

CHAPTER-ONE

INTRODUCTION

1. 1 General Background

Language, voluntary vocal system of human communication, is a versatile tool that people use to fulfill their needs. It is the unique property which plays a vital role in differentiating human beings from the other animals.

Language is an identity of a speaker because it shows the total information about the speaker in many respects like, status, nationality, caste, ethnicity etc. through his language. Language is not only used for communicating ideas, thoughts, feelings, emotions etc. but also for the identity of the speaker in true sense. Language differs according to geographical boundaries, social ethnicity and person. We can say language is not only personal phenomenon but also social phenomenon. There are many languages in the world that are used for communication and no one has been able to fix yet the exact number of language spoken in the world.

Language has been defined in various ways by various linguists and scholars. The followings are some prominent definitions of the language:

According to Sapir (1921:9) “language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols.” According to him human beings express their feelings, experiences, desires, thoughts and ideas by means of arbitrary vocal symbols.

Hall (1968:158) defines language as “the institution where by humans communicate and interact with each other by means of habitually used or auditory arbitrary symbols” Hall by ‘symbol’ presumably means the vocal signals that are

actually transmitted from sender to receiver in the process of communication and interaction.

Chomsky (1957:13) defines language in terms of its construction. According to him “Language is a set (finite or infinite) sentences, each finite in length and constructed out of a finite set of elements”. According to Chomsky, all natural languages in either their spoken or written form has a finite number of sounds in it (and a finite number of letters in its alphabet, on the assumption that it has an alphabetic writing system); and although, there may be infinitely many distinct sentences in the language, each sentence can be represented as a finite sequence of these sounds (or letters)

Similarly, language can be viewed relating with culture. According to Widdowson (2003:12) “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.”

When we go through these definitions, we find that no one can give exact, comprehensive and wholly satisfactory definitions of language. All of these definitions try to cover only the important features of language. There is no universally acceptable definition of language but however, definition represents small portion of language. Language is, as far as we know now species specific to man. Every normal human being has acquired one language, his mother tongue, by late childhood.

1.1.1 English: A Brief Introduction and its Importance in Nepal

It is believed that more than 6,000 distinct languages are used in the world today. Among them, English is the most widely used language. It is an international language in which most of the books, newspapers, journals are published in the world and more communication is done as a well-recognized international medium of communication.

The English language has its dominance over almost all the other languages. Through English language the non-English communities have imported foreign inventions, ideas, culture, literature, and modern technology from their source communities. For example, we have imported Greek philosophy, French literature and Japanese technology via English. It is equally used as a lingua franca so as to make communication possible among the speakers of different languages.

The importance of English in Nepal is growing rapidly. It has occupied an important place even in the educational system of Nepal. English is taught as a compulsory subject from class four to Bachelor level. Our educational curriculum has managed that any interested student can read taking English as a major subject in school and campus levels. Realizing its importance, the then His majesty's government of Nepal in 1982 A.D decided to open English medium schools at national and regional levels. After the restoration of multiparty democracy in Nepal in 1990, the government adopted a policy of giving permission to open schools at private level, as a result of this privatization of education at all levels, there is a mushrooming growth of English medium schools in all the areas of Nepal.

1.1.2 Linguistic Scenario of Nepal

Nepal is a multilingual, multi-cultural and multi-religious country. More than ninety five languages are identified and spoken in a small country like Nepal (CBS Report 2001). Most of these languages do not have their own scripts. They are just spoken for day to day communication. The languages spoken in Nepal can be grouped as follow:

A] Indo-Aryan Group

This group includes following languages:

Nepali	Danuwar	Maithali
Dengai	Bhojpuri	Magahi

Awadhi	Marwadi	Tharu
Kumal	Rajbansi	Darai
Majhi	Bhote	Hindi-Urdu
Chureti – languages		

B] Tibeto-Burman Group

This group includes the following languages:

Limbu	Kaike	Thakali
Gurung	Ghale	Tamang (mumo)
Hayu (Bayu)	Bahing (Rumdali)	Chamling
Sampang	Chepeng	Sunuwar
Newar	Bantawa	Dumi
Wombule	Nachhiring	Chhintang etc.

C] Dravidian Group

Jhagad is the only language of the Dravidian family, which is spoken around the Koshi river in the eastern region of Nepal.

D] Austro-Asiatic Group

Satar (Santhali) is the only language in this family. It is spoken in the Jhapa district of the eastern part of Nepal. This family has other branches, namely: Mon-khmer and Munda

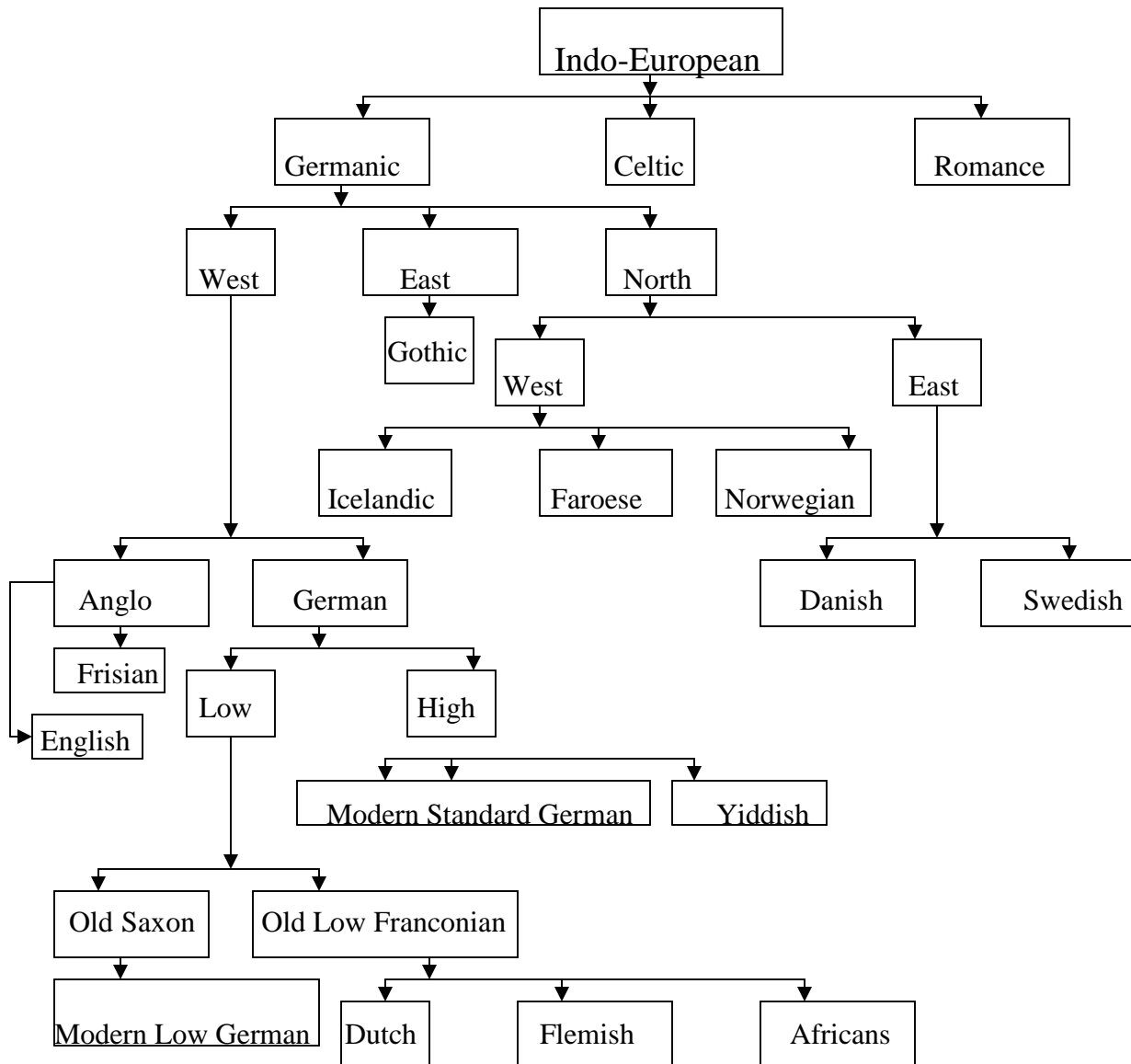
On the basis of the prominent linguistic features Tibeto-Burman languages in Nepal can be further categorized into two subgroups:

- i) Pronominalized. group: It includes Rai-Limbu languages. These are also called Kirati languages. Because of their complexity in pronominal system the Kirati language are also called complex- pronominalized languages.
- ii) It includes Tamang, Gurung, and Thakali etc.

1.1.3 Classification of the Indo-European Languages

The following chart shows the different languages which come under Indo-European languages family and show the place of the English language within the family.

Chart 1
Classification of the Indo-European Languages

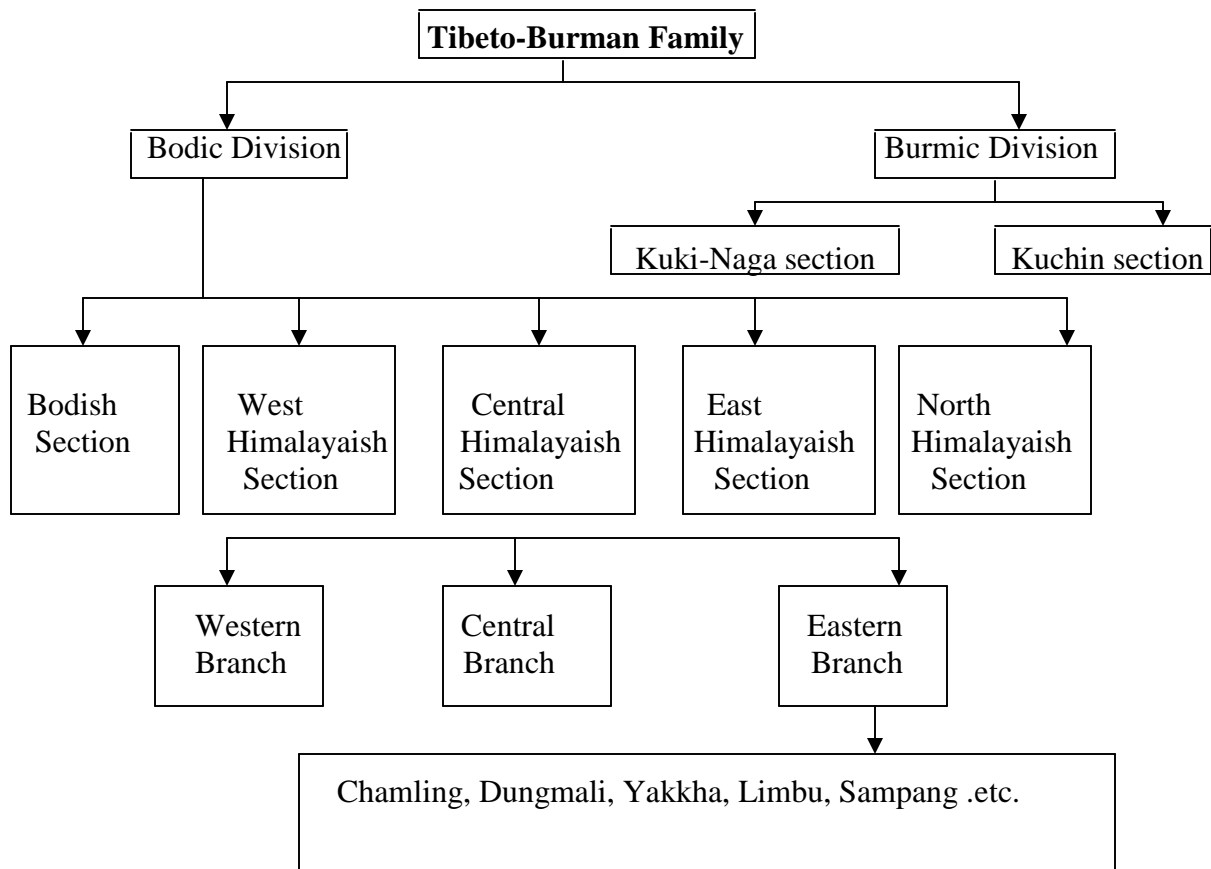


(Asher, R.E., 1994, The Encyclopedia of Language and Linguistics, Vol.II)

1.1.4 Classification of the Tibeto- Burman Languages

To establish a place of the **Sampang** language, it is necessary to classify Tibeto-Burman languages because it is one of the languages of the Tibeto-Burman language family. Various linguists classify Tibeto-Burman language family variously; some linguists love to use Tibeto-Chinese family rather than Tibeto-Burman family. The following charts show the status of **Sampang** in Tibeto-Burman Chinese family.

