

Personal Pronouns in English and Doteli Language: A Comparative Study

**A Thesis Submitted to the Department of English Education
In Partial Fulfillment for the Master of Education in English**

Submitted by

Ramesh Prasad Awasthi

Faculty of Education

Tribhuvan University

Kirtipur, Kathmandu

2025

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Dedication

Dedicated

to

My parents who made earnest effort to educate me at their best percept.

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Ramesh Prasad Awasthi

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Abstract

This study **Personal Pronouns in English and Doteli Language:A Comparative Study** aimed to analyze the personal pronouns as they are used in Doteli and English languages. The data were collected from thirty Doteli native-speaking students of Ajayameru Rural Municipality, Dadeldhura, selected through random sampling. Using a survey research design, the study employed questionnaire as the primary tool for data collection. The data were transcribed, tabulated, and analyzed descriptively within the framework of contrastive analysis theory. The findings show that Doteli has a greater number of personal pronouns than English, with the addition of the suffixes *-lai* and *-khi* to mark the objective case, a feature absent in English. Furthermore, Doteli distinguishes between honorific and non-honorific forms in the second- and third-person pronouns, whereas English does not have such distinction. Unlike English, which uses distinct pronouns (*he* and *she*) for gender differentiation, Doteli employs the same third-person pronoun “*U*” for both male and female, with gender distinctions instead reflected in accompanying adjectives and verbs. These insights indicate structural and cultural differences in the use of personal pronouns across the two languages.

This study is organized into five chapters. The first chapter presents an introduction, including the background of the study, statement of the problem, objectives, research questions, significance of the study, delimitations of the study, and definitions of the key terms. Moreover, the second chapter reviews related literature, outlines the implications of the study, and present the conceptual framework. In the same way, Chapter three describes the research methodology, including sampling procedures, data collection tools, and process of data collection. The fourth chapter focuses on the analysis and interpretation of the collected data. Finally, Chapter five refers to the findings, and recommendations, followed by the references and appendices. .

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List of Symbols and Abbreviations

BNC = British National Corpus

CA = Contrastive Analysis

CCC = Chinese Culture Connection

CEEC = Corpus of Early English Correspondence

ELT = English Language Teaching

Fem = Feminine gender

H = Honorific

Hon = Honorific

L1 = Mother Tongue

Mas = Masculine gender

NELTA = Nepal English Language Teachers Association

NESP = National Education System Plan

Net = Neuter gender

NH = non-Honorific

RIE = Reader Involvement Evoking

SAARC = South Asian Association for Regional Cooperation

TL = Target Language

UNO = United Nation Organization

US = United States

VDC = Village Development Committee

Chapter I

Introduction

This is a study on **Personal Pronouns in English and Doteli Language: A Comparative Study**. This chapter includes background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, and operational definitions of the key terms.

Background of the Study

Every language has unique features, including sound systems and grammatical structures, which is different from one another. Thus it is evident that each language possesses distinct features. Richards & Schmidt (2002) that “languages are usually not spoken in exactly the same way from one part of a country to the others” noting that such variations are influenced by regional and social factors (p.283). For instance, although English and Doteli use the same alphabet, they differ greatly in their usage and pronunciation.

Pinker (1994) described language as a complex and specialized skill that develops spontaneously in humans, without conscious effort or formal instructions. He further explained that language is deployed without awareness of its underlying logic, remains qualitatively same across individuals, and is distinct from general cognitive abilities (p.18).

Language is a human property. It is used by human beings all over the world. Language is used to exchange one's ideas, feelings, and thoughts. Without language; humans would be comparable to animals. Language is a uniquely human capability that serves as a primary medium for communication, thought, and cultural expression. It is a structured system of symbols-spoken, written, or signed- used by individuals to convey meaning and share ideas. The significance of language extends beyond mere communication; it shapes perception, influences social interaction, and is fundamental to the development of human society (Fromkin, Rodman, & Hyams, 2018).

English has become a lingua franca in the globe. It has played inevitable role in the field of international communication, academic society, trade, science and technology. As it is achieved highly spoken second language in the globe, it has

cultivated the cross-cultural debates and aroused the global wisdom and opportunities (Crystals, 2003). English language has become the dominant language of the internet, scholarly arena, and trade business and so on. One, who possesses the language proficiency, can be benefited in this interconnected world. Moreover, most of the non-native countries, English is achieved as the medium of instructions from their basic to higher Universities (Graddol, 2006)

Doteli language is a regional variety of Nepali language comes under the Indo Aryan language family. It is the language of all seven districts of far western province. This language covers approximately 800000 people in the far western region.

Doteli is the regional variety of the Nepali language, distinguished by its vocabulary, grammar and pronunciation, yet mutually intelligible with standard Nepali (Ethnologue Report, 2009). It is spoken predominantly in all the nine districts of far western region. According to the provision of our constitution of Nepal 2072 and language commission Doteli language has recommended as the official language of far western province.

Sankrityayan (1959 as cited in Bhatt, H.S 2023, p.36) suggests that Doteli originated from the Kumaoni language and was brought into the Doti region by a branch of the Katyuri rulers of Kumaon who governed the area until 1790. Following the fragmentation of the Katyuri kingdom into eight smaller states, the Doti kingdom emerged (Bhatt, H.S 2023, p.36 as cited Vidya 2005). Although Doteli has long been considered a dialect of Nepali within Nepal, Ethnologue officially recognized Doteli as a separate language in 2012 assigning it the ISO code 639-3 dot (Bhatt, 2023, p.36 as cited in Eichentopf, 2014). The languages can be different to each other in their phonological, morphological, syntactic and semantic levels. Doteli and English may be different to each other at various levels. So, in this study, I have explained the differences in the use of pronominal in these two languages.

Doteli language has also personal pronouns as other languages have in the world. It uses personal pronouns as substitutes for nouns to indicate participants in communication: the speaker (first person), the addressee (second person) and other being referred to third person. These pronouns encode grammatical category such as person, number, and in some cases honorific distinctions which reflect politeness and social hierarchy. (Adhikari, 1995 as cited Bhat, 2004).

A central features of Doteli personal pronouns is the distinction between singular and plural forms. For instance, *ma* denotes I (first person singular), while *haam* refers to we (first person plural). Doteli personal pronouns differentiate between subjective and objective case. The objective is usually created by attaching the suffix *lai*. Thus, *ma* becomes *malai* (to me) (Pokharel, 2010). So, Doteli personal pronouns refer to specific people or thing. *Ma*, *tu*, *tam*, *u*, *yo*, *haam*, *un* etc are Doteli personal pronouns.

Statement of the Problem

Grammar is significant unit of any language. It provides accuracy to the language and makes people easy to understand. Pronouns, which are inserted in place of nouns in a sentence in order to avoid the unnecessary repetition of same noun in a sentence.

I am from far western province of the country. As a permanent resident of this region, communicating in Doteli language with my kiths kin was natural, while I perceived Doteli language as my mother tongue. During the time of my school, I along with my friends felt very uneasy to understand and correct use of pronouns in Doteli and its counterparts in English language. As time passed, I attained an opportunity to enroll in the profession of teaching in a private school, where I utilized to observe the problems of my students belong to Doteli language community in the same field. Thus, I decided and motivated myself to study in this field.

