

SPEECH ACTS IN BAJJIKA AND ENGLISH

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

Submitted by

Rakesh Prasad Sah

Faculty of Education

Tribhuvan University

Kathmandu, Nepal

2015

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2015

T.U. Regd. No.: 9-1-231-0084-2004 Date of Approval of the Thesis

Campus Roll No.: 213/2067 Proposal: 2014-11-7

2nd Year Exam Roll No.: 280647/068 Date of Submission: 2014-12-18

DECLARATION

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

Date: 2014-12-16

.....
Rakesh Prasad Sah

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Rakesh Prasad Sah** has prepared the thesis entitled **Speech Acts in Bajjika and English** under my guidance and supervision.

I recommend the thesis for acceptance.

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DEDICATION

Dedicated

to

my parents who incessantly jostled for grooming me to the person that I
am today.

ACKNOWLEDGEMENTS

First of all, I would like to express my sincere gratitude to highly respected guruma and thesis supervisor **Mrs. Madhu Neupane**, Lecturer at the Department of English Education, T.U., Kirtipur. She is the person who encouraged me to undertake research on such a relatively less explored field. She revealed her unending curiosity to know something new being explored which inspired me to search deeply into the area of my study. She also extended her ever memorable love incessantly. Without her invaluable suggestions, guidance and inspiration, the research would not have been materialized. She carefully read manuscripts and filled the margins with sharp-eyed comments and questions. Furthermore, her generous advice, scholarly guidance and supervision enabled me to bring this present work in this form.

I am immensely grateful to **Dr. Anjana Bhattarai**, Reader and Head of the Department of English Education, T.U., Kirtipur, for providing me with meaningful suggestions and advices in carrying out this research. I am equally thankful to **Mr. Ashok Sapkota**, Teaching Assistant, Department of English Education, T.U., Kirtipur because he showed his patience to support to accomplish my research proposal and provided me constructive and positive suggestion.

Similarly, I am deeply indebted to my respected teacher and member of thesis evaluation and approval committee **Dr. Laxmi Bahadur Maharjan**, Professor of Department of English Education, T.U., Kirtipur. I am, indeed, indebted to him because he showed his patience to go thoroughly through the draft of my thesis and provided me constructive and positive suggestions.

I am extremely grateful to **Prof. Dr. Govinda Raj Bhattarai, Prof. Dr. Tirth Raj Khaniya, Prof. Dr. Anju Giri, Dr. Vishnu Singh Rai, Prof. Dr. Chandreshwar Mishra, Prof. Dr. Tara Datta Bhatta, Mr. Raj Narayan Yadav, Mr. Ram Ekwel Sing, Dr. Bal Mukunda Bhandari, Mr. Prem Bahadur Phyak, Mr. Bhesh Raj Pokhrel, Mrs. Saraswati Dawadi, Mrs.**

Hima Rawal, Mr. Khem Raj Joshi, Mr. Guru Prasad Poudel, and Mr. Laxmi Ojha for their direct and indirect invaluable suggestions to accomplish this work in time.

In the same way, explicit acknowledgement is deserved to **Mr. Shambhu Ray, Mr. Haresh Ray, Mr. Roshan Jha, Mr. Sanjay Sah, Mrs. Gita Sah, Mr. Dip Bijay Adhikari, Mr. Chandan Prasad Sah, Mr. Sunil Kumar Mahato, Mr. Anil Kumar Mahato, Mr. Mukesh Yadav**, my younger brother **Mr. Mukesh Kumar Sah** and my all friends who always encouraged and helped me in each and every aspect by managing appropriate situation and sufficient time to prepare this material in time.

Finally, I would like to thank the type-writer **Metro Cyber and Communication** for the standard typing service.

Rakesh Prasad Sah

ABSTRACT

This research entitled **Speech Acts in Bajjika and English** has tried to find out different speech acts used by Bajjika and English native speakers. It has also tried to find out similar and different exponents of speech acts in Bajjika and English used by their native speakers and to suggest some pedagogical implications based on the findings of the study. For this study, the researcher took sample consisting of 40 native speakers of the Bajjika language from Aurahi VDC, Sarlahi and 20 native speakers of English language in Kathmandu from different English speaking countries. The informants were selected using purposive non-random sampling procedure. The researcher used questionnaire as tool for data collection. After analyzing the collected data, the researcher came to the conclusion that in both Bajjika and English languages assertive forms are used to express proposition expressions, expressive forms are used to state some psychological state, feelings or attitude. They used interrogative sentences for threatening. While discussing about differences, the English native speakers used interrogative sentences for suggesting but there is no interrogative patterns for suggestion in the Bajjika language.

This study is divided into five chapters. Chapter one is an introductory chapter. It includes general background, statement of the problem, objectives, research questions, significance, delimitations and operational definition of the key terms. Chapter two deals with the review of related literature and conceptual framework. Chapter three refers to the methods and procedures of the study. Chapter four presents the analysis and interpretation of results where data are analyzed and summary of findings are discussed. Finally, the fifth chapter incorporates conclusion and recommendations of the research followed by references and appendices.

ABBREVIATIONS AND SYMBOLS

BC	-	Before Christ
C	-	Context
CA	-	Contrastive Analysis
CBS	-	Central Bureau of Statistics
Dr.	-	Doctor
e.g.	-	For example
etc.	-	Etcetera
H	-	Hearer
i.e.	-	That is to say
L ₁	-	First Language
L ₂	-	Second Language
M. Ed.-	-	Master in Education
No	-	Number
P	-	Page
Prof.	-	Professor
S	-	Speaker
TL	-	Target Language
TU	-	Tribhuvan University
U	-	Utterance
VDC	-	Village Development Committee

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CHAPTER - ONE

INTRODUCTION

This is the study entitled **Speech Acts in Bajjika and English**. This section consists of general background, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

1.1 General Background

Language is a powerful tool to communicate. It is a means of communication through which we can express our ideas, emotion, thoughts, desires and feelings as well. We cannot imagine a society without language in the world. It is dynamic and open system that makes human beings communicate their expression. Language is used to express different functions in our day to day communication. It has played a great role to preserve the human civilization.

According to Sapir (1921, p.8), “Language is a purely human and non-instinctive method of communicating ideas, emotions, and desires by means of voluntarily produced symbols”. Similarly, Chomsky (1957, p. 14) writes, “Language means internal language, a state of the computational system of the brain/ mind that generates structured expressions, each of which can be taken to be a set of instructions for the interface system within which the faculty of language is embedded.”

There is a good relationship between language and speech acts. Whenever we talk about language, we have to talk about speech acts too. As we know that, language cannot be used in vacuum. It needs some situation, place, participants and so on. And on the other hand, speech act refers to a communicative activity that needs again the same elements like situation, place, participants and some other things. So it will be better to talk about speech acts.

A speech act is created when speaker/writer (S) makes an utterance (U) to hearer/reader (H) in Context (C). Speech acts are a part of social interactive behaviour and must be interpreted as an act of social interaction. Speech act was first formulated by the philosopher John Austin in a series of lectures. These ideas were further developed by another philosopher John Searle (1969, 1975), who both added to them and presented them more systematically.

A speech act is an act that a speaker performs when making an utterance. To understand language one must understand the speaker's intention. Since, language is intentional behaviour, it should be treated like a form of action. The speech act is the basic unit of language used to express meaning, an utterance that expresses intention. Normally the speech act is a sentence, but it can be a word or a phrase too. When one speaks, one performs and acts. When we communicate, we express our thoughts and emotions through a number of utterances that have a particular speech act in English, they are commonly given more specific labels, such as invitation, apology, promise, request and so on.

On the basis of aforementioned definitions we can conclude that an utterance which conveys one communicative function is a speech act. Speech is not just used to state something, it actually does something. It can be viewed as a functional unit in communication.

1.2 Statement of the Problem

Speech act refers to the communicative activity with reference to the intention of a speaker while speaking and the effect achieved on a listener. We know that there are varieties of speech acts to address the listeners in different languages and dialects. Different languages and dialects are used in each and every nook and corner of the world to communicate. Among them in Nepal Bajjika is used in Terai by Madheshi Community especially in Sarlahi and Rauthat district. There were different reasons behind this issue that made the researcher interested to carry out a research on this topic.

The researcher tried to find out different speech acts in Bajjika used by its native speaker and the effect of Bajjika language on students while learning English in Bajjika language environment. The researcher also intended to explore how the Bajjika language is similar and different with English language in what respect. The researcher also evaluated the standard of Bajjika language in comparison to English based on Searle's five speech acts i.e. assertive, directive, expressive, commissive, and declaration.

On the completion of this research, the types of speech acts were defined. The research findings provide some guidelines to the teacher for teaching second language.

1.3 Objectives of the Study

The objectives of the study were as follows:

- (i) To find out different speech acts used by Bajjika and English native speakers.
- (ii) To find out similarities and differences in speech acts used by native speakers of Bajjika and English in terms of Searle's five categories of speech acts.
- (iii) To suggest some pedagogical implications based on the findings of the study.

1.4 Research Questions

The following research questions were answered in the study

- (i) What are different speech acts in Bajjika language?
- (ii) To what extent Bajjika and English languages are similar and different?

1.5 Significance of the Study

Anything has its own significance in the related area. So, this study has also its significance in its own area. As the study is related to the comparative study of the speech acts in Bajjika and English language, this study will be beneficial to all those who are interested in Bajjika and English language.

In the same way the study will be helpful for other researchers and linguists to find out some new speech terms in Bajjika language. It will also be equally important to teachers and students who are teaching and learning English as a foreign language at school where Bajjika native speakers appear as students. Not only that much this study will also play the vital role for the syllabus designers because they will get different ideas about the Bajjika language expressions and its interference in L₂ from this research. So, the syllabus designers can design the syllabus on the basis of this research findings and according to the linguistic level of the students who are from Bajjika language background. Linguists, language planners, textbook writers and other stakeholders who are involved in this field directly or indirectly will also be benefitted in the same way.

1.6 Delimitations of the Study

The present study had the following delimitations:

-) The present study was limited to only in Sarlahi and Kathmandu district.
-) 40 native speakers of the Bajjika language from Aurahi VDC and 20 native speakers of the English language in Kathmandu from different English speaking countries were selected for data collection.
-) Only purposive non-random sampling procedure was adopted for data collection.
-) The researcher used questionnaire as data collection tool.
-) The whole study was based on Searle's five classifications of speech acts.

1.7 Operational Definitions of the Key Terms

Speech act: speech act refers to a communicative activity with reference to the intentions of a speaker while speaking and the effect achieved on a listener

Responses: Responses refer to all the answers of the questions in which Searle's five classification of speech acts are used.

Assertive: The utterance that expresses the speaker's belief. For example, "No one makes a better cake than me."

Directive: It refers to the desire of the speakers where speakers use an utterance to get someone else to do something. For example, "Could you lend me a pen, please?"

Expressive: The utterance expressing the psychological state of the speaker such as emotions and feelings. For example, "I'm really sorry!"

Commissive: Commissive refers to the intention or the commitment of the speaker to some future action. For example, "I'll come soon."

Declaration: It refers to those kinds of speech acts where the speaker has to have a special institutional role in a specific context. For example, "You're out!" by the cricket referee.

