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THE IDENTIFICATION OF FORMULAIC SEQUENCES IN URDU LANGUAGE AND THEIR PEDAGOGICAL IMPLICATION FOR SLA (ESL/USL)

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BY

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DISSERTATION

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DEDICATION

For my parents and eldest brother who are always a source of confidence, courage, care and love for me

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ABSTRACT

In this study an effort has been made to explore formulaicity in the Urdu language and its pedagogical implication in second language acquisition, both for English as a second language and Urdu as a second language learners. It is believed that formulaic sequences or prefabs make more than fifty percent of a language. These formulaic sequences are of various kinds encompassing idioms, proverbs, collocations and sometimes, simple fillers. For the current study, data will be collected from two widely circulated Urdu newspapers. The data will consist of lexical chunks or formulas, which will be identified on the basis of eleven criteria proposed by Wray and Namba (2003). To maintain the inter-rater reliability, the data will be shared with an Urdu language expert. After the identification, the formulaic sequences will be classified into six classes. Results of the pilot study show that there is formulaicity in Urdu language. It was found

that Urdu is also replete with almost all kinds of formulaic sequences, like many other languages.

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Chapter 1

Introduction

Recent research includes many attempts to explore the complex nature of language and language learning (Ellis, 2002). This tradition extends from viewing language as systematic and rule-governed behavior to theories positing the innateness of language. In the same fashion, linguists are applying L1 language learning theories for second language acquisition (Larsen-Freeman and Long, 1991). Weinert (1995) is of the view that, "The notion that learner language, just like full adult language, is based on a system of generative rules still motivates the majority of SLA studies" (p. 01). Now, linguists and applied linguists are more interested in pattern-based or sequence-based learning instead of grammar-based patterns of language acquisition. Researchers are still struggling to explaining language learning process, identifying new ways of acquiring L1 or L2 in an easy, simple and short way and designing suitable material for achieving this objective. For this purpose, scholars are analyzing language from various perspectives and trying to determine the impact and influence of formulaic sequences on learning language - L1 and L2 (Shmitt, 2008).

This study explores formulaic language in Urdu. It will be the first documentation and analysis of formulaic sequences in Urdu, and it will have extremely important pedagogical implications in contributing to the literature on formulaic language and on linguistic representation and production, more generally. At present, Urdu is spoken by more than 165 million people around the world (Gordon, 2005) and for half of them Urdu is their second language. This research not only identifies the formulaicity in Urdu language and classifies them into different categories but also analyzes the importance

and value of learning formulaic sequences by SLA learners (ESL/USL). Further, the result of the study can be utilized in designing a customized syllabus by using formulaic sequences for L1 and L2 speakers.

Purpose of the Study

Though such kinds of studies have been done in many languages to identify and categorize the formulaic sequences, the current study is the first to identify and categorize the formulaic sequence in Urdu language. The purpose of the study is three-fold: First, to analyze Urdu language, see instances of formulaicity and identify what kind formulaic sequences are found in it. Second, to explore if learning formulaic sequences is helpful in second language acquisition or not. On the basis of identification, analysis and efficacy of the formulaic sequences (through review of various studies), I have proposed how language practitioners can design a successful formulaic sequence-based syllabus for native and nonnative speakers. For the above-mentioned purposes, the following research questions were developed for this study.

Research Questions

In this study, I explore three questions:

- What types of formulaic sequences are in Urdu?
- Are they helpful in SLA?
- How can a formulaic-sequence-based syllabus be designed?

Significance of the Study

As it is mentioned earlier, , there is not a single study which talks about the formulaicity in the Urdu language. Urdu has been explored by various scholars from different perspectives which encompass Arthur Capell's (1977 & 1999) work on primary

text; the work of Kevin Scannell (2015), Jawaid, Bushra; Kamran, Amir; Bojar & Ondřej (2014) on lexical resources; and research of Gumperz and Joseph (1922); Dann and James (1924); Daniels and Peter; Bright and William (1996), and the Max Planck Institute for the Science of Human History (2015) which describes the acquisition and development of language. In the current work, an effort is made to explore what are the formulaic sequences in Urdu language, how they can be categorized and how we can use them in the context of SLA.

Limitation of the Study

Earlier I planned to collect data from spoken discourse instead of written because of the fact that manifestation of formulaic sequences could be seen more easily in spoken language. Secondly, I wanted to investigate the efficacy of formulaic sequences for English speakers who are learning Urdu and Urdu speakers who are learning English. A corpus of target spoken language (like BNC) really helps such studies but there is no such corpus of Urdu language. Developing a corpus from a spoken discourse would have taken more time and finances which are beyond the scope of this study. Investigating the efficacy of formulaic sequence for Urdu and English speakers was not possible in this study because these kinds of studies are experimental in nature which was beyond the scope of the current research.

Organization of the Study

This study is comprised of six chapters including a chapter on an introduction of Urdu language. The Chapter 1 introduces the study and sheds some light on its importance and how people are studying formulaic sequences. It also includes, purpose,

research questions, significance and limitation of the study. Chapter 2 presents a review of previous literature by documenting the study of formulaic sequences by scholars at different times. This chapter has the following sections: What is formulaic language, Processing of formulaic sequences, Acquisition of formulaic language in L1 and L2. This chapter concludes with an overview of previous studies on teaching and learning formulaic sequences in SLA. Since this study is about identification and analysis of formulaic sequences in general and in Urdu language specifically, in Chapter 3 I give an account of Urdu language encompassing where this language is spoken, how many people in the world speak Urdu, what does its script look like, and what kind of sentence structure it has. Methodology and data analysis tools are discussed in Chapter 4. This chapter includes the following sections: Identifying the formulaic sequences, Inter-rater Reliability, Categorizing the data, and Sources of data. This chapter also includes the results of the pilot study. Data analysis and findings are presented in the Chapter 5 which is titled 'Results and Analysis'. This chapter starts with an overview of the purpose of the study and research questions followed by a summary of the overall results and analysis. Individual results of each category are enumerated in the rest of the chapter. Chapter 6, which is the last chapter of the study, provides a comprehensive discussion on the results and analysis of the study. This chapter has the following sections:

- purpose of the study;
- research questions;
- Questions no.1;
- Question no. 2 with a sub-section on:

- why are collocations, idioms, phrasal verbs and function words more frequently used in the Urdu Newspapers?
- guidelines for designing formulaic based syllabus, and review of Wray and Namba's (2003) Model.*;*

  This chapter concludes with a **revised *model*** *of* Wray and Namba's (2003) and the summary of the chapter.

CHAPTER 2

LITERATURE REVIEW

This chapter discusses different perspectives within recent research on formulaic sequences, their processing, and their acquisition. I begin with a discussion of the literature on formulaic sequences. I then proceed to a discussion of the significance of learning and teaching of formulaic sequences in the SLA context and how different scholars define these. I then provide an overview of the literature, which looks at the processing of formulaic sequences by L1 and L2 learners. The last section presents some studies that discuss various strategies and techniques for teaching formulaic sequences to L2 learners.

What is Formulaic Language?

It is necessary to comprehend and grasp the meaning of formulaic language in order to recognize the position and use of these lexical chunks in language learning (Wray, 2000). Scholars have used several terms for labeling formulaic language these are, but not limited to: *formulas, prefabricated language, ready-made language, chunks, wholes or unanalyzed language* and these terms are being used alternatively.

Formulaic sequences can be very diverse, ranging from simple fillers (e.g., *kind of*), functions (e.g., *thank you*), collocations (e.g., *take an exam*), phrasal verbs (e.g., *fall apart*), idioms (e.g., kick the bucket), proverbs (e.g., *waste not, want not*) to lengthy standardized phrases (Boers, Eyckmans, Kappel, Stengers, & Demecheleer, 2006). Diversity of formulaic sequences is also reflected in the literature; Wray and Perkins (2000) identify well over 40 terms for formulaic language, some of which include formulaic sequences, chunks, conventionalized forms, fixed expressions,

formulas/formulae, holophrases, lexical phrases, multiword units, preassembled speech, prefabricated routines and patterns, ready-made utterances, and sentence builders. Because of such range and diversity, it is a major challenge to categorize formulaic language into discrete classes because one could be “in danger of misrepresenting the nature of the native speaker’s knowledge” (Pawley & Syder, 1983, p. 212).

Peters (1983) offers a comprehensive account of defining and explaining these terms. She presents various characteristics of formulaic sequences; namely:

Phonologically coherent (fluent, non-hesitant encoding without break in intonation contour), have greater length and complexity of sequence, non-productive use of rules underlying a sequence, community-wide use of a sequence, idiosyncratic use (I carry you=I want you to carry you), situational dependence and frequency and invariance in form" (p. 183).

On the other hand, Wray (2002) defines the term as:

A sequence, continuous or discontinuous, of words or other elements, which is, or appears to be, prefabricated: that is, stored and retrieved as a whole from memory at the time of use, rather than being subject to generation or analysis by the language grammar. (p. 9)

It implies that the term formulaic sequence covers a wide range of phraseology and cannot be defined in few words.

Altenberg (1998) found that more than 80% of natural language consists of formulaic sequences. This assumption inspired Hoey (2005) who put forward alternative views on theories of language (like lexical priming), which substitute traditional notions of grammar. Instead of seeing lexical choices as constrained by the slots which grammar

make available for them, they regard lexis as systematically structured through repeated patterns of use. Sinclair (1991) is of the view that:

By far the majority of the text is made of the occurrence of common words in common patterns, or in slight variants of those common patterns. Most everyday words do not have an independent meaning, or meanings, but are components of a rich repertoire of multi-word patterns that make up a text. (p. 108)

Taking into account Sinclair's point of view, Hyland (2018), states, "Grammar is the output of repeated collocational groupings. Sentences are typically made up of interlocking bundles as words are mentally ‘primed' for use with other words through our experience of them in frequent associations"(p. 357). From these points of views and statements, it can be concluded that formulaic sequences can help the learner to be more fluent in their speech and comprehension. Frequent use of lexical chunks enables learners to save their time and effort spent on grammatical and/or syntactical planning and instead focus on their proficiency. Wood (2006) states that using formulaic language or expressions:

Reduces the amount of planning, processing, and encoding needed within clauses. It gives the speaker time to pay attention to the multitude of other tasks necessary while speaking, such as generating specific lexical items, planning the next unit of discourse, syntactic processing of novel pieces and so on. (p. 42)

It implies that by incorporating lexical bundles into a speech a learner can speak more fluently because he or she does not need to spend time and bother with grammar and syntactical planning.

2.1 Processing of formulaic sequences

There are many studies that discuss the processing and learning of formulaic sequences by native and non-native speakers. For instance, Pawley and Syder (1983) are of the view that multi-sequence chunks are processed easily and quickly. Formulaic sequences are processed with efficiency because they are stored in long-term memory as single units though they consist of many words. They explored the hypothesized dispensation advantage (means speed of processing formulaic sequences) for formulaic sequences by matching reading times for formulaic sequences versus equivalent non-formulaic phrases for native and non-native speakers. They found that the formulaic sequences were read and processed more quickly than the non-formulaic phrases by both groups of participants. This result supports the assertion that formulaic sequences have a processing advantage over creatively generated language. Oppenheim (2000) is of the same view that native and non-native speakers process recurrent sequences more conveniently and efficiently. In another study, Boulder (1989) found that her Swedish students' speech is usually composed of formulaic sequences and they feel at ease in using lexical bundles in discussions as compared to non-formulaic sequences. Kuiper (2004) gave an interesting account of his investigation of the speech of sports announcers, commentators, and auctioneers. His analysis showed that these speakers, both L1 and L2, rely heavily on using formulaic sequences as they can impart and convey larger chunks of information to the audience without relying heavily on grammatical patterns.

Schmitt and Underwood (2004) conducted an exploratory study to determine the processing of formulaic sequences by "examining recognition times of their (formulaic sequences) component words" (p. 187). There were two main questions of the study:

1. How many of the component words does it take to recognize the sequence?
2. Whether certain words play a greater role in the recognition?

For this experiment, they selected twenty native and twenty non-native speakers of English (including male and female from undergraduate and postgraduate classes) from the university of Nottingham. Only non-native speakers who got a minimum required score on the TOEFL or IELTS were included in the study.

The researchers used a 'Self-Paced Reading' technique to determine the recognition of formulaic sequences. In this technique, the words appear on the computer screen and the participants are asked to press the button to proceed to the next word. The computer measures the time spent between the push of the button. This time difference is considered as time spent on recognition of each formulaic sequence. The 'Self-Paced Reading' technique was based on Aaronson and Scarborough's (1976) technique in which shows the words one-by-one on the computer monitor (as cited in Schmitt and Underwood, 2004, p. 174).

In this study, the participants were called individually to complete the task. They were asked to choose the correct sequence from a 3-option multiple-choice question. At the end, the non-native speakers were asked to describe the meaning of the sequences they choose during the test. All the formulaic sequences and target words (the final component word in the formulaic sequences) were embedded in a contextualized story. The results were analyzed by using ANOVA.

The researchers measured the results on the following points: (i) recognition times of the native versus non-native speakers for words in the formulaic sequences, (ii) recognition times for terminal words versus control words, (iii) recognition times of non-natives who knew the formulaic sequences versus those who did not, (iv) effect of length of the formulaic sequences and (v) effect of word position in the formulaic sequence. Results of the study show that native speakers process formulaic sequences more quickly than non-native speakers, which was expected. But it was not expected that recognition of the target component words did not affect the processing of formulaic sequences by native and non-native speakers.

The study by Schmitt and Underwood (2004) is very useful for determining the processing of formulaic sequences at receptive level by native and non-native speakers but it does not produce expected results for examining the processing of component words at the initial and final position of the formulaic sequences. This study does not provide any information about the selection of the candidate formulaic sequences. Thirdly, it does not consider cultural context of the non-native speakers. For example, in some culture it is inappropriate to reaffirm something from the same speakers, as it was done in this study when the participants were asked to orally prove that they understood the meaning of the formulaic sequences, which they have selected in the test though the native speakers were not asked to appear in the same interview. Overall, the researcher used a good technique (methodology) for assessing the processing of formulaic sequences by native and non-native speakers.

There is another study conducted by Jiang and Nekrasova (2007) to investigate the processing of formulaic sequences by native and non-native speakers of English. Their

study examined the representation and processing of formulaic sequences in an online grammaticality judgment experiment. The study focused on testing the claim that formulaic sequences are holistically represented and processed, which is also known as the *holistic hypothesis*. The *holistic hypothesis* predicts faster reaction time for formulaic sequences than for non-formulaic sequences both for native and non-native speakers. The researchers examined their hypothesis by comparing the participants' reaction times to the two types of test materials in a phrase judgment task.

Data was collected from 40 participants including 20 native speakers (NS) and 20 non-native speakers (NNS) of English. The NNSs had different language backgrounds. They were highly proficient speakers of English as an L2 and were all enrolled in a graduate and undergraduate program. There were 25 females and 15 males. The test materials consisted of 26 formulaic sequences, 26 non-formulaic sequences, and 26 ungrammatical sequences. The 26 formulas were from several corpus-based studies (e.g., Biber & Conrad, 1999; Cortes, 2004; & Lenk, 1999). A set of grammatical non-formulaic sequences was then constructed by replacing one word in a formula with another word of similar length (in terms of a number of letters) and frequency. For example, for the formula *to 'tell the truth'*, the last word was replaced by another word to form a non-formulaic sequence, *to 'tell the price'*. Finally, they came up with a set of 26 ungrammatical word sequences which consists of:

- Example of Formulaic Sequences*:* as soon as, in any case, to begin with, going back to, the point is, one of the most.
- Example of Non-Formulaic Sequences: as mean as, in your case, to dance with, turn back to, the work is, one of the new.

- Example of Ungrammatical Sequences: corner yellow that, party than great, people in go, than less far, why you again, must so study.

The participants were selected randomly. Each participant was required to respond (YES/NO) to one of the three test lists. Items appeared one by one, in a random order on the computer screen. The task lasted for 5 to 7 minutes. At the end of the task, three reaction times and three-error rate means were calculated for each participant one for each of three conditions: formulaic, non-formulaic and ungrammatical.

On the basis of the results, the researchers concluded that low error rates among both NSs and NNSs suggested that the materials included in the experiment were appropriate in terms of their grammaticality status, which proved that the grammaticality judgment task can be successfully applied to phrases. Secondly, the data were consistent with those of several previous studies that examined the processing of idioms involving similar tasks. For example, in comparing processing time for idioms and non-idiomatic phrases in a similar phrase judgment task, a number of researchers reported that participants responded to idioms more rapidly than to control phrases. Considered in this context, the results of the experiment suggest that formulaic sequences, like idioms, are stored and processed holistically as single units by both NSs and NNSs. Thirdly; the lower error rates for the formula (formulaic sequences) items were also consistent with the holistic hypothesis. In a timed task, the additional process of syntactic analysis in judging a non-formulaic phrase entails more chance of making errors. A grammatical phrase may be considered ungrammatical when the syntactic analysis is performed under time pressure. Such errors are less likely to occur in the case of formulas, which do not

require syntactic analysis. A higher error rate can be expected for non-formulaic phrases than for formulas.

In the *grammaticality judgment* task, the researchers were interested in knowing whether a syntactic analysis is performed in a phrase-judgment task or not? For this purpose, the participants are supposed to analyze the syntactic well-formed-ness of the word sequences they read before deciding whether the phrase is grammatical or not. That is what happens when non-formulaic sequences, such as ***on the chair***, are the stimuli (case of formulaic expressions, e.g. ***'on the contrary')***. The expression is lexicalized and represented as single units in the mental lexicon. Recognition of the component words would lead to the localization or activation of the lexicalized formula. The localization of an entry in the lexicon tells the language processor that this is a grammatical phrase, which, in turn, leads to a positive response. There is not any syntactic analysis occurring in the process. Thus, formulas can be responded to faster and with fewer errors than non-formulaic phrases (Jiang, 2007).

The study proposed that formulaic sequences might be introduced to students as unanalyzed phrases having a single translation equivalent in the learner's L1. In this scenario, such formulas are likely to be represented as unanalyzed units in the learners' L2 lexicon from the very beginning. Secondly, formulas may go through an analyzed stage first when they are treated and function like regular phrases. They become holistically represented at a later stage as a result of an instance-based frequency-driven chunking process. It is conceivable that both developmental patterns may occur in the same learner.

Acquisition of Formulaic Language in L1 And L2

Research in English and many other languages as L1 and L2 explore the role, efficacy, and impact of using formulaic sequences for improving reading, writing and speaking skills. For instance, there are a number of studies that discuss the phraseology, categorization system and lexicography of Russian as mentioned by Cowie (1998). These studies explain the existence of formulaicity in the language. There are many languages in which scholars found instances of formulaic sequences. For instance, Cardey and Greenfield (2002) studied the formulaic sequences in the French language; Butler (1997) studied the existence of formulaicity in the Spanish language while Togmini (2002) studied Italian. But there is still no study on Urdu. Schmitt (2008) is of the view that:

Not only do formulaic sequences exist in many languages, but also their multilingual participants were largely able to transfer the meaning of formulaic items across L1, L2, L3, and L4. Although it is much too early to confidently declare formulaic sequences as a universal trait of all languages, the widespread existence of formulaicity in the above languages strongly suggests that such an assumption is not unreasonable and is probably worth allowing until proven otherwise. (p. 79)

Recently, much importance has been given to ready-made chunks for learning L1 or L2 though these were underestimated earlier (Nattinger & DeCarrico, 1992). The study of formulaic patterns has a long and eminent history in applied linguistics, which dates back to Jespersen (1924) and to Firth (1951), who propagated the term ‘collocation ’along with the illustrious motto that ‘you shall judge a word by the company it keeps.’ More recently, Nattinger and DeCarrico (1992) accentuated the importance of frequent multi-word combinations as a method of support for communication by making a

language more expectable to the hearer. Both of them believe in the usage-based theory that encompasses teaching language by exploiting its formulaic aspects. These formulaic sequences or chunks play a significant role in learning the second language. In the case of degree and scope, the formulaic sequences make a major part of almost all types of discourses. Foster (2001) believes that one-third to one-half of language consists of these sequences. And these ready-made chunks are used in numerous ways. For Schmitt (2008), these formulaic sequences are being used to introduce and explain many concepts in our talk:

They can be used to express a concept (put someone out to pasture / retire someone because they are getting old), state a commonly believed truth or advice (a stitch in time saves nine / it is best not to put off necessary repairs), provide phatic expressions which facilitate social interaction (nice weather today is a non-intrusive way to open a conversation), signpost discourse organization (on the other hand signals an alternative viewpoint), and provide technical phraseology which can transact information in a precise and efficient manner. (p. 2)

This frequent use of these chunks of language and their significance has encouraged many linguists, applied linguists, and sociolinguists to explore this area for learning L1 and more recently for L2.

While discussing the usage of formulaic language by L1 learners, Carter (2004) is of the view that, "There is a consensus that some L1 acquirers do learn and use formulaic sequences before they have mastered the sequences' internal makeup" (p. 9). Unlike Carter, Nelson (1973) gives another perspective on L1 learner's preferences for learning these lexical bundles. He investigated that children who had referential preferences

usually learned more single words, particularly nouns. Conversely, children who had more expressive tendencies were more likely to learn whole expressions that were not segmented. It can be inferred that L1 users are more inclined towards learning formulaic sequences in the first place. This study does not encompass the processing of formulaic sequences by L2 learners, but it sheds light on learning these sequences early and more easily by native speakers. But it can be hypothesized that if the use of formulaic language assists L1 learners in acquiring the language, then it can help L2 learners too.

In an empirical study Schmitt, Zoltán, Adolphs, and Durow (2004) investigated the acquisition of a set of target formulaic sequences under *semi-controlled* conditions. Dörnyei, Skehan (2003), Sawyer and Ranta (2001) believe that there are many factors, which affect the language-learning process. Zoltán, Adolphs and Durow (2004) assume that if these are the factors, which affect language learning then there might be some factors which influence the acquisition of formulaic sequences too. In their research, they measured the influence of these factors on learning formulaic sequences.

For this purpose, the target formulaic sequences were selected on the basis of three principles:

1. Relevant frequency of the formulaic sequence with comparison to language use.
2. The formulaic sequence could be embedded into English for academic purposes (EAP) courses.
3. Usefulness of the selected formulaic sequences for the SLA students.

