

CHAPTER ONE

INTRODUCTION

1.1 General Background

Human beings, since coming into existence in the earth, have ever been superior and dominant in this biosphere. It is all because of their unique features inherent in them. At the supreme height they have been raised with their valorized faculty of mind that continues further updating and innovating. To this, what they express and share through is of a great importance.

Amalgamation of the both aspects of mind- sense and sensibility gives a balanced and effective outcome. But the seat of these feelings is quite deep in the heart. All of them may not come into the fore on the surface, being unfolded. The only way to bring all these things out from the unfathomable seat is via the language that we speak. The language works as a road to deliver the message from one to another. That is why language is considered as a means of communication through which a man can outpour his feelings, desires, aspirations, emotions, impulses, views, ideas and experiences to other human beings. It is a powerful medium of expressing happiness, sorrow, miseries in respect to other means of communication like gestures, symbols and the dancing of bees.

Language is a species-specific aptitude and innate possession of humans which distinguishes them from other animals. It is the mental mechanism which allows every individual to internalize the concrete community-specific signals for communicating abstract mental concepts. Undoubtedly, there are also some other means of communication like gestures, symbols, traffic-lights and road signals. They are not as flexible, comprehensive, perfect and extensive as the language. Sapir (1998:p.8) says, "Language is purely human and non-instinctive method of communicating ideas, emotions, aspirations, and desires by means of a system of voluntarily produced symbols." From this definition, we can know that language is the only human possession. It is the system through which ideas, emotions, aspirations and desires are expressed. It highly matters for the same.

1.1.1 The English Language

English language is one of the most widely spoken languages of the world. From the linguistic point of view, this language is the richest of all. This language is getting bigger and bigger with its speakers. Now, it is at the phase of rapid expansion. The empire of this language is aggressively expanding. The speakers of this language are growing day by day. It is in the process of becoming the leading language in the world.

English is a powerful means of communication. Moreover, it takes a form of Lingua Franca in many parts of the world. It is a language of international

trade and commerce, politics, industries and conference. Most of the books in the world are written in the English language. Works of literature written in other languages are also translated into English to disseminate them far and wide through this language. In this way English has been getting rich in its literature as well. That is why the English language is supposed to be the superior language in the world.

1.1.2 Languages in Nepal

As a fact of matter, Nepal occupies a small sphere in the globe. Despite its small size, Nepal houses an amazing cultural diversity including linguistic plurality. The Interim Constitution of Nepal (2007) grants numerous linguistic rights to the citizens of Nepal, and recognizes the linguistic diversity by recording 92 languages spoken as mother tongues in the Census Report of 2001. There are however, varying reports on the number of languages spoken in Nepal. To clarify the linguistic situation in the country the National Languages Policy Recommendation Commission (1994/2050 B.S; its English Version, 2008) had recommended a linguistic Survey of Nepal to be carried out to determine more precise identification of languages spoken in the country. To date there have been two attempts to survey the languages of Nepal, namely the Grierson-Konow Survey (1898-1927) and the German Research Council Survey (1981-1984). These however, lack the detailed and comprehensive nature needed to address the current issues facing Nepal. The first survey did not include all the languages spoken by

the indigenous Nationalities, and the second remains tentative and inconclusive due to inadequate documentation. As the present scenario of the linguistic situation in Nepal is obscure, being under survey, there is still so much sleepless effort required to be paid in the field of linguistics. This also presents that it is one of the most mind blowing areas of linguistic researches. This field can immensely drive in the researchers with perspectives of findings.

Nepal is a mosaic land in terms of diversity it owns. Multicultural, multifarious, multilingual, multiracial and diversified geographical features are its unique features. As an aftermath, the different languages are spoken in Nepal. The Census Report (2002) records 92 languages with various dialects in Nepal. In Nepal many languages survive only in spoken form. That is to say some of the languages or dialects do not have the written scripts, they have only spoken form. All the languages survive in speech communities. In the absence of the speech communities, the language dies. Kusunda is a dying language in Nepal. Yonjan (2067) says that Kusunda is the language which is not known to which language family it belongs. The following are the languages of Nepal:

(i) Indo-Aryan Group

This group includes the following languages:

Nepali	Awadi	Darai	Hindi	Urdu
Maithali	Tharu	Majhi	Bengali	Kumal
Rajbanshi	Bote	Chaureti	Bhojpuri	Magahi
Danuwar	Marawari			

Rai (2010)

(ii) Tibeto -Burman Group

This group includes the following languages:

Limbu	Thakali	Bahing	Kaike	Ghale
Hayu	Chepang	Newar	Tamang	Sunuwar
Gurung	Sangpang	Chamling	Kulung	Thulung

Rai (2010)

(iii) Dravidian Group

'Jhangad' is the only one language spoken in Nepal under this group.

(iv) Astro-Asiatic Group

'Satar' is the only language spoken in the eastern terai of Nepal under this group.

1.1.3 An Introduction to the Thulung Rai Language

The political changes in the past brought very positive impacts to several ethnic minorities, particularly on their linguistic awareness. Linguistic protection and its development has also been a political issue. They can survive only with their languages. This is because of what ethnic groups think that their living mother tongues are their breath. They know they die with the death of their mother tongues. This linguistic awareness has resulted increase in the number of speakers of mother tongues which can be noticed in the latest census of 2058 BS.

Rai ethnic is distinct from other ethnic groups in the sense they possess many languages. Within Rai community there are many different Rais speaking their own distinct languages. This is to say that there are different Rais in the single Rai community speaking different languages. They are Rais but they speak their own distinct languages. This distinct possession of Rai community is amazing. Rai is rich in the number of languages they use. Even in their linguistic diversity, there is a strong unity in the different Rais.

According to Census Report (2001), there are 28 Rai groups in terms of their linguistic diversity. Of the Rai ethnics, Thulung Rai is one. Thulung Rai is distinct with their distinct languages. According to Yogendra Prasad Yadav, Central Department of Linguistics, T.U., the total population of Rais in Nepal is 496800 of which 14034 are Thulung Rai. Thulung is only 0.06% of the total population of Nepal and 2.82% of the Rai group. In order of the

total population among separate linguistic Rais, Thulung Rai comes in the fourth position.

Kirat Rai languages are the branches of Sino- Tibetan Language Group. It has two branches; they are Sinitic and Tibeto-Burman. This can be shown in a tree diagram that follows:

Diagram-I
Branches of Sino-Tibetan Language

Rai (2010)

The Thulung language is a distinct language spoken by Thulung Rais in the Eastern Nepal. Thulung Rai is an ethnic minority originally settled in the valley of the River Hongu, one of the remotest but also the most enchanting areas of Solukhumbu. As Thulung Rais began to move out of Solukhumbu in pursuit of convenient life, they were spread to the Eastern neighboring districts. They have even settled in some parts of India like Darjeeling and Sikkim. The settlement of Thulung Rai is sparse in the mixed society where they cannot make a cluster. The Thulung language is not spoken and used much because of the influence of the Nepali Language. If this is the case, a dire situation of Thulung language is there. Besides a few foreign researchers, no more research works have been done yet. Early researches about this language are to be undertaken to go to its alarm.

1.1.4 Semantics

Semantics is the study of meaning in language. It is one of the three levels of linguistics. The others are syntax, the study of word and sentence formation and phonology, the study of sound system. Semantics, which was considered out of linguistics in the past, is now an integral part of linguistics because without taking account of meaning the study of language is not complete.

According to Rai (2001), the history of semantics goes back to the American Philological Association which introduced a paper, 'Reflected meanings: a point in Semantics' in 1894, and five years later in 1900, Breal's book,

‘Semantics: studies in the science of meaning’ (p.12). Crystal (1997) comments on the book as “It is one of the earliest books on linguistics as we understand today, in that it treated semantics as the ‘science’ of meaning and that it was not primarily concerned with changes of meaning from a historical point of view”(p.12).

In early twentieth century, the two books ‘The meaning of Meaning’ by Ogden and Richards (1923), and ‘The Problem of Meaning in Primitive Languages’ by Malinowski (1923) worthy to be mentioned appeared in the firmament of linguistics. As time passed semantics got more popular and today it has been itself as one of the primary branches of linguistics. In terms of semantic use we can find two contrastive views; one, according to Leech (1974) “Semantics holds that the study of communicative processes can be a powerful force for good in the resolution of human conflict, whether on an individual, local or international scale.” The other, as Crystal (2003) says, is that some people use the word ‘semantics’ in a pejorative sense. It is to say language is used in order to mislead the public. As a matter of fact, semantics is nothing as Crystal says but a systematic study of what meaning is and how it operates.

The latest introduced but the fast growing part of linguistics is semantics that has now grown into a vast discipline and has several branches such as historical semantics, lexical semantics, structural semantics, generative

semantics, transformational semantics, linguistic semantics, philosophical semantics, and psychological semantics.

Generally the second language learners get difficulty in using appropriate words and make mistakes because of their inability in choosing the appropriate words in appropriate situations in the target language. This is what happens because of the meaning of words in a situation.

The semantic system of English and Thulung Rai verbs causes difficulty to the Thulung Rai learners who are learning English and vice-versa.

Therefore, this study has addressed to English speakers learning Thulung Rai and Thulung Rai speakers learning English. The researcher has focused on the semantic comparison of the forty English and their equivalent Thulung Rai verbs to find out the nature of semantic correlations between the English and Thulung Rai verbs.

1.1.5 The Concept of 'Meaning'

As for the definition of 'meaning', no scholars stand at a point. They do not agree with each other. In the traditional view, there is a natural connection between a word in a language and an object in the world'. It supports that the word, 'dog' has connection with the animal which can be tamed, which wags its tail to its master and barks at a stranger because God has given it this name. It seems to be ridiculous. This can not be accepted. In the view of the modern theory, the connection between a word and an object for its meaning

is absolutely arbitrary. The same animal which is called 'dog' in the English language is called by several other names such as 'khlewa' in Thulung, 'kukur' in Nepali, 'kutta' in Hindi, and 'hund' in German. The modern theory suggests that the connection between words and their meanings are not natural but arbitrary. The same object or animal is called by different names in different languages but it does not change their attributes as the following lines of Shakespeare declare.

"What's there in a name that we call 'rose'
By any other name it smells sweet."

(Rai, 2003:p.14)

An individual's meaning is not a part of general study of semantics. The meaning of a sentence is determined not only by the meaning of the words it is composed with but also the grammatical structure (Lyons 1977). Meaning is the situations in which the speaker utters it and the response which it calls forth in the hearer. In terms of making meaning, there are two parties- speaker and hearer (utterance and response). So, the fact is that the two sentences composed of exactly the same words can also be of two different meanings. Meaning of an utterance depends not only on what is said but also on the intention of the speaker and interpretation of the hearer. The following example can be presented to clarify this:

When a man comes from his office he finds that his 10-year-old son is watching TV and his towel is lying on the floor. He says angrily, 'What's this?' The boy picks up the towel and puts it in the proper place.

(Rai, 2003: p.19)

Here, the boy does not respond that it is a towel. He simply picks it up and puts it in the proper place because he understands his father's intention. He knows his father is not asking him the meaning but telling him to put it in its right place. The above utterance unfolds its meaning with the proper interpretation of the father's intention by his son.

Hence, meaning shares a very important part of language and it also puts intricacy to learners of the second language. The meaning gets ambiguous and the learners may make mistakes. The meaning of one word in one language can have one meaning and may be different in another language. They may not have one to one correlation in meaning of words in the two different languages. There may be divergence or convergence of meaning, semantic overlapping or semantic inclusion of meaning of words in the two languages. There must be existence of typical or language specific verb forms between the two languages which make meaning different. For instance: According to Basnyat (1999), the semantic system of some English and Nepali verbs pose obscurity to the Nepali Speakers Learning English (NSLE) and English Speakers Learning Nepali (ESLN).

In Nepali: /Khanu/

In English: (a) eat (b) drink (c) smoke (d) take

Here, the NSLE may use the English verb eat as the base form for the Nepali verb /Khanu/. Accordingly the NSLE may produce unacceptable sentences as given below:

- (a) * He ate milk.
- (b) * He ate cigarette.
- (c) * She ate medicine.

This is because the Nepali language has only one verb /Khanu/ to denote the eating of different kinds of food. But, English maintains difference in the verbs that are used to denote different types of food consumed. For example, solid food is eaten, liquid is drunk, medicines are taken and cigarettes are smoked.

