CHAPTER ONE

INTRODUCTION

1.1   General Background

Language is the 'Species specific' and 'Species uniform' possession of man. It is God's gift to man kind. Philosophers, psychologists and linguists commonly mark the point that it is the possession of language which most clearly distinguishes man from other animals. Human beings use language as a means of communication through which they can express their feelings, emotions, desires, ideas and experiences to other human beings. It is ubiquitous, it is present everywhere, in our thoughts, dreams, prayers, meditations, relations, rituals etc.

According to Chomsky (1957) "A language is a set of (finite or infinite) sentences, each finite in length and constructed out of a finite set of elements" (p.13). In this definition, he emphases that each natural language has a finite number of sounds or letters and although there may be infinitely many distinct sentences in the language, each sentence can be represented as a finite sequence of these sounds or letters.

Human civilization is not possible without language. So, it is the personal as well as the social activities which reflect the culture and civilization. It plays a vital role to flourish, maintain and transmit the human civilization. According to Bloch & Trager (1942), "A language is a system of arbitrary vocal symbols by means of which a social group co-operations" (p.5). From this definition, it is clear that language is a social activity and it cannot flourish in the absence of society.

Linguists are not clear on the exact number of languages which are in existence at the present time. Language differs according to the geographical boundaries, social ethnicity and person. Every language has got its own distinct structure as

well as they share a common heritage of vocal-aural apparatus to produce language. A normal human child is born with the capacity of innate endowment of one or more languages. The teacher who has knowledge of different languages can get a lot of advantages on teaching language in multi-lingual speech communities like Nepal. The knowledge of different languages facilitates or hinders in the learning of second or foreign language.

1.1.1 English Language in Nepalese Context

Among all the languages, English plays a role of Lingua Franca in many parts of the world. It is a language of international trade and commerce, politics, industries and conference, etc. In the world, most of the books are written in the English language. That is why, English language is supposed to be the superior language in the world.

In the context of Nepal, the English language has been given priority over other international languages. It is taught as a compulsory subject from primary level to higher level and also as an optional and specialized subject. Durbar High School was the first school to teach the English language in Nepal, which was founded by the Prime Minister Jang Bahadur Rana in 1853 A.D. English, is taught right from grade one in public schools as a compulsory subject. In addition, it is used as an access language or a library language and as a means of instruction and evaluation at the higher level of education.

1.1.2 Languages in Nepal

Nepal is a land of cultural, geographical, linguistic diversities. As a result different languages are spoken in Nepal. According to Yadav (2003), despite its small size, Nepal accommodates an amazing cultural diversity including linguistic plurality. The 2001 census has identified 92 languages spoken as mother tongues. Beside, a number of languages have been reported as 'Unknown' languages (CBS, 2001) which need to be precisely identified on the basis of field observation and its analysis. This multilingual setting confers on

Nepal a distinctive position on the linguistics map of the world and renders it as one of the most fascinating areas of linguistic research (p.137).

According to the population census 2001, there are 92 languages along with various dialects spoken in Nepal. Some of the languages or dialects do not have their written scripts, they have only spoken form. The languages of Nepal with their families are listed below:

i)   Indo-Aryan Group

The following languages belong to this family spoken in Nepal are Nepali, Maithili, Bhojpuri, Tharu, Awadhi, Urdu, Rajbanshi, Hindi, Danuwar, Bengali, Marwari, Manjhi, Darei, Kumal, Bote, Panjabi, English, Chureti, Megahi.

ii)   Tibeto-Burman Group

The following languages belong to this family spoken in Nepal are Tamang, Newar, Magar, Bantawa, Gurung, Limbu, Sherpa, Chamling, Chepang, Sunuwar, Thami, Kulung, Dhimal, Yakkha, Thulung, Sangpang, Khaling, Thakali, Chhantyal, Tibetal, Dumi, Jirel, Puma, Dura, Meche, Pahari, Lepcha, Bahing, Raji, Hayu, Bhyangshi, Ghale, Chhiling, Lohorung, Chinese, Mewahang, Kaike, Raute, Tilung, Jero/Jerung, Lingkhim, Koche, Dzonkha, Chhintang and Mizo.

iii)   Dravidian Group

The following language belongs to this family spoken in Nepal is Jhangad.

iv)   Astro-Asiatic Group

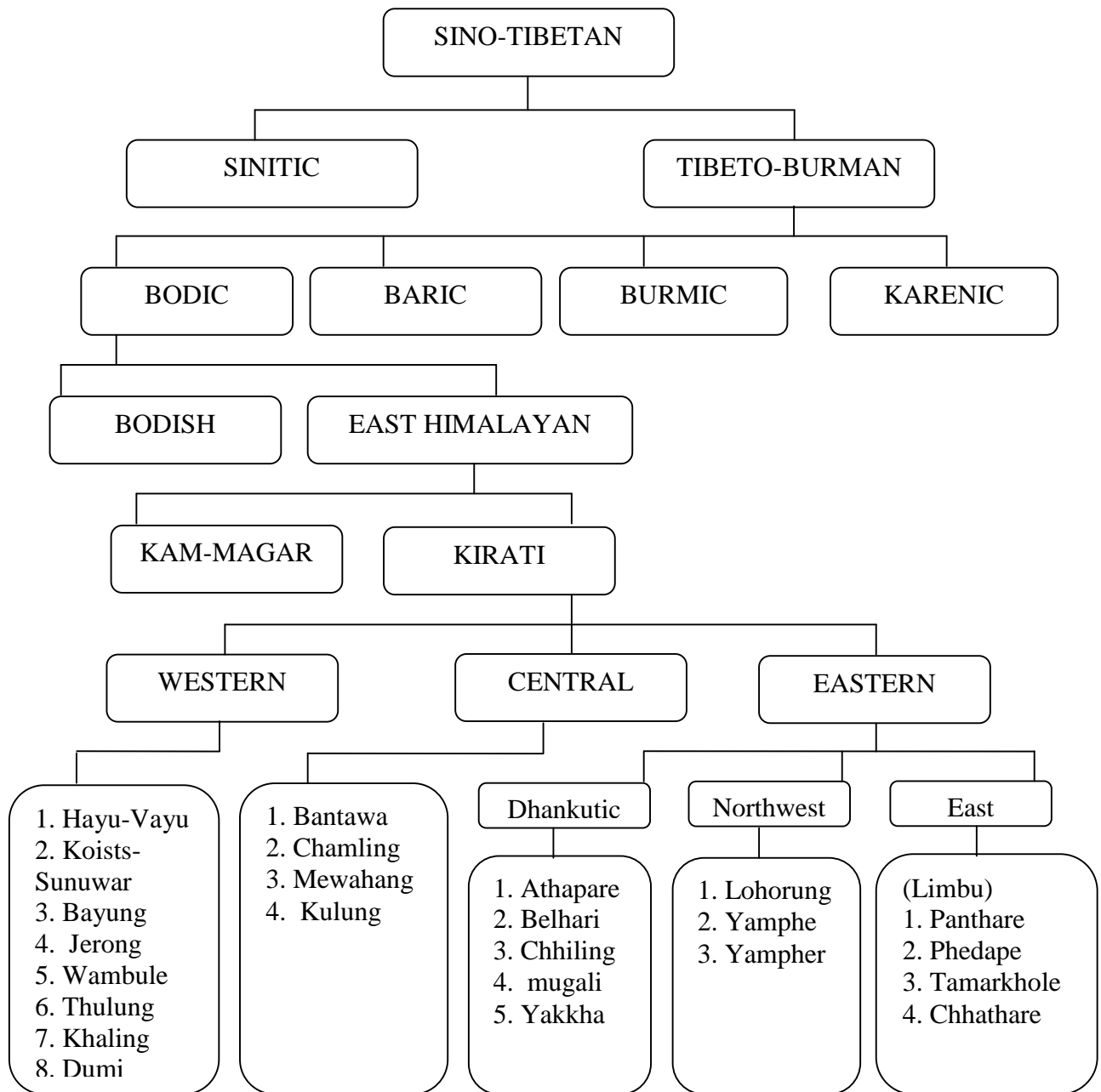The following language belongs to this family spoken in Nepal is Shanthali

1.1.3 An Introduction to Kulung Language

The increase of the mother tongue in the latest census is due to the fact that a large number of languages used as the first language have been returned for the first time because of the growing awareness of several ethnic minorities about their distinct cultural and linguistic identity. Besides, the earlier censuses had reported all Rai languages under a single called 'Rai group of languages'. In the census (2001), however, there have been enumerated 22 separate languages in this group.

According to population census report (2001), there are 22 groups in 'Kirant Rai' in terms of their separate languages. The 'Kirant Rai's', belonging to different groups, speak their own mother tongues. The total population of the 'Kirant Rai' who can speak their mother tongues is 497,055 out of 635,151. It is of 78.26% and rest of it is unable to speak their own mother tongue. According to this data, we can say that almost all people who belong to 'Kirant Rai' can not speak their own mother tongue, as reported by CBS but also more than 22 languages according to other reports. So, we cannot say the exact number of languages.

All 'Kirant Rai' languages are the numbers of Sino-Tibetan language group. It is divided into two branches, viz. Sinitic and Tibeto-Burman. This can be shown in a tree diagram as follows:

Diagram 1: Branches of Sino-Tibetan Language

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                        ┌─────────────────┐
                        │  SINO-TIBETAN   │
                        └─────────────────┘
                    ┌───────────┴───────────┐
            ┌───────────────┐       ┌───────────────────┐
            │   SINITIC     │       │  TIBETO-BURMAN    │
            └───────────────┘       └───────────────────┘
        ┌──────────┬──────────────┬──────────────┬──────────────┐
   ┌─────────┐ ┌─────────┐   ┌─────────┐    ┌─────────┐
   │ BODIC   │ │ BARIC   │   │ BURMIC  │    │ KARENIC │
   └─────────┘ └─────────┘   └─────────┘    └─────────┘
      ┌────────────┴────────────┐
 ┌─────────┐        ┌──────────────────┐
 │ BODISH  │        │ EAST HIMALAYAN   │
 └─────────┘        └──────────────────┘
              ┌───────────┴───────────┐
       ┌──────────────┐      ┌──────────────┐
       │  KAM-MAGAR   │      │   KIRATI     │
       └──────────────┘      └──────────────┘
            ┌──────────────────┼──────────────────┐
     ┌───────────┐      ┌───────────┐      ┌───────────┐
     │  WESTERN  │      │  CENTRAL  │      │  EASTERN  │
     └───────────┘      └───────────┘      └───────────┘
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WESTERN	CENTRAL	Dhankutic	Northwest	East
1. Hayu-Vayu 2. Koists-Sunuwar 3. Bayung 4. Jerong 5. Wambule 6. Thulung 7. Khaling 8. Dumi	1. Bantawa 2. Chamling 3. Mewahang 4. Kulung	1. Athapare 2. Belhari 3. Chhiling 4. mugali 5. Yakkha	1. Lohorung 2. Yamphe 3. Yampher	(Limbu) 1. Panthare 2. Phedape 3. Tamarkhole 4. Chhathare

Among all these Rai languages, Kulung is one of them. It is spoken in the Eastern Nepal. Kulung is an ethnic minority traditionally settled in the valley of the River Hongu, one of the remotest but also most enchanting areas of Solukhumbu. The Kulung language is spoken in Solukhumbu, Bhojpur, Sankhuwasabha, Sunsari and Ilam districts of Nepal. It is also spoken in some parts of India like Jalpaigudi, Darjeeling, Sikkim and Bhutan. Though the Kulung language is spoken in some parts of Nepal, India and Bhutan, there are

only few researches and as a result, the Kulung language and literature has not been developed yet.

