

CHAPTER-ONE

INTRODUCTION

This research entitled 'Adposition in Bhojpuri and English' has tried to find out the similarities and differences between adposition system in Bhojpuri and English. This chapter deals with general background, introduction to English language teaching, Bhojpuri language, adpositions, contrastive analysis and literature review and so on. This research proves to be significant for Bhojpuri scholars and teachers to teach this part of grammar effectively.

1.1 General Background

Language is the most advanced and powerful means of human communication. The vast knowledge in different fields of human activity is accumulated, stored, and transmitted through language. It is a special gift for human beings. Most of the activities of the world are carried out through language such as transmitting human civilization, thoughts, literature, political and diplomatic activities and human achievements. In this reference Crystal (2003, p.53) says "... language is the concrete act of speaking, writing or singing in a given situation the notion-of parole or performance ... a particular variety, or level of speech/writing may also be referred as language". Language is an essential means to fulfil the fundamental requirements of human civilization. Sapir (1971) states:

Language is purely human and non-instinctive method of communicating ideas, emotions and desires by means of system of voluntarily produced symbols. These symbols are in the first instance auditory and they are produced by the so-called organs of speech.

There is no discernible intuitive basis in human speech as such, however, much instinctive expressions and the natural environment

many serve as a stimulus for the development of certain elements of speech, however much instinctive tendencies, motor and other many give a predetermined range or animal communication, if 'communication' it may be called as is brought about by involuntary, instinctive cries is not, in our sense, language at all. (p.8)

Language is also constantly changing, admitting new words and new usage from other languages, and leaving behind old ones which no longer serve a purpose. We look around us and awed by the variety of several thousand languages and dialects, expressing a multiplicity of world views, literatures, and ways of life. We look back at the thoughts of our predecessors, and find what we can see only as far as our language allows us to look forward in time and we can plan only through language. So, language is an essential phenomenon in human life.

One of the highly advanced forms of language in the domain of modern era is Translation. This has made every discovery, achievements, knowledge, literature and many more accessible to every people of world living around.

1.1.1 The Bhojpuri Language

As far as Bhojpuri language is concerned, it is one of the prominent living languages spoken in India and Nepal. These two South Asian countries have a long geographical and cultural similarity. As Bhojpuri has acquired its name, it is associated with Bhojpur that was a famous city though it still exists as a village near the town of Baxar in Bihar. It had also been known as Bhojpuri in the past. Some local and less used names for this language are "Purbi Boli", "Eastern Speech" or just 'Purbi Eastern'. It has also been named as "Banarasi" after the city of Banaras or Bangarboli i.e. 'the speech of Bangar' (Dixit, 1991, p. 18).

1.1.1.1 Geographical Distribution of the Bhojpuri Language

Apparently, the modern Bhojpuri-speaking community can be visualized politically split between the adjacent territories of Nepal and India. However, it exists as an integrated cultural entity mainly due to frequent regular interaction and cultural affinity between Bhojpuri speakers of the two nations. The very language is spoken in an area of at least 43,000 square miles (Shukla, 1981, P.3). It is mainly spoken in the Indian territories of Uttar Pradesh and in the Nepalese Madhesi districts from Sarlahi in the east to Rupandehi in the West. Besides this, it is spoken in Morang and Sunsari districts and the Kathmandu valley of Nepal as well as in Purnia district of Bihar, Assam, Madhya Pradesh, Western Uttar Pradesh and Kolkata in India (Tiwari, 1960, p.17).

As per the Nepalese population census in 2001 (2058 B.S.), Bhojpuri is the third major language in Nepal. It secures first position in Bara, Parsa, Rupandehi whereas second position in Sarlahi, Rautahat and Nawalparasi. Regarding presence of the Bhojpuri speakers, there are a few districts, even less to count on fingers where Bhojpuri speakers have not reported their presence in the census (Population census 2001, as cited in Yadav, 2001, p. 69).

There are 1,712,536 Bhojpurians living in Nepal. The number comprises 7.53% of the total population of Nepal (Thakur, 2006, p. 16).

1.1.1.2 Genetic Affiliation

Genetic Affiliation presents the systematic development of convergence of a language till date from a common proto-language. This is presented through a strammbaum. Different strammbaums came into light to present the genetic affiliation of the Indo-Aryan languages. Such classifications made by Hoernle (1880), Grierson (1903, 1931), Chatterjee (1926), Turner (1966) and Nigam (1974) are thought to be of great significance (as cited in Thakur 2006, p.3). Of them, the classification by Grierson (1903) is considered to be a more reasonable approach to the discussion of Bhojpuri. The classification has been presented in scheme overleaf:

Indo-Aryan

As shown in the figure, Grierson (1903) considers Bhojpuri a distinct Indo-Aryan language on its own. It is not like Hindi as the latter belongs to the central group of the Indio-Aryan language while the former is affiliated to its eastern group. It constitutes a subgroup with Maithili and Magahi and is

linguistically nearer to Assamese, Bengali and Oriya than to its more contiguous languages, especially Hindi and Nepali.

They came to the conclusion that Bhojpuri is not a dialect of Hindi, and Bhojpuri are not a dialect of Bihari and here ought not to be grouped with Bhojpuri (Yadav, 2001).

1.1.1.3 The English language

English is a west Germanic language that emerged in the Anglo-Saxon kingdoms of England and spread into what was to become south east Scotland under the influence of the Anglian medieval kingdom of *Northumbria*. Following the economic, political, military, scientific, cultural, and colonial influence of Great Britain and the United Kingdom from the 18th century, via the British Empire, and of the United States since the mid-20th century, it has been widely dispersed around the world, become the leading language of international discourse, and has acquired use of lingua franca in many regions, it is widely learned as a second language and used as an official language of the European Union and many Common wealth countries, as well as in many world organizations. Historically, English originated from the fusion of languages and dialects, now collectively termed Old English which were brought to the eastern coast of Great Britain by Germanic (Anglo-Saxon) settlers by the 5th century - with the word English being derived from the name of the Angles. A significant number of English words are constructed based on roots from Latin because Latin in some form was the lingua franca of the Christian Church and of European intellectual life. The language was further influenced by the old Norse language due to Viking invasions in the 8th and 9th centuries (www.englishlanguagedefinition.com).

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. But rather it is the most widely used means of communication, and people of the world are deeply indebted to it for playing vital roles in the development of trade, transport and

communication in the world. It is the gateway to knowledge which has covered all affairs in human life.

Teaching English language in Nepal was started for the first time at Durbar High School in 1835. 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 four up to the bachelor level whereas the English medium schools teach English right from the nursery level. The rapid growth of English medium schools and their impact on society prove the importance of English in Nepal.

1.1.1.4 Importance of Adposition

Adposition in Bhojpuri and English languages have its own importance to derive meaning in both the languages. It becomes cover term for prepositions in English and postpositions in the Bhojpuri language. Preposition seems little term but plays a great role to determine actual meaning of place, time and others. As the similar words have different meanings in different context, it becomes more problematic in language and irritating. On the other hand, limited words challenge whole of the structure of grammar to determine pinpoint meaning. Therefore, its usage can not be more but should be provided equal importance to get actual meaning of the sentence.

Bhojpuri postpositions also have its own importance to determine its meaning. The case markers influence whole of the structure of Bhojpuri to derive the meaning. Unlike English prepositions, Bhojpuri postpositions have its own features case markers, postpositions combined with postpositions and verbal connectives which become postposition. So, It plays a great role to derive meaning. Without studying postposition, it becomes impossible to get meaning. The postpositions in Bhojpuri language and preposition in English become indispensable for grammar to get actual meaning.

1.1.1.5 Adposition

The term *adposition* is a cover term of prepositions and postpositions. These are usually particles, though they may be clitics or substantives, i.e., nouns or verbs, that say somethings about the semantic role of an adjacent noun phrase in the clause (Payne, 1997, p. 86).

The following " are the examples of prepositions and postpositions:

- i. Prepositions: English P + NP
 1. 'On the table'
 2. 'Over my car'
 3. 'Untill the afternoon'
- ii. Postpositions: Bhojpuri NP + P
 4. *gh r t r*
house at
at the house
 5. *dok n p r*
Shop on
on the shop

The above instances show that English language adopts preposition and Bhojpuri adopts postposition due to difference in structural pattern of language. English language follows P + NP pattern to be postpositioned. It can be claimed that position postposed but it can not be postpositioned due to its pattern.

For example:

6. i. Which house did you leave in ?
 - ii. He is impossible to work with.

In these sentences in and 'with' have come at the end of the sentences which denote informal use of preposition. But it can be written in another way to keep preposition at the beginning.

7.
 - i. At which house did you leave ?
 - ii. To work with him is impossible.

