

**Analysis of English and Maithili Verbs: A Comparative Semantic Study**

**A Thesis Submitted to the Department of English Education  
In Partial Fulfilment for the Master of Education in English**

**Submitted by  
Ram Shankar Yadav**

**Faculty of Education  
Tribhuvan University  
Kirtipur, Kathmandu, Nepal  
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## Declaration

I hereby declare that to the best of my knowledge this thesis is originally; no part of it was submitted for the candidates of research degree to any University

Date: 03-03-2022

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This is to certify that Ram Shankar Yadav has prepared this thesis entitled **A Semantic Analysis of English and Maithili Verbs.**

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**Dedication**

Dedicated

To My parents whose illiteracy and honesty always inspired me to get where  
I am today.

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**Ram Shankar Yadav**

## Abstract

This thesis entitled **A Semantic Analysis of English and Maithili Verbs** attempted to analyze some English and Maithili verbs in terms of their semantic meaning. The main purpose of this study was to analyze English and Maithili verbs mainly on the basis of convergence and divergence, one to one correlation and semantics overlapping of the meaning. To accomplish the objectives of the study, native speakers were taken as the main informants for eliciting the data. They were selected using non-random judgmental sampling procedure. The populations of the study were taken thirty Maithili native speakers from Janakpur of Dhanusha district. They are from differences occupational background like; businessmen, teachers and students. The English and Maithili verbs have been driven semantical meaning. The main findings of this study are that there are inherent differences in semantic systems of English and Maithili verbs. Some verbs have the case of correlation of meaning between English and Maithili verbs which represented the cases of semantic equivalence across language. Some verbs have the cases of divergences and convergence of meanings between the languages. And other verbs have semantic inclusions across the language.

This thesis has been divided into five chapters. Chapter one comprises background of the topic, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the terms. The second chapter includes the review of the related theoretical literature, review of related empirical literature, implication of the review for the study and conceptual framework. The third chapter covers all the areas of methodology. Likewise, the fourth chapter presents the analysis and interpretation of results and the fifth chapter includes conclusions and recommendations followed by references and appendices.

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**List of Abbreviations**

Sth	Something
e.g	for example
Etc	Etcetera
M. Ed	Master of Education
S. N	Serial number
MSLE	Maithili student learning English
ESLM	English Student learning Maithili
S-V	Subject and verb
T. U	Tribhuvan University
L1	First language
L2	Second language
CA	Contrastive analysis
SL	Second language
TL	Target language
No	Number
P	Page
Et al.	And Other
NESP	National Education System Planning

## **Chapter I**

### **Introduction**

This study is on Analysis of English and Maithili verbs: A Comparative Semantic Study. This chapter consists of Background of the study, Statement of the problem, Objectives of the study, Research questions, Significance of the study, Delimitation of the study and Operational definition of the Key terms.

#### **Background of the Study**

Language is a means of communication ideas, thoughts, feelings, emotions desires and so on. It is a voluntary vocal system of human communication. Chomsky (1957, p.13) defines language as “a set (finite or infinite) of sentences, each of finite in length and constructed out finite set of elements” (as cited in Lyons, 2005, p. 7). Similarly, Bloch and Trager (1942, p. 5) write on language as “A language is system of arbitrary vocal symbols by means of which a social group co- operates (as cited in Lyons 1981, p. 4). Likewise, Sapir (1978, p. 8) defines Language as “Language is a purely and non-instinctive method of communicating ideas emotions and desires by means of system of voluntary produced symbols.” In rather sociolinguistics way, Wardhaugh (1977, p. 1) defines language as" what the numbers of a particular society speak."

Thus, language learning is for communication in which all aspects of communicative competence should be noted. It is a complex system of at least six components: phonology, morphology, syntax, lexicon, speech acts and discourse, language is purely human but structurally complex. It is not only meaning of communication but it is also social phenomenon which is used in our society to establish the relationship among the human being.

Semantic studies the meaning of words, phrases and sentences in semantics analysis, there is always an attempt to focus on what the words conventionally mean, rather than on what speaker might want the words to mean on a particular occasion. Semantic is the study of the ways in which the general conventional and literal meaning of the words and sentences are studied. Semantics being the study of

meaning is an inseparable part of linguistics and on the other hand, meaning is an arbitrary or conventional way as every language has its own system. Second language learners feel difficulty and make mistakes in using appropriate words because of the learner's inability in choosing the correct words appropriately in the target language. So, the Maithili learners face difficulty to learn specific systems of each in English. Thus, the study of semantics plays vital role to learner English as second language.

Semantics is a component or level of linguistics of the same kind as phonetics or grammar. It is technical term used to the study of meaning. Semantics did not occur until it was introduced in a paper read to the American Philosophical Association in 1981, entitled reflected meanings paint in semantics in 1900, there appeared Breal Michel's *book on Semantics studies in the science of meaning* which is one of the earliest books on Linguistics today. Here, semantics is treated as the science of meaning and most primarily concerned with changes of meaning from a historical point of view. As Crystal (1997) writes, "Semantics is viewed in pejorative sense, the fact is semantics is neither just the study of change in word meaning through times more is something that can be used to mislead people rather is a systematic study of what meaning is and how it operates."

Language is a universal medium which makes people understanding between each other easy in different sectors and keeps them in closeness. It also reflects societies, cultures, religions, political changes attitudes of people and contemporary ups and downs in different fields. Therefore, human civilization is possible only by the existence of language. Language has phenomenal, personal and social views because it has affected by person, society ethnicity and geographical boundaries.

### **Statement of Problem**

Language cannot be used in isolation. It is always used among the people in their societies or communities and closely related to the context. Semantics is one of the branches of Applied Linguistics which is the study of meaning. The meaning that semantics works, it is related to component of linguistics features. It has nothing to do with the context and intentions of the speakers, writers, hearers and readers. Thus, the study on semantics aspects of language is necessary. On the basis of issues both Maithili and English have semantic system in language, here this study is on verbs

system of Maithili and English. On the basis of Semantics uses to compare English and Maithili verbs in term of convergence and divergence of meaning and to compare English and Maithili verbs in term of one to one correlation of meaning similarly, and to compare English and Maithili verbs in term of semantics overlapping. So, I selected this area of study to make aware of semantics meaning of English verb in Maithili learners.

### **Objectives of the Study**

The objectives of this study were as follows:

- To analyze English and Maithili verbs referring to private verb, verbs of downward movement, verbs of speaking, verbs of finding, verbs of eating.
- To analyze English and Maithili verb in terms of semantic overlapping basis of convergence and divergence, one to one correlation and semantics overlapping of the meaning.
- To suggest some pedagogical implication on the basis of findings and analysis.

### **Research Questions**

The following research questions have been addressed in the study:

- What are the private verbs, verbs of downward movement, verbs of speaking, verbs of finding, and verbs of eating?
- How Maithili verbs have one to one correlation with English verbs?
- Which Maithili verbs have semantic overlapping with English verbs?

### **Significations of the Study**

In a multilingual country like Nepal, only the monolingual speaker cannot create successful communication in the society. So, he or she needs to be at least a bilingual in order to communicate in his or her society, for example, a Maithili is free to use his or her mother tongue in his or her community but he or she immediately has to change the code to share the ideas with Nepali speakers and other language speakers otherwise, he or she cannot talk to other too. A language teacher must possess the knowledge of the Maithili language, who belong to Maithili need to gain

and develop the ideas on the issues related to semantic aspects of English to be a multilingual one.

This study is hoped to play a significant role in the field of linguistics giving a vision to those language teachers who are teaching Nepali and English to the Maithili students as a second and foreign language respectively. Hence, I hope that the findings of the study are very fruitful to the syllabus designers, teachers, textbook writers, students; linguists as well as researchers who are directly or indirectly involved in teaching and other fields as well.

### **Delimitation of the Study**

Delimitations help a researcher complete the work within area likewise in this topic researcher defines their limitation of their study. As well as this study was also some delimitation:

- The study was limited to the 30 (thirty) Maithili native speakers.
- Similarly, the study was based on the Maithili language speakers in Janakpur of Dhanush district.
- Likewise, it was limited to 30 (thirty) English and Maithili verb referring to private verb, verbs of downward movement, verbs of speaking, verbs of finding, verbs of helping, working, taking and breaking, and the study has only limited to the semantic analysis of English and Maithili verbs.
- In the same vein, it was only focused on Maithili verbs.

### **Operational Definitions of the Key Terms**

Under this section, the words which used as the key of the research have defined here:

**Convergence.** The act of moving toward union or uniformity or the merging of distinct technologies, industries, or devices into a unified whole.

**Divergence.** The process in which two or more words accumulate genetic changes mutations

**Overlapping.** It refers to coincide in part of common with.

**Semantic inclusion.** It refers to the word in one language having more Extensive of meaning than that of a word in another language.

## Chapter II

### Review of Related Theoretical Literature and Conceptual Framework

This chapter consists of the review of related theoretical and empirical literature as well as their implications to the study. Moreover, theoretical or Conceptual framework is also included under this chapter.

### Review of Related Theoretical Literature

This section includes several sub - chapters like review of theoretical literature, review of related empirical literature, implications of the review for study and conceptual framework.

**Linguistic situation of Nepal.** Nepal is a small country, although we find various diversity on the basis of cultures, religions, ethics and languages. It has been one of the fascinating areas for linguistic research because of its fertile land for language. The population census (2011) has identified 123 distinct languages speakers in the country and more languages are still waiting to be discovered. Nepal is so rich that it has got a unique position in the linguistic map of the world. Thus, it has been one of the engrossing areas of linguistic research, All the languages identified in Nepal are classified under the following four languages families.

**Indo Aryan group.** Indo Aryan language is derived from Indo Iranian language family which further driven from Indo European family of language. The following language spoken in Nepal comes under this group, this is the first position in Nepali with 82.10 percentage speakers, (Langue use in Nepal, p. 64). The Indo Aryan languages are spoken by majority of Nepal's total population. Thus, constitute the largest group of Nepal's languages in terms of their speakers. The Indo Aryan languages spoken in Nepal are mainly distributed from the Western to Eastern Hills and Terai and also the far Western Mountain though they are spoken with low density almost all remaining part of the country.

*Tibet Burman group.* Tibet Burman group is also one of the language families of Nepal's languages. The Tibet Burman languages mainly extend over the eastern central and western mountain and hills though they are also scarcely spoken in other

part of Nepal. This is the second large number of speakers in percentage 17.30. There are altogether 68 languages. Yadav (Langue use in Nepal, p. 65).