1.1.4 The Concept of 'Meaning'

In the 'Vedas' meaning is treated as the essence of language and the speech without meaning has been called 'The tree without fruits and flowers'. According to Patanjali, 'words' naturally express meaning. Traditionally, it is viewed that there is close connection between the 'word' in language and 'object' that exist in the world. Now a days this is not accepted, the word and the meaning are not God given or natural but arbitrarily chosen. For e.g.: The same animal which is called 'dog' in English has connection with the animal which can be tamed, which is fond of chewing bones, which wages tail to its master and barks at an stranger etc. is called by several other names (e.g. kukur in Nepal, Kutta in Hindi, so on) in several different languages.

According the Oxford Advanced Learners' Dictionary (1995), meaning refers to 'what is conveyed or signified'. Different scholars have defined it differently. According to Bloomfield (1933, p.139) 'Meaning is the situations in which the speakers utters it and the response which it calls forth in the hearer' (as cited in Varshney, 1995, p.252). In this definition, the writer emphasizes on the dual action of speaker and the hearer in which there is utterance and response.

Thus, the study of meaning is an indispensable part of language study and difficult too. Sometimes it creates ambiguity. So, the learners of 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. They may not have one to one correlation in 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 can make difference in meaning. For example: according to Basnyat (1991), the semantic system of some English and Nepali verbs cause difficulty

to the Nepali Speaker Learning English (NSLE) and English Speaker Learning Nepali (ESLN); e.g.:

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 from for the Nepali verb *'Khanu'*. Accordingly, the NSLE may produce unacceptable sentences as given below:

(a)   * He ate his milk

(b)   * He ate his cigarette

(c)   * She ate her 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 foods are eaten, liquids are drunk, medicines are taken and cigarettes are smoked.

1.1.5   Semantics

Semantics is the study of meaning and its manifestation in language. It is one of the levels of linguistics. The other levels are phonology, the study of sound system and syntax, the study of word and sentence construction. However, semantics has been one of the neglected fields in linguistics, for only recently has serious interest been taken in its various problems. It is one of the branches relating to the signification no recourse to context.

As Rai (2001) states that 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 'Semantic': studies in the science of meaning' appeared   (p.12). Similarly, commenting on the book, Crystal (1997)   writes, "It is one of the earliest book 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," (as cited in Rai 2001, p.12).

In the course of time, semantics went on growing and was popularized in 1930s and 1940s and today it has established itself as one of the primary branch of language study. But even some people use the word 'semantic' in a pejorative' sense. The fact is that just the study of change neither in word meaning through time nor in something that can be used to mislead people. Thus, semantic is a systematic study of what meaning is and how it operates. It is an inseparable part of linguistics. It is a systematic study of meaning and the 'meaning' arbitrary or conventional. So second language learners generally feel difficulty and make mistakes using appropriate words, because of the learners' inability in choosing the correct words in appropriate situations in the target language. Specifically, the learners face difficultly in using the words because words are the building blocks to convey the meaning in communication.

The semantic system of English and Kulung verbs cause difficulty to the Kulung learners who are learning English and English learners who are learning Kulung. Therefore, this study has addressed to English Speaker Learning Kulung and Kulung Speaker Learning English. The researcher has focused on the semantic comparison of the fifty English and fifty Kulung verbs to find out the nature of semantic correlations between English and Kulung verbs.

1.1.6 Contrastive Analysis (CA)

Contrastive analysis is a branch of linguistics which is defined as a scientific analysis of similarities and differences between languages concerning the nature and principles of second or foreign language learning and teaching. This is the procedure of comparing and contrasting the linguistic system of the two languages. Comparing can be made at any level, system or sub-system of two languages that predicts the area of ease and difficulty for a learner while

learning a second or foreign language. CA is done mainly for pedagogic purpose 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.

CA hypothesis based on behaviouristic psychology can be summarized in the following ways.

a) Difference between the past and present learning causes hindrance whereas the learning is facilitated by the similarity between past learning and present learning.

b) Hindrance leads to difficulty in learning whereas facilitation levels to ease in learning.

c) Learning difficulty, in turns leads to errors in performance whereas learning ease leads to errorless performance.

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 communication. Learning a second or foreign language starts with the mastery of the mother tongue. Then, the learner has to learn the rules for the production and understanding of the second language. If the two languages resemble in some areas of formation, the learner has simply the first language rules with those of 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 knowledge of the first language does not assist in learning the second language. Rather any transference of the rules leads to the production of inaccurate language. Thus language learning becomes more difficult.

Thus, CA is one of the most important and valuable tools in the second language learning. The role of learner's first language plays a vital role in the learning of a second language. A careful comparison of the first and second language reveals the studying areas of CA which tries to seek similarities or

differences between them. The areas, which are similar in both languages ease in learning and facilitate it whereas the difference creates hindrance as they cause errors in learning.

1.1.7 Grammar

Grammar is the backbone of the languages without it none of the language stand, erect and conveys clear meaning. Oxford Advanced Learner's Dictionary (2000) defines grammar as, "the rules in a language for changing the forms of words and combining them into sentences" (p.517). 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). Thus, it is clear that there are different forms of word, which function differently. These different forms of words are known as parts of speech. In the English language, there are eight parts of speech. They are as follows:

i) Noun: Noun is a word which denotes the name of person, place or thing.

ii) Pronoun: Pronoun is a word which represents in place of noun.

iii) Adjective: It is a qualifying word which describes noun or pronoun.

iv) Verb: Verb is a word which denotes the work done by the subject in a sentence.

v) Adverb: It is also a qualifying word but it qualifies all parts of speech except noun and pronoun. It also qualifies sentence

vi) Preposition: It is a word which shows the relation between noun and pronoun.

vii) Conjunction: It is a word that joins two words or sentences.

viii) Interjection: It is a word which expresses happiness, fear, sorrow etc.

1.1.8 Verbs

Among all the parts of speech, verb is one of the most important word classes. It plays a vital role in the construction of sentence. Without 'verb' a sentence is incomplete, but a single verb can work as a sentence. All the verbs can be categorized into two groups. They are: (i) Action verbs and (ii) Anomalous verbs.

      i)   Action Verbs: come, go, give, take, sleep, work etc.

      ii)   Anomalous verbs: am, is, are, do, does, did, shall, should etc.

There are different verb classes in the English language. Different linguists have categorized the verb into several classes. Levin (1993) has classified the English verbs in about 200 distinct classes. Here, some of the verb classes of the English language are taken such as verbs of cutting, verbs of putting, verbs of carrying, verbs of breaking, verbs of throwing, verbs of creating, verbs of rolling, verbs of sound emission, verbs of accompany, verbs of preparing. The same verb classes have been selected in order to conduct my study.

These verb classes can be briefly described as follows:

1)   Verbs of cutting

The verbs like cut, shave, chop, saw and peel etc. can be included under this group. All these verbs are used to express the meaning of cutting something in general sense. However, they can give distinct meaning in relation to specific context.

2)   Verbs of putting

The verbs of putting refer to move something into a particular place or position in general sense. But they may convey distinct meaning in relation to specific contexts. The verbs fall under this class are drop, lift, lower, lost, raise, etc.

3)   Verbs of carry

In this class, the verbs like carry, drag, push, pull, tote, etc. are included. And all these verbs mean to take somebody or something one place to another in

their general sense. But they may give distinct meaning according to their specific contexts.

4)   Verbs of breaking

In general sense, the verbs of breaking like break, crack, fracture, split, smash etc. mean to separate or cause to separate into parts or pieces, either by the sudden application of force or by the pressure of internal stress. However, they may give distinct meaning in response to specific contexts.

5)   Verbs of throwing

The verbs like bat, bash, catapult, hit, kick etc. fall under this class which mean to send something from your hand through the air by moving your hand or arms quickly in their general sense. But they may convey different meanings according to their contexts.

6)   Verbs of creating

Here, verbs like compose, coin construct, design, manufacture etc. fall under the category verbs of creating. Generally, all they mean to make something happen or exist. However, in their specific contexts they may convey differently.

7)   Verbs of rolling

In this class, the verbs like drop, move, slide, roll, float etc. are included which mean to turn over and over and move in a particular direction in their general sense. However, they can give distinct meanings in relation to specific contexts.

8)   Verbs of sound emission

The verbs like clap, bang, blast, chatter, cry etc. fall under this group which mean the sound is caused by the movement of something in general sense. But in their specific contexts they may convey other meanings.

9)   Verbs of accompany

The verbs of accompany refer to the involvement of two participants following the same route. In this class verbs like guide, lead, escort, conduct, shepherd etc. fall under this class, while in their specific contexts they may provide separate meaning.

10)   Verbs of preparing

The verbs like bake, blend, boil, brew, fry fall under the class verbs of preparing. In their general meaning all these verbs convey the meaning to cook something. However, they are different according to their specific contexts.

1.2   Review of the Related Literature

Many researches have been carried out in the field of semantic analysis of English verbs and verbs of other languages.

Limbu (2004) carried out a research entitled verbs of pre-cooking, cooking and consuming, activities in English, Limbu, Rai Bantawa, Newari and Nepali language. He found that English has greater semantic field than that other languages. He also found that verbs of cooking differ in different languages although few consuming verbs of Limbu and Rai Bantawa are same in sound and meaning.

Adhikari (2006) carried out a research on 'A Semantic Analysis of English and Nepali Verbs'. From this study, he found that there are inherent differences in semantic system of English and Nepali verbs. He also found that Nepali verbs and English verbs do not have semantic equivalence or one to one correlation in most of the cases.

Dahal (2006) carried out a research on title 'Semantic Overlapping between English and Nepali Verbs '. In his research, he found that there is more English verb than the Nepali verbs. Similarly, semantic overlapping are more than those of semantic equivalences. He also found more compound verbs in Nepali than in English.

Jha (2007) carried out a research on 'Semantic Analysis of English and Maithali Verbs'. His main findings were Maithli verbs, generally, end with suffix-'nai', 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. More verbs give exactly the same meaning in both languages.

