

# CHAPTER ONE

## INTRODUCTION

### 1.1 General Background

Language is voluntary vocal system of human communication. Language is purely human phenomenon in the sense that animals are not equipped with Language Acquisition Device. Language varies according to geographical boundaries, social boundaries and person. Thus we can say that language is also social phenomenon.

Linguistic knowledge in language teaching has great importance. All known languages have complex structures. Everyone of them however, shares an arresting common aspect that is ignored by and large because it is so obvious; the human race everywhere shares a common heritage of vocal aural apparatus. We know that all normal human beings under normal conditions are born with the capacity to acquire at least one language and probably more than one. So linguistic knowledge in language teaching has great importance. A language teacher who knows more language will have better performance on language teaching in a multilingual speech community like Nepal because learning a second language or foreign language is shaped by facilitation and hindrance by the mother tongue of the learner. Relationship between language and thought is crucial factor in foreign/ second language teaching/learning.

English language is one of the widely used West Germanic sub branch of the Germanic branch of the Indo-European family. It is an international language which functions as a lingua franca throughout the world. English is learned and taught as a foreign language in many countries including Nepal. English Language Teaching (ELT) is a

separate discipline from long way back in Nepal. Standard of English is not developed as expected due to the multilingual situation of Nepal.

## **1.2 Linguistic Scenario of Nepal**

Nepal is a country of linguistic diversity. More than ninety-three languages are identified and spoken in a small country, Nepal (CBS Report 2001). Most of these living languages do not have their own written scripts; they have only spoken forms. The languages spoken in Nepal can be divided into four groups which are given below;

### **1.2.1 Indo-Aryan Group**

This group includes the following languages;

Nepali	Megahi
Maithili	Marwadi
Bhojpuri	Kumal
Awadi	Darai
Tharu	Manjhi
Rajbanshi	Bote
Danuwar	Hini-Urdu
Bengali	Chureti langauges
Bajjika	

### **1.2.2 Tibeto-Burman Group**

This group includes the following languages;

Limbu	Kaike
Thakali	Gurung
Ghale	Tamang (Mumo)

Hayu (Bayu)	Bahing (Rumdali)
Chamling	Sangpang
Chepang	Sunuwar
Newar, etc.	

### 1.2.3 Dravidian Group

Jhangad is the only language of the Dravidian family, which is spoken around the Koshi River in the eastern region of Nepal.

### 1.2.4 Austro-Asiatic Group

Satar (Santhali) is the only language in this family. It is spoken in the Jhapa district of the eastern part of Nepal. This family has other branches, namely

- Mon-Khmer and
- Munda

On the basis of prominent linguistic feature *Tibeto-Burman* languages in Nepal can further be categorized into two sub-groups.

#### 1. Pronominalized Group:

It included Rai-Limbu languages. These are also called Kiranti languages because of their complexity in pronominal system the Kiranti languages are also called complex-pronominalized languages.

#### 2. Non-Pronominalized Group:

Like Kiranti, the languages under this group have no complex pronominal system. It includes languages like Tamang, Gurung, Manang-Thakali, etc.

### 1.3 Classification of the Indo-Aryan Languages

Bajjika is a language which belongs to Indo-Aryan language family. To establish a place of the Bajjika language, it is essential to classify Indo. Aryan language family.

The following chart shows the status of Bajjika in Indo-Aryan family. (CBS Report, 2001)



## 1.4 The Bajjika Language

### 1.4.1 Brief History of the Bajjika Language

The history of the Bajjika language is extremely ancient. According to Shatpath Brahman, there was arrival of Aryas in eastern bank of the flowing river Shadanira before Kaushal and monarchy system was established there. It is found that twenty-one kings ruled over the monarchy system of the state. The bank of Shadanira was peopled by Bishal, the son of Trinbindu. The place was called Bashali after his name. The names like Hemchandra, Shuchandra, Dhumrashwa, Sanjray, Sahdev, Kushashwa, Somdutt, Kakritshth and Sumit are found in the king Bishal's dynasty.

After king Sumit, there is no knowledge of any history of Bishal. Historians called it the Dark Age. After the Dark Age, the Lichhavi being powerful established republic ruling system in that area. There were 8 tribes existing the area such as Briji, Lichhavi, Bideh, Gyatrik, Bhog, Ugra, Ikshwaku and Kuru. Briji and Lichhavi were more powerful among those tribes. Perhaps, due to this supremacy, the state of Bashali was called Bajjika organization in that time. The modern public language of the Bajjika organization is called Bajjika language. The attribute of naming 'Bajjika' for the area goes to Mahapandit Rahul Shankritya Yan. He mentioned the term 'Bajjika' in the article entitled '**Matribhasa ke Samsya**' in his own book '**Puratatwa Nibandhawali**' in the list of public speaking languages under Hindi. Since then, the term 'Bajjika' become more appropriate, prevalent and scientific.

### 1.4.2 An Introduction to Bajjika Language

Bajjika is a modern indo-Aryan language written in Devanagari script. The Bajjika language belongs to the Mugdhan sub-group of eastern indo-Aryan language family. It is spoken in Nepal and Mazaffarpur district and the Eastern part of Champaran district in Bihar (India).

The Bajjika language has been reported for the first time in the census. According to the 2001 census, it is spoken by 237947 people of Nepal. It is mainly spoken in Rautahat district. Its distribution is presented in the following table. (CBS Report, 2001)

**Table 1.1: Number of Bajjika speakers in Rautahat District**

S.N.	V.D.C.	No. of Speakers
1.	Ajagabi	2786
2.	Auraiya	2627
3.	Badharawa	4026
4.	Bagahi	4365
5.	Bahuwa Madanpur	1897
6.	Bairiya	423
7.	Banjaracha	522
8.	Bariyarpur	6113
9.	Basantpatti	4771
10.	Basatpur	1436
11.	Basbit Jingadiya	3444
12.	Bhediyahi	1434
13.	Bintiprastoka	3167
14.	Bishrampur	8196

<b>S.N.</b>	<b>V.D.C.</b>	<b>No. of Speakers</b>
15.	Bisunpurwa manpur	3011
16.	Chandranigahpur	1182
17.	Dharampur	8050
18.	Dharahari	2338
19.	Dipahi	2434
20.	Dumariya (Matiauna)	3983
21.	Dumariya (Paroha)	1517
22.	Gamhariya Birta	3112
23.	Gamhariya parsa	2346
24.	Ganga Pipara	2036
25.	Garuda Bairiya	3239
26.	Gaur N.P.	4222
27.	Gadahi guthi	3430
28.	Hardiya pultuwa	3248
29.	Hajaminiya	1950
30.	Hathiyahi	4136
31.	Iharbarijyutahi	5273
32.	Inarwa	1872
33.	Jatahara	1758
34.	Jayanagar	1550
35.	Jethrahiya	1760
36.	Jhunkhunwa	5643
37.	Jowaha (Jokaha)	1989
38.	Judibdela	5033
39.	Kanakpur	789
40.	Karkach karmaiya	4153
41.	Karuniya	710

