

CHAPTER - ONE

INTRODUCTION

1.1 General Background

Simply speaking, language is a means of communication through which we express our feelings, emotions, thoughts, ideas, experiences, etc. while communicating with each other in everyday life. It is the distinctive property and one of the unique god's gifted possessions of mankind because of which human beings seem to be extra-ordinary and are superior to all the species and also plays vital role to differentiate them from other creatures on the earth in any respect. Language can be expressed in three ways – by writing, orally and by using signs and symbols. But to assume to define language adequately would be folly because the language by its nature is so complex phenomenon that although many linguists, philologists and thousand of good brains have been studying for centuries to define the term language but nobody has got its bottom point yet. On the other hand, it doesn't mean that we can't define language. Some scholars have tried their best to define it in their own words. According to Wardhaugh (1972:3) “Language is a system of arbitrary vocal symbols used for human communication”. Similarly, according to Richards et al. (1999:196) “Language is the system of human communication which consists of the structured arrangement of sounds into larger units.”

There is no doubt to say that language is not only personal phenomenon but also social phenomenon as we can't think of social artistic and academic activities going on without language. Actually speaking, language is ubiquitous as it is simultaneously present everywhere in our thoughts, dreams, prayers and meditations, relations and communication,

and sanskars and rituals. Language is also the maker or unmaker of human relationships. It is the use of language that makes a life bitter or sweet. Without language man would have remained only a dumb animal as it is our ability to communicate through words that makes us completely different from other animals. It is the language which stores the records of the history of experiences, knowledge, etc. of people and transmits them from generation to generation to make those people immortal.

1.1.1 An Introduction to English Language

Actually speaking, appreciation of English is not just the result of the favour of tall figured, white-skinned, blue-eyed and brown-haired people from the community, where English is spoken as a native language. It is the most widely used means of communication, and people of the world are deeply indebted to this language for playing vital roles in the development of trade, transport and communication in the world. English is probably the native language of more people than any other except north Chinese. The English language has been regarded as the most dominantly lingua franca for international communication among the people who belong to different speech communities. English is one of the six official languages of the UN which is taught and learnt in over 100 countries such as Germany, China, Russia, Spain, Brazil, India, Nepal, etc. and it is changing in most of the countries as a chief foreign language in schools and colleges often displacing another languages in the process. Nearly half of the world's books of science and technology are written in English. It is the global language which has reached in every continent being either first or second or foreign or official language. It has unknowingly become heart touching for different language speaking communities and also suitable for public tongue in the world. It has gone deeply into the international domains of political life, business, safety,

communication, entertainment, media and education. So, Nepal can't be the exception of it.

English is the gate way to knowledge which has covered all affairs in human life. According to Sthapit et al. (1994 :Introduction) “The importance of English language in the present day world need not be over emphasized. It is a principal language for international communication and gateway to the world body of knowledge. Similarly, Mr.Bhattarai (1994:226) has stated that “English has become indispensable vehicle to the transmission of modern civilization in the nation. It is a passport through which one can visit the whole world and one who knows English can enjoy the advantages of a world citizen. He is received and understood everywhere. Therefore, English is the only means of preventing our isolation from the world and we will act unwisely if we allow ourselves to be enveloped in the folds of dark curtain of ignorance.”

Teaching the English Language in Nepal was started for the first time at the Darbar High School in 1853. Now, it has occupied an important place in the educational system of Nepal. In Nepal, it is taught as a compulsory subject right from class 4 up to the bachelor's level whereas the English medium schools teach English right form nursery level. The rapid growth of English medium schools and their impact on society proves the importance of English in Nepal.

1.1.2 The Sociolinguistic Situation of Nepal

Nepal is situated in the lap of Himalayan and is multicuttural, multilingual, and multireligious country. Though Nepal is a small country, it has been very fertile land for anguages where more than 92 languages are spoken (CBS, 2001).

These languages and their innumerable satellite dialects have genetic affiliation to at least 4 language families viz. Tibeto-Burman, Indo-Aryan, Austro-Asiatic or Munda and Dravidian. All the languages identified in Nepal are classified under the following 4 major language families or groups:

The Indo-Aryan Family

It includes the following language

Nepali	Hindi	Magahi
Maithily	Danuwar	Churauti
Bhojpuri	Bengali	English
Tharu	Marwari	Bote
Awadhi	Majhi	Urdu
Bajjika	Kumal	Rajbansi

Gurung Hark(2003)

The Tibeto-Burman Family

It includes the following languages:

Tamang	Newari	Magar
Gurung	Tibettan	Yholmo
Limbu	Jirel	Dura
Meche	Baram/Baramu	Koche
Kagate	Lhomi	Toto
Sherpa	Pahari	Kham
Chepeng	Raute	Syang
Sunuwar	Lepcha/lepche	Marpha

Thami	Raji	Manag
Dhimal	Hayu	Nar
Bhujel/khawas	Byangshi	Rai
Thakali	Ghale	Kaike
Chhantyal/Chhantel		

Rai (2005:133)

The Austro-Asiatic/Munda Family

It includes only one language i.e. sattar (Santhali) which is spoken in Jhapa district of the eastern part of Nepal.

The Dravidian Family

This family also includes Jhangar (Shangar) which is spoken on the province of the Koshi River in the eastern part of Nepal.

Among the four language families mentioned above, the Tibuto-Burman language family is the richest as it includes a large number of languages.

1.1.3 The Bhojpuri Language: Origin and History

As the other languages have history and origin, so is the case with the Bhojpuri language. Actually speaking, the Bhojpuri language has been originated from a small village named Bhojpur situated in the city of Baksar in Bihar state of India which was earlier a famous town. But Bhojpur at present is a district. Bhojpuri belongs to Indo-Aryan language family. It is supposed to have other local and lesser used names like Purbi Boli ‘eastern speech’ or just Purbi ‘eastern’. Bangali says, “Hindustani”, Paschima, Deshwali and sometimes Khetto. In North India, Bhojpuri speaker is known as “Purbia”. It is also called Banarasi after the city of Banaras or Bangarboli

i.e. the speech of Bangar. In this way, Bhojpuri language is known to several names at several places.

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.

According to Population Census Report 2001, in Nepal, Bhojpuri is the mother tongue of 7.53 percent (1712536) of the total population and figures 3rd in the terms of the number of speakers. It is mainly spoken in Bara (425442), Parsa (415489), Rupandehi (357917), Nawalparasi (183422), Rautahat (183217) and Sarlahi (118105) districts. Except Manang, Rukum and Dolpa, it is more or less spoken in all the districts. Bhojpuri is also being taught as an optional subject in some schools of districts like Bara and Parsa.

1.1.4 The Bhojpuri Language

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.

1.1.5 Northern Bhojpuri

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.

1.1.6 Transformational Theory: An Overview

An American linguist, Noam Chomsky, one of the living giants, proposed transformational generative grammar in 1957. It is also known as TG grammar in short. By transformation, according to Chomsky, means transforming one structure of a sentence into another i.e. the deep structure

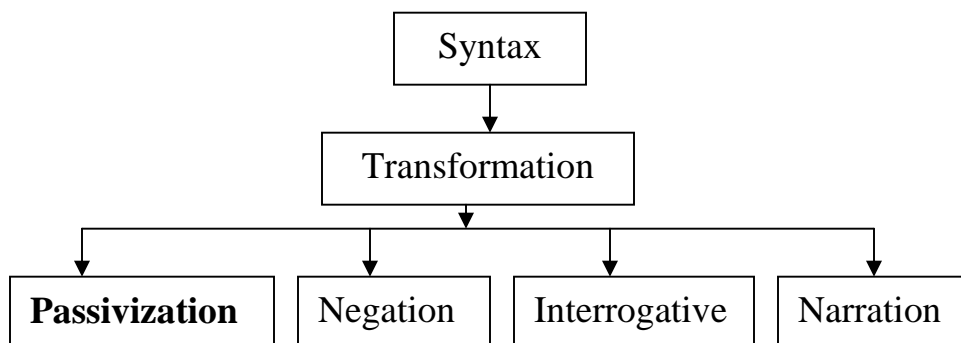
into surface structure. According to Funk and Wagnalls (1960:2549) “Transformation is the act of transforming or the act of being transformed a change in form, nature or character”. Similarly, according to Robins (1967:242) “Essentially transformation is a method of stating how the structures of many sentences in languages can be generated or explained formally as the result of specific transformations applied to certain basic structures” The basic sentences like affirmative, active and direct can be transformed into derived sentences like negative and interrogative, passive and indirect respectively applying 4 T-rules: (a) **Addition/Insertion** e.g., she is attractive. – She is not attractive.

(b) **Deletion** e.g., Tom is eager to please someone. – Tom is eager to please.

(c) **Substitution** e.g., It is difficult to please Mary. – Mary is difficult to please.

(d) **Permutation/Metathesis** e.g., I gave a book to the boy. – I gave the boy a book.

The construction of grammar comprises the three levels of language: Phonology, syntax and semantic. Among them, syntax is the grammar of the rules governing the way words are combined to form sentences in a language. Passivization is the part of syntax that involves other transformations as well. It has been shown by the given below diagram.



Transformation of passivization is an essential input of both English and Bhojpuri language.

1.1.7 Need and Importance of Contrastive Analysis (CA)

Simply speaking, 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. In 1945, Fries published a book entitled “Teaching and Learning English as a Foreign Language” in which he quotes that “The most effective materials are those that are based up on a scientific description of the language to be learned, carefully compared with a parallel description of the native language of the learner.” Robert Lado, in (1957:1,2) 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: 23) 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.”

1.1.8 Passivization in English

Simply speaking, the transformation of a sentence from its active to its passive form is known as passivization. The process of passivization may differ from language to language. In English, for example, voice is that form

of verb which shows whether what is denoted by the subject does something or has something done to it. The voice is of two types in English:

(a) Active Voice: A verb is in the active voice when its form shows that the person or thing denoted by the subject **does something**; or in other words, is the **doer of** the action. The active voice is so called because the person denoted by the subject **acts**. For example:

John helps Mary.

In the above sentence, the form of the verb shows that the person denoted by the subject does something. So, the verb **helps** is said to be in the active voice.

(b) Passive Voice: A verb is in the passive voice when its form shows that **something is done to** the person or the thing denoted by the subject. The passive voice is so called because the person or thing denoted by the subject is not active but **passive**, that is suffers or receives some action.

For example:

Mary is helped by John.

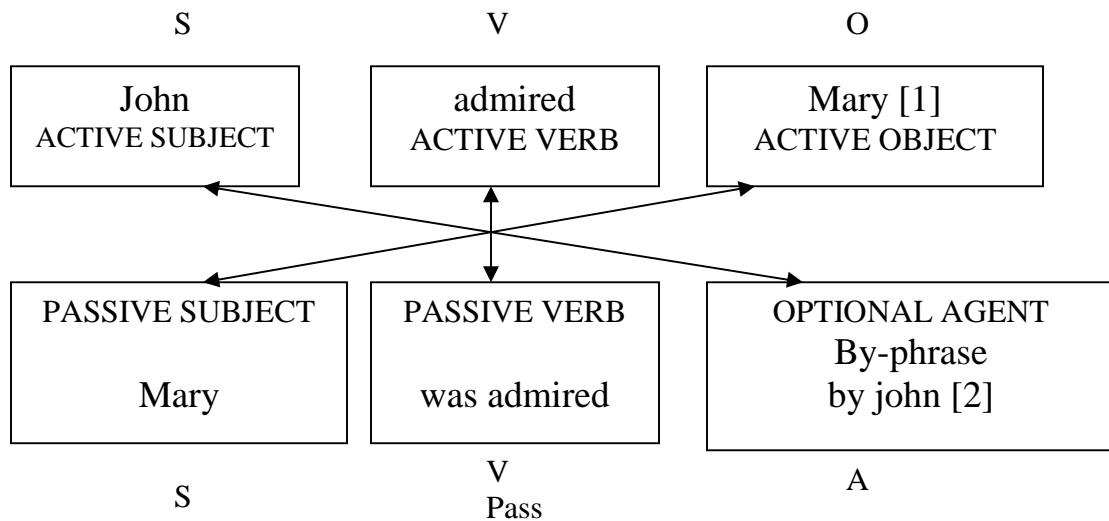
In the above sentence, the sufferer of the action *Mary* is in the subject position and the form of the verb shows that something is done to the person denoted by the subject. So, the verb **helped** is said to be in the **passive voice**.

When the verb is changed from the active voice to the passive voice, the **object** of the transitive verb in the **active** voice becomes the **subject** of the verb in the **passive** voice. Since the **Object** of a verb in the active voice becomes the **Subject** of the passive form, it follows that **only transitive verbs can be used in the passive voice** because an intransitive verb has no object.

