

CHAPTER ONE

INTRODUCTION

Introduction part includes Background of the Study, Introduction to Translation, Stating the Problems, Objectives of the Research, Significance of the Problems, Delimitation of Study, and Theoretical Framework of the research and Conceptual Framework.

1.1 Introduction to Translation

Translation is new discourse. However, the practice of translation has long history. People have been involved in translation from past of present. Many old theories which focused on word to word translation have been updated with a new theory focusing on the message than searching word to word equivalence in translation. It has also established the name of translator in the world of translation. Bhattarai (2011) Though the discipline Translation Study is new, Translation is a human activity of great antiquity. The first trace of translation survives dating from at least 3000 B.C. Since then, the way to look at translation theory and its practice has undergone a drastic change, influenced by the literary, historical and philosophical background of the period. Translation is obvious for transferring cream of knowledge from one language to another. Whether we go back history or ponder at present situation, no time is out of translation. In the past, people translated religious and philosophical text from one language to another language. In modern period, translation of literary text go dominated place.

Now, at this post modern era people's focus is on the translation of factual knowledge and information. Andre Lefebvre proposed the name translation studies in 1978 to replace such terms as translation theory used in general, Translatology in Canada,

Translatologia in Spain. As a young discipline it has constantly undergone many changes recently.

The term 'translation' is a bilingual activity (Bhattarai 2011), which has been taken as the process of translating as well as the result of this activity. In a specific sense, translation refers to the process or activity of rendering the message of one language into another, and translating as the product or result of this. But the term has been extended to refer to the rendering of the message from one language involved in translation. One is the source language from which we translate, and its pair language into which the message is being rendered is termed as the target language. Also the source language is called source texts (ST), and the target language the target text. However, we can't underestimate the fact that there occurs linguistic gap while translating source language into target language. Here, linguistic gap refers to the gap due to the differences between two languages. Every language has its own idiosyncratic patterns to patterns from sound system to sentence level. It means language is different than other language in its own way. It shapes realities and our thought. It further argues that our concept is determined by our language. Thus, there always occurs a conceptual difference between two languages which creates gap in translation. This hypothesis is also known as Sapir- Whorf hypothesis, principle of linguistic relativity and determinism. Linguistic gap may occur in Graphological, Phonological, Lexical, Structural and Functional Level in different amount.

1.2 Introduction to the Book 'RICH DAD POOR DAD'

The book entitled 'RICH DAD POOR DAD' is written by Robert T. Kiyosaki, (Japanese born but brought up in America) in 1997. This book is related with financial teaching about real estate investment, starting owning business as well as

increasing one's financial intelligence. It was translated by Dilip kumar Shrestha distributed by Panchpokhari Prakashan House.

As a new translator, he tried a lot to attempt rendering message of source language to Target Language protecting its originality. However, the financial terms Such as suprettes, Doodad card, Proverb (see appendix- I) had no equivalent in Nepali therefore, it created Linguistic Gaps. The translator also failed to maintain further explanation for such terms which didn't have Nepali equivalent terms. In the same way, research found Lack of commanding competence of translator in both languages. Due to the cause, Translator extended and shortened the sentences in unnecessary place. While going thoroughly to the Nepali translation, one could easily find the translators lack of experience and Professional Knowledge on translations.

This Book contains a lot of financial terminologies, writer's origin language i.e. Japanese English and some technical games such as Cash flow games which is still new to Nepali reader of Nepali origin. Translator has presented all these without mentioning reference for such terms therefore, has committed Linguistic Gaps in Graphological Level, Phonological Level, Structural Level, Functional Level, Idioms and collocation, Phrasal Verb and Proverb. All these circumstances made this book 'RICH DAD POOR DAD' and it's Nepali Translation 'Dhanī Buwā Garīb Buwā relevant to my Study '. That's the reason; I took this book as my subject of Research.

1.3 Statement of the Problem

Translating Source Language text into Target Language text involves indispensable skill. It creates different challenges to translator. The discourse 'Translation' itself has

controversy on its own. Whether it is possible to translate completely or untranslatability is right on in the case.

There are many theories developed in favor of or against translatability and untranslatability. No theories could possibly answer all questions in both discourses. Here my research aims to figure out the linguistic problems and their frequency in the different areas of translating SL text into TL text. It identifies the most frequently occurred lexical gap and techniques employed to fulfill the gap. Researcher also presents the chart on the frequency of problems in the particular area in the percentage. Mainly; Translating text faces problems in two levels. In this view, Catford (1965) focuses on two types of untranslatability; Linguistic and cultural. He further assumes that it is question of degree and not of absolute untranslatability (Bhattarai, 2011, p.186). Under linguistic gap, we study about graphological, phonological gap in the same way semantic gap, gap in functional level.

Whatever different standpoint we may consider, linguistic point of view is recurrent problem in translation. Discussion on linguistic stem ultimately from abstract, philosophical stands that focus on equivalence in lexicon, grammar and discourse. (Kelly, 1994, p.467) On the other hand, Linguists like Chomsky and Humboldt stresses on universality of language. They argue that deep underlying capacity of language is universal and translatable. Whatever occurs, translators should take middle course to propose solution on translation problems. Ivir (1987) proposes different ways of bridging gap in translation viz. borrowing, addition, lexical creation, literal translation, substitution, definition and omission.

It's quite difficult to find exact equivalence or sometimes impossible to translate message from Source language to Target Language. Therefore, Gaps occurs in the level of Phonology, Morphology, Syntax, Semantics, and Culture etc. A Linguistic Gaps occur

due to the variation in sound systems, alphabet, its structures, word order and grammars. Due to the reason, Translators are facing problems. Therefore, Researcher has tried to analyze and identify the same linguistic gaps and also the corrected versions of the Gaps which conclude that Meaning should be focused more than word to word translation. Therefore, researcher chose this study to find out the Gaps and it's solution to bridge the Gaps to some extent in translating source language to Target language.

1.4 Objectives of the Study

The Study had the Following Objectives.

- a. to find out the process involved in translation of English Book 'RICH DAD POOR DAD' to Nepali 'Dhanī Buwā Garīb Buwā'.
- b. to find out the Linguistic Gaps in translation in terms of different strata: Graphological Level, Phonological Level, Lexical Level, Structural Level, Functional Level, Idioms and Collocation, Proverb and Phrasal Verb.
- c. to suggest some Pedagogical Implications.

1.5 Research Questions

The research questions of my study were as follows:

- i. What are the processes of translation involved in translating the English book 'RICH DAD POOR DAD' to Nepali 'Dhani Buwā Garib Buwā'?
- ii. In which levels are the Linguistic Gaps occurred in translation of the English Book 'RICH DAD POOR DAD' to Nepali 'Dhani Buwā Garib Buwā'?
- iii. What is the Pedagogical Implication of this research?

1.6 Significance of the Study

The study is significant as it puts light on Linguistic Gap between English to Nepali translations of autobiographic anecdote 'RICH DAD POOR DAD'. It also states the regularity of the problems occurred in particular areas of Linguistic Levels. Thus, it is helpful for the new translators to identify and analyze Linguistic Gaps in translation as well as teachers, textbook writers, language planners and Students of linguistics and socio- linguistics.

1.7 Delimitation of the Study

The study had the following delimitations.

- i. This study is totally based on the particular English book 'RICH DAD POOR DAD' the Nepali Translation 'Dhani Buwā Garib Buwā'
- ii. This study is completely delimited to the Linguistic Gaps under Graphological Level, Phonological Level, Structural Level, Functional Level, Idioms and Collocation, Proverb and Phrasal verb.
- iii. This Research is based on one hundred and twenty Linguistic Gaps only.

1.8 Operational Definition of Key Terms

Bilingual: A process of using two languages fluently in communication by all means.

Horizontal Translation: It is the process of shifting whole graph of function either left or right.

Bidirectional translation: It is the process of translating owns mother tongue into Second language to figure out basic structural differences of second language.

Murphy's Law: It's an epigram which refers to 'Any things that can go wrong will go wrong.

Couplet: A pair of successive lines of verse, typically rhyming and of the same length.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

2.1 Review of Theoretical Literature

Theoretical Framework stands for the brief description of the principles, process and constituent of the subjects on which research is carried out. A short writing about the Introduction of Translation, Translation Process, Translation Evaluation, Translation Equivalence and Gaps in Translation are presented. In fact, these are the theoretical basis of this research.

2.1.1 History of Translation

Translation is a versatile means of communication in transferring knowledge, ideas from one language to another. It is quite difficult for us to trace exact period of time. However, we can assume that translation began when language evolved in human civilization. In that time, Translation was just a means of communication among the people from the different linguistic communities. It was used as link language (*lingua franca*) before the Second World War. Bhattarai (2006)

Steiner (1975) classified the period of development of translation in four parts. The first one is the statement of Cicero and Horace up to the publication of Tytler's Essays on the principle of translation in 1791. The second period is the time up to 1946. It was the time when the development of vocabulary and methodology with approach of translation took place. Third period was time of the publication of the first paper on machine translation in the 1940s and characterized by the introduction of structural linguistics and communication theory into the study of translation. The fourth period

was the time when function and culture oriented approaches was focused. cited from Bhattarai (2008). Grammar translation method, comparative literature approach, contrastive analysis approach etc. had contributed a lot to prepare theoretical basis for translation. In this way, there are various issues of contentions which translation studies deals with as an interdisciplinary field of academic study. The changes in literary, linguistic, discourse, social and cultural theories have contributed a lot to the development of translation studies. See definition in (p2)

2.1.2 Translation Process

In the translation studies, the issue of translation as a process and product is major subject of study. In the past, translation was only regarded as the study of product but later translation process emerged and experts began to study and discuss the process of translation.

