

CHAPTER - ONE

INTRODUCTION

1.1 General Background

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

Language is an abstraction based on the linguistic behaviour of its users. In the process of communication, one perceives the clear picture of the whole world through the language. It is species specific to humankind, i.e. only human being can internalize the system of rules of language as their mind is genetically equipped with it.

For Richards et al. (1999, p.196), language is "... the system of human communication which consists of the structural arrangement of sound (or their written representation) into large units, e.g. morphemes, words, sentences, utterances."

This definition indicates that the language is a device that establishes sound meaning correlations, pairing meaning with signals to enable people to exchange ideas through observable sequence of sound. Language in its widest sense means the sum total of such signs of our thoughts and feelings. Language is the institution whereby humans communicate and interact with each other by means of habitually produced oral-auditory arbitrary symbols. Language is the expression of thought by means of speech sounds. Thus, language is the voluntary vocal system of human communication.

1.1.1. Languages in Nepal

Nepal is a multilingual country. That varied ethnic groups and their culture in Nepal have resulted the existence of various languages in use. There are more than ninety-three languages identified in Nepal (CBS, 2002), among them a very few have their written scripts. The languages spoken in Nepal belong to different language families which are given as follows:

1.1.1.1 Indo-Aryan Family

The following languages spoken in Nepal belong to Indo-Aryan family.

Nepali	Urdu	Bangla
Maithili	English	Marwari
Bhojpuri	Rajbanshi	Manjhi
Tharu	Hindi	Rajbanshi
Awadi	Danuwar	Darai
Kumal	Churauti	Panjabi
Bote	Magahi	

1.1.1.2 Tibeto-Burman Family

The following languages spoken in Nepal belong to Tibeto-Burman family.

Tamang	Chepang	Tibbetan
Newar	Sunuwar	Dumi
Magar	Tharu	Jirel
Bantawa	Kulung	Puma
Gurung	Sanpang	Dura
Limbu	Khaling	Dhimal
Sherpa	Chhantyal	Thulung
Meche	Bahing	Raji
Byangshi	Lohorung	Mizo

1.1.1.3 Dravidian Family

Only one language ‘Jhangad’ belongs to this family which is spoken in the realm of the Koshi River in the eastern part of Nepal.

1.1.1.4 Austro-Asiatic Family

Only one language ‘Satar/Santhali’ belongs to this family spoken in the Jhapa District in the eastern part of Nepal.

From the above cited categorization, a large number of languages spoken in the eastern part of Nepal. From the above cited categorization, a large number of languages spoken in Nepal come under Tibeto-Burma Language Family. The English and Bengali Languages belong to Indo-Aryan family (CBS, 2002).

1.1.2. The English Language in Nepalese Context

English is taken as the foreign language in the context of our country whereas it functions as native language to several European and American people. English belongs to Indo-European family of language. It belongs to West Germanic sub-branch of this family of language.

Nepal is a rich country from linguistic perspectives. The existence of various languages in use is the result of the presence of various ethnic groups and their cultures. English is a global language of the world; Nepal has also accepted it as the main international language. In the case of our country, the English languages has a long history. In 1910 B.S. Jung Bahadur Rana introduced the English language due to the influence of British education system. At that time, it was only for the Rana families and later on, it started to prevail though all over the country along with the schools, campuses and other institutions as a symbol of education. Now, English is taught as a compulsory subject up to

bachelor level in most of the educational institutions. So, English language teaching exists as a separate discipline dates back in Nepal. It has been playing a significant role in different sectors. The English language has got the status of lingua franca at the international level. The English language is the most widely used language in the history of world, which is spoken in all six continents. It is the most widespread and prestigious language of international communication. Our educational curriculum has also managed it as an optional and major subject in campus level for any interested students. So, English language teaching (ELT) is studied as 'a separate discipline in Nepal'.

1.1.2.1 English Verbs

A verb is a word to tell or assert something about a person, thing, and place. The word Verb comes from the Latin word verbum. English verbs are classified in different ways like the auxiliary verbs, irregular verbs, regular verbs, phrasal verbs, linking verbs, and all the other verbs, which we may call ordinary verbs and so on. Here, the English and Bengali verbs will be categorized into thirty groups as: private verbs (think, imagine, forget, see, hear), verbs of speaking (speak, cry, say, talk, read), verb of downward movement (drown, sink, fall, descend, leak), verbs of eating (suck, graze, feed, chew, eat), verbs of finding (find, get, search, discover, explore), verbs of state (live, leak, depend, own, deserve) for analysis and interpretation (Adopted from Palmer, 1996, p.71/72).

1.1.3 An Introduction to Bengali Language

Like other eastern Indo-Aryan language, Bengali arose from the eastern middle Indo-Aryan language of the Indian subcontinent. It is native to the region of eastern south Asia known as Bengal, which comprises present day Bangladesh, the Indian state of west Bengal, parts of the Indian states of Tripura and

Assame. Helal, B. (2003) says, Bengali language is also spoken by majority of the population in the union territory Andaman and Nicobar Island. There are also significant Bengali speaking communities in:

-) Europe
-) North America
-) Pakistan
-) South-east Asia
-) The middle east (namely, UAE, Saudi Arabia, Bahrain, Kuwait)

It has its own script. It is written using Bengali script. It is spoken by 193 million people as a mother tongue and 230 million total speakers of the world. Bengali evolved from the Magadhi, Prakrit and Sanskrit Language Helal, B. (2003).

Chattarjee has grouped the Bengali dialects into 4 large clusters: Rarh, Bengla, Kamarupa, Varendra but many alternative grouping schemes have also been proposed. The south western dialects (Rarh) from the basis of standard colloquial Bengali, while Bengla is the dominant dialect group in Bangladesh. Rajbangsi, Kharia, Tharand, Malpaharia are closely related to western Bengali Dialects but are typically classified as separate languages.

1.1.3.1 Bengali Language in the Nepalese Context

Bengali language is also one of the languages spoken in Nepal. Bengali is spoken by 23602 people in Nepal according to census report of 2001. Mainly it is spoken in the eastern part of Nepal. The majority of the Bengali native speakers live in Jhapa, Morang, Ilam district. They possess their own language, culture, tradition and life style. They hold diverse perceptions about their societies, different notions of living and maintaining livelihood, different set of ideas related to their customs and tradition.

According to the 2001 census figures shows that Bengali language is spoken as mother tongue by 7021 people in urban areas but 16581 people in rural areas. It means about 0.11 percent are Bengali in Nepal and employ Bengali language in their daily activities. The script used in this language is called Devanagri script.

The core linguistic area where Bengali language is used is the eastern part of the Tarai region of the country. Most of the Bengalese use their own mother tongue but may differ from other dialects of same language.

