

## **CHAPTER-ONE**

### **INTRODUCTION**

#### **1.1 General Background**

Language is a unique feature of human beings and most widely used means of communication. Every normal human being acquires his/her first language without being explicitly taught. Language plays a significant role in the development, maintenance and transmission of human civilization. Language is a special capacity that distinguishes human beings from other creatures.

English is said to be an international language and used as an international lingua-franca. It is regarded as the world's most prestigious and important language. It is also the language of science and technology. The people need to have the knowledge of English because it is widely used as medium for national and international communication. It also has been occupying role in the academic field of Nepal.

Nepali, the national language, is spoken by the majority of people in Nepal. It belongs to the 'Indic-Aryan' sub-branch of the Indo-Iranian branch of the Indo-European family of languages (American Heritage Dictionary). Nepali is also used as the medium of education, press, administration, trade, and commerce in Nepal.

##### **1.1.1 Concept of Meaning**

How do we precisely know what 'meaning' means? Different scholars have defined meaning differently. Traditionally it is viewed that there is a connection between a 'word' in language and "object" in the word, which cannot be accepted nowadays. For example, the same word, 'dog' has connection with these animal (which can be tamed, which wags tails to its master and barks at a stranger, etc). But the same animal which is called

'dog' in English language is called by several names ('Kukur' in Nepali, 'Kutta' in Hindi, Hund in German, etc) in several different languages. So, the connection between words and their, meaning (things, objects etc) are not 'God given' or natural but arbitrary or conventional.

An individual's meaning is not part of general study of semantics. The meaning of a sentence is determined not only by the meaning of the words of which it is composed but also the grammatical structure' (Lyons 1997). So, the fact is that two sentences can be composed of exactly the same words and yet differ in meaning. Meaning of an utterance depends not only on what is said but also on the intension of the speaker and interpretation of the hearer.

So, the study of meaning is an inseparable part of language study and difficult as well. Sometimes it creates ambiguity. So the learners of second language may make mistakes while learning language. The meaning of the same word in one language can have one meaning and yet differ in another language specially in using words. There may not be one to one correlation of meaning of words between two languages. There may be divergence or convergence of meaning, semantic overlapping or semantic inclusion of meaning of words in the two languages. There must be existence of typical or language specific verb forms between the two languages which make meaning differ. For instance: According to Basnyat (1999), the semantic system of some English and Nepali verbs cause difficulty to the Nepali speakers learning English (NSLE) and English speakers learning Nepali (ESLN). For instance:

In Nepali, 'Khanu' = English a. eat b. drink c. smoke d. take

and the NSLE are found to use the English verb 'eat' as the base form for the Nepali verb 'Khanu'. Thus, the NSLE are found to produce unacceptable sentences as the following-

a)\* he ate his milk.

b)\* he ate his cigarette.

c)\* she ate her medicine.

This is because Nepali has one verb "Khanu" to denote the eating of different kinds of food. But English maintains deference in the verbs that are used to denote different types of food consumed. For instance, solid foods are eaten, liquids are drunk, medicines are taken and cigarettes are smoked.

### **1.1.2 Semantics**

Language has three levels which are phonology, syntax and semantics. Phonology deals with sound system of language. It studies speech sounds esp. of a particular language. Syntax deals with the words and sentence constructions and semantics is the study of meaning. While talking about the different levels of language, we put phonology in the first layer followed by syntax and then semantics at the end.

Although semantics was the most neglected field, it has recently become an important field of language. The history of semantics goes back to the American Philosophical Association which introduced a paper "Reflected Meanings: a point in semantics" in 1894, and five years later in 1900, Breal's book, 'Semantics', Studies in the Science of Meaning' appeared. Commenting in the book, Crystal (1997) writes, "it is one of the earliest' books on linguistics as we understand today, in that it treated semantics as the 'science' of meaning and that it was not primarily concerned with changes of meaning from a historical point of view".

In Lyons (1974) words, it provides linguists, in principle with a systematic and economical means of representing the sense -relations that hold among lexemes in a particular language and on the assumption that the components are universal, across languages.

According to Leech (1974), the term componential analysis has often been used for the method of analysis that of reducing a word's meaning to its distinctive technique. Componential analysis first evolved in anthropological linguistics as a means of studying relations between kinship terms but it has since proved its usefulness in many spheres of meaning. It bears some resemblance to the mathematical process of factorizing a number, and a useful informal method of arriving at components of meaning is suggested by the analogy of arithmetical proportions.

According to Basnyat, (1987), "The method of componential analysis is founded on the assumption that the meaning of a word can best be described and explained by decomposing words into their ultimate semantic components which constitute their meaning. To take a well worn example, the meaning of a word 'bachelor' may be characterized as having the components '+human';+ adult';-married and again 'spinster' an item in compatible with 'bachelor' as having the method of components '-male;'+ 'human',+ 'adult'- married. By using the method of componential analysis, 'bachelor' differs from 'Spinster' in the feature of sex specification and thus is represented by the value '+' or '-' of one feature".

By these definitions we can conclude that componential analysis refers to the process in which meaning of a word is determined with the help of a set of semantic components or features. One way of formalizing, or making absolutely precise, the sense-relations that hold among lexemes is by means of componential analysis. As the name implies, this involves the analysis of the sense of lexeme into its component parts. It is an approach to study the meaning of words. It maintains that the meaning of a word consists of a number of semantic features (Semantic components). As the name suggests the total meaning of a word can be seen in terms of a number of features, elements, or components (It is also called lexical decomposition.)

In second language learning, learners generally feel difficulty and make mistakes in using appropriate words because of the learners' inability in choosing the correct words in appropriate situation in the target language. Specifically speaking, the learners face difficulty in using the words because words are basic and needed for daily communication.

The semantic systems of some English and Nepali verbs cause difficulty to the Nepali learners learning English and English learners learning Nepali. Therefore, this study has addressed mainly to English speakers learning Nepali (ESLN) and Nepali speakers learning English (NSLE). The researcher has focused on the semantic comparison of the some English and Nepali verbs to find out the nature of semantic correlations between the Nepali and English verbs.

## **1.2 Literature Review**

Different researches have been carried out in various fields of English but a few researches have been done in semantic analysis specially in componential analysis.

**Giri** (1982), **Bhusal** (2001) and **Rai** (2001) have carried out researches on comparative linguistic study of kinship terms of English and Nepali, English and Kumaon and English, Nepali and Limbu respectively. They have established the universal concept of kinship relation.

This method of analysis has been applied by **Basnyat**, in her Ph.D. thesis entitled "Semantics of Nepali Vocabulary" in various areas of Nepali vocabulary including Nepali Kinship terms. And a paper presented by **Basnyat**, (1999), (Topics In Nepalese Linguistics, Royal Nepal Academy) on "Comparative componential analysis of some Nepali and English verbs".

