

**Speech Acts in Maithili and English**

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

**Submitted by**

**Pramod Kumar Mandal**

**Faculty of Education**

**Tribhuvan University,**

**Kirtipur, Kathmandu, Nepal**

**2023**

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### **Declaration**

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

Date: 06/09/2023

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### **Recommendation for Acceptance**

This is to certify that **Mr. Pramod Kumar Mandal** has prepared his M.Ed. thesis entitled **Speech Acts in Maithili and English** under my guidance and supervision.

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## **Dedication**

*Affectionately*

*dedicated to*

*My parents who have devoted their whole life to make me*

*what I am today.*

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## Abstract

This study **Speech Acts in Maithili and English** was conducted to find out the similarities and differences in the exponents of speech acts in Maithili and English used by the native speaker of Maithili and English. The researcher took sample consisting ten native speakers of the Maithili language from Jaleshwar Municipality Mahottari and ten native speakers of English language in Kathmandu from different English speaking countries. The researcher followed qualitative research design in general and survey research design in particular. The researcher used a questionnaire as the tool for data collection. The informants were selected using purposive non-random sampling procedure. After analyzing the collected data, the researcher came to the conclusion that in both Maithili and English languages. Assertive forms are used to express proposition expressions, expressive forms are used to express psychological state, feelings or attitudes. In both language, interrogative patterns are used for threatening and for being confirmed. Declarative forms are used by them for declaring and dismissing. While discussing about differences, the native English speaker used interrogative sentences for suggestion but Maithili speaker don't use interrogative sentences for suggestion. Native English speaker have many request terms but native Maithili speakers have no many request terms.

This research work includes five chapters. The first chapter of the study deals with the introduction of the topic under which background of the study, statement of problem, objectives of the study, research questions, significance of the study, delimitations of the study, and operational definition of the key terms are included. The second chapter covers review of related literature. It consists of theoretical and empirical review of the literature, the implications of the review for the study and

conceptual framework. Chapter three consists of discussion upon methodology and procedures of the study. It consists of design of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedures, and ethical considerations. Chapter four of this thesis includes the discussion session where analysis and interpretation of the data is included and lastly the fifth chapter derives findings, conclusion and recommendations. In the end, references are included at the appendix section.

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## **Chapter 1**

### **Introduction**

This is the study entitled speech acts in Maithili and English. This 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 definition of the key terms.

### **Background of the Study**

Language is a powerful means of communication and it is the social phenomenon through which we express our feelings, thoughts and emotions, desires, ideas and information to each other and also establish social relationship in the society. We cannot imagine a society without language in the world. It is such a powerful form which distinguishes human beings from other living creatures. Therefore, it is a special god's gift possessed only by human beings. It is also said that no language is superior or inferior in terms of communicating ideas in the development, maintenance and transformation of human civilization. Language is 'species-specific' and 'species-uniform possession of man' (Lenneberg, 2006, p. 2).

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

There is a good relationship between language and speech acts. Whenever we talk about language, we have to talk about speech acts too. As we know that, language cannot be used in vacuum. It needs some situation, place, participants. Speech acts

refer to communicative activities that need again the same elements like situation, place, participants and some other things. So, it will be better to talk about speech acts.

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

A speech act is an act that a speaker performs when making an utterance. One must understand the speaker's intention in order to understand the language. Since, language is intentional behavior, it should be treated like a form of action. The speech act is the basic unit of language used to express meaning, an utterance that expresses intention,. Normally the speech act is a sentence, but it can be a word or a phrase too. When one thoughts and emotions through a number of utterances that have a particular speech act in English, they are commonly given more specific label, such as invitation, apology, promise, request and so on the basis of aforementioned definitions we can conclude that an utterance which conveys one communicative function is a speech act. Speech is not just used to state something, it actually does something. It can be viewed as a functional unit in communication.

### **Statement of the Problem**

Speech act refers to the communicative activity with reference to the intention of a speaker while speaking and the effect achieved on a listener. We know that there are varieties of speech acts to address the listeners in different languages and dialects. Different languages and dialects are used in each and every nook and corner of the

world to communicate. Among them in Nepal Maithili is used in Terai by Madheshi Community. There were different reasons behind this issue that made the researcher interested to carry out a research on this topic. The researcher will tried to find out to different speech act in Maithili used by it's native speakers and effect of of Maithili language on students while learning English in Maithili language environment. The researcher intended to explore how the Maithili language is similar and different with English language in what respect. The researcher also evaluated the standard of Maithili language in comparison to English based on Searle's five speech acts i.e. assertive , directive, expressive, commissive, and declaration.

The main reason for the selecting of this topic is that there is huge number of Maithali speaker and they learn English language in different setting as a foreign language. English language teacher can get help to make teaching and learning English more effecting and meaningful in teaching to Maithali language speaker.

On the completion of this research, the types of speech acts were defined. The research findings provide some guidelines to the teacher for teaching English language. To know the real situations of speech acts in Maithili by English learners made me more interested to conduct the study.

### **Objectives of the Study**

The objectives of the study were as follows:

1. To find out similarities and differences in speech acts used by native speakers of Maithili and English.
2. To suggest some pedagogical implications.

### **Research Questions**

The following research questions were answered in the study:

1. What are the different speech acts in Maithili language?



2. To what extent Maithili and English languages are similar and different in terms of speech acts ?

### **Significance to the Study**

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

In the same way, the study is helpful for other researchers and linguists to find out some new speech terms in Maithili language. It is equally important to teachers and students who are teaching and learning English as a foreign language at school where Maithili native speakers as students. This study also play the vital role for the syllabus designers because they get different ideas about the Maithili language expressions can design the syllabus on the basis of this research finding and according to the linguistic level of the students who are from Maithili language background. Linguists, language planners, textbook writers and other stakeholders who are involved in this field directly or indirectly also be benefitted in the same way.

### **Delimitations of the Study**

This study had following delimitations:

- The present study was limited only to Mahottari district and Kathmandu valley.
- Ten native speakers of the Maithili language and ten native speakers of the English language were the participants in the study.
- Only purposive non-random sampling procedure was adopted for data collection.
- The researcher used questionnaire as a data collection tool.

- The whole study was based on Searle's five classifications of speech acts.

### **Operational Definitions of the Key Terms**

It is needed to define the specific words that we use in our research. I have used some key terms in my research study. The working meanings of key terms are

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

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

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

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

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

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

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

## Chapter 2

### Review of Related Literature and Conceptual Framework

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

#### Review of the Related Theoretical Literature

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

#### *Introduction to Pragmatics*

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

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

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

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

There are four brief definition of pragmatics which provide us important guidelines in order to understand the meaning, scope and relevance of pragmatics in the study of language as given in Yule (200, p. 3). They are;

- pragmatics is the study of speaker meaning
- pragmatics is the study of contextual meaning.
- pragmatics is the study of expression of relative distance.

On the basis of aforementioned discussion we can conclude that pragmatics deals with speakers intended of communication. It can be ultimately defined as the study of language with reference to the context or situation in which it is used.

### ***Speech Act Theory: An Overview***

A speech act is an act that a speaker performs when making an utterance. To understand language one must understand the speaker's intention. So language is an intentional behavior. The speech act is the basic unit of language used to express meaning, an utterance the utterance that expresses an intention. Normally the speech act as a sentence, but it can be a word or phrase. When one speaks, one performs an act. In other word, an utterance which conveys one communicative function is a speech act. Speech is not just used to state something, it actually does something. Speech act stresses the intent of the act as the whole. Therefore, understanding the speaker's intention is essential to capture the meaning. Without the speaker's intention, it is impossible to understand the word as speech act.

