Contrastive Analysis of Pronominal Systems of Nachhiring and English

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

Submitted By
Enjila Rai

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

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

Date: 30-01-2024

……...…….

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Recommendation for Acceptance

This is to certify that **Ms. Enjila Rai** has prepared the thesis entitled **Contrastive Analysis of Pronominal Systems of Nachhiring and English** under my guidance and supervision.

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Dedication

Dedicated to my family and friends
who have been a great source
of support.

Acknowledgment

I would like to express my heartfelt gratitude to my thesis supervisor **Mr. Bhim Prasad Wasti**, Department of English, TU, kirtipur for his Constance guidance, enlightening ideas and invaluable suggestions to prepare this thesis.

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Enjila Rai

Abstract

This thesis entitled **Contrastive Analysis of Pronominal Systems of Nachhiring and English** has been carried out to explore, compare and contrast Nachhiring and English pronouns. To accomplish the objectives of the study, the researcher collected Nachhiring pronouns from native speakers of Nachhiring by using survey research design. Simple random sampling procedures were used for the study. The required data were collected by using close-ended questionnaire. The total samples were forty-five Nachhiring native speakers who have good knowledge of English language. The collected data were analyzed and interpreted descriptively with the help of tables and illustrations. The study showed that there are some similarities between Nachhiring pronouns and English pronouns. Likewise, there are some differences as well especially in the case of honorific and non-honorific and males and females. Nachhiring pronouns have mostly same pronouns for males and females and have honorific and non-honorific forms which are not found in English.

This thesis comprises five chapters. The first chapter includes background of the study, statement of problems, objectives of the study, research questions, significance of study, delimitations of the study and operational definitions of key terms. Similarly, the second chapter deals with the review of related literature and conceptual framework of the study. Likewise, third chapter deals with the methodology adopted for the study in terms of population of the study and sampling procedures, sources of data, data collection procedures, tools for data collection procedures and ethical considerations. Similarly, fourth chapter deals with data analysis and interpretation procedures of the study. Finally, fifth chapter deals with findings, conclusion and recommendations.

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Abbreviations and Symbols

CA	– Contrastive Analysis
CBS	– Central Bureau of Statistics
H.	– Honorific
L1	– First Language
L2	– Second Language
M. Ed.	– Master in Education
Nachh	– Nachhiring
N. H.	– Non-honorific
No.	– Number
Obj.	– Object
P.	– Plural
Pro	– Pronoun
S.	–Singular
SLC	– School Leaving Certificate
Sub.	– Subject
T. U.	– Tribhuvan University
UK	– United Kingdom
USA	– United States of America
VDC	– Village Development Committee

Chapter I
Introduction

Background of the Study

Nepal is a country which is full of diversity. It is a multicultural, multi religious, multi ethnic country. 124 languages are identified and spoken in Nepal (Census 2021). Among these languages, some of them do have written script and have enough literature but some of them don't have written script but in verbal forms. Having so many languages, Nepali is used as lingua-franca in Nepal. Likewise, English has dominated the world and used as an international language all over the world. It is used as lingua franc among the people all around the world. Every language has its own pronouns which help to complete the meaning of sentences of the particular language.

In terms of language, there are many languages spoken here and Nachhiring is one of them. Nachhiring language is especially spoken in the eastern part of Nepal including the districts like Khotang, Solukhunbhu, Bhojpur, Shankhuwasabha, Ilam, Sikkim and Darjeeling as well, etc. The Nachhiring is one of the members of Sino-Tibetan family of language. Nachhiring language has some unique linguistic features, styles and characteristics. Although it has its own script, most of it is unrecord. Very few books have been published but it has not been widely studied so far and has not had enough written literature. Along with Nachhiring language, there are so many languages are spoken in Eastern region of Nepal like, Tamang, Sherpa, Bhujel, Newar, Sunuwar, the Rai languages like Bantawa, Chamling, Yakkha, yamphu, Koyee, Koyu, Kulung, Thulung, etc. According to Sapir (1921) "Language is a purely human and non-instictive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbol." Through the use of language human beings share their thoughts, beliefs, experiences, feelings, etc. to each other. Language is very important for any person and community for the existence and the identity. Language is existence and identity of any person or community. Is there is language, there is existence and identity.

Language is a means of communication within through which human beings share their thoughts, emptins, views, etc. Lyons (1970) states exactly as the principle

means of/system of communication used by particular group of human beings within the particular linguistic community of which they are members. Likewise, Sapir (1921. p, 8) emotions and desires fines language is purely human and non-human instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols. Hall (1968, p.185) says "Language is the institution whereby humans' communication and interact with each-other by means of habitually used oral-auditory symbols. 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. Brown (1994, p. 165) says "A language is a part of a culture and a culture is a part of a language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture." Language and culture are inter-related.

Statement of Problems

Nepal is a multicultural, multilingual country where different ethnic groups have their own languages. Even though, Nepali language is used as a national and lingua franca but there are many students (people) who are facing problems in the use of Nepali and foreign language because of their mother tongue. Likewise, Nachhiring native speaker students are facing problems in the use of English pronouns due to the hindrance of Nachhiring language. Students are strongly influenced by their first language and because of that they are facing problems in second and foreign learning i.e. Nepali and English. That is why, English learning is less effective due to practice and use of Nachhiring. So that, mother tongue has been major complication in English learning classroom. That's why the researcher is interested to conduct this research to know how mother tongue affects learning another language. Thus, this study will find out the similarities and differences between these two languages. Similarly, I want to provide some pedagogical suggestions and implications to overcome from the challenges faced by the Nachhiring students while learning English pronouns.

Objectives of the Study

This study had the following objectives:

i. To explore pronouns of Nachhiring Language.
ii. To compare and contrast Nachhiring pronouns with English pronouns.
iii. To suggest some pedagogical implications.

Research Questions

The research questions of my research study were as follows**:**

- What are the pronouns of Nachhiring?
- What are the similarities between English and Nachhiring pronouns?
- What are the differences between English and Nachhiring pronouns?

Significance of the Study

Very few researches have been carried out on Nachhiring language. This also will be significant to all the teachers who are teaching in different levels. Teachers and language learners can know about the differences and similarities between Nachhiring and English pronouns. This will play important role in ELT. The findings of this research will be beneficial to language trainers, subject experts, textbook writers, curriculum developers and all the people who are directly and indirectly involved in English language teaching and learning. Likewise, this research will provide information about Nachhiring pronoun which makes the teachers easier to teach English in Nachhiring community.

Delimitations of the Study

The study had the following limitations:

i. This study was limited on following Nachhiring and English pronouns:
   - Personal pronouns
   - Possessive pronouns
   - Demonstrative pronouns
   - Indefinite pronouns
   - Reflexive pronouns
   - Interrogative pronouns
   - Reciprocal pronouns
   - Relative pronouns

ii. The area of the study was the Nachhiring natives in Aiselukharka Rural Municipality of Khotang district.

iii. This study had included 45 respondents.

iv. It was survey research.

v. The participants were selected following simple random sampling method.

Operational Definitions of Key Terms

Contrastive Analysis: Contrastive Analysis (also known as CA) is a branch of linguistics which is defined as a systematic analysis of similarities and differences between languages

Nachhiring: Nachhiring is one of the members of Sino-Tibetan family of language which belongs to Rai. It is spoken in the eastern part of Nepal and some places of India including Darjeeling, Sikkim, etc.

Pronouns: Pronouns are the words that substitute nouns.

Chapter- II

Review of Related Literature and Conceptual Framework

This chapter includes review of related theoretical literature, review of related empirical literature, implications of the review of the study and conceptual framework.

Review of Related Theoretical Literature

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

Nachhiring: An Introduction

Rai is one of the ethnic groups which falls under the Hill Janajati (indigenous) group in Nepal (CBS, 2021) The Nachhiring is one of the members of Sino-Tibetan family of language. They have their own language, culture and religion. Rai is a broad term and under this there are various sub-groups within it. For example: Nachhiring, Chamling, Bantawa, dumi, Koyee, Koyu, Lohoring, Wambule, Thulung, Kulung, Mewahang, etc. According to survey language spoken in Nepal which was carried by the German researcher named Gred Henssion (1991, as cited in rai, 2009, P. 11) there are 28 kirati languages spoken in Nepal. He categorized them as: wallo Kirat-14, Pallo Kirat-a12 and Majh Kirat-12.

Nachhiring Rais are the main inhabitants of Rawa Khol of Khotang and Sotang of Solukhumbhu districts for thousands of years (rai, 2009). However, they migrated to almost all over Nepal and Darjeeling and Sikkim too. The speakers of Nachhiring Rai are main inhabitants of Rakhabangdel, Rawadipsung, Bakachol, Badel, Para, Aiselukharka, etc. of Khotang district and Sotang Gudel and Pawai of Solukhumbhu district.

According to Census Report (2021) the total population of Rai is 640,674 which is 2.20% of the total population. Out of them, 10957 people speak Nachhiring as their ancestral language which is 0.04% of the total population and the total number of Nachhiring is 7300 (Census Report 2021) which is 0.03% of the population. One of the reasons for being low number of Nachhiring Rai population in

the national level population census is that Nachhiring people did not provide their identity as Nachhiring and they are recorded as Rai.

The Linguistic Scenario in Nepal

Nepal is a country where 124 languages (Census 2021) are identified and spoken in Nepal. Among them, some of them do have written script and have enough literature but most of them don't have written script but in verbal forms. Having so many languages, Nepali is used as lingua-franca in Nepal. All the languages spoken in Nepal are categorized into four major language families: Dravidian, Indo-European, Austro-Asiatic, and Tibeto-Burman. These have been discussed here:

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

Indo-Aryan Language Group. The Indo-European is a language family of related languages spoken in the Americas, Europe, and Western and Southern Asia. Nepali, Hindi, Darai, Maithali, Rajbanshi, Kumal languages are spoken in Nepal under Indo-Aryan language group.

Afro-Asiatic Language Group. Afro-Asiatic, also known as Afrasian. It is a language family spoken in northern Africa, the Arabian Peninsula, and some islands and surrounding areas in Western Asia. It has the speakers of approximately 0.19 percent of the total population of Nepal. This family is also called Munda family. It includes only one language namely Satar or Santhal, which is spoken in Jhapa district of the eastern part of Nepal.

