

# CHAPTER ONE

## INTRODUCTION

### 1.1 General Background

Language is viewed as one of the most important possessions and most widely used means of communication by human beings. That is why it will not be wrong to claim that language has made we people different from other living beings. From the day man started to communicate, he is meant to transmit and interchange ideas, thoughts, information, desires, feelings, etc. Perception of the world as a whole or parts is possible by means of language. Our history, literature, ideas, culture, and achievements of human beings are being transmitted from one person to another, one generation to another, through the medium of language. Therefore, we can say that language is responsible for social change, social mobility and stratification. Language is a powerful means of particularly the development of education, science and technology. By the absence of language the present day world would never have been possible. Therefore, the most rudimentary forms of social organization and technical achievements depend on language.

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

Language is defined in various ways. To Richards et al. (1985, p.153), "Language is the system of human communication by means of structured arrangement of sounds to form larger units". In Chomsky's (1971, p. 13) words, "A language is infinitely extendable and modifiable according to changing needs and conditions of the speaker" (as cited in Lyons 2006, p. 6-7). According to Wardhaugh (1986,

p.3) "Language is a system of arbitrary vocal symbols used for human communication."

Thus, on the basis of these definitions, we can say that language is purely a means of communication used by human beings. It is a system of symbols as well as finite and non-finite sentences. The natural process of conveying message designed to generate a response is language. It is a system of sounds and words to communicate. Without sounds, as well as words no language can exist.

Language has enabled man to establish great civilization in this earth. No species other than human beings have been endowed with language. Animals can not acquire human language because of its complex structures and their physical inadequacies. Human language is open-ended, extendable and modifiable whereas animal language is not. So, language is completely different from animal communication. Language is highly developed and most frequently used means of communication which is social phenomenon having intimate relationship and influence in the society. There are many languages in use which vary according to geographical boundaries, social boundaries and cultural boundaries. Among them, English is the most widely used and extended language in the world.

### **1.1.1 Languages in Nepal**

The small and beautiful country, in the lap of Himalayas, 'Nepal' is multilingual, multiracial, and multireligious. It is fertile land for languages and culture though it is small in size. It is multilingual in the sense that different languages are spoken from Mechi to Mahakali. According to the population Census (2001), there are more than 93 languages in Nepal. Some languages have not been discovered yet and they are still hidden. Different languages spoken in different places do not have written script. "The Ethnologue on the languages of the world" edited by Grims (1991), estimates a total of 100 languages spoken in Nepal. The languages and their varieties construct the linguistic scenario. The languages and their dialects spoken in Nepal are related to four language families named: Indo-Aryan,

Tibeto Burman, Astro-Asiatic, and Dravidian. Nepali is official and national language which plays the dominant role in the country.

The languages of Nepal are found categorized under different groups or language families, which are as follows:

### 1.1.1.1 Indo-Aryan Family

This group includes the following languages:

Nepali	Urdu	Maithili
Bangali	English	Marwari
Manjhi	Bhojpuri	Rajbanshi
Tharu	Hindi	Awadhi
Kumari	Churanti	Punjabi
Darai	Bote	Magahi

### 1.1.1.2 Tibeto-Burman Family

This language family includes the following languages:

Tamang	Newar	Magar
Chepang	Tibetan	Dumi
Bantawa	Sunuwar	Jirel
Limbu	Khaling	Puma
Kulung	Dhimal	Shepa
Meche	Thakali	Yakkha
Bahing	Thulung	Byangshi
Lahorung	Mizro	Chamling
Chhantyal	Raji	Kaike
Lingkhim	Hayh	Chhintang
Pahari	Jiking	Ghale
Chinese	Dongmali	Raute
Koche	Khiling	Lepcha

### **1.1.1.3 Dravidian Family**

This language family has only one language; i.e. 'Jhangad' which is spoken in the side of Koshi River in eastern part of Nepal.

### **1.1.1.4 Astro-Asiatic Family**

Only one language 'Satal/Santhali' belongs to this language family spoken in the Jhapa district in the eastern part of Nepal.

## **1.1.2 The English Language in the Context of Nepal**

The English language has gained global status in the world. It is getting the highest degree in the world in its use. It is important to everybody to exchange their ideas, necessities, feelings among the world's people. It has been developing its status to be an international language. To be specific, the English language comes under 'West Germanic' group of the 'Proto Germanic' dialect of the Indo-European Language family. It is taken as the foreign language in the context of our country whereas native language to several European and American people.

In the case of our country, it has a long history. In 1910 B.S., Jung Bahadur Rana introduced English language teaching due to the influence of British education system. At that time it was only for Royal families and later on, it started to prevail all over the country along with the schools, campuses, and other institutions as a ray of education. At present, English is taught as a compulsory subject up to bachelor level in most of the educational institutions. In both government and non-government sectors, it is taught as a compulsory and optional subject in campuses emphasizing the present context of Nepal and world. So, English Language Teaching (ELT) exists as a separate discipline since long date back in Nepal. In our multilingual context, there are some difficulties for taking the English language as the standard language as expected. However, it has been playing a significant role in different sectors with emphasis given to the academic sectors.

### 1.1.3 The Doteli Dialect

The name Doti is believed to be originated from the word 'Dovati' which means the land area between the confluences of the two rivers. Doteli also Dotyali, is the local language spoken in Doti region or far western region of Nepal. According to Sanskritayan (2009), Doteli is a dialect of the Kumauni language which was brought in Doti by section of Katyuri dynasty of the Kumauni which had ruled over Doti till 1790 A.D.

The Nepali language, which is the national language of Nepal, belongs to Indo Aryan family of language. An ancient name of Nepali is Khashbh s . It is written in Devnagari script. As Nepali is the national language of Nepal, it is spread everywhere in the country where Nepali people live. Above 50 percent people of Nepal speak it. As it is wide spread there is the great distance between the speakers of this language. Greater the distance greater is the difference. So, Nepali has more varieties than other languages. In the development of the Nepali language, different varieties of it have appeared. It has more varieties in western part than eastern part. Doteli dialect is one of the dialects among different western dialects of Nepali, which is spoken in western part of Nepal.

The present day Nepali was disseminated from western to eastern part. Before the unification of Nepal, Doti regime was the regime of special importance. In the middle age in the time of Baise and Chaubise Rajya, different regional dialects were separated and Doteli also appeared as a different dialect and became different from the standard Nepali language.

For example:

Nepali : H mi Nepali haun.

Doteli : Ham Nepali hun.

'Doteli dialect is considered as the oldest form of Nepali as it is closer to the area of Sinjali dialect of Nepali' Chataut (2058, p. 347). Sinjali is the language of Karnali Zone which is considered as the birth place of Nepali. More than that Doteli dialect is near Parpashima dialect and Kumauni dialect. That is why we find the glances of the oldest form of Nepali in Doteli dialect than in standard Nepali.

#### **1.1.4 Semantics**

Language has three different levels; phonological, lexical and semantic. Among them semantics is the last and the most important level. Semantics is related to the study of meaning. The history of semantics goes back to the American Philosophical Association which introduced a paper 'Reflected Meanings: ' A point in Semantics' in 1984, and five years later, in 1990, Breal's book Semantics: Studies in the 'Science of Meaning' appeared. That is one of the earliest books on linguistics today.

Commenting in the book, Crystal (1997) writes, "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 historical point of view."

According to Yule (1997, p. 114):

Semantics is the study of the meaning of words, phrases and sentences. In semantic analysis, there is always an attempt to focus on what the words conventionally mean, rather than on what a speaker might want the words to mean on a particular occasion.

The term 'semantics' is the technical and the recent addition of the English language used to refer to the study of meaning (Palmer, p. 1). Since meaning is a part of language, semantics is a part of linguistics. Meaning covers varieties of

aspects of language. Semantics is a systematic study of meaning. The fact is, semantics is neither just the study of meaning change in word through time nor is something that can be used to mislead people. So, semantics is a systematic study of what meaning is and how it operates. So, in this study the researcher will address the semantic system of English and Doteli verbs.

### **1.1.5 The Concept of Meaning**

To know what meaning means different people have given different opinions. Traditionally, it is viewed that there is a connection between a 'word' in language and 'object' in the world, but this cannot be accepted nowadays. For example, the word 'money' has connection with financing unit. But the something which is called 'money' in English is called by several names (Rupiyan in Nepali, Dhewa in Newari, Ruppya in Doteli, Paisa in Hindi, Yen in Japanese and so on) in several different languages. This shows that the connection between words and their meaning are not 'God given or natural but arbitrary or conventional'.

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 (Lyons, 1997). So, the fact is that two sentences can be composed of exactly the same words but differ in meaning. Meaning of an utterance depends not only on what is said but also on the intention of the speaker and interpretation of the hearer.

The study of meaning is an inseparable part of language study and difficult as well. It creates ambiguity. So, the learner of second language may make mistakes while learning language. According to Wittgenstein, 'Don't look for the meaning of a word look for its use' (as cited in Palmer - 1996 p.29). This indicates that the use of a word makes its meaning different. The meaning of one word in one language may differ in another language. They may not have one to one correlation in meaning of words between two languages. There can be convergence and divergence of meaning and sometimes semantic overlapping or

semantic inclusion of meaning of words in the two languages. Because of the specific language verb forms the meaning is different between the two languages. Basnyat (1999) mentions that the semantic system of some English verbs and Nepali verbs cause difficulty to the Nepali speakers learning English (NSLE) and English Speakers Learning Nepali (ESLN). For instance:

In Nepali: 'Khanu'

In English: (a) eat

(b) drink

(c) smoke

(d) take

Here, NSLE may use the English verb 'eat' as the base form for the Nepali verb 'Khanu'. So NSLE produces the following type of wrong sentences.

(a) Ram ate medicine. \*

(b) She ate tea.\*

(d) She ate cigarette.\*

Here, the Nepali verb 'Khanu' denotes the activity of eating of different kinds of food but English maintain differently. For example, medicines are taken, liquids are drunk, cigarettes are smoked and solid foods are eaten. So, the meaning depends on the use of the words not the meaning of words.

### **1.1.6 Componential Analysis**

Componential analysis refers to the analysis of meaning components or semantic features of related words. Through componential analysis we can study the meaning of words. For example, the meaning of English word 'boy' may be as follows: + human, + male, - adult. The component of meaning is expressed by a feature symbol with a + (plus) or - (minus) mark. This approach is also known as binary system approach. It shows the presence or absence of a certain feature.



