

CHAPTER - ONE

INTRODUCTION

1.1 General Background

There are various modes of communication. Among them 'Language is the most crucial medium for communication. Communication means the exchange of ideas, message or information from one person to another and language is a means through which ideas and information are exchanged among human beings. "Language is arbitrary, non-instinctive, conventional, symbolic, systematic vocal, a form of social behavior, open-ended, extendable and modifiable and structurally complex." (Verma & Krishaswamy, 1989, p.17).

In the comparison of language of human it is superior and civilized than animals. It means animals communication consists of meaningful caries which cannot be analyzed into words and noises cannot be combined to form syllables. So, that human language is meaningful superior and unique from animal. Oxford Advanced Learner's Dictionary (2000, p.662) defines the term 'language' as "The system of sounds and words used by humans to express their thought and feeling." Human beings can share their emotion, feelings, attitudes, ideas and desires with the help of language but there is lack of ways of the animals. In this regards, Hockett (1970, p.141) states that a language is a set of habit. An act of speech or utterance is not a habit, but a historical event, though it partly conforms to reflects and is controlled by habit.

Similarly, Sapir as cited in Verma & Krishaswamy (1989, p.16) defines language as "a purely human and non-instinctive method of communicating ideas, emotions, and desires by means of a system of voluntarily produced symbols." Without language there is not possible to exist human civilization because language preserves and transmits culture, norms, values, ideas and knowledge to future generation. Language is not only a personal matter but also a social matter as well because it is affected by person, social, ethnicity

and geographical boundaries. Language is a system of conventional, spoken or written symbols by means of which human beings as member of a social group and participants in its culture communicate.

Trask (2004 p. 138) states, 'language is, of course, the central object of the study in the linguistic sciences, but the term covers several rather different concepts which need to be carefully distinguished'. He adds that we need to distinguish between an individual language such as English or Swahili-and language in general. Most linguists believe that all individual languages necessarily possess important properties in common.

Language is the systems of communication, both human and non-human, which are quite definitely natural rather than artificial (Lyons, 1981, p.2). It means language is the system through which human and non human communicate each other, and language is natural process which is not created by human beings.

To sum up, language is a purely human and non-instinctive method of communicating ideas, emotions, and desires by means of a system of voluntarily produced symbols. It is the unique property that plays vital role to differentiate human beings from animals.

1.2 Statement of the Problem

Research on semantic analysis in Limbu is really problematic and challenging in comparison with English because there is dialectical variance in the Limbu. The other problems are:

- i) How to identify the semantic relation between the English and the Limbu action verbs?
- ii) What are similarities and dissimilarities between English and Limbu in terms of semantic equivalence?
- iii) How much is research helpful in the field of teaching?

1.3 Objectives of the Study

The objectives of the present study were as follows:

- a) To identify the semantic relations between the English and Limbu verbs on the basis of Divergence and Convergence of meaning.
 -) Semantic overlapping and Gaps
 -) Oppositeness
 -) Semantic inclusion
- b) To compare and contrast the English and Limbu verbs in terms of semantic equivalence to find out that similarities and differences.
- c) To suggest the pedagogical suggestions.

1.4 Significance of the Study

This research is significant for prospective researchers who carry out the research between two languages comparatively. It helps to readers to know the system of using action verb between English and Limbu. It provides same significant knowledge to the teachers on which English action verbs are easy to be learned by Limbu learners English which are not. It is necessary for the Limbu learners, syllabus designers, language experts, linguistic, text-book writers, grammarians and testing expert. This study has pragmatic value.

1.5 Delimitations of the Study

The study has following delimitations.

- i) The study is limited to only 29 English action verbs and their equivalence to Chhathare Limbu verbs.
- ii) It is based on the 15 native speakers of Chhathare Limbu of Chhathare rural municipality of Terhrathum district.
- iii) It is limited to the application of analytical and descriptive approach of data analysis.
- iv) The findings will be only taken from the analysis of data.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND THEORETICAL FRAMEWORK OF THE STUDY

2.1 Review of Theoretical literature

In order to complete this research work, different materials like books, theses, journal and publications related to this study have been reviewed. Some of them are below.

Traugott & Pratt (1980, p. 188) has observed semantics as the study of sentence meaning directs or attention from individual semantic features to the ways in which they can combine. But sentence meaning involves more than the combined meanings of the individual morphemes and words in a sentence.

Varshney (1993) has viewed the content of semantic, he proposed sub-contents as synonymy, hyponymy, antonymy, collocation, and hierarchial structure of semantics features. He states that semantics is categorized into Diachronic and Synchronic semantics.

Similarly, Lyons (1996) has proposed the structural approach of semantic and emphasized the branch of linguistics. He justified the semantic is the formal system of language.

Kepson (1996) has included an explanation of the concepts of logical form, truth condition, truth table, analytic truth, entailment and presupposition, and he has attempted to make clear the relevance to linguistic theory of such philosophical topic. He has also argued that semantic is best approached by adopting a truth based analysis, excluding from what we might call central-core semantics all concepts relation to the speech situation.

Thornborrow and Wareing (1998, p. 82) has mentioned the pattern in language can enhance and enrich the analysis of the text. The author states that semantics

considers how the meanings of words in a language relate to each other: the system of meanings into which words fit and by taking their place in the system, acquire their meanings.

Likewise, Trask (2004, pp. 268-269), has defined semantics as the branch of linguistics which studies meaning. The study of meaning has something of a chequered history in linguistics. People have since ancient times been interested in questions of meaning, but very little progress was made before the late nineteenth century, and semantics did not really exist as a distinct field. Around that time, however, the French linguist Michel Breal, who coined the term semantics, made a serious and largely successful attempt to introduce semantics into European linguistic work.

Yule (2006, p. 100) has observed that semantics is the study of the meaning of words, phrases, and sentences. In semantic analysis, there is always an attempt to focus on what the words conventionally mean, rather than on what an individual speaker might want them to mean on a particular occasion. This technical approach is concerned with object or general meaning and avoids trying to account for subjective or local meaning.

2.1.1 Importance of the English Language

Each of language has its own kind of identity, values and it has dominant role in a particular situation on a particular time and on a particular society. There are 6604 languages used in order to communicate in the world (Crystal, 1997, p.286) and out of 6604 languages; English is spoken by ten million people. In the context of Nepal, English language has been gradually developed. There are 123 languages spoken as a mother tongue in Nepal (Nepal Population Census, 2011). But English is used as a second language or foreign language in Nepal.

When we turn back to the history of English in Nepal, we can put it in our hands. In Nepal, English education started when Rana Prime Minister Junga Bahadur Rana established Durbar High School in 1910 B.S. At first, Mr. Ross and Mr. Canning were the supervisor and the Principal respectively. They were brought in Nepal by Junga Bahadur Rana, Rana Prime Minister, from England when he went to visit there. In addition to this the establishment of Tri-Chandra college in 1975 was another step and milestone of English education in Nepal.

Many Nepalese learn English as a foreign language and it is most prevalent. English is being a universal language and is the medium of communication all over the world because it is known as an international language. English language has categorized into three areas. They are inner circle (native language), outer circle (second language) and expand circle (foreign language). In Nepal, English language has been taken as a expand circle, it means English is used as a foreign or second language. In the context of Nepal, English is taught from grade one to bachelor level as a compulsory subjects. It conveys that Nepal government focuses as English as a second language by realizing the craze of it in the modern world. There are many English medium schools where all subjects except Nepali are taught in English medium. Journal, newspapers, label of medicinal products, mechanical instruments and magazines are printed in English and as well as radio, television programs also conduct in the same language.

Thus, English has gained the most important status in Nepal. Its importance is being increased day by day. The role of English in developing country like Nepal can never be underestimated. The teaching of English can be viewed from different purposes. However it can be taught for international purpose that is for carrying as international relations world wise.