Tibeto-Burman Language Family. One of the world's largest language families is Tibeto-Burman. In terms of speakers, it is second only to the Indo-European language family. There are 403 strongly differentiated languages in the family, with a large geographical range (South Asia, East Asia, North Asia, and South-East Asia), great linguistic difficulty, and a long history. Rai, Magar**,**Tamang, Yakkha**,** Gurung, Chante, Limbu, Newar are spoken in this language group.

Grammar

In general, grammar is a set of rules, structure or a system of a language. In another word, it is a set of rules that govern a language is called grammar. It has many parts and pronoun is one of them. “Grammar is the set of rules that describe how words and group of words can be arranged to form sentence in a particular language” Cowan (2009, p. 3).

Conceptualization of English and Nachhiring Pronouns

There are many words which have different pronouns with different meaning. All the words take different grammatical structure with different meaning. In English, there are many kinds of pronouns which are categorized in the following chart:

Personal Pronouns. Personal pronouns are pronouns that refer to specific individuals and groups. The most common pronouns are the personal pronouns, which refer to the person or people speaking or writing *(*first person*),* the person or people being spoken to *(*second person*),* or other people or things *(*third person*).* Like nouns, personal pronouns can function as either the subject of a verb or the object of a verb or preposition: "*She* likes *him*, but *he* loves *her*." Most of the personal pronouns have different subject and object forms:

For example;

First person;

I (English),

Kang (Nachhiring)

We (English)

Kei (Nachhiring)

Second person;

You (English),

Aannee (Nachhiring)

Third person;

He (English),

Khun (Nachhiring)

She (English),
Aas (Nachhiring)

It (English)
Unku (Nachhiring)

They (English)
Khunmau (Nachhiring)

Possessive Pronouns. A possessive pronoun is a pronoun that is used to express ownership or possession. Possessive pronouns refer to the possession. The possessive pronouns in English are;

Mine, yours, his, hers, its, theirs and ours.

Likewise, the possessive pronouns in Nachhiring are;

omi, aamno, khunmim, khunmim, unmim, khunchimaumim,and okim

Reflexive Pronouns. Reflexive pronouns are words ending in -self or -selves that are used when the subject and the object of a sentence are the same. For example: I can do my homework myself. They can act as either objects or indirect objects. In English, these are the reflexive pronouns: myself, yourself, himself, herself, oneself, itself, ourselves, yourselves, and themselves. The suffixes self (singular) and selves (plural) are added to the determinative possessive forms for the 1st and 2nd person and to the objective form for 3rd person. In English, Reflexive pronouns contrast for persons, number, and gender.

For example;
1st person: myself, ourselves (English)
Kanghap, keihapchi (Nachhiring)

2nd person: yourself, yourselves (English)
Aannee hapcho, aannemau hapchee (Nachhiring)

3rd person: himself, herself, itself, themselves (English)
Khunku hapnga, khumku hapanga, hapanga, keika hapanga (Nachhiring)

Demonstrative Pronouns. Demonstrative pronouns are that indicate items in space or time, and they can be either singular or plural. When used to represent a thing or things, demonstrative pronouns can be either near or far in distance or time:

Near in time or distance: this, these (English)
unku, innee (Nachhiring)

Far in time or distance: that, those (English)
Munku (Nachhiring)

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

Pronoun function:
who, whom, whose, what, which (English)
aas, aaslai, aasim, u, haku (Nachhiring)

Determinative function:
whose, what, which (English)
aasim, u, haku (Nachhiring)

Relative Pronouns. A relative pronoun is a word which symbolizes one sentence is related to another. A clause beginning with a relative pronoun is poised to answer questions such as which one? How many? or what kind, who, whom, what, which and that are all relative pronouns.

Relative pronouns are used to for complex sentences. Examples of relative pronouns include who, whom, whose, which and that.

Who – Refers to a person (the noun/pronoun/subject which does the action)
Whom – Refers to the object (the noun or pronoun that receives the action)
Whose – Used to show possession of something or someone
That – Used in a defining clause that refers to a person, animal or thing
Which – Used in a non-defining clause that refers to a person, animal or thing

Here are some examples of how relative pronouns can be used in sentences.

- Krishna, **who** is an engineer, also works as a social worker. (English)

- Krishna, **uka** mulumee tumee, mika pasuhap kharu muswa sa muchchee. (Nachhiring)

- The car **that** was stolen last month was found in a river.(English)
- **Kuska** khuschiku car yau pi chhipumka. (Nachhiring)

- Susan is the girl **whom** I was talking about. (English)
- Susan uli mimchha the, unmim nu pi ka tum muganku tuwa. (Nachhiring)

- The boy, **whose** sister is a renowned doctor, is a doctor himself. (English)
- Khunkum nichha thyappa doctor the, **khunku** wachchha hapa sa thyappa doctor nga tuthe. (nachhiring)

- The girl, **who** saved the little boy, was appreciated by everyone. (English)
- Chinam wachchha heyumpa **mimchhamee** khala aa khanup tummuchee.

Indefinite Pronouns. Indefinite pronouns are those pronouns which don't indicate any particular things like person, amount, or thing.

For example;

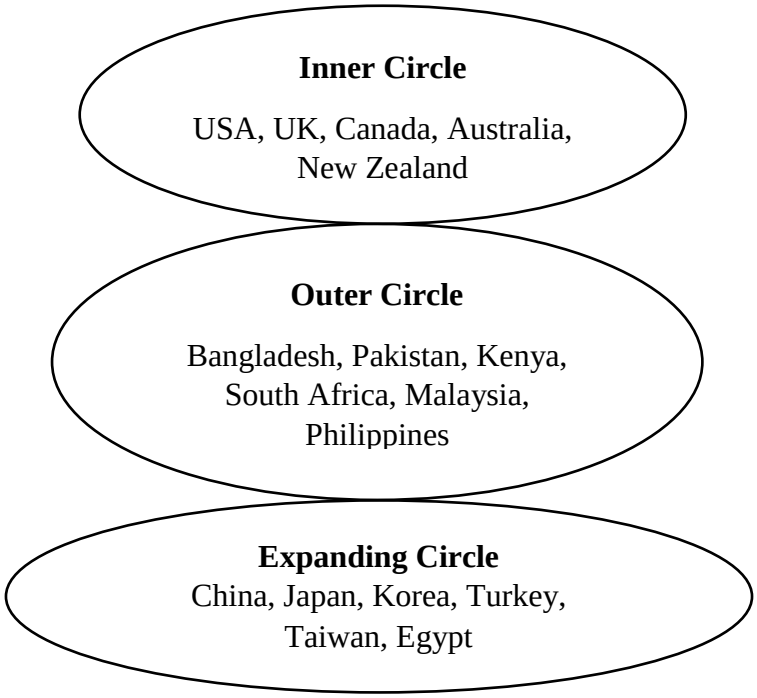
anything, something, anyone, everyone (English)
u kha sa, u, aas kha sa, khalanga (Nachhiring)

Reciprocal Pronouns. Reciprocal pronoun is a pronoun that expresses a mutual relationship. Putting it another way, it refers to a situation where someone or something performs an action on others and receives the same action in return. Reciprocal pronouns are easy to use. When you want to refer to two people, you will normally use "each other." When referring to more than two people, for example the students in a lecture hall, you will normally use "one another." In English and okima in Nachhiring.

English: An Introduction

The English is an Indo-European language in the West Germanic language group. Modern English is widely considered to be the lingua franca of the world and is the standard language in a wide variety of fields, including computer coding, international business, trade, and higher education.

Kachru (1985) classified Englishes using the now famous “three circles” model. These were concentric circles and he called them the inner, outer and expanding circles. The inner circle countries were those in which English was traditionally the first language of the majority of the speakers.



Inner Circle. The inner circle consists of countries that are traditional bases of English. This includes the UK, Australia, New Zealand, and Canada. These are countries that adopted English in the first diaspora and now use English as their official language. In these countries, English is the most dominant language and most the population are native English-speakers.

Outer Circle. The outer circle consists of countries that have their own native language but English still holds importance in certain domains. Eg, in business, trade, or in social contexts. The outer circle consists of countries that adopted English in the second diaspora. They include: India, Pakistan, the Philippines, Egypt, and a number of others.

Expanding Circle. The Expanding Circle consists of all the other countries in the world. Countries in the Expanding Circle speak their own native language and English does not hold that much importance in social, historical, pr official contexts. Examples of countries in the outer circle include: China, Brazil. Russia, Japan, and many more. In these countries, English is classed as a foreign language or Lingua Franca. It is option learned in schools for communicating with countries in the inner and outer circles.

According to Kachru's classification (1985) Nachhiring language comes under expanding circle where English language is used as foreign language. In the countries where English is not used as importantly as in outer circle. Likewise, Nachhiring language is also not used as an official language and in the field of business, trade and social contexts. Nachhiring is an independent language but where it comes to the national level practice and the rule of the country, it is considered as non-independent language because Nepali is needed to communicate in national level context.

The inner circle consists where English is traditionally the native language i.e. the UK, USA, Australia, etc. The outer circle consists of countries that have their own native language but English holds importance in certain contexts. The often have historical colonial relations with the British Empire (e.g., India, Singapore, Pakistan). Finally, the expanding circle consists of countries where English does not hold much importance and is often learned as a foreign language (e.g., China, Russia)

Bilingualism & multilingualism

Bilingualism is a phenomenon in which a person can speak more than one language. It is one of the types of multilingualism simply in bilingualism a speaker can use two languages for communication purposes. Likewise, when one person can speak in more languages here he/she is called a multilingual and this phenomena is called the multilingualism.

Bloomfield (1933, P. 56) defines bilingualism as 'native-like control of two languages."

For Haugen (1953, P. 6) bilingual produces "complete and meaningful utterances in other languages. Weinreich (1953, P. 1) considers bilingualism 'the practice of alternately using two languages."

Teacher can explain the subject matter in both the languages. Hence, bilingualism has an important role to promote accuracy. Bilingual method can be used to explain the subject matter to the students. Having said this this method is not applicable for higher classes. This is the reason why learning English pronounce is not effective because of the domination of mother tongue (Nachhiring in the case of my study). Most of the schools use English language as a medium of teaching and learning but the students have been speaking and practicing in mother tongue so teaching and learning is less effective.

Agbedo (1991) states that “Multilingualism suggests the existence of speech communities where more than two languages are used for communicative purposes.” According to Clyne (2003, p. 301) the term “multilingualism can refer to either the language use or the competence of an individual, or to the language situation in an entire nation or society. Auer, Peter and Wei, Li. (2007) say "We estimate that most of the human language users in the world speak more than one language, i.e. they are at least bilingual.”

