

CHAPTER - ONE

INTRODUCTION

1.1 General Background

Language, a voluntary vocal system of human communication, is a God's special gift to human-being. Language is the species-specific and species-uniform possession of human-being. It is the most highly developed and most frequently used means of communication through which human beings express their ideas, feelings, emotions, attitudes, desires, thoughts and so forth. Besides being a means of communication, and storehouse of knowledge, it is an instrument of thinking as well as a source of delight. Without language, man would have remained only a dumb animal. Furthermore, we can not think of any social, academic and artistic activities going on without language.

Language is common to all and only human beings. It is the greatest accomplishment of human civilization. Different scholars have viewed language differently. In this connection, Jespersen (1904:4) states, "Language is not an end in itself....it is a way of connection between souls, a means of communication." Similarly Sapir (1921:8) defines language as "... a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols." Likewise, Block and Trager (1942:5) define it as " ... a system of arbitrary vocal symbols by means of which a social group co-operates." In the same way, Chomsky (1957:13) states, "Language is a set (finite or infinite) of sentences, each finite in length and constructed out of a finite set of elements." To sum up, language is unique, creative, complex and modifiable. It is a versatile and the most commonly used tool that people use to fulfill their needs.

1.2 An Introduction to the English Language

English is a world language and an international language in the context of Nepal. In Nepal, English has been used as a means of interaction and medium of writing by the people from educated and elite circle since Rana regime. The English language belongs to west-Germanic sub-branches of Germanic branch of the Indo-European language family. It is one of the well recognized official languages of the UNO. It English language is used extensively as a bridge language because of its rapidly growing importance. It is emerging in most of the countries as the chief language in schools often displacing another language. Nearly a quarter of the world's population is already fluent or competent in English. It has the largest body of vocabulary and the richest body of literature. Thus, English is not only a principal language for international communication but also gateway to the world body of knowledge.

English is a treasure house of knowledge too. It is the English language through which non-English communities have imported foreign inventions, ideas, culture, literature, modern technology from the source communities. The craze of English is seen in everybody's eyes today. According to the census of 2001, 1037 people speak English as a native language or mother tongue in Nepal. So, the English language stands in the sixty-fourth positions in Nepal on the basis of its native speakers.

The position of the English language in the language family is shown in the following diagrams:

Crystal (1987) presents the genetic affiliation of the English language in the following diagram.

Diagram 1

Indo-European language family

(Source: Crystal, 1987:300)

Similarly, Asher (1994) on 'the Encyclopedia of Language and Linguistics' Vol. II presents English under Anglo Frisian subgroup of indo-European language family.

Diagram No. 2

Indo-European

Indo-European Celtic Romance

swedish

(Source: Asher, 1994: 642)

1.3 Linguistic Scenario of Nepal

Despite its small size, Nepal accommodates an amazing cultural diversity comprising linguistic plurality. The 2001 census has identified nearly 92 languages spoken as mother tongues. Besides, a number of languages have been reported as unknown languages (CBS, 2001) which need to be precisely identified on the basis of field observation and its analysis. Nepal is a multiethnic nation including various ethnic and religious communities. Its ethnic and religious diversity is coupled with its linguistic plurality. Most of these living languages do not have their own written scripts. They have spoken forms only. The languages spoken in Nepal can be divided into four groups which are given below:

1.3.1 Indo Aryan Group

This group includes the following groups

Nepali	Megahi
Maithili	Mamadi
Bhojpuri	Kumal
Awadi	Darai
Tharu	Majhi
Raj bansi	Bote
Danuwar	Hindi
Bengali	Chureti

1.3.2 Tibeto-Burman Group

Dura	Kaike
Gurung	Bahing
Limbu	Sang-Pang

Thakali	Sunwar
Ghale	Newar
Haya	Magar
Chamling	Sherpa
Baulua	Thami
Chepang	Dhimal
Yakkha	Thulung
Khaling	Chhantyal
Tibetan	Dhami
Yholmo	Nachhiring
Tamang	Jirel
Pahari	Dungmali
Chhiling Lhami	Lepchar
Bhujel Kagate	Tilung Lepcha

1.3.3 Dravidian Group

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

1.3.4 Astro-Asiatic Group

Satar (Santhali) is the only language in this family. It is spoken in Jhapa district of the eastern part of Nepal.

This family has other branches, viz

- Mon –Khmer and
- Munda

(Source: Toba, 2003: 15-6)

According to the degree of endangerment, each of these languages have been categorized in one of the seven levels which are as follows.

- i. Safe languages – Newar, Limbu, Magar, Tharu, Tamang, Bantwa, Gurung, Rajbansi, Tibetan, Sherpa, Khaling, Kham.
- ii. Almost safe language – Chamling, Santhali, Chepang, Danuwar, Jhangar, Thangnsi, Kulung, Dhimal, Yakkha, Thulung, Jenpang, Darai, Dolpo.
- iii. Potentially endangered languages – Kumal, Thakali, Chantyal, Dumi, Jire, Asthupariya, Mugali, Bethare.
- iv. Endangered languages – Dura, Umbule, Puma, Yholmo, Nachiring, Meche, Pahari, Lepcha, Bote, Bahing, Kou, Raji, Hayu, Byansi, Yampju, Ghale, Khariya, Chhiling, Lohonung, Sunwar, Majhi, Bhujel.
- v. Seriously endangered languages – Kaike, Raute, Kijan, Churauti, Baram, Tilung, Jerung, Narphu.
- vi. Moribund Languages – Lhomi, Sam, Kagate, Koche, Kusunda, Ling Khim, Chhitang, Lhomi.
- vii. Extinct or nearly extinct languages – Bayhansi, Chonkha, Longaba, Sambya, Pongyong Chukwa, Bungla, Valing

(Source: Yadav and Bajracharya, 2005: 29-30)

1.4 The Dura Language: An Introduction

The Dura language is one of the endangered languages of Nepal belonging to Tibeto-Burman branch of language. The term 'Dura' entails both the language and the people who are the indigenous nationalities and the inhabitants of southern belt of Lamjung known as Duradada and have now scattered ideally throughout the twelve districts of Nepal. The Dura

language is originally highest and purest among the elderly Gurung of Pokhari Thok of Amdada Lamjung.

Historically speaking, the Dura nationalities heralded from the western part of Nepal. Dullu was the ancestral home of the Dura people. During the period of tiny principalities, there were the kings of Dulal dynasty at Dullu in Dailekh. Later on, they moved to Rudrabhot which is located amidst Manang and Mustang. They settled down there for sometime. In course of migration, they arrived in Lamjung and settled down there. The same Dulal people were known as the Dura after they came to settle down in Lamjung because they came from the Tibeto-Bodish belt of Rudrabot. The name "Rudra-ra" came to be Dura after the deletion of 'Ru'. The same people are known as Dura.