CHAPTER – TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This part of the study consists of review of the theoretical literature, review of the imperial literature, implications of the review for the study and conceptual framework for the study.

2.1 Review of the Related Theoretical Literature

Under theoretical literature the researcher here has presented different concepts and theories related to the topic. This review of the theoretical literature consists of an introduction to pragmatics, the English language, the Bajjika language, Speech act theory: an overview, classification of speech acts.

2.1.1 An Introduction to Pragmatics

Pragmatics is concerned with the study of meaning as communicated by speaker (or writer) and interpreted by a listener (or reader). It has consequently more to do with the analysis of what people mean by their utterance than what the words or phrases in those utterances might mean by themselves.

Language is not used in a vacuum. It is used in a specific context where there are participants, topic, setting, goal of communication and so on. All those components play very important role for the successful communication. They shape the meaning of the linguistic expression. The meaning of language depends upon speaker, listener and the context in which it is used. So it is called context sensitive.

Pragmatics deals with the study of language. So, it is said that, pragmatics is basically define as the study of language expression and their meaning from the perspective of the language users and the context of language use. Following Leech (1983), “We cannot really understand the nature of language itself unless we understand pragmatics; how language is used in communication.” This

means that knowing a language does not imply only knowing the dictionary or literal meaning of the words and grammar of that language, but it is also matters of how well one can interact contextually using that language.

There are four brief definitions of pragmatics which provide us important guidelines in order to understand the meaning, scope and relevance of pragmatics in the study of language as given in Yule (2000, p.3 cited in Sharma 2011, p.5). They are;

-) Pragmatics is the study of speaker meaning.
-) Pragmatics is the study of contextual meaning.
-) Pragmatics is the study of how more gets communicated than is said.
-) Pragmatics is the study of expression of relative distance.

“Pragmatics is the study of language from the point of view of the user, especially of the choices he makes, the CONSTRAINTS he encounters in using language in social interaction, and the effects his use of language has on the other participants in an act of communication” Crystal and Davy (1985,pp.278-9 cited in Levinson, 1994). Similarly, Yule (1993, p.3) states, “Pragmatics as the study of people’s comprehension and production of linguistics action in context”.

On the basis of aforementioned discussion we can conclude that pragmatics deals with speaker’s intended meaning of utterance and its effects on the other participants in an act of communication. It can be ultimately defined as the study of language with reference to the context or situation in which it is used.

2.1.2 Speech Act Theory: An Overview

A speech act is an act that a speaker performs when making an utterance. To understand language one must understand the speaker’s intention. So language is an intentional behaviour. The speech act is the basic unit of language used to express meaning, an utterance that expresses an intention. Normally the speech act is a sentence, but it can be a word or phrase. When one speaks, one

performs an act. In other words, an utterance which conveys one communicative function is a speech act. Speech is not just used to state something, it actually does something. Speech act stresses the intent of the act as the whole. Therefore, understanding the speaker's intention is essential to capture the meaning. Without the speaker's intention, it is impossible to understand the words as a speech act.

Speech act theory was first formulated by the philosopher John Austin in a series of lectures. These ideas were further developed by another philosopher, Searle (1969, 1975), who both added to them and presented them more systematically. Speech act theory suggests that 'when we say something we are always doing something.' From our speech we may perform certain action such as apologizing, declaring, promising etc. In this regards, Yule(1993, p. 47) states, "In attempting to express themselves, people do not only produce utterances containing grammatical structures and words, they perform actions via those utterances which are generally called speech act. In the same way, Bach and Harnish (1979) argue that linguistic communication is essentially an inferentially based process wherein the hearer must come to recognize the speaker's illocutionary intent.

The speech act is communicative activity that fulfills some purpose in communication. Putting it in another way, the speech act can be viewed as a functional unit in communication. According to Austin (1962), A speech act is said to convey two types of meaning (1) Propositional Meaning which is also called locutionary meaning. This is the direct or basic literal meaning of the utterance which is conveyed by the particular words and structures which the utterance contains. On the other hand (2) Illocutionary meaning that is also known as illocutionary force. This is the particular intention in making the utterance. This is the communicative force the utterance has on the listener.

On the basis of statements mentioned above, we can say that a speech act is created when speaker makes an utterance to hearer in context. Speech acts are a part of social interactive behavior and must be interpreted as an act of social

interaction. When we communicate we express our thoughts and emotions through a number of utterance that have a particular speech act in English, they are commonly given more specific labels, such as invitation, apology, promise, request and so on.

2.1.3 Classification of Speech Acts

A speech act is an act that a speaker performs when making an utterance. To understand the language one must understand the speaker's intension.

Searle states that “[t]here are five and only five different types of illocutionary points” (1999,pp. 148-9)

a) Assertive Force

These are acts that commit a hearer to a proposition; “it is to present the proposition as presenting a state of affairs in the world” (1999, p. 148) and hereby they have a ‘word to word’ fit. The different kinds are: suggesting, putting forward, and concluding. For example; “No one makes a better cake than me.”

b) Directive Force

“The illocutionary point of directives is to try to get the hearer to behave in such a way as to make his behavior match the propositional content of the directive” (1999, pp. 148-9). It means they try to make the addressee perform an action. The different kinds are asking, ordering, requesting. For example; “Could you close the window?”

c) Expressive Force

These are utterances whose point is to “express the sincerity condition of the speech act” (1999, p. 149). The different kinds are thanking, apologizing, welcoming. For example: “I am very sorry for that”.

d) Commissives

Any commissive utterance is essentially “An expression of an intention to do something” (1999, p. 149). It means they commit the speaker to do something in the future. The different kinds are promising, planning, opposing. For example; “I’m going to Delhi tomorrow”.

e) Declaration Force

The illocutionary point, or force, of a declaration is “to bring about a change in the world by representing it as having been changed” (1999, p. 150). It means they change the state of the world in an immediate way. The different kinds are announcing, ordering. For example; “I pronounce you husband and wife”.

The researcher will follow Searle’s five speech acts to conduct his research. He will find speech acts in Bajjika language on the basis of Searle’s speech acts and will further compare with English language in terms of similarities and differences. At last he will also suggest some pedagogical implication.

2.1.4 Contrastive Analysis

Contrastive Analysis (or CA for short) is a way for comparing languages in order to find out similarities and differences between them. Comparison of the sound system, morphological system, syntactic system and even the cultural system of two languages can be done for the purpose of discovering similarities and differences.

CA is based on behaviorist psychology and structural linguistics. So, it follows the theory of ‘transfer’ of behaviourism. The ultimate goal of CA is to predict areas that will be either easy or difficult for learners. Those structures that are similar will be easy to learn whereas those structures that are different will be difficult and therefore, learners are likely to commit more errors.

CA is carried out mainly for the purpose of second language teaching. It provides insights into the learning and teaching of the TL. The origins of CA are pedagogic. Syllabi and materials are designed based on the results of CA.

To conclude, CA compares pairs of language (L_1 and L_2) in order to design efficient language programmes. CA helps both the teacher and the students in teaching and learning process. L_1 facilitates L_2 acquisition in case of similarities and it hinders in case of differences. So, contrastive analysis helps the teacher to remove such types of difficulties by addressing them and helps the teacher to make his/her teaching fruitful.

Theoretical Basis of Contrastive Analysis

The theoretical basis of contrastive analysis is also called the CA hypothesis or the basic assumption of CA. The CA hypothesis explains how contrastive analysis predicts learner's errors. The theory of contrastive analysis can further be analyzed into two components. They are:

1. Linguistic aspect

Linguistic aspect underlies the following beliefs:

(a) *Language learning is essentially a matter of habit formation.* Language learning involves a set of habits, which are formed by means of S-R-R (Stimulus-Response-Reinforcement) chain. Thus, language learning is essentially a matter of habit formation.

(b) *The mind of a child at birth is a tabula rasa-the blank sheet of paper.* Before acquiring language, the state of human mind is totally blank, 'tabula-rasa', which means 'a blank sheet of paper'. That is to say, there are no linguistic elements in the child's mind at birth. Later on, it is marked with what the child is exposed to. Thus, acquisition of first language starts from empty state of mind and develops linearly bit by bit. However, while learning a second or foreign language, the first language habit has been

already stamped within our mind. This makes the second language learning different from first language acquisition.

- (c) *Languages are comparable.* Languages are comparable means no to languages are totally different from each other. There are some similarities between languages so that they can be compared with each other.

2. Psychological aspect

The psychological aspect of CA is also known as **transfer theory** which is based on the premise derived from behavioural psychology, that past learning affects present learning. According to this interpretation of learning, old habit hinders or facilitates the formation of new habit depending upon the nature of those two— i.e. depending upon similarity and difference between them. In other word, past learning facilitates the present learning in case of similarity, and it hinders in case of difference. The former is known as facilitation or positive transfer and the later is known as interference or negative transfer.

Fundamental principles of CA

Contrastive analysis is not a haphazard comparison of language; it is a systematic study of scholars. There are some fundamental principles of comparing two languages.

- (1) **Describe before comparing:** We should not hurriedly compare any two languages; they should be described at first. The person who compares two languages should have a sound knowledge of both of the two languages. Then he should describe them at various levels applying the linguistic criteria. While describing the language he should think about the relation of words to their references, the grammatical system, the variation according to the context, and the meaning of utterances etc.
- (2) **Compare patterns , not whole language:** Two oceans might be compared, but two languages as a whole is, let us not say impossible, very difficult to be compared, therefore language should be compared pattern by pattern or level by level. We may compare phonological system, syntactic level or even semantic level. The comparison should go towards general from particular.

2.1.5 The English Language

English is used as an international and dominant language all over the world. It comes under the West-German sub branch of Indo-European family of language. It has a worldwide status since it has been used as a global means of international communication. It is also known as a genuine lingua franca or link language, used widely for communication among the international speech communities. In Paris in 1953, UNESCO defined a lingua franca as ‘a language which is used habitually by people whose mother tongues are different in order to facilitate communication between them.’ The people from different linguistic background cannot understand the language of each other so they communicate in English language for their communication purpose. It is such a language which connects the people from every part of the world for education, politics, trade and business. It has largest body of vocabulary and richest body of literature. Most of the books and articles are written and published in English language because of its high status and prestige. In present day world, the craze of using the English language can be seen in every body’s eyes. To make our life more significant, it has played vital role in information, science, commerce, medicine and technology, etc.

As the source has mentioned about fourteen percent of people in the world use English language for their communication purposes. It means nearly seven out of hundred use it. When we go through email or internet, we find there the use of English language. Nowadays, most of the countries in the world practice and use the English language in one form or the other. It means, it is being popular day by day and glowing as the rising sun.

While discussing the status of English language in our Nepalese context, we find it is taught and learnt as a foreign or second language. In most of the school in Nepal English is used as the means of instruction because of its high prestigious reputation. Not only this much, it is even taught as a compulsory subject up to bachelor level from Grade-1.

In nutshell, we can say that English is not only a principal language for international communication but also a gateway to the world body and treasure house of knowledge.

2.1.6 The Bajjika Language

Nepal is a multiracial, multicultural, multi religious, multilingual and multi-ethnic nation. Nepal is small in area but very rich in terms of languages spoken here. According to the population census report 2011, there are 123 identified languages spoken in Nepal. Many of them do not have their written script but they are only used in day to day communication.

