

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is a special gift to human-being. It is the 'species-specific' and 'species-uniform' possession of man. Without language human civilization as we know now, would have remained an impossibility. It is present everywhere-in our thoughts and dreams, prayers and meditations, and relations and communications. Besides being a means of communication, and store house of knowledge, it is an instrument of thinking as well as a source of delight (e.g. singing).It is the use of language that makes life bitter or sweet .It is our ability to communicate through words that makes us different from animals. Consider the following definitions of language found in dictionaries and introductory textbooks:

Language is a system of arbitrary, vocal symbols which permit all people in a given culture, or other people who have learned the system of that culture, to communicate or to interact (Finocchiaro 1964:8 in Brown1994:4). It is a system of communication by sound, operating through the organs of speech and hearing, among members of a given community, and using vocal symbols possessing arbitrary conventional meanings (Pei 1966:141, cited in Brown1994:4).

A consolidation of the definitions of language yields the following composite definitions.

1. Language is systematic and generative.

2. Language is a set of arbitrary symbols.
3. Those symbols are primarily vocal, but may also be visual.
4. The symbols have conventionalized meanings to which they refer.
5. Language is used for communication.
6. Language operates in a speech community or culture.
7. Language is essentially human, although possibly not limited to humans.
8. Language is acquired by all people in much the same way language and languages learning both have universal characteristics.
(Brown.1994:4-5)

1.1.2 A Brief Introduction to the English Language

English is a West-Germanic –Indo-European language. It is an international language in the sense that it is spoken all over the world .It is the most useful language because most of the speakers speak English and almost many of the books of science and technology have been written in English. Although it is spoken all over the world, it is known as the language of Britain, Ireland, North America and some other countries. "Roles of English are: English as a Foreign Language, English as an International Language, English as a Second Dialect, English as a Second Language etc."(Richards et al.1999, p.123-125)."The credit of making the East Midland dialect standard English goes to Chaucer, the father of English poetry"(Varshney,1998,p.117).

On the basis of number of native speakers English has got the 64th rank in Nepal .The total number of speakers who speak English as mother tongue is 1037(CBS Report 2001).Teaching the English Language in Nepal was started for the first time at the Darbar High School in 1853.

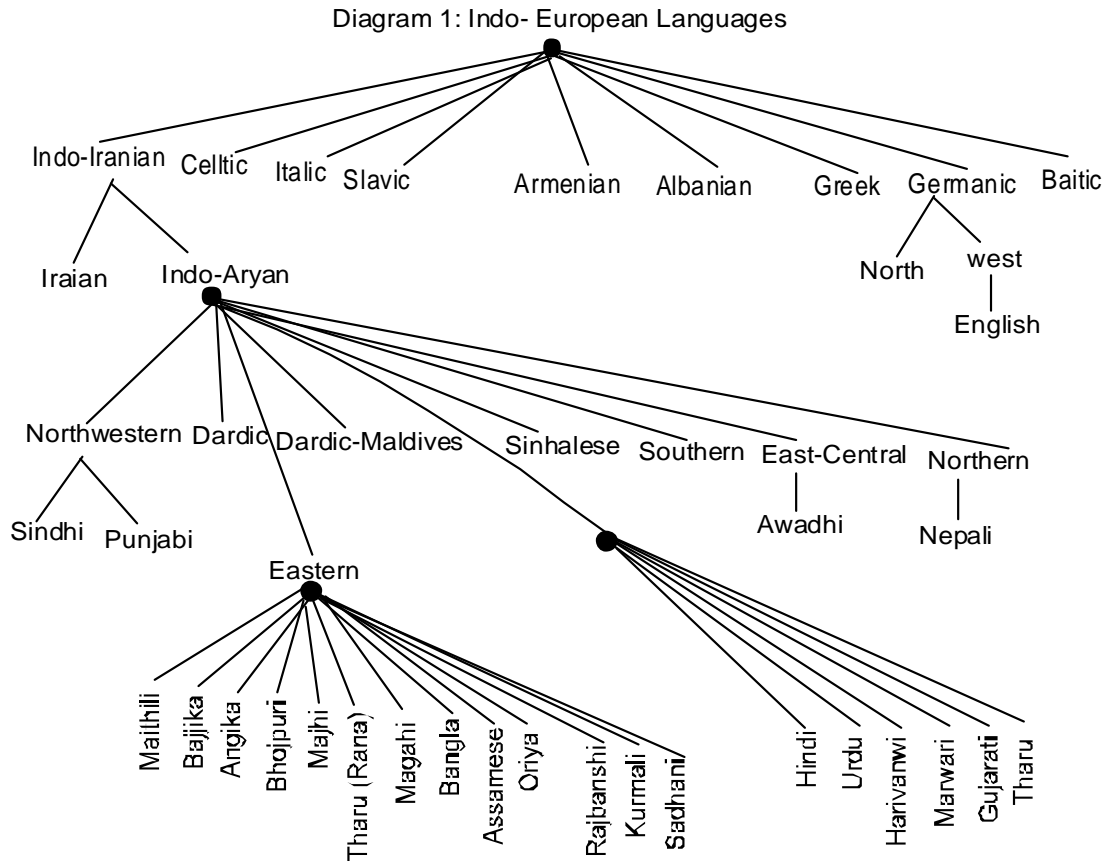
It has occupied an important place even in the educational system of Nepal. In Nepal, it is taught as a compulsory subject from the beginning of schooling up to the bachelor level. The rapid growth of English medium schools and their impact on society proves the importance of English in Nepal.

1.1.3 The Linguistic Scenario in Nepal

Nepal is a multiracial, multi-religious, multicultural and multilingual country. Though Nepal is a small country, it has been very fertile land for languages where more than 92 languages are spoken (CBS2001). It is a country of linguistic diversity. The languages enumerated in the CBS Report (2003:145-147) belong to the four language families, viz. Indo-European, Sino-Tibetan, Astro-Asiatic, and Dravidian. In Nepalese context, Indo European family of languages mainly comprise Indo-Aryan group of languages, which forms the largest group of languages in terms of speakers.

In Nepalese context, Indo-European family of languages mainly comprise indo-Aryan group of languages, which forms the largest group of langaues in terms of speakers, nearly 80 percent (2001) of the total population. The Indo-Aryan languages spoken in Nepal are mainly distributed from the western to the eastern hills and the Terai and also the far western mountain though they are spoken with low density in almost all the remaining parts of the country.

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



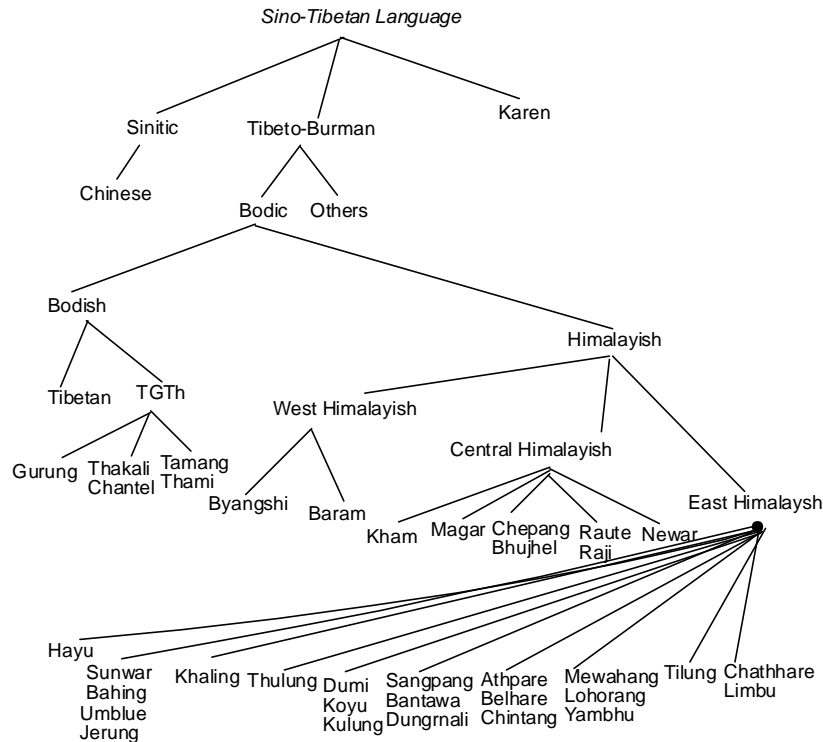
[Source: CBS Report (2003:145)]

The above diagram shows that both English and Bhojpuri belong to Indo-European languages family but English is an west-Germanic and Bhojpuri is Eastern-Indo-Aryan-Indo-Iranian language.

Another group of languages spoken in Nepal is the Tibeto Burman languages. Their number is the largest, viz 57 languages as compared to other groups of languages including the Indo-Aryan languages. The Tibeto-Burman languages which are mentioned in all the censuses are Tamang, Newar,

magar, Rai (kirat), Gurung, Himbu, Bhote (Sherpa) and Thakali. The percentage of speakers is 18.4 (2001) and spread over the eastern, central and western mountain and hills though they are also sparsely spoken in the other parts of the country.

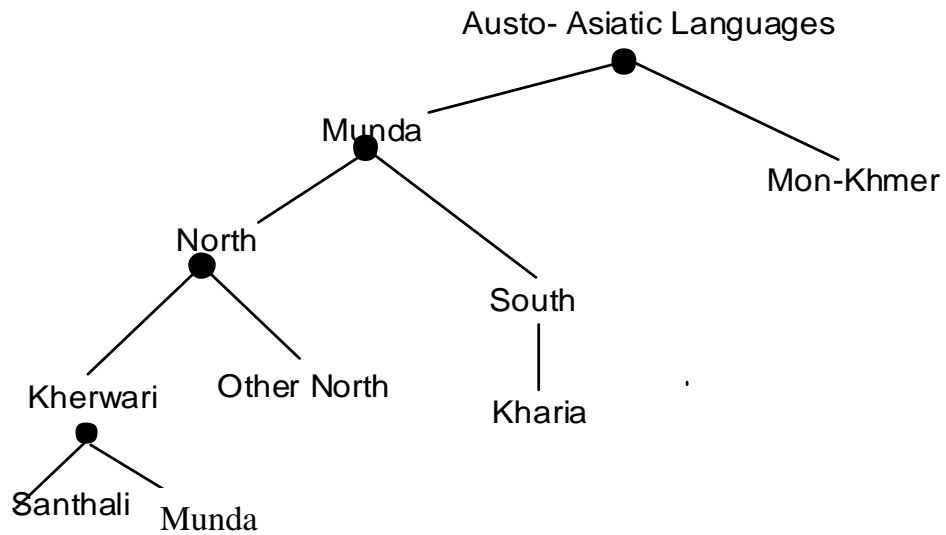
Diagram 2: Sino-Tibetan Languages



[Source: CBS Report (2003:146)]

The two Austric languages viz, Santnali (inclusive Menda) and Khariya, have been returned in various censuses with some variations. They are reported to have been spoken by 0.2 percent (2001). They are mainly distributed in the southern parts of Jhapa and Morang districts.

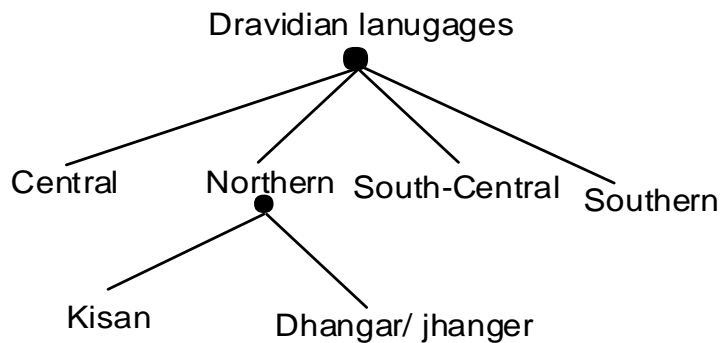
Diagram 3: Austo-Asiatic Languages



[Source: CBS Report (2003:147)]

In Dravidian family, Dhangar\Jhangar is spoken by 28,615 (2001) people. Mainly spoken in sunsari district, it is also marginally used in Sirha and some other districts. Another Dravidan language is Kisan, marginally spoken in Jhapa district.

Diagram 4: Dravidian Languages



[Source: CBS Report (2003:147)]

1.1.4 The Bhojpuri Language

Bhojpuri belongs to a group of languages usually called the Indo-Aryan Language. The Indo-Aryan languages are a sub-group of the Indo-European family of languages. According to the Nepalese Census of 2001, there are 92 languages spoken within the boundary of Nepal. Among them Bhojpuri has got the third rank. According to Census Report 2001 the total population of Nepal is 2, 27, 36, 934. Among them the speakers of Bhojpuri are 17,12, 536. It means 7.53% of people speak Bhojpuri. Among the total speakers of Bhojpuri 8, 93, 813 are male and 8, 18, 723 are female. It is spoken in 37 VDCs of Rautahat, 87 VDCs of Bara, 80 VDCs of Parsa and so on.

Bhojpuri, which is the name of the language, derives from a once famous town, but now a small village, Bhojouri, near the city of Baksar in the state of Bihar. There are other names given to this language. But they are mostly local and are not widely known or accepted. They are Purbi Boli or just Purbi, meaning eastern speech' or eastern'; banarasi, named after the city of Banaras; and Bangarboli' speech of Bangar'.