1.1.1.6 Definition of prepositions

"A preposition expresses a relation between two entities, one being that represented by the prepositional complement. Of the various types of relational meaning, those of *PLACE* and *TIME* are the most prominent and easy to identify. Other relationships such as *INSTRUMENT* and *CAUSE* may be recognized, although it is difficult to describe prepositional meaning systematically in term of such labels". (Leech and Svartvik, 1994, p. 43)

(a) The Form of Prepositions

First of all, English prepositions are free morphemes, not bound inflectional affixes as they are in many other languages (Leech and Svartvic, 1994). The reasons that prepositions have the name they do is that they precede nouns - they are pre-positions. This contrasts with other languages, such as Japanese, that have postpositions, which follow nouns. This is not to say that English prepositions must always come before nouns. Second, the rule tells us that prepositions are followed by NPs. Since the NP is the "object" of the preposition, if it is a pronoun, it is an object pronoun.

8. For us/to me

Third, the symbol *prep* in our rule does not necessarily represent a single word. Although many prepositions are single words, some complex prepositions consist of two or more words that function as single prepositions such as *because of*, *out of*, *on top of*, *in front of* In fact, some prepositions that once existed as two words have coalesced : onto and into are examples that spring readily to mind. The other phrase structure rules that are relevant to our discussion of the form of prepositions are the ones that demonstrate that prepositional phrases follow copular verbs and certain intransitive verbs and

transitive adjectives, where they are needed to complete the VP and AP₁, respectively.

9.i. Cop + prep : The car is in the garage.

ii. Verb + prep : He lays on his side.

iii. Adj + prep: I am averse to the idea.

(Source: Murcia and Freeman, 1983, p. 402)

b) Position of preposition

i. Preposition + noun or pronoun

Pre-means before, so preposition are usually placed before a noun or pronoun
at home, about him, on the table

ii. Noun or Pronoun + preposition

A preposition can also occur at the end of the sentence as in the following constructions:

a. question - word question

A preposition placed before a question-word in an interrogative sentence changes its position. It is usually placed at the end of a question particularly in spoken English:

The structure of such question is question - word + verb + subject + preposition

10.i. What is this box *for* ?

ii. For what is this box ?

Similarly

11.i. *In* which room did you sleep ?

ii. Which room did you sleep *in* ?

iii. *At* whom are you looking ?

iv. Who are you looking at ?

b. Relative clause

A preposition placed before a relative pronoun changes its position. It is placed at the end of the relative clause (adjective clause):

12.i. The house *in* which I live is small.

ii. The house I live *in* is small.

iii. The people *to* whom I am talking are total strangers.

iv. The people I am talking *to* are total strangers.

c. Exclamations

In exclamation too a preposition is moved to the end of the sentence:

- 13.i. What a world we live in ! (*not* in what)
- ii. What a fellow to travel *with* ! (not. with what.....)

d. Passive voice

In the passive construction the preposition is placed at the end of the sentence:

- 14.i The case is being looked *into*.
- ii. Such a situation can not even be thought *of*.

c) Kinds of preposition

A preposition is of two kinds:

- i. simple preposition
- ii. complex preposition

- i. A preposition which consists of one word is a simple preposition. Most of the common English prepositions are simple. They are mentioned below.

about	before	far	since
above	below	from	till
after	beside	in	through
along	between	into	to
around	by	of	under
at	down	past	until
up	with	without	etc.

- ii. Other prepositions, consisting of more than one word are called complex prepositions, e.g.,

along with	as far	away from
because of	due to	except for
in relation to	out of	upto
instead of	in comparison with	in front of
by means of	on top of	etc

d) Various relations expressed by prepositions

Prepositions are polysemous in nature. They express various relations in different contexts. They are discussed below:

(i) Preposition of place: at, on, in, into, behind, by

A number of prepositional words which indicate relation with place.

at, on, in, into, near, beside

under, above, below, behind, by

in front of, round etc.

15. For example,

I saw him *at* the corner of his house.

Here 'at' indicates that the particular point of the house where the agent 'I' saw him. So, 'at' shows relation of two things 'him' and 'corner' of building.

The choice of preposition is often governed by the way we see an object, whether we see it.

- a. as a point in space (x)
- b. as a line /
- c. as a surface
- d. as an area
- e. as a volume

a. The place is seen as a point (i.e. a place which is identified quite generally, without being thought of in terms of length, width, or height):

	to	at	(away) from	away from
→	x	x	x→	x

1

2

3

4

16.i. we went *to* the hotel.

ii. We stayed *at* the hotel.

iii. We came (*away*) from the hotel.

iv. We stayed *away* from the hotel.

b. The place is seen as a LINE, i.e. is a place thought of in terms of length. but not breadth or height (depth)

on (to)	on	off	off	across, over	along

17.1. The ball rolled *onto* the goal-line.

2. Memphis is a town *on* the Mississippi

3. We turned *off* the main road.

4. Zanzibar is an island *off* the coast of Africa.

5. They drove *across* the frontier.

6. We walked *along* the river bank.

c. The place is seen as a surface, i.e. is thought of in terms of length and width, but not height (or depth)

on (to)	on	off	off	across over	through

18.1. He fell *on (to)* the floor.

2. There is green table *on* the bottle.

3. He took the picture *off* the wall.

4. That is a place *off* the map.

5. He took a walk *across* the fields.

6. He looked *through* the window.

- d. The place is seen as an Area (usually an area of ground or territory enclosed by boundaries)

In (to)	in	Out of	Out of	through

19. i. They crowded *into* the streets.
 ii. I have a house *in* the city.
 iii. They flew *out of* the country.
 iv. He stayed *out of* the district.
 v. We went for a walk *through* the park.
- e. The place is seen as a VOLUME, i.e. is thought of in terms of length, width, and height.

20. 1. He ran *into* the house.
 2. The food *is in* the cupboard.
 3. He climbed *out of* the water.
 4. He was out of the room.
 5. The wind blew *through* the trees.

Position: It is a relation between two objects:

Positive position and direction: at, to in, on positive position (the static location) and direction show equal cause and effect relationship.

- | | Direction | Position |
|-----|-----------------------------------|---|
| 21. | He went <i>to</i> the door. | as a result: He was <i>at</i> the door |
| | He fell <i>on(to)</i> the floor. | as a result: He was <i>on</i> the floor |
| | He dived <i>in(to)</i> the water. | as a result: He was <i>in</i> water. |

Negative position and direction: away from, off, of

There is a parallel cause and effect relation with the negative positions (dynamic location)

Direction	Position
He went away from the door.	He was away from the door. (He was not at the door)

a. Relative position: *by, over, under etc.*

Apart from static position, prepositions may express the relative position of two objects or groups of objects.

He was standing by his brother (= *at the side of*)

The following prepositional words; *above, over, on top of, under, underneath, beneath, below*, express *Relative position* vertically whereas *before, in front of, behind, after* represent it horizontally.

above A over

behind D

C in front of

This diagram depicts the relation expressed by '*A is above X, 'D is behind X*', etc. The antonyms *above* and *below, over* and *under, in front of* and *behind* are not positive and negative, but converse opposites.

23.i The picture is *above* the mantelpiece = the mantelpiece is *below* the picture.

ii. The bus is *in front of* the car = The car is *behind* the bus.

Over and *under* as place preposition are roughly synonymous with *above* and *below* respectively. The main differences are that *over* and *under* tend to

indicate a direct vertical relationship and/or spatial proximity, while *above* and *below* may indicate simply 'on a higher/lower level than:

24. i. The castle stands on a hill above (rather than over) the valley.
ii. The doctor and the policeman were leaning *over* (rather than *above*) the body when we arrived.

Underneath and beneath are less common substitutes for *under/beneath* is formal in style - underneath, like on top of, generally indicates a contiguous relation.

- b. Relative Destination: *by, over, under* etc.

Beside, above, below and rest of the relative position preposition can express relative destination.

For instance,

25. i. I dashed behind it (bush).
ii. When it started to rain, we all went underneath the trees.
Here, bush and trees are conceivable hiding place.

- c. Passage: *by, over, under, etc.*

With verbs of motion, preposition may express the idea of *Passage* (i.e. movement, towards and then away from a place) as well as destination.

26. i. He jumped over a bitch.
ii. Someone ran behind the goal -posts.
Iii. The ball rolled underneath the table.

The last 2, and 3 sentences show the ambiguous meaning either passage or destination. So, both meaning can be implemented.

- d. Passage: across, through. past

The sense of passage is the primary locative meaning attached to *across* (dimension type 1/2) through (dimension type 2/3) and past (the '*Passage*'

equivalent of *by* which may also, however, be substituted for *past* in a 'passage' sense). Note the parallel between across and on, *through* and *in* in the diagram:

- | | | | |
|-------|--------------------|--------------|--------------------|
| 27.i. | Dimension type 1/2 | on the grass | across the grass |
| ii | Dimension type 2/3 | in the grass | through the grass. |

The upper pair treat the grass as a surface, and therefore, suggest short grass; the lowest pair, by treating the grass as a volume, suggest that it has height as well as length and breadth that is, that the grass is long.

- e. Direction: *up, down, along, across, over, through, past*
It represents motion with reference to a direction or axis. up

Up and *down* contrast in term of vertical direction and along contrasts with across in term of horizontal axis.

For example

28. i. We ran *up* the hill.
ii. We ran *down* the hill.
iii. We walked *along/across* the street.

