

# **ADJECTIVALS IN ENGLISH, NEPALI AND NEPAL BHASA**

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

**Submitted by  
Ravi Maharjan**

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

**2011**

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## DECLARATION

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

Date: 2067/11/23

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**Ravi Maharjan**

## RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Ravi Maharjan** has prepared the thesis entitled **“Adjectivals in English, Nepali and Nepal Bhasa”** under my guidance and supervision.

I recommend the thesis for acceptance.

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## **DEDICATION**

Dedicated

to

my family

whose inspirations, exhortations and encouragement have  
boosted me to be whatever I'm today.

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**Ravi Maharjan**

## **ABSTRACT**

The present study entitled “Adjectivals in English, Nepali and Nepal Bhasa” was an attempt to find out Nepal Bhasa adjectivals in relation to English and Nepali. The population was selected using snowball sampling. The main finding of the present study is that Nepal Bhasa adjectival system is the most complex in comparison to English and Nepali due to the presence of the affixation, pluralization and alternatives. It is recommended that the complexity of the Nepal Bhasa adjectives should be considered while teaching/learning.

This thesis consists of four chapters. The chapter one deals with a brief introductory survey of the related area of the study including general background, literature review, objectives and the significance of the study. The chapter two includes the methodology: sources of data, population of the study, sampling procedure, tools for data collection, process of data collection and the limitations of the study. Similarly, the chapter three deals with analysis and interpretation of the data and chapter four findings and recommendations of the study.

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## LIST OF ABBREVIATIONS AND SYMBOLS

ani.	-	animate
B.S.	-	Bikram Sambat
CA	-	Contrastive Analysis
CBS	-	Central Bureau of Statistics
e.g.	-	for example
et al.	-	and other people(Latin etali alia)
Exclu.	-	Exclusive
HMG	-	His Majesty Government
Hon.	-	Honorific
N.Hon.	-	Non-Honorific
N.S.	-	Nepal Sambat
i.e.	-	That is to say/in other words
inani.	-	inanimate
Inclu.	-	Inclusive
M.Ed.	-	Master in Education
PCL	-	Proficiency Certificate Level
Pl.	-	Plural
poss.	-	possessive
Sg.	-	Singular
T.U.	-	Tribhuvan University
Viz.	-	namely
1st	-	First
2nd	-	Second
3rd	-	Third
~	-	nasalized

# CHAPTER – ONE

## INTRODUCTION

### 1.1 General Background

Language is common to all and only human beings. It is a voluntary, vocal system and human communication. It is the most valuable single possession of the human race. It is an ‘organised sound’ used in actual social situations. That is why, it can be defined as ‘contextualised systematic sound’.

Language is an essential means of communication through which human being can share their feelings, desires, views, ideas, joys, thoughts, emotions, etc. It is the ‘species-specific’ and ‘species-uniform’ possession of man, which makes a human different from animals. So, man is the only living species with this power to speak and no other living species have such kind of power.

Language is species specific to mankind in the sense that human mind is genetically equipped with a special type of innate capacity to acquire language. Language is also species uniform in the sense that every child irrespective of caste, sex, class, nation, ethnicity become able to acquire the native language effortlessly in about the same age whether they receive training or not. Without language, human civilization as we now know, it would have remained impossible.

Different scholars and linguists define language differently. Richards et al. (1985, p.196) say, “Language is the system of human communication which consists of the structured arrangement of sounds (their written representation) into larger units, e.g. morpheme, words, sentences, utterances.” Similarly, Sinclair (1994, p.809) says “A language is a system of communication which consists of a set of sounds and written



symbols which are used by the people of a particular country or region for talking or writing in.”

According to Langacker (1993) “A language can be viewed as an instrument of communication. It serves to establish sound-meaning correlations so that messages can be sent by the exchange of overt acoustic signals.” Similarly, Patanjali says “Language is that human expression which is uttered out by speech organs.” (as cited in Varshney, 1995, p.1).

It shows that a language is a powerful tool used as means of communication. It is considered to be a system of communicating with one another using sounds, symbols and words in expressing meaning, ideas or thoughts. It is language which gives our identity in the society and we can recognize any person in which social class or geographical area he or she belongs to.

### **1.1.1 Linguistic Situation of Nepal**

Nepal represents a complex cross section of linguistic and cultural diversity. Though it is a small country, it has been very fertile land for languages. Even today linguists are discovering new languages in some remote places of the country and probably many more languages are still waiting to be discovered. According to Census 2001, the total population of Nepal is 23,151,423 where male population is 11,563,921 and female population is 11, 587,502. Similarly, the Census 2001 reports that there are 92 speaking languages in the country’s present day where 1,105,325 (48.61%) speakers are found speaking the Nepali language as their mother tongue. According to Toba (2003, p.15) the languages spoken in Nepal can be grouped into the following four language families:

- |                     |                        |
|---------------------|------------------------|
| a. Indo-Aryan Group | b. Tibeto-Burman Group |
| c. Dravidian Group  | d. Astro-Asiatic Group |

### **1.1.1.1 Indo-Aryan Group**

Nepali - Chureti - Rajbansi - Kumal - Megahi - Bote  
Awadhi - Maithili - Danuwar - Bhojpuri - Tharu - Urdu  
Bengali - Darai - Majhi - Marwari - Hindi

### **1.1.1.2 Tibeto-Burman Group**

Limbu - Byangshi - Sunuwar - Meche - Bhujel  
Pahari - Tamang - Thakali - Manang - Kaike  
Raute - Newar - Tibetan - Chepang - Lhemi  
Magar - Morpha - Dhimal - Chhantal - Gurung  
Kagate - Koche - Lepcha - Ghale - Sherpa  
Kham - Rai - Dura - Nar - Raji - Toto - Hayu

### **1.1.1.3 Dravidian Group**

‘Jhanghar’ is the only language of the Dravidian family, which is spoken on the province of Koshi River in the eastern region of Nepal.

### **1.1.1.4 Astro-Asiatic Group**

‘Satar’ is the only one language in this family. It is spoken in Jhapa district of the eastern part of Nepal. This family has other branches namely: Mon-Khmer and Munda.

## **1.1.2 The English Language**

There are various languages used in different communities. Among them, English is the most dominant language. It belongs to the West-Germanic sub-branch of Indo-European family of language. It has been given an official status in many countries, as it is one of the prestigious and standard languages. Most of the advanced reading materials like books, magazines etc. are available in English, along with it there are a number of factors which have ensured the widespread use of English. So, learning

the English language seems compulsory for higher education in order to take the advantage of intellectual power.

Since English is used as an international lingua franca, people from most of the countries want to learn it in this globalization era. One should learn English, if s/he wants to know the world. With this importance of English, it is taught and learned as a second or foreign language in most of the countries. It is spoken almost everywhere in every fields. e.g. law, education, commerce, trade, sports, mass media, international seminars, conferences, science and technology, etc. The role of English in international communication is clearly realized in Nepal and in her education system. So, it is taught from primary level to bachelor degree as a compulsory subject and upto master's degree as a major or optional subject.

English is the first language for most people in the USA, the UK, Canada, Australia, New Zealand, Ireland, etc. It is also used to establish diplomatic relationship with most of the countries of the world by some of the internationally recognized organization. The establishment of the UN is the key feature for the massive increment of the demand of English. Because of its worldwide use, advanced academic studies have been run in this language.

In this 21<sup>st</sup> century, a man cannot compete in any field of knowledge without being familiar with English. It has been influenced by everyday communication of every language speaker. About two-third of the world's record has been carried out in this language either in print or electronic media. So, learning English is a must in this century.

### **1.1.3 Grammar and its Importance**

Every language has its own grammar. Grammar of every language is important because acceptability and intelligibility both in writing and speaking depend on the currently followed basic notions and norms of grammar. Grammar is a sub-set of those rules which govern the configurations that the morphology and syntax of a language assume. In other words, it is the rules in a language for changing the form of words and arranging them into sentences. In the present usage, grammar is a description of the structure of a language in linguistics.

In order to speak or write language effectively, it is necessary to use the language correctly. Knowledge of grammar is essential for competent users of a language. Grammar shows us the way in which linguistic units are arranged into a meaningful word/s or phrases or clauses or sentences. Thus, a sentence like: *This is a book* is grammatical, whereas *This are a books* is not. So, we should have the knowledge of grammar. There is a set of rules which govern how unit of meaning may be constructed in any language. We may say that a learner who 'know grammar' is one who has mastered and can apply these rules to express himself or herself in what would be considered acceptable language forms.

Similarly, every form in language has some meaning. Words and other lexical items carry meanings. Phrases and sentences also have meanings. Their meanings depend on both the meanings of the smaller items inside them and their syntactic structures. The study of the intrinsic meanings of linguistic expressions is semantics, and it is distinguished from pragmatics, which is the study of those aspects of meaning that crucially involve the context of an utterance.

Richards et al. (1985, p.125) say that "Grammar is a description of the structures of a language and the way in which linguistic units such as

words and phrases are combined to produce sentences in the language.” Similarly, Ur (1996, p.4) says “Grammar may be defined as the way a language manipulates and combines words in order to form a longer unit of meaning.”

To sum up, grammar consists of certain rules and these rules that govern the system of any language units and structures by which we communicate with each other. It is a means to improve accuracy in the use of language. Thus, the study of grammar can help us in communication as grammar is a system consisting of phonology, morphology, syntax and semantics.

