

CHAPTER - ONE

INTRODUCTION

1.1 General Background

Language is a system of communication widely used as the means of expressing ideas, thoughts, feelings and emotions of human beings. It is viewed that a language is a set of signals by which we communicate. Language is a unique feature of human beings as it is the main identity separating human beings from the rest of the animals. Language is both personal and social phenomenon, which reflects the culture and civilization and plays a significant role in development, maintenance and transmission of human civilization.

Similarly, Chomsky (1957) defines language as “a set of sentences each finite in length and constructed out of a finite set of elements” (p.13). We can express our thoughts, ideas or feelings through signs, symbols such as words, sentences and through various kinds of sounds and movements.

Regarding language, Widdowson (1996) says, “Its signs are arbitrary, and can therefore provide for abstraction: they enable us to set up conceptual categories to define our own world” (p.17).

For Els et al. (1977), “Language is the most important medium of human communication. It is both unique to the species and universal within that same species: Only humans can learn to make use of verbal communication, and all humans can learn it” (p.15). Language is an abstraction based on the linguistic behavior of its users. In the process of communication, one perceives the clear picture of the whole world

through the language. It is species specific to humankind, i.e. only human being can internalize the system of rules of language as their mind is genetically equipped with it. "Language is so intricately and intimately bound up with human life, and is so familiar an experience, that its essential nature is not easy to discern" (Widdowson, 1996, p. 17).

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

1.1.1 Languages in Nepal

Though Nepal is a small country, it is large in its linguistic shape as it is a linguistically diverse country. Nepal is a multilingual country. Nepal is rich in linguistic and cultural heritage in the sense that it has a linguistic property that no other so-called developed countries possess. Those various ethnic groups and their cultures in Nepal have resulted in the existence of various languages in use. In accordance with population census 2001, more than ninety-two languages are identified spoken as mother tongue by more than 102 ethnic communities in Nepal. Nepal's multilingualism confers a distinctive position on the linguistic map of the world, which can be one of the reasons to be proud of for Nepalese people.

The languages of Nepal and their dialects have genetic affiliations to at least four language families, namely Indo-Aryan, Tibeto-Burman, Austro-Asiatic (Munda) and Dravidian. Some of the languages belong to the Indo-Aryan family of language and some other belong to Tibeto-Burman family and other few languages belong to language families other than these existing only in their spoken medium by small group of population. A very few of these languages have their written script. The Nepali and Tharu languages belong to Indo-Aryan family.

The languages used in Nepal can be categorized into the following language families:

1.1.1.1 Indo Aryan Group

This group includes the following languages:

1.1.1.2 Dravidian Group

According to population census 2001, only one language i.e. Jhagad comes under this group; which is spoken on the province of Koshi River in the eastern region of Nepal.

1.1.1.3 Tibeto – Burman Group

This group includes the following languages:

1.1.1.4 Astro – Asiatic Group

According to the population census 2001, only one language comes under this group, i.e. Satar; which is spoken in Jhapa district of eastern part of Nepal. This category has two other sub-categories namely non-Khmer and Munda.

1.1.2 The English Language in the Nepalese Context

English belongs to Indo-European family of languages. It belongs to West-Germanic sub-branch of this family of language. The English language is the most widely used language in the history of world, which is spoken in six continents and now it has become no longer the language of English people only. It is spoken more widely in different countries than any other language and this is why it is recognized as the international language. English is the native language of several European and American people. It is an international language most widely used as a lingua-franca across the language communities of the world. It is the most widespread and prestigious language of international communication. It is also the language of science and technology.

The English language is learnt and taught as a foreign language in many countries including Nepal. As English is a global language of the world, Nepal has also accepted it as the main international language, which occupies a large part of curriculum in Nepalese Education. English is taught as a compulsory subject up to bachelor level as well as a medium of instruction at various levels. Similarly, our educational curriculum has also managed it as an optional and major subject in campus level for any interested students. So, English Language Teaching exists as a separate discipline since long date back in Nepal. But, even many efforts are being made to improve the condition of English in Nepal. The standard of English is not maintained as expected due to multilingual situation of Nepalese speech community. However, this discipline has been playing a significant role to maintain the standard of academic sector in a slow pace.

It is clear that English plays an important role in a society because it serves as lingua franca at the national and international level. Thus, it is the main medium of expressing our ideas. Because of the latest scientific discoveries and development in the field of communication, the importance of the English as an international language has increased.

The emergence of the English language in Nepal is closely connected with the Rana regime. After the historic visit to England, Junga Bahadur Rana established Durbar High School in 1854 AD. It was the first English school for teaching English in Nepal. English has been included in the curriculum which is taught both as compulsory and optional subjects. In Nepal, we mainly need English for two main purposes: as an international language and for academic purposes. There is no dilemma on the expression of Malla (1977) as "English is undoubtedly of vital

importance for accelerating the modernization process of Nepal (Rai, 2009)."

1.1.3 An Introduction to the Tharu Language

The Tharu language is one of the important languages spoken in Nepal. It is the fourth largest language used in Nepal (CBS, 2001). Mainly it is spoken in the southern part of Nepal. The majority of the Tharu native speakers live in Dang, Banke, Bardiya, Kailali, Kanchanpur, Chitwan, Nawalparasi, Saptari, Udayapur, Morang and Sunsari districts. A very few live in the hills and even fewer of them live in the high mountains.

The Tharu language belongs to Indo-Aryan language family and is spoken by 5.86% of the Nepalese as a mother tongue. Though it has a long history, it does not have its own script. It uses Devnagari script. Mainly the dialects of the Tharu language are Morangia, Saptaria, Mahotaria, Chitwania, Dangoria, Katharia, Deukhuria and Rana.

- i. Morangia Dialect: This dialect is spoken in Morang and Sunsari districts.
- ii. Saptaria Dialect: This dialect is spoken in Saptari, Siraha, Udayapur, Jhapa, Morang and Sunsari districts.
- iii. Mahotaria Dialect: This dialect is spoken in Mahottari district.
- iv. Chitwania Dialect: This dialect is spoken in Chitwan and Nawalparasi districts.
- v. Dangoria and Deukhuria Dialect: This dialect is spoken in Dang, Kapilvastu, Bardia, Banke, Surkhet, Rupandehi, Kailali and Kanchanpur districts.
- vi. Kathariya Dialect: This dialect is spoken in Kailali district.

vii. Rana Dialect: This dialect is spoken in Kailali and Kanchanpur districts.

The researcher has studied Chitwania dialect specially spoken in Nawalparasi district.

1.1.4 Semantics

Language has three levels which are phonology, syntax and semantics. Phonology deals with sound system of language. It studies speech sounds especially of a particular language. Syntax deals with the words and sentence constructions and semantics is the study of meaning. While talking about the different levels of language, we put phonology in the first layer followed by syntax and then semantics at the end. Although semantics was the most neglected field, it has now become an important field of language.

“Semantics refers to the study of meaning, and, since meaning is a part of language, semantics is a part of linguistics” (Palmer, 1981, p.1).

Semantics is a component or level of linguistics of the same kind as phonetics or grammar. As Palmer states nearly all linguists have, explicitly or implicitly, accepted a linguistic model in which semantics is at one end and phonetics at the other, with grammar somewhere in the middle. (ibid, p.5)

Semantics is a recent addition to the English language.

Although there is one occurrence of semantick in the phrase semantick philosophy to mean 'divination' in the seventeenth century, Semantics does not occur until it was introduced in a paper read to the American

Philosophical Association in 1894 and entitled 'Reflected Meanings: a Point in Semantics. Palmer (1981, p.1).

Bréal (1900) had coined the French term *sémantique* from the Greek. In both cases, semantics was not used to refer to meaning, but to refer to its development. There appeared Bréal's book *Semantics: studies in the science of meaning* in 1900. 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.

Since the central function of language is as a vehicle of communication, many people have looked to the progress of communication for an explanation of meaning in natural language. Bloomfield and Firth have suggested 'the specification of meaning in terms of the situation in which sentences are uttered'. According to Bloomfield, "The meaning of a linguistic form has to be analyzed in terms of the importance of elements of the situation in which the speaker utters it" (as cited in Kempson, p. 47). He has analyzed the situation into three constituent parts:

- a) Speaker's stimulus
- b) Utterance (Speaker's response and hearer's stimulus)
- c) Hearer's response

For example:

Jill: I am hungry. Please get me that apple.

Jack: Here it is.

Here, Jill who seeing an apple felt hungry (=A), which stimulated her to respond with an utterance (=B), which in turn acted as a stimulus to the hearer, Jack whose response is C.

There are three main ways in which linguists and philosophers have attempted to construct explanations of meaning in natural language: a) by defining the nature of word meaning, b) by defining the nature of sentence meaning and c) by explaining the process of sentence meaning (Kempson, 1977, p. 11).

First, word meaning is taken as the construct in terms of which sentence meaning and communication can be explained; in the second, it is the sentence meaning which is taken as basic, with words characterized in terms of the systematic contribution they make to the sentence meaning; and in the third, both sentence and word meaning are explained in terms of the ways in which sentences and words are used in the act of communication.

We use words to refer to objects and to actions (such words as cup, horse, woman, cooking, sweeping, and thinking) and the explanation of this relation is the task of semantics. Similarly, sentences are used to describe events, beliefs, option, and it is the task of semantics to explain the nature of the relation between sentences and the states of affairs, those sentences describe. "These three aspects of meaning; word meaning, sentence meaning and communication; are reflected in different uses of the word mean" (Kempson, 1977, p. 17).