2.1.2 The Linguistic Scenario of Nepal

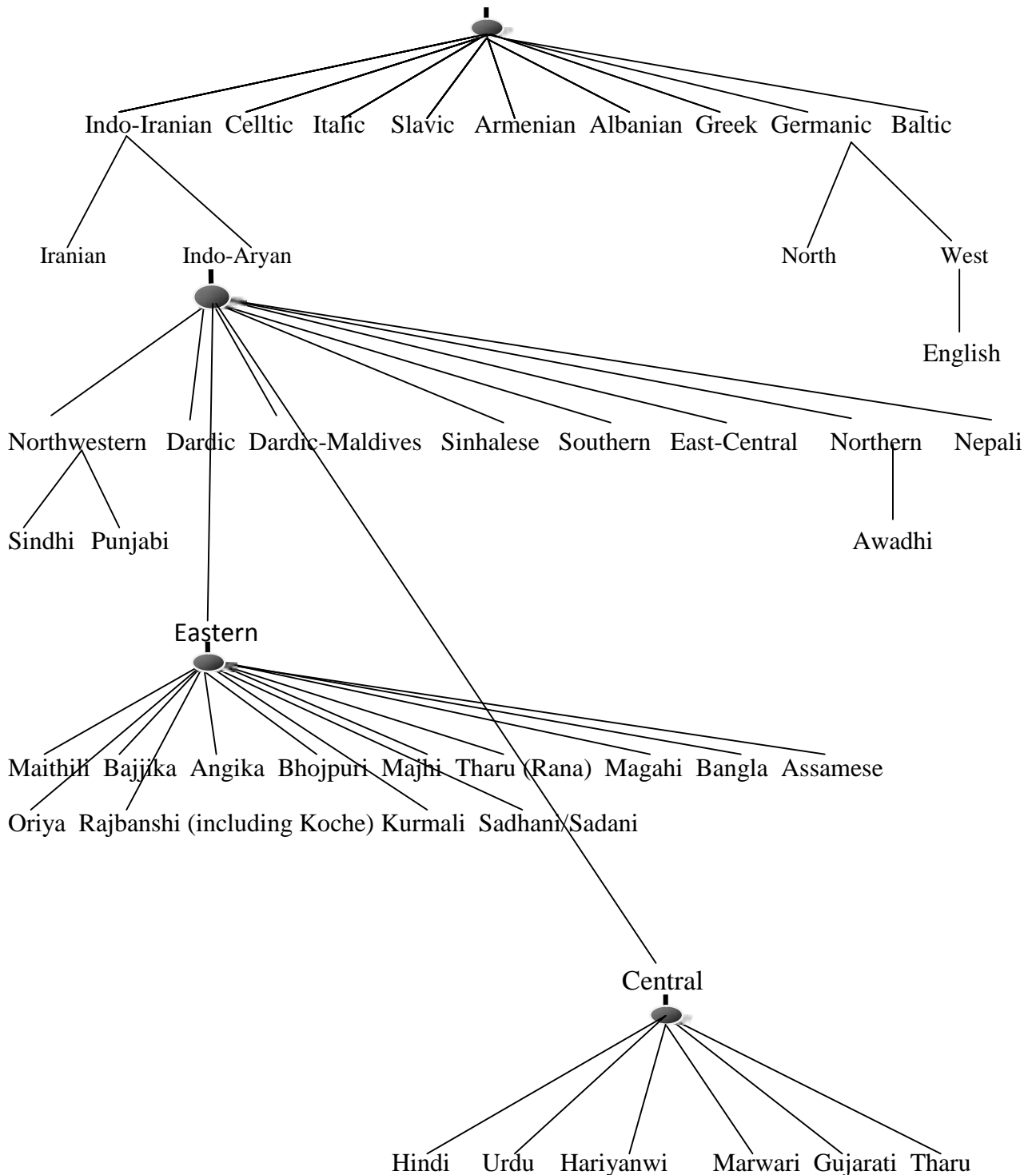
In terms of area, Nepal is smaller than other countries; and it is geographically Nepal is landlocked country; culturally it is the paradise of multiculturalism. It shows Nepali is very small country but there are multi-cultural, multi-religious and multi-lingual situation in Nepal. It shows the unity, understanding, cooperation between the Nepalese people. On the basis of census of 2011, 123 languages are spoken as a mother tongue but most of the languages do not have their actual written script. Anyway Nepal is known as linguistic diversity. All the languages spoken can be classified into four following languages families. On the basis of genetic affiliation of the languages in Nepal they are classified into four broad families which are shown in the following diagrams:

2.1.2.1 Indo-Aryan Group

Indo-European family of language mainly consists of Indo-Aryan group of languages used in Nepal which form the largest group of language in the world in terms of the number of speakers, viz. estimate 80%. The languages of this family are spoken in the Indian sub-continent as well as the European continent. Thus, it is called as Indo-European language group. Some of the Indo-Aryan language spoken in Nepal are not yet sub-classified in the lack of their adequate description. These languages include Tharu, Bote, Darai, Kumal, Churati and Danuwar.

The Indo-Aryan languages spoken in Nepal can be genetically subcategorized in the following diagram:

Diagram 1: Indo-European Languages

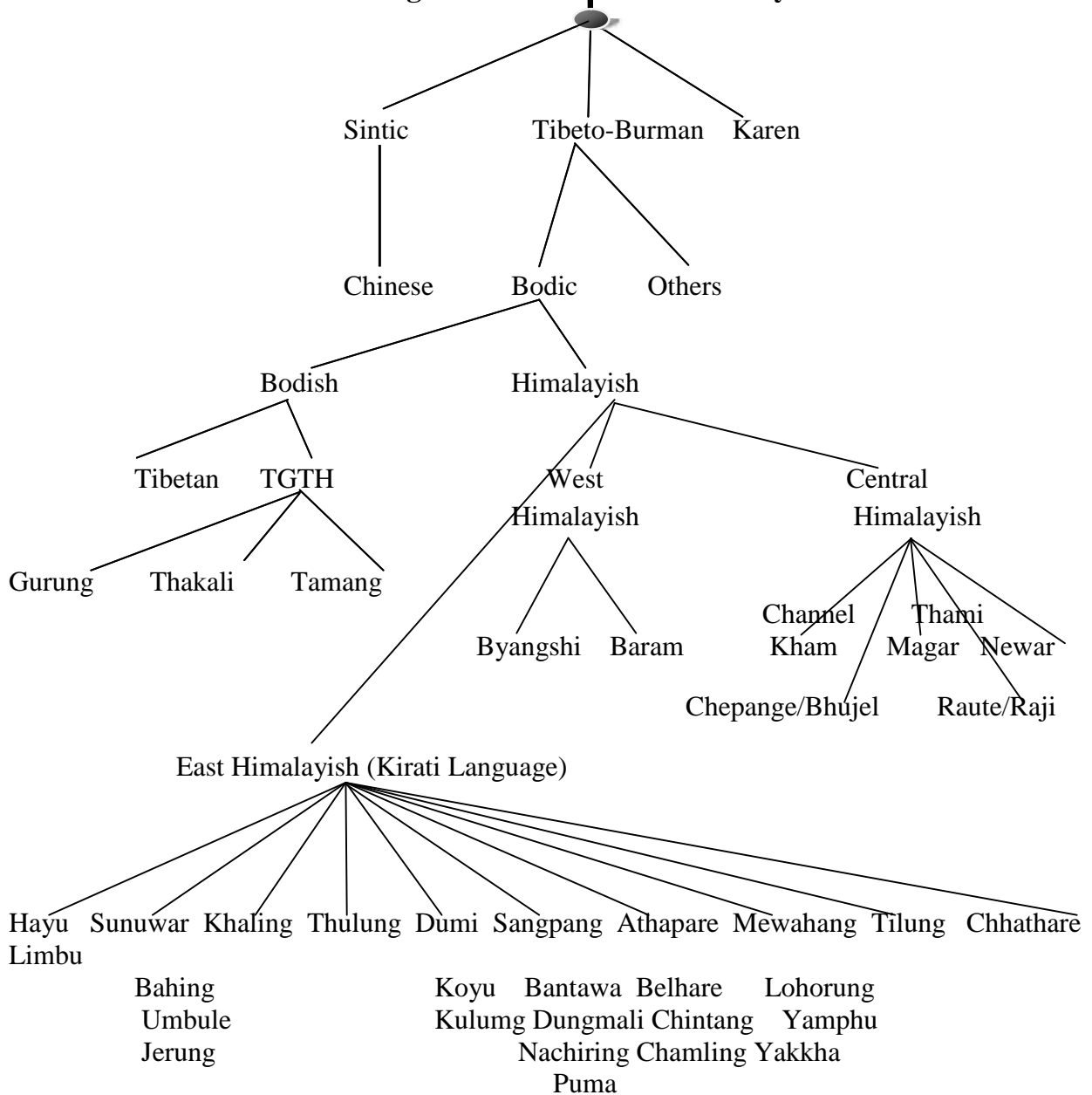


Source: Bradeley (2002) and David Waters (Personal Communication), cited in Rai (2015, p.3)

2.1.2.2 Tibeto-Burman Group

Tibeto-Burman group is another important language group of Nepal. This group is one of the three of the Sino-Tibetan language families. It is the second largest language group in terms of numbers of speakers but it is the largest group in terms of the numbers of languages. The languages spoken in Nepal, Assam, Sikkim, Bhutan and even Burma are known as Tibeto-Burman language group. The Sino-Tibetan languages spoken in Nepal can be sub categorized as follows:

Diagram 2: Sino-Tibetan Family

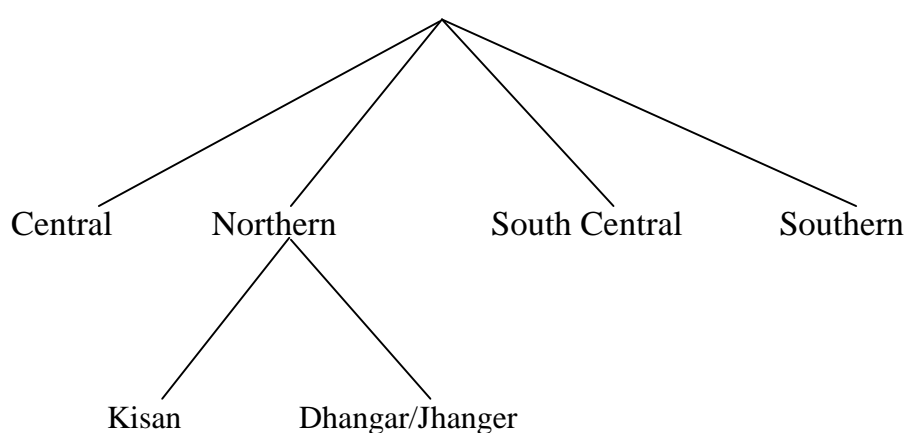


Source: Bradeley (2002) and David Waters (Personal Communication), cited in Rai (2015, p.4).