Objectives of the Study

This study had the following objectives:

- a) To find out the similarities and differences between English and Doteli personal pronouns.
- b) To suggest some pedagogical implications

Research Questions

This study had the following research questions:

- a) What are the similarities and between English and Doteli personal pronouns?
- b) What are the differences between English and Doteli personal pronouns?

Significance of the Study

This is useful for those people who are keenly interested to be the part of it as a researcher. It updates language teachers and students in providing enough facts about tutoring pronouns and can be a milestone to insight and discover the best path to instruct English especially related to the personal pronouns. Moreover, this research provides feedback to the policy makers, curriculum designers and textbook writers for formulating the appropriate academic policy, designing suitable curriculum and publishing the contextual textbooks and other teaching learning materials in the multilingual context. This study also contributes to both the teachers and students for the promotion of quality education. So, this research work has endeavors to predict the student's various issues in learning English and Doteli personal pronouns can have learners easier to comprehend English and Doteli personal pronouns.

Delimitations of the Study

This study had the following limitations:

- a) This study was limited to Doteli and English language only.
- b) This study was confined to thirty native speaker students of Doteli language.
- c) The area of the study was limited to Ajayameru rural municipality 02 Dadeldhura.
- d) This study was limited to the process using personal pronouns in Doteli and English language.
- e) Questionnaire was used as a major tool for data collection.

Operational Definitions of the Key Terms

The key terms used in the study have been defined in the following ways:

Contrastive Analysis: Contrastive analysis also known as (C.A) is an efficient study being based on the commonalities and discrepancies of two languages.

Pronoun: A pronoun is a term which substitutes anything functioning as a noun in a sentence which indicates both English and Doteli pronoun.

Personal Pronouns: Personal pronouns refer to specific people or things and change from depending on grammatical case which indicates both English and Doteli personal pronouns.

Doteli Language: Doteli is a variety of Nepali language comes under Indo-Aryan language family spoken widely in nine districts of Far western part of the country.

Chapter II

Review of Related Literature and Conceptual Framework

This chapter consists of several sub chapters like review of theoretical literature, review of related empirical literature, implications of the review for the study and conceptual framework.

Review of Theoretical Literature

The following are the sub sections that deal with different theoretical perspective related to contrastive Analysis of Personal Pronouns in English and Doteli language.

The Linguistic Situation in Nepal

Nepal is relatively small in geographical size. It is prominent in its tradition, culture, customs, values and linguistic multiplicity. This can be considered as a respiratory of language because of its linguistic plurality, making a country a valuable spot for linguistic research. The nation may be described as a natural laboratory for scholars of language. The population census report of 2021 has discovered one hundred and twenty-four languages spoken as mother tongue by various ethnic groups in our country. In addition, this multiethnic, multicultural and multilingual composition situates Nepal in a unique position in the world's linguistic arena. However, since various languages in Nepal has not been codified; they are primarily restricted to oral use in everyday communication.

Language Family

The languages spoken in Nepal can be broadly categorized into four language families: Indo Aryan, Sino-Tibetan, Austro-Asiatic, and Dravidian (Kansakar, 1999, as cited in Rai, 2003, p.132).

The Indo-Aryan Family. Languages belonging to the Indo-Aryan family include Nepali, Maithili, Bhojpuri, Tharu, Awadhi, Dotel Urdu, Rajbanshi, and so on where this group represents the largest populations of speakers in the country.

The Tibeto-Burman Family. The Tibeto-Burman branch derived from the Sino-Tibetan family, encompasses a wide variety of languages spoken in Nepal. This family include Tamang, Newar, Magar, Bantawa, Gurung, Limbu Sherpa. Chamling and so on.

The Austro-Asiatic Family. This family is represented in Nepal by a single language Sattar also known as Santhali spoken in the eastern Nepal especially Jhapa district which is currently endangered in Nepal.

The Dravidian Family. The Dravidian family in Nepal consists of two minority languages Jhangar(Dhangar) and Kisan. These languages classified as part of Kurux subgroup, are spoken mainly in the Koshi river region, particularly in Sunsari in district. This family is diverse in terms of the number of languages it possesses in comparison to other language families, although the Indo-Aryan family has the greatest number of speakers(Kansakar,1999,as cited in Rai,2003,p.132).

Introduction of Contrastive Analysis

The concept of contrastive analysis was first introduced by Charles C. Fries in 1945 in his work Teaching and Learning English as a Foreign language. Later, Robert Lado further developed Fries ideas in the 1950s and 1960s, shaping the theoretical foundations of second language acquisition (Jia & Tian,2012 as cited in Pan & Tan, 2006,p.252-253). Contrastive analysis is subfield of linguistics that systematically examines two or more languages or dialects to identify their similarities and differences. Its primary aim is not only to describe linguistic structures but also explain them in relation to human cognitive and cultural activities. It contributes to the broader development of general linguistics, enhances intercultural communication and promotes greater understanding across societies (Jia & Tian, 2012, as cited in Pan & Tan, 2006).

Lado (1957) emphasized that learners encounter some aspects of foreign language as easy and others as difficult, depending on their similarity to the native language. Elements that resemble the learners first language(L1) are generally easier, while those that differ present more challenges(p. 2). This perspective align with the behaviorist view of language learning, where habit formation plays a key role and structuralist linguistic theory which emphasizes systematic comparison between the target language and first language(James, 1980;Richards et al.,1985).

According to James (1980) contrastive analysis is a linguistic approach focused on producing “contrastive not comparative” topologies, always concerned with a specific pair of languages(p.3). Similarly, Crystal (2003) defines Contrastive

analysis as a method for investigating language particularly applied linguistics areas such as foreign language teaching and translation (p.107). Richards et al. (1998) describe it as the systematic comparison of linguistic systems including phonology, morphology, syntax and semantics.

Contrastive analysis played a crucial role in second language acquisition research during the 1960s and early 1970s primarily to predict potential errors of L2 learners and identify the sources and causes of these errors. For educators, understanding it is essential for designing courses, creating assignments and diagnosing students' difficulties. In the context of this research contrastive provides a framework to analyze personal pronouns in English and Dotele showing similarities and differences that can inform teaching strategies.

Pronouns in English Language

Pronouns are a fundamental component of English grammar and belong to a closed class of words, meaning that new pronouns are rarely added to the language (Carter & McCarthy, 2006). Despite their small number, pronouns are among the most frequently used elements in English (Balogh, 2003). Their primary grammatical function is to replace nouns or noun phrases to avoid redundancy and ensure cohesion within discourse (Carter & McCarthy, 2006). For example, in the pair of sentences "Ram went for a walk" and "He went for a walk," the pronoun "he" takes the place of the noun "Ram." However, the meaning of "he" becomes ambiguous when presented without context, highlighting the importance of contextual cues in the interpretation of pronouns. English pronouns are categorized into several types based on their function.

Personal Pronouns. Personal pronoun (e.g., *I, you, he, she, it, we, they*) refer to specific people or things and change form depending on grammatical case (subjective or objective), number, and sometimes gender.