Semantics, being the systematic study of meaning, is an inseparable part of linguistics and on the other hand, 'meaning' is arbitrary or conventional. So, second language learners generally feel difficulty and make mistakes in using appropriate words because of the learners' inability in choosing the correct words in appropriate situation in the target language. Specifically, the learners face difficulty in using the words because words are basic blocks to convey the meaning in

communication. The semantic system of English and Tharu verbs cause difficulty to the Tharu learners learning English and English learners learning the Tharu language. Therefore, this study has addressed mainly the English speakers learning Tharu and Tharu speakers learning English. The researcher has focused on the semantic comparison of the English and Tharu verbs to find out the nature of semantic correlations between the Tharu and English verbs.

1.1.5 The Concept of Meaning

Traditionally, meaning was viewed as a God given connection between a word in a language and an object in the world. For example, the same word 'dog' has connection with this animal (which can be tamed, which wags tail to its master and barks at a stranger, etc.) But the same animal which is called dog in English is called by several names (Kukur in Nepali, Kutta in Hindi, Hund in German, and so on) in several different languages. We, therefore, come to know that the connection between words and their meanings (thing, objects etc) is not God-given or natural but arbitrary or conventional.

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

Thus, the study of meaning is an indispensable part of language study and difficult too. Sometimes it creates ambiguity. So, the learners of the

second language may make mistakes while learning language .The meaning of the same word in one language can have one meaning and may differ in another language especially in usage of words. There may not have one to one correlation in meaning of words between two languages. There can be divergence or convergence of meaning and sometimes semantic overlapping or semantic inclusion of meaning of words in the two languages. This is caused due to existence of typical or language specific verb forms between the two languages, which make difference in meaning.

1.1.5.1. Semantic Inclusion

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

1.1.5.2. 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. For example, the meaning of English verb ‘peel’ overlaps with the meanings of the Nepali verb ‘tachhnu’ and ‘chhodaunu’ and the Nepali verb ‘tachhnu’ overlaps with the English verbs peel and shell.

1.1.5.3. One to One Correlation

The representation of semantic equivalence across languages is called one to one correlation. For example, the English verb ‘leak’ and Nepali verb

‘chuhinu’ represent one to one correlation between English and Nepali languages.

1.1.5.4. Convergence and Divergence

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

1.1.6 Contrastive Analysis: An Overview

Language is a system of intricate subsystem mastered by a child merely as a form of habit. However, it is impossible to bring the rules of system into conscious attention every time that of an utterance in language when we speak. The speaker of a language reduces all the rules to automatic habit of use. While acquiring the first language the child inevitably acquires the phonological, morphological, syntactical, semantic and pragmatic rules of the language. This knowledge passes onto him by the virtue of the language communication which s/he possesses and speaks the language.

Languages vary considerably in their organization of phonemes, graphemes, morphemes and lexemes. There may also be similarities to each other. These areas of similarities and differences can be obtained by comparing two languages. This procedure of comparing and contrasting the linguistic system of the two languages is called contrastive analysis (CA). CA is a branch of linguistics, which is defined as a scientific study

of similarities and differences between languages. For Els et al. (1977), “As a general definition of contrastive analysis we shall use the following: systematic comparison of specific linguistic characteristics of two or more languages” (p. 38). Comparison can be done at any level, system or subsystem of two languages. William Jones in 1786 had compared Greek and Latin with Sanskrit; he discovered systematic similarities between these languages.

James (1980) has presented the following three questions regarding contrastive analysis.

1. Is CA generalist or particularist?
2. Is it concerned with immanence or comparison?
3. Is it diachronic or synchronic?

Answers to these questions with respect to CA are not clear cut. CA, therefore, seems to be a hybrid linguistic enterprise. James (1980, p. 45) defines CA as "a linguistic enterprise aimed at producing inverted (i.e. contrastive, not comparative) to valued typologies (a CA is always concerned with the pair of languages), and founded on the assumption that languages can be compared".

Contrastive analysis is done mainly for pedagogic purposes as its findings carry an immense value to the teachers of a second language for preparing materials of teaching as well as in planning their lessons. A number of fundamental and applied objectives have traditionally been attributed to CA, which are as follows:

- a) Providing insights into similarities and differences between languages.
- b) Explaining and predicting problems in second language learning.

c) Developing course materials for language teaching.

The first objective can be interpreted as an attempt at establishing linguistic universals and language specific characteristics of languages. In 1957, Lado had advocated in connection with the second objective of CA. He said that comparison between languages can predict learning problems. If one assumes that second objective is derived from the first, then one equates linguistic differences with learning problems. Regarding the third objective of CA, Fries, (1945) states, "The most effective materials (for teaching an L2) are those that are based upon a scientific description of the language to be learnt, carefully compared with a parallel description of the native language of the learner" (as cited in Els et al., 1977, p.46).

The process of learning a second/foreign language begins with the complete knowledge of the mother tongue. The learner, then, has to learn the necessary rules for the production and understanding of the sentences in the second language. If the two languages resemble in some areas of formation, the learner has simply to match the first language rules with those of the second language. This does not pose any learning burden for the learner. If, on the other hand, the two languages differ in their patterning, the first language knowledge of the learner does not assist in acquiring the second language. Rather any transference of the rules leads to the production of inaccurate language. Thus, language learning becomes more difficult.

Learning a second language is not merely a matter of learning how to fit linguistic forms together to make correct sentences. It also involves learning how to use such forms to perform communicative acts of different sorts. In order to do this, one must assimilate to the ideas,

attitudes and beliefs, which the language behavior comes into conflict with the language behavior being learnt. In such cases, findings obtained from the contrastive studies assist both the learners and the teachers in predicting the conflicting areas so as to minimize the errors in performance. The consequence of the linguistic background of the learner is such that a second language learner may experience the cases of transfer of the first language knowledge in learning the second language. This may facilitate the learning process or interfere with it depending on the similarities or differences between the structures of two languages.

1.2 Review of the Related Literature

Up to now, many researches have been carried out in connection with the Tharu language and semantic analysis. Some of them are as follows:

Mahato (2001) carried out a research on Subject verb agreement in the Tharu and English languages and found out that the second and third person pronouns do not change for honorific expressions in English whereas they do in the Tharu language spoken in Parsa district.

Similarly, Khanal (2004) has carried out a research on "A Comparative Study on the Forms of Address of Tharu and English Languages". The study aimed to find out the forms of address used in the Tharu and English languages and to compare the common forms of address of Tharu and English language. His findings are; Tharu has several forms of address but English language lacks such concepts. Most of the kinship terms can be used in addressing people in Tharu, but only a few kinship terms can be used as address in English.

Chaudhary (2005) conducted a research on pronominals in the Tharu and English languages. He found that both Tharu and English have more or

less similar number of persons and differ from each other in the second person pronouns. He also found out that English pronouns do not have alternatives but the Tharu pronouns have alternatives.

In the same way, Adhikari (2006) conducted a research on 'Passivization in English and Tharu'. He found out that the syntactic positions of nouns and pronouns as subject and object remain intact or unchanged in Tharu while changing active sentence into passive. Like in English inversion of the subject and object does not take place in passive structure in Tharu. He also found out that if the subject in active sentence is in pronominal form in Tharu, the form is changed from nominative case to objective case. Adhikari (2006) conducted a research on 'A Semantic Analysis of English and Nepali Verbs'. He found out that there are inherent differences in the semantic system of Nepali and English verbs. He also found that semantic equivalences are rare because of which it is very difficult to find one to one correlation of lexical items in any two languages.

Adhikari (2006) has carried out a research work on "A Comparative Study on Passivization in English and Tharu Language". He found that the Tharu speaking students may commit an error while passivizing English verbs because in English only transitive verbs are passivized but in Tharu language both are available. Similarly, Katuwal (2006) carried out a research on "A Comparative Study on English and Tharu Kinship Terms". The objectives of this study were to determine various kinship terms used to signify English and Tharu kinship relations, and to compare and contrast them. He found that Tharu language is richer than English language in terms of kinship terms. English and Tharu kinship terms have the relationship of Mono Tharu versus Multi English and Mono English versus Multi Tharu.

Dahal (2006) carried out a research on 'Semantic Overlapping between English and Nepali Verbs'. He found out that in comparison to Nepali, English has more verbs that are related to actions performed by different parts of the body. He also found that only a few English and Nepali verbs give exactly the same meaning. The numbers of the instances of semantic overlapping are more than that of one to one correlation of meaning of verbs. There are more instances of one Nepali verb overlapping with the English verbs than one English verb overlapping with the Nepali verbs.

Similarly, Limbu (2007) conducted a research on 'A Semantic Analysis of English and Limbu Verbs'. He found out that there are inherent differences in the semantic system of English and Limbu verbs. Semantic equivalences are rare, because of which it is very difficult to find out the complete one to one correlation of lexical items on any two languages.

Sharma (2007) has carried out a research on "Noun Phrase Structure in English and Tharu: A Comparative Study". The objectives of this study were to identify the noun phrase structure of the Tharu language and to compare the noun phrase structures of English and Tharu; and to find out similarities and differences between them. He found out that both English and Tharu languages display simple and complex noun phrases. Both languages share common substantial properties, but they differ in the structural agreement of these properties.

Patawari (2008) has carried out a research on "Negative and Interrogative Transformations in English and Tharu" to analyze the process of negative and interrogative transformations of English and Tharu. He found the negative marker in English is placed after an auxiliary verb whereas it is placed immediately before the main verb in Tharu. In yes/no question, an auxiliary occurs at the beginning of the sentence in English whereas

yes/no question 'ka:' is introduced and placed at the end of the sentences in Tharu.