In Lyons (1995, p. 108) words, an alternative term for componential analysis is lexical decomposition with a systematic and economical means of representing sense relations in a particular language based on the assumptions that the components are universal across languages. According to Leech (1974), the term componential analysis has often been used for the method of analysis that of reducing a word's meaning to its distinctive technique. Componential analysis has often been used for the method of analysis that of reducing a word's meaning to its distinctive technique. Componential analysis first evolved in anthropological linguistics as a means of studying relations between kinship terms but it has since proved its usefulness in many spheres of meaning.

According to Basnyat (1999,p.583)

The method of componential analysis is founded on the assumption that the meaning of a word can best be described and explained by decomposing words into their ultimate semantic components which constitute their meaning. To take a well worn example, the meaning of a word 'bachelor' may be characterized as having the components '+male", '+human', '+adult', '-married', and again 'spinster' an item is compatible with bachelor as having the methods of components '-male', '+human', '+adult', '-married'. By using the method of componential analysis, 'bachelor' differs from 'spinster' in the feature sex specification and thus is represented by the value '+' or '-- of feature.

By these definitions, we can conclude that componential analysis refers to the process in which meaning of a word is determined with the help of a set of

semantic features. As the name suggests, the total meaning of a word can be seen in terms of a number of features, elements or components. In second language learning, learners generally feel difficulty and make mistakes in using appropriate words because of the learner's ability in choosing the correct words in appropriate situation in the target language.

The semantic systems of some English and Doteli verbs cause difficulty to the Doteli learners learning English and English learners learning Doteli. Therefore, this study has addressed mainly Doteli speakers learning English and English speakers learning Doteli. The researcher has focused on the semantic comparison of some English and Doteli verbs to find out the nature of semantic correlations between them.

### **1.1.7 Verbs**

Verbs are words that tell us what a subject does or is; they describe;

- action (Ram plays football)
- state (Pravin seems kind)

Celce Murcia and Larsen – Freeman. (1999, p. 16-17) mention that "The notional, or semantic, definition of a verb is that it is a word that denotes an action or state of being." So, verb is a part of speech which shows an action or state or condition of being. The two main qualities of English verbs are tense and aspect.

There are six types of verbs:

- i) *intransitive verbs*, which take no following object:  
For example, Ram smokes.
- ii) *transitive verbs*, which require an object:  
For example, Ram smokes cigarette.
- iii) *ditransitive verbs*, which take two objects  
(direct and indirect) : For example, I handed pen to my brother.

- iv) *Linking verbs*, where what follows the verb relates back to the subject:  
For example, we are teachers.
- v) *Complex transitive verbs*, where what follows the object relates to the object:  
For example, they considered the project a waste of time.
- vi) *Prepositional verbs*, which require a prepositional phrase to be complete  
For example, Ram glanced at the headlines.

The different forms of verbs make the meaning of sentences different. For example, the difference between present, past and future forms of verbs is semantically relevant. It affects sentence meaning.

### 1.1.8 Definitions of the Specific Terms

#### i) Convergence

Convergence refers to a concept expressed by one verb in a language, is expressed by a number of verbs in the other language. It also refers to moving towards the same point where different meanings joints together. For example:

<b>Doteli</b>	<b>English</b>
Khanu	eat
	take
	smoke
	drink

#### ii) Divergence

The opposite of convergence is called divergence which follows a different direction or becomes different from a point. For example:

**Doteli****English**

Tataunu

Osyauunu

Boil

Umallu

Pakaunu

**iii) One to one correlation**

The representation of semantic equivalence across languages is called one to one correlation. For example:

**Doteli****English**

Khojju

Search

Sochchu

think

**iv) Semantic Inclusion**

It refers to a word in one language having more extensive range of meaning than that of a word in another language. For example:

**Doteli****English**

Bollu

Speak

Heddu /paddu

read

**v) Semantic Overlapping**

Semantic overlapping 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:

**Doteli****English**

Sochchu

Think

Imagine

## 1.2 Review of the Related Literature

Various researches have been carried out in various fields of English and also in different languages, like Newari, Maithili, Limbu, Doteli, Tamang, etc. But a few researches have been carried out in semantic fields.

Adhikari (2006) has carried out a research work entitled 'A Semantic Analysis of English and Nepali Verbs'. He has found the differences between English and Nepali verbs because of the inherent differences in semantic system. According to him there is no one to one correlation or semantic equivalence in the cases of Nepali and English verbs.

Limbu (2007) has carried out a research work entitled 'A Semantic Analysis of English and Limbu Verbs'. According to him some verbs are equivalent across languages, in specific sense or except the contexts given. He has found that the absolute semantic overlapping are rare but the meaning ranges of words overlap within each other. As the study has found similarity, is the inseparable factors in two languages but the complete similarity between two languages is almost impossible. He has found that because of an abstract linguistic difference there is difference between English and Limbu verbs.

Dahal (2006) carried out a research work entitled 'Semantic Overlapping between the English and Nepali Verbs.' He has found that English has more verbs in comparison to Nepali. Similarly, more compound verbs are in Nepali than in English. He has also found semantic overlapping more than those of semantic equivalences.

Rosyara (2007) carried out a research work entitled 'Pronominals in English and Doteli Dialect of Nepali'. She has found that the Doteli has more number of pronouns than English. There is the existence of honorific and non-honorific pronouns for the second and third person personal, reflexive and possessive

pronouns in Doteli, which is not found in English. This study resulted that English has more indefinite pronouns than Doteli. Demonstrative pronouns of both the languages are similar because both of them have equal number of pronouns for far, near and singular, plural. English has the same form of relative and interrogative pronouns but Doteli has different forms of interrogative and relative pronouns.

Tamang (2009) carried out a research entitled 'A Semantic Analysis of Tamang and English Verbs'. He has found that the semantic equivalence between the verbs of English and Tamang languages are rare which creates the difficulties to find correlation of meaning of lexical items in both languages. The study shows different languages has its own system which was found playing significant roles to have similarities and differences between languages. The study found that there is no meaning equivalence. The research shows in most cases, the meaning of words overlap within languages and across languages. The study found that the English verbs have more extensive range of meaning of coverage than the Tamang verbs.

Up to now no researches have been carried out in the Department of English Education on semantic analysis of Doteli verbs. So, this was undertaken as an attempt to study semantic system between some Doteli and English verbs.

### **1.3 Objectives of the Study**

The research study was based on the following objectives:

- (i) To carry out the semantic analysis of English and Doteli verbs on the basis of:
  - correlation of meaning
  - divergence and convergence of meaning
  - semantic overlapping
  - semantic inclusion
- (ii) To list some pedagogical implications

#### **1.4 Significance of the Study**

The study of “A Semantic Analysis of English and Doteli Verbs” is significant in several aspects. For the detailed study of any language, semantics of different aspects of that language plays a significant role. So, from the semantic point of view, only the less number of research works have been carried out in Department of English Education. Basically in semantics and pragmatics field no research has been found on Doteli Dialect in the Department. So, being a new research work, this study will be fruitful to textbook writers, teachers, students, curriculum, syllabus and course designers and the researchers to their work on Doteli and the English language. This study will be significant for all the people and the linguists who are directly and indirectly involved in teaching Doteli and the English languages. It will be significant to any of Nepalese vernacular languages in relation to English.

## **CHAPTER TWO METHODOLOGY**

The researcher adopted the following methodological strategies to accomplish the objectives of the study.

### **2.1 Sources of Data**

The researcher has taken secondary data for the elicitation of required information. The English and the Doteli verbs were collected from the secondary sources. For example, Palmer (1996), Celce-Murcia and Larsen - Freeman (1999), Hornby (2000), Adhikari (2006) and Chataut (2058), Chalise (2065) and Joshi (2009).

### **2.2 Tools for Data Collection**

Observation on secondary sources and checklist were used to collect seventy different verbs from English and Doteli language fields.

### **2.3 Process of Data Collection**

The researcher used and followed the stepwise procedure to collect the data to carry out the research.

- (i) The researcher specified different categories of English verbs.
- (ii) The researcher specified the related English verbs under each category.
- (iii) The Doteli verbs were specified on the basis of the English verbs.
- (iv) The collected verbs were analyzed and interpreted in terms of semantic overlapping, semantic inclusion, divergence, and convergence of meaning and correlation of meaning to each other.
- (v) The researcher tried to find out cultural and linguistic barriers that affect the rate of learning English for a Doteli child.



## **2.4 Limitations of the Study**

The study was limited in the following ways.

- (i) This study was limited to the seven different categories of English verbs.
- (ii) This study was limited in Dadeldhura district.
- (iii) The researcher collected ten related English verbs under each category.
- (iv) The researcher specified Doteli verbs on the basis of English verbs.
- (v) The researcher applied analytical and statistical approaches to analyze the data.

## CHAPTER THREE

### ANALYSIS AND INTERPRETATION

The collected data of the English and Doteli verbs have been analyzed separately. The English and Doteli verbs have been categorized in seven groups as; Speaking, Catching, Seeing, Finding, Touching, Private verbs, Eating. The meaning of all the verbs has been analyzed on the basis of one to one correlation or there is any divergence and convergence relationship between them. Similarly, the analysis has also included the semantic overlapping and inclusion.

#### 3.1 English and Doteli Verbs

Here, meanings of the English and Doteli verbs are compared on the basis of divergence, convergence, semantic inclusion and semantic overlapping.

##### 3.1.1 Verbs of Speaking

Speaking verbs are concerned to human beings because of the expression of the meaningful utterances. The English and Doteli Verbs related to this category are presented in the following table:

**Table No.1**  
**Verbs of Speaking in English and Doteli**

<b>English</b>	<b>Doteli</b>
Talk	Kurani ani addu
Communicate	Kurani ani bhannu/samchar/bhannu/Saddu
Chat	Kurani addu
Speak	bolu
Read	Paddu/heddu
Cry	kalahallu/runu
Utter	bhannu/bollu/sellu
Say	bhannu/bollu
Express	bhannu/dhekaunu
Announce	bhannu/chalaunu

### 3.1.1.1 The Verb Talk

English	Doteli
Talk	Kurani ani addu

#### Contexts

1. We talked for hours about the political situation of Nepal.  
hamle Nepalki rajnitika baremi dherai ber Samm Kurani arya.
2. Do not talk in the class.  
kakshami Kurani Janara.
3. Hari talks about the exam paper to his parents.  
Harile afna abhibhawak sita parikhaka baremi kurani aryo.

Here, the contexts show the case of semantic inclusion of verbs across English and the Doteli languages. The verb ‘talk’ has semantic equivalent to the Doteli verb ‘Kurani addu’. The range of meaning covered by English verb ‘talk’ and ‘kurani addu’ have similar meaning. So, they are semantically equivalent.

