CONTRASTIVE STUDY OF ENGLISH AND BHOJPURI (AS SPOKEN IN MAUNATH BHANJAN): PHONOLOGICAL SYSTEMS

DISSERTATION
SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS
FOR THE AWARD OF THE DEGREE OF
Master of Philosophy
IN
LINGUISTICS

BY
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1990

DEDICATED

To my Amma and Abba
&
To some one who made
it possible

IQTIDAR HUSAIN KHAN
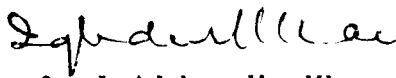M.A. (Eng.), M.A. (Ling.), Ph.D.

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CERTIFICATE

I hereby certify that the M. Phil. Dissertation entitled "Contrastive Study of English and Bhojpuri (as spoken in Maunath Bhanjhan): Phonological Systems" submitted by Mr. Nehal Ahmad is his original research work and has been written under my direct supervision and guidance.

Prof. Iqtidar H. Khan

Supervisor

Everythingh splendid is rare, and nothing is harder to

find than perfection.   _____ Cicero.

It is the peculiarity of knowledge that those who

really thirst always get it. _____ Richard Jefferies.

Pain is the opposit of joy
But the joy is a kind of pain
I believe the moment of birth
Is when we have knowledge of death
I believe the season of birth
Is the season of sacrifice.   _____ T.S.Eliot.

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PREFACE

The present research deals with the interference phenomena in learning BE by Bhoj. speakers esp. in Distt. Maunath Bhanjan. The main aim of this study is to find out the difficulties faced by the ns$_G$. of Bhoj. in learning Eng. at the level of Phonology. It is observed during the data collection that Bhoj. differs from Eng. at the different levels i.e. phonology, grammar, semantics etc. The learners commit many mistakes while pronouncing, writing, speaking and reading, due to the structural differences between these two lgs. For example, the phoneme /θ/ and /d̆/ is present in Eng. but is missing in Bhoj. that is why they replace these two phonemes with /th/ and /d/ in words /thænk/, /dis/ etc. In the same way the retroflex /ṭ/ and /ḍ/ is present in Bhoj. but absent in Eng. The ns$_G$. of Bhoj. pronounce or replace the alveolar /t/ and /d/ of English with rretrofex /ṭ/ and /ḍ/. They pronounce alveolar /t/ and /d/ with complete retroflexion which is not acceptable by ns$_S$ of Eng. In this connection, Gumperz has pointed out that "an Indian may speak Eng. with near native control, he may read it, write it and lecture in it with great success. But when he uses Eng. in India his speech will share many of the features of other Indian codes (lgs)". (1962 : 1116-1117). As far as India is concerned, no one speaks Received pronunciation (RP) in any case because there is considerable amount of differences between

RP and other Indian lgs. esp. at the level of phonology. On the basis of this differences we make a phonological contrast and teach those contrastive features which creat problems in learning Eng. esp. in pronunciation because the absence of certain phonemes cause difficulties for the ns$_s$. of a particular lg. in learning TL.

Nehal Ahmad

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Last but not the least I desire to express my cordial appreciation of the friendly advice and helpful suggestions of my friends who inspired and encouraged me in my task. I can not acknowledge all of them personally.

The errors and ommissions that are remain are totally mine.

Aligarh, 1990

(Nehal Ahmad)

ABBREVIATIONS

asp.   = aspirated

BE   = British English

Bhoj.   = Bhojpuri

BBC   = British Broadcasting Corporation

CA   = Contrastive Analysis

CL   = Contrastive Linguistics

CS   = Contrastive Studies

CAM   = Contrastive Analysis Model

CAH   = Contrastive Analysis Hypothesis

CCs.   = consonant clusters

cc.   = consonant cluster

esp.   = especially

Eng.   = English

L_1 = mother tongue

L_2 = second languge

lg.   = language

lgs.   = languages

ns_s.   = native speakers.

NCAM   = Non-Contrastive Analysis Model

NL   = native language

RP   = Received pronunciation

SL   = secon language

SE   = standard English

TL   = target language

unasp.   = unaspirated

VL   = voiceless-

VD   = voiced

SYMBOLS USED

..   for long vowels as in /ä/, /ü/, /ï/, /ë/, /ö/.

֑   for retroflex as in /Aṇḍa/ 'egg'.

/ /   phonemic trancription known as slash.

[ ]   phonetic trancription

>   becomes or changes as in /diya > dia/ 'lamp'

-       hyphen

A   schwa /ə/, central vowel as in /AksAr/ 'often'

Ä   central long vowel of English.

∈   epsilong. high low and low, front, unrounded.

ʃ   sh as in /fiʃ/ 'fish', /miʃAn/ 'mission'.

ʒ   palato-alveolar fricative as in /leʒA/ 'leisure'

tʃ   palato-alveolar affricate as in /tʃärt/ 'chart'

dʒ   palato-alveolar affricate as in /dʒüs/ 'juice'

θ   labio-dental fricative as in /θri/ 'three'

d   labio-dental fricative as in /dis/ 'this'

j   English palatal as in /jän/ 'yarn'

ɴ   Velar nasal

CHAPTER 1.

INTRODUCTION

,INTRODUCTION

The main objective of present reserach work, entitled "Contrastive Study of English and Bhojpuri (as spoken in Distt. Maunath Bhanjan) phonological systems" is to present a CA of these two lgs. at the level of phonology. Researcher has pointed out various "similarities" and "differences" that have been observed between these two lgs. This type of work has been done by many scholars in Western Countries. There are two outstanding works in CL as follows:

1. Robert Lado, (1952) "Linguistics Across Cultures".
2. Charles C. Fries, (1945) "Teaching and Learning English as a Foreign Language".

The late Charles C. Fries, whose contribution to the study of Eng. grammar and the application of Linguistics to the teaching of Eng. are still highly valued and acceptable. Fries was the founder of the University of Michigans English Language Institute (MELI). These two scholars tried their best to solve the problems of the learners in learning FL. These two scholars are still remembered in the field of CL.

CA points out that the differences in the structures of two lgs. i.e. L_1 and L_2 cause difficulties in learning second/foreign lg. at the level of

pronunciation/grammar. The lg. teacher who knows the areas of difficulties can solve the problems of the pronunciation.

Indeed, the role of CA is more significant in lg. teaching and it can help a lot to the SL learners in getting command over pronunciation.

The present research is intended to serve as a guide to those teachers who are teaching Eng. to the Bhoj. speakers by contrasting the phonological structures of both lgs. It covers the comparison of consonants, vowels and diphthongs in the two lgs. A teacher can find the "similarities" and "dissimilarities" between these two systems and can make advance preparations and provide more drills in Eng. (L_2) that are different from the Bhoj. (L_1).

1.1 Contrastive Analysis (CA). A Theoretical Framework

For several decades, many procedures and models have been used to study the SL and FL learners' grammar of performance in the TL. These procedures and models that are used in lg. learning/ teaching for the prediction of errors in the SL may be classified into two main types, namely, CAM and NCM. These two models play a very important role in lg. teaching. It is obvious that CAM grew out of structural linguistics when Bloomfieldian and post Bloomfieldians saw the contribution of linguistics as vital in learning/teaching as SL process. The publication of Leonard Bloomfield's "Language" in 1933 stimulated a more intensive study of Eng. lg. modelled to a degree upon the methods and techniques of behavioristic psychology and emphasizing initially, at least the analysis of the spoken Language. This came to be properly known as structural approach. This CAM was quoted and stressed by many eminent scholars and linguists namely Lado, Nickel, Fisiak, Fries, Mackey, Benathy, Rudolf Filipovic, E.A. Levenston, Gleason and some other Indian Scholars namely M.G. Chaturvedi, Pillai etc. These Scholars in their work demonstrated the imprtance of CL. This model assures a strictly bilingual setting where the nss. of a particular lg. is said to come in `contact' with the TL or FL being learnt. With the application of this model, the researchers investigated the interference of native linguistic systems as the main source of deviance in

the learners attempted production of TL while other sources of deviance are completely ignored or simply discarded as being of little or of no linguistic pedagogic importance. This model was in consonance with the stronger version of CA. At the later stage, this model was modified by contrastivists to include to FL teaching itself being learnt as an important linguistic variable to be considered as a source learner's errors because of its intrinsic complexities.

CA is an important area of applied linguistics. It deals with the analysis of interference between two lgs. i.e. L_1 and L_2 CA is based on the assumption that the L_1 always interferes while learning a SL. CA is that analysis in which we compare the structures of the two lgs. to determine the points where they differ. These differences between the two lgs. are the chief source of difficulty in learning a SL. In this situation the researcher takes up each phoneme in the NL and compares it with the phonetically most similar ones the TL. Then, he describes their similarities and differences. He takes a sequence of phonemes or list of phonemes and does like wise. In the same way morpheme and syntax patterns are also compared and then differences between L_1 and L_2 are described in order to predict those difficulties which a speaker of the NL may have in learning the SL. The contrast and comparison between the two lgs. can be made in terms of the absence and presence of phonemes in die system.

In the modern period, the teaching of FL has become increasingly important and is widely discussed by scholars and linguists. This concern has led to a specialization known as "contrastive grammar". In this grammar, the description of two lgs. are compared the so called 'source lg.' and 'target lg.'. The comparison between two lgs. are made for the purpose of better lg. taching for the learners. Linguists and FL teachers are agreed by their own experience in the class room that similar items are easy to learn and the items which are different from the NL are difficutlt to understand by the learners. Here. the "similar features" should be understood in the sense of formally and functionally similar features. We accept the following below points as a guiding principles of CA. The L_1 and the L_2 should be compared independently and completely at all the levels of lg. and structural description should be made.

2. A researcher should arrive at the following categories: (a) similar features, (b) partially similar features, and (c) dissimilar features for the SL.

3. A researcher should arrive at the principles of text preparation, that framing and the SL teaching in general.

In CA comparison between two lgs. by linguists or lg. teachers consist in the main of individual sounds and words. In his own words we can say that they compare the

lgs. to solve the lg. learning/teaching problems and also the methods and results of lg. teaching.

The famous and well known Prague school, whose founder, V. Mathesius, recognized the importance of CL very clearly. In this case, the construction and function of lgs. are compared and it is called analytic procedure, in order to learn more about the system of one's own lg.

The publication of Robert Lado's (1957) book "Linguistics Across Cultures" marks the real begining of modern applied CL. Lado on the first page of his book quotes C. Fries, the American structuralist who took the lead in applying the principles of linguistic science to the teaching of Eng. On the role of CL Fries says : "The most effective materials are those that are based upon a scientific description of the lg. to be learned, carefully compared with a parallel description of the NL of the learner". Lado (1957) supports this contention with the following words:

"Text-books should be graded as to grammatical structure, pronunciation vocubulary and cultural content. And grading can be done best after the kind of comparison."[1]

Mackey (1965) also stressed the importance of CA of L_1 and L_2 for teaching purposes. 'Differential description', says Mackey, 'is of particular interest to lg. teaching because many of the difficulties in learning a SL are due to the fact that it differs from the first. So that if we substract the characteristics of the first lg. from those of the second,, what presumably remains is the list of

the learner's difficulties[2].

Wilkins (1972) says, "CA should be carried out to provide a linguistic explanation for known errors, rather than as a predictive procedure[3].

Ronald L.Whitman writes, "A CA must proceed through four steps: description,selection, contrast and prediction. He is of the opinion that CA takes two lgs. and process then in such away as to make predictions of difficulty for the speaker of one learning the other. This process is demonstrated by him through the following diagram as givem below :

$$L_1 \longrightarrow (D1) \longrightarrow (x)$$
$$L_2 \longrightarrow (D2) \longrightarrow (y)$$
$$\longrightarrow (x/y) \longrightarrow (P)$$
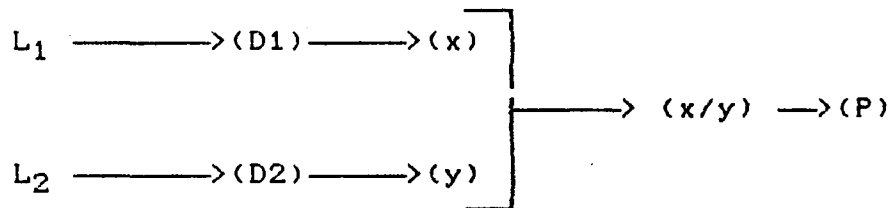
Description Selection Contrast Prediction

Fig.1 The four procedures of CA.

The four steps are (1) taking the two lgs. L_1 and L_2 and writing formal descriptions ((D1) and (D2) of them (or selecting descriptions of them); (2) picking forms (x and y) from the descriptions for contrast; (3) making a contrast of the forms selected (x/y); and (4) making a prediction of difficulty (P) on the basis of contrast. According to him the second steps, the selection of forms, is perhaps the most important step in contrastive process, since it reflects the conscious and unconscious assumptions

of the investigator concerning the nature of linguistic contrast, interference, errors, and so forth"[4].

Jacek Fisiak drawn four kinds of contrastive studies :

general theoretical vs.
specific theoretical vs.
general applied vs.
specific applied constrastive linguistic studies[5].

As it is obvious from the above theories that linguist and psychologist have their own approaches towards CA theory but the main target of both is to find out good performance of the nsç.‌‌‌‌‌ in learning a SL. In this context, Nelson Brooks points out: "The single paramount fact about lg. learning is that it concerns, not problem solving. but the formation of and performance of habits"[6].

The CA theory, as originally formulated, was both linguistically and psychologically grounded. Linguisticaly, CA was based on a theory of _taxonomic_ _structuralism_: discrete levels of lg. and linguistic analyses made principally in terms of abservable surface structure phenomena. Psycholigcally, it was based on a transfer theory of learning, elaborated within a stimulus-response (behaviorist) theory of psychology[7].

In summary the function of CA is to predict the likely errors of a given group of learners and thereby to provide the linguistic input to lg. teaching materials. Here, we regard CA as being relevant to the designing of

suitable teaching materials to teach the SL learners. The practical application of it emply for the teachers to have a sufficient knowledge about the structure of NL i.e. text-books and teaching materials which will account of the structure of NL.

1.2 Significance of CA in Second/Foreign Language learning/teaching :

No doubt that CA plays an important role in both learning/teaching processes. CA has highlighted and pointed out the major learning problems faced by the SL learners in class room and sometimes by lg. teachers. It has contributed many important and useful things in learning a lg. in modern times in India and abroad, through the application of which teachers recognize the real learning problems. In fact, learners face many difficulties in the very beginning at the phonological level and due to the unawareness of the some features which are new for them, they find it as a new sound that creates much problem in learning a SL. In this situation, CA pointed out the "similaries" and "dissimilarities" between L_1 and L_2 and teacher stressed on those phonological features which were not present in NL. In this way, learners get a clear idea about contrasting features between L_1 and L_2. The phoneme that is new for them, they memorize it in different positions of the word. A teacher should provide more words of new features in different positions if it occurs and has to diagnose their

difficulties for knowing the requirements of teaching.

Every lg. has its own characteristics and of course a learner while learning a SL will find few sounds that do not create any difficulty and few create more problems for them. It is evidenced in Lado (1957) as follows :

".......... in the comparison between native and foreign lg. lies the key to ease or difficulty in the foreign lg. learning ...."[8].

We assume that the student who comes in contact with FL will find some features quite easy and others extremely difficult. Those elements that are similar to his NL will be easy for him and those elements that are different will be difficult".[9]

After looking into the above quotations we can say that the CA is one which claims that one can predict the learners' errors will make on the basis of a comparison of descriptions of the native and target lgs. A researcher who has made a comparison between L_1 and L_2 will know the real learning problems of the learners and can provide better teaching materials for them.

After looking into the application of CA in lg. learning we come to this point that a teacher can solve many difficulties faced by the learners. In practical situation a teacher may be asked to apply his own knowledge under

various circumstances. For example, a teacher may be asked by learners to evaluate materials before they are adopted for use. He may be asked to prepare new teaching materials. In this kind of situations, he has to be very active and well prepared in the class room because sometimes learners have difficulties in each pattern. He has to diagnose these problems linguistically and correctly.