The position of the science of translation in modern linguistic designates the word translation under two terms; 'translating' (process) and 'translation' (product) which have wider coverage and made easier to study and understand science of translation (cited in Phyak 2009, p.9). As we define translation is the process of rendering meaning/message of source language text into target language text, it shows that the translation product depends upon its process. Form this; we can say that the science of translation has two facets. One is the study of process and the other is the study of the result i.e. product. Translation Process can be classified in to three types; Nida (1969)

i. Analysis: The analysis phase begins with discovering the so called 'Kernels' which Nida borrowed from the Chomsky's transformational cognitive grammar. For example, Children of wrath yields 'God directs wrath at the 'transgressors' or 'the

transgressors suffers God's wrath' as possible kernel representing the clearest understanding ST Meaning. (Nida 1996: p485) It is the important step in the process of moving Source Language to Target Language. Here, translators present the Source message into the simplest and structurally clearest form. It involves back transformation, paraphrasing.

ii. Transfers: We move from source language to target language via transfer. In this, translators transfer basic structures spatially and logically to Target Language. (Nida 1969) While translating Source Language, translators try to pick equivalent words in target language. For example, the word ' cats up' is translated to /kechap/. See Appendix-I (C)

iii. Restructure: A Source Language word may have to expand in to several words or sentences in Target Language. Alternatively, a Source Language is re-moulded into a single Target Language word. The structural differences between source language and target language are reconciled at the sound, word, sentences or even discourse level. (Nida 1969) For example;

SL: To kill two birds with one stone.

TL: */ektir dui sikār/*

SL: doodad card

TL: */ek prakārko khel jasmā yasle paisā napareko janauchha/*. (See Appendix-II)

Newmark (1981) classified the translation process in two parts; Semantic and Communicative Translation. Communicative Translation attempts to produce on it's readers on an effect as close as possible to that obtained on the readers of the Original.

Semantic translation attempts to render, as closely as the semantic and Syntactic Structures of the second language allows. (Newmark, 1981, p.39)

There are many process of Translation. However, these are the major process of translation in practice.

2.1.3 Translation Evaluation

Translation evaluation refers to the act of examining a translation in order to judge its quality. Put another way, it stands for the quality assessment of a translation carried out individually or by a ground wit view to categorizing it good or bad. (Bhattarai, 2008) Translation quality assessment is informed by various theories of translation which has given to contrasting approaches and models.

In fact, we can't judge the translation good or bad because they are subjective notions. Or there exists no a universal rule, standards or principles by which the quality of translation can be judged. Nida (2002) from the postmodern perspectives the dichotomy between good and bad itself is unhealthy, for no translation is absolutely good or bad. Therefore, translation quality assessment is not value- free and straight forward as it may appear to laypersons. The underlying complexities suggest that the quality of particular translation can be and should be assessed by utilizing different approaches theories and more importantly no one approaches can be better than others.. It is the more independent discipline but the validity of translation is yet questioned. In this regard, Basseneet – Mc Guire (1980, as cited in Phyak, 2008, p.111) says "There are no universal cannon according to which texts can be assessed." Basneett McGaire observes that both translators and critics have hampered the development of translation evaluation techniques. She tells us of such translators

as elusively avoid describing "analysis of their own method," but show a great interest in coping mainly on

"the frailties of other translators" (1980, p. 8)

2.1.4 Gaps in Translation

Gaps occur due to the variation in two languages. Wu (2008) argues that translation is the act or process of rendering what is expressed in one language or set of symbols by means of another language or set of symbols. One of the basic principles of the translation is that it should be faithful to the original. When there is no correspondence between SL and TL items, gaps occur in translation. Catford (1965, p.20) defines translation as "the replacement of textual material in one language (SL) by equivalent textual material in another language (TL)". Different terminological variations such as paraphrase, substitution, replacement, in interpretation, transfer, rendering etc. are also used to define translation.

Gaps are natural and inevitable in all translation activities because of difference between two languages, cultures, contexts etc. we find two languages, cultures, and contexts different to various extent. Thus, while translating we are bridging the gap between two languages and cultures. These gaps create difficulties to maintain translation equivalence. Mainly, there are three kinds of gaps occurred in translation. (Bhattarai, 2006, p.33)

2.1.4.1 Linguistic Gaps

Linguistic gap occurs due to the differences between two languages. It is general that all languages are unique; no two languages are identical. Sapir and Whorf, Theory of Language Relativity and Determinism further explain this idea. They believe that

language shapes thought and realities. Therefore, people have differences on their perspectives to the situations and events. There always exist conceptual differences between speakers of two languages which creates gap in translation. For example, the phonemes /æ/ in cat, /s/ in she as well as structural form SVO of English and Nepali SOV form create gap in translation English to Nepali. Kandel (2010) we can observe different level of linguistic gap. They are:

I. Graphological Level: Graphemes are practical realization in association with lexemes. Differences in languages mean differences in their graphics not only in appearances but in their system as well. Therefore, English and Nepali graphemes are different. The distinction in graphemes creates problem in translation. For example:

SL: A to Z photo studio (English)

SL: ABC tental service.

Translating A to Z and ABC are difficult because every language has unique alphabet different from language to language. *Source: Bhattarai et. all. (2011)*

II. Phonological Level: All phonemes available in English, for example are not available in Nepali. Phonemic differences occur in English and Nepali languages as well. English has forty four phonemes but Nepali has thirty six only. Kandel, R.K (2010). It creates great problems in translation and sometimes, it leads to untranslatability also. For example

Sl: /3:/ vision

Sl: /si/ see

Source: Sharma & Banjade (2010)

Above mentioned phonemes have no equivalent sounds in Nepali. In the same way, vowels like / æ/ in cat, /ō/ in cot all are absent in Nepali language. They are almost untranslatable in Nepali language.

III. Lexical Level: Lexemes also create problems in translations. They play crucial role in shaping meaning. The words which present in one language may be absent in another language. This creates huge gap in translation. For example, some technical lexemes of English such Xerox, cannoning, Names such as St. Peters church, PX service do not have equivalent word in Nepali. In the same way, reduplicated words such as Zigzag, hotchpotch, criss-cross also create gap in translation. English has some honorific terms only but Nepali has many honorific terms. It also cause gap in translation. Above mentioned examples may cause untranslatability in some cases.

IV. Structural Level: The underlying rules to generate innumerable sentences are different between the languages. We can see the variation in surface level of languages as well. English has S V O form whereas Nepali has S O V form to structure sentences. Some other kinds of structural gap can be seen in the following ways.

a. Auxiliaries: We do not have auxiliaries in Nepali but English has fixed number of auxiliaries. Such absence and presence of gap also creates problem in translation.

For example:

SL: We will go to visit today.

TL: /hāmi āja ghumn janchau/

Source: Bhattarai et. all (2011)

Here, SL text has auxiliaries but there is absence of auxiliary in Nepali language.

- b. Preposition:** English preposition are Nepali post position. We use postposition attached with noun, English preposition come as separate particles before noun.

For example:

SL: The book is on the table.

TL: /tebal māthi kitāb cha/

(See: Appendix-I)

- c. Articles:** English has definite article 'The' and indefinite article 'a, an' but Nepali has no article so they create problem in English to Nepali translation and more problem in Nepali to English translation.

SL: A cow gives milk

TL: /gāile dudh dincha/

SL: WE have to read a novel.

ST:/hāmīle upanyas padnuchha/Source: Bhattarai et. all (2011)

- d. Word Order:** English and Nepali languages are different in terms of their word order. English contains SVO form as their simple sentence structure and Nepali has SOV form.

Sl: I eat rice.

Tl: ma bhāt khānchhu.Source: Bhattarai et. all (2011)

V. Functional Level

This is one of the major causes of creating translation gap. Function of language avails in one language may not be available in another language which creates gap in translation. Mainly gap occurs in phatic communion used to initiate, continue and terminate conversation. In the same way, 'chiya khanubo?' can be translated as 'did you have a tea?' which has no sense at all in English.

VI. Gaps in Idioms and Collocations

Idioms are words and phrases established by its usages and not deducible its meaning from individual constituent elements. On the other hand, they are unpredictable from its usual meaning. For example: Above mentioned idioms create gap in translation because it's very difficult and sometimes impossible to find equivalent word in target language. Source: *Subedi (2009)*

Collocation is fully or partly fixed expression established through repeatedly context dependent use. They have noticeable arrangement or conjoining of two linguistic elements. Two or more related words are naturally conjoined to form collocation. Some common collocations are to save time, make the bed etc. There are language specific collocations which create gap in translation because they are unobvious to non native speaker. For example: Dark chocolate, quick shower, quick meal.

VII. Gaps in Proverbs

Proverb generally mean simple and concrete saying of truth, popularly known and repeated based on common sense or experience. According to Oxford Advance Learners Dictionary (8th ed.) "Proverbs are a short, well known pithy saying stating

general truth or advice." They tell geography, history, culture and customs of community. They are culturally inherited. Some proverbs are universal therefore they are translatable. For example:

SL: To kill two birds with one stone

TL: */ektir dui sikār/*

SL: Half a loaf is better than no bread.

TL: */nahunu māmā bhanda kano māmā jati/*

Source: https://en.wikiquote.org/.../Talk:Nepali_Pro..

But some proverbs are narrow concept so they are untranslatable in their equivalent words. Such as:

SL: What can cow do with holiday?

SL: A cat may look at a king.

VIII. Gaps in Phrasal Verbs

A group of words which are standing as one conceptual unit forms the component of clause. In other words, phrase are group of words come together as a unit which give sensible meaning. SL has so many phrases and used in daily speech but TL (Nepali) has no phrases so they create linguistic gap in translation. For example; Take off, Call in

2.1.4.2 Cultural Gaps

Vermeer's (1978) concept of translation and Hornsby's (1986) idea about the 'interdisciplinary of translation clearly show translating less a linguistic and more, and even exclusively, as a cultural procedure. Culture includes food, habits, dress, tradition, customs, festivals, rituals etc Newmark (1981:p5). The ease and difficulty of translation depends upon the similarities and differences between SL culture and TL culture. While translating cultural terms, translators should further explain the terms to make it understandable for TL readers. For example

SL: The sound of Bell: It symbolizes death

SL: The white sari: It symbolizes the wedding sari.

Both the terms need further explanation to SL (Nepali readers) because they are cultural based term which may create misunderstanding in the language.

2.1.4.3 Extra Linguistic Gaps

The linguistic factors and cultural factors are not only responsible factor for creating gap in translation. Extra linguistic phenomena are also key factor for creating translation gap. Stalnackner (1970) asserts that Pragmatics is the study of verbal acts including the context of their performance. He further argues that the intention of speaker, writer, his knowledge, ideas, concepts, expectation also taken into consideration in translation. Other verbal acts, and the time of their performance and their effect need to be considered too. Pragmatic gaps occur when there are problems of correspondence between context of Source Language Text and Target Language

text. In other words, when background knowledge and real world knowledge are different then extra linguistic gaps occur. For example:

SL (English): A: How much I owe you?

B: oh, It's nothing **forget it**.

SL: Delay at the airport in holiday seasons are *par for the course*.