According to Shukla (1981:3) Bhojpuri is spoken over an area of 43,000 square miles. It has approximately 40 million speakers". Similarly, according to Tiwari (1960) Bhojpuri, no doubt, nowadays is known as famous and rich language in India, Nepal, Mauritius, Fiji, Afganistan South Holand, Siriname, Goyana, Trinadad and Africa. But in India, Bhojpuri is mainly spoken in the eastern Uttar Pradesh and the western district of Bihar viz. Shahabad, Saran and the part of Champaran districts. It is also used marginally in adjoining areas like Purnea districts of Bihar, Assam, Madhaya Pradesh and western Uttar Pradesh.

The Bhojpuri language has four regional dialects according to Tiwari (1960):

Northern Bhojpuri

It is spoken in the districts of Saran, eastern Gorakhpur, western Deoria, in the vicinity of the river Sarju and in Nepal. Northern Bhojpuri also comprises three western subdialects: **Sarwaria** in Basti district, **Gorakhpuri** in Gorakhpur and **Madhesi** in Champaran district.

Southern Bhojpuri

This 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 Ghazipur.

Western Bhojpuri

The area where it is spoken consists of the districts of western Ghazipur, South East of Mirzapur, Banaras, eastern Jaunpur, Ajamgarh and eastern Faizabad. This western Bhojpuri dialect sometimes refers to as Jaunpuri, Banarsi or Sonapari.

Nagpuria Bhojpuri

It 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 neighbouring languages named Bengali, Magahi, Chattisgarchi and Mundari.

According to Tiwari (1960) Bhojpuri speakers in Nepal speak Northern dialect. Lohar (2006) has again classified the Bhojpuri speakers in Nepal in 4 dialects. According to him, west of Jamuni river upto whole Parsa

district is **Central Bhojpuri** in Nawalparasi and Rupandehi the **Western Bhojpuri**, East Jamuni to Bakeya in the east the **Mid Eastern** and East of Bakeya upto Sarlahi the **Eastern Bhojpuri**. According to this classification, the researcher belongs to the Central Bhojpuri dialect spoken in western Bara and Parsa districts in Nepal.

1.1.5 Form-Function Relation

Form refers to the shape or size of something. Form can be realized in any unit (sound, word, sentence etc.) of languages, and depending upon the unit, the form can be big or small. "Form refers to the means by which an element of language is expressed in speech or writing" (Richards et al.1999:143). Forms can be shown by the standard writing system for a language.

What language does is its function. In other words, what we can do through the use of language is its function. We can communicate through the use of language, therefore, communication is the overall global function of language. This function of language is also reflected in the definitions of language as a system of communication and a vehicle used for sake of communication. Under communication there are several functions of language. For example, suggesting, requesting, encouraging, persuading, complaining, threatening making query and so on.

The form function relationship can be seen in different ways:
Rai(2003:9)

- (a) One form serves one function.
- (b) One form may serve several functions

(c) Several forms may serve one function

A. One Form

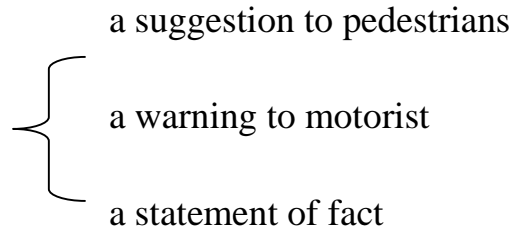
One Function

Let me suggest that we buy a new copier (offering suggestion)

B. One form

several functions

Pedestrians should cross here



C. Several Forms

One Function

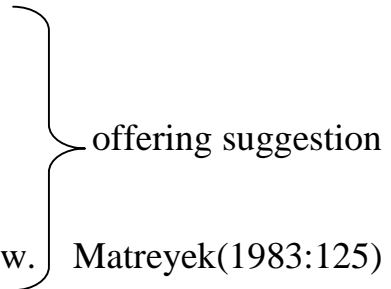
1. Why don't you try calling her tonight?

2. If I were you, I'd stop writing her.

3. How about going by car instead of Bus?

4. Try ignoring her for a while

5. I'd say that you would better quit the team now.



We see above that in A there is only one form i.e. imperative and one function i.e. offering suggestion. In B there is also one form but there are three functions. They are suggestion, warning and statement of fact. Further, in C we see that there are several forms. They are interrogative, imperative and affirmative etc but there is only one function i.e. offering suggestions.

1.1.6 Suggestion Forms

Suggestion is an idea or a plan that we mention for somebody else to think about. In other words, we can say that suggestion is an idea given by somebody to some one for his / her betterment. It can be asked or offered by someone in the situation of need. There are two ways of expressing suggestions. They are direct and indirect ways. For example:

- (i) I suggest that we go out for a book after the game (Direct way)
- (ii) If I were you, I'd stop writing her (Indirect way)

Some forms of suggestions according to Blundell et al. (1997:140) are given below:

1. Shall we ...?
2. You could leave it here and come with me to the nearest town.
3. We might as well ...
4. Would it be an idea to ...?
5. We might ...
6. Do you think it would be an idea to ...?
7. I know! Let's go to the seaside!
8. Let's ...
9. Let's ... (Then,) shall we?
10. What about ..., (Then)?

1.1.7 Theory of Speech Act Function

Speech Act

"A term derived from the work of the philosopher J.L. Austin (1911-60), and now used widely in LINGUISTICS, to refer to a theory which

analyses the role of UTTERANCES in relation to the behaviour of speaker and hearer in interpersonal communication." (Crystal, 2003:427)

Speech act is an activity. It's a communicative activity often serving a communicative function. It is the discourse unit just as phoneme, syllable, tone etc of phonology. A speech act contains various cognitive and linguistic elements which serve various functions. There are two types of meanings of a speech act.

(a) Propositional (locutionary) meaning: It's the direct meaning of a speech act.

(b) Illocutionary meaning or illocutionary force: It shows the effect of an utterance. Speech act is a piece of utterance. It works as a functional unit in communication.

Mostly, we get two main theories to the analysis of speech act. Those theories are given below:

1. Austin's Speech Act Theory

J.L. Austin is a philosopher. He published a book "How to do things with words" (1962) and there he talked about speech act. He has explained that there are three facets in speech act. Three kinds of act are simultaneously performed in a single speech unit. That means they occur concomitantly.

- i. Locutionary: Locutionary act has locutionary meaning it's concerned with the meaning aspect of an utterance. It's the direct meaning. For example, 'I am hungry' is analysed in terms of the dictionary meaning of the terms.
- ii. Illocutionary: Illocutionary act has illocutionary force. Illocutionary force is always a communicative function. This is act of making

statements, offers, promise, etc by uttering a sentence. It is done with explicit performative paraphrase. For example, 'I am hungry' means the speaker is expressing his problem of hunger and wants something to eat.

- iii. Perlocutionary: Perlocutionary act is concerned with the perlocutionary effect. It brings about an effect on the audience. The circumstances make the effect more explicit. The effect is seen on the behaviour of the speaker and hearer. When a statement is properly understood, there is some effect. For example, 'I'm hungry' makes the audience bring some food to eat to the speaker. When the listener understands, he/she performs some act on behalf of the speaker. Austin claims that there are five different performative acts.

) Verdictive: typified by the giving of verdict, estimate grade, etc. eg. We found the grave.

) Exercitive: the exercise of power, rights influences, etc. eg. I pronounce you husband and wife.

) Commissives: typified by promising or undertaking eg. I promise I will take you there.

) Behabitives: having to do with such matters as apologizing, congratulating, etc. eg. I apologize for that.

) Expositive: making utterances fit into an argument. eg. I assume that it will come true.

2) Searl's Speech Act Theory

J.R. Searle says that we perform different types of acts when we speak. The utterance we use are locutions. Most locutions express the intent that a speaker has. He proposes that there are five basic kinds of actions that one can perform in speaking.

- i. Representative: Representative are those acts that undertake to represent a state of affairs that commit the speaker in varying degree. Stating ,claiming, hypothesizing, etc. are the examples.
- ii. Declarative: The declarative acts are those which bring some immediate change. It shows the sense of performance. It's the performance of physical act. For example, declaring, firing from employment etc.
- iii. Directive: These acts are designed to get the addressee to do something. That means, directive are used to ask somebody to do something. For examples inviting, ordering, commanding etc.
- iv. Expressive: The acts that express the speaker's emotional attitudes are the expressive acts. They express psychological aspects like feelings, sorrows, etc. For example; sympathizing, condolence, welcoming, greeting etc.
- v. Commissive: The speech acts that commit the speaker in varying degree to some future course of action. The commissives are sometimes promises. For example, threatening, offering, swearing, vowing etc.

1.1.8 Contrastive Analysis (CA)

Contrastive analysis is a branch of applied linguistics which compares two languages to find out their similarities and differences and then to predict the areas of difficulties in learning. CA was introduced in the late 1940s and 50s, highly popularized in the 60s and its popularity declined in the 70s. C.C. Fries, the American linguist, made the first clarion call for C.A. It was Fries who for the first time initiated the call to contrastive linguistic study to derive the best teaching materials in teaching second and foreign language.

There are several languages in this world spoken by human beings. Some of them are genetically related and others are not. The languages which are genetically related may be quite different in some features whereas the languages which are genetically unrelated may resemble each other in some features. CA is mainly important when a language is taught or learnt as a second language. It is very helpful in identifying the areas of difficulties in learning and errors in performance determining the areas, which the learners have to learn with greater emphasis and designing teaching learning materials for those particular areas that need more attention. CA is important from pedagogical point of view also. The language teachers, syllabus designers and text book writers get benefits from the findings of CA.

The comparison is done on phonological, morphological, syntactic, discourse and other levels as well. The comparison may be of two types:

- (a) **Interlingual comparison** - The comparison between two languages like Bhojpuri and English is called interlingual comparison.

- (b) **Intralingual Comparison** - The comparison between the two dialects like Northern Bhojpuri and Nagpuria Bhojpuri of the same language viz. Bhojpuri is called intralingual comparison.

To quote James (1980), “Contrastive analysis is a linguistic enterprise aimed at producing inverted (i.e. contrastive, not comparative) two-valued typologies (CA is always concerned with a pair of languages), and founded on the assumption that languages can be compared.” Although in early 19th century CA was used for the study of genetic relationships of languages, from mid 20th century CA was started to use in the field of language teaching. Robert Lado, in 1957, disseminated the work initiated by Fries. Lado provided three underlying assumptions of CA, which have significant role in language teaching.

- (a) “Individuals tend to transfer the forms and meanings and distribution of forms and meanings of their native language and culture to the foreign language and culture, both productively when attempting to speak the language . . . and respectively when attempting to grasp and understand the language.”
- (b) “In the comparison between native and foreign language lies the key to ease or difficulty in foreign language learning.”
- (c) “The teacher who has made a comparison of the foreign language with the native language of the students will know better what the real learning problems are and can better provide for teaching them.”

An L₂ learner tends to transfer the system of his L₁ to the L₂ he is learning. Therefore, the L₁ and the L₂ need to be compared to find out their similarities and differences which are the sources of ease and difficulty in

learning an L₂ respectively. Transfer may be either positive or negative. If the past learning facilitates the present learning, the transfer may be positive. It is called facilitation. On the contrary, transfer may be negative if the past learning interferes present learning. It is called interference. The ease or difficulty in learning L₂ depends on whether it is similar to L₁ or different. It will be easy to learn L₂ if both L₁ and L₂ are similar and there will be less chances of committing errors. On the contrary, it will be difficult to learn an L₂ if both L₁ and L₂ are different and there will be more chances of committing errors.

According to Sthapit (1978b) the roles of CA in L₂ teaching are as follows:

“When we start learning an L₂ our mind is no longer a clean slate. Our knowledge of language has, as it were, stiffened our linguistically flexible mind. The linguistic habits of L₁, deeply rooted in our mental and verbal activities, do not allow us to learn freely the new linguistic habits to L₂. That is to say that the interference of the habits of L₁ is a key factor that accounts for the difficulties in learning an L₂. In other words, L₁ interference stands as a main obstacle on our way to L₂ learning. Learning an L₂ is, therefore, essentially learning to overcome this obstacle. So, any attempt to teach an L₂ should be preceded by an explanation of the nature of possible influence of L₁ behaviour on L₂ behaviour. This is precisely what CA does.”

1.2 Review of Related Literature

This is the first research on comparative forms of suggestion. The related literatures are as follows:

Pandey (1997) carried out a research on "A Comparative Study of Apologies between English and Nepali". He found that English people are more apologetic than Nepali people. He also found that women are more apologetic than their male counterparts both in English and Nepali.

Kattel (2001) carried out a study on "A Comparative Study on Terms of Address Used by English and Nepali Speakers". He found that native speakers of Nepali used kinship terms to address even strangers whereas native speakers of English largely rely on the 'Excuse me phrase'.

Chapagain (2002) Carried out a research on "Request Forms in the English and Nepali Languages: A Comparative Study". She found that in totality 68% of English and 22.2% of Nepali speakers used direct requests.

Patel (2005) carried out a research on " Passivization in English and Bajjika: A Comparative Linguistic Study". He found that the grammatical functions such as subject and object are changed in English while transforming active sentence into passive whereas they are not change in Bajjika.

Suggestion is one of the most important functions of human communication in the sense that it saves human from different problems and brings happiness in their lives, if the suggestion is appropriate and unambiguous. Even if suggestion is one of the most important functions of human communication, the researcher did not find any research conducted on the topic "forms of suggestions". So, the researcher conducted the research on the topic "FORMS OF SUGGESTION IN ENGLISH AND BHOJPURI". It would be the new, interesting and important piece of work to all.

1.3 Objectives of the Study

The objectives of this research were to:

1. to find out the forms of suggestions in Bhojpuri.
2. to compare the forms of suggestions of English and Bhojpuri.
3. to point out some pedagogical implications.

