

# CHAPTER ONE

## INTRODUCTION

### 1.1 General Background

Human beings are gifted with the power of speech because of which human civilization has developed so much. Language is primarily a means of communication through which human ideas, feelings, thoughts and emotions are expressed. It is unique possession of mankind. Human being is distinguished from all other creatures because of its possession of language. It is this language which aims to communicate messages successfully between addresser and addressee, so, there must be perfect understanding between them.

To be more specific, language does not cover all the modes of communication. Language is directly concerned with Auditory – Vocal channel of communication which uses sounds and is expressed and perceived in speech. The other modes of communication like visual mode use signs that are expressed in some graphic forms and perceived through eyes. In tactile mode, a message is passed through different kinds of touch as nudging, caressing or patting which convey different kinds of meaning. In the same way, olfactory and gustatory modes of communication convey messages through smelling and tasting. Semiotics covers these all modes of communication, which is broader as well as interrelated with language.

Every language has form. Every form in language has its function either grammatical or communicative. Form can serve grammatical functions such as being the subject, object of a sentence or complement of a verb and so on, or they can serve people to do things in the real life such as making a request, making an apology, offering help and so on which is their communicative function. Each linguistic form serves at least one function but one form may serve more than one functions, which depends on a particular context. In language, it is also possible that several forms may serve just one function.

Similarly, every form in language has some meaning. Words and other lexical items carry meanings. Phrases and sentences also have meanings. Their meanings depend both on the meanings of the smaller items inside them and on their syntactic structures. The study of the intrinsic meanings of linguistic expressions is semantics, and it

is distinguished from pragmatics, which is the study of those aspects of meaning that crucially involve the context of an utterance.

The following extract from Sthapit (2000:3-5) best explains the point in question.

...the language learners need to develop two kinds of linguistic abilities: receptive abilities and productive abilities. On the other hand, they should be able to interpret messages or texts properly when they are directed or exposed to them; on the other hand they should be able to use the language whenever they want to communicate something through it. For the learners to interpret messages accurately they should be able to understand not only what an expression means superficially but also what it is intended for. They should know not just the literal meaning of the text but also its implied meaning and more importantly, the communicative function it serves. Let us have a look at a hypothetical communicative interaction.

A person enters his little boy, Tony, playing there alone. Seeing that a towel is lying on the floor, he says, "Tony, what do I see there?" Following his father's look, Tony notices the towel. He says, "Sorry papa!" as he picks up the towel and put it on the rail. The father smiles at him and says, "Good boy!"

The father's appreciative response shows that Tony has understood him perfectly. Now, how is it that the father's question "What do I see there?" was correctly interpreted by the son as a command meaning "Pick up the towel from the floor and put in on the rail". In order to arrive at the proper interpretation of the message the boy must have done, rather subconsciously, series of logical reasoning as follows:

- My father said, "What do I see there?"
- "What do I see there?" is a question, but was he asking me a question?
- Obviously, he saw what he was asking about.
- Why should he ask about the identity of something he sees for himself?
- No, it can't be a question.
- What is it then?
- Well, he clearly looked annoyed when he spoke and his annoyance was directed towards me.
- I must have done something to annoy him and this has to do with the thing on the floor.

- There are many things on the floor. Which one was he referring to?
- He was looking at the towel when he spoke.
- So he must have referred to the towel.
- But why was he unhappy about it?
- Let me try to figure out what went wrong with it.
- The towel is lying on the floor.
- Towels are used for wiping our body.
- Things used for wiping our body should be clean.
- A towel gets dirty when it is left lying on the floor.
- So it should be kept at a clean place.
- The rail is a clean place.
- So the towel may be kept there.
- No, not may be. It should be kept there because mother usually keeps in there.
- It has been a mistake on my part for not keeping the towel at its proper place.
- A good boy should apologize for his mistake.
- I want my father to regard me as a good boy.
- The way to apologize is to say, “Sorry!”
- And when you address your father you have to say “papa”, not “father”.

Hence, the boy’s response “Sorry papa!” followed by his non-verbal response of “Sorry papa!” followed by his non-verbal response of picking up the towel from the floor and putting it on the rail.

It is to be noted that the father’s utterance in itself contains no such linguistic elements that the utterance is intended to be a command or that it has to do something with the towel on the floor. It is the context- the body language, the environment, the physical characteristics of things and the functions they serve in our daily lives, the behavioral pattern of human beings, the social norms and values etc. – that imparts those particular meanings to the utterance. This suggests that the knowledge of pronunciation, grammar, and vocabulary alone is not enough to arrive at the proper interpretation of a given text. Apart from this knowledge one must also process a kind of pragmatic sensitivity as regards language use. It is this sensitivity that helps a language user in relating the linguistic forms to appropriate nonlinguistic situations. It is sensitivity that helps him in correlating linguistic forms with communicative functions. It is this sensitivity that

guides him in unfolding the underlying meanings of linguistic texts.

### 1.1.1 Semantics and Pragmatics

Semantics and pragmatics both are concerned with meaning. Semantics deals only with the literal meaning of words or phrases but pragmatics goes beyond that dealing with intended and implied meaning.

According to Morris, pragmatics tries to understand the relationship between signs and their users, while semantics tends to focus on the actual objects or ideas to which a word refers. Semantics is the literal meaning of an idea whereas pragmatics is the implied meaning of the given idea.

Semantics as we know is considered as one level of linguistics which deals with the concept of meaning. Pragmatics studies the context where the particular piece of language is used. In this sense, pragmatics goes beyond semantics. In other words, semantics deals only with meaning property of linguistic expressions which does not care of context whereas pragmatics deals with contextual meaning. To quote Leech (1983):

It can be said that semantics traditionally deals with meaning as a dyadic relation, as –what does x mean? While pragmatics deals with meaning as a triadic relation, as- what do you mean by x? Thus meaning in pragmatics is defined relative to a speaker or purely as a property of expressions in a given language, in abstractions from particular situations, speakers and hearers. To make clearer, pragmatics depends on culture not in lexical items, so it goes beyond lexical items, semantics does not go beyond literal meaning of words or phrases but pragmatics helps to understand, hidden, perceptual or other kinds of meaning of lexical items. Just seeing the word and literal meaning we can't express the meaning of these words. We have to see it in pragmatics also.

Pragmatics is so important to understand a conversation or an utterance but it has not yet been paid the attention which it deserves.

The subject of pragmatics is very familiar in linguistics today. Fifteen years ago it was mentioned by linguists rarely, if at all. In

those far-off seeing days, pragmatics tended to be treated as a rag-bag into which recalcitrant data could be conveniently stuffed, and where it could be equally conveniently forgotten. Now, many would argue, as I do, that we cannot really understand the nature of language itself unless we understand pragmatics: how language is used in communication (Leech 1983).

Pragmatics helps anthropologists relate elements of language to broader social phenomena; it thus pervades the field of linguistic anthropology. Because pragmatics describes generally the forces in play for a given utterance, it includes the study of power, gender, race, identity, and their interactions with individual speech acts. For example, the study of code switching directly relates to pragmatics, since a switch in code effects a shift in pragmatic force.

Pragmatics that was neglected in the past has now been able to capture the attention of linguists so much so that it is growing every day. It has become full-fledged discipline which is considered to be indispensable in understanding language in general and communication in particular. Semantics had already started taking care of meaning aspect of linguistics. But it faced insurmountable problem. The complex aspect of communication such as presuppositions, speech acts and other context dependent implications, together with troublesome phenomena like honorifics and discourse particles could not be handled by semantics alone. The solution to all those was sought in pragmatics. Pragmatic can go into the depth to find out some more meaning hidden behind the literal meaning of an utterance. Speech acts are simply things people do through language for example apologizing, complaining, instructing, agreeing, and warning, it is coined by Austin (in his lectures published as *How To Do With Words*) and developed by Searle, they maintained that; when using language, we not only make propositional statements about objects, entities, states of affairs and so on but we also fulfill function such as requesting, denying, introducing, apologizing etc. Identifying the speech act being performed by a particular utterance can only be done if we know the context in which the utterance takes place because sentences are not used just to say things.

Austin claims that all utterances, in addition to whatever they mean, perform specific actions through having specific forces. Thus, the meaning of the utterance 'shut the door' is clear but whether it is an

order or entreaty or what not will depend on the participant's role, situation and time of the utterance.

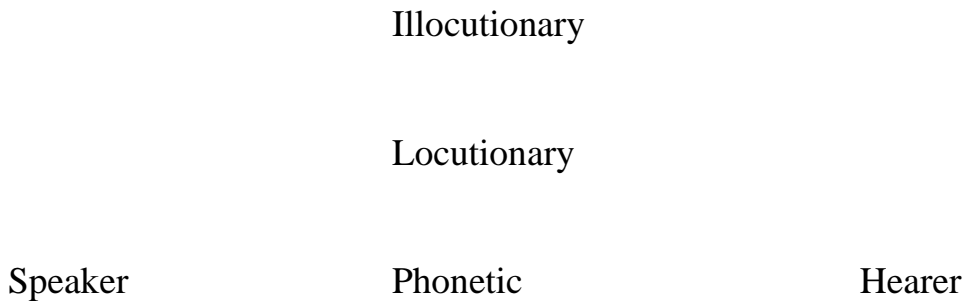
Austin, therefore, isolates three basic senses in which in saying someone are doing something, and hence three kinds of acts that are simultaneously performed:

**Locutionary act:** the utterance of a sentence with determinate sense and reference,

**Illocutionary act:** the making of a statement, offer, promises, etc. in uttering a sentence, by virtue of the conventional force associated with it (or with its explicit performative paraphrase)

**Perlocutionary act:** the bringing about effects on the audience by means of uttering the sentences, such effects being special to the circumstances of utterance.

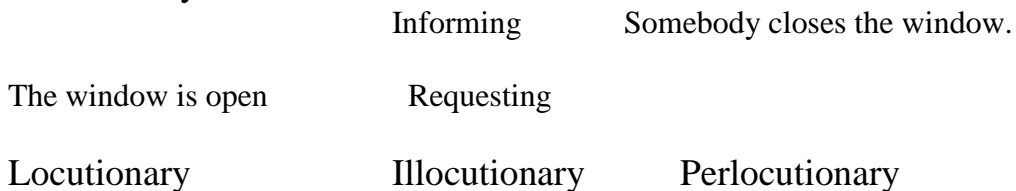
These acts can be presented in a diagram (from Leech)



These three acts can be clearly shown in this example.

*The window is open*

Here, producing this statement is locutionary act and purpose behind it is illocutionary force or some other communicative purposes are illocutionary.



It is of course the second kind, the illocutionary act, that is the focus of Austin's interest, and indeed the term speech act has come to refer exclusively to that kind of act. Similarly some have also interpreted illocutionary force as speech act. Most of the studies has done on illocutionary force rather than locutionary and perlocutionary.

## Speech act as an illocutionary act

Following the usage of, for example, John R. Searle, "speech act" is often meant to refer just to the same thing as the term illocutionary act, which John L. Austin had originally introduced in *How to Do Things with Words* (published posthumously in 1962).

According to Austin's preliminary informal description, the idea of an "illocutionary act" can be captured by emphasising that "by saying something, we *do* something", as when a minister joins two people in marriage saying, "I now pronounce you husband and wife." (Austin would eventually define the "illocutionary act" in a more exact manner.)

### Examples

- J Greeting (in saying, "Hi John!", for instance), apologizing ("Sorry for that!"), describing something ("It is snowing"), asking a question ("Is it snowing?"), making a request and giving an order ("Could you pass the salt?" and "Drop your weapon or I'll shoot you!"), or making a promise ("I promise I'll give it back") are typical examples of "speech acts" or "illocutionary acts".
- J In saying, "Watch out, the ground is slippery", Peter performs the speech act of warning Mary to be careful.
- J In saying, "I will try my best to be at home for dinner", Peter performs the speech act of promising to be at home in time.
- J In saying, "Ladies and gentlemen, may I have your attention, please?" Peter requests the audience to be quiet.
- J In saying, "Can you race with me to that building over there?" Peter challenges Mary.

### 1.1.2 Communicative Competence and Pragmatic Competence

For a language user to be able to communicate effectively, it is necessary to internalize not only the grammatical rules that tell him how to use a piece of language correctly but also sociolinguistic rules that tell him how to use it appropriately. The language he uses ought to be not just grammatically but also contextually appropriate because these aspects play vital role in communication. They have to

understand all the aspects and be able to communicate appropriately. In this connection Sthapit (2000: 6) writes:

For a learner to be able to use a given language effectively and appropriately he needs to know not only the rules of usage and vocabulary of the language, but also its rules of use and rules of interpretation. He needs to know not only the phonological, grammatical and semantic systems of the language, but also its discourse and pragmatic systems. In other words, he needs to develop not only systemic or linguistic competence, but also discourse competence and pragmatic sensitivity of the language. A single term, coined by Dell Hymes (1971), to denote all these things is communicative competence. Thus the development of communicative competence ought to be the ultimate goal of language teaching.

Pragmatic competence is an important part, perhaps the most important part of communicative competence. Again to quote Sthapit (2000: 6):

What exactly is communicative competence? What is it made up of? The concept of communicative competence is so vast and complicated that possibly no answer can describe it comprehensively or even adequately. Communicative competence in its entirety will perhaps remain unexplained forever. Canale and Swaim (1980), Canale (1983) and Savignon (1983) divide communicative competence into four major components: grammatical, sociolinguistic, discourse and strategic competence. This characterization and division of communicative competence is not fully satisfactory for a number of reasons. Firstly, it does not take into account of different modes or modalities of communication that we have discussed under extra-linguistic competence. Secondly, it is very difficult to draw a boundary line between discourse competence and sociolinguistic competence. Lastly, and most importantly, it does not give due weighting to pragmatic competence which, to or mind, forms the very core of communicative competence.

And then he goes on to explain his concepts of these three types of competence:

- The extended linguistic competence
- The extra-linguistic competence
- The pragmatic competence or language sensitivity.



In order to develop communicative competence the learners have to know not only how to produce well-formed sentences, but also how to produce well-formed supra-sentential units. Moreover, language should be looked upon not only as a string of words phrases and sentences but rather as a sequence of communicative acts. The learners, therefore, need to develop not only linguistic competence, but also go beyond that and develop extended linguistic competence (ibid Sthapit, 2000:8).

The following extracts best explain the pragmatic competence or language sensitivity.

Pragmatic competence or language sensitivity refers to an ability to interpret language properly and an ability to use it appropriately in a given context of situation. A person endowed with this competence or sensitivity can correlate linguistic forms with their intended meanings, communicative functions and other relevant non-linguistic factors related to the speech event in question. In addition, he can vary these forms according to the demand of the situation. He can use language appropriate to the topic he is dealing with, the setting he is operating in and the role he is playing in the communicative event.

What exactly constitutes pragmatic competence cannot be pointed out specifically. It is being studied currently. Talking about pragmatic competence is just like talking about 'Pandora's box'. Basically, it refers to the language user's ability to assess the context of communication as a whole which includes sensitivity to and knowledge of the environment; the physical and socio-economic characteristics things and the functions they serve in our daily lives; the behavioural patterns of human beings; the social norms and values; the semantic systems underlying symbols and allusions, connotations and collocations, overtones and undertones; the paralinguistic and sociolinguistic features of communication; the strategies adopted for effective communication; the body language and other individual characteristic features of the participants involved ; and a complicated network of interrelationships among all these factors. In addition, pragmatic competence incorporates lots of other residual features we generally refer to as common sense. Anything obvious or self explanatory is automatically understood and, therefore, need not be expressed explicitly. Our common sense takes care of it. So, it is a part of pragmatic competence.

