

**TIME AND PLACE DEIXIS IN MAITHILI AND
ENGLISH**

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

**Submitted by
Tulsi Kumari Chaudhary**

**Faculty of Education
Tribhuvan University
Kathmandu, Nepal**

2021

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Declaration

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

Date: 05/03/2021

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Tulsi Kumari Chaudhary

Recommendation for Acceptance

This is to certify that **Mrs. Tulsi Kumari Chaudhary** has prepared this Thesis entitle **Time and Place Deixis in Maithili and English** under my guidance and supervision.

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Dedication

My parents who devoted their entire life to make me
what I am today.

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Furthermore, I would like to thank all the faculties and non-teaching faculties, Department of English Education, for their direct and indirect academic support during the venture of this study.

Tulsi Kumari Chaudhary

Abstract

This study was entitled as **Time and Place Deixis in Maithli and English**. It aimed to identify time and place deictic expressions used in Maithli and compare them to the deictic expressions of English language. For this study I selected 90 Maithli speakers as the sample for the study from Saptari district. I used both primary and secondary sources of data. Questionnaires were used as a tool of data collection. The responses given by the informants were coded at first and then descriptively presented for analysis and interpretation. On the basis of analysis and interpretation, I came to the conclusion that the data were analyzed, interpreted and presented descriptively and statistically using tables and illustrations. The time deictic expressions found in Maithli are: Aae, Aaekail, Akhan, Akhanturent, Ebakhat, Khail, Parsal, Takhainkhina, Parso, Biteldin, Kailpahar, Dosarchhan, Din, Hapta, Mahina, Sal, Barso, Yeksal etc. The major Maithli place deictic expressions are: E, Oo, Opar, Nicha, Sangesang, Daya, Baya, Ata, Ota, Najik, Pachhadi, Agadi, Dur, Lag, Bahut Lag, Bahut Dur, Pajra, Bichme, Agari, Uside.

The comparison of deictic expressions shows that. English place deictic expressions are richer than Maithli as there are different terms to refer to the same term in the a English language. Regarding the present time deixis, English is richer than Maithli because different terms in English are represented by the same term in Maithli. Time deictic expressions in Maithli are classified on the basis of tense system, proximal and distal, and pure and impure distinction.

The study is divided into five chapters. Chapter one is an introductory part. It includes background of the study, statement of the problem, rational of the study, objectives of the study, research questions or hypothesis, significance of the study, delimitation of the study and operational definitions of the key terms. Chapter two deals with review of the related literature and conceptual framework. Chapter three includes methods and procedures of the

study under which research design, population and sample, sampling procedure, data collection tools, data collection procedures, data analysis and interpretation procedures are presented. Chapter four presents the results and discussion. In this section, both statistical as well as descriptive approaches are used. Finally, chapter five consists of the findings, conclusion and recommendations of the study. The references and appendices form the concluding part of the thesis.

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Chapter I

Introduction

This is a study on **Time and Place Deixis in Maithli and English**. This introduction chapter consists of background of the study, 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 used in the study.

Background of the Study

Language is a means of communication through which we can express our feelings, emotions, thoughts and ideas. Language is a valuable property of human beings. According to Wardhaugh (1998, p.1), "A language is what members of a particular society speak when two or more people communicate that they employ a language". Similarly, Harmer (2007, p.29) says that "Language is a mental ability. It is used in speaking and writing". Chomsky (1975, p.13) states, "Language is a set (finite or infinite) of sentences, and each infinite in length and constructed out of finite set of elements". So, language plays vital role in human community. This research is on "Time and Place Deixis in Maithli and English". It is a comparative study. It is the area of pragmatics. My study is on deixis. Deixis is a linguistic concept. Deixis is a technical term which is borrowed from the Greek word 'deiktikos' means pointing via language. Any linguistic form used for the pointing is called deictic expression. Lyons (1995, p.293) says, "Deixis is a particular kind of reference, which depends crucially upon the time and place of utterance, and upon the speaker's and the addressee's roles in the utterance-act itself." Deixis is the process of pointing through language to particular entity. The notion of deixis belongs within the domain of pragmatics, for it directly concerns with the relationship between the element of a language and the contexts in which they are used.

Time deixis obviously refers to the use of expressions to point a time from the context of the speakers. In other words, time deixis refers to the words or expressions pointing to the time at which the utterance is spoken. It is realized by grammatical categories of time of the adverbials such as now, then, tomorrow, etc. For example, 'now' points to the time at which the speaker is producing the utterance. Place deixis refers to the use of expressions to point to a location such as this, that, here, there, those. Place deixis is also known as spatial deixis. Cutting (2008, p.7) defines as "the words used to point to a location or a place where an entity is in the context". The demonstrative adverbs 'there', 'here', the demonstrative adjectives and pronouns 'this', 'that', 'those', are the examples of place deixis.

English is used by people as the important for communication both in written and oral. In English language, there are various place and time deictic words. Maithli language is spoken in Southern Eastern part of Nepal by Madhesi people. In Maithli language, there are various Time and Place Deictic words. For example, aija, lag, dur, akhan, takhan, etc. My on research is concerned to the compare's on contrast between Maithali Time and Place deictic words and English Time and Place deictic words.

Statement of the Problem

Deixis is a particular kind of reference which depends upon the time and place deixis of utterance and moreover upon the speaker's and addressee's roles in the utterance itself. Deixis refers to the pointing through the language.

Deixis like 'now', 'then', 'just' are the examples of time deixis. Deixis like 'here', 'there', 'this' and 'that' are the examples of place deixis. The deictic expressions used in English are not used in Maithli language. So, Maithli native speakers feel difficulty to use English time and place deictic words. There is no word to word correspondence between English Time and Place deixis with Maithli Time and Place. So, Maithli speakers feel difficulty to use English

deictic words. How they the deictic expressions in Maithli and English are similar or different from each other is an issue or problem. A number of researches have been carried out under the topic 'Time and Place Deixis in English and other language. However here, my concern is to compare and contrast Time and Place Deixis in English and Maithli whether they are similar & different to each other. So the statement I have pointed here is how Time and Place Deixis in English and Maithli similar or different to each other?

Objectives of the Study

The objectives of this research were as follows:

- To find out time and place deictic expressions used in maithli language.
- To compare time and place Deixis in English and Maithli languages.
- To suggest pedagogical implications of the study.

Research Questions

The following research questions were addressed in this study. Time and Place deixis in Maithli and English.

- a) What are the time and place deictic expressions used in Maithli Language?
- b) Are they similar with English deitic expressions or different from those of English?
- c) Does the Maithli language have literal equivalent term of the English Time and Place Deixis?

Significance of the Study

The comparison of the terms in both languages clarified the similarities and differences between them which will contribute in teaching English to speaker of Maithli. So the English Language instructors and target English language learners of Maithli speech Community will get benefit from this

study. This research will help the course designers and textbook writers while preparing Separate academic courses for Maithli speakers. It will be also milestone for further researchers who want to undertake research on deictic system of any Language in Future. It will provide information about time and place deixis in English and Maithli. It will also provide the knowledge about pragmatics. It was also helpful for the readers who read this research. Maithli Language speakers also understand about place and time deixis in English and Maithli languages whether they are different or similar.

Therefore, teachers, researches and linguists will be benefited from this research. This research will be also useful and interesting for all those who are interested in language researches.

Delimitations of the Study

This study had the following delimitations:

- a) The study was limited to Time and place deixis in Maithli and English language
- b) The sample size of the study consisted 90 Maithli speakers of Saptari district of Rajbiraj municipality.
- c) The study population was selected by using snowball sampling procedure.
- d) English deictic expression was collected from secondary sources.
- e) The tools used in the study were as interview schedule and questionnaire.

Operational Definition of the Key Terms

The key terms used in the topic entitle " Time and Place deixis in Maithli and English languages": Deixis, Time Deixis, Place Deixis and CA. These were separately defined.

CA: Constrictive analysis is the comparative study of the linguistic systems of two or more languages to find out similarities and differences between languages and predict the areas of difficulty in the learning of the target language.

Deixis: It refers to the action of pointing through language. It is directly concerned with the relationship between structure of language and contexts in which they are used. It is concerned with the actual context of an utterance. In this study, deixis refers to place and time deixis.

Educated: In my study the people with academic qualification above the S.L.C. are called educated.

Illiterate: In my study the people who are unable to read and write are called illiterate.

Literate: In my study the people who have academic qualification below S.L.C. are called literature.

Place Deixis: Place deixis means using the place deitic expressions to point to a location such as here, there, this, that, these, those, etc.

Time Deixis: Time means using the time deitic expressions to point the time such as now, then, yesterday, today, etc.

Chapter II

Review of Related Literature and Conceptual Framework

Literature review is a summary and critique of research relating to particular issue or problem. It is such a task that the researcher has to go through the existing literatures in order to familiarize with the available body of knowledge in the related area of research.

Review of Related Theoretical Literature

This chapter consists of the review of both theoretical and empirical literature, implication of the review for the study and conceptual framework. The existing theories related to the deixis are taken as theoretical literature and an unpublished thesis are taken as empirical literature in this study. The review of literature helped me to develop theoretical knowledge, select methodology and analytical power to analyze the data for this research. I have reviewed the following theoretical concepts in this study.

Linguistic Situation of Nepal. Nepal, situated in the lap of the great Himalayas, is multiracial, multicultural, and multilingual country. Though it is a small country, it has been very fertile land for different languages because many languages are spoken by Nepalese people. There are many languages and even many varieties (dialects) within a single language. It varies from one place to another, from society to society and person to person as well. CBS Report has identified 92 distinct languages spoken as a mother tongue in Nepal. Besides this, a number of languages have been reported as unknown languages because of the lack of adequate knowledge and research. Most of the languages are not codified in Nepal. Therefore, they are used only for day to day communication in spoken form. They 125 castes and ethnic groups and speak around 121 languages officially recognized by the state.