By following these guidelines, 97 formulaic sequences were chosen from Biber et al.'s (1999) list of *lexical bundles* and 59 formulaic sequences from Nattinger and DeCarrico's (1992) list of *functional lexical phrases.* Some of the words were selected

from Hyland's (2000) list of words (words used to express doubt or certainty). In order to know the frequency of their occurrence, the list of selected formulaic sequences was compared with British National Corpus (BNC), CANCODE, and MICASE. Only those formulaic sequences, which were more frequent in all those corpora, made the final list. The second list of 74 formulaic sequences was compiled from the EAP material. Both the lists were compared and the third list of 45 formulaic sequences was compiled. This list was discussed with the EAP instructors and a final list of 20 formulaic sequences was compiled which followed the three guiding principles.

The aim of their study was to measure acquisition of formulaic sequences through productive and receptive skills and aptitude and motivation of the learners. A *cloze* test based on contextualized stories was designed to measure the productive skills. For example:

Learning English as a second language is a difficult challenge, but we do know several ways to make learning more efficient.

Fi------- of a ------, almost every research study shows that you need to use English as much as possible.

(Answer: First of all). (Dörnyei, Durow, & Zahran, 2004, p.58)

For measuring receptive skills, the same contextualized version of the story was used but this time the students were asked to choose a correct option from multiple choices. For example:

International debt

Speaker A: I ‘ve been watching the news report and they say that (11)-------the international debts of poorer countries might be canceled.

11. a. there's a good chance that

b. it seems to be happening that

c. the evidence is increasing

d. people are thinking that

e. I DON'T KNOW (Answer: a).

(Dörnyei, Durow, & Zahran, 2004, p. 59)

For measuring the motivational profile of the learners, a 14-item aptitude test was used.

For this study 94, students were selected who got minimum TOEFL (213) or IELTS (6.0) required for the entrance into the EAP professional program. There were 67 female and 27 male who were 22-26 years old. Out of 94 participants, 63 spoke Chinese as L1. The SLA learners were enrolled in two or three months EAP (English for Academic Purposes) course. Participant's acquisition of formulaic sequences was measured through pre and posttests.

Dörnyei, Durow, and Zahran (2004) developed a comprehensive methodology for collecting data. By applying this methodology, the researchers got satisfactory results about the participants' productive and receptive skills, but they were unable to collect data on participants' attitude/motivational levels. They could not find any relationship between learning of formulaic sequences and students' individual differences. There are few things that they should have considered for getting better results about all the influencing factors. For example, from the total number of students (94), 63 students spoke Chinese language as their L1. Secondly, 67 participants were female. All the

students were not enrolled in the same program. Some students joined two months and others three months EAP professional course. Due to these factors, the researchers were unable to get satisfactory results as they saw a slight increase in vocabulary size of the students, but student's knowledge of formulaic sequences was increased to a great extent (out of 70, 34 get full marks).

In another study, Dörnyei, Durow, and Zahran (2004) investigated the effect of individual differences on the acquisition of formulaic sequence. The main question of their study was, "what learner characteristics and learning conditions/processes facilitate the successful mastery of formulaic sequences, thereby empowering learners to beat the odds?" (p. 91).

For this purpose, the researchers selected seven participants from a pool of 24 international (only Chinese and Japanese) who achieved '*extreme gain scores'* on the two kinds of formulaic sequence tests (pre and post-test). Participants were divided into two groups: good and slow formulaic learners. '*Good'* participants scored 10 or above on the tests while the '*slow'* obtained 1 or below.

Participants were enrolled in a two and a three months EAP (English for Academic Purposes) intensive course. After the pre-and-posttests, the participants were interviewed. It was a longitudinal study so the students who were enrolled in a two months course were interviewed at the beginning and at the end while those participants who were enrolled in a three months course were interviewed three times (beginning, middle and end). The purpose of these interviews was to observe and describe the reasons (students' motivation, attitudes and beliefs), which caused them to score high and low in

the test. On the basis of the pilot study the final list of interview questions included such issues as:

Students' reaction to the host country; their attitudes and beliefs about learning a language; their language learning motivation and any possible changes in it; their perceived progress and any factors they thought might have facilitated or hindered it; and finally their social well-being.

(Dörnyei, Durow, and Zahran, 2004, p. 94)

The interviewer developed a good rapport with the interviewee. They often participated in social gathering and activities together. The interviewees were dealt as participants, not subjects. After establishing the rapport, the participants were asked to appear in the interview.

On the basis of the quantitative (tests scores) and qualitative (interview) data, the researchers concluded that there are three factors, which play a significant role acquiring formulaic sequences of L2. These include language aptitude, motivation, and sociocultural adaptation. This study presents a different perspective on the acquisition of formulaic sequence by non-native speakers. The Research results are more reliable because they were analyzed not only quantitatively (pre and posttest) but also qualitatively (interviews). The results of the study could have been more generalizable if the participants were selected from the same course. In this study participants were chosen from a two-month and a three-month course. Participants from a two month course appeared in two interviews while participants of a three month course interviewed three times.

Researchers have paid much attention to identifying whether L2 learners acquire formulaic sequences in the same way as L1 learners or not. There are many studies that deal with processing of formulaic sequences by native and non-native speakers. Scholars used various techniques and methodologies for investigating language learning by L1 and L2 learners from this perspective. For instance, Underwood (2004) studied the use of formulaic language by native and non-native speakers by applying eye-tracking methodology. He offered a reading task to the learners that consisted of formulaic and non-formulaic sequences. He found that native speakers spent less time on identifying idioms and they ignored the following words after they recognized these lexical bundles. In the same way, non-native speakers also recognized the lexical bundles immediately as compared to non-formulaic language but spent more time in recognizing these lexical bundles as compared to native speakers. This study suggests that L2 learners, like native speakers access formulaic sequences faster as compared to non-formulaic sequences.

Conklin and Schmitt (2008) examined the processing of formulaic language by native and non-native speakers (L2) by comparing reading times for formulaic bundles versus matched non-formulaic chunks. In this study, they found that ready-made chunks of language were processed more readily with less time as compared to non-formulaic sequences or phrases. Their findings support the hypothesis that processing of formulaic sequences has advantages over non-formulaic phrases or creatively generated language. From their findings, they concluded that non-native speakers, like native speakers, enjoy the same advantage in using and of course processing the formulaic sequences.

In a similar experiment, Jiang and Nekrasova (2007) investigated the processing of formulaic sequences by second language learners. They conducted two online

grammaticality judgment experiments. They exposed English as second language speakers (ESL) and native speakers to formulaic and non-formulaic sequences or phrases matched for word length and frequency. The results found that both non-native and native speakers responded to formulaic sequences faster and with fewer mistakes as compared to the non-formulaic phrases. They concluded that formulaic sequences are stored as a holistic unit and produced in the same way by both the native and non-native speakers.

As we know that learning a language is actually composed of two macro skill acquisitions: mastery of both receptive skills and productive skills. The above-mentioned studies discuss the impact of formulaic sequences on learning L1 and L2 from the perspective of comprehension or receptive skills. These studies suggest that language learners whether L1 or L2, recognize formulaic sequences with ease and in short time when the text is replete with formulaic sequences. In the following passages, I have mentioned a few studies, which examine and analyze the influence of formulaic sequence on oral proficiency or productive skills. In other words, these studies focus on, either more exposure or inclusion of formulaic sequence increases the oral proficiency of L2 learners or not.

The above studies discuss the use and processing of formulaic sequences by native and non-native speakers. These studies show how second language learners use the knowledge of formulaic sequences for improving their reading and oral proficiency. In the following, I mention studies which deal with teaching perspectives. These studies elaborate how teaching language, by incorporating formulaic sequences, can help and assist second language learners in learning the target or L2 language.

Many scholars have also researched and analyzed the effect and influence of using formulaic sequences on the oral proficiency of non-native speakers. Boers (2008) investigated the efficacy of formulaic sequences and their impact on oral proficiency. In a small experiment, he investigated whether the use of formulaic sequences helped learners improve their oral proficiency of L2 or not. He divided the learners into two groups: control and experimental. The experimental group was provided extensive listening and reading opportunities. The instructor's speech was full of formulaic sequences. At the end, both the experimental and control group were interviewed. The results showed that providing non-native speakers more exposure to formulaic sequences could increase their oral proficiency.

Pawley and Syder (1983) discuss the necessity of mastery of a body of lexicalized sentence stems in order to achieve fluency. They are of the view that:

A lexicalized sentence stem is a unit of clause length or longer whose grammatical form and lexical content is wholly or largely fixed; its fixed elements form a standard label for a culturally recognized concept, a term in the language. (p. 191)

For Wood (2006) this sentence stem or:

A string is needed for expression which links to the concept to be expressed. These prefabricated pieces are often strung together in a way appropriate to the communicative situation, allowing the speaker's energy or attention linked with single lexical units in the speech run to be freed up to plan larger stretches of speech. (p. 41)

We know that using lexical bundles or formulaic language can articulate several of the most acquainted notions and speech acts. It can improve the oral proficiency of a learner if he or she can access these lexical chunks from memory and able to use these bundles

according to a target situation. Wood (2006) is of the view that, "A considerable amount of evidence exists that formulaic sequences, multi-word phenomena such as collocations, idioms, phrasal verbs and so on, play a significant role in the production of fluent speech" (p. 9). In his longitudinal study, he examined the effect of the intensive use of formulaic sequence in focused instruction on Japanese learners of English as a foreign language. After six weeks of focused instruction, he observed that there was a robust increase in fluency of the learners. He concluded that there is a strong relationship between formulaic sequences-based instruction and fluency of second language learners.

Discussing the question of learning formulaic sequences by L1 and L2 learners, Schmitt (2004) explains that:

For L1 learners, it has been proposed that unanalyzed sequences provide the raw material for language development as they are segmented into smaller components and grammar. If so, it is possible that they serve the same purpose for L2 learners. (p. 12)

It means that learning these formulaic sequences by non-native speakers will help them acquire language easily as these sequences serve the native speakers. For Schmitt, sequenced-based learning appears to play a significant role in language but still it cannot be said how much part it can play as compared to grammar-based learning.

Wray (2002) gave an account of sequence-based and grammar-based acquisition of L1. She presented how a balance between sequence-based and grammar-based learning developed, and how it varies at various stages of L1 development of children. At first stage (from birth to 20 months) children talk and communicate with memorized words, which they learn through imitation. This memorized vocabulary usually consists of single words and sequences. At the age of 8 (2nd phase of development) child's storage

of holistically processed language starts increasing though the amount of analytic language is greater than sequences. But it is interesting to note that a number of formulaic language increases and becomes more prominent as compared to the analytic grammar at the age of 18 (3rd stage). During 4th stage (18 and above), the child acquires a balance of formulaic and analytic language, which is similar to adult patterns. From this account of Wray (2002), it can be said that sequence-based learning plays an important role in acquiring L1. But her study does not give any clue or indication about the influence of sequence-based learning on L2 learning.

There is no empirical study which discusses the conundrum of whether formulaic language or sequence-based learning facilitates L2 learners more as compared to the grammar-based acquisition. Schmitt (2004), while discussing L2 learning, states that: Typically, there is an early use of formulaic sequences, often after a silent period. As learners' proficiency improves, there is the reasonable expectation of language, which is more accurate and appropriate. In natives, this is achieved through the use of formulaic sequences. Unfortunately, the formulaic language of L2 learners tends to lag behind other linguistics aspects. (p. 13)

According to Irujo (1986), these aspects may include omission of idioms from speech addressed to L2 learners, L2 learners' deliberate avoidance from using idiomatic language and sometimes learners feel confident and safe in using grammatical patterns or analytic language as compared to sequence-based because of their less exposure to the formulaic language. From these assertions, it can be inferred that if L2 learners are given a maximum exposure to the formulaic language they can commence relying less on the above strategies in which they depend more on grammar-based learning.

Teaching and Learning Formulaic Sequences in SLA

It has been acknowledged by many scholars that formulaic sequences play an important role in improving fluency in L1 and L2. In this way, SLA (ESL/EFL) learners should learn formulaic sequences in order to be more proficient in their target language. It has also been observed that learning formulaic sequences is somewhat a difficult task for second language learning (Scarcella, 1979 and Yorio, 1989). Researchers like Sarvenaz (2015), Philip and Julie (2011) are creating techniques for teaching formulaic sequences to SLA students.

In one of her studies Hatami (2015) investigated the previous approaches for learning and teaching of formulaic sequences to SAL students and developed a series of steps and techniques for teaching formulas to L2 students to improve the productive and receptive skills. In this study she discussed three psychological conditions, *noticing, retrieving and generating* for teaching formulaic sequences to ESL learners. These three conditions are used for teaching the single word. Nation (2001) is of the view that formulaic sequences can be learned in the same way as we learn isolated words (as cited in Hatami, 2015)

Hatami (2015) suggests two important steps to follow before commencing teaching formulaic sequences to the learners, "(i) raising the awareness of the learners and (ii) selecting appropriate formulaic sequences to teach" (p. 199). She suggests that it is the responsibility of teachers to select and explain various kinds of formulaic sequences to the learners before actually starting to teach them. During teaching the first and the most important step is to encourage students to notice the occurrence of the formulaic sequences. This can be achieved by asking learners to read the text again.

Students can record this reading activity and listen to each other's monolog. At the second stage, the teacher should motivate the learners to *retrieve* the already learned and discussed formulaic sequences. Retrieval of the sequences will help learners to memorize these sequences. Retrieval can be done by asking learners to take a *cloze* test or by writing an essay by using some specific formulaic sequences. Both the third and the last stage starts with generating the text by using formulaic sequences. It can be accomplished by giving some situations to the learners on which they can use the formulaic sequences by creating a new situation. They can also create new text around the given sequences.

Hatami's (2015) study is one of a different kind, which focuses on the applied side of using formulaic sequences. Most of the studies within the field of formulaic sequences concern with the processing of formulaic sequences by L1 and L2 learners. She listed few strategies for the teachers to successfully teach formulaic sequences to the target learners.

Elke and Paul (2015) conducted an important study on teaching academic formulaic sequences by EFL and ESL learners. Their study reports on a classroom-based study that "explored the effect of explicit, vocabulary-focused instruction on English as a Foreign Language (EFL) students' recognition, cued output and spontaneous use of academic formulaic sequences (FS)" (Peters & Pauwels, 2015, p. 28). The study also examines and analyzes the type of activity most suitable and useful for teaching academic formulaic sequences. The study focused on two questions:

- Does vocabulary-focused instruction have an effect on (a) the number of FS (formulaic sequences) recognized, (b) the number of FS recalled, and (c) the number of FS used spontaneously?

- Does the type of form-focused instruction have an effect on the number of FS?

  Data was collected from 29 EFL students whose L1 was Dutch. All the students were enrolled in a second year Business English class. Students were selected on the basis of their score (B1 to B2 proficiency level) on Common European Framework of Reference. Data was collected from only those students who participated in the pretest and posttests and two of three learning sessions.

  Material for this research consisted of twenty-four formulaic sequences, which were chosen from the Academic Phrase-bank from the University of Manchester. This Phrase-bank contains a collection of those formulaic sequences, which are used for academic writing. The target items were selected on three criteria: recognition items (e.g. a central issue), cued output items (e.g. little research into) and recognition and cued output items (e.g. a considerable amount of literature).

  The first set of treatments, which included three activities were tested with the students in a three-week learning session. In the first treatment, students were asked to recognize the formulaic sequences in the academic piece of writing. In the second treatment or activity, students were required to recognize some specific formulaic sequences, which have purely academic sense. In the third activity, students were given some sentences (which contained academic formulaic sequences) to use in their paper. The second treatment consisted of a cued output activity. In this activity, students were required to fill in the gap. At the end of these activities, students have tested on three tests: a recognition test, a cued output test, and a writing test.

  The students showed satisfactory results on all the tests. For example, in recognition tests the paired t-test was $t = 8.40; df = 26; p < .0001$. The cued output test

was t = 10.07; df = 28; p < .0001, and in the writing test students did not use many formulaic sequences but the result was satisfactory. For example, in the case of FS tokens p < .0001.

This study concluded that e*xplicit, vocabulary-focused instruction* on academic formulaic sequences has the potential to enhance students' knowledge, cued output, and spontaneous use of FS and can be incorporated in any course on academic English or academic writing. The combination of (decontextualized) awareness-raising and recognition activities, cued output activities and repetition proved to be fruitful in having students engage repeatedly and thoroughly with the target items.

All the above studies present and discussed the formulaic sequences from different perspectives. But all of these studies involve processing and application of formulaic sequences to an SLA context. Most of the studies investigate the processing of formulaic sequences by L1 and L2 learners. There are a few studies, which deal with application of strategies and techniques for learning these formulaic sequences to improve oral fluency, in addition, little work has been done on enhancing writing skills. There is a need for empirical studies for improving writing skills by learning formulaic sequences.

The pattern-based model of acquisition addresses the issue of whether a learner who has greater knowledge of formulaic sequences relies less on grammar or not. According to this model, language learning is a human faculty which is based on the premise that learners have the capability of extracting patterns from input in spite of learning principles of grammar or relying on innate parameters (Ellis, 2002). The pattern-based model suggests that learners learn those sequences of letters which are acceptable in a language and which they usually observe and see (*sp* can be word-initial but *hg*

cannot) in the language. In the same way, the pattern-based model is applicable on larger linguistic units. For instance, the sequence of morphemes combines to form words, like *un-question-able.* The same is the case with collocations in which learner acquires intuition for combining words which collocate together (*blond hair* for women and not for men). This illustration of the pattern-based model can be applied to formulaic sequences, which are based on patterns instead of grammatical rules. Now, it can be inferred that longer stretches/sequences or lexical bundles are pattern-based rather than rule or grammar-based. Learners do not need to rely on learning grammatical rules for learning these formulaic sequences. Consequently, it can be proposed that learners who have more knowledge of formulaic sequences rely less on grammatical rules or patterns. Their knowledge of formulaic language helps them avoid using grammatical principles, which, in the long run, improves their comprehension and oral proficiency because they can save their time and effort for planning utterances according to syntactical and grammatical rules.

From the above discussion, it can be concluded that learning formulaic sequences play a significant role in learning a language with the emergence of sequence-based and pattern-based approaches of language acquisition. By reviewing the above studies, it can be said that L1 and L2 learners show faster processing (i.e., comprehension or reading) of formulaic sequences than equivalent non-formulaic sequences. Secondly, learners show greater fluency after greater exposure to formulaic sequences. Finally, using formulaic sequences is a strategy L2 learners use to avoid relying on grammar. In other words, learners who gain mastery of formulaic sequence rely less on grammar and they are more fluent in their speech.

CHAPTER 3

URDU LANGUAGE

Urdu is the official language of Pakistan and one of the states of India. It is also spoken in many other countries of the world including, Bangladesh, Britain, USA, Canada, and many Middle Eastern countries. According to Gordon (2005), Urdu is the language of 100 million people and is spoken in more than twenty countries of the world. According to the Urdu Ethnologue (2016), there are more than 165 million people in the world who speak the Urdu language: as L1: 68,619,830; as L2: 94,022,900).

Urdu Ethnologue classifies it as Indo-European, Indo-Iranian, Indo-Aryan, Western-Hindi and Hindustani. "Urdu and Hindi share an Indo-Aryan base, but Urdu is associated with the Nastaliq script style of Persian calligraphy and reads right-to-left, whereas Hindi resembles Sanskrit and reads left-to-right" (The History of Urdu Language, 2016). Urddu language started developing since 711 A.D with the conquest of the subcontinent by the Muslims. Persians and Turks attacked the subcontinent many times from 11th to 16th century. Urdu expanded to the other parts of the subcontinent with the extension of the Mughal Empire. With the extension of the empire, Urdu was also influenced by the other languages like; Punjabi and Haryanvi (The History of the Urdu Language, 2016). The earliest verse dates to the 15th century and the golden period of Urdu poetry was the 18th–19th centuries. Urdu religious prose goes back several centuries, while secular writing flourished from the 19th century onward. After the creation of Pakistan in 1947, Urdu was chosen to be the national language of the new country. (Urdu Language, 2016).At present, Urdu is the official national language of

Pakistan whereas English is the second language. Urdu is the medium of instruction of all the educational institutes at all levels in Pakistan.

3.1 Grammar

Sentence Structure: Subject + Object + Verb (SOV)

Adposition: Postposition

Head: Noun Head Final

Gender: Masculine and Feminine

Articles: No articles

Case: Direct and oblique cases

Consonants: 30

Vowels: 20

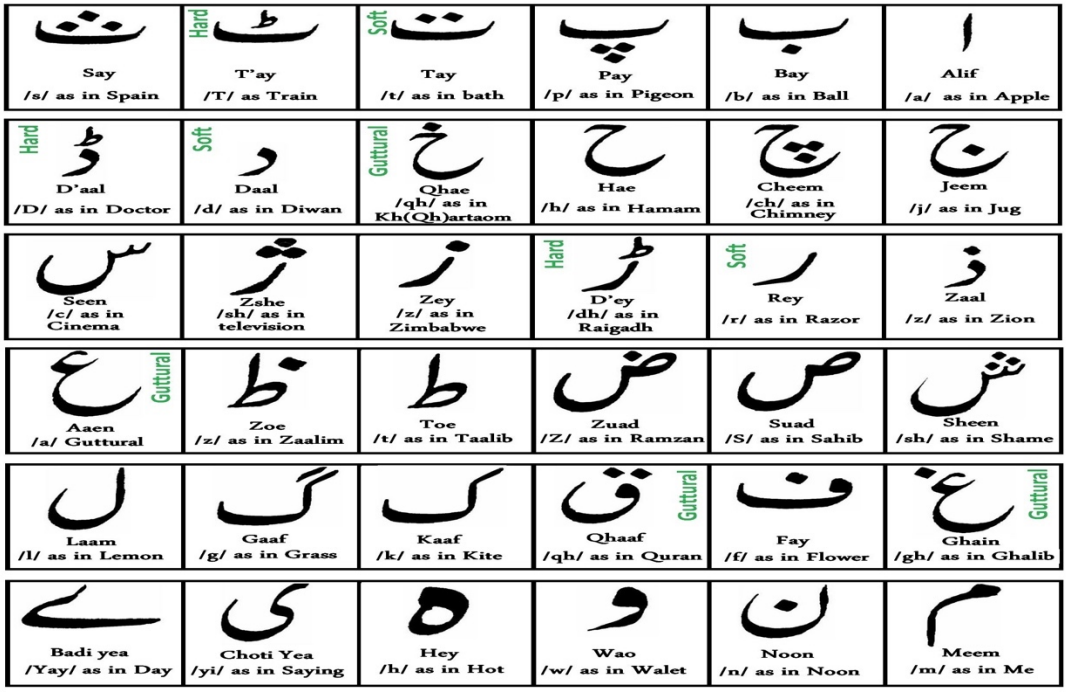
Diphthong: 2

Intonation patterns: Non-tonal, stress on penultimate syllable

Urdu-Hindi Relationship

Standard Urdu and Hindi are mutually understandable though they have different script or writing system. After learning one language, either Urdu or Hindi, one will be able to communicate with more than 680 million people around the globe. Both the standard languages share the same linguistic features at all levels: phonetics and phonology, morphology, syntax, pragmatics, and semantics. Urdu is written in Perso-Arabic script while Hindi follows Devanagari. Because of their (Hindi and Urdu) resemblance, my research will be useful for both Hindi and Urdu language learners and language teaching practitioners.