*Austro Asiatic group.* Only one language ‘Sattar/Santhal’ belongs to this family spoken in the eastern part of Nepal. The population census report (2011) has identified Sattar and Santhal languages not as distinct ones but as a single one, i.e., Santhal. It also suggested that the Munda (with 67 speakers) should also be included with Senthil, that it is just a variant name of the same language. Except, the classification Nepalese sign language is not classified under any of the above-mentioned families according to CBS, there are 123 languages are used as a means of communication. Three languages; Dura, Kusunda and Waling have already been extinct. All these dead languages also come under the giant family, i.e., Tibeto-Burman family.

*Dravidian group.* Dravidian language family includes one language spoken in Nepal. Yadav (Langue use in Nepal, p. 67).

**The Maithili language in Nepal.** Nepal is a multilingual country. It is very rich in terms of numbers of languages spoken here. There are 123 languages spoken in Nepal as the population census report (2011). Among them, Maithili is the second most widely used language. The Maithili one of the sweetest languages is spoken into joining South Asian countries Nepal and India. It is spoken by about 21 million people mainly residing in the Eastern part of Terai region of Nepal and on the Northeastern part of India state of Bihar. In Nepal, Maithili is the mother tongue of 12.4 percentages of the total population and figures second in term of the number of speaker next only to Nepali the language of the native spoken by a little over 50 percent of the population. As its name implies, Maithili the language of residents of Maithila the pre-historic ancient kingdom ruled by the king Janak, the father of Sita/Janaki.

Maithili is an Indo-Aryan language spoken in the Mithila region which is situated in Northern and Eastern Bihar of Indian and a few districts of the Nepal in Terai. It is one of the mostly used language in India and second mostly used language in Nepal. Less commonly, it was written with a Maithili variant of Kaithi, a crept used to transcribe other neighboring language such as Bhojpuri, Magahi, and Awadhi. Its

native speakers are found in India and Nepal in region northern and eastern Bihar in India and province no.2 in Nepal. Its speaker number is 12 million in India (2001) and 3.1 million in Nepal (2011). It has a long rich tradition of written literature in both Nepal and India. Vidyapati Thakur is the most celebrated poet of the Maithila. He is a poet of mirth and merriment. Maithili literature has a very long tradition of oral story telling. Oral literature resigned in a most all genres of Maithili before the printing facility came into existence. Shree Krishna Thakur, Baidyanath Mishra and Kali Kumar Das are some renowned story writers in Maithili.

At present, there have been literacy editing in literacy genres, especially poetry, plays and fiction from both Nepalese and Indian writers. Apart from literature, Maithili writers are contributing to the other fields like culture, history, journalism, linguistics, etc. Maithili has been taught as a subject of study in both countries Nepal and India from school to university level. In Nepal, it is used as a medium of instruction at primary level in a few districts. It is also being to teach as an optional first paper at the secondary level and a major subject in the faculty of humanities and social sciences from intermediate to master level. The importance of Maithili in the context of Nepal need not be over emphasized as flourished as a court language in Kathmandu valley during Malla period. Several literacies work and inscriptions in Maithili are still preserving at the national archives in Kathmandu.

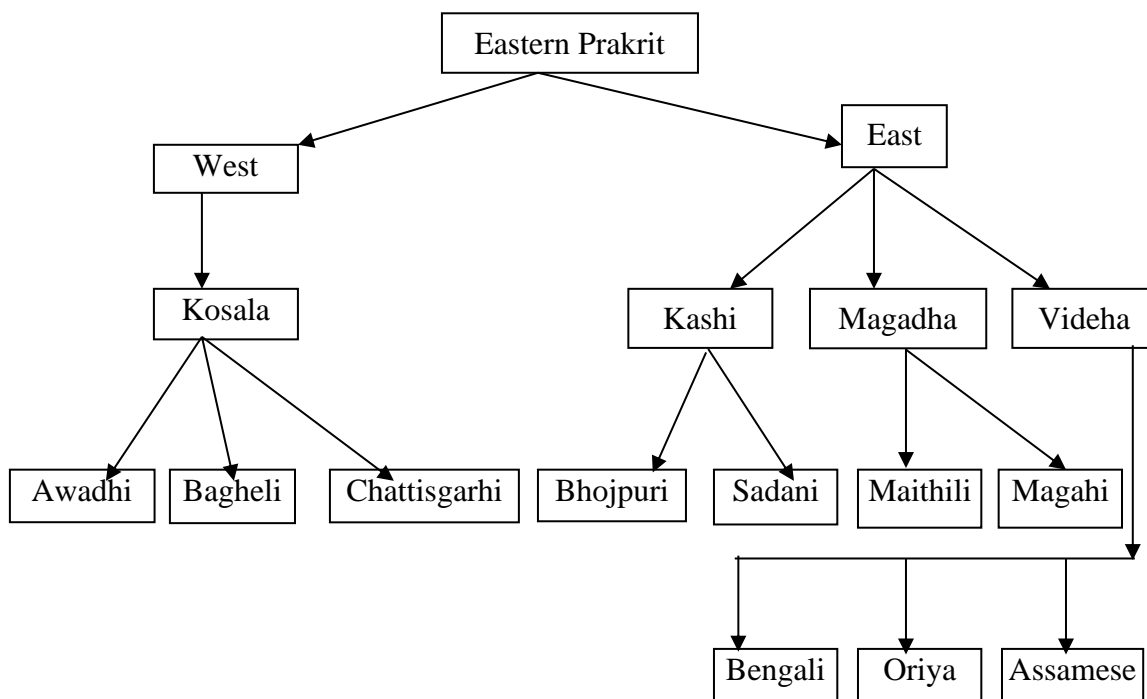
According to CBS (2011), Maithili has been the second widely spoken language in Nepal as it is used 3.1 million people living in South Eastern Terai. There are about 9 Terai districts namely: Dhanusha, Siraha Saptari, Udaypur, Morang, Sunsari, Sarlahi, Mohattari, and Rautahat where Maithili is in vogue.

Comparative philology maintains that languages are linked with another word it means they are sister language. Some diagrams are drawing below to show how languages are related to one another. And where Maithili language is originated from.

There is genetic relation of Maithili to other NIA languages of Eastern Indian, based on Jha (1958).

Figure 1

## New Indo Aryan Language



**The English language.** English is the most widely used language in the world. Undoubtedly, English is the means of international communication and it is also the world's major language which is spoken in first, second and third world people. It is the appropriate international language for Nepal. It is a vital tool for any student to become successful in local, national and international communication. Thus, the importance of English in the present world need not be over emphasized.

Crystal (1995, p.108) states that "English holds special status of medium of communication." The 1990s was a revolutionary decade in that respect, with a proliferation of new linguistic varieties arising out of the worldwide implementation of the internet, an emerging awareness of the crisis affecting the world's endangered languages, and an increasingly public recognition of the global position of English. Academic publications relating to this last topic seriously increased on number and weight. The largely article driven literature of previous decades had typically been exploratory and programmatic, restricted to individual situations, anecdotal in illustration, lacking a sociolinguistic frame of reference, and focusing on the written and usually literary language. By contrast, the 1990s saw the emergence of a more

comprehensive perspective on which spoken varieties became prominent, there was a real increase in the amount of descriptive data, and attempts were made to arrive at explanations and to make predictions of an appropriately general and socio-linguistically informed character.

According to Ethnologue Report for Nepal (2009), there are more than 7000 languages spoken in the world. By the end of the 20<sup>th</sup> century, English was already well established as a genuine lingua franca that is a language used widely for communication that does not between people share the same first second language. English is also a mother tongue of many people in the world. Such native speakers are increasingly out- numbered by people who have English as a second or third language and use it for international communication.

English is used to get worldwide knowledge in various fields like literature, academic, scientific, and technological discoveries. As the Nepali language cannot fulfill our needs of scientific and technological knowledge of the world Nepal needs English language for acquisition and transmission of the scientific and the technological knowledge for tourism and business and as a language for higher education.

Kachru (1992, p.14) has defined model of the spread of world Englishes, by using three circles on the basis of the roles or functions of English and processes of its acquisition. The three circles are inner circle, outer circle and expanding circle. The inner circle includes traditional native speaking English countries: The United States, Britain, Canada, Australia and New Zealand. The Outer circle includes the countries where English is used as second language. In such countries, English is used as an official language, a medium of Education and so on. Countries such as Singapore, Pakistan, India, Nigeria, South Africa, Malasia and so on are come under outer circle. The expanding circle includes countries such as Nepal, China, Japan, Korea, Indonesia, Russia, Iran, and so on where English is used as foreign language. This fact shows that whatever the processes of acquisition maybe it is certain that majority of populations on the world are acquiring the English language.

In the context of Nepal, English is taught as a foreign language in all the schools. It is taught as a compulsory subject from grade one to bachelor's level in

government schools and colleges. In the context of private schools, it is used right from L.K.G to higher level as a compulsory subject as well as the medium of instruction. In addition, it is used as an access language or a library language and a means of instructional evaluation at the higher level of evaluation. Basically, teaching English in the schools of Nepal has the purpose of enabling the students to exchange their ideas with people of any nationality who speak or write English. Therefore, the importance of teaching English can hardly be exaggerated in Nepal. As it has become an inevitable tool for anybody to achieve their target in the academic field, Maithili speaking students are not an exception.

In this regard, Awasthi (2003) states:

On the history of English development in Nepal, that there was no college and university for higher education in Nepal until Tri- Chandra College was opened in 1918. English for higher level was introduced with the opening of Tri- Chandra College. However, there was no provision for teacher training. English Education in Nepal started in 1971 with implementation of National Education System Planning (NESP) and the same year Tribhuvan University started B. Ed. program in English Education (p. 22).

The teaching of English in Nepal began in the time of Rana's Regime; the English language teaching situation of Nepal is being good these days. Everybody opines to learn English in order to acquire the world's vast knowledge, for better career, educational opportunity, higher status and employment. Since, it has ruled all over the world. Nepal cannot remain beyond the influence of the English language. English language is taught as a foreign language in all the schools of Nepal starting from grade one up to Bachelor level, as compulsory subjects.

**English verbs.** A verb is a word to tell or assert something about a person, thing and place. The word verb comes from the Latin word *verbum*. Fowler (1995) defines the verb as " a word used to indicate an action, state or occurrence and forming the main part of the predicate of a sentence, for example, hear, become, etc." English verbs are classified in different ways like the auxiliary verbs, irregular verbs, regular verbs, linking verbs and all the other verbs, which we may call ordinary verbs

and so on. Here the English and Maithili verbs are categorized into thirty groups according to palmar (1996), he says:

Private verbs (think, imagine, forget, see, hear), verbs of speaking (speaking, cry, say, talk, read), verbs of down ward movement (down, sink, fall, descend, leak), verbs of eating (suck, graze, feed, chew, eat), verbs of finding (finding, get, search, discover, explore) and verbs of state (live, leak, depend, own, deserts) for, analysis and interpretation.

