

# CHAPTER ONE

## INTRODUCTION

This study is concerned with “Majhi and English Pronominals: A Comparative Study.” In this study, I wanted to compare and contrast Majhi pronominals with English pronominals. This chapter consists of general background, review of related literature, objectives of the study, significance of the study.

### 1.1 General Background

Language is a means of communication, which is used to express human thoughts and emotions to each other. Language is considered to be essential means of human communication although it is possible through signs and gestures.

Language is a purely human and non-distinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols. It is the unique property which plays vital role to differentiate human beings from other animals. It is used as an effective means to express feelings, ideas, emotions and thoughts.

Every human being uses language in order to communicate with other people. No one can imagine the existence of human civilization with out language. Language can preserves and transmit the culture.

Hall (1968, p. 158) defines as "the institution whereby humans communicate and interact with other by means of habitually used oral-auditory arbitrary symbols." Similarly, Widdowson (2003, p. 12) argues that "Language is a system of arbitrary vocal symbols which permit all people in a given culture, or other people who have learned the system of that culture, to communicate or to interact." Language development has long history parallel to the development of human civilization. The development of human civilization is attributed to the mutual sharing which is only possible through language. Language is not used in vacuum and it's not only personal phenomenon but also a social phenomenon. As human being is social creature, they build unique social network using language. Human and other beings are different in the sense that human possess language but others do not.

The development and changes in language proceed with the social, political, cultural and geographical advancement. According to Jiang (2000), “A language is the part of culture and a culture is the part of language.” It is commonly accepted that language is an inherent in any culture and that plays important role in it. Without language culture wouldn't be possible. Language is influenced and set by the culture. Language is also a symbolic representation of people since it comprises

historical and cultural background as well as their approach to life and the way of living and thinking. Language and culture are interwoven and they are inseparable. Language is the mirror of culture in the sense people can see culture through language. People of different culture can refer to different things while using the same lg. for example when one says 'lunch' English man may be referring to hamburger or pizza but a Chinese man will most probably be referring to steamed bread or rice.

It is all accepted fact that all human children in normal condition have especial capability to acquire language. Mother tongue is acquired unknowingly in the natural setting while learning another language needs extra effort. But in this age of globalization due to rapid progress in science and technology, only mother tongue would not be sufficient to make access in international community.

Pronominal modifiers are the words that precede the head noun in a noun phrase. Pronominal are primarily pronoun that they modify the noun phrase instead of referring to them as antecedent. Majhi language also has the complex form of pronominal which vary depending upon its relationship with the verb.

### **1.1.1 Linguistic Scenario of Nepal**

Nepal has diverse linguistic heritage evolved from four major language groups: Indo-Aryan group, Tibeto Bruman group, Dravidian group and Astro-Asiatic group. According to the Central Bureo of Stastics'(CBS 2001) report there are ninety three different living languages are spoken in Nepal. Most of these languages do not have their own written script, but have only spoken form. Different languages spoken in Nepal can be categorized in following ways.

According to Taba (2003, p. 15-16), the language spoken in Nepal can be grouped into the following four language families:

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

This topic includes the following languages:

Nepali	Magahi
Maithili	Marawadi
Bhojpuri	Kumal
Awadhi	Darai

Tharu	Majhi
Rajbansi	Bote
Danuwar	Hindi\Urdu
Bangali	Chureti languages

### **1.1.1.2 Tibeto Burman Group**

This group includes following languages:

Limbu	Kaika
Thakali	Gurung
Ghale	Tamang(Mumo)
Hayu	Bahing(Rumdali)
Chamling	Sangpang
Chepang	Sunuwar

On the basis of prominent linguistic feature Tibeto-Burman languages in Nepal can further be categorized into two subgroups

#### **i. Pronominalized Groups**

Rai Limbu languages come under this category. These are also called Kiranti languages. Because of their complexity in pronominal system the Kiranti languages are also called complex pronominalized language.

#### **ii. Non Pronominalized Group**

It includes Tamang, Gurung, Manang, Thakali etc.

### **1.1.1.3 Dravidian Group**

Jhangad is only one language of the Dravidian family. It is spoken in the Province of Koshi River in the eastern region of Nepal.

