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A COMPARATIVE STUDY OF TRANSLATION STRATEGIES OF COLLOCATIONS FROM ENGLISH INTO PERSIAN IN GREAT GATSBY BASED ON VINAY AND DARBELNET'S MODEL

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ABSTRACT
Words in every language never go together freely or randomly to form a phrase or any other stretches of language. This co-occurrence is technically called 'collocations'. Translators are permanently faced with various translation problems such as, finding the exact lexical equivalents in the TL, conveying the intended semantic message in the SL to TL and finding the most appropriate strategy of successfully conveying these aspects in the target language (TL). This study aimed to study the translation of Adjective-Noun, Noun-Noun collocations from English into Persian. It investigated different translation strategies of collocations of the famous novel, "*Great Gatsby*", from English into Persian to find the adopted strategies and to dramatize the frequencies and the percentage of the mentioned strategies in a theoretical framework based on "Vinay and Darbelnet" 's model". For this purpose 340 collocations (Adjective-Noun, Noun-Noun) were selected according to Benson's and Ilson's model then they compared with corresponding parts in Persian. The results showed that employed strategies in translation are Equivalence, Literal Translation, Modulation, Transposition and Borrowing. It was found out that the most frequently employed strategy was *Literal,* though the occurrence of other strategies was evident.

Keywords: Collocations, Translation Strategy, Equivalence, Borrowing

INTRODUCTION
Every translation activity has one or more specific purposes and whichever they may be; the main aim of translation is to serve as a cross-cultural bilingual communication vehicle among people. As Gerding (2000) maintains that in the past few decades, this activity has developed because of rising international trade, increased migration, globalization, the recognition of linguistic minorities, and the expansion of the mass media and technology.

For this reason, the translator plays an important role as a bilingual or multi-lingual cross-cultural transmitter of culture and truths by attempting to interpret concepts and speech in a variety of texts as faithfully and accurately as possible (Gerding, 2000).

Munday (2009) defines collocations as "the phenomenon of co-occurrence of two lexical items (e.g. *held our breath, human being, in winter wage war*); this is a major building block of lexical and syntactic structure.

He also points out that" incorrect or unusual collocation often occurs in the speech of language learners and may be a feature of translations" (p. 171).

McCarthy (2005) stated that Collocations run through the whole of the English language. No piece of natural spoken or written English is totally free of collocation. For the student, choosing the right collocation will make his speech and writing sound much more natural, more native speaker- like, even when basic intelligibility does not seem to be at issue (p.5).

Translation has many thorns, one of which is the problem of translating collocations. Collocations has an important role in transferring the meaning from the ST to TT. Most of the time it is impossible to predict the meaning of a collocation from the meaning of its parts.

The present study focuses on the translation of collocation. It intends to find out different translation strategies of collocations of "*Great Gatsby*" by Karim Emami. This book (Great Gatsby) was ranked second in the lists of the 100 best novels of 20th century.

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Literature Review

Studies on Collocation

The term "collocation" is discussed prevalently from three main points of views: linguistic views, sentence- and discourse-building views, and corpus research views.

Study Collocation from Linguistic Views

There have been three main approaches to the study of collocations since 1960's. These approaches are referred to as: the lexical composition approach, the semantic approach, and the structural approach. The **lexical composition** approach considers collocation as a different level of lexical meaning. Among those who perceived collocations as a lexical phenomenon independent of grammar is Firth, who is also believed to be the 'father' of the term "collocation". Collocation according to Firth is a "mode of meaning" (Firth, 1957).

Firth (1968) defined collocations" as linguistic phenomena to be meaning-based rather than grammar-based".

The **semantic** approach attempts to predict the collocates of lexical units by reference to their semantic features. Collocation as a linguistic phenomenon associated with lexical semantics was described as early as 2,300 years ago. Greek Stoic philosophers, according to Robins (1967), rejected the equation of "one word, one meaning" and shed light on an important aspect of the semantic structure of language: "word meanings do not exist in isolation, and they may differ according to the collocation in which they are used" (Robins, 1967).