Chart 2
Classification of the Tibeto- Burman Languages



[Taba, S. 1973]

1.1.5 An Introduction to Rai Group and Sampang Rai Language

Nepal is the land of various cultural significance and diverse ethnicity. The Rais add to these characteristics of Nepal. The Rai an ethnic group of Nepal, is a branch of **Kirat**. The term Kirat has been defined in various ways by various scholars. Mr. Brian Hodgson (2003:1) a well versed scholar of general history of Kirat people says. “The Kirat, on account of their distinctively traceable antiquity as a nation and the peculiar structure of their language, are perhaps the most interesting of all the Himalayan races.”

The term **Kirat** is very evocative. One generally means by it the “Tibeto-Burman groups of East Nepal, such as the various Rai group, Limbu, Yakkha, Sunuwar, Hayu and also frequently some of the groups that have settled in the inner Terai, such as Danuwar, Meche and Rajbansi. The hills of Eastern Nepal, so long associated with the Kirati, still are referred to geographically as **Kirat**.

To the nation, the Rai people confer their distinctiveness in terms of cultural identity, civilization role, history and tradition, ethnic diversity and physical traits. The Rais are very wonderful ethnic group as it is only one community in Nepal that has approximately 22 languages (According to Population Census, 2001).

Kirat Rais, one of the ethnic groups of Nepal with distinct identity in culture, language, physical appearance and ritual functions are the main inhabitants of the eastern part of Nepal and originally living in more than 16 districts of Nepal. Similarly the Rai people are found in Sikkim, West Bengal, Bhutan and Burma, Their population in Nepal, according to the Census 2001, is 635,151.

There are 22 Rai languages that are spoken in Rai community. Besides these languages, Belhare, Athpahariya, Phanduwali and Mugali are also spoken as the Rai languages in the Rai community but unfortunately they have not been included in

population census 2001. When we compare all these languages spoken in the Rai language in the Rai community in terms of numbers of speakers, Bantawa is the largest Rai language in the Rai community. Most of the Rai people use it in their day to day life.

The languages spoken in Nepal can be grouped into four groups among them **Sampang** language is one of the languages of **Tibeto-Burman** language family. The total population of **Kirat** people is 635151 which is of 2.9 percent of the total population (Census Report 2001). Among them **Sampang Rai** language is only spoken by about 10,810 (census Report 2001) natively which covers 0.05 percent of the total population of the Kirat people. The Sampangs are called '**Kirat Khambu Sampang Rai**' one of the major ethnic groups in eastern Nepal, and language spoken by the '**Kirat Khambu Sampang**' is called '**Sampang Gung**'.

In terms of population and vastness of geographical distribution the **Sampang** language is considered as the dominant and one of the most prominent languages among the Kirati groups of Tibeto-Burman languages.

Traditionally, the Kirati area is divided into three provinces, **Wallo Kirat**, **Majha Kirat** and **Pallo Kirat**. The original place of the Sampangs is **Majh Kirat**. According to study of (**Hansson, Gerd, 1991**): *Khaling, Durni, Koyu/Koi, Hamphe, Bahing, Thulung, Sunuwar, Lingkhim, Hayu, Wombule, Jerung, Tilung, Choksule and Dorungkecha* languages are spoken in **Wallo Kirat** area; *Sampang, Kulung, Nachhiring, Mewahang, Sam, Chukung/Pohing, Dungmali, Waling, Khandung, Bantawa, Puma, Chamling* languages are spoken in **Majh Kirat** area and *Loharung(north), Loharung(south), Yamphu, Limbu, Chhathare, Athpahare, Chhiling, Mugali, Phangduwali, Limbu, Yakha and Belharia* languages are spoken in **Pallo Kirat** area.

Origin of the **Sampang** Language is in Khotang districts of the eastern part of the Nepal. Specially four VDCs of Khotang district such as **Phedi, Patheka, Khartamchha**

and **Baspani** are the original place for Sampang language. The Sampang people who have been staying at **Phedi, Patheka, Khartamchha** and **Baspani** can speak Sampang language. But now a days the Sampangs also resid in different parts of the country leaving their original place e.g. Bhojpur, Taplejung, Dharan, Jhapa, Kathmandu, Lalitpur, Ilam, Morang, Panchthar, Sunsari, Sangkhuwasava, Okhaldhunga, Dhanusha, Udayapur, Chitwan, and some of them staying in several places of India as well as Bhutan. Very few the Samapngs are residing out of Khotang district, can speak their native language.

Sampang language has not its own separate script but, **Kirat Lipi** which is also Known as **Sirijunga Lipi** and **Devnagari Lipi** is used to write Sampang language. All the aspects of Sampang language are not developed fully so that research works should be made to develop those aspects e.g. phonetics, phonology, scripts, dictionary, grammar etc.

1.1.6 Pronominal System: An Overview

Pronominal is a term used in classical Transformational Grammar to refer to a rule which replaces a lexical noun phrase with a pronoun. In more recent approaches within Generative Grammar, pronouns are base generated. In Government Binding Theory, the term pronominal is used for a type of noun phrase of particular importance as a part of a theory of Binding.

The common term of pronominal is pronoun which can be used to substitute a noun phrase. In other words, it is one of the parts of speech, a word used instead of a noun substantive, to substitute an object without naming it. Pronouns are usually treated as forming one word class with several subclasses. We shall follow this classification, although syntactically, morphologically and semantically it is hard to find properties that all pronouns share. Pronoun is a term used in the grammatical classification of words, referring to the closed set of items which can be used to substitute for a noun phrase.

a. Personal Pronoun

Personal pronoun stands for the persons speaking, spoken to and spoken of. Personal pronouns replace the name of person and object. The personal pronouns are marked for **person** (1st, 2nd and 3rd), for **case** (Subjective and Objective cases) and also for **number** (singular, dual and plural).

For example:

<u>English</u>	<u>Sampang</u>
I, We (1 st person)	, k ci, k ye (1 st person)
You (2 nd person)	n , n c , n ni (2 nd person)
He, She, It and They (3 rd person)	kho, n k , khok ci, n k ci, khoci, n ci (3 rd person)

b. Possessive Pronoun

A Possessive pronoun is one that is used for showing ownership. The Possessive pronouns are marked for two functions: they can work as possessive determiner before a noun phrase and they can work as Possessive determiner before a noun phrase and they can replace an NP inflected for possession (Larsen- Free- Man and Celce Murcia, 1986).

For example:

<u>English</u>	<u>Sampang</u>
His	um
Her	um
Its	n k
Their	umcu

c. Interrogative pronouns

An interrogative pronoun is one that is used for asking question. The interrogative pronouns are who, whose, whom, what and which according to Flor Aarts in English Syntactic Structures (1986). In other words, the words who, whom, whose, what and which are interrogative pronouns when they are used for asking questions about the subject, the object or the proposition of an object.

For example:

<u>English</u>	<u>Sampang</u>
Who?	s ?
What?	?
Which?	h k ?
Whom?	s -lo?

d. Reflexive pronouns

It is also called self pronoun. The reflective pronoun is one in which the action done by the subject turns back or reflects upon the subject.

For example:

<u>English</u>	<u>Sampang</u>
Myself	ã p
Yourself	m p
Herself	um p
Himself	um p
Themselves	umcu p

e. Demonstrative pronouns

The demonstrative Pronoun is one that is used to point out the object to which it refers. Demonstrative pronouns point out specific persons or objects. There are four Demonstrative pronouns in English: *this* and *that* (singular) and *these* and *those* (plural) according to Flor Aarts and Jan Aarts in English Syntactic Structure (1986). *This/These* refer to what is near and *That/Those* to what is remote.

For example:

<u>English</u>	<u>Sampang</u>
This/that	n k /m k
These/those	n k ci/m k ci

f. Relative pronouns

The relative pronoun is one that refers to its antecedent. The relative pronouns of English are who, whose, whom, which and that according to Flor Aarts and Jan Aarts in English Syntactic Structure (1986). They are used to introduce relative clauses. Those are clauses normally functioning as post modifiers in the structure of the noun phrase. The relative pronouns which may have a noun phrase as well as a sentence as their antecedents.

For example:

English

Who Which That

Sampang: Sampang has not any separate relative pronouns. But suffix 'ka' is added to verb to show the relative meaning. Sampang (V+ k) is equivalent for all whose, whom, that, who and which of English relative pronouns.

1.1.7 Contrastive Analysis (CA) and its Importance on Language Teaching

Contrastive analysis is defined as a scientific study of similarities and differences between languages. It was developed and practiced in the 1950s as an application of structural linguistics to language teaching was highly popularized in the 1960s and its popularity declined in the 1970s. The American linguist C.C Fries (1945), who used Contrastive Analysis for the first time for foreign language teaching, asserts that the most effective materials are those that are based upon a scientific description of the language to be learned, carefully compared with a parallel description of the native language of the learner. Later on, Robert Lado, another linguist made the concept of CA more clear and explicit as follows.

A. Individuals tend to transfer the forms and meanings, and the description of forms and meanings of their native language and culture to the foreign language and culture both

productivity when attempting to speak the language...and receptively when attempting to grasp and understand the language.

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

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

CA has its great importance in language teaching. It has mainly two functions: firstly, it predicts the tentative errors to be committed by the L2 learners in learning certain languages. This function of CA has the implications to language teaching and learning by:

- i. Pointing the areas of difficulties in learning and errors in performance.
- ii. Determining/specifying the area which the teachers have to learn with greater emphasis.
- iii. Helping/assisting to design teaching and learning materials for those particular areas that need more attention.

And secondly, it explains the sources and reasons of the L2 learners' errors. So a language teacher should have knowledge of CA to treat the learners psychologically and academically. Unless a language teacher knows the sources and types of the errors that learners commit he/she can not impart knowledge to the learners.

James (1980) points out three traditional pedagogical applications of CA. According to him: CA has application in **Predicating** and **Diagnosing** a proportion of the L2 errors committed by learners with a common L1, and in the design of testing instruments for such learners. The most important thing to remember by a language learner is basic assumptions behind CA.

CA compares two or more languages in order to find out similarities and differences between them. 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 greater the chances of error. It compares learner's two languages, viz their mother tongue and the target language; finds out similarities and differences and then predicts the areas of ease and difficulty. The basic assumption of CA is that the learner transfers the system of his native language (L1) to the foreign language (L2) he is learning. In CA, the description of the learner's native language is put side by side with the description of the foreign language. Such a comparison would be helpful in pointing on the areas of difficulties in learning and thereby the students can't errors in performance, determining and specifying the areas which the learners have to learn with greater emphasis on and helping to design teaching/learning materials for those particular areas that need more attention.

The findings of CA would be useful for course designers, teachers, testing experts and learners. CA is really important from pedagogical point of view because it helps the teacher to diagnose the level of difficulty and cause of the errors that learners commit and make effective teaching activities.

1.2 Literature Review

There are some comparative research works on different languages, like Gurung, Bantawa Rai, Newari, Nepali, Tharu, Chhintang Rai, Limbu etc. and English in the Department of English Language Education. But only one dissertation is available on Sampang language in the Department. The related literature to the present study is as follows:

Giri (1982) has carried out a research on **English and Nepali Kinship Terms**. It is the first dissertation in linguistic comparative study. She wanted to establish English and

Nepali kinship terms and compare and contrast kinship terms of both languages. This is descriptive study and very useful for a language teacher because it gives him/her an insight into the forms that are equivalent, different, and not existing between these languages. She found that more kinship terms are available in Nepali than English. She believes that this study will help the native speakers of Nepali who are learning English as a foreign language.