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

Satar (Santhali) is the only one language that belongs to Astro-Asiatic family. It's spoken in the eastern part of Nepal especially in the Jhapa district. This family has two other branches viz. Mon-Khmer and Munda

## **1.1.2 The Major Languages of Nepal**

<b>Language</b>	<b>Population (%)</b>
Nepali	48.61%
Maithili	12.30%
Bhojpuri	7.53%
Tharu	5.86%
Tamang	5.19%
Newari	3.63%
Magar	3.39%
Awadi	2.47%
Rai/Kiranti	1.63%
Gurung	1.49%
Others	8.00%

### **1.1.3 An Introduction to Majhi People and Their Language**

Majhi peoples are one of the indigenous tribal groups of Nepal possessing their own language, culture, dressing, culinary delights and unique life styles. From the early dawn of the time the Majhi have had the special and intimate relationship with the rivers of Nepal. The main occupation of Majhi people is roaming in the streams of river for fishing and ferrying peoples across the river. Majhi peoples are found out reside along large river bank as of Saptakoshi. So, their housings are traditional, simple and round with single door, made of large stones and clay. According to the census report of CBS (2001) the population of Majhi people in Nepal is 72, 614 only. They are mostly found in the district of Kabhrepalanchok, Sindhupalchok, Ramechhap, Sindhuli, Okhaldhunga, Khotang, Dhankuta and Chitwan. The social system of Majhi has Mijar as the head of the village who settles disputes and protects other peoples. Majhi follow Tantrik religion in which river is their benevolent deity. The principle gods of Majhi peoples are Goresiddhi, Mahadev, Jangali and Sikari etc. Majhi people celebrate Koshipuje, Sauna Sakranti and Munsir purnima with great festivity and revelry of eating and drinking. While worshipping their ancestor, Majhi sing and dance, abstain eating some items and carry out the ritual function. They sing song invoking ancestors in their own language. Kachad, Bhoto, Istakot and Pheta for man and Majetro and Patuki for women are the introducing dress of Majhi. Majhi peoples are dark brown in skin complexion, medium height and well built. They have mongoloid feature typical of East Asia. Because of poetry and lack of consciousness Majhi people don't send their children to the school. Due to so the literacy rate is just 4.25%.

Majhis have their own language called Majhi language. This language shares the features of both Tibeto Burman and Indo Aryan language strains. This language is considered to be one of the indigenous minority languages spoken by less than 1% population of Nepal. Majhi language is syllable timed and it has S + O + V structural pattern like Nepali. Some linguist claims that Majhi language is more near and shares some typical features with the Darai language. Like 'you' is used in English to address all Majhi also has no different level of addressing pronoun. For it they only use second personal pronoun ta/timi. Even though Majhi language has its own original identity; many words are borrowed from Khas language. In spite of having long history own script of Majhi language hasn't been discovered yet. The writing practices of language are based on Devnagarik system. He scholars of linguistics have included Majhi language in the list of endangered language. With the flow of time, new generation prefer dominant languages other than Majhi language and only aged people are monolingual of Majhi language. According to the National Census Report of CBS (2002), "Out of 68 Majhi inhabited districts Majhi language is spoken only in 43 districts and out of 72,614 total populations only 21,741 population use this language as mother tongue. Many researches on Majhi language indicates that this language is being pushed toward the brink of extension.

Different variety of Majhi language can be realized all around Nepal. But this geographical dialect of Majhi language hasn't been studied concernfully. The Government of Nepal has the provision of providing primary education in mother tongue, but the Majhi language is not the medium of education. Even in local FM radio and newspaper there is no any space for the programme of Majhi language. This language is not taught in any university as the major subject. This language hasn't got the governmental protection and no budget is allocated for the proliferation of the language.

#### **1.1.4 Importance of English for the Majhi Children**

English is internationally used as the medium of communication world wide. The number of population of non-native speakers of English is greater than its native speakers'. English serves wide range communicative function between the people of different country not sharing mother tongue. In the age of universal cooperation and mutual sharing English language is very much important for the children of Majhi community. It is only through English that Majhi people can make access to the international community and raise their voice for their tribal proliferation. Signifying the need of English Harmer (2007, p. 18) writes, "Nobody own English any more, in other words, - or perhaps we could say that we all 'native' and 'non-naïve' speakers alike, own it together in a kind of international shareholders' democracy since whatever English we speak – Indian English, British English,

“Malaysian English- we have or should have equal rights as English users’ In spite of this significance Majhi typically realize the importance of English in following ways:

- a. Develop access to the international community.
- b. Share knowledge about the science and technology.
- c. Obtain higher educational degree from the prestigious national and international universities.
- d. Reach Majhi language and culture to the international level.
- e. Have a better diplomatic relationship with the different countries and communities of the world.
- f. Expanding trade by selling aquatic products beyond the Majhi residing prefectures.
- g. Educate children and bring them into the mainstream by spreading the beam of consciousness on people.
- h. Having employment opportunities in foreign company and institutions.
- i. Learning to operate computer based machines and equipments.
- j. Modernize traditional occupation of fishing and ferrying on the boats.