### 3.1.1.2 The Verb Communicate

English	Doteli
Communicate	Kurani ani bhannu/samchar/bhannu/Saddu

#### Contexts

1. We only communicated in sign language.  
ham Sanketik bhasaka madyamle mataI Kuranikani addsakdau.
2. The disease is communicated through dirty drinking water.  
phohar panibatei rog saranchha.
3. Her nervousness was communicating itself to the children.  
unro udasipanle chya cheli/geda gedile una udas chhan bhanibar Janiraitheo.

The aforementioned contexts show the case of divergence and convergence of meaning between English and Doteli verbs. From the English perspective, here is the divergence of meaning as the meaning of English verbs ‘communicate’ diverges into three different meanings represented by different Doteli verbs; ‘Kuranikani addu’, saddu, ‘Jannu’ and these Doteli verbs converge into one English verb ‘communicate’, is an instance of convergence from Doteli perspective.

### 3.1.1.3 The Verb Speak

English	Doteli
Speak	bolu

Contexts

1. We couldn’t catch you, can you speak abit loudly?  
hamle nikeri sunein Jorle bollaI dheI?
2. Ram speaks well to the mass.  
Ram sabhami nikeri bolla sokanchha.
3. Can I speak with Dr. Rajan for a minute?  
ma Dr Rajanlai ek milat bhetna sakdau?

Here, the above contexts show the case of semantic inclusion between English and Doteli verbs. In contexts ‘1’ and ‘2’ English verbs ‘Speak’ and Doteli verb ‘bolu’ share their meaning is semantically equivalent but in context ‘3’ it is not appropriate. Doteli uses ‘bolu’ to refer to the concept of English continues to use the same verb ‘speak’ in all these contexts. From these instances, English verb ‘speak’ covers the whole range ‘bolu’ but Doteli verb ‘bolu’ does not.

### 3.1.1.4 The Verb Read

English	Doteli
Read	Paddu/heddu

## Contexts

1. How are you reading the present political situation?  
tamle ailako rajnitik awastalai kaseri heriraichhau/bujiraichhau?
2. A man came to read the electric meter.  
bijuliko mitar jachaki ayatheo.
3. We read about the case jointly.  
hamle milibar awastaka baremi buyalherya.
4. The student read the story about travelling.  
bidyarthiharule yatrako baremi kahani pane.

The above mentioned contexts show the cases of semantic inclusion between English and Doteli verbs. Generally, English verb 'read' has semantic equivalent with Doteli verb 'paddu' but it is not appropriate in all the contexts. All the Doteli verbs; 'heddu', 'Jachchu', 'paddu' does not cover the whole range of meaning of English verb 'read' but 'read' does.

### 3.1.1.5 The Verb Chat

English	Doteli
Chat	Kurani addu

## Contexts

1. Ram is chatting on the phone to his friend.  
Ram afna sathisita kurni/gaf addachha.
2. You have to chat about the accident to the police.  
tamle ghatanaka baremi pulislai bhannupanachha.
3. Come and chat your problem to the lawyer.  
aibar afna samsya okilalai bhana.

In the contexts, English and Doteli verbs show the case of semantic inclusion. In the contexts '2' and '3' semantic equivalent is shown but that is not the case in

context '1'. Here, English verb chat covers the wide range of meaning than the Doteli verb 'bhann'. So, all the meanings of Doteli verbs 'Kuraniaddu/gaf and 'bhannu' are included by the English verb 'Chat'.

### 3.1.1.6 The Verb Cry

English	Doteli
Cry	kalahallu/runu

Contexts

1. The baby is crying for its mother.  
bachha ama/iJyakilai runnachha.
2. Why are you crying to them?  
tam kyakilai tinsit bolla chha?
3. She cried out her name.  
unale afno nau bhanina.

From the study the above examples show the cases of divergence and convergence of meanings between English and Doteli verbs. English verb 'cry' is used to express the meaning in all contexts but there are different verbs used in Doteli. The case shows that the meaning of English verb 'cry' diverges into three different meanings expressed by three different Doteli verbs; 'runu', 'bollu', and 'bhannu'. From the Doteli perspective, the contexts show the instances of convergence.

### 3.1.1.7 The Verb Utter

English	Doteli
Utter	bhannu/bollu/sellu

Contexts

1. You utter the problems yourself.  
tamle afno samsya afai bhannu panchha.
2. He did not utter a word in the meeting.  
u savami ek sabdalai bolein.

- The wind was uttering through the trees.  
rukhami batas sella theo.

The above given contexts show the case of divergence and convergence of meanings between English and Doteli verbs. The meaning expressed by the English verb ‘utter’ diverges into three different meanings represented by different Doteli verbs; ‘bhannu’, ‘bollu’ and ‘sellu’. From the Doteli perspective, these three verbs converge into one English verb, i.e. utter.

### 3.1.1.8 The Verb Say

English	Doteli
Say	bhannu/bollu

Contexts

- I say, can you lend me 100 Rupees?  
Tammalai 100 Ruyiya delaki maile bhanya?
- The clock said ten o’clock.  
ghadile 10 bajya sanket diyo.
- The notice says ‘Give it up’.  
yeilai chhaddu/tyagdu pannchha bhaner suchanale bhanyo.

Here, the above contexts show the semantic inclusion between English and Doteli verbs. There is semantic equivalence in contexts ‘1’ and ‘3’ but it is not appropriate in context ‘2’.

### 3.1.1.9 The Verb Express

English	Doteli
Express	bhannu/dhekaunu

Contexts

- She expresses herself very well.  
una aflai dherai niki dhekauchhin.

2. This book expresses the second movement of Nepal.  
yo kitable Nepalko dosaro andolan dekaeko chha,
3. Do you express the problems?  
tama samasya bhanna sakanchha?

Here the above contexts show the semantic inclusion between the English and Doteli verbs. The contexts '1' and '2' show the semantic equivalence but the context '3' is not appropriate.

### 3.1.1.10 The Verb Announce

English	Doteli
Announce	bhannu/chalaunu

Contexts

1. Meera announces on the radio programme.  
meera redioma karyakram chalauchhe.
2. The teacher was announcing the notice to the class.  
madtear kakshakotha ma suchana bhanna theo.
3. President has announced about the book written by Binod.  
binodle lekhye kitaba barema adhekshle bhane.

The given contexts show the case of meaning inclusion between English and Doteli verbs. Generally, there is semantic equivalence in contexts '2' and '1'. From this, the English verb 'announce' has more extensive range of meaning than the Doteli verb 'bhannu'. All the meanings expressed by Doteli verbs; 'bhannu', and 'chalaunu' are included into the meaning represented by the single English verb 'announce'.

### 3.1.2 Verbs of Catching

Verbs included in this group refer to taking something by hand and keeping it in closed position. These verbs in both languages have been mentioned in the following table



**Table No. 2**  
**Verbs of Catching in English and Doteli**

<b>English</b>	<b>Doteli</b>
Grab	Khossu/samaunu/bujju
Cling	Jeninu/ala/samaunu
Grasp	paunu/jannu/badvlinu
Hold	samaunu/bassu/kabjalinu/ataunu
Seize	khossu/pakaddu
Hug	Jhunina/anal halla
Embrace	bhanna/launu/rakhdu
Pounce	jhamtanu/paunu/akraman
Snatch	khossu/nikallu
Clutch	samaunu/kamnu/chamnu

### 3.1.2.1 The Verb Grab

<b>English</b>	<b>Doteli</b>
Grab	Khossu/samaunu/bujju

#### Contexts

1. Police grabbed the robbers gun.  
pulisle chor/dankuko banduk khosyo.
2. Let's grab a bottle of water before we go.  
hamle janu bhanna paili ek botal pani samaunu pannchha.
3. What did you grab from the story?  
kahani batei kya bujya pai?

Here the contexts show the case of divergence and convergence of meanings between English and Doteli verbs. The meaning expressed by the English verb 'grab' diverges into different meanings represented by three different verbs; 'khossu', 'samaunu', and 'bujju'. From Doteli perspective the contexts show the case of convergence of meaning.

### 3.1.2.2 The Verb Cling

English	Doteli
Cling	Jeninu/ala/samaunu

#### Contexts

1. She clung on to her baby  
unale afno bachchalai angal halin.
2. The wet shirt clung on the chest.  
Rujya/bhiJya kamij chhatimi Jeniyo.
3. Dipak Bist clings with us.  
Deepak Bist Hamari alko ho.

The above given contexts show the case of divergence and convergence of meaning across languages. From the English perspective, the meaning of the English verb 'cling' diverges into three different meanings represented by three different Doteli verbs, 'samaunu', ala and 'Jeninnu' is an instance of divergence of meaning. The case from the Doteli perspective is an instance of convergence of meaning.

### 3.1.2.3 The Verb Grasp

English	Doteli
Grasp	paunu/jannu/badvlinu

#### Contexts

1. I grasped the opportunity to study abroad.  
maile bides paddya mauka paya.
2. She failed to grasp the importance of the figures.  
unale futako mahatwa Janein.
3. I was totally grasped by the story.  
tyo kahanile ma purai bada liya.

Here, the contexts show the case of divergence and convergence between English and Doteli verbs. In the perspective of Doteli, the three different verbs; ‘paunu’, ‘Jannu’, ‘badallu’ converge the meaning into one English verb ‘grasp’. But in perspective of English the verb ‘grasp’ diverges into the three different meanings represented by three different Doteli verbs.

### 3.1.2.4 The Verb Hold

English	Doteli
Hold	samaunu/bassu/kabjalinu/ataunu

Contexts

1. Ram was holding a large box.  
Ramle thulo bagas samairai chha.
2. Can you hold the position of secretary?  
tam kya sachibka padami basyahu.
3. The robber holds the bus.  
dankule bus kabJami liyo.
4. The bus holds about 150 passengers.  
taI busmi 150 passangers ataunan.

Here, the verbs and their contexts show the case of meaning divergence and convergence across languages. From the English perspective, the verb ‘hold’ diverges into four different meanings expressed by different Doteli verbs; ‘samaunu’, ‘bassu’, ‘kabalinu’, ‘ataunu’ and converges into one English verb hold in Doteli perspective.

### 3.1.2.5 The Verb Seize

English	Doteli
Seize	khossu/pakaddu

### Contexts

1. Police tries to seize the gun from the robber.  
pulisle dankubatei banduk khosya kosis aryo.
2. A large quantity of drugs was seized in the airport yesterday.  
beli airportmi dherai charess pokaniyo.

