

**A COMPARATIVE STUDY OF THE PRONOUNS IN
BAJHANGI DIALECT AND ENGLISH**

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

**Submitted by
Dhansher Bahadur Dhami**

**Faculty of Education
Tribhuvan University,
Kirtipur, Kathmandu, Nepal**

2019

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DECLARATION

I hereby declare that to the best of my knowledge this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 15-12-2019

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Dhansher Bahadur Dhami** has prepared the thesis entitled "A Comparative Study of Pronouns in Bajhangi Dialect and English" under my guidance and supervision.

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DEDICATION

I dedicate this thesis to my grandparents, parents and sisters and brother who have been a great source of inspiration and support.

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Dhansher Bahadur Dhami

ABSTRACT

The present study entitled “A Comparative study of the Pronoun of Bajhangi dialect with English” has main objectives to find out the pronouns of Bajhangi dialect and to identify the similarities and differences of pronouns between English and Bajhangi dialect. The required data were collected by using close-ended and open-ended questionnaire. The total samples were forty Bajhangi native speakers who have good knowledge of English language. To take the sample for the study, I adopted random sampling procedures. I analyzed and interpreted the collected data from descriptive and comparative point of view with the help of tables and illustrations. This study shows that there are numbers of forms of Bajhangi language such as mu, afui, hame, tame, u and so on. It is also found that Bajhangi and English are similar in case, number, persons and so on in one hand but on the other hand, English and Bajhangi are different mainly on honorific and non-honorific pronouns. Bajhangi pronouns have both honorific and non-honorific forms but which are not found in English pronouns.

This study consists of five chapters. First Chapter deals with the introduction which includes background of the study, statements of the problem, objectives of the study, research questions, significance of the study, delimitation of the study and operational definitions of the key terms. Second chapter deals with the review of the different literatures including theoretical and empirical, and conceptual framework of the research. Similarly, third chapter deals with the methodology adopted for the study in terms of sources of data, population of the study, sampling procedure, tools and procedures of data collection and ethical considerations. Likewise, chapter four contains the analysis and interpretation of the data collected from informants. Finally, chapter five deals with the findings, conclusion and recommendations of the study.

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LIST OF ABBREVIATIONS

CA	:	Contrastive Analysis
CBS	:	Central Bureau of Statistics
EFL	:	English as foreign language
H	:	Honorific
M.Ed.	:	Master in Education
MOE	:	Ministry of Education
NH	:	Non-honorific
NP	:	Noun Phrase
SLC	:	School Leaving Certificate
T.U.	:	Tribhuvan University
TOEFL	:	Test of English as a Foreign Language
TPD	:	Teachers Professional Development
VDC	:	Village Development Committee

CHAPTER ONE

INTRODUCTION

This study entitled ‘**A Comparative Study of the Pronoun of Bajhangi dialect with English**’ deals with the comparative study between the Bajhangi dialect and English in terms of their pronouns in order to find out the similarities and differences. 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.

1.1 Background of the Study

Nepal is a multicultural, multi ethnic, multi religious country. More than 123 languages are identified and spoken in this small country. Most of these living languages do not have their own written scripts; they have only spoken forms (CBS, 2011). In a multilingual country, one language functions as lingua franca. In Nepal, Nepali is a national language and used as a lingua franca. Likewise, English language has got its status as an international language. It serves as a lingua franca among educated people. Every language has its own pronoun. Pronoun helps the language to complete its meaning and sentences.

Bajhangi dialect is a regional variety of Nepali language, spoken by two thirds of the total population of Bajhang district of the Seti zone which has some unique linguistic features, styles and characteristics. It has not been widely studied so far and has not had enough written literature. It only exists verbally like most of the unrecorded languages of the world. Joshi (1989) describes Bajhangi dialect as, ” the dialect spoken by the permanent inhabitants of lower hills and valleys of Bajhangi district in far western development region of Nepal except the Bungali is called the Bajhangi dialect.” Though the four

dialects Chir, Bungali, Iekali, Dhuleli and Bajhangi are in vogue concurrently in Bajhang, Bajhangi is spoken widely and occupies prominent position.

A pronoun is a word which is used in place of a proper noun or common noun. Generally, a pronoun takes the place of a particular noun. The pronoun refers to its antecedent. A pronoun helps us to avoid unnecessary repetition in our writing and speech. In other words, words that can be used instead of a noun are called pronouns. The word “pronoun” means “for a noun.” According to the Merriam- Webster, pronoun is “any of a small set of words in a language that are used as substitutes for nouns or noun phrase and whose referents are named or understood in the context.” Similarly, according to the Collins English dictionary, pronoun is “A word that you use to refer to someone or something when you do not need to use a noun, often because the person or thing has been mentioned earlier.”

Likewise, according to the Cambridge English dictionary, “Pronouns are often used to refer to a noun that has already been mentioned.” Therefore, Pronoun is a word which is used instead of noun or in the place of noun.

Pronouns replace nouns. A different pronoun is required depending on two elements: the noun being replaced and the function that noun has in the sentence. In English, pronouns only take the gender of the noun and they replace in the third person singular form. The second person plural pronouns are identical to the second person singular pronouns except for the reflexive pronoun.

I am very much interested to study on the topic “A Comparative Study of the Pronoun in Bajhangi Dialect and English” in order to make students aware on the use of pronouns because most of the students from Bajhang get confused of pronouns in English and their own dialect. How can they become able to overcome from the misconception of pronouns of English and Bajhangi dialect? Similarly, native language strongly influences while learning second

language i.e. in the use of pronoun of English. Therefore, I was eager to study on the very topic to find out the similarities and differences in the use of pronouns of English and Bajhanghi dialect and to suggest some pedagogical implications.

1.2 Stating the Research Problem

Nepal is a multilingual and multicultural country where different ethnic groups have their own cultures and languages. Therefore, to make learning effective, ministry of education has focused on the mother tongue education in primary level. While learning English language, most of the student s get confused on the use of pronoun due to first langue interference of Bajhanghi. So that, most of the students face problems on pronunciation and reading English language. Students are strongly influenced by their first language which directly impacts on learning second language i.e. English language leaning. Therefore, dialect has been the major issue in learning English in Bajhanghi district. Thus, i was interested to conduct this research to know how dialect affects learning another language. Therefore, in this research, it was compared the pronouns of Bajhanghi Dialect and English in order to find out the similarities and differences between them. Similarly, I wanted to provide some pedagogical suggestions and implications to overcome from the challenges faced by the Bajhanghi students while learning English pronouns.

1.3 Specifying research Objectives

The research objectives were as follows:

-) To find out the pronouns of Bajhanghi dialect.
-) To find out the similarities and differences of pronouns between English and Bajhanghi dialect.
-) To suggest some pedagogical implications.

1.4 Research Questions

The research questions of my research study were as follows:

-) What are the forms of English pronouns and Bajhangi pronouns?
-) What are the similarities between English and Bajhangi pronouns?
-) What are the differences between English and Bajhangi pronouns?

1.5 Significance of the Study

This research study will be significant to all teachers who are teaching English in different levels. Teachers and language learners can know about the differences and similarities between Bajhangi and English pronouns. The findings of the research will be beneficial to textbook writers, language trainers, subject experts, curriculum developers and all the people who are directly and indirectly involved in English language teaching and learning. Furthermore, this research will provide information about the Bajhangi pronoun which undoubtedly makes the teachers easier to teach English in Bajhangi community.

1.6 Delimitation of the Study

This research study was based on 40 Bajhangi people who had a good knowledge about English pronouns. It was limited to the description and comparison between the Bajhangi pronouns and English pronouns. The data collection was limited to the written responses of survey questionnaires. Similarly, data were collected from Khaptad-Chhanna rural municipality from Bajhang district.

1.7 Operational Definition of Key Terms

Bajhangi dialect: a regional variety of the Nepali language

Comparison: refers to the comparison between Bajhangi and English pronouns

Contrastive analysis: a comparison between two languages in order to find out the similarities and differences between them

Pronouns: Pronouns indicate only English pronouns and Bajhangi pronouns

CHAPTER TWO

DEVELOPING LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter consists of reviewing of theoretical literature, review of empirical literature, implications of the review for the study and conceptual framework.

2.1 Reviewing of Theoretical Literature

In this section, I reviewed some theoretical literatures related to Bajhangi pronouns and English Pronouns.

2.1.1 Conceptualization of Pronouns

There are many kinds of words which can act as a pronoun but they express different kinds of meaning and they do not follow the same grammatical rules. In English, there are many kinds of pronouns which are categorized in the following chart:

a) Personal Pronouns

Personal pronouns refer to the person and object. They have the specific reference to the persons or things that are involved in the conversation or a piece of writing. "In English, personal pronoun is one of the central pronouns. Others are possessive and reflexive, in the sense; they contrast for number, person, case, gender" (Quirk et al. 1985, p.343). Personal pronouns are three types: first person pronoun, second person pronoun, and third person pronoun. First and second person pronouns, when they have specific reference, are used to refer to those directly involved in the discourse situation: Viz the addresser and addressee. But, third person refers to persons other than addresser and addressee. For example;

1st person: I. we

2nd person: You

3rd person: he, she, it, they

b) Possessive Pronouns

Possessive pronouns refer to the possession. They show the ownership and belongingness of somebody or something. In English, Possessive pronouns contrast for number, person, case, gender is called central pronoun. Possessive pronouns contrast traditionally of two series: the first ‘weak’ set of Possessive pronouns has determinative function, while the second, ‘strong’ set has an independent function as a noun phrase (Quirk et al. 1985, p.361).

