



## **A Linguistic Study on the Translation of Parvin E'tesami's Poems into English Using Catford's Category Shifts**

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### **Abstract**

The present study aimed to investigate the translation into English by Alaeddin Pazargadi of Parvin E'tesami's poems; in particular, it attempted to analyze the structural elements such as verbs, nouns, pronouns, adjectives, adverbs, articles, conjunctions, prepositions, and interjections in them. Considering the relationship between Linguistics and Translation Studies, the theoretical framework chosen was that by Catford (1965) whose category shifts which are of a linguistic nature concentrate on the text constituents such as clause, phrase, and word. The main objectives of this paper were to determine what kinds of category shifts were mostly utilized by the translator, and, using linguistic-oriented approaches to translation, to shed more light on the source text (ST) structures. To this aim, the qualitative and quantitative methodologies of research were used. The analyses indicated that, amongst the 14 selected couplets, unit shifts had the most frequency while structure shifts were the least frequent category shifts used in the act of translation.

**Keywords:** Linguistics, Translation Studies, Linguistic-Oriented Approaches to Translation, Translation Shifts, Structural Elements

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## **Introduction**

Since the 1950s, there has been a variety of linguistic approaches to the analysis of translation, which have proposed detailed lists or taxonomies in an effort to categorize the translation process (Munday, 2001, p. 55). Vinay and Darbelnet's (1995) and Catford's (1965) models, for instance, had many contributions to the linguistic-oriented approaches to translation. Focusing on the key issues of meaning, equivalence, and shift began to emerge around 50 years ago. This branch of Linguistics, known as Structural Linguistics, features the work of Roman Jakobson, Eugene Nida, Peter Newmark, Werner Koller, Jean Vinay and Jean-Paul Darbelnet, John Catford, and Van Leuven-Zwart (Hodges, 2009, Para 2). Halliday as quoted by Bell (1991, p. xvi) maintains,

It might be of interest to set up a linguistic model of the translation process, starting not from any preconceived notion from outside the field of language study, but on the basis of linguistic concepts that are relevant to the description of languages as modes of activity in their own right.

Considering the aforementioned points, this study was carried out with a linguistic emphasis on translation in order to analyze the structures of two languages. Regarding the inseparable tie between linguistics and translation, a linguistic analysis of English translation in 2002 of Parvin E'tesami's poems by Alaeddin Pazargadi was taken into consideration in terms of category shifts employed when translating the lexical items of the source text (ST). Since Pazargadi takes the source language (SL) structures in high regard, his translations, generally speaking, are considered as an appropriate source for investigating the linguistic-oriented approach to translation. Bearing this fact in mind, Catford's (1965) category shifts were selected due to its extreme linguistic nature and its stress on the structural elements and constituents of the text. According to Sapir (1921), with the linguistic analysis, studying the single words and the relations of words in sentence are meant (Section VI, Para.1). Catford (1965) initiated his famous book, *A Linguistic Theory of Translation*, with the assertion that "any theory of translation must draw upon a theory of language - a general linguistic theory" (p. 1). According to House (2011), in the linguistically-oriented approaches, the ST, its linguistic and textual structures, and its meaning potential at various levels are seen as the most important, and indeed constitutive, factors in translation (p. 16).

The relationship between translation and Linguistics may take two different forms: for scholars such as Catford (1965) and Nida (1964, 1969), this relationship means formulating a linguistic theory of translation. However, it may also take the less ambitious form of just an ongoing interaction between the two, each drawing on the findings of the other, whenever this is mutually beneficial; for Linguistics, such interaction might entail the use of translation as a form of contrastive analysis similar to the work done by linguists following the Prague School tradition. The gains on the part of translation theorists, on the other hand, have often been the

findings resulting from the research undertaken by linguists engaged in the study of language above the level of the word and the sentence (Kuhiwczak & Littau, 2007, p. 54).

Most of the representatives of Linguistic-Textual Approaches aim at going beyond explicating the niceties of individual translation cases and try to establish regularities in the relationship between pairs of source and target texts (TT) at various linguistic levels (House, 2011, p. 24).