Out of this large number of languages used in Nepal, the major languages are as follows:

Table 1
Language Families

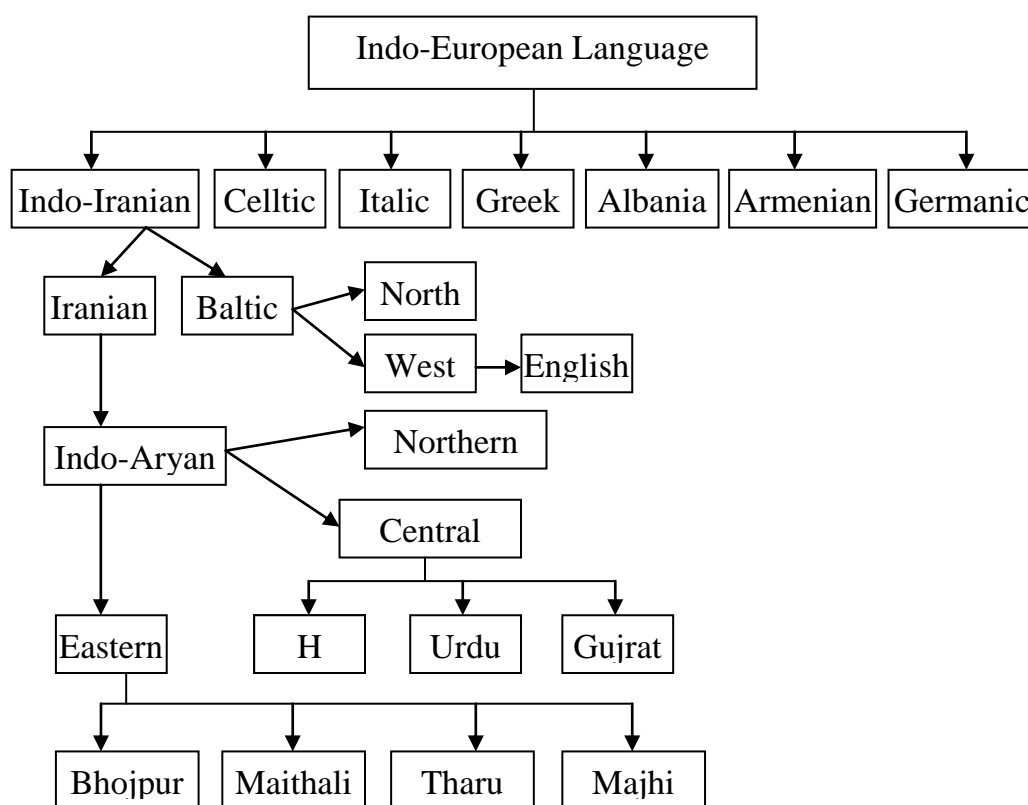
Name of the languages	Total populations (%)
Nepali	48.60
Maithali	12.3
Bhojpuri	7.53
Tamang	5.19
Magar	3.59
Batnawa	1.63
Limbu	1.47
Urdu	0.77
Sherpa	0.57
Tharu	5.86
Newari	3.63
Gurung	1.49
Awadhi	2.47
Bajika	1.05
Rajbanshi	0.57
Others	3.47

(CBS Report: 2011)

Language Families in Nepal. Despite its small size, Nepal accommodates an amazing cultural diversity including linguistic plurality. According to the census report 2068 B.S., there are 123 distinct language spoken as mother tongues in Nepal. There are some new languages which are lumped together into unknown set due to lack of information. There are four language families in the world. All the language families identified in Nepal

are related to those four language families. They are: Indo-European group; Tibeto- Burman group, Dravidian group, and Austro-Asiatic group which are described one by one.

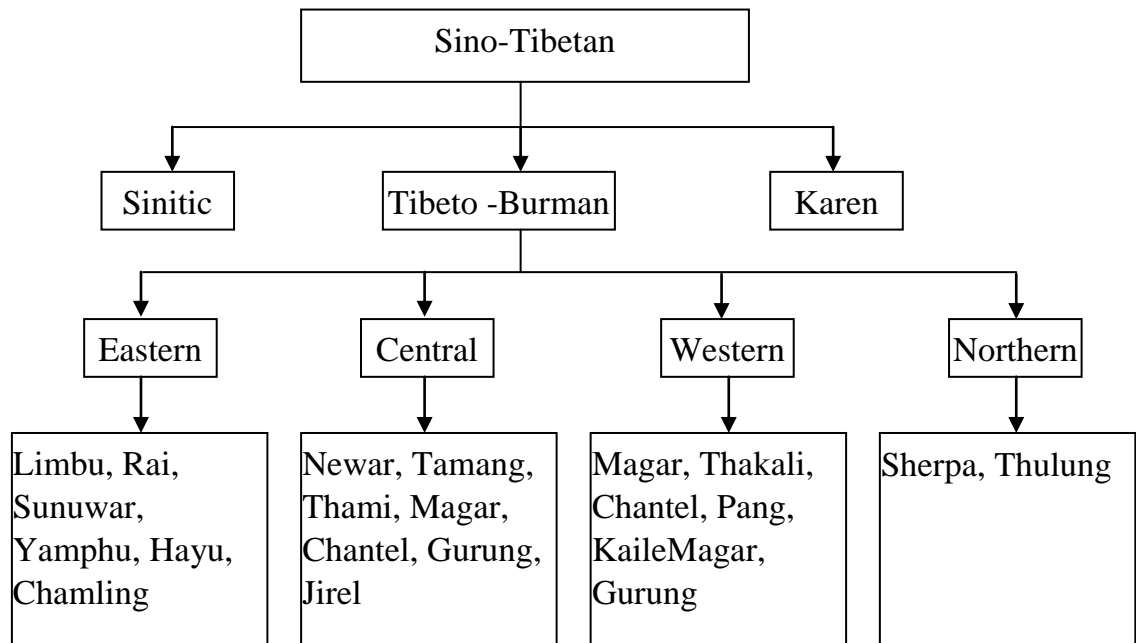
Indo-European Group. The languages of the Indo-European family are spoken by the largest group of the speakers. The language of this family mainly include; Nepali, Awadhi, Sadhani, Maithali, Bhojpuri, Majhi, Urdu, Gujrati, etc. English is also one of the Indo-European language that is used as a second language or a foreign language by the speaker of different languages of Nepal. Indo-European languages are spoken by 80% of the total population of the country. The Indo-European languages are present in the next page;



Source: Ethnologue Report for Nepal, 2009

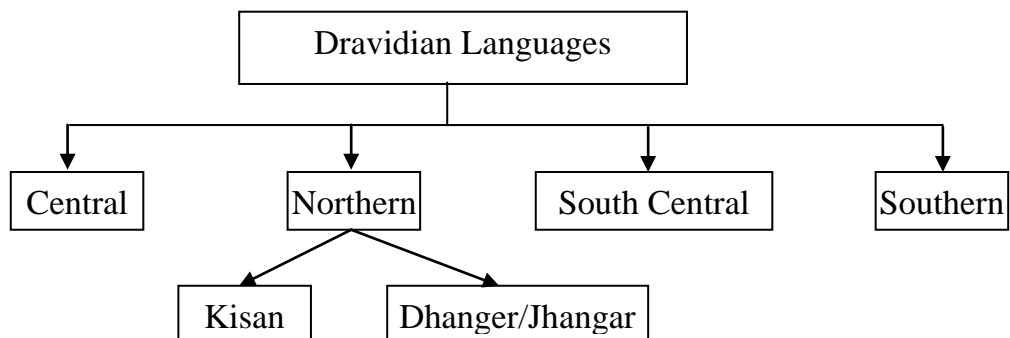
Tibeto-Burman Family. Speakers of a large member of Sino-Tibetan languages are found in Nepal. These are the languages of Tibeto-Burman group of Sino-Tibetan family. The Sino-Tibetan languages are spoken by smaller group of population in Nepal, compared to the languages of Indo-European

family. However, it consists of the larger number of languages. The diagram of Sino-Tibetan languages are presented below:



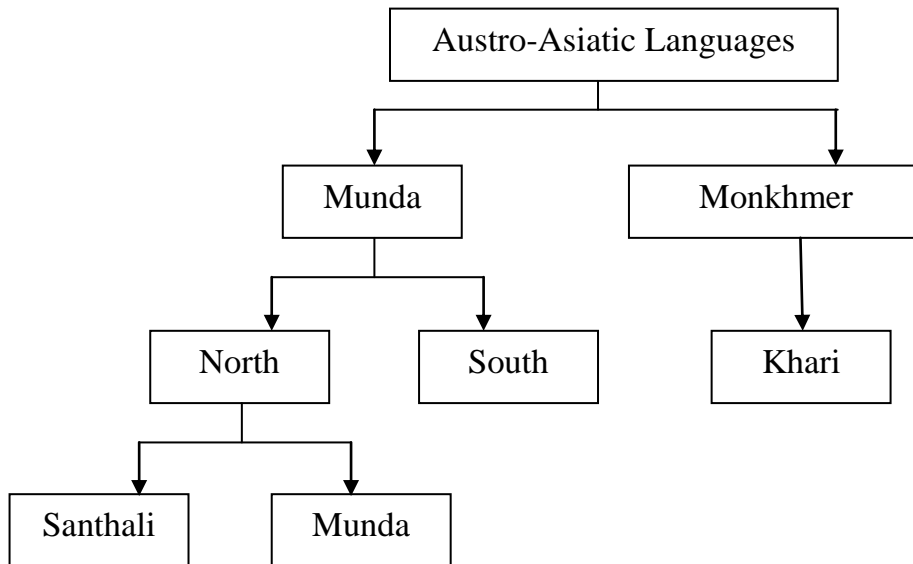
(Source: Ethnologue Report of Nepal, 2009)

Dravidian Family. Dravidian language family includes two languages spoken in Nepal, i.e. Jhagar and Dhanger. Jhagar language is spoken in Koshi River and Dhanger in the region west of Koshi River. It constitutes the northern part of Dravidian family of Languages. Dravidian language is further classified into central, northern, south central and southern branch which are presented below:



(Source: Ethnologue Report of Nepal, 2009)

Austro-Asiating Family. Flare Austro-Asiatic Languages comprise Santali of the Northern Munda group and kharia of the southern Munda group. According to census report 2011, both Satar and Santal are combined together into a single language called Santhali. It is suggested that Munda should also be included within Santhli. All the Austro- Asiatic languages are spoken in eastern Terai which are given below:



(Source: Ethnologue Report of Nepal, 2009)

The English Language. There are Several Languages Spoken in this world. English is the most widely used language. It is global language which has reached in every, continentbeing either first or second or foreign or official language. The peopleof UK (Britain), USA, New Zealand, Australia and Canada etc. English language belongs to Indo-European language family and the sub-branch of Germanic language family. It is globally spread language. There are more non-native speakers of English than the native speakers of different languages. English is practiced as the medium of instruction, or as a subject itself. According to Harmer (2007, p. 23), "At the end of twentieth century English has become a lingua France that is a language used for communication between people who share the same first language speaks English as their mother tongue. English is also used as second language for numerouspurposes in many countries throughout the world, e. g. in India,

Nepal, Singapore etc. In recent Decades English has appeared as the dominant language in the entire linguistic arena.