### **1.1.5 Pronominal System: An Introduction**

Pronominal is a term of relating to, or functioning as a pronoun. In other words, it is a term which resembles a pronoun, as by specifying a person, or thing, while functioning primarily as another part of speech.

The common term of pronominal is pronoun which can be used to substitute a noun phrase. The pronominal is a term used in classical Transformational Grammar to refer to a rule which replaces a lexical noun phrase with a pronoun. A pronoun is a referential word that takes the place of noun usually when the referent is known to both writer and reader. It is one of the parts of speech, a word used instead of noun substitution to designate an object without naming it. It is used to keep on repeating a noun. It is required whenever a noun phrase needs to be referenced sometimes even when no such antecedent exists.

According to Yule (1997, p.88), "Pronouns are words (me, they, he, himself, this, it) used in place of noun phrases, typically referring to things already known (he

likes himself, this is it!)" . Similarly, Arts and Arts (1989, p.48) argued that "Pronouns are usually treated as forming one word class with several subclasses". Likewise, Richards et al (1985, p.232) defined "Pronoun is a word which may replace a noun or noun phrase (e.g. English it, them, she)."

### **1.1.5.1 English Pronominal System**

The classes of pronouns according to Arts and Arts (1986) are as follows:

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

#### **a. Personal Pronouns**

Personal pronouns are the main means identifying speakers, addressees, and others. There are three kinds of persons in personal pronouns. They are:

- ) First person: I, we
- ) Second person: You
- ) Third person: He, she, it and they

#### **b. Possessive Pronouns**

A possessive pronoun is one that is used for showing ownership, as: my, mine, our, ours, your, yours, his, her, hers, its, their, their.

#### **c. Reflexive Pronouns**

If the action is done by the subject turns back upon the subject itself, it is called reflexive pronoun, as: myself, yourself, himself, herself, itself, ourselves, yourselves, themselves.

#### **d. Demonstrative Pronouns**

The pronouns which are used to point out the objects to which they refer are called demonstrative pronouns, as: this, that, these, those, etc.



### **e. Relative Pronouns**

The pronoun which refers some noun going before is called relative pronouns, as: what, who, when, where, whose, which, whom, that, etc.

### **f. Reciprocal Pronouns**

The reciprocal pronoun is one which expresses a mutual action or relation, as: each other, one another.

### **g. Indefinite Pronouns**

The indefinite pronoun is one that refers to persons or things in general way, but does not refer to any person or thing in particular, as: somebody, someone, something, anything, anybody, anyone, nobody, etc.

### **h. Interrogative Pronouns**

An interrogative pronoun is one that is used for asking questions, as: what, who, when, whose, which, whom, how.

### **1.6 Contrastive Analysis**

Contrastive analysis refers to a systematic analysis of similarities and differences between languages. In other words, contrastive analysis is the comparative study of the linguistic systems of two or more languages to find out the similarities and difference.

Contrastive analysis was developed in the late 1940s and 50s by Fries and Lado. Fries was the first person who first time developed contrastive linguistic study to derive the best teaching materials in teaching second and foreign languages (<http://en.wikipedia.org/wiki/contrastive-analysis>).

According to Asher (1994, p.737), "Contrastive analysis (CA), which is also called 'contrastive linguistics', means a systematic comparison of the linguistic systems of two or more languages."

Lado (1957) gave the following proposition in his book entitled, 'Linguistic Across Culture' as the assumption of contrastive analysis.

- a. The main difficulties in learning a new language are caused by interference from the first language.
- b. These difficulties can be predicted by contrastive analysis.

- c. Teaching materials can make use of contrastive analysis to reduce the effects of interference.

Thus, CA compares two or more languages in order to find out similarities and differences between languages. CA is concerned with teaching rather than learning. It is founded on the assumption that L2 learners tend to transfer the formal features of their L1 to their L2. So, CA believes that greater the difficulty, the more instances of errors will occur.

## **1.2 Review of the Related Literature**

Every researcher needs to observe the fundamental background of the related subject and past studies. Though a number of research works have been carried out in the field of linguistic comparative study among different languages spoken in Nepal. For example, Rai, Limbu, Gurung, Maithili etc and English in the Department of English Education. No research works is available in Majhi language in the department. Some research works related to this study are reviewed as follows:

Phyak (2004) carried out a research entitled “Limbu and English Pronominals: A Linguistic Comparative Study” This is one of the descriptive studies and very useful for language teachers who has to teach English in the Limbu dominant schools. It gives teacher an insight into the different form of pronominal that is used by English learner of Limbu speech community. He has found that Limbu has more complex pronominal system than English. Limbu personal and possessive pronouns are categorized under three numbers: singular, dual and plural but the English has only two numbers: singular and plural.