Based on the distinction between formal correspondence and textual equivalence, the notion of translation shifts has been assigned (Cyrus, 2009). Catford (1965) was the first scholar to use the term in his book entitled, *A Linguistic Theory of Translation* (Section B, Text B.4.1). His definition of shifts is “departure from formal correspondence in the process of going from the SL to the TL” (p. 73). He defines translation as “a linguistic action during which, a text in one language is replaced by a text in the other language” (p. 1). Catford follows the Firthian and Hallidayan linguistic model which analyzes language as communication, operating functionally in context and on a range of different levels (e.g. phonology, graphology, grammar, and lexis) and ranks (sentence, clause, group, word, and morpheme) (Munday, 2001, p. 60). Textual equivalence is tied to a particular ST-TT pair, while formal correspondence is a more general system-based concept between a pair of languages. When this concept and formal correspondence diverge, a translation shift is deemed to have occurred (p. 60). Identifying that a shift has taken place leads to questions such as: what kind of shift, what form of classification we can use, and what the importance of the shift is (Hatim & Munday, 2004, p. 30). Catford’s approach to translation equivalence clearly differs from that adopted by Nida since Catford had a preference for a more linguistic-based approach to translation and this approach is based on the linguistic work of Firth and Halliday (Leonardi, 2000, p. 4). In order to execute the study, the following question stands out:

**RQ:** What kind of category shifts was mostly utilized in the translation of structural elements in Parvin E’tesami’s poems?

### **Methods**

A parallel corpus, i.e., the original Persian collection of E’tesami’s poems and their translation into English by Dr. Alaeddin Pazargadi were used in the present study. Fourteen couplets were selected to be analyzed at the textual and linguistic level focusing on the text constituents. The study was conducted using qualitative research methods which were also interpretive regarding the interpretation of the concepts presented in the ST and TT, which led to a kind of subjective analysis. The quantitative analysis was used to help the qualitative reasoning. Catford (1965) proposed two main subdivisions of translation shifts: level and category shifts. In this study, Catford’s category shifts, which have a linguistic foundation, were

selected as a model. E'tesami's poems were compared to their English translations by Alaeddin Pazargadi in order to find out what kinds of translation shifts were applied by the translator. Both Persian and English texts focused on the ST structural elements in order to clarify the structural features of the ST and TT. Catford's category shifts include structure shifts, class shifts, unit shifts, and intrasystem shifts, which will be elaborated below.

*Structure shifts:* These shifts are said by Catford (as cited in Munday, 2001, p. 61) to be the most common form of shifts and to involve mostly a shift in grammatical structure.

*Class shifts:* These shifts comprise shifts from one part of speech to another. This occurs when a SL item is translated to a TL item which belongs to a different grammatical class, i.e. a verb may be translated to a noun (cited in Leonardi, 2000, p. 6).

*Unit shift or rank shift:* These are shifts where the translation equivalent in the TL is at a different rank to the SL. "Rank" here refers to the hierarchical linguistic units of sentence, clause, group, word, and morpheme (cited in Munday, 2001, p. 61).

*Intra-system shifts:* These are shifts that take place when the SL and TL possess approximately corresponding systems but where "the translation involves selection of a non-corresponding term in the TL system" (p. 61). A shift from singular to plural is an instance of this kind of shift (cited in Leonardi, 2000, p. 6).

### **Data Analysis and Discussions**

The following corpus was selected randomly in order to determine the translation shift applied in the translated poems. Lines from fourteen poems were selected randomly to naturalise the corpus. In order to avoid the researchers' bias in data selection, the lines from the poems "دیوانه و زنجیر" /divâne va zanjir/ or "The Madman and chains", "شوق برابری" /šoq-e barâbari/ or "The ardour of equality", "کارهای ما" /kârhâye mâ/ or "Our affairs", "قصیده «۳۶»" or "Ode (36)", "شب" /šab/ or "Night", "شباویز" /šabâviz/ or "The owl", "کعبه دل" /ka?be-ye del/ or "The Kaaba of the heart", "باد بروت" /bâd-e borut/ or "Conceit", "قصیده «۱»" or "Ode (1)", "دریای نور" /daryâ-ye nur/ or "The sea of light", "ذره و خفایش" /zarre o xoffâš/ or "The particle and the bat", "زاهد خودبین" /zâhed-e xodbin/ or "The self-conceited ascetic", "فرشته انس" /ferešte-ye ons/ or "The angel of sociability", and "قصیده «۱۶»" or "Ode (16)" were selected without any presuppositions.

#### **Sample 1 (the lines were excerpted from the poem, "دیوانه و زنجیر" /divâne va zanjir/ or "The Madman and chains")**

"دوش سنگی چند پنهان کردم اندر آستین /duš sangi čand penhân kardam andar âstin"

ای عجب! آن سنگها را هم ز من دزدیدهاند/ /ey ajab! ân sanghâ râ ham ze man dozdideand/

“Last night I hid a few stones in my sleeves;

I was surprised to find out that they had stolen them from me” (Pazargadi, 2002, p. 203).