In Nepal, more than hundred groups of ethnic people live in different parts; those indigenous people have their own languages, religions, and culture. Among these languages, Bajjika is one that is spoken by most of the people in Terai. It is also a Bihari language and serves as a transition between Bhojपुरi and Mathili. People living in the districts of Sarlahi and Rauthat in Nepal's Terai speak the language. It is said to have originated when the Vajji Clan ruled Vaishali during the 6th Century BC.

Bajjika is an Indo-Aryan language written in Devanagari script. It has no long history in Nepal but nowadays different types of articles, stories, jokes and poems are being published in different newspaper and books. Language is a personal and social phenomenon. So, it is greatly affected by social and geographical dialects.

According to CBS (2011, p. 174), there are 26494504 people in Nepal. Out of total population of Nepal 793416 people speak Bajjika language as their mother tongue which is at least 3 percent of the total population of Nepal. Having gone in some depth we find 3 people speaking Bajjika in Eastern Mountain, 3 in Eastern Hill, 131 in Eastern Terai, 4 in Central Mountain, 387 in Central Hill, 791596 in Central Terai, 1275 in Western Hill, 3 in Mid-Western Hill, 1 in Mid-Western Terai, 2 in Far-Western Terai, 2 in Far-Western Hill and 9 in Far-Western Terai.

2.2 Review of the Related Empirical Literature

Many researches have been carried out on the comparative study of different language like English, Nepali, Limbu, Rai, Newari, Tharu, Maithili, Doteli and Bajhangi. But no any research has been carried out yet in the Department of English Education on this language named Bajjika. Some researches have been conducted on speech acts on different languages and their conclusion is mentioned below.

Chaudhary (2010) has carried out a research on ‘Speech act in Tharu and English language.’ The main objectives were to find out different speech acts used by Tharu speaker, compare speech acts and suggest some pedagogical implications in English and Tharu language. The study selected informants by judgemental non-random sampling procedure. The study used interview schedule and questionnaire to collect data. The study found that the relation of assertive forms both in Tharu and English. English has different negative expression but Tharu has no such expression and English speakers have many expressive words but Tharu speakers have no many expressive words.

Shahi (2010) has carried out a research on ‘Speech acts in English and Jumli.’ The main objectives of the study were to find out different speech acts in English and Jumli and to find out some pedagogical implication in English and Jumli. The study selected 40 native speakers of Jumli and 20 native speakers of English language. The study was based on direct and indirect speech acts. The Jumli native speakers used English form like ‘please’ for indirect speech act who were educated and literate. English native speakers used 30 percent indirect speech act responses but the Jumli native speakers did not use such responses to address. The English native speakers used more polite form of language than Jumli native speakers.

Similarly, Bohara (2012) has carried out a research on ‘Speech acts in English and Bajhangi.’ The main objectives of the study were to find out different speech acts used by Bajhangi and English native speakers, to compare different

speech acts used by native speakers of Bajhangi and English and to suggest some pedagogical implication based on finding. The study selected informants by judgemental non-random sampling procedure for data collection and 60 informants (40 from Bajhangi language and 20 from English). The study was based on direct, indirect and non-polite speech acts. The study showed that the English native speakers used 77.5% indirect speech acts and the Bajhangi native speakers used only 25.83% indirect speech acts. The English speakers were more polite than the Bajhangi speakers with strangers. The Bajhangi native speaker used English form like 'please' for indirect speech act who were educated and literate. They used English form like excuse me, please etc.

No any research has been conducted on "Speech acts in Bajjika and English." As the researcher is from Bajjika community, he felt it his responsibility of working on this topic.

2.3 Implication of the Review for the Study

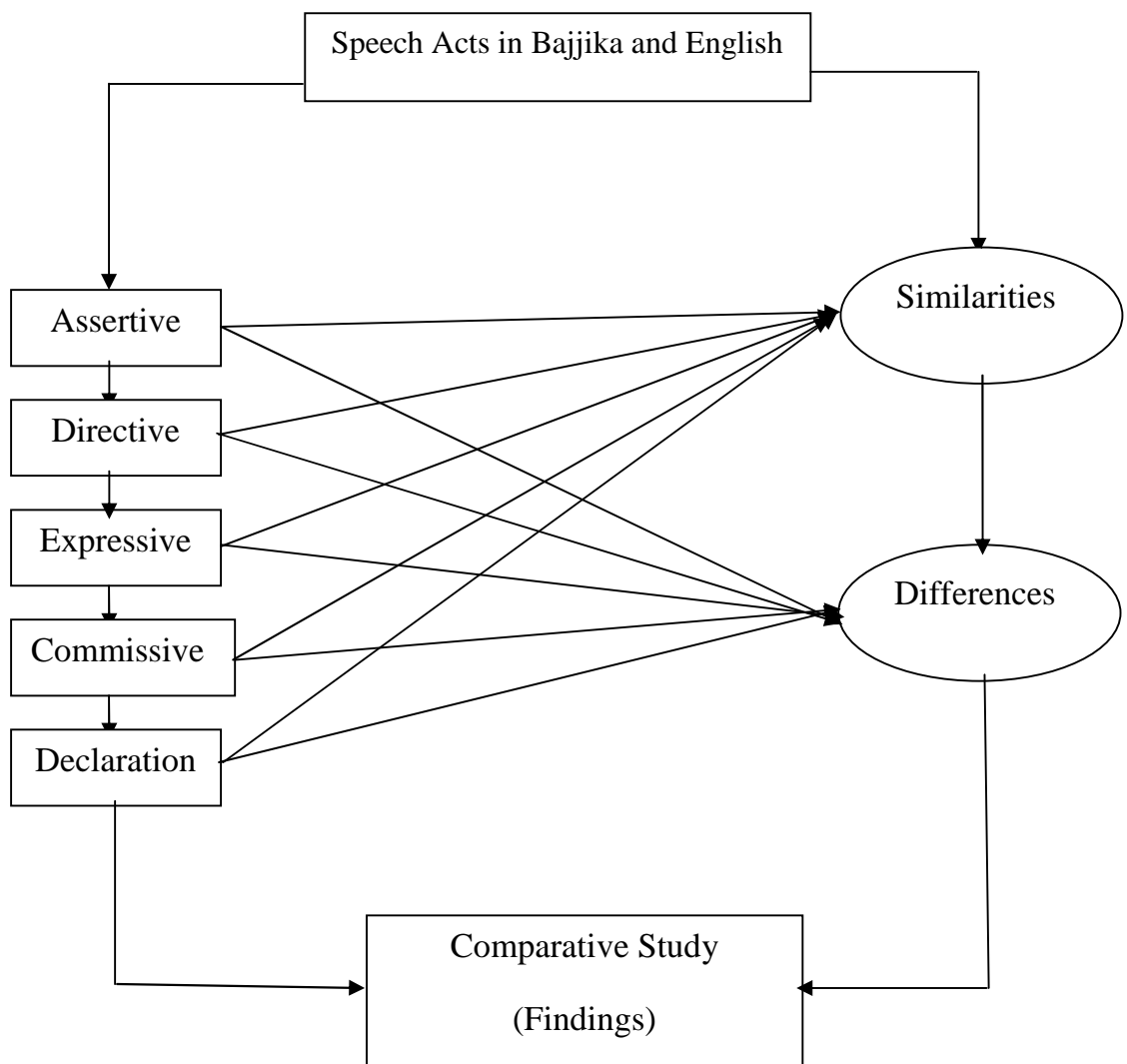
By the review of theoretical and empirical literature, I got the significant ideas, information, and guidelines about the speech acts. General concept of speech acts has been clear from different books, theses in the Department and web searches. It is also clear that there are different speech acts in different languages.

Chaudhary (2010) has found that English has different negative expressions but Tharu has no such expressions. Shahi (2010) has found that Jumli native speakers use 'please' for indirect speech acts and comparatively Jumli native speakers use less polite language than the English native speakers. Likewise, Bohara (2012) has conducted research on "Speech acts in English and Bajhangi" and has found English native speakers more polite than the Bajhangi speakers. Not only that much, he also found that the Bajhangi speakers use 'excuse me' and 'please' etc. All those researches made me feel that there is no any research on Bajjika language. After reviewing the literature, the researcher adopted some similar things and some different too. This current research is

similar with those in terms of research design, sampling procedure, data collection tool and data collection procedure. This research is different in terms of number of respondents, the place where the research is going to be conducted. Some of the previous researches were based on direct, indirect and non-polite responses whereas this current research is based on Searle's classification of speech acts. Therefore, this study will be a new venture in the field of English Education especially in the Department of English Education. My study will be a single study on Bajjika language

2.4 Conceptual Framework

The conceptual framework of this research study is given below:



CHAPTER – THREE

METHODS AND PROCEDURE OF THE STUDY

To achieve the set of objective of the study, following methodology was adopted:

3.1 Design of the Study

The researcher followed mixed research design (i.e. qualitative and quantitative) in general and survey research design in particular. In this study design research is carried out in certain population in order to find out the public opinion on certain programme. It is also carried out to find out the behaviour of certain professionals and others. Survey research is selected and carried out to address a large population by selecting sample population as the representative of the study population as a whole.

Bukaliya (2012, p. 77) states that survey research is the method of collecting information by asking a set of pre-formulated questions in a predetermined sequence in a structured questionnaire to a sample of individuals so, as to be representative of a defined population. Regarding survey research, Cohen and Manion (1985, p. 205) write:

Surveys gather data at a particular point in time with the intention of describing the nature of existing conditions, or identifying standards against which existing condition can be compared, or determining the relationship that exist between specific events.

On the basis of above mention definitions of survey research, a conclusion can be drawn that survey research design can be employed in a number of sectors; no matter the study is small or large-scale. Similarly, it can be said that survey research is used to gather data at a single point of time from a sample and the findings are generalisable to the whole study population.

The aforementioned discussion helps us to drive the following characteristics of a survey research.

-) Survey is one of the cross-sectional studies.
-) Survey generally addresses a large group of population in reference to the educational information.
-) The structured tools are used to collect quantifiable data.
-) Selection of the representative sample is a must.
-) Data in a survey is collected only at a single time.
-) Survey's findings are generalisable and applicable to the whole group.
-) Survey is a hypothetico-deductive study.

In survey research design one or more than one data collection tools can be used. If more than one research tools are used to collect data on a particular topic, we call it triangulation approach. It is possible because data are collected for a short period of time and the process of sampling the population gives practicality flavor to survey research. To avoid the possibility that the researcher may collect fake data, survey research should be conducted in a systematic way so that the efforts made by the researcher will not go in vain. The following are the processes used in the survey research, so far as the research tradition and procedure followed by the Department of English Education, T.U.

- (i) Identification of the problem
- (ii) Specifying the objectives
- (iii) Constructing hypothesis
- (iv) Expanding theoretical knowledge
- (v) Writing the research proposal and preparing appropriate research tools
- (vi) Piloting research tools
- (vii) Sampling the population
- (viii) Going to the field/public/contracting the informants

- (ix) Establishing rapport with the respondents
- (x) Implementation of research tools
- (xi) Collecting the data
- (xii) Analyzing the data
- (xiii) Comparing the data (optional)
- (xiv) Calculating the findings
- (xv) Listing the findings

The discussion above shows that survey research design follows a systematic process. If survey research is used in systematic way, people's attitudes, opinions and behaviors can be studied in a small group (sample) and the finding can be generalized in a large group of population. Therefore, the researcher has chosen survey research design for his study.