Up to now very few researches have been carried out in the Department of English Education on Semantic Analysis of verbs. So, this is

being undertaken as an attempt to study semantic system between some Nepali and English verbs and again this study is a new endeavor and different from other studies.

### **1.3 Objectives**

The research has the following objectives:

A. To collect 40 verbs from two semantic fields from English and Nepali languages and to carry out the semantic analysis of these verbs on the basis of:

- i) one to one correlation of their meanings;
- ii) divergence or convergence of meanings;
- iii) semantic overlapping and
- iv) semantic inclusion.

B. To find out the difficulties faced by Nepali learners learning English and English learners learning Nepali.

C. To recommend some pedagogical suggestions.

### **1.4 Significance of the Study**

Semantic analysis is an approach to the study of meaning. Very few of such analysis of English and Nepali vocabulary have been done to find out similarities as well as the differences in their meanings. It is hoped that this type of research work helps in explaining the meanings of words more precisely and specifically than conventional dictionary. The findings of such study will be helpful to the course designers, teacher trainers, teachers, students, linguists as well as the researchers who are directly or indirectly involved in the teaching of English in Nepal and other countries where English is taught as a foreign or second language.

## **1.5 Definition of the Terms**

### **i) Componential Analysis**

Componential analysis is a semantic theory developed from a technique for the analysis of kinship vocabulary devised by American anthropologists in the 1950's. It claims that all lexical items can be analyzed using a finite set of components, which may be felt universal.

### **ii) Convergence**

Convergence refers to a concept expressed by one verb in a language is expressed by a number of verbs in the other language. It also refers to moving towards the same point where different meanings joint together.

### **iii) Divergence**

The opposite of convergence is called divergence which follows a different direction or becomes different from a point.

### **iv) One to one correlation**

The representation of semantic equivalence across language is called one to one correlation.

### **v) Semantic Inclusion**

It refers to the word in one language having more extensive range of meaning than that of a word in another language.

### **vi) Semantic Overlapping**

It refers to the range of meaning of a word in one language that coincides with the range of meaning of a word in another language.

## **CHAPTER -TWO**

### **METHODOLOGY**

#### **2.1 Source of Data Collection**

This research study is based on the primary data collected by the researcher himself from different native speakers of English and Nepali. The secondary data were also collected from some related books and research studies.

##### **2.1.1 Primary Sources**

The ten English native speakers from the USA, UK, Canada, Australia, etc. who were available in Kathmandu were the primary sources for the English data. The researcher himself was the source for the Nepali data. However, ten Native Nepali Speakers were used to check and verify the Nepali data.

##### **2.1.2 Secondary Sources**

Some related journals such as 'Topics in Nepalese Linguistics' (Basnyat, 1999), books, journals, thesis, were consulted but the main source was the 'Topic in Nepalese linguistics' and thesaurus.

#### **2.2 Tools and Procedure of Data Collection**

Unstructured interviews with ten English native speakers were used to collect about forty English verbs from two semantic fields. Similarly, data for the Nepali verbs were collected from the researcher himself. But also he interviewed with ten Nepali speakers to confirm and verify them. The verbs were grouped on basis of movement and cutting and breaking.

### **2.3 Limitation of the Study**

The study was limited in following ways

- i) This study was limited to some verbs of English and Nepali and only forty English verbs and forty Nepali verbs had been taken for the study
- ii) Forty English verbs were grouped into two categories (verbs of movement and verbs of cutting and breaking) and the analysis of these verbs only.
- iii) Idiomatic meanings of these verbs have not been included in this study.
- iv) Similarly, verb+ particle with different verbs of these groups have not been taken into consideration.

## **CHAPTER–THREE**

### **ANALYSIS AND INTERPRETATION**

While analyzing the English and Nepali verbs referring to movement and cutting and breaking, they have been mentioned in the separate boxes. The English and Nepali verbs have been tabulated with their likely contexts and their meanings have been analyzed on the basis of whether there is any one to one correlation or there is any divergence-convergence relationship between them. Similarly, the analysis has also included the basis of whether there is any semantic inclusion or the semantic overlapping in them.

#### **3.1 Verbs of Movement**

In this category, the English and Nepali verbs which refer to the upward movement and downward movement have been analyzed.

##### **3.1.1 Verbs of Upward Movement**

Verbs in this group refer to the movement changing their positions towards a higher position. These verbs in both languages have been mentioned in the following boxes.

#### **English**

#### **Nepali**

The verbs in this group have been analyzed separately in the following paragraphs:

## **Climb**

<b>Contexts</b>	<b>English</b>	<b>Nepali</b>
1. Go up a tree/wall.	climb	chadhnu
2. Go up a ladder/ steps.	climb	chadhnu
3. Go up a hill/mountain.	climb	chadhnu
4. Ride a horse/elephant.	ride	chadhnu
5. Ride a car/taxi.	ride	chadhnu
6. Be flown in an aeroplane.	fly	chadhnu
7. Rise as water in a pipe.	rise	chadhnu

These above contexts show the semantic inclusion between English and Nepali verbs. The range of meaning covered by the Nepali verb 'chadnu' has more extensive range than that covered by the English verb 'climb' but climb does not include all the meanings of 'chadnu'. Therefore, climb constitutes only part of the range of 'chadnu'. In the above examples, in contexts 1, 2, and 3 both 'climb' and 'chadhnu' share their meanings and are semantically equivalent, but in the context 4, 5, 6, and 7 'climb' is not appropriate. English speakers use other verbs like 'fly', 'ride', 'rise' to refer to these concepts while Nepali speakers use the verb 'chadhnu' in all these contexts. In such cases learners find it more difficult to know where equivalence between verbs in the two languages exist and where they cease to exist. Thus, English learners learning Nepali are found to use 'climb' as the base form and use it consistently in all the contexts where 'chadhnu' is used in Nepali. Hence, they are found to produce the following unacceptable sentences:

- a)\* He climbed an elephant/horse.                      instead of 'ride'.
- b)\* They climbed on taxi.                                    instead of 'ride'.
- c)\* The water climbed in the pipe.                        instead of 'rise'.
- d)\*He has never climbed in aeroplane.                    instead of 'fly'.



differences of these Nepali verbs therefore, found to produce the following unacceptable sentences like:

a)\* usle jhanda udayo                      instead of 'pharpharayo'

he flag flew.

b)\*samaya udyo                              instead of samaya 'bityo'

time flew

c)\* jahaj bityo                                instead of 'udyo'

plane flew

In such cases, general tendency of language learners is to equate the native verb with one verb of target language and use it consistently as the base form in all contexts. So, Nepali learners learning English are found to use 'udnu' as the base form for 'fly'. So, they found no difficulty in learning English verb 'fly'.