Here, the contexts show the case of divergence and convergence of meanings between English and Doteli verbs. From the English perspective, the meaning expressed by the English verb ‘seize’ diverges into different meaning represented by different Doteli verbs; ‘khossu’, ‘pokaddu’ and is instance of divergence of meaning. And from the view point of Doteli, it is the case of convergence.

#### 3.1.2.6 The Verb Hug

English	Doteli
Hug	Jhuninu/angal hallu

### Contexts

1. She hugged him tightly.  
unale unlai nikeri angal benin/halin.
2. He is hugging hot water bottle on his arm.  
uile tato pani ko botal pakhunani Jhunuyayo/tangyo.

Here, the contexts show the divergence and convergence of meaning. The English verb ‘hug’ diverges into different meanings expressed by two different Doteli verbs; ‘anal beddu/hallu’, ‘jhunyanu/tangyo’. And from the Doteli perspective, it is an example of convergence.

#### 3.1.2.7 The Verb Embrace

English	Doteli
Embrace	bhanna/launu/rakhdu

### Contexts

1. You have better to embrace the problems.  
tamle samsya bhannu niko holo.
2. She embraced her son warmly.  
unale afna chelalai tato banauna kakhima rakhina.
3. Is it ok to embrace capitalist idea?  
kya pujibad launu/apnaunu niko holo?

Here, the contexts show the divergence and convergence of meaning between the English and Doteli language. From the English perspective, the verb ‘embrace’ diverges into three different meanings represented by three Doteli verbs; ‘bhanna’, ‘launu’, ‘rakhdu’ and converges into one meaning represented by the English verb ‘embrace’ which is an example of convergence of meaning.

### 3.1.2.8 The Verb Pounce

English	Doteli
Pounce	jhamtanu/paunu/akraman

### Contexts

1. The fox is ready to pounce the goat.  
syal bakaralai Jhamtanai tayar theo.
2. Try to pounce the opportunities.  
absar paunailai kosis ara.
3. Oath taking on Hindi language was pounced by the people.  
hindimi khaya kasam Janata dwara akramita bhayo.

Here, the contexts show the meaning divergence and convergence across languages. In the perspective of English the verb ‘pounce’ diverges into three different verbs; ‘Jhamtanu’, ‘kosis addu’ and ‘akraman’. In Doteli perspective, three different meanings expressed by three different Doteli verbs converges into one meaning represented by convergence of meaning.

### 3.1.2.9 The Verb Snatch

English	Doteli
Snatch	khossu/nikallu

#### Contexts

1. Kumar snatched up his pen from Ramesh.  
Ramesh bathei kumarle afno kalam khosyo.
2. The baby was snatched from its parents car.  
bachcha afna buwa-amaka car batei khosiyo/harayo.
3. I managed to snatch an hour's study.  
maile paddya samaya/tyam batei ek ghantako bakat nikallu paddyaho.

Here, the contexts show the semantic inclusion between English and Doteli verbs. Generally in contexts '1' and '2' there is semantic correlation between English and Doteli verbs but it is not appropriate in context '3'.

### 3.1.2.10 The Verb Clutch

English	Doteli
Clutch	samaunu/kamnu/chhamnu

#### Contexts

1. She clutched the child.  
unale bachhalai nikeri samain.
2. Fear clutched at her heart.  
darale unako chhati kamyo.
3. He clutched his stomach.  
uile afno pet chhamyo.

The above given contexts show the case of meaning divergence and convergence between English and Doteli verbs. From the English perspective, the meaning represented by three different Doteli verbs; 'samaunu', 'kamnu', 'chhamnu' which is an example of divergence of meaning. If it is looked from the Doteli

perspective, three meanings expressed by three Doteli verbs, converge into one meaning represented by one English verb ‘clutch’ and, is an example of convergence of meaning.

### 3.1.3 Verbs of Finding

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

**Table No. 3**  
**Verbs of Finding in English and Doteli**

English	Doteli
Find	paunu/patalaunu
Get	paunu/bujju/hunu
Seek	khojju/patalaunu
Search	khojju
Examine	parikshyaaddu/janchchu
Invent	patalaunu/nikallu
Seek	khojju/patalaunu
Discover	patalaunu
Explore	khojinitiaddu/bayan/jamaaddu
Think	sochcha/bichar
Know	jannu/chinnu/thapaunu

Each of these verbs is analyzed in the following subunit.

#### 3.1.3.1 The Verb Find

English	Doteli
Find	paunu/patalaunu

Contexts

1. I found my lost pen.  
maile mero haraeko kalam paya.
2. The flowers are found only in Nepal.  
ina fulharu Nepalma matrai painan.

3. Scientists are trying to find a cure for HIV.  
baigyanik HIV aids ko ilaj pattalaune kosisma chhan.
4. It was found that his left kidney contained stone.  
yo panttalagyo ki usko mrigaulama pathari chha.

The aforementioned contexts show the case of semantic inclusion between English and Dotli verbs. In general, English verb ‘find’ has semantic equivalence to the Dotli verb ‘paunu’ but that is not the case in all contexts. The range of meaning covered by English verb ‘find’ is more extensive than that covered by Dotli verb ‘paunu’ which does not include all the meanings to find. Contexts ‘1’ and ‘2’ share their meaning but contexts ‘3’ and ‘4’ are not appropriate.

### 3.1.3.2 The Verb Get

English	Doteli
Get	paunu/bujju/hunu

Contexts

1. Did you get money which I sent ?  
maile pathaeko paisa paya tamale?
2. Excuse me sir, we could not get you?  
maf ara sir hamle hajurlai bujja sakein.
3. He got five years for robbery.  
uilai dakaiti aryako panch barsa bhayo.
4. Which newspaper do you get?  
kai pattarika paya tamle?

The above contexts show the semantic inclusion between English and Dotli verbs. The contexts ‘1’ and ‘4’ show the semantic equivalence but semantic equivalence is not appropriate for the contexts ‘2’ and ‘3’. The English verb ‘get’ covered the wide extensive range of meaning than the Dotli verb ‘paunu’.



### 3.1.3.3 The Verb Seek

English	Doteli
Seek	khojju/patalaunu

#### Contexts

1. Voluntary work can provide a framework for job seeking.  
naukari khojjakilai nisulksewaaryale adhar pradan aranchha
2. Teachers are advised to seek contextual teaching methods.  
Sikshkalai awastha anusarko panaune tarika patta laun sallah garinchha.
3. Are you seeking for someone special?  
ke tama bises manslai khojja chhau?

Here, the contexts show the semantic inclusion of meaning between English and Doteli verbs. Generally, the English verb 'seek' has semantic equivalence with the Doteli verb 'khojju' but it is not appropriate in all the cases. In contexts '1' and '3' there is semantic equivalent between English and Doteli verb but not in context '2'.

### 3.1.3.4 The Verb Search

English	Doteli
Search	khojju

#### Contexts

1. Did you search the missing books?  
tam haraeko kitab khojja chhau?
2. I am searching the college for the further study.  
ma mallo panaikilai college khojjareu.
3. Police searched the robber.  
pulisle danku/chor lai khojyo.

The aforementioned contexts show the semantic correlation of meanings between English and Doteli verbs. This shows the semantic equivalence between the verbs of two languages. In this type of cases learners of both languages do not feel difficulty in learning this type of verbs.

### 3.1.3.5 The Verb Discover

English	Doteli
Discover	patalaunu

#### Contexts

1. Scientists are working to discover a cure of AIDS  
baigynikharu eidsko upachhar/ilaj patalaune kam addaryan.
3. Columbus discovered America.  
Columbusle Amerika patta laeko ho.
4. He was later discovered to be seriously ill.  
u bimar theyo bhanibara pachhi patta lagyo.

Here, the above given contexts show the semantic correlation between English and Doteli verbs. This shows the semantic equivalence between the verbs of these two languages.

### 3.1.3.6 The Verb Think

English	Doteli
Think	sochcha/bichar

#### Contexts

1. I think she is ok now.  
mero bicharmi/sochmi una ailan thik chhan.
2. Try to think yourself into the role.  
tamaro bhumika ke ho afaI socha.
3. The job took longer time than we thought.  
tani kamlai hamle sochya bhandani tyam lagyo.

The above contexts show the semantic equivalence between the English and Doteli languages. The English verb 'think' is equivalent to Doteli verb 'sochchu'/'bicharaddu'. In this type of equivalent meaning the learner somehow easy in learning both the languages.

### 3.1.3.7 The Verb Explore

English	Doteli
Explore	khajinitiaddu/bayan/jamaaddu

#### Contexts

1. They explored about the Mt.Everest.  
tanandle sagarmathaka baremi khajiniti aryo.
2. These ideas will be explored in more detail in next chapter.  
ina bichara barema arkha pathami badta bayan ariya chha.
3. She explored the sand with her toes.  
unale gonaka aunlale baluwa jama arin.

Here, the contexts show the cases of meaning divergence and convergence across languages. From the perspective of English, the verb ‘explore’ diverge the meaning into three different meanings expressed by the three different Doteli verbs; ‘khajiniti addu’, ‘bayan’ and ‘jama addu’ and is an example of divergence of meaning. But from Doteli perspective, these three verbs converge into one English verb ‘explore’ and is instance of convergence of meaning.

### 3.1.3.8 The Verb Examine, Invent, Know

English	Doteli
Know	jannu/chinnu/thapaunu
Invent	patalaunu/nikallu
Examine	parikshyaaddu/janchchu

#### Contexts

1. The teacher examines the students in all subjects at the end of term.  
Master antama/chhadibara sabai bidyarthiko sabai bisayama pariksha addan.

2. Your proposal should be examined by the teacher.  
Tamaro prastablai master dwara jachaunu pannchha.
3. The doctor examined him but could find nothing wrong.  
Danktarle uilai jachyo kei pani rog bheteina.
4. Did you examine the lesson in detail?  
tamle path nikeri jachya?
5. Who invented the steam engine?  
steam engine kaile patalaya ho?
6. Invent your own ideas?  
tamaro bichar nikala?
7. Muna invents an imaginary friend.  
Munale ek kalpanik sathi patalai.
8. I know the story.  
ma tai kahani jannau.
9. I know exactly what he means.  
uile bhanya kurani malai sab thachha.
10. You are known to all?  
tamalai sabai chinnan/jannan.
11. Did you know the rules of the game?  
tam ei khelka niyam jannachha?

The above contexts of all three groups show the semantic inclusion between the English and Doteli verbs. Generally, English verbs 'examine', 'invent', and 'know' has semantic equivalent with the Doteli verbs 'jachchu', 'pattalaunu', and 'jannu' respectively in contexts '2', '3' and '4' for the Doteli verb 'jachchu', '5' and '7' for 'pattalaunu' and '8', '10' and '11'. But it is not appropriate for other contexts. The English verbs 'examine', 'invent' and 'know' has the wide extensive range than Doteli verbs; 'jannu', 'pattalaunu' and 'jachchu'.