In the 21st century English has become a thirst in almost all the countries of the world. Nearly a quarter of the world's population is already fluent and competent in English. English is the most widely invaluable means of communication to access to new scientific, medical and information technology. English in the present world is being used as means for survival viz. English language instructors. Apart from this in some countries speaking English language has been a matter of prestige as well. But it is fact that English has become must for people to sustain in the present world. English is a gateway to the vast ocean of knowledge in all disciplines. The current academic Materials of the all fields such as science and technology, medicines, journalism, computer science, sports etc are published and found in English language. So English is indispensable for latest information of any field. One without knowledge of English can hardly gain knowledge of other subjects since most of the books, journals and periodicals are published in the English language.

In Nepal, English is used and learnt as a second or foreign language for very long time. Following Patel (2005, p. 4), the history of English language as foreign or second language in Nepal can be traced back to 1910 BS. when Janga Bahadur Rana established English Elementary School. Since then although there are some ups and downs. English is being learnt and used as a second language by the Nepalese people. At present there are large number of private schools and colleges which impart their education in English and in all the schools English is taught and learnt as a compulsory subject. In the recent years there is provision of introducing and teaching English from class one. But it is not being effectively implemented in all schools due to various reasons. Apart from government aided and private schools and colleges there are English language institutes insufficient number in the urban areas across the country. They are teaching English to the Nepalese people. So English can

betaken as a flourishing language in our country. English is important foreveryone to survive and compete with the 21st century.

The Maithli Language. Nepal is a multilingual country. It is very rich in terms of number of languages spoken here. More than ninety languages are spoken here in Nepal. Among them, Maithli is the second most widely used language. The Maithli, one of, the sweetest languages, is spoken into adjoining South Asian countries in Nepal and India. It is spoken by about 30 million people mainly residing in the Eastern part of Terai region of Nepal and in the northeastern part of Indian State of Bihar. In Nepal, Maithli is the mother tongue of 12.4 percentages of the total population and figures second in terms of the number of speaker-next only to Nepali, the language of the nation, spoken by a little over 50 percent of the population. As its name implies, Maithli is the language of residents of Maithli, the pre-historic ancient kingdom ruled by the king Janak, the father of Sita.

According to Jha(1958, p.44), Maithli has a long tradition of written literature in both Nepal and India. Vidyapati Thakur is the most celebrated poet of the Maithli. He is a poet of mirth and merriment. Maithli literature has a very long tradition of oral story telling. Oral literature resigned in almost all genres of Maithli before the printing facility came into existence. Shree Krishna Thakur, Baidy Nath Mishra, Kali Kumar Das are some renowned story writers in Maithli. At present there have been literary writings in literary genres, especially poetry, plays and fiction from both Nepali and Indian writers. Apart from literature, Maithli writers are contributing to the other fields like culture history, Journalism, Linguistics etc.

Maithli has been taught as a study in both countries Nepal and India from school to university levels. In Nepal, it is used as a medium of instruction at primary level in a few districts, namely, Dhanusha, Mohattari, Saptari, Siraha, Morang, Sunsari. It is also being taught as an optional first paper at the secondary level and a major subject in the faculty of humanities and social

sciences from intermediate to master level. The importance of Maithli in the context of Nepal need not be over emphasized as flourished as a court language in Kathmandu valley during Malla period. Several literary works and inscriptions in Maithli are still preserved at the national archives in Kathmandu.

According to CBS (2001), Maithli has been the second widely spoken language of Nepal as it is used by 27,97,582 people living in south eastern plains known as Terai. There are about nine Terai districts namely Siraha, Saptari, Udaypur, Morang, Sunsari, Dhanusha, Mohattari and Rautahat where Maithli is in use.

Comparative philology maintains that languages are linked with one another would mean they are sister language bearing from same mother language. Some diagram drawn in the next page show how languages are related to one another and where Maithli language originate from.

Demographic Distributions of the Maithli Language and its Speakers. About 30 million, mainly in the northeastern part of India state of Bihar and the southeast part of Nepalese Terai region speak the Maithli language. It is also used marginally in adjoining Indian states like west Bengal, Maharastra and Madhya Pradesh.

According to CBS 2011, the total population of Maithli speakers based on districts:

Table 2

District-wise Population of Maithli Speakers

S.N.	District	Native Speakers Number
1.	Morang	186557
2.	Sunsari	200444
3.	Saptari	428320
4.	Siraha	484520
5.	Dhanusha	602121
6.	Mahottari	456656
7.	Sarlahi	346015
8.	Kathmandu	13304
9.	Lalitpur	3610

In conclusion, Nepal is a multilingual country. More than hundred languages are spoken here in Nepal. Among them, Maithli is the second most widely used language. Mostly, it is spoken in south eastern plains known as Terai. Only a few people speak Maithli in Kathmandu and Lalitpur.

Contrastive Analysis and its Importance in Language Research.

Contrastive analysis (CA) is defined as scientific study of similarities and differences between languages. It compares languages to find out the similarities and differences to predict the areas of difficulty in learning. CA came into existence during the late 1940s and 50's and highly popularized during the 60s. The development of CA in foreign language teaching can be traced back to the American linguist Fries (1945, as cited in Rastogi.2010, p. 18) who made the first clarification for it. Fries args that the most effective materials are those that are based upon a scientific, carefully compared with a parallel description of native language of the learner” (p259).

Lado (1957) wrote a book entitled “Linguistic Across culture” in I which he has provided three underlying assumptions of CA which have significant role in teaching. They are as follows:-

- a) Individuals tends to transfer the forms and meanings and distribution of forms and meanings of their native languages and culture to the foreign language and. culture both productively when attempting to speak language and receptively when attempting to grass and understand language.
- b) The comparison between native and foreign language is the key to determine difficultly in foreign language learning
- c) The teacher who has made a comparison of foreign language with the native language of the students will know better what the real learning problems are and can better provide teaching for them (p. 48).

The assumption shows that CA has its great importance in language teaching. It has mainly two functions. First, it predicts the tentative errors to committed by the L₂ learners and secondly it explains the sources and reasons of the L₂ learner's errors; So a language teacher should have knowledge of CA to treat the learner psychologically and academic-ally. Unless the sources and types of errors committed by the learners are identified, a language teacher cannot impart knowledge to the learners. James (as cited in Rastogi, 2010: p. 19) points out three pedagogical application of CA. According to him, CA has application in predicting and diagnosing a person of the L2 errors committed by the learners with common L1 and in the design of testing instruments for such learners.

The most important thing, to remember by a language teacher is basic assumption behind CA as mentioned above. Lado's (1957) first assumption states that when we come in contact with L₂, our knowledge of L1 comes on the way while learning L₂. Some feature is easier to learn and some are difficult due to the transfer of old habits/knowledge. If the old knowledge is similar to the new language, there is a positive transfer which facilitates the learning of L₂ if the old knowledge is different from the new knowledge, there is negative transfer which interferes learning L₂. In short, the more similarities between the two language, the more easier to learn. We can say that greater the similarities

greater the ease and greater the differences greater the ease lesser the chances of errors and greater the differences, greater? the difficulty and greater the difficulty, greater the chances of errors.

CA has its significant contribution into the L₂ teaching. It provides sound conceptual insights about language to a teacher. It helps the teacher to diagnose the level of difficulty and causes of the errors that learners commit.

Pragmatics. Pragmatics is a subfield of linguistics and semiotics which studied the ways in which context contributes to meaning. Pragmatics was developed as subfields of linguistics in 1970. Pragmatics is the study of the relationship between linguistic forms and the users of those forms. Pragmatics is the study how both literal and non-literal aspects of communicated linguistic meaning are determined by principles that refers to the physical or social context in which language is used.

Morris (1938) distinguished three branches of inquiry: syntax: the study of forms of signs and their relations, semantics; the study of signs and objects which they refer to, and pragmatics; the study of the relation of signs to interpreters. Likewise, Crystal (2008, p. 301) says:

Pragmatics is the study of language from the point of view of the users, Especially of the choices they make, the constraints they encounter in using language in social interaction, and the effects their use of language has on the other participants in act of communication.

From the functional perspective, pragmatics attempts to explain facets of linguistic structure by reference to nonlinguistic pressures and causes. The functional perspective is regarded as restricted scope for pragmatics because it is concerned solely with the principles of languages usage, and have nothing to do with the description of linguistic structure or to invoke the Chomsky an distinction between competence and performance, pragmatics is concerned solely with performance principles of language use.

Pragmatics is concerned with the study of meaning as communicated by the speaker (or writer) and interpreted by the listener (or reader). It has, consequently, more to do with the analysis of what people means by their utterances than what the words of phrases in those utterance might mean by themselves. Thus, pragmatics is the study of speaker's meaning. This type of study necessarily involves the interpretation of what people means in a particular context and how the influences what is said.

From the language structure prospective, pragmatics is taken as the study of those relations between language and context that are grammatically or encoded in the structure or language.

Pragmatics studies language from holistic or top-down approach that explains the relation of language with social and psychological contexts or situations. Language expressions are used to full fill various social functions, and thus the meaning of those expressions is shaped in terms of their functions.

Deixis. The term -'Deixis' refers to the referring expressions (such as I, you, he, she, here, there, etc) pointing or indicating something through language. It directly concerns with the relationship between the elements of language and context inwhichthey are used. Yule (1996, p.9) says, “Deixis is- clearly a form of referring that is tied to the speaker’s context”. It is specially, the subject matter of pragmatics. Deixis is a linguistic form or deictic expression which indicates to show the people, location or time in the immediate context. In other words, deixis refers to the phenomenon where understanding the meaning of certain words and phrases in an utterance requires contextual information. Therefore, deixis links context with language. The term "Deixis" is borrowed from Greek ‘deiktiko’ to refer to pointing or indicating something through language (Levinson, 1983, p.54). The notion of deixis belongs within the domain of pragmatic and the term first used by Charles Peirce as indexical sign to refer to deictic expressions. It links context with language. Deictic expressions are also called indexical which are used to

indicate people, place, time etc. There are different views some of them are as follows:

Regarding deixis, Lyons (1977) Observes:

Theoretical linguistics of the simple but immensely important fact that the fact of deixis should act as a contrast remember tonatural language are designed for use in face to faceinteraction and thus there are limits to extent to which theycan be analysed without taking this into account (p. 589).

