CHAPTER-ONE

INTRODUCTION

1.1 General Background

Language is defined as a means to communicate ideas especially for human communication .We people are always full of thoughts, emotions, and feelings which are expressed by using language. Language is a universal medium through which human beings express and exchange their ideas, feelings, thoughts and emotions. It is the human species specific property and not possessed by other living creatures. Language can also be considered as a social phenomenon that is used in our society to establish good relationship among human beings. It is the first and foremost means of transmitting information.Oxford Advanced Learner's Dictionary (2005, p.862) defines language as, "The system of communication in speech and writing that is used by people of a particular country or area." The system of communication also depends on writing but not only in speech. To quote Wardhaugh (1998, p.1)"A language is what the members of a particular society speak". It is the property of the members of a particular society. Likewise, Richards et al. (1985, p.153) define it as "The system of human communication by means of a structural arrangement of sound as written representation of smaller units into larger units of language". According to Sapir (1971,p.8) "Language is purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbol". Human beings express their feelings, experiences, desires, thoughts and ideas by means of arbitrary vocal symbols.

Language has been defined differently by various linguists and scholars. For anthropologists, language is a form of cultural behaviour; for sociolinguists, language is an interaction between members of social groups; for philosophers,

language is a member of interpreting human experience and for teachers, language is a set of skills. Thus, language is a united whole of many things; a system of communication, a medium of thought, a means of self expression, a catalyst for nation building and maker and unmaker of human relationships.

When we study all these definitions, we find that no one can give exact, comprehensive and wholly satisfactory definition of language. All these definitions have tried to cover important features of language. However, all the definitions are inadequate themselves. There is no universally accepted definition of language but just each definition stands for small portion of language. So, Sthapit views (on 23rd Annual Conference of LSN as mentioned in Sharma, 2003 p.1), "Even ten thousand best linguists of the world can't describe a language perfectly." Language, so far as, we know now,is species specific to man. Every normal human being has acquired one language, his mother tongue by late childhood.

1.1.1 The Linguistic Situation of Nepal

Nepal is a multireligious, multilingual, multiracial, and multicultural nation. So, she is considered to be a treasure-trove of cultural plurality and globally significant linguistic diversity. There are more than ninety two identified languages (Population Census, 2001). Nepal is a fertile country for languages. They fall under four language families or groups. Such type of classification is a historical classification, based on the assumption that languages have diverged from a common ancestor.

1.1.1.1 Indo-Aryan Group

The Indo-Aryan languages are spoken by nearly 80 percent population of Nepal and thus constitute the largest group of Nepal's language in terms of

their speakers. Genetically, this language family is derived from Indo-Iranian language family which is further derived from Indo-European language family. The following languages belong to this group:

Nepali	Magahi
Maithili	Marawadi
Bhojpuri	Majhi
Tharu	Hindi-Urdu
Rajbanshi	Daradi
Awadi	Kumal
Danuwar	Bote
Bengali	Chureti Lang

(Yadava, 2001)

1.1.1.2 Tibeto-Burman Group

This language group is another important language family of Nepal which is genetically derived from Sino-Tibetan language family. Indeed, it is spoken by relatively a lesser number of people than Indo-Aryan family, but it consists of the largest number of languages, viz. about 57 languages. This group includes the following languages:

Raji	Kaike	Marpha
Limbu	Pahari	Manang
Raute	Tebetan	Lhomi
Tamang	Thakali	Baram/Maramu
Chepang	Dhimal	Rai
Ghale	Chhantyal/Chhantyal	Gurung
Koche	Lepcha/Lepcha	Newar
Thami	Meche	Kagate
Sherpa	Kham	Byangshi
Toto	Syang	Sunuwar
Hayu/Bayu	**Magar**	Nar

Dura	Bhujel/Khawas languages

(Yadava, 2001)

Instead of these two major language groups, there are a few languages belonging to two minor language groups viz. Dravidian and Astro-Asiatic language groups.

1.1.1.3   Dravidian Group

This language group includes the two languages spoken in Nepal, viz Jhangar/Dhangar and Kisan (Yadava, 2003, p.147). Jhangar is spoken in the eastern region of the Koshi river and Dhangar in the region west of Koshi. In the same way, Kisan with 489 speakers settled in Jhapa district.

1.1.1.4 Astro-Asiatic Group

Satar (Santhali) is the only one language that belongs to this group, which is spoken in Jhapa district of the eastern part of Nepal. So, this group comprises Santhali of the northern Munda group and Kharia of the southern Munda group.

1.1.2   English Language and its Significance in Nepal

There are innumerable languages in the world and no language is superior or inferior in terms of exchanging and communicating ideas and feelings. However, some languages play a vital role in the society and all over the world as the English language. English is one of the most widely used languages in the world, which comes under the West-Germanic sub-branch of the Indo-European language family. It is the means of international communication and is recognized by the UNO. It is also one of the major official languages of the world and is coming with the increasing number of users in various fields and sectors such as education, mass media, science and technology and so on. It is

spoken all over the world. So it is recognized as an international language. It has got a worldwide status and has been a global language. It is spoken more than any other language as a lingua franca among the international speech communities. Most of the significant deeds in any discipline of the world are found in English. It has the largest vocabulary and the richest body of literature. Most of the world's books, magazines, periodicals, journals and newspapers and articles are written and published in the English language. We can get latest information and knowledge of various fields by using Internet services which are mainly expressed in the English language. It is the most popular, well developed, systematized, standardized and internationally used language by human race. Infact, English is highly used as a link language, language of diplomacy, trade, foreign mission, mass communication, academic medium of instruction and education system .So it is a gate way to the world body of knowledge. It means the importance of English language cannot be an exaggeration.

The development of the English language in Nepal is closely connected with the rise of the Prime Minister Junga Bahadur Rana in Rana regime. After his visit to England, he established Durbar High School in 1954 A.D. It was the first school to teach the English language in Nepal. Mr. Ross and Canning were the first English teachers to teach in this school. Another further step of formal English language education in Nepal was the establishment of Tri-Chandra College in 1918 A.D. since then it has been included in curriculum right from primary to the bachelor's level. It has been introduced as a compulsory subject from grade one to bachelors level and taught and learnt in almost all the education institutions of Nepal,so it has become an integral part of formal education system in Nepal. Therefore, English has been an important tool for any students and others to become successful in local, national and international communication.

English is being learnt and taught as a foreign language in many countries including Nepal. Basically learning and teaching English in Nepal aims at making the students able to communicate their ideas and feelings with one another and with those people of any nationality who speak or write or use English in their everyday function. Language enables one to get things done. It is learnt in terms of enhancing four skills namely, listening, speaking, reading and writing and achieving fluency and accuracy in communication. Regarding the English language, there are very rare fields in Nepal, which are untouched with English. The rapid increment of English users and the rapid growth of English medium school and college and their influence on society and nation proves that how important the English language is in Nepal.

1.1.3 The Magar Ethnic Group and the Magar Language

Nepal is very rich not only in its natural beauty but also in its linguistic and cultural diversities. Even though it is a small country, it looks like a melting pot of many races and tribes. There are more than one hundred different types of races and castes in Nepal. Nepal possesses a great variety of races in its population.

Magar is one of the various aborigines of Nepal. There is not the same view about its origin and history which has become a debatable issue. Some of the Magar people do claim that they are Thakuri dynasty and some others say that they are Mongols. But it is yet to be studied to find out the authentic answer. It has been said that Magars in Nepal had entered in five groups: Western, Aasam, Northern side, Sikkim, and Southern side. Some others argue that their origin was the Eastern Nepal as there are more similarities between the Magar language and the language of Lepcha, residents of Sikkim. It is also regarded that Magars had come to Nepal from Kham, region of China as "Khan Magar" dialect comes under a Tibetan language of "Athar Magarati". Likewise, some of them claim that Magars had migrated from "Rajputana" of India. According

to Gibs (1947, p.18, as cited in Shrish, 2008, p.7),"Magars were residing on lower hilly region of Palpa from the beginning and had slowly scattered into central and western part of Nepal".

Magar is one of the indigenous ethnic nationalities of Nepal. It is one of the bravest communities with its own ancient rich culture. The regions that the Magar tribe inhabit are the destricts of Palpa, Gulmi, Argha Khanchi, Syangja , Baglung, Parbat, Myagdi, Tanahun, Gorkha, Nawalparasi, Rupandehi in the Western region, Rolpa, Rukum, Dolpa, Dailekh, Jajarkot, Pyuthan in the Mid-Western region and Ilam, Taplejung, Dhankuta, Sunsari, Sarlahi, Okhaldhunga in the Eastern region. Besides these areas there are small pockets of Magars spread out in the regions of the hot tarai both east and west, and also in the hills and the areas around the Central region of Nepal. Magars follow Buddhism with priest called Bhusal, the social process of Sanskritization has drawn some southern Magar population to develop a Syncretic form of Hindusm_that combines animist and Buddhist rituals. Under the main ones beings Ale, Thapa, Pun and Rana. There are more than 700 sub - thars (family names) of Magar. 1,622,421 people (excluding Magars living abroad) are identified themselves as belonging to the Magar ethno linguistic group representing 7.4% of Nepal population and making them the largest indigenous ethnic group in the country (The Population Census,2001). It is estimated that there are 5 million Magars around the world today.In the past, Magars had their own small states called Chaubise Rajya or Barah Magarant and Ath Magarant. They also played vital roles on making of today's great Nepal. Despite their glorious history and legend Magars are lagging behind in the socioeconomic and political strata of Nepal, which is an effect of Sanskritization or "Braman Bad".Magars traditionally engage in subsistence, agriculture, pastoralism craftsmanship, hunting and fishing. However, these days Magars are also in the field of other professions like medicine, education civil services, laws, journalism, development, aviation and politics. The Magars are prominently represented in Nepal's military as well as in British and Indian Gurkha regiments along with

the Gurung, Rai and other martial ethic groups from the hills of Nepal. Magars are spread not only within Nepal but also in other neighboring counties of Nepal like Bhutan, Burma, and Bangladesh and in Deharadun Darjeeling Sikkim, Assam Nagaland and Bhaksu in India. Further away- today Magars have also settled or they have gone abroad for study or other work related purposes. Similarly, many Magars associations are formed with common goals of bonding themselves well, and keeping coordinal social relation with other communities in order to preserve and promote their culture, tradition and language back alive for the sake of their identity forever.

Magars, the largest group among the indigenous nationalities, fall in the third largest ethnic group in Nepal. Among many other indigenous ethnic people, more recently, the Magars have been focal point of interests for many researches and writers, both Nepali and foreigners, and particularly Westerners (Yadava, 2001).

The following table shows the distribution of Magar population on the basis of development region.

Table No. 1

Magar Population on the Basis of Developmental Region

Development Region	Population	Percent
Eastern Development Region	180363	11.12
Central Development Region	256957	15.84
Western Development Region	750960	46.28
Mid- Western Development Region	391650	24.14
Far –Western Development Region	42491	2.62
Total	1622421	100

(Yadava, 2001)

There are 10681 Magars residing in Sunsari. Among them 5267 are male and 5414 are female. The total Magar population of Sunsari district of three different Municipalities and 49 VDCs can be shown in the following table:

Table No. 2

Magar Population of Sunsari District

Municipalities/VDCs	Magar population
IItahari Municipality	1461
IInaruwa Municipality	423
Dharan Municipality	3558
Ekamba VDC	29
Aamduwa VDC	85
Aamahibelha VDC	12
Ourabani VDC	8
Babiya VDC	2
Baklauri VDC	173
Baraha Kshetra VDC	540
Bhadgaun Sinubari VDC	36
Bhaluwa VDC	2
Bharoul VDC	222
Bisnupaduka VDC	24
Chhitaha VDC	34
Dewangung VDC	11
Ghuski VDC	2
DuhabiVDC	201
Dumraha VDC	74
Hansposa VDC	263
Harinagar VDC	2
HaripurVDC	42
Kaptangung VDC	7
Khanar VDC	142
Laukahi VDC	6
Madhesa VDC	194
Madhyaharsahi	2
Madhuban VDC	25
Mahendra Nagar VDC	708
Narsing Tappu VDC	30
Pakali VDC	51
Panchakanya VDC	1476
Pashim Kusaha VDC	29
Prakashpur VDC	275
Purba Kusaha VDC	20
Ramgang Bellgachhiya VDC	90
Ramgang Sinwari VDC	3
Ramnagar Butaha VDC	4
SahebgungVDC	1
Satterjhora VDC	157
Simariha VDC	7

