

A Comparative Study of Lexical Cohesive Devices Used by L1 and L2 Urdu Speakers

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Abstract

The study reports a comparative study of use of lexical cohesive devices by L1 (Urdu as a first language) and L2 (Urdu as a second language) speakers through detailed analysis of the quantitative and qualitative data. The data is obtained from 11 Urdu television programmes based on current affairs. The duration of the conversations is 120 minutes per conversation. The study reveals the differences between the use of cohesive devices in terms of type and degree by L1 and L2 speakers of the Urdu language. Results show that L1 speaker is a proficient user of cohesive devices such as, collocation and synonym to build up the conversation in an effective way while repetition is the most utilized category by L2 speaker.

Key words: Cohesion, lexical cohesive devices, EFL/ESL learning.

Introduction

Almost all language users practice different cohesive ties in their verbal or written discourse. However, the degree of the use of these cohesive devices depends upon the proficiency of the speaker of the particular language. Cohesion analysis can provide the ratio for the usage of lexical cohesive devices. This study aims to analyze lexical cohesion in the conversation of two speakers of Urdu. Two case studies are used, in the first, the speaker's first language is Urdu as (L1) and in the second, the speaker utilizes Urdu as a second language (L2). In this study, two conversations, each of 120 minutes, are observed to evaluate the process of textualization in speech by comparing the use of lexical cohesive terms. The study explores the

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types of lexical cohesive devices in both speaker's data such as; collocations, synonyms and repetition, it also analyses the difference in occurrences of each term. In both sets of data the most recurrent sub-types are repetition, collocation and synonymy.

Research Question

The research questions are as follows:

What are the differences between the use of cohesive devices in terms of type and degree by L1 and L2 speakers of the Urdu language?

How important is the use of cohesive devices to gain native like proficiency?

Literature Review

As this study examines the differences in the use of lexical cohesive devices used by L1 and L2 speakers, the literature review illustrates the basic concepts related to cohesion and cohesive devices.

To understand a language and how it works has been main concern of many linguists. The consideration of the functional organisation of a language enables people to comprehend the language. Words have been used to talk, listen, write, and read and, to understand one another. This does not occur by just one mental representation of the language but it happens with the help of different ties (Gavins, 2007). Multiple vocabulary items have been used to form cohesive, coherent and meaningful whole in a variety of ways, to respond to and evaluate individual language features differently (ibid). This is the cohesion which makes discourse fabricated and knitted, and "what gives a text texture" Halliday and Hassan (1976) cited in Carter (2008, p.144). Halliday and Hassan (1989, p.10) define the text as "language that is functional and functional means language that is doing some job in some context, as opposed to isolated words or sentences". It means language can be understood by the study of texts which may be either spoken or written, or any other medium of expression.

Though, the text looks as it comprises of words and sentences but, Halliday and Hassan (1989) stress that it is made of meanings and these meanings have to be expressed in sounds or symbols. This means text works as a semantic unit when it is coded in something in order to be

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communicated. From this notion it can be implied that text is not only the grammatical set up, but it can be considered from two perspectives, both as a product and as a process (ibid). Text can serve as a product when it is recorded and studied and have constructive representational systematic terms. Text is called process when it gives a continuous process of semantic choice (ibid). Hughes and McCarthy (1998) have also claimed that traditional explanations of grammar do not apprehend real-world texts grammatically. That is why in recent years debates on grammar have moved from sentence-based perception to a discourse-based perception. To comprehend the text, Halliday and Hassan (1989) have studied patterns of grammar and vocabulary that combine to tie meanings in the text together as well as connect the text to the social context in which it occurs; that is, items that combine together to make the text cohesive and give it unity of texture. The grammatical cohesion probes the grammatical features in a sentence and lexical cohesion looks at different vocabulary links of text (Carter, 2008). The patterns of cohesion in texts show the integration of grammar and discourse in a language (Paltridge, 2012). The main patterns of cohesion are reference, substitution, ellipsis, conjunction and lexical cohesion. These are the semantic relations that enable one part of the text to function as the context for another (Halliday and Hassan, 1989). To apprehend the theme of the research, lexical cohesion and its sub-types will be described in the next section.

Lexical Cohesion

“Lexical cohesion refers to the relationships in meaning between lexical items in a text and, in particular, content words and the relationship between them” (Paltridge, 2012, p.117). Lexical cohesion reveals the meaning in a text through its lexical cohesive devices. “It concerns the way in which lexical items relate to each other and to other cohesive devices so that textual continuity is created” (Flowerdew & Mahlberg, 2009, p.1). Lexical cohesive devices are categorised into reiteration, antonymy, synonymy, hyponymy, meronymy and collocation. In this paper repetition, synonymy and collocation and, sub-types of collocation; typical co-occurrences (typ.co-oc), metaphors and idioms will be described only since these will be analysed in the study.