1.1.6 Divergence, Convergence, One-to-One Correlation, Semantic Inclusion and Semantic Overlapping

These different semantic terms are briefly introduced with examples below:

i) Divergence

A single word of a language can have the multiple meanings in another language. This semantic case is known as divergence of meaning. This concept can be clear when we take an example of divergence. The English word 'break' conveys the different meanings represented by the different Nepali words like /bhachnu/, /futaunu/ and /chudaunu/. The English word 'break' diverges into /bhachnu/, /futaunu/ and /chudaunu/ in the Nepali language. This process of having the different meanings of a word from one language to another is semantically divergence. This concept can be concrete from the following presentation.

ii) Convergence

Convergence is concept of meaning just opposite to divergence. Two or more than two words of a language having a single meaning in another language is convergence of meaning. This idea can be clear from the example given in the description of divergence when looked conversely.

That is, the three Nepali words /bhachnu/, /futaunu/ and /chudaunu/ have only one meaning in the English language 'break'. This is fairly convergence. The following presentation displays the concept clearly.

iii) One-to-One Correlation

One to one correlation is the representation of semantic equivalence across languages. It refers to one word from a language having only one meaning in another. This kind of word in the different languages is semantically equivalent.

Let us take an example. The English word 'cry' gives only one meaning /runu/ in Nepali. So, the English and Nepali words are correlative each other in meaning.

iv) Semantic Inclusion

It refers to the word in one language has more extensive range of meaning than that of a word in another language. In different contexts, a single word

from one language refers to the different meanings in another language. However, sometimes in some contexts the word's two or more meanings have semantic equivalence. The meanings remain inclusive. This kind of semantic situation is known as semantic inclusion of meaning.

V) Semantic Overlapping

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. The meanings of two or more than two words of one language which have wide range of meaning happen to get similar meaning in another language. The English word 'beat' has the meanings /kutnu/ and /jitnu/ in Nepali. Similarly, the another English word 'win' refers to /jitnu/ in Nepali. The English verb 'beat' and 'win' are different but their meaning in one context is /jitnu and /jitnu/ which is similar. Here, the meaning of the English verb 'beat' overlaps with 'win'. This kind of semantic case is the semantic overlapping.

1.1.7 Grammar

Grammar is the set of rules that describes how words and groups of words can be arranged to form sentences in a particular language. Oxford Advance Learners' Dictionary (2005) defines grammar as the rules in a language for changing the forms of words and combining them into sentences (p.517). According to Murcia and Freeman (1999), grammar is not merely a

collection of forms but rather involves forms, meaning and use (p.4). Similarly, Cross (1992) states, "The body of rules underlie a language is called its grammar. The grammar includes rules which govern the structure of words (suffixes and prefixes) to form clauses and sentences, that are acceptable to educated native speakers" (p.26) From these definitions of grammar, we can know that it is the system of arranging the words in the order of sentences which together carry the meaning. The words in a sentence have their certain places and forms. If their places and forms are not appropriate, they no longer can be sensible. Then they will be useless constructions being ungrammatical. In another words, it so happens when grammar does not go into them. This manifests that grammar is very important in every language. It is the backbone of the language without it no language can stand.

The words have different forms and functions. These different forms of words are known as the parts of speech. The parts of speech are structurally categorized into two groups. They are the major and minor word classes. The major parts are the words which carry content meaning. They are nouns, verbs, adjectives and adverbs. These verbs are also called open class words. Similarly, the other parts are the structure words. They simply carry structural meaning. These words do not help to coin new words so they are called closed class words. Such words are auxiliary verbs, prepositions, pronouns, determiners and conjunctions.

1.1.7.1 Verbs

Generally verbs are action words. They denote the state of being. They are the core of a sentence. In absence of a verb in a sentence, the sentence cannot make a sense but merely a single verb can do it. Mainly the verbs are of two types. They are the main verbs and the auxiliary verbs. The verbs which alone can stand are the main verbs. They can change the forms of theirs. But the auxiliary verbs are the helping ones. The auxiliary verbs need the help of the main verbs to make meaning. They don't change their forms. The main verbs can be classified into four groups. They are briefed as follows:

a. Stative Verbs

Stative verbs are those which state persist over time without change, e.g. seem, know, need and want.

b. Activity Verbs

Activity verbs are durative verbs which involve a span of time. They have no specific end point. The activity verbs are 'sleep' and 'snow'.

d. Achievement Verbs

Achievement verbs are the verbs that capture the beginning or the end of an action. 'Begin' and 'end' can be taken as the achievements verbs.

c. Accomplishment Verbs

Accomplishment verbs are the durative verbs like activities but they have end point like achievements. The verbs like 'build' and 'paint' are the accomplishment verbs.

The groups of verbs selected and categorized for the semantic study are as follows:

- a) Verbs of Breaking
- b) Verbs of Making
- c) Verbs of Beating
- d) Verbs of Cutting
- e) Verbs of Preparing
- f) Verbs of Speaking
- h) Verbs of Searching
- g) Verbs of moving

1.1.8 Contrastive Analysis (CA)

Contrastive Analysis (CA) is a branch of linguistics which is defined as a scientific analysis of similarities and differences between two languages.

This is the procedure of comparing and contrasting linguistic system of the two languages. Comparison can be made at any level, system or sub-system of two languages that helps a teacher to predict the area of ease and

difficulty for a learner while learning a second or foreign language. CA also predicts the positive errors to be committed by the learners. It further explains the causes of committing errors, mainly because of the mother tongue interference. CA has both predictive and explanatory functions.

1.1.8.1 Contrastive Analysis Hypothesis

Hypotheses of contrastive analysis are as follow:

- i. The second language learning becomes difficult due to the interference of the first language.
- ii. Major source of errors is located in the first language habits.
- iii. One can be able to account for errors by considering differences between L1 and L2.
- iv. The greater differences between the two languages the more errors will occur.
- v. Difficulty or ease of learning a particular second language is determined by the differences between L1 and L2.

1.1.8.2 Transfer Theory

Transfer theory is the key assumption of CA based on psychological aspect. This theory asserts that the past learning conditions the present learning. In another words, the past learning facilitates the present learning if the L2 is similar to L1 and the past learning hinders the present learning if the L2 is

different from L1. Here, the facilitating transfer is known as the positive transfer while the hindering one is the negative transfer. But sometime the past learning does have nothing to do with the present learning. It neither facilitates nor hinders the learning. This case is known as nil transfer. Of these three kinds of transfer, the positive and nil transfer are helpful to the learners but the negative transfer poses interference and the L2 learners commit likely errors.

1.1.8.3 Significance of CA

CA exists in learning of the second language. Its significance is also there. The major functions of CA maintain the significance of CA. There are two major functions of CA which are described separately below:

- a. CA as a Predictive Tool
- b. CA as a Explanatory Tool

a. CA as a Predictive Tool

To predict errors is the primary function of CA. It helps to find out areas of potential difficulties in foreign language learning. That is why it is a device to predict errors likely to be committed by the L2 learners. Prediction of errors helps in language learning. Major significance of CA are as follows:

- i) The areas of potential difficulties in foreign language learning can be detected and then predictions are made.
- ii) The difficulties are explained.
- iii) It becomes helpful to the course designers to develop the course materials keeping in view the likely difficulties.

b. CA as an Explanatory Tool

It is the secondary function of CA. It explains the errors committed by L2 learners. It helps to find out the reasons for making the errors. CA has pedagogical implications on teaching and learning the second language. So, it is taken significantly by the course designers, text writers and the teachers.

1.2 Review of the Related Literature

There are many research works carried out by different researchers on semantic analysis of the English verbs and verbs of other languages like Gurung, Tamang, Limbu, Maithali, Newar, Rajbanshi, Tharu, and Nepali in the Department of English Education under Tribhuvan University and other Universities as well. The researcher has reviewed the related literature to his study as follows:

Adhikari (2004) did a research on 'English Language Proficiency of Bilingual Students: A Comparative Study'. The researcher's main objectives

of the study were to find out English language proficiency of monolingual and bilingual students. The primary sources of data collection were monolingual and bilingual students of grade eight from different schools of Kavre district. Books, research reports and population census reports were the secondary sources. The total population of the study was one hundred and five students studying in grade eight in the seven public schools from Kavre. Those schools were sampled through the purposive sampling procedure. From each school fifteen students were selected by using stratified random sampling procedure. The tools of the data collection used were the test questions prepared on the basis of the final test papers of grade seven. The test papers with one hundred full marks contained twenty objective questions, one passage, one essay, one letter and other grammatical items. The tests were taken and evaluated. The researcher found that Nepali speaking students excelled the others like Tamang, Gurung. There was no significant difference in the achievement of English language proficiency due to being monolingual and bilingual.

Rai (2004) researched on 'A Comparative Study of English and Rai Bantawa Kinship Terms'. The main objective of the study was to find out the Rai Bantawa terms used to refer to various kinship relations across five generations altogether. Both the primary and secondary sources of data collection were used. From the primary source, the data were collected from the native speakers from Timma, Chhinamakhu and Annapurna VDCs of Bhojpur district. The secondary sources were magazines, journals, theses,

newspapers, books related. Thirty native speakers of Rai Bantawa of which ten from each VDCs including five male and five female were sampled through the snowball sampling procedure. The predetermined sets of questions, the first containing thirty and the second and third with 72 each were the data collection tools. Firstly, the required questions were set and then the speakers were interviewed accordingly. The main finding of the study was that English has less kinship terms than Rai Bantawa.

Adhikari (2006) carried out a research on 'A Semantic Analysis of English and Nepali Verbs'. The main objectives of his research are to present the semantic description of the verbs from both languages on the basis of one to one correlation, divergence or convergence, semantic inclusion and semantic overlapping as well as to find the difficulties faced by both language learners. He collected the data through both the sources of data collection- primary and secondary. He visited ten English native speakers from the USA, the UK, Canada and Australia available in the capital city, Kathmandu. He also looked into different books, journals, theses related. The main finding of the study is that there are inherent differences in the semantic systems of English and Nepali verbs. The seemingly semantically equivalent verbs are not really equivalent which is the difficulty both language learners face.

Dahal (2006) did a research on 'Semantic Overlapping between English and Nepali Verbs'. The prime objective of the researcher in this research

work was to study how far the English and Nepali verbs were equivalent and overlapping in terms of their meanings. He used the primary and secondary sources to collect data. As the primary source, informal interviews were taken to the native speakers of Nepali and English languages whereas the secondary sources were the related books, magazines, theses and dictionaries. The informants were sampled through judgmental sampling procedure. His findings are that English verbs are more than Nepali. There are more instances of overlapping cases than equivalent ones.

Dewan (2007) conducted a research on 'A Field Research on Thulung Language: A Practical Work'. The researcher carried out this research work to study about the Thulung language in brief. He collected the required data and information from the Thulung language consultant Mr. Dilip Thulung. The Thulung grammar book and related theses were consulted. The web sites were also browsed to collect the secondary data. This study matters a lot since no more researches have been undertaken to explore about this language. Though it was a brief study, it attempted to bring out a lot of things about the Thulung language. The findings of this study are that the Thulung language has the plural marker '-mim' which is used to pluralize nouns. The verb marker is '-mu' whether the verb is transitive or intransitive. Similarly, the causativizer in Thulung is '-ben' and the adjectivizer is '-tam' attached to the verb. The reduplicative pattern like 'lalam' for red is also found in colour terms. The Thulung language has the cases and their

markers: ergativity- '-ka', instrumental- '-ka', dative - '-lai', locative - '-ra' / '-da', comitative - '-num' and ablative - '-lamba'.

Jha (2007) made an endeavour to carry out a research on 'Semantic Analysis of English and Maithali Verbs'. The main purpose of the study was to find out the semantic aspects of Mithali and English verbs. The native speakers of Maithali were the primary sources of data collection. The secondary sources were the books, theses, journals related. The informants were selected through the purposive sampling procedure. A good rapport was maintained with the respondents and the predetermined sets of questionnaire were used to collect the data. The researcher found out that Maithali verbs in general end with suffix '-nai' and the Maithali verbs are structurally (more specifically morphologically) complex in comparison to English. English has more verbs than Maithali that are related to action performed by different parts of the body.

Limbu (2007) made an endeavour to carry out a research on 'A Semantic Analysis of English and Limbu Verbs': A Comparative Study. The main objective of the research work was to collect a certain number of English and Limbu equivalent action words. Further, the semantic description of the verbs was to carry out on the basis of one to one correlation, semantic inclusion and semantic overlapping. Both the primary and secondary sources of data collection were used. As the primary source, the native speakers of Limbu were interviewed to collect the required data. The books, journals,

magazines and dictionary were the secondary sources. A set of the structured questionnaire was used as the research tool. The informants were sampled through the purposive sampling method. The findings of his study are that English verbs have more extensive range of coverage than that of the Limbu verbs and there are inherent differences in the semantic system of the English and Limbu verbs.