Pragmatic competence also includes sociolinguistic competence, strategic competence and paralinguistic competence. Pragmatic competence stands partly in contrastive relation with the other two types of competence, viz. extended linguistic competence and extra linguistic competence, and partly in inclusive relation with them in the sense that the former underlies the latter to a considerable extent. (ibid Sthapit (2000:12)

In sum, meaning is not only restricted in direct expressions of language, there are different ways to convey meaning. We always do not say directly but sometime we express indirectly. A language user becomes able to understand implied meanings of the utterances. But the situation is a little bit different in case of a non-native speaker. Language is like a double edged sword. We all know that language communicates but perhaps we do not realize that language also ex-communicates. In other words, language includes only those who share the system. So, to be a native like in every aspect of language is somehow impossible because culture is always there with language. Language is shaped by its culture. Only knowing the literal meaning of words or expressions we cannot give its contextual meaning which is individualistic.

Speaking another language is not just saying words and sentences, but also interacting in different ways. Learning to communicate in a foreign language involves not just learning to use the language, but also learning to behave according to the culture of that speech community. Just as languages differ from culture to culture, non-verbal behavioural systems also differ from culture to culture.

The researcher has tried to analyze the ability of those non-native speakers to understand the implied meaning of English expressions. Though they have been using it subconsciously in their day to day communication, they are not aware of this type of meaning.

## **1.1 Review of the Related Literature**

So far as the research on implied meaning is concerned, this is the first research ever to be worked out in our department, may be in the entire country. Therefore, this research promises to be of paramount importance per se, especially in Nepalese context. It has been using in different fields and occupations including the day to day

communication. However the people like Philosophers, Literary critics, Poets, Politicians and linguists have extensively used it implicitly and explicitly.

A few researches have been carried out in connection with this thesis. They are as follows:

**Kafle** (2000) has conducted a research entitled “Relationship between acquired formal and functional competence of graduate level English students: A comparative study”. His intention was to check the students’ formal competence of certain selected structures. He also wanted to find out the relationship between students’ formal and functional competence. He found that students felt easy to express their ideas in written form than in spoken form.

**Prasai** (2001) has carried out a research entitled “A study on formal and communicative competence acquired by the ninth grade students” of Makawanpur. Her objective was to find out the students’ formal and functional competence and the correlation between the two. She concluded that the students were weaker at using the particular language forms and functions in appropriate situations.

**Guragai** (2003) has carried out a research entitled “A study on the learner’s ability to use colloquial communicative expressions”. He wanted to find out the Master’s level students’ to use (i.e. to produce and interpret) colloquial communicative expressions. He has found out that students are better in interpreting the expressions than producing the same and that M. Ed.(English) students are the most able and MBS students are the least able to use colloquial communicative expressions.

None of the research yet has been conducted regarding implied meaning of language expressions. So the researcher is interested in this area to find out how much the people can understand the implied meanings of the expressions of the English language. This will reflect the non-native speaker’s ability to understand the expressions which are not expressed explicitly.

## 1.4 Objectives of the Study

This study has the following objectives:

- (i) To determine the ability of Nepalese people to understand implied meanings of English expressions.
- (ii) To compare the abilities of these people in terms of the following variables:
  - (i) Profession based variables
    - Doctor
    - Engineers
    - Lawyers
    - Teachers
    - Media persons
    - Litterateurs
    - Administrators and Managers
    - Army and Police personnel
    - Industrialists and Businessmen
    - People involved in Travel and Tourism
  - (ii) Education based variables
    - SLC graduates
    - +2/PCL graduates
    - Bachelor's degree graduates
    - Master's degree graduates
    - PhD degree graduates
  - (iii) Mother- tongue based variables
    - Native speaker's of the Indo-Aryan languages
    - Native speaker's of the Tibeto-Burman languages
  - (iv) Sex based variables
    - Male
    - Female

(v) Age based variables

- Below Twenty
- Below Thirty
- Below Forty
- Below Fifty
- Below Fifty
- Below sixty
- Sixty and above

(iii) To suggest some pedagogical implications.

## 1.5 Significance of the Study

This study is expected to be beneficial to the students, teachers, syllabus designers, the writers and critical mass that use the English language. More specifically, this study can be directly or indirectly beneficial to the persons who are interested in the field of pragmatics, especially pragmatic competence. This shows the competence of various people over the second (foreign) language. Hopefully, this research has global significance.

## 1.6 Definitions of Technical Terms

The following technical terms are used in this thesis.

**Literal (surface) meaning**

**Intermediate intended meaning**

**Implied meaning**

Varying along a dimension of depth, the deepest level meaning is described here as the **Implied meaning**. **Literal (surface level) meaning** is self explanatory. The meaning(s) that lies/lie between literal (surface) meaning and implied meaning is defined here as **intermediate intended meaning**.

**Receptive understanding /interpretation-** Ability to understand/ interpret the implied meaning of an expression by choosing the correct option among a set of given alternatives,

**Productive understanding /interpretation-** Ability to understand/ interpret the implied meaning of an expression oneself, i.e. without the assistance of any external help,

## **CHAPTER TWO METHODOLOGY**

Methodology is of course a powerful vehicle for carrying out any investigation completely and successfully. So far as this research is concerned, it is essentially a field research based on primary data. However, the secondary data have also been used in making the subject matter of the study clear and comprehensive. The detailed descriptions of the methodology used to fulfill the set objectives of the proposed study are presented below:

### **2.1 Sources of Data**

Both the primary and secondary sources of data were utilized in carrying out this research.

#### **2.1.1 Primary sources of data/ Primary data**

For taking primary data; a two step study was carried out consisting of two types of population.

First of all, the primary data was collected through a set of questionnaire from native (i.e. British and American) speakers of English. This was taken as the authentic source for this study.

Secondly, the data obtained from native speakers of English were checked and on the basis of this data a set of questionnaire was prepared for non-native speakers of English. Then data were collected from different professionals by asking to fill up the questionnaire.

#### **2.1.2 Secondary sources of data/ Secondary data**

For this study the secondary sources were utilized to gain relevant knowledge and methodological insights to carry out the research.

For the very study, the secondary sources of data consists of various books, journals, articles, reports, literary and research works related to the topic. Some of them consulted throughout the study for the

facilitation were: Sthapit (2003), Austin (1962) Leech (1983), Matreyek (1983), Rai (2003), Yule (1993), etc.

## **2.2 Population of the Study**

The population of the study consists of:

- a. Native (i.e. British and American) speakers of available in Kathmandu valley.
- b. Non-native (i.e. Nepalese) speakers of English involved in different professions like, (Doctors, Engineers, Lawyers, Teachers, Media-persons, Litterateurs, Administrators, Army and police personnel, Industrialists and Businessmen, People involved in Travel and Tourism). Both women and men of different age groups, with different mother tongues and having different levels of academic qualifications were chosen as informants in the study. BE and MBBS graduates have been regarded in this research as equivalent to the bachelor's degree graduates in other disciplines.

## **2.3 Sample Population**

For this research, as the first step study, ten (10) native speakers (British and American) were included on the basis of availability and willingness to cooperate.

For the second step field study, one hundred and twenty different professionals involved in different professions mentioned above were in the sample population. From each profession twelve people were selected by using stratified random sampling procedure. The same group of 120 people was used as informants for further classification in terms of sex, age, mother-tongue, and educational-qualifications.

## **2.4 Tools for Data Collection**

First of all, a set of 50 items of English expressions with obvious literal meanings and the shuttle implied meanings was prepared. The preparation was done through the secondary sources like books, journals, as well as the items given by the research guide. To ascertain the authenticity of implied meanings of the selected items, a number of native speakers of English comprising British and Americans were approached. The implied meanings of the items in question were



determined on the basis of the data collected through them. The data was elicited through the question (in written form), "what do you think is the implied/ ultimate intended meaning of each of the expressions in a specific context?" On the basis of the data obtained from these native speakers, a receptive type of questionnaire was developed to elicit data from the Nepalese informants. For the productive type of questionnaire the same questionnaire that was used for native speakers was used. These two sets of questionnaire (i.e. receptive and productive) were utilized as the tools for collecting data from the Nepalese informants. The researcher prepared two sets of questionnaire: one to elicit the receptive abilities and the other to elicit productive abilities.

## **2.5 Process of Data Collection**

First of all, data was collected from the British and American native speakers of English to determine the authenticity of the English expressions. Having prepared the required copies of the questionnaires the researcher visited different people involved in different professions. She divided the total people into two groups: Male and female. Then she randomly selected the required number of students from the two groups taking into account other variables.

The researcher distributed the subjective type of questionnaire at first and explained briefly what the informants are supposed to do. After collecting the subjective type of questionnaires she distributed the objective type. Again she explained to the informants how to do the objective ones. They were instructed to tick the appropriate implied meaning of underlined utterances in certain context. Having collected the objective questionnaires the researcher stapled the two types of questionnaire of the same person together. This had to be done because the informant's name was made optional in the questionnaire.

## 2.6 Limitations of the Study

This research was limited in the following ways:

- (i) English expressions were limited to fifty expressions.
- (ii) English expressions were limited to the one's used in day to day communication.
- (iii) The expressions were representative samples only.
- (iv) Native speakers of English were limited to ten, among them five from Britain and five from America.
- (v) Non-native speakers of English/Nepalese people were limited to one hundred and twenty persons. They include representative sample of the variables mentioned in 1.4 (ii).

## CHAPTER THREE

### ANALYSIS AND INTERPRETATION

While analyzing the data, it was considered that an expression has more than one meaning. These meanings can be graded at different levels of implications, moving from the surface meaning i.e. the most obvious literal meaning, the zero level implied meaning to the ultimate intended meaning (implied meaning). In this study, the grading of implied meaning has been done as follows:

1. Surface meaning (zero level implied meaning)
2. Intended meaning(s) (Intermediate levels of implied meaning)
3. Implied meaning (hundred level implied meaning)

The above mentioned gradation of the meanings of the expression on the basis of their implication will be clearer from the following examples:

**Context** Girl friend: Let's go to a restaurant.

Boy friend: I forgot to go to the bank this morning.

1. Literal meaning  
-I forgot to go to the bank this morning.
2. Intermediate intended meanings  
-I don't have any money. (Immediate intended meaning)  
-I can't pay the bill. (Distance intended meaning)  
(I forgot to cash the cheque; I can't pay the bill today as I don't have money.)
3. Implied meaning (Ultimate intended meaning)  
-I can't take you to the restaurant because I don't have money to pay the bill.

In this research the researcher has analyzed the expressions on the basis of the literal meaning, intermediate intended and ultimate intended meaning only. After collecting the data, it was observed as to how many of the informants have given implied meaning and how many of them have given the rest of the two meaning i.e. literal and intermediate intended meaning of the same expression. On the basis of the implication of the meaning, data was analyzed and found out

which group has given more ultimate intended or implied meaning of the given expressions.

The collected data was analyzed under the following headings:

1. Profession based
2. Sex based
3. Education based
4. Mother tongue based
5. Age based

In each type of analysis informant's receptive, productive and average ability to understand the implied meanings of the English expressions were analyzed and discriminated.

Depending on the meaning given by the people their performance is categorized as poor, average and good:

Poor	fair (Average)	Good performance
Literal	Intermediate	Implied

While analyzing the data the researcher did not take the given meanings as correct and incorrect but analyzed them on the basis of implications of the meanings of expressions. The pragmatic competence of an informant is determined on the basis of implied/ultimate intended meaning given by him/her.

## 3.1 Profession Based Analysis

### 3.1.1 Doctors

**Table No. 1**  
**Doctors' Response**

Person No.	Productive items				Receptive items			
	LM	IIM	IM	Total Qua.	LM	IIM	IM	Total
1	15	16	19	50	17	13	20	50
2	15	25	10	50	15	18	17	50
3	12	20	18	50	18	16	16	50
4	17	13	20	50	17	15	18	50
5	14	15	21	50	16	13	21	50
6	18	17	15	50	17	17	16	50
7	20	17	13	50	20	13	17	50
8	18	19	13	50	19	13	18	50
9	17	20	13	50	16	15	19	50
10	14	21	15	50	20	12	18	50
11	16	14	20	50	50	13	19	50
12	17	21	12	50	16	13	21	50
Total	193	218	189	600	204	177	219	600
Per%	32.17	36.33	31.5	100	34	29.5	36.5	

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IFor Abbreviations refer to page xiii

In productive items, out of 600 full marks, Doctors (Professionally who are medical doctors) have given 193 i.e. 32.17 % literal meaning, 218 i.e.36.33 % intermediate intended meaning and only 189 i.e. 31.5 % implied meaning. Their corresponding number and percentages in receptive items are 204 i.e. 34 %, 177 i.e. 29.5 % 219 i.e. 36.5 % respectively. On the whole, their ability to understand/ interpret the implied meaning is found to be 34 percent. This is the average score of productive and receptive items in question.

### 3.1.2 Engineers

**Table No. 2**  
**Engineers' Response**

Person No.	Productive items				Receptive items			
	LM	IIM	IM	Total Qua.	LM	IIM	IM	Total
1	10	22	18	50	13	15	22	
2	14	20	16	50	21	16	13	50
3	22	11	17	50	24	7	19	50
4	16	19	15	50	11	21	18	50
5	21	18	11	50	24	19	7	50
6	19	23	8	50	22	16	12	50
7	20	18	12	50	15	24	11	50
8	13	23	14	50	15	10	25	50
9	22	15	13	50	11	21	18	50
10	21	22	7	50	19	12	19	50
11	29	8	13	50	17	11	22	50
12	18	26	6	50	14	22	14	50
Total	225	225	150	600	206	194	200	600
Per%	37.5	37.5	25	100	34.34	32.33	33.33	100

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For Abbreviations refer to page xiii

In productive items, out of 600 full marks, Engineers (Professionally engineers) have given 225 i.e. 37.5 percent literal meaning, 227 i.e. 37.5 percent intermediate intended meaning and only 150 i.e. 25 percent implied meaning. Their corresponding number and percentages in receptive items are 206 i.e. 34.34 %, 194 i.e. 32.33 % and 200 i.e. 33.33 % respectively. On the whole, their ability to understand/ interpret the implied meaning is found to be 29.16 percent. This is the average score of productive and receptive items in question.

### 3.1.3 Lawyers

**Table No. 3**  
**Lawyers' Response**

Person No.	Productive items				Receptive items			
	LM	IIM	IM	Total Qua.	LM	IIM	IM	Total
1	16	12	22	50	16	12	22	50
2	20	18	12	50	13	12	25	50
3	10	12	28	50	6	16	28	50
4	8	9	33	50	6	6	38	50
5	16	17	17	50	8	20	22	50
6	14	12	24	50	8	10	32	50
7	24	8	18	50	6	26	18	50
8	20	11	19	50	13	15	22	50
9	16	7	27	50	15	3	32	50
10	21	11	18	50	10	21	19	50
11	19	25	6	50	17	22	11	50
12	10	16	24	50	11	22	17	50
Total	194	158	248	600	129	185	286	600
Per%	32.34	26.33	41.33	100	21.5	30.83	47.67	100

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1For Abbreviations refer to page xiii

In productive items, out of 600 full marks, Lawyers (Professionally who are lawyers) have given 194 i.e. 32.34 percent literal meaning, 158 i.e.26.33 percent intermediate intended meaning and only 248 i.e. 41.33 percent implied meaning. Their corresponding number and percentages in receptive items are 129 i.e. 21.5 %, 185 i.e. 30.83 % and 286 i.e. 47.67 % respectively. On the whole, their ability to understand/ interpret the implied meaning is found to be 44.5 percent. This is the average score of productive and receptive items in question.