Limbu (2007) carried out a research on entitled "A Semantic Analysis of English and Limbu verbs: A comparative study." In his research, he found that English verbs have more extensive range of coverage than that of Limbu verbs as they include all the meanings of Limbu verbs, whereas, Limbu verbs cover only part of the range of English verbs. He also found out that there are inherent differences in the semantic system of English and Limbu verbs.

There are many researches have been carried out in order to compare and contrast the verbs of the English and other languages. While reviewing the related literature, I found no research work has been done in order to find out the semantic analysis of the English and Kulung (Rai) verbs. So, this research is different from that of others done in the Department of English Education.

1.3   Objectives of the Study

The objectives of the study will be as follows:

a)   To find out fifty Kulung (Rai) verbs which are equivalent to the English language verbs come under the selected ten groups. (see appendix 1 A-J)

b)   To carry out semantic analysis of selected fifty the English and Kulung verbs on the basis of:
- One-to-one correlation.
- Divergence and convergence of meaning.
- Semantic inclusion and
- Semantic overlapping.

c)   To compare and contrast the semantic description of these verbs in terms of semantic equivalence and overlapping between the English and Kulung language.

d)   To suggest some pedagogical implications.

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1.4   Significance of the Study

The study is significant for the prospective researches who want to carry out investigations in semantics especially in comparison with vernacular languages. The study can help in explaining the meaning of words more precisely and specifically than the conventional dictionary. It will be useful for the English text book writer as well as English teacher who deal with English as a foreign language. The findings of the study will be useful to the linguistics, the course designers, teacher trainees, the teachers and the students who are directly or indirectly involved in teaching of English in Nepal. It will be significant to the researcher who wants to carry out their researches in English relating to any Nepalese vernacular languages.

1.5   Definition of Specific Terms

i) Convergence

Convergence is the process of two or more languages on language varieties becoming more similar to one another.

ii) Divergence

Divergence is the opposite of convergence or opposite effect which follows a different direction or becomes different from a point. Here, it is used to refer the process of two or more verbs of one language becoming less like with the verbs of another language.

iii) One to one correlation

One to one correlation is the representation of semantic equivalence across languages.

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.

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.

vi) Homonymy

A term used in semantic analysis to refer to lexical items which have the same form but differ in meaning.

CHAPTER TWO

METHODOLOGY

For the fulfillment of the objectives of the study, the researcher used the following methodological strategies.

2.1   Sources of Data

The researcher utilized both primary and secondary sources of data to elicit the required information.

2.1.1 Primary Sources of Data

Ten native speakers of the Kulung language were the primary sources of data. The researcher himself was one of the primary sources of data.

2.1.2 Secondary Sources of Data

The researcher himself collected the English verbs by using the secondary sources. The researcher made the use of books, journals, magazines, articles, dictionaries, theses and visited the internet site as well. Some of the secondary sources of data are: Basnyat (1991), Leech (1974), Lyons (1995), Levin (1993), Palmer (1996), Rai (2001), Adhikari (2006) and Limbu (2007).

2.2.   Sampling Procedure

The researcher purposively sampled ten Kulung native speakers from Ilam and Sunsari districts. The respondents were selected on the basis of judgmental sampling. The sample consisted of both literate/illiterate and male/female group.

2.3   Tools for Data Collection

Observation, Structured questionnaire (see appendix-4) and unstructured interview were the tools for data collection and the data for English verbs were collected from secondary sources.

2.4   Process of Data Collection

The researcher identified the English verbs from secondary sources, then categorized then into ten different groups. After that, he collected the Kulung verbs on the basis of categorization of English verbs. For this, he consulted with ten Kulung native speakers of Ilam and Sunsari districts. The respondents were selected on the basis of judgmental sampling. Then the collected verbs were analyzed and interpreted in terms of semantic overlapping, semantic inclusion, divergence and convergence of meaning and one to one correlation of meaning to each other. After, their analysis he found out different linguistics and cultural hindrances influence in learning English for Kulung speaker and vice-versa.

2.5   Limitations of the Study

The study had the following limitations.

i)   The study was limited to 50 English verbs and 50 equivalent Kulung verbs. (See in appendix-I A-J).

ii)   The study was limited to the ten native speakers of Kulung of Ilam and Sunsari districts.

iii)   It was limited to the application of analytical and descriptive approach of analyzing the data.

iv)   The findings were yielded from the analysis of data only.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

In this chapter, there is a analysis and interpretation of the collected data. At first, the verbs of English and Kulung were selected and categorized into ten different groups as: verbs of **cutting, putting, carrying, breaking, throwing, creating, rolling, sound emission, accompany, preparing** on the basis of verbs categorization done by Levin (1993). The selected English and Kulung verbs were tabulated into separate tables. Then all the verbs were presented with their likely contexts and their meanings were analyzed on the basis of one to one correlation, divergence or convergence, semantic inclusion and the semantic overlapping.

3.1 Verbs of Cutting

In this category, the following verbs from English and Kulung were selected which are tabulated in the table No. 1.

Table No.1 Verbs of Cutting

Verb	English	Kulung
Cutting	cut	/kipma//khoksma//satma/
	chop	/deim//rumma//kipma//khoksma/
	saw	/chelma/
	peel	/a:kma//ch :ma//hisma//buim/
	shave	/khokma/

3.1.1 The Verb 'Cut'

S.N.	Context	English	Kulung
1.	He cut the paper with the knife.	cut	/kipma//khoksma/
2.	He cut his hair.	cut	/kipma//khoksma/
3.	My salary is cut.	cut	/satma/
4.	This knife cuts well.	cut	/kipma//khoksma/

The aforementioned verbs and their contexts reveal the case of semantic inclusion of verbs across languages. For example, English verb 'cut' generally means /kipma/ or /khoksma/ in Kulung but these two verbs are not semantically equivalent in all contexts. The range of meaning covered by English verb 'cut' has more extensive range tham that covered by the Kulung verb /kipma/. /kipma/ does not include all the meaning of 'cut'. In the context 1, 2 and 4 both 'cut' and /kipma/ share their meaning are semantically equivalent but in context 3 /kipma/ is not appropriate. Kulung uses other verbs like /satma/ to refer to the concept while English continues to use the verb 'cut' in all contexts. In such cases, learners find it difficult to know where equivalence between verbs in the two languages exists and where they stop to exist.

3.1.2 The Verb 'Chop'

S.N.	Context	English	Kulung
1.	He chopped a tree down.	chop	/dheim/
2.	He chops firewood from jungle everyday.	chop	/rumma/
3.	Mom chopped potatoes for curry.	chop	/kipma//khoksama/

The verbs and the above contexts show the case of divergence and convergence of verbs across languages. For example, English verb 'chop' diverge into three different meaning represented by three different verbs in the Kulung language. And if we look from the Kulung perspective we have an instance of convergence because the three different meanings /dheim//rumma/ and /kipma/ expressed by three different Kulung verbs merge into one meaning expressed by the English verbs 'chop'.

However, the two contexts given above also reveal the case of semantic overlapping within and across languages. For example, the English verb 'cut' overlaps with Kulung verbs /kipma/ and /khoksama/ in meaning. Similarly, Kulung verb /kipma/ overlaps with English verbs 'cut' and 'chop' and the

English verb chop overlaps with Kulung verbs /kipma/ and /khoksama/. These are all semantically equivalent and overlap when we look at a glance but on closer look they are not.

3.1.3 The Verb 'Saw'

S.N.	Context	English	Kulung
1.	He had sawed the plank of wood.	saw	/chelma/
2.	The carpenter saws wood for building materials.	saw	/chelma/
3.	They saw the branches into log.	saw	/chelma/
4.	He was sawing a loaf of bread.	saw	/chelma/

The above mentioned verbs and their contexts show the case of one to one correlation between English and Kulung verbs. That is, these represent cases of semantic equivalence across languages.

3.1.4 The Verb 'Peel'

S.N.	Context	English	Kulung
1.	She was peeling the onion.	Peel	/a:kma/
2.	Mother has peeled the banana.	peel	/ch :ma/
3.	I have near peeled the potato.	peel	/hisma/
4.	She peeled off her cloth and jumped into the water.	peel	/buim/

A concept expressed by one verb in one language is expressed by a number of verbs in the other language represent the case of divergence and convergence of meaning across language. As the same, here, the above context shows the divergence and convergence of meaning between English and Kulung verbs. In the above contexts, the meaning expressed by English verb 'peel' diverge into four different meanings represented by four different Kulung verbs. And if we look from the Kulung perspective we have an instance of convergence because the four different meanings /a:kma/ / ch :ma/ /hisma/ and /buim/ expressed by four different Kulung verbs merge into one meaning expressed by the English verb 'peel'.

3.1.5 The Verb 'Shave'

S.N.	Context	English	Kulung
1.	Have you ever shaved your beard yourself?	Shave	/khokma/
2.	Rojen needs to shave twice a week.	shave	/khokma/
3.	Brahmins shave their head clear.	shave	/khokma/
4.	Do you shave under your arm?	shave	/khokma/

The verbs and their contexts show one to one correlation of meaning between English and Kulung verbs 'Shave' and /Khokma/. This shows the semantic equivalence of verbs between two languages.

3.2   Verbs of 'Putting'

The selected verbs in this category of both languages are shown in the following table.

Table No.2 Verbs of Putting

Verb	English	Kulung
Putting	drop	/hupsama//chomtema//honyema/
	lift	/pima/
	lower	/baima//perma//khusma//thetma/
	list	/hupsuma//wattam//chima/
	raise	/chapma/theimchom//pama//pamima//p :kma/

3.2.1 The Verb 'Drop'

SN.	Context	English	Kulung
1.	He has dropped his pen.	drop	/hupsama/
2.	He has dropped his friends.	drop	/chomtema/
3.	I'll drop her note.	drop	/pima/
4.	Drop every thing and come here.	drop	/honyema/

The verbs and their contexts reveal the case of divergence and convergence of meaning between English and Kulung verbs .From the English perspective, it is

an instance of divergence of meaning, as the meaning of English verbs 'drop' diverges into four meaning represented by four Kulung verbs /hupsama/, /chomtema/, /pima/ and /honyema/ and these four Kulung verbs converge into one English verb 'drop' is an example of convergence from the Kulung perspective.

3.2.2 The Verb ' Lift'

S.N.	Context	English	Kulung
1.	The government lifted the ban on tourist travel.	lift	/baima/
2.	The fog began to lift.	lift	/perma/
3.	A girl lifted my purse on the bus.	lift	/khusma/
4.	He lifted me up in his arm.	lift	/thetma/

These verbs and their contexts reveal the divergence and convergence meaning between English and Kulung verbs. Here, the meaning of English verb 'lift' diverges into four different meanings represented by four different Kulung verbs; /baima/, /perma/, /khusma/ and /thetma/ is the case of divergence from the English perspective and all these four Kulung verbs represented by four different Kulung verbs converge into one meaning expressed by the verb 'lift' in English is an instance of convergence of meaning from the Kulung perspective.