1.3 Preparaing Suitable Teaching Materials for SL

learners:

Hockett said that one should "teach the lg. not about the lg.".

After comparing the structures of two lgs. i.e. L_1 and L_2, a teacher has to provide suitable teaching materials for better teaching to the SL learners and for this he has to do many teaching activities before entering in the class room. Such activities are evaluating the lg. and and culture content of a text-book i.e. gradation of grammatical structures, pronunciation, vocabulary etc.

The fundamental assumption guides teachers for preparing new teaching materials as given by Fries (1945) as follows:

"The most effective materials are those that are based upon scientific description of the lg. to be learned, carefully compared with a parallel description of the NL of

the learner".[10]   This assumption is fully, practically

confirmed and valid which comes from the work of researcher

and linguists who had done their work on the effect of close

contact between lgs. in bilingual situations. Einer Haugen

and Uriel Weinrich have carried out extensive studies in

this area.

Preparing teaching materials is one of the most

practical, urgent and constant concerns of all the lg.

teachers before entering into the class room. In lg.

teaching, preparation and planning is an uphill task for lg.

teachers and also a thinking process in which they think

about the learning problems faced by the learners in

learning SL the better one thinks -the more comprehensively

and yet at the same time specifically - the better one

plans. The teaching materials can not be prepared over

night. He has to devote himself towards learners'

problems, then, there will be a progress among them. If a

lg. teacher consider all the above matter seriously and does

it properly and systematically, then, his task of teaching

will be facilitated and will fullfill the requirements of

teaching that is needed to the learners. This kind of

planning has a great value because it enables one to handle

situation flexibly, resourcefully, definitely and without

any rigidity.

Keeping in view the whole problems of lg.

learning faced by SL learners, this introduction can be

brought   to   a close with a brief consideration about   two

problems which often trouble the minds of   researchers   and

lg. teachers how to motivate them towards learning.   In   the

modern period, this question has become a   part of   the

research in lg. pedagogy because the learners are   getting

each and every facilities in the class room but   even   then

when we test their performnce in the lg. through different

kinds of tests we find a poor result.   It is a very

problematic situation in which a teacher feels f-rastration

and   disappointment.   A   teacher   should   not   lose   his

confidence but he should think over learners'   problem in

organizing, meaningful and useful learning.   Actually,

meaningful learning comes after a process of thinking and

full devotion.

The   present contrastive work, it is hoped,   would

be'a great help to such teachers.

1.4   English - defined and Explained :

Eng. is the most widely used lg. in the world.   It

is a NL of the people of Britain,   U.S.A.,   Newzealand,

Canada, Australia and many other territories.   It -is the SL

of many Common Wealth Countries and is learned to a high

level by millions of people who use it for the purpose of

trade, research, politics international relations etc.

Abert, C. Baugh and Thomas Cable, write that, "The

importance of the Eng. lg. is naturally very great. Spoken by more than 340 million people as a first lg. in the United Kingdom, the United States, and the former British Empire, it is the largest of accidental lgs. Eng. however, is not the largest lg. in the world".[11]

Among all the lgs. of the world, Eng. has become the International lg. and is widely spoken in the present time for the different purposes. Different countries have adopted it as an official lg.

Randolph Quirk (1962) points out: "There are now something like 250 million people for whom Eng. is the mother tongue or 'first lg.'. If we add to this number of people who have a working knowledge of Eng. as a second or foreign lg. (many Indians, Africans, Frenchmen, Russians and so on), we raise the total to about 350 million.[12]

Eng. is still used in countries like India, Pakistan, Sri Lanka, Zambia, Nigeria etc. In India, for instance, it is used to be medium of instructions in different schools, colleges and universities and is also the lg. of administration.

In India, Eng. has got a very important place and those who speak good Eng. are respected by people so the students who are learning Eng. become conscious while speaking and they also do hard work to get command over it. The importance of Eng. has been realized by the educationists and administrators of India. One of India's

Education Commissions has emphatically asserted :" For a successful completion of the first degree course, a student should possess an adequate command of Eng. be able to express himself with reasonable ease and felicity, understand lectures in it, and avail himself of its literature. Therefore, adequate emphasis will have to be laid on its study as a lg. right from the school stage. Eng. should be the most useful 'library lg.' in higher education and our most significant window on the world."[13]

, In the present research, our choice is a dialect called Educated Southern British which is also called Received pronunciation (abbreviated as RP). The word received means socially acceptable wich shows that this is a social rather than a regional dialect. This dialect of Eng. spoken by educated southern Britishers.

1.5 Bhojpuri - Areas and Dialects:

AREAS : Bhoj. lg. is originally the lg. of Bhojpur. The name 'Bhoj.' has been derived from Bhojpur. It is a name of a town and pargana in the north-west of district of Shāhābād. It covers a large area and occupies the whole of the west Bihar and of the eastern districts of the U.P. It also covers the district of palamau and the southern, or Ranchi, palateau of chotanagar. This dialect also varies according to one locality to another locality, one region to another region, one Mohalla to another

Mohalla, one town to another town etc. The tongue and way
of talking of district Azamgarh and district Maunath Bhanjan
is different from that of shähäbäd and säran vise versa.
Even the dialect which is spoken in proper district Maunath
Bhanjan is different from the villages but there is mutual
understanding among the Bhoj. speakers. Another division of
forms being between the Bhoj. spoken in north, and that
spoken in south, of the Ganges. It has also one important
sub-dialect, the Nagpuriä of Chota Nägpur, and natives also
recognize, by using separate names, the Madhëshï Bhoj.
spoken in Champaran, Sevaria of Basti and the
neighbourhood, and the Tharvi, or broken dialect spoken by
the hill tribes of the Himalaya, but these are refinement of
small importance.

There are some scholars who have used the form of
'Bhojpuriä' instead of 'Bhoj.'. But the form of 'Bhojpuriä'
is not familiar and popular to us. Everywhere we hear
saying by people 'Bhoj.'. The name 'Bhoj.' has been used by
Beames, Hoernle and Grierson in their own work and has thus
become more familiar and current. Bhoj. is the western most
speech of the eastern or Mägadhan group of the Aryan lgs. of
India. Grierson used the word 'Bihari' on the place of
'Bhoj.' to this Mägadhan group of speeches.[15] According to
him 'Bihari' implies a single lg. of which 'Maghai',
'Maithili' and 'Bhoj.' are three dialects. Grierson is right
from the phonological standpoint of view because if we will
compare the structures of these dialects we will find more

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similarity at the level of phonology. But there are few differences which exist among these three dialects. Here, it must be pointed out that there is mutual intelligibility and acceptibility among the speakers Maithili, Maghai and Bhoj..

As far as Bhoj.'s areas are concerned, it covers the largest extent of the country, running north and south from the foot of the Himalaya down to Sārgujä in the central provinces. It also extends to the eastern districts of U.P. and includes Banaras, Ghazipur, Ballia, and the major parts of the districts of Jaunpur and Mirzapur as well as those of Gorakhpur, district Azamgarh, district Maunath Bhanjan, Khalilabad and Basti up to the river of Kuwäno in Tahsil Harayyä.

An eminent scholar Dr. Suniti Kumar Chatterji has classified the Mägadhan speeches in three groups and he is evidently inclined to take all the eastern or Mägadhan speeches together. According to him, <u>Bhojpuri belongs to the western Mägadhan group, Maithili and Magahi to central Mägadhan and Bengali, Assamese and Oriyä to the eastern Mägadhan group</u>.

In the state of Bengal, Bhoj. is called 'Hindustäni' or merely 'paśhcimas', i.e. westerners in contradiction to the local people. The name 'Bhojpurï' or 'Bhojpuriä' has been in the use since at least the Mughal period. But the first written use of the word in this sense appears to date from 1789.

Bhoj. lg. or dialect embraces an area of 43,000 square miles. It reaches on the north, across the Ganges, and even beyond the Nepal frontier, up to the lower ranges of the Himalayas from Champaran to Basti. On the south, it has crossed the Sone, and covers the great plateau of Chota Nägpur, where it ultimately finds itself in contact with the Bengali of Maubhüm, and until the oriyä of Singhbhum.

Dialects:- Grierson pointed out four main varities of Bhoj. as follows:

1. Northern standard;　　　2. The Southern standard;

3. The Western standard;　　4. The Nagpuriä

　　　But it has also two varieties namely

5. Thärü;　　　　　　　6. Madhësi

Here, it is not possible for the resercher to give exact number of Bhoj. speakers but according to Grierson after an overall survey of India the number of Bhoj. speakers in India is <u>2,00,00,000</u>.

1.6 Data Collection:

The data of Bhoj. were collected and recorded in Distt. Maunath Bhanjan in a natural environment where it is spoken. For this, a list of more than fifteen hundred words was prepared. Researcher called upon ten informants namely Mr. Md. Yusuf, Mr. Ishteyaque Ahmad, Mr. Irshad Ahmad, Mr. Mumtaz Ahmad alias Kallu Bhai, Mr. Neyaz Ahmad, Mr. Munauwar, Mr. Abdus Salam, Mr. Parvez Ahmad alias Bhullu

Bhai, Mr. Masooa, Mr. Shahabuddin. These informants were purely illiterate.

An additional list was also prepared for the confirmation of the data. These data were checked again and again and it was found that there was little a bit variation in some of the words. Some of the borrowed words of Eng. were also recorded just to check the pronunciation of these words by ns₅ ——— of Bhoj. and it was found that the pronunciation of the borrowed words of Eng. were purely on the pattern of Bhoj.

Researcher also visited in different schools/colleges of Distt. Maunath Bhanjan to find out the real learning problems of Eng. Several children whose NL was Bhoj. were called upon to pronounce some words of Eng. just to check their pronunciation and also simple sentences of Eng. were given to determine the interference of Bhoj. in learning Eng. at phonological level. The pronunciation of Bhoj. speakers were recorded and the tape was replayed to check the earlier prediction. It was found that there exist more differences between the prediction and actual pronunciation by Bhoj. speakers. Researcher also tried to find out the other sources of errors that cause difficulties in learning Eng.

The data of BE is collected from the dictionary of Daniel Jones and BBC programmes in the night esp. World News. The data of BE is also recorded with the help of the

few ns$s$ ___ of BE in New Delhi and Varanasi.

1.7 Scope of the Analysis:

"No theory is of any value unless it works practically".

The present study concerns "Contrastive Study of English and Bhojpuri (as spoken in Distt. Maunath Bhanjan): Phonological Systems" will be very useful and helpful to those lg. learners/teachers who are learning and teaching Eng. in different schools and colleges of Distt. Maunath Bhanjan and other Bhoj. speaking areas. The problematic features that have been creating difficulties to the ns$_s$ of Bhoj. in learning Eng. have been pointed out and in the light of these features a teacher can prepare suitable teaching materials for teaching Eng. pronunciation. Here, the aim of the lg. teacher is to teach how to speak and write a normal or standard Eng. (SE) which is on the model of what is commonly called RP. In this context, Quirk says that RP is often associated with public schools, Oxford and BBC but he also remarks: "Indeed, a pronunciation within this range has great prestige throughout the world, and for Eng. taught as a FL it is more usually the ideal than any other pronunciation".[16]

In India, it is necessary for an Eng. lg. teacher to teach pronunciation because it is fundamental to the

listening and speaking. He should pay more attention to it and he should also remember that he is to teach pronunciations used in continuous speech. Therefore, a lg. teacher must remember the basic points while teaching pronunciation is that of drilling of isolated sounds alone has only a limited value. For this, a lg. teacher should be fully equipped himself with some background of phonology and phonetics. Otherwise it would not be possible for him to teach lg. properly and systematically. Here, a teacher is not to impart his knowledge of phonology and phonetics or, in other words, knowledge of linguistics directly to the SL learners. Rather, he has to apply his knowledge of linguistics in teaching Eng.

The teachers who are teaching Eng. as a SL to the nss. of Bhoj. in Disst. Maunath Bhanjan should not confine their knowledge of phonology of only Eng. but they have to extend their knowledge of phonology towards Bhoj. also.

If the present research work is utilised in various schools/colleges of Distt. Maunath Bhanjan, then, it can help a lot to the learners in improving the faulty pronunciation of Eng. which is not acceptable by the nss. of BE and in this way this particular problem of pronunciation which is caused the mother tongue interference in learning Eng. can be solved to a great extent.

The proponents of modern lg. teaching methods have been insisting that only the materials that is based upon a

scientific analysis of the mother tongue of the students and the SL can contribute towards the mastery of a SL. It implies that the learners who are learning a SL, if speech is to be intelligible, must devote their attention towards the accuracy of the sounds, of prosodic features, of structural forms and arrangements within a limited data before they direct their attention towards the expanding of vocabulary. In lg. teaching and learning, the mastery of sound system is of prime importance, since it would help a lot to approximate its pronunciation. In additin to the isolated phonemes, each lg. has its own sequences of consonants and vowels, i.e. cc_s and unique arrangements which make up the structural patterns of the syllables and words. If one is unaware of the distribution of the individual phonemes as well as of the clusters, the phonology of the lg. will never be complete. This phonemic patterning of two lgs. will never be identical. Even if the phonemes are identical in both lgs. i.e. L_1 and L_2, the position they occupy and the nature of their combinations may vary. This ends in mother tongue interference and mis-pronunciation. In the light of the above, if Eng. is to be taught to the nss. of Bhoj. the teacher should know the structure of Bhoj. as well. The instructional materials for the teaching and learning should be based on the contrastive and scientific description of the Bhoj. and Eng. as provided in the present research work. In this study, some of the areas like the suprasegmental features (stress, rythm,

accent, pitch, loudness, intonation) and diphthongs are not
touched but it is hoped that in Ph.D. those areas which are
left will be taken up, explored and investigated fully to
make it more reliable and valuable work in the field of lg.
learning/teaching.

CONSONANTAL ANALYSIS OF ENGLISH AND BHOJPURI

2.1 ENGLISH CONSONANT CHART

Manner of articulation ----) Place of articulation	Bilabial	Labio-dental	Dental	Alveolar	Post-alveolar	Palato-alveolar	Palatal	Velar	Glottal
PLOSIVES	p b			t d				k g	
AFFRICATES						tʃ dʒ			
NASALS	m			n				N	
LATERAL				l					
FRICATIVES	f v	θ ð		s z		ʃ ʒ			h
APPROXIMANTS	w				r			j	(w)

2.1   Consonantal Phonemes of English:

      It is evident from the above table of Eng.

Consonants that

(i)   six of the Eng. consonants are plosives;

(ii)   two are affricates; (iii) three are nasals;

(iv)   one is lateral;   (v) nine are fricatives;

(vi)   three are approximants (these three approximants

       can be treated as frictionless continuants

       and semi-vowels).

2.2 BHOJPURI CONSONANT CHART

		Bilabial	Labio-dental	Dental & Alveolar	Retroflex	Palatal	Velar	Glottal
PLOSIVES	VL unasp.	p ph		t th	t th	c ch	k kh	
	VD unasp.	b bh		d dh	ḍ ḍh	J Jh	g gh	
NASALS		m		n	ṇ		N	
TRILL OR ROLLED				r				
LATERAL				l				
FLAPPED					ṛ ṛh			
FRICATIVES			f v	s z				h
SEMI-VOWELS		w				y		

2.2.1 Consonantal Inventory:

The consonants of Bhoj.may be grouped into the following manner given below:

STOPS --> 20

NASALS---> 4

TRILL & ROLLED ----------------------------------> 1

LATERAL ---> 1

FLAPPED ---> 2

FRICATIVES---------------------------------------> 5

SEMI-VOWELS -------------------------------------> 2
                                                  - - -
                                                   35

The total number of consonants in Bhoj. is <u>35</u>.

Now the description of these above consonant phonemes can be given.