The Dura constitutes 3397 numbers of population of the country's total population. The Dura are densely lived in the periphery of Dura Dada, Bhagu. Turlungkot, Khajegoun; Kanesuara, Baspani, Neta, Tandrang, Kancha; Bardhan. Hadi Khola, Bhoretar of Lamjung and Sisaghat, Ramche Dharapani and different parts of country and involved in various professions like farming; government offices and private organizations. Anyway, their main occupation is agriculture. But new generation has been involved in teaching profession as well. Many Dura people have joined the British, Indian and Nepali armies and have been far away to England, Australia, Malaysia and Hongkong.

The clans in the Dura is very important with regards to marriage as well as in other relationship. There are six sub castes division in the Dura whereas only five gottras (origination). The six caste divisions are Dhingal, Pache, Dorde, Punhi, Kasha and Puhi. Dorde and Dhingal are in line of Kousila origination. Kyacha is in line of Kashika. Pahi comes under Atreya whilst Thansige Punhi falls on Sirdhum. At last, Bashpani

Puhi is in the line of Dhanajaya origination. Dhingal; Pache and Dorde can marry the daughters of Punhi and Kaucha clans, vice versa. They practice exogamous Thar system. Many ethnic Dura are effectively bilingual.

Childbirth occurs in most cases in the father's home. The mother is assisted by her own mother, mother-in-law and some other experienced women of the village. In average, the two types of marriage are practiced, the arranged marriage and love marriage. With the institution of rodighar, young boys and girls get the opportunity to spend a greater deal of time, relatively with the opposite sex. There exist widow's marriage system. The widower often form union with their deceased wife's sister. In this circumstances, a wedding need not take place rather the sister merely moves into the house and establishes residency. During the time of death; the Dura who are Hindus, use Brahman priest and who are Buddhist Dura use Lama.

1.5 Importance of Grammar

Grammar is one of the three levels of language analysis. The other two are phonology and semantics. Grammar is the rules in a language for changing the form of words and combining them into sentences. O' Grady et al. (1997:676) define grammar as "the mental system of rules and categories that allows humans to form and interpret the word and sentences of their language." Likewise, Richards et al. (1999:161) define grammar as "a description of the structures of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language". To sum up, grammar is a tool to produce correct sentences in terms of the language rules. In other words, it is a means to improve accuracy in the use of language.

Grammar consists of morphology and syntax. Morphology is the system of categories and rules involved in word formation and interpretation whilst syntax is the grammar of sentences. The researcher's concern is one of the parts of morphology i.e word. Word is the smallest free form found in language. Broadly, word can be divided into two classes, viz, major word class and minor word class. Major word classes are also known as full words, content words, lexical words, whereas minor word classes are also known as closed types words, function words, grammatical words, structural words. Major class words belong to the major classes (parts of speech): nouns, verbs, adjectives and adverbs. Minor word classes (parts of speech) include articles, prepositions, pronominals, determiners, conjunctions, auxiliary verbs, etc.

1.6 Pronominal: An Introduction

Pronominal is a term used in transformational grammar to refer to a rule which replaces a lexical noun phrase with a pronominal. Pronominals are free forms (as opposed to affixes) that function alone to fill the position of a noun phrase in a clause. They normally have all distributional properties of noun phrases (Payne, 1997:44). Putting the same thing another way, pronominals are words which can function as a whole noun phrase (e.g. in being subject or object of clause) or as the head of noun phrase, many of them function as substitute or replacement for noun phrases in the context. In the majority of cases, a pronominal function as a whole noun phrase and therefore does not have any determiner or modifiers (Leech and Savitric 1994:335).

Pronominals are usually treated as forming one word class with several sub classes. There are some characteristics of pronominals that can be briefly discussed here. Semantically, pronominals may be pro-form. Furthermore, it may stand for a very general concept. For instance,

'somebody' that indicates a broad class of people including a girl, a man. Syntactically, most pronominals function like noun phrases than nouns. They combine in only a limited way with determiners and modifiers. Morphologically, unlike noun, pronominals have following features:

- I. Case-There is contrast between subjective and objective cases: I/me, she/her, who/whom.
- II. Person-There is a contrast between first person, second person and third person for instance, I,/you/ he.
- III. Gender-There are overt grammatical contrasts between (i) personal and non-personal gender and between (ii) masculine and feminine gender.
- IV. Number-There are morphologically unrelated number forms as in i/we, he/they as opposed to the typical regular formation of noun phrases girl/girls.

Inventory Feature of Some Pronominals can be shown below

I = +ego-tu, +one+human+def.

We = +ego-tu, -one+human+def.

Or

+ego+tu, -one+human+def.

You = -ego+tu, +one+human+male+def.

He = -ego-tu, +one+human+male+def.

She = -ego-tu, +one+human-male+def.

This = -ego-tu, -one-male+def.

It = -ego-tu, -one-human +def.

Someone = -ego-tu, +one+human -def.

Something = -ego-tu, +one-human -def.

(Source: Varshney 2003:226)

Diagram No. 3
Types of Pronominals

(Source: Aarts and Aarts, 1986)

1.7 Contrastive analysis: An overview

Contrastive analysis is a branch of applied linguistics which compares two languages typologically in order to find out the points of similarities and differences between them. CA was initiated and developed in the late 1940s and 50s by C.C. Fries and Robert Lado. Credit of comparing languages goes to CA. In short, CA is concerned with how a monolingual becomes bilingual. Comparison can be done between two languages and between two dialects which are called interlingual and intralingual comparison respectively and comparison can also be done in different levels of language viz. phonological, morphological, syntactic and discourse levels as well.

CA hypothesis based on behaviouristic psychology can be summarized in the following way. (Based on Prof. Sthapit's class lecture, 2006)

- i. Difference between the past and present learning causes hindrance whereas the learning is facilitated by the similarity between the past learning and the present learning.
- ii. Hindrance leads to difficulty in learning whereas facilitation leads to ease in learning.
- iii. Learning difficulty, in turns leads to errors in performance whereas learning ease leads to errorless performance.

Contrastive analysis has two significant functions, primary and secondary functions. The primary function is the predictive function whilst the secondary function is the explanation of the sources of errors committed by the second language learners. Contrastive analysis has two aspects. They are linguistic aspect and psychological aspect. Linguistic aspect deals with the theory to find some features quite easy and some

other extremely difficult. Psychological aspect deals with the theory to predict the possible errors made by second language learners.

Linguistic component of contrastive analysis is based on the following aspects.

- Language learning is matter of habit formation.
- The state or mind of L₁ and L₂ learners is different. The mind of an learner is tabula rasa whereas that of an L₂ learner is full of L₁ habits
- Languages are comparable.

Psychological component of CA, which is also known as Transfer Theory, is based on the fact that past learning affects the present learning. If it facilitates learning it is positive transfer. But if it hinders new learning it is called negative transfer.