The population of different races/castes of Basantapur VDC in Sunsari district has been left.
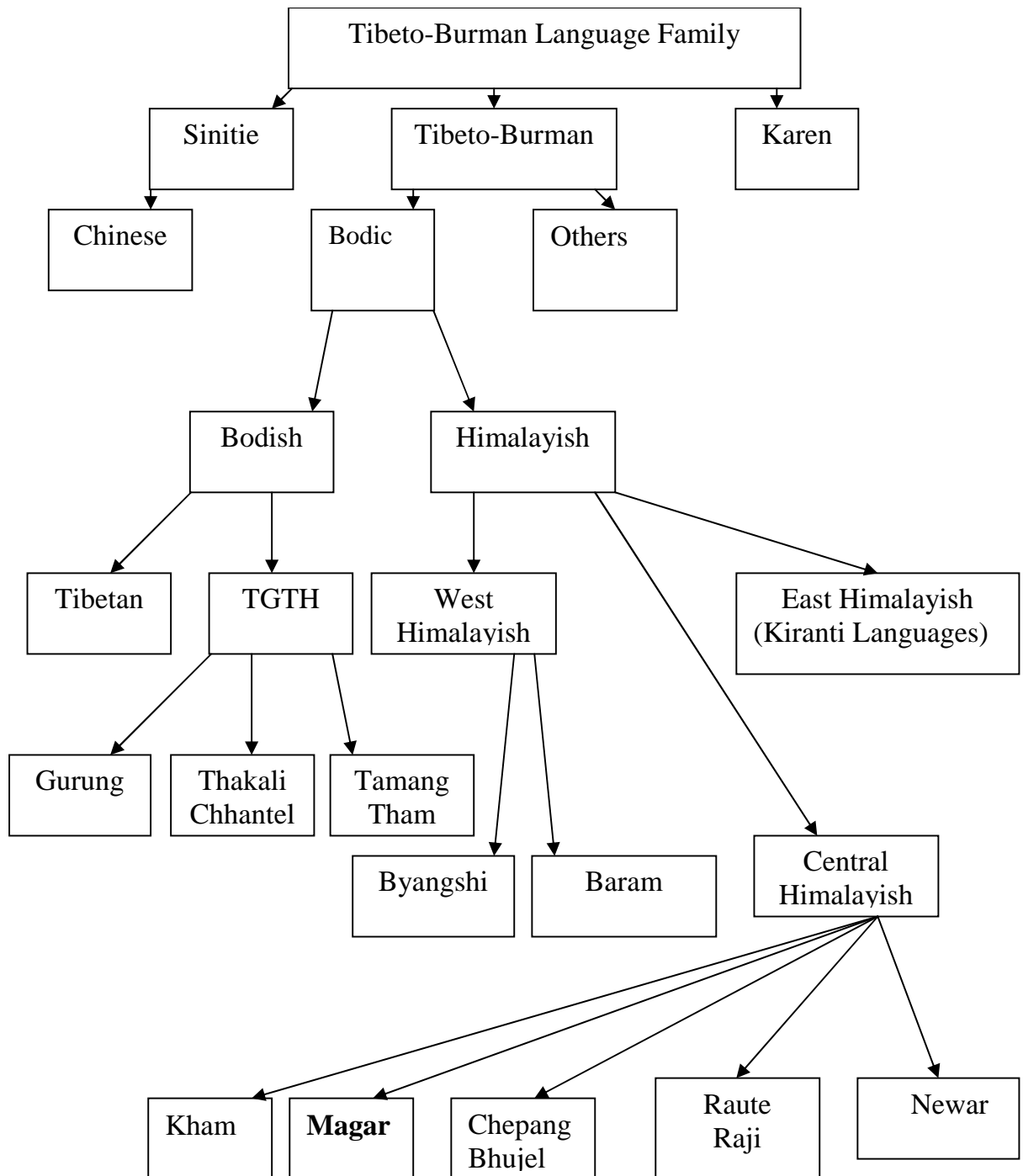
<div align="right">(District Profile of Sunsari, 2065. pp, 35-55)</div>

Magars have their own language named the Magarati language which is one of the members of Tibeto-Burman language family.

The following digram shows the position of Magar language in Tibeto-Burman language family.

Diagram No.1

Position of Magar in Tibeto- Burman Language Family

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                    ┌──────────────────────────────────┐
                    │  Tibeto-Burman Language Family    │
                    └──────────────────────────────────┘
                       │              │              │
              ┌────────────┐   ┌──────────────┐   ┌────────┐
              │  Sinitie   │   │ Tibeto-Burman│   │ Karen  │
              └────────────┘   └──────────────┘   └────────┘
                    │              │        │
              ┌────────────┐   ┌────────┐ ┌────────┐
              │  Chinese   │   │ Bodic  │ │ Others │
              └────────────┘   └────────┘ └────────┘
                              │         │
                    ┌────────────┐  ┌──────────────┐
                    │  Bodish    │  │  Himalayish  │
                    └────────────┘  └──────────────┘
                      │      │          │            │
              ┌────────┐ ┌────────┐ ┌──────────┐ ┌──────────────────────┐
              │ Tibetan│ │  TGTH  │ │  West    │ │  East Himalayish     │
              └────────┘ └────────┘ │Himalayish│ │ (Kiranti Languages)  │
                        │   │   │   └──────────┘ └──────────────────────┘
          ┌────────┐ ┌────────┐ ┌────────┐  │       │
          │ Gurung │ │Thakali │ │ Tamang │                   │
          └────────┘ │Chhantel│ │  Tham  │              ┌──────────────┐
                     └────────┘ └────────┘              │   Central    │
                              ┌──────────┐ ┌────────┐   │  Himalayish  │
                              │ Byangshi │ │ Baram  │   └──────────────┘
                              └──────────┘ └────────┘
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Kham	**Magar**	Chepang	Raute	Newar
		Bhujel	Raji	

(Yadava, 2001)

The census report of 2001 shows that Palpa, Nawalparasi, Rolpa, Tanahun, Baglung, Pyuthan, and Myagdi districts possess Magars in the first position. Among the population of these districts, the highest numbers i.e. 1, 3 6,750 is in Palpa district i.e.50.9 percentage out of the total population. In other districts the Magar are in the second, third and fourth positions comparing the number of people speaking other languages.

Among the total population, only 770,116 Magars speak the Magar language as their mother tongue, i.e. 49,757 whereas 720359 Magar people of rural areas speak it as their mother tongue. The total population of magars is 1622421, of the total 134357(i.e.8.33%) Magars live in urban areas and rest of all live in rural areas. Of the total Magars 1210276 (i.e.74.6%) Magars follow Hindu religion, 397,036 (i.e. 24.5%) follow Buddhism and 0.5 percent Magars follow Christianity. But no Magars are found following the Islam religion.

The Magar language is mainly divided into two groups: Athara Magarati and Barah Magarati language. Kaike, Kham and Chhantyal dialects come under Athara Magarati language. The language spoken by Magars in western parts of Rukum, Rolpa, Pyuthan and Baglung districts is called 'Kham'. The language used by Rokaya Magars of Tarakot, Dolpa, is called 'Kaike'. Likewise, the 'Chhantyal ' language is spoken in Baglung and Myagdi districts. Besides the dialects mentioned above, all other dialects of the Magar language spoken by Magars all over Nepal, come under Barah Magarati language. Although the origin of the Magar language is considered Palpa, Syanja and northern part of Nawalparasi in particular, it is also spoken in Banke, Surkhet and Dailekh in the west and Kavre, Ramechhap, Udayapur, Mahottari, Bhojpur, Panchthar, Terharthum, Ilam, Morang, Sunsari and Dhankuta in the east.

By observing the overall status of Nepal we can say that the language spoken by all the Magars living all over Nepal is the Magar language. To find out the

exact place of origin of this language is really a difficult task for all. Language always flows towards simplicity. Each language follows the way complex to simple, long to short and unsystematic to systematic. Due to this reason the Magar language of the east is simpler and shorter than that of the west. The population of Magar speaking various Magar dialects is 3.39 percent of the total population of Nepal (Population Census, 2001). The Magar tongue speaking population in 1953/54, 1991, and 2001 was 273780, 430264 and 270116, respectively. The study of the trend in mother tongue retention shows that the Magar language retention rate has increased from 32.2 percent in 1991 to 46.6 percent in 2001. The Population Census, 2001 has registered the population of Magars around 1622421; among the total population only 270,116 Magars speak the Magar language. Remaining Magars speak Khas and Nepali.

According to the number of people speaking a language, the Magar language is ranked as the seventh most widely spoken language in Nepal. It has its own script named Akkha script. M.S. Thapa Magar was the first Magar to discover this script. However, it is claimed that this script was freely used by Lichchhavis in Nepal. The sixth central conference of Magar Association held on 15th-18th Falgun, 2054, in Nawalparasi district had authoritatively accepted Akkha script as the Magar script. Only one book in this script entitled "Magar Bhasako Karmakanda" written by C.B. Rana Magar is found to be published in 2051.

The Magar settlements have been found in different parts of Nepal. Many experts have given their own views on it; the Magars settled down first in the Mid-hill of Central Nepal and they slowly migrated to other parts of the country over a long period of time. Therefore, the Magar language speakers are more or less found all over Nepal.

1.1.4 Contrastive Analysis (CA)

Contrastive Analysis is one of the branches of applied linguistics which refers to a scientific study of similarities and differences between languages. There are several languages in the world, some of which are genetically related and others are not. CA compares the linguistic systems of two or more languages in order to find out similarities and differences between them. According to James (1980), contrastive analysis is a linguistic enterprise aimed at producing inverted (i.e. contrastive not comparative) two valued typologies (A CA is always concerned with a pair of languages) and founded on the assumption that languages can be compared. CA compares learners' two languages, viz. their mother tongue and target languages to find out similarities and differences and then to predict the areas and difficulty in learning. The comparison may be between two different languages (English and Magar) which is called interlingual comparison and between the two dialects of the language which is called intralingual comparison. CA was introduced in the late 1940and 50s and highly popularized in the 70s.

1.1.4.1 CA Assumptions

The development of CA for foreign language teaching can be advocated first by the American linguist C.C. Fries in 1945. His work; "Teaching and Learning English as Foreign Language" was published in which he quotes that" The most effective materials are those that are based upon a scientific description of the language to be learned carefully compared with a parallel description of the native language of the learner." (cited in Chaudhary, 2008, p.4).

Later, making the concept more direct, vivid and explicit Robert Lado published his classical work entitled," Linguistic Across Culture,"in1957. In his book, Lado (1957, pp.1-2) provided these underlying assumptions of CA which have significant roles in language teaching.

a) Individuals tend to transfer the forms and meanings and the distribution of forms and meanings of their native language and culture both productively when attempting to speak the language ……….and receptively when attempting to grasp and understand the language.

b) In the comparison between native and foreign language lies the key to ease or difficulty in foreign language learning.

c) The teacher who has made a comparison of the foreign language with the students will know better what the real learning problems are and can better provide for teaching them .

The pedagogical materials that resulted from contrastive analysis were based on a number of assumptions. Gass and Selinker (2009, pp.96-97) point these assumptions mainly in the following six points:

1. Contrastive analysis is based on a theory of language that claims that language is habit and that language learning involves the establishment of a new set of habits.

2. The major source of errors in the production or reception of a second language is the native language.

3. One can account for errors by considering differences between the L1 and the L2.

4. The corollary to item 3 is that the greater the differences, the more errors will occur.

5. What one has to do in learning a second language is learn the differences. Similarities can be safely ignored as no new learning is involved. In other words what is dissimilar between two languages is what must be learned.

6. Difficulty and ease in learning is determined respectively by differences and similarities between the two languages in contrast.

1.1.4.2 Transfer Theory

The cornerstone of CA is the transfer theory which is based on the behaviourist theory. When learners come in contact with an L2, they have already mastered an L1. In such a case they transfer the knowledge of L1 in L2 learning. While Learning an L2, some features of it are easier to learn and some are difficult due to the transfer of the old habit/knowledge of first language (L1). If the old habit/knowledge of L1 is similar to the new habit/knowledge of L2, there is positive transfer which facilitates learning new language (L2), but if the old habit of L1 is different from the new (L2), there is negative transfer which hinders in learning new habit/knowledge of L2.

Psychological aspect of CA which is popularly known as transfer theory is derived from the behaviourist psychology. In this sense, the use of the term transfer accounts for the way in which present learning is affected by past learning. This tendency of learning seems to be even more in learning a second or foreign language. This transfer may be helpful to the learning of new language, and then it is positive transfer or facilitation. On the other hand, the transfer may be rather hindrance; in this case we have negative transfer or interference. If the difference between two linguistic items is so great that no transfer is likely to occur, then we have zero transfer. This psychological truth or the tendency of a learner to his/her past learning to ease his/her present learning is called theory of transfer.

In brief, the more similarities between the two languages, the more easier to learn and the more differences between the two languages, the more difficult to learn. We can say that the greater the similarities the greater the ease and the greater the differences, the greater the difficulty.

1.1.4.3 Significance of CA

CA provides an objective and a scientific base for second language learning. CA not only predicts the likely errors to be committed by L2 learners but also explains sources of errors in one's performance. So, a language teacher should have knowledge of CA to treat the learners psychologically and academically. The teachers and the text book writers who have the knowledge of CA can develop materials and devise techniques that eradicate the errors.CA has its significant contribution to foreign language teaching. It provides a language teacher a sound conceptual knowledge and insight about the language he/she teaches. It helps the teacher to diagnose the level of difficulty and causes of the errors that the learner commits. In a multilingual country like Nepal where teaching and learning of L2 or FL is inevitable, CA is helpful for teachers, learners, linguists, textbook writers, textbook designers, testing experts, syllabus designers and so others. CA is one of the various pedagogical aids for the teacher that helps him/her to add more knowledge.

There are mainly two functions of CA; predictive device and explanatory tool which are known as primary functions and secondary function of CA, respectively. The function of CA as a predictive device is to predict the areas of difficulty in learning certain languages for a particular group of learners. Here, a particular group of learners indicates the group of students having a particular language background. To predict the likely errors to be committed by a particular group of learners in learning a particular language is regarded as the primary function of CA. This work has implications to language teaching and learning by:

(a) pointing the areas of difficulties in learning and errors in performance.
(b) determining/ specifying the areas which the learners have to learn with greater emphasis.

(c) helping /assisting to design teaching/learning materials for those particular areas that need more attention.

The function of CA as an explanatory tool is to explain the sources of errors in one's performance.The sources as explained by CA is the L1 interference. This is the secondary function of contrastive analysis.

According to Sthapit as cited in Sharma 2003, p.199.), L1- interference stands as a main obstacle on our way to L2- learning. Learning anL2 is, therefore, essentially learning to overcome this obstacle. So any attempt to teach an L2 should be preceded by an explanation of the nature of possible influence of L1 behaviour on L2 behaviour. This is precisely what contrastive analysis (CA) does.

Therefore, the significance and indispensability of contrastive analysis cannot be an exaggeration.