Sah (2000) has carried out a research entitled **A comparative Study of the S-V agreement in Maithali and English Languages**. His main objective was to compare and contrast Maithali and English S-V agreement. He finds that English S-V agreement system is determined with the agreement of number between subject and verb but Maithali S-V agreement is determined by inflectional affixes not only with the subjects but with the objects also. The committed errors were due to the overgeneralization, mother tongue interference and hypercorrection.

Bhattarai (2001) has carried out a research entitled **Case in English and Nepali: A comparative study**. His main objective was to find out the similarities and differences between the Nepali and English case systems and to identify morphological and syntactic features of the case of both English and Nepali languages. His findings were; verb agrees with the subject in both languages, the verb plays central role in determining cases in both languages, both languages have surface and deep structure concept and the same case marker can occur with various cases in both languages.

Phayak (2004) has conducted a research entitled **English and Limbu Pronominal: A comparative study** the main aim of the study was to determine Limbu pronominal system with English. The study shows that Limbu personal and possessive pronouns are categorized under three members: singular, dual and plural but the English has only two numbers: singulars and plurals.

Rai (2004) has carried out a research on **A comparative study of English and Rai Bantawa kinship Terms** Main aim of his study was to find out Rai Bantawa terms used to refer to various kinship relations across five generation altogether and compare and contrast English and Rai Bantawa's consuineal and offinal kinship terms and both appellative and addressive use from the both perspective male and female ego. His study shows that Rai Bantawa has distinct concept between elder and younger and most of the relations are addressed by the kinship term in Rai Bantawa.

Lama (2005) has carried out a research on **English and Tamang pronominals: comparative Study**. The main purpose of his study was to determine Tamang pronominals in relation to English and to find out similarities and differences between Tamang and English pronominals. His study shows that Tamang and English pronominal system are quite different.

Rai (2005) has carried out a research on **Pronominals in English and Chhintang Rai Language: A comparative Study**. The main aim of his study was to determine pronominal in Chhintang and to compare and contrast Chhintang pronominal with those of English. His study shows that Chhintang has more number of pronominal than English.

Rosyara (2007) has carried out a research on **Pronominals in English and Doteli Dialect of Nepali: A comparative Study**. The main aim of her study was to determine the pronominal in Doteli Dialect of Nepali and compare and contrast with those of English. Her study shows that Doteli has more number of pronouns in comparison to English and Doteli has distinct second person personal pronouns for subjective, objective, singular, plural and honorific and non-honorific form.

1.3 Objectives of the study

This research work had the following objectives:

- i. To determine Sampang Rai pronominals in relation to English.
- ii. To compare and contrast Sampang Rai pronominals with English.
- iii. To suggest some pedagogical implications.

1.4 Significance of the Study

I. This is the only one research work in the field of the Sampang Rai language in The Department of English, Faculty of Education. So this will be a valuable work for the Department.

II. This study will be significant to the Department for prospective researchers on the Sampang Rai language, linguists, teachers, students, course-designers, textbook writers etc.

III. This study will be significant for the policy makers in the linguistic scenario.

IV. This study will be significant to the Sampang linguistic scenario because some pronouns such as personal, possessive, interrogative, relative, reflexive demonstrative pronouns are established here which were not identified before.

V. The researcher hopes that this study will have global significance in language teaching and linguistics.

1.5 Definition of the specific Terms

The specific terms used in this dissertation are defined below:

Pronominals: Pronominals, commonly used pronouns, refer to persons, places or things without naming them. Pronouns substitute for nouns.

Dialect: It is user- based variety of a language. Dialect is determined by geographical boundaries and social boundaries.

Phonetics: It is related to the study of the production, transmission and perception of speech sounds.

Phonology: It is related to the study of the functional aspect of the speech sounds of a particular language.

Personal pronouns: They substitute for name of a person, place, or object e.g. I, you, we, they etc.

Possessive Pronouns: They refer to possession e.g. my, her, his, their, him etc.

Interrogative pronouns: They are used for asking questions about the subject, the object or the proposition of an object. e.g. who, what, which etc.

Reflexive Pronouns: They refer back to the subjects. It is usually the direct object of a verb e.g. myself, himself, herself etc.

Demonstrative Pronouns: They point out specific persons or things e.g. this, that etc.

Relative Pronouns: They link a subordinate clause with their own antecedents e.g. who whose, which, that etc.

CHAPTER- TWO

METHODOLOGY

The researcher adopted the following methodology to carry out this researcher work:

2.1 Sources of data

Both primary and secondary sources of the data were utilized in this research.

2.1.1 Primary sources of the data

The intuition of the researcher herself as a native speaker of Sampang language has done a vital role in the data collection. So, the researcher herself as well as the responses provided by the native speakers of the Sampang language served as the main source of the primary data.

2.1.2 Secondary sources of the data

In secondary sources of data the books, journals, research reports, documents etc. were used for the preparation of interview schedule and advancement of knowledge in the related area.

2.2 Sampling Procedure

The informants were selected from three VDCs of Khotang district where the majority of the Sampang are residing using judgemental sampling and interview was taken using snowball sampling.

2.3 Research Tools

The interview was used as a research tool for data collection. A set of interview question was developed in order to elicit information on the Sampang Rai pronominal from the Sampang native speakers.

2.4 Population of the study

Thirty (30) Sampang native speakers were selected from three VDCs of Khotang district to elicit Sampang pronominals .Ten speakers were involved in the study from each VDC. i.e. (**Phedi, khartamchha and Bashpani**). The following table shows the informants of the study:

Table No. A
Selected VDCs and Number of Informants

S.N	Name of VDC	Female	Male	Total no.
1	Phedi	5	5	10
2	Khartamchha	3	7	10
3	Bashpani	2	8	10
4			Total	30

2.5 Process of data collection

In the process of data collection interview schedule had been made previously and the selected VDCs of Khotang districts were visited to get Sampang native speakers. Before asking questions to native speakers the objectives and significance of the research were mentioned to the Sampang native speakers. While collecting the data the researcher herself participated in day to day conversation with Sampang native people to cross check the validity of the data and the data was elicited on the basis of English Pronominals.

2.6 Limitations of the study

a. This study was limited to the comparison between the following Sampang and English pronominals:

- ♣ Personal Pronouns
- ♣ Possessive Pronouns
- ♣ Interrogative Pronouns
- ♣ Reflexive Pronouns
- ♣ Demonstrative Pronouns
- ♣ Relative Pronouns

b. This study is only based on eastern dialect (i.e. standard variety) of the Sampang language.

CHAPTER - THREE

ANALYSIS AND INTERPRETATION OF DATA

The collected data have been presented, analyzed and interpreted descriptively with the help of simple statistical tools like tables and illustrations. The data have been tabulated. The similarities and difference between Sampang Rai and English pronouns have been shown with the help of illustration. The data has been analyzed on the basis of the following points:

1. Personal pronouns
2. Possessive pronouns
3. Interrogative pronouns
4. Reflexive pronouns
5. Demonstrative pronouns
6. Relative pronouns

3.1 Presentation, Analysis and Interpretation of the ‘Personal Pronouns’

Personal pronouns of Sampang Rai are presented below:

i. First person

First person pronominal forms in Sampang Rai are displayed in given table:

Table No. 1: First person (Sampang personal pronouns)

Number Case	Singular	Dual		Plural	
		Inclusive	Exclusive	Inclusive	Exclusive
Subjective		k ci	k cik	k ye	k yek
Objective		k ci	k cik	k ye	k yek

This table shows that Sampang Rai personal pronouns are marked for first person. They are marked for case i.e. (Subjective and Objective).

For example,

We will meet tomorrow. (Subjective case)	k ye sel m tupe.
He will meet us tomorrow. (Objective case)	khos sel m k ye-lai tupe.
We like to dance. (Subjective case)	k ye chamm nat m .
They will make us dance. (Objective case)	khokoci k ye-l i chommemi.

a) These examples make us clear that Sampang language has not separate marker for the objective case. The same subjective case marker is used as an objective case in Sampang language. Here the form ‘i’ is only suffix which is needed to add in objective case.

b) Sampang first personal pronouns are also marked for number i.e. (singular, dual, and plural). Sampang first personal pronouns have the existence of inclusive and exclusive pronouns in dual and plural number.

For example,

I drink water. (Singular)	k w du .
We (two) drink water. (Dual)	k ci k w du ucu. (Inclusive)
We (two) drink water. (Dual)	k cik k w du ucuk . (Exclusive)
We drink water. (Plural)	k ye k w du m. (Inclusive)
We drink water. (Plural)	k yek k w du mk . (Exclusive)

ii) Second person

Second person personal pronouns forms in Sampang Rai are displayed in the given table:

Table No. 2: Second person (Sampang personal pronouns)

Number \ Case	Singular	Dual	Plural
Subjective	n	n c	n ni
Objective	n	n c	n ni

a) This table shows that Sampang personal pronouns are marked for ‘second person’. They are marked for case i.e. (Subjective and Objective)

For example,

You met her. (Subjective) n kho-l i tupun .

She met you. (Objective) kho-s n -l i tup n .

Here, the forms ‘l i’ and ‘s ’ are suffixes. These above mentioned examples clarify that the same forms are used as subjective and objective case. But suffix ‘l i’ is needed to add while using the second person pronoun in the objective case.

b) Sampang second person personal pronouns are also marked for number i.e. (Singular, Dual and plural). Sampang has separate second person personal pronouns for singular, dual and plural.

For example,

You are teacher. (Singular) n cek bi.

You (two) are teachers. (Dual) n ci cek bici.

You are teachers. (Plural) n ni cek bici.

You don’t go today. (Singular) n ise kh na.

You (two) don’t go today. (Dual) n ci ise kh icina.

You don’t go today. (Plural) n ni ise kh inina.

iii) Third person

Third person pronominal forms in Sampang Rai are displayed in the given table:

Table No. 3: Third person (Sampang personal pronouns)

Case \ Number	Singular		Dual		Plural	
	F/M	Neutral	F/M	Neutral	F/M	Neutral
Subjective	kho	n k	khok ci	n k ci	khoci	n ci
Objective	kho	n k	khok ci	n k ci	khoci	n ci

a) This table presents that Sampang personal pronouns are marked for third person. They are also marked for case i.e. (Subjective and Objective).

For example,

She dances well. (Third person subjective)

kho kh nnito chomi.

I like her. (Third person objective)

kho-l i ñata.

These examples make clear that the same form ‘kho’ is used as subjective and objective case. But the suffix ‘l i’ is added with ‘kho’ while it comes in objective case in Sampang pronouns.

b) Sampang has not separate third person singular personal pronoun for male and female. The same form ‘kho’ is used for both but separate form ‘n k ’ is used for neutral.

For example,

She went to school. (Female)

kho nuw kh m kh t .

He went to build house. (Male)

kho khim b nmusi kh t .

It is my house. (Neutral)

n k ã khim.

It is my dog. (Neutral)

n k ã hog .

c) Sampang third person personal pronouns are also marked for number i.e. (Singular, dual and plural)

For example,

She is dancing. (Singular)

kho chomi .

They (two) are dancing. (Dual)

bkhok c chomi c .

They are dancing. (Plural)

khoci chomi m .

3.1.1 Similarities and Differences between Sampang and English Personal Pronouns.

Table No. 4: First person (English personal pronouns)

Case \ Number	Singular	Plural
	Subjective	I
Objective	Me	Us

Table No. 1: First person (Sampang personal pronouns)

Case \ Number	Singular	Dual		Plural	
		Inclusive	Exclusive	Inclusive	Exclusive
Subjective		k ci	k cik	k ye	k yek
Objective		k ci	k cik	k ye	k yek

i) When we compare Sampang first person personal pronouns (Table No.-1) and English first person personal pronouns (Table No.-4), we can find that English has two kinds of number i.e. (Singular and Plural) but Sampang has three kinds of number i.e. (Singular, Dual and Plural). There is significant difference between Sampang and English Pronominal system in the existence of inclusive and exclusive pronouns. Sampang has inclusive and exclusive pronouns which are found in dual and plural number of Sampang first personal pronouns.