Source: Stalnackner (1970)

In the same way, expressions such as *Murphy's Law*, *to wait in wings* etc make translation problematic by creating gap.

2.2 Review of Related Literature

Translations are multidimensional in the sense of its relations with other subject matter and People involved in it directly and indirectly. Translation is not subject of interest for only amateur translator, teachers, textbook writers but electronic engineer, mathematician also. Some of the literatures related with my research are reviewed here.

Bhattarai (1997) while, in his PHD thesis entitled 'In other words; Sense versus word as a unit of literary translation' has an objective to define and find the translation process and product of translation traffic between Nepali and English language pair in particular. He found growing interest of people in bio-directional, horizontal translation. He remarked that literary translation attracted the attention of translators.

Yonghang (2001) besides, has conducted a research entitled 'Techniques of translating proverbs: From cultural perspective'. The main objective of this research

was to find out techniques used in translation of Proverb from Limbu, Newari and Bantawa to English. He had taken 110 proverbs under study. In this, the researcher found the different translation techniques employed in translating the Limbu, the Newari and the Bantawa (Rai) languages proverbs into the English language.

Sharma (2004) similarly, carried out research entitled "A linguistic analysis of the strategies employed in the English translation of a textbook: a case of social studies for grade X". The objectives of research were to find out the basic features of sentence structures used in the social studies for gradeX, to analyze the process of translation of the in terms of: sentence structure, sentence types, negation, voice and tense, and to examine the structural gaps in translation. He found the differences between the language pair in question in terms of sentence structure, the use of non-corresponding components of the structure and number and type of sentences.

Wagle (2004) furthermore, has carried out the research on translation entitled 'A case study on multiple translation of Muna Madan from cultural perspective'. The main objective of the research was to find the cultural gap occurs during translation of cultural terms From Nepali to English. He found out the 18 techniques employed in translating cultural words and the widely used techniques is literal translation. The most widely use techniques for translating religious and the socio-cultural terms a couplet, triplet, and quadruplet.

Rijal (2006) next, has carried out a research on "A study of the translated cultural terms in English dailies: Techniques and gaps". His main objective was to find out the Nepali cultural terms used in three English Newspapers published in Nepal: to find out technique employed in translation process. He collected One hundred fifty cultural terms under seven techniques; literal translation, transliteration, substitution,

borrowing, loan, translation, addition, paraphrasing. He found literal translation is widely used

Thakur (2016) accordingly, conducted his research on ' Techniques used and gap found in translation of cultural term A case of Novel" By the River Piedra I sat down and wept". The main objective of the study was to find out the techniques used in cultural terms. He selected one hundred twelve cultural terms under non random judgment sampling method. He conducted his study dividing the selected terms in six subclasses; ecology, material culture, social culture, organization, customs, cultures, activities and concepts. He found that literal translation is widely used among eight techniques and blending and deletion are least used.

Regmi (2016) similarly, has done Analysis of Translation of Technical Terms: A case of social studies-IX. The main objective of the study was to find out types of words and techniques used in translation of such social lexemes in Nepali. He collected one hundred and ninety English Terms and their Nepali equivalence with random sampling methods. He further classified the terms into two headings and four sub headings. He found mono morphemic and poly morphemic words in English. Literal translation is widely used and hybrid translation is least used. Following researches are guidelines of my researches.

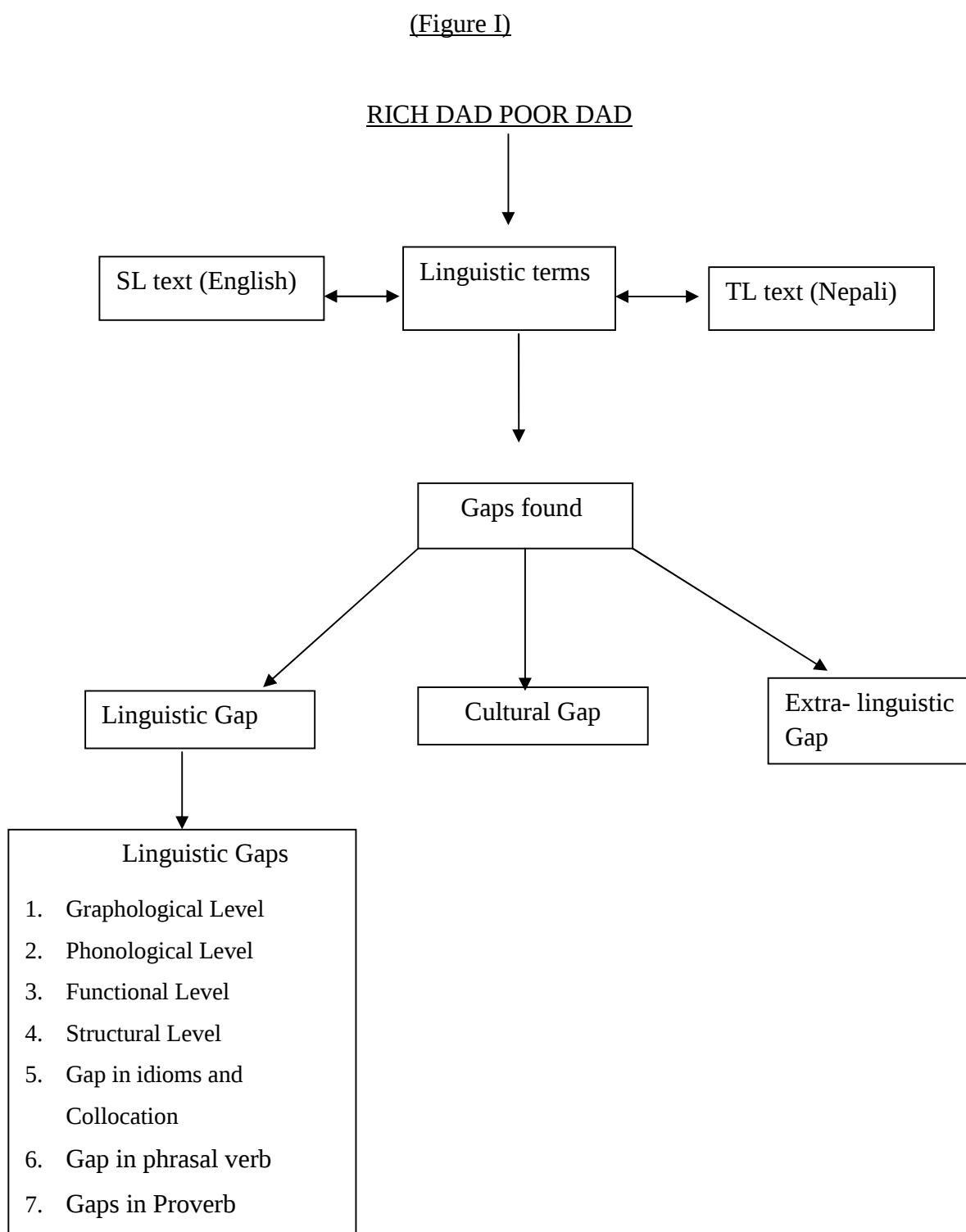
2.3 Implication of Reviewed Literature for the Study

I had conducted the research on Linguistic Gaps in Translation of English Book 'RICH DAD POOR DAD'. My research was different from above mentioned researches in the sense that It was based on the research of linguistic gap occurred during the translation of English to Nepali. I had prioritized equally on all the Levels

of Linguistic Gaps unlike Mrs. Sharma, Mr. Thakur, who focused more on literal translation. They had focused more on the literal translation while other elements such as burrowing, substitution, deletion were equally important. Mr. Bhandari, Thakur and Regmi's researches were more voluminous in the sense that they spent more words in introduction of translation and other subjects than the analysis which they were supposed to do. I studied the background information they provided deeply.

In conclusion, I got to learn different methodological process and tools from above mentioned researches. I learnt about key concept of linguistic terms from Bhattarai (1997). He had presented that literal translation was widely accepted by today's translators, defines horizontal and bio-directional translation.

2.4 Conceptual Framework



CHAPTER THREE

METHODOLOGY

I conducted the following methods and process to collect the data required for my research.

3.1 Design of the Study

This research work carried out through the survey research design. Analysis is conducted on the selected samples from various angles. In terms of time limitation and cheapness, survey research is best to conduct. Therefore, I found Survey research appropriate to conduct my research in Natural setting. It also provided me authentic and reliable data to precede my research work. It also helped me to select the techniques to be employed in conducting this research. The procedure of the design made easier for me to identify the Linguistic Gaps in translation.

3.2 Population, Sample and Sampling Procedure

I had selected one hundred and twenty linguistic words as sample from the original version along with their equivalent terms from the translated version of 'RICH DAD POOR DAD' by non random sampling procedure. See (Appendix-I).

3.3 Sources of Data

The researcher used both types of sources: Primary and Secondary Sources of Data Collections for the Study.

3.3.1 Primary Sources

The research used observation tools as a means for data collection. Therefore, he consulted the English Book ' RICH DAD POOR DAD' and it's Nepali Translation 'Dhanī Buwā Garib Buwā' as a primary source of data collection.

3.3.2 Secondary Sources

For the study, I had reviewed Different Literature for my research. Some of them are; Bhattarai (1997), Regmi (2016), Rijal (200) etc. *For details see Reference section* In the same manner, I had consulted The New York Times published on (1997 oct 16th), Wwww. Academia. Edu also the book ' Translation: An advanced resource book' (H. Basil &M. Jeremy (2004), ' Translation Across Language Cultures (Awasthi, J. Bhattarai, GR. & Khaniya, T. (2011) as secondary sources of Data collection.

3.4 Tools for Data Collection

For the study, I used observation schedule as a tool for data collection. Under observation schedule, I kept diary to collect the linguistic terms from the both original and translated version of 'RICH DAD POOR DAD'. I had read and read intensively the original version (English) of 'Rich Dad and Poor Dad' to collect the data then I had done the same with translated version of the same book "Dhani Buwā Garib Buwā".

3.5 Process of Data Collection

To collect required data for the study I had selected the systematic, scientific and stepwise procedure described in the following points.