1.4 Significance of the Study

Even if many researches have been carried out on language functions, no research has been carried out on "Forms of suggestion in English and Bhojpuri". So, it is the first research on comparative study on "Forms of Suggestion in English and Bhojpuri".

This research will be useful for researchers, linguists, students and teachers. Similarly, it will be useful for curriculum designers, syllabus designers and text-book writers.

Researchers can use this research as a starting point to conduct other researches. Teachers can teach English and Bhojpuri forms of suggestion by taking help from this research. Curriculum and syllabus designers can design curriculum and syllabus on the basis of forms of suggestion given in this research. Text book writers can prepare text books on the basis of the forms for asking and offering suggestions and situations provided in this research.

CHAPTER TWO

METHODOLOGY

The following methodology was used to carry out the study:

2.1 Sources of Data

The researcher used both primary and secondary sources for data.

2.1.1 Primary Sources

The Bhojpuri native speakers from Pheta and Parsauni VDCs of Bara district were primary sources from whom the researcher elicited the required data for the research.

2.1.2 Secondary Sources of Data

As secondary source, the researcher used Matryek (1983), Blundell et al. (1997), Jones (1987), Pandey (1997), Kattel (2001) Chapagain (2002) etc.

2.2 Sample Population and Sampling Procedure

The total number of informants was 60. Among them, there were 30 males and 30 females. 15 males and 15 females were randomly selected from Pheta V.D.C. In the same way 15 males and 15 female were randomly selected from Parsauni V.D.C. The informants were illiterate, literate and educated. They were equal in number for each group. The people could not read and write were categorized as illiterate, those who could read and write were categorized as literate and those who were above S.L.C. pass were categorized as educated.

2.3 Tools for Data Collection

Only one tool was used for collecting data i.e. interview schedule. The interview schedule was for asking and offering suggestions in different situations. Some situations were selected from Matreyek (1983), Blundell et al. (1997) and most of the situations were created by researcher himself for asking and offering suggestions.

2.4 Process of Data Collection

At first, the researcher developed an interview schedule under the guidance of his research supervisor. He went to Pheta and Parsauni VDCs. He made the informants clear about the topic, objectives and significance of the study. Further, he made the informants clear about asking and offering suggestions on the basis of his ideas and examples provided in the interview schedule. After that, he took the data from the informants.

2.5 Limitations of the Study

- (i) There were only 60 informants only.
- (ii) The study was confined to Bhojpuri native speakers of Bara district .
- (iii) The study focused on forms of suggestion in the English and Bhojpuri languages.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter consists of the English and Bhojpuri forms for asking and offering suggestions and analysis and interpretation of data obtained from primary and secondary sources. The Bhojpuri forms of asking and offering suggestions were collected from primary sources of data and English forms were taken from secondary sources only. All the forms of suggestion of English and Bhojpuri were listed and tabulated on the basis of number, sentence use and direct and indirect forms of suggestion. Furthermore frequent used sentences were also analyzed. The analysis and interpretation was carried out as effectively and accurately as possible.

Major forms of suggestion in English (Matryek 1983:125), Bludell et al. (1997:140) and Jones (1987:59).

3.1.1 Asking for Suggestions in English

- 1) Do you think I ought to call the police?
- 2) What do you think I should buy him for his birthday?
- 3) Do you have any ideas about how I can sell my car?
- 4) Should I try to talk with him about it again?
- 5) If you were me, what would you tell her?
- 6) If you were in my situation would you forgive him?
- 7) What do you suggest that I pack for the trip?
- 8) How do you suggest that I fix this broken window?
- 9) Are you suggesting that I give up jogging?

- 10) Would it be idea to....?
- 11) Do you think it would be an idea to.....?
- 12) Surely he could.....,(then)?
- 13) Well, Mr. Grant, perhaps you'd care to outline your requirements
(then)?
- 14) Would you care to....., (then)?
- 15) Have you considered.....? (then)
- 16) Might it be an idea to.....,?

All above forms are in question. Among 16, 5 (2, 5, 6, 7 and 8) are in WH-question and remaining 11 are in Yes/No question. There is use of if clause in 2 (5 and 6). Even if all are not polite, no 5,6,10 and 14 are more polite than the other forms.

3.1.2 Offering Suggestions in English

- 1) I think you'd better start looking for a new job.
- 2) If, I were you, I'd stop writing her.
- 3) It would probably be a good idea to send this by express mail.
- 4) Why don't you try calling her to night?
- 5) How about taking the bus instead of driving?
- 6) Try ignoring her for a while.
- 7) I'd say that you would better quit the team now.
- 8) I suggest that we go out for a beer after the game.
- 9) Let me suggest that we buy a new copier.

- 10) Shall we.....?
- 11) You could leave it here and come with me to the nearest town?
- 12) We might as well.....
- 13) We might.....
- 14) I know! Let's go to the seaside!
- 15) Let's.....
- 16) Let's.....(then) shall we?
- 17) What about.....,(then)?
- 18) How about.....,(then)?
- 19) I tell you what: we'll.....
- 20) We could always.....,(then).
- 21) Fancy.....,(then)?
- 22) Why don't we.....,(then)?
- 23) Why not..... (then)?
- 24) Come for a swim/ go to the pictures.
- 25), then.
- 26) May I might I suggest....., (then)?
- 27) If I may /might make a suggestion.....?
- 28) Would you care to....., (then)?
- 29) You may/might like to.....
- 30) I suggest/propose.....

- 31) I'd like to suggest/propose.
- 32) I should like to put forward a suggestion/proposal.
- 33) I was wondering if you'd ever thought of.....
- 34) Have you ever thought of
- 35) Don't you think it might be an idea to.....?
- 36) You could always.....

Most of the above forms are in affirmative and some of them are in question. Among 36, 11 (4, 5, 10, 17, 18, 21, 22, 28, 34 and 35) are in question. In eleven 6 (4, 5, 17, 18, 22 and 23) are in Yes/No questions forms no 2 and 27 are in if clause. In offering suggestions more polite forms are no (3, 5, 9, 15, 16, 17, 18, 27 and 28).

3.1.3 Asking for Suggestions in Bhojpuri

<p>1...ka:kailaja:i: je:.....?</p> <p>'what do that'</p> <p>- What to do that.....?</p>	<p>2....kawana upaya apna:walaja:i:..?</p> <p>'which method apply'</p> <p>- Which method will be applied.....?</p>
<p>3....T^hika na: rahi:?</p> <p>'good no will'</p> <p>-will not good?</p>	<p>4. na: (pa:t^ha:weke) ka:ka:ran ba:?</p> <p>'not send what cause is'</p> <p>-....what is the cause of not sending?</p>
<p>5... ra:ya diu .</p> <p>'idea give'</p> <p>-give idea.</p>	<p>6... kawan upaya apa: na: weke pari:?</p> <p>'which method apply should'</p> <p>-.....which method should be applied?</p>

7.. ka: kareke pari: ? 'what do should' -what should be done?	8... kat ^h ai kailja:i: ? 'what do' - ...what will be done?
9... kawana: ka:ranase? 'which cause' - ... due to which cause?	10.. jna:n di: 'idea give' - ..give idea.
11. kawan kadam ca:leke pari:? 'which step taken should' - ...which step should be taken?	12.... kaisae kailjai: ? 'how do' -how to do?
13.... kat ^h i kaila:se? 'what do' -what should be done?	14.... ta kaisan hoita ? "then how will" -Then how it will?
15... ka: kaila:se ? 'what do' -what should be done?	16... kenagai: kaila:se ? 'how do' -how to do so?
17.... salla:ha dia:w 'advice give' -Give advice.	18.... kat ^h ise (Jai:i) ? 'which by go' -By which should I go?
19... apane ba:ta:sakatani: ? 'you say can' -can you say?	20... T ^h ik rahiki ? 'good will' -will good or....?
21.... kawan T ^h ika ra:hi:? 'which good will' -which will be good?	22...kat ^h ise (gaila:se) ac ^h a:ra:hi:? 'which by go good will' - by which it will be good to go?
23... tu bata: d bhraman ?	24... kawan cij ?

<p>'you tell trip'</p> <p>-.... you tell trip...?</p>	<p>'which thing'</p> <p>-which thing.....?</p>
<p>25... kawan ... kini:/kina:w/kina:i: ?</p> <p>'which buy'</p> <p>-which to buy?</p>	<p>26 kat^hi/ka: kina:i: ...?</p> <p>'what buy'</p> <p>- what to buy.....?</p>
<p>27.... ka:t^hi kinalja:i: ta t^hik/acc^ha rahi:/ hoi:?</p> <p>'what buy better will'</p> <p>-what will be better to buy?</p>	<p>28..... kaisn sa:ma:n kina:i: ?</p> <p>'what type thing buy'</p> <p>-what type of thing will be bought?</p>
<p>29..... kat^hi karem je/ta/se ... ?</p> <p>'what do so'</p> <p>-.....waht should I do so that....?</p>	<p>30.....kaise samj^ha:i: ?</p> <p>'how make understand'</p> <p>-how to make understand?</p>
<p>31.....kengai:/ka/kat^hikari/karem ki ... ?</p> <p>'how do so'</p> <p>-.....how can I do so....?</p>	<p>32.....kat^hi karekepari: ... ?</p> <p>'what do should'</p> <p>-what should be done?</p>
<p>33.....ka: kaila:se ... ?</p> <p>'what do'</p> <p>-what should be done?</p>	<p>34.....kawano aish tarika:bata:di:</p> <p>'any idea tell'</p> <p>-tell any idea.</p>
<p>35.....kengai: sam j^ha:weke pari: ... ?</p> <p>'how make understand should'</p> <p>-....how should make under stand....?</p>	<p>36.....kengai:/kaise samj^ha:i: ... ?</p> <p>'how make understand'</p> <p>-how to make understand....?</p>
<p>37.....kawan upay ba: ?</p> <p>'which method is'</p>	<p>38.....ham kari : ?</p> <p>'I do'</p>

-which method is?	-.....I do?
39.....kengai: kake apna :? 'how do my' -how can I do to .....my?	40.....apne hamra: samj ^h a:weke upay.....bata: deti:ta hoita ? 'you my make understand method tell' -would be if you make understand my.....?
41.....ka: karem je/ki ... ? 'what do so' -.....waht can I do so....?	42.....kat ^h i/ka:/ka:ri/kaila:se ... ? 'what do' -.....what to do so...?
43.....tu ka: ra:y deta:r/kahta:r ... ? 'you what idea give' -.....waht idea are you giving...?	44.....kawan acc ^h a:/p ^h aldai hola:... ? "which useful" -.....which is useful....?
45.....sabse acc ^h a/kawan ba: ... ? 'which the best' -which is the best?	46.....kaise/kentiya/ketre ? 'how' - ...how..?
47.....kat ^h i kaila:par ... ? 'what do should' -....what should do....?	48.....kawan baD ^h ia:/a:c ^h a:/tika:u ... ? 'which good' -....which is good...?
49.....ka:/ketare/kengai: kaila:par .. ? 'what do after' -after doing what..?	50.....kawano byawast ^h a: ... ? 'any management' -....any management...?
51.....ab ^h i ki ... badme ... ? 'now or later' -Now or later....?	52.....bata:di: Ki .....'tell' -tell.....?

Most of the above forms are in question and some of them are in affirmative. Among 52, 4 (5, 10, 17 and 34) are in affirmative and remaining are in question. Even if all do not seem polite, some more polite are no 1, 3, 5, 10, 17, 19, 26, 27, 34, 39, 44 and 52.

3.1.4 Offering Suggestions in Bhojpuri

1.....bankari na:t 'stop other wise' -stop otherwise.....	2.....mat/nat ... 'not'.... -not.....
3.....c ^h oDda ... .....'leave' -leave.....	4.....band kar ... .....'stop'.... -stop.....
5.....na: (k ^h eleke) ..... .....'not (play)' -not be (played).....	6.....k ^h ella:se (ka:m) ... ac ^h a: rahi: .....'than playing (work)...better' -.....working is better.....
7.....k ^h ara:b /ba:/ ha/ .....'bad is' -.....is bad.....	8.....kawano p ^h a:ida: naik ^h e .....'any advantage not' -not any advantage.
9.....hamara: bica:rse na:hie (k ^h elal) t ^h ik rahi '.....my idea not (play) good' -.....in my opinion not playing is.....than.....	10.....se bina: t ^h ik 'without.....good' -.....good without.....
11.....bahut k ^h ra:b ”.....very bad' -.....very bad.	12.....ka:m na:cali: 'necessary' -.....necessary

13.....kab ^h o na: cahi: '...time not do' .....don't want any time.	14.....se T ^h ik rahi: '....'than.... better .....will' -.....willl be better than.....
15.....acc ^h a: karm ha '...good work is' -.....is good work	16.....kaheke ca:hata:ni: ki ... '...say want that' -.....want to say that.....
17.....hamar sarkar rahait ta .... ....'my government would' -.....if there would be my government.....	18.....kail pa:p ha ....'do sin is' -.....doing is sin.
19.....na: map ^h i: di: log ....'not forgive will' -will not forgive.	20.....aisn niti cahi ....'such policy.... want' -.....want such policy that...
21.....sama:j ke birodh hok ^h ela: ....'society against is' -....is sgainst society	22.....karal ..... ....'do'... -....do.....
23.....karleweke cahi: .....'do should' -.....should do....	24.....beka:r cij ba: ....'bad thing is' -....is bad thing
25.....asi-kshit logke ka:m ha....illiterate people work is -....is illiterate people work	26.....T ^h ik naik ^h e ....'good not is' -.....is not good.
27.....niman ka:m na: ha ....'good work not is' -.....is not good work.	28...ham a:grah kareke cahta:ni Ki..........I request to want that'..... -.....I want to request that.....