For example,

I am playing. (Singular)	w /w .
We (two) ate cucumber. (Dual)	k c puri c cu. (Inclusive)
We (two) ate cucumber. (Dual)	k c k puri c cuk . (Exclusive)
We ate cucumber. (Plural)	k ye puri cum. (Inclusive)
We ate cucumber. (Plural)	k yek puri cumk . (Exclusive)

ii) Sampang and English first person personal pronouns are marked for case i.e. (Subjective case and Objective case). In English there are separate pronominal forms for subjective and objective case. But in the case of Sampang, the same subjective case form of Sampang is used as an objective case with suffix 'lai'.

For example,

We will meet tomorrow. (Subjective case)	k ye sel m tupe.
She will meet us tomorrow. (Objective case)	kho-s sel m k ye-l i tupe.
I go home. (Subjective case)	khim kh tã.

She asked me yesterday. (Objective case) kho-s thep -l i t tã.

Finally, we can say that Sampang has more first person personal pronouns than English and the pronominal system of Sampang is more complex than English.

Table No. 5: Second person (English Personal Pronouns)

Number \ Case	Singular	Plural
Subjective	You	You
Objective	You	You

Table No. 2: Second person (Sampang personal pronouns)

Number \ Case	Singular	Dual	Plural
Subjective	n	n c	n ni
Objective	n	n c	n ni

i) In the comparison of (Table No. 2) Sampang second person personal pronouns and (Table No. 5) English second person personal pronouns, we can say that Sampang and English second person personal pronouns are marked for case i.e. (Subjective case and Objective case). Sampang and English second person personal pronouns are similar in sense that the same form of Sampang and English second person personal pronouns are used as Subjective and Objective case. But 'l ' suffix is needed to add in Sampang language.

For example,

You love her. (Subjective case) n kho-l i l lukh m an .

She loves you. (Objective case) kho-s n -l i l lukh m n .

ii) Sampang and English second person personal pronouns are also marked for number. Sampang has three kinds of number i.e. (Singular, Dual and Plural). But English has only

two kinds of number i.e. (Singular and Plural). The same form of English second person personal pronouns is used for singular and plural. Whereas Sampang has separate forms for singular, dual and plural.

For example,

- | | |
|--------------------------------|---------------------|
| You killed a bird. (Singular) | n ch w situn . |
| You (two) killed birds. (Dual) | n ci ch w sit cun . |
| You killed birds. (Plural) | n ni ch w sit num. |

Table No. 6: Third Person (English Personal Pronouns)

Number Case	Singular			Plural
	Female	Male	Neutral	
Subjective	She	He	It	They
Objective	Her	Him	It	They

Table No. 3: Third person (Sampang personal pronouns)

Number Case	Singular		Dual		Plural	
	F/M	Neutral	F/M	Neutral	F/M	Neutral
Subjective	kho	n k	khok ci	n k ci	khoci	n ci
Objective	kho	n k	khok ci	n k ci	khoci	n ci

i) When we compare Sampang third person personal pronouns (Table No. 3) and English third person personal pronouns (Table No. 6), we find that both Sampang and English third person personal pronouns are marked for case i.e. (Subjective and Objective case). Like first person personal pronouns, English third person personal pronouns have separate markers for case but Sampang has the same form for Subjective and Objective cases.

For example,

- | | |
|-----------------------------------|----------------|
| She ate banana. (Subjective case) | kho-s a ci co. |
|-----------------------------------|----------------|

I went with her. (Objective case) kho-lo kh tã.

It is my cow. (Subjective case) n k ã pi.

I like it. (Objective case) n k n tã.

In the above example ‘s ’ and ‘lo’ are suffixed in Sampang language.

ii) Sampang and English third person personal pronouns are also marked for number. English has two kinds of number i.e. (Singular and Plural) where as Sampang has three kinds of numbers i.e. (Singular, Dual and Plural).

For example,

She sang a song. (Singular) kho-s ch m pu.

They (two) sang a song. (Dual) khok ci ch m p cu.

They sang a song. (Plural) khoci ch m puci.

iii) When we compare the Sampang third person personal pronouns with English third person personal pronouns, we can say that Sampang has same form for male and female i.e. ‘kho’. Where as English has separate form for male and female i.e. ‘he’ for male and ‘she’ for female. This is the case in third person singular personal pronouns.

For example,

He is dancing. (Male) kho chomi .

She is dancing. (Female) kho chomi .

iv) Sampang third person singular, dual and plural personal pronouns have separate form for neutral as it is in English.

For example,

It is my cap. (Singular and Neutral) n k ã baptã.

These (two) are my caps. (Dual and Neutral) n k ci ã baptãci.

These are my caps. (Plural and Neutral) n ci ã baptãci.

3.2 Presentation, Analysis and Interpretation of Possessive Pronouns.

Sampang Possessive Pronouns are marked for two functions: Determiner and Pronominal. The following tables show Sampang Possessive Pronouns and Determiner:

Table No.7: Sampang Possessive Pronouns

Number Person	Singular	Dual		Plural	
		inclusive	exclusive	inclusive	exclusive
1 st	ãm	cumi	cuk mi	emi	k mi
2 nd	mm	mcum		mnum	
3 rd	ummi	umcumi		umcumi	

Table No.8: Sampang Possessive Determiners

Number Person	Singular	Dual		Plural	
		inclusive	exclusive	inclusive	exclusive
1 st	ã	cu	cuk	e	k
2 nd	m	mcu		mnu	
3 rd	um	umcu		umci	

a) Sampang has many possessive pronouns. They can function as determiner and pronoun. Sampang language has separate forms for determiner and pronominal function. In the above table possessive forms with suffix ‘mi’ function as possessive pronouns and rest as possessive determiner.

For example,

It is her comb. (Possessive determiner)	n k um sikip.
This comb is her. (Possessive pronoun)	n k sikip ummi.
This is my comb. (Possessive determiner)	n k ã sikip.
This comb is mine. (Possessive pronoun)	n k sikip ãmi.
That is their (two) comb. (Possessive determiner)	m k umcu sikip.
That comb is theirs. (Possessive pronoun)	m k sikip umcumi.

b) Sampang Possessive Pronouns is marked for number i.e. (Singular, Dual and Plural). Sampang Possessive Pronouns have the existence of inclusive and exclusive pronouns in dual and plural of first person possessive pronouns.

For example,

This house is mine. (Singular)	n k khim ãmi.
This house is ours (two). (Dual)	n k khim cumi. (Inclusive)
This house is ours (two). (Dual)	n k khim cukami. (Exclusive)
This house is ours. (Plural)	n k khim emi. (Inclusive)
This house is ours. (Plural)	n k khim k mi. (Exclusive)

c) Sampang Possessive Pronouns are also marked for person i.e. (1st, 2nd and 3rd)

For example,

That is mine. (1 st person)	m k ãmi.
That is my school. (1 st person)	m k ã nuw kh m.
This is your axe. (2 nd person)	n k m b ththi.
This axe is yours. (2 nd person)	n k b ththi mmi.
That axe is his. (3 rd person)	m k b ththi ummi.
That is his axe. (3 rd person)	m k um b ththi.

d) All singular, dual and plural possessive pronouns in Sampang language don't take 'mi' suffix while it functions as possessive determiner. But it is obligatory while they are used as possessive pronouns.

For example,

This is your dog. (Possessive Determiner)	n k m hog .
This dog is yours. (Possessive pronoun)	n k hog mm .
That is his dog. (Possessive Determiner)	m k um hog .
That dog is his. (Possessive pronoun)	m k hog ummi.
This is our bird. (Possessive Determiner)	n k k chãw .
This bird is ours. (Possessive pronoun)	n k chãw k mi.
That is their bird. (Possessive Determiner)	m k umcu chãw .
That bird is ours. (Possessive pronoun)	m k chãw umcumi.

This is your dog. (Possessive Determiner)

n k mnu hog .

This dog is yours. (Possessive pronoun)

n k hog mnumi.

3.2.1 Similarities and Differences between Sampang and English Possessive Pronouns.

Table No.9: English Possessive Pronouns

Number Person	Determiner Function		Pronominal	
	Singular	Plural	Singular	Plural
1 st	My	Our	Mine	Ours
2 nd	Your	Your	Yours	Yours
3 rd	Her/his/it	Hers/his	Their	Theirs

Table No.7: Sampang Possessive Pronouns

Number Person	Singular	Dual		Plural	
		inclusive	exclusive	inclusive	exclusive
1 st	ãm	cumi	cuk mi	emi	k mi
2 nd	mm	mcum		mnum	
3 rd	ummi	umcumi		umcumi	

Table No.8: Sampang Possessive Determiners

Number Person	Singular	Dual		Plural	
		inclusive	exclusive	inclusive	exclusive
1 st	ã	cu	cuk	e	k
2 nd	m	mçu		mnu	
3 rd	um	umçu		umçu	

a) When we compare Sampang Possessive pronouns (Table No. 7,8) and English Possessive Pronouns (Table No.9), we find that possessive pronouns of both languages function as determiner and pronominal. As the English has separate forms for possessive determiner and possessive pronouns, Sampang also has separate forms for possessive determiner and Possessive Pronouns.

For example,

This is his dog. (Possessive determiner)	n k um hog .
This dog is his. (Possessive pronoun)	n k hog ummi.
That is your cap. (Possessive determiner)	n k m b ptã.
That cap is yours. (Possessive pronoun)	n k b ptã mmi.

ii) Sampang and English Possessive Pronouns both are marked for number. But they are different in sense that Sampang has three forms as singular, dual and plural and English has only two forms as singular and plural.

For example,

This is my comb. (Singular)	n k ã sikip.
This comb is mine. (Singular)	n k sikip ãmi.
This comb is ours (two). (Dual)	n k sikip cumi.
This comb is ours. (Plural)	n k sikip emi.

c) There is a significant deference between Sampang and English Possessive Pronominal system in the existence of inclusive and exclusive pronouns which are not found in English. As it is presented in the above tables inclusive pronouns are found in Sampang first person 'dual' and 'plural' possessive pronouns.

For example,

This cow is ours (two). (Dual)	n k pi cumi. (Inclusive)
This cow is ours (two). (Dual)	n k pi cuk mi. (Exclusive)
This cow is ours. (Plural)	n k pi emi. (Inclusive)
This cow is ours. (Plural)	n k pi k mi. (Exclusive)

d) Sampang and English Possessive pronouns are marked for person i.e. (1st, 2nd and 3rd person)

For example,

This is your umbrella. (1 st person)	n k ã b p .
This umbrella is yours. 2 nd person)	n k b p mm .
This umbrella is his. (3 rd person)	n k b p ummi.

e) English third person singular possessive pronouns have separate forms for male, female and neutral i.e. (his, her, its). But Sampang has only one form.

For example,

This is her ring. (Singular Possessive Determiner)	n k um chukurim .
This is his ring. (Singular Possessive Pronoun)	n k um chukurim .
This ring is his/her. (Singular Possessive Pronouns)	n k chukurim ummi.

3.3 Presentation, Analysis and Interpretation of the Interrogative Pronouns.

The following table presents the Sampang interrogative Pronouns:

Table No.10: Sampang Interrogative Pronouns

	Person		Things/animal		Possessive	
	Singular/Plural		Singular/Plural		Singular/Plural	
Subject	s	s ci	/ h k d k	ci/h k ci d k ci	s mi	s cimi
Object	s -lo	s ci-lo	/ h k	ci/ h k ci	s mi	s cimi

i) The above table shows that Sampang has many interrogative pronouns. Sampang has different Interrogative Pronouns for singular and plural.

For Example,

Who is he? (Singular)	kho s ?
Who are they? (Plural)	khoci s ci?

What is this? (Singular)

n k ?

What are these? (Plural)

n k ci?

Whose house is this? (Singular)

n k khim s mi?

Whose houses are this? (Plural)

n k khim s cimi?

ii) ‘ s ’, ‘ s ci-lo’ ‘ s mi’, and ‘ s cimi’ Interrogative Pronouns if Sampang, are used with human beings.

For example,

Who is he? (Human)

kho s ?

Who are they? (Human)

khoci s ci?

c) , ci, h k ci, h k , d k and d k ci Interrogative Pronouns of Sampang are used with non-human beings.

For example,

What is this? (Non-human)

n k ?