Speech act theory was first formulated by the philosopher John Austin in a series of lectures. Their ideas were further developed by another philosopher, Searle

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

The speech act is communicative activities that fulfills some purpose in communication. Putting it in another way, the speech act can be viewed as a functional unit in communication. According to Austin (1962, pp. 171-172), A speech act is said to convey two types of meaning (1) Propositional Meaning which is also called illocutionary meaning. This is the direct or basic literal meaning of the utterance which is conveyed by the particular words and structures which the utterance contains. On the other hand (2) Illocutionary meaning that is also known as illocutionary force. This is the particular intention in making the utterance. This is the communicative force the utterance has on the listener.

On the basis of statements mentioned above, we can say that a speech act is created when speaker makes an utterance to hearer in context. Speech acts are a part of social interactive behavior and must be interpreted as an act of social interaction. When we communicate, we express our thoughts and emotions through a number of utterance that have a particular speech act in English, they are commonly given more specific labels, such as invitation, apology, promise, request.

### ***Classification of Speech Acts***

A speech act is an act that a speaker performs when making an utterance. To understand the language one must understand the speaker's intention many view speech acts as the central unit of communication with phonological, morphological, syntactic and semantic properties of an utterance serving as ways of identifying whether the speaker is making promise prediction, a statement or a threat. Searle states that "There are five and only five different types of illocutionary points"(1999, pp. 148-149).

**Assertive Force.** These are acts that commit a hearer to a proposition; "it presents the proposition as presenting a state of affairs in the world"(1999, p. 148) and hereby they have a 'word to word' fit. The different kinds are: suggesting, putting forward, and concluding.

For example;

- a) No one makes a better cake than me.
- a) One must come in time.

**Directive Force.** "The illocutionary point of directives is to try to get the hearer to behave in such a way as to make his behavior match the propositional content of the directive" (1999, pp. 148-149). It means they try to make the addressee perform an action. The different kinds are asking, ordering, requesting.

For example;

- a) "Could you close the window?"
- b) Would you mind me telling your introduction?

**Expressive Force.** These are utterances whose point is to "express the sincerity condition of the speech act"(1999,p.149). The different kinds are thanking,

apologizing, welcoming. It means an illocutionary act the speaker expresses his/her feeling.

For example:

- a) I am very sorry for that.
- b) You are welcome.
- c) You are delicious.
- d) You are crazy.

**Commissive.** Any commissive utterance is essentially "An expression of an intention to do something" (1999,p. 149). It means they commit the speaker to do something in the future. The different kinds are promising, planning, opposing.

For example;

- a) I'm going to Delhi tomorrow.
- b) She is going to be doctor.

**Declaration Force.** The illocutionary point, or force, of a declaration is "to bring about a change in the world by representing it as having been changed" (1999, p. 150). It means they change the state of the world in an immediate way. It is mainly used for announcing and ordering.

For example;

- a) I pronounce you husband and wife.
- b) You are out.
- c) We find the defendant guilty.

### ***Types of Speech Acts***

According to Austin (1962) there are three types of acts, that can be performed by every utterance.

- a) Locutionary: It is the acts of actually uttering a sentence. It is simply the speech act that has taken place the performance of an utterance. A locutionary act is the act of using a referring expression and a predicating expression to express a proposition. For example: A warning: "I want you to stop smoking"
- b) Illocutionary: It is the act performed in saying something. The illocutionary act is not in one-to-one correspondence with the locution from which it is derived. There are different locutions that express the same illocution and vice-versa. For example, there are indirect speech acts, that is acts with a different force than the obviously deducible one.
- c) Perlocutionary: It is the act performed by saying something in a particular context. It represents the change achieved each time, in a particular context. Depending on the kind of perlocutionary, different conditions have to hold in order for it to be achieved. For example, the addressee in the salt example has to realize that the speaker's intention is to ultimately get hold of the salt.

### ***Contrastive Analysis***

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

CA is based on behaviorist psychology and structural linguistics. So, it follows the theory of 'transfer' of behaviorism. The ultimate goal of CA is to predict areas that will be either easy or difficult for learners. Those structures that are similar will be easy to learn whereas those structures that are different will be difficult and therefore, learners are likely to commit more errors. CA is carried out mainly for the purpose of second language teaching. It provides insights into the learning and teaching of the



TL. The origins of CA are pedagogic. Syllabi and materials are designed based on the results of CA.

To conclude, CA compares pairs of language (L1 and L2) in order to design efficient language programmes. CA helps both the teacher and the students in similarities and it hinders in case of differences. So, contrastive analysis helps the teacher to remove such types of difficulties by addressing them and helps the teacher to make his/her teaching fruitful.

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

#### **Linguistic Aspect**

- a) Language learning is essentially a matter of habit formation. Language learning involves a set of habits, which are formed by means of S-R-R(Stimulus-Response-Reinforcement) chain . Thus, language learning is essentially a matter of habit formation.
- b) The mind of a child at birth is a tabula rasa-the blank sheet of paper. Before acquiring language, the state of human mind is totally blank, 'tabula-rasa', which means 'a blank sheet of paper'. That is to say, there are no linguistic elements in the child's mind at birth. Later on, it is marked with what the child is exposed to. Thus, acquisition of first language starts from empty state of mind and develops linearly bit by bit. However, while learning a second or foreign language, the first language habit has been already stamped within our mind. This makes the second language learning different from first language acquisition.

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

### **Psychological Aspect**

The psychological aspect of CA is 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 words, past learning facilitates the present learning in case of similarity, and it hinders in case of difference. The former is known as facilitation or positive transfer and the latter is known as interference or negative transfer.

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

**Describe before comparing:** We should not hurriedly compare any two languages; they should be described at first. A person who compares two languages should have a sound knowledge of both of the two languages. Then he should describe them at various levels applying the linguistic criteria. While describing the language he should think about the relation of words to their references, the grammatical system, the variation according to the context, and the meaning of utterances etc.

**Compare patterns, not whole languages:** Two oceans might be compared, but two languages as a whole is, let us not say impossible, very difficult to be compared, therefore language should be compared pattern by pattern or level by level. We may

compare phonological system, syntactic level or even semantic level . The comparison should go towards general from particular.

### ***The English Language***

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

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

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

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

### ***Maithili Language***

Nepal is multilingual country. It is very rich in terms of number of language spoken here. According to CBS 124 languages are spoken here in Nepal. Among them, Maithili is the second most widely used language. The Maithili, one of the sweetest language, is spoken into adjoin south Asian countries Nepal and India. According to the census report 2021, Maithili language is spoken by about 3222685 people mainly residing in the Eastern part of Terai region of Nepal. In Nepal, Maithili is the mother tongue of 11.05% of the total population and figures second in terms of the number of speakers next only to Nepali, the language of the nation, spoken by a little over 50 percent of the population. As its name implies, Maithili is the language of residents of Mithila, the pre-historic ancient kingdom ruled by the king Janak; the father of Sita/Janaki.

