

# CHAPTER - ONE

## INTRODUCTION

### 1.1 General Background

The word 'language' was derived from Latin word 'Lingua' which means 'languet'. Later it got changed into 'language' in English. The word 'language' was used by English people in 13<sup>th</sup> century which means 'communication by using words'.

Language is concerned with the human being and his distinctive sounds which are used for communication. It is the concrete act of speaking writing or singing in a given situation, the notion of parole or performance. A particular variety or level of speech/writing may also be referred to as language (Crystal, 2003:255).

Language is the most advanced medium of communication, functions in the different fields of human activities since people exchange their feelings, thoughts, desires, emotions, etc through language. Though it is very complex phenomenon from linguistic point of view, it is more common matter of each and every human being in the world. Richards et al. have defined language as "the system of human communication which consists of the structural arrangement of sounds into larger units, eg. morphemes, words, sentences, utterances" (1985:196). According to Sthapit (2000:7):

Language is a voluntary vocal system of human communication.

So, it is one of the most common and effective means of communication. Widowson (1988:3) defines "Language is a system of arbitrary vocal symbols which permits all people in given culture, or other people have learned the system of that

culture, to communicate or to interact (Cited in Bhandari, 2004:27).

Communication as such involves transmission of message, information from a sender to receiver. In the process of communication one perceives the clear picture of the whole world through language. It is a means which helps us think, interpret, perceive and express about real world. Language is one of the most valuable possessions of human beings. It is a definite system of communication of a particular community. Language is a universal phenomenon and it is species. It is used to express the specific aptitude and behaviour of human beings in general. It is the mental mechanism which allows every individual to internalize their correct community specific signals for communicating abstract mental concepts. The primary purpose of using a language is to communicate, so very often language is defined as a means of communication. Sapir defines it as "a purely human and non distinctive method of communicating ideas, emotions and desires by means of system of voluntarily produced symbols" (1978:8).

Language is a convenient and powerful means of communication. In the present context, English as a well recognized international medium of communication has dominance over almost all other languages all over the world. English language is well accepted as the prestigious language that everybody feels pleasure with it. Due to its uses in different fields, people show their enthusiasm for learning English language all over the world.

### **1.1.1 English Language in Nepal**

English language is known as one of the most important international languages. In Nepal, it is also a basic medium of education and technical exploration. In Nepal it was developed as the first foreign language which got high popularity later. Now-a-days English has become the medium of international contact and effective channel of world wide communication.

It is thought the English was first used in Nepal in 17<sup>th</sup> century when king Pratap Malla ruled over Kathmandu valley. But at that time its scope was very much restricted because the common people were not able to understand and use this language. The inscription of 'Hanuman Dhoka' denotes that king Pratap Malla knew 14 languages including English language. Bhimsen Thapa was the first Prime Minister of Nepal also started coaching Royal family members for whom he had employed some of the Indian- English teachers.

Although English language had passed different phases in Nepal earlier, formally it was developed after the establishment of Durbar High School in 1985. Prime Minister Jung Bahadur Rana was highly influenced by the English language during his visit to England and brought two English teachers with him. He opened a school nearby his own palace to educate Rana children. This school was named "Durbar High School" which is known as the first English school in the educational history of Nepal. The sole aim of the establishment of this school was to keep relation with the Britishers. Later Trichandra College was established by the prime-minister Chandra Shamser Rana. He also established some mobile schools in Terai region.

It is clear that Ranas were very much influenced with English language, but English was widely developed in Nepal after the overthrow of Ranas in 2007 B.S. Many schools were established for all the people after democracy. Nepal Education System Plan (NESP) was introduced established in Nepal in 2028 B.S., which referred to the English subject as the compulsory subject in schools. It carried 200 full marks. But now this subject carries 100 full marks and it has been taught in school as the compulsory subject.

Now-a-days, English language has become the most important and essential language in Nepalese context. It is the medium of instruction in schools and colleges in Nepal. English as a subject has been prescribed in the curriculum of primary to university level of education in Nepal.

### **1.1.2 Translation: An Introduction**

Language was born with the need of exchanging thoughts and opinions among the human beings and translation was born for making the exchange of thoughts, feelings and opinions possible between two or more speech communities. The process of translation started shortly after the invention of scripts. Before the invention of letters and symbols for speech, people of two speech communities exchanged their communicative need through their oral interpretation. The oral interpretation served the function of translation. Even today, a speech is immediately translated or changed into other languages with the help of oral interpretation. Translation has been developed with the invention of letters and their development in writing.

Translation is an integrated activity comprising of culture, philosophy and linguistics. Catford (1965 : 1) "Translation is an operation performed on language; a process of substituting a text in one language for a text in another." Wills defines translation as "a procedure which leads from a written source language text to an optimally equivalent target language text and emphasizes that it required the syntactic, semantic, stylistic and text pragmatic comprehension by the translator of the original text" (1982 : 62). He uses the term translation in contrast to interpretation so as to include written text only. Crystle (1987) shows the clear contrast with this and he focuses the term 'translation' as "the natural term used for all task where the meanings of the expressions in one language is turned into the meaning of another language, whereas the medium is written, spoken or signed."

Translation is an act of transforming message from one language to another language. In the words of Brislin (1967 : 1) "Translation is the general term referring to the transfer of thoughts and ideas from one language (SL) to another language (TL) whereas the languages are in written or oral form, whether they have established orthographies or do not have such standardization; or whether one or both languages are based on signs as in sign

languages of the deaf." Likewise Wills (1982 : 12) as cited in Bhattarai, p.3) views translation as "a procedure which leads from a written SLT to an optimally equivalent TLT" and emphasizes that it requires the syntactic, semantic, stylistic and text pragmatic comprehension by the translator of the original text."

The importance of translation has increased day by day. It has helped to bring cohesion in our multilingual and multicultural society. It has played a crucial role to establish an advanced world literature. Translation is the only way to break linguistic barriers, bringing together what lies beyond time and space. Moreover, its contribution to language education can not be underestimated because it is the technique of learning language, culture and system, etc. of international world. Translation allows an exercise of learner's intelligence to develop his/her competence.

Translation is an important tool for transmission of knowledge across geographical and linguistic boundaries. It must take into account a number of constraints, including context, the rules of grammar of the two languages, their writing conventions and their idioms. Catford (1965 : 20) defines translation as "the replacement of textual material in one language by equivalent textual material in another language." Different terminological variations such as paraphrase, substitution, placement interpretation, transfer, rendering, etc. are also used to define translation. Similarly, Newmark (1988 : 5) defines translation as "rendering the meaning of a text into another language in a way that the author intends the text".

From the various definitions of various scholars, it can be deduced that translation is reproducing in the TL the closest equivalence of the SLT message in terms of meaning. Translation is integrated activity comprising culture, philosophy and linguistics. It is combination of art, science and skill. So, it is difficult to restrict translation a short within definition.

### **1.1.3 Importance of Translation**

Today, translation has not only become the common interest of a country or society but also has become the social need of an individual. The world has galloped with the wings of translation for promoting universal relationship and involvement in the present scenario. Because of its purpose and utility, the importance of translation has increased day by day. Translation has exposed the international culture to people in the current century, so it is called the century of the translation.

