

CHAPTER ONE

INTRODUCTION

This study is entitled as " Speech Acts In Baitadeli Dialect Of Nepali And English: A Comparative Study: A Comparative Study." It is the introductory chapter. It deals with background of the study, statement of the problem, objective of the study, research questions, significance of the study, delimitations of the study and the operational definitions of the key terms.

1.1 Background of the Study

Language is the ability to acquire and use the systems of its for communication. Communication is the activities for successfully exchange the ideas, message and emotions. We can focus that language is partially the human ability to acquire and use complex system of communication. Natural language are spoken or signed, but any language can be encoded into secondary media using auditory, visual, or tactile stimuli, for example, graphic writing and whistling.

According to Sapir (1921, p.8), "Language is purely human and non-human instinctive method of communicating ideas, emotions and desire by means of voluntary produced symbols". Human language has the property of productivity, recursively, and displacement and relies entirely on social convention and learning. It is complex structure affords a much wider range of expressions than only system of animal communication. The users of language are deeply enriched in human culture. In addition Sapir (1921, p. 8), states that language is a purely human and non-instinctive method of communicating ideas emotions and desires by means of a system of voluntarily produced symbols. We produce only those words that we intended to express. In this way, Bloch and Trager (1957, p.5) notes that, Language is a system articulatory vocal symbols by means of which a social group co-operatives. In the speaking time there is vocal system, by the help of that we produced sounds and express, and exchange the intended message.

These definitions focus that language is the common property of only for human being who live in a particular society. Animals cannot acquire human language because of its complex structure and their physical inadequacies to acquire human language. Language is purely human. It is god's special gift to human beings. It is very complex phenomenon and a form of communication, which is used for some purposes in a community. Language as a purely human institution and term' institution makes explicit the view that the language that is used by a particular society is part of that society's culture. It is the most significant aspect of human beings but other animal lack it.

Language is the proper way of communication. We need some context and its discourse as well. Pragmatics relates the linguistic expressions and non-linguistic situation in order to interpret the meaning of those expressions. Pragmatics can be defined as the study of the language with reference to the context or situation in which it is used. Speech acts is affected by context or situation. Regarding the speech acts Sapir (1921, p. 4) says:

Speech act is human activity that varies without assignable limit as well as we pass from social group because it is purely historical heritage of the group, the product of long continued social usage. It aeries all creative efforts varies not as consciously, perhaps, but not the less as truly as do the religious, the beliefs, the customs, and the art of the different people. Walking is an organic, an instinctive, function (not, of course, itself an instinct), speech is an instinctive acquired "Culture" function.

Speech act is the basic unit of language is to express meaning, an utterance that expresses an intention. Generally, speech act is a sentence, but it can be a word or phrase a long as it follows the rule necessary to accomplish the intention. In this regard Yule (1993, p. 47) illustrate, "In attempting to

experience containing grammatical structure and words they from actions via those utterances which are generally called speech act". When we communicate, we express our thoughts and emotions through a number of utterances that they have a particular speech act in English; they are commonly given more specific labels, such as , invitation, apologizing, promise, request, etc. these terms are being applied in communication while producing utterances.

Thus speech acts is one of the domain of pragmatics that served functions in communication. Speech acts include real life experience and requires not only knowledge of language but also appropriate use of that language within a given culture. Speech acts is not just used to state something, it actually does something. In this scenario, this present study analyzed different speech acts of English and Baitadeli dialect of Nepali.

1.2 Statement of the Problem

Language is the chief means of communication by the use of which we can exchange our message, ideas, and emotions with different activities. These communicative activities are called speech acts. It helps to share intended meaning to hearer and speaker also to get ideas about polite, impolite, and formal, informal and non-formal speech acts.

Different language and dialects have their own speech acts. However, they are different from each other. Among them Baitadeli dialect of Nepali is used most areas of Far-western region of Nepal especially Baitadi district. The researcher tries to find out different speech acts in Baitadeli dialect used by the native speaker of Baitadeli and the effort of Baitadeli dialect of Nepali. The researcher also intends to explore how Baitadeli dialect is similar and different with English language in the use of speech acts or not.

Here are different reasons behind this issue that made the researcher intended to carry out a research on this topic. The main problem is, the students should be familiar with the speech acts of their languages, if not they will not be

competent communication. Therefore, the problem is when they are familiar with those to see the variations in those two languages. On the completion of this research, the types of speech acts were defined. The research finding provided some guidelines to the teacher for teaching second language.

1.3 Objective of the Study

The objectives had following objectives:

- I. To identify the different speech acts used in Baitadeli dialect of Nepali.
- II. To compare those acts with English speech acts.
- III. To suggest some pedagogical implications based on findings of the study.

1.4 Research question

This study was following research questions.

- a) What are the speech acts used in Baitadeli dialect of Nepali?
- b) To what extent Baitadeli dialect and English language are similar and different in the use of speech acts.

1.5 Significance of the Study

As anything has its own significance, this study has its own significance in its areas. It means that this study will be signified those person who are interested in the English language and Baitadeli dialect.

In the someway, the study will be helpful for other researchers and linguistics to find out some new speech terms in Baitadeli dialect. The research will be equally important for course designers, text books writers, language planners, teachers and students because they can get different idea about polite ,impolite, and formal , informal and non-formal speech acts of Baitadeli dialect from this research. They can use the findings of this study. Beside this, the study can also be useful for other people.

1.6 Delimitation of the Study

This study had following delimitations:

-) The study was limited to Kanchanpur district.
-) The study was confined to 40 native speakers of the Baitadeli dialect of Nepali language.
-) It was limited to Dodhara Chandani municipality of Kanchanpur district
-) Only purposive non-random sampling procedure was adopted for data collection.
-) The researcher used questionnaire and interview as the data collection tools.

1.7 Operational Definitions of Key terms

Speech acts: - Here, Speech acts are the utterances used to perform various language functions in communication. Such as don't touch that, please give me your pen, I promise I will be quick, etc.

Direct Speech Acts: - Such utterances, which are used directly, or no use of formality and indirect language. For example, daar dhok(Close the door).

Indirect Speech acts: - Those utterances which are indirectly and formally expressed to the hearer. For example, kast namanne vya dhai to daar dhoki dina.(would you mind closing the door)

Literate: - In this study, Literate means informants who have got their academic qualification to read and write.

Illiterate: - In this study, Literate means informants who do not have their academic qualification to read and write.

Pragmatics: - Here, Pragmatics is the study of how language is used and how language is integrating in the contexts of the speaker and hearer.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This selection of study consists of the theoretical literature, review of the empirical literature, implication of the review for the study and conceptual framework for the study.

2.1 Review of Related Theoretical Literature

Review of the related theoretical literature shows the road map for the research. Its main purpose is to establish theoretical framework for the subject areas. It shows the originality and relevance of research problem and demonstrates the preparedness to complete the research.

2.1.1 The English Language

English is a West Germanic language that was first spoken in early medieval England and is now global lingua franca illustrated in Wikipedia in English language. It is an official language of almost 60 sovereign states. English is most commonly spoken in the United Kingdom, the United States, Canada, Australia, Ireland and Caribbean, Africa and south Asia. It is also third most common native language in the world after Mandarin and Spanish. It is widely learned a second language and many other world and regional international organizations. In Nepalese context or especially Baitadeli native speaker, English is spoken as foreign language.

There is a little morphological inflection in the modern English and the syntax is generally isolating. English relies on auxiliary verb and words order for the expressions of complex tense, aspect and mood as well as passive construction, interrogative and negative despite noticeable variation between the forms of English in different world region, English speaker from around the world can communicate with one another effectively. In this way, the speech act is also

different in order to religion-to-religion. For example, some culture use direct language and some are use indirect language.

2.1.2 Introduction to Pragmatics

In general, sense, pragmatic is the study of the study of utterance meaning in contexts. The linguistic symbols convey specific meaning when they are used in the context. Pragmatics suggests that meaning is context dependent.

Pragmatics is defined as the study of language expressions and their meaning from the perspective of the language users and the contexts of language use.

Yule (2006, p.3) suggests four brief definition of pragmatics which provides us with important guideline in order to understand the meaning, scope and relevance of pragmatics in the study of language and language teaching. They are given below.

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

Pragmatics consider the speakers meaning and contextual meaning. In addition pragmatics observed the intended meaning of speaker and expression of relative distance as well. In this way, Rose and Kasper (2001, p. 2) defined pragmatics as the study of communication action in its socio-cultural context. Communicative actions include not only using speech acts (such as apologizing, complaining, requesting, etc.) but also participating in speech events of varying length and complexity. Pragmatics is the study of the language in communication, particularly the relationships between sentences and contexts in which they are used.