1.1.5 Grammar

Grammar is the science of language. As every field of study depends on its own rules to evolve, language has its own rules defined under the cute name of 'Grammar'. Grammar hails from 'Grammare' (French), Grammtikos (Greek) or Grammatica (Latin), all meaning relating to letters". According to Oxford Advanced Learner's Dictionary (2005, p.675)," Grammar is the rules in a language for changing the form of words and joining them into sentences ".

Grammar is the study of the classes of words, their inflections and their functions and relation in the sectence. It is the study of language that is to be preferred and what avoided in inflection and syntax. It is the characteristic system of inflections and syntax of language. It is a system of rules that defines the grammatical structure of a language. It is a speech or writing evaluated

according to its conformity to grammatical rules. It is the set of principles or rules of an art, science, or technique using language.

On the basis of different definitions of the term grammar given by many linguists and schalars, we can say that, grammar refers to the body of rules and the structure or pattern of language. The term grammar can also be used for a description of the rules that govern the linguistic behaviour of speakers or a group of speakers. It is the systematic study and description of a language. It is a set of rules and examples dealing with the syntax and word structures of a language. Grammar is the frame or skeleton or backbone of a language.

Now a days the study of grammar is thought to be outdated. During the 20th century, approximately between 1925 and 1965, linguists gave sincere attention to grammar, which proved to be one of the most productive areas for linguistic analysis. But no doubt it is still being practised and will be practised in the future if we emphasize the correct use of language.

A language is more elegant, beautiful and legible when it goes by the rules of grammar, usage and style. While everyone of these is equally important, slips in grammar make it all worthless.

Grammar is just like the signpost, which directs the traveller along the right path, making the journey quicker and easier and saving them from getting lost. In the same way, grammar directs the language learner along the right way or path, making the journey of language learning quicker and easier and saving them from getting lost in the ocean of language.

Grammar is important because it is the language that makes it possible for us to talk about language. Grammar names the types of words and word groups that make up sentences not only in English but in any language. As human beings, we can put sentences together even as children. We can all do grammar. But to

be able to talk about how sentences are built, about the types of words and word groups that make up sentences. That is knowing about grammar. And knowing about grammar offers a window into the human mind and into our amazingly complex mental capacity.

People associate grammar with errors and correctness. But knowing about grammar also helps us understand what makes sentences and paragraphs clear and interesting and precise. Grammar can be part of literature discussions, when we and our students closely read the sentences in poetry and stories. And knowing about grammar means finding out that all languages and all dialects follow grammatical patterens.

The importance of focusing on grammar can be summarized in the following paints:

- Without grammar language doesnot exist.
- How can we feel confident about using grammar if we do not know/ understand the rules?
- A solid knowledge of all the rules is necessary to speak a language well.
- The best way to learn language is practice, practice, practice the correct usage.
- Good English means correct English.
- Making mistakes reflects poor learning.

To sum up, grammar functions as preventive medicine and connective medicine safeguarding or rectifying those points of words use which are liable to errors. Language teachers for generation have operated with grammatical concepts and categories which have been considered as a self-evident and simple and common basis of language. The knowledge of grammar is essential. In the sense that for competent users of a language it is the most important and

indispensable property for language teacher, linguists, language experts and language learners too.

To conclude, language teachers should become aware of the new ideas about grammar and language learning that are proposed today so that thay can take from them whatever that may find useful. There is a certain trend at the moment for teachers to say that the communicative revolution has been overdone and we should start thinking about introducing grammar for correctness of language.

1.1.5.1 Pronominal System

Pronominal is a term used in classical transformational grammar to refer to a rule which replaces a lexical noun phrase with a pronoun. The common term of pronominal is pronoun which can be used to substitute a noun phrase. The parts of speech or word classes are regarded as an integral part of grammar which are grouped into two categories; the major or open word classes, which carry the most of the content meanings of a sentence, i.e. nouns, verbs, adjectives and adverbs and the minor or closed word classes which play a more structural role in a sentence i.e. pronouns, prepositions, determiners, conjunctions, interjections. Pronominal comes under minor word classes. In other words, it is one of the parts of speech, a word used instead of a noun substantive, to substitute an object without naming it. Pronominal replaces a noun and a noun phrase within a text or as direct reference to an outside situation.

According to Parrott (2000 p.323), "We use pronominal to avoid specifying or repeating information that is already clear". There are various kinds of pronominals which are listed as follows.

a) Personal Pronoun

Personal pronoun stands for the persons speaking, spoken to and spoken of. Personal pronoun replaces the name of person and object. The personal pronouns are marked for person (first, second, and third), for case (nominative and accusative cases) and also for number (singular, dual and plural).The personal pronouns are: I, we, you, he, she, it, they, me, him, her, us, and them.

b) Possessive Pronoun

A possessive pronoun is one that is used for showing possession/belonging /ownership. The possessive pronouns work two functions: they work as possessive determiner before a noun phrase and they can replace an NP inflected for possession, (Celce-Murcia and Larsen-Freeman, 1983).The possessive pronouns in English are: my, mine, our, ours, your, yours, her, hers, his, its, their, theirs.

c) Demonstrative Pronoun

The demonstrative pronoun is one that is used to point out the object to which it refers. Demonstrative pronouns point out specific persons or objects. There are four demonstrative pronouns in English: this and that (singular) and these and those (plural) (Aarts and Aarts 1986). 'This' and 'these' refer to what is near and 'that' and 'those' refer to what is remote. The demonstrative pronouns are: this, that, these, those.

d) Reflexive Pronoun

The reflexive pronoun is one in which the action done by the subject turns back or reflects upon the subject. It is also called self pronoun. The reflexive pronouns are: myself, yourself, herself, himself, itself, ourselves, yourselves, themselves.

e) Interrogative Pronoun

An interrogative pronoun is one that is used for asking questions. The interrogative pronouns are who, whose, whom, what and which (Aarts & Aarts, 1986). In other words, the words who, whom, whose, what and which are interrogative pronouns when they are used for asking for questions about the subject, the object or the proposition of an object. The interrogative pronouns are: who, what, when, where, whose, which, whom, how.

f) Relative Pronoun

The relative pronoun is one that refers to its antecedent. The relative pronouns of English are who, whose, whom, which and that (Aarts & Aarts, 1986). They are used to introduce relative clauses. Those are clauses normally functioning as post modifiers in the structure of the noun phrase. The relative pronouns have a noun phrase as their antecedent. The commonly used relative pronouns are: what, who, when, where, whose, which, whom, that.

g) Indefinite Pronoun

The indefinite pronoun is one that refers to person or things in general way but does not refer to any person or thing in particular. They are, therefore, called indefinite pronouns, (Wren and Martin (1999, p.43). The indefinite pronouns are: somebody, someone, something, anybody, anyone, anything, nobody, no-one, nothing, everybody, everyone, everything, one, all, few, others, none, some, and many.

h) Reciprocal Pronoun

The reciprocal pronoun is one which expresses a mutual action or relation. There are two reciprocal pronouns in English: each other and one another (Aarts and Aarts, 1986). They are used independently in sentences with plural coordinated subjects.

i) Distributive Pronoun

Each ,either and neither are called distributive pronouns because they refer to persons or things one at a time .They are always singular and followed by the verb in singular (Wren and Martin, 1999, p.44).

To sum up, the different kinds of English pronominals mentioned above are shown in the following diagram.

Diagram No. 2

Different Types of Pronominal
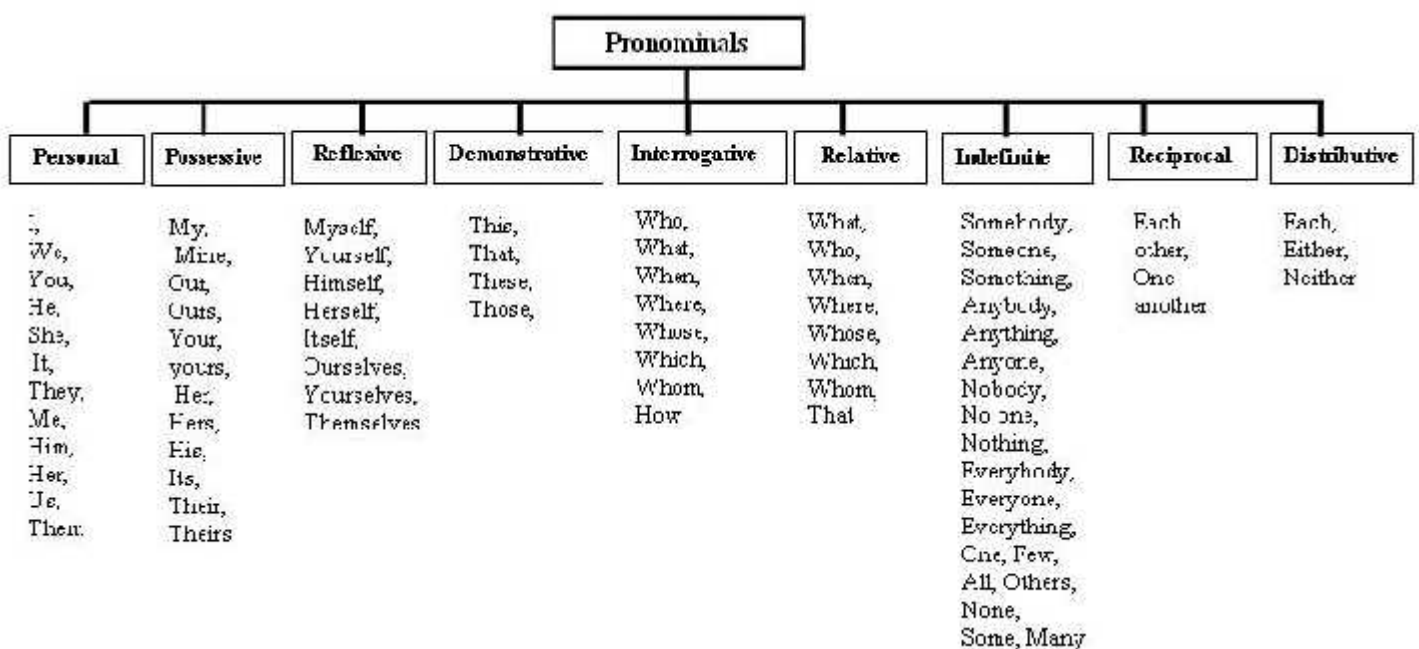
Celce-Murcia and Larsen-Freeman, (1983, p.18) mention that the forms within each other category are distinguished by number, person (first, second and third), gender and in the case of demonstrative by number and proximity.

There are different types of pronominals existing in the Magar language. So the comparison between English and Magar pronominals can be done on the basis of different kinds of pronominals existed in the English and Magar languages.

1.2   Review of Related Literature

There are many comparative studies carried out by a number of research scholars on different languages in different areas. The related literature review to the present research study is as follows:

Bhat (2005) carried out his research on "Pronominals in English and Raji Language". The study was basically concentrated to determine Raji pronominals in relation to English, and to find out similarities and differences between Raji and English pronominals. Both primary and secondary sources of data were used to accomplish the research work. The population of the study was 40 literate and illiterate including male and female.He found that the Raji language has more number of pronominals than that of the English language; Raji proniminals have affixation system but it is lacking in English; Raji personal pronominals have alternative but not in English;and the English language does not have honorific pronominal especially used for kinship relation; both the languages have demonstrative pronominals which show proximity relation; and the English language has proximal and distal relationship, whereas Raji has proximal, medial and distal relationship.

Chaudhary (2005) has carried out a research on the topic, "Pronominals in the Tharu and English languages". The objectives of his study were; to identify

pronominals in the Tharu and English language, and to find similarities and differences between pronominals in the English and the Tharu languages. Both the primary and secondary sources of data were used in the study. The study was made analyzing responses given by thirty Tharu informants; educated, uneducated, old men and women, young and adult, of Khairahang V.D.C. Chitwan. Sets of questionnaires for interview were prepared and used to collect the data. He has used both judgemental and stratified random sampling procedure. He found that both the Tharu and English have more or less similar number of pronouns. English has different pronouns for masculine and feminine gender but, Tharu in Chitwan does not have this distinction. Both English and Tharu, apart from a very few examples, do not have honorific expressions.

Dewan (2005) carried out a comparative study on, "Negative and Interrogative transformation in English and Yakkha Language". His main objectives of the study were to identify the processes of negative and interrogative transformation in the Yakkha language and to compare and contrast the processes with those of English. The primary data for the research were the Yakkha native speakers of Angna VDC of Panchthar district, and he also used secondary sources of data. The total sampling population was 50 native speakers above 15 years of age, 25 literate and 25 illiterate people who were selected using stratified random sampling procedure. Structured interview was used as a research tool. He found that Yakkha sentence structure is SVO and negative and interrogative transformation system between them are similar in some respect and different in others; the number system affects the use of negative marker in the Yakkha language; the negative markers '-n' and 'ni' occur in different situations, whereas English negative marker is 'not' which is used in all situations; Yakkha negative imperative marker is '-n' which is suffixed at the end of the verb, whereas English negative marker is formed by placing 'do not' or 'don't 'at the beginning of the sentence;Yakkha Yes/No question is formed by adding the interrogative particle 'i' at the end of the verb,

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whereas English Yes/No question is formed by placing the auxiliary verb at the beginning of the sentence; the interrogative particle in Wh-question is 'la' in the Yakkha language which is optional;Yakkha Wh-word in most cases occurs after the subject, whereas English Wh-word occurs at the beginning of the sentence.

Rai (2005) has carried out a research entitled, "Pronominals in English and Chhintang Rai Languages'. The study was carried out to determine pronominals in Chhintang Rai, and to compare and contrast Chhintang pronominals with those of English. The researcher collected data from both primary and secondary sources. The research was based on the 60 informants: 20 educated, 20 literate and 20 illiterate, in which interview questionnaire was used as a research tool for data collection. He used stratified random sampling procedure to sample the population. He found that Chhintang has more number of pronouns than in English; Chhintang personal, reflexive and possessive pronouns are grouped under three numbers: singular, dual and plural, but they are categorized under two numbers; singular and plural in English;and Chhintang has inclusive and exclusive pronouns for the 1st person personal, reflexive and possessive pronouns but English lacks them.

