

## **CHAPTER – I**

### **INTRODUCTION**

This is the study entitled **Gender Difference and Language Variations in English Produced by Nepali Learners'**. This chapter consists of general background, statement of the problem, research questions, significance of the study, and delimitations of the study and operational definitions of the key terms.

#### **1.1 Background of the Study**

Linguistics is the scientific study of language. It is new field of knowledge which studies language from different angles or points of view. These different angles of studying language are called branches of linguistics. These are theoretical linguistics and applied linguistics, synchronic linguistics and diachronic linguistics, general linguistics and descriptive linguistics, micro linguistics and macro linguistics and psycholinguistics and sociolinguistics. Out of all above mentioned branches of linguistics, our focus is on sociolinguistics.

Sociolinguistics is the study of language in relation to society. Language is social, cultural and geographical phenomena. There is a close relationship between language and society because any language is used in the society. No society no language. So, sociolinguistics tries to study the link between language and society. Wardhaugh (2008, p.12) suggests that we need to observe a considerable variety of ways in which language and society are related and function together. To become a competent language speaker we need to recognize the influence of language into society and that of society into language. Wardhaugh (ibid) defines sociolinguistics as:

Sociolinguistics is the discipline which is concerned with investigating the relationship between language and society with the goal of a better understanding of the structure and functions

of language that are used in social contexts, setting and situations ...It also studies how language and varieties of a language function in communication.

Similarly, Labov (1978, as cited in Wardhaugh, 2008, p.14) defines sociolinguistics as:

Sociolinguistics is the study which is aimed ultimately at improving linguistic theory, and at developing our understanding of the nature of language in reference to society. It is concerned with social use of language. Language theories are formed on the basis how the knowledge of language is used in the actual social situation.

Based on the above definitions, sociolinguistics can be defined as a branch of linguistics which studies 'all aspects of the relationship between language and society' (Crystal, 1991). Sociolinguistic study matters as the linguistic identity of social group, social attitudes to language, language variation and so on.

### **1.1.1 Gender and Culture**

According to Acharya (2011), 'Sex is natural phenomenon but gender is manmade.' Biologically human beings are divided in to two categories, i.e. male and female. Gender is social construct and society differentiates male and female according to their role they play in the society.

We are practicing the patriarchal culture. For Acharya (2011), in patriarchal society entire humanity is divided in to two parts: men and women. All the positive terms attributes are given to the men and negative attributes are given to the women. It is said that the males are courageous, bold, rational, strong, protective, decisive and bread-winning. In contrast, women are unbold, irrational, weak, passive, sub-decisive, subservient, docile, loving, and kind.

Culturally, what is positive that has come to the male possession and all the negative terms are given to the women.

Acharya (2011), also writes 'these fixed terms given to males and females are known as stereotypes and feminist opposes the patriarchal stereotypes, arguing that these stereotypes are constructed by the males themselves in order to make them superior over the females. If any male does not follow those stereotypes one should be said 'sissies' or 'womanish'.

Similarly, according to Aryal (2011), 'the feminist argue that the language itself is patriarchal and gender biased and they give the example of pronoun 'he' to reflect the gender biasness. Feminist argued that the language itself has to be delxsis so that it would not be presented one gender to particular.'

Needless to say, biologically, men and women are different. Men are bold/hard and women are soft. Men and women are biologically different and this difference has serious consequences for gender. It is also reason why they have pitch different in their voice. Women are somehow predisposed psychologically to be involved with one another and to be mutually supportive and non-competitive. On the other hand, men are innately predisposed to independence and to power rather than to solidarity. Usually women are more emotional and soft by nature than men. So, they cannot tolerate hard and rough language. As they want to hear smooth edged language, use such language while talking to men as well.

Above mentioned biological factors and social or cultural beliefs play crucial role in creating gender variation in language use.

### **1.1.2 Gender and Language**

Gender is one of the important social variables with two variants: male and female, associated with men and women in general. The way we use a language or the variety we use is determined by the gender we belongs to. That is to say, the way the women use a language differs from the way men use the

language in various aspects or levels of it. This means that language varies in accordance with gender.

Language variation is much concerned with gender, which is an important social variable. Gender is not merely biological and absolute concept. Gender is determined with some male like or female like features. In case of language use, we often observe that the men and the women do not speak in the exactly same way. They vary in terms of linguistic features such as pitch; choice of words, discourse patterns, etc., social and contextual features such as formal/informal, standard/vernacular varieties, and so on.

Generally, it is assumed that the women use more standard, formal and polite forms and styles of language. Similarly, it is also claimed that the women use more information checks, conformation checks and other similar features of language. Regarding the differences between men's and women's language varieties, Holmes (2008, pp.157-158) views that:

The linguistic forms used by women and men contrast – to different degrees – in all speech communities. There are other ways too in which the linguistic behavior of women and men differs. It is claimed that women are more linguistically polite than men, for instance and that women and men emphasizes different speech functions... Women and men do not speak exactly the same way as each other in any community. There are communities where the language is shared by men and women; particular linguistic features occur only in the women's speech or men's speech. These features are usually small differences in pronunciation, or in methodology.

The language has noticeable gender based characteristics, being different in various levels including phonological, morphological, grammatical, contextual, strategic and stylistic levels. Language variations in terms of gender, in different levels of language are illustrated as below:

**a) Phonological Level**

The researchers/observers have found noticeable variation between women's and men's varieties of language in terms of phonological features such as pronunciation, pitch and so on. For example, according to Wardhaugh (2008) in Bengali language, the women use an initial [l] where the men use an initial [n] in some words.

**b) Morphological Level**

Women's variety of language is different from the men's one in terms of morphological features. For example, for Holmes (2008), in Yana language, the affixes used in the words vary according to the gender difference. The men use the term 'bana' to mean deer, but the women use the term 'ba' to mean the same.

**c) Discourse and Stylistic Level**

The women and men noticeably differ in the use of their language in terms of discourse patterns and styles employed by them. It is claimed that polite and formal styles are found more in women's language than in men's language. The women's language is commonly more prestigious, standard and the women are more conscious of what they are saying.

Lakoff (1975) has suggested some distinctive features of women's language on the basis of her own intuitions, observations and research findings. Lakoff(ibid) suggests that the features are basically concerned with linguistic and stylistic distinctiveness of women's language. These are:

- a) Women use more lexical hedges like; alright, you know, you see than men do.

- b) Women use tag questions more than the men.
- c) Women use question intonation (i.e. rising intonation) on statements to express uncertainty.
- d) Women use 'empty' adjectives such as charming, divine, nice, etc.
- e) Women use hyper- correct grammar so that their language would seem more standard, formal and prestigious like a higher status variant.
- f) Women often avoid strong swear words, e.g. fudge, my goodness etc.

From above discussion, we can say that there are significant differences between men and women in the use of a language. At least they differ in terms of their voice quality and pronunciation.

## **1.2 Statement of the Problem**

Language is a social phenomenon. Language cannot exist in the absence of society and language is necessary for the development of the society. Language cannot be used in vacuum or in isolation. It is always used among people in their societies and is closely related to the culture and context.

Language is purely human phenomenon which differentiates a human being from an animal. It is considered as a form of human communication and social activity. It is used for communicating ideas, emotions and desires in society. Since language is a social phenomenon, it may vary according to gender within a same human community. Gender variation is found in each and every language.

To show a competent behavior of a language speaker, she/he should have the knowledge of gender variation in language use. To become a good language speaker, one also should have the strong knowledge of qualities of women's and men's language, relationship between language and gender, causes of gender variation in language use, differences between use of women's and men's language, role of culture in gender variation in language use and so many others. This knowledge about language and gender moves a speaker

towards competent language behavior; for men how to speak to women and for women how to speak to men.

So in the lack of sufficient knowledge of relationship of language and gender, sometimes there may be hindrance and misunderstanding between language users and it breaks down the real communication. Thus, the study on gender difference and variation in language use is needed.

Here, the researcher interested in how language is related to the gender and vice versa. Men and women do not speak in exactly the same way. They differ in terms of various linguistic and non-linguistic features, for example, intonation pattern, politeness, and turn taking. Who use polite and standard language, men or women? What type of intonation pattern is used by women and men? Who takes more turns in the conversation, men or women? And many other similar problematic areas will be focused in this study and these problematic areas/questions will be answered after the completion of this study.

### **1.3 Objectives of the Study**

The present study has the following objectives:

- i. To find out differences between women's and men's speech in terms of morphological features, politeness, turn taking and interruption, minimal responses and opening of conversations used by Nepali learners in the English language.
- ii. To suggest some implications of gender variation in language use.

### **1.4 Research Questions**

The study was oriented to find out the answers to the following questions:

- a) What are the differences in the language according to gender, mainly in the area: Morphology?
- b) Who use more polite, formal, standard and prestigious language; men or women?

- c) Who use more minimal responses; men or women?
- d) What are the differences in the language according to gender in the areas: Turn Taking and Interruption?

## **1.5 Significance of the Study**

Language only exists in the society and it carries the social, cultural, ideological, and political and many other values of the society. Language also carries the geographical features and ethnic/racial values of the people. So, one can easily be identified which society, culture, place and ethnic group she/he is from by listening his/her language. We can say that language is the transporter of the social, cultural values and geographical, ethnic identities.

In each and every society, there are two major natural races i.e. women and men. Women and men speak differently in some extent in every society, culture, ethnic group, and geographical territories. This different speaking quality is what we call sex difference or gender variation in language use. Some reasons of gender variation in language use can be biological, social, cultural and many others. In this study I have tried to find out the relationship between language and gender, qualities of women's and men's language, and causes of gender variation in language use in English language. So it will be new and interesting for the students and teachers of the language and linguistics especially for the students of the sociolinguistics.

The present study will be beneficial for the students and teachers of the language and linguistics. This study will also be beneficial for the language learner, researcher, women right activists, and organizations related to women education and empowerment. This will be equally useful to the politicians because some variations are related to the social, cultural and political issues (power and politics) and it will also be useful to all the people who are interested to the issues like 'gender and language'.



## 1.6 Delimitations of the Study

The basic limitations of the study were as follows.

- a) The study was delimited to the Non-native English speakers only, i.e. Nepali.
- b) The study was limited to the twenty samples only.
- c) The study was limited to the observation and analysis of the 40 recorded conversations.
- d) The study was delimited to the gender variation in language use in English language.
- e) The study was further limited to the analysis of recorded conversations only.

## 1.7 Operational Definitions of the Key Terms

**Culture:** The customs and beliefs, art, way of life and social organizations of a particular country or group.

(In this study culture means the customs and beliefs, art, way of life of the people whose conversations are recorded.)

**Women's language:** Language that involves features of the language variety generally used by female speakers.

(In this study women's language is the language used by female participants in the conversations.)

## **CHAPTER - II**

### **REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

#### **2.1 Review of Theoretical Literature**

This chapter includes the following theoretical reviews on language, linguistics, and language gender relationship in the English language.

##### **2.1.1 Sociolinguistics**

Sociolinguistics is the descriptive study of the effect of any and all aspects of society, including cultural norms, expectations, and context, on the way language is used, and the effect of language use in society. Sociolinguistics is the study of how language interacts with the society. When we attempt to relate society with language, obviously there occurs a particular type of negotiation between two phenomena. Sociolinguistics cannot therefore be the study of society and of purely languages. It is therefore, the study of language use in social, cultural, tribal and other similar situations and contexts. Sociolinguistics is often defined as the 'study of language in relation to society.' In other words, sociolinguistics is the study of how language serves and shaped by the social nature of human beings. This vast field of inquiry requires and combines insights from a number of discipline including linguistics, sociology, psychology and anthropology. It is the field which studies the relation between language and society, between the use of language and the social structure in which the uses of the language live. Sociolinguistics also studies how language varieties differ between groups separated by certain social variables, e.g. ethnicity, religion, status or socio-economic classes.

Sociolinguistics is the study of relationship between language and society. It studies various forms and functions of a language and of languages used in various settings and situations within a society or societies. In fact, sociolinguists claim that human society is made up of many related patterns and behaviors, some of which are linguistic. According to Gumperz (cited in

Wardhaugh, 2002, p. 10), sociolinguistics is an attempt to find correlations between social structure and linguistic structure and to observe any changes that occur. As Chambers (1995, p. xvii, cited in Wardhaugh, 2002, p.10) says ‘The correlation of dependent linguistic variables with independent social variables... has been the heart of sociolinguistics...’ Thus, sociolinguistics examines the interplay of language and society, with language as the starting point.

To quote Holmes (2008, p.1):

Sociolinguistics studies the relationships between language and society.” They are interested in explaining why we speak differently in different social context and they are concerned with identifying the social functions of language and the ways it is used to convey social meanings. Examining the way people use language in different social context to provide a wealth of information about the social relationship in a community and the way people signal aspects of their social identity through their language.

From above definition given by Holmes we mean that there are number of social and cultural factors which are attached to the speakers of a language such as class, power, status, context, topics, culture, ethnicity, nationality and so on. These factors influence the way the speaker use the language or make the choice of language items. And the work of sociolinguistics is to study influence of linguistics and social variables on each other.

Hudson (2003, pp.3-4) defines sociolinguistics differently. In this regard he writes:

Linguistics differs from sociolinguistics in taking account only of the structure of language to the exclusion of the social context in which it is learned and used. The task of Linguistics according to this view, is to work out 'the rules of language x', after which sociolinguistics may enter the scene and study any point at which their rules make contact with society- such as where alternative ways of expressing the same thing are chosen by different social groups.

In the above definition, Hudson presents sociolinguistics as 'the study of language in relation to society.' In sociolinguistic studies we tend to correlate linguistic variation with social variation or social constructs. Here, sociolinguistics try to find out as much as it can about what utterances and elements of language can be appropriate in particular social contexts.