To sum up, CA helps the language teachers like us in showing the areas of differences between the two languages, identifying which areas are more difficult for the learners, also explaining the sources of errors in their performance. For these, it therefore suggests on what areas the teacher should concentrate much and determines the areas that the learners have to learn with greater emphasis. It helps in designing teaching/learning materials and remedial courses for those particular areas that need more attention. Thus, CA is pedagogically important in teaching/learning activities.

1.8 Review of Related Literature

Phyak (2004) has conducted a research entitled '*English and Limbu pronominals; A linguistic comparative study*'. He has found that Limbu has more complex pronominal system than English. Limbu personal and possessive pronominals are categorized under three numbers: singular,

dual and plural but in English, there are only two numbers i.e. singular and plural.

Lama (2005) has carried out a research on '*English and Tamang Pronominals: A Comparative Study*'. His principal objective was to compare and contrast pronominals systems of English and Tamang languages. He found that the existence of inclusive and exclusive pronominals for the first person personal pronominals in plural number in the Tamang language which are lacking in the English language. He also pointed out that Tamang possesses the second person honorific and non-honorific personal pronominals that do not exist in English.

Chaudhary (2005) has conducted a research on '*Pronominals in Tharu and English Languages: A Comparative Study*' and his main objective was to find out similarities and differences between pronominals in the English and the Tharu languages. The study shows that both the languages have more or less similar number of pronominals except for a few more words in the Tharu language due to the existence of alternative words. Tharu has the same pronominals for masculine and feminine gender.

Bhat (2005) has carried out research entitled '*Pronominals in English and Raji Language: A Comparative Study*' The main purpose of the study was to determine Raji pronominals and to find out similarities and differences between English and Raji pronominals. His finding was that Raji language has more number of pronominals than that of English language. Raji pronominals have affixation system but this system is lacking in English language. Raji language has some honorific pronominals especially used for kinship relation.

Rai (2005) has carried out a research work on '*Pronominals in English and Chhintang Rai Languages. A Linguistic Comparative Study*'.

The main purpose of study was to determine pronominals in Chhintang Rai and to compare and contrast Chhintang pronominal with those of English. He found that Chhintang has more number of pronominals in comparison to English and they are more complex than those of English. Chhintang has the existence of inclusive pronominals for the first person personal pronominals which doesn't exist in English language.

Sharma (2006) has carried out research on *'English and Bajjika Pronominals: A Comparative Study*. 'She found that Bajjika language has more complex pronominal system than English. Similarly, there is no use of pronominals for male and female in the Bajjika language. Formation of normative, possessive and objective cases are irregular in English. But they are systematic in the Bajjika language. English language has no honorificity. There is honorific in the Bajjika language.

No comparative study on the pronominal in English and Dura has been carried out yet so far. Hence, this research is being undertaken to compare pronominals in English and Dura as a new adventure in itself.

1.9 Objectives of the Study

The proposed study has the following objectives:

1. To find out Dura pronominals in relation to English.
2. To find out similarities and differences between Dura and English pronominals.
3. To enlist some pedagogical implications.

1.10 Significance of the Study

- a) This is a fresh research work on Dura language in the faculty of education, department of English. Thus, this will be valuable work for the department.
- b) The linguists, grammarians, researchers, students, teachers and textbook writers will also be benefited from the present study.

c) This will have commendable contribution for policy makers in the linguistic scenario.

1.11 Definition of Specific Terms

First language	A person's mother tongue or the language acquired first.
Second language	A language which is other than one's mother tongue used for a special purposes such as for education, government.
Species-specific	A Property of language which refers that human mind has inborn or innate capacity to acquire language.
Language Acquisition Device	The capacity to acquire one's first language when this Capacity is pictured as a sort of mechanism or apparatus.
Rodi-ghar	A social institution where people gather in the evening to sit, sing and talk together. It is common in Magar, Gurung and Dura communities living in western hills of Nepal.
Safe Language	Language which share inter-generational language transmission, has a large number of speakers high rate of language retention, development of materials for language education and literacy.
Endangered language	Language that is united by a small size of elderly and sometimes adult speakers and is no longer spoken by their children.
Moribund language	Language which is left with a handful of mostly elderly speakers and is on the verge of extinction.

CHAPTER - TWO

METHODOLOGY

The following methodology was adopted while conducting the research.

2.1 Sources of Data

The researcher used both primary and secondary sources of the data.

2.1.1 Primary Sources

The primary sources of data were the native speakers of the Dura language.

2.1.2 Secondary Sources

The researcher studied and consulted the books, journals, theses, documents, etc. for secondary sources of data. He consulted mainly books by Larsen- Freeman (1983); Nagila (2007); Quirk et al.(1985); Aarts and Aarts (1986) and Varshney (2003).

2.2 Population of the Study

The native speakers of the Dura language were the population of the study. All the informants who participated in the study were from Chandreswore and Duradada VDCs of Lumjung district and Pokhara sub-metropolitan city of Kaski district. There were 20 people from each selected place. Furthermore, 10 illiterate and 10 educated people were included in the study from each selected place. There were also equal numbers of male and female in the study.

2.3 Sample population and sampling procedure

Sample population of study consisted of 60 Dura native speakers on the basis of age (above 15 years) and Educational background and

Gender. Under Educational background, there were two groups i.e. illiterate and educated. Those who were unable to read and write were considered as illiterate. Likewise, informants with academic qualification above S.L.C. were taken as educated. The researcher adopted the stratified random sampling procedure for selecting sample population which is given below:

Table No: 1

Sample population and sampling procedure

Place	Educational background	Criteria		Numbers of population
		Gender		
		Male	Female	
Chandrewore VDC	Illiterate	5	5	10
	Educated	5	5	10
Duradada VCD	Illiterate	5	5	10
	Educated	5	5	10
Pokhara metropolitan city	Illiterate	5	5	10
	Educated	5	5	10
Total				60

2.4 Tools for data collection

The researcher used structured interview schedule for selected illiterate informants and questionnaire for the educated ones as a research tool to collect the data from the selected Dura native speakers.

2.5 Process of data collection

First of all, the researcher piloted the interview schedule and questionnaire with the help of some educated Dura native speakers. Then, he visited selected places and established a close rapport with them. He told the Dura native speakers about the objectives of his research and its significance. After that, he took oral interview in terms of interview schedule and the interview was recorded using paper and pen technique

in the written form. Likewise, he handed the questionnaire to the selected educated informants and asked them to write their own responses clearly. At last, he thanked them for their invaluable help after interview and return of questionnaire. Dura pronominals were elicited on the basis of English pronominals.