Therefore, pragmatics is the study of the use how language is used and how language is integrated in the contexts of the speaker and hearer. Pragmatics is the study of language expressions and their meaning from the perspective of

the language users and the contexts of language use, and context is being focused here. Regarding to the pragmatic meaning, Brown (1994, p. 230) presents the following telephone conversation shows the implication that utterances have. That is to say, the language does not spell out the meaning that explicitly pointed out by the linguistic system but through context is what pragmatic deals with. We can also consider this conversation:

[Phone rings, a child picks up the phone]

Stef : hello

Voice: Hi, Stef, is your mom there?

Stef : just a minute.[cups the phone, and yells] mom ! Phone!

Mom: [from upstairs] I am in the tub!

Stef : [returning to the phone] she can't talk now. Wanna leave a message?

Voice: oh, [pause] I'll call back later. Bye.

Source: Brown (1994, p. 230)

Here, Pragmatic consideration also allows all three participants to interpret what would otherwise be ambiguous sentences. "Is your mom there? If not. In a telephone context, a question that requires a *yes* or *no* answer. Stefanie's "Just a minute" confirms to the caller that her mother is indeed at home, and in so saying, lets the caller know that she would either a)checks to see if she is at home, and /or b) get her to come to the phone. The caller did not explicitly said "no" to the offer to leave the message, instead said implicitly no with "I will call back later". Thus, pragmatics is the study of implicit meaning or of implicative that the context determines.

2.1.3 Discourse and Discourse Analysis

Discourse is often defined as the language above the sentence or as the supra-sentential level of language. Crystal (2008, p.7) states that the concrete act of speaking, writing or signing in a given situation for the purpose of communication. Discourse explores the features of a language beyond the sentence level. Discourse can be even smaller unit than a sentence, but it is always meaningful and context-dependent.

The analysis of over all functions and arrangements language stretches can be referred to discourse analysis to capture the notion that language is more than a sentence level phenomena. A single sentence can seldom be fully analyzed without considering its context. We use language in stretches of discourse. We combine many sentences together in interrelated, cohesive units. In speaking a language our discourse is marked by exchanges with another person or several persons in which few sentences spoken by another. Both production and the comprehension of language are a factor of our ability to perceive and process stretches of discourse, to formulate representation of meaning from not just a single sentence sometimes contains certain presuppositions or entailments that are not overtly manifested in surrounding surface but that are clear from the total context and understanding of one of one's cognitive and linguistic environment. While linguistic science has traditionally concentrated on the sentence for the purpose of analysis, recent trends in linguistics have increasingly emphasized the importance of inter-sentential relation in discourse.

Mills (2007, p.119) states;

Discourse analysis can be seen a relation to traditional linguistics (formal structural linguistics) which is focused on the constituent unit and structure of the sentence and which does not concern itself with an analysis of language in use. Discourse analysis, in contrast to formal

linguistics, in concerned with applying the notion of structure above the sentence, i.e. talking the apology of grammatical relation such as subject-verb-object, and applying it to analysis of longer texts. Since it is rare for anyone to communicate with others through single sentence alone, these discourse analysts are critical of the tendency for linguistics to concentrate solely on sentence structure.

Discourse is an important component of the speech acts. It assists on getting ideas from different context and co-text. (Cutting, 2008, p. 5) said that Context made up mainly three essential components: situation (physical and social), background knowledge and co-texts. For example, the utterance 'I declare...' can be meant for declaring war, declaring relation, declaring freedom and so on according to the social situation the speaker are in. In this way, discourse has significant role in speech acts. So, speech acts can be taken under the discourse analysis.

2.1.4 Speech Acts

A speech act is an utterance that has prerogative function in language and communication. Any speech act is really the performance of several acts at once, distinguished by different aspects of the speaker's intention: there is trying to affect one's audience. The contemporary use of the term goes back to J.L. Austin's development of per formative utterances and his theory of locutionary, illocutionary and perfomative acts. Speech acts as promoting, ordering, greeting, warning, inviting and congratulating.

A speech act is an act that a speaker performs when making an utterances. To understand language one must understand then speakers' intention, since a language is an international behavior, it should be treated like a form of action. The speech act is 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 as long as it follows the rules necessary to accomplish the

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

In this way, a speech act is communicative activities that fulfill some purposes in communicative (i.e. communicative function). To put it in another way the speech act can be viewed as a functional unit in communication. According to Austin (1962), speech act is said to convey two types of meaning, which are shortly described below:

a) Propositional Meaning

It is also known as locutionary meaning. There is the direct or basis on literal meaning of utterance which is conveyed by the particular words and structures which utterances contains. This is the propositional content if the sentence. For example, in 'I am hungry' the propositional meaning is what the utterance says about the speaker's physical state.

b) Illocutionary Meaning

This is the particular intention in making utterances (illocutionary force); this is the communicative force the utterance has on listener. For example, in the above stated utterance, 'I am hungry', the illocutionary meaning is the intention of the speaker to get something to eat from listener. Thus, the utterance may be intended as a request for something to eat.

Austin (1992) distinguished utterances into two types: Constative and Performative. The utterances that do things or perform something are called Performatives as opposed with connotative that by itself constitutes through Performative utterances which makes statement performatives constitutes doing something. In other words, things are done through per formative utterances.

For example;

- a) "I now pronounced you husband and wife"(said by a priest to a bride and bridegroom).
- b) I apologized for my rude behavior.

Performative can also be classified into explicit and implicit per formatives. Explicit per formative refers to those that use performative verbs, and implicit performatives refer to those that do not use performative words. For example

- a) I promise to pay you back by 12 PM.
- b) I sentence you to ten years imprisonment.

Source: Austin (1962, p. 57)

The illocutionary speech acts can be classified into five types;

- I. **Assertive:** -Assertive commit the speaker to do something being the case. The different kinds are suggestions, putting forwards, swearing, boosting and concluding. For example,
 - a. You ought to read this book.
 - b. I will let you know tomorrow.
 - c. I promise I will be quick.
- II. **Directive:** -Expressions in which the words are aimed at making the hearer do something. The different kinds are, asking, ordering, requesting, inviting, advising and begging. For example
 - a) Give me a cup of coffee. Make it black.
 - b) Could you lend me a pen, please?
 - c) Don't touch that.
- III. **Commissives:** - Speaker commit them self to doing something by utterances. The different kinds are planning, vowing, betting, opposing. For example
 - a) I will be back.
 - b) I am going to get it right next time.
 - c) We will not do that.

IV. **Expressive:-** expressive how the speaker feels about situation or expressing for sharing feelings and attitudes. The different types are thanking, apologizing, welcoming, deploring, etc. For example

- a) I am really sorry.
- b) Congratulations.
- c) Oh! Yes, great.

V. **Declaration: -** Declaration changes the state of the world in an immediate way. Those utterances actually bring about change through the utterance. The different kinds are announcing, ordering, deciding. For example

- a) I now pronounce you husband and wife.
- b) You are out!
- c) We find defendant quietly.

These five functions of speech acts, with these features, are summarized in table.

Table 1

Functions of speech acts

Speech act type	Direction of fit	S= speaker X= situation
Declarations	World change the world	S causes X
Expressive	Make the world fit the world	S believes X
Directive	Make the world fit in words	S feels X
Commissives	Make the world fit in words	S want X
Assertive	Make the word fit in world	S intents X

Source: (Searle 1997, p.55)

There are mainly five functions of speech acts. They are declarations, representatives, expressive, directives and Commissives. In declaration the speaker has to have important role in order to perform declarations. In representative function the speaker has to represent what he believes. In expressive function, the speaker has to express his own experiences. In directive functions the speakers has to direct what he wants. In Commissives the speaker has to express what he intends.

2.1.5 Types of Speech Acts

As Austin (1962) observed, the comment of a locutionary acts (what is said) is not always determined by what is meant by the sentence being uttered.