## **Jump**

<b>Contexts</b>	<b>English</b>	<b>Nepali</b>
1. He jumps to touch the ceiling.	jump	uphranu
2. They jump to catch the ball.	jump	uphranu
3. Someone jumps from the wall.	jump	hamphalnu
4. They jump over the fence.	jump	naghnu
5. He goes in/into a taxi.	jump	pasnu

The above contexts reveal the fact that there is the case of convergence and divergence of meaning between Nepali and English verbs. In the above contexts the meaning expressed by English verb 'jump' diverges into four distinct meanings represented by four Nepali verbs. And it is an example of convergence of meanings if it is looked from the Nepali





represent the cases of semantic equivalence across languages. In such cases, learners encounter little or no difficulty in learning these types of verbs.

## **Rise**

<b>Contexts</b>	<b>English</b>	<b>Nepali</b>
1. He rises from his chair.	rise	uthnu
2. Someone comes out of his bed.	rise	uthnu
3. The price rises.	rise	badhnu
4. Mountain rises above us.	rise	chulinu
5. The sun comes in the sky	rise	udaunu

These contexts show the divergence and convergence of meanings between English and Nepali verbs. From English perspective, it is the case of divergence because the meaning expressed by the English verb 'rise' diverges into three meanings expressed by three different verb in Nepali. And, it is the case of convergence from Nepali perspective because the meanings expressed by different Nepali verbs merge into one meaning in English.

With these types of verbs English learners are found to face difficulty in using appropriate verb in Nepali language. English verb 'rise' is used to denote the meanings of all types of 'rising' as given in above contexts but Nepali uses them differently. Hence, English learners learning Nepali are found to produce the following unacceptable sentences like:

- a)\* himal uthyo                      instead of 'chuliyo'  
    mountain rose
- b)\*gham uthyo/chuliyo            instead of 'udayo'  
    sun rose
- c)\* mulya udayo                      instead of 'badhyo/chuliyo'  
    price rose

On the other hand, Nepali learners learning English are found to use the English verb 'rise' as the base form to denote the meaning of all types of 'rising'. So, they find no or little difficulty in learning this verb.

### **Soar**

<b>Contexts</b>	<b>English</b>	<b>Nepali</b>
1. The bird soars in the air.	soar	akkasinu
2. The aeroplane soars in the air.	soar	akkasinu
3. Sea Gulls soar high above the cliff.	soar	akkasinu

These contexts reveal the fact that there is one to one correlation between English and Nepali verbs. This shows the semantic equivalence between English and Nepali verbs 'soar' and 'akkasinu'.

In such cases, the learners of both languages are found little or no difficulty in learning these types of verbs.

### **Spring**

<b>Contexts</b>	<b>English</b>	<b>Nepali</b>
1. The tiger springs onto goat.	spring	jhamtanu
2. The jailer springs toward the prisoners.	spring	jhamtanu
3. The cat springs onto the rat.	spring	jhamtanu

These contexts show the one to one correlation between English and Nepali verbs. This shows the semantic equivalence between English and Nepali verbs 'spring' and 'jhamtanu'.

In such cases, the learners of both languages are found little or no difficulty in learning these types of verbs.

### 3.1.2 Verbs of downward Movement

In this group those verbs have been included which refer to the changing position moving towards a lower position. These verbs in both languages have been mentioned in the following boxes.

#### English

#### Nepali

The verbs in this group have been analyzed in the following paragraphs

#### Drown

Contexts	English	Nepali
1. He nearly drowned in the river.	drown	dubnu
2. The valley was drowned by flood water.	drown	dubnu

The above contexts show the one-to-one correlation of meanings between English verb 'drown' and Nepali verb 'dubnu'. This represents the cases of semantic equivalence across languages. In such cases, learners of both languages find little or no difficulty in learning these types of verbs.

#### Sink

Contexts	English	Nepali
1. The coffin sinks in water.	sink	dubnu
2. The boat sinks in water.	sink	dubnu
3. The sun sinks in the west.	sink	dubnu
4. The ship sinks to the bottom of the ocean.	sink	dubnu

## **Immerse**

<b>Contexts</b>	<b>English</b>	<b>Nepali</b>
1. They immersed the plant in water	immerse	dubnu

## **Submerge**

<b>Contexts</b>	<b>English</b>	<b>Nepali</b>
1. The submarine submersed in the sea.	submerge	dubnu
2. A road submersed by flood water.	submerge	dubnu
3. The boat submerged in the river.	submerge	dubnu

## **Plunge**

<b>Contexts</b>	<b>English</b>	<b>Nepali</b>
1. He plunged into the icy water.	plunge	dubnu
2. He plunged in the water.	plunge	dubnu
3. He plunged in the river.	plunge	dubnu

These above contexts reveal the fact that there is divergence and convergence of meanings between English and Nepali verbs. A concept expressed by one verb in one language is expressed by a number of verbs in other language represent the cases of divergence and convergence of meaning across languages. These contexts show an example of divergence looking at the relationship between the English and Nepali verbs from English perspective. In the above contexts the meaning of Nepali verb 'dubnu' diverges into 'sink', 'immerse', 'submerge', and 'plunge' in English language.

With this type of verbs learners face difficulty in using the appropriate verbs in target language. Nepali verb 'dubnu' is found to use to denote the meaning of all types of 'drowning' as given in the above contexts but English are found to use different verbs in different contexts to express



by the three different Nepali verbs merge into one meanings expressed by the English verb 'descend'.

In such cases the learners find difficulty to use appropriate verbs in the target language. English speakers use the verb 'descend' to denote the meaning of all kinds of 'descending' as given in the above contexts but Nepali uses different verbs as given in the contexts 3, 4 and 5. The English learners learning Nepali are not aware of these semantic differences of Nepali verbs and found to produce the following unacceptable sentences like:

- a)\* u bus bata khaschha                      instead of 'orlanchha'  
    he bus from descends
- b)\* uni bharyang bata jharchhin            instead of 'orlanchhin'  
    she stairs from descends
- c)\* bato oralo khaschha                    instead of 'jharchha'

On the other hand, Nepali learners are found to use the verb 'descend' as a base and use in all the contexts in English. So, they found no difficulties in using English verbs 'descend'.

## **Fall**

<b>Contexts</b>	<b>English</b>	<b>Neapali</b>
1. Bombs fall.	fall	khasnu
2. Leaves fall from the tree.	fall	jharnu
3. He fell down.	fall	ladnu

These contexts show the divergences and convergence of meanings between English and Nepali verbs. The meaning expressed by English verb 'fall' diverges into three meanings, represented by three different verbs 'khasnu', 'jharnu', 'ladnu', in Nepali. With these types of cases, the English learners learning Nepali find difficulty in choosing appropriate verb in

proper contexts. Hence, English learners learning Nepali are found to produce the following unacceptable sentences like:

- a)\* Bomb ladchha                      instead of 'khaschha'  
bombs fall
- b)\* rukh bata pat ladchha              instead of 'jharchha'  
tree from leaves fall

On the other hand, Nepali learners learning English find ease in learning such types of verbs because they use the English verb 'fall' as the base form to express the meaning of 'falling' in all contexts.