**Structure of Maithili verb.** Structure of Maithili verb is similar to Nepali as well Hindi in sentence structure. Grierson calls it the most complicated part of Maithili grammar and Kellogg (p.332) describes it this way:

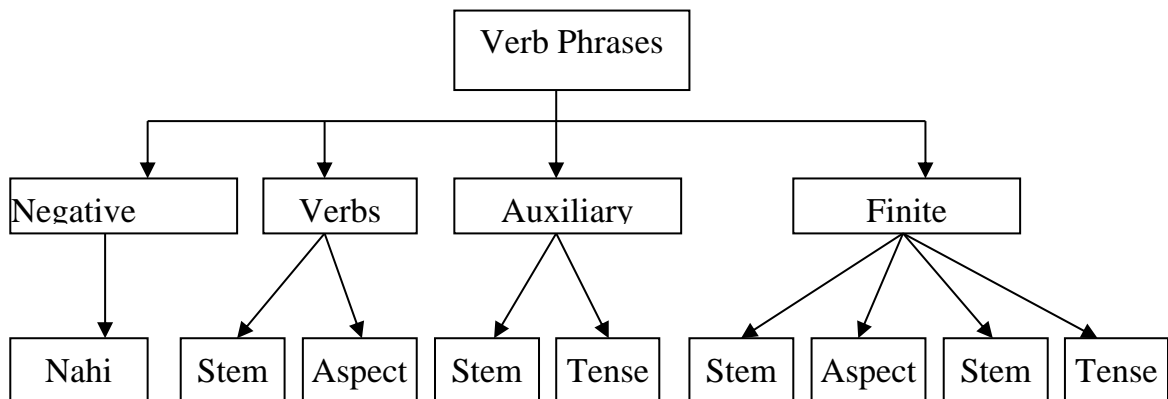
The Maithili (dialect of Hindi) is distinguished from all the dialects exhibited in this Grammar, by the extraordinary exuberance of its verbal form. Although only a part of the tenses is exhibited on full in the tables, it possesses all the tenses which are found in High Hindi, and in each of these uses a bewildering variety of diverse forms, equaled in no other dialect.

Thus, there seems to be no dissenting voice among Maithili scholars to the statement that the most complex part of Maithili grammatical structure is the verb phrase. The Williams article on clauses (1973) is a through-going linguistic treatment of the topic, only broad elements of which are presented here.

Figure no. 2 is shown the linear order of the various parts of the phrase, with the numbers included for easy reference to the examples following. The verb phrase can consist of just one word, which would be the final one on the diagram. The basic meaning of the verb phrase is carried in the initial verb stem, and succeeding verbs produce various modification of that meaning.

Figure 2

## Structure of Verb Phrases



Examples: Nahi dekh-ne ch-al-ah  
 Not see-perf is-compl-3rd  
 1 2 3 6 7 8  
 He had not seen  
 Bais rah-al ch-i  
 Sit stay-past is-1<sup>st</sup>  
 2 4 5 6 8  
 I am continuing to sit.

**Semantic inclusion and overlapping.** While talking about the different level of linguistics, phonology (sound system) comes in the beginning followed by syntax. Semantic inclusion refers to the word in one language having more extensive range of meaning than that of a word in another language for example, the Nepali verb ‘chadhanu’ has more extensive range of meaning e.g., climb, ride and fly than the English verb ‘climb’ does not include all the meaning of ‘chadhanu’ and so on.

Semantic overlapping 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. For example, the meaning of English verb ‘peel’ overlapping with the meaning of the Nepali verb ‘tachnu’ overlaps with the English verbs ‘peel’ and ‘shell’ in Nepali.

**One to one correlation.** The representation of semantic equivalence across language is called one to one correlation. Correlation refers to the mutual or

reciprocal relationship between two or more things. So, in the context of language, if there is mutual relationship between two languages then it is known as one-to-one correlation between two languages. For examples, the English verb like and Nepali verb chahanu, fly- udnu, do- garnu and eat-khanu, etc. Represent one to one correlation between English and Nepali language.

**Convergence and divergence.** Convergence refers to a concept expressed by one verb in a language is expressed by a number of verbs in the other language. It is the act, degree, or a point of converging. It is also called convergence. For example, while comparing Nepali words into English, there is only one word to refer Kaka, Mama, sanoba and phupa in English i.e ‘uncle’. We can show this by following:

SL (Nepali)	TL (English )
Kaka	
Mama	Uncle (convergence)
Sanoba	
Phupa	

Similarly, Divergence refers to the opposite effect of convergence which following a different direction or becomes different from a point. It is the act or result of diverging or the amount by which something diverges. Or, if the condition of been divergent. It is also called divergence. For example, again while comparing Nepali language into English language there is only one word to refer; drink, eat, have, take and in Nepali i.e., ‘khanu’. It can show, like this:

SL (Nepali)	TL (English)
	Have
Khanu	Drink
	Eat
	Take
	Smoke (Source: Nepali English dictionary)

**Needs and importance of contrastive analysis (CA).** Contrastive Analysis (CA) is defined as a scientific study of similarities and differences between languages. It is a branch of linguistics which compares two languages to find out their similarities and differences, and then to predict the area of difficulties in learning. Similarly, James (1980, p.4,) defines CA as “a linguistic enterprise aimed at producing inverted two valued typology and founded on the assumption that languages can be compared” and linguists say that no languages have one to one relation interns of vocabularies, sentence, structure and other pattern, and we have experience as well. And according to Gass and Selinker (2008, p.96) state, “contrastive analysis is a way of comparing language in order to determine potential errors for the ultimate purpose of isolating what needs to be learning and what does not need to learned in a second language learning situation.” Similarly, Crystal (2003, p.107) states, “A general approach to the investigation of language (contrastive, linguistics), particularly as carried on certain area of applied linguistics.”

The above definitions of contrastive analysis show that it is the systematic comparisons of two or more languages so that the difficulties of learning a second languages can be diagnosed and solved by adopting appropriate techniques. Contrastive Analysis develops with the theory of comparisons and it may be viewed into two. The first is known as inter lingual comparison in which the comparison may be between two languages. The second is known as intra- lingual comparison.

Lado (1957, p. 2 as cited in Corder, 1973, p. 2) states, "We assume that the student who comes in contract with a foreign language will find some features of it quite easy and others extremely difficult. Those elements that are similar to his native language will be simple for him and those elements that are different will be difficult."

Thus, CA claims that the greater the differences between the target language and the learner native language the greater is difficulty in learning and the greater the similarities between then the greater is ease in learning.

Later on, Lado made the concept clear and more explicit. In 1957 his classical work entitled ‘Linguistics Across the culture’ was published in this book. He provided

three underlying assumptions of CA. These have significant roles in language teaching as mentioned here:

Individuals tend to transfer the forms and meanings and the distribution of forms and meanings of their native language and culture to the foreign language and cultural, both productively when attempting to speak the language and receptively when attempting to grasp and understand the language.

In the comparison between native and foreign language lies the key to ease or difficulty in foreign language.

The teacher who has made a comparison of the foreign language with native language of the students will know better what the real learning problems are and can be better provide for teaching them.

The most important thing to be remembered by a language teacher is basic assumption behind CA. Lado's (1957) first assumption states that when we came in contrast with an L2 our knowledge of L1 come on the way. While learning an L2 some features are easier to learn and some are difficult because of the transfer of the old habits/knowledge. If old knowledge is similar to the new knowledge there is positive transfer, which facilitates in learning and L2 but if old knowledge is different from the new knowledge there is negative transfer which hinders in learning an L2.

Halliday et al. (1964, p.112) say that a language teacher with a knowledge of contrastive analysis can be expected to guide their student in a more effective manner as they will understand the cause of an error and be better able to prepare contrastive drills. James (1980, p.145) puts out the three pedagogical applications of CA. according to him CA has application in predicting and diagnosing a proportion of the L2 errors committed by the learners with common L1 and in the design of teaching instrument for such learners. CA helps in designing teaching learning materials for those particular areas that need more attention. The findings of CA are useful not only for learning teaching but also for course designers, text experts and learners.

CA has its great importance in language teaching. There are mainly two functions of CA. first, to predicts the likely errors to be committed by a particular

group of learners in learning a particular language is also regarded as the primary function of CA secondly, it explains the source of errors on one's performance. This is the secondary function of CA. So, a language teacher should have good knowledge of CA to CA to treat the learners psychologically and academically. Unless a language teacher knows the sources and types of the errors that learners committed, he/she cannot impart knowledge to the learners. The most important thing to remember by a language teacher is basic assumption behind CA; Lado's (1957) first assumption states that when we came in contact with an L2 our knowledge of L1 some features are easier to learn and some are difficult because of the transfer of the old habits / knowledge. If old knowledge is similar to the transfer who facilitates in learning an L2 but if old knowledge is different from the new knowledge there is negative transfer which hinders in learning an L2

### **Review of Related Empirical Literature**

Some comparative studies have been carried out different languages in different areas. There are some researches carried out on Maithili language in the Department of English Education T.U. Kritipur, these have no any significant research works have been carried out comparing Verb in Maithili and English languages. The related literatures to the present study are as follow:

Sah (2000) carried out research "Comparative Study of S-V Agreement in Maithli and English language." The main objective of his study was to find out the comparison between S-V Agreement in the English. He used both primary and secondary source of data were hundred Maithili students only of grade nine and ten of Saptari, district. Similarly, the secondary sources of data were books, journals, magazines, these which are related the topic. The main tool for his study was a questionnaire containing seventy items in total of binary choice and translation types. He used judgmental non-random sampling procedure to sample the population. He found that S-V Agreement system between these languages is utterly different except in the case of gender. Unlike un-English, honorific forms are used in Maithili.

Similarly, Karn (2004) carried out s research on "Comparative Study of Case in Maithili and English" The objectives of the study were to identity and analyze cases in Maithili finding the points of similarities and differences between English

and Maithili case system. Primary and secondary sources were used to collect data. The primary sources were hundred Maithili speaking students only of grade ten of the school of Siraha district. Similarly, the tools for his study were translation items multiple choice items and composition work. He used stratified random sampling procedure to select the population. He found that nominative instrumental ablative and dative cases are common in both languages.

Another related research by Limbu (2007) carried out research entitled 'A Semantic Analysis of English and Limbu Verbs.' His study aimed to find out the comparison and contrast of verbs system of two languages. He collected fifty English verbs grouped into ten different categories. He consulted thirty Limbu natives available in Kathmandu valley by using purposive sampling. He found that most of case, the semantic ranges of words overlapping within another but absolute semantic overlapping are rare. Also, the study overcomes that matter of almost impossible as similarity and disparity are found to be the inseparable factors in two languages. This study concluded that different factors cause an abstract linguistic difference between English and Limbu verbs.