In the same way, Chaudhary (2008) conducted a research on "A Comparative Study on Terms of Greeting and Taking Leave Used in Tharu and English". The objective of the study was to compare the terms of greeting and taking leave used by Tharu speakers with English terms of greeting and taking leave. His findings showed that there are very few terms of greeting and taking leave in English in comparison to the Tharu language. Tharu speakers use different types of address terms while speaking with the seniors and juniors but English speakers use the same terms to seniors and juniors.

Although a number of research works have been carried out in connection with the Tharu language, no any research has been carried out to analyze the Tharu verbs. The present study will be different from the previous ones in the sense that it is the first attempt to find out the semantic analysis of the Tharu verbs specially spoken in Nawalparasi district.

1.3 Objectives of the Study

The objectives of this study were as follows:

- i. To carry out the semantic analysis of Tharu verbs on the basis of; one to one correlation of meaning; divergence and convergence of meaning; semantic overlapping and semantic inclusion.
- ii. To suggest some pedagogical implications on the basis of findings from analysis.

1.4 Significance of the Study

The present study ‘A semantic Analysis of English and Tharu verbs’ is significant because researches on semantics are rare in the department of English education. This study reveals the meanings of some English and Tharu verbs, and helps to predict the different areas that Tharu speakers learning English and English speakers learning Tharu are likely to face. Language teachers can focus on those areas in which two languages are different. This study is useful to the language learners as such. It makes them aware of the similarities and differences between the two languages, and helps to use the appropriate words in the target language. The findings of this study will be useful for the English textbook writers as well as the English teachers/students who deal with English as a foreign/second language. Its findings will also be useful to the linguists, the course designers, teachers, trainee teachers and students who are directly or indirectly involved in teaching/learning of English in Nepal.

CHAPTER - TWO

METHODOLOGY

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

2.1 Sources of Data

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

2.1.1 Primary Sources of Data

Tharu speakers from Agyauli VDC – 8 of Nawalparasi speaking Chitwania Tharu dialect were the primary sources of data.

2.1.2 Secondary Sources of Data

The researcher had used secondary sources for the facilitation of the study. She collected English verbs by using Advanced Learner's Dictionary and some theses. She thoroughly consulted different books and relevant theses in the library, e.g. Kempson (1977), Els et al. (1977), James (1980), Palmer (1981), Lyons (1993), Widdoson (1996), Adhkari (2001), Limbu (2007) etc.

2.2 Population of the Study

The total population of this study is eighty Tharu native speakers from Agyauli VDC – 8 of Nawalparasi who are speaking Chitwania Tharu dialect.

2.3 Sampling Procedures

The researcher selected Nawalparasi district, its Agyauli VDC and ward number 8 by using non-random judgmental sampling and same procedure was followed to select eighty native Tharu speakers who are using Chitwania Tharu dialect. Among those eighty respondents, researcher selected fifty were selected from literate category (those who can read and write the Nepali language and/or have certain level of academic qualification are considered as literate) and thirty from illiterate category (those who are unable to read and write the Nepali language are considered as illiterate) by using the simple random sampling procedure by ensuring the gender balance of respondents, i.e. forty men and forty women. Those respondents were farmers, teachers, social workers and housewives.

2.4 Tools for Data Collection

The researcher mainly used structured questionnaire and interview for data collection. The questionnaire was developed by researcher and finalized. A set of questionnaire used for both literate and illiterate in collecting data is attached in annex – 1 of this thesis.

2.5 Process of Data Collection

- i. At first, the researcher developed a set of structured questionnaire.
- ii. Then, she built rapport with the Tharu community focusing on the informants.
- iii. Then researcher met each sampling unit in the Tharu village located in Agyauli VDC – 8 of Nawalparasi district and explained the process and objectives of the study.
- iv. She convinced them to take part in the study.

- v. She collected Tharu verbs on the basis of categorization of English verbs by using the questionnaire. She collected required information by using paper and pen.
- vi. She triangulated the collected information with school teachers and social workers.
- vii. Finally, she expressed gratitude for their cooperation and back for analysis and write-up.

2.6 Limitations of the Study

This study had the following limitations:

- i. This study was limited to the forty-five English verbs grouped into nine different categories.
- ii. This study was purposive study, which was confined to Tharu people of Agyauli VDC – 8 who have been using Chitwania dialect of the Tharu language.
- iii. It was limited to forty-five English verbs only.
- iv. The Tharu verbs were selected only from the Chitwania dialect, which was different from other dialects of the same language.
- v. This study was confined to the comparative aspect.
- vi. This study adopted descriptive method.
- vii. This study was carried out with the involvement of eighty informants.

CHAPTER - THREE

ANALYSIS AND INTERPRETATION OF DATA

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

3.1 Verbs of Upward Movement

The verbs in this group refer to the movement changing their positions towards a higher position. Verbs in both languages have been mentioned in the following table.

Table No 1

Verbs of Upward Movement

English	Tharu
Climb	Chadhaik
Fly	Udyaik/phaharaik
Jump	Uphralia/Kudlia/Ufresakia
Leap	Kudlia/Ghattai/Kudahi/kudsia
Rise	Uthlia/Nisklia/Badhlai

Verbs in this group have been analyzed separately as follows:

3.1.1 Climb

English verb 'climb' and respective Tharu verb have been analyzed as follows:

Contexts	English	Tharu
Go up the mountain.	Climb	Chadhaik
Go up a tree.	Climb	Chadhaik
Go up a ladder.	Climb	Chadhaik
Ride a van.	Climb	Chadhaik
Ride a horse/ an aeroplane.	Climb	Chadhaik

The above context shows the one to one correlation of meaning between English verb 'climb' and Tharu verb 'Chadhaik'. These represent the case of semantic equivalence across languages. In such cases, learners encounter little or no difficulty in learning these types of verbs.

3.1.2 fly

English verb 'fly' and respective Tharu verbs have been analyzed below.

Contexts	English	Tharu
Nightingale flew over the hill.	Fly	Udyaik
The aero-plane flew overhead.	Fly	Udyaik
Thousands of bats were flying about over head.	Fly	Udyaik
National flag was flown in the program.	Fly	Phaharaik

The above context shows the case of meaning inclusion of verbs across languages. In the above context, English verb 'fly' generally means 'udyaik' in Tharu but these two verbs are not semantically equivalent in all contexts. The range of meaning covered by English verb 'fly' has more extensive meaning than that covered by Tharu verb 'Udyaik'. The verb 'Udyaik' does not include all the meanings of 'fly'. In the contexts, one, two and three both verbs share meanings and are semantically equivalent

but in context four 'Udyaik' is not appropriate. Tharu uses 'Phaharaik' to refer to the concept while English uses the verb fly.

3.1.3 Jump

English verb 'jump' and respective Tharu verbs have been analyzed below.

Contexts	English	Tharu
Anupam jumps to catch the ball.	Jump	Uphralia
Kuti jumps to touch the ceiling.	Jump	Uphralia
Pilot jumped from the burning plane.	Jump	Kudlia
Hari can jump 1.8 meters.	Jump	Ufresakia

The above contexts show the divergence and convergence of meaning between English and Tharu verbs. The meaning of English verb 'jump' diverges into three meanings in Tharu represented by three Tharu verbs. If we look at it from Tharu perspective, we have an instance of convergence. Here three different meanings 'Uphralia', 'Kudlia' and 'Ufresakia' expressed by three Tharu verbs merge into one English verb 'jump'.

3.1.4 Leap

The English verb 'leap' and respective Tharu verbs are analyzed as below.

Contexts	English	Tharu
He leaps from an upstairs window.	Leap	Kudlia/kudsia
House prices will leap (up) in the spring.	Leap	Ghattai
Look before you leap.	Leap	Kudahi
The man leapt over the gate into the field.	Leap	kudlia

The above context shows the divergence and convergence of meaning between English and Tharu verbs. The meaning of English verb 'leap' diverges into four meanings in Tharu represented by four different Tharu verbs: 'kudlia', 'ghattai', 'kudsia' and 'kudahi'. If we look at it from Tharu perspective, we have an instance of convergence. These four different meanings expressed by four Tharu verbs merge into one English verb 'leap'.

3.1.5 Rise

The English verb 'rise' and respective Tharu verbs are analyzed as below.

Contexts	English	Tharu
Hari rose to welcome me.	Rise	Uthlia
Ranjit comes out of his bed.	Rise	Uthlia
The price rises.	Rise	Badhlai
The sun rises in the sky.	Rise	Uthlia/ Nisklia

These verbs and their contexts show the semantic inclusion between English and Tharu verbs. In the semantic domain of verbs, the verb rise has a wider range of meaning than the Tharu verb 'Uthlia'. Thus, all the meanings of 'Uthlia' are included in the meaning of 'Rise' but not vice versa. The verbs 'Rise' and 'Uthlia' are semantically equivalent in the contexts '1', '2' and '4' whereas English uses 'Rise' in the context '3' but Tharu uses 'Budhlia'.

3.2 Verbs of Downward Movement

The verbs of downward movement in both the English and Tharu languages have been tabulated below.

Table No 2
Verbs of Downward Movement

English	Tharu
drown	Budlia/Budkemralia/Dublbadhahi
sink	Dublia
fall	Khaslia/Jharalai/Girlia
descend	Nmhalia/Jharalsin/Khaslia/jharlia
leak	Chuoik

Those verbs are analyzed separately as below.

