

**TECHNIQUES OF TRANSLATING METAPHORS:
A CASE OF MUNA-MADAN**

**A Thesis Submitted to
The Department of English Education
in Partial Fulfilment for the Master of Education in English**

**Submitted by
Manju Sapkota**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2010**

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**T.U. Reg. No. 9-1-9-562-2002
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**Date of Approval of the
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Date of Submission: 2067-9-
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RECOMMENDATION FOR ACCEPTANCE

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Dedication

Dedicated to

**My family members and my respected
Gurus and Gurumas.**

DECLARATION

I hereby declare that to the best of my knowledge this thesis is original, no part of it was earlier submitted for the candidature of research degree to any university.

Manju Sapkota

Date: 2067-9-22

ACKNOWLEDGEMENTS

Many individuals have supported in the various stages to complete my thesis. I duly acknowledge each of them for their great contribution. In this regard, my first and foremost gratitude goes to my revered teacher as well as thesis supervisor **Mrs. Madhu Neupane**, Teaching Assistant, Department of English Education for her invaluable suggestions and guidance, without which, my effort would never come into this form.

My sincere gratitude goes to my respected teacher **Dr. Chandreshwar Mishra**, Professor and Head, Department of English Education, for encouraging me during this research work. Similarly, I am extremely grateful to my honorable teacher **Dr. Jai Raj Awasthi**, Professor, Department of English Education and Chairperson of the Subject Committee of English and Other Foreign Languages, for providing me valuable suggestions. I would like to thank all the teachers, Department of English Education, for their kind co-operation.

Equally, in the creation of any research work, librarians have always played a quite but crucial role. I would like to thank the ever-helpful and professional staff **Mrs. Madhavi Khanal**, Library Assistant, Department of English Education, for providing me relevant materials to complete this work.

Similarly, I would like to register my gratitude from my inner soul to my dear father and all family members for their continuous support and encouragement to me. I would like to thank **Manoj, Januka, Saraswati, Seeta** and all other friends for their valuable suggestions.

Finally, **Mr. Jeeten Maharjan** deserves all the appreciation for the neat and correct computer work.

Manju Sapkota

ABSTRACT

This thesis entitled '**Techniques of Translating Metaphors: A Case of Muna-Madan**' is an attempt to find out the different techniques employed in translating metaphors. The main purpose of this study is to find out the effective techniques that are frequently used while translating metaphors found in 'Muna-Madan'. Exact translation of metaphors is not possible in all the cases. A translator uses different techniques while translating metaphors according to their nature and cultural perspective. Different cultures conceptualize the world differently. So, a translated work of one culture may not be perceptible for another culture. In this case, translator should minimize the cultural gap by using appropriate techniques of translation. The techniques having the highest frequency of occurrences are more effective and successful in rendering the message of the source language text in comparison to the techniques having the lowest frequency. 'Conversion of metaphor to sense' is one of the best techniques of translating metaphors. The message we get that is instead of searching the same metaphor while translating the SLT into TLT, it is better to transfer sense in the target language text. It was found that forty-six metaphors were selected from 'Muna-Madan'. Among them most of the metaphors were translated by using the technique of 'conversion of metaphor to sense' and 'deletion' was the less used technique.

I have divided this thesis into four chapters. The first chapter is the introduction to the study which includes general background, literature review, objectives and significance of the study. The second chapter contains the methodology which the sources of data, sampling procedure, data collection, processes of data collection, limitations of the study. In this chapter, I have mentioned all the activities, all the

sources of data and others which are related to methodology. The third chapter analyzes, interprets and presents the data. The collected data are analyzed descriptively using simple statistical tools such as frequency, percentage etc. I have tried to analyze the techniques which have high frequency or mostly used techniques and the least used techniques. The fourth chapter presents the findings and recommendations of the study in which some pedagogical implications have been recommended to better the findings of this study as well as to strengthen such further studies.

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LIST OF ABBREVIATIONS AND SYMBOLS

SL	- Source Language
TL	- Target language
SLT	- Source language text
TLT	- Target language text
e.g.	- For example
i.e.	- that is
etc.	- Et cetera
p.	- page
S.N.	- Serial number
OUP	- Oxford University Press
CUP	- Cambridge University Press
T.U.	- Tribhuvan University
M.Ed.	- Master of Education
BC	- Before Christ
No.	- number
Regd.	- Registration
Dr.	- Doctor
Prof.	- Professor
Ph.D.	- Doctor of Philosophy
%	- Percent
Mrs.	- Mistress
ibid	- from the same book
Mr.	- Mister
EPH	- Environment Population and Health