Similarly, Asher (1994, p. 853) words, "Deixis can be defined as any expressions that are used to point to person, place, time, or discourse units." Richards et al. (1999, p. 100) says, "Deixis, for a particular way, in which directly relates and utterance to time, place or person".

According to Levinson (2010, p.54f): The single most obvious way in which the relationship between language and context is reflected in the structures of language themselves, is through the phenomenon of deixis. The term is borrowed from the Greek word for pointing or indicating, and as a prototypical or focal example of the use of demonstratives, this /that, first and second person pronouns, we/you, tense, specific time and place adverbs like now and here and a variety of the other grammatical features tied directly to the circumstances of utterance.

In the same way, Lyons (1995, p. 293) says, "Deixis is a particular kind of reference which depends crucially upon the time and place of utterance, and upon the speaker's and the addresser's role in the utterance-act itself. This definition indicates the relationship between contact and language. Similarly, Crystal (2008, p. 133) says:

Deixis is a term in linguistic theory to subsume those features of language which refer directly to the personal temporal or location

characteristics of the situation within which an utterance takes place, whose meaning is thus relative to that situation, for example now/then, here/there, I/you.

To conclude the above views, deixis refers to the linguistic elements that point the specific entity in the world. The deictic expressions are interpreted in relation to the context of the speaker. They are interpreted in terms of who the speaker is, where the speaker is, at which time and the speaker is speaking and so on.

While analyzing the context of an utterance we have to stick around a focal point, i.e. crux of person, time, discourse and social deixis. This focal point is called deictic center. The central person is the speaker, the central time is the time at which the speaker produces the utterance, the central place is the speaker's location at the utterance time, the discourse center is the point which the speaker is currently at the production of his utterance and the social center is the speaker's social status and the rank to which the status or rank of addressees or referents is relative.

Traditionally, deixis is categorized in terms of person, place and time. In Lyons (1968, 1977) Fillmore's (1971, 1975) opinion, we should now add discourse deixis and social deixis. These all types of deixis are described below:

Types of Deixis. Deixis can be classified into five different types. They are:

- Personal Deixis
- Time Deixis
- Place Deixis
- Discourse Deixis
- Social Deixis

Person Deixis. The expressions which are used to point to different persons are known as person deixis. In this regard, Cutting (2008, p.7) says, “When we talk of Person deixis we mean to the use of expressions to point to a person with personal pronouns”. It is concerned with the encoding of the role of participants in the speech event in which the utterance in question is delivered; the first person is the grammaticalization to the speakers reference to himself, second person the encoding of speakers reference to one or more addressees and third person the encoding of reference to persons and entities which are neither speakers nor addressees of the utterance in questions.

First person deixis are - I, we, my, me. second person deixis - you, third person deixis are - he, she, it, they. First and second person deixis fall under proximal deixis and third person deixis falls under distal deixis. The deictic centre of person deixis is the speaker.

Person deictic expression in English are listed below:

Table 3

Person Deictic Terms in English

Person	Case	Number					
		Singular			Plural		
1 st person	Subjective	I			We		
	Objective	Me			Us		
	Genetic	My/Mine			Our/Ours		
2 nd person	Subjective	You			You		
	Objective	You			You		
	Genetic	Your/yours			Your/yours		
3 rd person		Masculine	Feminine	Neuter	Masculine	Feminine	Neuter
	Subjective	He	She	It	They	They	They
	Objective	Him	Her	It	Them	Them	Them
	Genetic	His	Her	Its	Their	Their	Their

(Levinson, 2010, p. 72)

Time Deixis. Time deixis obviously refers to the expressions that point to time from the context of the speaker. For example "now" points to time at which the speaker is producing the utterance. The deictic centre of the time

dieixis is the time at which the utterance is produced. The time deixis are realized by grammatical categories of time adverbials such as now, then, today, tomorrow etc. The-times of uttering utterance is called coding time (CT) and the time, of receiving utterance is called receiving time (RT) when the speaker and hearer are present at the time of conversation the CT and RT are identical.

According to Levinson (1983, p. 62), Time deixis concerns the encoding of temporal points and spans relative to the time at which an utterances was spoken (or a written message inscribed)". He further argues that time deixis encodes time on co-ordinates anchored to the time of utterances. It is commonly grammatical zed in deictic adverbs of time (like English now and then, yesterday and this year). The deictic centre of the time deixis is the time at which the utterance is produced. This is also called Coding Time (CT). when the speaker and hearer are presented at the time of conversation (or when the face conversation occurs), the receiving time (RT) and coding i.e. CT are identical but it is not the case for writing and recording. Yule (1996, p. 15) argues that the present tense is proximal form and the past tense is the distal form of time.

Time deictic expressions in English are listed below:

Table 4
Time Deictic Term in English

Present	Past	Future
Now	Then	Tomorrow
Today	In the past	soon
Nowadays	Ago	Next time
These days	Those days	Tonight
At present	Last day/month/year	This morning/evening
Right now	The year before	Next day/month/year
This time	That day	The day after tomorrow
Some times	Previous day	The third day from today
Still	Yesterday	The coming day
Already, recently, just	Last night	-

(Source: Yule 1996, Levinson 1983)

Place Deixis. Place deixis is also known as space or spatial deixis. Place deixis refers to the use of expression to point to a location such as this, that, here, these, those, place deixis concerns itself with the special locations relevant to an utterance. The demonstrative adverbs here and there the demonstrative pronouns these and that and the demonstrative adjectives these and those are the examples of place deixis. It can be proximal (close to speaker) and distal (non-proximal sometime close to addresses. Cutting (2008, p. 7) defines place deixis as "The words used to point to a location or a place where an entity is in the context". Place deixis concerns with words used to point out a location or place where an activity- is in the context. The demonstrative adjective and pronouns this, that, these, those are some of the examples of place deixis. Placedeixis point place that is close to or distant from the speaker location at the time of speaking. Levinson (2003, p. 79) states that "place or space deixis concerns the specification of location relative to anchorage points in the speech event." This is to say, location of the entities can be specified through deictic expressions. It is clearly a form of referring that is tied to speaker's context with the most basic distinction between deictic expressions being 'near speaker' vs. 'away from speaker'. We can refer to the objects by describing or naming them and by locating them. In English language, the 'near from speaker' i.e. proximal, terms are this, here and now; the 'away from speaker', i.e. distal, terms are that, there and then. Place deictic terms used in English languages are this, that, here, there, up, on, down, across, left, right, along, far, near, on the top, at the bottom, under, even, outside, inside, below, above, towards, next to, in front of, back, opposite, beside etc.

Place deictic terms used in English language are listed below:

Table 5

Place Deictic Terms in English

This	That	Here	There	Up	On	Down
Across	Left	Right	Along	Far	Near	On the top
At the bottom	Under	Over	Outside	Insid	Below	Above
Towards	Next to	In front of	Back	Opposite	Beside	

(Levinson, 2010, p. 83)

Discourse Deixis. Discourse deixis is defined as? the use Of expressions to refer to some portion of a discourse The discourse deixis is also known as text deixis. Levinson (1995, p. 85) says, "disourse or text, deixis concerns use of expressions within some utterance to refer to some portion of the discourse. that contains that utterance itself."

Discourse deixis frequently uses time world deictic terms such as last week, in the next paragraph, next Thursday, in the next chapter etc. to refer to certain portion of the conversation (Levinson, 2010, p. 85). Regarding this concept, Asher (1994, p. 856) states, "In a written spoken discourse there is frequently occasion to refer to the earlier or forthcoming segments of the discourse."

Through the discourse deixis utterance signals its relation to the surrounding text e.g. this isa great story. 'This' refers to an upcoming portion of the discourse. Then expression "the paragraph" refers to a certain portion of thel current discourse. Similarly, the word 'it' points" to a particular word in the given discourse.

Social Deixis. It refers to the use of linguistic expressions that points to the status of the addressee (s) and other (s) in relation to that of the higher rank or social status in comparison to addresses then the addressee is addressed by the indirect and polite form of languages. According to Crystal (2008, p. 133) Social deixis is concerned With the social information that is encoded within various expressions, such as relative social status and familiarity, It refers to linguistic expressions which are concerned with establishing or maintaining social relationship within the social situation in which the utterance takes place. Fillmore (1975, as cited in Levinson, 1995, p. 89) states, “Social deixis is that aspect of sentence which reflect or establish, or are determined by certain realities of social situation in which the speech act occur. It also refers to the use of linguistic expression that point to status of the addressees and other in relation to the speaker.

Following Yule (1996, p, 10) in many languages the deictic categories or speaker, addressee and other~<s) are elaborated with the markers of relative social status. The markers of the status can be the use of honorific or non-honorific forms, polite or less polite forms, but not another pronoun and so on. Social deixis is centrally concerned with the relationship between the participants of discourse. The following are the forms-of social deixis.

- Your honour
- Mr. President
- Your Excellency
- My lord

Importance of Deictic Analysis. Deixis helps to link the context with the language and interpret an utterance. The importance of deictic information can be realized by what happens when such deixis is lacking in an utterance. This can be clarified with the following examples.

a. I am the daughter of Mr. Bikhari Yadav.

The hearer cannot finalize that speakers is really the daughter of Mr. Bhikhari Yadav or not. The hearer cannot assess the truth of this utterance without taking account that the speaker is. The utterance is true only if the person uttering the sentence is indeed identical to the individual who is the daughter of Mr. Bhikhari Yadav and false otherwise. Thus deixis is important in many languages that there are forms which are reserved for the speaker, hearer of addressee. Deictic expressions are often used to introduce a referent or a text with the help of deictic expressions, participant viz. a speaker acts as a spokesman behalf of an organization.