Adhikari (2006) carried out a research on, "Passivization in English and Tharu". The main objectives of the study were to find out the processes of passivization in the Tharu language and to compare and contrast with that of English. He has used both primary and secondary sources of data. The native speakers of the Tharu language of Dhadhawar and Deudakala VDCs of Bardiya district were used as the informants for the research. Sixty native speakers including literate and illiterate were selected using quota sampling procedure. Questionnaires and interview schedule were used to elicit data from literate and illiterate respectively. The main findings of his study were that like in English the inversion of the subject and object does not take place in passive structure

in Tharu, and the active form of verb is converted into passive form inflectionally in Tharu and phrasally in English.

Rosyara (2007) has carried out a research on "Pronominals in English and Doteli Dialect of Nepali". The objectives of her study were to determine the pronominals in Doteli dialect of Nepal, to record the English pronominals, and to compare and contrast Doteli pronominals with English pronominals. Both the primary and secondary sources of data were utilized to elicit data. Total 50 native speakers of Doteli were taken as a sample population. A set of questionnaires was used as a tool for data collection. She found that Doteli has more number of pronouns than in English; Doteli has honorific and non-honorific pronouns for the second and possessive pronouns which are not found in English; Doteli has more number of second person personal pronouns than those of English and Doteli has more interrogative pronouns than English. There are many researches carried out on pronominal in the Department of English Education. This research work was carried out on "Pronominal in English and Magar". No research work has been carried out on this topic in the Magar language so far.

Shrish (2008) carried out a research entitled, "The Forms of Address in the Magar and English Language". His main objectives of the study were to find out the forms of address of the Magar language and to compare and contrast the forms of address of Magar and English. He used both Primary and Secondary sources of data. He used forty five native speakers of the Magar language, both literate and illiterate of Rupandehi district. Interview questions were used as tools for data collection using paper pencil technique. He found that the terms of address in English and Magar are different from each other despite some similarities, and some of the most common forms of address used in the Magar language are common to Nepali language as well.

1.3 Objectives of the Study

The objectives of the study were as follows:

1. To identify pronominals of the Magar language.
2. To find out similarities and differences between pronomial in the Magar and English languages.
3. To suggest some pedagogical implications.

1.4 Significance of the Study

The study will be significant for the researchers who want to undertake further research in pronominal system and those who are directly involved in the field of language analysis. It will provide some insights on different pronomials in the Magar language. Morever, it is believed that this research work will be helpful for the Magar learners of English and English learners of the Magar language. This research will be valuable for the Department as well. To some extent, it will be useful for language learners/students, teachers, syllabus designers, text book writers, linguists and all other persons who are directly or indirectly involved in language teaching.

1.5 Definition of Specific Terms

Accusative case: A term which refers to the form taken by a noun phrase (often a single noun or pronoun) when it is the object of a verb.

Antecedent: A term taken over from traditional grammar and used for a linguistic unit from which another unit in the sentence derives its interpretation, typically a later unit.

Case: A grammatical category used in the analysis of word classes (or their associated phrases) to identify the syntactic relationship between words in a sentence, through such contrasts as nominative, accusative, etc.

Dative case: A term in grammatical relationships by means of inflections which typically expresses an indirect object relationship, or a range of meaning similar to that covered by to or for in English.

Determiner: A term used in some models of grammatical description, referring to a class of items whose main role is to co-occur with nouns to express a wide range of semantic contrasts, such as quantity or number.

Dialect: A regionally or socially distinctive variety of language, identified by a particular set of words and grammatical words.

Lexical item: A unit of vocabulary is generally called lexical item.

Multilingual: A term used in sociolinguistics to refer to a speech community, which makes use of two or more languages.

Nominative case: A term in grammatical relationships by means of inflections which refers to the form taken by a noun phrase (often single noun or pronoun) when it is the subject of verb.

Possessive case: One of the forms taken by a noun phrase (often single noun or pronoun) in languages which expresses grammatical relationships by means of inflections. It typically expresses a possessive relationship.

Pronominal: A term used in grammatical description to refer to pronoun.

Reference: A term in grammatical analysis often used to state a relationship of identity which exists between grammatical units, for example; a pronoun refers to a noun or noun phrase.

Substitution: A term used in linguistics to refer to the process or result of replacing one item by another at a particular place in a structure.

CHAPTER-TWO

METHODOLOGY

The researcher adopted the following methodology:

2.1 Sources of Data

The study was based on both primary and secondary sources of data.

2.1.1 Primary Sources of Data

The primary sources of data for the study were responses obtained from the forty five Magar native speakers from Sunsari district to elicit the Magar pronominals.

2.1.2 Secondary Sources of Data

English pronominals were collected from the secondary sources such as Parrot (2000), Wren and Martinet (1987), Celce-Murcia and Larsen-Freeman (1999), Quirk et al. (1985).Besides, the researcher also consulted   NELTA journals, ELT journals, books, theses, magazines, articles, other reference materials, and the Internet and so on.

2.2 Population of the Study

The population of the study consisted of forty five native speakers of the Magar language residing in Itahari Municipality of Sunsari district. The researcher consulted both male and female including literate, illiterate and educated people.

2.3 Sampling Procedure

Forty-five Magar native speakers living in Itahari Municipality, of Sunsari district were selected using stratified random sampling procedure. The total population was divided into three strata. Here, the informants who could not read and write were considered illiterate, those who were able to read and write and below S.L.C. level were considered as literate and having the academic qualifications above S.L.C. were taken as educated ones.

2.4 Tools for Data Collection

The main tool for data collection was a set of interview questionnaires which worked as interview schedule. The researcher also used a tape recorder to enhance the authenticity of the data.

2.5 Process of Data Collection

The researcher visited the study area, met the native speakers of the Magar language of Itahari Municipality in Sunsari district and established rapport with them participating in conservation with them. Clarifying the purpose and objectives of the study, he took interview with the informants. He clarified the sentences of the structured questionnaires where needed. The data provided by the informants was recorded using paper and pencil technique in Roman Transliteration. He used a tape recorder to record data provided by the two informants.

2.6 Limitations of the Study

The study had the following limitations:

(i)The study was limited to the following pronominals:

Personal Pronouns	Possessive Pronouns
Demonstrative Pronouns	Reflexive Pronouns
Interrogative Pronouns	Relative Pronouns
Indefinite Pronouns	Reciprocal Pronouns
Distributive Pronouns	

(ii) Only 45 Magar native speakers of Itahari Municipality from Sunsari district were taken in the study.

(iii) The information on the pronomials was taken from the sources accessible to the researcher.

(iv) English pronominals were collected from the secondary sources.

CHAPTER-THREE

ANALYSIS AND INTERPRETATION OF DATA

To carry out this research work, the data elicited from 45 Magar native speakers, were intensively studied, analyzed and interpreted descriptively and comparatively using tables and illustrations.The collected data were analyzed and interpreted on the basis of the following points.

-) Personal Pronouns
-) Possessive Pronouns
-) Demonstrative Pronouns
-) Reflexive Pronouns
-) Interrogative Pronouns
-) Relative Pronouns
-) Indefinite Pronouns
-) Reciprocal Pronouns
-) Distributive Pronouns

3.1 Personal Pronouns

There are three types of Magar Personal Pronouns: first person, second person and third person which are presented and described separately below:

3.1.1 First Person

The first person refers to the person(s) who is/are speaking, i.e. the speaker (s). The first person pronominal forms in Magar are presented and described in terms of number and case which are presented in the following table.

The first person pronominal forms in Magar are displayed in the table below:

Table No. 3

First Person Magar Personal Pronouns

Number / Case	Singular	Plural
Nominative	, ai	K nko
Accusative	ki	K nkol kki
Dative	ki	K nkol kki
Possessive	u	K nu
Vocative	--	--

i)   The table 3 shows that first person Magar personal pronouns are marked for the nominative, accusative, dative and possessive caces.The first person singular pronoun / / marks for nomimative case in the present tense but / ai/ in the past tense. Here/-i/ is the nominative marker in the Magar language. Similarly, /-ki/ is both the accusative and dative case marker, and /-u/ is the possessive case marker. /k nko/ is the first person plural personal pronoun which marks nominative case and /-l kki/ is both accusative and dative case marker which is attached to /k nko/. The table also shows that Magar personal pronouns are marked for person. They are marked for the cases viz. nominative, accusative, dative and possessive./-ki/ is attached to / / to convert the nominative case into accusative one, where /-ki/ is an accusative case marker.

For example;

/ m star ho/ (Nominative/singular)
I am a teacher.

/ **ai** k t m stojaj ki dup /(Nominative/singular)

I met a girl.

/**k nko** bhalibal gesle/ (Nominative/plural)

We play volleyball.

/hosei **ki** k t kit b y mh / (Accusative/dative)

He gave me a book.

/isei jhol **au** ho/ (Possessive)

This bag is mine.

 /isei jhol ko **kanu** ho/ (Possessive)

These bags are ours.

3.1.1.1 Comparison Between English and Magar First Person Personal Pronouns

English and Magar first person personal pronouns are compared in terms of number and case in the following table:

Table No. 4

English and Magar First Person Personal Pronouns

Number Case	Singular		Plural	
	English	Magar	English	Magar
Nominative	I	/ /, / i/	We	/k nko/
Accusative	Me	/ ki/	Us	/k nkol kki/
Dative	Me	/ ki/	Us	/k nkol kki/
Possessive	Mine	/ u/	Ours	/k nu /
Vocative	--	--	--	--

The table 4 shows that English and Magar have the following similarities and differences in first person personal pronouns.

a) Similarities

i) When we compare English and Magar first person personal pronouns, we find that English and Magar have two kinds of number: singular and plural.

For example;

/   m star ho/ (Singular)

I am a teacher. (Singular)

/**k nko** m starko ho/ (Plural)

We are teachers. (Plural)

ii) Magar and English first person personal pronouns are marked for case (nominative, accusative, dative and possessive). In both languages the same pronominal is used for accusative and dative case.

For example;

/**k nko** bhalibal gesle/

We play volleyball. (Nominative)

/boe **k nkol kki** cy ki cha nn /

Father scolded **us**. (Accusative)

b) Differences

i) English first person personal pronoun 'I' marks the nominative case in both present and past tense. But Magar first person personal pronouns /   /and / ai/ mark the nominative case in present and past tense, respectively.

For example;

/ Magar hu kle/

I speak Magar language

/ **ai** k m s ojaj ki upa/

I met a girl

3.1.2 Second Person

The second person 'you' refers to the person(s) spoken to i.e. the listener or audience. Second person personal pronouns in Magar are displayed below:

Table No. 5

Second Person Magar Personal Pronouns

Number Case	Singular		Plural	
	Honorific	Non Honorific	Honorific	Non Honorific
Nominative	/n ku/, /hajur/	/n /	/n kurik/	/n kurik/
Accusative	/n kuki/	/ n ki/	/n kurikol k/	/n kurikol k/
Dative	/n kuki/	/ n ki/	/n kurikol k/	/n kurikol k/
Possessive	/n ku /	--	/n kuriku /	/n kuriku /
Vocative	/n ku/,/hajur/	/ n /	/n kurik/	/n kurik/

The table 5 shows that Magar personal pronouns are marked for second person for case (nominative, accusative, dative, possessive and vocative). In Magar /ki/ is the accusative and dative case marker which is attached to the honorific singular second person personal pronoun /n ku/ and to the non-honorific singular second person personal pronoun /n /. Similarly, /-ol k/ marks the same two cases which is attached to the plural second person personal pronoun /n kurik/.

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For example;

/**naŋ ku** məstar ho /
You are a teacher. (Nominative case/singular)
/ **naŋ kuki** manparle/
I like you. (Accusative case/singular)
/**naŋ kurik** kisanko ho/
You are farmers. (Nominative/plural)
/ məstar **kurikol kə** ma a ja le/
Teacher helps you. (Accusative/plural)

Similarly, the table also shows that Magar second person personal pronouns have the existence of honorific and non-honorific pronouns. The honorific pronouns are /naŋku/ and /hajur/ and non-honorific pronouns is /naŋ/.

For example;

/**naŋ** puwanriski nuˀn /
You go swimming. (Junior)
/**naŋ ku** məstar ho /
You are a teacher. (Senior)

The table further shows that / naŋ / is used for non-honorific and singular and /naŋku/ is used for honorific and singular and /naŋkurik/ is used for honorific and plural.

For example;

/ **naŋ** kisan ho/ (non-honorific)
You are a farmer.
/**naŋ ku** məstar ho / (honorific)
You are a teacher.

3.1.2.1 Comparison Between English and Magar Second Person Personal Pronouns

English and Magar second person personal pronouns have been compared in terms of number and case in the following table:

Table No.6

English and Magar Second Person Personal Pronouns

Number Case	Singular			Plural		
	English	Magar		English	Magar	
		Honorific	Non Honorific		Honorific	Non Honorific
Nominative	You	/n ku, /hajur/	/n /	You	/n kurik/	/n kurik/
Accusative	You	/n kuki/	/ n ki/	You	/n kurikol k/	/n kurikol k/
Dative	You	/n kuki/	/ n ki/	You	/n kurikol k/	/n kurikol k/
Possessive	Yours	/n ku /	/n ku /	Yours	/n kuriku /	/n kuriku /
Vocative	You	/n ku/,/hajur/	/ n /	You	/n kurik/	/n kurik/

The table 6 shows the following similarities and differences:

a) Similarities

i) Both English and Magar second person personal pronouns are marked for different cases such as nominative, accusative, dative, possessive and vocative.