As Mishara (1976) says, “ Maithili has a long rich tradition of written literature in both Nepal and India. Vidyapati Thakur is the most celebrated poet of the Mithila. He is a poet of mirth and merriment”. Maithili literature has a very long tradition of oral story telling. Oral literature resighed in almost all generals of Maithili

before the printing facility came into existence. Shree Krishana Thakur, Baidynath Mishara, Kali Kumar Das are some renowned story writers in Maithili.

At present there have been literacy writings in literacy genres, especially poetry, plays and fiction from both Nepali and Indian writers. Apart from literature, Maithili writers are contributing to the other fields like culture history, Journalism, and linguistics etc.

According to Bimal (2005), “Maithili has been taught as a subject of study in both countries Nepal and India from school to university level”. In Nepal, it is used as a medium of instruction as primary level in a few districts, namely, Dhanusha, Mohattary, Saptari, Sirha, Morang and Sunsari. It is also being taught as a optional first paper at the secondary level and a major subject in the faculty of humanities and social science from intermediate to master level. The importance of Maithili in the context of Nepal need not be over emphasized as flourished as a court language in Kathmandu valley during Malla period. Several literacy works and inscriptions in Maithili are still preserves at the national archives in Kathmandu.

According to CBS (2021), “ The total population Nepal is 29164578. Maithili has been the second widely spoken language of Nepal, as it is used by 3222685 people living in South Eastern plains known as Terai”. There are nine districts, namely, Dhanusha, Mohattary, Sirha, Saptari, Sunsari, Sarlahi, Morang, and Rautahat where Maithili is in vogue.

### **Review of the Related Empirical Literature**

Each and every research work requires the knowledge of previous background to obtain the targeted objectives and to validate the studies. Here, this sub-section is an attempt to review the related studies. Some of the old theses, journals, articles, and

textbooks have been reviewed considering them as related literature and also as evidence to the present study.

Neupane (2006) carried out a research on 'A study on Code Mixing in Bhojpuri Language'. The main purpose of the study is to compare and contrast and use the code mixing between English and Bhojpuri language. The study has used primary and secondary sources to collect data. The study has selected 40 native speakers of Bhojpuri language. The study has chosen the literate and illiterate speakers by judgmental nonrandom. The study used interview for illiterate and questionnaire for literate informants. The study found the number of English nouns mixed in Bhojpuri language speaking is the highest number and adverse mixed speaking is the least in number.

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

Shahi (2010) has carried out a research on 'Speech acts in English and Jumli.' The main objectives of the study were to find out different speech acts in English and jumli and to find out some pedagogical implication in English and jumli. The study selected 40 native speakers of jumli and 20 native speakers of English language. The study was based on direct and indirect speech acts. The jumli native speakers used

English form like 'please' for indirect speech act who were educated and literate. English native speakers used 30 percent indirect speech act responses but the jumli native speakers did not use such responses to address. The English native speakers used more polite form of language than jumli native speakers.

Shah (2011) carried out research on 'A Comparative Study of Apologies Between Maithili and English'. The main purpose of the study is to compare and contrast the form of apologies in English and Maithili language. The study has used primary and secondary source to collect data. The study has selected altogether 60 native speakers of Maithili and English, among them 30 respondents were the English native speakers found in Kathmandu and 30 respondents were the graduate Maithili speakers found in two colleges of Rajbiraj, Saptari. The study used questionnaire to collect data. The study found that out of all responses, English native speakers used more apologetic responses than the Maithili situation whereas the Maithili native speakers used repairment responses than English in the relationship with friends, strangers, teachers, doctors, relatives, neighbours and different miscellaneous situation.

Similarly, Bohara (2012) has carried out a research on 'Speech acts in English and Bajhanggi.' The main objectives of the study were to find out different speech acts used by Bajhanggi and English native speakers, to compare different speech acts used by native speakers of Bajhanggi and English and to suggest some pedagogical implication based on finding. The study selected informants by judgmental non-random sampling procedure for data collection and 60 informants (40 from Bajhanggi language and 20 from English). The study was based on direct, indirect and non-polite speech acts. The study showed that the English native speakers used 77.83% indirect speech acts and the Bajhanggi native speakers used only 25.83% indirect speech acts.

The English speakers were more polite than the Bajhangi speakers with strangers. The Bajhangi native speaker used English form like 'please' for indirect speech act who were educated and literate. They used English form like excuse me, please etc The Bajhangi native speaker used English form like 'please' for indirect speech act who were educated and literate. They used English form like excuse me, please etc.

Likewise, Yadav (2018) carried out a research on “Extending accepting and declining invitation in English and Maithali”. Her main objective was to identify different forms of extending, accepting and declining invitation used by the native speakers of English. The study used survey design by using questionnaire to sixty native speakers of Maithali from different districts where Maithali is spoken. She found that maximum numbers of neutral forms of invitation are found in Maithali where as maximum numbers of less polite forms of invitation are found in English while extending invitation to friends.

Bohara (2019) carried out research on 'Deixis system in English and the Bajhangi dialect of Nepali language.' The main objectives of the study was to find out Bajhangi speaker, time and place deictic, compare and suggest some pedagogical purpose. The study has selected 50 native speakers of Bajhangi dialect of the Nepali language from two VDCs. The study has chosen the informants by judgemental non-random sampling procedure. The study has 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 has 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.

Joshi (2019) carried out a research study on ‘Linguistic study of Bajhangi dialect.’ This main objective of the study was to introduce the structure of the



Bajhangi dialect describing its grammatical patterns. The study has selected native speakers of Bajhangi dialect. The study has used judgemental non random sampling procedures. The study was based on attended lexical and semantic structure and found that most of the Bajhangi lexical items can occur single while producing sentences but no in English. Most of the sentences are shorter in Bajhangi than in English (Morphological and syntactical).

Sah (2020) conducted a research on 'Speech Acts in Bajjika and English'. The main objectives of his study were to find out different speech acts used by Bajjika and English native speakers and to suggest some pedagogical implications. The researcher used questionnaire as the tool of collecting data. The population of the study were forty native speakers of Bajjika language from Aurahi VDC, Sarlahi and twenty native speakers of English language in Kathmandu. The study found out that in both Bajjika and in English languages assertive forms are used to express proposition expressions, expressive forms are used to state some psychological state, feelings or attitude. They used interrogative sentences for threatening. While discussing about differences, the English native speakers used interrogative sentences for suggesting but there is no interrogative patterns for suggestion in the Bajjika language.