Rai (2010) made an attempt to carry out a research on the title 'A Semantic Analysis of English and Kulung Rai Verbs: The main objective of his study is to conduct the semantic description of the verbs from both languages on the basis of one to one correlation, divergence or convergence, semantic inclusion and semantic overlapping. He took help of the primary and secondary sources to collect the data. As the primary source, he visited ten Kulung native speakers from Ilam and Sunsari districts while he consulted different books, journals, magazines, articles and dictionary as the secondary source. He made the good use of research tools like observation, structured questionnaire and unstructured interviews to collect the data. The respondents were selected on the basis of judgmental sampling. The researcher found that English verbs have more extensive meaning than the Kulung verbs. There is semantic equivalence but absolute semantic is rare.

From the above reviews, we can know that many researches have been done in the area of semantic analysis in different languages. From this we can also know that there is not any research carried out on semantic analysis of

English and Thulung Rai verbs. So, this research is the first and new from other researches.

1.3 Objectives of the Study

The objectives of the study are as follows:

- a. To collect forty English verbs from eight semantic fields and their equivalent Thulung Rai verbs.
- b. To identify the semantic relations between the English and Thulung Rai verbs on the basis of:
 - i) Divergence and convergence of meanings,
 - ii) One to one correlation of meanings,
 - iii) Semantic inclusion and
 - iv) Semantic overlapping
- c. To compare and contrast the English and Thulung Rai verbs in terms of semantic equivalence.
- d. To recommend some pedagogical suggestions.

1.4 Significance of the Study

Semantic analysis is an approach to the study of meaning. This approach bridges to reach a finding. Such finding can help explain the meaning of words more precisely than the conventional dictionary does. The semantic descriptions of similarities and difference in meaning in two different

languages can be helpful to the concerned parties. It can be specifically useful to linguists, researchers, course designers, teacher trainers, teachers, students and general readers. They can have benefits from it in one or other ways. More significantly the researchers who are to carry out the research works on semantic analysis of two different languages can have advantages.

CHAPTER TWO

METHODOLOGY

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

2.1 Source of Data

The researcher took the help of both sources of data - primary and secondary to collect required information.

2.1.1 Primary Sources of Data

The native speakers of Thulung Rai living in Prithvinagar VDC, Maheshpur VDC, Baniyani VDC, Chandragadi VDC and Bhadrapur Municipality were the primary sources from whom he elicited the required data.

2.1.2 Secondary Sources of Data

The researcher collected the English verbs by using the secondary sources. The researcher consulted different useful books, journals, articles, related dictionaries, theses and browsed the internet sites. Some of the secondary sources of data are: Levin (1993), Rai (2001), Adhikari (2006), Limbu

(2007) and Rai (2010). For the Thulung verbs, the magazines and the Thulung-English bilingual dictionary were consulted.

2.2 Population of the Study

The fifty native speakers of the Thulung Rai language were the total population of the study. The field work research was carried out particularly in the different parts of Jhapa district. They are Ward No. 1, 2, 4, 5 and 7 of Prithvinagar VDC, Ward No. 3 of Mahespur VDC, Ward No. 9 of Baniyani VDC, Ward No. 7 and 9 of Chandragadi VDC and Ward No. 5 of Bhadrapur Municipality.

2.3 Sampling Procedure

The researcher sampled the fifty Thulung Rai native speakers from some VDCs and Municipality of Jhapa district. The study areas were Prithvinagar VDC, Mahespur VDC, Baniyani VDC, Chandragadi VDC and the Bhadrapur Municipality. Five respondents from each ward No. of different VDCs and Municipality were selected on the basis of the purposive sampling.

2.4 Tools for Data Collection

The structured questionnaire and unstructured interviews were the tools for

data collection. As an electronic device, the mobile phone recorder was also used to collect the data.

2.5 Process of Data Collection

The areas of the study specified were visited to collect the data. The informants were well informed about the research and its objectives. The informants got convinced and showed their willingness to help their best. In this way a good rapport was maintained with the informants. For the collection of data, a set of questionnaire was used. The responses of the informants were picked up in the questionnaire. Even the mobile phone recorder was used while necessary.

2.5 Limitation of the Study

The study had the following limitations:

- a) The study was limited to only forty English verbs and their equivalent Thulung Rai verbs.
- b) It was limited to the Jhapa district only in terms of data collection from the native speakers of the Thulung Rai language.
- c) It was limited to the application of analytical and descriptive approach of data analysis.
- d) The findings were merely drawn from the analysis of data.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter is a very important part of this research work. It presents the analysis and interpretation of the data collected.

3.1 Semantic Analysis of the English and Thulung Verbs

The semantic analysis is an analytical description of the meaning of words. Here, the verbs of English and Thulung languages are selected. Then they are categorized into eight different groups as the verbs categorized by Levin (1993). The categorized verbs are the 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. These English and Thulung verbs are tabulated into separate tables. Then all the verbs are presented with their likely contexts. Then their meanings are analyzed on the basis semantic categories such as divergence or convergence of meaning, one to one correlation of meaning, semantic inclusion and the semantic overlapping. The semantic analytical description of English and Thulung verbs goes as follows:

3.1.1 Verbs of Breaking

In this category, the following verbs from the English and Thulung were selected which are tabulated in the table 1:

Table No. 1

Verbs of Breaking

Verb	English	Thulung
Breaking	break	/tumu//hemmu//yomu//pwamu//byamu/
	crack	/bimu//khlosimu//sirmu//kham:mu//waji bomu/
	split	/fwasimu//brwamsimu// enbomu/
	smash	/pimu//thwamu//honmu/
	fracture	/jamu//blyamu//pimu/

The table 1 shows that there are many Thulung verbs to refer to the single English verb. The English verbs and their equivalent Thulung verbs given in the table are analyzed separately below:

3.1.1.1 The Verb 'break'

<u>S.N.</u>	<u>Context</u>	<u>English</u>	<u>Thulung</u>
1.	She broke the silence by coughing.	break	/tumu/
2.	He broke the speed limit.	break	/hemmu/
3.	The death of his wife broke him completely.	break	/yomu/
4.	The cloud broke and the sun came out.	break	/pwamu/
5.	The string broke.	break	/byamu/

The verbs in the contexts above show the case of divergence and convergence across languages. Here, the English verb 'break' diverges into the five different meanings represented by the five different verbs in the Thulung language. This is the divergence of meaning from English point of view. This can be shown in the following diagram.

When we look at the above case from the Thulung point of view, we can find out convergence because the five different meanings /tumu/, /hemmu/, /yomu/, /pwamu/ and /byamu/ expressed by the five different Thulung verbs merge into one meaning expressed by the English verb 'break'. The following figure presents the case of convergence clearly.

3.1.1.2 The Verb 'crack'

<u>S.N.</u>	<u>Context</u>	<u>English</u>	<u>Thulung</u>
1.	The ice cracked as I stepped onto it.	crack	/bimu/
2.	His knees cracked when he knelt.	crack	/khlosimu/
3.	He cracked his whip and galloped away.	crack	/sirmu/
4.	His voice cracked.	crack	/kham:mu/
5.	He cracked a joke.	crack	/waji bomu/

The above presentation manifests divergence and convergence. The meaning of the English verb 'crack' diverges into the five different meanings in the Thulung verbs; /bimu/, /khlosimu/, /sirmu/, /kham:mu/ and /waji bomu/. This is the case of divergence from the English side. These five Thulung verbs converge into one meaning expressed by the verb 'crack' in English is case of convergence from the Thulung side. The following figure crystallizes the concept vividly.

3.1.1.3 The Verb 'split'

<u>S.N.</u>	<u>Context</u>	<u>English</u>	<u>Thulung</u>
1.	She split the class into groups of four.	split	/fwamu/
2.	Let's split!	split	/brwamsimu/
3.	His family split into two.	split	/fwamsimu/
4.	The singer split with her husband.	split	/ enbomu/

The above display shows divergence and convergence of meaning between the English and Thulung verbs. The English verb 'split' diverges into the four different meanings represented by the four different Thulung verbs; /fwamu/, /brwamsimu/, /fwamsimu/ and / enbomu/. This is the case of divergence from the English side. But if we see this from Thulung side, it is the case of convergence of meaning. The diagram below shows convergence and divergence more clearly.

3.1.1.4 The Verb 'smash'

<u>S.N.</u>	<u>Context</u>	<u>English</u>	<u>Thulung</u>
1.	He smashed up all the furniture.	smash	/pimu/
2.	He smashed the ball into the goal.	smash	/thwamu/
3.	He has to smash holes in the ice.	smash	/honmu/
4.	She smashed the flower vase.	smash	/pimu/

The above presentation displays semantic inclusion between the English and Thulung verbs. The English verb 'smash' generally means /pimu/ in Thulung but these two verbs are not semantically equivalent in all contexts. The range of meaning covered by the English verb 'smash' is more extensive than that covered by the Thulung verb /pimu/. The Thulung verb /pimu/ doesn't include all the meanings of 'smash'. The contexts 1 and 4 share their meanings and are semantically equivalent but in contexts 2 and 3, there are /thwamu/ and /honmu/ but not /pimu/. From this, we know Thulung uses other verbs also like /thwamu/ and /honmu/ to refer to the same concept while English does use the verb 'pimu'.

3.1.1.5 The Verb 'fracture'

<u>S.N.</u>	<u>Context</u>	<u>English</u>	<u>Thulung</u>
1.	His leg fractured in two places.	fracture	/jamu/
2.	The company was fractured into several smaller groups.	fracture	/blyamu/
3.	She fell and fractured her skull.	fracture	/pimu/

We can see the case of divergence and convergence above. The meaning of English verb 'fracture' diverges into the three different meanings represented by the three different Thulung verbs; /jamu/, /blyamu/ and /pimu/. This is the case of divergence from the English side. When we observe these three Thulung verbs, they converge into one meaning expressed by the English verb 'fracture'. This is the case of convergence from the Thulung side. The figure below presents the concept more clearly.

Furthermore, we can also find the case of semantic overlapping. The English verb 'smash' overlaps with the Thulung verb /pimu/ across languages. It also overlaps with 'fracture' within the language. Both the verbs refer to breaking something. The Thulung verb /pimu/ still overlaps with 'smash' and 'fracture' across languages. With this, we see there is semantic equivalence but it is only an appearance.

3.1.2 Verbs of Making

In the category of verb 'Making', the selected verbs of both languages are presented below in the table.

Table No.2

Verbs of Making

Verb	English	Thulung
Making	construct	/banemu//julmu/
	coin	/thi:mu//dummu/
	design	/gongdemu/
	manufacture	/banemu/ /ryamu/
	compose	/ ummu//ryamu//khommu//kumu/

The table above points out that there are several Thulung verbs to mean an English verb. The verbs given in the table are analyzed separately below:

3.1.2.1 The Verb 'construct'

<u>S.N.</u>	<u>Context</u>	<u>English</u>	<u>Thulung</u>
1.	They constructed a shelter out of fallen branches.	construct	/banemu/
2.	She can construct a logical argument.	construct	/julmu/
3.	He constructed a triangle.	construct	/banemu/

The above presentation indicates the semantic inclusion between the English and Thulung verbs. The English verb 'construct' generally refers to /banemu/ in Thulung. However, these two verbs are not semantically equivalent in all contexts. The English verb 'construct' has more extensive meaning than the Thulung verb /banemu/. The Thulung verb /banemu/ has the similar meaning to 'construct' only in the one context. The context 2 has the meaning /julmu/ in Thulung but not /banemu/. From this, we know Thulung uses another verb also to refer to the same concept while English uses the same verb 'construct'.

3.1.2.2 The Verb 'coin'

<u>S.N.</u>	<u>Context</u>	<u>English</u>	<u>Thulung</u>
1.	The linguist coined a new word.	coin	/thi:mu/
2.	He coined a lot of money from his business.	coin	/dummu/

The above contexts show divergence and convergence of meaning between English and Thulung verbs. The meaning of the English verb 'coin' diverges into the two different meanings represented by the two different Thulung verbs; /thi:mu/ and /dummu/. It is the case of divergence of meaning from the English perspective. As we reverse this case and look at it from the Thulung perspective, we can have convergence. This concept can be well presented in the following figure.