Translation has primarily been a means of communication and instrument of developing a world culture. Translation involves the transfer of meaning contained in one set of language signs into another set of language signs through competent use of the dictionary and grammar, the process involves the whole set of extra- linguistic criteria also. Today the translation holds a wide scope in the exchange of knowledge, literature or with the view of exchanging classical writings.

According to Bhattarai (2004 : 1) "from linguistic point of view, translation is very effective way of growing, it enriches one's young language and literature." Similarly, Newmark (1988 : 7) writes: "translation is an activity that serves as a means of communication, transmitter of culture, a technique of language learning and a source of personal pleasure." To create spiritual and devotional unity among the various dialectal societies and individuals in both national and international level is the main purpose of translation. Translation on the national level weaves the various dialectical societies and people into one maxim to promote firm national unity, whereas, on the international level, translation helps to establish unity among the people for peace and harmony. Translation crosses the geographical boundaries as well as breaks the linguistic barrier and helps to find the base for universal brotherhood and friendship.

Translation is an obligatory hammer to break the linguistic, cultural, psychological and contextual barriers and to find out the base for universal brotherhood and friendship. It helps to establish unity among the people for peace and harmony.

Translation turns a text of source language (SL) into a correct and understandable version of target language (TL) without losing the core theme of the original. Many people think that being bilingual is all that is needed to be a translator but it is not true. Being bilingual is an important prerequisite, no doubt, but translation skills are built and developed on the basis of one's own long drawn-out communicative and writing experience in both the languages. As a matter of fact, translation is a process based on the theory of extracting the meaning of a text from its present form and reproducing that with different form of the second language. Translation plays a role to bridge the gap between two speech communities. The greatest contribution of translation is, thus, to impart man the knowledge of the varied world of literature which consequently inculcates in him love for cultural contrast, sense of beauty, fraternity, peace and harmony. The translator who devoted himself for purely humanitarian purpose has stood on the crossroads of history as an "inter-cultural mediator today (Bhattarai, 2000 : 12).

Translation helps them to understand and supports the various experiences of life prevalent in the countries of the world. The experiences of life in each of the countries are distinctive in nature, the people among developed countries like America and Japan experience the distinctive prosperous life style, whereas the life style of Russia is rather distinctive. Similarly, the life experience in developing and underdeveloped countries like Sudan, Vietnam, Kango, India and Nepal are rather distinctive and complex in nature.

In the world, cultures reside as many as languages. Translation helps us to open the gate of vivid cultural identities. It is considered as the greatest significance of translation. Besides, translation also helps to coin new word for the

increment of vocabularies in developing one's language. So, today translation has become as a part of human life. Without translation we cannot keep in touch with the world events.

The importance of translation can be summarized in the following points.

- It is a means of personal pleasure.
- It is a transmitter of truth and a force of progress.
- It is a means of communication.
- It is a transmitter of knowledge and culture.

#### **1.1.4 Language, Culture and Translation**

Language, culture and translation are very much close to each other. "Culture is the way of life and its manifestations that are peculiar to a community that uses a particular language as its means of expression" (Newmark 1988 : 94). It is one of the social aspects. It is a set of behaviour patterns which are reflected in the language of that community. A particular culture is the way of life especially general customs, beliefs, social habits etc. of particular group of people. Language is primarily a social phenomenon which is naturally and intricately intertwined with culture. Language is embedded in culture such that the meaning of any linguistic items can be properly understood only with reference to the cultural context. Language is only the process or act of transformation between or among the languages. Meaning aspect is important in translation not the linguistic aspect. That is why, translation can not be fully understood outside the cultural reference. Culture is regarded as the most important influencing aspect in translation because culture creates a gap between two languages which should be minimized by the translator.

Translation and culture are strongly related terms. Rendering of the information from one language to another language becomes impossible without culture knowledge of either language communities. Translation is not only linguistic activity but also cultural one. That is, a translator does not only translate



language but also the culture associated with the text. It involves more than replacement of lexical and grammatical items between languages, translators often undergo hardship while bridging the cultural gaps.

Translation of culture is a new area of interest in the field of translation studies. Cultural translation is a concept used in cultural studies to denote the process of transformation in a given culture. Being an emerging discipline in its own, it is so crucial that human life in a bilingual or multilingual society is impossible and worthless in absence of it. It has made different cultures familiar among the multi-linguals, which further have developed to establish peace and harmony, sense of closeness and beauty and fraternity among the people of different cultural backgrounds. In the process of translation, language is not regarded as the main aspect, it is only a medium of rendering symbol but the core aspect is the culture which is to be translated well.

In other words, the overall concern in the process of translation is less as a linguistic and more as a cultural procedure. Translation is the most difficult and challenging job because the two language cultures can not exactly correlate to all their aspects. With restraint care and adjustment, translation bridges the gap between two speech grounds and is judged by the degree of gratification among the audiences of the target language.

### **1.1.5 Types of Translation**

Different linguists have classified translation into various types. Different types of translation exist on the basis of different factors such as agent, medium, register, system and orientations. According to Das (2005 : 21) traditional translation theorists have divided translation into two types.

#### **i. Literary Translation**

In literary translation, the translators are concerned with both 'sense' and 'style'. In the translation of literature, the translator has to bear in mind the basic

principles of literature. He is also to bear in mind the use of figurative language in literature. He should also reflect aesthetic value of original, so it is also taken as something creative. Such translated works are also called trans creation.

## **ii. Non-literary Translation**

Non- literary translation emphasizes on the sense of the text. It is also called sense-for-sense translation. Generally this type of translation takes place in law, physical science, social science, journalism, etc.

In terms of register, translation can be divided into three types. They are:

- a. Literary Translation
- b. Technical Scientific Translation
- c. Academic Translation

### **a. Literary Translation**

Literary translation refers to the translation of literary texts such as essay, novel, drama, poetry. Since authors of literary text express their ideas, emotions, thoughts, feelings and flavour of their culture. It is very difficult to translate them with the absolute reflection of their meanings. Literary translation is always approximate translation. Still, it is regarded as the highest level of translation. Literary translator needs to translate the text pragmatically. Literary translation is the oldest, the most difficult and the highest form of translation. The conflict between 'form' and 'content' and issue of 'subjectivity' and 'untranslatability' make literary translation the most difficult type of translation. Translation of the literary texts includes translation of different cultural specific terms of source language. Sometimes these cultural specific terms create gap, so it is a very difficult type of translation.

Example of literary Translation:

Nepali : U hataridai gaihalyo. Basle chhodeko passenger jastai ma jilliera ubhirahe. Samjhera aaera ta usle lagchha lagchha, kati dhipi garna

sakchha Shivaraj, tara jane kasari, budho manis thatiera aauchha vanli ki ! Sakambariko mukh na ho. Upahar naboki uhi pani upalachhya pareko dinma jhyaure vayera jane pani kasari. Thatiera ta ma sadhai hidchhu. Yo Sakambarilai thahai hola. Hare ! Yo janmadin pani Mujurako vaidie hune (Shirisko Phool/Parijat).