Likewise, Yadav (2007) has carried out research on "Pronominal in the Maithili and English Language: A comparative study." his main objective of this study was to compare and contrast pronominal of the English with that of Maithili language. He used both primary and secondary sources. His primary sources of data were thirty Maithili native speakers of Yadukaha VDC of Dhanusha district and secondary sources of data were books, journals, thesis, etc. he used judgmental and stratified sampling procedure to sample the population. He used questionnaire and interview was research tools to collect the data. He found that pronominal of the Maithili language have more grammatical distinctions, for separate pronouns, separate verb, were found.

In the same way, Chaudhary (2008) has carried out research on "A Comparative Study on Sentence types in Tharu and English. The main objective of this study was to identify and analyze the different between sentence types in Tharu and English. He used both primary and secondary source of data. The primary sources of data were sixty Tharu native speakers of Siraha district. Similarly, the journals magazines, thesis which is relates to the topic. He used judgmental non- random

sampling procedure to sample the population. He found that Sapatariya dialect of Tharu as well as English have four types of sentences on the basis of formal criteria i.e., declarative interrogative, imperative and exclamatory.

Another similar research carried out by, Rai (2011) is on “A Semantic Analysis in English and Sampan Verbs. “The objects of this study were to analyze English and sampan Verb correlation in the term of their meaning and to suggest some pedagogical implications. The researcher selected forty (40) Native speakers of the sampan language from Patheka and Khartamchha VDCs of Khotang district. He had used interview as his research tool. He found there are inherent different in the semantic system of English and sampan Verbs.

In the same vein, Yadav (2016) has carried out research on ‘Pluralization in Bhojpuri and English,’ aimed to identify the pluralizations system in Bhojpuri and to compare and contrast it with that of English, from the primary and secondary source the data were collected. The respondents were selected through stratified random sampling procedure. Interview schedule and questionnaire were the major tools for the data collection. finding showed that singular nouns in Bhojpuri are pluralized by adding the suffixes like a/-sa, -log- sabhan, -sab to them. Likewise, plural marker suffixes ani/ni/ka are added to first person, singular, personal pronouns to make them plural. Similarly, both languages use suffixes as plural marker e.g., bailan/-sa (oxen), seran/-sa(lions). Likewise, plural suffixes are written separately in Bhojpuri but these are written together in English e.g., sikshak-log/-sabhan (eachers), kitab-sa (books).

Similarly, Bhatt (2017) carried out research on 'Inflection System in Doteli and English Verbs.' The objective of the study was to find out the inflection system in Doteli verbs and also compare and contrast Doteli inflection to those of English. Primary and secondary sources were used to collect data. The primary sources of were forty literates and illiterates of Doteli speakers. He used the purposive non-random sampling procedure to sample the population. The interview and questionnaire were used to obtain the data. He found that Doteli has more suffixes in comparison to English and they are more complex than that of English both the Doteli and English have more or less suffixation system.

The review of related literature showed that the present research is a new attempt in the field of the Maithili language as there is no research done on Maithili verbs now. Moreover, this study deals with the semantic analysis of English verb and Maithili verbs in comprising to English. So, this is semantic analysis of English and Maithili verbs.

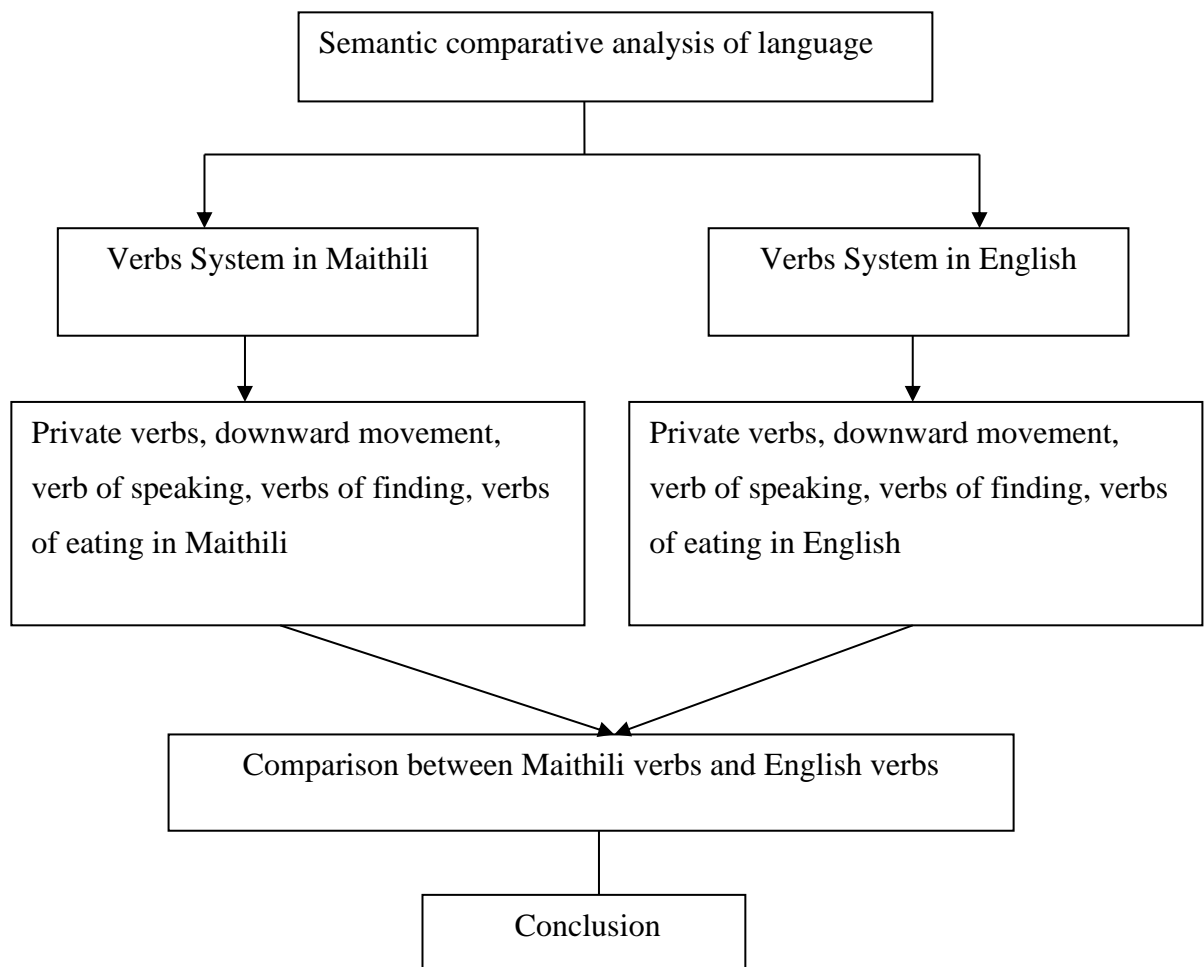
### **Implication of the Literature Review**

In literature review, our central focus is to examine and evaluate what has been before on a topic and establish the relevance of the information to our own research. This review of the study may obtain from the variety of sources including books, journals, reports, previous thesis, etc. this entire source helps to bring clarity and focus on the research problem, improve methodology and contextualize the findings. It is also equally important to examine and evaluate what has been said before on a topic and what has not been said yet for finding new area for further research. To summarize, the aforementioned studies have their own value and important in their respective fields. Here, being a native speaker of Maithili language, the researcher has selected this topic. There are very limited research studies which have been carried out in previous in the field of semantic. Rai (2011) supported me to find out a semantic analysis in English |Language. The objectives of the study were to find out English and Sampan verbs correlation in the term of their meaning. That is somehow related to my study. After reviewing this work, I got lot of ideas and information regarding my research. Similarly, the study of Chaudhary (2008) helped me to select the research design and research tools. The main objective of the study was analyses the different between sentence types in Tharu and English. This researcher has used survey methods for data collection. Likewise, Yadav (2007) informed me that pluralization in Bhojpuri and English. This study helped me to find out suffixes of Bhojpuri language. In the same way, Karn (2004) was very much significant for me with the inform me about cases in Maithili. It also helped me to select area of my study. Similarly, I reviewed the research of Limbu (2007) from which I got the help of his observation and interview questionnaires. I was more familiar to set the questionnaires for my research proposal. Finally, Batt (2017) from which I got inflection system of English verb.

The related empirical literature helped me by addressing different area of study. Which make my study new area of the semantic aspect of language, especially in the Department of English Education and this work is a new attempt in the exploration of above-mentioned untouched areas. So, this seems to be new study.

### Conceptual Framework

The conceptual framework of this study has been presented as follows:



## **Chapter III**

### **Methods and Procedures of the Study**

This chapter deals with the methodology that I adopted to fulfill the objectives of the study. This includes design and method of the study, population sample and sampling strategy, study areas, data collection tools and techniques, data collection procedures and data analysis and interpretation procedure.

#### **Design and Method of the Study**

The research design of this study was survey research design. It is the most commonly used methodology of investigation in education research. According to Nunan (1992, p.140), the main purpose of a survey research is to obtain a snapshot on conditions, attitudes and events at a single point of time. As survey usually address the large group of population and the Population of my study were Maithili native speakers of Dhanusha district. Nunan (1992, p.141), suggests the following eight step procedure of survey research in a more comprehensive way:

#### **Step1: define objectives**

This is the first step of survey research. The first task of any researcher is to define objectives of the study. So, it is the case with survey research, if we conduct research without defining objectives, it leads us nowhere. Therefore, defining objectives is the most important step of survey research.

#### **Step 2: Identify the Target Population**

It is another step of survey research. In this step, we should identify the target population for research, that we want to know about.

#### **Step 3: Literature review**

It is the central and the most important unit of research works. It is a written summary and critique of research related to a particular issue or question. It provides the information about the methods and procedures. Other researchers have used in such similar studies. In this step we have to review the literature which is to the study.

**Step 4: Determine sample**

It is another step of survey research in which, we have to determine the sample from the large number of populations.

**Step 5: Identify Survey Instrument**

After determining the sample, we have to identify the survey instrument. The instrument may be questionnaire, interview, observation, etc.

**Step 6: Design Survey Procedure**

In this step we have to design the survey procedure where we have to do, how the data collections actually carried out.

**Step 7: Identify analytical Procedure**

After designing survey procedure, we have to identify the analytical procedure for the analysis of data.

**Step 8: Determine reporting procedure**

This is the last step of survey research. In this step, we have to determine reporting procedure for presenting result and discussions.

To meet the objectives of my research, I used survey research design because it is helpful to carry out my research in natural environment. And it also covered the large study population through the sampling procedure. The questionnaire is the important tools to use in the survey research. I also used the same tool to elicit the required information from the information.