3.1.2.3 The Verb 'design'

<u>S.N.</u>	<u>Context</u>	<u>English</u>	<u>Thulung</u>
1.	He designed a poster for the campaign.	design	/gongdemu/
2.	We need to design new syllabus for the kids.	design	/gongdemu/
3.	They designed to construct a school building.	design	/gongdemu/

These verbs and their contexts reveal the case of one-to-one correlation of meaning between the English and Thulung verbs. The present case is the semantic equivalence across languages. In such a case, the learners of both languages find no difficulties in learning the verbs.

3.1.2.4 The Verb 'manufacture'

<u>S.N.</u>	<u>Context</u>	<u>English</u>	<u>Thulung</u>
1.	The factory manufactures clothes.	manufacture	/banemu/
2.	A journalist manufactured a novel	manufacture	/ryamu/
3.	They are manufacturing varieties of goods.	manufacture	/banemu/

The above description points out the semantic inclusion between the English and Thulung verbs. The English verb 'manufacture' does not always mean /banemu/ in Thulung. Its meaning varies according to the contexts in the Thulung language. The Thulung verb /banemu/ is limited to certain meaning whereas the English verb 'manufacture' has extensive use. The contexts 1 and 3 are semantically equivalent but in the context 2, /ryamu/ is different. This case shows the English language is semantically rich.

3.1.2.5 The Verb 'compose'

<u>S.N.</u>	<u>Context</u>	<u>English</u>	<u>Thulung</u>
1.	Nine members compose the committee.	compose	/ ummu/
2.	She composed a letter of protest.	compose	/ryamu/
3.	She hardly composed her thoughts.	compose	/khommu/
4.	Her name is composed in block letters.	compose	/kumu/
5.	This medicine is composed of three substances.	compose	/ ummu/

The above contexts reveal the semantic inclusion between the English and Thulung verbs. The verb 'compose' generally means / ummu/ in Thulung

but these two verbs are not semantically equivalent in all contexts. The English verb 'smash' has extensive coverage in meaning than the Thulung verb / ummu/. The Thulung verb / ummu/ doesn't include all the meanings of 'compose'. The contexts 1 and 4 are semantically equivalent except the contexts 2 and 3. The Thulung uses the different verbs / ummu/, /ryamu/, /khommu/ and /kumu/ to describe the idea while English uses only one verb 'compose'.

3.1.3 Verbs of Beating

In the 'Beating' category of verb, the selected verbs of both languages are presented in the table below.

Table No.3

Verbs of Beating

Verb	English	Thulung
Beating	knock	/kumu//dumu//kamu//promu/
	hit	/yalmu//om:mu//dumu//hemmu/
	bang	/thwamu//panthwamu//dumu/
	hammer	/thwamu//dummu//ghromu//syo:mu/
	beat	/yalmu//syo:mu//hunmu//rimmu/

The table 3 indicates that there are many Thulung verbs referring to the English verb. They are analyzed separately below:

3.1.3.1 The Verb 'knock'

<u>S.N.</u>	<u>Context</u>	<u>English</u>	<u>Thulung</u>
1.	He knocked at the door.	knock	/kumu/
2.	She knocked against the table.	knock	/dumu/
3.	The critics knocked his new novel.	knock	/kamu/
4.	My heart was knocking wildly.	knock	/promu/

We can find out divergence and convergence in the above contexts. The meaning of the English verb 'knock' diverges into the four different meanings represented by the four different Thulung verbs; /kumu/, /dumu/, /kamu/ and /promu/. It is the case of divergence of meaning from the English view. When we examine this case from the Thulung view, we can find it as the convergence. The figure below indicates the divergence and convergence more clearly.

3.1.3.2 The Verb 'hit'

<u>S.N.</u>	<u>Context</u>	<u>English</u>	<u>Thulung</u>
1.	She hit him on the head with her umbrella.	hit	/yalmu/
2.	He hit the ball with his head.	hit	/om:mu/
3.	The bus hit a lamp-post.	hit	/dumu/
4.	The temperature hit 40 ⁰ yesterday.	hit	/hemmu/

These contexts manifest divergence and convergence between the English and Thulung verbs. The English verb 'hit' has the four different meanings in Thulung like /yalmu/, /om:mu/, /thwamu/ and /hemmu/. This confirms the case of divergence from the English side. Then, from the Thulung side, it is convergence itself. The following figure more apparently presents the divergence and convergence of meaning.

3.1.3.3 The Verb 'bang'

<u>S.N.</u>	<u>Context</u>	<u>English</u>	<u>Thulung</u>
1.	She banged on the door angrily.	bang	/thwamu/
2.	He banged the money down on the counter.	bang	/panthwamu/
3.	She tripped and banged her knee on the desk.	bang	/dumu/
4.	Do not bang door when you go out.	bang	/thwamu/

The presentation above manifests the semantic inclusion between the English and Thulung verbs. The English verb 'bang' generally means /thwamu/ in Thulung but these two verbs are not semantically equivalent in all contexts. The English verb 'bang' has more extensive meaning than the Thulung verb /thwamu/. The Thulung verb /thwamu/ doesn't include all the

meanings of 'bang'. The contexts 1 and 4 are semantically equivalent while the contexts 2 and 3 are not.

Furthermore, there is also the case of semantic overlapping above. The English verb 'knock', 'hit' and 'bang' overlap with each other. The English verb 'knock' refers to /dumu/ in the Thulung language. This Thulung verb sometime refers to 'knock', sometimes to 'hit' and sometimes to 'bang'. This is to say the Thulung verb /dumu/ overlaps with the English verbs 'knock', 'hit' and 'bang' across languages. With this, we think there is semantic equivalence of the verbs but it is not true when we have a closer look.

3.1.3.4 The Verb 'hammer'

<u>S.N.</u>	<u>Context</u>	<u>English</u>	<u>Thulung</u>
1.	He hammered a nail into the wood.	hammer	/thwamu/
2.	He hammered the door with his fist.	hammer	/dummu/
3.	He hammered the ball into the net.	hammer	/ghromu/
4.	Our team was hammered 3-1.	hammer	/syo:mu/

The above description manifests divergence and convergence of meaning between the English and Thulung verbs. The English verb 'hammer' carries the four different meanings like /thwamu/, /dummu/, /ghromu/ and /syo:mu/ in Thulung. This shows the case of divergence from the English perspective. The same becomes convergence if we see it from the Thulung perspective. This can be obvious from the following figure.

3.1.3.5 The Verb 'beat'

<u>S.N.</u>	<u>Context</u>	<u>English</u>	<u>Thulung</u>
1.	The boy was beaten.	beat	/yalmu/
2.	The army was beaten.	beat	/syo:mu/
3.	The birds were beating their wings.	beat	/hunmu/
4.	We were up and off early to beat heat.	beat	/rimmu/

The above presentation shows divergence and convergence. The English verb 'beat' diverges into the four different meanings with the four different Thulung verbs; /yalmu/, /syo:mu/, /hunmu/ and /rimmu/. From English perspective, it is the case of divergence while if we look at it from the Thulung perspective the same comes to be convergence. The following figure clarifies this concept well.

3.1.4 Verbs of Cutting

In the category of verb 'Cutting', the selected verbs of both languages are presented below in the table.

Table No. 4
Verbs of Cutting

Verb	English	Thulung
Cutting	chop	/krimmu//almu/ /khlemmu/
	trim	/himmu//krimmu//ryommu/
	penetrate	/honmu// imsimu//fordam bomu//lwamu//kemmu/
	shave	/khurmu//khlemmu/
	scratch	/bhrammu//khurmu//hemmu/

The table 4 shows that each English word is represented by the different Thulung verbs. These verbs are analyzed and compared separately below.

3.1.4.1 The Verb 'chop'

<u>S.N.</u>	<u>Context</u>	<u>English</u>	<u>Thulung</u>
1.	He chopped a tree down.	chop	/krimmu/
2.	The share price was chopped from 50 dollar to 40 dollar.	chop	/almu/
3.	She chopped carrots for salad.	chop	/krimmu/

The above contexts indicate the semantic inclusion between the English and Thulung verbs. The verb 'chop' generally means /krimmu/ in Thulung. But these two verbs are not semantically equivalent in all contexts. The range of meaning covered by the English verb 'chop' is more extensive than that covered by the Thulung verb /krimmu/. The Thulung verb /krimmu/ doesn't include all the meaning of 'chop'. The contexts 1 and 3 are semantically equivalent because they share their meanings. This shows inclusive meaning. From this, we can say Thulung uses other verbs also like /almu/ to refer to the same concept while English does use the verb 'chop' only.

3.1.4.2 The Verb 'trim'

<u>S.N.</u>	<u>Context</u>	<u>English</u>	<u>Thulung</u>
1.	He trimmed a hedge.	trim	/himmu/
2.	She trimmed his hair.	trim	/krimmu/
3.	She trimmed one inch off the hem of the skirt.	trim	/krimmu/
4.	She is trimmed down from 90 kilos to 70.	trim	/ryommu/

The verbs and their contexts reveal the semantic inclusion between the English and Thulung verbs. The verb 'trim' generally refers to /krimmu/ in Thulung. However, they are not semantically equivalent in all contexts. The English verb 'trim' gives more extensive than the Thulung verb /krimmu/. The Thulung verb /krimmu/ doesn't include all the meanings of 'trim'. The contexts 2 and 3 share their meanings. So, they are semantically inclusive. But the contexts 1 and 4 are different.

Furthermore, the case of semantic overlapping of the verbs can also be noticed above. The English verb 'chop' overlaps with the Thulung verb /krimmu/ across languages. Within language also it overlaps with 'trim'. Both the verbs 'chop' and 'trim' refer to cutting something. At a glance, there is semantic equivalence of the verbs but it isn't so on a closer look.

3.1.4.3 The Verb 'penetrate'

<u>S.N.</u>	<u>Context</u>	<u>English</u>	<u>Thulung</u>
1.	The knife penetrated his stomach.	penetrate	/honmu/
2.	The whole country is penetrated with fear.	penetrate	/ imsimu/
3.	He penetrated their secrets.	penetrate	/fordam bomu/
4.	Our eyes could not penetrate the darkness.	penetrate	/lwamu
5.	The sun's radiation penetrates skin.	penetrate	/kemmu/

The above description divulges divergence and convergence. Here, the meaning of the English verb 'penetrate' diverges into the five different meanings represented by the five different Thulung verbs. The Thulung verbs are /honmu/, /gnimsimu/, /swakafonmu/, /lwamu/ and /kemmu/. One word with one meaning in one language refers to many meanings in another is the case of divergence. So, from the English side, it is divergence. If we examine the case from the Thulung side, it fairly appears convergence. The divergence and convergence of the English and Thulung verbs are clearly shown below:

3.1.4.4 The Verb 'shave'

<u>S.N.</u>	<u>Context</u>	<u>English</u>	<u>Thulung</u>
1.	He shaved his beard himself.	shave	/khurmu/
2.	Brahmins shave their head clear.	shave	/khurmu/
3.	I have to shave the plank.	shave	/khlemmu/

The above presentation manifests the semantic inclusion between the English and Thulung verbs. The English verb 'shave' in the contexts 1 and 3 means /khurmu/ in Thulung. This is the inclusive nature of the meaning in the different situations. Further, the English verb 'shave' shows its richness in coverage of meaning. In compared to the English verbs, the Thulung verb /khurmu/ has less coverage in meaning.

3.1.4.5 The Verb 'scratch'

<u>S.N.</u>	<u>Context</u>	<u>English</u>	<u>Thulung</u>
1.	The cat scratched her.	scratch	/bhrammu/
2.	The stick scratched the side of the bar.	scratch	/khurmu/
3.	You can scratch my name off the list.	scratch	/hemmu/

These verbs and their contexts show divergence and convergence. Here, the English verb 'scratch' gives the different meanings in Thulung. It diverges into the three different meanings as /bhrammu/, /khurmu/ and /hemmu/ in the Thulung language. This obviously shows the case of divergence from the English perspective. The very case becomes convergence when we look at it from the Thulung perspective. This concept can be shown more clearly with the following figure.

Furthermore, the case of semantic overlapping of verbs within and across languages can also be seen above in (3.1.4.4) and (3.1.4.5). The English verb 'shave' overlaps with the Thulung verb /khurmu/ across languages. The English verb 'shave' and 'scratch' both refer to cutting something. They overlap each other within the language. The Thulung verb /khurmu/ has sometimes the meaning of 'shave' and sometimes 'scratch' in English. There appears semantic equivalence but it is not true if we have a closer study.