1.1.3.2 Bengali Verbs

Bengali verbs are divided into two classes: finite and non- finite. Non-finite verbs have no inflection for tense or person, while finite verbs are fully inflected for person (first, second, third) tense (past, present, future) aspect (simple, perfect, continuous) and honor (intimate, formal) but not for number. The number of inflections on many verb roots can total more than 200. The inflectional suffixes in the morphology of Bengali vary from most Indo-Aryan languages in zero copulas, where the copula is often missing in the present tense.

1.1.4 Semantics

Semantics is a component or level of linguistics of the same kind as phonetics or grammar. Semantics is the technical term used to the study of meaning. Semantics did not occur until it was introduced in a paper read to the American phi logical Association in 1984 entitled 'reflected meanings: paint in semantics'. In 1900, there appeared Breal's book semantics: studies in the science of meaning which is one of the earliest books on linguistics today. Here, semantics is treated as the 'science' of meaning and not primarily concerned with changes of meaning from a historical point of view (Palmer, 1996, p.1).

Crystal (1997) writes, the word 'semantics' is viewed in pejorative sense, the fact is, 'semantics is neither just the study of change in word-meaning through

times nor is something that can be used to mislead people rather it is a systematic study of what meaning is and how it operates'.

1.1.4.1 The Concept 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 the expression and perception of meaning. Traditionally, meaning was viewed as a God given connection between a word in a language and an object in the world. For example, the word 'rice' has connection with the edible thing. But the same thing which is called 'rich' in English is called by several names (Bhat in Nepali, 'Chaba' in Tamang, 'Shang' in Sherpa and so on) in several different languages. This shows that the connection between words and their meanings are not 'God-given' or natural but arbitrary. Wittgenstein (1953, p.31) suggests, 'Don't look for the meaning of a word, look for its use'. This does not give a clear vision about the use of a word than about its meaning. The study of language is impossible without the study of meaning.

To Lyons (1995, p. 319), "The meaning of a sentence is determined not only by the meaning of the words of which it is composed but also the grammatical structure". So, the fact is that two sentences exactly composed by the same words can differ in meaning. Meaning of an utterance depends not only on what it says but also on the intension of the speaker and interpretation of the hearer.

Thus, the study of meaning is an indispensable part of language study and difficult, too. Second language learners commit errors because of meaning variance. The meaning of one word in one language may differ in another language. There may not be one to one correlation in meaning of words between two languages. There can be convergence or divergence of meaning and sometimes semantic overlapping or semantic inclusion of meaning of words in the two languages. The existence of specific verb forms between two languages makes difference in conceptualizing meaning. For example, the

Nepali language has only one verb **Khanu** to denote the eating of different kinds of thing (smoke, take, and drink) but the English language maintains differently, as cigarettes are smoked, liquids are drunk, medicines are taken and foods are eaten.

1.1.4.2 Semantic Inclusion and Overlapping

Semantic inclusion refers to the word in one language having more extensive range of meaning than that of a word in another language. For example, the Nepali verb **chadhnu** has more extensive range of meaning, e.g. climb, ride and fly than the English verb **climb**. Climb does not include all the meanings of **chadhnu**.

Semantic Overlapping refers to the range of meanings 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 **chhodaunu** and the Nepali verb **tachnu**, overlaps with the English verbs peel and shell.

1.1.4.3 One to One Correlation

The representation of semantic equivalence across languages is called one to one correlation. For example, the English verb **leak** and Nepali verb **chuhinu** represent one to one correlation between English and Nepali language.

1.1.4.4 Convergence and Divergence

Convergence refers to a concept expressed by one verb in a language expressed by a number of verbs in other language. The opposite of convergence is called divergence. For example; **uthnu**, **badhnu**, **chulinu**, **udaunu** are different meanings expressed by different Nepali verbs which merge into one meaning in English i.e. **rise**. Similarly, the meaning expressed by the English verb **rise** diverse into three meanings expressed by three different verbs in Nepali.

1.1.4.5 Semantics in ELT

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 a speaker might want the words to mean on a particular occasion. Semantics is the study of the ways in which the general conventional and literal meaning of the words and sentences are studied. Semantics, being the systematic study of meaning, is an inseparable part of linguistics and on the other hand, 'meaning' is an arbitrary or conventional way. As every language has its own system, second language learners feel difficulty and make mistakes in using appropriate words because of the learners' inability in choosing the correct words appropriately in the target language (Crystal, 1997). So, the Bengali learners face difficulty to learn the English language and English learners to learn Bengali language due to the specific system of each. Thus, the study of semantics play vital role in second language teaching and learning.

1.1.5 Contrastive Analysis (CA): An Overview

CA as a branch of linguistics carries the scientific study of similarities and differences between languages. Contrastive analysis, as a branch of applied linguistics, focuses on finding out the differences or dissimilarities and then predicting the areas of difficulty in the learning of the target language. Thus, contrastive analysis can be defined as a scientific study of similarities and differences between languages, the special focus being on differences.

Contrastive analysis is done mainly for pedagogic purposes as its findings carry an immense value to the teachers of a second language for preparing materials of teaching as well as in planning their lessons.

The process of learning a second language starts with the complete knowledge of mother tongue. To produce and understand of the sentences in the second language, the learner has to learn the necessary rules. If the two languages have more similarities then this does not pose any learning burden for the learner.

Thus, learner's first language plays significant role in the learning of a second language. A comparison of the first and second language reveals the areas where they resemble and differ from each other. If the two languages resemble in some areas of formation, the learner has simply to match the first language rules with those of the second language. On the other hand, if the two languages differ in their patterning, the first language knowledge of the learner does not assist in acquiring the second language. Therefore, linguistic contrastive analysis is a valuable tool in a second language teaching and learning (Adopted from Maharjan, 2010, p.262).

1.1.5.1 CA Hypothesis: Transfer Theory

The term transfer refers to the state of the application of the previously acquired skills and knowledge into a new situation. So, if the present learning is affected by past learning, there occurs the transfer of something. Transfer theory is based on the premise derived from behavioral psychology, that past learning affects present learning. According to this interpretation of learning, old habit hinders or facilitates the formation of new habit depending upon the nature of those two – i.e. depending upon similarity or difference between them. In other words, past learning facilitates the present learning in case of similarity, which is called positive transfer or facilitation and it hinders in case of difference which is called negative transfer or interference. To put it in another words, similarities between languages and differences between them lead to ease and difficult in learning the second language respectively, which would lead to errorless performance and erroneous performance respectively.

1.1.5.2 Principles of CA

Basically, there are two principles of contrastive analysis: One is describing before comparing, the other is compare patterns, not whole language. The first principle denotes that one cannot compare how things work if one has not first described how each of them works. By this we understand that the learner of a foreign language, who is going to compare the specific system of his native

language with foreign language and its system, should know something about it.