### Discussion at Linguistic or Textual Level

**Table 1.** Translation Category Shifts

| Persian    | English                     | Applied Shift  |
|------------|-----------------------------|--|
| دوش        | Last night                  | Unit shift (word to phrase)  |
| سنگی       | Stones                      | Intrasystem shift (singular to plural)                               |
| چند        | A few                       | Unit shift (word to group)   |
| پنهان کردم | Hid                         | Unit shift (group to word)   |
| آستین      | In my sleeves               | Intrasystem shift (singular to plural)<br>Structure shift (addition) |
| ای عجب     | I was surprised to find out | Class shift (adverb to verb)<br>Unit shift (interjection to clause)  |
| آن سنگها   | Them                        | Unit shift (phrase to word)  |
| دزدیدهاند  | Had stolen                  | Intrasystem shift (present perfect to past perfect)                  |
| هم         | -----                       | Structure shift (omission)   |

The SL word “دوش” mentioned in the first line of this couplet is a Persian adverb of time that was translated into English phrase applying Catford’s unit shift. The singular word “سنگی” was shifted into the plural noun “stones”, following Catford’s intrasystem shift. The word “چند” which was not applied in its actual meaning here, and its sense is transferred through its equivalent in the TT as “a few”, means “a small amount of stones” in the poem. The plural noun “sleeves” in the TT is a substitution of the singular noun of the ST. i.e. “آستین”, which indicates an intrasystem shift in the translated line. The possessive pronoun “my” was added to the TT using simple structure shift which does not harm the original meaning. In the second line, the Persian interjection “ای عجب” shifted into the English passive verb “I was surprised”, is an example of class shift. The translator also applied a unit shift through shifting a Persian group into the English clause “I was surprised to find out that”. When translating the Persian phrase “آن سنگها” into the English word

“them”, the translator used a unit shift. The personal pronoun “they” and the word “هم” were added to and deleted from the TT, respectively. In this case, a simple structure shift occurred without distorting the meaning. There is an intrasystem shift in shifting the tense of the original verb “دزدیده‌اند” from present perfect into the English past perfect, i.e. “had stolen”. However, the translator preserved the perfect aspect of the original verb.

**Sample 2 (the lines were excerpted from the poem, “شوق برابری” /šoq-e barâbari/ or “The ardour of equality”**

/gašt domam čon param ârâste/ گشت دُمم، چون پَرَم آراسته

/kas narxidast čonin xâste/ کس نخریدست چنین خواسته

“ . . . My tail is adorned so beautifully

With such adornments that no one could buy” (Pazargadi, 2002, p. 248).

#### Discussion at Linguistic or Textual Level

**Table 2.** Translation Category Shifts

| Persian                | English                                    | Applied Shift   |
|------------------------|--|---|
| گشت                    | Is   | Intrasystem shift (simple past to simple present)         |
| -----                  | So beautifully                             | Structure shift (addition)                                |
| پَرَم                  | -----                                      | Structure shift (omission)                                |
| آراسته                 | Adorned                                    | Class shift (noun to adjective)                           |
| نخریدست                | Could buy                                  | Intrasystem shift (present perfect to future in the past) |
| چنین خواسته            | With such adornments                       | Unit shift (group to phrase)                              |
| کس نخریدست چنین خواسته | With such adornments that no one could buy | Intrasystem shift (indicative to subjunctive)             |

When translating the first line, Pazargadi substituted the SL aspect of verb from simple past “گشت” by the TL aspect of simple present “is”. Doing that, he made use of an intrasystem shift in translation. Omission shift is a simple structural shift that changes the number of constituents in a text. Omitting the ST expression “چون پَرَم” is an instance of this kind of shift. Instead, the translator added the adverb of manner or manner adjunct “so beautifully” in the TT. Doing this, he changed the function of ST expression, since he applied an adverb in lieu of a simile used in the original poem. The degree adverb “So” is an English adverb and when it is applied

with another adverb, as in this case, it means “to such a great extent”. Hence, “so” is a degree adverb that modifies another adverb that is “beautifully”, here (Cambridge Dictionaries Online, n.d., Para. 14). When translating the second line, the translator shifted the aspect of the original verb “نخریدست” from present perfect into the TL simple past “buy” following Catford’s fourth kind of category shifts. In addition, there can be seen an intrasystem shift in translation of the verb mood from indicative in the ST into the subjunctive mood in the TT. In the second line of this couplet, there can be found a shift from the ST indicative mood of the sentence into the TT cause and effect “with such adornments that no one could buy” which is considered as a subjunctive mood, because it expresses an uncertain situation especially by using the modal verb “could” in the TT. This is an example of intrasystem shift of mood. Bell (1991) believes that “mood is considered as a syntactic structure related to the clause” (p. 56). Therefore, the unit of discourse in this case is “clause” from amongst other linguistic components.