Possessive Pronouns. Possessive pronoun indicates ownership and appears in two forms: dependent (e.g., *my, your, her*) and independent (e.g., *mine, yours, hers*). These pronouns are notably never spelled with apostrophes, even though they imply possession.

Reflexive and Intensive Pronouns. Reflexive and intensive pronouns refer to self-form such as *myself, herself, and themselves*, are used when the subject and object of a verb refer to the same entity or to emphasize the subject, respectively.

Demonstrative Pronouns. Demonstrative pronouns (*this, that, these, those*) are used to point to specific entities and are sensitive to notions of proximity, whether physical or metaphorical.

Reciprocal Pronouns. Reciprocal pronouns include *each other* and *one another*, denote mutual actions or relationships between two or more participants.

Indefinite Pronouns. Indefinite pronouns such as *someone, anybody, none*, and *each*, are used when referring to nonspecific persons or things. These are particularly useful in generalized or abstract contexts where the identity of the referent is either unknown or irrelevant.

Relative pronouns. Relative pronouns (*who, whom, which, that*) serve to connect relative clauses to main clauses, often providing additional descriptive information about a noun mentioned earlier in the sentence.

Interrogative Pronouns. Interrogative pronouns (*who, what, which, whose*) are employed to form direct or indirect questions areas *who, what, which*, and *whose*.

Review of Empirical Literature

Numbers of researches have been carried out in the field of contrastive analysis inside and outside Nepal. The related literature to the present study has been reviewed in brief with their major findings which are mentioned below.

Joshi (1989), studied on the grammatical patterns used in Bajhang dialect, examined the grammatical patterns of the Bajhang dialect. Using interviews and questionnaire with one hundred native speakers, he identified structures that are distinct from those of other dialects, pinpointing the uniqueness and particularity of Bajhang grammar.

Kashima and Kashima (1998) conducted a large-scale cross-cultural study examining the relationship between language structures and cultural values across 71 countries and 39 languages. Using 19 cultural variables drawn from Hofstadter, the Chinese Culture Connection (CCC), Schwartz, and Smith and colleagues, the researchers analyzed cultural scores in relation to pronoun use, particularly first- and second-person singular pronouns (“I” and “you”) and the phenomenon of pronoun drop. They found that languages allowing pronoun drop are generally associated with collectivistic cultures, whereas those without pronoun drop tend to align with

individualistic cultures. Furthermore, their analysis showed that second-person singular pronoun variation often reflects social structures, as languages with multiple forms distinguish self–other relationships more explicitly. In contrast, first-person singular pronoun systems indicated cultural differences in responsibility attribution: languages with a single “I” tend to emphasize individual responsibility, while those with multiple forms do not. Their study highlighted how cultural differences shape both the existence and usage of pronouns cross-linguistically.

Similarly, Smith (2004) examined the role of personal pronouns and possessive determiners in advertising texts using an English–Russian parallel corpus of 45 advertisements and a monolingual Russian corpus of 23 advertisements as a control. Her findings revealed both cross-linguistic similarities and cultural differences. The second-person pronoun “you,” central to establishing consumer relationships, was used frequently in both English and Russian, with Russian employing both formal and familiar variants. Possessive determiners were also used similarly across languages, though Russian omitted them when ownership was contextually established. However, notable differences emerged in representations of companies and intermediaries: English texts used the first-person plural pronoun “we” more often than Russian translations, while monolingual Russian advertisements employed an inclusive “we,” reflecting collectivist tendencies. Additionally, the first-person singular pronoun “I” was seldom used in Russian translations and absent in the monolingual Russian corpus, again reflecting cultural avoidance of individualism. Smith concluded that pronoun usage varies not only quantitatively but also qualitatively across cultures, particularly in advertising contexts, though her study did not integrate grammatical resources for support.

Chaudhary (2005) conducted a comparative study on the pronominal patterns used in the Tharu Language. His research aimed to identify the pronouns in Tharu and English languages. I found in his research 30 native speakers from Khairahany VDC Chitwan of Tharu as population sample. He used sets of questionnaires as a tool for data collection. In findings, it is found that in an additional word /yapEn/ is used before the objective of the sentences in which there is Reflexive pronoun, whereas it is not found in English.

In the same way, Laitinen’s (2007) corpus-based study on agreement patterns in English (as cited in Mair, 2009) investigated the diachronic development of

common-number pronouns through the use of monolingual corpora. Drawing on the British National Corpus (BNC), she examined the usage of third-person pronouns “he” and “they” in indefinite anaphora, demonstrating that present-day English increasingly favors “they” as a gender-neutral alternative to “he,” a change attributed to the influence of feminist discourse. Additionally, analysis of the Corpus of Early English Correspondence (CEEC) revealed evidence of a “typological diachronic drift,” in which English progressively lost grammatical gender and nearly lost number agreement. Together, these findings highlighted the historical and sociocultural factors that drive shifts in English pronoun usage (Mair, 2009).

In a contrastive corpus study, Kim (2009) explored differences in the use of first-person plural and second-person pronouns in English and Korean science popularization texts from newspapers. His dataset included texts from two British newspapers (*The Daily Telegraph* and *The Guardian*) and two Korean newspapers (*Chosunilbo* and *Dongailbo*), collected from similar time periods to control for diachronic variation. Focusing on “reader-involvement evoking (RIE)” acts, Kim found that both first-person plural and second-person pronouns occurred less frequently in Korean texts compared to English. In English, both pronouns appeared with comparable frequency, while in Korean, the first-person plural was dominant. Kim attributed these patterns to two main factors: (a) linguistic features of Korean, which permit agent omission, and (b) socio-cultural influences, particularly Korea’s collectivistic orientation and preference for indirectness. Whereas English pronoun choice allows writers to construct solidarity or distance with readers, Korean writers tended to favor the collective “we” over “you,” reflecting cultural norms. However, Kim’s study did not employ a parallel corpus nor draw upon grammatical resources for further validation.

Bohara (2010) in his study Dexis System in English and the Bajhangi Dialect of Nepali, examined the Dexis system of English and compare it with the Bajhangilanguage where he identified the distinctive features of Bajhangidexis than that of English. Moreover, Joshi(2010),in his research Pronominal in English and Bajhangi Dialect aimed to identify and compare Bajhangi pronouns with English where he found several numbers of unique pronouns in Bajhangi than English

Wong (2010), drawing on Baker’s (1992) claimed that no grammatical category is uniform across languages, examined existential constructions in English–

Chinese translations using the Babel English–Chinese Parallel Corpus, which contains 327 aligned texts totaling 550,000 tokens. Analyzing 368 examples of English existential *there*-constructions, Wong found that such constructions rarely exist in Chinese, which tends instead to reorder or restructure sentences, particularly with complex notional subjects. By validating her findings with traditional Chinese grammars, Wong confirmed Baker’s (1992) assertion regarding cross-linguistic grammatical variability.

Chen and Wu (2011) extended discussions of pronoun preferentiality by testing Borthen’s (2010) claim that plural personal pronouns are “referentially less well behaved.” They argued that this phenomenon is not exclusive to plurals by showing that the Mandarin singular personal pronoun *ta1* (他; it/he/she) can also refer to plural entities, depending on pragmatic context. In contrast, English singular *they* demonstrate how plural forms may pragmatically refer to singular referents. Their findings challenged Borthen’s (2010) proposal of a strict functional divide between singular and plural pronouns, instead emphasizing the pragmatic flexibility of pronoun reference across languages.