The second principle, compare pattern, not whole language: gives us that language as whole can never be compared. Every language involve complex system within it, one should often take some specific patterns or system (i.e. grammar, phonology, semantics, etc.) for comparative purposes in the foreign language teaching and there can be no any single statement that can account within languages, one can never show all the differences between the two or more languages. It is because to compare languages as whole is quite general. Therefore, one has to make detailed and useful comparison of particular patterns in two or more languages (as cited by Maharjan, 2010, p.262).

1.1.5.3 Assumptions of CA

The basic assumptions of CA are also called the theoretical basis of CA or the CA hypotheses. CA is based on the following assumptions:

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

1.1.5.4 The Uses of CA

The procedure of comparing and contrasting the linguistic system of the two languages is called contrastive analysis (CA). CA provides data for comparison between the two or more languages. CA may be useful to the actual teaching of language or to the language teachers, whether for limiting the information within the teacher himself or for passing on directly to his pupils, in many ways. It is more useful to the teacher in training. Teacher should be prepared for the situation in which they intend to teach. If the teacher happens to be new,

this information helps him to locate where the problems are and can better facilitate the language teaching situation. CA may suggest some of the techniques to the language teacher. In turn, these techniques could have been used while presenting an item in the actual field of teaching and learning. CA may help in constructing appropriate materials for syllabuses, texts, researches, etc. contrastive analysis is equally contributive in the sense that it is helpful to evaluate the language and cultural context of the textbook. Thus, contrastive analysis is an important tool in a second language teaching and learning (as cited by Maharjan, 2010, p.263).

1.2 Review of Related Literature

There is little research conducted in semantic fields and yet no research has been carried out on the semantic analysis of Bengali verbs in the Department of English Education. The available literature related to the present study is as follows.

Adhikari (2006) has carried out a research entitled ‘A Semantic Analysis of English and Nepali Verbs’. The study aimed to find out the comparison and contrast of the verbs system of two languages. He collected forty English verbs from two semantic fields. He consulted ten English natives from USA, UK, who were available in Kathmandu valley. He has found the inherent differences in semantic system of English and Nepali verbs. He has also found no semantic equivalence in most of the cases of Nepali and English verbs.

Mahato (2001) carried out a research on ‘Subject Verb Agreement in the Tharu and English Languages’. The study aimed to find out the position of subject verb agreement used in the Tharu and English languages. To accomplish the objectives of the study, the researcher extracted the data from some Tharu natives available in Parsa District using purposive sampling. He found that second and third person pronouns do not change for honorific expressions in English where as they do in the Tharu language spoken in Parsa District.

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

Sah (2000) accomplished a research entitled ‘A Comparative Study of the Subject Verb Agreement in Maithali and English Languages’. The study aimed to find out the position of subject verb agreement used in Maithili and English languages. To achieve the objectives of the study, the researcher collected the data from some Maithili natives using purposive sampling. His study showed that English s-v agreement system is determined with the agreement number between subject and verb but Maithili s-v agreement is determined by inflectional affixes, not only with the subjects.

Chaudhary (2005) conducted a research entitled ‘Pronominals in the Tharu and English Languages’. His study is based on the comparison and contrast of the pronominal system of two languages. To fulfill the objectives of the study, the researcher extracted the data from thirty Tharu natives using judgmental sampling. He found both Tharu and English have more or less similar number of persons and differ from each other in the second person pronouns. He also found that English pronouns do not have alternatives but the Tharu pronouns have alternatives.

Tamang (2007) accomplished a research entitled “The Forms of Address of Tamang and English: A Comparative Study”. The study aimed to find out the

forms of address used in the Tamang and English language and to compare the common equivalents in Tamang. To accomplish the objectives of the study, the researcher consulted thirty Tamang native speakers available in Makawanpur District by using stratified random sampling procedure. The Tamang language has several forms of address but English language lacks such concepts. The study shows that English has less number of kinship terms in comparison to Tamang.

Thus, many research studies have been carried out in connection with the Tharu, Tamang, Limbu and Sah. No any research has been carried out to analyze the Bengali verbs. So, I am interested to identify and describe verbs in Bengali and to find out similarities and differences between verbs systems of the Bengali and English languages.

1.3 Objectives of the Study

The following were the objectives of this study:

-) To carry out the semantic analysis of Bengali and English verbs on the basis of semantic equivalence; divergence and convergence of meaning; semantic overlapping and semantic inclusion.
-) To list some pedagogical implications.

1.4 Significance of Study

The study ‘A semantic Analysis of English and Bengali Verbs’ is significant in several aspects. This study is more significant for the prospective researchers who want to carry out an investigation in semantics especially in comparison between languages. Basically in semantic and pragmatic fields no research is found on the Bengali language in the Department. So, being a new research work, this study will be useful to textbook writers, teachers, students, curriculum syllabus and course designers and researchers to their works on the Bengali and English languages. Its finding will also be significant to teachers,

people and students who are directly or indirectly involved in teaching of the Bengali and English language.

1.5 Definition of the Specific Terms

The key terms used in this study are briefly defined in this sub-unit.

Correlation of Meaning: The representation of semantic equivalence across languages is called correlation of meaning.

Convergence of Meaning: Convergence is the process of two or more languages or language varieties becoming more similar to one another (Richards et.al. 1999, p. 84). As here, it refers to a concept expressed by a number of verbs in a language is expressed by one verb in the other language. It also refers to moving towards the same point where different meanings join together.

Divergence of Meaning: The opposite effect with a different direction or meaning becomes different from a point is known as divergence. It is the process of two or more verbs of one language becoming less like with the verbs of another language.

Semantic Overlapping: It is very difficult to find equivalence in meanings carried by words of different languages. In most cases, the meaning of a word in one language overlaps with that of another and the case in which meanings of words from two different languages overlap is called semantic overlapping. That is, it refers to the range of meaning of a word in one language that coincides with the range of meaning of a word in another language.

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

CHAPTER - TWO

METHODOLOGY

To achieve the objectives of the study, the researcher adopted the following methodological strategies.

2.1 Sources of Data

Both primary and secondary sources of data were utilized to collect the required information.

2.1.1 Primary Sources

The Bengali native speakers were the primary sources for the collection of Bengali verbs.

2.1.2 Secondary Sources

The researcher collected the English verbs by using the secondary sources like “The English verb” Palmer (1996), Journals, books, articles and theses, some other sources of studies were: Lama (1995), Kumar (1996), Basnyat (1999), and Adhikari (2000).

2.2 Sampling Procedure

The researcher selected Jhapa district by using judgmental sampling and same procedure was used to select thirty native speakers of the Bengali language.

2.3 Tools for Data Collection

The tool for data collection was the questionnaire. A set of questions were used for native speakers of the Bengali language (see appendix 4).

