

# CHAPTER ONE

## INTRODUCTION

This study is on A Study on Semantic Equivalence: A Case of Translated Essay *Jeevan Kaanda Ki Phool*. This part consists of background, statement of the problem, rationale of the study, objectives of the study, research question or hypothesis, significance of the study, delimitations of the study and operational definition of the key terms.

### 1.1 General Background

Though it is difficult to trace back exactly when translation practice began, we can safely assume that it began along with the evolvement of language in human civilization. Firstly, it was considered as a means of communication, among the people of different linguistic diversities. Translators claim that any historical survey of the activity of translation should begin from the view of Cicero and Horace on translation of Roman work included the bilingual inscription from Assyria and Mesopotamia (3000BC). It began from the classical period. In the Ancient Rome, translation was always done from Greek texts normally as a rhetorical or creative task Christian translation from Greek into Latin began in the Second Century AD with the Shepherd of Hermas and a part of Bible in middle ages, it was regarded as the religious term (Ricardi, 2002). By 1990, translation studies had established itself as a general discipline by means of which the broad and multi-faceted range of translation phenomenon is investigated. Now, it has been established as an independent discipline “Translation is not a matter of words only: it is a matter of making intelligible a whole culture”. Anthony Burgess

To define translation is a challenge. According to Awasthi et al. (2011, p.3), there are two fundamental reasons behind this. First, the linguistic diversity of the world itself is very complex to understand. Second, the world views

represent by those languages are strikingly different. Translation in its usual sense, is a bilingual activity in which message of a piece of language is transferred into another language. Translation is also taken as stabilizer between two languages that mediate between them. It is, however, imperfect to confine translation within linguistic activity. In other words, we can not define translation neglecting the cultural aspects.

Translation has been defined variously by different translation scholars for example.

Nida (1964, p.9) says, “No single definition is complete for translation: however, there are numerous definitions which incorporate different perspectives namely, linguistic and cultural perspectives.” Newmark ( 1981, p.7) defines translation as a “a craft consisting in the attempt to replace or written message and / or statement in one language by a same message and or statement in another language.” Similarly, Wills defines translation as a procedure leads from a written SLT to an optionally equivalent TLT an requires the syntactic, semantic, stylistics, and text pragmatic comprehension by the translator of the original text” (1982, p.112). For Catford (1965 as cited in Bhattarai, 2010,p.5 ), translation is “ the process of replacing the textual material of language by equivalent material in another .”

All the above definitions show that translation is not only linguistic activity but also a cultural one. It is an art of replacing message inherent in one language into another language. It is a transfer of thoughts and ideas from one language to another. It is also convert activity, like a stabilizer between two languages, mediation between two people and culture. The goal of translation is to establish the equivalence between source text and target text.

## **1.2 Statement of the Problem**

Translation is the process of rendering meaning from one language into another. It is also known as the bilingual and bicultural activity. Translation

equivalent is one of the important aspect of translation. It means similarity between two texts (SL) and (TL). In another word, it studies whether the SL and TL texts preserve the same value or not. Though, every language has its unique features and organized system, whether the essence of the source text is transferred into target text or not is the study of semantic equivalent.

There are many researches in the field of translation studies. These are related to translating cultural terms, proverbs and idioms, simile and metaphors and others. On the other hand, the most important aspect of translation, study as translation equivalence is found to be less studied. So, keeping this fact in mind I select this topic A Study on Semantic Equivalence: A Case of Autobiographical Essay *Jeevan Kaanda Ki Phool* as my research study. Similarly, this study will help to know about the importance of translation equivalent, different areas and issues relate to translation equivalence. There are the following reasons to take my problem.

- 1) Types of strategies the translator follow while translating.
- 2) We find the real flavour in the translated text.
- 3) The role of grammar to determine semantic equivalent.

### **1.3 Rationale of the Study**

Translation is the process of replacing ideas and thoughts from one language into another. It is also known as art of transferring message inherent in one language into next language. As a whole, translation is the convert activity not only language but culture also.

Translation equivalent refers to the degree of correspondence between SL an TL. Due to the uniqueness in every languages it is very difficult to maintain one to one equivalence. Thus, nearness should be kept in mind while translating.

Semantic equivalent is one of the important aspects of translation equivalence. It mainly focuses on the semantic content, syntactic structure and the exact meaning of an original text into target text. My study is related to the semantic equivalent has great importance while translating because the content of the source text is transferred into target text, without losing this aspect, translation becomes worthless.

Thus, as a good translator, should keep in mind that semantic equivalent is one of the great issues to be addressed while translating different kinds of texts.

There are many research areas, not only in translation but also teaching , learning , testing , linguistics etc. I have select this topic, A Study on Semantic Equivalence: A Case of Autobiographical Essay *Jeevan Kaanda Ki Phool*. Because, I was interested earlier in translation subject . Next thing is a lot of translated texts are available in our market, after reading those texts (ST and TT) , I came up with many queries ; whether the translated text provides the real flavor of ST to the target reader or not, similarly, are two texts preserve semantic, syntactic and functional value , likewise as a translator , what things that should be kept in mind while translating etc. All the above discussed issues are related to my study.

#### **1.4 Objectives of the Study**

- 1) To point out the semantic equivalence between ST and TT through sentence level analysis.
- 2) To forward some pedagogical implications.

#### **1.5 Research Question or Hypothesis**

- a) Is the translator able to transfer semantic value of ST to TT?
- b) If no, how the gap is bridged?
- c) Has the translator left the gaps unattended?

## 1.6 Significance of the Study

As the study is on determining semantic equivalence. It helps to understand the semantic equivalence of both texts. It will be useful for prospective researchers to conduct research on this area. It will also be beneficial for the translators to make semantic analysis. Similarly, students of translation studies and teachers will also be benefitted since this study as it reveals the semantic equivalence between the original text and the translated text. The analysis of syntactic structures and the semantic equivalence of the ST and TT will pay significant role in language teaching.

## 1.7 Delimitations of the Study

- ) The study was limited to the semantic equivalence found in the book, *Jeevan Kaanda Ki Phool* and its English version *A flower in the Midst of Thorns*.
- ) The study was limited to thirty sentences of the books.
- ) The study was limited to the careful study and analysis is specifically confined only to the aspect of semantic equivalence being based on sentence structure level.

## 1.8 Operational Definition of the Key Terms

**Translation:** The process of changing something into a different form.

**Translator:** A person who translates, writing or speech into a different language, especially as a job.

**Equivalent:** Equal in value, amount, meaning, importance etc.

**Semantic:** A set of words with related meanings.

**Semantic Equivalent:** In computer metadata, semantic equivalence is a declaration that two data elements from different vocabularies contain data that has similar meaning communicative equivalent.

**Language:** The system of communication in speech and writing that is used by people of a particular country or area.

**Formal Equivalent:** Formal equivalence are terms for methods of translation coined by Eugene Nida. The two terms have often been understood as fundamentally the same as sense-for-sense translation (translating the meanings of phrases or whole sentences) and word-for-word translation (translating the meanings of individual words in their more or less exact syntactic sequence), respectively, and Nida himself often seemed to use them this way.

**Functional Equivalent:** Functionally equivalent is a term used in many different fields. These fields include mathematics, environmentalism and even the translation of the Holy Bible.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

#### **2.1 Review of Related Theoretical Literature**

This part consists of the overall theory related to semantic equivalent and the topic *A Study On Semantic Equivalence : A Case of Autobiography Essay Jeevan Kaanda Ki Phool.*

##### **2.1.1 Importance and Scope of Translation**

The importance of translation is increasing day by day all over the world. Because human civilization, ideas, thought, feeling are shared preserved, communicated and united only by means of translation. Now a days translation has become not only the common interest of the country or a society but also has become the social need of an individual.

Translation as a versatile means of communication, helps in transferring knowledge, truth, culture, ideas, and so on. In the past, it was used as a means of transferring religious thoughts and beliefs. Without translation we would have no Bible, Germany could have no Milton, the world could not know Vedas' Upanishad, Geeta, Buddhas Dhammapada and Panini's Grammar. Translation has great contribution to import to men the knowledge about varied worlds of literature which consequently includes in him love for cultural contact, sense of beauty, fraternity, peace and harmony. Almost all linguistic enterprises are surviving with translation. (Awasthi et al., 2011, p. 30)

According to Eagle and Eagle (1985, p.2 as cited in Bhattarai, 2000, p.13), this is the age for the text-“translate or die”. Developing concept of global politics is rather impossible without translation. The act of translating is the only way to understand the political world. Today, nothing can exist without translation. Every sector lives with translation.

In this regard, Ling (1989, p.259) says, "If to translate means to admit new thoughts from foreign source culture into a target culture the very act of translating is a consciousness of diversity in equality" ( as cited in Bhattarai 2010, p.13). It has primarily been a means of communication and an instrument of developing a world culture.

The importance of translation is very broad in such a way that we cannot limit it. It is a proper means of young languages to grow and flourish into full-fledged one. In this modern era, it is an activity of enormous, electronic, engineers and mathematician. This is the century of translation and its wings are extending day by day. It is a technique to learn a foreign language and tools for business fields. So, all linguistic enterprises are surviving with translation. It gives the knowledge of source language as well as target language. So it has great importance in developing language and literature.

Thus, in a nutshell, the concept of translation in new era and the previous one is quite different. Because of the globalization of the world with the access of information technology translation has made a separate, distinct place, and it has been widening its horizons in different fields. Its scope has been increasing in different fields for different purposes as literary, academic, scientific, technological information of the entire world is possible because of translation.

### **2.1.2 Relationship between Translation and Culture**

The concept of culture has been the concern of many different disciplines such as philosophy, sociology, anthropology, literature and cultural studies, the definitions offered in this field vary according to the particular frame of



reference invoked. Two basic views of culture are: the humanistic concept of culture and the anthropological concept of culture. The first one captures the cultural heritages as a model of refinement, an exclusive collection of community's masterpieces in literature, fine arts and music. The anthropological concept of culture refers to the overall way of life of a community or society, i.e. all those traditional explicit and implicit designs for living which act as potential guides for the behavior of the members of the culture. Culture in anthropological sense of a group's dominant and learned set of habits, as the totality of its non biological inheritance, involves presuppositions, preferences and values all of which neither easily accessible nor verifiable. Translation is almost impossible if a translator neglects cultural aspects because the meaning of text is largely shaped by the culture. A translator should always be aware of the context, situation and the culture associated to the text while translating because language is determined by the culture in which it is spoken.

Culture is a way of life and its manifestation is peculiar from one speech community to another. Language is the verbal expression of culture. No two languages are same. They are different from each other due to the different cultures. The more the culture is distanced between the SL and TL the more it creates problems in translation.

According to Newmark, (1988, p.5), "The specific is language becomes for natural phenomena the more it becomes embedded in cultural feature and therefore creates translation problem".

Translation is not only linguistic but also a cultural activity. Translation is a transfer of context from one language to another.

### **2.1.3 Current Trends in Translation**

Current trends in translation are determined by how we perceive translation. Translation is an emerging discipline. The trends which are practiced at present

may not be practiced tomorrow. The following trends are common in translation:

### **Postmodernism and translation**

Postmodernism is a broad historical and philosophical spectrum. It is generally believed that the modernism in art, literature, culture and philosophy began in first decade of the 20<sup>th</sup> century and it lasted till the 1970s. The new philosophy of art, culture, language, history everything replaced those of the modern period. Modernism was based in the belief of perfection, completeness, wholeness, singularity, whereas postmodernism came with a different view.