A teacher uses multilingualism as a resource in teaching learning process. On the same time, he /she uses learner's own language effectively interaction or classroom. It makes communication and conversation easier and more effective. As a resource authorities can also facilitate multi -lingual management and teachers.

Importance of Multilingual Education

Learning multiple languages is important for education. It is also important for the understanding of different cultures and career as well. To be able to speak multiple languages and be able to talk to people from all over the world is an achievement. When a learners learn a new language. It needs exercise for their brain just like doing exercises that makes the muscles stronger. Learning a new language can make learners' brain stronger too. The advantage of learning multiple languages is that it helps to understand different cultures. Learners get to communicate with people from different part of the world.

“Multilingualism helps to enhance their career as well. On a societal level, multilingual competence can engender more positive attitudes toward other cultures and languages” (Fortune and Tedick, 2008).

Principles of Multilingual Education

Jorg (2020) has presented three principles of Multilingual Education, which are presented below:

The foundation of multilingual education provides multilingual students with academic equity.

Identity. A student's identity and their language are inseparably intertwined.

Integration. Multilingual is need to be integrated throughout the school community.

Addictive Bilingualism. Students using their home language adds to their academic achievement.

Contrastive Analysis: An Overview

Contrastive Analysis (also known as CA) is a branch of linguistics which is defined as a systematic analysis of similarities and differences between languages. Contrastive analysis is the systematic study of a pair of languages with a view to identifying their structural differences and similarities. It describes the structural differences and similarities of two or more languages. Contrastive analysis provides useful insights to the teacher who has performed a contrastive analysis between the students' L1 and L2, and makes him/her aware of the real learning problems and the best ways to teach them (Lado, 1957). CA is an attempt to discover the prints of similarities and differences between two or more languages. CA focuses on the on findings out differences and dissimilarities and then predicting the areas of difficulty in the learning of the target language. Thus, CA can be defined as a scientific study of similarities and differences between two languages. CA was first introduced in the last 1995s by C.C. Fries, who published a book entitled 'Teaching and Learning of English as a foreign Language' in 1995. It was highly popularized in the 60s. Fries, 1995, as cited in Lado, 1957, p. 1) asserts, the most effective materials are those that are based upon scientific description of the native language learners.' This was the fundamental assumption guiding the preparation of teaching materials at the English Language of the University of Michigan. Later, Lado, (1957, p. 1) the same

assumption, that in the comparison between native and foreign language lies the key to ease of difficulty in foreign language learning, was applied to the preparation of language achievements tests by Lado.

Importance of CA in language Teaching

CA was carried out especially for the purpose of second language teaching. I provided insights into the learning and teaching of target language. It was based on the behaviorist theory of learning. Lado (1957) has pointed out some of the importance of CA in language teaching can be as follows:

- Comparison between the native and the target language can discover differences and predict problems. That's why, we can teach only differences emphatically.
- The teacher who has made comparison of a foreign language with the native language of the student will know better what the real problems are and provide enough practice to avoid misleading.
- Teaching materials based on the information provided by CA will reduce learning difficulties and effects of interferences.
- Errors can be predicted as it is believed that the greater the differences the greater the difficulty. So, errors can be avoided as teachers tends to have precaution.
- CA is evident from papers that the findings of CA are also of use in general linguistic investigation and the study of language universal.
- Comparison of language side by side with description will help course designers, planners, teachers and leaners as well.
- CA is merely relevant for language teaching. It can make useful contribution to teaching translation and linguistic typology.

Review of Empirical Literature

There are many researches which have been carried out to compare and contrast between English Pronominal with other many languages of Nepal. The topic selected for this study has already been touched by some researchers on their own respective languages in comparison and contrast with English which are as follows:

No work can be perfect without help of anyone. That's why empirical review is important to observe the research and methodology to the novice researchers. A researcher should look back past in order to reconstruct and renew the knowledge into current practices. I this section some of the related previous researches based a comparative study between English and other mother tongues are presented below:

Arofah (2003) carried out research on "A Comparative Study between English and Arabic Pronouns. The objectives of this study were to understand the forms of English pronouns based on standard literary sources of English grammar, to understand the forms of Arabic pronouns based on standard literary sources of Arabic pronouns, to understand the differences and similarities between English and Arabic pronouns based on standard grammatical literacy sources and suggest some pedagogical implications of teaching the language of students.

Phyak (2004) did a research on "English and Limbu Pronominals: A Linguistic Comparative Study". The objectives of his research were to determine Limbu pronominals in relation to English and to find out the similarities and differences between Limbu and English pronominals. His study showed that Limbu and English pronominals systems are different. Limbu's person and possessive pronouns are categorized under three numbers; singular and plural. There are no distinction in the use of Limbu pronouns for female and male.

Rai (2005) has carried out research on "Pronominals in English and Chhintang Rai Language". He has compared personal, Possessive, demonstrative, interrogative, indefinite, reciprocal, and relative pronouns. The main objectives of his study were to determine pronominals in Chhintang Rai in relation to English to compare and contrast Chhintang Rai pronominals with those of English. He found that Chhintang has more numbers of pronominal. He found that English has separate third person singular personal pronouns for male, female, and neutral whereas Chhintang has only one-third person singular pronoun for male, female, neutral.

Bhandari (2009) conducted research on "Pronominals in English and Bote". He carried out research on pronominals in English and Bote, aimed to show similarities and differences between the pronominals in English and Bote languages. The researcher collected data using purposive judgmental sampling procedure to

sample the population. The findings of the study showed that both Bote and English languages have more or less similar number of pronominals, except for few words in Bote language. Both English and Bote languages have singular and plural first person personal pronominals. Likewise, both English and Bote relative pronominals are more similar in form. Similarly, Bote language has more interrogative pronominals than English. Bote language has two alternative pronominals for English interrogative pronominals 'when' and 'how'. English has multiple indefinite pronominals but Bote has only one indefinite pronominal.

Adhikari (2010) has carried out research on "Pronominals in English and Darai". He has compared personal possessive, demonstrative, relative, reflexive, interrogative and indefinite pronouns. The major findings of the study were that Darai pronominal have suffixation system, especially for objective dative and genitive cases. English has separate third person pronominals for male and female but Darai and only one pronominal for male and female. English has only one third person neuter for both near and far but Darai has separate words for nearness and distance. His study found that English has different pronominals for male and female but Darai shares same pronominals for male and female.

Magar (2010) carried out research on "Pronominal in English and Magar". The objective of this research was to compare and contrast pronominal system of English and Magar languages. His study showed that Magar has more numbers of pronouns in comparison to English. Personal, reflexive and possessive pronouns and divided under three categories: first, second and third persons in both languages. Magar has existence of honorific and non-honorific pronouns for second person personal reflexive and possessive pronouns which do not exist in English language. The data were collected by using random sampling procedures.

Thapa (2010) did research on "Pronominal in Rajbangsi and English". The languages corpus of English is collected from the secondary source, whereas Rajbangsi pronominal corpus is collected from Charpane of Jhapa. The findings show that English lacks honorific in pronouns, whereas Rajbangsi lacks indefinite pronouns. In other contexts, system of pronominal markings and different. English lacks ergative markers, whereas it exists in Rajbangsi.

Rai (2012) conducted research on “Yamphu and English Pronominals”. The objectives of this research were to determine Yamphu pronominals in relation to English, to compare and contrast Yamphu pronominals with English pronominals, and to suggest some pedagogical implications. The nature of this was quantitative. The research has been based on 35 informants who passed the SLC. The respondents for this district those who are Yobali dialect speakers. This research found the Yamphu has more numbers of pronoun in comparison to English; personal, reflexive, and third person in both languages.

Wajaksono (2018) conducted research in “A Comparative Analysis between Personal Pronouns in English and Madura Language”. He has compared personal pronouns between these two languages. The descriptive qualitative method was used. The major findings of the study were in Madura, there is no personal pronoun ‘they’. They combine the personal pronoun ‘he’/’she’ and personal pronoun ‘you’. Madura speakers use the name of the person or use ‘Pak’ before the name that is why people in Indonesia find hard to speak in English. ‘Pak’ that has the same meaning with Mr.’ or Sir’ so that Indonesian people usually use Mr. to mix their culture with English.

Dhami (2019) carried out research on “A Comparative study of the Pronouns in Bajhangi Dialect and English”. The objectives of his research were to find out the pronouns of Bajhangi dialects, to find the similarities and differences of pronouns between English and Bajgangi dialects and to suggest some pedagogical implications. Forty Bajhangi native speakers who have good knowledge of English language were selected for the participants to collect the sample from. The data were collected by using close-ended and open-ended questionnaires. Finally, he found that there are number of forms of Bajhangi language such as mu, afui, hame, tame, u and so on. It is also found that Bajhangi and English are similar in case, number, and persons and so on in one hand but on other hand, Bajhangi and English rea different mainly on honorific and non-honorific pronouns. Bajhangi pronouns have both honorific and non-honorific forms but which are not found in English pronouns.

Igaab1 & Tarrad (2019) did a research on “Pronouns in English and Arabic: A Comparative Study”. The study stems from the very general fact that languages can be contrasted. So, it is hypothesized that English and Arabic are similar to each other

in terms of syntactic, semantic, and pragmatic aspects of pronouns. After one-year research, this hypothesis is accepted. Then, the present study hypothesizes that such a topic which is pronouns exists in both languages which is also verified by the two researchers. In addition, this study includes another hypothesis which is that there are some points of similarity and difference between the two languages, and the differences outweigh similarities like other studies in the contrastive analysis field. But the last hypothesis is refuted since that long research discovers the opposite which is there are some points of similarity and difference between English and Arabic, but the similarities are more than the differences in number.

Canoy (2023) carried out research on "A comparative Analysis of English and Bisayan languages: Cases of pronouns in Focus". The objective of this study was to provide an overview of the pattern of personal pronouns on Bisayan in comparison to English. The major findings of the study were that all the pronouns in the Bisayan language can be used to refer to individuals of all genders which is different from English.