2.4 Process of Data Collection

The researcher used the following procedure to collect data from primary source.

- a) The researcher specified different categories of English verbs.
- b) The researcher specified the related English verbs under each category.
- c) The Bengali verbs were specified on the basis of English verbs.
- d) The collected verbs were analyzed and interpreted in terms of semantic equivalence, divergence and convergence of meaning, semantic inclusion and semantic overlapping to each other.

2.5 Limitations of the Study

This study was limited to:

- a) The six different categories of English verbs.
- b) The five related English verbs under each category.
- c) The specification of Bengali verbs on the basis of English verbs.
- d) The application of analytical and statistical approach of analyzing the data only.

CHAPTER - THREE

ANALYSIS AND INTERPRETATION OF DATA

This chapter concerns with analysis and interpretation of collected data. Here, the English and Bengali verbs have been categorized into six different categories which are as follows:

- 3.1 Private verbs
- 3.2 Verbs of speaking
- 3.3 Verbs of downward movement
- 3.4 Verbs of eating
- 3.5 Verbs of finding and
- 3.6 State verbs

All these verbs also have been tabulated with their likely context and their meanings have been analyzed in terms of correlation or divergence and convergence or semantic inclusion and semantic overlapping in them.

3.1 Private Verbs

The verbs in this category of both the languages are presented in the following table:

Table No.1: Private Verbs in English and Bengali

English	Bengali
Think	mone kara/kalpana kara
Imagine	kalpana kara
Forget	bhule jawa
See	dekha/padha/bala/bojha
Hear	Sona/bojha

Each of these verbs is analyzed in the subsequent subunits.

3.1.1 The Verb Think

S.N	Context	English	Bengali
1	I think that is mine.	Think	mone kara
2	What do you think you are doing?	Think	mone kara
3	The job took longer than we thought.	Think	kalpana kara
4	We could not think where you had gone.	Think	kalpana kara

The above contexts show the case of semantic inclusion of verbs across English and Bengali languages. Generally English verb **think** has semantic equivalent with the Bengali verb **mone kara** but not in all contexts. The range of meaning covered by the English verb **think** has more extensive range than that covered by Bengali verbs **mone kara** which does not include all the meaning of **think**. Both the Bengali verbs **mone kara**, **kalpana kara** do not cover the whole range of English verb **think** but think does.

3.1.2 The Verb Imagine

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

The above contexts show the case of one to one correlation of meanings between English verb **imagine** and Bengali verb **kalpana kara**. These represent the cases of semantic equivalent across languages. In such cases, learner encounter little or no difficulty in learning these types of verbs. As here, the English verb **think** and the Bengali verb **kalpana kara** in the 1st groups and the English verb in semantic group show semantic equivalent between English and Bengali languages.

3.1.3 The Verb Forget

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

The above contexts show the case of one to one correlation of meanings between English verb **forget** and Bengali verb **bhule jawa**. These represent the cases of semantic equivalent across languages. In such cases, learners encounter little or no difficulty in learning these types of verbs. As here, the English verb **forget** and the Bengali verb **bhule jawa** in the 1st groups and the English verb in semantic group show semantic equivalent between two languages.

3.1.4. The Verb See

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

The above contexts reveal the divergence and convergence of meanings across languages. From the English perspective, it is an instance of divergence because of the meaning of the English verb **see** diverges into four meaning represented by four different Bengali verbs **dekha, padha, bala, bojha**. And from the Bengali perspective, four different meanings expressed by four different Bengali verbs merged into one meaning expressed by the English verb 'see' is an instance of convergence.

3.1.5. The Verb Hear

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

Here, the contexts show the cases of semantic inclusion between English and Bengali verbs. In contexts '1 and 3', English verb **hear** and Bengali verb **sona** share meanings but in contexts '2', the case is different. From this, English verb 'hear' has more extensive range of meaning than that covered by the Bengali verbs **sona**. **Sona** does not include all the meanings of English verb hear: The English verb hear has continuity in all contexts but Bengali verb **sona** has not.

3.2. Verbs of Speaking

The verbs in this category of both languages are presented in the following table:

Table No.2: Verbs of Speaking in English and Bengali

English	Bengali
Speak	bala/katha bala
Cry	kanna/chitkar kara/bala/khoja
Say	bala/bojhano/chawa/newa
Talk	bala/janano/katha bala
Read	padha/dekha

Each of these verbs is analyzed in the subsequent subunits.

3.2.1. The Verb Speak

S.N	Context	English	Bengali
1	Ram speaks well to the mass.	Speak	bala
2	Can I speak with Dr. Yadhav for a minute?	Speak	katha bala
3	Do you speak Bengali?	Speak	bala

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

3.2.2. The Verb Cry

S.N	Context	English	Bengali
1	The baby is crying for its mother.	Cry	kanna
2	She ran to the window and cried for help.	Cry	chitkar kara
3	He cried out her name.	Cry	bala
4	The company is crying out for fresh new talent.	Cry	khoja

Here, the above verbs and their contexts show the case of divergence and convergence of meanings across languages. A concept expressed by one verb in one language is expressed by a number of verbs in other language represents the cases of divergence and convergence of meanings between languages. From the English perspective, the meaning expressed by the English verb **cry** diverges into the four different meaning represented by four different Bengali verbs, **kanna**, **chitkar kara**, **bala**, **khoja** and it is looked from Bengali perspective, four meaning expressed by four Bengali verbs converge into one meaning represented by one English verb **cry** and it is an instance of convergence of meaning.

3.2.3. The Verb Say

S.N	Context	English	Bengali
1	He said nothing to me about it.	Say	bala
2	The notice says "give it up".	Say	bojhano
3	I say, can you lend me five pounds.	Say	chawa/newa
4	The clock said 10 o'clock.	Say	bojhano

Here, the verbs and their contexts show the cases of semantic inclusion as well as divergence and convergence of meanings across languages. The contexts '2' and '4' share the meaning between the English verb **say** and Bengali verb **bojhano** and this case shows semantic equivalent but in other contexts, the case is different. The meaning of English verb **say** has more extensive range than that covered by Bengali verb **bojhano**. Next, the meaning expressed by English verb **say** diverges into four different meanings represented by four different Bengali verbs; **bala**, **bojhano**, **chawa**, **newa** and it is the case of divergence. From Bengali perspective, the contexts show the case of convergence of meaning.

3.2.4. The Verb Talk

S.N	Context	English	Bengali
1	Mahesh talked for hostel to principal.	Talk	bala
2	You talk about the case to police.	Talk	janano
3	Don't talk in the class.	Talk	katha bola
4	They are talking about the story "The little girl".	Talk	katha bola

Here, the contexts show the case of semantic inclusion between English and Bengali verbs. In contexts '3' and '4' English verb **talk** and Bengali verb **katha bala** share meanings but in contexts '1' and '2', the case is different. From this, English verb **talk** has more extensive range of meaning than the Bengali verb **katha bala**. All the meanings expressed by Bengali verbs; **katha bala**, **bala**,

janano are included into one meaning represented by the single English verb **talk**.