### **The notion of literature-three**

Translation for long remained “a pale star” or “shadow” merely “a copy of an original work”. The imitators were in a position of “a slave” or “put the rich jewel in a rough casket” (Hermas, 1985, pp. 103-135 as cited in Awasthi et al. p. 84) . After translation studies emerged as an independent branch of inquiry, the activity of translation also gained prestige and popularity. Scholars began to redefine translation studies and resituate it. Among them K.V. Tirumalesh in his article a "Translation as Literature Three" (Tirumalesh, 1989, p.1) proposed that translation is neither literature one (SL) nor two (TL) but is literature-3, a different literature on its own.

### **Globalization and translation**

Venuti(1998) relates translation to two major phenomena: historical and contemporary. The first phenomena is the colonial enterprise, which mainly had political and economic interests, whereas the second one is the commercial enterprise , which is solely guided by economic interests. The former was initiated by the state while the latter is by translational or international corporate. Translation has become an important tool for both the enterprises.

## **Translation in IT Era**

The twentieth century witnessed the exploration of knowledge in the field of science and technology, computer science, commerce, economy, tourism, international affairs. We are living in an information hungry society. That is to say, today's society feeds on information. Recent advances in Information Technology have led to important changes in the accumulation, preservation and proliferation of information across the globe.

## **Machine Translation**

Machine translation refers to the use of machine, to translate the text from one language to another. It refers to the use of special types of software, to translate one natural language into another language. The use of computer in translation can be seen in large international conference. For example: research reports, advertisements, announcements (call for bids, vacancy and web pages).

## **Literary Translation**

It is related to the translation of different literary text e.g., poem, drama, novel etc. it is oldest type of translation people are engage in the translation of different literary text at present. For example masan (original) by Gopal P. Rimal and Translated by Sangita Rayamajhi.

### **2.1.4 Techniques of Translation**

Translation is both bilingual and bicultural activity. It is very difficult to maintain the equivalent term between SL and TL text. There is the rare case of correspondence between source language text (SLT) and target language text (TLT). Translation should not depend nearly on single procedure in order to be faithful to the SLT.

Newmark (1988, pp.81- 97) has mentioned the following seventeen translation procedures.

- Transference
- Naturalization
- Cultural equivalent
- Functional equivalent
- Descriptive equivalent
- Synonymy
- Through translation
- Shifts or translations
- Modulation
- Recognized translation
- Translation label
- Composition
- Componential analysis
- Reduction and expansion
- Paraphrase
- Couplet, triplet, quadruplets (CTQ)
- Note, addition glasses

Wills (1983, p.81), has put towards two types of translation process. They are: literal and non-literal

Nida (1964, p.46) has roughly divided translation procedures into two categories. They are: technical and organizational. Though , there are number of techniques of translating one text to another no any single technique is absolutely helpful to produce a perfect translation without any gap. Some of the techniques of translation are illustrate briefly below:

### **Borrowing**

Borrowing is also called transference in which words are taken from source language to target language while translating it. It is one of the widely used techniques for transmitting the cultural information. Newmark (1988,p.82) says

“Normally names of the people, countries, places, newspapers, streets, brands names are transferred. Cultural words are often transferred to give color in translation, for example:

TL (Nepali)	SL (English)
Telephone	Telephone
Mobile	Mobile

### Paraphrasing/ Definition

It is a means of reducing unknown unshared to the known and shared transparent. Newmark(1998,p.90) argues, “ Paraphrasing is an amplification or explanation of the meaning of segment of the text”. If the translator is unable to find out equivalent terms in TL, this procedure can be used. For example

SL (Nepali)	TL (English)
ΩΔ←S⇒ house	procession to the bridegroom’s house
∃SΩ-Δ∈S°	a women whose husband is alive

But, this technique makes translation longer and sloppy. So, it is communicatively too heavy.

### Deletion

In translation, deletion refer to the deletion of SL words or expressions while translating them into TL. Deletion brings change in meaning. The items may be words, phrases and even sentences. Although it is not taken as procedure in the process of translation, this technique is also used. It is one of the features of free translation. For example:

SL (Nepali)	TL (English)
-S°Ω↓	—
↑SΔΩ°⇒	—

## **Elaboration**

It is also called addition, in this technique some words/ terms are added in the TL text when some expressions in the SLT are left unsaid, the translator intends to convey the supplementary message by appropriate elaboration. Addition is necessary procedure in the translation of the implicit elements of culture. For example:

SL (Nepali)

←ॢ०⇒ॣ३°

TL (English)

the full moon day (in full moon day

Hindus do not plough the field)

## **Naturalization**

This procedure succeeds transference and adopt the SL word first to the normal pronunciation, then to the normal phonology of the TL. In another word SL word is transferred into TL text in its original form. For example:

SL (English)- China

TL (Nepali) – Cin

## **Couplet- Triplet- Quadruplet**

This is the technique in combination of couplets, Triplets and Quadruplets. It is the combination of two, three or four procedures respectively for dealing with a single problem. For example:

SL ( Nepali) :ritto doko dekhnu paryo

TL (English) : Seeing an empty basket (a sign of unfortunate)

## **Claque**

In translation, each word, morpheme is translated into equivalent TL terms. It is a kind of borrowing where SL terms are borrowed and transliterated which in turn are followed by translation. For example:

SL (Nepali)

सुन्दर किनारा

TL (English)

river bank

### Sense translation

In this technique translators sometimes translate only the sense of cultural words to transfer the meaning in TL if exact equivalent term is not available in TL. Here one TL term gives sense only but not the exact meaning. For example:

SL (Nepali)

बुझाउनु

TL (English)

Kick the bucket

### Substitution

There is no complete equivalence in both source language and target language. But, there can be overlap between two languages. The translator tries to compensate the gaps with the substitution of some words in the target language. Thus, substitution can be the best way of bridging the gap. In this regard, substitution refers to the use of similar word in target language instead of using the real source word. One of the main drawbacks of this process is that the translated text loses the flavor of foreign culture. Since, the receiver does not feel difficulty to understand those terms. For example:

English (SL)

Christmas

Shirt

Nepali (TL)

क्रिसमस

शर्ट

### 2.1.5 Gaps in Translation

No two languages are same thus; there seem gaps in any translation activity. The gaps occur when there is no correspondence between SL and TL items. Gaps take place when the concept available in SL is not found in TL or vice-versa. A gap refers to the loss of meaning resulting from SLT and TLT. The

gaps are natural and inevitable in all translation activities, because of the differences between two languages, cultures, slippages, absence and voids etc. Thus gaps are challenges for a translator and they create difficulty to maintain translation equivalence. According to Awasthi, et al. (2011, p.42), main types of gaps are given below:

- Linguistic gaps
- Cultural gaps
- Extra linguistic gap

#### **a. Linguistic Gaps**

Gaps that occur due to the differences between two languages are called linguistic gaps. Linguistic gaps are primary in any translation. Every language is unique i.e. no two languages are identical. Every language has its own idiosyncratic structured patterns form sound system to sentence level.

According to Awasthi et.al.linguistic gaps in different level at language are given below:

- Graphological level
- Phonological level
- Lexical/word level
- Structure level
- Functional level

#### **b. Cultural Gaps**

Culture includes food, habits, dress, festival, rituals, etc. The ease or difficulty of translation depends on the degree of closeness of the cultures in question. Cultural knowledge including knowledge of various subcultures has long been recognize and indispensable for translation, as it is knowledge of application that linguistic units have in particular situation and socio-cultural context which makes translation possible in the first place. Cultural gaps make translation



sometimes impossible as well. So there arises the need for further explanation to make meaning comprehensible for the reader. Lack of cultural knowledge affects our comprehension negatively. The word, 'janai, dhido' do not have exact terms in English so the translator should have proper knowledge of both SL and TL culture to compensate such gaps.

### **c. Extralinguistic Gaps**

Translation is not exclusively a linguistic activity, many extra linguistic factor play the crucial role in translation. The intention of the speaker/writer, his knowledge, ideas, expectations, interest and so on have to be taken into consideration and the same obtains in this regard to the listener or reader when the background knowledge and real world knowledge is different than extra linguistic gaps occur, when there are problems of correspondence between context of SLT and TLT. For example:

SL (Nepali) कालो बिलो चित्तो चित्तो चित्तो चित्तो चित्तो चित्तो चित्तो चित्तो चित्तो चित्तो  
TL (English) black cat crossed the way so I returned home.

According to Awasthi et al.(2011, p.46), other types of gaps are

- Philosophical gap
- Literary gap
- Psychological gap

Every language led by its own cultural philosophy because of their own cultural philosophy, the meaning of utterance in one language does not match in another language. Literary trends in one language also differ from other language. It is sometimes it is difficult to transfer exact literary flavor of SL terms into TL. Psychological gap is purely cognitive, it refers to the gap between cognitive ability of the author, translator and readers.

### **2.1.6 Translation Equivalence**

Translation has become an independent field of study in the present day world. It is one of the greatest sprouting disciplines in the development of language and culture. In fact, translation was born to communicate among the people and share the cultures. So, in this regard, the notion of equivalence in translation is always desired and seeking phenomena. To be specific, similarity between the source language (SL) and target language (TL) is what we call translation equivalence. In another words, translation equivalence is the nearness in two languages which are used for communication. Translation equivalence can also be defined as 'translational equivalence' that is to say the translator tries to maintain the best equivalent word, phrase or sentence while translating. The concept of translation equivalence (T E) or the question of correspondence between two language is as old a problem in translation theory as translation itself. This has produced most controversial and contradictory statement, still they have only, "scratched the surfacr of the recalcitrant subject matter" (Wilss, 1982, p.135 as cited in Bhattarai, 2007, p.70). Furthermore, the translator could be loyal to the original, i.e. source text and target text. Translation is defined by many scholars from different perspectives someone defined it from source language perspective while other defined from target language perspective. Those who defined the translation from the first perspective argue that, the translation must be loyal to the original, translator do not have liberty to change anything and use their subjectivity. In this sense, the author's idea is considered as primary focus. On the other hand, those who define translation from target language perspective argue that translation should be target language reader friendly. Target language, culture, meaning, and context are given importance while translating the text. In this sense, translation can be the creation of the translator where they can exercise their subjectivity.

However, since two languages and culture are different, it is not always possible to maintain one to one equivalence between SL and TL text. Both perspectives are in one way biased to either SL or TL. In addition, there is the third view which considers the compromise between SL and TL and

correspondence between them is always considered important. In another words, the equivalence plays vital role while translating.

Translation equivalence refers to the degree of correspondence between SL and TL. The term equivalence in connection with translation was first used by Roman Jakobson in 1959 in his seminal article, 'On Linguistic Aspect of Translation'. For Jakobson, translation equivalence means:

- Unity in the difference
- Sameness in the differences

Jakobson (1959, as cited in Awasthi et al., 2011, p.28) suggest three kinds of translation

- Inter lingual (between two languages)
- Intra lingual (within one language)
- Inter semiotic (between sign system)

Equivalence is the cordial problem of language and pivotal concern of linguistic. Equivalence is one of the central issues in the theory of translation and on which linguists seem to have agreed to disagree. Equivalence in translation is an ideal relation that a reader would expect to exist between SL and TL. But the difficulty is how this relationship is to measure.

Newmark (1988) examined the translation equivalence concept from perspective that swung “between literal and free, faithful and beautiful, exact and natural translation, depending on whether bias was to be in favor of the author and reader, the source or target language of the text”. He clarified that “communicative translation attempts to produce in its readers one effect as close as possible to that produced in the readers of the original” and that “semantic translation attempts to reader as closely as the semantic and syntactic structure of the second language allow, the exact contextual meaning of the original”.

