

## The Application of Structure Shift in the Persian Translation

**Esmail Dorri**

Faculty Member of Qeshm Higher Education Institute

Email: [esmaildorri@gmail.com](mailto:esmaildorri@gmail.com)

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### Abstract

Man as a social beings need to change what he wishes, it may be one the most desires to achieve it. In this research the researcher as a translator suffered from the wrong or unknown translation for the children. Hatim and Munday (2004) claimed that "shifts are the small linguistic changes that happen between units in a source text- target text pair"(p.265. The researcher applied the theory of Catford to concentrates on shifts utilized by the translator in the translation of children's text named *The Pearl*, to compare structures of English as a source language, with its related translation counterparts of Persian, as a target language. Since the way of researching and data gathering was based on (DTS).The researcher aimed at investigating the shifts applied by translators. And accordingly to clarify the most common shifts in translating children's texts from English to Persian and to identify the degree of correspondence between original and target. texts. The book has 1068 sentences in English that the researcher used a comparative study in Persian.. According to the theory of shift developed by Catford, there were 4 types of shifts consisted: structure, class, unit and intra system shift. The researcher found that structure shift was the essence of translation and without it, the following matters maybe occurred in translation: word for word translation, un-translatability or translation without beauty or kicking style through unawareness or ignorance of structure shift in children's translation.

**Keywords:** Structure Shift, Equivalence, Translation

### Introduction

My primary teacher who God blessed him at the beginning of school, mentioned that children's literature was didactic and educational before the 19<sup>th</sup> century. And the biography of the children literature in Iran dates back to the era (1840-1920). In actual fact, when there was a war between tradition and modernism. In Western Europe, it was so complicated task to find a separate category of books for children before the eighteen century. It was so remarkable and outstanding to concentrate on the available children text books but there was no clue a way to trace them only the Bible, stories of saints and martyrs, and bestiaries or books about exotic animals, might be found as children books in which was available for children. The way of life the children have may be differ from the adults or youngster .it was considered that a child in the universe is as a lamb that everyone loves to approach him or her. By the way, the world of children is various from the others. The way of communication, life, play, and schooling differs from the adults or old people. The books are going to be translated into the Persian language to convey the message should be as the same as the original text of the children. Because the language of the child is not as the language of adults, it needs a touchy behavior to translate it in the target language.

Translating for children, requires special considerations. The professional translators believe that two things are so valuable in translation especially children translation: message and style. Since children texts have significant messages, their translation should be as comprehensive as

possible in order to make it sensible. The importance of the topic was one of the clue for the researcher caused him to carry out the present research .it is received and believed that shift plays an important and remarkable role in translation of children text. The base of shift was changing, replacing, substituting or simply addition or deletions. As pointed out by Freeman and Lehman (2001), "translating children's books is really a complex process because through the process of translating texts, the translators constantly struggle with making decision on whether to translate texts literally and stay as close as possible to the original texts, or to follow the spirit of the texts and convey the meaning of the texts according to the needs of the target readers"(p24).another expert in translation maintained that Liu (2012) developed five issues and traits of translating for children as follow: Higher degree of flexibility for cultural context adaptation Purification and modification as means to resolve conflicts in cultural values and pedagogical concerns Translator as interpreter with sufficient understanding of the children reader and children's literature Additional concerns to and challenges in language difficulty and language style distinguishing characteristics of reader (p.98).

Shavit (1986) maintained that the translator of a children book thought that he/she has the right to use addition, deletion ,changes, enlarges, abridges, with a great liberty regarding the text is going to be translated he means that in the translation of children text, the relationship between the source text and target text should be kept. Halverson (2007) points out that "an approach to translation shifts which may capture many of the insights of previous work, but which holds more explanatory potential. He approaches the question of translation shifts from the perspective of cognitive linguistics and suggests that translation shifts derive from so-called construal operations, and as such are fundamentally cognitive. The paper proposes a link between the various kinds of shifts posited in the Translation Studies Literature and a construal operation that could ultimately explain them (p.287).in the present research the researcher aimed to trace the importance of the structure shifts in the translation of the children text. The following parts the researcher described the body of the research in details.

