CHAPTER ONE

INTRODUCTION

The thesis is under the topic of **"A Semantic Analysis of English and Magar Verbs".** This consists of general background, statement of the problem, objectives of the study, research questions or hypotheses, significance of the study, delimitation of the study and operational definition of the key terms.

1.1 Background of the Study

Language is a means of communication to express or exchange ideas, thoughts, feelings and emotions of human being. Human being is the best creature of the world. Language is such a thing which helps to separate human from other animals. Hence, human being is known as a superior than others it is because of language. Only human can communicate with each other by the help of language.

Various scholars put different views on language. According to Hymes (1964, p.66), "every man carries his culture and much reality about with her/him wherever s/he goes. Similarly, Chomsky (1957, p.13) defines language as "a set of sentences each finite in length and constructed out of a finite set of elements". We can express our thoughts, ideas or feelings through signs, symbols such as words, sentences and movements.

Nepal is a multicultural, multilingual, multi-religious and multiethnic country. The population census (2011) has identified 123 distinct languages spoken in the country. However, there are still remaining quite a few languages which are lumped together into unknown slot in the lack of adequate information. Unfortunately, most of the languages do not have their own written script but they are only used in daily communication.

Among 123 distinct languages, Magar is also one which falls under Tibeto-Burman group. Many researches have been carried out in various fields of this

language. But till now, no researches have been done on this topic. Semantics is also important aspect of language learning. It is the study of meaning. In semantic analysis, there is always an attempt to focus on what the words conventionally mean rather than on what a speaker might want the words to mean on a particular occasion. Therefore, my research topic is about a Semantic Analysis of English and Magar Verbs. Specially, I have tried to analyze English and Magar verbs in terms of their meaning.

1.2 Statement of the Problem

Language cannot be used in isolation. It is always used among the people in their societies or communities and is 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 with is related to components of linguistic features. It has nothing to do with the context and intentions of the speakers/writers and hearers/readers. Thus, the study on semantic aspects of language is necessary. The main problems of due to lack of knowledge on meaning were as follows:

〕 Problems to identify Magar verbs referring to seeing, touching, cutting and breaking,

〕 Problems to compare English and Magar verbs in terms of convergence and divergence of meaning.

〕 Problems to compareEnglish and Magar verbs in terms of one to one correlation of meaning and

〕 Problems to compare English and Magar verbs in terms of semantic overlapping.

1.3 Objectives of the Study

The objectives of this study wereas follows:

〕 To identify Magar verbs referring to seeing, touching, cutting and breaking,

) To compare English and Magar verbs in terms of convergence and divergence of meaning,

) to compare English and Magar verbs in terms of one to one correlation of meaning,

) To analyze English and Magar verbs in terms of semantic overlapping and

) To suggest some pedagogical implications on the basis of findings and analysis.

1.4 Research Questions

The following research questions were addressed in the study:

) What are the main verbs of seeing, touching, cutting and breaking?

) Do all the Magar verbs have convergence and divergence of meaning with English verbs?

) Do all the Magar verbs have one to one correlation with English verbs?

) Do all the Magar verbs have semantic overlapping with English verbs?

1.5 Significance of the Study

In a multilingual country like Nepal, only the monolingual speaker cannot create successful communication in the society. He or she needs to be, at least, a bilingual in order to communicate in his or her society. For example, a Magar is free to use his or her mother tongue in his/ her community but he or she immediately has to change the code to share the ideas with Newar, Magar, Rai and other language speakers. Otherwise, he or she cannot talk to them. A language teacher must possess the knowledge of the Magar language so as to make teaching more effective. In the context of Nepal, the people who belong to Magar need to gain and develop the ideas on the issues related to semantic aspects of English   to be a multilingual one.

This study ishoped to play a significant role in the field of linguistics giving a vision to those language teachers who were teaching Nepali and English to the

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Magar students as a second and foreign languages respectively. Hence, I hope that the findings of the study will be very fruitful to the syllabus designers, languages planners, teacher trainers, teachers, textbook writers, students linguists as well as researchers who are directly or indirectly involved in teaching and other fields as well.

1.6 Delimitations of the Study

The proposed study hadfollowing delimitations:

- The study wasonly limited to the 46 (forty- six) Magar native speakers.
- The study wasonly based on the Magar language spoken in Basaha and Siddipur VDCs of Udayapur district.
- The study was only limited to 29 (twenty-nine) English and Magar verbs referring to cutting, touching, breaking and seeing.
- The study was only limited to the semantic analysis of English and Magar verbs.
- It was only focused on Magar verbs.
- Only interview was used as a research tool.

1.7 Operational definitions of theKey Terms

Convergence: Convergence refers to a concept expressed by one verb in a language is expressed by a number of verbs in the other language.

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

One to one correlation: The representation of semantic equivalence across language.

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

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CHAPTER TWO

REVIEW OF RELATED LITERATURE AND

CONCEPTUAL FRAMEWORK

This part 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 part.

2.1 Review of Related Theoretical Literature

This includes the following theoretical reviews on language in relation to Magar language and its semantic aspects of verbs.

2.1.1 Linguistic situation of Nepal

Despite its small size, Nepal accommodates an amazing cultural diversity including linguistic plurality. Thus, it is a multilingual, multi-religious, multiethnic and multicultural country. Though it is a small country, 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 spoken in the country. Even today linguists are discovering new languages in some remote places of 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 language families:

2.1.1.1 Indo-Aryan Group

Indo-Aryan language is derived from Indo-Iranian language family which further derived from Indo-European family of language. The following languages spoken in Nepal come under this group:

Nepali	Hindi
Tharu	Rajbangsi
Magahi	Bengal
Kumal	Urdu
Majhi	Bhojpuri
Maithili	Hariyani
Marwari	Awadhi
Bhojpuri	Gujarati

(Source: Ethnologue Report for Nepal, 2009)

The Indo-Aryan languages are spoken by majority of Nepal's total population and 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 the Terai and also the far-western mountain though they are spoken with low density in almost all the remaining parts of the countries.

2.1.1.2 Tibeto-Burman Group

The following languages come under this group:

Tamang	Gurung
Dhimal	Thami
Limbu	Yholmo
Tibetan	Thakali
Raute	Chepang
Yakkha	Chhantyal
Newar	Hayu

Jirel	Raji
Magar	Kham
Bhujel	Sunuwar
Lepcha	Marpha
Manange	Koche
Dura	Koyu

(Source: Ethnologue Report for Nepal,2009)

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

2.1.1.3 Austro-Asiatic Group

The Austro-Asiatic language comprises Snathali of the Munda northen group and Kharia of the Southern Munda group. The population census report 2001 has identified Satar and Santhal languages not as distinct ones but as a single one i.e. Santhali. It also suggested that the Munda (with 67 speakers) should also be included within Santhali, that it is just a variant name of the same language.

Except this classification 'Nepalese sign language' is not classified under any of the above mentioned families according to the report. According to Ethnologue Report for Nepal (2009), there are 126 languages in total. But only 123 languages are used as a means of communication. Three (3) languages; Dura, Kusunda and Waling have already been extinct. All these dead languages also come under the giant family i.e. Tibeto-Burman family.

(Ethnologue Report for Nepal, 2009)

2.1.1.4 Dravidian Group

Dravidian language family includes two languages spoken in Nepal. One of them is called Jhangar and Dhangar and next one is called Kisan. Jhangar is spoken in the region east of Koshi River while Dhangar is spoken in the region west Koshi River which is mainly spoken in Sunsari district; it is also marginally used in Siraha and some other district (Bara,Parsa).Another Dravidian languages is Kisan with 49 speakers at Jhapa district.

(Source: Ethnologue Report for Nepal, 2009)

2.1.2 The English Language

The English language belongs to Indo-European language family and the sub-branch of Germanic language family. It is an international language. It is used as one of the major lingua-franca in the world. There are many English languages. Everyone should be familiar with English languages to cope with the present development of the science and technology. Moreover, a person in the present era, without being familiar with English cannot compete in any section of knowledge. It has been influenced by the everyday communication of every languages speaker. It is used to get worldwide knowledge in various fields like literature, religion, culture, education, etc. Thus, in the context of Nepal, English language is taken as of great importance. It is taught as a compulsory subject up to bachelor level in Nepal. Most of the private institution use English language as their official language and private or boarding schools use English as a medium of instruction. Furthermore, English is taken as a prestigious language in Nepal as well.

2.1.3 An Introduction to the Magar Language

The Magar language is one of the important languages spoken in Nepal. It is first largest language used in Nepal (CBS, 2011). Mainly it is spoken in the western part of Nepal. The majority of the Magar native speakers live in Rolpa, Rukum, Palpa, Gorkha, Syangja, Bagling, Myagdi, Sindhuli, Udayapur,

Rupandehi, Nawalparasi, Tanahu, Kapilbastu and Dhankuta districts. But due to various reasons they began to migrate from their place. So, they can be found in all 75 districts.

The Magar language belongs to Tibeto-Burman language family and is one of the indigenous language. Mainly, Magar language is divided into two dialects;

i) Western Magar language \ dialect and

ii) Eastern Magar dialect

i. Western Magar language \ dialect

This type of Magar language is spoken by all the Magar native speakers from western part of the Nepal. They speak pure Magar language. They are also called 'barhagaule'. Mainly, Rolpa, Rukum, Palpa, Myagdi, Baglung, Gorkha, etc. come under this category;

ii. Eastern Magar language/dialect

This type of Magar language is spoken by all the Magar native speakers from eastern part of the Nepal. They do not speak pure Magar language rather they mix up Nepali language, too. It means that Eastern Magar native speakers speak Magar language by mixing the Nepali language, too. They are called 'athargaule'. Mainly, Udayapur, Sindhuli, Dhankuta, Khotang and some rest of eastern districts come under this group.

Magar language has its own written script which is shown in the following tables;

Table No. 1

Magar Alphabets

Vowels   **consonants**

(Source: www. unicode.org/ 2010 – Magar aakha .pdf)

There are different classes (i.e. thars) in the Magar community. Within Magar castes, there are two Magar languages. They are; eastern Magar language and western Magar language. But actually, western Magar language is pure Magar language whereas eastern Magar language is broken Magar language where the native speakers of Magar language speak Magar language by mixing both Magar and Nepali languages.

2.1.5 Needs and Importance of Contrastive Analysis (CA)

According to Van Els.et al.(1984) Contrastive analysis is a systematic comparison of specific linguistic characteristics of two or more languages: Contrastive Analysis (CA) can simply be defined as scientific study of similarities and differences between two or more than two languages. Similarly, James (1980, p.4) defines "Contrastive Analysis is a linguistic enterprise aimed at producing inverted two valued typology and founded on the assumption that languages can be compared. "Contrastive Analysis is one of the branches of applied linguistics which simply means a systematic study of two or more languages with view to identifying their structural differences and similarities. Linguists say that no languages have one to one relation in terms of vocabulary, sentence structure and other pattern and we have experiences as well. Richards, et al. (1999, p.83) define it as the comparison of the linguistics system of two languages, for example, sound system or the grammatical system. 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 comparison and it may be vivid 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 (James, 1980) in which one can compare dialectical differences that occur within the same languages.