3.2.5. The Verb Read

S.N	Context	English	Bengali
1	The students read the story on page 25.	Read	padha
2	We read about the case jointly.	Read	dekha
3	A man came to read the electric meter.	Read	dekha
4	How are you reading the present political situation?	Read	dekha

The aforementioned contexts show the case of semantic inclusion between English and Bengali verbs. In general, English verb **read** has semantic equivalent with the Bengali verb **dekha** but that is not the cases in all contexts. The range of meaning covered by English verb **read** is more extensive than that covered by Bengali verb **dekha** which does not include all the meanings to read. Contexts '2','3' and '4' share their meaning but contexts '1' is not appropriate.

3.3. Verbs of Downward Movement

The verbs in this category of both languages are in the following table:

Table No.3: Verb of Downward Movement in English and Bengali

English	Bengali
Drown	dube jawa/bhese jawa/satar kata/dhaka
Sink	dube jawa/asta jawa/kharach kara
Fall	para/pore jawa
Descend	pore jawa/neme jawa/asha
Leak	chuwano

Each of these verbs is analyzed in the subsequent subunits.

3.3.1. The Verb Drown

S.N	Context	English	Bengali
1	Ram drowned in a boating accident.	Drown	dube jawa
2	Many animals were drowned by the tidal wave.	Drown	bhese jawa
3	Have you ever drowned in the river?	Drown	satar kata
4	His food is drowned in tomato sauce.	Drown	dhaka

In the above verbs, their contexts reveal the cases of divergence and convergence of meanings between the English and Bengali languages. From the English perspective, the meaning of English verb **drown** diverges into four meanings of four Bengali verbs; **dube jawa**, **bhese jawa**, **satar kata**, **dhaka** and it is an instance of divergence of meaning. Similarly, from Bengali perspective, four meanings expressed by the four Bengali verbs convert into one meaning represented by English verb **drown**.

3.3.2. The Verb Sink

S.N	Context	English	Bengali
1	The iron sinks in the water.	Sink	dube jawa
2	The titanic was sunk in 1912.	Sink	dube jawa
3	The sun sinks in the west.	Sink	asta jawa
4	Ram sank all his money into his brother's business.	Sink	kharach kara

The above contexts represented the cases of semantic inclusion of verbs across languages. The range of meaning covered by English verb **sink** has more extensive range than that covered by the Bengali verb **dube jawa**, **asta jawa** and **kharach kara** which do not include all the meanings of **sink**. In the above examples, in contexts '1' and '2' both **sink** and **dube jawa** share their meaning and are semantically equivalent but in context '3' and '4' **asta jawa** and

kharach kara is not appropriate. English continues to use the verb **sink** to refer to the same concepts.

3.3.3. The Verb Fall

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

The above contexts show the case of semantic inclusion between English and Bengali verbs. Here the range of meaning covered by English verb **fall** has more extensive range than that by Bengali verb **para**. In the contexts '1','2' and '4', both verbs **fall** and **para** share their meaning but in context '3' with Bengali verb **pore jawa** does not. The English verb 'fall' continues in all contexts and covers all the meaning of Bengali verb **para** whereas **para** does not.

3.3.4. The Verb Descend

S.N	Context	English	Bengali
1	Hari descended from the stairs.	Descend	pore jawa
2	They descended to the terrain from the hill.	Descend	neme jawa/asha
3	The lift descended over his head.	Descend	para

Here, the above contexts show the divergence of the meanings across languages. The meaning of English verb **descend** diverges into three meanings of three different Bengali verbs; **pore jawa**, **neme jawa/asha** and **para** is the case of divergence of meaning. Similarly, from Bengali perspective, the contexts show the convergence of meaning.

3.3.5. The Verb Leak

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

The above verbs and their contexts show the condition of correlation of meaning between English verb **leak** and Bengali verb **chuwano** which states the semantic equivalence across languages.

3.4. Verbs of Eating

The verbs included in this group refer to the talking edible things by living beings. These verbs in both languages have been mentioned in the following table:

Table No.4: Verbs of Eating in English and Bengali

English	Bengali
Suck	mara/akarshan kara/dekha
Graze	chibano/chule jawa/bojha
Feed	khawano/jatna kara/rakha/dhokano
Chew	chibano/khawa/kamrano
Eat	khawa/hariye dewa/here jawa/newa/kerenewa

Each of these verbs is analyzed in the subsequent subunits.

3.4.1 The Verb Suck

S.N	Context	English	Bengali
1	The baby sucked at its mother's Brest.	Suck	mara
2	Their new drama sucks the society.	Suck	akarshan kara
3	Come on and suck the program.	Suck	dekha

The verb contexts show the case of divergence and convergence of meaning between English and Bengali verbs. From English perspective, the meaning of English verb **suck** diverges into three meaning of three Bengali verbs, **marakarshan kara** and **dekha** is divergence of meaning. Similarly the contexts from the Bengali perspective, three meaning of three Bengali verbs converge into one meaning of English verb **suck** is a convergence of meaning.

3.4.2 The Verb Graze

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

The above contexts reveal the case of semantic inclusion between English and Bengali verbs, in the semantic domain of verbs of grazing; the English verb **graze** has a wide range of meaning than that the Bengali verb **chule jawa**. The verb **graze** includes all the meanings of the **chule jawa** but not vice versa. The verb **graze** and **chule jawa** are semantically equivalent only in context '2', '3' while English verb **graze** continues in contexts but Bengali uses the verb **chibano** and **bojha** in context '1', '4'.

3.4.3. The Verb Feed

S.N	Context	English	Bengali
1	The poor woodcutter was unable to feed his children.	Feed	khawano
2	Feed the plants once a week.	Feed	jatna kara
3	He fed coins into the meter.	Feed	rakha/dhokano
4	Power is fed into the electricity.	Feed	parinata howa

The above contexts reveal the divergence and convergence of meanings between English and Bengali verbs. The meaning expressed into four different meanings represented by four different verbs; **khawano, jatna kara, rakha/dhokano, parinata howa** in Bengali refer to the divergence from the English perspective. Similarly, all the four meanings represented by four different Bengali verbs converge into one meaning expressed by verb **feed** in English is an instance of converge of meaning from the Bengali perspective.

