

**A SEMANTIC ANALYSIS ON ENGLISH AND KHAWAS  
ACTION VERBS**

**A Thesis Submitted to the Department of English Education  
Sukuna Multiple Campus, Koshiharaincha, Morang  
In Partial Fulfillment of the Master of Education in English**

**Submitted by  
Kulbir Khawas  
T.U. Regd. No.: 33380-95  
Second Year Exam Roll No.: 2140204  
Academic Year: 2064/065**

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

**2016**

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## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Mr Kulbir Khawas** has worked and completed this thesis entitled “**A Semantic Analysis on English and Khawas Action Verbs**” under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 6<sup>th</sup> Apr 2016

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## RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation by the following **Research Guidance committee:**

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Date: 6<sup>th</sup> Apr 2016

## **DECLARATION**

I hereby declare to the best of my knowledge that this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 6<sup>th</sup> Apr 2016

**Kulbir Khawas**

## **DEDICATION**

This work is carried out with sincere dedication to my parents who made earnest effort to educate me at their best percept.

## ACKNOWLEDGEMENTS

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## ABSTRACT

The present study entitled "A Semantic Analysis on English and Khawas Action Verbs" has been carried out in order to find out the similarities and differences between English and Khawas action verbs. The study also suggests some pedagogical implications which will be useful while teaching the action verbs of English to the Khawas speaking students and vice-versa. The researcher used both primary and secondary data to complete the study. The native speakers of Khawas language in Koshiharaincha municipality and Dangihat, Dangraha and Tankisinuwari VDCs of Morang district were the primary sources of data and different books, journals, magazines were the secondary sources of data. The researcher used the judgmental sampling procedure to sample the population. The sample population was 50 native speakers of Khawas language. A set of questionnaire was given to the sample population to write the equivalent Khawas action verbs the English action verbs. After collecting the responses the verbs were tabulated and compared. Again, the detailed analysis of the native speakers' response was made and findings and conclusion were accordingly presented. The analysis and interpretation of the data has been done descriptively.

The major finding of this study is the Khawas action verb *khy* (eat) has a very extensive range of meaning in English which is used to refer to taking all solid, liquid and sometimes even gas forms of the food, drinks, air or smoke.

This report consists of five chapters. Chapter one deals with the background of the study, statement of the problem, objectives of the study, significance of the study, delimitations of the study and operational definition of the key terms. Chapter two consists of review of theoretical literature, review of empirical literature, implications of the review for the study and conceptual frame work. Chapter three consists of the design and method of the study, population, sample and sampling strategy, data collection tools and techniques and data collection procedures. Chapter four deals with the analysis of data, interpretation of the results and summary of findings. Chapter five is about the

conclusions and recommendations made on the basis of the findings of the study. Besides main chapter, the supportive materials such as references, questionnaire, tables, charts, etc. that are used during the research are presented in the appendices of the thesis.

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## **LIST OF ABBREVIATIONS**

AD	=	Anno Domini
CA	=	Contrastive Analysis
ESLN	=	English Speakers Learning Nepali
etc.	=	et cetera (for example)
i.e.	=	id est (that is)
L <sub>1</sub>	=	Khawas (First language)
L <sub>2</sub>	=	English (Second language)
LAD	=	Language Acquisition language
NSLE	=	Nepali Speakers Learning English
P.	=	Page
SLA	=	Second Language Acquisition
TL	=	Target Language
UK	=	United Kingdom
USA	=	United States of America
VDC	=	Village Development Committee