Urdu Alphabetic Chart



Hindi Alphabetic Chart

Summary of the Chapter

Urdu/Hindi is one of the most spoken languages of the world as it is mentioned in this chapter. So, identification and analysis of formulaic sequences will help us understand both the languages deeply and will guide future researchers to explore this field for designing and developing syllabus based on formulaic sequences.

CHAPTER 4

METHODOLOGY

In this section, I describe the procedure for identifying formulaic sequences and then discuss the categorization scheme for the data collection. The sources of the data are discussed at the end of the section. A number of studies were reviewed for the purpose of selecting an appropriate methodology which could help find answers to the proposed research questions. Frequency count from a corpus and developing a corpus are two important methods for identification and selection of formulaic sequences. Because there is no corpus of Urdu language, selection of the formulaic sequences would have to be done by the researcher. One of the best methods for selecting and then organizing the formulaic sequences into a list is to choose them by individual judgment or intuition as discussed later in this chapter.

Identifying Formulaic Sequences

For the current study, I used Wray and Namba's (2003) eleven criteria / characteristics for identifying formulaic sequences. Wray (2002) puts forward four major categories; form, meaning, function, and provenance for categorizing formulaic sequences. According to Namba (2010), "the four characteristics are not mutually exclusive, but overlap" (p. 132). Wray and Namba's eleven criteria for the identification of formulaic sequences also cover the four categories of Wray's criteria. Wray and Namba's criterion are judgmental or based on intuition. Judgment or intuition is the weakest criterion in any empirical study (Chomsky, 1965):

Any interesting generative grammar will be dealing, for the most part, with mental processes that are far beyond the level of actual or even potential consciousness;

furthermore, it is quite apparent that a speaker's reports and view- points about his behavior and his competence may be in error. Thus, a generative grammar attempts to specify what the speaker actually knows, not what he may report about his knowledge. (p. 8)

Wray (2002) criticizes Chomsky's stance while supporting intuition or judgment as a method for data collection and analysis:

Despite this clear assertion, Chomsky's theories have consistently made intuitive pronouncements about what is and is not grammatical, often to the consternation of those who disagree about particular classes of example, or who do not believe that one person's grammaticality judgment has anything to say about another person's grammar. (p. 21)

Grace (1995) expressed the same views, as of Wray, against Chomsky's assertion of not relying on intuition / judgment. Grace (1995) argues that the idea of a single grammatical system cannot work for everyone as "grammatical knowledge [is] more like a collection of know-hows to deal with various contingencies" (p. 8). On the basis of these claims, Wray (2002) consider *intuition* as a *legitimate* source of data collection.

Corpus linguistics provides another useful way to studying formulaic sequences. Usually, researchers develop a corpus of lexical chunks for studying the frequency of their occurrence. For example, DeCock, Granger, Leech & McEnery (1998) developed a corpus to study lexical chunks (two-word, three-word, four-word and five-word) on the basis of frequency count. Corpus is a powerful tool for linguistic analysis by using frequency count. But there are a few issues which corpus cannot address. For example, the corpus cannot study the pragmatic or context of lexical chunks. Wray (2002) argues,

"Corpora are probably unable to capture the true distribution of certain kinds of formulaic sequences" (p. 27). He further says that corpus cannot identify the boundary of any utterance. In the words of Altenberg (1990) "even a simple word string like *thank you* creates difficulties, since, besides occurring entirely alone, it is also found in longer strings such as *thank you very much*, *thank you very much indeed* and *thank you bye* (p. 136). On the basis of these studies, it can be concluded that frequency count is not an accurate method of measuring formulaicity in any language. Even the Bank of English (the largest corpus at the University of Birmingham), which consists of almost 300 million words is unable to present a single instance of many phrases that can be reflected as a regular / usual part of any L1 speaker's repertoire (Foster, 2001). Along the same lines, Stubbs (2000) states that even if words are individually quite frequent, collocations of these words may drop to zero in corpora as large as 100-million words.

In this study, data was collected on the basis of researcher's judgment or intuition. As Wray reminds us:

Frequency counts will not be able to differentiate between the occurrences of a configuration when it is formulaic and the same configuration as a novel juxtaposition of smaller units. For instance, *keep your hair on* is not formulaic when it means 'don't remove your wig', but it is formulaic in its meaning 'calm down'. Spotting the word string is the least of the problems here. Contextual and pragmatic cues would be used to disambiguate a sentence like this, and frequency counts are not sensitive to such cues. (Wray, 2002, p. 31)

Inter-Rater Reliability

The selected formulaic sequences were shared with a native speaker of Urdu (Urdu language expert in this case) to have a second opinion and to maintain inter-rater reliability. In the second round, the selected formulaic sequences were analyzed and assessed on the basis of Wray and Namba's (2003) eleven criteria. Only those lexical bundles were selected which qualified or exhibit minimum two characteristics of this model (The Eleven Criteria). Wray and Namba (2003) endorse using the minimum two characteristics for qualification of a sequence to be considered as a formulaic. Namba (2010) is of the view that, "out of the 11 criteria, criterion B 'semantic opacity' and D 'pragmatic function' seem to be strong ones. Even when other criteria are not on either of these two alone can be evidence for formulaicity" (p. 138).

Categorizing the Data

After the identification, the lexical bundles were classified into six categories, which are given by Boers, Eyckmans, Kappel, Stengers and Demecheleer (2006). These categories are:

1. Simple fillers (e.g., kind of).
2. Functions (e.g., thank you).
3. Collocations (e.g., take an exam).
4. Phrasal verbs (e.g., fall apart).
5. Idioms (e.g., kick the bucket).
6. Proverbs (e.g., waste not, want not).

The lexical bundles were selected intuitively. So, in the current study all the formulaic sequences were collected by the researcher according to his discretion or

intuition. Though intuition is the weakest and least objective method of research, all the other resources do not offer a reliable source for studying lexical bundles. Wray (2002) discussed and evaluated many resources and methods for selecting and analyzing formulaic sequences including phonological analysis, corpus, and intuition. Namba (2010) is of the view that "The difficulty lies in the inability to distinguish them from novel strings because they can be grammatically regular and semantically transparent" (p. 64). Namba (2010) endorses the use of the above-mentioned criteria for the identification of formulaic sequences. He recommends the use of intuition by justifying the eleven-points-criteria. He justifies this criterion in the following way:

Table 1Wray and Namba's Model

A: By my judgment, there is something grammatically unusual about this word-string.
B: By my judgment, part or all of the word-string lacks semantic transparency.
C: By my judgment, this word-string is associated with a specific situation and/or register.
D: By my judgment, the word-string as a whole performs a function in communication or discourse other than, or in addition to, conveying the meaning of the words themselves.
E: By my judgment, this precise formulation is the one most commonly used by this speaker/writer when conveying this idea.
F: By my judgment, the speaker/writer has accompanied this word-string with an action, use of punctuation, or phonological pattern that gives it special status as a unit, and/or is repeating something s/he has just heard or read.

G: By my judgment, the speaker/writer, or someone else has marked this word-string grammatically or lexically in a way that gives it special status as a unit.

H: By my judgment, based on direct evidence or my intuition, there is a greater than-chance-level probability that the speaker/writer will have encountered this precise formulation before, from other people.

I: By my judgment, although this word-string is novel, it is a clear derivation, deliberate or otherwise, of something that can be demonstrated to be formulaic in its own right.

J: By my judgment, this word-string is formulaic, but it has been unintentionally applied inappropriately.

K: By my judgment, this word string contains linguistic material that is too sophisticated, or not sophisticated enough, to match the speaker's general grammatical and lexical competence."

Table 2 Eleven Criteria Coverage of the Four Characteristics of Formulaic Sequences

	A					**F**	**G**			**J**	**K**
Criteria	Grammatical irregularity	Semantic	Situation/regi ster	Pragmatic	Idiolect	Performance indication	Grammatical/l exical indication	Previous	Derivation	Inappropriate application	Mismatch with maturation

A five-point scale was used to make a judgment about any lexical bundle. The scale consists of 'Strongly agree (SA)', 'Agree (A)', 'Not applicable (NA)', 'Disagree (D)' and 'Strongly disagree (SD).'' Some sequences got more SA / A than other but it cannot be said that these sequences are more formulaic than other, but it can be stated, "that there are more individual indicators of formulaicity for one example than the others. Formulaic status is a question of storage and access, to which tests of form, meaning and function can only give us partial access" (Namba, 2010; p. 134).

Sources of Data: Urdu Newspapers

Data were collected from two Urdu newspapers. These newspapers were selected on the basis of their popularity and daily circulation. *The Daily Jang* is the number one Urdu newspaper of Pakistan whereas *The Daily Nawa-e-Waqt* is the second most widely circulated, out of the top ten, Urdu newspapers of Pakistan. Both the newspapers are available online as 'epapers'. Tokens were selected and gathered from only the front page of each newspaper. Due to the scarcity of time and resources, it was difficult to consider each and everything on the front page of the newspaper. So, I limited it to only the headings and subheadings of the front page.

The data was organized by using *Scrivener.* **Scrivener** is a word processing tool and an outliner or classifier. Scrivener is a data organizing tool that offers organization / arrangement scheme for storing, categorizing and arranging documents, transcriptions, transcripts, audio/video files and meta-data. The software classifies various types of documents.

Four hundred to seven hundred (200-350 from each newspaper) tokens were selected from both the newspapers. As mentioned in the previous section, corpus analysis

does not help in identifying the formulaic sequences. A word processor, for example 'Wordsmiths 1.0 – 7.0 falls short of encompassing the pragmatic aspect of an utterance, which compelled me to study each and every token individually. That is why the data is limited to 400-700 tokens only.

Results of The Pilot Study

I also conducted a pilot study to see the instances of formulaicity in Urdu. The results show that there is an abundance of all kinds of formulaic sequences in Urdu.

Example 1. *Baa Qaida Tasdeeq shudah*: Baa Qaida Tasdeeq shudah Asha'at

English Translation**:** A certified publication

Table 3 Collocation

Criteria	Grammatical	Semantic	Situation/regi	Pragmatic	Idiolect	Performance	Grammatical/l	Previous	Derivation	Inappropriate	Mismatch with maturation
	D	**D**	**A**		**D**			**A**	**A**	**D**	**D**

Example 2. *Jaise keh*: *Jaise keh* fauji jawan kertey hain.

English Translation: kind of what military men do

Table 4 Phrasal Verb

Criteria	Grammatical	Semantic	Situation/regi	Pragmatic	Idiolect	Performance	Grammatical/l	Previous	Derivation	Inappropriate	Mismatch
	D	**D**	**D**			**A**	**D**		**A**	**D**	**D**

Example 3. *katehrey main laa na:* krruption kerney waloñ ko *katehrey main laaya* jae.

English Translation: The corrupt should be held accountable.

Table 5 Idiom

Criteria	Grammatical	Semantic	Situation/regi	Pragmatic	Idiolect	Performance	Grammatical/l	Previous	Derivation	Inappropriate	Mismatch
	D	**A**	**SA**	**A**	**D**		**D**	**A**	**A**	**D**	**D**

Example 4. *Shukriya adaa kernaa:* Raiwand Jalsey k baàd “Shah Mahmood Qureshi” karkoono ka *Shukriya adaa kerney* aaj “Khabarnaak” pohnchey gey.

English Translation: Shah Mahmood Qureshi will arrive at the “Khabarnaak” to say thank you to the workers after the Raiwand procession.

Table 6 Collocation

	A					**F**	**G**			**J**	**K**
Criteria	Grammatical irregularity	Semantic	Situation/register	Pragmatic	Idiolect	Performance indication	Grammatical/ lexical indication	Previous	Derivation	Inappropriate application	Mismatch with maturation
	SD	**A**	**A**	**A**	**D**	**A**	**S** **A**	**A**	**A**	**SD**	**SD**

Example 5. *Doodh ka doodh or paani ka paani (See the forest from the trees/Separate the wheat from the chaff):* Mukammal Aadut se *Doodh ka doodh or paani ka paani* ho jae ga.

English Translation: They will be able to separate the wheat from the chaff after the comprehensive audit.

Table 7 Idiom

	A	B	C	D	E	F	G	
Criteria	Grammatical irregularity	Semantic opacity	Situation/register	Pragmatic function	Idiolect	Performance indication	Grammatical/lexical indication	Previous
	SA	**SA**	**SA**	**SA**	**SD**	**SA**	**SD**	

Example 6. *Chaddar dekh k paon philana:* Hakomat ko *Chaddar dekh k paon philana* chahye.

English Translation: The government should not cross its limit / The government should not spend more than what they have.

Table 8 Proverb

Criteria	Grammatical	Semantic	Situation/regi	Pragmatic	Idiolect	Performance	Grammatical/l	Previous	Derivation	Inappropriate	Mismatch

	A	**A**	**A**	**A**	**D**	**A**	**D**	**D**	**D**	**D**	**D**

Summary of the Chapter

This chapter presents an overview of various methodologies for studying formulaic sequences. Researchers have studied prefabs by using various tools including frequency count and corpus-based studies. I have argued that corpus and frequency count could not help me this study because of the unavailability of any corpus which can help selecting formulaic sequences on the basis of their frequency count. Secondly, as many scholars have mentioned, individual judgment and intuition is one of the best ways for studying word strings. On the basis of these studies, I decided to use my intuition and judgment, counter endorsed and checked by an Urdu language expert, to select formulaic sequences. I find Wray and Namba's (2003) Model is the best for studying the selected formulaic sequences. Their model consists of eleven criteria to analyze and qualify a word string as a formulaic sequence. At the end of the chapter, the results of the pilot study are added.

CHAPTER 5

RESULTS AND ANALYSIS

This chapter documents the result of the study. The chapter opens with the research questions of this study and provides a rationale for the findings which follows an overall summary of the data and results in table 4.1. The table (4.1) not only shows the total number of the tokens collected in this study but also their different categories and forms. After this, all five categories of formulaic sequences, which are identified in Table 4.1, are shown in separate tables followed with a few examples of each category. This chapter concludes with a summary of the results and rationale.

Objectives of the Research and Research Questions

As discussed in Chapter One, formulaic sequences or prefabs have been identified and categorized in many languages. Researchers have discussed these formulaic sequences from many perspectives including their different kinds and functions. In this study, I aimed to explore, identify, and categorize formulaic sequences, and also to see how they are useful for speakers learning Urdu as a foreign language and learning English as a foreign language. In order to achieve these aims the following questions were proposed:

1. What types of formulaic sequences are in Urdu?
2. Are they helpful in SLA?
3. How are they useful for Urdu speakers learning English and English speakers learning Urdu?

Findings of the study show that there are formulaic sequences in Urdu like other languages. These formulaic sequences are of many types, which perform different

functions to carryout various communicative events. Answers to these questions are documented in the following sections. For instance, the table below is a summary of types of formulaic sequences which are found in the data for this study.

Table 9 Summary of the findings

Category	**Idioms**	**Collocations**	**Functions**	**Phrasal Verb**
Quantity	100	161	19	57
Percentage	29.24%	47.08%	5.56%	16.67%
Total Tokens	337			

Initially, 427 tokens were collected from the three most circulated Urdu newspapers of Pakistan: *The Daily Jang*, *The Daily Express*, and *The Daily Nawa-e-Waqt.* Out of these 427 tokens only a total of 337 formulaic sequences were selected after limiting the selection of the formulaic sequences to the newspaper's front-page headlines and their first and second subheadings as it can be seen in the Appendix C.

These results show some interesting trends in the use of formulaic sequences in written discourse generally and in the Urdu newspapers specifically. It is found that there are four most frequent categories of formulaic sequences in the Urdu Newspapers, and among these four categories, some of them are used most often as compared to others. For instance, *collocations* are the most frequent types of formulaic sequences, which makes 47.08% of the data. *Idioms* are second more frequent (29.24%) followed by *phrasal verbs* (16.67%) and *functions* (5.56%).

In the following pages the results and findings of all the four categories of the formulaic sequences found in the Urdu Newspapers are documented by using the following Wray and Namba (2003) model:

Table 10 Wray and Namba (2003) Model

	A					**F**	**G**			**J**	**K**
Criteria	Grammatical Irregularity	Semantic	Situation/reg	Pragmatic	Idiolect	Performance indication	Grammatical / lexical indication	Previous	Derivation	Inappropriate application	Mismatch with maturation

From A-K each letter presents one criteria or feature of a formulaic sequence under analysis. According to this model, each and every formulaic sequence should be analyzed and described in the following way:

A: By my judgment, there is something grammatically unusual about this word-string.

B: By my judgment, part or all of the word-string lacks semantic transparency.

C: By my judgment, this word-string is associated with a specific situation and/or register.

D: By my judgment, the word-string as a whole performs a function in communication or discourse other than, or in addition to, conveying the meaning of the words themselves.

E: By my judgment, this precise formulation is the one most commonly used by this speaker/writer when conveying this idea.

F: By my judgment, the speaker/writer has accompanied this word-string with an action, use of punctuation, or phonological pattern that gives it special status as a unit, and/or is repeating something s/he has just heard or read.

G: By my judgment, the speaker/writer, or someone else has marked this word-string grammatically or lexically in a way that gives it special status as a unit.

H: By my judgment, based on direct evidence or my intuition, there is a greater-than-chance-level probability that the speaker/writer will have encountered this precise formulation before, from other people.

I: By my judgment, although this word-string is novel, it is a clear derivation, deliberate or otherwise, of something that can be demonstrated to be formulaic in its own right.

J: By my judgment, this word-string is formulaic, but it has been unintentionally applied inappropriately.

K: By my judgment, this word string contains linguistic material that is too sophisticated, or not sophisticated enough, to match the speaker's general grammatical and lexical competence.

Idioms: The Second Most Frequent Category in the Urdu Newspapers.

For the present study, the definition of idioms is taken from the Oxford English Dictionary (Online), which defines an idiom as:

A form of expression, grammatical construction, phrase, etc., used in a distinctive way in a particular language, dialect, or language variety; *spec.* a group of words established by usage as having a meaning not deducible from the meanings of the individual words. (Oxford English Dictionary, 2018).

As mentioned in chapter three, these idioms are analyzed using Wray and Namba's (2010) criteria for categorizing them as formulaic sequences according to their construction.

Almost thirty percent (29.24%) of the research data is comprised of idioms, which makes them the second most frequent category in the Urdu Newspapers. These idioms are of different constructions, as it can be seen in the table below (Table 4.2). When these are analyzed using Wray and Namba's *Eleven Criteria* (from A-K), it is found that seventy percent of the idioms have grammatically regular forms, but they are ninety percent semantically opaque. But I found that all of them are used in a particular situation or register and have pragmatic functions and performance indication. There is not a single instance that shows these idioms are idiolect and/or derived from some other forms. They are also appropriately applied to the particular situation and did not show any mismatch with the maturation. So, overall, these idioms can be classified as formulaic sequences in Urdu language as these are found in other languages. According to Wray and Namba's (2010) model, any lexical unit or combination of more than one lexical unit, which can justify or fulfill only a single parameter of the model, is categorized as a formulaic sequence. In the following, I mention some examples of these idioms and how they are used in the Urdu Newspapers. This description also gives us an idea about how they are constructed.

Idioms

Table 11 Summary of the Idioms

	A	B	C	D	E	F	G	H	I	J	K
Criteria	Grammatical irregularity	Semantic opacity	Situation/register	Pragmatic function	Idiolect	Performance indication	Grammatical/lexical indication	Previous encounter	Derivation	Inappropriate application	Mismatch with maturation
	SD-70% SA-30%	SA-90% SD-10%	SA-100%	SA-100%	SD-100%	SA-100%	SD-100%	SD-100%	SD-100%	SD-100%	SD-100%

Example No. 1: Idiom without Grammatical Irregularity

These idioms do not show any grammatical irregularity as it follows the same construction that is the norm in Urdu language, that is adjective + noun+ possessive pronoun+ verb (Schmidt, 199). There are many examples in Urdu where such constructions are found but these constructions do not qualify as a formulaic sequence if they are analyzed according to the Wray and Namba's (2010) model. For instance, in *apna kaam khud kerna* (do your work by yourself), *apna (my/your)* is adjective, *kamm (work)* is noun, *khud (yourself)* is possessive pronoun and *kerna* (do) is a verb. This is not an idiom in Urdu, but it can be considered a formulaic sequence according to Wray and Namba's model. In example no.2, *zameen* (land) is a noun, *tang* (squeeze/short) is an adjective and *kerna* (do) is a verb. If *zameen* is replaced with *rastah* (way/path), for example, *rastah rang kerna,* then this phrase is not an idiomatic expression, which literally means to *shorten the way* in English. In examples 3 and 4, *dhool chaTana (to lick the dust)* and *Saanp songh gaya (snake had smelled)* respectively, both phrases are grammatically correct but semantically opaque, which means that they do not convey the same message if we read them with their literal meanings. For example, a child can lick the dust and a snake can smell something. But the idiom in the example no. 3 means *to be insulted* and idiom in the example no. 4 means *pin drop silence.*

Though the idiom in the examples no. 1, 2, 3 and 4 do not have any grammatical irregularity, they are semantically opaque or not clear and used in a particular situation (Example No. 1: When someone trapped in his own trap). So, they are categorized as a formulaic sequence because they qualify four criteria (B, C, D and F) of the model.

Urdu: *apni maut aap marna: elzaam trashi ki manfi siasat apni maut aap mar chuki.* (Appendix A. no. 1)

Word by word translation: *Its death itself die: allegation cut (ki-preposition) negative politics its death own die.*

English Translation: Dies its own death: Negative politics of allegation has died its own death.