Language is essentially a set of items, what Hudson (1996, as cited in Wardhaugh,(2008, p.10) calls 'linguistics item', such elements as sounds, words, grammatical structures and so on. This only cannot make a language complete contextually. To make a language live we must know the relationship between linguistics and social variables. In this context,Wardhaugh (ibid) says 'social theorist, particularly sociologist attempt to understand how societies are structured and how a people manage to live together. To do so, they use such concepts as 'identity', 'power', 'class', 'status', 'solidarity', 'accommodation', 'face', 'gender', 'politeness'.

Among these social variables 'gender' is a variable which influence the language use. Gender variation is available in every language in the world in some extent. Here, gender variation means sex (men and women) differences in language use.

### 2.1.2 Gender

For Richards (2004, as cited in Acharya, 2011) 'gender is the range of physical, biological, mental and behavioral characteristics pertaining to, and differentiating between, masculinity and femininity. Depending on the context the term may refer to biological sex (i.e.; the state of being male, female or intersex), sex based social structures (including gender roles and other social roles) or gender identity'.

According to the OALD gender is the fact of being male or female. Sometimes it is hard to understand what is meant by the term "gender" and how it differs from the closely related term "sex".

For Acharya (2011), 'Sex' refers to the biological and physiological characteristics that define men and women. 'Gender' refers to the socially constructed roles, behaviors, activities and attributes that a given society considers appropriate for men and women. Male and female are sex categories, while masculine and feminine are gender categories.

For many people, the term gender and sex are interchangeable. This idea has become so common, in many societies that it is rarely questioned. Yet biological sex and gender are different, gender is not inherently connected to even physical anatomy.

Sex is biological and includes physical attributes such as sex chromosome, gonads, sex hormones, internal reproductive structures, and external genitalia. At birth, it is used to identify individual as male or female. For Keen (2007 as cited in Aryal, 2011) gender on the other hand, is far more complicated. Along with one's physical traits, it is the complex interrelationship between those traits and one's internal sense of self as male, female, both or neither as well as one's outward presentation and behaviors related to that perception.

### 2.1.3 Gender and Language

Language and gender is an area of study within sociolinguistics, applied linguistics and related field that investigates varieties of speech associated within a particular gender or social norms for such gendered language use. A variety of speech associated with a particular gender is sometimes called a genderlect.

The study of gender and language in sociolinguistics and gender studies is often said to have begun with Lakoff's 1975 book 'Language and Women's Place', as well as some earlier studies by Lakoff. In 1975 Lakoff identified a 'women's register', which she argued serve to maintain women's (inferior) role in society. Lakoff (1975) argued that women tend to use linguistic forms that reflect and reinforce a subordinate role. These include tag question, question intonation (rising intonation) and 'weak' directives, among others. Women are generally believed to speak a better language than men do. This is a constant misconception, but scholars believe that no gender speaks a better language but that each gender instead speaks its own unique language.

It is a truism that men and women do not communicate in the same way. They vary in some extent. In language use men can be good in one skill and women in another. For example, the workplace is domain in which myth about language and sexes can have detrimental effects. For Cameron (2007), here a particular example, 'the manager of a call center in north east was asked by an interviewer why women made up such a high proportion of the agents he employed. Did men not apply for jobs in his center? The manager replies that any vacancies attracted numerous applicants of both sexes, but, he explained: "We are looking for people who can chat to people, interact, and built rapport. What we find are those women can do this more... women is naturally good at that sort of thing." Moment later, he admitted: I suppose we do, if we are honest, select women sometimes because they are women rather than because of something they have particularly shown in the interview'.

By discussing above mentioned example we can say that women talk more than men because a person who works in call center tend to speak more than other places. Women speak politely and honestly than men, they can build rapport to the strange people and they are more verbally skilled than men.

At its most basic, what Cameron, (2007) calls “the myth of Mars and Venus” is simply the proportion that men and women differ fundamentally in the way they use language to communicate. All versions of myth share this basic premise; most versions, in addition, make same or all of the following claims:

- i. Language and communication matters more to women than men; women talk more than men.
- ii. Women are more verbally skilled than men.
- iii. Men’s goals in using language tend to be about things done, whereas women’s tend to be about making connections to other people. Men talk more about things and facts, whereas women talk more about people, relationships and feeling.
- iv. Men’s way of using language is competitive, reflecting their general interest in acquiring and maintaining status; women’s use of language is cooperative, reflecting their preferences for equality and harmony.

Furthermore, Cameron, (2007) claimed that women on average utter 20000 words a day, while men on average utter only 7000. It conformsthe popular belief that women are not only the more talkative sex but three times much than men.

Similarly,Tannen (1996) has summarized her book ‘*You Just Don’t Understand*’in an article in which she represents men's and women's language use in a series of six contrasts. These are:

**a) Status Versus Support**

Men grow up in a world in which conversation is competitive; they seek to achieve the upper hand or to prevent others from dominating them. For women, however, talking is often a way to gain conformation and support for their

ideas. Men see the world as a place where people try to gain status and keep it. Women see the world as a network of connections seeking support and consensus.

**b) Independence Versus Intimacy**

Women often think in terms of closeness and support, and struggle to preserve intimacy. Men concerned with status, tend to focus more on independence. These traits can lead men and women starkly different views of the same situation.

**c) Advice Versus Understanding**

Men focused on what he can do, whereas women want sympathy.

**d) Information Versus Feelings**

While talking men's concern is seeking information whereas women talk more about emotion or feelings.

**e) Order Versus proposal**

Women often suggest that people do things in indirect ways –‘let’s’, ‘why don’t we?’ Or wouldn’t it be good, if we...? Men may use and prefer to hear, a direct imperative.

**f) Conflict Versus Compromise**

‘In trying to prevent fights,’Tannen (1996) writes "some women refuse to oppose the will of others openly".

Gender is defined with some male like or female like features. In case of language use, we often observe that the men and the women do not in exactly the same way. They vary in terms of linguistic features such as pitch, intonation, choice of words, discourse pattern etc., social and contextual features such as polite/rough, formal/informal, and standard/vernacular varieties and so on. Generally it is assumed that the women use more, standard



and polite forms and styles of language. Regarding to the difference between men's and women's language, Holmes (2008, pp. 157-158) views that:

The linguistic forms used by women and men contrast –to different degree- in all speech communities. There are other ways too in which the linguistic behavior of women and men differs. It is claimed women are more linguistically polite than men, for instance, and that women and men emphasize different speech functions... women and men do not speak exactly the same way as each other in any community. There are communities where the language is shared by men and women; particular linguistic features occur only in the women's speech or in men's speech. These features are usually small differences in pronunciation, or in morphology.

Tannen (1990, pp. 24-25, as cited in Hudson, 2003) says that the general consensus seems to be that men are more concerned with power and women with solidarity. For men, conversations are negotiation in which people try to achieve and maintain the upper hand if they can and protect themselves from others attempt to put them down and push them around, life, then is a contest, a struggle to preserve independence and avoid failure. In contrast, for women, conversations are negotiations for closeness in which people try to seek and give conformation and support, and to reach consensus. They try to protect themselves from others, attempt to push them away. Life, then, is a community, a struggle to preserve intimacy avoid isolation. Though there are hierarchies in this world too, they are hierarchies' move of power and accomplishment.

Similarly, according to McCormick (1994, p. 1357, as cited in Hudson, 2003, pp. 141-142) one such difference involves the preferred relations between speaker and addressee. Men are said to prefer to a one to many pattern, where a

single speaker has the rest of the group as audience, while women tend to break a larger group in to a number of smaller conversation groups. One consequence of this difference which presumably has major implication for men's and women's career prospects is that the male style prepares the better for public speaking- asking questions after lectures, talking in committees, presenting verbal reports and so on – while female style is more 'private', suitable for establishing rapport. Another difference in behavior is that females tend to put more effort than men in to keeping a conversation going by giving supportive feedback (for example, yeah, mhm) and asking questions.

Most important and basic thing is that men and women are biologically and physically different. Females have two 'x' chromosomes whereas males have an 'x' and 'y' and on average females have more fat and less muscle than males, are not as strong and weigh less (Wardhaugh, 2008). Women also mature more rapidly and live longer. The female voice usually has different range of verbal skills.

For Wardhaugh (2008), society gives different roles and attribute terms to the males and females according to the role they play in the society. He sees the bias on different attributes given to the men and women. Men's speech usually provides the norm against which women's speech is judged. Furthermore, (Wardhaugh, 2008), says:

Women's speech is trivial, gossip-laden, corrupt, illogical, idle, euphemistic, or deficient is highly suspect; nor it is necessarily more precise, cultivated or stylish- or even profanes than men's speech. Men indulge in a kind of phatic small talk that involves insults, challenges, and various kinds of negative behavior to do exactly what women do by their use nurturing, polite, feedback laden, cooperative talk.

Men's and women's language noticeably differs due to their biological dissimilarities, variation in social and cultural role to play, power, and politics and so on.

#### **2.1.4 Speech Practices Associated with Gender**

Not all members of a particular sex may follow the specific gender roles that are prescribed by society (Tannen, 1996). The pattern in gender and communication that follow are only the norms for each gender, and not every member of the corresponding sex may fit into this patterns.

##### **a) Minimal Responses**

One of the ways in which the communicative behavior of men and women differ is in their use of minimal responses, i.e. paralinguistic features such as ‘mhm’ and ‘yeah’, which is the behavior associated with collaborative language use (Carli, 1990 as cited in Tannen, 1996). Men, generally use them less frequently than women and where they do, it is usually to show agreement.

##### **b) Questions**

Men and women differ in their use of questions in conversation. For men, a question is usually a genuine request for information whereas with women it can often be a rhetorical means of engaging the others conversational contribution or of acquiring attention from others conversationally involved, techniques associated with a collaborative approach to language use (Barnes, 1971 as cited in Tannen, 1996). Therefore women use questions more frequently.

##### **c) Turn Taking**

According to DeFrancies (1991, as cited in Barrie & Nancy 2002) female linguistic behavior characteristically encompasses a desire to take turn in conversation with others, which is opposed to men’s tendency towards centering on their own point or remaining silent when presented with such implicit offers of conversational turn-taking as are provided by hedges such as “y know” and “isn’t it”.

**d) Changing the Topic of Conversation**

'Males tend to change subject more frequently than females' (Tannen, 1996). This difference may well be at the root of the conception that women chatter or talk too much. Goodwin (1990 as cited in Tannen, 1996) observes that girls and women link their utterances to previous speakers and develop each other's topics, rather than introducing new topics.

**e) Self-Discourse**

Female tendencies towards self-discourse, i.e. sharing their problems and experiences with others, often to offer sympathy (Dindia, & Allen, 1992), contrast with male tendencies to non-self-discourse and professing advice or offering a solution when confronted with another's problems (Tannen, 1996).

**f) Listening and Attentiveness**

Women attach more weight than men to the importance of listening in conversation, with its connotations of power to the listener as confidant of the speaker. This attachment of import by women to listening is inferred by women's normally lower rate of interruption- i.e. disturbing the follow of conversation with a topic unrelated to the previous one (Fishman, 1980 as cited in Tannen, 1990) and by their largely increased use of minimal responses in relation to men.

**g) Dominance Versus Subjection**

A women's communication will tend to be more focused on building and maintaining relationships. Men on the other hand, will place a higher priority on power; their communication style will reflect their desire to maintain their status in the relationship (Tannen, 2002).

**h) Politeness**

Lakoff (1975) identified three forms of politeness: formal, deference, and camaraderie. Women's language is characterized by formal and deference

politeness, whereas men's language is exemplified by camaraderie. Women are to all intents and propose largely more polite than men.

### **2.1.5 Differences**

In the linguistic literature perhaps the most famous example of gender differentiation is found in the Lesser Antilles of the West Indian among the Criebe Indians. In (Baron, 1986 & Taylor, 1951b as cited in Wardhaugh, 2008, p. 317) 'Male and female Cribes have been reported to speak different languages, the result of a long - ago conquest in which a group of invading Criebe-speaking men killed the local Arawak-speaking men and mated with the Arawak women. The descendants of these Criebe -speaking men and Arawak-speaking women have sometimes been described as having different languages for men and women because boys learn Criebe from their fathers and girls learn Arawak from their mothers. What differences there are actually do not result in two separate or different languages but rather one language with noticeable gender-based characteristic'.

#### **2.1.6.1 Phonological Differences**

Phonological differences can be found in the speech of men and women. In GrosVentre, an American language of the northeast United States, women have palatalized velar stop where men have palatalized dental stops, e.g. female say [kjatsa] for 'bread' and the male say [djatsa] for the same entity (Wardhaugh, 2008). Similarly, in a northeast American language, Yukaghir, both women and children have /ts/ and /dz/ where men have /tj/ and /dj/. In Bengali language men often substitute /l/ for initial /n/ but women use /n/ for initial /n/. Likewise, in a Siberian language, Chukchi, men but not women, often drop /n/ and /t/ when they occur in between vowels, e.g. female [nitvaqenat] and male [nitvaqaat]. In Koasati, an American language spoken in southwestern Louisiana, among other gender-linked differences, men often pronounced an 's' at the end of verbs but women did not, e.g. male [lakaws] 'he is lifting it' and female [lakaw] (Hass, 1944 as cited in Wardhaugh, 2008).

Men's and women's speech in English also varies in terms of intonation patterns they follow. Women use certain pattern associated with surprise and politeness more often than men (Berend, 1975). In the same vein, Lakoff (1975 as cited in Wardhaugh, 2008, p. 321) says that women may answer a question with a statement that employs the rising intonation pattern usually associated with a question rather than the falling intonation pattern associated with making a firm statement.

### **2.1.6.2 Morphological and Lexical Differences**

In some languages men's and women's speech varies in terms of morphology and specific vocabularies. In Yana, a North American Indian language, the affixes used in the words vary according to the gender difference. The women use the term 'ba' to mean 'deer', 'yaa' to mean 'person' but the men use the term 'bana' and 'yaa-na' to mean the 'deer' and 'person' respectively (Holmes, 2008). In some Native American languages, grammatical forms of verbs are inflected differently according to the sex of the speaker. For example, in Koasati, a Muakogean language, women use [lakawwitak] but men use [lakawwitaks] to mean 'let me lift it' and men use [tacilws] and women use [tacilw] to mean 'you are singing' (Lieberman, 2011).