To quote, Catford (1965, p.30), “the central problem of translation practice is that a finding TL equivalence. A central task of translation theory is therefore that of defining the nature and condition of translation equivalence”.

Equivalence could be a descriptive term denoting concrete object, actual relationship between actual utterances in two languages (and literature) recognize as target text and source text are subject to direct observation.

### **Types of Translation Equivalence**

Translation equivalence refers to the similarity between source language words or expression and the target language words or expressions. It is the process of bridging the gaps between two languages. The greater the degree of equivalence makes the translation successful. It determines the purpose of translation. Thus, there are two fundamental arguments about translation equivalence. The concept of translation equivalence is determined by different factors for example: socio-cultural, political, economical, temporal, setting etc. Catford (1965) makes a distinction between textual and formal equivalence a textual equivalence is defined as “any TL form (text or portion of text) which is observed to be the equivalent of a given SL form (text or portion of text) and formal equivalence as any TL category which may be set to occupy as nearly as possible, the same place in the economy of the TL as the given SL category occupies in the SL”

Newmark (1981) classifies equivalence as semantic and communicative and Nida (1964) classification as formal and dynamic equivalence.

Baker (1992) who explores the notion of equivalence at different level in relation to translation process, including all different aspects of translation and hence put in together linguistic and communicative approach.

This concept is propounded by Peter Newmark (1981). Newmark (1981) says communicative translation attempts to produce on its readers an effect as close

as possible to that obtain on the reader of the original. The concept of communicative equivalence focuses on two aspects of text:

- Contextual meaning of the original.
- Readers' acceptability and comprehensibility.

For Newmark, communicative translation attempts to render the exact contextual meaning of the original in such way that both content and language are readily acceptable and comprehensible to the readership. It attempts to produce on its reader and effect as close as possible to obtain on reader of the original: it is mainly used in informative and vocative text. For example, notice, manuals, instruction. Communicative translation tends to be under translated; it is social and concentrated on the message rather than form. It attempts to translate original text in terms of receptors or cultures and context of language. According to Newmark (1981) in communicative translation, translators use their own language to write a little better than the original, unless they are reducing their meaning which is relevant to TL. Communicative translation assumes that exact translation in terms of effect may be possible and may be perfect. It always reads like an original and most sound naturally. It is ephemeral and rooted in the context. Communicative translation focuses on reader's linguistic level. Here is loss of meaning and it is better than its original.

### **Semantic Equivalence**

The term semantic equivalence is coined by Newmark which is in contrast to the communicative translation. Semantic equivalence emphasis on two major points:

- Semantic content
- Syntactic structure of the original text

Newmark (1981) says, “ Semantic translation attempts to render as closely as the semantic and syntactic structure of the second language allow , the exact meaning of the original”(p. 39).

He describes that semantic translation attempts to recreate the precise flavor and the tone of original. It also attempts to render, as closely as possible the semantic and syntactic structures of the second language allows the exact contextual meaning of the original. Semantic translation is mainly done for expressive text e.g literary writing. It is SL oriented translation. It always remains within the original culture and the readers only its connotation. The SL focuses on the context of the source text. It assumes that translation should be loyal to the source text. In contrast of CT, semantic translation attempts to be personal more detail follows the thought process of the author. It is written in author linguistic level. The translator does not think whether the translated text is intelligible for the reader or not. A semantic translation is wide and universal. It means it is not fixed in any time or local space; translation needs to be done a new with every generation.

According to Nida, One striking point in semantic translation is that corrections and improvements are usually inadmissible. It normally reduces the unit of translation, and brings the text closer to the figurative and formal elements of the original, including where possible its sounds effects. Therefore the text becomes more idiosyncratic and sensitive. (as cited in Awasthi et al., p. 34.)

### **Pragmatic and Textual Equivalence**

The idea of pragmatic and textual equivalence is introduced by Baker (1992, as cited in Awasthi et al, 2011, p. 35) who depicts the notion of equivalence at various levels, in relation to the translation process, including the different aspect of translation and hence putting together the linguistic and the communicative approach.

## **Textual Equivalence**

When referring to the equivalence between a SL text and TL text in terms of information and cohesion, texture is a very important feature in translation since, it provides useful guidelines for the comprehension and analysis of the SL which can help the translator in his or her attempts to produce a cohesive and coherent text for the TC audience in a specific context. It is up to the translator to decide whether or not to maintain the cohesive ties as well as the coherence of the SL text. His or her decision will be guided by three main factors, that is the target audience , the purpose of translation and text type.

## **Pragmatic Equivalence**

When referring to implicatures and strategies of audience during the translation process. Implicature is not about how what is explicitly said but what is implied. Therefore, the translator needs to work out implied meaning in translation in order to get the ST message across. The role of the translator is to recreate the author's intention in another culture in such a way that enables the TC reader to understand it clearly.

The comparison of text in different language inevitably involves a theory of equivalence. Equivalence can be said to be the central issue in translation although its definition relevance and applicability with the field of translation theory have caused heated controversy and many different theories of the concept of equivalence are elaborated within this field in the past fifty years.

## **Formal and Dynamic Equivalence**

Nida argued that there are two types of equivalence namely formal equivalence and which is in the second edition by Nida and Taber (1982) is referred to as formal correspondence and dynamic equivalence. Formal correspondence 'focuses attention on the message

itself, in both form and content unlike dynamic equivalence which is based upon the principle of equivalent effect' (Reiu and Philips 1954, as cited in Nida, 1964, p.159)

Formal correspondence consists of a TL item which represents the closest equivalent of a SL word or phrase. Nida and Taber make it clear that there are not always formal equivalents between language pairs, they therefore suggest that these formal equivalents should be used wherever possible if the translation aims at achieving formal rather than dynamic equivalence. The use of formal equivalents might at times have serious implications in the TT since the translation will not be easily understood by the target audience. Nida and Taber themselves assert that 'typically formal correspondence distorts the grammatical and stylistic pattern of the receptor language, and hence distorts the message, so as to cause the receptor to misunderstand or to labor unduly hard' (Reiu and Philips 1954, as cited in Nida, 1964, p.159).

Dynamic equivalence is defined as a translation principle according to which a translator seeks to translate the meaning of the original in such a way that the TL wording will trigger the same impact on the TC audience as the original wording did upon the ST audience. They argue that, 'frequently the form of the original text is changed: but as long as the change follows the rules of back transformation in the source language, of contextual consistency in the transfer, and of transformation in the receptor language, the message is preserved and translation is faithful' (Nida and Taber, 1982, p.200 as cited in Awasthi et al. 2007).



One can easily see that Nida is in favor of the application of dynamic equivalence, as a more effective translation procedure. This is perfectly understandable if we take into account the context of the situation in which Nida was dealing with the translation phenomena that is to say, is translation of the Bible. Thus, the product of translation process, that is the text in the TL, must have the same impact on the different readers, it was addressing. Only in Nida and Taber's edition, it is clearly stated that 'dynamic equivalence in translation is far more than mere correct communication of the information'.

To sum up, the notion of equivalence undoubtedly one of the most problematic and controversial areas in the field of translation theory. The term has caused, and it seems quite probable that it will continue to cause, heated debates within the field of translation studies. The term has been analyzed, evaluated and extensively discussed from different points of view and has been approached from many different perspectives. The first discussion of the notion of equivalence in translation was initiated the further elaboration of the term by contemporary theorists. Even the brief outline of the issue given above indicates its importance within the framework of the theoretical reflection on translation. The difficulty in defining equivalence seems to result in the impossibility of having a universal.

### **2.1.7 Role of Semantics in Translation**

The main objective of translation is to transfer the meaning from source language to the target language. In transferring the meaning, a good translator should have the knowledge of source and target language, the grammar and cultures, and also the skills in translation. Skills and knowledge in translation are powerful means to produce better works. The knowledge can be gained through reading and understanding while the skills can be further gained by more practices.

Since translation main objective is "meaning", it is very important to study about theory of meaning. Semantics is a branch of linguistics which studies about meaning. Thus, we can see that semantics plays very important role in translation.

Semantics study provides theories, approaches or methods in understanding 'meaning' that are very useful in translation. Some problems related to meaning are often faced by translators in translating a text. According to Catford (1965: 94) untranslatability occurs when it is impossible to build functionally relevant features of the situation into the contextual meaning of the TL text. Those happen where the difficulty is linguistic such as ambiguity (due to shared exponent of two or more SL grammatical or lexical items and polisemy) and oligosemy, and where difficulty is cultural. In semantics, there are some methods of analyzing the meaning of a word. Ogden and Richard propose the triangular concept of meaning in which semantics is also related to semiotics, pragmatics and discourse. The point is, in understanding the meaning we also need to relate it with the context (pragmatic).

Another method of analysis is by using componential analysis method. Componential analysis, also called *feature analysis* or *contrast analysis*, refers to the description of the meaning of words through structured sets of semantic features, which are given as "present", "absent" or "indifferent with reference to feature". Componential analysis is a method typical of structural semantics which analyzes the structure of a

word's meaning. Thus, it reveals the culturally important features by which speakers of the language distinguish different words in the domain (Ottenheimer, 2006, p. 20). This is a highly valuable approach to learning another language and understanding a specific semantic domain of and Ethnography. For examples: *man* = [+ male], [+ mature], *woman* = [- male], [+ mature], *boy* = [+ male], [- mature], *girl* [- male] [- mature], *child* [+/- male] [- mature]. This approach is also very valuable in translation.

Another approach in meaning which is also very useful for translation study is a theory proposed by Anna Wierzbicka known as Natural semantic metalanguage (NSM) which employs simple culturally-shared meanings (semantic primes) as its vocabulary of semantic and pragmatic description. The natural semantic metalanguage theory (Wierzbicka 1996a; Goddard and Wierzbicka eds 1994, 2002; Goddard 1998; Goddard ed. in press) is based on evidence supporting the view that, despite their enormous differences, all languages share a small but stable core of simple shared meanings (semantic primes), that these meanings have concrete linguistic exponents as words or word-like expressions in all languages, and that they share a universal grammar of combination, valency, and complementation. That is, in any natural language one can isolate a small vocabulary and grammar which has precise equivalents in all other languages. The number of semantic primes appears to be in the low-sixties. Examples include the primary meanings of the English

words: *someone/person, something/thing, people, say, words, do, think, want, good, bad, if, can* and *because*. Semantic primes can be combined, according to grammatical patterns which also appear to be universal, to form simple phrases and sentences such as: ‘people think that this is good’, ‘it is bad if someone says something like this’, ‘if you do something like this, people will think something bad about you’, and so on. The words and grammar of the natural semantic metalanguage jointly constitute a surprisingly flexible and expressive “mini-language”. Thus, knowing this theory is very beneficial in translation.

Another approach to translation is hermeneutics. According to Shi in the article entitled *Hermeneutics and Translation Theory*, hermeneutics is relevant to translation because there is no translation without understanding and interpreting texts, which is the initial step in any kinds of translation including literary translation. Inappropriate interpretation inevitably results in inadequate translations, if not absolutely wrong translations. Essentially, hermeneutics involves cultivating the ability to understand things from somebody else's point of view, and to appreciate the cultural and social forces that may have influenced their outlook. Hermeneutics interprets or inquires into the meaning and import of these phenomena, through understanding the point of view and 'inner life' (Dilthey) of an insider, or the first-person perspective of an engaged participant in these phenomena.