1.1.9 The Active Passive Correspondence

Voice is the grammatical category that makes it possible to view the action of a sentence in passive without change in the facts reported. For example: Columbus discovered America. (Active) → America was discovered by Columbus. (Passive)

When we change the active voice into passive voice, it involves arrangement of two clause elements and two additions: (i) The active subject becomes passive AGENT (ii) The active object becomes the passive subject; (iii) A form of the auxiliary ‘**Be**’ followed by the past participle (-ed participle) of the main verb is added and the preposition **By** is introduced before agent in the verb phrase. The prepositional phrase (AGENT BY-PHRASE) of passive sentences is generally an optional element. The **agent** is generally not mentioned. It appears with prepositional *by-phrase* if it is mentioned. The active-passive correspondence for a mono-transitive verb with an object has been diagrammatically shown below:



- Quirk and Greenbaum (1985:160)

We can express active-passive correspondence alternatively by furnished below formulae:

Noun phrase₁ + active verb phrase + noun phrase₂

– Noun phrase₂ + passive verb phrase + (by noun phrase₁)

The terms ‘SUBJECT’ and ‘OBJECT’ in the above mentioned figure refer to elements with a particular structural function in clause e.g., the subject has concord with the phrase and contains a subjective rather than objective case pronoun. So, certain changes may take place in changing a sentence from active to passive. For example:

The students *respect him*. – *He* is respected by the students.

Though the corresponding active and passive sentences appear to be radically different, the relations of meaning between their elements remain the same. On the other hand, there are differences in meaning in some situations. This is specially true when members or quantifiers are used in generic statements:

Moles dig tunnels. (i.e., a true statement about all moles)

- Tunnels are dug by moles. (i.e., this is not true, not all tunnels are dug by moles)

- Celce-Murcia and Larsen- Free man (1985: 348)

Few people read many books. (i.e., there are few people in this world who read lots of books)

– Many books are read by few people. (i.e., there are many books that are read by few people.)

- Celce-Murcia and Larsen –Freeman (Lakoff 1968)

We can't assume that matching active and passive sentences always have the same meaning.

1.1.10 Literature Review

This is the fourth research in Bhojpuri language. The first one has been carried out on “Tense aspect system in English and Bhojpuri”, the second on “Negative and Interrogative Transformation in English and Bhojpuri” and the third one on “Subject Verb Agreement in English and Bhojpuri” but no research has yet been carried out on “Passivization in Bhojpuri” language in the department of English education. The related literature on the present study is furnished as follows:

Kushawaha (2005) carried out a research entitled “Negative and Interrogative Transformation in English and Bhojpuri: A comparative study”. His findings showed that the negative and interrogative transformation system in English and Bhojpuri are similar in some respects but different in others. Because in both English and Bhojpuri languages, assertive sentence can be transformed into wh-question.

Mukhiya (2001) conducted a research entitled ‘Passivization in English and Maithili: A comparative study. The objectives of his research were to make the contrastive analysis of English and Maithili Passivization. His study showed that passivization system between Maithili and English are different in almost all grammatical aspects. However, there are some areas which are similar in both languages. They are – by changing the form of pronouns, inserting the preposition *by* in English and the postposition –*sə* in Maithili.

Patel (2005) has carried out a research on “Passivization in English and Bajjika: A comparative linguistic study”. His study revealed that

similarities between similarities and differences are more remarkable than differences.

Rawal (2004) carried out a research study on “The Effectiveness of Drill Techniques Teaching Passivization: A practical study.” His findings showed that drill techniques were more effective in teaching passivization than other techniques.

Sitaula (1999) carried out a research on “Teaching passivization in English using Inductive and Deductive Methods.” The findings of his study showed that using inductive method to teach passivization is more effective.

Tharu (2001) has carried out a research on “A comparative study of the Subject Verb Agreement in English and Tharu language”. He wanted to identify the subject-verb agreement system of the Tharu language to compare the same with that of the English. By study, he revealed that the second and third person pronouns don't change for honorific forms in English whereas they do in the Tharu language.

1.1.11 Objectives of the Study

The principal objectives of the present study are as follow:

- (i) To identify the processes of passivization in the Bhojpuri language.
- (ii) To find out the similarities and differences between Bhojpuri and English passivization.
- (iii) To suggest some pedagogical implications.

1.1.12 Significance of the Study

This research is beneficial for those who prepare English textbook as a second language. This is the first research on Passivization in Bhojpuri language in the Department of English Education. So, it is invaluable for the department itself. It is equally important for the persons who carry the further research in Bhojpuri language. Similarly, this research is significant for Bhojpuri native speakers students, language planners, syllabus designers, curriculum designers textbook writers, teachers, linguists and the people who are involved in this field directly or indirectly.

1.1.13 Definitions of the Specific Terms

Accusative case: The form of a noun or noun phrase which shows that it functions as the **DIRECT OBJECT** of the verb in a sentence.

Active voice: When the doer of the verb is the subject of a sentence, the verb is in the active voice.

Agent: The noun or noun phrase which refers to the person or animal which performs the action denoted by the verb.

Aspect: A grammatical categories which deals with how the event described by a verb is viewed.

Comparative: Comparative is a term used to characterize a major branch of linguistics, in which the primary concern is to make statements comparing the characteristics of different languages (dialects, varieties, etc.), or different historical states of a language.

- Dative case: The form of a noun or noun phrase which usually shows that the noun or noun phrase functions as the indirect object of a verb.
- Deletion: Deletion is a basic operation within the framework of transformational grammar, which eliminates a constituent of an input phrase-marker.
- Insertion: Insertion is a basic syntactic operation within the framework of transformational grammar which introduces (inserts) a new structural element into a string.
- Passive voice: When the sufferer of the action of the verb is the subject of a sentence, the verb is in the passive voice.
- Passivization: Passivization is a process in the grammatical analysis of voice, referring to a sentence, clause or verb form where the grammatical subject is typically the recipient or 'goal' of the action denoted by the verb.
- Morpheme: Morpheme is the minimal distinctive unit of grammar, and the central concern of morphology.

CHAPTER - TWO

METHODOLOGY

The researcher adopted the following methodology to accomplish the objectives:

2.1 Sources of Data

The researcher used both primary and secondary sources of data.

2.1.1 Primary Sources

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

2.1.2 Secondary Sources

The secondary sources of data were collected from different books, articles, journals, theses and other related materials. Some of them are: Thakur (1991), Shukla, (1981), Aarts, and Aarts (1986), Tiwari, (1960), Thomson, and Martinet (1986), Wren and Martin (2004) and others.

2.2 Population of the Study

Total populations of the study were 60 Bhojpuri native speakers above 15 years age from both Dakshin Jhitkaiya and Basatpur VDCs of Bara district.

2.3 Sampling Procedure

The total population was divided into three groups viz. illiterate, literate and educated having 20 (10 males and 10 females) informants in each group using quota sampling procedures. Illiterates were those who could not read and write but could speak well and those who had academic qualification below S.L.C. or matriculation were considered as literates. Similarly, the

people with academic qualification above S.L.C. were assumed as educated ones.

Table No. 1: Sample of the Study

VDCs	Dakshin Jhitkaiya						Basatpur					
Types of informants	Illit.		Lit.		Edu.		Illit.		Lit.		Edu.	
Sex	M	F	M	F	M	F	M	F	M	F	M	F
No. of informants	5	5	5	5	5	5	5	5	5	5	5	5
Total	10		10		10		10		10		10	
Grand total	60											

2.4 Research Tools

The researcher elicited the required data from the selected illiterate and literate subjects using structured interview schedule and from the selected educated subjects using questionnaire as research tools.

2.5 Process of Data Collection

At first, the researcher developed two types of research tools such as interview schedule and questionnaire under the guidance of his research supervisor. He went to the selected VDCs and made a good rapport with the selected informants. by talking about various matters of their language and culture . He explained the purpose of approaching them in simple and clear terms about the objectives and relevance of the study. The researcher asked for their invaluable co-operation to elicit the required data for the completion of the study. At the same time, he conducted the interview with the selected illiterate and literate informants and distributed the questionnaires to the selected educated informants after giving some examples about passivization in Bhojpuri language orally.

The data were recorded following paper and pen technique. At last, after the completion of the work, the researcher thanked them for their invaluable help.

2.6 Limitations of the Study

The research study was limited to the comparison between Bhojpuri and English passivization in the following points:

- (i) The study is limited to only 60 Bhojpuri native speakers of two VDCs viz. Dakshin Jhitkaiya and Basatpur of Bara district.
- (ii) The study focused only the process of passivization in the Bhojpur language with reference to English.
- (iii) The study of passivization was only limited to 3 main kinds of sentences. E.g., assertive, interrogative and imperative.

CHAPTER - THREE

ANALYSIS AND INTERPRETATION

This chapter deals with analysis and interpretation of the data obtained from the selected informants from Dakshin Jhitkaiya and Basatpur VDCs of Bara district. The analysis of rules of passivization in English was done mainly on the basis of secondary data extracted basically from Celce-Murcia and Larsen-Freeman (1999), Quirk and Greenbaum (1985), Quirk, R. (1985), Thakur (1989), Thomson and Martinet (1980), Wren and Martin (2004) and Ojha (2001). On the other hand, the processes of the Bhojpuri passivization were analyzed and interpreted on the basis of oral and written primary data collected from 60 Bhojpuri native speakers from Dakshin Jhitkaiya and Basatpur VDCs of Bara district. Then the analysis and interpretation were presented descriptively and comparatively using tables, diagrams and illustrations for the purpose of making the study more objective. After the data comparison, the points of similarities and differences were drawn between the processes of passivization in English and Bhojpuri with illustrations.

3.1 Rules of Passivization in Bhojpuri

The rules of passivization in Bhojpuri have been extracted from Shukla (1981) and on the basis of primary data collected from **Dakshin Jhitkaiya and Basatpur VDCs of Bara district**. The Bhojpuri language has also the rules of passivization of different kinds of sentences, e.g., **Assertive, Interrogative and Imperative** as English language has.

3.1.1 Rules of Passivization of Assertive Sentence

The following rules of passivization of assertive sentence in Bhojpuri have been listed:

(A) Generally, the inversion of nouns or pronouns as subject and object does not take place in Bhojpuri in passive sentences. That is, they remain unchanged in Bhojpuri while changing active into passive voice.

For example:

(i) *apne: ego: ka:t^ha: kah-at-a: ni:*
 you (2HH) a story (3HH) tell PROG are – (2HH)

‘You are telling a story.’

apne: dwa:ra: ego: ka:t^ha: kah-al-Ja:ta:
 - you (2HH) OC-by a story (3HH) tell pppo is - (2HH)

- ‘A story is being told by you.’

(ii) *o:kani: sã :p-ke mar-al- ak*
 they (3NH) the snake (3NH) kill-past – (3NH)

‘They killed the snake.’

o:kani:-se sã :p ma:r-al-gail-rahe
 they (3NH) –by the snake kill –pp-go-past was – (3NH)

- ‘The snake was killed by them.’

(B) If the subject and the object in active sentence are pronominal forms, the forms are changed from nominative case to objective case and vice versa in the passive sentences. The table of both cases are as follows:

Table No. 5 : Case Table of Pronouns

Nominative case	Objective case
ham (I) (INH)	hamara: (me)
tu(you) '2NH'	to:ra:/to:hara:(you)
tu(you) '2H'	to:hara:(you)
apane (you) '2HH'	apaneke (you)
u: (He) '3NH'	o:kara: (him)
u: (she) '3NH'	o:kara: (her)
u: (He) '3H'	unakara: (him)
u: (she) '3H'	unakara: (her)
kawan (who)	kekaka : (whom)
hamani: (we 1H)	hamani:ke (us)
okani: (they)	okanike (them)

For example:

(i) *ham u ka:m kar- e:ni*

I(2NH) that work (3NH) do-(1NH) – PRES

'I do that work.'

hamara:- se u ka:m ka-el Ja:-la:

me(1NH) OC-by that work (3NH) do-pp-go PRES (3NH)

'That work is done by me.'

(ii) *tu gi:t ga:w-e-la*

you (2H), a song (3NH) sing-(2H)–PRES

'You sing a song.'

- to:hara:- se gi:t ga:w- al-Ja:-la:

you (2H) OC-by a song(3NH) sing pp-go-PRES- (2H)

– 'A song is sung by you.'

(iii) *u: ro:Ti: pak-a:- lele-bia:*

She (3NH) chapati (3NH) bake-take PERF-has-(3NH)

'She has baked chapati.'

- *o:kara:-se ro:Ti: pak-a:w-al-gail-ba:*

She (3NH) OC-by chapati (3NH) bake pp go-PAST-has-(3NH)

– 'Chapati has been baked by her.'

(C) Although active sentence has two objects. (i.e. IO and DO) the passive is made with only one direct object in Bhojpuri language.