Similarly, Coussé and Auwera (2012) investigated impersonal pronouns using a Dutch–Swedish parallel corpus of fiction and non-fiction texts. Their study compared Swedish *man* and Dutch *men*, revealing overlapping but distinct usage patterns. While *man* could refer to the speaker or another known individual, *men* was restricted to indefinite referents. Moreover, *man* appeared across both novels and non-fiction, whereas *men* was limited to non-fiction texts, indicating narrower usage. Interestingly, the correspondences of Swedish *man* in Dutch and English involved personal pronouns despite the etymological differences between the impersonal forms. They also identified alternative strategies for impersonal reference, such as agentless passives and infinitival clauses. However, as with many corpus-based pronoun studies, their work was not supported by grammatical resources such as ParGram (Butt et al., 2002) or the GF Resource Grammar Library (Ranta, 2009).

Together, these studies highlight that although pronouns may appear universal and straightforward, their interpretation and function are shaped by contextual, pragmatic, and cultural factors, and cross-linguistic analysis often reveals significant variation.

Likewise, Rai (2013) conducted research on “Pluralization in English and Bantawa”. The objective of his study was to identify the process of pluralization in Bantawa language and to compare and contrast the processes of Bantawapluralization with English language. His research was in survey method. He has used 40 native speakers of Bantawa from chulachuli VDC of Ilam district. He has used non- random sampling procedures. Questionnaire was only used for data collection. Findings of his research was in Bantawa language, the plural nouns are formed by adding the suffix ‘-ci’ to the singular forms. However, the determiners ‘hatak’, ‘sumkatak’ and ‘badhe’ plural forms are made.

Implications of the Review for the Study

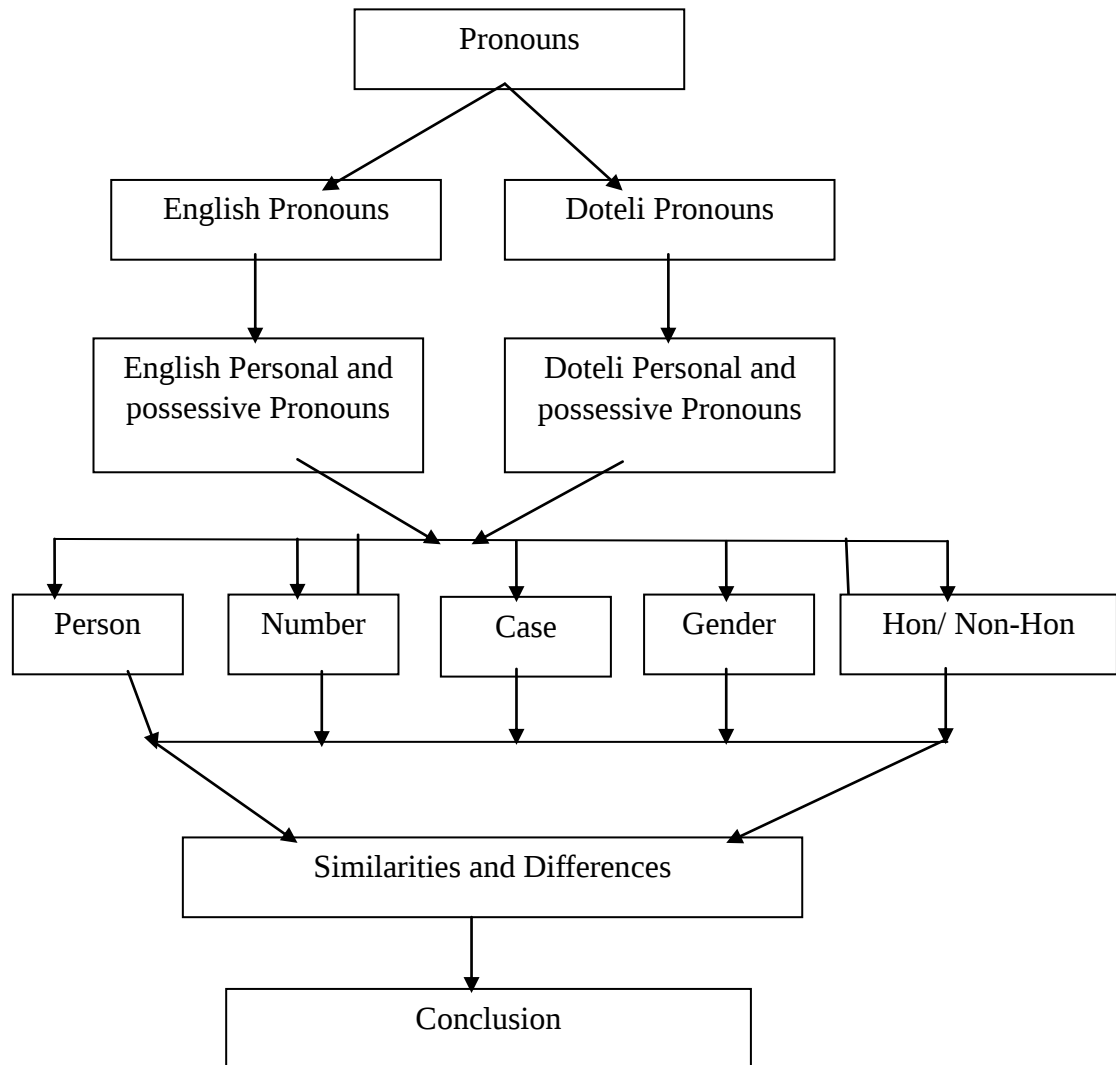
Implication of the study is based on the theoretical and empirical literature. I reviewed different related literature in order to grasp the ideas, ways, and techniques of conducting this research. Such reviews were related to the contrastive analysis of nouns, pronouns, in different mother tongue and English language.

In order to accomplish the current study, I have reviewed many research papers, and thesis. I went through Joshi (1989) which helped me to design the objectives and research questions. In the same way, Kashima and Kashima (1998) which made me clear idea about language and cultural analysis in relation to the use of personal pronouns. Similarly, from the study of Smith’s (2004), where I got the ideas about different personal pronouns and their comparison with other native languages. In the same way, the study carried out by Chaudhary (2005) provided me the ideas of data collection procedures and ideas to present the statements of the problems. Similarly, Laitinen’s (2007) provided me an opportunity to receive the ideas about the uses of third person pronouns. However, Kim (2009) carried out a research which made me easier to collect the information about first and second person pronouns and their comparison. Similarly, I took an equal support from Bohara (2010) to select the design of the study. In the same way, Chen and Wu (2011) conducted research. Through this research, I received the ideas about singular personal pronouns and their dissimilar function according to the context. Likewise, Coussé and Auwera (2012) made me crystal clear about the ideas of comparison between two languages. Finally, the study of Rai (2013) supported me to select the sample and sampling procedures and analyze the data in my comparative research study.