### 3.1.4 Teachers

**Table No. 4**  
**Teachers' Response**

Person No.	Productive items				Receptive items			
	LM	IIM	IM	Total Qua.	LM	IIM	IM	Total
1	11	13	26	50	17	6	27	50
2	20	8	22	50	4	5	41	50
3	11	24	15	50	7	10	33	50
4	19	12	19	50	20	8	22	50
5	17	8	25	50	13	10	27	50
6	10	12	28	50	10	3	37	50
7	23	15	12	50	18	8	24	50
8	10	8	32	50	13	12	25	50
9	18	16	16	50	8	13	29	50
10	16	15	19	50	8	9	33	50
11	10	10	30	50	15	11	24	50
12	18	8	24	50	9	20	21	50
Total	183	149	268	600	142	115	343	600
Per%	30.5	24.83	44.67	100	23.66	19.17	57.17	100

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1For Abbreviations refer to page xiii

Comparing to others teachers have given more implied meaning of the expressions. In productive items, out of 600 full marks, Teachers (Professionally who are teachers) have given 183 i.e. 30.5 percent literal meaning, 149 i.e.24.83 percent intermediate intended meaning and only 268 i.e. 44.67 percent implied meaning. Their corresponding number and percentages in receptive items are 142 i.e. 23.66 %, 115 i.e. 19.17 % and 343 i.e. 57.17 % respectively. On the whole, their ability to understand/ interpret the implied meaning is found to be 50.92 percent. This is the average score of productive and receptive items in question.



### 3.1.5 Media Persons

**Table No. 5**  
**Media Person's Response**

Person No.	Productive items				Receptive items			
	LM	IIM	IM	Total Qua.	LM	IIM	IM	Total
1	2	6	42	50	2	4	44	50
2	9	13	28	50	14	12	24	50
3	20	16	24	50	14	18	18	50
4	21	17	12	50	21	15	14	50
5	13	14	23	50	15	7	28	50
6	7	3	40	50	5	3	42	50
7	15	18	17	50	18	17	15	50
8	18	13	19	50	17	9	24	50
9	16	13	21	50	8	22	20	50
10	18	24	8	50	20	18	12	50
11	20	24	6	50	22	16	12	50
12	16	10	24	50	18	18	14	50
Total	175	171	254	600	174	159	267	600
Per%	29.17	28.5	42.33	100	29	26.5	44.5	100

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IFor Abbreviations refer to page xiii

Media Persons were also found very well in understanding the implied meaning of the utterances. In productive items, out of 600 full marks, Media Persons (Persons involved in electronic and print media) have given 175 i.e. 29.17 percent literal meaning, 171 i.e.28.5 percent intermediate intended meaning and only 254 i.e. 42.33 percent implied meaning. Their corresponding number and percentages in receptive items are 174 i.e. 29 %, 159 i.e. 26.5 % and 267 i.e. 44.5 % respectively. On the whole, their ability to understand/ interpret the implied meaning is found to be 43.41 percent. This is the average score of productive and receptive items in question.

### 3.1.6 Litterateurs

**Table No. 6**  
**Litterateurs' Response**

Person No.	Productive items				Receptive items			
	LM	IIM	IM	Total Qua.	LM	IIM	IM	Total
1	3	7	40	50	3	3	44	50
2	10	18	22	50	13	20	17	50
3	11	13	26	50	6	16	28	50
4	7	13	30	50	10	8	32	50
5	18	11	21	50	12	19	19	50
6	8	18	24	50	11	17	22	50
7	10	23	17	50	18	8	24	50
8	15	17	18	50	7	17	26	50
9	21	12	17	50	17	10	23	50
10	25	20	5	50	32	10	8	50
11	9	24	17	50	17	22	11	50
12	10	18	22	50	9	8	33	50
Total	147	194	259	600	155	158	287	600
Per%	24.5	32.33	43.17	100	25.84	26.33	47.83	100

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1For Abbreviations refer to page xiii

In productive items, out of 600 full marks, Litterateurs (Persons who creates literary things) have given 147 i.e. 24.5 percent literal meaning, 194 i.e.32.33 percent intermediate intended meaning and only 259 i.e. 43.17 percent implied meaning. Their corresponding number and percentages in receptive items are 155 i.e. 25.84 %, 158 i.e. 26.33 % and 2287 i.e. 47.83 % respectively. On the whole, their ability to understand/ interpret the implied meaning is found to be 45.5 percent. This is the average score of productive and receptive items in question.

### 3.1.7 Administrators and Managers

**Table No. 7**  
**Administrators and Managers' Response**

Person No.	Productive items				Receptive items			
	LM	IIM	IM	Total Qua.	LM	IIM	IM	Total
1	16	18	16	50	20	16	24	50
2	18	20	12	50	14	20	16	50
3	11	21	18	50	8	22	20	50
4	17	23	10	50	20	18	12	50
5	23	13	14	50	18	21	11	50
6	22	11	17	50	9	19	22	50
7	20	22	8	50	17	20	13	50
8	23	18	9	50	21	17	12	50
9	21	25	4	50	18	24	8	50
10	14	30	6	50	18	28	3	50
11	25	20	5	50	21	20	9	50
12	15	21	14	50	17	22	11	50
Total	225	242	133	600	202	247	151	600
Per%	37.5	40.33	22.17	100	33.66	41.17	25.17	100

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For Abbreviations refer to page xiii

In productive items, out of 600 full marks, Administrators and Managers (Professionally who are Administrators and Managers) have given 225 i.e. 37.5 percent literal meaning, 242 i.e. 40.33 percent intermediate intended meaning and only 133 i.e. 22.17 percent implied meaning. Their corresponding number and percentages in receptive items are 202 i.e. 33.66 %, 247 i.e. 41.17 % and 151 i.e. 25.17 % respectively. On the whole their ability to understand/interpret the implied meaning is found to be 25.17 percent. This is the average score of productive and receptive items in question.

### 3.1.8 Army and Police Personnel

**Table No. 8**  
**Army and Police Personnel's Response**

Person No.	Productive items				Receptive items			
	LM	IIM	IM	Total Qua.	LM	IIM	IM	Total
1	24	20	6	50	20	20	10	50
2	8	30	12	50	17	20	13	50
3	32	15	3	50	28	14	8	50
4	28	15	7	50	12	27	8	50
5	7	32	7	50	14	25	8	50
6	12	20	18	50	11	18	21	50
7	27	17	6	50	13	25	12	50
8	14	32	4	50	24	18	8	50
9	20	21	9	50	23	16	11	50
10	13	15	22	50	8	25	17	50
11	15	31	4	50	25	14	11	50
12	20	11	19	50	20	12	18	50
Total	220	259	121	600	215	234	151	600
Per%	36.67	43.17	20.16	100	35.83	39	25.17	100

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For Abbreviations refer to page xiii

In productive items, out of 600 full marks, Army and Police Personnel (Professionally who are Army and Police Personnel) have given 220 i.e. 36.67 percent literal meaning, 259 i.e.43.17 percent intermediate intended meaning and only 121 i.e. 20.16 percent implied meaning. Their corresponding number and percentages in receptive items are 215 i.e. 35.83 %, 234 i.e. 39 % and 151 i.e. 25.17 % respectively. On the whole, their ability to understand/ interpret the implied meaning is found to be 22.66 percent. This is the average score of productive and receptive items in question.

### 3.1.9 Industrialists and Businessmen

**Table No. 9**  
**Response of Industrialists and Businessmen**

Person No.	Productive items				Receptive items			
	Literal	Intermediate intended	Implied	Total Qua.	Literal	Intermediate intended	Implied	Total
1	15	20	15	50	10	20	20	50
2	11	18	21	50	18	8	24	50
3	19	23	8	50	25	13	12	50
4	17	24	19	50	13	17	20	50
5	10	8	32	50	10	7	33	50
6	14	12	24	50	19	10	21	50
7	24	18	8	50	8	33	9	50
8	20	13	17	50	10	16	24	50
9	16	20	14	50	20	18	12	50
10	18	14	18	50	13	15	22	50
11	5	8	37	50	4	8	18	50
12	9	20	21	50	19	7	24	50
Total	178	188	234	600	169	172	259	600
Per%	29.67	31.33	39	100	28.16	28.67	43.17	100

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For Abbreviations refer to page xiii

In productive items, out of 600 full marks, Industrialists and Businessmen (Professionally who are Industrialists and Businessmen) have given 178 i.e. 29.67 percent literal meaning, 188 i.e. 31.33 percent intermediate intended meaning and only 234 i.e. 39 percent implied meaning. Their corresponding number and percentages in receptive items are 169 i.e. 28.16 %, 172 i.e. 28.67 % and 259 i.e. 43.17 % respectively. On the whole, their ability to understand/ interpret the implied meaning is found to be 41.08 percent. This is the average score of productive and receptive items in question.

### 3.1.10 People involved in Travel and Tourism

**Table No. 10**  
**Response of People involved in Travel and Tourism**

Person No.	Productive items				Receptive items			
	Literal	Intermediate intended	Implied	Total Qu.	Literal	Intermediate intended	Implied	Total
1	13	15	22	50	17	8	25	50
2	19	13	18	50	13	15	22	50
3	6	18	26	50	8	21	21	50
4	9	11	30	50	15	9	26	50
5	16	22	12	50	20	12	18	50
6	10	18	22	50	8	9	33	50
7	21	12	17	50	8	18	24	50
8	10	22	18	50	23	6	21	50
9	16	18	16	50	6	22	22	50
10	12	20	18	50	16	13	21	50
11	23	6	21	50	20	11	19	50
12	8	29	13	50	20	16	24	50
Total	163	204	233	600	174	160	266	600
Per%	27.17	34	38.83	100	29	26.67	44.33	100

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For Abbreviations refer to page xiii

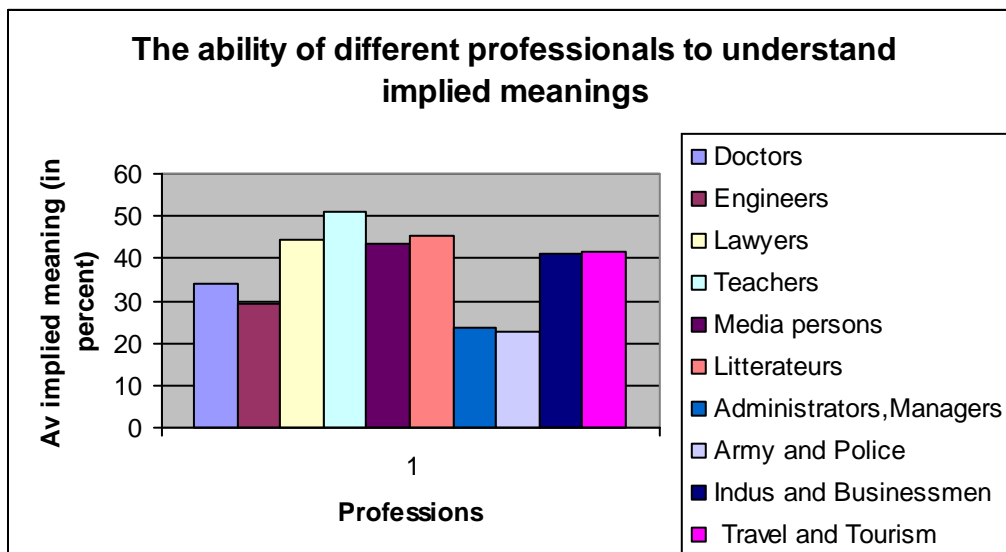
In productive items, out of 600 full marks, People involved in Travel and Tourism (Professionally who are involved in Travel and Tourism) have given 163 i.e. 27.17 percent literal meaning, 204 i.e. 34 percent intermediate intended 38.83% of them have given implied meaning of the given expressions. Their corresponding number and percentages in receptive items are 174 i.e. 29 %, 160 i.e. 26.67 % and 266 i.e. 44.33 % respectively. On the whole, their ability to understand/ interpret the implied meaning is found to be 41.57 percent. This is the average score of productive and receptive items in question.

## Inter Profession Comparison

The abilities to understand the implied meaning of the English expressions of the people involved in different professions are as follows:

Doctors	34
Engineers	29.16
Lawyers	44.5
Teachers	50.92
Media persons	43.41
Litterateurs	45.5
Administrators and Managers	23.67
Army and Police personnel	22.66
Industrialists and Businessman	41.08
People involved in Travel and Tourism	41.57

**Bar diagram 1**  
**Inter Profession Comparison**



From this above mentioned chart and bar diagram it becomes obvious that Teachers are the most able and Army and Police Personnel are the least able to understand implied meaning of the English expressions.

## 3.2 Sex Based Analysis

### 3.2.1 Sex -wise Data- Doctors

**Male versus Female  
Table No. 11  
Sex-wise Data-Doctors (Male out of 6, Female out of 6)**

Male					Female												
S.N	lm	In m	I m	total	lm	In m	I m	total	S.N	lm	In m	I m	Total	lm	In m	I m	total
1	15	16	19	50	17	13	20	50	1	20	17	13	50	20	13	17	50
2	15	25	10	50	15	18	17	50	2	18	19	13	50	19	13	18	50
3	12	20	18	50	18	16	16	50	3	17	20	13	50	20	13	17	50
4	17	13	20	50	17	15	18	50	4	14	21	15	50	20	12	18	50
5	14	15	21	50	16	13	21	50	5	16	14	20	50	13	19	18	50
6	18	17	15	50	17	17	16	50	6	17	21	12	50	16	13	21	50
Total	91	106	103	300	100	92	108	300	Total	102	112	86	300	104	85	111	300
Per	30.33	35.33	34.33	100	33.33	30.33	36	100	Per	34	37.33	28.66	100	34.66	38.37	37	100

For Abbreviations refer to page xii

In productive items, out of 300 full marks, Male Doctors have given 91 i.e. 30.33 percent literal meaning, 106 i.e. 35.33 percent intermediate intended meaning and only 103 i.e. 34.33 percent implied meaning. Their corresponding number and percentages in receptive items are 100 i.e. 33.33 %, 92 i.e. 30.66 % and 108 i.e. 36 % respectively. On the whole, their ability to understand/ interpret the implied meaning is found to be 35.16 percent. This is the average score of productive and receptive items in question.

Similarly In productive items, out of 300 full marks, Female Doctors have given 102 i.e. 34 percent literal meaning, 112 i.e. 37.33 percent intermediate intended meaning and only 86 i.e. 28.66 percent implied meaning. Their corresponding number and percentages in receptive items are 104 i.e. 34.66 %, 85 i.e. 38.37 % and 111 i.e. 37 % respectively. On the whole, their ability to understand/ interpret the implied meaning is found to be 32.83 percent. This is the average score of productive and receptive items in question.



