns into plural in Bhojpuri whereas plural personal pronouns do not take any obvious plural markers in English .

Singular

Plural

ham

haman /**n ka**

I

we

CHAPTER - FIVE

CONCLUSION AND RECOMMENDATION

This chapter mainly includes the conclusion of the findings of the study drawn after analyzing and interpretation of the data. On the basis of findings, some recommendations to different levels have also been suggested.

5.1 Conclusion

This thesis entitled 'Pluralization in English and Bhojpuri' was divided into five units such as introduction, review of related literature and conceptual framework, methods and procedures of the study, analysis and interpretation of results and conclusion and recommendation.

In the first chapter, the researcher attempted to make appropriate context for conducting the study. It deals with background, statement of the problems, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

The second chapter incorporates the review of related theoretical literature, review of related empirical literature and implication of the review for the study. The researcher broadened his horizon of knowledge reviewing different related theoretical and empirical literatures. Similarly, on the basis of review of the related literature, he developed conceptual framework to conduct this study.

In the same way, the third chapter answers the questions of how the research was conducted and what tools and techniques were utilized for that. Mainly, it deals with design and method of the study, population, sample and sampling strategies, study area/field, data collection tools and techniques, data collection procedures and data analysis and interpretation procedure.

Likewise, the analysis and interpretation as well as summary of the findings have been presented in the forth chapter. Using different tables and illustrations analysis and interpretation of the data and result have been presented .

Finally, in the fifth chapter conclusion of the findings of the study and recommendations (policy related, practice related and further research related) have been presented.

As per findings of the study, Bhojpuri nouns and pronouns are inflected for number having their own mechanism of inflection. The data collected so far reveal that Bhojpuri nouns or pronouns have binary number system: singular and plural. The singular nouns or pronouns are found to be unmarked or they have only zero morpheme like that of English singular nouns or pronoun. On the other hand, plural nouns or pronouns of both languages are found to be marked with different plural markers. In Bhojpuri different plural marker suffixes are used to pluralize singular nouns or pronouns such as **an/-sa,-log/sabhan,-sab**. Determiners **bahut/kaian** are also used to express more quantity of some types of nouns. Similarly, **-log /-sabhan** are only used with human nouns or pronouns to show honorific. Plural suffices **ani/ nika** are only used to pluralize first person, personal pronoun 'ham'. The suffixes which are the plural markers are written separately in Bhojpuri. But plural suffixes **an** and pronominal plural suffixes **ani/nika** are written together.

5.2 Recommendations

On the basis of the findings of the research, recommendations have been made to different levels, i.e. policy, practice and research as follows:

5.2.1 Policy Related

The main recommendations of the study at this level are as follows:

- i) Government should prepare policy to address the mother tongue of the students and should train the teachers on how to incorporate students' mother tongue.
- ii) Policy makers should formulate policy to compare and contrast the mother tongue with target language while teaching and learning language because L1 differences create difficulties and similarities create ease in learning target language.
- iii) Curriculum designers, syllabus designers should consider these facts (i.e. the findings of the study) and should provide some spaces related to mother tongue of the learners in the curriculum and syllabus which have been designed for the learners of these languages.
- iv) Textbook writers should consider the findings and they should include such types of topics or exercises which stimulate both the teacher and students to teach and learn target language comparing with learners' mother tongue.

5.2.2 Practice Related

The main recommendations of the study at this level are as follows:

- i. The teacher who teaches English as foreign or second language to the learners who speak Bhojpuri as mother tongue should make the learners aware about differences while pluralizing proper nouns. Because in Bhojpuri, person's names are pluralized which is not possible in English.
- ii. Changes in numbers of nouns and pronouns do not affect the selection of verbs in Bhojpuri but that is not case in English. So, the teacher should make the students understand about it.

- iii. Plural suffixes in Bhojpuri language are generally written separately whereas they are written together in English. The language teacher should give much attention on this fact while teaching.
- iv. The teacher should give much attention while teaching pluralization to the Bhojpuri speaking learners especially on various rules of pluralization in English and Bhojpuri.
- v. Specially, the different aspects of pluralization process between Bhojpuri and English should be emphasized more while teaching.
- vi. In teaching, the aspects of pluralization between two languages should be taught by creating meaningful situations with suitable examples, games etc. as far as practicable.

5.2.3 Further Research Related

Research is continuous process. So, no research is complete in itself. This research may be incomplete due to several limitations. Therefore, the further research areas should be investigated.

- i) The researchers who conduct the researches in the similar field (i.e. comparative study between Bhojpuri and English in other aspects) will be benefited from the findings or even whole research processes can be taken as secondary sources.
- ii) The prospective researchers are suggested to carry out research on other aspects of the languages Bhojpuri and English comparatively.
- iii) The further research should be carried out on the new research areas which have been left to be investigated such as types of sentences in Bhojpuri and English, expressing and finding out emotional attitude in Bhojpuri and English and so on.

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APPENDIX - I

Davanagari Symbols And Their Transliterations

c	a	Of	an
cf		t	ta
O	i	Y	tha
O{		b	da
P	u	W	Dha
Pm		g	na
P	e	K	pa
P]	ai	km	pha
cf]	o	a	ba
cf}	au	e	bha
c+	am	a	ba
cM	ch	o	ya
S	ka	/	ra
v	kha	n	la
U	ga	j	va
3	gha	z	sa
^a	na	k	sa
r	ca	;	sa
5	cha	x	ha
H	ja	If	ksha
em	jha	Q	tra
`	a	q	j a
6	ta	(Based on Yadav R.A. (1984) Reference Grammar of Maithili.	
7	tha		
B	da		
9	dha		