2.1.2.3 Dravidian Group

Dravidian language family includes two languages spoken in Nepal. One of them is Jhagar in the region east of the Koshi river and Dhanger in the region west of the Koshi river. Sometimes both Jhager and Dhanger are categorized as identical language. Another one is Kishan which is found to be spoken in Jhapa district. These are also endangered languages of Nepal. This language family can be diagrammed in the following:

Diagram 3: Dravidian Group

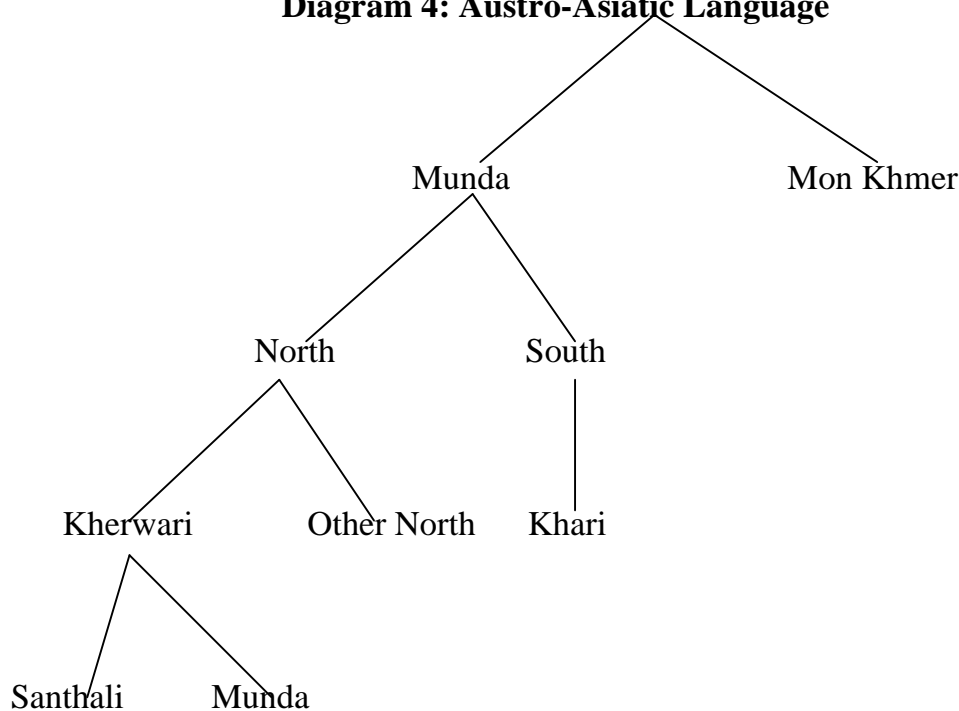


Source: Bradeley (2002) and David Waters (Personal Communication), cited in Rai (2015, p.4)

2.1.2.4 Austro-Asiatic Group

This group has only one language spoken in Nepal that is the Satar language. The native speakers of this language are the Satars who inhabit in the eastern Terai region of Nepal. It is said that it has a close relationship with the Shanthal language of India. This group has two sub branches viz. Mon Khmer and Munda. There is one language i.e. Kusunda in Nepal which does not belong to any of the language family mentioned above. Linguists have used the term 'language- isolate' to refer to this language.

Diagram 4: Austro-Asiatic Language



Source: Bradeley (2002) and David Waters (Personal Communication), cited in Rai (2015, p.5)

Among the language family described above, Tibeto-Burman language family covers the largest area. Dravidian and Austro- Asiatic language families are endangered language families in Nepal.

2.1.3 An Introduction of the Limbu Language

There are many languages in the world and have their own kind of dignity and values. Among them the Limbu language is one of the national languages of Nepal. The Limbu people have their own kind of cultural identity, tradition, scriptures, norms, values, history, language (written script), physical appearance and ritual functions. Most of the community of Limbu people use it, known as mother tongue. Therefore, it is known as the Limbu language.

The word 'Limbu' means an archer or bearer of bow and arrows. They reside in the hilly region traditionally known as 'Pallo Kirat' or 'far Kirant'. Majority of Limbu

people live in the eastern region of Nepal which is known as Limbuwan. But they prefer to be called as 'Yakthungba' and their language 'Yakthungba Pan'. The Limbu is a Sino-Tibetan language spoken in Nepal, India such as Darjeeling, Kalimpong, Sikkim, Assam and Nagaland, Bhutan, Burma, Thailand, UK, Hong Kong, Canada, and USA as an informally.

The Limbu have their own script which is known as 'Sirijanga' and believed to have evolved by the great king Sirijanga (880-915 A.D.). Hence, Sirijanga script. The Limbu language is spoken at the east of the Arun river in the following districts of Nepal.

i) Mechi Zone

- a) Taplejung
- b) Panchthar
- c) Illam
- d) Jhapa

ii) Koshi Zone

- a) Sankhuwasabha
- b) Terhathum
- c) Dhankuta
- d) Sunsari
- e) Morang

The Limbu language includes the four geographical dialects namely Panchthare (including Choubise and Yanggrakke or Charkhole), Taplejung (comprising mewa/maiwakhole or Tamarkhole), Phedappe and Chhathare. Among the four dialects Panchthare is most popular dialect and Chhathare is less well understood by other dialect speakers.

2.1.3.1 Dialectal Variants of the Limbu Language

Although the Limbus live in different regions of Nepal and different countries, they still speak same 'Yakthungaba Pan'; and there is a high degree of mutual intelligibility. As a whole, the language of Limbu is called as 'Yakthumba Pan' which comprises the four distinct dialectal variations. They are as follows:

2.1.3.1.1 Panchthare Dialect (Comprising Yanggrake and Choubise)

Among the four Limbu dialects, Panchthare dialect is considered to be the standard one. It is spoken in Yanggrak (Taplejung), Choubise Thum (Dhankuta) Ilam and Panchthar districts. Most of Limbu literary books and religious rituals are published and performed respectively in this dialect. The Limbus living outside Nepal also speak this dialect. It is much more similar to Tamarkhole and Phedappe dialects.

2.1.3.1.2 Chhathare Dialect

Of all dialects of Limbus, Chhathare dialect is distinct and vividly different from others. This dialect is spoken in the west of Lambu Khola of Tehrathum district and in the northeastern VDCs of Dhankuta district. The literal meaning of Chhathar is 'six clans Limbu living area' which covers southwestern part of Tehrathum district and northeastern part of Dhankuta district. This dialect is spoken in Chhathare area hence, it is called as Chhathare dialect.

2.1.3.1.3 Phedappe Dialect

From the dialectal point of view, Tehrathum district has been divided into two different regions viz. Phedap and Chhathar (Sudap). This dialect is spoken all VDCs of Terhathum district except Chhathar region. The Limbus of Noondhaki and Mawadin of Shankhuwasabha district also speak this dialect. Although majority of Limbus speak, read and write the Panchthare dialect, it is

spoken by the largest number of people in a single region. The speech variety that is spoken in the Phedap is, thus, Phedappe dialect.

2.1.3.1.4 Mewa Khole or Taplejungge Dialect

This dialect is spoken in the Taplejung district especially alongside the area of Tamor Khola valley. The alternative name of Taplejungge dialect is Mewa/Maiwa Khola because it is spoken across the area of Tamor between Tehrathum and Yashok (Panchhthar).

2.1.4 Semantics: A Brief Introduction

The study of meaning and its manifestation in language is normally referred to as semantics from the Greek noun 'Sema' means 'sign', 'signal' and verb remains 'signal', 'mean', 'signify'.

Semantics is the aspect of linguistics which deals with the relations between referents (name) reference (things)- that is linguistic level (word, expression, phrases) and the objects or concepts or ideas to which they refer and with the history and changes in the meaning of words.

A semanticist would prefer to find how a human is able to paraphrase, transform, and detect ambiguities and why the surrounding words of semantics encourage them to select one interpretation rather than another.

Under the semantic analysis one can analyze such term, antonyms, synonyms, homonyms, polysemy, anomalies, contradiction, paraphrase, relations, ambiguities, implications and transformation of language.

Manfred Bierwish (as cited in Varshney, 1997-98, p. 249) defines semantics theory must: a) make reference to the syntactic structure in a precise way; b) systematically represent the meaning of the single word; c) show how the structure of the meaning of words and the syntactic relation in order to

constitute the interpretation of sentences; d) indicate how these interpretation are related to the things spoken about.

According to Kepson (1996), 'Semantic Theory must fulfill at least three conditions- i) It must capture for any language the nature of word meaning and sentence meaning, and explain the nature of the relation between them, ii) It must be able to predict the ambiguities in the form of language, whether in words or sentences, iii) it must characterize and explain the systematic relations between words and sentences of language- i.e. it must give some explicit account of the relations of synonymy, logical inclusion, entailment, and contradiction.

Similarly, Thornborrow and Wareing (1998) state "Semantics is the study of the word meaning". It considers how the meanings of words in a language relate to each other: the system of meanings into which words fit and by taking their place in the system acquire their meanings.

According to Yule (2006), "Linguistic semantics deals with conventional meaning conveyed by the use of words, phrases and sentences of a language. It means semantic is the study of meaning of words, phrases and sentences. He categorized the semantics sense relation into different criteria which are mentioned below:

a) Synonyms

It is one of the semantic sense relation which indicates that more than two words with very closely related meanings are synonyms. Some of the examples of synonyms are: 'go'- 'continue/move' and 'eat' 'have/take'.

b) Antonyms

The term 'antonym' refers to the oppositeness of the meaning of two or more items of a language. It means the opposite meanings are as antonyms. Some of the examples are: 'come – go' and 'punish – reward' etc.