Repetition refers to the words that are repeated in a text. “This includes words which are inflected for tense or number and words which are derived from particular items” (Paltridge,

2012, p. 117). For example, I saw a little girl. The girl was happy. The word “girl” is repeated in both sentences. A synonym refers to two or more forms with closely related meanings (Yule, 2006) such as ‘age’ and ‘era’. This is the age of modern technology. Computer is one of the modern inventions of this era. In English it is not decent style to repeat the same word in a text. Both ‘age’ and ‘era’ are referring to the same concept but in a different way. Collocation is the association between lexical items which frequently co-occur with each other (ibid). Collocation may include the relationship between verbs and nouns, noun and noun, noun and adjective such as ‘waste’ and ‘time’, ‘bread’ and ‘butter’ and, ‘fresh’ and fruit’. Collocation is the part of textual knowledge in general and it reflects in spoken or written language of speakers of specific language. The knowledge of collocation is very important for textured text (Paltridge, 2012). Collocation is not limited to a single text but is part of textual knowledge in general (ibid). A writer or speaker of a language draws on this knowledge of collocations as he/she writes and speaks. Idioms, metaphor and typical co-occurrences in the text relish the text and show the in-depth knowledge of a speaker or a writer of a particular language.

Methodology and Procedure

Qualitative and quantitative research methodologies have been used to analyse data. The data for this study is obtained from 11 Urdu television programmes based on current affairs. The duration of the conversations is 120 minutes per conversation.

The data for this study consists of two anchor persons’ programme in which the number of cohesive ties uttered by each host has been detected. These are the talk shows of current affairs, each hosted by one anchor person. One speaker’s first language is Urdu and other uses Urdu as a second language. Some instances of lexical cohesive devices are given in the tables and the results are shown in the main body of the essay. The raw data is presented in the tables (see appendices). The instances of each cohesive device are given in the tables 5.1a to 5.2e. Each table has Urdu words with English translations. Examination of the data reveals the frequency of use of types of lexical cohesive devices such as collocation, repetition and synonyms, as presented in the tables. The subtypes of collocation such as typical co-occurrences (typ-co-oc), metaphors and idioms are also illustrated in the tables. The percentages that summarize the results of lexical cohesive devices of both L1 and L2 speakers are presented in tables 5.3a to 5.4a.

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Result and Data

The results analysed from the two case studies are shown in the following tables.

Cohesive devices used by speaker of Urdu as L1

Table 1a Collocation

<u>Urdu words</u>	<u>English translation</u>
Bhata Khorī	Money extortions
Aboorī Hakoomat	Transitional government
Badnazmi – Badintazami	Unorganized – mismanaged
UmoorTa’epaana	To agree on affairs
Murawajah Asool	Established rules

There are total 30 instances of collocation in L1 speaker’s conversation, rest of the examples are presented in appendix.

**Table 1b
Collocation (Metaphors)**

<u>Urdu words</u>	<u>English translation</u>
Farig	Suspend
Bus nakerna	Not finished
Afwahain Garam	Spread of rumors
Gher bhejna	To suspend
Hichkola e khana	Weakening

There are 13 examples of metaphors found in the L1 speaker’s data.

Table 1c***Collocation (Idioms)***

<u>Urdu words</u>	<u>English translation</u>
Palda Bhaari	Balance tilted in favour
Takhta ulatna	To take over government
Afwahoon main jan	To make rumors true
Haq main wazan dala	To give favour
Naqsha badelna	To make the drastic change (positive sense)

There are 11 samples of idioms found in the L1 speaker's data.

Table 1d Synonyms

<u>Urdu words</u>	<u>English translation</u>
Hatana – Tabdeeli	Remove – change
Khatam-Kardia	Complete – stop – finish
Shandar – Zabardast	Stupendous – very good
Dotoke Andaz, bermela	To the point tone
Badnazmi – Badintazami	Mismanagement – unorganized

Total of 43 synonyms are analyzed in the L1 speaker's data.

Table 1e***Repetition***

<u>Urdu words</u>	<u>English translation</u>
Yaksar Tabdeel	Change all together

Faisla	Decision
Yaksar Mustarad	Reject all together
Sab say Aham Kirdar	Most important of all
Hawalae	Reference

Total of 30 instances of repetition are studied in the L1 speaker's data.