Lama (2005) has carried out a research on "Tamang and English Pronominals: A Comparative Study". The main objectives of the study were to determine Tamang pronominals in relation to English and to find out similarities and differences between Tamang and English pronominals. His study showed that Tamang and English pronominal system are quite different. Tamang is syllable based tone language. There are four tones which serve to distinguish words and their meanings.

Rai (2005) has carried out a research on "Pronominals in English and Chhintang Rai Languages". The main objective of the study was to determine pronominal in Chhintang and to compare and contrast Chhintang pronominals with those of

English. His study showed that Chhintang has more number of pronominal than English.

Sharma (2006) has conducted a research on "English and Bajjika pronominals". The main of her study was to determine Bajjika and English pronominals and analyze them comparing those pronominals. The major findings of her study were Bajjika language has more number of pronominals than that of English. Bajjika has more complex pronominal systems than in English.

Thus, a large number of research works have been carried out in the field of linguistic study of different languages. However, no research work is conducted to compare and contrast Majhi pronominal with English pronominal. Therefore, this study is different from all the studies carried out so far. In this research, I have compared and contrasted Majhi pronominal with English.

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

The objectives of the study were as follows:

1. To identify Majhi pronominal.
2. To compare and contrast Majhi pronominal with those of English.
3. To suggest pedagogical implication of the present study.

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

This study plays a crucial role to all who are directly or indirectly involved in learning about languages. There is no any research on Majhi language in the Faculty of Education, Department of English. So this will be valuable work for the department itself. This research will be significant to the prospective researchers on the Majhi language, linguists, teachers, textbook writers, educational planners etc. This study will also have some pragmatic value. The researcher hopes that this research will have global significance.

## **UNIT TWO**

### **METHODOLOGY**

This present study was conducted using following methodology:

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

I exploited both primary and secondary sources of data to carry out this research.

##### **2.1.1 Primary Source of Data**

The primary sources of the data were native speakers of Majhi language. Majhi pronominal were elicited using interview schedule. But the English pronominal were taken from secondary sources.

##### **2.1.2 Secondary Source of Data**

Majhi Jatiko Chinary (2011), Aarts and Aarts(1986), Phyak(2004), Holmes(2003), Harmer(2008), Cowan(2009), Ellis(1985), Best and Kahn(2006), Cohen (2007), Journals of NELTA, other reports, articles, research studies and internet information related to the topic were used as the secondary sources of data.

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

This study was based on the thirty five informants to elicit the Majhi pronominals. Thirty five Majhi speakers were selected from Manthali VDC ward no. four.

#### **2.2 Sampling Procedure**

The Majhi community of Manthali VDC- 4 in Ramechhap district, where the majority of Majhi are residing, adults (men and women), who are literate were selected using purposive non-random procedure. And interview was taken using snowball sampling.

#### **2.3 Tools for Data Collection**

The data of the study was elicited with the help of structured interview schedule.

#### **2.4 Process of Data Collection**

The researcher collected the data by the following processes:

- 1) The researcher went to the selected locality and build rapport with the Majhi natives.

- ) Different Majhi peoples are interviewed according to the pre-planned interview schedule.
- ) The researcher participated in daily conversation with the Majhi natives for a week.
- ) English pronominals were taken from above mentioned books.

## **2.5. Limitations of the Study**

This study was limited in the comparison between following Majhi and English pronominals.

- ) Demonstrative Pronouns
- ) Possessive Pronouns
- ) Reflexive Pronouns
- ) Interrogative Pronouns
- ) Relative Pronouns

Only 35 Majhi were included in the study

This study was only based on Manthali Sitkha dialect of Majhi language.

## **CHAPTER THREE ANALYSIS AND INTERPRETATION**

The collected data has been analyzed descriptively with the help of tables and illustration. After the data is tabulated the points of similarities and differences have been drawn between English and Majhi pronominals with illustrations. The data has been analyzed on the basis of the following points:

- ) Demonstrative Pronouns
- ) Possessive Pronouns
- ) Reflexive Pronouns
- ) Interrogative Pronouns
- ) Relative Pronouns

### 3.1 Presentation, Analysis and Interpretation of the Majhi Pronominals

Majhi language has the following pronominals:

#### 3.1.1 Demonstrative Pronouns

Majhi demonstrative pronouns are given in table no. 1.