2.6 Limitations of the Study

- The present work was limited to the pronominals section of parts of speech.
- Only 60 Dura people were consulted for the study.
- The study was primarily based on some grammar books.
- The study followed the descriptive method.
- The primary data were collected with the help of both the structured interview schedule and questionnaire.

CHAPTER – THREE

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the presentation, analysis and interpretation of the collected data in the research field. The required data from the respondents were collected, rechecked and tabulated in order to achieve the set objectives of the study. Moreover the similarities and differences between English and Dura pronominals have been shown with the help of tables and illustrations. The data has been analyzed on the basis of the following points.

- Personal pronominals
- Possessive pronominals
- Demonstrative pronominals
- Relative pronominals
- Reflexive pronominals
- Interrogative pronominals
- Indefinite pronominals

3.1 Presentation, Analysis and Interpretation of the Personal Pronominals

Personal pronominals denote to speakers, hearers and objects or persons being talked about. They are marked for person (1st person, 2nd person and 3rd person) and also (with exception of 'you' and 'it') for case (subjective case, objective case, genitive case and dative case) and number (singular and plural). The third person singular personal

pronominals are also marked for gender (masculine, feminine and neuter).

Table No. 2

Personal Pronominals in English

Person	Case	Number		
		Singular		Plural
1 st person	Subjective	I		We
	Objective	Me		Us
	Dative	Me		Us
	Genitive	Mine		Ours
2 nd person	Subjective	You		You
	Objective	You		You
	Dative	You		You
	Genitive	Yours		Yours
3 rd person	Subjective	Masculine	He	They
		Feminine	She	
		Neuter	It	
	Objective	Masculine	Him	Them
		Feminine	Her	
		Neuter	It	
	Dative	Masculine	Him	Them
		Feminine	Her	
		Neuter	It	
	Genitive/possessive	Masculine	His	Theirs
		Feminine	Her	
		Neuter	Its	

(Source: Aarts and Aarts, 1986: 49)

Table No. 3

Personal Pronomials in Dura

Person	Case	Number		
		Singular	Plural	
1 st person	Subjective	Νι	Ναψρο/ Ναψροδομο/ Ναρο	
	Objective	Ναρε	Ναψρορε	
	Dative	Ναυι	Ναψρουι	
	Genitive	Νιυι	Ναψρουι	
2 nd person	Subjective	υο	υοδομο	
	Objective	υαρε	υοδομορε	
	Dative	υαυι	υοδομουι	
	Genitive	υαυι	υοδομουι	
3 rd person	Subjective	Masculine	ηυι	ηψαροδομο
		Feminine	ηυι	
		Neuter	ι/ιδ	
	Objective	Masculine	ηυιρε	ηψαροδομορε
		Feminine	ηυιρε	
		Neuter	ιρε	
	Dative	Masculine	ηυιυι	ηψαροδομουι
		Feminine	ηυιυι	
		Neuter	ιυι	
	Genitive/possessive	Masculine	ηυιυι	ηψρουι/ηψαροδομουι
		Feminine	ηυιυι	
		Neuter	ιυι	

3.1.1 Similarities and Differences Between English and Dura Personal Pronominals

The above tables vividly show that Dura Pronominals have suffixation system especially for objective, dative and genitive cases but this suffixation system is lacking in English language.

For instance,

English	Dura
I drink wine.	/Ni μαηψα κφυι./
Ram made me insane.	/ραμ Ναρε πακαλ υδο./
My buffalo died yesterday.	/Nινι μαι το σικηαιδα./

English has the same form 'you' used as second person pronominals for both singular and plural and it is also used for subjective, objective and dative case whereas Dura has different or separate pronominals for different numbers and cases.

For instance,

English	Dura
You are reading. (singular)	/νο παδι δυ μυ./
What do you want? (plural)	/νοδομο ναδε χηαηιτιβα./
I tell you something. (singular objective case)	/νιγε νορε ηαδεπο χηυβα./

A significant point to note here is that suffix '-νι' is used for dative genitive case markers. Likewise '-δομο' is plural marker of Dura pronominals. Both these two systems are not found in English.

English has separate pronominals for male and female whilst Dura has the same pronominal for both male and female.

For instance,

English	Dura
He eats rice.	/ηυι βηακα χ#οβα./
She fears of tiger.	/ηυι χηιτυωανι μουνα./

As I have mentioned above, /i/ is used to denote third person singular for neutral and /hyarodomō/ in the third person plural for all genders.

For instance,

English	Dura
It is a rat.	/ι καυ λε./
The always go to hospital.	/ηψαροδομο σαδηαι ασπαλ κηαιβα./

To sum up, suffix '/-vi/' is used with the basic forms to denote dative and genitive cases in singular and plural numbers. Likewise, the suffix '/-pe/' is added to form objective case with basic forms in singular and plural numbers. But in English language, there are different personal pronominals for separate cases of pronominals except second person pronominals 'You' and third person singular neutral 'it' which are clearly presented in the above tables. Anyway, such type of suffixation system is not found in English language.

3.2 Presentation, Analysis and Interpretation of the Possessive Pronominals

Possessive pronominals behave very much like corresponding genitive noun constructions. There are two sub classes of possessive pronominals: those which functions dependently, that is as determiners in the structure of the noun phrase and those which function independently, i.e. as heads of noun phrases. The various forms are listed below.

Table No. 4

Possessive Pronominals in English

Number Person	Determiner function		Pronominal function	
	Singular	Plural	Singular	Plural
1 st person	My	Our	Mine	Ours
2 nd person	Your	Your	Yours	Yours
3 rd person	His/her/its One's	Their	Hers/his/ Π^2 Π	Theirs

(Source: Freeman and Murcia, 1999:298)

Table No. 5

Possessive Pronominals in Dura

Number Person	Determiner function		Pronominal function	
	Singular	Plural	Singular	Plural
1 st person	Νινι	Νψαρονι	Νινι	Νψαρονι
2 nd person	νανι	νοδομονι	νανι	νοδομονι
3 rd person	ηυινι ινι	ηψαροδομον ι	ηυινι ινι	ηψαροδομο νι

3.2.1 Similarities and Differences Between English and Dura Possessive Pronominals

From the above tables, we can say that suffix $'\text{-νι/ἔ}$ is added to form possessive pronominals to personal pronominals in nominative case in the Dura language. They can function as determiner and pronominal. Dura has same forms for determiner and pronominal functions but English has separate forms for that.

For instance,

English

Dura

This dog is yours. /ψανι νακφυ νανι λε/ (possessive pronominal)

This is your dog. /ψανι νανι νακφυ λε/ (possessive determiner)

That shed is mine. /ηυι κεμο Νινι λε/ (possessive pronominal)

That is my shed. /ηυι Νινι κεμο λε/ (possessive determiner)

Those oxen are theirs. /ηυιδομο γηεκλαδομο ηψροδομο λε/
(possessive pronominal)

Those are their oxen. /ηυιδομο ηψροδομο γηεκλαδομο λε/
(possessive determiner)

To conclude, both English and Dura Possessive pronominals function as determiner and pronominal but the same forms are used for both determiner and pronominal functions in Dura language.