According to Richards, et al.(1999,p.83) contrastive analysis is based on the following assumptions:

1. The main difficulties in learning a new language are caused by interference from the first language.
2. These difficulties can be predicted by contrastive analysis.
3. Teaching materials can make use of contrastive analysis to reduce the effects of interference.

Contrastive Analysis has two aspects: linguistic aspect and psychological aspect. Linguistic aspect deals with the theory to find some feature quite easy and some other extremely difficult. Psychological aspects deal with the theory to predict the possible errors made by second language learners. Thus, contrastive analysis can be used for various purposes. It helps the language teachers to identify difficult and different areas for the second language learners. It is also concerned with explaining the sources of errors in the learner's performance. It helps the language teachers to reform their teaching strategies by concentrating on difficult areas for learners. By keeping the result obtained from contrastive analysis in mind, a language teacher can adopt suitable methods and materials according. A teacher having the knowledge of contrastive analysis can treat his/ her students psychologically and academically. Therefore, the findings of contrastive analysis would be useful for course designers, teachers, examiners and students. This is why, contrastive analysis is important from pedagogical view point. Furthermore, it is equally significant for language trainers so that they can train language teachers to help them to make their L2 teaching more effective for the intended group. It is significant for curriculum designers and textbook writers so that they can select and organize language items by keeping differences and difficulties of target language for the learners in mind and perform their task accordingly.

2.1.6 Semantics

While talking about the different level of linguistics, phonology (sound system) comes in the beginning followed by syntax (word and sentence construction) and then semantics (meaning system) at the end. However, semantics was one of the most neglected fields in linguistics. Recently, it has been taken serious interest in its various problems.

According to Leech (1974),

> Semantics (as the study of meaning) is central to the study of
> communication; becomes more and more crucial factor in social

organization, the need to understand it becomes more and more pressing. Semantics is also at the center of the study of human mind, thought process, cognition, conceptualization- all these intricately bound up with the way in which we classify and convey our experience of the world through language.

According to him, semantics is the study of meaning and it mainly focuses on communication which is extremely important in social organization, and it is also at the center of human mind since it is related to thought process, cognition and conceptualization.

According to Rai (2003):

To say semantics is the study of meaning is of course true but it is the general truth. It is not as simple as it (semantics and the study of meaning) looks. We can find too many sentences of it, so it is very difficult to define what semantics is. The problem becomes obvious when we, for example, ask:

a) What is the meaning of autocracy? and
b) What do you mean by autocracy?

The answer to these two questions will not be the same: answer to the first question can be found in a dictionary, but answer to the second question will depend on the address or the person who the question was asked to – the answer may vary from one individual to another. This shows that meaning of a word or sentence is not necessarily one or absolute but it is dependent on people and context.

According to Lyons (2009), p. 137), instead of asking "what is meaning?" we shall pose the rather different question: "what is the meaning of meaning?" This shift of focus, from talking about meaning to talking about 'meaning' has several advantages.

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From the above descriptions, it is clear that semantics is the technical term used to refer to the study of meaning. It is very important field of language but confusing discipline in the sense that it has many approaches and 'meaning' itself covering a variety of aspects of language.

2.1.6.1 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 convergency. 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 follows 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, it is the condition of being divergent. It is also called divergency. For example, again while comparing Nepali language into English language, there is only one word to refer drink, eat, have, take and smoke in Nepal i.e. '*Khanu*'. We can show it by following:

SL (Nepali)   TL (English)

                                    Have

'khanu'   Take

                                    Drink

                                     Eat

2.1.6.2 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. It is the act or process of correlating or the state of being correlated, it is the representation of semantic equivalence across language. Equivalence refers to the degree of correspondence between two languages. For example, 'do-*garnu*', 'fly-*udnu*', 'leave-*chhodnu*', etc.

2.1.6.3 Semantic Overlapping

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' overlaps with the meanings of the Nepali verb '*Tachnu*' and '*Tachnu*' overlaps with 'peel' and 'shell' in Nepali.

2.1.6.4 Semantic Inclusion

Semantic Inclusion refers to the word in one language having more extensive range of meaning than that of a word in another language. It is the act of including or the state of being included. For example, in English the word 'Have' denotes many things in Nepali such as *khanu, hunu* and so on.

2.2 Review of Related Empirical Literature

Different researches have been carried out in various fields of language. But, few researches have been done in semantic field. And no researches have been done yet in this topic in the department of English Education. Some research works which are related to the present study are as follows:

Giri (1982) carried out a research on "English and Nepali Kinship Terms: A Comparative Linguistic Study". It was the first thesis in linguistic comparative study in the Department of English Education. The objectives of this study were to establish English and Nepali Kinship Terms and compare and contrast

the kinship terms of both languages. The researcher first established the universal concept of kinship relations. Then she found out the English and Nepali terms used to denote these relations appellatively as well as adhesively. After that she compared and contrasted them. She used questionnaire and informal interview as her basic instruments. She found that there are more kinship terms in English and Nepali.

Phyak (2004) carried out a research on "English and Limbu pronominal; A Linguistic Comparative Study". The main objective of this study was to compare and contrast Limbu and English Pronominal. He used judgmental and snowball sampling to select informants. He used interview as his research tool. He conducted that English and Limbu Pronominal systems are different. Limbu has more pronouns and very complex pronominal system than that of English.

Shrish (2008) carried out a research on "The Forms of Address in Magar and English Language". The objectives of this study were to find out the forms of address of the Magar language, and to compare the forms of address of the Magar and English language and to list some pedagogical implications. The researcher had used interview questions as his research tools and he found out that the terms of address in Magar and English are different from each other despite some similarities. Some of the terms are common forms of address used in the Magar language which are common to Nepali language as well.

Sijali (2009) conducted a research on "A Study on English, Nepali and Magar Household Terms". The objectives of this study were to identify household terms used in the Magar, Nepali and English languages, to compare and contrast the household terms in the Magar, Nepali and English languages, to present dialectical variation of these terms and to point out some pedagogical implication. The researcher used a set of questionnaire as his basic instruments. He found that there are more household terms in each language and almost all of them belong to colloquial in terms of their stylistic feature. Similarly, he found that Magar language is richer in its variation in comparison to the

English and Nepali language and some of the household terms used in the Magar and Nepali languages are found to have equivalent in their meaning and sound.

Rai (2011) conducted a research on "A Semantic Analysis in English and Sampang Verbs". The objectives of this study were to analyze English and Sampang verbs correlation in terms of their meaning and to suggest some pedagogical implications. The researcher selected forty (40) native speakers of the Sampang language from Patheka and Khartamchha VDCs of Khotang district. He found that there are inherent differences in the semantic system of English and Sampang verbs. He had used interview as his research tool.

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

2.3 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 this information to our own research. This review of the study may obtain from the variety of sources including books, journals, articles, reports, previous theses, 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 importance in their respective fields. Here, being a native speaker of Magar language, the researcher has selected this topic. There are very limited research studies which have been carried out in previous in the field of semantics. Rai (2011) has found that there are inherent differences in the semantic system of English and Sampang verbs.

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Sijali (2009) has found that there are more household terms in each language and almost all of them belong to colloquial in terms of their stylistic feature and he also found that the Magar language is richer in its variation in comparison to the English and Nepali languages. Therefore, my study is new in 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. This has been a single study to address the semantic aspects in the Department. So, this seems to be new study.

2.4 Conceptual Framework

The conceptual framework of this study is presented as follows:

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                        ┌─────────────┐
                        │    Verbs    │
                        └──────┬──────┘
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                        ┌──────▼──────┐
                        │   English   │
                        │    Verbs    │
                        └──────┬──────┘
                               │
                        ┌──────▼──────┐
                        │ Magar Verbs │
                        └──────┬──────┘
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        ┌──────────────┬───────┴───────┬──────────────┐
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│  Verbs of    │ │ Verbs of │ │  Verbs of  │ │  Verbs of  │
│  Touching    │ │  Seeing  │ │  Breaking  │ │  Cutting   │
└──────────────┘ └──────────┘ └────────────┘ └────────────┘
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Review of the both theoretical and empirical Literature	Decision on the sample and development of appropriate research tool to collect required information
Taking interview with social workers and housewives	Data tabulation

Semantic analysis

Findings/ conclusions

CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

The following methodology was adopted to fulfill the above objectives

3.1 Design of the Study

To analyze English and Magar verbs in terms of their meaning, the researcher followed both research designs (i.e. qualitative and quantitative) in general and survey research design in particular. In this type of research, I visited the determined field / area to find out existing data. Specifically, it is carried out in large number of population in order to find out the public opinion on certain event, issue or situation. Survey usually address a large group of population, sampling is almost to carry the investigation. It is one of the cross-sectional studies which address a large group of population in reference to the educational information. In this context, Cohen and Manion (1985), (as cited in Nunan, 1992, p.140) write:

Surveys are the most commonly used descriptive method in

education research, and may vary in scope from large scale

governmental investigation through to small-scale studies carried out

by single researcher. The purpose of survey research is generally to

obtain the snapshot of condition, attitudes, and/ or events at a single

point of time.

Similarly, Nunan (2010, p.140) states "Surveys are widely used for challenging data in most areas of social inquiry from politics to sociology, from education to linguistics."

According to Nunan(1992), following are the steps to carry out survey research:

Step 1:   Define objectives

Step 2:   Identify target population

Step 3:   Literature review

Step 4;   Determine sample

Step 5:   Identify survey procedure

Step 6:   Design survey procedure

Step 7:   Identify analytical procedure

Step 8:   Determine reporting procedure

The discussion above entails that survey is one of the important research method used in investigation. It is mainly carried out to find out people's attitude, opinions and specified behavior on certain issues, phenomena, events or situations. The finding of survey is generalizable the whole group. So, I selected survey design in my research study.

3.2 Population and Sample

The total population of this study was all the Magar speakers from the Basaha and Siddipur VDCs of Udayapur district. The sample consisted of 46 (forty-six) native speakers of Magar language from the same place.

3.3 Sampling Procedure

The researcher selected the Udayapur district and its Basaha and Siddipur VDCs by using non- random judgmental sampling and same procedure was followed to select forty- six (46) native speakers who were using Magar language as their native languageand those respondents were farmers, housewives and social workers.

3.4 Tools for Data Collection

The researchermainly used interview schedule for data collection. For this, an interview schedule was developed in order to elicit Magar verbs from its native speakers. The data for the English verbs were selected from the related English books and dictionary and were also asked with some English language experts to confirm and verify them.