For example:

apane hamani:ke angreji: paD^ha:w-eni:

You (3H) us (2H) OC English (3NH) ACC teach – PRES (3H)

'You teach us English.'

apane-dwa:ra: hamani-ke angreji: paD^ha:w-al-Ja:la:

You (2H) OC-by us (1NH) OC English teach- PM-pp go PRES (3NH)

– 'We are taught English by you.'

(D) When the active sentence has only one object, (i.e. Direct object), the arrangement of the verb with the object takes place according to the person (1st, 2nd and 3rd) and the degree of honour (NH,H,HH) of the object in the passive voice.

For example:

o:kani: to:hara:ke pit-at-rah-e

they (3NH) you (2H) OC beat-PROG were-(3NH)

'They were beating you.'

- o:kani:-se tu pit-a:t -rah-a
they (3NH)OC-by you beat-PM-PROG were –(2H)

– 'You were being beaten by them.'

(E) The subject along with the postposition -se of the active sentence is not mentioned in the passive voice in the following situations:

(i) If the subject is obvious or redundant or easy to supply.

For example:

sikshak bidya:rathi:sab-ke isku:l-me PaD^ha:we-lan
the teacher (3H) the students (3NH) school in teach-PRES-(3H)

'The teacher teaches the students in school.'

- sikshak-se bidya:rathi:sab isku:l-me PaD^ha:w-al-Ja:la
the teacher (3H) the students (3NH) in school teach-pp-go-PRES-(3H)

– 'The students are taught in school.'

or

bidya:rathi:sab-ke isku:l-me PaD^ha:w-al-Ja:la
the students (3NH) school in teach-pp-go-PRES-(3NH)

'The students are taught in school.'

But the subject of active sentence retains in the passive if it is necessary.

For example:

- to:hara:-se bidya:rathi:sab-ke PaD^ha:w-al-gail
you(2NH)OC-by the students(3NH) teach –pp-go-PAST (3NH)

'The students were taught by you.'

(ii) If the subject is unknown especially.

For example:

kawano: *hamar* *J^ho:ra:* *co:r-ail-ak*
somebody(3NH) my bag(3NH) steal-PAST-(3NH)

'Somebody stole my bag.'

- *hamar* *jho:ra:* *co:r-a:w-al-gail*

My bag(3NH) steal PP-go-PAST(3NH)

– 'My bag was stolen.'

(F) Both transitive and intransitive verbs are passivized in Bhojpuri

(i) Passive of transitive verb

For example:

Kabita: *pa:ni:* *pi:-at-ia:*
Kabita(3NH) water(3NH) drink-PROG is-(3NH)

'Kabita is drinking water.'

- *Kabita:-se* *Pa:ni:* *Pi:-al-Ja:ta:*

Kabita(3NH) OC-by water(3NH) drink-PM-go-PROG is-(3NH)

– 'Water is being drunk by Kabita.'

(ii) Passive of intransitive verb

For example:

u: *cauki:par* *sut-e-la:*
he(3NH) the cot(3NH) on sleep-PRES(3NH)

'He sleeps on the cot.'

- *o:kara:-se* *cauki:par* *sut:al-Ja:la:*

he(3NH) OC-by cot(3NH)on sleep-pp-go-PRES-(3NH)

– 'There is no passive in English of the verb **'sleep'**.

ham *khet-me* *dauD-eni:*
I(1NH) the field (3NH) in run (1NH)-PRES(3NH)

I run in the field.

- *hamara:se* *khet-me* *dauD-al-Ja:-la:*
I(1NH) OC-by the field (3NH) in run-pp-go-PRES(3NH)

– 'There is no passive in English of the verb **'run'**.

(G) When the Bhojpuri verbs expresses '*states*' rather than '*actions*' done by the subject, the post position *-se-* is inserted in passive sentences just after the subject instead of other prepositions.

For example:

(i) *sama:ca:r* *hamara:ke* *khusi:ka-del-ak*
the news(3NH) me(1NH)OC please-PAST(3NH)

'The news pleased me.'

- *sama:ca:r-se* *ham* *khusi:ho:gai:ni*
the news(3NH)- with I(1NH) please-PAST(1NH)

– 'I was pleased with the news.'

(ii) *i:natija:* *hamara:ke* *a:scarya- cak-it- ka-del-ak*
this result(3NH) me(1NH)OC surprise-PAST-(3NH)

'This result surprised me.'

-*i:natija:-se* *ham* *a:scarya- cak-it- ho:-gai-ni:*
This result(3NH)-at I(NH) surprise-PAST(1NH)

– 'I was surprised at this result.'

(iii) *ham* *to:hara:ke* *Ja:neni:*
 I(1NH) you(2H)OC know-PRES(1NH)

'I know you.'

-hamara:-se *tu:* *Ja:n-al-Ja:la*
 me(1NH)OC-to you(2H) know ppgo-PRES(2H)

– 'You are known to me.'

OR *tu:* *hamara:-se* *Ja:n-al-Ja:la*
 you(2H) me(1H)OC-to know pp-go-PRES(2H)

Note: The researcher has mentioned in rule No-(A) that the inversion of noun or pronoun as subject and object doesn't take place in Bhojpuri in the passive voice. But in example number (iii) of rule (G) the researcher found the inversion of pronoun as subject of passive voice in Bhojpuri. On the other hand, the words underlined above in Bhojpuri like *khusi ka-del-ak*, *a:scary cak-it ka-del-ak* are made up of two words in Bhojpuri but have single word in English like *pleased* and *surprised* with the same meaning.

(H) When we insert *-se* instead of *dwa:ra:* in few passive sentences of Bhojpuri language, the meaning will be ambiguous.

For example:

apane: *ego:* *ka:tha:* *kah-a-ta:ni:*
 you(2H) a story(3NH) tell-PROG are(2H)

'You are telling a story.'

(i) *apane:-dwa:ra* *ego:* *ka:tha:* *kah-al-Ja:ta:*
 you(2HH)-by a story tell PP go is (2HH)

(ii) *apane:-se* *ego:* *ka:tha:* *kah-al-Ja:ta:*

you(2HH)-by a story tell PP go is (2HH)

'A story is being told by you.'

In the above two examples, the example (ii) has ambiguous meaning because the word *apane:-se* may mean either the story is being told *by self* or *by other person*.

(I) When the active sentence with modal verb is changed into passive in Bhojpuri, we have to add the passive marker (PM) *-a:* or past participle marker *-al* and the passive auxiliary verb *Ja:* between the root verb and modal verb on the basis of the nature of the verb.

(i) *tu: i: ka:r ha:k-sak-ela*

you(2H) this car(3NH) drive can/may/will-(2H)

'You can/may/will drive this car.'

- to:hara:-se i: ka:r ha:k-a:sak-ela:

you(2H)OC-by this car(3NH) drive-PM can/may/will-(2H)

'This car can be driven by you.'

(ii) *hamani ras pi:-sak-eni:*

we(1H) juice drink-can/may -(1H)

We can drink juice.

- hamani-se ras pi:al-Ja:sak-ela:

we(1H)-OC-by juice drink PP-go-can will/may -(1H)

'Juice can be drunk by us.'

Like English, the Bhojpuri modal verbs take subject-verb agreement. They inflect for person (1st, 2nd and 3rd) and honorific (NH, H and HH) of the subject but not for number and gender.

(J) The subject *lo:g* ‘people’ of active sentence may or may not remain the same subject in impersonal passive in Bhojpuri. If it remains the same subject, the postposition *-se* is added in passive with it and if it doesn’t remain the same subject, the phrase “people say that” is removed and it is changed into passive according to the structure *sub+verbBe+v³+to be+N/Adj.* as in English. on the other hand, the passive form of Bhojpuri verb inflects according to the same subject i.e. *lo:g* (people) with the help of passive auxiliary verb. *Ja:* and “*that-clause*” of the sentence remains in tact in both active and passive voices.

For example:

(i) *lo:g kah-e-la: ki u: d^ho:ka:ba:j ha-we*
 people(3NH) say-(3NH)-PRES that he (3NH) a traitor(3NH) is (3NH)
 ‘People say that he is a traitor.’

lo:g-se kah-al-ja:la ki u: d^ho:ka:ba:j ha-we
 people (3NH)-by say PP-go-PRES(3NH) that he(3NH) a traitor(3NH) is-(3NH)

- It is said that he is a traitor.

(ii) *lo:g kah-e-la: ki u: d^ho:ka:ba:j ha-we*
 people(3NH) say-(3NH)-PRES that he(3NH) a traitor(3NH) is-(3NH)
 ‘people say that he is a traitor.’

okara:ke d^ho:ka:ba:j kah-al-ja:la:
 he (3NH)OC a traitor(3NH) say -PP-go-PRES(3NH)

–‘He is said to be a traitor.’

(K) The phrasal verb also can be passivized in Bhojpuri.

For example:

ra:m *si:ta:-ke* *ban-me* *k^ho:j-at-rah-as*

RAM (3HH) Sita (3NH)OC Jungle(3NH)in search for PROG was (3HH)

‘Ram was searching for sita in Jungle.’

ra:m – se *si:ta:* *ban-me* *k^ho:Ja:t-rah-li:n*

Ram (3HH)-by Sita (3NH) Jungle(3NH)in search for-PM-PROG was (3HH)

‘Sita was being searched for by Ram in Jungle.’

(L) The active construction in the perfective aspect of both present and past tenses is changed into passive by inserting the passive marker – *a:* or the past participle (pp) suffix –*al* and the past form *gail* of the passive auxiliary verb of motion *Ja:* between the root verb and the perfective marker *ile/ale/lele* according to the nature of the Bhojpuri verbs.

For example:

ra:ju: *i:* *g^har* *kin-ale-ba:*

raju(3NH) this house(NH) buy PERF has (3NH)

‘Raju has bought this house.’

ra:ju:-se *i:* *g^har* *kin-al-gail-ba:*

raju(3NH)-by this house(3NH) buy pp go-PAST has (3NH)

- ‘This house has been bought by Raju.’

(M) The passive voice of perfect progressive aspect of present and past tense of active construction is also possible in Bhojpuri but it is not possible in English.

For example:

ra:m du: gha:nta:-se kapda:par lo:ha:kar-rah-al-ba:

ram(3NH) for two hours(3NH) the clothes(3NH) iron-do-PROG-PP-has been(3NH)

‘Ram has been ironing the clothes for two hours.’

- ra:m-se du: gha:nta:-se kapda:par lo:ha:kar-al-ja:ta:

ram (3NH)-by for two hours(3NH) the clothes (3NH) iron-do-PP-go-past has been(3NH)

But it has no passive in English.

(N) *Ja:* ‘go’ is a passive auxiliary verb of motion which is used in the both intransitive and transitive verb to change the active sentences into passive. The auxiliary verb *gail* ‘go’ PAST is the past form of *Ja:* these two forms are inserted just after the participle maker *-al* in passive. The realization of *ja:* varies with tenses as follows:

simple present, present continuous, past continuous - *ja:*

simple past, present perfect, past perfect - *gail*

simple future, future continuous, future perfect – *ja:*

3.1.2 Rules of Passivization of Interrogative Sentence

There are two types of interrogative clauses in Bhojpuri. They are yes/no-question and wh-question. The yes/no question and wh-question are called type-I interrogative and type-II interrogative respectively by Shukla (1981). While collecting primary data, it was found that both types of questions are passivized in Bhojpuri.

Rules of Passivization of Yes/No question

The question marker in Bhojpuri of yes/no question is *ka:* and is responded in with the word *ha* ‘yes’ if the answer is ‘positive and *na:* ‘no’ if it is negative.

For example:

ka: *mina:* *gi:t* *ga:w-ta:rin?* $\left. \begin{array}{l} \{ha\} \\ \{na:\} \end{array} \right\}$

question meena (3H) a song sing PROG is (3H) ?

‘Is Meena singing a song?’ $\left. \begin{array}{l} \{Yes\} \\ \{No\} \end{array} \right\}$

In Bhojpuri language the passive of yes/no question interrogative sentence remains the same as of assertive sentence except adding *ka:* in the beginning of the sentence. Tense wise passive of yes/no question has been given as below:

Simple Present

ka: *to:har* *beTa:* *gi:t* *ga:wela:?*

question your son(3NH) a song (3NH) sing do- PRES-(3NH)

‘Does your son sing a song?’

- *ka:* *to:hara:* *be Ta:-se* *gi:t* *ga:w-al-Ja:la:?*

question your son(3NH) OC-by a song sing PP go-PRES-(3NH)

– ‘Is a song sung by your son?’