3.2.3 The Verb 'Lower'

S.N.	Context	English	Kulung
1.	He lowers the flag.	lower	/hupsam/
2.	He lowered his voice.	lower	/wattam/
3.	He refused to lower the volume of radio.	lower	/chima/

These above contexts represent the case of divergence and convergence of meaning across language, e.g. English verb = lower (a) /hupsam/ (b) wattam (c) /chima/. The meaning of the English verb 'lower' diverges into four meanings in Kulung represented by three different verbs. It is an instance of divergence if we look at it from English perspective. And from the Kulung perspective, three

different meaning expressed by three different Kulung verbs merge into one meaning expressed by the English verb 'lower' is an instance of convergence.

3.2.4 The Verb 'List'

S.N.	Context	English	Kulung
1.	We listed the names in a raw.	list	/chapma/
2.	We need to list all the items.	list	/chapma/
3.	They listed all the names in a black list.	list	/chapma/

The above contexts show the one to one correlation between English verb 'list' and Kulung verb /chapma/. They represent the cases of semantic equivalence across language.

3.2.5 The Verb 'Raise'

S.N.	Context	English	Kulung
1.	He raised his hand.	raise	/theimchom/
2.	They raised my salary.	raise	/pama:/
3.	His speech raised my interest.	raise	/pamIma/
4.	There is an important point I want to raise.	raise	/ P :kma/

The above context shows the case of divergence and convergence of meaning between English and Kulung verbs. Here, the meaning of English verb 'raise' diverges into four different meanings represented by four different Kulung verbs; /theimchom/, /pama:/, /pamima/ and /p :kama/ is the case of divergence from the English perspective and all these four verbs which carry four different meaning converge into one meaning expressed by the verb 'raise' in English, is an instance of convergence of meaning from the Kulung perspective.

3.3   Verbs of 'Carrying'

The selected verbs of this category of both languages are presented as in the following table.

Table No.3 Verbs of Carrying

Verbs	English	Kulung
Carrying	Carry	/khurma/, /layim/, /chhapma/, /thetma/
	drag	/mitma/
	push	/talma/, /areimam/, /teteim/
	tote	/chhamtema/
	pull	/thutma/, /du ma/, /la:tma/

3.3.1 The Verb 'Carry'

S.N.	Context	English	Kulung
1.	He always carries an umbrella.	carry	/khurma/
2.	The money will carry one through the month.	carry	/layim/
3.	The news papers carried the story.	carry	/chhapma/
4.	The walls carry the weight of the roof.	carry	/dupsma/

These above contexts reveal the case of divergence and convergence of meanings between English and Kulung verbs. From the English perspective, it is an instance of divergence of meaning as the meaning of English verbs 'carry' diverges into four meanings represented by four Kulung verbs; /khurma/, /layIm/, /chhapma/ and /dupsma/ and these four Kulung verbs converge into one English verb 'carry' is an example of convergence from the Kulung perspective.

3.3.2 The Verb 'Drag'

S.N.	Context	English	Kulung
1.	He dragged the bench.	drag	/mitma/
2.	He was dragging his coat in the mud.	drag	/mitma/
3.	I dragged the chair ever to the window.	drag	/mitma/
4.	Do not drag it in the dust.	drag	/mitma/

These above verbs and their contexts reveal the case of one to one correlation of meaning between English and Kulung verbs. That is, these represent cases of semantic equivalence across language in such cases learner of both languages encounter a little or no difficulty in the acquisition of these types of verbs.

3.3.3 The Verb 'Push'

S.N.	Context	English	Kulung
1.	He pushed her away.	push	/talma/
2.	She pushed his to do his homework.	push	/a:reimam/
3.	Will you please push the car?	push	/talma/
4.	We pushed him for payment.	push	/teteIm/

The above mentioned verbs and their contexts show the semantic inclusion between English and Kulung verbs. For example verb 'push' generally means /talma/ in Kulung but these two verbs are not semantically equivalent in all contexts. The range of meaning covered by English verb 'push' is more extensive range than that covered by Kulung verb /talma/ and /talma/ does not include all the meaning of 'push'. In the contexts 1 and 3 share their meaning and are semantically equivalent but in context 2 and 4 /talma/ is not appropriate. Kulung uses other verbs like /areimama/ and /teteim/ to refer the same concept while English continues to use the verb 'push'.

3.3.4 The Verb 'Tote'

S.N.	Context	English	Kulung
1.	Please tote my message to your headmaster.	tote	/chhamtema/
2.	He is toting my big bag to the airport.	tote	/chhamtema/
3.	Please tote it carefully.	tote	/chhamtema/

The verbs in the above contexts show one to one correlation between English and Kulung verbs. That is, these verbs represent the case of semantic equivalence across languages or between English and Kulung verbs 'tote' and /chhamtema/.

3.3.5 The Verb 'Pull'

S.N.	Context	English	Kulung
1.	Pull the chair towards the fire.	pull	/thutma/
2.	He was pulling at his cigarette.	pull	/dunma/
3.	The baby pulled the tail of cat.	pull	/thutma/
4.	The doctor had pulled his teeth out.	pull	/la:tma/

These verbs and their contexts reveal the semantic inclusion across languages. For example, English verb 'pull' generally means /thutma/ in Kulung but these two verbs are not semantically equivalent in all contexts. The range of meaning covered by the English verb 'pull' has more extensive range than that covered by the Kulung verb /thutma/ and /thutma/ does not include all the meaning of pull. In the contexts 1 and 3 share their meaning and are semantically equivalent but in context 2 and 4 /thutma/ is not appropriate. Kulung uses other verbs like /du ma/ and /la:tma/ to refer to the concepts while English continues to use the same verb 'pull'.

3.4 Verbs of 'Breaking'

The selected verbs in this group of both languages are shown in the following table.

Table No.4 Verbs of Breaking

Verb	English	Kulung
Breaking	smash	/ :tma/ /dhupma/ /khetma/
	break	/ :tma/ /thaima/ / khetma/ / ri koma/
	crack	/khetma/
	fracture	/ :tma/
	split	/ekma/ /hascima/ /hasma/

3.4.1 The Verbs 'Smash'

S.N.	Context	English	Kulung
1.	He smashed up all the furniture.	smash	/ :tma/
2.	The car smashed into a wall.	smash	/dhupma/
3.	She has smashed the flower vase.	smash	/khetma/
4.	The plate slipped and smashed on the floor.	smash	/khetma/

In this above mentioned verbs and their contexts show the case of meaning inclusion of verbs across languages. For example, English verb 'smash' generally means /khetma/ in Kulung but these two verbs are not semantically equivalent in all the contexts. The range of meaning covered by the English verb 'smash' has more extensive range than that covered by Kulung verb /khetma/. In the context Nos. 3 and 4 share their meaning and are semantically equivalent but in the contexts Nos.1 and 2 /khatma/ is not appropriate. Kulung uses other verbs like / :tma/ and dhupma/ to refer to the concepts while English continues to use the verb 'smash'.

3.4.2 The Verb 'Break'

S.N.	Context	English	Kulung
1.	She broke her leg.	break	/ :tma/
2.	The string broke.	break	/thaima/
3.	The baby broke a clock.	break	/khetma/
4.	They break the rule of school.	break	/ri koma/

These verbs and their contexts reveal the divergence and convergence of meaning between English and Kulung verbs. Here, the meaning of English verb 'break' diverges into four different meanings represented by four different Kulung verbs; / :tma/ /thaIma/ /khetma/ and /ri koma/ is the case of divergence from the English perspective and all these four Kulung meanings represented by four different Kulung verbs converge into one meaning expressed by the verb 'break' in English is an instance of convergence of meaning from the Kulung perspective.

3.4.3 The Verb 'Crack'

S.N.	Context	English	Kulung
1.	His keens cracked when he knelt down.	crack	/khetma/
2.	The egg dropped and cracked.	cracked	/khetma/
3.	The plate cracked into pieces.	crack	/khetma/

The verbs in above contexts show the one to one correlation between English and Kulung verbs. That is, these verbs represent the case of semantic equivalence across languages or between English and Kulung verbs crack and /khetma/.

Furthermore, here, we can also find the state of semantic overlapping of the verb. The English verb 'crack' overlaps with /khetma/ across languages and overlaps with 'break' and smash' within language. They all refer to 'break'

something. On the other hand, Kulung verb /khetma/ overlaps with 'crack', 'break' and 'smash'.

3.4.4 The Verb 'Fracture'

S.N.	Context	English	Kulung
1.	His leg fractured in two places.	fracture	/ :tma/
2.	She fell and fractured her skull.	fracture	/ :tma/

The verbs and their contexts show one to one correlation of meaning between English and Kulung verbs; 'fracture' and / :tma/. This shows the semantic equivalence of verbs between languages.

Here in this case also, there is the state of semantic overlapping of the verbs. The English verb 'fracture' sometimes overlaps with 'smash' and 'break' within language and sometime with /khetma/ across languages. Similarly, 'crack' sometime overlaps with 'smash' and 'break' with in language and sometime overlaps with / :tma/ across languages.

3.4.5 The Verb 'Split'

S.N.	Context	English	Kulung
1.	The party has split up into small groups.	split	/ekma/
2.	The cell is splitting into two.	split	/hascIma/
3.	His family split into two.	split	/hasma/

In the above mentioned verbs and their contexts reveal the case of semantic inclusion. In the above examples in contexts 2 and 3 'split' and /hasma/ /hascIma/ share their meanings and are semantically equivalent but in context 1. /hasma/ is not appropriate. Kulung uses other verbs like /ekma/ to refer to these concepts while English continues to use the same verbs 'split' in all these contexts. So, it is clear that Kulung verb /hasma/ does not cover whole range of the verb 'split' but 'split' covers the whole range of meaning of 'split'.

3.5   Verbs of 'Throwing'

The selected verbs in this group of both English and Kulung languages are shown in the following table.

Table No.5 Verbs of Throwing

Verb	English	Kulung
Throwing	bash	/kerma/
	bat	/kerma/
	catapult	/hoksama/
	hit	/a:pma/
	kick	/a:pma/

3.5.1   The Verb 'Bash'

S.N.	Context	English	Kulung
1.	They bashed in the door.	bash	/kerma/
2.	Do not bash on the desk.	bash	/kerma/
3.	He bashed hand on the board.	bash	/kerma/

3.5.2   The Verb 'Bat'

S.N.	Context	English	Kulung
1.	He is batting well in the cricket.	bat	/kerma/
2.	Can you bat the ball?	bat	/kerma/
3.	He batted hard to the ball.	bat	/kerma/

These above verbs and their contexts of both groups reveal the case of one to one correlation of meaning between English and Kulung verb. In the first group, the verbs 'bash' and /kerma/ and 'bat' and /kerma/ in the second group show semantic equivalence of the verbs between two languages.