- i. I collected English and Nepali version of the book 'RICH DAD POOR DAD' for the study.
- ii. I went through the text and underline the linguistic terms in the English version of the book.
- iii. I read the Nepali version of the book to find out the equivalent forms of those linguistic terms.
- iv. I collected as many as possible linguistic terms from the original book (English) in to my diary and equivalent terms from the translated version of the same book.
- v. Then, I selected one hundred twenty terms with their equivalent forms which create translation gap.
- vi. I categorized the sample terms under Graphological Level, Phonological Level, Lexical Level, Functional Level, Proverb, Phrasal Verb, Idiomatic and collocation.
- vii. I analyzed and evaluated the translation of each linguistic word in terms of its appropriated meaning, faithfulness to the original and regularity of occurrences in all versions.
- viii. I calculated the frequencies of the terms which were used in translation of linguistic word for each type and analyzed them.
- ix. Finally, I identified the gaps and described them differently which are found between Source Language and Target Language and also present the corrected version.
- x. I also presented the pedagogical implication and areas for further study.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Results

On the basis of the collected data, the following results have been drawn.

- i. The Study found the Communicative Translation Process involved in the translation of English Book ' RICH DAD POOR DAD' to the Nepali Translation 'Dhani Buwā Garib Buwā.'
- ii. The Research was conducted to find out the linguistic gap and ways translator taken while translating English mini autobiographic anecdote 'THE RICH DAD POOR DAD' to its Nepali translation 'Dhani Buwā Garib Buwā.'
- iii. It also found one hundred twenty Linguistic Gaps in terms of following levels; Graphological Level, Phonological Level, Structural Level, Functional Level, Idioms and Collocation, Proverb and Phrasal verbs. See: (*Apendix section*).
- iv. In the same way, the researcher found twenty and four Linguistic Gaps in Lexical Level, twenty and one in Functional Level, twelve Gaps in Idioms and Collocations, four in Proverbs and fifteen in Phrasal Verbs.
- v. Among eight types of Linguistic Gaps, highest numbers of gaps found in Structural Level having 29.17% frequency, Lexical Level had 20% of frequency, Functional Level got 17.5% frequency, Phrasal Level got 12.5% of frequency, Idioms and collocation got 10% of frequency, Proverb had 3.33% frequency and lowest numbers of Gaps found in Phonological Level having 2.5% of frequency. (see 4.1.1)
- vi. This research also found the Linguistic Gaps in translation and supply corrected version to bridge the Gaps to some extent. See (Table no. 14)

- vii. This Study merited the Pedagogical Implication of the findings. See chapter-V (5.2)
- viii. The research showed the further areas for the study. For details see (5.2)
- ix. The research also resulted the implication of the study in policy level.

4.2 Discussions

4.2.1 Linguistic Gaps in Translation

Gaps are constant threats that mislead the meaning in translation. It's due to the language and the context in which text are composed of. As a translator, one must attempt to bridge the gap to make the message sensible and faithful to the original to the source language.

During the research, the researcher identified many linguistics gaps while translating the Nepali text into English because, there is no scientific or objective procedure to measure the exact equivalence of the Target Language and Source Language terms. No two languages are identical in terms of it's structure, grammar, vocabularies, alphabet and sound system as well. Therefore, it's not possible to find the exact equivalence while translating Source language to Target Language. Here, Researcher has attempted to find out the gaps with the help of his own insight and other available related resources.

4.2.2 Holistic Description of Linguistic Gaps

The analyzed and interpreted data of the linguistic gaps of the study is presented in the following table using simple statistical tools such as average, frequency and percentage.

Table 1: Frequency and Percentage for the Selected Linguistic Gaps

S.N	Linguistic Gaps	Frequencies	Percentage
1.	Graphological Level	6	5%
2.	Phonological Level	3	2.5%
3.	Lexical Level	24	20%
4.	Structural Level	35	29.17%
5.	Functional Level	21	17.5%
6.	Idioms & Collocations	12	10%
7.	Proverb	4	3.33%
8.	Phrasal Verb	15	12.5%
Total =		120	100%
Average =		15	

The Table 1 depicts the selected one hundred and twenty linguistic gaps. *For deatails (Appendix Section)* Researcher found altogether eight types of Linguistic Gaps in translated version of "RICH DAD POOR DAD". Among them six Gaps were found under Graphological Level, three gaps under Phonological Level and Lexical Level included twenty and four Gaps. In the same way, Structural Level had thirty five Gaps, twenty one in Functional Level and twelve Gaps were found in Idioms and Collocation. There are altogether four Gaps found in Proverb and fifteen in Phrasal Verb.

Out of eight kinds of Linguistic Gaps, Structural Level had the highest frequency having 29.5%, secondly, 20% in Lexical Level. In the same manner, Functional Level took third position in frequency having 17.5%; Phrasal Gaps took fourth position in

frequency with 12.5%. And Idioms and Collocation got five positions in frequency with 10% and Graphological Level had taken sixth position in frequency having 5%. In the same way, Proverbs having 3.33% of frequency got seventh position. Least frequency was 2.5% in Phonological Level.

4.2.2.1 Linguistic Gaps in Graphological Level

While talking about English to Nepali translation, untranslatability or translation gap might occur due to the differences in Graphemes i.e. alphabet. No two languages have identical alphabets. It is also in the case of English and Nepali languages. Here, researcher found same kind of gaps in the Graphological Level while translating English to Nepali 'Dhani Buwā Garib Buwā'

Table 2: Linguistic Gaps in Graphological Level

SL	TL
Px privileges	<i>subidhā</i>
ROI	<i>byājko darbhandā</i>
Cats up	<i>kechap</i>
AT and T	<i>eti an t</i>
NEA	<i>eni e</i>
GYM	<i>jim</i>

The Table 2 depicts that English alphabets such as \ A, B, C.....\ in **AT and T**, **NEA**, **PX privileges** are not kept in Nepali language. No two languages do have identical alphabets. Nepali has k, kh, ga etc which English doesn't possess. So, these variations create untranslatability and gap in translation. Examples of translation of the sentences where Graphological Gaps were found are presented as follows.

SL: He loved the idea of medical benefits and **PX privileges**. (p5)

TL: *wah senā kā awakās prāpta karmachārī lai dine **subidhā** man paraunu hunthyō.*
(p.33)

SL: So wise investors must look at more than **ROI**.(P.218)

TL : *tyasaile budhimān lagānikartāle **byāj ko dar** bhandā dherai chij ko dhyān
rakhnuparchha.*(p287)

SL: The **NEA** has tremendous political clout.(p165)

TL : ***en ī ei** lai thulō rājnitik samrakshan chha.*(p220)

In these examples, English alphabets were presented without reference which made difficult for readers to understand.

(The detail data illustrating the translation of graphemes are given in appendix-I (A))

4.2.2.2 Linguistic Gaps in Phonological Level

Phonemic differences occurred in translation of English language to Nepali. English has forty four phonemes and Nepali has forty eight. Therefore, presence and absences of phonemes create Gaps in translation.

Table 3: Linguistic Gaps in Phonological Level

SL	TL
Osmosis	<i>Motāmoti</i>
Astute	<i>ārthik jhamelāmā</i>
Doodad	<i>dūdaid</i>

Table 3 shows that sound [äz], [dü] in **Osmosis**, **dudad** are absent in Nepali sound system. English has three /a/, /Λ/, /ə/ as in **astute** where as Nepali has only one /a/. In the same way, English has long (ō) and short (o) but Nepali has only one. Therefore, it creates gap in translation.

See, the examples of the sentences where phonological gaps were found.

SL: In the opening round, she drew a "**doodad**" card with the boat on it. (p.125)

TL: *prāramvik raundamā unle euta **dūdaid** kārd tanin, jasmā eutā dungā baneko thiyō.* (p.176)

SL: ...he wanted me to learn via **osmosis**. (p.158)

TL:*tyasko bāremā kehi **motā moti** jānos bhanne wah chāhānuhunthyo.* (p211)

SL: Although, I pay my bills last I am financially **astute** enough to not get into tough financial situation. (p211)

TL: *huna ta, mailē āfno bil chuktā sabai bhandā antimmā garchhu tara ma sanga yati dherai ārthik gyān chhaki ma kunai pani **ārthik jhamelāmā** pardina.* (p279)

4.2.2.3 Linguistic Gaps in Lexical Level

Lexical gap arises where there is no equivalent terms in source language to target language. A lexical items avails in one language may remain absent in another language. Here, researcher presented same kind of gaps.

Table 4: Linguistic Gaps in Lexical Level

SL	TL
Cadillac	<i>kaidalik</i>
Catsup	<i>kechap</i>
Suprettes	<i>suparet</i>
Bracket creep	<i>briket krip</i>

TL: Because today, Jimmy's mom drove up in their new **Cadillac**. (p11)

SL: *āja jimmy ki āmā **kaidalik** kārmā āin.* (p39)

TL: In a brown cardboard box that at one time held **catsup** bottles, out little pile of used toothpaste tubes began to grow. (p13)

SL: *kahile kānhi **kechap** ko khāli sisi rakhne gareko khairo kārdbōrd ko bākasmā samet tuthpest ko khāli tyub bhari daithiyō.* (p41)

SL: Mike's dad, whom I call my rich Dad, owned nine of these little **suprettes**.(p22)

TL: *māikko buwālaīnī ma mero dhanī buwā bhanchhu. Unhā sanga pārkīng ko lagī **suparet** thiyo.*(p52)

SL: higher income cause higher taxes also called **bracket creep**. (p74)

TL: *dherai paisā āuchha, tyasma pani dherai kar lagchha, jaslāi **briketcrip** bhaninchha.*(p118)

Table 4 mentioned some technical terms such as **Cadillac**, **Suprettes**, and **Bracket creep** were found in English only. Nepali had no name for technical terms. Therefore, researcher found linguistic gaps in lexical level due to the above mentioned terms. In the first example Cadillac is the name of brand of car, cats up, suprettes are technical name which does not have Nepali folk names. Bracket crip is a kind of game in which

Rabbit hides. So such kinds of technical lexemes create linguistic gap in translation.

See other examples in appendix-I (C)

4.2.2.4 Linguistic Gaps in Structural Level

The governing rules differ from one language to another. In the same way, English has SVO pattern in the sentences whereas Nepali has SOV pattern in basic sentences.

These variations in structural level between two languages create difficulties in translation. Researcher found some gaps in structure level in the book 'Dhani Buwā Garib Buwā.'

a. Structural Gaps in Auxiliaries: Here are the tables containing structural gaps in auxiliaries and sentences containing the gaps with their translations with brief explanations.