#### **1.1.4 Parts of Speech**

Different classes or categories into which words are divided to study language are called parts of speech. According to most grammarians, there are eight parts of speech. These are also called word classes as:

1. Noun (naming word) - Ram, house, Nepal, etc.
2. Pronoun (instead of noun) – I, he, she, we, you, etc.
3. Adjective (describing word) – good, red, beautiful, etc.
4. Verb (doing word) – catch, do, go, write, etc.
5. Adverb (modifying word) – very, slowly, wisely, etc.
6. Preposition (showing position) – on, in, at, by, etc.
7. Conjunction (joining word) – and, but, or, etc.
8. Interjection (expressing word) – Hurrah!, Alas!, etc.

#### **1.1.5 Adjectivals in English**

Adjectival means consisting of or relating to adjectives. Adjective is one of the parts of speech. Sinclair (1994, p. 18) says “An adjective is a word that gives more information about a noun or pronoun by selection or restricting its meaning.” It is a word which tells something about a person, place or thing. It adds more meaning to a noun or pronoun. So, it

is also known as describing word. e.g.

Sabita is an intelligent girl. He gave us forty five minutes.

Here the words *intelligent* and *forty five* are adjectives. *Intelligent* describes ‘Sabita’ and answers the question what kind of girl Sabita is and *forty five* answers the question how much time he gave us.

There are many kinds of words that can act as adjectives, but they express the same types of grammatical rules in adjectives. This means there are different classes of adjectives. According to Thomson and Martinet (1989 p.33), the classes of adjectives are as follows:

- |                 |                  |                  |
|-----------------|------------------|------------------|
| a. Qualitative  | b. Possessive    | c. Distributive  |
| d. Quantitative | e. Interrogative | f. Demonstrative |

#### **a. Adjective of Quality**

These are the adjectives which show the quality of state of a person or a thing. They also describe about a person or a thing, hence they are also known as descriptive adjectives. These adjectives answer the question “what type of?” e.g.

She is a good girl.

He is a good boy.

They are good girls.

They are good boys.

#### **b. Demonstrative Adjective**

These are the adjectives which point out a particular person/s or thing/s.

‘This, That, These, and Those’ are the main demonstrative adjectives. e.g.

This cat is beautiful.

These cats are beautiful.

That cat is beautiful.

Those cats are beautiful.

#### **c. Distributive Adjective**

These are the adjectives which refer singly to each one of a large number.

‘Each’ and ‘Every’ are the two main distributive adjectives. ‘Either’ and

‘Neither’ are also falls in this class. e.g.

Each girl should take her turn.                      Neither report is true.  
Every player should contribute his best.            Either car will do.

**d. Quantitative Adjective**

These are the adjectives that refer to the quantity and answer the question ‘how much?’ and ‘how many?’ e.g.

Some	Any	Many	Much	Few
Little	Three	Second	Double	Half

Nepalese have little patience. January is the first month of the year.  
I have two pens.                      There is enough food for both of us.

**e. Interrogative Adjective**

These are the adjectives which ask questions. These are used for making questions especially wh-questions. They are mainly:

What?    Which?    Whose?    How many?    How much?  
Whose pen is this?                      Which colour do you prefer?  
How many books are there?    How much money do you need?

**f. Possessive Adjective**

These are the adjectives which show the relationships or ‘belong to’.  
They show the possession and answer the question ‘whose?’ e.g.

My	Our	Your	Their	His	Her
----	-----	------	-------	-----	-----

Their house is the biggest in the locality.  
Your father is a doctor.                      Our team won the match.

**1.1.6 The Nepali Language**

Nepali is a major language of the Indo-Aryan language family. Like its sister languages, it has developed originally from Sanskrit through intermediate stages. Nepali is the national language of Nepal which is spoken as mother tongue by majority of Nepalese. It is also widely used as a 2<sup>nd</sup> language along with other native languages and has long been

used as the medium of administration, mass media, education, public affairs, etc. Moreover, this language has a large body of literature dating back to the seventh century and a considerable number of newspapers, periodicals, journals, etc. It reflects typical Nepali culture and society.

Nepali was designated in the constitution of 1990 as ‘the official language’ of the nation and has a dominant role in the lives of the Nepalese people in the country including its extensive uses for official purposes as a medium of instruction at various levels of legal practices, education, commerce, communication, media, etc.

In addition, scientific and technological advancement and its application in Nepalese context, spread of education, national and international interaction and other related factors have also led to the elaborating the functions on the use of Nepali. In this altered context, it is high time to standardize the language in order to cope with the fresh demands of its speech community. Besides grammar, literary writing and mass media, it can render significant contribution to the process of standardization. Not only in Nepal, it is widely spoken in the north-eastern states of India as well. It is also in extensive use in the southern part of Bhutan.

### **1.1.7 Adjectivals in Nepali**

An adjective is a word which describes a noun or pronoun with its quality, quantity etc. It can be in the attributive or predicative positions in a sentence. It will answer the question which?, how many?, how much?, etc. of a noun.

According to Baral et al. (BS. 2065, p.12), there are four types of adjectives as their meaning and functions. They are as follows:



### a. Qualitative Adjective

The adjectives which show the quality, taste, etc. are qualitative adjectives. These adjectives describe the followings:

r ng (colour)	-	rato, kalo, nilo
swad (taste)	-	mitho, tito, gulio
sw vaw (nature)	-	dust , s jj n, micaha,
chant (form/shape)-		kh sro, m sino, cillo
bani (habit)	-	s l, kh rab, lchi, meh n ti
w stha (condition)-		garib, dhani, mahilo, uchcha
akar (shape/size)	-	sano, golo, lamo, glo, moto
s m y (time period)-		pracin, adhunik, s m kalin
sthan (place)	-	kirtipure, bh k apure, thimile
b stu (thing)	-	cand ne, doke, kitabi
jati (caste/race)	-	newari, ngreji, bharitiy

### b. Numeral Adjective

The adjectives which show the number are numeral adjectives. They are:

Definite number	-	ek, d s, p ccis, s y
Indefinite number	-	s y un, h jar un, k rod un
Recitation	-	dobb r, tebb r, duguna, c uguna
Ordinal number	-	p hilo, dosro, c utho
Distributive number	-	ek ek, pr tyek, h rek

### c. Quantitative Adjective

The adjectives which show the amount, measure of noun, etc. are quantitative adjectives. There will not be the exact number. e.g.

dher i, thor i, lik ti, pr sh st, yaw t, dherthor, etc.

### d. Pronomial Adjective

The pronoun which functions as an adjective is called pronominal adjective. There are three types of pronominal adjectives. They are:

**i. Demonstrative Adjective**

The demonstrative pronoun which functions as an adjective is called demonstrative adjective. They are: yo, tyo, yi, ti, etc.

**ii. Relational Adjective**

The relational pronoun which functions as an adjective is called relational adjective. They are: jo, jun, j sto, etc.

**iii. Interrogative Adjective**

The interrogative pronoun which functions as an adjective is called interrogative adjective. They are: ko, kun, ke, etc.

**1.1.8 The Nepal Bhasa**

The Nepal Bhasa (Newar), a well known Himalayan language of Tibeto-Burman branch of the Sino-Tibetan group has had many appellations over the years and continues to be referred to by a variety of names. “Today’s Nepal Bhasa, Newa: Bhay, Newar Bhasa, Newari Bhasa, etc. is proven its ancient name as ‘Nepal Bhasa’ in ancient inscriptions.” (Tuladhar, NS 1120, p.10). Similarly, Baidhya (NS 1104, p.60) says “This language is used as NepalBhasa > NewarBhakha > Nepar Bhakha > Naipalik (Naipaliy) Bhasha etc. in ancient inscriptions and *sahasans*.” In 530 NS, at the regime of Jay Jyoti Malla, it is written in a temple at Taumadi, Bhaktapur (Mali, NS 1098, p.17) as: “Ata:param NepalBhasa Shree Yongstu Somawasare Shree Tripurbidya pithiya dwar paduka sthapana di juro.” (as cited in Tuladhar, NS.1120, p.10)

According to the Rising Nepal (9/8/96) the then HMG decided to name ‘Nepal Bhasa’ instead of the Newari language which was broadcasted in the government media. The Newar community had been since long demanding that ‘Newari’ be called ‘Nepal Bhasa’. Though the above statement was published about a decade ago, knowingly or unknowingly

the Newa: people have been adding an “i” to the word “Newar” to indicate its adjective form. By virtue of being non Indo-Aryan language adding an “i” in Newar is grammatically incorrect. ([www.jwajalapa.com](http://www.jwajalapa.com))

However, the terminologies 'Newar' and 'Newari' used in the languages of the Newar community are still in controversy. Some Nepali scholars who preferred to use the Newari language in their works are Kansakar (1979), Malla (1984), Shakya (1980), Shresthacharya (1981), Sthapit (1978), etc. Some others have found to use the Newar language are Shakya (2005), Hale and Shrestha (2006), Joshi (NS.1112), Shresthacharya, (BS.2054), etc. More recently, the term 'Newar' is used instead of Nepal Bhasa, Newah or Newa Bhasa and Newari. The term selected for this study is according to the Nepal population census 2001. They are likely to use the 'Newari language' but more formally the linguists today have claimed that 'Newar ' is preferably used elsewhere.

Newar is spoken widely in the three main towns of the valley i.e. Kathmandu, Lalitpur and Bhaktapur. Newar, however, is a Tibeto-Burman language, and is widely used in the Kathmandu valley as well as among other Newar communities in towns and villages throughout the country, Nepal. It is generally believed that once the entire valley was populated by Newars and it was Newar architecture which produced the townscapes of the Malla cities and villages, much admired today.