2.2.2 Description of Bhoj. Consonants:

1. STOPS:- The following types of stops occur in Bhoj.:

(i)	Bilabial	/p,b/
(ii)	Dental	/t,d/
(iii)	Retroflex	/ṭ,ḍ/
(iv)	Palatal	/c,j/
(v)	Velar	/k,g/

The above stop consonants make a contrast in the lg. at the two scales :-

(a)	Voiceless	p, t, c, k
(b)	Voiced	b, d, J, g
(c)	Unaspirated	p, b, t, d, ṭ, ḍ, c, J, k, g
(d)	Aspirated	ph,bh,th,dh,ṭh,ḍh,ch,Jh,kh,gh

2. NASALS:- Bhoj. consists of four nasals as given below:

(i)	Bilabial	/m/
(ii)	Alveolar	/n/
(iii)	Retroflex	/ṇ/
(iv)	Velar	/N/

3. LATERAL:- Bhoj. has only one lateral consonant phoneme
/l/.

4. TRILL:- There is only one trill /r/ in Bhoj.

5.FLAPPED:- Bhoj. has two flapped consonant phonemes

i.e. /r̤/ and /r̤h/.

6.FRICATIVES:- There are five fricatives in Bhoj.:-

    (i) Labio-dental   vl. f

       "   "   vd. v

    (ii) Alveolar   vl. s

       "   vd. z

    (iii) Glottal   vl. h

7.SEMI-VOWELS:- There are two semi-vowels, one - is

bilabial and other is palatal i.e. /w/, /y/.

2.2.3 Phonetic Description of Bhoj. Consonants :

      Now, it would be better to give phonetic

descriptions of consonantal phonemes of Bhoj..

PHONEMES	PHONETIC DESCRIPTION
/p/	unaspirated, voiceless, bilabial.
/ph/	aspirated, voiceless, bilabial.
/b/	unaspirated, voiced, bilabial.
/bh/	aspirated, voiced, bilabial.
/t/	unaspirated, voiceless, dental stop.
/th/	aspirated, voiceless, dental stop.
/d̤/	unaspirated, voiced, dental stop.
/dh/	aspirated, voiced, dental stop.
/t̤/	unaspirated, voiceless, retroflex stop.
/t̤h/	aspirated, voiceless, retroflex stop.

/ḍ/	unaspirated, voiced, retroflex stop.
/ḍh/	aspirated, voiced, retroflex stop.
/j/	unaspirated, voiced, palatal stop.
/jh/	aspirated, voiced, palatal stop.
/c/	unaspirated, voiceless, palatal stop.
/ch/	aspirated, voiceless, palatal stop.
/k/	unaspirated, voiceless, velar stop.
/kh/	aspirated, voiceless, velar stop.
/g/	unaspirated, voiced, velar stop.
/gh/	aspirated, voiced, velar stop.
/m/	unaspirated, voiced, bilabial stop.
/n/	unaspirated, voiced, dental nasal.
/ṇ/	unaspirated, voiced, retroflex nasal.
/N/	unaspirated, voiced, velar nasal.
/l/	unaspirated, voiced, alveolar lateral.
/r/	unaspirated, voiced, alveolar trilled.
/ṛ/	unaspirated, voiced, retroflex flap.
/ṛh/	aspirated, voiced, retroflex flap.
/f/	unaspirated, voiceless, labio-dental fricative.
/v/	unaspirated, voiced, labio-dental fricative.
/s/	unaspirated, voiceless, alveolar fricative.
/z/	unaspirated, voiced, alveolar fricative.
/h/	voiceless, glottal, fricative.
/w/	voiced, bilabial, frictionless continuant.
/y/	voiced, palatal, frictionless continuant.

2.2.4 Distribution of Bhoj. Consonants :

1. STOPS:- The following given chart is showing the occurences of the consonant phonemes of Bhoj. in different positions i.e. initially, medially and finally.

stops	Initial	Medial	Final
/p/	/pīche/ or /pichvā/ 'back'	/kApra/ or /kApArva/ 'cloth'	/nāp/ 'measure ,scale',/pāp/ 'sin'
/ph/	/phokna/ or /phokAnwa/ 'baloon'	/tēliphun/or/tēliphunva/'telephon'	---------------
/b/	/bAttAk/ or /bAttAkAiya/ 'duck'	/kAbAr/ or /kAbAriya/ 'grave'	/sēb/ 'apple',/jēb/ 'pocket'
/bh/	/bhūk/ or /bhukiya/ 'hunger'	/gābhin/ 'prignant'esp. for animal	/jībh/ 'tongue'
/t/	/tAstArī/ or /tAstAriya/ 'disk'	/bhAtīja/ or/bhAtijva/ 'nephew'	/gAlAt/ 'wrong',/gāri/ 'abuse'
/th/	/thAnva/ 'police station'	/pAtthAr/ or /pAtthArva/ 'stone'	/sāth/ 'accompany'
/d/	/dAlān/ or /dAlAniya/ 'a hall'	/tAbādla/'transfer',/bAdla/'revenge	/bAnd/ 'close',/khād/ 'manure'
/dh/	/dhūr/ or /dhuriya/ 'dust'	/bAdhva/ 'a kind of thin rope'	/bādh/ 'a kind of thin rope'
/ṭ /	/ṭopi/ or /ṭopiya/ 'cap'	/khAṭiya/ or /khAṭiyAva/ 'cot'	/pēṭ/ 'belly', /lāṭ/ 'damage'
/ṭh/	/ṭheūna/ or /ṭheunva/ 'knee'	/gAṭhri/ or /gAṭhAriya/ 'cloth bundle'	/gāṭh/ 'knob',/sāṭh/ 'sixty'
/ḍ/	/ḍubki/ or /ḍūbukiya/ 'dip'	/lāḍla/ 'dearest'	/gāḍ/ 'guard',/lAnḍ/ 'penis'
/ḍh/	/ḍhöna/ 'to carry',/ḍhāl/ 'slope'	/nAḍhēr nA kAm/ 'neither more nor less'	---------------
/c/	/cālu/ 'clever', /cāṭni/ 'sauce'	/pAcās/ 'fifty', /kAcri/ 'pickle'	/pãc/ 'five', /kãc/ 'glass'
/ch/	/chAtta/or /chAtva/ 'umbrella'	/Accha/ 'good', /bAchra/ 'calf'	/mAgArmAch/ 'crocodile'
/J/	/JAhāj/ or /JAhAJva/ 'aeroplane'	/gāJAr/ or /gAJra/ 'carrot'	/tāJ/ 'crown' or /dAhēJ/ 'dowry'
/Jh/	/JhAgra/ 'quarell'	/mAJhla/ 'middle son'	/sãJh/ 'evening'
/k/	/kosis/ 'try', /kutti/ 'a bitch'	/pAkArna/ 'catch',/sAkri/ 'narrow'	/pāk/ 'holy' , /nāk/ 'nose'
/kh/	/khɛrāt/ or /khɛrAtiya/ 'donation'	/kArkhāna/ or/kArkhAnva/'handloom'	/sãkh/ 'it is used for a particular part of the buffaloe's meat'
/g/	/gossa/ 'anger',/gāna/ 'song'	/gAgri/ or /gAgAriya/ 'jar'	/lāg/ 'interest', /Jäg/ 'awak'
/gh/	/ghām/ or /ghAmva/ 'sunlight'	/bAghārna/ 'used for frying pulse'	/bāgh/ 'tiger', /māgh/ 'a month'

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Phoneme	Initial	Medial	Final
/m/	/mAnihärin/ 'women bangle seller'	/sämne/ 'infront',/ümïd/ 'hope'	/gArAm/ 'hot', /nArAm/ 'soft'
/n/	/nAmAk/ or /nAmAkva/ 'salt'	/bänAr/ or /bAnAra/ 'monkey'	/pän/ 'betel', /cän/ 'moon'
/ṇ/	----------------	/Aṇda/ or /AṇdAva/ 'egg'	-------------
/N/	----------------	/pAnNkha/ or /pANkhAva/ 'fan'	/rAN/ 'colour', /JAN/ 'war'
/l/	/lïlAr/ or /lilAra/ 'forehead'	/JAlsa/ or /JAjsAva/ 'gala'	/dil/ 'heart', /mäl/ 'goods'
/r/	/räkhi/ or /rAkhiya/ 'ash'	/khArca/ or /khArcAva/ 'expenses'	/bänAr/ or /bAnAra/ 'monkey'
/ṛ/	----------------	/gArkhulla/ or /gArkhulva/ 'naked'	/pAhäṛ/ 'mountain', /mūṛ/ 'head'
/ṛh/	----------------	/būṛha/ or /buṛhva/ 'old'	/käṛh/ 'to take off', /bäṛh/'flood'
/f/	/fAsAl/ or /fAsAliya/ 'harvest'	/kAfAn/ or /kAfAniya/ 'funeral'	/säf/ 'clean', /mäf/ 'forgive'
/v/	/vAkt/ 'time', /väda/ 'promise'	/dēväl/ or /dēvAliya/ 'wall'	--------------
/s/	/sAsta/ 'cheap', /mAsla/ 'problem'	/kismAt/ or /kismAtiya/ 'fortune'	/bãs/ 'bamboo', /läs/ 'dead body'
/z/	/zehïn/ 'intelligent'	/intezäm/ or /intezAmva/ 'manage'	/mēz/ 'table', /bäz/ 'hawk'
/h/	/hAlla/ 'noise', /hArämi/ 'abuse'	/cüha/ or /cuhAva/ 'rat'	/noksände(h)/ 'harmful'
/w/	----------------	/phulwäri/ or /phulwAriya/'garden'	--------------
/y/	/yAhüdi/ or /yAhudiya/ 'Jew'	/sïyär/ or /siyAra/ 'jackal'	--------------

1. The VL asp. bilabial plosive /ph/ does not occur in the word final position. It occurs medially in borrowed words of Eng.

2. The VD asp. retroflex /ḍh/ does not occur finally.

3. The VD unasp. retroflex nasal /ṇ/ does not exist initially and finally.

4. The VD unasp. velar nasal /N/ does not occur initially but occur medially and finally.

5. The VD unasp. retroflex /ṛ/ does not occur initially but occur medially and finally.

6. The VD asp. retroflex flap /ṛh/ does not exist

initially, it occurs finally and slightly aspirated.

7. The VD unasp. labio-dental fricative /v/ does not exist finally.

8. The phoneme /z/ sometimes substituted with /J/ by Bhoj. speakers in the same word as it is observed during the data collection. For example:

    /zinda > Jinda/ 'alive'

    /rAmzän > rAmJän/ 'a month of fast'

    /dArväza > dArväJa/ 'door'

9. The phoneme /z/ occurs finally but in a very few words. The phoneme /J/ is more common.

10. The VD bilabial frictionless continuant /w/ does not occur initially and finally.

11. The phoneme /w/ occurs medially but in a very few words. This sound is not popular in Bhoj. and sometimes it is replaced by /v/ phoneme.

12. In Bhoj., the lip rounding in the pronunciation of /w/ phoneme is less as compared to Eng. /w/ where it has more lip rounding.

13. The VD palatal frictionless continuant /y/ does not exists in the word final position.

14. In Bhoj. aspiration is heard slightly in the word final position but when Bhoj. speakers pronounce aspirated phonemes consciously and emotionally then it is heard fully.

2.3 Consonant Contrast :

In Bhoj. there are minimal and subminimal pairs showing contrast in different positions of the word i.e. initial, medial and final. It is very difficult for the researcher to find out the minimal pairs for all the consonants which contrast initially, medially and finally because the data is limited. The following minimal and subminimal pairs are given below:

2.3.1   Voiceless and Voiced Stops :

/p b/:

/päp/	'sin'
/bäp/	'father'
/rApAt/	'FIR' (criminology)
/rAbAr/	'rubber'
/bäp/	'father'
/bäb/	'chapter'

/t d/:

/tän/	'stretch'
/dän/	'donation'
/vAtAn/	'country'
/bAdAn/	'body'
/lät/	'foot', kick'
/läd/	'to load'

/ṭ ḍ/:

/ṭäṭ/	'sack cloth'
/ḍäṭ/	'ceiling slab'
/khAṭiya/	'cot'
/khAḍiya/	'the place where cloth are-

printed'

	/kä̪t/	'to cut'
	/kä̪ḍ/	'card'

/c j/:

	/cän/	'moon'
	/jän/	'soul'
	/kȦcri/	'a variety of pickle'
	/kAjri/	'lamp-black'
	/bïc/	'middle'
	/bïj/	'seed'

/k g/:

	/käna/	'one eyed man'
	/gäna/	'sound'
	/nïkäh/	'wedding'
	/nïgäh/	'look'
	/näk/	'nose'
	/näg/	'cobra snake'

/s z/:

	/sät/	'seven'
	/zät/	'caste'
	/bãs/	'bamboo'
	/bäz/	'hawk'

2.3.2 Unaspirated and Aspirated stops :

/p ph/:

	/pökna/	'improper digestion of a goat'
	/phokna/	'baloon'

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/b bh/:

/bät/ 'matter, talking'

/bhät/ 'cooked rice'

/t th/:

/täli/ 'key'

/thäli/ 'a big plate'

/sAtva/ 'seventh'

/sAthva/ 'accompany'

/sät/ 'seven'

/säth/ 'with'

/d dh/:

/dür/ 'far'

/dhür/ 'dust'

/bAdhäi/ 'congratulation'

/bïdäi/ 'separation of bride'
/bäd/ 'after'

/bädh/ 'a kind of thin rope used in weaving cot.

/t th/:

/ṭïka/ 'vaccination'

/ṭhïka/ 'contract'

/möṭa/ 'fat'

/mäṭha/ 'liquid curd'

/pëṭ/ 'stomach'

/pïṭh/ 'back'

/d dh/:

/ḍöli/ 'planquin'

/ḍhöli/ 'it is used in counting betel-

leaves' (100 betel leaves =
one ḍhöli).

/c.ch/:

/cän/	'moon'
/chän/	'to filter'
/Acär/	'pickle'
/Achär/	'it is a village in Distt. Maunath Bhanjan'
/kũc/	'to crush'
/kuch/	'few'

/j jh/:

/jäl/	'snare'
/jhär/	'to sweep'
/mAjma/	'crowd'
/mAjhla/	'middle son'

/k kh/:

/kän/	'ear'
/khän/	'mine'
/lükäna/	'to hide'
/lïkhäna/	'written by someone'
/sëk/	'to heat the bread'
/sãkh/	'a particular part of the meat'

/g gh/:

/gãs/	'thick'
/ghãs/	'grass'
/bäg/	'garden'
/bägh/	'a kind of animal'

/ṛ ṛh/:

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/bAṛa/   `big'

/bAṛha/   `to increase'

/bäṛ/   `hedge, fence'

/bäṛ(h)/   `flood'

2.3.3 Dental and Retroflex :

/t ṭ/:

     /täkna/   `to look'

     /ṭäkna/   `to fit the button'

     /kätna/   `to spine'

     /käṭnʒ/   `to cut'

     /läṭ/   `foot, kick'

     /läṭ/   `damage cloth'

/th ṭh/:

     /thän/   `a bundle of cloth'

     /ṭhän/   `decided'

     /kAthva/   `liquid used in betel'

     /kAṭhva/   `a long or round piece of wood which is used for cutting the meat'

     /säth/   `with'

     /säṭh/   `sixty'

/d ḍ/:

     /däl/   `pulse'

     /ḍäl/   `branch'

     /pædAl/   `on foot'

     /pædil/   `paddle'

     /läd/   `to load'

     /läḍ/   `love'

/dh ḍh/:

  /där/   'edge'

  /ḍhär/   'shield, slope'

2.3.4 Lateral and Trill :

/l r/:

  /lät/   'foot, kick'

  /rät/   'night'

  /säli/   'wife's sister'

  /säri/   'cream of milk'

  /päl/   'to domesticate'

  /pär/   'across'

2.3.5 Bilabial and Alveolar Nasal :

/m n/:

  /mäl/   'goods'

  /näl/   'gun barrel'

  /sïma/   'limit, also a name'

  /sïna/   'chest, breast'

  /näm/   'name'

  /nän/   'bread'

2.3.6 Trill and Flap :

/r ṛ/:

  /gärna/   'squeeze, rinz, extract'

  /gäṛna/   'to bury'

  /dhAr/   'put something on the ground'

/dhAr/   'body without head'

2.3.7 Fricative and Semi-vowel :

/v/ and /y/:

/vAkil/   'lawyer'

/yAkin/   'hope,believe'

/hAva/   'air'

/hAya/   'shame'

Remarks:

.   1.   The flapped retroflex /r/ and /rh/ do not occur in intial position of the word. /r/ and /rh/ vary with /d/ and /d dh/ in medial position. e.g. /bürha≈buddha/.