In some languages there are also difference between the vocabulary items used by women and men, though there are never very extensive. For instance, here are a few of the many cases where Japanese men and women traditionally use different lexical items to express the same meaning. A particular example, here, women use 'otoosan' to mean 'father' but men use 'oyaji' and men use 'kuu' to refer 'eat' and women use 'taberu' to refer the same.

In English language, Lakoff (1973, as in Wardhaugh, 2008), claims that women use color words like mauve, beige, aquamarine, lavender, and magenta but most men do not. Lakoff (ibid) mentions that adjectives such as adorable, charming, divine, lovely and sweet are also commonly used by women but only very rarely by men. Women are also said to have their own vocabulary for emphasizing certain effects on them, words and expressions such as so good,

such fun, exquisite, lovely, divine, precious, adorable, darling and fantastic. Furthermore, in the English language, there are some distinctions of gender based kind, e.g. actor-actress, waiter-waitress, master-mistress, boy-girl, men-women, gentleman-lady, bachelor-spinster and widower-widow.

### **2.1.6.3 Discourse and Stylistic Differences**

The men and women differ significantly in the use of language in terms of discourse pattern and styles employed by them. It is said that polite and formal styles are found more in women's language than in the men's language. In MckayandHornberger (2009, p. 233) it is argued that women utter more hedges in their utterances, by using the terms such as 'you know', 'isn't it?', 'are you?', 'do you?'.

In sum, there are significant differences between men and women in the use of a language. At least they differ in terms of their voice quality and pronunciation.

### **2.1.6 Features of Women's Language**

Lakoff (1975, as cited in Holmes, 2008, p. 298) suggested some linguistic features of women's speech. They are:

- a) Women use more hedges than men do. The hedges are discourse fillers such as 'you know', 'sort of', 'well', 'you see'.
- b) Women use tag questions more than the men. They do so for the purpose of conformation and information. They check whether what they are saying is appropriate or not.
- c) Women use question intonation (i.e. rising intonation) on statements to express uncertainty.
- d) Women use 'empty' adjectives such as charming, divine, nice. They use such adjectives though these are not contextually appropriate.

- e) Women use hyper- correct grammar so that their language would seem more standard, formal and prestigious like a higher status variant.
- f) Women's speech is more polite than men's; women use super polite forms of language.
- g) Women often avoid strong swear words, e.g. fudge, my goodness.

Discussing the above mentioned linguistic features of women's speech given by Lakoff (1975) we can conclude that women speak differently than men in terms of various linguistic items.

### **2.1.7 Explanations of Women's Language**

Holmes (2008, p. 164) suggests four explanations for women's distinctive linguistic behavior: social status explanation, social role explanation, social group explanation, social function explanation.

#### **i. Social Status Explanation**

Women's language is more standard and polite because they are more status conscious than men. The women are claimed to be more aware of the fact that the way they speak signals their social status, class and background. So they tend to use more polite and formal styles of language at least to show higher status and better background.

#### **ii. Women's Role as Guardians of Societies Values**

It is assumed that the society expects the crucial role of women to preserve the societies' values. As a part of their social roles, the women show better linguistic behavior than the men, according to this explanation.

#### **iii. Subordinate Group must be Polite**

Basically, women try to avoid possible offence from the male, and tend to save the face of self and others. It is also argued that women are the subordinate group, and they must speak carefully and politely.



#### **iv. Vernacular forms Express Machismo**

The women generally understand that informal language is attached to masculine identity. So, the women's language is oriented to function for the responsible and serious topics.

##### **2.1.8 Politeness**

Politeness is a relatively complicated phenomenon related to the functions of a language. It is a way one speaks in order to make others feel better. Politeness is also a component of social interaction pattern of a language. Being polite involves understanding not just the language but also the social and cultural values of the community. The goal of politeness is to make communication smooth and comfortable to the parties involved in communication, these culturally defined standards at times may be manipulated to inflict shame on designated party. Yule (2008, p. 119), notes that in the study of linguistic politeness, the most relevant concept is 'face', i.e. a person's self image. This is the emotional and social sense of self that everyone has expects everyone else to recognize. Following Yule (*ibid.*), politeness can be defined as showing awareness of and consideration for another person's face.

##### **2.1.9 Turn Taking and Interruption**

Turn – taking is an obvious feature of conversation. Following Cutting (2008, p. 27), cooperation in conversation is managed by all participants through turn taking. In most cultures, generally speaking, only one person speaks at time: speakers take turns, first one talking then another. Cameron (2007, p. 89), also argues that conversation requires speakers to take turns and requirement is managed in a particular way. At any given moment, the turn that is in progress will typically 'belong' to a single speaker.

According to Wardhaugh (2008, p. 299), there are also certain linguistic and other signals that go with turn taking. Speakers may signal when they are about to give up a turn in any one of several ways. Words or expressions like 'you know' or 'something' can also be used to indicate a turn point. Following

Cutting (ibid.) a point in a conversation where a change is possible is called a Transition Relevance Place or TRP. Next speaker cannot be sure that the current speaker's turn is complete, but they will usually take an end of a sentence to indicate that the turn is possibly complete. When speakers do not want to wait until the TRP, this is called interruption.

#### **2.1.10 Minimal Responses**

Minimal responses is defined as monosyllabic utterances, such as 'huh', 'yeah', 'mm', that are used during conversation by men and women.

### **2.2 Review of the Empirical Literature**

There are many researches on sociolinguistics which are concerned with different particular areas, but no researches are available on language and gender in the department of English education. No researches have been conducted regarding the language and gender relationship because of its delayed establishment and discussion in sociolinguistics by Lakoff (1975) in her book 'Language and Women's Place' and other linguists.

Lakoff in 1975 published an article on 'Women's Language'. In her article she published a set of basic assumptions which characterize the language of women. According to Lakoff (1975), women use more polite language than men. Women use more hedges, tag questions, empty adjectives and rising intonation in declarative statements. Furthermore, women have special lexicon for color, they use wh-imperatives and they speak less frequently than men. For her, women also apologize more, they use more intensifiers and the women lack a sense of humor than men.

Tiwari, (2008) carried out a research on 'An Analysis of Classroom Discourse'. In his study he studied all the features of the discourse used in the classroom. The main objective of his study was to characterize the discourse used by the students and teacher in the classroom in terms of power, i.e. who command and control the language in the classroom.

Dumre, (2008) studied a language used by different characters in a Nepali novel 'Basain' in terms of different social variables, i.e. gender, social class, educational level. The topic of his study is 'BasainUpanyaskoSamajikBhasikAdhyan'. The study was based on the language used by the different characters in the Nepali novel 'Basain'. The major objectives of the study were to find out the variation in language use in terms of different social variables, i.e. gender. He concluded that there is a variation in Nepali languages used by men and women due to their biological difference and their role in the society.

Niroula, (2009) studied the classroom language in terms of politeness in his research, 'Analysis of Classroom Language in Terms of Politeness'. He studied the levels of politeness used by the teacher and the students in the classroom. In his research he also studied the situations of using politeness. The objectives of his study were to find out the levels of politeness used in the classroom and the situations where the polite form of language is used.

In the Department of Education in Nepali, Aryal, (2010) carried out a research on 'AbiralBagdachhaIndrawati' UpanyaskoSamajikAdhyan'. She studied 'AbiralBagdachhaIndrawati', a Nepali Novel sociolinguistically. She studied the language used by different characters in the novel in terms of different social variables, i.e. social class, Gender, Education. The main objective of the study was to find out the differences in the use of language in terms of educational level, social class, and gender. Her study was completely based on the language spoken/used by the characters in the novel 'AbiralBagdachhaIndrawati'. She has concluded that there is a significant difference between men's and women's speech in Nepali language.

Furthermore, men's and women's language is different biologically and socially. Biologically, male and female are different in their voice quality. In the society, male and female play different roles and they belong to a particular culture. According to the role they play in the society, also they use different language. In Nepalese society, women are powerless and they subordinate

roles. Due to the powerlessness, women use more polite language than men. According to Aryal, (2010) the men and the women are also different in terms of the ability to discriminate colors, in terms of word power they have, and they also differ in terms of language use, i.e. implicational differences. She also lists the words (verbs + noun) of Nepali language which are used for same meaning but structurally different due to gender difference. For example, 'rojeko' for the male and 'rojeki' for female, meaning 'chose', 'jogi' and 'jogini' meaning 'nun' for male and female respectively.

Paudel, (2012), in the Department of Education in Nepali, carried out a research on 'SamanantarAakasUpanyaskoLaingikAdhyan'. His study was based on the language used by the characters in the novel 'SamanantarAakas'. According to him, there is a biological and social difference between men and women. These biological and social causes the difference in the role they play in the society. He further describes that due to these biological differences and different social roles, there is a variation in men's and women's language use.

### **2.3 Implications of the Review for the Study**

In literature review, our central focus is to examine and evaluate what has been before on a topic and establish the relevance of this information to our own research. This review of the study may obtain from the variety of sources including books, journals, articles, reports, and internet. This entire source help to bring the clarity and focus on the research problem, improve methodology, and contextualize the findings. It is also equally important to examine and evaluate what has been said before on topic and what has not been said yet for finding new area for further research. To summarize, the aforementioned studies have their own value and importance in their respective fields. Here, I have selected this topic because I am interested in finding out the relationship between language and gender. Under this topic I saw the relationship between language and gender, difference in men's and women's language and causes of gender variation in language use in English and Nepali language. There are

very few research studies which have been carried out previously in the field of language and gender.

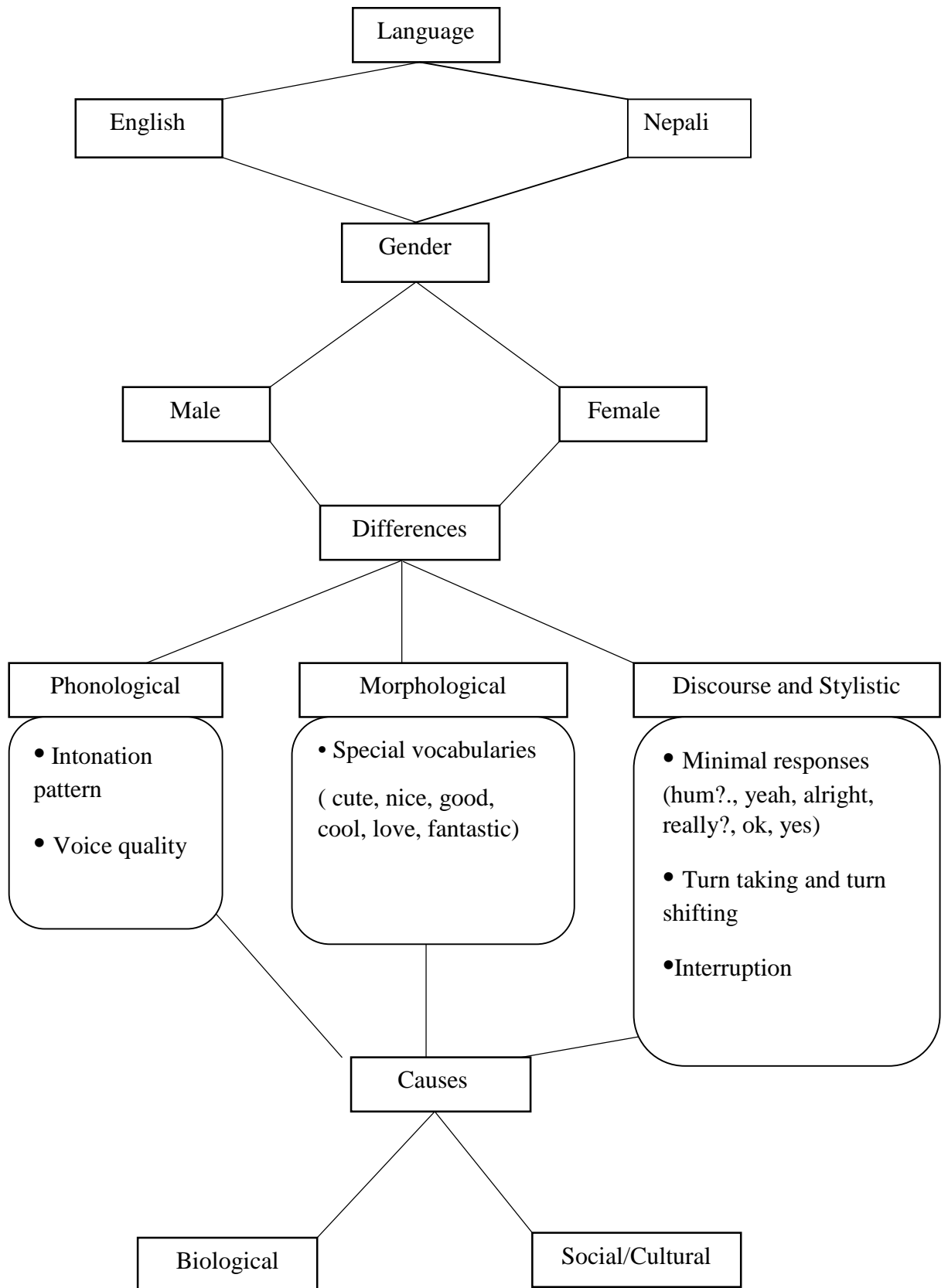
Lakoff, (1975) published a book 'Language and Women's Place'. In her book, she published a set of basic assumptions about women's language. She also said women use more polite language than men, women use more hedges, tag questions, empty adjectives and rising intonation. Those facts suggested by Lakoff (1975) helped me to be clear about the topic of my study and it also made me clear about the quality of language used by women. In the Department of Education in English, Tiwari, (2008) carried out a research on 'An analysis of Classroom Discourse'. In his research he studied the discourse used in the language classroom. His study also guided me in the orthographic transcription of recorded conversations. Niraula, (2009) studied on 'Analysis of Classroom Language in Terms of Politeness' and Rout, (2010) carried out a research on 'Conversational Analysis of Classroom Interaction'. Both the studies studied by Niraula (2009) and Rout (2010) were in the field of discourse analysis. Those studies were also helpful for me in the orthographic transcription of recorded conversations.