### **1.1.9 Dialects of the Nepal Bhasa**

The majority of Newars lives in the Kathmandu Valley and they love to say Nepal Bhasa for their mother tongue “Newar language”. As a result, there are many textbooks, magazines, newspapers and others published in Nepal Bhasa. The distribution of Newars is found not only in the Kathmandu valley but also in many cities and rural areas across the

country. This has given rise to several distinct variations of the language in terms of social stratification and geographical spread. Hence, there are differences in the linguistic habits of the Newars from different regions and social classes. These variations are referred to as dialects of Newar and it consists of five major dialects and several sub-dialects spoken by Newars living throughout the country. The main dialects of the Newar language (Joshi, 2060, g ) are as follows:

**a. Kathmandu/Patan**

This is the most dominant dialect of the Newar language. It is the most evolved form of the language and is very close to the standard form of language used in academics and media. This is the most widely used one.

**b. Bhaktapur**

Also known as khw p bhay, this form of language is more close to the form than the standard form. Variations exist in the use of this form of language in Bhaktapur, Banepa, Panauti and Dhulikhel.

**c. Dolakha**

This is the most preserved form of language and resembles the old Nepal Bhasa.

**d. Pahari**

This dialect has similar vocabulary as the sub-dialect of Kathmandu-Patan dialect. However, the language is spoken with a Tamang tone.

**e. Chitlang**

This is used in Chalang, south of Kathmandu, in Makawanpur district.

**f. Other dialects**

In addition to these dialects, there are few sub-dialects spoken in the Kathmandu valley and other parts of Nepal. These sub-dialects are spoken in surrounding villages of Kathmandu, Patan, Bhaktapur, Chitlang and Dolakha. The dialects spoken in Listi, Tauthali and Dutiko are sub-

dialects of Dolakha. The dialects spoken in Gamal and Balami are sub-dialects of Chitlang. The dialects spoken in Palpa, Gorkha, Bandipur, Baglung, Sindhupalchok, Parbat, etc are taken as sub-dialects of Bhakta.

### **1.1.10 Contrastive Analysis and its Importance on Language Teaching**

Contrastive analysis (CA) is a branch of applied linguistics. It compares two languages typologically to find out their similarities and differences between them and then predicts the area of ease and difficulty. It is a systematic comparison of the linguistic system of two or more languages. Some scholars have defined CA differently that are as follows:

According to James (1980, p.3) contrastive analysis is “a linguistic enterprise aimed at producing inverted (i.e. contrastive, not comparative), two-valued typologies (CA is always concerned with a pair of languages) and found on the assumption that languages can be compared.”

Likewise, Crystal (2003, p.107) views CA as "a general approach to the investigation of language (contrastive linguistics), particularly as carried on certain area of Applied Linguistics, such as foreign-language teaching and translation.”

Richards et al. (1985, p.63) define,

CA is the comparison of the linguistic systems of two languages, for example the sound system or the grammatical system. CA was developed and practiced in the 1950s and 1960s as an application of structural linguistics to language teaching, and is based on the following assumptions:

- a. The main difficulties in learning a new language are caused by interference from the first language.

- b. These difficulties can be predicted by CA.
- c. Teaching materials can make use of CA to reduce the effects of interference.

Contrastive analysis was more successful in PHONOLOGY than in other areas of language, and declined in the 1970s as interference was replaced by other explanations of learning difficulties. In recent years contrastive analysis has been applied to other areas of language, for example the discourse systems. This is called contrastive discourse analysis.

In short, CA is concerned with how a monolingual becomes bilingual. There are two languages and two dialects in comparison which are known as 'interlingual' and 'intralingual'. The comparison between them can be done in different level of languages viz. phonological, syntactic and discourse levels as well.

CA has its great importance in language teaching. It has mainly two functions. First, it predicts the tentative errors to be committed by the second learners and second, it explains the sources and reasons of the second learners' errors. It helps language teacher to show the areas of differences between the two languages, identify which area are more difficult for the learners and explain the sources of errors in their performance. It also helps in designing teaching / learning materials and remedial courses for those particular areas that need more attention. So, a language teacher should have knowledge of CA to treat the learners psychologically and academically. Unless a language teacher knows the sources and types of the errors that learners commit, he or she cannot impart knowledge to the learners.

## 1.2 Review of the Related Literature

There are many researches on linguistic comparative study and few researches on semantic comparative study among different languages spoken in Nepal. e.g. Nepali, Maithili, Tharu, Kumal, Gurung, Rai, Urdu, Bantawa, Limbu, Bhojpuri, Tamang, Awadhi, Santhali, Magar, Chepang, Athapahariya, Jhagar Danuwar, Nepal Bhasa etc. that are compared to that of the English language in the Department of English Education.

The related literature to the present study is as follows:

Joshi (2004) carried out a research entitled “Kinship Terms in the English and Newari languages”. The main purpose of this study was to list English and Newari Kinship Terms. The main finding of the study was that the Newari language is richer in terms of kinship terms in comparison to the English language. Similarly, Manandhar (2009) studied a research on “Pronomials in the English, Nepali and Newar Languages”. The main purpose of this study was to find out, compare and contrast Newar pronominals with those of English and Nepali pronominals. The main finding was that Newar has the most complex pronominal system in comparison to English and Nepali.

The above review shows that none of the researches has been carried out on the comparative study of “Adjectivals in English, Nepali and Nepal Bhasa” yet. As the researcher is the native speaker of Nepal Bhasa, he has selected this topic for the study. Hence, this research is being undertaken to find out Nepal Bhasa Adjectival and then compare and contrast with those of English and Nepali.

### **1.3 Objectives of the Study**

The present study had the following objectives.

- i. To find out the adjectives of the Nepal Bhasa and compare them with English and Nepali.
- ii. To point out some pedagogical implications based on the findings.

### **1.4 Significance of the Study**

This study mainly concerns with adjectives used in English, Nepali and Nepal Bhasa. No research has yet been carried out on it in the Department of English Education. So, this research will be invaluable for the Department of English Education and others as well.

This study will be significant for the further research works and for developing the grammar in English, Nepali and Nepal Bhasa. This study will be equally helpful for language experts, linguists, teachers, students, text book writers, syllabus designers and the people who are interested and who want to undertake researches in this area in future as it will be the foundation for their further study.

The findings of this study will be useful to solve the problems which arouse in teaching and learning activities. So, it will have pragmatic value as well.



## **CHAPTER - TWO**

### **METHODOLOGY**

The researcher adopted the following methodology while conducting the research.

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

This research consisted of both primary and secondary sources of data.

##### **2.1.1 Primary Sources of Data**

The native speakers of the Nepal Bhasa of the Kathmandu valley were the primary sources in order to find out adjectivals used in the Nepal Bhasa.

##### **2.1.2 Secondary Sources of Data**

Different books, journals, magazines, theses and different materials from the internet were the secondary sources. Some of them are: Maharjan (NS.1110), Hale and Shresthacharya (BS. 2054), Adhikari (BS. 2063), Baral et al. (BS. 2064), Sthapit (1978), Malla (1985), Thomson and Martinet (1989), Sinclair (1994), etc.

#### **2.2 Population of the Study**

The native speakers of the Nepal Bhasa were the population of the study. All the informants participated in the study were from the Kathmandu valley. The total population of the study consisted of seventy native speakers of the Nepal Bhasa of the Kathmandu valley.

#### **2.3 Sampling Procedure**

The researcher selected seventy native speakers of the Nepal Bhasa from the Kathmandu valley using snowball sampling. The informants were selected on the basis of literacy level and gender (male and female). There are three groups in terms of literacy level: PCL, bachelors and masters. The sample population in terms of gender and literacy are tabulated as below:

	<b>PCL</b>	<b>Bachelors</b>	<b>Masters</b>	<b>Total</b>
Male	18	12	9	<b>39</b>
Female	14	10	7	<b>31</b>
<b>Total</b>	<b>32</b>	<b>22</b>	<b>16</b>	<b>70</b>

## **2.4 Tools for Data Collection**

The researcher developed questionnaire as research tools in order to elicit the data on the Nepal Bhasa adjectivals from the Newar native speakers of the Kathmandu valley. The questionnaires were distributed to them.

## **2.5 Process of Data Collection**

The process of data collection was as follows:

- i. At first, I prepared a questionnaire.
- ii. I visited the selected people and introduced myself and told them about the objectives of the study.
- iii. I collected data from people until the required number was fulfilled.
- iv. English adjectivals were taken from Thomson and Martinet (1989), whereas Nepali adjectivals were taken from Baral et al. (BS. 2064).

## **2.6 Limitations of the Study**

The present study was limited in the following ways:

- i) The study was limited to only seventy native speakers of the Nepal Bhasa of the Kathmandu valley.
- ii) The study was limited to the comparison of the following adjectivals between English, Nepali and Nepal Bhasa.  

Qualitative,	Quantitative,	Demonstrative,
Distributive,	Interrogative,	Possissessive.
- iii) The words ‘Nepal Bhasa’ and ‘Newar’ are mutually exclusive. ‘Nepal Bhasa’ is being used in place of Newari language whereas ‘Newar’ is used to function adjectival.

## CHAPTER THREE

### ANALYSIS AND INTERPRETATION

The collected data have been analyzed and interpreted descriptively with the help of simple statistical tools like tables and illustrations. The data have been tabulated. The similarities and differences between English, Nepali and Nepal Bhasa adjectivals have been shown with the help of illustrations.