### 3.1.4 Verbs of Touching

Verbs of these groups include those words which refer to touching something in different ways and feeling something. The verbs in this group in both languages have been shown in the following table.

**Table No. 4**  
**Verbs of Touching in English and Doteli**

<b>English</b>	<b>Doteli</b>
Touch	chhunu/heddu
Finger	musaddu/chhunu/bajaunu
Handle	chalaunu/kabumaaddu
Feel	lagdu/mannu/anubhab addu
Rub	puchchhu/mannu/mettu
Stroke	Dhapaunu/mannu/gijyaunu/bhagaunu/thoknu
Pat	musaddu/puchchhu/heddu
Tap	ghanghanaun/bajaunu/joraddu
Pet	pallu/musaddu
Squeeze	nichoddu/ataunu/ jor addu

Each of these verbs is analyzed in the following subunits.

#### 3.1.4.1 The Verb Touch

<b>English</b>	<b>Doteli</b>
Touch	chhunu/heddu

Contexts

1. Do not touch snake.  
sarplai chhunu hunain/paddain.
2. I have not touched thesis during the period of practice teaching.  
maile abhyas sikshnka bela thesis chhunalai choein.
3. She had hardly touched your food.  
unale bana asaji manibara tamaro khanai chhoyo.

4. Students come up with touching next lesson.  
bidyarthiharu arko path heribar aunan.

Here the contexts show the cases of semantic inclusion between the English and Doteli languages. Generally, the English verb ‘touch’ is equivalent to the Doteli verb ‘chhunu’ but in all the contexts it is not appropriate. For instance, contexts ‘1’, ‘2’ and ‘3’ show the semantic equivalence. It is not the case in context ‘4’. All the meanings of ‘chhunu’ are included in the meaning of ‘touch’ but not vice versa.

### 3.1.4.2 The Verb Finger

English	Doteli
Finger	musaddu/chhunu/bajaunu

Contexts

1. Ganesh is fingering his beard.  
Ganesh afni dani musadda chha.
2. He was angry so I did not finger him.  
u risaya theo tabai maile uilai chhoen.
3. Can you finger a guitar?  
tam kya gitar bajaun saknchha.

Here, the above given contexts show the case of meaning divergence and convergence between English and Doteli verbs. From the perspective of English, the verb ‘finger’ diverges into three different meanings expressed by three different Doteli verbs; ‘musaddu’, ‘chhunu’ and ‘bajaunu’ converges into one meaning of English verb ‘finger’. So, this shows the case of convergence of meanings.

### 3.1.4.3 The Verb Handle

English	Doteli
Handle	chalaunu/kabumaaddu

#### Contexts

1. Prem can handle the office very well.  
Premle office nikeri chalaunaknchha.
2. It is impossible to handle this horse.  
ei ghodalai kabuma lyaun asaji chha.
3. Mr. Khadka handles the students according to their level.  
Khadkale bidyarthilai unaro tahaka adharmi chalairaichha.

The above contexts show the cases of meaning inclusion between English and Doteli verbs. In general, English verb ‘handle’ means ‘chalaunu’ in Doteli as in contexts ‘1’ and ‘3’ but in other contexts semantic equivalence is not appropriate. The English verb ‘handle’ has more extensive range of meaning than that covered by Doteli verb ‘chalaunu’ which does not include all the meanings of ‘handle’. But context ‘2’ is not appropriate for semantic equivalence.

### 3.1.4.4 The Verb Feel

English	Doteli
Feel	lagdu/mannu/anubhab addu

#### Contexts

1. I feel sorry for her.  
ma unarolagi mafi anubhab addau/magdau
2. What did you feel in the journey?  
yatra/ghumaima tamle kaso manaya/anubhab arya.
3. He felt in his pockets for some money.  
uilai langnchhaki uika khaltimi paisa chhan.

The above given contexts show the cases of meaning divergence and convergence. From the perspective of English, the verb ‘feel’ diverges into three different meanings expressed and represented by three different Doteli verbs; ‘anubhabaddu’, ‘mannu’, ‘lagdu’ and is an instance of divergence of meaning. From the perspective of Doteli, these three different verbs converge into one meaning of English verb ‘feel’ so this is the case of convergence of meaning.

### 3.1.4.5 The Verb Rub

English	Doteli
Rub	puchchhu/mannu/mettu

Contexts

1. Ramesh came and rub the blackboard.  
Ramesh aibar kaloopatimi lekhyā metibara gayo.
2. She rubbed the lotion in her skin.  
unale afno chhala ragadin/manin.
3. I come out of the water and rubbed myself down with a towel.  
pani bathei baira aibar tauliyale puchchhya haun.

The contexts show the cases of divergence and convergence between English and Doteli verbs. From the perspective of English, the verb ‘rub’ diverges into three different meanings expressed by the three different Doteli verbs; ‘mettu’, ‘mannu’ and ‘puchchu’ and is an instance of divergence of meaning. But from the perspective of Doteli language, these three verbs converge into one meaning of the English verb ‘rub’ is an example of meaning convergence.

### 3.1.4.6. The Verb Stroke

English	Doteli
Stroke	Dhapaunu/mannu/gijyaunu/bhagaunu/thoknu

Contexts

1. Can I stroke your dog?  
tamara kukurlai dhapauki/hannuki?



2. She stroked away his tears.  
unale uiko anus/ansu bhagain/puchhin.
3. The clock is stroking three o'clock.  
ghanile tinbaje ghanti bajauchha/thokanchha.
4. The teacher stroked many times to me.  
masterle malai bhaut bera gijyayo.

The contexts show the cases of meaning divergence and convergence between English and Doteli verbs. Here, the English verb 'stroke' diverges into four different meanings expressed by four different Doteli verbs; 'dhapaunu' / 'hannu', 'puchchhu' / 'bhagaunu', 'thoknu' and 'gijyaunu' and is an example of meaning divergence but from the perspective of Doteli; these four verbs converge the meaning into one English verb 'stroke' and is an instance of convergence of meaning.

### 3.1.4.7 The Verb Pat

English	Doteli
Pat	musaddu/puchchhu/heddu

Contexts

1. He patted the dog on the head.  
uile kukur ko munda ma musaryo.
2. Pat your face dry with a soft towel.  
tamaro mukh safalale puchha.
3. You are good in science and pat more other subject too.  
bigyan tamaro ramro chha sangai aurbisaya lailaei heddupanyo.

The contexts show the cases of meaning divergence and convergence between English and Doteli verbs. In English perspective, the verb 'pat' diverges into three different meanings expressed by three different Doteli verbs; 'musaddu', 'puchchhu', 'heddu' and is an example of divergence of meaning. From the Doteli

perspective, the verbs ‘musaddu’, ‘puchchuu’ and ‘heddu’ converge into one meaning of English verb ‘pat’. This instance shows the convergence of meaning.

### 3.1.4.8. The Verb Tap

English	Doteli
Tap	ghanghanaun/bajaunu/joraddu

Contexts

1. Someone tapped at door.  
koi dar ghanghanaunachha.
2. He kept tapping his finger on the table.  
u anulale table bajaunachhha.
3. Hari tried to tap me for a loan.  
harile rinkilai masanga dheraiaryo.

Here the above contexts show the cases of semantic divergence and convergence between English and Doteli languages. The above context shows that the English verb ‘tap’ diverges into three different meanings expressed by three different Doteli verbs; ‘ghanghanaunu’, ‘bajaunu’, and ‘dherai addu’. It is an example of divergence of meaning. But according to the Doteli perspective, the verbs; ‘ghanghanaunu’, ‘bajaunu’, ‘dherai addu’ converge into one meaning of English verb ‘tap’. This is an instance of convergence of meaning from Doteli perspectives.

### 3.1.4.9 The Verb Squeeze

English	Doteli
Squeeze	nichoddu/ataunu/ jor addu

Contexts

1. She squeezed the water out of the wet clothes.  
uile bhijaya kapada bathei pani nichoni.
2. We managed to squeeze six people into the car.  
ham chhai jana motor bhitara jaserilai ataula.

3. She is squeezing me for Rs.1000.  
u 1000 ruppyakilai masita jor addachhe.

The aforementioned contexts show the case of meaning divergence and convergence between the English and Doteli verbs. If we look from the view point of the English, the verb ‘squeeze’ diverges into three different meanings expressed by the three different Doteli verbs; ‘nichoddu’, ‘ataunu’, and ‘jor addu’. It is an instance of meaning divergence. But if we look it from the Doteli view point these three verbs; ‘nichoddu’, ‘ataunu’ and ‘jor addu’ diverge into one meaning of English verb ‘squeeze’. So, it is the case of meaning convergence.

#### 3.1.4.10 The Verb Pet

English	Doteli
Pet	pallu/musaddu

Contexts

1. I cannot pet your dog.  
ma tamaro kukurlai palla sakdain.
2. My lovely son came and pet on the back.  
mero pyaro chelo ayo malai pithima musaryo.

Here the contexts show the cases of divergence and convergence of meaning between English and Doteli verbs. In case of English, the verb ‘pet’ diverges into two different meanings expressed by two different Doteli verbs; ‘pallu’ and ‘musaddu’. It is an example of divergence of meaning but the Doteli verbs ‘pallu’ and ‘musaddu’ converge into one meaning of English verb ‘pet’. This shows the convergence of meaning in Doteli perspective.

#### 3.1.5 The Verbs of Eating

The verb included in this group refers to the taking edible things by living beings. The verbs in both the languages have been mentioned in the following table.

**Table No. 5**  
**Verbs of Eating in English and Doteli**

<b>English</b>	<b>Doteli</b>
Eat	khanu/bagaunu
Feed	khwaunu/hallu/dinu/addu
Chew	chapaunu/kattu
Swallow	nillu/janu/ogattu
Bite	kattu
Suckle	pyaunu/dinu/addu
Take	addu/laijanu/samaunu/bassu
Drink	khanu
Suck	khanu/heddu/sosssu
Graze	chaddu/phuttu/heddu

The above given verbs are analyzed in the following sub units with suitable contexts.

### 3.1.5.1 The Verb Eat

<b>English</b>	<b>Doteli</b>
Eat	khanu/bagaunu

Contexts

1. I do not eat meat.  
ma sikar/masu khanain.
2. The coastline of tanakpur has eaten by mahakali.  
mahakalile tanakpurko kinar sabbai khayo/bagayo.
3. Legal costs had eaten up all his property.  
kanuni dhangale uile sabai dhansampati gumayo  
or  
kanuni tirole uiko sabai dhansampati khayo.