3.1.5 Verbs of Preparing

In the category of the verb 'Preparing', the selected verbs of both languages are presented in the following table.

Table No.5

Verbs of Preparing

Verb	English	Thulung
Preparing	blend	/ olmu/
	bake	/chamu/
	fry	/kharmu/
	boil	/vwamu//khomu//vlunbenmu/
	brew	/khomu/ /henmu/

The table enlists the different English verbs and their corresponding Thulung verbs. These verbs are analyzed and compared one by one below:

3.1.5.1 The Verb 'blend'

<u>S.N.</u>	<u>Context</u>	<u>English</u>	<u>Thulung</u>
1.	She blended noodles and eggs.	blend	/ olmu/
2.	I have never blended sweet with sour.	blend	/ olmu/
3.	Mother blended many items to prepare pickle.	blend	/ olmu/

The verbs and their contexts mentioned above indicate the case of one to one correlation of meaning between the English and Thulung verbs. These verbs represent the case of semantic equivalence across languages. The semantic equivalence makes the learners learn the verbs easily.

3.1.5.2 The Verb 'bake'

<u>S.N.</u>	<u>Context</u>	<u>English</u>	<u>Thulung</u>
1.	The bread is baking.	bake	/chamu/
2.	She baked the cake.	bake	/chamu/
3.	I can bake the bread.	bake	/chamu/

The above presentation shows one to one correlation of meaning. The English and Thulung verbs have one to one correlative relation. These verbs are semantically equivalent across languages. This semantic case is always in favor of the learners in terms of learning the verbs.

3.1.5.3 The Verb 'fry'

<u>S.N.</u>	<u>Context</u>	<u>English</u>	<u>Thulung</u>
1.	Mother fried chicken.	fry	/kharmu/
2.	She fried eggs to make an omelet.	fry	/kharmu/
3.	She fried potato chips.	fry	/kharmu/

The above manifestation describes the case of one to one correlation of meaning between the English and Thulung verbs. These verbs represent the case of semantic equivalence across languages. Here, the English verb 'fry' refers to /kharmu/ in Thulung in all contexts. This correlative meaning of the verbs in the two different languages has the positive transfer effect on the learners.

3.1.5.4 The Verb 'boil'

<u>S.N.</u>	<u>Context</u>	<u>English</u>	<u>Thulung</u>
1.	She boils some eggs.	boil	/vwamu/
2.	They boiled milk.	boil	/khomu/
3.	She is boiling soup.	boil	/vlunbenmu/

The above mentioned presentation manifests divergence and convergence of meaning between the English and Thulung verbs. Here, the meaning of the English verb 'boil' diverges into the three different meanings represented by the three different Thulung verbs; /vwamu/, /khomu/ and /vlunbenmu/ which is the case of divergence from the English perspective. When we have a look at this case from the Thulung perspective, it is obviously convergence. The following figure portrays the divergence and convergence in a lively way.

3.1.5.5 The Verb 'brew'

<u>S.N.</u>	<u>Context</u>	<u>English</u>	<u>Thulung</u>
1.	She is brewing tea.	brew	/khomu/
2.	Some women brew local beer at home.	brew	/henmu/
3.	I can brew coffee.	brew	/khomu/

The above display presents the semantic inclusion between the English and Thulung verbs. The verb 'brew' generally means /khomu/ in Thulung but these two verbs are not semantically equivalent in all contexts. The English verb 'brew' has more extensive meaning than the Thulung verb /khomu/. The Thulung verb /khomu/ includes the two meanings of the English verb 'brew' in the above contexts 1 and 3. The contexts 1 and 3 share their meanings. So, they are semantically equivalent.

Furthermore, we can find the presence of semantic overlapping above in (3.1.5.4) and in (3.1.5.5). The English verb 'boil' overlaps with the Thulung verb /khomu/ across languages. It also does overlap with 'brew' within language. The Thulung verb /khomu/ sometimes refers to 'boil' and sometimes to 'brew' in English. At a glance they look like semantically equivalent but on a closer look, they are not.

3.1.6 Verbs of Speaking

In the category of the verb 'Speaking', the selected verbs of the both languages are presented in the following table.

Table No. 6

Verbs of Speaking

Verb	English	Thulung
Speaking	chat	/jemu/
	express	/rwamu/
	communicate	/lwa bomu/
	speak	/jemu/
	tell	/syomu/

The table no.6 presents that one English verb refers to one Thulung verb. These verbs are analyzed and described separately below:

3.1.6.1 The Verb 'chat'

<u>S.N.</u>	<u>Context</u>	<u>English</u>	<u>Thulung</u>
1.	We chatted about the weather.	chat	/jemu/
2.	He is chatting with his girl friend.	chat	/jemu/
3.	He wants to chat for a long time.	chat	/jemu/

These verbs and their contexts reveal the case of one to one correlation of meaning between the English and Thulung verbs. That is, these verbs represent the case of semantic equivalence across languages. In such a case, the learners of the both languages find no difficulties in the learning of these verbs.

3.1.6.2 The Verb 'express'

<u>S.N.</u>	<u>Context</u>	<u>English</u>	<u>Thulung</u>
1.	Teachers have expressed concern about the changes.	express	/rwamu/
2.	She expresses herself most fully in her paintings.	express	/rembomu/
3.	The figures are expressed as percentages.	express	/rembenmu/

The above presentation points out the case of divergence and convergence of meaning. Here, the English verb 'express' refers to the different meanings in the different contexts in Thulung. It diverges into the three different meanings like /rwamu/, /rembomu/ and /rembenmu/ in the Thulung language. This is called the case of divergence from the English side. The very case reverses to convergence when we see it from the Thulung side. This can be shown in figure below:

3.1.6.3 The Verb 'communicate'

<u>S.N.</u>	<u>Context</u>	<u>English</u>	<u>Thulung</u>
1.	They communicated in sign language.	communicate	/lwa bomu/
2.	Dolphins use sound to communicate with each other	communicate	/lwa bomu/
3.	He was eager to communicate his ideas to the group.	communicate	/lwa bomu/
4.	Please communicate the news to your friends.	communicate	/lwa bomu/

The above contexts manifest the case of one to one correlation of meaning between the English and Thulung verbs. Here, the English verb 'communicate' has similar meaning to the Thulung verb /lwa bomu/ in all contexts. These verbs represent the case of semantic equivalence across languages. The semantic equivalence helps the learners to learn the verbs better without interference in their learning.

3.1.6.4 The Verb 'speak'

<u>S.N.</u>	<u>Context</u>	<u>English</u>	<u>Thulung</u>
1.	He spoke to the journalists.	speak	/jemu/
2.	Please speak more slowly.	speak	/jemu/
3.	Can I speak with you for a minute?	speak	/jemu/
4.	I was invited to speak about my research.	speak	/jemu/

The above presentation shows correlative meaning between the English and Thulung verbs. Here, one word in English refers to one meaning in Thulung. That is one English verb is equivalent to one Thulung verb in meaning. This is what we call semantic equivalence across languages. This case is much favourable to the learners. The learners can have no lingual hindrances. So, they find such verbs easier in the learning.

3.1.6.5 The Verb 'tell'

<u>S.N.</u>	<u>Context</u>	<u>English</u>	<u>Thulung</u>
1.	I told him a story.	tell	/syomu/
2.	He is telling the truth.	tell	/syomu/
3.	Tell him to wait.	tell	/syomu/

These verbs and their contexts reveal the case of one to one correlation of meaning between the English and Thulung verbs. These verbs represent the case of semantic equivalence across languages. In such case, the learners of the both languages enjoy the learning this type of verbs.

3.1.7 Verbs of Searching

In the category of the verb 'Searching', the selected verbs of both languages are presented in the table below.

Table No.7

Verbs of Searching

Verb	English	Thulung
Searching	hunt	/malmu//tum:mu//swokhlee bomu/
	fish	/senmu//malmu//darmu/
	seek	/malmu/
	examine	/tum:mu//remmu//khermu/
	discover	/tum:mu//darmu//lwamu/

The table 7 shows that there are several Thulung verbs to refer to an English verb. They are analyzed separately below:

3.1.7.1 The Verb 'hunt'

<u>S.N.</u>	<u>Context</u>	<u>English</u>	<u>Thulung</u>
1.	She is still hunting for a new job.	hunt	/malmu/
2.	Police are hunting criminals.	hunt	/tum:mu/
3.	They are hunting animals.	hunt	/swokhlee bomu/

The above portraits reveal divergence and convergence meaning between the English and Thulung verbs. Here, the meaning of English verb 'hunt' diverges into the three different meaning represented by the three different Thulung verbs; /malmu/, /tummu/ and /swokhlee bomu/ which is the case of divergence from the English perspective. The same case can be the convergence when we observe from the Thulung perspective. We can have the clear concept from the following figure.

3.1.7.2 The Verb 'fish'

<u>S.N.</u>	<u>Context</u>	<u>English</u>	<u>Thulung</u>
1.	He is fishing with a hook.	fish	/senmu/
2.	She fished around in her bag for her keys.	fish	/malmu/
3.	They fished a dead body out of the river.	fish	/darmu/

The above presentation reveals divergence and convergence of meaning between the English and Thulung verbs. The English verb 'fish' gives the three different meanings in the Thulung language. They are /senmu/, /malmu/ and /darmu/. This is obviously the case of divergence from the English perspective. This case becomes convergence if we look at it from the Thulung Perspective. The concept of divergence and convergence can be concrete with the following figure.

3.1.7.3 The Verb 'seek'

<u>S.N.</u>	<u>Context</u>	<u>English</u>	<u>Thulung</u>
1.	The driver is seeking an alternative route.	seek	/malmu/
2.	They want to seek a shelter.	seek	/malmu/
3.	She is seeking his advice.	seek	/malmu/
4.	A qualified person seeks employment in a good company.	seek	/malmu/

The above manifestation shows the case of one to one correlation of meaning between English and Thulung verbs. The English verb 'seek' refers to /malmu/ in Thulung in all contexts. There is semantic equivalence between the English and Thulung verbs. Semantically equivalent verbs are

easy to learn for the learners. They find positive transfer effect on them. The learners learn these verbs rapidly.

Furthermore, we can see the case of semantic overlapping above. The verbs in (3.7.1), (3.7.2) and (3.7.3), particularly the Thulung verb /malmu/ overlaps each other with the English verbs 'hunt', 'fish' and 'seek' across languages. These English verbs also overlap with each other within the language. The Thulung verb /malmu/ sometimes refers to 'hunt', sometimes to 'fish' and sometimes to 'seek'. With this, we make a sense that there is semantic equivalence in their meanings but on a closer look, it comes to be different.

3.1.7.4 The Verb 'examine'

<u>S.N.</u>	<u>Context</u>	<u>English</u>	<u>Thulung</u>
1.	The doctor is examining her stomach problem.	examine	/tum:mu/
2.	Goods were examined for damage on arrival.	examine	/remmu/
3.	Students will be examined.	examine	/khermu/

These verbs and their contexts reveal divergence and convergence of meaning between the English and Thulung verbs. Here, the meaning of the English verb 'examine' diverges into the three different meaning represented by the three different Thulung verbs; /chhirmu/, /remmu/ and /khermu/ which is the case of divergence from the English side but when looked from the Thulung perspective, the same English verb is the case of convergence.

The case of divergence and convergence becomes clear to us when we see the following figure.

3.1.7.5 The Verb 'discover'

<u>S.N.</u>	<u>Context</u>	<u>English</u>	<u>Thulung</u>
1.	The scientists are working to discover a cure for AIDS.	discover	/tum:mu/
2.	We discovered this beach while we were sailing around the island.	discover	/darmu/
3.	Police discovered drugs while searching the house.	discover	/lwamu/

The above presentation shows divergence and convergence. The English verb 'discover' conveys the different meanings in the Thulung language. It diverges into the three different meanings like /tum:mu/, /darmu/ and /lwamu/ in Thulung. This is the case of divergence from the English side. When we observe the same case from the Thulung side, it appears the case of convergence. The concept is clearly shown below:

Furthermore, the presentation in (3.1.7.1), (3.1.7.4) and (3.1.7.5) reveals the semantic overlapping of meaning. The English verb 'hunt' overlaps with the Thulung verb /tum:mu/ across languages. The verb 'hunt' also does overlap with 'examine' and 'discover' within language. The Thulung verb /tum:mu/ sometimes refers to 'hunt', sometimes to 'examine' and sometimes to 'discover'. So, the case of overlapping is present here.