Table 12 Example 1: Idiom

	A					F	G			J	K
Criteria	Grammatical Irregularity	Semantic	Situation/regi	Pragmatic	Idiolect	Performance indication	Grammatical / lexical indication	Previous	Derivation	Inappropriate application	Mismatch with maturation
	S D	**A**	**SA**	**A**	**D**	**S A**	**S D**	**D**	**D**	**S D**	**S D**

Example No. 2

Urdu: *zameen tang kerna: kaan khol ker sun lo hum tum hare bachon aur khandaan kay leay zameen tang ker den gay*. (Appendix A. no. 2)

Word by word translation

Land squeeze does: ear open listen we your children and family for land squeeze will.

English Translation: Listen carefully; we will squeeze the land for your children and family.

Table 13 Example 2: Idiom

	A						C			J	I
Criteria	Grammatical irregularity	Semantic	Situation/regi	Pragmatic	Idiolect	Performance	Grammatical/l exical indication	Previous	Derivation	Inappropriate application	Mismatch with maturation
	S D	**A**	**SA**	**A**	**D**	**A**	**D S**	**D**	**D**	**D S**	**D S**

Example No. 3

Urdu: *dhool chaTana: Pakistan bharat ko dhool chaTaa kar champions ka champion ban gaya.* (Appendix A. no. 20)

Word by word translation: *dust (to) lick: Pakistan India (ko-prepositoion) dust (to) lick champions of champion became.*

English Translation: Pakistan became champion of champions after defeating India

Table 14 Example 3: Idiom

	A						C			J	K
Criteria	Grammatical irregularity	Semantic	Situation/re	Pragmatic	Idiolect	Performanc	Grammatical/ lexical	Previous	Derivation	Inappropria te application	Mismatch with maturation
	S D	**A**	**A**	**A**	**D**	**A**	**S D**	**D**	**D**	**S D**	**S D**

Example No. 4

Urdu: *Saanp songh gaya: shikast per bhartion ko saanp songh gaya.*

(Appendix A. no. 22)

Word by word translation: *snake smell (ed): defeat on Indians snake smell (ed*

English Translation: Shocked: Indians were shocked at their defeat.

Table 15 Example 4: Idiom

	A						C			J	K
Criteria	Grammatical irregularity	Semantic	Situation/regi	Pragmatic	Idiolect	Performance	Grammatical/ lexical indication	Previous	Derivation	Inappropriate application	Mismatch with maturation
	S D	**A**	**SA**	**A**	**D**	**A**	**S D**	**D**	**D**	**S D**	**S D**

Summary of the Analysis

- 70% of these sequences have grammatically regular forms
- 100% are semantically opaque.
- 100% of them are used in a particular situation or register, have pragmatic functions and performance indication.
- They are appropriately applied to the particular situation and did not show any mismatch with the maturation.

Grammatically regular but semantically opaque

- Urdu: *Saanp songh gaya: shikast per bhartion ko saanp songh gaya.* (Appendix A. no. 22)
- Word by word translation: *snake smell (ed): defeat on Indians snake smell (ed*
- English Translation: Shocked: Indians were shocked at their defeat.

Grammatically irregular but semantically opaque

- Urdu: *mard e maedaan:21 runs banany per Sarfaraz mard e maedaan qraar.* (Appendix A. no. 10).
- Word by word translation: *man of the field: 21 runs scoreing on Sarfaraz man of the field declared.*
- English Translation: Man of the match: Sarfaraz was declared man of the match for scoring 61 runs
- Two, three and four words constructions (مرنا آپ موت اپنی ,die a death).
- Used to amplify the message (ڈھیر کا ریت ,sandbank).
- Used at beginning, middle and end of a sentence, but usually at the end of a sentence.
- Abstract form, used in the main headlines.

- Represent action and state (توڑمروڑ , to Grable), (مقدس گائے ,a holy cow)
- Perform pragmatic function.

Collocations

Table 16 Summary of Collocations

	A	B	C	D	E	F	G	H	I	J	K
Criteria	Grammatical irregularity	Semantic opacity	Situation/register	Pragmatic function	Idiolect	Performance indication	Grammatical/lexical indication	Previous encounter	Derivation	Inappropriate application	Mismatch with maturation
	SA-20 **SD-0**	**SA-07** **SD-13**	**SA-17** **SD-03**	**SA-20** **SD-0**	**SA-0** **SD-20**	**SA-20** **SD-0**	**SA-0** **SD-20**	**SA-0** **SD-20**	**SA-0** **SD-20**	**SA-0** **SD-20**	**SA-0** **SD-20**
	SA-100%	**SA-35%** **SD-65%**	**SA-85%** **SD-15%**	**SA-100%**	**SD-100%**	**SA-100%**	**SD-100%**	**SD-100%**	**SD-100%**	**SD-100%**	**SD-100%**

Collocations

According to the Oxford Online English Dictionary (2018), collocation is "a combination of words in a language, that happens very often and more frequently than would happen by chance." The data show that collocations are more frequently used formulaic sequences in the Pakistani Urdu newspapers as compared to any other categories like idioms, functions, fillers etc. Collocations made 47.08% of the total number of formulaic sequences found in this study. Almost all the collocations in this study share the same features on all levels except *semantic opacity*. Some of them are semantically opaque as can be seen in example no. 4, which is discussed later.

Example no. 1-3

In the example no.1 below, two words *aman* (peace) and *amaan* (safty) are combined with a short vowel *'O*' (and) and this sequence can be read as *aman and amaan* (aman-o-amaan). Though this grammatical construction in Urdu is borrowed from Arabic, it is now a regularized form and many such kinds of constructions are found in Urdu, like *Husn-o-jamal* etc. On the other hand, *bar bar* (again and again) in the example no.2 is also a formulaic sequence but it has a different construction as compared to the example no. 1. It can be seen that the same word ('*bar' means again*) is being repeated twice ('*bar bar' again-again*). In Urdu language adjectives are repeated to emphasize the situation or event etc. like *jaldi jaldi (quick quick), taiz taiz (fast fast)* etc. This kind of construction can be considered a formulaic sequence on the basis of how it is used in this sentence. In this example, it satisfies three criteria, but it can fulfill other functions such as, idiolect, lexical indication and can be used by the writer or speaker repeatedly (previous encounter). The formulaic sequence *qabil e bharosa* (able of trust)

in the example no. 3 has a same construction as example no.1 (aman o amaan) but the '*o (and)'* is replaced with *'e (of)'.* The collocation *aman o amaan* is a frozen sequence but *qabil* in *qabil e bharosa* is also used as a stand-alone word as in, '*Vo ye kaam kerne kay qabil hae' (He is able to do this work)* as well as a suffix to make other formulaic sequences such as, *qabil e etimad (reliable)* etc. which makes (*qabil e bharosa*) an open slot sequence. On the basis of this finding (frozen and open slot sequences), I proposed a new model for encompassing these kinds of formulaic sequences because Wray and Namba's (2010) model does not cover this aspect. I have discussed the improved or new model in the discussion chapter.

We obtained the following results after applying the model on example 1-3:

A: By my judgment, there is nothing grammatically unusual about these word-strings.

B: By my judgment, all of the word-strings do not lack semantic transparency.

C: **By my judgment, these word-strings are associated with a specific situation and/or register.**

D: **By my judgment, the word-strings as a whole perform a function in communication or discourse other than, or in addition to, conveying the meaning of the words themselves.**

E: By my judgment, it cannot be said that these precise formulations is the one most commonly used by this writer when conveying this idea.

F: By my judgment, the writer has accompanied this word-string with an action, use of punctuation, or phonological pattern that gives it special status as a unit, and/or is repeating something s/he has just heard or read.

G: By my judgment, the writer, or someone else have marked these word-strings grammatically or lexically in a way that gives it special status as a unit.

H: By my judgment, based on direct evidence or my intuition, there is a greater than-chance-level probability that the writer will have encountered these precise formulations before, from.other people.

I: By my judgment, although these word-strings are novel, it is a clear derivation, deliberate or otherwise, of something that can be demonstrated to be formulaic in its own right.

J: By my judgment, these word-strings are formulaic, and they have not been applied inappropriately.

K: By my judgment, these word-strings contain linguistic material that is sophisticated enough to match the writer's general grammatical and lexical competence."

Examples

1. *aman-o-amaan: 235 billion ka taraqiyati program: aman-o-amaan kay leay 198, zaree sannati shobon per 155 arab and 50 kiror kharch hongey.*

(Appendix A. no. 96)

Word by word translation: Peace and Safety: 235 billion of progress program: peace and safety for 198, agricultural industry on 155 billion and 50 kiror spend will be.

English Translation: Safety: Developmental program of 235 billion, for safety 198, for agriculture industry 155.05 billion will be spent.

Table 17 Example 1: Collocation

	A					F	C		I	J	K
Criteria	Grammatical irregularity	Semantic	Situation/regi	Pragmatic	Idiolect	Performance indication	Grammatical/l exical indication	Previous encounter	Derivation	Inappropriate application	Mismatch with maturation
	S D	**D**	**SA**	**A**	**D**	**S A**	**S A**	**A**	**S A**	**S D**	**S D**

2. *bar bar: sharif khandan ka bar bar ahtisaab sofaid jhoot ho raha hae.*

(Appendix A. no. 97)

Word by word translation: Again Again: Sharif family of again again audit becoming white lie is.

English Translation: Time and again: Time and again audit of Sharif's family is becoming a white lie.

Table 18 Example 2: Collocation

	A	B	C	D	E	F	G	H	I	J	K
Criteria	Grammatical irregularity	Semantic opacity	Situation/register	Pragmatic function	Idiolect	Performance indication	Grammatical/lexical indication	Previous encounter	Derivation	Inappropriate application	Mismatch with maturation
	SD	**D**	**SA**	**A**	**D**	**SA**	**SA**	**SA**	**A**	**SD**	**SD**

3. *qabil e bharosa: hmain maloon kawn qabile bharosa hae.* (Appendix A. no. 101)

Word by word translation: worthy (able of) trust: we know who worthy trust is.

English Translation: Trust Worthy: We know who is trust worthy.

Table 19 Example 3: Collocation

	A	B	C	D	E	F	G	H	I	J	K
Criteria	Grammatical irregularity	Semantic opacity	Situation/register	Pragmatic function	Idiolect	Performance indication	Grammatical/lexical indication	Previous encounter	Derivation	Inappropriate application	Mismatch with maturation
	SD	**D**	**SA**	**A**	**D**	**A**	**SA**	**SA**	**A**	**SD**	**SD**

Example No. 4-6

Formulaic sequences in the examples 4, 5 and 6 share the same features and fulfill almost all the criteria like the formulaic sequences in example no. 1,2 and 3 except semantic opacity. For instance, in the example no. 4, *ilzam (allegation)* is not opaque but *tarashi (to sharp)* does not make any sense. Instead of *tarashi (to sharp)* there is another Urdu word, which is often used with *ilzam (allegation)* is *lagana (to attach/to put).* In the same way, *sar e a'am (openly)* in the example no. 5 is translated as *head everywhere (common head)* which makes this collocation semantically opaque, and the same is the case with *khuda hafiz (good bye)* in the example no. 6, *which* is also used to say an end to something along with literally saying good bye.

Below is the step by step analysis of the formulaic sequences from example 4, 5, and 6, which clearly shows that these word strings are semantically opaque:

A: By my judgment, there is nothing grammatically unusual about these word-strings.

B: By my judgment, all of the word-strings lack semantic transparency.

C: By my judgment, these word-strings are associated with a specific situation and/or register.

D: By my judgment, the word-strings as a whole perform a function in communication or discourse other than, or in addition to, conveying the meaning of the words themselves.

E: By my judgment, it cannot be said that these precise formulations are the most commonly used by this writer when conveying this idea.

F: By my judgment, the writer has accompanied these word-strings with an action, use of punctuation, or phonological pattern that give them a special status as a unit, and/or is repeating something s/he has just heard or read.

G: By my judgment, the writer, or someone else, has marked these word-strings grammatically or lexically in a way that give them special status as a unit.

H: By my judgment, based on direct evidence or my intuition, there is a greater than-chance-level probability that the writer will have encountered these precise formulations before, from other people.

I: By my judgment, although these word-strings are novel, it is a clear derivation, deliberate or otherwise, of something that can be demonstrated to be formulaic in its own right.

J: By my judgment, this word-string is formulaic, and it has not been applied inappropriately.

K: By my judgment, this word string contains linguistic material that is too sophisticated, or not sophisticated enough, to match the speaker's general grammatical and lexical competence."

Examples of Semantically Opaque Formulaic Sequences (Collocations)

4. *ilzaam tarashi: ilzaam tarashi ki mannfi siasat apni maut aap mar chuki.* (Appendix A. no. 100)

Word by word translation: incrimination/allegation, to cut (to sharp): incrimination/allegation to cut (sharp) of negative politics its death own died has.

English Translation: Incrimination/allegation: Politics of incrimination/allegation has died its own death.

Table 20 Example 4: Collocation

	A					F				J	K
Criteria	Grammatical irregularity	Semantic	Situation/regi	Pragmatic	Idiolect	Performance indication	Grammatical/l	Previous encounter	Derivation	Inappropriate application	Mismatch with maturation
	S D	**A**	**SA**	**A**	**D**	**S A**	**A**	**A**	**A**	**S D**	**S D**

5. *sar e a'am : musalman samaji rahnuma ko sar e a'am shaheed ker dia.*

(Appendix A. no. 145)

Word by word translation: Head (front) / openly common: muslim social leader of front / openly common martyr was.

English Translation: Openly: A Muslim social leader was openly martyred.

Table 5.11 Example 5: Collocation

	A	B	C	D	E	F	G	H	I	J	K
Criteria	Grammatical irregularity	Semantic opacity	Situation/register	Pragmatic function	Idiolect	Performance indication	Grammatical/lexical indication	Previous	Derivation	Inappropriate application	Mismatch with maturation
	SD	**A**	**SA**	**A**	**D**	**SA**	**SA**	**A**	**A**	**SD**	**SD**

6. *khuda hafiz:hum paTwari culture ko khuda hafiz keh dain gey.*

(Appendix A. no. 125)

Word by word translation: God, to safe: we clerks (office clerks: clerks who deals with lands) culture to good-bye say will.

English Translation: Good Bye: We will say goodbye to clerk's culture.

Table 21 Example 6: Collocation

	A	B	C	D	E	F	G	H	I	J	K
	Grammatical irregularity	Semantic opacity	Situation/register	Pragmatic function	Idiolect	Performance indication	Grammatical/lexical indication	Previous encounter	Derivation	Inappropriate application	Mismatch with maturation
	SD	**A**	**A**	**A**	**D**	**SA**	**SA**	**A**		**SD**	**SD**

Summary of the Analysis

- The most frequently used FS in Urdu Newspapers.
- 90% of these sequences have grammatically regular forms.

  65% are semantically opaque 100% of them are used in a particular situation or register, have pragmatic functions and performance indication.

  They are appropriately applied to the particular situation and did not show any mismatch with the maturation.

Semantically Opaque Formulaic Sequence

- Urdu: ilzaam tarashi: ilzaam tarashi ki mannfi siasat apni maut aap mar chuki.

  (Appendix A. no. 100)
- Word by word translation: incrimination/allegation, to cut (to sharp): incrimination/allegation to cut (sharp) of negative politics its death own died has.
- English Translation: Incrimination/allegation: Negative politics of incrimination/allegation has died its own death.

Grammatical irregularity

- Urdu: aman-o-amaan: 235 billion ka taraqiyati program: aman-o-amaan kay leay 198, zaree sannati shobon per 155 arab and 50 kiror kharch hongey.

  (Appendix A. no. 96)
- Word by word translation: Peace and Safety: 235 billion of progress program: peace and safety for 198, agricultural industry on 155 billion and 50 kiror spend will be.
- English Translation: Safety: Developmental program of 235 billion, for safety 198, for agriculture industry 155.05 billion will be spent.

- Two words constructions (**فتنہ فساد** , Evil Riot).
- Three words with a verb ‘to be’ OR conjunction ‘and’ (**بے نقاب کرنا**, to unveil).
- Give a natural flow to the language (tell the story/say the story).
- Used at beginning, middle and end of a sentence.
- Abstract form.
- Represent action and state (**نظربند**, Under house arrest), (**گولہ باری** , throwing shells/shellfire.
- These word-strings are grammatically irregular/regular.
- All of the word-strings do not lack semantic transparency.
- These word-strings are associated with a specific situation and/or register.
- The word-strings as a whole perform a function in communication or discourse other than, or in addition to, conveying the meaning of the words themselves.
- The writer has accompanied these word-strings with an action, use of punctuation, or phonological pattern that gives it special status as a unit.
- The writer, or someone else have marked these word-strings grammatically or lexically in a way that gives it special status as a unit.
- These word-strings are formulaic, and they have not been applied inappropriately.
- These word-strings contain linguistic material that is sophisticated enough to match the writer's general grammatical and lexical competence.

Functions

In this study “function” mean those word-strings through which a speaker performs a function, for example, ‘thank you, ‘bye bye’, etc. Function words made 5.56% of the data, which is less in comparison to the idioms, collocations and phrasal verbs.

Their lesser frequency is because of the fact that language of the newspapers is formal, and efforts are made to save the time and space. Function words are more frequently found in the informal language. In the table below, it can be seen that all the function words found in this study are grammatically regular but 36.84% of them are semantically opaque. Most of the function words (84.21%) are used in a specific situation or have pragmatic functions, and were quoted by the news reporter, which, of course, implies that these are used by the speakers in a particular context (100%) but none of them is categorized as an idiolect. All the prefabs of this category are used by the speakers to perform some functions or for performance (100%) but they were not derived from some other lexical units, prefabs or phrases. These sequences were appropriately used according to the situation and as they are taken from the newspapers, so it can be said that they do not have any previous encounter or even if they have, it cannot be predicted from this data (newspapers). Below is an overall view of the function words found in this study when analyzed using Wray and Namba's model (2010):

A: By my judgment, there is nothing grammatically unusual about these word-strings.

B: By my judgment, 36.84% of the word-strings are semantically opaque.

C: By my judgment, 84.21% word-strings are associated with a specific situation and/or register.

D: By my judgment, all the word-string as a whole performs a function in communication or discourse other than, or in addition to, conveying the meaning of the words themselves.

E: By my judgment, it cannot be said that these precise formulations are the one most commonly used by this writer when conveying this idea.

F: By my judgment, the writer has accompanied these word-strings with an action, use of punctuation, or phonological pattern that gives it special status as a unit, and/or is repeating something s/he has just heard or read.

G: By my judgment, the writer has not marked these word-strings grammatically or lexically in a way that gives it a special status as a unit.

H: By my judgment, based on direct evidence or my intuition, it can be said that the writer have not encountered these precise formulations before from other people.

I: By my judgment, these word-strings are not novel, and these are not clear derivation, deliberate or otherwise, of something that can be demonstrated to be formulaic in its own right.

J: By my judgment, these word-strings are formulaic, and they have not been applied inappropriately.

K: By my judgment, these word strings contain linguistic material that is sophisticated enough to match the speaker's general grammatical and lexical competence."

Example No. 31: Semantically Opaque

In this study, it was found that function words (sequences) are less opaque as compared to collocations and idioms. They made only 36. 84% of the total number of functions words sequences of the data. The sequence ‘***narey baazi’*** (example no. 31) consists of two words: *narey* means slogans and *‘baazi’* means turn, which in literal meaning does not make any sense. But as a formulaic sequence, this string performs a function: chanting slogans or process of chanting slogans. This formulaic sequence has same features as those in the example no. 32, 33. 34, and 35.

Functions

Table 22 Summary of Functions

	A	B	C	D	E	F	G	H	I	J	K
Criteria	Grammatical irregularity	Semantic opacity	Situation/register	Pragmatic function	Idiolect	Performance indication	Grammatical/lexical indication	Previous encounter	Derivation	Inappropriate application	Mismatch with maturation
	SD-100%	**SA-36.84%** **SD-63.15%**	**SA-84.21%** **SD-15.78%**	**SA-100%**	**SD-100%**	**SA-100%**	**SD-100%**	**SD-100%**	**SD-100%**	**SD-100%**	**SD-100%**

Examples

1. *narey baazi: apozishan ka panjab assembly main shaded hangama, budget ki kapian phar din, naarey baazi.* (Appendix A. no. 262)

Word by word translation: slogan turn: Opposition ('s) Punjab assembly in serious commotion, budget of copies tear, slogan shouting.

English Translation: Shouting slogans: Opposition made a serious commotion in the Punjab assembly, tore of the budget copies, shouted slogans.

Table 23 Example 1: Functions

	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**
Criteria	Grammatical irregularity	Semantic opacity	Situation/register	Pragmatic function	Idiolect	Performance	Grammatical/lexical indication	Previous encounter	Derivation	Inappropriate application	Mismatch with maturation
	SD	**A**	**SA**	**A**	**D**	**A**	**SA**	**D**	**D**	**SD**	**SD**

2. *awam ka shukria: tarekhi fatah, qaima committee difa main mutafiqah qrardad, yakjehti per Kashmiri awam ka shukria.* (Appendix A. no. 269)

Word by word translation: public of thanks: historical victory, standing committee defense in agreed resolution, solidarity on Kashmiri public of thanks.

English Translation: Thank you (people): An agreed resolution in the standing committee on defense on the historical victory, thanks for the Kashmiri people.

Table 24 Example 2: Functions

	A	B	C	D	E	F	G	H	I	J	K
Criteria	Grammatical irregularity	Semantic opacity	Situation/register	Pragmatic function	Idiolect	Performance indication	Grammatical/lexical indication	Previous encounter	Derivation	Inappropriate application	Mismatch with maturation
	SD	**D**	**SA**	**A**	**D**	**SA**	**SA**	**D**	**D**	**SD**	**SD**

3. barhami: mahkama e mausmiat key lea barwaqt radar na kharid ne per izhar e barhami. (Appendix A. no. 270)

Word by word translation: Expression of anger (irritation): department of weather for on-time radar not purchase of on expression of anger.

English Translation: anger: Expression of anger on department of weather for not purchasing radar on time.