<b>S.N.</b>	<b>V.D.C.</b>	<b>No. of Speakers</b>
42.	Katahriya	4856
43.	Laxmipur (Do)	404
44.	Laxmipur Belbichawa	2331
45.	Lokaha	1147
46.	Madhopur	3255
47.	Mahamadpur	718
48.	Malahi	1939
49.	Maryadpur	1374
50.	Masedawa	3074
51.	Mathiya	3001
52.	Matsari	222
53.	Mithuawa	3365
54.	Mudwalwa	28
55.	Pacharukhi	1289
56.	Pataura	4494
57.	Paurai	24
58.	Pipara pokhariya	4577
59.	Pipariya (Dostiya)	2637
60.	Pipariya (Paroha)	4010
61.	Pipara Rajbara	2338
62.	Prempur Gunahi	4470
63.	Raghunathpur	2995
64.	Rajdewi	1644
65.	Rajpur Farhasawa	1020
66.	Rajpur Tulsi	1907
67.	Ramoli Bairiya	3479
68.	Rampur Khap	459

<b>S.N.</b>	<b>V.D.C.</b>	<b>No. of Speakers</b>
69.	Rangapur	1432
70.	Sakhuawa	3708
71.	Sakhuwa Dhamaura	8776
72.	Samanpur	6498
73.	Sangrampur	4578
74.	Santapur (Dostiya)	2070
75.	Santpur (Mafiaun)	3983
76.	Sarmujawa	1348
77.	Saruatha	3070
78.	Saunarniya	4731
79.	Sitalpur Bairganiya	4398
80.	Simara Bhawanipur	4466
81.	Tejapakar	162
82.	Tengraha	1865
83.	Total	238113

The Bajjika speaking community is surrounded by Nepali language in the North, Maghi language in the East and Bhojapuri language in the west (CBS Report, 2001). Earlier this language was included as a dialect of Bhojapuri. But in the 2001 census it has been retained as an independent language. Since Bajjika is a mother tongue spoken in Nepal, it is one of the national languages of the country according to the constitution of the kingdom of Nepal (1990).

## **1.5 CA and Its Importance on Language Teaching**

To quote James; (1980) "CA is a linguistic enterprise aimed at producing inverted (i.e. contrastive, no comparative) two-valued typologies (a CA is always concerned with a pair of language), and

founded on the assumption that languages can be compared." Contrastive Analysis (CA) can simply be defined as scientific study of similarities and differences between two or more than two languages.

In the beginning, comparative linguistics was regarded as historical linguistics because it was only related to find out the genetic relationship among languages. Here is a point of dilemma to separate '**comparative**' from '**contrastive**' linguistics. The latter is a straight forward statement of significant differences in systems and forms between two languages, an exercise which is usually meant to be of practical use to a teacher or a learner for a second language: as early as the twelfth century, for example, such contrasts were logged between Arabic and Hebrew. But comparative study conversely aims at a calculus of linguistic likeness between the calculus is then exploited to establish one or more of the following congruencies (Asher, R.E. 1994: 630; vol. II).

- a) **The typological (or T-strain):** This allows distribution into classes according to different generalized models of how phonologies, morphologies, syntaxes systems operate.
- b) **The evolutionary (or E-Strain):** This leads first to demonstration of specific changes in actual forms in and between languages, then to universal theorems of language development.
- c) **The genetic (or G-Strain):** This leads to statements on the 'genealogy' of languages, the past geographical movements of their speakers, and even the nature of their earliest societies.

Robert Lado, in 1957, wrote a book entitled "*Linguistics Across Culture*" which disseminated the work initiated by Fries. Lado provided

three underlying assumptions of CA, which have significant role in language teaching.

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

The most important thing to remember by a language teacher is basic assumption behind CA Lado (1957) says "Individuals tend to transfer the forms and meanings, and distribution of forms and meanings of their native language and culture to the foreign language and culture, both productively when attempting to speak language ... and receptively when attempting to grasp and understand language." This assumption states that when we come in contact with an L2 our knowledge of L1 comes on the way. While learning an L2 some features are easier to learn and some are difficult because of the transfer of the old habits/knowledge. If old knowledge is similar to the new knowledge there is positive transfer, which facilitates in learning L2 but if old knowledge is different from the new knowledge there is negative transfer, which interferes in learning an L2.

Sthapit (1978b) in his article on 'Education Quarterly' writes the roles of CA in L2 teaching in the following way;

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

In short, the more similarities between the two languages the more easier to learn and the more differences between the two languages the more difficult to learn. We can say that greater the similarities greater the ease and greater the ease lesser the chances of error and greater the difference greater the difficulty and greater the difficulty greater the chances of error.

## **1.6 Literature Review**

There are some research works on linguistic comparative study among different languages spoken in Nepal eg. Rai, Tharu, Bhojapuri, Maithili, English and Limbu in the department of English education. But there is no dissertation on Bajjika language in the department. The related literature to the present study is as follows:

Giri (1982) has done a research in “English and Nepali kinship terms”. This is a descriptive study and very useful for a language teacher

in that it gives her an insight into the forms that are equivalent, different and not existing between these languages.

Sah (2000) finds complete difference between English and Maithili S.V. agreement in his study “A comparative study of the S.V. agreement in Maithili and English language”. He concluded that English S.V. agreement is determined with the agreement of number between subject and verb but Maithili subject verb agreement is determined by the inflectional affixes, not only with the subjects but with the objects also. The committed errors were due to over generalization mother tongue interference and hypercorrection.

Tharu (2001) compares and contrasts subject verb agreement of English and Tharu language on his study “A comparative study of the subject verb agreement in English and Tharu”. He concluded that second and third person pronouns do not change for honorific forms in English whereas they do in the Tharu. Tharu verbs are marked for formal and informal forms but not in English verbs.

Bhattarai (2001) analyses different types of cases in Nepali and English showing difference and similarities between cases in two languages on this study, “Case in English and Nepali: A Comparative Study.”

Rai (2001) compares and contrasts limbu kinship terms with Nepali and English kinship terms on her study. ‘A comparative linguistic study of English Nepali and Limbu Kinship terms. Her main findings are: English has the least number of Kinship terms, there is no distinction between male and female ego except the terms husband and wife and no distinction of older and younger in Nepali and Limbu.

Neupane (2002) Compares and contrasts verb forms of Gurung language with English verb forms on her study, “A comparative study of verb forms in English and Gurung Languages”. Her findings are: English has S + V + O but Gurung has S + O + V sentence structure, there is no equivalent form of shall/ will modal auxiliary in Gurung; no, may, might, modal aux etc.