Implications of the Review for the Study

Above reviewed theoretical and empirical literature were helpful for the purposed study. Regarding to the theoretical literature, I reviewed brief introduction of English, Nachhiring: An introduction, conceptualization of pronouns, personal pronouns, possessive pronouns, reflexive pronouns, demonstrative pronouns, interrogative pronouns, relative pronouns, indefinite pronouns, reciprocal pronouns, grammar, contrastive analysis: an overview, importance of CA in language teaching. I took the idea of Lado (1957) on how CA provides useful insights to the teacher who has performed a contrastive analysis between students' L1 and L2, and makes him/her aware of real learning problems and the best ways to teach them. Fries (1940), has discussed about the effective materials where he has described 'the most effective materials are those that are based upon scientific description of the native language learners.' As cited in Lado (1957). Likewise, Yadava (2003) had discussed the language families in the book 'Language in Population Monograph of Nepal.' This book was helpful for me to understand linguistics scenario in Nepal; Dravidian

language group, Indo-Aryan language group, Afro-Asiatic language group, Tibeto-Burman language group and so on

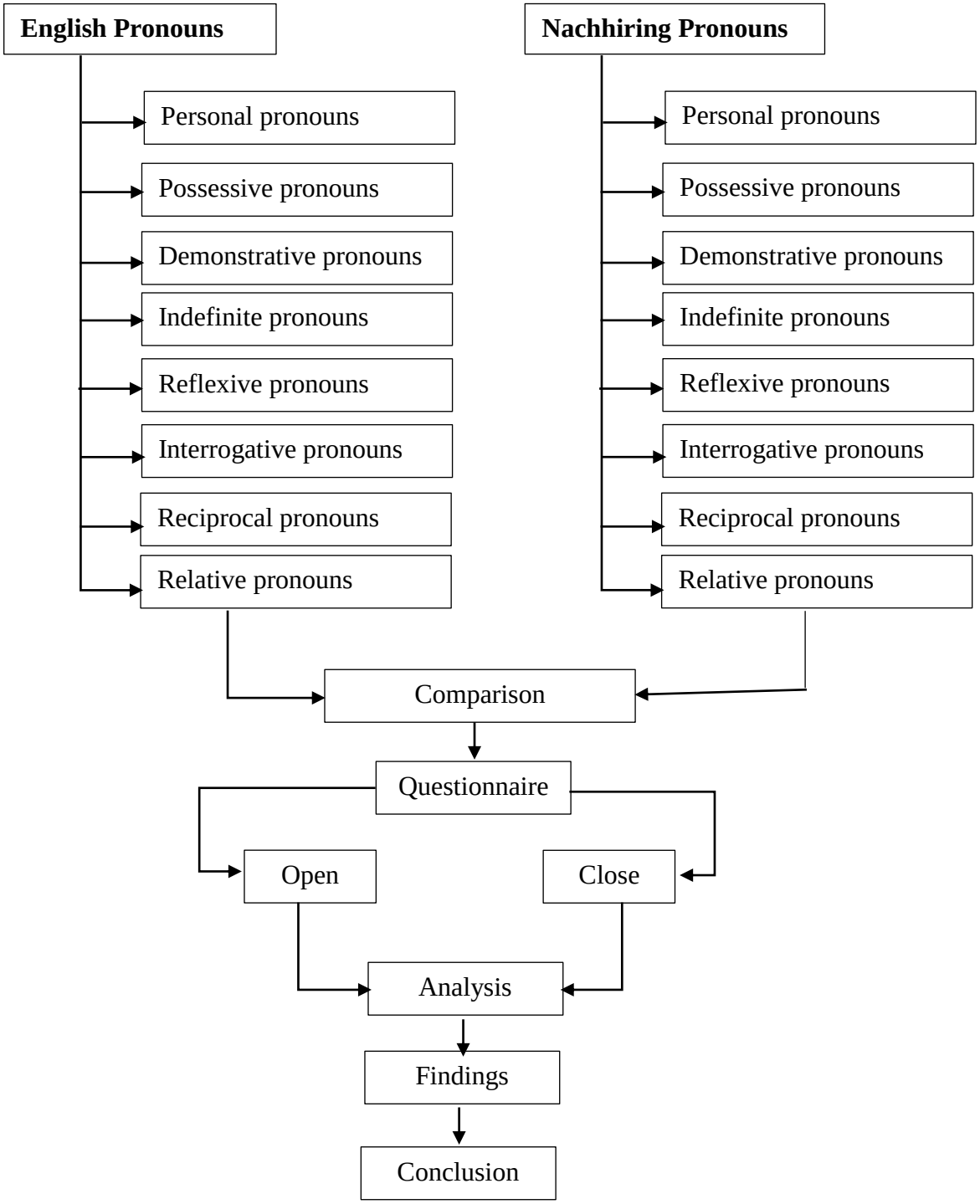
Regarding empirical literature review, I reviewed related research papers to my study. ‘A comparative study between Arabic and English’ by Arofah (2003) helped me to understand the differences and similarities between English and Arabic pronouns. Likewise, Phyak (2004), paper ‘English and Limbu Pronominals: A Linguistic Comparative Study.’ was helpful for analyzing English and Limbu pronominals. Rai (2005), paper ‘Pronominals in English and Chhintang Rai Language’ helped me to find the similarities and differences between Chhintang and English. Similarly, Rai (2012) paper has done research on ‘Yamphu and English Pronominals.’ Which was helpful for developing research design and the research tools for this study. Likewise, Dhami (2019), carried out research on ‘AComparative study of Pronouns in Bajhangi Dialect and English.’ helped me to find the similarities and differences between Bajhangi and English. Igbaabl & Tarrad (2019) paper, helped me to point the similarities and differences between English & Arabic and so on.

To conduct my research, I reviewed and studies many previously done researches in the different universities of Nepal and other universities of the world. I studied all kinds of researches done in languages and comparative languages. I took the ideas of design from previously done researches in the similar kind of topics and I found that is effective way to conduct the research on contrastive analysis. Likewise, I took the ideas of Sampling from the previously done researches on contrastive analysis of languages. Similarly, I took the idea of data collection tools and conceptual framework.

That is why, I conducted research on this topic and I got to know the similarities and differences between both the languages and I have discussed this in detail in this research.

Conceptual Framework

This study entitled 'Contrastive Analysis of Pronominal Systems of Nachhiring and English' was based on the following conceptual framework.



Chapter III

Methods and Procedures of the Study

This chapter comprises the design and method of the study, population, sample and sampling strategy, study area, data collection tools and techniques, data collection procedures and data analysis and interpretation procedures.

Design and Methods of the Study

Research design has typically included how data is to be collected, what instruments were employed, how the instruments were used and what were the reasons of data collection. This study was based on survey research design.

Stages of survey research

Nunan (1992) has mentioned seven stages of survey research which are presented below:

Step 1: Define objectives

Step 2: Identity target population

Step 3: Literature review

Step 4: Determine sample

Step 5: Identify survey instruments

Step 6: Design survey procedures

Step 7: Identify analytical procedures

Step 8: Determine reporting procedure

Population, Sample and Sampling Procedures

Population of this study were 45 Nachhiring native speakers in Aiselukharka rural municipality-1, Khotang district. The population had selected through simple random sampling.

Sources of Data

Both primary and secondary sources were used to collect the required data.

Primary source

Primary source of data were 45 Nachhiring native speakers.

Secondary source

Secondary source of data were published materials, books, articles, journals, thesis, online resources, etc. which were related to my topic.

Data Collection Procedures

To collect the data for my study, I had selected the sample from Aiselukharka rural municipality, Khotang as my research population. Then, I selected sample population who are well Nachhiring speaker among Nachhiring native speakers. After that, I met and built the rapport with them individually. I had a list of pronouns which were already made and I asked the respondents what they are called in Nachhiring. I provided them close-ended questionnaire which were written in English and asked them to answer those in Nachhiring. And I thanked them and compared Nachhiring and English pronouns using descriptive and tabulation analysis approach.

Tools for Data Collection

The tools of my research were close-ended questionnaire.

Ethical Considerations

Ethical consideration is an important matter in the research. The researcher has several ethical considerations while taking any research. The materials which was provided to me, I have not misuse them. I made use of those materials to extend I am permitted to do. I have mentioned them as my own. I have given references. I have cited and quoted them. I have followed all the steps to make proper use of given materials.

In the process of data collection, I had clearly informed my purpose to my respondents. I did not use the data for other purposes. Similarly, I made them know their presence in my study will be voluntarily but appreciated. Likewise, the findings of the study were not harm to the respondents. They were assured that all identifiable personal information were strictly kept confidential and no names were mentioned in the thesis as well as in any publications.

Chapter IV

Data Analysis and Interpretation Procedures

This chapter deals with analysis and interpretation of the data. All the collected data from open-ended questionnaire were analyzed by using tabulation and descriptive procedures.

After that, the similarities and differences between English and Nachhiring pronouns have been analyzed with the help of illustrations. The data have been analyzed and interpreted on the basis of collected data.

Analysis and Interpretation of the Pronouns of Nachhiring

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

Personal Pronouns

Personal pronouns are those pronouns which refer to specific individuals and groups. It refers to the person or people speaking or writing that is first person. The person or people being spoken to is second person and other people or things are third person. Personal pronouns can function as either the subject of a verb or object of a verb or prepositions. The personal pronouns of Nachhiring have been presented below:

First Person. First person pronouns in Nachhiring language are presented in the table below:

Table 1

First Person Nachhiring Pronouns

Case/ Number	Singular	Plural
Subjective	Kang	Kaika
Objective	Kanglaai	Keikalaai

a. Above mentioned table shows that Nachhiring first person pronouns have numbers.

For example:

Kang Piano dhupuda.

I play piano. (Singular)

Keika cheeekhimpee chhumidi.

We dance at school. (Plural)

b. Nachhiring language has both subjective and objective case. ‘laai’ suffix is added to make objective case after the subjective case. Nachhiring language does not have its own suffix to make it objective that’s why it takes ‘laai’ from devanagiri itself.

For example:

Kang guitar dhupuda.

I play guitar. (Subjective)

Bum aa kanglaai saamdisayo mu.

Friend welcomed me. (Objective)

Second Person. Second person pronouns in Nachhiring language are presented in the table below:

Table 2

Second Person Nachhiring Pronouns

Number/Case	Singular		Plural	
	Honorific	Non-honorific	Honorific	Non-honorific
Subjective	Aan	Aannee	Aan	Aanee
Objective	Aanneelaai	Aanlaai, Khunlaai	Aanneelaai	Aanlaai, Khunlaai

a. Above presented table shows that Nachhiring language has second personal pronouns have a number. i.e singular and plural. Nachhiring has separate personal pronouns for singular and plural.

