CHAPTER ONE
INTRODUCTION

1.1 General Background

The overall global function of language is to communicate and semantics is central to the study of communication. It is the meaning that the user or speaker of a language communicates through language and it is the meaning not the structure that we grasp through language. Semantics is central to linguistics. It is the changing meaning of words that makes a language dynamic. It is semantics that grows up and changes in course of time. In other words, almost every word we use today has a slightly different meaning from the one it had a century ago and century ago it had a slightly different meaning from the one it had a century before that. Semantics analyzes the expressions and their designata abstracting (or generalize) the user of the language.

Semantics is the study of relationship between words and meanings. The empirical study of word meanings and sentence meaning in existing languages is a branch of linguistics; the abstract study of meaning in relation to language or symbolic logic systems is a branch of philosophy: both are called semantics. The field of semantics has three basic concerns: the relations of words to the objects denoted by them, the relations of words to the interpreters of them, and in symbolic logic, the formal relations of signs to one another (syntax). ‘We can define the meaning of a speech-form accurately when this meaning has to do with some matter of which we possess scientific knowledge’ (Leech, 1974, p.2).

Ogden and Richards (1956, p.186-187) say that the following is the representative list of the main definitions which reputable students of meaning have favored. Meaning is:

i. an intrinsic property.
ii. a unique unanalysable relation to other things.

iii. the other words annexed to a word in the dictionary.

iv. the connotation of a word.

v. an essence.

vi. an activity projected into an object.

vii. a. an event intended.

b. a-volition.

viii. the place of anything in a system.

ix. the practical consequences of a thing in our future experience.

x. the theoretical consequences involved in or implied by a statement.

xi. emotion aroused by anything.

xii that which is actually related to a sign by a chosen relation.

xiii. a. the mnemic effects of a stimulus. Association acquired.

b. some other occurrences to which the mnemic effects of any occurrence are appropriate.

c. that which a sign is interpreted as being of.

d. what anything suggests. In case of symbols, that to which the user of a symbol actually refers.

xiv. that to which the user of a symbol ought to be referring.

xv. that to which the user of a symbol believes himself to be referring.

xvi. that to which the interpreter of a symbol

a. refers.

b. believes himself to be referring.

c. believes that the user to be referring.

It is no part of a book of this kind neither to investigate all these popular and scientific definitions of the term nor to ask if all the meanings of mean and meaning have something common. It is better to take semantics as a part or level of linguistics that is devoted to the study of meaning, as inherent at the levels of words, phrases, sentences and even larger units of discourse (referred to as texts).

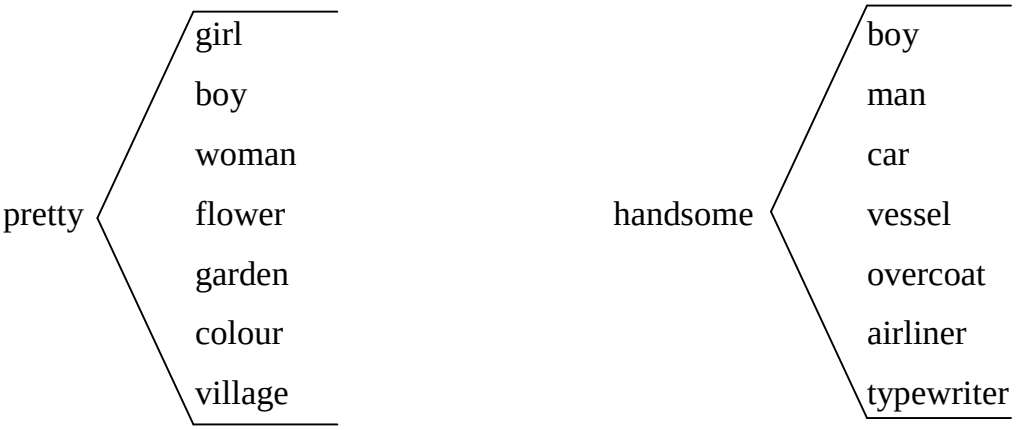
The basic area of study is the meaning of signs and study of relationship between different linguistic units: holonymy, synonymy, antonymy, hyponymy, hypernymy, meronymy, etc.

Crystal (2003, p.411) has defined semantics as ‘a major branch of linguistics, devoted to the study of meaning'. In linguistics, the emphasis is on the study of semantic properties of natural languages. General semantics, by contrast, has nothing to do with linguistics in its modern sense, which aims to make people aware of conventional relationship between words and things, as a means of improving system of communication and clear thinking.

> The topic of 'meaning' is the context of language, however, necessitates reference to non-linguistic factors, such as thought, situation, knowledge, intention and use. It is the difficulty in drawing clear dividing-lines between such notions that indicates why so many other academic linguistics-philosophers and logicians especially, but also psychologists, sociologists, literary critics, theologians and others. Linguists’ primary interests are distinguished by attention they pay to the analysis of meaning (meaningfulness and meaninglessness) in the context of everyday speech, by their comparative interests (comparing in the way meaning is structured in a range of language, and how meaning changes over time), and by their attempt to integrate meaning with the other components of a general linguistic theory. These emphases characterize the linguistic study of meaning, SEMANTICS (Crystal 2003, p.286).

The history of semantics goes back to the American Philological Association which introduced a paper, ‘Reflected Meaning: a Point in Semantics’ in 1894 and later in 1900, Breal’s book, ‘Semantics: Studies in the Science of Meaning’ appeared. Commenting on the book, Crystal (1997) writes, ‘It is one of the earliest

books on linguistics as we understood today, in that it treated semantics as a science of meaning and that it was not primarily concerned with changes of meaning from a historical point of view' (as cited in Rai, 2003, p.12). Traditionally, semantics has included the history of connotative sense and denotative reference, truth conditions, argument structures, discourse analysis and linkage of all these to sentence. Most people assume that semantics is just a historical study of the changes in the meanings of word they are mistaken. It is true that semantics studies the historical development of meaning but it is tiny portion of semantics which is known as historical semantics. Some people according to Crystal (1997) use the word 'semantics' in a pejorative sense' (as cited in Rai, 2003, p.12). This can be noticed when people talk about the way the language can be manipulated in order to mislead the public. The fact is that semantics is neither just the study of word meaning through time nor is it sometimes that can be used to mislead people. Semantics is systematic study of what meaning is and how it operates. Let us consider an example given below:



'Many words cannot be explained by synonymies, because the idea signified by them has not more than one appellation; or by paraphrase, because simple ideas cannot be described' (Leech, 1974, p.205).

1.1.1 The Dynamic Turn in Semantics

In the Chomskyan tradition in linguistics, there was no mechanism for the learning of semantic relations, and the nativist view considered all semantic notions as

inborn. Thus, even novel concepts were proposed to have been dormant in some sense. This traditional view was also unable to address many issues such as metaphor or associative meaning, and semantic change, where meaning within a linguistic community changes over time, and qualia or subjective experience. Another issue not addressed by the nativist model was how perceptual cues are combined in thought; for example, in mental rotation. This traditional view of semantics, as an innate finite meaning inherent in a lexical unit that can be composed to generate meanings for larger units of discourse, is now being fiercely debated in the emerging domain of cognitive linguistics.
(http://www.wikipedia.org)

1.1.2 Semantic Change

Innovations which change, the lexical meaning rather than the grammatical function of a form, are classed as change of meaning or semantic change. We can easily see today that a change in the meaning of a speech-form is merely the result of a change in the use of it and other, semantically related speech-forms. The surface study of semantic change indicates that refined and abstract meanings largely grow out of more concrete meanings. Meanings of the type 'respond accurately to (things or speech) develop again and again from meaning' like 'be near to' or 'get hold of'. Thus, 'understand', as we saw, seems to have meant 'stand close to' or 'stand among'. German *versthen* 'understand' seems to have meant 'stand round' or 'stand before'. Ancient Greek [e'pistamaj] 'I understand' is literally 'I stand upon,' and Sanskrit [ava'gachhati] is both 'he goes down into' and 'he understands'. All this, aside from its extra-linguistic interest, gives us some measure of probability by which we can judge of etymologic comparisons, but it does not tell us how the meaning of linguistic form can change in the course of time (Bloomfield, 1957, p. 29-30).

1.1.3 Psychology and Semantics

In psychology semantic memory is memory for meaning. Word meaning is measured by the company they keep; the relationships among words themselves in a semantic network. In a network created by people analyzing their understanding of the word (such as wordnet) that links and decomposition structures of the network are few in number and kind, and include ‘part of’, ‘kind of’ and similar links.

1.1.4 Basic Notions of Semantics

A perennial problem in semantics is the delineation of its subject matter. The term *meaning* can be used in a variety of ways, and only some of these correspond to the usual understanding of the scope of linguistics or computational semantics. Here, the researcher will take the scope of semantics to be restricted to the literal interpretations of sentences into a context, ignoring phenomena like irony, metaphor, or conversational implicature.

A standard assumption in computationally oriented semantics is that knowledge of the meaning of a sentence can be equated with knowledge of its truth conditions: that is, knowledge of what the world would be like if the sentences were true. This is not the same as knowing whether a sentence is true, which is (usually) an empirical matter, but knowledge of truth conditions is a prerequisite for such verification to be possible. *Meaning as truth conditions* needs to be generalized somewhat for the case of imperatives or questions, but is a common ground among all contemporary theories, in one form or another, and has an extensive philosophical justification.

A semantic description of a language is some finitely stated mechanism that allows us to say, for each sentence of the language, what its truth conditions are. Just as for grammatical description, a semantic theory will characterize complex and novel sentences on the basis of their constituents: their meanings, and the

manner in which they are put together. The basic constituents will ultimately be the meanings of words and morphemes. The modes of combination of constituents are largely determined by the syntactic structure of the language. In general, to each syntactic rule combining some sequence of child constituents into parent constituent, there will correspondent some semantic operation combining the meanings of the children to produce the meaning of the parent.