Chapagain (2002) identifies different forms of request in Nepali and compares with that of English forms of request on her study ‘Request forms in the English and Nepali language: A comparative study. Her main findings are: Nepali speaker used direct forms of request. So they were more impolite than English speakers, females were found more polite than male among Nepali Speakers. Speakers of both Nepali and English were found less polite in the ‘situation asking for promises’.

## **1.7 Objectives of the Study**

The research has the following objectives.

1. To determine Bajjika and English pronominals and analyse them.
2. To compare them and find out their similarities and differences.
3. To suggest some pedagogic implications for Bajjika speaking learners of English.

## **1.8 Significance of the Study**

1. The Bajjika language is one of the mother tongues spoken in Nepal and Nepalese Government has guaranteed that the primary level education in schools should be given in mother tongue so, this will be a valuable work.

2. The study particularly highlights the significance of contrastive analysis.
3. The study will be significant for the researchers on Bajjika language. This study will also be helpful for linguists, teachers, students, course designers, textbook writers and all those who are interested in language teaching/learning.

## 1.9 Definition of the Specific Terms

The specific terms used in this dissertation are defined below:

**Pronominals:** Pronominals, commonly used pronouns, refer to persons, places or things with out naming them pronouns substitute for nouns.

**Personal Pronouns:** They substitute for the name of a person or object e.g. I, you, they etc.

**Demonstrative Pronouns:** They point out specific person or things, e.g. this, that etc.

**Reflexive Pronouns:** They refer back to the subjects. A reflexive pronoun is usually the direct object of a verb e.g. ourselves, themselves etc.

**Indefinite Pronouns:** They point out persons or thing but less specially than demonstrative pronouns. e.g. everyone, every body etc.

**Relative Pronouns:** They link a subordinate clause with their own antecedents e.g. who, whose, which, that etc.

**Possessive Pronouns:** They refer to possession. e.g. my, his, her etc.

**Bilabials:** The sounds articulated by two lips. e.g. [p, b].

**Dentals:** The sounds articulated by the tip of the tongue against the upper teeth. e.g. [θ, ].

**Alveolars:** The sounds articulated by the tip or blade of the tongue against the teeth-ridge. e.g. [t, d]

**Palatals:** The sounds produced by the front of the tongue against the hard palate. e.g. [j]

**Velars:** The sounds produced by the back of the tongue against the velum. e.g. [k, g].

**Glottals:** The sounds produced with closed glottis. e.g. [h].

**Plosives:** The sounds produced with a complete closure at some point in the mouth, which prevents air stream from issuing beyond the point of the closure. The closure is then quickly released explosively. e.g. [p, b]

**Nasal:** The sounds produced with a complete closure in the mouth but the air escapes through the nose. e.g. [m, n]

**Affricates:** While producing these sounds initially there is a complete closure as for a plosive this is then followed by a slow release with friction. e.g. [ts]

**Trills:** The sounds produced while one articulator strikes several times against the other rapidly. e.g. [r]

**Laterals:** The sounds produced with a partial closure in the mouth in such a way that the air stream is allowed to escape around the sides of the closure. e.g. [l]

**Fricatives:** The sounds produced with a narrow closure so that there is an audible friction while producing these sounds. e.g. [f, v]

**Approximants:** The sounds produced without any types of the closure or obstruction in the vocal tract. e.g. [w].

## **CHAPTER TWO**

### **METHODOLOGY**

The researcher has utilized the following methodology in order to conduct the research.

#### **2.1 Sources of Data**

The researcher has utilized both primary and secondary sources of data.

##### **2.1.1 Primary Sources**

The primary sources of the data were sixty Bajjika native speakers from Sakhawa Dhamaura, Dharampur and Bishrampur VDCs of Rautahat district.

##### **2.1.2 Secondary Sources**

The secondary sources of data were different books and articles related to the topic in question. eg. Larsen Freeman, Arts and Arts 1982, Quirk at all (1985). They were also used to expand and refresh the theoretical knowledge in the related field.

##### **2.1.3 Sample Population and Sampling Procedure**

The sample population was sixty Bajjika native speakers on the basis of age (above 15 years). Sex (male and female) education (above S.L.C.) from Sakhuwa Dhamaura, Bishradupur and Dharampur of Rautahat district. The total population was divided into three groups viz. illiterate, literate and educated. Those who were not able to read and write were considered as illiterate. Similarly, the study population having

academic qualification above S.L.C. was taken as educated. Twenty informants (both male and female) were taken from each VDC mentioned above using stratified random sampling procedure. Each stratum consisted of twenty native speakers.

**Table No. 2.1**  
**Population of the Study**

VDCs	Sakhuwa Dhamaura		Bishrampur		Dharampur	
	Male	Female	Male	Female	Male	Female
No. of the Population	10	10	10	10	10	10
Total	20		20		20	

### **2.3 Tools for Data Collection**

The researcher used structured interview schedule for the selected informants. In order to confirm the data, the researcher consulted some native speakers. The questionnaire was piloted on five native speakers before hand.

### **2.4 Process of Data Collection**

After preparing the interview schedule, the researcher visited the informants of the selected VDCs of Rautahat district. She individually met with them and established a close rapport with them. She randomly selected the native speakers in terms of her interest, i.e. keeping in mind the three categories mentioned above.

The researcher first introduced herself giving a brief introduction of her research being carried out in the Bajjika language. She took their oral interview in their own language on the basis of the structured

interview schedule and recorded the data following pen and paper technique.

## **2.5 Limitations of the Study**

1. The study was based on the comparison between following Bajjika and English pronominals.
  - a. Personal pronouns
  - b. Demonstrative pronouns
  - c. Relative pronouns
  - d. Interrogative pronouns
  - e. Reflexive pronouns
  - f. Possessive pronouns
2. Only sixty Bajjika native speakers from the above mentioned VDCs were the informants of the study.
3. The study population was limited to native speakers from each VDC.
4. Only three VDCs (Sakhuwa Dhamanra, Dharampur and Bishrampur) were selected for the study.
5. English pronominals were taken from the secondary sources of the data, mainly from Larsen Freeman and Celce-Murcia (1983).

## 7CHAPTER THREE

### ANALYSIS AND INTERPRETATION

The data has been analyzed descriptively with the help of tables and illustration. After the data is tabulated the points of similarities and differences have been drawn between English and Bajjika pronominals with examples. The data has been analyzed on the basis of the following points.

- Personal Pronouns
- Possessive Pronouns
- Demonstrative Pronouns
- Interrogative Pronouns
- Indefinite Pronouns
- Reflexive Pronouns
- Relative Pronouns

#### **3.1 Analysis and Interpretation of the Personal Pronouns**

As mentioned above personal pronouns substitute the name of person and object. The following tables show personal pronouns in English and Bajjika languages.