3.5 Data Collection Procedures

The researcher went to the selected field i.e. Basaha and Siddipur VDCs of Udayapur district to meet native speakers of Magar language. The researcher thought certain people and contacted with them. Then, the researcher introduced herself to the informants. Before interviewing them, the objectives and significance of the study were explained to the informants in accordance with the interview schedule. Then, the researcher asked interview questions to those all type of informants and wrote answers of that questions in Roman script by researcher herself and also kept record of one informant using mobile and collected data from them. While collecting data, I involved myself in informal conversation with the native speakers of Magar language to across check the validity of the data. The data were collected on the basis of verbs referring to Seeing, Cutting, Touching and Breaking.

3.6 Data Analysis and Interpretation Procedure

Data were analyzed and interpreted systematically and descriptively using tables and figures.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

While analyzing Magar and English verbs referring to four different categories the researcher put her efforts in the perspective of divergence and convergence, one to one correlation and semantic overlapping of meaning to each other. Before analyzing, both English and Magar verbs have been tabulated with their meanings. Category wise analysis is presented in the chapter below.

4.1 Verbs Referring to Seeing

Verbs in this group refer to those words which in this context describe the action of seeing or noticing using eyes. The verbs of both languages have been listed as follows:

English   **Magar**

Look, see, watch, stare, sight, gaze, glare, peep	Oski, dangSki, paki, kat takei oski, miriskhehwar oski, lotna oski, lenki, chamkaski, aarchyuhwar oski, chiyatki, niyaldiki,

The verbs in this group have been described separately in the following section:

 i.Look

The general meaning of the verb 'look' is to turn eyes in a particular direction in order to pay attention to sb\sth' but its meaning may become different in different contexts. The uses of English verb 'look' in different contexts are as follows:

Contexts	English	Magar
Look! They are dancing.	look	oski
Look at me.	look	oski
I am looking for my child.	look	paki 'search'

These contexts show the cases of convergence and divergence of meaning between English and Magar verbs. Here, the meaning of the English verb 'look' diverges into two distinct meanings represented by twoMagar verbs 'oski' and paki and the English verb 'look' includes all their meanings and hence there is the case of convergence from Magar perspective. In such cases, ESLS may face difficulty in using appropriate verb in the Magar language.

ii. See

Generally, the dictionary meaning of the verb 'see' is to become conscious of sth using eyes' but its meaning may become different in different contexts. The different meanings of 'see' in different contexts are presented as follows:

Contexts	English	Magar
I can see sth at night.	see	dangki
I went to the zoo to see disappeared animals.	see	oski (visit)
He has gone to see a match.	see	oski

The above contexts reveal the fact that there is convergence and divergence of meaning between English and Magar verbs. Here, the meanings expressed by the English verb 'see' diverges into two distinct meanings in Magar represented by two verbs 'dangki and oski'. From Magar perspective, it is the case of both convergence and divergence.

With this type of verbs the learners face difficulty in using appropriate verbs in the target language. Here, the English Speakers Learning Magar (ESLM) may face difficulty in learning Magar verbs because they are not aware of the semantic differences of English and Magar. In the above contexts, English verb 'see' used to denote all types of 'seeing' but different Magar verbs are used in different contexts.

iii. Watch

Generally, the verb 'watch' means 'to look at sb\sth for a time, paying attention to what happens' but its meaning may become different in different contexts. The uses of 'watch' in different contexts are presented as follows:

Contexts	English	Magar
We watch TV most at night.	watch	oski
We enjoy watching the drama.	watch	oski
The girl watches my child.	watch	oski

The above contexts show the cases of one to one correlation of meaning between English and Magar verbs i.e. 'watch' and 'oski'. These represent the case of semantic equivalence across the languages. In such cases, learners encounter little or no difficulty in learning these types of verbs.

iv. Stare

Generally, the meaning of the English verb 'stare' is 'to look at sb\sth for a long time because you are surprise, shocked, etc.' and its uses in different contexts are a given as follows:

Contexts	English	Magar
I stared at his in amazement.	stare	kat takei oski
I tried not to stare.	stare	kat takei oski
I stared at his get up (dress).	stare	kat takei oski

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The above contexts show the cases of one to one correlation of meaning between English and Magar verbs. Hence, this represents the cases of semantic equivalence across the languages. In such cases, the learners of both languages face no difficulty in learning these types of verbs.

v. Sight

Generally, the meaning of the verb 'sight' is 'to see sb\sth, especially after looking out for her\him\it' and its uses in different contexts are as follows:

Contexts	English	Magar
The headmaster sighted a group of bad students.	sight	mimik chhakki
We sighted our friends in the market.	sight	lenki

These above contexts show the cases of convergence and divergence between English and Magar verbs. Here, the meaning expressed by the English verb 'sight' diverges into two different meanings in Magar represented by two different verbs i.e. 'mimik chhakki' nad 'lenki'. From the Magar perspective, it is the case of convergence because the meaning expressed by different Magar verbs merges into a single verb 'sight'.

vi. Gaze

The general meaning of the verb 'gaze' is 'to look steadily for a long time' and its meanings may become different in different contexts are presented as follows:

Contexts	English	Magar
She sat on the chair gazing to the door.	gaze	lotna oski
They sat on the bridge gazing to the river.	gaze	lotna oski

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The contexts also show the cases of one to one correlation of meanings between the English verb 'gaze' and Magar verb 'lotna oski'. This represents the semantic equivalence across the languages. In such cases, both ESLS and MSLE face difficulty in learning these types of verbs.

vii. Glare

Generally, the verb 'glare' means 'to look at somebody in a very angry way' but its meaning may become different in different contexts. The uses of 'glare' I different contexts are as follows:

Contexts	English	Magar
The boy glared at me.	glare	miris khehwar oski
The wife glared at her husband.	glare	miris khehwar oski
The sun glared.	glare	chamkaski

The above contexts reveal the fact that there is convergence and divergence of meanings between English and Magar verbs. The meaning of English verb 'glare' diverges into two distinct meanings respected by two Magar verbs i.e. 'miris khehwar oski' and 'chamkaski'. In such cases, the ESLS may face difficulty in using appropriate verb in Magar language.

vii.Peep

The general meaning of the verb 'peep' is 'to look at sth quickly and secretly, especially through a small opening' but its meaning may become different in different contexts and its uses in different contexts are presented as follows:

Contexts	English	Magar
The boy is peeping at his beloved photos.	peep	aarchyuhwar oski
The teacher is peeping at her\his students.	peep	chiyatki\niyaldiki

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This contexts show the cases of convergence and divergence of meanings between English and Magar verbs. The meaning of English verb diverges into two Magar verbs viz. 'aarchyuhwar oski' and 'niyaldiki\chiyatki'. In such cases, ESLM may face difficulty in using appropriate verb in the Magar language.

4.2 Verbs Referring to Touching

Verbs in this group refer to those words which in this context describe the actions of touching with different parts of human body and animal. The verbs of both languages have been listed as follows:

English   **Magar**

Touch, slap, pinch, kick, Pat, lick, scratch, nudge	Chhuki, thappadngapki, chimotki, lhyatki, nangatki, jurhukki, kotraski, kotarki, khuski, kotyakki

i. Touch

The general meaning of the verb 'touch' is 'to put your hand or finger onto sb\sth' but its meaning may become different in different contexts. The uses of 'touch' in different contexts are presented as follows:

Contexts	English	Magar
Don't touch me.	touch	chhuki
His tiny hand gently touched.	touch	chhuki
I rarely touch junk foods.	touch	jyaki (eat)

Theabove contextsshowthe cases of convergence and divergence of meanings between English and Magar verbs. The meaning of English verb 'touch' diverges into two distinct Magar verbs viz. 'chhuki and jyaki'. In such cases, the ESLM may face difficulty in using appropriate verb in the Magar language.

ii.Slap

Generally, the verb 'slap' means 'to hit sb\sth with the inside of your hand when it is flat' but its meaning may become different in different contexts. The different meanings of 'touch' in different contexts are presented as follows:

Contexts	English	Magar
The teacher hard slapped the students across the face.	slap	thappad ngapki
The police slapped the thief hard across the face.	slap	thappad ngapki
The police slapped on my back and awarded me.	slap	dhap marki

The given contexts show the cases of convergence and divergence of meanings between English and Magar verbs. The meaning of English verb 'slap' diverges into two distinct meanings respected by two Magar verbs viz. 'thappad ngapki' and 'dhap marki'. In such cases, ESLM may face difficulty in using appropriate verb in the Magar language.

iii. Pinch

The general meaning of the verb 'pinch' is 'to hold a piece of somebody's skin tightly between your thumb and first finger especially in order to hurt her\him' but its meaning may become different in different contexts. The uses of 'pinch' in different contexts are presented as follows:

Contexts	English	Magar
He pinched at me at my hand as hard as he could.	pinch	chimotki
who is pinch at my bag.	pinch	khuski
The teacher pinched at my ear.	pinch	chimotki

The above contexts show the cases of convergence and divergence of meanings between English and Magar verbs. The meaning of English verb 'pinch' diverges into two distinct meanings represented by two Magar verbs 'chimotki' and 'khuski'. In such cases, ESLM may face difficulty in using appropriate verbs in the Magar language.

iv. Kick

Generally, the verb 'kick' means 'to hit or move sb\sth with your foot' but its meanings may become different in different contexts. The different meanings of 'kick' in different contexts are presented as follows:

Contexts	English	Magar
He kicked the football.	kick	mikhutei ngapki
I was kicked out from my house.	kick	khehwakki (expel)
My father kicked me.	kick	hirkatki\chuddiki (beat)

These above contexts show the cases of semantic inclusion between English and Magar verbs. In the semantic domain of verbs, the verb 'kick' has a wider range of meaning than the Magar verb 'hirkatki'. Thus, all the meanings of 'hirkatki' are included in the meaning of 'kick' but not vice versa.

v. Pat

The general meaning of the verb 'pat' is 'to touch sb\sth gently with a flat hand, especially as a sign of friendship, care, etc.' but its meaning may become different in different contexts. The uses of 'pat' in different contexts are presented as follows:

Contexts	English	Magar
The wife patted her husband on his shoulder.	pat	sumsumatki
When they won the game, all of the people patted on their head.	pat	thappad ngapki
The owner patted her cat on its head.	pat	sumsumatki

The given contexts show the cases of convergence and divergence of meanings between English and Magar verbs. The meaning of English verb 'pat' diverges into two distinct meanings represented by two Magar verbs 'suumsumatki' and 'thapthapadki'. In such cases, ESLM may face difficulty in using appropriate verb in the Magar language.

vi. Lick

Generally, the meaning of the verb 'lick' is 'to move your tongue across sth.' and its uses in different contexts are as follows:

Contexts	English	Magar
The child licked the spoon clean.	lick	lahyakki
He licked honey of his fingers.	lick	lahyakki

The contexts show the cases of one to one correlation of meanings between the English verb 'lick' and Magar verb 'lahyakki' which represents the cases of semantic equivalence across languages. In such cases, the learners of both languages face no difficulty in learning these types of verbs.

vi. Scratch

The general meaning of the verb 'scratch' is 'to rub your skin with nails, especially because it is irritating you' but its meaning may become different in different contexts. The uses of 'scratch' in different contexts are presented as follows:

Contexts	English	Magar
The mobile is badly scratched.	scratch	kotraski (damage)
Could you please scratch my back for me?	scratch	ukki
The cat will scratch if you annoy it.	scratch	kotarki

The given contexts show the cases of convergence and divergence of meanings between English and Magar verbs. The meaning of English verb 'scratch' diverges into three distinct meanings represented by the Magar verbs viz. 'kotraski', 'ukki' nad 'kotarki'. In such cases, ESLM may face difficulty in using appropriate verb in the Magar language.

vii. Nudge

The general meaning of the verb 'nudge' is 'to touch or push sb\sth with your elbow' but its meaning may become different in different contexts. The uses of 'nudge' in different contexts are as follows:

Contexts	English	Magar
Ram nudged me and pointed again.	nudge	kotyakki
She nudged her children into the sitting room.	nudge	kotyakki
Ritu nudged me and pointed again.	nudge	kotyakki

The given contexts show the cases of one to one correlation of meanings between the English verb 'nudge' and Magar verb 'kotyakki' which represents the cases of semantic equivalence across languages. In such cases, ESLM may face difficulty in learning these types of verbs.