**Population, Sample and Sampling Strategy**

Survey research demands a large number of populations. So, the population for this study consisted of all the native speakers of Maithili language in Dhanusha district. Since it is a small-scale study, it used sample consisted of 30 native Maithili

speakers from Janakpure of Dhanusha district. I selected 30 Maithili native speakers of Janakpur by using purposive non-random sampling procedure.

### **Study Areas/Field**

The study field has divided into two types, i.e. academic field and physical field. The academic field of my study is verb system in Maithili language and compared with English verbs. The physical fields of my study are Maithili native speakers of Janakpur in Dhanusha district for the feasibility of this study. I selected 30 Maithili native speakers of Janakpur by using purposive non-random sampling.

### **Data Collection Tools and Techniques**

A structure interview schedule was the main tool for data collection. A set of translation sentences were prepared to draw the information on the verb system of the Maithili language from Maithili native speakers.

### **Data Collection Procedures**

To collect the data, I visited Janakpur of Dhanusha district to meet the Maithili native speakers. I established rapport with them for interview. Then, I asked to transform the sentences the native speakers according to the prepared questions schedule. I helped the respondents to understand the written questions by translating in Nepali or Maithili. I met the respondents time and again till the objectives fulfilled.

### **Data Analysis and Interpretation Procedure**

A process of data analysis started with the coding and minute analysis of the collected data. Data analysis can be seen as the process of bringing order, structure and meaning of the mass of collected data. In this study, data analysis involved breaking the data into manageable themes, patterns and relationship to understand the various elements of raw data collected in course of this study. The focus of the analysis of the raw data is to find out the verbs system of Maithili and English language. In this study, the written sentences used as research tools. Thus, the collected data coded analyzed, interpreted descriptively using tables and illustrations.

I collected data from 30 Maithili native speakers. The data written in the Roman Translation of Davanagri Script from analysis and verification of the collected data. Then, I presented the data in the table. After that I compared the Maithili data with English and list the similarities and differences in verbs system between the Maithili and the English language.

### **Ethical Considerations**

Ethical considerations can be specified as one of the most important part of the research. This research may even be doomed without this part. Research participants should not be objected to harm on any ways. Respect for the dignity of research participants should be prioritized full consent should be obtained from the participants prior to the study. The protection of the privacy of research participation has to be resulted. Adequate level of confidentiality of the research data should be ensured. My deception or exaggeration about the aims and objectives of the research must be avoided. The following ethical were put into place for the research period:

**Beginning the study.** The researcher conducted informal conversation with participant about the purpose of this study and fined the participants including cultural, religions and other differences.

**Collecting data.** The researcher built rapport and trust with participants, avoids leading questions, and provides rewards for participants.

**Prior to the study.** The researcher went through the local approval, select cites and give the credit for work done on the research.

**Reporting, sharing and storing data.** The researcher reported honestly, use unbiased language, share result with other researcher advisors.

**Analyzing the data.** The researcher reported multiple prospective, contrary finding and assign fictitious name.

## Chapter IV

### Analysis and Interpretation of Data

This chapter concerns with analysis and interpretation of collected data. Here the English and Maithili verbs have been categorized into six different categorized which are as follow.

And all these verbs also have been tabulated with their likely context and their meanings have been analyzed in terms of correlation or divergences and convergence or semantic inclusion and semantic overlapping in.

#### Verbs of Private to English and Maithili

The verb private refers here to the word related mental thinking or mental work. The verbs in this category of both the languages are presented in the following table:

**Table 1**

#### Private Verbs to English and Maithili

S.N.	English verbs	Maithili verbs
1	Think	sochhai chhi
2	Imagine	kalpanakarai chhi
3	Forget	Bisharigeli
4	See	dekhai chhi
5	Hear	sonai chhi

Each of verbs is analyzed in the subsequent subunits.

**Verb of 'think'.** English verb 'think' has the meanings like: 'bichar' and 'shoch' in Maithili. The semantic context in which the words were used have been presented as follows:

S.N.	Context	English	Maithili
1	I think that is mine.	Think	Bichar
2	What do you think?	Think	Shoch
3	The job took longer than we think.	Think	Shoch

The above contexts of verb show the case of semantic inclusion of verbs across English and Maithili Languages. Generally, English verb 'think' has semantic equivalent with Maithili verb 'Bichar' but not in all contexts. The range of meaning covered by the English verb think has more extensive range than that covered by Maithili verbs 'Bichar' and 'socha' do not cover the whole range of English verb think but think does.

**Verb of 'imagine'.** In Maithili 'imagine' has the meanings, like: 'Kalpana'. It was used has been presented as follows in semantically below:

S.N.	Context	English	Maithili
1.	I imagine he will be there.	Imagine	Kalpana
2.	The house was just as she had imagined it.	Imagine	Kalpana
3.	I don't imagine that they will refuse.	Imagine	Kalpana

The above contexts of verb show the case of one-to-one correlation of meaning between English verbs 'imagine' and Maithili verb 'kalpana' these represented the case of semantic equivalent across languages. In such cases learner encounter little or no difficulty in learning these types of verbs. As here the English verb 'imagine' and the Maithili verb 'kalpana' in the 1<sup>st</sup> group and the Maithili verb in semantic group show semantic equivalent between English and Maithili language.

**Verb of 'forget'.** The verb 'forget' has the meanings, like: 'bishairgeli', 'bhulbai' and 'bisharab' in Maithili. They are presented in semantically here:

S.N.	Context	English	Maithili
1.	I forget what you said.	Forget	Bishair geli
2.	I never forget a face.	Forget	Bhulbai
3.	Take care, and do not forget to write.	Forget	Bisharab

The above contexts of verb show the case of one-to-one correlation of meaning between English verbs 'forget' and Maithili verbs 'bishairgeli'. These represent the case of semantic equivalence across the languages. In such case learners encounter little or no difficulty on learning these type verbs. As here the English verb

‘forget’ and Maithili verb ‘bishaigeli’ in the first group and the English verb in semantic group show semantic equivalent between two languages.

**Verb of 'see'.** English verb ‘see’ has the meanings, like: ‘dekhaliya’, ‘padhaliya’, ‘bhetliya’ and ‘bojhaliya’ in Maithili. They have been tabulated in semantically below:

S.N.	Context	English	Maithili
1.	I see my brother over there.	See	dekhaliya
2.	Did you see the story?	See	Padhaliya
3.	You ought to see a doctor about that cough.	See	Bhetliya
4.	I see what you mean.	See	bojhaliya

The above contexts of verb reveal the divergence and convergence of meanings across languages from the English perspectives’ it is an instance of divergence because of meaning of the English verb ‘see’ diverges into four meaning represented by four different meaning Maithili verbs ‘dekhaliya’, ‘bhetliya’, ‘bujhaliya’ and ‘padhaliya’ from the Maithili perspective, four different meanings expressed by four different Maithili verb into one meaning expressed by the English verb ‘see’ an instance of convergence.

**Verb of 'hear'.** English verb ‘hear’ has the contextual meanings, like: ‘sunaichhi’ and ‘sunabai’ in Maithili. They have been presented in context of semantically below:

S.N.	Context	English	Maithili
1.	I hear sentimental song frequently.	Hear	sunaichhi
2.	I heard what you mean.	Hear	sunachhi
3.	Today the jury began to hear the evidence	Hear	Sunabai

The above contexts of verb show the case of semantic inclusion between English and Maithili verb in contents of ‘1’ and ‘3’ English verb ‘hear’ and Maithili verb ‘sunaichhi’ and ‘sunabai’ share meaning but in content ‘2’ the case is different from this English verb ‘hear’. It has more extensive range of meaning than that

covered by 'sunaichhi' and 'sunbai' 'sunaichhi.' They do not include all the meaning 'hear.' It has continuity in all contents but Maithili.

### Verb of Speaking to English and Maithili

The verb of speaking refers to use of vocal code to say something or share sth by speech. The verbs in this category of both languages are presented in the following table:

**Table 2**

#### Verbs of Speaking to English and Maithili

English	Maithili
Speak	Boluna
Cry	Kanai
Say	Bolu
Talk	Batkaru
Read	Parhu

Each of verbs is analyzed in the subsequent subunits.

**Verb of 'speak'.** The verb 'speak' has the contextual, like: 'bolu', 'bhakru' and 'bajaichhi' in Maithili. They have been tabulated in semantically here:

S.N.	Context	English	Maithili
1.	Ram speaks well to the mass.	Speak	Bolu
2.	Can I speak with Dr. Jha for a minute?	Speak	Bhakarua
3.	Do you speak Maithili?	Speak	Bajaichhi

In the above contexts, English and Maithili verb show the case of semantic inclusion in context '1' and '3' the semantic equivalent is shown, but that is not the case in context '2'. Here English verb 'speak' covers the wide range of meaning than the Maithili verb 'bolu.' So, here all the meaning of Maithili verbs 'batkaru', 'bolu' and 'bajaichhi' are included by the English verb 'speak'.

**Verb of 'cry'.** English verb 'cry' has the meaning, like: 'kanahai' and 'bolabai' in Maithili. They have been presented in semantically below:

S.N.	Context	English	Maithili
1.	The baby is crying for its mother.	Cry	Kanaihai
2.	He cried out her name.	Cry	Bolabai
3.	She run to the window and cried for help.	Cry	Bolabai

Here, the above contexts of the verbs show the case of divergence and convergence of meaning across languages. A concept expressed by one verb in one language is expressed by a number of verbs in other language. It is represented the case of divergence and convergence of meaning between languages from the English verb 'cry' diverges into the three different meaning represented verbs kanaihai, bolabai and bolaibai and they looked from Maithili perspective three meaning expressed by three Maithili verbs converge into one meaning represented by one English verb 'cry' and it is an instance of convergence of meaning.

**Verb of 'say'.** English verb 'say' has the meaning, like: 'khalkai', and 'bajalai' in Maithili They have been tabulated in semantically here:

S.N.	Context	English	Maithili
1.	He said nothing to me about it.	Say	Kahalkai
2.	The notice says 'Give it up'.	Say	Kahaihai
3.	I say, can you lean me five pounds.	Say	Kahalkai
4.	The clock said ten o'clock.	Say	Bajalai

Here, the context of verbs shows the case of semantic inclusion as well as divergence and convergence of meanings across languages. The contexts '2' and '4' share the meaning between the English verb 'say' and Maithili verb 'bajalai' and this case shows semantic equivalent but in other context the case is different. The meaning of English verb say has more extensive range than that covered by Maithili verb 'bajalai.' Next the meaning expressed by English verb say diverges into two different meaning represented by two different Maithili verb 'kahalkai' and 'bajalai', and their case of divergence from Maithili perspective, the contexts show the convergence of meaning.