### **Leak**

<b>Contexts</b>	<b>English</b>	<b>Nepali</b>
1. Oil leaks from the tanker.	leak	chuhinu
2. Raining water leaks from the roof.	leak	chuhinu

The above contexts show the one to one correlation between English verb 'leak' and Nepali verb 'chuhinu'. This is the case of semantic equivalence across languages. In such cases the learners of both languages find little or no difficulty in learning these types of verbs.

### **Flow**

<b>Contexts</b>	<b>English</b>	<b>Nepali</b>
1. Tear flows from her eyes.	flow	bagnu/jharnu/khasnu
2. Glacier flows continuously.	flow	jharnu
3. Blood is flowing out from his body.	flow	bagnu/chuhinu
4. Rivers are flowing.	flow	bagnu

The above contexts show the divergence of meaning between English and Nepali verbs. The meaning expressed by English verb 'flow' diverges

into four different meanings expressed by four different verbs 'bagnu', 'jharnu' 'khasnu' 'chuhinu' in Nepali . And it is an example of convergence from the Nepali perspective because four meanings expressed by four Nepali verbs merge into one meaning represented by one English verb 'flow'.

On the other hand, Nepali verb 'bagnu', 'khasnu' and 'jharnu' overlap each other in their meanings. 'Bagnu' generally refers to the meaning of continuous flowing of liquid things like 'blood', 'water' etc. as "kholama pani bagchha", and again these verbs use differently to denote the meaning of "flowing of tears" as "ankha bata ansu bagchha/jharana bata pani khaschha/ankha bata ansu chihinchha". Likewise, "usko sarir bata ragat bagchha/jharchha/ khaschha"etc.

Therefore, English speakers learning Nepali are not aware of such semantic system of Nepali verbs and found to produce the following unacceptable sentences.

a)\* kholama pani jhardaichha                      instead of 'bagdaichha'  
river in water flowing

b)\* jharna bata pani bagdaichha                      instead of 'jharirakheko chha'  
fountain from water flowing

And, Nepali learners learning English find no or little difficulty in learning English verb 'flow' because they use the English verb 'flow' as a base form to express the meaning of 'flowing' in all contexts in English.

### **3.2 Verbs of Cutting and Breaking**

This group of verbs includes those words which refer to breaking a surface of something and describing an action which refers to separate suddenly or violently into pieces.

### 3.2.1 Verbs of Cutting

The verbs in this group in both languages have been shown in the following boxes:

#### English

#### Nepali

These verbs have been analysed separately in the following paragraphs

#### Cut

Contexts	English	Nepali
1. They cut grass for cattle.	cut	katnu
2. He himself cut his leg.	cut	katnu
3. Where did you have your hair cut?	cut	katnu
4. She cut a slice of bread.	cut	tukryaunu
5. He cut the meat into cubes.	cut	tukryaunu

These contexts show the cases of divergence and convergence of meanings between English and Nepali verbs. The meanings expressed by the English verb 'cut' diverges into two meanings represented by two verbs 'katnu' and 'tukryaynu' in Nepali similarly, two Nepali meanings expressed by two verbs merge into one meaning expressed by English verb 'cut'.

With these types of verbs English learners are found to face difficulty in using appropriate verb in Nepali language. They are found to use the verb 'cut' to denote all types of 'cutting' in all the contexts but Nepalese use them differently as given in above contexts. Hence, English learners learning Nepali are found to produce the following unacceptable sentences like:

a)\* usle kapal tukryayo                      instead of 'katyo'

he hair cut

b)\* uniharule ghans tukryaye    instead of 'kate'

they grass cut

On the other hand, Nepali learners learning English are found to use 'cut' as the base form and use it continuously in English language. So they found no difficulty in learning English verb 'cut' in English.

## **Chop**

<b>Contexts</b>	<b>English</b>	<b>Nepali</b>
1. He chopped the potatoes into pieces.	chop	katnu/tukryaunu
2. They chopped the trees for wood.	chop	katnu/tukryaunu
3. She chopped off four fingers.	chop	katnu/tukryaunu

These above contexts show the one to one correlation of meanings between English verb 'chop' and Nepali verbs 'katnu/tukryaunu'. This is the case of semantic equivalence across language. In such cases learners of both languages find less difficulties in learning such types of verbs.

## **Saw**

<b>Contexts</b>	<b>English</b>	<b>Nepali</b>
1.The carpenter saws wood for building material.	saw	chirnu
2. They saw a branch into logs.	saw	chirnu

These contexts show the one to one correlation of meanings between English verbs 'saw' and Nepali verb 'chirnu'. These represent the cases of semantic equivalence. In such cases learners of both languages find little or no difficulty in learning these types of verbs.

## **Peel**

<b>Contexts</b>	<b>English</b>	<b>Nepali</b>
1. He was peeling boiled potatoes.	peel	chhodaunu
2. They were peeling some bananas.	peel	chhodaunu
3. She was peeling an orange.	peel	chhodaunu

## **Shell**

<b>Contexts</b>	<b>English</b>	<b>Nepali</b>
1.They were shelling peas/nuts.	shell	tachhnu
2.She was shelling carrots/raw potatoes/eggs.	shell	tachhnu

## **Pare**

<b>Contexts</b>	<b>English</b>	<b>Nepali</b>
1. He was paring an apple/carrots.	pare	tachhnu

The above contexts show the semantic overlapping of meaning between English and Nepali verbs. When the range of meaning of a verb in

one language overlaps with the range of meaning of a verb in another language we have a case of semantic overlapping. In the above contexts the meaning of English verbs 'peel' overlaps with the Nepali verb 'tachhnu'. Similarly, the meaning of English verb 'peel' overlaps with the meanings of the Nepali verb 'tachhnu' and 'chhodaunu' and the Nepali verb 'tachhnu' in turn overlaps with the English verb 'peel' and 'shell'. Let's observe the following contexts as well:

- i. Things with tight skin, eg. apples, carrots, raw potatoes etc.
- ii. (a) things with loose skin eg. banana, orange, boiled potatoes etc.  
(b) boiled eggs
- iii. (a) pods like green peas, ground nuts etc.  
(b) boiled eggs .

These contexts show 'chhodaunu' and 'tachhnu' contrasts each other because the former is used to the things with loose skin and using hand and 'tachhnu' is not. 'Chhodaunu' is used in contexts ii(a), ii(b) and iii(a) while 'tachhnu' is used only in context i. On the other hand English verb 'peel' contrasts with 'shell' in that the latter is used only to open pods like peas, ground nuts, egg shells etc. The English verb 'peel', overlaps with 'chhodaunu' and 'tachhnu' in contexts ii(a), ii(b), and i and 'shell' overlaps with only 'chhodaunu' in contexts iii(a) and iii(b). As a result of this complicated overlapping of meanings Nepali learners learning English are found to produce the following unacceptable sentences like:

- a)\* shell/pare scrap the orange                      instead of 'peel'.
- b)\* scracpe/pare an apple                              instead of 'peel'.
- c)\* peel/peas    instead of 'shell'.