All the above mentioned books and researches provide guideline to me for my research but they are not exactly the same. Therefore, my study is new in the field of English education especially in the Department of English education and this work is a new attempt in the exploration of above mentioned untouched areas. This is a single study on language and gender in the department.

## **2.4 Conceptual Framework**

On the basis of above analysis, the researcher developed a conceptual framework that demonstrates the how gender influence the language use. It also shows relationship between language and gender, differences of men's and women's speech and causes of gender variation in language use in English.

The conceptual framework of my research is as follows:



## **CHAPTER – III**

### **METHODS AND PROCEDURES OF THE STUDY**

The methods and procedures, the researcher adopted during this study has been discussed below.

#### **3.1 Design and Method of the Study**

The researcher conducted survey research to achieve the objectives of the study. To find out the relationship between language and gender, to find out differences in using language by women and men, to list the qualities of women's and men's language and to find out causes of gender variation in language use in English language; the researcher followed the qualitative research design in general and the survey research design in particular.

In this type of research, the researcher visited the determined field/area to find out existing data. It is a type of research which tries to study both large and small population by selecting and studying samples in order to find out the present situation or present activities. Specially, it is carried out in large number of population in order to find the people's attitudes, opinions, and the specified behavior on certain issues, phenomena, events and/or situations. Survey research study was selected because such study is carried out to address the large population by selecting samples which are the representative of the study population as a whole.

In this regard, Cohen and Manion (1985, as cited in Nunan, 1992, p. 140) write:

Surveys are the most commonly used descriptive method in educational research, and may vary in scope from large scale governmental investigation through to small scale studies carried out by a single researcher. The purpose of survey research is generally to obtain the snapshot of conditions, attitudes, and/or

events at a single point of time.

In the same vein, Nunan (1992, p. 140) states, “Survey are widely used for challenging data in most areas of social inquiry from politics to sociology, from educational to linguistics.” Likewise, Cohen et al. (2010) write that survey research in which researcher gathers data at a particular point of time especially to describe the nature of existing situation or to identify most standard one against the existing situation.

In the word of Hutton (1990), “Survey research is the method of collecting information by asking a set of pre- formulated questions in a pre- determined sequence in a structured questionnaire to a sample of individual so as to be representative of a defined population.” Similarly, according to Kerlinger (1986), “Survey research is a kind of research which studies large and small population or universe by selecting and studying sample chosen from the population to discover the relative incidences, distribution and inter relationship of social and psychological variables.”

From above mentioned definitions we can conclude that survey research is a type of research which studies large and small population by selecting sample population chosen from study population. Survey is also carried out in educational sectors to obtain snapshot of conditions, attitudes and events at a single point of time.

Survey research is carried out to study certain issues, events, situations or phenomena. The survey research is carried out with various purposes. To find out public opinion, beliefs, etc. on certain issues, to assess certain educational program, to find out behavior of different professionals, to assess certain activity, to study certain trends and existing state of certain institution at single point of time, to compare the findings with the standard one, to forward some suggestions for improvement of the program and many others can be the purpose of the survey research.



According to Nunan (1992, p. 140), “the main purpose of survey research is to obtain a snapshot of conditions, attitudes, and or event at a single in point.”

Surveys are the most commonly used descriptive method in educational research and may vary in scope from large scale government investigation through small scale studies carried out by a single researcher (as cited in Nunan, 1992, p. 140). A survey research usually addresses the large group of population, sampling is necessary to carry out investigation. The concern here is to ensure that sample should be representative of the study. Sampling of the whole population is done to obtain practicability of the study. Nunan (1992, p. 141) suggests the following eight step procedure of survey research:

Step 1: Define objectives – What do we want to find out?

Step 2: Identify target population – Who do we want to know about?

Step 3: Literature review – What have others said/discovered about the issue?

Step 4: Determine sample – How many subjects should we survey, and How will identify these?

Step 5: Identify survey instruments – How will the data be collected?

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: Determine reporting procedure – How will be written up and presented?

The discussion above entails that survey is one of the important research methods used in educational investigations. It is mainly carried to find out people’s attitudes, opinions and specified behavior on certain issues, phenomena, event or situations. The findings of survey research are generalizable to the whole group. In my research I also selected some samples from whole study population, collected data from selected samples and analyzed and interpreted it. And finally the result/findings have been

generalized to the whole study population. For this reason, I selected survey research in my research study.

### **3.2 Population and Sample of the Study**

The findings of the study have been generalized to all the twelve grade students who speak English. Therefore, all the twelve grade learners were the population and the English learners whose conversations were recorded were selected as the sample. The samples of the study were twenty students of class twelve and they were selected from private school in the Kathmandu valley. The researcher recorded 40 conversations from ten pairs; each pair was given a list of topics for selection. There was not any boundary in selecting the topics of conversation, i.e. a pair can select only one topic or more than one according to their choice. The topics for the conversation are in the APPENDIX I. The samples were selected from both genders (male 10+female 10).

### **3.3 Sampling Procedure**

All the Nepali English speakers of grade twelve were study population. The researcher recorded 40 conversations and the people whose conversations were recorded were the sample. The numbers of sample were twenty, ten from each gender (male and female). To select above mentioned samples, the researcher used purposive non-random sampling method. For conversation recording purpose samples were students of class twelve of a private school from Kathmandu valley. This study was on gender variation in language use, so the researcher selected the sample from both gender (sex) male and female. Within above mentioned 40 conversations, fourteen conversations were between females only, fourteen between males only and twelve were between both male and female. Same pair was provided with different topics of conversation for selection. All twenty samples were divided into ten pairs and each pair was provided with different topics for conversation and audio recorded.

### **3.4 Data Collection Tools and Techniques**

The tools for data collection were observation and audio recording. Participant observation was adopted to collect information from informants. Observation was used to observe the conversation between participants. By the use of observation tool, the researcher observed the participants' facial expressions, emotional expressions and pointed out in his notebook. And together with observation, the researcher recorded the conversations on his audio recorder for further analysis.

### **3.5 Data Collection Procedure**

At first, the researcher prepared topics for conversation as mentioned in APPENDIX- I. Then, the researcher visited the selected schools in Kathmandu valley. The researcher built rapport with concerned authority of the school and then introduced himself to the informants, i.e. students of class 12. Then, the researcher selected 20 samples from all the class 12 students and informed them the objectives of the study. The researcher also informed about the recording of their conversations. Then, the researcher divided the 20 samples in to 10 pairs and gave them the list of topics of conversations. Every pair selected the topics from the list and prepared for conversation. Then, the researcher observed conversation between them and audio-record it. The researcher recorded 40 conversations in total, fourteen between male only, fourteen between female only and twelve between both male and female as mentioned in the APPENDIX II.

### **3.6 Data Analysis and Interpretation Procedure**

The researcher transcribed the audio recorded conversations in orthographic form in order to minutely study and understand the details.

## **CHAPTER – IV**

### **ANALYSIS AND INTERPRETATION OF RESULTS**

This chapter deals with the analysis, evaluation and interpretation of data. The researcher has tried his best to discover the differences in the language used by men and women speakers. All the conversations have been analyzed systematically and accurately as far as possible. Some conversations have been described and special items have been tabulated for analysis, evaluation and interpretation to make the study objective, accurate, effective and reliable as far as possible. The researcher has applied descriptive approach and simple statistical tool, i.e. percentage.

#### **4.1 Analysis of Data and Interpretation of Results**

The analysis and interpretation of data has been carried out under the following headings.

- a) Analysis of the conversations in terms of morphological differences.
- b) Analysis of conversations in terms of turn taking and interruption.
- c) Analysis of conversations in terms of use of minimal responses.
- d) Analysis of conversations in terms of opening of the conversations.
- e) Analysis of conversations in terms of politeness.

##### **4.1.1 Analysis of the Conversations in Terms of Morphological Differences.**

Under this heading the researcher has investigated the difference in language used by women and men in terms of morphological aspects.

##### **4.1.1.2 Analysis of the Conversations in Term of Morphology and Special Vocabularies Used**

Under this topic, the researcher analyzed some special words used by men and women speakers in the conversations. The researcher found some special words like; nice, cute, love, good, great, fantastic, super.

**Table no. 1**

**Number of Special Vocabularies Used by Women and Men**

| Special Vocabularies Used By |     |           | Percentage |     |
|------------------------------|-----|-----------|------------|-----|
| Women                        | Men | Total     | Women      | Men |
| 43                           | 22  | 65 (100%) | 66%        | 34% |

The table given above shows that the total special vocabularies used by the men and women in the conversations were 65. Among them women used 43 (66%) and men used 22 (34%). The special vocabularies used by men and women were nice, cute, preety, fantastic, super, good, great, beautiful, interesting.

While speaking, women used special vocabularies as underlined in the following exponents:

- (21) G1: Yeah, I have two in each ear/.
- (23) G2: That's pretty cool. What color is the piercing?
- (24) G1: It's a green gem on a silver bar.
- (25) G2: Sounds cute/.

Similarly,

- (322) G1A: Really yes / I love computers.
- (323) G2: Really? I also like it. But I'm not perfect with computers.
- (324) G1: I'm good with computers. I use the internet every day.
- (325) G2: That's cool, what sites do you like to visit?

The male participants also used special vocabularies while speaking as underlined in the following exponents:

- (680) B1: Me too fine and Umm... Ritik... which sport do you like?

(681) B2: I enjoy football so much \.

And,

(686) B1: Oh! My favorite player is Ronaldo and yours?

(687) B2: I like Messi, his style is super!

#### **4.1.2 Analysis of the Conversations in Terms of Turn Taking and Interruption**

Under this heading the researcher has investigated the variation in the language spoken by men and women in terms of turn taking and interruption.

##### **4.1.2.1 Analysis of the Conversations in Terms of Turn Taking and Shifting**

**Table no. 2**

#### **Status of Words Used in Turn Taking and Turn- Shifting**

| <b>Total 40 conversations</b>               | <b>Women</b> | <b>Men</b> |
|---|--------------|------------|
| Words used in turn taking and turn shifting | 36 (42%)     | 49 (58%)   |
| Total                                       | 85 (100%)    |            |

As is shown from table 2, in total 40 conversations (1023 exponents), the total words used in turn taking and turn shifting were 85(100%). Among them women and men participants used 36 (42%) and 49 (58%) respectively.

For example:

(17) G1: **Uhhh...** maybe I should get my nose pierced while we're at the mall. What do you think?

(192) G1: I think **Umm...** it looks unnatural.

(834) B1: **Confusing...?...for what?**

**Table no. 3**

**Number of Words Used in Turn Shifting in Only Men and Women Participated Conversations**

| <b>Total 12 conversations</b>         | <b>Women</b> | <b>Men</b> |
|---------------------------------------|--------------|------------|
| Number of words used in turn shifting | 13 (57%)     | 10 (43%)   |
| Total                                 | 23 (100%)    |            |

The table no. 3 shows that, in all 40 conversations, 12 conversations were between women and men participants. In total 12 conversations, the participants used 23 words for turn shifting. Among them women used 13 and men used 10. The percentage of men and women was 43% and 57% respectively.

Turn taking and turn shifting in the following exponents:

(436) G: **Hum?...But what?**

(437) B: All the classes are boring.

(438) G: **Boring?.....**isn't there any period for entertainment?

(465) G: **Hum / ...?** Your own business /?

In the above exponents words in the bold letters indicate turn shifting in the conversations. In the conversations between men and women, women change the turn more than men.

#### 4.1.2.2 Analysis of Conversations in Terms of Interruptions

**Table no. 4:**

##### **Status of Interruption in the Conversations**

| Conversations                                | Interruptions |     |          | Percentage |     |
|--|---------------|-----|----------|------------|-----|
|  | Women         | Men | Total    | Women      | Men |
| In Total 40 Conversations                    | 14            | 9   | 23(100%) | 60%        | 40% |
| Men and Women only Involved 12 Conversations | 4             | 2   | 6(100%)  | 66%        | 34% |

The table no. 4 shows that in the total 40 conversations, total number of interruptions were 23. Out of 23 total interruptions, 14 interruptions were by women and 9 by men. The percentage of interruptions of women and men was 66% and 34% respectively.

There were 40 conversations in total and out of 40, only 12 conversations were between women and men participants. In total 12 conversations, the researcher found 6 interruptions. Among 6 total interruptions, there were 4 by women and 2 by men. The percentage of women and men was 66% and 34% respectively. In the conversations interruption was indicated by (...//). Some exponents are below mentioned from Appendix-II.

(51) G2: They look good on my mom... // she's really tall.

(52) G1: // Yeah, probably. They also look good if you wear high heels with them.

In the above exponents G1 interrupts G2 when she was speaking. Here both the participants were female. Similarly,

(442) G: You don't like movie?



(443) B: No. ... // not much.

(444) G: // What do you like then?

(445) B: I like music.

And here next example,

(453) B: Yes. ... // there is.

(454) G: //Who is the singer?

In the above mentioned exponents the interruption was done by the women participants and there men participants were interrupted.

In the following exponents B2 interrupted B1 while he was speaking. Here in the following conversation both the participants were men.

(931) B1: Friends?... // So you like friendship /.

(932) B2: // Yeah ... I have many friends. I like it. What about you?

(933) B1: I am also very frank to make friends.

To sum up, in the conversations between men and women, women participants interrupt more to the men than men do.

#### **4.1.3 Analysis of the Conversations in Terms of the Use of Minimal Responses**

Under this heading the researcher investigated the differences in the use of language of men and women in terms of the use of minimal responses.