Table 5: Structural Gaps in Auxiliaries

SL	TL
Someone had drawn a jog in the line for school district and we wound up in school with rich kids. (p13)	<i>Sauvāgya kō kurā, ma panī tyahi skūlmā panda Jānthe.(39/40)</i>
Both men believed strongly in education but didn't recommend the same course of study.(p1)	<i>dubai janā sikshālāi bishes jod dinuhunthyo. unhāharu le batāunu bhayeko padhāiko bishaye bhane alag alag thiyo.(p27)</i>
I would have to tell you that I couldn't teach you. (p30)	<i>ma timilai sikauna sakdina bhanera uhilenai prasta bhanidinthe. (p63)</i>
It's their fear not mine. (p31)	<i>uniharu darāuchhan ma hoina.(p63)</i>

Table 5 depicts the absence of auxiliaries in Nepali language creating gaps in translation. Auxiliaries help in making sentences and determine the meaning in English where as Nepali doesn't have auxiliaries. In the sentence '**I would have to tell you that I couldn't teach you**' was translated as '**ma timilai sikauna sakdina bhanera uhilenai prasta bhanidithe.**' Here the auxiliaries '**would have**' no equivalent in Nepali therefore, it creates gap in the sentences. English Negative takes not after auxiliary but Nepali takes negatives markers joining with verb. It also creates structural gap in translation of English to Nepali language.

See other illustrations of gaps in appendix II-i

b. Structural Gaps in Prepositions

Prepositions such as (in, on, at, for) also create gap in translation. Because, English has prepositions but Nepali has postpositions. Therefore, these placements of grammatical elements in the sentences create gaps.

Table 6: Structural Gaps in Prepositions

SL	TL
One died leaving tens of millions of dollars to his family, charities and his church. (p1)	<i>dhanī buwā ko mrityupaschāt unhā ko pariwārle karodanu sampati paye.(p27)</i>
We wound up in school with their rich kids.(p13)	<i>hamīle pani dhanādya ko santān saraha tyas sku:l ma panda pāye kā thīyau. (p39/40)</i>
From here on in, It's imperative for you to use those emotions to your advantage. (p46)	<i>hāmī bhitra sandhai dar ra lobha kō bhābanā rahanchh antya sbelāmā jastai āfnā bhābanā ko prayog āfno samarthan māgara.(p84)</i>
Just admit it to yourself. (p40)	<i>swayam sanga sūcho bōla. (p76)</i>

Table 6 depicts the Structural Gaps in Prepositions. In the first example; One died leaving tens of millions of dollars **to his families, charities and his church**, the preposition 'to' is used before indirect object i.e. his families, charities and his church in Source language whereas in target language it's used as '*dhanī buwā ko mrityupaschāt unhā ko **pariwārle** karodanu sampati paye*' after the indirect object. In the same way, the second example shows the use of **with** preposition before indirect object in target language while in source language, it was used after the same object as ***dhanādyā ko santān saraha***. This pre and post positions of preposition in both examples created structural Gaps in translation. (See Appendix-II)

c. Structural Gaps in Articles (a, an, the) are only found in English. Nepali has no articles. Therefore, presence and absence of articles also create structural gap in the translation of English to Nepali language.

Table 7: Structural Gaps in Articles

SL	TL
i. Rich Dad tapped me on the head again.(p35)	<i>i.dhanī buwāle āfno tāuko mā aunlarā khnubhayo.(p70)</i>
ii.I nodded my head quickly but with a little trepidation. (p20)	<i>ii.maile purna sahamat hundai āfno tāuko hallāyē.(p50)</i>
iii.I said with a pout.(p25)	<i>iii.maile purna sahamat hundai āfno tāuko hallāyē.(p56)</i>

Table 7 shows that in all three examples, the articles i.e. **The, a, an** have no equivalence in Nepali because Nepali has no articles. Look at this example, Rich Dad

tapped me on **the** head again. But there is no equivalent translation in Nepali ' *dhanī buwāle āfno tāuko mā aunlarā khnubhayo.*' So, this presence of articles in source language and absence of article in target language has created structural Gaps in the above sentences. Source Language has articles used before noun which determine the number however Nepali has no articles instead of it Nepali uses conjunction. Other illustrations are mentioned on the Appendix II- (iii)

d. Structural Gaps in Word Order

The differences on the structure or order of the sentences in source language to target language create gap in translation. Researcher found same kind of structural gaps due to the variations of deep underlying structures in the translation of the English autobiographic anecdote 'RICH DAD POOR DAD' to Nepali 'Dhani Buwā Garib Buwā'.

Table 8: Structural Gaps in Word Order

SL	TL
i. I Felt claustrophobia as I entered the narrow living room that was filled with old musty overstuffed furniture. (p19)	i. <i>tyā hā purānō farnicharko gumsiyeko gandha āirahekothiyo. (p48)</i>
ii. The old wooden floor creaked as I stepped across the threshold of the aging house. (p18)	ii. <i>mailē tyas purāno gharko dailo bhitra pāilārākhe. tyā ha kathko purāno farnicharko gumsiyeko gandha āirahekothiyo. (p48)</i>
iii. The contrast in their points of view, particularly about money was so extreme that I grew curious and intrigued. (p2)	iii. <i>samasyā k thiyo bhane uniharu ekaiprakārako kurā gardainathe. (p29)</i>
iv. High emotions tend to lower financial intelligence. (p81)	iv. <i>jaba paisāko prasna uthchha ani paisāko gyān haru lai bhābanā harule dhakidin chha. (p126)</i>

Here, Table 8 depicts the structural gaps in word order. For example, the first sentence (i) is **active form** having **S V O** however, its translation is in passive form. Look the first sentence start with subject i.e. '**I felt claustrophobia as I entered ...**' but the translated sentence in Nepali start with i.e **tyā hā purānō.....āiraheko thiyo**. Some sentences were in compound form but in the translated form, translator uses only simple form and vice versa. The second one is in simple form but the translated one is in compound sentence.

Other examples regarding structural gap in word order are presented in Appendix II (iv)

4.2.2.5 Linguistic Gaps in Functional Level

Language chunks have different functions according to the language. For example, equivalent words from the source language to target language mayn't do same function as source language and vice versa. Therefore, these situations create gaps in functional level.

Table 9: Linguistic Gaps in Functional Level

SL	TL
i. What's the man talking about? I asked myself.(p26)	i. <i>yōmānchhe le kasto bematlab ko kurāgareko.(p56)</i>
ii. Deep down you were terrified of taking risks? (p27)	ii. <i>timīle khatarā sanga khelne kalpanā pani garna sakdainau.(p59)</i>
iii. Find an opportunity that everyone else missed. (p149)	iii. <i>arule dekhna nasakne mauka kasarikhohne?(p202)</i>
iv. Ah, may I ask questions, first? (p20)	iv. <i>Tapailai ma eutā kurā sodna sakchhu.(p50)</i>

In Table 9, researcher presented some examples which contains functional gap. The first sentence (i) is in interrogative form which asks questions whereas it's equivalent translation is in statement form. Instead of it, It's equivalent sentence will be '**yo mānchhe le kasto nachāhido kurā gareko?**' In the same way, second example and third example (ii, iii) has also same kind of functional gap. Second one is in **imperative form** gives advice but its equivalent form is in **interrogation** therefore

asks a question create gaps in translation. Such functional differences create gaps in translation. For further information, (see) some exclamation i.e. **ah, wows** also create functional gaps in the target language which may affect the meaning. Other examples regarding functional gaps are presented in Appendix III

4.2.2.6 Linguistic Gaps in Idioms and Collocations

The most frequent gaps occurred due to the numbers of idioms and collocation in the sentences or paragraph. Researcher found same kind of gaps in this book as well.

Table 10: Linguistic Gaps in Idioms

SL	TL
i. Or like your dad, earning lots of money only to be in debt up to his eyeballs , hoping more money will solve the problems. (p35)	i. <i>yo kurā chandai bujhenau bhanē timile pani timro buwā jastaipaisā ta nikai kamāune chhautara ghānti samma rinmā dubi rahanechhau.</i> (p69)
ii. Someone had drawn a jog in the line for the school with their rich kids. (p13)	ii. <i>Sauvāgya ko kurō, ma pani tyahi sku:l panda janthē jānhā dhani ka chhorā chhori padthe.</i> (p39/40)
iii. " This stuff between your ears. " (p29)	iii. <i>unhalē malai amulya dristikona dinubhayo.</i> (P61)
iv. This war between haves and have not has raged from hundreds of years.(p111)	iv. <i>dhani ra garīb bichko yo landai sadiyāu dekhi chaldai āyekothiyo.</i> (p151)

Table 10 depicts that the Idioms such as '**debt up to eye balls**', '**drawn a jog in the line**' are rarely found in Nepali language. Here, in second sentences, '**drawn a jog in**

the line' is equivalent with '*kasaile sku:l raheko thāunmā hamrō thaun pani parchha bhaneko hunale dhani ko chhora chhori sanga hami pani panda paye kāthiyaun*'. In the third example the equivalent Nepali words for **have and have not** are '*hunēkhāne ra hundākhāne*.' Deducing a meaning from word to words is not possible in the case of idioms. Due to reason, linguistic gaps occurred. Other illustrations are mentioned on the appendix-IV

Table 11: Linguistic Gaps in Collocations

SL	TL
i. Both earned substantial income .(p1)	i. dubaile dherai paisā kamāunu bhayeko thiyo.(p27)
ii. This explains how smart bankers , doctors and accountant who earned excellent grades may struggle financially all of their lives. (p3)	ii. Yas bāta prasta hunchha sku:l jibanmā rāmro nambar lyaī ahile baneka smārtbyānkars , daktars, akauntent jiban vari paisāko lagi sangharsa gardā rahechhan (p30).
iii. In another example, I hold a small portion of my assets in tax-lion certificates insisted of CDS. (p181)	iii. arko udāran , mailē sidiko badalāmā kar liyera sartifiket mā āfno sampati ko kehi bhāg rākhe.(p242)

Table 11 shows '**substantial**' collocates with income and the equivalent words for Nepal is '*dherai*'. Instead of '*dherai*', '*paryāpta*' could be chosen. Here, in example (ii), **smart** is collocated with bankers. However, In Nepali to find out the equivalent word

for 'smart' is quite difficult because we can put '*asal*', '*ramro*', '*chalahk*' for the same word. In the same way, the word '**small**' collocates with 'Portion of'

which is translated as *kehi bhāg*. However, small can be used with very different words in Nepali. So, which one to choose is quite problematic and these variations in collocation creates gap in translation of English to Nepali. Other examples containing linguistic Gaps in collocations are mentioned in Appendix-IV

4.2.2.7 Linguistic Gaps in Proverbs

No single belief, traditional states could be same in two languages i.e. English and Nepali. And proverbs inherited with community's tradition couldn't be same in two languages. As a result, Gaps occurred.