**Table No. 3.1**  
**First Person (English Personal Pronouns)**

	Singular	Plural
Nominative Case	I	We
Objective Case	Me	Us
Possessive Case	My, mine	Our, Ours

**Table No. 3.2****Second Person (English Personal Pronouns)**

	Singular	Plural
Nominative Case	You	You
Objective Case	You	You
Possessive Case	Your, yours	Your, yours

**Table No. 3.3****Third Person (English Personal Pronouns)**

	Singular			Plural
	F	M	N	
Nominative Case	She	He	It	They
Objective Case	Her	Him	It	Them
Possessive Case	Her	His	Its	Their/Theirs

**Table No. 3.4****First Person (Bajjika Personal Pronouns)**

	Singular	Plural
Nominative Case	/ham/	/hamani sab/
Objective Case	/hamra:/	/hamara: sab ke/
Possessive Case	/hamar/	/hamar sab ke/

**Table No. 3.5****Second Person (Bajjika Personal Pronouns)**

	Singular			Plural		
	H.H.	H	N.H.	H.H.	H	N.H.
Nominative Case	/apne/	/raua:/	/tu:/	/apne sab/	/raua: sab/	/tu: sab/
Objective Case	/apne ke/	/raua: ke/	/tora: ke/	/apne sab ke/	/raua: sab ke/	/tora: sab ke/
Possessive Case	/apne ke/	/rauar:/	/tohar/	/apne sab ke/	/rauni: sab ke/	/tohar sab ke/

**Table No. 3.6**  
**Third Person (Bajjika Personal Pronouns)**

	Singular		Plural	
	H.	N.H./Neuter	H.	N.H./Neuter
Nominative Case	/hin/hun/	/i/u/	/hin sab/ /hun sab/	/i sab/ /u sab/
Objective Case	/hinka:/hunka:/	/ekra:/okra:/	/hinka:/hunka: sab ke/	/okra: sab ke/
Possessive Case	/hinkar/hunkar/	/ekar/okar/	/hinkar/hunkar sab ke/	/okra: sab ke/

### 3.1.1 Points of Similarities and Differences

First person personal pronouns in both English and Bajjika language have singular and plural forms.

For example:

English		Bajjika	
s.g.	pl.	s.g.	pl.
I	We	/ham/	/ham sab/

But they differ in realization. In English first person personal pronoun is changed from singular to plural irregularly, i.e. the plural form is suppletive.

In Bajjika, however, the first person personal pronoun is regular. Its plural form is derived from its singular form by adding '**sab**' as in '**ham**'-'**ham sab**'.

In both English and Bajjika first person personal pronouns are realized in three cases.

- a. Nominative
- b. Objective
- c. Possessive

But their forms are different.

In English these cases are formed irregularly. That is, all the cases of 1<sup>st</sup> person personal pronouns are different in their forms. In Bajjika, however these cases are regular.

For examples:

<b>English</b>		<b>Bajjika</b>	
<b>s.g.</b>	<b>pl.</b>	<b>s.g.</b>	<b>pl.</b>
<b>I</b>	<b>We</b>	<b>/ham/</b>	<b>/ham sab/</b>
<b>me</b>	<b>us</b>	<b>/hamara:/</b>	<b>/hamara sab ke/</b>
<b>my/mine</b>	<b>our/ours</b>	<b>/hamar/</b>	<b>/hamar sab ke/</b>

From the illustrations given above, it is clear that singular form in objective and possessive cases in Bajjika are made by adding '**ra:**' and '**ar**' respectively. In the same way, their plural forms in objective and possessive cases are formed by adding '**ni sab**', '**ra sab ke**' respectively.

'**You**' is used for both singular and plural personal pronouns in English. It has the same form in both objective and possessive cases. Bajjika also has singular and plural forms. But they are irregular as shown in the examples given below.

For examples:

<b>you go home</b>	<b>Singular</b>
<b>/tu: ghare jo/</b>	<b>Non-honorific</b>
<b>/raua: ghare jau/</b>	<b>Mid-honorific</b>

<b>/apne ghare jau/</b>	<b>High-honorific</b>
<b>you go home</b>	<b>Plural</b>
<b>/tu: sab/</b>	<b>Non-honorific</b>
<b>/raua: sab/</b>	<b>Mid-honorific</b>
<b>/apne sab/</b>	<b>High-honorific</b>

The examples given above show that there are three degrees of honorificity in 2<sup>nd</sup> person personal pronouns of Bajjika. But, there is no honorificity in 2<sup>nd</sup> person personal pronouns of English. The Bajjika language has more pronouns than English as it has '**tu:**', '**raua**', '**apne**', for English pronominal '**you**'. Similarly '**tu: sab**', '**raua: sab**', '**apne sab**' for '**you**' plural in English.

English has three third person singular personal pronouns, i.e. '**he**', '**she**' and '**it**'. But, the Bajjika language has four forms of 3<sup>rd</sup> person personal pronouns in number. They are '**hin**', '**hun**', '**i**' and '**u**'. These as shown in the examples.

**'She is beautiful'**

<b>/hin sundar hathin/</b>	s.g.-proximate
<b>/hun sundar hathin/</b>	s.g.-remote

**'He is a student'**

<b>/hin vidyarthi hathin/</b>	s.g.-proximate
<b>/hun vidyarthi hathin/</b>	s.g.-remote

The examples given above illustrate that there is no distinction between male and female in the use of third person personal pronouns. Singular pronouns in the Bajjika language. Either '**hin**' or '**hun**' is used for English '**he**' and '**she**'. '**hin**' and '**hum**' in Bajjika denote only animate referents and the pronominals '**i**' and '**u**' is used for inanimate being.

There are honorific and non-honorific forms in the Bajjika language but there is no honorificity in English for third person personal pronouns.

For examples:

**'He eats rice'**

**/Hin bhat kha:lathin/                    s.g. Honorific**

**/hu:n bhat kha:lathin/**

**He eats rice.                                s.g. Non-honorific**

**/i bha:t kha:lai/**

**/u bha:t kha:lai/**

A significant point to be noted is that neuter and non-honorific forms are the same in Bajjika. As shown in the illustrations above 'i' and 'u' are the pronouns which are used for neuter and non-honorific forms.

### **3.2 Analysis and Interpretation of the Possessive Pronouns**

The possessive pronoun denotes possession. Possessive pronoun forms fulfill two functions; they can serve as possessive determiner before a noun phrase or they can replace an NP inflected for possession (Larsen-Freeman and Celce-Murcia, 1983: 124).

