

**TECHNIQUES AND GAPS IN TRANSLATION OF
CULTURAL TERMS: A CASE OF SOCIAL STUDIES
TEXTBOOK FOR GRADE X**

**A Thesis Submitted to the Department of English Education,
T.U., Kirtipur, Kathmandu
In Partial Fulfillment for the Master's Degree in
English Education**

**By
AMBIKA PRASAD ADHIKARI**

**Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu, Nepal
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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Ambika Prasad Adhikari** has prepared the dissertation entitled “**Techniques and Gaps in Translation of Cultural Terms: A Case of Social Studies Textbook for Grade X**” under my guidance and supervision.

I recommend the dissertation for acceptance.

Date:

Dr. Anjana Bhattarai

(Lecturer)

Department of English Education

Faculty of Education

University Campus Kirtipur

Kathmandu

(Guide)

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation by the following Research Guidance Committee.

Signature

Dr. Chrandreswar Mishra

Reader and Head

Department of English Education

T. U., Kirtipur

Chairperson

Dr. Anjana Bhattarai (Guide)

Lecturer

Department of English Education

T. U., Kirtipur

Member

Mr. Prem Bahadur Phyak

Lecturer

Department of English Education

T. U., Kirtipur

Member

Date:

EVALUATION AND APPROVAL

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

Signature

Dr. Tirth Raj Khaniya

Professor, Head

Department of English Education

T. U., Kirtipur

Chairperson

Dr. Shanti Basnyat

Professor

Department of English Education

Chairperson

English and Other Foreign Languages

Education Subject Committee

T. U., Kirtipur

Member

Dr. Anjana Bhattarai (Guide)

Lecturer

Department of English Education

T. U., Kirtipur

Member

Date:

Dedication

To

*My Parents and Teachers who
Devoted their Entire Life to make me
Educated*

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ABSTRACT

This dissertation entitled "Techniques and Gaps of Translation of Cultural Terms: A Case of Textbook for Social Studies for Grade - X" is an attempt to find out the effective techniques of translation of cultural words. The main purpose of this study is to evaluate the techniques of translation of cultural words and to find out the gaps.

The data for the study were collected from both Nepali version textbook "Samajik Siksha" and English version "Social Studies" grade - X. The data consists of 300 cultural and conceptual terms with focus on translational gaps. A part from the lexical words, the data also includes some syntactic forms to illustrate the gaps.

In this research work three hundred cultural terms are identified and those terms are categorized into five categories. Findings of this study show that eleven different techniques are found to have been employed in translating cultural words of Social Studies textbook of grade ten. There are many instances of use of non-corresponding meaning components, which lead gaps in translation. So the meaning gaps exist between the SL terms and TL terms. Eight types/categories of gaps are found in this study.

This study is divided into four chapters. Chapter one introduces general background of the topic, literature review, objectives and significance of the study, definition of terms. The second chapter i.e. methodology enlarges on the sources of data process of data collection and limitations of the study.

The third chapter analyses, interprets and presents the data. Descriptive and analytical approach are used for the purpose.

Chapter IV presents the findings of the study on the basis of the analysis and interpretation of data. On the basis of the findings some recommendations and pedagogical implications are drawn.

The references and Appendix are the concluding parts of the study.

LIST OF ABBREVIATION

App	-	Appendix
B.S.	-	Bikram Sambat
Bl	-	Blending
CA	-	Componential Analysis
CDC	-	Curriculum Development Centre
Com.	-	Compensation
Con.E	-	Contextual Equivalence
Cul. E	-	Cultural Equivalence
DE	-	Descriptive Equivalence
Def	-	Definition
Del.	-	Deletion
DL	-	Donor Language
EL	-	Elaboration-addition
FE	-	Functional Equivalence
JEMC	-	Janak Education Materials Centre
LC	-	Lexical Creation
LT	-	Literal Translation
MOES	-	Ministry Of Education and Sports
N	-	Naturalization
RL	-	Receptor Language
S	-	Synonymy
S.No.	-	Serial Number
SC	-	Source Culture
SL	-	Source Language
SLT	-	Source Language Text
TC	-	Target Culture
TL	-	Target Language
TLT	-	Target Language Text
Trans.	-	Translation

TRANSLITERATION

The researcher used the following transliteration system (Based on Turner's (1931). Nepali Alphabet and Diacritic Marks)

अ	a	क्	k	द्	d
आ	ā	ख्	kh	ध्	dh
इ	i	ग्	g	न्	n
ई	ī	घ्	gh	प्	p
उ	u	ङ्	n	फ्	ph
ऊ	ū	च्	c	ब्	b
ए	e	छ्	ch	भ्	bh
ऐ	ai	ज्	j	म्	m
ओ	o	झ्	jh	य्	y
औ	au/ou	ञ्	ñ	र्	r
अ	an, am	ट्	ṭ	ल्	l
अं	ã	ठ्	ṭh	व्	w/v
अ	a	ड्	ḍ	श्	s
:	ḥ	ढ्	ḍh	ष्	ṣ
◌	~	ण्	ṇ	स्	s
		त्	t	ह्	h
		थ्	th		

Note: The traditional letters क्ष्, त्र्, and ञ् are treated as conjunct letter, e.g. क्ष् = ks, ksh, kch; त्र् = tr; and ञ् = gn, gy.

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