In order to clarify the reason for using cause and effect in the translated line, it should be noted that the translator carried this out to emphasize the resulting effect. In the second line, “such” is a part of an adjective phrase, i.e. [such + (determiner) + adjective] which modifies a noun phrase. This expression followed by a superordinate clause (that + clause) indicates a surprising or remarkable effect.

**Sample 3 (the lines were excerpted from the poem, “کارهای ما” /kârhâye mâ/ or “Our affairs”**

/naxânde farq-e sar az pây azm-e ku kardim/ غزم کو کردیم

/nakarde porseš-e čowgân havâ-ye gu kardim/ نکرده پرسش چوگان، هوای گو کردیم

“Without any deliberation, we decided to leave,  
and without knowing polo, we desired a ball” (Pazargadi, 2002, p. 284).

**Discussion at Linguistic or Textual Level**

**Table 3.** Translation Category Shifts

| Persian       | English      | Applied shift                           |
|---------------|--------------|---|
| نخوانده       | Without any  | Class shift (participle to preposition) |
| فرق سر از پای | Deliberation | Unit shift (phrase to word)             |
| کو            | To leave     | Class shift (noun to verb)              |
| نکرده         | Without      | Class shift (participle to preposition) |
| پرسش          | Knowing      | Class shift (noun to verb)              |
| هوای کردیم    | Desired      | Unit shift (group to word)              |
| گو            | A ball       | Unit shift (word to group)              |

The ST participles “نخوانده” and “نکرده” were translated into the TT preposition “without”; this shows Catford’s class shift in which the ST adjectives (participles) were shifted into the prepositions. The ST phrase “فرق سر از بای” was shifted into the TT word that is also a noun meaning “the process of carefully considering or discussing something” (Oxford, 2005, p. 332); this is regarded as a unit shift. The SL noun “پرسش” was shifted into the TL verb “knowing”, by applying Catford’s class shift.

**Sample 4 (the lines were excerpted from the poem, “قصیده «۳۶» or “Ode (36)”**

/sohbat-e tan tâ tavânest az to kâst/ صحبت تن تا توانست از تو کاست  
/to çonân pendâšti kâfzun šodi/ تو چنان پنداشتی کافزون شدی

“This contact with the body lowered you very badly, whereas you imagined that it raised your merit” (Pazargadi, 2002, p. 83).

**Discussion at Linguistic and Textual Level**

**Table 4.** Translation Category Shifts

| Persian    | English                    | Applied shift                                     |
|------------|----------------------------|---|
| صحبت تن    | This contact with the body | Unit shift (noun phrase to noun clause)           |
| صحبت       | Contact                    | Class shift (infinitive to noun)                  |
| تا توانست  | Very badly                 | Class shift (verb to adverb)                      |
| از تو کاست | Lowered you                | Class shift (prepositional phrase to verb phrase) |
| -----      | Whereas                    | Structure shift (addition)                        |
| افزون شدی  | It raised your merit       | Unit shift (verb group to verb clause)            |
| افزون      | Raised                     | Class shift (noun to verb)                        |
| -----      | Your merit                 | Structure shift (addition)                        |
| چنان       | -----                      | Structure shift (omission)                        |

Translating the first line of this couplet, the translator applied a unit shift when rendering the ST noun phrase “صحبت تن” to the TT clause “this contact with the body”. The Persian prepositional phrase “تا توانست” that is a combination of preposition + verb was shifted into the TL adverb phrase “very badly” which



comprises a qualifier + adverb; this is an instance of Catford’s class shift. There is also another unit shift in translation of the ST prepositional phrase “از تو کاست” into the TT verb phrase “lowered you”. Another unit shift can be seen in translating the second line from the ST verb group “افزون شدی” into the TT verb clause “it raised your merit”. Some elements were omitted from the TT, and some other was added to it. These are simple structure shifts in which the number of constituents is changed. For instance, one may consider the SL compound adverb “چنان” that was defined as “the abbreviated form of “چون آن” or “like that”, in such a way that, and in that manner” (*Amid Persian Dictionary*, 2009, pp. 437-438). This SL adverb was omitted from the TT.

**Sample 5 (the lines were excerpted from the poem, “شب” /šab/ or “Night”**

”ثوابت، جُمَله حیران ایستاده /savâbet jomle heyrân istâde/  
 چو مَحکومان بهنگام زلیفن /čö mahkumân behengâm-e zalifan/

“The fixed stars stood there perplexed  
 looking like the condemned paralyzed with fear” (Pazargadi, 2002, p. 238).