Cohesive devices used by speaker of Urdu as L2

Table 2a *Repetition*

<u>Urdu words</u>	<u>English translation</u>
Rabta	Contact
Riyasti	State
Wafaq	Federal
Sabeq	Lesson
Siyasi	Political

115 instances of repetition are observed in the L2 speaker's data.

**Table 2b
*Collocation***

<u>Urdu Words</u>	<u>English Translation</u>
Afwahenphelana	Spread news
Isharaedena	To give hint
Ageeb o greeb	Strange
Gupshup	Talk
Baligunnazar	Mature

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Total number of 10 typical co-occurrences is analyzed in the L2 speaker's data.

Table 2c

Idioms (Collocation)

<u>Urdu words</u>	<u>English translation</u>
Denka baja dia	To beat the drum (to be famous)
Hewa chal peri	Trend
Turep ka patta	Trump card
Mored e ilzam therana	To blame
Such ugelna	To tell truth

9 idioms are explored in the L2 speaker's data.

Table 2d

Metaphors (Collocation)

<u>Urdu Words</u>	<u>English Translation</u>
Syasi Qad	Political image
Tor nikala	To solve the problem
Azmoodaghorae	Experienced horse for experienced person
Isharaedena	To give hint

4 instances of metaphors are studied in L2 speaker's data.

Table 2e

Synonyms

<u>Urdu words</u>	<u>English translation</u>
negative ansar- rokawat	Hindrances
Lamhafikriya –tabdelikalamha	Thought provoking moment
Hikmat –door undeshi	Strategies
Rwayat –reet -	Tradition
Jamatbadalna – wafdaribadalna	To change loyalty

15 occurrences of metaphors are studied in L2 speaker's data.

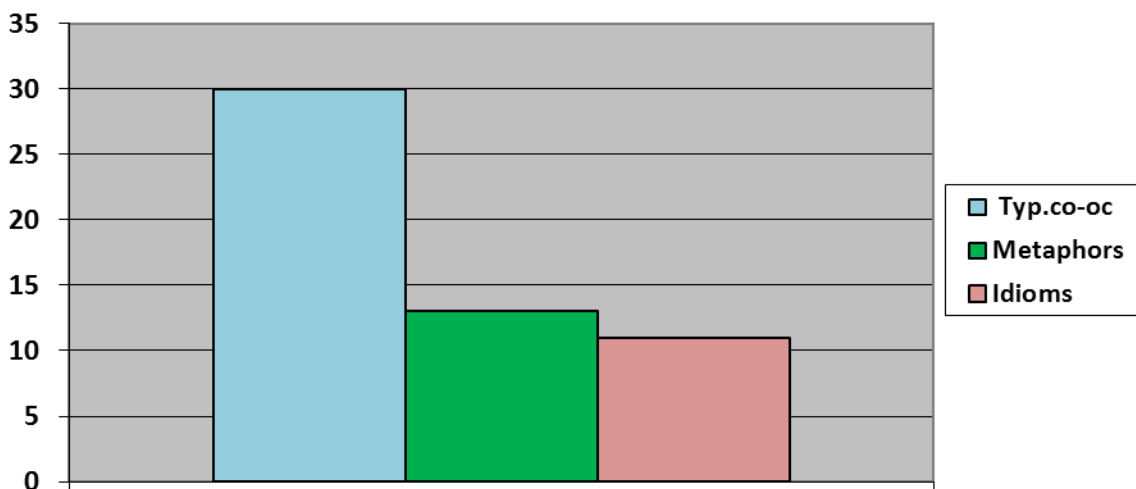
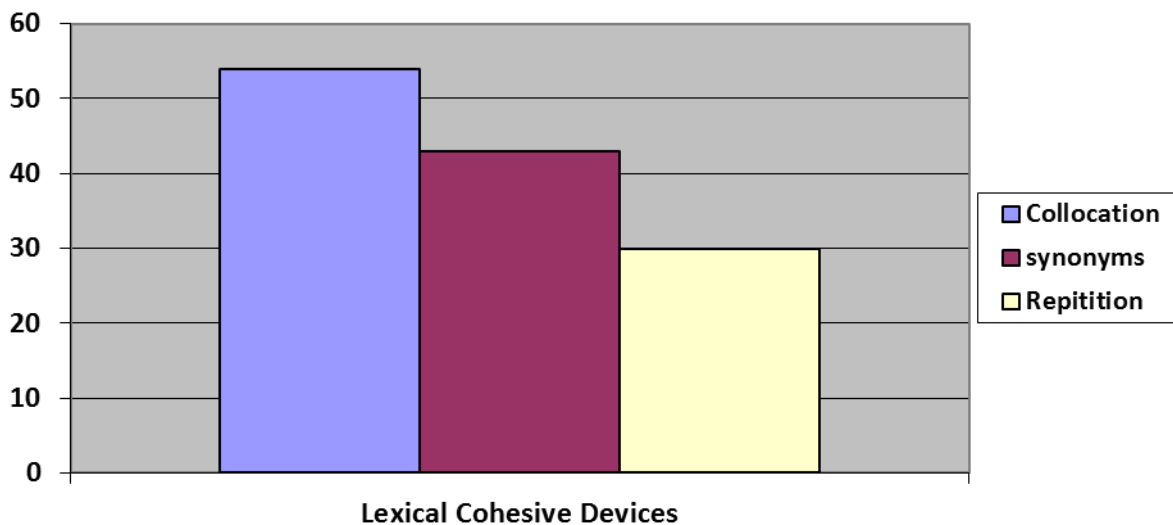
5.3 Data Analysis of L1 Speaker (Talk time 120 minutes)