4.3 Verbs Referring to Cutting

Verbs in this group refer to those words which in this context describes the action of cutting by means of instruments and with your hand. The verbs of both languages have been listed as follows:

English	Magar
Cut, carve, shave, chop, saw, peel, pare, shell,	Cheki, vuruk parki, khurukki, cheki\thunkatki, tukratki, chiratki, khokki, kahyatkki, khopdiki

The verbs in this group have been described separately in the following section;

i. Cut

The general meaning of the verb 'cut' is 'to divide sth into pieces with a knife, etc. but its meaning may become different in different contexts. The different meanings of 'cut' in different contexts are presented as follows:

Contexts	English	Magar
He cut his finger.	cut	cheki
I cut papaya into pieces.	cut	vuruk parki (divide)
He cut two slices of bread.	cut	tukratki

These above contexts show the cases of convergence and divergence of meanings between English and Magar verbs. The meaning expressed by the English verb 'cut' diverges into three distinct meanings expressed by the Magar verbs viz. 'cheki', 'vuruk parki' and 'tukratki'. In such cases, ESLM may face difficulty in using appropriate verbs in the Magar language.

i) Shave

The general meaning of the verb 'shave' is 'to remove hair from the face or another part of the body with an extremely sharp piece of metal' and its uses in different contexts are given as follows:

Contexts	English	Magar
The man shaved his shave beard off.	shave	khurukki
Buddist priests shave their head.	shave	khurukki
When did you shave your moustache.	shave	khurukki

The given contexts show the cases of one to one correlation of meanings between the English verb 'shave' and the Magar verb 'khurukki' which represents the cases of semantic equivalence across languages. In such cases, the learners of both languages face no difficulty in learning such type of verbs.

ii. Chop

Generally, the general meaning of the verb 'chop' is 'to cut sth into pieces with a knife, etc.' but its meanings may become different in different contexts and its uses in different contexts are presented as follows:

Contexts	English	Magar
I chopped the apple into six pieces.	chop	thunkatki\tukratki
He chopped the potatoes into pieces.	chop	thunkatki/tukratki
They chopped the potatoes into pieces.	chop	thunkatki\tukratki

The given contexts show the cases of one to one correlation of meaning between English verb 'chop' and Magar verb 'thunkatki\tukratki' which

represents the cases of semantic equivalence across languages. In such cases, the learners of both languages face no difficulty in learning such types of verbs.

iii. Saw

Generally, the dictionary meaning of the verb 'saw' is 'to saw through trunk of trees' but its meaning may become different in different contexts. The different contexts are as follows:

Contexts	English	Magar
He had sawed the woods.	saw	cheki\dathyakki
They sawed the log up into pieces.	saw	chiratki
They saw branch into logs.	saw	gendiki

The given contexts show the cases of convergence and divergence of meanings between English and Magar verbs. The meaning expressed by the English verb 'saw' diverges into three distinct meanings represented by the Magar verbs viz. 'cheki\dathyakki', 'chiratki' and 'gendiki'. In such cases, the ESLM may face difficulty in using appropriate verbs in the Magar language.

iv. Peel

The general meaning of the verb 'peel' is 'to take the skin off a fruit or vegetable' but its meaning may become different in different contexts and its uses in different contexts are presented as follows:

Contexts	English	magar
You did better for peeling me a banana.	peel	ukkatki\khokki
My mother is peeling boiled potatoes.	peel	ukkatki\khokki
He was peeling oranges.	peel	ukkatki\khokki

The above contexts show the cases of one to one correlation of meanings between the English verb 'peel' and Magar verb 'ukkatki\khokki' which

represents the cases of semantic equivalence across languages. In such cases, the learners of both languages find no difficulty in learning appropriate verbs in Magar language.

v. Pare

The general meaning of the verb 'pare' is 'to cut off skin or outer layer of sth' but its meaning may become different in different contexts. The different meanings of 'pare' in different contexts are presented as follows:

Contexts	English	Magar
They are paring sakhuwa.	pare	lahyatki
The boys are paring the orange.	pare	ukkatki
She is paring carrots.	pare	tachhdiki

The above contexts show the cases of convergence and divergence of meanings between English and Magar verbs. The meaning expressed by the English verb 'pare' diverges into three distinct meanings represented by the Magar verbs viz. 'lahyatki', 'ukkatki' and 'tachhdiki'. In such cases, ESLM may face difficulty in using appropriate Magar verbs.

vi. Shell

The general meaning of the verb 'shell' is 'to take the hard outer layer (shell) of a nut or other kind of food' but its meaning may become different in different contexts and its uses in different contexts are presented as follows:

Contexts	English	Magar
He is shelling egg.	shell	khokki
She is shelling coconuts.	shell	khurkatki
I am shelling peach.	shell	khokki

The above contexts show the cases of convergence and divergence of meanings between English and Magar verbs. The meaning expressed by the English verb 'shell' diverges into two distinct meanings represented by the Magar verbs viz.

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'khokki' and 'khurkatki'. In such cases, the ESLM may face difficulty in using appropriate verbs in Magar language.

vii. Carve

The general meaning of the English verb 'carve' is 'to cut wood or stone in order to make an object or to put a pattern or writing on it' but its meaning may become different in different contexts. The uses of English verb 'carve' in different contexts are presented as follows:

Contexts	English	Magar
The boy carved his beloved name on his hand.	carve	rikki
The statue is carved out of marble.	carve	khopdiki
Carve the chicken into slices.	carve	cheki

The above contexts show the cases of convergence and divergence of meanings between English and Magar verbs. The meaning expressed by the English verb 'carve' diverges into three distinct meanings represented by the Magar verbs 'rikki', 'khopdiki' and 'cheki'. In such cases, the ESLMmay face difficulty in using appropriate verb in the Magar language.

4.4 Verbs Referring to Breaking

Verbs in this group refer to those words which in this context describe the action of separating sth suddenly and violently into pieces. These verbs of both languages have been listed as follows:

English	Magar
Break, smash, crack, tear, snap	Gyakki, tukraski, foraski\charkaski, chyatki, ukkatki, cheki, dhumki

The verbs in this group have been described separately in the following sections:

i. Break

The general meaning of the English verb 'break' is 'to separate, or make sth separate into two or more pieces' but its meaning may become different in different contexts. The uses of 'break' in different contexts are presented as follows:

Contexts	English	Magar
The girl broke her hand in the accident.	break	gyakki
The boy broke up his relation with his beloved.	break	daski\toddiki\chhutaski
The plate broke	break	bhakti

The given contexts show the cases of convergence and divergence of meanings between English and Magar verbs. The meaning expressed by the English verb 'break' diverges into three distinct meanings represented by Magar verbs viz. 'gyakki', 'daski\toddiki/chhutaski' and 'bhakki'. In such cases, the ESLM may face difficulty in using appropriate verbs in the Magar language.

ii. Smash

The general meaning of the verb 'smash' is 'to break sth, or to be broken violently and noisily into pieces' but its meaning may become different in different contexts. The different meanings of the English verb 'smash' in different contexts are presented as follows:

Contexts	English	Magar
The plate smashed into pieces.	smash	tukraski
The car smashed into a tree	smash	thokki
He smashed his car screen.	smash	bhatakki

The given contexts show the cases of convergence and divergence of meanings between English and Magar verbs. The meaning expressed by the English verb 'smash' diverges into three distinct meanings represented by the Magar verbs 'tukraski', 'thokki' and 'bhatakki'. In such cases, the ESLM may face difficulty in using appropriate verbs in the Magar language.

iii. Crack

The general meaning of the verb 'crack' is 'to break or to make sth break so that a line appears on the surface, but its meaning may become different in different contexts. The uses of 'crack' in different contexts are presented as follows:

Contexts	English	Magar
The wall of the school cracked.	crack	charkaski
They cracked their head on the table.	crack	thokakki
The boy cracked his car screen.	crack	bhatakki

The above contexts show the cases of convergence and divergence of meanings between English and Magar verbs. The meaning expressed by the English verb 'crack' diverges into three distinct meanings represented by Magar verbs viz. 'charkaski', 'thokakki' and 'bhatakki'. In such cases, the ESLM may face difficulty in using appropriate verbs in the Magar language.

iv. Tear

The general meaning of the verb 'tear' is 'to damage sth by pulling it apart or into pieces' but its meaning may become different in different contexts. The uses of the English verb 'tear' in different contexts are as follows:

Contexts	English	Magar
The students tore their books.	tear	chyatki
The students tore notice from the wall.	tear	ukkatki
I tore the letter in half.	tear	chyatki

These contexts show the cases of convergence and divergence of meanings between English and Magar verbs. The meaning expressed by the English verb 'tear' diverges into two distinct meanings represented by Magar verbs viz. 'chyatki' and 'ukkatki'. In such cases, the ESLM may face difficulty in using appropriate verbs in the Magar language.

v. Snap

The general meaning of the verb 'snap' is 'to break or to be broken suddenly, usually with a sharp noise' but its meaning may become different in different contexts. The uses of 'snap' in different contexts are presented as follows:

Contexts	English	Magar
I snapped the chain.	snap	bharakki
The branch snapped.	snap	gyakki
The students snapped the rulers.	snap	tukratki

The given contexts show the cases of convergence and divergence of meanings between English and Magar verbs. The meaning expressed by the English verb 'snap' diverges into three distinct meanings represented by the Magar verbs viz. 'bharakki', 'gyakki' and 'tukratki'. In such cases, the ESLM may face difficulty in using appropriate verbs in the Magar language.

(Sources from Oxford English Dictionary)

4.5 Componential Analysis

In this topic, the meanings of English and Magar verbs have been analyzed through componential analysis.