The **structural** approach examines collocations using grammatical patterns. The structural approach consists of those linguists and researchers who suggest that collocation is influenced by structure, and collocations occur in patterns. Therefore, the structural approach recommends that the study of collocations should include grammar. The Neo-Firthians' view of separating lexical analysis from grammatical analysis was criticized by Mitchell (1971), who argues for the "oneness of grammar, lexis and meaning" (Mitchell, 1971).

Study Collocation from Sentence and Discourse View

Collocations are defined by Firth as linguistic phenomena to be meaning-based rather than grammar-based. Firth (1968), Halliday and Hassan (1976) claim that collocation is a group of words used to develop lexical cohesion of text and contain "a cohesive force". In Sinclair's view (1997) a collocational structure is a co-occurrence of two or more words within a short space of each other in a piece of discourse. The notion of collocation is similarly referred to as a sequence of two or more consecutive words with a particular relation between them in a way that it has the characteristics of a single unit whose meaning cannot be extracted from the meaning or connotation of its components. Halliday (1966) talked about "cohesion" and "coherence" which have a great role in hanging the elements of a text together. In addition, he stated that in lexical cohesion the relations between vocabulary items in texts are of two kinds: collocation which is the focus of this study defined as co-occurrence of words, and reiteration. Collocation is considered as a dimension of textual structure which gives cohesion to the body of a text. Lewis (1993) defines collocation as a subcategory of multi-word items, which is made up of individual words that habitually co-occur. He believes collocations are different from "institutionalized expressions" which indicate what a language user does rather than what a language user expresses.

Study Collocation from Corpus View

Research on collocations has been influenced by corpus-based research (Benson *et al.,* 1997; Kjellmer, 1991; Sinclair, 1997). In his corpus research on collocations, Kjellmer (1991) defines collocations as such sequences of items as are grammatically well formed. This definition adopts a broad interpretation of the term, giving the name to all greater-than-chance groups of words which are grammatically well-formed. Benson *et al.,* (1997) and Kjellmer (1991) adopt a practical operational approach which reflects the procedure they use to extract collocations from language corpora data and study them.

Some of the researchers worked on methods for retrieving and identifying collocations. For example, Smadja (1993) described a set of techniques based on statistical methods for retrieving and identifying collocations from large textual corpora. These techniques produce a wide range of collocations and are

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based on some original filtering methods that allow the production of richer and higher-precision output. Wu and Zhou (2003) proposed a novel method to automatically extract synonymous collocations by using translation information. LÜ and ZHOU (2004) presented a new method for acquiring collocation translations by making use of monolingual corpora and linguistic knowledge. LÜ and ZHOU (2004) claimed that bilingual collocation correspondence is helpful to machine translation and second language learning. They considered previous work that has been done on monolingual collocation extraction. They can in general be classified into two types: window-based and syntax-based methods. The former extracts collocations within a fixed window (Church and Hanks, 1990; Smadja, 1993). The latter extracts collocations which have a syntactic relationship (Lin, 1998; Seretan *et al.,* 2003) (cited in Lü and Zhou, 2004).

Collocation and Translation

Translation both commercial and literary is an activity that is growing phenomenally in today's globalized world (Hatim & Munday, 2004). It provides the interaction between people who have different languages. Many researchers have analyzed the act of translation based on different theories. They have taken into account different issues such as the cultural aspects of the source language and target language or linguistic-based criteria. "Translation is rendering the meaning of a text into another language in the way that the author intended the text" (Newmark, 1988).

To a great extent, the quality of translation will depend on the quality of the translator, i.e. on her/his knowledge, skills, training, cultural background, expertise, and even mood. Newmark (1988) distinguishes some essential characteristics that any good translator should have:

- Reading comprehension ability in a foreign language
- Knowledge of the subject
- Sensitivity to language (both mother tongue and foreign language)
- Competence to write the target language dexterously, clearly, economically and resourcefully

Apart from the previously mentioned aspects, it is relevant to emphasize the necessity for sound linguistic knowledge of the SL and the TL, an essential condition, yet not the only one, to begin swimming up the streams of professional translation. However, neither knowing languages nor being efficiently bilingualis enough to become a translator.