Furthermore, here, we can also find the state of semantic overlapping of the verbs. The English verbs 'bash' overlaps with the /kerma/ across languages and

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overlaps with 'bat' within language they both refer hitting something. On the other hand, Kulung verb /kerma/ overlaps with 'bash' and 'bat' across the languages.

3.5.3 The Verb 'Catapult'

S.N.	Context	English	Kulung
1.	The jungle boy catapults to the bird.	catapult	/hoksama/
2.	He catapults the arrow.	catapult	/hoksama/
3.	I could not catapult the stone.	catapult	/hoksama/

Verbs and their contexts in this group have revealed the case of one to one correlation between English and Kulung verbs, that is, these represent cases of semantic equivalence across languages.

3.5.4 The Verb 'Hit' (ball)

S.N.	Context	English	Kulung
1.	Richard hit the ball.	hit	/a:pma/
2.	She hit the ball with her head.	hit	/a:pma/
3.	My parents never let me hit the ball.	hit	/a:pma/

3.5.5 The Verb 'Kick' (ball)

S.N.	Context	English	Kulung
1.	Ronaldo kicked the ball.	kick	/a:pma/
2.	Ram kicked the ball hard.	kick	/a:pma/
3.	Have you ever kicked the ball into the post?	kick	/a:pma/
4.	The baby is kicking the ball.	kick	/a:pma/

The above verbs and their contexts of both groups revealed the case of one to one correlation of meaning between English and Kulung verbs. In the first group, the verbs 'hit' and /a:pma/ and 'kick' and /a:pma/ in the second group respectively show semantic equivalence of verbs between two languages.

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Furthermore, here, we can also find the case of semantic overlapping of the verb. The English verbs 'hit' and 'kick' overlap within language. They refer to 'throwing' something. On the other hand, Kulung verb /a:pma/ overlaps with 'hit' and 'kick' across languages.

3.6   Verbs of 'Creating'

The selected verbs in this group of both languages are shown in the following table.

Table No. 6 Verbs of Creating

Verb	English	Kulung
Creating	compose	/saniletma/ /banechuma/ /tankmima/
	construct	/banemama/
	design	/thoksam/ /banemama/ /mi:m/
	coin	/chhapemama/ /letma/ /du:pma/
	manufacture	/banemama/

3.6.1 The Verb 'Compose'

S.N.	Context	English	Kulung
1.	He has composed a new poem.	compose	/saniletma/
2.	The group was composed of 40 students.	compose	/banechuma/
3.	His name is composed in capital letters.	compose	/banechuma/
4.	That medicine is composed of various items.	compose	/tankmima/

For the above mentioned verbs and their contexts reveal the case of semantic inclusion between English and Kulung verbs. The ranges of meaning covered by the English verb 'compose' shares extensive range than that of Kulung verb /banechuma/. The verb /banechuma/ does not include all the meaning of 'compose'; /banechuma/ constitutes part of the range of 'compose'. In the above examples, in contexts 2 and 3 'compose' and /banechuma/ share their meanings and are semantically equivalent but in the contexts 1 and 4 /banechuma/ is not

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appropriate. Kulung uses other verbs like /saniletma/ and /tankmima/ to refer to the context while English continues to use the same verb 'compose' in all contexts.

3.6.2 The Verb 'Construct'

S.N.	Context	English	Kulung
1.	The government has constructed a new bridge over the river.	construct	/banemama/
2.	We'll construct a new road.	construct	/banemama/
3.	They constructed a new building near our house.	construct	/banemama/

This above verbs and their contexts show the case of one to one correlation of meanings between English and Kulung verbs. The verb 'construct' and /banemama/ show semantic equivalence of verbs between two languages. With these types of verbs, learners are found to face a little or no difficulty in learning.

3.6.3 The Verb 'Design'

S.N.	Context	English	Kulung
1.	Who designed this building?	design	/thoksama/
2.	This book is designed for students.	design	/banemama/
3.	They are designing to go for trips.	design	/mI:m/
4.	He designed to build a house.	design	/thoksama/

The verbs and their contexts show the semantic inclusion between English and Kulung verbs. Here, in the semantic domain of verbs of 'creating'. The verb 'design' has a wide range of meaning than that of Kulung verb /thoksam/. Thus, all the meanings of /thoksam/ are included in the meaning of 'design' but not vice versa. The verb 'design' and /thoksam/ are semantically equivalent. Only in

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contexts 1 and 4 while English continues to use the verb 'design' in contexts 2 and 3 but Kulung uses other verbs /banemama/ and /mi:m/.

3.6.4 The Verb 'Coin'

S.N.	Context	English	Kulung
1.	The government coined a new coin.	coin	/chhapemama/
2.	The writer coined a new word.	coin	/la:tma/
3.	He coined a lot of money for his future.	coin	/du:pma/
4.	It is not easy to coin a new word.	coin	/la:tma/

In the above contexts and verbs show the case of semantic inclusion between languages. In the example, in contexts 2 and 4, the verb 'coin' and /la:tma/ share their meaning and are semantically equivalent but in contexts 1 and 3 /la:tma/ is not appropriate. Kulung uses other verbs like /chhapemama/ and /dupma/ to refer to these concepts while English continues to use the same verb 'coin' in all these contexts. So, it is clear that Kulung verb /la:tma/ does not covers the whole range of meaning of 'coin'.

3.6.5 The Verb 'Manufacture'

S.N.	Context	English	Kulung
1.	The factory manufactures toys.	manufacture	/banemama/
2.	He manufactured an old type of materials.	manufacture	/banemama/
3.	They are manufacturing a new model bike.	manufacture	/banemama/

These above verbs and their contexts reveal the case of one to one correlation of meaning between English and Kulung verbs. That is, these represent cases of semantic equivalence across languages. In such case the learner faces little or no difficulty in learning these verbs.

Furthermore, though the verbs of the two groups (3.6.2) and (3.6.5) have one to one correlation, they overlap in their meaning across the groups. When we look at a glance at those verbs they appear like a complete semantic equivalence but on closer look when we analyze their meaning, we find they are not. The semantic overlapping we find on the verbs are:

English   Kulung

construct   /bane:mama/

manufacture   /banemama/

Here, the meaning of English verb 'construct' overlaps with the meaning of 'manufacture' within the language as they both refer 'to make something' and with /banemama/ across the languages. And their semantic difference is that English 'construct' refers to make something such as road, buildings etc. and 'manufacture' refers to make something using machinery.

3.7   Verbs of 'Rolling'

The selected verbs in this category of both languages are shown in the following table.

Table No. 7 Verbs of Rolling

Verb	English	Kulung
Rolling	drop	/yuma/
	move	/risma/ /khatma/ /yaima//amduma/
	slide	/loksema/ /bo ma/ /tesma/
	roll	/dhisma/ /ripma/ /khhatma/
	float	/temchima/ /yuma/ /risma/

3.7.1 The Verb 'Drop'

S/N	Context	English	Kulung
1.	The temperature his dropped considerably.	drop	/yuma/
2.	The teams have dropped to fifth place.	drop	/yuma/
3.	Shares dropped in price by 14p.	drop	/yuma/

The aforementioned verbs and their contexts reveal the one to one correlation between English and Kulung verb. That is, these represent cases of semantic equivalence across languages. Learners encounter little or no difficulty in the acquisitions of these types of verbs.

3.7.2 The Verb 'Move'

S/N	Context	English	Kulung
1.	The earth moves round the sun.	move	/risma/
2.	We are moving to the town.	move	/khatma/
3.	Can you move your leg?	move	/yaima/
4.	I have to move around a lot in my job.	move	/la:mduma/

The verbs and their contexts snow the case of divergence and convergence of meaning between English and Kulung verbs. The meaning expressed by English verbs 'move' diverges into four different meanings,/risma/ /khatma/ /yaima/ /la:mduma/ represented by four different verbs in Kulung refer to the divergence from the English perspective. All these four Kulung meaning represented by four different Kulung verbs merge into one meaning expressed by the verb move in English is an instance of convergence of meaning from the Kulung perspective.

3.7.3 The Verb 'Slide'

S.N.	Context	English	Kulung
1.	We slide down the glassy slop.	slide	/loksema/
2.	The drawers slide in and out easily.	slide	/bo ma/
3.	We slide him into his bed.	slide	/tesma/

These above contexts represent the cases of divergence and convergence of meaning across languages for example: English slide = Kulung (a) /loksam/ (b) /bo ma/ and (c) /tesma/. The meaning of the verb 'slide' diverges into three meanings in Kulung represented by three different verbs. It is an instance of divergence if we look at it from English perspective. And from the Kulung perspective, three different meanings expressed by three different Kulung verbs merge into one meaning expressed by the English verb 'slide' is an instance of convergence.

3.7.4 The Verb 'Roll'

S.N.	Context	English	Kulung
1.	The ball rolled under the table.	roll	/dhisma/
2.	He rolled up his umbrella.	roll	/ripma/
3.	He rolled himself in the blanket.	roll	/ripma/
4.	The time rolled by very quickly.	roll	/khhatma/
5.	He rolled a cigarette.	roll	/ripma/

These verbs and their contexts show the cases of meaning inclusion of verbs across languages. For examples, English verb 'roll' generally means /ripma/ in Kulung but these two verbs are not semantically equivalent in all contexts. The range of meaning covered by the English verb 'roll' is more extensive than that covered by Kulung verb /ripma/and /ripma/ does not include all the meanings of 'roll'. In contexts 2, 3 and 5 share their meaning and are semantically equivalent but in contexts 1 and 4 /ripma/ is not appropriate, Kulung uses other

verbs like /dhisma/ and /khhatma/ to refer to the same concept while English continue to use the verb 'roll'.

3.7.5 The Verb 'Float'

S.N.	Context	English	Kulung
1.	The paper boat was floating in the water.	float	/temchima/
2.	The leaves floated down from the tree.	float	/yuma/
3.	People float the logs down the river to the village.	float	/temchima/
4.	Joshep has floated around doing nothing.	float	/kaima/

These verbs and their contexts show the semantic inclusion between English and Kulung verbs. Here, English verb 'float' generally means /temchima/ in Kulung but these two verbs are not semantically equivalent in all contexts. The range of meaning covered by English verbs 'float' has more extensive range than that covered by Kulung verb /temchima/ and /temchima/ does not include all the meanings of 'float'. In the contexts 1 and 3 share their meaning and are semantically equivalent but in the contexts 2 and 4 /temchima/ is not appropriate. Kulung uses other verbs like /yuma/ and /kaima/ to refer to the concepts while English continues to use the some verb 'float'.

3.8   Verbs of 'Sound Emission'

The selected verbs in this category of both languages have been shown in the following table.