Antonym is divided into two main types: Gradable and Non-Gradable. If they can be used in comparative construction are called gradable antonyms. If they cannot be used in comparative constructions, they are said to have non gradable antonyms.

c) Hyponymy

It is another semantic sense relation which can show the meaning of one form included in the meaning of another, the relationship is described as hyponymy. For example: 'Look- stare, gaze, view, peer'.

d) Homophones and Homonyms

The words that have same pronunciation but different spelling and meaning are called homophones. For instance: 'bare- bear, meet, meat, see sea'.

When a single (written or spoken) lexical item has two or more entirely different meanings, the relation is referred to as homonyms. The item is called a homonym. For example: 'can' is one auxiliary verb and another 'can' is an utensil word.

e) Polysemy

Polysemy can be defined as one form 'written or spoken' having multiple meanings that are related by extension. For example: 'run- person does, water does, colour do'.

f) Metonymy

Metonymy is the sense relationship between words based on a close connection in everyday experience that close connection can be based on a

container- contains relation (bottle/ water, can/juice, whole- part relations bus/wheels, house/roof) or a representative- symbol/ relationships (king/crown, the president/ the white house.)

g) Collocation

Collocation is the sense relationship of the words occurring together. It accounts with which words tend to occur with another words. There are forbiddances of applying the words was together. For example: the words, 'make' with 'noise' and 'do' with 'duty'.

2.1.5 Meaning

In the Vedas, meaning is treated as the essence of language and the speech without meaning has been called the tree without fruits and flowers. Meaning is the soul of the language. It means without meaning of words and sentence of language, it cannot be existence. Difficulties in the study of meaning semantics is being studied not only by the linguistic but also by philosophers, psychologists, scientists, anthropologists and sociologists.

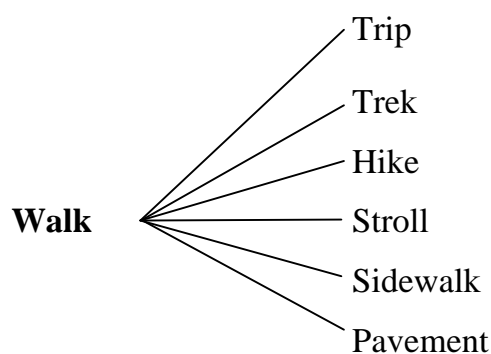
It is difficult to decide meaning of meaning. the notion of meaning has important position in the study of language. The importance is obvious because language is the fundamental tool for expression and perception of meaning. The main function of language is to convey meaning among the people. In this way meaning of language is based on the context.

2.1.6 Divergence, Convergence, one-to-one Correlation, Semantic Inclusion and Semantic Overlapping

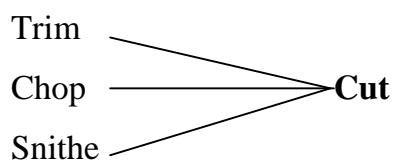
Each of these terms is introduced with examples:

(i) Divergence

Divergence means one verb in one language is expressed or conveyed by a number of verb in the other language.



(ii) Convergence



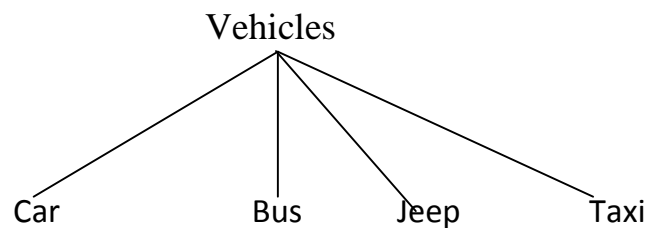
(iii) One-to-One Correlation

One word form of a language having one meaning in another is one to one correlation. It is also related with the semantic equivalent. In other words, representation of semantic equivalence across languages. It is known as one-to-one correlation. For example, English verb 'blink' and Nepali verb 'Aakha Jhimkyaunu'. So these two verbs are correlative between each other in meaning. Therefore, the English verb 'blink' and Nepali verb 'Aakha Jhimkyaunu' are semantically equivalent.

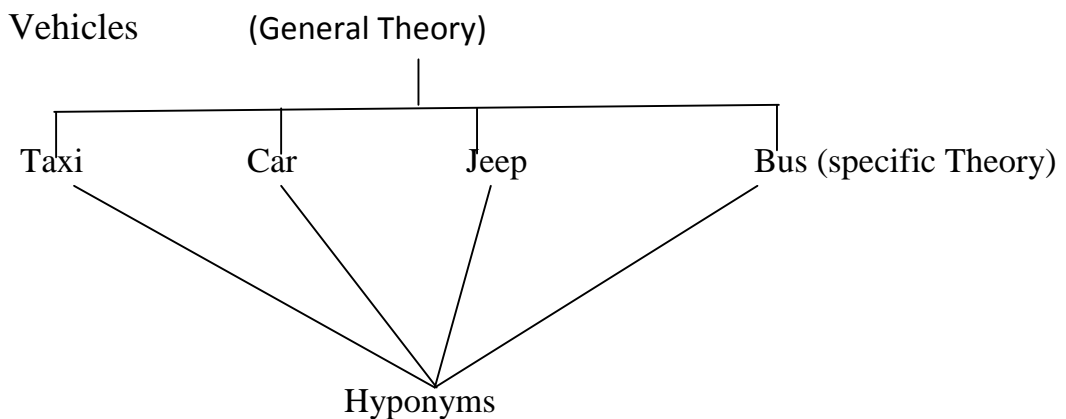
(iv) Semantic Inclusion

Semantic Inclusion refers to general term in language. It is the relationship between two words in which the meaning of one of the words includes the meaning of the other words.

For examples:



It includes the general term and specific term:



(v) Semantic Overlapping

There is impossible to find one-to-one correspondence between word of two different languages in their meaning because of each word of language has its own kind of meaning or identity or wide range of meaning. Therefore (there is possible to overlap between words) a concept of one language refers to two or more than two concepts in another language and some time these concepts are being similar, but these words give different meaning at the time of using. For example English verb 'peel' overlaps with Nepali verb 'tachh' and 'Chodaunu'. Similarly Nepali verb 'peel' and 'sheel'.

2.1.7 Grammar

Grammar is the systematic arrangement of words in a sentence of a language which gives the meaning or sense in the context. Grammar is the backbone of the language because it helps to understand ways of communication easily. The main purpose of grammar is to help students in constructing structures which accurately express meaning. If there is lack of grammar, it will be impossible to exist the languages in the world. So that grammar is platform as well as system of languages.

Grammar is the study of the classes of words, their inflections and relations in a sentence. It is also the study of what is to be preferred and avoided in inflection and syntax. Definitions of grammar are given below:

According to Hockett (1970, p. 129) ...' Every language has its own grammar. The grammar or grammatical system of a language is (i) morphemes used in the language, and (ii) the arrangements in which these morphemes occur relative to each other in utterance.'

Chomsky (cited in Matthews, 1997) states in the 1960s of the knowledge of a language developed 1960 in the minds of its speakers. A grammar in the widest sense was thus at once a set of rule etc. said to be internalized by members of a speech community and account linguist of such a grammar.

Varshney, 'An Introduction Text book of Linguistics and Phonetics (1997-98, pp. 215-20)

Grammatical units are:

The Utterance

The sentence

The word

The morpheme

The phrase and clause

Categories

Primary and secondary (person, number, gender, case, voice, mood, tense aspects)

Bloomfield (as cited in Varshney, 1997-98, p. 217) defines sentence is an independent linguistic form, not included by virtue of any grammarian construction in any larger linguistic form.

2.1.8 Verb

The 'verb' is the one prominent element of grammar in language. The verb is a kind of word that expresses about an action or state of being. The verb shows the action which is done by the subject. Without verb in sentence is not possible or complete the language. So that to be existed language in the world should be used verb. Generally, English verbs can be classified into five forms. They are the 'base', 's/es' form, the 'past', '-ing', participle and the '-ed' participle . A sentence consists the two major parts: subject and predicate. A sentence can give meaning in the absence of subject but it cannot give meaning in the absence of predicate. So, the predicate part of sentence is the most prominent and dominant part of sentence. Predicate is verb which is the heart of language.

English verbs are categorized and understood in multiple ways by multi-grammarians.

Leech & Svartvic (1975, p.238) have described the following types of verbs:

- a) Main verbs
- b) Auxiliary verbs

Thamson & Martinet (1986, p.100) have described the following two types of main verbs :

- a) Auxiliary verbs
- b) Ordinary verbs

Tilak (1997, p.255) has categorized into six types of verbs.

- a) Transitive

- b) Intransitive
- c) Linking Verb
- d) Primary Auxiliaries
- e) Modal Auxiliaries
- f) Phrasal Verb

Vendler (1967, cited in Mitchell and Myles, 2004, p.153) proposed that verbs can be grouped into four types according to their inherent aspects.

- a) Stative
- b) Activities
- c) Accomplishment
- d) Achievement

In English there are two main kind of verbs. They are action verb and anomalous verb.