English : He went off in a hurry. I stood there dumbfounded like a passenger who has been passed up by a bus. I thought, if he says he'll come, he'll come; Shiva Raj is very determined. But how can I go? The old man has come dressed up, she will probably say, or something like that. Sakambari has that kind of mouth. And how can I be so inept as to go on such a festival day without a present? I'm sure she knows that. Oh! this should have been Mujura's birthday (Tank Vilash Varya/Blue Mimosa).

#### **b. Technical Translation**

Technical translation is opposed to literary translation. Technical translation is known as non- literary translation. This type of translation is related to the different informative texts like brochures, manuals, instructions, etc. In comparison to literary translation, it is objective and content-oriented translation. Thus, technical translation is universal in nature. A translator transcreates something new in literary translation but in technical translation s/he does not transcreate. He rather thinks how to provide information intended to translate. So, it is primarily content-oriented and seems to be more objective.

Example of technical translation.

Nepali : Kalo masile chhopyeko bhag koriyeko khandama kard swikar nagarnuhola.

English : Don't accept if shaded area is tampered with.

Nepali- Kalo maseele chhopeko bhaglai kornuhos, terha ankako recharge number dekhine chha.

English - Scratch the shaded area with a coin, the 13 digit recharge number will be revealed (Phyak : 2008).

**c. Academic Translation**

In academic translation, the translators reduce the original source language text to the small version in the target language text for the academic purpose. It is also called pedagogical translation. We could see many literary texts (novel, dramas, essays, short stories, poems, etc) translated for academic purpose. These texts are taught at schools, colleges and universities. To be specific to language teaching, academic translation is practiced as a means of learning a second language.

Generally in the course of translation, the following three stages of translation are very often described and defined by translation scholars.

- a. Word-for-word translation.
- b. Literal Translation.
- c. Free Translation.

**a. Word-for- word Translation**

This translation is known as SL-oriented translation. In this type of translation the sequence of subject-verb agreement is not violated. Only the words are translated, not the theme of the text, for example.

SL (Nepali) - Uniharu volleyball khelchhan.

TL (English) - They volleyball play.

SL (Nepali) - Ma Khana Khanchu.

TL (English) - I rice eat.

SL(Nepali) - Timro nam ke ho?

TL (English) - Your name what is ?

**b. Literal Translation**

This translation is also SL-oriented translation. In this type the SL grammatical constructions are changed into correct TL language constructions. Sentences become grammatically correct but the theme of the SL text is not conveyed.

For example,

SL (Nepali) - Usle Jibro Tokyo.

TL (English) - He bit tongue.

SL (Nepali) - Ramle dondo katyo.

TL (English) - Ram cut the hill.

**c. Free Translation**

This type of translation is TL oriented translation. It is totally different from other two types of translation. Not only grammatical structures but also cultural theme of the text is translated in TL.

For example

SL ( Nepali) - Usle jibro tokyo.

TL (English) - He died.

SL (Nepali) - Ramle dando katyo.

TL (Englis) - Ram went far away.

In free translation the pragmatic meaning of the SL text is focused rather than linguistic meaning. Free translation is widely used and advanced type of translation. So this translation is very often accepted and followed by the translators.

**1.1.6 An overview of the Novel Shirish Ko Phool**

"Shirish Ko Phool", one of the most famous Nepali novels is written by Parijat, the nomde plume of Bishnu Kumari Waiba. She is a novelist, poet and short story writer. This novel is considered to be one of the greatest achievements in the history of Nepali literature. The novel was written in 1965 A.D. and published by Sajha Publication. The novel was awarded Madan Puraskar in the

same year. The novel was translated into English with the title "Blue Mimosa" by Tanka Vilas Varya and it was published by Orchid Book, Kathmandu.

### **1.1.7 Types of Sentences**

Sentences are classified on the basis of their forms and functions. On the basis of grammatical function, sentences can be classified as:

#### **i. Declarative Sentence**

A declarative sentence starts an idea. It starts from a subject and ends with a full stop. It does not give command or request, nor does it ask question. But this type of sentence gives either affirmative or negative ideas.

#### **For Example:**

She came into the room.

He did not repeat his name although I had forgotten it.

#### **ii. Imperative Sentence**

Imperative sentence gives advice or instruction, or that it expresses a request or a command. In imperative sentence, the main verb is in the base form and used in issuing orders or directives.

#### **For Examples**

Leave your coat in the hall.

Don't talk too much.

#### **iii. Interrogative Sentence**

Interrogative sentence is used for asking question. Generally interrogative sentences are divided into two types. They are wh-interrogative and yes/ no interrogative. Wh interrogatives are introduced by wh-words and yes/ no interrogatives are introduced by auxiliary verbs.

#### **For example.**

Where did you go yesterday?

Did they swim in the river?

**iv. Optative sentence**

A sentence which expresses one's wishes, curses and blessings is called an optative sentence. It may either end with a full stop or with an exclamation.

For example:

God save you!

**v. Exclamatory Sentence**

An exclamatory sentence ends with exclamation mark by making strong feeling and emotion. The sudden emotion of an individual or a group is conveyed by the exclamatory sentence. Feelings of surprise, wonder, pity are strongly expressed in exclamatory sentence. For example.

Oh, what a wonderful place!

Moreover, the sentences are classified into three main types on the basis of their forms.

**i. Simple Sentence**

A simple sentence consists of one subject and one verb and can stand alone as an independent clause. There are five basic patterns of simple sentence in English.

- a. Subject + verb.
- b. Subject + verb + object.
- c. Subject + verb + indirect object + direct object.
- d. Subject + verb + subject predicate.
- e. Subject + verb + object + object predicate.

For example. I can easily digest the memory of Bari.

## **ii. Compound Sentence**

A compound sentence consists of two or more clauses of equal grammatical importance. A coordinating conjunction joins the clauses. The conjunctions like 'and, as well as, not only.... but also, but, for, nor, either', etc. are used to make the compound sentences. For example:

I was scared but I did not run away.

## **iii. Complex Sentence**

A complex sentence is composed of one main clause and one or more subordinate clauses. Subordinating conjunctions are used to connect the clauses and make a complete sentence. The conjunctions that, because, before, after, since, while, if, although, etc. are used in complex sentences.

For example.

I ate the meal that you cooked.

## **1.2 Review of the Related Literature**

A large number of the texts have been translated from Nepali to English but only a few research works have been carried out in translation field. No study has been carried out to analyze the sentence types and negation being concerned with cultural terms found in Nepali novel 'Shirish Ko Phool.'

**Wagle** (2004) in his thesis **A Study on Multiple Translation of Muna Madan from Cultural Prospective** attempted to analyze the four different versions of translated pieces of Muna Madan. He found that eighteen different techniques were employed by the translators while translating the cultural words. He also came up with the conclusion that literal translation is the most widely used technique in translating cultural related words.

**Khanal** (2005) in his thesis entitled **The Translation of Science Text: A Case Study of Translated Text Book of Science for Grade X.** tried to find out the sentence structure and observe the semantic gap in translation. The number of



the sentences in SL and TL were not same. ST had more number of the sentences than TT and both of the text had more number of the affirmative sentences than negative. He concluded that the gaps were found in different areas of grammar. They were voice, preposition, article, word order and tense.