There is still another case of semantic overlapping in (3.7.2) and (3.7.5). The English verb 'fish' overlaps with the Thulung verb /darmu/. It is an overlapping case across languages. The same verb 'fish' again overlaps with 'discover' which is the semantic overlapping within the language. Despite the semantic overlapping, there is lack of a true semantic equivalence.

3.8 Verbs of Moving

In the category of the verb 'Moving', the selected verbs of both languages are presented in the following table.

Table No. 8

Verbs of Moving

Verb	English	Thulung
Moving	slide	/am:mu//felesunmu//holsimu/
	roll	/khremmu//dilmu//khirmu//nemta:mu//rilsimu/
	float	/hunmu//helmu//waku bomu//furihunmu/
	jump	/chipromu//khwamu//promlemu//jhumu/
	crawl	/bakmokor bomu//rilsimu//nemta:mu//sunsiumu/

The table 8 displays the English and Thulung verbs. They are analyzed one by one below:

3.1.8.1 The Verb 'slide'

<u>S.N.</u>	<u>Context</u>	<u>English</u>	<u>Thulung</u>
1.	She slides into bed.	slide	/am:mu/
2.	He slides down the grassy slope.	slide	/felesunsimu/
3.	The drawers slide in and out easily.	slide	/holsimu/

We can see the case of divergence and convergence in the above presentation. The meaning of the English verb 'slide' diverges into the three different meanings like /am:mu/, /felesunsimu/ and /holsimu/ in the Thulung language. This case of having more meanings of a verb from one language to another is apparently the case of divergence and convergence. If we see this case from the English side, it is the divergence while from the Thulung

side, it is convergence. This concept can be concrete with the following diagrammatic presentation.

3.1.8.2 The Verb 'roll'

<u>S.N.</u>	<u>Context</u>	<u>English</u>	<u>Thulung</u>
1.	He rolled up his umbrella.	roll	/khremmu/
2.	He rolled a cigarette.	roll	/dilmu/
3.	The child rolled his eyes.	roll	/khirmu/
4.	Time rolled on.	roll	/nemta:mu/
5.	She rolled herself in the blanket.	roll	/dilsimu/

These verbs and their contexts reveal divergence and convergence of meaning between the English and Thulung verbs. Here, the English verb 'roll' conveys the five different meanings with the five different Thulung verbs; /khremmu/, /dilmu/, /khirmu/, /ta:mu/ and /dilsimu/. It is the case of divergence from the English side whereas from the Thulung side, it is clearly convergence. The following figure makes the concept of divergence and convergence clear.

3.1.8.3. The Verb 'float'

<u>S.N.</u>	<u>Context</u>	<u>English</u>	<u>Thulung</u>
1.	A plastic bag was floating in the water.	float	/hunmu/
2.	People float the logs down the river to the village.	float	/helmu/
3.	A group of swans floated.	float	/waku bomu/
4.	She floated down the steps to greet us.	float	/furihunmu/

The above presentation displays the case of divergence and convergence of meaning between the English and Thulung verbs. The English verb 'float' diverges into the four different meanings in the Thulung language. The English verb 'float' refers to /hunmu/, /helmu/, /waku bomu/ and /furihunmu/ in the Thulung language. This is the case of divergence from the English perspective. The reversal of this case is convergence when we examine it from the Thulung perspective. This can be concretely shown below:

3.1.8.4 The Verb 'jump'

<u>S.N.</u>	<u>Context</u>	<u>English</u>	<u>Thulung</u>
1.	He jumped to his feet.	jump	/chi:promu/
2.	He jumped the stream.	jump	/khwamu/
3.	She jumped up and ran out of the room.	jump	/promlemu/
4.	She jumped down from the chair.	jump	/jhumu/

These verbs and their contexts show divergence and convergence of meaning between the English and Thulung verbs. Here, the meaning of English verb 'jump' refers to the four different meanings as /chipromu/, /khwamu/, /promlemu/ and /jhumu/ in the Thulung language which is the case of divergence from the English side. Again all these four Thulung verbs converge into one meaning expressed by the English verb 'jump' if we see from the Thulung side. This case is the case of convergence. The following figure shows the concept clearly:

3.1.8.5 The Verb 'crawl'

<u>S.N.</u>	<u>Context</u>	<u>English</u>	<u>Thulung</u>
1.	The baby crawled across the room.	crawl	/bakmokokor bomu/
2.	The traffic was crawling along.	crawl	/rilsimu/
3.	The weeks crawled by.	crawl	/nemta:mu/
4.	A snake crawls on the ground.	crawl	/sunsiumu/

The above presentation lights the case of divergence and convergence. The English verb 'crawl' has the four different meanings in Thulung. The verb 'crawl' diverges into the Thulung verbs /bakmokokor bomu/, /rilsimu/, /ta:mu/ and /sunsiumu/. This is the case of divergence from the English side. All the four Thulung verbs converge into one meaning in Thulung. This is convergence from the Thulung side. We can view the concept in the following figure.

Furthermore, the presentation above in (3.1.8.2) and (3.1.8.5) reveals semantic overlapping of verbs. The English verb 'roll' overlaps with the Thulung verb /nemta:mu/ across languages. It also overlaps with 'crawl', both of which refer to moving something. The Thulung verb /nemta:mu/

sometimes means 'roll' and sometimes 'crawl' in English. At a glance, they look like semantically equivalent but on a scrutiny, they are not.

3.2 Comparison of the Semantic Relations between the English and Thulung Verbs

Only the semantic analytical description of the English and Thulung verbs cannot be enough to have the clear picture of the situation of the meaning relation between the English and Thulung verbs. The following semantic comparisons of the English and Thulung verbs provide us with additional information which can be helpful to get the semantic relations better:

3.2.1 One English–One Thulung

There are some English verbs which have merely single respective meaning in the Thulung. This is the one English-one Thulung semantic case. The one English-one Thulung correlative verbs are enlisted below:

<u>English</u>	<u>Thulung</u>
design	/gongdemu/
blend	/ olmu/
bake	/chamu/
fry	/kharmu/
chat	/jemu/
communicate	/lwa bomu/

speak	/jemu/
tell	/syomu/
seek	/malmu/

3.2.2 Many English–One Thulung

'Many English-One Thulung' is one of the semantic cases found. In this case many English verbs have one Thulung meaning or one Thulung verb gives different meanings in English. The instances of this case are enlisted below:

<u>S.N.</u>	<u>English</u>	<u>Thulung</u>
1.	smash fracture	/pimu/
2.	construct manufacture	/banemu/
3.	knock hit bang	/dumu/

- | | | |
|----|----------------------|----------|
| 4. | hit
beat | /yalmu/ |
| 5. | hammer
beat | /syo:mu/ |
| 6. | chop
trim | /krimmu/ |
| 7. | boil
brew | /khomu/ |
| 8. | chat
speak | /jemu/ |
| 9. | hunt
fish
seek | /malmu/ |

- | | | |
|-----|-----------------------------|------------|
| 10. | hunt
examine
discover | /tum:mu/ |
| 11. | fish
discover | /darmu/ |
| 12. | roll
crawl | /nemta:mu/ |
| 13. | roll
crawl | /rilsimu/ |
| 14. | bang
hammer | /thwamu/ |
| 15. | examine
discover | /remmu/ |

16.	shave scratch	/khurmu/
17.	coin hammer	/dummu/
18.	compose knock	/kumu/
19.	break hit scratch	/hemmu/
20.	smash penetrate	/honmu/
21.	penetrate discover	/lwamu/
22.	beat float	/hunmu/

3.2. 3 One English–Many Thulung

The English verbs in the different contexts have the different meanings in Thulung. This can be seen below:

<u>S.N.</u>	<u>English</u>	<u>Thulung</u>
1.	break	/tumu//hemmu//yomu//pwamu//byamu/
2.	crack	/bimu//khlosimu//sirmu/kham:mu//waju bomu/
3.	split	/fwasimu//brwamsimu// enbomu/
4.	smash	/pimu//thwamu//honmu/
5.	fracture	/jamu//blyamu//pimu/
6.	construct	/banemu//julmu/
7.	coin	/thi:mu//dummu/
8.	manufacture	/banemu//ryamu/
9.	compose	/ ummu//ryamu//khommu//kumu/
10.	knock	/kumu//dumu//kamu//promu/
11.	hit	/yalmu//om:mu//dumu//hemmu/
12.	bang	/thwamu//panthwamu//dumu/
13.	hammer	/thwamu//dummu//ghromu//syo:mu/
14.	beat	/yalmu//syo:mu//hunmu//rimmu/
15.	chop	/krimmu//almu//khlemmu/
16.	trim	/himmu//krimmu//ryommu/
17.	penetrate	/honmu// imsimu//fordam bomu//lwamu//kemmu/
18.	shave	/khurmu//khlemmu/

19.	scratch	/bhrammu//khurmu//hemmu/
20.	boil	/vwamu//khomu//vlunbenmu/
21.	brew	/khomu//henmu/
22.	hunt	/malmu//tum:mu//swokhlee bomu/
23.	fish	/senmu//malmu//darmu/
24.	examine	/tum:mu//remmu//khermu/
25.	discover	/tum:mu//darmu//lwamu/
26.	slide	/am:mu//felesunmu//holsimu/
27.	roll	/khremmu//dilmu//khirmu//nemta:mu//rilsimu/
28.	float	/hunmu//helmu//waku bomu//furihunmu/
29.	jump	/chipromu//khwamu//promlemu//jhumu/
30.	crawl	/bakmokok bomu//rilsimu//nemta:mu//sunsiumu/

3.2.4 Semantic Inclusion

Even in the different situations and contexts, the English verbs have the similar meanings in Thulung. This has been considered as the semantically inclusive case. The instances of the semantic inclusion found are as follows:

<u>S.N.</u>	<u>English</u>	<u>Thulung</u>	<u>Contexts</u>
1.	smash	a) /pimu/ b) /pimu/	1. He smashed up all the furniture. 2. He smashed the flower vase.

2. construct a) /banemu/ 1. They constructed a shelter out of fallen branches.
 b) /banemu/ 2. He constructed a triangle.
3. manufacture a) /banemu/ 1. The factory manufactures clothes.
 b) /banemu/ 2. They are manufacturing varieties of goods.
4. compose a) / ummu/ 1. Nine members compose the committee.
 b) / ummu/ 2. This medicine is composed of the three substances.
5. bang a) /thwamu/ 1. She banged on the door angrily.
 b) /thwamu/ 2. Do not bang the door when you go out.
6. chop a) /krimmu/ 1. He chopped a tree down.
 b) /krimmu/ 2. She chopped carrots for salad.
7. shave a) /khurmu/ 1. He shaved his beard himself.
 b) /khurmu/ 2. Brahmins shave their head clear.
8. brew a) /khomu/ 1. She is brewing tea.
 b) /khomu/ 2. I can brew coffee.

8. fish / discover /darmu/
9. roll / crawl /nemta:mu/

From the comparative investigation above, more semantic divergence and convergence cases have been found. But all the cases found are not absolutely diverging and converging. Moreover, some cases are seemingly divergence and convergence. The encounter of such likely cases shows that the Thulung language intrigues to the learners.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

The major findings of the present study are as follows:

4.1.1 The English Verbs and their Equivalent Thulung Verbs

The collected forty English verbs from the eight semantic fields and their equivalent Thulung Rai verbs are as follows:

<u>Verb Group</u>	<u>English</u>	<u>Thulung Rai</u>
	break	/pimu/ /bimu/ /byamu/ /jhamu/
	crack	/bimu//khlosimu//sirmu/kham:mu//waji bomu/
Breaking	split	/fwasimu//brwamsimu// enbomu/
	smash	/pimu//thwamu//honmu/
	fracture	/jamu//blyamu//pimu/
	construct	/banemu//julmu/
	coin	/thi:mu//dummu/
Making	design	/gongdemu/
	manufacture	/banemu/ /ryamu/
	compose	/ ummu//ryamu//khommu//kumu/

	knock	/kumu//dumu//kamu//promu/
	hit	/yalmu//om:mu//dumu//hemmu/
Beating	bang	/thwamu//panthwamu//dumu/
	hammer	/thwamu//dummu//ghromu//syo:mu/
	beat	/yalmu//syo:mu//hunmu//rimmu/
	chop	/krimmu//almu/ /khlemmu/
	trim	/himmu//krimmu//ryommu/
Cutting	penetrate	/honmu// imsimu//fordam bomu//lwamu//kemmu/
	shave	/khurmu//khlemmu/
	scratch	/bhrammu//khurmu//hemmu/
	blend	/ olmu/
	bake	/chamu/
Preparing	fry	/kharmu/
	boil	/vwamu//khomu//vlunbenmu/
	brew	/khomu/ /henmu/
	chat	/jemu/
	express	/rwamu/
Speaking	communicate	/lwa bomu/
	speak	/jemu/
	tell	/syomu/

	hunt	/malmu//tum:mu//swokhlee bomu/
	fish	/senmu//malmu//darmu/
Searching	seek	/malmu/
	examine	/tum:mu//remmu//khermu/
	discover	/tum:mu//darmu//lwamu/
	slide	/am:mu//felesunmu//holsimu/
	roll	/khremmu//dilmu//khirmu//nemta:mu//rilsimu/
Moving	float	/hunmu//helmu//waku bomu//furihunmu/
	jump	/chipromu//khwamu//promlemu//jhumu/
	crawl	/bakmokokor bomu//rilsimu//nemta:mu//sunsiumu/

4.1.2 The Semantic Categorical Findings

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

- a. Twenty two verbs have been found with the case of divergence and convergence. We can look at the English verb 'knock' which diverges into the four different meanings represented by the four different verbs in the Thulung language like /kumu/, /dumu/, /kamu/ and /promu/. So, it is an instance of divergence from the English perspective and convergence from Thulung.