> A corollary knowledge of the truth conditions of a sentence is knowledge of what inferences can be legitimately drawn from it. Valid inference is traditionally within the province of logic (as is truth) and mathematical logic has provided the basic tools for the development of semantic theories. One particular logical system, first order predicate calculus (FOPC), has played a special role in semantics (as it has in many areas of computer science and artificial intelligence). FOPC can be seen as a small model of how to develop a rigorous semantic treatment for a language, in sentences or well formed formulae of FOPC are specified by a grammar. The interpretations of constituents are given by associating them with set-theoretic constructions (their denotation) from a set of basic elements in some universe of conditions, with respect to that universe of discourse. Furthermore, we can give these truth conditions, or (equivalently), in the case of FOPC) given a set of rules of inference for the logic. (http://www.wikipedia.org)

1.1.5 Semantic Network

Semantic network is a graph consisting of nodes that represent physical or conceptual objects and arcs that describe the relationship between the nodes, resulting in something like a data flow diagram. The meaning of a concept comes from its relationship to other concepts and the information is stored by interconnecting nodes with labeled arcs. A semantic network is often used as a form of knowledge representation. It is directed or undirected graph consisting of

vertices which represent concepts, and edges, which represents semantic relation between the concepts. An example of semantic network is word net, a lexical data base of English. It groups English words into sets of synonyms called synsets, which provides short, general definitions and records the various semantic relations between these synonymous sets. Some of the common semantic relations defined are meronymy, holonymy, hyponymy, hypernymy, antonymy, synonymy, etc.

> 'Semantic nets' were first invented for computers by Richard H. Richens of the Cambridge Language Research Unit in 1956 as an “interlingua” for machine translation of natural languages. They were developed by Robert F. Simmons in early 1960s and later featured prominently in the work of Collins and Quillian. (http://www.wikipedia.org)

Semantic networks are knowledge representation schemes involving nodes and links (arcs or arrows) between nodes. The nodes represent objects or concepts and the links represent relations between nodes. The nodes are usually represented by circles or boxes and the links are drawn as arrows between the circles. This represents the simplest form of a semantic network, a collection of undifferentiated objects and arrows. The structure of the network defines its meaning. The network defines a set of binary relations on a set of nodes.

Semantic networks are often closely associated with detailed analysis of texts and networks of ideas. One of the important ways they are distinguished from hypertext systems is their support of semantic typing of links.

> For example, the relationship between "murder" and "death" might be described as "is a cause of". The inverse relationship might be expressed as "is caused by". It is a technique for representing knowledge. As with other networks, they consist of nodes with links between them. The nodes in a semantic network represent concepts.

A concept is an abstract class, or set, whose members are things that are grouped together because they share common features or properties. The "things" are called instances of the concepts. Links in the semantic network represent relations between concepts. Links are labeled to indicate which relation they represent. Links are paired to represent a relation and its inverse relationship. The diagram below illustrates an example of semantic network.

(http://scholars.nus.edu/cpace/ht/thonglipfei/semantic_nw.html)

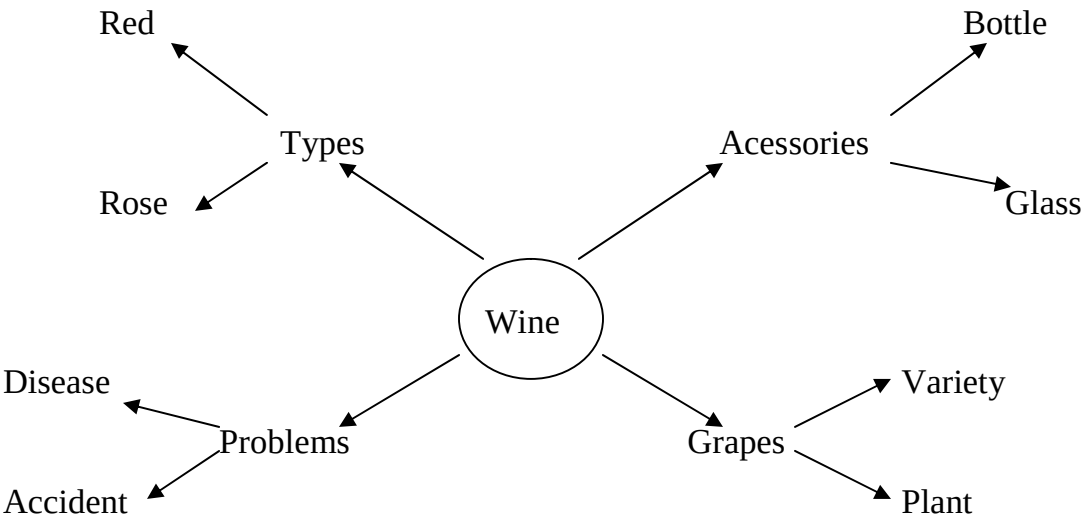
Word net properties have been studied from a network theory perspective and compared to other semantic network created from Roget's Thesaurus. Synset or synonym ring is a group of data elements that are considered semantically equivalent for the purpose of information retrieval. These data elements are frequently found in different metadata registries. Although a group of terms can be considered equivalent, metadata registries store the synonyms to a central location called the preferred data element.

'It is possible to represent logical description using semantic network such as *Existential Graphs* of Charles S. Pierce or the related *Conceptual Graphs* of John F. Sowa. The term dates back to Quillian (1968), in which he first introduced it as a way of talking about the organization of human semantic memory, or memory for word concepts. The idea of semantic network… i.e., of a network of associatively linked concepts… is very much older: Anderson and Bower (1973), for example claim to be able to trace it all the back to Aristotle.' (http://www.wikipedia.org)

This very prolification of programmes using semantic networks of one form or another has given rise to a number of important theoretical studies, which critically and productively examine the semantics of the formalism making it

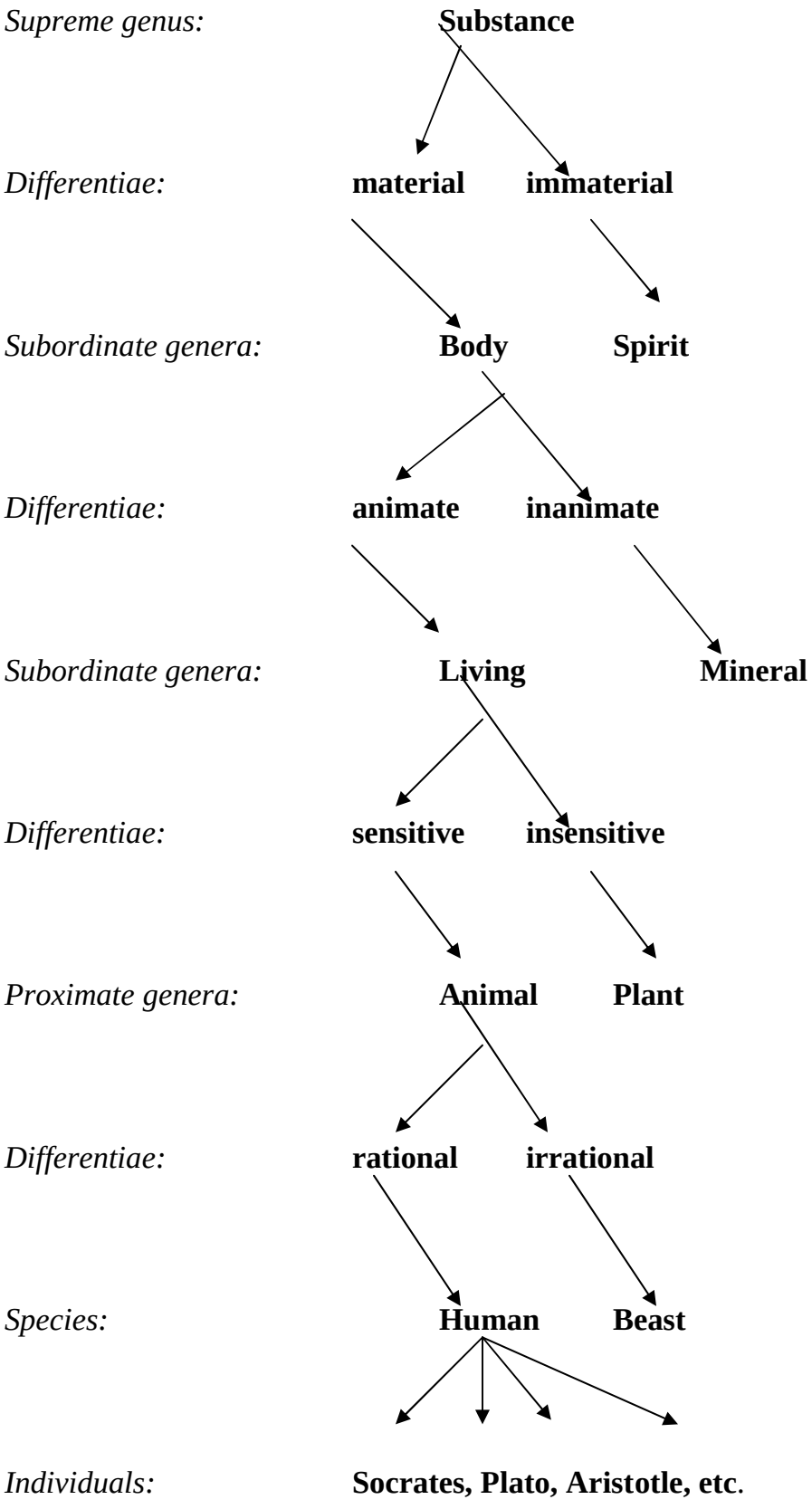
probably the best understood knowledge representation on formalism in Artificial Intelligence (AI).