29.....mila:wal Jaru:ri: ba: .....'match necessary to' -.....necessary to match	30.....ba: na:i .....'make' -.....make.
31.....ha:ta:deweke ca:hi .....'replace should' -.....should replace.	32..... (paisa) mat tauli: .....'money not compare' -....don't compare with (money).
33.....na: ja: sakata 'not be' -.....not be....	34.....hi: sabkuc ^h na: hok ^h ela: amul ha. .....'is all thing not...invaluable' -....is not all thing...invaluable.
35.....kahio t ^h ik rahela: .....'always better' -.....always better.	36.....ham ihe sallah dehamaki ....'I this advice give' ....I give this advice that.....
37.....badka: cij na: ha ...big thing not is -....is not a big thing.	38.....hok ^h eke paral be...should -....should be.
39.....aisn niti bana:weke ca:hi:ki... 'such policy made be should that' -....such policy should be made that...	40.....sallah deweke ca: hta:ni Ki... ....advice give want that -....want to give advice that.
41.....puc ^h eke ca:hta:ni: Ki.....ask want that. -....I want to ask that.	42.....kada: niyam ca:leke paral....strict rule apply should. -....strict rule should be applied.
43.....agar ham ... ta	44.....na: kareke cahi:

....if I....then... -if I were... then....	.....not do should. -....should n't fo.
45.....ac ^h a: rahi: ....better will be. -....will be better.	46.....ke (pih) ....by (drink). -....(drink) by....
47.....k ^h a:ra:b cij ha ... 'bad thing is'. ....is bad thing.	48.....ke kosis Kara ....'to try'. -....try to
49.....jaruri ba: '....necessary is'. -...is necessary.	50.....ji:wan sud ^h ar Ja: la: '...life improve'. -....life improves.
51.....karla/karl: '.....do'. -...do.	52.....ucit ba: '....better is'. -....is better.
53.....bahut k ^h rab ba: '....very bad is'. -....is very bad.	54.....cal '....do'. -....do...
55.....kaisn hoi: '...how will'? -...how will it be?	

All above forms are in affirmative except no. 55. In most of the forms ca:hi: (want) and rahi: (will be) have been used. Number 7,8,9,10,12,13,15,17,28,34,36 and 40 are more polite.

3.2 Comparison Between English and Bhojpuri Forms of Suggestion

3.2.1 Comparison on the Basis of Number

Chart No. 1

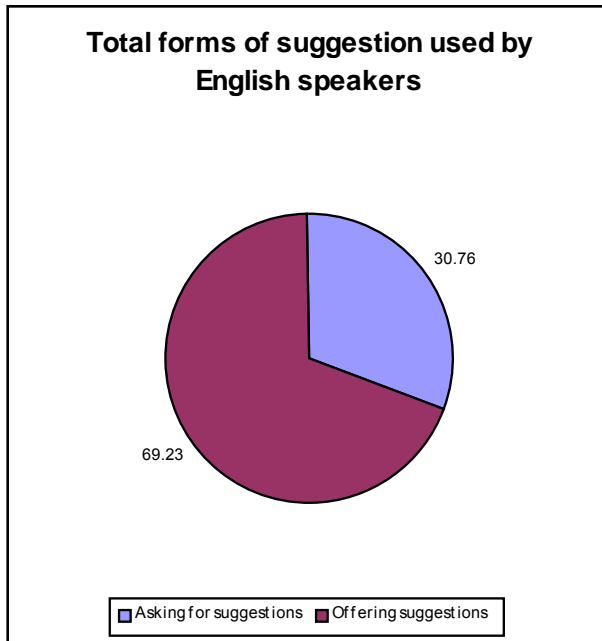
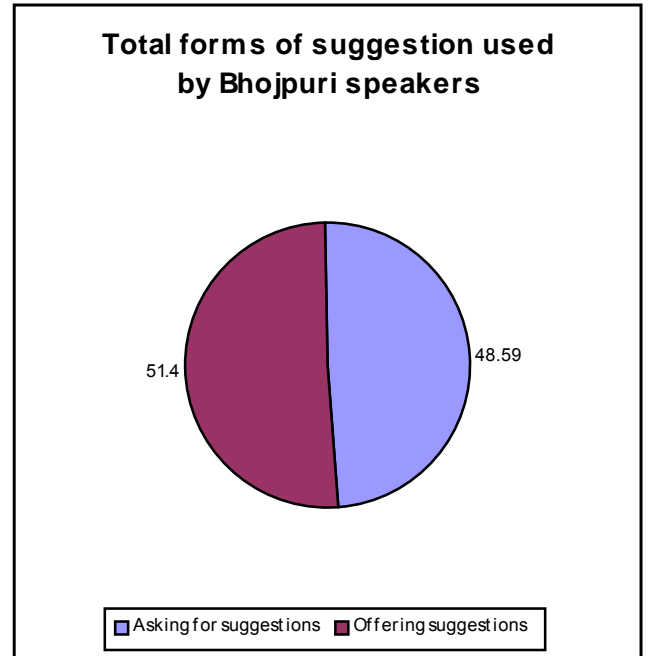


Chart No. 2



The above pie charts show that there are less forms in English and Bhojpuri for asking for suggestions than offering suggestions but both differ in different degrees, out of 52 forms in English, 16 were found for asking for suggestions and out of 107 forms in Bhojpuri, 52 were found for asking for suggestions. Further, it was also concluded that there are more forms of suggestion in Bhojpuri than English as a whole.

Comparison on the Basis of Interrogative and Imperative Sentence Forms

Table No-1

Use of interrogative and imperative sentence for asking for suggestions

Asking for Suggestions	Use of sentences	Sentence Number	Total	%
English	Interrogative	1 to 16	16	100
	imperative	-	-	-
	other	-	-	-
		Grand Total	16	100
Bhojpuri	Inttrogrative	1 to 51 except 10 and 17	49	94.23
	Imperative	10,17,52	3	5.76
	other			
		Grand Total	52	100

Above table shows that English speaker use 100% interrogative sentences forms for asking for suggestions but 94.23% in Bhojpuri. Imperative sentences are not found in English but they are found in Bhojpuri by 5.76% speakers.

Table No. - 2

Use of Interrogative and Imperative Sentence for Offering Suggestions

Offering Suggestions	Use of Sentences	Sentence Number	Total	%
English	Interrogative	4,5,10,17,18,22,23,28,34,35	10	27.77
	Imperative	6,9,15,16,24	5	13.88
	other		21	58.33
		Grand Total	36	100
Bhojpuri	Interrogative	55	1	1.81
	Imperative	1,2,3,4,22,32,48,55	8	14.54
	other		46	83.63
		Grand Total	55	100

The table given above shows that there are 27.77% interrogative sentences and 13.88% imperative sentences used for offering suggestions in English. In Bhojpuri, there is 1.81% interrogative and 14.54% of imperative sentences for offering suggestions.

3.2.3. Comparison on the Basis of Direct and Indirect Suggestions

Table No - 3

Direct and Indirect Forms for Asking for Suggestions

Asking for suggestions	ways of suggesting	Sentence Number	Total	%
English	direct	1,2,3,7,8,9,11,14,15	9	56.25
	indirect	4,5,6,10,12,13,16	7	43.75
		Grand total	16	100%
Bhojpuri	direct	1,4,5,6,7,8,9,11,12,13,15,16,17,18,19, 20,21.....52	47	90.38
	indirect	2,3,10,14,41	5	9.61
		Grand total	52	100%

It is found from the above table that asking for suggestions 56.25% and 43.75% forms were found used directly and indirectly in English respectively but in Bhojpuri 90.38% and 9.61% forms were found used directly and indirectly respectively.

Table No.-4

Direct and indirect forms of suggestion for offering suggestions

Offering Suggestions	Ways of suggesting	Sentence Number	Total	%
English	Direct	1,7,11,15,16,19,24,29,34,35,36	11	30.55
	Indirect	All except above forms	25	69.44
		Grand Total	36	100%
Bhojpuri	direct	1,2,3,4,5,16,18,19,20,22,23,26,28,29 ,30.....	35	63.63
	indirect	6,7,8,9,10,11,12,13,14,15,17,21,24,2 5,27,31,35,43,47,55....	20	36.36
		Grand total	55	100%

For offering suggestions 30.55% forms were used directly and 69.44% indirectly in English but in Bhojpuri 63.63% forms were found used directly and 36.36% indirectly.

3.2.4 Comparison on the Basis of Frequently used Forms of Suggestion

Table No. - 5

Frequently used Forms of Suggestion for Asking Suggestions

Asking suggestions	Forms	Sentence Number	total	%
English	Do you.....?	1,3,11	3	18.75
	What do you....?	2,7	2	12.5
	if you.....?	5,6	2	12.5
	other.....	.....	.....	.....
Bhojpuri	'kat ^h i (what)...?'	8,13,18,22,26,28, 30,32,43,49	10	19.23
	'kawan (which)...?'	2,6,9,11,21,24,25 ,38,45,50	10	19.23
	Kengai: (how)	16,32,36,37,40	5	9.61
	Other.....	.....	.....	.....

The above table shows that forms like 'Do you' 18.75%, 'what do you?' 12.5% and 'if you....?' 12.5% are used for asking for suggestions in English. In Bhojpuri, forms like 'Kat^hi (what)...?', 19.23% 'kawan(which)...?' 19.23% and 'kengai: (how)?' 9.61% are used in Bhojpuri for asking for suggestions.

Table No.-6

Frequent Forms of suggestion for offering suggestions

Offering suggestions	Forms	Sentence Number	Total	%
English	Let....	9,15,16	3	8.33
	If....?	2,27	2	5.55
	Why don't...?	3,22	2	5.55
	other...	.....	.....	.....
Bhojpuri	'ca:hi: (want)..?'	13,20,23,31,44	5	9.09
	'ki (if)...?'	16,18,36,39	4	7.27
	'rahi: (will be)...?'	3,21,22,28	4	7.27
	other.....	.....	.....	.....

The table given above shows that for offering suggestions in English the forms like 'Let' 8.33%, 'if....' 5.55% and 'why don't....?' 5.55% are used. In Bhojpuri for offering suggestions the forms like 'ca:hi: (want)...?' 9.09%, '....ki (if)' 7.27% and '....rahi: (will be)' 7.27% are used.

For offering suggestions more frequent forms are 'let...', 'if...' and 'why don't....?' in English. In Bhojpuri more frequent forms are 'ca:hi: (want).....?' 'ki (if)....' and 'rahi: (will be)..!' for offering suggestions.

CHAPTER FOUR

SUMMARY, FINDINGS AND RECOMMENDATIONS

4.1 Summary

The main purpose of this study was to find out and compare forms of suggestion used by English and Bhojpuri speakers.

For this purpose the researcher prepared an interview schedule of two categories of suggestions having 15 items for each category. English forms of suggestion were taken from Matareyek (1983:125), Bluddell et al. (1997:140) and Jones (1987:59). For Bhojpuri forms of suggestion interview schedules were distributed to 60 informants. Among them 30 informants were from Pheta VDC and 30 informants were from Parsauni VDC. The informants were illiterate, literate and educated. They were selected randomly.

After collecting the data the analysis and interpretation was made by using a simple statistical tool of percentage. The data were analyzed and interpreted on the basis of number, sentence use, direct and indirect form. Furthermore frequent forms for asking and offering suggestions were found out.

4.2 Findings

On the basis of the analysis and interpretation of the data, the findings of the study can be summarized in the following points:

1. Fifty two forms in English and 107 forms of suggestion in Bhojpuri were found. So, there are less forms of suggestion in English than Bhojpuri.

2. There are less forms of suggestion in English and Bhojpuri for asking for suggestions than offering suggestions but both differ in different degrees.
3. Out of 52 forms in English, 16 were found for asking for suggestions and out of 107 forms 52 were found for asking for suggestions in Bhojpuri. So, it was concluded there are more forms of asking for Suggestions in Bhojpuri than English.
4. Centpercent forms were found in the interrogative sentences for asking for suggestions in English but 94.23% in Bhojpuri.
5. No form was found in the imperative sentence for asking for suggestions in English but 5.76% forms were found in Bhojpuri. So, there is no use of imperative sentence for asking for suggestions in English but there is the use of it in Bhojpuri.
6. There are 27.77% forms in interrogative sentences and 13.88% in imperative sentence for offering suggestions in English, but in Bhojpuri there is 1.81% interrogative sentences and 14.54% of imperative sentences for offering suggestions.
7. There is use of interrogative and imperative sentences for asking for and offering suggestions in Bhojpuri but there is no use of imperative sentence in English for asking for suggestions.
8. For asking for suggestions 56.25% direct form and 43.75% indirect forms of sentences were found in English but in Bhojpuri 90.38% sentences were found used directly and 9.61% indirectly respectively.

9. For offering suggestions 30.55% direct and 69.44% indirect forms are found in English but in Bhojpuri 63.63% direct and 36.36% indirect forms are used.
10. In English more frequent forms for asking suggestions are 'do you....?', 'what do you...?' and 'if you.?' but in Bhojpuri the forms like 'kat^hi (what)....?', 'kawan (which)...?' and 'kengai: (how)?' are more frequently used.
11. More frequent forms for offering suggestions in English are 'let....?', 'if.....' and 'why don't...?' but in Bhojpuri 'ca:hi: (want)'..., 'ki (if)' and 'rahi: (will be).....?'

4.3 Recommendations

On the basis of the findings, the researcher has attempted to forward some salient pedagogical implications with recommendations which would be mainly beneficial for teachers and students of English and Bhojpuri as second languages.