Determinative: my, our, your, his, her, its, their

Independent: mine, ours, yours, his, hers, its, theirs

c) Reflexive Pronouns

Reflexive pronouns normally refer back to the subject of the clause or sentence. Reflexive pronouns end with –self (singular) and –selves (plural). These suffixes are added to the determinative possessive forms for the 1st and 2nd person and to the objective form for 3rd person. In English, Reflexive pronouns contrast for persons, number, and gender. For example;

1st person: myself, ourselves

2nd person: yourself, yourselves

3rd person: himself, herself, itself, themselves

d) Demonstrative Pronouns

A pronoun that demonstrates any near or distant, living or non-living thing is called a demonstrative pronoun. The demonstrative pronouns ‘this’, ‘that’, ‘these’ and ‘those’ exactly match the form of the four demonstrative determiners. English demonstrative pronouns contrast for number and proximity. For example;

Near reference	this (singular) these (plural)
Distant reference	that those

e) Interrogative Pronouns

Pronouns that can be used as questions are called interrogative pronouns. They are formally identical with the wh-series of relative pronouns but have a different function. English interrogative pronouns do not contrast for number and person but contrast for case. They correspond closely to interrogative determiners, which are shown below:

Pronoun function: who, whom, whose, what, which

Determinative function: whose, what, which

f) Relative Pronouns

A pronoun that denotes one sentence is related with another is called relative pronouns. The element which comprises of the relative pronoun is always placed at the beginning of the clauses, whether it is subject, complement, post modifier, prepositional complement, or object. English relative pronouns contrast only for human and non-human reference. English has same forms of relative and interrogative pronouns having the distinction in meaning. For example, relative pronouns are who, whom, where, that, while, and when.

g) Indefinite Pronouns

The pronouns that do not point out the certain thing and show uncertainly are called indefinite pronouns. Indefinite pronouns lack the element of definiteness which is found in the personal, reflexive, possessive, and demonstrative pronouns, and to some extent also in the wh-pronouns. Based on the methodology and syntactic behavior, English indefinite pronouns are divided into two main categories:

Compound pronouns: The compound pronouns are those which are composed of two morphemes i.e. a determiner morpheme, every-, some-, any-, or no- and a nominal morpheme- one, -body or- thing.

Of pronouns: They are followed by a portative of –phrase: many (of), some (of) etc. From the semantic point of view, they are categorized into assertive, non-assertive, universal and negative.

h) Reciprocal pronouns:

Reciprocal pronouns refer to the exchange or mutual interaction between two or more people which express two-way reflexive relationships. They are only two reciprocal pronouns in English: each other and one another. Pronouns replace nouns. A different pronoun is required depending on two elements: the noun being replaced and the function that noun has in the sentence. In English, pronouns only take the gender of the noun they replace in the third person singular form. The second person plural pronouns are identical to the second person singular pronouns except for the reflexive pronoun.

2.1.2 Grammar

Grammar is defined as the exposition of the principles, which underline the use of language: a system of general principles, and particular rules for speaking or written a language.

In generative sense, grammar is defined as a device with a set of rules, are permissible in a given language, while excluding those that are not permissible. Cowan (2009, p.3) defines “grammar is the set of rules that describe how words and group of words can be arranged to form sentence in a particular language.”

2.1.3 An Introduction to the Bajhangi Dialect

Bajhangi dialect as a regional variety of the Nepali language, spoken by two thirds of the total population of Bajhang district of seti zone, has some unique linguistic features, styles, and characteristics. It has not been widely studied so far and it has no written literature. It exists verbally only like most of the unrecorded languages of the world. Joshi (1989) describes Bajhangi dialects as, “the dialect spoken by permanent inhabitants of lower hills and valleys of Bajhang district in the far western development region of Nepal except the Bungali called Bajhangi dialect.” Although the four dialects chir, Bungal, lekali, Dhuleli, and Bajhangi are in vogue concurrently in Bajhang, Bajhangi dialect is spoken widely and occupies prominent position.

The Bajhangi dialect is regarded as one of the five dialects of the Nepali language and mentioned as ‘Orapachhima’ dialect by Bal Krishna Pokharel and ‘kendriya Nepali’ by Chudamani Bandhu (as cited in Joshi 1989). Among the four dialects, only two are used prominently in Bajhang. They are Bungali and Bajhangi. Bungali dialect is used in Bungal area of Bajhang and Bajhangi is used in rest of the parts of Bajhang. Bungali dialect is used by one-fourth portion of Bajhangi people.

Bajhangi use their dialect among themselves, but while conversing with Nepali speakers, they switch over to Nepali. Code switching takes place among educated dialect speakers too. This shows that the number of people speaking this dialect is decreasing and will go on decreasing day by day. People especially in Chainpur, the district center, have started using standard Nepali with the residents of other village because they think those who can speak Nepali are superior to the dialect speakers. There is a danger of it becoming an extinct language or dead language in the near future. Consequently, the study of this dialect seems to be necessary of this time.

2.1.4 Principles, Need and Importance of Contrastive Analysis

Contrastive linguistic is more familiarity concerned with comparative historical linguistics. There is usually historical comparison of the languages which are geographically related. In addition, the field of linguistics is generally known as comparative philology. Brown (1994, p.191) states that there are two fundamental principles of contrastive analysis:

- a) Describe before comparing.
- b) Compare pattern not whole languages.

Contrastive analysis is carried out for various purposes. It helps the language teachers to identify difficult and different areas for the second language teachers. It is also concerned with explaining the sources of errors in the learner performance. It helps the language teachers to perform their teaching strategies by concentrating on difficult areas of learners. By keeping the result obtained from contrastive analysis in mind, a language teacher can adopt suitable method and materials accordingly. A teacher heaving the knowledge of contrastive analysis can treat his/her students psychologically and academically.

Brown (1994, p.192) says contrastive analysis is deeply rooted in the behaviorist and structuralism approaches of the day. The contrastive analysis hypothesis claimed that the principle barrier to second language acquisition is the interference of the first language system with the second language system and that a scientific structural analysis of the two languages in question would enable the linguist to predict the difficulties a learner would encounter.

Nevertheless, CA is highly influenced by behaviorist psychology. Brown (1994, p.193) states that, it can be presented as follows:

1. Difference between the past and present learning causes hindrances whereas the learning is facilitated by the similarity between the learning and present learning.
2. Hindrances lead to difficulty in learning whereas facilitation leads to ease in learning.
3. Learning difficulty, in turn leads to errors in performance whereas learning ease leads to errorless performance.

Indeed, CA has application in predicting and diagnosing proportion of the L2 errors committed by learners with a common L1. It compares learners' two language viz. their mother tongue and target language to find out similarities and differences and then predicts the areas of ease and difficulty. In CA, the description of the learner native language is put side by side with the description of the foreign language. Such comparison would be helpful in pointing out the areas of the difficulties in learning and errors in performance, determining and specifying with greater emphasis and helping to design teaching learning materials for those particular areas that need more attention. The findings of CA would be useful for course designers, teachers, teachers, testing, experts as well as learners. Therefore, it plays a vital role in language teaching and learning. However, it can contribute on machine translation, linguistic, typology, designing teaching materials, syllabus designers, curriculum development and language planning. In recent years, CA has been applied to discourse systems. This is called contrastive discourse analysis. Hence, CA is important from pedagogical point of view. CA has two significant functions: primary and secondary. The primary function of CA refers to its function of explaining the sources of errors in one's performance. Glen (1971, p.79) states "CA as a device for predicting point of difficulty and some of the errors that learners will make" (as cited in James, 1980). CA can facilitate in language learning by the following ways:

- 1) Pointing out the areas of learning difficulties and errors while performing the language.

- 2) Determining the area that learners have to learn with great effort.
- 3) Assisting to design teaching materials for those particular areas which need more attention.

2.1.5 The Linguistic Scenario in Nepal

There is a linguistic diversity in our country Nepal. Nepal is a multicultural, multi ethnic, multi religious country. More than 123 languages are identified and spoken in this small country. Most of these living languages do not have their own written scripts; they have only spoken forms (CBS, 2011). Nepal is a small country having an area of 147,181 square km. It has numerous languages and dialects. Nepal is not a culturally and linguistically homogenous country. Linguistically, Nepal is so rich that it is fertile for languages. All the languages spoken in Nepal are categorized into four major language families: Tibeto-Burman, Austro- Asiatic, Dravidian and Indo- Aryan. These have been discussed here:

2.1.5.1 Indo – Aryan Language Group

This group of languages comes under European family of languages in terms of the speakers viz nearly 80% of the total population of Nepal speak these languages. The following languages are spoken in Nepal under Indo-Aryan language group:

Nepali	Hindi	Darai
Maithali	Rajbansi	Kumal
Bhojpuri	Bangali	Bhote
Tharu	Danwar	Tharu-Rana
Awadhi	Marwadi	English
Urdu	Majhi	

Source: Ethnologue Report of Nepal (2009)

2.1.5.2 Tibeto – Burman Language Group

This is another group of language which comes under Sino-Tibetan language family though it is spoken by relatively less number of people than Indo – Aryan European family.

Tamang	Yakka	Gurung
Chantel	Limbu	Newar
Thami	Hayu	Dhimal
Raaji	Yholomo	Magar
Tibetan	Kham	Thakali
Bhujel	Raute	Sunuwar
Chebang		

Source: Ethnologue Report of Nepal (2009)

2.1.5.3 Austro– Asiatic Group

It has the speakers of approximately 0.19 percent of the total population of Nepal. This family is also called Munda family. It includes only one language namely satar or santhal, which is spoken in Jhapa district of the eastern part of Nepal.

2.1.5.4 Dravidian Language Group

The Jhangar language is the only one language which is related to this group. It is spoken in the eastern Terai of Nepal.

2.1.6 The English Language and its Position in Nepal

English was developed in the middle era in southern Ireland and south-west Scotland in the 17th and 18th century in North America and Caribbean and Northern Ireland in the 18th and 19th century in Australia and Africa.

Colonization patterns demography and politics have also played a great role to develop the English language according to the circumstances of the different

religions. The English language is an international language and it can function as a lingua franca all over the world. It covers wide area for examples: science, technology, cultural, literature, politics, business, media, and communication.

There are many languages in the world. There are more than six thousand languages of the world Crystal (2003) among them, English is the most widely used language. It is often believed that one in every group of several people can speak English and it is rich in its literature. It has gained the status of international standard.

Bhattra (1995) states:

English has become indispensable vehicle to the transmission of modern civilization in the nation. It is a passport, through which one can visit whole world and knows English can enjoy the advantages of the world citizen. It is received and understood everywhere. Therefore, English is the only one means of preventing our isolation from them world (p.217).

English is said to have entered Nepal during Bhimsen Thapa's prime minister-ship. However, it was formally included into educational field with the establishment of Durbar High School in 1854 by Rana prime minister named Jung Bahadur Rana. When Jung Bahadur Rana visited England in 1906 B.S. he was impressed with the English language and established Durbar High School in 1910 B.S. in order to give English education to the children of Rana families. In course of time, school leaving certificate (SLC) examination board and Tribhuvan University were published. Since then, it has occupied a vital position in the educational field of Nepal. Especially the NESP brought revolutionary changes by planning curricula and textbook with provision of English of 100 marks for each grade from grade four to bachelor level including major English at secondary level as well as in higher education. This language is compulsorily taught in almost all the educational institutions of

Nepal from primary to higher secondary level. When students desire to attempt the test of TOEFL, IELTS, GRE, etc. They should have a sound knowledge of English.