3.4.4. The Verb Chew

S.N	Context	English	Bengali
1	You Chew it before swallowing.	Chew	chibano
2	Don't chew finger nails?	Chew	khawa/kamrano
3	I want to chew about the last case with you.	Chew	katha bola

The above contexts show the cases of divergence and convergence of meanings between English and Bengali verbs. From English perspective, the meaning of English verb **chew** diverges into three meanings of three verbs in Bengali. And it is an instance of convergence of meanings from perspective because three meanings of three different Bengali verbs; **chibano, khawa/kamrano** and **katha bola** converges into one meaning of English verb **chew**.

3.4.5. The Verb Eat

S.N	Context	English	Bengali
1	I do not eat meat.	Eat	khawa
2	The defense lawyers are going to eat you alive.	Eat	hariye dewa
3	The coastline has eaten by saptakoshi.	Eat	here jawa
4	Legal costs had eaten up all his property.	Eat	newa/kere newa

The aforementioned contexts show the cases of divergence and convergence between English and Bengali verbs. Here, the meaning of English verb **eat** diverges into four different meanings of four different Bengali verbs; **khawa, hariye dewa, here jawa, newa/kere newa** is the divergence of meaning from English perspective. Similarly, from Bengali perspective, all the meanings of the English verb eat is an instance of convergence of meaning.

3.5. The Verbs of Finding

Finding verbs are those words which describe about seeking and discovering new things. The verbs of both languages have been mentioned in the following table:

Table No.5: Verbs of Finding in English and Bengali

English	Bengali
Find	pawa/khoja
Get	pawa/bojha/sona/rakha/ana/byatha kara
Search	khoja
Discover	abishkar kara/jana
Explore	dekha/ghora/jarjarita howa/anubhab kara

Each of these verbs is analyzed in the subsequent subunits.

3.5.1. The Verb Find

S.N	Context	English	Bengali
1	I found my lost pen.	Find	Pawa
2	The flowers are found only in Nepal.	Find	Pawa
3	Scientists are trying to find a cure for HIV.	Find	kojha
4	It was found that his left kidney contained stone.	Find	Pawa
5	I suddenly found myself on the sofa.	Find	Pawa

The above contexts reveal the cases of semantic inclusion between English and Bengali verbs. In the semantic domain of verbs 'finding' the English verb **find** has a wide range of meaning than the Bengali verb **pawa**. The verbs **find** include all the meanings of the verb **pawa** but not vice versa. The verb **find** and **pawa** are semantically equivalent only in contexts, '1', '2', '4' and '5' while English verb **find** continues in all contexts but Bengali uses the verb **khoja** in context '3'.

3.5.2. The Verb Get

S.N	Context	English	Bengali
1	Did you get wallet?	Get	pawa
2	Excuse me sir, we couldn't get you.	Get	bojha/sona
3	He got five years for robbery.	Get	rakha
4	Which newspaper do you get?	Get	ana
5	She gets really bad headaches.	Get	byatha kara

The above contexts reveal the divergence and convergence of meanings between English and Bengali verbs. From the English perspective it is the case of divergence as the meaning expressed by the English verb **get** diverges into five different meanings represented by five different Bengali verbs, **pawa**, **bojha/sona**, **rakha**, **Ana** and **byatha kara**. Similarly the contexts from Bengali perspective reveal the cases of convergence because all the five meanings of Bengali five verbs converge into one meaning of English verb **get**.

3.5.3. The Verb Search

S.N	Context	English	Bengali
1	Did you search the missing books?	Search	khoja
2	Police search the area for dues.	Search	khoja
3	I am searching the colleges for the further study.	Search	khoja
4	We should search about the mission recently.	Search	khoja

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

3.5.4. The Verb Discover

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

The aforementioned contexts show the case of semantic inclusion between English and Bengali verbs. In general, English verb **discover** has semantic equivalent with the Bengali verb **abishkar kara** but that is not the cases in all contexts. The ranges of meaning covered by English verb **discover** is more extensive than that covered by Bengali verb **abishkar kara** which does not include all the meanings of discover. Context '1' and '2' share their meaning but context '3' is not appropriate.

3.5.5 The Verb Explore

S.N	Context	English	Bengali
1	They explored the Mt. Everest.	Explore	dekha/ghora
2	These ideas will be explored in more detail in next chapter.	Explore	jarjarita howa
3	She explored the sand with her toes.	Explore	anubhab kara

The above contexts show the divergence and convergence between English and Bengali verbs. The meaning of English verb **explore** diverges into three meanings of three Bengali verbs; **dekha/ghora, jarjarita hawa, anubhab**

kara are an instance of divergence of meaning from English perspective. In the same contexts, three meaning represented by three Bengali verbs converge into one meaning of English verb **explore** is an example of convergence of meaning from Bengali perspective.

3.6 State Verbs

There are many verbs which refer not to an activity but to a state or condition. The sense of duration is an integral part of lexical meaning of the verbs. The verbs of the both languages are mentioned in the following table:

Table No.6: State verbs in English and Bengali

English	Bengali
Live	thaka/bacha
Leak	chuwano/prakash kara/prachar kara
Depend	nirvar kara
Own	nirmar kara/sikar kara
Deserve	arjan kara/joggo howa

Each of these verbs is analyzed in the subsequent sub units.

3.6.1. The Verb Live

S.N	Context	English	Bengali
1	We live in London.	Live	thaka
2	She lived a very peaceful life.	Live	bacha
3	Her words have lived with me all my life.	Live	thaka
4	Spiders can live for several days without food.	Live	bacha

Here, the aforementioned verbs and their contexts show the semantic inclusion of meaning between English and Bengali verbs. In contexts '1', '3' verb **live** and Bengali verb **thaka** share their meaning but that is not appropriate in

context '2', '4'. This shows that the English verb **live** has more extensive range and covers all the meanings of the Bengali verb **thaka** and **thaka** does not include all the meanings of English verb **live**.

3.6.2. The Verb Leak

S.N	Context	English	Bengali
1	The bucket leaks.	Leak	chuwano
2	Do not leak about the secrecy.	Leak	prakash/prachar kara
3	The contents of report were leaked to the press.	Leak	prachar kara

Here, the aforementioned verbs and their contexts show the semantic inclusion of meaning between English and Bengali verbs. In contexts '2' and '3' the English verb **leak** and Bengali verb **prakash/ prachar kara** share their meaning but that is not appropriate in context '1'. This shows that the English verb **leak** has more extensive range and covers all the meanings of the Bengali verb **prakash/prachar kara** and **parkash/prachar kara'** does not include all the meanings of English verb **leak**.

3.6.3. The Verb Depend

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

The above contexts show the correlation of meaning between English and Bengali verbs. This shows the semantic equivalence between the verbs of two

languages. In this type of cases learners of both languages do not feel difficulty in learning this types of verbs.