Table 12: Linguistic Gaps in Proverb

SL	TL
We will cross the bridge when we get to it. (p218)	<i>jaba hārchha taba heraūlā. (p287)</i>
I am afraid it comes across as bragging or tooting my own horn. (p140)	<i>arulē malāi dherai bakbakke bhanchhan bhanne darlagchha. (p193)</i>
The picture of donkey dragging a cart with it's own dangling a carrot just in front of it's nose. (p46)	<i>Yo ta gādi tanne gadhāko nā kai agiltira mālikle gñjar jhundyāē jastobhayo. (84)</i>
Finally, that afternoon <i>a bolt of lightning struck our mind. P(13)</i>	<i>tyas dūsō hāmro dimākhmā bijuli chamkiyo. (p42)</i>

This Table 12 depicts the Gaps occurred due to the proverbs. In the first example '**we will cross the bridge when we get to it**' was translated as '*jaba hārchha taba heraũlā*'. **Second example** could be translated translated as '*arule t̃pai bhanos ki nabhanos āfai map̃i garne banchhan bhanne darlagchha*.' In the last example, 'finally, that afternoon a bolt of lightning struck our mind.' can be translated as '*tyas diūsō hāmro dimākh mā achānak nayā yojanā furyo*.' So these were particular communities based pithy saying therefore, it couldn't have equivalent Nepali terms. So, to present such terms, reference should be needed. Researcher found gap in the translation of same proverb in Nepali. Further examples of linguistic gaps in proverb are presented in Appendix V

4.2.2.8 Linguistic Gaps in Phrasal Verbs

Phrasal verbs are the main verbs which come with preposition or adverbs or both. Typically their meanings are not obvious from the individual words. Therefore, to find their equivalent word is quite difficult work for translator. Here, researcher presented some phrasal verbs with the sentences.

Table 13: Linguistic Gaps in Phrasal Verbs

SL	TL
He then went on to Standford University, the university of Chicago, and North Western University to do his advanced studies, all of his Financial Scholarship. (pg1)	<i>tyas pachhi unhāle standford biswabidhyā, yunivarsiti of sikago ra north westarn yunivarsiti mā chhatrabriti payera sampurna adhyan puragarnuvayo.(p27)</i>
Although, It was intended to punish the rich in reality, It wound up punishing the very people who voted for it. (p107)	<i>hunata,yasko lakshaya dhani harulāi danda dinu ho tara yatharthamā yasle tinai manishlāi danda dina pugchha jasale yasko samarthan garchha.(154)</i>
He was fired from the Car wash because he refused to take off his championship ring as he was wiping off the cars.(p59)	<i>unle kār dhūne belāmā āfno hāt bāta champiyansip ring ko aunthi nikālne namānnu nai kām bāta nikalne kāran rahechha.(p100)</i>

Table no 13 mentioned that '**went on**' was equivalence with '*purāgarnuvayo*.'

Translator used it for completion of action but it was actually meant for the continuous action which hadn't been finished in the disclosed time. '**Wound up**' was put to equivalent with 'danda'. In the same way, '**take off**' usually used for the aircraft to fly but here, it was used for the different purpose. Phrasal verbs were quite difficult to translate because they had multi meanings and couldn't deduce a meaning from main verb. Preposition or adverb modifies it's meaning and create different meaning which have no do with main verb. That's why they create linguistic gaps in Translation. (See Detail in Appendix V)

CHAPTER FIVE

SUMMARY, CONCLUSION AND IMPLICATION

This chapter deals with summary of the researches, its conclusion, and its implication to practical life.

5.1 Summary

This research entitled Linguistic Gaps in Translation of English Book '*RICH DAD POOR DAD*' is analyzed, interpreted and summarized as follows. Researcher used observation schedule as a tool for data collection. He kept diary to collect linguistic terms from both original and translated version of '*RICH DAD POOR DAD*' through intensive reading.

- i. I chose one hundred twenty linguistic terms from the English books with their translated equivalence from the Nepali book going thoroughly its regularity and frequency of occurrences, equivalent meaning and so on.
- ii. Selected one hundred twenty linguistic Gaps were categorized into six types: Graphological level, Phonological Level, Lexical Level, Structural level, Functional Level, Idioms and collocation, Proverb and Phrasal verb. (See Table no. 6)
- iii. Among Eight types of Linguistic Gaps, six terms were under Graphological level, three terms under phonological level, lexical had twenty and five terms. In the same way, there were twenty one terms in functional level, ten terms in Idioms and Collocation, Proverb has four terms and fifteen terms found of Phrasal verb.
- v. Out of six types of linguistic gaps, Structural Level had highest frequency having 29.1%, secondly was Lexical level having 20% frequency, Functional level got

third position having 17.5%, Fourth position was Phrasal verb having 15% of frequency, and second last was Proverbs getting 4% frequency. Last but not least was Phonological Level which had 2.5% frequency.

- vi. In the structural level, there were four categories. They are; Articles, Preposition, Auxiliary and Word order.
- vi. Among four categories, there were seven terms under Articles, eight under Preposition, and eleven terms were found of Auxiliaries, nine terms were under Word order.
- vii. Among all, the highest linguistic Gaps were found in Structural level and Least Linguistic Gaps were found in Phonological Level.

5.2 Conclusion

This thesis entitled Linguistic Gaps in the Translation of English Book "RICH DAD POOR DAD" was based on the collected one hundred twenty Linguistic Gaps under observation schedule as tool for data collection. Researcher had gone through the source language and target language text thoroughly and collected one hundred twenty terms according to their regularity of problems, equivalence with target language terms and structure of gaps. They were categorized in eight levels: Graphological Level, Phonological Level, Structural Level, Functional level, Idioms and collocation, Proverb and Phrasal verb under which analysis and interpretation were done accordingly. Among them highest Gaps were found in Structural level and lowest Gaps were found in phonological level.

5.3 Implications

These findings of the research can be implied to change the theories and methods in translation i. e. to make policy for translation in the same way, it will be practically

implemented to teach English and Nepali Language comparatively therefore helps teachers in classroom, New translators, Curriculum makers, educationist etc.

5.3.1 Policy Level

The related authorities should make one veteran translators' group to implement changes on the theories and methods of translation. They should take leadership to provide training to new translators. There should be certain norms and values for the translators. Translation is not just a cup of tea therefore; translated copies should be checked before publication to assure that it has fulfilled its norms and value.

5.3.2 Practice Level

- a. The translators had tried a lot to do justice to Source language i.e. English
However, his attempt to be creative made some mistake in the translation. He had extended some sentences unnecessarily which created structural Gaps in translation. For example, 'Both men believed strongly in education but didn't recommend the same course of study.' (p1) was translated to *dūbai janā shikshālāi bishes joddinu hunthyo. Ūnhāharule batāunu bhaeko bishaya bhane lagthiyo.* But the equivalent translation would have '*dubai janāshikshālāi bishes joddinuhuntyo tara padāiko bishaya beglai bataunu hunthyo.*' Therefore, he wouldn't extend the sentences unnecessarily in unnecessary place.
- b. In the same way, He had committed some general mistake which a translator wouldn't do. For example, 'Rich dad tapped me on the head again' was translated as '*dhani buwāle āfno tauko ma aaunla rakhnubhayo.*' Instead of it, the equivalent translation would be '*dhanibuwāle mero tauko ma aunla rakhnubhayo.*' Such common mistakes should be omitted. So translators should be careful about maintaining some common rules and regulation of translation at least.

Table 14: Corrected Terms in Structural Level

Source language	Translated terms	Corrected version
As a young boy having two strong fathers both influencing me was difficult.	<i>ma s̄anaithiyen. dui janabuwākochhuttāchuttai sallāhākokāran ma digdārhunthe.</i>	<i>s̄anaibhaekokāran le dui majbut buwā ko sallāhāle ma afthero ma parthen.</i>
The old wooden floor creaked as I stepped across the threshold of old housed.	<i>mailē tyas purāno gharko dailo bhitra pāilārākhe. tyāha kath ko purāno farnicharko gumsiyeko gandha āirahekothiyo.</i>	<i>jaba maile tyas purāno gharko dailo bhitra paila rankhe, purāno kathko bhuin chuinkiye ko sune.</i>
The king and president would put the word out and and ask everyone to 'chip in' (p106)	<i>Raja ya rastapatile mukhaile batauthen. (p158)</i>	<i>rājā ya rāspatile ekmusta sabailai mukhaile batauthe.</i>
Even my real dad was angry with him.	<i>ma sanga mero asali buwā pani risāunu vayeko thiyo.</i>	<i>unhāsanga mero asali buwā pani risaunu vako thiyo.</i>

- c. I have found lack of seriousness in the translators. Translators should pay attention while rend message from ST to TT. Otherwise, mistranslation will be result. I found some mistakes in functional level as well.

Table 15: Corrected Terms in Functional level

Translated terms	Source language	Corrected version
<i>Bhitra bāta timile mātraī</i> <i>thāha pāune chhau ki</i> <i>phule kaile pani jitney</i> <i>kosisai garin.</i>	Deep down you were terrified of taking risk.	<i>antaskaran bata nai timi</i> <i>khatara molna darai</i> <i>raheka chhau.</i>
<i>Paisālai āphno jindagi</i> <i>chalauna nadeu vanera</i> <i>vagwan sanga</i> <i>prathanagara.</i>	Please don't let money run your life.	<i>kripaya, paisālai āfno</i> <i>jindagi chalāuna nadeu.</i>
<i>arule dekhna nasakne</i> <i>mauka kasari khojne?</i>	Find an opportunity that everyone missed.	<i>arule chhutāeko mauka</i> <i>khoja.</i>

- d. Translator, in the name of creativeness, made things bulkier and more complicated than what he needed to do. Translator should be very careful while translating because he has two responsibilities; one is to save originality and rendering sensible and understandable message to Target language. Therefore, translators must be authentic, resourceful and known to source language, target language and also the methods and theories of translation.
- e. If there is the availability exact equivalent word in Translation, the translator should not substitute by near equivalent or generic word. If it is necessary to substitute the word he should check it's content and appropriateness.
- f. The translator first should give priority to close equivalent word whereas in the translation of technical terms should present with it's references as well, if target language has no name for it. Otherwise, target language reader may not understand. For example:

Table 16: Corrected Lexical Terms

Source Language	Target Language	Corrected lexical terms
Porch	<i>porch</i>	<i>dalān</i>
Doodad Card	<i>dūdaid Kārd</i>	<i>ek prakārko khel jasma yo kard le kunai paisā napareko janauchha.</i>
Derivative traders	<i>derivetibh tredars</i>	<i>satta byapari jasle sheyar kin bech garchhan.</i>
Brief patch	<i>brāyer pyach</i>	<i>Kharāyo lukne jhadi</i>
Suprettes	<i>suparet</i>	<i>Pārking sahitko bhabya mahal</i>

- g. No two languages are identical in any way i.e. graphological level, phonological level, and lexical level or so on therefore, translators should always try to minimize the gap while extracting accurate message from source language to target language. Language teachers also should more focus on the message than the word to word translation. Because, we can't deduce the meaning from the individual word.