**Discussion at Linguistic or Textual Level**  
**Table 5. Translation Category Shifts**

| Persian      | English             | Applied shift                                    |
|--------------|---------------------|--|
| ثوابت        | The fixed stars     | Unit shift (word to phrase)                      |
| جمله         | -----               | Structure shift ( omission)                      |
| ----         | There               | Structure shift ( addition)                      |
| چو           | Looking like        | Unit shift (word to verb phrase)                 |
| محکومان      | The condemned       | Intrasystem shift (plural to singular)           |
| بهنگام زلیفن | Paralized with fear | Unit shift (prepositional phrase to verb phrase) |

The ST word “ثوابت” is shifted into the TT noun phrase “the fixed stars” applying Catford’s unit shift. The word “جمله” was omitted from the TT using simple structure shift. The ST article of simile “چو” was shifted into the TT verb phrase “looking like” by resorting to Catford’s unit shift in which the class of ST element changed from word to phrase in the TT. There is also an intrasystem shift from

plural noun “محكومان” into the singular noun “the condemned”. It is appropriate to say that this shift was totally target-oriented considering the beauty and fluency in the TT. Finally, the prepositional phrase of the ST “بہنگام زلیفن” is shifted into the TT verb phrase “paralized with fear” following Catford’s class shift.

**Sample 6 (the lines were excerpted from the poem, “شباویز” /šabâviz/ or “The owl”**

/asas key šavad dozd-e tire ravân/ عسس کی شود، دزد تیرہ روان

/to xod bâš in ganj râ pâsbân/ تو خود باش این گنج را پاسبان

“A wicked thief can’t act as a watchman;  
you yourself must watch over your treasure” (Pazargadi, 2002, p. 240).

#### Discussion at Linguistic or Textual Level

**Table 6.** Translation Category Shifts

| Persian                      | English                                    | Applied shift                                 |
|------------------------------|--|---|
| عسس                          | A watchman                                 | Unit shift ( noun to noun group)              |
| تیرہ روان                    | Wicked                                     | Unit shift ( adjective group to adjective)    |
| تو خود باش این گنج را پاسبان | You yourself must watch over your treasure | Intrasystem shift (imperative to subjunctive) |
| این                          | Your                                       | Class shift (adjective to pronoun)            |
| پاسبان                       | Watch                                      | Class shift (noun to verb)                    |

The ST noun “عسس” is a word that is shifted into the TT noun group, namely “a watchman” applying Catford’s unit shift. There is also another unit shift in this line in which ST adjective which is a group consisting of adjective + noun is shifted into the TT adjective as a word. The translator applied an intrasystem shift when translating the ST verb mood of imperative “تو خود باش پاسبان” into the TT mood of subjunctive “you must watch over”. Finally, there is a class shift in the second line according to which the translator changed the ST demonstrative adjective “این” to the TT possessive pronoun “your”.

**Sample 7 (the lines were excerpted from the poem, “کعبۂ دل” /ka?be-ye del/ or “The Kaaba of the heart”**

/marâ dast-e xalil-ol-lâh barâfrâšt/ مرا دستِ خلیلِ الله برافراشت

/xodâvandam aziz o nâmvar dâšt/ “خداوندم عزیز و نامور داشت”

“I was raised by the hand of the Friend of God and God favoured and gave me renown” (Pazargadi, 2002, P. 288).

#### Discussion at Linguistic or Textual Level

**Table 7.** Translation Category Shifts

| Persian      | English           | Applied shift                                  |
|--------------|-------------------|--|
| خلیل الله    | The Friend of God | Class shift (adjective compound to noun group) |
| مرا برافراشت | I was raised      | Intrasystem shift (active to passive)          |
| عزیز داشت    | Favoured          | Unit shift (verb group to verb)                |
| نامور داشت   | Gave me renown    | Class shift (verb group to verb phrase)        |

The Persian adjective group (adjective compound) that is “خلیل الله” is shifted into the English noun group “the friend of God” following Catford’s class shift in the translation process. The translator applied an intrasystem shift in the first line by changing the active voice of the ST verb into the passive voice of the TT verb. As specified in the table 7, one unit shift and a class shift are also present in the second line of the couplet.

**Sample 8 (the lines were excerpted from the poem, “باد بُروت” /bâd-e borut/ or “Conceit”**

/âlemi ta?ne zad be nâdâni/ “عالمی طعنه زد به نادانی”

/ke be har mu-ye man do sad honar ast/ “که بهر موی من دو صد هنر است”

“A learned man taunted an ignorant one, saying: ‘Each hair of mine has two hundred skills’” (Pazargadi, 2002, p. 128).