The process of collocational translation has been widely investigated by linguists (Newmark, 1988; Lorscher, 1991; Baker, 1992; Vinay & Darbelnet, 1995). Their studies concentrated on the correlation between the strategies employed by translators and the difficulties encountered in translation. Originally, former studies referred to strategies of translation as solutions for handling translational problems. However, adopting certain strategies can themselves lead to further complications and difficulties.

Newmark (1988) has acknowledged the problems translators have to face at different levels, and thus formulated certain strategies that would help the translator overcome these problems, "when the translator is involved in the process of translation, he is always trying to solve a thousand small problems in the context of a large one" (p. 8). Finding the appropriate collocations in translation is a "continual struggle" (p. 213). These situations can be resolved when "translators depend on certain strategies, which may be quite effective when dealing with linguistic similarities but lead to serious problems in case of cultural disparity"(p.81).

Furthermore, Newmark (1988) has proposed certain methods of translation based on different understandings of strategies. These strategies are, "word-for-word translation, literal translation, faithful translation, semantic translation, adaptation, free translation, idiomatic translation and communicative translation"(p.45). Newmark emphasized communicative translation in which the "translator attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership" (p.47).

Larson (1984) proposed the strategies of translating collocation in the following way:

Collocation in lexical items has been looked at from the point of view of the meaning components of which a given word is composed. The most part, this meaning is discovered by contrasts one lexical item with another in a system. However, most words have more than one sense. Words may have several

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meanings and these meanings are often called primary meaning or primary sense, and secondary meaning, or secondary sense. The primary sense is the meaning suggested by the word when it is used alone. It is the first meaning that a word will suggest to most people when the word is said in isolation. But the same word may have a different meaning when used in context with other words. This meaning is called secondary meaning or secondary sense. For example, the word *run* in isolation will mean something like *move rapidly by moving the legs rapidly.*

But if the same word is used with the word computer which is a collocate of the word *run*, the context of run as in *run a computer*, run has nothing to do with legs or rapidity. Run in the context of computer means *to make computer operate*. Secondary senses are dependent on the context in which a word is used. Larson (1984) proposed some strategies in analyzing meanings in collocation, in the following:

a. Collecting data.

b. Sort the collocates into the generic classes.

c. Regroup the contexts according to the collocates which belong to the same generic classes

d. List and label the senses of the word.

According to him, the secondary meaning is signaled by the context in which the word occurs. It is very important that the context be built into the translation since a secondary sense will almost always need to be translated by a different word than the word that refers the primary sense. For example, word *dress* in I dressed myself can be restated *I put my clothes* on, and I dressed the wound can be restated *I put medicine on and bandaged the wound.*

MATERIALS AND METHODS
Methodology
The linear set of translation strategies proposed by Vinay & Darbelnet (1995) has turned out to be comprehensive and applicable to most translational actions, ranging from the semantic to the most communicative one and allowing the translator to make certain adjustments if he deems them appropriate. The linearity of the approach manifests itself in the seven procedures: borrowing, calque, literal translation, transposition, modulation, equivalence and adaptation.

1. Direct translation, which covers:

1.1. **Borrowing:** Borrowing is "a form of direct translation" which "involves the transference of the ST word into the TT" (Munday, 2008).

1.2. Calque: Calque is "a special kind of borrowing whereby a language borrows an expression from another, but then translates literally each of its elements" (Munday, 2008).

1.3. Literal translation: Literal translation is "a word-for-word rendering which uses the same number of TL words in the form of established equivalents as well as the same word order and word classes (Munday, 2008).

2. Oblique translation, which covers:

2.1. Transposition: Transposition "concerns grammatical shift such as word class changes" (Munday, 2008).

2.2. Modulation: This procedure entails a "variation of the form of the message, obtained by a change in the point of view" (Munday, 2008).

2.3. Equivalence: "Equivalence refers to cases where languages describe the same situation by different stylistic or structural means" (Munday, 2008).