Here, the hill refers to the vertical and the street implies the horizontal axis.

- f. Orientation (or view point)

The preposition 'beyond' makes reference not only two objects, but to a third factors, the view-point at which the speaker is standing. For example:

29. i. people *over* the road
ii. friends *across* the sea

In these sentences, *over* and *across* imply the sense of beyond where in (i) sentence shows that people are on the other side of the road, (ii) sentence shows that friends are other side of the sea.

g. Resulting meaning

Prepositions which have the meaning of 'motion' can also have a state meaning, indicating the state of having reached a particular destination.

30.i. The horses are *over the fence* (ie 'have jumped the fence')

h. Pervasive meaning

Over and Through can have 'pervasive' meaning, especially when preceded by all

31.i. He painted (*all*) *over* the walls (i.e. he covered the walls with paint)

ii. The noise could be heard all *over/through* the building.

Through is restricted to areas and volumes. *Throughout* can be used instead of *all- through*:

32. The epidemic has spread *throughout* the country.

Seven senses of *over*

Let us now see how one preposition (*over*) may be used in most of the sense discussed.

33. i. Position: A lamp hung *over* the door.
- ii. Destination: They threw a blanket *over* her.
- iii. Passage: They climbed *over* the wall.
- iv. Orientation: They live *over* (= *on the for side of*) the road.
- v. Resultative: At last we were *over* the crest of the hill.
- vi. Pervasive (static): Leaves lay thick (*all*) *over* the ground
- vii. Pervasive (motion): They splashed water *over* me.

ii) Metaphorical or abstract use of place prepositions

Many place prepositions have abstract meanings which are clearly related, through metaphorical connection, to their locative uses. Very often prepositions so used keep the groundings (in terms of similarity or contrast of meaning) that they have when used in literal reference to place.

One may perceive a stage/stage extension of metaphorical usage in such a series as:

34. i. *in shallow water* (purely literal)
 ii. *in deep water* (also metaphorical = in trouble)
 iii. *in difficulties* (the preposition is used metaphorically)
 iv. *in a sport* (= in a difficult situation', both preposition and the noun are metaphorical, since literally spot would requireat
 Examples in relation to the literal meanings are

IN/OUT OF; AMID (rare)/AMIDST (Formal)

Position → state, condition

- 35.i. *in/out of danger: amidst many troubles*

enclosure → abstract inclusion:

- ii. *in stories/plays: in a group/party; in/out of the rare*

ABOVE/BELOW/BENEATH Vertical direction →

abstract scale:

36. *such behaviour is beneath (not bellow) him: he is above me in salary*

UNDER

vertical direction → subjection, subordination:

37. *Under suspicion / orders / compulsion UP/DOWN*

Movement on vertical axis → movement on list or scale:

38. *Up/down the scale; up/down the social ladder FROM/TO*

Starting point/distinction → Originator/recipient:

39. *a letter/present from Browning to his wife*

BEYOND/PAST/OVER

regulative meaning: Physical → abstract

40. *beyond/past endurance; We're over the worst*

BETWEEN / AMONG/ AMONEST (esp BrE)

relative position → abstract relation between participants.

41. *a fight between two boys; they agree among (st) themselves*

Preposition of Time: *at, on, in, during, before, till, ago etc.*

These prepositional words indicate time sense, although in the time sphere there are only two 'dimension-types', viz 'point of time' and 'period of time'.

We use 'at' for the time of day: point of time

42. at 5 O'clock, *at* 11.45, at midnight, at lunch time, at sunset etc.

On for days and dates

43 on Friday/on Fridays on 12 march 1991, on Christmas Day
. in for longer periods (For examples, months/year/seasons)

44. in October in 1968 in the 18th century in the past
in (the) winter in 1970s in the middle ages in (the future)

On time/In time

On time = Punctual time, not late. If something happens on time. It at the time which was planned:

45. i. The 11.45 train left on time (= It left at 11.45)
ii. I'll meet you at 7.30 Ok, but please be on time; (= do not be late, be there at 7.30)

46. In time (for something to do something) = soon enough
i. Will You be home in time for dinner ?(= sooner enough for dinner)

At the end and In the end

At the end (of something) = at the time when something ends.

47. For example: at the end of the month, at the end of the match
at the end of the film, at the end of the concert

In the end = finally

We use *in the end* when we say what the final result of a situation was:

- 48.i. We had a lot of problems with our ear. *In the end* we sold it and bought another one (= finally we sold it)
- ii. He got more and more angry. *In the end* he just walked out of the room. By and until By the time

By (a time) = not later time

- 49.i. I posted the letter today, so they should receive it by Monday. (= on or before Monday, not later than Monday)
- ii. We'd better hurry. We have to be at home by 5 O'clock. (= at *or* before 5 o'clock, not later than 5 O' clock).

We use 'Untill' (till) to say how long a situation continues:

50. i. 'Shall we get now ?' NO let is wait until (or till) it stops (or till)
- ii. it stops raining.
- iii. Couldn't get up this morning. I stayed in bed until half past ten.

Prepositional phrase chiefly as adjunct; *cause, reason, motive, because of; of on account of* etc.

iii. Cause

The preposition which shows the cause whether it may be material cause or the psychological cause of a happening.

For example,

- i. *Because* of the drought, the price of bread was high.
- ii. *On account of* his experience, he was made chief.
- III. He was died of tuberculosis.

In these sentences, *because of*, *on account of*, *of*, words show cause and reason. The first sentence indicates that *because of* the drought causes rise of the price, second one implies that the person was made chief, the reason is his experience and the third one reflects cause which bring death,

iv. Purpose -for

The purpose reflects the sense of aim, goal or object that is indicated by the preposition: *for*, *of*

52. ii. He'll do anything *for* money.
- ii. Everyone ran *for* shelter.
- iii. He died *of* his Country.

In these sentences *for*, and *of*, show the purpose, money, shelter, and country respectively.

Recipient, goal, target: *for*, *to*, *at*

- 53.i. He made a beautiful doll for his *daughter-daughter as intended recipient*
Here daughter may/may not have actually received the doll)
- ii. He gave a beautiful doll to his daughter - actual *recipient*
Here, she has received the doll. She has been actual recipient.
'To' indicates the goal, where goal is daughter of 'he'
- iii. After aiming carefully at the bird. he missed it completed

'at' indicates the target, *at* the bird shows that bird is target.

- 54.i. He shouted *at* me.
- ii. He shouted *on* me.

There is a difference between '*at*' and '*on*'. '*At*' here shows the abuse or rebuke *on* '*me*' but in second sentence '*on*' shows simply calling.

v. Source, Origin: *from*

It indicates from where something comes. The preposition is used to indicate origin or source.

- 55.i. I borrowed the book *from* bill.
- ii. He comes *from* Austria.

The above mentioned sentences show that '*from*' indicates the source, as in the first sentence 'bill' is source and in the second Sentence; 'Austria' is origin.

vi. Means: *By, with, without*

By can express the meaning by 'means of

- 56.i. I usually go to work by 'bus/train/car'
- ii. The thief must have entered and left the house by the back door.
- iii. *By* working the pumps, we kept the ship afloat for another 40 hours.

With, on the other hand, express instrumental meaning

- iv. He caught the ball *with his left hand*.
- v. Someone had broken the window *with a stone*.

In these sentences, we can see there is a correspondence between these two sentences (which normally required a human subject and a direct object).

There is an alternative construction in which the noun phrase denoting the instrument as subject.

- 57.i His left hand caught the ball.

- ii. A stone has broken the window.

vii. Instrument, *with, by*

Instrument is the inert and normally inanimate cause of an action, the agent is its animate initiating cause.

- 58. i. The ball that breaks a window.
- ii. The boy who threw the ball.

In the (i) sentence 'the ball' which becomes inanimate instrument that causes an action. On the other hand, in the (ii) sentence 'the boy' has become the agent who is animate causes the action of breaking the window.

In a passive sentence, the agent and instrument can be expressed by *by phrase*, but only the instrument can be expressed by *a with phrase*.

- 59. The window was broken *by a ball/by a boy/with a ball/with a boy.*

viii. Manner: *by, with, without*

How the thing is done which is indicated by the prepositions

For example :

- 60.i. He fought with courage.
- ii. He speaks in a confident way.

These sentences show how the work has been done. The first indicates courageously and second confidently.

ix. Accompaniment: *with*

Especially when followed by an animate complement, *with* has the meaning "in company with' or 'together with'.