#### Discussion at Linguistic or Textual Level

**Table 8.** Translation Category Shifts

| Persian       | English                | Applied shift  |
|---------------|------------------------|--|
| عالمی         | A learned man          | Unit shift (word to group)                               |
| طعنه زد       | Taunted                | Unit shift (group to word)                               |
| نادانی        | An ignorant one        | Unit shift (word to group)                               |
| که            | Saying                 | Class shift (conjunction to verb)                        |
| بهر موی من    | Each hair of mine      | Class-shift (prepositional phrase to noun phrase)        |
| دو صد هنر است | Has two hundred skills | Intrasystem-shift (intransitive verb to transitive verb) |
| هنر           | Skills                 | Intrasystem shift (singular to plural)                   |

As mentioned in table 8, the translator applied three unit shifts in the first line of the above couplet: the first one is shifting the ST noun "عالمی" into the TT noun phrase "a learned man"; the second one is shifting the ST adjective "نادانی" into the TT adjective phrase "an ignorant one"; and the third one is changing the ST verb group "طعنه زد" to the TT verb "taunted". These three shifts define Newmark's third type of transposition as procedure of translation, which is grammatically possible but may not accord with natural usage in the TL (Newmark, 1988, p. 86). An intrasystem shift took place in translation of the second line in which the intransitive verb of the ST "است" was shifted into the transitive verb "has" in the TT. According to Bell (1991), this is the choice of transitivity that has to do with the propositional content in the syntactic structure (p. 56). The initial part of the second line functions as a conjunction which connects the two lines of the couplet together; more specifically, it functions as a cohesive tie in the original poem. This element was shifted into the TL verb with a past progressive aspect making use of Catford's class shift.

**Sample 9 (the lines were excerpted from the poem, "or" قصیده «1»)**

/dar dâm-e ruzgâr ze yekdigar/ در دامِ روزگار ز یکدیگر

/natvân šenâxt pašše o anqâ râ/ نتوان شناخت پشه و عنقا را

"In the net of the world it is very hard to know the gnat from the phoenix" (Pazargadi, 2002, p. 3).

**Discussion at Linguistic or Textual Level**

**Table 9.** Translation Category Shifts

| Persian  | English         | Applied shift               |
|----------|-----------------|-----------------------------|
| ز یکدیگر | -----           | Structure shift (omission)  |
| نتوان    | It is very hard | Unit shift (word to phrase) |

The unit shift is occurred in the translation of the verb "نتوان" into the ST verb phrase "it is very hard". Using Catford's (1965) classification of unit shift, one may say that this is an example of unit shift in which "grouping of members of a given unit which is defined by operation in the structure of the unit next above" (p. 78). It "occur[s] when the translation equivalent of a SL item is a member of a different class from the original item" (Hatim & Munday, 2004, p. 146). A simple structure shift is also occurred in the translation of the first line of the couplet, which is omitting the prepositional phrase of the ST "ز یکدیگر" in the TT. This shift takes pace when the translator aims to manipulate the constituents of the original text by reversing the positions of the elements, adding or omitting them during the process of translation.

**Sample 10 (the lines were excerpted from the poem, “دریای نور” /daryâ-ye nur/ or “The sea of light”**

”چو مَشاطه، رُخسارت آراستم /ço maššâte roxsârat ârâstam/

/fozudam do sad gar yeki kâstam/ “فُزودم دوصد، گر یکی کاستم”

“For, like a bride-dresser I have adorned your face  
and if I have reduced one thing, I have added many virtues” (Pazargadi, 2002, p. 187).

**Discussion at Linguistic or Textual Level**  
**Table 10.** Translation Category Shifts

| Persian                   | English  | Applied Shifts                                     |
|---------------------------|--|--|
| -----                     | For  | Structure shift (addition)                         |
| مشاطه                     | A bride-dresser                                    | Unit shift (word to group)                         |
| آراستم                    | I have adorned                                     | Intrasystem shift (simple past to present perfect) |
| فُزودم دوصد، گر یکی کاستم | And if I have reduced one thing, I have added many | Structure shift (reversal of term)                 |
| فُزودم                    | I have added                                       | Intrasystem shift (simple past to present perfect) |
| یکی                       | One thing  | Unit shift (word to group)                         |
| کاستم                     | I have reduced                                     | Intrasystem shift (simple past to present perfect) |

As stated in table 10, the translator applied a unit shift when translating the word “مشاطه” to the TL group “a bride-dresser”. This type of translation shift has been also employed in the case of translating the ST word “یکی” into the TT group “one thing”. When translating the ST verbs in the first line as well as the second line of this couplet, the translator shifted the verbal aspect of the SL from past simple into the present perfect in the TL. These three instances indicate intrasystem translation shifts. Shifting the ST nominal adjective “دوصد” into the TT distributive “many” is an instance of Catford’s (1965) class shift in which the TL equivalent belongs to a different class from the original item (p. 78). A simple structure shift can be seen in the second line of the translated poem; addition of the noun “virtue” to the TT indicates a change in the number of ST constituents.