In Nepal, we mainly need English for two purposes: as an international language and academic purpose. Malla (1977) states that English is undoubtedly of vital importance for accelerating the modernization process of Nepal. Therefore, it fosters and enhances communication internationally and opens a window of knowledge. It has become indispensable vehicle to the transmission of modernization civilization into nation. It is the passport through which are visit the whole world and who knows English can enjoy advantages of the world citizen. So, English has got higher popularity.

2.1.7 Dialect and Language

Simply, a language is a means of communication for human being in which the ideas, thoughts, and feelings are expressed. A language is the identity and civilization of human beings. Language is the major and most widely used means of human communication. It is voluntary, vocal system of human communication. We used language for communication: exchanging ideas, feelings, interests, desire with others in our daily life. Supporting this view Thomson (2001) writes:

Language is communication among human beings that is characterized by the use of arbitrary spoken or written symbols with agreed-upon meaning. More broadly, language may be defined as communication in general; it is regarded by some linguistics as a form of knowledge, that is, of thought or cognition.

Similarly, Sapir (1921) “Language is a purely human and non-instinctive method of communicating ideas, emotions, and desires by means of a system of voluntarily produced symbols.”

Likewise, Hornby (2005, p.862) defines language as “the system of communication in speech and writing that is used by people of particular country or area.” In other words, language is primarily spoken, although it can be transferred to other media, such as writing.

However, dialect is generally defined as one of the social or regional varieties of languages. This is a variety of language according to the user. It is non-standard variety of language.

To quote, Crystal (2003, p.36) “Dialect is a regionally or socially distinctive variety of language. Likewise, Wardhaugh (2008, p.28) states that dialect is often equivalent to non-standard or even sub-standard variety of language. Hudson (2003, p.12) presents two notions, language and dialect in terms of three prestige or status of language is a criterion that determines whether it is a language or dialect, and the distinction is concerned with the features, inclusiveness. There is close relationship between language and dialect. Language is a cover term and dialects are a specific term. Therefore, there is also distinction between language and dialect i.e. language is larger than dialect, language is more prestigious than dialects and dialect is less powerful than language etc. Dialect is divided into three types: Geographical, Regional, and social dialect.

2.2 Reviewing of Empirical Literature

Every research work requires the knowledge of previous background to obtain the target objectives and to validate the study. Thus, the literature review is the effective evaluation of selected documents on research topic. Therefore, this section is an attempt to review the related studies, articles and report and old thesis is reviewed. I become also the evidence to the present day. In the

following empirical review, I have reviewed many research thesis and articles. They are; “A comparative study between English and Arabic pronouns” by Siti (2003), “pronominal on English and Bajhanggi” by Joshi (2010), ‘English and Limbu pronominal: A linguistic comparative study’ by Phyak (2004), ‘Magar and English pronominal: A comparative study’ by Ghimire (2008), and ‘Pronominal in English and Chhintang Rai Language by Rai (2005). In this research, I have mentioned research methodology, objectives, questions, sampling strategy, research design, and findings from the related articles in the field of Nepali and English pronouns.

Siti (2003) carried out a research on “A comparative study between English and Arabic pronouns.” The objectives of this study were to understand the forms of the English pronouns based on standard literary sources of English grammar, to understand the forms of the Arabic pronouns based on standard literary sources of Arabic pronouns, to understand the differences and similarities of the English and Arabic pronouns based on those standard grammatical literacy sources and to suggest some pedagogical implications of teaching the language of students.

Similarly, research questions of this study were; What are the forms of English pronouns? What are the forms of Arabic pronouns? What are the similarities and differences between English and Arabic pronouns? What are the implications of teaching the language for standard? The nature of this study was qualitative. Primary data sources are grammar and Nahwll and secondary sources of data are; high school English grammar and composition by Wren and Marzin, the students handbook of Modern English by W.A Gatherer, TOEFL and preparation Guide by Michel A. Pyle. The conclusion of this study was Arabic pronouns are complex then English ones that this may relatively cause difficulty in teaching or learning between the two languages.

Joshi, (2010) done a research on “pronominal on English and Bajhanggi.” The objectives of his study were to determine the pronominal in Bajhanggi dialect of

Nepali, to compare and contrast Bajhangi pronominal with those in English, and to suggest some pedagogical implications of the present study. The nature of this research study was quantitative. For the study, the researcher took sample population from the Bajhang district of two VDC's i. e. Kalukheti and Majhi Gaun which consisted altogether sixty Bajhangi native speakers. The study was based on both primary and secondary data. The conclusion of his study was Bajhangi has more number of pronouns and complex pronominal systems in comparison to English.

Phyak (2004) had done a research on English and Limbu pronominals: A linguistic comparative study'. The objectives of his study were to determine Limbu pronominal in relation to English and to find out the similarities and differences between Limbu and English pronominal. His study showed that Limbu and English pronominal systems are different. Limbu's personal and possessive pronouns are categorized under three numbers. They are singular, dual, and plural but English has only two numbers; singular and plural. There is no distinction in the use of Limbu pronouns for male and female.

Ghimire (2008) has conducted a research on 'Magar and English pronominal: A comparative study.' The research aimed to identify Magar pronominal and to find out similarities and differences between Magar and English pronominal. The research found that Magar personal, reflexive and possessive pronouns are categorized under three members: singular, dual and plural but English personal reflexive and possessive pronouns are categorized under two members: singular and plural. Magar has more number of second person pronouns than those of English Magar has distinct second pronouns for singular, dual, and plural. However, English has only one-second personal pronoun. English and Magar interrogative pronouns are used in the same forms for both singular and plural. In the sense, both are found similar.

Rai (2005) has carried out a research on 'Pronominal in English and Chhintang Rai Language.' He has compared personal, *Possessive*, demonstrative,

interrogative, indefinite, reciprocal, and relative pronouns. The main objectives of his study were to determine pronominal in Chhintang Rai in relation to English and to compare and contrast Chhintang Rai pronominal with those of English. He found that Chhintang has more numbers of pronominal. He found that English has separate third person singular personal pronouns for male, female, and neutral whereas Chhintang has only one-third person singular pronoun for male, female, neutral.

Rai, (2012) has done a research on ‘Yamphu and English pronominal.’ The objectives of this research were to determine Yamphu pronominal in relation to English, to compare and contrast Yamphu pronominal with English pronominal, and to suggest some pedagogical implications. The nature of this was quantitative. This research has been based on the 35 informants who passed the SLC. The respondents for this research have been selected from Matchya pokhari VDC of Sankhuwasava district those who are Yubhali dialect speakers. This research found that Yamphu has more number of pronouns in comparison to English and they are more complex than those of English; personal, reflexive, and possessive pronouns are categorized under three categories i.e. first, second, and third person in both languages.

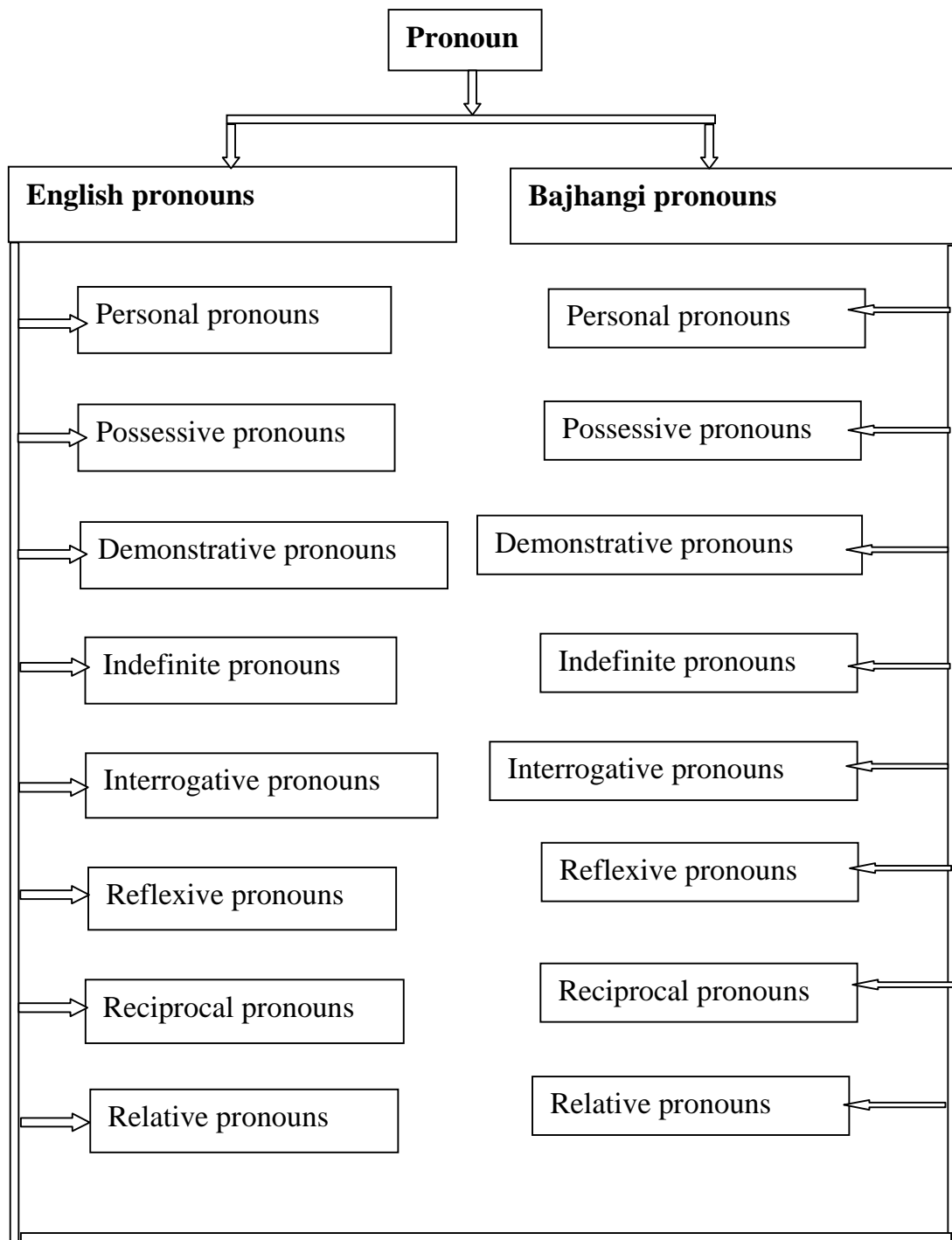
2.3 Drawing Implications of the Literature Review

Above reviewed literatures (theoretical and empirical) were helpful for the proposed study. Regarding to the theoretical review, I reviewed linguistic scenario, pronouns, English pronouns, Bajhangi pronouns, dialect and language, grammar, and contrastive analysis and so on. Quirk et al (1985), Celce Murcia and Larsen-Freeman (1983), Cowan (2009), Brown (1994), Thomson (2001), Crystal (2003), Hudson (2003) helped me understand the conceptualization of pronoun, dialect, language, grammar, contrastive analysis and so on.