5.2.3 Further Research

Further research on the field of my study will be i.e. Translation will be: Cultural Gaps in the Translation, Structural Gaps in the Translation, Translation Gaps in Cultural Terms, Extra Linguistic Gaps in Translation.

Appendix I

A. Linguistic Gaps in Graphological Level

SL	TL
PX privilege	<i>Subidhā</i>
Cats up	<i>kechapka</i>
NEA	<i>en ī ei</i>
ROI	<i>ār ō ī</i>
AT and T	<i>eti ra ti</i>
CEOS	<i>sīōs</i>

B. Linguistic Gaps in Phonological Level

SL	TL
doodad	<i>dūdaid</i>
osmosis	<i>motāmoti</i>
astute	<i>ārthik jhamelāmā</i>

C. Linguistic Gaps in Lexical Level

SL	TL
Cadillac.	<i>kār</i>
Velcro	<i>bhelkrō</i>
baseball gloves	<i>nayā besbalharū</i>
Porche	<i>kār</i>
Derivative traders'	<i>deribhetibha tedars</i>

Suprettes	<i>suparet</i>
monopoly	<i>monopōli</i>
Kiss	<i>kyās</i>
Briar patch	<i>brāirpyāch</i>
bracket creep	<i>briketcrip</i>
bill consolidation loan	<i>bil kansolidesan</i>
geodesic dome	<i>jiodesik dom</i>
MC Donald	<i>mēkdonāld</i>
plaster of paris	<i>plāstaraphaperīskā</i>
duplex	<i>dupleksha</i>
fallout shelters	<i>phal āut shelter</i>
marine corp	<i>marin kapsmā</i>
hamburger	<i>hyāmbargar</i>
CDS	<i>sidi</i>
Nylon and Velcro	<i>nāilon ra belkro</i>
Mercedes.	<i>marsidij</i>
Zig Ziglar.	<i>jigjiglar</i>
chiropractors	<i>arū mānisharu</i>
Cash flow	<i>kyāsflaō</i>

Appendix II

D. Linguistic Gaps in Structural Level

i. Structural Gaps in Auxilliarities

1. **SL:** Someone had drawn a jog in the line for school district and we wound up in Scholl with rich kids. (p 5)

TL: *yasto lāgthyo kasailē tolbāshi ka bālbālikā lāi tyas skūlmā anibārya bharnāko lāgi niyam nischit gardiyēko thiyo. tyasailē hamilē pani dhanādya ko jasari padna pāyekā thiyau.* (p35)
2. **.SL:** I would have to tell you that I couldn't teach you. (p30)
TL: *ma timilāi sīkāudina bhanēra uhilē nai prasta bhanidithe.* (p63)
3. **SL:** It's their fear not mine. (p 31)
TL: *unīharu darāuchhan ma hoina.* (p 63)
4. **SL:** I would say that I just gave you taste of life. (p7)
TL: *ma ta yaso bhanchhu, mailē timilāi jindagiko swād chakhāudai thē.* (p59)
5. **.SL:** You'd best change your point of view. (p28)
TL: *timilē āphno sochnē dristikon badala.* (p60)
6. **SL:**Higher emotions tend to lower financial intelligence. (P81)
TL: *jaba paisāko prasna uthchha ani paisako gyanharulai bhabana harule dhakidinchha.* (120)
7. **SL:**The king and president would put the word out and ask everyone to "chip in". (p106)
TL: *rājā yā rāstrapatile mūkhaile batāũthe.* (P153)
8. **SL:** I would never be that cruel. (p 67)

TL: *ma yati kathor banera ūnko majāk udāuna sakdina.* (p107)

ii. **Structural Gaps in Preposition**

9. **SL:** One died leaving tens of millions of dollars **to his family**, charities and his church.(p1

TL: *dhanī buwā ko mrityu paschāt unhā ko **pariwārle** karodanu sampati paye.*(p27)

10. **SL:** We wound up in school **with their rich kids.** (p13)

TL: *hamīle pani **dhanādya ko santān saraha** tyas sku:l ma padna pāyekā thīyau.* (p39/40)

11. **SL:** From **here on in**, it's imperative for you to use those emotions to your advantage. (p46)

TL: *hāmī bhitra sandhai dar ra lobhakō bhābanā rahanchhan tyasbelāmā jastai āfnā bhābānā ko prayog āfno **samarthanmā gara.***(p84)

12. **SL:** Just admit **it to yourself.** (p40)

TL: *swayam sanga sācho bōla.* (p76)

13. **SL:**The contrast **in their points of view**, particularly about money, was so extreme that I grew curious and intrigued. (P 2

TL: *samasyā ke thiyo bhanē uniharū ekai prakārko kurā gardainathē, uniharūko bichārmā ākās jaminko pharak thiyo.* (p 29)

14. **SL:** Most people become a slave **to money.** (p 32)

TL: *bahusankhyak mānisharū gulāmi swikārchhan.* (65)

15. **SL:** Just admit **to yourself.** (p 40)

TL: *mātra swayam sanga sācho bola.* (p77)

16. **SL:** I said **with pout.** (P 25)

TL: *maile byangātmak pārāle bhane.* (p56)

17. **SL:** **As if on cue**, the mad man derelict went past our table. (p 60)

TL: *kohī kasailē pathāē jasari tyas kshetra ko pāgal hāmro mech najikai āyo.* (p102)

18. **SL:** **From here on in**, it's imperative for you to use those emotions to your advantage. (P 80)

TL: *hamībhitra sandhai dar ra lobhako bhābanā rahanchha. Tyasbelāmā jastai āphno bhābanāko prayog āphno samarthanmā gara.* (P 135)

19. **SL:** So is that's why they will take jobs **with low pay**? I asked. (p 42)

TL: *tyosobhayē tyaskāranlē nai ūniharu kam talabmā pani kām garna sahamat bhayekāhun.* (p 82)

20. **SL:** **As in a young boy**, having two strong fathers both influencing me was difficult. (p2)

TL: *ma sāno thiyē. dui janā buwāko chhuttāchhuttai sallāhā kā kāran ma dikdār hunthē.* (p28)

iii. Structural Gaps in Articles

21. **SL:** Rich dad tapped me on **the head**. (p 35)

TL: *dhani buwālē āphno tāukomā hātrākhnu bhayo.* (P 70)

22. **SL:** .I nodded my head quickly but with **a little trepidation**. (p20)

TL: *maile purna sahamat hundai āfno tāuko hallāyē.*(p50)

23. **SL:** I said with **a pout**. (p25)

TL: *maile purna sahamat hundai āfno tāuko hallāyē.*(p56)

24. **SL:** **The classic story** of hardworking people has a set pattern. (p 122)

TL: *kadā parishram garnē mānche haruko philmikathā dayaniya gherā waripari ghumna thālchha.* (p 167)

25. **SL:** Samuel Insull is president of **the world's largest utility**. (p58)

TL: *semual īnsul bīswako sabaibhandā thulo yutiliti kā adhyaksha hun.*

26. **SL:** Fear pushes you out the door. Desire calls you. That's **the trap**.
(p100)

TL: *darlē timīlāi dhokābāhira dhakēlīdinchha tara ichhālē timīlai bhitra bolāuchha. timīlāi chattāntira lobhyāuchha. yahinai jāl ho. (p 120)*

iv. **Structural Gaps in Word order**

27. **SL:** **The old wooden floor** creaked as I steeped across the threshold of the ageing house. (p18)

TL: *mailē tyas gharko dailo bhitra pāilā rākhē. tyah kāthko purāno phars chūkiyeko thiyo. (P48)*

28. **SL:** **All of the sudden**, they wake up and their liabilities column is full of mortgage and credit card. (p140)

TL: *achānak uniharu sapanā bāta byujhinchhan kinabhanē aba uniharūko dāyitwa kolam badhiraheko uniharule dekhchhan. uniharulē dherai mārtagēj rin ra kredit kārd rin chukāunu parchha bhanne dekhchhan. (P184)*

29. **SL:** I felt claustrophobia as I entered the narrow living room that was filled with **the old musty over stuffed furniture**. (p19)

TL: *tyah purāno pharnicharko gumsiyeko gandha āiraheko thiyo. (p48)*

30. **SL:** Both men believed strongly in Education but didn't recommend **the same course of study**. (p1)

TL: *dubai janā sikshālāi bishes jod dinuhunthyo. unh harule batāunu bhayeko padhāiko bishaye bhane alag alag thiyo.(p27)*

31. **SL:** Or if you're **the kind of person** who has no guts, you just give up every time life pushes you. (p 27)
- TL:** *yadi himat nabhayeko byakti hau bhane timilē jindagikā harek thappad agādi hār mānnechhau.* (p 58)
32. **SL:** **A Friend** bought this rundown old house. It was spoky to look. (p60)
- TL:** *mero eutā sāthile purāno ghar kinyo.* (P 98)
33. **SL:** Most people fail to realize that **in a life**, it's not how much money, you make. Its how much money you keep. (p 59)
- TL:** *katī paisā kamāuna sakinchha bhannē soch hoina, kati paisa bachauna sakinchha bhanne soch hunuparchha.*(p 100)
34. **SL:** In summary, **the end result in making a decision** to own a house that is too expensive in lieu of starting investment portfolios. (p 83)
- TL:** *sankshepmā āphno ghar kinnē niryā dherai kharchilo.hunnchha. tyasko sāto barū chadaini lagāni ko charan banāi halnu ramro hunnchha.* (p 127)
35. **SL:** I buy **a how to books on formulas**. I know nothing about. (p 227)
- TL:** *mailē kasari garaũ pustakharū tyas pharmulā ko lāgi kinchhu, jasko bāremā ma kehī jandina.* (p 299)