Ambiguous words or phrases need to be disambiguated and the references of indexical and other context-sensitive expressions need to be fixed in or for what is said to be determined fully. Moreover, what is said does not determine the illocutionary act(s) being performed. We can perform a speech act in following types:

1. Direct Speech Acts

The direct relationship between a structure and function in which utterance is directly shows the intended meaning to the hearer. There is direct relationship between structure and its function. The simplest cause of meaning are these in which speaker utters a sentence and means exactly and literally, what he says. Therefore, there are direct correlation in utterance type and function giving a direct speech act. For example, the utterance, 'I am sorry' and 'Give me your bag' are direct speech acts because the types of function are related in the sentence 'I am sorry' the expression is given and express an apology. In the directive, it is used to order (direct) someone to give a bag. The essential condition is fulfilled in the attempt for the addressee to perform the speaker's intention by the predicate 'give me your bag'.

2. Indirect speech acts

In indirect speech acts, the form is different from the function. It is the indirect relationship between a structure and functions. In this case, the indirect speech acts carries meaning in the utterance but the indirect force in the speech act has

secondary meaning also. The speaker utters a sentence, means what he says, but also means something more. For example, 'I am listening, someone is making noise', is clearly a case of indirect speech act. The literal meaning of that sentence refers to someone listening noisy voice. While intended meaning of perlocutionary effect of the utterance is for the hearer to keep silent.

2.1.6 Baitadeli Dialect

Baitadeli dialect has recently been recognized by the Ethnologies as a language of Nepal. It was previously classified as dialect of Doteli, the national language. But nowadays it is independent dialect of Nepali. It is in the Indo-Aryan and Sino-Tibetan Language Family. Ought of the total population of Nepal (26,494,504) there are 27,300 (1.02%) people speaking Baitadeli language with the reference of census report, 2011.

The districts of western Nepal have a number of mixed ethnicities, historically called *Khas*. Van Driem (2001, as cited in Eichentopf, 2014, p. 10) notes that due to inter-caste marriage over time, “The Khas became a linguistic community of slightly mixed ethnic origins”. The original homelands of Khas were west of the Gandaki River in Doti and Jumla. Historically, as the Khas language spread eastward, it encountered and mixed with other languages of Nepal. The model for how to speak this travelling language was set by high caste speakers. Van Driem (2001, as cited in Eichentopf, 2014, p. 10), “In a long and drawn-out process which lasted centuries, the Khas infiltrated parts of western and central Nepal, and their Eastern Pahadi Indo-Aryan language came to function increasingly as a *lingua franca* in western Nepal”. He added, “Though the language is now officially known as Nepali, the older terms Khas Kura, Parvatiya or Parvate and Gorkhali are still widely used throughout Nepal, especially by non-native speakers of Nepali to designate the national language as well as by native speakers of the language outside of Nepal”. This *lingua franca* in western Nepal is still spoken by different castes and ethnic groups, such as Chhetri, Thakuri, Brahaman and Dalit, major castes of this region.

Most of Baitadeli community, poor and uneducated people remain under this term. Educated and wealthier Khas people bought titles through Bahun priests into higher castes – primarily Chhetri. This is why many anthropologies who have done their studies in Nepal in the past have missed the Khas people altogether as everyone told them that the Khas are included within the Chhetri community. Van Driem (2001, as cited in Eichentopf, 2014, P. 10)notes,“There are various Nepali dialects, particularly in western Nepal, and some of these western dialects make a decidedly unfamiliar impression on Nepalese from eastern and central Nepal who have only been exposed to standard Nepali'.In the far west,the district name often affects what speakers call their language. This was found to be true during field trips and background research. Baitadeli dialect also called Soradi is related to the people of Baitadi district of Nepal and also one of the dialects of Kumauni language.Similarly,the language spoken in other areas like Darchula, Dadeldhura, Kanchanpur and Kailali district of Nepal. This study is mainly concerned with Baitadeli speakers are reported to reside, which includes Baitadi, Dadeldhura, Doti, the southern parts of Bajhang and Darchula, and the northern parts of Kailali district.

Map of Nepal



Source: Eichentopf, S.R.(2014, p. 9).

Baitadeli dialect of Nepali language is not only spoken around the Baitadi district but somehow spoken in neighboring districts like wise Dadeldhuara,

Darchula, Bajhang, Bajura, Doti, Kailali, etc. Likewise migrants of Baitadi district are resided different parts of Nepali for the different purposes.

2.1.7 Constrictive Analysis

Contrastive analysis (CA) is the systematic study of a pair of language with a view to identifying their structural differences and similarities. Sharma (2004, p. 1) CA compares language in term of the sound system, morphological system, syntactic system and even the cultural system of the language can be done for discovering similarities and differences.

Contrastive analyses focuses on the finding out the differences or dissimilarities and then predict the area of difficulty in the learning of the target language. Thus, contrastive analysis can be defined as scientific study of similarities and differences between languages. CA helps to make comparison between first language (native language) and target language of the students in consideration. Comparison can be made at various linguistic levels, phonological and grammatical levels.

To conclude, CA compares pairs of languages (L_1 and L_2) in order to design efficient language programmes. CA helps both teacher and learner in teaching and learning process. L_1 facilitates L_2 acquisition in case of similarities and it hinders in case of differences. In this study, if native language of Baitadeli dialect is similar to second or foreign language, L_1 facilitates L_2 in learning process. So, contrastive analysis helps the teacher to remove such types of difficulties by addressing them and help the learner to make his/her learning fruitful.

The Basic Assumption of Constrictive Analysis

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

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 a tabula rasa-the blank sheet of paper:* Before acquiring language the state of human mind is totally blanks, 'tabula –rasa', which means ' a blank sheet of paper'. That is to say, there are no linguistic elements in 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 with in our mind. This makes the second language learning different from first language acquisition.
- c) *Languages are comparable:* Languages are comparable means no two languages are totally different from each other. There are some similarities between languages. So that, they can be compared to each other.

2. Psychological aspect

The psychological aspects of contrastive analysis are related with the aspects of psychology. These aspects are based on the contrastive analysis hypothesis. This aspects of CA also known as transfer theory which is based on the premise derived from behavioral 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 hinders in case of difference. The former is known as facilitation or positive transfer and the later is known as interference or negative transfer.

2.2 Review of Empirical Literature

Many researchers have been carried out on the comparative study of different languages like English, Nepali, Bajhangi, Bajika, Tharu, Maithali, Doteli, and Kalikote. But no any research has carried out yet in Department of English education on Speech Acts In Baitadeli Dialect Of Nepali And English: A Comparative Study'. So, the researcher has decided to carry out a research in Speech Acts in Baitadeli Dialect of Nepali and English: A Comparative Study: A Comparative Study '.

Bohara (2009) carried out research on 'Deixis system in English and the Bajhangi dialect of Nepali language'. The main objectives of the study were to find out Bajhangi diesis system in terms of time and place deictic, compare with English and suggest some pedagogical. He had selected 50 native speakers of Bajhangi dialect of the Nepali language from two VDCs. He used judgmental non-random sampling procedure. He used questionnaire and interview to collect data. The study found that different deictic terms are used to refer to singular and plural number in second person but English had the single term, English is richer than Bajhangi in time deixis because Bajhangi has same terms to refer to different English terms and English is richer than Bajhangi in place deictic terms.

Chaudhary (2010) has carried out a research on 'Speech act in Tharu and English language.' The main objective was to find out different speech acts used by Tharu speakers, compare speech acts and suggest some pedagogical implication in English and Tharu language. The study has selected 40 native speakers of Tharu and English language. The researcher had selected informants by judgemental non-random sampling procedure. He used interview schedule and questionnaire to collect data. The major finding of the study was, relation of assertive forms both in Tharu and English. English has different negative expression but Tharu has no such expression. 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 objective of the study was to find out different speech acts in English and Jumli and to find out some pedagogical implication in English and Jumli. He used non random sampling procedure to select the sample population. He selected 60 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 percentages indirect speech acts in responses but the Jumli native speakers did not use such responses to address. The major findings of the study were English native speakers were used more polite form of language than Jumli native speakers.

Bohara (2012) carried out a research on 'Speech Acts in English and Bajhang'. The main objective of this study was to list out different speech act in English and Bajhang, and compared the speech acts used by English and Bajhang native speakers. This study has selected sixty informants with non-random sampling from Byansi VDC in Bajhang. The data were collected with the help of interviews and questionnaire. The major finding of that study was; both English and Bajhang native speakers used direct, indirect and non-polite forms with guest, friends, relatives and strangers.