In addition, lexical semantics is also very necessary to be learned in translation study. It deals with synonymy, antonym, polisemy and hyponymy. Lexical semantic analyses necessarily involve more or less explicit considerations concerning the number of interpretational variants of a word form, i.e. identifying the lexical items associated with a lexeme (Solstad). (Windiari, August 10, 2012, pp.1-4)

From the above explanation we can conclude that semantics plays a very important role in translation study. It provides theories; approaches or methods to meaning that are very useful in translation study.

#### **2.1.8 An Overview of the Book , *Jeevan Kaanda Ki Phool***

*Jeevan Kaanda Ki Phool* is an autobiographical essay written by Jhamak Ghimire , a physically disabled literary personality of Nepal. Despite her physical disability ‘Cerebral Palsy’ with her yearning desire to read and write, she not only educated herself , but also identified herself as Nepal’s equal to Hellen Keller. She is emerging as an amazing literary figure despite her extreme physical disformities.

Nagendra Sharma and Safal Sharma are the translators of the book *Jeevan Kaanda Ki Phool*. They translated the Nepali text, *Jeevan Kaanda Ki Phool* as *A Flower in the Midst of Thorns*. The title of translated version tries to preserve the pragmatic meaning of Nepali title, *Jeevan Kaanda Ki Phool*.

The book vividly depicts the suffering and struggle of a girl and how she was able to reach that height of success . She was born in July, 1980 in Kachide village of a Dhunkata district. Her family was the victim of poverty, uneducated and too conservative. There was no one with whom

she could share her feelings, pains and desires. She had been cheated by destiny that she couldn't even raise herself from her bed. She was mute by birth and her hands were of no use at all. What she could only do was to slither, like a snake. She was a de trop child for her family . Because she was living a life full of suffering and they were extremely pessimistic about her life, people wished she had better die than to live such a life. She had no one to share the joy when she first learnt to write the letters of the alphabet that she shared that joy with inert earth. She sprayed the dust all around covering her own body with dust. (Bhattarai, 212, p. iii)

Bhattarai, the editor of this book, has made sincere appeal in his Foreword-"let every students and teachers, every police and military personnel, human right activist, social worker, every walk of life read this book-precious gem, unprecedented record of suffering and struggle and achievement in a hundred years' history of Nepali literature."(3<sup>rd</sup> May 2012, through Editor's Note). He also made another appeal: this book needs to be translated into English first of all and gradually into French, German, Spanish, Chinese, Japanese and many more other languages of the world.

The book, *Jeevan Kaanda Ki Phool*; a masterpiece creation, awarded with (MADAN PURUSKAR-2067), Nepal's heighest award in the literature. Jhamak, through this book, makes a serious appeal to the society to stop their misbehaviour to the disabled. She is an absolute example of what even physically weak can prove to be successful in life. She urges child should be given reasonable freedom, so that they can make progress in future. Moreover, this book makes us feel ashamed of not being able to do anything for the society and the nation. To be precise, this book is a real treasure that consists of

several invaluable messages to all of us, and Jhamak, as the creator of such book, is an outstanding literary-figure.

## **2.2 Review of Related Empirical Literature**

Many researchers are interested to study on translation for research reports. I have found and studied some of the research reports to the study of translation which are presented as follows:

Bhusal (2009) carried out a research entitled "A Study on the Cultural Translation of the Novel *Seto Bagh*." The main objectives of the study was to find out the techniques employed in the translation of Nepali Cultural terms into English version .The researcher collected 250 cultural terms from the original version and their equivalent terms from the translated version by using non-random judgmental sampling procedure. Only observation was used as a tool for data collection. Seven translation techniques were used to translate religious cultural terms, among them literal translation was the most widely used technique and blending and addition were the least one .

Adhikari (2011) carried out a research on "Sentences Level Translation Strategies: A Case of *Ishorko Adalatma Outsiderko Bayan*." The main objectives of the study was to find out the sentence level translation strategies while translating *Ishorkao Adalatma Outsiderko Bayan* .He selected 25 sentences from the original and their equivalent terms from the translated version through non-random sampling procedure. Check list and observation were the tools for data collection. The finding of the study was prevalence of the simple sentences in the source text, while translating the translator translated most of them- simple to simple, simple to compound and even into complex.

Adhikari (2011) carried out a research with the title, "Word Level Equivalence: A Case of the Novel *Sukaratka Paila*." The main objectives of the study was to find out the techniques and frequency employed in translating Nepali cultural

terms from two versions by using non-random sampling procedure. Only observation was a tool for data collection. Overall, ten different techniques were employed, among them literal translation was most frequently used technique and substitution was the least one.

Aryal (2011) carried out the research entitled "Techniques of Translation: A Case of *Anuradha*" finding out the techniques employed in translating the cultural words in English version of *Anuradha* was the major objective of this research. One hundred and twenty cultural words were selected from the original version along with their equivalent terms from the translated version of *Anuradha* by non-random sampling procedure as the data. After analyzing the data, the researcher reached to the conclusion that there were twenty different techniques including addition, deletion used in translating the ST. tense translation and mistranslation were also adopted.

Pokhrel (2011) did the research on the topic "The Techniques and Cultural Gaps of Translation: A Case of Novel *Samanantar Aakash*." Major objective of this research was to find out the techniques adopted in translation of the cultural terms and observe the gap in the process of translation. For fulfilling this objective the researcher collected one hundred and fifty cultural words as a sample of data for the study from Nepali version of the Novel *Samanantar Aakash* and the corresponding words from the English version of the same book. As finding he found the ten different techniques such as literal, substitution, addition, deletion, claque, back translation, borrowing definition & blending were found to have been employed in translating the cultural terms of the novel. Among them, literal translation was the most frequent technique.

Tiwari (2012) carried a research on "Study on Semantic Equivalence: A Case of Translated Novel *Rupamati*." The main objective of the study was to classify structural and functional aspects of the sentence structures. From the study, fifteen sentences from each different types of sentences has been selected randomly. Observation, making check list and semantic analysis were, the tools



for data collection. It was found that reduplicated words do not have equivalent terms in English which lacks semantic equivalence in TT.

The plenty of researches were carried out by the researchers in relation to translation but none had addressed this issue earlier. The main objectives of translation is to transfer the meaning from one language into another language. The works that I have reviewed are totally different because the important aspect of translation i.e. semantic equivalent was found to be less studied. Thus, keeping this fact in mind I selected this topic.

### **2.3 Implications of the Review for the Study**

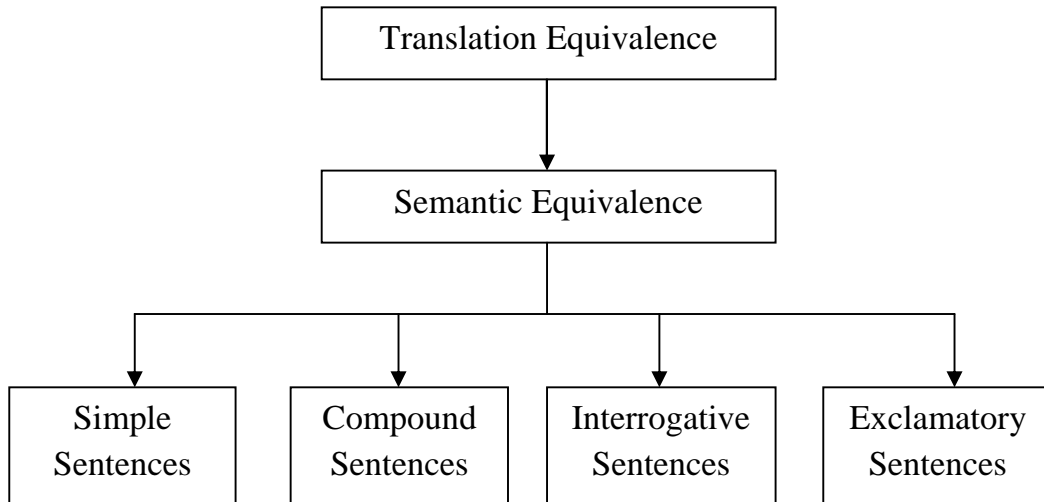
Every literature review has its own importance for researchers. It helps to bring the clarity and focus on research problems, improve methodology and conclude the findings. Reviewing literature can be time consuming daunting and frustrating, but it is also rewarding. Literature review help in the following ways:

- ) The above study helped me to focus my research problem.
- ) It also helped to improve my methodology.
- ) After reviewing the literature, I felt proud in my research area because a lot of ideas I have got which helped me to go ahead.
- ) It guided me to search other areas also.
- ) Literature review enabled me to contextualize my findings.

As a researcher, I have gone through different existing literature and reviewed them. Above mentioned implications are applied in my research as well. I got a lots of benefits after reviewing them. These reviews also help me to strengthen my theoretical background as well as to go forward to my study properly.

## 2.4 Conceptual Framework

The conceptual framework of this study is given below:



## CHAPTER THREE

### METHODS AND PROCEDURES OF THE STUDY

#### 3.1 Design of the Study

I adopted the following methodology to fulfill the objectives of the study.

Survey research is a superficial study of an issue or phenomena. It is the most commonly used method of investigation in educational research. According to Nunan (1992, p.140), the main purpose of survey research is to obtain the snapshot of conditions, attitudes, and events at a single point of time.”

This is survey research. It is most commonly used method of investigation in educational research. In this type of research the researcher collects the data from the respected field and analyses on the basis of the gathered data. She /he visited the field if needed time and again, though survey research is known as cross sectional one , it is mainly depends on the nature of the study.

Similarly, Kelinker (1987) writes , “Focusing the importance of natural situation in survey that one collect data from all or part of a population to access the relative incident, distribution and interrelations of naturally occurring phenomena”.

To put it in another way, data in survey research is collected only at a single point of time aiming to obtain overview of a phenomenon, event and issue or a situation.

An educational survey involves the collection of data from the associates (students, teachers and other concerns). Thus, while carrying out survey research ,the researcher collected the data from the respected field and it is analysis is done on the basis of gathered data. She visited the field time and again, if needed. Though, survey research is known as cross-sectional one, it mainly depends upon the nature of the study.

Steps to be followed while carrying out survey research are as follows:

- 1) Identifying the problem
- 2) Specifying the objectives
- 3) Constructing the hypothesis
- 4) Expanding the theoretical body
- 5) Writing research proposal and preparing research tools
- 6) Piloting the research tools
- 7) Field visit
- 8) Contracting the selected institutions and authorities to established rapport with them
- 9) Requesting the authority for the permission to conduct research
- 10) Requesting for the list of informants
- 11) Fixing the time for data collection
- 12) Eliciting the required data
- 13) Analysis, interpretation and presentation of data

(adopted from Nunan, 1992)

### **3.2 Population and Sample**

I collected thirty sentences from the original version and their equivalent sentences from the translated version.

### **3.3 Sampling Procedures**

The random sampling procedure was used as a sampling procedure to collect the necessary data for the study.

### **3.4 Tools for Data Collection**

For this study, only observation has been used as a tool for data collection. I have read and reread both Nepali and English versions of the book to get the required information.

### **3.5 Process of Data Collection**

I followed the following processes for data collection.