Review of Related Empirical Literature

Empirical literature refers to the application of theoretical literature in the practical field. In the case of this study, the research done in the department of English Education on deixis with reference to different languages. But not even a single study has been conducted so far to compare and contrast Maithili and English place and time deixis here. I have reviewed following empirical, studies.

Rastogi (2010) conducted a research on 'Place and Time Deixis in Bhojpuri and English: A Comparative Study'. The objectives of his study were to find out Bhojpuri place and time deixis and compare and contrast with those of English. The primary sources of data are native speakers of the Bhojpuri language of Birgunj sub-metropolitan city of Parsa district. Secondary sources of data were books, journals, articles, magazines, websites and thesis. This study was limited to Parsa district of Birganj city. Sample size was 120 Bhojpuri speakers. The tools for this study were questionnaire and interview. Findings of his research were the place deictic expressions that are i, u, iha, uhwa, baya, dur, upari, and the time dectic expressions that are bihan, jaldi, jaldise etc.

Karn (2004) carried out a research on "A Comparative Study of Cases in Maithli and English". His main objective was to list cases in the Maithli language. His primary sources of data were one hundred Maithli native speakers from Siraha school students. He used purposive non-random sampling procedure to sample the population. The interview questionnaire and the written questionnaire were the research tools for data collection. He found that case marker 'Ke' is used for genitive and accusative dative, 'Se' is used for instrumental and ablative 'Sange' and 'Jare' is used for communication in Siraha dialect of Maithli language.

Thakur (2008) conducted a research on "Verbal Affixation in Maithli and English". His objectives were to identify the verbal affixes and the rules in the Maithli language and also to identify the similarities and differences in verbal affixation in Maithli and English. His primary sources of data were 90 native speakers of Maithli including illiterate, literate and educated. He used stratified random sampling procedure to sample the population. The interview questionnaire and the written questionnaire were the research tools for data collection. He found that Maithli has more complex than those of English. Both the Maithli and English languages have more or less similar affixation.

Sah (2010) conducted a research on Deixis in English and Maithali: A Comparative Study'. His research objectives were to determine Maithali person, place and time deixis and find out similarities and differences between the Maithali and English person, place and time deixis. The primary sources of data, were native speakers of the Maithililanguage residing at Ashanpur and Lalpur VDC in Siraha district. Secondary Sources of data were different books, journals, magazines, websites and thesis. He used quota sampling procedure for data collection. He used questionnaire to collect the data; His research found that there are three classifications that there are three classifications of person deictic expressions. They are first, second and third person for example first person (ham, hamsab) second person (tun, aha, apne, tunsab, ahasab) Third person (i, o, u, osab). There is a number system in person deictic expression that are singular and plural e.g. ham, i, o, tun, aha, etc. plural - hamsab, isab, oSab, tunSab, ahasab etc.

Sah (2011) conducted a research on Greeting and Taking leave in Maithili and English: A Comparative Study'. The objectives of his "research were to find out the terms of greeting and taking leave in Maithili and to compare the terms of greeting and taking leave in Maithili and English. The primary sources of data were native speakers of the Maithili language from Garuda, Bairiya, Sagrampur and Sakhuwa Dhamaura of Rautahat district. The secondary sources of data were books, journals, reports, articles, websites and thesis. The tool for data collection of his study was questionnaire. His study found that there are different terms of greeting and taking leave in Maithili-language. The terms of greeting in Maithili were godlagichhio, parnam, paan, ram-ram and terms of taking leave were Chalichhiham, Jaichi, Parnam etc.

Chand (2011) carried out research on "Deixis System in Baitadeli and English: A Comparative Study'. The objectives of his research were to find out Baitadeli person, place and time deictic expressions and compare and contrast with those of English. The primary sources of his study were 120 native speakers of Baitadeli dialect of Nepali language. He used judgmental non random sampling procedure and used a set of questionnaire and interview as research tools. He found that Baitadeli has large number of person deictic expressions in comparison to English.

Chaudhary (2010) carried out a survey research on "Place and Time deixis in English and Dongoria dialect of Tharu". Her main objective was to compare and contrast English and Dongoria dialect of Tharu Place and Time deixis. Her primary sources of data were one hundred twenty Tharu native speakers of Rajpur VDC of Bardiya district and Secondary sources were books, magazines, journals, websites and related thesis. He used judgmental non-random sampling method. A set of questionnaire and interview were used as tools for data collection of her research. She found that English has a large number of impure time deictic expressions that Dongoria dialect of Tharu.

Thapa (2010) has conducted a research entitled "Person Deixis in English and Magar". Her main objective was to find out person deictic expressions. She selected 80 native speakers of Rupendehi district of Magar language speakers. She used judgmental non random sampling procedure and used a set of questionnaire and interview as a research tools. She found that magar has more number of pronouns in comparison to English and more complex than those of English.

Gharti Magar (2011) conducted a research on "Deixis system in Kham and English" His main objective was to find out deixis of Kham magar language. He selected 50 native speakers in Baglung district. He used judgemental non random sampling procedure and set of questionnaire and interview as a research tools. He found that Kham Magar has larger number of person deictic expressions and present time deictic expressions in comparison to English.

Pun (2012) carried out research on "English and Kham Magar Kinship: a comparative study" The main purpose of his study to determine the English and Kham Magar kinship terms and to make a comparative study of the linguistic system used to refer to kinship relations of both consanguineal and afficial types across five generation from the perspective of both male ego and female ego in Kham magar and English language. The methodology he used for the data collection was oral structured interviews with t native speaker of Kham Magar and English using the predetermined set of questionnaires. His finding was that English has less kinship terms in comparison to Kham magar language.

This study is different from the revives included have in this section. This study focused on deictic expressions used in Maithli language to express the meaning of time and place but the other studies focused on place<time and person deixis without incorporating deictic center and the variations on proximal and distal expressions.

Implications of the Review for the Study

Literature review is one of the essential steps to conduct any research study. According to Kumar (2009, p. 30), "The literature review is an integral part of the entire research process and makes a valuable contribution to almost every operational step". To carry out this research, I have also reviewed many literature related to my research topic. In this study, the review of literature helped me in a number of ways. First, it helped me to develop theoretical knowledge which brought clarity to my research problem. Secondly, it helped me to select an appropriate research methodology to conduct my study. Thirdly, it helped me to develop descriptive and analytical power needed for describing and analyzing the collected data for this study. It also helped me by broadening my knowledge base about the research study and to contextualize my findings. Rastogy (2010), analyzed that deixis are important in the classroom teaching. His study helped to analyze. In Maithili time and place deixis give clear picture of deictic terms.

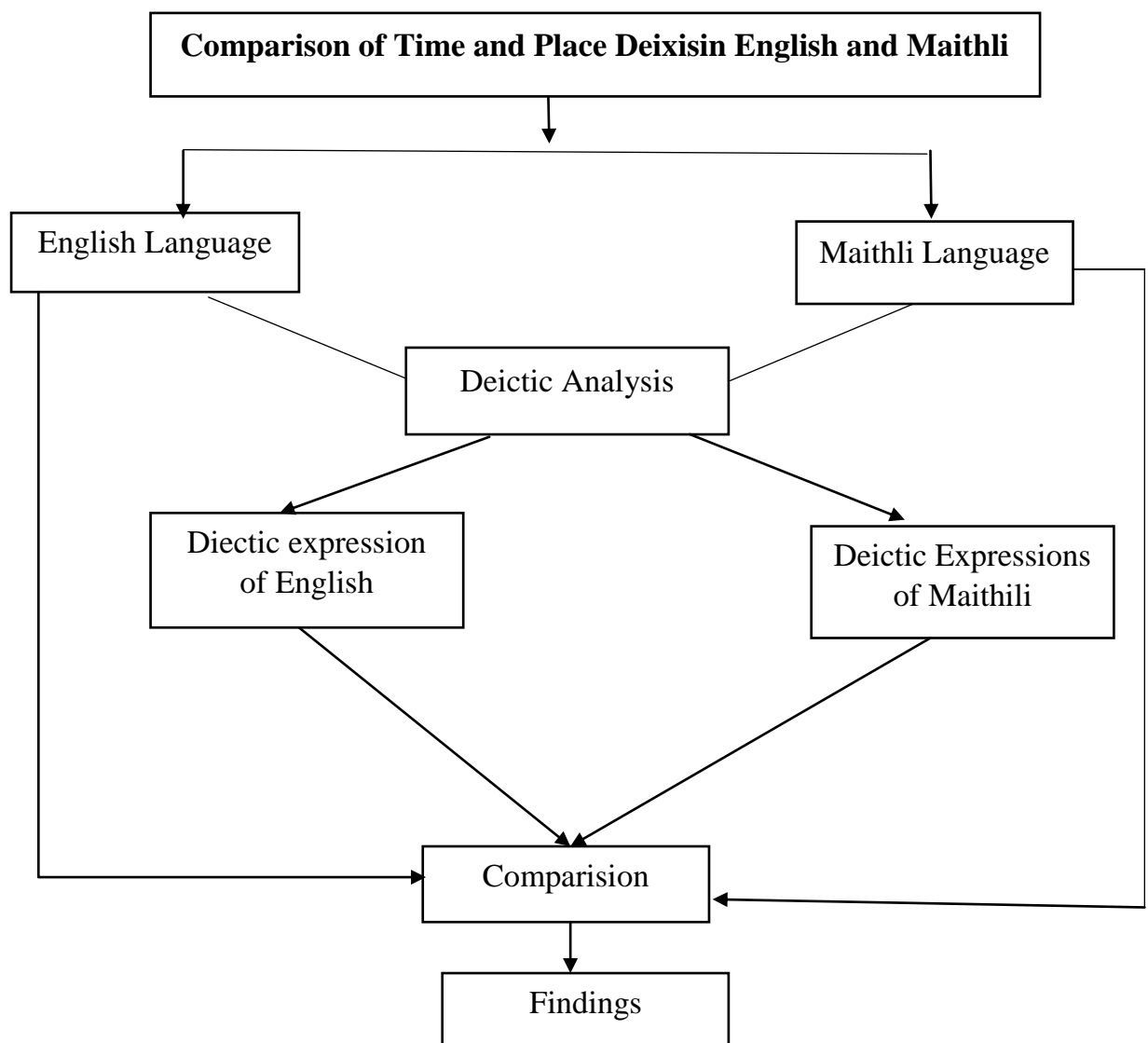
After reviewing these works I have got a lot of ideas regarding the deixis in English and Bhojpuri and Tharu. I got information on place and time deixis from the study of Chaudhary (2012). In order to conduct those research as they have used survey research design. I will also follow the survey research design. Likewise, I got information about Maithli language from the study of Karn (2004). As research tools I found questionnaire and interview as tools for data collection.