Table 5.3a

Frequencies of Lexical Cohesion Devices

Lexical Cohesive devices	Word Count	Frequency
Collocation	54	34.62%
synonyms	43	27.56%
Repetition	30	19.23%
Totals	127	100.00%

Collocation		
Typ.co-oc	30	55.56%
Metaphors	13	24.07%
Idioms	11	20.37%
Totals	54	100.00%



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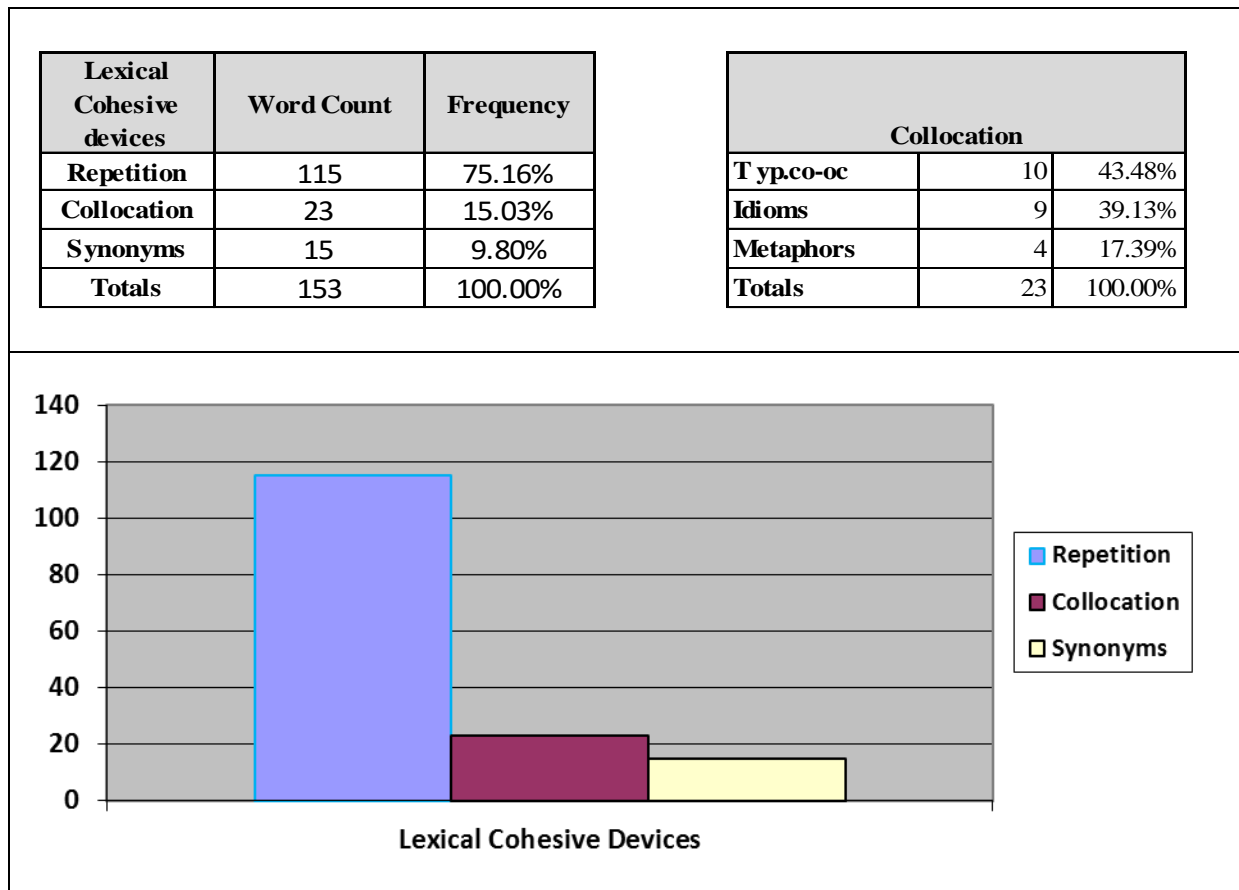
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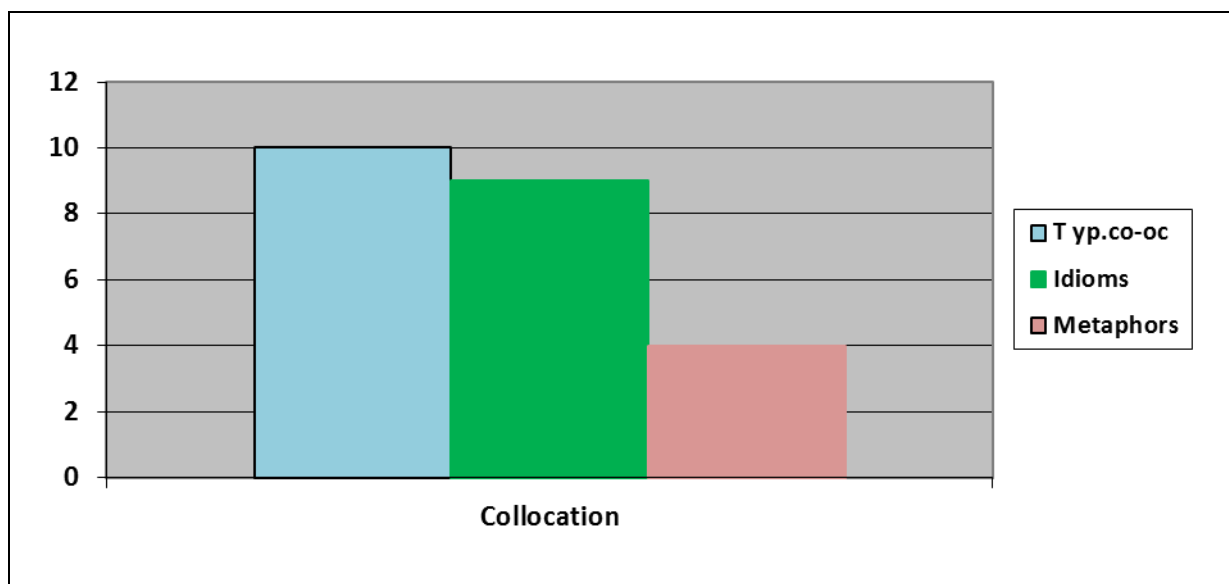
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5.4 Data Analysis L2 Speaker: (Talk time 120 minutes)

Table 5.4a

Frequencies of Lexical Cohesion Devices





Results

The total number of lexical cohesion in Urdu as L1 speaker's data is 127 of which 54 are collocation, 43 synonyms and 30 are repetition. There are 30 instances of typical co-occurrences of collocation, 13 metaphors and 11 idioms.

The total number of lexical cohesion in Urdu as L2 speaker's data is 153 of which 115 are repetition, 23 are collocation and 15 are synonyms. There are 10 occurrences of typical co-occurrences of collocation, 9 metaphors and 4 idioms.

Following is the conclusion from the analysis of lexical cohesion data from the two speakers.

1. In L1 speaker's data, the occurrence of lexical cohesion sub-types is collocation, synonyms, and repetitions shown in table 5.3a. In L1 speaker's data the relative frequency of collocation is 34.62%. Among collocations 55.56% is the frequency of typical co-occurrences. 24.07% is the relative frequency of metaphors and the relative frequency of idioms is 20.37%.

2. While in L2 speaker's data, the occurrence of lexical cohesion sub-types is repetition, collocation and synonyms as shown in table 5.4a. The L2 speaker's data shows the relative frequency of repetition 75%, the relative frequency of collocation 15.03%. The relative frequencies of typical co-occurrences, idioms and metaphors are 43.48%, 39.13% and 17.39%.

respectively.