3.3 Presentation, Analysis and Interpretation of the Demonstrative Pronominals

Demonstrative pronominals imply 'pointing to' or demonstrating the object they refer to. They function as constituents of the sentences or in the structure of the noun phrase. They can be differentiated from two criteria: number and proximity.

Table No. 6

Demonstrative Pronominals in English

Proximity	Number	
	Singular	Plural
Near	This	These
Far	That	Those

In addition of these common demonstrative pronominals, 'here', 'there' and 'such' are existed in the same category while they are used to show person, place and object.

Table No. 7

Demonstrative Pronominals in Dura

Proximity	Number	
	Singular	Plural
Near	ι/ιδ/ψανι	ψοροδομο
Far	ηυι	ηυιδομο

3.3.1 Similarities and Differences Between English and Dura Demonstrative pronominals

From the above tables, it can be said that both languages have demonstrative pronominals to refer to near and far relationships and singular and plural numbers as well. It is interesting to note that '/-δομο/' is suffixed to form plural demonstrative pronominals in singular demonstrative pronominals for both near and far relationships but such type of system is not found in English language.

For instance,

English	Dura
This is a red car.	/ι/ιδ/ψανι καρ χηαπλι λε (Near)
That is a book.	/νυι κιταβ λε/ (Far)
Those are new houses.	/ηυιδομο κατχ ^η ο κφυδομο λε./ (Far)
These are good boys.	/ψοροδομο αλερεδομο χηευνι λε/ (Near)

From the above examples, it is crystal clear that in English, subject, plays as a structural role to determine verb according to the choice of

singular and plural demonstratives but there is no number, gender and person agreement to the verbs in the Dura language. Putting the same thing another way, 'This' and 'That' determine 'is' as an auxiliary verb whereas 'These' and 'Those' determine 'are' as an auxiliary verb. But such type of system is not found in the Dura language. The auxiliary verb '/-λɛ/' is used for both singular and plural numbers.

3.4 Presentation, Analysis and Interpretation of Relative Pronominals

Relative pronominals relate to its antecedent. They are always placed at beginning of the clause, whether it is subject, complement, adverbial, post modifier or prepositional complement.

Table No. 8

English Relative Pronominals¹

	Restrictive		Non-restrictive	
Subjective case	Personal	Non-personal	Personal	Non-personal
	Who	Which	Who	Which
	That	That		
Objective case	Whom	Which	Whom	
	That	That		
	Zero	Zero		
Genitive case	Whose			

(Source: Quirk et al. 1985: 366)

For instance, Ram, who is a teacher lives, in Kathmandu.

The book which you ordered last month has arrived.

Table No. 9

Dura Relative Pronominals¹

	Subject		Object	Possessive
	Singular	Plural		
Person	συ	συδομο	συρε	συνι
	ησι	ησιδομο	ησιρε	
Things	κανι		κανιρε	
	ησι		ησιρε	

Other Dura Relative Pronominals Equivalent to English

English	Dura	
	Singular	Plural
What	/ηαδε/	/ηαδεδομο/
Why	/ηαμαιε/	
Where	/καλα/κφλ/	
How	/κοδο/κυδινι/	

3.4.1 Similarities and Differences Between English and Dura Relative Pronominals

Analyzing the above tables, it is concluded that both languages have relative pronominals for person and things but there is no suffixation in English for objective and possessive cases. Furthermore, English language has only one form of relative pronominal 'where' but Dura has two alternative forms i.e. '/καλα/ε and '/κφλ/ε for it. Likewise, English has both restrictive and non-restrictive relative pronominals whilst Dura

has only one i.e. restrictive relative pronominals. The following examples classify the above findings.

English The boy who is reading is my brother.

Dura /αλερε συ παδιδυμυ Νιτι βηαι λε./

English The girl whose hair is black is my sister.

Dura /αιρι συτι παδε κψαπλοπο ητι Νιτι βαηιτι πο/

English That chair where I sat is made of wood.

Dura /ητι κυρχ#ι καλα/κ ςλ Νιγε νυδανα σιτι βανιδα./

English The star which dropped disappeared.

Dura /ταρα κιτι καχ#ολα ητιδα βιλενικηαι δα/

3.5 Presentation, Analysis and Interpretation of Reflexive Pronominals of English and Dura Languages

This type is one in which the action done by the subject turns back upon the subject. Reflexive pronominals end with 'self' (singular) and 'selves' (plural). These suffixes are added to the determinative possessive forms for the 1st and 2nd person and to the objective form for the 3rd person.

Table No. 10

Reflexive Pronominals in English

Person	Number	
	Singular	Plural
1 st person	Myself	Ourselves
2 nd person	Yourself	Yourselves
3 rd person	Masculine himself	Themselves
	Feminine herself	
	Neuter itself	

(Source: Aarts and Aarts, 1986:50)

For example, I ran myself.

 We saw an accident ourselves.

 Neeta will go herself

Table No. 11

Reflexive Pronominals in Dura

Person	Number	
	Singular	Plural
1 st person	Νιπηαιε	Νψαροπηαιε
2 nd person	νοπηαιε	νοδομοπηαιε
3 rd person	Masculine ησιπηαιε	ηψροδομοπηαιε
	Feminine ησιπηαιε	
	Neuter iphaie	

3.5.1 Similarities and Differences between English and Dura Reflexive pronominals

From the above tables, we can say that both languages have reflexive pronominals and these pronominals do not have the structural role to change the forms of verbs. But there is difference between two languages in pluralization process of reflexive pronominals. It means that suffix '-self' is used to make singular and '/-selves/' for plural in English but only one suffix '/πηαιε/' is used to form reflexive pronominals for both singular and plural in Dura. Likewise, 'self' and 'selves' are suffixed with determinative possessive forms for the 1st and 2nd person and to the objective form for the 3rd person.

But in Dura '/πηαιε/' is suffixed with personal pronominals in subjective case to reflect the action done by subject. Further more, base forms determine whether singular or plural reflexive pronominals in Dura whilst suffixes determine whether singular or plural reflexive pronominals in English. The following examples clarify the above interpretation.

For instance,

English	Dura
I play myself.	/Νιπηαιε καριβα./
Think yourself.	/σοχ#ει νοπηαιε./ (singular)
Write yourselves.	/ηαπρι νοδομοπηαιε./ (plural)
	He digs himself.
	/ησιπηαιε δαυβα./
The stone broke itself.	/κανυ απηαιε πηυδα./
They read themselves.	/ηψροδομπηαιε παδιβα./

3.6 Presentation, Analysis and Interpretation of English and Dura Interrogative Pronominals

Interrogative pronominals are used to introduce direct Wh-questions. They are used for asking questions about the subjects or objects.