For example;

/**n ku** ki man parle/

You like me. (Nominative)

/ **n kuki** man parle/

I like you. (Accusative)

/isei **n ku** ki bko ho/

These books are yours. (Possessive)

b) Differences

i) The same form of English second person personal pronoun is used for singular and plural whereas Magar has a separate form for singular and plural.

For example;

/**n ku** k kis n ho/

You are a farmer. (Singular)

/**n kurik** kis n ho/

You are farmers. (Plural)

ii) There is a significant difference between Magar and English second person personal pronominal system in the existence of honorific and non-honorific pronoun. Magar has the existence of honorific and non-honorific pronouns, which are not found in English.The different honorific and non-honorific pronouns are found in singular number but not in plural number.

For example:

/**n ku/hajur** k m star ho /

You are a teacher. (Honorific)

/ **n** k bidhy rthi ho/

You are a student. (Non-honorific)

iii) Magar second person personal pronouns are more in number than English.

3.1.3 Third Person

The third person 'he', 'she','it', 'they' refer to the person(s) or thing(s) spoken about.

Third person pronominal system in Magar is displayed in the table below:

Table No. 7

Third Person Magar Personal Pronouns

Number Case	Singular			Plural
	Female	Male	Neutral	
Nominative	/hosei/, /hocei/	/hosei/, /hocei/	/isei/	/hokurik/
Accusative	/hoski/	/hoski/	/iski/	/hokurikol k/
Dative	/hoski/	/hoski/	/iski/	/hokurikol k/
Possessive	/hoccau/	/hoccau/	/iceu/	/hokuriku /
Vocative	--	--	--	--

The table 7 shows that Magar third person personal pronouns are marked for different cases like in English. /ki/ is suffixed to nominative case in singular, to make it accusative case. Similarly, /ol k/ is suffixed in case of plural number. Third person singular nominative /hosei/ is changed into /hoccau/ and /isei/ is changed into /iceu/ and /-u / is suffixed in third person plural nominative /hokurik/ to make it possessive case.

For example;

/**hosei** k m star ho /
He is a teacher. (Nominative)

/hosei **hoski** k ki b y h /

She gave him a book. (Accusative)

/hosei jhol **hoccau** ho/

That bag is hers. (Possessive)

/hosei p hs l **hokuriku** ho/

That school is theirs. (Possessive)

The table also shows that Magar has the same form for both male and female. So, Magar is not a sexist language in that there is no gender distinction in Magar.Similarly, the third person pronoun **/hosei/** also shows nearness and /hocei/ shows remoteness.

For example;

/hosei lenj jaj ho/ (near)	**/hosei** m s ojaj ho/ (near)
/hocei lenj jaj ho/ (far)	**/hocei** m s ojaj ho/ (far)
He is a boy. (Male)	She is a girl. (Female)

Similarly, the table shows that Magar third person personal pronouns are also marked for number; singular and plural. For example, the pronoun /hosei/ is used for singular and /hokurik/ is used for plural in the nominative case.

For example;

/**hosei** m star ho/

He is a teacher. (Singular)

/**hokurik** m s arko ho/

They are teachers. (Plural)

The table further shows that Magar third person personal pronouns do not have the existence of honorific and non-honorific pronouns.

3.1.3.1 Comparison Between English and Magar Third Person Personal Pronouns

English and Magar third person personal pronouns are compared in terms of number and case in the following table:

Table No.8

English and Magar Third Person Personal Pronouns

Number	Singular						Plural	
	Female		Male		Neutral			
Case	English	Magar	English	Magar	English	Magar	English	Magar
Nominative	She	/hosei/	He	/hosei/	It	/isei/	They	/hokurik/
Accusative	Her	/hosei/	Him	/hosei/	It	/iski/	Them	/hokurikol k/
Dative	Her	/hoski/	Him	/hoski/	It	/iski/	Them	/hokurikol k/
Possessive	Hers	/hoccau/	His	/hoccau/	Its	/iceu/	Theirs	/hokuriku /
Vocative	--		--		--		--	

The table 8 shows the following similarities and differences:

a) Similarities

i) Magar and English third person personal pronouns are marked for different cases. Both languages have separate markers for nominative, accusative and possessive case. Both do not have the existence of vocative case.

For example;

/**hosei** k   kis n ho/
She is a farmer. (Nominative)

/hosei **hoski** thappa   hirkadiy /

He slapped her. (Accusative)

/hosei jhol   **hoccau** ho/

That bag is hers. (Possessive)

ii) Both English and Magar third person personal pronouns are marked for number. Both have singular and plural number.

For example;

/**hosei** m s arni ho/

She is a teacher. (Singular)

/**hokurik** m s arko ho/

They are teachers. (Plural)

b) Differences

i) English has separate third person personal pronouns for male and female whereas the same form is used for male and female in Magar.

For example;

/**hosei** k   m s arni ho/

She is a teacher. (Female)

/**hosei** k   m s ar ho/

He is a teacher. (Male)

ii) In English, both accusative and dative cases are marked by the pronoun 'her' and 'him' but in Magar both cases are marked by the pronoun /hoski/. There is no gender distinction in Magar.

3.2 Possessive Pronouns

Magar possessive pronouns function both as determiner and pronominal which are presented in the following table:

Table No.9

Magar Possessive Pronouns

Number / Person	Determiner Function		Pronominal Function	
	Singular	Plural	Singular	Plural
First	/ au/	/k nu /	/ au/	/k nu /
Second	/n ku /	/n kuriku /	/n kun/	/n kuriku /
Third	/uccau/	/hokuriku /	/hoccau/	/hokuriku /
	/iceu/	/hokuriku /	/iceuna/	/hokuriku /

The table 9 shows that /-u/ and /-u / are suffixed to the personal pronouns to make them possessive pronouns in the Magar language. Magar has the same form for determiner function and pronominal function in first and second person singular and plural. There are different forms for determiner and pronominal function in the third person singular but not in plural.

For example;

/isei **au** im ho/
This is my house. (Determiner)
/hosei im **au** ho/
That house is mine. (Pronominal)
/hosei **hoccau** jhol ho/
This is her bag. (Determiner)

/hosei jhol **hoccau ho**/

That bag is hers. (Pronominal)

The table also shows that Magar possessive pronouns are marked for number (singular and plural), and person.

For example;

/isei ki b **au** ho/

This book is mine. (Singular)

/isei ki b **k nu** ho/

This book is ours. (Plural)

/isei **au** ho/

This is mine. (First person)

/isei ki b **n ku** ho/

This book is yours. (Second person)

/hosei ki b **hoccau** ho/

That book is hers. (Third peroson)

3.2.1 Comparison Between English and Magar Possessive Pronouns

English and Magar possessive pronouns are compared in terms of person, number, and function in the following table:

Table No. 10

English and Magar Possessive Pronouns

Number	Determiner and Pronominal Function			
	Singular		Plural	
Person	English	Magar	English	Magar
First	My (det.) Mine (pro.)	/ au/	Our(det.) Ours (pro.)	/k nu /
Second	Your (det.) Yours (pro.)	/n ku /	Your(det.) Yours (pro.)	/n kuriku /
Third	Her/his(det.) Hers/his (pro.) Its (det.)	/uccau/ /hoccau/ /iceu/or /iceuna/	Their(det.) Theirs (pro.)	/hokuriku /

The table 10 shows the following similarities and differences.

a) Similarities

i) When we compare English and Magar possessive pronouns, we find that possessive pronouns of both languages function as determiner and pronominal.

For example;

/isei **hoccau** im ho/

This is her house. (Determiner)

/hosei im **hoccau** ho/

That house is hers. (Pronominal)

/isei **au** ki b ho/

This is my book. (Determiner)

/hosei ki b **au** ho/

That book is mine. (Pronominal)

ii) English and Magar possessive pronouns are marked for number. Both English and Magar have singular and plural pronouns.

For example;

/isei kalam **au** ho/
This pen is mine. (Singular)
/isei kalam **k nu** ho/
This pen is ours. (Plural)

iii) English and Magar possessive pronouns are marked for person (first, second and third).

For example;

/isei ki b **au** ho/
This book is mine. (First person)
/isei ki b **n ku** ho/
This book is yours. (Second person)
/hosei ki b **hoccau** ho/
That book is hers. (Third person)

b) Differences

i) English possessive pronouns function both as determiner and pronominal and have different forms to mark them, but Magar has the same form for both, except third person singular number.

ii) Third person possessive pronouns in English are used distinctively for male and female but there are no separate pronouns for male and female in Magar third person possessive pronouns.

For example;

/hosei ki   b **hoccau** ho/

That book is his. (Male)

/hosei ki   b **hoccau** ho/

That book is hers. (Female)

iii) The Magar language has more possessive pronouns than English.

3.3 Demonstrative Pronouns

Magar demonstrative pronouns are presented in terms of proximity and number in the following table:

Table No. 11

Magar Demonstrative Pronouns

Proximity	Number
	Singular/ Plural
Proximal	/isei/
Distal	/hosei/

The table 11 shows that Magar demonstrative pronouns are marked for number. But the same form is used for both singular and plural.

For example;

/**isei** ki   b ho/

This is a book. (Singular)

/**isei** ki   bko ho/

These are books. (Plural)

The table also shows that Magar has demonstrative pronouns to refer to proximal (nearness) and distal (remoteness) relationships. /isei/ indicates nearness and /hosei/ indicates farness.

For example;

/**isei** kalam ho/
This is a pan. (Near)
/**hosei** kalam ho/
That is a pan. (Remote)
/**isei** kalam ho/
These are pens. (Near)
/**hosei** kalam ho/
Those are pens. (Remote)

3.3.1 Comparison Between English and Magar Demonstrative Pronouns

Table No.12

English and Magar Demonstrative Pronouns

Number	Singular		Plural	
Proximity	English	Magar	English	Magar
Proximal	This	/isei/	These	/isei/
Distal	That	/hosei/	Those	/hosei/

The table 12 shows the following similarities and differences.

a) Similarities

i) Magar and English demonstrative pronouns can be seen from two perspectives; proximity and number. Both Magar and English have demonstrative pronouns to refer to proximal and distal relationships.

For example;

/**isei** k   ki   b ho/

This is a book. (Near/Singular)

/**isei** ki   bko ho/

These are books. (Near/Plural)

hosei k   ki   b ho/

That is a book. (Remote/Singular)

/**hosei** ki   bko ho/

Those are books. (Remote/Plural)

ii) Both English and Magar have no existence of honorific and non-honorific demonstrative pronouns.

For example;

/**isei**   au mij   ho/

This is my son.

/**isei**   au boe ho/

This is my father.

b) Differences

i) English has different pronouns for denoting singular and plural whereas Magar has same form for denoting singular and plural.

For example;

/**isei** ki   b ho/

This is a book. (Singular)

/**isei** ki bko ho/

These are books. (Plural)

ii) English has four demonstrative pronouns whereas Magar has only two.

3.4 Reflexive Pronouns

Magar reflexive pronouns have been presented in terms of person and number in the following table:

Table No. 13

Magar Reflexive Pronouns

Number Person	Singular	Plural
First	/ lh na/	/ k lhaina/
Second	/ n kul na/	/ n kurikna/
Third	/ melhaina/	/ horkhul kna/
	/ melhaina/	

The table 13 shows/-lh ina/ is suffixed to the first person singular/ / and /k lhaina/ is suffixed to the first person plural to the personal pronoun to make them reflexive pronouns. Likewise, /-l na/ is suffixed to the second person singular and /-na/ is suffixed to the second person plural and /-melhaina/ is suffixed to the third person singular and /hokhul kna/ is suffixed to the third person plural number to the personal pronoun to make it reflexive pronoun. And Magar reflexive pronouns are marked for number; singular and plural.

For example;

/ɘisei ɘlhɘna ja le/ (Singular)

I do it myself.

/kɘnko kɘlhaina iski khɘssɘ/ (Plural)

We made it ourselves.

/hocei melhau kɘm melhaina ja le/ (Singular)

She does her work herself.

/hokurik horkhulɘkna ja ki yɘnhi/ (Plural)

Let them do themselves

/nɘku isei ɘnkulɘna ja ni/ (Singular)

Do it yourself.

/nɘkurik isei nɘkurikna ja ni/ (Plural)

Do it yourselves.

The table also shows that Magar reflexive pronouns are marked for person; first, second and third.

For example;

/ɘisei ɘlhɘna ja le/

I do it myself. (First person)

/nɘku isei nɘkulɘna ja ni/

You do it yourself. (Second person)

/hocei melhau kɘm melhaina ja le/

He does his work himself. (Third person)

3.4.1 Comparison Between English and Magar Reflexive Pronouns

English and Magar reflexive pronouns have been compared in terms of person and number in the following table:

Table No.14

English and Magar Reflexive Pronouns

Number	Singular		Plural	
Person	English	Magar	English	Magar
First	Myself	/ lh na/	Ourselves	/ k lhaina/
Second	Yourself	/ n kul na/	Yourselves	/ n kurikna/
Third	Himself Herself Itselt	/ melhaina/ / melhaina/ / melhaina/	Themselves	/ horkhul kna/

The table 14 shows the following similarities and differences

a) Similarities

i) Magar and English reflexive pronouns are marked for singular and plural number.

   For example;

   /   **lh na** iski kh ss /
   I made it myself. (Singular)
   /k nko **k lhaina** iski kh ss /
   We made it ourselves. (Plural)

ii) Both Magar and English reflexive pronouns are marked for persons;first, second and third person.