#### 3.1 Analysis and Presentation of the Nepal Bhasa Adjectivals

The Nepal Bhasa has the following adjectivals:

##### 3.1.1 Qualitative Adjectives

These are the adjectives which show the quality of state of a person or a thing. They also describe about a person or a thing, hence they are also known as descriptive adjectives. These adjectives answer the question “what type of?” The Newar qualitative adjectives are tabulated below:

**Table No. 1**  
**The Newer Qualitative Adjectives**

General	Description
size / shape	ci:g :, t :g :, cakula, phat :
habit / nature	bã:la, m bh :, uju, bh :mh
time / distance	nhu:, pulã:, likk , tapa:
colour / taste	haku, w cu, caku, pamu
form / condition	chyakh , picu, t :mi: , ci:mi:
origin / identity	r biy n, japani, th kali, n k :
quality	c lakh, bã:la, bh :

The table shows that Newar adjectives are marked for qualitative adjectives.

For animate and inanimate, the Newar qualitative adjectives can be shown in the sub-table as below:

	Singular	Plural
<b>animate</b>	hakumh , bā:lamh , bh :mh	hakup :, bā:lap :, bh :p :
<b>inanimate</b>	hakugu, w cugu, bā:lagu, bh :gu, etc.	

- i. The Newar qualitative adjectives are marked for shape/size, nature/habit, time/distance, colour, taste, condition/form, origin/identity, etc. e.g.

|w cw sa ci:pu| |w bā:lamh mij : kh :| |bh w y sa:  
|japani sari bā:la| |thw s phu: nhu:| |thw swā: bā:la  
|bh uca haku| |ip : m nu:t t :mi:| |b picu|

Some qualitative adjectives function as finite verbs.

- ii. The Newar qualitative adjectives are also marked for animate and inanimate. e.g.

|thw hakumh bh uca kh :| |bā:lamh m nu: w ne m phu|  
|w hakugu cw sa kh :| |thw kwa:gu duru sa: |

- iii. The Newar animate qualitative adjectives are also marked for singular and plural. e.g.

|thw hakumh bh uca kh :| |thup : hakup : bh ucat kh :|  
|bā:lamh m nu: w ne m phu| |bā:lap : m nu:t w ne m phu|

### 3.1.2 Numeral Adjectives

These are the adjectives that refer to the quantity and number of person and things. These adjectives answer the question ‘how much/ many?’ The Newar numeral adjectives are tabulated below:

**Table No. 2**  
**The Newar Numeral Adjectives**

General	Description
cardinal	ch /chi, ni/n si
ordinal	nhap , nhap lyu:
portion	c k n, b chi
recitation	nidug , sw dug
indefinite	s l ns :, dw l ndw :
distributive	h rek, nhyamh , nhyag
quantitative	d kw , s k l , apa:, y kw , bh tica

This table shows that Newar adjectives are marked for numeral adjectives.

For animate and inanimate, the Newar numeral adjectives can be shown in the sub-table as below:

	Animate	inanimate
cardinal	ch mh , nimh	ch gu, nigu, ch pu, nipu
ordinal	nhapã:mh , lipã:mh	nhapã:gu, lipã:gu
distributive	ch mh -ch mh , nhyamh	ch g -ch g , nhyag

i. The Newar numeral adjectives are marked for cardinal, ordinal, portion, recitation, indefinite, distributive and quantitative. e.g.

m nu: <u>nimh</u> w l	(cardinal)
thw w yagu <u>lipã:gu</u> s phu: kh :	(ordinal)
w yake <u>c k nchi</u> jaki du	(portion)
w yake <u>nidug</u> dheba du	(recitation)
jhithay <u>s l ns</u> deg du	(indefinite)
<u>nhyamh</u> m nu: w sã: jiu	(distributive)
w yake <u>apa:</u> dheba du	(quantitative)

- ii. The Newar numeral adjectives are also marked for animate and inanimate. e.g.

|nimh misa w l |                      |pemh kisi w n |                      (animate)  
 |nyag gucca t n |                      |pepu cw sa luyaw l |                      (inanimate)

### 3.1.3 Pronominal Adjectives

The pronouns which function as adjectives are pronominal adjectives. There are five types of pronominal adjectives. They are as follows:

#### 3.1.3.1 Demonstrative Adjectives

The demonstrative pronouns which function as adjectives are called demonstrative adjectives. The Newar demonstrative adjectives are tabulated below:

**Table No. 3**  
**The Newar Demonstrative Adjectives**

Distance	Singular	Plural
Near Speaker	thw (he)	thw /he (±ani), thup :/he (ani)
Near Hearer	am (he)	am /he(±ani), am p :/he (ani)
Distal	w , ugu, umh (he)	w /he---t (±ani) ip :/he (ani)
Remote	h : (he)	h :/he (±ani), h :p :/he (ani)

This table shows that Newar adjectives are marked for demonstrative adjectives.

- i. The Newar demonstrative adjectives are marked for a four-fold distinction: near the speaker, near the hearer, distal (neither near nor far from both ) and remote (far from the both ). e.g.

|thw m nu: bh :|                      |thw he m nu: bh :|                      ( Near Speaker)  
 |w cw sa bh :|                      |w he chw sa bh :|                      (Near hearer)  
 |am cw sa bh :|                      |am he chw sa bh :|                      (Distal)  
 |h : cw sa bh :|                      |h :he chw sa bh :|                      (Remote)

- ii. The Newar demonstrative adjectives are also marked for singular and plural for animate. e.g.

<u>thw</u> misa bã:la	<u>thup</u> : misat bã:la	(Near Speaker)
<u>w</u> misa bã:la	<u>ip</u> : misat bã:la	(Near Hearer)
<u>am</u> misa bã:la	<u>am p</u> : misat bã:la	(Distal)
<u>h</u> : misa bã:la	<u>h p</u> : misat bã:la	(Remote)

### 3.1.3.2 Possessive Adjectives

The possessive pronouns which function as adjectives are possessive adjectives. The Newar possessive adjectives are tabulated below.

**Table No. 4**  
**The Newar Possessive Adjectives**

Person	Sigular	Variety	Plural	
			Enclu.	Inclu.
1 <sup>st</sup>	jigu		jimigu	jhi:gu
2 <sup>nd</sup>	ch :gu	N.Hon.	chimigu	
	chigu, ak n yagu	Hon.	chik pinigu, ak n pinigu	
3 <sup>rd</sup>	w ya, w yagu	N. Hon.	imigu	
	w yk :yagu, n yagu	Hon.	w yk :pinigu, n pinigu	

This table shows that Newar adjectives are marked for possessive adjectives.

- i. The Newar possessive adjectives are marked for the 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> persons. e.g.

|thw jigu s phu: kh :| (1<sup>st</sup> person)

|w chigu b kh :| (2<sup>nd</sup> person)

|thw w yagu ch kh :| (3<sup>rd</sup> person)

- ii. The Newar possessive adjectives are also marked for number. The same singular adjective forms are used as plural one by adding affixes. e.g

|thw jigu s phu: kh :| |thw jimigu s phu: kh :| (1<sup>st</sup> person)

|w chigu b kh :| |w chik pinigu b kh :| (2<sup>nd</sup> person)

|thw w yagu ch kh :| |thw imigu ch kh :| (3<sup>rd</sup> person)

- iii. The Newar has the existence of inclusive and exclusive plural first person possessive adjectives. e.g.

|thw jigu bw nekuthi kh :| (Sg.)

|thw jimigu bw nekuthi kh :| (Pl.- exclu.)

|thw jhi:gu bw nekuthi kh :| (Pl.-inclu.)

- iv. The Newar 2<sup>nd</sup> and 3<sup>rd</sup> person possessive adjectives have the existence of honorific and non-honorific forms. eg

|thw ch :gu ch kh :| |w w yagu cw sa kh :| (N. Hon)

|thw chigu ch kh :| |w w yk :yagu cw sa kh :| (Hon)

- v. Male and female distinction is made nowhere in the Newar adjectival system. e.g.

|thw w yagu bw nekuthi kh :| (male)

|thw w yagu bw nekuthi kh :| (female)

### 3.1.3.3 Interrogative Adjectives

The interrogative pronouns which function as adjectives are called interrogative adjectives. The Newar interrogative adjectives are tabulated below:

**Table No. 5**

#### **The Newar Interrogative Adjectives**

<b>Animate</b>		<b>Inanimate</b>		<b>Possessive</b>
<b>Singular</b>	<b>Plural</b>	<b>Singular</b>	<b>Plural</b>	
su, gumh	susu, gumh gumh	chu, gu	chuchu, gugu	suyagu

This table shows that Newar adjectives are marked for interrogative adjectives.



- i. The Newar interrogative adjectives have distinct form for animate, inanimate and possessive forms. e.g.

|w su m nu: kh :? (animate)  
 |w : chu kh k n ?| (inanimate)  
 |thw suyagu ch kh :?| (Possessive)

- ii. There is the reduplication of the singular form which gives the corresponding plural form in the Newar interrogative adjectives. e.g.

|w su m nu: kh :?| |ip : susu m nu:t kh :?| (ani)  
 |w : chu kh k n ?| |w : chuchu kh (t ) k n ?| (inani)  
 |thw suyagu s phu: kh :? | | w suyagu s phu: kh :?| (poss)

### 3.1.3.4 Relative Adjectives

The relative pronouns which function as adjectives are called relative adjectives. The Newar relative adjectives are tabulated below:

**Table No. 6**

#### The Newar Relative Adjectives

Animate		Inanimate		Possessive
Singular	Plural	Singular	Plural	
su, gumh	susu, gumh gumh	chu, gu	chuchu, gugu	gumh ysigu

This table shows that Newar adjectives are marked for relative adjectives.

- i. The Newar relative adjectives are marked for number: singular and plural. The reduplication of the singular form gives the corresponding plural form in the Newar relative adjectives. e.g.

|w : jit chu kh k n w j : m syu:| (Sg.)  
 |w : jit chuchu kh (t ) k n w j : m syu:| (Pl.)

