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Comparative Analysis of English and Hindi Grammatical Systems with Reference to Uzbek

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ABSTRACT: This article presents a comparative analysis of selected grammatical features of English and Hindi. Although both languages belong to the Indo-European language family, their grammatical systems differ in several important respects. The study focuses on basic word order, grammatical gender, plural formation, pronouns of politeness, tense and aspect, agreement patterns, and the use of prepositions and postpositions. It also identifies shared grammatical categories, including parts of speech, tense distinctions, negation, and question formation. The comparison is particularly relevant to Uzbek-speaking learners because Hindi shares certain structural features with Uzbek, especially subject–object–verb word order and the use of postpositions. The article uses descriptive and contrastive analysis to explain how the two languages organize grammatical information and to highlight areas that may cause difficulty for learners.

Keywords: comparative grammar, English, Hindi, word order, grammatical gender, plural formation, politeness, tense and aspect, postpositions.

ANNOTATSIYA: Ushbu maqolada ingliz va hind tillarining ayrim grammatik xususiyatlari qiyosiy tahlil qilinadi. Har ikki til hind-yevropa tillari oilasiga mansub bo‘lsa-da, ularning grammatik tizimida muhim farqlar mavjud. Tadqiqotda gap bo‘laklarining joylashish tartibi, grammatik jins, ko‘plik shakllari, hurmat va muomala darajasini ifodalovchi olmoshlar, zamon va aspekt, grammatik moslashuv hamda predlog va

postpozitsiyalarning qo‘llanishi ko‘rib chiqiladi. Shuningdek, har ikki tilga xos umumiy grammatik kategoriyalar ham yoritiladi. Qiyoslash o‘zbek tilida so‘zlashuvchilar uchun ham ahamiyatlidir, chunki hind tilining SOV tartibi va postpozitsiyalari o‘zbek tilidagi ayrim tuzilmalarga yaqin. Maqolada tavsifiy va qiyosiy tahlil usullaridan foydalaniladi.

Kalit so‘zlar: qiyosiy grammatika, ingliz tili, hind tili, so‘z tartibi, grammatik jins, ko‘plik, hurmat shakllari, zamon va aspekt, postpozitsiyalar.

АННОТАЦИЯ: В статье проводится сопоставительный анализ отдельных грамматических особенностей английского и хинди. Несмотря на принадлежность обоих языков к индоевропейской языковой семье, их грамматические системы существенно различаются. Рассматриваются порядок слов, грамматический род, образование множественного числа, местоимения, выражающие степень вежливости, система времени и вида, грамматическое согласование, а также употребление предлогов и послелогов. Кроме того, выделяются общие грамматические категории двух языков. Сопоставление представляет интерес и для узбекоязычных учащихся, поскольку порядок SOV и послелоги в хинди имеют определённое сходство с узбекским языком. В исследовании применяются описательный и сопоставительный методы.

Ключевые слова: сопоставительная грамматика, английский язык, хинди, порядок слов, грамматический род, множественное число, вежливость, время и вид, послелоги.

INTRODUCTION

Language comparison helps explain how languages that share a distant historical origin can develop different grammatical structures. English and Hindi provide an instructive example. Both belong to the Indo-European language family, but they have developed distinct systems of word order, gender marking, plural formation, politeness,

verbal structure, and adpositions. Their shared ancestry does not mean that their present-day grammars are alike; rather, it provides a historical background against which their similarities and differences can be examined.

This comparison is also useful for learners whose first language is Uzbek. Hindi commonly follows a subject–object–verb (SOV) pattern and uses postpositions, features that are familiar in Uzbek. English, by contrast, generally follows a subject–verb–object (SVO) order and places prepositions before nouns or noun phrases. The purpose of this article is to compare selected grammatical features of English and Hindi, identify their main similarities and differences, and consider how these features may affect language learning.

LITERATURE REVIEW

The description of Hindi grammar and its place within the Indo-Aryan branch of the Indo-European family has been addressed in major linguistic works. Masica (1991) provides a broad account of the structure and historical development of Indo-Aryan languages. Kachru (2006) offers a focused description of Hindi, including its grammatical patterns and language use. Shapiro (2003) discusses Hindi within the wider context of Indo-Aryan languages and provides a basis for understanding its grammatical features in relation to other languages of the same branch.

For the analysis of cross-linguistic patterns, Comrie (1989) is relevant because his work examines language universals and typological variation. This typological perspective makes it possible to compare word order, grammatical categories, and agreement patterns without assuming that languages with a common historical origin must have identical structures. Drawing on these works, the present article uses a descriptive and contrastive approach to examine selected features of English and Hindi.

The reviewed sources provide a linguistic foundation for the comparison. The present discussion is limited to the grammatical features addressed in the article and does not claim to offer a complete description of either language.