Conceptual Framework

Conceptual Framework

This conceptual framework provides guidelines for this research.



Chapter: III

Methods and Procedures of the Study

This chapter deals with the design of the study, population, sample and sampling strategies, research tools, sources of the data, data collection procedures, data analysis procedure, and ethical consideration.

Design and Method of the Study

As a researcher, I followed the survey research design to complete my study. In this study, I selected thirty Doteli native speaker students from Dadeldhura district. For the selection of students, I used random sampling procedures. I explained them about the importance of the current study and distributed a set of questionnaires to them with their consent. Then, I collected the set of questionnaires. After that I tabulated the collected data and analyzed the data through the notion of contrastive analysis theory.

Population Sample and Sampling Strategies

This research was done to explore the use of Doteli personal pronouns and to compare the similarities and differences between Doteli personal pronouns and English personal pronouns. All the local people who can speak Doteli fluently in Dadeldhura districts were the population of this research. From this population, 30 native speakers' students of Doteli language from Ajayameru rural municipality of Dadeldhura district were the sample of this research.

Data Collection Tools and Techniques

The main tool of the data collection of the research was structured questionnaire. The questionnaires were distributed to the respondents. The items mentioned in questionnaire were directly related to the comparative study of English and Doteli personal pronouns.

Sources of Data

In this research, I used both primary and secondary sources for data collection in order to obtain the objectives of my research.

Primary Sources

The native speakers' students of Doteli language of Ajayameru rural municipality ward no 2 of Dadeldhura district were the primary sources of data.

Secondary Sources

I consulted through different books, articles, dictionaries, related thesis and websites for the secondary sources of data.

Data Collection Procedures

At first, I prepared a set of questionnaires. Then, I visited the selected area and establish rapport with them. After establishing the rapport with the informants, I made them familiar about the objectives of my study. Next, I distributed the set of questionnaires and appropriate time was given to them to complete it. At the end, I collected the set of questionnaires from the respondents.

Data Analysis and Interpretation Procedures

All the collected data were interpreted and analyzed descriptively and through statistical tables and illustrations.

Ethical Considerations

Ethical consideration is significant in the research. Here, in this chapter, in the process of collecting, analyzing, and interpreting data, ethical issues were significantly considered. I adopted the following ethical consideration in this research. I took permission from the respondents to collect the data. Then, I have maintained confidentially regarding the information of respondents. No harm was done to participants physically and mentally. I was avoided collecting harmful information. I was paid due attention on accuracy honesty, truthfulness, of data in my research. Due respect was given to the privacy and anonymity of participants.

Chapter IV

Analysis and Interpretation of the Results

This chapter includes the analysis and interpretation of the collected data. The data are analyzed and interpreted through contrastive analysis theory along with various tables and examples.

Analysis of Data and Interpretations of the Results

In this section, the pronouns of the Doteli language are presented in separate tables to illustrate their usage within the language system. The interpretation is based on the data collected from the respondents.

Personal Pronouns in Doteli Language

Personal pronouns of Doteli are mentioned below:

Doteli First Person Personal Pronouns. First person personal pronominal in Doteli are presented following table.

Table 1

First Person Doteli Personal Pronouns

Case/Number	Singular	Plural
Subjective	Ma	Haam
Objective	Malai/Makhi	Haamlai/Haamkhi

The table 1 shows that Doteli personal pronouns vary according to number with clear distinction between singular and plural forms. For example; Ma ek master hu. (Singular) I am a teacher. Haam master hu. (plural) We are teachers.

Doteli also differentiates personal pronouns by case. The subjective case is used when the pronoun functions as the subject of the sentence, whereas the objective case is marked by adding the suffix lai to the subjective form. For example; Ma ek master hu. (subjective) I am a teacher. , Ram malai phone aranchha. (objective) Ram phones me.

Comparison of First-Person Pronouns

The table 2 mentioned below shows the comparison between Doteli and English first personpersonal pronouns.

Table 2
First Person English Personal Pronouns

Number Case	Singular		Plural	
	English	Doteli	English	Doteli
Subjective	I	Ma	We	Haam
Objective	Me	Malai Makhi	Us	Hamlai Hamkhi

This section demonstrates through a comparison of Doteli first- person personal pronouns (table 1) and English first-person personal pronoun (table2), that both languages distinguish number, namely singular and plural. However, while English maintains the same form for both subjective and objective cases(e.g I/Me, ,We/Us), Doteli forms the objective case by adding the suffix lai, to the objective form (e.g Ma—Malai, Haam—Haamlai).

DoteliSecond Person Personal Pronouns

The following table presents the second- person pronouns in Doteli language.

Table 3
Second Person Doteli Pronouns

Number Case	Singular		Plural	
	Honorific	Non-Honorific	Honorific	Non- Honorific
Subjective	Tam Tin Hajur	Tu	Tam Tin Hajur	Tam
Objective	Tamlai/khi Tinlai/khi Hajurlai/khi	Tulai/khi	Tamlai/ khi Tinlai/khi Hajurlai/khi	Tamlai/khi

The table 3 shows that Doteli second-person pronouns are marked for number, distinguishing between singular and plural forms. For example, the singular pronoun ‘tu’ is used in sentence such as Tuek master hai (“You are a teacher”), while the plural form ‘tam’ appears in Tam master ho. (“You are a teacher.”).

In addition to number, Doteli second -person pronouns also inflect for case namely subjective and objective. The subjective pronoun ‘tu’ can be used in Tuek master hai (“You are a teacher), whereas objective form appears in Ram le tulai phone aryo (“Ram phoned you”).

Furthermore, the table 3 shows that Doteli second person pronouns exhibit both honorific and non-honorific distinction. Honorific forms include tam,tin,hajur,tamlai, tinlai, hajurlai, tamkhi, tinkhi, and hajukhi, while non-honorific forms consist of tu, tulai, and tukhi. For instance, Tu k master hai (“You are a teacher”) and Merokitabtukhichha (“You have my book”) employ non-honorific forms, while honorific forms are seen in sentence such as Tam/Tin/Hajur master ho (“You are a teacher”).

Comparison of Second Person Pronouns. The table 4 shows the comparison between second person personal pronouns in English and Doteli language.

Table4

English Second Person Pronouns

Number Case		Singular				Plural			
		English		Doteli		English		Doteli	
	Pronouns	Hon	NH	Hon	NH	Hon	NH	Hon	NH
Subjective	You	—	—	Tam Tin Hajur	Tu	—	—	Tam Tin Hajur	Tamlai Tamkhi
Objective	You	—	—	Tamlai Tamkhi Hajurlai	Tulai Tukhi	—	—	Tamlai Tamkhi Tinlai Tinkhi Hajurlai Hajurkhi	Tamlai Tamkhi

When we compare Doteli second person personal pronouns (table.3) with those of English (table 4), we notice that both languages express the grammatical category of number- singular and plural. In English, however, the same form ‘you’ is applied to refer to both singular and plural contexts. Doteli, on the other hand, makes a clear distinction by employing different pronouns for singular and plural. For instance, Tuek master hai.(singular non-honorific) You are a teacher, Tam master ho.(plural/honorific) You are teachers.