For example:

Aanee ulee chenchee min (Honorific)

You are a player. (Singular)

Aan ulee chenchee min. (Non-honorific)
You are a player. (Singular)

Aan mou chesmin. (Non-honorific)
You are players. (Plural)

Aanne mou chesmin. (Honorific)
You are players. (Plural)

b. Nachhiring has both subjective and objective case. ‘Laai’ is added to make objective after subjective.

For example:
Kang football dhupuda.
I play football. (Subjective)

Bam aa kanglaai samdisayo mu.
My friend welcomed me. (Objective)

c. Nachhiring second personal pronouns have both honorific anmd non-honorific forms. Aan, Aannee. Aannee is honorific pronoun and Aan is non-honorific.

For example:
Aan ulee chenchee min. (Non-honorific)

You are a player.
Aanne ulee chenchee min. (Honorific)
You are a player.

Third Person. Third person pronouns in Nachhiring language are presented in the table below:

Table 3

Third Person Nachhiring Pronouns

Number/case	Singular		Plural
	Honorific	Non-Honorific	Khunmau
	Khun	Khun	Khunmau
	Khun	Khun	Khunmau
Subjective	Unku	Unku	Khunmau
	Khunmau	Khunmau	
	Khunkulaai	Khun	-
	Khunkumee	Khun	-
Objective	Unku	Unku	-
	Khunmau	Khunmau	-

a. Above mentioned table shows that Nachhiring third person personal pronouns have number system i.e. singular and plural.

For example:
Khunku sanumee tuda.
He is wise. (Singular)

Khunmau aa khanupa chum muchee.
They danced beautifully. (Plural)

b. Nachhiring third person pronouns have case system i.e. Subjective and Objective.

For example:
Khunku khanumee tudamee.
She is wise. (Subjective)

Kanga khunkumee rukham bheyuda.
I bring her book. (Objective)

c. Nachhiring has same form for both male and female i.e. khun and khun but adjective and verb make them different.

For example:

Khunku bhaippa tuda.

He is tall. (Male)

Khunku chin tuda.

She is thin. (Female)

d. Nachhiring third person pronouns have both honorific and non-honorific form.

For example:

Khunku uka chemchee chhuwadanee.

He is s player. (Honorific)

Khunku uli chemchee ho.

He is a player. (Non-Honorific)

Possessive Pronouns

The possessive pronouns are those pronouns which are used to express ownership or possession. Possessive pronouns refer to the possession. They are used as possessive determiner before noun phrase or possession. The table indicated the Nachhiring possessive pronouns which are presented below:

Table 4

Nachhiring Possessive Pronouns

S.N	Possessive Determiners	Possessive Pronouns
1	Omee	Omee
2	Aamnee	Aamnee
3	Khunsa	Khunkumee
4	Khunkuaa	Khunkumee
5	Unkumee	We avoid using its as a possessive pronoun.
6	O	Okimee
7	Khunmaumee	Khun

a. Nachhiring has possessive determiners and possessive pronouns.

For Example:

Unku omnee computer ho.

This is my computer. (Determiner)

Khunmau mee khim khanup tuda.
Their house is beautiful. (Possessive)

Unku aamnee chhapsko ho
This is your copy. (Determiner)

Unku chhapskho aamnee ho.
This copy is yours. (Possessive)

Khunsa hapmim chhapko unu.
He broke his pen. (Determiner)

O cheibba okee khim bhanmee.
My teacher came to our house. (Possessive)

Demonstrative Pronouns

Demonstrative pronouns are those pronouns which indicate to items in space or time, and they can be either singular or plural. When used to present a thing or things. Demonstrative pronouns can be either near or far in distance or time. The table indicates the Nachhiring demonstrative pronouns which are presented below:

Table 5

Nachhiring Demonstrative Pronouns

Number/case		
Near	This	These
Far	That	Those

a. Above mentioned table shows that Nachhiring demonstrative pronouns have number i.e. Singular and Plural.

For example:
Unku ulee chhapsko ho.
This is a pen. (Singular)

Unku chhapsko mau hun.

These are pens. (Plural)

Munku khunsko lisku tuda.
That is heavy. (Singular)

Munku khim mau hun.
These are houses. (Plural)

Indefinite Pronouns

Indefinite pronouns are those pronouns which don't indicate any particulate things like person, amount, or thing. This table indicates Nchhiring indefinite pronouns which is presented below:

Table 6

Nachhiring Indefinite Pronouns

S.N	Nachhiring	English
1	Ulee	One
2	Chichha	Few
3	Dumo	Many
4	Heu	Other
5	Usa	Nothing
6	Aasa sa	Nobody
7	Haku	Anything
8	U	Something
9	Heuwa	Somebody
10	Heuwa	Someone/anyone
11	Khala	Everyone/everybody
12	Khalanga	Everything

a. Above presented table shows that Nachhiring indefinite pronouns are used to indicate numbers i.e singular and plural.

For example:
(ulee and dumo)

Ulee rukham tespak tuda.

One book is thick. (Singular)

Omee dumo vumimau mantu
I don't have many friends. (Plural)

b. Some Nachhiring infinite pronouns are used to indicate non-human things.

For example:
(heu, khalanga, usa, u, and haku)
Kanglo heu yojanaharu tuba.
I have other plans. (Non-human)

Chhipumdalo usa sajilo mantu.
Nothing is easy to achive. (Non-human)

Aanne aa keika cheima dhurubba haku tuma khosa khanup chhuwada.
Anything you can teach us would be helpful. (Non-human)

Aanne neinnam laagi u cha he chhada.
You need something to read.

Kang aannee khalanga pim dhuruda.
I can give you everything.

c. Some nachhiring indefinite pronouns are used to indicate person(s) which is not specified.

For example:
(aasa sa, heuwa, khala)

Sesso Khama pi aasa sa mantu.
There is nobody in the classroom. (Non-specified)

Heuwa kang neima dhurdu?
Can anybody teach me? (Non-specified)

Sesso kham pi khala bhanmik tumee.
Everyone was present in the class. (Non-specified)

d. Some Nachhiring indefinite pronouns are used to indicate quantity.
For example:
(Chichha)

Kanglo sasfaripee chichha rukham mau nuda.
I have few books in the bag. (Quantity)

Reflexive Pronouns

Reflexive pronouns are words ending in *-self* or *-selves* that are used when the subject and the object of sentence are the same. The reflexive pronouns of Nachhiring language are presented below:

Table 7

Nachhiring Reflexive Pronouns

Number/case	Singular	Plural
1st	Kang hapnga	Keika hapanga
2nd	Aanne hapnga	Aanne mau aa aamnim
3rd	Khunku hapnga	Nis a
	Khunku hapanga	
	Unku hapanga	

a. Above mentioned table shows that Nachhiring reflexive pronouns have person i.e. 1st person, 2nd person and 3rd person.

For example:
Kang hapnga vishwas mantu. (1st person)
I am not sure myself.

Aanne mau aa aamnim grihakarya mununa. (2nd person)
You do your homework by yourselves.

Pongma hapanga laam lipu. (3rd Perason)
Cat crosses the road itself.

Interrogative Pronouns

Pronouns that can be used as questions are called interrogative pronouns. They are formally identical with Wh-series or relative pronouns but have a different function. Interrogative pronouns of Nachhiring are presented below:

Table 8

Nachhiring Interrogative Pronouns

Statement/case	Person(s)		Thing(s)		Animal(s)	
Subject	Aas	Aas-aaslai	-	-	-	-
	-	-	Haku	Haku-haku	Haku	haku-haku
	-	-	U	u-u	U	u-u
Object	Aaslaaia	As-aaslaai	-	-	-	-
Possessive	Aasim	Aas-aasmee	-	-	-	-

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

For example:

Khunku aasle se?

Who is he? (Singular)

Khunku mau aas-aas le?

Who are they? (Plural)

Aamnee rukhum haku ho?

Which is your book? (Singular)

Aamneem rukhum mau haku-haku ho?

Which are your books? (Plural)

b. Nachhiring interrogative pronouns are used for human things, non-human things and possession.

For example:

Khunku aasle se?

Who is he? (Human)

Unku u le?
What is this? (Non-human)

Unku aasim rukhum ho?
Whose book is this? (Possession)

Reciprocal Pronouns

Reciprocal pronouns are those pronouns that express a mutual relationship. It refers to a situation where someone or something perform an action on others and receive the same action in return**.** Reciprocal pronouns of Nachhiring are presented below:

Table 9

Nachhiring Reciprocal Pronouns

Pronouns	
Male	Female
Haphap to	Haphap to
Haphap mee	Haphap mee

a. In Nachhiring langiage there are two reciprocal pronouns which are mentioned in the above table.

b. The table mentioned above shows that Nachhiring reciprocal pronouns have same pronouns for both male and female.

For example:
Susma and Sima love each other.
Susma Sima aa haphap to lalukha muchchee.

We all try and help one another.
Keika khala haphap mee boum mum prayas mumdaka.

Relative Pronouns

A relative pronoun is a word which symbolizes one sentence is related to another. A begging with a relative pronouns is poised to answer questions such as which one? What kind? Who? Whom? Which? And that are all relative pronouns. The relative pronouns are presented below:

Table 10

Nachhiring Relative Pronouns

Number/ Case	Person		Things		Animal		Thought		Time	Place	Reason
	Singular	Plural	Singular	Plural	Singular	Plural	Singular	Plural			
Who	Aas	Aas aas	-	-	-	-	-	-	-	-	-
Which	-	-	Khunku	Haku haku	khunku	Haku haku	-	-	-	-	-
What	-	-	Ule	U u	-	-	Ule	U u	-	-	-
Whom	Khunku	Khunmau	-	-	-	-	-	-	-	-	-
Whose	Khunmeem	Aas aas	-	-	-	-	-	-	-	-	-
When	-	-	-	-	-	-	--	-	Hadelo	-	-
Where	-	-	-	-	-	-	-	-		Hapa	-
Why	-	-	-	-	-	-	-	-	-	-	Udha
That	Khunsa		Khunsa		Khunsa		Khunsa		-	-	-

a. Above mentioned table shows that Nachhiring relative pronouns have number system i.e. Singular and Plural.