3.2 Population and Sample of the Study

Native speakers of the Bajjika language and native speakers of the English language constituted the population of this study. Similarly, 40 native speakers of Bajjika language from Aurahi VDC, Sarlahi and 20 native speakers of English language in Kathmandu from different English speaking countries were the sample of the study. The researcher visited some residential areas in Kathmandu like Thamel for data collection with English respondents.

3.3 Sampling Procedure

To take the sample for the study, the researcher used purposive sampling procedure. It is clear that as the design is non-random, not all the sampling units have equal chance of being selected. Purposive sampling procedure was followed because it directly helps the researcher stick on his research purpose and makes the research study faster.

3.4 Data Collection Tools

The researcher used questionnaire as the tool of this study to collect the data. The questionnaire contained 40 items in all. They were the categories of Searle's five classifications of speech acts.

3.5 Data Collection Procedure

After preparing the questionnaire in English language involving different situations related to Searle's five classifications of speech acts, the researcher visited the sampled population, the Bajjika native speaker of Sarlahi district and English native speakers in Kathmandu from different English speaking countries. The researcher met the informants in person and established rapport with them. The researcher also explained the purpose of the study so the informants paid due attention towards the questionnaire. He requested the informants to give their response in their own native language based on the situation given in the questionnaire. The meeting with the informants was very friendly and informal.

CHAPTER – FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

This chapter deals with the analysis and interpretation of data. All the responses of the Bajjika and the English native speakers on the speech acts were analyzed and interpreted on the basis of Searle's five classifications of speech acts of both Bajjika and English language and compared with each other to find out some similarities and differences. Finally, the researcher listed out the similarities and differences and mentioned summary of findings as well.

4.1 Analysis of Data and Interpretation of Results

Here, the researcher analyzed the speech acts of Bajjika and English language, and compared between them to find out similarities and differences.

4.1.1 Analysis of Speech Acts of Bajjika Language

Here, the researcher analyzed the speech acts of Bajjika language expressions on the basis of Searle's five classifications of speech acts. At the end of every classification of speech acts, the researcher mentioned the conclusion on the basis of the expressions expressed by the Bajjika native speakers.

a) Assertive

Assertive forms express the belief of the speakers while speaking. These forms are used for different purposes: suggesting (ex. 1-2), expressing confidence (ex. 3-4), expressing belief on a particular event (ex. 5-6), and concluding (ex. 7-8)

1. Babuji aaha sabere sabere chalab ta rog thik hoet. (Father, if you walk in the morning, it will cure your diseases.)
2. Khaini na khaa, eise cancer ho jatau. (Don't take tobacco, it causes cancer.)
3. Ham sabse badhiya coffee banabichhi. (I make better coffee than others.)

4. Hamra se badhiya coffee koi na banabichhai. (Nobody makes better coffee than me.)
5. Nachme bhag lenai bekar hai. (Taking participation in dance is worthless.)
6. Nepal 2020 tak biksit hosaki chhai. (Nepal may be developed till 2020.)
7. Aaha ke bhai bahut galat rasta par hai se kahit hamra dukha lagia. (I'm very sorry to say you that your brother is not on good track.)
8. Toharo bhai kekro se kam na hau. (Your brother is too naughty.)
9. Chal nach gaan kar. (Let's dance and sing.)
10. Chal mauj kar. (Let's enjoy.)
11. Tu chal nach gaan kar. (Let's dance and sing.)

On the basis of above examples, it is concluded that the Bajjika native speakers used 'suggestion' to advise someone to do something good or to stop the bad one. Similarly, they used the assertive expression to express their confidence. They also used the assertive expression to express their belief on a particular event. In the same way, for concluding the idea, the native speaker of Bajjika language used assertive forms. Not only that much, the native speaker of Bajjika language used assertive forms in a more direct way when there were high solidarity and low social distance between the participants (i.e. speaker and hearer). For example, *chal nach gaan kar. (Let's dance and sing.)*, *Chal mauj kar. (Let's enjoy.)*. They used *Tu* for junior and *Aaha* for senior to address the hearer. For example, *Babugji aaha sabere sabere chalab ta rog thik hoet. (Father, if you walk in the morning, it will cure your diseases.)*, *Tu chal nach gaan kar. (Let's dance and sing.)*

b) Directive

Directive forms are used to get someone else to do something. These forms are used for different purposes: requesting (ex.1-4), ordering (ex. 5), inviting (ex.6-7), advising (ex.8-9), and asking (ex. 10-11)

1. Master saheb hamra beta ke bigyan padhadu. (Sir, teach my son science.)
2. Master saheb hamara laikake padhadel jao. (sir, teach my son science.)
3. Hamara betake padha diaun. (teach my son science.)
4. Ge chachi tanka nun de. (Aunt, give me some salt.)
5. Re bauwa ek lota paani le leaa. (Bring me a glass of water, my son.)
6. Sarita! Janma din par aibe karam. (Sarita! You must come on my birthday.)
7. Aaha ke hamara janma din par zarur aabe parat. (You have to come on my birthday.)
8. Agar mehanat na karaichhe ta pariksha me fail ho jaibe. (If you don't work hard, you will be failure in exam.)
9. Bhai etek laparwahi thik na hai, maan lagake parh. (Brother, that much carelessness is not good, work hard.)
10. Sathi kewari band kade. (Friend, close the door.)
11. Aaha ego geet gaduna. (Sing a song please.)
12. Chichi ji hamara tanka nun diu. (Aunt, please give me some salt.)
13. Chathin khana khaa lethin. (Please, have dinner.)

On the basis of above examples, the researcher came to the conclusion that the respondents used 'requesting' while politely asking for something. But, the female Bajjika native speakers used 'requesting' for asking something in a much honorific way. For example, *Chachi ji hamara tanka nun diu. (Aunt, please give me some salt.), Chalthin khana khaa lethin. (Please, have dinner.)*. In the same way, the native speakers of Bajjika language expressed 'ordering' to the second person to serve their duty. The informants also used 'inviting' to allow someone to come

on some special days such as birthday party, wedding ceremony, etc. Similarly, they used ‘advising’ to suggest someone what to do or what not to do for betterment. Finally, the native speaker of Bajjika language used ‘asking’ for something in a general way.

c) Expressive

Expressive forms are used to state the psychological state of the speaker such as emotions and feelings. Directive forms are used for the purposes of: thanking (ex. 1-3), apologizing (ex. 4-6), welcoming (ex. 7-8), congratulating (ex. 9-11), and expressing compliments (ex. 12)

1. Aaha ke bahut bahut dhanyabad. (Thank you very much.)
2. Dhanyabad. (Thank you.)
3. Liu thik haee. (It’s ok.)
4. Maf karu hamara. (Excuse me.)
5. Dosar din se sabere aaeb. (I’ll come early from next day.)
6. Mamata maf kar hamara aber vegelau. (Excuse me Mamata, I am late.)
7. Tora bahut bahut swagat hau Nepal me. (You are welcome in Nepal.)
8. Aaha ke aawaz ta koilee ke lekha hai! (Your sound is like a bird with sweet voice.)
9. Le bahut badhiya kaile. (Ok, you have done well.)
10. Bauwa tora bahut badhaee hau. (You are congratulation.)
11. Tu nokaree paile badhaee hau tora. (You got a good job, congratulation,)
12. Aaha ke aawaz ke mane parat. (You have such a lovely sound.)

After analyzing the examples mentioned above, it is pointed out that the native speakers of Bajjika language used ‘thanking’ to people to tell them

that they are grateful to something. They used *dhanyabad* and *liu thik haee* if somebody helps someone in the Bajjika society. In the same way, expressive forms were used for ‘apologizing’ by them while they are sorry for having done wrong and hurt somebody’s feelings. They also expressed ‘welcoming’ to greet somebody when they arrive from somewhere else. The native speakers of Bajjika language used expressive form for ‘congratulating’ for somebody when they get success that makes the speakers happy. The same terms were also expressed by the informants when someone brings new surprise. Finally, the informants used expressive forms for ‘compliment’ to tell someone that they like or admire something that they have done.

d) Commissive

Commissive forms are used to express the intension of the speaker to some future action. For the purposes of: promising (ex. 1-2), threatening (ex. 3-4), guaranteeing (ex. 5-6), and offering (ex. 7-8) commissive forms are used.

1. Ham kasam khaichhiau ki tohara ghare bhoj khae jaroor abau. (I promise, I will come to your house for feast.)
2. Tohar paisa ham panch din bhitar pakka de de bau. (I return your money within 5 days.)
3. Tora tanko darr na lagichhau? (Don’t you terrify?)
4. Tu pherse jhuth bolbe? (Will you tell a lie again?)
5. Le jau bahut din chalat. (It will run for long time.)
6. Ee jama du baras tak jaroor teekat, ee guarantee deichhi. (This shirt will run for 2 years, it is my guarantee.)
7. Liu thanda piun. (Have a cold drink.)
8. Chalu khana khalel jao. (Have a meal.)

Based on the examples above, it is mentioned that the native speakers of Bajjika language used ‘promising’ for showing certainty that they definitely do

or not do something. For promising, they used *jaroor*, *pakka*, and *kasam*. Similarly, the informants used ‘threatening’ while someone is cheating, doing mistakes, or showing rubbish behaviour. In case of threatening generally the senior people expressed non-honorific terms in case of unpleasant situation. In the same way, the respondents used commissive forms for ‘guaranteeing’ to promise that something will happen certainly in the future. Finally, they also used ‘offering’ act while willing to give something to somebody.

e) Declaration

Declaration is such a kind of speech acts where the speaker has to have a special institutional role in a specific context. Declarative forms are used for the purposes of: declaring (ex. 1-2), and dismissing (ex. 3-4)

1. Aaise aaha dunu gharwala gharwali bhelee. (I now pronounce you husband and wife.)
2. Ham tora bank me aaise rakhichhee. (I appoint you in the bank from today.)
3. Ham tora nokarise hatabichhiau. (I dismiss you from the job.)
4. Aaha bihan se na aab. (You need not come from tomorrow onwards.)

The researcher came to the conclusion that, the native speakers of Bajjika language used declarative forms for ‘declaring’ while stating something formally and clearly where the speaker had some special institutional role. Similarly, the informants used declarative forms for ‘dismissing’ to decide that something is not important or worthless.

In the same way, interrogative sentences were used by the respondent to seek confirmation on specific events. The respondents used both the wh-word and even subject in the beginning of the sentence, e.g.

1. Kaha rahle tu? (Where were you?)
2. Tu kaha rahle abhitak? (Where were you till now?)
3. Aaha pher se kahu ta? (Pardon, please?)

The Bajjika native speakers also used utterances where the subject came both before the verb and after the verb in affirmative sentences, e.g.

1. Tu out bhele! (You are out!)
2. Parh char ghanta sabdin tu. (Read for four hours every day.)

Similarly, the respondents used imperative sentences for instructing somebody to do something where the verbs were used in the beginning of the sentences, e.g.