3.2.1 Drown

The English verb 'drown' and respective Tharu verbs are analyzed as below.

Contexts	English	Tharu
Ram drowned in a boating accident.	Drown	Budkemralia
Many animals were drowned by the tidal wave.	Drown	Budkemralia/Budlia
Have you ever drowned in the river?	Drown	Dublbadhahi

The above context shows divergence and convergence of meaning between English and Tharu verbs. English verb drown diverges into three

meanings in Tharu represented by three different verbs ‘budkemrlia’, ‘dublbadhahi’ and ‘budlia’ and three Tharu verbs ‘dudkemrlia’, ‘dublbadhahi’ and ‘budlia’ representing three meanings merge into one meaning expressed by English verb 'drown'.

With these types of verbs learners face difficulty in using appropriate verbs in the target language. Here, English verb is used to denote all types of 'drown' as in the above context but Tharu speakers are found to use different verbs in different contexts. English learners learning Tharu are far beyond these semantic differences of Tharu verbs.

3.2.2 Sink

The English verb 'sink' and the respective Tharu verb are analyzed as below.

Contexts	English	Tharu
The iron sinks in water.	Sink	Dublia
The titanic sank in 1912.	Sink	Dublia
The sun sinks in the west.	Sink	Dublia
Ram sank his profits into his brother’s business.	Sink	Dublia

The above context shows the one to one correlation of meaning between ‘sink’ and ‘dublia’. This represents the case of semantic equivalence across languages. In such cases, learners from both languages find little or no difficulty in learning these types of verbs.

3.2.3 Fall

The English verb 'fall' and respective Tharu verbs are analyzed as below.

Contexts	English	Tharu
The book fell off the table out to the floor.	Fall	Khaslia
Leaves fell from the tree.	Fall	Jharalai
He slipped and fell ten feet.	Fall	Girlia
A big piece of rock fell from the cliff.	Fall	Girlia

The above context shows the divergence and convergence of meaning between English and Tharu verbs. English verb 'fall' diverges into 'khaslia', 'jharlia' and 'girlia' and all these three Tharu verbs merge into one English verb 'fall'.

3.2.4 Descend

The English verb 'descend' and respective Tharu verbs are analyzed as below.

Contexts	English	Tharu
Hari descended the stairs.	Descend	Nmhalia
They descended to the Terai from the hill.	Descend	Jharalsin
The balloon descended gradually as the air came out.	Descend	Khaslia/Jharalia
Is she descending from the ladder?	Descend	jharlia

The context reveals that there is the divergence and convergence of meaning between Tharu and English verbs. The English verb 'descend' diverges into four different meanings in Tharu 'nmhalia', 'jharalsin',

‘jharlia’ and ‘khaslia’ represented by four different Tharu verbs. It is an instance of divergence from the English perspective. All these four meanings represented by four Tharu verbs merge into one meaning expressed by the verb 'descend' in English. It is an instance of convergence of meaning from Tharu perspective.

3.2.5 Leak

The English verb 'leak' and respective Tharu verb are analyzed as below.

Contexts	English	Tharu
Oil leaked out of the car.	Leak	Chuoik
Raining water leaks from the roof.	Leak	Chuoik
This vessel is leaking.	Leak	Chuoik

There is one to one correlation of meaning between English verb ‘leak’ and Tharu verb ‘chuoik’. This is an example of semantic equivalence across languages. In such cases, the learners of both languages find little or no difficulty in learning these types of verbs.

3.3 Verbs of Putting

The verbs related to putting have been summarized in the following table.

Table No 3
Verbs of Putting

English	Tharu
drop	Khasulia/Chhadlsin/Khasilia/Chhadidebhi
lift	Dharalia/Choraik/Ghichaik/Chhaddelia
hoist	Dekhaik/Thadhilia/Ghichlia
put	Lagauhi/Ghichahi/Ghalalia/Uthulia
pile	Rakhahin/Thadalgawlbada/ Ghalalia

Those verbs are analyzed separately as below.

3.3.1 Drop

The English verb 'drop' and respective Tharu verbs are analyzed as below.

Contexts	English	Tharu
He dropped his trouser.	drop	Khasulia
Several students dropped out of the course after 3 weeks.	drop	Chhadlsin
She dropped a letter in the post box.	drop	Khasilia
Can you drop me near temple?	drop	Chhadidebhi

The above context shows the divergence and convergence of meaning between English and Tharu verbs. The meaning expressed by English verb 'drop' diverges into four meanings, represented by four different verbs: 'Khasulia', 'Chhadlsin', 'Khasilia' and 'Chhadidebhi'. All these meanings of four Tharu verbs merge into one English verb 'drop'.

Similarly, the English verbs 'lift', 'hoist', 'put' and 'pile'; and respective Tharu verbs have been analyzed in the contexts provided.

3.3.2 Lift

Contexts	English	Tharu
He lifted the book onto the table.	lift	Dharalia
You lifted my writing style.	lift	Choraik
The news lifted our spirits.	lift	Ghichaik
Three men were lifted by helicopter.	lift	Aglaaik

3.3.3 Hoist

Contexts	English	Tharu
Demonstrators hoisted placards.	hoist	Dekhaik
He hoisted himself onto a high school.	hoist	Thadhilia
The cargo was hoisted aboard by crane.	hoist	Ghichlia

3.3.4 Put

Contexts	English	Tharu
Put your coat on.	put	Lagauhi
Put your cigarette out.	put	Ghichahi
He put salt into a sugar bowl.	put	Ghalalia
Niranjan put his hands up.	put	Uthulia

3.3.5 Pile

Contexts	English	Tharu
Please pile your text book neatly on the table.	pile	Rakhahin
Her plate was piled with salad.	pile	Thadalgawlbadai
She piled more and more logs on the fire.	pile	Ghalalia

The above contexts reveal the fact that there is divergence and convergence of meaning between English and Tharu verbs. These contexts show an example of divergence looking at the relationship between the English and Tharu verbs from English perspective. In each

context, the meaning of English verbs 'lift', 'hoist', 'put' and 'pile' diverge into different verbs. English verb 'lift' diverges into 'Dharalia', 'Choraik', 'Ghichaik' and 'Chhaddelai'; and all these meanings merge into one verb i.e. 'lift'. Similarly, the meaning of English verb 'hoist' diverges into 'dekhaik', 'thadhilia' and 'ghichlia'; and all these meanings merge into one English verb 'hoist'. In the same way, the meaning expressed by English verb 'put' diverges into four meanings in Tharu represented by four different verbs 'Lagauhi', 'Ghichahi', 'Ghalalia' and 'Uthulia'. All these meanings merge into one English verb 'put'.

Similarly, the English verb 'pile' diverges into three meanings represented by three different verbs i.e. 'rakhahin', 'thadlagawlbada' and 'ghalalai' in Tharu. All these meanings merge into one verb 'pile' in English.

3.4 Verbs of Throwing

The verbs of throwing in both Tharu and English languages have been tabulated below.

Table No 4

Verbs of Throwing

English	Tharu
hit	Pitaik/Thokilia/Dhusaik/Ph kaik
throw	Chhitaik/ph kahi/ph kaik/sutaik/v hdlia
shoot	thokalia/ph kalia
pass	gilia/udilia/dilia/pasnaihakesakbia/sustaya
slap	pitalia/dhuslia/Thokaoik/chhitamaraik/ daulvelhi/daulkarhi

Those verbs are analyzed separately as below.

3.4.1 Hit

The English verb 'hit' and respective Tharu verbs are analyzed as below.

Contexts	English	Tharu
My parents always hit me.	hit	Pitaik
The bus hit the bridge.	hit	Thokilia
Hari has hit the ball over the surface.	hit	Dhusaik
The town was hit by bombs again.	hit	Phainkaik

There is divergence and convergence of meaning between English and Tharu verbs. The meaning expressed by English verb 'hit' diverges into four meanings represented by four different verbs in Tharu. Similarly, four Tharu meanings expressed by four verbs merge into one meaning expressed by English verb 'hit'.

3.4.2 Throw

The English verb 'throw' and respective Tharu verbs are analyzed as below.

Contexts	English	Tharu
He is always throwing cold water.	throw	Chhitaik
Don't throw litters on the ground.	throw	ph kahi
He threw the keys to me.	throw	ph kaik
Priti threw herself on the bed.	throw	sutaik/v hdlia

The above context shows the divergence and convergence of meaning across the English and Tharu languages. From English perspective, it is an instance of divergence of meaning as the meaning of English verb 'throw' diverges into four meanings represented by four Tharu verbs:

'chhitaik', 'ph kahi', 'ph kaik' and 'sutaik'. These four Tharu verbs converge into one English verb 'throw'; which is an example of convergence from the Tharu perspective.

3.4.3 Shoot

The English verb 'shoot' and respective Tharu verbs are analyzed as below.

Contexts	English	Tharu
Police hardly shoot to kill.	shoot	thokalia
A man was shut in the leg.	shoot	thokalia
He shoots an arrow in the air.	shoot	ph kalia/thokalia
The troops were shooting their enemies.	shoot	thokalia

The above context reveals the fact that there is one to one correlation of meanings between Tharu and English verbs. This is the case of semantic equivalence across languages.

3.4.4 Pass

The English verb 'pass' and respective Tharu verbs are analyzed as below.