2.1.9 Need and Importance of Contrastive Analysis (CA)

Systematic comparison of specific linguistic characteristics of two or more languages are called contrastive analysis. Usually one finds the term contrastive linguistics used as a synonym for contrastive analysis, the former term probably originates from Whorf in 1941. CA was introduced in the late 1940s in USA. CA is a branch of applied linguistics. In CA two languages are compared between mother tongue or native language and target language or second language in order to find out the similarities and differences. A number of fundamental and applied objectives have traditionally been attributed to CA which are mentioned below.

- i) Providing Insight into similarities and differences between languages.
- ii) Second objective of CA: explanation and prediction of problem in second language learning.
- iii) Third objective of CA: developing course materials for language teaching.

Generally CA helps to identify the areas of difficulties in learning and error performance, concerning the areas which the learners have to learn with great emphasis and assists to design teaching learning materials for those specific areas that need more attention.

It is prominent from the pedagogical point of view. The language teachers, coursebook, testing experts and syllabus designers get the great profits or benefits from the findings of CA.

CA provides the crucial knowledge to the stakeholders however. If the first language similar to the second language, learning will be easy and learners may commit less errors. But if the first language is different from the second, the second language then learning will be difficult and learners more likely to commit errors. If there is difficult, it will get more difficult between two languages. If the present learning helps past learning it is called positive learning. It is also called facilitation. On the other hand, if the first language learning interferes or hinders the present learning, the transfer is negative. This is also named as interference.

2.2 Review of Empirical Literature

There are many linguistic comparative research works on different languages likes: Tharu, Limbu, Nepali, Magar, Jhagar, Sherpa, Newari, Chamling Rai, and Bantawa Rai in the Department of the English Language Education T.U. The available literatures related to present study are reviewed below:

Neupane (2002) in his research work entitled "A Comparative Study of Verb Forms of English and Gurung Language" has made an attempt to compare and contrast the verb forms in Tamu and English languages. The sampling population was eight native speakers of Tamu language from Pyarjung and Gaunda VDCs of Lamjung district. Among them four were males and four were females. She used the structured interview as a research tool and

collected data from the selected Tamu native speakers. She found that in simple present when the subject is third person singular number, the '-s' form of the verb is used whereas this can be found in the Tamu language. Similarly, the English language has twelve tenses but in Tamu there are only nine tenses; the perfect continuous tense cannot be found in Tamu.

Poudel (2004) did a research on "A Comparative Study on Negative and Interrogative Transformation in English and Panchathare Dialect of Limbu Language." His main objectives were to find out the process of negative and interrogative transformation in the Limbu language and to compare and contrast the process of negative and interrogative transformation in the Limbu with those in English. As primary source of data, he used the Limbu native speakers of Yasok and Manزابung VDCs of Panchthar district. He selected 25 Limbu speakers from each VDCs by using random sampling procedures. He used pre-interview schedule, which contain 50 Nepali sentences and their transformations were designed to interrogative transformations system in Limbu and English language. He found that negative and interrogative transformations system between English and Limbu in which the negative marker of the Limbu language was 'me' and that of English language is not.

Phyak (2004) made an attempt to carry out a research on "Limbu and English Pronominals: A Linguistic Comparative Study." His major objectives were to determine Limbu pronominals and to compare similarities and differences between Limbu and English pronominals. He developed interview schedules and selected 30 Limbu native speakers through snow ball sampling procedure from Illam and Panchthar district as primary sources of data collection. He found that the Limbu language more complex pronominal system than English language.

Dewan (2005) has carried a research work entitled "Negative and Interrogative Transformation in English and Yakkha Language: A Comparative Study." The main objectives of his study were to identify the process of negative and interrogative transformation in the Yakkha and to compare and contrast the

process of were collected from the selected Yakkha speakers from Angna VDC of Panchthar district by using structured interview as research tool. He found that transformation but it also extends to phonological process. The Negative marked 'ni' is used to negate the positive assertive sentence when the patient or agent of the transitive verb is plural whereas English negative marker 'not' is used in any situation. The yes/no interrogative particle in Yakkha is 'i' which is attached at the end of the verb. It is used to both speech and writing whereas English yes/no question is formed by putting the auxiliary verb at the beginning of the sentence.

Rai (2005) has carried out a research on "Pronominals in English and Chhintang Rai" the main purpose of this study was to compare and contrast Chhintang pronominals with those of English. He used a set of interview questionnaire as a research tool. All the informants for study with the native speakers of Chhintang from Mulgaun and Sambugaun of Dhankuta district. He used stratified random sampling procedure to sample the population. He found that personal, reflexive and possessive pronouns are categorized under three persons: first, second and third persons in both languages, and in English third person singular possessive pronouns are used distinctively for male and female. But there no separate pronouns for male and female in Chhintang third person singular possessive pronouns. There is existence of inclusive and exclusive pronouns for the first personal, reflexive and possessive pronouns in double and plural numbers in the Chhintang language, which do not exist in English language.

Dahal (2006) carried out a research on "Semantic Overlapping between English and Nepali Verbs." The main objectives of this research was to compare and contrast the semantic equivalence and overlapping using componential analysis approach and definitional approach. He used primary and secondary sources to collect data. As the primary, informal interviews were taken with the native speakers of Nepali and English language whereas the secondary sources were the related books, magazines, theses and dictionaries. The informants were

sampled through judgmental sampling procedure. He found that English verbs are more than Nepali. Here are more instances of overlapping cases than equivalence ones.

Mehata (2006) has carried out a research on "Subject-Verb Agreement in Bhojpuri and English Language Comparative Study." The main objectives of the study were to find out the main similarities and differences of subject-verb agreement in Bhojpuri and English language. The population of the study was the Bhojpuri native speakers, English teacher teaching at secondary and lower secondary level in the public schools of Prasa district and all the Bhojpuri authors. The sample population of the study was determined through judgmental sampling procedure by the researcher. He has found that the verb agreement system in both English and Bhojpuri languages were determined in accordance with the grammatical categories of subject and in both languages. Subject-verbs agreement system is marked with tense. He has found that in English there is no variation observed in the verb paradigm on the basis of the first person subject whereas such difference is modifiable in Bhojpuri language.

Rai (2012) researched on "A Semantic Analysis of English and Thulung Rai Verbs." Objectives of the study were to compare and contrast the English Thulung Rai verbs in term of semantic equivalence and identity the semantic relation between English and Thulung verbs on the basis of divergence and convergence of meaning, one to one correlation of meaning, semantic inclusion, and semantic overlapping. The groups of verbs selected and categorized for the semantic study are verbs of breaking, verbs of making, verbs of beating, verbs of cutting, verbs of preparing, verbs of speaking, verbs of searching, and verbs of moving. He has used Thulung native speakers as primary source of data. The structured questionnaire and unstructured interview were the tools for data collection. He has found that among forty selected verbs twenty two have been found with the case of divergence and convergence. Nine English verbs have one –to-one correlation with Thulung verbs. Nine

verbs have been the case of semantic inclusion across languages. There was found the case of semantic overlapping. But absolute semantic overlapping was rare.

Chamling (2015) did a research on "Pronominals in English and Chamling: A Comparative Study." Her major objectives were to identify the pronominals system in the Chamling language and compare with those of the English language. As primary source of data, she used 45 Chamling native speakers of Dharan of Sunsari district. She used three scheduled interview questionnaire and records as research tools underlying the purposive random sampling procedure. She found that both English and Chamling have personal reflexive and possessive pronouns. In English reflexive pronouns are fixed where 'self' is suffixed to singular and 'selves' are with plural. But there is no any fixed form in Chamling both in singular and plural.

Rai (2015) has carried out a research an "A Semantic Analysis of English and Puma Action Verbs." The main objectives of the study were to find out the semantic relationship between the English and Puma Rai verbs on the basis of divergence and convergence of meanings, one to one correlation of meanings, semantic inclusion and semantic overlapping. The native speakers of Puma Rai language in Diplung and Chisapani VDCs of Khotang district. She has found that English and Puma Rai verbs are semantically equivalent, some semantically inclusion and semantically overlapping.