- b. Nine English verbs have one-to-one correlation with the Thulung verbs. They represent the case of semantic equivalence across languages. However, these verbs are equivalent across languages only in a specific sense. Except the contexts given in the semantic analysis, they are not equivalent. They carry the different literal meanings as their contexts. The Thulung verb /gongdemu/ is equivalent with the English verb 'make' in general sense but in its specific sense, it not only denotes to 'make' but also to 'design'.
- c. Nine verbs have the case of semantic inclusion across languages. From this study, it has been found that the English verbs have wider range of coverage than the Thulung verbs. Thulung verb /pimu/ does not include all the meanings of the English verb 'smash'. Thulung uses the other verbs like /thwamu/ and /honmu/ to refer to the same concept.
- d. There was found the case of semantic overlapping. But absolute semantic overlapping was rare. In this study, out of the forty verbs, nine verbs were found to have overlapped each other in their meaning within or across languages. For example, the Thulung verb /pimu/ semantically overlaps with the both English verbs 'smash' and 'fracture' across the languages. From this, we can know the Thulung verb /pimu/ has the meaning of 'smash' and 'fracture' in English.

4.1.3 Similarities Between the English and Thulung Verbs

Since the English and Thulung languages have their distinct semantic systems, the similarities between these languages are rare. There have been found a few correlative verbs between English and Thulung. The English has more diverging and converging words in meaning which are there in Thulung too. The semantic equivalence is seemingly present between the English and Thulung verbs. However, that's only the face, not the spirit.

4.1.4 Differences Between the English and Thulung Verbs

- a. The English and Thulung languages are the two different languages existing differently have distinct semantic systems. From the semantic relations between the English and Thulung verbs, the English verbs have been found to have wider range of coverage of meaning than the Thulung verbs. The semantic equivalence also has been seen but it is only the appearance, not a true equivalence in the meaning. There is lack of true semantic equivalence. This lack of semantic equivalence makes the difference. The difference is the gap that hinders the learners in learning the target language. In other words, there is the negative transfer effect on the learners learning the both languages. When this effect is occurred, the learners get much interfered and hindered. They find difficulties on the learning of theirs. Despite their long and great effort, they cannot get mastery over it.

- b. The comparison of semantic categorical situation divulges that cases of divergence and convergence to be more. However, the cases of the absolute divergence and convergence are not so many. There are thirty cases of divergence and twenty two are convergence from the English perspective. This outcome has come from the One English-Many Thulung verbs and the Many English-One Thulung verbs scrutiny. The present cases of divergence and convergence taken as a whole include both absolute and partial cases. Some cases of divergence and convergence are deceptive. This kind of seven cases of divergence and convergence has been found. They are not semantically with the spirit of divergence and convergence. This so happens because of the distinct Thulung system of semantics. Most of the Thulung verbs bear the double meanings. This poses a great barrier to the learners.
- c. The investigation has found the different semantic cases which either tend to contribute facilities or pose the interference to the learners. There is the case of divergence and convergence of meaning in a considerable number in the finding. A single word of a language can have the multiple meanings in another language and vice-versa. As a result, divergence poses much difficulty for productive skills but it will be quite easy for receptive ones. The situation is just opposite in case of convergence. This state of meaning of words sets complexity in learning the meaning. From the contrastive analysis point of view, this kind of difficulty has the

negative transfer effect on the learners. The meaning interference does not let the learners have assimilation and gain the target language knowledge. One to one correlation of meaning between English and Thulung verbs has also been found. This case of meaning is different from the previous one. It has the positive influence upon the learners because there is equivalence in their meanings. One to one correlation of meaning is supportive to the learners. The learners learn this kind of words easily. Similarly, there is the case of semantic inclusion. However, meanings of the words between the languages are not fully inclusive. We can see only the partial inclusion of the meaning. The problem of semantically inclusive words is that the learners find difficulty to know where equivalence between the two languages exists and where it ceases to exist. Apart from it, semantic inclusion is somewhat similar to one to one correlation in terms of easiness of learning the words. So, the learners can find this kind of words helpful in learning but not as much easier as one to one correlative words. There is still another case, the semantic overlapping. The semantically overlapping words have a very similar property to the semantically inclusive words. However, in lack of the knowledge where the overlapping takes place, the learners find complications of the precise meaning.

4.2 Recommendations

On the basis of the findings, the following recommendations have been proposed.

- a. This study describes the similarities and differences between two languages. It is very helpful to the native speakers of Thulung who are learning English as a target language and the native speakers of English who are learning Thulung as a target language. They are likely to commit errors in the areas where there are the cases in which there is presence of semantic overlapping, semantic inclusions and divergence and convergence.

- b. Language learning is a tough job. It involves process of learning the system of language. Vocabulary, structures, forms and sounds are very important. Of these, vocabulary learning comes to be the most significant one. Thus, all the stakeholders to teaching and learning activities such as the course designers, text book writers as well as the teachers and the learners must be aware in terms of selection of appropriate verbs and teaching and learning of them in a proper way because it matters a lot in learning the language better and faster if the verbs are precise and to the level of the learners.

c. The verbs alone are ambiguous to make sense. So, their meanings are made with their contexts. For the linguistic expressions, verbs are very importantly taken. They are the core part of the constructions. They empower to the expressions when they are incorporated with. The learners must not be taught the verbs in isolation but in full context.

Since this study is limited to only forty verbs of each language - English and Thulung, it does not provide comprehensive knowledge of verbs in Thulung and English languages. For this, a more comprehensive and extensive study that covers a wider area of verbs is to be undertaken.

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APPENDICES

Appendix 1

QUESTIONNAIRE

This questionnaire is prepared for the native speakers of the Thulung Rai language to fulfill the requirements of the research work '**A Semantic Analysis of English and Thulung Rai Verbs**' for the dissertation of M. Ed. in English Education.

I hope you will co-operate me to fulfill the requirements.

Mr. Suresh Kumar Rai
Sukuna Multiple Campus
Indrapur, Morang
Tribhuvan University

Name :.....Sex:.....

Age :.....

Address:.....

1. The Verb 'break'

S.N	Context	English	Thulung Rai
1.	She broke the silence by coughing.	break	
2.	He broke the speed limit.	break	
3.	The death of his wife broke him completely.	break	
4.	The cloud broke and the sun came out.	break	
5.	The string broke.	break	

2. The Verb 'crack'

S.N	Context	English	Thulung Rai
1.	The ice cracked as I stepped onto it.	crack	
2.	His knees cracked when he knelt down	crack	
3.	He cracked his whip and galloped away.	crack	
4.	His voice cracked.	crack	
5.	He cracked a joke.	crack	

3. The Verb 'split'

S.N	Context	English	Thulung Rai
1.	She split the class into groups of four.	split	
2.	Let's split!	split	
3.	His family split into two.	split	

4.	The singer split with her husband.	split	
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4. The Verb 'smash'

S.N	Context	English	Thulung Rai
1.	He smashed up all the furniture.	smash	
2.	He smashed the ball into the goal.	smash	
3.	He has to smash holes in the ice.	smash	
4.	She smashed the flower vase.	smash	

5. The Verb 'fracture'

S.N	Context	English	Thulung Rai
1.	His leg fractured in two places.	fracture	
2.	The company was fractured into several smaller groups.	fracture	
3.	She fell and fractured her skull.	fracture	

6. The Verb 'construct'

S.N	Context	English	Thulung Rai
1.	They constructed a shelter out of fallen branches.	Construct	
2.	She can construct a logical	Construct	

	argument.		
3.	He constructed a triangle.	Construct	

7. The Verb 'coin'

S.N	Context	English	Thulung Rai
1.	The linguist coined a new word.	coin	
2.	He coined a lot of money from his business.	coin	

8. The Verb 'design'

S.N	Context	English	Thulung Rai
1.	He designed a poster for the campaign.	design	
2.	We need to design new syllabus for the kids.	design	
3.	They designed to construct a school building.	design	

9. The Verb 'manufacture'

S.N	Context	English	Thulung Rai
1.	The factory manufactures clothes.	manufacture	
2.	A journalist manufactured a novel.	manufacture	
3.	They are manufacturing varieties of goods.	manufacture	

10. The Verb 'compose'

S.N	Context	English	Thulung Rai
1.	Nine members compose the committee.	compose	
2.	She composed a letter of protest.	compose	
3.	She hardly composed her thoughts.	compose	
4.	Her name is composed in block letters.	compose	
5.	This medicine is composed of three substances.	compose	

11. The Verb 'knock'

S.N	Context	English	Thulung Rai
1.	He knocked at the door.	knock	
2.	She knocked against the table.	knock	
3.	The critics knocked his new novel.	knock	
4.	My heart was knocking wildly.	knock	

12. The Verb 'hit'

S.N	Context	English	Thulung Rai
1.	She hit him on the head with her umbrella.	hit	
2.	He hit the ball with his head.	hit	

3.	The bus hit a lamp-post.	hit	
4.	The temperature hit 40 ⁰ yesterday.	hit	

13. The Verb 'bang'

S.N	Context	English	Thulung Rai
1.	She banged on the door angrily.	bang	
2.	He banged the money down on the counter.	bang	
3.	She tripped and banged her knee on the desk.	bang	
4.	Do not bang door when you go out.	bang	

14. The Verb 'hammer'

S.N	Context	English	Thulung Rai
1.	He hammered a nail into the wood.	hammer	
2.	He hammered the door with his fists.	hammer	
3.	He hammered the ball into the net.	hammer	
4.	Our team was hammered 3-1.	hammer	

15. The Verb 'beat'

S.N	Context	English	Thulung Rai
1.	The boy was beaten.	Beat	
2.	The army was beaten.	Beat	
3.	The birds were beating their wings.	Beat	

4.	We were up and off early to beat the heat.	Beat	
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16. The Verb 'chop'

S.N	Context	English	Thulung Rai
1.	He chopped a tree down.	chop	
2.	The share price was chopped from 50 dollar to 40 dollar.	chop	
3.	She chopped carrots for salad.	chop	

17. The Verb 'trim'

S.N	Context	English	Thulung Rai
1.	He trimmed a hedge.	trim	
2.	She trimmed his hair.	trim	
3.	She trimmed two inches off the hem of the skirt.	trim	
4.	She is trimmed down from 90 kilos to 70.	trim	

18. The Verb 'penetrate'

S.N	Context	English	Thulung Rai
1.	The knife penetrated his stomach.	penetrate	
2.	The whole country is penetrated with fear.	penetrate	

3.	He penetrated their secrets.	penetrate	
4.	Our eyes could not penetrate the darkness.	penetrate	
5.	The sun's radiation penetrates skin.	penetrate	

19. The Verb 'shave'

S.N	Context	English	Thulung Rai
1.	He shaved his beard himself.	shave	
2.	Brahmins shave their head clear.	shave	
3.	I have to shave the plank.	shave	

20. The Verb 'scratch'

S.N	Context	English	Thulung Rai
1.	The cat scratched her.	scratch	
2.	The stick scratched the side of the car.	scratch	
3.	You can scratch my name off the list.	scratch	