For example;

/ isei **lh na** ja le/

I do it myself. (First person)

/n ku isei **n kul na** ja lni /

You do it yourself. (Second person)

/hocei melhau k m **melhaina** ja le/

She does her work herself. (Third person)

b) Differences

i) English has more reflexive pronouns than Magar.'Self' is suffixed in the English reflexive pronouns in singular number and 'selves' is suffixed with plural, whereas different suffixes are added in Magar reflexive pronouns in different numbers and persons. /-na/ is suffixed in all the Magar reflexive pronouns finally.

ii) There is gender distinction in the third person singular reflexive pronoun in English but this is not the case in Magar.

For example;

/hocei melhau k m **melhaina** ja le/

He does his work himself.

/hocei melhau k m **melhaina** ja le/

She does her work herself.

3.5 Interrogative Pronouns

Magar has different interrogative pronouns which have been presented in the following table:

Table No. 15

Magar Interrogative Pronouns

	Subject		Object		Possessive
	Singular	Plural	Singular	Plural	
Persons	/su/ /kus/	/su su/ /kus kus/	/su/ /suki/ /kus/	/su su/ /su su/	/suau/
Things/ Animals	/hi/ /kus/	/hi hi/ /kus kus/	/hi/ /kus/	/hi hi/ /kus kus laki/	/suau/
Place	/kul /	/kul kul /	/kul /	/kul kul /	
Time	/sena/	/sena sena/	/sena/	/sena sena/	
Quantity	/ku ik/	/ku ikwo /	/ku ik/	/ku ikwo /	

The table 15 shows that Magar has many interrogative pronouns. It has different pronouns for singular and plural forms.

For example;

/hosei **su** ho a/   /hokurik **su su** le/

Who is he? (Singular)   Who are they? (Plural)

The table also shows that Magar singular interrogatives are fully reduplicated while converting them into the plural number, except the Magar interrogative pronoun to denote the quantity.

For example;

/isei **hi** le/   /isei **hi hi** ale/

What is this? (Singular)   What are these? (Plural)

/hosei **su a**/   /hokurik **su su** le/

Who is he? (Singular)   Who are they? (Plural)

/n ku my rmin **hita**/

What is your name? (Singular/non-human)

/isei **hi hi** ale/

What are these? (Plural/ human)

The table also shows that /suau/ is the Magar interrogative pronoun used with possession.

For example;

/isei im **suau** hota/
Whose is this house?

The table further shows that Magar interrogative pronoun /ku ik/'is used for quantity with non-count noun and /ku ik wo / is used for quantity with count noun.

For example;

/n ku kh t **ku ik** pais le/
How much money do you have?
/n ku kh t **ku ik wo** ki bko le/
How many books do you have?

3.5.1 Comparison Between English and Magar Interrogative Pronouns

English and Magar interrogative pronouns are compared in terms of their function (subject, object and possessive) and number (singular and plural) in the following table:

Table No. 16

English and Magar Interrogative Pronouns

	Subject			Object			Possessive	
	English	Magar		English	Magar		Englis	Magar
		Singular	Plural		Singular	Plural		
Persons	Who Which	/su/ /kus/	/su su/ /kus kus/	Who Whom Which	/su/ /suki/ /kus/	/su su/ /su su ki /	whose	/suau/
Things/ Animals	What Which	/hi/ /kus/	/hi hi/ /kus kus/	What Which	/hi/ /kus/	/hi hi/ /kus kus laki/	whose	/suau/
Place	Where	/kul /	/kul kul /	Where	/kul /	/kul kul /		
Time	When	/sena/	/sena sena/	When	/sena/	/sena sena/		
Quantity	How much, How many	/ku ik/	/ku ik wo /	How much, How many	/ku ik/	/ku ikwo /		

The table 16 shows that English and Magar interrogative pronouns have the following similarities and differences:

a) Similarities

i) Both English and Magar interrogative pronouns are used with human beings, non-human things, possession, place, time and quantity.

For example;

/hosei **su** ho/

Who is she? (Human)

/isei **hi** le/

What is this? (Non-human)

/isei ki b **suau** ho/

Whose is this book? (Possession)

/n ku **kul** nule/

Where do you live? (Place)

/hosei **sena** i ahari nuw /

When did he go to Itahari? (Time)

/n ku kh t **ku ik** pais le/

How much money do you have? (Non-count)

/n ku kh t **ku ik wo**   ki bko le/

How many books do you have? (Count)

b) Differences

i) When we compare English and Magar interrogative pronouns, we find that Magar has more interrogative pronouns than English.

For example;

/hosei **su** ho/   /hokurik **su su** ho/

Who is he? (Singular)   Who are they? (Plural)

/isei **hi** le/?   /isei **hi hi** ale/

What is this? (Singular)   What are these?

ii) Magar has separate interrogative pronouns for singular and plural.The plural interrogative pronouns are the reduplication of the singular interrogative pronouns, but English has the same interrogative pronouns for singular and plural. It means there is no number distinction in English interrogative pronouns.

For example;

/hosei **su** ho/	/hokurik **su su** ho/
Who is he? (Singular)	Who are they? (Plural)
/isei **hi** le/?	/isei **hi hi** ale/
What is this? (Singular)	What are these?

iii) In English, 'how much'is used with uncountable nouns 'how many' is used with countable nouns whereas in Magar, the same interrogative pronoun /ku ik/ is used in both cases.

For example;

/n ku kh t **ku ik** pais le/
How much money do you have? (Non-count)
/n ku kh t **ku ik wo** ki bko le/
How many books do you have? (Count)

3.6 Relative Pronouns

Magar relative pronouns have been presented in terms of function (subject,object and possessive) and number (singular and plural) in the following table:

Table No. 17

Magar Relative Pronouns

	Subject		Object		Possessive
	Singular	Plural	Singular	Plural	
Persons	/su/ /jo/	/su su/ /jo jo/	/su/ /jo/ /hoski/	/su su/ /jo jo /	/hoccau/
Things/ Animals	/hoseic hi/ /jo/ /hi/	/hoseic hi/ /jo jo/ /hi hi/	/hoseic hi/ /jo/ /hi/	/hoseic hi/ /jo jo/ /hi hi/	/hoccau/
Place	/jah n/	/jah n/	/jah n/	/jah n/	
Time	/hosbel /	/hosbel /	/hosbel /	/hosbel /	

The table 17 shows that /jo/ is used for both human and non-human subject and object NP. Its duplicated form /jo jo/ is used for both human and non-human subject and object NP. It is used only to mark plural number.

For example;

/hosei bharmi **jo** lhi   ume hosei   u l pha ho/
The man who is singing is my friend. (Singular)
/hosei bharmiko **jo jo** lhi   ume hosei   u l ph ko ho/
The men who are singing are my friends. (Plural)

The table also shows that the Magar relative pronoun /su/ is used for human subject and object NP to mark singular number but/su su/ is used for human subject and object NP to mark plural number.

For example;

/hosei bharmi **su** lhi   ume hosei   au l ph   ho/
The man who is singing is my friend. (Singular)
/hosei bharmiko **su su** lhi   ume hosei   au l ph ko ho/
The men who are singing are my friends. (Plural)

The table further shows that /hi/ is used for non-human subject and object NP to mark singular number and /hi hi/ is used to mark plural.

For example;

/   **hi**   ele hosei senyo/
Listen to me what I say. (Singular)
/   **hi hi**   ele hosei senyo/
Listen to me what I say. (Plural)

Similarly, /hoseic hi/ is used for non-human subject and object NP. It is used for both singular and plural.

For example;

/urmilai   ki k t jhol y mh **hoseic hi** gy ca lya/
Urmila gave me a bag which/that was red. (Singular)
/urmil i   ki kusei jhol ko y mh **hosec hi** gy ca ly /
Urmila gave me some bags which/that were red. (Plural)

In the same way, /hoccau/ is used for human and non-human things. It is used for possessive case in both singular and plural.

For example;

/ ai k t mastojaj ki up **hoccau** mich m locca ley /
I met a girl whose hair was very long.

Likewise, /jah n/ is used for denoting place. It is a subject and object relative pronoun which is used to mark both singular and plural number.

For example;

/isei im isei na ho **jah n** janmasny /
This is the house where I was born.

The table also shows that /hosbel / is used for denoting time both in subject and object pronoun and in singular and plural number.

For example;

/hosei 1977 p ley **hosbel** janmasny /
It was in 1977 when I was born.

The table further shows that /hoski/ is used for human being in relation to object both in singular and plural number.

For example;

/hosei jaj hosei a ho **hoski** pa aina may j le/
That is the boy whom all love.

3.6.1 Comparison Between English and Magar Relative Pronouns

English and Magar relative pronouns are compared in terms of number and function in the following table:

Table No.18

English and Magar Relative Pronouns

	Subject			Object			Possessive	
	English	Magar		English	Magar			
		Singular	Plural		Singular	Plural	English	Magar
Person	Who That	/su/ /jo/	/su su/ /jo jo/	Who Whom That	/su/ /hoski/ /jo/	/su su/ /hoski / /jo jo/	Whose	/hoccau/
Things/ Animal	What Which That	/hi/ /hosei c hi/,/jo /	/hi hi/ /hosei c hi/ /jo jo/	What Which That	/hi/ /hosei c hi/ /jo/	/hi hi/ /hosei c hi/ /jo jo/	whose	/hoccau/
Place	Where	/jah n/	/jah n/	Where	/jah n/	/jah n/		
Time	When	/hosbel /	/hos bel /	When	/hosbel /	/hosbel /		

On the basis of the above table, we can find the following similarities and differences between English and Magar relative pronouns:

a) Similarities

i) Both languages have only one form of possessive case, 'whose' in English and /hoccau/ in the Magar language. Both can be used for both human and non-human things.

For example;

/ i k t mastojaj ki up **hoccau** mich m locca ley /

I met a girl whose hair was very long.

ii) It is also found that both languages have only one form of the relative pronouns 'where' in English and /jah n/ in Magar for denoting place and 'When' in English and /hosbel / in Magar for denoting time.

For example;

/hosei im iseina ho **jah n** janmasny /

That is the house where I was born.

/hosei 1977 p ly **hosbel** janmasny /

It was in 1977 when I was born.

iii) Magar relative pronouns /hi/ /jo/ and /hoseic ni/ and English relative pronouns 'what', 'that' and 'which' are used for denoting things and animals respectively.

For example;

/ **hi** ele hosei senyo/

Listen to me what I say.

/urmilai ki k t jhol y mh **hoseic hi** (jo) gy ca lya/

Urmila gave me a bag which /that was red.

b) Differences

i) English relative pronouns have the same form for persons and things in singular and plural number but Magar relative pronouns have alternatives for

persons and things in singular and plural number, i.e. the Magar subject and object relative pronouns /su/, /jo/, /hi/ are used for singular number and /su su/, /jo jo/ and /hi hi / are used only for plural number.

For example;

/hosei bharmi **su** lhinnume hosei au l ph ho/
The man who is singing is my friend. (Singular)
/hosei bharmiko **su su** lhinnume hosei   u l ph ko ho/
men who are singing are my friends. (Plural)

ii) Magar relative pronoun/jo/ marks singular number which is used for both persons and things which are functioning as subject or object and singular and plural and /jo jo/ is used only for plural but English relative pronoun 'Who' is used to refer to human subject and object denoting singular and plural number.

For example;

/hosei lenj jaj **jo** lhinnume ho   u   je ho.
The boy ho is singing is my elder brother. (Singular)
/n kai hira g ki hyokle **jo jo** n kul ki manparle/
You can drink anything that you like.(plural)

iii) Magar relative pronouns /su/ **,**/jo/ and /hoski/ and English relative pronouns 'who' and 'whom' are used for human NP but Magar /jo/ is used for both human and non-human NP.

For example;

/hosei jaj hosei a ho **hoski** pa aina may j le/

That is the boy whom all love. (Human)

/hosei bharmi **jo** lhinnume hosei   u l pha ho/

The man who is singing is my friend. (Human)

/n kai hira g ki hyokle **jo jo** n kul ki manparle/

You can drink anything that you like. (Non-human)

iv) Magar relative pronoun /jo/ or /su/ and English relative pronoun 'who' are used for subject and Magar relative pronoun /hoski/ and English 'whom' are used for object NP.

3.7 Indefinite Pronouns

There are indefinite pronouns with regular pattern in Magar which are presented in the following table:

Table No.19

Magar Indefinite Pronouns with Regular Pattern

/kucyaura/	/sura/	/suram /	/pa ana/ , /pa ai/
/koikur /	/hira/	/hiram /	/pa ana kura/

The table 19 shows that Magar indefinite pronouns with regular pattern such as /kucyaura/, /sura/, /suram /, /pa ana/ and /pa ai/ are used for the persons that are not specified and certain.

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For example;

/ hol **kucyaura** le/

Someone/somebody is there.

/bhitra **sura** le/

Is anyone/anybody there inside?

/hol **sura** m le /

No one /nobody is there.

/ **pa ai** hoccau parsams j le/

Everyone/ Everybody praises him.

/ **pa ana** secchan le/

Everyone/ Everybody is beautiful.

The table also shows that Magar indefinite pronouns /koikur /, /hira/, /hiram /
and / pa anakura/ are used to refer to things or non-human beings in general
that are not specified and certain.

For example;

/ **koikura** s rho le/

Something is difficult.

/bhitra **hira** le/

Is anything there inside?

/asambhab ecakur **hira** m le/

Nothing is impossible.

/ **pa ana** kur sajilo le/

Everything is easy.

The following table shows the Magar indefinite pronouns with no pattern at all:

Table No.20

Magar Indefinite Pronouns with no Pattern

/aru/	/idij /	/suera/ /junaira/	/k t/
/kusei/	/ pa ana/	/suram /	/dherai/

The table 20 shows that most of the Magar indefinite pronouns with no pattern are used to refer to both persons and things. But /junaira/ and /suera/ are used only for persons.