Contexts	English	Tharu
The plane passed law overhead.	pass	gilia/udilia
Hari passed me the note.	pass	dilia
He may not pass the test.	pass	pasnaihakhesakbia
Ram just wanted to pass the time with her.	pass	sustaya

Verbs in this group have divergence and convergence of meaning between English and Tharu verbs. The meaning expressed by English

verb 'pass' diverges into four different meanings i.e. 'gilia', 'dilia', 'pasnaihakhesakbia' and 'sustaya' represented by four different verbs in Tharu is an instance of divergence from the English perspective. All these four meanings represented by four different verbs merge into one meaning expressed by the verb 'pass' in English; which is an instance of convergence of meaning from Tharu perspective.

3.4.5 Slap

The English verb 'slap' and respective Tharu verbs are analyzed as below.

Contexts	English	Tharu
Ram slapped Hari on his face.	slap	pitalia/dhuslia
They have slapped 10p on the price of cigarettes.	slap	thapaik
He slapped to congratulate me on the back.	slap	daulrelhi/daulkrihi

The above context shows that there is the convergence and divergence of meaning between English and Tharu verbs. The meaning expressed by English verb 'slap' diverges into three different meanings represented by different verbs, 'pitalia', 'thapaik' and 'daulrelhi' in Tharu. On the other hand, the meanings expressed by these Tharu verbs merge in English. This is an example of divergence of meaning from the English perspective. Tharu meanings represented by three different verbs merge into one meaning expressed by the verb 'slap' in English is an example of convergence of meaning from Tharu perspective.

3.5 Verbs of Cutting

The verbs related to cutting are summarized in the following table.

Table No 5
Verbs of Cutting

English	Tharu
cut	kataik
saw	chiraik/kataik
peel	chhilhik/nikauik
shave	mudaik
scrape	puchhaik/odraik

Those verbs are analyzed separately as below.

3.5.1 Cut

The English verb 'cut' and respective Tharu verb are analyzed as below.

Contexts	English	Tharu
I cut grasses for buffaloes.	cut	kataik
She has cut her finger with that knife.	cut	kataik
Hari cut a slice of bread.	cut	kataik
Could you please, cut my chicken?	cut	kataik

The above context shows one to one correlation between the meanings of English verb 'cut' and Tharu verb 'kataik'. This represents the cases of semantic equivalence across languages.

3.5.2 Saw

The English verb 'saw' and respective Tharu verbs are analyzed as below.

Contexts	English	Tharu
He was sawing a loaf of bread.	saw	chiraik
She sawed the plank in half.	saw	chiraik
We sawed the dead branches of the tree.	saw	kataik
I will saw the logs into smaller pieces.	saw	chiraik

The above verbs and contexts reveal the cases of semantic inclusion. The verb 'saw' generally means 'chiraik' in Tharu but these two verbs are not semantically equivalent in all contexts. The range of meaning covered by English verb 'saw' is more extensive than that covered by Tharu verb 'chiraik'. The verb 'chiraik' does not include all the meanings of 'saw'. In the contexts '1', '2' and '4', both verbs share their meanings and are semantically equivalent. But in context '3', 'chiraik' is not appropriate. Tharu speakers use the verb 'kataik' instead of 'chiraik' while English uses the verb saw.

The meaning of English verb cut overlaps with the meaning of 'saw' within the language as they both refer to 'cutting something into pieces with tools' like: knife, sharp blade or saw and with 'chiraik' and 'kataik' across the languages. On the other hand, 'chiraik' and 'kataik' have also similar case. Their semantic difference is that cut refers to 'remove something from something larger with a knife' and 'saw' is used to denote 'to cut something into pieces with a saw'. Similarly, Tharu verb 'kataik' refers to cut something from something larger into pieces with knife or sharp blade. On the other hand, 'chiraik' refers to cut something with a 'saw'. Although they have such semantic differences in specific sense, generally they overlap each other.

3.5.3 Peel

The English verb 'peel' and respective Tharu verbs are analyzed as below.

Contexts	English	Tharu
Have you peeled the potatoes?	peel	chhilhik
He was peeling an orange.	peel	nikauik
He peeled some bananas.	peel	nikauik

These verbs and their contexts show the case of meaning inclusion. For example, English verb 'peel' generally means 'nikauik' in Tharu, but these two verbs 'peel' and 'nikauik' are not semantically equivalent in all contexts. The range of meaning covered by English verb peel has more extensive range than that covered by Tharu verb 'nikauik'. The verb 'nikauik' does not include all the meanings of peel. In the contexts '2' and '3', both verbs share meaning and are semantically equivalent but in context '1', 'nikauik' is not appropriate. Tharu speakers use the verb 'chhilhik' to refer to the concept while English continue to use the verb 'peel'.

3.5.4 Shave

The English verb 'shave' and respective Tharu verb are analyzed as below.

Contexts	English	Tharu
Ram needs to shave twice a week.	shave	mudaik
All the monks shave their head.	shave	mudaik
The nurse washed and shaved him.	shave	mudaik
Do you shave under your arms?	shave	mudaik

The above contexts show the one to one correlation between English verb 'shave' and Tharu verb 'mudaik'. This is the case of semantic equivalence across languages. In such case, the learners of both languages find little or no difficulty in learning these types of verbs.

3.5.5 Scrape

The English verb 'scrape' and respective Tharu verbs are analyzed as below.

Contexts	English	Tharu
The kids had scraped their plates clean.	scrape	puchhaik
She scraped the mud of her books.	scrape	puchhaik
The wire had scrapped the skin from her fingers.	scrape	odraik

These verbs and their contexts show the semantic inclusion between English and Tharu verbs. In the semantic domain of verbs, the verb 'scrape' has a wider range of meaning than the Tharu verb 'puchhaik'. Thus, all the meanings of 'puchhaik' are included in the meanings of 'scrape' but not vice versa. The verbs 'scrape' and 'puchhaik' are semantically equivalent only in the contexts '1' and '2' whereas English continues to use the verb 'scrape' in context '3' but Tharu uses 'odraik'.

3.6 Verbs of Carrying

The verbs of 'carrying' in both the English and Tharu languages have been tabulated below.

Table No 6
Verbs of Carrying

English	Tharu
carry	bokaik/saraik
push	Dhakalaik/thelaik
pull	Tanaik
drag	ghisroik
kick	agalaik/thokalia/pitalia

Those verbs are analyzed separately as below.

3.6.1 Carry

The English verb 'carry' and respective Tharu verbs are analyzed as below.

Contexts	English	Tharu
He was carrying a suitcase.	carry	bokaik
The injured were carried on stretcher.	carry	bokaik
Flies can carry a nasty disease.	carry	saraik/bokaik
I never carry much money on my pocket.	carry	bokaik

The above context shows one to one correlation of meanings between Tharu verbs 'bokaik' and English verb 'carry'. Such cases reveal semantic equivalence between the English and Tharu languages.

The English verbs 'push', 'pull' and 'drag'; and their respective Tharu verbs are analyzed separately as below.

3.6.2 Push

Contexts	English	Tharu
He pushed his plate away from him.	push	Dhakalaik/thelaik
He pushed the boat from the river bank.	push	Thelaik
I pushed the door open.	push	Dhakalaik/thelaik
I pushed myself through the road.	push	Dhakalaik/thelaik

3.6.3 Pull

Contexts	English	Tharu
He pulled the chair away from desk.	pull	Tanaik
He pulled out the dancer.	pull	Tanaik
Pull your chair near the table.	pull	Tanaik
She pulled him gently towards her.	pull	Tanaik

3.6.4 Drag

Contexts	English	Tharu
I dragged the chair over the window.	drag	ghisroik
They dragged her from her bed.	drag	ghisroik
He was dragging his coat in the mud.	drag	ghisroik
Don't drag it in the dust.	drag	ghisroik

The above contexts reveal the fact that there is one to one correlation between English and Tharu verbs. These show semantic equivalence between the English and Tharu languages. In these cases, learners learning both of these languages find less difficulty in learning these verbs.

3.6.4 Kick

The English verb 'kick' and respective Tharu verbs are analyzed as below.

Contexts	English	Tharu
Dancers kicked their legs in the air.	kick	agalaik
He kicked the ball as hard as he could.	kick	thokalia
Ronaldo kicked his third goal in the final minute.	kick	thokalia
She was kicked by the attackers.	kick	pitalia

This context shows the case of divergence and convergence of meaning between English and Tharu verbs. From the English perspective, it is an instance of divergence of meaning as the meaning of English verb 'kick' diverges into three meanings represented by three Tharu verbs: 'agalaik', 'thokalia' and 'pitalia'. Those Tharu verbs converge into one English verb 'kick'. It is an example of convergence from Tharu perspective.

3.7 Verbs of Rolling

The verbs of rolling in both the English and Tharu languages are tabulated as below.

Table No 7
Verbs of Rolling

English	Tharu
move	Chalaik/Ghumaik
slide	Ghisaunhu/Ghichlia
float	Bagoik/Jharaik/Bulaikrahalia/tairlrahalia
glide	Udyaik/Bichhadaik
swing	Kholalia/Jhulaik/Di goik/Begah /pheraik

Those verbs are analyzed separately as below.

3.7.1 Move

The English verb 'move' and respective Tharu verbs are analyzed as below.

Contexts	English	Tharu
Can you move your finger?	Move	Chalaik
The earth moves round the sun.	Move	Ghumaik
He has to move around a lot in his job.	Move	Ghumaik
We are moving to the house.	Move	ghumaik

These verbs and their contexts show the cases of meaning inclusion of verbs across languages. For example, English verb 'move' generally means 'ghumaik' in Tharu but these two verbs are not semantically equivalent in all contexts. The range of meaning covered by the English verb move has more extensive range than that covered by Tharu verb 'ghumaik'. The verb 'ghumaik' does not include all the meanings of move. In the contexts 2, 3 and 4, verbs are semantically equivalent but in context 1, 'ghumaik' is not appropriate. Tharu speakers use the verb 'chalaik' to refer to the meaning of move while English continues to use the verb move.