### 3.2.2 Sex-wise Data- Engineers

**Male versus Female**  
**Table No. 12**  
**Sex-wise Data-Engineers (Male out of 6, Female out of 6)**

Male Productive .items				Rec. items				Female Pro. Items				Receptive .items					
S.N	lm	In m	I m	total	lm	In m	I m	total	S.N	lm	In m	I m	Total	lm	In m	I m	total
1	10	22	18	50	13	15	22	50	1	20	18	12	50	15	24	11	50
2	14	20	16	50	21	16	13	50	2	13	23	14	50	15	10	25	50
3	22	11	17	50	24	7	19	50	3	22	15	13	50	11	21	18	50
4	16	19	15	50	11	21	18	50	4	21	22	7	50	19	12	19	50
5	21	18	11	50	24	19	7	50	5	29	8	13	50	17	11	22	50
6	19	23	8	50	22	16	12	50	6	18	26	6	50	14	22	14	50
Total	102	113	85	300	115	94	91	300	Total	123	112	65	300	91	100	109	300
Per	34	37.66	28.33	100	38.33	31.33	30.33	100	Per	41	37.33	21.66	100	30.33	33.33	36.33	100

For Abbreviations refer to page xiii

In productive items, out of 300 full marks, Male Engineers have given 102 i.e. 34 percent literal meaning, 113 i.e. 37.66 percent intermediate intended meaning and only 85 i.e. 28.33 percent implied meaning. Their corresponding number and percentages in receptive items are 115 i.e. 38.33 %, 94 i.e. 31.33 % and 91 i.e. 30.33 % respectively. On the whole, their ability to understand/ interpret the implied meaning is found to be 29.33 percent. This is the average score of productive and receptive items in question.

In productive items, out of 300 full marks, Female Engineers have given 123 i.e. 41 percent literal meaning, 112 i.e. 37.33 percent intermediate intended meaning and only 65 i.e. 21.66 percent implied meaning. Their corresponding number and percentages in receptive items are 91 i.e. 30.33 %, 100 i.e. 33.33 % and 109 i.e. 36.33 % respectively. On the whole, their ability to understand/ interpret the implied meaning is found to be 28.99 percent. This is the average score of productive and receptive items in question.

### 3.2.3 Sex-wise data- Lawyers

#### Male versus Female

**Table No. 13**

#### Sex-wise data-Lawyers (Male out of 6, Female out of 6)

Male Productive .items					Rec. items				Female Pro. Items					Receptive .items			
S.N	lm	In m	I m	total	lm	In m	I m	total	S.N	lm	In m	I m	Total	lm	In m	I m	total
1	16	12	22	50	16	12	22	50	1	24	8	18	50	6	26	18	50
2	20	18	12	50	13	12	25	50	2	20	11	19	50	13	15	22	50
3	10	12	28	50	6	16	28	50	3	16	7	27	50	15	3	32	50
4	8	9	33	50	6	6	38	50	4	21	11	18	50	10	21	19	50
5	16	17	17	50	8	20	22	50	5	19	25	6	50	17	22	11	50
6	14	12	24	50	8	10	32	50	6	10	16	24	50	11	22	17	50
Total	84	80	136	300	57	76	167	300	Total	110	78	112	300	72	109	119	300
Per	28	26.66	45.33	100	19	25.33	55.66	100	Per	36.66	26	37.33	100	24	36.33	36.33	100

For Abbreviations refer to page xiii

In productive items, out of 300 full marks, Male Lawyers have given 84 i.e. 28 percent literal meaning, 80 i.e. 26.66 percent intermediate intended meaning and only 136 i.e. 45.33 percent implied meaning. Their corresponding number and percentages in receptive items are 57 i.e. 19 %, 76 i.e. 25.33 % and 167 i.e. 55.66 % respectively. On the whole, their ability to understand/ interpret the implied meaning is found to be 50.49 percent. This is the average score of productive and receptive items in question.

In productive items, out of 300 full marks, Female Lawyers have given 110 i.e. 36.66 percent literal meaning, 78 i.e. 26 percent intermediate intended meaning and only 112 i.e. 37.33 percent implied meaning. Their corresponding number and percentages in receptive items are 72 i.e. 24 %, 109 i.e. 36.33 % and 119 i.e. 36.33 % respectively. On the whole, their ability to understand/ interpret the implied meaning is found to be 36.83 percent. This is the average score of productive and receptive items in question.

### 3.2.4 Sex-wise data- Teachers

**Male versus Female**  
**Table No. 14**  
**Sex-wise data-Teachers (Male out of 6, Female out of 6)**

Male Productive .items					Rec. items				Female Pro. Items					Receptive .items			
S.N	lm	In m	I m	total	lm	In m	I m	total	S.N	lm	In m	I m	Total	lm	In m	I m	total
1	11	13	26	50	17	6	27	50	1	23	15	12	50	18	8	24	50
2	20	8	22	50	4	5	41	50	2	10	8	32	50	13	12	25	50
3	11	24	15	50	7	10	33	50	3	18	16	16	50	8	13	29	50
4	19	12	19	50	20	8	22	50	4	16	15	19	50	8	9	33	50
5	17	8	25	50	13	10	27	50	5	10	10	30	50	15	11	24	50
6	10	12	28	50	10	3	37	50	6	18	8	24	50	9	20	21	50
Total	86	77	135	300	71	42	187	300	Total	97	72	133	300	71	73	156	300
Per	28.66	37.66	45	100	23.66	14	62.33	100	Per	32.33	24	44.33	100	23.66	24.33	52	100

For Abbreviations refer to page xii

In productive items, out of 300 full marks, Male Teachers have given 86 i.e. 28.66 percent literal meaning, 77 i.e. 25.66 percent intermediate intended meaning and only 135 i.e. 45 percent implied meaning. Their corresponding number and percentages in receptive items are 71 i.e. 23.66 %, 42 i.e. 14 % and 187 i.e. 62.33 % respectively. On the whole, their ability to understand/ interpret the implied meaning is found to be 53.66 percent. This is the average score of productive and receptive items in question.

In productive items, out of 300 full marks, Female Teachers have given 97 i.e. 32.33 percent literal meaning, 72 i.e. 24 percent intermediate intended meaning and only 133 i.e. 44.33 percent implied meaning. Their corresponding number and percentages in receptive items are 71 i.e. 23.66 %, 73 i.e. 24.33 % and 156 i.e. 52 % respectively. On the whole, their ability to understand/ interpret the implied meaning is found to be 48.16 percent. This is the average score of productive and receptive items in question.

### 3.2.5 Sex-wise data- Media Persons

#### Male versus Female

**Table No. 15**

Sex-wise data-Media Persons (Male out of 6, Female out of 6)

Male Productive items					Rec. items				Female Pro. Items					Receptive .items			
S.N	lm	In m	I m	total	lm	In m	I m	total	S.N	lm	In m	I m	Total	lm	In m	I m	total
1	2	6	42	50	2	4	44	50	1	15	18	17	50	18	17	15	50
2	9	13	28	50	14	12	24	50	2	18	13	19	50	17	9	24	50
3	20	16	24	50	14	18	18	50	3	16	13	21	50	8	22	20	50
4	21	17	12	50	21	15	14	50	4	18	24	8	50	20	18	12	50
5	13	14	23	50	15	7	28	50	5	20	24	6	50	22	16	12	50
6	7	3	40	50	5	3	42	50	6	16	10	24	50	18	18	14	50
Total	72	69	159	300	71	59	170	300	Total	103	102	95	300	103	100	97	300
Per	24	23	53	100	23.66	14	56.66	100	Per	34.33	34	31.66	100	34.33	33.33	32.33	100

For Abbreviations refer to page xiii

In productive items, out of 300 full marks, Male Media Persons have given 72 i.e. 24 percent literal meaning, 69 i.e.23 percent intermediate intended meaning and only 159 i.e. 53 percent implied meaning. Their corresponding number and percentages in receptive items are 71 i.e. 23.66 %, 59 i.e. 14 % and 170 i.e. 56.66 % respectively. On the whole, their ability to understand/ interpret the implied meaning is found to be 54.83 percent. This is the average score of productive and receptive items in question.

In productive items, out of 300 full marks, Female Media Persons have given 103 i.e. 34.33 percent literal meaning, 102 i.e.34 percent intermediate intended meaning and only 95 i.e. 31.66 percent implied meaning. Their corresponding number and percentages in receptive items are 103 i.e. 34.33 %, 100 i.e. 33.33 % and 97 i.e. 32.33 % respectively. On the whole, their ability to understand/ interpret the implied meaning is found to be 31.99 percent. This is the average score of productive and receptive items in question.

### 3.2.6 Sex-wise data- Litterateurs

#### Male versus Female

**Table No. 16**

Sex-wise data-Litterateurs (Male out of 6, Female out of 6)

Male Productive items					Rec. items				Female Pro. Items					Receptive items				
S.N	lm	In m	I m	total	lm	In m	I m	total	S.N	lm	In m	I m	Total	lm	In m	I m	total	
1	3	7	40	50	3	3	44	50	1	10	23	17	50	18	8	24	50	
2	10	18	22	50	13	20	17	50	2	15	17	18	50	7	17	26	50	
3	11	13	26	50	6	16	28	50	3	21	12	17	50	17	10	23	50	
4	7	13	30	50	10	8	32	50	4	25	20	5	50	32	10	8	50	
5	18	11	21	50	12	19	19	50	5	9	24	17	50	17	22	11	50	
6	8	18	24	50	11	17	22	50	6	10	18	22	50	9	8	33	50	
Total	57	80	163	300	55	83	162	300	Total	90	114	96	300	100	75	125	300	
Per	24	26.66	54.33	100	18.33	27.66	54	100	Per	30	38	32	100	33.33	25	41.66	100	

For Abbreviations refer to page xii

In productive items, out of 300 full marks, Male litterateurs have given 57 i.e. 24 percent literal meaning, 80 i.e. 26.66 percent intermediate intended meaning and only 163 i.e. 54.33 percent implied meaning. Their corresponding number and percentages in receptive items are 55 i.e. 18.33 %, 83 i.e. 27.66 % and 162 i.e. 54 % respectively. On the whole, their ability to understand/ interpret the implied meaning is found to be 54.16 percent. This is the average score of productive and receptive items in question.

In productive items, out of 300 full marks Female Litterateurs have given 90 i.e. 30 percent literal meaning, 114 i.e. 38 percent intermediate intended meaning and only 96 i.e. 32 percent implied meaning. Their corresponding number and percentages in receptive items are 100 i.e. 33.33 %, 75 i.e. 25 % and 125 i.e. 41.66% respectively. On the whole, their ability to understand/ interpret the implied meaning is found to be 36.83 percent. This is the average score of productive and receptive items in question.

### 3.2.7 Sex-wise data- Administrators and Managers

**Male versus Female**  
**Table No. 17**  
**Sex-wise data-Administrators and Managers**  
**(Male out of 6, Female out of 6)**

Male Productive items					Rec. items				Female Pro. Items					Receptive items			
S.N	lm	In m	I m	total	lm	In m	I m	total	S.N	lm	In m	I m	Total	lm	In m	I m	total
1	16	18	16	50	20	16	24	50	1	20	22	8	50	17	20	13	50
2	18	20	12	50	14	20	16	50	2	23	18	9	50	21	17	12	50
3	11	21	18	50	8	22	20	50	3	21	25	4	50	18	24	8	50
4	17	23	10	50	20	18	12	50	4	14	30	6	50	18	28	3	50
5	23	13	14	50	18	21	11	50	5	25	20	5	50	21	20	9	50
6	22	11	17	50	9	19	22	50	6	15	21	14	50	17	22	11	50
Total	107	106	87	300	89	116	95	300	Total	118	136	46	300	113	131	56	300
Per	35.66	35.33	29	100	29.66	38.66	31.66	100	Per	39.33	45.33	15.33	100	37.66	43.66	18.66	100

For Abbreviations refer to page xii

In productive items, out of 300 full marks, Male Administrators and Managers have given 107 i.e. 35.66 percent literal meaning, 106 i.e. 35.33 percent intermediate intended meaning and only 87 i.e. 29 percent implied meaning. Their corresponding number and percentages in receptive items are 89 i.e. 29.66 %, 116 i.e. 38.66 % and 95 i.e. 31.66 % respectively. On the whole, their ability to understand/ interpret the implied meaning is found to be 30.33 percent. This is the average score of productive and receptive items in question.

In productive items, out of 300 full marks, Female Administrators and Managers have given 118 i.e. 39.33 percent literal meaning, 136 i.e. 45.33 percent intermediate intended meaning and only 46 i.e. 15.33 percent implied meaning. Their corresponding number and percentages in receptive items are 113 i.e. 37.66 %, 131 i.e. 43.66 % and 56 i.e. 18.66 % respectively. On the whole, their ability to understand/ interpret the implied meaning is found to be 16.99 percent. This is the average score of productive and receptive items in question.

### 3.2.8 Sex-wise data- Army and Police Personnel

**Male versus Female**  
**Table No. 18**  
**Sex-wise data-Police and Army Personnel**  
**(Male out of 6, Female out of 6)**

Male Productive items					Rec. items				Female Pro. Items					Receptive items			
S.N	lm	In m	I m	total	lm	In m	I m	total	S.N	lm	In m	I m	Total	lm	In m	I m	total
1	24	20	6	50	20	20	10	50	1	27	17	6	50	13	25	12	50
2	8	30	12	50	17	20	13	50	2	14	32	4	50	24	18	8	50
3	32	15	3	50	28	14	8	50	3	20	21	9	50	23	16	11	50
4	28	15	7	50	12	27	8	50	4	13	15	22	50	8	25	17	50
5	7	32	7	50	14	25	8	50	5	15	31	4	50	25	14	11	50
6	12	20	18	50	11	18	21	50	6	20	11	19	50	20	12	18	50
Total	111	132	57	300	102	124	74	300	Total	109	127	64	300	113	110	77	300
Per	37	44	19	100	34	41.33	24.66	100	Per	36.33	42.33	21.33	100	37.66	36.66	23.66	100

For Abbreviations refer to page xii

In productive items, out of 300 full marks, Male Army and Police Personnel have given 111 i.e. 37 percent literal meaning, 132 i.e. 44 percent intermediate intended meaning and only 57 i.e. 19 percent implied meaning. Their corresponding number and percentages in receptive items are 102 i.e. 34 %, 124 i.e. 41.33 % and 74 i.e. 24.66 % respectively. On the whole, their ability to understand/ interpret the implied meaning is found to be 21.83 percent. This is the average score of productive and receptive items in question.

In productive items, out of 300 full marks, Female Army and Police Personnel have given 109 i.e. 36.33 percent literal meaning, 127 i.e. 42.33 percent intermediate intended meaning and only 64 i.e. 21.33 percent implied meaning. Their corresponding number and percentages in receptive items are 113 i.e. 37.66 %, 110 i.e. 36.66 % and 77 i.e. 23.66 % respectively. On the whole, their ability to understand/ interpret the implied meaning is found to be 22.49 percent. This is the average score of productive and receptive items in question.

### 3.2.9 Sex-wise data- Industrialists and Businessmen

**Male versus Female**  
**Table No. 19**  
**Sex-wise data- Industrialists and Businessmen**  
**(Male out of 6, Female out of 6)**

Male Productive items					Rec. items				Female Pro. Items					Receptive items			
S.N	lm	In m	I m	total	lm	In m	I m	total	S.N	lm	In m	I m	Total	lm	In m	I m	total
1	15	20	15	50	10	20	20	50	1	24	18	8	50	8	33	9	50
2	11	18	21	50	18	8	24	50	2	20	13	17	50	10	16	24	50
3	19	23	8	50	25	13	12	50	3	16	20	14	50	20	18	12	50
4	17	24	19	50	13	17	20	50	4	18	14	18	50	13	15	22	50
5	10	8	32	50	10	7	33	50	5	5	8	37	50	4	8	18	50
6	14	12	24	50	19	10	21	50	6	9	20	21	50	19	7	24	50
Total	86	95	119	300	95	75	130	300	Total	92	93	115	300	74	97	129	300
Per	28.6 6	31.6 6	39.6 6	100	31.6 6	31	38.3 3	100	Per	30.6 6	31	38.3 3	100	30.6 6	31	38.6 6	100

For Abbreviations refer to page xii

In productive items, out of 300 full marks, Industrialists and Businessmen have given 86 i.e. 28.66 percent literal meaning, 95 i.e. 31.66 percent intermediate intended meaning and only 119 i.e. 39.66 percent implied meaning. Their corresponding number and percentages in receptive items are 95 i.e. 31.66 %, 75 i.e. 25 % and 130 i.e. 43.33 % respectively. On the whole, their ability to understand/ interpret the implied meaning is found to be 41.49 percent. This is the average score of productive and receptive items in question.