Table No. 8 Verbs of Sound Emission

Verb	English	Kulung
Sound Emission	clap	/dhupma/ /chhama/ /hukma/
	bang	/gamchima/
	blast	/a:pma/ /dupma/
	chatter	/bhasma/ /khoma//nenma/
	cry	/kham/ /ka:ma:/

3.8.1 The Verb 'Clap'

S/N	Context	English	Kulung
1.	He clapped him on the back.	clap	/dhupma/
2.	Everybody clapped when he got prize.	clap	/chhama/
3.	It was clapped in the sky.	clap	/hukma/
4.	They are clapping now and then.	clap	/chhama/

In the above mentioned verbs and their contexts show the case of semantic inclusion of verbs across languages. Here, English verb 'clap' generally means /chhama/ in the Kulung language but these two verbs are not semantically equivalent in all contexts. The range of meaning covered by the English verb 'clap' has more extensive range than that covered by Kulung verb /chhama/ and /chhama/ does not include all the meanings of 'clap'. In the contexts No. 2 and 4 share their meaning and are semantically equivalent but in the contexts No. 1 and 3 /chhama/ is not appropriate. Kulung uses other verbs like /dhupma/ and /hukma/ to refer to the concepts while English continues to use the same verb 'clap'. In such cases learners find it difficult to know where equivalences between verbs in the two languages exit and where they cease to exit.

3.8.2 The Verb 'Bang'

S/N	Context	English	Kulung
1.	He banged on the door.	bang	/ghamchima/
2.	Do not bang on the roof.	bang	/gnamchima/
3.	The ball bang on the mirror.	bang	/ghamchima/

These verbs and their contexts reveal that the case of one to one correlation between English and Kulung verbs. This is, these represent semantic equivalence of verbs between two languages. In such case learners encounter a little or no difficulty in the acquisition of verbs.

3.8.3 The Verb 'Blast'

S/N	Context	English	Kulung
1.	They blast near the bridge.	blast	/a:pma/
2.	Music blasted from the radio.	blast	/dupma/
3.	There is a blasting in the town.	blast	/a:pma/

The above verbs and their contexts show the case of meaning inclusion of verbs across languages. Here, English verbs 'blast' generally means /a:pma/ in Kulung but these two verbs are not semantically equivalent in all contexts. The range of meaning covered by the English verbs 'blast' has more extensive range than that covered by Kulung verbs /a:pma/ and /a:pma/ does not include all the meanings of 'blast'. In the contexts 1 and 3 share their meaning and are semantically equivalent but in the contexts 2 /a:pma/ is not appropriate. Kulung uses other verbs like /dupma/ and /dupma/ to refer to the concepts while English continues to use the same verb 'blast'.

3.8.4 The Verb 'Chatter'

S/N	Context	English	Kulung
1.	Do not chatter like a monkey.	chatter	/bhasma/
2.	The two women are chattering in the bus.	chatter	/nenma/
3.	His teeth are chattering from cold.	chatter	/khoma/
4.	Birds are chattering on the tree.	chatter	/bhasma/

The above verbs and their contexts show the case of semantic inclusion of verbs across languages. Here English verbs 'chatter' generally means /bhasma/ and /bhasma/ does not include all the meaning of 'chatter'. In the contexts 1 and 4 share their meaning and are semantically equivalent but in the contexts 2 and 3 /bhasma/ is not appropriate. Kulung uses other verbs like /nenma/ /khoma/ to refer to the concepts while English continues to use the same verb 'chatter'.

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3.8.5. The Verb 'Cry'

S/N	Context	English	Kulung
1.	The baby is crying noisily.	cry	/kham/
2..	Who can cry high?	cry	/ka:ma/
3.	That man cried to sell his goods.	cry	/ka:ma/
4.	Do not cry in the room.	cry	/ka:ma/

In the above mentioned verbs and their contexts reveal the case of semantic inclusion between English and Kulung verbs. Here, in the semantic domain of verbs of sound emission the verb 'cry' has a wide range of the meaning than that of Kulung verb /ka:ma/.Thus, all the meaning of /ka:ma/ are included in the meaning of 'cry' but not vice versa. The verb 'cry' and /ka:ma/ are semantically equivalent only in context 2,3 and 4 while English continue to use the verb cry' in context 1 but Kulung uses other verb /kham/.

3.9 Verbs of 'Accompany'

The selected verbs in this group of both languages are shown in the following table:

Table No. 9 Verbs of Accompany

Verb	English	Kulung
Accompany	guide	/khomima/
	lead	/khaima/ /la:sma/ /tantema/ /letma/
	escort	/khaima/ /yuksama/
	conduct	/khaima/
	shepherd	/khongma/

3.9.1 The Verb 'Guide'

S/N	Context	English	Kulung
1.	He guided me to the town.	Guide	/khomina/
2.	There are guiding the tourist.	Guide	/khomina/
3.	I guide my parents to temple.	Guide	/khomina/

The verbs and their contexts show one to one correlation of meaning between English and Kulung verbs: guide and /khomina/.This shows the semantic equivalence of verbs between two languages.

3.9.2 The Verb 'Lead'

S/N	Context	English	Kulung
1.	The leader leads us to the wrong way.	Lead	/khaima/
2.	He is leading his family.	Lead	/la:sma/
3.	This road leads to the market.	Lead	/tantema/
4.	He leads a happy life.	Lead	/letma/

The above mentioned verbs and their context represent the cases of divergence and convergence of meaning between English and Kulung verbs. Here, the meaning of English verb 'lead' diverges into three different meanings represented by four different Kulung verbs; /khaima/ /la:sma/ /tantema/ and /letma/ is the case of divergence from the English perspective and all these four Kulung verbs which carry four different meanings converge into one meaning expressed by the verb 'lead' in English, is an instance of convergence of meaning from the Kulung perspective.

3.9.3 The Verb 'Conduct'

S/N	Context	English	Kulung
1.	We conducted the visitors through town.	Conduct	/khaima/
2.	He conducted himself well.	Conduct	/yuksama/
3.	She has conducted me up to edge.	Conduct	/khaima/

The above contexts show the semantics inclusions between English and Kulung verbs. The range of meaning covered by English verb 'conduct' has more extensive range then that covered by the Kulung verb /khaima/ but /khaima/ does not include all the meanings of 'conduct'. Therefore /khaima/constitutes only part of the range of 'conduct'. In the above examples in contexts 1 and 3 both conduct and /khaima/ share their meaning and are semantically equivalent but in contexts 2 /khaima/ is not appropriate. Kulung uses other verbs like /yuksama/ to refer to these concepts while English use the verb 'conduct' in all contexts.

3.9.4 The Verbs 'Escort'

S.N.	Context	English	Kulung
1.	The minister was escorted by the army.	escort	/khaima/
2.	The police escort the people to the safe place.	escort	/khaima/

3.9.5 The Verbs 'Shepherd'

S.N.	Context	English	Kulung
1.	She always shepherds her cattle in the jungle.	shepherd	/khongma/
2.	I feel bore to shepherd the kids.	shepherd	/khongma/

The aforementioned verbs and their contexts of both groups reveal that there is one to one correlation of meanings between English and Kulung verbs. In the first group the verb 'escort' and /khaima/ and 'shepherd' and /khongma/ are the second group which shows semantic equivalence of verbs between languages.

3.10 Verbs of 'Preparing'

The selected verbs in this category of both languages are shown in the following table.

Table No. 10 Verbs of Preparing

Verb	English	Kulung
	bake	/goksama/
	blend	/halma/
Preparing	boil	/boksama/ /puImIma/
	brew	/ni:ma/
	fry	/ sama/

3.10.1 The Verb 'Bake'

S.N.	Context	English	Kulung
1.	The bread is baking.	bake	/goksama/
2.	Mom baked the cake.	bake	/goksama/
3.	Can you bake the bread?	bake	/goksama/

3.10.2 The Verb 'Blend'

S.N.	Context	English	Kulung
1.	Mother blended all the items.	blend	/halma/
2.	Should we bland the chilly in the curry?	blend	/halma/
3.	I have never blended and thing in our food.	blend	/halma/

These above verbs and their contexts of both groups reveal the case of one to one correlation of meanings between English and Kulung verbs. In the first groups, the verbs 'bake' and /goksama/ and 'blend' and /halma/ in the second group show semantic equivalence of verbs between two languages.

3.10.3 The Verb 'Boil'

S.N.	Context	English	Kulung
1.	She boils the eggs.	boil	/boksama/
2.	Should we boil the potatoes for curry?	boil	/boksama/
3.	They are boiling the water.	boil	/puImIma/

In the above mentioned verbs and their contexts show the case of semantic inclusion. In the examples, in contexts 1 and 2 boil and /boksama/ share their meanings and are semantically equivalent but in contexts 3 /boksama/ is not appropriate Kulung uses other verbs like /puIm Ima/ to refer to these concepts which English continues to use the same verb 'boil' in all these context. So it crystallizes that Kulung verb /boksama/ does not include the whole range of the verb 'boil' and 'boil' covers the whole range of meaning of 'boil'.

3.10.4 The Verbs 'Brew'

S.N.	Context	English	Kulung
1.	She brews the tea for us.	brew	/ni:ma/
2.	It is very difficult to brew beer.	brew	/ni:ma/
3.	I brew tea for my uncle.	brew	/ni:ma/

3.10.5 The Verb 'Fry'

S.N.	Context	English	Kulung
1.	She fried the onion before making curry.	fry	/ sama/
2.	He fried eggs to eat.	fry	/ sama/
3.	Have you ever fried the meat?	fry	/ sama/
4.	He is frying rice for breakfast.	fry	/ sama/

The above verbs and their contexts into two different groups reveal the case of one to one correlation of meaning between English and Kulung verbs. In the first group the verb 'brew' and /ni:ma/ and 'fry' and / sama/ in the second group share their meanings. These all shows semantic equivalence of the verbs between two languages.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

4.1   Findings

Since the main objectives of this study were to find the semantic equivalence between English and Kulung verbs, the researcher has investigated ten groups of targeted Kulung verbs and carried out the semantic analysis on the basis of different criteria; one to one correlation, divergence and convergence, semantic inclusion or semantic overlapping. The major findings have been drawn here:

a)   The first finding of this research is the fifty Kulung verbs, which are equivalent to ten groups of English verbs. (see appendix 2, A-J)

b)   On the basis of semantic description of fifty English and Kulung verbs the following findings have been extracted:

   i)   Twenty three English verbs have one to one correlation with Kulung verbs. They represent the case of semantic equivalence across languages.