**Verb of 'talk'.** English verb 'talk' has the meanings, like: 'kahalkai', 'kahali', 'bolu' and 'batkaraihai' in Maithili. They have presented in context of semantically below:

S.N.	Context	English	Maithili
1.	Mahesh talked for hostel to principal.	Talk	Kahalkai
2.	You talk about the case to police.	Talk	Kahli
3.	Do not talk in the class.	Talk	Boluhai
4.	They are talking about the story 'The little girl'.	Talk	Batkaraihai

Here, the above context of verbs shows the case of semantic inclusion between English and Maithili verbs in context '1', '2', '3' and '4'. They convey the similar meaning of English verb 'talk' All the meaning of Maithili verbs bolu, kahli, kahalkai and batkaraihai are included into one meaning represented by the single English verb 'talk.'

**Verb of 'read.'** English verb 'read' has the contextual meanings, like: 'padai', 'dekhaihai' and 'dekhali' in Maithili. They have presented in semantically below:

S.N.	Context	English	Maithili
1.	The students read the story on pages.	Read	Padai
2.	We read about the case jointly.	Read	dekhaihai
3.	A man came to read the electric meter.	Read	Dekhai
4.	Can you read this notice?	Read	Dekhali

Here, the above contexts of verb show the case of semantic inclusion between English and Maithili verb in general, English verb 'read' has semantic equivalent with the Maithili verb 'padai' but that is not the case in all context the range of meaning covered by English verb 'read.' It is more extensive than that covered by Maithili verb 'dekhai,' 'dekhaihai' and 'dekhali,' which does not include all the meanings to read. In contexts, '2', '3' and '4' share the appropriate meaning.

### Verb of Down Ward Movement

The verb of downward movement refers to the word related movement of lower or down. In this category of both language's verbs have been tabulated in semantically below:

**Table 3**

#### Verbs of Down Ward Movement to English and Maithili

English	Maithili
Drown	Dubelai
Sink	Chhtaihai
Fall	Girlai
Descend	Nichagel
Leak	Chuwalai

Each of these verbs is analyzed in the subsequent subunits.

**Verb of 'drown'.** English verb 'down' has the contextual meanings, like: 'dubalai' and 'bahigel' in Maithili. They have presented in context semantically below:

S.N.	Context	English	Maithili
1.	Ram drowned in a boating accident.	Drown	Dubalai
2.	Many animals were drowned by the tidal wave.	Drown	Behigel
3.	Have you ever drowned in river?	Drown	Dubail
4.	His food was drowned in tomato sauce.	Drown	Jhapail

The above contexts of verb reveals the cases of divergence and convergence of meanings between the English and Maithili language from the English perspective, the meaning of English verb 'drown' diverges into four meanings of four Maithili verbs: 'dubalai', 'bhegel', 'dubail', 'jhapail' and it is an instance of divergence of meaning, similarly from Maithili perspective four meanings expressed by the four Maithili verbs convert into one meaning represent by English verb 'down.'

**Verb of 'sink'.** English verb 'sink' has the contextual meanings, like: 'dubalai', 'asthailai' and 'kharchakaili.' In Maithili. They have been presented in context of semantically below:

S.N.	Context	English	Maithili
1.	The iron sinks in water.	Sink	Dubalai
2.	The titanic sank in 1912.	Sink	Dubalai
3.	The sun sinks in the west.	Sink	Astailai
4.	Ram sank all his money into his brother's business.	Sink	Kharchakaili

The above contexts of verb represented the case of semantic inclusion of verb across languages the range of meaning covered by English verb sink has more extensive range than that covered by the Maithili verb 'dubalai', 'asthalai' and 'kharchbhail' which do not include the meaning of 'sink' in the above examples in contexts '1' and '2' both 'sink' and 'dubalai' share their meaning and semantically equivalent but in context '3' and '4'. And 'asthalai' and 'kharcha' are not appropriate English continues to use the verb 'sink' to refer to the same concepts.

**Verb of 'fall'.** English verb 'fall' has the contextual meanings, like: 'girlai' and 'khaslai' in Maithili. They have been presented in context of semantically below:

S.N.	Context	English	Maithili
1.	The pen fells on the table.	Fall	Girlai
2.	Leaves fell from the tree.	Fall	Girlai
3.	He fells badly.	Fall	Khaslai
4.	A big piece of rock fell from the cliff.	Fall	Girlai

The above contexts of verb show the case of semantic inclusion between English and Maithili verb. Here the range of meaning covered by English verb fall has more extensive range than that by Maithili verb 'girlai.' In the context 1,2 and 4 'fall' and 'girlai' share their meaning but in context 3 with Maithili verb all the meaning of Maithili verb 'girlai' whereas 'girlai' does not.

**Verb of 'descend'.** English verb 'descend' has the contextual meanings, like: 'khaskal' and 'jharal' in Maithili. They have presented in context of semantically below:

S.N.	Context	English	Maithili
1.	Is she descending from the ladder?	Descend	Khaskal
2.	The lift descended over his head.	Descend	Jharal
3.	They descended to the Tarai from the hill.	Descend	Jharal
4.	Hari descended the stairs.	Descend	Jharal

Here, the above contexts of verb show the divergence of the meaning across languages. The meaning of English verb 'descend' diverges into three meanings of two different Maithili verb 'khaskal' and 'jharal.' It is the case of divergence of meaning. Similarly, from Maithili perspective the context shows the convergence of meaning.

**Verb of 'leak'.** English verb 'leak' has the contextual meanings, like: 'chuwai' in Maithili. It has been presented in context of semantically below:

S.N.	Context	English	Maithili
1.	Oil leaked out of the car.	Leak	Chuwai
2.	Raining water leaks from the roof.	Leak	Chuwai
3.	This vessel is leaking.	Leak	Chuwai

The above verb and their contexts show the condition of correlation of meaning between English verb 'leak' and Maithili verb 'chuwai' which states the semantic equivalence across languages.

### **Verb of Eating in English and Maithili**

The verbs included in this group refers to the related word of taking edible things by living beings these verbs in both languages have been mentioned in the following table:

**Table 4****Verbs of Eating to English and Maithili**

<b>English</b>	<b>Maithili</b>
Suck	Chushai
Graze	Charai
Feed	Khuwali
Chew	Chibaili
Eat	Khaib

Each of these verbs is analyzed in the subsequent subunit.

**Verb of 'suck'.** English verb 'suck' has the contextual meanings, like: 'chushai', 'aschariya' and 'dekhali' In Maithili They have been presented in context of semantically below:

S.N.	Context	English	Maithili
1.	The body sucked its mother's breast.	Suck	chushai
2.	Their new drama sucks the society.	Suck	aschariya
3.	Come on and suck the program.	Suck	dekhali

The above verb and their contexts show the case of divergence and convergence of meaning between English and Maithili verb from English perspective, the meaning of English verb 'suck' diverges into three meaning of three meaning Maithili verbs 'chushai,' 'aschariya' and 'dekhali' are diverges of meaning. Similarly, the context from the Maithili perspective three meaning of three Maithili verb converge into one meaning of English verb 'suck' is a convergence of meaning.

**Verb of 'graze'.** English verb 'graze' has the contextual meanings, like: 'charalai,' 'lagali' and 'leliya' in Maithili. They have been presented in context of semantically below:

S.N.	Context	English	Maithili
1.	The cows were grazing beside the river.	Graze	Charalai
2.	I fell and grazed my knee.	Graze	Lagali
3.	The bullet grazed his cheek	Graze	Lagali
4.	How do you graze the political situation of Nepal?	Graze	Leliya

The above contexts of verb reveal the case of semantic inclusion between English and Maithili verbs in the semantic domain of verbs of grazing. The English verb graze has a wide range of meaning than that the Maithili verb 'charalai.' The verb graze includes all the meaning of the 'challiya' but not vice versa. The verb graze and 'challaiya' are semantically equivalent only in context '2' and '3' while English verb graze continues in context but Maithili uses the verb 'charalai' and 'leliya' are seen in context '1' and '4'.

**Verb of 'feed'.** English verb 'feed' has the contextual meanings, like: 'khiyau', 'phetali' and 'lagalai.' They have been presented in context semantically below:

S.N.	Context	English	Maithili
1.	Feed the dog every day.	Feed	Khiyau
2.	He fed coins in to the meter.	Feed	Phatali
3.	Power is fed into the electricity.	Feed	Lagalai

The verb feed reveals the divergence and convergence of meaning between English and Maithili verbs. The meaning expressed into four different meanings represented by four different verbs: 'khiyau,' 'phatli' and 'lagalai.' Maithili refer to the divergence from the English perspective. Similarly, all the four meanings represented by four different Maithili verbs converge into one meaning expressed by verb 'feed' in English is an instance of converge of meaning from the Maithili perspective.

**Verb of 'chew'.** English verb 'chew' has the contextual meanings, like: 'chibaw' and 'bujhabai' in Maithili. The context of the use of those words have been presented below:

S.N.	Context	English	Maithili
1.	You chew it before swallowing.	Chew	Chibaw
2.	Do not chew finger nails?	Chew	Chibaw
3.	I want to Chew about the last case with you	Chew	Bujhabai

The above contexts of verb reveal the divergence and convergence of meaning between English and Maithili verbs. From English perspective the meaning of English

verbs 'chew' diverges into two meanings of Maithili verb. It is an instance of convergence of meanings from perspective because two meaning of different Maithili verbs; 'chibaw' and 'bujhabai' converges into one meaning of English verb 'chew.'

**Verb of 'eat'.** English verb 'eat' has some contextual meanings, like: 'khaib' and 'khatam' in Maithili. The context of the use of those words have been presented below:

S.N.	Context	English	Maithili
1.	I do not eat meat.	Eat	Khaib
2.	Legal costs had eaten up all his property.	Eat	Khatam
3.	The farm field has eaten by saptakoshi.	Eat	Khatam

The above contexts of verb show the case of convergence of meaning between English verbs and Maithili verbs. It is an instance of convergence of meanings of three different Maithili verbs 'khaiba,' 'khatam' and 'khageil' converges into one meaning of English verb 'eat'

### **Verb of Finding in English and Maithili**

Verb of finding refers to the word related find something. The verb in this category of both languages is in the following table:

**Table 5**

#### **Verbs of Finding to English and Maithili**

<b>English</b>	<b>Maithili</b>
Find	Bhetalg
Get	Paili
Search	Takaichhi
Discover	Khojai
Explore	Bataibai

Each of these verbs is analyzed in the subsequent subunits.