- 61. I am so glad you're coming *with us.*
Jock, with several of his friends, we drinking

In the second sentence, the *with* phrase serves a function very close to coordination *with and*: jock and several of his friends were

x. Preposition of possession: *with, of*

It implies the sense of belongingness which can be two types

62.i. The boy *with* three pens

ii. The hair *of* the head

iii. The boy *with* red hair

We see the first sentence shows the possession of separateness such 'three pens' which can be separated, but the agent boy who has red hair which becomes inherent to him that is inseparable. Therefore, the first sentence shows separateness and second/third sentence implies inherent possession which can not be parted.

xi. Reference

With regard to, with reference to (formal), as to (BrE), as for

i. *With reference to* your letter of April 29th, I confirm

ii. As for the burglar, he escaped through the attic window

As to and *as far* (= returning to the question of) are less formal than the other complex prepositions in this group. Other prepositions within the same general area of meaning are regarding, *in regard to*, *with respect to*, *in respect of* and *on the matter of*. Most can be used in postmodifying phrases as well as in disjuncts. I'd like to know your opinion *as to/with regard to* the buglar is behaviour.

Prepositional phrase chiefly as complementation of verb or adjective

xii. Subject matter: *about, on*

63.i. He told me about his adventures.

ii. He is lecturing on new technique of management

With the meaning 'on the subject of: concerning; *about* and *on* can combine with a considerable range of verbs and adjectives including.

Speak about/on

silent about/on

This difference of meaning occurs

with postmodifying

Phrases:

a book about / on butterflies

a story about a princess

xiii. Ingredient, material: *with, of, out of*

After verbs of 'making' *with* indicates an ingredient, whereas *of* and *out of* signify the material or constituency of the whole thing.

64. i. You make a cake with eggs (i.e. eggs are of the ingredient)
- ii. He made the frame (out) of wood (i.e. wood was the only materials)

The same constrict of meaning is seen with *build* and construction; The terminal was built/constructed with reinforced concrete. The terminal was built/constructed *out of* reinforced concrete.

With also enters into expressions such as *paved with brick, filled with water, loaded with hay of* (used with nouns denoting material) is found in a postmodifying function as well as in adverbials: *a bracelet of solid gold, a table of polished cook* (i.e. made/consisting of polished Oak'); here it may also be used metaphorically; *a luam of steel, a heart of stone.*

xiv. Special preposition

1. Than: this word is usually a conjunction, but it is sometimes unused as a preposition: as

65. i. I cannot accept less than fifty ruppes for this article.

2. But-as a rule 'but' is conjunction when used as a preposition but means 'except' with the exception of:

66. What can he do but die ?
All is cost but honour.
67. A - in the following sentences the a is a weakened form of the preposition *on*:
68. i. her wages are sixty praise a day.
ii. I meet him once *a* week.

1.1.1.7 Contrastive Analysis and its significance on Language Teaching

Contrastive analysis (CA) is defined as a scientific study of similarities and differences between languages. It is a branch of applied linguistics, which compares languages to find out the similarities and differences between or among them and to predict the areas of difficulty in learning. The first language (L 1) is known as mother tongue or native language or source language or filter language and second language (L2) is known as foreign language or target language or other language. CA came into existence during the late 1940s and 50s and highly popularized during the 60s and its popularity declined during the 70's. The development of CA for foreign language teaching can be traced back to the American linguist C.C. Fries who made the first clarion call for it. In his work "Teaching and Learning English as a foreign language" (1945), Fries quoted that " the most effective materials are those that are based upon a scientific description of the language to be learned, carefully compared with a parallel description of the native language of the learner".(1945,p. 259)

Robert Lado, in 1957, wrote a book entitled "Linguistics Across Culture" in which he has provided three underlying assumptions of CA, which have significant role in language teaching. They are as follows:

- 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 languageand receptively 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 and can better provide teaching for them (Lado, 1957, p. 2-3).

CA has its great importance in language teaching. It has mainly two functions. Firstly, it predicts the tentative errors to be committed by the L2 learners and secondly, it explains the sources and reasons of the L2 learner is errors. So, a language teacher should have knowledge of CA to treat the learners psychologically and academically. Unless the sources and types of errors committed by the learner is are found, a language teacher cannot impart knowledge to the learners. James (1980, p. 145) points out three pedagogical applications of CA. According to him, CA has application in predicting and diagnosing a proportion of the L2 errors committed by learners with a common L1 and in the design of testing instruments for such learners.

The most important thing, to remember by a language teacher is basic assumption behind CA. Lado is (1957) first assumption states that when we come in contact with an L2 , our knowledge of L1 comes on the way: while learning an L2 , some features are easier to learn and some are difficult because of the transfer of the old habits / knowledge. If old knowledge is similar to the new knowledge, there is positive transfer, which facilitates in learning an L2 but if old knowledge is different from an L2. In short, the more similarities between the two languages, the more difficult to learn. We can say that greater the similarities greater the ease, and greater the ease lesser the chances of errors and greater the differences , greater the difficulty and greater the difficulty , greater the chances of errors. CA has its significant

contribution to the L2 teaching. It provides sound conceptual insights about language to a teacher. It helps the teacher to diagnose the level of difficulty and causes of the errors that learners commit.

1.2 Review of Related Literature

Research is a scientific study made on a topic or a problem under some specified conditions. It is carried out on the foundation of the previous study. The previous studies prove to be guidelines for the later ones. There are still many topics or problems which need to be studied. Adposition in English and Bhojpuri Language is one of them which also need to be studied in detail to contribute to Bhojpuri grammar.

Many studies have been made on case with reference to different languages. But no single study has been focused to find out similarities and differences between Bhojpuri and English Language adposition systems. Therefore, this study has been proposed to discover the similarities and differences between Bhojpuri and English adposition system. Some related reviewed literatures go like this:

Shukla (1981) has discussed cases in his Bhojpuri Grammar. This is the only Bhojpuri Grammar written under complete discipline of linguistics. In the introduction chapter of the book, Shukla has shed light on the different dialects of the Bhojpuri Language keeping in mind the origin, development, social situation, expansion and social foundation of the language. After the Skelton grammar by Grierson, this is the grammar of Bhojopuri in its full dimension.

This grammar talks about the traditional division of the cases, but does not talk about other new cases. Thus, this study will talk about some more cases which have not been discussed yet.

Bhandari (1999) studied 'Tense and Aspect' in two Nepali English dailies: 'The Rising Nepal and 'The Kathmandu Post'. Similarly, two weeklies were also studied i.e. people is review and the independent. She has come to the

conclusion that the non-past tense has been used more frequently than the past tense in the dailies. Regarding the aspect used in those papers, the perfective (especially present perfectives aspect is used more often than the progressive aspect in both dailies and weeklies.

Thakur (2006) carried out research on "Sociolinguistic survey of the Bhojpuri language (in Nepali)". His study has been centralized to discuss about Bhojpuri Language in general, but has not been particularized on case system. It talks about all the levels of the Bhojpuri language. Thus, it does not present the detail information regarding cases in Bhojpuri.

Jaisawar (2007) carried out research on "Passivization in English and Bhojpuri". His study shows that passivization in English does not bear one to one correspondence with Bhojpuri. It is because both languages have their own system of passivization for interrogative and imperative sentences. The VP is passivized inflexionally in Bhojpuri and phrasally in English.

This research has not been carried out in all types of sentences but is based only on assertive, interrogative, and imperative sentences consisting of 80 Bhojpuri native speakers from Dakshin Jhitkaiya and Pipradhi V.D.C. of Bara district.

Thus, this present study does not talk about the topics which have already been discussed but tries to shed light on adposition in Bhojpuri language which has not been discussed in detail.

1.3 Objectives of the Study

The present study had the following objectives:

- (i) to find out Bhojpuri adpositions.
- (ii) to compare Bhojpuri adpositions with the English ones.
- (iii) to suggest some pedagogical implications.

1.4 Significance of the Study

This study becomes significant to explore about adpositions which help Bhojpuri speakers to find equivalent postpositions in English prepositions to derive meaning easily. It also attempts to project where adpositions in both languages become contrastive to each other. It also becomes helpful for English speakers to understand the Bhojpuri language. The Bhojpuri language has the features of case markers, which also play vital role to determine meaning of language. By learning about the case markers of the Bhojpuri language, postposition becomes easier to be understood. So, it also provides wide outlook about Bhojpuri case markers for the readers. It will also help the students of language who want to get sound knowledge about structural meaning. On the other hand, it accompanies the researchers to get actual flavor of the postpositions as well as case markers.

CHAPTER-TWO

METHODOLOGY

This research had the following methodology to achieve the objectives.

2.1 Sources of Data

The study made the use of both primary and secondary sources of data equally.

2.1.1 Primary Source

As a primary source of data, I took eighty Bhojpuri native speakers from two different V.D.C.s of Bara district, selecting forty from each. Some scholars, educated and uneducated people of this language were also consulted.

2.1.2 Secondary Source

The secondary source included different articles, related grammar like Shukla (1981), thesis, journals, reports, and textbooks on preposition by different writers for example; Greenbaum (1996), Leech and Svartvik (1994), Murcia and Diane (1983), Cowan (2008).

2.2 Population of the Study

The population of the study was the native speakers of Bhojpuri language from Pipradhi V.D.C. and Jhitkaiya V.D.C. of Bara district. The sampled population was eighty native speakers of the Bhojpuri language, forty from each V.D.C.