Similarly, English speakers learning Nepali are found to produce the following unacceptable sentences like:

d)\* suntala tachhyo                      instead of 'chhodayo'

orange peel.

e)\* gajar chhodayo                      instead of 'tachhyo'

carrot peel

As for the two verbs 'pare' and 'scrape' in (a) and (b) according to native speakers of English they are no longer used in present day English but Nepal speakers learning English are found to use these old forms.

### **Shave**

<b>Contexts</b>	<b>English</b>	<b>Nepali</b>
1. He shaved his beard off.	shave	khauranu
2. Buddhist priests shaved their head.	shave	khauranu
3. The nurse washed and shaved him.	shave	khauranu

These contexts reveal the fact that there is one to one correlation of meanings between English verbs 'shave' and Nepali verb 'khauranu'. This shows the semantic equivalence across language. In such cases, learners of both languages find little or no difficulty in learning such types of verbs.

### **3.2.2 Verbs of Breaking**

Verbs in this group refer to those words which describe actions of separating suddenly and violently into pieces. These verbs of both languages have been mentioned in the boxes separately.

#### **English**

#### **Appendix ii**

#### **Nepali**

These verbs have been discussed separately in the following paragraphs.

## **Break**

<b>Contexts</b>	<b>English</b>	<b>Nepali</b>
1. He breaks the mirror/cup.	break	phutalnu/bhanchnu
2. She has broken her leg.	break	bhanchnu
3. He breaks petals/leaves.	break	chudalnu
4. They break the rope.	break	chhinalnu
5. He breaks walnuts/pumpkin	break	phornu

The above contexts show the divergence and convergence of meanings between English and Nepali verbs. From English perspective it is an example of divergence because the meaning expressed by English verb 'break' diverges into five different meanings 'phutalnu', 'bhanchnu', 'chudalnu', 'chhinalnu' and 'phornu' represent by five different verbs in Nepali. And five Nepali meanings represent by five different verbs merge into one meaning expressed by the verb 'break' in English so this is the case of convergence of meanings from English perspective.

With these verbs of cases English learners learning Nepali find difficulty in learning because verb 'break' is used to denote all types of 'breaking' but Nepalese use them differently. 'Bhanchnu' is used to denote the breaking of stick like objects, 'phutalnu' for the objects like glass 'chudanlu' and 'chhinalnu' for string like objects like ropes, strings etc.and 'phornu' for hollow objects like cucumber, walnuts etc. So, English learners learning Nepali are not aware of these semantic differences in Nepali verbs and found to produce the following unacceptable sentences like:

a)\* plate bachnu                      instead of 'phutalnu'

plate break

b)\* dori bhanchnu            instead of 'chhinalnu'

rope break

c)\* khutta phornu            instead of 'bhanchnu'

leg break

d)\* aina bhanchnu            instead of 'phutalnu'

mirror break

On the other hand, Nepali speakers use 'break' as the base form and use it consistently in all contexts in English. So, they find no or little difficulty in learning such types of verbs.

### **Snap**

<b>Contexts</b>	<b>English</b>	<b>Nepali</b>
1. The ruler snapped.	snap	bhanchnu
2. He snapped the chain/rope.	snap	chudalnu/chinalnu
3. Branch of the tree snapped.	snap	bhanchinu
4. He snapped the rubber band.	snap	chudnu

These contexts reveal the fact that there is case of divergence and convergence of meanings between two languages. The English verb 'snap' diverges into three meanings represented by three verbs in Nepali 'bhanchinu', 'chudalnu' and 'chudnu'.

In such cases, English learners find difficulty in learning such types of verbs. English learners use the verb 'snap' to denote the meanings of all types of 'snapping' but in Nepali different verbs are used in different contexts. English learners learning Nepali are not aware of such semantic differences of Nepali language and found to produce the following unacceptable sentences like:

a)\* usle dori bhanchyo                      instead of 'chhinalnu'

he rope snapped

b)\* usle ruler bhanachyo                      instead of 'chudalnu'

he ruler snapped

On the other hand, Nepali speakers learning English find no or little difficulty because they use the verb 'snap' in all the contexts to denote the meaning of 'snapping' in English.

### **Tear**

<b>Contexts</b>	<b>English</b>	<b>Nepali</b>
1.She tore the letter.	tear	chyatnu
2.They tore the clothes into pieces.	tear	chyatnu
3.He tore notice from the wall.	tear	chyatnu
4. She tore her parcel.	tear	chyatnu

These contexts show the one to one correlation of meanings between English and Nepali verbs. In such cases learners of both languages find no difficulty in learning these types of verbs.

### **Burst**

<b>Contexts</b>	<b>English</b>	<b>Nepali</b>
1.The balloon burst in air.	burst	phutnu
2. The tyre is burst.	burst	phutnu
3. A shell burst.	burst	phutnu

These above contexts show the one to one correlation of meanings between English and Nepali verbs. In such cases learners of both languages find no difficulty in learning such types of verbs.

## **Smash**

<b>Contexts</b>	<b>English</b>	<b>Nepali</b>
1. He smashed her car screen.	smash	phutalnu
2. They smashed the glass into pieces.	smash	phutalnu
3. We smashed the door.	smash	phutalnu
4. She smashed her head.	smash	phutalnu

These above contexts show the one to one correlation of meaning between English and Nepali verbs. This shows the semantic equivalence across languages. In such cases learners find of both languages little or less difficulty in learning these types of English verbs.

## **Crack**

<b>Contexts</b>	<b>English</b>	<b>Nepali</b>
1. The wall of the house cracked.	crack	charkinu
2. This pot cracked badly.	crack	charkinu
3. The car screen cracked yesterday.	crack	charkinu
4. My glass cracked.	crack	charkinu

## **Chip**

<b>Contexts</b>	<b>English</b>	<b>Nepali</b>
1. The tea cup chipped.	chip	choitinu
2. This small glass chipped.	chip	choitinu
3. The pot chipped.	chip	choitinu

In both of these contexts there is one to one correlation of meanings between English and Nepali verbs 'crack' and 'charkinu' and 'chip' and 'choitinu'. This shows the semantic equivalence of verbs between languages.



## CHAPTER- FOUR

### FINDINGS AND RECOMMENDATIONS

#### 4.1 Findings

Analysis of the data revealed various pieces of information about English and Nepali verbs of movement and cutting and breaking. On the basis of their analysis, some of the findings and conclusions have been drawn here

1. The main finding of this study is that there are inherent differences in the semantic systems of Nepali and English verbs. Semantic equivalences are rare because of which it is very difficult to find one to one correlation of lexical items in any two languages. This factor contributes to learners difficulties in choosing the correct verb in every situation in the target language. Mother tongue interference causes the main hindrances in target language learning. This seems to be the main cause of the fact that even of the great effort of several years of the study of target language; the learners fail to get mastery over it. Thus Nepali speaking learners of English tend to produce Nepali-English and conversely the English speaking learners of Nepali tend to produce English-Nepali.