**Verb of 'find'.** English verb 'find' has the contextual meanings, like: 'bhetal', 'bhetaihai', 'bhetalai' in Maithili. The content of the use of those words have been presented below:

S.N.	Context	English	Maithili
1.	I found my lost pen.	Find	Bhetal
2.	Many flowers are found in Nepal.	Find	bhetaihai
3.	It was found that his left kidney contained stone.	Find	Bhetalai
4.	I suddenly found myself on the sofa.	Find	Paili

The above contexts of verb reveal the case of semantic inclusion between English and Maithili verbs in the semantic domain of verb finding. The English verb find has a wide range of meaning than the Maithili verb 'bhetal', The verb 'find' includes all the meaning of the verb 'bhetaihai'. But not vice versa. The verb finds and 'bhetalai' are semantically equivalent only in contexts it as '1', '2' and '3' while English verb find continues in all contexts but Maithili verb 'paili' in context '4'.

**Verb of 'get'.** English verb 'get' has the contextual meanings, like: 'bhelai', 'paili,' and 'bhughali' in maithili. They have presented as below:

S.N.	Context	English	Maithili
1.	He got five years for robbery.	Get	Bhelai
2.	Which newspaper do you get?	Get	Paili
3.	Did you get wallet?	Get	Paili

The verb 'get' reveals the divergence and convergence of meanings between English and Maithili verbs from the English perspective it is the case of divergence as the meaning expressed by the English verb get diverges into three different meanings represented by three different Maithili verbs ' bhelai', 'paili' and 'paili' similarly the contexts from Maithili perspective reveals the cases of convergence because all the three meaning of Maithili three verbs converge into meaning of English verb 'get'.

**Verb of 'search'.** English verb 'search' has the contextual meanings, Like: 'patalgeli' in Maithili. It has been presented in semantically below:

S.N.	Context	English	Maithili
1.	Did you search the missing books?	Search	Patalgeli
2.	Police searched the area for dues.	Search	Patalgeli
3.	We should search about the mission recently.	Search	Patalgeli

The above contexts of verb show the correlation of meanings between English and Maithili verbs this shows the semantic equivalence both languages do not feel difficulty in learning these types of verbs.

**Verb of 'discover'.** English verb 'discover' has the contextual meanings, like: 'nirmankaraichhi,' 'khojalkai' and 'patalaglai' in Maithili. They have been tabulated in semantically below:

S.N.	Context	English	Maithili
1.	Scientists are working to discover a cure for aids.	Discover	Khojai
2.	Columbus discovered America.	Discover	khojalkai
3.	He was later discovered to be seriously ill.	Discover	patalaglai

The above contexts show the case of semantic inclusion between English and Maithili verbs in general English verb 'discover' has semantic equivalent with the Maithili verb 'khojai' English verb discover is more extensive that include all the meaning of discover, Context'1'and '2' and '3'are share appropriate meaning.

**Verb of 'explore'.** English verb 'explore' has the contextual meanings, like: 'batailkai,' 'aarobesi,' 'badhabai' in Maithili. They have been presented in the context of semantically below:

S.N.	Context	English	Maithili
1.	They explored the Mt. Everest.	Explore	Batailkai
2.	These ideas will be explored in more detail in next chapter.	Explore	aaro besi
3.	She explored the sand with her toes.	Explore	Barhabai

The above contexts of verb show the divergence and convergence between English and Maithili verbs. the meaning of English verb 'explore' diverges into three meanings of three Maithili verbs 'batailkai,' 'aarobesi' and 'badhailkai' are an instance of divergence of meaning English verb perspective in the same contexts three meaning represents by three Maithili verbs convert into one meaning of English verb 'explore' is an example of convergence of meaning from Maithili perspective.

### Verb of State in English and Maithili

The verbs of state refer to condition or properties of any given time. The verbs in this category of both languages have been presented as following table:

**Table 6**

#### Verb of State to English and Maithili

S. N	English	Maithili
1	Live	Jibatchhi
2	Link	Sambandh
3	Depend	Nirvar
4	Own	Jitali
5	Deserve	Paili

Each of these verbs is analyzed in the subsequent subunit.

**Verb of 'live'.** English verb 'live' has the contextual meaning, like: 'rhaichhi' in Maithili. It has been presented in context of semantically below:

S.N.	Context	English	Maithili
1.	We live in London.	Live	Rhaichhi
2.	She lived a very peaceful life.	Live	Rhaichhi
3.	Spiders can live for several days without food.	Live	Rhaichhi

Here, the above aforementioned verbs and their contexts show the semantic inclusion of meaning between English and Maithili verbs. In contexts '1' and '2' verbs live and Maithili verb 'rhaichhi' share their meaning but there is not appropriate in contexts '3' and '4' this shows that the English verb live has more extensive range and

covers all the meaning of the Maithili verb rahaichhi does not includes all the meaning of English verb 'live.'

**Verb of 'link'.** English verb 'link' has the contextual meanings, like: 'sambandh' and 'milaihai' in Maithili. They have been presented in of semantically below:

S.N.	Context	English	Maithili
1.	Ram has linked with me.	Link	sambandh
2.	Rani links with this company.	Link	sambandh
3.	This river links to big river.	Link	Milaihai

Here, the above aforementioned verbs and their contexts show the semantic inclusion of meaning between English and Maithili verbs. in contexts '1' and '2' the English verb 'leak' and Maithili verb 'sambandh' and 'sambandh' their meaning but that is not appropriate in context '3'and this shows that the English verb link has more extensive rang and covers all the meaning of Maithili verb 'sambandh' and 'milaihai' do not include all the meaning of English verb link.

**Verb of 'depend'.** English verb 'depend' has the contextual meaning, like: 'nivar' in Maithili. It has been tabulated here:

S.N.	Context	English	Maithili
1.	It depends on what you mean	Depend	Nirvar
2.	Does the quality teaching depend on class size?	Depend	Nirvar
3.	She does not want to depend on her parent for her survival.	Depend	Nirvar

The mentioned verbs show the correlation of meaning between English and Maithili verbs of this share the semantic equivalence between the verbs of both languages. In this type of cases learners of both languages do not feel difficulty in learning this type of verbs.

**Verb of 'own'.** English verb own has the contextual meaning like: 'nirmankaili' in Maithili. It has been presented in semantically below:

S.N.	Context	English	Maithili
1.	I own my own house.	Own	nirmankaili
2.	They owned to a feeling of quilt.	Own	nirmankaili
3.	Most of the apartments are privately owned.	Own	nirmankaili

The above context reveals the semantic inclusion between English and Maithili verbs the range than that covered by Maithili verb 'nirmankaili' and 'nirmankaili' does not include all the meaning of 'own.' This shows 'nirmankaili' continues only part of the range of 'own' on contexts '1' and '3' both won and 'nirmankaili' are equivalent but in contexts '2' is not appropriate.

**Verb of 'deserve'.** English verb 'deserve' has the contextual meanings, like: 'bhel', 'paili' and 'paibai' in Maithili. They have been presented in semantically below:

S.N.	Context	English	Maithili
1.	He deserves something better than that.	Deserve	Bhel
2.	You deserve a rest after toil	Deserve	Paili
3.	You deserve better in future	Deserve	paibai

The above verbs and their contexts show cases of meaning inclusion of verbs across languages. English verb 'deserves' and Maithili verb 'bhel', 'paili' and 'paibai' generally have semantic equivalence but that is not the case in all context the English verb 'deserve' has wide range of meaning that covered by the Maithili verbs 'bhel,' 'paili' and 'paibai'.

## Chapter V

### Finding and Recommendations

Analysis of data reveals some information about English and Maithili verbs. After the completion of analysis and interpretation of collected data to find the equivalence between English and Maithili verb on the basis of four differentiation correlations of meaning, divergence and convergence of meaning, semantic overlapping and semantic inclusion. The following findings have been derived.

The main finding of this study is that there are inherent differences in the semantic system of English and Maithili language are which relate differences in correlation meaning of lexical items in both languages. Each language has its own system which is playing significant roles to have similarities and differences between languages. Due to this, the learner feels to get master over the target language. Thus, Maithili speaking learner of English tend to produce Maithili English and conversely the English speaker learners of Maithili tend to produce English Maithili

#### Findings

On the basis of the study, the following findings have been drowned here:

- Out of thirty verbs of both languages; five verbs have the case of correlation of meaning between English and Maithili verbs which represented the cases of semantic equivalence across study. The verb like imagine and ‘kalpanakaraichhi’, ‘forget’ and ‘bhulgeli’, ‘leak’ and ‘chuwahai,’ ‘search,’ ‘khojai,’ ‘depend’ and ‘nirvarhai.’
- Among the thirty verbs of both languages; ten verbs have the cases of divergences and convergence of meanings between the languages. For example, with the case of English verb see, cry, drown, descend, suck, feed, chew, eat, get and explore in such cases, it is easy to produce, messages.
- Fifteen out of thirty verbs have the cases of semantic inclusion across the study. In such case learners find it much difficult to know where equivalence between verb in the two languages exists and where these cease to exist as a result the Maithili speakers learning English tend to produce on acceptable

sentences for example here with the case of English think, hear, speak, say, talk, read, sink, fall, graze, find, discover, live, leak, own and deserve.

- It is very difficult to find equivalence in meaning carried by words of different languages. Here, the research revealed in the most cases, the meaning of words overlaps within language and across the language in general. For examples, the English verb think overlap with imagine with in language and overlap with Maithili verb 'kalpankaraichhi' overlaps with English verb think and imagine across languages. Other English verb see, speak, cry, say, talk overlap within language and with Maithili verbs 'bujali', 'dekhali' and 'kahli' overlap with in language generally overlapping in found within and across in both. Languages, but there is no absolute overlapping.

## **Conclusion**

On the basis of finding, we can conclude that Analysis of English and Maithili Verbs: A Comparative Semantic Study was carried out to find the semantic overlapping basis of convergence and divergence, one to one correlation and semantics overlapping of the meaning, in English and Maithili verb on the given verbs

While conducting this study, I selected Maithili speakers of Dhanusha district. The populations of the study were thirty natives Maithili speakers of different fields as students, teachers and business persons. The researcher has prepared a set of questionnaires i.e translate English into Maithili language. Despite the obvious limitations of the study, including the relatively small sample of students that only reflects the views of Maithili speakers the researcher came up with the following conclusion. Analysis and interpretation of the data shows that some Maithili verbs are semantic overlapping, some are one to correlation between English and Maithili verbs.

To sum up, by seeing the result of analyzing these verbs that using translating in English language into Maithili language where I found some overlapping meaning as well as convergence and divergence in the given verbs.