Present Continuous

ka: *ra:ju:* *ciT^hi:* *lik^ha-ta:?*

question raJu(3NH) a letter (3NH) write PROG IS-(3NH)

- ‘Is Raju writing a letter?’

ka: *ra:ju:-se* *ciT^hi:* *lik^h-a:-ta:?*

question raJu(3NH)-by a letter write PM is-(3NH)

– ‘Is a letter being written by Raju?’

Present Perfect

ka: u: b^ha:t k^ha:-le-le- ba:?
question he(3NH) rice(3NH) eat-PREF has-(3NH)
'Has he already eaten rice?'

ka: o:kara:-se b^ha:t k^ha-li-a:el-ba:?
question him(3NH) OC-by rice eat-PM-PERF has -(3NH)
'Has rice already been eaten by him?'

Simple Past

ka: ba:bu:ji: b^ha:t k^hai:ni?
question father(3HH) rice eat-PAST (3HH)
Did father eat rice?

- *ka: ba:bu:ji:-se b^ha:t k^ha:-el-gail?*
question father (3HH)-by rice(3NH) eat-go PAST (3HH)
– 'Was rice eaten by father?'

Past Continuous

ka: mi:na: cah na: pi:at-rahi:?
question(3H) meena tea(3NH) not sip PROG was -(3H)
'Was Meena not sipping tea?'

- *ka: mi:na:-se cah na: pi:alJa:t-rah-e?*
question meena(3H)-by tea not sip PP go PROG was (3H)
'Was tea not being sipped by Meena?'

Past Perfect

ka: tu: hamra: mausa:ke bo:la-ile-rah-a?
question you(2H) my uncle call-PERF had (2H)

‘Had you called my uncle?’

- *ka:* *to:hara:-se* *hamara* *mausa:ke* *bo:la:w-al ga-el-rah-e?*

question you (2H)OC-by my uncle call PP go PERF had ?

‘Had my uncle been called by you?’

Modal Verb

ka: *baua:* *du:d^h* *pi:-sak-e-la?*

question the boy(NH) milk(3NH) drink can-(3NH)

‘Can the boy drink milk?’

-*ka:* *baua:-se* *du:d^h* *pi:-al-Ja:sak-e-la?*

question the boy(3NH)-by milk(3NH) drink-PP go can PRES (3NH)

‘Can milk be drunk by the boy?’

Modal verb with Perfect form

ka: *ca:ci:* *k^ha:na:* *pak-aw-ale hoi:?*

question aunt(3NH) meal(3NH) cook-PERF may/can have(3NH)

‘May aunt have cooked meal?’

- *ka:* *ca:ci:-se* *k^ha:na:* *pak-a:w-al-gail hoi:?*

question aunt(3NH)-by meal cook PM-PERF go may/can have(3NH)

‘May/can meal have been cooked by aunt?’

Rules of Passivization of Wh-Question

Wh-questions are the questions about noun phrases or adverbs. Adverbial question in Bhojpuri involves reason and manner. The interrogative morphemes /*ke:*, *ka:*, *kahã :*, *kab*, *kaun*, *kaise*, *ka:he:*, *kekar* all contain [K]. However, /*ke:/* ‘who’ is marked in the lexicon with the feature [human];

/ka:/ is marked with the feature [non-human]. These words need fule responses like English. The sentences with all these words are passivized in Bhojpuri.

For example:

(i) *pa:ni: kawan pi:al-ak?*
 water (3NH) who(3NH) drink PAST –(3NH)

‘Who drank water?’

- *pa:ni: kekara:-se pi:al-ga-il? PASS-I*
 water(3NH) whom(3H) OC-by drink-PP go-PAST-(3H)

– ‘By whom was water drunk?’

pa:ni: kawana:-se pi:al-gail? PASS-II
 water(3NH) whom(3NH)OC-by drink-Pp-go-PAST- (3NH)

– ‘By whom was water drunk?’

(ii) *u: i: ka:m kai-se kar-sak-ela:?*
 he(3NH) this work(3NH) how do can-(3NH)

‘How can he do this work?’

o:kara:se i: ka:m kaise kar-al-Ja:-sak-e-la?
 him (3NH)OC-by this work (3NH) how do pp-go can(3NH)

– ‘How can this work be done by him?’

(iii) *tu co:r ka:hã: paka D-al-e?*
 you(3NH) the thief(3NH) where catch-PAST(3NH)

– ‘Where did you catch the thief?’

- *to:ra:-se co:r ka:hã: pakaDa:-el?*
 you(3NH)OC-by the thief(3NH) where catch-PM-PAST(3NH)

‘Where was the thief caught?’

Table No. 6: Multiple forms of question words

Question words	Multiple forms
Ke:	ke:/kawan
Ka:	ka:/ka:thi:/kathi?kae/ketana:
Kab	kab/katijuga:/kaunijuga:/ka:wana bera:
Kaha:	ka:ha:/ka-ha:wa:/kene/kenekari:
Ka:he:	ka:he/ka:hela:/ka:hekha:tir
Kaise	kaise/ke ai/kathise/ka:thise
Ke:ke	kinka:ke/keke/kekara:ke/ka:wana:ke
Kekare:	kekara:/kekar/kinkar/ka:wana:ke
Kawan	kawan

Note: *ke:/kinka:ke/kinkar* are used for seniors but *kawan/keke/kekara:ke/ka:wana:ke/kekara:/kekar/ka:wana:ke* and *kawan* are used for juniors and among friends. But no distinction was found between the secondary data and primary data regarding the use of yes/no question.

3.1.3 Rules of Passivization of Imperative Sentence

Generally, the sentence which expresses *command*, *request* and *advice* is called imperative sentence. The rules of passivization of imperative sentence have been given as follow:

- (i) The active imperative sentence which expresses *advice/pray/duty/order/command* is passivized by inserting *eke+ca:hi:* at the end of the root verb.

For example:

- (a) *i: ka:m kar*
 this work do-IMPER

‘Do this work.’

- *i: ka:m kar-eke-ca:hi:*

this work do – IMPER

–‘This work should be done.’

(b) *apna: ba:p ma:ta:ri ke sewa:kar*
your parents serve – IMPER

‘Serve your parents.’

- *apna: ba:pma:ta:ri-ke sewa:kar-eke-ca:hi:*

‘your parents serve - IMPER’

– ‘Your parents should be served.’

(ii) If the active imperative sentence expresses *request* this sentence is changed into passive by either *a:wa or-al+Ja:wa* after the root verb.

For example:

a) *kripya: hamra:ke ego: kita:b dī :*
please me a book give-IMPER

‘Please give me a book.’

-*hamara:ke ego: kita:b di:a:wa*
me(1NH) a book give-PM -IMPER

–You are requested to give me a book.

(b) *kripya: ha:la: na: kari:lo:gan.*

please a noise not make – IMPER

‘Please do not make a noise.’

- *ha:la: na: kar-al-Ja:wa.*
a noise not make PP go – IMPER

Let a noise not be made.

3.2 Rules of Passivization in English

The rules of passivization of different types of sentences in English have been extracted from Celce-Murcia and Larsen-Freeman (1999), Quirk and Greenbaum (1985), Thakur (1989), Quirk,R. (1985), Thomson and Martinet (1989) and Wren and Martin (2004) and Ojha (2001).

3.2.1 Rules of Passivization of Assertive Sentence

A sentence which makes a statement or assertion is said to be assertive sentence e.g., (i) Humpty Dumpty sat on a wall. (ii) Nature is the best physician. (iii) Stone walls don't make a prison.

Subject-Object inversion

The syntactic compositions of both the subject and object of the active voice are inverted in passive. In other words, “the active subject becomes the passive agent and the active object becomes the passive subject.”

- (Quirk and Greenbaum, 1990:159)

(i) Noun inversion

When the active sentence has subject and object in the form of nouns, they remain in the same forms when they are inverted in passive voice.

For example:

The cat killed the mouse. – The mouse was killed by the cat.

The boy makes a kite. – A kite is made by the boy.

(ii) Pronoun inversion

If the subject and object in active sentence are in the form of pronominals (personal pronouns), the form of those pronouns are changed from FORM¹ (subjective nominative case) into FORM² (objective case) and vice versa in the passive voice. The case table of all the pronouns are furnished as below:

Table No. 2: Case Table of Pronouns

FORM ¹	FORM ²
Subject (nominative case)	Object (objective case)
Who	whom/by whom
I	me
We	us
She	her
He	him
They	them
You	you
It	it

Some examples:

- Who wrote Muna Madan? – By whom was Muna Madan written?
I sent a letter. – A letter was sent by me.
We saw them. – They were seen by us.
She misses him. – He is missed by her.
He has broken the glass. – The glass has been broken by him.
They are repairing the bridge. – The bridge is being repaired by them.
You must shut the door. – The door must be shut by you.
It remembered my home. – My home was remembered by it.

Sentences with Single Object

Some active sentences may have single object and some may have double objects. So, if the active sentence has only one object (i.e. Direct object), the agreement of verb takes place according to the number of the subject of the passive sentence.

For example:

The peon opened the gate.

The gate was opened by the peon.

Sentences with Double Objects

If the active sentence has double (two) objects (i.e. IO and DO), either object may be the subject of the passive sentence while the other is retained. However, the subject of passive sentence of Indirect object is more suitable because the subject of passive sentence of Direct object sometimes need preposition **to** and sometimes **for** and it may create problem for their uses.

For examples:

The guard refused him admittance.

– *Admittance* was refused *to* him by the guard.

Or, *He* was refused admittance by the guard.

Subject/By-Agent Deletion

The subject of the active sentence is not mentioned in the passive sentence if:

(a) the subject is obvious, redundant or easy to supply.

For example:

The farmers grow rice. - Rice is grown.

The police catch the thieves. . - The thieves are caught.

(b) the subject is vague, irrelevant or unknown. For example:

Someone will love me. - I will be loved.

Nobody can do this work. - This work can't be done.

The robbers robbed the bank yesterday.- The bank was robbed yesterday.

- Celce-Murcia and Larsen-Freeman (1999:353)

The vague subjects like *you, they, we, one none, someone, somebody, no one, people* are deleted along with the *by-agent* in passive.

(c) the speaker is being evasive.

For example: An error was made in the budget.

Agented Passive

The subject of the active sentence is mentioned in the passive when:

(a) the agent is new information.

For example:

While Jill was walking down the street, her purse was snatched by *a young man*.

(b) the agent is non-human (i.e. we expect agents to be human).

For example:

All the lights and appliances in the Albertson household are switched on and off daily by this electrical device.

(c) The agent is a well-known personage and should be included as propositional information.

For example:

The Mona Lisa was painted by *da Vinci*.

-Celce-Murcia and Larsen-Freeman.

Insertion and Deletion of 'By' in Passive

Insertion indicates the present position and deletion indicates the absent position of 'By' before the passive agents.

(a) 'By' Insertion

The word 'By' is a preposition which is inserted before the passive agent while changing the active sentence into passive sentence where the agent has some importance and is necessary to complete the sense.

For example:

Neharu wrote this letter.

- This letter was written by Neharu.

(b) 'By' Deletion

When the active form would involve the use of an indefinite or vague pronoun or noun (somebody, they, we, people etc.) as subject; that is, when we do not know the agent or when it is clear enough who the agent is, the '**By**' is usually avoided or deleted.

For example:

They asked me my name. - I was asked my name.

Somebody has stolen my pen. - My pen has been stolen.

Wren and Martin (2004:72)

Use of Other Prepositions instead of 'By'

Other prepositions like *to*, *with*, *in*, *at*, *under* etc. can be used instead of '**By**' when '*states*' rather than '*actions*' are expressed by the verbs.

For example:

The music shocked me. - I was shocked *at* the music.

Smoke filled the room. - The room was *filled with* smoke.

The table of some verbs which take other prepositions instead of '**By**' is given below:

Table No. 3 : ‘Verb + Preposition’

Verbs	Prepositions
know, marry, oblige	to
satisfy, dissatisfy, please, displease, cover	with
contain, consist, interest, envelop, include	in
shock, surprise, astonish, excite (by)	at
bury	under, in
frightened	of
worry	about, by

Ojha (2001:255)

The Passive with Different Tenses and Aspects

The passive voices with different tenses and aspects of active sentences are furnished below:

(i) Present Tense

(a) With simple present:

The girl writes a letter. – A letter is written by the girl.

(b) With Present Progressive:

The girl is writing a letter. – A letter is being written by the girl.

(c) With present perfect:

The girl has written a letter. – A letter has been written by the girl.

(d) With present perfect progressive:

The girl has been writing a letter. – No passive form

(ii) Past tense

(a) With simple past:

The girl wrote a letter. – A letter was written by the girl.

(b) With past progressive:

The girl was writing a letter. – A letter was being written by the girl.

(c) With past perfect:

The girl had written a letter. – A letter had been written by the girl.