To get some feel for semantic nets, think of a common word, e.g. ‘wine’. We can write it down in the middle of a sheet of paper. Now we can write some words related to wine, e.g. ‘types’ or ‘acessories’ or ‘grapes’ or ‘problems’. We can write these words in a ring around ‘wine’. We have given each line a label that describes the relationship between the two words – for example, the line linking ‘types’ and ‘grapes’ and so on. What we are constructing is, roughly, a semantic net as shown below.



What is common to all semantic networks is a declarative graphic representation that can be used either to represent knowledge or to support automated systems for reasoning about knowledge.

The figure below illustrates the categories under **Substance**.



Despite its age, the figure represents the common core of all modern hierarchies that are used for defining concept types. In above figure, the genus substance with differentia material is body and with the differentia immaterial is spirit. The modern rule of inheritance is a special case of Aristotelian thing inherits material substance and adds the differentiae rational.

1.2 Review of the Related Literature

A very few researches have been carried out on Semantics.

Basnyat (1986) carried out a research on 'Semantics of Nepali Vocabulary'. The objective of the study was to establish semantic equivalence and semantic overlapping between the Nepali and English verbs for the purpose of facilitating teaching and learning. In her study, she had grouped the verbs into six types on the basis of the nature of semantic correlation between the Nepali and English verbs and one-to-one correlation of meanings of the verbs of the two languages.

i. Divergence or convergence of meaning of verbs in the two languages,
ii. semantic overlapping,
iii. semantic inclusion,
iv. existence of typical or language specific verb forms, and
v. verb + particle form.

From the study, she found the vast difference in semantic systems of the Nepali and English verbs.

Similarly, Adhikari (2006) carried out a research on 'A Semantic Analysis of English and Nepali verbs: A Comparative Study'. The objective was to find out difficulties faced by Nepali learners learning English and English learners learning Nepali. From the study, he found inherent differences in semantic system of English and Nepali verbs.

Similarly, Lamichhane(2006) carried out a research on 'A Study on Code-Mixing used in Supermarkets'. The objective of the study was to find out the English words that are used in Nepali discourse in Supermarket, to find out the frequency of mixed English words and to find out the age-wise and sex-wise trend of mixing English words. From his study he found the greatest and the least numbers of words of both the languages occur according to the situation, mood of the speaker, their age, performance level, etc. He also found that mostly nouns and adjectives were remarked in the highest position in mixing in hundred events.

Similarly, Pokhrel(2007) carried out a research on 'Effectiveness of Interactional Technique in Teaching Communicative Function'. The objective of the study was to find out the effectiveness of interactional technique in teaching communicative function. From his study, he found that interactional technique has very important role to play in teaching and learning the English language, only the use of materials into the classroom cannot have positive result, the experimental group which was taught using interactional technique got increased in writing, and interactional techniques are equally applicable both in public and private schools.

Here, in this research the researcher has attempted to analyze the semantic network in conversation.

1.3 Objectives of the Study

The objectives of this study were as follows.:

a. To analyze the semantic network in conversation particularly on synonym, antonym, meronym/holonym and hyponym/hypernym.
b. To list some pedagogical implications.

1.4 Significance of the Study

Currently, the most pressing needs for semantic theory are to find ways of achieving wider and more robust coverage of real data. The study is significant as it throws insight into semantics particularly on semantic network, which in turn provides useful information in planning and designing the syllabus of the courses related to semantics. Likewise, it will be useful for those language teachers who want to use semantics particularly semantic network while teaching. This study will be useful for the further research works on semantic network. Last but not the least, this study will be significant to the students and teachers who are involved in learning and teaching semantics. Moreover, all interested people who are directly and indirectly involved in ELT will also be benefited from this study.

1.5 Definitions of the Specific Terms

Word Net: A lexical data base of English, which groups English words into sets of synonyms

Synset: Set of synonyms

Graph Theory: A study of graph, a drawing of graph: mathematical structures used to model pair-wise relations between objects from a certain collection. A graph may be unidirected, meaning that there is no distinction between the two vertices associated with each edge, or its edges may be directed from one vertex to another

Meronymy: Meronym (from the Greek word *meros*= part and *onoma*= name) is a semantic relation used in linguistics. A meronymy denotes a constituent part of, or a member of something; for example: ‘finger’ is meronym of ‘hand’ because finger is a part of hand. Meronymy is the opposite of holonymy. A closely related concept is that of mereology, which specifically deals with part/whole relations

and is used in logic. A meronym means part of whole. In knowledge representation languages, meronymy is often expressed as 'part-of'

Holonymy: Holonymy (in Greek *holon*= whole *onoma*= name) is a semantic relation. Holonymy defines the relationship between a term denoting the whole and a term defining a part of, or a member of it. i.e.

'X' is holonym of 'Y' if Ys are parts of Xs, or

'X' is holomym of 'Y' if Ys are members of Xs.

For example: *'tree'* is a holonym of *'bark'*. Holonymy is opposite to meronymy

Hyponymy: It is a word or phrase whose semantic range is included within that of another word. For example: scarlet, crimson, vermilion are all types of red, which is hyponymy of colour. Hyponyms are a set of related words whose meanings are specific instances of a more general word *e.g., red, white, blue, etc.; are hyponyms of colour)*. Hyponymy is thus the relationship between a general term such as polygon and specific instances of it, such as triangle. Computer science often terms this relationship as is-a relationship e.g. *red is a colour* can be used to describe the hyponymic relationship between red and colour

Hypernymy: The term hypernymy denotes a word, usually somewhat vague and broad in meaning, which other more specific words fall under or are fairly encompassed by. It is relation word stands in when their extensions stand in the relation of class to subclass, should not be confused with holonymy where they denote things in relation to whole to part. For example *'vehicle'* denotes all the things that are separately denoted by the words 'train', 'chariot', 'airplane' and 'automobile' and is therefore a hypernym of each of these words

Synonym: Synonyms are different words with identical or at least similar meanings. Words that are synonyms are said to be synonymous, and the state of being a synonym is called synonymy. The word comes from Ancient Greek *'Syn'*. If we talk about a long time or an extended time, long and extended becomes

synonyms. In figurative sense, two words are often said to be synonymous if they have the same conditions

Antonyms : Antonyms are the words that lie in an inherently incompatible binary relationship as an opposite pairs e.g. male and female, long and short, up and down, precede and follow

The notion of incompatibility here refers to the fact that one word in an opposite pair entails that it is not the other pair e.g. something that is *long* entails that it is not *short*. The notion of binary refers that are only two members in a set of opposites. The relationship between opposites is known as opposition. Opposites are interestingly simultaneously different and similar in meaning. Typically, they differ in only one dimension of meaning, but are similar in most other respects, including similarity in grammar and positions of semantic abnormalities.

CHAPTER TWO
METHODOLOGY

In this study, the researcher sought to find out the semantic network particularly in the use of synonyms, antonyms, meronyms/holonyms and hyponyms/hypernyms. The following methodology was applied to fulfil the set objectives of the proposed study.

2.1 Sources of Data

Data were collected by utilizing primary sources of data by the researcher from different places of Kathmandu District. Only a few secondary sources were used for collection of data and a few reference materials were used to facilitate the researcher himself to carryout the research.

2.1.1 Primary Sources of Data

The primary sources of data were eighty-three participants who were involved in twenty-five different conversations.

2.1.2 Secondary Sources of Data

As only a few secondary sources were used to collect data, all the other materials available in print and electronic media which were directly and indirectly related to semantic network were the secondary sources of this study. Journals, articles, periodicals, research works and information on the internet were taken as secondary sources of data. For example, Leech (1974), Crystal (2003), Palmer (1996), Rai (2003), Kumar (2003), Bloomfield (1956), etc.

2.2 Sampling Procedure

Sampling is the process by which a relatively small number of individuals or measures on individuals, objects or events is selected and analyzed in order to find out something about the entire population from which it was selected. It is the process of obtaining information about an entire population by examining only

part of it. In other words, sampling is the process of selecting a few (a sample) from a bigger group (the sampling population) to be the basis for estimating or predicting a fact, situation or outcome regarding the bigger group. Sampling may also be defined as the selection of some part of an aggregate or totality on the basis of which a judgement or inference about the aggregate or totally is made.

In this research, the researcher used judgemental non-random sampling design. The native and non-native speakers of the English language were selected from Kathmandu District. The researcher collected data from the following places:

a. Pilgrims Book House, Thamel
b. Alpha-Beta Consultancy, New Baneswor
c. Education Book House, Jamal
d. Walden Book House, Kathmandu
e. Faculty of Education, Tribhuvan University, Kirtipur.

Besides these places, some recordings of IELTS and movies were also used for the collection of data. On the basis of non-random judgemental sampling procedure, the researcher selected eighty-three population from twenty-five conversations.

2.3 Tools for Data Collection

The tools for data collection of this study were the mechanical recording devices, i.e. recorder and participant observation.

2.4 Stepwise Process of Data Collection

The researcher followed the following process to collect the data:

i. First of all, the researcher visited four different book houses and Tribhuvan University. He made a rapport with the authority and asked for permission to carry out the research.
ii. He visited each place according to the requirement of the study.
iii. The conversation that took place was recorded.

iv. The researcher transcribed those conversations in his notebook.

v. The researcher frequently listened to those instances of conversation and observed them carefully.

vi. The researcher re-listened those recorded conversations.

vii. The researcher analyzed the semantic network of those recorded conversations.

This process took about two weeks. Sometimes, he also recorded the conversations without giving information to the participants. A few recordings were done from IELTS tests and movies.