   However, these verbs are equivalent across languages, in specific sense or except the context given in the above analysis, they are not. Here, out of twenty three Kulung verbs, thirteen verbs are homonymic verbs. They carry the different literal meanings as their context, e.g. /a:pma/ is equivalent with English verb 'throw' in general meaning but in its specific sense, it not only denotes 'to throw' but also 'to shoot'.

   ii)   Eleven verbs have revealed the case of divergence and convergence. For e.g.: The same English verb 'lift' diverges into four different meaning represented by four different Kulung verbs /baima/ /perma/ /khusma/ and /thetma/. So, it is the instance of divergence from the English perspective and convergence from the Kulung perspective.

iii) Sixteen verbs have the case of semantic inclusion across languages. From this study, it was found that English verbs have wider range of coverage than of the Kulung verbs, e.g.: The Kulung verb /talma/ does not include all the meaning of 'push' (see: 3.3.3) 'Kulung uses other verbs like /areimam/ and /tetem/ to refer the same concept.

c) In most of the cases, there was a semantic overlapping. But absolute semantic overlapping was rare. In this study, out of fifty verbs twelve verbs were found to be overlapped in their meaning within or across languages, e.g.: The English verb 'cut' overlaps with /kipma/ and /khoksma/ Kulung verbs across languages. Similarly, Kulung verb /kipma/ overlaps with /khoksma/ in meaning within language and overlaps with 'cut' and 'chop' English verbs across languages.

4.2 Recommendations

This study analyzes the similarities and differences between two languages, the pedagogy must be concentrated on the points where two languages are not similar. This study is highly helpful to the native speakers of Kulung, who are learning English as a target language and the native speaker of English who are learning Kulung as a target language. They are likely to commit errors in the areas where there are the cases of not having semantic equivalence. Therefore, attention must be given where there is semantic overlapping, semantic inclusions and divergence and convergence. On the basis of findings, the following recommendations have been made:

4.2.1 Kulung Speakers who are Learning English (KSLE)

a) In the case of one-to-one correlation of the meaning of Kulung verbs with the English verbs, KSLE may encounter little or no difficulty in learning English verbs, e.g.: English verb 'saw' has one to one correlation with Kulung verb /chelma/. Similarly, in the condition of divergence or convergence also, because all the English verbs have

the case of divergence to the different Kulung verbs, e.g. the English verb 'lower' diverges into three kulung verbs like /hupsam/, /wattam/ and /chima/.

b)   In the case of semantic overlapping of verbs, learners should be aware of the precise meaning of the verbs and their typical semantic differences. If not, they may have wrong choice of the verbs given in the examples:

   a) *The factory constructs toys. (manufacture)

   b) *we will manufacture a new road. (construct)

   c) * He chopped his hair. (cut)

c)   As the English verbs have more extensive range of meaning coverage than that of the Kulung verbs. KSLE may find easy to learn English verbs but they may face difficulty on finding the state of their equivalences as there is no certainty of their equivalences.

4.2.2 English Speakers who are Learning Kulung Language (ESLK)

a)   In the case of one-to-one correlation, here also learners find a little or no difficulty to leaner of the Kulung language. But, if there is the case of homonymic verbs in the Kulung language in comparison to the English verbs, ESLK are found to face difficulty in using the Kulung verbs correctly as in the example:

/a:pma/ → to throw
         → to shoot

/kham/ → to cry
        → to chew
        → to wear
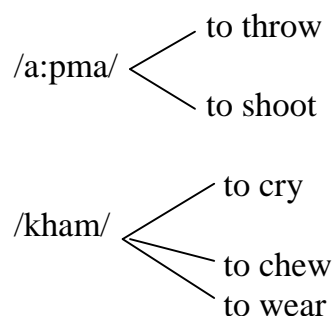
b)   In the case of divergence and convergence all the ten English verbs diverges into different meaning represented by different verbs in the Kulung language, ESKL may face difficulty in learning Kulung verbs.

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c)   In the case of semantic overlapping of verbs learners should be aware of the precise meaning of the verbs and their typical semantic differences. If not they may have wrong choice of verbs. For e.g.

    i)   */l : khetma/   instead of   /l : :tma/

d)   In the case of meaning inclusion, ESLK may find it much difficult to know where equivalence between verbs in two languages exist and when they cease to exist because they may use it consistently in all the contexts as it does not cover the whole range of meaning of English verbs and are not semantically equivalent with the English verbs in all the contexts results errorness expression. For e.g.

    i)   /sayiboom hupsama/   instead of /sayiboom chomtema/ (drop friend)

Since this study in limited to only 50 verbs in each language, it does not provide comprehensive study of verbs in the Kulung and English languages. A more comprehensive work of study needs to be done covering a wide range of verbs in this field.

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QUESTIONNAIRE

This questionnaire is prepared for the native speakers of the Kulung language. It is prepared in accordance with research work on "A Semantic Analysis of English and Kulung Verbs" for the dissertation of M.Ed. in English Education under the guidance of Mrs. Hima Rawal.

I hope you'll help me to fulfill this matter.

Mr. Tirth Man Rai

Tribhuvan University

Kirtipur, Kathmandu

Name:

Address: **Sex:**   **Age:**

1. The Verb Cut

S.N.	Context	English	Kulung
1.	He cut the paper with the knife	cut	....
2.	He cut his hair	cut	....
3.	My salary is cut	cut	....
4.	This knife cuts well	cut	....

2. The Verb Chop

S.N.	Context	English	Kulung
1.	He chopped a tree down	chop	....
2.	He chops firewood from jungle everyday	chop	....
3.	Mom chopped potatoes for curry	chop	....

3. The Verb Saw

S.N.	Context	English	Kulung
1.	He had sawed the plank of wood	saw	....
2.	The carpenter saws wood for building materials	saw	....
3.	They saw the branches into log	saw	....
4.	He was sawing a loaf of bread	saw	....

4. The Verb Peel

S.N.	Context	English	Kulung
1.	She was peeling the onion	Peel	....
2.	Mother has peeled the banana	peel	....
3.	I have near peeled the potato	peel	....
4.	She peeled off her cloth and jumped into the water	peel	....

5. The Verb Shave

S.N.	Context	English	Kulung
1.	Have you ever shaved your beard yourself	Shave	....
2.	Rojen needs to shave twice a week	shave	....
3.	Brahmins shave their head clear	shave	....
4.	Do you shave under your arm?	shave	....

6. The Verb Drop

SN.	Context	English	Kulung
1.	He has dropped his pen	drop	....
2.	He has dropped his friends	drop	....

3.	I'll drop her note	drop	....
4.	Drop every thing and come here	drop	....

7. The Verb Lift

S.N.	Context	English	Kulung
1.	The government lifted the ban on tourist travel	lift	....
2.	The fog began to lift	lift	....
3.	A girls lifted my purse on the bus	lift	....
4.	He lifted me up in his arm	lift	....

8. The Verb Lower

S.N.	Context	English	Kulung
1.	He lowers the flag	lower	....
2.	He lowered his voice	lower	....
3.	He refused to lower the volume of radio	lower	....

9. The Verb List

S.N.	Context	English	Kulung
1.	We listed the names in a raw	list	....
2.	We need to list all the items	list	....
3.	They listed all the names in a black list	list	....

10. The Verb Raise

S.N.	Context	English	Kulung
1.	He raised his hand	raise	....
2.	They raised my salary	raise	....
3.	His speech raised my interest	raise	....
4.	There is an important point I want to raise	raise	....

11. The Verb Carry

S.N.	Context	English	Kulung
1.	He always carries an umbrella	carry	....
2.	The money will carry one through the month	carry	....
3.	The news papers carried the story	carry	....
4.	The walls carry the weight of the roof	carry	....

12. The Verb Drag

S.N.	Context	English	Kulung
1.	He dragged the bench	drag	....
2.	He was dragging his coat in the mud	drag	....
3.	I dragged the chair ever to the window	drag	....
4.	Don't drag it in the dust	drag	....

13. The Verb Push

S.N.	Context	English	Kulung
1.	He pushed her away	push	....
2.	She pushed his to do his homework	push	....
3.	Will you please push the car	push	....
4.	We pushed him for payment	push	....

14. The Verb Tote

S.N.	Context	English	Kulung
1.	Please tote my message to your headmaster	tote	....
2.	He is toting my big bag to the airport	tote	....
3.	Please tote it carefully	tote	....

15. The Verb Pull

S.N.	Context	English	Kulung

1.	Pull the chair towards the fire	pull	....
2.	He was pulling at his cigarette	pull	....
3.	The baby pulled the tail of cat	pull	....
4.	The doctor had pulled his teeth out	pull	....

16. The Verb Smash

S.N.	Context	English	Kulung
1.	He smashed up all the furniture	smash	....
2.	The car smashed into a wall	smash	....
3.	She has smashed the flower vase	smash	....
4.	The plate slipped and smashed on the floor	smash	....

17. The Verb Break

S.N.	Context	English	Kulung
1.	She broke her leg	break	....
2.	The string broke	break	....
3.	The baby broke a clock	break	....
4.	They break the rule of school	break	....

18. The Verb Crack

S.N.	Context	English	Kulung
1.	His keens cracked when he knelt down	crack	....
2.	The egg dropped and cracked	cracked	....
3.	The plate cracked into pieces	crack	....

19. The Verb Fracture

S.N.	Context	English	Kulung
1.	His leg fractured in two places	fracture	....
2.	She fell and fractured her skull	fracture	....

20. The Verb Split

S.N.	Context	English	Kulung
1.	The party has split up into small groups	split	....
2.	The cell is splitting into two	split	....

3.	His family split into two	split	....

21. The Verb Bash

S.N.	Context	English	Kulung
1.	They bashed in the door	bash	....
2.	Don't bash on the desk	bash	....
3.	He bashed hand on the board	bash	....

22. The Verb Bat

S.N.	Context	English	Kulung
1.	He is batting well in the cricket	bat	....
2.	Can you bat the ball?	bat	....
3.	He batted hard to the ball	bat	....

23. The Verb Catapult

S.N.	Context	English	Kulung
1.	The jungle boy catapults to the bird	catapult	....
2.	He catapults the arrow	catapult	....
3.	I could not catapult the stone	catapult	....

24. The Verb Hit (Ball)

S.N.	Context	English	Kulung
1.	Richard hit the ball	hit	....
2.	She hit the ball with her head	hit	....
3.	My parents never let me hit the ball	hit	....

25. The Verb Kick (Ball)

S.N.	Context	English	Kulung
1.	Ronaldo kicked the ball	kick	....
2.	Ram kicked the ball hard	kick	....

| 3. | Have you ever kicked the ball into the post? | kick | .... |
| 4. | The baby is kicking the ball | kick | .... |

26. The Verb Compose

S.N.	Context	English	Kulung
1.	He has composed a new poem	compose	....
2.	The group was composed of 40 students	compose	....
3.	His name is composed in capital letters	compose	....
4.	That medicine is composed of various items	compose	....

27. The Verb Construct

S.N.	Context	English	Kulung
1.	The government has constructed a new bridge over the river	construct	....
2.	We'll construct a new road	construct	....
3.	They constructed a new building near our house	construct	....