**This is Ram's book Ë This is his book (possessive determiner)**

**This book is Ram's Ë This book is his (possessive pronoun)**

**Table No. 3.7****Possessive Pronouns of English**

	Determiner Function		Pronominal Function	
	Singular	Plural	Singular	Plural
1 <sup>st</sup> person	my	our	mine	ours
2 <sup>nd</sup> person	you	your	your	yours
3 <sup>rd</sup> person	Her/His/Its	Their	Hers/His	Theirs

**Table No. 3.8****Possessive Pronouns of Bajjika: Determiner Function**

	Singular	Plural
1 <sup>st</sup> person	/hamar/	/humar sab ke/
2 <sup>nd</sup> person	/tohar/ /rauar/ /apne ke/	/tohar sab ke/ /rauar sab ke/ /apne sab ke/
3 <sup>rd</sup> person	/okar/ /hunkar/	/okar sab ke/ /hunkar sab ke/

**Table No. 3.9****Possessive Pronouns of Bajjika: Pronominal Function**

	Singular	Plural
1 <sup>st</sup> person	/hamar/	/hamar sab ke/
2 <sup>nd</sup> person	/tohar/ /rauar/ /apne ke/	/tohar sab ke/ /rauar sab ke/ /apne sab ke/
3 <sup>rd</sup> person	/okar/ /hunkar/	/okar sab ke/ /hunkar sab ke/

### 3.2.1 Points of Similarities and Differences

As Shown in the tables given above, both English and Bajjika possessive pronouns function as determiner and pronominal.

For examples:

**This is my pen.**

**/i hamar kalam hai/ (Possessive determiner)**

**This book is mine.**

**/i kalam hamar hai/ (Possessive pronoun)**

In the Bajjika language, the same form of the pronoun is used both as the possessive determiner and pronoun. In English, there is lexical difference as shown in the examples, given above.

The difference between English possessive pronouns and Bajjika possessive pronouns is the existence of honorificity in 2<sup>nd</sup> and 3<sup>rd</sup> person possessive pronouns.

For examples:

<b>This is your home</b>	<b>s.g.</b>
<b>/i tohar ghar hai/</b>	<b>N.H. s.g. poss. det.</b>
<b>/i rauar ghar hai/</b>	<b>M.H. s.g. poss. det.</b>
<b>/i kita:b apne ke hai/</b>	<b>H.H. s.g. poss. det.</b>
<b>That home is yours</b>	<b>plural poss. pronoun</b>
<b>/u tohar sabke ghar hai/</b>	<b>N.H. pl. poss. det.</b>
<b>/u rauar sabke ghar hai/</b>	<b>M.H. pl. poss. det.</b>
<b>/u apne sabke ghar hai/</b>	<b>H.H. pl. poss. det.</b>

The examples given above make us clear that there are honorific and non-honorific forms both as a determiner and pronominal function in Bajjika. But the use of honorific and non-honorific forms is not available for such function in English.

In English, third person singular possessive pronouns are used distinctly for male and female. In English '**his**' is used for male and '**her**' is used for female. There is no such distinction in the Bajjika, 3<sup>rd</sup> person possessive pronouns.

For examples:

- This is his/her book.**      **s.g. possessive det.**  
**/i okar kapada hai/**      **N.H. possessive det.**  
**/i hunkar kapada hai/**      **H. possessive det.**

In these examples, '**okar**' and '**hunkar**' are the forms used for English '**his**' and '**her**' in non-honorific and honorific forms respectively. But the use of such forms does not exist in English. Only bare pronouns are used to denote possession in English.

### **3.3 Analysis and Interpretation of the Demonstrative Pronouns**

Demonstrative pronouns point out specific persons or objects. These pronouns differ according to distance and number.

**Table No. 3.10**  
**English Demonstrative Pronouns**

Distance	Singular	Plural
Near	This	These
Far	That	Those

Except these pronouns, 'here' and 'there' are also demonstrative pronouns. Here, points out the objects in near and there in far.

**Table No. 3.11**  
**Bajjika Demonstrative Pronouns**

Distance	Singular	Plural
Proximate	/i/	/i sab/
Remote	/u/	/u sab/

### 3.3.1 Points of Similarities and Differences

As mentioned in the table given above, the Bajjika language has two types of demonstrative pronouns. They are /i/ and /u/ for the things which are proximate and remote respectively. This is the point of similarity with English. English demonstrative pronouns, 'this' and 'that'. In the same way, Bajjika has singular and plural number. But, Bajjika has plural marker 'sab' which is not the case in English.

For examples:

**This is a cow.**

**/i gail hai/ (s.g. prox.)**

**That is a cow.**

**/u gai hai/ (seen. def. s.g.)**

**There are my clothes.**

**/i sab hamar kapada: hai/ (pl. prox.)**

**Those are my clothes.**

**/u sab hamar kapada hai/ (pl. remote)**

As the addition of 's' makes English number plural (but not always) the use of 'Sab' makes Bajjika number plural.

For examples:

<b>/ghar/</b>	<b>- house</b>
<b>/ghar sab/</b>	<b>- houses</b>
<b>/gai/</b>	<b>- cow</b>
<b>/gai sab/</b>	<b>- cows</b>

It is also clear from the above examples that '**sab**' is the plural marker in Bajjika and this system does not exist in English.

### **3.4 Analysis and Interpretation of the Interrogative Pronouns**

Interrogative pronouns are used for questioning. Following table shows English and Bajjika interrogative pronouns.

**Table No. 3.12**  
**English and Bajjika Interrogative Pronouns**

English	Bajjika
What	/kathi/ki/ka:/
who	/kaun/
when	/kahiya:/kab/
where	/kaha:n/
whose	/kekar/
which	/kaun/
how	/kaise/

#### **3.4.1 Points of Similarities and Differences**

The table shows that Bajjika has more no of interrogative pronouns than English has Bajjika has three interrogative pronouns '**kathi**', '**ki**' and '**ka**' for English interrogative pronoun '**What**'.

For example:

**What is your name?**

**/rauar na:m ka: hai?/**

**/rauar na:m kathi hai?/**

**/rauar na:m ki: hai?/**

The use of the pronouns **'kathi'**, **'ki'** and **'ka:'** is slightly different from the use of English pronouns **'what'**. In English question word what is placed before auxiliary verb but in Bajjika question word is placed after subject (NP)

The use of Kaun is quite different from that of English **'who'**.

**Who is your friend?**

**/Kaun sathi hai ?/**

**Who called to you?**

**/kaun bolaelak?/**

**'Kaun'** is the interrogative pronoun in Bajjika which is used before the subject. The use of **'kaun'** is similar to the use of English pronoun **'who'**. For examples:

**When did you go?**

**/raua:kahiya/kab geli?/**

**Where are you going?**

**/tu: kahiya jaiche?/**

**Which is my pen?**

**/kaun kalam hamar hai?/**

**How can I do?**

**/ham kaise kar sakile?/**

**Who else does?**

**/Do sar kaun kartai?/**

These examples show that when in English is represented with two interrogative pronouns '**kaha:n/kahiya:**'. The use of '**kahan**' in Bajjika is slightly different from the use of where in English. The use of '**Kaha:n**' in Bajjika is similar to the use of '**kaise**', '**kahan**' and '**kab:**'.

There is pragmatic difference between the use of '**how**' in English and '**Kaise**' in Bajjika. In English '**how**' in question form refers to the method of doing something in question. In Bajjika '**kaise**' in question form means the speaker is unable to do the job and he/she is seeking some sort of help. The use of '**who else**' ('**dosar kaun**') does not make any difference in Bajjika.