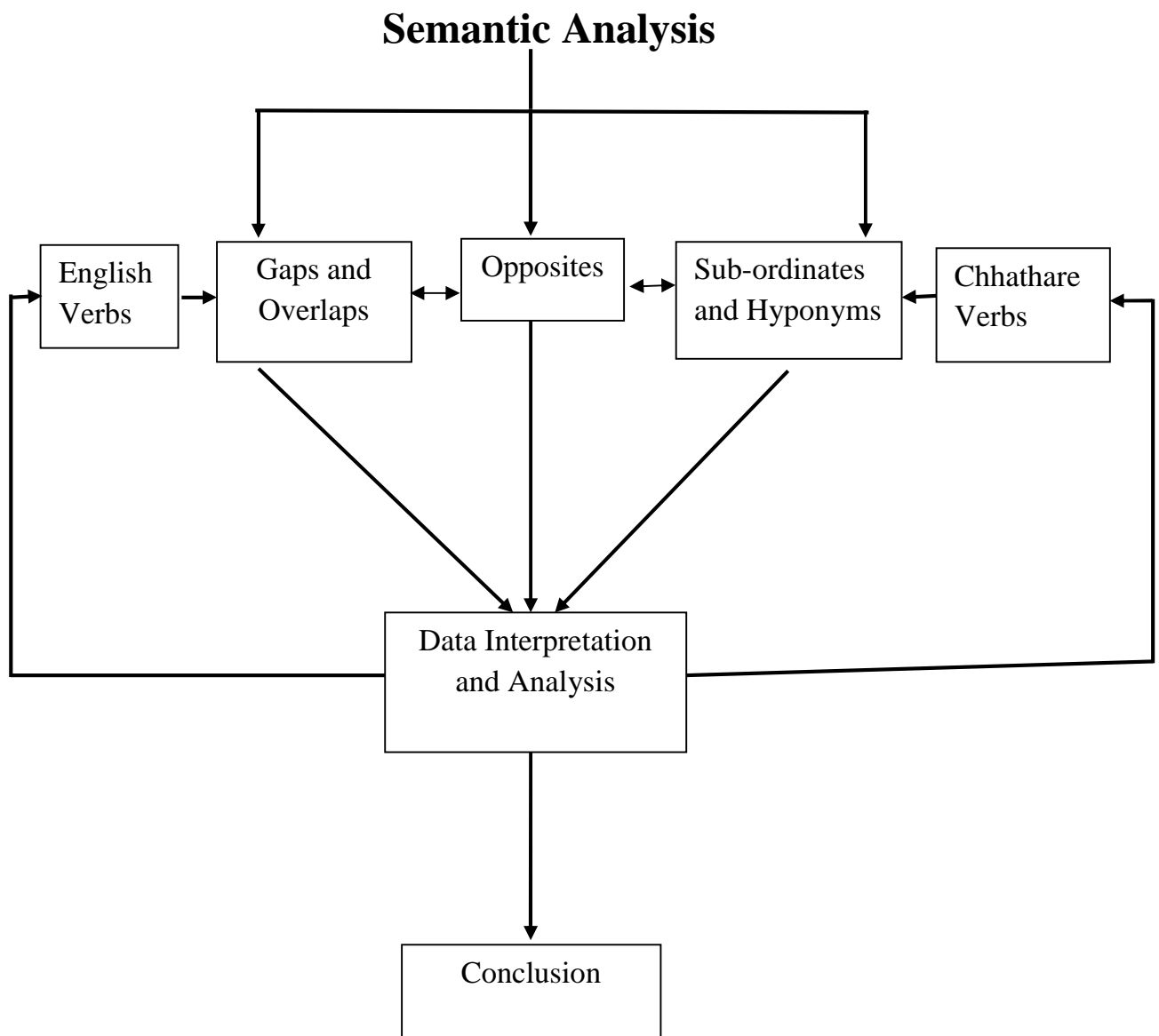
Lingdam (2017) has carried out a research on "Adverbial affixation in English and Limbu." The main objectives of the study were to compare and contrast adverbial affixation system of Limbu and English. For the primary source of data, he has used 35 native speakers of Limbu from Patharishanchre Municipality of Morang district and Yasok VDC of Panchthar district. He has found comparatively, the Limbu language has more number of affixes than English.

2.3 Implication of the Review of the Study

The researcher has reviewed ten researches related to my research such as semantic analysis of English and Jhagar, Tharu, Newari, Rai, Pachhathare dialect, Bhojpuri and Gurung but the researcher could not find the semantic analysis of English and Chhathare Limbu action verbs. Therefore, the researcher prefers to carry out research in this topic.

The review implications are essential for the study because it helps to complete research easily. It supports the writer to design the way of writing and given a perfect track of work. The review is one of the research materials where there is important things which are always useful to the new researchers. Its implication is to make them clear and emphasis for the research. This research helps the local people and committee about the own information and get some valuable suggestions to improve or emphasis to develop the native language and make it popular in the literature and other supporter.

2.4 Theoretical or Conceptual Framework of the Study



Above the framework shows conceptual framework of semantic analysis of English and Chhathare action verbs. Those verbs studies on the basis of semantic gaps and overlaps, oppositeness and sub-ordinates and hyponyms. With the help those semantic sense the researcher find out the conclusion of this research study.

CHAPTER THREE

METHODS AND PROCEDURE OF THE STUDY

The research adopted the following methodology in order to meet the objectives.

3.1 Design and Method of the Study

This study was a descriptive, analytic and comparative in nature. The qualitative research design had been used to accomplish the objectives. The collected data were described and explained qualitatively using tables and figures.

3.2 Population, Sample and Sampling Strategy

Population sample and sampling strategy of this research were as follows.

3.2.1 Population

The population of this research included the native speakers of Chhathare Limbu living in Sudap of Chhatahr Rural Municipality of Terhathum district.

3.2.2 Sample

15 native speakers of Chhathare Limbu were the sample population of the study.

3.2.3 Sampling Strategy

In a single study, the researcher could not include all the population. So, the researcher selected a sample of 15 people to represent the whole population. The researcher chose judgmental or purposive sampling strategy which comes under the non-random sampling strategy. In non-random sampling none of the units gets equal and individual opportunity in the selection of sample. The researcher samples the population in his own convenient way. In purposive sampling strategy, the researcher does not decide the number of participants.

S/he thinks certain person and contacts them to give the required information in which personal ideas are included. On the basis of their contact, they collect the data.

3.3 Study Area/Field

The study area was the Chhathare Limbu dialect speaking that covers three rural municipalities viz. Chhathare, Chhathar Jorpati and some major villages of Laliguras Municipality.

3.4 Data Collection Tools and Technique

The researcher used questionnaire, observation and checklist as the tools of data collection.

3.5 Data Collection Procedure

To collect the required data, the following procedures were followed:

- a) At first, the researcher visited the area (Sudap and Okhre VDC). Then the researcher built the rapport with the Limbu speakers.
- b) After taking permission to collect the data in their community, the researcher observed Limbu community when they were communicating.
- c) The researcher took data of the Limbu speakers by means of observation and checklist or interview.
- d) The researcher provided questionnaires to the Chhathare Limbu speakers and request them to give answers the question on time.
- e) At last, the researcher analyzed and interpreted the data and showed the findings.

3.6 Ethical Considerations

Ethical considerations in research are critical. Ethics are the norms or standards for conduct that distinguish between right and wrong. They help to determine the difference between acceptable and unacceptable behaviors. Established ethical considerations are followed throughout the conduct of the current study. The researcher is obliged to introduce herself and explain the general purpose of the study before collecting information from the sample population. She clearly informed that the information provided by informants must be kept strictly confidential. Furthermore, privacy during the interview process or collecting data is safeguarded and respondents' identity, place and institution are not linked to the study at any time or any stage of the study.

The researcher commits that participation must be voluntary. The investigator must be as open and honest as possible. The researcher informs to participants of all aspects that might be of influence on their participation. She protects them from any kind of discomfort, harm or danger, physical and/or mental. There is not bias in the thesis relating to the participants, collecting data, and procedures and methods. Although participants are different in educational background, training, professional background, intellectual capabilities and philosophical perspectives, the researcher does not deliberately alter but interpret them differently. She clearly and frankly tells her respondents the type of information she is going to ask and gives them sufficient time to decide if they want to share information with her, without any major inducement. She has provided them the right to withdraw without any consequences, penalty or risk. Gathered data must be anonymous and/or confidential unless otherwise agreed to. At last what the researcher confines is that the collected information from the sample population/participants must be kept strictly confidential and did not reveal at anytime anywhere. Similarly, all the parts of this research is original, resemblance to any other thesis or research is pure coincidental. The researcher does not exactly copy from others' as well as the information gathered from other sources are not modified and misused.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF RESULT

This chapter deals with the analysis and interpretation of the data collected by the researcher for her study. To achieve the objectives of the study, the collected data were intensively studied, analyzed and interpreted descriptively and comparatively with those of English using tables and illustrations.

4.1 Semantic Analysis of the English and Chhathare Action Verbs

The semantic analysis is an analytical description of meaning of words. Here, the verbs of English and Chhathare language are selected. Then all the verbs are presented with their likely context. The meanings of all verbs are analyzed on the basis of semantic categories such as overlaps and gaps of meaning, oppositeness of meaning and sub-ordinate and hyponyms. The analysis and interpretation of the data are as follows:

4.1.1 Semantic Gaps between English and Chhathare Action Verbs

Semantic gaps means one language is absence in the another language or vice versa. There is on equivalent between languages in the meanings. In this way, English and Chhathare languages do not have equivalent meaning in some words which are mentioned below:

Table 1

S.N.	English Action Verbs	Chhathare Action Verbs
1.	–	/thāmmã/
2.	bet	–
3.	plash	–
4.	sob	–
5.	–	Chomenchhimma

The above table shows that Chhathare language /thāmmā/ word is not equivalent in English language. Only lexical meaning is found such as 'thamma' means light. English language 'bet' plash and 'sob' are absent in the Chhathare language. So that every language does not have equivalent meaning in other language.

4.1.2 Semantic Overlaps between English and Chhathare Action Verbs

The meaning of one word can be shown or expressed by different words within the similar meaning is called overlaps.