28. The Verb Design

S.N.	Context	English	Kulung
1.	Who designed this building?	design	....
2.	This book is designed for students	design	....
3.	They are designing to go for trips	design	....
4.	He designed to build a house	design	....

29. The Verb Coin

S.N.	Context	English	Kulung
1.	The government coined a new coin	coin	....
2.	The writer coined a new word	coin	....

| 3. | He coined a lot of money for his future | coin | .... |
| 4. | It is not easy to coin a new word | coin | .... |

30. The Verb Manufacture

S.N.	Context	English	Kulung
1.	The factory manufactures toys	manufacture	....
2.	He manufactured an old type of materials	manufacture	....
3.	They are manufacturing a new model bike	manufacture	....

31. The Verb Drop

S/N	Context	English	Kulung
1.	The temperature his dropped considerably	drop	....
2.	The team have dropped to fifth place	drop	....
3.	Shares dropped in price by 14p	drop	....

32. The Verb Move

S/N	Context	English	Kulung
1.	The earth moves round the sun	move	....
2.	We are moving to the town	move	....
3.	Can you move your leg?	move	....
4.	I have to move around alot in my job	move	....

33. The Verb 'Slide'

S.N.	Context	English	Kulung

1.	We slide down the glassy slop	slide	....
2.	The drawers slide in and out easily	slide	....
3.	We slide him into his bed	slide	....

34. The Verb 'Roll'

S.N.	Context	English	Kulung
1.	The ball rolled under the table	roll	....
2.	He rolled up his umbrella	roll	....
3.	He rolled himself in the blanket	roll	....
4.	The time rolled by very quickly	roll	....
5.	He rolled a cigarette	roll	....

35. The Verb 'Float'

S.N.	Context	English	Kulung
1.	The paper boat was floating in the water	float	....
2.	The leaves floated down from the tree	float	....
3.	People float the logs down the river to the village	float	....
4.	Joshep has floated around doing nothing	float	....

36. The Verb 'Clap'

S/N	Context	English	Kulung
1.	He clapped him on the back	clap	....
2.	Everybody clapped when he got prize	clap	....
3.	It was clapped in the sky	clap	....
4.	They are clapping now and then	clap	....

37. The Verb 'Bang'

S/N	Context	English	Kulung
1.	He banged on the door	bang	....
2.	Don't bang on the roof	bang	....
3.	The ball bang on the mirror	bang	....

38. The Verb 'Blast'

S/N	Context	English	Kulung
1.	They blast near the bridge	blast	....
2.	Music blasted from the radio	blast	....
3.	There is a blasting in the town	blast	....

39. The Verb 'Chatter'

S/N	Context	English	Kulung
1.	Don't chatter like a monkey	chatter	....
2.	The two women are chattering in the bus	chatter	....
3.	His teeth are chattering from cold	chatter	....
4.	Birds are chattering on the tree	chatter	....

40. The Verb 'Cry'

S/N	Context	English	Kulung
1.	The baby is crying noisily	cry	....

2..	Who can cry high?	cry	....
3.	That man cried to sell his goods	cry	....
4.	Don't cry in the room	cry	....

41. The Verb 'Guide'

S/N	Context	English	Kulung
1.	He guided me to the town	guide	....
2.	The are guiding the tourist	guide	....
3.	I guide my parents to temple	guide	....

42. The Verb 'Lead'

S/N	Context	English	Kulung
1.	The leader lead us to the wrong way	lead	....
2.	He is leading his family	lead	....
3.	This road leads to the market	lead	....
4.	He leads a happy life	lead	....

43. The Verb 'Conduct'

S/N	Context	English	Kulung
1.	We conducted the visitors through town	conduct	....
2.	He conducted himself well	conduct	....
3.	She has conducted me up to edge	conduct	....

44. The Verbs 'Escort'

S.N.	Context	English	Kulung
1.	The minister was escorted by the army	escort	....

2.	The police escort the people to the safe place	escort	....

45. The Verbs 'Shepherd'

S.N.	Context	English	Kulung
1.	She always shepherds her cattle in the jungle	shepherd	....
2.	I feel bore to shepherd the kids	shepherd	....

46. The Verb 'Bake'

S.N.	Context	English	Kulung
1.	The bread is baking	bake	....
2.	Mom baked the cake	bake	....
3.	Can you bake the bread	bake	....

47. The Verb 'Blend'

S.N.	Context	English	Kulung
1.	Mother blended all the items	blend	....
2.	Should we bland the chilly in the curry?	blend	....
3.	I have never blended and thing in our food	blend	....

48. The Verb 'Boil'

S.N.	Context	English	Kulung
1.	She boil the eggs	boil	....
2.	Should we boil the potatoes for curry	boil	....
3.	They are boiling the water	boil	....

49. The Verbs 'Brew'

S.N.	Context	English	Kulung
1.	She brew the tea for us	brew	....
2.	It is very difficult to brew beer	brew	....
3.	I brew tea for my uncle	brew	....

50. The Verb 'Fry'

S.N.	Context	English	Kulung
1.	She fried the onion before making curry	fry	....
2.	He fried eggs to eat	fry	....
3.	Have you ever fried the meat?	fry	....
4.	He is frying rice for breakfast	fry	....

Appendix 3

Categories of English and Kulung Verbs

Group - A

Verb	English	Kulung
	cut	/kipma//khoksma//satma/
	chop	/deim//rumma//kipma//khoksma/
Cutting	saw	/chelma/
	peel	/a:kma//ch :ma//hisma//buim/
	shave	/khokma/

Group - B

Verb	English	Kulung
	drop	/hupsama//chomtema//honyema/
	lift	/pima/

Putting	lower	/baima//perma//khusma//thetma/
	list	/hupsuma//wattam//chima/
	raise	/chapma/ theimchom//pama//pamima//p :kma/

Group - C

Verbs	English	Kulung
Carrying	Carry	/khurma/, /layim/, /chhapma/, /thetma/
	drag	/mitma/
	push	/talma/, /areimam/, /teteim/
	tote	/chhamtema/
	pull	/thutma/, /du ma/, /la:tma/

Group - D

Verb	English	Kulung
Breaking	smash	/ :tma/ /dhupma/ /khetma/
	break	/ :tma/ /thaima/ / khetma/ / ri koma/
	crack	/khetma/
	fracture	/ :tma/
	split	/ekma/ /hascima/ /hasma/

Group - E

Verb	English	Kulung
Throwing	bash	/kerma/
	bat	/kerma/
	catapult	/hoksama/

	hit	/a:pma/
	kick	/a:pma/

Group - F

Verb	English	Kulung
Creating	compose	/saniletma/ /banechuma/ /tankmima/
	construct	/banemama/
	design	/thoksam/ /banemama/ /mi:m/
	coin	/chhapemama/ /letma/ /du:pma/
	manufacture	/banemama/

Group - G

Verb	English	Kulung
Rolling	drop	/yuma/
	move	/risma/ /khatma/ /yaima//amduma/
	slide	/loksema/ /bo ma/ /tesma/
	roll	/dhisma/ /ripma/ /khhatma/
	float	/temchima/ /yuma/ /risma/

Group - H

Verb	English	Kulung
Sound Emission	clap	/dhupma/ /chhama/ /hukma/
	bang	/gamchima/
	blast	/a:pma/ /dupma/
	chatter	/bhasma/ /khoma//nenma/
	cry	/kham/ /ka:ma:/

Group - I

Verb	English	Kulung
Accompany	guide	/khomima/
	lead	/khaima/ /la:sma/ /tantema/ /letma/
	escort	/khaima/ /yuksama/
	conduct	/khaima/
	shepherd	/khongma/

Group - J

Verb	English	Kulung
Preparing	bake	/goksama/
	blend	/halma/
	boil	/boksama/ /puImIma/
	brew	/ni:ma/
	fry	/ sama/

APPENDICES

Appendix 1

Categories of English Verbs

Group - A

Verb	English
Cutting	cut
	chop
	saw
	peel
	shave

Group - B

Verb	English
Putting	drop
	lift
	lower
	list
	raise

Group - C

Verbs	English
Carrying	carry
	drag
	push
	tote
	pull

Group - D

Verb	English
Breaking	smash
	break
	crack
	fracture
	split

Group - E

Verb	English
Throwing	bash
	bat
	catapult
	hit
	kick

Group - F

Verb	English
Creating	compose
	construct
	design
	coin
	manufacture

Group - G

Verb	English
Rolling	drop
	move
	slide

	roll
	float

Group - H

Verb	English
	clap
	bang
Sound Emission	blast
	chatter
	cry

Group - I

Verb	English
	guide
	lead
Accompany	escort
	conduct
	shepherd

Group - J

Verb	English
	bake
	blend
Preparing	boil
	brew

	fry

Appendix 2

Categories of Kulung Verbs

Group - A

Verb	Kulung
Cutting	/kipma//khoksma//satma/
	/deim//rumma//kipma//khoksma/
	/chelma/
	/a:kma//ch :ma//hisma//buim/
	/khokma/

Group - B

Verb	Kulung
Putting	/hupsama//chomtema//honyema/ /pima/
	/baima//perma//khusma//thetma/
	/hupsuma//wattam//chima/
	/chapma/
	theimchom//pama//pamima//p :kma/

Group - C

Verbs	Kulung
Carrying	/khurma/, /layim/, /chhapma/, /thetma/
	/mitma/
	/talma/, /areimam/, /teteim/
	/chhamtema/
	/thutma/, /du ma/, /la:tma/

Group - D

Verb	Kulung
Breaking	/ :tma/ /dhupma/ /khetma/
	/ :tma/ /thaima/ / khetma/ / ri koma/
	/khetma/
	/ :tma/
	/ekma/ /hascima/ /hasma/

Group - E

Verb	Kulung
Throwing	/kerma/
	/kerma/
	/hoksama/
	/a:pma/
	/a:pma/

Group - F

Verb	Kulung
Creating	/saniletma/ /banechuma/ /tankmima/
	/banemama/
	/thoksam/ /banemama/ /mi:m/
	/chhapemama/ /letma/ /du:pma/
	/banemama/

Group - G

Verb	Kulung
Rolling	/yuma/
	/risma/ /khatma/ /yaima//amduma/
	/loksema/ /bo ma/ /tesma/

	/dhisma/ /ripma/ /khhatma/
	/temchima/ /yuma/ /risma/

Group - H

Verb	Kulung
	/dhupma/ /chhama/ /hukma/
	/gamchima/
Sound Emission	/a:pma/ /dupma/
	/bhasma/ /khoma//nenma/
	/kham/ /ka:ma:/

Group - I

Verb	Kulung
	/khomima/
	/khaima/ /la:sma/ /tantema/ /letma/
Accompany	/khaima/ /yuksama/
	/khaima/
	/khongma/

Group - J

Verb	Kulung
	/goksama/
	/halma/
Preparing	/boksama/ /puImIma/
	/ni:ma/

	/ sama/