4.5.1 Componential Analysis of the English Verbs

As mentioned in Table No. 2, the English verbs referring to seeing are distinctive in terms of their semantic features. On the basis of 'position of the eyes', the eight verbs are [+ open] and on the basis of 'motion', none of the verbs are [+ fast]. It means that all eight verbs are [- fast]. Otherwise, all verbs have general semantic features. As mentioned in Table No. 3, the English verbs referring to touching are also distinctive in terms of meaning\semantic features. On the basis of 'position of parts of body', the verb 'pinch' is [+ close] and on the basis of the semantic feature 'receive or take', the verb is [+liquid]. All eight English verbs, referring to touching, are [+on surf] on the basis of semantic feature 'bring close to sb\sth without space'. As mentioned in Table No. 4, among the verbs referring to cutting, the verb 'peel' is [-sound] on the basis of the semantic feature 'release\send'. As mentioned in Table No. 5, among the verbs referring to breaking, none of the verbs are [+air] on the basis of the semantic feature 'release\produce.

4.5.2 Componential Analysis of the Magar Verbs

As mentioned in Table No. 6, the Magar verbs referring to seeing are distinctive in terms of their semantic features. On the basis of 'motion', all the Magar verbs are [-fast]. The verb 'oski' is [-open] and [-sight] on the basis of the semantic features 'position of the eye' and 'receive\take' respectively. As mentioned in Table No. 8, all the verbs are [+open] on the basis of 'position of body parts' and 'thappad ngapki' and 'khuski' are [+solid] and the verb 'jurhukki' is [+liquid] on the basis of the semantic feature 'receive\take'. As mentioned in Table No.8, the verb 'pungki' is [-surf].

4.6 Comparison

In this section, the meanings of English and Magar verbs are compared on the following three kinds of relationship:

4.6.1 Convergence and Divergence of Meaning

On the basis of presented contexts and componential analysis, the verbs which have convergence and divergence of meanings between English and Magar verbs are described as follows:

English   **Magar**

dangki 'seem'

Look   paki 'search'

oski

See   oski 'visit'
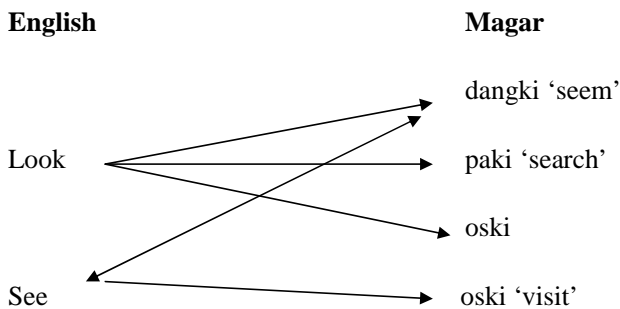
Here, the English verb 'look' diverges into 'dangki', 'oski' and 'paki' in Magar language. From the perspective of Magar, it is the case of convergence of meaning since the three Magar verbs converge into a single English verb 'look'. Similarly, the meaning of English verb 'see' diverges into two Magar verbs viz. 'dangki' and 'oski'. It is the case of convergence of meanings if we look from the Magar perspective because these two Magar veerbs converge into a single English 'see'. Again, the Magar verb 'dangki' and 'oski' diverge into two English verbs viz. 'see' and 'look' if we look from the perspective of Magar language. the verb 'dangki' and 'oski' are the common meanings of the English verbs 'see' and 'look'.

English   **Magar**

mimik chhakki

Sight   lenki
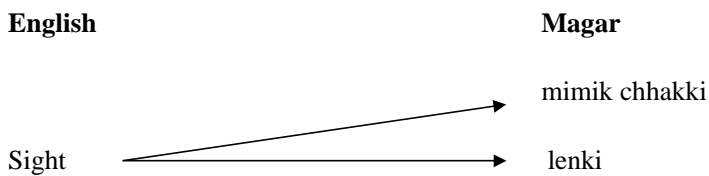
The general meaning of the English verb 'sight' diverges into two Magar verbs viz. 'mimik chhakki' and 'lenki'. From the perspective of Magar, there is the case of convergence of meanings. These two verbs are used differently in different contexts in the Magar language.

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English   **Magar**

Glare ————————————————→ miris khehwar oski
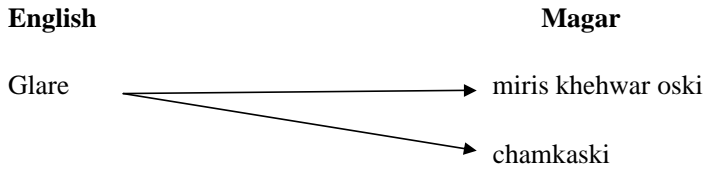
————→ chamkaski

Here, the meaning of English verb 'glare' diverges into two Magar verbs viz. 'miris khehwar oski' and 'chamkaski'. From the perspective of Magar, there is the case of convergence of meanings. These two verbs are used differently in different contexts in the Magar language.

English   **Magar**

Peep ————————————————→ aarchyuhwar oski
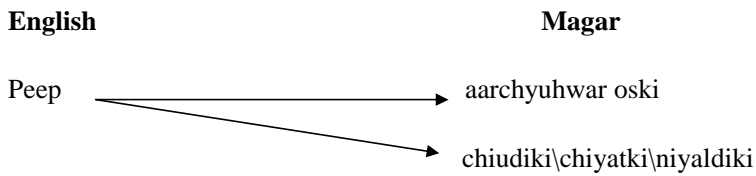
————→ chiudiki\chiyatki\niyaldiki

The meaning of the English verb 'peep' diverges into two Magar verbs viz. 'aarchyuhwar oski' and 'chiudiki\niyaldiki\chiyatki'. From the perspective of Magar, there is the case of convergence of meanings. These two verbs are used differently in different contexts in the Magar language.

English   **Magar**

Touch ————————————————→ chhuki

————→ jyaki 'eat'

The meaning of the English verb ' touch' diverges into two Magar verbs viz. 'chhuki' and 'jyaki'. From the perspective of Magar, there is the case of convergence of meanings. These two verbs are used differently in different contexts in the Magar language.

English   **Magar**

Slap ————————————————→ dhap marki

————→ thappad ngapki

The meanings of the English verb 'slap' diverges into two Magar verbs viz. 'dhap marki' and 'thappad ngapki'. From the perspective of Magar, there is the case of convergence of meanings. These two verbs are different meanings according to the contexts in the Magar language.

English   **Magar**

Pinch ————————————————➤ chimotki

        ————————————————➤ khuski 'steal'

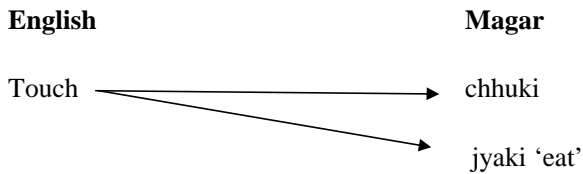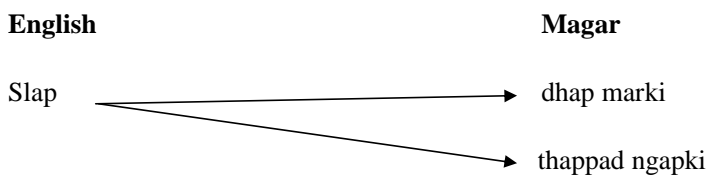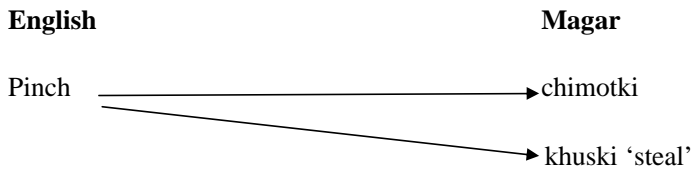The meaning of English verb 'pinch' diverges into two Magar verbs viz. 'chimotki' and 'khuski'. From the perspective of Magar, there is the case of convergence of meanings. These two verbs are different meanings to the contexts in the Magar language.

English   **Magar**

Kick ————————————————➤ mikhutei ngapki

        ————————————————➤ Khehwakki 'expel'

        ————————————————➤ Hirkatki 'beat'
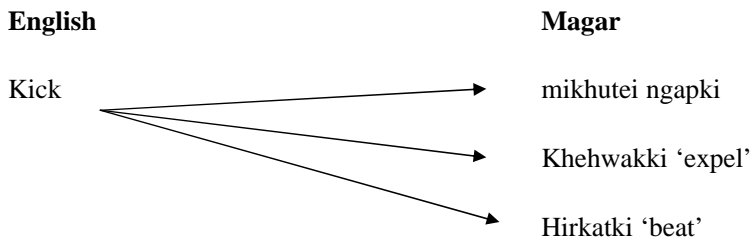
The meaning of English verb 'kick' diverges into three Magar verbs viz. 'mikhutei ngapki', 'khehwakki' and 'hirkatki'. From the perspective of Magar, there is the case of convergence of meanings.

English   **Magar**

Pat ————————————————➤ sumsumatki

        ————————————————➤ thapthapatki

The meaning of English verb 'pat' diverges into two Magar verbs viz. 'sumsumatki' and 'thapthapatki'. From the perspective of Magar, there is the case of convergence of meanings.

English		Magar

Scratch

kotraski 'damage'

ukki

kotarki

The meanings of the English verb 'scratch' diverges into three Magar verbs viz. 'kotraski', 'ukki' and 'kotarki'. From the perspective of Magar, there is the case of convergence of meanings.

English		Magar

Cut

cheki\dathyakki

Pungki 'divide'

Tukratki

The meaning of the English verb 'cut' diverges into three Magar verbs viz. 'cheki', 'pungki' and 'tukratki'. From the perspective of Magar, there is the case of convergence of meanings.

English		Magar

Saw

cheki\dathyakki

tukratki
gendiki

The meaning of the English verb 'saw' diverges into three Magar verbs viz. 'cheki\dathyakki', 'tukratki' and 'gendiki'. From the perspective of Magar, there is the case of convergence of meanings.

English	**Magar**
Pare	ukkatki
	lahyatkki
	tachhdiki

The meanings of the English verb 'pare' diverges into three Magar verbs viz. 'ukkatki', 'lahyatkki' and 'tachhdiki'. From the perspective of Magar, there is the case of convergence of meanings.