In productive items, out of 300 full marks, Industrialists and Business women have given 92 i.e. 30.66 percent literal meaning, 93 i.e. 31 percent intermediate intended meaning and only 115 i.e. 38.33 percent implied meaning. Their corresponding number and percentages in receptive items are 74 i.e. 24.66 %, 97 i.e. 32.33 % and 129 i.e. 43 % respectively. On the whole, their ability to understand/ interpret the implied meaning is found to be 40.66 percent. This is the average score of productive and receptive items in question.



### 3.2.10 Sex-wise data- People involved in Travel and Tourism

#### Male versus Female

**Table No. 20**

#### Sex-wise data People involved in Travel and Tourism (Male out of 6, Female out of 6)

Male Productive items				Rec. items				Female Pro. Items				Receptive items					
S.N	lm	In m	I m	total	lm	In m	I m	total	S.N	lm	In m	I m	Total	lm	In m	I m	total
1	13	15	22	50	17	8	25	50	1	21	12	17	50	8	18	24	50
2	19	13	18	50	13	15	22	50	2	10	22	18	50	23	6	21	50
3	6	18	26	50	8	21	21	50	3	16	18	16	50	6	22	22	50
4	9	11	30	50	15	9	26	50	4	12	20	18	50	16	13	21	50
5	16	22	12	50	20	12	18	50	5	23	6	21	50	20	11	19	50
6	10	18	22	50	8	9	33	50	6	8	29	13	50	20	16	24	50
Total	73	97	130	300	81	74	145	300	Total	90	107	103	300	93	86	121	300
Per	24.33	32.33	43.33	100	27	24.66	48.33	100	Per	30	35.33	34.33	100	31	28.66	40.33	100

For Abbreviations refer to page xii

In productive items, out of 300 full marks, People involved in Travel and Tourism (male) have given 73 i.e. 24.33 percent literal meaning, 97 i.e.32.33 percent intermediate intended meaning and only 130 i.e. 43.33 percent implied meaning. Their corresponding number and percentages in receptive items are 81 i.e. 27 %, 74 i.e. 24.66 % and 145 i.e. 48.33 % respectively. On the whole, their ability to understand/ interpret the implied meaning is found to be 45.83 percent. This is the average score of productive and receptive items in question.

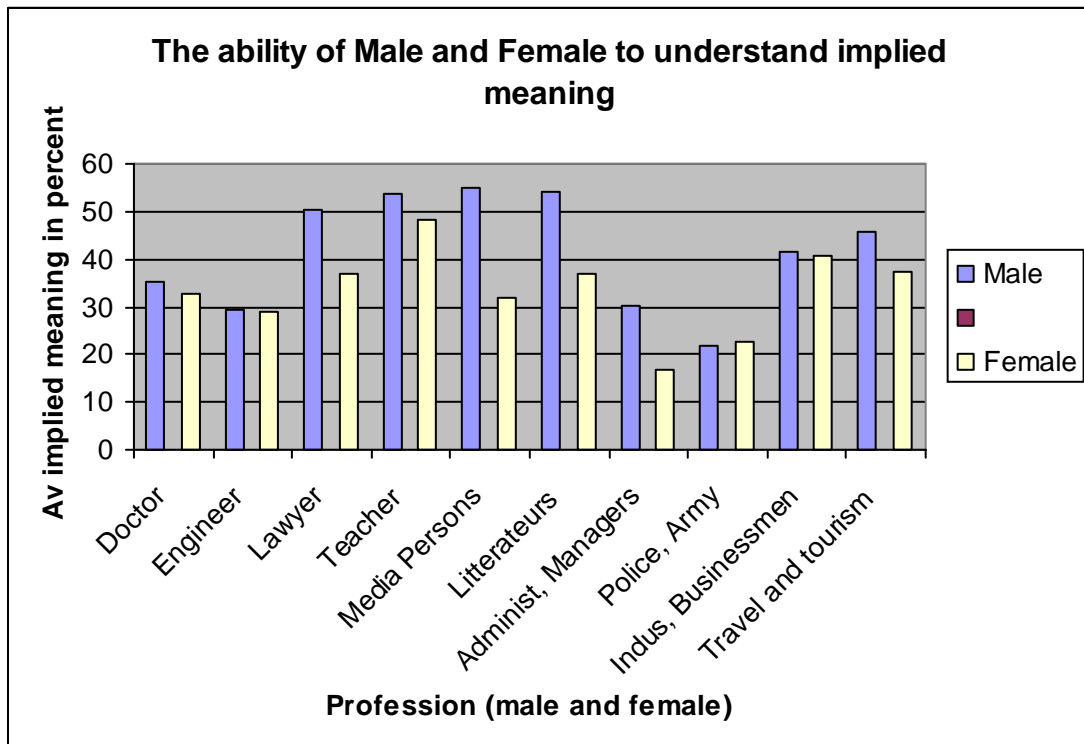
In productive items, out of 300 full marks people involved in Travel and Tourism, women have given 90 i.e. 30 percent literal meaning, 107 i.e.35.33 percent intermediate intended meaning and only 103 i.e. 34.33 percent implied meaning. Their corresponding number and percentages in receptive items are 93 i.e. 31%, 86 i.e. 28.66 % and 121 i.e. 40.33 % respectively. On the whole, their ability to understand/ interpret the implied meaning is found to be 37.33 percent. This is the average score of productive and receptive items in question.

## Data as a Whole

The abilities of the people (Male and Female) to understand the implied meanings of the English expressions are as follows:

	Male	Female
Doctor	35.16	32.83
Engineer	29.33	28.99
Lawyer	50.49	36.83
Teacher	53.66	48.16
Media Persons	54.83	31.99
Litterateurs	54.16	36.83
Administrators and Managers	30.33	16.99
Police and Army Personnel	21.83	22.49
Industrialists and Businessmen	41.49	40.66
People involved in travel and tourism	45.83	37.33

**Bar diagram 2**  
**Sex Wise Comparisons**



From this above mentioned chart and diagram it becomes obvious that males are found good in comparisons to female in understanding the implied meanings of the English expressions.

### 3.3 Mother Tongue Based Analysis

In this research, among 120 informants 60 were Tibeto –Burman and 60 were Indo-Aryan native speakers. The performance of various professional of two mother tongues (Indo-Aryan and Tibeto-Burman) is presented as follows:

#### 3.3.1 Doctors

**Table No. 21**  
**Indo-Aryan versus Tibeto-Burman (Doctors)**

Indo-Aryan Pro. Items					Rec. items				Tibeto-Burman Pro. Items					Rec. Items			
No. of people	lm	In m	I m	total	lm	In m	I m	total	No. of people	lm	In m	I m	total	lm	In m	I m	total
1	15	16	19	50	17	13	20	50	1	14	15	21	50	16	13	21	50
2	15	25	10	50	15	18	17	50	2	18	17	15	50	17	17	16	50
3	12	20	18	50	18	16	16	50	3	20	17	13	50	20	13	17	50
4	17	13	20	50	17	15	18	50	4	18	19	13	50	19	13	18	50
5	16	14	20	50	50	13	19	50	5	17	20	13	50	16	15	19	50
6	17	21	12	50	16	13	21	50	6	14	21	15	50	20	12	18	50
Tot	92	109	99	300	133	88	111	300	Tot	101	109	88	300	108	83	109	300
per	30.66	36.33	33	100	44.33	29.33	37	100	Per	33.66	36.33	29.33	100	36	27.66	36.33	100

For Abbreviations refer to page xii

In productive items, out of 300 full marks, Doctors of Indo- Aryan mother tongue have given 92 i.e. 30.66 percent literal meaning, 109 i.e. 36.33 percent intermediate intended meaning and only 99 i.e. 33 percent implied meaning. Their corresponding number and percentages in receptive items are 133 i.e. 44.33 %, 88 i.e. 29.33 % and 111 i.e. 37 % respectively. On the whole, their ability to understand/ interpret the implied meaning is found to be 35 percent. This is the average score of productive and receptive items in question.

In productive items, out of 300 full marks Doctors of Tibeto- Burman mother tongue have given 101 i.e. 33.66 percent literal meaning, 109

i.e.36.33 percent intermediate intended meaning and only 88 i.e. 29.33 percent implied meaning. Their corresponding number and percentages in receptive items are 108 i.e. 36 %, 83 i.e. 27.66 % and 109 i.e. 36.33 % respectively. On the whole, their ability to understand/ interpret the implied meaning is found to be 32.83 percent. This is the average score of productive and receptive items in question.

### 3.3.2 Engineers

Table No. 22  
Indo-Aryan versus Tibeto-Burman (Engineers)

Indo-Aryan Pro. Items					Rec. items				Tibeto-Burman Pro. Items					Rec. Items			
No. of people	lm	In m	I m	total	lm	In m	I m	total	No. of people	lm	In m	I m	total	lm	In m	I m	total
1	10	22	18	50	13	15	22	50	1	21	18	11	50	24	19	7	
2	14	20	16	50	21	16	13	50	2	19	23	8	50	22	16	12	50
3	22	11	17	50	24	7	19	50	3	20	18	12	50	15	24	11	50
4	16	19	15	50	11	21	18	50	4	13	23	14	50	15	10	25	50
5	29	8	13	50	17	11	22	50	5	22	15	13	50	11	21	18	50
6	18	26	6	50	14	22	14	50	6	21	22	7	50	19	12	19	50
Tot	109	106	85	300	100	92	108	300	Tot	116	119	65	300	106	102	92	300
Per	36.66	35.33	28.33	100	33.33	30.66	36	100	Per	38.66	39.66	21.66	100	35.33	34	30.66	100

For Abbreviations refer to page xiii

In productive items, out of 300 full marks, Engineers of Indo- Aryan mother tongue have given 109 i.e. 36.66 percent literal meaning, 106 i.e.35.33 percent intermediate intended meaning and only 85 i.e. 28.33 percent implied meaning. Their corresponding number and percentages in receptive items are 100 i.e. 33.33 %, 92 i.e. 30.66 % and 106 i.e. 36 % respectively. On the whole, their ability to understand/ interpret the implied meaning is found to be 32.16 percent. This is the average score of productive and receptive items in question.

In productive items, out of 300 full marks Engineers of Tibeto-Burman mother tongue have given 116 i.e. 38.66 percent literal meaning, 119 i.e.39.66 percent intermediate intended meaning and only 65 i.e. 21.66 percent implied meaning. Their corresponding number and percentages in receptive items are 106 i.e. 35.33 %, 102 i.e. 34 % and 92 i.e. 30.66 % respectively. On the whole, their ability to understand/ interpret the implied meaning is found to be 26.16

percent. This is the average score of productive and receptive items in question.

### 3.3.3 Lawyers

**Table No. 23**  
**Indo-Aryan versus Tibeto-Burman (Lawyers)**

Indo-Aryan Pro. Items					Rec. items				Tibeto-Burman Pro. Items					Rec. Items			
No. of people	lm	In m	I m	total	lm	In m	I m	total	No. of people	lm	In m	I m	total	lm	In m	I m	total
1	16	12	22	50	16	12	22	50	1	16	17	17	50	8	20	22	50
2	20	18	12	50	13	12	25	50	2	14	12	24	50	8	10	32	50
3	10	12	28	50	6	16	28	50	3	24	8	18	50	6	26	18	50
4	8	9	33	50	6	6	38	50	4	20	11	19	50	13	15	22	50
5	19	25	6	50	17	22	11	50	5	16	7	27	50	15	3	32	50
6	10	16	24	50	11	22	17	50	6	21	11	18	50	10	21	19	50
Tot	83	92	125	300	69	90	141	300	Tot	111	66	123	300	60	95	145	300
Per	27.66	30.66	41.66	100	23	30	47	100	Per	37	22	41	100	20	31.66	48.33	100

For Abbreviations refer to page xiii

In productive items, out of 300 full marks, Lawyers of Indo- Aryan mother tongue have given 83 i.e. 27.66 percent literal meaning, 92 i.e.30.66 percent intermediate intended meaning and only 125 i.e. 41.66 percent implied meaning. Their corresponding number and percentages in receptive items are 69 i.e. 23 %, 90 i.e. 30 % and 141 i.e. 47 % respectively. On the whole, their ability to understand/ interpret the implied meaning is found to be 44.33 percent. This is the average score of productive and receptive items in question.

In productive items, out of 300 full marks Lawyers of Tibeto-Burman mother tongue have given 111 i.e. 37 percent literal meaning, 66 i.e.22 percent intermediate intended meaning and only 123 i.e. 41 percent implied meaning. Their corresponding number and percentages in receptive items are 60 i.e. 20%, 95 i.e. 31.66 % and 145 i.e. 48.33 % respectively. On the whole, their ability to understand/ interpret the implied meaning is found to be 44.66 percent. This is the average score of productive and receptive items in question.

### 3.3.4 Teachers

Table No. 24  
Indo-Aryan versus Tibeto-Burman (Teachers)

Indo-Aryan Pro. Items					Rec. items				Tibeto-Burman Pro. Items					Rec. Items			
No. of people	lm	In m	I m	total	lm	In m	I m	total	No. of people	lm	In m	I m	total	lm	In m	I m	total
1	11	13	26	50	17	6	27	50	1	17	8	25	50	13	10	27	50
2	20	8	22	50	4	5	41	50	2	10	12	28	50	10	3	37	50
3	11	24	15	50	7	10	33	50	3	23	15	12	50	18	8	24	50
4	19	12	19	50	20	8	22	50	4	10	8	32	50	13	12	25	50
5	10	10	30	50	15	11	24	50	5	18	16	16	50	8	13	29	50
6	18	8	24	50	9	20	21	50	6	16	15	19	50	8	9	33	50
Tot	89	75	136	300	72	60	168	300	Tot	94	74	132	300	92	55	153	300
Per	29.66	25	45.33	100	24	20	56	100	Per	31.33	24.66	44	100	30.66	18.33	51	100

For Abbreviations refer to page xiii

In productive items, out of 300 full marks, Teachers of Indo-Aryan mother tongue have given 89 i.e. 29.66 percent literal meaning, 75 i.e. 25 percent intermediate intended meaning and only 136 i.e. 45.33 percent implied meaning. Their corresponding number and percentages in receptive items are 72 i.e. 24 %, 60 i.e. 20 % and 168 i.e. 56 % respectively. On the whole, their ability to understand/interpret the implied meaning is found to be 50.66 percent. This is the average score of productive and receptive items in question.

In productive items, out of 300 full marks Teachers of Tibeto-Burman mother tongue have given 94 i.e. 31.33 percent literal meaning, 74 i.e. 24.66 percent intermediate intended meaning and only 132 i.e. 44 percent implied meaning. Their corresponding number and percentages in receptive items are 92 i.e. 30.66 %, 55 i.e. 18.33 % and 153 i.e. 51 % respectively. On the whole, their ability to understand/interpret the implied meaning is found to be 47.5 percent. This is the average score of productive and receptive items in question.