Similarly, Shahi (2015) has carried out a research on 'Speech Acts in English and Kalikote Dialect of Nepali'. The main objective of the study was to identify and compare exponents of speech act in Kalikote and English. The researcher has selected purposive non-random sampling procedure to select 40 native speakers from Kalikot district. The study found that, the study is based on direct and indirect speech act on basis of Searle (1962). The major findings of the study were; the English illocutionary speech acts translated by Kalikote native speaker were different than that of Kalikote speech act in many situations and the English speech acts are more formal than their Kalikote speech acts, English illocutionary speech acts translated by Kalikote native speaker were different than Kalikote speech act in many situations. The English speech acts are more formal than their Kalikote speech

acts while analyzing the translation speech acts and English speech acts are more polite than the Kalikote speech acts.

Sah (2015) has carried out a research on 'Speech acts in Bajjika and English language'. The main objective of the study were to find out different speech acts used by Bajjika and native speakers of English, and to find out similarities and differences in the speech acts used by native speakers of Bajjika and English in terms of Searle's five categories of speech acts. The researcher has selected 40 native speakers of Bajjika language from Aurahi VDC and twenty native speakers of English language in Kathmandu from different English speaking countries. This study used purposive non-random sampling. The major findings of this study were; English native speakers use more horrific words while addressing other in more indirect way, they are polite since they have different terms for different expressions like please, sorry, excuse me, would you mind, comparatively, Bajjika language is non-horrific, impolite, and more direct than that of English language.

The present research is basically different from the above mentioned researches because there is almost no research found on speech acts in English and Baitadeli dialect of Nepali. As the researcher is from Baitadeli community, the researcher interested and wants to aware the entire Baitadeli native speaker about scope and its importance of Baitadeli language. Prevent from the hybridization of Baitadeli dialect and conserving Baitadeli language from fossilization is my responsibility on working in this topic.

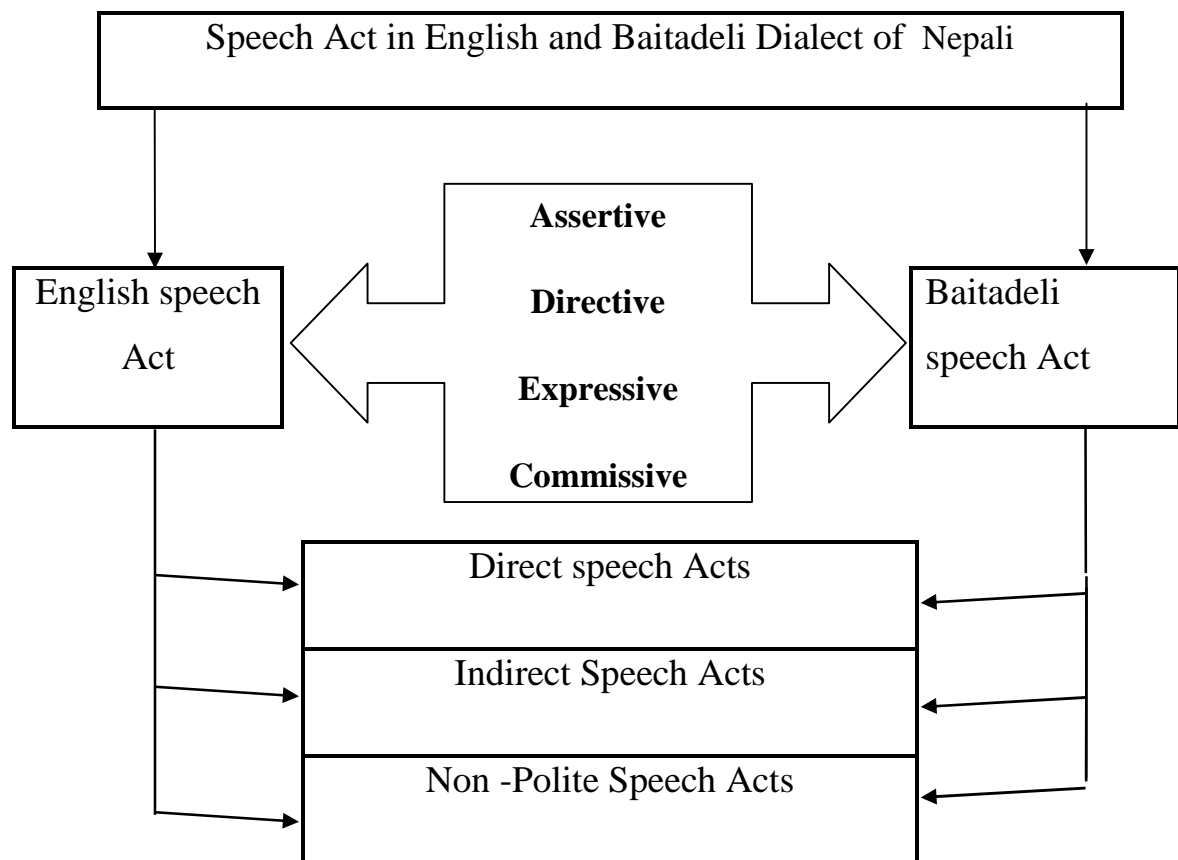
2.3 Implications of Review for the Study

With the reference of review of theoretical and empirical literature, the researcher achieves the significant ideas, information and guidelines about the speech acts. General concept of speech acts has been clear from different books, these in the Department and web searches. It is also clear that, there are different speech acts in different languages. The research has mentioned many theoretical reviews and those reviews are helpful for this study. After reviewing those researches, the researcher got many ideas about research design,

methodology and procedure. Especially, the study of Chaudhary (2010),Shahi (2010) and Bohara (2012) helped to get broaden knowledge on selecting research design and preparing tools for data collection. Similarly, the study Shahi (2015) and Sah (2015) provided me an insight to developing conceptual framework. Therefore, the researcher can say that these reviewed sources have becomes very important for researher because they provided to the researcher valuable guidelines to conduct for this research proposal.

2.4 Conceptual Framework

Conceptual framework is the schematic diagram, which helps to study systematically, and analyze and interpret the term clearly. A conceptual framework enable researcher to find links between existing literature and his /her.



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter deals with methodological implemented during the study for the fulfillment of the study. A researcher adopts the following methodologies.

3.1 Design and Method of the Study

In this study, the researcher had followed the mixed research design (i.e. qualitative and quantitative) in general survey research design in particular. In this study design 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 certain professional and others and involve child to adult as well as old person. Survey research is selecting population as the representative of the study as a whole. Survey research is used to mostly in large-scale researches where large population is required to be included in research generalizations of the findings. Jagar (1988, as cited in Nunan 1992, p. 140), "... the researcher doesn't 'do anything' to the object or subject of research except observation them or ask them to provide data. The researches consist of collecting data or thing or people as they are, without trying to alter anything". Regarding survey research, Cohen and Manion (2010, p. 11) says "Survey gather data at a particular point in time with the intention of describing the nature of existing, or identifying standards against which existing condition can be compared, or determining the relationship that between specific events".

In conclusion, survey research designs collect data, find its impact or result, and generalize to the whole populations. Similarly, it can be said that survey research is used to gather data at a single point of time from sample and the finding are generalized to the whole study of population.

In this regards, Nunan (1992, p. 141) suggests the following eight procedures of survey research:

Step 1: Define objective

what do we want to find out?

Step 2: Identify target population	who do we want to about?
Step 3: Literature review	who have others said/discover about the issue?
Step 4: Determine sample	how many subjects should and how will identify these?
Step 5: Identify survey instruments	how will the data will be collected; questionnaire/interview?
Step 6: Design survey procedure	how will the data collection actually be carried out?
Step 7: Identify analytical procedure	how will the data be assembled and analyzed?
Step 8: determining reporting procedure	how will be written up and analyzed?

Through survey, research involves the collection of information from member of group of students, teachers, or other person associated with the educational process and analysis of this information to illuminate important education issue. Survey research considered as a very important in indispensable tool for studying social attitudes, beliefs, value etc. It is equally efficient at collecting information from a large number of respondents. Therefore, the researcher selected this design in this study.

3.2 Population, Sample and Sampling Strategy

Native speakers of Baitadeli dialect constituted the population of this study and among them 40 native speakers of Baitadeli dialect from Dodhara Chandani Municipality, Kanchanpur were selected for the sample of the study.

To take the sample of the study, the researcher used non-random sampling procedure.

3.3 Study Area/Field

The study area was the Dodhara Chandani Municipality, field was speech act in general, and specific area was speech acts in English and Baitadeli dialect.

3.4 Data Collection Tools and Techniques

For collecting the data, the researcher used structured questionnaire and interview as tools.