- I collected English and Nepali version of an autobiographical essay *Jeevan Kaanda Ki Phool* written by Jhamak Ghimire and translated by Nagendra Sharma and Safal Sharma.
- I read and re-read those two versions of book.
- After that, I selected thirty sentences and their equivalent forms using random sampling procedure.
- I classified those sentences under four categories, that is –simple sentences, compound sentences, interrogative sentences and exclamatory sentences.
- From each four types of sentences, ten equivalent sentences of each from both ST and TT randomly selected for the analysis.
- I made the structural and functional classification from the selected sentences. I have carried out the semantic analysis being based on them.

### **3.6 Data Analysis and Interpretations Procedure**

The collected data was presented, analyzed and interpreted descriptively and analytically using appropriate simple statistical tools, such as table.

# CHAPTER FOUR

## RESULTS AND DISCUSSION

This chapter is about the results of the whole study and the discussion and interpretation of data which are collected during the study. The main goal of this chapter is analysis and interpretation of the whole data, and certain results can be drawn from the discussion. The results are as follows:

### 4.1 Results

1. Every Syntactic structure and semantic content count in semantic equivalence.
2. Simple sentences seem to be more equivalent semantically with TT in comparison to compound and other types of sentences.
3. In the case of compound sentences mostly the deletion techniques was used along with the sense translation. For example:

*ST :*

~rz}v1{yrxrur4lxr...v...r1|yr€r1€r~r4€vfrtyzl€ , 1|vtz}vlr4fyrz1|  
yr4€r1l

|y, {v|zly, |zlsyr€v...r1syr†1l|yv}r4^€r1uz€r1†yr4}v?

*TT : When I showed my discontent to eat by quarralling, they guessed I  
was interested to eat on my own.*

*ST :*

†r4tytyrz1{zsr€~r4lŠzdv†1|y^†z|r4lfr}yr...^1sz...r}rzlr4^tyr€=  
1†€r††rz1l

1 ~v..., 1fr€z1{zsr€~r4lŠzdv†1†^|yru1fr}luyv...rzltyyrz€r€?

*TT : Times of joy and delight happen to occur but rarely in one's life:  
likewise the times of my life's delight and happiness are hard to come  
by .*

ST :

†€rtf rtyz1†z1†rsur}r4z1{ , uv...r1Šr4 |€r1sr€r4€r...r1v |1|yr  
4} | , 1†rsur | , 11

1 ^ ††rs1fr€z1 | r†rz}r4z1†yr4yr41€ruz1€r†r...z1~r€r4€r?

TT : *After that , as I learnt combining those words into sentences and  
enjoyed doing so , I celebrated some kind of festival with the same  
earth , without giving even an inkling of it to anybody else!*

4. Simple sentences have been translated by utilizing some addition  
technique. For example

ST : †€ , 1u^ |yr4z1†ryr€rz1xr...y , 1syrv | , 1†yz€ ,

TT : *At the time , I was so much laden with pain that it was almost beyond  
tolerance.*

ST :

†r€†r...}v1r4z~rz1{r4†z}rz1u , ...† , 1ur...{r4~r41€rz1...r4 |yv | , 1t  
yr?

TT : *The world has after all, placed the females in the second category.*

- 5. Mostly, the translators have tried their best to preserve the source language culture which is the major feature of the semantic equivalence.
- 6. In the case of interrogative and exclamatory sentences, the translators have changed their form while translating (interrogative into declarative etc.) In such case, the semantic equivalence seem to be weak because the syntactic structures of the ST has been missed.

ST: {zsr€1 | r4yr41† , tyv{r†† , 1y^u , ...ryvtyr1...r1P

TT: *Life is not what one expects to be.*

ST: r€z1^€zyr...^ | , 1 | r€fr..., 1 | v1€r†r4† , † ?

TT: *My parents would express their anger on me.*

7. Mostly, the translators have taken the sense only of the ST and reflected the same in the TL which could be more oriented to the target reader which is not the feature of semantic equivalence.
8. Because of the absence of one-to-one correspondents between languages, perfect semantic equivalence has not been found in any example. ST:

↑ ४ ↓ | ← ० ↑ ↓, ↓, ↓, ↓, ↓, ↓ | Ω-४० ↓ | ४ → ४ ← ४ ↓ | ४ ⇒ ↓

TT: *For me, the open and wide earth became an exercise book.*

ST: ॐ~४ॐtyvyr... ^ } rzluv | yv...r1...zt1^ tyॐ, ?

TT: *I was angry at those people.*

9. Although, sense translation has been found in almost all the example, the translators have missed the syntactic structure of the source language which is appeared as the opposition with the principle of semantic equivalence.
10. Translation being bilingual and bicultural activity, the translators must think both the languages and culture of ST and TT. Maintaining all these things leads the translators sometimes source language orientation and other times target language orientation. In translating given *Jeevan Kanda Ki Phool*, the translators have tried their best sometimes to preserve the source language, original author , source culture etc. which are the characteristics of semantic equivalence but other times they seem to be TT friendly (e.g. translating –४ ← ४ ↓ | as 'granny') which weakens to maintain the semantic equivalence in translation.

## 4.2 Discussion/Interpretation

The text entitled 'A Study On Semantic Equivalence : A Case of autobiography Essay *Jeevan Kaanda Ki Phool*' is selected for the purpose of study. This text is written by Jhamak Ghimire and translated into English by Safal Sharma and Nagendra Sarma.



## Analysis of Simple Sentences

1. ST:  $\{E, 1u^{\wedge} | yrz1\ ryr\ \epsilon r\ z1x\ r\dots y, 1syr\ v|, 1\{yz\ E,$

TT: *At the time, I was so much laden with pain that it was almost beyond tolerance.*

Although the translation gives the sense of the meaning of the source language but it does not seem one to one correspondence between them. Addition technique and the interpretation technique have been adopted to convey the similar meaning contained in ST. 'I was so much laden with pain that' has been added to get the similar sense of ST and *tyo dukhai* has not been translated as exactly as *that pain*. Likewise, the Nepali word *garho* as equivalent to 'difficult' of English has not been translated as it is. It has been translated only by considering the meaning of source language. So it is source language friendly which preserves the semantic equivalence.

2. ST:  $\sim v\dots, 1\}r4xz1 | y^{\wedge} \}} r1uyr\dots\{z1rsy\ \{Er\ f^{\wedge} \{z | r1sr\ \epsilon\ E,$

TT: *For me, the open and wide earth became as exercise book.*

In this example, the translators have tried their best to make the TT equivalent semantically but, here too, they have used various techniques to compensate the gap between two languages. The addition technique has been used here. *Khulla dharti* has been translated as the open and wide earth. The open itself is sufficient word to be equivalent of the Nepali word *Khulla* but they have added *wide* too, so they have been successful to express the similar meaning of the ST into TT. In this example, although, they seem similar semantically, the Nepali text and English text have not expressed the same/similar contextual meaning. Nepali text has expressed clearly the sense of pain to be full of nothing to write but such meaning had not been expressed by the TT.

3. ST:  $\sim r1\{Eryz1\sim ruy\ \{Er\ \sim szyz\ \epsilon\ i | v\{z1\{yz4v$

TT: *I was the same person deprived of a medium.*

In this translation too, the translators have tried their best to convey the same meaning in TT but here to no one-to-one correspondence between ST and TT in words level but they seem more equivalent in meaning/sentence level. Ketu could be translated as *girl* on the equivalent word in English but the context allowed them to use *I* instead of *she*. Similarly the word 'madhyimbihin' could be translated as the *mediumless* instead of *deprived of medium* if they tried to maintain the semantic equivalence in word level. Anyway, we can get the same sense in ST and TT.

4. ST: uyr€€r1~r1{z^u, 1}r4†1y^€rsr4†r1{, xzvty^?!

TT: *Thanks god! I was spared the fate of a living corpse.*

The word level semantic equivalent words of TT words *Thanks God!* could be uyr€€rsr4u1%0rxrŠr4€ but they have been used as the translated words of *dhanna*. Similarly, the semantic equivalent word of the ST *jogiechu* could be saved but they have translated the ST in TT in wholesale only by conspiring the sense meaning of ST. similarly, the words 'spared to fate' have been added to convey the similar meaning in the TT.

5. ST: €ryzy, 1{zsr€ |, 1v^†r41ur...†r€?!

TT: *This is the philosophy of life.*

In this example, the translated text is successful in maintaining the semantic equivalence in both word level ad sentence level. This is simple and short and easy sentence too. So, it could have happened what we get in ST can also easily be found in TT in case of meaning.

6. ST: €z1~r4€tyvyr...^}r4zluv|yv...r1...z†1^†y€, ?!

TT: *I was angry at those people.*

Although, word level semantic equivalence has been lost, sense level/discourse level semantic equivalence has clearly been seen in this example. Both the

sentences convey the same message that she was not satisfied/happy with the people.

7. *ST*:  $r4w^{\wedge}\}v1\epsilon z|vz1\ddagger y^{\wedge}\}, 1|r4\sim 1xr\dots v41\%o r\epsilon\epsilon v1\}r4x\ddagger y\textcircled{E}, ?1$

*TT*: *I would feel that I achieved something great.*

As the theory of semantic equivalence, to be equivalent semantically, these should be similar in both the context and structure. So, above both texts (*ST* and *TT*) seem to be semantically equivalent in some degree. This is so, because, both the texts are in declarative simple sentence and both can convey the same message.

- She used to be happy by thinking that she did the great achievement.

8. *ST*:

$\ddagger r\epsilon\ddagger r\dots\}v1r4z\sim rz1\{r4\ddagger z\}rzlu, \dots\ddagger, 1ur\dots\{r4\sim r41\epsilon rz1\dots r4|yv|, 1tyr?$

*TT*: *The world has after all, placed the females in the second category*

While translating, the translators have used addition technique in the above example. The word *after all* is added in *TT* whereas it is not found in *ST*. Furthermore, the meaning of *ST* can be seen clearly in *TT*. Thus, the semantic equivalent is preserved that, this is male dominated society, whereas women are treated as secondary creature.

### **Analysis of Compound Sentences**

9. *ST*:

$|ryz\}v|r4yz1\ddagger\sim\dots z\ddagger z|r1\ddagger z1fr\epsilon r4yr4\dots\wedge 1fr\}\ddagger r4\textcircled{E}v\dots r1yv\dots ur41\sim r1\ddagger\check{S}r\textcircled{E}$   
 $\sim\}v11$

$uyv\dots rz1fr\ddagger r|1r4\ddagger\wedge 1ty^{\wedge}\check{S}r4|z1ty^{\wedge}111$

*TT*: *At times, when I turn those pages of life and look over I myself cannot help shedding tears again and again.*

While rendering ST into TT, the translator have missed many words of ST in TT. Only some sense of ST can be found in TT but many words have not been translated by using their equivalent words semantically in word level.

*Kahilekahi* has been translated as *at times* which could be translated *sometimes* to preserve the semantic equivalent at word level.

Likewise, the word, *smritika* has not been translated explicitly but they have tried to convey the meaning of this word by using addition, deletion technique. When we read only the translated version, we do not get the sense of the word *smritika dherai patak* has been translated as *I, myself cannot help shedding tears again and again*. Shedding the tears many times could be the equivalent text of the ST but the translators have adopted some addition and deletion techniques to convey the same meaning of ST into TT by considering the target readers.