**Rimal** (2008) carried out a research entitled **Analysis of Translation Shift and Strategies Used in Translating Culture in the Drama Masan** to analyze translational shift and strategies from cultural perspective. To accomplish the objectives of the study, he analyzed the Nepali version of drama 'Masan' and English version "Cremation ground". His study showed that eighteen different techniques were employed in translating cultural words of drama. This study also concluded that literal translation is the most widely used technique in translation and back translation is the least.

**Tiwari** (2008) in his thesis entitled **Multiple translation of the story of Chhimeki**, tried to find out cultural terms and techniques. He found sixty cultural words and sixteen different techniques to have been employed in translating cultural words. He found literal translation as the most widely used technique for translation of cultural words.

**Bhandari** (2009) in his thesis entitled **Techniques and Gaps of Translation of Cultural Terms: A Case of Novel Rupmati** found five different categories and nine techniques in translated novel 'Rupmati'. In his study he found literal translation most widely used technique of translation of cultural terms and back translation is the least used technique.

**Bhushal** (2009) carried out research on **A Study on the Cultural Translation of the Novel Seto Bagh**. He collected cultural terms from Nepali and English version of the novel. He found these terms into five categories in terms of their related meaning features. They are ecology, material culture, religious culture, social culture and organization and conceptual terms. He evaluated the terms

with nine different techniques where literal translation is the most widely used technique and couplet the least in translating all categorical terms.

Most of the research works mentioned above are related to the translation of technical and cultural terms and they have contributed to find out techniques and gaps in translation. But this study aims to find out the sentence types, negation and sentence synthesis and analysis being concerned with the novel 'Shirishko Phool.' So, it is different from other researches.

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

The objectives of the study were:

- a. To evaluate the translation of the novel in terms of sentence types with a focus on the procedure of negation.
- b. To identify the sentence synthesis and sentence analysis procedures in translation.
- c. To suggest some pedagogical implications.

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

This study will be useful for the prospective researchers who want to undertake research in translation. It will also be more significant to the English medium textbook writers who have to deal with Nepali culture. Similarly, the students of sociolinguistics, translators, teachers as well as the students will find this study significantly useful.

### **1.5 Definition of Key Terms**

- The term **concrete** in this study refers to the factual or actualness of language skills, not on the ideas or guesses.
- The term **field** in this study refers to the subject of study or area of activity.
- The term **voluntary** in this study refers to the willingness for the action.

- The term **sender and receiver** in this study refers to the speaker and listener.
- The term **mobile schools** in this study refers to the schools which were established by Chandra Samser Rana, which were not fixed and could be moved one place to another place easily.
- The term **SLT** in this study refers to the source language text. In this study the SLT is Nepali language text.
- The term **TLT** in this study refers to the target language text. In this study the TLT is English language text.
- The term **SL** in this study refers to source language. In this study the SL is Nepali.
- The term **TL** in this study refers to target language. In this study the TL is English.
- The term **Indian English teachers** in this study refers to the Indian teachers of English language.
- The term **transmitter** of culture in this study refers to the medium which passes the cultural informations from one cultural society to another cultural society and one generation to another generation.
- The term **transcription** in this study refers to the process of creating or adding something by the translator while translating a text.
- The term **gap** in this study refers to the area of differences in components which occur in two or more than two languages.
- The term **equivalence** in this study refers to the parallelness of the components which are found in two or more languages.
- The term **simple sentence** in this study refers to the sentence which can stand alone as an independent clause.
- The term **compound sentence** in this study refers to the sentence which is joined by co-ordinating conjunction.
- The term **complex sentence** in this study refers to the sentence which is joined by sub-ordinating conjunction.

- The term **frequency** in this study refers to the rate at which linguistic item is repeated.
- The term **facial difference** in this study refers to the increment or decrease of the sentences in the texts.
- The term **actual difference** in this study refers to the difference in overall percentage of the sentences occupied by particular sentence type in the texts.
- The term **sentence synthesis** in this study refers to the combination of two or more than two sentences in a single one.
- The term **sentence analysis** in this study refers to the process of breaking down of a sentence into more sentences.
- The term **bridge** in this study refers to the solution for maintaining gaps between two languages.

## **CHAPTER - TWO**

### **METHODOLOGY**

In this research the researcher aimed to analyze the sentence types and negations and sentence synthesis and analysis in the novel 'Shirish Ko Phool' and its translated version. For this purpose the researcher adopted the following methodology.

#### **2.1 Sources of Data**

This study was based only on secondary sources of data.

##### **2.1.1 Secondary Sources of Data**

The secondary sources of data for this study are the Nepali and English version of the novel. 'Shirishko Phool' of Nepali version is written by Parijat and which is translated in English entitled 'Blue Mimosa' by Tanka Vilas Verya with the assistance of Sondra Zeidenstein. I also collected books, articles, journals, dictionaries, etc which were related to translation.

#### **2.2 Sampling Procedure**

I applied non-random judgmental sampling to collect the sentences from the selected novels.

#### **2.3 Tools for Data Collection**

For this study, observation was the tool for data collection. I read and re-read the original and the translated version of Shirishko Phool to get the required information.

#### **2.4 Process of Data Collection**

- a. I collected the original and the translated novel of 'Shirish Ko Phool'.

- b. I counted the sentences which are found in novel under study.
- c. I identified the various sentence types in the source text and their respective translations in the target text.
- d. I identified the negative sentences which are found in the novel.
- e. I made different categories of the sentences on the basis of their constructions.
- f. I analyzed the sentential gaps in translation.

## **2.5 Limitation of the Study**

The study will have the following limitations.

- a. This study is limited to the evaluation of translation in terms of sentence types and negations.
- b. This study is limited only to the novel 'Shirish Ko Phool' and its translated version 'Blue Mimosa'.
- c. This study is further limited to the sentence synthesis and sentence analysis.

## **CHAPTER- THREE**

### **ANALYSIS AND INTERPRETATION**

In this chapter, the data collected from Nepali and English version of the novel are presented, analyzed and interpreted to find out the specified objectives of the study.

#### **3.1 Basic Features of Sentence Structure**

In this study, Nepali version of the Novel 'Shirish Ko Phool' is ST (Source Text) of the study, and the English version of the same novel 'Blue Mimosa' is the TT (Target Text). To carry out the structural features of the TT and ST, I followed the various criteria and compared both the text strictly.

##### **3.1.1 Formal Structures of Sentences**

The researcher counted and analyzed all the sentences of the Novel 'Shirish Ko Phool' and its translated version 'Blue Mimosa' and found such formal structures of the sentences used in either texts.

**Table No .1**  
**Types of Sentences in ST**

S.N	Types of Sentences	Number of Sentences	Percentage
1	Simple	750	46.52%
2	Compound	598	37.09%
3	Complex	264	16.39%
Total		1612	100%

The formal structures of the sentences used in ST have clearly been shown in the table 1. The text contains all total 1612 sentences where the total number of the simple sentences was 750, compound 598 and complex 264. In this way simple sentences were maximally used as the text contains 46.52% simple

sentences. Likewise the compound sentences occupied 37.09% and finally 16.37% of the sentences were the complex sentences. Here, the simple sentences were the widely used sentences and complex sentences were the least used ones.