2.3 Sampling Procedure

I adopted the purposive sampling procedure to select eighty native speakers of Bhojpuri language of Bara district. Both educated and uneducated native speakers from Pipradhi V.D.C. and Jhitkaiya V.D.C. were consulted as informants for the study. Forty native speakers from each V.D.C. were randomly sampled.

2.4 Tool for Data Collection

An interview schedule was used to collect data from educated and uneducated native speakers. I conducted an interview with the sampled population. I asked them to tell the sentences into Bhojpuri.

2.5 Process of Data Collection

As a researcher, I personally visited Pipradhi and Jhitkaiya V.D.C. to request some of the native speakers of the Bhojpuri language to provide information for an interview given to them. First, I made friendly rapport with them and request them to supply necessary information.

2.6 Limitations of the Study

The study had the following limitations:

- a) The study was confined to only Bara district.
- b) Eighty native speakers with Bhojpuri Linguistic background were selected.
- c) Forty educated and forty uneducated native speakers from Pipradhi V.D.C. and Jhitkaiya V.D.C. were consulted.
- d) This study focused on the adposition in English and Bhojpuri.

CHAPTER-THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data. The data have been analyzed descriptively with the assistance of illustrations. Hence, this chapter presents the identification and analysis of postpositions (adpositions) in the Bhojpuri language. The data collected from both educated and uneducated have been presented here. There were only little differences between the data collected from the educated and the data collected from the uneducated people. The uneducated people pronounced some sentences differently while I was transcribing them. However, the data from both the educated and uneducated people have been equally analyzed.

As the study has shed light on postpositions of the Bhojpuri language it would be better to mention something specific about the Bhojpuri postpositions.

Unlike prepositions, postpositions always come after noun or pronoun to which they are attached. They are ordinarily realized as nonaffixal, free morphemes and even translated as full lexical items

- a. bazar se

 market from

 From market

- b. *gaw pÅ r*

 village on

 'At home'

3. khet me

field in

inside the field

The above examples clearly show that *se*, *p↔r*, *me* are non-affixal, and free morphemes which have been placed after nouns like *bazar*, *gam* and *khet* in the Bhojpuri language.

3.1 Characteristics of Postposition

Bhojpuri language falls under indo-Aryan family. Unlike English language, it follows postpositions which are used after nouns. There is not one to one correspondence between English prepositions and Bhojpuri postpositions. So, Bhojpuri postposition has its own certain characteristics. These characteristics are discussed below:

3.1.1 Postposition are combined with case markers in the Bhojpuri language

e.g.,

a. *Sunbe-ke lel*
listen (verbal noun) for
In order to listen

b. *Git-ke Khatir*
Song-GENIT for
'for the sake of song

- c. *HÅ m-ra se*
I - ACC/DAT from
'From me'
- d. *Kitab-ke niche*
book-GENIT under
under the book

In these sentences, 'ke', 'ke', '-ra' are case markers which have been attached with verbal noun 'Sunb-noun' *Git* and pronoun 'h↔)m' and postpositions have followed them.

3.1.2 A few postpositions are combined with genitive case markers in the Bhojpuri language

- a. *up↔r-ke roti*
over-GENIT bread
The bread from upper
- b. *niche-ke paisa*
unde-GENIT money
The money from underneath

These two examples indicate that genitive case markers also are attached with post positions like *up↔r-ke*, *niche-ke* which are distinguished features of Bhojpuri language.

3.1.3 Postpositions are combined with postpositions in the Bhojpuri language

- a. *tu hÅ m-ra me se leyaw*
You (NH) 1-Acc/DAT in from bring IMP - (2NH)
Bring from mine (lit; Bring from in mine)
- b. *jamake bhitÅ r me se-*
Shirt GENIT inside in From
From the inside of shirt (lit. from inside of)

The postpositional words like *me se*, *se* are combined with postpositions which can not be seen in English language.

3.1.4 Occasionally, a complex noun phrase containing a number of case markers are also extended by postposition(s) in the Bhojpuri language

- a. *un k↔r beta -ke beti-ke lel* You (H)-GENIT Son GENIT daughter-GENIT for For your son is daughter
- b. *h m-ra kitb-ke pana me*
I-ACC/DAT book GENIT
GENIT in In my book page
- c. *ohi has-ait maugi-k Khoich me*
From laughter (PRES/CPL) Woman-GENIT Lap is
From 'From out of the lap of that smiling woman'.

3.2 Kinds of Postposition

Typically, prepositions are categorized into two categories. These are as follows:

- i. Simple postposition
- ii. Compound postposition

i. A simple postposition consists of a single word which are below.

se	t↔r	p↔r	sojhe
pa	j̄re	baste	kat
saNe	sudha	d↔	diya
mare	khatir	muhe	ke
ke	up↔r	beg↔r	sathe
bute	s↔n	sire	bamojim

ii. A compound postposition consists of more than one word which are made of case markers joined with postpositions in the Bhojpuri language.

mē sē	sojha me	dur se
t↔r sē	palla me	durse
up↔r se	d↔/ke/le	age sē
nica sē	sam↔ne me	pachu me
leke	rakh ke	bhitor sē.

The compound postpositions are made up of case affixes which are used after postpositions together to derive meaning. The dative, ablative and genitive are placed after simple postpositions to make compound postpositions. For example;

- a. *g m mē sē kitab leyaw*
village in from book bring
Bring the book from village
(Lit: Bring the book from village)

b. *t l pÅ r se□ puwara ut rde*
 heap of hay on from hay take off

Take off the hay from the heap of hay.

(lit: take off the hay from the heap of hay)

3.3 Bhojpuri postpositions also express various relations

The Postpositions are mostly nouns in locative, and in many cases they are identical with the locative adverbs. As regards their employment, they always come after the noun they govern, there by coinciding with the postpositional affixes.

3.3.1 Postposition of Place

Preposition of place has locative and relational reference. They talk about location of the objects.

3.3.1.1 Locative

The postpositions *me-* and *pÅ r* which are basically the 'in' or 'on' in English language denotes place or location in the Bhojpuri language and sometimes it also indicates time-sense.

me□ 'in'

i. location within or inside something, eg.

a. *c ur bŞra me b te*
 rice sack in be PRES-(3NH)

The rice is in sack.

- b. *ch h me□ cini kÅm bate*
 tea in sugar less be PRES -(3NH)
 'There is less sugar in tea:

Here '*me□*' postposition shows the sense of English '*in*' and *inside* which indicates location.

- ii. price of a thing, e.g.,

- a. *hÅm ch r rupaiya me kÅlÅm kinli*
 I four rupees LOC pen buy
 I bought pen for four rupees.

Here '*me-*' postposition indicates the price of a thing such as in the (a) '*me-*'
me□ shows the price of pen.

- iii. duration, e.g.

- a. *hÅmÅr ghÅr ek sal me- bÅnÅl b te*
 I GENIT house one year LOC make PST-(3NH +1)
 My house got constructed in one year.

Here *me-* shows the duration of time of one year to complete the house.

It (*me□*) also shows the comparative quality. *pÅr* 'at' 'on'

pÅr is used to indicate

- i. location *at* or *on* something, e.g.,

- a. *kutum kursi pÅr bÅzthÅ>l-hÅn*
 guest chair on sit PST-(3H)
 'The guest sat on the chair.

- b. *U ghora pÅr chÅdhÅ-l-hÅn*
 he(H) horse LOC ride PST-(3H)

'He rode (on) the horse'.

Like English preposition *at* and *on*, postpositions of Bhojpuri *pār* also denotes surface meaning or locative one, which are given in the examples. $p \leftrightarrow r$ in (a) shows surface thing where person sits and on the other hand, horse back also implies the sense of surface where person sit. So, both of examples conspicuously show that *pār* indicates the meaning of *on* on the surface meaning.

ii. Point of time and place e.g.,

a. *sāmāy pār pā dhā*
time LOC read
'read on time'

b. *apna jā gā h pār bā zthā*
REFL-EMPH place LOC sit IMP-(2H)
'Please take your respective seats'.

iii. aftermath of an action

a. *sut-la pār santzlbhujhz*
sleep (verbal noun) LOC peace be FUT -(3NH+2H)
You will feel peace after sleeping.

This sentence shows that verbal nouns join with case markers that *pār* provides the sense of aftermath of an action like *sut-la p ↔ r*.

iv. objects of anger, mercy, faith etc. e.g.

a. *garib pār daya kā rā*
poor LOC mercy do IMP-(2H)
'Be kind to the poor'.

b. *Bhagban pār bharosa rakhā*

God LOC faith keep IMP -(2H)
'Have faith in God'.

These examples show that $p\hat{A}r$ implies the sense of mercy and faith that accompanies to clarify the explicate meaning of faith and mercy.

3.3.1.2 Relative Positions

The postpositions may express the relative position of two objects or groups of objects.

up \leftrightarrow r

above A over

pache, pachari, pachaD

Behind/back

C age, aga, agari

in front of, before

below B under

t \leftrightarrow r (nicha)

All the following postpositions like *se, kat, bha ka, da kada ne, mahe, hoit, lag, bic* indicate the relative position of two objects. Up \leftrightarrow r 'above'

a. *hÅ m-ra se upÅ r ke ?*

I Acc/DAT from above who

Who is above me ?

b. *Macha pach kilo se upÅ r bate*

Fish five kilos from above be PST.