10. ST:

~rz}v1{yrxrur41xr...v...r1|yr4€r1€r~r4€vfrtyz1E, 1|v{z}v1r4fyrz1|y  
r4€r1l

|y, {v|zly, |zlsyr€v...r1syr4†1|yv}r4^€r1uz€r1†yr4}v1

TT: *When I showed me discontent to eat by quarreling, they guessed I was interested to eat on my own.*

Translating compound sentence is complex task. So, sometimes, it is very difficult to convey even the sense level equivalence. In this translated text to some meaning of ST has been lost. In addition to losing the equivalent meaning of the words, the source text '↵↵↵°Δ=§|Ω=§|Ø=§°↵↵' has not been translated. So when we go through the TT only we cannot say where is the meaning sense of |yv}r4^€r1uz€r1†yr4}v. It could be the case because if they tried to maintain these words to, the meaning of the whole sentence could get diverted. So we can get the same sense in the TT very implicitly only. This discussion shows that translating compound sentence is more difficult than simple sentence.

11. ST:

f, |yz€^fr€z1†ŠrsyrŠz|rz1†yz€|,1|z€rsyr€v1~rz}v1r€r4yr|~r411  
sryz€z}r4z1...^Šr4v|rz1y^€†yv=1^†|r41|z†r4syr...^1tyr}r4zuz€v|rz1  
y^€†yv41

TT: *It was natural to because I used to trouble her and made cry.*

In this example, when we read TT we cannot say the meaning of ST. It has been translated in such a way that, they have used the fast track. The word *khaninu* has not been translated in TT in the same way

r€r4yr|~r41sryz€z}r4z11  
...^Šr4v|rz1y^€†yv=1^†|r41|z†r4syr...^1tyr}r4z1uz€v|rz1y^€†yv4 has  
been translated as only *troubled and made her cry*. The technique of deletion  
has been utilized there. But the whole meaning of ST cannot be found in TT.

But when we consider the context of whole happening of this novel, we can be  
availed of this meaning. So as a conclusion, the semantic equivalence is very  
weak in this example/translation.

12. ST:

r4{r1~r1†z€rz1tyyr†f†rz1}v|yz...ryv|zty^1†z1~r4€tyvlyr...^}r4z1†^€  
r4z11  
...ryv|zty^1{r†}v1~v...r1†~...z†z|r1fr4€r4yr...^1fr}†rv...r1yv...€r1tyr  
4yr4€tyr€?

TT: *I am writing these words: I am telling this who wish to read the pages of  
my recollections.*

In this example, *tinai chhatpati* has been translated as *these words*. The word  
*chhatpati* is deleted in TT. These words cannot be the equivalent words of *tinai  
chhatpati* semantically. In the same way *aja* has not been translated. Anyway,  
if we read the TT, the sense/meaning of ST can be found. Although, it is  
compound sentence the translators have tried their best to preserve the whole  
semantic equivalence.

13. ST:

Ⓔ, 1r | tyr...}v1uzv |, 1yr...†r1‡yzⒺ, 1{r†}v1yz...urⒺEr%r...z1r4€r€ur |, 1r  
€^sy^‡z11  
uzⒺv |, 1‡yzⒺ, 1

TT: *There was a joy imported by the letter a joy that filled the heart with  
pleasure and bliss.*

In this example we can get the similar meaning of ST in TT. The core message of ST has not been lost although some words in ST have been mixed in TT. It must have done, because one to one correspondence between the languages is impossible.

14. ST:

yr{^...r4~r41‡z~z1ryz}v1~r†r€xr1tyyrz€r^1‡Ⓔ, 1‡z~..., 1u^...%r4xⒺErly  
, ?1

TT: *Your are not with us anymore, granny and that has been your  
misfortune.*

In this translation, the translators have taken the sense of ST and transferred this sense in the TT. In theory of semantic equivalence, the translation should be oriented to SL culture but the word granny may not convey the same impression of meaning as the word yr{^...r4~r (grandmother). Likewise, *masanga* has been translated as with us. Although, the equivalence can be found in case of content but in case of structure it seems weak.

15. ST: ty, ...z1syrvfr€z1r4 | yz...1^1‡z~...vz1†r€†r€ |, 1...rxr†1€r1‡yz?1

TT: *Even if she had been a girl child, she was after all, your own children's  
blood or was meant to be just their seed.*

In this example, the translators used the addition technique to convey the same content/message as conveyed in the ST *chori* has been translated as a *girl child* which could be translated as daughter in short form. Furthermore, the same

message has been translated in two ways. Anyway although, it is not equivalent structurally, it seems somehow equivalent to their meaning.

### **Analysis of Interrogative Sentences**

16. ST: |v1~r1t^€ur...1tyyrz€rP1

TT: *Aren't I good looking?*

In this example, the translators have translated the Nepali word *sundar* as *good looking* to express the similar meaning. Although the similar message has been translated but the word *beautiful* could be more equivalent word than *good looking* for girl semantically.

17. ST: {zsr€1|r4yr41t, tyv{r††, 1y^u, 1...rtyr...rP1

TT: *Life is not what one expects to be.*

In the given example, the ST interrogative sentence has been translated into declarative sentence. So, the same message of ST cannot be/may not be expressed in TT. It is very difficult to interpret the similar meaning in TT as contained in ST by the common reader with the same feeling.

18. ST: {Ev†zsv}r4†r~r1^€}r4z1|r††, z1€z€u...r41}r4xv|, P1

TT: *How could she enjoy such a long sleep?*

In this example, although some linguistic gap is found but semantically, both the texts convey the similar meaning. The meaning of both the sentences could be interpreted/understood as she should not have slept for such a long time.

19. ST: ^ rz}v1r | tyr...1{ r4€v...r1|vyz1|r4~1tyyrz€1†rP11

TT: *Is it useless if I know words?*

Since the word *ackchar* has been translated as *words*, the readers might misinterpret it. So, if the translators used the word *letters* instead of *words* both the question could be more equivalent semantically.

20. ST:  $\{r \sim r_4\} \cup \{1 | \dots r_4\} r_4 z | r_4 \notin r_1 r | \text{tyr} P_1$

TT: *Can the society disagree with this view?*

In this example, the translators have maintained the semantic equivalence in some degree. Although, word by word translator is not found and it is possible to the same impression can be found in both the sentences in case of meaning.

21. ST:

$\{r \dots r_1 | z \notin r_1 y r_4 \dots, 1 \{r \sim r_4\} | r_4 \sim r_4 \notin \text{tyvyr} \dots \} \cup \{1 | \dots r_1 s \{ y z \dots r y v | r_4 \} \}$   
 $\text{tyr} \notin P_1$

TT: *How is that, in our society, people have understood the matter in totally reverse manner?*

Both the texts (ST and TT) have expressed the same meaning that she is complaining of the people of society in misunderstanding. So, semantically both of them are similar. By getting so what we can say is that some degree of semantic equivalence can be found in them.

22. ST:

$\{z \sim z\} \cup \{r_1 \sim r_4\} \text{tyv} \wedge \text{tyr} \wedge \{1 r_4 z\} \text{syr} \notin \{1\} r_4 \{y z\} r_4 v \dots r_1 | y v u \{y v \wedge 1 | z \notin r P_1$

TT: *Why did you scare her away with sticks in order for her to get away from your sight?*

In this example to, the translators have been success to maintain some degree of semantic equivalence. By using some addition and deletion techniques they have conveyed the same message in TT what was contained in the ST.

23. ST :

$| v | s r_4 y z \dots z | r s r \dots r \notin u v | y z \notin \{1 \sim r_4\} z \{ \text{tyyr} \dots \wedge 1 \sim r_4 \{ \dots r_1 \} \wedge \{ \text{ur} \dots \} y \wedge \{ \text{r} \dots \} \wedge 1$   
 $1 \quad y, z \notin \{1\} P$



*TT : Is it that persons who look outwardly attractive are only humans, not the others ?*

In this example both texts (the stand of TT) have expressed the same meaning that she was expressing her anger to those people who are physically abled. Thus, semantically and syntactically this example is well. There is no use of addition, deletion and other techniques.

### **Analysis of Exclamatory Sentence**

24. *ST: ^fy!{z€urxz~r4l|r†..., 1r4fr†!1*

*TT: What a great calamity in life?*

They seem to be semantically similar sentences although exclamatory sentences of ST have been translated into interrogative language. But changing exclamatory into interrogative could change the impression of the reader in case of interpreting the meaning.

25. *ST: |r††r4l€z...ur€zl~r4€tyv!1*

*TT: How cruel they are!*

In this example we can find some degree of equivalence in case of meaning both (ST and TT) have conveyed the same message that they did not have any sense of kindness.

26. *ST: r4s^z1~v..., 1†r4†, 1f^†}, 1|v1€r^4u, †!1*

*TT: Ah! I was scared in such a way.*

When we read only TT, we cannot say it conveys the meaning of ST scared in such a way means in which way? It has not clearly conveyed that she was scared in such a way that she almost fainted. So, the meaning and even sense of †r4†, 1f^†}, have not been expressed in TT.

27. *ST: tyyz:1|r††, 1{z€urxzlfrvty^1~rz}v1†rP1*

*TT: Ugh! What a miserable life I have?*

Both the texts (ST and TT) have the sense of regarding of getting/having the difficult life. So, they have the same/similar meaning. The translators have been success in maintaining the semantic equivalence in this example/ translation.

28. *ST:* |r†z1€z†r4†zu, 1†yz€ , 1{zsr€!1

*TT: How suffocating was my life?*

In this example, the translators have been successful to maintain the semantics equivalence since both the texts (ST and TT) convey the similar meaning. In both the sentence we can get the information that her life was very difficult in the past. In this example, they have tried their best maintain the equivalence even in the words level. So, they are both semantically and syntactically equivalent.

29. *ST:* |yrsr...ur4...1€v††r41|^...r41~v..., 1rxruz1xr...€v1y, z€r?!

*TT: Beware! you are not supposed to say such things in front of me.*

In this example, the message of awaring not to do particular things infornt of her has properly been expressed in both the texts (ST and TT). So, in this example some degree of semantic equivalence can be found. While translating, the translators have adopted some addition technique.

30. *ST:* ~v...z1r4~, z1|r††, 1r{r€xr1y^u, 1y, P1

*TT: How big might he have been?*

Although, some linguistic gap can be found in the above example, the translators have been successful to maintain some degree of semantic equivalence. *Meri r4~*, z has not been translated into TT. Anyway both the texts (ST and TT) convey the same sense of terrifying prediction.

I

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND IMPLICATIONS**

#### **5.1 Summary**

The chapter wise summary of the whole study is given below:

The study is divided into five chapters. The first chapter is about the introduction of the topic. Mainly, this chapter provides the ideas to get title from different perspectives.

Chapter second is review of the related literature and conceptual framework. The main focus of this chapter is about the whole theory related to the title and the applications from the study go ahead. Thus, the overall study gives information which helps to broaden our knowledge based on our research area.

Chapter three contains the methods and procedures of the study. This part mainly describes the specific method, procedure, sample and tool which were used during the study.

Chapter four is about the results and discussion/interpretations of data which shows the overall discussion of the collected data. This is the main part of study because the results of the study can be found in this chapter.

Chapter five presents the chapter-wise summaries conclusions (gist/theme) and the implications of the study. The last part comprises the references and appendices of the study.

#### **5.2 Conclusions**

In partial fulfillment for the mater of Education in English, each person should conduct a research work. In the same way, I have also following this routine.

I have selected the typical topic "A Study on Semantic Equivalent; A Case of Translated Essay, {vv%r€1|rr€ur1|zlfy, , } " which is a masterpiece creation written by a reknown literary figure Mrs. Jhanak Ghimire and translated by Safal Sharman and Nagendra Sharma. The editor of this book is Dr. Govinda Raj Bhattarai.