1. Parh char ghanta sabdin. (Read for four hours every day.)
2. La ek lota pani. (Bring a glass of water.)

4.1.2 Analysis of Speech Acts of English Language

Here, the researcher analyzed the speech acts of English language expressions on the basis of Searle's five classifications of speech acts. At the end of every classification of speech acts, the researcher mentioned the conclusion on the basis of the expressions used by the English native speakers.

a) Assertive

These forms are used for different purposes: suggesting (ex. 1-2), expressing confidence (ex. 3-4), expressing belief on a particular event (ex. 5-6), and concluding (ex. 7-8)

1. You have better walk in the morning to get rid of diabetes.
2. Smoking doesn't make anyone look good, especially you.
3. I make better coffee than others.
4. Nobody makes better coffee than me.
5. Your participation in dance competition is not driven by necessity
6. I think Nepal has the potential to be a developed country by 2020A.D.
7. I'm afraid to say that your brother is unwell.
8. It's ok, but your brother is very naughty.

On the basis of examples mentioned above, it is concluded that the native speakers of English language used 'suggestion' to advise someone to do something good or to stop the bad one. For suggestion, some respondents used interrogative pattern such as: *why don't you have a walk every morning? How about doing morning walk every day?* Similarly, the respondents used assertive forms to express their confidence, to express their belief on a particular event and to conclude their ideas. Finally, the native speakers of English used only *you* to address for both the senior and junior people, e.g.

1. You'd better quit smoking.
2. I'll walk in the morning with you, and see who can walk the fastest.

b) Directive

For different purposes directive forms are used such as: requesting (ex. 1-2), ordering (ex. 3-4), inviting (ex. 5-7), advising (ex. 8-9), and asking (ex. 10-11)

1. Please help him to learn science.
2. Please feel at home and wait whilst I prepare a meal for you.
3. Please, bring me some water. I'm parched.
4. Could you bring me a glass of cold water, John?
5. I'm having a birthday party on Friday, see you there.
6. I shall be very happy if you could come and have dinner with me on my birthday.
7. Would you join my birthday party on Tuesday?
8. If I were you, I'd study hard to get good marks in the exam.
9. Studying is going to benefit you in the long run and give you more opportunities so stop being laugh.
10. Could you please close the door? I feel cold.
11. Please, shut the door.

The ideas are concluded that the native speakers of the English language used 'requesting' while politely asking for something. But some informants used interrogative pattern for requesting. They used both affirmative and

interrogative forms for ordering. Similarly, the respondents used ‘inviting’ to allow someone to come on some special day, ‘advising’ to suggest someone and ‘asking’ to somebody to do something.

c) Expressive

Expressive forms are used for the purposes of: thanking (ex. 1-2), apologizing (ex. 3-4), welcoming (ex. 5-6), congratulating (ex. 7-9), and expressing compliment (ex. 10-12)

1. I appreciate this, thank you so much.
2. Thank you very much for lending me the amount of money I needed.
3. I’m extremely sorry for being late. May I excuse?
4. I’m so sorry to be late.
5. Welcome home, I missed you so much!
6. I’m pleased to welcome you to Nepal.
7. Well done! I’m very proud of you.
8. Congratulation, my son!
9. Well done, I knew you could do it!
10. That was amazing, you sing beautifully.
11. I compliment you on what you sang.
12. That was lovely.

On the basis of the examples mentioned above, it is mentioned that the native speakers of English language used ‘thanking’ to people to tell them that they are grateful to something. In the same way, they used apologizing, welcoming, congratulating and compliment in a more indirect way. Similarly, the respondents used expressive forms to be confirmed that what the speaker said or to ask them to repeat again. For example;

1. Excuse me, could you repeat that?
2. Pardon, please?

d) Commissive

For the purposes of: promising (ex. 1-3), threatening (ex. 4-6), guaranteeing (ex. 7-8), and offering (ex. 9-11) commissive forms are used.

1. I swear that I will certainly come to your birthday party.
2. Promise to come to dinner this evening?
3. I promise to pay you back within five days.
4. I will smash your face if you scold my brother again.
5. Please don't do that.
6. Bitch, don't lie.
7. It will last for at least two years.
8. It's guaranteed that this shirt will run for two years.
9. Have some sprite!
10. Shall I bring a pepsi for you?
11. Will you have some snacks?

Based on the examples mentioned above, it is summarized that the native speakers of English language used 'promising' for showing certainty that they definitely do or not do something. They generally used *swear*, *promise* and *certainly* etc. Similarly, they used 'threatening' while someone is cheating, doing mistakes and showing rubbish behavior. Even for threatening some people used *please* and *bitch*. They used interrogative sentences while threatening others. For examples: *Are you kidding me? How dare you to behave in such a way?* In the same way, they used same expressions for guaranteeing. Even for offering some informants used interrogative patterns too.

e) Declaration

Declarative forms are used for the purposes of: declaring (ex. 1-3), and dismissing (ex. 4-5)

1. I now pronounce you husband and wife.
2. Congratulation, the job is yours.
3. I appoint you as an accountant in my bank.
4. I'm sorry, but I'll have to ask for your resignation.
5. I regret to inform you that this working relationship is no longer working and you will have to look elsewhere for employment.

Based on the examples mentioned above, it is pointed out that the native speakers of English language used declarative forms for 'declaring' while stating something formally and clearly where the speakers had some specific institutional role. They also used declarative form for 'dismissing' to decide that something is not important or worthless.

The English native speakers used utterances where the subject generally comes before the verb in affirmative sentences, e.g.

1. You're out!
2. Out!
3. Out, sit down.
4. Every evening, you must read for four hours.

The informants used interrogative sentences to seek confirmation on a specific event where only wh-word came in the beginning of the sentences, e.g.

1. Where were you then?
2. Where were you lost and what were you doing till now?

4.1.3 Comparison of Bajjika and English Speech Acts

During this study, the researcher compared the speech acts of the Bajjika language with English speech acts on the basis of similarities and differences which are listed below with examples.

4.1.3.1 Similarities between the Speech Acts in Bajjika and English

Here, the researcher tried his best to find out the similarities between the speech acts of both Bajjika and English languages.

a) Assertive

Bajjika

1. Khaini na khaa, eise cancer ho jatau. (Don't take tobacco, it causes cancer.)
2. Toharo bhai kekaro se kam na hau. (Your brother is too naughty.)

English

1. You have better walk in the morning to get rid of diabetes.
2. I'm afraid to say that your brother is unwell.

Above examples showed that in both Bajjika and English languages assertive forms are used to express proposition expressions where they expressed an opinion. In both Bajjika and English languages example-1 showed the assertive form for suggestion. Similarly, in the next example in both languages the expressions were used to express a conclusion.

b) Directive

Bajjika

1. Chachi ji hamara tanka nun diu. (Aunt, please give me some salt.)
2. Sarita! Janma din par aibe karam. (Sarita! You must come on my birthday.)

English

1. Please help him to learn science.
2. Could you please close the door? I feel cold.

Both of the languages attempt to get the hearer to carry out a future course of action. In Bajjika, example-1 showed that someone is requesting aunt for salt. In example-2, someone is inviting Sarita to come on his/ her birthday. In the same way, in English, example-1 showed that someone is requesting the teacher to help his /her child in science. In example-2, someone is asking for closing the door.

c) Expressive

Bajjika

1. Maf karu hamara. (Excuse me.)
2. Tora bahut bahut swagat hau Nepal me. (You are welcome in Nepal.)
3. Aaha ke aawaz ke ta mane parat. (You have such a lovely sound.)

English

1. I'm sorry to be late.
2. Welcome home, I missed you so much!
3. That was amazing, you sing beautifully.

In both Bajjika and English language expressive forms are used to state some psychological state, feelings or attitude. In both Bajjika and English languages example-1, showed the expression of apology, example-2, showed the expression of welcoming and the last example showed the expression of compliment.

d) Commissive

Bajjika

1. Tohar paisa ham paanch din bhitari pakka de debau. (I return your money within five days.)
2. Tora tanko darr na lagichhau? (Don't you terrify?)
3. Lejau bahut din chalet. (It will run for long time.)

English

1. I promise to pay you back within five days.
2. Are you kidding me?
3. It will last for at least two years.

The examples of commissive sentences showed the similarities of promising, threatening and guaranteeing in both languages. The native speakers of both languages used interrogative pattern for threatening.

e) Declarative

Bajjika

1. Ham tora bank me aaise rakhichhee. (I appoint you in the bank from today.)
2. Tu out bhele! (You are out!)
3. Kaha rahle tu? (Where were you?)

English

1. I now pronounce you husband and wife.
2. You are out!
3. Where were you then?

In both of the languages the speakers used declarative form for declaring and dismissing where they had some special institutional roles. For seeking confirmation both of the speakers used interrogative sentences.

4.1.3.2 Differences between the Speech Acts in Bajjika and English

Here, the researcher discussed some differences between Bajjika and English languages.

a) Assertive

Bajjika

1. Tu chal mauj kar. (Let's enjoy.)
2. Aaha dhumrapaan na karu ee mirtyu ke karan hai. (Don't smoke, it is the cause of death.)
3. Babu, tu sabere sabere pratyek din chala eise chini rog thik hotai. (Father, walk everyday in the morning, it will cure diabetes.)

English

1. Why don't you have a walk every morning?
2. You'd better quit smoking.

The example showed that even for suggestion the English native speakers use interrogative sentences but there is no interrogative pattern for suggesting others in Bajjika language. Another difference is that, to address the people the English native speakers use only *you* for both senior and junior but in Bajjika language the people use *tu* for junior and *aaha* for senior. Sometimes, the Bajjika native speakers also use *tu* for senior person where there is low social distance between the participants.

b) Directive

Bajjika

1. Ge chachi tanka nun de. (Aunt, give me some salt.)
2. Sathi kewari band kade. (Friend, close the door.)

English

1. Would you please like to have breakfast?
2. Please, bring me some water. I'm parched.

From above examples, it is pointed out that the English native speakers have request terms like *please, would you please, would you mind, could you please* but the Bajjika has not many request terms.

c) Expressive

Bajjika

1. Dosar dinse sabere aaeb. (I will come early from next day.)
2. Dhanyabad. (Thank you.)
3. Le bahut badhiya kaile. (Ok, you have done well.)

English

1. I appreciate this, thank you so much.
2. I'm so sorry to be late.
3. Well done! I'm very proud of you!

From above examples, it is mentioned that English speakers have many expressive words like *well done, welcome, so sorry, excuse me*. On the other hand, the Bajjika native speakers have no such expressions.

d) Commissive

Bajjika

1. Tora tanko darr na lagichhau? (Don't you terrify?)
2. Tu pherse jhuth bolbe? (Will you tell a lie again?)
3. Tohar paisa ham paanch din bhitari pakka de debau. (I return your money within five days.)

English

1. Please don't do that.
2. Bitch, don't lie.
3. I swear that I will certainly come to your birthday party.

In commissive, the English has many commit words like *I promise*, *I swear*, *certainly* but in Bajjika they use few commit words like *kasam*, *pakka*. Even for threatening, some English speakers used *please* but in Bajjika, people seldom use *please* for threatening.

e) Declarative

Bajjika

1. Ham tora nokari se hatabichhiau. (I dismiss you from the job.)
2. Aaise tu dunu gharwala gharwali bhele. (I now pronounce you husband and wife.)