In addition to number, both languages also mark case subjective and objective. In English, the pronoun ‘you’ functions in both positions without change. In contrast, Doteli modifies the pronoun with the suffixes –‘lai’, and ‘khi’ to indicate the objective case. For example, Tuek master hai.(Subjective) You are a teacher. And Ram le tulaiphonearyo.(objective) Ram phoned you.

From this we see that while English maintains the same form in both subjective and objective cases, Doteli introduces morphological variation by attaching case marker.

A further distinction arises with honorific vs. non-honorific forms which is absent in English, Doteli makes clear social and hierarchical distinction through pronoun choice. For example, Tuek master hai. (Non-honorific singular) You are a teacher., Merokitabtukhichha.(non-honorific with suffix ‘khi’) You have my book., Ram le tulaigaaldiyo.(Non-honorific with suffix ‘lai’) Ram scolded you., Tam/Tin/Hajur master ho (Honorific) You are a teacher.

The comparison shows that Doteli has a richer and more complex system of second person pronouns than English where Doteli distinguishes:

Number: Singular (Tu) vs. (Tam).

Case: Objective (Tu) vs. (Tulai, Tukhi).

Honorific status—Non-honorific (Tu)vs. (Tam, Tin, Haju).

In contrast, English second person pronouns are more simplified: as single form ‘you’ is used for singular/plural, subjective/objective, and honorific/non-honorific contexts.

Doteli Third Person Personal Pronouns

Table five shows Doteli third person personal pronouns.

Table 5**Doteli Third Person Pronouns**

Number Case	Singular					Plural
	Female		Male		Neutral	
	Hon	NH	Hon	NH		
Subjective	Un Yin Tin	U Yo	Un Yin Tin	U Yo Tyo	Yo	Un Yin Tin
Objective	Unlai Unkhi Tinlai Tinkhi Yinlai Yinkhi		Uilai Uikhi Uilai Uikhi Yinlai yinkhi		Yailai	Unlai Unkhi Tinlai Tinkhi

The above table presents that Doteli third-person pronouns show distinction based on case, honorific use, and number and gender marking through verbs. In the subjective case, forms like U (Singular non-honorific) and Un plural or honorific appear. In the objective case, suffixes such as Lai or Khi are attached. (e.g., Uilai, Unlai, Uikhi, Unkhi).

Doteli also differentiates honorific vs. non-honorific forms unlike English. For example, U master ho. (non-honorific) contrasts with Un master hun. (honorific). Similarly, number is marked: 'U' for singular and 'Un' for plural.

Interestingly, the pronoun U is gender neutral applying to both male and female referents. Gender is instead expressed through verb morphology, with a for marking male and ya for marking female.

Thus, Doteli offers a richer system than English, which has separate generated pronouns (he, she, it, they) but no honorific distinction or case suffixes.

Comparison of Third Person Pronouns

The table 6 shows the comparison between third person personal pronouns in English and Doteli.

Table 6
Third Person English Pronouns

Number		Singular				Plural				
Case		English		Doteli		English			Doteli	
Subjective	PRO	Hon	NH	Hon	NH	PRO	Hon	NH	Hon	NH
	He	—	—	Un	U	They	—	—	—	—
	She	—	—	Yin	U					
	It	—	Yo	Tin	Tyo					
Objective	Him	—	—	Unlai Unkhi	Uilai Uikhi	Them	—	—	Tinkhi Tinlai Unkhi Unlai	—
	Her	—	—	Unlai Unkhi	Uilai Uikhi					
	It	—	—	Yinlai Yinkhi	Yeilai Yeikhi					

When comparing Doteli third person pronouns (table.5) with English third person pronouns (Table 6), we find both languages mark the category of number singular and plural. In English, the singular forms are he, she, it and plural is they. In Doteli, singular is expressed through forms like ‘U’ and ‘Tyo’ while the plural is marked with ‘Tin’. For example, U master ho. (Singular) He is a teacher., Tin geetgaunahaan. (plural) They sing a song.

Both languages distinguish between subjective and objective case. English usages different pronouns (he/him, she/her, they/them). Doteli by contrast, employs suffixes lai and khi to indicate the objective case. For example, U parikshya mi pass vayo. (Subjective) He passed the exam., Maileuilaiekkita bdiya. (Objective with ‘lai’) I gave him a book., Merokitabuikhechha. (Objective with ‘khi’) He has my book.

Thus, while English has distinct objective forms, Doteli modifies the same pronoun with case markers.

English has explicitly differentiated gender in pronouns (he, she), while Doteli uses the same pronoun ‘U’ for both male and female. Gender distinction in Doteli emerges through adjectives and verb morphology. For instance, U kalochha. (male) He is black., U kali chha. (female) She is black., U bhaatkannachha. (male) He eats rice. U bhaatkannachhya. (female) She eats rice.

This reflects that in Doteli, gender is not tied to pronouns but rather reflected in the accompanying verb/adjective form.

One of the unique differences is that Doteli has a system of honorific and non-honorific pronouns while English lacks. For example, U master ho. (Non-honorific) He is a teacher., Un master hun,(honorific), He is a teacher.

This feature shows that Doteli pronouns also represent social hierarchy and respect whereas English third person pronouns remain neutral.

Possessive Pronouns

Possessive pronoun indicates possession or ownership in the sentence. It replaces a possessive adjectives and noun to avoid the repeating information. This table shows the Doteli possessive pronouns.

Doteli First Person Possessive Pronouns.First person Doteli possessive pronouns are given in the following table.

Table 7

First Person Doteli Possessive Pronouns

Function Number	Possessive Adjectives	Possessive Pronouns
Singular	Mero	Mero
Plural	Hamaro	Hamaro

Doteli forms first person possessive pronouns by adding specific suffixes (ro, -ra, ri)to personal pronouns. This possessive shows contrast between singular and plural number. For example, Hariyokamijmero ho.(Singular) The green shirt is mine. , HariyaKamichhamarahun. (plural) The green shirts are ours. This illustrates that Doteli explicitly marks possession for both singular and plural form.

Possessive pronouns are derived from personal pronouns. For instance, Ma hariyokamichlaaunau.(personal pronoun ‘ma’), Hariyokamichmero ho.(possessive pronoun mero) The green shirt is mine.

Doteli first person possessive operate in two different ways: one; as possessive adjectives modifying a noun. For example, Yomeroghar ho. Tthis is my house, second; as possessive pronouns standing alone, replacing the noun. For example, Yogharmeroho.This house is mine.

Doteli first person possessive pronouns are number sensitive, formed by suffixation, and serve dual function either as adjectives or as independent pronouns.

Comparison of First-Person Possessives.The table 8 shows the comparison between first person possessive pronouns in English and Doteli language.

Table8

English First-Person Possessive Pronouns

Function Number	Possessive Adjectives			Possessive Pronouns		
	English	Doteli		English	Doteli	
Singular	My	Mas	Fem	Mine	Mas	Fem
		Mero	Meri		Mero	Meri
Plural	Our	Hamaro	Hamari	Ours	Hamaro Hamari	Hamari

When we compare Doteli first person possessive pronouns table 7 and English in table8, we can say that both functions as possessive adjectives and possessive pronouns.Forexample, Mysister lives in Kathmandu. (Possessive Adjective)Meribaini Kathmandu basanchhya., This dog is mine. (Possessive Pronoun)YoKukurMero ho.