3.5 Data Collection Procedures

The researcher visited the field, provided questionnaire to educated informants and took interview to literal and non-literal informants for the sampling people of Dodhara Chandani municipality of Kanchanpur district. In addition, the researcher was also established rapport with them and explained the purpose of the study, so the informants had paid attention towards questionnaire and interview for provide appropriate data. The researcher requested the informants to give their responses in their own native language based on the situations given in the questionnaire and questions asked in interview. The researcher visited in each respective instruction and after building rapport with authority and respondents. The researcher had distributed the questionnaire and take interview to collect information from respondents.. The tools used for all educated, literal and non-literal respondents. For literal and non-literal respondent, the researcher translated questions in the Baitadeli dialect. The researcher helped literal and non-literal informants to understand the situation. The meeting with the informants was very friendly and formal.

3.6 Data Analysis and Interpretation Procedure

Largely, most of the survey researchers are qualitative and quantitative in nature. It has qualitative Analysis. In this study, the researcher has analyzed he raw data descriptively and made the conclusion. The research adds the gloss while analyzing the speech acts of Baitadeli Dialect and compared both Baitadeli speech acts and English speech acts with in different tables in terms of Searle's classification of speech acts.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF RESULT

This chapter deals with the analysis and interpretation of data. All the expressions expressed by Baitadeli native speakers were analyzed based on Searle's classification of illocutionary speech acts as assertive, directives, commissive, expressive and declaration. These speakers are further analyzed based on the respondents' expressions of different situations.

4.1 Analysis of data and interpretation of the result

This section is concerned with analysis of the different Baitadeli speech acts based on Searle's classification of illocutionary speech acts. The data have been analyzed in following sub-heading:

4.1.1 Assertive forms

The collected data are analyzed in different kind of assertive forms can be analyzes in different term as suggestory, believing, agreeing, swearing, boosting, putting forward, conclude, etc. The various expressions expressed by the Baitadeli native speakers are as follows:

) In Baitadeli, native speakers used the speech act 'swearing' to express the utterance as follows.

Thoda pachha diulo ha risaye jin.

((I) after some days, will give, do not worry)

) In Baitadeli native speaker used the assertive form 'believing' to express the utterances are as follows:

Her, mui tolai biggyan mai jasarilai pass garaulo, chinta jin gar. (look, I, you, science, anyhow, pass, don't worry).

) Similarly, the Baitadeli native speaker used the speech act 'putting forward' to express the utterances as follows:
Aile mui jaldi mai chhu kanjei garidiulo. (Now, I, hurry, am, (will help) next time)

) In this way, the Baitadeli native speaker used the speech 'concluding' to respond the expression as follows:
Thoda aile nano kaam padyo, ek minet rokke han. (Little, now, (I) have a work, one, minute, wait)

4.1.2 Directive forms

The researcher has analyzed the collected data in different kind of directive forms as requesting, asking, ordering, inviting, advising, begging, commanding, etc. The Baitadeli informers responded these speech acts as follows:

) The Baitadeli respondents have used the 'requesting' form used to do something and they responded those acts s follows:
Tamro number dina mille ho ta. ((please), your, (mobile), number, give, (me)).

) The speech act related to the 'asking' were used to tell somebody that they would like to do something for themselves and Baitadeli respondents respond these acts as follows:
Sir, tam bhautai nika geet gaunchhau, ek geet gaidina ba. (sir, you, very, nice, song, sing, one, song, be sung, (for me).

) In the same way, native speaker of Baitadeli expressed the act 'ordering' to state that exists when people obey laws, rules or authority.

They are as follows:

Dhai to dar banda gar ta, thanno hawa aunlachha re. (Listen, shut, the door, cold, wind, coming)

-) Likewise, the native speaker of Baitadeli used the speech act 'inviting' to tell others to take part in their special works, those speech acts as follows:

Kaka aile bade bhunnu, mera janmdin mai jarur aaya ha. (Uncle, now, from, tell, (you), my birthday, in, anyhow, come, ok)

-) The speech act 'advising' used to suggest or advice people or person by Baitadeli speaker who responded these expression as follows:

Ala madde hai, kyai haibala ta gaya, nangai taar xan re. (Hello, (you) will be died, why, did (you) go there, naked, wires, are there).

-) The native speaker of Baitadeli used the speech act 'commanding' while ordering to do something and they used to control authority over a situation or group of people. They responded the speech acts 'commanding' as follows:

Oe lastai thanno vayo, to darwaja band gar ta. (Listen, feel , too cold, that, door, close)

4.1.3 Commessive Forms

The researcher has analysed the collected data in different kind of commessive forms as promising, planning, vowing, opposition, etc. Those are exemplified as follows:

-) The native speaker of Baitadeli used 'promising' to tell somebody that they definitely do or not do something. They also used to make something seem likely to happen. They are as follows:

Mui biggyan ko bhaut niko biddhyarthi hu, pakka mui sikaulo. (Me, in science, good, student, sure, I, will teach)

) In the same way, the Baitadeli speakers expressed the speech act 'planning' in the act of making plan for something like going one place to another.

They expressed those types of act as follows:

Oe ham porki Manakamana jhanlaxau, jhane bhya tayar hoirei. (Listen, we, the day after tomorrow, planning to go, if (you) will go, get ready).

) The Baitadeli respondents used the form 'vowing' to tell somebody that will not be done in future, especially to assure the people. They responded speech acts 'vowing' as follows:

Muile kasam khairakhiu yar ki mui raksi nai khane hu.(I, vowed, friend, that, I ,wine, never, drink).

) In the same way, the Baitadeli speaker expressed 'opposing' while somebody goes against someone's view or show the disagree on that view. Generally, they expressed the speech acts 'opposing' as follows:
Nai kakhi aaj nai basi sakko, arkha din jarur baslo. (No, aunty, today, can't, stay, next day, sure, stay).

4.1.4 Expressive Forms

The researcher has analysed the collected data in different kind of expressive forms as thanking, apologizing, welcoming, congratulations, compliment, etc.

The Baitadeli respondents express these as follows:

) The native speaker of Baitadeli expressed the speech act; thanking ' to tell people that they are grateful to something or special work done by them and respondents also used 'niko lagyo', 'niko gari', 'bachi re', if somebody help in Baitadeli community. The expressions are used the speech acts 'thanking' as follows:

Niki raixai, yise aurki lai madat gare.jhikkai bachche.(good (girl), In this way, for others, help, (you will) live long)

) Similarly, the respondent used 'apologizing' form while people are sorry for having done wrong and hurt somebody's feelings.

They expressed those speech acts as follows:

Oho, mulai maaf gar, mui jhukki ge, pachhadi bathe same mera sathi jassoe dheke. (oh. I am sorry, I am, confused, from back, same, my friend, you look like.)

) Likewise, the Baitadeli speaker expressed 'welcoming' form to greet somebody in a friendly way. In the same way, they expressed to say that they are very happy for something, if they want. And they expressed those speech acts as follows:

Sabai paunan lai mera hotel mai swagat chha, bhun, tamki lekha ki sewa garu. (all, guests, my, hotel, are welcomed, tell, for you, what, service, will (I) do).

) The native speaker of Baitadeli expressed 'congratulation' act when they wanted to tell somebody that they are happy of their luck and success. In getting success, for example, if they pass their exams. In the same way, informants also expressed the form when someone brings new surprise and they responded as follows.

Lau Bahdai x tamlai naya roto paya raixu. (Ok, congratulations, to you, on your, new job).

) The informants have used 'compliment' to tell somebody that they like or admire something that they have done. The native speaker of Baitadeli expressed those speech acts as follows.

Bhaigo mazak jin udai mera kapadanko. (Ok, leave, flattering, on my, clothing).

4.1.5 Declarative forms

The researcher has analysed the collected data in different kind of directive forms as in declaring, native speakers of Baitadeli dialect express announcing, announcing, ordering, deciding, etc. and the respondents of Baitadeli speaker responded as following ways:

) Here, the native speaker of Baitadeli dialect used the 'declaration' form while stating something firmly and clearly. They responded those acts as follows:

Paras khadka aaut bhayo. (Paras Khadka, is out).

) Similarly, the Baitadeli respondents used the expression related to 'announcing' for something specially plans, decision, etc. the expression of those types of acts as follows:

Muile naya ghar kine Arkha hapta sadda lare. (I, new house, bought, next week, (we) shift (there)).