For example:
Khunku aasa?
Who is he? (Singular)
Khunmau aas-aas ho?
Who are they? (Plural)

Unku Ule?
What is this? (Singular)

Unku u u ho?
What are these? (Plural)

b. In Nachhiring relative pronouns ‘khunku’, ‘haku’, ‘ule’,’ u u’, ‘hadelo’,’ hapa’, ‘udha’ are used for non-hu,an things where ‘aasa’, ‘aas aas’,’ khunku’, ‘khunmau’ are used for human beings and ‘khunsa’ is used for both human and non-human things.

Comparison between English and Nachhiring Pronouns

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

Personal Pronouns

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

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

Table 11

First Person Personal Pronouns

Number/Case	Singular		Plural	
	English	Nachhiring	English	Nachhiring
Subjective	I	Kang	We	Keika
Objective	Me	Kanglaai	Us	Keikalaai

a. When the comparison is made between Nachhiring and English first person personal pronouns from table no. 11 it is found that English and Nachhiring have number systems i.e. Singular and Plural.

For example:
Kang piano dhupuda. (Singular)
I play piano.

Keika cheeekhimpee chhumidi. (Plural)
We dance in the school.

b. Both English and Nachhiring person personal pronouns have case i.e. Subjective and Objective.
For example:
Kang piano dhupuda. (Subjective)
I play piano.

Bum aa kanglaai saamdisaayo mu. (Objective)
Friend welcomed me.

c. Nachhiring language has both subjective and objective case. ‘laai’ suffix is added to make objective case after the subjective case.

Second Person. The table indicates the English and Nachhiring second person personal pronouns which are presented in the table below:

Table 12

Second Person Personal Pronouns

Number/Case	Singular				Plural			
	English		Nachhiring		English		Nachhiring	
	Honorific	Non-honorific	Honorific	Non-honorific	Honorific	Non-honorific	Honorific	Non-honorific
Subjective	You	You	Aan	Aannee	You	You	Aan	Aanne
Objective	You	You	Aanneelaai	Aanlai	You	You	Aannelaai	Aanlaai
	You	You	Aanneelaai	Khunlaai	You	You	Aannelaai	Khunlaai

a. With the comparison from the above table, both Nacchiring and English have number i.e. singular and plural.

For example:
Aan ulee chenchee min. (Singular)
You are a player.

Aannee mau chesmin. (Plural)
You are players.

b. Similarly, while comparing Nachhiring and English second person personal pronouns, Nachhiring language has both honorific and non-honorific forms but they are not found in English.

For example:
Aan ulee chenchee min. (Honorific)
You are a player.

Aannee ulee chenchee min. (Non-honorific)
You are a player.

c. In Nachhiring language ‘laai’ suffix is added to make objective case whereas in English same form is used for both subjective case and objective cases.

For example:

Aan ulee chenchee min. (Subjective)
You are a player.

Bum aa kanglaai samdisaayo mu. (Objective)
My friend welcomed me.

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

Third Person. This table indicates that English and Nachhiring third person personal pronouns which are presented in the table below:

Table 13

Third Person Personal Pronouns

Number/Case	Singular					Plural				
	English			Nachhiring		English			Nachhiring	
	Pro	H	NH	H	NH	Pro	H	NH	H	NH
Subjective	He	-	-	Khun	Khun	They	-	-	Khunmau	Khunmau
	She	-	-	Khun	Khun	-	-	-	Khunmau	Khunmau
	It	-	-	Unku	Unku	-	-	-	Khunmau	Khunmau
Objective	Him	-	-	Khunkumee	Khunkulaai	Them	-	-	Khunmau	Khunmau
	Her	-	-	Khunkumee	Khunkum	-	-	-	Khunmau	Khunmau
	It	-	-	Unku	Unku	-	-	-	Khunmau	Khunmau
	Them	-	-	Khunmau	Khunmau	-	-	-	Khunmau	Khunmau

a. With the comparison from above table, both Engliah and Nachhiring have singular and plural forms. In Nachhiring, ‘khunmau’ is used to indicate plural third person personal pronouns and ‘khun’, ‘unku’, ‘khunkumee’, and ‘khunmaulaai’ are used to indicate singular third person personal pronouns.

For example:
Khunku sanumee tuda. (Singular)
He is wise.

Khunmau aa khanupa chum muchee. (Plural)
They danced beautifully.

b. English and Nachhiring third person personal pronouns have case systems i.e. subjective and objective. But, the difference can be made that in Nachhiring after the subject case ‘laai’ and ‘mee’ are added to make objective case with the third person personal pronouns which is not found in English.

For example:
Khunku khanumee tidamee. (Subjective)
She is wise.

Kanga khunkumee rukham bheyuda. (Objective)
I bring her book.

b. Nachhiring has same third person personal pronouns for male and female whereas in English separate forms are used for male and female.

For example:
Khunku bhaippa tuda. (Male)
He is tall.

Khunku chim tuda. (Female)
She is thin.

d. Nachhiring third person personal pronouns have both honorific and non-honorific case but that is differentiated by verb and objective in the subjective case but ‘laai’ is used to indicate non-honorific and ‘mee’ is used to indicate honorific in objective case.

For example:
Khunku uka chemchee chhuwadanee. (Honorific)
He is a player.
Khunku uli chemchee ho. (Non-honorific)
He is a player.

Possessive Pronouns

This table indicates the English and Nachhiring possessive pronouns which are presented in the table below:

Table 14

Nachhiring Possessive Pronouns

Number/case	Possessive Determiners		Possessive Pronominals	
	English	Nachhiring	English	Nachhiring
1st	My	Omnee	Our	Omnee
	Mine	Omnee	Ours	Okimee
2nd	Your	Aamnee	Your Yours	Aamnee Aamnee
3rd	His	Khunkumee	Their	Khunmaumee
	Her	Khunkumee	Theirs	Khunmaumee
	Hers	Khunkumee		
	Its	Unkumee		

a. While comparing English and Nachhiring possessive pronouns it is found that possive pronouns of both languages function as determiner and pronominals.

For example:
Unku <u>omnee</u> computer ho. (Determiner)
This is my computer.

<u>Khunmaumee</u> khim khanup tuda. (Pronominals)
Their house is beautiful.

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

For example:
Unku computer <u>omnee</u> ho. (1st person)
This computer is mine.

Unku chhapskho <u>aamnee</u> ho. (2nd person)
This copy is yours.

Munku tei khunkumee ho. (3rd person)
That uniform is hers.

Demonstrative Pronouns

This table indicates the English and Nachhiing demonstrative pronouns which are presented in the table below:

Table 15

Nachhiring Demonstrative Pronouns

Number/case	Singular		Plural	
	English	Nachhiring	English	Nachhiring
Near	This	Unku	These	Unku
Far	That	Munku	Those	Munku

a. Both English and Nachhiring have demonstrative pronouns to refer to the distance of objects i.e. near and far.

For example:
Unku ulee chhapskho ho. (Near)
This is a pen.

Munku khim mau hun. (Far)
Those are houses.

b. While comparing English and Nachhiring demonstrative pronouns, it is found that both the languages' demonstrative pronouns have numbers i.e. singular and plural.

For example:
Munku khusku lisku tuda. (Singular)
That is heavy.

Unku chhapsko mau hun. (Plural)
These are pens.

c. Nachhiring language has four demonstrative pronouns but 'unku' indicates to both singular and plural near cases and 'munku' indicates to the both singular and plural far cases.

Indefinite Pronouns

This table shows that English and Nachhiring indefinite pronouns with pattern which are presented in the table below:

Table 16

Indefinite Pronouns (with pattern)

Start with	English	Nachiring
-one	Everyone	Khala
	Someone	Heuwa
	Anyone	Heuwa
	No one	Aasa sa
-thing	Everything	Khalanga
	Something	U
	Anything	Haku
	Nothing	Usa
-body	Everybody	Khala
	Somebody	Heuwa
	Anybody	Heuwa
	Nobody	Aasa sa

Table 17

Without Pattern

English	Nachhiring
Few	Chichha
Other	Heu
Many	Dumo
One	Ulee
They	Khunmau
Any	Haku khasa
Enough	Dumo
None	Aasa sa aa

a. While comparing above table. English has more indefinite pronouns than Nachhiring language.

b. In Nachhiring ‘heuwa’ indicates to ‘someone’, ‘anyone’, ‘somebody’, and ‘anybody’ in English.

For example:
Heuwa kang neima dhurdu? (Anybody)
Can anyone teach me?

Heuwa muksu khatnee o. (Someone)
Someone go down.

c. In Nachhiring, ‘khala’ indicates to ‘everyone’, and ‘everybody’ in English.

For example:
Sessso kham pi khala bhanmik tumee. (Everyone)
Everyone was present in the class.

Sesso khim pi khala bhanmik tumee. (Everybody)
Everybody was present in the house.

d. In Nachhiring ‘aasa sa’ indicates to ‘no one’anad ‘nobody’ in English.

For example:
Sesso Khama pi aasa sa mantu. (Nobody)

There is nobody in the classroom.

Sesso khim pi aas sa mantu. (No one)
There is no one at home.

e. In Nachhiring, ‘dumo’ indicates to ‘many’ and ‘enough’ in English.

For example:
Omnee dumo buminau mantu. (Many)
I don’t have many friends.

Omnee dumo bulu mantu. (Enough)
I don’t have enough money.

Reflexive Pronouns

This table indicates English and Nachhiring reflexive pronouns which are presented in the table below:

Table 18

Reflexive Pronouns

Person	Singular		Plural	
1st	English	Nachhiring	English	Nachhiring
	Myself	Kang hapnga	Ourselves	Keika hapanga
2nd	Yourself	Aanne hapnga	Yourselves	Aannee mau aa aamnim
3rd	Herself	Khunku hapnga	Themselves	Nis a
	Himself	Khunku hapanga		
	Itself	Unku hapanga		

a. While comparing above table, ‘self’ suffix is added to the singular and ‘selves’ is added to male plural form in English reflexive pronouns whereas Nachhiring language has different case. In Nachhiring, it is not as easy as in English to make plural by adding suffix but in 1st person ‘a’ is added in the middle of the second word and first word is changed to make plural to singular.

For example:
Kang hapnga viswas mantu. (Singular)
I am not sure myself.

Keika hapanga khala kharutau mumpa. (Plural)
We finished all the works by ourselves.

b. In Nachhiring 2nd person, two words are used to indicate singular but four words are used to make plural.