Table 5.14 Example 3: Functions

	A	B	C	D	E	F	G	H	I	J	K
Criteria	Grammatical irregularity	Semantic opacity	Situation/register	Pragmatic function	Idiolect	Performance indication	Grammatical/lexical indication	Previous encounter	Derivation	Inappropriate application	Mismatch with maturation
	SD	**D**	**A**	**A**	**D**	**SA**	**SA**	**D**	**D**	**SD**	**SD**

4. *afsos: sadder, wazir e a'azam, wazir e alaa, Marym aurngzeb aur diger ka izhar e afsos.* (Appendix A. no. 271)

Word by word translation: Expression of condolence: president, prime minister, chief minister, Marym Aurangzeb and other's expression of condolence.

English Translation: condolence: Expression of condolence by president, prime minister, chief minister, Marym Aurangzeb and others.

Table 25 Example 4: Functions

	A	B	C	D	E	F	G	H	I	J	K
Criteria	Grammatical irregularity	Semantic opacity	Situation/register	Pragmatic function	Idiolect	Performance indication	Grammatical/lexical indication	Previous encounter	Derivation	Inappropriate application	Mismatch with maturation
	SD	**D**	**A**	**A**	**D**	**SA**	**SA**	**D**	**D**	**SD**	**SD**

5. *shukria: jamaima, aap per fakher hae, shukria.* (Appendix A. no. 274)

Word by word translation: Thanks: Jamaima, you on proud am, thanks.

English Translation: Thanks: Jamaima, (I am) proud of you, thanks.

Table 26 Example 5: Functions

	A	B	C	D	E	F	G	H	I	J	K
Criteria	Grammatical irregularity	Semantic opacity	Situation/register	Pragmatic function	Idiolect	Performance indication	Grammatical/lexical indication	Previous encounter	Derivation	Inappropriate application	Mismatch with maturation
	SD	**D**	**SA**	**A**	**D**	**SA**	**SA**	**D**	**D**	**SD**	**SD**

Summary of the Analysis

- 100% of these sequences have grammatically regular forms.
- Not semantically opaque.
- 100 % of them have pragmatic functions.
- They are appropriately applied to the particular situation and did not show any mismatch with the maturation.
- Example: *aapka Shukria: jamaima, aap per fakher hae, aapka shukria.* (Appendix A. no. 274)
- Word by word translation: You Thank: Jamaima, you on proud am, your thank.
- English Translation: Thank you: Jamaima, (I am) proud of you, thank you.
- Only Two words constructions (**معافی چاہنا** , to say sorry).
- Not prevalent in the formal writing.
- Used at beginning, middle and end of a sentence (Thank you).
- Abstract form, used in the subheading or news story.
- Expressing sympathy (**اظہار افسوس** , to express sorrow).
- To greet (**استقبال**,to welcome).

Phrasal Verb

A phrasal verb is a verb that is made up of a main verb together with an adverb or a preposition, or both. Typically, their meaning is not obvious from the meanings of the individual words themselves (Oxford Online Dictionary, 2018). For example, *she has always looked down on me.* Urdu verbs consist of four parts or basic forms: “the root, imperfective participle, perfective participle, and infinitive. These elements are elaborated with auxiliaries and suffixes into a complex system of verb tense and aspect.”

(Schmidt, 1999; p, 87). According to Schmidt (1999), "the basic form of a verb determines its aspect, whereas the auxiliary determines its tense" (p, 86). In my data for this study, phrasal verbs made 16.67% of the total formulaic sequences. These phrasal verbs are found in the newspapers headings which consist of a verb + an adverb like *loot maar kerna (do Plunder Punish)* and a verb + an adjective like, *dhaki chupi (covered hidden).* Out of 16.67%, 83% of the phrasal verbs consist of denominative verbs and an adjective. Schmidt (1999) defines denominative verbs as verb phrases, which are comprised of a noun or an adjective plus an inflected verb. For example, in *darham barham hona, darham* and *barham* are adjectives, *ho* is a root verb, which is *hona* in its inflected form. So, *barham hona* is a denominative verb, which becomes a phrasal verb with the adjective *darham.*

Example 1-5

These examples have the same features, for that, I describe and analyze them collectively in the following lines:

A: By my judgment, there is nothing grammatically unusual about these word-strings.

B: By my judgment, all of the word-string lacks semantic transparency.

C: By my judgment, these word-strings are associated with a specific situation and/or register.

D: By my judgment, the word-strings as a whole perform a function in communication or discourse other than, or in addition to, conveying the meaning of the words themselves.

E: By my judgment, these precise formulations are not the most commonly used by this speaker/writer when conveying this idea.

F: By my judgment, the writer has not accompanied this word-string with an action, use of punctuation, or phonological pattern that gives it special status as a unit, and/or is repeating something s/he has just heard or read.

G: By my judgment, the writer has marked these word-string grammatically or lexically in a way that gives it special status as a unit.

H: By my judgment, based on direct evidence or my intuition, there is a greater than-chance-level probability that the writer has encountered this precise formulation before, from other people.

I: By my judgment, although these word-strings are novel, it is a clear derivation, deliberate or otherwise, of something that can be demonstrated to be formulaic in its own right. For example, ***LooT maar*** instead of ***LooT maar kerna***, ***dhaki chupi*** instead of ***dhaki chupi hona.***

J: By my judgment, this word-string is formulaic, and they have been applied appropriately.

K: By my judgment, these word-string do not contain linguistic material that is too sophisticated, to match the speaker's general grammatical and lexical competence."

Phrasal Verbs

Table 27 Example 5: Functions

Criteria	Grammatical irregularity	Semantic opacity	Situation/register	Pragmatic function	Idiolect	Performance indication	Grammatical/lexical indication	Previous encounter	Derivation	Inappropriate application	Mismatch with maturation
	SD-100%	**SA-55.55% SD-44.44%**	**SA-100% SD-0%**	**SA-55.55% SD-44.44**	**SD-100%**	**SD-100%**	**SA-100%**	**SD-100%**	**SD-100%**	**SD-100%**	**SD-100%**

Examples

1. *LooT Maar kerna: LooT maar kerney main muaawin, sharam aani chahye.*

(Appendix A. no. 330)

Word by word translation: Plunder Punish do: Plunder punish in assistant, shame come should.

English Translation: Plundering: Assistant in plundering, (you) should be ashamed.

Table 28 Example 1: Phrasal Verb

	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**
Criteria	Grammatical irregularity	Semantic opacity	Situation/register	Pragmatic function	Idiolect	Performance indication	Grammatical/lexical indication	Previous encounter	Derivation	Inappropriate application	Mismatch with maturation
	SD	**A**	**SA**	**A**	**D**	**D**	**SA**	**SA**	**SD**	**SD**	**SD**

2. *darham barham hona: Bahawalpur ka sanitary worker aur mehnat kush chal basey, nizam darham barham hogya.* (Appendix A. no. 316)

Word by word translation: Jumpled disarranged is: Bahawalpur of sanitary worker and hard worker went live (died) system jumpled disarranged is

English Translation: Disarranged: A Sanitary worker of Bahawalpur and a laborer have died, the system is disarranged.

Table 29 Example 2: Phrasal Verb

	A	B	C	D	E	F	G	H	I	J	K
Criteria	Grammatical irregularity	Semantic opacity	Situation/register	Pragmatic function	Idiolect	Performance indication	Grammatical/lexical indication	Previous encounter	Derivation	Inappropriate application	Mismatch with maturation
	SD	**A**	**SA**	**A**	**D**	**SD**	**SA**	**A**	**D**	**SD**	**SD**

3. *dhaki chupi hona: Pakistan ki qareebi doostoñ se, dahshat gardi key khilaaf iski qurbanian dhaki chupi nahin hain.* (Appendix A. no. 327)

Word by word translation: Concealed hidden are: Pakistan of close friends, terrorism of against its sacrifices concealed hidden not are.

English Translation: Hidden/Secret: Pakistan's sacrifices against terrorism are not hidden from its close friends.

Table 30 Example 3: Phrasal Verb

	A	B	C	D	E	F	G	H	I	J	K
Criteria	Grammatical irregularity	Semantic opacity	Situation/register	Pragmatic function	Idiolect	Performance indication	Grammatical/lexical indication	Previous encounter	Derivation	Inappropriate application	Mismatch with maturation
	SD	**A**	**SA**	**A**	**D**	**SD**	**SA**	**A**	**D**	**SD**	**SD**

4. *zaer-e-iltawa rakhna: private member bill ko taweel ersa tak zaer-e-iltawa rakhney per izharey afsos.* (Appendix A. no. 317)

Word by word translation: Under postpone keep: *private member bill of long period for under-postpone keep on expression (of) sorrow*.

English Translation: To keep postponed: expression of sorrow for keeping the private member bill postponed for long period of time.

Table 31 Example 4: Phrasal Verb

	A	B	C	D	E	F	G	H	I	J	K
	Grammatical irregularity	Semantic opacity	Situation/register	Pragmatic	Idiolect	Performance indication	Grammatical/lexical indication	Previous	Derivatio	Inappropriate application	Mismatch with maturation
	SD	**D**	**SA**	**A**	**D**	**SD**	**SA**	**A**	**D**	**SD**	**SD**

5. *irdgird ghoomna: panama leaks key tamam elzamaat Nawaz sharif key irdgird ghoom tey hain.* (Appendix A. no. 277)

Word by word translation: All around whirl/turn: Panama Leaks of all allegation Nawaz Sharif of all-around whirl are.

English Translation: Turning all-around: All allegations of Panama Leaks are turning all-around Nawaz Saharif.

Table 32 Example 5: Phrasal Verb

	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**
Criteria	Grammatical irregularity	Semantic opacity	Situation/register	Pragmatic function	Idiolect	Performance indication	Grammatical/lexical indication	Previous encounter	Derivation	Inappropriate application	Mismatch with maturation
	SD	**A**	**SA**	**A**	**D**	**SD**	**SA**	**A**	**D**	**SD**	**SD**

Summary of the Analysis

- 100% of these sequences have grammatically regular forms.
- 55.55% are semantically opaque.
- 55.55% of them are have pragmatic functions.

- They are appropriately applied to the particular situation and did not show any mismatch with the maturation.

Semantically Opaque

- *Example: irdgird ghoomna: panama leaks key tamam elzamaat Nawaz sharif key irdgird ghoom tey hain.* (Appendix A. no. 277)
- Word by word translation: All around whirl/here and there: Panama Leaks of all allegation Nawaz Sharif of all-around whirl are.
- English Translation: Turning all-around: All allegations of Panama Leaks are turning all-around Nawaz Saharif.
- Only Two and three words constructions (سامنے جھکنا).
- Not prevalent in the formal writing.
- Used at middle and end of a sentence.
- Abstract form, used in the subheading or news story.
- Represent action (آگے بڑھنا, to go forward).

Summary of the Chapter

Formulaic sequences or prefabs has been identified and categorized in many languages. Researchers have discussed these formulaic sequences from many perspectives including their different kinds and functions. In this chapter I documented the results and analysis of the study. The data was analyzed to find the answer of one of my research questions: *What types of formulaic sequences are in Urdu?*

It is found that there are formulaic sequences in Urdu language like other languages and these are of many types, like idioms, collocations, phrasal verbs and function words which perform different functions to carryout various communicative events. The table

(4.1) not only showed the total number of tokens collected in this study but also their different categories and forms. All the four categories of formulaic sequences, which are identified in Table 4.1, were shown in separate tables followed with a few examples of each category. The data was taken from Urdu newspapers. Language of newspapers is formal and used in a very precise manners to save time and space. For this reason, all those formulaic sequences which are common to spoken language, for example fillers like '*kind of,'* are not found in this data.

Chapter 6

Discussion

This chapter discusses and provides in-depth findings of the study with respect to the proposed research questions, and the purpose of the study, including its pedagogical significance for SLA practitioners. This chapter is divided into three sections:

1. Discussion of the findings with respect to the research question of the study
2. Proposed theory for the analysis of various kinds of formulaic sequences
3. Guidelines for designing a formulaic sequence-based syllabus

Purpose of the Study

Studies have been done in many languages to identify and categorize formulaic sequences, but the current study is the first to do so for the Urdu language. The purpose of the study is three-fold: to analyze the Urdu language for instances of formulaicity; to identify the kinds of formulaic sequences within it; and lastly, to explore whether learning formulaic sequences are helpful in second language acquisition. On the basis of identification, analysis, and efficacy of the formulaic sequences (through review of various studies) I have proposed a method to design a successful formulaic sequence-based syllabus for native and nonnative speakers. For the above-mentioned purposes, the following research questions were developed for this study.

Research Questions

In this study, I purposed and studied the below questions:

1.What types of formulaic sequences are in Urdu?

2. Are they helpful in SLA?
3. How can a formulaic sequence-based syllabus be designd?

Question No.1: What Types of Formulaic Sequences are in Urdu?

Before exploring the types of formulaic sequences, I conducted a pilot study to search for formulaic sequences in Urdu. The results showed that there is an abundance of various formulaic sequences in Urdu as they are in other languages (studies have been done on 35 languages of the world to the see the formulaicity). In the pilot study, I identified the formulaic sequences using the same model applied in the main study. On the basis of the pilot study, I proposed the aforementioned questions to find out the types of formulaic sequences and to see how they can be useful in SLA.

In this study, I used Wray's (2002) definition of formulaic sequence. Wray (2002) defines the term as "a sequence, continuous or discontinuous, of words or other elements, which is, or appears to be, prefabricated: that is, stored and retrieved as a whole from memory at the time of use, rather than being subject to generation or analysis by the language grammar." (p.9). Primarily, 427 tokens were selected from the three most circulated Urdu newspapers of Pakistan: The Daily Jang, The Daily Express, and The Daily Nawa-e-Waqt. Out of these 427 tokens, a total of 337 formulaic sequences were selected after limiting the selection of the formulaic sequences to the newspaper's front-page headlines and their first and second subheadings as seen in Appendix C.

According to Wray (2002) formulaic sequences are usually categorized into six main categories:

7. Simple fillers (e.g., kind of).
8. Functions (e.g., thank you).
9. Collocations (e.g., take an exam).
10. Phrasal verbs (e.g., fall apart).

11. Idioms (e.g., kick the bucket).
12. Proverbs (e.g., waste not, want not).

Newspaper articles, including headlines and subheadings, are edited to be very precise to save time and space (to have economy of space), so certain combinations of words (formulaic sequences), particularly 'simple fillers', for example '*kind of*,' and proverbs (like *waste not want not*), do not meet the requirements of precision and economy. All 337 tokens of data fall in four major categories of formulaic sequences which are: collocations, idioms, phrasal verbs, and functions. *Simple fillers* and *proverbs*, which are more often characteristics of spoken language, were not found amongst the 337 tokens of formulaic sequences. The findings of the study indicate that there is formulaicity in the Urdu language, which contains all kinds of formulaic sequences. In the Pakistani Urdu newspapers included in my study, the following four types of formulaic sequences were found:

Table 33 Summary of the findings

Category	**Idioms**	**Collocations**	**Functions**	**Phrasal Verb**
Quantity	100	161	19	57
Percentage	29.24%	47.08%	5.56%	16.67%
Total Tokens	337			

Why are Collocations, Idioms, Phrasal Verbs and Function Words More Frequently Used in The Urdu Newspapers?

As mentioned earlier, simple fillers are more frequently used in the spoken language, usually when a speaker needs time to convey his/her complete thoughts. On the other hand, proverbs are used both in written and spoken language, but none are present in the newspapers. Proverbs are usually used to reinforce words of wisdom in a piece of advice to someone. Peter (2016) states, "people **use** them to connect with other people and the wisdom of the past." (p. 01). So, newspapers' headlines and sublines are not ideal places to use proverbs. In order to convey information quickly, reporters and editors use collocations, idioms, or phrasal verbs most of the time. Below is an example of a collocation which gives us a better idea of how it conveys a message better than a proverb:

Example: *qabil e bharosa: hmain maloon kawn qabile bharosa hae.*

(Appendix A. no. 101)

Word by word translation: worthy (able of) trust: we know who worthy trust is.

English Translation: Trustworthy: We know who is trust worthy.

Context of the News: This is a subheading of a main headline of a June 02, 2017 newspaper (https://www.nawaiwaqt.com.pk/E-Paper/lahore/2017-06-02). In this article, the Chief Justice of Pakistan rebuked the prime minister for his corruption and as well as a minister who threatened judges if they passed any judgments against the prime minister. The minister said that Judicial Inquiry Committee (JIT), which worked and analyzed the prime minister's corruption cases, was not comprised of trustworthy people.

I tried to find proverbs or quotes in Urdu and English to replace the above collocation (*qabil e bharosa*) but none of them conveyed the same meaning. *The Wise Worker is Trustworthy* **(**https://www.theologyofwork.org**)** was the first proverb I found on the internet when I entered 'Trustworthy' in the google search bar. However, I do not think that this proverb could convey the same meaning if the Chief Justice said it to the minister. So, collocations and idioms are more suitable and favored by news reporters because they can communicate messages in direct and less formal ways comprehensible by the common people.

Question No. 2: Are They (Formulaic Sequences) Helpful in SLA?

Formulaic sequences are very frequent in every language. Altenberg (1998) argues that more than 80% of natural language consists of formulaic sequences. As Sinclair (1991) states, "By far the majority of the text is made of the occurrence of common words in common patterns, or in slight variants of those common patterns. Most everyday words do not have an independent meaning, or meanings, but are components of a rich repertoire of multi-word patterns that make up a text" (p. 108). It can be said that these words or combine together on the basis of common use (sociocultural tradition of using these words together) in a frequent way. Sometimes these words convey absolute different meanings when used independently as compared to their meanings when joined with other words. For example, *Khuda (God)* and *Hafiz (savior)/blind/a person who learn the Holy Quran by heart* when combined (*Khuda Hafiz*) means "Good Bye". This combination of two words does not require any grammatical base as we can see in most of the formulaic sequences. Hoey (2005) further explains this point by stating that, "Grammar is the output of repeated collocational groupings. Sentences are typically made

up of interlocking bundles as words are mentally ‘primed' for use with other words through our experience of them in frequent associations" (p. 357). From these points of views and statements, it can be concluded that formulaic sequences can help the learner to be more fluent in their speech and comprehension because there is less need for second language learners to learn grammar rules. Frequent use of lexical chunks saves learners time and effort for grammatical and/ syntactical planning which, in turn, slows down their proficiency (Ellis, 2002).

Wood (2006) also explains that using formulaic language or expressions "reduces the amount of planning, processing, and encoding needed within clauses. It gives the speaker time to pay attention to the multitude of other tasks necessary while speaking, such as generating specific lexical items, planning the next unit of discourse, syntactic processing of novel pieces and so on" (p. 42). He implies that by incorporating lexical bundles in speech, a learner can speak more fluently because he/she does not need to bother with grammar and syntactical planning. So, second language learners have to think about a particular combination of words only and not about how to combine them by using specific grammatical rules (Wood, 2006). In this way learners save time and effort to think about grammatical constructions. Both native and nonnative speakers process formulaic sequences quickly as compared to non-formulaic sequences. But speed of processing is greater for native speakers than nonnative speakers (Pawley & Syder, 1983).

As mentioned above, formulaic sequences make up 80% of the natural language, and because of their frequency in a language, these are easily available to both native and nonnative speakers (Wray, 2000), which means that they are processed quickly and easily

as compared to the non-formulaic sequences. For example, Pawley and Syder (1983) describe that multi-sequence chunks are processed easily and quickly. Formulaic sequences are efficiently processed because they are stored in long-term memory as single units though they consist of many words. Pawley and Syder (1983) explored the hypothesized dispensation advantage for formulaic sequences by matching reading times for formulaic sequences versus matched non-formulaic phrases for native and non-native speakers. It was found that the formulaic sequences were read more quickly than the non-formulaic phrases by both groups of participants. This result supports the assertion that formulaic sequences have a processing advantage over creatively generated language. They also found that native speakers process formulaic sequences quickly as compared to the nonnative speakers.

In the same way, Conklin and Schmitt (2008) investigated the processing of formulaic language by native and non-native speakers by comparing reading times for formulaic bundles versus matched non-formulaic chunks. They found that ready-made chunks of language were processed more readily with less time as compared to non-formulaic sequences or phrases. Their findings support the hypothesis that processing of formulaic sequences has advantages over non-formulaic phrases or creatively generated language. From their findings, they concluded that non-native speakers enjoy the same advantage as native speakers in using, and of course, processing the formulaic sequences.

Researchers (Ellis, 2002; El-Dakhs, Prue, & Ijaz, 2017) have suggested that learning and teaching of formulaic sequences help improve all four skills (listening, speaking, reading and writing) of learning a language (L1, L2 or L3). Many researchers have investigated and analyzed the effect and influence of using formulaic sequences on

the oral proficiency of non-native speakers. In a small experiment, Boers (2008) investigated whether the use of formulaic sequences helped L2 learners improve their oral proficiency. He divided the learners into two groups: control and experimental. The experimental group was provided extensive listening and reading opportunities. The instructor's speech was full of formulaic sequences. At the end, both the experimental and control groups were interviewed. The results showed that providing non-native speakers more exposure to formulaic sequences could increase their oral proficiency.

Recently, El-Dakhs, Prue, and Ijaz (2017) conducted an empirical study on foreign language learners learning English to assess the efficacy of formulaic sequences in improving their (EFL learners) writing skills. Formulaic sequences were imbedded not only in the teachers' instructions but also they were added to the syllabus. The analysis of the students:

Writing showed that the explicit instruction of formulaic sequences led to an increased use of the sequences in students' writing. The results also partially supported a positive influence for the explicit instruction of formulaic sequences on the learners' lexical choices and overall writing quality. (p. 21)

In a similar study, Vahid (2018) analyzed the correlation between knowledge of formulaic sequences and L2 learners' fluency. She found:

A strong positive relationship between language learners' knowledge of target language formulaic sequences and their level of language proficiency. Language learners at higher levels of target language proficiency demonstrated a better command of target language formulaic sequences than language learners at lower levels of target language proficiency. (p. 69)

The studies discussed show that providing material rich in formulaic sequences to students will help students learn and retain them, resulting in their increased fluency in the target language. The results of these studies can be used to make suppositions and inferences that exposing Urdu language learners to formulaic sequences will definitely increase their fluency in all four skills of learning the language. Formulaic sequences should not only be included in the teaching or speech of the instructor, but a formulaic based syllabus provides the most accurate genre-specific, formulaic sequences for the learners. Below are some guidelines for designing formulaic-based syllabi for native and nonnative speakers.