### **3.5 Analysis and Interpretation of the Indefinite Pronouns**

The indefinite pronouns occur as compound forms (Larsen-Freeman and Celce-Murcia, 1983). The following table shows English indefinite pronouns.

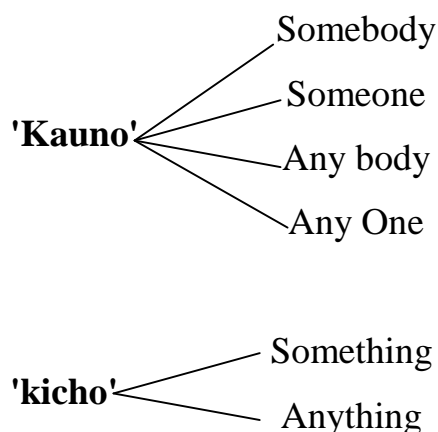
**Table No. 3.13**

#### **English Indefinite Pronouns**

	Some	Any	No	Every
body	Somebody	Anybody	No body	Every body
one	Someone	Anyone	No one	Everyone
thing	Something	Anything	Nothing	Everything

It was very difficult to identify Bajjika indefinite pronouns. Some of the Bajjika indefinite pronouns are not identified yet. For example, there are no Bajjika equivalent pronouns to English pronouns, '**nobody**', '**no one**', '**nothing**', '**everybody**', '**everyone**' and '**everything**'.

The indefinite pronouns are compared below by illustrating them diagrammatically



### 3.5.1 Points of Similarities and Differences

As illustrated in the diagram, the Bajjika native speakers use pronoun '**Kauno**' instead of the English indefinite pronouns '**somebody**', '**someone**', '**anyone**' and '**anybody**'. Similarly '**kicho**' for '**something**' and '**any thing**' in English

There are two indefinite pronouns '**something**' and '**anything**' in English. But the Bajjika native speakers use them as the same pronoun.

**Is any body/anyone there inside?**

**/ki kauno bhitar hai?/**

**Is somebody/someone there?**

**/ki kauno bhitar hai?/**

**Is something there?**

**/ki kicho hai?/**

**Is anything there?**

**/ki kicho hai?/**

'**Kauno**' is used for human and '**kicho**' is used for inanimate objects in Bajjika. There are two more indefinite pronouns '**Kedoni**' i.e. somebody unknown and '**kathidoni**' (i.e. something unknown) in Bajjika.

### **3.6 Analysis and Interpretation of the Reflexive Pronouns**

The reflexive pronouns refer back to the subject. The reflexive pronouns in English are given in the following table

**Table No. 3.14**

#### **English Reflexive Pronouns**

	Singular	Plural
1 <sup>st</sup> person	myself	ourselves
2 <sup>nd</sup> person	yourself	yourselves
3 <sup>rd</sup> person	herself, himself, itself	themselves

The given table shows that '**self**' is suffixed with personal pronouns to refer back to the subject in English. For example

**Hari eats himself.**

**Sita writes herself.**

**Table No. 3.15**

**Bajjika Reflexive Pronouns**

	Singular	Plural
1 <sup>st</sup> person	/apne/	/apne sab/
2 <sup>nd</sup> person	/apne/	/apne sab/
3 <sup>rd</sup> person	/apne/	/apne sab/

**3.6.1 Points of Similarities and Differences**

'apne' is the only reflexive pronoun in Bajjika, whereas English has more number of these pronouns.

For examples:

**I do myself. (singular)**

**/ham apne karabai/**

**We cut ourselves. (plural)**

**/ham sab apne karabai/**

**You eat yourself. (Singular)**

**/tu: apne kho/**

**/raua: khau/**

**/apne khau/**

**You eat yourselves. (Plural)**

**/tu: sab kho/**

**/raua: sab khau/**

**/apne sab khau:/**

In English pronouns vary according to person and number. Then 'self' is added to them. In Bajjika, there is a single frozen form 'apne' for reflexive pronoun.

### 3.7 Analysis and Interpretation of the Relative Pronouns

The relative pronouns link a subordinate clause with their own antecedents. Larsen-Freeman and Celce-Murcia (1983) provide following major relative pronouns of English that are compared with the Bajjika relative pronouns.

**Who + Subject Case**

**+ human**

**whom + object case**

**+ human**

Although it would always be prescriptively correct to use whom to replace human NP in object position or as the object of a preposition without a fronted proposition, native speakers do not always use it this way. Often they opt for the subject case form who instead.

For examples:

**I met the man who(m) I loaned a book'**

**/ham o sa:thi ke bhetali Jekara: kita:b dele rahi/ N.H.**

**/ham o sa:thi ke bhetali Jinka: kita:b dele rahi/ H.**

#### 3.7.1 Points of Similarities and Differences

The Bajjika relative pronouns '**Jinka**' and '**jekra:**' are used for both '**who**' and '**whom**' of English. In the Bajjika language '**jinka**' and '**jekara:**' are the non-honorific and honorific subjective cases respectively. In English '**whose**' generally refers to a human head noun but sometimes sentences like the following occur where whose refers to an inanimate noun.

For examples:

**"I found an old watch whose colour has been worn"**

**/namara: ego ghadi bhetal jekar rana uda gel rahai/**

**I met a man whose father is a minister.**

**/ham ego a:dmi ke bhetali jekar ba:bu mantri rahe/**

As **'whose'** in English is used for both human and non-human heads and works for both possessive pronoun and determiner heads. **'jekar'** in Bajjika is used for both human and non-human heads.

In the Bajjika language the relative pronouns have honorific and non-honorific distinction. But, there is no honorificity in English relative pronouns.

For examples:

**I met a student, whose book was stolen.**

**/ham ego bidyarthi ke bhetali jekar kita:b chori bhel  
rahai/ (N.H. s.g. pro.)**

**I met a priest, whose son was lost.**

**/ham ego puja:ri ke bhetali jinkar ladka: bhula:el rahai/  
(H. s.g. relative pro.)**

In the above mentioned examples **'jekar'** and **'jinkar'** are the non-honorific and honorific forms respectively.

For examples:

**I bought a pen that was red.**

**/ham ego kalam kinli je la:l rahe/ (s.g. relative pro.)**

**I bought some pens that were red (pl. poss. pro.)**

**/ham ku:ch kalam kinli je sab la:l rahe/**

There are singular and plural forms of the relative pronouns in Bajjika as illustrated in the examples. But, English does not have such distinction.

## CHAPTER FOUR

### FINDINGS AND RECOMMENDATIONS

#### 4.1 Findings

After analyzing and interpreting the data collected with the help of oral interview taken from Bajjika informants. The researcher compared them with the Bajjika pronominals. The major findings of the research can be stated as follows.