**Sample 11 (the lines were excerpted from the poem, “ذره و خفاش” /zarre o xoffâš/ or “The particle and the bat”**

” شنیدم بیشمارش رنگ و تاب است /šenidam bišomâraš rang o tâb ast/

ولی من موش کور، او آفتاب است /vali man muš-e kur u âftâb ast/

“I have heard that it possesses much glow and gloss,  
but I am a ‘blind mouse’, whereas it is the sun” (Pazargadi, 2002, p. 208).

**Discussion at Linguistic or Textual Level**

**Table 11.** Translation Category Shifts

| Persian | English      | Applied Shifts   |
|---------|--------------|--|
| شنیدم   | I have heard | Intrasystem shift (simple past to present perfect)       |
| است     | Possesses    | Intrasystem shift (intransitive verb to transitive verb) |
| -----   | Whereas      | Structure shift (addition)                               |

The aspect of the ST verb in the first line of the couplet shifted from simple past into present perfect. This is an instance of Catford’s (1965, p. 79) intrasystem shift in which the system of verb aspect is considered. Another intrasystem shift occurred in the same line which is related to the transitivity of SL and TL verbs; in other words, the intransitive verb of the original verb “است” is shifted into the transitive TL verb “possesses”. As asseverated in the second line of the couplet, the conjunction “whereas” is added to the TL text. This is an example of simple structure shift in which the number of components can be manipulated.

**Sample 12 (the lines were excerpted from the poem, “زاهد خودبین” /zâhed-e xodbin/ or “The self-conceited ascetic”**

”همقدم تاجوران زمین /hamqadam-e tâjvarân-e zamin/

همنفسِ حضرتِ روح الامین /hamnafas-e hazrat-e ruh-ol-amin/

“He kept company with the crowned heads of land,  
and was an associate of the angel Gabriel” (Pazargadi, 2002, p. 219).

**Discussion at Linguistic or Textual Level**  
**Table 12.** Translation Category Shifts

| Persian    | English                  | Applied Shifts  |
|------------|--------------------------|---|
| همقدم      | He kept the company with | Unit shift (word to clause)<br>Class shift (noun to verb) |
| تاجوران    | The crowned heads        | Unit shift (word to phrase)                               |
| هممنفس     | Was an associate of      | Unit shift (word to phrase)                               |
| روح الامين | Gabriel                  | Unit shift (group to word)                                |

The word "همقدم" of the ST is shifted into the TT clause "he kept the company with". This is an instance of unit shift in which a unit of text is translated to a different unit of text. According to *Amid Persian Dictionary* (2009), the word "هممنفس" is an agent that means "companion" (p. 1070). Following Catford's unit shift, this word is translated into the TL phrase. There is also another unit shift in the same line in which the translator shifted the ST word "تاجوران" into the TL phrase "the crowned heads". Finally, applying Catford's shift of unit in translation, the SL adjective compound (group) "روح الامين" is shifted into the TL word (noun) "Gabriel".

**Sample 13 (the lines were excerpted from the poem, "فرشتهٔ انس" /ferešte-ye ons/ or "The angel of sociability")**

/agar falâton o soqrât budeand bozorg/ اگر فلاطن و سقراط، بوده‌اند بزرگ

/bozorg bude parastâr-e xordi-e išân/ بزرگ بوده پرستارِ خردی ایشان

"If Plato and Socrates have been great men,  
their nurse in childhood must have been very great" (Pazargadi, 2002, p. 270).

**Discussion at Linguistic or Textual Level**  
**Table 13.** Translation Category Shifts

| Persian | English        | Applied Shifts                                  |
|---------|----------------|---|
| بزرگ    | Great men      | Unit shift (word to phrase)                     |
| -----   | Very           | Structure shift (addition)                      |
| بوده    | Must have been | Intrasystem shift (indicative to subjunctive)   |
| خردی    | In childhood   | Class shift (adjective to prepositional phrase) |

Using Catford's unit shift, the ST word "بزرگ" is shifted into the TT phrase "great men". A simple structure shift occurred in the second line when the translator added the word "very" to the TT. An intrasystem shift can be seen in the translated

text. In this kind of translation shift, the mood of verb shifted from indicative “بوده” into the subjunctive “must have been”. At last, Catford’s class shift was applied by the translator when translating the ST adjective “خردی” into the ST prepositional phrase “in childhood”.

**Sample 14 (the lines were excerpted from the poem, “قصیده «۱۶»” or “Ode (16)”**

/mâh çon šab šavad az jay be jâ?i heyrân/ ماه چون شب شود، از جای بجائی حیران

/pey-e keyxosrow o dârâ o sekandar gardad/ پی کیخسرو و دارا و سکندر گردد

“At night the moon wanders here and there looking for Khosrows, Daras, and Alexanders” (Pazargadi, 2002, p. 37).