21. The Verb 'blend'

S.N	Context	English	Thulung Rai
1.	She blended noodles and eggs.	blend	
2.	I have never blended sweet with sour.	blend	
3.	Mother blended many items to prepare pickle.	blend	

22. The Verb 'bake'

S.N	Context	English	Thulung Rai
1.	The bread is baking.	bake	
2.	She baked the cake.	bake	
3.	I can bake the bread.	bake	

23. The Verb 'fry'

S.N	Context	English	Thulung Rai
1.	Mother fried chicken.	fry	
2.	She fried eggs to make an omelet.	fry	
3.	She fried potato chips.	fry	

24. The Verb 'boil'

S.N	Context	English	Thulung Rai
1.	She boils some eggs.	boil	
2.	They boiled milk.	boil	
3.	She is boiling soup.	boil	

25. The Verb 'brew'

S.N	Context	English	Thulung Rai
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1.	She is brewing tea.	brew	
2.	Some women brew beer at home.	brew	
3.	I can brew coffee.	brew	

26. The Verb 'chat'

S.N	Context	English	Thulung Rai
1.	We chatted about the weather.	chat	
2.	He is chatting with his girlfriend.	chat	
3.	He wants to chat for a long time.	chat	

27. The Verb 'express'

S.N	Context	English	Thulung Rai
1.	Teachers have expressed concern about the changes.	express	
2.	She expresses herself most fully in her paintings.	express	
3.	The figures are expressed as percentages.	express	

28. The Verb 'communicate'

S.N	Context	English	Thulung Rai
1.	They communicated in sign language.	communicate	
2.	Dolphins use sound to communicate with each other.	communicate	
3.	He was eager to communicate his	communicate	

	ideas to the group.		
4.	Please communicate the news to your friends.	communicate	

29. The Verb 'speak'

S.N	Context	English	Thulung Rai
1.	He spoke to the journalists.	speak	
2.	Please speak more slowly.	speak	
3.	Can I speak with you for a minute?	speak	
4.	I was invited to speak about my research.	speak	

30. The Verb 'tell'

S.N	Context	English	Thulung Rai
1.	I told him a story.	tell	
2.	He is telling the truth.	tell	
3.	Tell him to wait.	tell	

31. The Verb 'hunt'

S.N	Context	English	Thulung Rai
1.	She is still hunting for a new job.	hunt	
2.	Police are hunting criminals.	hunt	
3.	They are hunting animals.	hunt	

32. The Verb 'fish'

S.N	Context	English	Thulung Rai
1.	He is fishing with a hook.	fish	
2.	She fished around in her bag for her keys.	fish	
3.	They fished a dead body out of the river.	fish	

33. The Verb 'seek'

S.N	Context	English	Thulung Rai
1.	The driver is seeking an alternative route.	seek	
2.	They want to seek a shelter.	seek	
3.	She is seeking his advice.	seek	
4.	A qualified person seeks employment in a good company.	seek	

34. The Verb 'examine'

S.N	Context	English	Thulung Rai
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1.	The doctor is examining her stomach problem.	examine	
2.	Goods were examined for damage on arrival.	examine	
3.	Students will be examined.	examine	

35. The Verb 'discover'

S.N	Context	English	Thulung Rai
1.	The scientists are working to discover a cure for AIDS.	discover	
2.	We discovered this beach while we were sailing around the island.	discover	
3.	Police discovered drugs while searching the house.	discover	

36. The Verb 'slide'

S.N	Context	English	Thulung Rai
1.	She slides into bed.	slide	
2.	He slides down the grassy slope.	slide	
3.	The drawers slide in and out easily.	slide	

37. The Verb 'roll'

S.N	Context	English	Thulung Rai
1.	He rolled up his umbrella.	roll	

2.	He rolled a cigarette.	roll	
3.	The child rolled his eyes.	roll	
4.	Time rolled on.	roll	
5.	She rolled herself in the blanket.	roll	

38. The Verb 'float'

S.N	Context	English	Thulung Rai
1.	A plastic bag was floating in the water.	float	
2.	People float the logs down the river to the village.	float	
3.	A group of swans floated.	float	
4.	She floated down the steps to greet us.	float	

39. The Verb 'jump'

S.N	Context	English	Thulung Rai
1.	He jumped to his feet.	jump	
2.	He jumped the stream.	jump	
3.	She jumped up and ran out of the room.	jump	
4.	She jumped down from the chair.	jump	

40. The Verb 'crawl'

S.N	Context	English	Thulung Rai
1.	The baby crawled across the room.	crawl	

2.	The traffic was crawling along.	crawl	
3.	The weeks crawled by.	crawl	
4.	A snake crawls.	crawl	

APPENDICES

Appendix 2

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3.	The death of his wife broke him completely.	break	
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2.	He is telling the truth.	tell	
3.	Tell him to wait.	tell	

31. The Verb 'hunt'

S.N	Context	English	Thulung Rai
-----	---------	---------	-------------

1.	She is still hunting for a new job.	hunt	
2.	Police are hunting criminals.	hunt	
3.	They are hunting animals.	hunt	

32. The Verb 'fish'

S.N	Context	English	Thulung Rai
1.	He is fishing with a hook.	fish	
2.	She fished around in her bag for her keys.	fish	
3.	They fished a dead body out of the river.	fish	

33. The Verb 'seek'

S.N	Context	English	Thulung Rai
1.	The driver is seeking an alternative route.	seek	
2.	They want to seek a shelter.	seek	
3.	She is seeking his advice.	seek	
4.	A qualified person seeks employment in a good company.	seek	

34. The Verb 'examine'

S.N	Context	English	Thulung Rai
1.	The doctor is examining her stomach problem.	examine	
2.	Goods were examined for damage on arrival.	examine	
3.	Students will be examined.	examine	

35. The Verb 'discover'

S.N	Context	English	Thulung Rai
1.	The scientists are working to discover a cure for AIDS.	discover	
2.	We discovered this beach while we were sailing around the island.	discover	
3.	Police discovered drugs while searching the house.	discover	

36. The Verb 'slide'

S.N	Context	English	Thulung Rai
1.	She slides into bed.	slide	
2.	He slides down the grassy slope.	slide	
3.	The drawers slide in and out easily.	slide	

37. The Verb 'roll'

S.N	Context	English	Thulung Rai
1.	He rolled up his umbrella.	roll	
2.	He rolled a cigarette.	roll	
3.	The child rolled his eyes.	roll	
4.	Time rolled on.	roll	
5.	She rolled herself in the blanket.	roll	

38. The Verb 'float'

S.N	Context	English	Thulung Rai
1.	A plastic bag was floating in the water.	float	
2.	People float the logs down the river to the village.	float	
3.	A group of swans floated.	float	
4.	She floated down the steps to greet us.	float	

39. The Verb 'jump'

S.N	Context	English	Thulung Rai
1.	He jumped to his feet.	jump	
2.	He jumped the stream.	jump	
3.	She jumped up and ran out of the room.	jump	
4.	She jumped down from the chair.	jump	

40. The Verb 'crawl'

S.N	Context	English	Thulung Rai
1.	The baby crawled across the room.	crawl	
2.	The traffic was crawling along.	crawl	
3.	The weeks crawled by.	crawl	
4.	A snake crawls.	crawl	

Appendix-3

Categories of English Verbs

Group-A

Verb	English
Breaking	break
	crack
	split
	smash
	fracture

Group-B

Verb	English
Making	construct

	coin
	design
	manufacture
	compose

Group-C

Verb	English
Beating	knock
	hit
	bang
	hammer
	beat

Group-D

Verb	English
Cutting	chop
	trim
	penetrate
	shave
	scratch

Group-E

Verb	English
Preparing	blend
	bake
	fry
	boil
	brew

Group-F

Verb	English
Speaking	chat
	express
	communicate
	speak
	tell

Group-G

Verb	English
Searching	hunt
	fish
	seek
	examine
	discover

Group-H

Verb	English
Moving	slide
	roll
	float
	jump
	crawl

Appendix-4

Categories of Thulung Rai Verbs

Group-1

Verb	Thulung Rai
Breaking	/pimu/ /bimu/ /byamu/ /jhamu/
	/bimu//khlosimu//sirmu/kham:mu//waji bomu/
	/fwasimu//brwamsimu// enbomu/
	/pimu//thwamu//honmu/
	/jamu//blyamu//pimu/

Group-B

Verb	Thulung Rai
Making	/banemu//julmu/
	/thi:mu//dummu/
	/gongdemu/
	/banemu/ /ryamu/

	/ ummu//ryamu//khommu//kumu/
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Group-C

Verb	Thulung Rai
Beating	/kumu//dumu//kamu//promu/
	/yalmu//om:mu//dumu//hemmu/
	/thwamu//panthwamu//dumu/
	/thwamu//dummu//ghromu//syo:mu/
	/yalmu//syo:mu//hunmu//rimmu/

Group-D

Verb	Thulung Rai
Cutting	/krimmu//almu/ /khlemmu/
	/himmu//krimmu//ryommu/
	/honmu// imsimu//fordam bomu//lwamu//kemmu/
	/khurmu//khlemmu/
	/bhrammu//khurmu//hemmu/

Group-E

Verb	Thulung Rai
Preparing	/ olmu/
	/chamu/
	/kharmu/
	/vwamu//khomu//vlunbenmu/
	/khomu/ /henmu/

Group-F

Verb	Thulung Rai
Speaking	/jemu/
	/rwamu/
	/lwa bomu/
	/jemu/
	/syomu/

Group-G

Verb	Thulung Rai
Searching	/malmu//tum:mu//swokhlee bomu/
	/senmu//malmu//darmu/
	/malmu/
	/tum:mu//remmu//khermu/
	/tum:mu//darmu//lwamu/

Group-H

Verb	Thulung Rai
Moving	/am:mu//felesunmu//holsimu/
	/khremmu//dilmu//khirmu//nemta:mu//rilsimu/
	/hunmu//helmu//waku bomu//furihunmu/
	/chipromu//khwamu//promlemu//jhumu/
	/bakmokor bomu//rilsimu//nemta:mu//sunsiumu/

Appendix-5

Categories of English and Thulung Rai Verbs

Group-1

Verb	English	Thulung Rai
Breaking	break	/pimu/ /bimu/ /byamu/ /jhamu/
	crack	/bimu//khlosimu//sirmu/kham:mu//waji bomu/
	split	/fwasimu//brwamsimu// enbomu/
	smash	/pimu//thwamu//honmu/
	fracture	/jamu//blyamu//pimu/

Group-B

Verb	English	Thulung Rai
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Making	construct	/banemu//julmu/
	coin	/thi:mu//dummu/
	design	/gongdemu/
	manufacture	/banemu/ /ryamu/
	compose	/ ummu//ryamu//khommu//kumu/

Group-C

Verb	English	Thulung Rai
Beating	knock	/kumu//dumu//kamu//promu/
	hit	/yalmu//om:mu//dumu//hemmu/
	bang	/thwamu//panthwamu//dumu/
	hammer	/thwamu//dummu//ghromu//syo:mu/
	beat	/yalmu//syo:mu//hunmu//rimmu/

Group-D

Verb	English	Thulung Rai
Cutting	chop	/krimmu//almu/ /khlemmu/
	trim	/himmu//krimmu//ryommu/
	penetrate	/honmu// imsimu//fordam bomu//lwamu//kemmu/
	shave	/khurmu//khlemmu/
	scratch	/bhrammu//khurmu//hemmu/

Group-E

Verb	English	Thulung Rai
Preparing	blend	/ olmu/
	bake	/chamu/
	fry	/kharmu/
	boil	/vwamu//khomu//vlunbenmu/
	brew	/khomu/ /henmu/

Group-F

Verb	English	Thulung Rai
Speaking	chat	/jemu/
	express	/rwamu/
	communicate	/lwa bomu/
	speak	/jemu/
	tell	/syomu/

Group-G

Verb	English	Thulung Rai
Searching	hunt	/malmu//tum:mu//swokhlee bomu/
	fish	/senmu//malmu//darmu/
	seek	/malmu/
	examine	/tum:mu//remmu//khermu/
	discover	/tum:mu//darmu//lwamu/

Group-H

Verb	English	Thulung Rai
Moving	slide	/am:mu//felesunmu//holsimu/
	roll	/khremmu//dilmu//khirmu//nemta:mu//rilsimu/
	float	/hunmu//helmu//waku bomu//furihunmu/
	jump	/chipromu//khwamu//promlemu//jhumu/
	crawl	/bakmokok bomu//rilsimu//nemta:mu//sunsiumu/