3.7.2 Slide

The English verb 'slide' and respective Tharu verbs are analyzed as below.

Contexts	English	Tharu
We slide into the bedroom.	Slide	Genhu
The drawers of his table slide in and out easily.	Slide	Ghichlia
We slide down the grassy slope.	Slide	Ghisianhu

These verbs and their contexts show the cases of divergence and convergence of meaning between English and Tharu verbs. Here, the meaning of English verb slide diverges into three different meanings represented by three Tharu verbs, 'ghisaunhu', 'ghichlia' and 'ghisianhu'. This is the case of divergence from the English perspective. All these three Tharu verbs which carry three different meanings converge into one meaning expressed by the verb slide in English. This is an instance of convergence of meaning from Tharu perspective.

3.7.3 Float

The English verb 'float' and respective Tharu verbs are analyzed as below.

Contexts	English	Tharu
They float the logs down the river to the town.	Float	Bagoik
The leaves floated down from the tree.	Float	Jharaik
Hari has just floated around during nothing.	Float	Bulaikrahalia
A plastic bag was floating in the river.	Float	tairlrahalia

The above context represents the cases of divergence and convergence of meaning across languages. The meaning of the English verb 'float' diverges into four meanings in Tharu represented by four different verbs:

'bagoik', 'jharaiik', 'bulaikrahalia' and 'tairlrahalia'. It is an instance of divergence if we look at it from English perspective. From the Tharu perspective, four different verbs expressing four meanings merge into one meaning expressed by the English verb 'float'. This is an instance of convergence.

3.7.4 Glide

The English verb 'glide' and respective Tharu verbs are analyzed as below.

Contexts	English	Tharu
An eagle was gliding high overhead.	Glide	Udyaik
The skaters were gliding over the ice.	Glide	Bichhadaik
These birds can glide for hours.	Glide	Udyaik
The plane managed to glide up from the runway.	Glide	udyaik

The above context shows the semantic inclusion between English and Tharu verbs. The meaning expressed by English verb 'glide' is more extensive than the Tharu verb 'udyaik'. The verb 'udyaik' does not include all the meanings of 'glide' in all contexts. Both verbs share their meanings in context '1', '3' and '4'. So, they are semantically equivalent. But in context '2', 'udyaik' is not appropriate. Tharu speakers use the verb 'bichhadaik' to refer to the concept while English continues to use the verb 'glide'.

3.7.5 Swing

The English verb 'swing' and respective Tharu verbs are analyzed as below.

Contexts	English	Tharu
He swings the door open.	Swing	Kholalia
I swing higher and higher.	Swing	Jhulaik
Her arms swing as she walked.	Swing	Di goik
He swung himself out of the car.	Swing	Begah
He swings from wild optimism to total despair.	Swing	pheraik

The above verbs and contexts reveal the fact that there is the case of divergence and convergence of meaning between English and Tharu verbs. In the above context, the meanings expressed by English verb 'swing' diverges into five different meanings represented by five different Tharu verbs 'kholalia', 'jhulaik', 'di goik', 'begah' and 'pheraik'. It is the case of divergence from the English perspective. If we look it from the Tharu perspective, it is an instance of convergence of meaning because the meanings expressed by Tharu verbs 'kholalia', 'jhulaik', 'di goik', 'begah' and 'pheraik' merge into one English verb swing.

3.8 Verbs of Loading

The verbs related to loading are summarized in the following table.

Table No 8
Verbs of Loading

English	Tharu
hang	Jhundyail/Lajaik/t gal
load	Pheraik/Ghalaik/Rakhalsin/dharaik
wrap	Gheuraik/siuraik/Gutmutaik/Berhik
heap	Rachaik/Chuluaik/jitalia
stick	Bethabahi/Rakhalia/Chitkaoik/taslia

Those verbs are analyzed separately as below.

3.8.1 Hang

The English verb 'hang' and respective Tharu verbs are analyzed as below.

Contexts	English	Tharu
He hanged his god on the branch of tree.	Hang	Jhundyail
She hung her head in shame.	Hang	Lajaik
Long creepers were hung down from the trees.	Hang	Jhundyail
Hang your coat up on the hook.	Hang	Jhundyail
Many pictures are hung in national gallery.	Hang	t gal

The above mentioned verbs and their contexts show that there is the semantic inclusion between English and Tharu verbs. The range of meaning covered by the English verb 'hang' is more extensive than that covered by the Tharu verb 'jhundyail'. Similarly, 'jhundyail' does not include all the meanings of 'hang'. Therefore, 'jhundyail' constitutes only part of the range of 'hang'. In the above examples, in contexts 1, 3 and 4 both 'hang' and 'jhundyail' share their meaning and are semantically equivalent but in contexts 2 and 5 'jhundyail' is not appropriate. Tharu speakers use other verbs like 'lajaik' and 't gal' to refer to these concepts. English speakers continue to use the verb hang in all these contexts. In such cases learners are not aware of such semantic systems of language and find more difficulty in learning language.

3.8.2 Load

The English verb 'load' and respective Tharu verbs are analyzed as below.

Contexts	English	Tharu
Ram loaded a new program into his computer.	Load	Pheraik
They loaded their bags in the taxi within five minutes.	Load	Ghalaik
He loaded the camera with new film.	Load	Rakhalsin
Jasmine loaded boxes on the wagon.	Load	dharaik

The above mentioned contexts show the divergence and convergence of meaning between English and Tharu verbs. The meaning expressed by English verb load diverges into four meanings expressed by four different verbs 'pheraik', 'ghalaik', 'dharaik' and 'rakhalsin' in Tharu. It is an example of convergence from the Tharu perspective because four meanings expressed by four Tharu verbs merge into one meaning represented by one English verb load.

3.8.3 Wrap

The English verb 'wrap' and respective Tharu verbs are analyzed as below.

Contexts	English	Tharu
You cannot wrap your children in cotton wool forever.	Wrap	Gheuraik/siuraik
She wrapped up the body in a blanket.	Wrap	Gutmutaik/berhik
He wrapped the gift.	Wrap	Berhik
The chocolates were individually wrapped.	Wrap	Berhik

The above context represents the case of meaning inclusion of verbs across languages. For example, English verb 'wrap' generally means 'berhik' in Tharu but these two verbs are not semantically equivalent in all the contexts. The range of meaning covered by English verb 'wrap' is

more extensive than that covered by Tharu verb 'berhik'. The verb 'berhik' does not include all the meanings of wrap. In contexts '2', '3' and '4', both verbs share their meanings and are semantically equivalent. But in context '1', 'berhik' is not appropriate. Tharu speakers use other verbs like 'gheuraik', and 'siuraik' to refer to the concept whereas English use the verb 'wrap'.

3.8.4 Heap

The English verb 'heap' and respective Tharu verbs are analyzed as below.

Contexts	English	Tharu
She heaped my plate with food.	Heap	Rachaik
The rocks were heaped up on the side of the road.	Heap	Chuluaik
He heaped praises on his team.	Heap	jitalia

The above verbs and their contexts show that there is the case of divergence and convergence of meaning between English and Tharu verbs. In above contexts, the meaning expressed by English verb 'heap' diverges into three different meanings represented by three different Tharu verbs. This is the case of divergence from the English perspective. If we look from the Tharu perspective, it is an example of convergence of meaning because the meanings expressed by Tharu verbs: 'rachaik', 'chuluaik' and 'jitalia' merge into one meaning expressed by the English verb 'heap'.

3.8.5 Stick

The English verb 'stick' and respective Tharu verbs are analyzed as below.

Contexts	English	Tharu
I will stick around here a bit longer.	Stick	Bethabahi
He stuck the photos in an album.	Stick	Rakhalia/dharalia
She forgot to stick a stamp on the envelope.	Stick	Chitkaoik
He stuck up a notice on the board.	Stick	taslia

These verbs and their contexts reveal the divergence and convergence of meaning between English and Tharu verbs. Here, the meaning of English verb 'stick' diverges into four different meanings represented by four different Tharu verbs; 'bethabahi', 'rakhalia', 'chitkaoik' and 'taslia'. It is the case of divergence from the English perspective. All these four meanings represented by four different Tharu verbs converge into one meaning expressed by the verb stick in English.

3.9 Verbs of Combining

The verbs of combining are tabulated as below.

Table No 9
Verbs of Combining

Verb type	English	Tharu
Verbs of combing	mix	Mijhraule
	amalgamate	Ghalle/mijhraule
	tape	Bharaik/Marale
	cling	Pakdalia/Pantalaik/Apnusia/pantalaik
	shake	di goik

Both the English verbs 'mix' and 'amalgamate'; and their respective Tharu verbs are analyzed as below:

3.9.1 Mix

Contexts	English	Tharu
Someone has mixed up all application.	Mix	Mijhraule
I don't like to mix business pleasure.	Mix	Mijhraule
Oil and water cannot be mixed.	Mix	Mijhraule
Don't mix black and red ink.	Mix	Mijhraule

3.9.2 Amalgamate

Contexts	English	Tharu
The different offices will be amalgamated into employment advice center.	Amalgamate	Ghalle/mijhraule
The company has now amalgamated with another local firm.	Amalgamate	Ghalle/mijhraule
They decided to amalgamate the boys and girls schools.	Amalgamate	Ghalle/mijhraule

The above verbs and their contexts in two different groups reveal the case of one to one correlation of meaning between the English and Tharu verbs. In the first group, the verbs 'mix' and 'mijhraule' and in second, amalgamate and 'ghalle' and/or 'mijhraule' share their meanings respectively. These all show semantic equivalence of the verbs between two languages.