3.6.4. The Verb Own

S.N	Context	English	Bengali
1	I own my own house.	Own	nirmar kara
2	They owned to a feeling of guilt.	Own	sikar kara
3	Most of the apartments are privately owned.	Own	nirmar kara

The above contexts reveal the semantic inclusion between English and Bengali verbs. The range of meaning covered by English verb **own** has more extensive range than that covered by Bengali verb **nirmar kara** and **nirmar kara** does not include all the meaning of **own**. This shows **nirmar kara** continues only part of the range of **own**. In contexts '1' and '3' both 'own' and **nirmar kara** are equivalent but in contexts '2' is not appropriate.

3.6.5. The Verb Deserve

S.N	Context	English	Bengali
1	He deserves something better than that.	Deserve	arjan kara
2	You deserve a rest after toil.	Deserve	arjan kara
3	You deserve better in future.	Deserve	joggo hawa

The verb and their contexts show the cases of meaning inclusion of verbs across languages. English verb **deserve** and Bengali verbs **arjan kara** and **arjan kara** generally have semantic equivalence but that is not the case in all contexts. The English verb **deserve** has wide range of meaning that covered by the Bengali verbs **arjan kara** and **joggo hawa**.

CHAPTER – FOUR

FINDINGS AND RECOMMENDATIONS

Analysis of data revealed various pieces of information about English and Bengali verbs. After the completion of analysis and interpretation of collected data to find the equivalence between English and Bengali verbs on the basis of four different criteria; correlations of meaning, divergence and convergence of meaning, semantic overlapping and semantic inclusion, the following findings have been derived.

The main finding of this study is that there are inherent differences in the semantic systems of English and Bengali verbs. Semantic equivalences between the verbs of English and Bengali languages are rare which create difficulties to find correlation meaning of lexical items in both languages. Each language has its own system which was found playing significant roles to have similarities and differences between languages. Due to this, the learners fail to get mastery over the target language. Thus, Bengali speaking learners of English tend to produce Bengali- English and conversely the English speaking learners of Bengali tend to produce English-Bengali.

4.1 Findings

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

- 1) Out of thirty verbs of both languages, five verbs have the case of correlation of meaning between English and Bengali verbs which represented the cases of semantic equivalence across languages. In such cases, learners encounter little or no difficulty in the acquisition of these verbs. However, in some cases the speakers of both languages tend to use general terms rather than the specific verbs. Here, learners feel less difficulty in learning the verbs like **imagine and kalpana kara, forget**

and **bhule jawa, leak and chuwano, search and khojo, depend and nirvar kara.**

- 2) Out of thirty verbs of both languages, ten verbs have the cases of divergence and convergence of meanings between the languages in question. For example, with the case of English verbs, **see, cry, drown, descend, suck, feed, chew, eat, get and explore.** In such cases, it is easy to produce messages but in the case of divergence like in the perspective of English speakers' point of view, they are difficult for comprehending and interpreting. They are not aware of the semantic differences found in the Bengali verbs. So they are likely to produce the erroneous sentences.
- 3) Out of thirty verbs of both languages, fifteen verbs have the cases of semantic inclusion across languages. In such cases, learners find it much difficult to know where equivalence between verbs in the two languages exists and where they cease to exist. As a result the Bengali speakers learning English tend to produce unacceptable sentences. For example here with the case of English verbs **think, hear, speak, say, talk, read, sink, fall, graze, find, discover, live, leak, own, and deserve.**
- 4) It is very difficult to find equivalence in meanings carried by words of different languages. Here the research revealed in most cases, the meaning of words overlaps within languages and across languages in general. For example, the English verb **think** overlaps with **imagine** within language and overlaps with Bengali verb **kalpana kara** overlaps with English verbs **think** and **imagine** across languages. Other English verbs: **see, speak, cry, say, talk** overlap within language and with Bengali verb **bala** across languages and **bala** overlaps with English verb; **see, speak, cry, say, talk.** Next Bengali verbs; **bojha, dekha** and **pawa** overlap within language. General overlapping is found within and across in both languages but there is no absolute overlapping.

4.2 Recommendations

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

- 1) In the case of correlation of meanings, learners of both languages feel difficulty or easy to learn the verbs. The verbs like **imagine** and **kalpana kara, leak** and **chuwano** in both English and Bengali languages have semantic equivalence in general sense which make learning quite easy. This sort of concentration is highly helpful to both speakers of English and Bengali languages who are learning one another's languages.
- 2) In the case of divergence and convergence, the study revealed English verbs have the cases of divergence of meaning than the Bengali verbs and Bengali verbs have the cases of convergence of meaning. Here, BSLE may feel less difficulty in learning English verbs whereas ESLB may face difficulty in learning Bengali verbs as they are not aware of semantic difference.
- 3) In the case of semantic inclusion, as the English verbs have more extensive range of meaning coverage than the Bengali verbs, BSLE may feel easy to learn English verbs and ESLB may feel difficult to learn Bengali verbs. Semantic equivalence is important to any learners so it can not be said that language learner feel easy to learn one language and feel difficult to learn another one. Because of no certainty in equivalences, learners may face difficulty in learning target language.
- 4) In the case of semantic overlapping of verbs learners should be aware of finding the precise meanings of the verbs and their typical semantic differences in learning each other's language. In learning language, either ESLB or BSLE should take care of the range of meaning of a verb

in one language that coincides with the range of meaning of a verb in another language.

- 5) Language learning is a complex process of learning vocabulary, structures, functions as well as their pronunciations. The important property of language is vocabulary learning. In such condition, the course designers, text book writers as well as the teachers and the learners must be aware of the similarities and differences of the areas of two languages to select, teach, and the appropriate verbs which suit to the level and the standard of the learners.
- 6) Since the study is limited to only thirty verbs of each language may not be sufficient and comprehensive. So, for better and reliable research in both English and Bengali languages, the study should be carried out again selecting a wider area of verbs.