Guidelines for Designing Formulaic-Based Syllabus

This study has discussed that using formulaic sequence in learning and teaching material can improve the fluency of the L1 or L2 learners in the four skills of a target language. Many scholars applied different techniques and materials rich in formulaic sequences in their classes which produced useful and positive outcomes. In the following, I discuss some studies in which scholars introduced formulaic sequences in various ways to L1 and L2 learners to see their efficacy in improving fluency in the target language.

Many studies have assessed that learners process formulaic sequences quickly compared to non-formulaic sequences (Jiang & Nekrasova, 2007). Jiang and Nekrasova (2007) prepared three lists of formulaic sequences to give to learners as an intervention to measure their processing time. The first list consists of the most frequent formulaic sequences. For the second list, they altered the first list by changing the first or the last letter of the sequence. In the third list, they made some grammatical mistakes. All these lists were based on the most frequent formulaic sequences. Underwood (2004) conducted

a similar task to examine the processing of formulaic sequences by native and nonnative speakers. He designed two reading comprehension tasks; one consisted of formulaic sequences and the second was based on non-formulaic sequences. He also chose the formulaic sequences on the basis of their frequency in the language. The above studies suggest that one of the best ways to introduce formulaic sequences to the learners is to make a list of the most frequent formulaic sequences to use for designing a syllabus. El-Dakhs, Prue, and Ijaz (2017) determined the effect of the explicit instruction of formulaic sequences in pre-writing vocabulary activities on foreign language writing through reading comprehension tasks. The reading comprehension texts consisted of 450-850 words. On the basis of the frequency of lexical bundles, they chose 20 formulaic sequences and 20 non-formulaic sequences for their interventions. Results of their study showed that there is "a positive influence for the explicit instruction of formulaic sequences on the learners' lexical choices and overall writing quality" (p. 499).

Another study by Rafieya (2018) titled '*Knowledge of Formulaic Sequences as a Predictor of Language Proficiency*,*'* concluded that "language learners who possessed a higher level of language proficiency demonstrated a higher level of knowledge of target language formulaic sequences than language learners who possessed a lower level of language proficiency" (p. 67). She used an oral production model designed by Bardovi-Harlig et al. (2015) to assess the knowledge of formulaic sequences of the participants. All these students were receiving formulaic sequence-rich material.

Fotovatnia and Goudarzi (2014) investigated the analyzability of formulaic sequence by the EFL learners in their study. They prepared a list of the most frequent idioms on the three semantic domains of *anger, revelation, and secrecy.* "The main

instruments used for the collection of data were 90 English idioms selected from English idiom dictionaries, an instruction booklet, and a software program called idiom analyzer" (p. 500). On the basis of their experiment, they state that "the speed and accuracy with which participants assigned each idiom revealed that analyzability plays an important role in understanding the idioms of an unfamiliar language."

(p. 503)

In all the above-mentioned studies, the basic instrument of data collection and/or intervention is based on a list of formulaic sequences. Some of the researchers used comprehension passages which were imbedded with required formulaic sequences. In most of the aforementioned studies, scholars collected their data by preparing lists of formulaic sequences. The most common or the most frequent formulaic sequences were added to these lists. These formulaic sequences were selected either from dictionaries or from the assigned teaching material in the target language. Their frequency was determined or matched by using available corpus, for example, the British National Corpus (BNC), or sometimes researchers developed their own corpus. For instance, I have developed my own corpus for the current study due to the unavailability of an Urdu language corpus.

On the basis of this observation, I can suggest that a formulaic-based syllabus can be designed to improve the fluency and comprehension of native and nonnative learners. But the question is how to select formulaic sequences for use in the classroom. Below I have listed some of the ways to design a syllabus based on formulaic sequences:

1. One of the most significant characteristics of the research reviewed in the current study is that these studies developed lists of formulaic sequences based on their frequency.

2. Some of the researchers developed their own corpus of formulaic sequences to use it as an intervention to collect the data.

So, the first step for designing a formulaic-based syllabus is to bring in material which is rich with formulaic sequences in the target language. For this purpose, teachers have to design a customized syllabus for every class or group of students. This can be done by consulting some available corpuses like the BNC. If a corpus is not available in that language, a small corpus should be designed to meet the requirements of general subject class (like an ESL class).

The syllabus should be genre specific for professional courses or for the specific purpose courses, like English for Specific Purposes (ESP). For example, in order to develop a course for L2 students who want to start their professions in a banking sector, then a corpus should be developed from the most relevant material (books, journals, reports, letter etc.) which contains genre specific jargon. Formulaic sequence-based material could be easily and appropriately designed by developing a small corpus based on the frequency of the formulaic sequences. The formulaic sequences can be imbedded in the reading passages and in the teachers' instructions.

Review of Wray And Namba's (2003) Model

Wray's (2002) comprehensive analysis of formulaic sequences recognizes four major features or characteristics for describing formulaic sequences in the literature. For her, every word string or formulaic sequences can be described by all four or any one of the characteristics. The four characteristics are:

1. Form
2. Meaning

3. Function
4. Provenance

Namba (2010) analyzed these four features and argues that, “the four characteristics are not mutually exclusive but overlap. Some word strings which aren’t marked in relation to ‘form’ can be formulaic from other perspectives” (p. 135). So, these four features are not enough to explain various other features of a formulaic sequences. Namba (2010) explains this point, stating that:

Very funny’ is not marked from the perspective of ‘form’. However, it can be used when the actual event is not funny, which is marked from the perspective of ‘meaning’ or pragmatics of use. (p. 135)

In order to address this issue, Wray and Namba (2003) proposed eleven criteria which are sufficient to explain and capture all the features of a formulaic sequence. Table 5.1 presents this model.

Table 34 Wray and Namba (2003) Model

	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**
Criteria	Grammatical Irregularity	Semantic opacity	Situation/register	Pragmatic function	Idiolect	Performance indication	Grammatical/ lexical indication	Previous encounter	Derivation	Inappropriate application	Mismatch with maturation

Each letter A-K presents one criteria or feature of a formulaic sequence under analysis. According to this model, each and every formulaic sequence should be analyzed and described in the following way:

A: By my judgment, there is something grammatically unusual about this word-string.

B: By my judgment, part or all of the word-string lacks semantic transparency.

C: By my judgment, this word-string is associated with a specific situation and/or register.

D: By my judgment, the word-string as a whole performs a function in communication or discourse other than, or in addition to, conveying the meaning of the words themselves.

E: By my judgment, this precise formulation is the one most commonly used by this speaker/writer when conveying this idea.

F: By my judgment, the speaker/writer has accompanied this word-string with an action, use of punctuation, or phonological pattern that gives it special status as a unit, and/or is repeating something s/he has just heard or read.

G: By my judgment, the speaker/writer, or someone else has marked this word-string grammatically or lexically in a way that gives it special status as a unit.

H: By my judgment, based on direct evidence or my intuition, there is a greater than-chance-level probability that the speaker/writer will have encountered this precise formulation before, from other people.

I: By my judgment, although this word-string is novel, it is a clear derivation, deliberate or otherwise, of something that can be demonstrated to be formulaic in its own right.

J: By my judgment, this word-string is formulaic, but it has been unintentionally applied inappropriately.

K: By my judgment, this word string contains linguistic material that is too sophisticated, or not sophisticated enough, to match the speaker's general grammatical and lexical competence.

Though this model explains almost every feature of a word string, it still does not talk about some word strings/formulaic sequences which are unique in many languages. I want to explain this point through the following examples:

Examples

1. *aman-o-amaan: 235 billion ka taraqiyati program: aman-o-amaan kay leay 198, zaree sannati shobon per 155 arab and 50 kiror kharch hongey.* (Appendix A. no. 96)

Word by word translation: Peace and Safety: 235 billion of progress program: peace and safety for 198, agricultural industry on 155 billion and 50 kiror spend will be.

English Translation: Safety: Developmental program of 235 billion, for safety 198, for agriculture industry 155.05 billion will be spent.

2. *bar bar: sharif khandan ka bar bar ahtisaab sofaid jhoot ho raha hae.* (Appendix A. no. 97)

Word by word translation: Again Again: Sharif family of again again audit becoming white lie is.

English Translation: Time and again: Time and again audit of Sharif's family is becoming a white lie.

3. *qabil e bharosa: hmain maloon kawn qabile bharosa hae.* (Appendix A. no. 101)

Word by word translation: worthy (able of) trust: we know who worthy trust is.

English Translation: Trust Worthy: We know who is trust worthy.

In the first example, two words *aman* (peace) and *amaan* (safety) are combined with a short vowel *'O'* (and), and this sequence can be read as *aman and amaan* (aman-o-amaan). Though this grammatical construction in Urdu is borrowed from Arabic, it is a regularized form and is one of many such kinds of constructions that are found in Urdu,

like *Husn-o-jamal* etc. On the other hand, *bar bar* (again and again) in the second example is also a formulaic sequence, but it has a different construction as compared to the first example. The same word ('*bar' means again*) is repeated ('*bar bar' again-again*). In the Urdu language, adjectives are repeated to emphasize the situation or event, like *jaldi jaldi (quick quick), taiz taiz (fast fast)* etc. This kind of construction can be considered a formulaic sequence on the basis of how it is used in this sentence. In this example, it satisfies three criteria, but it can fulfill other functions like idiolect and lexical indication and can be used by the writer or speaker repeatedly (previous encounter). The formulaic sequence *qabil e bharosa* (able of trust) in the third example has the same construction as the first example (aman o amaan), but the '*o (and)'* is replaced with *'e (of)'.* The collocation *aman o amaan* is a frozen sequence, but *qabil* in *qabil e bharosa* is also used as a stand-alone word as in the phrase '*Vo ye kaam kerne kay qabil hae' (He is able to do this work)* as well as a suffix to make other formulaic sequences like, *qabil e etimad (reliable)*, which makes (*qabil e bharosa*) an open slot sequence. On the basis of this finding (frozen and open slot sequences), I propose that another element (characteristic) should be added to Wray and Namba's (2003) model which explains characteristics of specific word strings to justify their positions as formulaic sequences. I suggest that this element should be an open one to make this model universal so that any unique characteristic of any word string under analysis can be explained through it and can also identify the kind of formulaic sequence (collocations, phrasal verb or idiom etc.). This element can be worded like, '*by my judgment this word string represents an open/closed slot and categorized as an (idiom).*'

In Wray and Namba's (2003) model, the element '*C'* is used to identify if the word string is used/spoken in a specific situation or not (***C: By my judgment, this word-string is associated with a specific situation and/or register.***). I suggest that this element is not required and should be removed from the model because every piece of language has some context. It means that every word string has some context or used in a specific situation or register. Even isolated words have a context. On the basis of this observation, I can conclude that their model will have the same eleven criteria, as I am adding one criterion removing their '*C'* part. The revised model will look like this:

Revised Model

A: By my judgment, there is something grammatically unusual about this word-string.

B: By my judgment, part or all of the word-string lacks semantic transparency.

C: By my judgment, the word-string as a whole performs a function in communication or discourse other than, or in addition to, conveying the meaning of the words themselves.

D: By my judgment, this precise formulation is the one most commonly used by this speaker/writer when conveying this idea.

E: By my judgment, the speaker/writer has accompanied this word-string with an action, use of punctuation, or phonological pattern that gives it special status as a unit, and/or is repeating something s/he has just heard or read.

F: By my judgment, the speaker/writer, or someone else has marked this word-string grammatically or lexically in a way that gives it special status as a unit.

G: By my judgment, based on direct evidence or my intuition, there is a greater than-chance-level probability that the speaker/writer will have encountered this precise formulation before, from other people.

H: By my judgment, although this word-string is novel, it is a clear derivation, deliberate or otherwise, of something that can be demonstrated to be formulaic in its own right.

I: By my judgment, this word-string is formulaic, but it has been unintentionally applied inappropriately.

J: By my judgment, this word string contains linguistic material that is too sophisticated, or not sophisticated enough, to match the speaker's general grammatical and lexical competence.

K: *By my judgment this word string represents an open/closed slot and is categorized as an (idiom).*

I hope that this revision of the model will make it more universally useful as the newly added element can be used to explain a word string if it is used in a unique way in any language and make it easy to recognize and categorize that word string as it is clear from the above examples (example no. 1 & 3).

Summary of Chapter

Findings of the study suggest that there is an abundance of formulaic sequences in Urdu language both in written and spoken genres. It can be said that Urdu language has formulaicity like other languages (research has been done in 35 languages). Urdu has almost every kind of formulaic sequences which are used to serve the same purpose as in English language. Generally, manifestation of formulaic sequences can be seen in the forms of idioms, collocations, phrasal verbs, function words, simple fillers and proverbs though simpler fillers and proverbs are rare in the Urdu newspapers.

Secondly, the present study suggests that formulaic sequences are processed more easily and quickly as compared to non-formulaic sequences by both native and nonnative

speakers of a language. Due to their (formulaic sequences) efficacy and ease of processing, it is suggested that a formulaic sequence-based syllabus should be designed for teaching and/or learning a language. This study also offers some guidelines for developing formulaic sequence-based syllabus. One of the most significant and crucial consideration for such kind of syllabus is the selection of formulaic sequences. Frequency count and corpus can help identify and make a list of the formulaic sequences, but intuition or individual judgment is fundamental for the selection of the sequences.

The results here may be influenced by the genre of the discourse examined. Newspaper articles are edited to be very precise to save time and space, so certain combinations of words (formulaic sequences) do not meet the requirements of precision and economy. Particularly 'simple fillers', for example '*kind of*,' and proverbs (like *waste not want not*) are uncommon in written discourse.

Fillers

- I found fewer fillers because these are features of spoken language.
- Biber et al (1999): Individual *lexical bundles* are "generally preferred in *either* spoken or written discourse, but seldom in *both*" (P. 73).

Proverbs

I also found fewer proverbs, as did Norrick (1985), who reported only one complete proverb, plus a few proverbial allusions, in a 43,165 line corpus of transcribed conversation.

Idioms

These were more frequent because they allow the writer to convey more meaning in a short sentence.

Collocations

These were more frequent because they are:

- less opaque;
- easily formed;
- offer an open slot construction;
- are mostly composed of **common patterns** which make them strong candidate for using in the newspapers;

As Sinclair (1991) puts it:

> By far the majority of the text is made of the occurrence of common words in common patterns, or in slight variants of those common patterns. Most everyday words do not have an independent meaning, or meanings, but are components of a rich repertoire of multi-word patterns that make up a text. (P. 108)

APPENDIX A

Idioms

محاورے

۱۔ اپنی موت آپ مرنا: الزام تراشی کی منفی سیاست اپنی موت آپ مر چکی۔

۲۔ زمین تنگ کرنا: کان کھول کر سن لو ہم تمہارے بچوں اور خاندان کیلئے زمین تنگ کر دیں گے۔

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۴۔ سفید جھوٹ: شریف خاندان کا باربار احتساب سفید جھوٹ ہو رہاہے۔

۵۔ ریت کا ڈھیر: پاکستانی ٹیم ریت کا ڈھیر ثابت، بھارت سے اہم میچ میں شکست۔

۶۔ اپنے اندر جھانکنا: افغانستاناالزام تراشی نہ کرے، اپنے اندر جھانکے۔

۷۔ تاریخ رقم کرنا: سی پیک نئی تاریخ رقم کریگا۔

۸۔ بیڑاغرق:نیاپاکستان بنانے کے دعویدار پرانے کابھی بیڑاغرق کرنے کی کوشش کر رہے ہیں۔

۹۔ لنکا ڈھانا: سنسنی خیز مقابلہ سرفراز، عامر نے لنکا ڈھادی۔

۱۰۔ مردِمیدان: ۶۱ رنز بنانے پر سرفرازمردِمیدان قرار۔

۱۱۔ توپیں خاموش: جوابی کاروائی میں دشمن کی توپیں خاموش، جانی و مالی نقصان کی اطلاعات۔

۱۲۔ وحشیانہ تشدد: کرکٹ میچ میں پاکستان کی جیت کا جشن منانے والوں پر وحشیانہ تشدد۔

۱۳۔ آواز اٹھانا: مقبوضہ کشمیر میں انسانی حقوق کی پامالی کیخلاف آواز اٹھائیں گے۔

۱۴۔ پائی پائی کا حساب: پائی پائی کا حساب دیا، وہ زمانہ گیا جب سب پردوں کے پیچھے چھپا رہتا تھا۔

۱۵۔ سکے کے دو رخ: دونوں ایک ہی سکے کے دو رخ ہیں۔

۱۶۔ جان کی بازی ہارنا: ۴ سالہ مزمل، ڈیڑھ سالہ مقدس جان کی بازی ہارگئے۔

۱۷۔ شب خون مارنا: شب خون مارنے والوں کا رویہ بھی سامنے ہے۔

۱۸۔ دعائیں رنگ لانا: پاکستان از دی بیسٹ، ۔دعائیں رنگ لاآئیں۔

۱۹۔ صفِ ماتم: شاہینوں کے ۳۳۸ رنز، سورما ۱۵۸ پر ڈھیر، ۱۸۰ رنز سے عبرتناک شکست، بھارت میں صفِ ماتم۔

۲۰۔ دھول چٹانا: پاکستان بھارت کو دھول چٹاکر چیمپئنز کا چیمپئن بن گیا۔

۲۱۔ آئینہ دکھانا: پاکستان نے کرکٹ چھیننے والوں کوآئینہ دکھایا۔

۲۲۔ سانپ سونگھ گیا: شکست پر بھارتیوں کو سانپ سونگھ گیا۔

۲۳۔ مقدس گائے: کوئی مقدس گائے نہیں، وزیرِداخلہ شیر بنتے ہیں، مشرف معاملہ پر کیوں کمزور پڑگئے؛ قائدِ حزبِ اختلاف۔

۲۴۔ ناکامی کا منہ دیکھنا: دھرنا سیاست سے ترقی روکنےوالوں کو ۲۰۱۸ء میں بھی ناکامی کا منہ دیکھنا پڑیگا۔

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۲۶۔ دل میں بسنا: ترک عوام پاکستانیوں کے دلوں میں بستے ہیں۔

۲۷۔ ملبہ ڈالنا: سارا ملبہ پاکستان پر ڈالنا درست نہیں۔

۲۹۔ توڑمروڑ: بیان توڑمروڑ کر پیش کیا گیا۔

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۳۲۔ ٹانگیں کھینچنا: ٹانگیں کھینچنے سے کچھ نہیں ہوگا، میڈیا جو مرضی لکھےاپنی ساکھ خراب کریگا۔

۳۳۔ چین سےبیٹھنا: عام آدمی کو طبی سہولتوں کی فراہمی تک چین سے نہیں بیٹھوں گا۔

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۳۶۔ تانےبانے ملنا: بہاولپور، گوجرانوالہ سے۶ دہشتگرد گرفتار، تانےبانے سرحدپارسےملتے ہیں۔

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۴۲۔ سبق سکھانا: گیدڑ بھبکی:پاکستان کو سبق سکھانے کیلئے سرجیکل سٹرائیک سے بہتر آپشن موجودہیں؛ بھارتی آرمی چیف کی گیدڑ بھبکی۔

۴۳۔ پگڑی اچھالنا: عمران جھوٹ کے عادی، پگڑیاں اچھالنا انکا مقصد ہے۔

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۴۵۔ روڑے اٹکانا: ریکارڈ کی تبدیلی انصاف کی راہ میں روڑے اٹکانے کے مترادف ہے۔

۴۶۔ کمر کسنا: کارکن کمر کس لیں، پی پی آئندہ الیکشن میں کلین سویپ کریگی۔

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۴۸۔ گریبان میں جھانکنا: الزام لگانے والے گریبان میں جھانکیں۔

۴۹۔ خالقِ حقیقی سے ملنا: ۴افراد جناح ہسپتال لاہور میں خالقِ حقیقی سے جا ملے۔

۵۰۔جوتے چاٹنا:پی ٹی آئی چئیرمین مشرف کے جوتے چاٹتے رہے، نااہل قرار دلانے کیلئے کیلی فورنیا کیس کافی ہے۔

۵۱۔جمعہ بازار: سمن کا جمعہ بازار لگایا ہوا ہے۔

۵۲۔ بال بیکا کرنا: سی پیک دشمن کو کھنک رہاہے، وہ ہمارا بال بھی بیکا نہیں کر سکتے۔

۵۳۔ بڑھک مارنا: کبھی بڑھک نہیں ماری، دھرنے والے ہر سازش میں شریک رہے۔

۵۴۔ ہاتھ صاف ہونا**:** ہمارےہاتھ صاف ہیں، خراب سیاسی حلات کا معشیت پر اثر پڑرہاہے۔

۵۵۔ پیٹھ میں خنجر گھونپنا: ہم نے آپ کا ساتھ دیا لیکن آپ نے پیٹھ میں خنجر گھونپا۔

۵۶۔ چورمچائے شور:عمران خان چورمچائے شور کی زندہ مثال ہیں۔

۵۳۔ پول کھولنا: وزراء نے اپنےپول کھول دئیے۔

۵۴۔ منہ توڑ جواب: ایل او سی پر اشتعال انگیزی کامنہ توڑ جواب۔

۵۵۔ داؤپر لگانا: نوازشریف اقتدار کی خاطر جمہوریت اوراداروں کوداؤپرنہ لگائیں۔

۵۶۔ نظریں جم جانا: ملک بھرکی نظر یں سپریم کورٹ پرجم گئیں۔

۵۷۔ راستے میں روکاوٹ ڈالنا۔ چئرمین نےغلط بیانی کرکے انصاف کے راستے میں روکاوٹ ڈالی۔

۵۸۔ پھٹ پڑنا: پی ایس او حکام بقایاجات نہ ملنے پر پھٹ پڑے۔

۵۹۔ بھرپور جواب: نکیال میں بھارتی فائرنگ، ۲ شہری زخمی، پاک فوج کا بھرپور جواب۔

۶۰۔ بیڑاغرق: جے آئ ٹی رپورٹ نے حکومت بیڑاغرق کر دیا۔

۶۱۔ ہاتھوں ہاتھ: (جےآئ ٹی رپورٹ) ناولوں کی طرح ہاتھوں ہاتھ بکنےلگی۔

۶۲۔ منہ کے بل گرنا: مارکیٹ منہ کےبل گری۔

۶۳۔ قانونی جنگ لڑنا: قانونی جنگ لڑی جائے گی، سازشی بے نقاب ہونگے۔

۶۴۔ سردخانے میں ڈالنا: نیب نے شریف خاندان کیخلاف تحقیقات کو سرد خانے میں ڈالا۔

۶۵۔ چور دروازہ سے آنا: عمران تمام تر کوششوں کے باوجود چور دروازے سے اقتدار میں نہیں آسکتے۔