The other findings can be listed here as follows:

- a) The first group of verbs which have one-to-one correlation between English and Nepali represent the cases of equivalence across languages. In such cases, learners encounter little or no difficulty in the acquisition of these verbs. However, in some cases the speakers of both languages tend to use general terms rather than the specific verbs.
- b) The second group of verbs include a number of verbs which represent the case of divergence and convergence of meaning across languages. For example, the meanings of English verb 'break' diverges into five different meaning represented by five different verbs. When it is seen from the Nepali learners' perspective, it is an

instance of convergence. In such cases, it is easy to produce messages but in the case of divergence like in the perspective of English speakers' point of view, they are difficult for comprehending and interpreting. They are not aware of the semantic differences found in the Nepali verbs. So, they are likely to produce the erroneous sentences like \*'plate bhanchnu', \*'aina bhanchnu' etc.

c) The third group of verbs include the verbs with semantic overlapping. For example, Nepali verb 'tachhnu' overlaps with the English verb 'peel' in meanings. Similarly, English 'peel' overlaps with Nepali 'tachhnu' and 'chhodaunu' and the Nepali verb 'chhodaunu' in turn overlaps with the English verbs 'peel' and 'shell'. This is a case of very much complication in overlapping of meanings. As a result of these complicated overlapping of meanings, the Nepali learners of English tend to produce the erroneous sentences like \*'shell/pare/scrap the orange', \*'scrap/pare the apple' and the English learner of Nepali tend to produce \*'gajar chhodayo', \*'suntala tachhyo' etc. These learners are not aware of the precise and finer shade of meaning distinction between the verbs and thus the wrong choice.

d) The fourth group of verbs represent the cases of meaning inclusion of verbs across languages. In such cases, learners find it much difficult to know where equivalences between verbs in the two languages exist and where they cease to exist. As a result, the Nepali speakers learning English tend to use the verb like 'climb' as the base form and use it consistently in all the contexts where 'chadnu' is used in Nepali. Hence, they tend to produce such unacceptable sentences like \*'he climbed an elephant/horse', \*'he had never climbed an aeroplane' and the English speakers learning Nepali tend to produce the sentences like \*'usle hawaijahah udeko chhaina' etc.

2. In the case of one-to-one correlation of meanings between English and Nepali verbs, learners of both languages find no difficulty in learning such types of verbs

Similarly, verbs with convergence and divergence of meanings, learners find difficulty in using the appropriate verbs in the target language.

In the case of semantic overlapping, learners are not aware of the precise and finer shade of meaning distinction between verbs. So, find to produce the erroneous sentences

Finally, in the case of semantic inclusion between English and Nepali verbs, learners find difficulty to know where equivalence between the two languages exist and where they cease to exist.

## 4.2 Recommendations

On the basis of findings the following recommendations have been made.

- ) As the comparative study shows the similarities and differences between the two languages, the pedagogy must be concentrated on the points where the two languages differ. This study is highly helpful to the native speakers of Nepali who are learning English as a target language and the native speakers of English who are learning Nepali as their target language. The learners of both target languages are likely to commit mistakes in the areas where there are the cases of not having semantic equivalences. Thus attention should be given where there are semantic overlappings semantic inclusions, divergences and convergences, lexical gaps as well as the collocation of adverb of particles.
- ) Language learning is a complex process of learning vocabulary, structures, functions as well as their pronunciations. The most important property of language is vocabulary learning. In such condition, the course designers, text book writers as well as the teachers and the learners must be aware of the similarities and differences of the areas of two languages to select, teach, and learn the appropriate verbs which suit to the level and the standard of the learners.
- ) Since verbs are the core parts of the linguistic expressions, they must be presented and taught in full context but not in isolation.
- ) The languages are not only difficult in the use of single verbs. The words always occur in the collocated contexts and with particles like the English verb 'jump'. In such cases, the Nepali language may not have such contexts of particles. Hence, the learners are sure to commit errors in such conditions. So, this area should be focused much in designing the exercises for vocabulary practice.

) Since this study is limited to only 40 verbs in each language, it does not provide comprehensiveness of verbs in Nepali and English languages. A more comprehensive work of study needs to be done covering a wider area of verbs in this field.

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## **APPENDIX- I**

### **Verbs of Upward Movement**

#### **English**

climb, fly, jump, leap, ascend,  
rise, soar, spring, gambol, prance

#### **Nepali**

chadnu, udmu, phranu, hamphalnu, uklanu,  
naghnu, chulinu, akkasinu, jhamtanu

## **APPENDIX- II**

### **Verbs of Downward Movement**

#### **English**

drown, sink, immerse, submerge,

plunge, descend, fall, leak, slip, flow, glide

#### **Nepali**

dubnu, jharnu, orlanu, khasnu,

ladnu, chuhinu, bagnu, chiplinu,

## **APPENDIX- III**

### **Verbs of Cutting**

#### **English**

cut, chop, saw, peel, shell,  
pare, scrape, hack, shave

#### **Nepali**

katnu, chirnu, tukryaunu, chhuttyaunu,  
tachhnu, chhodaunu, khurkinu, khauranu

## **APPENDIX -IV**

### **Verbs of Breaking**

#### **English**

Break, snap, tear, burst, smash,  
crack, split, chip, breach, rend

#### **Nepali**

bhanchnu, phutalnu, chudalnu, chhinalnu, phornu, chyatinu,  
chundnu, chyatnu, phutnu, sarkinu, choitinu, chhutyauunu

### 3.1.2 Verbs of downward Movement

In this group of verbs, those verbs have been included which refer to the changing position moving towards a lower position. These verbs in both languages have been mentioned in the following boxes.

English

Nepali

The verbs in this group have analyzed in the following paragraphs

Drown

Contexts

English

Nepali

- |  |       |
|--|-------|
| 1. He nearly drowned in the river        | drown |
| dubnu                                    |       |
| 2. The valley was drowned by flood water | drown |
| dubnu                                    |       |

The above contexts show the one to one correlation of meanings between English verb 'drown' and Nepali verb 'dubnu'. This represents the cases of semantic equivalence across languages. In such cases, learned of both languages are found or no difficulty in learning these types of verbs.