RESEARCH METHODOLOGY

The study is based on descriptive and contrastive methods. The descriptive method is used to explain the relevant grammatical features of English and Hindi separately. The contrastive method is then applied to identify similarities and differences between the two systems. Examples from both languages are used to illustrate word order, gender agreement, plural formation, pronoun choice, verbal constructions, and adpositions.

The analysis is qualitative rather than statistical. It relies on grammatical descriptions and the linguistic references listed in the bibliography. Uzbek is included as a point of comparison where it helps clarify features that may be familiar to Uzbek-speaking learners, particularly SOV word order and postpositions.

ANALYSIS AND RESULTS

1. Word Order

One of the most noticeable differences between English and Hindi is the basic order of sentence constituents. English generally follows the subject–verb–object (SVO) pattern. For example, in the sentence “Ram eats an apple,” the subject “Ram” is followed by the verb “eats” and then by the object “an apple.” Hindi commonly follows the subject–object–verb (SOV) pattern. A corresponding Hindi sentence is “Ram seb khata hai,” literally arranged as “Ram apple eats is.” The main verb therefore appears at the end of the clause.

This difference is important for learners because English relies strongly on constituent order to indicate grammatical relationships. Hindi also has a relatively flexible word order, partly because postpositions and grammatical marking help identify relationships between words. However, this flexibility does not mean that words can be rearranged without affecting emphasis, information structure, or naturalness. Hindi's SOV pattern is structurally closer to Uzbek, which also commonly places the verb at the end of the sentence.

2. Grammatical Gender

English has a limited grammatical gender system. Most inanimate nouns do not belong to masculine or feminine grammatical classes, and adjectives do not change their form according to the gender of a noun. Gender is mainly reflected in certain pronouns referring to people or animals and in a limited number of gender-marked nouns, such as “actor” and “actress.”

Hindi, in contrast, has grammatical gender in its noun system. Nouns are generally classified as masculine or feminine, including nouns referring to inanimate objects. For example, “ladka” (boy) is masculine, while “ladki” (girl) is feminine. “Kitab” (book) is feminine, whereas “kamra” (room) is masculine. Gender can also affect agreement: adjectives and many verb forms change according to the gender and number of the relevant noun or subject, depending on the construction. For example, “accha ladka” means “good boy,” while “acchi ladki” means “good girl.”

This feature may be challenging for Uzbek-speaking learners because Uzbek does not have a comparable grammatical gender system. Learners of Hindi therefore need to learn the gender class of nouns and understand how it affects agreement.

3. Plural Formation and Countability

In English, the plural of many countable nouns is formed by adding “-s” or “-es,” as in “book/books” and “box/boxes.” Some nouns have irregular plural forms, such as “child/children” and “man/men.” The same basic plural-marking pattern applies regardless of grammatical gender because English nouns generally do not have masculine or feminine grammatical classes.

Hindi plural formation is more closely connected to noun gender and grammatical case. Many masculine nouns ending in “-a” form their direct plural with “-e”; for example, “ladka” becomes “ladke.” Many feminine nouns form the plural with an ending such as “-ẽ”; for example, “kitab” becomes “kitaben.” These are common patterns rather than rules

that cover every noun, and the form may also change according to whether the noun is used in a direct or oblique case.

Both languages distinguish between countable and uncountable nouns. In English, words such as “water,” “rice,” and “air” are normally treated as uncountable, and quantity is expressed through phrases such as “some water” or “a little rice.” Hindi also commonly uses quantity words, such as “thoda” (a little) and “bahut” (a lot), to express quantity. In this respect, the two languages share a broad grammatical distinction, although the details of their noun systems differ.

4. Pronouns and Politeness

English uses the pronoun “you” for both singular and plural reference and for a wide range of social relationships. Respect, familiarity, or formality is usually conveyed through context, tone, titles, and polite expressions such as “could you please.” The pronoun itself does not normally distinguish between formal and informal address.

Hindi distinguishes several levels of address. The pronoun “tu” is highly informal and is generally used in close relationships or in particular familiar contexts. “Tum” is less intimate and is commonly used with friends, peers, and some family members. “Aap” is the respectful or formal form, often used when addressing older people, teachers, strangers, or people to whom the speaker wishes to show respect. Verb forms also vary according to the pronoun selected.

This system makes social relationships more visible in Hindi grammar than in contemporary standard English pronoun use. Uzbek-speaking learners may find the distinction familiar because Uzbek also distinguishes informal “sen” from respectful or plural “siz,” although the exact rules and social meanings are not identical.

5. Verb Tense, Aspect, and Agreement

English uses auxiliary verbs to form many tense and aspect constructions. Forms of “be” combine with the “-ing” form to express progressive aspect, as in “She is reading a

book.” Forms of “have” combine with past participles to form perfect constructions, as in “She has read the book.” The auxiliary “will” is commonly used to refer to future events.