2.5 Limitations of the Study

This study had the following limitations:

i. The area of the study, as indicated by the title was limited to only the semantic network in the field of linguistics, not to other disciplines.

ii. The study was further limited to the observation and tape recording of twenty-five conversations.

iii. The time of the study was limited for about two weeks only.

iv. The number of population was only limited to eighty-three.

v. The place for data collection was only limited to three book houses, one consultancy and one University which are as follows:

   a. Pilgrims Book House, Thamel

   b. Alpha-Beta Consultancy, New Baneswor

   c. Education Book House, Jamal

   d. Walden Book House, Kathmandu

   e. Faculty of Education, Tribhuvan University, Kirtipur

vi. Only a few data were collected from IELTS and movies.

CHAPTER THREE
ANALYSIS, INTERPRETAION AND PRESENTATION OF DATA

This chapter deals with the analysis and interpretation of the data. The data collected from different places were analyzed and interpreted in terms of synonyms, antonyms, meronyms/holonyms and hyponyms/hypernyms.

The total number of population was eighty-three and the total number of conversations was twenty-five. The researcher analysed each set of synonyms, antonyms, meronyms/holonyms and hyponyms/hypernyms seperately.

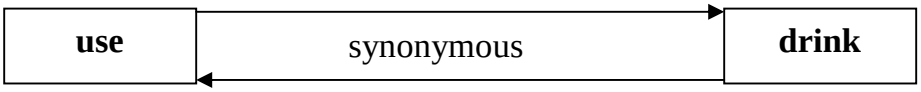
The researcher dealt with and analyzed each and every set of data from all twenty-five conversations dividing them into categories, viz. synonym, antonym, meronym/holonym and hyponym/hypernym.

3.1 Analysis of Synonyms

In all the twenty-five conversations the researcher found twenty-two sets of synonyms. Among those conversations, one set of synonyms was found in conversations 1, 2, 6, 7, 8, 9, 10, 20, 23, 24 and 25. Two sets of synonyms were found in conversations 17 and 21. Three sets of synonyms were found in conversation 5. Four sets of synonyms were found in conversation 3. The researcher did not find any set of synonyms in conversations 4, 11, 12, 13, 14, 15, 16, 18, 19 and 22.

Conversation 1

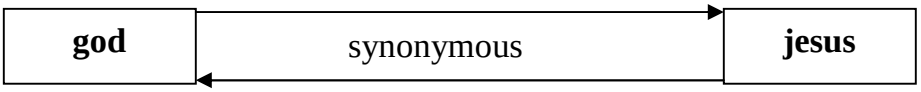
In conversation one, the researcher found one set of synonyms, i.e. use/drink.



Use and *drink* are verbs .Generally, they do not seem to be synonyms but here in the conversation they were used as synonyms according to the sense of conversation.

Conversation 2

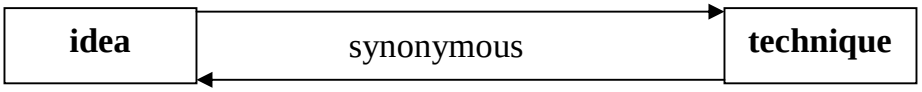
In conversation two, the researcher found one set of synonyms, i.e. god/jesus



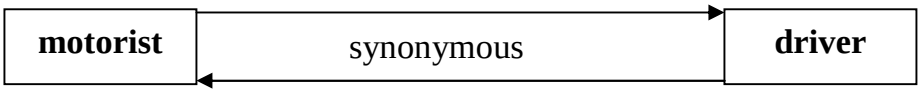
God is a common noun but *Jesus* is a proper one. But in the course of time and due to popularity *Jesus* became synonym to *God.* Thus, in this conversation *God* has been replaced by *Jesus* sometimes without any hesitation.

Conversation 3

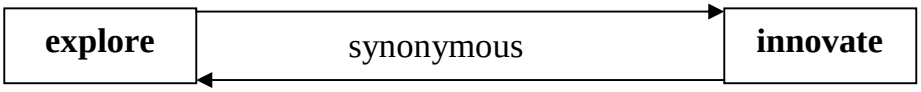
In conversation three, the researcher found four sets of synonyms, i.e. idea/technique, motorist/driver, explore/innovate and assist/guide.



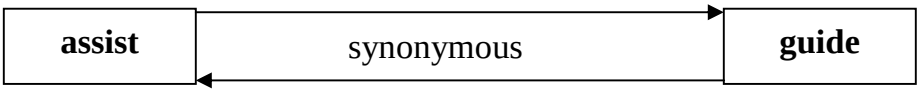
Idea and *technique* are nouns. Here in this conversation, *idea* and *technique* were synonymously used though they are not synonyms as *technique* is particular trick used to solve problem instantly.



Motorist and *driver* are nouns. Here, both words were already synonymous. To avoid the monotony of the sense *motorist* was used by another speaker.



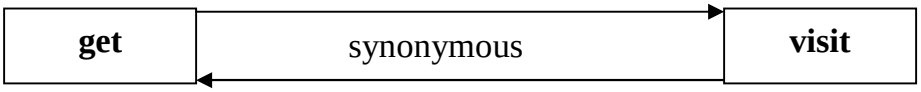
Explore and *innovate* are verbs. *Explore* gives the sense of finding something by making journey but *innovate* gives the sense of developing idea only. But here in the conversation the gap had been eliminated and they were used synonymously according to the flow of sense.



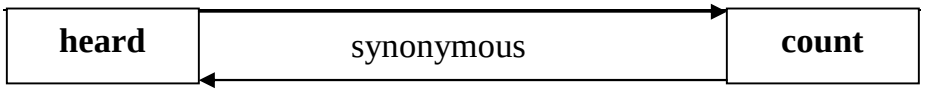
Both *assist* and *guide* are verbs. *Guide* is a bit more authoritative than *assist*. But in conversation three, they both were used synonymously.

Conversation 5

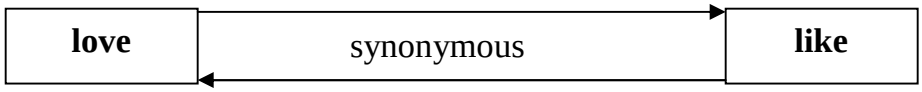
In conversation five, the researcher found three sets of synonyms, i.e. get/visit, heard/count and love/like.



Both *get* and *visit* are verbs. Although they are not synonyms, they were used synonymously according to the need of the conversation.



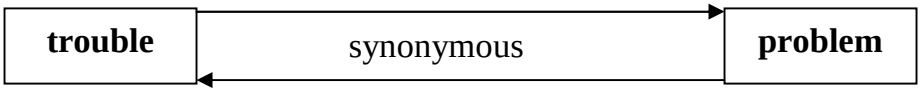
Both *heard* and *count* are verbs. Both give different senses. But here they were used synonymously to make the language impressive.



Love and *like* are both verbs. Surfacially, they are not synonyms they vary in the degree of liking. Here *love* was used by one speaker along with her greater degree of emotion while the word *like* was used by another speaker very lightly.

Conversation 6

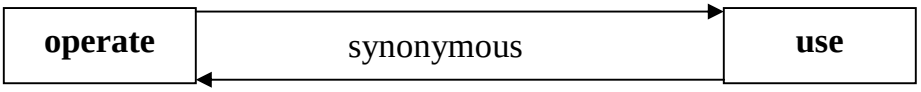
In conversation six, the researcher found one set of synonyms, i.e. trouble/problem.



Both *trouble* and *problem* are nouns. Both give the same sense up to great extent. Here second speaker had used *trouble* in place of *problem* for his convenience.

Conversation 7

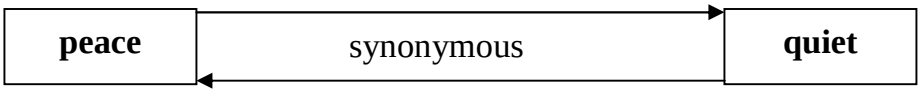
In conversation seven, the researcher has found one set of synonyms, i.e. operate/use.



Operate and *use* both are verbs. *Use* gives a bit wide sense of utilizing something whereas *operate* is a bit specific to mechanical utilization of something. Here, in this conversation *operate* has been used for the first time and it was replaced in the course of conversation by *use* casually.

Conversation 8

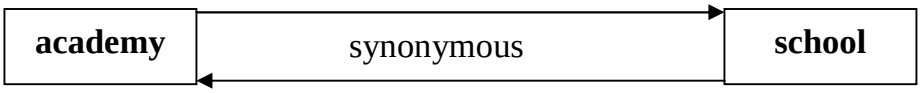
In conversation eight, the researcher found one set of synonyms, i.e. peace/quiet.



Peace and *quiet* are nouns. They are almost synonymous in sense. Here, in this conversation they were used together with a conjunction ‘and’ in between them. The speaker tried to give emphasis on *peace* by using its synonymous word *quiet* just after it.

Conversation 9

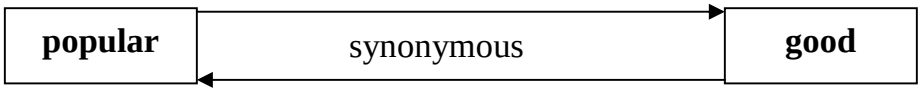
In conversation nine, the researcher found one set of synonyms, i.e. academy/school.



Both of the synonyms above belong to noun. *School* is a bit specific in comparison to *academy*. The speaker had used *school* for the first time and then replaced it with *academy* to make his language impressive which sounded nice.

Conversation 10

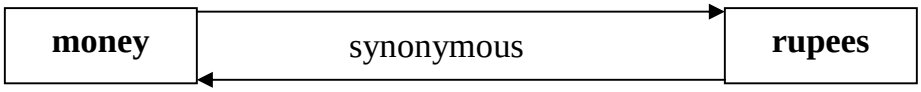
In conversation ten, the researcher found one set of synonyms, i.e. popular/good.



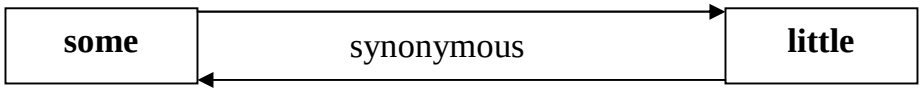
In this conversation, *popular* and *good* are adjectives. The same speaker used both words to show the fame of courses of New Castle College.