(d) With past perfect progressive:

The girl had been writing a letter. – No passive form

The passive verb-forms of the verb 'write' in different tenses and aspects have been furnished in following table:

Table No. 4 : Tensewise structures of active and passive voice

Tenses	Aspects	Active verb	Passive verb forms	Passive verb
Present (Non-past)	Simple	write/writes	am/is/are +v ³	am/is/are written
	Progressive	am/is/are writing	am/is/are+being +v ³	am/is/are being written
	Perfect	has/have written	has/have+been+v ³	have/has been written
	Perfect progressive	has/have been writing	-	-
Past	Simple	wrote	was/were+v ³	was/were written
	Progressive	was/were writing	was/were+being+v ³	was/were being written
	Perfect	had written	had+been+v ³	had been written
	Perfect progressive	had been written	-	-

Note: (V³) means past participle of the verb and (-) means the perfect progressive forms of verb do not have passive equivalent in English.

For example:

The girl has been writing a letter.

- * A letter has been being written by the girl.

But the perfect progressive forms of the be passive are possible for some speakers of North American English, but rare, since the two *be verbs* in a row make this combination difficult to process.

For example:

Diamonds have been being mined in South Africa for years.

Passive with Modal Auxiliary Verbs

The verbs which indicate attitudes of the speaker/writer towards the state or event expressed by another verb are called modal verbs.

- Richards et al. (1999:232)

Modal verbs are formally the tenseless auxiliaries which take no subject-verb agreement and no infinitive 'to' before the verb. They no longer inflect for tense and number.

Modal verbs can be pasivized in the following ways:

(a) 'Be' with Modals

When we change the active sentence with modals into passive sentence, the verb 'Be' is inserted after the modal in the passive construction for which we can use the following rules:

Active		Passive
Modal + v ₁	→	Modal +be+v ³

For example:

John can/ - - - do this work.

- This work can/ - - - be done by John.

Active Voice

John + {
can
could
will
shall
should
would
may
might
must
ought to
} + do this work.

Passive Voice

This work + {
can
could
will
shall
should
would
may
might
must
ought to
} + be + done by John.

(b) 'Been' with Modals

When the active sentence with the modal is changed into passive we can use **'Been'** before main verb (v^3) and after second last modal using the following rules:

Active

Modal+have+ V^3 →

Passive

Modal+have+been+ V^3

Active Voice

John + {
may have
can have
might have
could have
will have
would have
must have
shall have
should have
ought to have
} + done this work.

Passive Voice

This work + {
may have
can have
might have
could have
will have
would have
must have
shall have
should have
ought to have
} + been + done by John.

(c) 'Be' with Modal + have to

Modal + have + V¹ → Modal + have to + be + V³

For example:

John would have to do this work.

- This work would have to be done by John.

Verb phrase with preposition

In phrasal verbs, the prepositional adverb remains in fact with the main verb.

For example:

The mother looks after her children. → Her children are looked after by the mother.

The children laughed at the old man. → The old man was laughed at by the children.

‘Get’ instead of ‘Be’

In informal conversational English, the *Get*-passive is quite common. ‘*Get*’-verb is included as an alternative to ‘*Be*’ in colloquial speech to show the emotional involvement of the speaker.

For example:

She *got* invited to the party. → She *was* invited to the party.

The ‘*Get*’ passive is more limited than the ‘*Be*’ in that it can only be used with verbs denoting actions and processes, not states.

- Celce-Murcia and Larsen-Freeman (1989:226).

For example:

The answer got known to all of us. – The answer is known to all of us.
One important structural difference to note between the *be*-passive and *get*-passive is that *get* does not function as a true auxiliary in questions and negatives the way that *be* does. As a result of this, *do* must serve as an operator for *get* in questions and negatives.

For example:

Be-passive

Get-passive

A: was Bruno arrested?

A: Did Bruno get arrested?

B: No. He wasn’t even caught.

B No. He did not even get caught.

- Celce-Murcia and Larsen-Freeman (1999:345)

Generally, the passive sentence requires a transitive verb. This is not to say, however, that every passive sentence with a transitive verb is acceptable because certain transitive verbs, when used statively, are not likely to occur in the passive voice.

For example:

Lori resembles her father. – *Her father is resembled by Lori.

He has a car. – *A car is had by him.

The transitive verbs *like contain, hold, comprise, weigh, cost, last, resemble, look like, equal, fit, suit, have, along, etc.* when used statively, do not occur in passive voice.

- Celce-Murcia and Larsen-Freeman (1999:348)

Actually speaking, some passive sentences in English have no active voice counter part, such as

Medhi was *born in* Tehran.

- *His mother *bore* Medhi *in* Tehran.

Impersonal Passive

If the passive sentence starts with the structure/clause “It +is+v³+that+N.C./it is said/thought that . . . ” it is called impersonal passive because it has impersonal pronoun ‘*it*’ as the subject of passive verb.

For example:

People say that he is Jealous of her. - It is said that he is Jealous of her.

Teachers consider that she is beautiful. - It is considered that she is beautiful.

The impersonal passive helps us to say something with authority without namely the authority. (Jespersen, O. 1933). It is also possible to replace it with the real subject of the sentence but with the following three operations.

- (i) deletion of the connective that
- (ii) deletion of the subject in the subordinate clause and
- (iii) am/is/are → to be

One of the above sentence can be made passive as “she is considered to be beautiful.”

Gerund Combinations

Gerund is a verb form which ends in *-ing*, but which is used in a sentence like a noun. For example: I don't like smoking.

- Richards et al. (1999:156)

(i) *suggest, recommend, insist, advise, propose* + gerund + object are usually expressed in the passive construction by using “that --- should be + v^3 ” formulae.

For example:

The chief commander suggested using the bullet-proof glass.

– The chief commander suggested that the bullet proof glass should be used.

(ii) Other gerund combinations are expressed in the passive by using passive gerund i.e., *being* + v^3 .

For example:

I remember my father taking me to the zoo.

– I remember being taken to the zoo by my father.

Infinitive Combinations

Infinitive is a non-finite form of the verb. In English the infinitive usually occurs with the infinitive maker *to* (e.g., I want to go.) but can occur without

to as with AUXILIARY VERBS (e.g., Do come! You may go.) . The Infinitive is of two kinds :

(a) **Bare infinitive** : The infinitive without *to* is known as the bare-infinitive or simple form e.g., I felt the house shake. and (b) **To infinitive** : The infinitive with *to* is called to- infinitive e.g., I wish to make a complaint.

– Richards et al. (1999: 178)

(i) With the verbs like *advice/request invitation/ command + indirect object + infinitive*, the passive construction is formed by using the main verb.

For example:

They requested me to leave the place.

– I was requested by them to leave the place.

(ii) If there are verbs of *loving/wanting/liking, etc. + object + Infinitive* form they are passivized as given below example:

I should love to take me out to dinner. – I should love to be taken to dinner.

3.2.2 Rules of Passivization of Interrogative Sentences

An interrogative is a sentence which is in the form of a question.

For example:

Did you open the window?

Interrogative sentences do not, however, always have the function of a question. For example:

Could you shut the window?

May be a request for someone to shut the window and not a question about whether or not the person is able to do so. Richards et al. (1999:189)

An interrogative sentence is also called question. Question is broadly divided into two types such as (i) **Yes/No question** and (ii) **Wh-question**.

Passivization of Yes/No-Question

A question that can be answered with yes or no, such as a question formed with a MODAL VERB or an AUXILIARY verb. For example:

Can you swim ? Yes, I can
Are you hungry? No, I am not.

- Richards et al. (1999:411)

Written variety is marked by placing the sign of interrogation (?) at the end of the sentence but spoken variety is marked by rising intonation.

The **rules** of passivization of **yes/no-question** are given as below:

(a) If yes/no question begins with operators like Do/Does/Did + v^1 ? (i.e. in simple present and simple past tense), the verb form of its passive sentence is made using *am/is/are/was/were* + *O/S* + *past participle* (v^3) +?

For example:

Do you call me ? – *Am* I called ?
Does he eat meat? – *Is* meat eaten by him?
Did police catch the thieves? – *Were* the thieves caught ?

(b) If yes/no-questions are in present continuous and past continuous tenses (i.e. it starts with *am/is/are/was/were* + v^4 (Present participle) + ?) in active sentence, the passive sentence is made by applying the rules: *am/is/are/was/were* + *O/S* + *being* + v^3 +?

For example:

- Am I taking meal? – Is meal being taken by me?
Is John writing a letter? – Is a letter being written by John?
Are they frying meat? – Is meat being fried by them?
Was he driving a car? – Was a car being driven by him?
Were you paying money? – Was money being paid by you?

(c) If yes/no questions are in present perfect and past perfect tenses (i.e. it starts with have/has/had +v3 (past participle) in active sentence, the passive sentence is made by applying the rule *has/have/had O/S + been + v³ (past participle) +?*

For example:

- Has Meena finished cooking ? – Has cooking been finished by Meena?
Have the girls eaten food? – Has food been eaten by the girls?
Had my son beaten you? – Had you been beaten by my son?

(d) If yes/no question starts with the modal auxiliary verbs, such as can/will/should/may etc.+ subject + v1 +?, the passive voice can be made by using the rules *Modal auxiliary + O/S+be+past participle +?*

For example:

- Can she kill the tiger? – Can the tiger be killed by her?

Note: O/S means object of active voice should be changed into subject of passive voice.

Passivization of Wh-question

Wh-question is a question that begins with *what who (m), when, where, which, why or how*. Wh-question is also called content question. “A wh-question is a term used in the grammatical sub-classification of question types to refer to a question beginning with a question word.” (David Crystal 2003:499)

The following rules of passivization of wh-question should be borne in mind:

Wh-question in passive voice is formed by placing wh-word at the beginning of the sentence followed by subject auxiliary/operator inversion rule. When we change wh-question of active voice into passive voice, the wh-word remains at the beginning of the sentence and other remaining words are converted into passive according to the rules of passivization of passivization of yes/no question.

For example:

Who stole my bag? – By whom was my bag stolen?

Why does Sue ask this question? – Why is this question asked by Sue?

3.2.3 Rules of Passivization of Imperative Sentence

A sentence which is in the form of a command is called imperative sentence. For example: Pick up the book. Imperative sentences do not, however, always have the function of an order. For example:

Look what you have done now! Often functions as an expression of annoyance.

- Richards et al. (1999:174)

An imperative sentence also indicates request and entreaties. For example:

Have mercy upon us. Be quiet.

We should borne the following rules in mind while changing active sentence of imperative sentence into passive voice.

(a) If *duty/pray/advice* are expressed by an imperative sentence of active sentence, the following structure or rule can be applied to change it into passive: **O/S + should + be + v³**

For example:

Obey your parents. – Your parents should be obeyed.

Serve the helpless. – The helpless should be served.

(b) If *command* is indicated or expressed by imperative sentence of active sentence the following structure or rule should be applied to change it into passive voice. **Let + O/S + be + v³**.

For example:

Close the door. – Let the door be closed.

(c) If an imperative sentence of active voice comprises *do, please or kindly* in the beginning, we should use the following structure or rules to change it into passive voice omitting *Do, please or kindly*: **You are requested +to+v¹+**

For example:

Do come tomorrow. – You are requested to come tomorrow.

Please come here. – You are requested to come here.

(d) If an imperative sentence of active voice consist of *v¹ + yourself*, the following structure should be used in passive voice: **BE+v³ + ...**

For example:

Prepare yourself for the exam. – Be prepared for the exam.

(e) If imperative sentence of active voice is negative, 'not' is placed after 'Let' removing 'do' while changing it in passive voice.

For example:

Don't fine the girl. – Let not the girl be fined.

(f) If an imperative sentence of active sentence is in reported speech, the object of reporting verb is taken as subject, reporting verb is used as verb 'Be' + v^3 and $to + v^1$ remains the same while changing it into passive voice.

For example:

Ram asked Shyam to bring the book. – Shyam was asked to bring the book.

- Ojha (2001:261)

3.2.4 Rules of Passivization of Optative Sentence

A sentence that expresses *desire wish, curse or blessing* is called an optative sentence. It starts with 'May' and ends with sign of exclamation (!).

For example:

May god bless you ! May your dream be materialized !

Note: Exclamatory expression or optative sentence can't be passivized.

For example:

What a beautiful rose ! – It has no passive form.

Quasi – Passive

There are few **transitive verbs** which give the meaning of passive voice even being in active voice. These verbs are said to be quasi-passive.

For example:

The rose smells sweet (i.e. The rose is sweet when it is smelt.)

A new school is building. (i.e. A new school is being built.)

At last the play reads well. (i.e. It affects the readers well when it is read.)

- Ojha (2001:263)

3.3 Comparison of the processes of Passivization in Bhojpuri with those in English

Being this study comparative, the processes of the passivization in the Bhojpuri are compared with those in English as follows.