Which is grazing? (Non-human)

h k c i ?

d) h k , h k ci Interrogative pronouns of Sampang has alternative term as d k and d k ci. Both of them refer the same meaning. These two terms are replasive to each other.

For example,

Which is your house?

h k -le/ d k -le mnu khim ?

e) ‘ s mi’, and ‘ s cimi’ Interrogative Pronouns of Sampang, are used with Possession.

For Example,

Whose is this fish?

n k s mi?

Whose are these fish?

n k s cimi?

3.3.1 Similarities and Differences between Sampang and English Interrogative Pronouns.

Table No.11: English Interrogative Pronouns.

	Persons	Things	Possessive
Subject	who	what, which	whose
Object	whom, who	what, which	whose

Table No. 10. Sampang interrogative Pronouns

	Person		Things/animal		Possessive	
	Singular/Plural		singular/Plural		singular/Plural	
Subject	s	s ci	/ h k d k	ci/h k ci d k ci	s mi	s cimi
Object	s -lo	s ci-lo	/ h k	ci/ h k ci	s mi	s cimi

i) When we compare English Interrogative Pronouns (Table No. 10) and Sampang Interrogative Pronouns (Table No. 10), we find that Sampang has more Interrogative Pronouns than English. Sampang has different Interrogative Pronouns for singular and plural where as in English the same forms are used for both singular and plural.

For example,

Who is he? (Singular)

kho s ?

Who are they? (Plural)

khoci s ci?

What is this? (Singular)

n k ?

What are these? (Plural)

n k ci?

Which is your house? (Singular)

m khim h k /d k ?

Which are your books? (Plural)

m kit b ci h k ci/d k ci?

Whose is this book? (Singular)

n k kit b s mi?

Whose are these books? (Plural)

n k kit b ci s cimi?

b) Both Sampang and English Interrogative pronouns has separate forms for human and non-human things and possession.

For example,

Who is she? (Human)

kho s ?

What is this? (Non- human)

n k ?

Whose is this bag? (Possession)

n k bekh s mi?

3.4 Presentation, Analysis and Interpretation of the Reflexive Pronouns.

The following table presents the Sampang Reflexive Pronouns.

Table No. 12. Sampang Reflexive Pronouns

Number Person	Singular	Dual		Plural	
		Inclusive	Exclusive	Inclusive	Exclusive
1 st	ã p , ã p	cu p , cu p	cuk p , cuk p	e p , e p ,	k p k p
2 nd	m p , m p	mçu p , mçu p		mçu p , mçu p	
3 rd	um p , um p	umçu p , umçu p		umçu p , umçu p	

a) The above table shows ‘ p ’ is suffixed to the Personal Pronouns in Sampang language to make it Reflexive Pronoun.

For example,

I write myself.

ã p ch bã.

Ask yourself. (Two)

mçu p t t cu.

b) The use of ‘ ’ is used to emphasis on speaker and listener. If the speaker himself/herself is completely responsible for the task/activities ‘ ’ is used but if some other people are indirectly involved in the task/activities only ‘ p ’ suffix is used.

For example,

Do yourself. (Focuses on listener) m p mu.

I do myself. (Focuses on speaker) ã p mã.

c) Sampang Reflexive Pronouns are marked for number i.e. (Singular, Dual and Plural). Sampang reflexive Pronouns have the existence of inclusive and exclusive pronouns in first person dual and plural number except other two. i.e. second person and third person.

For examples,

I carry myself. (Singular)

ã p khurã.

We (two) carry ourselves. (Dual) k ci cu p khurucu. (Inclusive)

We (two) carry ourselves. (Dual) k cik cu p khurucuk . (Exclusive)

We carry ourselves. (Plural) k ye e p khur m. (Inclusive)

We carry ourselves.(Plural) k yek k p khur mk . (Exclusive)

d) Sampang Reflexive Pronouns are also marked for person. i.e. (1st person, 2nd person and 3rd person)

For example,

I cut myself. (1st person) ã p kibã.

You cut yourself. (2nd person) n m p kibu.

He cut himself. (3rd person) kho um p kib

3.4.1 Similarities and Differences between Sampang and English Interrogative Pronouns.

Table No.13: English Reflexive Pronouns

Number \ Person	Singular	Plural
1 st	myself	ourselves
2 nd	yourself	yourselves
3 rd	herself/himself/itself	themselves

Table No.12: Sampang Reflexive Pronouns

Number \ Person	Singular	Dual		Plural	
		Inclusive	Exclusive	Inclusive	Exclusive
1 st	ã p , ã p	cu p , cu p	cuk p , cuk p	e p , e p ,	k p k p
2 nd	m p , m p	mçu p , mçu p		mçu p , mçu p	
3 rd	um p , um p	umçu p , umçu p		umçu p , umçu p	

a) When we compare Sampang Reflexive Pronouns (Table No.12) and English Reflexive Pronouns (Table No.13) we find that Sampang has more complex pronouns than those of English. As ‘self’ is suffixed in the English pronouns, ‘ p ’ is suffixed to Personal pronouns in Sampang language.

For example,

I paid myself. (Singular)

ã p chorü .

He paid himself. (Singular)

kho um p chorü.

You (two) paid yourselves. (Dual) n ci m cu p chor cun .

You paid yourselves. (Plural) n ni m nu p chor num.

b) Sampang and English Reflexive Pronouns are marked for number. Sampang Reflexive Pronouns are marked for singular, dual and plural. Where as English Reflexive Pronouns are marked for only singular and plural. Like wise Sampang Reflexive Pronouns have the existence of inclusive and exclusive pronouns in dual and plural number of first person. But such pronouns are not found in Reflexive Pronouns.

For example,

We (two) paid ourselves. (Dual) k ci cu p chor cu. (Inclusive)

We (two) paid ourselves. (Dual) k cik cu p chor cuk . (Exclusive)

We paid ourselves. (Plural) k ye e p chorum. (Inclusive)

We paid ourselves. (Plural) k yek k p chor mk . (Exclusive)

c) Sampang and English reflexive pronouns are marked for person i.e. (1st person, 2nd and 3rd person).

For example,

I write myself. (1st person) ãhãp ch bã.

You wrote yourself. (2nd person) n m p ch bun .

She writes herself. (3rd person) kho um p ch bã.

d) English has separate forms for male, female and neutral but Sampang has only one i.e. 'um p '.

For example,

He eats himself. (Male) kho-s um p ci.

She eats herself. (Female) kho-s um p ci.

Cow drinks water itself. (Neutral) pi um p k w du a.

3.5 Presentation, Analysis and Interpretation of the Demonstrative Pronouns.

Table No.14: Sampang Demonstrative Pronouns

Number Distance	Singular	Dual	Plural
Near	n k	n k ci	n ci
Far	m k , mekk	m k ci, mekk ci	m ci mekk ci

a) The above table presents Sampang Demonstrative pronouns. There are nine Demonstrative pronouns in Sampang. ‘n k ’, ‘m k ’, and ‘mekk ’ are singular numbers, ‘n k ci’, ‘m k ci’, and ‘mekk ci’ are dual numbers, and ‘n ci’, ‘m ci’ and mekk ci, are plural numbers.

For example,

This is a bird. (Singular)	n k itta ch w .
These (two) are birds. (Dual)	n k ci ch w ci.
These are birds. (Plural)	n ci ch w ci.

b) Sampang has demonstrative Pronouns to refer to near, far and farther relationship. There are two pronouns to refer near i.e. ‘n k ’, ‘n k ci’ and two for far ‘m k ’, ‘m k ci’ and two for farther distance. i.e. ‘mekk ’, ‘mekk ci’.

For example,

This is a lamp. (Singular near)	n k itta mikuchu.
These are lamps (Plural near)	n k ci mikuchuci.
That is a lamp. (Singular far)	m k mikuchu. (Singular far)
That is a lamp. (Singular far)	mekk mikuchu. (Singular farther)
These are lamps. (Plural far)	m k ci mikuchuci (Plural far)
These are lamps. (Plural far)	mekkaci mikuchuci (Plural farther)

Besides these pronouns, Sampang has three pronouns for spatial relations: ‘n pi’ (near), ‘m pi’ (there) and ‘mekk pi’ (farther). ‘mekkapi’ shows the object which is more farther than shown by ‘m pi’.

For example,

Here is cow. (Near)	n pi pi tui.
There is a cow.	m pi pi tui. (Far)
There is a cow.	mekk pi pi tui. (Farther)

3.5.1 Similarities and Differences between Sampang and English Demonstrative Pronouns

Table No.15: English Demonstrative Pronouns

Distance \ Number	Singular	Plural
	Far	This
Near	That	Those

Table No.14: Sampang Demonstrative Pronouns

Distance \ Number	Singular	Dual	Plural
	Near	n k	n k ci
Far	m k , mekk	m k ci, mekk ci	m ci mekk ci

In addition the most common Demonstrative Pronouns in English, shown in the above table the words ‘here’ and ‘there’ are also regarded as Demonstrative pronouns when they are used to Demonstrative objects, persons or places.

i) Sampang Demonstrative Pronouns (Table No.14) can be seen from two perspectives .i.e. distance and number. Sampang and English have demonstrative pronouns to refer to near and far relationships. Sampang has two demonstrative pronouns to refer to objects which are near. And four demonstrative pronouns to refer to objects which are far. Similarly Table No. 15 shows that English has two demonstrative pronouns to refer to what is near. (Spatially, temporally and psychologically) and two demonstrative pronouns to refer to what is remote.

For example,

This is a cap. (Near)	n k b ptã
These are caps. (Far)	n ci b ptãci. (Near)
That is a cap. (Far)	m k b ptã.
That is a cap. (Far)	mekk b ptã. (Farther)

b) English and Sampang demonstrative pronouns are marked for number. English has two kinds of number. i.e. singular and plural. Whereas Sampang has three kinds of number. i.e. (singular, dual and plural) the same forms are used as dual and plural pronouns in Sampang demonstrative pronouns.

For example,

This is a dove. (Singular)	n k tukuw .
These (two) are doves. (Dual)	n k ci tukuw ci.
These are doves. (Plural)	n k ci tukuw ci.
That is a peacock. (Singular)	m k ch mkhiriw .
Those (two) are peacocks. (Dual)	m k ci ch mkhiriw ci.
Those are peacocks. (Plural)	m k ci ch mkhiriw ci.

3.6 Presentation, Analysis and Interpretation of the Relative Pronouns.

Sampang has not any separate relative pronouns. But suffix 'ka' is added to verb to show the relative meaning.

For example,

The man whom I met yesterday is my friend.

thep tupu k min ã bumi.

I knew that man whom you helped.

n bhaun k min chy tã.

He that jumps falls down.

kho t ik min hulidh ti.

3.6.1 Similarities and Differences between Sampang and English Relative Pronouns

Table No.16: Sampang Relative Pronouns

Who	whom	whose
Which		that

a) When we compare the relative pronouns of both languages, we find that Sampang has not any separate pronouns. Suffix 'k' is added after verb to show the relationship. Where as English has five relative pronouns. Sampang (V+ k) is equivalent for all whose, whom, that, who and which.

For example,

The man whom I met yesterday is my friend.

thep tupu k min ã bumi.

I read the book which/that good.

m k kh nni-k kit b p r chã.

This is the boy whose pen was lost.

n k w cch khomi ch pm k m s k .

b) English Relative Pronouns 'which' is used for non-human things but 'that' is used for both human and non-human things. Similarly 'whose' can be used for both human and non-human subjects but Sampang has not such function.

CHAPTER-FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

The major findings of this research are as follows:

1. Sampang pronouns are as follows:

a) Sampang personal pronouns:

, k ci, k cik , k ye, k yek , n , n ci, n ni, kho, n k , khok ci, khoci, n k ci, n ci.

b) Sampang possessive pronouns:

ãmi, cumi, cuk mi, emi, k mi, mmi, mcumi, mcu, mnumi, ummi, umcumi,(pronominal function) ã, cu, cuk , e, k , m, mcu, m, mnu, um, umcu.