- ii. The Newar relative adjectives are marked for animate, inanimate and possessive separately. e.g.

|thw w he m nu: kh : gumh m nu:yagu dheba t gu kh :| (ani.)

|thw w he ch kh : gu ch y khya: w y y :| (inanimate)

|thw w he m nu: kh : gumh ysigu dheba t gu kh :| (possessive)

### 3.1.3.5 Indefinite Adjectives

The indefinite pronouns which function as adjectives are called indefinite adjectives. The Newar Indefinite adjectives are tabulated below:

**Table No. 7**

#### **The Newar Indefinite Adjectives**

	<b>Positive</b>	<b>Negative</b>
<b>Animate</b>	s :, nhyamh , memh	s :n :
<b>Inanimate</b>	ch :, nhyag , megu	ch :n :

This table shows that Newar adjectives are marked for indefinite adjectives.

- i. The Newar indefinite adjectives are marked for animate and inanimate separately. e.g.

|s : m nu w l | (animate) |w : ch : s phu: bw n | (inanimate)

- ii. The Newar indefinite adjectives are used for positive and negative forms separately. e.g.

|s : m nu: w l | |w : ch : s phu: bw n | (Positive)

|s :n : m nu: m w :| |w : ch :n : s phu: m bw :| (Negative)

### 3.2 Holistic Comparison of the Newar Adjectivals with Those of English and Nepali

Before making the comparison of each Newar adjectivals with those of English and Nepali languages, the adjectives in English, Nepali and Newar languages are tabulated and the comparison of those languages are presented simultaneously after the tables.

### 3.2.1 Qualitative Adjectives

These are the adjectives which show the quality of state of a person or a thing. They also describe about a person or a thing, hence they are also known as descriptive adjectives. These adjectives answer the question “what type of?” The given table shows the English, Nepali and Newar qualitative adjectives.

**Table No. 8**  
**Qualitative Adjectives**

General	English	Nepali	Nepal Bhasa
size / shape	small, big, round, flat	sano, thulo, golo, cepto	cig :, t :g :, cakula, phat :
habit / nature	good, bad, vile, gentle	s l, kh rab, nic , s jj n	bh :, m bh : kw hy gu, bh :mh
time / distance	new, old, near, far	n yā:, purano, n jik, tadha	nhu:, pulā:, likk , tapa:
colour / taste	black, blue, sweet, sour	kalo, nilo, mitho, milo	haku, w cu, caku, pamu
form / condition	rough, smooth, rich, poor	kh sro, s mm , dh ni, g rib	chyakh , picu, t :mi, ci:mi
origin / identity	Arabian, Japanese	r biy n, japani, jetho, jethi	r biy n, japani, th kali, n k :
quality	clever, beautiful	c lakh, ramro	c lakh, bā:la

For human and non-human, the Nepali qualitative adjectives can be shown in the sub-table as below:

human	sg	male	kalo, ramro, batho, glo, pudko, kancho, etc.
		female	kali, ramri, bathi, gli, pudki, kanchi, etc
±human	pl	kala, ramra, batha, gla, pudka, kancha, etc. (h ru)	

For animate and inanimate, the Newar qualitative adjectives can be shown in the sub-table as below:

	Singular	Plural
animate	hakumh , bā:lamh , bh :mh	hakup :, bā:lap :, bh :p :
inanimate	hakugu, w cugu, bā:lagu, bh :gu, etc.	

While comparing English, Nepali and Newar qualitative adjectives, I found the following similarities and differences between them.

- i. In all the three languages, qualitative adjectives are marked for shape / size, nature / habit, time / distance, colour / taste, form / condition, origin / identity, etc. e.g.

That pen is small. |tyo k 1 m sano ch | |w cw sa ci:pu|  
The cat is black. |biralo kalo ch | |bh uca haku|  
The floor is smooth. |bhu cillo ch | |b : picu|  
Japanese sari is good. |japani sari s 1 ch | |japani sari bh :|  
That flower is beautiful.|tyo phul ramro ch | |w swā: bā:la|  
He is a good man. |u s 1 manis ho| |w bh :mh m nu: kh :|

- ii. The Newar qualitative adjectives have the animate and inanimate with suffixes “-mh ” and “-gu” respectively which lack in English and Nepali. e.g.

This is a black cat. That is a black pen.  
|yo kalo biralo ho| |tyo kalo k 1 m ho|  
|thw hakumh bh uca kh :| |w hakugu cw sa kh :|

- iii. Nepali and Newar (animate) have the existence of singular and plural form which lack in English. e.g.

This is a black cat. These are black cats.  
|yo kalo biralo ho| |yi kala biralah ru hun|  
|thw hakumh bh uca kh :| |thup : hakup : bh ucat kh :|

That is a blue house.

|tyo nilo gh r ho|

|thw w cugu ch kh :|

Those are blue houses.

|ti nila gh rh ru hun|

|thw w cugu ch ( t ) kh :|

- iv. Nepali qualitative adjectives make male and female distinction which lack in English and Newar qualitative adjectives. e.g.

He is a black boy.

|u kalo keto ho|

|w hakumh mij :m ca kh :|

She is a black girl.

|uni kali keti hun|

|w hakumh misam ca kh :|

### 3.2.2 Numeral Adjectives

These are the adjectives that refer to the quantity and number of person or things. These adjectives answer the question ‘how much/many?’ The given table shows the English, Nepali and Newar numeral adjectives.

**Table No. 9**

#### Numeral Adjectives

	English	Nepali	Nepal Bhasa
cardinal	one, two, three	ek, dui, tin	chi, n si, sw
ordinal	first, second	p hilo, dosro	nhap , nhap lyu
portion	half, quarter	adha, c uthai	b chi, c k n
recitation	double, triple	dobb r, tebb r,	nidug , sw dug
indefinite	hundreds, thousands	s y un, h jar un	s l ns :, dw l ndw :
distributive	each, every	h rek, pr tek	h rek, mh t :
quantitative	all, lot, few, some, little	s b i, dher i, thor i, kehi, lik ti	d kw /s k l , apa:, bh tica

For countable and mass, the English quantitative adjectives can be shown in the sub-table as below:

Countable	Mass
many, few, several	much, little, less

For human and non-human, the Nepali numeral (cardinal) adjectives can be shown in the sub-table as follows:

Human	Non-human
ekj na, duij na, tinj na	ekw ta, duiw ta, tinw ta

For animate and inanimate, the Newar numeral adjectives can be shown in the sub-table as below:

	Animate	Inanimate
cardinal	ch mh , nimh	ch gu:, nigu:, ch pu, nipu
ordinal	nhapã:mh , lipãmh	nhapã:gu, lipãgu
distributive	ch mh -ch mh , nhyamh	ch g -ch g , nhyag

While comparing English, Nepali and Newar numeral adjectives, I found the following similarities and differences between them.

- i. In all the three languages, numeral adjectives are marked for cardinal, ordinal, portion, recitation, indefinite, distributive and quantitative adjectives. e.g.

He is the first boy.

|u p hilo keto ho|

|w nhapã:mh mij :m ca kh :| |jike nipu cw sa(t ) du|

Give me half litter petrol.

|m lai adha lit r petrol dinu|

|jit bagu: lit r petrol byu|

I have two pens.

|m s g duiw ta k l mh ru ch n|

There are thousands of temples.

|ty hã h jar un m ndirh ru ch n|

| n dw l ndw : deg :(t ) du|

- ii. The Newar and Nepali cardinal numeral adjectives are marked for animate/inanimate and human/non-human with suffixes “mh /pu, gu...”, etc. and “j na/w ta” respectively which lack in English. e.g.

There are two houses.

|ty hã duiw ta gh r(h ru) ch n|

| n nikha: ch (t ) du|

Two girls play carom board.

|duij na ketih ru kyar m khelch n|

|nimh misam cat kyar m mhiti|

I have <u>two</u> pens.	<u>Four</u> men came.
m s g <u>duiw ta</u> k l mh ru ch n	<u>carj na</u> manish ru aye
jike <u>nipu</u> cw sa du	<u>pemh</u> m nu(t ) w l
A cow has <u>four</u> legs.	<u>Two</u> dogs came.
gaiko <u>carw ta</u> khuttah ru ch n	<u>duiw ta</u> kukurh ru aye
saya <u>pepa</u> tuti du	<u>nimh</u> khicat w l

- iii. The Newar has different adjectival forms “d kkw / s k l ” sharing the same concept for English ‘all’ and Nepali “s b i”. For human “s k l ” is used in Newar. e.g.

<u>All</u> books are good.	<u>All</u> men are good.
s b i kitabh ru ramra ch n	s b i manish ru ramra ch n
d kkw s phu:t bā:la	s k l /d kkw m nu:t bā:la

- iv. The Newar distributive adjectives are marked for animate and inanimate which lack in Nepali and English. e.g.

<u>Every</u> person is playing.	<u>Each</u> book is useful.
h rek by kti kheld i ch	pr tek pust k up yogi ch
<u>nhyamh</u> m nu: mhita: cw n	<u>nhyag</u> s phu: jyal g y ju:

- v. The English quantitative adjective are marked for countable and mass which lack in Nepali and Newar. e.g.

I have <u>more</u> pens.	I have much water.
m s g <u>dher i</u> k l mh ru ch n	m s g <u>dher i</u> pani ch
jike <u>apa:</u> cw sa(t ) du	jike <u>apa:</u> l : du

### 3.2.3 Pronominal Adjectives

The pronouns which act as adjectives are pronominal adjectives. There are five types of pronominal adjectives. They are as follows:

### 3.2.3.1 Demonstrative Adjectives

The demonstrative pronouns which function as adjectives are called demonstrative adjectives. The given table shows the English, Nepali and Newar demonstrative adjectives.