English

1. I'm sorry, but I'll have to ask for your resignation.
2. Congratulation, the job is yours.

In declarative the English speakers used different declarative words such as *I'm sorry*, *I regret*, *congratulation*, *please* but the Bajjika language has no such words in fact. The another difference is that in assertive sentence the native speakers of Bajjika language used the subject in the beginning of the sentences and even at the end of the sentence but in English it is rare.

4.2 Summary of Findings

Here, the researcher summarized the main similarities and differences between the speech acts of Bajjika and English languages on the basis of analyzed and interpreted data.

4.2.1 Similarities

The researcher found such similarities:

- a) In both Bajjika and English languages assertive forms are used to express proposition expressions.
- b) In case of directive, both of the languages attempt to get the hearer to carry out a future course of action.
- c) Expressive forms are used to state some psychological state, feelings, and attitudes.
- d) The native speakers of both of the languages use interrogative pattern for threatening.
- e) In both of the languages the speakers use declarative form for declaring and dismissing where they have some specific institutional roles. For seeking confirmation both of the speakers use interrogative sentences.

4.2.2 Differences

- a) For addressing the people the English native speaker use only *you* for both senior and junior but in Bajjika *tu* is used for junior and *aaha* is used for senior people. Sometimes, even *tu* is used for senior, where there is high solidarity and low social distance between them.
- b) The English speakers have request terms like *please, would you please, would you mind, could you please* but the Bajjika has not many request terms.
- c) In the same way, the English speakers have many expressive words like *well done, welcome, so sorry, excuse me* but, on the other hand, the Bajjika native speakers have no such expressions.
- d) Similarly the English native speakers have many commit words like *I promise, I swear, certainly* but Bajjika has not.
- e) Even some native speakers of English use *please* for threatening but the Bajjika native speakers seldom use such word for threatening.
- f) To declare something, the English people use *I'm sorry, I regret, please*, but the people from the Bajjika language background don't use such words for this purpose.
- g) Even the native speakers of the Bajjika language use the subject in the beginning of the affirmative sentence and at the end too but this is not the case with English.

CHAPTER – FIVE

CONCLUSION AND RECOMMENDATIONS

This is the last chapter under the body of research report. This chapter includes conclusion and recommendations.

5.1 Conclusion

After analyzing and interpreting the data, it can be concluded that there are different speech acts in Bajjika and English languages like assertive, directive, expressive, commissive and declaration. In both Bajjika and English languages assertive forms are used to express proposition expressions, directive forms are used to get the hearer to carry out a future course of action, expressive forms are used to state some psychological state, feelings or attitude. The native speakers of both the languages used interrogative sentences for threatening and for being confirmed. Declarative forms were used by them for declaring and dismissing. There are some differences too between Bajjika and English languages. The English native speakers used interrogative sentences for suggestion but there are no interrogative sentences for suggestion in Bajjika language. To address people, the English native speakers used only *you* for both senior and junior but in Bajjika language *tu* is used for junior and *aaha* is used for senior. The English speakers have many request terms like *please*, *would you please*, *would you mind*, *could you please* but the Bajjika has no many request terms. Similarly, English speakers have many expressive words like *well done*, *welcome*, *so sorry*, *excuse me* but Bajjika speakers have no such expressions. In the same way, English speakers use *I promise*, *I swear*, *certainly* to commit. They also use *I'm sorry*, *I regret*, *please* for declaration but on the other hand, Bajjika native speakers have no such words to commit and to declare.

The English native speakers use more honorific words while addressing others in a more indirect way. They are more polite since they have different terms for

different expressions like *please, sorry, excuse me, would you mind.*

Comparatively, Bajjika language is non-honorific, impolite, and more direct than that of English language.

5.2 Recommendations

On the basis of findings obtained from the analysis of the collected data, the recommendations have been made as below:

Policy level

- 1) The government should make the policy for special training for the teachers who are teaching the students in Bajjika language community so that they can address the real problems of the students in the field of teaching and learning.

Practice level

- 2) The speech acts of Bajjika language are more or less different from those of English. So language teachers who are teaching English as a second language should be aware of this fact.
- 3) The teacher from Bajjika native language can create dialogue while teaching that require the questions of speech acts and make them perform such speech acts.
- 4) The teacher should create many situations on the basis of speech acts while teaching English as a second language in the classroom environment.
- 5) The Bajjika native speakers who want to learn the English language should be informed that the English speakers use many more terms like *please, sorry, pardon, it's ok*, more frequently to be polite.
- 6) The Bajjika speakers who want to learn the English language should be taught to be more polite in English to address other in speech acts.

- 7) The teacher should make the student know all the speech acts in English and Bajjika language. Then they have to list out the speech acts in those language which are functionally similar.
- 8) The teacher should ask the students to find out the speech acts which are different from one to another language and make the students learn in the given situations.
- 9) The teacher should make the students aware about the fact that in English language the subject always comes in the beginning of the affirmative sentence so that the learners pay due attention while uttering the English sentences.

Further research

- 10) The finding of this research cannot be generalisable to the whole population because it was conducted only in Sarlahi district. So, the research can be conducted in more than one district where Bajjika language is spoken as a mother tongue so that it can be generalisable to the whole population.
- 11) The Bajjika language can also be compared with English of other countries such as America, Australia, Canada and some others so that the findings can be different from this current research.
- 12) There may be many more areas for further research for the researcher in the future in Bajjika language like household terms, pluralization in Bajjika, and some other grammatical aspects, etc.

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Appendix-1

Questionnaire

Dear respondents,

This questionnaire has been prepared to complete a research work entitled "Speech Acts in Bajjika and English". The research is being carried out under the supervision of **Mrs. Madhu Neupane**, Lecturer, Department of English Education, Tribhuvan University, Kirtipur, Kathmandu. The researcher aims to determine the speech acts of Bajjika and the English language and to compare and contrast them. It is hoped that your kind co-operation will be a great contribution in the accomplishment of this valuable research. Your responses will be used only for research purpose and will be kept secret.

Researcher

Rakesh Prasad Sah

Department of English Education

T.U., Kirtipur, Kathmandu

Name: Courtney Rose Fowler

Sex: Female

District:

Age: 23

Nationality: British

Occupation: Teacher

Academic Qualification: BA

Assertive

1. You think that you make better coffee than others.

Yes I can make better coffee than most of my friends

2. Your friend is going to take part in dance competition but you think that it is not necessary.

I think another competition would suit your talent better

3. Suppose you imagine Nepal will be a developed country till 2020 A.D.

I think Nepal will have the potential to be a developed country by 2020 AD

4. Your friend is smoking. You have to suggest him not to smoke.

Smoking doesn't make anyone look good, especially you

5. You have to say your friend unwillingly that his brother is not good.

You are a wonderful friend, but I worry about your brother

6. A person asks you for help but you don't realize to do his favor.

Excuse me, I am not sure of what you are doing

7. You ask your classmates to enjoy on school day.

Have a great day at school!

8. Your father is suffering from diabetes. You suggest him to walk in the morning every day.

I'll walk in the mornings with you, and see who can walk the fastest.

Directive

1. Your children don't know science. You have to request the teacher to teach them.

My children enjoy your teaching and would love to learn science from you.

2. One guest has come at your home. He is very hungry. Ask him to have something.

Please feel at home and wait whilst I prepare a meal for you.

3. You are in your house. You are thirsty. You have to order your son to bring cold water.

Please bring me some cold water, I am parched.

4. You are in the kitchen. You need salt. You have to request your aunt for help.

Auntie, could you please get me some salt,

5. Your birthday is very near now. You have to invite your best friend to come on your birthday party.

I'm having a birthday party on Friday, see you there,

6. You have cold. Your door is opened. Ask your friend for help.

Sorry, please bring me some hot lemon tea. I have a cold!

7. Your brother is very careless now a days. You have to advise him to study hard.

Studying is going to benefit you in the long run and give you more opportunities so stop being lazy,

8. You meet a good singer. Ask him to sing a song.

You have a wonderful voice, I would love to hear you sing for me?

Expressive

1. Someone lent you some money. You have to thank him.

I appreciate this. Thank you so much.

2. You have called your friend in cinema hall on time but you reached there late. You have to express an apology.

I am so sorry I am late!

3. Someone said something to you but you didn't listen. You have to say him to repeat again.

Excuse me, could you repeat that,

4. One of your friends came back to Nepal after a long time. You have to welcome him/her.

Welcome home, I missed you so much!

5. Your son passed S.L.C. in first division. You have to congratulate him.

Well done! I am very proud of you!

6. Someone sung a song nicely. You have to praise him.

That was amazing, you sing beautifully,

7. Your friend asks you for help but you don't have much time to help him.

I am running out of time, let me try help now and if you are free later I can help then too.

8. Your brother got a good job. You have to congratulate him.

Well done, I knew you could do it!

Commissive

1. You promise your friend that you will go on his/ her birthday party.

I will be there to celebrate with you,

2. You borrowed some money from your friend two days ago. You are committed to return within five days.

I promise to pay you back within 5 days.

3. A man scolded your brother. You have to threaten him.

Try that again, and see where it gets you,

4. Your sister is telling a lie. You have to threaten her not to tell lie again.

Lying is for weak minded people. You are better than that.

5. You sold a shirt to the customer. You are giving him a written guarantee that it will run for two years.

Guaranteed for 2 years.

6. A guest came to your home. You offer him to take meal.

Please sit and eat something.

7. It is to hot today. You offer your friend to have a cold drink.

It's very hot today, Would you like a cold drink?

8. You want to call your friend for the evening meal. Ask him for a promise to come to the dinner.

Promise to come to dinner this evening?

Declaration

1. A referee of a cricket announces that a player is out.

Out, sit down!

2. A priest announces a boy and a girl to be a husband and wife.

I now pronounce you husband and wife!

3. You are a general manager of a bank. You appoint a man as an officer.

You are to be the officer of this bank.

4. Your staff is not loyal to your office. You dismiss him from the post.

I regret to inform you that this working relationship is no longer working and you will have to look elsewhere.

5. A jury foreman decided that you are not guilty for employment.

Not guilty.

6. You order your son to read for 4 hours per day in the evening.

Every evening, you must read for 4 hours.

7. You are a head of your family. Your brother came home late. You have to ask where he was till now.

Where have you been till now?

8. You are a principal of a school. You have to declare the school to be closed tomorrow on the occasion of democracy day.

Tomorrow is a public holiday, there will be no school as it is democracy day.

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Researcher

Rakesh Prasad Sah

Department of English Education

T.U., Kirtipur, Kathmandu

Name:.....*Alex Hob*.....

Sex:.....*Male*.....

District:

Age:*29*.....

Nationality:*U.K.*.....

Occupation:*Social worker*.....

Academic Qualification:*Graduation*.....

Assertive

1. You think that you make better coffee than others.

I will make coffee better than they do will

2. Your friend is going to take part in dance competition but you think that it is not necessary.

You need not take part in the competition. It's tough.

3. Suppose you imagine Nepal will be a developed country till 2020 A.D.

Every Nepalese will have had a cell phone by 2020 A.D.

4. Your friend is smoking. You have to suggest him not to smoke.

You'd better quit smoking.

5. You have to say your friend unwillingly that his brother is not good.

It's ok, but your brother is very naughty.