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APPENDIX-1

Categories of English verbs

Group-1

Private Verbs	Think
	Imagine
	Forget
	See
	Hear

Group -2

Verbs of Speaking	Speak
	Cry
	Say
	Talk
	Read

Group -3

Verbs of Downward Movement	Drown
	Sink
	Fall
	Descend
	Leak

Group -4

Verbs of Eating	Suck
	Graze
	Feed
	Chew
	Eat

Group -5

Verbs of Finding	Find
	Get
	Search
	Discover
	Explore

Group-6

State Verbs	Live
	Leak
	Depend
	Own
	Deserve

APPENDIX-2

Categories of Bengali verbs

Group-1

Private Verbs	Mone kara/Kalpana Kara
	Kalpana Kara
	Bhule Jawa
	Dekha/Padha/Bala/Bojha
	Sona/Bojha

Group -2

Verbs of Speaking	Bala/Katha Bala
	Kanna/Chitkar Kara/Bala/Khoja
	Bala/Bojhano/Chawa/Newa
	Bala/Kanano/Katha Bala
	Padha/Dekha

Group -3

Verbs of Downward Movement	Dube Jawa/Bhese Jawa/Satar Kata/Dhaka
	Dube Jawa/Aste Jawa/Kharach Kara
	Para/Pore Jawa
	Pare Jawa/Neme Jawa/Asha/Para
	Chuwano

Group -4

Verbs of Eating	Mara/ Chosa/Akarshan Kara/Dekha
	Chibano/Chule Jawa /Bojha
	Khawano/ Jatna Kara/Rakha
	Dhokano/Parinate Howa
	Chibano/Khawa/Kamrano/Katha Bala
	Khawa/Hariya Dewa/Here Jawa/Newa/Kerenewa

Group -5

Verbs of Finding	Pawa/Khoja
	Pawa/Bojha/Sona/Rakha/Ana/Byatha Kara
	Khoja
	Abishkar Kara/Jana
	Dekha/Ghora/Jarjarita Howa/Anubhab Kara

Group-6

State Verbs	Thaka/Bacha
	Chuwano/Prakash Kara/Prachar Kara
	Nirvar Kara
	Nirmar Kara/Sikar Kara
	Arjan Kara/Joggo Howa

APPENDIX-3

Categories of English and Bengali verbs

Group-1

	English	Bengali
Private Verbs	Think	Mone kara/Kalpana Kara
	Imagine	Kalpana Kara
	Forget	Bhule Jawa
	See	Dekha/Padha/Bala/Bojha
	Hear	Sona/Bojha

Group -2

Verbs of Speaking	Speak	Bala/Katha Bala
	Cry	Kanna/Chitkar Kara/Bala/Khoja
	Say	Bala/Bojhano/Chawa/Newa
	Talk	Bala/Janano/Katha Bala
	Read	Padha/Dekha

Group -3

Verbs of Downward Movement	Drown	Dube Jawa/Bhese Jawa/Satar Kata/Dhaka
	Sink	Dube Jawa/Aste Jawa/Kharach Kara
	Fall	Pore/Pore Jawa
	Descend	Pare Jawa/Neme Jawa/Asha/Para
	Leak	Chuwano

Group -4

Verbs of Eating	Suck	Mara/ Chosa/Akarshan Kara/Dekha
	Graze	Chibano/Chule Jawa /Bojha
	Feed	Khawano/ Jatna Kara/Rakha Dhokano/Parinate Howa
	Chew	Chibano/Khawa/Kamrano/Katha Bala
	Eat	Khawa/Hariya Dewa/Here Jawa/Newa/Kerenewa

Group -5

Verbs of Finding	Find	Pawa/Khoja
	Get	Pawa/Bojha/Sona/Rakha/Ana/Byatha Kara
	Search	Khoja
	Discover	Abishkar Kara/Jana
	Explore	Dekha/Ghora/Jarjarita Howa/Anubhab Kara

Group-6

State Verbs	Live	Thaka/Bacha
	Leak	Chuwano/Prakash Kara/Prachar Kara
	Depend	Nirvar Kara
	Own	Nirmar Kara/Sikar Kara
	Deserve	Arjan Kara/Joggo Howa

APPENDIX – 4

QUESTIONNAIRE

This questionnaire is prepared for the native speakers of the Bengali language. It is prepared in accordance with research work on ‘**A semantic Analysis of English and Bengali verbs**’ for the partial fulfilment of M.Ed. in English education under the guidance of **Dr. Laxmi Bahadur Maharjan**, Department of English education.

I surely hope you all help me to fulfill this matter.

Sanjeeta Niraula
Tribhuvan University
Kirtipur, Kathmandu

Name:

Address:

Age:

Sex:

Fill in the blanks with suitable (equivalent) Bengali Verbs:

1. The Verb Think

S.N.	Context	English	Bengali
1	I think that is mine.	Think	...
2	What do you think you are doing?	Think	...
3	The job took longer than we thought.	Think	...
4	We could not think where you had gone.	Think	...

2. The Verb Imagine

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

3. The Verb Forget

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

4. The Verb See

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

5. The Verb Hear

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

6. The Verb Speak

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

7. The Verb Cry

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

8. The Verb Say

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

9. The Verb Talk

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

10. The Verb Read

S.N.	Context	English	Bengali
1	The students read the story on pages.	Read	...
2	We read about the case jointly.	Read	...
3	A man came to read the electric meter.	Read	...
4	How are you reading the present political situation?	Read	...

11. The Verb Drown

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

12. The Verb Sink

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

13. The Verb Fall

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

14. The Verb Descend

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

15. The Verb Leak

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

16. The Verb Suck

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

17. The Verb Graze

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

18. The Verb Feed

S.N.	Context	English	Bengali
1	The poor woodcutter was unable to feed his children.	feed	...
2	Feed the plants once a week.	Feed	...
3	He fed coins in to the meter.	Feed	...
4	Power is fed into the electricity	Feed	...

19. The Verb Chew

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

20. The Verb Eat

S.N.	Context	English	Bengali
1	I do not eat meat.	Eat	...
2	The defense lawyers are going to eat you alive.	Eat	...
3	The coastline has eaten by saptakoshi .	Eat	...
4	Legal costs had eaten up all his property.	Eat	...

21. The Verb Find

S.N.	Context	English	Bengali
1	I found my lost pen.	Find	...
2	The flowers are found only in Nepal.	Find	...
3	Scientists are trying to find a cure for HIV.	Find	...
4	It was found that his left kidney contained stone.	Find	...
5.	I suddenly found myself on the sofa.	Find	...

22. The Verb Get

S.N.	Context	English	Bengali
1	Did you get wallet?	Get	...
2	Excuse me sir, we couldn't get you.	Get	...
3	He got five years for robbery.	Get	...
4	Which newspaper do you get?	Get	...
5.	She gets really bad headaches.	Get	...

23. The Verb Search

S.N.	Context	English	Bengali
1	Did you search the missing books?	Search	...
2	Police searched the area for dues.	Search	...
3	I am searching the colleges for the further study.	Search	...
4	We should search about the mission recently.	Search	...

24. The Verb Discover

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

25. The Verb Explore

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

26. The Verb Live

S.N.	Context	English	Bengali
1	We live in London.	Live	...
2	She lived a very peaceful life.	Live	...
3	Her words have lived with me all my life.	Live	...
4	Spiders can live for several days without food.	Live	...

27. The Verb Leak

S.N.	Context	English	Bengali
1	The bucket leaks.	Leak	...
2	Do not leak about the secrecy.	Leak	...
3	The contents of report were leaked to the press.	Leak	...

28. The Verb Depend

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

29. The Verb Own

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

30. The Verb Deserve

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

(Adopted from Palmer, 1996, p. 71|72)