) In the same way, the respondents used the speech act 'ordering' to say somebody that they must and should do something. And those expressions of expressed by Baitadeli speaker are as follows:

Medam, tam hamra sanstha baremai kei bhuni din ba. (Madam, you, our organization, about, something, tell them)

4.1.2 Comparison of the Speech Acts in Baitadeli and English Language

The researcher collected data from different questionnaire and interview schedule of Baitadeli speech acts and the researcher collected English speech acts from the different books of Searle (1969 and 1979), Matreyek (1983) and Yule (1993). In this subunit, the speech act of Baitadeli dialect are compared with these of English, comparison of speech acts of Baitadeli dialect and

English have five forms of speech acts according to Searle, which are presented below with similarities and differences.

4.1.2.1 Similarities Between the Speech acts in Baitadeli and English

Similarities between the speech acts in English and Baitadeli dialect have been analyzed under following sub- sections.

1) Assertive

Here, the researcher has used different examples in the table to show similarities between Biatadeli and English speech in term of assertive based on the collected data.

Table 2

The assertive form of Baitadeli dialect (BD) and English Language (EG)

Baitadeli Speech Acts (BSAs)	English Speech Acts (ESAs)
) Mui thoda pachchha diulo risaye jin.	) I will return your money sometimes later.
) Aile mui jadi mai chhu, kanje garidiulo	) I am hurry today. I will do tomorrow.
) Thokkai rokie jhaa, aunariu.	) Wait, some moment, I am coming .

By analyzing, the example of the above-mentioned table shows that both Baitadeli and English speaker have assertive forms. They used the propositional meaning in framed within the utterances.

2) Directives

Here, the researcher has used different examples in the table to show similarities between Biatadeli and English speech in term of directives.

Table 3

The directive forms of BD and EL

(BSAs)	(ESAs)
) Dhai to dar band garta thanno hawa aunlachh.	) Would you mind close that door?
) Sar tam voutai niko geet gaunchhau re, ek geet gaaidina ba.	) I heard you sing very well. Could you please sing a song for me?
) Ala madde hai, kyai hai ba ta gaya, tar nangai hun re.	) Stop, do not go there.

By analyzing, the examples of the above-mentioned table shows that the Baitadeli speech acts attempt to get the hearer to do something action in the future. Similarly, in the English speech acts also attempt to get addressee to do some actions. Therefore, we can say that both speech acts to get the hearer to carry out a future course of action.

3) Commissive

Here, the researcher has used different examples in the table to show similarities in Biatadeli and English speech in term of commissive form.

Table 4

The commessive forms of BD and EL

(BSAs)	(ESAs)
) Thokkai rokde ho, aunlariu.	) Will you wait some minutes?
) Mui Manakamana arkha hapta jhanlachhu.	Iam coming.
) Nai kakhi aj ta nai hune ho arkh din basla.	) I will go Mankamana next week.
	) Sorry auntie, today I could stay here.

By analyzing, the example of the above-mentioned table shows that commitment of the speaker for the future action. Therefore, the examples of commessive sentences show the similarities of promising, offering, guaranteeing in both Baitadeli and English.

4) Expressive

Here, the researcher has used different examples in the table to show similarities between Biatadeli and English speech in term of expressive form based on the collected data.

Table 5

The expressive commessive forms of BD and EL

(BSAs)	(ESAs)
) Hamara ye na na hotal mai swagat chha. Bhuna ki sewa garu.	) Welcome to our hotel.
) Lau badhai chha. Tamle naye roto khaya.	) Many congratulations for joining new job.
) Mulai maaf gare. Pachha bathe mera sathi jassi dheke.	) I am sorry. I thought you as my friend from backside.

By the help of above examples on the table, the researcher concludes that both Baitadeli and English speakers have expressive form in which the words state speakers' feelings. Such as apologizing, praising, regretting. This shows that some psychological state, feelings or attitudes are both in Baitadeli and English language.

5) Declaration

Here, the researcher has used different examples in the table to show similarities between Biatadeli and English speech in term of declarative form:

Table 6

The declaration expressive commissive forms of BD and EL

(BSAs)	(ESAs)
) Madam hamra sanstha baremai batai dina yinlai.	) Madam, tell them about our organizations, I am a little busy now.
) Muile naya ghar kine, arkha hapta saddlare.	) I bought new house and am planning to go there next week.
) Khadka out.	) Khadka out.

By the help of above examples on the table, the researcher has to conclude that speaker changes the world via their utterances. Both Baitadeli and English speech acts have explicit meaning and effort in the context in which they are used.

4.1.6.2 Differences between the speeches acts in Baitadeli and English language.

Differences between the speech acts in English and Baitadeli dialect have been analyzed under following sub- sections.

1) Assertive

Here, the researcher presented different examples of assertive forms used in both Baitadeli and English speech acts. They are presented as follows:

Table 7

The assertive forms of BD and EL

(BSAs)	(ESAs)
) Mulai tas khella nai auno, nati ta ziddi gaddai nai padde thyo.	) I am afraid, I don't know to play cards, don't insist me.
) Suru suru mai garo laganchh her.mui padhai diulo ti mazzle pass hune hai.	) I think...you feel vast but do not worry I will teach you.
) Mera ruppe kab hai firta gadde bhaut hoige ki chha bichar.	) I am sorry but you would not give my money until I did not take any charge.

By the help of above examples on the table, the researcher has to conclude that Baitadeli expressions have a bit straightforward meaning than that of English in assertive forms. However, in English, we find I am afraid ..., I am sorry..., I think..., I believe..., etc as extra part of the sentence which gives indirect meaning.

2) Directives

Here, the researcher has used different example in the table to compare between Biatadeli and English speech in term of directives form as following:

Table 8

The directive forms of BD and EL

(BSAs)	(ESAs)
) O dagadiyeu dar bandgaridiye hunthyo re jadile marige.	) Would you mind closing that door?
) Sable lainmai lagibai sabaiko palo jhatt aunthyo. Lagi dine hau ta.	) Will you please stand in the line?
) Dukh namanne vya, smassya ki ho vann mille ho ta.	) May I ask what the problem you have?

From the above table, the researcher found that the English language has many request forms. Such as, would you mind...? , will you please...?, may I...?, please..., etc. Nevertheless, In Baitadeli dialect has not used so many request forms. They use only like 'dukha namanne vya, iso dine hauta, garidiye hunthyo.

3) Commesive

Here, the researcher has used different example in the table to compare between Biatadeli and English speech in term of commesive form as following:

Table 9

The commesive forms of BD and EL

(BSAs)	(ESAs)
) Oe thokkai rokkena, ek ghanta mai aage.	) I promise, I return your money within ten days.
) Aaj mammi ghar nai thin arkha din pakka aaulo.	) I will not lose money tomorrow.
) Tamlai biswas dilaunau ki aaj	) I promise to help your sister.

The above table shows that the native speakers of Baitadeli do not have many commit words while they used to commit themselves to do some future actions. However, in English has many commit words. Such as, I promise, I swear, I bet, etc.

4) Expressive

Here, the researcher has used different example in the table to compare between Biatadeli and English speech in term of expressive form as following:

Table 10
The expressive forms of BD and EL

(BSAs)	(ESAs)
<ul style="list-style-type: none">) Tam sab lai kajya mai swagat chha.) Lau pui badhai chha tamlai.) Dhanyabad chha tamlai. Mulai bhoj mai bolaidiya. 	<ul style="list-style-type: none">) Welcome to you in the party.) Congratulation to you.) Thanks for calling me in your party.

From the above table, the researcher found that the English speakers have many expressive words, such as excuse me, welcome, I am sorry, congratulation, I beg your pardon, etc but in the Baitadeli dialect don't have such many expression.

5) Declaration

Here, the researcher has used different example in the table to compare between Biatadeli and English speech in term of declaration form as following:

Table 11

The declaration forms of BD and EL

(BSAs)	(ESAs)
) Thokkai rokin padde ho bus aunlachh.	) You have to wait some minutes.
) Sar mui naukari chhadd chahanu.	) I am going to resign from this job.
) Muile naya ghar kine sanibar bathe bassa lachhu.	) I bought a new house and I am going to shift next Saturday.

By the help of above examples on the table, the researcher has to conclude that in English speech acts, there is a special institutional role in a specific context in order to perform a declaration and announcement in declaration. However, these types of expressions are not found in Baitadeli dialect.