Regarding to the empirical review, I reviewed related research papers. ‘A comparative study between English and Arabic pronouns’ by Siti (2003) helped me understand the comparative study of the pronouns of two different languages. Joshi's (2010) paper ‘Pronominal on English and Bajhangi’ gave information on pronominal systems of two different languages. Phyak's (2004) paper ‘English and Limbu pronominals: A linguistic comparative study’ was helpful for analyzing English and Limbu pronominals. ‘Magar and English pronominals : A comparative study’ by Ghimire (2008) helped me gain the knowledge on the similarities and differences between Magar and English pronominals. Rai's (2012) paper ‘Yamphu and English pronominals’ was helpful for developing research design and the research tools for this study. These empirical reviews also helped me construct the objectives, questions, significance of the research study.

2.4 Conceptual Framework

A conceptual framework is an analytical tool which deals with the hypothetical variables of the research. It is used to make conceptual distinction and organize ideas. Therefore, the following conceptual framework provided guideline for this research.



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

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

3.1 Selecting Design and Methods of the Study

The research design of my study was survey. It is used mostly in large-scale researches where a huge population is required to be included in the research. Generalization of the findings is focused in this type of research. In this research, a large population is covered using sampling, but while conducting the sampling, care should be taken to have a representative sample so that the finding can be generalized to the entire study population. Data is collected at a single point of time to see the overview of the situation or phenomenon.

In this design, the researcher can take data through interview by using both open-ended and close-ended type of questions. Researcher can collect data by face to face. Sometimes, the researcher can take data from phone calls, radio, TV and even other sources.

Therefore, to fulfill the objectives of my study, I applied survey research design to collect the data from my participants in order to fulfill my research objectives. Finally, I used survey research design under quantitative method to meet the objectives of my research study.

3.2 Identifying Population, Sample and Sampling Strategy

This research was conducted to explore the forms of Bajhangi pronouns and to compare the similarities and differences between Bajhangi pronouns and English pronouns. All the local people who can speak Bajhangi dialect fluently

in Bajhang districts were the population. From this population, 40 people who have a good knowledge of English language were my sample population. Data were collected through open-ended and closed-ended questionnaires. Furthermore, I used simple random sampling procedure to select the sample.

3.3 Research Tools

The research tools of my study were structured interviews and both closed-ended and open-ended questionnaire.

3.4 Sources of Data

Both primary and secondary sources of data were used in this study.

3.4.1 Primary Sources of Data

Primary data were recorded interviews through which I collected data from 40 Bajhang speaker people.

3.4.2 Secondary Sources of Data

Secondary sources of data were different books, articles, thesis, online sources and other published materials related to my topic.

3.5 Data Collection Procedures

The following procedures of data collection were applied for this study:

- 1)) Firstly, I selected the sample from Bajhang as my research population.
- 2) After that, I selected my sample population randomly who were well speakers of Bajhang dialect.
- 3) Then, I developed rapport with the participants by meeting hem individually.
- 4) I made the list of English pronouns then I asked to the participants what they called those pronouns in Bajhang dialect.

- 5) Then, I noted down what they said.
- 6) Finally, I compared English and Bajhangi pronouns using contrastive analysis approach.

3.6 Data Analysis procedure

All the collected data from open-ended questionnaire were analyzed by descriptive and thematic process as well as tabulation procedure was adopted for analyzing close-ended questionnaire.

3.7 Ethical Consideration

In the process of collecting, analyzing, and interpreting the data, all the ethical issues were considered. While collecting the data, I took permission from the concerned authorities and teachers. After that, I provided questionnaire to them in order to get responses on the asked questions. In this research, the main source of data was a sample population. Therefore, main concern was given to their privacy, personal life and religious aspects. In the same vein, I was alert in their right, fame/prestige, liberty and secrecy. Thus, any activities would not be against their permission. The social norms and values were considered properly while collecting data. I would not expose the name of the teachers for that I used pseudo names or codes to follow the ethical culture. References and citations were included for avoiding plagiarism in the research.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF THE RESULT

This chapter deals with analysis and interpretation of the data. The collected data have been presented, analyzed and interpreted through contrastive analysis approach as well as descriptively and comparatively with the help of tables and illustrations. After presenting the data in table, the similarities and differences between English and Bajhangi pronouns have been analyzed with the help of illustrations. The data have been analyzed and interpreted on the basis of collected data.

4.1 Analysis and Interpretation of the Pronoun of Bajhangi Dialect

Bajhangi pronouns have been presented in the following different tables to identify pronoun system of the Bajhangi language. The collected data from informants have been interpreted by following different types:

4.1.1 Personal Pronoun

Personal pronoun refers to the name of the person and object. They have specific reference to person or thing and involved in the conversation or a piece of writing. Personal pronouns of Bajhangi have been presented below:

4.1.1.1 First person

This table indicates the first person pronouns in Bajhangi language which are presented in the table next page.

Table 1

First Person Bajhangi Pronoun

Number	Singular	Plural
Case		
Subjective	Mu	Hāme
Objective	Mukhi	Hāmukhi

- a. Above table shows that Bajhangi personal pronouns have numbers i.e. singular and plural.

For instance;

Mu phootbol kheldochhu. (Singular)

I play football.

Hāme bhojmā gāudachhau. (Plural)

We sing in the party.

- b. Bajhangi language has both subjective and objective case. ‘Khi’ suffix is added to make objective case after the subjective case.

For instance;

Mu phootbol kheldochhu. (Subjective)

I play football.

Māster le mukhi kutyo. (Objective)

Teacher beat me.

4.1.1.2 Second Person

This table indicates the second person pronouns in Bajhangi language which are presented in the table 2.

Table 2

Second Person Bajhangi Pronoun

Number Case	Singular		Plural	
	Honorific	Non-Honorific	Honorific	Non-Honorific
Subjective	Tame Tan Home/hajur	Tu	Tame Tan Home/hajur	Tame
Objective	Tamukhi Tankhi Tomekhi/ Hajurkhi	Tukhi	Tamukhi Tankhi Tomekhi/ Hajurkhi	Tamukhi

- a. Above table shows that Bajhangi second personal pronouns have a number i.e. singular and Plural. Bajhangi has separate personal pronouns for singular and plural.

For instance;

Tu eutã bidhyarti ho. (Singular)

You are a student.

Tame bidhyarti ho. (Plural)

You are students.

- b. Bajhangi second personal pronouns have cases i.e. subjective and objective. After the subjective case, 'khi' suffix is added to make objective case.

For instance;

Tu eutã bidhyarthi ho. (Subjective)

You are a student.

Mãster le tukhi kutyo. (Objective)

Teacher beat me.

- c. Bajhangi second personal pronouns have both honorific and non-honorific forms. Tame, hajur, tome and tan are honorific pronouns whereas tu is non-honorific pronoun.

For instance;

Tu eutã bidhyarti ho. (Non-Honorific)

You are a student.

Tame/Tan/Tome/Hajur eutã bidhyarthi ho. (Honorific)

You are a student.

4.1.1.3 Third Person

This table indicates the third person personal pronouns in Bajhangi language which are presented in the table below.

Table 3

Third Person Bajhangi Pronouns

Number Case	Singular		Plural
	Honorific	Non-Honorific	
Subjective	Yo Tyo	Un Yi Ti	Un Y T
Objective	Uikhi Uikhi Yeikhi Teikhi	Unkhi Unkhi Tinkhi	Unkhi Tinkhi

- a. Above table shows that, Bajhangi third person personal pronouns have number system i.e. singular and plural. Pronoun U is used for singular but is used for plural.

For instance;

U niko chha. (Singular)

He is an intelligent.

T bubālāi bolāuda chhan. (Plural)

They called father.

- b. Bajhangi third person pronouns have case system i.e. subjective and objective. After the subjective case, 'khi' suffix is added to make objective case.

U niki chha. (Subjective)

He is an intelligent.

Maile uikhi pani āndiya. (Objective)

I bring him water.

- c. Bajhangi has same form for both male and female i.e. u and u but adjective and verb make them different.

For instance;

U niko chha. (Male)

He is an intelligent.

U niki chha. (Female)

She is an honest.

- d. Bajhangi third person pronouns have both honorific and non-honorific forms where honorific is indicated by __ and non-honorific is indicated by U.

For instance;

__eutā khelādi hun. (Honorific)

He is a player.

Ueutā khelādi ho. (Non-Honorific)

He is a player.

4.1.2 Possessive Pronouns

The Possessive pronouns refer to the possession. Possessive pronouns are formed to fulfill two functions. They can serve as possessive determiner before noun phrase, or they can replace NP inflected or possession.

This table indicates the Bajhanggi possessive pronouns which are presented in the table below.

Table 4

Bajhanggi Possessive Pronouns

Number/Case	Determiner Function		Pronominal Function	
	Singular	Plural	Singular	Plural
1 st	Mero	Hāuro	Mero	Hāuro
2 nd	Tero Terā	Tauro Taurā Hajurko	Tero Terā	Tauro Taurā
3 rd	Uiko Uiko Teiko	Unko Unko Tinko	Uiko	Unko Tinko

- a. Above table shows that Bajhanggi language has same form for determiner function and pronominal function.

For instance;

Yo uiko kalam ho. (Possession)

This is his pen.

Yo chaur hāuro ho. (Determiner)

This playground is ours.

- b. Bajhangi possessive pronouns have person i.e. 1st, 2nd and 3rd person.

For instance;

Yo kitāb mero ho. (1st)

This book is mine.

Yo baul tero ho. (2nd)

This ball is yours.

Yo kalam uiko ho. (3rd)

This is his pen.