2.   The phonemes /v/ and /y/ occur only initially and medially.   They do not occur in the word final position.

3.   The sound /y/ varies with the glide form close to open and more open front vowel in the intervocalic position,   .e.g /kïye>kïe/ 'have you done', /dïya>dïa/ 'clay lamp,gave' etc.

2.4 COMPARISON AND CONSTRAST OF CONSONANTAL PHONEMES OF ENGLISH AND BHOJPURI

Phonological contrast :

The phonological contrast of Eng. and Bhoj. will involve the following steps :

I. Phonemes :

The total phonemes which are present in Eng. and Bhoj., including the suprasegmental phonemes, indicating the ones which are common to both and the ones which belong only to one of the two. Now we wil take the <u>similar</u> and <u>dissimilar</u> phonemes of both lgs. i.e. Eng. and Bhoj.

Similar Phonemes :

The following phonemes are <u>common</u> in both lgs. but few features are quite different according to manner of articulaion and point of articulation which have been given under this heading.

<u>Eng.</u>   <u>Bhoj.</u>

p b t d k g	p b t d k g
m n N	m n N
f v s z r l	f v s z r l
w j h	w y h

Dissimilar Phonemes :

The following phonemes are <u>uncommon</u> in both lgs.

<u>Eng.</u>   <u>Bhoj.</u>

ʧ dʒ   ṭ ṭh ḍ ḍh c ch jh
θ d ʃ ʒ   ṇ
              ɽ ɽh

Note : The above phonemes which are present in Eng. not found equally in Bhoj. and the phonemes that are present in Bhoj. not found in Eng.. They differ either in point of articulation or manner of articulation.

II. Phoneme :

Both the similar and dissimilar phonemes of Eng. and Bhoj. must be described phonetically. The

main reason is that even similar phonemes sometime are phonetically more or less different. This is, of course, true to say it when the phonemes of both lgs. i.e. Eng. and Bhoj. are very close to each other on a phonetic chart, they are very simlar either in point of articulation or in manner of articulation. Now we can illustrate the differences of same similar phonemes in both lg.

Eng. /t/ and /d/ :

These two phonemes are VL, VD and alveolar stops.

Bhoj. /t/ and /d/:

These two phonems are VL, VD and dental stops.

When we compare Eng. and Bhoj. /t/ and /d/ phonemes we find that both are VL and VD stops respectively, but whereas in Eng. they are alveolar - the point of articulation is alveolar ridge above and behind the front teeth in Bhoj. these phonemes are dental and retroflexion is also heard in the pronunciation of these sounds. However, as structurally there are no other similar phonemes to both the lgs. i.e. thee is no alveolar stop in Bhoj. and no dental stops in Eng., since these phonemes differ minutely that is why it will not create any problem for the native speakers of Bhoj. while learning Eng. and there wil be mutual understanding between the speakers of two lgs.

Eng. /t / and /d /:

These two phonemes are VL, VD, palato-alveolar and

affricates.

Bhoj. /c/ and /j/ :
_____

These two above phonemes of Bhoj. are VL, VD, stops and plosives. In manner of articulation Eng. /tʃ/ and /dʒ / and Bhoj. /c/ and /j/ even differ minutely but it will not create any confusion or problem between the speakers of two lgs. And, of course, these sounds will not create any difficulty for Bhoj. speakers while learning Eng.

Eng. /f/ and /v/ :
_____

These two sounds are VL , VD, bilabial and fricatives.

Bhoj. /f/ and /v/ :
_____

These two sounds are VL, VD, labio-dental and fricatives. In point of articulation Eng. /f/ and /v/ and Bhoj. /f/ and /v/ differ but it will not create any difficulty for Bhoj. speakers in learning Eng.

Dissimilar or Uncommon Phonemes :
_____

Eng. /θ/ and /ð/ :
_____

These two phonemes are VL, VD, and interdental fricatives. These sounds will create too much difficulties for the nss. of Bhoj. while learning Eng. The Bhoj. speakers

will substitute instead dental asp. stop /th/ and /d/ respectively.

When a phoneme of Eng. does not exist in the Bhoj. the learners will substitute that phoneme from his mother tongue phonemic inventory which seems nearest to the SL. The Bhoj. speakers tend to substitute /th/ for /θ/ and /d̪/ of Eng. *for /d/*

         t   th   d   dh
                  ┊   ┊
                  θ   d̪

Here, it may be possible that Bhoj. speakers hear more aspiration in /θ/ than in /d/ that is why /θ/ is substituted by dental asp. stop and /d̪/ is substituted by dental unasp. stop.

After comparing and contrasting the sound systems of both lgs. the next step is to try to find out that if the phonemes have the same number of variant and that what is their phonetic description.

The Eng. VL stops have clear cut different number of allophones. Each stop phonemes has an asp. allophones occurring in the initial position of the word whose counterpart in Bhoj. is an independent phonemes. It can be seen in the following examples :

<u>Eng.</u>   <u>Bhoj.</u>

/p/   [pʰ] 'pin'   /ph/   /phär/ 'to tear'
       [p]   'spin'   /p/   /pär/   'across'

/t/   [tʰ] 'tin'   /th/   /thäli/ 'a big plate'
       [t]   'still'   /t/   /täli/   'key'

/k/   [kʰ] 'kill'   /kh/   /khäna/ 'food'
         [k]   'skill'   /k/   /käna/   'one eyed man'

/p/ ——————————————> | /ph/   [pʰ] |
                    | /p/   [p] |
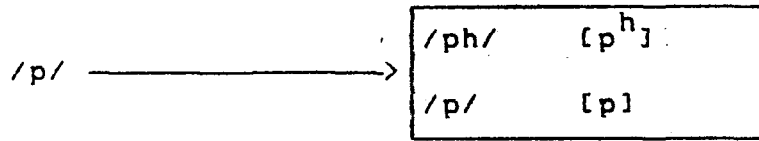
   The above small diagram shows that the Bhoj. speakers would ignore the aspiration of Eng. /p/ phoneme in the initial position of the word.

Now we can show the contrastive features of both lgs. by the following given chart.

A Contrastive Chart of Eng. and Bhoj. Sound Systems :

_____

<u>Eng.</u>   <u>Bhoj.</u>

[pʰ] [tʰ] [kʰ]   p ph t th ṭ ṭh c ch k kh

p   t   tʃ   k

[p] [t]   [k]

b   d   dʒ   g   b bh d dh ḍ ḍh J Jh g gh
-----------------   -----------------------
f   θ   s   ʃ   •   f   s
v   ð   z   ʒ   v   z
-----------------   -----------------------
m   n   N   m   n   ṇ N
-----------------   -----------------------

w   l   r   j   h   w l r ṛ ṛh y h
-----------------   -----------------------

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VOWEL ANALYSIS OF ENGLISH AND BHOJPURI

3.1 VOWEL PHONEMES OF ENGLISH

There are twelve pure vowels in e .   ᴵ

British.   The   symbols   of these   vowels   are   numbered   as

follows :

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.
ï	i	e	æ	ä	ɔ	ӧ	ü	u	ʌ	Ä	A

We can diagramatically show the above Eng. vowels.

Front   Central   Back

Front   Back
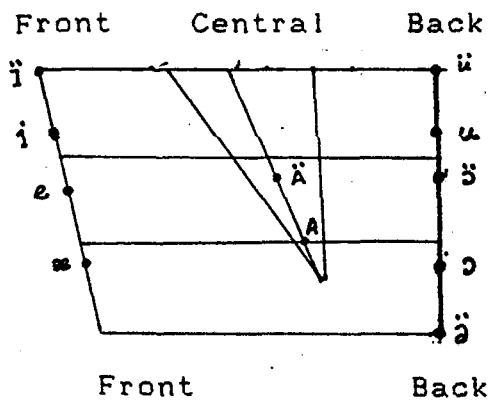
These above vowel phonemes of Eng. have different

phonemic interpretations.   Daniel   Jones in   his   book   <u>An</u>

<u>outline</u> <u>of</u> <u>English</u> <u>phonetics</u> has formulated a   system   in

which he assigned the long vowels and short vowels such as

/ï/ and /i/. /ӧ / and / ɔ /, /ü/ and /u/. /Ä/   and   /A/   as

belonging to four different phonemes. In edition to this

Daniel Jones set up a phoneme of length. Gimson in his

book <u>An</u> <u>introduction</u> <u>to</u> <u>the</u> <u>pronunciation</u> <u>of</u> <u>Englïsh</u>. on the

other hand. has treated the long and short vowels as

belonging to different phonemes.

3.2.1 Vowel Inventory:

Bhoj. has thirteen (13) vowels including short and long as it is discovered from the list of the data. These vowels are as follows :

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.
ï	i	ë	e	Є	ä	a	A	ɔ̌	ö	o	ü	u

The above vowels may be classified into the following ways :

1. Front, central, back (according to the part of a tongue).

2. High, low-high, High-low, and low (according to the height of the tongue).

3. The vowels may be rounded and unrounded.

4. The vowels may be long or short.

Now we will give the description of both long and short vowels separately.

3.2.2 Description of long vowels:

No.1. /ï/, high, front, unrounded vowel.

No.2. /ë/, mid, front, unrounded vowel.

No.3. /Є/, this vowels lies between the high low and low, front, unrounded.

No.4. /ä/, this vowel is low, back, unrounded.

No.5. /ɔ̌/, this vowel lies between the high low and low, back, rounded.

No.6. /ö/, this vowel is low-high, back, rounded.

No.7. /ü/, this vowel is high, back, rounded.

3.2.3 Description of Short Vowels:

No.8. /i/, this vowel is high but in comparison to

the vowel /ï/. it is low, front (a little
backward, unrounded.

No.9. /A/, this vowels is central, mid, nutral.
No.10./u/, this vowel is high but in comparison to
    /ü/ it is low, back (a little forward).
No.11./a/, it is low, back, unrounded.
No.12./o/, this vowel is low-high, back
    rounded.
No.13./e/, this vowel is mid,front,unrounded.

3.2.4 Distribution of Long Vowels:

Now we can give the occurences of long vowels in
three position i.e. initially, medially and finally.

Vowels	Initial	Medial	Final
/ï/	/ï/ 'this'	/dhïl/ 'louse'	/gAgri/ 'jar'
/ĕ/	/ĕlän/or /ĕlAnva/ 'announce'	/mĕla/ 'fair'	/dĕ/ 'give'
/Є/	/Єna/ or /ЄmAva/ 'mirror'	/mЄna/'it is a kind of bird'	/kЄ/ 'vomiting'
/ä/	/äg/ 'fire', /cär/ 'four'	/kuttä/ 'dog'	....
/ɔ̈/	/ɔ̈rAt/ or /ɔ̈rAtiya/ 'woman'	/fɔ̈j/ or /fɔ̈Jiya/ 'army'	/sɔ̈/ 'hundred'
/ö/	/öka/ 'his or her'	/röja/ 'fast',/Jöɼna/ 'add'	/ʈö/ 'to press'
/ü/	/üdäs/'sad'	/fül/'flower'	/käbü/ 'control'

Remarks :

(i)   In the above given examples, only one form of
the word is given in some of the examples because sometimes
long vowel changes into short vowel in the first or the
second form of the word and short vowel becomes long vowel
in either first form or second form. For example:- The word
/dhïl/ also has the other form which is equivalent to
/dhilva/ 'louse'. In the first word long vowels occurs but

it becomes short in the second word.

(ii) It is to be pointed out hear that in some context both forms of the word are not spoken by Bhoj. speakers. For example, /he de ḍhïl/ 'it is lice hear' but they do not speak like */ he de ḍhilva because it does not give a complete sense in Bhoj.

(iii) The long vowel /Є/ occur in all positions of the word but it occurs least initially.

(iv) The word in which long vowel /ö/occurs becomes sometimes short when when it pronounced with emphasis or emotionally by Bhojpuri speakers as it is observed by reseacher while collecting the data.

(v) It would be better to point out here that the long vowel sometimes becomes short in the second form of the word. For example: /ï > i/ in the word /cïl>ciliya/ 'a kind of bird'. (vi) The vowel /ü>u/ in the secönd form of the word. For example /dülAhin > dulAhiniya/ 'bride'.

(vii) There are words in which short vowel occurs in both forms of the words. For example: /dil/or /dilla/ 'heart' (viii) (ë>e) in the words like /mëla/ or /melva/ 'fair'

3.2.5 Distribution of Short Vowels:

The short vowels occur in different positions i.e. initial, medial and final.

Vowels	Initial	Medial	Final
/i/	/imli/'tamarind'	/dhilva/'louse'	/dubki/'dip'
/A/	/Akela/'alone'	/kAsba/'town'	/jA/'go'
/a/	----------	----------	/Anda/'egg'
/e/	----------	/sebva/ 'apple'	/ke/ 'his'
/o/	/otva/'vote'	/jorva/ 'joint'	/lo/'take it'
/u/	/ujri/'white'	/pulva/'bridge'	----------

Remarks:

(i)   The short vowel /e/ occurs medially and finally but not initially.

(ii)   In Bhojpuri, every word has two forms, the second form is used to give emphasis. For example: /gör/ or /gorva/ 'foot', the short vowel /o/ occurs medially only in the second form of the words. It occurs sometimes as a short vowel in the first form of the word. For example: /kotṛa/ or /kötArva/ 'nest'. (ö>o) in the second form and sometime (o>ö) in the second form.

(iii)   The short vowel /a/ occurs only finally in many words but sometime it becomes long in the same word in which it was short only when Bhojpuri speakers pronounce it consciously and emotionally. For example: in the word /Anda/ 'egg', the vowel /a/ occurs generally as a short

vowel but in the same word sometime it becomes long /ä/ when

they speak emotionally as it is observed during the data

collection.   In other words we can say that the vowel /a/

has one degree in the final position and two degree in the

medial position the words.   The degree of lengthening of the

hort vowel /a/ is less in the final position when we compare

it with the medial one.

(iv)   The short vowel /u/ does not occur finally.

  (v)   The vowel /o/ occurs as a short finally in normal

speech.   For example: /so/ 'sleep'.

(vi)   It is obvious from the given example that in

Bhojpuri every word has two forms.   Any one of them can be

used for a particular thing. Neither it will affect the

meaning nor change the context in which it is used.   For

example:

    1.   /mA më̠la̠ me gAerA(h)eõ/'I had   gone in the fair'

or 2. /mA me̠lva̠ me gAerA(h)eõ/'I had gone in the fair'

    The above both sentences of Bhoj. have the same

meaning.   Anyone of them can be spoken. It depends upon the

intuition of the speaker to choose either of the sentences.

The word /melva/ is used to give emphasis. But there are

words that have two forms which will be used in different

context, they cannot be used in the same context. For

example:

1. /se̠bva̠ kAone khägAen/ 'who has eaten apple'

2.* /sëb kAone khägAen/ 'who has eaten apple'

    In the above two sentences, the first sentence is

spoken by Bhoj. speakers, no one speaks the second one. Even it is acceptable by them but it does not seems well in speaking.

(vii) The short vowel /u/ remains the same in few words in both forms of the word. For example: /gulta/ or /gultAva/ 'boys made it with clay to kill the birds'.

(viii) The short vowel /i/ becomes long in the second form of the word. For example: /bicchi/ or /bichiya/ 'scorpion'.

3.2.6 Vowel Sequences:

The following table lists the vowel sequences which occur in the list of the data.

	ï	i	e	Є	ä	a	A	ɔ	ö	o	ü	u
ï			ie		iäɯ							
i												iũ
e												
Є												
ä	äí		äe							äo		äu
a												
A	Aĩ, Aí									Aõ		Ãu
ɔ												
ö												
o												
ü	üi		üe		üä	üa	üA					
u					uä		uÃ, uA					

3.2.6.1 Distribution of Vowel Sequences:

The above given vowel sequences in the table can be seen in the following examples with their nasal counterpart.