**Table No. 10**  
**Demonstrative Adjectives**

Distance	English		Nepali		Nepal Bhasa	
	sg	pl	sg	pl	sg	pl
Near Speaker	this	these	yo, y hi	yi, yin i	thw /he	thw , thup :
Near Hearer					am /he	am , am p :
Distal					w /he	w ---t , ip :
Remote	that	those	tyo, ty hi	ti, tin i	h :/he	h :, h :p :

While comparing English, Nepali and Newar demonstrative adjectives, I found the following similarities and differences between them.

- i. The English and Nepali demonstrative adjectives make a two-fold distinction: proximate (near the speaker) and remote (far from the speaker) whereas Newar demonstrative adjectives make a four-fold distinction: near the speaker, near the hearer, distal (neither near nor far from both) and remote (far from both). e.g.

This pen is his. |yo k l m usko ho| |thw cw sa w yagu kh :|

That pen is her. |tyo k l m unko ho| |am cw sa w yagu kh :|

That pen is his. |tyo k l m usko ho| |w cw sa w yagu kh :|

That pen is her. |tyo k l m unko ho| |h : cw sa w yagu kh :|

- ii. The plural form in Newar demonstrative adjectives is marked by plural marker “p :” for animate. It is also found that the plural form in Newar demonstrative adjectives is marked by objective case



marker ‘t’. In English and Nepali, the plural morpheme is fused together with the base.

This girl is very beautiful.      These girls are very beautiful.

|yo keti sahr i ramri chin|      |yi ketih ru sahr i ramra ch n|

|thw misam ca t s k : bā:la|      |thup: misam cat t s k : bā:la|

- iii. To emphasise the particular, Newar and Nepali demonstrative adjectives have suffixes “he” and “hi/n i” respectively which lack in English. e.g.

This girl is very beautiful.      These girls are very beautiful.

|y hi keti sahr i ramri chin|      |yina ketih ru sahr i ramra ch n|

|thw he misam ca t s k bā:la| |thupi:he misam cat t s k bā:la|

### 3.2.3.2 Possessive Adjectives

The possessive pronouns which function as adjectives are possessive adjectives. The given table shows the English, Nepali and Newar possessive adjectives:

**Table No. 11**

#### **Possessive Adjectives**

	English		Nepali		Nepal Bhasa		Variety
	sg	pl	sg	pl	sg	pl	
1 <sup>st</sup>	my	our	mero	hamro	jigu	<u>exclu</u> jimigu <u>inclu</u> jhi:gu	
2 <sup>nd</sup>	your		timro	timih ruko	ch :gu	Chimigu	N.Hon
			t paiko, h jurko	t paih ruko, h jurh ruko	chigu, ak n yagu	chik pinigu ak n pinigu	Hon.
3 <sup>rd</sup>	his her its	their	usko, unko, tinko, yinko ty sko	unih ruko tinih ruko yiniharuko	w ya, w yagu	imigu	N.Hon
			uhā:ko	uhā:h ruko	n yagu, w yk :yagu	n pinigu, w yk :pinigu	Hon

While comparing English, Nepali and Newar possessive adjectives, I found the following similarities and differences between them.

- i. In all the three languages, possessive adjectives are marked for the 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> persons. e.g.

This is my book. |yo mero kitab ho| |thw jigu s phu: kh :|

That is your house. |tyo timro gh r ho| |w ch :gu ch kh :|

That is his field. |tyo usko khet ho| |w w yagu b kh :|

- ii. All the three languages have singular and plural possessive adjectives. But they are different in the sense that English has separate adjectival forms for singular and plural number except in the 2<sup>nd</sup> person whereas in Nepali and Newar, the same singular adjectival forms are used as plural ones by adding affixes like ‘h ruko’ in Nepali and ‘m ’ or ‘mi’ or ‘pini’ in Newar. e.g.

That is his pen. |tyo usko k l m ho| |w w yagu cw sa kh :|

That is their house. |tyo tinih ruko gh r ho| |w imigu ch kh :|

- iii. The Newar has the existence of inclusive and exclusive plural first person possessive adjectives which lack in English and Nepali. e.g.

This is my school. This is our school.

|yo mero vidyal y ho| |yo hamro vidyal y ho|

|thw jigu bw nekuthi kh :| |thw jimigu bw nekuthi kh :|(exclu.)

|thw jhi:gu bw nekuthi kh :|(inclu.)

- iv. Both Nepali and Newar 2<sup>nd</sup> and 3<sup>rd</sup> person possessive forms have the existence of honorific and non-honorific forms which lack in English. e.g.

This is your house. This is your house.

|yo timro gh r ho| |yo t paiko gh r ho|

|thw ch :gu ch kh :| |thw chigu ch kh :|

This is her house.                      This is her house.  
 |yo unko gh r ho|                      |yo uhã:ko gh r ho|  
 |thw w yagu ch kh :|                      |thw w yk :yagu ch kh :|

v. English and Nepali (N-honorific) make male/female distinction in the 3<sup>rd</sup> person singular possessive adjectives but lack in Newar. e.g

It is his cap.                                      It is her cap.  
 |yo usko ðopi ho|                                      |yo unko topi ho|  
 |thw w yagu t puli kh :|                                      |thw w yagu t puli kh :|

Similarly, there is no male/female distinction in the 1<sup>st</sup> and 2<sup>nd</sup> person singular and plural possessive adjectives in all the three languages. And there is no grammatical gender in the Nepal Bhasa.

### 3.2.3.3 Interrogative Adjectives

The interrogative pronouns which function as adjectives are called interrogative adjectives. English, Nepali and Newar interrogative adjectives are tabulated below:

**Table No. 12**  
**Interrogative Adjectives**

General	English	Nepali		Nepal Bhasa	
		Human	N-human	Animate	Inanimate
sg	what, which	ko, kun	ke, kun	su, gumh	chu, gu
pl		koko, kunkun	keke, kunkun	susu, gumh gumh	chuchu, gugu
poss	whose	k sko, k ska		suyagu	

While comparing English, Nepali and Newar interrogative adjectives, I found the following similarities and differences between them.

- i. In all the three languages, interrogative adjectives are marked for general and possessive cases. e.g.

<u>Whose</u> letters are these?	<u>Which</u> book do you need?
yi k ska p tr h ru hun?	timilai kun kitab cahinch ?
thw suyagu p u(t ) kh :?	ch t gu s phu: ma:?!

- ii. The reduplication of the singular form gives the corresponding plural form in Nepali and Newar interrogative adjectives. In English, these adjectives do not make number distinction. e.g.

<u>Which</u> book is this?	<u>Which</u> books are those?
yo kun kitab ho?	ti kunkun kitabh ru hun?
thw chu s phu: kh :?	w chuchu s phu:(t ) kh :?
<u>What</u> thing does he need?	<u>What</u> things do they need?
us lai ke b stu cahinch ?	tinih rulai keke b stuh ru cahinch ?
w yat chu saman ma:?!	imit chuchu saman(t ) ma:?!

- iii. The Newar and Nepali interrogative adjectives have distinct forms for animate/inanimate and human/non-human respectively which lack in English. e.g. Which book is that?

ko manis ayo?	tyo kun kitab ho?
su m nu: w l ?	w chu s phu: kh :?

### 3.2.3.4 Relative Adjectives

The relative pronouns which function as adjectives are called relative adjectives. English, Nepali and Newar relative adjectives are tabulated below:

Table No. 13

Relative Adjectives

General	English	Nepali		Nepal Bhasa	
		Human	N-human	Animate	Inanimate
sg		jo, jun	je, jun	su, gumh	chu, gu
pl	what, which	jojo, junjun,	jeje, junjun	susu, gumh gumh	chuchu, gugu
poss	whose	j sko, j ska		gumh ysigu	

While comparing English, Nepali and Newar relative adjectives, I found the following similarities and differences between them.

- i. In all the three languages, relative adjectives are marked for general and possessive case. e.g.

Which work I did, it was good.

|jun kam m ile g r , tyo r mro thiyo|

|gu ज्या j : yana, w bā:la|

He is the man whose box was lost.

|yo ty hi manis ho j sko bak s h raeko thiyo|

|thw w he m nu kh : gumh ysigu bak s t n |

- ii. The Newar and Nepali relative (general) adjectives are marked for number which lack in English. In Nepali and Newar, reduplication of the singular form gives the corresponding plural form. e.g.

Which book I sold, it was good.

|jun kitab m ile bec , tyo ramro thiyo|

|gu s phu j : miya, w bā:la|

Which books I sold, they are good.

|junjun kitab m ile bec , tinih ru ramra thiye|

|gugu s phu:(t ) j : miya, w bā:la|

### 3.2.3.5 Indefinite Adjectives

The indefinite pronouns which function as adjectives are called indefinite adjectives. English, Nepali and Newar indefinite adjectives are tabulated below:

**Table No. 14**

#### **Indefinite Adjectives**

	English	Nepali		Nepal Bhasa	
		Human	N.Human	Animate	Inanimate
<b>positive</b>	next, other, another	kohi, kun i, josuk i, junsuk i, rko	kun i, junsuk i, rko	s :, memh , nhyamh	ch :, megu, nhyagu
<b>negative</b>	no	kohip ni, kun ip ni	kun ip ni	s :n :	ch :n :

While comparing English, Nepali and Newar indefinite adjectives, I found the following similarities and differences between them.

- i. In all the three languages, indefinite adjectives are marked for positive and negative. e.g.