### **Body**

In this research the researcher as a translator suffered from the wrong or unknown translation for the children. I don't know what to call this kind of translation .in this case, there may be the translators encountered the untranslatability phenomena. This may cause the children not to represent any interest. Farshidvard (2009) proclaimed that "in Persian, sentences are classified into two main categories: (1) simple sentence and (2) compound sentence. A simple sentence contains one verb. Compound sentence is a sentence in which either one or more clauses are embedded. Conjunctive words or groups are used in these sentences. Compound sentences are two types: (1) continuous compound sentences or identity (2) Interdependent compound sentences or dependency" (p.190). The researcher as a translator suffers from untranslatability and unknown equivalents that may have bad effects on the readers. Receiving and understanding these kinds of equivalents are so complicated and ambiguous for the translators and readers especially children. This was the main clue that caused the researcher to do a research on the shifts in translation from English to Persian. Since the basic essence of translation is shift, the researcher tried to focus on the most frequent Catford's shifts in the short stories from English to Persian.

Shift can be considered as a change in all area of us that all can benefit or make a profit from it. Since change in behavior, nature, life, business, and....exactly it replace, substitutes, reforms, recycles, remakes and rebuilds what missed or lost previously Change is a kind of reformist in all fields that may be benefited for all. In translation especially children texts, the translator may ignore it forever and miss the message. He/she could use the shift to bring out the equivalents suitable

functionally for the children texts. We should consider the shift as an underlying fact in translation especially structure shift.

Hatim and Munday (2004) claimed that "shifts are the small linguistic changes that happen between units in a source text- target text pair"(p.265). According to Farrokh (2011), "shifts occur more than equivalence in Persian translation of English complex sentences with Wh-subordinate clauses"(p.65).one may say that this is true that there are frequencies of wh-subordinate clauses in Persian translation .Other scholars such as Khorshidi (2010) claimed that "in translating from English into Persian one must be aware of the SVO structure of English and change it to SOV in Persian unless you decide to change the style or follow the SL form or make the subject implicit in verb. The researcher exemplified to elaborate and manifest what aimed to carry out.

*They say that he was as dangerous as a coming storm*

آنها گفتند که او به اندازه آمدن طوفان خطرناک است.

*In the moonlight he saw fear in the eyes, and Kino shot him between the eyes.*

در نور ماه ترس را در چشمانش دید و کینو بین چشمانش شلیک کرد

*He waited silently at the front of the cave, and then he was gone*

او به آهستگی در مقابل غار صبر کرد و سپس رفت.

Catford (1965) defined structural shift as the most common form of shift and a shift in grammatical structures. Accordingly in the structural shift, the shift or change can be occurred in the form of a grammar. In fact only the grammatical structure may change. Three above example clarify the fact that, structure shift has been occurred and the translator conveyed the message with considering the Persian structure. No word for word translation has been done, it means that structural shift has been done, and the children can perceive the whole message because of the clearness of the message and style of writing.SVO has been change into SOV, nothing has been missed, the translator applied structural shift and then the quality of the message has been kept meaningfully. The researcher applied a text book for children from English to Persian in which the researcher pursued them sharply.

### **Methodology**

The researcher applied the theory of Catford to concentrates on shifts utilized by the translator in the translation of children's text named *The Pearl*, to compare structures of English as a source language, with its related translation counterparts of Persian, as a target language, since the way of researching and data gathering based on (DTS), the researcher aimed to investigate the shifts applied by translators. And accordingly to clarify the most common shifts in translating children's texts from English to Persian and to identify the degree of correspondence between original and target texts. The book has 1068 sentences in English that the researcher used a comparative study.

### **Data analysis**

The researcher compared the translation of the short story named" the pearl, translated by Hosseini into Persian. The above- mentioned book comprised 1068 sentences ; the researcher read the book deeply and looked at it deeply to analyze the sentences with their equivalents in Persian. The following table shows the analysis of the book in detail.