We can also find the state of semantic overlapping of the verbs. The English verb 'mix' overlaps with Tharu verb 'mijhraule' and it also overlaps with 'amalgamate' within the English language. The English verb 'mix' generally means 'to combine so that it cannot be separated into its parts' and 'amalgamate' means 'to join/unite one another to make larger

one'. On the other hand, Tharu verb 'mijhraule' overlaps with 'mix' and 'amalgamate'.

3.9.3 Tape

The English verb 'tape' and respective Tharu verbs are analyzed as below.

Contexts	English	Tharu
Someone had taped a message on the door.	Tape	bharaik
I have taped (up) the door securely.	Tape	marale
I have asked Alexander to tape a couple of records for me.	Tape	bharaik

The above verbs and contexts show the case of semantic inclusion of verbs across languages. The English verb 'tape' generally means 'bharaik' in Tharu but these two verbs are not semantically equivalent in all contexts. The range of meaning covered by the English verb 'tape' is more extensive than that covered by Tharu verb 'bharaik'. The verb 'bharaik' does not include all the meanings of 'tape'. In the contexts 1 and 3, both verbs share their meanings and are semantically equivalent but in context 2, 'bharaik' is not appropriate. Tharu uses the verb 'marale' to refer the concept while English use the verb 'tape'.

3.9.4 Cling

The English verb 'cling' and respective Tharu verbs are analyzed as below.

Contexts	English	Tharu
She clung onto her baby.	Cling	Pakdalia
They clung together shivering with cold.	Cling	Pantalaik
He still clings to have old fashioned ways.	Cling	Apnusia
Hillary clung very tightly to her beloved.	Cling	Pantalaik

The above verbs and contexts show the case of meaning inclusion of verbs across languages. The verb 'cling' means 'pantalaik' in Tharu but these two verbs are not semantically equivalent in all contexts. The range of meaning covered by the English verb 'cling' is more extensive than that covered by Tharu verb 'pantalaik' and 'pantalia' does not include all the meanings of 'cling'. In the contexts '2' and '4', both verbs share meaning and are semantically equivalent. But in contexts '1' and '3', 'pantalaik' is not appropriate. Tharu speakers use 'pakdalia' and 'apnusia' to refer to the concept while English continues to use the verb 'cling'.

3.9.5 Shake

The English verb 'shake' and respective Tharu verb are analyzed as below.

Contexts	English	Tharu
She shook her shoe to take out pebble.	Shake	di goik
She shook his head in disbelief.	Shake	di goik
She shook her hair loose.	Shake	di goik
I was shaking like a leaf.	Shake	di goik

The above context reveals the fact that there is one to one correlation of meaning between the English verb 'shake' and Tharu verb 'di goik'. This is the case of semantic equivalence between the English and Tharu languages.

CHAPTER - FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

Analysis of the data revealed various pieces of information about English and Tharu verbs. The researcher has investigated nine groups of targeted Tharu verbs and carried out the semantic analysis on the basis of four different criteria, i.e. one to one correlation, divergence and convergence, semantic overlapping and semantic inclusion. There are inherent differences in the semantic systems of Tharu and English verbs. Semantic equivalence between any two languages is rare. So, it is very difficult to find one to one correlation of lexical items in any two languages. That is why learners feel difficulties in choosing correct verb in every situation in the target language. The major findings of the research are presented as follows:

1. The analysis shows that only a few Tharu and English verbs have exactly the same meaning. Out of forty-five verbs of both languages, thirteen have one to one correlation of meaning. They represent the cases of semantic equivalence between the English and Tharu languages.
2. The number of instances of divergence and convergence are more than one to one correlation of the meaning of the verbs. In this study, out of forty-five English verbs, twenty-one have been related to the case of divergence and convergence of meaning. In the group of twenty-one verbs, English verbs have the case of divergence and all the Tharu verbs have the case of convergence.

3. Only a few English and Tharu verbs overlap in their meaning. Out of forty-five English verbs, only four different verbs are found to be overlapped in their meaning. The analysis shows one English verb overlaps with Nepali verbs and one Nepali verb overlapping with English verbs.
4. Out of forty-five English verbs, eleven reveal the case of semantic inclusion of meaning. From analysis, it is found that English verbs have more extensive range of coverage than that of Tharu verbs as they include all the meanings of Tharu verbs. Tharu verbs cover only part of the range of English verbs.
5. Absolute similarity between two languages is almost impossible. Similarity and disparity are found to be the inseparable factors in two languages. So, main finding of this study is that there are inherent differences in the semantic system of English and Tharu verbs. The study reveals that there are more instances of divergence and convergence of meaning and one to one correlation of meaning than semantic overlapping and semantic inclusion of meaning. Semantic equivalences are rare because of which it is very difficult to find out the complete one to one correlation of lexical items on any two languages. All these factors reveal an abstract linguistic difference between English and Tharu verbs.

4.2 Recommendations

After analyzing the findings, following recommendations are suggested from this research. These could be crucial for Tharu speakers learning the English language. Similarly, the recommendations would be useful in further researches and studies to be carried out by different institutions, organizations as well as students like me in future to come.

1. There are inherent differences in the semantic systems of English and Tharu verbs. Tharu and English verbs do not have one to one correlation in most of the cases. The learners of the English language may encounter difficulty. So, attention must be given in teaching and learning of those areas where there are differences.
2. While designing curriculum, English lexical items should be chosen where there is more possibility of one to one correlation between Tharu and English verbs.
3. Teachers should be trained or well equipped with a wide knowledge of the semantic systems of both source language and target language to guide Tharu speakers learning the English language.
4. English verbs have more range of coverage whereas Tharu lacks this feature. Hence, students of Tharu should be informed about it.
5. Adequate exercises in the use of verbs are required for the students learning the English language which should be taught in appropriate contexts.
6. There should be real life oriented environment for teaching and learning the English language to the Tharu speakers.
7. Teaching should be student-centered in order to solve student's problems.

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APPENDICES

APPENDIX – 1

Questionnaire/Interview Schedule

This questionnaire is prepared for the native speakers of the Tharu language. The proposed questionnaire is prepared in accordance with research work on "A Semantic Analysis of English and Tharu Verbs: A Comparative Study" for the partial fulfillment of M. Ed in English Education under the guidance of Mrs. Hima Rawal, Department of English Education.

I heartily request for your help and co-operation to fulfill this matter.

Sabitra Dhungana

Tribhuvan University

Kirtipur, Kathmandu

Name:

Address:

Sex:

Age:

Fill in the blanks with suitable (equivalent) Tharu verbs.

1. The verb climb

SN	Context	English	Tharu
1	Go up the mountain.	climb	
2	Go up a tree.	climb	
3	Go up a ladder.	climb	
4	Ride a van.	climb	
5	Ride a horse/ an aeroplane.	climb	

2. The verb fly

SN	Context	English	Tharu
1	The Nightingale flew over the hill.	fly	
2	The aero plane flew for London.	fly	
3	Thousands of bats were flying about overhead.	fly	
4	National flag flew in the program.	fly	

3. The verb jump

SN	Context	English	Tharu
1	Anupam jumps to catch the ball.	jump	
2	Kuti jumps to touch the ceiling.	jump	
3	The pilot jumped from the burning plane.	jump	
4	Hari can jump 1.8 meters.	jump	

4. The verb leap

SN	Context	English	Tharu
1	He leaps from an upstairs window.	leap	
2	House prices will leap (up) in the spring.	leap	
3	Look before you leap.	leap	
4	The man leapt over the gate into the field.	leap	

5. The verb rise

SN	Context	English	Tharu
1	Hari rises from his chair.	rise	
2	Ranjit comes out of his bed.	rise	
3	The price rises.	rise	
4	The sun rises in the sky.	rise	

6. The verb drown

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

7. The verb sink

SN	Context	English	Tharu
1	The iron sinks in water.	sink	
2	The titanic sank in 1912.	sink	
3	The sun sinks in the west.	sink	
4	Ram sank all his money into his brother's business.	sink	

8. The verb fall

SN	Context	English	Tharu
1	The bomb fell on the table.	fall	
2	Leaves fell from the tree.	fall	
3	He fell badly.	fall	
4	A big piece of rock fell from the cliff.	fall	

9. The verb descend

SN	Context	English	Tharu
1	Hari descended the stairs.	descend	
2	They descended to the Terai from the hill.	descend	
3	The lift descended over his head.	descend	
4	Is she descending from the ladder?	descend	

10. The verb leak

SN	Context	English	Tharu
1	Oil leaked out of the car.	leak	
2	Raining water leaks from the roof.	leak	
3	This vessel is leaking.	leak	

11. The verb drop

SN	Context	English	Tharu
1	He dropped his trouser.	drop	
2	Several students dropped out of the course after three weeks.	drop	
3	She dropped a letter in the post.	drop	
4	Can you drop me near the temple?	drop	

12. The verb lift

SN	Context	English	Tharu
1	He lifted the book onto the table.	lift	
2	You lifted my writing style.	lift	
3	The news lifted our spirits.	lift	
4	Interest rates were lifted yesterday.	lift	