**Table no. 1: Demonstrative Pronouns**

Number	Proximal	Distal
Singular	hj	Hw
Dual	Hj dui	Hw dui
Plural	Hj -l	hoi

This table shows that Majhi pronouns are marked for demonstrative pronouns. Majhi has demonstrative pronouns to refer to proximal and distal relationship. In Majhi language, '-la' makes number plural.

For example;

- /uchhi kitab aachhi/ (Far)
- /ichhi kitab aachhi/ (Near)
- /hja kitab ho/ (Singular near)
- /hjala kitab ho/ (Plural near)
- /hja- kitab ho/ (Singular Far)
- /hola kitab hun/ (Plural far)
- /hja duito kitab ho/ (Dual near)
- /hwa duito kitab ho/ (Dual far)

#### 3.1.2 Possessive Pronouns

Table no. 2 identifies Majhi possessive pronouns:

**Table no. 2: Possessive Pronouns**

	Singular	Dual	Plural
1 <sup>st</sup> person	mor	Hai duitako	hamro
2 <sup>nd</sup> person	tor	Tui duiko	tor
3 <sup>rd</sup> person	hokr , hokr , hja	Hokr dui ko, hja dui ko	holk

This table shows that Majhi possessive pronouns are marked for number (singular, dual and plural). For example;

/hj kalam mor ho/(Singular)

/hj kalam hai duiko ho/(Dual)

/hj kalam hamro ho/ (Plural)

Majhi possessive pronouns are also marked for person (1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person).

For example;

/hj mor ho/(1<sup>st</sup> person)

/hj kalam tor ho/(2<sup>nd</sup> person)

/hj kalam hokr ho/(3<sup>rd</sup> person)



Male and female is made nowhere in Majhi pronominal system. For example,

Male- /hj hokr kitab ho/ (Neuter)

Female- /hj hokr kitab ho/ (Neuter)

### 3.1.3 Reflexive pronouns

The following table identifies the Majhi reflexive pronouns:

**Table no. 3: Reflexive Pronouns**

	Singular	Dual	Plural
1 <sup>st</sup> person	Mui aphi	Hai dui aphi	Hai aphi
2 <sup>nd</sup> person	Tui aphi	Tui dui aphi	Tuila aphi
3 <sup>rd</sup> person	Hoi aphi, ho aphi	Hola dui aphi	Hyala aphi

In Majhi language, /-aphi/ is suffixed to refer back to the subject. Majhi reflexive pronouns are marked for number. Majhi reflexive pronouns are marked for singular, dual and plural number.

For examples;

/mui aphi lekhchhun/(Singular)

/hai dui aphi lekchhe/(Dual)

/hai aphi lekhchhe/(Plural)

Majhi reflexive pronouns are marked for person (1<sup>st</sup> person, 2<sup>nd</sup> person and 3<sup>rd</sup> person).

For example;

/mui aphi lekhchhun/(1<sup>st</sup> person))

(tui aphi lekhchhas) (2<sup>nd</sup> person)

/hoi aphi lekhchhai/(3<sup>rd</sup> person)

### 3.1.4 Interrogative Pronouns

The following table identifies Majhi interrogative pronouns:

**Table no. 4: Interrogative Pronouns**

<b>Majhi</b>
/ keti/ /ketin/ /ketir/
/kun / /kunin/ /kunk r /
/K kh n/
/k chhi / /ketin/

/Kinarei/
/kunto /
/kinikh i/
/anekunu/
/Kintha/
/K tte/

All the Majhi interrogative pronouns begin with *k-* and all pronouns are derived from that base by the addition of the respective suffixes. Interrogative pronouns may be classified as human and non-human. They are employed to question place, person, reason and quantity, etc. for example,

**Human**

/kun ai-le?/

/hoi kun manus ho?/

**Non-human**

/keti h k-le?/

/tor nau keti ho?/

/ ni keti h kle? /

/kette ho k tte hokra s mpati?/

These examples show that the interrogative words are used to question human and non-human subject, object and reason respectively. In Majhi language, interrogative pronouns for the non-human objects or things are formed with the word *keti* ('what'). For example;

/keti h kle?/

**3.1.5 Relative Pronouns**

Majhi language has distinct relative pronouns rather than using derived from interrogatives. The distinction extends to subordinating conjunctions (when, where, etc.) with complete sets of beginning (most generally) with **dz-** paralleling the interrogatives *k*.