### 3.3.5 Media Persons

Table No. 25  
Indo-Aryan versus Tibeto-Burman (Media Persons)

Indo-Aryan Pro. Items					Rec. items				Tibeto-Burman Pro. Items					Rec. Items			
No. of people	lm	In m	I m	total	lm	In m	I m	total	No. of people	lm	In m	I m	total	lm	In m	I m	total
1	2	6	42	50	2	4	44	50	1	13	14	23	50	15	7	28	50
2	9	13	28	50	14	12	24	50	2	7	3	40	50	5	3	42	50
3	20	16	24	50	14	18	18	50	3	15	18	17	50	18	17	15	50
4	21	17	12	50	21	15	14	50	4	18	13	19	50	17	9	24	50
5	20	24	6	50	22	16	12	50	5	16	13	21	50	8	22	20	50
6	16	10	24	50	18	18	14	50	6	18	24	8	50	20	18	12	50
Tot	88	86	136	300	91	83	126	300	Tot	87	83	128	300	83	96	121	300
Per	29. 33	28. 66	45. 33	100	30. 33	27. 66	42	100	Per	29	27. 66	42. 66	100	27. 66	32	40. 33	100

For Abbreviations refer to page xiii

In productive items, out of 300 full marks, Media Persons of Indo-Aryan mother tongue have given 88 i.e. 29.33 percent literal meaning, 86 i.e. 28.66 percent intermediate intended meaning and only 136 i.e. 45.33 percent implied meaning. Their corresponding number and percentages in receptive items are 91 i.e. 30.33 %, 83 i.e. 27.66 % and 126 i.e. 42 % respectively. On the whole, their ability to understand/ interpret the implied meaning is found to be 43.66 percent. This is the average score of productive and receptive items in question.

In productive items, out of 300 full marks, Media Persons of Tibeto-Burman mother tongue have given 87 i.e. 29 percent literal meaning, 83 i.e. 27.66 percent intermediate intended meaning and only 128 i.e. 42.66 percent implied meaning. Their corresponding number and percentages in receptive items are 83 i.e. 27.66 %, 96 i.e. 32 % and 121 i.e. 40.33 % respectively. On the whole, their ability to understand/ interpret the implied meaning is found to be 41.49

percent. This is the average score of productive and receptive items in question.

### 3.3.6 Litterateurs

**Table No. 26**  
**Indo-Aryan versus Tibeto-Burman (Litterateurs)**

Indo-Aryan Pro .Items					Rec. items				Tibeto-Burman Pro. Items					Rec. Items			
No. of people	lm	In m	I m	total	lm	In m	I m	total	No. of people	lm	In m	I m	total	lm	In m	I m	total
1	3	7	40	50	3	3	44	50	1	18	11	21	50	12	19	19	50
2	10	18	22	50	13	20	17	50	2	8	18	24	50	11	17	22	50
3	11	13	26	50	6	16	28	50	3	10	23	17	50	18	8	24	50
4	7	13	30	50	10	8	32	50	4	15	17	18	50	7	17	26	50
5	9	24	17	50	17	22	11	50	5	21	12	17	50	17	10	23	50
6	10	18	22	50	9	8	33	50	6	25	20	5	50	32	10	8	50
Tot	50	93	157	300	58	77	165	300	Tot	97	101	102	300	97	81	122	300
Per	16.66	31	52.33	100	19.33	25.66	55	100	Per	32.33	33.66	34	100	32.33	27	40.66	100

For Abbreviations refer to page xiii

In productive items, out of 300 full marks, Litterateurs of Indo-Aryan mother tongue have given 50 i.e. 16.66 percent literal meaning, 93 i.e.31 percent intermediate intended meaning and only 157 i.e. 52.33 percent implied meaning. Their corresponding number and percentages in receptive items are 58 i.e. 19.33 %, 77 i.e. 25.66 % and 165 i.e. 55 % respectively. On the whole, their ability to understand/ interpret the implied meaning is found to be 53.66 percent. This is the average score of productive and receptive items in question.

In productive items, out of 300 full marks, Litterateurs of Tibeto-Burman mother tongue have given 97 i.e. 32.33 percent literal meaning, 101 i.e.33.66 percent intermediate intended meaning and only 102 i.e. 34 percent implied meaning. Their corresponding number and percentages in receptive items are 97 i.e. 32.33 %, 81 i.e. 27 % and 122 i.e. 40.66 % respectively. On the whole, their ability to



understand/ interpret the implied meaning is found to be 37.33 percent. This is the average score of productive and receptive items in question.

### 3.3.7 Administrators and Managers

Table No. 27  
**Indo-Aryan versus Tibeto-Burman  
 (Administrators and Managers)**

Indo-Aryan Pro .Items					Rec. items				Tibeto-Burman Pro. Items					Rec. Items			
No. of people	lm	In m	I m	total	lm	In m	I m	total	No. of people	lm	In m	I m	total	lm	In m	I m	total
1	16	18	16	50	20	16	24	50	1	23	13	14	50	18	21	11	50
2	18	20	12	50	14	20	16	50	2	22	11	17	50	9	19	22	50
3	11	21	18	50	8	22	20	50	3	20	22	8	50	17	20	13	50
4	17	23	10	50	20	18	12	50	4	23	18	9	50	21	17	12	50
5	25	20	5	50	21	20	9	50	7	21	25	4	50	18	24	8	50
6	15	21	14	50	17	22	11	50	8	14	30	6	50	18	28	3	50
Tot	102	123	75	300	100	118	82	300	Tot	123	119	58	300	101	129	69	300
Per	34	41	25	100	33.33	39.33	27.33	100	Per	41	39.33	19.33	100	33.66	43	23	100

For Abbreviations refer to page xiii

In productive items, out of 300 full marks, Administrators and Managers of Indo- Aryan mother tongue have given 102 i.e. 34 percent literal meaning, 123 i.e.41 percent intermediate intended meaning and only 75 i.e. 25 percent implied meaning. Their corresponding number and percentages in receptive items are 100 i.e. 33.33 %, 118 i.e. 39.33 % and 82 i.e. 27.33 % respectively. On the whole, their ability to understand/ interpret the implied meaning is found to be 26.16 percent. This is the average score of productive and receptive items in question.

In productive items, out of 300 full marks Administrators and Managers of Tibeto-Burman mother tongue have given 123 i.e. 41 percent literal meaning, 119 i.e.39.33 percent intermediate intended meaning and only 58 i.e. 19.33 percent implied meaning. Their corresponding number and percentages in receptive items are 101 i.e. 33.66 %, 129 i.e. 43 % and 69 i.e. 23 % respectively. On the whole,

their ability to understand/ interpret the implied meaning is found to be 21.16 percent. This is the average score of productive and receptive items in question.

### 3.3.8 Army and Police Personnel

Table No. 28  
**Indo-Aryan versus Tibeto-Burman  
 (Army and Police Personnel)**

Indo-Aryan Pro .Items					Rec. items				Tibeto-Burman Pro. Items					Rec. Items			
No. of people	lm	In m	I m	total	lm	In m	I m	total	No. of people	lm	In m	I m	total	lm	In m	I m	total
1	24	20	6	50	20	20	10	24	1	7	32	7	50	14	25	8	50
2	8	30	12	50	17	20	13	8	2	12	20	18	50	11	18	21	50
3	32	15	3	50	28	14	8	32	3	27	17	6	50	13	25	12	50
4	28	15	7	50	12	27	8	28	4	14	32	4	50	24	18	8	50
5	15	31	4	50	25	14	11	15	5	20	21	9	50	23	16	11	50
6	20	11	19	50	20	12	18	20	6	13	15	22	50	8	25	17	50
Tot	127	122	51	300	122	107	68	300	Tot	93	137	66	300	93	127	77	300
Per	42.33	40.66	17	100	40.66	35.66	22.66	100	Per	31	45.66	22	100	31	42.33	25.66	100

For Abbreviations refer to page xiii

In productive items, out of 300 full marks, Army and Police Personnel of Indo- Aryan mother tongue have given 127 i.e. 42.33 percent literal meaning, 122 i.e.40.66 percent intermediate intended meaning and only 51 i.e. 17 percent implied meaning. Their corresponding number and percentages in receptive items are 122 i.e. 40.66 %, 107 i.e. 35.66 % and 68 i.e. 22.66 % respectively. On the whole, their ability to understand/ interpret the implied meaning is found to be 19.83 percent. This is the average score of productive and receptive items in question.

In productive items, out of 300 full marks Army and Police Personnel of Tibeto-Burman mother tongue have given 93 i.e. 31 percent literal meaning, 137 i.e.45.66 percent intermediate intended meaning and only 66 i.e. 22 percent implied meaning. Their corresponding number and percentages in receptive items are 93 i.e. 31%, 127 i.e. 42.33 %

and 77 i.e. 25.66 % respectively. On the whole, their ability to understand/ interpret the implied meaning is found to be 23.83 percent. This is the average score of productive and receptive items in question.

### 3.3.9 Industrialists and Businessmen

**Table No. 29**  
**Indo-Aryan versus Tibeto-Burman**  
**(Industrialists and Businessmen)**

Indo-Aryan Pro .Items					Rec. items				Tibeto-Burman Pro. Items					Rec. Items			
No. of people	lm	In m	I m	total	lm	In m	I m	total	No. of people	lm	In m	I m	total	lm	In m	I m	total
1	15	20	15	50	10	20	20	50	1	10	8	32	50	10	7	33	50
2	11	18	21	50	18	8	24	50	2	14	12	24	50	19	10	21	50
3	19	23	8	50	25	13	12	50	3	24	18	8	50	8	33	9	50
4	17	24	19	50	13	17	20	50	4	20	13	17	50	10	16	24	50
5	5	8	37	50	4	8	18	50	5	16	20	14	50	20	18	12	50
6	9	20	21	50	19	7	24	50	6	18	14	18	50	13	15	22	50
Tot	76	113	121	300	79	73	118	300	Tot	102	85	113	300	80	99	121	300
Per	25.33	37.66	40.33	100	26.33	24.33	39.33	100	Per	34	28.33	37.66	100	26.66	33	40.33	100

For Abbreviations refer to page xiii

In productive items, out of 300 full marks, Industrialists and Businessmen of Indo- Aryan mother tongue have given 76 i.e. 25.33 percent literal meaning, 113 i.e. 37.66 percent intermediate intended meaning and only 121 i.e. 40.33 percent implied meaning. Their corresponding number and percentages in receptive items are 79 i.e. 26.33 %, 73 i.e. 24.33 % and 118 i.e. 39.33 % respectively. On the whole, their ability to understand/ interpret the implied meaning is found to be 39.83 percent. This is the average score of productive and receptive items in question.

In productive items, out of 300 full marks, Industrialists and Businessmen of Tibeto-Burman mother tongue have given 102 i.e. 34 percent literal meaning, 113 i.e. 37.66 percent intermediate intended meaning and only 113 i.e. 37.66 percent implied meaning. Their corresponding number and percentages in receptive items are 80 i.e. 26.33 %, 99 i.e. 33 % and 121 i.e. 40.33 % respectively. On the

whole, their ability to understand/ interpret the implied meaning is found to be 38.99 percent. This is the average score of productive and receptive items in question.

### 3.3.10 People involved in Travel and Tourism

**Table No. 30**  
**Indo-Aryan versus Tibeto-Burman**  
**(People involved in Travel and Tourism)**

Indo-Aryan Pro .Items					Rec. items				Tibeto-Burman Pro. Items					Rec. Items			
No. of people	lm	In m	I m	total	lm	In m	I m	total	No. of people	lm	In m	I m	total	lm	In m	I m	total
1	13	15	22	50	17	8	25	50	1	16	22	12	50	20	12	18	50
2	19	13	18	50	13	15	22	50	2	10	18	22	50	8	9	33	50
3	6	18	26	50	8	21	21	50	3	21	12	17	50	8	18	24	50
4	9	11	30	50	15	9	26	50	4	10	22	18	50	23	6	21	50
5	23	6	21	50	20	11	19	50	5	16	18	16	50	6	22	22	50
6	8	29	13	50	20	16	24	50	6	12	20	18	50	16	13	21	50
Tot	78	92	130	300	93	80	137	300	Tot	95	112	103	300	81	80	139	300
Per	26	30.66	43.33	100	31	26.66	45.66	100	Per	31.66	37.33	34.33	100	27	26.66	46.33	100

For Abbreviations refer to page xiii

In productive items, out of 300 full marks, People involved in Travel and Tourism of Indo- Aryan mother tongue have given 78 i.e. 26 percent literal meaning, 92 i.e. 30.66 percent intermediate intended meaning and only 130 i.e. 43.33 percent implied meaning. Their corresponding number and percentages in receptive items are 93 i.e. 31 %, 80 i.e. 26.66 % and 137 i.e. 45.66 % respectively. On the whole, their ability to understand/ interpret the implied meaning is found to be 44.49 percent. This is the average score of productive and receptive items in question.

In productive items, out of 300 full marks, People involved in Travel and Tourism of Tibeto-Burman mother tongue have given 95 i.e. 31.66 percent literal meaning, 112 i.e. 37.33 percent intermediate intended meaning and only 103 i.e. 34.33 percent implied meaning. Their corresponding number and percentages in receptive items are 81 i.e. 27 %, 80 i.e. 26.66 % and 139 i.e. 46.33 % respectively. On the whole, their ability to understand/ interpret the implied meaning is

found to be 40.33 percent. This is the average score of productive and receptive items in question.