- a) Teachers and students of English and Bhojpuri should know 52 forms of suggestion of English and 107 forms of suggestion of Bhojpuri.
- b) Teachers and students should be acquainted with the fact that there are less forms of suggestion in English and Bhojpuri for asking for suggestions than offering suggestions.
- c) Teachers should emphasize interrogative sentences while they teach forms of suggestion for asking for suggestions and they should emphasize imperative sentences while they teach forms of suggestion for offering suggestions.

- d) In general teachers should emphasize interrogative sentences for teaching forms of suggestion of English and Bhojpuri in the sense that interrogative sentences are used for both categories (asking for suggestions and offering suggestions) of suggestions.
- e) The Bhojpuri students of English should be emphasized on indirect forms of suggestion of English in the sense that less forms of suggestion of Bhojpuri were found on indirect forms of suggestion.
- f) The Bhojpuri students of English should get more practice on more frequent forms for asking (do you?, what do you? and if you....?) and offering (let...., if....., why don't...?) suggestions.
- g) The English students of Bhojpuri should get more practice on more frequent forms for asking for suggestions 'kat^hi (what)....?', 'kawan (which)?' and offering suggestions 'cahi: (want)', 'ki (if)' and 'rahi: (will be)'.
- h) Teachers should recommend the students to use situations provided in this thesis and make suggestions on the basis of forms of suggestion in English and Bhojpuri.
- i) Teachers should give forms of suggestion of English if they teach English and forms of suggestion of Bhojpuri if they teach Bhojpuri and make the students to distinguish between indirect and direct forms of suggestion of English and Bhojpuri.

- j) Teachers should know themselves and make the students know the value of suggestions in the life.
- k) Students should act themselves to respond these situations and make list of suggestions and their forms.
- l) Students should make note of what people say when they ask someone to suggest.

The researcher does not claim that the present study covers all the forms of suggestions in English and Bhojpuri as he has not carried out this research in all types of situations which are faced in human life. It is based only on 30 situations of two categories of suggestions and only on 60 Bhojpuri native speakers from Pheta and Parsauni of Bara district. However, the researcher has tried his best to find out forms of suggestions in English and Bhojpuri based on the data collected from primary and secondary sources.

Finally, the researcher wants to request the concerned authority to take the above mentioned recommendations into consideration. Furthermore, he would like to request the authority to carry out other researches on the various functional areas of the Bhojpuri language.

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APPENDIX I
MODEL OF INTERVIEW SCHEDULE

Interview Schedule

This interview schedule has been prepared in order to accomplish a research work entitled " forms of suggestions in English and Bhojpuri" This research is being carried out under the supervision of Dr. Bal Mukunda Bhandari, Lecture of the Central Department of English Education, T.U. Kirtipur, Kathmandu. It is hoped that your invaluable co-operation will be a great contribution in the accomplishment of this valuable research for M.Ed. Thesis.

Researcher

Sheshanath Sah Kalwar

M.Ed. English

T.U. Kirtipur, Kathmandu

नाँव (Name):

उमिर (Age):

गा.वि.स. (VDC):

लिङ्ग (Sex):

पेशा (Occupation):

शैक्षिक योग्यता (Academic Qualitification):

सल्लाह लेवेखातिर (Asking for suggestion)

अ. निचा देवलगाइल प्रश्नोत्तर उदाहरणके अनुसार निचाकेप्रश्न सबके उत्तर देवलजाव ।
(Please give answer to the given questions according to the examples)

क) दु वरिषसे अपनेके खेतमे धान आछासे ना उबाजता । अपने जे.टि.ए से सल्लाह ली । (For two years paddy hasn't been growing well in your field . You ask the J.T.A)

उत्तर जे.टि.ए. साहेब कृपाकरके धान आछासे उबजावेकेतरिका बतादेवल जाव । (J.T.A, Please tell me the way to grow paddy well.)

1. अपनेके समाजमे लोग खाली लडिकाके इस्कूल पेठावेला आ लडकीके इस्कूल नापेठावेला । ई समस्या समाधान करेखातिर सामाजिक विदके सल्लाह ली । (In your society, people send only their sons to school but not daughters. Ask the sociologist to solve this problem.)

उत्तर : -----

2. अपने देशके भ्रमण करे जातानी लेकिन नासोंचे सकतानी की बससे जाइ की ट्रेनसे । अपना सङ्गतियासे पुछि (you are going to make cross- control trip but you cant decide whether to go by bus or train. Ask your friend.)

उत्तर : -----

3. आजु अपनेके मामाके जनमदिन परलबा । अपने आपना जनिसे समान किने खातिर सल्लाह ली । (Today is your maternal uncle's birthday ask your wife to buy birthday gift.)

उत्तर : -----

4. अपने नेता बनेके चाहतानी लेकिन अपने के मरद नैखन बनेदेवेके चाहत् । अपने आपना मरदके सम्भावेखातिर वडका नेतासे सल्लाह ली । (You want to be a politician but your husband doesn't allow. You ask for suggestion with great politician to suggest your husband.)

उत्तर : -----

5. अपने मेडिकल कोर्ष पढेके चाहतानी लेकिन अपनेके बाबु माइ अनुमति नादेतालोग । अपना चाचा जि से सल्लाह ली । (You want to study medical course but your parents don't allow. Ask your uncle to suggest.)

उत्तर : -----

6. अपने ना जानतानी की कवन खाद धानके लिए अच्छा होला । अपने जे.टि.ए.से पुछि ।
(You don't know which fertilizer is useful for paddy. Ask the J.T.A.)

उत्तर : -----

7. तु ना जानतार की विया कैसे छिटलजाला । अपना मालिकसे पुछ । (You don't know
how to sow seeds. Ask your boss.)

उत्तर : -----

8. तु ना जानतार की उँख कैसे रोपलजाला । किसानसे पुछ । (You don't know how
to plant sugarcane. Ask the farmer.)

उत्तर : -----

9. तु दिन प्रतिदिन मोट होल्जातार । अपना सङ्गहतियासे सल्लाह ल । (Your going to be
fatter and fatter day by day. Ask your friend to suggest.)

उत्तर : -----

10. अपनेके दाँत दुखाता । अपने आपना भाभिसे पुछि । (You have a toothache. Ask
your sister-in-law.)

उत्तर : -----

11. तोहरा बस पकडेके अवेर होता लेकिन तोहरा रिक्सा पकडेला ठेउवा नैखे अपना साथीसे
सल्लाह ल । (You are going to be let to catch the bus, but you have no
money for rickshaw. Ask your friend to suggest.)

उत्तर : -----

12. अपने रेडियो किनेके चाहतानी लेकिन अपने ना जानतानी की कवन रेडियो किन्लासे ठीक
होइ । मिस्त्रीसे पुछी । (You want to by a radio but you don't know which
radio should be bought. Ask the mechanics.)

उत्तर : -----

13. अपने बच्चा परीक्षामे दुबेर फेल होगइल । अपने सरसे सल्लाह ली । (Your child has failed twice in the exam. You asked the teacher.)

उत्तर : -----

14. अपने सादीसे पहिले लडकीके देखेके चाहतानी लेकिन अपनेके बाबुजी देखे देवेके अनुमति नादेतारन । अपने आपना माइसे कहिँकी बाबुजीसे अनुमति दियादेश । (You want to see the girl before marriage but your father doesn't allow. Ask your mother to suggest your father to allow.)

उत्तर : -----

15. अपनेके थेसिस पूरा करेखातिर काठमाण्डु जाकेबा । अपने दोधारमे परलबानी की अभि जाएकी एक महिनाबाद । अपना बाबुजीसे सल्लाह ली (You have to go to Kathmandu to complete your thesis. You are in delima whether to go now or one month later. Ask your father.)

उत्तर : -----

आ. सल्लाह देवेखातिर (For offering suggestion)

उदाहरण (Example)

क. अपनेके घरके नजिकमे एगो बहुत गहिँर पोखरीबा । जेकरा नजिक अपनेके लडकी हरेक दिन खेलेजालिया । अपने ओ बच्चाके का कहेम ? (There is a deep pond near your house and your little daughter always goes to play near that pond. What do you say to her?)

उत्तर: ए बबी ! उ पोखरी बहुत गहिर बा । ओकरा नजिकमे खेले ना जइह नात डुब्जएबु । (Oh baby, You should not go near the pond to play otherwise you may drown.)

ख. जब अपनेके छोट भाइ घरसे इस्कूल जाला इस्कूलके सट्टा ऊ हवलमे चलजाला । आपना भाइके का कहेंम् ? (When your little brother goes to school from house, instead of school he goes to hall. What do you say him?)

उत्तर : हम तोहराके सल्लाह देवेके चाहतानी अभि जावना रास्ता पर बाड ओके बदल्द ना त पाछे पछतावलासे कुछो ना होइ । (I would like to suggest you to change your track on which you are now otherwise there will be no advantage of repenting later.)

1. अपनेके बडा भाई तास खेलल मन परावलन । ऊ काम करेके सट्टा तास खेललन् । अपने उनकाके का सल्लाह देहम ? (Your elder brother is fond of playing cards. Instead of working, he plays cards. What do you say him?)

उत्तर : -----

2. अपनेके समाजमे एगो आदमी बा जवन हरदम आपना जनीके विना मतलबके पिटेला । अपने उनकाके का कहेंम् ? (In your society there is a person who always bits his wife meaninglessly. What do you say him ?)

उत्तर : -----

3. एगो आदमी हरदम आपना जनीसे घमण्डसे बात करेला । अपने उनकाके का कहेंम् ? (A person always talks his wife rudely. What do you say him?)

उत्तर : -----

4. अपनेके देशमे सरकारके गलत नीतिके कारण बहुत लोग बरोजगार बा । अपने नीति बनावे वालाके का कहेंम्? (In your country, many people are unemployed due to wrong policy of the government. What do you say to the policy maker?)

उत्तर : -----

5. अपनेके सङ्गतिया दोसरा जातके लडकीसङ्गे प्रेम मे फस गइल बाडन । अपने उनकाके का कहेम? (Your friend has fallen in love with inter-cast girl. What do you say him?)

उत्तर : -----

6. अपने के समाजमे जातके भेदभाव बा । अपने अपना समाजके लोगके कथि सुभावा देहम? (In your society there is cast discrimination . What do you say to the people of your society ?)

उत्तर : -----

7. दहेज- प्रथाके कारण आत्मा हत्या, गर्भपतन यी सब जइसन काम अपनेके देशमे बढरहलबाटे । अपने देशके नीति निर्माताके कथि सुभावा देहम? (Due to dowery system, suicide, abortion etc are increasing . What do you say to the policy maker of the country?)

उत्तर : -----

8. अपने शिक्षित होते हुवे भी जादा पैसा ना कामाए सकेनी आ अपने भइया कहेलनकि पढलसे आछा विनापढलेबा अगर उ जादा पैसा कमातबाटे । अपने उनकाके कथि कहेम? (Even if you are educated you cant earn more money and your elder brother says that uneducated is better than educated if he earns more. What do you say him?)

उत्तर : -----

9. अपने देखतबानीकि निजि इस्कूलके रिजलट सरकारी इस्कूलसे जादा आवेला । अपने नेपाल सरकारके कथि सल्लाह देहम ? (You see that in private school there is more S.L.C. Result than government School. What do you say to the government of Nepal?)

उत्तर : -----

10. तोहर लइका दरुवाकेसंगे खराब संगतमे परगइलबा । ओकराके तु का कहव ?(your son is in a bad company with drunkards. What do you say to him?)

उत्तर : -----

11. राउर बेटा काठमाण्डु पढे गइलबा । उहाँ शुद्ध पानी पिएके समस्याबाटे । अपने ओकराके का राय देहम ? (Your son has gone in Kathmandu for study. There is a problem of pure drinking water. What do you suggest him?)

उत्तर : -----

12. नन्ही-नन्ही बच्चा सब इसकुल नाजाला काहेकी ओकनीके मास्टर साहब बहुत पिटेलना इसकुलमे ओकनीके तु फेरु पेठावेला तु का कहव ? (Small children don't go to school because their teacher beats them black and blue. What do you tell them to resend to school?)

उत्तर : -----

13. २५ वर्षके कृष्णाके विआह नइखे भइल आ उ अपना बुढ बापमतारीके एकेगो बेटा बा लेकिन उ अभिभि विआह करेके नइखे चाहत । ओकराके तु का राय देव ? (25 years old Krishna is unmarried and only son of his parents but he still doesn't want to marry. What do you say him?)

उत्तर : -----

14. सुनलजाला कि सरकारी इसकुलके सरलोग कपि विना चेक कइले नम्बर देदेवलालोग । ओ लोगके अपने का राय देहम ? (It is heard that the teachers of government school give mark's without checking copy . What do you say to these teachers?)

उत्तर : -----

15. आजु छुटी ह आ अपनेके सङ्गतियाके बोर फिल होगइल । बहुत जोरसे घाम उगलबा ।
अपने का सल्लाह देहम ? (It is the weeke-ned you and your friend are
bored. It's Suny . What do you say?)

उत्तर : -----

सुधगइल (The end)

सहयोग कइनी ओकराखातिर दिलसे धन्यवाद !

(Hearty Thanks for your co-operation)

APPENDIX II
TOTAL RESPONSES IN BHOJPURI

- TNF - Total Number of Form
TNR - Total Number of Response
Foo - Frequency of Occurance

Note: Above abbrevations are researcher's own creations.