(Determiner Function)

c) Sampang interrogative pronouns:

s , s ci, s -lo, s ci-lo, , ci, h k , h k ci, s mi, s cimi.

d) Sampang reflexive pronouns:

ã p , ã p , cu p , cu p , cuk p , cuk p , e p , e p , k p , k p , m p , m p , mcu p , mcu p , mnu p , mnu p , umcu p , umcu p .

e) Sampang demonstrative pronouns:

n k , n k ci, n ci, m k , m k ci, mekk , mekk ci, m ci.

f) Sampang relative pronouns:

In Sampang (V+Suffix 'k ') is equale to relative relation with English.

2. Similarities between the Sampang and English Language pronominal system are as below:

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

- Both the Sampang and English first person personal pronouns are marked for case .i.e. (Subjective and Objective case).
- The Sampang and English second person personal pronouns are similar in the sense that they have the same form of pronoun in both subjective and objective case.
- The Sampang and English second person personal pronouns are similar in the sense that they have the same form of pronoun in both subjective and objective case. ‘mi’ is suffixed with personal pronouns to refer to possessive pronouns which have pronominal function in the Sampang language.
- As ‘self’ is suffixed with personal pronoun in English to refer back to the subject, ‘ p ’ is used to refer back to the subject in the Sampang language.
- Both Sampang and English language have demonstrative pronouns; which can be seen from two perspectives; distance and number.
- Both languages have possessive pronouns with function as possessive determiner and pronominal function.

3. Differences between the Sampang and English pronominal system are as below:

- The Sampang personal reflexive and possessive pronouns are categorized under three numbers; singular, dual and plural but English personal, reflexive and possessive pronouns are categorized under two numbers; singular and plural.
- There is existence of inclusive and exclusive pronouns for the first person personal, reflexive and possessive pronouns in dual and plural numbers in the Sampang language, which do not exist in the English language.
- In English, there is a separate pronominal form for subjective and objective case but in the case of Sampang, the same subjective case form ‘ n ’ works as an objective case.
- Sampang has distinct second person personal pronouns for singular, dual and plural i.e. ‘ n , n ci, n ni’ But English has only one all second person personal

pronouns i.e. 'you'. This is used for all number so it shows that Sampang has more second person personal pronouns.

- English has separate third person singular personal pronouns for male, female and neutral where as Sampang has only two third person singular personal pronouns .i.e. 'kho' for male/female and 'n k ' for neutral.
- English third person singular possessive pronouns are used distinctively for male and female. But there are no separate pronouns for male, female in Sampang third person singular possessive pronouns.
- Sampang has different interrogative pronouns for singular and plural where as in English the same forms are used for both singular and plural.
- Sampang reflexive pronouns are marked for number. i.e. singular, dual and plural. Where as English reflexive pronouns are marked for only singular and plural.
- English relative pronouns 'which' is used only with non-human subject and 'that' with both human and non-human subject. But Sampang has not any separate relative pronouns. Suffix 'k ' is added to the verb to show the relation.
- There is no difference in the language used by male and female in the Sampang as the English have. So we can say it is not a sexist language.

4.2 RECOMMENDATION AND PEDAGOGICAL IMPLICATIONS

The study has following pedagogic implications and accordingly recommendations are mentioned below:

1. This research is a comparative study between languages; The Sampang Rai and English. It helps the teacher to predict the areas of difficulty and possible errors that learners face and commit.

2. If the knowledge of the first language is different from that of the second language learning will be difficult, so a language teacher should analyze the similar and different points between the native language of the learners and the target language they are going to learn or learning.

3. Personal, reflexive and possessive pronouns are categorized under three persons; 1st, 2nd and 3rd person in both languages. This similarity should be taken into consideration while teaching the Sampang Rai native speakers.

4. English personal, reflexive and possessive pronouns are categorized under two numbers; singular and plural where as Sampang personal, reflexive and possessive pronouns are categorized under three numbers. So this difference should be considered while teaching either English or Sampang pronominal system.

5. Sampang has the existence of inclusive and exclusive pronouns for the first person personal, reflexive and possessive pronouns. So Sampang native speakers should be made clear that English has no inclusive and exclusive pronouns while teaching pronominal system.

6. English language has separate pronominal forms for subjective and objective case where as Sampang language has same pronominal forms for both cases. Due to the transfer of first language knowledge Sampang native speakers may use same English subjective pronominal forms for objective case and may commit errors while learning English. So Sampang native speakers should be taught that English has separate pronominal forms for subjective and objective case.

7. English has only one second personal pronouns i.e. 'you' which is used for all numbers where as Sampang has separate personal pronouns for singular, dual and plural. So that teachers and learners should be aware of this fact.

8. There is use of same Sampang pronouns for the male and female. But English has distinct form for male and female. So this difference should be taken consideration while teaching English pronominal system to the Sampang native speakers.

9. Sampang pronouns have more pragmatic value than English pronouns. So contextual uses of Sampang pronouns should be emphasized.

10. Sampang has not separate form for relatives pronouns, only the suffix 'k ' is used to show relation. But English has relative pronouns. So that learners and teachers should be aware of this fact while learning the English pronouns.

11. In English language the same forms of interrogative pronouns are used for both singular and plural. But Sampang has different interrogative pronouns for singular and plural. So this difference should be taken into consideration while teaching English pronominal system to Sampang native speakers.

12. At last the researcher hopes this work will provide considerable information on the English and Sampang pronominal system and it may be helpful to teachers and students in teaching / learning process of both languages pronouns. This work will also be helpful for the course designers to design the course of both languages. Sampang pronominal is more complex than English. The researcher only has gone through few pronominal system of Sampang language. So the researcher hopes further researches will be carried out on this area.

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APENDIX-I

The Number of Language spoken in Rai community

The languages spoken in Rai community and number of speakers are given below.

Languages	Number of speakers
1. Bantawa	371056
2. Chamling	44093
3. Kulung	18686
4. Thulung	14034
5. Sampang	10810
6. Khaling	9288
7. Dumi	5271
8. Wambule	4471
9. Puma	4310
10. Nachhiring	3553
11. Bahing	2765
12. Koyu	2641
13. Yamphu	1722
14. Chiling	1314
15. Loharung	1207
16. Mewahang	904
17. Tilung	310
18. Jerung	271
19. Dungmali	221
20. Lingkhim	97
21. Sam	23
22. Chhintang	8

(Source: Population Census Report, 2001)

APENDIX-II

Interview schedule

This interview schedule has been prepared in order to accomplish a research work in titled '*Pronominals in Sampang Rai and English: A comparative study*'. This research is being carried out under the supervision of Dr. Chandreshwar Mishra, Reader and Head, Department of English Education T.U. Kritipur Kathmandu. It is hoped that your invaluable co-operation will be great contribution in the accomplishment of this valuable research.

Researcher

Nanumati Sampang Rai

Name: - Jhalkamaya Sampang Rai

Age: - 80 years

V.D.C.: - Phedi-2

Sex: - female

Occupation: - Farming

Academic Qualification: - No

How do you say the following sentences in Sampang Rai Language?

- | | |
|-------------------------------------|------------------------------|
| 1) I like singing. | -l i ch m pom li. |
| 2) You like dancing. | n ch mm n t n . |
| 3) This is my bag. | n k ã bekh . |
| 4) We eat rice. | k ye c cem. |
| 5) We (two) eat rice. | k ci c cicu. |
| 6) Our bag is there. | e bekh m pi tui. |
| 7) Our (two) bag is there. | cu bekh m pi tui. |
| 8) She will come tomorrow. | kho sel m ti. |
| 9) She will meet us tomorrow. | khos sel m k ye-l i tupe. |
| 10) He will meet us (two) tomorrow. | khos sel m k ci-l i ticipi. |
| 11) You are teacher. | n / n ni (politely) cek bi. |
| 12) You (two) are teacher. | n ci cek bici. |
| 13) That is your cap. | m k m/ mnu (politely) b ptã. |

- 14) This is your house. n k m/ mnu khim.
- 15) He is driving a car. kho-s g di g h k tui.
- 16) Her house is in Kathmandu. um khim k thm ndupi tui.
- 17) Who is your best friend? s -le m/ mnu (politely) kh k bumi.
- 18) You go home. n khim kh t . or n ni khim kh t ni. (Politely)
- 19) You (two) go home. n ci khim kh t ci.
- 20) Where are you going? n h pi kh tih n k ? / n ni h pi kh tih nik ?(Politely)
- 21) They are naughty. m k ci tātul ci tuimi.
- 22) Give me money. -l i bulu pyānum.
- 23) Father gave us (two) money. p p k cik -l i bulu pek mu
- 24) This book is mine. n k kit b āmi.
- 25) That is our (two) book. m k cuk kit b .
- 26) Where are you going? n h pi kh tih n k .
- 27) This book is our. n k kit b emi.
- 28) Let me do myself. -l i ã p mum pyānum.
- 29) They finished their task themselves. khoci umcu c î w umcu p duruci.
- 30) Let him do himself. um p mum pyu / py num (Politely).
- 31) Let them do themselves. umcu p mum pyu / py num (Politely).
- 32) Let her do herself. um p mum pyu / py num (Politely).
- 33) These are books. n k kit b ci.
- 34) Those are books. m k kit b ci.
- 35) These (two) are books. n k kit b ci.
- 36) They are reading. m k ci nyāh ci.
- 37) They (two) reading. m k ci nyuhācu.
- 38) What happened? ch / ch k ?
- 39) Where do you come from?
n h pik t n k ? or n ni h pik t nik ? (Politely)
- 40) How old are you? mnu mhet dhai t l .
- 41) It is me. n k .

- 42) Brother met her yesterday. bubu thep kho-l i tupuci.
- 43) Which is your best city? m / mnu (politely) kh k s psem h k le?
- 44) We do respect our elders. k ye tums bucimi s y s mdu yum chi.
- 45) The man who is coming is my uncle. m k b nih mik min ã b b .
- 46) This is girl whom all loves. n k mim ch kho-l i jh r l lukh myãci.
- 47) Whose house is this? n k khim s mi?
- 48) Ask yourself. m- p t tu. or mnu- p t t num . (Politely)
- 49) Ask yourselves. mnu- p t t num.
- 50) All are beautiful. jh r ci kh nnik .
- 51) It is their school. n k umcu nuw kh m.
- 52) With whom do you stay? n s lo tuin ? or n ni s lo tuini? (Politely)
- 53) We all like that very much. k ke jh r m k kh sito n t m.
- 54) How long do you stay in Kathmandu?
 h lloto n k thm ndupi tuin ? or h lloto n ni k thm ndupi tuini? (Politely)
- 55) When did you learn to sing?
 h llok n ch m pom cen cin k ? or h llok n ni ch m pom chen cinik ?
 (Politely)
- 56) To whom did Radha give books, bags and play things?
 s -l i r dh w kit b ci, bekh ci lo w lm k ci piur ch ?
- 57) His real name was Tenzing Rai. um chu nu /nu tengi r i h .
- 58) When do you get up daily?
 gh ri n s dh i pokin ? or gh ri n ni s dh i pokini? (Politely)
- 59) Air blows itself. hu um- p mi.
- 60) Our native language is sampang language. e phuw gu s mp gu h .
- 61) His language is different from ours. khomi gu emik phitto tui.
- 62) They never do their work themselves.
 khociw h llos umcu c î w umcu- p micin .
- 63) There are parks, which are full of flowers. m k pi bu cilok tum kh m tui.
- 64) Whose book is that? m k s mi kit b ?

APENDIX-III

Interview schedule

This interview schedule has been prepared in order to accomplish a research work in titled '*Pronominals in Sampang Rai and English: A comparative study*'. This research is being carried out under the supervision of Dr. Chandreshwar Mishra, Reader and Head, Department of English Education T.U. Kritipur Kathmandu. It is hoped that your invaluable co-operation will be great contribution in the accomplishment of this valuable research.

Researcher

Nanumati Sampang Rai

Name: - Maya Sampang Rai

Age: - 64 years

V.D.C.: - Phedi-2

Sex: - female

Occupation: - Farming

Academic Qualification: - No

How do you say the following sentences in Sampang Rai Language?