Hindi also uses auxiliary verbs, particularly forms of “hona” (“to be”), together with participles and other verb forms. For example, the present progressive construction includes a verb stem, the progressive element “rah,” and an appropriate form of “hona.” The form of the auxiliary and participle can reflect grammatical features such as person, number, and gender, depending on the construction.

A distinctive feature of Hindi is the use of the marker “ne” in many perfective transitive clauses. In such constructions, the subject is marked with “ne,” and the verb commonly agrees with the direct object when that object is not independently marked by a postposition. For example, “Ram ne seb khaya” means “Ram ate an apple.” Here, “khaya” agrees with the masculine singular object “seb.” If the object is feminine, the agreement form may differ. This pattern has no direct equivalent in ordinary English past-tense clauses, where the verb “ate” does not change according to the gender of the object.

The “ne” construction illustrates that agreement in Hindi depends on the grammatical structure of the clause. It should not be understood as a rule that applies to every past-tense sentence: its use is associated with particular perfective transitive constructions, and agreement can be affected by the marking of the object.

6. Prepositions and Postpositions

English generally uses prepositions, which appear before the noun phrase they relate to. Examples include “in the room,” “on the table,” “under the chair,” and “with a friend.” Hindi commonly uses postpositions, which follow the noun phrase. For example, “kamre mein” means “in the room,” and “mez par” means “on the table.” The noun may appear in an oblique form before the postposition.

The use of postpositions is consistent with the general head-final tendency found in Hindi and with its common SOV word order. This feature is also familiar to Uzbek

speakers, since Uzbek uses postpositions or postpositional elements in comparable constructions. English learners of Hindi must therefore adjust not only the order of major sentence constituents but also the position of smaller grammatical words.

7. Similarities between English and Hindi

Despite their differences, English and Hindi share a number of broad grammatical properties. Both languages have nouns, verbs, adjectives, pronouns, and adverbs. Both distinguish past, present, and future time in their grammatical systems, although the ways of expressing tense and aspect are different. Both languages can form questions and negative sentences and use conjunctions to connect clauses and ideas.

These similarities reflect general properties shared by many languages as well as the historical relationship between English and Hindi within the Indo-European family. However, common ancestry should not be taken to mean that every grammatical feature is directly shared or that the two languages have remained structurally close.

DISCUSSION

The comparison shows that English and Hindi organize grammatical information in different ways. English relies heavily on a relatively fixed SVO word order and has little grammatical gender marking in nouns and adjectives. Hindi commonly uses SOV order, has masculine and feminine noun classes, and displays agreement patterns that can affect adjectives and verbs. Hindi also marks different levels of politeness through pronoun choice and uses postpositions rather than the prepositions typical of English.

Some of these differences may be especially noticeable to Uzbek-speaking learners. Hindi's SOV order and postpositions may feel familiar because similar patterns occur in Uzbek. By contrast, grammatical gender and the agreement rules associated with it require additional learning because Uzbek does not have the same system. The Hindi pronouns “tu,” “tum,” and “aap” also offer a useful point of comparison with the Uzbek distinction between “sen” and “siz,” while remaining different in their exact usage.

The analysis also demonstrates the importance of describing grammatical rules precisely. For example, the Hindi “ne” construction is not a general marker for all past-tense verbs; it occurs in particular perfective transitive clauses. Similarly, plural formation in Hindi follows several patterns and is influenced by gender and case. Recognizing these conditions makes the comparison more accurate and more useful for language learners.

Overall, the differences between English and Hindi cannot be explained simply by their shared or separate histories. Their present-day grammatical systems reflect long periods of independent development and language-specific patterns of use. A contrastive approach helps learners anticipate areas of difficulty and understand why apparently similar grammatical categories may function differently in each language.

CONCLUSION

This article has compared selected grammatical features of English and Hindi, focusing on word order, grammatical gender, plural formation, politeness pronouns, tense and aspect, agreement, and the use of prepositions and postpositions. Although both languages belong to the Indo-European family, their contemporary grammatical systems differ considerably.

English generally follows SVO word order, has limited grammatical gender, uses “you” across different levels of formality, and places prepositions before noun phrases. Hindi commonly follows SOV order, classifies nouns as masculine or feminine, distinguishes levels of politeness through “tu,” “tum,” and “aap,” and uses postpositions. Its verbal system also includes auxiliary constructions based on forms of “hona” and the specific “ne” pattern found in many perfective transitive clauses.

At the same time, the languages share broad grammatical categories, including parts of speech, tense distinctions, question formation, and negation. For Uzbek-speaking learners, Hindi may feel familiar in its word order and use of postpositions, while its gender and agreement system may present greater challenges. The comparison confirms that

languages with a common historical origin can develop markedly different grammatical structures. Further study of these contrasts can support more effective language teaching and learning.

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