In L1 speaker's data the most frequent lexical cohesion sub-types are collocation, synonymy and repetition and, in L2 speaker's data the most frequent lexical cohesion sub-types are repetition, collocation and synonyms.

Discussion

This study may suggest that the teaching of lexical cohesion to the students of English as a foreign or a second language (EFL) OR (ESL), improves the quality of their verbal and written discourses. The use of lexical cohesive devices gives the text a textual competence which helps in the comprehension and production of cohesive text in discourse (Littlemore and Low, 2006). This supports the idea of practicing these devices to create and maintain conversational exchanges (ibid). In this perspective a wide range of collocations can help to give native like competence in a foreign language. As observed in the data from the two speakers, L1 speaker's conversation contains twice as many collocations as L2 speaker's conversation. O'Dell and McCarthy (2008) emphasize that second language learners need to learn collocation because it helps learners to speak and write English in a more accurate and natural way. People who probably understand what a person means what he or she talks about 'making homework' or someone says his brother is a very high man but the language will sound unnatural and confusing. It does not tell what is meant by high, whether it is his height, or his status within a governmental or corporate organization. Similarly, in Urdu, for a well-known lawyer, a phrase 'choti ka wakeel' (lawyer of peak) is used but *choti ka darzi* (well-known tailor) is not collocated. It follows that learning collocation also helps to increase the range of vocabulary and enable learners to choose the words that fits the context better and have more precise meaning. Learning collocation is an important part of learning the vocabulary of a language because it gives natural way of saying something which may be more colourful, expressive or precise.

Similarly, metaphors are important to learn for EFL learners because the learners are unaware of standard meanings and senses of the metaphors and feel difficult to process them (Kecskes, 2001 cited). As metaphors are spoken in specific culture and context of the target language (TL) so they reflect the culture of that language. To understand their special connotative meaning the EFL learners should know the context metaphors. For example in Urdu

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‘afwahian garem hain’ (table 1.1) literally means ‘rumors are hot’, but the contextual meaning is ‘spreading of rumors’. For non-native speaker it is difficult to comprehend it. Similarly, ‘Gher bhijwana’ literally means ‘to send home’ while its connotative meaning is ‘to suspend someone from work’. It means that metaphors help the EFL learners to reveal that knowledge which is not exposed literally by the words. Consequently, metaphors lead to deeper understanding of text. It is easy for L1 speaker to understand and use the metaphors, as shown by his data.

Idioms are equally important in language learning and can be defined as expressions that do not always mean what the words in idiom suggest. Learning idioms may be difficult for students because they are often fixed and not easy to understand. Thornbury (2002.p.127) states about idioms, “They are not easily unpacked and they sound more comical than an even slightly muddled idiom (e.g. I do not want to blow my horn; instead of I do not want to blow my own trumpet)”. Idioms are commonly used and students of English language are bound to come across idioms when listening and reading. Due to the wide spread use of idioms, students must be encouraged to recognize and learn idioms. Most languages have idioms; however, idioms from one language cannot always be translated into another language, literal translation of an idiom may result in misrepresentation of intended meaning. For example, in Urdu, an idiom ‘naqsha badalna’ is commonly used to indicate ‘a drastic change’, however it literally translates to ‘change the map’, which does not convey the intended meaning. Therefore, idioms should be introduced as a complete phrase to the ESL students (Mc Lay, 1987). A good speaker of English language may fail to give a personal touch without use of idioms and may sound too formal. To create a comfortable atmosphere, use of idioms can be vital, and it also indicates that the speaker has a good command of the English language.

Alongside collocation, synonyms are equally important part of any language as they are necessary to make a language coherent, contextual and expressive. Researchers have found that including synonyms in vocabulary instruction is very beneficial for second language learners. Stahl and Nagy (2006) concur with the view that teaching synonyms helps students to grasp a word’s meaning, as it is easy to learn a new word about which learners already have some background knowledge. Synonyms also help to present one’s view in proper context and make conversation more effective. It comes naturally to native speakers to use synonyms based on

context, whereas learners of a new language use a single word repeatedly. For example the L1 speaker's conversation uses three different words (izzat, toqeer, mertaba) for "respect" whereas the L2 speaker uses only one word. The low frequency of use of synonyms by the L2 speaker suggests the need of learning of synonyms for the EFL or ESL learners.