Vowel Sequences	Initial	Medial	Final
/iã/	-------	/Aüjiäna/ 'to disturb the bee'	-------
/iã/	-------	---------	/mĩtiÑiã/ 'meeting'
/iũ/	-------	/ciũti/or /ciũtiya/'ant'	/siũ/ 'to sew'
/ie/	-------	/piejA/'drink continue'	/sie/ 'have you sewed'
/ãi/	-------	/bhãicãrgi/'brotherhood'	/bilãi/ 'cat'
/äe/	/äesa/'a name'	/khäejA/'eat continue'	/näe/ 'boat'
/ão/	/ão/'come'	/gäore/ 'sing'	/khão/ 'eat'
/äu/	-------	--------	/näu/ 'barber'
/Ai/	-------	/mAil/'dirty'	/cĩrAi/ 'bird'
/Aĩ/	-------	/bhAĩs/or/bhAĩsiya/ 'bafffaloe'	. ---------
/Aõ/	-------	/gAõse/ 'silently'	/bhAõ/ 'eyebrow'
/Au/	/Aujiäna/'to disturb the bee'	/tAuliya/ 'towel', /dAuṛna/ 'to run'	/mAu/ 'researcher's native place'
/Ãu/	--------	/jhÃua/ 'nickname'	--------
/üi/	--------	/süiya/ 'a needle'	/sÃüi/'mother-in-law'
/üa/	--------	/jAdüavala/ 'magician'	/sAdhüa/ 'a saint'
/ua/	--------	/juäri/ 'gambler'	/jüa/ 'gamble'
/üe/	--------	--------	/müe/ 'death'
/uA/	--------	/dhuAvã/ 'smoke'	---------
/uA/	--------	/kuAvã/ 'well'	---------

Remarks:

(i)   The vowel sequence /iä/ do not occur initially and finally but medially.

(ii)   /iä̃/ do not occur initially and medially, it occurs only finally in some of the borrowed words of Eng.

(iii)   /iũ/ do not occur initially but medially and finally.

(iv)   /ie/ occurs medially and finally but not initially.

(v)   /äi/ do not occur initially.   -

(vi)   /äe/ occurs initially medially and finally but occurs in a very few words initially.

(vii)/äo/ occurs in all positions of the word.

(viii)   /äu/ occurs only in word final position.

(ix)   /Ai/ occurs medially and finally.   It is also diphthong in Bhoj. and sometime it becomes vowel sequence in same words as it is observed during the data collection.

(x)   /Ãi͂/ occurs in word medial position.

3.3 Nasalization:

Bhoj. has many long and short nasalized vowels. For nasal feature the symbol /~/ has been used which is known as tilda. Now these nasalized vowels can be seen in the following given examples:

3.3.1 Distribution of long and short vowel

Nasal Vowel	Initial	Medial	Final
/ĩ/	/ĩt/ 'brick'	/sĩNh/ 'horn'	/sãĩ/ 'beggar'
/ĩ/	/ĩtiya/ 'brick'	--------	--------
/ã/	/ãkh/ 'eye'	/sãs/ 'breath'	--------
/õ/	--------	/põch/ 'tail'	--------
/õ/	--------	/põchiya/ 'tail'	/gãõ/ 'vilage'
/ũ/	/ũt/ 'camel'	/pũJi/ 'capital'	--------
/ũ/	--------	/ciũti/ or /ciũtiya/ 'ant̩'	/tu/ 'you' (feminine)
/Ã/	/Ãkhiya/ 'eye'	/mAhÃkna/ 'to smell'	/tÃ/ 'you'
/ã/	--------	--------	/kAhã/ 'where'
/ẽ/	--------	--------	/kähẽ/ 'why'

Notes:

1. The vowel /ĩ/ occurs initially, .. medially and finaly.

2. /õ/ does not occur initially and finally.

3. /ã/ occurs initially and medially but not finally.

4. /ũ/ does not occur in the word final position.

5. /ã/ occurs only in the word final position.

6. /ẽ/ does not occur initially and medially.

7. /õ/ occurs only medially and finally.

3.4 COMPARISON AND CONTRAST OF VOWEL PHONEMES OF ENGLISH AND BHOJPURI

When we compare the vowel phonemes of Eng. and Bhoj. We find that there are few vowels in Bhoj. which have "similarities" and few have "disimilarities". These can be shown in the following given diagrams:

Similar or Common Vowels :- The similar vowels of both lgs. can be demonstrated by the following given diagrams:
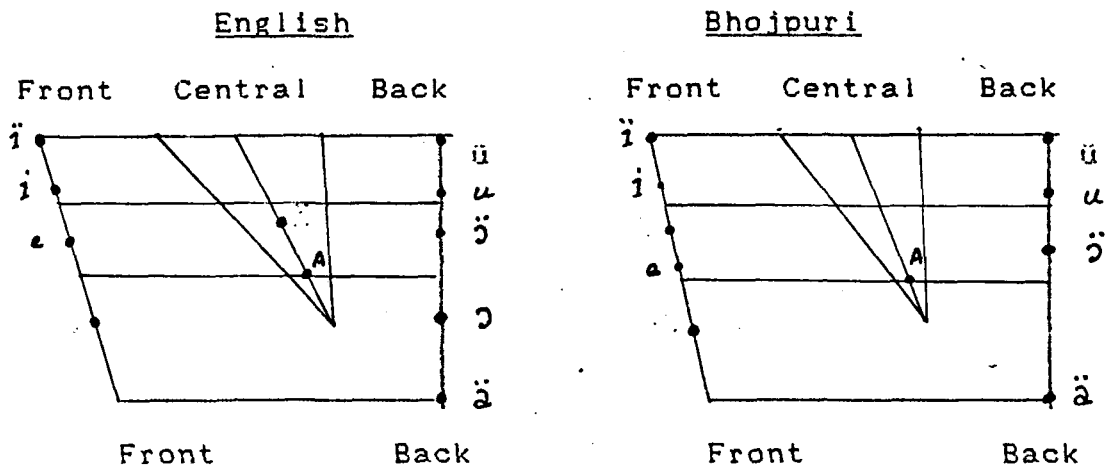
Dissimilar or Uncommon Vowels:- The following given diagrams are showing the dissimilar vowels of both lgs.
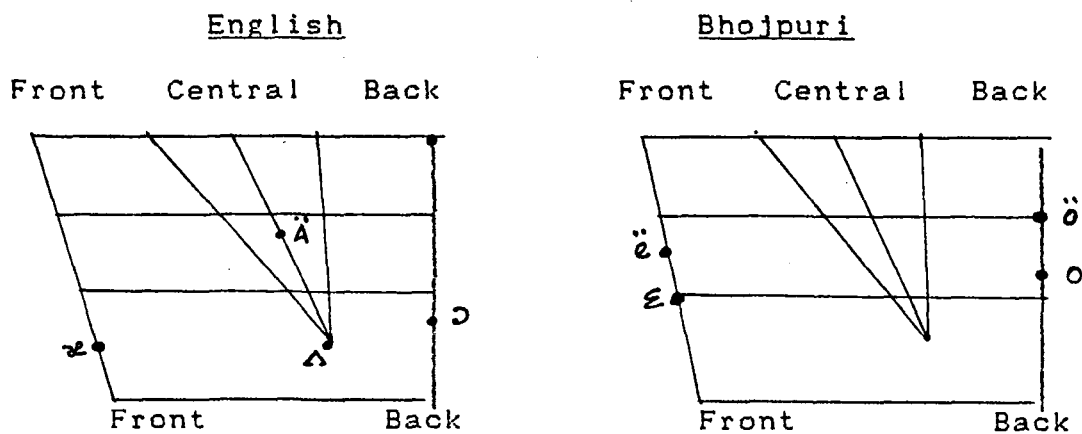
The above missing vowels of Eng. in Bhoj. will creat problems in learning Eng.

CHAPTER 4.

SYLLABLE

SYLLABLE

Definition:- Daniel Jones describes the syllable in term of prominence and says "the word or phrase is said to contain as many syllables as there are peaks of prominence".

Syllable may consist of a vowel only or vowel and a consonant. Those which end wih vowels are said to be open while those that end in consonant are closed. In Eng. we can have a maximum of three consonants at the beginning of the syllables and a maximum of four at the end ($\underline{co}^3$ $\underline{vco}^4$) whereas in Bhoj. it is not possible. Bhoj. syllables are either $\underline{cv}$ or $\underline{v}$.

4.1 Consonant Clusters in English:

By CCs. we mean a sequence of two or more consonants at the beginning or end of a <u>syllable</u>. In other words, we can say that a sequence of two consonants will have to form part of the same syllable if it has to be considered as cc. For example, the sequence /p/ and /l/ in the word <u>play</u> is cc. because both the consonants forming the sequence belong to the same syllable in the same way, the consonants /l/ /k/ and /s/ in the word <u>silks</u> form a cc. because all the three consonants once again belong to the same syllable. On the other hand, the velar nasal consonant /N/ and velar plosive consonant /g/ in the word <u>bangle</u> do not form a cc. because in the speech of most native speaker

of BE, the velar nasal /N/ arrests the first-syllable and the sound /g/ releases the next. In other words, we can say that the sound /N/ and /g/ belong to two different syllable. Such sequences of consonants that do not form a cc. are called abutting consonants. Here, a list of CCs. that commonly occur in BE.

I. Initial Consonant Clusters-two Consonants:

/p/ /pl-/ play, place, plank, please, plain etc.

/pr-/ prestige, prostitution, province etc.

/pj-/ putrid, purify, purely etc.

/b/ /bl-/ blow, blast, blasphemy, bloom etc.

/br-/ brief, brass, bright, brain, brave etc.

/bj-/ beautiful, bugle etc.

/t/ /tr-/ trouble, triple, train etc.

/tj-/ tution, tube, tune etc.

/tw-/ twinkle, twist, twenty etc.

/d/ /dr-/ drama, dream, dress, drain etc.

/dj-/ dues, duty, duel etc.

/dw-/ dwarf, dwindle, dwell etc.

/k/ /kl-/ clever, clapping, clock, clay etc.

/kr-/ cream, creative, cross etc.

/kj-/ curiosity, cure, cution etc.

/kw-/ quality, quarter, queen etc.

/g/ /gl-/ glucose, glass, globe etc.

/gr-/ gram, grass, grapes, graph etc.

/f/ /fl-/ flower, flush, flesh, fly etc.

/fr-/ frog, frame, fry, frateternity etc.

/fj-/ fusions, few, fuse, futile etc.

/v/ /vj-/ view, viewpoint, view finder etc.

/θ/ /θr-/ thrive, through, three, thrill etc.

/s/ /sp-/ spot, spoil, spell, spine, spray etc.

/st-/ stage, state, stock, stop, station etc.

/sk-/ school, scant, score, scale, scare etc.

/sm-/ smash, smart, smile, small etc.

/sn-/ snap, snatch, snake, sneeze etc.

/sl-/ slander, slang, slate, slap etc.

/sw-/ sweet, sweep, swim, swot etc.

/m/ /mj-/ museum, muse, music, musician etc.

/n/ /nj-/ newspaper, neutron, new, neuter etc.

/h/ /hj-/ huge, huris, human, humiliation etc.

II. Initial Consonant Cluster-three Consonants:

/spl-/ splash, splendid, split, spleen etc.

/spr-/ spray, spring, sprint, sprinkle etc.

/str-/ stretch, strike, straight, string etc.

/stj-/ student, stupendous, stupid etc.

/skr-/ scratch, screen, scream etc.

/skw-/ square, squeeze, squash etc.

Note:-

In BE, if three consonants form an initial cc. the first sound is always fricative /s/ and the second sound one of the three VL plosives.

III. Final Consonant Cluster-two Consonants:

/p/ /-sp/ clasp, wasp, grasp etc.

/-lp/ help, pulp etc.

/-mp/ jump, camp, lamp, plump, etc.

/b/ /-lb/ bulb.

/t/ /-pt/ adopt, corrupt etc.

/-kt/ tact, fact, sect, pact etc.

/-tʃt/ watched, attached etc.

/-ft/ soft, laughed, coughed etc.

/-st/ last, past, boast, whilst etc.

/-ʃt/ wished, pushed, clashed etc.

/-nt/ pant, scant, ant, want, chant etc.

/-lt/ felt, melt, tilt, belt, etc.

/d/ /-bd/ mobbed, robbed, rubbed etc.

/-gd/ sagged, bagged, lagged etc.

/-dʒd/ judged, lodged, bulged etc.

/-vd/ paved, saved, solved etc.

/-dd/ writhed, breathed etc.

/-zd/ abused, confused, accused etc.

/-md/ claimed, blamed, warmed etc.

/-nd/ sand, land, hand, band etc.

/-Nd/ ganged, banged etc.

/-ld/ bold, mould, cold, fold etc.

/k/ /-sk/ task, ask, mosque etc.

/-Nk/ sink, think, wink etc.

/-lk/ silk, milk, bulk, etc.

/tʃ/ /-ntʃ/ bunch, branch, lunch etc.

    /-ltʃ/ belch.

/dʒ/ /-ndʒ/ orange, hinge etc.

    /-ldʒ/ bulge.

/f/ /-lf/ wolf, self etc.

/v/ /-lv/ revolve, solve etc.

/θ/ /-pθ/ depth.

    /-tθ/ eighth.

    /-dθ/ width.

    /-fθ/ fifth.

    /-mθ/ warmth.

    /-nθ/ month.

    /-Nθ/ strength.

/s/ /-ps/ snaps, caps, laps, maps etc.

    /-ts/ chats, cats, bats, mats etc.

    /-ks/ box, ox, blocks, plucks etc.

    /-fs/ coughs, laughs etc.

    /-θs/ fourths.

    /-ns/ pens, since, dance, chains etc.

    /-ls/ dolls, else, false etc.

/z/ /-bz/ rubs, cubs etc.

    /-dz/ pads, cats, lads etc.

    /-gz/ dogs, fogs etc.

    /-vz/ slaves, saves, lives, gives etc.

    /-dz/ loathes, breaths etc.

    /-mz/ warms, comes etc.

    /-nz/ fans, sins etc.

    /-Nz/ rings, lungs, sings etc.

/-lz/ sells, pulls etc.

IV. Final Consonant Clusters - three Consonants:

/t/ /-dst/ midst.

/-kst/ next, text, fixed etc.

/-mpt/ contempt, attempt, tempt etc.

/-ntʃt/ drenched.

/-nst/ aganist.

/-Nkt/ thanked.

/-Nst/ amongst.

/-lpt/ helped.

/-lkt/ milked.

/-lst/ whilst.

/d/ /-ndʒd/ arranged.

/-lvd/ solved.

/θ/ /-ksθ/ sixth.

/-lfθ/ twelfth.

/s/ /-pts/ attempts, adopts etc.

/-pθs/ depths.

/-tθs/ eighths.

/-kts/ acts, sects, pacts etc.

/-fts/ lifts.

/-fθs/ fifths.

/-sps/ clasps.

/-sts/ beasts.

/-sks/ asks.

/-mps/ lamps, camps, jumps etc.

/-nts/ wants, pants etc.

/-nθs/ tenths.

/-Nks/ thinks.

/-lps/ helps.

/-lts/ tilts.

/-lks/ silks, milks, bulks etc.

/z/ /-ndz/ lands.

/-ldz/ holds.

/-lvz/ slaves, solves, gloves etc.

V. Final Consonants Clusters - four Consonants:

/s/ /-ksts/ texts.

/-ksθs/ sixth.

/-mpts/ attempts, tempts etc.

/-lfθs/ twelfths.