**Table no. 5**

**Status of the Minimal Responses Used by Men and Women  
in the Conversations**

| Minimal Responses Used in the Conversations |       |     | Percentage |     |
|---|-------|-----|------------|-----|
| Total                                       | Women | Men | Women      | Men |
| 187 (100%)                                  | 100   | 87  | 54%        | 46% |

The table, given above, shows that all the minimal responses/ lexical hedges used in the conversations were 187. Among them women used 100 and men used 87. In the percentage women used 54% and men used 46%. Minimal responses or hedges used in the conversations were yeah, okay, yes alright, oh, and ok.

The researcher found following minimal responses. They are underlined in the following exponents:

(20) G2: Oh, really? I only have one piercing in each ear.

(21) G1: Yeah, I have two in each ear/.

(138) G2: Alright/... how old is she?

(201) G2: Yeah, It's healthier for our skin to use it // I put it on every day.

(202) G1: // Right, I agree.

The underlined words given above are the lexical hedges/minimal responses used by women and the minimal responses used by men participants are as given below:

(453) B: Yes. ... // there is.

(468) B: Oh! Really?

(665) B2: Yes, there are.

(671) B2: Really?

(672) B1: Yes.

(710) B2: Yeah.

(847) B2: Ok, I understand.

(851) B2: Exactly, yes.

In all 187 minimal responses used by both men and women, only women speakers used 54%. To conclude that fact, while speaking, women use more lexical hedges/minimal responses than men.

#### **4.1.4 Analysis of the Conversations in Terms of Opening or Starting**

Under this heading, the researcher tried to investigate status of the men and women in terms of the opening of the conversations. Here, the researcher mainly dealt with the question like who opens the conversations.

**Table no. 6**

#### **Status of Men and Women in the Opening of the Conversations**

| <b>Conversations</b>                  | <b>Opening of Conversations</b> |       |       | <b>Percentage</b> |       |
|---------------------------------------|---------------------------------|-------|-------|-------------------|-------|
|                                       | Men                             | Women | Total | Men               | Women |
| 12 Between<br>Male and<br>Female Only | 6                               | 6     | 12    | 50%               | 50%   |

The table no 5 shows that the number of total conversations between men and women were 12. Among all 12 conversations opening by men were 6 and opening by women also 6. The percentage of opening of the conversations was 50% for both men and women.

For example:

(429) B: Hey! Asmita.

(430) G: Hi! Ritik.

(431) B: How are you?

(432) G: I'm fine, thank you / and you?

(433) B: Fine here.

In the next example,

(459) G: Hello, Pramish.

(460) B: Hey! Arati.

(461) G: How are you?

(462) B: Fine and you?

#### **4.1.5 Analysis of the Conversations in Terms of Politeness**

Under this topic, the researcher tried to investigate politeness status in the language used by men and women in the conversations.

Here, in all 40 conversations or in 1023 exponents, the researcher found some exponents used in the conversations to show politeness. They were:

(469) G: Yeah / . Would you mind telling me about your business?

(470) B: Sure, my father is hotel line business man.

Next example,

(554) G: What's your hobby? Would you...// tell me?

(555) B: // Travelling different new places is my hobby.

In the above exponents, men participants used the polite language to ask about something personal to their co-participants.

Similarly, in the following exponent (969), the men participant B1 also used the polite language with his friend B2 asking for permission for joining with them.

(969) B1: // Oh! Fantastic! May I join with you?

(970) B2: Absolutely, yes ... ah...I will inform you about the day and spot.

In the following exponents (411), (502) and (423) the women used more polite form of language in greetings. Here, the women showed the politeness in their language by saying 'thank you' but men participants didn't say that type of polite form of language in the same situations.

(409) G: How are you?

(410) B: Fine and you?

(411) G: I'm fine, thank you / . Where are you going now?

Next example,

(500) G: How are you?

(501) B: I'm fine \ and you?

(502) G: I'm fine /... thank you / .

In similar other exponents:

(431) B: How are you?

(432) G: I'm fine, thank you / and you?

(433) B: Fine here.

In all 40 conversations (1023 exponents), the researcher found very few (only two) exponents spoken using politeness. Here, the researcher found that women speakers used relatively more polite language than men but that is not in all and every situations. The researcher also found that women's language was biologically soft, polite and clear and the language used by men was somehow rough.

## 4.2 Discussion of Findings

The study mainly concentrated on investigating the differences in the language used by men and women in terms of morphology turn taking and interruption, minimal responses and politeness they used in the conversations. The main purpose of the study was to find out the variation in language use due to gender difference.

This study was limited to the differences in the language used by the men and women in terms of morphology turn taking and interruption, minimal responses and politeness.

The present study has the following findings:

1. While doing comparison between men and women in terms of the use of special vocabularies (morphology), the women speakers used 66% words and men used 34% words.
2. While talking, men used more words that indicate the turn shifting than women participants. In total 85 words men used 58% and women used the 42%.
3. In the conversations, men participants got interrupted more by women. In all interruptions, 60% interruptions occurred by the women.
4. In the conversations, women used more minimal responses or lexical hedges than men. In total women used 54% and men used 46%.
5. In all the twelve conversations by men and women, men and women participants equally opened the conversations. The percentage of both men and women was 50%.
6. While analyzing the politeness, in all forty conversations, very few exponents (only two) are found politely spoken by women participants. But not even a single exponent is found politely spoken by men. Analyzing this fact, comparatively women used a bit more polite form of language. Similarly, in greetings women used more polite form of language than the men do.

## CHAPTER – V

### CONCLUSION AND IMPLICATIONS OF THE STUDY

#### 5.1 Conclusion of the Study

On the basis of the findings of the study, the conclusions of this study have been listed in the following points:

- a) Based on the results shown in findings above, while talking, women use special vocabularies like; cute, love, nice, cool beautiful, fantastic; more than men do.
- b) Normally, both men and women speakers wait for their turn in the conversations. That is to say one speaker speaks at a time but based on the findings above, men speakers signal for the turn shifting more than women in the conversation.
- c) Based on the findings, while talking, in total 60% interruptions occurred by women. This fact shows that women speakers interrupt their co-participants more than men do.
- d) While talking, men and women used 100 minimal responses in total and out of them women used 54% and men used 46%. Based on this fact, the women use more minimal responses or lexical hedges such as hum, yeah, ok, yes, alright, and oh, than the men do.
- e) Based on the findings above, men and women speakers open the conversations equally.
- f) Based on the findings no. 6 above, not always but sometimes, comparatively the women use the more polite form of language than the men.

## **5.2 Implications**

This study has the following implications:

### **5.2.1 Policy Level Implications**

The policy level implications of this study will be as follows:

- a) The topics like 'language and gender' should be included in the curriculum and syllabus from basic level to upper level. For example, School Level, Intermediate Level, Bachelor Level and Masters Level.
- b) The course book should be constructed for the students and teachers related to the language and gender based field.
- c) The government can make policy to enhance the both men's and women's varieties.
- d) The government or the related authority should develop the both (men's and women's) varieties of language separately.

### **5.2.2 Practical Implications**

The practical implications of this study will be as follows:

- a) It will be useful for the students and teachers of sociolinguistics mainly related to the language and gender issues.
- b) The teachers should be provided with the training related to the language and gender topics.
- c) It will also be helpful for the researchers who are interested in language and gender issues.
- d) The people who are interested can study and understand the varieties used by men and women.
- e) All the people can imply the findings of this study in their practical life.



### **5.2.2 Further Research**

In this study, the researcher tried to find out the differences between the men's and women's language in terms of morphology, turn taking, interruption, minimal responses and politeness. This is the broad area of study. Several researches can be done under this topic. Any person who is interested in language and gender issues can study in the similar issues of this research. The further studies within this topic will be as follows:

- a) 'An Analysis of Gender Difference in Minimal Responses'.
- b) 'An Analysis of Gender Difference in Turn Taking, Turn Shifting and Interruption'.
- c) 'Gender Difference and Politeness in English Language'.

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## **APPENDIX - I**

### **Conversation Topics**

These conversation topics have been prepared to elicit primary data required for the research work entitled '**Gender Difference and Variation in Nepali Learners' English**' under the supervision of **Dr. Anjana Bhattarai** , Professor and Head, Department of English Education, T.U., Kirtipur.

Researcher

**Laxman Bahadur Dhama**

T.U., Kirtipur, Kathmandu

### **Topics**

- a) Education
- b) Sports
- c) Fashion
- d) Entertainment
- e) Science and Technology
- f) Shopping
- g) Friendship
- h) Business
- i) Computer
- j) Plan of Life
- k) Student Life
- l) Religion
- m) Make up and Skin Care
- n) Facebook
- o) Movies

## **APPENDIX – II**

## Transcription of Recorded Conversations

1

### Shopping

(01) G1: Hello, Kushum.

(02) G2: Hi, Najita. How are you?

(03) G1: Fine and you?

(04) G2: I'm also fine.

(05) G1: I'm going for shopping. Can you help me?

(06) G2: Off course, what do you want to buy?

(07) G1: I want to buy some clothes / and jewelries.

(08) G2: really/? I also need some winter clothes.

(09) G1: Okay. We can get these all at Civil Mall.

(10) G2: How about jewelry? Do you wear a lot of jewelry?

(11) G1: Yeah/, I like jewelry/. We should stop at some jewelry stores.

(12) G2: What kind?

(13) G1: I like small, cute jewelry. What about you?

(14) G2: Sometimes I do too. I also like flashy gold jewelry. I have already gold earrings.

(15) G1: oh! That's cool.

(16) G2: What else we have to do there?

(17) G1: Uhhh... maybe I should get my nose pierced while we're at the mall.  
What do you think?

(18) G2: I don't like nose piercing, but my friend has one.

- (19)G1: I already have my ears pierced multiple times.
- (20)G2: Oh, really? I only have one piercing in each ear.
- (21)G1: Yeah, I have two in each ear/.
- (23)G2: That's pretty cool. What color is the piercing?
- (24)G1: It's a green gem on a silver bar.
- (25)G2: Sounds cute/.
- (26)G1: Ok, let's go...
- (27)G2: Ok.

## 2

### Shopping

- (28)G1: Hello, Asmita.
- (29)G2: Hi, Samita, how are you?
- (30)G1: I'm fine and you/?
- (31)G2: I'm also good.
- (32)G1: Do you have leisure time today?
- (33)G2: Yes, I'm free today but why?
- (34)G1: I'm planning to go to the market.
- (35)G2: Really? I also have something to buy.
- (36)G1: What do you want to buy?
- (37)G2: I need some winter clothes.
- (38)G1: Me too. I want some formal dress also.
- (39)G2: Do you like formal dress?
- (40)G1: Yes/. It looks fit on me.

- (41)G2: But I don't like. I feel uncomfortable on it.
- (42)G1: I want to buy winter boots also.
- (43)G2: Ok. Hey, maybe while we're out, we can stop at a fabric store.
- (44)G1: Why? Do you know how to sew?
- (45)G2: Yes/... I DO! I like to make my own clothes sometimes.
- (46)G1: That's really cool! What do you make?
- (47)G2: I make sweaters, scarves, gloves...//and...
- (48)G1: // I love gloves! I have a really nice leather pair.
- (49)G2: I think gloves look really good on people.
- (50)G1: Yeah, They look especially good with long coats, but I don't like wearing long coats because I'm short.
- (51)G2: They look good on my mom... // she's really tall.
- (52)G1: // Yeah, probably. They also look good if you wear high heels with them.
- (53)G2: Yeah, sometimes I wear.
- (54)G1:Ok, don't be late. Let's go.
- (55)G2: Ok.

### 3

#### **Shopping**

- (56)G1: Hey, Arati.
- (57)G2: Hello, Rikita. How are you?
- (58)G1: I am good and how are you?
- (59)G2: Fine /.



(60)G1: would you help me /? Umm... I want to buy some new clothes in the mall.

(61)G2: Sure, but I don't like to spend too much on clothes. How much do you spend?

(62)G1: I like expensive clothes /.

(63)G2: Oh, well we can go to expensive places but I don't want to spend too much.

(64)G1: Don't you think it's important for people to wear nice clothing?

(65)G2: Yes, but I don't think it's necessary to spend a lot of money for it.

(66)G1: Ok, that makes sense.

(67)G2: My most expensive fashion item is probably my leather boots.

(68)G1: You like leather boots? I prefer heels.

(69)G2: Boots are more comfortable, and they can be really stylish /.

(70)G1: I am excited for our shopping trip!

(71)G2: Me too! I love buying new clothes.

(72)G1: Me too. I also like just window shopping. Sometimes I prefer not buying anything.

(73)G2: Yeah, browsing is nice.

(74)G1: I think you look beautiful in high heels.

(75)G2: Yeah, but high heels are sort of going out of style.

(76)G1: Are they really /? // What kind of shoes are in style now?

(77)G2: // yes...flats and boots are in style.

(78)G1: Oh, okay. Which is your favorite color?

(79)G2: I love wearing green, it looks good on me /.

(80)G1: My favorite color to wear is black. You know what they say – black is slimming!

(81)G2: This is true I have a lot of black formal clothing.

(82)G1: Do you dress up a lot?

(83)G2: Yeah, I do. I like dressing up!

(84)G1: I don't like dressing up because most formal clothing is uncomfortable.

(85)G2: Yeah, but it's so cute!

(86)G1: I suppose. Hey, we should get going.

(87)G2: Alright, let's go...

(88)G1: Okay /.

#### **4**

#### **Shopping**

(89)G1: Hello, Soniya.

(90)G2: Hi, Roshani. How are you?

(91)G1: I'm good and you?

(92)G2: I'm also fine.

(93)G1: I want to go for shopping. Do you have time?

(94)G2: Yes, what do you want to buy?

(95)G1: I want to buy some clothes and Umm...some skin care materials.

(96)G2: I also need some winter clothes.

(97)G1: Okay.

(98)G2: Where are we going for shopping?

(99)G1: I'm planning to go New Road.

(100)G2: I think this is expensive place.