Conversation 17

In conversation seventeen, the researcher found two sets of synonyms, i.e. money/rupees and some/little



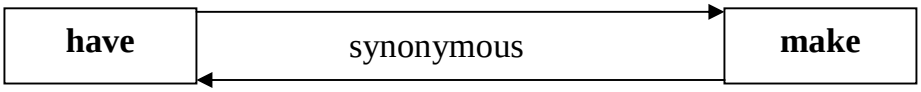
In this conversation, both the words *money* and *rupees* were nouns. Actually, *money* is a bit broder term in the sense of value and *rupees* is a name of currency of particular country like Nepal. But they had been` used synonymously in this conversation. This was because *rupees* had covered the sense of *money* socially in our country.



Here, both words were quantifiers. *Some* gives a bit positive meaning while *little* is a bit negative one. They had been used as synonyms here by the same speaker to make language vivid.

Conversation 20

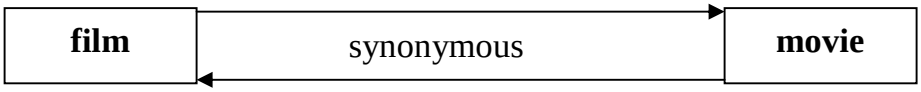
In conversation twenty, the researcher found one set of synonyms, i.e. have/make.



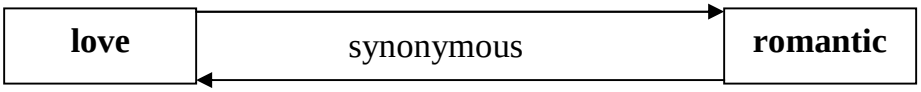
In the conversation, both *have* and *make* were used synonymously. Both were used by different speakers. First *have* was used and another speaker replaced it with *make* to make language impressive.

Conversation 21

In the conversation above the researcher found two sets of synonyms, i.e. film/movie and love/romantic.



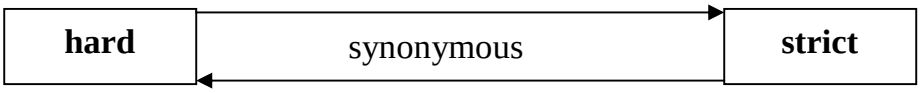
Film and *movie* both are nouns. Both were used as synonyms here by two different speakers. First speaker used *film* and another replaced it with *movie* just to avoid the monotony and to use language impressively.



Both words were used as adjectives here. Normally, we take *love* as verb and noun but its adjectival form was used here to give synonymous sense of *romantic.* They both were used as synonyms to make the conversation effective.

Conversation 23

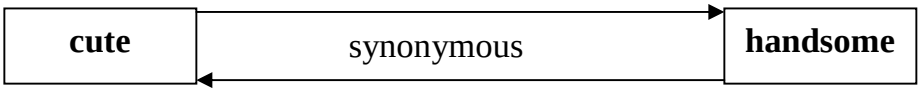
In conversation twenty three, the researcher found one set of synonyms, i.e. hard/strict.



Both hard and strict are nouns. To make the language vivid the same speaker used the word *strict* in place of *hard.*

Conversation 24

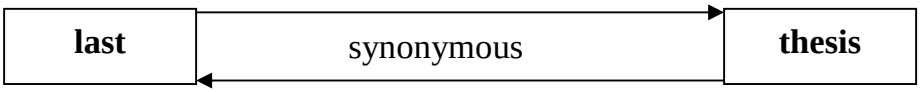
In conversation twenty four, the researcher found one set of synonyms, i.e. cute/handsome.



Both are adjectives and were used for describing the same proper noun Jeevan. Both synonyms were used here to give more emphasis to the quality of being good of Jeevan.

Conversation 25

In conversation twenty five, the researcher found one set of synonyms, i.e. last/thesis.



Actually, *last* is an adjective and *thesis* is a noun. But they were used as adjectives here in the conversation by the same speaker. *Thesis year* means the year to prepare thesis which was *last year* of the college in master's degree. So, here *thesis* was taken as *last* which was an example of social cause of language change.

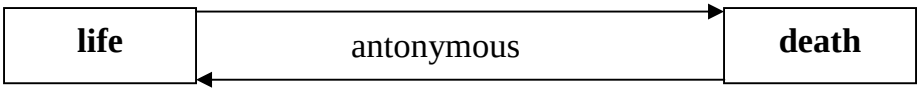
3.2 Analysis of the Antonyms

The researcher found ten sets of antonyms in all twenty-five conversations. Among those conversations, one set of antonyms was found in conversations 2, 4, 10, 18, 19, 22, 24 and 25. Likewise, two sets of antonyms were found in

conversation 6. The researcher did not find any set of antonyms in conversations 1, 3, 5, 7, 8, 9, 11, 12, 13, 14, 15, 16, 17, 20, 21 and 23.

Conversation 2

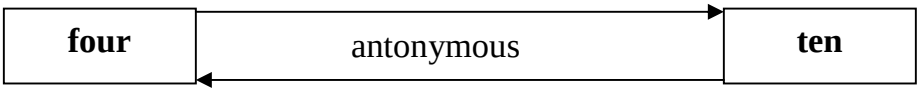
In conversation two, the researcher found one set of antonyms, i.e. life/death.



Both *life* and *death* are nouns. Both were used by the same speaker. *Life* was used for the first time and it was replaced by *death* as the contrasting or opposite notion of *life* was needed there.

Conversation 4

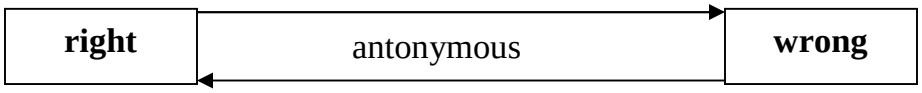
In conversation four, the researcher found one set of antonyms, i.e. four/ten.



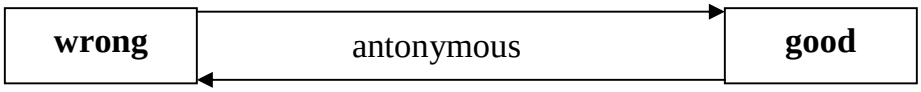
Four and *ten* both are nominals and are not antonyms generelly. But here in this conversation they were used as antonyms because two different speakers had to show contrast between the price of the picture.

Conversation 6

In conversation six, the researcher found two sets of antonyms, i.e. right/wrong and wrong/good.



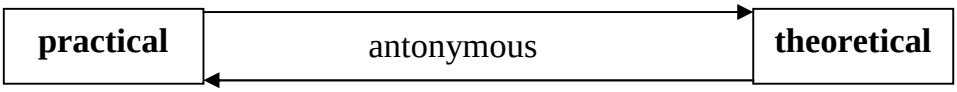
Both *right* and *wrong* were used as adjectives. They were used to show contrast between two different situations by the same speaker.



Wrong and *good* are also adjectives. Both were used by the same speaker in this conversation. Both adjectives were used to show the opposite sense.

Conversation 10

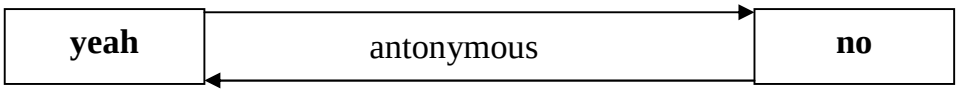
In conversation ten, the researcher found one set of antonyms, i.e. practical/theoretical.



Both *practical* and *theoretical* were adjectives in this conversation. *Practical* was replaced by the word *theoretical* by the same speaker to show that nature of his courses was *practical,* i.e. not *theoretical.*

Conversation 18

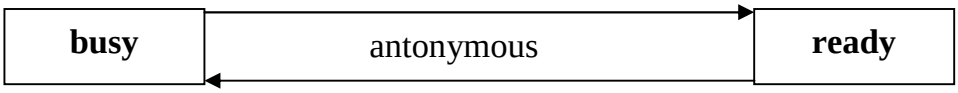
Here in this conversation, the researcher found one set of antonyms, i.e. yeah/no.



Here, *yeah* and *no* were used antonymously by the different speakers because they show agreement and disagreement.

Conversation 19

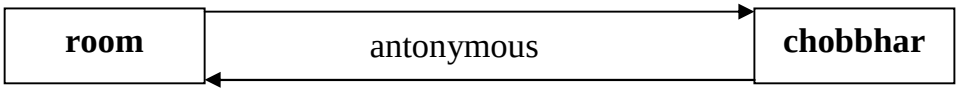
In conversation nineteen, the researcher found only one set of antonyms, i.e. busy/ready.



Here in this conversation, *busy* was used to show disagreement with the statement by the speaker 2 and *ready* was used by the speaker 4 to show contrast with speaker 3 and agreement with speaker 2.

Conversation 22

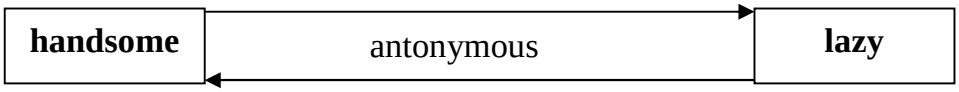
There was only one set of antonyms, i.e. room/chobbhar found in conversation twenty-two.



Both *room* and *chobbhar* were namely used. *Room* and *chobbhar* were not antomyms but in this conversation they were used as opposite in the sense that Sameer was not in his room but he was in *chobbhar*.

Conversation 24

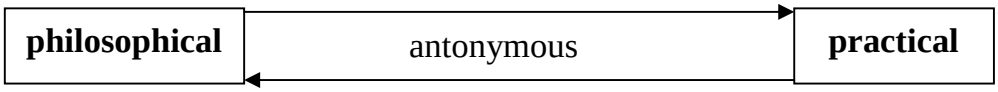
Here, in this conversation, the researcher found only one set of antonyms, i.e. handsome/lazy.