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| 2) You like dancing. | n ch mm n t n . |
| 3) This is my bag. | n k ã bekh . |
| 4) We eat rice. | k ye c cem. |
| 5) We (two) eat rice. | k ci c cicu. |
| 6) Our bag is there. | e bekh m pi tui. |
| 7) Our (two) bag is there. | cu bekh m pi tui. |
| 8) She will come tomorrow. | kho sel m ti. |
| 9) She will meet us tomorrow. | khos sel m k ye-l i tupe. |
| 10) He will meet us (two) tomorrow. | khos sel m k ci-l i ticipi. |
| 11) You are teacher. | n / n ni (politely) cek bi. |
| 12) You (two) are teacher. | n ci cek bici. |
| 13) That is your cap. | m k m/ mnu (politely) b ptã. |

- 14) This is your house. n k m/ mnu khim.
- 15) He is driving a car. kho-s g di g h k tui.
- 16) Her house is in Kathmandu. um khim k thm ndupi tui.
- 17) Who is your best friend? s -le m/ mnu (politely) kh k bumi.
- 18) You go home. n khim kh t . or n ni khim kh t ni. (Politely)
- 19) You (two) go home. n ci khim kh t ci.
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- 21) They are naughty. m k ci tātul ci tuimi.
- 22) Give me money. -l i bulu pyānum.
- 23) Father gave us (two) money. p p k cik -l i bulu pek mu
- 24) This book is mine. n k kit b āmi.
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- 26) Where are you going? n h pi kh tih n k .
- 27) This book is our. n k kit b emi.
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- 31) Let them do themselves. umcu p mum pyu / py num (Politely).
- 32) Let her do herself. um p mum pyu / py num (Politely).
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- 34) Those are books. m k kit b ci.
- 35) These (two) are books. n k kit b ci.
- 36) They are reading. m k ci nyāh ci.
- 37) They (two) reading. m k ci nyuhācu.
- 38) What happened? ch / ch k ?
- 39) Where do you come from?
n h pik t n k ? or n ni h pik t nik ? (Politely)
- 40) How old are you? mnu mhet dhai t l .
- 41) It is me. n k .

- 42) Brother met her yesterday. bubu thep kho-l i tupuci.
- 43) Which is your best city? m / mnu (politely) kh k s psem h k le?
- 44) We do respect our elders. k ye tums bucimi s y s mdu yum chi.
- 45) The man who is coming is my uncle. m k b nih mik min ã b b .
- 46) This is girl whom all loves. n k mim ch kho-l i jh r l lukh myãci.
- 47) Whose house is this? n k khim s mi?
- 48) Ask yourself. m- p t tu. or mnu- p t t num . (Politely)
- 49) Ask yourselves. mnu- p t t num.
- 50) All are beautiful. jh r ci kh nnik .
- 51) It is their school. n k umcu nuw kh m.
- 52) With whom do you stay? n s lo tuin ? or n ni s lo tuini? (Politely)
- 53) We all like that very much. k ke jh r m k kh sito n t m.
- 54) How long do you stay in Kathmandu?
 h lloto n k thm ndupi tuin ? or h lloto n ni k thm ndupi tuini? (Politely)
- 55) When did you learn to sing?
 h llok n ch m pom cen cin k ? or h llok n ni ch m pom chen cinik ?
 (Politely)
- 56) To whom did Radha give books, bags and play things?
 s -l i r dh w kit b ci, bekh ci lo w lm k ci piur ch ?
- 57) His real name was Tenzing Rai. um chu nu /nu tengi r i h .
- 58) When do you get up daily?
 gh ri n s dh i pokin ? or gh ri n ni s dh i pokini? (Politely)
- 59) Air blows itself. hu um- p mi.
- 60) Our native language is sampang language. e phuw gu s mp gu h .
- 61) His language is different from ours. khomi gu emik phitto tui.
- 62) They never do their work themselves.
 khociw h llos umcu c î w umcu- p micin .
- 63) There are parks, which are full of flowers. m k pi bu cilok tum kh m tui.
- 64) Whose book is that? m k s mi kit b ?

APENDIX-IV

Interview schedule

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Researcher

Nanumati Sampang Rai

Age: - 74 years

Sex: - male

Name: - Pahalmani Sampang Rai

V.D.C.: - Bashpani -4

Occupation: - Social service

Academic Qualification: - Literate

How do you say the following sentences in Sampang Rai Language?

- | | |
|-------------------------------------|------------------------------|
| 1) I like singing. | -l i ch m pom li. |
| 2) You like dancing. | n ch mm n t n . |
| 3) This is my bag. | n k ã bekh . |
| 4) We eat rice. | k ye c cem. |
| 5) We (two) eat rice. | k ci c cicu. |
| 6) Our bag is there. | e bekh m pi tui. |
| 7) Our (two) bag is there. | cu bekh m pi tui. |
| 8) She will come tomorrow. | kho sel m ti. |
| 9) She will meet us tomorrow. | khos sel m k ye-l i tupe. |
| 10) He will meet us (two) tomorrow. | khos sel m k ci-l i ticipi. |
| 11) You are teacher. | n / n ni (politely) cek bi. |
| 12) You (two) are teacher. | n ci cek bici. |
| 13) That is your cap. | m k m/ mnu (politely) b ptã. |

- 14) This is your house. n k m/ mnu khim.
- 15) He is driving a car. kho-s g di g h k tui.
- 16) Her house is in Kathmandu. um khim k thm ndupi tui.
- 17) Who is your best friend? s -le m/ mnu (politely) kh k bumi.
- 18) You go home. n khim kh t . or n ni khim kh t ni. (Politely)
- 19) You (two) go home. n ci khim kh t ci.
- 20) Where are you going? n h pi kh tih n k ? / n ni h pi kh tih nik ?(Politely)
- 21) They are naughty. m k ci tātul ci tuimi.
- 22) Give me money. -l i bulu pyānum.
- 23) Father gave us (two) money. p p k cik -l i bulu pek mu
- 24) This book is mine. n k kit b āmi.
- 25) That is our (two) book. m k cuk kit b .
- 26) Where are you going? n h pi kh tih n k .
- 27) This book is our. n k kit b emi.
- 28) Let me do myself. -l i ã p mum pyānum.
- 29) They finished their task themselves. khoci umcu c î w umcu p duruci.
- 30) Let him do himself. um p mum pyu / py num (Politely).
- 31) Let them do themselves. umcu p mum pyu / py num (Politely).
- 32) Let her do herself. um p mum pyu / py num (Politely).
- 33) These are books. n k kit b ci.
- 34) Those are books. m k kit b ci.
- 35) These (two) are books. n k kit b ci.
- 36) They are reading. m k ci nyāh ci.
- 37) They (two) reading. m k ci nyuhācu.
- 38) What happened? ch / ch k ?
- 39) Where do you come from?
n h pik t n k ? or n ni h pik t nik ? (Politely)
- 40) How old are you? mnu mhet dhai t l .
- 41) It is me. n k .

- 42) Brother met her yesterday. bubu thep kho-l i tupuci.
- 43) Which is your best city? m / mnu (politely) kh k s psem h k le?
- 44) We do respect our elders. k ye tums bucimi s y s mdu yum chi.
- 45) The man who is coming is my uncle. m k b nih mik min ã b b .
- 46) This is girl whom all loves. n k mim ch kho-l i jh r l lukh myãci.
- 47) Whose house is this? n k khim s mi?
- 48) Ask yourself. m- p t tu. or mnu- p t t num . (Politely)
- 49) Ask yourselves. mnu- p t t num.
- 50) All are beautiful. jh r ci kh nnik .
- 51) It is their school. n k umcu nuw kh m.
- 52) With whom do you stay? n s lo tuin ? or n ni s lo tuini? (Politely)
- 53) We all like that very much. k ke jh r m k kh sito n t m.
- 54) How long do you stay in Kathmandu?
 h lloto n k thm ndupi tuin ? or h lloto n ni k thm ndupi tuini? (Politely)
- 55) When did you learn to sing?
 h llok n ch m pom cen cin k ? or h llok n ni ch m pom chen cinik ?
 (Politely)
- 56) To whom did Radha give books, bags and play things?
 s -l i r dh w kit b ci, bekh ci lo w lm k ci piur ch ?
- 57) His real name was Tenzing Rai. um chu nu /nu tengi r i h .
- 58) When do you get up daily?
 gh ri n s dh i pokin ? or gh ri n ni s dh i pokini? (Politely)
- 59) Air blows itself. hu um- p mi.
- 60) Our native language is sampang language. e phuw gu s mp gu h .
- 61) His language is different from ours. khomi gu emik phitto tui.
- 62) They never do their work themselves.
 khociw h llos umcu c î w umcu- p micin .
- 63) There are parks, which are full of flowers. m k pi bu cilok tum kh m tui.
- 64) Whose book is that? m k s mi kit b ?

- 65) What do you say him? n kho-l i l n ?
- 66) Is that your friend? m k m bumi h ? or m k mnu bumi h ? (Politely)
- 67) Have you tired pushing it?
n k tolun lo n h y n ? or n k tol numlo n ni h y n ni? (Politely)
- 68) Is he your grandfather? khoci mnu phup h ?
- 69) Let's go today and see you tomorrow. ise h se sel m tupe.
- 70) Thank you for your time providing for interview.
toim rilo y w py num n nil i ãl ne.

APENDIX-V

Interview schedule

This interview schedule has been prepared in order to accomplish a research work in titled '*Pronominals in Sampang Rai and English: A comparative study*'. This research is being carried out under the supervision of Dr. Chandreshwar Mishra, Reader and Head, Department of English Education T.U. Kritipur Kathmandu. It is hoped that your invaluable co-operation will be great contribution in the accomplishment of this valuable research.

Researcher

Nanumati Sampang Rai

Name: - Harka Hira Sampang Rai

Age: - 67 years

V.D.C.: - Bashpani-9

Sex: - female

Occupation: - house wife

Academic Qualification: - No

How do you say the following sentences in Sampang Rai Language?

- | | |
|-------------------------------------|------------------------------|
| 1) I like singing. | -l i ch m pom li. |
| 2) You like dancing. | n ch mm n t n . |
| 3) This is my bag. | n k ã bekh . |
| 4) We eat rice. | k ye c cem. |
| 5) We (two) eat rice. | k ci c cicu. |
| 6) Our bag is there. | e bekh m pi tui. |
| 7) Our (two) bag is there. | cu bekh m pi tui. |
| 8) She will come tomorrow. | kho sel m ti. |
| 9) She will meet us tomorrow. | khos sel m k ye-l i tupe. |
| 10) He will meet us (two) tomorrow. | khos sel m k ci-l i ticipi. |
| 11) You are teacher. | n / n ni (politely) cek bi. |
| 12) You (two) are teacher. | n ci cek bici. |
| 13) That is your cap. | m k m/ mnu (politely) b ptã. |

- 14) This is your house. n k m/ mnu khim.
- 15) He is driving a car. kho-s g di g h k tui.
- 16) Her house is in Kathmandu. um khim k thm ndupi tui.
- 17) Who is your best friend? s -le m/ mnu (politely) kh k bumi.
- 18) You go home. n khim kh t . or n ni khim kh t ni. (Politely)
- 19) You (two) go home. n ci khim kh t ci.
- 20) Where are you going?
n h pi kh tih n k ? / n ni h pi kh tih nik ?(Politely)
- 21) They are naughty. m k ci tâtul ci tuimi.
- 22) Give me money. -l i bulu pyãnum.
- 23) Father gave us (two) money. p p k cik -l i bulu pek mu
- 24) This book is mine. n k kit b ãmi.
- 25) That is our (two) book. m k cuk kit b .
- 26) Where are you going? n h pi kh tih n k .
- 27) This book is our. n k kit b emi.
- 28) Let me do myself. -l i ã p mum pyãnum.
- 29) They finished their task themselves. khoci umcu c î w umcu p duruci.
- 30) Let him do himself. um p mum pyu / py num (Politely).
- 31) Let them do themselves. umcu p mum pyu / py num (Politely).
- 32) Let her do herself. um p mum pyu / py num (Politely).
- 33) These are books. n k kit b ci.
- 34) Those are books. m k kit b ci.
- 35) These (two) are books. n k kit b ci.
- 36) They are reading. m k ci nyãh ci.
- 37) They (two) reading. m k ci nyuhãcu.
- 38) What happened? ch / ch k ?
- 39) Where do you come from?
n h pik t n k ? or n ni h pik t nik ? (Politely)
- 40) How old are you? mnu mhet dhai t l .