The above examples show the cases of divergence and convergence of meanings and semantic overlapping the meaning of English verb 'eat' diverges into three

different meanings of three different Doteli verbs; ‘khanu’, ‘bagaunu’ and ‘gumaunu, is the divergence of meaning. But we use ‘khayo’ in place of ‘gumaunu’ in the Doteli language here we can find semantic equivalence in contexts ‘1’ and ‘3’. And it also shows the overlapping of meaning in the Doteli language. But if we look from the Doteli perspective, the verbs; ‘khanu’, ‘bagaunu’, ‘gumaunu’ converges into one meaning of English verb ‘eat’ and it is an example of convergence of meaning.

### 3.1.5.2 The Verb Feed

English	Doteli
Feed	khwaunu/hallu/dinu/addu

Contexts

1. The poor beggar was unable to feed his children.  
tai garib bhikarile afna chela chelilailai khwaun sakyathin.
2. He fed coins into the meter.  
uile meter bhitara sikka/rokhna halyo.
3. We are constantly fed advice by our sir.  
hamara sir hamlai tyam tyamma sallah dirakhdan.
4. Feed the plants once a week.  
haptami ekbera botmi maljal addu pannchha.

Here the above given contexts show the cases of divergence and convergence of meanings between English and Doteli verbs. The meaning of English verb ‘feed’ diverges into four different meanings of four different Doteli verbs; ‘khwaunu’, ‘hallu’, ‘dinu’, ‘maljal addu’ is the divergence of meaning from the English perspective. Similarly, from the Doteli perspective all the meanings of Doteli verbs converge into one meaning of the English verb ‘feed’ is an instance of convergence of meaning.

### 3.1.5.3 The Verb Chew

English	Doteli
Chew	chapaunu/kattu

Context

1. You chew it before swallowing.  
nillu bhanna paili chapaunu pananchha.
2. Do not chew finger nails.  
dantle anulaka nang kattu hunain.

The above mentioned contexts show the cases of meaning divergence and convergence across language. The verb ‘chew’ diverges into two different meanings expressed by two different Doteli verbs and it is the divergence of meaning in English perspective. Similarly, it is the case of convergence from the Doteli perspective as two meanings expressed by two different Doteli verbs; ‘chapaunu’ and ‘katnu’ merge into one meaning expressed by the English verb ‘chew’.

### 3.1.5.4 The Verb Swallow

English	Doteli
Swallow	nillu/janu/ogattu

Context

1. You swallow it after chewing.  
chapyapachhi matrai nillu pananchha.
2. Most of my salary gets swallowed by the rents and bills.  
mero badhata talab kotha bhanalai bilmilai janchha.
3. Large areas of country side have been swallowed up by towns.  
desho badta bhag saharle ogatya chha.

The contexts show the divergence and convergence of meanings between English and Doteli verbs. From the English perspective, the meaning expressed by the English verb ‘swallow’ diverges into three different meanings expressed by

three different Doteli verbs and it is an instance of divergence of meaning. And it is the case of convergence from the Doteli perspective because the meanings expressed in different Doteli verbs converge into one meaning in English.

### 3.1.5.5 The Verb Bite

English	Doteli
Bite	kattu

Contexts

1. Stop biting your nails.  
dantle nang kattu hunain.
2. She is bitten by snake.  
unalai syaple katyo.
3. Be careful at the time of eating from biting the tongue.  
khantaka hos arya jibrno katelo.

The aforementioned contexts show the semantic correlation between English and Doteli verbs. According to the contexts, we can show the semantic equivalent across the languages.

### 3.1.5.6 The Verb Suckle

English	Doteli
Suckle	pyaunu/dinu/addu

Contexts

1. A cow is suckling her calves.  
gai bachchhalai pyauna chha.
2. Do not suckle the children with all facilities.  
chelachelilai sabai subidha dinu hunain.
3. How is the company suckling a salary to the employees?  
karmcharilai campanile kasyaba talab/paggar ki purti ariraichha.

The contexts show the cases of meaning divergence and convergence between English and Doteli verbs. In the perspective of English, the verb ‘suckle’ diverges into three different meanings expressed by three different Doteli verbs; ‘pyaunu’, ‘dinu’, ‘purtiaddu’ and is an instance of divergence of meaning. But in Doteli perspective, it is an example of convergence because the three different Doteli verbs converge into one meaning of English verb ‘suckle’.

### 3.1.5.7 The Verb Take

English	Doteli
Take	addu/laijanu/samaunu/bassu

Contexts

1. He started taking drugs.  
uile ausadi khan suru aryo.
2. I will take you by car.  
ma tamlai karmi lai jau lo.
3. She took his arm and kissed him.  
unale uiko hata samaibar bhatichatyo.
4. Come in, take a seat.  
bhitara aibara basa.

The above given contexts show the meaning divergence and convergence. In case of the English verb, the verb ‘take’ diverges into four different meanings expressed by four different Doteli verbs and is an example of divergence of meanings. Similarly, the Doteli verbs; ‘khanu’, ‘laijanu’, ‘samaunu’ and ‘bassu’ converge the meaning into one English verb ‘take’. So, it is the instance of convergence in perspective of Doteli.

### 3.1.5.8 The Verb Drink

English	Doteli
Drink	khanu



### Contexts

1. I do not drink wine.  
ma raksi khanain.
2. I drink to Sharmila to her bright future.  
maile Sharmilako niko/sundar bhabisyako kamana arya.

The above contexts show the divergence and convergence of meanings. The meaning expressed by the English verb 'drink' diverge into two meanings expressed by two Doteli verbs; 'kamana addu', 'khanu'. And it is an example of convergence from the Doteli perspective because two meanings expressed by two Doteli verbs merge into one meaning represented by one English verb 'drink'.

### 3.1.5.9 The Verb Suck

English	Doteli
Suck	khanu/heddu/sosssu

### Contexts

1. The baby sucked at his mother's breast.  
bachcha afni ijya/ama ko dudh khannachha.
2. Their new drama sucks the society.  
tanaro naya natakle samajlai sosyo.
3. Come on and suck the program.  
aunaba karyakram hedda.

The above contexts show the divergence and convergence of meanings. From the perspective of English, the verb 'suck' diverges into three different meanings expressed by three different Doteli verbs. And it is an example of divergence of meaning. Similarly, from the Doteli perspective, three different meanings expressed by three different Doteli verbs merge into one English verb 'suck', is an example of convergence of meaning.

### 3.1.5.10 The Verb Graze

English	Doteli
Graze	chaddu/phuttu/heddu

## Contexts

1. There were cows grazing beside the river.  
khola kinarmi gai chaddaryan.
2. I fell and grazed my knee.  
ma lotibara ghuna phutya/chholiya.
3. How do you grazing the political situation of Nepal?  
nepalki rajnitalai tamle kaseri heriraichha.

The aforementioned contexts show the cases of meaning divergence and convergence between English and Doteli verbs. In English perspective, the verb ‘graze’ diverges into three different meanings expressed by three different Doteli verbs and it is an example of divergence of meaning. Similarly, from the Doteli perspective, three meanings expressed by three different Doteli verbs; ‘chaddu’, ‘phuttu/chholinu’, and ‘heddu’ merge into one meaning of English verb ‘graze’. And the Doteli verbs also show the case of semantic overlapping in contexts ‘2’.

### 3.1.6 Private verbs

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

**Table No. 6**  
**Private Verbs in English and Doteli**

<b>English</b>	<b>Doteli</b>
Think	bichar/sochchu
Imagine	bichar/soch
Hope	biswas/asa
Plan	bichar/khyal/sochbichar
Forget	bisaddu/bhullu
Believe	biswas
See	dhekdu/paddu/thapaunu
Smell	sungdu/maanu
Hear	sunu
Taste	chakhdu/heddu/paddu

Each of these verbs is analyzed in the following subunits.

### 3.1.6.1 The Verbs Think and Imagine

English	Doteli
Think	bichar/sochchu
Imagine	bichar/soch

#### Contexts

1. I think that is mine.  
mera bicharmi tyo meroi ho
2. The job took longer time than we thought.  
tai kammi hamle sochayahai badhata tyam lagyo.
3. We could not think where you had gone.  
tam kangaya bhanibar hamle sochh sakein.
4. I imagine he will be there.  
mera bicharmi u wan chhaki.
5. The house was just as she had imagined it.  
unaile sochya gharami pugio.
6. I do not imagine that they will refuse.  
maile sochya theina una naibhanna bhnibara.

The above contexts of think and imagine show the cases of inclusion of meaning between English and Doteli verbs. The English verb 'think' and Doteli verb 'sochchu' in contexts '2', '3', '5' and '6' show the semantic equivalent between the English and Doteli languages. We can also find the state of semantic overlapping of the verb. The English verbs 'think' and 'imagine' overlap within language and 'sochchu' and 'sochchu' overlap across languages. From English perspective 'think' overlaps with 'imagine' but from Doteli perspective 'sochchu' overlaps with 'imagine' and 'think' across languages.

### 3.1.6.2 The Verbs Hope, Plan, Forget and Believe

English	Doteli
Hope	biswas/asa
Plan	bichar/khyal/sochbichar
Forget	bisaddu/bhullu
Believe	biswas

#### Contexts

1. I hope it is true.  
malai biswas chha ei satya ho.
2. Deepak Bista is hoping to win the gold medal.  
Deepak Bista lai swarn padak gitya purai biswas chha.
3. She is hoping to get him.  
una uilai bhetya asami chhana.
4. I plan to go to Pokhara tomorrow.  
maile bhola Pokhara janya bichar ariraichhun.
5. Plan out your time before you go.  
janu bhanna paili tyam ko khyal/bichar ara.
6. What we are doing is as we planned.  
je ham addaryau sochbichar aribara addaryau.
7. I forget what you said.  
tamle kya bhanya hau ma bisarya.
8. I never forget a face.  
ma anar kilai bhullain/bisaddain
9. Take care, and do not forget to write.  
afno khyal addu aur khabar add jan bhulei.
10. I believe that this is mine.  
malai pura biswas chha ki yo meroi ho.
11. The government believes that education is the most important issue for the development.  
sarkarlai yo biswas chhaki bikas addailai siksha nabhainhunei kurani ho.

12. What can you believe from the story?  
kahani bathei tam kya biswas add sakanchha?

The above verbs and their contexts of all four groups show the correlation of meaning between English and Doteli verbs across languages. All the four groups and their contexts show the semantic equivalence of verbs between two languages.