**Table No. 2**  
**Types of Sentences in TT**

S.N	Types of Sentences	Number of Sentences	Percentage
1	Simple	1178	55.46%
2	Compound	399	18.78%
3	Complex	547	25.76%
Total		2124	100%

Table 2 shows the formal structures of the sentences used in TT. As the table shows the text contains all total 2124 sentences where the total number of the simple sentences is 1178 , compound 399 and complex 547. 55.46% of the sentences were simple, 18.78% of the sentences were compound and 25.75% of the sentences were the complex sentences. On the basis of such table, I concluded that in the source text simple sentences were used in the highest frequency whereas complex sentences were least used.

**Table No. 3**  
**Comparison of ST and TT in Terms of Numbers and Types of Sentences**

Type of sentences	ST		TT		Difference	
	Number	Percentage	Number	Percentage	Number	Percentage
Simple	750	46.52%	1178	55.46%	+ 428	+8.94%
Compound	598	37.09%	399	18.78%	- 199	-18.3%
Complex	264	16.39%	547	25.76%	+ 283	+9.37%
Total	1612	100%	2124	100%	+ 512	

In table 3, the total number of sentences in ST was 1612 whereas the total number of the sentences in TT was 2124. There was the great fluctuation



in the total number of the sentences in translation that 512 sentences were increased in TT. The number of the simple sentences in ST was 750 whereas the number of the simple sentences in TT was 1178. It shows that the number of the simple sentences in TT was greater than in ST. From this distribution I came to know that it is not possible to translate any text parallelly due to variation in construction of the sentences in different languages. Here ST has lesser number of the simple sentences but greater in TT. In translation, types of sentences in SL were occasionally found to be changed into another type of sentences. Simple sentences of SL were changed into compound and complex sentences as well, which are listed below.

ST : Phere bhari bottleharu magaiyo.

TT : He sent for full bottles and emptied them.

(Full bottles were ordered again.)

ST : Shiv Rajko kothama ma eklai thiye.

TT : I was alone in Shiva Raj's living room, waiting for Shiva.

ST : Maile raksi Khayekoma uslai gunaso chhaina.

TT : She doesn't complain if I drink.

ST : Manusyeko mritu bhaye arkai.

TT : If the mankind died, that would be the another story.

(If the mankind died, it would be the strange.)

(The detail data illustrating the translation of simple sentences are given in Appendix I).

Out of 1612, the total number of the compound sentences was 598 in ST whereas 399 in TT out of 2124. This shows that the compound sentences are greater in ST, it is because in number in the translation most of the sentences were translated or changed either into simple or complex sentences.

The examples of translation of compound sentences into simple and complex are given below.

ST : Samjhe u jathavi bolchhe ra katipani laj mandina.

TT : I thought, she says whatever comes in her mouth because she doesn't care how much she embarrassed other.

ST : Mero khaltibata euta samasya vago, euta manab birodhi tattoo vago ra dhrishta vago.

TT : Out of my pocket escaped problem, a panic and impudence.

ST : Maile fuldanma varyeko taja nila phool khelae ra aaphailai birsana khoje.

TT: I tried to forget myself by playing with the fresh blue flowers that were filling the vase.

(The detailed illustration of the translation of compound sentences are given in Appendix II).

Out of total 1612 sentences the number of the complex sentences in ST was 264, whereas the TT contains 547 complex sentences where the total number of the sentences is 2124. The ST had 16.39% complex sentences and while translating the text the TT had 9.37% complex sentences. In translation of SL text into TL text complex sentences were openly changed into simple sentences. The related examples are given below.

ST: Dosro patak usanga vetda bolne jun rahar thiyo tyo sabai rahar marisakeko thiyo.

TT: Interest of talking to her second time was dead.

ST : Jasto chha testai chalcha.

TT: It will go on just the same.

(The detail illustration of the translation of complex sentences are given in Appendix III).

In translation, due to the non-corresponding components in the sentence structure, the number of the sentences are not equal in texts. Due to the complexity of the ST structures, the translator has broken the single sentences into two or more sentences and vice-versa. Though the instances of breaking of and joining of the sentence structures were remarkably high in translation, the translator has not maintained the formal equivalence of ST even though semantic equivalence has been maintained.

### 3.1.2 Functional Structure of Sentences

The functions of the sentences used in ST and TT are classified on the basis of their types: declarative, imperative, interrogative, optative and exclamatory.

**Table No . 4**  
**Types of Sentences in ST**

SN	Type of sentences	Number of sentences	Percentage
1	Declarative	1205	74.75%
2	Imperative	26	1.62%
3	Interrogative	252	15.63%
4	Optative	20	1.24%
5	Exclamatory	109	6.78%
Total		1612	100%

The functional structures of the sentences used in SLT have been shown in the table 4. As the table shows out of 1612 sentences in ST, 1205 sentences were declarative, 26 imperative, 252 interrogative, 20 optative and 109 exclamatory sentences. From this table, it is found that declarative sentences had higher frequency with 74.75 percentage and second position has been occupied by interrogative sentences with 15.63 percentage whereas the portative sentences had the least frequency in ST with 1.24%.

**Table No. 5**  
**Types of Sentences in TT**

SN	Type of sentences	Number of sentences	Percentage
1	Declarative	1704	80.22%
2	Imperative	40	1.88%
3	Interrogative	291	13.70%
4	Optative	28	1.31%
5	Exclamatory	61	2.89%
Total		2124	100%

Table 5 shows the functional structures of sentences used in TT. As the table shows, that the target text contains 2124 sentences; out of them 1704 sentences were declarative, 40 imperative, 291 interrogative, 28 optative and 61 exclamatory sentences. From this table it is found that declarative sentences had higher frequency with 80.22 percentage and the optative sentences with 1.3 percentage got the least frequency.

**Table No. 6**  
**Comparison of ST and TT in Terms of Number and Types of Sentences**

Type of sentences	ST		TT		Difference	
	Number	Percentage	Number	Percentage	Number	Percentage
Declarative	1205	74.75	1704	80.22	+499	+5.47
Imperative	26	1.61	40	1.88	+14	+0.27
Interrogative	252	15.63	291	13.70	+39	-1.93
Optative	20	1.24	28	1.31	+8	+0.07
Exclamatory	109	6.77	61	2.89	-48	-3.83
Total	1612	100	2124	100	+512	

Table 6 shows, the number of the declarative sentences in ST was 1205, whereas the number of the declarative sentences in TT was 1704. This shows that the number of the declarative sentences in TT was greater than the ST.

In this study, the declarative sentences were maximally used in both texts. But the equivalent translation of the declarative sentences was openly violated because of existence of some of the untranslatable features and the skill of the translator. While translating the SL text into TL text, in some cases the declarative sentences were found to have been changed into other type of sentences, too.

ST: Maile vane tyo ta phool ko kura bhayo.

TT: "Aren't you still talking about the flowers?" I said.

ST: Bichaima usle kura katera sodhyo "Bhagita rahanuvako chha ni bottle ma, glass ma.

TT: He interrupted me to ask, "But aren't you running away with your bottle and glass?"

(He interrupted me and asked that I was habituated with wine.)

ST: Samjhe sachikai kathor ho yo swasnimanchhe.

TT: I thought what a really hard woman she is!

ST: Samjhanchhu ek sukumari, timi ra ma ma kunai dusmani chhaina.

TT: I thought, my lonely one, what hostility is there between us?