For examples;

/Dzesuke g r /

/dzesuke de-u/

The Majhi relative pronouns **/dzun/** is used for both 'whom' and 'who' of the English. For example,

/mui hoi manuslai chinchhin **dzunlai** tui sahayog garalsi/

In Majhi language, /'dzunk r ' / can be used for both human and on-human subject.

For example,

/hj chhodari dzunk r k l m chori h kle/ (Human)

/hj ghar ho dzunk r jhjyal phutlachhi/(Non-human)

### 3.2 Comparison of Majhi Pronominals with those of the English

Under this topic, the comparison of every types of Majhi pronominals with those of the English language, the types of pronouns of English and Majhi languages are tabulated and comparison of those languages are presented simultaneously after the tables:

#### 3.2.1 Demonstrative Pronouns

The given tables show the English and Majhi demonstrative pronouns.

**Table no. 5: English Demonstrative Pronouns**

Distance	Singular	Plural
Near	This	These
Far	That	Those

**Table no. 6: Majhi Demonstrative Pronouns**

Number	Proximal	Distal
Singular	hj	Hw
Dual	Hj dui	Hw dui
Plural	Hj -l	hoi

From above mentioned tables (i.e. 5 and 6), the following similarities and differences can be drawn:

- i. Majhi demonstrative pronouns (table no. 6) and English demonstrative pronouns (table no. 5) can be seen from two perspectives; distance and number. Majhi and English have demonstrative pronouns to refer to near and far relationship. For example,  
There is a book. (Far)

/uchhi kitab aachhi/

Here is a book. (Near)

/ichhi kitab aachhi/

- ii. English and Majhi demonstrative pronouns are marked for number. English demonstrative pronouns have two kinds of number; singular and plural whereas Majhi demonstrative pronouns have three kinds of numbers; singular, dual and plural. For example,

This is a book. (Singular)

/hja kitab ho/

These two are books. (Dual)

/hjale duito kitab ho/

These are books. (Plural)

/hjale kitab ho/

### 3.2.2 Possessive Pronouns

The following tables present the English and Majhi possessive pronouns.

**Table no.7: English possessive pronouns**

	Singular	Plural	Singular	Plural
1 <sup>st</sup> person	My	Our	Mine	Ours
2 <sup>nd</sup> person	Yours	Your	Your	Yours
3 <sup>rd</sup> person	Her/ His/ Its	Their	Hers / His	Theirs

**Table no.8 Majhi possessive pronouns**

	Singular	Dual	Plural
1 <sup>st</sup> person	mor	Hai duitako	hamro
2 <sup>nd</sup> person	tor	Tui duiko	tor
3 <sup>rd</sup> person	hokr , hokr , hja	Hokr dui ko, hja	holk

		dui ko	
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From the above mentioned tables, we can draw the similarities and differences between Majhi and English languages in the following ways:

- i. Majhi and English possessive pronouns are marked for number. Majhi has singular, dual and plural possessive pronouns but English has only singular and plural possessive pronouns.

For example;

This pen is mine. (Singular)

/hj kalam mor ho/

This pen is our (two). (Dual)

/hj kalam hai duiko ho/

This pen is our. (Plural)

/hj kalam hamro ho/

- iii. Majhi and English possessive pronouns are also marked for person (1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person). Third person singular possessive pronouns in English are distinctly used for male, female and neutral. There are no separate pronouns for male, female and neutral in Majhi third person singular possessive pronouns.

For example;

This is mine. (1<sup>st</sup> person)

/hj mor ho/

This pen is yours. (2<sup>nd</sup> person)

/hj kalam tor ho/

This pen is his. (3<sup>rd</sup> person)

/hj kalam hokr ho/

This book is his/her. (Singular possessive pronouns)

/hj kitab hokr ho/

This is his/her book. (Singular possessive determiner)

/hj hokr kitab ho/

### 3.2.3 Reflexive Pronouns

The following tables present the English and Majhi reflexive pronouns.

**Table no. 9: English Reflexive Pronouns**

1 <sup>st</sup> person	Singular	Plural
	Myself	Ourselves
2 <sup>nd</sup> person	Yourself	Yourselves
3 <sup>rd</sup> person	Herself/ Himself/ Itself	Themselves

**Table no. 10: Majhi Reflexive Pronouns**

1 <sup>st</sup> person	Singular	Dual	Plural
	Mui aphi	Hai dui aphi	Hai aphi
2 <sup>nd</sup> person	Tui aphi	Tui dui aphi	Tuila aphi
3 <sup>rd</sup> person	Hoi aphi, ho aphi	Hola dui aphi	Hyala aphi

These two tables show the following similarities and differences between English and Majhi reflexive pronouns:

- i. The Majhi has more reflexive pronouns than the English language has. As – 'self' is suffixed in English /-aphi/ is suffixed in Majhi to refer back to the subject.