### 3.1.6.3 The Verb See

English	Doteli
See	dhekdu/paddu/thapaunu

Contexts

- I saw my brother playing football yesterday.  
beli maile mera bhailai gir/gin khellaraya dhekya hun.
- Did you see the story?  
tamle kahani tai panya?
- I see what you mean.  
tamle bhanya kurani maile thapaya.
- You ought to see a doctor about the cough.  
tamle damka baremi danktarlai dhekaun theo.

Here, the contexts show the cases of semantic inclusion of verbs across English and Doteli languages. Generally, English verb 'see' has semantic inclusion or equivalent with the Doteli verb 'dhekdu' but not in all contexts. The range of meaning covered by the English verb see has more extensive than that covered by Doteli verb 'dhekdu' which does not include all the meanings of 'see'. In the contexts '1' and '3' share their meaning and are semantically equivalent but in context '2' is not appropriate.

### 3.1.6.4 The Verb Smell

English	Doteli
Smell	sungdu/maanu

### Contexts

1. I smell something burning.  
agale balei jasi gan/bas mannareu.
2. Dogs are trained to smell out drugs.  
Drugs sungibara patta launa kukur talim prapta chhan.

The aforementioned verbs and their contexts show the cases of meaning divergence and convergence between English and Doteli verbs. From the perspectives of the English, the verb ‘smell’ diverges into two different Doteli verbs and it is an example of meaning divergence. From the Doteli perspective, the two different verbs converge into one meaning of English verb ‘smell’.

#### 3.1.6.5 The Verb Hear

English	Doteli
Hear	sunu

### Contexts

1. I hear sentimental song frequently.  
ma swtanra behaibar bhawanatamak git sunnau.
2. I heard what you mean.  
tamle bhanya kurani maile buya/sunya.
3. Your case will be hearing on Sunday.  
tamaro muddami aitabar adalatmi sunai hunnachha.

Here, the above given contexts show the case of meaning inclusion between English and Doteli verbs. These contexts show the correlation of meaning across languages. The English verb ‘hear and the Doteli verb ‘sunnu’ show the semantic equivalence between two languages.

#### 3.1.6.6 The Verb Taste

English	Doteli
Taste	chakhdu/heddu/paddu

## Contexts

1. I can taste salt in this water.  
ma yei nunlai panima halibar heddu.
2. Hari taste the flavor of vegetable.  
Harile sagko swad chakyo.
3. I tasted some of the stories written by Smith.  
maile Smithle lekhye kei kahani pannyahun.

Above given contexts show the divergence and convergence of meanings across languages. From the Doteli perspective it is an instance of convergence; ‘heddu’, ‘chakhu’ and ‘paddu’, these three different Doteli verbs merge into one meaning expressed by English verb ‘taste’. From the English perspective, is an example of divergence because of meaning of the English verb ‘taste’ diverges into three meanings represented by three different Doteli verbs.

### 3.1.7 The Verb See

Verbs included in this group refer to ‘looking something through eyes’. These verbs in both languages have been mentioned in the following table.

**Table No. 7**

#### **Verbs of Seeing in Doteli and English**

<b>English</b>	<b>Doteli</b>
See	dhekdu/paddu/heddu
Gaze	heddu
Peep	heddu
Watch	takdu/heddu
Glance	heddu
Look	heddu/takdu
Stare	heddu
Shut	bujju
Wink	maddu/chimchyaunu
Blink	chimchyaunu

Each verb given in above table is analyzed in following sub units.

### 3.1.7.1 The Verb See, Look, Watch, Peep

English	Doteli
See	dhekdu/paddu/heddu
Look	heddu/takdu
Watch	takdu/heddu
Peep	heddu

#### Contexts

1. I saw my brother playing football.  
maile mera bhailai gir/bol/gin khella dhekya hun.
2. Did you see the story?  
tamle kahani panya?
3. You ought to see the doctor about the cough.  
tamale damka baremi danktarlai dhekauntheyo.
4. Look at this book.  
yei kitabmi hedda/takda.
5. I looked in the sky but saw no stars.  
maile agas herya/takya ek tarolei dhekein.
6. I spent the whole day by watching TV.  
maile puraidin tibi takibara bitaya.
7. Are you interested in watching cricket?  
kriket takda/hedda niko mannchhaki?
8. He peeped us through a key hole.  
u hamlai chabika dula bathei heddachha.

Here, the contexts show the cases of semantic inclusion, correlation and overlapping between English and Doteli verbs. In contexts '1' and '3' there is semantic correlation in first group but it is not appropriate in context '2'. In the same way, contexts '4' and '5' and '6' and '7' are also semantically equivalent and context '8' also shows the one to one correlation of meaning. Here, the English verb 'see' overlaps with 'dhekdu' and 'heddu' across languages.



Likewise, ‘heddu’ overlap with ‘see’, ‘look’, ‘peep’, ‘watch’. So there is overlapping of meaning in languages and across languages.

### 3.1.7.2. The Verb Stare, Gaze and Glance

English	Doteli
Stare	heddu
Gaze	heddu
Glance	heddu

Contexts

1. He was staring at the teacher with amazement.  
uile masterlai ekoro heriraitheyo.
2. He stared me for an hour.  
uile malai ek ghanta samma heryo.
3. He sat on the chair gazing into sea.  
u kurchimi basibar samudar tira heriirayo.
4. I glanced at the newspaper headlines.  
maile phataphat patarikako hedlain herya.

Here, the contexts show the cases of semantic correlation between English and Doteli verbs. This shows the meaning equivalence across languages and also these verbs overlap the meanings in language and across languages.

### 3.1.7.3 The Verb Blink, Wink and Shut

English	Doteli
Blink	chimchyaunu
Wink	maddu/chimchyaunu
Shut	bujju

Contexts

1. He blinked his eyes to clear the dust.  
uile ankha ko jhaan nikallalai ankha chimchyayo.

2. He blinked at the college girl.  
uile kyampasai ketilai ankha maryo.
3. He winked at me to show that what she said was not true.  
uile bhanyei kurani sai hoin bhanibar malai ankha maryo.
4. She shut her eyes and fell asleep.  
u ankha bujibara sigai.

Here the above contexts show the cases of semantic inclusion and correlation between English and Doteli verbs. There is one to one correlation between English and Doteli verbs. So, these contexts show the cases of semantic equivalence. And the verb 'blink' overlaps with 'chimchyaunu' and 'maddu' in contexts '1' and '2' respectively and 'chimchyaunu' overlaps with 'blink' and 'wink' in contexts '2' and '3' respectively.

## CHAPTER FOUR

### FINDINGS AND RECOMMENDATIONS

On the basis of four different criteria: correlations of meaning, divergence and convergence of meaning, semantic overlapping and semantic inclusion, the findings have been drawn.

#### 4.1 Findings

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

- i. There are inherent differences in semantic systems of Doteli and English verbs. Semantic equivalences are rare because of which it is very difficult to find one to one correlation of lexical items in any two languages. This factor contributes to learners difficulties in choosing the correct verb in every situation. Mother tongue interference causes the main hindrances in target language learning.
- ii. Out of seventy verbs of both languages, thirteen verbs have the case of correlation of meaning between English and Doteli verbs which represented the cases of semantic equivalence across languages. Here, learners feel less difficulty in learning these verbs. They are as follows : ‘talk’ and ‘kurani addu’, ‘search’ and ‘khojju’, ‘discover’ and ‘patta launu’, ‘think’ and ‘shochchu’, ‘bite’ and ‘kattu’, ‘hope’ and ‘biswas’, ‘plan’ and ‘baichar’, ‘forget’ and ‘bisaddu’, ‘believe’ and ‘biswas’, ‘stare’ and ‘heddu’, ‘gaze’ and ‘heddu’, ‘shut’ and ‘bujju’.
- iii. Most of the cases of divergence and convergence of meanings have been found. Out of seventy verbs of both languages, thirty two have the cases of meaning divergence and convergence. For instance, with the case of verbs; communicate, cry, utter, grab, cling, grasp, seize, hug, embrace, pounce, clutch, explore, finger, feel, rub, stroke, pat, tap, squeeze, pet, eat, feed, chew, swallow, suckle, take, drink, suck, graze, smell, taste.

- iv. Out of seventy verbs of both languages, nineteen have the cases of semantic inclusion across languages. For example, with the cases of English verbs; speak, read, chat, say, express, announce, snatch, find, get, seek, examine, invent, know, touch, handle, think, imagine, see, and hear.
- v. The research shows the meaning of words overlaps within language and across languages in general. For instance, the English verb ‘think’ overlaps with ‘imagine’ and overlaps with Doteli verbs ‘sochchu’ across languages. ‘sochchu’ overlaps with ‘think’ and ‘imagine’ of English across languages. And other verbs; see, look, watch, wink, blink, within languages and across languages. English verbs; think, imagine, see, look, watch, blink and wink overlaps within languages. So, general overlapping is found within and across languages but there is no absolute overlapping.

Therefore, in verbs with divergence and convergence of meanings, learners find difficulty in using the appropriate verbs in the target language. In the case of semantic overlapping, learners are not aware of the precise and exact meaning distinction between verbs. So, learners produce the erroneous sentences. In case of semantic inclusion between English and Doteli verbs, learners find difficulty to know equivalence between the two languages on exist and where they cease to exist.

## **4.2 Recommendations**

On the basis of findings of the study, the following recommendations have been made:

- i. In second language learning if some areas of first language and second language are similar than the learners will find such areas easier to learn than three different ones. So the English and Doteli verbs that are exactly equivalent in meaning will be easier for the ESLN and DSLE than the verb that overlap, diverge-converge and inclusion in meanings.

- ii. Generally, semantic systems of two languages differ. English and Doteli also differ in the semantic systems. General tendency of second language learners is that they try to use the semantic systems of their native language in the target language. In such a situation they are likely to commit errors. Hence, if the words in learners' native language and target language are not equivalent but overlap in meaning, they will be likely to commit errors. Thus, DSLE are likely to come up with the following erroneous sentences:
- I. Sorry, I could not listen any thing.\*
  - II. He winked his eye at the college girl\*

Here, the learners have chosen the verbs without taking account of deep meaning of these verbs. They are not aware of the fact that the Doteli verbs 'sunnu' overlaps with English verbs 'listen' and 'hear' in meaning. They have chosen the verb randomly. The learners have used the same technique while choosing 'wink' in second sentence.