Appendix-III

E. Linguistic Gaps in Functional Level

36. SL: Any hints? Mike asked. (p 39)
TL: *yasbāremā kunai sanket ta dinus.* (p75)
37. SL: Even rich people do this? Mike asked. (p 41)
TL: *dhani banisakepachhi panī garna sakdaina.* (p 78)
38. SL: Whoa! Said mike. (p 43)
TL: *āhā māikle bhanyo.* (p83)
39. SL: Not work for money until all traces of fear and greed are gone?
(p43)
TL: *ke hāmi hāmro manbāta dar ra lobhako bhābanā purna rupalē nahatē samma paisāko lāgi kām nagaru.* (p 84)
40. SL: Even rich people do this? (p 41)
TL: *dhani banisakepachhi pani garna sakdaijan.* (p 78)
41. SL: So what should I do? (p 29)
TL: *tyso bhā yasko sāmduhān k eta?* (P 61)
42. SL: Dad, can you tell me how to get rich? (p35)
TL: *Buwā dhani kasari banna sakinchha.* (p75)
43. SL: It's okay to be fearful. (p 32)
TL: *darāunu rāmro kurā hoina.* (p73)
44. SL: But don't you feel you should pay them more? (p31)
TL: *ūniharulāi ali dherai talab dinuparchha bhannē tapailī lāgdaina.* (p71)
45. SL: I would have to tell you that I couldn't teach you. (p 30)
TL: *ma padhauna sakdina bhanera uhlai bhandinthe.* (p 72)
46. SL: You want me to buy what? (p 187)

- TL:** timi k kina chahanchhau. (p 187)
47. **SL:** What pattern, I asked. (p 39)
- TL:** *kasto prakārko chakra mailē sodhē.* (p 75)
48. **SL:** You want me to buy what? (p 187)
- TL:** *timī ke kina chhahānchhau?* (p 208)
49. **SL:** Find an opportunity that everyone else missed. (p149)
- TL:** *arule dekhna nasakne mauka kasari khojne?* (p 203)
50. **SL:** What business do you think I am in? (p 83)
- TL:** *mero bastabik pesā k ho.* (p123)
51. **SL:** You said you wanted to learn to not work for money. (p 34)
- TL:** *timīle nai bhanisakekā chhau timī paisāko lagi kām garna chhāhānnau.*
(P 74)
52. **SL:** How many different financial options can you come up with? (p127)
- TL:** *tapai sanga kati phainānsiyal bikalpa chhan.* (p179)
53. **SL:** Not work for money until all traces of fear and greed are gone?
(p75)
- TL:** *ke hamī hāmro manbāta lobhako bhābanā purna rupale nahatē samma paisā ko lagi kām nagaru.*(p127)
54. **SL:** What the man talking about? I asked myself. (p26)
- TL:** *yō mānchhe le kasto bematlab ko kurā gareko.*(p56)
55. **SL:** Deep down you were terrified of taking risk. (p27)
- TL:** *timīle khatarā sanga khelne kalpanā pani garna sakdainau.*(p59)
56. **SL:** Ah, may I ask a question first? I asked. (p20)
- TL:** *tapai lāi ma eutā kurā sodhna sakchhu.* (p50)

Appendix- IV

F. Linguistic Gaps in Idioms

57. SL: Someone had **drawn a jog in the line** for the school with their rich kids. (p13)
TL: *Sauvāgyako kurō, ma pani tyahi sku:l padna janthē jānhā dhanika chhorāchhori padthe. (p39/40)*
58. SL: Or like your dad, earning lots of money only **to be in debt up to his eyeballs**, hoping more money will solve the problems. (p35)
TL: *yo kurā chandai bujhenau bhanē timile pani timro buwā jastai paisā tanikai kamāune chhau tara ghānti samma rinmā dubirahanechhau.(p69)*
59. SL: "This stuff between your ears." (p29)
TL: *unhalē malai amulya dristikona dinubhayo. (P61)*
60. SL: This war between **haves and have not** has raged from hundreds of years.(p111)
TL: *dhani ra garīb bichko yo landai sadiyāu dekhi chaldai āyeko thiyo. (p151)*
61. SL: I was watching a TV show when financial planner came on and began for casting **doom and gloom**. (p132)
TL: *eutā fāinānsial plānar āyo ra nirāsābādi bhabisyabāni garna suru garyo. (p 184)*
62. SL: She said with confident smile '**silver bullet**'. (p162)
TL: *silwar bulet ko artha k ho? mailē bhanē. (p216)*

63. SL: I don't subscribe to **get-rich- quick** mentality most lottery players or casino gamblers have. (p201)

TL: *dhērai jaso chitthāko pachhi daudinē kyasino kā juwadē harumā hunējasta **phatāphatā** dhani bannē mānasiktā ma biswās gardina.*
(p267)

64. SL: I am afraid it comes across as **bragging or tooting** my own horn.
(p140)

TL: *arūle malāi dherai **bakbakē** bhanlān bhanne dar lāgchha.* (p193)

65. SL: This explain how **smart bankers**, doctors, and accounts who earned excellent grades may struggle financially all their lives. (p 3)

TL: *yas bāta prasta hunchha, skūlē jibanmā rāmro nambar lyāi ahilē baneko **smārt byānkars**, dāktars ra akāuntentle jibanbhar paisā ko lāgi kina sangharsa gardā rahechhan.* (p 30)

G. Linguistic Gaps in Collocation

66. SL: Both earned **substantial income**. (p111)

TL: *dūbailē **dherai paisā** kamāunū bhayeko thiyo.*(p151)

67. SL: Mike's Dad, whom I called my rich dad, owned nine of these **little suprettes**, each with a parking lot. (p 22)

TL: *unhā sanga pārkīng kā lāgi 9 watā **suparets** thiyē, janhā pārkīng kā lāgi thūlo thaũ thiyo.* (P52)

68. SL: By not fully understanding money, the vast majority of people allow its **awesome power** to control them. (p76)

TL: *paisāko gyān nahunālenai dherai mānislē paisāko **tarsāune saktīlāi** āphnai niyantran kā lāgi anumati dinchhan.* (p120)

Appendix- V

H. Linguistic Gaps in Proverb

69. **SL:** The stuffed between your ears. (p 29)
TL: *unhālē malāi amulya dristikon dinūbhayo.* (p 62)
70. **SL:** The picture of donkey dragging a cart with it's owner dangling a carrot just in front of it's nose. (p 46)
TL: *yo ta gādi tannē gadhāko nākakai aghillatīra māliklē gñjar jhundiye jasto bhayo.* (p 84)
71. **SL:** They can always blow their brain out. (p 162)
TL: *phulāi golī hānna sakchhan.* (p 217)
72. **SL:** We will cross that bridge when we get to it. (p 219)
TL: *jaba hārchha taba heraulā.* (p 289)

I. Linguistic Gaps in Phrasal Verb

73. **SL:** He then **went on** to Standford University, the university of Chicago, and North Western University to do his advanced studies, all of his Financial Scholarship. (pg1)
TL: *tyaspachhi unhāle standford biswabidhyā, yunivarsiti of sikago ra north westarn yunivarsiti mā chhatrabriti payera sampurna adhyan pura garnuvayo.*(p27)
74. **SL:** He had a PHD and completed four years of **under graduated** work in less than two years. (p3)

TL: *āphno chārbarshē andargrājued korsa duibarsha bhandā kam samayamā garnubhayeko thiyo.* (p30)

75. SL: Although, It was intended to punish the rich in reality, It **wound up** punishing the very people who voted for it. (p107)

TL: *hunata, yasko lakshaya dhaniharulāi danda dinuho tara yatharthamā yasle tinai manishlāi danda dinapugchha jasale yasko samarthan garchha.*(p154)

76. SL: He was fired from the Car wash because he refused to **take off** his championship ring as he was wiping off the cars.(p59)

TL: *unle kār dhūne belāmā āfno hātbāta champiyansip ring ko aunthi nikālne namānnu nai kāmābāta nikalne kāran rahechha.*(p100)

77. SL: I **blurted out** nearly in tears.(P24)

TL: *Gahabhari ānsu pardai runchhe swarmā maile bhane.* (p55)

78. SL: Finally, my mom put her **foot down**. (p 24)

TL: *ēkdin ākhiri āmāko dhairya ko bāndh tutyo.* (p 42)

79. SL: If you can't **make up your mind** decisively, then you will never learn to make money anyway. (p21)

TL: *yadī timimā tatkāl ninaya garna saknē kshamatā chhaina bhanē timlē kahilai paisā kamāuna sakdainau.* (p51)

80. SL: My US \$400 titanium watch was worth \$150 I **teed off**. (p 100)

TL: *mero chārsaya dalarko nayā tāiteniyam wāch kineko kehī minet pachhi nai 150 bhaisakechha.* (p146)

81. SL: How many different financial options can you **come up with**?
(p127)

TL: *tapāi sanga kati phainānsiyal bikalpa chhan.* (p 179)

82. **SL:** School was boring, and now I didn't even have my Saturday to **look forward to**. (p 22)
TL: *skūl pani jharko lāgdo thiyo.* (p 53)
83. **SL:** The king or the president would **put the word out** and ask everyone to chip in. (p106)
TL: *rājā yā rāstapatile mukhailē batāuthe. hareklē unko bhanāi anusār sahayog garthe.* (p 153)
84. **SL:** I have actually **sought out** because they had money. (p 202)
TL: *mailē dhanī māni khojeko chhu. tara mero dristi uniharu ko sampati nabhai uniharuko gyān ma thiyo.* (p243)
85. **SL :** Just let the idea '**sink in**'? (p 62)
TL: *ahilē kebal yas bichārlāi dimāgmā ghumna deu.* (p104)
86. **SL:** I offer the thought process I **go through** on day to day basis. (p211)
TL: *ma din pratidin ko hisāblē āphno bichar prakriya dwārā bhanna chahānchhu.* (p 252)
87. **SL:** I am financially astute enough to not **get into** top financial situation. (p211)
TL: *hunata mailē āphno bil chuktā sabaibhandā antimmā garchhu tara masanga yati derai ārthik gyān chhaki ma kunai ārthik jhamelāmā pardina.* (p253)

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