English	**Magar**
Shell	khokki
	khurkatki
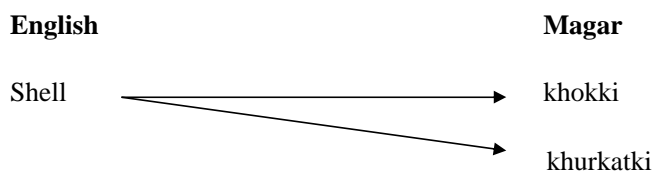
The meaning of English verb 'shell' diverges into two Magar verbs viz. 'khokki' and 'khurkatki'. From the perspective of Magar, there is the case of convergence of meanings. These two verbs are used differently in different contexts in the Magar language.
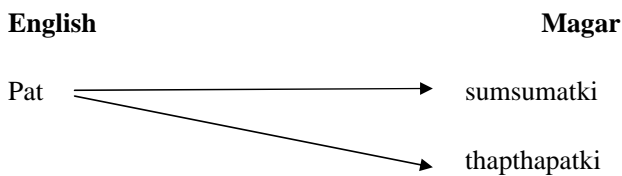
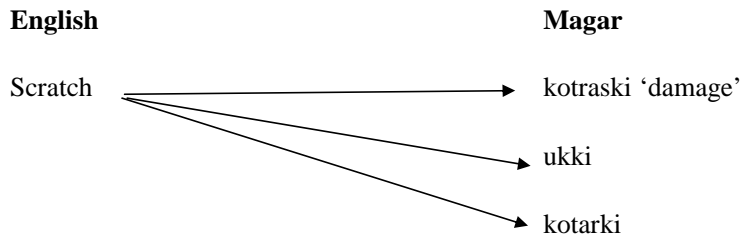| **English**	**Magar**
	rikki
Carve	khopdiki
	cheki
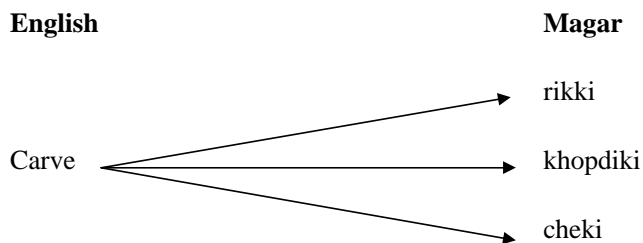
the meaning of English verb 'carve' diverges into three Magar verbs viz. 'rikki', 'khopdiki' and 'cheki'. From the perspective of Magar, there is the case of convergence of meanings.

English	**Magar**
Break	gyakki
	daski\toddiki

46
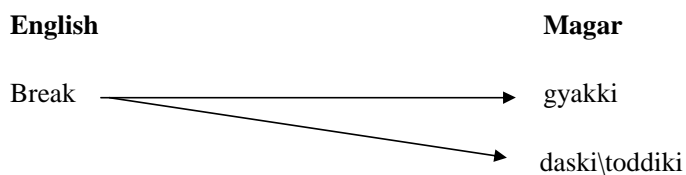
The meaning of English verb 'break' diverges into two Magar verbs 'gyakki', 'daski\toddiki'. From the perspective of Magar, there is the case of convergence of meanings.

English   **Magar**

                                               tukraski

Smash   thokki
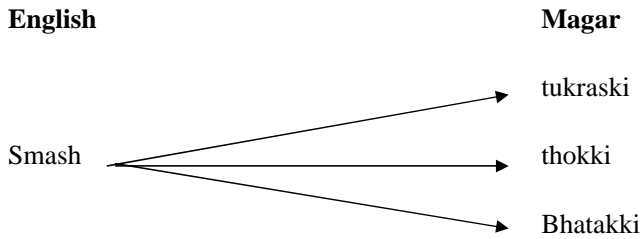
                                               Bhatakki

The meaning of English verb 'smaash' diverges into three Magar verbs viz. 'tukraski', 'thokki' and 'bhatakki'. From the perspective of Magar, there is the case of convergence of meanings.

English   **Magar**

                                               charkaski

Crack   thokki
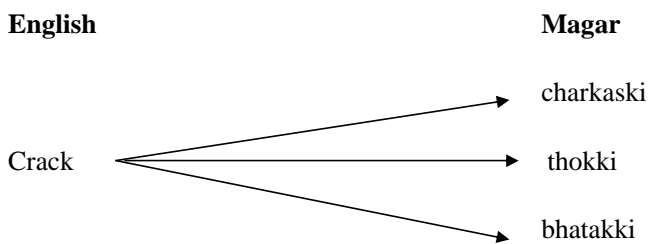
                                               bhatakki

The meaning of English verb 'crack' diverges into three Magar verbs viz. 'charkaski', 'thokki' and 'bhatakki'. From the perspective of Magar, there is the case of convergence of meanings.

English   **Magar**

Tear   chyatki
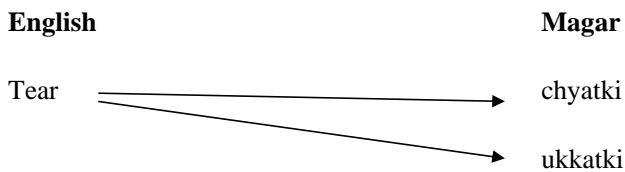
                                               ukkatki

The meaning of English verb 'tear' diverges into two Magar verbs viz. 'chyatki', 'ukkatki'. From the perspective of Magar, there is the case of convergence of meanings. These two verbs are differently in different meanings in the Magar language.
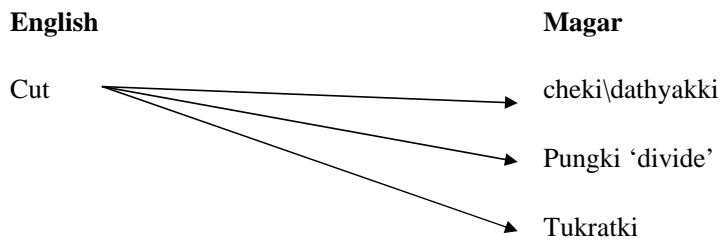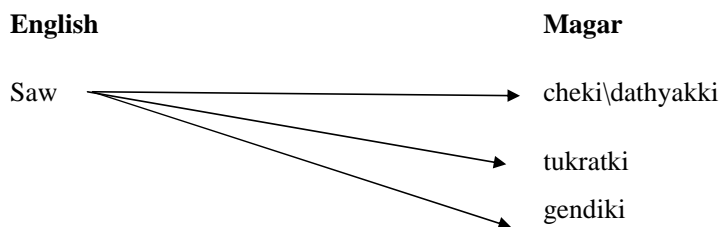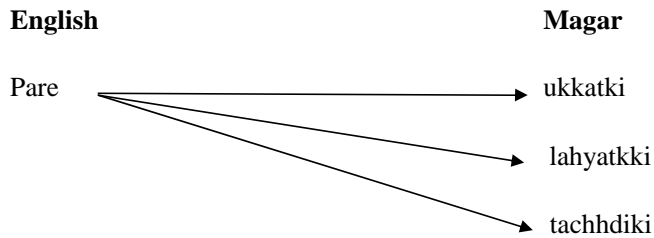
English	Magar
Snap	bharakki
	Gyakki
	Tukratki
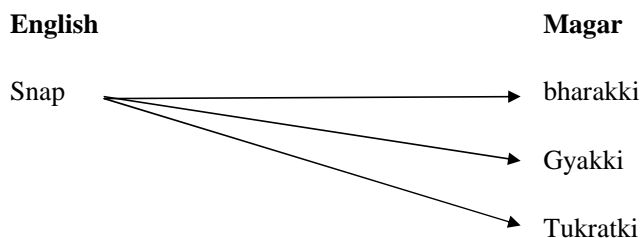
The meaning of English verb 'snap' diverges into three Magar verbs viz. 'bharakki', 'gyakki' and 'tukratki'. From the perspective of Magar, there is the case of convergence of meanings.

From the above analysis, it was found that twenty-one verbs of both languages have the relationship of convergence and divergence of meanings out of total verbs referring to touching, seeing, cutting and breaking

4.6.2 One to One correlation of Meaning

On the basis of presented contexts and componential analysis, the verbs of both languages which are semantically equivalent are given below:

Table No. 2

One to One Correlation of Meaning

Verbs of:	Verbs in English	Equivalent verbs in Magar
Seeing	watch	oski
	stare	kat takei oski
	gaze	lotna oski
Touching	lick	lahyatki
	nudge	dhuski
Cutting	shave	khurukki
	chop	thunkatki\tukratki
	peel	ukkatki\khokki
Breaking	………………..	………………..

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Among eight (8) verbs of both languages referring to seeing, three (3) verbs are semantically equivalent. Similarly, among eight (8) verbs of each referring to touching and cutting only two and three verbs of both languages have one to one correlation of meaning respectively. But, there are not any verbs referring to breaking which have no one to one correlation of meaning.

4.6.3 Semantic Overlapping

The meaning of English verb 'cut' overlaps with the meaning of 'saw' within the language as they both refer to 'cutting something into pieces with tools' like: knife, sharp blade or saw and with 'cheki\dathyakki' and 'gendiki' across the languages. On the other hand, 'cheki\dathyakki' and 'gendiki' have also similar cases. There semantic differences is that cut refers to 'move' something from something larger with a knife' and 'saw' is used to denote 'to cut sth into pieces with a saw'. Similarly, Magar verb 'cheki\dathyakki' refers to cut sth from sth larger into pieces with knife or sharp blade. On the other hand, 'gendiki' refers to cut sth with a 'saw'. Although they have such semantic differences in specific sense, generally they overlap each other.

CHAPTER FIVE

FINDINGS AND RECOMMENDATIONS

This chapter deals with the summary of the findings of the research along with some recommendations and pedagogical implications.

5.1 FINDINGS

Analysis of the data revealed various significant findings about semantic system of English and Magar verbs referring to seeing, touching, cutting and breaking. On the basis of their analysis, the following findings have been drawn:

- This study shows that only twenty – one verbs (look, see, sight, glare, peep, touch, slap, pinch, kick, pat, scratch, cut, saw, pare, shell, carve, break, smash, crack, tear and snap have the relationship of convergence and divergence of meaning whereas only eight (8) verbs (watch, stare, gaze, lick, nudge, shave, chop and peel) of both languages have one to one correlation of meaning (i.e. semantic equivalence) and rest of them some verbs have relationship of semantic overlapping of meaning.

- The Magar verbs are more complex in comparison to English in the sense that even a complete homogeneous verb can express in different contexts. For example, the same verb 'oski' has two distinctive meanings; to turn eyes in a particular direction in order to pay attention to sb\sth' and 'to search sth'.

- There are inherent differences in the semantic system of English and Magar verbs. The English language has single verb to express different meanings in Magar whereas the Magar language has separate verbs to express different meanings in English. For example, the English verb 'touch' give two meanings: (i) 'to put your hand or finger onto sb\sth' and (ii) 'to eat sth' but the Magar language has separate verbs to express

these meanings, i.e. 'chhuki' for 'to put your hand or finger onto sb\sth' and 'jyaki' for 'to eat sth'.

⟩ Magar language has more verbs of seeing, touching, cutting and breaking in comparison to English. On the basis of this study, it is found that there are twelve verbs of Magar language related to seeing which are more in numbers in comparison to eight selected English verbs. Similarly, there are seventeen verbs of Magar related to touching in comparison to eight English verbs; 15 verbs of Magar related to cutting in comparison to eight (8) English verbs and also thirteen (13) verbs of Magar related to breaking in comparison to five (5) English verbs.

⟩ It has been found that the suffix 'ki' is added at the end of the root of Magar verb related to seeing, touching, cutting and breaking. For example, oski, cheki, chhuki, jyaki and so on.