3.3.1 Comparison of the Processes of Passivization of Assertive Sentence between Bhojpuri and English

The processes of passivization of assertive sentence in Bhojpuri are compared with those in English as follows:

Bhojpuri	English
(1) <i>apne: ego: ka:t^ha: kah-at-a: ni:</i> you (2HH) a story (3HH) tell PROG are – (2HH)	You are telling a story.
<i>apne:dwa:ra: ego: ka:t^ha: kah-al-Ja:ta:</i> - you (2HH) -by a story (3HH) tell pp-go is - (2HH)	–A story is being told by you.
(2) <i>o:kani: sã :p-ke ma:r-al- ak</i> they (3NH) the snake (3NH) kill-past – (3NH)	They killed the snake.
<i>o:kani:-se sã : ma:r-al-gail-rahe</i> they (3NH)–by the snake(3NH) kill–pp-go-past was–(3NH)	– The snake was killed by them.
(3) <i>ham u ka:m kar- e:ni</i> I(2NH) that work (3NH) do-(1NH) – PRES	I do that work.
<i>hamara:- se u ka:m kae-l ja:-la</i> me(1NH) OC-by that work (3NH) do-pp-go PRES (3NH)	–That work is done by me.

(4) *tu gi:t ga:w-e-la* You sing a song.

you (2H), a song (3NH) sing-PRES (2H)

to:hara:- se gi:t ga:w-al-Ja:-la: –A song is sung by you.

you (2H) OC-by a song(3NH) sing pp-go-PRES- (2H)

(5) *u: ro:Ti: pak-a:- lele-bia:* She has baked chapati.

She(3NH) chapati(3NH) bake-take PERF-has-(3NH)

- *o:kara:-se ro:Ti: pak-a:w-al-gail-ba:* –Chapati has been baked by her.

She (3NH) OC-by chapati (3NH) bake-pp-go-RAST-has-(3NH)

(6) *apane hamani:ke angreji: paD^ha:w-eni:* You teach us English.

you (2HH) us (1H) OC English(3NH)ACC teach – PRES (2HH)

apane-dwa:ra: hamani-ke angreji:paD^ha:w-al-Ja:la: –We are taught English
by you.

you (2HH)-by us (1NH) OC English teach- PM-pp go PRES (3NH)

(7) *o:kani: to:hara:ke pit-at-rah-e* They were beating you.

they (3NH) You (2H) OC beat-PROG were-(3NH)

- *o:kani:-se tu pit-a:t -rah-a* –You were being beaten by them.

they (3NH)-by you beat-PM-PROG were –(2H)

(8) *sikshak bidya:rathi:sab-ke isku:l-me PaD^ha:we-lan* The teacher teaches
the students in school.

the teacher (3H) the students (3NH) school in teach-PRES-(3H)

- *sikshak-se bidya:rathi:sabl:sku:l-mePaD^ha:w-al-Ja:la* –The students are
taught in school.

the teacher (3H) the students (3NH) in school teach-pp-go-PRES-(3H)

(9) *kawano: hamar J^ho:ra: co:r-ail-ak* Somebody stole my bag.

somebody(3NH) my bag(3NH) steal-PAST-(3NH)

- *hamar jho:ra: co:r-a:w-al-gail* –My bag was stolen.

My bag(3NH) steal PP-go-PAST(3NH)

(10) *kabita: pa:ni: pi:-at-iyā:* Kabita is drinking water.

Kabita(3NH) water(3NH) drink-PROG is-(3NH)

- *Kabita:-se pa:ni: pi:-al-Ja:ta:* –Water is being drunk by Kabita.

Kabita(3NH)-by water(3NH) drink-PM-PROG is-(3NH)

(11) *u: cauki: par sut-ela:* He sleeps on the cot.

he(3NH) the cot(3NH)on sleep-PRES(3NH)

- *o:kara:-se cau:ki: par sut:al-Ja:la:* –There is no passive in English of the verb ‘**sleep**’.

he(3NH)-OC-by cot(3NH) on sleep-pp-go-PRES-(3NH)

(12) *sama:ca:r hamara:ke khushi:ka-del-ak* The news pleased me.

the news(3NH) me(1NH)OC please-PAST(3NH)

- *sama:ca:r-se ham khushi:ho:gai:ni* –I was pleased with the news.

the news(3NH)-with I(1NH) please-PAST(1NH)

(13) *ham to:hara: ke Ja:neni:* I know you.

I(1NH) you(2H)OC know(1NH)-PRES

-*hamara:-se tu: Ja:n-al-Ja:l* –You are known to me.

me(1NH)-to you(2H) Know pogo-PRES(2H)

(14) *apane: ego: ka:tha: kah-a-ta:ni:* You are telling a story.

you(2H) a story(3NH) tell-PROG are(2H)

apane:-se ego: ka:tha: kah-al-Ja:ta: –A story is being told by you.

you(2HH)-by a story tell-PP-go-is (2HH)

(15) *tu: i: ka:r ha:k-sak-ela* You can/may/will drive this car.

you(2H) this car(3NH) drive can/may/will-(2H)

to:hara:-se i: ka:r ha:k-a:sak-ela: –This car can be driven by you.

you(2H)-by this car(3NH) drive-PM can/may/will-(2H)

(16) *lo:g kah-e-la: ki u: d^ho:ka:ba:j ha-we* people say that he
is a traitor.

people(3NH) say-(3NH)-PRES that he (3NH) a traitor(3NH) is (3NH)

lo:g-se kah-al-ja:la ki u: d^ho:ka:ba:j ha-we –It is said that
he is a traitor.

people (3NH)-by say PP-go-PRES(3NH) that he(3NH) a traitor is-(3NH)

(17) *lo:g kah-e-la: ki u: d^ho:ka:ba:j ha-we* People say that he
is a traitor.

people(3NH) say-(3NH)-PRES that he(3NH) a traitor(3NH) is-(3NH)

o:kara:ke d^ho:ka:ba:j kah-al-ja:la: –He is said to be a traitor.

He (3NH)OC a traitor(3NH) say PP go-PRES(3NH)

(18) *ra:m-se si:ta: ban-me k^ho:ja:t-rah-lin* Sita was being searched
for by Ram in Jungle.

ram (3HH)-by sita (3NH) Jungle(3NH)in search for PM-PROG was (3HH)

(19) *ra:ju:i: g^har kin-leba:* Raju has bought this house.

raju(3NH) this house(NH) buy PERF has (3NH)

ra:ju:-se i: g^har kin-al-gail-ba: –This house has been bought by
Raju.

raju(3NH)-by this house(3NH) buy pp go-PAST has (3NH)

(20) *ra:m du: gha:nta:-se kapda:par lo:ha:kar-rah-al-ba:* Ram has been
ironing the clothes for two hours.

ram(3NH) for two hours(3NH) the clothes(3NH) iron-PROG has been(3NH)

ra:m-se du: gha:nta:-se kapda:par lo:ha:kar-al-ja:ta: – But it has
no passive in
English.

**ram (3NH)-by for two hours(3NH) the clothes (3NH) iron pp-go-past has
been(3NH)**

3.3.2 Comparison of the Processes of Passivization of Interrogative Sentence between Bhojpuri and English.

The processes of passivization of interrogative sentence in Bhojpuri are compared with those in English as follows:

Comparison of the Processes of Yes/No Question Passivization

Bhojpuri	English
(1) <i>ka: to:ha beTa: gi:tga: wela:?</i> question your son(3NH) a song (3NH) sing do- PRES-(3NH)	Does your son sing a song?
- <i>ka: to:hara: be Ta:-se gi:t ga:w-al-Ja:la:?</i> question your son(3NH)-OC-by a song sing PP go-PRES-(3NH)	- Is a song sung by your son?
(2) <i>ka: ra:ju: ciT^hi: lik^ha-ta:?</i> question raJu(3NH) a letter (3NH) write PROG IS-(3NH)	Is Raju writing a letter?
<i>ka: ra:ju:-se ciT^hi: lik^h-a:-ta:?</i> question raJu(3NH)-by a letter write PM is-(3NH)	-Is a letter being written by Raju?
(3) <i>ka: u: b^ha:t k^ha:le-le ba:?</i> question he(3NH) rice(3NH) eat-PREF has-(3NH)	Has he already eaten rice?
<i>ka: o:kara:-se b^ha:t k^ha-li-a:el-ba:?</i> question him(3NH) OC-by rice(3NH) eat-PM-PERF has -(3NH)	-Has rice already been eaten by him?
(4) <i>ka: ba:bu:ji: b^ha:t k^hai:ni?</i> question father(3HH) rice(3NH) eat-PAST (3HH)	Did father eat rice?
- <i>ka: ba:bu:ji:-se b^ha:t k^ha:el-gail?</i> question father (3HH)-by rice(3NH) eat-go PAST (3HH)	-Was rice eaten by father?

(5) *ka: mi:na: cah na: pi:at-rahi:?* Was Meena not sipping tea?

question(3H) meena tea(3NH) not sip PROG was –(3H)

- *ka: mi:na:-se cah na: pi:al-Ja:t-rah-e?* – Was tea not being sipped by
Meena?

question meena(3H)-by tea not sip PP go PROG was (3H)

(6) *ka: tu: hamra: mausa:ke bo:lai-le-rah-a?* Had you called my uncle?

question you(2H) my uncle call-PERF had (2H)

- *ka: to:hara:-se hamara mausa:ke bo:la:w-algail-rah-e?* –Had my uncle been
called by you?

question you (2H)-by my uncle call PP go PERF had ?

(7) *ka: baua: du:d^h pi:-sak-e-la?* Can the boy drink milk?

question the boy(3NH) milk(3NH) drink can-(3NH)

-*ka: baua:-se du:d^h pi:-al-Ja:sak-e-la?* –Can milk be drunk by the boy?

question the boy(3NH)-by milk(3NH) drink-PP-go-PRES can (3NH)

(8) *ka: ca:ci: k^ha:na: pak-aw-ale ho:-i:?* May aunt have cooked meal?

question aunt(3NH) meal(3NH) cook-PERFmay/can have(3NH)

- *ka: ca:ci:-se k^ha:na: pak-a:w-al-gail hoi:?* –May/can meal have been cooked
by aunt?

question aunt(3NH)-by meal cook PM-PERF go may/can have(3NH)

Rules of Passivization of Wh-Question

Wh-questions are the questions about noun phrases or adverbs. Adverbial question in Bhojpuri involves reason and manner. The interrogative

morphemes /ke:;,ka:;,kaha:;, kab, kawan, kaise, ka:he:;, kekar all contain [K]. However, /ke:/ ‘who’ is marked in the lexicon with the feature [human]; /ka:/ is marked with the feature [non-human]. These words need full responses like English.

The sentences with all these words are passivized in Bhojpuri. For example:

Bhojpuri	English
(i) <i>pa:ni: kawan pi:al-ak?</i>	Who drank water?
water (3NH) who(3NH) drink PAST -(3NH)	
- <i>pa:ni: kekara:-se pi:al-ga-il?</i>	> By whom was water drunk?
water(3NH) whom(3H)OC-by drink-PP go-PAST-(3H)	
(ii) <i>u: i: ka:m kaise kar-sak-ela:?</i>	How can he do this work?
he(3NH) this work(3NH) how do can-(3NH)	
<i>o:kara:se i: ka:m kaise kar-al-Ja:-sak-e-la?</i>	>How can this work be done by him?
him (3NH)OC-by this work (3NH) how do pp-go can(3NH)	
(iii) <i>tu co:r ka:hã : paka D-al-e?</i>	Where did you catch the thief?
you(3NH) the thief(3NH) where catch-PAST(3NH)	
<i>to:ra:-se co:r ka:hã : pakaDa:-el?</i>	Where was the thief caught?
you(3NH)OC-by the thief(3NH) where catch-PM-PAST(3NH)	

3.3.3 Comparison of the Processes of Passivization of Imperative Sentence between Bhojpuri and English

The processes of passivization of imperative sentence in Bhojpuri are compared with those in English as follows:

Bhojpuri	English
<i>i: ka:m kar</i> this work do-IMPER	'Do this work.
- <i>i: ka:m <u>kar-eke-ca:hi:</u></i> this work do – IMPER	>The work should be done.
<i>apna: ba:p ma:ta:ri ke sewa:kar</i> your parents serve – IMPER	Serve your parents.
- <i>apna: ba:pma:ta:ri-ke <u>sewa:kar-eke-ca:hi:</u></i> 'your parents serve - IMPER'	>Your parents should be served.
<i>kripya: hamra:ke ego: kita:b dī :</i> please me a book give-IMPER	Please give me a book.
- <i>hamara:ke ego: kita:b di:a:wa</i> me(1NH) a book give-PM-IMPER	>You are requested to give me a book.
<i>kripya: ha:la: na: ari:lo:gan.</i> please a noise not make – IMPER	Please do not make a noise.
- <i>ha:la: na: kar-al-Ja:wa.</i> a noise not make PP go – IMPER	> Let a noise not be made.