Another important aspect of lexical cohesive devices is that of repetition. According to Johnstone (1987) repetition seems to be one of the first learned techniques of cohesive devices, to keep conversation and monologue glued together. Perhaps for this reason, Hoey(1991, p.51) uses the word "link" instead of "tie" for repetition. In contrast, Crowhurst (1987,cited in Knoch, 2009) argues that high use of lexical repetition in speech reflects the immature repetitiveness of their lexical choices. The L2 speaker's data (see table 2.1) may support this view, where 75.16% simple lexical repetition is observed with no great alteration such as the L2 speaker repeats same word 'sazishi' for 'controversy' more than three times, perhaps due to lack of vocabulary. In addition, 'asraat' for 'affects', 'reng'for 'colour' and 'deabo' for 'pressure' are some of the examples which have been repeatedly used. The importance of repetition cannot be denied in linking words together, but recurrence of words in the L2 speaker's data indicates deficiency of vocabulary and ineptness in use of lexical cohesive ties.

Implications

These results may implicate that due to the lack of vocabulary and ineptness in use of lexical cohesive ties lead to the fragmented text. So these results may be applied for in EFL and ESL learning situations such as, in Pakistan where learners have limited English vocabulary and they are not able to integrate their text as a unified whole. As a result, their verbal or written discourse appears incomprehensive and isolated. Learning a wide range of vocabulary items and the lexical cohesive devices will not only empower learners' writing ability but also help them to communicate verbally in real life situations.

Conclusion

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To summarize, comprehension of discourse, is a process of interaction between the reader or listener in which persons who reads or listens infers meaning from the whole text but not from the separate units. So the cohesive text is necessary for understanding and contribution of meaning (Flowerdew & Mahlberg, 2009). The difference between both speakers' data demonstrates that there is a natural inclination to use the collocations and synonyms by the L1 speaker, whereas the L2 speaker finds it difficult to integrate the text with a variety of collocation and synonyms. In addition, the L2 speaker frequently repeats the same words perhaps due to lack of vocabulary. To develop a native-like competence in the production and reception of any text, the appropriate use of lexical cohesive devices in different order and, with different degree of utilization is vital, as it makes the text intangible and comprehensive. Likewise, it is necessary for the EFL learners to perceive relations of the types of lexical cohesive devices within different texts to make their text tangible and comprehensive.

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Appendix: 1

2. Cohesive devices used by speaker of Urdu as L2

Table 1a
Collocation

<u>Urdu words</u>	<u>English translation</u>
Ghor o Ghoze	To focus and make effort to understand something
Kaan per Joon na Raingna	To turn a deaf ear
Babang Dhal	Declare openly
Nadir Mo'aqa	Golden chance
Chaan Been	Filtering information
FaislaSazi	Decision making
Firaqwarana	Sectarian

Naqabil e talafi	Irreparable loss
Turah e Imtiaz	Trademark
Man o a'nTasleem	To accept as it is
Geramkhabren	Important news
DilkharaashHaqueeqat	Heart breaking truth
Sangemeel	Milestone
Itmenanbuksh	Satisfactory
Germutanaza	Undisputed
Hikmeteamli	Plan

Table 1b
Collocation (Metaphors):

<u>Urdu words</u>	<u>English translation</u>
Majra	Story
Khawabdikhana	To show false hopes
Masned e iqtadar	Government, power
Faislaekirooh	Theme of decision
Mote kayghaat	Valley of death
UmeedkiKiran	Light of hope
Rukhsat lain gae-gherjaegae	To retire

Table 1c
Collocation (Idioms)

<u>Urdu words</u>	<u>English translation</u>
Doodhkadoodhpanikapani	Black and white
RongtayKhadayhona	To get goose bumps
Hawa main Udana	To ignore the order
Tabar tor	Frequent
Khushi say Phoolayna	So feel over the moon
Ghatlagana	To pursue

Table 1d
Synonyms

<u>Urdu words</u>	<u>English Translation</u>
Sab say AhamKirdar, Sab say kaleediKirdar	Most important role
Tasfia-faisala	Decision
Azad – KhudMukhtar	Independent
Karachi mairehnaewalae – Karachi walae	The people who live in the Karachi, people of Karachi
Hawanahithi-idraknahitha	Have no perception
Asani – Itmenan	Easily – contentedly
Ibtada – Shuru	Start – Initiate
Badamansoobah – Qabil e Zikermansoobah	Major plan – significant plan
Qatal – Mot kayGhaat	To Kill – to murder