- 41) It is me. n k .
- 42) Brother met her yesterday. bubu thep kho-l i tupuci.
- 43) Which is your best city? m / mnu (politely) kh k s psem h k le?
- 44) We do respect our elders. k ye tums bucimi s y s mdu yum chi.
- 45) The man who is coming is my uncle. m k b nih mik min ã b b .
- 46) This is girl whom all loves. n k mim ch kho-l i jh r l lukh myãci.
- 47) Whose house is this? n k khim s mi?
- 48) Ask yourself. m- p t tu. or mnu- p t t num . (Politely)
- 49) Ask yourselves. mnu- p t t num.
- 50) All are beautiful. jh r ci kh nnik .
- 51) It is their school. n k umcu nuw kh m.
- 52) With whom do you stay? n s lo tuin ? or n ni s lo tuini? (Politely)
- 53) We all like that very much. k ke jh r m k kh sito n t m.
- 54) How long do you stay in Kathmandu?
h lloto n k thm ndupi tuin ? or h lloto n ni k thm ndupi tuini? (Politely)
- 55) When did you learn to sing?
h llok n ch m pom cen cin k ? or h llok n ni ch m pom chen cinik ?
(Politely)
- 56) To whom did Radha give books, bags and play things?
s -l i r dh w kit b ci, bekh ci lo w lm k ci piur ch ?
- 57) His real name was Tenzing Rai. um chu nu /nu tengi r i h .
- 58) When do you get up daily?
gh ri n s dh i pokin ? or gh ri n ni s dh i pokini? (Politely)
- 59) Air blows itself. hu um- p mi.
- 60) Our native language is sampang language. e phuw gu s mp gu h .
- 61) His language is different from ours. khomi gu emik phitto tui.
- 62) They never do their work themselves.
khociw h llos umcu c î w umcu- p micin .
- 63) There are parks, which are full of flowers. m k pi bu cilok tum kh m tui.

APENDIX-VI

Interview schedule

This interview schedule has been prepared in order to accomplish a research work in titled '*Pronominals in Sampang Rai and English: A comparative study*'. This research is being carried out under the supervision of Dr. Chandreshwar Mishra, Reader and Head, Department of English Education T.U. Kritipur Kathmandu. It is hoped that your invaluable co-operation will be great contribution in the accomplishment of this valuable research.

Researcher

Nanumati Sampang Rai

Name: - Nir Bahadur Sampang Rai

Age: - 51 years

V.D.C.: - Khartamchha- 2

Sex: - male

Occupation: - Farming

Academic Qualification: - S.L.C

How do you say the following sentences in Sampang Rai Language?

- | | |
|-------------------------------------|------------------------------|
| 1) I like singing. | -l i ch m pom li. |
| 2) You like dancing. | n ch mm n t n . |
| 3) This is my bag. | n k ã bekh . |
| 4) We eat rice. | k ye c cem. |
| 5) We (two) eat rice. | k ci c cicu. |
| 6) Our bag is there. | e bekh m pi tui. |
| 7) Our (two) bag is there. | cu bekh m pi tui. |
| 8) She will come tomorrow. | kho sel m ti. |
| 9) She will meet us tomorrow. | khos sel m k ye-l i tupe. |
| 10) He will meet us (two) tomorrow. | khos sel m k ci-l i ticipi. |
| 11) You are teacher. | n / n ni (politely) cek bi. |
| 12) You (two) are teacher. | n ci cek bici. |
| 13) That is your cap. | m k m/ mnu (politely) b ptã. |

- 14) This is your house. n k m/ mnu khim.
- 15) He is driving a car. kho-s g di g h k tui.
- 16) Her house is in Kathmandu. um khim k thm ndupi tui.
- 17) Who is your best friend? s -le m/ mnu (politely) kh k bumi.
- 18) You go home. n khim kh t . or n ni khim kh t ni. (Politely)
- 19) You (two) go home. n ci khim kh t ci.
- 20) Where are you going?
n h pi kh tih n k ?/ n ni h pi kh tih nik ?(Politely)
- 21) They are naughty. m k ci tâtul ci tuimi.
- 22) Give me money. -l i bulu pyãnum.
- 23) Father gave us (two) money. p p k cik -l i bulu pek mu
- 24) This book is mine. n k kit b ãmi.
- 25) That is our (two) book. m k cuk kit b .
- 26) Where are you going? n h pi kh tih n k .
- 27) This book is our. n k kit b emi.
- 28) Let me do myself. -l i ã p mum pyãnum.
- 29) They finished their task themselves. khoci umcu c î w umcu p duruci.
- 30) Let him do himself. um p mum pyu / py num (Politely).
- 31) Let them do themselves. umcu p mum pyu / py num (Politely).
- 32) Let her do herself. um p mum pyu / py num (Politely).
- 33) These are books. n k kit b ci.
- 34) Those are books. m k kit b ci.
- 35) These (two) are books. n k kit b ci.
- 36) They are reading. m k ci nyãh ci.
- 37) They (two) reading. m k ci nyuhãcu.
- 38) What happened? ch / ch k ?
- 39) Where do you come from?
n h pik t n k ? or n ni h pik t nik ? (Politely)
- 40) How old are you? mnu mhet dhai t l .

- 41) It is me. n k .
- 42) Brother met her yesterday. bubu thep kho-l i tupuci.
- 43) Which is your best city? m / mnu (politely) kh k s psem h k le?
- 44) We do respect our elders. k ye tums bucimi s y s mdu yum chi.
- 45) The man who is coming is my uncle. m k b nih mik min ã b b .
- 46) This is girl whom all loves. n k mim ch kho-l i jh r l lukh myãci.
- 47) Whose house is this? n k khim s mi?
- 48) Ask yourself. m- p t tu. or mnu- p t t num . (Politely)
- 49) Ask yourselves. mnu- p t t num.
- 50) All are beautiful. jh r ci kh nnik .
- 51) It is their school. n k umcu nuw kh m.
- 52) With whom do you stay? n s lo tuin ? or n ni s lo tuini? (Politely)
- 53) We all like that very much. k ke jh r m k kh sito n t m.
- 54) How long do you stay in Kathmandu?
h lloto n k thm ndupi tuin ? or h lloto n ni k thm ndupi tuini? (Politely)
- 55) When did you learn to sing?
h llok n ch m pom cen cin k ? or h llok n ni ch m pom chen cinik ?
(Politely)
- 56) To whom did Radha give books, bags and play things?
s -l i r dh w kit b ci, bekh ci lo w lm k ci piur ch ?
- 57) His real name was Tenzing Rai. um chu nu /nu tengi r i h .
- 58) When do you get up daily?
gh ri n s dh i pokin ? or gh ri n ni s dh i pokini? (Politely)
- 59) Air blows itself. hu um- p mi.
- 60) Our native language is sampang language. e phuw gu s mp gu h .
- 61) His language is different from ours. khomi gu emik phitto tui.
- 62) They never do their work themselves.
khociw h llos umcu c î w umcu- p micin .
- 63) There are parks, which are full of flowers. m k pi bu cilok tum kh m tui.

APENDIX-VII

Interview schedule

This interview schedule has been prepared in order to accomplish a research work in titled '*Pronominals in Sampang Rai and English: A comparative study*'. This research is being carried out under the supervision of Dr. Chandreshwar Mishra, Reader and Head, Department of English Education T.U. Kritipur Kathmandu. It is hoped that your invaluable co-operation will be great contribution in the accomplishment of this valuable research.

Researcher

Nanumati Sampang Rai

Name: - Sanjib kumar Sampang Rai

Age: - 33 years

V.D.C.: - Khartamchha-8

Sex: - male

Occupation: - student

Academic Qualification: - S.L.C

How do you say the following sentences in Sampang Rai Language?

- | | |
|-------------------------------------|------------------------------|
| 1) I like singing. | -l i ch m pom li. |
| 2) You like dancing. | n ch mm n t n . |
| 3) This is my bag. | n k ã bekh . |
| 4) We eat rice. | k ye c cem. |
| 5) We (two) eat rice. | k ci c cicu. |
| 6) Our bag is there. | e bekh m pi tui. |
| 7) Our (two) bag is there. | cu bekh m pi tui. |
| 8) She will come tomorrow. | kho sel m ti. |
| 9) She will meet us tomorrow. | khos sel m k ye-l i tupe. |
| 10) He will meet us (two) tomorrow. | khos sel m k ci-l i ticipi. |
| 11) You are teacher. | n / n ni (politely) cek bi. |
| 12) You (two) are teacher. | n ci cek bici. |
| 13) That is your cap. | m k m/ mnu (politely) b ptã. |

- 14) This is your house. n k m/ mnu khim.
- 15) He is driving a car. kho-s g di g h k tui.
- 16) Her house is in Kathmandu. um khim k thm ndupi tui.
- 17) Who is your best friend? s -le m/ mnu (politely) kh k bumi.
- 18) You go home. n khim kh t . or n ni khim kh t ni. (Politely)
- 19) You (two) go home. n ci khim kh t ci.
- 20) Where are you going?
n h pi kh tih n k ?/ n ni h pi kh tih nik ?(Politely)
- 21) They are naughty. m k ci tâtul ci tuimi.
- 22) Give me money. -l i bulu pyãnum.
- 23) Father gave us (two) money. p p k cik -l i bulu pek mu
- 24) This book is mine. n k kit b ãmi.
- 25) That is our (two) book. m k cuk kit b .
- 26) Where are you going? n h pi kh tih n k .
- 27) This book is our. n k kit b emi.
- 28) Let me do myself. -l i ã p mum pyãnum.
- 29) They finished their task themselves. khoci umcu c î w umcu p duruci.
- 30) Let him do himself. um p mum pyu / py num (Politely).
- 31) Let them do themselves. umcu p mum pyu / py num (Politely).
- 32) Let her do herself. um p mum pyu / py num (Politely).
- 33) These are books. n k kit b ci.
- 34) Those are books. m k kit b ci.
- 35) These (two) are books. n k kit b ci.
- 36) They are reading. m k ci nyãh ci.
- 37) They (two) reading. m k ci nyuhãcu.
- 38) What happened? ch / ch k ?
- 39) Where do you come from?
n h pik t n k ? or n ni h pik t nik ? (Politely)
- 40) How old are you? mnu mhet dhai t l .

- 41) It is me. n k .
- 42) Brother met her yesterday. bubu thep kho-l i tupuci.
- 43) Which is your best city? m / mnu (politely) kh k s psem h k le?
- 44) We do respect our elders. k ye tums bucimi s y s mdu yum chi.
- 45) The man who is coming is my uncle. m k b nih mik min ã b b .
- 46) This is girl whom all loves. n k mim ch kho-l i jh r l lukh myãci.
- 47) Whose house is this? n k khim s mi?
- 48) Ask yourself. m- p t tu. or mnu- p t t num . (Politely)
- 49) Ask yourselves. mnu- p t t num.
- 50) All are beautiful. jh r ci kh nnik .
- 51) It is their school. n k umcu nuw kh m.
- 52) With whom do you stay? n s lo tuin ? or n ni s lo tuini? (Politely)
- 53) We all like that very much. k ke jh r m k kh sito n t m.
- 54) How long do you stay in Kathmandu?
h lloto n k thm ndupi tuin ? or h lloto n ni k thm ndupi tuini? (Politely)
- 55) When did you learn to sing?
h llok n ch m pom cen cin k ? or h llok n ni ch m pom chen cinik ?
(Politely)
- 56) To whom did Radha give books, bags and play things?
s -l i r dh w kit b ci, bekh ci lo w lm k ci piur ch ?
- 57) His real name was Tenzing Rai. um chu nu /nu tengi r i h .
- 58) When do you get up daily?
gh ri n s dh i pokin ? or gh ri n ni s dh i pokini? (Politely)
- 59) Air blows itself. hu um- p mi.
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- 61) His language is different from ours. khomi gu emik phitto tui.
- 62) They never do their work themselves.
khociw h llos umcu c î w umcu- p micin .
- 63) There are parks, which are full of flowers. m k pi bu cilok tum kh m tui.