**Table 1. Number and Percentage of 4 Types of Shifts**

Shifts	Structure Shift	Class Shift	Unit Shift	Intra- System Shift	Total
Number	858	9	11	190	1068
Percent	80.34%	0.84%	1.03%	17.79%	100%

As the table shows the numbers and percentages of the shift applied in the translation of children's book (the pear). Initially the researcher compared the original text with Persian translation, and then analyzed step by step, by means that each sentence was checked by comparing the English and Persian equivalents applied, the researcher ignored analyzing words or clauses, only sentence. According to the theory of shift developed by Catford, there were 4 types of shifts consisted: structure, class, unit and intra system shift. The table shows the total number of sentences and the type of shift applied in the translation and also the percentage of each. The most frequent shift applied in the book was structure shift with 858 sentences out of 1068 sentences of the book. The researcher classified all the shifts in a checklist. The sentences were categorized into four groups as structure shift, class shift, intra system shift and unit shift.

All of the sentences consisted of 1068 sentences classified and deeply analyzed in a large piece of paper. The researcher only gathered data in a simple table as shown. The data shows that the lowest shift was class shift with the frequency of 9 out of 1068 sentences. The researcher diagnosed that the translator tended to utilize 190 intra system shifts out of all the sentences were in the children book. The highest and the lowest percentages belonged to the structure shifts with 79.73% and class shift with 1.01% respectively. A large number of the structure shift proved that the translator had perceived and understood the importance of structure shift in translation from English to Persian. Conveying the message for the children was so important for the translator who applied it in his translation. The researcher explored the frequencies of shifts based on Catford's model. As the figures and tables showed frequency of structure shift was more than other shifts and this analysis explored the importance of structure shift rather than other shifts. The present chapter concludes all the efforts the researcher put on doing the research in a reasonable way. Answering to the research questions was the main aim of the research and the most important thing about doing the research was the applicability of the research. The following part of this chapter clarifies how Catford's category shift (structure shift, class shift, unit shift, and intra-system shift) were applied in six simplified bilingual children short story books.

The researcher tried to exemplify and clarify what she had done in the study. The results showed that, the translators of the short stories had used structure shift more than other kinds of shifts. Since structure shift plays an important role in translation and, makes text understandable and clear for the readers. Style of writing for children's literature is different from fictions and poems. These texts are touchy topics that need touchy feeling to translate. The data show that most translators tended to follow and use the structure shifts not other types of shifts. They understood that structure shift is better received than the other shifts. The first or top discipline in translation is conveying the message with considering the style in children's literature; style is the kid language that he/she can understand. The previous data gathered in chapter four proved the important role of structure shift in children's literature and the final question was: what effects may shifts have on the quality of translation from English to Persian? This question can link to the previous question in which the translators used structure shifts more than three other shifts.

### Conclusion

The researcher tried to exemplify and clarify what had been done in the study. The results showed that, the translator of the short story had used structure shift more than other kinds of shifts. Since structure shift plays an important role in translation and, makes text understandable and clear for the readers. Style of writing for children's literature is different from fictions and poems. These texts are touchy topics that need touchy feeling to translate. The data show that most translators tended to follow and use the structure shifts not other types of shifts. They understood that structure shift is better received than the other shifts. The first discipline that the translator applied in translation was conveying the message with considering the style in children's literature; style is the kid's language that he/she can understand. The data obtained in the study proved the important role of structure shift in children's literature. The researcher after the analysis perceived that among four types of shifts developed by Catford, structure shift was one the underlying shifts that the translator used it. The philosophy of structure shift was changing the structure or discipline of grammar so that the message never changed. The researcher diagnosed, if the rule of grammar was kept in both languages, the structure shift would happen correctly. For instance the underlying rule of English grammar was based on SVO (subject, verb, and object) but in Persian language was SOV. As a result, the researcher found that structure shift was the essence of translation and without it, the following matters maybe occurred in translation: word for word translation, un-translatability or translation without beauty or kicking style through unawareness or ignorance of structure shift in children's translation.

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