2.4. Adaptation: Adaptation is "changing the cultural reference when a situation in the source culture does not exist in the target culture" (Munday, 2008).

The present study has applied a comparative analysis approach since it deals with comparing the source text and its Persian translation versian. Vinay and Darbelnet's model of translation has been utilized as the main theoretical model and as one the most comprehensive one. Benson and Ilson's" types of classifications have been considered to isolate the (adj-noun, noun-noun) collocations. Benson, Benson and Ilson (1986) classify collocations into two categories: Grammatical collocations and Lexical collocations. Following Benson *et al.,* (1986), a grammatical collocation generally is a dominant open

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class word (noun, adjective or verb) and a preposition or particular structural pattern such as an infinitive or a clause. The major types of grammatical collocations are:

- Noun + Preposition/ to infinitive/ that clause (access to, agreement that…)
- Preposition + Noun (in advance, to somebody's advantage)
- Adjective + Preposition/ to infinitive/ that clause (aware of, necessary to, afraid that…)
- Verb + Preposition/ infinitive with to/ infinitive without to/ verb form ending in –ing/ that clause (Adjust to, begin to, keep doing, think that).

A lexical collocation, on the other hand, normally does not contain infinitive or clauses. It typically consists of open class words (Noun, Adjective, Verb or Adverb). According to syntactic characteristics, Lewis (2000) classifies lexical collocations into six major types:

- Adjective + Noun (strong tea, major problem, key issue)
- Noun + Noun (a pocket calculator, sense of pride)
- - Verb + Adverb (spell accurately, live dangerously, smiled proudly)
- Adverb + Adjective (strictly accurate, completely soaked, happily married)
- Noun + Verb (companies merged, pose a problem).
  Verb + Noun (make an impression, set an alarm)

Therefore, to do this purpose firstly, the book was studied chapter by chapter and the collocations were found in the source text. Secondly, the equivalences of the mentioned collocations were found in target text. Therefore, 600 compound words in form of ADJ+N and N+N were separated. Then, all the words were looked up in Oxford Collocation Dictionary software and 340 of them were chosen as collocations. In next step, tables 1, 2, 3, 4 and 5 were drawn to categorize the collocations, while the subcategories of these tables included collocation type, source text, applied procedure and Karim Emami's translation. The collocations' types were determined based on Benson and Ilson model, and then the translator's applied strategy was discovered. Afterward, in order to determine the percentage of their occurrences in translation, a figure was drawn (figure 1) which showed the amount of using the mentioned strategies by translator in *Great Gatsby* novel.

Data Analysis

In order to analyze the obtained data, the *Great Gatsby* was chosen as corpus of the study. The collocations results, the type of collocations and the used methods which were conducted by Karim Emami have been shown in the following tables:

Table 1: Literal translation strategy adopted by Karim Emami in *Great Gatsby* translation
[PERSIAN FONTS NOT ALLOWED. PLEASE WRITE THE WORDS USING ENGLISH LETTERS]

Collocations in the Source text	The type of collocations	Emami's translation of these collocations
The ***abnormal mind*** is quick to detect and attach itself to this quality when it appears in a **normal person**	Adj+N Adj+N	[Persian text]
And so with the **sunshine** and the great bursts of leaves growing on the trees—just as things grow in **fast movies**…	N+N Adj+N	[Persian text]
Our eyes lifted over the **rose beds** and the hot lawns …	N+N	[Persian text]
I was in the **drug business** and then …	N+N	[Persian text]
That temporarily closed out my		[Persian text]

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interest in the **abortive sorrows** and short winded elations	**Adj+N**	سلب انسان ها کم نفس وشادی های **زودگذر** ....