3.4 Similarities between English and Bhojpuri

The main similarities and differences found by the researcher while comparing the processes of passivization systems of English and Bhojpuri are as follow:

Similarities

(i) Different types of sentences like assertive, interrogative and imperative can be passivized in both English and Bhojpuri.

For example:

- (1) Does your son sing a song? *a: to:har beTa: gi:t ga: we-la:?*
>Is a song sung by your son? >*ka: to:hara: beTa:-se gi:t ga:w-al-Ja:la:?*
- (2) Do this work. *i: ka:m kar*
>This work should be done. > *i: ka:m kar-eke-ca:hi:*
- 3) They killed the snake. *o:kani: sã :p-ke ma:r-al- ak*
>The snake was killed by them. > *o:kani:-se sã :p ma:r-al-gail-rahe*

(ii) Some pronouns in both English (we-us, I-me, you-you, she-her, they-them) who (by whom) and Bhojpuri (*tu-to:hara:*), *u:-o:kara:*, *ham-hamara:*) languages are changed into their passive forms.

For example:

- I know you. *ham to:hara:ke ja:neni.*
> You are known to me. - *hamra:se tu: ja:n-al-ja:la.*

(iii) The subject of active sentence is accompanied by preposition *by* in English and post position *-se* in Bhojpuri in the passive voice.

For example:

I do that work. *ham u ka:m kar- e:ni*

>That work is done by me. > *hamara:- se u ka:m ka-el- ja:-la*

(iv) The active sentence with single and double object can be passivized in both languages. For example:

You teach us English. *apane hamani:ke angreji: paD^ha:w-eni:*

>We are taught English by you. > *apane-dwa:ra: hamani-ke angreji: paD^ha:w-al-Ja:la:*

(v) **'By-agent'** can be generally deleted in passive construction in both languages if the subject in active sentence is unknown or contextually obvious.

For example:

Somebody stole my bag. *kawano: hamar J^ho:ra: co:r-ail-ak*

> My bag was stolen. > *hamar jho:ra: co:r-a:w-al-gail*

(vi) Sentences with modal verbs can be also passivized in the both languages.

You can drive this car. *tu: i: ka:r ha:k-sak-ela*

>This car can be driven by you. > *to:hara:-se i: ka:r ha:k-a:sak-ela:*

(vii) Subject NP [-human] who in English and Kawan in Bhojpuri are passivized *by whom* and *kekara:re* respectively.

Who drank water? *pa:ni: kawan pi:al-ak?*

> By whom was water drunk? - *pa:ni: kekara:-se pi:al-ga-il?*

(viii) Impersonal sentences and sentences with the phrase verb are passivized in both English and Bhojpuri. For example:

People say that he is a traitor. *lo:g kah-e-la: ki: u: d^ho:ka:ba:j ha-we*
> It is said that he is a traitor. *lo:g-se kah-al-ja:la ki u: d^ho:ka:ba:j ha-we*

(ix) The verb in both English and Bhojpuri agrees with the subject in active but with the object in the passive sentence. For example:

Ram was searching for Sita in *ra:m si:ta:-ke ban-me k^ho:jat-ra-hs*
Jungle. *> ra:m-se si:ta: ban-me k^ho:Ja:t-rah-li:n*
>Sita was being searched for
by Ram in Jungle.

Differences

Actually speaking, the passivization system in both languages are almost different in all grammatical aspects. The differences found in Bhojpuri and English language are as follows:

(i) The syntactic positions of the subject and object either they are nouns or pronouns of the active sentence interchange in English in passive but they remain the same in Bhojpuri and even subject and object don't change their positions in Bhojpuri in the passive sentence.

For example:

o:kani: sã :p-ke ma:r-al- ak: They killed the snake.
o:kani:-se sã :p ma:r-al-gail-rahe >The snake was killed by them.

(ii) Both transitive and intransitive verbs can be passivized in Bhojpuri but only transitive verb can be passivized in English.

For example:

(1) kabita: pa:ni: pi:-at-iyā: Kabita is drinking water.
- Kabita:-se Pa:ni: Pi:-al-Ja:ta: >Water is being drunk by Kabita.

(2) *u: cau:ki:par sut-el-a:* He sleeps on the coat.

- *o:kara:-se cau:ki: par sut:al-Ja:la:* >There is no passive in English of the verb **'sleep'**.

(3) *ham khet-me dauD-e:ni:* I run in the field.

- *hamara:-se khet-me dauD-al Ja:-la:* >There is no passive in English of the verb **'run'**.

(iii) Although the active sentence has two objects (DO and IO) the passive is made with only one object in Bhojpuri but in English, both objects are used to make passive.

For example:

apane hamani:ke angreji: paD^ha:w-eni: You teach us English.

apane-dwa:ra: hamani-ke angreji: paD^ha:w-al-Ja:la: >We are taught English by you.

(iv) The pronoun *you* doesn't have two forms in English in passive voice but the same pronoun *tu*(NHH) in Bhojpuri has double forms i.e. *to:hara:or to:ra:*

For example:

tu gi:t ga:w-e-la You sing a song.

- *to:hara:- se gi:t ga:w-al-Ja:-la:* >A song is sung by you.

(v) In passive voice, the subject of active voice is preceded by the preposition *by* in English but followed by the post position *-se* in Bhojpuri.

For example:

ham u ka:m kar- e:ni I do that work.

hamara:- se u ka:m ka-el Ja:-la >That work is done by me.

(vi) If the verb expresses states, other prepositions like *at*, *with*, *in*, *under*, and *to* can be used in passive in English but there are not such prepositions with state verb in Bhojpuri while transforming active sentence into passive.

For example:

(1) *sama:ca:r hamara:ke khusi:ka-del-ak* The news pleased me.

- *sama:ca:r-se ham khusi:ho:gai:ni* >I was pleased with the news.

(2) *i:natija: hamara:ke a:scarya cak-it ka-del-ak* This result surprised me.

- *i:natija:-se ham a:scarya cak-it ho:gai:ni* >I was surprised at this result.

(vii) *Ja:* is the passive auxiliary verb which is inserted in the verb construction in passive sentence in Bhojpuri but no such insertion was found in English.

For example:

tu gi:t ga:w-e-la You sing a song.

- *to:hara:- se gi:t ga:w- al-Ja:-la:* >A song is sung by you.

(viii) Active sentences of perfect progressive aspect can be passivized in Bhojpuri but they can't be passivized in English.

For example:

ra:m du: gha:nta:-se kapda:par lo:ha:kar-rah-al-ba: Ram has been ironing the clothes for two hours.'

- *ra:m-se du: gha:nta:-se kapda:par lo:ha:kar-al-ja:ta:* >But it has no passive in English.

(ix) The Bhojpuri verb cross-references its agreement with subject in active sentence but with object in passive according to person (1st, 2nd, and 3rd) and honorific degree (NH,HH,N) but not with number and gender. The verb in English agrees with the number of subject in active sentence and of object in

passive sentence. On the other hand, the verb is not affected by the object but by the subject in Bhojpuri while changing the sentence into passive voice. For example:

ka: ra:Ju: ciT^hi: lik^ha-ta:? Is Raju writing a letter?

ka: ra:ju:-se ciT^hi: lik^h-a:ta:? >Is a letter being written by Raju?

(x) The active form of the verb is converted into the passive form inflexionally in Bhojpuri but it is done phrasally in English. For example:

ka: jo:han i: ka:m nimansele ka-k-ale ho:i:? Can/may John have done this work well?

ka: Jo:han-se i: ka:m nimanse ka-el-gail-ho:i:? > Can/may this work have been done by John well?

No distinction was found in the process of passivization in Bhojpuri responded by male and female informants of Dakshin Jhitkaiya and Basatpur of Bara district.

Note: The subject such as *people* of active voice is deleted and *it* is added in impersonal passive in English. But the researcher himself named the ‘impersonal passive’ ‘personal passive’ in Bhojpuri because the subject such as *lo:g* of active sentence, may or may not remain the same. He also named ‘wh-question’ ‘k-question’ because every k-word starts with interrogative feature [k]. For example: *ka:he, ka:ha: kekarre: kawan, kaise, etc.*

CHAPTER - FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

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

4.1.1 The findings of Bhojpuri passivization are as follows:

1. Generally, the inversion of nouns or pronouns as subject and object does not take place in Bhojpuri in passive sentences. That is, they remain unchanged in Bhojpuri while changing active into passive voice.
2. If the subject and the object in active sentence are pronominal forms, the forms are changed from nominative case to objective case and vice versa in the passive sentences.
3. Although active sentence has two objects. (i.e. IO and DO) the passive is made with only one direct object in the Bhojpuri language.
4. When the active sentence has only one object, (i.e. Direct object), the arrangement of the verb with the object takes place according to the person (1st, 2nd and 3rd) and the degree of honour (NH,H,HH) of the object in the passive voice.
5. The subject along with the postposition *-se* of the active sentence is not mentioned in the passive voice in the following situations:
 - (i) If the subject is obvious or redundant or easy to supply.
 - (ii) If the subject is unknown especially. But the subject of active sentence retains in the passive, if it is necessary.
6. Both transitive and intransitive verbs are passivized in Bhojpuri.

7. When the Bhojpuri verbs express '*states*' rather than '*actions*' done by the subject, the post position *-se-* is inserted in passive sentences just after the subject instead of other prepositions.
8. When we insert *-se* instead of *dwa:ra:* in a few passive sentences of the Bhojpuri language, the meaning will be ambiguous.
9. When the active sentence with modal verb is changed into passive in Bhojpuri, we have to add the passive marker (PM) *-a:* or past participle marker *-al* and the passive auxiliary verb *Ja:* between the root verb and modal verb on the basis of the nature of the verb.
10. The subject *lo:g* 'people' of active sentence may or may not remain the same subject in impersonal passive in Bhojpuri. If it remains the same subject, the postposition *-se* is added in passive with it and if it doesn't remain the same subject, the phrase "people say that" is removed and it is changed into passive according to the structure *sub+verb 'Be'+v³+to be+N/Adj.* as in English. On the other hand, the passive form of the Bhojpuri verb inflects according to the same subject i.e. *lo:g* (people) with the help of passive auxiliary verb. *Ja:* and "*that-clause*" of the sentence remains in tact in both active and passive voices.
11. The phrasal verb also can be passivized in Bhojpuri.
12. The active construction in the perfective aspect of both present and past tenses is changed into passive by inserting the passive marker *-a:* or the past participle (pp) suffix *-al* and the past form *gail* of the passive auxiliary verb of motion *Ja:* between the root verb and the perfective markers *-ile/ale/lele* according to the nature of the Bhojpuri verbs.

13. The passive voice of perfect progressive aspect of present and past tense of active construction is also possible in Bhojpuri but it is not possible in English.
14. *Ja:* ‘go’ is a passive auxiliary verb of motion which is used in the both intransitive and transitive verb to change the active sentences into passive. The auxiliary verb *gail* ‘go’ PAST is the past form of *Ja:* these two forms are inserted just after the participle maker *-al* in passive. The realization of *ja:* varies with tenses.
15. The question marker in Bhojpuri of yes/no question is *ka:* and is responded in with the word *ha* ‘yes’ if the answer is ‘positive and *na:* ‘no’ if it is negative.
16. The Bhojpuri language, the passive of yes/no question or interrogative sentence remains the same as of assertive sentence except adding *ka:* in the beginning of the sentence.
17. *ke:/kinka:ke/kinkar* are used for seniors but *kawan/keke/kekara:ke/ka:wana:ke/kekara:/kekar/ka:wana:ke* and *kawan* are used for juniors and among friends. But no distinction was found between the secondary data and primary data regarding the use of yes/no question.
18. The active imperative sentence which expresses *advice/pray/duty/order/ command* is passivized by inserting *eke+ca:hi:* at the end of the root verb.
19. If the active imperative sentence expresses *request* this sentence is changed into passive by either *a:wa or-al+Ja:wa* after the root verb.

4.1.2 Similarities between the processes of passivization in Bhojpuri and English

1. Different types of sentences like assertive, interrogative and imperative can be passivized in both Bhojpuri and English.
2. Some pronouns in both Bhojpuri (*tu-to:hara:/to:ra:*), *u:-o:kara:*, *ham-hamara:*) and English (*we-us, I-me, you-you, she-her, they-them, who- by whom*) languages are changed into their passive forms.
3. The subject of active sentence is accompanied by post position *-se* in Bhojpuri and by preposition *by* in English in the passive voice.
4. **'By-agent'** can be generally deleted in passive construction in both languages if the subject in active sentence is unknown or contextually obvious.
5. Sentences with modal verbs can also be passivized in the both languages.
6. Subject NP [-human] **kawan** in Bhojpuri and **who** in English are passivized *kekara:* and *by whom* respectively.
7. Impersonal sentences and sentences with the phrasal verb are passivized in both Bhojpuri and English.
8. The verb in both Bhojpuri and English agrees with the subject in active but with the object in the passive sentence.