The fish was above five kilos.

c. *hÅ m hunka agari me bÅ ithÅ l-banz*

I he ACC/DAT in front of in sit be PST -(I H)

'I sat *in front of* him'.

d. *U hÅ m-ra age se gher-lelÅ k*

He (H) I GENIT front from catch PST

'He caught me from *the front*'.

All these prepositional words like *age*, *agari*, *aga* can be suitable in all the sense like *front*, *in front of*, and *before*. They are flexible in semantic level which encompasses all the sense which has been mentioned above. Every word like *ageu*, *aga* and *agari* can represent some sense.

pache, *pacha pachari*; *behind*, *back*

Pachari 'behind'

a. *Kitab hÅ m-ra pachari bate*

Book I GENIT behind be PRST

'A book is *behind* me.'

Pacha 'at the back

- b. *ram* *hunkÅ r* *pacha me* *thara-bate*
 Ram he-GENIT back at stand be PRES
 Ram stands at the back of him.

These postpositional words; *pache*, *pacha*, *pachari* are just opposite to *agu*, *aga*, *agari* that also provide the sense of relative position. On the other hand, these postpositions have features to encompass all the sense like, *back*, *behind* by a single word.

Mahe 'through'

- a. *khet* *mahe* *awÅ*
 field through come IMP-(2H)
 'Come through the field.'

dhake through

- b. *gali* *dhake* *awÅ*
 lane through come IMP - (2H)
 'Come through the lane.'

- c. *sÅ dÅ k* *hote* *awÅ l-jaw*
 road through come imp -(2H)
 'Come through the road.'

Having the sense of 'through' in English language, Bhojpuri language presents three postpositional words in the sense of *through* in English. All the words imply the same sense in different places.

3.3.1.3 Direction

dis, muhe, sojhe, etc are the words which indicate the direction.

i. *dis* 'toward'

- a. *ram nadi dis chÅ l-gÅ ı l*
Ram river toward head-PST-(3H)
Ram went left toward the river.

ii. *muhe* (in the direction of; facing)

- a. *uttar muhe takÅ t rÅ hu*
north facing looking be-IMP-(2H)
'Keep looking north'.

iii. *Sojhe* ('in the direction of;straight)

- a. *jangÅ l sojhe jae-jaw*
Jungle straight go IMP-(2H)
'Go straight in the direction of jungle.'

Unlike English prepositions, Bhojpuri postpositions show limited directional postpositions which cover all the English prepositions of direction. *Muhe* shows facing in the direction, 'Sojhe' becomes the sense of along and toward- 'dis' show similar meaning of the English prepositions.

3.3.2 Time

me- p↔r, t↔k (tori), se- are the postpositional words to indicate time sense.

i. *me-* (duration)

- a. *hÅ m t m bÅ je me ghÅ re chÅ l-aem*
I three O'clock at village of FUT
I will come to village at three O'clock.

b. *tu du bÅ rsÅ me chÅ l-Å ib*
 You two year in come. FUT-(NH)
 'You will come in two years.'

ii. *p↔r* 'on'

a. *sÅ may pÅ r khau*
 time medicine on take
 'Take medicine on time'.

The above three examples show both point of time and period of time by using 'me-' and *pÅ r* in the instances. The only *me-* shows both point of time and period of time.

iii. *se-*

57. *sÅ mÅ y se kitab pÅ dhÅ*
 time on book read IMP-(2H)
 'read the book on time'.

This three postpositional word shows point of time in the above sentence.

3.3.3 Postpositional Chiefly as Adjunct

Postposition in the Bhojpuri language sometimes have the function of adjunct. They work as an adverb expressive cause, reason and so on.

3.3.3.1 Cause: *se, Khatir, karĀn*

These postpositional words express the cause and reason why something happens.

- a. *U bokhar se Padhai chodĀ - de lĀ k*
He(He) fever from study leave PST
He left the study due to fever.

- b. *hĀ rĪ kensĀ r se mĀ rĀ l*
Hari cancer of die PST
"Hari died of cancer".

Kar↔n- cause of (reason)

- a. *U chura-ke karĀn dahi na khĀ lĀ k*
he(H) beatenrice because of curd not eat PST.
"He did not eat curd because of beaten-rice".
Khatir-because of

- b. *unĀ kĀ r J n pĀ isa khatir chĀ l-gel*
he- ACC / DAT life money because of lose PST
'He lost his life because of money.'

3.3.3.2 Purpose

lel, lagi, khair, khatir, baste, chĀ lĀ te, nimitt, and *karĀn* denote the purpose and it provides the sense of 'For' in English language. All the words have their own usage in different places.

- i. *lel 'for'*

- a. *gharke khatir sĀ nes kmĀ le-barĀ*

house for what gift buy PST - (2H)

'What gift did you buy for the family ?'

ii. lagi 'for'

a. *Bhai ke lagi kitab kinem*
brother ACC/DAT for book buy FUT

"I will buy the book for my brother".

iii. baste 'for'

a. *ram paribar- ke baste dhān jama kā ilān*
Ram Family GENIT for money collect do PST-(3H)

'Ram collected money for his family.'

vi. nimitt 'for'

a. *Sujal puja ke nimitt lā du kin-lā k*
Sujal Worshipping Acc/DAT for ladu buy PST -(3H)

'Sujal bought ladu for worshipping.'

v. khatir 'for', 'for the sake of'

a. *betake Khatir U sā b dhan gā wadelā k*
Son GENIT for he(H) all wealth lose -PST-(3H)

'He lost all his wealth for the sake of his son.'

vi. *karān* for 'the sake of'

a. *U Pā isa Ke karān na pā dhā r-lā k*
He (H) money ACC/DAT for not Study PST-(1 H)

'He did not study for the sake of money'. Kar↔n implies the sense of cause also.

All of these postpositional words imply the sense of 'for' purpose in English language and all are equal to each other in semantic level but all have different usages in different places.

3.3.3.3 Origin, source -se-

- i. se- -from'
- a. U Nepal se- jÅ ihÅ n
he(H) Nepal from go.
'He will go from Nepal.'

se in Bhojpuri language shows the meaning of separation origin, or source.

3.3.4 Means

Some prepositions express means through which something is done. The postpositions in the Bhojpuri language express the instrumental meaning through which something is done.

3.3.4.1 Instrumental postposition

dw ra, h the, bute, se, marph↔t and bina express the meaning of instrument through which something is done.

hate 'through (by means of)

- a. meera-ke hathe jalkhÅ i pathade
Meera through breakfast send FUT-(2H)
'Send the breakfast through Meera'.
diya - 'through' (by means of)

b. *meena dwara chithi pÅ th de*
 Meena through letter send FUT-(2H)
 'Send the letter through Meena.'

c. *ham-ra dwara kam na hŞtÅ ba*
 I GENIT through work no do FUT -(3H)
 'The work will not be done by me.'

se- 'with'

a. *ta_ı se- gach na kat*
 axe with tree not cut IMP-(2H) 'Do
 not cut the tree with an axe.'

b. *hat se- kha*
 hand with eat IMP - (2H)
 "eat with hand".

Marph↔t 'through'

a. *ram ke marphÅ t kitab pÅ mi-hÅ*
 Ram ACC through book get PST-(1H)
 'I got the book through Ram.'

chÅ lte (by means of)

b. *unÅ ka chÅ lte i kam bhÅ el-hÅ*
 he-Acc/DAT by this work do PST
 'This work was done by him'

Like English prepositions, Bhojpuri postpositions also express the animate and inanimate agency through which something is done but Bhojpuri postpositions offer more six instrumental postpositions whereas English Presents two or three prepositions to indicate instrument.

3.3.4.2 Manner

se- -'with'

a. *dhayan se- pÅ dhÅ*
carefully with read IMP
'read carefully.'
se - in

a. *nirdhÅ k se bolÅ*
Confident in speak speak
'Speak in a confident way.'
J↔IS↔n- 'like'

b. *U hÅ m-ra JÅ isÅ n kam kÅ rela*
He (H) I GENIT Like work do PRST
'He works like me.'

Here se represents the role of manner also in different places.

3.3.5 Accompaniment Postposition: jare, sa_e, sath(e)

The Bhojpuri postpositions also expose the meaning of accompaniment. For examples;

Jware 'together'

a. *hÅ m unka jware jaem*
I he Acc/DAT with go FUT
'I will go with him.'

sathe - 'with'

- a. *unka sathe kitab kmÅ*
he GENIT with book buy PST
'Buy the book with him.'
- b. *ram sathe hÅ m rÅ hÅ m*
Ram with I live FUT
'I will live with Ram.'

Bhojpuri postpositional words like *jware*, *saNe*, *sath(e)* are accompaniment postpositions that imply the sense of accompaniment.