Some cases of semantic overlapping within or across language were found in the semantic description of English and Chhathare verbs. They are as follows:

Table 2

S. N.	English Verbs	Chhathare verbs
1	Bath	/olumsim /, /w lumsim / /warumsima/
2	Embrace	/hepsinm /, /Kupsinma/, /Lunmatukma/, /Kupma/
3	Repture, crack, explode, burst, boil, blister	/Phanma/, /phokwapokma/
4	Duck, stop, bent	/okhumloma/
5	Cast, throw, hurt	/lapthema/
6	Bung, heave, launch, chuck	/khakma/
7	Loose, disappear, vanish	/mama/
8	See, stare, gaze, peep, look, care	/mepma/

The above table shows the cases of semantic overlapping. For example the Chhathare verb /lathema/ overlaps with the meaning of English verbs 'cast, throw and hurt'. The following contexts make clear:

- (a) He casts the useless things from his home. /laphema/
- (b) Would you like to throw your pen? /laphema/
- (c) He hurts the stone. /laphema/

4.1.3 Antonym of English and Chhathare Limbu Action Verbs

Antonym means 'oppositeness of meaning' and a word which is opposite in meaning to another word is called antonym. So it is the sense relationship involving oppositeness of meaning. Two words having opposite meanings are called antonym. Some antonyms of English and Chhathare Limbu action verbs are listed below as in table:

Table 3

S.N	English Action Verbs	Chhathare Action Verbs
1	Go - come	/tem / - / phemm /
2	Awake – sleep	/pokm / - /Imm /
3	Born – die	/ponm / - /sim /
4	Arrive – depart	/tam / - /tem /
5	Win – defeat	/h rich m / - /h rit m /
6	Make – destroy	/chukm / - /phel m /
7	Pull – push	/unm / - /chamm /
8	Buy – sell	/Inm / - /S nm /
9	Catch - leave	/temm / - /lem /

The above table shows that the opposite words are easily found in the Limbu language as English. For example 'go' – 'come' is in English and '/tema/ - / phemma/' is in Limbu language.

4.1.4 Sub-ordinate and Hyponyms

Hyponymy refers to inclusion or classification. It is the relationship between two words in which the meaning of the one word includes the meaning of the another words. Thus, the relationship of implicit inclusion is called hyponymy. It can be divided into specific and general lexical items. Such as animal includes the word 'dog' here 'animal' refers to general term which is called sup-ordinate (umbrella term) and 'dog' is specific term is called hyponym.

Table 4

S.N.	Limbu Verbs	Examples
1	eat /ch m /	She eats medicine.
		He eats rice.
		Ram eats pickle.
2	split /khenma/	Jenny splits quickly wood.
		Shyam splits a bamboo.
3	peel /thikma/	Rita peels banana.
		Hari peels onion.
4	pluck /sekm /	Hima plucks flower.
		Farmers pluck barley.
		Reema plucks the fruits.
5	wash/w hapsima/,/w shisima/	He washes his clothes.
		She washes her face.
6	cook /thokm /	My mother cooks rice.
		Sita cooks milk.
		She cooks meats.
7	earn /th km /	He earns money.
		She earns name and fame.
8	Separate /Semm /	We separate from our friends.
		I was separated by family

The above table shows that there are also the cases of semantic sub-ordinate and hyponyms. For example the meaning of English verbs 'eat' can be used in different purpose in Chhathare language but meaning of 'eat' cannot be used in English language. For example 'medicine' takes not 'medicine eats' in English.

4.2 Summary of the Findings

The major findings of the present study are as follows:

4.2.1 The English Verbs and their Equivalent Chhathare Action Verbs

The collected 20 English verbs are chosen on the basis of five semantics fields among them five action verbs of English did not find equivalent terms in Chhathare language. So that English verbs are only shown in the table by equivalent terms. The English verbs with their equivalent Chhathare action verbs.

Table 5

Groups	English	Chhathare
Cleaning	Bath	/olumsim /, /w lumsim /
	Wash	/w hpsimp/ /w shisimal/
Breaking	Snap	/chemma/, /khema/
	Shatter	/serichhima/
	Crumble	/semm /
	Tear	/thengma/
	Smash	/hema/
Consuming	Eat/absorb	/ch m /, /h m /
Preparing	Cook	/thokm /
	Blister	/phok phukm /
	Boil	/l km /
Loving	Embrace	/hepsinm /, /Kupsinma/
Collecting	Earn	/th km /
Viewing	See	/nim /
	Look	/mem /

4.2.2 The Semantic Categories Findings

The semantic relations based on the different semantic categories have produced the following categorical findings.

- 1) Among the twenty nine verbs, five verbs did not equivalent between English language and Chhathare language. It means each of language has semantic gaps.
- 2) Out of twenty nine English verbs, seven verbs have got overlaps with the Chhathare action verbs. It shows every language can be overlapped.
- 3) Nine verbs are found in the case of oppositeness out of twenty nine verbs of English and Chhathare action verbs. This study has shown oppositeness should be occurred between any languages.
- 4) In this study, out of twenty nine verbs, only eight verbs are found in semantic super-ordinate terms.

4.2.3 Similarities Between English and Chhathare Verbs

After comparing the verbs between Limbu and English, the following similarities and differences are pointed out:

4.2.3.1 Similarities

- (a) Semantic gaps and overlaps between Limbu and English action verbs.
- (b) Both languages have oppositeness in language.
- (c) In both languages have found super-ordinate and hyponym terms.

4.2.3.2 Differences

The difference between the English and Chhathare verbs are follows:

- (a) All the verbs root of Chhathare ends in /a/ vowel sound.
- (b) The English verbs have wider range of coverage of meaning than the Chhathare.
- (c) Though there have been seen semantic equivalence, they are not absolutely equivalence in the mean

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

This chapter incorporates the conclusion of the study and recommendations for pedagogical implications.

5.1 Conclusions

The present thesis **Semantic Analysis of English Action Verbs and Chhathare Limbu Action Verb** was carried out to identify the semantic relations between the English and Limbu verbs on the basis of semantic gaps and overlaps, oppositeness and sub-ordinate and hyponyms. The researcher

The study was the descriptive, analytic and comparative in nature in which qualitative research design had been implemented to accomplish the objectives. Twenty native speakers of Chhathare Limbu were the sample population of the study and the researcher selected them using the non-random purposive sampling procedure. Questionnaire, observation and check list were as the tools of data collection. The collected data were analyzed based on the semantic categories like gaps, over laps, sub-ordinates and hyponyms. The findings of the study were shown/presented in the tables.

The major findings of the study were semantic gaps and overlaps between Limbu and English action verbs. Both languages have found oppositeness and subordinate and hyponyms terms. All the verb roots of Chhathare end in /a/ vowel sound and English verbs have wider range of coverage of meaning than the Chhathare.

5.2 Recommendations

On the basis of the findings obtained from the analysis and interpretations of the collection of data some of the recommendations have been made below.

5.2.1 At the Policy Level

- (a) Learning the English language is not so easy for Limbu learners. So that, Limmbu learners should deeply study about semantics sense of both languages. Our curriculum, textbook, grammar and reference materials should be designed for pre-primary level to higher level students in order to provide an essential information about semantic sense.
- (b) The findings of CA are not given due emphasis by the policy maker. They should make clear ELT policy considering the multilingual students.
- (c) Our government should make such type of policy to study the semantic sense between English and Limbu.

5.2.2 At the Practice Level

- (a) For teaching English and Limbu languages, teacher can use various methods, techniques and procedures in order to develop the multiple knowledge about languages. Teacher should use authentic materials in the time of teaching.
- (b) Teacher should have the sound knowledge of multiple languages.
- (c) While teaching the semantic, the teacher should have knowledge of semantic categories.
- (d) Teaching and learning of semantic sense is not easy task, so that teacher should be fully engaged in those cases to make clear to the learners.
- (e) Teacher should present the similar subject matter of two languages before the presentation of different subject matter in the classroom activities in order to make teaching and learning effectively.

5.2.3 At the Further Research Level

- a) The findings of this study at research level include that most of the Limbu verbs are not equivalent to English verbs. Overlaps, gaps, oppositeness, and super-ordinate and hyponyms are found between Chhathare Limbu verbs

and English verbs. This information can be helpful to the researcher who carries out their research on semantic sense.

- b) This study is about semantic analysis of English and Chhathare Limbu action verbs with their semantic categorical features. But this study does not analyze semantic analysis between English and Chhathare Limbu nouns, adjectives, adverbs and other grammatical items. Therefore, it is recommended that it would be better to carry out further research on it.
- c) In this study I have just presented the differences and similarities between English and Chhathare Limbu action verbs. Both of them have semantic overlaps, gaps, antonym and sub-ordinate and Hyponym. But it does not answer that why there are semantic gaps occurred between two languages. Therefore, it is reveals the way to carry out further research on it.

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APPENDIX- I

QUESTIONNAIRE – A

Apart of my research for the completion of Master's Degree, this questionnaire is prepared for the native speakers of the Chhathare Limbu language to fulfill the requirement of the research work 'Semantic Analysis of English and Chhathare Action Verbs' for the dissertation of M.Ed. in English Education.

I hope you will cooperate me to fulfill the requirements.