Therefore, after reviewing those research works, I got ideas on the process of survey research design. I also got ideas about the research tools. I got ideas about the research procedures. Above all are the conclusive remarks derived from the review done so far, which will help me to bring the clarity and focus on research problems, improving methodology and contextualize findings?

Conceptual Framework

A conceptual framework is used in research to outline possible course of action or to present a preferred approach to an idea or thought. In the study comparative study will be selected as an area of my interest. After getting permission from my research supervisor to my topic, the problems and rational of the study will determine for the study. Then, surveys design will select as a research design to find out the place and time deixis in English and Maithli.

For this present study is on comparisons of deictic terms of Maithli language and English language. The study on "Maithli Time and Place Deixis and English language" will base on the following conceptual framework.



Chapter III

Research Methodology

Methodology is a vital element of a research work. So it has been designed in such a way that helps to carry out the study. It refers to the procedures used in carrying out an investigation, including the method used to Collect and analyze the data. Hence to fulfil the objectives of the study, the following methodology has been adopted.

Design and Methods of the Study

I used survey research a design in this study. It is the most commonly used method of investigation in educational research. According to Nunan (1992, p.140) the main purpose of a survey research is to obtain of conditions, attitudes and events at a single point of time. As survey usually address the large group of population and the population of my study is Maithli native speakers of Saptari district.

Based on Nunan (1992, p. 141) I followed following eight steps to carry out this study:

Step 1: Define Objectives. It is the first step of survey research. In order to carry out any type of research work, the first task of any researcher is to define objectives of the study. So, is the case with survey research? If we conduct research without defining objectives, it will lead us nowhere. Therefore, defining objectives is the most important step of survey research.

Step 2: Identifying the Target Population. It is another step of survey research. In this step of research, we should identify the target population that we want to know about.

Step 3: Literature Review. It is the central and most important unit of research works. It is a written summary and critique of research related to a particular issue or question. It provides the information about the methods and procedures. Other researchers have used in such similar studies. In this step we have to review the literature which is to the study.

Step 4: Determine Sample. It is another step of survey research in which we have to determine the sample from the large number of population.

Step 5: Identify Survey Instrument. After determining the sample, we have to identify the survey instrument. The instrument may be questionnaire, interview, observation etc.

Step 6: Design Survey Procedure. In this step we have to design the survey procedure where we have to do, how the data collection actually be carried out.

Step 7: Identify Analytical Procedure. After designing survey procedure, we have to identify the analytical procedure for the analysis of data.

Step 8: Determine Reporting Procedure. It is the last step of survey research. In this step, we have to determine reporting procedure for presenting result and discussions.

To meet the objectives of my research, I used survey research, design because it is helpful to carry out my research in the natural environment. And it also covered the large study population through the sampling procedure. The questionnaire and interview were the important tools to use in the survey research. I also used the same tool to elicit the required information from the informants.

On the basis of abovementioned eight steps of survey research. I formulated objectives of the study, identified the target population, go through the related literature, select the sample, identify survey instruments and design

survey procedures, the researcher identified 'analytical procedure and analysed. and interpreted the collected data, lastly determined reporting procedures and prepared the research report. According to Best and Khan (1993, p.204).

"Qualitative research focuses on indepth (investigation) interviews, observation and document analysis.

I selected the survey design for my study because it is conducted at a specific point of time, it can be carried out in natural setting, multiple tools can be used to collect the data, provides descriptive, inferential and explanatory information that is helpful and easy to conduct my study.0

Population, Sample and Sampling Strategy

Survey research demands a large number of populations. So the population for this study included all the native speakers of the maithli language in Saptri district. Since it is a small-scale study, it was a bit difficult to collect data from each and every of the population. So, I selected only 90 native Maithli speakers from Saptari district, as the simple. The sample was selected by using snowball, fishball and sampling procedure.

Sources of Data

I collected the data information from both primary and secondary sources.

Primary Source of Data. The primary source of data for this study were the 90 respondents selected from saptari district.

Secondary Source of Data. The secondary source of data for this research study included the were of various research is resources from, internet, journals, magazines, articles, dictionaries, encyclopedias, websites and related thesis. Some of them were; Levinson (2010), Yule (1997), Grundy (2000), Asher (1994), etc.

Data Collection Tools and Techniques

I prepared the interview schedule and questionnaire as a research tool for the purpose of a data collection. A set of interview question were used to collect data from the both literate and illiterate people because illiterate people cannot write the answer of questions. So, to collect data from the illiterate people, interview was effective. By asking questions orally and getting answer orally helped to collect the data. Therefore, questionnaire and interview were selected as the tools for the data collection on Time and Place deixis in Maithli languages from the Maithli native speakers.

Data Collection Procedures

The data collection procedure, which was adopted for this study are presented below:

The researcher was prepared the interview schedule and questionnaire. The researcher visited the select place. At first, the researcher introduce herself to the informants and told them the objectives of her study. The research collect the data from an illiterate, using interview schedule. Then, the researcher distribute questionnaire to the order informants and requested them to complete. Finally, the researcher collected the questionnaire, thanking the informants for their help and co-operation.

- a. I visited the selected field.
- b. At first, I was ntroduced myself to the informants and said them the objectives of my study.
- c. I collected data from the literate and educated by using questionnaire.
- d. I collected data from an illiterate, by using interview schedule. Then, I request them to assist in makes contact with other persons and so on.
- e. English place and time deixis were taken from Levinson (1995; pragmatics) and cutting's (2008; pragmatics and discourse) books.

Data Analysis and Interpretation Procedure

The process of data analysis started with the coding and minute analysis of the collected data. Data analysis can be seen as process of bringing order. Structure and meaning of the mass of collected data. In this research study, data analysis involved breaking the data into manageable themes, patterns and relationship to understand the various elements of raw data collected in course of the research study. The focus of the analysis of the raw data is to find out the Time and Place deixis in Maithli and English, to compare and contrast the Time and Place deixis in Maithli and English. In this study, the interview schedule was used as research tools. Thus, the collected data were transcribed, coded, analyzed, interpreted descriptively using tables and illustrations.

I collected data from 90 Maithli native speakers. The data were transcribed using the roman translation of devnagri script from analysis and verification of the collected data. Then, I presented the data in the table. After that I compared the Maithli deictic terms with those of English and listed the similarities and differences in the Time and Place Deixis in Maithli and English.

Ethical Considerations

Ethical consideration is one of the most valuable ornaments that a research should follow while conducting his / her research work. To accomplish the research work, the researcher needs to consider the ethical value. So, I conducted the survey research design by taking permission of the concerned authority and I filled up consent form. Then I ensured that all the ideas this study were my own ideas except the cited one and I tried to keep it safe from the plagiarism.

Chapter IV

Results and Discussion

This chapter consists of analysis and interpretation of the results. The data have been analyzed descriptively with help of tables and illustrations. Then, the findings of the study have been derived.

Analysis of Data and Interpretation of the Results

The obtained data through questionnaire and interview schedule was analyzed and interpreted on the basis of the objectives of the study.

Time Deixis in Maithli. The first objective to of the study was to identify time and place deictic expressions of Maithli language the data from the respondents related to this objective have been presented here:

Table 6

Time Deictic Expressions in Maithli Language

Proximal Expressions	Distal Expressions	
Present	Past	Future
turant, aae, aaekal, yekhan, i byala, akhantak, kahiyokal, akhan, abhitak	U bakhat, pahilah, u din, kail, kail rait, ha u din, bital+din/hapta/mahina/saal, Por saal, paur saal	Kail, I bihan, parshu, aigla hapta, aigla mahina, aigla saal, aigla din, sajhke, aai rait, parshu rait, kahil sajh ma

The table 6 shows that time deictic expressions in Maithli language have been classified into two distinctions i.e. proximal and distal. Proximal time deictic expressions refer to the present tense. For example,

- a) **yekhan** u satal chhai.
- b) **Aai** ham khushi chhiyai.
- c) **Aaikail** u apan babu ji sang rahai chhatin.

Here in the given example, the words yekhan, aai, aaikail, yekhantak, kahiyokal, akhan, abhitak, etc. present the proximal time deictic expressions of Maithli language.

Distal time deictic expressions refer to the Expression that give meaning distance. For example,

- a. Aaha **kailkiynai** yell chhelo? (Past)
- b. Ham aaha **kakail** vetab. (Future)
- c. Ham **por saal** yeliyai. (Past)

Here, in the given the words the words kayal, por saal are distal time deictic expressions of Maithli language.

In Maithli language, time deictic expressions are also classified into three groups i.e. present, past and future tense.

Present: Aab, aai, aaikail, yekhan, i chhan, akhantak, kahiyokal, yekhantak, abhitak are the examples of present time deictic expressions of Maithili language.

Past: U bakhat, pahilah, u din, kail, kail rat, u bakhat, bital+din/hapta/mahina/saal, Por saal, paur saal, etc. are the examples of past time deictic expressions of Maithili language.

Future: Kail, I bihan, parshu, agla hapta, agla mahina, agla saal, agla din, sajhke, aai Rat, parshu rait, kahil sajh, etc. are the examples of the future time deictic expressions of Maithili language.

In Maithili language, time deictic expressions are termed as the name of days, week, months, years and some portion of time. For example,

- a. Ham aaha ka **kayal** bhetab. (Day)
- b. Ham aaha **sadosar** mahina ma bhetail yab. (Month)
- c. Ham **por saal** yebai. (Year)

In English, we have only one deictic expression to point to the day that follows

'Today'. It is 'tomorrow'. But in Maithili language we have the same deictic expressions to point to both 'yesterday' and 'tomanow. It is named as 'kayal'.