5.2 Recommendations

Every research should have its recommendation in one or another ways. So, this research work has also some recommendations. It is hoped that the findings as summary and the gist as conclusion will be utilized in the mentioned levels. The recommendations on these levels have been presented separately:

5.2.1 Policy Related

⟩ Syllabus designers and textbook writers should focus on the words (e.g. verbs such as look, see, sight, glare, peep, touch, slap, pinch, kick, pat, scratch, cut, saw, pare, shell, carve, break, smash, crack, tear and snap) that have the relationship of convergence and divergence of meanings so that they get more and more practices and know the context in which words are used in the target language.

⟩ This sort of comparative semantic studies have implications in the field of translation. A translator should keep in mind that the semantic equivalence should be maintained while translating from one language to another, e.g.

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Magar to English and vice versa. So, the translator needs to have wide
knowledge of semantic systems of SL and TL and for that policy makers
should give trainings to all who involves in this field.

5.2.2 Practice Related

⟩ The pedagogy must be concentrated on the point where two languages
(English and Magar) differ. The attention should be given particularly in
the case of convergence and divergence so that the learners can select the
appropriate verbs or words to communicate.

⟩ Since verbs are the core part of a linguistic expression, they must be
presented and taught in full context but not in isolation. If they are
presented in isolation, they cannot give the intended meanings.

⟩ Second language teaching should focus on those words\verbs (look, see,
sight, glare, peep, touch, slap, pinch, kick, pat, scratch, cut, saw, pare,
shell, carve, break, smash, crack, tear and snap) that have the relationship
of convergence and divergence of meanings rather than one to one
correlation of meanings. So, syllabus designers and textbook writers
should focus on those mentioned words/verbs that have the relationship of
convergence and divergence of meanings so that they get more and more
practices and know the context in which words are used in the target
language.

5.2.3 Further Related

⟩ This research will provide a valuable secondary source for the researchers.

⟩ It will provide new research areas which are left to be investigated.

⟩ It will play a significant role in the field of linguistics giving a vision to
those language teachers who are teaching English and Nepali to the Magar
student as a second and foreign language respectively.

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     Enterprises.

APPENDICES

Interview Schedule

This interview schedule has been prepared to elicit primary data required for the research work entitled '**A Semantic Analysis of English and Magar Verbs**' under the supervision of Mr. Raj Narayan Yadav, Reader of Department of English Education, T.U. Kirtipur. I hope that all of you will co-operate me giving reliable and authentic information which will be invaluable help to complete this research work.

Researcher

Devaki Kumari Magar

T.U., Kirtipur, Kathmandu

Name of the informants: ……………………………. Date…………….

Sex: ………………………….

Age: …………………………

Academic qualification: ………………………..

How would you express the following sentences in Magar language?

1. Look! They are dancing.(हेर!तिनीहरु नाचिरहेका छन्।)

    Ans.

2. Look at me. (मलाई हेर।)

    Ans.

3. I will go to the zoo to see different disappeared animals. (म लोप भइसकेका बिभिन्न किसिमका जनावरहरु हेर्न चिडियाखाना जानेछु।)

    Ans.

4. I can see something at the midday.(म मध्यान्हमा केहि देख्न सक्छु।)

    Ans.

5. We watch TV most at night.(हामी प्राय रातमा टेलिभिजन हेर्छौ।)

    Ans.

6. We enjoy watching the Paragliding.(हामी प्याराग्लाइडि हेरेर आनन्द लिन्छौ।)

    Ans.

7. I stared at his dress.(मैले उसको पोशाकलाई एक टकले हेरें।)

    Ans.

8. We stared at his in amazement.(हामीले उसलाई आश्चर्यजनक रुपमा एक टकले हेरौं।))

    Ans.

9. We sighted our friends in the market.(हामीले हाम्रा साथीहरुलाई वजारमा कुर्यौ।)

    Ans.

10. The Headmaster sighted a group of bad students.(प्रधानाध्यापकले खराव बिधार्थीहरुको समुहमाथी आँखा लगाउनुभयो।)

    Ans.

11. She sat on the table gazing to the door.(तिनी ढोकालाई लामो समयसम्म हेरेर टेबलमा बसिन्।)

Ans.

12. They sat on the bridge gazing to the river.(तिनीहरु पुलमा नदिलाई लामो समयसम्म हेरेर बसे।)

    Ans.

13. The boy glared at me.(केटोले मलाई रिसाएर एक टकले हेर्यो।)

    Ans.

14. The wife glared at her husband.(श्रीमतीले उनको श्रीमानलाई रिसाएर एक टकले हेरिन्।)

    Ans.

15. The boy is peeping at his beloved photos.(केटोले उसको प्रेमीकाको तस्वीरलाई गोप्य रुपमा हेर्दैछ।)

    Ans.

16. The teacher is peeping at his/ her students.(शिक्षकले उसको विधार्थीहरुलाई गोप्य रुपमा हेर्दै हुनुहुन्छ ।)

    Ans.

17. He cut his finger.(उसले उसको औंला काट्यो ।)

    Ans.

18. I cut Papaya into pieces.(मैले मेवालाई टुका-टुक्रामा काटें ।)

    Ans.

19. The man shaved his beard off.(त्यो मान्छेले उसको दाही खौर्यो ।)

    Ans.

    20. Buddhist priests shaved their head.(बुद्धिष्टहरुले आफ्ना टाउका मुन्डन गरे ।)

     Ans.

21. I chopped the apple into six pieces.(मैले स्याउलाई ६ टुक्रामा काटें ।)

    Ans.

22. He is chopping the butter into small pieces.(ऊ वटरलाई स - साना टुक्रामा काट्दै छ ।)

    Ans.

23. He had sawed the woods.(उसले रुख काटेको थियो ।)

    Ans.

24. They sawed the log up into pieces.(तिनीहरुले ठूलो मुढोलाई टुका - टुक्रामा काटे ।)

    Ans.

25. My mother is peeling boiled potatoes.(मेरो आमा उसिनेको आलु ताछ्दै हुनुहुन्छ।)

    Ans.

26. You did good for peeling me a banana.(तिमीले मेरो लागि केराको बोक्रा उक्याइ दिएर राम्रो गर्यौ।)

    Ans.

27. They are paring the covering of Sakhuva.(तिनीहरु सखुवाको बोक्रा ताछिरहेका छन्।)

Ans.

28. The boys are paring the orange.(के~~~ ~~नलाको बोक्रो खोल्स्याइरहेका छन् ।)

    Ans.

29. He is shelling egg.(ऊ अन्डाको खोक्रो फाल्दै छ।)

    Ans.

30. He is shelling coconuts. (ऊ नरिवलको वोक्रो ताछ्दै छ।)

    Ans.

31. The boy carved his girl friend's name at his hand.-s]टोले उसको प्रेमीकाको नाम
    उसको हातमा लेख्यो।)

    Ans.

32. The statue is carved out of marble.(मूर्ति मार्बललाई खोपेर बनाइन्छ।)

    Ans.

33. The girl broke her hand in the accident.(केटीले उसको हात दुर्घटनामा भाचिन्।)

    Ans.

34. The boy broke up his relation with his beloved.-केटोले उसको प्रेमीकासँगको
    सम्बन्धलाई तोडयो।)

    Ans.

35. The plate smashed into pieces. (प्लेट हजारौ टुक्रामा टुक्रियो ।)

    Ans.

36. The car smashed into a tree.(कार रुखमा ठोकियो।)

    Ans.

37. The wall of the school cracked.(बिद्यालयको पर्खाल चर्कियो।)

    Ans.

38. They cracked their head on the table.(तिनीहरुले तिनीहरुका टाउका टेवलमा ठोक्याए।)

    Ans.

39. The students tore their books.(विद्यार्थीहरुले तिनीहरुका किताबहरु च्याते।)

    Ans.

40. The students tore notice from the wall.(विद्यार्थीहरुले पर्खालवाट सूचना उक्याए।)

    Ans.

41. I snapped the chain.(मैले चेन भाचें।)

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Ans.

42. The branch snapped.(हाँगो भाचियो ।)

    Ans.

43. Don't touchme.(मलाई नछोऊ ।)

    Ans.

44. His tiny hand gently touched.(उसको हातले हल्का तरिकाले छोयो ।)

    Ans.

45. The teacher hard slapped the students across the face.(शिक्षकले विद्यार्थीहरुको गालामा
    थप्पड हान्नुभयो।)

    Ans.

46. The police slapped the thief hard across the face. (प्रहरीले चोरको गालामा थप्पड
    हान्यो ।)

    Ans.

47. He pointed me at my hand and as hard as he could.(उसले सक्दो मेरो हातमा
    चिमोट्यो।)

    Ans.

48. The teacher pinched at my ear.(शिक्षकले मेरो कानमा चिमोट्नुभयो।)

    Ans.

49. He kicked the football.(उसले फुटबललाई हान्यो ।)

    Ans.

50. I was kicked out from my house.(म मेरो घरबाट निकालिए।)

    Ans.

51. When we won the game, all of the people patted us on our head.(जब हामीले खेल
    जित्यौ,सबै जनताहरुले हाम्रो टाउकोमा हातले थप्पपाए ।)

    Ans.

52. The wife patted her husband on his shoulder.(श्रीमतीले उनको श्रीमानको काँधमा हातले
    थप्पपाइन् ।)

    Ans.

53. He licked honey of his finger.(उसले उसको औँलाको मह चुहायो ।)

    Ans.

54. The mobile is badly scratched.(मोबाईल खराब तरिकाले कोत्रिएको छ।)

   Ans.

55. Ram nudged me and pointed again.(रामले मलाई कोट्यायो र फेरी देखायो ।)

   Ans.

56. Rita nudged her children into the sitting room. (रीताले उनको बच्चालाई वस्ने कोठामा धकेलिन् ।)

   Ans.