If the comparison is made between Doteli first person possessive pronouns and English, we can say that, in Doteli language, separate terms i.e ‘Mero’ and ‘Hamaro’ for Masculine and ‘Meri’ and ‘Hamari’ for Feminine are used whereas it is not found in English language.For exampleU merosathi ho.(Masculine)He is my friend., U hamarosathi ho. (Masculine)He is our friend., U merisathi ho. (Feminine)She is my friend., U hamarisathi ho. (Feminine)She is our friend.

Finally, if we interpret the above-mentioned table, we can find that we have more numbers of first-person possessive pronouns in Doteli than English language.

Doteli Second Person Possessive Pronouns. Second person Doteli possessive pronouns are mentioned in the following table.

Table 9

Second Person Doteli Possessive Pronouns

Function Number	Possessive Adjectives				Possessive Pronouns			
	Masculine		Feminine		Masculine		Feminine	
	Hon	NH	Hon	NH	Hon	NH	Hon	NH
Singular	Tamaro	Tero	Tamari	Teri	Tamaro	Tero	Tamari	Teri
Plural	Tamara	Tera	Tamari	Teri	Tamara	Tera	Tamari	Teri

Table 9 illustrates that Doteli second person possessive pronouns show a number distinction namely singular and plural. For example, Hariyokamichtero ho. (Singular) Green shirt is yours., Hariyakamchtamarahun. (Plural) Green shirts are yours.

Doteli second person possessive pronoun functions as possessive adjectives and possessive pronoun. For example, Yoterokukur ho. (Possessive adjectives) This is your dog., Yochadotamaro ho. (Possessive pronouns) This bird is yours.

Doteli second person possessive pronouns have gender system masculine and feminine. For example, Yokukurtero ho. (Masculine) This is your dog., Yochaditeri ho. (Feminine) This bird is yours.

Doteli second person possessive pronouns have honorific and non-honorific use. For example, Yochadotamaro ho. (Honorific) This bird is yours., Yoterokukur ho. (non-honorific) This is your dog.

Comparison of Second Person Possessives. The table 10 shows the comparison between second person possessive pronouns in English and Doteli

Table 10

English Second Person Possessive Pronouns

Function Number	Possessive adjectives								Possessive Pronouns							
	English				Doteli				English				Doteli			
	Masculine		Feminine		Masculine		Feminine		Masculine		Feminine		Masculine		Feminine	
	H	NH	H	NH	H	NH	H	NH	H	NH	H	NH	H	NH	H	NH
Singular	Your		Your		Tamaro	Tero	Tamari	Teri	Yours		Yours		Tamaro	Tero	Tamari	Teri
Plural	Your		Your		Tamara	Tera	Tamari	Teri	Yours		Yours		Tamara	Tera	Tamari	Teri

A comparison of Doteli second- person possessive pronouns(table9)and their English counterparts (table 10), reveals that both languages use number distinguishing between singular and plural..For example,Your sister lives in Kathamandu. (Singular)Tamari baini Kathmandu basanchhya., Your sisters live in Kathamandu. (Plural)Tamari bainin Kathmandu basanchhin.

Second person possessive pronouns in both English and Doteli function as possessive adjectives and possessive pronouns.For example,Yoterokukur ho. (Possessive adjectives)This is your dog., Yochadotamaro ho. (Possessive pronouns) This bird is yours.

Similarly, when we compare the above table it shows that in Doteli language distinct terms are used to indicate gender in second person possessive pronouns (i.e.tera,tamara,terotamaro,teri, tamari) whereas same term is used for it in English For example,Yokukurtero/tamaro ho. (Masculine)This is your dog., Yochaditteri/tamari ho. (Feminine)This bird is yours.

If the comparison is made between second person possessive pronouns in English and Doteli, it shows that Doteli second person possessive pronouns are used for both honorific and non-honorific context but it is not found in English language. For example, Yochadotamaro ho. (Honorific) This bird is yours., Yoterokukur ho. (non-honorific) This is your dog.

Finally, we can say that, we have more numbers of second person possessive pronouns in Doteli language where gender specific terms and the honorific and non-honorific terms are existed whereas it is not existed in English language.

Doteli Third Person Possessive Pronouns. Doteli third person possessive pronouns are mentioned in the following table.

Table 11

Third Person Doteli Possessive Pronouns.

Function Number	Possessive Adjectives		Possessive Pronouns	
	Hon	NH	Hon	NH
Singular	Tinaro Unaro Inaro	Uiko Eiko	Tinaro Unaro Inaro	Uiko Eiko
Plural	Unaro Unara Tinaro Tinara Inaro Inara	_____	Unaro Unara Inaro Inara Tinaro Tinara	_____

Above table shows that, Doteli third person possessive pronouns function as possessive adjectives and possessive pronoun. For example, Youikokukur ho. (Possessive Adjectives) This is his dog., Yochadouiko ho. (Possessive Pronouns) This bird is hers.

Doteli third person possessive pronouns are marked for numbers i.e., Singular and Plural. For example, Hariyokamichuiko ho. (singular) Green shirt is hers., Hariyakamichunarahun. (plural) Green shirts are theirs.

Doteli third person possessive pronouns are marked for honorific and non-honorific form. For example, Youikokukur ho. (non-honorific) This is his dog., Yochadounaro ho. (Honorific) This bird is theirs.

Comparison of Third Person Possessives. The table 12 shows the comparison between third person possessive pronouns in English and Doteli language.

Table 12
Third Person English Possessive Pronouns

Function Number	Possessive Adjectives					Possessive Pronouns				
	English			Doteli		English			Doteli	
	Mas	Fem	Net	—		Mas	Fem	Net	—	
	—	—	—	Hon	NH	—	—	—	Hon	NH
Singular	His	Her	Its	Tinaro Unaro Inaro	Uiko Eiko	His	Hers	Its	Tinaro Unaro Inaro	Uiko Eiko
Plural	Theirs			Unaro Unara Tinaro Tinara Inaro Inaro	—	Theirs			Unaro Unara Inaro Inara Tinaro Tinara	—

When we examine the third person possessive pronouns of Doteli (table 11) alongside those of English (table 12), we notice that both languages employ forms that can function in two ways: as possessive adjectives and as possessive pronouns. For examples, Youikokukur ho. (Possessive adjectives) This is his dog, Yochadouiko ho. (possessive pronouns) This bird is his.

Another common feature is that both systems are marked for numbers distinguishing between singular and plural. For example, Hariyokamichuikoho.(Singular) Green shirt is hers. , Hariyakamichunarahun.(plural) Green shirts are theirs.

However, the languages differ in several important ways. English consistently marks gender in the third- person singular(his,her,hers), whereas Doteli does not; the same form is used regardless of whether the processor is male or female.For example, Youikokukur ho(possessive adjective) This is his dog., Yochadouiko ho.(possessive pronoun) This bird is his.

Doteli also introduces additional distinction between honorific and non-honorific forms. For example, Yochadouiko ho (non-honorific) This bird is his., Yochadounaro ho. (honorific)This bird is his.