4.2 Consonant Clusters in Bhojpuri:

Bhoj. does not permit cc. in word initial position. Some of the CCs. which occur in the word final position known as monosyllabic structure (cvcc). These cluster are found﹏Bhoj. which can be seen in the following given example :

Word Final Position:

/-nj/   /rAnj/   'anger'

/-nt/   /sAnt/   'saint'

/-rd/	/mArd/	'brave man'
/-ft/	/muft/	'free'
/-bz/	/nAbz/	'pulse'
/-rt/	/sArt/	'bet'
/-nz/	/tAnz/	'tant'
/-nd/	/ghAmAnd/	'proud'(di-syllabic) <u>cv .cvcc</u>
/-rg/	/süturmurg/	'ostrich'(tri-syllabic)<u>cv cvc cvcc</u>
/-Ng/	/rANg/	'colour'
/-kht/	/sAkht/	'hard'
/-st/	/cust/	'tight cloth';/sust/ 'careless'
/-nt/	/cAnt/	'very clever'
/-lt/	/philt/	'play ground'
/-kt/	/vAkt/	'time'
/-bt/	/zAbt/	'seize'
/-fr/	/kufr/	'sacrilege'
/-rkh/	/surkh/	'red'
/-khr/	/fAkhr/	'pride'
/-rm/	/jurm/	'guilt'
/-rz/	/Arz/	'request'
/-sn/	/husn/	'beauty'
/-lm/	/ilm/	'knowledge'
/-sk/	/isk/	'love'
/-rt/	/sArt/	'bet'
/-ns/	/hAns/	'swan'
/-bz/	/kAbz/	'improper digestion'
/-ks/	/Aks/	'shade'
/-nc/	/pAnc/	'jury'

A Chart of The Medial Consonant Clusters in Bhojpuri

	p	ph	b	bh	t	th	d	dh	ṭ	ṭh	ḍ	ḍh	j	jh	c	ch	k	kh	g	gh	m	n	ŋ	N	l	r	ṛ	ṛh	f	v	s	z	h	w	y
o	+	-	-	-	+	-	-	-	+	-	-	-	-	-	-	-	-	-	+	-	-	-	+	-	-	+	+	+	-	-	+	+	-	-	-
oh	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
b	-	-	+	+	+	-	+	-	-	-	-	-	-	-	-	+	-	-	-	-	-	+	-	-	-	+	-	-	-	+	-	-	+	-	-
bh	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	+	-	-	-	-	-	-	-	-	-
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dh	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	+	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
ṭ	+	-	-	-	-	-	+	-	+	+	-	-	-	-	-	-	+	+	-	-	+	+	-	-	-	-	-	-	-	+	-	-	+	-	-
ṭh	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	+	+	-	-	-	+	-	-	+	-	-	-	-	+	-	-	-	-	-
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jh	-	-	+	-	-	-	-	-	-	-	-	-	-	-	-	-	+	-	-	-	+	-	-	-	-	-	-	-	-	-	-	-	-	-
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k	-	-	+	-	+	-	+	-	+	+	-	-	-	+	-	+	+	+	-	+	+	-	-	+	+	+	-	-	+	+	-	-	+	-
kh	-	-	+	-	+	-	-	-	-	-	-	-	-	-	-	-	-	+	+	-	-	-	+	-	-	+	-	-	-	-	-	-	-	-
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m	+	-	+	+	+	-	+	+	+	-	-	+	-	+	-	+	+	-	+	-	+	+	-	+	+	+	-	+	+	+	+	+	-	-
n	+	-	+	-	+	-	+	+	+	+	-	+	+	+	+	-	+	+	+	-	-	-	-	+	-	+	+	+	+	+	-	+
ṇ	-	-	-	-	-	+	-	+	+	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
N	-	-	-	-	-	-	-	-	-	-	-	-	-	+	+	-	-	-	+	-	-	+	-	-	+	-	-	-	-	-	-	-	-	-
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ṛ	+	-	+	-	-	-	-	-	-	-	-	-	+	-	-	-	-	+	-	-	-	+	-	-	-	+	+	+	-	+	+	-
ṛh	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
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z	+	-	+	-	+	-	-	-	+	-	-	-	-	-	-	-	-	-	+	-	-	+	+	-	+	+	-
h	+	-	+	-	+	-	+	-	+	-	-	-	+	-	+	-	+	-	-	-	+	-	+	+	+	+	-	+	+	+	-	-	-

/-lb/   /kAlb/   'heart'

4.2.1 Medial Consonant Clusters in Bhojpuri:

In Bhoj. the medial CCs. generally result from the sequences of a <u>syllable opening consonant</u> and <u>syllable closing consonant</u> .Most of the final clusters of Bhoj. also occur in the medial position of the words. These consonants sequences can be seen in the following given examples:

-rb- /kurbäni/or/kurbAniya/ 'sacrifce'

-sk- /kAskA/'tightly', /lAskAr/ 'army'

-zr- /guzra/ 'passed'

-hf- /tohfa/ 'gift'

-Ng- /jANgAl/or/jANgAlva/ 'forest'

-lv- /pAhelvän/or/pAhelvAnva/ 'gymnast'

-rv- /bArva/ 'hair',/sArva/ 'wife's brother'

-nv- /mAnva/ 'a place under ground where heirs live'

-st- /rAstAva/ 'way,path',/dösti/ 'friendship'

-mr̥- /cAmr̥a/ 'skin,leather'

-mr- /cAmra/ 'Harijan'(an Hindu backward casts)

-kn- /phokna/ 'baloon', /dhAkna/ 'pot cover'

-sv- /dosva/ 'friend',/gosva/ 'meet'

-sw- /boswa/ 'boss'

-mp- /jAmpAr/or/jAmpArva/'a dress of girls'

-ṇḍ- /Aṇḍa/or/AndAva/ 'egg',/ṭhAṇḍa/or/ṭhAṇḍAva /'cold'

-rṇ- /pAkArṇa/ 'hold',/urṇa/'to fly'

-rm- /mAgArmAch/ or /mAgArmAchva/ 'crocodile'

-nd- /gAnda/ 'dirty', /zinda/ 'alive'

-hv- /gAdAhva/ `ass'

-tn- /lütna/`to rob',/ghAtna/`decrease,decline'

-rg- /murgi/ or /murgiya/ `hen'

-lk- /hAlka/ `less in weight', /pälki/ `planquin'

-bk- /dubki/ `dip in the water', /sAbki/ `all'

-rk- /lArki/ or /lArkiya/ `girl',/bArka/ or /bArki/ `big'

-hN- /mAhNa/ `costly',/lAhNa/ `a dress worn by women

    under saree'

-tk- /motka/ `fat boy' also /motkAlva/, /motki/ `fat

    girl'also/motkAliya/

-jw- /rojwa/ `a month of fast' (Muslim culture)

-hn- /bAhna/`flowing of water',/gAhna/`ornaments'

-tr- /pAtra/`thin',/khAtra/`danger'

-jn- /bhüjna/ `to fry'

-rw- /gorwa/ `foot',/ghorwa/ `horse'

-mn- /jAmna/ `to freeze', /sämne/ `infront,before'

-sh- /mAshür/ `famous',/lAsha/ `clamminess'

-ny- /bunyädi/`basic, fundamental'(consonants+semivowel)

-lr- /lilra/ `forehead', /bilra/ `cat' (masculine)

-pr- /kApra/ `cloth' ,/sApräũ/ `unable to do something'

-gr- /gAgri/ `jar', /togra/ `a frame of a picture'

-ls- /jAlsa/ or/jAlsAva/ `gala', /mAlsi/ `plate'

-lw- /phulwäri/ or /phulwAriya/ `garden'

-hs- /lahsun/ or / lAhsunva/ `garlic'

-jk- /sAbujka/ `sky colour'

-pv- /nApva/ `size',/bApva/ `father'(not in respect)

-jv- /jAhAjva/ `aeroplane',/AnAjva/ `grain'

-r̥v- /mur̥va/ `head'./rAbAr̥va/ `rubber'

-ks- /bAksa/ `box'. /nAksi/ `design'

-pn- /Khëpna/ `to row', /nApna/ `a small pot used to measure milk's weight'

-bn- /d̥übna/ `to sink'

-mℓ- /jumla/ `sentence'./kAmla/ `a nick name'

-zv- /mezva/ `table', /bAzva/ `a hawk'

-mk- /lAmka/ `tall man', /lAmki/ `tall girl'

-tv- /lAtva/ `foot, leg', /dAtva/ `tooth'

-mb- /lAmbu/ `tall man', /tAmbäku/ `tabacco'

-sb- /kAsba/ `town'

-dl- /tAbädla/ `transfer', /bAdla/ `revenge'

-jr- /gAjra/ `carrot', /mojra/ `a dance party'

-hr- /mehraru/ `woman', /bAhri/ `strange'

-tn- /jïtna/ `to win', /jötna/ `to plough'

-rk- /dhArki/ or /dhArkiya/ `shuttle'

-pr- /cipri/ `it is made up of buffaloe's <u>gober</u>'

-kr- /bAkri/ `goat', /cAkra/ `width'

-k̥w- /bokwa/ `he goat'

-Nr̥- /leNr̥a/ `lame'

-hj- /mAhjit/ or /mAhjitiya/ `mosque'

-lṭ- /ulṭa/ `against', /bälṭi/ or /bAlṭiya/ `boquet'

-dr- /bAdra/ `cloud', /cAdra/ `Sheet' (cloth)
-rt- /serärti/ `naughty', /bArtAn/ `pot'

-bs- /kAbse/ `since how long', /tAbse/ `till then'

-sl- /mAsla/ `problem', /Asli/ `pure'

-rn- /mArna/ `to die', /girna/ `to fall'

-gr̥- /jhAgr̥a/ `quarrel', /tAgr̥a/ `strong'

-ṭv-   /poṭva/ 'dirty nose', /nAṭva/ 'short man'

-ḍv-   /roḍva/ 'road', /gAḍva/ 'guard'

-mh-   /lAmha/ 'moment'. /nAmha/ 'wet'

-lh-   /dulha/ 'bridegroom',

-pl-   /ghApla/ 'bungling', /kopläsi/ 'the pacca mango'

-pṭ-   /khApṭa/ 'physically weak' esp. buffaloe

-pk-   /jhApki/ 'nap',   /lApka/ 'bend   suddenly   towards
        something'

-nk-   /sAnka/ 'if a boy does not follow others' advice
        and does whatever he likes, then this word is used for
        him   e.g. /ekdAm sAnka hA/ means not following at all.

-jl-   /bijli/ 'electricity', /mAjlis/ 'a meeting'

-gn-   /Agna/ 'courtyard', /jägna/ 'to awake'

-kb-   /ekbäl/ ' a name' (Male), /bhAkbe/ 'to refuse'

-np-   /känpur/ 'a name of a big city in U.P.'

-mg-   /tAmga/ 'medal'

-mj-   /rAmjän/ 'a month of fast'(Muslim Culture)

-nj-   /bAnjära/ 'gypsy', /khAnjAr/ 'weapon'

-mc-   /cAmca/ or /cAmcAva/ 'spoon'

-nz-   /mAnzil/ 'place'

-zb-   /jAzba/ 'anger, courage'

-tl-   /ketli/ 'kettle', /pAtla/ 'thin'

-cr-   /khicri/ 'a kind of food made up of pulse & rice'

-cr-   /kAcri/ 'a variety of pickle made up of mango'

-ps-   /lApsi/ 'mixture of something'esp. for eating

-pt-   /hApta/ ' a week'

-dn-   /mAdna/ 'name of a place', /pädna/ 'to pass air'

-dm- /sAdma/ `shock', /bAdmäs/ `villain'

-cn- /kücna/ `to crush', /bAcna/ `save'

-bt- /sAbtAr/ `everywhere' also /sAbAttAr/

-bd- /nAbdän/ or /nAbdAnva/ `a narrow drain'

-br- /jAbrAn/ `by force'

-bw- /kAbAbwa/ `it is made up of small pieces of meat'

-td- /mAtdän/ `vote'

-tm- /khätma/ `death'

-th- /sAthi/ `below standard'

-dt- /bAdtAr/ `worst'

-dk- /bAdkär/ `bad'e.g. /bAdkär ǰrAt/ `bad woman'

-dg- /sädgi/ `simplicty'

-dv- /gAdva/ `cushion'

-ds- /bädsa/ `king'

-ṭp- /ceṭpeṭ/ `all are invited' e.g. /ceṭpeṭ dävAt/

-ṭm- /khAṭmAl/ or /khṭmAlva/ `bug'

-ṭh- /kAṭhá/ `the birds or animals who have biting   nature
        e.g. /kAṭha murga/ `the cock who bites'

-ḍb- /AnḍbAṇḍ/ `something improper'

-ḍn- /lAḍna/ `a nick name'

-ḍl- /läḍli/ `dearest' (female)

-jp- /bhäjpa/ `an opposition party in India'

-jb- / mAjbür/ `compulsion'

-jt- /bAjti/ `ring'

-jṛ- /bAjṛa/ `a variety of grain'

-jh- /sAjha/ `proper, suitable'(used for kite)

-cp- /bAcpAn/ `childhood'

-ck- /bAckA/ `take precaution', /lAcki/ `bent'

-cl- /kucla/ 'bruised, crushed'

-cv- /bAcva/ 'kid', /khAcva/ 'a wood made basket'

-kt- /cAkti/ 'a small round piece of cloth'

-kd- /nAkdi/ 'cash payment'

-kṭ- /nAkṭi/ 'dirty nose'

-kc- /sikca/ 'a thin and near about one metre long iron stick. Children use this iron stick to move their wheel of iron which is known as /gäṛi/ or /gAṛiya/.

-km- /lukma/ 'the quantity of food which we take once from disk. This word is also replaced by /neväla/

-kl- /nAkli/ 'not pure', /sAkli/ 'a nick name(female)'

-kṛ- /jAkṛa/ 'fully embeded', /lAkṛi/ 'wood'

-kv- /kAkva/ 'a nick name' (Hindu Culture)

-ks- /bAksa/ or /bAsAva/ 'box'

-gv- /lAgva/ 'a long dry bamboo used at home for domestic purposes'

-gh- /pAgha/ 'a long rope which is used for binding animals esp. buffaloes, cows, goats'

-gw- /lugwa/ 'saree'

-mt- /mAmta/ 'love' (rarely used)

-mṭ- /lAmṭen/ 'lamp', /pAmṭa/ 'a nick name' (Male)

-mf- /lAmfAva/ 'a small lamp'

-mv- /kAmva/ 'work', /nAmva/ 'name'

-ms- /jAmsed/ 'a name', /kAmsin/ 'innocent'

-mz- /rAmzän/ 'a month of fast' also /rAmjän/

-nb- /dhAnbäd/ 'a name of a place in Bihar'

-nṭ- /penṭAr/ or /penṭArva/ 'painter'

-nc- /pAncAr/ or /pAncArva/ 'puncture'

-nr- /bAnra/ 'monkey'(masculin), /bAnri/ 'monkey'(fem.)

-nf- /hAnfi/ 'a group of Muslims who follow their /emäm/ who is known as emäm Abu hAnifa

-ns- /mAnsa/ 'desire, wish', /mAnsa/ 'a name' (female)

-nh- /pAnha/ 'width of cloth', /tAnha/ 'alone'

-nṭ- /ghAnṭa/ or /ghAnṭAva/ 'bell'   ·

-lp- /kAlpa/ 'wept with heart' (past tense)

-lb- /tälbelim/ 'student' esp. those who study in   the Department of Theology or in Madarsas.

-ld- /jAldi/ 'hurry'

-lj- /sAljAm/ 'a kind of vegetable'

-lg- /bAlgAm/ 'phlegm'

-ln- /gAlna/ 'to melt', /mAlna/ 'to mix, to rub'

-lz- /ilzäm/ 'blame'

-lh- /jolha/ 'weaver'

-rp- /khurpi/ or /khurpiya/ 'a weeding knife'

-rṭ- /kärṭün/ or /kArṭunva/ 'cartoon'

-rj- /sArjAn/ 'surgeon'

-rc- /pArcär/ or /pArcArva/ 'advertisement'

-rl- /bärli/ or /bArliya/ 'barley' (it is eaten esp. by children at the time of breakfast)

-rs- /pArsõ/ 'day after tomorrow'

-rf- /kArfu/ or /kArfua/ 'curfew', /bArfi/ 'sweet'

-rd- /gArda/ or /gArdAva/ 'dust',/pArda/ 'curtain'

-ṛs- /Aṛsa/ 'this wordis spoken where there is less

place but more persons and they are not feeling comfort'

-ṛh- /sAṛha/ `rotten' esp. of mango'

-ft- /dAfti/ or /dAftiya/ `the boards of the binding of a book'

-fr- /nAfrAt/ `hate', /tAfri(h)/ `walking'

-fr- /lAfra/`matter' e.g. /k̲ä̲ l̲A̲f̲r̲a̲ h̲A̲/`what is matter'

-fv- /nefva/ `the part of the trousers through which the string passes'

-sp- /AspAtäl/ or /AspAtAlva/ `hospital'

-sd- /rAsdi/ `a nick name' (female)

-sṭ- /kAsṭAm/ or /kAsṭAmva/ `custom'

-sg- /AsgAr/ `a name' (male)

-sm- /cAsma/ `glass', /dusmAn/ `enemy'

-sr- /bhusri/ `a nick name'(female)

-sṛ- /pAsṛi/ `when a girl is sleeping and not in a mood to do her home work, then her mother uses this word for her in upset mood' e.g. /k̲a̲h̲ẽ̲ p̲A̲s̲ṛ̲i̲ h̲A̲r̲e̲/ `why are you sleeping'?