### **Implication of the Review for the Study**

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

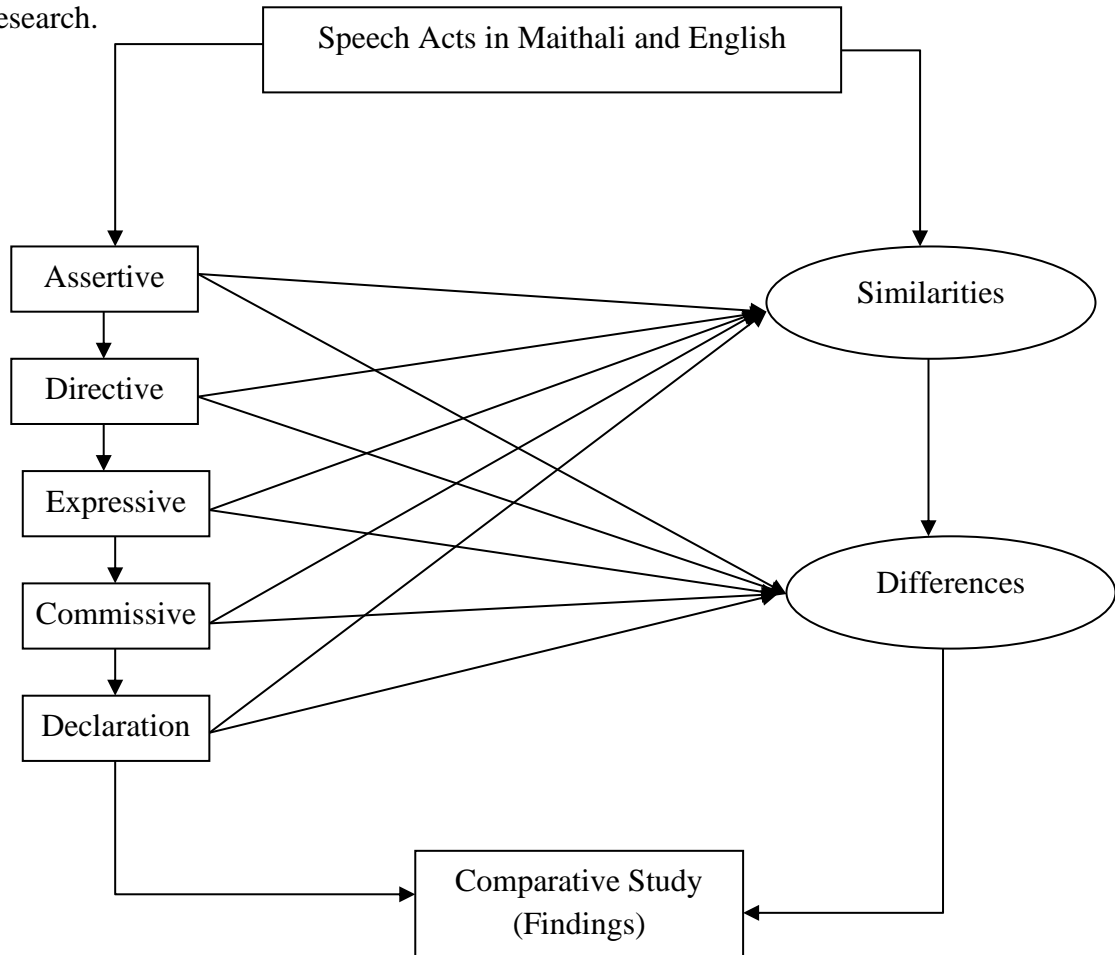
Chaudhary (2010) has found that English has different negative expressions but Tharu has no such expressions. Shahi (2010) has found that Jumli native speakers use 'please' for indirect speech acts and comparatively jumli native speakers use less

polite language than the English native speakers. Likewise, Bohara (2012) has conducted research on "Speech acts in English and Bajhangi" and has found English native speakers more polite than the Bajhangi speakers. Not only that much, he also found that the Bajhangi speakers use 'excuse me' and 'please' etc. All those researches made literature, the researcher adopted some similar things and some different too. This current research is similar with those in terms of research design, sampling procedure, data collection tools and data collection procedure. This research is different in terms of number of respondents, the place where the research is going to be conducted. Some of the previous researches were based on direct, indirect and non-polite responses whereas this current research is based on similarities and differences of speech acts. Therefore, this study will be a new venture in the field of English Education especially in the Department of English Education. My study will be a single study on Maithili language.

Bach band Harnish (1979) gave me many ideas on linguistic communication. John Austin(1969) helped me to get a lot of beneficial ideas on speech acts. Searle (1999) suggested me many ideas regarding a taxonomy of illocutionary acts. Similarly, Osima (2012), Yule (1993) also helped me a lot more in getting some theoretical and conceptual framework.

## Conceptual Framework

On the basis of the ideas gathered from review of theoretical and empirical literature, I develop following conceptual framework in order to carry out this research.



## Chapter 3

### Methods and Procedures of the Study

The following methodology was adopted to conduct the research in order to fulfill the objective of the study.

#### Design and Method of the Study

Research is a systematic, critical and self-critical inquiry which aim is to contribute towards the advancement of knowledge and wisdom. Kumar (2011, p. 2) states that research is systematic process, formulating questions, collecting relevant data relating to such questions, analyzing the interpreting the data and making the data publicly accessible. Similarly, a research design is detailed plan of the investigation. It is detailed procedures of testing the hypothesis and analyzing the obtained data. Thus, research design is an essential part of any research.

The researcher followed qualitative research design in general and Survey research design in particular. Survey research is the most popular design of research in social science including in the field of education. Cohen (2010, p. 205) opine, "typically survey gathers data at a particular point in time with the describing the nature of existing condition or identifying standards against which existing condition can be compared for determining the relationship that exist between specific events." They further state that surveys are useful for gathering factual information to find out attitude and preference; beliefs and prediction; behavior and experience. Bukaliya (2012, p. 77) states that survey research is the method of collection information by asking a set of pre-formulated questions in a predetermined sequence in a structured questionnaire to a sample of individuals so, as to be representative of a defined population.

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

Researcher used survey research design as I want to identify the speech act of Maithili and English language. This study had the following things;

- The study was conducted to explore speech act of native speakers of Maithili and English.
- The study represented the whole speakers of Maithili and English.
- Population sample was carried out from the large number.
- The findings was generalized to the whole population.

In survey research design, one or more than one data collection tools can be used. If more than one research tools are used to collect data on a particular for a short period of time and the process of sampling the population gives practicality flavor to survey research. To avoid the possibility that the researcher may collect fake data, survey research should b conducted in a systematic way so that the efforts made by the researcher will not go in vain.

### **Population, Sample and Sampling Strategy**

The population of this study was native speakers of Maithili language and native speakers of English language. Similarly, ten native speakers of Maithili language from Jaleshwar Municipality and ten native speakers of English language in Kathmandu from different English speaking countries were the sample of the study. The researcher visited some residential areas in Kathmandu like Thamel, Ratnapark, British council, Pashupati area .

## **Research Tools**

The main tools of data collection were questionnaire and interview. These tools were supposed to be effective, appropriate and feasible for the respondents of this study and useful for the researcher to meet the objective of this study.

## **Sources of Data**

The researcher used both primary and secondary sources of data. The primary sources were used for collecting data and the secondary sources were used to facilitate the study.

**Primary Sources of Data.** The Primary data was taken from the 10 native speakers of Maithili and 10 native speakers of English language.

**Secondary Sources of Data.** The researcher consulted books, theses, journals, articles, websites, magazines and materials available in the interest relates to the present research.

## **Data Collection Procedures**

After preparing the questionnaire involving different situation related to the topic, the researcher visited the sampled population, the Maithili native speaker of Jaleshwar municipality of Mahottari district and English native speakers in Kathmandu from different English speaking countries. The researcher met the informants in person and establish rapport with them. The researcher explained the purpose of the study so the informants paid attention towards the questionnaire. Researcher requested the informants to give their response in their own native language based on the situation given in the questionnaire. The meeting with the informants was friendly and informal.

**Data Analysis and Interpretation**

It was coded and tabulated. Being a qualitative research design. The researcher analyzed qualitative data in a narrative way with description. Thus, the data were described and interpreted adopting qualitative approach.

## Chapter 4

### Analysis and Interpretation of Result

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

The researcher has analyzed the speech acts of Maithali and English language, and compared between them to find out similarities and differences.