The next person will come.      No person will come.

|rko by kti aune ch |      |kohip ni by kti aunech in|

|memh m nu: w i|      |s :n : m nu: w im khu|

- ii. The Newar and Nepali indefinite adjectives are marked for animate / inanimate and (±) human respectively which lack in English. e.g.

Some one (person) came.      He read some/any book.\*

|kohi by kti aye|      |us le kun i pust k p dhe|

|s : m nu: w l |      |w ch : s phu: bw n |

\* This sentence is grammatically wrong.

## CHAPTER - FOUR

### FINDINGS AND RECOMMENDATIONS

The following findings and recommendation have been derived from the analysis of the data.

#### 4.1 Findings

The study presents the following findings:

- i. In attributive use, the Newar adjectives co-occure with suffixes agree in number and gender with the noun head. e.g.

<u>Gender</u>	<u>Number</u>		<u>Suffix</u>
Animate	Singular	bã:lamh m nu:	-mh
	Plural	bã:lap : m nu:t	-p :
Inanimate		bã:lagu s phu:(t )	-gu

- ii. In predicative use, the Newar adjectivals do not take any nominalizing suffixes. e.g.

|w m nu: bã:la| |w m nu:t bã:la| |thw s phu:(t ) bã:la|

So, some qualitative adjectives function as finite verbs.

- iii. In the Newar numeral adjectives suffix “-mh ” is used for animate and suffixes “-gu, -pu, -pa, -g :, ...” etc. are used for inanimate.
- iv. The Newar demonstrative adjectives have different systems in terms of distance i.e. near speaker, near hearer, distal and remote. For particular and more emphasis suffix “-he” is used.
- v. Only for human, in sense of respect, the suffix “-pi:” is used for plural form in the Newar demonstrative adjectives
- vi. There is the existence of inclusive and exclusive plural form in the Newar 1<sup>st</sup> person possessive adjectives and the 2<sup>nd</sup> and 3<sup>rd</sup> person possessive adjectives have the existence of honorific and non-honorific forms. But there is no grammatical gender (male/female).

- vii. The Newar possessive adjectives are marked for number i.e. singular and plural. The same singular form is pluralized by adding the infixes “-mĩ-” and “-pini-“. When the same singular form is pluralized, inflection system is sometimes occurred. e.g. jigu – jimigu ch :gu - chimigu
- viii. The reduplication of the singular form gives the corresponding plural form in the Newar interrogative and relative adjectives.
- ix. Positive and negative with animate and inanimate forms are found in Newar indefinite adjectives.

#### **4.1.1 Similarities between English and Newar Adjectivals**

The similarities between English and Newar adjectivals are presented below:

- i. In both languages, there is the existence of adjectival system.
- ii. In both languages, qualitative adjectives can be categories in colour, taste, shape, size, form, condition, nature, habit, origin, identity, etc.
- iii. In both languages, numeral adjectives can be classified in cardinal, ordinal, indefinite, portion, recitation, distributive and qualitative adjectives.
- iv. Both languages have the singular and plural forms in possessive and demonstrative adjectives.
- v. Both English and Newar, possessive adjective forms are categorized under the 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> persons.
- vi. In both languages, interrogative and relative adjectives are marked for possessive case.
- vii. In both languages, indefinite adjective is marked into positive and negative.



#### 4.1.2 Differences between English and Newar Adjectivals

The differences between English and Newar adjectivals are as follows:

- i. There is the existence of animate and inanimate adjectival forms in Newar qualitative and numeral adjectives but lack in English.
- ii. There is the existence of inclusive and exclusive adjectival forms in Newar 1<sup>st</sup> person possessive adjectives which lack in English.
- iii. The separate forms are used in English possessive adjectives (except 2<sup>nd</sup> person) in terms of number: singular and plural whereas in Newar, the same singular forms are pluralized by adding the affixes “p :” & “mi”.
- iv. English 2<sup>nd</sup> person possessive adjectives have the same form, i.e. ‘your’ for both singular and plural number as well but Newar 2<sup>nd</sup> person possessive adjectives have the different forms.
- v. There is the existence of honorific and non-honorific forms in Newar which lack in English.
- vi. The use of male and female distinction is found in English 3<sup>rd</sup> person possessive adjectives but it lacks in Newar.
- vii. English demonstratives are marked for only proximate and distal relationships whereas there are four types of demonstratives in Newar.
- viii. There is ( $\pm$  Human) animate plural in Newar demonstrative adjectives which lack in English.
- ix. In case of interrogative and relative adjectives, reduplication of the singular form gives the corresponding plural form in Newar whereas these adjectives do not make number distinction in English.
- x. The Newar interrogative, relative, indefinite and distributive adjectives have separate forms for both animate and inanimate which lack in English.

### **4.1.3 Similarities between Newar and Nepali Adjectivals**

The similarities between Newar and Nepali adjectivals are as follows:

- i. In both languages, there is the existence of adjectival system.
- ii. In both languages, qualitative adjectives can be categorized in colour, taste, shape, size, form, condition, nature, habit, origin, etc.
- iii. In both languages, numeral adjectives can be categorized in cardinal, ordinal, indefinite, portion, recitation, distributive and quantitative.
- iv. Both languages have the singular and plural forms in possessive, demonstrative, interrogative and relative adjectives.
- v. Both Newar and Nepali possessive adjectives are categorized under 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> persons.
- vi. In both languages, the infixes “-mi-” or “-pini-” and “-har -” are added in the same singular forms to pluralize respectively.
- vii. Both Newar and Nepali 2<sup>nd</sup> and 3<sup>rd</sup> person and possessive adjectives have the existence of honorific and non-honorific forms.
- viii. Reduplication for the singular form gives the corresponding plural form in the Newar and Nepali interrogative and relative adjectives with possessive.
- ix. Both languages have positive and negative forms in indefinite adjectives.

### **4.1.4 Differences between Newar and Nepali Adjectivals**

The differences between Newar and Nepali adjectivals are as follows:

- i. The main difference between Newar and Nepali adjectivals is that of the existence of the inflectional system. The system occurred when the same form is pluralized. This system is found especially in the Newar language but lacks in the Nepali language.

- ii. Newar adjectives are classified into animate and inanimate whereas Nepali adjectives are classified into human and non-human.
- iii. “j na” and “w ta” suffixes are used for Nepali numeral (cardinal) adjectives for human and non-human respectively whereas “-mh ” and other suffixes are used for animate and inanimate in the Newar numeral adjectives.
- iv. There is the existence of animate and inanimate in the Newar ordinal and distributive adjectives which lack in Nepali.
- v. There is the existence of male and female for Nepali qualitative (colour, nature, habit) adjectives which lack in Newar.
- vi. Nepali demonstrative adjectives make two fold distinctions whereas Newar demonstratives make four folds.
- vii. There is the existence of animate and inanimate with plural form in Newar demonstrative adjectives which lack in Nepali.
- viii. There is the existence of inclusive and exclusive terms in Newar 1<sup>st</sup> person plural possessive adjectives but it lacks in Nepali.
- ix. There is the existence of male / female distinction in Nepali 3<sup>rd</sup> person possessive adjectives but this system lacks in Newar.

## **4.2 Recommendations**

No two languages are similar, neither are the patterns of sentences and the uses of words are same in them. This fact explicitly justifies the importance of any comparative work on language. The study has the following pedagogical implications with some recommendations made by the researcher.

- a. The findings of the present study show that Newar has the most complex adjectival system in comparison to Nepali and English. So,

the complexity of Newar adjectives should be considered while teaching English and Nepali adjectives to the Newar native speakers.

- b. The Newar qualitative adjectives are classified as animate/inanimate whereas Nepali qualitative adjectives are classified as human (male/female) and non-human. So, the teachers/learners should observe this matter carefully with singular and plural.
- c. There is the existence of many suffixes in the Newar numeral adjectives as the shape/size of the noun head which is not present in both Nepali and English. So, the learner should be made aware of this fact.
- d. The Newar demonstrative adjectives make four fold distinctions: remote, distal, near speaker and near hearer. But English and Nepali make only two folds distinction: remote and proximate. So, the teacher should make this fact clear to the students.
- e. There is the existence of inclusive and exclusive plural form in the Newar 1<sup>st</sup> person possessive adjectives. It carries pragmatic value also. The 2<sup>nd</sup> and 3<sup>rd</sup> person possessive adjectives have the existence of honorific and non-honorific forms. So, the learners should take into consideration this matter.
- f. The similar thing that is reduplication of the singular form gives the corresponding plural form in both Nepali and Newar interrogative and relative adjectives whereas in English these adjectives do not make number distinction. So, this kind of similarity and difference should be taken into consideration by both teachers and learners.
- g. Mother tongue influences second language or foreign language in learning. So, while teaching language, a teacher should see what difficulties the learners are facing due to their mother tongue.

- h. The Nepali and Newar languages have some alternative forms of adjectivals than those of English. Thus, the native speakers of the Newar language should be paid special focuses on the different alternatives forms of adjectivals used in the Newar language.
- i. Since Newar is a complex adjectivalized language, language teachers, textbook writers, planners, curriculum or syllabus designers, linguists and other concerned authorities should be more careful in designing the syllabus, writing the books and preparing other supplementary materials especially for the Newar native speaking students.

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## APPENDIX I

### Questionnaire

This questionnaire has been prepared to draw data for the research work entitled “Adjectivals in English, Nepali and Nepal Bhasa” which is carried out under the guidance of Dr. Laxmi Bahadur Maharjan, Reader of Department of English Education, T.U. Kirtipur. The researcher hopes that you all co-operate with him in giving authentic and reliable information to accomplish this research. Thank you.