## Recommendations

On the basis of the study, the following recommendations and pedagogical implications have been made:

- In the case of correlation of meanings, learners of Maithili language feel difficulty or easy to learn the verbs of English. The verb like imagine and kalpanakarchhi and leak, chuwahai in both English and Maithili languages have semantic equivalence in general sense which make learning quite easy. This sort of concentration is highly helpful of Maithili speakers to learn English language who are learning one another's languages.
- In the case of divergence and convergence, the study revealed English verbs have the cases of divergence of meaning than the Maithili verb and Maithili verbs have the cases of convergence of meaning. Here Maithili student learning English may feel less difficulty in learning English verbs whereas English student learning Maithili may face difficulty in learning Maithili verbs as they are not aware of semantic difference.
- In the case of semantic inclusion, as the English verbs have more extensive range of meaning coverage than the Maithili verbs and MSLE may feel difficult to learn English verbs. Semantic equivalence is important to any learners. So, it cannot be said that language learners feel easy to learn one. Because of no certainly in equivalences learners may face difficulty in learning target language.
- In the case of semantic overlapping of verbs, learners should be aware of finding the precise meanings of the verbs and their typical semantic differences in learning each other's language. In learning language either ESLM or MSLE should take care of the range of meaning of a verb on one language that coincides with the range of meaning of a verb in another language.
- Language learning is a complex process of learning vocabulary, structure, functions as well as their pronunciations. The 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 the appropriate verbs which suit to the level and the standard of the learners.

- Since the study was limited to thirty verbs of each language may not be sufficient and comprehensive. So, the better and reliable research in both English and Maithili languages selecting a wider area of verb.

**Policy related.** This research is useful in policy level. The curriculum designers, syllabus designers, course book writers and policy maker can use its theory and findings for language development. Some of the policy related recommendations are presented in the following ways.

- This research helps to develop Maithili language. So, the curriculum designers, syllabus designers, course book writers and policy makers should design the curriculum of Maithili language for the sake of language development.
- Policy makers should also address Maithili semantic system while making plan and policy for the sake of language development of the Maithili native speakers for English learning.
- Without the knowledge of correlation of meanings. Learner of both languages feel difficulty or easy to learn the verbs. The verb like imagine and ‘kalpanakarchhi’ and ‘leak,’ ‘chuwahai’ in both English and Maithili languages have semantic equivalence in general sense which make learning quite easy. This sort of concentration is highly helpful to both speakers of English and Maithili languages who are learning one another's languages.
- In the case of divergence and convergence, the study revealed English verbs have the cases of divergence of meaning than the Maithili verb and Maithili verbs have the cases of convergence of meaning. Here MSLE may feel less difficulty in learning English verbs.

**Practice related.** This research is useful in practice level. The findings of the research are useful for teachers while they are teaching English language to the Maithili native speakers. Some of the practice related recommendations are given below:

In the case of semantic overlapping of verbs learners should be aware of finding the precise meanings of the verbs and their typical semantic differences in learning each other's language. In learning language English by MSLE should take care of the range of meaning of a verb on one language that coincides with the range of meaning of a verb in another language.

Language learning is a complex process of learning semantical meaning of word gives the knowledge of similarities and difference one another languages. 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 and teach appropriate verbs which suit to the level and the standard of the learners

**Further researcher related.** This research is useful for various purposes. It can be used for secondary source, to carry out action research and similar research work. Some of the further related recommendations are given below:

- This research provides a valuable secondary source for the researcher as includes different markers if verbs of Maithili language.
- Since the study is limited to thirty verbs of each language may not be sufficient and comprehensive. So, the better and reliable research in both English and Maithili languages selecting a wider area of verb.
- Researcher can compare the other area of languages with help of similar research work.

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## Appendix

### Questionnaire/Interview Schedule

This questionnaire is prepared for the native speakers of the Maithili language. It is prepared in accordance with research work on ‘A Semantic Analysis of English and Maithili verbs’ for the partial fulfillment of M.Ed. in English Education under the guidance of **Mr. Khem Raj Joshi**, Teaching Assistant, Department of English Education Tribhuvan University, Kirtipur, Kathmandu.

I hope you all help me to fulfill this matter.

Ram Shankar Yadav  
Tribhuvan University  
Kirtipur, Kathmandu

Name:

Address:

Age:

Sex:

Fill in the blanks with suitable (equivalent) Maithili verbs

#### 1 The Verb Think

S.N.	Context	English	Maithili
1.	I think that is mine.	Think	
2.	What do you think you are doing?	Think	
3.	The job took longer than we think.	Think	

#### 2. The Verb of Drown

S.N.	Context	English	Maithili
1.	Ram drowned in a boating accident.	Drown	Dubalai
2.	Many animals were drowned by the tidal wave.	Drown	Dhalhalai
3.	Have you ever drowned in river?	Drown	Dubalchhi
4.	His food was drowned in tomato sauce.	Drown	Dubalhai

### 3. The Verb of Sink

S.N.	Context	English	Maithili
1.	The iron sinks in water.	Sink	
2.	The titanic sank in 1912.	Sink	
3.	The sun sinks in the west.	Sink	
4.	Ram sank all his money into his brother's business.	Sink	

### 4. The Verb of Fall

S.N.	Context	English	Maithili
1.	The bomb fell on the table.	Fall	
2.	Leaves fell from the tree.	Fall	
3.	He falls badly.	Fall	
4.	A big piece of rock fell from the cliff.	Fall	

### 5. The Verb of Say

S.N.	Context	English	Maithili
1.	He said nothing to me about it.	Say	
2.	The notice says 'Give it up'.	Say	
3.	I say, can you lean me five pounds.	Say	
4.	The clock said ten o'clock.	Say	

### 6. The Verb of Talk

S.N.	Context	English	Maithili
1.	Mahesh talked for hostel to principal.	Talk	
2.	You talk about the case to police.	Talk	
3.	Do not talk in the class.	Talk	
4.	They are talking about the story 'The little girl'.	Talk	

### 7. The Verb of Read

S.N.	Context	English	Maithili
1.	The students read the story on pages.	Read	
2.	We read about the case jointly.	Read	
3.	A man came to read the electric meter.	Read	
4.	Can you read this notice?	Read	

### 8. The Verb of Hear

S.N.	Context	English	Maithili
1.	I hear sentimental song frequently.	Hear	
2.	I heard what you mean.	Hear	
3.	Today the jury began to hear the evidence	Hear	

### 9. The Verb of Speak

S.N.	Context	English	Maithili
1.	Ram speaks well to the mass.	Speak	
2.	Can I speak with Dr. Jha for a minute?	Speak	
3.	Do you speak Maithili/	Speak	

### 10. The Verb of Cry

S.N.	Context	English	Maithili
1.	The baby is crying for its mother.	Cry	
2.	He cried out her name.	Cry	
3.	She run to the window and cried for help.	Cry	

### 11. The Verb of Imagine

S.N.	Context	English	Maithili
1.	I imagine he will be there.	Imagine	
2.	The house was just as she had imagined it.	Imagine	
3.	I don't imagine that they will refuse.	Imagine	

### 12. The Verb of Forget

S.N.	Context	English	Maithili
1.	I forget what you said.	Forget	
2.	I never forget a face.	Forget	
3.	Take care, and do not forget to write.	Forget	

### 13. The Verb of See

S.N.	Context	English	Maithili
1.	I see my brother over there.	See	
2.	Did you see the story?	See	
3.	You ought to see a doctor about that cough.	See	
4.	I see what you mean.	See	

### 14. The Verb of Leak

S.N.	Context	English	Maithili
1.	Oil leaked out of the car.	Leak	
2.	Raining water leaks from the roof.	Leak	
3.	This vessel is leaking.	Leak	

### 15. The Verb of Descend

S.N.	Context	English	Maithili
1.	Is she descending from the ladder?	Descend	
2.	The lift descended over his head.	Descend	
3.	They descended to the Tarai from the hill.	Descend	
4.	Hari descended the stairs.	Descend	

### 16. The verb of suck

S.N.	Context	English	Maithili
1.	The baby sucked at its mother's breast.	Suck	
2.	Their new drama sucks the society.	Suck	
3.	Come on and suck the program.	Suck	

17. The Verb of feed

S.N.	Context	English	Maithili
1.	Feed the dog every day.	Feed	
2.	He fed coins in to the meter.	Feed	
3.	Power is fed into the electricity.	Feed	

18. The verb of Graze

S.N.	Context	English	Maithili
1.	There were cows grazing beside the river.	Graze	
2.	I fell and grazed my knee.	Graze	
3.	The bullet grazed his cheek	Graze	
4.	How do you grazing the political situation of Nepal?	Graze	

19. The Verb of Chew

S.N.	Context	English	Maithili
1.	You chew it before swallowing.	Chew	
2.	Do not chew finger nails?	Chew	
3.	I want to Chew about the last case with you	Chew	

20. The Verb of Eat

S.N.	Context	English	Maithili
1.	I do not eat meat.	Eat	
2.	Legal costs had eaten up all his property.	Eat	
3.	The coastline has eaten by saptakoshi.	Eat	

21. The Verb of Find

S.N.	Context	English	Maithili
1.	I found my lost pen.	Find	
2.	Many flowers are found in Nepal.	Find	
3.	It was found that his left kidney contained stone.	Find	
4.	I suddenly found myself on the sofa.	Find	

22. The verb of Get

S.N.	Context	English	Maithili
1.	He got five year for robbery.	Get	
2.	Which newspaper do you get?	Get	
3.	Did you get wallet?	Get	

23. The Verb of Search

S.N.	Context	English	Maithili
1.	Did you search the missing books?	Search	
2.	Police searched the area for dues.	Search	
3.	We should search about the mission recently.	Search	

24. The Verb of Discover

S.N.	Context	English	Maithili
1.	Scientists are working to discover a cure for aids.	Discover	
2.	Columbus discovered America.	Discover	
3.	He was later discovered to be seriously ill.	Discover	

25. The Verb of Explore

S.N.	Context	English	Maithili
1.	They explored the Mt. Everest.	Explore	
2.	These ideas will be explore in more detail in next chapter.	Explore	
3.	She explored the sand with her toes.	Explore	

26. The Verb of Live

S.N.	Context	English	Maithili
1.	We live in London	Live	
2.	She lived a very peaceful life.	Live	
3.	Spiders can live for several days without Food.	Live	

### 27. The Verb of Depend

S.N.	Context	English	Maithili
1.	It depends on what you mean	Depend	
2.	Does the quality teaching depend on class Size?	Depend	
3.	She does not want to depend on her parent for her survival.	Depend	

### 28. The Verb of Own

S.N.	Context	English	Maithili
1.	I own my own house.	Own	
2.	They owned to a feeling of quilt.	Own	
3.	Most of the apartments are privately owned.	Own	

### 29. The Verb of Deserve

S.N.	Context	English	Maithili
1.	He deserves something better than that.	Deserve	
2.	You deserve a rest after toil	Deserve	
3.	You deserve better in future	Deserve	

### 30. The verb of link

S.N.	Context	English	Maithili
1.	Ram has linked with me.	Link	
2.	Rani links with this company.	Link	
3.	This river links to big river.	Link	