For example;

/**aru** ki seccha j ki/
Do good to others.
/ **idij** s na my /
Few were killed.
/**dherai** s na my /
Many were killed.
/**suera** lahau l gi majjum j le/ or
/ **junaira** lahau l gi semhana j le/
One does one's best.
/**kusei** kalamko cori ch nn ne/
Some of the pens are stolen.
/ **pa ana** secchana le/
All are beautiful.

/ c nh   samma **sura** im n m r mme/

None of them has/have arrived home yet.

/ hokurik madhy   ki **k t**ki manparle/

I like one of them.

/ s rho ochy n ena naram ochy n swasthyakar ch nne/

Hard beds are healthier than soft ones.

3.7.1 Comparison Between English and Magar Indefinite Pornouns

English and Magar indefinite pronouns can be classified into two categories: the indefinite pronouns with regular pattern and with no pattern at all. They are shown comparatively in the table below.

Table No. 21

English and Magar Indefinite Pronouns with Regular Pattern

	Some	Any	No	Every
-one	/kucyaura/	/sura/	/suram /	/ pa ana/,/pa ai/
-Body	/kucyaura/	/sura/	/suram /	/ pa ana/,/pa ai/
-thing	/koikur /	/hira/	/hiram /	/ pa ana kur /

The table 21 shows that English and Magar indefinite pronouns with regular pattern have the following similarities and differences:

a) Similarities

i) English has more number of indefinite pronouns with regular pattern than

that of Magar. English indefinite pronouns with regular pattern are compared with those of Magar as follows:

English   Magar
Someone/somebody   /kucyarura/
Anyone/ Anybody   /sura/
No one/Nobody   /suram /
Everyone/Everybody   / pa ana/, /pa ai/
Something   /koikura/
Anything   /hira/
Nothing   /hiram /
Everything   / pa ana kur /

ii) Magar has only one indefinite pronoun for English indefinite pronouns such as /kucyaura/ for 'someone' and 'somebody' /sura/ for 'anyone'and 'anybody', /suram / for 'noone' and 'nobody' and / pa ana/or /pa ai/ for 'everyone' and 'everybody'.

For example;

/isei upah r **kucyaura** l gi ho/
This gift is for someone/somebody.
/bhitra **sura** le/
Is anyone/ anybody there inside?
/hol **suram** le/
Nobody/No one is there.

i) Magar has alternatives / pa ana/or /pa ai/ for the English indefinite pronouns 'everyone' and 'everybody'.

For example;

/ pa ana hoccau parsams j le/

or

/ pa ai hoccau parsams j le/

Everyone / Everybody praises him.

iii) Other English and Magar indefinite pronouns are more or less similar.

For example;

/**koikura** s rho le/

Something is difficult.

/bhitra **hira** le/

Is anything there inside?

/asambhab ecakur **hira** m le/

Nothing is impossible.

/ **pa ana** kur sajilo le/

Everythings is easy.

English and Magar indefinite pronouns with no pattern at all are tabulated below:

Table No. 22

English and Magar Indefinite Pronouns with no Pattern

English	Magar
Others	/aru/
Few	/i ij /
Some	/kusei/
One	/suera/, /junaira/
Ones	-
None	/suram /, /hiram /
All	/ pa ana/
Many	/dherai/

The table 22 shows that English and Magar indefinite pronouns with no pattern have the following similarities and differences:

a) Similarities

i) Both English and Magar indefinite pronouns are used to refer to person and things.

For example;

/aru ki secha j ki/
Do good to others
/kusei cori ch nn ne/
Some are stolen

/ **idij** s na my /

Few were killed.

/**suera** lahau l gi semhana j le/

<p style="text-align:center">Or</p>

/**junaira** lahau l gi semhana j le/

One does one's best.

/ c nh samma **sura** im n **m** r mme/

None has/have arrived home yet.

/ **pa ana** secchana le/

All are beautiful.

b) Differences

i) English has more number of indefinite pronouns without any alternatives and Magar has less number of indefinite pronouns with alternatives in some of them.

For example;

/**suera** lahau l gi semhana j le/

<p style="text-align:center">Or</p>

/**junaira** lahau l gi semhana j le/

One does one's best.

ii) The table also shows that there is no existence of Magar indefinite pronoun for English indefinite pronoun 'ones'.

3.8 Reciprocal Pronouns

There are two reciprocal pronouns in the Magar language, which are /l h l h / and / k t ark ki/ and they have free variations.

For example;

/sambhu ra mohanai **l h l h**   abhib dan j t / or

/sambhu ra mohanai **k t ark ki** abhib dan j t /

Shanbhu and Mohan greeted each other.

/ hokurikai **k t ark ki** ma   j t / or

/hokurikai **l h l h**   ma   j t /

They helped one another.

3.8.1 Comparison Between English and Magar Reciprocal Pronouns

The English and Magar reciprocal pronouns are tabulated and compared below:

Table No. 23

English and Magar Reciprocal Pronouns

English	Magar
Each other	/l h l h /, / k t ark ki/
One another	/k t ark ki/, /l h l h /

The table of English and Magar reciprocal pronouns shows that both have equal number of reciprocal pronouns and which can be used alternatively.

For example;

/sambhu ra mohanai **l h l h**   abhib dan j t / or

/sambhu ra mohanai **k t ark ki** abhib dan j t /

Shanbhu and Mohan greeted each other.

/ hokurikai **k t ark ki** ma   j t / or

/hokurikai **l h l h**   ma   j t /

They helped one another.

3.9. Distributive Pronouns

There are three distributive pronouns in the Magar language.They are / pa ana/ /k / and/ kusara ma/.The three Magar distributive pronouns refer to persons or things one at a time. They are always singular.

For example;

/ **pa ana** lenj ko mis /

Each of the boys slept.

/hokurik nis   **k** jan   pareski hyokle/

Either of them can read.

isei nis l m madhy   **kusara** uncha m le/ or

/kusara l m tuncha **m le**/

Neither of the roads is short.

3.9.1 Comparison Between English and Magar Distributive Pronouns

The English and Magar distributive pronouns are listed below comparatively:

Table No. 24

English and Magar Distributive Pronouns

English	Magar
Each	/pa ana/
Either	/k /
Neither	/kusara m /

The above table shows that both the English and Magar distributive pronouns are equal in number. Distributive pronouns of both languages refer to persons or things one at a time and both types are used as singular.

For example;

/ **pa ana** lenj ko mis /
Each of the boys slept.
/hokurik nis **k** jan pareski hyokle/
Either of them can read.
isei nis l m madhy **kusara** uncha m le/ or
/**kusara** l m tuncha **m** le/
Neither of the roads is short.

CHAPTER-FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

The major findings of the research are as follows:

4.1.1 Pronminal Identified in the Magar Language

a) **Magar personal pronouns:** , ai k nko, ki, k nkol kki u k nu n , n ku, n kurik, n kurikol k, n ku , n kuriku , hosei, isei, hokurik, hoski, iski, hokurikol k, hoccau, iceu, hokuriku .

b) **Magar possessive pronouns:** au, k nu , n ku , n kuriku , hoccau, hokuriku , iceu, iceuna.

c) **Magar demonstrative pronouns:** isei, hosei.

d) **Magar reflexive pronouns:** lh na, n kul na, melhaina, melhaina, k lhaina, n kurikna, horkhul kna.

e) **Magar interrogative pronouns:** su, su su, suki, susuki, kus, kus kus, kusl ki, kuskus l ki, suau, hi, hi hi, kul , kul kul , sena, sena sena, kudik, kudikwot .

f) **Magar relative pronouns:** su, su su, jo, jo jo, hoski, hi, hi hi, hosec hi, hoccau, jah n, hosbel .

g) **Magar indefinite pronouns:** kucyaura, sura, suram , pa ana, pa ai, koikur , hira, hiram , pa ana kur , aru, i ij , suera, junaira, kusei, suram , dherai

h) **Magar reciprocal pronouns:** l h l h   , k   ark ki.

i) **Magar distributive pronouns:** pa ana, k , kusaram .

4.1.2 Similarities and Differences Between English and Magar Pronominals

The similarities and differences between in English and Magar pronominal are listed below:

4.1.2.1 Similarities

i) Personal, reflexive and possessive pronouns are categorized under three persons, 1st , 2nd , and 3rd person in both languages.

ii) English and Magar first person personal pronouns are similar in the sense that they both are marked for case and both of them have separate pronominal forms for nominative and accusative cases.

iii) Both English and Magar indefinite pronouns can be divided under two categories; the indefinite pronouns with regular pattern and indefinite pronouns with no pattern at all.

iv) Both English and Magar have equal number of reciprocal pronouns   and which can be used alternatively.

v) Both English and Magar distributive pronouns are equal in number. Distributive pronouns of both languages refer to persons or things one at a time and both types are used as singular.

4.1.2.2 Differences

i) A significant point to note is that there is the existence of honorific and non-honorific pronouns for the second person personal, reflexive, and possessive pronouns in Magar, which is not found in English.

ii) In English, there are separate third person singular personal pronouns for male and female but this distinction is not available in the Magar language, eg. /hosei/ is used for both male and female.

iii) English second person personal pronouns have the same form of pronoun in both nominative and accusative cases but Magar second person personal pronouns have the different form of pronouns in both nominative and accusative cases.

iv) Magar has more number of second person personal pronouns than those of English. Magar has distinct second person personal pronouns for singular and plural,honorific and non-honorific and nominative and accusative cases but English has only one second person personal pronouns i.e. you, which is used for all numbers and cases.

v) Both English and Magar have possessive pronouns which function as possessive determiner and pronominal. Magar has the same form for determiner and pronominal functions but English has different forms.

vi) English third person singular possessive pronouns are used distinctively for male and female but there are no separate pronouns for male and female in

Magar third person singular possessive pronouns.

vi) /-u /, /au/ and /na/ are suffixed to different persons and numbers to make them possessive pronouns in Magar,which are not the case in English.

viii) English has more number of demonstrative pronouns than Magar. English has four demonstrative pronouns whereas Magar has only two. English has different demonstrative pronouns for far, near and singular and plural but Magar has the same form for singular and plural and different forms for far and near.

ix) Magar has more interrogative pronouns than English; Magar has different interrogative pronouns for singular and plural whereas in English the same form is used for both singular and plural.

x) In English 'self' and 'selves' are suffixed to other forms of pronouns to make them reflexive pronouns but in Magar /-lhana/ is suffixed to the first person singular, /kalhaina/ is suffixed to the first person plural, /-l na/ is suffixed to the second person singular, /na/ is suffixed to the second person plural, /melhaina/ is suffixed to the third person singular and / horkhul kna/ is suffixed to the third person plural to make it reflexive pronouns.

xi) Magar has more number of relative pronouns than English. Magar has different relative pronouns for singular and plural whereas in English the same form is used for both singular and plural.

xii) An English relative pronoun 'who' is used only with human subject but Magar /jo/ is used for both human and non-human subjects.

xiii) English has the same form for interrogative and relative pronouns but Magar has different forms for interrogative pronoun.

xvi) English has the single form for distributive pronoun 'neither' but Magar has two different forms for distributive pronoun 'kusara' and 'm ' where 'm ' is the negative marker and which is prefixed to the verb.

4.2. Recommendations

i) The findings of the present study show that Magar has more number of pronouns in comparison to English and they are more complex than those of English, which can confuse the students. So, the number and complexity of Magar pronominal system should be considered while teaching English Pronominal system to Magar native speakers.

ii) Personal, reflexive and possessive pronouns are categorized under three persons; 1st , 2nd , and 3rd persons in both languages. That is why, this similarity should be brone in mind while teaching Magar native speakers.

iii) Magar has the existence of honorific and non-honorific pronouns for the second person personal, reflexive and possessive pronouns which do not exit in the English language. So Magar native speakers should be made clear that English has no honorific and non-honorific pronouns while teaching.

iv) English second person personal pronoun has the same form for singular and plural and nominative and accusative cases. Learners should be made aware of this fact while teaching them the English second person

personal pronoun.

v) English has only one form of second person personal pronoun i.e. 'you', which is used for all numbers, cases, honorific and non-honorific form whereas Magar has distinct second person personal pronouns for singular, plural, nominative case, accusative case and honorific and non-honorific form. The teachers should teach that English has only one second person personal pronoun whereas Magar has different second person personal pronouns for singular, plural, nominative, accusative and honorific and non-honorific uses.

vi) English has separate third person singular personal, reflexive and possessive pronouns for male and female whereas Magar has the same third person singular personal, reflexive and possessive pronouns for male and female. Therefore, this distinction should be made clear to the Magar native speakers while teaching English pronominal system to them.

vii) English has more demonstrative pronouns than Magar. English has four different demonstrative pronouns for far, near, singular and plural but Magar has only two and the same form is used for singular and plural and different forms for far and near. So, this difference should be considered while teaching English pronominlal system to Magar native spearkers.

Viii) Magar has different interrogative pronouns for singular and plural whereas English has the same form for both singular and plural. So, this difference should be taken into consideration while teaching English pronominal system to them.

ix) Magar has different relative pronouns for singular and plural whereas in

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English same forms are used for both singular and plural. That is why, this distinction should be made clear while teaching English pronominal system to Magar native speakers.

ix) An English relative pronoun 'who' is used only with human subject but Magar /jo / is used for both human and non-human subjects. So, this difference should be considered while teaching English pronominal system to Magar native speakers.

x) English has the same form for relative and interrogative pronouns but Magar has different forms for relative and interrogative pronouns. The teacher should teach this fact while teaching English pronominal system to Magar native speakers.

xii) Both English and Magar indefinite pronouns are grouped under two categories; the indefinite pronouns with regular pattern and indefinite pronouns with no pattern at all. Therefore, this similarity should be considered while teaching English pronominal system to Magar native speakers.

xiii) Both English and Magar have equal number of reciprocal pronouns and which can be used alternatively. This similarity should be brone in mind while teaching English pronominal system to Magar native speakers.

xiv) Both English and Magar distributive pronouns are equal in number. Distributive pronouns of both languages refer to persons or things one at a time and both types are used as singular number. Therefore, this similarity should also be taken into consideration while teaching English pronominal system to Magar native speakers.