Researcher  
Ravi Maharjan  
T.U. Kirtipur, Kathmandu

Name: Age:  
Address: Sex:  
Qualification: Job:  
Involved Institution: Post:

1. The houses are four storey. (घरहरू चारतले छन् .)
2. This is my house. (यो घर मेरो हो ।)
3. This house is beautiful. (यो घर राम्रो छ .)
4. The sky is blue. (आकास निलो छ .)
5. Ram is a good boy. (राम असल कटो हो ।)
6. Sita is a tall girl. (सीता अग्लो केटी हुन् .)



7. This cat is brown. (यो बिरालो खैरो छ ।)
8. These dogs are white and black. (यी कुकुरहरू सेता र काला छन्।)
9. That ball is big. (त्यो भकुन्डो ठुलो छ .)
10. Those oranges are ripen. (ती सुन्तलाहरू पाकेका छन् ।)
11. Each pen is useful. (हरेक कलम उपयोगी छ .)
12. Every book is valuable. (प्रत्येक किताब मूल्यवान छ .)
13. Some shoes are new. (केही जुत्ताहरू नया“ छन् .)
14. Many people celebrate Dashain. (धेरै मानिसहरू दसै मनाउ“छन् .)
15. Little knowledge is dangerous. (थोरै ज्ञान खतरनाक हुन्छ .)
16. Which subject do you study? (तिमी क...न विषय पढ्छौ र)
17. Whose father has made this box?(यो बाकस कस्कोब“बाले बनाएको हो?०)
18. I have two dictionaries. (मस+ग द...ईवटा शब्दकोषहरू छन् .)
19. Each student was issued an identity card.  
(प्रत्येक बिद्यार्थीलाई परिचयपत्र दिइएको छ .)
20. What time will the meeting be held? (क'न समयमा मिति. ह--=५?)

21. Whose purse is lying on the table? ढटेबलमा कस्को पर्स /हेकोछ.)
22. There were high rising buildings on either side.  
(द-बै साइदमा अग्ला इरहरू थिए .)
23. Neither proposal is practicable. (क-ने पनि प्रस्ताव व्यवहारिक शैतन्।)
24. I questioned each member and got the same answer.  
(मैले प्रत्येक सदस्यसंग प्रश्न गरे र उस्तै जवाफ पाए“ .)
25. I know every line of this poem by heart.  
(यो कविताको प्रत्येक पंक्ति मलाई क०उस्थ ५ .)
26. Many students have shown interest in playing cards.  
(धेरै बिद्यार्थीहरूले तास खेल्न मन पराएको देखाएका ५न् .)
27. I have no interest in TV serials.(मलाई टिभि धारावाहिकमा चासो शैतन्।)
28. Japanese goods are very durable. (जापानी सामानहरू धेरै टिकाउ ५न्.)
29. Arabian horses are famous for their beauty.  
(अरबियन शेरुहरू तिनीहरूको सुन्दरतामा प्रख्यात ५ .)
30. Can you give me some money?(तिमी मलाई केही पैसा दिन सक्छौ ?)
31. She did not need any help. (उनलाई क-नै पनि सहयोग चाहिएन ।०)
32. Prithvi Narayan Shah was a brave king.

(पृथ्वी नारायण शाह एक साहसीराजा थिए .)

33. John is the first boy in the class. (जोन कक्षामा पहिलो केसो हो १०)
34. We spent all day in the field. (हामीले पूरै दिन खेतमा बितायौं .)
35. He spent the whole day on the beach.  
(उसले पुरै दिन बगरमा बितायो.)
36. My job is interesting. (मेरो काम रमाइलो छ ।)
37. I'm satisfied with my job. (म मेरो कामबाट सन्तुष्ट छु १०)
38. Does he have enough energy? (के उनीसंग पर्याप्त शक्ति छ ?)
39. These boxes are too heavy. (यी बाक्सहरू धेरै गह्रुंगा छ .)
40. Min Bahadur isn't as old as he looks.  
(मीनबहादुर देखिए जस्तै ब-यो छैन ।)
41. Your house is about twice as big as mine.  
(तिम्रो घर मेरो घर भन्दा दोब्बर छ-लो छ .)
42. Yesterday was the hottest day of the year  
(हिजो वर्ष दिनकै सबभन्दा गर्मी दिन थियो १०)
43. Which is the longest river in the world?  
(विश्वको सबभन्दा लामो नदी कुन हो ?)
44. I locked the door with my own hands.

(मैले आफ्नै हातले ढोका लगाएथे।)

45. This is a difficult work. (यो एउटा कठिन कार्य हो .)
46. John is happy. (जोन खुसी छ .)
47. He was a fat man. (उ मोटो मान्छे थियो .)
48. Her voice is very sweet. (उनको स्वर अति नै सुरीलो छ .)
49. These books are colourful. (यी पुस्तकहरू रङ्गिन छन् .)
50. Every girl will get a pencil. (हरेक केटीले एउटा सिसाकलम पाउने छ.)
51. Each boy is given a pen. (प्रत्येक केटालाई एकएक वटा कलम दिइएको छ.)
52. Some men are unhappy. (केही मानिसहरू खुशी छैनन् .)
53. Many women will do it. (यो धेरै आइमाइहरूले गर्नेछन् .)
54. Which road goes to Pokhara? (पोखरा कुन बाटो जान्छ <)
55. What city is this? (यो कुन शहर हो ?)
56. These are our thesis. (यी हाम्रा थिसिस् हुन् .)
57. That is your car. (त्यो तिम्रो कार हो .)
58. Her house is very big. (उनको घर धेरै ठुलो छ .)

59. His dog is sick. (उनको कुकुर बिरामी छ .)
60. We have two hands to work.  
(हामीसंग काम गर्नलाई दुईओटा हातहरू छन् .)
61. Bhimsen Thapa was the first prime minister of Nepal.  
(भीमसेन थापा नेपालको पहिलो प्रधान मन्त्री थिए .)
62. Dogs have forty four teeth. (कुकुरहरूको चवालिसवटा दाँतहरू छन्)
63. In which class do you study? (तिमी कति कक्षामा पढ्छौ ?)
64. I bought three bags. (मैले तीनवटा भण्डोहरू किने .)
65. Seti is the deepest river in Nepal. (नेपालको सबभन्दा गहिरो नदी सेती हो.)
66. Mt. Everest is the highest peak in the world.  
(सगरमाथा विश्वकै सबभन्दा अग्लो चुचुरो हो .)
67. An honest person is respected everywhere.  
(इमानदार व्यक्ति जहाँ पनि आदरणीय हुन्छ .)
68. This shopkeeper is honest. (यो पसले इमानदार छ .)
69. This plan is better than the other one.(यो योजना अर्को भन्दा राम्रो छ .)
70. Your answer was the best of all. ( तिम्रो जवाफ सबैभन्दा राम्रो थियो.)

71. Every member supported my proposal.  
(प्रत्येक सदस्यले मेरो प्रस्तावलाई साथ दिए .)
72. We did not have any outline maps.  
(हामीसंग कुनैपनि नक्साको रेखाचित्र थिएन .)
73. They have much knowledge of Biology.  
(तिनीहरूसंग जीवविज्ञानबारे धेरै ज्ञान छ .)
74. Several projects are running in Nepal.  
(नेपालमा धेरै परियोजनाहरू चलिरहेका छन् .)
75. I need a little salt. (मलाई थोरै नुन चाहिन्छ .)
76. How much time do you need to complete this work?  
(यो काम पूरा गर्न तिमिलाई कति समय लाग्छ <)
77. How many members attended the meeting?  
(बैठकमा कतिजना सदस्यहरू उपस्थित भए <)
78. This is a fast train. (यो एउटा फास्ट ट्रेन हो ।)
79. He bought a small house. (उसले एउटा सानो घर किन्यो ।)
80. Richard loved those long cigars. (रिचार्डले ती लामा सिगार मन पराउथ्यो ।)
81. These are glad tidings. (यी सुसमाचार हुन् ।)
82. She is an only child. (उनी एकली मात्र बच्ची हुन् ।)

83. Do you get a daily newspaper? (के तिमीले दैनिक समाचार पत्र पढ्छौ?)
84. Aarati seems happy. (आरती खुसी देखिन्छे ।)
85. He had a calm expression. (उ शान्त देखिन्छ ।)
86. She turned pale. (उनी निली पहेली भइन् ।)
87. The soup tasted horrible. (सूरुवाको स्वाद नमिठो थियो ।)
88. He became pale. (उ निली पहेली भयो ।)
89. The day was cold, wet and windy. (त्यो दिन चिसो आर्द्ररबतासे थियो।)
90. This girl is afraid. (यो केटी भयभित छ ।)
91. The children need not feel ashamed. (तीबच्चाहरूले लाज मान्नुपर्दैन।)
92. The singer suddenly felt faint. (त्यो गायक एक्कासी मुर्छा पऱ्यो ।)
93. My aunt is very ill. (मेरी काकी धेरै बिरामी छिन् ।)
94. My uncle is a sick man. (मेरा काका बिरामी मानिस हुन् ।)
95. His latest book is on war. (उसको पछिल्लो पुस्तक द्वन्द्वसँग सम्बन्धित छ।)
96. His last book was on war. (उसको अन्तिम पुस्तक द्वन्द्वसँग सम्बन्धित थियो।)
97. He is a good teacher. (उनी असल शिक्षक हुन् ।)

98. This teacher is good. (यो शिक्षक असल छ ।)

99. She is a frightened girl. (उनी डराएकी केटी हुन् ।)

100. Your lecture was most interesting. (तपाईंको प्राध्यापन रोचक थियो ।)