4.1.3 Difference between the processes of passivization in Bhojpuri and English

1. The syntactic positions of the subject and object either they are nouns or pronouns of the active sentence remain the same in Bhojpuri but they interchange in English in passive and even subject and object don't change their positions in Bhojpuri in the passive sentence.

2. Both transitive and intransitive verbs can be passivized in Bhojpuri but only transitive verb can be passivized in English.
3. Although the active sentence has two objects (DO and IO) the passive is made with only one object in Bhojpuri but in English, both objects are used to make passive.
4. The pronoun *tu* (NH) in Bhojpuri has double forms i.e. to:hara:or to:ra: but the same pronoun *you* doesn't have two forms in English in passive voice.
5. In passive voice, the subject of active voice is followed by the post position *-se* in Bhojpuri but it is preceded by the preposition *-by* in English
6. If the verb expresses states, there are not other prepositions with state verb in Bhojpuri while transforming active sentence into passive but there are other prepositions like *at, with, in, under, and to* which can be used in passive in English.
7. *Ja:* is the passive auxiliary verb which is inserted in the verb construction in passive sentence in Bhojpuri but no such insertion was found in English.
8. Active sentences of perfect progressive aspect can be passivized in Bhojpuri but they can't be passivized in English.
9. The Bhojpuri verb cross-references its agreement with subject in active sentence but with object in passive according to person (1st, 2nd, and 3rd) and honorific degree (NH,HH,N) but not with number and gender. The verb in English agrees with the number of subject in active sentence and of object in passive sentence. On the other hand,

the verb is not affected by the object but by the subject in Bhojpuri while changing the sentence into passive voice.

10. The active form of the verb is converted into the passive form inflexionally in Bhojpuri but phrasally in English.

No distinction was found in the process of passivization in Bhojpuri responded by male and female informants of Dakshin Jhitkaiya and Basatpur of Bara district.

Note: The researcher himself named the ‘impersonal passive’ ‘personal passive’ in Bhojpuri because the subject such as *lo:g* of active sentence, may or may not remain the same. He also named ‘wh-question’ ‘k-question’ because every k-word starts with interrogative feature [k]. For example: ka:he, ka:ha: kekarre: kawan, kaise, etc. but the subject such as *people* of active voice is deleted and *it* is added in impersonal passive in English.

4.2 Recommendations and Pedagogical Implications

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

4.2.1 Recommendations To The Learners Of Bhojpuri As A Second Language

1. The teachers of English should be more attentive towards the inversion syntactic positions of nouns or pronouns as subject and object in the passive sentence while teaching Bhojpuri passivization to English speaking learners because they are changed in the English language.

2. The English speaking students should be more careful with changing active sentences into passive in Bhojpuri because both transitive and intransitive verbs are changed into passive in Bhojpuri.
3. The Students of English while learning Bhojpuri should be very careful in the use of prepositions because other prepositions like *to*, *at*, *in*, *with*, etc. are used instead of *–by* in passive voice in English whereas only the postposition *–se* is used in Bhojpuri.
4. The use of postposition *–se* should be practised more and more by the learners of Bhojpuri as a second language because the subject of active sentence is followed by the postposition *–se* in Bhojpuri whereas preceded *by* the preposition *by* in passive voice in English.
5. The learners of Bhojpuri as a second language should practice more with Bhojpuri auxiliary verb in the system of passivization because the auxiliary verb *ja:* is inserted in passive verb construction of Bhojpuri.
6. The students of that group should also be taught the rules of passivization of different types of sentences of Bhojpuri.
7. The teacher should be more attentive in teaching passivization systems to the learners of Bhojpuri as a second language because both Bhojpuri and English have their own passivization system of interrogative and imperative sentences.
8. While teaching the learners of Bhojpuri as a second language in the classroom, the teacher should use appropriate materials to teach passivization.
9. The language planners, course or syllabus designers and textbook writers should be more conscious towards designing the syllabus and

writing the textbooks for the English-speaking students who are learning Bhojpuri as a second language.

4.2.2 Recommendations To The Learners Of English As A Second Language

1. This research is a comparative study of passivization systems between two languages i.e. Bhojpuri and English. It helps the language teachers who are teaching English as a second or foreign language to find out the main areas of difficulty that the Bhojpuri-speaking learners face and to predict the likely errors that they commit in learning a new language.
2. The teacher of Bhojpuri ethnic community should give more attention on the inversion of the syntactic positions of nouns or pronouns as subject and object in passive sentence while teaching English passivization to Bhojpuri-speaking learners because they remain unchanged in the Bhojpuri language.
3. The Bhojpuri-speaking students should be more careful when changing active sentence into passive in English because only transitive verbs are passivized in English.
4. The pasivization of active sentences with the help of IO and DO does exist in Bhojpuri. So, the students should be taught to change active sentence with the help of IO or DO into the passive in English.
5. The subject *lo:g* may or may not remain the same in both active and passive in Bhojpuri. So, Special attention should be paid on impersonal passive because the subject of this kind of passive *people* is deleted and *it* is added in English.

6. Only postposition *-se* is used in passive in Bhojpuri. So, while teaching passivization in English, the insertion of other prepositions like *in*, *at*, *with*, and *to* just after agent in passive should be more emphasized.
7. The pronouns like *hamani* 'we', *apane* honorific 'you', *o:kani* 'they' are not changed in Bhojpuri whereas the pronouns like 'we' and 'they' change their forms in passive in English and the pronoun 'you' *tu* can be changed into passive. So, more practice should be done on changing the pronouns in English because the pronoun like *you* in English cannot be changed in passive.
8. The students of the Bhojpuri language should be taught carefully in the ways of changing the verb phrase of active construction in English because the VP is passivized inflexionally in Bhojpuri and phrasally in English.
9. The subject of the active sentence is followed by the postposition *-se* in Bhojpuri whereas preceded by the preposition *by* in passive sentence in English. So, more emphasis should be paid in this matter.
10. The auxiliary verb *ja:-* is inserted in passive verb construction of Bhojpuri but English has no such insertion. Therefore, the students should be practiced more with the English auxiliary verb in system of passivization.
11. Both Bhojpuri and English have their own passivization systems of interrogative and imperative sentences. Therefore, the teacher should be more careful in teaching those systems to the Bhojpuri-speaking students.

12. Similar aspects of passivization between two languages should be taught to the students by creating meaningful situations and using suitable examples.
13. The teachers should use appropriate materials to teach passivization as far as possible in the classroom.
14. The students of that community should also be taught the rules of passivization of different types of sentences of Bhojpuri.
15. The language planners, course or syllabus designers and textbook writers should be more conscious towards designing the syllabus and writing the textbooks for the Bhojpuri-speaking students who are learning English as a second language.

The researcher does not claim that the present study covers all the rules of passivization in Bhojpuri as he has not carried out this research in all types of sentences available in the Bhojpuri language. It is based only on assertive, interrogative and imperative sentences and only on 60 Bhojpuri native speakers from Dakshin Jhitkaiya and Basatpur of Bara district. However, the researcher has tried his best to generalize the rules of passivization in Bhojpuri explicitly based on the collected primary data.

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

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APPENDICES

APPENDIX – I

Informats of the Research Study

Dakshin Jhitkaiya

Illiterate

S.N.	Name	Sex	Age
1.	Jogindar Pd. Dubey	M	65
2.	Bhagal pandit	M	32
3.	Ramashish Yadav	M	55
4.	Bhola Pd. Yadav	M	53
5.	Jogi Pd. Jaiswar	M	50
6.	Mona Devi	F	52
7.	Dev Kumari Devi	F	48
8.	Gita Devi	F	45
9.	Rajpati Devi	F	60
10.	Ramdevi Devi	F	50

Literate

S.N.	Name	Sex	Age
1.	Bharat Patel	M	19
2.	Kirani Pd. Jaiswar	M	55
3.	Suresh Pd. Jaiswar	M	35
4.	Ram Naresh Patel	M	18
5.	Shiv Ratan Yadav	M	58
6.	Lilawati Devi	F	25
7.	Meena Devi Patel	F	24
8.	Sharita Devi	F	24
9.	Krishna Devi	F	23
10.	Sima Yadav	F	25

Educated

S.N.	Name	Sex	Age
1.	Ram Swrath Yadav	M	30
2.	Ranjeet Patel	M	21
3.	Ram Bahadur Pandit	M	27
4.	Sanjay Kumar Patel	M	31
5.	Shiv Shankar Pd. Yadav	M	40
6.	Amita Yadav	F	18
7.	Anjana Patel	F	26
8.	Kabita Patel	F	30
9.	Ramita Yadav	F	33
10.	Babita Patel	F	25

Basatpur**Illiterate**

S.N.	Name	Sex	Age
1.	Harendra Sah	M	35
2.	Durga Shah Teli	M	55
3.	Dhoda Sah	M	50
4.	Naimadin Ansari	M	30
5.	Jiyalal Shah Kuna	M	44
6.	Gita Devi Patel	F	42
7.	Pratima Devi	F	36
8.	Shanti Devi	F	50
9.	Ramita Devi	F	25
10.	Radhika Devi Yadav	F	30

Literate

S.N.	Name	Sex	Age
1.	Gopal Sah	M	60
2.	Harendra Yadav	M	37
3.	Tabrej Alam	M	39
4.	Parbej Miya	M	25
5.	Daroga Sah	M	56
6.	Sugandhi Baitha	F	52
7.	Babita Kumari	F	22
8.	Sujata Kumari Shah	F	20
9.	Nirmala Yadav	F	25
10.	Maheshwari Devi	F	27

Educated

S.N.	Name	Sex	Age
1.	Rajesh Kumar Thakur	M	27
2.	Rakesh Kumar Giri	M	30
3.	Arun Kumar Sah	M	23
4.	Gulsan Kumar Shing	M	50
5.	Amit Kumar Sigh	M	23
6.	Nirmala Sahani	F	25
7.	Anjali Devi	F	24
8.	Preety Kumari	F	22
9.	Sweta Devi	F	24
10.	Ashrina Khatoon	F	30

Appendix – II

Questionnaire and Interview Schedule

These questionnaire and interview schedule have been prepared in order to accomplish a dissertation on "Pasivization in English and Bhojpuri : A Comparative Linguistic Study". This dissertation is being carried out under the supervision of Dr. Anjana Bhattarai, lecturer of the central department of English Education, T.U. Kirtipur, Kathmandu. It is hope that your valuable cooperation extended to me will be a great contribution in the accomplishment of this valuable research for M.Ed. Dissertation.

Researcher

Dinesh Prasad Jaiswar

M.Ed. English

T.U. Kirtipur, Kathmandu

नाव (Name):

लिङ्ग (sex):

गा.वि.स. (VDC):

उमीर (Age):

पेशा (Occupation):

शैक्षिक योग्यता (Academic Qualification):

1. Assertive Sentences

Change the following Bhojpuri active sentences into passive voice with the help of the given examples below:

Examples:

क) हमर बाबुजी हमरा के पढवले बानी । (My father has taught me.)

- हम बाबुजीसे पढल बानी ।

ख) हमर भईया काल्हु एगो चिट्ठी भेजलन । (My elder brother sent a letter yesterday.)

- हमरा भइया से काल्हु एगो चिट्ठी भेजल गईल ।

ग) अपने हमनी के अंग्रेजी पढावेनी । (You teach us English.)

- अपने द्वारा हमनी के अंग्रेजी पढावलजाला ।

घ) लोग कहेला कि उ धोखाबाज हवे । (People say that he is a traitor.)

- ओकराके धोखाबाज कहलजाला ।

Questionnaire

This questionnaire has been prepared in order to accomplish a dissertation on "Pasivization in English and Bhojpuri : A Comparative Linguistic Study". This dissertation is being carried out under the supervision of Dr. Anjana Bhattarai, lecturer of the central department of English Education, T.U. Kirtipur, Kathmandu. It is hope that your valuable cooperation extended to me will be a great contribution in the accomplishment of this valuable research for M.Ed. Dissertation.

Researcher

Dinesh Prasad Jaiswar

M.Ed. English

T.U. Kirtipur, Kathmandu

नाव (Name):

लिङ्ग (sex):

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ग) अपने हमनी के अंग्रेजी पढावेनी । (You teach us English.)

- अपने द्वारा हमनी के अंग्रेजी पढावलजाला ।

घ) लोग कहेला कि उ धोखाबाज हवे । (People say that he is a traitor.)

- ओकराके धोखाबाज कहलजाला ।