Sink

Contexts

English

Nepali

- |  |      |       |
|--|------|-------|
| 1. The coffin sinks in water                 | sink | dubnu |
| 2. The boat sinks in water                   | sink | dubnu |
| 3. The sun sinks in the west                 | sink | dubnu |
| 4. The ship sinks to the bottom of the ocean | sink | dubnu |

Immerse

Contexts

English

Nepali

- |                                     |         |       |
|-------------------------------------|---------|-------|
| 1. They immersed the plant in water | immerse | dubnu |
|-------------------------------------|---------|-------|

Submerge

Contexts

English

Nepali

- |                                       |          |       |
|---------------------------------------|----------|-------|
| 1. The submarine submersed in the sea | submerge | dubnu |
| 2. A road submersed by flood water    | submerge | dubnu |
| 3. The boat submerged in the river    | submerge | dubnu |

## Plunge

### Contexts

	English	Nepali
1. He plunged into the icy water	plunge	dubnu
2. He plunged in the water	plunge	dubnu
3. He plunged in the river	plunge	

dubnu

These above contexts reveals that fact that there is divergence and convergence of meanings between English and Nepali verbs. A concept expressed by one verb in once language is expressed by a number of verbs in other language represent the cases of divergence and convergence of meaning across language. This shows an example of divergence looking at the ralationship between the English and Nepali verbs from the English perspective. In above contexts the meaning of Nepali verb *dubnu* is diverges into *sink*, *immerse*, *submerge*, and *plunge* in English language.

With this types of verbs learners face difficulty in using the appropriate verbs in target language. Here, in English verb *dubnu* is found to use to denote the meaning o all types of (sinking/drowning). as given in above contexts but English are found to use different verbs in different contexts to express the meaning of drowing . The verb sink refers to the meaning of going down under the surface or towards the bottom of the liquid the soft substance" and on the other hand, the verb submerge refers to the meaning putting something under the surface of a liquid." The verb submerge refers to the meaning of going slowly under the surface of water especially the sea" and *plunge* denote the meaning of putting something else quickly and with force".

Hence, Nepali learners learning English are found to produce the following unacceptable sentences like

- |                                  |                    |
|----------------------------------|--------------------|
| a)* the valley immersed in water | instead of drowned |
| b)* he submerged in the sea      | instead of sink    |
| c)* the sun plunged in the west  | instead of sink    |

## Descend

### Contexts

	English	Nepali
1.The plane started to descend	descend	orlanu
2. She descend the stairs	descend	orlanu
3. Someone descend from the bus	descend	orlanu/jharnu
4. They descended Terai from the hill	descend	jharnu
5. The lift began to descend d	descend	khasnu

These above contexts show the divergence and convergence of meanings of meanings between English and Nepali verbs. The meaning expressed by the English verb descend diverges into three different



The above contexts show the one to one correlation between English verb leak and Nepali verb 'chuhinu' this is the cases of semantic equivalence between across languages. In such cases the learners of both languages. In such cases the learners of both languages are found little or no difficulty in learning these types of verbs.

Flow

Contexts	English	Nepali
1. Tear flows from her eyes	flow	bagnu/jharnu/khasnu
2. Glacier flows continuously	flow	jharnu
3. Blood is flowing out from	flow	bagnu/chuhinu
4. Rivers are flowing	flow	bagnu

These above concepts show the divergence of meaning of English different and Nepali verbs. The meaning expressed by English verb 'flow' diverges into four different meanings expressed by four different verbs like bagnu', 'jharnu' 'khasnu' 'chuhinu' in Nepali . And it is an example of convergence if we look at it from the Nepali perspective because four meaning expressed by four Nepali verbs are merged into one meaning represented by one English verb 'flow'.

On the other hand, here is the complicated overlappings between the Nepali verbs 'bagnu' 'jharnu' 'khasnu' and 'chuhinu' became Nepali speakers are found to use these verb difficulty in different contexts and situation. For instance; the verb 'bagnu' generally use the denote the meaning of continuous action like "kholama pani bagdaichha' 'usko nakbata ragat bagdaichha' but not khasirheko chha. But in the use of tears both jharnu and bagnu can be used.

So, English speakers learning Nepali are not aware of such semantic system of Nepali verbs and found to produce the following unacceptable sentences.

a)\* kholama pani jhardaichha instead of bagdaichha

river water flowing

b)\* jharna bata pani bagdaichha instead of jharirakhekochha

glacier from water flowing

Similarly, Nepali learners learning English are found no difficulties in learning English verb flow because they use the English verb 'flow' to express the meaning of flowing in all contexts in English.

### 3.2 Verbs of Cutting and Breaking

The verbs this group fall those words which refer to breaking a surface of something and describing an action which refers to separate suddenly or violently into pieces.

English

Nepali

## Cut,

Contexts	English	Nepali
1. They cut grass for cattle	cut	katnu
2. He himself cut his leg	cut	katnu
3. Where did you have your hair cut	cut	katnu
4. She cut a slice of bread	cut	tukryaunu
5. He cut the meat into cubes	cut	tukryaunu

These contexts show the cases of divergence and convergence of meanings between English and Nepali verbs. The meanings expressed by the English verb 'cut' diverge into two meanings represented by two verbs 'katnu' and 'tukryaynu' in Nepali similarly, two Nepali meanings expressed by two verbs merge into one meaning expressed by English verb 'cut'.

With these types of verbs English learners are found to face difficulty in using appropriate verb in Nepali language. The English speakers are found to use denote all types of 'cutting' in all contexts but Nepalese use them differently as given in above contexts. Hence, English learners learning Nepali are found to produce the following unacceptable sentences like:

- a)\* usle kapal tukryayo            instead of katyo  
    he hair cut
- b)\* uniharule ghans tukryaye    instead of kate  
    they grass cut

Similarly, Nepali learners learning English are found to use 'cut' as the base form and use it continuously in English language. so they feel no difficulty in learning English verb 'cut' in English.

## Chop

Contexts	English	Nepali
1. He chopped the potatoes into pieces	chop	katnu/tukryaunu
2. They chopped the trees for wood	chop	katnu/tukryaunu
3. She chopped off four fingers	chop	katnu/tukryaunu

The above contexts show the one to one correlation of meanings between verb 'chop' and Nepali verbs 'katnu/tukryaunu'. This is case of semantic equivalence across language. In such cases learners of both languages are found less difficulties in learning such types of verbs.

### Saw

Contexts	English	Nepali
1.The carpenter saws wood for building material	saw	chirnu
2. They saws a branch into logs	saw	shirnu

These contexts show the one to one correlation of meanings between English verbs 'saw' and Nepali verb 'chirnu'. These represent the cases of semantic equivalence. In such cases learners of both languages are found little or no difficulty in learning these types of verbs.