(101)G1: Yes. I like expensive clothes.

(102)G2: But I don't like to spend much money on clothes.

(103)G1: Expensive clothes are really good and durable.

(104)G2: Really, yes.... Okay,at which time are we going?

(105)G1: Umm...around at 3:30 o'clock.

(106)G2: Ok, see you later then.

(107)G1: Ok, bye /.

**5**

### **Shopping**

(108)G1: Hello, Sabina.

(109)G2: Hi, Sanjila. How are you?

(110)G1: I'm fine and you?

(111)G2: I'm also good \.

(112)G1: Are you free today?

(113)G2: Yes, I'm free but why?

(114) G1: I need help.

(115)G2: For what?

(116)G1: I'm thinking of going to the market.

(117)G2: Really? I also want to buy something.

(118)G1: What do you want to buy?

(119)G2: I need some winter clothes \.

(120)G1: Me too.

(121)G2: I want to buy winter boots also.

(122)G1: that's cute /...but, where to go for shopping?

(123)G2: I think Kathmandu mall will be better.

(124)G1: Ok, you are right.

(125)G2: Let's go then.

(126)G1: Ok.

## 6

### **Fashion**

(127)G1: Hello, Samita.

(128)G2: Hi, Najita. How are you?

(129)G1: I'm good, how are you?

(130)G2: Me too good, thanks.

(131)G1: Do you like fashion?

(132)G2: Who doesn't like / ?... but I don't like over fashion.

(133)G1: I like and I'm very fashionable.

(134)G2: My sister is also very fashionable. She brings every fashionable things found in the market.

(135)G1: Can you help me?

(136)G2: Off course, what can I help you with?

(137)G1: Well, I' m looking for something fashionable to buy my sister.

(138)G2: Alright/... how old is she?

(139)G1: She is fifteen/.

(140)G2: Girls that age are usually on top of fashion.

(141)G1: Yes, she is very fashionable; unfortunately, I'm not.

(142)G2: Well, we can go to the Civil Mall, Sundhara.

(143)G1: Ok, only because my sister recommended it.

(144)G2: Don't worry; I'm here to help you out.

(145)G1: Good I'm looking for summer clothing for her.

(146)G2: Well, there is also young women department.

(147)G1: Wow, that's good.

(148)G2: What does her like? One - piece or two - pieces?

(149)G1: She likes wearing a two-piece / .

(150)G2: Ok, we can go in the young women's department, there.

(151)G1: Alright, great. Thank you / .

(152)G2: No problem...but be ready in time.

**7**

### **Makeup, Skin care**

(153)G1: Hello, Asmita.

(154)G2: Hi, Kushum. How are you?

(155)G1: I'm good and you?

(156)G2: I'm also good.

(157)G1: You are looking so beautiful today / .

(158)G2: This is the magic of makeup.

(159)G1: Really cute. Do you like makeup?

(160)G2: Yes, I love makeup / .

(161)G1: What's your favorite brand?

(162)G2: I like Lotus. What's about you?

(163)G1: I prefer Mac // its good.

(164)G2: // I like Mac's lipstick, it looks good on me.

(165)G1: What color do you use?

(166)G2: I like pink lipstick the best // and you?

(167)G1: // I like darker colors, like dark red. It also depends on my clothing.

(168)G2: Yeah, I like to change my makeup to match what I'm wearing.

(169)G1: Do you use a lot of makeup?

(170)G2: Not really, unless it's a special occasion. What about you?

(171)G1: Neither do me / . I don't want to damage my skin.

(172)G2: Well, I use a lot of skin care product too.

(173)G1: Oh ! what kind of skin products do you use / ?

(174)G2: I use facial wash and body lotions /. How about you?

(175)G1: I use facial packs and sunscreen.

(176)G2: Nice! I also use facial packs.

(177)G1: Ok, thanks for nice talking.

(178)G2: Ok, bye /.

(179)G1: Bye /.

**8**

### **Makeup and Skin care**

(180)G1: Hello, Arati.

(181)G2: Hi, Soniya. How you?

(182)G1: I'm fine, how about you?

(183)G2: Me too good.

(184)G1: Hey! You are looking cute these days.

(185)G2: Really?

(186)G1: Yeah / you are shining /.

(187)G2: I care my skin and use cosmetics.

(188)G1: Do you like makeup?

(189)G2: Yes, I DO. What about you?

(190)G1: I like but in a small amount.

(191)G2: What is your view about the girls applying the large amount of  
makeup?

(192)G1: I think Umm... it looks unnatural.

(193)G2: I guess so, but sometimes I use in a large amount.

(194)G1: Not, it looks nice if you apply it correctly.

(195)G2: How do you apply your makeup?

(196)G1: I do a small amount of foundation, then I put on eye liner, and I finish  
with lipstick.

(197)G2: oh good...you only do a small amount?

(198)G1: Yeah, I try to make it as natural as possible.

(199)G2: That's nice /. Natural beauty really is the best kind.

(200)G1: I agree. Do you use body lotions?

(201)G2: Yeah, It's healthier for our skin to use it // I put it on every day.

(202)G1: // Right, I agree.

(203)G2: Which is your favorite brand?

(204)G1: I like Olay. What about you?

(205)G2: I use Herbal products most.

(206)G1: That's cool.

(207)G2: Ok, thanks for nice talking?

(208)G1: Thanks, bye /.

**9**

### **Facebook**

(209)G1: Hello, Rikita.

(210)G2: Hi, Soniya, how are you?

(211)G1: I'm fine and you?

(212)G2: Me too.

(213)G1: Hey, have you been on Facebook lastly?

(214)G2: Yeah, I use Facebook every day /.

(215)G1: Me too. It's an wonderful social networking site.

(216)G2: Yeah. I have many friends on my account.

(217)G1: Wow! you're very much popular.

(218)G2: You can find so many people who can relate to you on Facebook.

(219)G1: I know right.

(220)G2: There are like, dislike and...Umm... share buttons to rate something  
on Facebook.

(221)G1: I always like and comment on friend's photos.

(222)G2: Me too. What about playing games?



(223)G1: I just play a lot of games on Facebook /.

(224)G2: Yes, they are addicting.

(225)G1: I love candy cross I could play Facebook games for a long time.

(226)G2: I like Facebook very much.

(227)G1: Me too. Ok see you.

(228)G2: See you. Bye /.

(229)G1: Bye /.

**Plan for life**

(230)G1: Hello, Sabina.

(231)G2: Hi, Roshani.

(232)G1: How are you?

(233)G2: I' am good and you?

(234)G1: fine, thanks.

(235)G2: How is your study going?

(236)G1: Okay, and what about you?

(237)G2: Good. The college days are getting less every day.

(238)G1: Yeah.

(239)G2: What is your plan after I.sc.

(240)G1: Umm... I'm thinking of joining nursing.

(241)G2: Oh! Nice... That's very good.

(241)G1: And what about you?

(242)G2: I'm planning to study engineering.

(243)G1: That is also good. Very few people are there in this field.

(244)G2: Yes. My uncle suggested me.

(245)G1: But my sister encouraged me to study nursing.

(246)G2: This is attractive field for many girls.

(247)G1: Yeah. You can do better in this field.

(248)G2: I hope so. I want to help the common people in this field.

(249)G1: Really, yes.

(250)G2: Thanks for inspiring me.

(251)G1: Thank you too.

(252)G2: Ok, bye /.

(253)G1: Bye /.

## 11

### Entertainment

(254)G1: Hi, Kushum.

(255)G2: Hello, Arati.

(256)G1: How you?

(257)G2: Fine and you?

(258)G1: Me too. Where are you from?

(259)G2: I'm from college and you?

(260)G1: Me too.

(261)G2: How is the college day?

(262)G1:swaa... It's boring.

(263)G2: Why?

(264)G1: Always boring lectures, no entertainment.

(265)G2: What types of entertainment do you like?

(266)G1: I like watching movie/.

(267)G2: wow! I also like movie.

(268)G1: What kinds of movie do you like?

(269)G2: I like love stories and you?

(270)G1: I also like love stories. They are lovely.

(271)G2: Sometimes I also watch action movies.

(272)G1: I watch South Indian and some English action movies, too.

(273)G2: so good. Don't you like Nepali Movies?

(274)G1: I love latest Nepali Movies and you?

(275)G2: I watch Hindi love stories and I love Nepali movies too.

(276)G1: Shell we go for movie?

(277)G2: Really? // Where?

(278)G1: // yeah / at Gopi Krishna Movies.

(279)G2: Fantastic idea!

(280)G1: Yeah! A famous Bollywood movie is lunching there.

(281)G2: Which movie? Hum...name?

(282)G1: PK. You know // who is the actor?

(283)G2: // No. Can you tell me?

(284)G1: Surely, Amir Khan /.

(285)G2: Really! He is my favorite hero.

(286)G1: When to go there?

(287)G2: Tomorrow, for morning show.

(289)G1: Ok, wait for me at Himal Dental Hospital.

(290)G2: Okay. See you /.

(291)G1: See you. Bye /.

(292)G2: Bye /.

**12**

**Religion**

(293)G1: Hello, Soniya.

(294)G2: Hi, Samita. How you?

(295)G1: I'm fine, how about you?

(296)G2: Me too good.

(297)G1: Are you religious?

(298)G2: Yes, I'm very religious.

(299)G1: What religion are you?

(300)G2: I am Buddhist.

(301)G1: Oh!Yeah, I have a neighbor who is Buddhist. He is very nice man.

(302)G2: Ok. Most Buddhist tries to be good. That is what we are taught. Are  
you religious?

(303)G1: Yes, I came from religious family.

(304)G2: What religion are you?

(305)G1: I'm a Hindu.

(306)G2: Why do you believe on religion?

(307)G1: Umm...It is related to our culture.

(308)G2: Ok... // good.

(309)G1: // And it teaches us moral lesson.

(310)G2: Really, nice point.

(311)G1: Thanks for nice talking.

(312)G2: Ok, bye / .

(313)G1: Bye, bye / .

**13**

## **Computer**

(314)G1: Hello, Roshani.

(315)G2: Hi, Rikita. How are you?

(316)G1A: I'm good and you?

(317)G2: I'm also fine.

(318)G1: Do you have a computer?

(319)G2: Yes, I have a laptop.

(320)G1: Nice! But I'm using desktop computer.

(321)G2: Do you like computers?

(322)G1A: Really yes / I love computers.

(323)G2: Really? I also like it. But I'm not perfect with computers.

(324)G1: I'm good with computers. I use the internet every day.

(325)G2: That's cool, what sites do you like to visit?

(326)G1: I like video site like YouTube and Google video. What about you?

(327)G2: Oh! Good ...butI prefer social networking sites like Facebook and Messenger...Umm... I like talking to my friends online.

(328)G1: I also like news sites like BBC World News and CNN news.

(329)G2: That's cool.

(330)G1: I sometimes, use Google to search topics of our course.

(331)G2: That's really good idea.

(332)G1: Ok, thanks for nice talking.

(333)G2: Ok, bye /.

(334)G1: Bye /.

**Plan of life**

(335)G1: Hey, Soniya.

(336)G2: Hello, Asmita. How are you?

(337)G1: I am fine and you?

(338)G2: I am fine, thank you / .

(339)G1: How is your study?

(340)G2: It's good. How about you?

(341)G1: Here not bad.

(342)G2: What do you mean?

(343)G1: I mean not very good.

(344)G2: Why? What's happening, any problem?

(345)G1: Nothing. But I'm not more laborious like you.

(346)G2: Try your best, ok.

(347)G1: ok, what is your plan after completing I.Sc.?

(348)G2: I want to be an engineer.

(349)G1: Oh, god. Are you preparing for that?

(350)G2: Yes, I am thinking about that.

(351)G1: You can do better in this field // You are really talent.

(352)G2: //I hope so... And what's your plan?

(353)G1: Not special I am thinking of doing B.sc.

(354)G2: Yeah. That is also good.

(355)G1: Who inspired you for studying science and engineering?

(356)G2: My uncle really inspired me for this field.

(357)G1: You are really suitable for this field.

(358)G2: Thank you /.

(359)G1: Good luck /.

(360)G2: Ok bye /.

(361)G1: bye /.

## 15

### Movies

(362)G: Hello, Sagar.

(363)B: Hi, Arati. How are you?

(364)G: I'm good and you?

(365)B: I'm also fine.

(366)G: Do you like watching movie?

(367)B: Yes, I do.

(368)G: what's your favorite kind of movie?

(369)B: I like drama.

(370)G: Oh, really? I like science based movies?

(371)B: I like science fiction too!

(372)G: Alright. What's your favorite kind of story?

(373)B: I love alien stories.

(374)G: Oh, really?... Those are scary!

(375)B: Yeah / ...Did you see PK movie?

(376)G: No.



(377)B: It is an alien's story.

(378)G: Alien's?

(379)B: Yes.

(380)G: Oh, I like those kinds of stories.

(381)B: Are you ready to go for movie?

(382)G: Surely.

(383)B: Let's go then.

(384)G: Ok.

## **16**

### **Movie**

(385)B: Hey! Najita.

(386)G: Hello, Bibek.

(387) B: How are you?

(388)G: I'm fine / and you /?

(389)B: I'm also fine \.

(390)G: How is your study going?

(391)B: It's good \.

(392)G: Do you like movies?

(393)B: Yes, I like movies very much.

(394)G: Oh, nice.

(395)B: You don't like?

(396)G: I also like watching movies.

(397)B: Oh, what kind of movies do you like?

(398)G: I like love stories most and what about you?

(399)B: Umm...I like action movies most and love stories too.

(400)G: I also watch action movies sometimes.

(401)B: I watch English and South Indian action movies.

(402)G: I watch Hindi love stories.

(403)B: Hindi love stories are really nice.

(404)G: Yeah.

(405)B: Ok, bye.

(406)G: Bye, bye / .

**17**

## **Sports**

(407)G: Hello, Sujan.

(408)B: Hey! Kushum.

(409)G: How are you?

(410)B: Fine and you?