Likewise, English speaker of learning Doteli (ESLD) may come up with the following erroneous sentences:

- I. uile collegeka ketilai ankha chimchayo.\*
- II. u dinbhari game dhekdatheyo.\*

So, unaware and the habit of generalization of their native language systems they make error.

- iii. Both the English and Doteli languages have the cases of divergence and convergence. Basically, the study revealed the English verbs have the case of divergence of meanings than the Doteli verbs and Doteli verbs have the case of convergence of meanings. Here, DSLE may feel less difficulty in learning English verbs where as ESLD may face difficulty in Doteli verbs as they are not aware of semantic differences. And in case of semantic equivalence DSLE may feel easy to learn English verbs and ESLD may

feel difficulty to learn Doteli verbs because English verbs have more extensive range of meaning coverage than the Doteli verb. In case of semantic overlapping of verbs, either ESLD or DSLE should take care of the range of meaning of verb in one language that coincides with the range of meaning of a verb in another language.

- iv. In order to minimize learners' difficulty in choosing correct verb in the target language, vocabulary should be taught in meaningful contexts rather than translating them into mother tongue. This helps learners know meanings of words according to their contexts.
- v. Second language teaching should focus more on those words that diverge-converge, overlap, meaning inclusion than the words that are equivalent.
- vi. Since verbs are core parts of the linguistic expressions, they must be presented and taught in full contexts but not in isolation.
- vii. Syllabus designers and textbook writers should focus on the words that diverge-converge, overlap and meaning inclusion with the words in learners' first language. From this they get more and more practice and know the context in which words are used in target language.
- viii. Since this study is limited to only seventy verbs in each language, it does not provide comprehensiveness of verbs in Doteli and English languages. A more comprehensive work of study needs to be done covering a wider area of verbs in this field.

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## Appendix-II

### Categories of English Verbs

#### Group-1

Verbs of Speaking	Talk
	Communicate
	Speak
	Read
	Chat
	Cry
	Utter
	Say
	Express
	Announce

#### Group-2

Verbs of Catching	Grab
	Cling
	Bounce
	Hold
	Seize
	Hug
	Embrace
	Pounce
	Snatch
	Clutch

### Group-3

Verbs of Finding	Find
	Get
	Seek
	Search
	Discover
	Think
	Explore
	Examine
	Invent
	Know

### Group-4

Verbs of Touching	Touch
	Finger
	Handle
	Feel
	Rub
	Stroke
	Pat
	Tap
	Squeeze
	Pet

### Group-5

Private verbs	Think
	Imagine
	Hope
	Plan
	Forget
	Believe
	See
	Smell
	Hear
	Taste

### Group-6

Verbs of Eating	Eat
	Feed
	Chew
	Swallow
	Bite
	Suckle
	Take
	Drink
	Suck
	Graze

**Group-7**

Verbs of See	See
	gaze
	peep
	watch
	glance
	look
	stare
	observe
	Peer
	See

**Appendix-III**  
**Categories of Doteli Verbs**

**Group-1**

Verbs of Speaking	Kurani ani addu
	Kurani ani bhannu/samchar/bhannu/Saddu
	Kurani addu
	bolu
	Paddu/heddu
	kalahallu/runu
	bhannu/bollu/sellu
	bhannu/bollu
	bhannu/dhekaunu
	bhannu/chalaunu

**Group-2**

Verbs of Catching	Khossu/samaunu/buju
	Jenu/ala/samaunu
	paunu/jannu/badvlinu
	samaunu/bassu/kabjalinu/ataunu
	khossu/pakaddu
	Jhunina/anal halla
	bhanna/launu/rakhdu
	jhamtanu/paunu/akraman
	khossu/nikallu
	samaunu/kamnu/chamnu

### Group-3

Verbs of Finding	paunu/patalaunu
	paunu/bujju/hunu
	khojju/patalaunu
	khojju
	parikshyaaddu/janchchu
	patalaunu/nikallu
	khojju/patalaunu
	patalaunu
	khojinitiaddu/bayan/jamaaddu
	sochcha/bichar

### Group-4

Verbs of Touching	chhunu/heddu
	musaddu/chhunu/bajaunu
	chalaunu/kabumaaddu
	lagdu/mannu/anubhab addu
	puchchhu/mannu/mettu
	puchchhu/mannu/mettu
	musaddu/puchchhu/heddu
	ghanghanaun/bajaunu/joraddu
	pallu/musaddu
	nichoddu/ataunu/ jor addu

### Group-5

Private Verbs	bichar/sochchu
	bichar/soch
	biswas/asa
	bichar/khyal/sochbichar
	bisaddu/bhullu
	biswas
	dhekdu/paddu/thapaunu
	sungdu/maanu
	sunu
	chakhdu/heddu/paddu

### Group-6

Verbs of Eating	khanu/bagaunu
	khwaunu/hallu/dinu/addu
	chapaunu/kattu
	nillu/janu/ogattu
	kattu
	pyaunu/dinu/addu
	addu/laijanu/samaunu/bassu
	khanu
	khanu/heddu/sosssu
	chaddu/phuttu/heddu

### Group-7

Verbs of See	dhekdu/paddu/heddu
	heddu
	heddu
	takdu/heddu
	heddu
	heddu/takdu
	heddu
	bujju
	maddu/chimchyaunu
	chimchyaunu



## Appendix-IV

### Categories of English and Doteli Verbs

#### Group-1

	<b>English</b>	<b>Doteli</b>
Verbs of Speaking	Talk	Kurani ani addu
	Communicate	Kurani ani bhannu/samchar/bhannu/Saddu
	Speak	Kurani addu
	Read	bolu
	Chat	Paddu/heddu
	Cry	kalahallu/runu
	Utter	bhannu/bollu/sellu
	Say	bhannu/bollu
	Express	bhannu/dhekaunu
	Announce	bhannu/chalaunu

#### Group-2

	<b>English</b>	<b>Doteli</b>
Verbs of Catching	Grab	Khossu/samaunu/bujju
	Cling	Jeninu/ala/samaunu
	Bounce	paunu/jannu/badvlinu
	Hold	samaunu/bassu/kabjalinu/ataunu
	Seize	khossu/pakaddu
	Hug	Jhunina/anal halla
	Embrace	bhanna/launu/rakhdu
	Pounce	jhamtanu/paunu/akraman
	Snatch	khossu/nikallu
	Clutch	samaunu/kamnu/chamnu

### Group-3

	<b>English</b>	<b>Doteli</b>
Verbs of Findings	Find	paunu/patalaunu
	Get	paunu/bujju/hunu
	Seek	khojju/patalaunu
	Search	khojju
	Discover	parikshyaaddu/janchchu
	Think	patalaunu/nikallu
	Explore	khojju/patalaunu
	Examine	patalaunu
	Invent	khojinitiaddu/bayan/jamaaddu
	Know	sochcha/bichar

### Group-4

	<b>English</b>	<b>Doteli</b>
Verbs of Touching	Touch	chhunu/heddu
	Finger	musaddu/chhunu/bajaunu
	Handle	chalaunu/kabumaaddu
	Feel	lagdu/mannu/anubhab addu
	Rub	puchchhu/mannu/mettu
	Stroke	Dhapaunu/mannu/gijyaunu/bhagaunu/thoknu
	Pat	musaddu/puchchhu/heddu
	Tap	ghanghanaun/bajaunu/joraddu
	Squeeze	pallu/musaddu
	Pet	nichoddu/ataunu/ jor addu

### Group-5

	<b>English</b>	<b>Doteli</b>
Private Verbs	Think	bichar/sochchu
	Imagine	bichar/soch
	Hope	biswas/asa
	Plan	bichar/khyal/sochbichar
	Forget	bisaddu/bhullu
	Believe	biswas
	See	dhekdu/paddu/thapaunu
	Smell	sungdu/maanu
	Hear	sunu
	Taste	chakhdu/heddu/paddu

### Group-6

	<b>English</b>	<b>Doteli</b>
Verbs of Eating	Eat	khanu/bagaunu
	Feed	khwaunu/hallu/dinu/addu
	Chew	chapaunu/kattu
	Swallow	nillu/janu/ogattu
	Bite	kattu
	Suckle	pyaunu/dinu/addu
	Take	addu/laijanu/samaunu/bassu
	Drink	khanu
	Suck	khanu/heddu/sosssu
	Graze	chaddu/phuttu/heddu

### Group-7

	<b>English</b>	<b>Doteli</b>
Verbs of See	See	dhekdu/paddu/heddu
	gaze	heddu
	peep	heddu
	watch	takdu/heddu
	glance	heddu
	look	heddu/takdu
	stare	heddu
	observe	bujju
	Peer	maddu/chimchyaunu
	See	chimchyaunu

## APPENDICES

### Appendix-I Checklist

This checklist has been prepared to draw information for the research work entitled "A Semantic Analysis of English and Doteli Verbs" which is being carried out under the guidance of Mrs. Hima Rawal, Central Department of English Education, Faculty of Education, T.U., Kirtipur. The researcher hopes that your co-operation will be a great contribution to this research work.

Thank you.

Researcher  
Dharma Nand Bhatt  
M.Ed. 2<sup>nd</sup> year

#### List of Verbs

	English	Doteli
1. Verbs of Speaking	Talk	.....
	Communicate	.....
	Speak	.....
	Read	.....
	Chat	.....
	Cry	.....
	Utter	.....
	Say	.....
	Express	.....
Announce	.....	
2. Verbs of Catching	Grab	.....
	Cling	.....
	Bounce	.....
	Hold	.....

	Seize	.....
	Hug	.....
	Embrace	.....
	Pounce	.....
	Snatch	.....
	Clutch	.....
3. Verbs of finding	Find	.....
	Get	.....
	Seek	.....
	Search	.....
	Discover	.....
	Think	.....
	Explore	.....
	Examine	.....
	Invent	.....
	Know	.....
4. Verbs of touching	Touch	.....
	Finger	.....
	Handle	.....
	Feel	.....
	Rub	.....
	Stroke	.....
	Pat	.....
	Tap	.....
	Squeeze	.....
	Pet	.....
5. Private verbs	Think	.....
	Imagine	.....

	Hope	.....
	Plan	.....
	Forget	.....
	Believe	.....
	See	.....
	Smell	.....
	Hear	.....
	Taste	.....
6. Verbs of eating	Eat	.....
	Feed	.....
	Chew	.....
	Swallow	.....
	Bite	.....
	Suckle	.....
	Take	.....
	Drink	.....
	Suck	.....
	Graze	.....
7. Verbs of See	See	.....
	gaze	.....
	peep	.....
	watch	.....
	glance	.....
	look	.....
	stare	.....
	observe	.....
	Peer	.....