Table No. 12

English and Dura Interrogative Pronominals

English	Dura	
	Singular	Plural
Who	συ	συδομο
Whose	συνι	
What	ηαδε	ηαδεδομο
When	κομο	
Where	καλα/κφλ	
How	κυδινι/κοδο	
Why	ηαμαιε	

From the above table, it is found that both languages have interrogative pronominals. In Dura, there are two plural forms interrogative pronominals for persons and things viz '/συδομο/' and '/ηαδεδομο/' respectively but in English, there is no such type of pluralization. Likewise, there are alternatives for interrogative pronominals '/καλα/ε ε/ κφλ/ε φορ 'where' and ε/κυδινι/ε ε/κοδο/ε for 'how' in Dura and English respectively.

For instance,

English	Dura
Who went to market?	/συ βαζαρ κηαιβα?/ (singular)
Who wrote books?	/συδομο κιταβδομο ηαπριδα?/ (plural)
What do they read?	/ηψροδομο-γε ηαδε παδιβα?/ (singular)
What do they read?	/ηψροδομο-γε ηαδεδομο παδιβα?/ (plural)
Where did Shyam go yesterday?	/σηψαμ τυ κφλ/καλα κηαιδα?/
How are you?	/νοδομορε κυδινι/κοδο λε/

3.7 Presentaion, Analysis and Interpretation of English and Dura Indefinite Pronominals

Indefinite pronominals occur as compound forms. They all are written in as single words, except for the phrase no one. They are, in logical sense, quantitative; they have universal or partitive meaning, and corresponding closely to determiners of the same or of similar form.

Table No 13

Major indefinite pronominals and determiners in English

	Number	Function	Count		Noncount
			Personal	Nonpersonal	
Universal	Singular	Pronoun	Everyone	Everything	(it all)
			Everybody		
		Each			
	Determiner	Every	Each	All	
	Plural	Pronoun	(they all/both)		
		Determiner	All/both		
Assertive	Singular	Pronoun	Someone	Something	Some
			Somebody		
	Determiner	A(n)			
	Plural	Pronoun and determiner	Some		
Nonassertive	Singular	Pronoun	Anyone	Anything	
			Anybody		
	Determiner	Either		Any	
	Any				
	Plural	Pronoun and	Any		

		determiner			
Negative	Singular	Pronoun	No one	Nothing	None
			Nobody		
		None			
	Pronoun and determiner	Neither			
Plural	Pronoun	None			
Singular or plural	Determiner	No			

(Source: Quirk et al. 1985: 377)

More specifically, English and Dura indefinite can be presented in the following table class of indefinite

Table No. 14

Indefinite pronominals in Dura and English

	Classes of indefinite pronominals	Assertive	Non-assertive	Negative	Universal
		Some	Any	No	Every
Personal reference	One	ποποτε	συιποτε	ποτεμυνι	-
	Body	ποβρο	συβρο	βρομυνι	-
Non personal reference	Thing	ηαδεπο	συηαδε	ηαδεμυνι	-

3.7.1 Similarities and Differences Between English and Dura Indefinite Pronominals

Studying above tables, it can be said that both languages have indefinite pronominals but they are different in certain premises. In English, there are four types (universal, assertive, non-assertive and negative) but in Dura there are only three viz assertive, non-assertive and negative. Likewise, English Indefinite pronominals have determinative and pronominal functions but the Dura language has only pronominal function of indefinite pronominals.

For instance,

English	Dura
I know something.	/Nιγε τηαηαπο ηαδεπο?/
Nothing is there.	/ηαδεμυνη ψανη λε./
You (pl) can eat anything.	/νοδομο συηαδε χ#οβα πο./
Nobody wrote it.	/βρομυνη ι ηαπριδα./

3.8 Comparison of English and Dura Pronominals in terms of Convergence and Divergence

a) Mono English

Multi Dura

	/no/ (sg)
	/nodomo/ (pl)
i) You	/nare/ (singular objective case)
	/nani/ (singular dative case)
	/nodomore/ (plural objective case)
	/nodomoni/ (plural dative case)
	/Nψαπο/ (Alternatives)

ii) We	/Ναρο/ /Νψαροδομο/
iii) It	/i/ (Alternatives) /ιδ/
iv) What	/hade/ (sg) /ηαδεδομο/ (pl)
v) How	/su/ (sg) /συδομο/ (pl)
vi) Where	/kala/ (Alternatives) /κ φ λ/
vii) How	/kodo/ (Alternatives) /κυδινι/
vii) That	/hui/ (sg) Relative Pronominal /ηυιδομο/ (pl) /i/ (Alternatives)
ix) This	/id/ /ψανι/

b) Multi English

Mono Dura

She	/hui/ (subjective case)
He	
Her	/huire/ (objective case)
Him	
Him	/huini/ (Dative case)
Her	
His	/huini/ (Possessive case)

Her

In the above subheading 'a', one English pronominal and its correspondence more than one Dura pronominals are presented with the help of arrows. Further more, context of occurrence of pronominals of the Dura language is mentioned. Similarly, in 'b', one Dura pronominal and its correspondence more than one English pronominal presented and context is also mentioned.

CHAPTER - FOUR

FINDINGS, RECOMMENDATIONS AND PEDAGOGICAL IMPLICATIONS

4.1 Findings of Present Study

The major findings of this research are as follows:

a. Personal Pronominals

Dura

Subjective case	/Ni/
Objective case	/Nare/
Subjective case	/Nyaro/ /Narodomo/ /Naro/
Objective	/Nyare/ /Narodomore/ /Nare/
Subjective case	/no/ (sg) /nodomo/ (pl)
Objective case	/nore/ (sg) /nodomore/ (pl)
Subjective case	/hui/
Objective case	/huire/
Subjective case	/i/ /id/
Objectives case	/ire/ /idre/
Subjective case	/hyarodomo/
Objective case	/hyarodomore/

- I. Personal pronominals are categorized under three persons i.e. 1st, 2nd and 3rd and two numbers i.e. singular and plural in both languages.
- II. Dura first person plural pronominal has alternatives like '/Ναψρο/' '/Νψρο/' '/Ναψροδομο/' but in English, there is no alternative forms of that.