6. Politeness in English and Baitadeli Speech Acts.

Here, the researcher has used different example in the table to compare between Biatadeli and English speech in term of politeness as following:

- I. Hamra jhopda hotal mai swgat chha tamlai. (Welcome to our cottage.)
- II. Sahyog garidiyi, dhanyabad.tera chela bachiraun. (Thanks for helping me.)
- III. Tam mulai vaut man padanchhau, ek selfi hann sakkau ta? (I am your big fan. Can I take selfie with you?)
- IV. Aphyoro namanne vya tero number dini dhain (If you don't mind give me your cell number)
- V. Tamlai ya basski awasyakat chha. Ya basi deu. (If you don't mind you can sit here. You have needed this seat.)
- VI. Ek geet gaidina ba . bhaut man paddan tamra geet. (I heard you sing well. I requested you to sing a song for me.)

- VII. Aile mulai ruppe nai thin firta gaddaki, ek hapta pachha diulo ha. Ti Risaye jin.(If you don't mind I will return your money next week.)
- VIII. Mulai maaf gar,muiletamlai meri sathi jsi mane.(I am sorry, I thought you as my friend.)

By the help of above examples, the researcher has to conclude that the research has concluded that the Baitadeli native speakers used the different underline words to address the senior and junior both. They both used words their respected person like father, mother and stranger. It shows that Baitadeli speech acts were used to less polite but more non-polite than English speech acts. Similarly, Baitadeli speech acts were direct than that of English speech acts.

7. Direct and Indirect Speech Acts In Baitadeli and English Speech Acts

Here, the researcher has used different example in the table to compare between Baitadeli and English speech in term of indirect and indirect forms as following:

- I. Yaailai roki dine haita? (Would you mind waiting here?)
- II. Chuplagi basidine haut a. (Would you please stop talking?)
- III. To nun orra sari sakke hai ta. (Would you pass the salt?)
- IV. Mui ya basi sakku ta. (May I sit here?)
- V. Tamki lekha chaha magauta? (Can I get you some coffee?)
- VI. Tam mero kalam chalaun niko manne hauta? (Would you like to use my pen?)

The researcher has found that the Baitadeli speech acts were more direct than the English speech acts to address the different people or persons. Above example show, that the English speech acts were more indirect speech acts than the Baitadeli. Likewise, it is conclude that the Baitadeli informants used large number of speech acts and non-polite forms of Language.

4.2 Summary of Findings

Based on the analysis and interpretations of the collected data, the researcher has found out the major findings of this study, which are summarized as follows.

4.2.1 Speech Acts of Baitadeli Dialect

Different illocutionary speech acts found in Baitadeli dialect are as follows:

1) Assertive

Baitadeli native speaker express the English assertive forms as follows:

) Mui thoda pachchha diulo risaye jin.

) Aile mui jadi mai chhu, kanje garidiulo

2) Directive

Baitadeli native speaker express the English directive forms as follows:

) Dhai to dar band garta thanno hawa aunlachh.

) Sar tam vutai niko geet gaunchhau re, ek geet gaaidina ba.

3) Commissive

Baitadeli native speaker express the English commissive forms as follows:

) Thokkai rokde ho, aunlariu.

) Mui Manakamana arkha hapta jhanlachhu.

4) Expressive

Baitadeli native speaker express the English expressive forms as follows:

) Hamara ye na na hotal mai swagat chha. Bhuna ki sewa garu.

) Lau badhai chha. Tamle naye roto khaya.

5) Declarative

Baitadeli native speaker express the English declarative forms as follows:

-) Madam hamra sanstha baremai batai dina yinlai.
-) Muile naya ghar kine, arkha hapta saddlare.

4.1.2.2 Similarities between Baitadeli and English the Speech acts

Different similarities between Baitadeli and English Speech acts are found as follows:

- 1) In assertive forms, there are used propositional expressions. The propositional meaning is framed within the utterances in both Baitadeli and English Speech Acts.
- 2) Baitadeli and English speech acts have a future cause of action in directive forms.
- 3) There is used to promising, offering, guaranteeing, in both Baitadeli and English commissive forms.
- 4) Baitadeli and English acts have psychological state, feeling and attitude in expressive forms.
- 5) Both Baitadeli and English speech acts have explicit meaning and effort in declaration, especially in announcing, ordering and deciding.

4.1.2.3 Differences between Baitadeli and English speech acts

Different differences of Baitadeli and English Speech acts found as follows:

- 1) Baitadeli speech acts have not much expression, which are found in English acts. Such as, I think, I believe, I am sorry, I am afraid, etc. in assertive form.
- 2) English language has many request forms. Such as, would you mind...? , will you please..., may I...?, please..., etc. whereas, In Baitadeli dialect has not used so many request forms.
- 3) Baitadeli do not have many commit words. Whereas, in English has many commit words. Such as, I promise, I swear, I bet, etc.

- 4) English speakers have many expressive words, such as excuse me, welcome, I am sorry, congratulation, I beg your pardon, etc but in the Baitadeli dialect have limited one.
- 5) In English speech acts, there is a special institutional role in a specific context in order to perform a declaration and announcement in declaration. Whereas, Baitadeli speech acts do not have such strong decisions.
- 6) The Baitadeli respondents used more direct and less polite form of language whereas; English speech acts were indirect and more polite forms of language.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

In this chapter, the researcher has presented the conclusion and recommendation of the researcher based on presentation, analysis and interpretation the collected data. The following conclusion and recommendations have been drawn on the basis of analyzed data. The researcher has presented the conclusion and recommendation in the separate headings so that it will be comprehensible to the concerned readers.

5.1 Conclusions

This study has carried out " Speech Acts in Baitadeli Dialect of Nepali and English: A Comparative Study: A Comparative Study " is a type of survey research. The objective of this study had to identify different speech acts of Baitadeli dialect and compare those acts with English speech acts.

The first chapter focuses on the background information of the research, different theoretical concepts which support the study. In this chapter includes the sub-heading like background of the study, the statement of the problems, objective of the study, significance of the study, delimitations of the study and operational definition of the key terms.

In the second chapter, the researcher has mentioned the review of related theoretical literature, review of empirical literature related to this research. In this way, implication and conceptual framework are the notable point of this chapter, which are helpful to create an idea to develop the knowledge for the further research on researcher's research.

The third Chapter deals with methods and procedures of the study. The sample size of the study was 40 native speaker of Baitadeli dialect from Dodhara Chandani municipalities. I made the questionnaire and structured interview schedule for collecting the data of different speech acts of Baitadeli dialect as a primary source of the research. I used the different book of Searle, Matreyek and Yule for collecting speech acts of English language. The sampling

procedure of data collection was purposive non-random. The researcher has listed the major findings and implication of the rigorous analysis of collected data. Both descriptive and qualitative methods have been used to analyze to analysis of the data. The literate respondents were asked to fill in the questionnaire and illiterate were in interviewed for the collection of data.

The forth chapter involves the analysis and interpretations of the result. Here, the research came to conclusion that there were some differences and similarities between Baitadeli speech acts and English speech acts. Similarities seemed that both Baitadeli and English speech acts used propositional expression, directive forms, expressive forms and they have explicit meaning and effort in declaration. In this way, the research found the differences found that English Speaker used many forms for one expression, used indirect language in a more polite manner. For example, English language has many request forms. Such as, would you mind...? , will you please...?, may I...?, please..., etc. English Speaker used many forms for one expression, used indirect language in a more polite manner but in Baitadeli speaker has not used so many request forms. They use like 'dukha namanne vya, iso dine hauta, garidiye hunthyo as requesting forms.

In the last chapter, the researcher has mentioned conclusion and recommendations of the study for policy related, practice related and further researcher related.

5.2 Recommendations

The researcher, based on objectives and findings, has attempted to forward some suggestions for speech acts areas, which would be beneficial for teachers, students, learners of both English and Baitadeli speaker. The researcher has recommended of this study in policy related, practice related and further researcher related recommendations are as follows:

5.2.1 Policy Related

This is the highest level of recommendation. The researcher, Based on findings, the policy related recommendations could present in following points.

- In this study, the researcher found different speech acts of Baitadeli dialect and categorized them based on Searle's classification of speech acts and compared them with English. Therefore, some special programmes are required to be initiated by the government.
- If the government of Nepal makes policy to develop languages of nation, it should make further development of Baitadeli dialect.
- It will be useful to suggest to curriculum designers to develop local curriculum of Baitadeli dialect.
- Similarly, it will be also useful to policy makers to know speech acts and make plan accordingly.

5.2.2 Practice Related

This is the level at related with theories and principles are put into real practice. This means policies are implemented in the field of speech acts. The following recommendations have been made from this study at this level:

- This research is helpful to the different readers to know the Baitadeli speech acts, they will find different speech acts of Baitadeli Dialect, and they can compare and contrast this dialect with their native language.