For example:
Aannee hapnga cheikhim khaim dhurdanum? (Singular)
Can you go to school by yourself?

Aannee mau aa aamnim grihakarya mununa. (Plural)
You do your homework by yourselves.

c. In Nachhiring 3rd person, 'khunku hapnga', 'khunku hapanga', and 'unku hapanga' are used to indicate singular but 'nis a' is used to make plural.

For example:
Khunku hapnga ubau dhapro samfaro khitu. (Singular)
She bought herself a new bag.

Khunku hapanga rukham neim pimpa muu. (Singular)
He devoted himself to reading books.

Khunchiaa nis a chum hamchhaada. (Plural)
The divided the money between themselves.

d. Both English and Nachhiring reflexive pronouns have person system i.e. 1st, 2nd and 3rd.

For example:
Kang hapnga viswas mantu. (1st)
I am not sure myself.

Aannee hapnga cheikhim khaim dhurdunum? (2nd)
Can you go to school by yourself?

Khunku hapnga ubau dhapro samfar khitu. (3rd)
She bought herself a new bag.

Interrogative Pronouns

This table indicates the English and Nachhiring interrogative pronouns which are presented in the table below:

Table 19

Interrogative Pronouns

Statement	Person(s)					Thing(s)				Animal(s)			
	Pro.	English		Nachhiring		English		Nachhiring		English		Nachhiring	
		S	P	S	P	S	P	S	P	S	P	S	P
Subject	Who	-	-	Aas	Aas-aas	-	-	-	-	-	-	--	
	Which	-	-	-	-	-	-	Haku	Haku-haku	-	-	-	
	What	-	-	-	-	-	-	U	U-u	-	-	-	
	Whose	-	-	Aasim	Aas-aasmee	-	-	-	-	-	-	-	
Object	Whom	-	-	Aaslaai	Aas-aaslaai	-	-	-	-	-	-	-	

a. While identifying the similarities and differences between English and Nachhiring interrogative pronouns, it is found that Nachhiring has more interrogative pronouns but that is not found in English. It follows that English has less interrogative pronouns compared to Nachhiring. In English same pronoun is used for singular and plural.

For example:
Khunku aas le se? (Singular)
Who is she?

Khunku mau aas-aas le? (Plural)
Who are they?

b. Correspondingly, both English and Nachhiring interrogative pronouns are used for human, non-human and possession.

For example:

Khunku aas le se? (Human)

Who is he?

Unku u le? (Non-human)

What is this?

Unku aasim rukham ho?

Whose book is this? (Possession)

Reciprocal Pronouns

This table shows that English and Nachhiring reciprocal pronouns which are presented in the table below:

Table 20

Reciprocal Pronouns

English		Nachhiring	
Male	Female	Male	Female
Each other	-	Haphap to	-
One another	-	Haphap mee	-

a. While comparing English and Nachhiring reciprocal pronouns, it is found that both English and Nachhiring use the same pronouns for male and female.

For example:

Susma Sima aa haphap to lalukha muchchee.

Susma and Sima love each other.

Keika khala haphap mee boum mum prayas mumdana.

We all try and help one another.

Relative Pronouns

English and Nachhiring relative pronouns are presented below:

Table 21

Relative Pronouns

Case	Person(s)		Thing(s)		Animal (s)		Thought (s)		Time	Place (s)	Reason (s)
English	Nachhring		Nachh..		Nachh..		Nachh..		Nachh	Nachh..	Nachh..
	S	P	S	P	S	P	S	P			
Who	Aasa	Aas-aas	-	-	-	-	-	-	-	-	-
Which	-	-	Khunku	Haku-haku	Khunku	Haku-haku	-	-	-	-	-
What	-	-	Ule	U-u	-	-	Ule	U-u	-	-	-
Whom	Khunku	Khunku	-	-	-	-	-	-	-	-	-
Whose	Khunmauaa	Aas-aas	-	-	-	-	-	-	-	-	-
When	-	-	-	-	-	-	-	-	Hadelo	-	-
Where	-	-	-	-	-	-	-	-	-	Hapa	-
Why	-	-	-	-	-	-	-	-	-	-	Udha
That	Khunsa		Khunsa		Khunsa		Khunsa		-	-	-

a. While comparing English and Nachhiring relative pronouns, it is found that, English has nine relative pronouns where Nachhiring has twelve relative pronouns.

b. Nachhiring relative pronouns have numbers which is not found in English. The relative pronouns ‘aasa’, ‘khunku’, ‘ule’, and ‘khunmau’ are used for singular number and relative pronouns ‘aas-aas’, ‘haku-haku’, and ‘u-u’ are used for plural and ‘hadelo’, ‘hapa’, ‘udha’, and ‘khunsa’ are used for both numbers singular and plural.

For example:
Khunku <u>aasa</u>? (Singular)
Who is he?

Unku u-u ho? (Plural)
What are these?

c. Nachhiring relative pronouns ‘aas’, ‘aas-aas’ ‘khunku’ and ‘khunsa’ are used for human. Likewise, ‘haku-haku’, ule, and ‘u-u’, are used for non-human. Similarly, ‘hadelo’ is used to indicate time, ‘hapa’ is used to indicate place, ‘udha’ is for reason and ‘khunsa’ is used to indicate both human and non-humaan.

For example:
Khunku aas? (Human)
Who is he?

Unku ule? (Non-human)
What is this?

Kang tum tuda khunku hadelo mumpee chhaddaa pikidiha. (Time)
I don’t know when he goes there.

Aanne hapa tudanee khunlaai tum tuduna. (Place)
She has no idea where you live.

Kang tum tudana, udha khunku risku. (Reason)
I don’t know why he is laughing.

Chapter V
Findings, Conclusion and Implications

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

Findings

This sub- chapter incorporates the findings of the study after the analysis and interpretations of the collected data. The findings of the data have been listed out in

Findings Related to Nachhiring Pronouns

While analyzing the collected data, it was found that different types of Nachiring pronouns as below**:**

Nachhiring Personal Pronouns. Kang, keika, kanglaai, keikalaai, aan, aannee, aanneelaai, aanlaai, khun, khunmau, unku, khunku mee

Using the personal pronouns mentioned above, some examples have been provided with the following examples in Nachhiring language.

Examples:
kang piano dhupuda.
Keika cheeekhimpee chhumidi.
Bum aa keikalaai samdisayo mu.

Nachhiring Possessive Pronouns. Omnee, aamnee, khunku mee, khunmau mee, unku mee.

Using the possessive pronouns mentioned above, some examples have been provided with the following examples in Nachhiring language.

Examples:
Unku omnee computer ho.
Khunmau mee khim khanup tuda.
Unku chhapskho aamnee ho.

Nachhiring Demonstrative Pronouns. Unku, munku

Using the demostrative pronouns mentioned above, some examples have been provided with the following examples in Nachhiring language.

Examples:
Unku ulee chhapakho ho?
Munku khim mau hun.

Nachhiring Indefinite Pronouns. khala, heuwa, aasa sa, khalanga, u, haku, usa, chichha, heu, dumo, ulee, khunmau, haku khasa, aasa sa aa

Using the indefinite pronouns mentioned above, some examples have been provided with the following examples in Nachhiring language.

Examples:
Sesso khim pi bhanmik tumee.
Heuwa kang neima dhurdu?
Sesso Khama pi aasa sa mantu.

Nachhiring Reflexive Pronouns. Kang hapnga, keika hapanga, aannee hapnga, aannee mau aa aamnim, khunku hapnga, khunku hapanga, unku hapanga, nisa

Using the reflexive pronouns mentioned above, some examples have been provided with the following examples in Nachhiring language.

Examples:
Kang hapnga viswas mantu.
Keika hapanga khala kharutau mantu.
Aannee hapnga cheikhim khaim dhurdanum?

Nachhiring Interrogative Pronouns. Aasa, aas-aas, haku, haku-haku, u, u-u, aasim, aas-aas mee, aaslaai, aas-aaslaai

Using the interrogative pronouns mentioned above, some examples have been provided with the following examples in Nachhiring language.

Examples:
Khunku aas le se?

Khunku mau aas-aas le?

Aamnee rukham haku ho?

Nachhiring Reciprocal Pronouns. Haphap to, haphap mee

Using the reciprocal pronouns mentioned above, some examples have been provided with the following examples in Nachhiring language.

Examples:

Susma sima aa haphap to lalukha muchchee.

Keika khala haphap mee boum mum prayas mumdana.

Nachhiring Relative Pronouns. Aasa, aas-aas, khunku, haku-haku, ule, u-u, khunmau aa, hadelo, hapa, udha, khunsa

Using the relative pronouns mentioned above, some examples have been provided with the following examples in Nachhiring language.

Examples:

Khunku aasa?

Khunmau aas-aas ho?

Haku-haku vidhyarthee aa pariksha pidusa.

Similarities and Differences between English and Nachhiring Pronouns and Nachhiring Pronouns

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

Similarities between English and Nachhiring Pronouns. After analyzing the collected data, some similarities have been found which are presented below:

✓ Both English and Nachhiring have person i.e. first, second and third.

First person:

English= I, we

Nachhiring= Kang, keika

Second person:

English= You

Nachhiring= Aanee

Third person:

English= He, she, it, they

Nachhiring= Khun, khun, unku, khunmau

- ✓ Both English and Nachhiring have number system i.e. singular and plural.

  Singular:

  English= I, you, he, she, it

  Nachhiring= Kang, aamnee, khun, khun, unku

  Plural:

  English= you, we, they

  Nachhiring= Aannee, keika, khunmau

- ✓ Both English and Nachhiring have case system i.e. subjective and objective.

  Subjective:

  English= I, we, you, he, she, it, they

  Nachhiring= Kang, keika, aannee, khun, khun, unku, khunmau

  Objective:

  English= me, us, you, him, her, it, them

  Nachhiring= Kanglaai, keikalaai, aanneelaai, khunku mee, khunku mee, unku, khunmau

- ✓ Both languages have possessive pronouns with language functions i.e. determiner and pronominal.

  Determiners:

  English= my, mine, your, his, her, hers, its

  Nachhiring= Omnee, omnee, aamnee, khunku mee, khunku mee, khunku mee, unku mee.

  Pronominals:

  English= our, ours, your, yours, their, theirs

  Nachhiring= Omnee, okimee, aamnee, aamnee, khunmau mee, khunmau mee

- ✓ Both languages have possessive pronouns with person i.e. first, second and third.