6. A person asks you for help but you don't realize to do his favor.

Oh, I thought you could do yourself.

7. You ask your classmates to enjoy on school day.

Enjoy the occasion.

8. Your father is suffering from diabetes. You suggest him to walk in the morning every day.

How about doing morning walk everyday?

Directive

1. Your children don't know science. You have to request the teacher to teach them.

Please help him to learn science.

2. One guest has come at your home. He is very hungry. Ask him to have something.

Will you have some toast?

3. You are in your house. You are thirsty. You have to order your son to bring cold water.

Ann, bring some water, my throat is parching.

4. You are in the kitchen. You need salt. You have to request your aunt for help.

Aunt, would you mind giving me some salt?

5. Your birthday is very near now. You have to invite your best friend to come on your birthday party.

... Would you join my birthday party on Tuesday?

6. You have cold. Your door is opened. Ask your friend for help.

... Could you please close the door? I feel cold.

7. Your brother is very careless now a days. You have to advise him to study hard.

... You have to study hard.

8. You meet a good singer. Ask him to sing a song.

... Can you sing a sentimental song to me?

Expressive

1. Someone lent you some money. You have to thank him.

... Thanks a lot.

2. You have called your friend in cinema hall on time but you reached there late. You have to express an apology.

... I'm extremely sorry for being late. May I be excused?

3. Someone said something to you but you didn't listen. You have to say him to repeat again.

... Pardon, please?

4. One of your friends came back to Nepal after a long time. You have to welcome him.

... Welcome back to Nepal, Robo.

5. Your son passed S.L.C. in first division. You have to congratulate him.

... Congratulations, my son!

6. Someone sung a song nicely. You have to praise him.

... I compliment you on what you sang.

7. Your friend asks you for help but you don't have much time to help him.

I'd love to but I have to attend a meeting just now.

8. Your brother got a good job. You have to congratulate him.

I congratulate you, brother.

Commissive

1. You promise your friend that you will go on his/ her birthday party.

I promise I will go on your birthday party.

2. You borrowed some money from your friend two days ago. You are committed to return within five days.

Don't worry I will return it within five days.

3. A man scolded your brother. You have to threaten him.

Mind your language or I'll kill you.

4. Your sister is telling a lie. You have to threaten her not to tell lie again.

Are you kidding me?

5. You sold a shirt to the customer. You are giving him a written guarantee that it will run for two years.

This shirt will run for two years, it's a guarantee.

6. A guest came to your home. You offer him to take meal.

Will you have some snacks?

7. It is too hot today. You offer your friend to have a cold drink.

Have some spirt!

8. You want to call your friend for the evening meal. Ask him for a promise to come to the dinner.

Is it a promise that you'll come to the dinner in the evening?

Declaration

1. A referee of a cricket announces that a player is out.

Out!

2. A priest announces a boy and a girl to be a husband and wife.

Ritually, both of you are husband and wife now.

3. You are a general manager of a bank. You appoint a man as an officer.

I appoint you as an accountant in my bank.

4. Your staff is not loyal to your office. You dismiss him from the post.

You're fired from the post.

5. A jury foreman decided that you are not guilty.

On hearing all the arguments the court decides you are not guilty.

6. You order your son to read for 4 hours per day in the evening.

Read for four hours everyday in the evening, o.k.?

7. You are a head of your family. Your brother came home late. You have to ask where he was till now.

Where were you till now?

8. You are a principal of a school. You have to declare the school to be closed tomorrow on the occasion of democracy day.

All the school external activities will remain closed on the occasion of democracy day tomorrow.

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Researcher

Rakesh Prasad Sah

Department of English Education

T.U., Kirtipur, Kathmandu

Name: .. रुद्रेश कुमार साह

Sex: .. पुरुष

District: .. सुनसरी

Age: .. २८

Nationality: .. नेपाली

Occupation: .. अध्ययन

Academic Qualification: .. सकिला समाचार नर

Assertive

1. आहां बुझीछीकी हम औरोसे अच्छा कफी बनविछी । (You think that you make better coffee than others.)

हमरासे बनादिग्या कफी कौडत बनाकिहई ।

2. आहांके साथी नाच प्रतियोगितामे भाग लेवे जारहल है लेकिन आहां जरुरी न बुझी छी । (Your friend is going to take part in dance competition but you think that it is not necessary.)

ई जरुरी नई ।

3. मानु आहां कल्पना करीछी नेपाल २०२० तक विकसित होतै । (Suppose you imagine Nepal will be a developed country till 2020 A.D.)

नेपाल २०२० तक विकसित होतई ।

4. आहांके साथी धुम्रपान करीय । आहांके ओकरा धुम्रपान नकरेके सल्लाह देवेपरत । (Your friend is smoking. You have to suggest him not to smoke.)

बिडी नली राकेर खीरा खाली ।

5. आहांके अपन साथीके नचाहते हुये इ कहेके परत की आहांके भाई नठीक है । (You have to say your friend unwillingly that his brother is not good.)

हमरा कहेके न चाही केकिन लोहर आछे शिक काम न करिहउ ।

6. एगो आदमी आहांके सहयोगके लागी कहलक लेकिन आहां महसुस नकइली । (A person asks you for help but you don't realize to do his favor.)

हम आहांके अपना न बुझ सकली ।

7. आहां अपना साथीके स्कूल दिवसपर आनन्द करेके कहली । (You ask your classmates to enjoy on school day.)

चल भोज कर ।

8. आहांके बाबु चिनी रोगसे पिडित है । आहां प्रत्येक दिन सवेरे चलेके सल्लाह दियौ । (Your father is suffering from diabetes. You suggest him to walk in the morning every day.)

ही लकुर सबैरे - सबैरे चललास खीरा दीक हीइहई ।

Directive

1. आहाँके बाच्चा विज्ञान नजनिय । आहाँके मास्टरके पढादेवेला अनुगोध करेपरत । (Your children don't know science. You have to request the teacher to teach them.)

मास्टर राहल हमरा बेटाके विज्ञान पढाडु ।

2. एगो अतिथी आहाँके घरमे आएल । उ बहुत भुखाएल हइ । ओकरा कुछ खाएके कहियौ । (A guest has come at your home. He is very hungry. Ask him to have something.)

चलू खाजा खाउं ।

3. आहाँ अपन घरमे छी । आहाँ प्यासल छी । आहाँके अपन बेटाके ठण्डा पानी लावेला आदेश देवेपरत । (You are in your house. You are thirsty. You have to order your son to bring cold water.)

रे बेटा एक लीटर ठण्डा पानी लैला ।

4. आहाँ भन्खा घरमे छी । आहाँके नून चाहि । आहाँके अपन चाचीके सहयोग के लागी अनुगोध करेपरत । (You are in the kitchen. You need salt. You have to request your aunt for help.)

श्री चाँची लतका कृपत ई ।

5. आहाँके जन्म दिन बहुत नजदिक है । आहाँके अपन खास सार्थीके जन्म दिनके भोजमे आवेला नेवता देवेपरत । (Your birthday is very near now. You have to invite your best friend to come on your birthday party.)

आहाँके हमरा जन्म दिनपर जरूर आवे परत ।

6. आहाँके सर्दी भेल है । आहाँके केवारी खुल्ल है । आहाँ अपन सार्थीके सहयोग के लागी कहू । (You have cold. Your door is opened. Ask your friend for help.)

रे भाई लतका केवारी बन्द करे ।

7. आहाँके भाई आजकाल बहुत लापरवाह है । आहाँके ओकरा पढेला सल्लाह देवेपरत । (Your brother is very careless now a days. You have to advise him to study hard.)

दीसर काम छोड़ू आ पढ़ीमे ध्यान दे, दीक रहल ।

8. आहाँ एगो अच्छा गायक से भेटली । ओकरा गावेला कहू । (You meet a good singer. Ask him to sing a song.)

हृष्या आहाँ रागो अच्छा गीत गाऊँ ।

Commissive

1. आहाँ अपना साथी से वादा कईली की आहाँ ओकरा जन्म दिनके भोजमे जबई । (You promise your friend that you will go on his/ her birthday party.)

हम वरना खाह कि तैहरा घर आज खाए जाए अहाँ ।

2. आहाँ अपन साथीसे दु दिन पहिले कुछ पैसा लेली । आहाँ पाँच दिनके भितर देवेके वादा कईली । (You borrowed some money from your friend two days ago. You are committed to return within five days.)

तैहरा पैसा हम पाँच दिन भितर ९ पक्का रे हँवा ।

3. एक आदमी आहाँके भाईके गारी देलक । आहाँके ओकरा धमकी देवेपरत । (A man scolded your brother. You have to threaten him.)

तैरा ९ घर न लाशिई ?

4. आहाँके बहिन भूठ वालीय । आहाँके ओकरा फेरसे भूठ नवालेला कहपरत । (Your sister is telling a lie. You have to threaten her not to tell lie again.)

दीहरा भूठ न बोलिई ।

5. आहाँ गहिकीसे एगो जम्मा बेचली । आहाँ ओकरा लिखित ग्यारेनटी देली की ई दु वर्ष चलत । (You sold a shirt to the customer. You are giving him a written guarantee that it will run for two years.)

बहुत अच्छा बई अजाकर बहुत दिन चलत ।

6. एगो अतिथी आहाँके घरमे आएल । आहाँ ओकरा खाना खाएला कहली । (A guest came to your home. You offer him to take meal.)

चल खाना खाएल जाके ।

7. आई बहुत गर्मी है । आहाँ अपन साथीके ठण्डा पिएला कहली । (It is too hot today. You offer your friend to have a cold drink.)

आ । ठण्डा पिई ।

8. आहाँ अपन साथीके रात के खाना खाएला बोलावे चाहिछी । आहाँ ओकरा खाना खाए आवेला वादा करेके कह । (You want to call your friend for the evening meal. Ask him for a promise to come to the dinner.)

तु बचन रे कि अरकर खाना खाए ~~खाना~~ ~~खाना~~ ~~खाना~~ ।

Declaration

1. एगो क्रिकेटके रेफ्री घोषणा करिछई की खेलाडी आउट हई । (A refree of a cricket announces that a player is out.)

..... Out !

2. एगो पंडित जी एगो लडका आ एगो लडकी के घरवाला घरवाली घोषणा करिछई । (A priest announces a boy and a girl to be a husband and wife.)

..... अइस्ये आइस्ये हुंनु घरवाला - घरवाली भौली !

3. आहां एगो बैंकके मैनेजर छी । आहां एगो आदमीके कर्मचारीमे भना करीछी । (You are a general manager of a bank. You appoint a man as an officer.)

..... हम तौरा ठिकसे अइस्ये राखिछी !

4. आहांके कर्मचारी कार्यालय प्रति बफादार नहै । आहां ओकरा पद परसे हटवीछी । (Your staff is not loyal to your office. You dismiss him from the post.)

..... हम तौरा नौकरिये हटाके दिछी !

5. एगो न्यायधिस फैसला करिछई की आहां दोषी नछी । (A jury foreman decided that you are not guilt.)

..... तुं निदोष है, तौरामे कोइ गलती न हऊ !

6. आहां अपना बेटाके सब दिन सांक्रमे चार घण्टा पढेला कहिछी । (You order your son to read for 4 hours per day in the evening.)

..... पढ़ चार घण्टा सहरित !