As my topic depicts, I am only limited to the semantic aspect of the two version (ST and TT). The main objectives of my study is to point out the semantic equivalence between ST and TT through sentence level analysis.

To fulfill my objectives of the study, I have selected altogether thirty sentences: simple sentences, compound sentences, interrogative sentences and exclamatory sentences of both texts (ST and TT) by using random sampling procedure. Only, observation was used as the tool for data collection. Eight pairs from each category have been taken for detailed analysis being based on semantic syntactic, and functional perspectives.

All the above discussion is oriented towards my topic i.e. semantic equivalent while analyzing the collected data, I also found that, the translator deletes, adds the lexical items, and same structure with different functions and vice –versa. Othertime, he has been trying to maintain semantic equivalent as far as possible.

The data were analyzed in the study are shortly described below:

While analyzing simple sentences of both ST and TT, the first thing, the structure of ST is in S+O+V but TT has S+V+O pattern. Thus we find structural differentiation between them. In many cases the translator has maintained the semantic equivalent but sometime, he has used extra-lexical item which couldn't/may not work. Similarly, he has also deleted the lexical word which seems inappropriate. Therefore, a translator should be much more careful while choosing the lexical items. For example:

ST: *uyr€€r1~r1{z^u, 1}r4†ly^€rsr4†r1{, xzrty^?*

TT: *Thanks god! I was spared the fate of a living corpse.*

Next, while discussing about the compound sentences of both texts, as we know structural difference is not the matter of discussion. Thus, at the time of translating compound sentences he has used the comma, colon, semi-colon to emphasis and split the sentences which cannot found in ST. Likewise, the translator has also used the more lexical items, which sometimes functions well but other time not. It should be considered by the translator. Besides this, he has maintained the semantic equivalent between ST and TT. For example:

ST:

|ryz}v|r4yzl†~z...tz|r1†zlfr4€r4yr...^lfr}†r4v...rlyv...ur4l~r1†Šr€  
~}vluyv...rzll  
fr†r|lr4ty^lty^yr4v|zly^ll

TT: *At times, when I turn those pages of life and look over, I myself cannot help shedding tears again and again.*

ST:

r4{r1~r1†z€rzltyyr†fr†zl}v|yz...ryv|zly^l†z~r4€tyvyr...^}rzl†^€  
r4z...yvty^ll  
{r†}vl~v...r4l†~z...tz|r1fr€ryr...^lfr}†r4v...rlyv...€r1tyr4yr€tyyr€  
ll

TT: *I am writing these words; I am telling this to them who wish to read the pages of my recollections.*

In case of interrogative sentences of both texts, I found that generally semantic equivalent has been maintained by the translator but there are such cases also i.e. interrogative sentences of ST has been translated into assertive ones. Likewise, interrogative sentences of ST has been translated into exclamatory sentences also. It shows that, there is lack of semantic equivalent. He should be conscious about the functions of expressions while translating. For example:

ST: {zsr€1|r4yr41†, tyv{r†‡, 1y^u, ...ryvtyr1...rP1

TT: *Life is not what one expects to be.*

ST: {Ev†zsv}r41†r~r1^€}r4z1|r†‡, 1€zu...r41}r4xv|, P1

TT: *How could she enjoy such a long sleep!*

All the time of analyzing exclamatory sentences of both ST and TT, it is found that, most of the grammatical form and functions of exclamatory sentences of ST has been translated into assertive and interrogative sentences with different form and functions, due to this case the translator seems fail to maintain semantic equivalent in these cases. Otherwise, the translator has maintained the semantic equivalent between ST and TT. For example:

ST: ^fy!1{z€urxz~r41|r†..., 1r4fr†!1

TT: *What a great calamity in life?*

ST: tyyz:1|r†‡, 1{z€urxz1fr4vty^1~rz}v1†r!1

TT: *Ugh! What a miserable life I have.*

As we know that, translation is the bilingual activity. Being a good translator is very challenging because no two languages and cultures are same in the world. Thus, it is very difficult to find out equivalent terms from one language into another language. But it is not the solution of the present day world. Now, we are in the era of no translation no life because of the globalization, the small (event) matter of one corner of world has been universalized or communicated with few seconds only possible through translation. Therefore, as we readers; translator, trainers, researchers and others who are engage in this field should know that translation means not only word to word (literal) but it is message focus activity. It means to say is, the translated text should provide the essence or theme of source text to the target reader.

### **5.3 Implications**

Implications generally refers to the utilizations or applications. Every piece of work has some specific purpose after doing this. Similarly, as the research study which has a lots of implications in the real field which depends upon the nature of study. This study is related to translation. Thus, the person who is engaged in this field can use on their own.

### **Policy Level**

Though as I know there is not policy formation system in translation. In Nepal translation is only practice as a elective subject or as a teaching, learning subject. Furthermore, the study can be utilized in policy level in a sense that on the basis of strengths and weaknesses of the translator while translating typical work, the policy maker may formulate, as a translator he/she must follow the following rules but here in Nepal there is not fixed and final policy and rules. There is the birth of lots of translators but there is not standard way for being a translator. Thus, the findings of the study can be used for policy formation.

### **Practice Level**

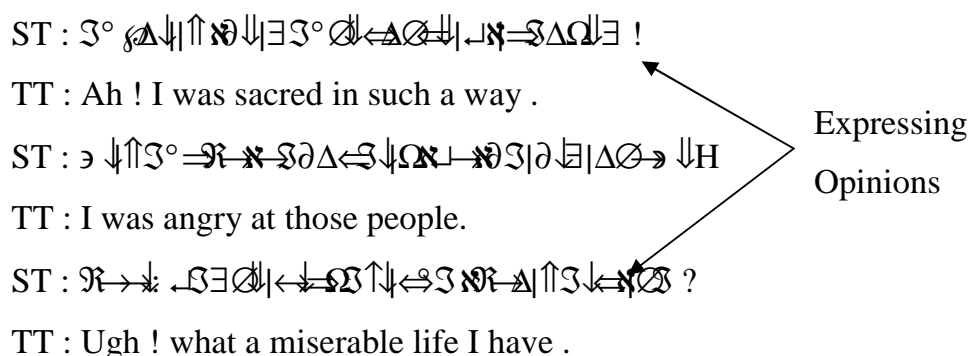
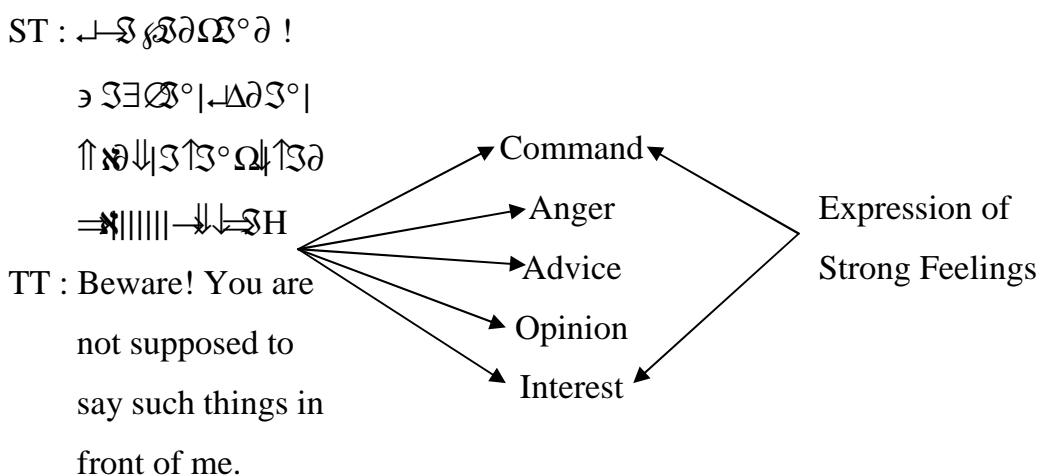
While teaching/training the translator/teacher the following things can be utilized in the practice level or in the classroom.

- 1) No two languages and cultures are same in the world thus while translating a piece of work into another languages, it is impossible to get perfect equivalence. The teacher makes them aware about to select the near equivalent word while translating. For example: 'madhyambihin' can be translated as 'mediumless' in place of 'deprived of medium', 'Keti' can be translated as 'daughter' in place of 'girl child'. The word 'akchr' can be translated as 'letters' in place of 'words'.
- 2) The grammatical structure plays vital role in determining semantic equivalent thus, while teaching translation, the students have the great opportunity to practice grammar directly and indirectly. For example: ST: S+O+V, ST: yahi ho jibanko euta darsan.



TT: S+V+O, TT: This is the philosophy of life.

- Sometimes same form of ST and TT denote different functions and vice-versa, thus it would be practiced in the real classroom. The different forms and function of expression can be practiced. For example:



- Translation is the bilingual activity: therefore the students get the chance to consult monolingual and bilingual dictionaries which makes them strong in vocabs. For example:

ॡ ॢ ॣ । ॥ ० ॢ ॠ ॢ ॣ । ॥ ० ॢ - exercise book, khulla dharti – open and wide earth dar – scare, durbhagya-misfortune etc.

- The students get the chance to know about the techniques of translation while translating a typical fiction. For example: addition, deletion and sense translation techniques etc.

### **Further Research**

The study can be the footsteps to conduct other researches because there are other aspects or other forms of translation for e.g. pragmatic equivalent, communicative equivalent, dynamic equivalent, formal equivalent etc. A lots of ideas can be achieved from this study and can be utilized to conduct further research as well.

## References

- Aarts, F. & Aarts, J. (1984). *English syntactic structures*. Pergamon. Institute of English and Martinus Nijhoff.
- Adhikari, B.R.(2003). *The translation of technical terms: A case of textbook for science*. An unpublished M.Ed. thesis, T.U. Kathmandu.
- Adhikari, D. (2011). *Word level equivalence: A case of the Novel 'Sukaratka Paila'*. An Unpublished M.Ed. thesis, T.U. Kathmandu.
- Aryal, S. (2011). *Techniques of translation: A case of Anuradha*. An unpublished M.Ed. thesis, T.U. Kathmandu.
- Awasti, J.R., Bhattarai, G.R.and Khaniya, T.R (2011) (Eds.). *Across languages and cultures*. Kathmandu: Editiors.
- Bhattarai, G.R.(2000). *An introduction to translation studies*. Kathmandu: Ratna Pustak Bhandar.
- Bhusal, C (2009). *A study on the cultural translation of the novel "Seto Bagh". techniques and gaps*. An unpublished M.Ed. thesis, T.U. Kathmandu.
- Catford, J. C. (1965). *A linguistic theory of translation*. Oxford: OUP.
- Das, B.K.(2005). *A landmark of translation studies*. New Delhi: Atlantic publishers and distibuters.
- Hatim, B. (2001). *Teaching and researching translation*. London: Pearson Longman.
- Kelinger, F.N. (1978). *Foundations of behavioral research*. Delhi: Surjeet Publication.
- Mukherjee, S. (1994). *Translation as discovery*. Hyderabad: Orient Longman.
- Newmark, P. (1981). *Approaches to translation*. Oxford: Pergamon.
- Newmark, P. (1988: 1998). *A textbook of translation*. Prentice Hall Europe.