**Discussion at Linguistic or Textual Level**  
**Table 14.** Translation Category Shifts

| Persian      | English        | Applied Shifts   |
|--------------|----------------|--|
| چون شب شود   | At night       | Unit shift (clause to group)<br>Class shift (verb to adverb) |
| از جای بجائی | Here and there | Class shift (preposition to adverb)                          |
| حیران        | Wanders        | Class shift (adjective to verb)                              |

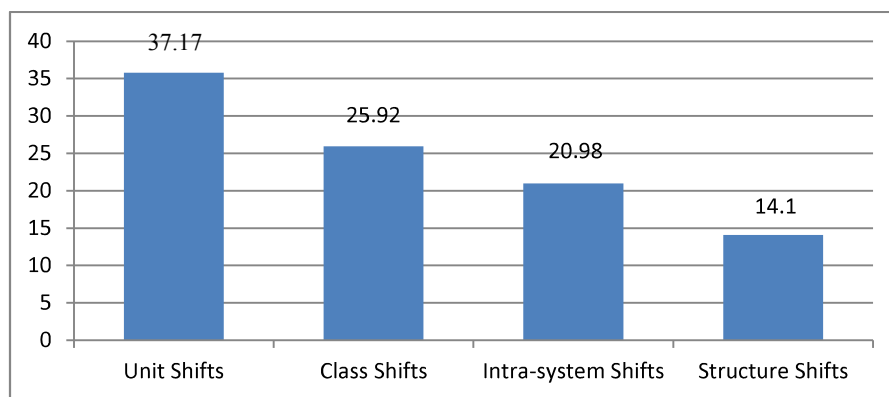
The SL expression “چون شب شود” is translated into “at night”. The translator applied Catford’s unit shift that is a change in the constituents of the text. As specified in table 14, Pazargadi shifted the ST clause into the TT group. In the meantime, he resorted to a class shift in which the parts of speech were changed, i.e. the ST verb “شب شدن” is shifted into the TT adverb of time “at night”. The prepositional phrase of the original poem “از جای بجائی” is changed into the adverb of place “here and there” in the translated text. The ST adjective “حیران” is shifted into the TT verb “wanders”. The last two examples indicate Catford’s class shift in translation.

Table 15 summarises the above discussions as Chart 1 shows the frequencies of category shifts:

**Table 15.** Type, Number, and Percentage of Category Shifts

| Type of Category Shift | Structure Shift | Class Shift | Unit Shift | Intra-system Shift |
|------------------------|-----------------|-------------|------------|--------------------|
| Number                 | 14              | 21          | 29         | 17                 |
| Percent                | 14.1            | 25.92       | 37.17      | 20.98              |





**Chart 1.** The Frequencies of Category Shifts

The above chart clearly shows that unit shifts outnumber the other shifts in the translation in the TL, while the second, third, and fourth places go to class shifts, intrasystem shifts, and structure shifts, respectively.

## **Conclusion**

### **Pazargadi's Strategy for Translating the Linguistic Elements**

By and large, Pazargadi's translation lies upon linguistic translation concentrating on the structures of the ST. Linguistic translation was used so as to preserve the lexical and structural form of the ST, because the purpose of the linguistic-oriented approaches to translation is to retain the textual elements of the ST in the TT. Using the linguistic-oriented translation strategy, the translator might have noticed that the readership became familiar with the Persian structures and the constituents of the utterances such as nouns, adjectives, and other components that convey the meaning in Persian language. The translator changed some parts of speech in some cases in the selected samples that were completely target-oriented so as to transfer the intended meaning by the original poems naturally to the TT readers. These changes, i.e. shifts and transpositions, were oriented towards the SL, and the translator tried to translate the ST linguistic elements as close as possible to the ST. The translator paid attention to the formal structure of the ST in these cases.

### **Frequencies of the Translation Category Shifts**

The linguistic elements of the original poems have been studied at word level and constituents of sentence including nouns, verbs, different types of pronouns, adjectives, adverbs, articles, conjunctions, prepositions, and interjections have been investigated. From amongst the 14 couplets selected from English translation of E'tesami's poetic book by Pazargadi, unit shifts were the most frequent types of shifts with the frequency of 29. The second most frequent category was class shifts with the frequency of 21. The intra-system shifts and structure shifts posited in the next stages, with the frequency of 17 and 14, respectively. Accordingly, the less

frequent type of translation shifts is assigned to the structure shift. Some of these shifts were applied for the sake of the TL grammatical rules, while others were used subjectively.

A systematic discussion of the translation shifts would be useful in establishing effective strategies for avoiding pitfalls in the future English translation of Persian poetry.

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