Terms of variety, Doteli has a wider range of third person possessive pronouns than English. English mainly uses his, her, hers, their, theirs, its, while Doteli includes tinaro,unaro, inaro, uiko, eiko, unara, tinara, and inara.

Both English and Doteli third person possessive pronouns express possessions through pronouns that can act as either adjectives or standalone forms and both recognize singular and plural number distinctions.

Doteli system reflects social hierarchy through honorific marking making it socially richer but structurally heavier, English, in contrast, places emphasis on gender distinction, showing grammatical sensitivity to gender but ignoring honorific levels.

Summary of the Findings

This studyhas examined the similarities and differences between English and Doteli personal pronouns.The study reveals that Doteli exhibits a richer system of personal and possessive pronouns compared to English. For example,the first person singular in Doteliis expressed through forms such as ma,(I), malai (to me), and makhi(me with suffix), while in English only one form I and its objective counterpart me exist. Similarly, Doteli second person pronouns show grater variation such as tu (you non-honorific), tam (you plural), and hajur (you honorific), whereas English relies only on you for both singular and plural.A distinctive feature is the use of suffixes like lai and khi to mark objective cases in Doteli, as in Ram le tulai phone aryo.(Ram phoned you), which has no equivalent suffixation in English. Both

languages classify pronouns by person (first, second, third) and number (singular plural) and possessive pronouns in both functions as possessive adjectives and independent pronouns. For example, Dotelimerokitab (my book) parallels English my book, and Dotelimero (mine) parallels English mine. However, Doteli language shows honorific and non-honorific contrast in the second and third persons, while a distinction not found in English. Another significant finding that gender in the third person is not morphologically marked in Doteli, where the same pronoun u refers to both male and female, with gender instead conveyed through accompanying adjectives or verb agreement. In contrast, English makes an explicit gender distinction with he and she.

Chapter V

Conclusions and Recommendations

This chapter mainly includes the major findings, conclusions, and recommendations of the study which have presented after analyzing and interpretation of the data.

Conclusions

Based on the findings, the comparative analysis of Doteli and English pronoun systems shows both structural similarities and significant differences between the two languages. While both languages categorize pronouns according to person (first, second and third) and number (singular and plural), Doteli demonstrates a much richer collection of forms. The presence of multiple variants for subjective and objective cases in Doteli particularly the use of suffixes such as *lai* and *khi* to mark objectively reveals a morphological complexity that is not observed in English. Similarly, the clear distinction between honorific and non-honorific forms in Doteli pronouns emphasizes the sociolinguistic dimensions of the language reflecting respect, social hierarchy and interpersonal relationship. In contrast, English considers all second person pronouns as a single form *you* without distinguishing between singular and plural for social hierarchy.

Another significant part relates to gender representation. Unlike English, which explicitly distinguishes male and female in the third person through *he* and *she*, Doteli uses the same form *u* for both genders, with differentiation achieved through adjectives and verb agreement. This suggests that Doteli conveys gender less rigidity than English, placing greater support on contextual grammatical markers rather than lexical forms. Moreover, the wide range of personal pronouns in Doteli compared to English demonstrates the language sensitivity to social and grammatical nuances which in turn emphasizes its unique linguistic identity.

Overall, the findings suggest that although Doteli and English share some universal linguistic features such as person and number distinction and the dual role of possessive pronouns, Doteli shows a more elaborate and socially integrated pronoun system. This indicates that Doteli not only serves as a means of communication but also as a marker of cultural values, politeness strategies and social

relationship offering important insights into the interaction between language structure and cultural context.

Recommendations

On the basis of findings and conclusion of the research, recommendations of this study have been made to different levels, i.e., policy related, practice related and further research related as follows.

Policy Related

On the basis of this research, policy maker should consider the following recommendations.

- As the researcher revealed, there were many similarities and differences between English and Doteli personal pronouns. So, that the concerned authorities should develop the student's friendly curriculum which can easily be applicable for bilingual learners
- Concerned authorities should develop the teacher's guide, text books, and other supplementary materials in different languages which can be helpful for both language teachers and students.

Practice Related

Based on the findings, the following implications have been made to be applicable to practice related areas:

- Both English and Doteli language have number, case, and person system. So, while teaching these aspects to the students, it should be taught through comparison and examples.
- Emphasize Doteli suffix (-lai and -khi) when teaching English personal pronouns. So, language teacher should make their students aware of those things by providing illustrations.
- Enforce the notion of local curriculum and the provision of constitution should be strictly applied in formal education.

Further Research Related

No work is absolutely final and no research is complete without further related research. So, that further study is needed in every area. Some recommendations related to further research can be presented below.

- The research gets the information's about Doteli personal pronouns in relation to the similarities and differences between English and Doteli personal pronouns which will be the milestone for them to conduct research related to this study.
- Research can get the ways of conducting comparative study in any field.

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Appendix I

This questionnaire has been prepared in order to accomplish a research work entitled ‘Contrastive Analysis of Personal Pronouns in English and Doteli Language’. This research is being carried out under the supervision of Mr. Khem Raj Joshi, teaching assistant of the Department of English Education, T.U. Kirtipur, Kathmandu. It is hoped that your invaluable support and cooperation will be a great and glorious with gorgeous contribution in the accomplishment of this valuable research.

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2023

Appendix II

This questionnaire has been prepared in order to accomplish a research work entitled “Contrastive Analysis of Personal Pronouns in English and Doteli Language”. This research work is being carried out under the supervision of Mr. Khem Raj Joshi Teaching Assistant of the Department of English Education, T.U.Kirtipur Kathmandu. Here I followed Oxford Modern English Grammar for English Structures.

Questionnaire

Students Name..... Age....

Name of the School: Gender.....

Class Section.....

How do you say following sentences in Doteli.

I am a teacher

.....

We are teachers.

.....

Ram phones me.

.....

You are a teacher.

.....

You are teachers.

.....

Ram phoned you

.....

You have my book.

.....

Ram scolded you.

.....

Green Shirt is mine.

.....

Green shirts are ours.

.....

This house is mine.

.....

He passed the exam.

.....

My sister lives in Kathmandu.

.....

This dog is mine.

.....

He is black.

.....

She is black.

.....

He eats rice.

.....

She eats rice.

.....

He is a teacher.

.....

Ram scolded him.

.....

They are teachers.

.....

He is reading a book.

.....

She is reading a book.

.....

They sing a song.

.....

I gave him a book.

.....
He has my book.

.....
I wear green shirt.

.....
This is my house.

.....
He is my friend.

.....
He is our friend.

.....
She is my friend.

.....
She is our friend.

.....
Green shirt is yours.

.....
Green shirts are yours.

.....
This is your dog. (Non-honorific)

.....
This bird is yours. (Honorific)

.....
Your sister lives in Kathmandu.

.....
Your sisters live in Kathmandu.

.....
This is his dog.

.....
This bird is hers.

.....
Green shirt is hers.

.....
Green shirts are theirs.

.....
This is his dog. (Non-honorific)

.....
This bird is theirs. (Honorific)

.....
This bird is his.

.....
This bird is his. (Masculine)

.....
This bird is hers.(Feminine)