##### **Similarities:**

1. Both English and Bajjika languages have possessive pronouns which function as possessive determiner and pronominal functions.
2. Both English and Bajjika languages have demonstrative pronouns which show proximal and distal relationship.

##### **Differences:**

1. Bajjika and English pronominal systems are different. For examples: '**na**' is the negative marker as in '**kauno na**', '**Kucho na**' and '**sab**' is the plural marker in Bajjika.
2. Bajjika language has more number of pronominals than that of English. Bajjika has more complex pronominal system than in English. For examples:

<b>English</b>	<b>Bajjika</b>
<b>my</b>	<b>/hamar/</b>
<b>your</b>	<b>/tohar/, /rauar/, /apne ke/</b>
<b>his/her/its</b>	<b>/okar/, /hunkar/</b>

3. In English pronominal system '**s**' is the plural marker. But in the Bajjika language '**sab**' is the plural maker. For examples:

<b>English</b>	<b>Bajjika</b>
<b>House</b>	<b>/ghar/</b>
<b>Houses</b>	<b>/ghar sab/</b>
<b>cow</b>	<b>/ga:i/</b>
<b>cows</b>	<b>/ga:i sab/</b>

4. In English there is separate use of pronouns for male and female e.g. **'he'** is used for **'male'** and **'she'** is used for **'female'** but this distinction is not available in the Bajjika language. Either **'hin'** or **'hun'** is used for both male and female in the Bajjika language.
5. In English nominative, possessive and objective cases are irregular. But, they are systematic in the Bajjika language as **'ka'** and **'kar'** is suffixed to the same form **'hun'** and **'hin'** in Bajjika.
6. **'ar'** is suffixed with the object to denote possession in the 1<sup>st</sup> and second person personal pronouns. **'kar'** is suffixed to 3<sup>rd</sup> person personal pronouns in Bajjika. But this system is not available in the English language.
7. The English indefinite pronouns **'everybody'**, **'everyone'**, **'someone'**, **'somebody'** are taken as the same pronouns in the Bajjika language. So, Bajjika native speakers use **'kauno'** for the above mentioned pronouns.
8. **'kucho'** is the pronoun used for English pronominals **'something'** and **'everything'** in the Bajjika language.
9. **'na'** is added to **'kauno'** and **'kucho'** in the Bajjika language for the English negative indefinite pronouns. For example **'nothing'** **'kauno na'**, etc.
10. **'apne'** is a single frozen form of the reflexive pronoun in Bajjika. But, self is added to the pronoun forms in the reflexive pronouns of English.

11. The use of English relative pronouns '**which**' is used only with non-human head and '**that**' with both human and non-human heads. But, Bajjika has '**je**' only one relative pronoun which is used for '**that**' and '**which**' in English. That is, '**je**' is used for both human and non-human heads.
12. Bajjika has three forms of honorificity i.e. High honorific, honorific and non-honorific forms. But, English language has no honorificity.
13. There is no difference in the language used by male and female in the Bajjika. So it is not a sexist language as the English.

## **4.2 Recommendations and Pedagogic Implications**

1. The research is a comparative study between Bajjika and English languages. It helps the language teachers who are teaching English as a foreign language because a comparative study helps the teacher to predict the areas of difficulty that learners face and possible errors that the learners commit.
2. Problem in learning of second language is caused by the transfer of knowledge related to the first language. If the knowledge of the first language is different from that of the second language, learning will be difficult. So, a language teacher should analyze what are the similar and different points between the native language of the learners and the target language they are going to learn.
3. Bajjika pronominals have honorific and non-honorific forms. So, learners and teachers should be aware of the contextual uses of such pronominals while teaching and learning English pronouns.
4. Formation of English reflexive pronouns is quite different from that of Bajjika. So, we should be very careful while teaching and learning reflexive pronouns of English.

5. Bajjika has only two indefinite pronouns '**Kauno**' and '**Kucho**'. Learners of English should be made aware of this fact while teaching indefinite pronouns of English.
6. Without having linguistic knowledge teaching of language is an impossible task. This gives a teacher linguistic knowledge who is teaching the Bajjika and English language.
7. Since Bajjika is a complex pronominalized language, a language teacher and textbook writers should be very much aware of the systems of formation of pronominals which is not available in English language.
8. There is no distinct use of Bajjika pronouns for male, female, human and non-human beings. So, learners and teachers should be aware of this fact while learning and teaching the English pronouns.
9. The learners and teachers' should be made aware of the difference between pronominal and determiner function in Bajjika language as the same form of the pronoun is used as the determiner and pronominal in the Bajjika language. But, there is lexical difference between the use of pronominal and determiner function in English.
10. At last the researcher hopes this work will provide detailed information about the English and the Bajjika pronominal systems and it helps the teachers to teach the pronouns of both language. This work will also be helpful to the course designers to design the courses of both languages. Bajjika pronominal system is more complex and most of the pronominals have not been identified. Mainly indefinite and relative pronouns are difficult to identify in the Bajjika language. So the researcher hopes further researches will be carried out on this area.

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## APPENDIX I

### DEVENAGARI SYMBOLS

The Devanagari symbols for Bajjika vowels and consonants with their corresponding phonemes.

Vowels:	1. अ a	2. आ a:	3. इ i	4. ई i:	5. उ u
	6. ऊ u:	7. ए e/e:	8. ऐ ai/æ	9. ओ o/o:	10. औ au

Consonants:

	stops:				Nasals:
Velar:	11. क ka	12. ख k <sup>h</sup> a	13. ग ga	14. घ g <sup>h</sup> a	15. ङ a
Palatal:	16. च ca	17. छ c <sup>h</sup> a	18. ज ja	19. झ j <sup>h</sup> a	20. ञ ña
Retroflex:	21. ट Ta	22. ठ T <sup>h</sup> a	23. ड Da	24. ढ D <sup>h</sup> a	25. ण Na
Dental:	26. त ta	27. थ t <sup>h</sup> a	28. द da	29. ध d <sup>h</sup> a	30. न na
Labial:	31. प pa	32. फ p <sup>h</sup> a	33. ब ba	34. भ b <sup>h</sup> a	35. म ma
Other Consonants:					
	36. य ya	37. र ra	38. ल la	39. व wa	40. श sa

41.ष  
sa

42.स  
sa

43.ह  
ha

## APPENDIX II

### First Person (Bajjika Personal Pronouns)

	Singular	Plural
Nominative Case	/ham/	/hamani sab/
Objective Case	/hamra:/	/hamara: sab ke/
Possessive Case	/hamar/	/hamar sab ke/

### Second Person (Bajjika Personal Pronouns)

	Singular			Plural		
	H.H.	H	N.H.	H.H.	H	N.H.
Nominative Case	/apne/	/raua:/	/tu:/	/apne sab/	/raua: sab/	/tu: sab/
Objective Case	/apne ke/	/raua: ke/	/tora: ke/	/apne sab ke/	/raua: sab ke/	/tora: sab ke/
Possessive Case	/apne ke/	/rauar:/	/tohar/	/apne sab ke/	/rauni: sab ke/	/tohar sab ke/