#### **Analysis of Speech Acts of Maithali Language**

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

#### ***Assertive***

Assertive forms express the belief of the speakers while speaking. These forms are used for different purpose: suggesting, expressing confidence, expressing belief on a particular event and concluding. For example:

- (1) Hum sab se nik coffee banabai chi. (I make better coffee than others.)
- (2) Aapne ke baat hum bujha nai sakanau. (I don't understand your opinion.)
- (3) Nepal ke je sambhawa na chaai taya hetu e desh 2028 tak bikasita ho jaitai.  
(Nepal will hyave developed till 2028 A.D.)
- (4) Chalai chalu school diwas par aanand liya. (Let's enjoy for school day.)



- (5) Sigaret sa bahut rog lagai chaai yi choira diya. (You should not smoke to be healthy.)
- (6) Nach gan karnai hamara nai nik lagai ya. ( I don't like to sing and dance. )
- (7) Babuji apane saberaai saberaai chalab tahan bimar sa dur rahab. ( Father, if you walk early in the morning, you will be healthy. )
- (8) Maa tu saberaai saberaai ghum phir kiya kar tahan tu rog se dur rahabe.(Mother if you walk early in the morning, you will fit.)
- (9) Thik se tu padhai kar tahan tohar zindgi bantau.( You should study well to make your life better.)
- (10) Hamara se nik chai koi nai bana sakiya, kiya ki hm BHM padhane chhi. (No one can make better than me because I have study BHM.)
- (11) Kono political party me lagnai bekar chai.( It is meaning less to be the member of any political party.)
- (12) Aabe bala chunab me kono party ke bahumat nai hetai. (No any political party will bring majority in coming election.)
- (13) Hamara bahut dukha lagiya kahaba ke lel ki aaha ke bhai bahut kharab chai.( I am very sorry to say that your brother is not on good track.)
- (14) Apane ke bhai kinko se kam nai xai.( Your brother is very naughty.)
- (15) Aapna sab nach gaan k gel chalu.( Let's dance and sing.)
- (16) Chalu aanand liya.(Let's enjoy.)

On the basis of above examples, it is concluded that the maithali native speaker used 'suggestion' to advise someone to do something good or to stop the bad one. They used the assertive expression to express their confidence. They also used assertive expression to express their belief on a particular event. They used 'tu', 'Re' for junior and 'Apane', 'Aaha' for senior to address the hearer. But they also used

'Tu', 'Ge' for female in some cases. For example: Aapne k bhai kinko se kam nai chai.(your brother is very naughty.), Hamara bahut dukha lagiya kahaba ke lel ki aaha ke bhai bahut kharab chai.(I am very to say that your brother is not on good teack.) Maa tu sabere sabere ghum phir kiya kar tahan tu rog se dur rahabe.(Mother if you walk early in the morning, you will fit.) Thik se tu padhai kar tahan tohar zindgi bantau.( you should study well to make your life better.)

### ***Directive***

It is an speech act which commits the speaker to do something in the future. It is not true or false like assertive but it is either to be followed or to be unfollowed. These forms used for different purposes: requesting, ordering, commanding, inviting, suggesting and asking. For example:

- (1) Guruji hamara bacha ke math padha diya. (Sir please, teach my child math.)
- (2) Yau ghar ke khirki laga diya.(Please, close the window of the room )
- (3) Re tu ek gilash pani la ta. (Bring me a glass of water.)
- (4) Apane ke hamara Bibah me aabe ke partai. (You must come in my marriage.)
- (5) Aapne ago geet suna diya. (Sing a song,please.)
- (6) Tu thik sa padhai kar nai ta zingdagi bigair jatau. ( You have to study well otherwise your life will be in hell. )
- (7) (Aaha khana kha liya. (Please, have a dinner.)
- (8) Bhaiji, pach sai rupaiya diya, kitab kinwake chai.(Brother, give me 500 hundred rupees to buy book.)
- (9) Yau kaka, apne ekata purana katha suna diya.(Uncle, tell an old story.)
- (10) Kaki ge, kani nun de na. (Aunt, give me a little salt.)

Jakhan apne samai pe nai aaib, ta kaam thik se nai hait. (You should come in time for better work.)

(11) Tani kewari band ka diya ta. (Close the door.)

(12) Kaki hamara kani nun dethin ta. (Aunt, please, give me some salt.)

On the basis of above examples, the researcher came to the conclusion that the respondents used 'requesting' while politely asking for something. But, the female maithali native speakers used 'requesting' for asking something in a much honorific way. For example, kaki hamara kani nun dethin ta. (Aunt, please, give me some salt.), Aha khana kha liya. (please, have a dinner.). In the same way, the native speakers of Maithali language express 'ordering' to the second person to serve their duty. The informants also used 'inviting' to allow someone to come on some special days such as birthday party, wedding ceremony. They used 'advising' to suggest someone what to do or what not to do for betterment. Finally, the native speaker of Maithali language used 'asking' for something in a general way.

### ***Expressive***

Expressive forms are used to state the psychological state of the speaker such as emotions and feelings. Directive forms are used for the purposes of: thanking, apologizing, welcoming, congratulating, expressing, compliments, appreciating, regretting. For example:

(1) Apne ke bahut bahut dhanyabadh. (Thank you very much.)

(2) Apana kucha kahanau lekin ham suna nai saknau phenau kahal jau. ( I don't listen you, repeat it. )

(3) Babu apne ke bahut bahut badhai. ( Son, you are congratulation. )

(4) Aapne ke janambhumi me swagat chai. (You are welcome in your mother's land.)

- (5) Apane ke awaj bahut nikchai. ( Your voice is outstanding. )
- (6) Apane ke hum badhai dai chi. (You are congratulation.)
- (7) Hamara samai nai chahi. ( I don't have time )
- (8) Dhanyabadh.(Thank you.)
- (9) Thik hai.(It's ok.)
- (10) Hamara galti k maafi diya.(Excuse me of my guilty.)
- (11) Aab nai der hetai. (I will be in time. )
- (12) Tu nokari paile tai ke badhai chau. ( You are congratulation for getting job.)
- (13) Aapne ke mane ke partai.( You are really a great person.)

After analyzing the example mentioned above, it is pointed out that the native speakers of Maithali language used 'thanking' to people to tell them that they are grateful to something. They also express their apologizing by them while they are sorry for having done wrong and for somebody's feeling. They also expressed 'welcoming' to great somebody when they arrive from somewhere. Also Maithali language speakers congratulate when the people get success that makes the speakers happy at last the informants used expressive forms for 'compliment' to tell someone that they like or admire something that they have done.

### ***Commissive***

Commissive forms are used to express the intension of the speaker to some future action. For the purpose of: promising, threatening, guaranteeing, and offering commissive forms are used. For example:

- (1) Agar tu phenu jhutha bajaibai ta achha nai hetau. ( If you tell a lie, it will be bad for you. )
- (2) Aapne ke paisa tin din bhar da deb.( I return your money with in three days.)

- (3) Apane sa wacha karai chai ki apane ke janamdin pa abai. ( I promise, I will come in your birthday party. )
- (4) Liya bahut nik chalat.( Take it for long time.)
- (5) Aapne ke kanko nai bhay lagiya.( Don't you afraid.)
- (6) Tu phenu galat kari che.( You commit mistake again.)
- (7) Jayel jau kalau khai ke lel.( Let's go for meal.)
- (8) Ee mobile pach baras ke guarantee me liya.( Take this mobile for the guarantee of five years.)
- (9) Aha jalpan ka liya. ( Take breakfast.)