Time deictic expressions are also used to refer to the point of time such as yekhan, aai, kayal, etc. and others are used to refer to the period of time such as aaikahalo, aakhan, pahilah, abhitak in Maithili language. For example,

- a. **Akhantak** u nai yel chhain. (Past of time)
- b. **Akhan** u satal chhatin. (Point of time)
- c. **Aai kahilke** tulna ma pahale ka din nik chhelai. (Period of time)

In Maithili language most of the time deictic expressions are pure in the sense that they are made up of single word. Impure time deictic expressions are used rarely. For example,

- a. Usab **bharkhar** bibha khel kain. (Pure)
- b. **Akhantak** u nai yelkhin ya. (Pure)
- c. Ham **porsal** America ma chili ai. (Impure)

Here, the data show that in Maithli two or more than two time deictic expressions are used in the same context to refer to the same temporal orientation. For example,

Kahiyokal ham bazar jai chiyai
 Jaldi **wato** jaus.

Here, in the given examples, the words 'kahiyokal' and 'jaldi' have been used in the same context to refer to the same temporal orientation i.e. 'sometime' and 'soon' simultaneously.

Place Deitic Expression in Maithli. Similar to time deictic expression, I also attempted to find out place from the obtained data through questionnaire and interview schedule some of the frequently used Place deictic expressions in Maithli language have been listed in the following table:

Table 7

Place Deictic Expressions in Maithli language

Proximal	Distal	Neutral
Lag, atta, bhittar, I	U, wotta, dur, bahar	Uppar, daya, baya, agadi, pachadi, nicha, sang, bichme, samane, pajarame

Table 7 we shows the place deictic expressions of Maithli language they have been classified into three sub groups: proximal, distal and neutral.

Proximal place deitic expressions are lag, atta, bhittar, I indicate the place near to the speakers and listeners. For example,

- a. **I** ghar bahut chhot chhai.
- b. **Atta** aau.
- c. School hamar dokan ke **lag** me chhai .

Distal place deitic expressions u, wotta, dur, bahar, etc. indicate place far away from the speaker. For example:

- a. **Wotta** jau.
- b. U kapra ganda chhai.
- c. Yata sa bazar **dur** chhai.

On the other hand, neutral place deitic Uppar, daya, baya, agadi, pachhadi, nicha, sang, bichma, samane, pajarama, etc. did not tell about near and far but tell about the place where something is. For example,

- a. Jaldi **nicha** aau.
- b. Hospital dokanke **agadi** ma chhai.

Place deitic expressions are sometimes used contextually. Place deitic expressions in Maithili language can be used as gestural and non-gestural on the basis of the context. If the deictic terms are used for visible location those can be expressed using gesture. But the terms that are for non-visible location cannot be expressed through gesture. For example,

- a. **Watta** jau aaha. (Gestural)
- b. Sarak ke dahina **bagal** me ekgo cinema hall chhai. (Non-gestural)

Place deitic terms can be pure and impure in Main language. The deictic term made up of a single word is pure and the deactic term made up of more than one word is an impure place dexis. Although some impure place deitic terms are found; most of the place deictic terms are pure in Maithli language.

For example,

- a. Hamar desh chin aa Bharat ka **bichmechhai**.(pure)
- b. Bakshakeye **bagal**. (impure)

Comparison between English and Maithli Deictic Expressions. The second objective was to compare the deictic expressions of Maithli with those of English. So Maithli time and place deictic expressions were compared with English time deictic and place deictic expressions which have been presented here:

Time Deixis in English and Maithli. From the obtained data through questionnaire and interview schedule, time deictic expression English and Maithli are compared in the following table:

Table 8

Time Deictic Expressions in English and Maithli

Tense	English	Maithili
Present	Now	Akhan
	Today	Aae
	Nowadays	Aaekail
	These days	Ajkal
	At present	Akhan
	Right now	Akhna ka samay
	Some time	Kahiyokal
	This time	I samai
	Still	Yekhan tak
	Already	Pahile
	Recently	Bharkhar
	Just	Bharkhar
	Yet	Akhantak
Past	Then	Takhane
	In the past	Pahile
	Ago	Pahile
	Those days	Pahile

	Last day/week/month Last year The year before lat That day Yesterday Last night At that time	Gail din/hapta/mahina Por sal Parar sal Parshu Kayal Bhital rait U samai
Future	Tomorrow Soon Next time Tonight This morning/evening The day after tomorrow Next day/week/month The coming day	Kayal Jaldi Doshar samai Aai rait Ye bihan/sajh Parshu Doshar din/hapta/sal Agala din

On the basis of table 8 time deictic expressions in the Maithli and English show the following similarities and differences between two.

A. Similarities

1. Both the Maithli and English time deictic expressions can be classified into three groups i.e. present, past and future.

2. Both the Maithli and English time deictic expressions can be classified into two distinctions i. e. proximal and distal. The present tense is taken under proximal and past and future tense are under distal. For example,

a. In English: Sometimes I go to temple. (present/ proximal)

In Maithli: **Kahiyo kal** hum mandir jaichhiyai.

b. In English: He was ill since last day- (past) distal)

In Maithli: U **kail** sa bimar chhai

c. In English: She will go there next week. (future/ proximal)

In Maithili: U **agla** haptame otta jetai.

3. Both the English and Maithli time deictic expressions can be used to refer to the point of time and period of time. For example,

a. In English: He is coming to you right now. (point of time)

In Maithli: U **aab** tohar ghar yeto

b. In English: They used to fight these days. (period of time)

In Maithli: U sab **pahile** larai karai chhelai.

4. Both the Maithli and English time deictic expressions can be used to refer to pure (having single word) and impure (having two or more words) time deixis. For example,

a. In English: He just came. (pure)

In Maithli: U **bharkhar** yelai.

b. In English: My birthday is in coming week. (impure)

In Mathli: hamar janmdin **agla** haptame chhai.

B. Differences

1. English is richer than Maithli in terms time deixis because different English time deictic expressions are represented by the same deictic expressions in Maithli. For example,

a. In English: She is living with her mother nowadays.

In Maithli: U **aaikal** apan mummyke sathme rahai chhai.

b. In English: The weather is hot these days.

In Maithli: **Aai kal** garmi mausam chshai.

Here, in the above given examples, in Maithli, present time deictic expressions 'aikal' is represented by nowadays and these days in English present time deictic expressions.

2. A single English time deictic term is recognized by the different terms in Maithli. For example,

a. In English: Sometime I go to school.

In Maithli: **Kahiyokal** hum skul jai chhiyai.

b. In English: Come back soon.

In Maithli: **Jaldi** atta aau.

c. In English: What about meeting next time?

In Maithli: **Dosar** samaiy bheta kelasa kehan hetai?

3. English pure time deictic expressions become impure and impure become pure time deictic expressions in Maithli. For example,

a. In English: She was there then. (pure)

In Maithli: U takhun **wotta** chhelai. (impure)

b. In English: They used to fight those days (impure)

In English: U sab **pahile** jhagara karai chhelai.(pure)

Place Deitic Expression in English and Maithli. From the obtained data through questionnaire and interview schedule, place deictic expressions in Maithli and English are compared in the following table:

Table 9

Place Deictic Expressions in English and Maithli

English	Maithli
This	I
That	U
Here	Yatta
There	Wotta
Up	Uppar
Down	Nicha
Left	Dahina
Right	Bama
Across	Uppar
Along	Sange
Far	Dur
Near	Lag
On the top	Uppar
At the bottom	Nicha
On	Me
Inside	Bhitar
Outside	Bahara
Over	Uppar
Under	Nicha
Between	Bichme
Towards	Onhar
Opposite	Agga
Back	Pacha
Above	Uppar
Below	Nicha
Next to	Pajra
Middle	Bichme
Beside	bagal
Through	Dagake
In front of	Agadi

Table 9 shows place deictic expressions in English and Maithli from the table above the following similarities and differences between these two are identified.

A. Similarities

1. Both English place deictic expressions and Maithli place deictic expressions are categorized into three groups i.e. proximal, distal and neutral. For example,

a. Proximal

In English : Come **here**.

In Maithli: **Yetaaau**.

b. Distal

In English: That box is new.

In Maithli **U** baksa naya chhai

c. Neutral

In English: There is a temple in the left of the school.

In Maithli: School ke **bayame** yekta mandir chhai.

2. Both Maithli and English have gestural and non-gestural place deictic expressions. For example:

a. Gestural

In English: This is a book.

In Maithli: **I** kitab chiyai.

b. Non-gestural

In English: There is a field in front of my school.

In Maithli: Hamar school ke **agadi** me chaur chhai.

3. Both English and Maithli have pure and impure deictic expressions.

For example:

a. In English: This city is very clean. (Pure)

In Maithli: **Yi** sahar bahut saffa chhai.

b. In English: My book is on the table. (Pure)

In Maithli: Hamar kitab table ke **uppar** chhai.

c. In English: This side of the box. (Impure)

In Maithli: Bakshake ye **bagal**.

B. Differences

1. The data presented in the table no. 5 show that different English place deictic expressions are realized by the same deictic expressions in Maithili. For example:

a. In English: Go up.

In Maithli: **Uppar** jau.

b. In English: Airplane is flying over the sky.

In Maithli: Chilgari badrik **uppar** urai chhai

c. In English: My pen is on the table.

In Maithli: Hamar kalam table ka **uppar** chhai.

Here, in the given examples, there are many terms in English viz. up, over and on which are recognized by a single term uppar in Maithli.

2. A single English place deictic expression is realized by many deictic expressions in Maithli. For example,

a. In English: My school is on the top of the hill.

In Maithli: Hamar school paharake **uppar/tuppama** chhai.

b. In English: His school is at the bottom of the hill.

In Maithli: Wokar school paharaka **nicha/jairme** chhai.

Here, in the above given examples, the English 'top' is recognized by many terms viz. uppar/tuppama and 'bottom' is recognized by many terms viz. nicha/jairma in Maithli.

3. Impure English place deictic expressions can be changed into pure place deictic expressions in Maithli. For example:

a. In English: His house is next to my house.(impure)

In Maithli: Woakar ghar hamar ghar ka **bagal** ma chhai.

Chapter V

Findings, Conclusion and Recommendations

This chapter presents the Findings, Conclusion and Recommendations. Based on the close analysis of the collected data, the following findings have been devined.

Findings of the Study

The major findings of the research are presented below.