- It should be helpful to different readers to know similarities and differences between English and Baitadeli illocutionary speech acts and its use in daily life and they
- The government can use this research as a reference material for curriculum of Baitadeli dialect.

5.2.3 Further Research Related

Scholars who are interested to explore more on this area have been given the following recommendations for carrying out further respective areas:

The following recommendations have been made from this study at this level.

- This research is a survey research. It has collected different speech acts of Baitadeli dialect. It helps different scholars to conduct research on survey research.
- In this way, his research can be beneficial to carry out research on other of speech acts, which have not explored yet.
- Likewise, this research carries speech acts of only Baitadeli native speaker of Dodhara Chandani Municipality. Therefore, it may not generalize in other areas of Baitadeli dialect.
- In this way, this study can be useful to new researcher to make hypothesis about study.
- Likewise, this study can be useful to provide areas of study of the Baitadeli dialect.

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APPENDIX - 1

QUESTIONNAIRE

Dear respondents,

This questionnaire has been prepared to complete a research work entitled “Speech Acts in Baitadeli Dialect of Nepali and English: A Comparative Study”. The research is being carried out under the supervision of **Mr. Resham Acharya**, Teaching Assistant, Department of English Education, Tribhuvan University, Kirtipur, Kathmandu. The researcher aims to determine the speech acts of Baitadeli dialect and the English language and to compare and contrast them, it is hoped that your kind cooperation will be a great contribution in the accomplishment of this valuable research. Your responses will be used only for research purposes and will be kept secret.

Researcher

Dharma Raj Bhatt

Department of English Education

T.U., Kirtipur, Kathmandu

Name (नाम): Sex (लिंग):

District (जिल्ला) :

Age (उमेर) :

Nationality (नागरिकता) :

Occupation (पेशा) :

Academic Qualification (शैक्षिक योग्यता):

If you were in the following situations, what would you probably do or say?

Assertive

- i. You borrowed some money from your friend two days ago. You have to convince him to return within ten days.
.....
- ii. Your friend asks to join his brother's birthday party, but you don't want to attend.....
- iii. A person asks you for help but you don't realize to do his favors.
.....
- iv. For long time you meet your friend and he insisted to drink wine but you don't want so.
.....
- v. Your friend is worried about science and convinces him that you will teach him.
.....
- vi. Your aunty insisting to stay here but you have to go anyway. Convince her.
.....
- vii. Your neighbor has taken some money as a loan but he doesn't want to return money.
.....
- viii. Your friend insisting to play cards today, but you don't like it.
.....
- ix. There is cricket match between India and Srilanka and you want to bet in favor of Srilanka.
.....
- x. You are going to picnic with your friends. They are waiting for you but you are not ready yet. Say something to him.
.....

Expressive

- i. You are the host at a party and you have to greet and welcome people to the party.
.....
...
- ii. You are the owner of a hotel in a small resort town some guests come into the hotel.
.....
- iii. You meet a friend at the drug store while talking she mentions that she has found new job.
.....
- iv. The daughter of your next door neighbour has just finished medical course. You see her for the first time since she finished.
.....
- v. A friend invites you to party. You accept the invitation.....
- vi. You are shopping and carrying lots of packages. You drop one and another person picks in up for you.
.....
- vii. You see someone who looks like a friend. You go up and begin talking. When she turns round. You see it isn't who you thought it was.
.....
- viii. You are talking, with colleague at the office and accidentally knock over your cup of coffee on his/her desk.
.....
- ix. You are talking with friend. You make a humorous comment about his cloths but he doesn't think it's funny.
.....
- x. A couple are watching home movies at neighbour's house. The husband is bored. The wife is being polite. The neighbours ask how they like them.

Directive

- I. YOU are feeling cold. Your door is opened. Ask your friend for help.
.....
- II. Your birthday is coming near. You have to request your uncle for invitation.
.....
- III. Your children don't know mathematic. You have to request the teacher to teach them.
.....
- IV. One stranger is beside you. He looks sad. You have to ask his problem.
.....
- V. You have gone to temple to worship. There is crowd of people. Ask them to stand in line.
.....
- VI. You meet the good singer, asks him to sing a good song.
.....
- VII. You need the phone number. Ask your friend to give his contact number.
.....
- VIII. You meet your favorite actor in a programme. Ask him to take selfie with him.
.....
- ix) You are sitting on the seat of bus. One sick lady is standing beside you. Ask her to take your seat.
.....
- x) Your friend going near the switch box, there are some naked wire, stop to open that.
.....

Commissive

- i. You are going to picnic to your friends. You are not ready yet, say something to them.
.....
- ii. Tell your friend about plan for summer vacation.
.....
- iii. You are planning to go Mankamana. Inform your friend about your plan.
.....
- iv. One of the friends come to you for long time and makes an offer him to go out door to take dinner.
.....
- v. Some of your friends ask you to join them for alcohol party tonight but you do not want.
.....
- vi. Your friend is worried about science and convinces him that you will teach him.
.....
- vii. Your aunty insisting to stay here but you have to go anyway. Convince your aunty.
.....
- viii. Your neighbour has taken some money as a loan but he doesn't want to return.
.....
- ix. Your friend insists to play card today, but you don't like it.
.....
- x. There is a cricket match between India and Shilanka and you want to bet to favour of Srilanka.
.....

Declaration

i. You are the manager of city bus station, people are waiting for bus and you found out the bus will be late.

.....

ii. You are the member of community action group on housing. The group is having a meeting and you were just talking with a TV reporter who wants to do news presentation on the group. You want to tell the other member.

.....

iii. You are at the party, and a friend has just told you s/he has won a big lottery. You want to tell the other people t the party.

.....

...

iv. A young boy is talking a nap in his bedroom. His mother comes in and sees the dirty, messy room. She became angry and wakes up him.

.....

v. You are the high school teacher. When you enter the classroom and find all students are playing and fighting.

.....

vi. You are five years old boy and your big brother has just taken your bicycle.

.....

vii. You buy a small house and you decided to stay there from next Saturday. Say your friend about it.

.....

viii. You are the principal of school and you have decided to restrict Mr. Hari cause of his misbehaves. Inform his parents about it.

.....

ix. You re umpire of the tournament and you decided out to the Paras khadka.

.....

x. You would like to decide to resign from your job and say your boss about it.

APPENDIX - 2
INTERVIEW SCHEDULE

Dear Sir/Madam

This interview schedule is a research tool for getting information for my research entitled **Speech Acts In Baitadeli Dialect Of Nepali And English: A Comparative Study, Under the Supervision of Mr. Resham Acharya, Teaching Assistant, University Campus, Kirtipur.** I appreciate your expression on the different situation. Please feel free to put your responses as require by the schedule. I honestly assure you that the responses made by you will be only for the present study and remain confidential.

Researcher

Dharma Raj Bhatt

Department of English Education

T.U., Kirtipur, Kathmandu

Structured interview schedule (Literate and Uneducated respondents)

Name (नाम) : Sex (लिंग):

District (जिल्ला) :

Age (उमेर) :

Occupation (पेशा) :

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.....

III. A person asks you for help but you don't realize to do his favors.

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IV. For long time you meet your friend and he insisted to drink wine but you don't want so.

.....

V. Your friend is worried about science and convinces him that you will teach him.

.....

Expressive

I. You are the host at a party and you have to greet and welcome people to the party.

.....

II. You are the owner of a hotel in a small resort town some guests come into the hotel.

.....

III. You meet a friend at the drug store while talking she mentions that she has found new job.

.....

IV. The daughter of your next-door neighbour has just finished medical course. You see her for the first time since she finished.

.....

V. A friend invites you to party. You accept the invitation.

.....

Directive

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II. You are planning to go Mankamana. Inform your friend about your plan.

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IV. Some of your friends ask you to join them for alcohol party tonight but you don't want. There is a cricket match between India and Shilanka and you want to bet to favour of Srilanka.

.....

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II. You are the member of community action group on housing. The group is having a meeting and you were just talking with a TV reporter who wants to do news presentation on the group. You want to tell the other member.

.....

III. You are at the party, and a friend has just told you s/he has won a big lottery. You want to tell the other people t the party.

.....

IV. A young boy is talking a nap in his bedroom. His mother comes in and sees the dirty, messy room. She became angry and wakes up him.

.....

V. You are the high school teacher. When you enter the classroom and find all students are playing and fighting.

.....

THANK YOU FOR RESPONDING