Based on the example above, it is mention that native speakers of mauthali language used 'promising' for showing certainty that they definitely do or not do something. For promising they used *kiriya*, *jarur*, *pakka*, and *kasam*. Similarly, the informants used 'threatening' while someone doing wrong or showing bad behavior. In the same way, respondents used commissive for 'guaranteeing' to promise that something will happen surely in the future. At last they also used offering act while willing to give something to do somebody.

### ***Declaration***

Declaration is a kinds of speech act where the speaker has to have special institutional role in a specific context. Declarative forms are used for the purpose of declaring and dismissing. For example:

- (1) Aajuk din se apane dunu koi dhula dhulhin chi.( I now pronounce you husband and wife.)
- (2) Apane out chi. ( You are out. )
- (3) Apane me kono kami kamjori nai chai. ( You don't have any weakness. )
- (4) Aapne kail se nai aail jatai.( You need not come from tomorrow.)

- (5) Tora aai se bank me rakhi chiyau.( I appoint you in the bank from today.)
- (6) Kail sa char ghanta padhal kar. ( You have to study four hours everyday. )
- (7) kail sa kalau la ka abihe.( You have to bring your lunch from tomorrow.)
- (8) Tu yete khan sa kaha gel chale. ( Where have you gone till now.)
- (9) Apane aaut chi.( You are out.)

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

### **Analysis of Speech Acts of English Language**

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

#### ***Assertive***

These forms are used for different purposes: suggesting, expressing, confidence, expressing belief on a particular event and concluding. For example:

- (1) Sure, I can make better tea than others.
- (2) Pardon me I was busy.
- (3) Smoking is very dangerous for you.
- (4) You are good friend but I am in tension about your brother.
- (5) I think Nepal has huge opportunity to be developed by 2028.
- (6) Father, you should wake early in the morning to be healthy.
- (7) You should study well to make your life good.

- (8) Why don't you go to doctor for treatment.
- (9) Nobody makes better tea than me.
- (10) No any political party brings majority in the coming election.
- (11) Your brother is very naughty.

On the basis of examples mentioned above, it can be concluded that native speakers of English language used 'suggestion' to advise someone to do something good or to stop the bad. For suggestion, they used interrogative pattern such as: why don't you go to police station? How about going to Kathmandu at last? Similarly they used assertive forms to express their confidence, their belief on a particular event and to conclude their ideas. Finally, the native speakers used only you to address for both the senior and junior people.

### ***Directive***

These forms are used for different purposes such as requesting, ordering, inviting, advising and asking. For example:

- (1) Please, give me a bottle of water.
- (2) Please, stay at home for some time I will prepare food for you.
- (3) Please, close the door because of my problem.
- (4) You have a very good voice I would like to call sing a song.
- (5) Sir, my children wanted to learn math from you for their better learning.
- (6) Aunt I need salt so send me in kitchen.
- (7) Brother, give me five hundred rupees to buy book.
- (8) Please, close the window of the room.
- (9) Uncle, tell us an old story.
- (10) Could bring a bottle of milk for me at last Robert.
- (11) Bring a bundle a stick for me.

- (12) You should come in my marriage ceremony.
- (13) Would you come at my birthday party on Tuesday.
- (14) You ought to go to the police for justice.
- (15) If I were you I would buy a new car for my family.
- (16) Could you please close the door? I feel cold.
- (17) Would you mind telling about your introduction?
- (18) Please, shut the door.

The ideas are concluded that the native speakers of the English language used 'requesting' while politely asking for something. But some informants used interrogative pattern for requesting. They used both affirmative and interrogative forms for ordering. Similarly, the respondents used 'inviting' to allow someone to come on some special day, 'advising' to suggest someone and 'asking' to do something.

### ***Expressive***

Expressive forms are used for the purposes of: thanking, apologizing, welcoming, congratulating, and expressing compliment. For example:

- (1) I would like to thank you for providing me money.
- (2) You are great singer which saw your voice.
- (3) Thanks a lot, congratulation for having your job.
- (4) Sorry, would you mind repeating again.
- (5) Great, I am proud of you my daughter.
- (6) Thank you very much.
- (7) Thank you very much for helping me in this situation.
- (8) I am very sorry for being late.
- (9) I am sorry to say this.



- (10) Welcome to you in my home.
- (11) I am pleased to welcome you to Nepal.
- (12) Well done, I am very proud of you.
- (13) Congratulation for having job.
- (14) Well done, I knew you could do it.
- (15) It was very lovely.

From the above examples, it can be said that the native speaker of English language used 'thanking' to people to tell them that they are grateful to something. In the same way, they used apologizing, welcoming, congratulating and compliment in a more indirect way.

### ***Commissive***

For the purposes of: promising, threatening, guaranteeing, and offering commissive forms are used. For example:

- (1) You have done very bad see what will you have after some days.
- (2) Please, stay and have something.
- (3) Would you like to bring cold drink because of too hot.
- (4) I shall be at you home for celebration of you birthday.
- (5) I swear that I will certainly com to your birthday party.
- (6) Promise to come to dinner this evening?
- (7) I promise to pay you back within five days.
- (8) Please don't do that.
- (9) Bitch, don't lie.
- (10) It will last at least two years.
- (11) It's guaranteed that this shirt will run for two years.
- (12) Have some sprite!

(13) Will you have some snacks?

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

### ***Declaration***

Declarative forms are used for the purposes of: declaring, and dismissing. For example:

- (1) You are out.
- (2) Read 4 hours per day in the evening.
- (3) You are now officer of this bank.
- (4) I am very sorry to dismiss you because of you.
- (5) I now pronounce you husband and wife.
- (6) Congratulation, the job is yours.
- (7) I appoint you as an accountant in my bank.
- (8) I am sorry, but I’ll have to ask for your resignation.
- (9) I regret to inform you that this working relationship is no longer working and you will have to look elsewhere for employment.

Based on the examples mentioned above, it is pointed out that the native speakers of English language used declarative forms for ‘declaring’ while stating something formally and clearly where the speakers had some specific institutional

role. They also used declarative form for 'dismissing' to decide that something is not important or worthless.

### **Comparison of Maithali and English Speech Acts**

The researcher compared the speech acts of the Maithali language with English acts on the basis of similarities and differences.

#### ***Similarities between the speech acts in Maithali and English***

The researcher tried to find out similarities between speech acts of Maithali and English languages

**Assertive.** These are acts that commit a hearer to a proposition; "it presents the proposition as presenting a state of affairs in the world"(1999, p. 148) and hereby they have a 'word to word' fit. The different kinds are: suggesting, putting forward, and concluding.

#### **Maithali**

1. Aapne sabere sabere ghumbai ta rog thik hetai.(Mother, if you walk early in the morning, you will be healthy.)
2. Aapane ke bhai kekro se kam nai chai.( Your brother is very naughty.)

#### **English**

1. It is better to wake early in the morning to be healthy.
2. I am very sorry to say that your brother is very naughty.

Above example showed that in both Maithali and English languages assertive forms are used to express proposition expressions where they expressed an opinion. In both language is assertive forms are used for suggestion and express a conclusion.

**Directive.** "The illocutionary point of directives is to try to get the hearer to behave in such a way as to make his behavior match the propositional content of the

directive '(1999.p.p. 148-149). It means they try to make the addressee perform an action. The different kinds are asking, ordering, requesting.