APPENDIX VI

List of verbs referring to

Seeing:

Look, see, watch, stare, sight, gaze, glare, peep

Touching:

Touch, slap, pinch, kick, pat, lick, scratch, nudge

Cutting:

Cut, shave, chop, shell, saw, peel, pare, carve

Breaking:

Break, smash, crack, tear, snap

Appendix – VII

Roman Transcription of Debanagari script

Based on Turner's (1931) Nepali Alphabets and Diacritic Marks

NA	RT	NA	RT	NA	RT	NA	RT
अ	a	क	k	ण	n	व	w
आ	a	ख	kh	त	t	श	s
इ	i	ग	g	थ	th	ष	s
ई	I	घ	gh	द	d	स	s
उ	u	ङ	n	ध	dh	ह	h
ऊ	U	च	c	न	n		
ऋ	r	छ	ch	प	p		
ए	e	ज	j	फ	ph		
ऐ	ai	झ	jh	ब	b		
ओ	o	ञ	n	भ	bh		
औ	au	ट	t	म	m		
अं	am, an	ठ	th	य	y		
अ :	a	ड	d	र	r		
:	h	ढ	dh	ल	l		

(Note: The traditional letters क्ष, त्र, ज्ञ are treated as conjunct letters. E.g. क्ष =ks, ksh, kch; त्र =gy; ज्ञ = trh)

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Appendix VIII

English Verbs Referring to Touching

	Semantics Features																	
Verbs	Motion		Position of Body parts		Release/send			Receive/Take			Bring close to sb/sth without space				Manner				
	Nor.	Fast	Open	Close	S	L	Sol	S	L	Sol.	On surf.	On Air	Hand in Motion	Press	With Force	Std.	Rep.	Lightly	Del.
Touch	+	-	-	-	-	-	-	-		-	+	-	-	-	-	-	-	+/-	+/-
Slap	-	+	+	-	+	-	-	-		-	+	-	+	-	+	-	-	-	+/-
Pinch	-	-	-	+	-	-	-	-		-	+	-	-	+	+	-	-	-	+
Kick	-	+	+	-	+	-	-	-		-	+	-	-	-	+	+/-	+/-	+/-	+
Lick	+	-	+	-	-	-	-	-		+	+	-	-	-	-	+	+	+	+
Scratch	-	-	+	-	+/-	-	-	-		-	+	-	+	+	+	+	+	+	+
+Nudge	-	-	+	-	-	-	-	-		-	+	-	+	-	+/-	+	+/-	+/-	+

Appendix IX

English Verbs Referring to Seeing

Semantics Features																		
Verbs	Motion		Position of The Eye		Release/send			Receive Take		F.D	Try to Take		Take Time		Manner		Express	Del.
	Nor.	Fast	Open	Close	S	L	St	S	St		S	St	Short	Long	Sec.	Att.	Sur.	+/-
See	-	-	+	-	-	-	-	-	+	-	-	-	+	+	-	-	-	+
Look	-	-	+	-	-	-	-	-	-	-	-	+	-	-	-	-	-	+
Watch	-	-	+	-	-	-	-	-	-	-	-	+	+	+	-	+	-	+
Peep	-	-	+	-	-	-	-	-	+	-	-	+	-	-	+	-	-	+
Sight	-	-	+	-	-	-	+	-	+	-	-	+	+	-	-	-	-	+
Stare	-	-	+	-	-	-	-	-	-	-	-	+	-	+	-	-	-	+
Gaze	-	-	+	-	-	-	+	-	-	-	-	+	-	+	-	-	+	-
Glare	-	-	+	-	-	-	+	-	-	-	-	+	-	+	-	+	-	-

Appendix X

English Verbs Referring to Cutting

	Semantics Features																		
Verbs	Motion		parts of body or inst. to perform action		Release/send		Receive/Take		Skin of		Outer layer (shell)	Bring close to sb/sth Without space			Manner				
	Nor.	Fast	Hand	Inst	S	Sol	s	Sol	A/H	V/F		On Surf	Hands in motion	Press	With force	Sud	Rep	Lightly	Del.
Cut	-	-	+	+	+	+	-	-		-	-	+	+	+	+	+/-	+/-	-	+/-
Share	+	-	+	+	+	+	-	-		-	-	+	+	-	-	-	+	+	+
Chop	-	-	+	+	+	+	-	-		-	-	+	+	+	+	-	+	-	+/-
Saw	-	-	+	+	+	+	-	-		-	-	+	+	+	+	-	+	-	+
Peel	+	-	-	-	-	+	-	-		+	-	+	+	-	-	-	+	+	+
Pare	-	-	-	+	+	+	-	-		+	+	+	+	+	+	-	+	-	+
Shell	-	-	-	+	+	+	-	-			+	+	+	+	+	-	+	-	+
Carve	-	-	-	+	+	+	-	-			-	+	+	+	+	-	+	-	+

Appendix XI

English Verbs Referring to Breaking

Semantics Features																				
Verbs	Motion		Parts of Body or Inst to perform action			Release/ Produce			Receive/ Take		Separate Into Pieces		Bring close to sb/sth without space			Manner				
	Nor.	Fast	Hand	Stone	Axe	S	Sol	A	S	Sol.	Thin Obj.	Thick obj.	On Surf	Hands in Motion	Press	With Force	Std.	Rep.	Lightly	Del.
Break	-	-	+/-	+/-	-	+	+	-	-	-	+/-	+/-	+	+/-	+	+	+/-	-	-	+/-
Smash	-	+/-	+/-	+/-	-	+	+	-	-	-	-	-	+	+/-	+/-	+	+/-	-	-	+/-
Crack	-	+/-	-	+/-	-	+	+	-	-	-	-	-	+	+/-	+/-	+	+/-	-	+/-	+/-
Tear	-	-	+	-	-	+	+	-	-	-	+	+	+	+	-	+/-	-	-	+/-	+
Snap	-	+	+	-	-	+	+	-	-	-	-	-	+	+	+	+	+/-	-	-	+/-

Appendix XII

Magar Verbs Referring to Seeing

Semantics Features																				
Verbs	Motion		Position of The Eye		Release/send			Receive Take		F.D	Try to Take		Take Time		Manner		Express			Del.
	Nor.	Fast	Open	Close	S	L	St	S	St		S	St	Short	Long	Sec.	Att.	Ang	Fear	Exc	+/-
oski	-	-	+	-	-	-	-	-	-	-	+	-	+	+	-	+	+	-	+	+
dangki	-	-	+	-	-	-	-	-	-	-	+	+	-	+	+	-	-	-	-	+
oski	-	-	+	-	-	-	-	-	+	-	+/-	+	+	+	+	+	+	+/-	+	+
Kat takei oski	-	-	+	-	-	-	-	-	+	-	-	+	-	+	-	+	+	-	+/-	+
Mimic chhakki	-	-	+	-	-	-	+	-	+	-	-	+	+	-	-	-	-	-	-	+
Lotna oski	-	-	+	-	+	-	-	-	+	-	+	+	-	+	-	-	-	-	-	+
Mirisai oski	-	-	+	-	-	-	+	-	+	-	+/-	+	-	+	-	+/-	+/-	+	+	-
Aarchyuhwae oski	-	-	+	-	-	-	+	-	+	-	-	+	-	+	+	+	-	+/-	+	-

Magar Verbs Referring to Touching

Semantics Features																			
Verbs	Motion		Position of Body parts		Release/send			Receive/Take			Bring close to sb/sth without space				Manner					
	Nor.	Fast	Open	Close	S	L	Sol	S	L	Sol.	On surf.	On Air	Hand in Motion	Press	With Force	Std.	Rep.	Lightly	Del.
Chhuki	+	-	+	-	-	-	-	-	-	-	+	-	+	-	-	-	-	+/-	+/-
Thappad ngapki	-	-	+	-	+	-	-	-	-	-	+	-	+	-	+	-	-	+	+
chimotki	-	-	-	+	-	-	-	-	-	-	-	-	-	+	+	-	-	-	+
Lattiyai ngapki	-	+	+	-	+	-	-	-	-	-	-	-	-	-	+	+/-	+/-	-	+
jurhukki	+	-	+	-	-	-	-	-	+	+	+	-	-	-	-	+	+	+	-
kotraski	-	+/-	+	-	+	-	-	-	-	-	+	-	-	+	+	+	+	-	-
Kottyaki	+	-	+	-	-	-	-	-	-	-	+	-	-	+	+/-	+	+/-	-	+
Khuski	-	-	+	-	-	+	-	-	-		-	-	+	-	-	-	-	-	+
Sumsumatki	-	+/-	+	-	-	-	-	-			+	-	-	+	-	+	-	-	+
dhuski	-	-	+	-	-	-	-	-			-	-	+	+/-	+/-	+	+/-	-	+

Appendix XIV

Magar Verbs Referring to Cutting

	Semantics Features																		
Verbs	Motion		parts of body or inst. To perform action		Release/send		Receive/Take	Skin of			Outer layer (shell)	Bring close to sb/sth Without space				Manner			
	Nor.	Fast	Hand	Inst	S	Sol	S	Sol	A/H.	V/F		On Surf	Hands in motion	Press	With force	Sud	Rep	Lightly	Del.
Cheki	-	-	-	+	+	+	-	-	-	-	-	+	+	+	+	+/-	+/-	-	+/-
dathyakki	-	-	-	+	+	+	-	-	-	-	-	+	+	+	-	-	+/-	-	+/-
pungki	-	-	+	+	-	+	-	-	-	-	-	+	+	-	-		+	-	+
tukratki	-	-	+	+	+	+	-	-	-	-	-	+	+	+/-	+/-		+/-	+/-	+/-
Khurukki	+	-	-	+	+	+	-	-	-	-	-	+	+	+	-	-	+	+	+
thunkatki	-	-	-	+	+	+	-	-	-	-	-	+	+	+	+	-	+/-	-	+/-
gendiki	-	-	-	+	+	+	-	-	-	-	-	+	+	+	+	-	+	-	+/-
chiratki	+	-	-	+	-	+	-	-	-	-	-	+	+	+	+	-	+	-	+
ukkatki	+	-	+	-	-	+	-	-	-	+	-	+		-	-	+	+	+	+
Khokki	+	-	+	+	-	+	+	-	-	-	+	-	+	+	-	-	+	+	+
Lhyatki	-	-	+	+	+	+	+	-	-	+	-	+	+	+	+	+	+	-	+
Khurkatki	-	-	-	-	+	+	+	-	-	+	+	+	+	+	+	+	+	-	+
Khopdiki	-	-	-	-	+	+	+	-	-	-	-		+	+	+	+	+	-	+
Rikki	-	-	-	-	+	+	+	-	-	-	-	-	+	+	+	+	+	-	+

Appendix XIV

Magar Verbs Referring to Breaking

	Semantics Features																	
Verbs	Motion		Parts of Body or Inst to perform action		Release/ Produce		Receive/ Take		Separate Into Pieces		Bring close to sb/sth without space			Manner				
	Nor.	Fast	Hand	Stone Axe	S	Sol A	S	Sol.	Thin Obj.	Thick obj.	On Surf	Hands in Motion	Press	With Force	Std.	Rep.	Lightly	Del.
Gyakki	-	+	-	-	+	+	-	-	-	+	+/-	+/-	+/-	+	+/-	-	-	+
daski	-	+	+/-	-	+	+	-	-	-	+	+/-	+/-	+/-	+	+/-	-	-	+
toddiki	-	+	-	-	+	+	-	-	-	-	+/-	+/-	+/-	+	+/-	-	-	+
vatakki	-	+	+	-	+	+	-	-	-	+	+	+	+	-	-	-	-	+
thokki	-	+	+	+/-	+	+	-	-	-	+	+	-	+	+	-	-	-	-
charkaski	-	+	-	-	+	-	-	-	+	+	-	-	+	+	-	-	-	-
thokakki	-	+	-	-	+	-	-	-	+	+	-	+	+	+	-	+	-	-
chyatki	-	+	-	-	+	-	-	+	-	+	-	-	+	-	-	-	+	-
ukkatki	-	-	+	+	+	+	-	+	+	+	+	+	+/-	-	-	+/-	+	+