### Peel

Contexts	English	Nepali
1. He was peeling boiled potatoes	peel	chhodaunu
2. They were peeling some bananas	peel	chhodaunu
3. She was peeling an orange	peel	chhodaunu

### Shell

Contexts	English	Nepali
1.They were shelling peas/nuts	shell	tachhnu
2.She was shelling carrots/raw potatoes/eggs	shell	tachhnu

### Pare

Contexts	English	Nepali
1. He was paring an apple/carrots	pare	tachhnu

These above contexts show the semantic overlapping of meaning between English and Nepali verbs. When the range of meaning of a verb in one language overlaps with the range meaning of a verb in another language we have a case of semantic overlapping. In above, contexts the meaning of English verbs 'peel' overlaps with the Nepali verb 'tachhnu'. Similarly, the meaning of English verb 'peel' overlaps with the meanings of the Nepali

verb 'tachhnu' and 'chhodaunu' and the Nepali verb 'tachhnu' in turn overlaps with the English verb 'peel' and 'shell' let's observe the following contexts:

1. Things with tight skin, eg. apples, carrots, raw potatoes etc.
2. (a) things with loose skin eg. banana, orange, boiled potatoes etc.  
(b) boiled eggs
3. (a) pods like green peas, ground nuts etc.  
(b) boiled eggs .

These contexts show 'chhodaunu' and 'tachhnu' contrasts each other because the former is used to the things with loose skin and using hand and 'tachhnu' is not. 'Chhodaunu' is used in contexts 2a, 2b and 3a while 'tachhnu' is used only in context 1. On the other hand English verb peel contrasts with shell in that the latter is used only to open pods like peas, ground nuts egg shells etc. The English verb peel, overlaps with 'chhodaunu' and 'tachhnu' in contexts 2a, 2b, and 1 and shell overlaps with only 'chhodaunu' in contexts 3a and 3b.

As a result of this complicated overlapping of meaning Nepali learners are found to produce the unacceptable sentences like;

- a)\* shell/pare scrap the orange instead of peel.
- b)\* scrape/pare an apple instead of peel.
- c)\* peel/peas instead of shell.

Similarly, English speaker learning Nepali are found to produce the following unacceptable sentences like;

- a)\* suntala tachhyo instead of chhodayo  
orange peel.
- b)\* gajar chhodayo instead of tachhyo  
carrot peel

As for the two verbs 'pare' and 'scrape' in (a) and (b) according to native speakers they are no longer used terms in present day English but Nepal speakers learning English are found to use these old forms.

Shave

Contexts	English	Nepali
1. He shaved his beard off	shave	khauranu
2. Buddhist priests shaved their head	shave	khauranu
3. The nurse washed and shaved him	shave	khauranu

These contexts reveal the fact there is one to one correlation of meanings English verbs 'shave' and Nepali verb 'khauranu'. This show the semantic equivalence across language. In such cases no difficulty in learning such types of verbs.

## Verbs of Breaking

### English

Break, snap, tear, burst, smash, crack, split, chip, rend, breach]

### Break

Contexts	English	Nepali
1. He breaks the mirror/cup	break	phutalnu/bhanchnu
2. He has broken her leg	break	chudalnu
3. He breaks petals/leaves	break	chhinalnu
4. They break the rope	break	phornu

The above contexts show the divergence and convergence of meanings between English and Nepali verbs. From English perspective it is an example of divergence because the meaning expressed by English verb 'break' diverges into five different meanings 'phutalnu', 'bhanchnu', 'chudalnu', 'chhinalnu' and 'phornu' represent by five different verbs in Nepali. And five Nepali meanings represent by five different verbs merge into one meaning expressed by verb 'break' in English so, this is the convergence of meanings from English perspective.

With these cases English learners learning Nepali are found difficulty in learning because in English the verb 'break' is used to denote all types of 'breaking' but Nepalese use them differently. 'Bhanchnu' is used to denote the breaking of stick like objects, 'phutalnu' for the objects like glass 'chudanlu' and 'chhinalnu' for string like objects like ropes, strings etc. and 'phornu' for hollow objects like cucumber, walnuts etc. So, English learners learning Nepali are not aware of these semantic differences in Nepali verbs and found to produce the following unacceptable sentences like:

- a)\* plate bachnu                      instead of phutalnu  
     plate break
- b)\* dori bhanchnu                    instead of chhinalnu  
     rope break

- c)\* khutta phornu            instead of bhanchnu  
     leg break
- d)\* aina bhanchnu            instead of phornu  
     morrer break

Similarly, Nepali speakers use 'break' as the base form and use it consistently in all contexts in English. So, they are found no difficulty in learning such types of verbs.

#### Snap

Contexts	English	Nepali
1.The ruler snapped	snap	bhanchnu
2. He snapped the chain/rope	snap	chundalnu/chinalnu
3. Branch of the tree snapped	snap	b
4. He snapped the ruber bard	snap	chudnu

This above contexts reveal the fact cased of divergences and convergence of meanings between two languages. The English verb 'snap' diverges into three meanings represented by three verbs in Nepali 'bhanchinu', 'chudalnu' and 'chudnu'.

In such cases English learners are found difficulties in learning such types of verbs. English learners use the verb 'snap' to denote the meaning of all types of snapping but in Nepali different verbs are use in different contexts. English learners are not aware of such semantic differences of Nepali language and found to produce the following unacceptable sentences like.

- a)\* usle dori chanchyo    instead of chhinalnu  
     he rope snapped
- b)\* usle ruler bhanachyo instead of chudalnu  
     he ruler snapped

Similarly, Nepali speaker of English do not feel difficulties because they use the verb 'snap' in all the contexts in English.

#### Tear

Contexts	English	Nepali
1.She tore the letter	tear	chyatnu
2.They tore the clothes into pieces	tear	chyatnu
3.He tore notice from the wall	tear	chyatnu
4. She tore her parcel	tear	chyatnu

These contexts show the on to one correlation of meanings between English and Nepali verbs. In such cases learners of both languages do not face difficulties in learning in these types of verbs.

## Burst

Contexts	English	Nepali
1. The balloon burst on air	burst	phutnu
2. The tire is burst	burst	phutnu
3. A shell burst	burst	phutnu
4.		

These above contexts show the one to one correlation of meanings between English and Nepali verbs. In such cases learners of both language do not face difficulties in learning such types of verbs.

## Smash

Contexts	English	Nepali
1. He smashed her car screen	smash	phutalnu
2. They smashed the glass into pieces	smash	phutalnu
3. We smashed the door	smash	phutalnu
4. She smashed her head	smash	phutalnu

These above contexts show the one to one correlation of meaning between English and Nepali verbs. This shows the semantic equivalence across languages. In such cases learners of both languages are found difficulty in learning these type of English of verbs.

## Crack

Contexts	English	Nepali
1. The wall of the house cracked	crack	charkinu
2. This pot cracked badly	crack	charkinu
3. The car screen cracked yesterday	crack	charkinu
4. My glass cracked	crack	charkinu

## Chip

Contexts	English	Nepali
1. The tea cup chipped	chip	choitinu
2. This small glass chipped	chip	choitinu
3. The pot glass chipped	chip	choitinu

Both of these above contexts there is one to one correlation of meanings between English and Nepali verbs. This shows the semantic equivalence of verbs between language are found no difficulty in using these types of verbs.