(411)G: I'm fine, thank you / . Where are you going now?

(412)B: TU cricket stadium and you?

(413)G: Me too.

(414)B: Do you like Cricket?

(415)G: Yeah, I like so much. Cricket is my favorite game.

(416)B: Did you watch the World Cup Cricket?

(417)G: Yea, / I watched all the matches // Finally Australia won the World Cup.

(418)B: // Surely ... Australia won but India is my favorite team.

(419)G: I also like India and Virat Kohali is my favorite player.

(420)B: But I love M.S. Dhoni.

(421)G: Really? What do you think, which team win today?

(422)B: Umm...there is a vast competition between Nepal and Honkong.

(423)G: But...I think Nepal win the match finally.

(424)B: Any way, we have to support Nepal.

(425)G: Absolutely!

(426)B: Ok see you, at the stadium.

(427)G: Ok. Bye /.

(428)B: Bye \ .

**18**

### **Entertainment**

(429)B: Hey! Asmita.

(430)G: Hi! Ritik.

(431)B: How are you?

(432)G: I'm fine, thank you / and you?

(433)B: Fine here.

(434)G: How is your study going?

(435)B: It's going nice but..

(436)G: Hum?...But what?

(437)B: All the classes are boring.

(438)G: Boring?...Isn't there any period for entertainment?

(439)B: Yes, there is.

(440)G: What's there?

(441)B: A big hall for watching videos and movies.

(442)G: You don't like movie?

(443)B: No ...// not much.

(444)G: // What do you like then?

(445)B: I like music.

(446)G: Oh! Music?

(447)B: Yeah, Specially music concerts.

(448)G: wow! I like music concerts too /.

(449)B: Really? Let's go then.

(450)G: Where?

(451)B: At City Centre, Kamalpokhari.

(452)G: Is there any music concert?

(453)B: Yes. ... // there is.

(454)G: //Who is the singer?

(455)B: Sugam Pokharel.

(456)G: wow! He is my favorite singer.

(457)B: Let's go then.

(458)G: Okay / .

**19**

**Business**

(459)G: Hello, Pramish.

(460)B: Hey! Arati.

(461)G: How are you?

(462)B: Fine and you?

(463)G: Me too. What are you doing now days?

(464)B: I'm supporting my parent in our own business.

(465)G: Hum / ...? Your own business /?

(466)B: Yeah / , you don't know? My father is a great business man.

(467)G: I didn't know about your father's business before just now.

(468)B: Oh! Really?

(469)G: Yeah / . Would you mind telling me about your business?

(470)B: Sure, my father is hotel line business man.

(471)G: You mean...Umm... star hotels / .

(472)B: Yeah, five star hotels.

(473)G: How many hotels do you have now?

(474)B: We own all three hotels.

(475)G: Where are they located?

(476)B: Umn... Kathmandu, Pokhara and Narayanghat.

(477)G: Nice. It's Super!

(478)B: Thank you, and don't you tell me about yourself?

(479)G: Off Course, I have opened the beautiparlor shop.

(480)B: Oh! It's really nice / . This is the age of fashion.

(481)G: Yeah, Most of the women take care of their skin and body.

(482)B: Now day's girls are in the top of fashion.

(483) G: Yea / .You are right.90% customers are young girls.

(484)B: Most of the girls want to show themselves fashionable.

(485)G: Yeah, I found every time queue in my beautiparlor.

(486)B: If so, you are busy in your own business.

(487)G: Yeah, I am almost busy in my shop.

(488)B: I think, you are doing very well.

(489)G: I think so.

(490)B: The job you are doing is the demand of this time.

(491)G: Ah ...really yes / .

(492)B: You will be grate business men... // Have a good luck.

(493)G: // Thank you so / much. Best of luck you too.

(494)B: Thanks for nice talking.

(495)G: Thanks, you too.

(496)B: Ok bye.

(497)G: Bye. /

**20**

### **Education**

(498)G: Hello, Prajjwal.

(499) B: Hey, Samita.

(500)G: How are you?

(501) B: I'm fine \ and you?

(502)G: I'm fine /... thank you / .

(503)B: Which subject do you choose for further study?

(504)G: I choose science and you?

(505)B: Really? Me too choose science.

(506)G: What are you planning to study after the +2 result?

(507)B: I'm planning to join the Engineering \ .

(508)G: Wow!... really?

(509)B: Yes. I want to be an engineer.

(510)G: That's super!

(511)B: What is your plan?

(512)G: Umm... I'm thinking of studying B.Sc. Nursing.

(513)B: That's great!

(514)G: If so, you want to be an engineer.

(515)B: Yes. What's your aim of studying Nursing?

(516)G: I want to serve the women of rural areas.

(517)B: That's great idea!

(518)G: Thank you / .

(519)B: Ok best of luck!

(520)G: Thank you / . Bye / .

(521)B: Ok, bye \.

**21**

### **Friendship**

(522)B : Hello, Rikita.

(523)G : Hi, Manish.

(524)B: How are you?

(525)G: I am good and what's about you?

(526)B: Me to fine, thank you \.

(527)G: Umm...I saw you...somewhere...// ah... at Ashan on last Friday.

(528)B: // Where?...Oh, yes... I was there for shopping with my friends.

(529)G: Friends? I think you have many friends.

(530)B: Yeah, I have many friends in the school and outside.

(531)G: Oh, nice...do you like friendship?

(532)B: Yes, I like making friends from different part of country.

(533)G: Good \... but what type of friends do you like?

(534)B: I like open minded people ...// who can understand other people.

(535)G: // That's cute idea. But all the people cannot be good to make close friends.

(536)B: You are right /.

(537)G: I have few close friends...//

(538)B: // But I have many friends they are really nice.

(539)G: Okay. Friendship is very important thing if we take seriously.

(540)B: You are right.

(541)G: Thank you / .

(542)B: ok, thanks, bye \.

(543)G: Bye / .

**22**

## **Hobby**

(544)G: Hello, Dipesh.



(545)B: Hey! Soniya.

(546)G: How are you?

(547)B: I am fine and you

(548)G: Fine, thanks.

(549)B: What are you doing these days?

(550)G: I'm visiting different places with friends \ and you?

(551)B: Just supporting my parents in the shop.

(552)G: Isn't it boring?

(553)B: Yes. It's boring but...

(554)G: What's your hobby? Would you...// tell me?

(555)B: // Travelling different new places is my hobby.

(556)G: Wow! Nice.

(557)B: and I have other different hobbies too.

(558)G: For example?

(559)B: for example...Umm... watching movies, listening to the music, reading novel etc.

(560)G: That's good.

(561)B: Don't you tell me about your hobbies?

(562)G: Off course / ...I also like travelling, watching movies and reading books.

(563)B: Oh, really nice.

(564)G: Thank you / .

(565)B: Thank you too. Bye \ .

(566)G: Bye, bye / .

## 23

### Hobby

(567)B: Hello, Roshani.

(568)G: Hey, Subash.

(569)B: How are you?

(570) G: Good and you?

(571)B: Fine, thank you\.

(572)G: What do you like most?

(573)B: What do you mean... Ramesh?

(574)G: I mean... what's your hobby?

(575)B: Oh, I understand... I have different hobbies but... I like watching  
movie most.

(576)G: Really?

(577)B: Yeah /...and what about you?

(578)G: Umm...I like travelling most and I also like watching movies.

(579)B: What types of movies do you like?

(580)G: I like science based movies and you?

(581)B: My favorite movies are Hindi love stories... and some another movies  
too \ .

(582)G: Oh!... Hindi love stories are really fantastic.

(583)B: Ok thank you for nice talking.

(584)G: thanks \.

(585)B: Bye \.

(586)G: Bye / .

**24**

**Science and technology**

(587)B: Hello, Sabina.

(588)G: Hi, Sagar.

(589)B: How are you?

(590)G: I am good and you?

(591)B: I'm also fine.

(592)G: What's going on now days?

(593)B: Aha...I am taking computer course in institute \.

(594)G: Oh, that's good. Which course?

(595)B: Graphic design and internet courses.

(596)G: Hey, Sagar, do you like modern technology?

(597)B: Off course. This is the age of science and technology.

(598)G: Yes, we can get much knowledge from this field.

(599 B: you are right. Umm...We can expand our knowledge by the use of this  
modern technology.

(600)G: Really, if we utilize it in positive thing it can be beneficial for all the  
people.

(601)B: Yeah, it is more useful for the students.

(602)G: Yes, I always use computer and internet.

(603)B: I also search new topic on Google.

(604)G: Oh, really nice. You know...everything is available in internet.

(605)B: Off course, modern technology expands the scope of knowledge.

(606)G: Yeah, that's why I like it /.

(607)B: Ok, thanks for nice talking.

(608)G: Okay, thank you / .Bye /.

(609)B: Bye \.

**25**

### **Science and technology**

(610)B: Hey, Sajina.

(611)G: Hello! Rajib.

(612)B: How are you?

(613)G: I am fine and you?

(614)B: Fine, thanks.

(615)G: Do you like modern technologies?

(616)B: yes, off course. I like it very much.

(617)G: Oh! Nice.

(618)B: Don't you like science and technology?

(619)G: I like it /.

(620)B: These are very useful in different fields.

(621)G: Really yes / ... this all things make us live easily.

(622)B: Absolutely, yes.

(623)G: What about e-mail internet?

(624)B: It's really nice. I like social networking sites.

(625)G: Ah...do you have Facebook account?

(626)B: Yes, off course /. I always use it for chatting with friends.

(627)G: Are we friends on facebook?

(628)B: Umm...I think... not. I will send you friend request.

(629)G: Ok, thanks.

(630)B: Ok, bye \.

(631)G: Bye, bye /.

**26**

### **Student Life**

(632)G: Hello, Pramish.

(633)B: Hey! Soniya.

(634)G: How are you?

(635)B: I am good and you?

(636)G: I also fine /.

(637)B: How are the college days?

(638)G: Very romantic and your?

(639)B: It's fantastic.

(640)G: How is the study going?

(641)B: Nice. I'm working hard \.

(642)G: That's good. Our first aim is to study hard.

(643)B: You are right. It is the time to plan for future life.

(644)G: What about friends?

(645)B: Umm...they are good. I have many friends in the college.

(646)G: Ok, It is also the time to make good friends.

(647)B: I like friendship, and I have many close friends.

(648)G: Alright. Student life can't be romantic without friends.

(649)B: Sure, you are absolutely right.

(650)G: We are free to plan for self.

(651)B: Yeah. Study is our single duty now.

(652)G: Ok, be good in the future.

(653)B: Thanks. Good luck you too.

(654)G: Ok, Bye /.

(655)B: Bye \.

**27**

### **Facebook**

(656)B1: Hello, Bibek.

(657)B2: Hi, Sujan, how are you?

(658)B1: I'm fine and you?

(659)B2: I'm also good.

(660)B1: Do you use facebook?

(661)B2: Yes, I do, and what about you?

(662)B1: I also use for chatting with friends.

(663)B2: Sometimes... I call my friends on messenger.

(664)B1: There's a huge amount of people who have Facebook accounts.

(665)B2: Yes, there are.

(666)B1: How many friends do you have on Facebook?

(667)B2: I have more than 400 friends on Facebook \.

(668)B1: Do you like many friends on Facebook?

(669)B2: Yes /. It's my hobby to make lots of friends.

(670)B1: I feel the same way.

(671)B2: Really?

(672)B1: Yes.

(673)B2: Ok, thank you for nice talking.

(674)B1: Ok, bye \.

(675)B2: Bye \.

**28**

## **Sports**

(676)B1: Hello, Ritik. Good morning.

(677)B2: Hi, Morning.

(678)B1: How you Suresh?

(679)B2: Fine here and you?

(680)B1: Me too fine and Umm... Ritik... which sport do you like?

(681)B2: I enjoy football so much \.

(682)B1: Really? You know Ritik... my best game is also football.

(683)B2: Did you watch world cup?

(684)B1: Yeah\... I watched all the matches.

(685)B2: Alright... Who is your favorite player?

(686)B1: Oh! My favorite player is Ronaldo and yours?

(687)B2: I like Messi, his style is super!

(688)B1: Yeah, tomorrow, there is a match in the Dashrath Rangashala.

(689)B2: Really?

(690)B1: Yes...Umm... Nepal and India are playing there.

(691)B2: At which time?

(692)B1: 9:00 A.M. in the morning.

(693)B2: Are you going to watch the match?

(694)B1: Yes / I never miss the football matches.

(695)B2: Okay...see you tomorrow at WTC Tripureshwor.

(696)B1: Sure!

(697)B2: Ok, bye \.

(698)B1: Bye \.

## **29**

### **Sports**

(699)B1: Hello, Prajjwal.

(700)B2: Hi, Manish.

(701)B1: How are you?

(702)B2: Fine and you?

(703)B1: Me too fine.

(704)B2: Did you go to the basketball game on Friday?

(705)B1: No, I couldn't go there.

(706)B2: You missed a really good game.

(707)B1: Oh, really? Who won?



(708)B2: Our school. They played really well.

(709)B1: It's too bad. I was busy.

(710)B2: Yeah.

(711)B1: I really wanted to go.

(712)B2: Yeah, you should have. It was really exciting.

(713)B1: So what was the score?

(714)B2: 38-35.

(715)B1: Woo! That was a really close game.

(716)B2: yeah, that's what made it so great and exciting.

(717)B1: I will make sure and go to the next game.

(718)B2: Really? The next game is on Wednesday.

(719)B1: I will go that day.

(720)B2: Ok, we will be together.

(721)B1: Sure.

(722)B2: Ok, bye \.

(723)B1: Bye \.

**30**

### **Entertainment**

(724)B1: Hello, Dipesh.

(725)B2: Hi! Subash, how are you?

(726)B1: Fine here and you?

(727)B2: Me too Fine. What's new?

(728)B1: Noting special \.

(729)B2: What's the planning for today?

(730)B1: I'm thinking of watching movie \.