- c. Bajhangi possessive pronouns have number i.e. singular and plural.

For instance;

Yo kitāb mero ho. (Singular)

This book is mine.

Yo chaur hāuro ho. (Plural)

This play ground is ours.

- d. Pronouns.

For instance;

Yo kalam uiko ho. (Non-Honorific)

This is his pen.

Yo kalam unko ho. (Honorific)

This is his pen.

Yo baul tero ho. (Non-Honorific)

This ball is yours.

Yo baul tauro ho. (Honorific)

This ball is yours.

4.1.3 Demonstrative Pronouns

The pronouns that are used to point out the objects which are near or distance are called demonstrative pronouns.

This table indicates the Bajhangi demonstrative pronouns which are presented in the table below.

Table 5

Bajhangi Demonstrative Pronouns

Number Case	Singular		Plural	
	Honorific	Non-Honorific	Honorific	Non-Honorific
Near	Y	Yo	Y	Yi
Far	T	Tyo	T	Ti

- a. Above table shows that Bajhangi demonstrative pronouns have number i.e. singular and plural.

For instance;

Yo kalam uiko ho. (Singular)

This is his pen.

Y upanyasharu nikochhan. (Plural)

These novels are good.

- b. In Bajhangi language, there are six demonstrative pronouns. They are as follows:

YI, Yo, Yi, Y , Ti, Yo, Ti, T .

- c. Bajhangi demonstrative pronouns have distinctive pronouns to address the distance i.e. near and far.

For instance;

Y upanyasharu nikochhan. (Near)

These novels are good.

T upanyasharu nikāchhan. (Far)

Those novels are good.

- d. Bajhangi demonstrative pronouns have both honorific and non-honorific forms.

For instance;

YO mero bidhyarthi ho. (Non-Honorific)

This is my student.

Y merā māster hun. (Honorific)

This is my teacher.

4.1.4 Indefinite Pronouns

The pronouns that are used to refer non-specific beings, objects, or places are called indefinite pronouns.

This table indicates the Bajhangi indefinite pronouns which are presented in the table below.

Table 6

Bajhangi Indefinite Pronoun

Bajhangi	English
Koi	Someone/anyone
Sabbai māisa	Everyone/Everybody
Keikurā/Keichij	Something
Kopa	Somebody
Kei	Anything
Keina	Nothing
Koina	Nobody
Sabbaichij/Sabbaikurā	Everything
Auru	Other
Namāi/Thokai	Few
Mastai/jammai	Many
Ek	One

- a. Above table shows that Bajhangi indefinite pronouns are used to indicate quantity.

For instance;

(Thokai, Kamai, Namāi, etc)

Kei harāyo.

Few were missed.

- b. Some Bajhangi indefinite pronouns are used to indicate non-human things in general.

For instance;

(Keichij, Keina, Keikurā, Sabbaikurā, etc.)

Sabbaichij nikochha.

Everything is ok.

Muile kei liyana.

I take nothing.

Keikurāni sajichha.

Something is easy.

- c. Some Bajhangi indefinite pronouns are used to indicate persons which are not specified.

For instance;

(Ko, Koi-Koi, Koipa, Koina, Sabbai, Sabbaimāisa, Auru, etc)

Koi kheldāina.

Nobody is playing.

Kopa tukhi dhukeko chha.

Sombodiy is waiting you.

Koi-koi tyachhan.

Someone is there.

4.1.5 Reflexive Pronouns

Reflexive pronouns normally refer back to the subject of the clause or sentence.

This table indicates the Bajhangi reflexive pronouns which are presented in the table below.

Table 7

Bajhangi Reflexive Pronouns

Number Case	Singular	Plural
1 st	Muãfui	Hãmeãfui
2 nd	Tu ãfui, Tame ãfui, Tome/Hajur ãfui, Ta ãfui	Tame ãfui, Hajurãfui
3 rd	U ãfui, Tyo ãfui	U ãfui, Ti ãfui

- a. The above table shows that ‘afui’ is suffixed to the personal pronouns in the Bajhangi language to make it reflexive pronoun.

For instance;

Unne ãfuile khana khai.

She ate rice herself.

Ma ãfui padhdochhu.

I read myself.

- b. Bajhangi reflexive pronouns have person i.e. first, second, and third person.

For instance;

Mu ãfui padhdochhu. (1st)

I read myself.

Tu yei kam ãfui ar. (2nd)

You do it yourself.

Unne ãfuile khana khãi. (3rd)

She ate rice herself.

4.1.6 Interrogative Pronouns

Pronouns that can be used as questions are called interrogative pronouns.

This table indicates the Bajhangi interrogative pronouns which are presented in the table below.

Table 8

Bajhangi Interrogative Pronouns

Statement \ Case	Persons		Things		Animals	
	Singular	Plural	Singular	Plural	Singular	Plural
Subjective	Ko	Ko, Ko-Ko	Kya, Ko	Kya; Kya- Kya, Ko-Ko	Kaiko	Kaika
Objective	Kaisitha, Kaikhi	Kaisitha, KaiKaikhi	Kya, Ko	Kya- Kya, Ko-Ko	Kaiko	Kaikā

- a. The above table shows that Bajhangi has many interrogative pronouns. Similarly, it has different interrogative pronouns for singular and plural.

For instance;

U ko ho? (Singular)

Who is she?

Ti ko hun? (Plural)

Who are they?

Tauro kitāb ko hun?

Which is your pen?

Taura kitāb ko-ko hun? (Singular)

Which are your pens?

- b. Bajhangi interrogative pronouns are used for human things, non-human things and possessions.

For instance;

Ti ko hun? (Human)

Who are they?

Yo dokān kaiko ho? (Possession)

Whose shop is this?

Yo kya ho? (Non-human)

What is this?

4.1.7 Reciprocal Pronouns

Reciprocal pronouns refer to the exchange or mutual interaction between two or more people which express two-way reflexive relation.

This table indicates the Bajhangi reciprocal pronouns which are presented in the table below.

Table 9

Bajhangi Reciprocal Pronouns

Pronouns	
Male	Female
Ek-arkhā/ Ek-dusrā	Ek-arkhi/ Ek-dusri
Ek-dusrā/ Ek-dusrā	Ek-arkhi/ Ek-dusri

- a. The above table shows that Bajhangi reciprocal pronouns have same pronoun for both male and female but verb is different for them.

For instance;

Rām ra Shyam Ek-arkhāki maya ardāchhan.

Ram and Shyam love each other

Gitā ra Sitā Ek-arkhāki maya ardichhan.

Gita and Sita love each other.

- b. In Bajhangi language, there are two reciprocal pronouns which have been mentioned above table.

4.1.8 Relative Pronouns

A pronoun that denotes one sentence is related to another is called relative pronoun. Relative pronouns resemble personal pronoun in that they have conference to an antecedent.

Followings are the Bajhangi relative pronouns. They are given below:

Jo	jo-jo/joi
Jyajya-jya	
Jaikhijaiko	

Bajhangi relative pronouns are presented based on the following syntactic and semantic features. They are given below:

jo	→ + Subject NP	JoJo/Joi	→ ± Human
	± Human		+ Subject NP
	± Plural		+ Plural
je	→ + Subject NP	Jya/Jya	→ -Human
	- Human		+ Subject
	± Plural		+ Plural
jaikhi	→ + Subject NP	JoJo/Joi	→ + Subject NP
	± Human		± Human
	+ Determiner		+ Possessive

a. Abovementioned table shows that Bajhangi language has six relative pronouns.

Jo	jo-jo/joi
Jyajya-jya	
Jaikhijaiko	

- c. Bajhangi relative pronouns have number system i.e. singular and plural.

For instance;

Jya chayio kin. (Singular)

Buy the thing which you like.

Jya-jya chayio kin. (Plural)

Buy the things which you like.

- d. Bajhangi relative pronouns ‘jya’ and ‘jya-jya’ are used for non-human things.

For instance;

Jya-jya niko māndochhai kin.

Buy the things which you like.

4.2 Comparison between English and Bajhangi Pronouns

In this section, English and Bajhangi pronouns have been analyzed and interpreted through contrastive analysis as well as descriptively and comparatively with the help of tables and illustrations.

4.2.1 Personal Pronouns

I have compared English and Bajhangi pronouns in this section. Pronouns of English and Bajhangi have been presented in the same tables.

4.2.1.1 First Person

This table indicates the English and Bajhangi first person personal pronouns which are presented in the table below.

Table 10

**Similarities and Differences between English and Bajhangî First Person
Personal Pronouns**

Case \ Number	Singular		Plural	
	English	Bajhangî	English	Bajhangî
Subjective	I	Mu	We	Hāme
Objective	Me	Mukhi	Us	Hāmukhi

- a. When the comparison is made between Bajhangî and English first person personal pronouns from table no.10, it is found that English and Bajhangî have number systems i.e. singular and plural.

For instance;

Mu phootbol kheldochhu. (Singular)

I play football.

Hāme bhojmā gāuda chhau. (Plural)

We sing in the party.

- b. Both English and Bajhangî person personal pronoun have case i.e. subjective and objective.

For instance;

Mu phootbaul kheldochhu. (Subjective)

I play football.

Māster le mukhi kutyo. (Objective)

Teacher beat me.

- c. While comparing the English and Bajhangî first person personal pronouns, after the subjective case suffix 'khi' is added to make objective case in the Bajhangî first person personal pronouns.

For instance;

Mu phootbaul kheldochhu. (Subjective)

I play football.

Māster le mukhi kutyo. (Objective)

Teacher beat me.

4.2.1.2 Second Person

This table indicates the English and Bajhanggi second person personal pronouns which are presented in the table below.

Table 11

Similarities and Differences between English and Bajhanggi Second Person Personal Pronouns

Number Case		Singular				Plural			
		English		Bajhanggi		English		Bajhanggi	
	Pron.	H.	N.H.	H.	N.H.	H.	N.H.	H.	N.H.
Subjective	You	-	-	Tame/ Tan Hajur/ Tome	Tu	-	-	Tami, Tan Hajur/ Tome	Tame
Objective	You	-	-		-	-	-	Tamukhi, Tankhi Hajurkhi/ Tomekhi	Tamukhi

- a. With the comparison from the above table, both Bajhanggi and English second person personal pronouns have number i.e. singular and plural.

For instance;

Tu bidhyarthi ho. (Singular)

You are student.

Tame bidhyarthi ho. (Plural)

You are students.