Handsome and *lazy* are adjectives. They were used to describe Jeevan. First speaker used *handsome* to show that Jeevan was cute and another speaker used *lazy* to show opposite meaning of the word *handsome*.

Conversation 25

Here, in this conversation, the researcher found only one set of antonyms, i.e. philosophical/practical.



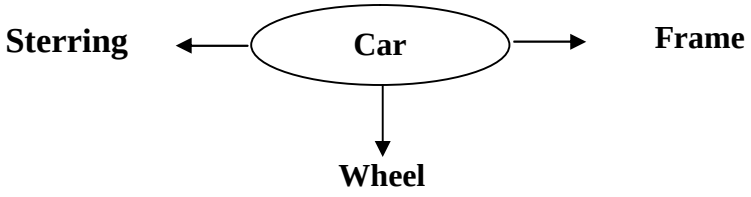
Both the words *philosophical* and *practical* do not seem to be opposite but here in this conversation the same speaker used the word *practical* because she could not find the exact opposite word for the word *philosophical*.

3.3 Analysis of Meronyms/Holonyms

In all the twenty-five conversations, the researcher found eleven sets of meronyms/holonyms. Among those conversations, one set of meronyms/holonyms was found in conversations 3, 6, 7, 11, 12, 14 and 23. Similarly, two sets of meronyms/holonyms were found in conversations 5 and 9. The researcher did not found any set of meronym/holonym in conversations 1, 2, 4, 8, 10, 13, 15, 16, 17, 18, 19, 20, 21, 22, 24 and 25.

Conversation 3

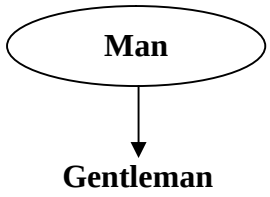
In conversation three, the researcher found one set of meronyms/holonyms.



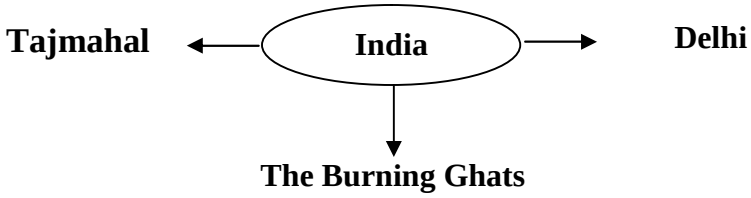
Car was the term used to give whole notion of the vehicle, i.e. *sterring*, *frame* and *wheel* were used to refer to its parts. Both the speakers used common term *car* first and then became specific by using the parts of it.

Conversation 5

In conversation five, the researcher found two sets of meronyms/holonyms, i.e. man-gentleman and India- Delhi/Tajmahal/The Burning Ghats.



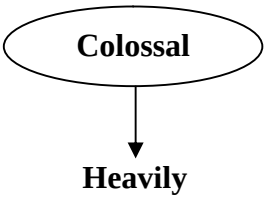
In the above conversation, the second speaker used both of the terms above. First of all, the researcher used *man* in general and then he became specific by describing the same man with another word i.e. *gentleman* to be more specific about him.



In the above conservation, the second speaker used the terms Tajmahal, Delhi and The Burning Ghats to show that she was familiar with India which was used as holonym.

Conversation 6

In conversation six, the researcher found one set of meronyms/holonyms, i.e. colossal-heavily.



Colossal was used as holonym which means *largely*, *heavily,* etc. Here one speaker used colossal to show heavy investment in the context while other speaker used heavily to show that both the terms had whole-part relationship.

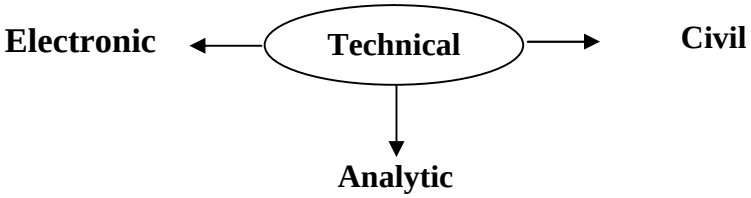
Conversation 7

Here in this conversation, the researcher found one set of meronyms/holonyms, i.e. video- operate/edit.

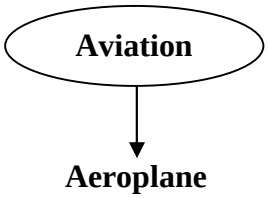
The speaker used the term *video* as a whole term for the different terms *operate* and *edit* to show meaning related to *video*. So, there was whole-part relationship between three terms.

Conversation 9

In conversation nine, the researcher found two sets of meronyms/holonyms, i.e. technical-electronic/analytic/civil and aviation-aeroplane.



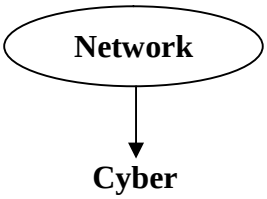
Here, the researcher found the term *technical* as holonym and the terms *electronic, civil* and *analytic* as its parts, i.e. meronyms. There was whole-part relationship between above terms and the term *technical*.



Aviation was used as cover term for all *aeroplanes*, airports, offices related to it etc. Here, it was used in general sense and *aeroplane* for specific sense by the same speaker. So, there was whole-part relationship between these two terms.

Conversation 11

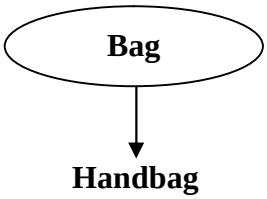
In conversation eleven, the researcher found one set of meronyms/holonyms, i.e. Network/cyber.



Both *network* and *cyber* are nouns. *Network* is holistic to the term *cyber* in this conversation. So, *network* is holonym for the term *cyber*.

Conversation 12

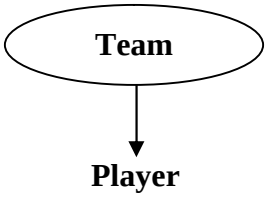
In conversation twelve, the researcher found one set of meronyms/holonyms, i.e. bag-handbag.



Bag was used as general term or holistic to the term *handbag* where it was used as part for the term *bag*. So, *handbag* is meronym for the term *bag*.

Conversation 14

In conversation fourteen, the researcher found one set of meronyms/holonyms, i.e. team-player.



Here, *team* was used to denote the whole football players of a country. So, it was holonym for the term *player* which had been used for the particular member among different players. So, these terms show whole-part relationship between them.

Conversation 23

In conversation twenty three, the researcher found one set of meronyms/holonyms, i.e. checking- hard/strict.

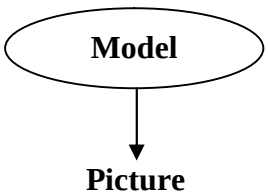
Checking generally means to examine something whether it is true, false, *hard, strict*, soft, etc. Here, in this conversation the same speaker used the term *checking, hard* and *strict* to give emphasis on the term checking. So, checking was holonym for the terms hard and strict which were meronyms.

3.4 Analysis of Hyponyms/Hypernyms

In all the twenty five conversations the researcher found seven sets of hyponyms/hypernyms. Among those conversations, one set of hyponyms/hypernyms was found in conversations 13, 15 and 16. Similarly, two sets of hyponyms/hypernyms were found in conversations 4 and 7. The researcher could not find any set of hyponyms/hypernyms in conversations 1, 2, 3, 5, 6, 8, 9, 10, 11, 12, 14, 17, 18, 19, 20, 21, 22, 23, 24 and 25.

Conversation 4

In conversation four, the researcher found two sets of hyponyms/ hypernyms, i.e. model-picture and child-little/sweet.



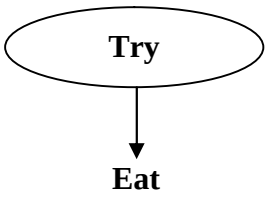
Here, first speaker, the seller used term *model* in general sense for denoting the painting and the second speaker used different term, *picture*, to particularize the same thing as the first speaker. *Model* means the cover term for *picture* because it may be picture, puppet, etc. So, *Model* was hypernym for the term *picture*, which was used as hyponym.

In the above net, it was clear that *child* was the cover term for *little* and *sweet*. So, *child* was hypernym for the terms *little* and *sweet* and thus *little* and *sweet* were hyponyms of the term child.

Conversation 7

In this conversation, the researcher found two sets of hyponyms/hypernyms, i.e. cooperating-compromising/persuading and try-eat.

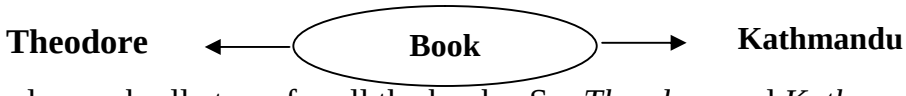
In conversation seven, the term *cooperating* was used as umbrella term for the terms *compromising* and *persuading.* So, *cooperating* was hypernym and *compromising/persuading* were hyponyms.



In above net, the term *try* was used as cover term for the word *eat*. So *try* was used as hypernym and *eat* was used as hyponym in the above conversation.

Conversation 13

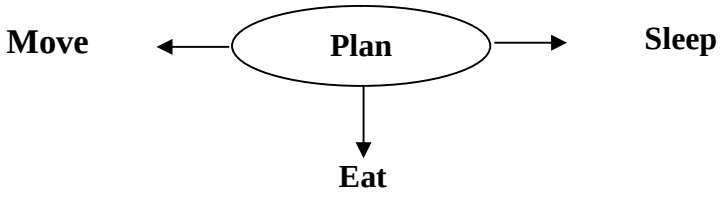
Here in conversation thirteen, the researcher found one set of hypernym/hyponym, i.e. book- Theodore/Kathmandu.