### **Maithali**

1. kaki tani nun diya ta.( Aunt, please give me some salt.)
2. Aapne hamara ek lota pani la diya.(You must bring a glass of water.)

### **English**

1. Please, give me a glass of water.
2. Could you close the window of the room?

Both of the language is attempt to get the hearer to carry out a future course of action. In Maithali, example -1 showed that someone is requesting. In example-2 somebody is ordering someone to do something. In the same way, in English example – 1 Showed that someone is requesting to someone. In example -2 someone is asking for closing window.

**Expressive.** These are utterances whose point is to "express the sincerity condition of the speech act"(1999,p.149). The different kinds are thanking, apologizing, welcoming. It means an illocutionary act the speaker expresses his/her feeling.

### **Maithali**

1. Hamara maf ka diya.(Excuse me.)
2. Aapne ke nanihal me swagat aaicha.(You are welcome in your maternal uncles house.)

### **English**

1. I am sorry to be late.
2. You are welcome at my home.

In both languages expressive forms are used some psychological state, feelings or attitude. In both Maithali and English languages example – 1 showed they expression of apology and the last example showed the expression of welcoming.

**Commissive.** Any commissive utterance is essentially "An expression of an intention to do something" (1999,p. 149). It means they commit the speaker to do something in the future. The different kinds are promising, planning, opposing.

### **Maithali**

1. Aapne ke paisa hum tin din bhitari jarur da deb.(I will return your money within three days.)
2. Aapne ke kaniko nai bhay lagiya? ( Don't you terrify?)

### **English**

1. I promise, I will return money within three days.
2. Are you kidding me?

The example of commissive showed th similarities of promising and threatening. They both used interrogative pattern for threatening.

**Declarative.** Declaration is a kinds of speech act where the speaker has to have special institutional role in a specific context. Declarative forms are used for the purpose is of: declaring and dismissing.

### **Maithali**

1. Aapne ke hum bank me aajuk din se rakhi chi.( I appoint you in the bank today.)
2. Aaha aaut bhagenau! ( You are out!)

### **English**

1. I now pronounce you husband and wife.
2. you are out!

In both languages speakers used declarative forms for declaring and dismissing where they had some special institutional roles. They both speakers used interrogative pattern for conformation.

### **Differences between the Speech Acts in Maithali and English Languages**

The researcher discussed some differences between Maithali and English languages.

**Assertive.** Assertive forms express the belief of the speakers while speaking. These forms are used for different purpose: suggesting, expressing confidence, expressing belief on a particular event and concluding.

#### **Maithali**

1. Chalu ananda Liya. (Let's Enjoy)
2. Tu badmasi nai bana. ( Don't be naughty)
3. Aaha Sabera Sabera Ghuma phir Karab ta Apne rog sa dura rahab ( If you walk early in the morning, you will be healthy)

#### **English**

1. Why don't you go to hospital?
2. You must be good person.

The above examples showed that the English native Speaker use interrogative patters for suggestion but there is interrogative pattern in Maithali for suggestion. English native speakers used you for both senior and junior but in Maithali tu and re are used for junior and aaha and apne for senior.

**Directive.** The illocutionary point of directives is to try to get the hearer to behave in such a way as to make his behavior match the propositional content of the directive '(1999.p.p. 148-149). It means they try to make the addressee perform an action. The different kinds are asking, ordering, requesting

**Maithali**

1. kaki tani nun diya ta.( Aunt, give me some salt.)
2. Rau tu kebadhi band ka de.( Close the door.)

**English**

1. Would you mind telling about something of your future.
2. Please, bring me some water.

From above examples, it is mentioned that English speakers have many request terms such as please, would you please ,would you mind could you please but the Maithali doesn't have many request terms as like English.

**Expressive.** Expressive forms are used to state the psychological state of the speaker such as emotions and feelings. Directive forms are used for the purposes of: thanking, apologizing, welcoming, congratulating, expressing, compliments, appreciating, regretting.

**Maithali**

1. Ham Kaila se Sabere Chail aaib ( I will come early from tomorrow.)
2. Dhanyabad. (Thank You.)
3. Apne bahut nik kam kainau . (Ok, You have done well.)

**English**

1. Thank you very much.
2. I am sorry to say you that your brother is very naughty.
3. Well done! I am very Proud of you.

The above examples showed that the English native speakers have many expressive words like well done, welcome , thank you , so sorry , excuse me but Maithali native speakers don't have such expression.

**Commissive.** Commissive forms are used to express the intension of the speaker to some future action. For the purpose of: promising, threatening, guaranteeing, and offering commissive forms are used.

### **Maithali**

1. Apne ke kainiko dar nai lagiya. (Don't you terrify.)
2. Apne ke paisa pach din ke bhitari phirta ka deb. (I will return your money within five days.)

### **English**

1. Please don't do that.
2. I swear that I will certainly come to your Birthday Party.

English Speakers have lots of commit words like I promise, I swear, certainly but Maithali native speakers use few commit words like jarura, pakka.

**Declarative.** The illocutionary point, or force, of a declaration is "to bring about a change in the world by representing it as having been changed" (1999, p. 150). It means they change the state of the world in an immediate way. The different kinds are announcing, ordering.

### **Maithali**

1. Ham tohar jagira sa hata dai chiyau. ( I dismiss you from the job.)
2. Aajuka dina sa apne sab dulaha dulhin chi. ( I now pronounce you husband and wife.)

### **English**

1. I am sorry, but I'll have to ask for your resignation.
2. Congratulation to you for having job.

In declarative forms, English Speakers used different declarative words such as I am sorry, I regret, Congratulation Please but Maithali doesn't have such words.



## **Findings**

The Researcher summarized the main similarities and differences between the speech acts of Maithali and English Languages on the basis of analyzed and interpreted data.

### ***Similarities***

The researcher found the following similarities.

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

### ***Differences***

The researcher found the following differences:-

- a. The English native speakers have request terms like would you please, could you please, would you mind but Maithali Language has not many request terms.
- b. English native speakers used you for both senior or junior but Maithali languages speakers tu and re for junior and apne and aaha yau for senior.
- c. The English speakers have many expressive words like well done, welcome, so sorry, excuse me but Maithali speakers doesn't have such expressions.

- d. The native English have many commits words like I promise, I swear, surely, of course but Maithali has not.
- e. English people use I am sorry, I regret, please for declare something but Maithali people don't use such words.
- f. Native Speakers of English use please for threatening in some extend but the Maithali native speakers don't use such words.

## Chapter 5

### Conclusions and Recommendations

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

#### **Conclusions**

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

The English native speakers are more polite since they have different terms for different expressions like please, sorry, excuse me. Maithali is sweet but it is none honorific, im polite and more direct than English language .

### **Recommendations**

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

#### ***Policy Related***

The study conducted on Speech Acts in Maithili and English will be helpful to the policy makers in refining, revising and formulating policies related to English language teaching in the context of Nepal.

- The Government should make the policy for special training for the teacher who are teaching the student in Maithali languages community.

#### ***Practice Related***

The implication of the research study in practical field or day to day life is kept under practice level. The EL practitioners like; linguist, curriculum designer, experts, teacher, text book writers can effectively utilize the study.