(731)B2: Hum...? really?

(732)B1: Yeah. Do you have any plan?

(733)B2: Not yet.

(734)B1: Do you like watching movie?

(735)B2: Yes... // off course.

(736)B1: // What kinds of movie do you like?

(737)B2: I like action movies most.

(738)B1: But I like science based movies.

(739)B2: I like alien's movies too.

(740)B1: Really? I also like alien's movies.

(741)B2: Don't you like action movies?

(742)B1: I like but Umm... don't watch much.

(743)B2: English and South Indian movies are my favorite.

(744)B1: I watch English science movies most.

(745)B2: Shall we go to the Film hall?

(746)B1: Where?

(747)B2: At Guna Cinema, Gwarko.

(748)B1: Which film is going on now a days?

(749)B2: PK is running there \.

(750)B1: PK? What kind of story is in the PK?

(751)B2: Sabin told me, it is an alien's story.

(752)B1: Alien's?

(753)B2: Yes.

(754)B1: Can you tell me the story in short?

(755)B2: Why not.

(756)B1: Ok, tell me.

(757)B2: Ok, listen ... PK is an alien, comes on the earth...//

(758)B1: // Ah...

(759)B2: He lost something... visit a girl...

(760)B1: Ah... ah..

(761)B2: He mainly opposes the religions...

(762)B1: Umm... I think... this may be interesting story!

(763)B2: Are you ready to go for movie?

(764)B1: Surely.

(765)B2: Let's go then.

(766)B1: Ok.

**31**

### **Business**

(767)B1: Hello, Sagar.

(768)B2: Hi, Rajib. How are you?

(769)B1: Fine and you?

(770)B2: Here too. Long time no see.

(771)B1: Oh, yes. I was busy.

(772)B2: Where do you live now a days?

(773)B1: I live in kalimati.

(774)B2: What are you doing?

(775)B1: I'm doing a small job.

(776)B2: Nice...where?

(777) B1: At Ncell Centre ... New Baneshwor.

(778)B2: In which post?

(779)B1: Computer Operator.

(780)B2: Why don't you start your own business?

(781)B1: I don't have much money to invest in my own business \.

(782)B2: If you have a plan for doing business I will help you.

(783)B1: Really?

(784)B2: Yeah /.

(785)B1: I'm planning to open Travel Agency.

(786)B2: Nice but why Travelling Agency?

(787)B1: Umm...because ... I see, people are interested in visiting different places, now a days.

(788)B2: You are right... in this business, we can also employ some other people too.

(789)B1: Yeah, it is a group based business.

(790)B2: Ok. Start soon.

(791)B1: I need some money now.

(792)B2: Now, I don't have check with me... see you next day ...ok?

(793)B1: Ok.May I come in your home?

(794)B2: Off Course, why not.

(795)B1: Thank You \.

**Business**

(796)B1: Hello, Bibek.

(797)B2: Hi Subash, How you?

(798)B1: Fine and you.

(799)B2: here also fine.

(800)B1: How is your business going?

(801)B2: It's going well.

(802)B1: Yeah.

(803)B2: How is going your teaching?

(804)B1: Oh! It's fantastic. I enjoy with the children.

(805)B2: Great, what do you thinking which is better, business or job?

(806)B1: Job's also good but....// ah...

(807)B2: // But what?... what do you mean...?

(809)B1: There is a fix rule and regulation and time task. It's no free.

(810)B2: You mean .....Business is better than doing job.

(811)B1: Yes, Of course, its free occupation.

(812)B2: Yes. It is more flexible then doing job.

(813)B1: And people can progress from business.

(814)B2: Yeah, they can change their life style.

(815)B1: I am also thinking of starting a small business.

(816)B2: why are you doing late then?

(817)B1: Currently, I'm economically in a week position.

(818)B2: May I help you?

(819)B1: Hum...?

(820)B2: Yes, I have saved some money in the bank.

(821)B1: That's super!

(822)B2: Don't Worry. You are my friend.

(823)B1: Thank you so much.

(824)B2: You are always welcome.

(825)B1: Ok. Have a nice day \.

(826)B2: Ok bye \.

(827)B1: Bye \.

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#### **Education**

(828)B1: Hey! Manish.

(829)B2: Hello, Ritik, how are you?

(830)B1: Fine and you?

(831)B2: Me too fine.

(831)B1: Did you join the college?

(833)B2: No, I'm still confusing.

(834)B1: Confusing...?...for what?

(835)B2: In selecting the subject. Did you select the subject ?

(836)B1: Yes. I have decided to study science.

(837)B2: You decided yourself / ?

(838)B1: I consult with my father and brother.

(839)B2: If so...aha... you can help me selecting the subject.

(840)B1: Yes, off course.

(841)B2: Why did you choose the science?

(842)B1: Don't you know? It has broad area of opportunity for further study and job \.

(843)B2: If we study science in higher secondary level, what can be the areas for further study?

(844)B1: Umm...there are expanded areas.

(845)B2: Would you tell me please?

(846)B1: Off Course ...they are... MBBS, Engineering, BBA, CA, and... there are so many others.

(847)B2: Ok, I understand.

(848)B1: Do you know anything about management faculty?

(849)B2: Yes. It is also good.

(850)B1: but.. You mean not equal the science?

(851)B2: Exactly, yes.

(852)B1: Can I do well in science?

(853)B2: Off Course. As I know you are brilliant student.

(854)B1: Thanks for constructive suggestions.

(855)B2: You are welcome.

(856)B1: Ok, bye \.

(857)B2: Bye \.

**34**

**Education**



(858)B1: Hi, Sujan.

(859)B2: Hello, Prajjwal. How are you?

(860)B1: Fine and you?

(961)B2: Me too fine.

(862)B1: Hey! What are you doing now days?

(863)B2: I'm searching for a good college \.

(864)B1: Ah...did you choose the subject?

(865)B2: Yes.

(866)B1: Which subject?

(867)B2: I like finance and ...// you?

(868)B1: // But I like business management.

(869)B2: It is also good.

(870)B1: I also like finance but it is easy for me.

(871)B2: Which college is best for management faculty?

(872)B1: Are you searching private ... or public?

(873)B2: Do you like Public College?

(874)B1: I like both.

(875)B2: But I like private much.

(876)B1: Why?

(876)B2: They are out of political activities like strikes chakka jam etc. ... and  
there is good learning environment.

(877)B1: Public colleges are also not bad in the Kathmandu Valley.

(878)B2: Yes. But...

(879)B1: Which college do you like?

(880)B2: Bernhardt College.

(881)B1: Umm...I'm thinking of Shankar Dev College.

(882)B2: Shankar Dev College is also good but...//

(883)B1: //But... you are searching private college.

(884)B2: Yes.

(885)B1: Ok. Bye /.

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### **Religion**

(886)B1: Hey! Rajib.

(887)B2: Hello, Dipesh. How are you?

(888)B1: I'm fine and you?

(889)B2: Me too fine.

(890)B1: Do you believe on religion?

(891)B2: Yes, I'm religious. What about you?

(892)B1: I'm also religious \. I'm from religious family.

(893)B2: What religion do you believe?

(894)B1: I'm Christian \ and you?

(895)B2: I'm Hindu \.

(896)B1: What do you think the people who fight about religion?

(897)B2: Umm ... they are really foolish to fight about religion.

(898)B1: I agree. Religion teaches us the believers to do good things... then we don't have any problem.

(899)B2: It's really nice point.

(900)B1: Thanks.

(901)B2: Ok, bye \.

(902)B1: Bye \.

**Computers**

(903)B1: Hello, Sagar.

(904)B2: Hi, Pramish. How are you?

(905)B1: I'm good and what about you?

(906)B2: I'm also good.

(907)B1: Do you use computers?

(908)B2: Yes, I do /. I have a laptop.

(909)B1: Which brand?

(910)B2: I'm using Dell. Do you have a laptop?

(911)B1: Yes, I'm using Lenovo.

(912)B2: How is the Lenovo brand?

(913)B1: Umm ... it's working nice. What about Dell laptops?

(914)B2: I think... it's nice brand.

(915)B1: I use internet every day and what about you?

(916)B2: I also use internet. Which sites do you visit?

(917)B1: I like online video sites like... aha... YouTube and Google videos.

(918)B2: I also like online video sites and sometimes I also visit news sites.

(919)B1: I also visit BBC News.

(920)B2: Alright. What about Facebook?

(921)B1: Oh, I always use Facebook for chatting.

(922)B2: I also use it.

(923)B1: Ok, thanks for nice talking.

(924)B2: Ok, bye \.

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### **Friendship**

(925)B1: Hello, Prajjwal.

(926)B2: Hi, Bibek. How are you?

(927)B1: Me good and you?

(928)B2: I am also fine.

(929)B1: What's going on these days?

(930)B2: Nothing. Just moving with friends.

(931)B1: Friends?... // So you like friendship /.

(932)B2: // Yeah ... I have many friends. I like it. What about you?

(933)B1: I am also very frank to make friends.

(934)B2: Really?... you have close friends /.

(935)B1: Yes. I have many friends.

(936)B2: How do you make friends first time?

(937)B1: Umm...I just say hello to the new people.

(938)B2: you mean ... you start talking to the strange people?

(939)B1: Yeah /. I introduce myself then share other things.

(940)B2: Do you talk about private thing also?

(941)B1: Not always.

(942)B2: What type of people do you like for friendship?

(943)B1: Extrovert type of people... // and

(944)B2: // I like helpful, pleasant and honest people.

(945)B1: But ... it's very difficult to find good friends.

(946)B2: Yeah, Sure.

(947)B1: Ok, thanks.

(948)B2: Thanks, bye \.

(949)B1: Bye \.

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#### **Hobby**

(950)B1: Hello, Ritik.

(951)B2: Hi, Sagar. How are you?

(952)B1: I'm here good and what about you?

(953)B2: Me too fine.

(954)B1: What are you doing now days?

(956)B2: Umm... nothing special ... just moving with friends.

(957)B1: How do you utilize leisure time after the examination?

(958)B2: I'm planning to visit somewhere.

(959)B1: Oh! Really? It's my hobby to visit new places.

(960) B2: I also like travelling new places.

(961)B1: What's your hobby?

(962)B2: I don't have any special hobby but I like everything according to situation.

(963)B1: Oh / gentleman ... but I like travelling and reading novels.

(964)B2: I also like reading novels.

(965)B1: I like listening to music too.

(966)B2: Oh, I also like it.

(967)B1: What's about the travelling?

(968)B2: Ok, wait, ...we're selecting the wonderful places... // it may be  
Pokhara or Lumbini.

(969)B1: // Oh! Fantastic! May I join with you?

(970)B2: Absolutely, yes ... ah...I will inform you about the day and spot.

(971)B1: Alright. Thank you, Bibek.

(972)B2: You are welcome.

(973)B1: Ok, bye \.

(974)B2: Bye \.

**Student Life**

(975)B1: Hello, Sujan.

(976) B2: Hi, Manish. How are you?

(977)B1: I am good and you?

(978)B2: I'm also fine.

(979)B1: What's going on now days?

(980)B2: Ahaa...nothing special. What's about you?

(981)B1: Same here... preparing for examination.

(982)B2: How is your student life?

(983)B1: Umm ... it's fantastic and happy... and your?

(984)B2: It's really good.

(985)B1: Some people say student life is golden life... what's your view?

(986)B2: I agree. It's really golden life.

(987)B1: Hum ... how is it?

(988)B2: It is the time to make future bright and happier.

(989)B1: Really, good.

(990)B2: ... and we are free to study much.

(991)B1: You mean ... this is the time for working hard /.

(992)B2: Yeah! Now we have no more responsibilities, ... other than study.

(993)B1: Yeah, It is also the time to make good friends.

(994)B2: Yes. It is also romantic time.

(995)B1: Yeah /. Many days of student life are memorable in the life.



(996)B2: Absolutely, yes.

(997)B1: Ok, thanks for nice talking.

(998)B2: Ok, bye \.

(999)B1: Bye \.

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### **Sports**

(1000)B1: Hi, Pramish.

(1001)B2: Hey, Subash. How you?

(1002)B1: I'm fine ... and you?

(1003)B2: Me too good \.

(1004)B1: Where were you on last Friday?

(1005)B2: Umm ... I was busy at home.

(1006)B1: I wanted to ask you if you saw the basketball game on Friday.

(1007)B2: I wanted to go but ... I couldn't.

(1008)B1: It was a great game. You missed it.

(1009)B2: It's too bad... // that I couldn't see it.

(1010)B1: // Really bad.

(1011)B2: Who won the match?

(1012)B1A: Our team / ... it played hard and won.

(1013)B2: I really wish I went to the game.

(1014)B1: I think ... It was the best game ever.

(1015)B2: Really...? So tell me the final score?

(1016)B1: The other team lost by ... three points ... 38-35.

(1017)B2: It must have been a close game.

(1018)B1: Yes, it really was. You shouldn't have gone.

(1019)B2: Hopefully, I will go to see the next one.

(1020)B1: You know ... the next game is on Wednesday.

(1021)B2: Ok, we will be together.

(1022)B1: Bye \.

(1023)B2: Ok, bye \.

### APPENDIX- III

**Table of Special Vocabularies Used By Male and Female**

| <b>Special Vocabularies</b> |                  |              |                  |
|-----------------------------|------------------|--------------|------------------|
| <b>Female</b>               | <b>Frequency</b> | <b>Male</b>  | <b>Frequency</b> |
| Cute                        | 5                | Nice         | 10               |
| Preeety                     | 2                | Love         | 1                |
| Love                        | 5                | Super        | 3                |
| Nice                        | 11               | Good         | 2                |
| Great                       | 4                | Great        | 2                |
| Fantastic                   | 2                | Fantastic    | 2                |
| Cool                        | 4                | bad          | 1                |
| Good                        | 9                |              |                  |
| beautiful                   | 1                |              |                  |
| <b>Total</b>                | <b>43</b>        | <b>Total</b> | <b>21</b>        |