Book was used as umbrella term for all the books. So, *Theodore* and *Kathmandu* were hyponyms for the term book and book was hypernym for them.

Conversation 15

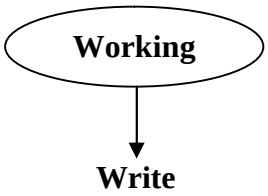
In conversation fifteen, the researcher found one set of hyponyms/hypernyms, i.e. plan-sleep/eat/move.



Plan means any thing somebody wants to do. Here, in this conversation the researcher found that it was used as the umbrella term or hypernym for the terms or hyponyms *move, eat* and *sleep*.

Conversation 16

Here, in this conversation the researcher found one set of hyponyms/hypernyms, i.e. working-write(writing).



Working is a cover term, which means anything to do or perform that may denote dance, *write,* etc. So, *working* was used hypernym and *write* was used as hyponym.

CHAPTER FOUR
FINDINGS AND RECOMMENDATIONS

The major focus of this research was to find out the semantic relations used in conversations particularly on synonyms, antonyms, meronyms/holonyms and hyponyms/hypernyms. The researcher analysed the data collected from alloted venue. The following findings and recommendations were deduced after the analysis and interpretation of the data collected.

4.1 Findings

The findings of this research on the basis of analysis and interpretation of data are as follows:

4.1.1 Synonyms

i. It was found that though a pair of words is not ideally synonymous, they were found to be behaving as synonyms accrording to the need of the situation of the discourse.
ii. It was found that to focus and emphasis on the meaning of one word the speaker used its synonyms as in conversation eight.
iii. It was found that the proper noun like *Jesus* behaves like common noun due to its wide popularity. So, they behave like synonyms to the common words like *God*.
iv. It was found that the speakers use synonyms to avoid the monotony of the speech as in conversation three and twenty one.
v. It was found that speakers use synonyms to make the language impressinve.
vi. It was found that speakers use synonyms of some words to show variety in the way of expressing their feelings.
vii. Speakers were found to be using synonyms to clarify the sense if their partner did not understand.
viii. Speakers were found to be using synonyms to colour their language in more effective and impressive way as in conversation twenty one.

ix. It was found that sometimes some words get diverted from their actual and ideal meaning socially, e.g. *rupees* is a currency of a particular country like Nepal but socially it is taken as the sense of the word *money*. They behaved like synonyms though they are different ideally.

4.1.2 Antonyms

i. It was found that antonyms were used to show the disagreement to the meaning of the partner's statement.

ii. It was found that antonyms were used to show the contrast between the two different words.

iii. It was found that though two words were not ideally antonyms they had been used as so. It was due to the need of the sense of the discourse.

4.1.3 Meronyms/Holonyms

i. It was found that there was whole-part relationship between holonyms and meronyms respectively.

ii. It was found that holonyms were used to give the introduction of the idea to be conveyed whereas meronyms were used to give detail information about those ideas to be conveyed.

iii. It was found that the general sense of the things and ideas was given by the holonyms where their classification and specification were conveyed by the meronyms.

iv. It was found that meronyms were used to give emphasis over holonyms by being specific.

4.1.4 Hyponyms/Hypernyms

i. It was found that hypernyms were used as cover term and hyponyms were used to show its parts.

ii. It was found that hyponyms/hypernyms were used to show extension of relation of a class to subclass.

4.2 Recommendations

As the present research is one of the few research works in semantics and of the specific nature on the researcher's knowledge and belief, it certainly has some shortcomings. Therefore, the researcher on the basis of his experience, attempts to offer some recommendations for betterment of future researches of this nature in other areas too.

i. The study area and the population should be extended.

ii. Since the use of synonyms was seen greater in comparison to antonyms or meronyms/holonyms or hyponyms/hypernyms so synonymous words should be taught while teaching vocabulary.

iii. The effects of semantic relations of different terms should be shorted out.

iv. Learning synonymous, antonymous, meronymous/holonymous and hyponymous/hypernymous words is to understand the word meaning, its usage, its expansion of meaning as well as contraction of meaning. It is related to understand meaning, spelling, pronounciation and various forms of word grammar which should be specified clearly.

v. The analysis of the data should be done on the basis of sex, age, occupation, educational background etc.

Taking all these recommendations into consideration similar research works could be carried out to overcome the shortcomings of this study.

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APPENDIX I

List of all variables

conversation	synonyms	Antonyms	meronym/ holonym	hyponym/ hypernym
C1	use/drink	-	-	-
C2	god/jesus	life/death	-	-
C3	idea/technque, motorist/ driver, explore/ innovate, assist/guide	-	Car- frame/steering/ wheel	-
C4	-	four/ten	-	model- picture, child- little/sweet
C5	get/visit, heard/count, love/like	-	man- gentleman, India- Tajmahal/Delhi/The Burning Ghats	-
C6	trouble/problem,	right/wrong, wrong/good	colossal- heavily	-
C7	operate/use	-	video- operate/edit	try- eat, cooperating- compromising/persuading
C8	peace/quiet	-	-	-
C9	Academy/school	-	aviation- aeroplane, technical- electronic/ analytic/civil	-

C10	popular/good	practical/ theoretical	-	-
C11	-	-	network- cyber	-
C12	-	-	bag- handbag	-
C13	-	-	-	book- Theodore/ Kathmandu
C14	-	-	team- player	-
C15	-	-	-	plan- sleep/ eat/move
C16	-	-	-	working- write(writing)
C17	money/rupees, some/little	-	-	-
C18	-	yeah/no	-	-
C19	-	busy/ready	-	-
C20	have/make	-	-	-
C21	film/movie, love/romantic	-	-	-
C22	-	room/chobhar	-	-
C23	hard/strict	-	checking- hard/strict	-
C24	cute/handsome	handsome/lazy	-	-
C25	last/thesis	Philosophical/ practical	-	-
Total	22	10	11	7

APPENDIX II

Conversation 1

S1: You think so badly.

S2: Oh sit…

S3: Sir you (giving a can of beer).

S4: I can really use the beer.

S3: Ok, drink one.

Conversation 2

S1: What does the matter with you lad?

S3: Oh! I've got a note sir.

S1: How much for? Huh. I don't know notes get changed. God doesn't do notes either. The Jesus said can I be excused the crossification, No.

S3: Actually, I think he did.

S1: Change, one day it will save your life (moving to another guy).

S4: Nothing saves anyone's life. It just postponed their death.

S1: Jesus Christ will save your life lad. You only let him into your heart.

S4: I'm Jewish.

(S1 approaches to another guy)

S5: I'm Muslim sir.

Conversation 3

S1: I believe researchers are exploring the idea of a padded car to reduce injuries in accidents. Can you tell us something about what it will be like?

S2: Yes, well, the car will be covered in plastic cells filled with air, moulded round a conventional metal frame.

S1: I see. So the plastic cells will allow cars to bounce off each other.

S2: Exactly, and you'd also be able to see what just behind you on the read because there's a camera mounted on the back.

S1: Any other innovations?

S2: The doom will open upward and out, giving the appearance of awing wing when open, and the wheels will go in all directions to assist in heavy traffic. And to guide motorists away from traffic jams and help them find a parking spit, the car will be fitted with a computer near the steering wheel.

S1: Where the driver can see it, of course.

S2: Yes, there's also a hook to allow novel parking techniques.

Conversation 4

S1: I returned from another look or I'll come back another time.

S2: No need my lord. There it is…Look as long as you want.

S1: And price grain my lord, just I said.

S2: Four.

S3: Not that one, that one is ten. That would be traded as ten grain.

S1: Oh, I think that is too much little miss.

S3: Good (silence). Not that one.

S2: The model which my late wife, the child doesn't want to apart with it.

S1: And if I give you 10 grain with this picture of your mother then you'd be happy to see it go, sweet girl.

S3: No, but that is too much to refuse.

S2: Oh then take it.

Conversation 5

S1: Exactly, have the benefit of your instruction Miss Shara.

S2: Don’t say it Queen’s Lord. He is a man with us… that gentleman perhaps, so I was told to apply for that position.

S3: He is not permanent that we've ever heard if you?

S4: Do you really count it all?

S2: No, that is not frightened me. I love to visit new places.

S4: Really?

S2: Love indeed, how everyman who can explore for themselves all the wonders of world.

S4: Do you such like to visit India, do you think?

S2: India! I cannot think of anywhere I'd rather seen. Palaces of Delhi, TajMahal, The Burning Ghats.

S4: Have you made the studies of India, miss Shara.

S2: Not so much that I would like I mean I'm in …

S4: You will get it if you think so, Biju take the plates.

Conversation 6

S1: Right, Jason and Karin, now I asked you to look at the case study for Box Telecom as a part of your exam assessment. It's interesting because they are in the middle of problems at the moment and I want you to track how they deal with them. Let's start with you, Karin. Having read through the case study, can you just summarize what the problems were the Box Telecom had to take on board?

S2: Um. Yeah, well of course what first came to their attention was that, despite a new advertising campaign, they were suffering from failing sales and this is something that had many causes. On top of that immediate problem, what had also happened over the last two years was that, although they had invested in an expansion plan, they had to face up to increased competition. And, before they had a chance to get to groups with the effects of that, they were stalled by a strike and it was just when they were thinking about making a colossal investment in new machinery for their plants. So they were really in trouble.

S1: Yes, I think that's fair. And Jason, you contacted the company, didn't you? What did the company define as the reasons for these problems?

S3: Well, I think they've hit on the right things- it would be easy to say that had invested too heavily, or at the wrong time, but in fact the signs were good

and what they were set back by was high interest rates. At the same time, their market share, were eventually credited to poor training- and having looked at the details in their last report I think that's right.