- b. In Bajhang language 'khi' suffix is added to make objective case whereas in English same form is used for both subjective case and objective cases.

For instance;

Tu eutã bidhyarthi ho. (Subjective)

You are a student.

Mãster le tukhi kutyo. (Objective)

Teacher beat me.

- c. Similarly, while comparing Bajhang and English second person personal pronouns, Bajhang language has both honorific and non-honorific forms but they are not found in English language. This is one of the significant differences between these two languages.

For instance;

Tu eutã bidhyarti ho. (Non-Honorific)

You are a student.

Tame/Tan/Tome/Hajur eutã bidhyarthi ho. (Honorific)

You are a student.

- d. Finally, by comparing pronouns, it is found that Bajhang language has more pronouns in number than English.

4.2.1.3 Third Person

This table indicates the English and Bajhang third person personal pronouns which are presented in the table below.

Table 12

Similarities and Differences between English and Bajhangi Third Person Personal Pronouns

Number Case		Singular				Plural					
		English		Bajhangi		English			Bajhangi		
Subject	Pron.	H	N.H	H.	N.H.	Pron.	H.	N.H	H.	N.H	
		
		He	-	-	n	U	They		-	-	-
		She	-	-	n	U	"		-	-	-
			-	-	Y		"		-	-	-
	It	-	Yo	T	Tyo	"	-	-	-	-	
	They										
Objective	Him	-	-	Unkhi	Uikhi	The m	-	-	-	-	
	Her	-	-	Unkhi	Uikhi		-	-	-	-	
		-	-	Yinkh	Yeikh	-	-	Tinkh	-		
	It			i	i	-	-				
	The m	-	-	Tinkh i	Teikh i	-	-	i Unkhi	-		

- a. With the comparison from the above table, both Bajhangi and English have singular and plural forms. But, the difference can be made in Bajhangi that 'U' and 'Tyo' are used to indicate singular third person personal pronouns and plural is indicated by ' ' and 'T'.

U niko chha. (Singular)

He is an intelligent.

T bubālāi bolāudāchhan. (Plural)

They called father.

- b. English and Bajhangi third person personal pronouns have case system i.e. subjective and objective. But, the difference can be made that in Bajhangi, after the subjective case, ‘khi’ suffix is added to make objective case with the third person personal pronouns which is not found in English.

For instance;

Uniko chha. (Subjective)

He is an intelligent.

Maile uikhi pāni āndiya. (Objective)

I bring him water.

- c. Similarly, Bajhangi has same third person personal pronouns for male and female whereas in English separate forms are used for male and female.

For instance;

Uniko chha. (Male)

He is an intelligent.

U niki chha. (Female)

She is an honest.

- d. Bajhangi third person personal pronouns have both honorific and non-honorific forms where honorific is pointed out by ‘ ’ and non-honorific is pointed by ‘U’ but which is not found in English.

For instance;

__eutā khelādi hun. (Honorific)

He is a player.

Ueutā kheladi ho. (Non-Honorific)

He is a player.

4.2.2 Possessive Pronouns

This table indicates the English and Bajhanggi possessive pronouns which are presented in the table below.

Table 13

Similarities and Differences between English and Bajhanggi Possessive Pronouns

Number Case	Determiner Function			Pronominal Function	
	Singular			Plural	
	English	Bajhanggi		English	Bajhanggi
1 st	My	Non-Honorific	Honorific	Our	Hãuro
	Mine	Mero	-	Ours	
		"	-		
2 nd	Your	Tero	Tauro	Your	Tauro
		Terã	Taurã	Yours	Taurã
			Hajurko		
3 rd	His	Uiko	Unko	Their	Unko
	Her	Uiko		Theirs	Tinko
	hers	"			
	Its	Yeiko			

- a. While comparing English and Bajhanggi possessive pronouns, it is found that possessive pronouns of both languages function as determiner and pronominal.

For instance;

Yo uiko kalam ho. (Possession)

This is his pen.

Yo chaur hãuro ho. (Determiner)

This playground is ours.

- b. Both English and Bajhangi possessive pronouns have first, second, and third persons.

For instance;

Yo kitāb mero ho. (1st)

This book is mine.

Yo baul tauro ho. (2nd)

This ball is yours.

Yo kalam uiko ho. (3rd)

This is his pen.

- c. Both English and Bajhangi possessive pronouns have singular and plural forms.

For instance;

Yo kitāb mero ho. (Singular)

This book is mine.

Yo chaur hãuro ho. (Plural)

This playground is ours.

- d. Bajhangi possessive pronouns have both honorific and non-honorific forms but which are not found in English.

For instance;

Yo kalam uiko ho. (Non-honorific)

This is his pen.

Yo kalam unko ho. (Honorific)

This is his pen.

- e. Finally, English possessive pronouns have different forms for both male and female but which is not found in Bajhanggi dialect.

For instance

Yo kalam uiko ho. (Male)

This pen is his.

Yo kalam uiko ho. (Female)

This pen is hers.

4.2.3 Demonstrative Pronouns

This table indicates the English and Bajhanggi demonstrative pronouns which are presented in the table below.

Table 14

Similarities and Differences between English and Bajhanggi Demonstrative Pronouns

Number Distance	Singular			Plural	
	English	Bajhanggi		English	Bajhanggi
Near	This	Honorific	Non-Honorific	These	Y
		Yo	Yi		
Far	That	Tyo	Ti	Those	T

- a. While comparing English and Bajhanggi demonstrative pronouns, it is found that English and Bajhanggi demonstrative pronouns have number system.

For instance;

Yo kalam uiko ho. (Singular)

This is his pen.

Y upanyas nika chhan. (Plural)

These novels are good.

- b. Bajhangi language has six demonstrative pronouns whereas English has only four in number.
- c. Both English and Bajhangi languages have demonstrative pronouns to refer to the distance of objects i.e. near and far.

For instance;

Y upanyas nikā chhan. (Near)

These novels are good.

T upanyas nikā chhan. (Far)

Those novels are good.

- d. Bajhangi language has both honorific and non-honorific pronouns but which is not found in English.

For instance;

Yo mero bidhyarthi ho. (Non-honorific)

This is my student.

Y merā māster hun. (Honorific)

This is my teacher.

4.2.4 Indefinite Pronouns

This table indicates the English and Bajhangi indefinite pronouns with pattern which are presented in the table 15.

Table 15

Similarities and Differences between English and Bajhangi Indefinite Pronouns (With pattern)

Start with	English	Bajhangi
-One	Everyone Someone No one Anyone	Sabbai Koi Koipana Koi
-Body	Everybody Somebody Nobody Anybody	Sabbai Kopa Koipana/Koina Koi
-thing	Everything Something Nothing Anything	Sabbaikura/ Sabbaichij Kei kurā/ keichij Keina Kei

This table indicates the English and Bajhangi indefinite pronouns without pattern which are presented in the table below.

Table 16

(Without pattern)

English	Bajhangi
Other	Auru
Few	Namai/Thokai
Many	Jhikkai/mastai
Some	Kei
All	Sabbai
One	Ek
Ones	-
None	Koipananāi

- a. While comparing above table, English language has more indefinite pronouns than Bajhangi language.
- b. Bajhangi language has only one indefinite pronoun for English pronoun ‘someone’ and ‘anyone’.
- c. Bajhangi has two indefinite pronouns for English indefinite pronoun ‘something’.

For instance;

Something is bad.

Keikurã/Keichij nikochha.

- d. Bajhangi language has only one indefinite pronoun for ‘no one’, ‘none’ and ‘nobody’.
- e. Bajhangi language has only one indefinite pronoun for English pronouns ‘someone’ and ‘anyone’.

For instance;

Koi tã chha?

Is anyone there?

- f. Bajhangi indefinite pronouns ‘namai’ and ‘thokai’ are used for English pronoun few; likewise, ‘mastai’ and ‘jhikkai’ are used for many.

For instance;

Namãi/thokãi harãyo.

Few were missed.

Many people gone.

Mastai/ jammai mãisa gya.

- g. Bajhangi language has only one indefinite pronoun for English pronouns ‘everybody’ and ‘everyone’.

For instance;

Sabbai mãisa kheldai chhan.

Everybody is playing.

Sabbai māisa bhāt khadā bhaya.

Everyone is eating rice.

4.2.5 Reflexive Pronouns

This table indicates the English and Bajhangî reflexive pronouns which are presented in the table below.

Table 17

Similarities and Differences between English and Bajhangî Reflexive Pronouns

Number Person	Singular		Plural	
	English	Bajhangî	English	Bajhangî
1 st	Myself	Mu afui	Ourselves	Hāmeāfui
2 nd	Yourself	Tu afui, Tame afui, Hajur āfui, Tome āfui	Yourselves	Tame āfui, Hajur āfui, Tome āfui
3 rd	Herself Himself Itself	U āfui U āfui Tyo āfui	Themselves	Ti āfui

- a. While comparing above table, ‘self’ suffix is added to the singular and ‘selves’ is added to the plural form in the English reflexive pronouns whereas Bajhangî language has ‘afui’ suffix which is added in both singular and plural reflexive pronouns.

For instance;

Unne āfuile khānā khāie. (Singular)

She ate rice herself.

Hāme āfui kheldā chhau. (Plural)

We play ourselves.

- b. Both Bajhangi and English reflexive pronouns have person system.

For instance;

Mu ãfui padhdochhu. (1st)

I read myself.

Tu yi kam ãfui ar. (2nd)

You do it yourself.

Unne ãfuile khãnã khãie. (3rd)

She ate rice herself.

- c. Bajhangi has both honorific and non-honorific reflexive pronouns but which are not found in English language.

For instance;

Tu yi kãm ãfui ar. (Non-honorific)

You do it yourself.

Tame yi kãm ãfui ara. (Honorific)

You do it yourself.

4.2.6 Interrogative Pronouns

This table indicates the English interrogative pronouns which are presented in the table below.

Table 18

Similarities and Differences between English and Bajhangi Interrogative Pronouns

English Interrogative Pronouns

Statement	Persons	Things	Possessions
Subject	Who	What, Which	Whose
Object	Whom	What, Which	Whose

This table indicates the Bajhanggi interrogative pronouns which are presented in the table below.