  First person:

  English= my, mine, our, ours

  Nachhiring= Omnee, omnee, omnee, okimee

  Second person:

  English= your, yours

Nachhiring= Aamnee, aamnee

Third person:

English= His, her, hers, its, their, theirs

Nachhiring= Khunku mee, khunku mee, khunku mee, unku mee, khunmau mee, khunmau mee.

- ✓ Both languages have demonstrative pronouns to refer the distance of objectives i.e. near and far.

  Near:

  English= This, these

  Nachhiring= Unku, unku

  Far:

  English= That, those

  Nachhiring= Munku, munku

- ✓ Both English and Nachhiring demonstrative pronouns have numbers i.e. singular and plural.

  Singular:

  English= This, that

  Nachhiring= Unku, munku

  Plural:

  English= These, those

  Nachhiring= Unku, munku

- ✓ Both English and Nachhiring reflexive pronouns have person system i.e. first, second and third.

  First person:

  English= myself, ourselves

  Nachhiring= Kang hapnga, keika hapanga

  Second person:

  English= yourself, yourselves

  Nachhiring= Aannee hapnga, aannee mau aa aamnim

  Third person:

  English= herself, himself, itself, themselves

  Nachhiring= Khunku hapnga, khunku hapanga, unku hapanga, nis a

- ✓ Both English and Nachhiring reflexive pronouns have number system i.e. singular and plural.

Singular:

English= yourself, herself, himself, itself

Nachhiring= Kang hapnga, aannee hapnga, khunku hapnga, khunku hapanga, unku hapanaga

Plural:

English= ourselves, yourselves, themselves

Nachhiring= Keika hapanga, aannee mau aa aamnim, nis a

- ✓ Both English and Nachhiring interrogative pronouns are used for human, non-human and possession.

  Human:

  English= who, whose, whom

  Nachhiring= Aas, aasim, aaslaai

  Non-human:

  What, Which

  Nachhiring= U, haku

  Possession:

  English= Whose

  Nachhiring= Aasim

- ✓ Both English and Nachhiring reciprocal pronouns use the same pronouns for male and female.

  Male:

  English= Each other, one another

  Nachhiring= Haphap to, haphap mee

  Female:

  English= Each other, one another

  Nachhiring= Haphap to, haphap mee

Differences between English and Nachhiring Pronouns. After analyzing the collected data, some differences have been found which are presented below:

- ✓ In Nachhiring, ‘laai’ suffix is added to make objective case after the subjective case whereas English uses separate independent word for objective case.

  English= I, we (Subjective), me, us (Objective)

  Nachhiring= Kang, keika (Subjective), Kanglaai, keikalaai (Objective)

- ✓ In the case of second person personal pronouns, Nachhiring language has both honorific and non-honorific forms but they are not found in English.
  English= you are a player.
  Nachhiring= Aannee ulee chenchee min. (Honorific)
  Aan ulee chenchee min. (Non-honorific)
- ✓ In Nachhiring second person personal pronouns, 'laai; suffix is added to make objective case whereas in English same form is used for both subjective and objective cases.
  English= my friend welcomed me.
  Nachhiring= Bum aa kanglaai samdisayo mu.
- ✓ Nachhiring language has more second personal pronouns in number than English.
  English= You
  Nachhiring= aan, aannee, aanlaai, aanneelaai
- ✓ Nachhiring has same third person pronouns for male and female whereas in English separate forms are used for male and female.
  English= He is tall. (Male)
  She is thin. (Female)
  Nachhiring= Khunku bhaippa tuda. (Male)
  Khunku chin tuda. (Female)
- ✓ Nachhiring language has four possessive pronouns as in English but the same pronoun refers to two pronouns but English has four different pronouns.
  English= this, that, these, those
  Nachhiring= Unku, munku, unku, munku
- ✓ English demonstrative pronouns have four different prpnouns to indicate singular and plural numbers whereas Nachhiring has only two peonouns but one demonstrative pronoun refers to two pronouns.
  Unku= This and these
  Munku= That and those
- ✓ English has more indefinite pronouns than English.
  English= everyone, someone, anyone, no one, everything, something, anything, nothing, everybody, somebody, anybody, nobody, few, other, many, one they, any, enough, none
  Nachhiring= khala, heuwa, aasa aa, khalanga, u, haku, usa, chichha, hew, dumo, ulee, khunmau, haku khasa, aasa sa aa

- ✓ In Nachhiring reflexive pronouns, in first person ‘a’ is added in the middle of the second word and first word is changed to make plural to singular whereas in English ‘self’ and ‘selves’ suffixes are added to make plural to singular.
  English= I am not sure myself. (Singular)
  We finished all the words by ourselves. (Plural)
  Nachhiring= kang hapnga viswas mantu. (Singular)
  Keika hapanga khala khatutau mumpa. (Plural)
- ✓ Nachhiring has more interrogative pronouns than English.
  English= who, which, what, whose, whom
  Nachhiring= aas, aas-aas, haku, haku-haku, u, u-u, aasim, aas-aas mee, aaslaai, aas-aaslaai

Conclusion

This research deals with the pronominal systems of Nachhiring and English. Pronouns are used to refer noun or nouns. Pronouns have essential role is languages. Simply, I, we, you, he, she, it, they are the pronouns with other types and variations. We learned pronouns in school in the young age along with other elements of grammar. We got idea from school that how to use pronouns in grammar. Grammar plays important role in languages. Grammar gives the right structure to any language. In language learning, learners’ first language affects second language learning. Therefore, it is very important to differentiate between languages which deals with similarities and differences between these two languages. Here, Nachhiring and English have similarities. On the other hand, there are differences between two languages especially in the case of male, female and honorific, non-honorific. Nachhiring languages has both honorific and noon-honorific cases which is not found in English. Similarly, most of the Nachhiring pronouns have same pronouns for male and female that is also not found in English.

On account of similarities and differences between two languages. Nachhiring learners of English language faced difficulties while learning English language and they also become confused in the process of learning English because they are strongly influenced by their mother tongue. Therefore, a comparative study between the languages in any aspect the teacher to speculate the areas of difficulty that learners

face and possible errors that learners commit while learning second language in the school.

Implications

Some recommendations have been made on the basis of acquired data. Analysis have been made in different levels i.e. policy related, practice related and further research related.

Policy Related Implications

Based on this research, policy makers should contemplate the following recommendations prior to the endorsement of policies in regard to formal and informal educations.

- As the findings of the study showed, there were some similarities and differences between English and Nachhiring pronouns. Hence, the government should come up with a curriculum that is suitable for bilingual learners.
- To promote English language learning, the government should prepare learners guidelines suitable for bilingual learners.
- The government should provide teacher training and provide well-trained teachers so that there is no difficulty in learning English for bilingual students.

Practice Related Implications

The findings and insights resulting from this research can be further used in teaching and learning. Both the language teachers and learners can be made the most of it by utilizing the following recommendations on their concerned field. Some of the major practice related recommendations are as below:

- The following of the study showed that there are some similarities and differences between Nchhiring pronouns and English pronouns. Hence, both language teachers and learners should be better understanding about both pronouns of these two languages.
- Bilingual teachers should be appointed to teach bilingual students.
- Local curriculum should be sufficiently used in formal education.

Further Research Related Implications

The research itself is incomplete so further study is needed. Some useful recommendations for who want to carry out research study on the similar topic are given below:

- Researchers can get more information about Nachhiring pronouns and English pronouns, similarities and differences between English pronouns and Nachhiring pronouns which can be helpful to them to conduct research on different languages in further.
- The researcher can take an idea for the comparative study.
- Researchers can do research on other areas which are not covered in my research.

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APPENDIX I

- What are the pronouns of Nachhiring?
- What are the similarities between English and Nachhiring pronouns?
- What are the differences between English and Nachhiring pronouns?

Appendix II

Interview questionnaire

Name:

Gender:

Rural Municipality:

Educational Status:

How do you say the following sentences in Nachhiring?

1. I play piano. (Singular)

   …….. .

2. We dance at school. (Plural)

   …….. .

3. I play guitar. (Subjective)

   …… .

4. Friend welcomed me. (Objective)

   …….. .

5. You are a player. (Honorific)

   …….. .

6. You are a player. (Non-honorific)

   …….. .

7. He is wise. (Singular)

   …….. .

8. They danced beautifully. (Plural)

   …… .

9. She is wise. (Subjective)

   …….. .

10. I bring her book. (Objective)

    …….. .

11. I play football.

…… .

12. He is tall. (Male)

…… .

13. She is thin. (Female)

…… .

14. He is a player. (Honorific)

…….. .

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

……. .

16. This is my computer. (Determiner)

…….. .

17. Their house is beautiful. (Possession)

……. .

18. This is your copy. (Determiner)

…… .

19. This is yours. (Possession)

……. .

20. He broke his pen. (Determiner)

…… .

21. My teacher came to our house. (Possession)

……. .

22. This is a pen. (Singular)

……. .

23. These are pens. (Plural)

…… .

24. That is heavy. (Singular)

…….. .

25. These are houses. (Plural)

…….. .

26. One book is thick. (Singular)

…….. .

27. I don’t have many friends. (Plural)

…….. .

28. I have other plans. (Non-human)

…….. .

29. Nothing is easy to achieve. (Non-human)

…….. .

30. I can give you everything. (Non-human)

…….. .

31. There is nobody in the classroom. (Non-specified)

…….. .

32. Can anybody teach me? (Non-specified)

…….. ?

33. Everyone was present in the class. (Non-specified)

……. .

34. I have few books in the bag. (Quantity)

……. .

35. I am not sure myself. (1^{st} Person)

……. .

36. You do your homework by yourselves. (2^{nd} Person)

……. .

37. Cat crosses the road itself. (3rd Person)

…… .

38. Who is he? (Singular)

……..……?

39. Who are they? (Plural)

……..…. ?

40. Which is your book? (Singular)

…… ?

41. Which are your books? (Plural)

…….?

42. Who is he? (Human)

…….?

43. What is this? (Non-human)

……?

44. Whose book is this? (Possession)

…….. ?

45. Sushma and Sima love each other.

…… .

46. We all try and help one another.

…….. .

47. These are pens. (Near)

……

48. That is heavy. (Far)

…….. .

49. What is this? (Singular)

…… ?

50. What are these? (Plural)

……. ?

Interview questionnaire

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6. You are a player. (Non-honorific)

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