Conversation 7

S1: First of all I'd like to say, Cristina and Ibrahim, that I really enjoyed watching your video about student life last week, and I could see that the rest of the group did too. You did really well, and I hope that you get a lot out of it. I'd like to use this tutorial as a feedback session, where you reflect on the experience of doing the project. So Christina, I was wondering, what did you enjoy most about making the video?

S2: I'd like using the camera.

S1: Is it the first time you've operated on like that?

S2: Yes, it is.

S1: Well the results were very good! Anything else?

S2: I enjoyed visiting one of the British students we filmed. I'd never been inside a British home before.

S1: Ok Cristina, thanks. What about Ibrahim? What did you enjoy?

S3: Well for me it was a very good chance to get to know students who are on other courses, because everyone is our group is studying English, and we don't usually have much to do with the rest of the college.

S1: Yes, very good. Do you think you'll maintain the contact now?

S3: I hope so. I've invited three of them to have dinner with me next week.

S1: Great! If you haven't decided what to make yet I can tell you they'll love trying Arab dishes. And of course, it's good for your English too. Cristina, what did you find? What was the most useful aspect of the project from the point of view of the English practice?

S2: I think, when we were being shown how to edit the film, we had to follow the instructions. And that was very good practice for me. And I learned some technical word that I hadn't heard before.

S1: What about you Ibrahim? What was the most useful for your English?

S3: It was listening to the British students, because they don't speak as slowly as most of the tutors on our courses. I think they speak at natural speed, so it forces me to get used to it. And they use a lot of slang.

S1: So you learned some new words which will be useful?

S3: Yes.

S1: Good. I'm get it helped. Well, we've talked a little bit about enjoyment, and about language practice. Were there any other benefits? What else did you feel you'd learnt from the project? Was it useful in other ways?

S2: Yes, well firstly, I learned how to use a video camera. And also, I think I rally learned a lot about working together with other people. I've never done anything with a group before, and we had to find ways of cooperating, erm, and compromising, and sometimes persuading people, when they don't agree with you.

S1: Yes, that is a very useful experience, I know.

Conversation 8

S1: Hey, you know let's just take off for few weeks.

S2: Yeah.

S1: What do you mean by yeah? I'm not kidding.

S3: But you always said this our busiest time.

S1: I need to get out of (this) tours. You know I think, I need some peace and quiet. Whatever do people go away for?

APPENDIX III

Conversation 9

S1: Basically, New Castle College has its own aerorplane, which is great. We have a long aeroplane. Airspace engineering is a big department and we have a school at the airport, which is (whose number is) 737.

S2: 737. Yeah, this cannot fly. You cannot fly back to the home.

S1: We are proud of this Ok. But we have taken the engine out… it is a big aviation academy with kindergarten…

S3: You are good at technical subjects.

S1: Yeah, Yeah. Engineering is a big department. We give you idea about technical subjects we do, like electronic engineering, analytical engineering, we'll do civil engineering in 2009.

Conversation 10

S1: Do you have any (Neplease) students studying there recently?

S2: Yeah, we have at the moment two no, no… three students from Alpha-Beta who got visas. It's a good news and they are going currently… The course is practical not theoretical. You can have Master's study. Lot's of courses of college there have been technical there it works in engine.

S3: Yeah, it works in engine.

S2: (interrupting S3) It is very popular course.

S3: It's very-very good. And I think that good jobs at the end of that.

Conversation 11

S1: Tell me about your interest today? (Noting that S2 wants something to ask)

S2: What about Cyber Security?

S1: Security.

S3: Cyber Security.

S1: We don't do cyber but we do network at the moment.

S4: Part of Network.

S5: Network Technology. I'll check that in my book (giving the book to S1).

S1: We do Bachelor's Degree in this. We call it Network and Security Technology by Lee Net punk University. It has two years degree or three years. Its cost £ 4,800 per year, special price.

Conversation 12

S1: How much (showing book)?

S2: One forty-three.

S1: (giving money) all right.

S2: Yeah.

S1: You don't have bag, handbag.

S2: Yes (giving bag). Thank you.

Conversation 13

S1: How can I help you (Which book do you want)?

S2: Specifically about Royal Massacre (about particular lady writer).

S1: Royal Massacre or other.

S2: Other book of her.

S1: She has written few books- one is *Theodore* and another one *Kathmandu.*

S2: Ok.

S1: I think Royal Massacre by maoist leader Babu Ram Bhattrai. I think.

S2: Ok, thank you.

APPENDIX IV

Conversation 14

S1: What about today's match? Who is going to be the winner?

S2: Um… (Thinking)

S1: Who will be the winner of today's match?

S2: I think Germany is going to win this, today's match. How about you?

S1: I don't know well. Spain is also very competitive team. All the players are in form but one, my favorite player is injured now yar (friend), today.

S2: (interrupting) who is he?

S1: David Villa yar.

S2: Oh he is injured.

S3: Then there is lack of striker.

Conversation 15

S1: Sailu, what are you doing after your thesis writing?

S2: Oh I don't have planned anything. And what I have planned is just to sleep, eat and move here and there. I've planned that much and you know I've gone crazy about food.

S1: Yeah, this is the system of Nepali people and political instability is the main cause behind the decision making of every student.

S3: Let's see.

S1: You want to leave it on time.

S3: Yeah.

S2: Sameer, what are you doing and what do you think.

S4: I'm cooking food.

S1: I think your life is going… and you are spending your whole life in cooking.

S2: Look, his wife will divorce him as he is in cooking food.

S1: Yeah…

S4: I hope my wife will be better than you all.

Conversation 16

S1: Hi Sameer, how are you?

S2: Hi, I 'm fine. What about you?

S1: Me too fine, what are you doing these days?

S2: I'm working on my thesis.

S3: Is it difficult to write thesis?

S2: Yeah, little bit…actually, it's difficult.

Conversation 17

S1: Excuse me Suren. Do you have rupees?

S2: How much do you need?

S1: Just hundred rupees.

S2: Actually, I do have little money. I think Sameer does have. Sameer do you have some money?

S3: How much do you need?

S1: I need just hundred.

S3: Surely, why not… sorry I have 75 rupees. Would it be Ok.

S1: No, I need 100 rupees.

S3: Oh I guess there is ten rupees more… yeah, take it (giving hundred rupee note).

S1: Thank you.

Conversation 18

S1: Hi guys! What's up?

S2: Fun (welcome). You are welcome, sit down.

S1: Thank you. Binay I have some good news for you. There is vacancy in Gyan Baba Higher Secondary School. They are giving priority to X-students, why don't you apply there?

S2: Oh there, Suren had already applied there?

S1: Suren have you applied there?

S3: Yeah, didn't you know?

S1: No…you are from same school.

S3: Yeah…

S1: (interrupting) there is good chance that you will be selected.

Conversation 19

S1: Hi guys! Let's go for an evening walk?

S2: It sounds good. What about Suren.

S3: Sorry. I'm busy today. I have something to do… why don't you Vijay?

S4: I'm ready.

S5: Me too yar, Lets go.

Conversation 20

S1: Where were you yesterday?

S2: Oh, I was in my room yesterday.

S1: What did you do?

S2: I studied my subject matter and so on.

S1: Didn't you feel any bore, sometimes reading much in this season?

S2: I feel bore sometimes but not so bored.

S1: Actually, I don't know what do we do when we feel bore?

S2: We can move around and we can have conversation with our friends and get relaxed. This is the way of relaxing.

S1: (interrupting S2) If you are with your friend you can make conversation; if you are alone what do you do?

S2: Um. If I am alone I go to my friend's room and talk many things.

S1: Ok, thank you very much.

S2: Thanks.

Conversation 21

S1: Hey dude. Have you watched the tragic film "Titanic"?

S2: No.

S3: But I have yar. It is gorgeous movie. Kate and Leonardo played brilliant in that movie. What about you Surendra. Have you watched that film?

S4: Why not, of course I have. You know I like the film having love stories. There are romantic scenes in Titanic, particularly; I like the role of Jack and Rose.

S5: I did so yar.

Conversation 22

S1: Hey, Sudip! Where were you yesterday?

S2: Yesterday I was in my room yar.

S1: You are lying na?

S2: No…

S3: The researcher has seen you in Chobbhar.

S2: Come on yar… Actually, I was with her. But I know you would… There is nothing between us. We are just friends.

S1: You must have a care.

Conversation 23

S1: Look, how fast he is chopping?

S2: But I don't think so. I can chop faster than him.

S3: Even, I can do it faster than you?

S1: Oh, you crazy boy! Do you know how to cook food? You don't know how to cook food. Ok, leave these things; Um…I'd been to American Embassy yesterday. The checking was so hard, so strict there. I got really…

S2: I think you got love with someone there?

S1: With Guard?

S2: Yeah, or someone else there.

S1: No.

S2: I think that.

Conversation 24

S1: Jeevan is so cute.

S2: Not at all (interrupting S1).

S1: No, I have been… I'm having love with him. I've gone crazy.

S2: In my eyes he is not handsome.

S1: No, you are lier. But, in my eyes he so handsome.

S2: No, he is lazy guy in my eyes.

S3: Of course, I'm handsome.

S1: Do something. I'm going to die without you?

Conversation 25

S1: Have you been to Nagarkot. I have heard that it is so beautiful, tourist place you know.

S2: No. I've never been there.

S1: I think we have to go there Ok. Tell your friends and I too will tell my friends and we'll make our gathering.

S2: Yeah, I am also planning to go there. As this is our last year (thesis year). After this year we'll be at any place, we can't say.

S1: What do you think Sameer?

S3: I don't know.

S1: I mean you don't want to go (participate).

S3: You make arrangements, I'll think about that.

S1: No, you (should) give your decision.

S4: That's good idea.

S2: This is our last year after our separation only memory will be left.

S5: That will also helpful for…

S3: Don't get so philosophical yar.

S1: No, I'm not philosophical. I'm practical.