۶۶۔ دامن صاف: دامن صاف ہے، ظمیر پر کوئی بوجھ نہیں۔

۶۷۔ سچائی کا دامن ہاتھ سے نہ/ چھوڑنا: میڈیاچینلز سچائی کا دامن ہاتھ سے نہ چھوڑیں۔

۶۸۔ آستین کا سانپ: نوازشریف کو آستینوں کے سانپوں نےڈس ڈس کر یہاں تک پہنچایا۔

۶۹۔ آخری دم تک لڑنا: عوام کی خاطر آخری دم تک لڑوں گا۔

۷۰۔ پہلو میں بیٹھنا: خور شید شاہ جس سے جمہوریت کو بچا تے رہے آج خود اسکے پہلو میں بیٹھے ہیں۔

۷۱۔ ہتھیار ڈالنا: فراریوں کے ہتھیار ڈالنے میں سکیورٹی اداروں کی کاوشوں سے ہوا۔

۷۲۔ زہرِ قاتل: افرا تفری، انتشار، الزام تراشی کی سیاست ملک کیلئےزہرِ قاتل ہے۔

۷۳۔ مرکزِ نگاہ۔ پاک فضائیہ کا ہر کولیس طیارہ رائل ایئر ٹیٹو شو میں مر کز نگاہ بن گیا۔

۷۴۔ دو ٹوک پیغام / جواب: اشتعال انگیزی نہ روکی تو سخت جواب دینگے، پاک فوج کا بھارت کو دو ٹوک پیغام۔

۷۵۔ جنا زہ نکالنا: کرپشن کا جنا زہ سپریم کورٹ سے ہی نکلے گا۔

۷۶۔ دیوار پر لکھا نظر آنا۔ نوازشریف کی نا اہلی دیوار پر لکھی نظر آرہی ہے۔

۷۷۔ منہ دکھانے کے قابل نا ہونا۔ ۱۰ویں جلد کھلی تئ نواز منہ دکھانے کے قابل نہیں رہینگے۔

۷۸۔ اندھیروں میں دھکیلنا۔ قوم کو اندھیروں میں دھکیلنے والے خائنوں کو کٹہرے میں آنا ہوگا۔

۷۹۔ انعامات کی بارش۔ ایکسپریس ایجوکیشن اینڈ کئیر ئیر ایکسپو کے آخری روز انعامات کی بارش۔

۸۰۔ کعبہ کس منہ سے جائو گے۔ الزام لگانے والو کعبہ کس منہ سے جائو گے۔

۸۱۔ صبر کا امتحان لینا۔ میرے صبر کا امتحان نہ لیا جائے۔

۸۲۔دن گنے جانا۔ دن گنے جا چکے، نواز شریف کا اقتدار کرپشن کی وجہ سے ڈوب رہا ہے۔

۸۳۔ گھیرا تنگ کرنا۔ دہشت گردوں کا گھیرا تنگ کیا جا رہا ہے۔

۸۴۔ کسی سامنے سر جھکانا: فتنہ و فساد کی قوتوں کے سامنے کبھی سر نہیں جھکایا۔

۸۵۔ شہر شہر قریہ قریہ جانا ۔ کارکن شہر شہر قریہ قریہ جائیں اور پارٹی کو مضبوط اور منظم بنائیں۔

۸۶۔ سرخم تسلیم کرنا۔ ہمارے وزیرِ آعظم نےعدالت کے سامنےسرخم تسلیم کرکیا، نوازشریف بھی کریں۔

۸۷۔ ہا تھ کچھ نا آنا۔ مسلم لیگ کا پانا ما کیس پر ہر عدالتی فیصلہ تسلیم کرنیکا اعلان، مخالفین کے ہاتھ کچھ نہیں آئیگا۔

۸۸۔ نیندیں حرام کرنا۔ مثالی ترقیاتی پروگرام نے مخلافین کی نیندیں حرام کردیں۔

۸۹۔ ایک ہی سکے کے دورخ۔ دھرنا گروپ اور کرپشن زدہ سابق حکمران ایک ہی سکے کے دورخ ہیں۔

۹۰۔ چند گھنٹوں کے مہمان / چند گھنٹوں کے وزیرِاعظم۔ نوازشریف چند گھنٹوں کے وزیرِاعظم رہ گئے، ن لیگ کوئ نیا لے آئے۔

۹۱۔ سیاہ حروف/ سنہرےحروف لکھنا ۔ ترقی کیخلاف سازشوں میں نیازی صاحب کا نام سیاہ حروف سے لکھا جا ئے گا۔

۹۲۔ دھڑن تختہ۔ لوٹ مار اور دھرنے و الوں کی سیاست کا الیکشن ۲۰۱۸ء میں دھڑن تختہ ہوگا۔

۹۳۔ آپ اپنے دام میں صیاد آگیا: عمران نے منی ٹریل نہیں دی، لو آپ اپنے دام میں صیاد آگیا۔

۹۴۔ گلے میں پھندا تنگ ہونا: عمران خان کے گلے میں پھندا تنگ ہورہا ہے۔

۹۵۔ مکافات عمل: منی ٹریل نہ ہونیکا اعتراف مکافاتِ عمل ہے۔

۹۶۔ میدان مارلیا: انتہائ کٹھن حلات سے دو چار غریب طلبا نے پھر میدان مارلیا۔

۹۳۔ نشان عبرت بنانا: دہشتگردوں کو نشان عبرت بنا دیں گے۔

۹۴۔ میلہ لوٹ لینا: آسکر ایوارڈ کا میلہ ''لا لا لینڈ'' نےلوٹ لیا۔

۹۵۔ یک جان دو قالب: پنجابی پٹھان یک جان دو قالب ھیں۔

۹۶۔ عقل سے کام لینا۔ نواز شریف عقل سے کام لیں، صرف ایک دن ہے۔

Appendix B

Collocations

کالوکیشن

۱(۹۴) ۔ انگلی اٹھانا: شفافیت، معیار اور رفتار کے ریکارڈ قائم کئے، مخالفین بھی انگلی نہیں اٹھا سکتے۔

(۹۵)۲۔ کان کھول کر سننا:کان کھول کر سن لو ہم تمہارے بچوں اور خاندان کیلئےزمین تنگ کر دیں گے۔

(۹۶)۳۔ امن و امان: ۶۳۵ بلین کا ترقیاتی پروگرام: امن و امان کیلئے ۱۹۸،زرعی صنعتی شعبوں پر ۱۵۵ارب ۵۰کروڑخرچ ہونگے۔

(۹۷)۴۔ باربار: شریف خاندان کا باربار احتساب سفید جھوٹ ہو رہاہے۔

۵۔ جلاؤگھیراؤ:جلاؤگھیراؤ پر مظاہرین کیخلاف ۲ مقدمے۔

۶۔ اختلافِ رائے: اختلافِ رائے غیر معمولی بات نہیں، انتشار روکنا چاہئے۔

(۱۰۰)۷۔ الزام تراشی: الزام تراشی کی منفی سیاست اپنی موت آپ مر چکی۔

(۱۰۱)۸۔ قابلِ بھروسہ: ہمیں معلوم کون قابلِ بھروسہ اور کام کر سکےگا۔

۹۔ سرخرو: طیارہ سازش کیس میں سرخرو ہو ئے۔

۱۰۔ منصوبہ بندی:مثال نے توہینِ عدالت نہیں کی، قتل منصوبہ بندی سے کیا گیا۔

(۱۰۴)۱۱۔ ہتک آمیز: غیر قانونی اشاعت کا طریقہ کارہتک آمیز ہے۔

۱۲۔ شرمناک: بھارت سےشرمناک شکست تکلیف دہ۔

۱۳۔ تکلیف دہ: بھارت سےشرمناک شکست تکلیف دہ۔

۱۵۔ شراب نوشی: جھونپڑی میں شراب نوشی کے تنازعہ پر ۹ افراد قتل۔

۱۶۔ حکمت عملی: بہت ہو چکا،حکمت عملی بدلنا ہوگی۔

۱۷۔ مہم جوئی: بھارتی مہم جوئی کا بھرپور جواب دیا جائےگا۔

۱۸۔ نظر بند: : کٹھ پتلی انتظامیہ نے میر واعظ کو نظر بند کر دیا۔

۱۹۔ اٹوٹ انگ: کشمیر اٹوٹ انگ، سی پیک ہماری سالمیت کا مسلہ ہے۔

۲۰۔ ترقی کاسفر: سازشوں کے باوجودترقی کاسفر جاری رہےگا۔

۲۱ ۔کٹھ پتلی: کٹھ پتلی انتظامیہ نے میر واعظ کو نظر بند کر دیا۔

(۱۱۴)۲۲۔ پشت پناہی: دہشتگردوں کی پشت پناہی نہ کی جائے۔

۲۳۔ قومی دھارہ: قومی دھارے میں آنے کا آخری موقع، ورنہ سنگین نتائج ہونگے۔

۲۴۔ کار کردگی: ایک ماہ کی کار کردگی، رپورٹ آج سپریم کورٹ میں پیش کی جائے گی۔

(۱۱۷)۲۵۔ مادرِوطن: پاک فوج ہر قسم کے خطرات سےمادرِوطن کا دفاع کر یگی۔

۲۶۔ رواں سال/ماہ: سوات ایکسپرس موٹر وے جیسے منصوبے رواں سال کھول دینگے۔

۲۷۔ سرزمین: اس وقت بھی صبر کا مظاہرہ کیا جب افغان سرزمین پاکستان میں دہشتگردی کیلئےاستعمال ہوئی۔

۲۸۔ اقربا پروری: اہداف حاصل نہ ہونے کی وجہ کرپشن اوراقربا پروری ہے۔

(۱۲۲)۲۹۔ نوک جھوک: ہم گالیاں سننے نہیں آے، عابد شیر، سپیکرکےساتھ نوک جھوک۔

۳۰۔ تشخص اجاگر: ملک کا جمہوری اور اعتدال پسند تشخص اجاگر کیا جائے۔

۳۱۔ اعتدال پسند: ملک کا جمہوری اور اعتدال پسند تشخص اجاگر کیا جائے۔

(۱۲۵)۳۲۔ خداحافظ: ہم پٹواری کلچر کو خداحافظ کہ دینگے۔

۳۳۔ رسمی/ غیر رسمی ملاقات: نوازشریف نے ثالثی کی پیشکش کر دی، مودی سےغیر رسمی ملاقات۔

(۱۲۷)۳۴۔ بیان قلمبند: وزیرِخزانہ کا بیان بھی قلمبند ہوگا۔

(۱۲۸)۳۵۔ شکوک و شبہات: کوئی حکومت یا عدالت شکوک و شبہات پر کاروئی نہیں کر سکتی۔

۳۶۔ باہمی اختلافات: مودی سے ملاقات، باہمی اختلافات، حساس معاملات پر مذاکرات ہونے چاہئیں۔

۳۷۔ غلط فہمی: بےبنیاد خبروں کا مقصد پاکستان اور خلیجی ممالک میں غلط فہمیاں پیدا کرناہے۔

۳۸۔ ذرائع ابلاغ:بیرونی ذرائع ابلاغ میں فوج بھجوانے سے متعلق آنے والی اطلاعات من گھڑت ہیں۔

۳۹۔ تحریکِ آزادی: کوئی مجاہد ھاتھ آیا نہ تحریکِ آزادی کچلنے کیلئے این آئی اے استعمال کی جارہی ہے۔

(۱۳۳)۴۰۔ سنسنی خیز مقابلہ: سنسنی خیز مقابلہ سرفراز، عامر نے لنکا ڈھادی۔

۴۱۔ نظرِثانی: ویزا نظام پر نظرِثانی ہونی چاہئے۔

(۱۳۵)۴۲۔ جانی و مالی: جوابی کاروائی میں دشمن کی توپیں خاموش، جانی و مالی نقصان کی اطلاعات۔

۴۳۔ جنگی جنون:بھارت کا جنگی جنون، کھربوں روپے کے مزید طیارے اور اسلحہ خریدےگا۔

۴۴۔ جیت کا جشن: کرکٹ میچ میں پاکستان کی جیت کا جشن منانے والوں پر وحشیانہ تشدد۔

۴۵۔ مفاد پرست: جمہوریت کا دفاع کرینگے، مفاد پرستوں کے جانے سے فرق نہیں پڑتا۔

(۱۳۹)۴۶۔ تارکینِ وطن:سعودی عرب: حکومت کا تارکینِ وطن سے مہانہ ۱۰۰ ریال ٹیکس لینے کافیصلہ۔

۴۷۔ انسانی حقوق: مقبوضہ کشمیر میں انسانی حقوق کی پامالی کیخلاف آواز اٹھائیں گے۔

۴۸۔ راہِ فرار: تحقیقاتی ٹیم کی رپورٹ تضادات کا مجموعہ، لیکیج کا اعتراف کیا گیا،ارکان راہِ فرار اختیار نہیں کر سکتے۔

۴۹۔ سر پرستی: دہشتگردی کی سرپرستی کا الزام لگانے کے بعد امریکہ نے قطر سے ۱۲ ارب ڈالر کامعاہدہ کر لیا۔

۵۰۔ عقیدت واحترام: یومِ حضرت علی آج عقیدت واحترام سے منایا جائےگا۔

۵۱۔ فرزندانِ اسلام: ملک میں لا کھوں فرزندانِ اسلام اعتکاف بیٹھ گئے۔

(۱۴۵)۵۲۔ سرِعام: مسلمان سماجی رہنما کو سرِعام شہید کر دیا۔

۵۳۔ عبرتناک شکست: شاہینوں کے ۳۳۸ رنز، سورما ۱۵۸ پر ڈھیر، ۱۸۰ رنز سے عبرتناک شکست، بھارت میں صفِ ماتم۔

۵۴۔ سجدہ ریز: کھلاڑی گراؤنڈ میں سجدہ ریز ہو گئے۔

۵۵۔ سبز ہلالی پرچموں: سبز ہلالی پرچم: ہر طرف سبز ہلالی پرچموں کی بہار، لوگ ٹولیاں بنا کر میچ دیکھنے آئے۔

(۱۴۹)۵۶۔ مضرِصحت: مضرِصحت چاٹ اور سموسے کھانے سے ۳ بہنیں جاں بحق، محلہ میں کہرام مچ گیا۔

۵۷۔ قائمہ کمیٹی: تاریخی فتح، قائمہ کمیٹی دفاع میں متفقہ قرارداد، یکجہتی پر کشمیری عوام کا شکریہ۔

۵۸۔ پرجوش استقبال: پشاور میں فخر زمان کا پرجوش استقبال کیا جا رہاہے۔

۵۹۔ شبِ قدر: ملک بھر میں شبِ قدرآج، جمعتہ الوداع کل مذہبی عقیدت و احترام سے منایا جائیگا۔

۶۰۔ محنت کش: بہاولپورکاسنیٹری ورکر اور محنت کش چل بسے، نظام درہم برہم۔

۶۱۔ عدم تعاون: مسٹر اٹارنی جنرل، عدم تعاون نہیں چلےگا۔

۶۲۔ خود مختاری: ڈرون حملے خود مختاری کیخلاف برداشت نہیں کرینگے۔

۶۳۔ فردِ جرم: نہال ہاشمی کا جواب غیر تسلی بخش، رویہ مناسب نہیں،فردِجرم۱۰ جولائی کو لگے گی۔

۶۴۔ ایوانِ نمائندگان: پاکستان کا غیر نیٹو اتحادی درجہ منسوخ کرنے کیلئے امریکی ایوانِ نمائندگان میں بل پیش۔

۶۵۔ سرگرم: ٹرمپ انظامیہ محکمہ خاجہ میں افغانستان پاکستان سےمتعلق خصوصی یونٹ ختم کرنے کیلئےسرگرم۔

۶۶۔ حکم عدولی: سمجھ نہیں آرہی جےآئی کہ کونسا ریکارڈ نہیں دیا، عدالت کی حکم عدولی کا سوچ بھی نہیں سکتے۔

۶۷۔ مدِنظر: حج پالیسی مرتب کرتے وقت سپریم کورٹ کے احکامات کو مدِنظر نہیں رکھا گیا۔

۶۸۔ قوی امکان: پاکستان میں کل عید کا قوی امکان۔

(۱۶۲)۶۹۔ سمجھ سے بالاتر: پانامہ معاملہ سمجھ سے بالاتر، واٹس ایپ سے شروع ہوا۔

۷۰۔ ماہِ مقدس: ماہِ مقدس میں دہشت گردی کی بھینٹ چڑھنےوالوں کے درجات کیلئے دعاگوہوں۔

۷۱۔ دعاگو: ماہِ مقدس میں دہشت گردی کی بھینٹ چڑھنےوالوں کے درجات کیلئے دعاگوہوں۔

۷۲۔ ظلم اور جبر: اللہ بھارتی ظلم اور جبر کے شکار کشمیریوں کو آزادی کی نعمت سے ہمکنار کرے۔

(۱۶۶)۷۳۔ غلط فہمی: پاکستان اور افغانستان میں غلط فہمیوں سے ترقی کے ایجنڈے کو خطراق لاحق ہونگے۔

۷۴۔ خطراق لاحق: پاکستان اور افغانستان میں غلط فہمیوں سے ترقی کے ایجنڈے کو خطراق لاحق ہونگے۔

۷۵۔یقین دہانی: وفاقی وزارتِ داخلہ کا پنجاب حکومت سے رابطہ، ہر ممکن تعاون کی یقین دہانی۔

۷۶۔ عزیزواقارب: اعتکاف پیٹھنے والوں کو عزیزواقارب نے پھولوں کے ہار پہناکر مٹھائیاں کھلاکر استقبال کیا۔

(۱۷۰)۷۷۔ ہراول دستہ: پاکستان دہشتگردی کیخلاف ہراول دستے کا کردار ادا کررہاہے۔

۷۸۔ کردار ادا کرنا: پاکستان دہشتگردی کیخلاف ہراول دستے کا کردار ادا کررہاہے۔

۷۹۔ پتنگ باز: وزیرِاعلیٰ کا ڈی ایس پی مصری شاہ، ایس ایچ او شادباد کو معطل کرنے کا حکم، ۴۸ پتنگ باز گرفتار۔

۸۰۔ نکاسی آب: میڈیاسے گفتگو، کارکنوں سے عید ملے، ڈپٹی میئر کو فون، نکاسی آب کی ہدایت۔

۸۱۔ گٹھ جوڑ: ٹرمپ مودی گٹھ جوڑ امن کیلئے خطرہ ہے۔

۸۲۔ قائم مقام: قائم مقام بھارتی ہائی کمشنر کی طلبی، فائرنگ سے شہری کی شہادت پر پاکستان کا شدید احتجاج۔

۸۳۔ بروقت: محکمہ موسمیات کیلئے بروقت راڈار نہ خریدنے پر اظہارِبرہمی۔

۸۴۔ مذموم مقاصد: کلبھوشن کو مذموم مقاصد کیلئے استعمال کیا گیا۔

۸۵۔ قانون سے بالا: وکیل ہو یا جج، کوئی قانون سے بالا نہیں۔

۸۶۔ ہم جنس: جرمن پارلیمنٹ میں ہم جنس پرستوں کی شادی، سوشل میڈیا پر متنازعہ مواد کی روک تھام کے قوانین منظور۔

۸۷۔ ہم جنس پرست: جرمن پارلیمنٹ میں ہم جنس پرستوں کی شادی، سوشل میڈیا پر متنازعہ مواد کی روک تھام کے قوانین منظور۔

۸۸۔ خوش اسلوبی: تصفیہ طلب مسائل خوش اسلوبی سے حل کرنا چاہتے ہیں۔

۸۹۔ نشاندہی: بار غلط جج کی نشاندہی کرے، عدالت میں نہیں رہنے دیں گے۔

۹۰۔ اظہارِاطمینان: روس سے تعلقات پر اظہارِاطمینان، چین کی تعریف۔

۹۱۔ کالا قانون: مشرف دور کے کالے قانون کا دائرہ کار ختم کرنے کیلئے اسمبلی مین نیا مسودہ پیش کرینگے۔

۹۲۔ حقِ خوداردیت: ہم حقِ خودارادیت کیلئے جدوجہد کررہے ہیں۔

۹۳۔ طرزِزندگی: ترقیاتی پروگرام کے تحت منصوبوں کی تکمیل سے عوام کا طرزِزندگی بدلےگا۔

۹۴۔ عالمی برادری: عالمی برادری وعدے پورے کرے، بندوق اٹھانے کا شوق نہیں۔

۹۵۔ وعدہ معاف گواہ: وزیرِخزانہ مشرف دور میں حدیبیہ پیپرز کیس میں زریف فیملی کیخلاف وعدہ معاف گواہ تھے۔

۹۶۔ نقاب پوش: میر ٹھ: یونیورسٹی میں کشمیری طالب علم پر نقاب پوشوں کا حملہ، شدید زخمی کردیا۔

۹۷۔ زندہ مثال:عمران خان چورمچائے شور کی زندہ مثال ہیں۔

۹۸۔ کردار کشی: الزام بے بنیاد، وزیراعلیٰ کی کردار کشی کی۔

۹۹۔ خراجِ عقیدت: برہان وانی شہید کو قوم کا شاندار خراجِ عقیدت۔

۱۰۰۔ لائحہ عمل: شریف فیملی کی لیگل ٹیم کا تین نکاتی لائحہ عمل تیار۔

۱۰۱۔ بھونڈامذاق: سب خریداجاچکاہے، قوم کیساتھ بھونڈامذاق ہورہاہے۔

۱۰۲۔ نظربند: شہید کی قبرسیل، حریت قیادت نظربند۔

۱۰۳۔نظرانداز:خط کو نظرانداز کرناسراسرناانصافی ہوگی۔

۱۰۴۔جاں بحق: ایمرسن کالج ملتان کے۳سینئرپروفیسر حادثہ میں جاں بحق۔

۱۰۵۔ خط وکتابت: قطری شہزادے سےخط وکتابت سمیت تمام بیانات اور شواہد کو دستاویزی شکل دیدی گئ۔