(The detail data illustrating the translation of declarative sentences are given in Appendix IV).

The total number of the interrogative sentences was 252 in the ST; whereas 291 in the TT. Second frequently used sentences after declarative were interrogative sentences. In translation, in some cases interrogative sentences were found to have been changed into declarative and exclamatory sentences too.

- ST: Ke thaha uslai Bichari aaja manish kaha pugeko chhaina?  
 TT: She doesn't know poor thing, that men were everywhere.  
 (As poor lady she is, she does not know how far a man goes for his destination.)
- ST: Bhannus bhannus, ajha timi vannus, iniharulai ke ko tapain?  
 TT: Oh yes, please do. And say 'thou' to them not 'you'.
- ST: Samjhe, kati kaphar ma?  
 TT: I thought what coward I am !
- ST: Hareh Khane? Kya ho kya ho bachine ho ki?  
 TT: Do you despise? May be you will survive.  
 (Don't be hopeless because we may survive too.)

(The detailed data illustrating the translation of interrogative sentences are given in the Appendix V).

The total number of the exclamatory sentences was 109 in the ST; whereas 61 in the TT. From this data it is known that exclamatory sentences got lesser position in frequency in either texts with the comparison of declarative and interrogative sentences. While translating ST text into TT text, the exclamatory sentences in some cases. It is found have been changed into declarative and interrogative too. Some examples are listed below.

- ST: Yudha vaneko hami aaphujastai manisharu aapasma katakat garnuta ho ni, badhi ke ho ra!  
 TT: War means cutting up men who are just like us, that all it is.  
 (War is not more than cutting up the men each other by themselves.)
- ST: Vannus ta yudhhale manislai katisamma boka banaudo rahechha!  
 TT: Do you see how war turns men into goats?  
 (Let's see, how the war creates uncertain death!)

ST: Shikar paenajasto chha ni !  
TT: It looks as if you haven't found a victim.  
(You might have failed to get prey.)

(The detailed data illustrating the translation of exclamatory sentences are given in Appendix VI) .

The total number of imperative sentences was 26 in the ST ; whereas 40 in the TT. It shows that the number of imperative sentences in the TT was greater than in the ST. In the translational analysis, it is found, in some cases, imperative sentences are changed into interrogative sentences. For example,

ST: Malaipani milaideuna timro orchid beauty.  
TT: Why don't you let me share your orchid beauty?

(The detailed data illustrating the translation of imperative sentences are given in Appendix VII)

### **3.2 Synthesis and Analysis of the Sentences**

In the course of translation, it is very difficult to maintain formal and functional equivalence while translating SL text into TL text. It is because no two languages are equal in grammatical and lexical level, and the knowledge and skill of the translator also influences over it. In translation one sentence can be broken down into many other sentences and vice-versa. Some of the examples of sentence synthesis and analysis are listed below.

ST: Pakhalera aparadh pakhalinchh? kasto hasho uthdo!  
TT: To wash away a crime how laughable that is!  
ST: Bariko anupasthitima pani ma tyo gharma gairaha. Kunni tyaha janama ke santhusti paunthe?  
TT: Even in Bari's absence I kept on going to her house, though who knows what satisfaction I found in going.  
(Even in Bari's absence I kept on going that house. But I didn't know what satisfaction I could find there).

ST: Shiva Raj aayeko thiyena ra sayad audaina hola, ma yehi samjhiraheko thiye.

TT: Shiva Raj had not come. Perhaps he would not come. I sat there thinking.

ST: Tespachhi Bariko janaka karanharu usle bataena ra chandai barbata niskyo.

TT: He did not tell me why Bari was going. After a short time he left a bar.

ST: Tespachhi nikai din bityo, maile barma jana chhode.

TT: Many days passed. I gave up going to the bar.

ST: Dhunga na ho, usko aghi katai aparadh garepani yo usle kasailai vanne hoina.

TT: It's only stone. You can commit any crime in front of it. It won't tell anyone.

(As a stone she won't tell any crime to other which is committed in front of her).

**Table No. 7**

**Overall Comparison of ST and TT in Percentage**

Formal Types			Functional Types		
	facial difference	Actual difference		Facial difference	Actual difference
Simple	+8.94%	+ 57.06%	Declarative	+5.47%	+ 41.41 %
Compound	-18.31%	-33.27%	Imperative	+0.27%	+ 53.84%
			Interrogative	- 1.93%	+ 15.47%
			Optative	+0.07%	+ 28.57%
Complex	+9.37%	+107.19%	Exclamatory	-3.88%	- 44.03%

In table 7, all the sentences have greater actual difference although they have minor rise/fall in facial points. In formal comparison of the sentences, simple sentences occupied 46.52% in ST and 55.46% in TT. There the facial difference is the incensement of 8.94%. But as a whole the total number of



simple sentences was 750 in ST and 1178 in TT. Here the actual difference in number of simple sentences is 428, which is the encrease by 57.06% in total.

Likewise, the highest increase of the percentage was occupied by complex sentences that it was increased by great 107.19%. but the compound sentences were decreased by 33.27% that the facial decrease was only 18.31%.

In the side of the functional type of the above table, the facial increase was 5.47% in declarative sentence; whereas it was 41.41% in all total numerical increase. Actual increase was greater in imperative sentences. It was increased by 53.84%. Interrogative sentences occupied 15.63% in ST and 13.70 % in TT. Its facial increase was only 1.93%; whereas its actual increase was 15.47%. Optative sentences had little facial increase. It was 0.07%, whereas its actual or overall increase was 28.57%. In this table I found that exclamatory sentences were decreased. Its decrease was facially 3.88%, whereas its overall decrease was 44.03%.

### 3.3 Negation in Translation

The comparison of the sentences in forms of negation and affirmation in SL text and TL text is shown in the table given below.

**Table No. 8**  
**Comparison of ST and TT in Terms of Negation/Affirmation**

Type of sentences	ST		TT		Difference		
	Number	Percentage	Number	Percentage	Number	Percentage	
						Facial	Actual
Positive	1345	83.43%	1744	82.10%	399	-1.33%	+29.66%
Negative	267	16.57%	380	17.90%	113	+1.33%	+42.32%
Total	1612	100%	2124	100%	512		

The comparison of the sentences in terms of negation and affirmation is clearly shown in the above given table 8. As the table shows the total number of the positive sentence was 1345 in ST. The percentage covered by the positive sentences in ST was 83.43 and the total number of the negative sentences in ST was 267. 16.57% sentences were negative in ST. Likewise, in TT 1744 sentences were positive sentences. It means 82.10% sentences were positive sentences; whereas the total number of the negative sentences in ST was 380. Negative sentences covered 17.90% in the TT.

In the above table, the percentage occupied by positive sentences was 83.43% in ST and 83.10% in TT. Facially the percentage is decreased by 1.33% but total 399 positive sentences were increased in TT So, it is actually the increasement of 29.66% sentences. Likewise, the facial percentage of negative sentences was increased from 16.57% to 17.90%. Here it seemed the increasement by 1.33, but all total 113 negative sentences were increased in TT. So actually it was the increasement of 43.32%

Comparatively very few percentage of the negative sentences was found in both texts and the lager number of the sentences were negative. In translation very often positive sentences were changed into negative sentences and vice-versa. Some of the examples regarding such changes are listed below.