Total Responses given by Bhojpuri Speakers for asking suggestions

S.No.	Q. No. 1	Foo
1	सामाजिक विदजीका कइलजाई जे लडिका सरह लोग लडकीके भि स्कूल पेठाई ?	8
2	सामाजिक विदजी कवन उपाय अपनावलजाई?	4
3	..... लडिका ठिक नारही ?	2
4	..... का करेके परी ?	7
5	..... ना पठावेके कारण का बा ?	1
6	..... राय दिउ ।	2
7	..... कवन उपाय अपनावेकेपरी ?	5
8	.....कइसन होई ?	1
9	..... कथि कइलजाई लडकी भि पढी ?	6
10	.....कवना कारणसे लडकी स्कूल ना पेठावेला ?	2
11	..... ज्ञान दी ।	3
12	..... कवन कदम चालेकोपरी ?	5

13	..... कैसे कइलजाई	4
14	कथि कइलासे	3
15	पठवइत त कइसन होइत ?	2
16	..... का कइलासे दुनुकेलोग	2
17	..... केइई कइलासे	2
18	..... सल्लाह दिभाव ।	1

Note TNF = 18 and TNR 60

S.No.	Q. No. 2	Foo
1	..... कथिसे जाई	20
2	..... अपने बतासकतानी ?	2
3	..... बससे जाई कि	15
4	..... ठिक रही की	6
5	.....तु आपन सल्लाह द ।	2
6	..... कवनासे जाई	3
7	..... कवन ठिक रही ?	33
8	असमन्जसमे बानी सही सल्लाह द ।	2
9	..... कथिसे गइलासे अच्छा रही ।	22
10	..... तु बताद भ्रमण	3
11	..... गइलासे ठिक रही	2
12	गइलासे अच्छा रही	

Note TNF = 12 and TNR 60

S.No.	Q. No. 3	Foo
1	..... कवन चिज देवलजाव ?	5
2	..... कवन उपहार/समान किनाव/किनी/किनाई ?	8
3	..... कथि/का किनाई ?	8
4	..... कथि गिफट किनाई ?	9
5	..... का गिफट दिआव/दिआई?	6
6	..... कवन समान किनाई ?	12
7	..... कथि किनलजाईजे ठिक/अच्छा रही /होई?	8
8	..... कइसन समान किनलजाई	4

Note TNF = 8 and TNR 60

S.No.	Q. No. 4	Foo
1	..... कथि करेम जे/त/से.....नेतर बनेदेम ?	5
2	..... का/कथि कइलासे हमर?	5
3	..... हमरा मरदके कैसे सम्भाई ?	2
4	..... केझाई/कथि/का करेम कि/से/जे?	32
5	..... कथि करेके परी?	1
6	..... कवनो अरसन तरिका बतादी?	1
7	..... केझाई सम्भावेके परी?	1
8	..... कैसे/केझाई सम्भाई?	3
9	..... कवन उपाय बा ?	4
10	..... नैखन बनेदेत हम का करी ?	2

11	..... केङ्गई कके अपना सम्भाई ?	2
12	..... अपने हमरा मरदके सम्भावेके उपाय बतादेती त कइसन होइत ?	1
13	..... सल्लाह दी ।	1

Note TNF = 13 and TNR 60

S.No.	Q. No. 5	Foo
1	..... का करेम जे/ कि पढेदिलोग ?	9
2	..... कथि/का/करी कइलासे अनुमति दिलोग ?	10
3	..... कइसे समुभाई ?	2
4	..... केङ्गई/का करी?	18
5	..... कवन उपाय करी?	5
6	..... तु का कहतार/रायदेतार?	2
7	..... बाबुमाईके समुभाई?	2
8	..... का/कथि करेके परी?	5
9	..... का कइलासे ।	3
10	..... अपने का सल्लाह देतानी ?	2
11	..... राय बताव ।	2

Note TNF = 11 and TNR 60

S.No.	Q. No. 6	Foo
1	..... कवन (खाद) अच्छा होला ?	8
2	..... फलदाई होई/रही/होखी ?	23
3	..... बढिया वा ?	5

4	..... देवलजाव?	5
5	..... प्रयोग/उपयोग करी?	5
6	..... कवन (खाद) छिटी?	8
7	..... सबसे अच्छा कवन बा?	2
8	..... राखेके चाही?	4

Note TNF = 8 and TNR 60

S.No.	Q. No. 7	Foo
1	..... कैसे छिटार्ई/छिटी/छिटाला/छिटालजाई ?	23
2	..... केन्तिया छिटलजाला/छिटाला ?	12
3	..... कतरे गिराई ?	2
4	..... तरिका बतादी ना?	3
5	..... तरिका सिखादी/ बतादी?	7
6	..... कतरे/केङ्गई/कैसे छिटेम/छिटार्ई/ छिटी?	18
7	..... छिटेके बतादी ।	5

Note TNF = 7 and TNR 60

S.No.	Q. No. 8	Foo
1	..... कैसे/केङ्गई/केन्तिया रोपलाजाला/जाई ?	21
2	..... केङ्गई/कैसे रोपाई/रोपाला ?	15
3	..... कैसे रोपलजाई त अच्छा होई ?	3
4	..... तरिका बताव/बतादी?	5
5	..... केङ्गई/कैसे/कतरे रोपेम/रोपी?	5
6	..... रोपेके सल्लाह दी?	3

7	..... कैसे छिटलजाव?	5
8	..... रोपेके बताई	3

Note TNF = 8 and TNR 60

S.No.	Q. No. 9	Foo
1	..... कथि केङ्गई करी कि हम ना मोटाइम ?	13
2	..... पातर होखेके तरिका बताव ।	5
3	..... ओजन बयवेके उपाय बताव ।	1
4	..... दुवराएला का करी?	1
5	..... मोटाई कमकरेके तरिका/उपाय?	6
6	..... कथि/केङ्गई दुवराइम?	6
7	..... केङ्गई करेके परल?	1
8	.....का करेम/करी ?	5
9	..... कैसे/केतरे ना मोटाइम ?	10
10	..... घटावेखातिर /कम करेखातिर कथि करेके परी?	3
11	..... रोकेखातिर का करेके परी ?	3
12	..... कवन उपाय बा ?	3
13	..... कथि कइला पर?	3

Note TNF = 13 and TNR 60

S.No.	Q. No. 10	Foo
1	..... कथि करी कि/से छुटजाई/ठिक होई ?	13
2	..... केङ्गई/का करी जे/कि ना दुखाई ?	12

3	..... केङ्गई करेके परल ?	1
4	..... कैसे दात ना दुखाई/ आराम होई/छुटी?	7
5	..... हम का करी?	3
6	..... तरिका बताई?	3
7	..... कइसन ना दुखाई?	2
8	..... कथि कइलासे ?	4
9	..... केङ्गई करलाजाव ?	3
10	..... केतरे नरमहोई ?	2
11	..... खातिरका करेके परी ?	2
12	..... कवन दवाई खाई ?	3
13	..... कुछ/कवन उपाय?	3
14	..... काहे ?	2

Note TNF = 14 and TNR 60

S.No.	Q. No. 11	Foo
1	..... कतरे करेम नाछुटी ?	2
2	..... कथि/कैसे/का करेमजे ?	8
3	..... कथि करी कि ?	7
4	..... का करी?	13
5	..... कैसे/केङ्गई करी नाछुटी/पकडाजाई ?	11
6	..... केतरे राय देतार?	3
7	..... केङ्गई/कथि कइलासे?	4

8	.....कैसे पकडाई/नाछुटी ?	2
9	..... केङ्गई करलजाव ?	2
10	..... केतरे करी	2
11	..... कैसे फकडेम ?	2
12	..... कवन उपाय करी ?	2
13	..... कवनो उपाय बताव	3

Note TNF = 13 and TNR 60

S.No.	Q. No. 12	Foo
1	..... कवन रेडियो ठिक/अच्छा होई/होला ?	4
2	..... सबसे अच्छा कवन होला/ठिक रही ?	19
3	..... कवन रेडियो बढिया ठिक बा ?	8
4	..... कवन रेडियो किनाई जे ठिक होई/निमन होई	9
5	..... कवन रेडियो किनेम त ठिक होई/ होखी ?	3
6	..... कइसन किनलासे ठिक होई/अच्छा होई ?	7
7	..... कवन होला बतावलजाए ?	3
8	.....कवन रेडियो किनी/किनीके चाही ?	6
9	..... कवन टिकाउ बढिया होला ?	1

Note TNF = 9 and TNR 60

S.No.	Q. No. 13	Foo
1	..... केतरे .....लड्का पास होई ?	2
2	..... कथि/कैसे करी फेल ना होई ?	23

3	..... कवन उपाय बा/करी	3
4	..... केङ्गई करलजाई	6
5	..... का करी/करेम	4
6	..... केङ्गई करेमसे/जे फेल ना होई ?	2
7	..... का करेके परी	4
8	.....का कइलजाइकि	6
9	..... का उपाय ह/कइलजाई	2
10	..... केतरे राय देतानी ?	2
11	..... का कइलापर	2
12	..... का/कैसे कइलासे	2
13	..... हम का/कैसे करी	2

Note TNF = 13 and TNR 60

S.No.	Q. No. 14	Foo
1	..... का करी कि	8
2	..... कहदे देख ?	6
3	..... का करेके परी	1
4	..... अगर हम देखेलेतानी त का दिकत/घाटा वा/होई	7
5	..... कथि/का करेम/करी	5
6	..... बाबुजीसे कह	2
7	..... केङ्गई करेम जे	5
8	.....काहे पापा नैखन ?	4

9	..... मान जइहन ?	4
10	.... केइई कइलासे ?	2
11	... काहे हमरा ?	2
12	..... हमरा लडकी जरुरी बा ?	2
13	..... मनाके हमराके लडकी देखवादे ?	2
14	..... कवनो व्यवस्था बताव?	2
15	..... कथि करी/करेम जे?	2
16	..... सम्भादे ?	2
17	... कहिना?	2
18	..... का कइलासे?	1
19	..... कथि कइलापर?	1

Note TNF = 19 and TNR 60

S.No.	Q. No. 15	Foo
1	अभि/अभिए कि बादमे ?	45
2	..... कब गइल ठिक रही ?	4
3	..... बतादी कि ?	3
4	..... कहिया?	2
5	..... कब जाइम त ठिक रही ?	3
6	..... असमञ्जसमे बानी उचित सल्लाह दी ?	3

Total Responses given by Bhojpuri Speakers for offering suggestions.

S.No.	Q. No. 1	Foo
1	..... बनकरी नात	3
2	..... मत / नत	4
3	..... नानु	4
4	..... छोडछ / छोडदी ।	1
5	..... छोडद नात जीवन खराबह होजाई ।	3
6	..... ना खेली/खेलेके ।	2
7	..... छोडके त ठिक रही ।	3
8	..... बन्दकर ।	2
9	..... खेललासे (कामे) कइल अच्छा रही ।	2
10	.....खेलल खराब वा/ह ।	1
11	..... खेललासे कवनो फाइदा नइखे ।	3
12	..... खेललासे कवनो फाइदा नइखे/एकरा सटामे कवनो कामे कर ।	4
13	..... कवनो फाइदा नइखे बरु घटा ही बा ।	5
14	..... हमरा बिचारसे नाहिए (खेलल) ठिक रही ।	2
15	खेललासे बिना (खेलल) ठिक ।	3
16	..... खेलल बहुत खराब चिज/काम ह ।	4
17	..... बुरा काम ह ।	7
18	..... महत्वपूर्ण बा काम कएल ।	5
19	..... काम छोडके (तास) ना खेललजाए ।	1
20	..... खेललासे काम ना चली ।	1

Note TNF = 20 and TNR 60

S.No.	Q. No. 2	Foo
1	..... जनिके बिना मतलबके पिटल खराब काम बा ।	6
2	..... कभो बिनामतलबके ना पिटिले ।	4
3	..... ठिक ना होला ।	3
4	..... उपने उ जगामे रहती त का करती ?	2
5	.....बिना मतलबके केहुके ना (पिटेके) ।	2
6	..... कभो (भगडा) ना करेके चाही ।	2
7	..... ना मारेके चाही ।	11
8	..... ना पिटी ।	3
9	..... बिना मतलबके नानु (पिटेके) ।	2
10	..... बिना कतलबके पिटल छोडछ/मतमार ।	7
11	..... पिटलासे सम्भावत ठिक रही ।	4
12	.....बिना मतलबके मत (पिट) ।	2
13	..... मत (पिटी) ई आदत खराब बा ।	2
14	..... मतमार ।	2
15	..... ना भइल ।	3
16	..... सम्मान कर पिट मत ।	2
17	..... काहे पिटेल ?	1

Note TNF = 17 and TNR 60

S.No.	Q. No. 3	Foo
1	..... जनीसे घुमण्डसे बात ना करेके चाही ।	4
2	..... कइलासे ठिक रहेला ।	4
3	..... घमण्डसे बात कइल छोइछ ।	5
4	..... मिठ बोलेके चाही ।	4
5	..... ठिकसे बोलेके चाही ।	14
6	..... से घमण्ड ना करेकेचाही ।	2
7	..... घमण्डसे बात नानु करलाजाला ।	4
8	..... घमण्ड मत कर/करी ।	7
9	..... प्रेमसे/प्यारसे बात करेके चाही ।	6
10	..... ना भइल ।	3
11	..... दुरी बढेला ।	3
12	..... मिलके रहेके चाही ।	2

Note TNF = 12 and TNR 60

S.No.	Q. No. 4	Foo
1	..... हम सरकारके कहेके चाहतानी कि बेरोजगारी समाधान होखे ।	2
2	..... हम सरकारमे रहती त बेरोजगार समस्या हटादेती ।	4
3	..... सरकार अइसन निति बनाओकि बहुत लोग रोजगार होखे ।	13
4	..... हमर सरकार रहित त देशमे शिपमुलक तालिमके व्यवस्था करदेती ।	3
5	..... अगर हमर बेरोजगारीके समस्या उत्पन ही ना होखेदेती ।	1