۱۰۶۔ جذبہ خیر سگالی: جذبہ خیر سگالی ۸۰ بھارتی ماہی گیر آج اپنے ملک روانہ ہونگے۔

۱۰۷۔ عزت افزائی: عزت افزائی پر پاکیستان کے مشکور ہیں۔

۱۰۸۔ بیان بازی: چیف جسٹس ن لیگی رہنماؤں کی بیان بازی کا نوٹس لیں۔

(۲۰۱)۱۰۹۔ گولہ باری: اولی گاؤں کوگولہ باری کا نشانہ بنایا گیا۔

۱۱۰۔ قابلِ تعریف: دہشت گردی کیخلاف پاکستان کی کوششیں قابلِ تعریف ہیں۔

۱۱۱۔ تعمیروترقی: وزیراعظم نوازشریف کی قیادت میں تعمیروترقی کا سفر جاری رکھیں گے۔

۱۱۲۔ناقص کارکردگی: اربوں کی مبینہ کرپشن، ناقص کارکردگی پر چئرمین اور سی ای او پیڈک معطل۔

۱۱۳۔ بے نقاب ہونا/ کرنا: قانونی جنگ لڑی جائے گی، سازشی بے نقاب ہونگے۔

(۲۰۶)۱۱۴۔ امن و استحکام: سی پیک کیلئے خط میں امن و استحکام ضروری ہے۔

۱۱۵۔ زیرِالتوا: شریف خاندان کے خیلاف کئ مقدمات زیرِالتوا تھے۔

۱۱۶۔ سازشی ٹولہ: سازشی ٹولہ کے کہنے پر استعفیٰ نہیں دونگا۔

۱۱۷۔ ڈٹ کر مقابلہ کرنا: دہشتگردوں کا ڈٹ کر مقابلہ کرینگے۔

۱۱۸۔ تبادلہ خیال: آرمی چیف سے کنیڈین ہائی کمیشنز کی ملاقات علاقائی سلامتی کے امور پر تبادلہ خیال۔

۱۱۹۔ باعثِ شرم: ورک ویزا حاصل کرنا باعثِ شرم۔

۱۲۰۔ جھوٹ کا پلندہ: روپورٹ جھوٹ کا پلندہ، وزیراعظم صادق اور امین، ڈٹے رہیں۔

۱۲۱۔ صادق اور امین: رحمٰن ملک صادق اورامین نہیں، نا اہل کیا جائے۔

۱۲۲۔ امانت اور دیانت: قرآن شریف پر نوازشریف کی امانت ارو دیانت کی قسم کھا سکتا ہوں۔

۱۲۳۔ نقل و حرکت: پاک افغان سرحد پر جنگجؤں کی نقل و حرکت روکنے کی تصدیق کرانا پڑیگی۔

۱۲۴۔ گمراہ کن: جے آئی رپورٹ گمراہ کن ہے۔

۱۲۵۔ پر عزم: مربوط اجتماعی کوششوں سے تمام خطرات سے نمٹنے کیلئے پر عزم ہیں۔

۱۲۶۔ بددیا نت: تمام جے آ ٹی ارکان بددیا نت ہیں۔

۱۲۷۔حکمت عملی مرتب کرنا۔ وزیرِاعظم کی قانونی ٹیم نے اپنی حکمت عملی مرتب کرلی۔

۱۲۸۔ خدا نخواستہ۔ قومی مجرم اس بار سنبھل گئے تو پھر خدا نخواستہ ملک نہیں سنبھلےگا۔

۱۲۹۔ مصدقہ/ غیر مصدقہ دستاویزات: غیر مصدقہ دستاویزات کی قانونی حثیت دیکھنا ہو گی، جے آئی ٹی رپورت کے پابند نہیں۔

۱۳۰۔ بیا نات توڑ موڑ کر پیش کرنا: ادارے سا زش نہیں کر ر ہے، بیا نات توڑ موڑ کر پیش کے جا تے ہیں۔

۱۳۱۔ طرۂ امتیاز۔ جھوٹ نیا زی صاحب کی سیاست کا طرۂ امتیاز ہے۔

۱۳۲۔ ملک گیر ہڑتال۔ وکلاء کاآج ملک گیر ہڑتال کا اعلان۔

۱۳۳۔ نا قابل تردید۔ نا قابل تردید شواہد پر نااہلی ہوسکتی ہے۔

۱۳۴۔ تہہ در تہہ۔ معلومات چھپانے کیلیے تہہ در تہہ کمپنیاں بنائی گئیں۔

۱۳۵۔نتائج بھگتنا۔ منی ٹریل ثابت نہ ہوئ تو نتائج وزیر اعظم بھگتیں گے۔

۱۳۶۔ فتنہ و فساد۔ فتنہ و فساد کی قوتوں کے سامنے کبھی سر نہیں جھکایا۔

۱۳۷۔ احتجا جی جلوس۔ وکلاء کا جی پی او چوک تک احتجا جی جلوس، احتجاجی کیمپ میں دھرنا، نعرے بازی۔

۱۳۸۔ مطالبہ مسترد / مطالبہ منظور ۔ وزیرِ اعظم کےایستفی کا اپوزیشن کا مطالبہ مسترد۔

۱۳۹۔ ذریعہ آمدن ۔ بچوں کا ذریعہ آمدن ثابت ناہوا تو اثر وزیرِاعظم پرہوگا۔

۱۴۰۔ کالا دھن۔ پاناما، بھارت نے ۱۹ہزار روپے کے کالا دھن کاسراغ لکالیا۔

۱۴۱۔ فیصلہ محفوظ ۔ پانا کیس کی سماعت مکمل، فیصلہ محفوظ ۔

۱۴۲۔ عیب تلاش کرنا۔ دسروں کے عیب تلاش کرنے والے عمران کے عیب سامنے آگئے۔

۱۴۳۔ نا معلوم افراد۔ نا معلوم افراد میرےگھر چھاپہ مار کر اہم دستاویزات لے گئے۔

۱۴۴۔ رضامندی ۔ انتخابی ا صلاحات میں تمام جماعتوں کی رضامندی ہونی چاہئے۔

۱۴۵۔ زیرِ غور۔ متبا دل وزیرِا عظم کے لے کو ئی زیرِ غور نہیں۔

۱۴۶۔ پہیہ جام (ہڑ تال) ۔ ٹرین ڈرائیورز نےملک بھر میں ریل کا پہیہ جام (ہڑ تال) کر دیا۔

۱۴۷۔ جا ئے و قوعہ: د ھما کہ کے و قت جا ئے و قوعہ کے قریب و زیرِ آعلی ہاؤس میں اجلاس جا ری تھا۔

۱۴۸۔ سا نحہ (لاہور): سا نحہ لا ہور کے بعد منا سب نہیں کہ سیا سی معما ملات لے کر بیٹھ جاؤں۔

۱۴۹۔ توہین عدالت کیس: عمران کے خلاف فیصلہ ۱۰ گست تک محفوظ۔

۱۵۰۔ خراج تحسین: گلگت اسمبلی میں نواز شریف کو خراج تحسین پیش کرنے کی قرار داد کثرت رأے سے منظور۔

۱۵۱۔ کثرت رأے: گلگت اسمبلی میں نواز شریف کو خراج تحسین پیش کرنے کی قرار داد کثرت رأے سے منظور۔

۱۵۲۔سماج دشمن عناصر: دہشتگردوں، سماج دشمن عناصر کا خاتمہ کریں گے۔

۱۵۳۔ سپرد خاک: شہدا آبائ علاقوں میں سپرد خاک۔

۱۵۴۔حتمی اعلان: پی ایس ایل کا فا ئنل ۵ مارچ کو لا ہور میں ہی ہوگا: حتمی اعلان۔

۱۵۵۔ جھلک دیکھانا: بھارتی فوج میں کرپشن کی جھلک دکھیٔ۔

۱۵۶۔فرقہ واریت: عسکریت پسندی اور فرقہ واریت ختم کر نے کے عزم کا اعادہ۔

۱۵۷۔عزم کا اعادہ: عسکریت پسندی اور فرقہ واریت ختم کر نے کے عزم کا اعادہ۔

۱۵۸۔ خود کُش دھماکہ: لاہور میں خود کُش دھماکہ، ۲۶ شہد۔

۱۵۹۔ خود کُش حملہ:کابل میں بھی خود کُش حملے، ۳۵ افراد ہلاک۔

۱۶۰۔ فظا سوگ وار/ خوشگوار: لاہور، فظا سوگ وار، دھما کے کی تحقیقات کے لے جے آٹی بنانے کا فیصلہ۔

۱۶۱۔ بلا مقابلہ منتخب: آغا شہباز دورانی کی نسشت پر انکے بھائ آغاشاہزیب بلا مقابلہ سنیٹر منتخب

APPENDIX C

Simple Fillers

فلر

(۲۵۴)۱۔ جیسا: حکومتی طرزِعمل سسلئین ما فیا جیسا ہے۔

(۲۵۵)۲۔ جیسے**:** سوات ایکسپرس موٹر وے جیسے منصوبے رواں سال کھول دینگے۔

(۲۵۶)۳۔ کی وجہ: اہداف حاصل نہ ہونے کی وجہ کرپشن اوراقربا پروری ہے۔

(۲۵۷)۴۔ جو مرضی: ٹانگیں کھینچنے سے کچھ نہیں ہوگا، میڈیا جو مرضی لکھےاپنی ساکھ خراب کریگا۔

(۲۵۸)۵۔ کونسا: سمجھ نہیں آرہی کہ جے آئی ٹی کو کونسا ریکارڈ نہیں دیا، عدالت کی حکم عدولی کا سوچ بھی نہیں سکتے۔

۶۔ایسا: ججوں کے بچوں کو دہمکایا گیا ایسا ڈکٹیٹرز کے ادوار میں بھی نہیں ہوا۔

APPENDIX C

Function Words

فنکشن

۱۔ رنگ بازی: رنگ بازی نہ کریں، عدلیہ کیلئے ہم نے خون دیا۔

۲۔ ہنگامہ آرائی: اپوزیشن کی ہنگامہ آرائی سیاسی مشہوری اور قوم کو بےوقوف بنانے کی کوشش ہے۔

(۲۶۲)۳۔ نعرے بازی:اپوزیشن کا پنجاب اسمبلی میں شدید ہنگامہ، بجٹ کی کاپیاں پھاڑدیں، نعرے بازی۔

۴۔ دھمکیاں دینا: گرفتاری، سنگین نتائیج کی دھمکیاں دی جارہی ہیں۔

۵۔ توپیں خاموش کرانا: جوابی کاروائی میں دشمن کی توپیں خاموش، جانی و مالی نقصان کی اطلاعات۔

۶۔لاٹھی چارج: ینگ ڈاکٹرز کا احتجاج جاری، مظاہرہ، پولیس کا لاٹھی چارج۔

۷۔ منافع خوروں: ناجائزمنافع خوروں کیخلاف سخت کاروائی کی جارہی ہے۔

۹۔منانا: یومِ حضرت علی آج عقیدت واحترام سے منایا جائےگا۔

۱۰۔ اعتکاف میں بیٹھنا: ملک میں لا کھوں فرزندانِ اسلام اعتکاف بیٹھ گئے۔

(۲۶۹)۱۱۔ عوام کا شکریہ: تاریخی فتح، قائمہ کمیٹی دفاع میں متفقہ قرارداد، یکجہتی پر کشمیری عوام کا شکریہ۔

۱۲۔ دے دینا: جےآئی ٹی نے جو مانگا دیدیا، شریف خاندان کے ریکارڈ میں ردوبدل نہیں کیا گیا۔

۱۳۔ کرنے کیلئے: پاکستان کا غیر نیٹو اتحادی درجہ منسوخ کرنے کیلئے امریکی ایوانِ نمائندگان میں بل پیش۔

۱۴۔ استقبال کرنا: اعتکاف بیٹھنے والوں کو عزیزواقارب نے پھولوں کے ہار پہناکر مٹھائیاں کھلاکر استقبال کیا۔

(۲۷۰)۱۵۔ اظہارِبرہمی: محکمہ موسمیات کیلئے بروقت راڈار نہ خریدنے پر اظہارِبرہمی۔

(۲۷۱)۱۶۔ اظہارِافسوس: صدر، وزیرِاعظم، وزیرِاعلیٰ، مریم اورنگزیب اور دیگر کا اظہارِافسوس۔

۱۷۔ اظہار یکجہتی۔ ۱۵ ضلعی چیئرمینوں اور میئرز کا نواز، شہباز شریف سے اظہار یکجہتی۔

۱۸۔تحفظات کا اظہار۔ آجی سندھ کا محکماتی معملات میں نظر انداز کر نے پر تحفظات کا اظہار۔

(۲۷۴)۱۹۔ شکریہ: جمائما، آپ پر فخر ہے، شکریہ۔ نوائے وقت، ۰۲ جون ۲۰۱۷

APPENDIX D

Phrasal Verb

فریزل ورب

(۲۷۵)۱۔ گلے پڑنا**(denominative verb)**: غیر محتاط تقریر نہال ہاشمی کے گلےپڑگئ۔

۲۔ کسی کے سامنے(adverb) سر جھکانا: فتنہ و فساد کی قوتوں کے سامنے کبھی سر نہیں جھکایا۔

۳۔ ارد گرد(adverb) گھومنا۔ پانامہ لیکس کے تمام الزامات نوازشریف کے ارد گرد گھومتے ہیں۔

۲۔ الزام تراشی: الزام تراشی کی منفی سیاست اپنی موت آپ مر چکی۔

۳۔ قابلِ بھروسہ: ہمیں معلوم کون قابلِ بھروسہ اور کام کر سکےگا۔

۴۔ طرزِعمل: حکومتیطرزِعمل سسلئین ما فیا جیسا ہے۔

۵۔ بےوقوف بنانا: اپوزیشن کی ہنگامہ آرائی سیاسی مشہوری اور قوم کو بےوقوف بنانے کی کوشش ہے۔

۶۔ سنگین نتائج**:** قومی دھارے میں آنے کا آخری موقع، ورنہ سنگین نتائج ہونگے۔

(۲۸۱)۷۔ نذرِآتش: محمد شریف کا گھرنذرِآتش۔

۸۔ پیش کرنا**(denominative verb)**: ایک ماہ کی کار کردگی، رپورٹ آج سپریم کورٹ میں پیش کی جائے گی۔

۹۔ منطقی انجام**:**وزیراعظم معاملے کومنطقی انجام تک پہنچاناچاہتے ہیں۔

۱۰۔ غیر مشروط : مقبوضہ کشمیر میں مظالم پر تشویش، بھارت غیر مشروط رسائی دے۔

(۲۸۵)۱۱۔ تند و تیز: صحافیوں کےتند و تیز سوالات۔

۱۲۔ ناکہ بندی: ناکہ بندی میں نرمی کی جائے۔

۱۳۔ خوش آندہ: امریکی صدر کا انتباہ خوش آندہ ہے۔

(۳۰۰)۱۴۔ جان بوجھ: بھارت جان بوجھ کر معصوم شہریوں کو نشانہ بناتا ہے۔

۱۵۔ اہلِ خانہ: ٹیم کے سربراہ واجد ضیانے درخواست مشاورت سے تیارکی،اہلِ خانہ کی پریشانی کا تذکرہ کیا۔

۱۶۔ تؤہین آمیز: تؤہین آمیز رویہّ رکھاگیا۔

۱۷۔ غلط فہمی: بےبنیاد خبروں کا مقصد پاکستان اور خلیجی ممالک میں غلط فہمیاں پیدا کرناہے۔

۱۸۔ پیش رفت: سانحہ ماڈل ٹاؤن پرپیش رفت رک چکی۔

۱۹۔ من گھڑت: بیرونی ذرائع ابلاغ میں فوج بھجوانے سے متعلق آنے والی اطلاعات من گھڑت ہیں۔

۲۰۔ شکست خوردہ:عوام نےشکست خوردہ عناصر کی ہر سازش ناکام بنایا۔

۲۱۔ سنسنی خیز: سنسنی خیز مقابلہ سرفراز، عامر نے لنکا ڈھادی۔

(۲۹۸)۲۲۔ گھناؤنی سازش: دھرنا پارٹی نے ذاتی مفاد کیلئے ملکی ترقی کیخلاف گھناؤنی سازش(**denominative verb**) کی۔

۲۳۔ ذاتی مفاد: دھرنا پارٹی نے ذاتی مفاد کیلئے ملکی ترقی کیخلاف گھناؤنی سازش کی۔

(۳۰۰)۲۴۔ مدِ نظر رکھنا: خطے سے متعلق پالیسی میں اسلام آباد، نئی دہلی، تہران سے تعلقات کو مدِ نظر رکھنا ہوگا۔

۲۵۔ خوف طاری: ایران، قطر سے متعلق قراردادوں پر بھی حکومت پر خوف طاری تھا۔

۲۶۔ ڈرادھمکا: تحقیقات روکنے کیلئے بہت کچھ ہو رہاہے، کوئی ڈرادھمکا نہیں سکتا۔

۲۷۔ اولین ترجیح: جنوبی پنجاب کی ترقی اور خوشحالی اولین ترجیح، امن کیلئے تمام مسائل استعمال کئے جائیں۔

(۳۰۲)۲۸۔ تلخ کلامی: ڈبہ پیر، جعلی پیر کہنے پر عابد شیر، شاہ محمود میں تلخ کلامی۔

۲۹۔ راہِ فرار: تحقیقاتی ٹیم کی رپورٹ تضادات کا مجموعہ، لیکیج کا اعتراف کیا گیا،ارکان راہِ فرار اختیار نہیں کر سکتے۔

(۳۰۸)۳۰۔ منظرِعام: اکاؤنٹس کی تفصیلات منظرِعام پر نہ لائی جائیں۔

۳۱۔جوابی کاروائی: گاڑی پر فائرنگ ۳ پولیس اہلکار شہید، ایک زخمی، جوابی کاروائی میں حملہ آور ہلاک۔

۳۲۔ ناکام و نامراد: ہم سرخرو، مخالفین ناکام و نامراد ہونگے۔

۳۳۔ ماورائے عدالت: فوجی عدالتوں کے استعمال، این جی اوز کیخلاف کریک ڈاؤن، ماورائے عدالت قتل۔۔پر تنقید۔

۳۴۔ اشتعال انگیز: زرداری کی منینہ اشتعال انگیز تقریر پر پولیس کی مقدمہ درج کرنے سے مذرت، عدالت میں جواب جمع۔

۳۵۔ حزبِ اختلاف: کوئی مقدس گائے نہیں، وزیرِداخلہ شیر بنتے ہیں، مشرف معملہ پر کیوں کمزور پڑگئے؛ قائدِ حزبِ اختلاف۔

۳۶۔ کہرام مچنا: مضرِصحت چاٹ اور سموسے کھانے سے ۳ بہنیں جاں بحق، محلہ میں کہرام مچ گیا۔

۳۷۔ خود ساختہ: خود ساختہ حکومتی ترجمانوں سے کہیں ناپ تول کر بات کریں۔

۳۸۔ حوصلہ شکنی: ویزاکی لمبے عرصے تک توسیع کی حوصلہ شکنی کی جائیگی۔

۳۹۔ توڑمروڑ: بیان توڑمروڑ کر پیش کیا گیا۔

۳۱۶۔ چل بسنا: بہاولپورکاسنیٹری ورکر اور محنت کش چل بسے، نظام درہم برہم ہوگیا

(denominative verb)۔

۴۱۔ زیرِالتوا **((denominative verb))**: پرائیویٹ ممبر بل کو طویل عرصہ تک زیرالتوارکھنے پر اظہارِافسوس۔

۴۲۔ تسلی بخش: نہال ہاشمی کا جواب غیر تسلی بخش، رویہ مناسب نہیں،فردِجرم ۱۰ جولائی کو لگے گی۔

۴۳۔ ردوبدل: جےآئی ٹی نے جو مانگا دیدیا، شریف خاندان کے ریکارڈ میں ردوبدل نہیں کیا گیا۔

۴۴۔ امدادی کارروائیاں: پاراچنار میں دھماکے کے بعدامدادی کارروائیاں جاری تھیں، دوسرا دھماکہ ہوگیا۔

۴۵۔ پیش گوئی: مخالفین کی پیش گوئیاں ہمیشہ غلط ثابت کیں۔

۴۶۔ من گھڑت: ریکارڈ ٹمپرنگ سے شریف فیملی کو فائدہ پہنچانے کی باتیں من گھڑت ہیں۔

۴۷۔ منفی ہتھکنڈے: حکومتی منفی ہتھکنڈے حق اور سچ سے پیچھے نہیں ہٹا سکتے۔

۴۸۔ روک تھام: جرمن پارلیمنٹ میں ہم جنس پرستوں کی شادی، سوشل میڈیا پر متنازعہ مواد کی روک تھام کے قوانین منظور۔

۴۹۔ تصفیہ طلب: تصفیہ طلب مسائل خوش اسلوبی سے حل کرنا چاہتے ہیں۔

۵۰۔ انتہا پسندی: انتہا پسندی کے خلاف قوم کی قربانیاں رائیگاں نہیں جائیں گی۔

(۳۲۷)۵۱۔ ڈھکی(adjective) چھوپی: پاکستان قریبی دوست، دہشت گردی کیخلاف اسکی قربانیاں ڈھکی چھوپی نہیں ہیں۔

۵۲۔ لوٹ مار: لوٹ مار میں معاون، شرم آنی چاہئے۔

۵۳۔ اشتعال انگیزی: ایل او سی پر اشتعال انگیزی کامنہ توڑ جواب۔

۵۴۔ خیر خواہ: پاکستان کی قسمت کے ساتھ سفاک کھیل کھیلنے والے عوام کےخیر خواہ نہیں۔

۵۵۔ غلط بیانی: چئرمین نےغلط بیانی کرکے انصاف کے راستے میں روکاوٹ ڈالی۔

۵۶۔ بد ترین مندی: سٹاک مارکیٹ میں بد ترین مندی۔

۵۳۔ الزام تراشی: الزام تراشی کے ماہر سیا ستدان نےجھوٹ کے تمام ریکارڈ توڑڈالے۔

۵۴۔ جینا مرنا**(verb+ verb)**۔ ہمارا جینا مرنا عوام کے ساتھ تھا، ہے اور رہیگا۔

۵۵۔ اختیارات کا جائز / نا جائز استعمال: ٹیم نے اختیارات کا نا جائز استعمال کیا۔

۵۶۔ ارد گرد گھومنا۔ پانامہ لیکس کے تمام الزامات نوازشریف ک ارد گرد گھومتے ہیں۔

(۳۴۷)۵۷۔ لوٹ مار۔ لوٹ مار اور دھرنے و الوں کی سیاست کا الیکشن ۲۰۱۸ء میں دھڑن تختہ ہوگا۔

Reference