3.3.6 Possessive: Case-marker *ke*

For instances:

- a. *ram-ke kitab*
ram GENIT book
'Ram is book.'
- b. *gokul ke saik↔l*
gokul ACC/DAT cycle
'The cycle of gokul.'

Bhojpuri case marker; *ke* denotes the meaning of possessiveness. It also expresses the sense of inherently inseparable and separable.

3.3.6.1 Separation: *se, sa*

Bhojpuri Postpositions also imply the sense of separation like English preposition but English language has more preposition to express separation but Bhojpuri has only one.

se

- a. *gachi se- pata khÅ sÅ l*

tree from leaf fall PST -(3H)

"leaf fell from the tree".

b. U *ghÅ r se bahÅ r gelÅ h*

he (h) house from out go PST.

"He went out of the house".

In these sentences, *se* implies the sense of separation like English preposition *of, from, off*.

3.3.7 Postposition as post modifier

It provides the sense of "having" with case markers like *ke*.

a. *Sahasike manukha manukhake sahas(a)*

courage-GENIT man man GENIT courage

The courage of man the man of courage

The first group focuses on courage which the man is. The second group focuses on man who is courageous that also shows the quality which man has. Bhojpuri language uses case markers to show these quality.

3.3.8 Material/ingredient: *se*

Unlike English prepositions, Bhojpuri language uses only one postpositions to show ingredient and material. For instance,

se-

a. *i kursi kath se- banal bate*

This chair wood of make PRST

'This chair is made of wood.'

b. *hÅ m dudh se- mÅ khÅ n bÅ n-naweni.*

I milk from butter make PRST

'I make butter from milk.'

English Prepositions use *from* and *of* to show material and ingredient but Bhojpuri uses only one *se-* to show both.

3.4 The other kinds of postpositions are verbal connectives

Bhojpuri language has the quality to use verbal connectives after verb to show incomplete action.

a. *hÅ m ghÅ r jae se- pÅ hile sÅ nes kinÅ b*
 I village go from before gift buy FUT
 'I will buy gift before going to village.'

b. *meera ghÅ r ja-ke ail*
 meera village go past come PST
 'Meera returned after going to village.'

In these sentences (*jae se-*, *ja ke* are verbal connectives postpositions which do not follow noun or pronoun but follow the verb as connectives. On the other hand, the cause affixes like dative and ablatives are jointed after the verb to function as postpositional connectives.

3.5 Some postpositions have been semantically analyzed which can not be categorized.

\leftrightarrow *ach* \leftrightarrow *t* 'in spite of'

a. *Pani Å chÅ it u piyase rÅ hÅ gel.*
 Water in spite of he thirsty be PST -(2H)
 "She became thirsty in spite of water".

\leftrightarrow *labe* / \leftrightarrow *laba* "in addition to"

b. *UnÅ kÅ ra Å labe dula-ra rÅ hÅ lÅ k-hÅ*
 he in addition to dulra be PST -(3H)
 He was there in addition to Dulra.

\leftrightarrow *nusar* 'according to'

a. *ram-ke Å nusar gajmohan dosi bate*

RamDAT according to Gajmohan guilty be PRIS

'Gajmohan was guilty according to Ram.'

'↔apechha 'in comparison with'

- a. ek-a apeccha U thik-bate
'this GENIT in comparison with that good.'

now'. m re 'on account of

- a. dÅ r-ke mare hun-ka unÅ kara py s lai-gelÅ h
fear GENIT on account of he (H) ACC/DAT thirsty be PST - (2H)
'He became thirsty on account of fear.'

bina'without'

- a. t~ hÅ ra bina hÅ m na jiyÅ b
You(H) without I not live PRES
'I can not live without you.'

S↔is↔ 'like'

- a. unk jÅ isÅ n k h bhe-ti
he (H)-ACC/DAT like bridegroom where meet ? FUT - (3NH)

"Where can you find a bridegroom like him?". sati (me) 'in lieu of
bamojim 'as per'

- a. un-ka bamojim Å pÅ ne na-sÅ kÅ m
he (H) ACC/DAT as per You(H) not can FUT -(2H)
'You will not be able to Match him'.

palla me 'under the control of

- a. u aikÅ il janana ke palla me rÅ hÅ iÅ .
he (NH) these days with ACC/DAT under the control of be PRES -
(3NH)
'These days he is under the control of his wife.'

bh↔ir 'thoughtout'

- a. U rat bhÅ ir pÅ dhÅ t rÅ hÅ m hÅ

he(H) hight throughout read IMPERF AUX - PST -(3H)

'He continued to study throughout the night.'

Sire '*at the cost of*

a. tu aÅ i hÅ m-re sire kh-a

you(NH) today I-ACC/DAT-EMPH at the cost of eat IMP -(2NH)

'Today you will eat at my cost.'

'Sibay '*except*

a. Å pne-ke sibae hÅ m-ar aor ke ?

You (H) - GENIT except I-GENIT and who

'Who else is there for me except you ?'

Chor '*except*

a. hunka chor sÅ bh dosta arich

he-GENIT except all friend be PRES

All are friend except him.

bad '*after*

a. ham-ra bad awa.

I GENIT after come IMP

'Come after me.'

beg↔r '*without*

a. hunka beg↔r kane h□i.

He GENIT without work not do FUT

'The work will not be done without him.'

mutabik "*According*"

a. kÅ un dısa mut bik

which direction GENIT

'According to which the direction.'

maphik '*suitable for*'

- a. Kanya - ke maphik b↔r khoj↔
bride GENIT suitable for bridgroom find IMP (3H)
'Find the bridegroom suitable for groom.'

CHAPTER-FOUR

FINDINGS AND RECOMMENDATIONS

This chapter is factorized into two parts viz. findings and recommendations / pedagogical implications. After analyzing and interpreting the data. Some findings have been carried out. Similarly, some recommendations have also been suggested on the basis of research.

4.1 Findings

The analysis of the obtained data shows that there are some similarities and differences in pre/postposition systems between Bhojpuri and English languages.

4.1.1 Similarities between Bhojpuri and English Postpositions

- i) The first thing we find in both of term is that they are free morphemes. Postposition of Bhojpuri language can be viewed as non-affixal, free morphemes and even translated as full lexical items. For example;

English preposition

- a. 'On the table"
- b. 'Over my car'
- c. 'Until the afternoon'

Bhojpuri Postpositions

- a. *ghÅ r tar*
house at
'at the house'
- b. *dokan pÅ r*
shop on
'on the shop'

These examples show that English prepositions in (a), (b) and (c) are *on*, *over*, and *until* which are free morphemes. On the other hand, Bhojpuri

postpositions like *tĀ r*, *pĀ r* are the free morphemes and they are adposition. So, both of them have free morphemes.

ii) To observe the definitions of prepositions and postposition, it also discloses that both of them express a relation between two entities. For example,

a. The ball is between the two boys.

b. *gĀ nd du gote ke bich me b te*

ball two persons ACC/DAT between in be PRES - 3H

'The ball is between two persons.'

These examples show that *between* in English language and *bich* in Bhojpuri language express a relation between two entities like two boys and persons. Therefore, both of them express relations.

iii) Like English prepositions, Bhojpuri postpositions are of two kinds; simple and complex. For examples;

Simple pre/postpositions

English Prepositions	Bhojpuri postpositions
on	p↔r
about	me/se-
under	bhit↔r
above	up↔r

Complex pre/postpositions along with p↔r sebecause of bha ka in relation to me se Both of these languages make use of simple and complex pre/postpositions that become the similar thing that we find in both of the terms.

- iv) Like English prepositions, Bhojpuri postpositions also denote time sense by certain words: *me*, *pÅ r*, *dhair*, *tÅ r*, *se* and *ka*. On the other hand, English prepositions offer many words to denote time sense which are given in limited number *on*, *at*, *in*, *before*, *after*, *for* and *since*.

Bhojpuri

a. *hÅ m ch r bÅ je me gawÅ me jaem*

I four o'clock at village

go FUT.

'I will go to village at four

o'clock.'

b. *SÅ mÅ y pÅ r khael-jaw*

time on eat IMP -

(2H)

'eat on time.'

c. *kahiya tÅ k m tor-rÅ t rÅ h-bÅ rau ?*

When until mango pluck-IMPERF live - FUF -(2NH) Voc - (2NH)

'How long will you be plucking mangoes ?'

d. *SÅ mÅ y se- kita-b pÅ dhÅ*

time on book read IMP -

(2H) 'read the book on

time.'

English

a. *at 5 o'clock*

b. *at midnight*

c. *on Friday*

d. I will see you *on* time (at 7:30, not at 7:31)

e. Will you be home *in* time for dinner ?

These examples denote that English preposition; *at, in, on* are equivalent to *me-* in Bhojpuri postpositions to some extent. Some are equivalents to each others: *pĀ r = on, se- = on, tĀ k = until, upto* in these examples.

v) Bhojpuri language offers more than one prepositional words which are equivalent to English prepositions.

a. *age, Ā gari = in front of, before*

b. *pache, pĀ chari = behind, back*

c. *Mahe, du ne, bhĀ ke, hoit - through*

vi) The Bhojpuri language uses certain postpositions; *se, jakĀ*, and *sĀ n* to denote manner. On the other hand, English language offers preposition; *by, in, with* to indicate manner. In this sense both of the languages have similarities. For example,

English

a. He fought with courage.

b. He speaks in confident way.