- Nunan, D. (1992). *Research method in language learning*. Cambridge: CUP.
- Oxford Advanced Learners Dictionary* (2008). Oxford: Oxford University Press.
- Pokhrel, K. (2011). *The techniques and cultural gaps of translation: A case of novel Samanatar Aakash*. An unpublished M.Ed. thesis, T.U. Kathmandu.
- Singh, U.N. (2010). *Translation as growth*. India: Routledge.
- Tiwari, S. (2012). *A study on semantic equivalent: A case of translated novel, 'Rupamati'*. An Unpublished M.Ed. thesis, T.U. Kathmandu.
- Venuti, L. (1992). *Rethinking translation*. London: Routledge.
- Wilss, W. (1982). *The science of translating: Problems and Methods*. Tübingen: Gunter Narr Verlag
- [www.Academia.edu](http://www.Academia.edu)
- [www.google.com.np](http://www.google.com.np)





TT : Times of joy and delight happen to occur but rarely in one's life: likewise  
the times of my life's delight and happiness are hard to come by .

ST :

ᐃ ᐱᐅᑦᑕᑦᑎᑦᑎᑦ ᑕᑦᑎᑦᑎᑦᑎᑦ ᑕᑦᑎᑦᑎᑦᑎᑦ ᑕᑦᑎᑦᑎᑦᑎᑦ ᑕᑦᑎᑦᑎᑦᑎᑦ ᑕᑦᑎᑦᑎᑦᑎᑦ  
|ᑕᑦᑎᑦᑎᑦᑎᑦᑎᑦ  
ᑕᑦᑎᑦᑎᑦᑎᑦᑎᑦ ᑕᑦᑎᑦᑎᑦᑎᑦᑎᑦ

TT : There was the joy imparted by the letters – a joy that filled the heart with  
pleasure and bliss.

ST :

ᐃ ᑕᑦᑎᑦᑎᑦᑎᑦᑎᑦ ᑕᑦᑎᑦᑎᑦᑎᑦᑎᑦ ᑕᑦᑎᑦᑎᑦᑎᑦᑎᑦ ᑕᑦᑎᑦᑎᑦᑎᑦᑎᑦ ᑕᑦᑎᑦᑎᑦᑎᑦᑎᑦ  
ᑕᑦᑎᑦᑎᑦᑎᑦᑎᑦᑎᑦ  
ᐃ ᑕᑦᑎᑦᑎᑦᑎᑦᑎᑦ ᑕᑦᑎᑦᑎᑦᑎᑦᑎᑦ ᑕᑦᑎᑦᑎᑦᑎᑦᑎᑦ ᑕᑦᑎᑦᑎᑦᑎᑦᑎᑦ ᑕᑦᑎᑦᑎᑦᑎᑦᑎᑦ

TT : With the shoes on , the little string I had in my feet would be confined  
inside them and wouldn't get any kind of support.

ST :

ᑕᑦᑎᑦᑎᑦᑎᑦᑎᑦ ᑕᑦᑎᑦᑎᑦᑎᑦᑎᑦ ᑕᑦᑎᑦᑎᑦᑎᑦᑎᑦ ᑕᑦᑎᑦᑎᑦᑎᑦᑎᑦ ᑕᑦᑎᑦᑎᑦᑎᑦᑎᑦ ᑕᑦᑎᑦᑎᑦᑎᑦᑎᑦ  
|ᑕᑦᑎᑦᑎᑦᑎᑦᑎᑦᑎᑦ  
ᑕᑦᑎᑦᑎᑦᑎᑦᑎᑦ ᑕᑦᑎᑦᑎᑦᑎᑦᑎᑦ ᑕᑦᑎᑦᑎᑦᑎᑦᑎᑦ ᑕᑦᑎᑦᑎᑦᑎᑦᑎᑦ ᑕᑦᑎᑦᑎᑦᑎᑦᑎᑦ

TT : After that , as I learnt combining those words into sentences and enjoyed  
doing so , I celebrated some kind of festival with the same earth , without  
giving even an inkling of it to anybody else!

**Interrogative sentences.**

ST : ᐃ ᑕᑦᑎᑦᑎᑦᑎᑦᑎᑦ ᑕᑦᑎᑦᑎᑦᑎᑦᑎᑦ ᑕᑦᑎᑦᑎᑦᑎᑦᑎᑦ ᑕᑦᑎᑦᑎᑦᑎᑦᑎᑦ ᑕᑦᑎᑦᑎᑦᑎᑦᑎᑦ

TT : Life is not what one expects to be.

ST :

ᑕᑦᑎᑦᑎᑦᑎᑦᑎᑦ ᑕᑦᑎᑦᑎᑦᑎᑦᑎᑦ ᑕᑦᑎᑦᑎᑦᑎᑦᑎᑦ ᑕᑦᑎᑦᑎᑦᑎᑦᑎᑦ ᑕᑦᑎᑦᑎᑦᑎᑦᑎᑦ ᑕᑦᑎᑦᑎᑦᑎᑦᑎᑦ  
ᑕᑦᑎᑦᑎᑦᑎᑦᑎᑦᑎᑦ ᑕᑦᑎᑦᑎᑦᑎᑦᑎᑦ  
ᑕᑦᑎᑦᑎᑦᑎᑦᑎᑦ

TT : How is that , in our society, people have understood the matter in totality  
reverse manner ?

ST : ጻ ርባግሉን ያይዘው ለሌሎች ለሰጠው የሥራ ለምሳሌ ጥሩ ሲሆን ለሌሎች ጥሩ ሲሆን

TT : How could she enjoy such a long sleep !

ST : ይህንን ጥያቄ ለማስተካከል ለማንኛውም ሰው ለማስተካከል

TT : Can the society disagree with this view ?

ST : ለሌሎች ለሰጠው የሥራ ለምሳሌ ጥሩ ሲሆን ለሌሎች ጥሩ ሲሆን

TT : My parents would express their anger on me.

ST : ለሌሎች ለሰጠው የሥራ ለምሳሌ ጥሩ ሲሆን ለሌሎች ጥሩ ሲሆን

TT : Is it useless if I know words?

ST : ለሌሎች ለሰጠው የሥራ ለምሳሌ ጥሩ ሲሆን ለሌሎች ጥሩ ሲሆን

TT : ገንዘብ ለመጠቀም ለማለት ለማለት ለማለት

ST :

ሌሎች ለሰጠው የሥራ ለምሳሌ ጥሩ ሲሆን ለሌሎች ጥሩ ሲሆን ለሌሎች ጥሩ ሲሆን  
ለሌሎች ጥሩ ሲሆን

TT : Had I been born merely harm my father as well as his sons and grandsons.

ST :

ለሌሎች ለሰጠው የሥራ ለምሳሌ ጥሩ ሲሆን ለሌሎች ጥሩ ሲሆን ለሌሎች ጥሩ ሲሆን  
ለሌሎች ጥሩ ሲሆን

TT : Why did you scare her away with words in order for her to get away from  
your sight ?

ST :

ለሌሎች ለሰጠው የሥራ ለምሳሌ ጥሩ ሲሆን ለሌሎች ጥሩ ሲሆን ለሌሎች ጥሩ ሲሆን  
ለሌሎች ጥሩ ሲሆን

TT : Is it that persons who look outwardly attractive are only humans, not the  
others ?

**Exclamatory sentences**

ST :

ሌሎች ለሰጠው የሥራ ለምሳሌ ጥሩ ሲሆን ለሌሎች ጥሩ ሲሆን ለሌሎች ጥሩ ሲሆን  
ለሌሎች ጥሩ ሲሆን

ይህንን ጥያቄ ለማስተካከል ለማንኛውም ሰው ለማስተካከል

TT : Nature be blessed ! you give birth to merely to be at the receiving end of human cruelty- thereby awakening in me the meaning of my being , by existence .

ST : አሁን ! የሆኑት ለሁሉም ሕይወቶች ምን ለማለት ስለሚሆኑት ግንዛቤ ለማግኘት ሲሆኑት ለሁሉም ሕይወቶች ምን ለማለት ስለሚሆኑት ግንዛቤ ለማግኘት ሲሆኑት

TT : Ah ! I remember how tasty were the foods that you fed me, my grandma!

ST : ለማለት ስለሚሆኑት ለሁሉም ሕይወቶች ምን ለማለት ስለሚሆኑት ግንዛቤ ለማግኘት ሲሆኑት ለሁሉም ሕይወቶች ምን ለማለት ስለሚሆኑት ግንዛቤ ለማግኘት ሲሆኑት

TT : What a great calamity in life ?

ST : ለማለት ስለሚሆኑት ለሁሉም ሕይወቶች ምን ለማለት ስለሚሆኑት ግንዛቤ ለማግኘት ሲሆኑት ለሁሉም ሕይወቶች ምን ለማለት ስለሚሆኑት ግንዛቤ ለማግኘት ሲሆኑት

TT : How cruel they are !

ST : ለማለት ስለሚሆኑት ለሁሉም ሕይወቶች ምን ለማለት ስለሚሆኑት ግንዛቤ ለማግኘት ሲሆኑት ለሁሉም ሕይወቶች ምን ለማለት ስለሚሆኑት ግንዛቤ ለማግኘት ሲሆኑት

TT : Ah ! I was sacred in such a way .

ST : ለማለት ስለሚሆኑት ለሁሉም ሕይወቶች ምን ለማለት ስለሚሆኑት ግንዛቤ ለማግኘት ሲሆኑት ለሁሉም ሕይወቶች ምን ለማለት ስለሚሆኑት ግንዛቤ ለማግኘት ሲሆኑት

TT : How big might he have been !

ST : ለማለት ስለሚሆኑት ለሁሉም ሕይወቶች ምን ለማለት ስለሚሆኑት ግንዛቤ ለማግኘት ሲሆኑት ለሁሉም ሕይወቶች ምን ለማለት ስለሚሆኑት ግንዛቤ ለማግኘት ሲሆኑት

TT : Ugh ! what a miserable life I have .

ST : ለማለት ስለሚሆኑት ለሁሉም ሕይወቶች ምን ለማለት ስለሚሆኑት ግንዛቤ ለማግኘት ሲሆኑት ለሁሉም ሕይወቶች ምን ለማለት ስለሚሆኑት ግንዛቤ ለማግኘት ሲሆኑት

TT : How suffocating was my life ?

ST : ለማለት ስለሚሆኑት ለሁሉም ሕይወቶች ምን ለማለት ስለሚሆኑት ግንዛቤ ለማግኘት ሲሆኑት ለሁሉም ሕይወቶች ምን ለማለት ስለሚሆኑት ግንዛቤ ለማግኘት ሲሆኑት

TT : Beware! You are not supposed to say such things in front of me.



## Appendix-2 Transliteration Key

### Vowels

ऽ	अ	
ऽ°	आ	।
↓	इ	ी
↓	ई	ी
Δ	उ	ु
Δ°	ऊ	ु
ॠ	ए	
ऽ↓	ऐ	ै
↓	ओ	ौ
ऽΔ	औ	ौ

### Consonants

┌	क	क्	ॠ	द	
┌→	ख	ख्	ॠ→	ध	ध्
↑	ग	ग्	⇒	न	न्
↑→	घ	घ्	⇐	प	प्
⇒	ङ		⇔	फ	फ्
ॠ	च	च्	ॠ	ब	ब्
ॠ→	छ		ॠ→	भ	भ्
⇐	ज	ज्	↑	म	म्
⇔	भ	भ्	३	य्	
⇒	व	व्	३	र	
ॠ	ट		⇐	ल	ल्
ॠ→	ठ		∈ ॠ	व	व्
ॠ	ड		∈ ॠ	श	श्
ॠ→	ढ		∈ ॠ	ष	ष्
⇒	ण	ण्	∈ ॠ	स	स्
ॠ	त	त्	→	ह	
ॠ→	थ	थ्			