- III. English has separate third person pronominals for male and female i.e. 'he' for male and 'she' for feminine but Dura has same pronominal '/ηυι/ə' for both male and female.
- IV. In English, the second person pronominal 'you' is used for both singular and plural numbers and same form 'you' is used for different cases such as nominative, accusative and dative but the Dura language has different second personal pronominals for different numbers and cases.

b. Possessive Pronominals

Dura

/Nini/ /Nyaroni//Naroni/ /Narodomoni/ /nani/ /nodomoni/ /huini/
/ini/ /idni/ /hyarodomoni/

- I. Possessive pronominals are categorized under three persons 1st, 2nd and 3rd and two numbers i.e. singular and plural in both languages.
- II. The suffix '/-vι/' is inserted with subjective personal pronominals to form possessive pronominals but in English, there are different pronominals for different functions.
- III. Both languages have possessive pronominals which function as possessive determiner and pronominal function. Furthermore, the English language has different forms of pronominals for separate function but Dura has the same forms for both the functions.

c. Demonstrative pronominals

Dura

/i/ /id/ /yani/ /hui/ /yorodomo/ /huidomo/

- I. Both Dura and English demonstrative pronominals can be seen from two perspectives: distance and number.
- II. The English language has structural role to determine verbs according to the choice of singular and plural numbers of demonstrative pronominals but such type of system is not found in the Dura language.

d. Relative Pronominals

Dura

*/su/ /sudomo/ /hui/ /huidomo/ /sure/ /suni/ /kani/ /hade/ /hadedomo/ /kala/
/kø1/ /kudini/ /kodo/*

- I. The English language has both restrictive and non-restrictive relative pronominals whereas the Dura language has only restrictive relative pronominals.
- II. Both languages have relative pronominals for persons and things but there is no suffixation in English for objective and possessive cases.
- III. Both languages have relative pronominals. In Dura, there are two plural forms of relative pronominals for persons and things, viz, *'συδομο'* and *'ηαδεδομο'* respectively but in English, such type of system is not available.

e. Reflexive Pronominals

Dura

/Niphaie/ /Nyarodomophaie/ /nophaeie/ /nodomophaie/ /huiphaie/
/iphaie/ /hyarodomophaie/

- I. Reflexive pronominals are categorized under three persons i.e. 1st, 2nd and 3rd and two numbers i.e. singular and plural in both languages.
- II. Both English and Dura have reflexive pronominals and in English, '-self' and '-selves' are suffixed with personal pronominals to form reflexive pronominals but in the Dura language, '/πηαιε/' is suffixed with personal pronominals in subjective case to reflect the action done by subject.

f. Interrogative pronominals

Dura

/su/ /sudomo/ /suni/ /hade/ /hadedomo/ /kala/ /kɔl/ /kudini/ /kodo/
/hamaie/

- I. The English language has only one form of interrogative pronominals 'where' to refer to place but Dura has two alternatives i.e. '/kala/', '/kɔl/' and similarly, another interrogative pronominal 'how' has also two alternatives i.e. '/kodo/', '/kudini/'.
- II. Both languages have interrogative pronominals. In Dura, there are two plural forms of interrogative pronominals for persons and things, viz, '/συδομο/' and '/ηαδεδομο/' respectively but in English, such type of system is not available.

g. Indefinite pronominals

Dura

/popote/ /suiopote/ /potemuni/ /hadepo/ /subro/ /bromuni/ /hadepo/
/suhade/ /hademuni/

- I. English has more indefinite pronominals than Dura. English indefinite pronominals can be classified into four categories: universal, assertive, non assertive and negative but in the Dura language, only three categories are found named assertive, non-assertive and negative.
- II. English indefinite pronominals have determinative function and pronominal function whereas Dura indefinite pronominals have only pronominal function.

h. Other findings

- I. The Dura language has more number of pronominals than that of the English language due to presence of suffixation, pluralization in some relative and interrogative pronominals and some alternatives found in the Dura language, which are clearly presented in each type of pronominals in the above pages.
- II. It is worth pointing that Dura pronominals have suffixation but this system does not exist in the English language.
- III. It is noteworthy to add that suffix /'δoμo/ə is plural marker in Dura pronominals whereas there is no such type of system found in the English language.

4.2 Recommendations and Pedagogical implications

On the basis of the findings, obtained from the analyses and interpretation of the collected data, the salient pedagogical implications with some recommendations have been suggested as follows:

a. Personal pronominals

- I. Personal pronominals are categorized under three persons i.e. 1st, 2nd and 3rd and two numbers i.e. singular and plural in both languages. So, this similarity should be taken into considerations while teaching the Dura native speakers.
- II. Dura first person plural pronominal has alternatives like '/Ναψρο/' '/Νψρο/' '/Ναψροδομο/' but in English, there is no alternative forms of that. Therefore, this difference should be clear to the Dura native speakers while teaching English pronominals system to them.
- III. The English language has only one second personal pronominal i.e. 'You', which is used for all numbers and subjective, objective and dative cases whilst Dura has distinct second personal pronominals for that. The teacher should teach that the English language has only one second personal pronominal whereas Dura has separate second personal pronominals for different numbers and cases. Thus, special attention should be given for that difference.
- IV. The English language has different third person singular personal, pronominals for masculine and feminine genders, on the contrary, Dura has only one third person singular personal pronominal for those i.e. '/ηυι/'. Therefore, this difference should be clear to the Dura native speakers while teaching English pronominals system to them.

b. Possessive pronominals

- I. Possessive pronominals are categorized under three persons 1st, 2nd and 3rd and two numbers i.e. singular and plural in both

languages. So, this similarity should be taken into considerations while teaching the Dura native speakers.

- II. The suffix '/ni/' is inserted with subjective personal pronominals to form possessive pronominals in the Dura language. So, teachers and students teaching and learning the Dura language should pay special attention to this significant difference.
- III. English has different third person singular possessive for masculine and feminine genders on the contrary, Dura has only one third person singular personal pronominal for those i.e. '/ηυι/'. Therefore, this difference should be clear to the Dura native speakers while teaching English pronominals system to them.

c. Demonstrative pronominals

- I. The English language has structural role to determine verbs according to the choice of singular and plural number of demonstrative pronominals but such type of system is not presented in the Dura language. Thus, the students should be made conscious of this significant difference by giving them more practice on it.
- II. Dura and English demonstrative pronominals can be seen from two perspectives: distance and number. Therefore, this similarity should be taken into consideration while teaching the Dura native speakers.

d. Relative Pronominals

- I. While teaching relative pronominals to the Dura learners of English and English learners of Dura, the language teacher should make them clear about the fact that the English language

has not suffixation for objective and possessive cases of relative pronominals.

- II. The English language has both restrictive and non-restrictive relative pronominals whereas the Dura language has only restrictive relative pronominals. So this difference should be informed to the Dura learners of the English language.

e. Reflexive pronominals

- I. English has different third person singular reflexive pronominals for masculine and feminine genders on the contrary, Dura has only one third person singular personal pronominal for those i.e. '/ηυι/'. Therefore, this difference should be clear to the Dura native speakers while teaching English pronominals system to them.
- II. The English native speakers learning the Dura language as a foreign language should be made aware of the difference that in the Dura language, base forms of reflexive pronominals determine whether that reflexive pronominals is singular or plural.

f. Interrogative pronominals

- I. The English language has only one form of interrogative pronominal 'where' but Dura has two alternatives i.e. '/kala/', '/k ϕ l/' and similarly, another interrogative pronominal 'how' has also two alternatives i.e. '/kodo/' '/kudini/'. So, the Dura native speakers should make to clear the difference that English has no interrogative pronominals while teaching pronominals system to them.