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APPENDICES

APPENDIX-I

Interview Questionnaire

This interview questionnaire has been prepared to draw data information for the research work entitled, "Pronominals in English and Magar Language" which is carried out under the guidance of Asst. lecturer, **Shankar Dewan**, Department of English language Education, Sukuna Multiple Campus, Indrapur, Morang. The researcher hopes that you all cooperate with him in providing authentic and reliable data/information that will be invaluable contribution to accomplish this research work.

Thank you

Researcher

Rewat Mani Poudel

Sukuna Multiple Campus,

Morang

Name: Sex:

Address: Age:

Academic Qualification:

How do you say the following sentences in the Magar language?

Personal Pronouns

1. I speak magar language.

…………………………………………………

2. We (two) play volleyball.

………………………………………………..

3. We (many) play volleyball.

………………………………………………

4. You (one/junior) go swimming.

………………………………………………….

5. You (one/junior) go swimming.

………………………………………..

6. You (one/senior) go swimming.

……………………………………………

7. You (two/senior) are farmers.

………………………………………………….

8. You (many/senior) are farmers.

………………………………………………….

9. You (two/junior) are farmers.

…………………………………………………

10. You are (many/junior) farmers.

…………………………………………………..

11. You are a farmer. (One/lower class to upper class)

………………………………………………………….

12. You are farmers. (Many/to most respective relative.)

………………………………………………………….

13. He is a boy.

……………………………….

14. He is a teacher.

………………………………………………………………………

15. She is a girl.

……………………………………………………………………………………

16. She is a teacher.

……………………………………………………………………………………

17. They (many/senior) are teachers.

....

18. It's me.

……………………………………………………………………………………

19. They are students.

……………………………………………………………………………………

20. Father scolded me.

……………………………………………………………………………………

21. Father scolded us.

……………………………………………………………………………………

22. He slapped her.

……………………………………………………………………………………

23. Don't call him.

……………………………………………………………………………………

24. He hit them (two).

……………………………………………………………………………………

25. He hit them (many).

……………………………………………………………………………………

26. Father likes it.

……………………………………………………………………………………

27. Teacher helps you.(One)

……………………………………………………………………………………

28. Teacher helps you (two).

……………………………………………………………………………………

29. Teacher helps you (many).

……………………………………………………………………………………

Possessive and Demonstrative Pronouns

30. This is my house.

……………………………………………………………………………………

31. That house is mine.

……………………………………………………………………………………

32. This is our house.

……………………………………………………………………………………

33. That house is ours.

……………………………………………………………………………………

34. These are your books.

……………………………………………………………………………………

35. Those books are (one) yours.

……………………………………………………………………………………

36. These are your (two) books.

……………………………………………………………………………………

37. These books are (many) yours.

……………………………………………………………………………………

38. This is her bag.

……………………………………………………………………………………

39. That bag is hers.

……………………………………………………………………………………

40. These are his books.

……………………………………………………………………………………

41. Those books are his.

……………………………………………………………………………………

42. This is their school.

……………………………………………………………………………………

43. That school is theirs.

……………………………………………………………………………………

44. The dog wags its tail.

………………………………………………………………………………………

45. This is its tail.

………………………………………………………………………………………

Reflexive Pronouns

46. I do it myself.

………………………………………………………………………………………

47. Ramesh does his work himself.

………………………………………………………………………………………

48. She does her work herself.

………………………………………………………………………………………

49. Do it yourselves.

………………………………………………………………………………………

50. The dog Jumped itself.

………………………………………………………………………………………

51. Do it yourself (single)

………………………………………………………………………………………

52. Take care of (many) yourselves.

………………………………………………………………………………………

53. We made it ourselves.

………………………………………………………………………………………

54. Let them do themselves.

………………………………………………………………………………………

Interrogative Pronouns

55. What is your name?

………………………………………………………………………………………

56. Who are you?

…………………………………………………………………………………………………

57. When did he go to Dharan?

…………………………………………………………………………………………………

58. Where do you live?

…………………………………………………………………………………………………

59. Whose is this house?

…………………………………………………………………………………………………

60. Which one do you want to take?

…………………………………………………………………………………………………

61. Whom did he call?

…………………………………………………………………………………………………

62. How much money do you have?

…………………………………………………………………………………………………

Relative Pronouns

63. Listen to me what I say.

…………………………………………………………………………………………………

64. The man who is singing is my friend.

…………………………………………………………………………………………………

65. It was in 1977 when I was born.

....

66. My father was born in 1945 when the second world war took place.

………………………………………………………………………………………………

67. This is the house where I was born.

…………………………………………………………………………………………………

68. I was born in the house where my parents live.

…………………………………………………………………………………………………

69. I met a girl whose hair was very long.

…………………………………………………………………………………………………

70. Urmila gave me a bag which/that was red.

…………………………………………………………………………………………

71. This is the boy whom all love.

…………………………………………………………………………………………

72. You can drink anything that you like.

…………………………………………………………………………………………

Indefinite Pronouns

73. This gift is for someone/somebody.

…………………………………………………………………………………………

74. Something is difficult.

…………………………………………………………………………………………

75. Everybody/Everyone praises him.

…………………………………………………………………………………………

76. Everything is easy.

…………………………………………………………………………………………

77. Is anybody/anyone there inside?

…………………………………………………………………………………………

78. Is anything there inside?

…………………………………………………………………………………………

79. Nobody/Noone is there?

…………………………………………………………………………………………

80. Nothing is impossible.

…………………………………………………………………………………………

81. Do good to others.

…………………………………………………………………………………………

82. Few were killed.

…………………………………………………………………………………………

83. Many were killed.

…………………………………………………………………………………………

84. I like one of them.

…………………………………………………………………………………………………

85. Some of the pens are stolen.

…………………………………………………………………………………………………

86. One does one's best.

…………………………………………………………………………………………………

87. All are beautiful.

…………………………………………………………………………………………………

88. None of them has/have arrived home yet.

………………………………………………………………………………………………

89. Hard beds are heathier than soft ones.

………………………………………………………………………………………………

Reciprocal Pronouns

90. Shambhu and Mohan greeted each other.

…………………………………………………………………………………………………

91. They helped one another.

…………………………………………………………………………………………………

Distributive Pronouns

92. Each of the boys slept.

…………………………………………………………………………………………………

93. Either of them can read.

…………………………………………………………………………………………………

94. Neither of the roads is short.

…………………………………………………………………………………………………

Thank you.

Interview Questionnaire

This interview questionnaire has been prepared to draw data information for the research work entitled, "Pronominals in English and Magar Language" which is carried out under the guidance of asst. lecturer, **Shankar Dewan,** Department of English language Education, Sukuna Multiple Campus, Indrapur, Morang. The researcher hopes that you all cooperate with him in providing authentic and reliable data/information that will be invaluable contribution to accomplish this research work.

Thank you

Researcher
Rewat Mani Poudel
Sukuna Multiple Campus,
Morang

Name: Sex:
Address: Age:
Academic Qualification:

How do you say the following sentences in the Magar language?

Personal Pronouns

1. I speak magar language.

……………………………………………………

2. We (two) play volleyball.

…………………………………………………..

3. We (many) play volleyball.

……………………………………………………

4. You (one/junior) go swimming.

………………………………………………….

5. You (one/junior) go swimming.

…………………………………………..

6. You (one/senior) go swimming.

…………………………………………

7. You (two/senior) are farmers.

………………………………………….

8. You (many/senior) are farmers.

………………………………………….

9. You (two/junior) are farmers.

……………………………………………

10. You are (many/junior) farmers.

………………………………………………………..

11. You are a farmer. (One/lower class to upper class)

………………………………………………………….

12. You are farmers. (Many/to most respective relative.)

………………………………………………………

13. He is a boy.

………………………………….

14. He is a teacher.

…………………………………………………………………………………….

15. She is a girl.

……………………………………………………………………………………………

16. She is a teacher.

……………………………………………………………………………………………

17. They (many/senior) are teachers.

....

18. It's me.

……………………………………………………………………………………………

19. They are students.

……………………………………………………………………………………………

20. Father scolded me.

……………………………………………………………………………………………

21. Father scolded us.

……………………………………………………………………………………………

22. He slapped her.

……………………………………………………………………………………………

23. Don't call him.

……………………………………………………………………………………………

24. He hit them (two).

……………………………………………………………………………………………

25. He hit them (many).

……………………………………………………………………………………………

26. Father likes it.

……………………………………………………………………………………………

27. Teacher helps you. (One)

……………………………………………………………………………………………

28. Teacher helps you (two).

……………………………………………………………………………………………

29. Teacher helps you (many).

……………………………………………………………………………………………

Possessive and Demonstrative Pronouns

30. This is my house.

………………………………………………………………………………………

31.That house is mine.

………………………………………………………………………………………

32. This is our house.

………………………………………………………………………………………

33. That house is ours.

………………………………………………………………………………………

34. These are your books.

………………………………………………………………………………………

35. Those books are (one) yours.

………………………………………………………………………………………

36. These are your (two) books.

………………………………………………………………………………………

37. These books are (many) yours.

………………………………………………………………………………………

38. This is her bag.

………………………………………………………………………………………

39. That bag is hers.

………………………………………………………………………………………

40. These are his books.

………………………………………………………………………………………

41. Those books are his.

………………………………………………………………………………………

42. This is their school.

………………………………………………………………………………………

43. That school is theirs.

………………………………………………………………………………………

44. The dog wags its tail.

……………………………………………………………………………………………

45. This is its tail.

……………………………………………………………………………………………

Reflexive Pronouns

46. I do it myself.

……………………………………………………………………………………………

47. Ramesh does his work himself.

……………………………………………………………………………………………

48. She does her work herself.

……………………………………………………………………………………………

49. Do it yourselves.

……………………………………………………………………………………………

50. The dog Jumped itself.

……………………………………………………………………………………………

51. Do it yourself (single)

……………………………………………………………………………………………

52. Take care of (many) yourselves.

……………………………………………………………………………………………

53. We made it ourselves.

……………………………………………………………………………………………

54. Let them do themselves.

……………………………………………………………………………………………

Interrogative Pronouns

55. What is your name?

……………………………………………………………………………………………

56. Who are you?

………………………………………………………………………………………………

57. When did he go to Dharan?

………………………………………………………………………………………………

58. Where do you live?

………………………………………………………………………………………………

59. Whose is this house?

………………………………………………………………………………………………

60. Which one do you want to take?

………………………………………………………………………………………………

61. Whom did he call?

………………………………………………………………………………………………

62. How much money do you have?

………………………………………………………………………………………………

Relative Pronouns

63. Listen to me what I say.

………………………………………………………………………………………………

64. The man who is singing is my friend.

………………………………………………………………………………………………

65. It was in 1977 when I was born.

....

66. My father was born in 1945 when the second world war took place.

………………………………………………………………………………………………

67. This is the house where I was born.

………………………………………………………………………………………………

68. I was born in the house where my parents live.

………………………………………………………………………………………………

69. I met a girl whose hair was very long.

………………………………………………………………………………………………

70. Urmila gave me a bag which/that was red.

……………………………………………………………………………………

71. This is the boy whom all love.

……………………………………………………………………………………

72. You can drink anything that you like.

……………………………………………………………………………………

Indefinite Pronouns

73. This gift is for someone/somebody.

……………………………………………………………………………………

74. Something is difficult.

……………………………………………………………………………………

75. Everybody/Everyone praises him.

……………………………………………………………………………………

76. Everything is easy.

……………………………………………………………………………………

77. Is anybody/anyone there inside?

……………………………………………………………………………………

78. Is anything there inside?

……………………………………………………………………………………

79. Nobody/Noone is there?

……………………………………………………………………………………

80. Nothing is impossible.

……………………………………………………………………………………

81. Do good to others.

……………………………………………………………………………………

82. Few were killed.

……………………………………………………………………………………

83. Many were killed.

……………………………………………………………………………………

84. I like one of them.

…………………………………………………………………………………………

85. Some of the pens are stolen.

…………………………………………………………………………………………

86. One does one's best.

…………………………………………………………………………………………

87. All are beautiful.

…………………………………………………………………………………………

88. None of them has/have arrived home yet.

………………………………………………………………………………….

89. Hard beds are heathier than soft ones.

…………………………………………………………………………………………

Reciprocal Pronouns

90. Shambhu and Mohan greeted each other.

…………………………………………………………………………………………

91. They helped one another.

…………………………………………………………………………………………

Distributive Pronouns

92. Each of the boys slept.

…………………………………………………………………………………………

93. Either of them can read.

…………………………………………………………………………………………

94.Neither of the roads is short.

…………………………………………………………………………………………

Thank you.

APPENDIX-III

Roman Transliteration of Devanagari Script

Based on Turner's (1931) Nepali Alphabet and Diacritic Markers

ऋ	a	क्	K	द्	d
ऋा		ख्	kh	ध्	dh
इ	i	ग्	g	न्	n
ई		घ्	gh	प्	p
उ	u	ङ्		फ्	ph
ऊ		च्	c	ब्	b
ए	e	छ्	ch	भ्	bh
ऐ	ai	ज्	j	म्	m
ऋो	o	झ्	jh	य्	y
ऋौ	au	ञ्	ñ	र्	r
ऋ	an, am	ट्		ल्	l
ऋं	ã	ठ्	th	व्	w/v
:	h	ड्		श्	s
		ढ्	dh	ष्	s
		ण्	n	स्	s
		त्	t	ह्	h
		थ्	th		

Note: The traditional letters क्ष त्र and ज्ञ are treated as conjunct letter

e.g. क्ष= ks, ksh, kch; ज्ञ =gy;