-zp- /tëzpät/ or /tezpAtta/ `a kind of leaf'

-zd- /buzdil/ `coward', /nAzdïk/ `near'

-hb- /mAhbüb/ `a name' (male), /tAhbAn/ `a dress'

-ht- /bAhta/ `flowing', /mAhtäri/ `mother'

-hd- /kAhdïe/ `have you said'?

-hṭ- /rAhṭa/ `spine machine'

-hc- /pAhcän/ `identity, recognition'

-hk- /bAhkäna/ `to mislead, deceive'

-hl- /bAhläna/ `to divert, to amuse'

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-zh- /mAzhAr/ `a name'

-rp- /tArpa/ `wept too much' (past tense)

-rb- /gArbAr/ `disturbance';

-rf- /tArfArana/ `dying condition'

-lc- /lälci/ `greedy'

-lm- /sAlma/ `a name' (female)

-lf- /kulfi/ `ice cream'

-lt- /gAlti/ or /gAltiya/ `mistake'

-gl- /pAgla/ `mad' (masculine)

-cch- /Accha/ `good', /bicchi/ `scorpion'

-tkh- /khAtkhAtäna/ `to knock'

-kth- /lAktha/ or /lAkthAva/ `it is a kind of cheap sweet
      which is made up of molasses'

-ddh- /suddhA/ `pure' esp. for <u>ghee</u>

-nnh- /nAnnha/ `lovely. innocent'

-tth- /pAttha/ `young' e.g. /<u>pAttha khAssi</u>/`young he goat'

-ljh- /suljha/ `sincere'

-mdh- /sAmdhin/ `husband/wife's mother-in-law'

-bbh- /lAbbha/ `a kind of meat'

-ddh- /buddha/ `old' (male). /buddhi/ `old' (female)

-tth- /pAtthAr/ or /pAtthArva/ `stone'

-ggh- /bAgghï/ `chariot'

-ndh- /bAndhAn/ `bondage'

-njh- /mAnjha/ `the thread which is used in flying the kite'

-nch- /pAnchi/ `bird'

-mbh- /simbhu/ `a name' (Hindu Culture)

-mch- /gAmcha/ `a small cloth or a towel'

-Nkh- /pANkha/ or /pANkhAva/ `fan'

-rch- /bArcha/ `spear'

-rkh- /cArkha/ `spin machine'

-kkh- /likkh/ `written' (past tense)

-chv- /pichva/ `back side'

-jhn- /lüjhna/ `to snatch something'

-thr- /pAthri/ `a small piece of stone'

-ṭhn- /pAṭhna/ `pathan'(a caste of Muslims)

-dhn- /bAdhna/ `a water pot'

-cht- /pAchtäna/ `to regret, to repent' also /pAstäna/'

-jht- /bAjhti/ `in trapped, ensnared'

-khn- /dëkhna/ `to see, to watch'

-khm- /zAkhmi/ `wounded'

-kht- /ikhteyär/ ` control', /tAkhti/ `wood slate'

-khb- /mukhbïr/ `announcing news'

-jhl- /mAjhla/ `middle son'

-chṛ- /bAchṛa/ `a kid of cow', /pichṛa/ `backward'

-chr- /mAchri/ `fish'

-thv- /kAthva/ `a liquid used in betle'

-khṛ- /cukhṛi/ `squarrel'

-bhv- /jibhva/ `a leather used in hand pipe'

-ṭhm- /lAṭhmar/ `a wandering boy'

-ṭhr- /gAṭhra/ `a bundle of cloth'

-ṭhv- /kAṭhva/ `a wood used for cutting meat'

-ghv- /bAghva/ `a kind of animal'

-ll- /gAlla/ `grain', /bAlla/ `bat'

-nn- /pAnna/ `page', /gAnna/ `sugarcane'

-mm- /Amma/ `mother', /lAmma/ `tall', /khAmma/ `pole'

-bb- /Abba/ `father', /dhAbba/ `spot'

-rr- /bArrA(h)/ `poisonous insect'

-dd- /gAdda/ `cushion', /gAddi/ `spung',/nAddi/ `river'

-cc- /kAcca/ `not cooked', /bAcca/ `kid'

-tt- /pAtti/ `leaf', /lAtti/ `kick'

-ss- /kAssa/ `tight', /khAssi/ `he goat'

-pp- /kAppa/ `cup'

-ṭṭ- /cAṭṭu/ `greedy', /pAṭṭa/ `belt'

-ḍḍ- /lAḍḍu/ `a kind of sweet'

-jj- /gAjja/ `yard', /hAjjäm/ `barber'

-kk- /pAkka/ `cooked, mature', /dhAkka/ `push'

-gg- /lAgga/ `a long dry bamboo', /mAgga/ `mug'

-NN- /rANNa/ `colour', /lANNa/ `near'

-ff- /kAffära/ `compensation', /kAffa/ `cuff'

-zz- /bAzzAn/ `angry' also /bAdzAn/

Note:- The doubling of aspirated consonants is not possible in Bhoj. The doubled form occurs with an unasp. stop.

4.3 COMPARISON AND CONTRAST OF THE CONSONANT CLUSTERS

OF ENGLISH AND BHOJPURI:

When we compare the cc. of both lgs. we find that Eng. permits large number of clusters in the word initial position whereas Bhoj. does not permit cluster in the word initial position. As a result, the lackness of Eng. cluster in Bhoj. will create learning problem for the ns$_s$ of Bhoj. in learning Eng.

The consonant such as /z, n, d, tʃ, dʒ / do not participate cluster in Eng. in word initial position and in Bhoj., the consonants like /ṭh, ḍh, ṭh, ṛ, ṛh/ etc. do not participate initial CCs. (there is no initial clusters in Bhoj.).

Eng. has two consonant onsets with /s/ as first member. Therefore all CCs. of Eng. which have /s/ as the first member will create problem for Bhoj. speakers in learning Eng.. The initial cluster in Eng. which occur with /s/ as the first member are as follows: /sp, st, sk, sf, sl, sm, sn/ they occur in word like split, stock, school, sphere, state, smuggler, snap.

Apart from these, Eng. has also three CCs. initially which start with /s/ and end in /r/, /l/, /w/, /y/ in the words like spray, splash, square, student which is not possible in Bhoj.

Similar Consonant Clustersin Final Position:

When we copmare the two CCs. of Eng. in the final position of the word with those of Bhoj. we find that there are two clusters which are similar to Eng. We can give few similar CCs. in the word final position.

English			Bhojpuri			
/b/	/-lb/	'bulb'	/b/	/-lb/	/kAlb/	'heart
/f/	/-lf/	'self'	/f/	/-lf/	/zulf/	'hair'
/k/	/-sk/	'task'	/k/	/-sk/	/isk/	'love'
/t/	/-st/	'past'	/t/	/-st/	/mAst/	'carefree'

/t/	/-ft/	`soft'	/t/	/-ft/	/muft/	`free'
/t/	/-kt/	`fact'	/t/	/-kt/	/vAkt/	`time'
/t/	/-pt/	`adopt'	/t/	/-pt/	/zApt/	`seize'
/t/	/-nt/	`want'	/t/	/-nt/	/sAnt/	`saint'
/k/	/-lk/	`bulk'	/k/	/-lk/	/silk/	`silk'
/k/	/-Nk/	`sink'	/k/	/-Nk/	/dANk/	`sting'
/s/	/-ns/	`pens'	/s/	/-ns/	/lens/	`lens'
/p/	/-mp/	`jump'	/p/	/-mp/	/kæmp/	`camp'
/s/	/-ks/	`box'	/s/	/-ks/	/Aks/	`shade'
/z/	/-bz/	`rubs'	/z/	/-bz/	/nAbz/	`pulse'

There are some CCs. of Eng. like /-ntʃ/, /-ltʃ/, /nd /, /-nd/ etc. can be regarded as particular similar clusters in the final position of the word. The above similar clusters are both lgs. in final position of the word will not create learning problem for Bhoj. speakers while learning Eng. The remaining CCs. can be regarded as dissimilar and these will create difficulties in learning Eng. Due to the lackness of some CCs. of Eng. in Bhoj. will not be pronounced as ns$_s$ of Eng. Besides, these two CCs., there are three and four clusters which occur finally in Eng. will also create difficulties to Bhoj. speakers while learning Eng..

4.4 Syllabic Structure of English:

Mono-syllabic:- The following mono-syllabic structure are found in Eng.

v   e.g. /ei/ 'a'

vc   e.g. /iz/ 'is', /æm/ 'am', /æd/ 'add'

cvc'   e.g. /riN/ 'ring', /siN/ 'sing'

ccv   e.g. /grei/ 'grey', /kju/ 'queue'

cvcc   e.g. /piNk/ 'pink', /θAmz/ 'thums'

cv   e.g. /dei/ 'day'

cccvc e.g. /streit/ 'straight', /strït/ 'street'

cvcccc e.g. /teksts/ 'texts', /neikst/ 'next'

Di-syllabic:-   The following di-syllabic structures are
found in Eng.

vc cv   e.g. /æk-tA/ 'actor'

v cvc   e.g. /æ-pAl/ 'apple', /æ-dAm/ 'Adam'

vc cvc   e.g. /æn-vil/ 'anvil'

vcc cvc   e.g. /iNg-liʃ/ 'Eng.'

vcc cvcc   e.g. /iks-peld/ 'expelled'

ccv cv   e.g. /frAu-zn/ 'frozen'. /brA-dA/ 'brother'

cv cvc   e.g. /jü-nit/ 'unit', /be-lün/ 'baloon'

cvc vc   e.g. /hAuz-iz/ 'house'

cvc cv   e.g. /ʃæm-pu/ 'shampu', /bæm-bu/ 'bamboo'

cv cv   e.g. /se-tl/ 'settle', /bæ-tl/ 'battle'

cvc cvc   e.g. /læk-nes/ 'lackness'

cv cvcc   e.g. /bæ-lAdz/ 'ballads'

cvc ccvc   e.g. /kʌl-prit/ 'culprit'

ccv cvcc   e.g. /θre-fAuld/ 'threefold'

cccvc cvc e.g. /spriN-kld/ 'sprinkled'

cccvc cv   e.g. /strein-d A/ 'stranger'

cvc cvcc   e.g. /læN-gwid / 'language'

ccvc cvc   e.g. /prin-ses/ 'princes'

cvc vcc   e.g./sil-Abl/ 'syllable'

ccvc cv   e.g. /frik-ʃu/ 'friction'

cv cv   e.g. /kæ-dA/ 'casdre'

cvc cv   e.g. /pæn-tz/ 'pentry'

vc cv   e.g. /än-tï/ 'anty'

cv cvc   e.g. /pÄ-keit/ 'pocket'

Try-Syllabic:

Eng. has the following tri-syllabic structures :

v cv vc   e.g. /ä-kei-ik/ 'archaic'

vc cv cvc   e.g. /ïs-θe-tik/ 'aesthetic'

vc cv cvc e.g. /äf-tA-wAdz/ 'afterward'

vc cvc cv e.g. /ig-zäm-pl/ 'example'

v cvccvcc e.g /A-tʃïv-mAnt/ 'achievement'

cv cv cv e.g. /he-vn-li/ 'heavenly'

cv cv cvc e.g. /si-gA-ret/ 'cigarette'

cvc cv cv e.g. /kAm-pAu-zA/ 'composer'

ccv cvc cv e.g. /kjü-kʌm-bA/ 'cucmber'

ccvc cv cvc e.g. /præk-ti-kAl/ 'practical'

ccv cv cvc e.g. /klai-mæ-tik/ 'climatic'

cv cv cvcc e.g. /de-fA-rest/ 'deforest'

cvc cv cvc e.g. /rid-mi-kAl/ 'rythmical'

ccv cvc ccv e.g. /dræ-gAn-flai/ 'dragonfly'

ccvc ccv cv e.g. /grïn-grAu-sA/ 'greengrocer'

cvc cvc cvc e.g./fæn-tæs-tik/ 'fantastic'

Four-Syllabic:- Eng. has the following four-syllbic

Structures given below:

c̲v̲ c̲v̲ c̲v̲ c̲v̲ e.g. /kæ-tA-pi-lA/ 'caterpillar'

c̲v̲c̲ c̲v̲ c̲v̲ c̲v̲ e.g. /kʌm-pA-zi-ʃn/ 'composition'

c̲v̲ c̲v̲c̲ c̲c̲v̲ c̲v̲ e.g. /kA-tæs-trA-fi/ 'catastrophe'

c̲c̲v̲ c̲v̲ c̲v̲ c̲v̲c̲ e.g. /græ-mæ-ti-kAl/ 'grammatical'

c̲v̲ c̲v̲ c̲c̲v̲ c̲v̲c̲ e.g. /fAu-tA-græ-fik/ 'photographic'

c̲v̲ c̲v̲ c̲v̲ c̲v̲c̲c̲c̲ e.g. /kæ-pi-tæ-lists/ 'capitalists'

v̲ c̲v̲ c̲v̲ c̲v̲ e.g. /A-kæ-dA-mi/ 'academy'

v̲ c̲c̲v̲ c̲v̲ c̲v̲c̲ e.g. /æ-krA-bæ-tik/ 'acrobatic'

Five- Syllabic:- There are the following five Syllabic Structures in Eng.

c̲v̲ c̲v̲ c̲v̲ c̲v̲ c̲v̲ e.g. /ju-ni-vÄ-ˢⁱti/ 'university'

c̲c̲v̲ c̲v̲ c̲v̲ c̲v̲ c̲v̲ c̲v̲ e.g. /dræ-mA-tAi-ze-ʃn/ 'dramatization'

4.5 Syllabic Structure of Bhojpuri:

The Syllables in Bhoj. Consists of the following Structure as it is discovered from the fifteen hundred (1500) words' list.

Mono-Sylabic:

The following mono-syllabic Structures are found in Bhoj.

v̲:- e.g. /ü/'he', /ï/ 'this'

v̲c̲:- e.g. /äj/ 'today', /äg/ 'five'

c̲v̲:- e.g. /dü/ 'two',/ka/ 'what'

c̲v̲c̲:- e.g. /jAb/ 'when', /gäl/ 'cheek'

v̲c̲v̲:- e.g. /äpa/ 'sister', /äre/ 'please come'

c̲v̲v̲:- e.g. /jäo/ 'go', /gäo/ 'sing'

c̲v̲c̲c̲:- e.g./mAst/ 'reckless', /vAkt/ 'time'

Di- Syllabic :

The following di-syllabic Structures are found in Bohj.

<u>vvcv</u> e.g. /äo-re/ 'please come',/äe-re/ 'Are you comming'

<u>cv</u> <u>cv</u> e.g. /bu-ra/ 'bad', /ke-la/ 'banana',/bi-lai/ 'cat'

<u>cvc</u> <u>cv</u> e.g. /tAb-se/ 'till then',/sAd-ma/ 'shock'

<u>cvv</u> <u>cv</u> e.g /jäo-re/'please go',/khäo-re/'please eat'

<u>cvc</u> <u>cvc</u> e.g. /sAt-tAr/ 'Seventy', /jän-vAr/ 'animal'

<u>vc</u> <u>cv</u> e.g. /un-se/ 'to him'

<u>v</u> <u>cvc</u> e.g. /A-kil/ 'a name'

<u>vc</u> <u>cvc</u> e.g. /An-tAr/ 'difference'

<u>cv</u> <u>cvc</u> e.g./le-kin/ 'but',/ki-dhir/ 'where'

<u>cv</u> <u>cvcc</u> e.g. /be-vAkt/ 'on uncertain time'

<u>cvc</u> <u>cvcc</u> e.g. /kAm-vAkt/ 'less time'

Tri- Syllabic:

The following are the tri-syllabic Structure in Bhoj.