- II. Both languages have interrogative pronominals. In Dura, there are two plural forms of interrogative pronominals for persons and things, viz, '/συδομο/' and '/ηαδεδομο/' respectively but in English, such type of system is not available. The language teacher should teach this difference while teaching English pronominals system to Dura native speakers.

g. Indefinite pronominals

- I. English indefinite pronominals can be classified under four categories i.e. universal, assertive, non-assertive and negative whereas Dura indefinite pronominals can be classified under three categories i.e. assertive, non-assertive and negative. Therefore, this difference should be taken into consideration while teaching English indefinite pronominal system to Dura native speakers.
- II. English indefinite pronominals have determinative function and pronominal function where as Dura indefinite pronominals have only pronominal function. The teacher should teach that English has two functions of indefinite pronominals whereas Dura indefinite pronominals has only one function.

h. Others recommendations and pedagogical implications

- I. Dura pronominals have suffixation system but this suffixation system does not exist in English. Therefore, the language teacher should be aware of this difference while teaching Dura and English pronominals to the English native speakers and Dura native speakers respectively.
- II. The Dura language has some alternative forms of pronominals than that of English. Thus the Dura speaking students learning

English should pay special focus on different alternatives forms of pronominals used in the Dura language. The language planners, curriculum or syllabus designers, textbook writers linguists and other concerned authorities should be more careful in designing the syllabus, writing the books and preparing other supplementary materials especially for the Dura native speaking students.

- III. Teachers should use appropriate materials to teach pronominals as far as practical during classroom teaching.

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Interview schedule

This interview schedule is prepared to accomplish a research work on **Pronominals in English and Dura Languages :A Comparative Linguistic Study** for M.Ed. Dissertation in English under the guidance of **Mrs. Madhu Neupane**, Lecturer of Department of English Education, T.U. Kirtipur. The researcher hopes that you all co-operate to accomplish this research work.

Researcher

Kasi Raj Gautam

T.U. Kirtipur, Kathmandu

Name(optional) :

Age :

Educational Status :

Sex :

Address :

How do you say the following sentences in Dura language?

1. I drink wine. म रक्सी पिउँछु ।

.....

2. I ate rice. मैले भात खाँए ।

.....

3. We are Nepalese. हामीहरु नेपाली हौं ।

.....

4. You (pl) are reading. तिमीहरु पढिरहेका छौ ।

.....

5. We are farmers. हामी किसान हौं ।

.....

6. This rabbit is hers. यो खरायो उनीको हो ।

.....

7. He made me insane. उसले मलाई बहुलाहा बनायो ।
.....
8. She fears of tiger. उनी बाघसंग डराउछिन् ।
.....
9. They always go to hospital. तिनीहरु सधैँ अस्पताल जान्छन् ।
.....
10. This is a red car. यो रातो कार हो ।
.....
11. That is a book. त्यो किताब हो ।
.....
12. Those are new houses. ती घरहरु नयाँ छन् ।
.....
13. There is no discount to the students in this hotel.
यो होटलमा विद्यार्थीहरुलाई छुट छैन ।
.....
14. Think yourselves. तिमिहरु आफैँ सोच ।
.....
15. I play myself. म आफैँ खेल्छु ।
.....
16. He digs himself. उ आफैँले खन्छ ।
.....
17. Who gave son some money? कसले छोरोलाई केही पैसा दियो ?
.....
18. What do you(sg)want? तपाईँ के चाहनुहन्छ ?
.....

19. How are you (pl)? तपाईंहरूलाई कस्तो छ ?

.....

20. Where do you (sg) stay? तिमि कहाँ बस्छौ ?

.....

21. The stone broke itself. ढुङ्गा आफै फुट्यो ।

.....

22. That chair where I sat is made of wood.

त्यो कुर्सी जहाँ म बसे काठबाट बनेको छ ।

.....

23. That man who does not work is lazy. जो काम गर्दैन त्यो अल्छी हो ।

.....

24. The man who likes dog is reading now.

जो मानिस कुकुर मनपराउछ अहिले पढिरहेको छ ।

.....

25. The man who is sitting on the chair is good.

मानिस जो कुसीमा बसीरहेको छ राम्रो छ ।

.....

26. The girl whose hair is black is my sister.

केटी मेरी बहिनी हो जसको कपाल कालो बन्छ ।

.....

27. The boy who is reading is my brother. केटो जो पढिरहेको छ मेरो भाई हो ।

.....

28. I know something. मलाई केहि थाहा छ ।

.....

29. We read nothing today. आज हामीले केही पनि पढेनौ ।

.....

30. These are good boys. यी केटाहरु राम्रा छन् ।

.....

31. Where did you (sg) go yesterday? तिमि हिजो कहाँ गएका थियौ ?

.....

32. My house is in Kathmandu. मेरो घर काठमाण्डौमा छ ।

.....

33. Perhaps that goat is his. शायद त्यो बाख्रो उसको होला ।

.....

34. I live without you. म तिमि बिना वस्न सक्छु ।

.....

35. Nothing is there. त्यहाँ केही पनि छैन ।

.....

36. This dog is yours. यो तिम्रो कुकुर हो ।

.....

37. They saw her house. तिनीहरुले उनको घर देखे ।

.....

38. That shed is mine. त्यो गोठ मेरो हो ।

.....

39. Ram and Shyam greet each other. राम र श्याम एक अर्कामा अभिवादन गर्छन् ।

.....

40. The villagers help one another. गाउँलेहरु एकआपसमा सहयोग गर्छन् ।

.....

41. Those oxen are theirs. ती गोरुहरु तिनीहरुका हुन् ।

.....

42. Are her daughters beautiful ? के उनीका छोरीहरु राम्रा छन् ?

.....

43. We read many books. हामीले धेरै किताबहरु पढ्छौ ।

.....

44. My buffalo died yesterday. मेरो भैसी हिजो मर्न्यो ।

.....

45. She knows all. उनीलाई सबै थाहा छ ।

.....

46. When does he come? उ कहिले आउछ ?

.....

47. Who went to market? को बजार गयो ?

.....

48. What do they read? तिनीहरुले के पढ्छन् ?

.....

49. Rice is eaten by me. म द्वारा भात खाइन्छ ।

.....

50. I tell you (sg) something. म तिमीलाई केहि भन्छु ।

.....

51. Rama is my favorite daughter. रमा मेरो मन पर्ने छोरी हो ।

.....

Thank you for your cooperation !