6	..... सरकार अपन निति बदलो नात बेरोजगार खातिर रोजगार देओ ।	2
7	..... हम सरकारमे रहती त अइसन निति बनवतीजे सबलोग रोजगार होजाइत ।	5
8	..... सरकारके अइसन निति बनावेके चाहीजे सबलोगके नोकरी मिलजाए ।	6
9	..... सरकार रोजगार मुलक निति बनवइत त ठिक रहइत ।	3
10	..... निति अइसन बनाई जेमे सबलोग रोजगार होजाए ।	2
11	..... हमर सरकार रहइत त निति सोचसम्भके बनइती ।	2
12	..... अइसन नियम बनाव जेसे सबके प्रतिपाल होखे ।	3
13	..... अच्छा निति बनावलासे बहुतलोग बेरोजगार ना रहइत ।	4
14	सरकारके अच्छा निति बनावेके चाही ।	6
15	गलत निति मत बनाव ।	2
16	हम निति निर्मातासे इहे कहेमकि रोजगारमुलक निति निर्माण करोलोग ।	2

Note TNF = 16 and TNR 60

S.No.	Q. No. 5	Foo
1	..... दासरा जातके लाडकी सङ्गे प्रेम कइल पाप ना ह ।	3
2	..... आन जातके लड्की सङ्गे प्रेम कइलासे बदनामी होई ।	2
3	..... तोहरा ऐइसन ना करेके चाही ।	4
4	..... समाज अनुसार चलेके चाही ।	3
5	..... जातके घृणा होई ।	3
6	..... दोसरा अच्छा बात ना ह ।	2

7	..... इकाम ठिक ना बा ।	4
8	..... जातपात ना देखलजाला ओकरासे विआह करली ।	3
9	..... प्रेम करेसे पहिले सोचेके चाही ।	3
10	..... दोसरा जातके लडकी सङ्गे प्रेम ना करेके चाही ।	1
11	..... तोहर बाबुमाई ना माफी दिलोग ।	5
12	..... जात नइखे कइल छोडछ ।	4
13	..... दोसरा प्रेम कइल समाजके बिरोध होखेला ।	2
14	..... दोसरा जातके लडकीसे तु प्रेम मत कर ।	
15	..... अपना जातसे करेके चाही ।	3
16	..... अपने इकाम मत करी ।	2
17	..... सादी करल ।	3
18	..... सादी करलेवके चाही ।	4
19	..... दोसरा जातसे ना फसेके ।	3
20	..... तु विआह करल ।	3

Note TNF = 20 and TNR 60

S.No.	Q. No. 6	Foo
1	..... जातपातके भेदभाव बेकार चिजबा ।	4
2	..... जातपातके भेदभाव नाकरेके चाही ।	33
3	..... भगवान दुगो जात बनइलन तु जातपातके भेदभाव करेके भगवानके संरचना ना विगाड ।	3
4	..... जातीय भेदभाव राखल अशिक्षित लोगके काम ह ।	3
5	..... जातीय भेदभाव करल ठिक नइखे ।	2

6	..... जातीय भेदभाव करल निमन काम ना ह ।	3
7	..... जातीय भेदभाव कइलासे कवनो फाइदा नइखे ।	2
8	..... जातके भेदभाव छोडद ।	3
9	जातीय भेदभाव बेकारबा ।	4
10	जातीय भेदभाव नाकरेके ।	2
11	जातीय भेदभाव कइल ठिक नइखे ।	1

Note TNF = 11 and TNR 60

S.No.	Q. No. 7	Foo
1	..... दहेज लेवे आ देवेवालाके सजाए होखेके चाही ।	9
2	..... सरकारके अइसन निति बनावेके चाही कि दहेज प्रथा हटजाए/अन्त होजाए/ जरसे मिटजाए ।	4
3	..... दहेज लेवे आ देवेआलाके सरकार द्वारा कठोर कखाई करेके चाही ।	2
4	..... हम सरकारमे रहती त अइसन निति बनइतीजे दहेज जरसे हटजाइत ।	3
5	..... हम सरकारसे आग्रह करतानीकि दहेज पथापर जलदसे जलद रोक लगाओ ।	2
6	..... दहेज प्रथा हटादेवेकेलेल कानुनी व्यवस्था मिलावल जरुरी बा ।	5
7	..... सरकारके दहेज पर्या हटावेवाला निति बनावेके चाही ।	3
8	सरकारके दहेज पर्या रोकेके चाही ।	8
9	दहेज प्रथा हाटवेके परल ।	3
10	हम सरकारके कहेके चाहतानी कि अइसन प्रथा बढावेवालाके कडा सजाए होखे ।	2

11	सरकार दहेज प्रथा हटादेओ ।	3
12	अगर हम सरकार रहती त दहेज पर्याके अन्त करदेती ।	4
13	निति निर्माताजी दहेज पर्याके अन्त करेके नियम बनाई ।	3
14	सरकारके दहेज पर्या हटादेवेके चाही ।	2
15	हमर सरकार रहइत त दहोज पर्यापर बन्देज लगादेती ।	3
16	दहेज लेवेआ देवेवालापर कानुनी करबाही होखेवाला नियम बनावेके चाही ।	2
17	हम सरकार रहती त दहेज पर्या हटादेती ।	2

Note TNF = 17 and TNR 60

S.No.	Q. No. 8	Foo
1	..... शिक्षा निमनसे जिएके राह बतावेला/पैसासे मत तौली ।	4
2	..... पढलासे बडका होखलाजाला ।	3
3	..... पढाइके पैसासे ना तौलल जा सकता ।	3
4	..... समयके इन्तजार कर ।	4
5	..... पैसा ही सबकुछ ना होखेला ।	3
6	..... पैसा कमाएवालाके शिक्षितसे कम पूजत होला ।	3
7	..... पढल कहियो ठिक रहेला ।	3
8	..... पढल कभो बिना पढलासे अच्छा होला ।	4
9	एतना जल्दी ना हडवडाएके चाही ।	2
10	हमरा नसीबमे/भागमे नइखे ।	3
11	पैसा सबकेहु कमाला लेकिन इजत केहु केहु कमाला ।	2
12	बिना पढलसे कभोभि पढल अच्छा ह ।	4

13	हम इहे सल्लाह देहमकी शिक्षा बडा होला ।	5
14	पढलासे कभोभि अच्छा होला ।	2
15	पढाइके पैसासे तुलना कइल ठिक ना ह ।	2
16	पैसा कमाए खतिरा ही सिर्फ ना पढलजाला बलकि प्रतिष्ठा ।	3
17	ढेउए वडका चिज ना ह ।	3
18	सोनाके माटीसे ना तौलल जाला ।	3
19	आदमी कमाए खतिरा ना पढेला कुछ सिखे रुतिरा पढेला ।	1
20	बेसी/जादा कमाए आला आदमी शिक्षित ना होला ।	3

Note TNF = 20 and TNR 60

S.No.	Q. No. 9	Foo
1	..... सरकारके निजि आ सरकारी स्कुलमे ओकरा स्तरके अनुसार परिक्षाके मापदण्ड बनावेके चाही ।	3
2	..... सरकारी स्कुलके नितिमे सरकारके परिवर्तन लेआवेके चाही ।	4
3	..... स्कुलके सरलोगपर करवाही होखेके परल ।	7
4	..... सरकारके सरकारी स्कुलप्रति ध्यान देवेके चाही ।	4
5	..... हम नेपाल सरकारसे आग्रह करतानीकि सरकारी स्कुलके शिक्षामे सुधारलेआबो ।	3
6	..... नेपाल सरकारके अइसन निति बनावेके चाही कि बोर्डिङ्गसे भी सरकारी स्कुलमे रिजल्ट जादा आवे ।	7
7	..... सरकारी स्कुलके प्रसाशन मजबुत करेके चाही ।	3
8	.....स्कुलके व्यवस्थित करेके चाही ।	2
9	..... नेपाल सरकारके सरकारी स्कुलके पढाई अच्छा ढङ्गसे	3

	करवावेके चाही ।	
10	..... हम नेपाल सरकारके सल्लाह देवेके चाहतानीकि सरकारी स्कुके स्तर आ तरिकामे परि वर्तन लेआवो ।	3
11	..... सरकारके स्कुलके प्रशासनिक क्षेत्रमे सुधार लेआवेके चाही ।	3
12	..... सरकारके सरकारी स्कुलमे निजि स्कुल जइसन कडा नियम चालेके परल ।	5
13	..... अगर हमर सरकार रहइत नु त निजि स्कुलसे अच्छा रिजल्ट सरकारी स्कुलके आइत ।	3

Note TNF = 13 and TNR 60

S.No.	Q. No. 10	Foo
1	..... ए बाबुवा इ सङ्गत छोडद ।	2
2	..... बेस रही दरुवाके सङ्गत छोडछ ।	14
3	..... दरुवाके सङ्गत ना करेके चाही ।	5
4	..... दरुवाके सङ्गत कइलासे कवनो फाइदा नइखे ।	2
5	..... दरुवाके सङ्गत ना कइलासे ठिक रहेला ।	8
6	..... दरुवाके सङ्गत अभि छोडद ना त बहुत पछतएब ।	2
7	..... दरुवाके/ओकर सङ्गत मत कर ।	14
8	.....दरुवाके सङ्गत कइलासे तु प्रगति ना करब ।	2
9	..... इ कार नत कर ।	2
10	..... दरुवा तोहराके विगाडदी का ओकरा सङ्गतमे तु का परल बाड ।	1
11	..... दरुवाके सङ्गत छोडलासे अच्छा रही ।	2
12	..... दारु पिअल खराब चिज छ ।	2

13	..... तु इकाम छोडद ।	1
14	..... दरुवाके सङ्गत कइलासे इजत ना रही ।	3

Note TNF = 14 and TNR 60

S.No.	Q. No. 11	Foo
1	..... पानी तताके पिअ ।	2
2	..... तु पानी छानके पह ।	3
3	..... तु पानी उमालके पह ।	2
4	..... पानी छानके पएके चाही ।	10
5	..... पानी फिमटराइज कके पिअ ।	2
6	..... पानी शुध कके पह ।	2
7	..... पानी बनाके पह ।	2
8	..... पानी गरमकके पह ।	4
9	..... पानी जभिभि फिल्टर कके पह ।	3
10	..... अच्छा पानी पएके कोसिस कर ।	2
11	..... पानी गरमाके पएके कोसिसमे रहिह ।	3
12	..... पानी उमालके पएके चाही ।	6
13	..... केमिकल डालके पह ।	3
14	..... पानी छानके पह ।	4
15	पानी उमालके पएके चाही ।	3
16	पानी घिकाके पिलासे ठिक रही ।	2
17	अशुद्ध पानी ना पएके चाही ।	3
18	पानी गरमाके पिअल जरुरी बा ।	3

Note TNF = 18 and TNR 60

S.No.	Q. No. 12	Foo
1	..... मास्टर साहेब ना पिटिहन तु जा ढिटे ।	2

2	..... पढलासे तोहरे ठिक रही ।	7
3	..... तोनी स्कुल जइहसन अब सरलोग ना पिटि ।	2
4	..... हम तोहरा सरसे बात करेम ।	1
5	..... मन लगाके पढवसन त मास्टर साहेव ना मरिहन ।	1
6	..... पिटाइसे बेदया आवेला ।	3
7	..... अब मास्टर साहेव ना मरिहन ।	6
8	.....तु जा सर ना पिटिहन ।	8
9	..... जा एपरसे सर ना पिटिहन ।	3
10	स्कुल गइलासे तोहर भविष्यके लिए अच्छा रही ।	3
11	बापमतारी आ गुरुके पिटलासे जिवन सुधरजाला ।	4
12	जो ना मारी लोग ।	3
13	तोहरे नु बुद्धी होई ।	3
14	मास्टर तोहरे खातिर मारलन ।	5
15	सरसे कहदेले बानी तोहे ना पिटिहन ।	2
16	सरके कहल मनिह ।	3
17	तनमनसे पढब त मास्टर साहेव ना पिटिहन ।	2
18	बुद्धि देवेआलाके पिटाई भि अच्छा होला ।	2

Note T.N.F = 18 and T.N.R.= 60

S.No.	Q. No. 13	Foo
1	..... तु सादी ना करब त कैसे होई ?	2
2	..... तु अब बिआह कल ।	14
3	..... सादी करल/करली ।	13
4	..... सादी जल्दीसे करल ।	4

5	..... बापमतारीके सेवाकरेला बिआह कइल जरूरी बा ।	2
6	..... उमिरपर बिआह करलेब त ठिक रही ।	2
7	..... कृष्णाके बिवाह कइलासे ठिक रही ।	3
8	.....बिआह समयपर करलेवेके चाही ।	3
9	..... तोहरा बिआह करल उचित बा ।	3
10	..... बिआह कल ।	3
11	..... बिआह अभि कलेब त तोहरा सङ्गे बापमतारीके भि सुख होई ।	3
12	..... तोहरा बाप मतारीके सेवा करेखातिर बिआह करलेवेके परी ।	8