Mutehida – Mushtarika	Collaborative
Aish-taiush	Luxury
Wardaat – Hamla	Attack
Jawabi war – JawabiJhatka	Reply
Ra’ay – Moaqif	Opinion
Falsafa – Khial	Philosophy – thought
Wadae – Khawabdikhana	To Promise – to paint rosy picture
Baychain – Tashweesh	Anxious
Sabr o Tahmul	Patience
Aamlog – Ghareeb log	Masses – common people
SochayShamjay	Thought out – understood
Qatl o Gharat	Killing - raiding
Baatki – Izharkia	To talk – to express
Ma’amool per – Waqt per	As Usual – on time
SaafSuthra	Clean -tidy
Chand Din Kuch Din	Few days – some days
Salah – Mashwarah	Consult – seek for Advice
Ma’aroor – Naamwar	Popular – famous
Itmenan – Khushi -	Content - happiness
Ghalat – Jhoot	Wrong - false
Nishana banana-halakkerna	To kill
AfwahainGaram-afwahingerdish	Spread of rumors
Wadae-khawab	To promise
Pehchana-shenakht	To identify

Sehra bandhta(as a metaphor)	Credit
Noiyat-kisam	Kind, type
Pata-tawaq	Known
Izzat-toqeer	Respect
Majra-qissa-kehani	story

Table 5.1e

Repetition

Urdu words English translation

Quaid hizb e ikhtalf	Leader of opposition
Masoomtajir	Innocent businessman
Ferahem	To provide
Mekhsoos	Specific
Ishtehar	To advertise
Jhetka	Jerk
Arkan, Arakeen	Member
Siyasi-siyasat	Political-politics
Ahmiat	Importance
Faida, faidae	Benefits
Sermayakari	Investment
Khawab	Dream

Pehchan	Identification
Mutaref	To introduce
Mansooba	Plan
Muashi	Economy
Intakabat	Election
Heq-haqooq	Right-rights
Germutanaza	Undisputed
Muft	Free
Intakhabat	Election
Jamatain	Parties
hawala	Reference
Khawab	Dream
Karachi mairehnewalae	People living in Karachi

Appendix 2

5.2 Cohesive devices used by speaker of Urdu as L2

Table 5.2a

Repetition

<u>Urdu words</u>	<u>English Translation</u>
Rabta	Contact
Riyasti	State

Wafaq	Federal
Sabeq	Lesson
Siyasi	Political
Sarbraah	Leader
Mukhalif	Opponent
Lekin	But
Asrat	Effects
Dobara	Again
Shehroon	Cities
Tareekh	History
Faisla, faisla kun	Decision, decisive
Sergram,	Active, activate
Wafat	Death
Sabiq	Former
Qarar	Peace
Muqabla	Competition
Daerker di	Delayed
Faida	Benefits

Table 5.2b

Collocation (Typical co-occurrences)

<u>Urdu words</u>	<u>English translation</u>
Afwahenphelana	Spread news

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Isharaedena	To give hint
Ageeb o greeb	Strange
Gupshup	Talk
Baligunnazar	Mature
Cholidamen	Close relation
Nuktaurooj	Melting point
IskaeSamrat	Its fruits (good results)
Mafadprest	Selfish
Paishkush	offer

Table 5.2c

Idioms (Collocation)

<u>Urdu words</u>	<u>English translation</u>
Denka bajadia	To beat the drum (to be famous)
Hewachalperi	Trend
Turepkapatta	Trump card
Such ugelna	To tell truth
Moredeilzamtherana	To blame
Hewakarukhdekhna- kushboosoonghlana	To guess
Serperaaperi	Have to face
Awane sder ki deewaroon sae pata chela	From the walls of president house (revealing some secret)
Aenkasathmazaq	Joke with constitution (breaking

Denka bajadia

To beat the drum (to be famous)
of constitution)

Table 5.2d

Metaphors (Collocation)

<u>Urdu words</u>	<u>English translation</u>
SyasiQad	Political image
Tor nikala	To solve the problem
Azmoodaghorae	Experienced horse for experienced person
Isharaedena	To give hint

Table 5.2e

Synonyms

<u>Urdu words</u>	<u>English translation</u>
negative ansar- rokawat	Hindrances
Lamhafikriya –tabdelikalamha	Thought provoking moment
Hikmat –door undeshi	Strategies
Rwayat –reet -	Tradition
Jamatbadalna – wafdaribadalna	To change loyalty
Hwaakarukhdekhna khushbosonghlena	– To guess
Mazahemet-lerrai	Fight
Achi tarah guar, soch ker	Well considered
Braanazuq –bare ghambeer	Critical
Khawateen, auretoon	Women
Itmenan,khushi	Contented
Munazzim, Ziada merboo	More organized
Josh - jazba	Passion

Appendix: 3

Abbreviations

First language	L1
Second language	L2
English as a foreign language	EFL

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