Table 19

Bajhanggi Interrogative Pronouns

Statement	Persons		Things		Animals	
	Singular	Plural	Singular	Plural	Singular	Plural
Subjective	Ko	Ko, Ko-Ko	Kya, Ko	Kya; Kya-Kya, Ko-Ko	Kaiko	Kaikā
Objective	Kaisitha, Kaikhi	Kaisitha KaiKaik hi	Kya, Ko	Kya-Kya, Ko-Ko	Kaiko	Kaikā

- a. While comparing English and Bajhanggi interrogative pronouns, it is found that Bajhanggi has more interrogative pronouns than English. Similarly, Bajhanggi has different interrogative pronouns for singular and plural but in English same interrogative pronouns are used for both singular and plural.

For instance;

U ko ho? (Singular)

Who is she?

Ti ko hun? (Plural)

Who are they?

- b. Similarly, both Bajhanggi and English interrogative pronouns are used with human, non-human and possession.

For instance;

Ti ko hun? (Human)

Who are they?

Yo dokān_kaiko ho? (Possession)

Whose shop is this?

Yo kya ho? (Non-human)

What is this?

4.2.7 Reciprocal Pronouns

This table indicates the English and Bajhangî reciprocal pronouns which are presented in the table below.

Table 20

Similarities and Differences between English and Bajhangî Reciprocal Pronouns

English		Bajhangî	
Male	Female	Male	Female
Each other	-	Ek-arkhā/Ek-dusrā	Ek-arkhi/Ek-dusri
One another	-	Ek-arkhā/Ek-dusrā	Ek-arkhi/Ek-dusri

- a. While comparing English and Bajhangî reciprocal pronouns, it is found that Bajhangî reciprocal pronouns have gender differences i.e. male and female but which are not found in English language.

For instance;

Rām ra Shyam Ek-arkhāki maya ardachhan.

Ram and shy am love each other

Gitā ra Sitā Ek-arkhāki maya ardichhan.

Gita and Sita love each other.

- b. Bajhangî language has four reciprocal pronouns but English language has two in numbers.

4.2.8 Relative Pronouns

English and Bajhangi relative pronouns are presented below:

Similarities and differences between English and Bajhangi relative pronouns

Bajhangi Relative Pronouns

Jo jo-jo/joi
 Jyajya-jya
 Jaikhijaiko

Bajhangi relative pronouns have been presented on the basis of the following syntactic and semantic features. They are as given below:

jo	→	+ Subject NP ± Human ± Plural	JoJo/Joi	→	± Human + Subject NP + Plural
je	→	+ Subject NP - Human ± Plural	Jya/Jya	→	-Human + Subject + Plural
jaikhi	→	+ Subject NP ± Human + Determiner	JoJo/Joi	→	+ Subject NP ± Human + Possessive

English Relative Pronouns

Who	→	+ Subject NP + Human	Whom	→	+ Human + Object NP
Which	→	+ Subject NP - Human	That	→	± Human ± Subject NP
Whose	→	± Human + Possessive + Determiner			

- a. While comparing English and Bajhangi relative pronouns, Bajhangi dialect has six relative pronouns where English has five in number.
- b. Bajhangi relative pronouns have numbers but which are not found in English language. The relative pronouns ‘jya’ and ‘jo’ are used for both singular and plural but relative pronouns ‘jya-jya’, ‘jo-jo’ are used only for plural in Bajhangi language.

For instance;

Jya chāyio kin. (Singular)

Buy the thing which you like.

Jya-jya chāyio kin. (Plural)

Buy the things which you like.

- c. Bajhangi relative pronouns ‘jya’ and ‘jya-jya’ are regarded to be used for English relative pronouns ‘which’ and ‘that’ but Bajhangi pronouns /jya/ and /jya-jya/ are used for non-human things too. However, in English, relative pronoun ‘that’ is used both for human and non-human things.
- d. The Bajhangi relative pronoun ‘jaiko’ has English equivalent ‘whose’. Both Bajhangi and English pronouns are used for human and non-human subject.
- e. Bajhangi relative pronouns such as ‘jo’, ‘jaiko’, and ‘jo-jo’ and English relative pronouns such as ‘who’ and ‘whom’ are used for human NP but Bajhangi ‘jo’ and ‘jaikhi’ are used for both human and non-human NP.

For instance;

Muile ti upanyasharu padhya jo jhikkai nikā thya.

I read the novels which was very interesting.

- f. Finally, Bajhangi relative pronoun ‘jo’ and English ‘who’ are used for subject NP and Bajhangi relative pronoun ‘jaikhi’ and English pronoun ‘whom’ are used for NP.

CHAPTER FIVE

CONCLUSION, FINDING AND RECOMMENDATIONS

This chapter includes findings, conclusion, and recommendations. The findings and conclusions of the study have been presented being based on the obtained data along with some recommendations.

5.1 Findings

This sub-chapter consists of the findings of the study after the analysis and interpretation of the collected data. The findings of the study have been listed out in terms of the following sub-headings.

5.1.1 Findings Related to Bajhangi Pronouns

While analyzing the collected data, it was found that different types of Bajhangi Pronouns as below:

1) Bajhangi Personal Pronouns

Mu, hāme, mukhi, hāmukhi, tankhi, tomekhi, hajurkhi, u, tyo, ti, Yi, unkhi, teikhi, and, yinkhi.

Using those personal pronouns, some examples have been provided with the following sentences in Bajhangi dialect:

Mu: Mu football kheldo chhu.

Hāme: hāme bhojma gauda chhau.

2) Bajhangi Possessive Pronouns

mero, tero, terã, taurã, hāura, hajurko, uiko, teiko, unko, and tinko.

Using those possessive pronouns, some examples have been provided with the following sentences in Bajhangi dialect:

Tero: Tero bhau katto chha?

Haura: Haura gaai jhikkai chhan.

3) Demonstrative Pronouns

yi, ti, yo and tyo.

Using those demonstrative pronouns, some examples have been provided with the following sentences in Bajhangi dialect:

Yo: Yo kalam uiko ho.

Y : Y upanyasharu nikochhan.

4) Bajhangi Indefinite Pronouns

koi, kei, sabbai, koi-koi, keina, sabbaichij, kopa, keichij, sabbaikurã, kaina, keikurã, sabbaimãisa, kamãi, namãi, thokai, ek, nãnu, and auru.

Using those indefinite pronouns, some examples have been provided with the following sentences in Bajhangi dialect:

Muile: Muile kei liyana.

Keikurani: Keikurani sajichha.

5) Bajhangi interrogative pronouns

ko, ko-ko, kya, kya-kya, kaiko, kaikã, kaisitha, Kaikhi, and KaiKaikhi.

Using those interrogative pronouns, some examples have been provided with the following sentences in Bajhangi dialect:

U: U ko ho?

Ti: Ti ko hun?

5) Bajhangi reflexive pronouns

mu ãfui, tu ãfui, tame ãfui, hajur ãfui, tu ãfui, u ãfui, tyo ãfui, ti ãfui, and hãme ãfui.

Using those reflexive pronouns, some examples have been provided with the following sentences in Bajhangi dialect:

Unne: Unne ãfuile khana khai.

Ma: Ma afui padhdochhu.

6) Bajhangi reciprocal pronouns

ek-arkhã, ek-dusrã, ek-arkhi, and ei-dusri.

Using those reciprocal pronouns, some examples have been provided with the following sentences in Bajhangi dialect:

Rãm: Rãm ra shyam ek-arkhãki maya ardachhan.

Gitã: Gitã ra sitã ek-arkhãki maya ardichhan.

7) Bajhangi relative pronouns

jo, jo-jo, jya, jya-jya, jaikhi, jaiko, and joi.

Using those reciprocal pronouns, some examples have been provided with the following sentences in Bajhangi dialect:

Jya: Jya chaiyo kin.

Jya-Jya: Jya-Jya chaiyo kin.

5.1.2 Similarities and Differences between English Pronouns and Bajhangi Pronouns

The similarities and differences between Bajhangi pronouns and English pronouns have been presented below:

5.1.2.1 Similarities between English and Bajhangi Pronouns

- Both English and Bajhangi language have person system i.e. first, second, and third. For example:

English: first person (I/we), second person (you) and third person (he/she/it/ they)

Bajhangi: First person (mu /hame), second person,(tu, tame) and third person (U,ti, un, yi, etc.)

- Both languages have separate number system i.e. singular and plural.

English: Singular =(I,you,he,she,it), Plural=(We, They,You)

Bajhangi: Singular=(Mu,U,yo,tyo), Plural=(Tame, hame, Taura, haura, etc.)

- Both languages have case system i.e. subjective and objective.

English: (me,us,you,him,her,them,it)

Bajhangi: (Tamukhi, tankhi, hajurkhi, tomekhi, etc.)

- Both languages have demonstrative pronouns to refer to 'near' and 'far'.

English: (near: this,those), (far: that, those)

Bajhangi: (near: Yo, tyo), (far: yini, tini)

- Both languages have possessive pronouns which function as a possessive determiner and possessions.

English: (my, mine, your, his, our, ours)

Bajhangli: (mero, tero, uiko, yeiko, hauro, haura, tauro)

- Both English and Bajhangli interrogative pronouns are used with human things. Non-human things and possessions.

English: (human: who), (non-human: what), (possession: whose)

Bajhangli: (human: Ti ko), (non-human: Yo kya), (possession: Yo kaiko)

- In both English and Bajhangli reflexive pronouns, suffix is added i.e. in English, suffix 'self' and 'selves' are added likewise, suffix 'afui' is added in Bajhangli language.

English: (myself, yourself, ourselves, etc.)

Bajhangli: (mu afui, tu afui, tame afui, tame afui, tome afui, etc.)

5.1.2.2 Differences between English and Bajhangli Pronouns

After analyzing the data, it was found some differences between Bajhangli and English Pronouns which have been presented below:

- In Bajhangli, first person personal pronouns after the subjective case, 'khi' suffix is added to make objective case whereas in English, instead of suffix, isolated words are used for objective case. For instance:

English: (Subjective case: I, we, you, we, etc.), (Objective case: myself, ourselves, yourself, herself, etc.)

Bajhangli: (Subjective case: mu, hame, tame, hame, etc.), (Objective case: mu afui, hame afui, tame afui, uni afui, etc.)

- Bajhangi language has the existence of both honorific and non-honorific pronouns for second person personal, reflexive, and possessive pronouns but which are not found in English language. For instance:

English: You are student. (No honorific & Non-honorific form)

Bajhangi: Tu bidhyarthi hai. (Non-honorific)

: Tame bithyarthi hau. (Honorific)

- English second person personal pronouns have same pronoun for both subjective and objective case but, in Bajhangi language, different form is used for subjective and objective case. For instance:

English: You are my friend. (subjective case)

: Teacher beat you. (objective case)

Bajhangi: Tu mero sathi hai.