Note TNF = 12 and TNR 60

S.No.	Q. No. 14	Foo
1	..... सरकारी स्कूलके सरलोगके कपि चेक कके नम्बर देवेके चाही ।	18
2	..... बिना चेक कइले नम्बर ना देवेके चाही ।	12
3	..... कपि चेक कके नम्बर देलासे ठिक रही ।	5
4	..... कपि चके ककेही नम्बर देवेके चाही ।	3
5	..... अगर हम सरकारी मास्टर रहती त कपि बिना चेककइल नम्बर नादेती ।	4
6	..... सर कपि चेक करेके परल ।	3
7	..... कपि चेक करके नम्बर दी ।	5
8	.....बिना चेककइले नम्बर मत दी लोग ।	3
9	..... कपि बिना चेककइले नम्बर देवल ठिक नाबा/पाप बा ।	3
10	..... मास्टरजी बिना चेक कइले नम्बर मत दी ।	3
11	..... दोसराके भविष्यसे खेलल ठिक नइखे ।	1

Note TNF = 11 and TNR 60

S.No.	Q. No. 15	Foo
1	..... ए सङ्गितिया बाहर गइलासे कवनो फाइदा नइखे ।	3
2	..... गफ कर ।	2
3	..... बगैचामे चललजाई त ठिक रही ।	3
4	..... ए सङ्गितिया चल हसिवाला किताव पढलजाव ।	3
5	..... चल हमर जादुके किताव पढलजाव ।	2
6	..... चल अन्तराक्षी खेले ।	2
7	..... मनोरञ्जन करे ।	4
8	..... चल पढे ।	3
9	..... पढेके समय बनावलासे अच्छा रही ।	3
10	..... फिलिम देखलासे ठिक होई ।	2
11	..... घाम बितजाई त चललजाई ।	2
12	..... चल किताव पढे ।	2
13	..... चल खेल खेलल जाव ।	2
14	..... मनोरजन कइलासे ठिक रही ।	3
15	..... ए इयार तु अच्छा किताबलेके पढ ।	3
16	..... रुममे ही मनोरञ्जन करलजाव ।	3
17	..... फिलिम देखे चललासे कइसन होई ?	2
18	..... चल टि.भी. देख ।	14
19	..... कवनो खेल् खेललासे ठिक रही ।	2

Note TNF = 19 and TNR 60

APPENDIX III
MODEL OF RESPONSE

Interview Schedule

This interview schedule has been prepared in order to accomplish a research work entitled " forms of suggestions in English and Bhojpuri" This research is being carried out under the supervision of Dr. Bal Mukunda Bhandari, Lecture of the Central Department of English Education, T.U. Kirtipur, Kathmandu. It is hoped that your invaluable co-operation will be a great contribution in the accomplishment of this valuable research for M.Ed. Thesis.

Researcher

Sheshanath Sah Kalwar

M.Ed. English

T.U. Kirtipur, Kathmandu

नाँव (Name):

उमिर (Age):

गा.वि.स. (VDC):

लिङ्ग (Sex):

पेशा (Occupation):

शैक्षिक योग्यता (Academic Qualitification):

सल्लाह लेवेखातिर (Asking for suggestion)

अ. निचा देवलगाइल प्रश्नोत्तर उदाहरणके अनुसार निचाकेप्रश्न सबके उत्तर देवलजाव ।

(Please give answer to the given questions according to the examples)

क) दु वरिषसे अपनेके खेतमे धान आछासे ना उबाजता । अपने जे.टि.ए से सल्लाह ली । (For two years paddy hasn't been growing well in your field . You ask the J.T.A)

उत्तर जे.टि.ए. साहेब कृपाकरके धान आछासे उबजावेकेतरिका बतादेवल जाव । (J.T.A, Please tell me the way to grow paddy well.)

1. अपनेके समाजमे लोग खाली लडिकाके इस्कूल पेठावेला आ लडकीके इस्कूल नापेठावेला । ई समस्या समाधान करेखातिर सामाजिक विदके सल्लाह ली । (In your society , people send only their sons to school but not daughters. Ask the sociologist to solve this problem.)

उत्तर : -----

2. अपने देशके भ्रमण करे जातानी लेकिन नासोंचे सकतानी की बससे जाइ की ट्रेनसे । अपना सङ्गितियासे पुछि (you are going to make cross- control trip but you cant decide whether to go by bus or train. Ask your friend.)

उत्तर : -----

3. आजु अपनेके मामाके जनमदिन परलबा । अपने आपना जनिसे समान किने खातिर सल्लाह ली । (Today is your maternal uncle's birthday ask your wife to buy birthday gift.)

उत्तर : -----

4. अपने नेता बनेके चाहतानी लेकिन अपने के मरद नैखन बनेदेवेके चाहत् । अपने आपना मरदके सम्भावखातिर वडका नेतासे सल्लाह ली । (You want to be a politician but your husband doesn't allow. You ask for suggestion with great politician to suggest your husband.)

उत्तर : -----

5. अपने मेडिकल कोर्ष पढेके चाहतानी लेकिन अपनेके बाबु माइ अनुमति नादेतालोग । अपना चाचा जि से सल्लाह ली । (You want to study medical course but your parents don't allow. Ask your uncle to suggest.)

उत्तर : -----

6. अपने ना जानतानी की कवन खाद धानके लिए अच्छा होला । अपने जे.टि.ए.से पुछि ।

(You don't know which fertilizer is useful for paddy. Ask the J.T.A.)

उत्तर : -----

7. तु ना जानतार की विया कैसे छिटलजाला । अपना मालिकसे पुछ । (You don't know

how to sow seeds. Ask your boss.)

उत्तर : -----

8. तु ना जानतार की उँख कैसे रोपलजाला । किसानसे पुछ । (You don't know how

to plant sugarcane. Ask the farmer.)

उत्तर : -----

9. तु दिन प्रतिदिन मोट होल्जातार । अपना सङ्गहतियासे सल्लाह ल । (Your going to be

fatter and fatter day by day. Ask your friend to suggest.)

उत्तर : -----

10. अपनेके दाँत दुखाता । अपने आपना भाभिसे पुछि । (You have a toothache. Ask

your sister-in-law.)

उत्तर : -----

11. तोहरा बस पकडेके अवेर होता लेकिन तोहरा रिक्सा पकडेला ठेउवा नैखे अपना साथीसे

सल्लाह ल । (You are going to be let to catch the bus, but you have no

money for rickshaw. Ask your friend to suggest.)

उत्तर : -----

12. अपने रेडियो किनेके चाहतानी लेकिन अपने ना जानतानी की कवन रेडियो किन्लासे ठीक

होइ । मिस्त्रीसे पुछी । (You want to by a radio but you don't know which

radio should be bought. Ask the mechanics.)

उत्तर : -----

13. अपने बच्चा परीक्षामे दुबेर फेल होगइल । अपने सरसे सल्लाह ली । (Your child has failed twice in the exam. You asked the teacher.)

उत्तर : -----

14. अपने सादीसे पहिले लडकीके देखेके चाहतानी लेकिन अपनेके बाबुजी देखे देवेके अनुमति नादेतारन । अपने आपना माइसे कहिँकी बाबुजीसे अनुमति दियादेश । (You want to see the girl before marriage but your father doesn't allow. Ask your mother to suggest your father to allow.)

उत्तर : -----

15. अपनेके थेसिस पूरा करेखातिर काठमाण्डु जाएकेबा । अपने दोधारमे परलबानी की अभि जाएकी एक महिनाबाद । अपना बाबुजीसे सल्लाह ली (You have to go to Kathmandu to complete your thesis. You are in delima whether to go now or one month later. Ask your father.)

उत्तर : -----

आ. सल्लाह देवेखातिर (For offering suggestion)

उदाहरण (Example)

क. अपनेके घरके नजिकमे एगो बहुत गहिँर पोखरीबा । जेकरा नजिक अपनेके लडकी हरेक दिन खेलेजालिया । अपने ओ बच्चाके का कहेम ? (There is a deep pond near your house and your little daughter always goes to play near that pond. What do you say to her?)

उत्तर: ए बबी ! उ पोखरी बहुत गहिर बा । ओकरा नजिकमे खेले ना जइह नात डुब्जएबु । (Oh baby, You should not go near the pond to play otherwise you may drown.)

ख. जब अपनेके छोटे भाई घरसे इस्कूल जाला इस्कूलके सट्टा ऊ हवलमे चलजाला । आपना भाइके का कहेंम् ? (When your little brother goes to school from house, instead of school he goes to hall. What do you say him?)

उत्तर : हम तोहराके सल्लाह देवेके चाहतानी अभि जावना रास्ता पर बाड ओके बदल्द ना त पाछे पछतावलासे कुछो ना होइ । (I would like to suggest you to change your track on which you are now otherwise there will be no advantage of repenting later.)

1. अपनेके बडा भाई तास खेलल मन परावलन । ऊ काम करेके सट्टा तास खेललन् । अपने उनकाके का सल्लाह देहम ? (Your elder brother is fond of playing cards. Instead of working, he plays cards. What do you say him?)

उत्तर : -----

2. अपनेके समाजमे एगो आदमी बा जवन हरदम आपना जनीके विना मतलबके पिटेला । अपने उनकाके का कहेंम् ? (In your society there is a person who always bits his wife meaninglessly. What do you say him ?)

उत्तर : -----

3. एगो आदमी हरदम आपना जनीसे घमण्डसे बात करेला । अपने उनकाके का कहेंम् ? (A person always talks his wife rudely. What do you say him?)

उत्तर : -----

4. अपनेके देशमे सरकारके गलत नीतिके कारण बहुत लोग बरोजगार बा । अपने नीति बनावे वालाके का कहेंम्? (In your country, many people are unemployed due to wrong policy of the government. What do you say to the policy maker?)

उत्तर : -----

5. अपनेके सङ्गितिया दोसरा जातके लडकीसङ्गे प्रेम मे फस गइल बाडन । अपने उनकाके का कहेम? (Your friend has fallen in love with inter-cast girl. What do you say him?)

उत्तर : -----

6. अपने के समाजमे जातके भेदभाव बा । अपने अपना समाजके लोगके कथि सुभावा देहम? (In your society there is cast discrimination . What do you say to the people of your society ?)

उत्तर : -----

7. दहेज- प्रथाके कारण आत्मा हत्या, गर्भपतन यी सब जइसन काम अपनेके देशमे बढरहलबाटे । अपने देशके नीति निर्माताके कथि सुभावा देहम? (Due to dowery system, suicide, abortion etc are increasing . What do you say to the policy maker of the country?)

उत्तर : -----

8. अपने शिक्षत होते हुवे भी जादा पैसा ना कामाए सकेनी आ अपने भइया कहेलनकि पढलसे आछा विनापढलेबा अगर उ जादा पैसा कमातबाटे । अपने उनकाके कथि कहेम? (Even if you are educated you cant earn more money and your elder brother says that uneducated is better than educated if he earns more. What do you say him?)

उत्तर : -----

9. अपने देखतबानीकि निजि इस्कूलके रिजलट सरकारी इस्कूलसे जादा आवेला । अपने नेपाल सरकारके कथि सल्लाह देहम ? (You see that in private school there is more S.L.C. Result than government School. What do you say to the government of Nepal?)

उत्तर : -----

10. तोहर लइका दरुवाकेसंगे खराब संगतमे परगइलबा । ओकराके तु का कहव ?(your son is in a bad company with drunkards. What do you say to him?)

उत्तर : -----

11. राउर बेटा काठमाण्डु पढे गइलबा । उहाँ शुद्ध पानी पिएके समस्याबाटे । अपने ओकराके का राय देहम ? (Your son has gone in Kathmandu for study. There is a problem of pure drinking water. What do you suggest him?)

उत्तर : -----

12. नन्ही-नन्ही बच्चा सब इसकुल नाजाला काहेकी ओकनीके मास्टर साहब बहुत पिटेलना इस्कूलमे ओकनीके तु फेरु पेठावेला तु का कहव ? (Small children don't go to school because their teacher beats them black and blue. What do you tell them to resend to school?)

उत्तर : -----

13. २५ वर्षके कृष्णाके विआह नइखे भइल आ उ अपना बुढ बापमतारीके एकेगो बेटा बा लेकिन उ अभिभि विआह करेके नइखे चाहत । ओकराके तु का राय देव ? (25 years old Krishna is unmarried and only son of his parents but he still doesn't want to marry. What do you say him?)

उत्तर : -----

14. सुनलजाला कि सरकारी इस्कूलके सरलोग कपि विना चेक कइले नम्बर देदेवेलालोग । ओ लोगके अपने का राय देहम ? (It is heard that the teachers of government school give mark's without checking copy . What do you say to these teachers?)

उत्तर : -----

15. आजु छुटी ह आ अपनेके सङ्गतियाके बोर फिल होगइल । बहुत जोरसे घाम उगलबा ।
अपने का सल्लाह देहम ? (It is the weeke-ned you and your friend are
bored. It's Suny . What do you say?)

उत्तर : -----

सुधगइल (The end)

सहयोग कइनी ओकराखातिर दिलसे धन्यवाद !

(Hearty Thanks for your co-operation)

BHOJPURI TRANSLITRATION KEY

Vowels	1. अ a	2. आ a:	3. इ i	4. ई i:	5. उ u
	6. उः u:	7. ए e/e:	8. ऐ ai	9. ओ o/o:	10. औ au
consonants:					
	11. क ka	12. ख k ^h a	13. ग ga	14. घ g ^h a	15. ङ na
	16. च ca	17. छ c ^h a	18. ज ja	19. झ j ^h a	20. ञ ñ a
	21. ट Ta	22. ठ T ^h a	23. ड Da	24. ढ D ^h a	25. ण Na
	26. त ta	27. थ t ^h a	28. द da	29. ध d ^h a	30. न na
	31. प pa	32. फ p ^h a	33. ब ba	34. भ b ^h a	35. म ma
	36. य ya	37. र ra	38. ल la	39. व wa	40. श Śa
	41. ष s.a	42. स sa	43. ह ha	44. क्ष ksha	45. त्र tra
	46. ञ jna				