- The speech acts of Maithali languages are more or less differences from those English. So language teachers who are teaching English as a second languages should be aware of this facts.
- The teacher of Maithali native language can create dialogue while teaching that require the question of speech acts and make the, perform such speech acts.
- The Maithali Speakers who wants to learn the English languages should be taught to be more polite in English to address other in speech acts.

- The teacher should create many situations on the basis of speech while teaching English as a second language in the class room environment.
- The Maithali students should learn the English terms like please, sorry, pardon, it's ok, more frequently to be polite.
- The teacher should make student to know all the speech at of English and Maithali languages they have to list out speech at in those languages which are functionally similar.
- The teachers should ask the students to find out the speech acts which are different form one to another language and make the students to learn in the given satiations.

#### ***Further Research Related***

I expect, the present study will be fruitful and beneficial to conduct further researches in the field of ELT.

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

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**Appendix**  
**Questionnaire**

Dear respondents,

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

Researcher

Pramod Kumar Mandal

Department of English Education

T.U., Kirtipur, Kathmandu

Name:.....

Sex:.. ..

District:.... ..

Age:.... ..

Nationality:.... ..

Occupation:.. ..

Academic Qualification:.... ..



**Assertive**

1. You think that you make better tea than others.  
.....
2. A person asks you for help but you don't realize to do his favor.  
.....
3. You ask your classmate to enjoy on school day.  
.....
4. Your friend is drinking. You have to suggest not to him drink.  
.....
5. You have to say your friend unwillingly that his brother is not good.  
.....
6. Your father is suffering from blood pressure. you suggest him walk in the morning  
everyday.  
.....
7. Suppose you imaging Nepal will be a developed country 2028 AD.  
.....

**Directive**

1. One guest has come at your home. He is very hungry. Ask him to have something.  
.....
2. You have cold. Your door is opened. Ask your friend for help.  
.....
3. You meet a good singer. Ask him to sing a song.  
.....
4. Your children don't know math. You have to request the teacher to teach them.  
.....

5. You are in house you have to call your daughter to bring water.

.....

6. You are in the chicken. You need salt. You have to request your aunt for help.

.....

7. You have cold. your door opened. Ask your friend for help.

.....

**Expressive**

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

.....

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

.....

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

.....

4. Someone said something to you but you did not listen. You have to say him to repeat again.

.....

5. Your father asks you for help but you did not have time for help him.

.....

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

.....

7. Your daughter passed S.E.E. with A+ .You have to congratulate him.

.....

**Commissive**

1. A man scolded your brother. You have to threaten him.  
.....
2. A guest came to your home. You offer him to take meal.  
.....
3. It is to hot today. You offer your friend to have a cold drink.  
.....
4. You promise your brother that you will go on his birthday party.  
.....
5. You borrowed some money from your brother. You are committed to return with  
in three days.  
.....
6. You sold a shirt to a customer you are giving him a written guarantee that it will  
run two years.  
.....
7. You want to call your friend for evening meal. Ask him for a promise to come the  
dinner.  
.....

**Declaration**

1. A referee of a cricket announces that a player is out.  
.....
2. A priest announces a boy and a girl to be a husband and a wife.  
.....
3. You order your son to read for 4 hours per day in the evening.  
.....

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

.....

5. Your teacher is not loyal to school. You dismiss him from the post.

.....

6. Your wife came late. You have to ask where she was till now.

.....

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

.....

**Appendix**  
**Questionnaire**

Dear respondents,

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

Researcher

Pramod Kumar Mandal

Department of English Education

T.U., Kirtipur, Kathmandu

Name:.....

Sex:.. ..

District:.... ..

Age:.... ..

Nationality:.... ..

Occupation:.... ..

Academic Qualification:.... ..

## Assertive

1. अपने बुझिछि कि हमरा स निक कोइ नइ अच्छा कफी बनैतइ। ( You think that you make better coffee than others.  
.....
2. एक आदमी अपने के सहयोग के लेल कहलन लेकिन अपने वो चिज के महसुस नइ कैनौ। ( A person asks you for help but you do not realize that.  
.....
3. सोचु त नेपाल 2028 तक विकशित भजतैया। ( You imaging, Nepal will be a developed country till 2028 A.D.)  
.....
4. अपने के अपना मित्र के विद्यालय दिवस पर आन्नद लेवे के लेल कहनौ। ( You ask your friend to enjoy on school day.)  
.....
5. अपने के मित्र धूमपान करैया। अपने उनका सल्लाह दियौ कि छोइर देतयइ। ( Your friend is smoking. You have to suggest him not to smoke.)  
.....
6. तोहर साथी नाच प्रतियोगितामे भाग लिय जाइछै लेकिन तो जरूरी नइ बुझे छै। ( Your friend is going to take part in dance competition but you think that is not necessary.)  
.....
7. अपने के बावु जी उच्च रक्त चाप स पिडित अइछा हुनका अपने विहान सवेरे सवै उठेके सल्लाह दियौ। ( Your father is suffering from blood pressure. You suggest him to walk early in the morning everyday.)  
.....

## Directive

1. अपने के वच्च लोकन गणित मे बहुत कमजोर अछी। अपने गणित सरके पढावेके लेल अनुरोध करियौ।( Your children are weak in math. you have to request math teacher to teach them.)  
.....
2. अनेके डण्डा लगैइया अपना मित्र के खिरकी वन्द करे के लेल कहियौ। ( You have cold. Your window is opened. Ask your friend for help.)  
.....
3. अपने खाना पकवै छि तनि अपने के नुन चाही। अपने काकी के नुन के लेल अनुरोध कर। ( You are in the kitchen. you need salt. You have to ask for salt to your aunt.)  
.....
4. अपने एकटा गित गावेवाला से भेटनौ। उनका गित गावे के लेल कहियौ।(You met a singer. you have to ask him to sing a song.)  
.....
5. अपने के भाई बहुत वदमास है। वो करा पढे के लेल कहियौ। ( Your brother is very naughty. you have to advise him to study hard.)  
.....
6. अपने के पियास लागल छै अपने के वेटा ले पानी के लेल कहियौ।(You are thirsty . You have to order your son to bring cold water.)  
.....
7. एक आदमी अपने के घर पे छै। ओ भोजन नइ कैने छैइ। उनका भोजन करादियौ।(A person has come at your home. He is very hungry. Ask him to have something.)  
.....

## Expressive

1. अपने के कोई रुपैया पैचा देलका उनका अपने के धन्यवाद दिय के पनै।( Some one lent you some money. You have to thank him.)  
.....
2. अपने के कोई कुछ महलन, लेकिन अपने नई सुनल गेलई। अपने के उनका फेनु कहे परतै।( Someone called something to you but you did not listen. You have to say him again.)  
.....
3. अपने के बेटा स.ई.ई. मे A+ लयलका ओकरा धन्यवाद दियौ।( Your son passed S.E.E with A+. You have to congratulate him.)  
.....
4. अपने के एकटा मित्र बहुत दिन बाद अइलना। अपने उनका स्वागत करा।( One of your friends came to back to Nepal after a long time. You have to welcome him.)  
.....
5. कोई बहुत निक गित गइलना। उनका बराई करे के परतई।( Someone sung a song nicely. You have to praise him.)  
.....
6. अपने के भाई नोकरी पइलका। उनका अपने बधाई दियौ।( Your brother got a good job. You have to congratulate him.)  
.....
7. अपने के साथी सहयोग के लेल कहलके लेकिन अपने के समय नई छै।( Your friend asks you for help but you don't have much time to help him).  
.....