: Master le tukhi kutyo.

- Regarding to the third person personal pronouns and reciprocal pronouns, same pronoun is used for both male and female in Bajhangi language but in English, there are different pronouns for male and female. For instance:

English: He is an intelligent. (male), She is an honest. (female)

Bajhangi: U niko chha. (Male), U niki chha. (Female)

- Bajhangi demonstrative pronouns are six in number but English has four in number. For instance:

English: This, that, these, those

Bajhangi: Yo, tyo, ti, yi, t , t

- Bajhangi has more interrogative pronouns than English does. Similarly, Bajhangi has different interrogative pronouns for singular and plural but in English, same form is used for both singular and plural. For instance:

English: Who is she? (Singular), Who are they? (plural)

Bajhangi: U ko ho? (Singular), Ti ko hun? (Plural)

- English has the same form for interrogative and relative pronouns but Bajhangi has different forms for interrogative and relative pronouns. Likewise, in English, the same form of relative pronouns is used for both singular and plural whereas Bajhangi has different relative pronouns for singular and plural.
- English indefinite pronouns are divided into two group i.e. regular pattern and indefinite pronoun with no pattern but which are not found in Bajhangi. Thus, English indefinite pronouns are more in number than Bajhangi language. (briefly mentioned above with list)
- Bajhangi language has six relative pronouns but English has five in number. Similarly, Bajhangi relative pronouns have numbers but which are not found in English. The relative pronouns ‘jya’ and ‘jo’ are used both singular and plural but relative pronouns ‘jya-jya’ and ‘jo-jo’ are used only for plural in Bajhangi pronoun. For instance:

English: Buy the thing which you like.

Buy the things which you like.

Bajhangi: Jya chāyio kin. (Singular)

Jya-jya chāyio kin. (Plural)

5.2 Conclusion

This research deals with the comparative study between English and Bajhangi pronouns. Pronouns have an important place in the language learning which refer to a word used in place of a noun or nouns. They are incredibly elementary. They are simply the I, you, he, she, it, we, they and other variations that we are all familiar with. Pronouns, regardless of their form, make language learning more interesting and fluid as they reduce the instance of repeat words. We learn how to use these at a young age in school as a required grammar lessons, and, although grammar on its own is exceptionally important, pronouns are also drastically important when it comes to identification communication. Moreover, learners' first language affects second language learning. Therefore, it is essential to find out the similarities and differences between learners' first and second language in order to make language learning more effective. Here, Bajhangi and English are similar in case, number, persons and so on in one hand but on the other hand, English and Bajhangi are different mainly on honorific and non-honorific pronouns. Bajhangi pronouns have both honorific and non-honorific forms but which are not found in English pronouns. Another difference can be drawn on third person personal pronouns in which same pronoun is used for both male and female in Bajhangi language but English has different pronouns for male and female.

Due to similarities and differences between the languages, Bajhangi learners of English language become confused while learning English language in classroom. They have been strongly influenced by their own mother tongue while learning English language in general and using pronouns of English in particular. Therefore, a comparative study between the languages in any aspect helps the teacher to predict the area of difficulty that learners face and possible errors that learners commits while learning the second language in the classroom.

5.3 Recommendations

Some recommendations have been made on the basis of obtained data. Through the analysis, they have been made in different level i.e. policy related, practice related and further research related.

5.3.1 Policy Related

Based on this research, Policy maker should consider the following recommendations in their mind prior to the endorsement of policies in relation to formal and informal education.

- As the finding of the study showed, there were some similarities and differences between English pronouns and Bajhangi pronouns. Thus, the government should develop such curriculum which is more applicable for bilingual learners.
- Government should make a policy to promote English language learning by preparing teachers guidelines to teach bilingual learners.
- Government should manage the knowledgeable and well-trained teacher to reduce difficulties while learning English language for bilingual learners.

5.3.2 Practice Related

Through the insights and findings gained through this research, they can be further used in teaching and learning. Both the language teacher and learner can be benefitted by utilizing the following recommendation on their concerned field. Some of the significant practice related recommendations are as below:

- The findings of the study showed that there are some similarities and differences between English pronouns and Bajhangi pronouns. Therefore, both language teacher and learner can get better understanding about both pronouns of these two languages.

- Local curriculum should be applied sufficiently in formal education.
- Teachers should apply local language/mother tongue while teaching English language.

5.3.3 Further Research Related

Research in itself is incomplete so that further investigation is always needed. Here are some fruitful recommendations for future researchers who want to carry out research study on the similar topic.

- Researchers can get more information about Bajhangi pronouns, similarities and differences between English pronouns and Bajhangi pronouns which will definitely help them to conduct a research on different dialects in future.
- Researcher can carry out the research study on different aspects of language on the basis of this study.
- The researcher can take an idea for the comparative study.

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APPENDIX I

-) What are the forms of Bajhangi pronouns?
-) What are the similarities between English and Bajhangi pronouns?
-) What are the differences between English and Bajhangi pronouns?

APPENDIX II

Interview Questionnaire

Name:

Sex:

VDC:

Age

Educational Status:

How do you say the following sentences in Bajhangi?

1. I play football.

.....

2. We sing in the party.

.....

3. You are a student, (junior)

.....

4. You are a student. (Senior)

.....

5. You are a student. (Most respected)

.....

6. He is an intelligent.

.....

7. She is an honest.

.....

8. They call father.

.....

9. I gave her a pen.

.....

10. I bring him water.

.....

11. This book is mine.

.....

12. This play ground is ours.

.....

13. This ball is ours. (Honorific)

.....

14. This ball is yours. (Non honorific)

.....

15. This is his pen. (Honorific)

.....

16. This is his pen. (Non honorific)

.....

17. I read myself.

.....

18. You do it yourself.

.....

19. The movie itself is good.

.....

20. She ate rice herself

21. These novels are good.

.....

22. Who called her?

.....

23. Who are they?

.....

24. Whose shop is this?

.....

25. Play whatever you like.

.....

26. Buy the things which you like.

.....

27. We love each other.

.....

28. Few were missed.

.....

29. He is a player. (Honorific)

.....

30. He is a player. (Non-honorific)

.....

31. This pen is hers. (Singular)P

.....

32. This playground is ours. (Plural)

.....

33. This is my student. (Honorific))

.....

34. This is my teacher. (Non-honorific)

.....

35. Something is bad.

.....

36. No one is going.

.....

37. None has gone.

.....

38. Many people gone.

.....

39. Everybody is playing.

.....

40. Everyone is eating rice.

.....

41. What is this?

.....

42. Which is your book?

.....

43. Which are your pens?

.....

44. Ram and shyam love each other.

.....

45. Sita and Gita love each other.

.....

46. We play ourselves.

.....

47. This pen is his.

.....

48. This pen is hers.

.....

49. This ball is yours. (Non-honorific)

.....

50. This ball is yours. (Honorific)

.....

51. This book is mine. (1st)

.....

52. This ball is yours. (2nd)

.....

53. This is his pen. (3rd)

.....

54. You are a student. (Subjective)

.....

55. Teacher beat you. (Objective)

.....

56. Teacher beat me.

.....

57. Whose shop is this? (Possession)

.....

58. Who are they? (Human)

.....

59. What is this? (Non-human)

.....

60. We do ourselves. (P)

.....

61. I read myself. (S)

.....

62. These novels are good. (Near)

.....

63. Those novels are good. (Far)

.....

Interview Questionnaire

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.....

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.....

4. You are a student. (Senior)

.....

5. You are a student. (Most respected)

.....

6. He is an intelligent.

.....

7. She is an honest.

.....

8. They call father.

.....

9. Teacher gave us homework.

.....

10. I gave her a pen.

.....

11. I bring him water.

.....

12. They are very curious.

.....

13. This book is mine.

.....

14. This play ground is ours.

.....

15. This ball is ours. (Honorific)

.....

16. This ball is yours. (Non honorific)

.....

17. This is his pen. (Honorific)

.....

18. This is his pen. (Non honorific)

.....

19. I told their mother.

.....

20. I read myself.

.....

21. You do it yourself.

.....

22. The movie itself is good.

.....

23. She ate rice herself.

.....

24 This is satisfactory.

.....

25. These novels are good.

.....

26. There is a cat.

.....

27. Here is a dog.

.....

28. Who called her?

.....

29. Who are they.

.....

30. How are you?

.....

31. Where do you live in? (Honorific)

.....

32. Where do you live in? (Non honorific)

.....

33. Why did you beat her sister?

.....

34. Whose shop is this?

.....

35. The girl who met yesterday gave me a flower.

.....

36. I read the novel which was very interesting.

.....

37. Play whatever you like.

.....

38. Buy the things which you like.

.....

39. Is somebody going?

.....

40. The woman who is coming is my mother.

.....

41. I take nothing

.....

42. Let him go where he likes.

.....

43. None has gone yet.

.....

44. Where is the guest?

.....

45. Nobody is playing.

.....

46. Somebody is waiting you.

.....

47. Nothing is right.

.....

48. Everything is ok.

.....

49. We love each other.

.....

50. They helped another.

.....

51. Few were missed.

.....

52. Each knows what to eat.

.....

53. Either you or your father should go there.

.....

54. I saw no one.

.....

55. He is more handsome than me.

.....

56. How is sita?

.....

57. The son is like me.

.....

58. I don't understand what you say?

.....

59. How tall is your brother?

.....

60. How much curry is left?

.....

61. He is as talent as me.

.....

62. I called the child whose behavior was so good.

.....

63. He solved this problem himself.

.....

64. I bought a cap which is white in color.

.....

65. Whose is this mobile set?

.....

66. Call someone else.

.....

67. They will come in your room day after tomorrow.

.....

68. He is a player. (Honorific)

.....

69. He is a player. (Non-honorific)

.....

70. This pen is hers. (Singular)P

.....

71. This playground is ours. (Plural)

.....

72. This is my student. (Honorific))

.....

73. This is my teacher. (Non-honorific)

.....

74. Something is bad.

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75. No one is going.

.....

76. None has gone.

.....

77. Many people gone.

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Everybody is playing.

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84. We play ourselves.

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98. We do ourselves. (P)

.....

99. I read myself. (S)

.....

These novels are good. (Near)

.....

100. Those novels are good. (Far)

.....