Bhojpuri

a. *dhĀ yan se pĀ dhĀ*
carefully with read - IMP
'read carefully'

b. *nirdhĀ k se bolĀ*
confident in speak
'speak in confident way.'

We find that English prepositions; *by, with* and *in* are equivalent to Bhojpuri posititions; *se-*. On the other hand, *jake* and *sĀ n* are similar to like in English.

- vii) The postpositions have been used to denote instrumental meaning whether it is animate or inanimate in the Bhojpuri language. The prepositions are also used to indicate instrumental meaning. Some of the postpositions are equivalent to English preposition in instrumental term. *diya, hathe, bute, se, marphÅ t, le ke, dwara*, are equivalent to *with* and *by* on semantic level.
- viii) Both pre/postpositions express the accompaniment meaning by using certain words. Bhojpuri postpositions use *jÅ ware , s the* to denote accompaniment. On the other hand, English prepositions use *with* to denote it. They are similar on semantic level.
- ix) The sense of belongingness is indicated *by, of* and *with* in English language and case markers; *ke* in the Bhojpuri language to denote the possessiveness. English Both pre/postpositions show the possession with the help of preposition and case markers in English and Bhojpuri language on semantic level. On the other hand, they also indicate separable and inseparable possession.

4.1.2 Differences between the Bhojpuri and English Postpositions

- i) Prepositions come before nouns. On the other hand, Bhojpuri postpositions come after noun and pronoun. For example;
 - a. on the chair
kurshi pÅ r
 chair on
 'on the chair.'

These both examples clearly disclose about the positions that the preposition like *on* has come before the noun, *chair* and the postposition like *pÅ r* which has come after noun *kurshi* (chair).

ii) Unlike English prepositions, Bhojpuri Postpositions are combined with case markers, e.g.,

a. *sune-ke lel*
listen (verbal noun) for
'In order to listen'

b. *HÅm-ra se-*
I- Acc/DAT from
'From me.'

c. *Kitab - ke tÅr-me*
book GENIT under
'Under the book'.

In these examples *ra* and *ke* are case markers which have been joined with verbal nouns and pronouns. The case marker is the remarkable feature of this language. On the other hand, English language does not have this quality.

iii) Postpositions are combined with postpositions in the Bhojpuri language, e.g.,

a. *JĀ ma - ke bhitĀ r*
me se-

Shirt GENIT inside in from

'From the inside of
shirt.'

Here *me* and *se-* are two postpositions which have come together. But English preposition does not combine with preposition together. The example also shows that *from* has come alone to represent both of Bhojpuri postpositions like *pĀ r* and *se-*.

iv) A Few Postpositions are combined with genitive case markers in the Bhojpuri language. For instance;

a. *upĀ r - ke roti*
over GENIT bread
'The bread from upper' (Upper bread)

b. *tĀ r - ke paisa*
under - GENIT money
'the money from udnerneath'

The two examples indicate that genitive case markers also are attached to postpositions like *upĀ r-ke*, *tĀ r-ke* which is one of the distinguished feature of the Bhojpuri language

v) Unlike Bhojpuri postpositions of time, English preposition of time denotes minute time sense; *on* indicates exact time sense, *In* indicates earlier time sense which have been given in (d) and (e) numbers. But Bhojpuri Postposition of time does not indicate such a minute time sense.

- vi) Bhojpuri postpositions become equivalent to English preposition in relative positional term.

Above/UpÅ r, Over/UpÅ r

pÅ chari, pachõ (Behind)

age, Å gari (Before)

- a. *hÅ m- ra se upÅ r ke ?*

I-Acc/DAT from above who

'Who is above me ?'

UpÅ r postposition becomes equivalent to *above* and *over* in certain situation but it does not cover all the sense of over and above. The example no. (a) shows that *upÅ r* offers the sense of *above* in English. On the other hand, in no. (b) *over* is not equivalent to Bhojpuri *upÅ r* and *pÅ r*. Therefore, it can be claimed that Bhojpuri language uses certain postpositions to denote many relative positions. below, *under/tÅ r, nich*

- a. The river is below the car

nadi kar ke nicha me b te

river car DAT below in be PERS

'The river is below the car.'

Here, *below* and *under* show the converse opposition to *above* and *over*.

Similarly, *upÅ r* is just converse opposition to *nich* and *tÅ r* in the Bhojpuri language. One thing is very remarkable that Bhojpuri *nicha* and *tÅ r* sometimes suggest the same thing.

- vii) Bhojpuri postpositions, *dis, muhe, sojhe* and others which indicate the direction. On the other hand, English prepositions; *up, down, along, over, through* and *past* represent motion with reference to a direction or axis.

Bhojpuri postpositions; *dis*, *muhe* and *sojhe* become equivalent to English preposition; *toward* and *along*. The difference that we find is that English prepositions use vertical and horizontal axis or direction but Bhojpuri postpositions do not indicate vertical direction.

To observe the place of pre/postposition of English and Bhojpuri language, it obviously show that Bhojpuri postpositions do not afford to indicate all the seven positions of place. But it has to shown some; destination, orientation, resulting meaning, pervasive meaning which become abstract to be shown by Bhojpuri postpositions.

- viii) Bhojpuri language uses nine postpositional words; *lel*, *agi*, *la*, *khatir*, *baste*, *nimit*, *karne* and *chÅ lte* to express purpose, goal and aim. On the other hand, English preposition; *for* and *of* are used to denote such sense. Bhojpuri nine postpositions are equivalent to English preposition; *of* and *for*.
- ix) Bhojpuri postpositions offer more instrumental words but English prepositions offer only three to denote instrumental meaning.
- x) Unlike English preposition, Bhojpuri language offers case markers to denote the sense of having. On the other hand, English language offers prepositions; *with* and *of* to indicate the sense of having quality

Similarly, Bhojpuri language offers case markers to denote post modifier. On the other hand, English language makes use of preposition to have post modifier. Both of preposition and case markers focus on the centre of attention through the use of post modifiers.

- xi) Unlike English prepositions, Bhojpuri postpositions do not have the postposition of reference which exists in the English language e.g., *with reference to*, *as to*, and *as far*

It is earlier mentioned that both prepositions and postpositions in English and Bhojpuri language are free morphs. However, they bear some discrepancy in their terms which are mentioned below.

↔labe	in addition to
↔nd↔r	under
↔nus r	according to
↔pecha	in comparison to
bamoj-im	as per
baste	for
beg↔r	without
bh↔ir	throughout
bh↔re	'on' in the direction
bich	between, among
bina	without
bute	by
ch↔lte	for
t↔r	upto, until
dis	toward
diya	through
dwara	through, by
h te	through
hote	via
jware	with
ka	during
ka	at the rate of
kat	beside
khatir	far
laga ke	including
lekhe	in the judgement of
lel	for

mahe	through
mare	on account of
m rph↔t	through
muhe	in the direction
p↔r	on the side of
par	on, at
p↔r se	after
se-	from
s↔met	including
j↔is↔n	like
sath(e)	with
saNe	with
sibae	except
sike	in the direction of
sire	at the cost
sire	at the cost of
sojha me	in front of
sojhe	in the direction of
sudha	along with
t↔r	under/blow

4.2 Recommendations and Pedagogical Implications

I have recommended the following pedagogical implications based on the findings mentioned above:

- i) As there are a number of differences between English and Bhojpuri pre/postposition systems. The teachers teaching Bhojpuri students learning English should draw special attention different aspects of Adposition systems.

- ii) The English language employs prepositions before nouns, pronouns. However, Bhojpuri postpositions are used after noun and pronoun. So, attention is required on the part of teachers while dealing with the diametrically opposed stuffs.
- iii) Since Bhojpuri postpositions may be combined with case markers, the concerned body should be vigilant while dealing with such as implicit concept in Bhojpuri.
- iv) The Bhojpuri postposition system is different and complicated than that of English because a single term may stand for different preposition and conversely the same preposition may be represented by the different terms. So, this research work is important for language teacher, syllabus designer and textbook writer to get insight into it.
- v) The Bhojpuri postposition of time does not indicate a minute time sense like English preposition of time. For example, *on* indicates exact time sense, *in* indicates earlier time sense. So, the teacher teaching Bhojpuri should be conscious about this matter.
- vi) Without linguistic knowledge of language, one cannot teach the language. This study provides linguistic knowledge to teacher.
- vii) The Bhojpuri language uses nine postpositional words to express purpose / goal whereas the English language employees only two preposition 'for' and 'of' to denote such sense. Thus, the teacher teaching English as a second or foreign language to the Bhojpuri native speakers should pay more attention while teaching the use of 'for' and 'of'.
- viii) The Bhojpuri postpositions do not have the postposition of reference which exists in English language. So, the teacher should handle this area continuously.

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