Bhim Kumari Limbu

Sukuna Multiple
Campus, Morang

Name of the Group Leader : Khadka Bahadur Limbu

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Profession : Farmer

Qualification : Literate

Age : 46- 65

Sex : Male (2)

1) Semantic Gaps Between English and Chhathare Limbu Action Verbs

S.N.	English Action Verbs	Chhathare Action Verbs
1.	–	/thāmmā/
2.	Bet	–
3.	Plash	–
4.	Sob	–
5.	–	chomenchhimma

2) Semantic Overlaps Between English and Chhathare Limbu Action Verbs

S. N.	English Verbs	Chhathare verbs
1	Bath	/olumsim /, /w lumsim / /warumsima/
2	Embrace	/hepsinm /, /Kupsinma/, /Lunmatukma/, /Kupma/
3	Repture, crack, explode, burst, boil, Blister	/Phanma/, /phokwapokma/
4	Duck, stop, bent	/okhumloma/
5	Cast, throw, hurt	/lapthema/
6	Bung, heave, launch, chuck	/khakma/
7	Loose, disappear, vanish	/mama/
8	See, stare, gaze, peep, look, care	/mepma/

3) Antonym of English and Chhathare Limbu Action Verbs

S.N	English Action Verbs	Chhathare Action Verbs
1	Go – come	/tem / - / phemm /
2	Awake – sleep	/pokm / - /Imm /
3	Born – die	/ponm / - /sim /
4	Arrive – depart	/tam / - /tem /
5	Win – defeat	/h rich m / - /h rit m /
6	Make – destroy	/chukm / - /phel m /
7	Pull – push	/unm / - /chamm /
8	Buy – sell	/Inm / - /S nm /
9	Catch – leave	/temm / - /lem /

4) Sub-ordinate and Hyponym of English and Chhathare Limbu Action Verbs

S.N.	Limbu Verbs	Examples
1	eat /ch m /	She eats medicine.
		He eats rice.
		Ram eats pickle.
2	split /khenma/	Jenny splits quickly wood.
		Shyam splits a bamboo.
3	peel /thikma/	Rita peels banana.
		Hari peels onion.
4	pluck /sekm /	Hima plucks flower.
		Farmers pluck barley.
		Reema plucks the fruits.
5	wash/w hapsima/,/w shisima/	He washes his clothes.
		She washes her face.
6	cook /thokm /	My mother cooks rice.
		Sita cooks milk.
		She cooks meats.
7	earn /th km /	He earns money.
		She earns name and fame.
8	Separate /Semm /	We separate from our friends.
		I was separated by family

QUESTIONNAIRE – B

Name of the Group Leader : Dil Kumari Limbu

Address : Chhathare Rural Municipality- 6, Tehrathum

Profession : Farmer

Qualification : Literate

Age : 36 – 45

Sex : female

Member : 3 (including female and male)

5) Semantic Gaps Between English and Chhathare Limbu Action Verbs

S.N.	English Action Verbs	Chhathare Action Verbs
1.	–	/thāmmā/
2.	Bet	–
3.	Plash	–
4.	Sob	–
5.	–	chomenchhimma

6) Semantic Overlaps Between English and Chhathare Limbu Action Verbs

S. N.	English Verbs	Chhathare verbs
1	Bath	/olumsim /, /w lumsim /, /warumsima/
2	Embrace	/hepsinm /, /Kupsinma/, /Lunmatukma/, /Kupma/
3	Repture, crack, explode, burst, boil, blister	/Phanma/, /phokwapokma/
4	Duck, stop, bent	/okhumloma/
5	Cast, throw, hurt	/lapthema/
6	Bung, heave, launch, chuck	/khakma/
7	Loose, disappear, vanish	/mama/
8	See, stare, gaze, peep, look, care	/mepma/

7) Antonym of English and Chhathare Limbu Action Verbs

S.N	English Action Verbs	Chhathare Action Verbs
1	Go – come	/tem / - / phemm /
2	Awake – sleep	/pokm / - /Imm /
3	Born – die	/ponm / - /sim /
4	Arrive – depart	/tam / - /tem /
5	Win – defeat	/h rich m / - /h rit m /
6	Make – destroy	/chukm / - /phel m /
7	Pull – push	/unm / - /chamm /
8	Buy – sell	/Inm / - /S nm /
9	Catch – leave	/temm / - /lem /

8) Sub-ordinate and Hyponym of English and Chhathare Limbu Action Verbs

S.N.	Limbu Verbs	Examples
1	eat /ch m /	She eats medicine.
		He eats rice.
		Ram eats pickle.
2	split /khenma/	Jenny splits quickly wood.
		Shyam splits a bamboo.
3	peel /thikma/	Rita peels banana.
		Hari peels onion.
4	pluck /sekm /	Hima plucks flower.
		Farmers pluck barley.
		Reema plucks the fruits.
5	wash/w hapsima/,/w shisima/	He washes his clothes.
		She washes her face.
6	cook /thokm /	My mother cooks rice.
		Sita cooks milk.
		She cooks meats.
7	earn /th km /	He earns money.
		She earns name and fame.
8	Separate /Semm /	We separate from our friends.
		I was separated by family

QUESTIONNAIRE – C

Name of the Group Leader : Mahendhoj Limbu
 Address : Chhathare Rural Municipality- 6, Tehrathum
 Profession : Teacher
 Qualification : Literate
 Age : 26- 35
 Sex : Male
 Member : 5 (male and female)

9) Semantic Gaps Between English and Chhathare Limbu Action Verbs

S.N.	English Action Verbs	Chhathare Action Verbs
1.	–	/thãmmã/
2.	Bet	–
3.	Plash	–
4.	Sob	–
5.	–	chomenchhimma

10) Semantic Overlaps Between English and Chhathare Limbu Action Verbs

S. N.	English Verbs	Chhathare verbs
1	Bath	/olumsim /, /w lumsim / /warumsima/
2	Embrace	/hepsinm /, /Kupsinma/, /Lunmatukma/, /Kupma/
3	Repture, crack, explode, burst, boil,blister	/Phanma/, /phokwapokma/
4	Duck, stop, bent	/okhumloma/
5	Cast, throw, hurt	/laphthema/
6	Bung, heave, launch, chuck	/khakma/
7	Loose, disappear, vanish	/mama/
8	See, stare, gaze, peep, look,care	/mepma/

11) Antonym of English and Chhathare Limbu Action Verbs

S.N	English Action Verbs	Chhathare Action Verbs
1	Go – come	/tem / - / phemm /
2	Awake – sleep	/pokm / - /Imm /
3	Born – die	/ponm / - /sim /
4	Arrive – depart	/tam / - /tem /
5	Win – defeat	/h rich m / - /h rit m /
6	Make – destroy	/chukm / - /phel m /
7	Pull – push	/unm / - /chamm /
8	Buy – sell	/Inm / - /S nm /
9	Catch – leave	/temm / - /lem /

12) Sub-ordinate and Hyponym of English and Chhathare Limbu Action Verbs

S.N.	Limbu Verbs	Examples
1	eat /ch m /	She eats medicine.
		He eats rice.
		Ram eats pickle.
2	split /khenma/	Jenny splits quickly wood.
		Shyam splits a bamboo.
3	peel /thikma/	Rita peels banana.
		Hari peels onion.
4	pluck /sekm /	Hima plucks flower.
		Farmers pluck barley.
		Reema plucks the fruits.
5	wash/w hapsima/,/w shi sima/	He washes his clothes.
		She washes her face.
6	cook /thokm /	My mother cooks rice.
		Sita cooks milk.
		She cooks meats.
7	earn /th km /	He earns money.
		She earns name and fame.
8	Separate /Semm /	We separate from our friends.
		I was separated by family

QUESTIONNAIRE – D

Name of the Group Leader : Soma Limbu
 Address : Chhathare Rural Municipality- 6, Tehrathum
 Profession : Student
 Qualification : Literate
 Age : 15- 25
 Sex : Female
 Member : (5 female and male)

13) Semantic Gaps Between English and Chhathare Limbu Action Verbs

S.N.	English Action Verbs	Chhathare Action Verbs
1.	–	/thāmmā/
2.	Bet	–
3.	Plash	–
4.	Sob	–
5.	–	chomenchhimma

14) Semantic Overlaps Between English and Chhathare Limbu Action Verbs

S. N.	English Verbs	Chhathare verbs
1	Bath	/olumsim /, /w lumsim / /warumsima/
2	Embrace	/hepsinm /, /Kupsinma/, /Lunmatukma/, /Kupma/
3	Repture, crack, explode, burst, boil, Blister	/Phanma/, /phokwapokma/
4	Duck, stop, bent	/okhumloma/
5	Cast, throw, hurt	/lapthema/
6	Bung, heave, launch, chuck	/khakma/
7	Loose, disappear, vanish	/mama/
8	See, stare, gaze, peep, look, care	/mepma/

15)Antonym of English and Chhathare Limbu Action Verbs

S.N	English Action Verbs	Chhathare Action Verbs
1	Go – come	/tem / - / phemm /
2	Awake – sleep	/pokm / - /Imm /
3	Born – die	/ponm / - /sim /
4	Arrive – depart	/tam / - /tem /
5	Win – defeat	/h rich m / - /h rit m /
6	Make – destroy	/chukm / - /phel m /
7	Pull – push	/unm / - /chamm /
8	Buy – sell	/Inm / - /S nm /
9	Catch – leave	/temm / - /lem /

16)Sub-ordinate and Hyponym of English and Chhathare Limbu Action Verbs

17)

S.N.	Limbu Verbs	Examples
	eat /ch m /	She eats medicine.
		He eats rice.
		Ram eats pickle.
2	split /khenma/	Jenny splits quickly wood.
		Shyam splits a bamboo.
3	peel /thikma/	Rita peels banana.
		Hari peels onion.
4	pluck /sekm /	Hima plucks flower.
		Farmers pluck barley.
		Reema plucks the fruits.
5	wash/w hapsima/,/w shisima/	He washes his clothes.
		She washes her face.
6	cook /thokm /	My mother cooks rice.
		Sita cooks milk.
		She cooks meats.
7	earn /th km /	He earns money.
		She earns name and fame.
8	Separate /Semm /	We separate from our friends.
		I was separated by family