Positive sentences were changed into negative sentences.

ST: Malaipani milaideuna timro orchid beauty.

TT: Why don't you let me share your orchid beauty?

ST: Maile vane tyo ta phool ko kura vayo.

TT: "Aren't you you still talking about flowers?"

I said.

ST: Ek arkale ruchaera gayepachi kasko ke lagchha ra.

TT: If they cared for each other no one could do anything about it.

ST: Bichara sipahiharuko kasle bujhideos.

TT: There is no one to provide for the poor soldiers.  
(No one could understand the soldiers' problems.)

Negative sentences were changed into positive sentences

ST: Ahile maile timilai churot nakau vane vane timi ke garchheu Bari?

TT: If I asked you stop smoking, what would you do Bari?

ST: Kaha pugiena ra !

TT; We touched everything.  
(We went everywhere.)

ST: U isworko astitwalai mandina.

TT: She is different about the existence of the god.  
(She doesn't believe in the existence of the god.)

ST: U herdai naheri gaisakeki thi.

TT: She moved away without looking at me.

(The detailed data illustrating the translation of negative sentences are given in Appendix (VIII).

In the course of translational studies, 'not' and 'no' were found to have been the mostly used negative markers. However, the use of lexical negation and double negation existed in the target language text. One type of sentences was very often found to have been changed into another type of sentences, too.

## **CHAPTER - FOUR**

### **FINDING AND RECOMMENDATIONS**

#### **4.1 Findings**

One the basis of the presentation, analysis and interpretation of data, the major findings of the study have been summarized.

1. The TT had more number of sentences than the ST. The sentences were largely increased in TT during translation.
2. The number of the simple sentences was greater in both texts in comparison to compound and complex sentences but the simple sentences were greater in TT.
3. The number of the compound sentence was decreased in TT. It was decreased by 33.27%, whereas 37.09 % sentences were compound in ST.
4. Complex sentences increased by 107.19% in TT; whereas the covered percentage by the complex sentences in TT was 25.76%.
5. The least percentage in the whole study was occupied by complex sentences in ST (16.39%) and the greatest percentage was occupied by simple sentences in TT (55.46%).
6. Complex sentences were the least in ST, but the compound sentences were the least in TT.
7. The greatest number of the sentences were declarative in both texts, and the optative sentences were the least.

8. The number of the declarative, imperative, interrogative and optative sentences was increased and the number of the exclamatory sentences was decreased.
9. The percentage of the declarative, imperative and optative sentence was increased; whereas the number of the interrogative and exclamatory sentences was decreased.
10. The percentage of declarative, imperative and optative sentences in TL was actually increased by 41.41%, 53.86% and 28.57% respectively.
11. The facial percentage of interrogative and exclamatory sentences was decreased by 1.07% and but the actual percentage of interrogative sentences was increased by 15.47% and exclamatory sentences was decreased by 44.03%.
12. The greatest number of the sentences in the whole study was declarative sentences in TT (1704) and the least number of the sentences was optative sentences in ST. It was only 20.
13. One type of sentences was very often found to have been changed into another type of sentences in translation, such as declarative to interrogative, simple to compound.
14. Both of the texts had the greater number of the positive sentences.
15. The number of the positive sentences was increased in TT but the percentage was decreased by 1.33%, whereas the actual percentage was increased by 29.66%.
16. The number of the negative sentences was increased in TT and the percentage was also increased facially by 0.53% and actually 42.32%.

17. Very often the positive sentences were found to have been changed into negative sentences and vice versa.
18. Single sentences were very often found to have been changed into various sentences and vice- versa.

## **4.2 Recommendations**

On the basis of findings, I have made the following recommendations which can be the implications to the translation studies researchers and the translators.

1. Translation is a bilingual activity, so it needs bilingual and bicultural experts to get perfect translation.
2. The translator should have the knowledge of sentence synthesis and sentences analysis, otherwise there may be the great chasm in the number of the total sentences.
3. The sentences should not be broken down unnecessarily. Sentential equivalence is greater in translation.
4. The translator should not make the more deletion and addition, too.
5. It is better not to change one type of sentences into another type of sentences because the change in the sentence type makes the meaning unclear.
6. Only the literal translation is not sufficient for the proverbs and cultural terms. The translator should have knowledge about the cultures of both language societies. Otherwise meaning becomes unclear. For example.  
  
SL: Hunna yar ! Ghodako kawaf khulaidinchhe.  
  
TT: No my friend, she'll feed me horse meat.
7. The translator is needed to use bilingual and multilingual dictionaries.
8. Positive sentences should not be unnecessarily changed into negative sentences and vice-versa.

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## APPENDIX-I

### Simple Sentences

ST: Maile 45 barsako umersamma kun swasmanislai prem gare ra?

TT: Hare I am 45 years old and what woman have I ever loved?

ST: Maile aankha ghumaer usko nitambalai herirahe.

TT: With my eyes, I followed her attractive hips but I couldn't see enough.

ST: Bises hamra sipahiharu babubajeko namma khukuri chalaunu chha.

TT: Especially our soldiers who, in the name of their ancestors weild their khukuries.

ST: Aanphulai gharko sthiti maile nikai kathin pauna thale.

TT: I found the situation in which I was caught very difficult.

ST: Das bajer naghisakeko thiyo.

TT: It was past ten.

ST: Gharko batabaran ustai thiyo.

TT: The atmosphere of the house was same.

ST: Bahirako ramjhamma uti chakh liekopani dekhiena.

TT: It seemed as if she had no interest in outside amusement.

ST: Abata Mujuralaipani dherai vetisakeko thie.

TT: Then I saw Mujura a lot.

ST: Maile gharbata niskane aant garina.

TT: I did not dare leave the house.

ST: Aba ma Bariko samjhanalai helai pachauna sakchhu.

TT: Now I can easily digest the memory of Bari.

## APPENDIX -II

### Compound Sentences

ST: Mero aru kam thiena ra kelaunaparne kunai samasya pani thiena.

TT: I had no other work and no problems to wrestle with.

ST: U chhito chhito churot tanthyo, ghari-ghari dhoka tarpha herthyo.

TT: Mero aru kehi thiena ra kelaunaparne samasya pani thiena.

ST: I had no other work and no problems to wrestle with.

TT: He took frequent puffs on his cigarette and kept looking towards the door.

ST: Mero aru kehi thiena ra kelaunaparne samasya pani thiena.

TT: I had no other work and no problems to wrestle with.

ST: Mujura ra Sanu dubai malai 'Suyoga dai' naule bolauthe, tara Barilai 'Sayogji' vane rahar kahillei metiena.

TT: Mujura and Sanu both called me 'brother Suyog' but Bari could never get her fill of calling me 'Suyogaji'.

ST: Hamro asthistwo hamisanga farkeko chha ra ma musuri dal khandai bichar garirahechhu.

TT: Our lives returned with us. Eating rice and dal I wondered.

ST: Ma Kathmandu chhoda vagna khonje tara vagna sakina.

TT: I tried to run away from Kathmandu but I could not.

### APPENDIX- III

#### Complex sentences

ST: Jiwan esto thaun ho jaha santusthiko euta paridhi khichera hamile  
bachnuparchha.