<u>v</u> <u>cv</u> <u>vv</u> e.g./ĩ-ti-ya/ 'bricks', /i-di-ya/ 'afestival'

<u>vc</u> <u>cvc</u> <u>cv</u> e.g. /Am-rut-va/ 'guava'

<u>cv</u> <u>cv</u> <u>cv</u> e.g. /lA-ṛi-ka/ 'boy'

<u>cv</u> <u>cv</u> <u>vv</u> e.g./hA-ti-ya/ 'elephant',/pA-ri-ya/ 'feather'

<u>v</u> <u>cv</u> <u>cvc</u> e.g. /A-dä-lAt/ 'court'

<u>cv</u> <u>cvc</u> <u>cv</u> e.g. /gA-rAm-va/ 'heat'

<u>cvc</u> <u>cv</u> <u>vv</u> e.g. /phil-ṭi-ya/ 'play ground'

<u>cv</u> <u>cv</u> <u>vv</u> e.g. /dA-ṛhi-ya/ 'beard'

<u>cv</u> <u>cvc</u> <u>vv</u> e.g./pho-kAn-wa/ 'baloon'

<u>cv</u> <u>cvc</u> <u>cv</u> e.g. /bo-khAr-va/ 'fever'

cvc cv cv e.g.   /khAr-cA-va/ `expenses'

cvc vv cv e.g. /bun-ya-di/ `fundamental'

cvc cvc cve.g. /gАr-khul-la/ `naked child'

cv cvc cvc   e.g. /sAi-tAn-vAn/   `ghosts'

cvc cvc cvc   e.g. /nok-sän-deh/   `harmful'

cv cv cvc   e.g. /lA-ri-kАn/   `boy'

cvc cv cvc   e.g. /bАr-kA-vАn/   `rich men'

cvc cvc cvc   e.g. /mAl-lAh-vAn/   `fisher men'

Four-syllabic:

Four-syllabic structures are found in Bhoj. as
given below:

v cv cv vv   e.g.   /ü-mi-di-ya/   `hope'

vc cv cvc cv   e.g. /in-te-zAm-va/ `management'

cv cv cv cv   e.g. /zA-mi-ni-ya/ `land'

cv cv vv cv   e.g. /khA-ti-yA-va/ `cot'

cv cv cv cv   e.g. /ki-rä-nA-va/ `insects'

cvc cv cv cv   e.g. /khAt-khA-tä-na/ `to knock'

cvc cv cv vv   e.g. /bAt-tA-ki-ya/ `duck'

cv cv vvc cv   e.g. /ghA-ri-yAl-va/ `crocodile'

cv cvc cvc cv   e.g. /SA-mun-dAr-va/ `sea'

cv cv cv cvc   e.g. /lA-ri-kA-vАn/ `boys'

v cv vv cv   e.g. /A-mi-yä-re/   `o'mummy'

cv cv vvc cv   e.g. /gA-li-yAn-me/ `in the street'

Five-Syllabic:

The following five-syllabic structures are found
in Bhoj.

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<u>v</u> <u>cv</u> <u>cv</u> <u>cv</u> <u>vv</u> e.g. /A-dA-lA-ṭi-ya/   'court'

<u>cv</u> <u>cv</u> <u>cv</u> <u>vv</u> <u>cv</u> e.g. /mo-ṭA-ri-yä-me/   'in the moters'

<u>vc</u> <u>cvc</u> <u>cv</u> <u>cv</u> <u>cvccv</u> e.g. /Am-rut-va-kä-peṛva/ 'guvava trees'

<u>cvc</u> <u>cvc</u> <u>cv</u> <u>cv</u> <u>cvc</u> e.g. /kAr-muh-vä-banAr/ 'ape'

<u>cvc</u> <u>cv</u> <u>vv</u> <u>cv</u> <u>cvc</u>   e.g. /lAl-ci-yä-ne-hAn/ 'if people

become greedy, then it is used'

<u>cvc</u> <u>cv</u> <u>vv</u> <u>cv</u> <u>cv</u> e.g. /lAl-ci-ya-nä-hA/ 'became greedy'

<u>cv</u> <u>cv</u> <u>vv</u> <u>cv</u> <u>cvc</u> e.g. /bA-ṭi-yä-vA-then/ 'distributing'

<u>cv</u> <u>cv</u> <u>cv</u> <u>cv</u> <u>vv</u>   e.g. /dü-lA-hi-ni-ya/ 'bride'

<u>cv</u> <u>cv</u> <u>vv</u> <u>cv</u> <u>cv</u>   e.g. /bA-ti-ya-vA-thA/ 'talking'

Six-syllabic:

The following six-syllabic structures are found in Bhoj.

<u>cv</u> <u>cv</u> <u>cv</u> <u>vv</u> <u>cv</u> <u>cv</u>e.g. /bA-hA-ṭi-ya-vA-the/ 'pretending'

<u>cvc</u> <u>cv</u> <u>cv</u> <u>cv</u> <u>cv</u> <u>cv</u>e.g. /lAt-ti-cA-la-vA-thA/ 'kicking'

Note:

1. Semi-vowels /w/ and /y/ is considered as <u>v</u> structure.

2. The diphthongs have also been considered as <u>v</u> structure e.g. /d<u>ei</u>/ 'day' the structure will be <u>cv</u>. The word relate /ri/ and /leit/ has two-syllable of the word <u>relate</u> has the diphthongs /ei/ and it has been considered as <u>v</u> structure (vowel-s).

4.6 COMPARISON AND CONTRAST OF SYLLABIC STRUCTURES OF

ENGLISH AND BHOJPURI:

After comparing the mono-syllabic, di-syllabic, tri-syllabic, and four-syllabic structures of both lgs. we find that both have "similar" and "dissimilar" structures.

Similar Syllabic Structures:- The following syllabic structures are common in both lgs. such as v; vc; cv; cvc; cvcc; cvc cv; cv cv; vc cv; v cvc; vc cvc; cv cvc; cvc cv; cvc cvc; cv cv cv; cv cv cvc; cvc cv cv; cvc cv cvc; cvc cvc cvc; cv cv cv cv; cvc cv cv cv etc. These syllabic structures will not create any problem for the learners in learning Eng. as SL.

Dissimilar Syllabic Structures:- The following syllabic structures are found in Eng. but not in Bhoj. such as ccv; cccvc; cvccc; vcc cvc; vcc cvcc; ccv cvcc; cvc vc; cvc ccvc; ccv cvcc; cccvc cvc; cccvc cv; ccvc cvc; cvc vcc; ccvc cv; v cv vc; vc cv cvc; vc cv cvcc; vc cvc cv; v cvc cvcc; ccv cvc cv; ccv cv cvc; cv cv cvcc; ccv cvc ccv; ccvc ccv cv; ccv cv cv cvc; cv cv cv cvccc; v cv cv cv; v ccv cv cvc; cv cvc ccv cv; cv cv ccv cvc.

CHAPTER 5.

SUMMARY AND CONCLUSIONS

SUMMARY AND CONCLUSIONS

It is a common knowledge that one of the major problems in learning a second or foreign lg. is the interference caused by the structural differences between the NL of the learner and the SL. This interference is more common at the phonological level due to the fact that the phonology is lg. specific. It is obvious that no two lgs. have the same way of organizing their phonological features. Here, our focus has been on a CA of Bhoj. and BE and thus to predict and elucidate the reaction of Bhoj. speakers who are learning Eng. as a SL in different schools and colleges of Distt. Maunath Bhanjan.

After collecting and analyzing the data of these two lgs. structural differences have come into light and have been identified. These possible "problematic areas" are as follows:

  (i)   the cosonantal system;

  (ii) the vowel system;

  (iii) syllabic structure; etc.

The present work has followed two methods when carrying out this research.

(1)   The significant sounds of both Bhoj. and Eng. placed side by side and those Eng. consonants and vowels, not found in Bhoj. noted. And after that attempts were made on a

theoratical basis to predict how Bhoj. speakers would pronounce them while learning Eng.

(2) Several informants of Bhoj. were called upon to pronounce some Eng. words; they were also asked to read simple sentences to determine the interference of Bhoj. on their Eng. at the phonological level. Bhoj. speakers pronunciation were tape-recorded and the tape was replayed to check the earlier predictions. It was found that there were more differences between the expected and the actual pronunciation by the Bhoj. speakers.

We also discovered another kind of problem faced by the Bhoj. speakers while learning Eng. They perceive incorrectly those sounds which were different from those of his mother tongue and of course they were unable to produce them correctly.

Franz Boas, who was one of the first to study the American-Indian Lgs. observed that speakers of different lgs. perceive sounds in terms of the sounds with which they are already acquainted, that is, the sounds of their mother tongue. Another great and eminent linguist, Edward Sapir worked on American-Indians and found that the Nootka Indian, had difficulty in pronouncing Eng. (n) or (l) because he could not emancipate himself sufficiently from the sound system of his own NL to be able to perceive these sounds correctly.

To overcome all these difficulties in the learning

of a SL. the learners must first be taught to recognize the problem sounds that he will meet with in the SL before he is asked to produce them. For this purpose, the present investigator prepared a parallel phonemic chart of the two lgs. concerned to find out the difficulties. With the help of this chart we come to know about phonemes which were missing and those which were present in the SL. The uncommon sounds like /θ/ and /ð/ create much problem for the learners and due which they commit mistakes while speaking Eng.

The present research work consists of five broad chapters.

(1) Chapter one of the present work deals with the theoretical aspect of the CA with reference to Bhoj. and Eng. and it also discusses the significance of the CA in learn⊷ing second/foreign lg. The findings of CA helps in the teaching the TL and most suitably it facilitates the lg. teacher in preparation of the remedial materials. The present study high⊷lights the linguistic differences in Eng. and Bhoj. at the phonological level.

(2) The second chapter is devoted to the CA of the Eng. and Bhoj. In this chapter very interesting findings of the phonologies of both lgs. have been noted. For example, under plosives Bhoj. has a series of aspirates which were missing in Eng. phonological systems. Bhoj. has series of p, ph, b, bh, t, th, d, dh, c, ch, k, kh, g, gh. Eng. and Bhoj. have VL and VD series of unasp. plosives.

In Bhoj. the aspiration is distinctive or phonemic. In other words it is responsible for the change of the meaning. For example:

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[ par    'across'        [ bälu   'sand'
  phar   'tear'            bhälu  'bear'


[ täli   'clapping'      [ dän    'donation'
  thäli  'pot'             dhän   'grain' etc.
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So far as the Eng. phonology is concerned the aspiration is found in Eng. also but unlike Bhoj. it is allophonic. Hence aspiration in Eng. is not responsible for the change of the meaning and it can not be called distinctive sound unit.

Bhoj. speakers though has a command over the articulation of the aspirates but he does not put aspiration in the VL stops p, t, k, occuring initially because these sounds do not change the meaning in Eng. and Bhoj. speakers are in habit of using aspiration in those words where there is the change of the meaning. Moreover, Eng. p, t, k are not asp. when occur finally. So the Bhoj. speakers treat the initial p, t, k like final p, t, k of Eng.

As far as the retroflex sounds are concerned, Bhoj. has full series of retroflex sounds including retroflex /ŋ/. The CA shows that this series of retroflex sound /ŋ/ is missing in Eng. Bhoj. speakers learning Eng. tend to replace alveolar sounds t, d, n with retroflex ṭ, ḍ, ṇ. As far as the semi-vowel are concerned, the very

striking feature of Bhoj. is that semi-vowel /y/ does not occur in the medial position of the word. In this position it takes the shape of vowel sequence such as diya > dia in Bhoj. etc. whenever in Eng. the semi-vowel besides occuring in the initial position also occurs in the medial position of the word. One of the important features of Bhoj. is that it contains the flap sounds like /ɾ/ and /ɾh/ whereas these sounds missing in Eng.

Another finding of the analysis is that in Bhoj. palatal /ʃ/ is missing whereas in Eng. it is important sounds. So Bhoj. speakers in learning Eng. face difficulty. He will replace this sound with fricative /s/ e.g. /fis/ 'fish', /misAn/ 'mission' instead of /fiʃ/ and /miʃAn/ etc.

(3) The third chapter deals with the analysis of vowels of Eng. and Bhoj. The vowel inventory of Bhoj. shows thirteen (13) vowels such as ï, i, ë, e, Є, ä, a, A, ɔ̈ , ö, o, ü, u. So far as the BE is concerned, it comprises twelve (12) vowels such as ï, i, e, æ, ä, ɔ ,ɔ̈ , ü, u, ʌ , Ä, A. However, the following Eng. vowels æ, Ä, ʌ , ɔ , missing in Bhoj. pose problems in learning Eng. as a SL by Bhoj. speakers.

As far as the length of vowels is concerned, Eng. and Bhoj. both possess this feature so the length of vowel will not create much problem to Bhoj. speakers in learning Eng. For example:

English   Bhojpuri

/mïtAr/ 'mitre'   /dhïl/ 'louse'

/pül/ 'bridge'   /pürAb/ 'east'

/tʃät/ 'chart'   /pältu/ 'domestic'

Nasalization is a characteristic feature of Bhoj. It is phonemic and found with vowels like /ĩ/, /í̃/, /ã/, /á̃/, /ě̃/, /ŏ̃/, /ũ/, /ú̃/, /Ã/, /ě̃/ in words /ĩt/ 'brick'; /ítiya/ 'bricks'; /kAhá̃/ 'where'; /pŏ̃ch/ 'tail'; /pŏ̃chiya/ 'tail'; /pǔ̃ji/ 'capital'; /ciǔ̃ti/ or /ciǔ̃tiya/ 'ant'; /Ãkhiya/ 'eye'; /kähě̃/ 'why'.

The BE lacks in nasalization. However, the presence of nasal vowels posses no problem in learning Eng. as this particular feature does not exist in the TL.

(4)   The fourth chapter deals with the syllable. The syllabic contrast in both lgs. shows that Eng. is rich in initial as well as final clusters. In Bhoj. the initial clusters do not exist at all whereas the final clusters are regularly maintained. All the initial clusters of Eng. are invariably broken with intrusion of vowels. For example:

English   **Bhojpuri**

/pleis/	'place'	* /pAles/	'place'
/bläst/	'blast'	* /bAläst/	'blast'
/brïf/	'brief'	* /birif/	'brief'
/twænti/	'twenty'	* /tuventi/	'twenty'
/dwÄf/	'dwarf'	* /dovÄrf/	'dwarf'
/krAs/	'cross'	* /kAräs/	'cross'
/kwïn/	'queen'	* /küin/	'queen'
/glAub/	'globe'	* /golob/	'globe'

/gläs/	'glass'	* /giläs/	'glass'	
/flauA/	'flower'	* /fAlävAr/	'flower'	
/Θrï/	'three'	* /thïri/	'three'	
/spɔt/	'spot'	* /ispäṭ/	'spot'	

In Bhoj. though the final clusters are maintained in words borrowd from Urdu such as /mArd/ 'brave', /muft/ 'free', /nAbz/ 'pulse', /tAnz/ 'taunt', /zAbt/ 'seize' etc. but some of the final clusters of Eng. generally broken by Bhoj. speakers while speaking and reading. For example:

English		**Bhojpuri**	
/film/	'film'	* /philim/	'film'
/litl/	'little'	* /liṭil/	'little'

Some of the problem areas of Eng. syllabic structures are given below. It includes initial as well as final clusters such as ccv; cccvc; cvcccc; ccv;cvcc; cvc ccvc; ccv cvcc; cccvc cvc; cccvc cv; ccvc cvc; cvc vcc; ccvc cv; v cvc cvcc; ccv cvc cv; ccv cv cvc; cv cv cvcc; ccv cvc ccv; ccvc ccv cv; ccv cv cv cvc; cv cv cv cvccc; v ccv cv cvc; cv cvc ccv cv; cv cv ccv cvc etc. These syllabic structures of Eng. will create much problem for the learners in learning Eng. as a SL. Furthermore, the structures like cc^3vcc^4 is also problemetic for the learners.

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