The ability of **Indo- Aryan** native speakers to understand the implied meanings of English expressions is shown in the following table;

**Table No. 31**  
**Comparison of Different Professionals of Indo-Aryan Mother Tongue**

S.N.	Variables Indo-Aryan	No. of People	F M	Literal meaning		Intended meaning		Implied Meaning	
				Pro.	Rec.	Pro.	Rec.	Pro.	Rec.
1	Doctor	6	300	92	133	109	88	99	111
				30.66	44.33	36.33	29.33	33	37
2	Engineer	6	300	109	100	106	92	85	108
				36.33	33.33%	35.33%	30.66%	28.33%	36%
3	Lawyer	6	300	83	69	92	90	125	141
				27.66	23	30.66%	30%	41.66	47
4	Teacher	6	300	89	72	75	60	136	168
				29.66	24	25	20	45.33	56
5	Media Person	6	300	88	91	86	83	136	126
				29.33	30.33	28.66	27.66	45.33	42
6	Litterateurs	6	300	50	58	93	77	157	165
				16.66	19.33	31	25.66	52.33	55
7	Adminis./ managers	6	300	102	100	123	118	75	82
				34	33.33	41	39.33	25	27.33
8	Police/ Army	6	300	127	122	122	107	51	68
				42.33	40.66	40.66	35.66	17	22.66
9	Business men	6	300	76	79	113	73	121	118
				25.33	26.33	37.66	24.33	40.33	39.33
10	Travel and Tourism	6	300	78	93	92	80	130	137
				26	31	30.66	26.66	43.33	45.66
11	As a whole	60	3,000	894	917	1011	868	1115	1224

12	Percent			29.8%	30.56%	33.7%	28.93%	37.16%	40.8%
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The ability of **Tibeto-Burman** native speakers to understand the implied meanings of English expressions is shown in the following table:

**Table No. 32**  
**Comparison of Different Professionals of Tibeto- Burman Mother Tongue**

S.N.	Variables Tibeto-Burman	No. of People	F M	Literal meaning		Intended meaning		Implied Meaning	
				Pro.	Rec.	Pro.	Rec.	Pro.	Rec.
1	Doctor	6	300	101	108	109	83	88	109
				33.66	36	36.33	27.66	29.33	36.33
2	Engineer	6	300	116	106	119	102	65	92
				38.66	35.33%	39.66%	34%	21.66%	30.66%
3	Lawyer	6	300	111	60	66	95	123	145
				37%	20	22%	31.66%	41	48.33
4	Teacher	6	300	94	92	74	55	132	153
				31.33	30.66	24.66	18.33	44	51
5	Media Person	6	300	87	83	83	96	128	121
				29	27.66	27.66	32	42.66	40.33
6	Litterateurs	6	300	97	97	101	81	102	122
				32.33	32.33	33.66%	27	34	40.66
7	Adminis./ managers	6	300	123	101	119	129	58	69
				41	33.66	39.33	43	19.33	23
8	Police/ Army	6	300	93	93	137	127	66	77
				31	31	45.66	42.33	22	25.66
9	Business men	6	300	102	80	85	99	113	121
				34	26.66	28.33	33	37.66	40.33
10	Travel and Tourism	6	300	95	81	112	80	103	139
				31.66	27	37.33	26.66	34.33	46.33
11	As a	60	3,000	1019	901	1005	947	978	1148

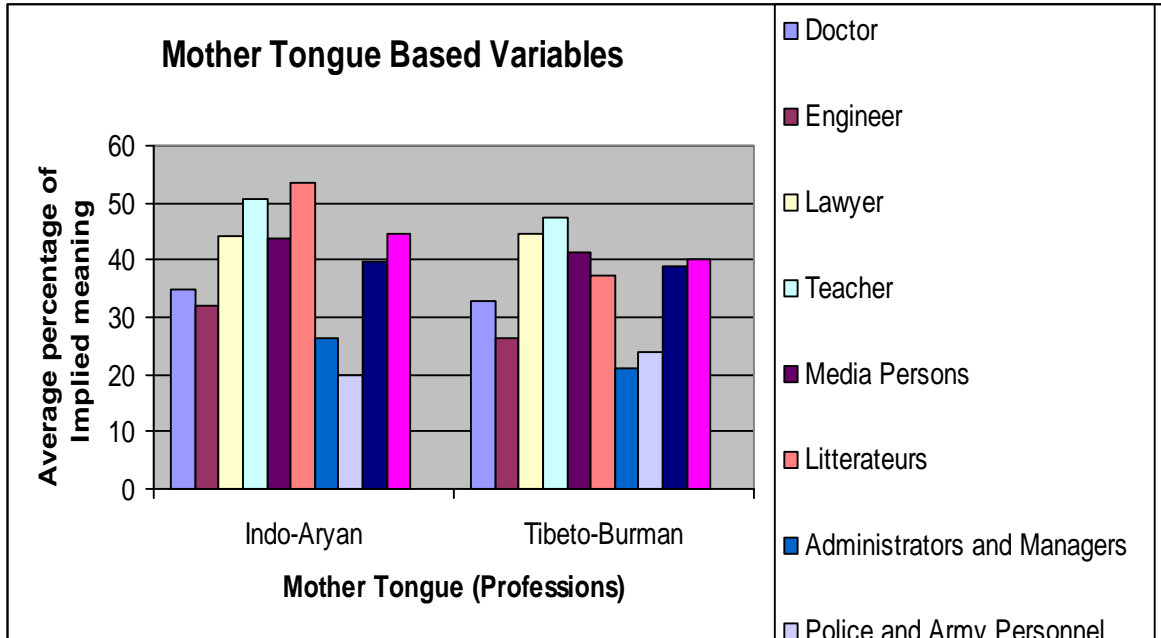
	whole								
12	Percent			33.96%	30.03%	33.5%	31.56%	32.6%	38.26%

## Mother Tongue Based Comparisons

	<b>Indo-Aryan</b>	<b>Tibeto-Burman</b>
Doctor	35	32.83
Engineer	32.16	26.16
Lawyer	44.33	44.66
Teacher	50.66	47.5
Media Persons	43.66	41.49
Litterateurs	53.66	37.33
Administrators and Managers	26.16	21.16
Police and Army Personnel	19.83	23.83
Industrialists and Businessmen	39.83	38.99
People involved in travel and tourism	44.49	40.33

The same data is shown in the following bar diagram.

**Bar diagram 3**  
**Mother Tongue Based Comparisons**



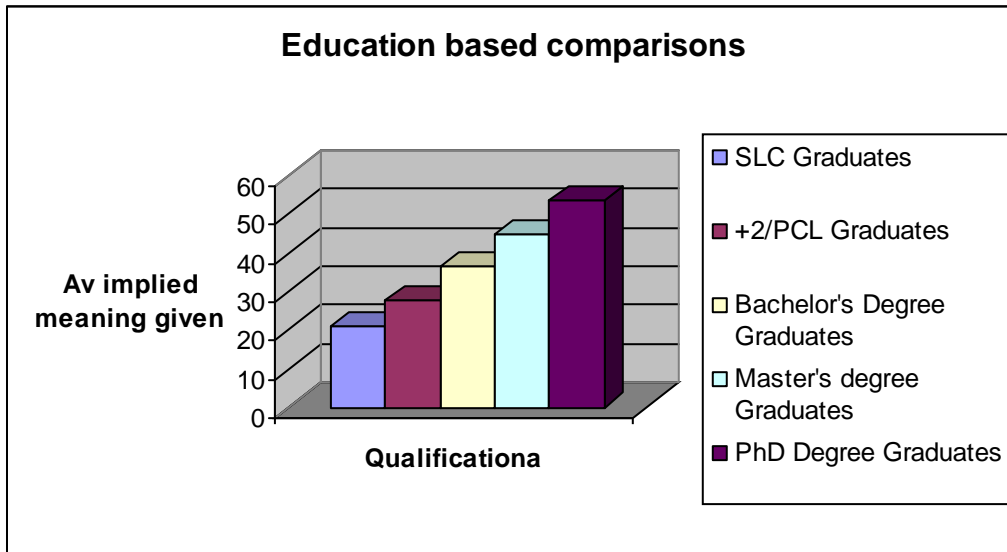
From the above chart and bar diagram it becomes clear that Indo-Aryan native speakers are good in understanding the implied meaning of the English expressions in comparisons to the Tibeto-Burman native speakers.



### 3.4 Education Based Analysis

The ability of different **People having different qualifications** to understand the implied meanings of the English expressions is shown in the following diagram;

**Bar diagram 4**  
**Education based comparisons**



SLC Graduates	20.93
+2/PCL Graduates	27.55
Bachelor's Degree Graduates	36.4
Master's degree Graduates	44.59
PhD Degree Graduates	53.5

The higher the academic background, the higher the ability

### 3.5 Age Based Analysis

The ability of different age groups to understand the implied meanings of the English expressions is shown in the following table:

**Table No. 33**  
**Age based comparisons**

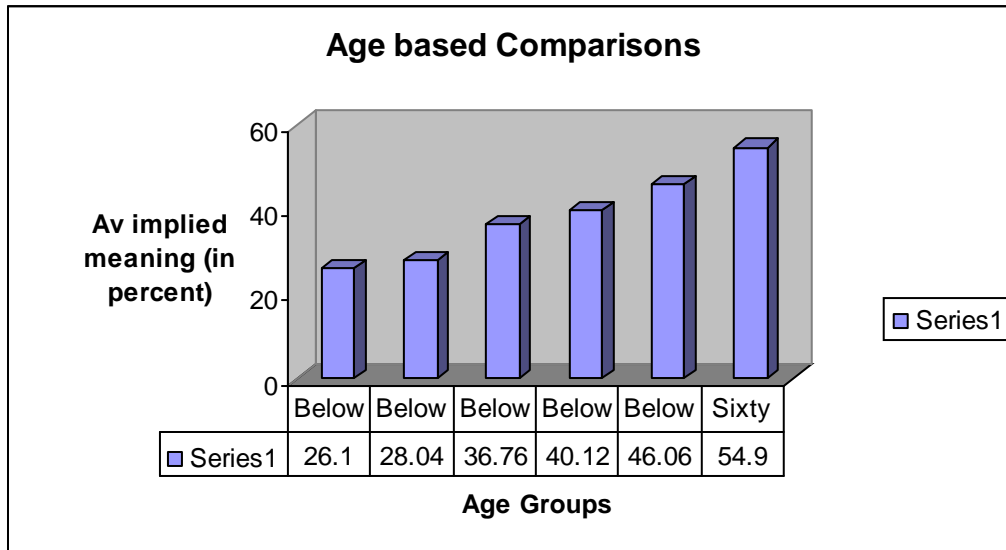
S.N.	Variables	No. of People	FM	Literal meaning		Intended meaning		Implied Meaning	
				Pro.	Rec.	Pro.	Rec.	Pro.	Rec.
1.	Below Twenty	10	500	179	180	196	172	125	136
				35.8	36	39.2	34.4	25	27.2
2.	Below Thirty	25	1250	451	432	479	449	332	369
				36.08	34.56	38.32	35.92	26.56	29.52
3.	Below Forty	35	1750	583	492	576	528	591	695
				33.31	28.11	32.91	30.17	33.77	39.71
4.	Below Fifty	25	1250	364	379	407	347	479	524
				29.12	30.32	32.56	27.76	38.32	41.92
5.	Below Sixty	15	750	205	184	233	207	322	369
				27.33	24.53	31.06	27.6	42.93	49.2
6.	Sixty and above	10	500	121	98	139	93	240	309
				24.2	19.6	27.8	18.6	48	61.8
7.	As a whole	120	6000	1903	1765	2030	1796	2089	2402
8.	Percent			31.71	29.41	33.83	29.93	34.81	40.03

#### Age based comparisons

Below Twenty	26.1
Below Thirty	28.04
Below Forty	36.76
Below Fifty	40.12
Below Sixty	46.06
Sixty and above	54.

The data can be presented in the following bar diagram.

**Bar diagram 5**  
**Age based comparisons**



The higher the age, the better the ability to understand/ interpret the implied meanings of the English expressions

### 3.6 Item Analysis

Item analysis is a process of evaluating test items one by one with a view to ascertaining the appropriateness vis-à-vis the testees. It usually involves determining the facility value and the discrimination index of an item.

Finally, the item analysis of the tools has been carried out. All items have been examined from the point of view of (i) difficulty level and (ii) level of discrimination.

#### (I) Item difficulty level

The index of difficulty level of an item simply shows how easy or difficult the particular item proved to be in the test. The difficulty level is inversely proportional to the facility value.

It was determined applying the following stepwise procedure.

(a) The implied meaning given by the people is divided into two halves – Upper half and Lower half.

The abilities to understand the implied meaning of the expressions of the people of different professions are as follows:

Doctor	34
Engineers	29.16
Lawyers	44.5
Teachers	50.92
Media persons	43.41
Litterateurs	45.5
Administrators and Managers	23.67
Army and Police personnel	22.66
Industrialists and Businessman	41.08
People involved in Travel and Tourism	41.57

The item difficulty level is calculated by using the following formula

$$D = \frac{\text{Correct U} - \text{Correct L}}{N}$$

Here,

D= Discrimination index

U= Upper half

L= Lower half

N= Number of candidate in one half

The value of D falls generally between -1 to +1

Note: A good test item should have a (D) between 0.30 and 1.0. Between these two the higher the value of (D), the better it discriminates. (Heaton)

- (b) The number of the people giving implied meaning of each item was calculated in both halves.
- (c) The numbers given implied meanings to the item in both the halves were added and then the resultant number was divided by the total number of students to determine the facility value.

Facility value is calculated by using the following formula:

$$FV = \frac{\text{Correct U} + \text{Correct L}}{N}$$

Here,

Correct U = No. of candidates in upper half giving implied meaning

Correct L = No. of candidates in lower half giving implied meaning

N = Total no. of candidates

Note: A good language test item should have a FV between 0.30 and 0.70 (Heaton)

### Discrimination Index

The extent to which an item discriminates between the good and poor students is the discrimination index of the item. If people who gave more implied meaning on the whole questionnaire, tended to do well on an item and the poor people who gave less implied meaning in whole questionnaire tended to do badly on the same, then the item is a good one because it discriminates the good from the bad one in the same way as the total score.

### 3.7 Analysis of marks in terms of Central Tendencies

The items were further analyzed in terms of central tendencies as well. The **mean, median, modes** are the basic measures of central tendencies which are used here.

#### (i) Mean

The mean score refers to the arithmetical average: i.e. the sum of the separate scores divided by the total number of candidates.

Hence,

$$M = \frac{\sum fx}{N}$$

Here,  $m = \text{mean}$

$\sum$  = the sum of

$x$  = score

$f$  = the number of times a score occurs

$N$  = total number of candidates

The mean of the study:

Profession	No. (f)	MG (imp) (x)	fx	Remarks
Doctors	12	189	2268	
Engineers	12	150	1800	
Lawyers	12	248	2976	
Teachers	12	268	3216	
Media Persons	12	254	3048	
Litterateurs	12	259	3108	
Administrators and Managers	12	133	1596	
Army and Police personnel	12	121	1452	
Industrialists and Businessman	12	234	2808	
People involved in Travel and Tourism	12	233	2796	
Total	120		fx = 25068	

**Formula: Mean=**  $\frac{fx}{N}$   
 $= \frac{25068}{120}$   
 $= 208.9$

The mean of this study indicates that the lawyers, teachers, media persons, litterateurs, industrialists and business persons and persons involved in travel and tourism's performance is above the mean, i.e. they are good in understanding the implied meaning of the English expressions and rest of the professionals' performance is below the mean, i.e. they are poor in understanding implied meaning. The best performance is of teachers and the police and army personnel are found relatively poor.

**(ii)Median**

The median refers to the score gained by the middle candidate in the order of merit: in the case of the 120 people in this study, there is no middle person and thus the score halfway between the lowest score in the top half and the highest score in the bottom half is taken as median.

Median is calculated by using the following formula:

$$\begin{aligned}\text{Median} &= \frac{N+1}{2} \text{th term} \\ &= \frac{10+1}{2} \\ &= 5.5^{\text{th}} \text{ term}\end{aligned}$$

Here,

N = the total number of groups = 10

In the data of this study,

The lowest score in the top half = 234

The highest score in the bottom half = 233

The median score = 233.5



## The median

Profession (group)	No.	MG (imp)	Remarks
Teacher	12	268	Calculation in group
Litterateurs	12	259	
Media Persons	12	254	
Lawyers	12	248	
Industrialists and Businessman	12	234	
People involved in Travel and Tourism	12	233	
Doctors	12	189	
Engineers	12	150	
Administrators and Managers	12	133	
Army and Police personnel	12	121	
Total	120		

This median study reflects that the lawyers, teachers, media persons, litterateurs, industrialists and business persons' performance is above the median, i.e. they are good in understanding the implied meaning of the English expressions and rest of the professionals' performance is below the median, i.e. they are relatively poor in understanding implied meaning.

### (iii) Mode

The mode refers to the score which most candidates obtained. In this study the mode is not feasible to calculate.

## CHAPTER FOUR FINDINGS AND RECOMMENDATION

### 4.1 Findings

The major findings of this research are as follows:

1. The teacher's ability to understand the implied meaning of the English expressions has been found to be good in comparison to others.

The ability to understand the implied meanings of the English expressions of the people belonging in different professions is as follows:

Profession	Average ability to understand implied meaning (in percent)
Doctors	34
Engineers	29.16
Lawyers	44.5
Teachers	50.92
Media Persons	43.41
Litterateurs	45.5
Administrators and Managers	23.67
Army and Police	22.66
Industrialists and Businessmen	41.08
People involved in travel and tourism	41.57

2. People were found good in understanding/interpreting the implied meaning in receptive items than in productive items. But some informants did not pay much attention to receptive

items and give literal and intermediate intended meanings than implied meaning.