TT: Life is a place where we must trace a path of contentment.

ST: Jati chindai gayo Barilai utti fasdai janthe.

TT: The better I know Bari, the more I become entangled with her.

ST: Jawa ladai thaminchha, hami kati khushi hunechhau.

TT: How happy we will be when the war over!

ST: 'Bari budhi hudai jaos, Shiva ko aashis' Bari karai.

TT: "May Bari grow old ! That is Shiva's wish", cried Bari.

ST: Maile vana, "Bhamarama jun lappa dekhinchha tyo lappa kaha ho ra?"

TT: I said, "That struggle with the black bee, it is not really a struggle at all."

ST: Maile thahu pae u haser gahi, tara kasti rahichha pyachai sipahi vanidi.

TT: I know that she was laughing at me. She had spoken the word 'soldier'  
so bluntly.

ST: Ahileta bolne aawsekata matra hoina usanga kura garirahana man lagyo.

TT: Now, talking to her was not merely a formality. I wanted to talk her.

ST: Shivako adhyanma Bari testi hoina ra malai yehi nai euta swantona  
thiyo.

TT: It was some consolation to know that Shiva Raj did not think of her that  
way.

ST: Maya ta u prasta vabma janauthi kasaipratipani, yahasammaki kukurlai  
pani, kukhuralai pani.

TT: Her words spoke clearly of her affection for every things.

## APPENDIX- IV

### Declarative Sentences

ST: Kina chadthe khanalai jahapani paihalinchha ni.

TT: How can I give it up? It's found everywhere.

ST: Samjhanchhu yi swasnimanchheharu kati runche hunchhan.

TT: I thought, these women, how weepy they are!

ST: Jammama uniharu sabai besai thie.

TT: On the whole they were all good people.

ST: Prem mero nimti byenge vaera ubhieko thiyo.

TT: Love stood as a derision for me.

ST: Ma basle chhadeko passenger jasto jilliera herirahe.

TT: I stood the dumbfounded like a passenger who have been passed up by bus.

ST: Malai laj lagyo aafno kurale sthar napaekoma.

TT: I was embressed because he did not value what I said.

ST: Gharko dayapatti garajejastoma euta purano modelko niji car rahieko thiyo.

TT: To the right of the house was a sort of garage in which an old car was kept.

ST: Ma jhyalma basera Shiva Raj sanga vayeko kuraharu dohoryaera samihina thale.

TT: I began to think over the things Shiva Raj and I had talked about.

ST: Shiva Raj pani makaha aaudai aaena.

TT: And Shiva Raj did not come to my place.

ST: Mero barma janu testai thiyo ra Shiva Raj lai vetnu testai.

TT: I went to the bar as usual and met Shiva Raj as usual.

## APPENDIX - V

### Interrogative Sentences

ST: Kasari yo aadharattira avedko junglema pani u ekli chhaina?

TT: That at midnight in this vast jungle she was not alone.

ST: Yuddhale hamro hal ke banayo hagi?

TT: Look at what the war has done to us!

ST: Sipahi abiswasko matra anga ho ra?

TT: Is soldier nothing but the symbol of distrust?

ST: Vannuhos, vannuhos, timi vannuhos, iniharulai ke ko tapain?

TT: Oh yes, please do. And say 'thou' to them not 'you'.

ST: Oth kina testo vaekoni nilotuthojasto?

TT: Why are your lips so blue?

ST: Yo keko aparadh?

TT: What kind of the crime is that?

ST: Manchhe katnu matra aparadh ho ra?

TT: Is killing someone the only crime?

ST: Paeta u babuko nau katthihi, ke thegan?

TT: She would have called her father by name. It was not impossible.

ST: Isworko asthitto tettimatra simit chha ra?

TT: Is that the extent of god's existence?

ST: Yo anakantarma ko chha ra? Kastle dekchha ra?

TT: Who was there in this desolate place? Who was there to see?

## APPENDIX - VI

### Exclamatory Sentences

ST: Jamera basnuvayechha suyogji! Bolnuhunna ni!

TT: Suyog, you are sitting in the daze. Aren't you talking?

ST: Yo yugnai alcohol ko ho; yesdekhi tadha kaha janu chha ra?

TT: This is the age of alcohol. Where can we go to get away from it?

ST: Ani cancer lagera isworko mirtu hos chandai!

TT: Then let that idea of god which suffered from cancer and die soon.

ST: Sipahiko ke biswas!

TT: Who can trust a soldier?

ST: Kun absthama bacheki holi barile aafulai!

TT: By what faith is Bari living?

ST: Kati rukhpaat katdai hide lekhajokha kina garirahne, bisesta yo ladaiko  
gaf garirahene sittai!

TT: They went on slicing at trees and branches, more than you can count.  
But why should we waste our time talking about war?

ST: Kaso ho subedar Suyog Bir Singh?

TT: How's everything subedar Suyog Bir Singh?

ST: Barile bhani, "Ladai ta aparadh ho Shiva!"

TT: Bari answered, "War is a crime Shiva!"

ST: Ke chha yar ! Shikhar paenajasto chha ni !

TT: Hi, pal ! it looks as if you haven't found a victom.

ST: Teti sano mutu hune manchhe ke cornel va ra basirako!

TT: How they keep such a small hearted man as a colonel here.

## APPENDIX - VII

### Imperative Sentences

ST: Kapal pala na Bari! kati suhauchha.

TT: It would suit you so to let your hair grow.

ST: Bari! chiya liera aaunu.

TT: Bari, bring us some tea.

ST: Hindus Suyogji tapaipani vansama.

TT: Why don't you eat here too, Suyogji?

ST: Malaipani chokrina deu, bachna ta deu.

TT: Let me also be purified, let me live.

ST: Dherai nabol Suyog.

TT: Don't talk too much Suyog.

ST: Suyogji, yeta aaunuhosta.

TT: Suyogji, come on over.

ST: Yaha aa ta.

TT: Come here.

## APPENDIX - VIII

### Negative Sentences

ST: U herdai naheri gaisakeki thi.

TT: She moved away without looking at me.

ST: Malai laj lagyo aafno kurale sthar napaekoma.

TT: I was embarrassed because he did not value what I said.

ST: Bahirako ramjhamma utti chakh lieko dekhiena.

TT: It seemed as if she had no interest in outside atmosphere.

ST: U kahi dekha parina, Shiva Raj ko baithak samma pani aaina.

TT: She was nowhere to be seen. She did not even come into ShivaRaj's living room.

ST: Suyogaji! ke hunchha kunni Barilai patakai ramro vaena.

TT: Suyogji, I don't know why, but Bari isn't getting any better.

ST: Hamima Kunai pragati dekhiena.

TT: We showed no progress.

ST: Meri Sakambari! Jiwan teti nissar chhaina hola.

TT: My Sakambari, life may not be so absurd.

ST: Aafaile aafailai santwona diera pani maile katti chitta bujhauna sakina.

TT: I tried to find some consolation for myself, but I could not.

ST: Dinvari manma asanti vairahayo.

TT: All day I felt unhappy.

ST: Mero aru kam thiena ra kelaunuparne kurai samasyapani thiena.

TT: I had no other work and no problem to wrestle with.