7. आहां अपना घरके गारजियन छी । आहांके भाई घरमे अवेरके आएल । आहांके पुछेपरत की उ अभितक कहा रहलई । (You are a head of your family. Your brother came home late. You have to ask where he was till now.)

..... कहा रहलहुं ?

8. आहां एगो स्कूल के हेड मास्टर छी । आहांके प्रजातन्त्र दिवस पर विहान स्कूल छुटी रहतै से घोषणा करेपरत । (You are a principal of a school. You have to declare the school to be closed tomorrow on the occasion of democracy day.)

..... विहान छुटी रहला !

Appendix-1

Questionnaire

Dear respondents,

This questionnaire has been prepared to complete a research work entitled "Speech Acts in Bajjika and English". The research is being carried out under the supervision of **Mrs. Madhu Neupane**, Lecturer, Department of English Education, Tribhuvan University, Kirtipur, Kathmandu. The researcher aims to determine the speech acts of Bajjika and the English language and to compare and contrast them. It is hoped that your kind co-operation will be a great contribution in the accomplishment of this valuable research. Your responses will be used only for research purpose and will be kept secret.

Researcher

Rakesh Prasad Sah

Department of English Education

T.U., Kirtipur, Kathmandu

Name: ... श्रीमती कुमारी थाकुर

Sex: ... स्त्री

District: ... धनकुटा

Age: ... २४ वर्ष

Nationality: ... नेपाली

Occupation: ... अध्यापन

Academic Qualification: ... स्नातक (अध्यापन)

Assertive

1. आहाँ बुझीछीकी हम औरसे अच्छा कफी बनविछी । (You think that you make better coffee than others.)

हम सबसँ बढिया कफी बनविछी ।

2. आहाँके साथी नाच प्रतियोगितामें भाग लेवे जा रहल है लेकिन आहाँ जरूरी न बुझी छी । (Your friend is going to take part in dance competition but you think that it is not necessary.)

नाचमें मोटा लैनाई बेकार है ।

3. मानु आहाँ कल्पना करीछी नेपाल २०२० तक विकसित होतै । (Suppose you imagine Nepal will be a developed country till 2020 A.D.)

नेपाल २०२० तक विकसित होसके छै ।

4. आहाँके साथी धूम्रपान करीय । आहाँके ओकरा धूम्रपान नकरेके सल्लाह देवेपरत । (Your friend is smoking. You have to suggest him not to smoke.)

खैनी न खा, एठरै ईगसर होमती ।

5. आहाँके अपन साथीके नचाहते हुये इ कहेके परत की आहाँके भाई नठीक है । (You have to say your friend unwillingly that his brother is not good.)

आहाँके भाई बहुत बालते रास्ता पर है ए कहेके हमरा दुःख लागीय ।

6. एगो आदमी आहाँके सहयोगके लागी कहलक लेकिन आहाँ महसुस नकडली । (A person asks you for help but you don't realize to do his favor.)

हम न समझे सफल ।

7. आहाँ अपना साथीके स्कूल दिवसपर आनंद करेके कहती । (You ask your classmates to enjoy on school day.)

तुमचल नाच, आनंद कर ।

8. आहाँके बाबु चिनी रोगसे पिडित है । आहाँ प्रत्येक दिन सबेरे चलेके सल्लाह दियौ । (Your father is suffering from diabetes. You suggest him to walk in the morning every day.)

बाबुजी आहाँ सबेरे सबेरे चलके रोग ठीक होएत ।

Directive

1. आहांके वाच्चा विज्ञान नजनिय । आहांके मास्टरके पढादेवेला अनुगोध करेपरत । (Your children don't know science. You have to request the teacher to teach them.)

मास्टर साहेब हमरा लकाके पढादेल जाओ ।

2. एगो अतिथी आहांके घरमे आएल । उ बहुत भुखाएल हइ । ओकरा कुछ खाएके कह्यौ । (A guest has come at your home. He is very hungry. Ask him to have something.)

खाना खालैथ ।

3. आहां अपन घरमे छी । आहां प्यासल छी । आहांके अपन वेटाके ठण्डा पानी लावेला आदेश देवेपरत । (You are in your house. You are thirsty. You have to order your son to bring cold water.)

रे, ओवा एक लीटा ठण्डा पानी लेल आव ।

4. आहां भन्छा घरमे छी । आहांके नुन चाहि । आहांके अपन चाचीके सहयोग के लागी अनुगोध करेपरत । (You are in the kitchen. You need salt. You have to request your aunt for help.)

चाची जी, तनिका नुन दिऊ ।

5. आहांके जन्म दिन बहुत नजदिक है । आहांके अपन खास साथीके जन्म दिनके भोजमे आवेला नेवता देवेपरत । (Your birthday is very near now. You have to invite your best friend to come on your birthday party.)

आहांके हमरा जन्म दिनपर जरूर आल परत ।

6. आहांके सर्दी भेल है । आहांके केवागी खुल्ल है । आहां अपन साथीके सहयोग के लागी कहू । (You have cold. Your door is opened. Ask your friend for help.)

उकारी बन्द करू, साहेब ओल है ।

7. आहांके भाई आजकाल बहुत लापरवाह है । आहांके ओकरा पढेला सल्लाह देवेपरत । (Your brother is very careless now a days. You have to advise him to study hard.)

ओवा पढ़ आ और काम सब छोड़ ।

8. आहां एगो अच्छा गायक से भेटली । ओकरा गावेला कहू । (You meet a good singer. Ask him to sing a song.)

आहां एगो सुन्दर गीत गाके सुनाऊ ।

Expressive

1. कोइ आहांके पैसा सापट देलक । आहांके ओकरा धन्यवाद देवेपरत । (Someone lent you some money. You have to thank him.)

आहांके बहुत-बहुत धन्यवाद ।

2. आहां अपन साथीके सिनेमा हल में समय पर बोलइली लेकिन आहां अपने अवेर के अइली । आहांके क्षमा व्यक्त करेपरत । (You have called your friend in cinema hall on time but you reached there late. You have to express an apology.)

माफ करुं हारा !

3. आहांके कोई कुछ कहलक लेकिन आहां नसुनली । आहांके ओकरा फेरसे कहेला कहेपरत । (Someone said something to you but you didn't listen. You have to say him to repeat again.)

तबका फेरसे कहु न ।

4. आहांके एगो साथी बहुत दिनबाद नेपाल आएल । आहांके ओकरा स्वागत करेपरत । (One of your friends came back to Nepal after a long time. You have to welcome him.)

आहांके नेपाल में स्वागत करि दी ।

5. आहांके बेटा एस.एल. सी. प्रथम श्रेणीमें पास भेल । आहांके ओकरा बधाई देवेपरत । (Your son passed S.L.C. in first division. You have to congratulate him.)

बेटा तैरा बहुत अच्छे छे ।

6. कोई अच्छा गीत गलकई । आहांके ओकरा तारिफ करेपरत । (Someone sung a song nicely. You have to praise him.)

आहांके आवाज सीड गायक से कम नई ।

7. आहांके साथी सहयोग के लागी कहलक लेकिन आहांके सहयोग करेला ज्यादा समय नई । (Your friend asks you for help but you don't have much time to help him.)

हारा अभी फुरैद नई ।

8. आहांके भाई अच्छा नोकरी पैलक । आहांके ओकरा बधाई देवेपरत । (Your brother got a good job. You have to congratulate him.)

बहुत अच्छे छे तैरा ।

Commissive

1. आहां अपना साथी से वादा कईली की आहां ओकरा जन्म दिनके भोजमे जबई । (You promise your friend that you will go on his/ her birthday party.)

हम आहांके जन्म दिन पर जरूर आएँ ।

2. आहां अपन साथीसे दु दिन पहिले कुछ पैसा लेली । आहां पांच दिनके भितर देवेके वादा कईली । (You borrowed some money from your friend two days ago. You are committed to return within five days.)

हम किरिया खाइदि की आहांके ऐसा पांच दिनके भितर दे-वे ।

3. एक आदमी आहांके भाईके गारी देलक । आहांके ओकरा धमकी देवेपरत । (A man scolded your brother. You have to threaten him.)

तेरा लन्की पर न लागीका ।

4. आहांके बहिन झुठ बोलीय । आहांके ओकरा फेरमे झुठ नबोलेला कहपरत । (Your sister is telling a lie. You have to threaten her not to tell lie again.)

फेर से बोलबारा झुठ बोलके ।

5. आहां गहिकीसे एगो जम्मा बेचली । आहां ओकरा लिखित ग्यारेंटी देली की ई दु वर्ष चलत । (You sold a shirt to the customer. You are giving him a written guarantee that it will run for two years.)

किऊ ई दुई वर्ष से बेसी चलत ।

6. एगो अतिथी आहांके घरमे आएल । आहां ओकरा खाना खाएला कहली । (A guest came to your home. You offer him to take meal.)

खाना खालीनि ।

7. आई बहुत गर्मी है । आहां अपन साथीके ठण्डा पिएला कहली । (It is too hot today. You offer your friend to have a cold drink.)

लिऊ अरडा पिऊ ।

8. आहां अपन साथीके रात के खाना खाएला बोलावे चाहिछी । आहां ओकरा खाना खाए आवेला वादा करेके कह । (You want to call your friend for the evening meal. Ask him for a promise to come to the dinner.)

आहां पाका हमरा धर खाना खाए आएव से कह ।

Declaration

1. एगो क्रिकेटके रेफ्री घोषणा करिछई की खेलाडी आउट हई। (A refree of a cricket announces that a player is out.)

आउट भेलै !

2. एगो पंडित जी एगो लडका आ एगो लडकी के घरवाला घरवाली घोषणा करिछई। (A priest announces a boy and a girl to be a husband and wife.)

आइसै आइसै हुन पत्नी - पत्नी भेली !

3. आहां एगो बैंकके मैनेजर छी। आहां एगो आदमीके कर्मचारीमे भना करीछी। (You are a general manager of a bank. You appoint a man as an officer.)

आइसै कर्मचारी पदपर नियुक्ति होइहि !

4. आहांके कर्मचारी कार्यालय प्रति वफादार नहै। आहां ओकरा पद परसे हटवीछी। (Your staff is not loyal to your office. You dismiss him from the post.)

विदांसै अहंदा अफिसर न आएव !

5. एगो न्यायधिस फैसला करिछई की आहां दोषी नछी। (A jury foreman decided that you are not guilty.)

तु बेकसुर छै !

6. आहां अपना बेटाके सब दिन सांझमे चार घण्टा पढेला कहिछी। (You order your son to read for 4 hours per day in the evening.)

चार घण्टा पढ़ सकीर !

7. आहां अपना घरके गारजियन छी। आहांके भाई घरमे अवेरके आएल। आहांके पुछेपरत की उ अभितक कहा रहलई। (You are a head of your family. Your brother came home late. You have to ask where he was till now.)

बेटा पढ़लै ह तू ?

8. आहां एगो स्कूल के हेड मास्टर छी। आहांके प्रजातन्त्र दिवस पर विद्यालय स्कूल छुटी रहतै से घोषणा करेपरत। (You are a principal of a school. You have to declare the school to be closed tomorrow on the occasion of democracy day.)

विद्यालय प्रजातन्त्र दिवस के कारण बंद रहतै छुटि रहतै !