3. It is found that people who are weak in the English language have less ability to understand implied meanings.
4. People were found to be unknown about implied meanings of the expressions. Very interesting is that some of them asked if there is implied and other gradation of the expressions.
5. Native speakers of English were very interested to this topic and they took it as a humorous task and said as an essential part of language learning.
6. From this research it was found that general language users understand the implied meaning but they don't use or speak it.
7. In some aspects it was also found that some people use it unknowingly.
8. People, who are able to speak the English language, do not use it in their everyday life so they found it difficult to understand implied meaning because they learn formal aspects of English language.
9. Private school students were found interested and are able to understand/interpret implied meanings though they were not informants; the researcher has asked this questions to them.
10. The findings of the study in terms of the informant-oriented variables are follows:
  - ) As a whole, teachers have understood/interpreted more implied meaning than other professionals.
  - ) Male professionals have done better than their female counterparts.
  - ) Indo-Aryan Native speakers were found more able in understanding/interpreting implied meaning than Tibeto-Burman Native speakers.
  - ) Similarly, more qualified people were found good in understanding/interpreting implied meanings in comparisons to people with fewer qualifications.
  - ) Old people found very serious and able to understand /interpret than younger one. From this finding it becomes clear that younger people do not pay much attention in all aspects of English language.

## 4.2 Recommendations

On the basis of the findings obtained from the analysis of the collected data some recommendations are made as follows:

1. People found better in understanding the implied meaning rather than producing them but a good language user should be able to produce them. So, it is suggested that we have to focus on its pragmatic aspects while teaching and learning English language.
2. Pragmatics helps to understand the culture and context of the particular language, so we need to learn pragmatic aspects of English language to understand English culture and context.
3. If people do not have pragmatic comprehension s/he cannot be a good language speaker.
4. Pragmatics is a systematic way of explaining language use in context. It seeks to explain aspects of meaning which cannot be found in the plain sense of words or structures, as explained by semantics.

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## **APPENDICES**

# Objective Questionnaire

Name (optional) :  
Sex : Male/ Female  
Age : Below Twenty/20's/ 30's/ 40's/ 50's/ 60 and above  
Nationality : Nepalese  
Academic Degree Last Obtained:  
Profession :  
Mother Tongue :

*What do you think is the implied (ultimate intended) meaning of each of the following underlined expressions given in a specific context? Each number has more than one option. Please tick ( ) the option which you think is appropriate to the context.*

## 1 Context

Child : Mummy, may I go out and play?

Mother: It's raining.

- a. No, You can't go out and play.
- b. It is raining outside.
- c. You'll get wet.
- d. Nobody plays while raining

## 2 Context

**A: Your call.**

**B: I'm in the bath:**

- a. I'm having bath.
- b. I can't come there.
- c. I can't answer it because I'm in the bath, so answer that.
- d. I don't want to receive it.

## 3 Context

Mother stands at the door and calls her son playing in the yard. She says," here's your coffee."



- a. Come here soon.
- b. Come and have it.
- c. Coffee is getting cold.
- d. Stop playing.

#### 4 Context

A: I have two tickets to the theatre tonight, would you like to join me?

B: My exam is tomorrow.

- a. Exam is important for me.
- b. I have to prepare my examination.
- c. I won't be able to join you.
- d. I'm not interested about it.

#### 5 Context

***A man comes home from work and he finds that his ten year-old son watching TV and a towel lying on the floor. Staring at the towel he says to the boy rather harshly, "What do I see here?"***

- a. Why is the towel lying on the floor?
- b. Put the towel in the right place.
- c. Are you watching TV?
- d. What do I see here?

#### 6 Context

A: I'm going to the garden.

B: There's dog over there.

- a. Be careful.
- b. You shouldn't go there.
- c. Don't go there.
- d. The dog may bite you.

#### 7 Context

The milkman delivers milk at Clinton's house at 6 a.m.

Mr. Clinton: What time is it, honey?

Mrs. Clinton: Well, the milkman has just left.

- a. I saw milkman leaving.
- b. I don't have watch.
- c. The time is a few minutes past 6 a.m.
- d. Milkman has just given milk.

## 8 Context

A man is about to leave for work; his son says to him, "Dad my watch has stopped working."

- a. Do you know repairing centre?
- b. please get it repaired.
- c. What time is it now? My watch is not working.
- d. Buy me a new one.

## 9 Context

A student did very well in his exam.

Teacher: (to his student) keep it up.

- a. Continue to do well in other examinations.
- b. Congratulations!
- c. You're really a good student.
- d. I'm glad with you.

## 10 Context

The employee arrives late in the office.

Boss: What time is it?

- a. You're too late today.
- b. You know, our office starts at 10 a.m.
- c. What's the office time?
- d. See the watch on the wall.

## 11 Context

A man buys a pair of expensive shoes. The following day he finds one of the shoes being chewed by his own dog. Then, he takes it to a shoe repair shop.

Man: Could you repair it please?

Cobbler picks it up, looks it over and says, "Give your dog the other shoe."

- a. Keep it in the dump.
- b. Buy another pair of shoes.
- c. The shoe is beyond repair.
- d. You can ask with someone else.

## 12 Context

A lady is looking for a piece of Kurta Surwal (lady's dress) in a shop. Pointing at a yellow piece, she says; "How much does it cost?"

Shopkeeper: Eight thousand rupees only.

Lady : I'll come later.

- a. I can't afford it, it is too much expensive.
- b. Please book it for me. I'll come to collect it tomorrow.
- c. I'll be back soon.
- d. See you next time.

## 13 Context

A stand in a public place reads 'No smoking'.

What does it denote?

- a. Smoking is injurious to health.
- b. Smoking is allowed here.
- c. Do not smoke in public places.
- d. Do not smoke cigarettes here.

## 14 Context

Ravi: How about going to a movie tonight?

Ramila: You know my father.

- a. Father is at home.
- b. Father has told me to come soon.
- c. My father won't allow me. So, I can't go.
- d. I have to prepare dinner to my father.

## 15 Context

Sandhya and Puja are classmates and of the same age .

Sandhya : *(talking with her boyfriend kumar)* Puja got married yesterday. She looked so happy.

- a. It's time for us to get married.
- b. I attended wedding ceremony of Puja yesterday.
- c. Puja has invited us in her marriage party.
- d. Sandhya wants to be married.

## 16 Context

A: This is Mr. Brown.

B: How do you do?

Mr. Brown: How do you do?

- a. Meet this man.
- b. I wanna introduce with you, I'm Mr. Brown.
- c. Do you know Mr. Brown?
- d. I'm introducing to Mr. Brown.

### 17 Context

Sakira has prepared a write-up about current events of her college. She wants to be checked it out from her Professor. In a polite manner she asks to her Professor, "Do you have a minute?"

- a. Please can you spare sometime to look my write-up.
- b. Please look this article.
- c. I would like to talk with you.
- d. I'm your student, Sakira.

### 18 Context

**A: Can you go to Edinburgh tomorrow?**

**B: British Airways Pilots are on strike.**

- a. Pilots are on strike.
- b. There are no flights to Edinburgh tomorrow.
- c. I mayn't go.
- d. Yes, I can.

### 19 Context

**A student doesn't understand even a simple thing taught by his teacher.**

Teacher: Did you forget to bring your brain along?

- a. You're dull.
- b. You don't have brain.
- c. You don't remember anything?
- d. He is too poor.

### 20 Context

In a park, there is a bench marked 'Wet Paint'

What does 'wet paint' mean here?

- a. The paint is fresh.
- b. It is recently painted.
- c. Don't sit here.
- d. There is a risk getting paint on you.

## 21 Context

### Ramesh and his girlfriend Sudha meet at a place.

Sudha : Let's go to a restaurant.

Ramesh : Sorry , I forgot to go to the bank this morning.

- a. I don't have enough money.
- b. We'll go tomorrow.
- c. I can't pay the bill.
- d. I have to go to the bank today.

## 22 Context

A family is traveling in a reserved compartment. The train stops at a station. A person enters the compartment and takes a seat in the compartment.

The head of the family member says to the stranger, "Sorry this is the reserved compartment."

- a. This is a reserved compartment.
- b. You can sit in another compartment.
- c. You can't sit here. Please leave.
- d. We are from the same family, you know.

## 23 Context

Someone has giving bluff calls to Smriti regularly. Once, while receiving such a call Smriti says to the caller, "My phone calls are being recorded by the police."

- a. Do not give bluff calls anymore.
- b. I don't want to hear you.
- c. You'll be in trouble if you continue these calls.
- d. Don't disturb me.

## 24 Context

In a public library, some staff members are talking very loudly disturbing others.

One of the students studying there says to them, "I'm studying".

- a. Don't disturb me.
- b. Please low down your voice.
- c. I'm studying here.
- d. Please leave from here.

## 25 Context

An old woman requests a lawyer to handle her case. The lawyer who knows her financial condition very well, says to her, "One of my colleagues provides free legal service – I'll put you in touch with him if you like".

- a. You can't afford my charges.
- b. I don't want to handle your case.
- c. My friend handles your case without any charge.
- d. Don't worry. I'll help you.

## 26 Context

A had an appointment with B at 2 p.m. but A arrived at 3 p.m.

B: You're too early for tomorrow's meeting.

- a. We'll meet tomorrow.
- b. Be punctual.
- c. You've messed up today's meeting;
- d. I'm leaving for another meeting.

## 27 Context

Milkman : Can I have my payment?

House owner: Next week.

Milkman : I need to pay my rent tomorrow.

- a. I don't have money.
- b. I want /need money today.
- c. Tomorrow is the last day of this month.
- d. I have to pay my rent from this money.

## 28 Context

A corrupt Policeman seizes the license of a taxi driver and says, "there seems to be a problem with your license."

- a. You'll have to bribe me if you want your license back.
- b. Park your taxi ahead.
- c. You're cheating us from this license.
- d. It has not been renewed for ten years.

## 29 Context

A man is a heavy drunkard, but his family doesn't like this habit.

Wife: People don't like drunkards.

- a. Stop drinking heavily.
- b. Excessive drinking is injurious to health.
- c. People do not like you.
- d. I don't like you in this state.

## 30 Context

A social worker in a community is trying to motivate everyone to participate in a program designed to preserve their old heritages.

In a speech to the community, he says, "No man is an island, many hands make light work, think we make a great team."

- a. Unity is strength.
- b. We can do everything if all of you co-operate each other.
- c. Everyone please help.
- d. Group work can be more effective.

## 31 Context

A box is marked with 'Photos'

What does it mean?

- a. Photos.
- b. Photos can be stitched up here.
- c. You may find photos here.
- d. It contains Photographs (keep flat).

## 32 Context

A and B are having a talk in a room with the door open. A is senior to

B. A says to B, "Don't you think it's getting too noisy?"

- a. See the door is open.
- b. Shut the door.
- c. Closed door will lessen the noise.
- d. Noise is disturbing us to work properly.

## 33 Context

A woman is talking on the telephone but her son Pawan is watching the football match on TV.

Mother : Pawan, I'm on the phone.

- a. Turn down the volume of the TV.
- b. I'm talking on the telephone.
- c. TV disturbed me.
- d. Please turn off the TV.

34 Context

A teacher is talking with his students.

Teacher : I'm not feeling very well today. We will meet tomorrow.

Students: Its ok, sir.

- a. I won't be able to take this class.
- b. I don't want to take this class.
- c. We'll meet tomorrow.
- d. I've an appointment with a doctor today.

35 Context

Sally is a maid in Johnny's house.

Johnny: Hey sally, let's play marbles.

Johnny's mother: How is your homework?

- a. Did you finish your homework?
- b. First finish your homework.
- c. You're not free to play.
- d. Johnny, I'm here.

36 Context

A: Let's go on a picnic this Saturday.

B: Saturday is my birthday.

- a. I won't be able to join the picnic.
- b. Saturday is my birthday.
- c. I'm organizing one small party on Saturday.
- d. All of you go and enjoy yourself.

37 Context

A group of scholars are discussing about the process of Constituent Assembly.

Mr. Blair: Ohmnn which processes do you think is appropriate in our context, Mr. Kant.

- a. I don't have any idea about it.
- b. This is totally new for me.
- c. I can't describe about it.
- d. Help me friends.

38 Context

While walking in a park, a man finds a log bench with a lady sitting on it.

Man: Excuse me, may I sit here?

Lady: This is a free world.



- a. You don't need to ask me.
- b. This is not mine.
- c. Of course, you can sit here.
- d. This is a public property.

39 Context

A: What kind of mood did you find the boss in?

B: The lion roared.

- a. He scolded me.
- b. He was watching a lion on TV.
- c. The boss was very angry.
- d. I found him talking very loudly.

40 Context

A: (to passer by) I've just run out of petrol.

B : oh, there's a garage just around the corner.

- a. You may obtain petrol in that station.
- b. I've just come through this gas station.
- c. You have to go the gas station.
- d. I'm sorry.

41 Context

Samrat and Aditya know that Bishnu has a yellow car.

Samrat : Where's Bishnu?

Aditya : There's a yellow car outside Ravi's house.

- a. He is coming.
- b. I don't know but I saw his car.
- c. You can go to Ravi's house.
- d. Bishnu may be in Ravi's house.

42 Context

Prakash serves a big piece of cake to his friend Niraj in his breakfast.

Niraj : I could eat the whole of this cake.

Prakash : Thanks.

- a. I was very hungry.
- b. The cake is very tasty.
- c. Thank you for this cake.
- d. I love cake very much.

43 Context

A: Can you please come over here again?

B: Well, I have to go Edinburgh today sir.

- a. Probably not.
- b. I have to go to Edinburgh.
- c. If possible, I'll come.
- d. Not today.

#### 44 Context

In a garden near a house, a sign board reads, 'Private Property'.  
What do we understand from this board?

- a. Stay out.
- b. Do not enter without permission.
- c. This is not a public place.

#### 45 Context

On a piece of luggage/baggage is written; 'FRAGILE'  
What does it mean?

- a. Handle it carefully, contents could break.
- b. Be careful.
- c. It contains broken glasses.
- d. This is made up of glass.

#### 46 Context

A container kept at a corner of a park is painted "TRASH CAN"  
What do we understand from this?

- a. Throw your garbage in here.
- b. It is for garbage.
- c. You can get rubbish things from here.
- d. Collect garbage from this can.

#### 47 Context

A: Where is my box of chocolates?

B: The children were in your room this morning.

- a. I'm sorry, but children were in your room.
- b. You may ask to the children.
- c. The children might have kept it somewhere,
- d. The chocolates might have eaten by the children.

#### 48 Context

'A' is driving a car along a Highway.

A (to a driver): I've just run out of gas (petrol).

Driver: I'm sorry.

- a. You can ask to someone else.

- b. I can't help you.
- c. Driver does not want to give petrol to A.
- d. So, am I.

49 Context

John: *Hello*, May I speak to Jenny?

Laura: Just a minute.

- a. Hold on. I'll get her.
- b. Please call after a few minutes later.
- c. I'm sorry.
- d. She is not here.

50 Context

A drunkard is using foul language at a public place; a passer-by says to him, "Mind your language".

- a. Keep quiet.
- b. Stop swearing.
- c. Leave from here.
- d. Nonsense.

## Appendix II

The researcher randomly collected information from different informants from the following languages spoken in Nepal.

<u>Language Families</u>		<u>Languages</u>
Indo-Aryan language family	-	Nepali Maithili Bhojpuri Awadhi Hindi Sanskrit
Tibeto-Burman language family	-	Newari Rai Limbu Magar Gurung Tamang Sherpa

The informants also include the native speakers of British and American English.