13. The verb hoist

SN	Context	English	Tharu
1	Demonstrators hoisted placards.	hoist	
2	He hoisted himself onto a high stool.	hoist	
3	The cargo was hoisted aboard by crane.	hoist	

14. The verb put

SN	Context	English	Tharu
1	Put your coat on.	put	
2	Put your cigarette out.	put	
3	He put salt into a sugar bowl.	put	
4	Nirajan put his hands up.	put	

15. The verb pile

SN	Context	English	Tharu
1	Please pile your textbooks neatly on the table.	pile	
2	Her plate was piled with Salad.	pile	
3	She piled more and more logs on the fire.	pile	

16. The verb hit

SN	Context	English	Tharu
1	My parents always hit me.	hit	
2	The bus hit the bridge.	hit	
3	Hari has hit the ball over the fence.	hit	
4	The town was hit by bombs again.	hit	

17. The verb throw

SN	Context	English	Tharu
1	He is always throwing cold water.	throw	
2	Don't throw litter in the ground.	throw	
3	He threw me the keys.	throw	
4	Pretty threw herself on the bed.	throw	

18. The verb shoot

SN	Context	English	Tharu
1	The Police hardly shoot to kill.	shoot	
2	A man was shot in the leg.	shoot	
3	He shoots an arrow in the air.	shoot	
4	The troops were shooting their enemies.	shoot	

19. The verb pass

SN	Context	English	Tharu
1	The plane passed low overhead.	pass	
2	Hari passed me the note.	pass	
3	He may not pass the test.	pass	
4	Ram just wanted to pass the time with her.	pass	

20. The verb slap

SN	Context	English	Tharu
1	Ram slapped Hari hard across the face.	slap	
2	The water slapped against the side of the boat.	slap	
3	Congratulation! He said, slapping me on the back.	slap	

21. The verb cut

SN	Context	English	Tharu
1	I cut grass for buffaloes.	cut	
2	She has cut her finger with that knife.	cut	
3	Hari cut lice of bread.	cut	
4	Could you please, cut my meat up for me?	cut	

22. The verb saw

SN	Context	English	Tharu
1	He was sawing energetically at aloof of bread.	saw	
2	She sawed the plank in half.	saw	
3	We sassed the dead branches of the tree.	saw	
4	I will saw the logs into smaller pieces.	saw	

23. The verb peel

SN	Context	English	Tharu
1	Have you peeled the tomatoes?	peel	
2	He was peeling an orange.	peel	
3	He has peeled some bananas.	peel	

24. The verb shave

SN	Context	English	Tharu
1	Ram needs to shave twice a week.	shave	
2	All the monks shave their head.	shave	
3	The nurse washed and shaved him.	shave	
4	Do you shave under your arms?	shave	

25. The verb scrape

SN	Context	English	Tharu
1	The kids had scraped their plates clean.	scrape	
2	She scraped the mud of her boots.	scrape	
3	The wire had scrapped the skin from her fingers.	scrape	

26. The verb carry

SN	Context	English	Tharu
1	He was carrying a suitcase.	carry	
2	The injured were carried on stretcher.	carry	
3	Files can carry a nasty disease.	carry	
4	I never carry much money on my pocket.	carry	

27. The verb push

SN	Context	English	Tharu
1	He pushed his plate away from him.	push	
2	We pushed the boat off from the river bank.	push	
3	I pushed the door open.	push	
4	I pushed myself through the crowd.	push	

28. The verb pull

SN	Context	English	Tharu
1	He pulled the chair away from desk.	pull	
2	She pulled out the dancer.	pull	
3	Pull your chair nearer the table.	pull	
4	She pulled him gently towards her.	pull	

29. The verb drag

SN	Context	English	Tharu
1	I dragged the chair over to the window.	drag	
2	They dragged her from her bed.	drag	
3	He was dragging his coat in the mud.	drag	
4	Don't drag it in the dust.	drag	

30. The verb kick

SN	Context	English	Tharu
1	The dancers kicked their legs in the air.	kick	
2	He kicked the ball as hard as he could.	kick	
3	Ronaldo kicked his third goal in the final minute.	kick	
4	She was kicked by her attackers.	kick	

31. The verb move

SN	Context	English	Tharu
1	Can you move your finger?	move	
2	The earth moves round the sun.	move	
3	He as to move around a lot in his job.	move	
4	We are moving to the house.	move	

32. The verb slide

SN	Context	English	Tharu
1	We slid him into his bed.	slide	
2	The drawers of this table slide in and out easily.	slide	
3	We slide down the grassy slope.	slide	

33. The verb float

SN	Context	English	Tharu
1	They float the logs down the river to the town.	float	
2	The leaves floated down from the tree.	float	
3	Hari has just floated around doing nothing.	float	
4	A plastic bag was floating in the river.	float	

34. The verb glide

SN	Context	English	Tharu
1	An eagle was gliding high overhead.	glide	
2	The skaters were gliding over the ice.	glide	
3	These birds can glide for hours.	glide	
4	The plane managed to glide up from the runway.	glide	

35. The verb swing

SN	Context	English	Tharu
1	He swings the door open.	swing	
2	I swing higher and higher.	swing	
3	Her arms swing as she walked.	swing	
4	He swung himself out of the car.	swing	
5	His mood swings between elation and despair.	swing	

36. The verb hang

SN	Context	English	Tharu
1	He hanged his god on the branch of tree.	hang	
2	She hung her head in shame.	hang	
3	Long creepers were hung down from the trees.	hang	
4	Hang your coat up on the hook.	hang	
5	Many pictures are hung in national gallery.	hang	

37. The verb load

SN	Context	English	Tharu
1	Ram loaded a new program into his computer.	load	
2	They loaded their bags in the taxi within 5 minutes.	load	
3	He loaded the camera with new film.	load	
4	Junín loaded boxes on the wagon.	load	

38. The verb wrap

SN	Context	English	Tharu
1	You cannot wrap your children in cotton wool for ever.	wrap	
2	She wrapped up the body in a blanket.	wrap	
3	He wrapped the gift.	wrap	
4	The chocolates were individually wrapped.	wrap	

39. The verb heap

SN	Context	English	Tharu
1	She heaped my plate with food.	heap	
2	The rocks were heaped up on the side of the load.	heap	
3	He heaped praises on his team.	heap	

40. The verb stick

SN	Context	English	Tharu
1	I will stick around here a bit longer.	stick	
2	He stuck the photos in an album.	stick	
3	She forgot to stick a stamp on the envelope.	stick	
4	He stuck up a notice on the board.	stick	

41. The verb mix

SN	Context	English	Tharu
1	Someone has mixed up all application forms.	mix	
2	I do not like to mix business with pleasure.	mix	
3	Oil and water can't be mixed.	mix	
4	Do not mix black and red ink.	mix	

42. The verb amalgamate

SN	Context	English	Tharu
1	The different offices will be amalgamated into employment advice centre.	amalgamate	
2	The company has now amalgamated with another local firm.	amalgamate	
3	They decided to amalgamate the two schools.	amalgamate	

43. The verb tape

SN	Context	English	Tharu
1	Someone had taped a message on the door.	tape	
2	I have taped (up) the box securely.	tape	
3	I have asked Alexander to tape a couple of records for me.	tape	

44. The verb cling

SN	Context	English	Tharu
1	She clung onto her baby.	cling	
2	They clung together, shivering with cold.	cling	
3	He still clings to his old-fashioned ways.	cling	
4	Hillary clung very tightly to her beloved.	cling	

45. The verb shake

SN	Context	English	Tharu
1	She shook her shoe to take out the pebble.	shake	
2	She shook his head in disbelief.	shake	
3	She shook her hair loose.	shake	
4	I was shaking like a leaf.	shake	

Appendix – 2: Categorization of English verbs.

Group – I

Verbs of upward movement	Climb
	Fly
	Jump
	Leap
	Rise

Group - II

Verbs of downward movement	Drown
	Sink
	Fall
	Descend
	Leak

Group - III

Verbs of putting	Drop
	Lift
	Hoist
	Put
	Pile

Group – IV

Verbs of throwing	Hit
	Throw
	Shoot
	Pass
	Slap

Group – V

Verbs of cutting

Cut
Saw
peel
Shave
Scrape

Group – VI

Verbs of carrying

Carry
Push
pull
Drag
Kick

Group – VII

Verbs of rolling

Move
Slide
float
Glide
Swing

Group – VIII

Verbs of loading

Hang
Load
wrap
Heap
Stick

Group – IX

Verbs of combing

Mix
Amalgamate
Tape
Cling
Shake

Appendix – 3

DEVNAGARI SYMBOLS

Devnagari symbols for Tharu vowels and consonants with their corresponding phonemes used in this thesis are mentioned separately by vowels and consonants in following tables:

Vowels	अ	आ	ई	इ	उ	ऊ	ए	ऐ	ओ	औ
	a	a:	i	i:	u	u:	e/e:	ai	o	au

Velar	क	ख	ग	घ	ङ
	ka	kha	ga	gha	ng
Patal	च	छ	ज	झ	ञ
	cha	chha	ja	jha	na
Retroflex	ट	ठ	ड	ढ	ण
	ta	tha	da	dha	na
Dental	त	थ	द	ध	न
	ta	tha	da	dha	na
Labial	प	फ	ब	भ	म
	pa	pha	ba	bha	ma
Other consonants	य	र	ल	व	श
	ya	ra	la	wa	sha
	ष	स	ह		
	sa	sa	ha		