For examples;

'I write myself.' (Singular)

/mui aphi lekhchhun/

You go yourself. (Singular)

/tui aphi ja/

- ii. Majhi and English reflexive pronouns are marked for number. Majhi reflexive pronouns are marked for singular, dual and plural number where as English reflexive pronouns are marked for singular and plural. For example, 'I write myself.' (Singular)

/mui aphī lekhchhun/

We (two) write ourselves. (Dual)

/hai dui aphī lekchhe/

We write ourselves. (Plural)

/hai aphī lekhchhe/

iii. Majhi and English reflexive pronouns are marked for person (1<sup>st</sup> person, 2<sup>nd</sup> person and 3<sup>rd</sup> person).

For example;

'I write myself.' (1<sup>st</sup> person))

/mui aphī lekhchhun/

'You write yourself'. (2<sup>nd</sup> person)

(tui aphī lekhchhas)

'He writes himself.' (3<sup>rd</sup> person)

/hoi aphī lekhchhai/

### 3.2.4 Interrogative Pronouns

English and Majhi interrogative pronouns are tabulated below:

**Table no. 11: English and Majhi Interrogative Pronouns**

<b>English</b>	<b>Majhi</b>
'What'	/ keti/ /ketin/ /ketir/
'Who'	/kun / /kunin/ /kunk r /
'When'	/K kh n/
'Where'	/k chhi / /ketin/
'Why'	/Kinarei/
'Which'	/kunto /
'How'	/kinikh i/
'Who else'	/anekunu/
'What kind of '	/Kintaha/
'how much' 'how many'	/K tte/

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

All the interrogative pronouns begin with *k-* and all pronouns are derived from that base by the addition of the respective suffixes. Interrogative pronouns may be classified as human and non-human. They are employed to question place, person, reason and quantity, etc. for example,

***Human***

/kun ai-le/

'Who came?'

/hoi kun manus ho/

'Who is that man?'

**Non-human**

/keti h k-le/

'What happened?'

/tor nau keti ho/

'What is your name?'

/ ni keti h kle? /

And then what happened?

/kette ho k tte hokra s mpati/

How much property he has?

These examples show that the interrogative words are used to question human and non-human subject, object and reason respectively. In Majhi language, interrogative pronouns for the non-human objects or things are formed with the word *keti* 'what'. For example;

/keti h kle/

What happened?

- ii. Different Majhi and English interrogative pronouns are used with human things, non human things and possession.

For example:

Who are they? (Human)

/hol kun ho/

What is this? (Non-human)

/hj keti ho/



Whose is this house? (Possession)

/hj gh r kunk r ho/

### 3.2.5 Relative Pronouns

The relative pronouns link a sub-ordinate clause with their own antecedents. The following major relative pronouns of English that are compared with the Majhi relative pronouns.

Who	+ Subject case
	+Human
Whom	+Object case
	+Human

For example:

There is no man who does not die.

/uchhi manchhe bainet jun baimar/

I read the book which is good.

/mui kitab padnai jun chhi mahonl aachhi/

Although it would always be prescriptively correct use '**whom**' to replace a human NP in object position-or as the object of a preposition with out a fronted preposition-native speakers do not always use in this way. Often they opt for the subject case from, '**who**', instead;

For examples;

'The man whom I met yesterday is my friend.'

/Euto manus dzunlai muikani bhetainai mor sathi ho/

There is no man who does not die.

/uchhi manchhe bainet jun baimar/

I know that man to whom you helped.

/mui hoi manuslai chinchhin dzunlai tui sahayog garalsi/

I read the book which is good.

/mui kitab padnai dzun chhi mahonl aachhi/

He that jumps falls down.

/hoi dzun ufrile ladle/

Majhi language has distinct relative pronouns than using derived from interrogatives. The distinction extends to subordinating conjunctions (when, where, etc.) with complete sets of beginning (most generally) with **dz-** paralleling the interrogatives *k*.

For examples;

/Dzesuke g r /

'Do whatsoever.'

/dzesuke de-u/

Whatever give.

The Majhi relative pronouns /**dzun**/ is used for both 'whom' and 'who' of the English. On the other hand, in English if 'who'(m) is replacing the object of the preposition and the preposition is fronted with it, 'whom' will almost always be used:

'I know that man to whom you helped.'