Maithli Time and Place Deixis

- i. The major time deictic expressions found in Maithli are: aab, aai, aaikal, kahiyokal, kahiyo-kahiyo, bharkhar, akhantak, kail, parsu, u samai, aai rait, kail rait, bital saal, aabaibala saal, etc.
- ii. In the Maithli language, time deictic expressions are classified on the basic of these system i.e. present, past and future, on the basis of proximity i.e. proximal and distal, and impure distinction.
- iii. Maithli language has less number of impure time deictic expressions.
- iv. It has been found that in the Maithli language, pure time deictic expressions are changed into impure and impure can be changed into pure time deictic expression.
- v. The major place deictic expressions found in Maithli are: atta, wotta, bahar, bhitar, uppar, nicha, daya, baya, aaga, pacha, samane, bagalme, bichme, dur, charodisha, etc.
- vi. In Maithli, place deictic expressions are classified into proximal, distal and neutral, pure and impure, gestural and non-gestural.
- vii. It has found that in Maithli impure place deictic expressions are changed into pure place deictic expressions.

Similarities between English and Maithli Time and Place Deictic Expressions

- i. It has been found that the Maithli and English languages and place deictic expressions are classified under proximal, distal and neutral classes, pure, impure, and gestural and non-gestural.
- ii. It has been found that both the English and Maithli language deictic expressions are classified under tense system present, past and future, on the basis of proximity: proximal and distal, on the basis of marker: pure and impure.

Differences between English and Maithli Time and Place Deictic Expressions

The following differences between English and Maithli language and place and time deictic expressions have been found:

- i. In terms of time deixis, English is richer than Maithli because different English time deictic expressions such as 'yesterday' and 'tomorrow' have the same deictic expression 'kail' in Maithli.
- ii. A single English time deictic expression has the different deictic expressions in Maithli. For, example, English deictic expression 'soon' has different deictic expressions 'jaldi' and 'turant' in Maithli.
- iii. English has a larger number of impure-time deictic expressions than Maithli.
- iv. Pure English time deictic expressions are changed into impure deictic expression and impure are changed into pure time deictic expression in Maithli. For example, pure English time deictic expression 'tonight' and 'then' are changed into impure deictic expressions 'airait' and 'u samai' and impure time deictic expressions 'the day before yesterday' can be changed into pure time deictic expression 'parshu' in Maithli.

- v. In terms of place deixis, English is richer than Maithli language because different English place deictic expressions have the same the same deictic expressions in Maithli language.
- vi. A single English place deictic expression has the different deictic expressions in Maithli language. For example, English word 'bottom' has different deictic terms 'nichā', jairtar' and 'nicham' in in Maithli.
- vii. Impure English place deictic expressions are changed into pure deictic expressions in Maithli.

Conclusion

From the analysis and interpretation of the data, what I come to the conclusion is that both the English and Maithli language place deixis have different kinds of deictic terms like proximal, distal and neutral classes, pure and impure, and gestural and non-gestural. This similarity should be considered while teaching deictic expressions of English to Maithli language speaker students. Though Balish and Maithli time deictic expressions are somewhat similar, English is richer than Maithli as there are different terms to refer to the same term in the Maithli language. Therefore, the teacher should make the students aware of this fact with examples. While designing English syllabus for Maithli learners, svllabus designers and experts should consider about these problems of the students

The major conclusions of my study are as follows:

- The time deictic expressions found in Maithli are: Aae, Aaekail, Akhan, Akhanturent, Ebakhat, Khail, Parsal, Takhainkhina, Parso, Biteldin, Kailpahar, Dosarchhan, Din, Hapta, Mahina, Sal, Barso, Yeksal etc.
- Time deictic expressions in Maithli can be classified on the basis of tense system, proximal and distal distinction and pure and impure distinction.

- English has a large number of impure time deictic expressions where as Maithli has less in number.
- Regarding the present time deixis, English is richer than Maithli because different terms in English are represented by the same term in Maithli.
- The major Maithli place deictic expressions are: E, Oo, Opar, Nicha, Sangesang, Daya, Baya, Ata, Ota, Najik, Pachhadi, Agadi, Dur, Lag, Bahut Lag, Bahut Dur, Pajra, Bichme, Agari, Uside etc.
- Maithli place deictic expressions can be classified as proximal distal, and neutral on the basis of time, pure and impure on the basis of marker, and gestural and non-gestural on the basis of context
- English is richer than Maithli regarding place deictic expression because different English Place deictic expressions have a single equivalent term in the Maithli language.
- Maithli language follows the structure place deixis + verb, whereas English language follows verb + place deixis structure.

Time deictic adverbials are used immediately after subject in sentence structures in the Maithli language but in English time deictic adverbials always come at the end at the end of the sentence.

Recommendations

Every research study should have its recommendation in one or another ways. So, this research work has also some recommendation. The recommendation of this research study has been presented separately as below:

Policy Related. This research will be useful in policy level. The curriculum designers, syllabus designers, course book writers and policy makers can use its theory and findings for language development. Some of the policy related recommendations are presented in the following ways:

- i. Nepal is a multilingual country. More than hundred languages are spoken here. Among them, Maithli is the second most widely spoken

language. So, the curriculum designers, syllabus designers, course book writers and policy makers should design the curriculum of Maithli language for the sake of language development.

- ii. Policy makers should also address Maithli Time and Place deixis while making plan and policy for the sake of language development of the Maithli native speakers for English learning.
- iii. Without the knowledge of Time and Place deixis in Maithli language, the Maithli native speakers cannot learn English Time and Place deixis correctly. So, the curriculum designers, syllabus designers and course book writers should prepare the necessary materials for developing the knowledge of Time and Places deixis of Maithli language.

Practice Related. This research will be useful in practice level. The findings of the research will be useful for teachers while they are teaching English language to the Maithli native speakers. Some of the practice related recommendations are given below:

- i. In both English and Maithli, time deictic expressions can be classified under the tense system: present, past and future. Present time deictic expressions come under proximal and past and future time deictics. Expressions come under distal distinction. This similarity should be considered while teaching time deictic expressions of English to the Maithli speaking students.
- ii. In terms of time deixis, English richer than Maithli because different English time deictic expressions are realized by the same deictic expressions in Maithli. Therefore, the teachers should make the students aware of this fact with examples.
- iii. A single English time deictic expression is realized by many deictic expressions in Maithli. Therefore, the teacher should consider this fact while teaching time deictic expressions.

- iv. Pure English time deictic expressions can be changed into impure and impure can be changed into pure deictic expressions in Maithli. This fact should be considered while teaching time deictic expressions.
- v. Impure English place deictic expressions can be changed into pure place deictic expressions in Maithli. Therefore, this fact should be considered while teaching place deictic expressions.
- vi. A single English place deictic expression is realized by many deictic expressions in Maithli. This fact should be considered while teaching placedeictic expressions.
- vii. In terms of place deixis, English is richer than Maithli because different English place deictic expressions are recognized by the same deictic expression in Maithli. Therefore, such deictic expressions of English should be taught with special attention to the Maithli speaking students.
- viii. In both English and the Maithli of place deictic expressions are distinguished on the basis of proximal, distal and neutral classes, pure and impure, gestural and non-gestural. This similarity should be considered while teaching deictic expressions of English to Maithli speaking students.

Further Related. This research should be useful for various purposes. It can be used for secondary source, to carry out action research and similar research work. Some of the further related recommendations are given below:

- i. This research provides a valuable secondary source for the researchers as it includes different markers of tense of Maithli language.
- ii. The researcher should carry out action research for better learning and teaching of tense on the basis of tense markers of Maithli.
- iii. The researcher should compare the other languages by carrying similar research work.

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Appendix I

Questionnaire Schedule

This questionnaire schedule has been prepared to draw data for the research work on "**Time and place deixis in Maithli and English Languages**" which is being carried out under the guidance of **Mr. Guru Prasad Poudel**, Teaching Assistant, Department of English Education. T.U. Kirtipur Kathmandu. I hope that all of you co-operate me giving reliable and authentic information to accomplish this research work.

Researcher
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Name:

Qualification:.....

Address:

Gender:.....

1. How do you tell the following sentences in Maithli?

A. Time Deictic Words

1. I will come tomorrow.

.....

2. I have to finish this work today

.....

3. I have not finish this work yet.

.....

4. We heard...shardashinhaÚMaithlimairrage song yesterday.

.....

5. He will come soon.

.....

6. I do not come this day.

.....

7. The house was built in previous year.
.....
8. She will not finish her work next Sunday.
.....
9. I will meet her the fourth day from today.
.....
10. Sometimes she comes here.
.....
11. I used to play football those days.
.....
12. Sometimes I go to market.
.....
13. It happened in the last year.
.....
14. He died the year beofere last year.
.....
15. He was small at that time.
.....
16. He completed work the days before yesterday.
.....
17. Is weather cold these days ?
.....
18. You are working at the present.
.....
19. I am living with our family nowadays.
.....
20. I am coming to you right now.
.....
21. She died last year.
.....

22. She was here then.

.....

23. They have bought new house recently.

.....

24. I lost my mobile last night.

.....

25. He does not speak at that time.

.....

26. She has not come yet.

.....

27. I have already completed my task.

.....

28. I am speaking right now.

.....

29. I will go Canada next year.

.....

30. I will finish it tonight.

.....

31. The weather is cold these days.

.....

32. When do you go home.

.....

33. She will go next month.

.....

34. She will visit us soon.

.....

35. I will see you next time.

.....

B. Place Deictic Words

1. Come here.
.....
2. Go there.
.....
3. Beside this you have to complete your task.
.....
4. The hotel is in front of the airport.
.....
5. This is not a bag.
.....
6. Hari is watching through window.
.....
7. A man is sitting under the tree.
.....
8. She is inside the classroom.
.....
9. A hotel is opposite of the police station.
.....
10. My purse is below the pillow
.....
11. Go across the road.
.....
12. Nepal lies between India and China.
.....
13. The college is nearby my village.
.....
14. Her house is at the bottom of the hill.
.....
15. This house is very beautiful.
.....

16. My copy is on the desk.

.....

17. He does not go there.

.....

18. She is running towards me.

.....

19. There is a bus stop in the left of the hospital

.....

20. Come down fast.

.....

21. My home is in the right of the way.

.....

22. Come here up.

.....

23. That dress is green.

.....

24. Go over there for a while.

.....

25. His room is next to my room.

.....

26. The bird is Flying above your house.

.....

27. His school is on the top of the hill.

.....

28. Is there a school nearby your home.

.....

29. There is a tall tree above my house

.....

30. The hospital is far from here

.....

Thanks for you co-operation.