

**A STUDY ON TRANSLATION: A CASE OF STRUCTURAL AND
LEXICAL GAPS IN TRANSLATED TEXTBOOK OF
SOCIAL STUDIES FOR GRADE SIX**

**A Dissertation Submitted to the Department of English Language
Education, University Campus, Kirtipur in Partial Fulfillment for
Master's Degree in Education
(Specialization in English Language Education)**

**By
Dilli Ram Bhandari
M.Ed.**

**Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu, Nepal
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2nd year Exam Roll No: 28160**

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that Mr. Dilli Ram Bhandari has prepared the dissertation entitled 'A Study on Translation of Structural and Lexical Gap: A Case of Translated Textbook of Social Studies for Grade 6' under my guidance and supervision.

I recommend the dissertation for acceptance.

Date.....

.....

Dr. Govinda Raj Bhattarai

(Guide)

Professor and Assistant Dean

Department of English Language Education,

Faculty of Education

University Campus, T.U.

Kirtipur, Kathmandu

RECOMMENDATION FOR EVALUATION

This dissertation has been recommended for evaluation by the following Research Guidance Committee:

Dr. Chandreshwar Mishra

Reader and Head

Department of English Education

.....

Chairperson

Dr. Govinda Raj Bhattarai (Guide)

Professor and Assistant Dean

Department of English Education

.....

Member

Lekhnath Sharma Pathak (Co- Guide)

Lecturer

Central Department of Linguistics

.....

Member

Date:

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following Thesis Evaluation Committee:

Dr. Chandreshwar Mishra

Reader and Head

Department of English Education

.....

Chairperson

Dr. Shanti Basnyat

Professor and Chairperson

English and Other Foreign Languages Education

.....

Member

Dr. Govinda Raj Bhattarai (Guide)

Professor and Assistant Dean

Department of English Education

.....

Member

Date:

DEDICATED

To

My Parents

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ABSTRACT

This dissertation is an attempt to find out structural and lexical gaps in the translated textbook of Social Studies for Grade Six published and translated by JEMC in 2004 A.D.

This thesis comprises four chapters. Chapter one deals with the introduction of translation with its short history in Nepal. Similarly, it gives introduction to the literature review, objectives, significance of the study and the definition of the specific terms. Chapter two deals with the methodology adopted for the study in which sources of data, process of data collection and limitations of the study are presented. The researcher has taken the help of both primary and secondary sources of data.

The third chapter is devoted to the interpretation, analysis and evaluation of the collected data to discuss the structural and lexical gaps found in the text.

Chapter IV concludes the attempt of study with its findings, analysis and interpretation in which recommendations and pedagogical implications are also included. This chapter is also the gist of the entire study.

Both the SLT and TLT have been designed to supply the need of the students who belong to the same grade. So, there should not be any structural and lexical gaps. Similarly, there shouldn't be any substitution, loss, errors and mistranslation in the TLT. It is essential that the translator must be a perfect bilingual and bicultural. S/he should have both linguistic and pragmatic knowledge of the SLT and TLT. The translated textbook should give the same information and impression as the SLT does to its readers. Otherwise, it would be injustice to the students of the same grade providing them the same book with two different information and impression due to only the language difference.

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LIST OF ABBREVIATIONS

A.D.	–	Anno Domini
APP	–	Appendix
B.S.	–	Bikram Sambat
BC	–	Before Christ
CDC	–	Curriculum Development Centre
CTT	–	Corrected Target Text
EHP	–	Environment, Health and Population
i.e.	–	id est (That is to say)
JEMC	–	Janak Education Materials Centre
Ph. D	–	Doctor of Philosophy
Prof.	–	Professor
S C	–	Source Culture
S L T	–	Source Language Text
S L	–	Source Language
S T	–	Source Text
T L T	–	Target Language Text
T L	–	Target Language
T T	–	Target Text
TLN	–	Transliteration
UNO	–	The United Nations Organization
WTL	–	Wrong Translation

PHONETIC SYMBOLS USED IN THE STUDY

अ	a	क	k	द	d
आ		ख	kh	ध	dh
इ	i	ग	g	न	n
ई		घ	gh	प	p
उ	u	ङ	ṅ	फ	ph
ऊ		च	c	ब	b
ए	e	छ	ch	भ	bh
ऐ	ai	ज	j	म	m
ओ	o	झ	jh	य	y
औ	au	ञ	ṅ	र	r
अं	ṁ	ट	ṭ	ल	l
अँ	~	ठ	ṭh	व	v/w
		ड	ḍ	श	ʃ
		ढ	ḍh	ष	ʂ
		ण	ṇ	स	s
		त	t	ह	h
		थ	th		

(Source: Turner, R.L: A Comparative and Etymological Dictionary of the Nepali Language: 1931).