/mui hoi manuslai chinchhin *dzunlai* tui sahayog garalsi/

But this system is not available in Majhi. In the use of Majhi which and that can be shown as below;

Which –Human

That +Human

In English, **which** is used with non-human head and **that** for both human and non-human. So, the use of which and that of English in Majhi can be presented as given below:

/dzun/ (which/that) + human

Similarly, /whose/ an English relative pronoun has Majhi equivalent /dzunk r / . the use of /whose/ in English is shown as below;

Whose + human

/whose/ generally refers to a human head noun, but sometimes sentences like the following occur where /whose/ refers to an inanimate noun.

This is the boy whose pen was lost. (Human)

/hj chhodari dzunk r k l m chori h kle/

This is the house whose windows are broken. (Non-human)

/hj ghar ho dzunk r jhjyal phutlachhi/

As in English /whose/ can be used for both human and on-human subject, Majhi '*dzunk r* ' has the similar function.

## CHAPTER FOUR

### FINDINGS AND RECOMMENDATIONS

#### 4.1 Findings

The major findings of this research are as given below:

- i. Majhi and English pronominal systems are different.
- ii. Majhi language has more number of pronouns than those of English and Majhi has more complex pronominal system than in English which are as follows;
  - a. Majhi demonstrative pronouns: *hj* , *hw* , *hj dui*, *hw dui*, *hj -l* , *hoi*.
  - b. Possessive pronouns: *mor* , *hai-duiko*, *hamro*, *tor* , *tui-duiko*, *tor* , *hokr* .
  - c. Reflexive pronouns: *mui aphi*, *hai dui aphi*, *hai aphi*, *tui aphi*, *tui dui aphi*, *tuile aphi*, *hoi aphi*, *ho aphi*, *hol dui aphi*, *hj l aphi*.
  - d. Interrogative pronouns: *keti*, *ketin*, *ketir*, *kun*, *kunk r* , *k kh n*, *k chhi*, *kinarei*, *kunto*, *kinikh i*, *anekunu*, *kintha*.
  - e. Relative pronouns: *dzesuke*, *dzunk r* , *dzun*, *djunlai*, *kunk r* .
- iii. Majhi possessive pronouns are categorized under three numbers; singular, dual and plural but the English has two numbers; singular and plural.
- iv. Reflexive and possessive pronouns are categorized under three persons, 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person in both languages.
- v. In English there is separate use of pronouns for male and female e.g. 'he' used for 'male' and 'she' is used for 'female' but this distinction is available in Majhi language. '*Hoi*' is used for both 'he' and 'she'.
- vi. Both English and the Majhi languages have demonstrative pronouns, which show proximal and distal relationships.
- vii. Majhi has more interrogative pronouns than English.
- viii. English relative pronoun 'which' is used only with non-human subject and 'that' with both human and non-human subject. But Majhi relative pronouns *dzun* can be used for both human and non-human for both human and non-human subject.
- ix. As '-self' is suffixed with personal pronouns in English to refer back to the subject '*aphi*' is used to refer back to the subject in the Majhi language.

- x. There is no difference in the language used by male and female in the Majhi so it not a sexist language as the English.

#### **4.2 Recommendations**

The study has following pedagogic implications with some recommendations made by the researcher.

- i. This research is a comparative study between two languages; Majhi and English. It helps the language teachers who are teaching English as a Second or Foreign Language because a comparative study helps the teacher to predict the areas of difficulty that learners face and possible errors that learners commit.
- ii. A logical problem in learning of second language is because of the transfer of knowledge related to the first language. If the knowledge of first language is different from that of the second language learning will be difficult. So a language teacher should analyze what are the similar and different points between the native language of the learners and the target language they are going to learn or learning.
- iii. Without having linguistic knowledge, teaching of language is an impossible task. This gives a teacher linguistic knowledge who is teaching the Majhi and English languages.
- iv. Mother tongue influences in learning second language so while teaching language a teacher should see what difficulties that the learners are facing because of their mother tongue.
- v. There is no distinct use of Majhi pronouns for male, female and human and non-human beings. So that learners and teachers should be aware of this fact while learning the English pronouns.

- vi. Since the Majhi is a complex pronominalized language, a language teacher and textbook writers should be very much aware of affixation which system is not available in the English pronominal system. So, the complexity of Majhi pronominal system should be considered while teaching English pronominal system to Majhi native speakers.
- vii. English reflexive and possessive pronouns are categorized under two numbers; singular and plural where as Majhi reflexive and possessive pronouns are categorized under three numbers. So, the difference should be considered while teaching pronominal system.
- viii. Reflexive and possessive pronouns are categorized under three persons; 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person in both languages. So, the similarity should be taken into consideration while teaching Majhi native speakers.

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