### Third Person (Bajjika Personal Pronouns)

	Singular		Plural	
	H.	N.H./Neuter	H.	N.H./Neuter
Nominative Case	/hin/hun/	/i/u/	/hin sab/ /hun sab/	/i sab/ /u sab/
Objective Case	/hinka:/hunka:/	/ekra:/okra:/	/hinka:/hunka: sab ke/	/okra: sab ke/
Possessive Case	/hinkar/hunkar/	/ekar/okar/	/hinkar/hunkar sab ke/	/okra: sab ke/

### Bajjika Demonstrative Pronouns

Distance	Singular	Plural
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Proximate	/i/	/i sab/
Remote	/u/	/u sab/

### Bajjika Possessive Pronouns

	Singular	Plural
1 <sup>st</sup> person	/hamar/	/humar sab ke/
2 <sup>nd</sup> person	/tohar/ /rauar/ /apne ke/	/tohar sab ke/ /rauar sab ke/ /apne sab ke/
3 <sup>rd</sup> person	/okar/ /hunkar/	/okar sab ke/ /hunkar sab ke/

### Bajjika Interrogative Pronouns

/kathi/ki/ka:/	/kaun/	/kahiya:/kab/	/kaha:n/
/kekar/	/kaise/		

### Bajjika Reflexive Pronouns

	Singular	Plural
1 <sup>st</sup> person	/apne/	/apne sab/
2 <sup>nd</sup> person	/apne/	/apne sab/
3 <sup>rd</sup> person	/apne/	/apne sab/

### Bajjika Relative Pronouns

Honorific	Non-honorific
/jinka:/	/jekra:/ /jekar/ /je/

### Bajjika Indefinite Pronouns

Living	Non-living
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/kauno/	/kucho/
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## APPENDIX III

### INTERVIEW SCHEDULE

The research work is prepared in accordance with research work on “Bajjika and English pronominals: A comparative study” for M.Ed. Thesis in English Education under guidance of Mr. Ram Ekwel Singh. I hope you all co-operate in this matter.

Researcher  
Anju Kumari Sharma  
Tribhuvan University

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Name: (optional) \_\_\_\_\_

Sex: \_\_\_\_\_ Age: \_\_\_\_\_ VDC \_\_\_\_\_

Educational qualification: \_\_\_\_\_

How do you say following sentences in Bajjika

1. I eat rice (म भात खान्छु)

\_\_\_\_\_

\_\_\_\_\_

2. Give me money (मलाई पैसा देउ)

\_\_\_\_\_

\_\_\_\_\_

3. Father gave us (two) money. (बुबाले हामी दुईलाई पैसा दिनु भयो)

\_\_\_\_\_

4. Father gave us money (बुबाले हामीहरूलाई पैसा दिनु भयो)

\_\_\_\_\_

\_\_\_\_\_

5. We two go home (हामी दुई घर जाउँ)

\_\_\_\_\_

\_\_\_\_\_

6. We go home (हामीहरु घर जाउँ)
- 
- 
7. You two go home (तिमीहरु दुईजना घर जाउ)
- 
- 
8. You go home (तिमी घर जाउ)
- 
- 
9. You are naughty (तिमीहरु बदमास छौ)
- 
- 
10. He/ she likes me (उसले मलाई मन पराउँछ)
- 
- 
11. It is very soft. (यो धेरै नरम छ)
- 
- 
12. They are honest. (उनीहरु इमानदार छन्)
- 
- 
13. They (Two) are honest (उनीहरु (दुईजना) इमानदार छन्) ।
- 
- 
14. I like him/her/it. (म उलाई मन पराउँछु)
- 
- 
15. This is his book (यो उसको किताब हो)
- 
- 
16. This book is his (यो किताब उसको हो)
- 
- 
17. That is her letter. (यो उसको चिठी हो)
- 
-

18. That letter is her. (यो चिठी उसको हो)

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19. These are her clothes (यी उनका लुगाहरु हुन्)

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20. Those are her clothes. (ती उनका लुगाहरु हुन्)

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21. Something is difficult. (केहि चिज गाढो हुन्छ)

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22. Nobody/ No one is there (त्यहाँ कोहि पनि छैन)

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23. Nothing is there inside (भित्र कोहि पनि छैन)

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24. Everybody / Everyone is here (यहाँ सबै जना छन्)

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25. Everything is easy (सबैकुरो सजिलो हुन्छ)

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26. Is any thing there inside? (भित्र केहि छ ?)

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27. Is any body / any one there inside (भित्र कोहि छ?)

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28. The present is for some one/ somebody (यो उपहार कसैकोलागि हो)

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29. I met a friend who (m) I loaned the book. (मैले साथी भेटें जसलाई किताब दिएको थिएँ)

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30. Ram bought a pen which/ that was red? (रामले कलम किन्यो जुन रातो थियो ।)

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31. I went such a place where boys were running. (म यस्तो ठाउँमा गएँ जहाँ केटाहरु दगुदै थिए ।)

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32. When/ while Sita came to my room I was reading. (सीता मेरो कोठामा आएको बेला म पढ्दै थिएँ)

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33. Who called to you? (तिमीलाई/ तिमीदुईलाई, तिमीहरुलाई कसले बोलायो?)

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34. What is given to them? (उनीहरुलाई के दिइन्छ?)

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35. Where did they (two) go? (तिनीहरु दुईजना कहाँ गए?)

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36. When does he go home? (उ कहिले घर जान्छ?)

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37. Which book do I give him? (उसलाई कुन किताब दिउँ?)

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38. Whose book do I give her? (उनलाई कसको किताब दिउँ?)

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39. How can I do myself? (म आफैँ कसरी गर्न सम्छु ?)

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40. Here, pay yourself. (यहाँ तिमी नै तिर हो)

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41. Who else does? We/we two do ourselves (कसले गर्छ र हामी दुई आफै गर्छौं)

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42. What type of man/woman is Hari/Sita? He/She never says she/ he does himself/herself. (हरि/सीता कस्तो प्रकारको मान्छे हो ? उ कहिले पनि आफु गर्छु भदैन)

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43. It is our fault. We blame ourselves. (हाम्रो दोष हो । हामी आफैलाई दोष दिन्छौ)

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44. This is your pen (यो तिम्रो कलम हो?)

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45. This pen is your (s). (यो कलम तिम्रो/तिमी दुईको/ तिमीहरूको हो ?)

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46. This is our school. (यो हाम्रो विद्यालय हो ।)

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47. This school is ours. (यो विद्यालय हाम्रो हो ।)

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48. This is their house. (यो उनीहरूको घर हो ।)

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49. This house is theirs. (यो घर उनीहरूको हो।)

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50. This is my book. (यो मेरो किताब हो)

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51. This book is mine (यो किताब मेरो हो ।)

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