Literal Translation

A word-for-word translation can be used in some languages and not others dependent on the sentence structure. Sometimes it works and sometimes it does not. Literal emerged as the most conspicuous procedure in translating collocations in Karim Emami's translation. It accounted for (64.1%) of the 340 translation. It seems that to use this strategy by translator because of finding one-to one correspondence between SL and TL. e.g.: drug business → تجارت دارو , slender girl → دختر باریک اندامی

Table 2: Modulation strategy adopted by Karim Emami in *Great Gatsby* translation

Collocations in the Source text	The type of collocations	Emami's translation of these collocations
the Civil War and started the **wholesale hardware** business that my father carries on today.	**N+N**	..... واین **عمده فروشی ابزار** را که امروزه پدرم ادامه می دهد تاسیس کرد
And I had the **high intention** of reading many other books besides.	**Adj+N**	از ان گذشته ، این **نیت حتمی** را داشتم که کتاب ها ی متعدد دیگری نیز بخوانم .
Jumping over **sun-dials** and brick walks and burning gardens	**N+N**	ودرراه خود ازروی **ساعت های افتابی** وخرندهای اجری وباغچه های اتشین می پرید...
And I had the **high intention** of reading many other books besides.	**Adj+N**	از ان گذشته ، این **نیت حتمی** را داشتم که کتاب ها ی متعدد دیگری نیز بخوانم .
Men who move dimly …..through the **powdery air**.	**N+N**	سرانجام ..یه صورت ادم هایی که جنبش مبهم دارند ،و دران **هوای پرغبار** تدریجا به خاک می ریزند.

Modulation

It is the second most adopted strategy in the translation of lexical collocations.

Table 3: Equivalence strategy adopted by Karim Emami in *Great Gatsby* translation

Collocations in the Source text	The type of collocations	Emami's translation of these collocations
My family has been prominent, **well-to-do** people in this middle-western city for three generations.	**Adj+N**	خانواده من سه نسل است که دراین شهر (غرب میانه) **اشخاص سرشناس مرفهی** هستند .
Everybody I knew was in the **bond business**. so I supposed it could support one more single man.	**N+N**	هرکه را می شناختم در این کار بود ،پس پیش خودم گفتم که خرید وفروش **اوراق بهادار** لابد معاش یک نفر ادم مجرد را در می اورد.
I was going to bring back all such things into my life and become again that most limited of all specialists, the ʿ**well-rounded man**.	**Adj+N**	اکنون باردیگر می خواستم همه این جورچیزها را به زندگی برگردانم ودوباره بشوم ان محدودترین متخصص ها ،یعنی **" ادم همه فن حریف"**
the weedy refuse of the **dog-days** along shore .	**N+N**	وعلف های هرز **چله تابستان** که ساحل را سیاه کرده بود ...

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While the clock ticked on the **wash-stand**…	**N+N**	در ان حال که ساعت روی لبه **دستشویی** تیک تیک میکرد ...

It accounted for 68 frequencies (20%) of 340 translations. It seems that by using this strategy the translator attempted at producing alternative versions of translation without changing the meaning. Modulation consists of using a phrase that is different in the source and target languages to convey the same idea. We can see an example of this strategy in translation of "empty spaces" to " حاشیه های سفید" in Persian or " little ashe tray" into "زیرسیگاری کوچولوی بامزه". Through modulation, the translator generates a change in the point of view of the message without altering meaning and without generating a sense of awkwardness in the reader of the target text.

Equivalence

This strategy accounted for (7.6%) of the responses. Translator resorted to this strategy to compensate for exact equivalent in the target language, so he tried to utilize their assumptions of the world knowledge in rendering the target message. Here translator expresses something in a completely different way, for example when translating "next door" into "همسایه" or "bond business" into اوراق بهادار . The process is creative, but not always easy.

Table 4: Transposition strategy adopted by Karim Emami in *Great Gatsby* translation

Collocations in the Source text	The type of collocations	Emami's translation of these collocations
they accepted Tom and me, making only a polite **pleasant effort** to entertain	Adj+N	حضور من وتام را هم پذیرفتند وتنها از روی ادب **وبه نحوی خوشایند سعی می کردند** مارا سرگرم کنند
The rest of us exchange a **cool nod** …	Adj+N	**سرمان را به سردی به طرف هم خم کردیم**
There was one **persistent story**...	Adj+N	**شایعه ای که با سماجت دهان به دهان شد**
The passengers on **waiting trains** can share at dismal scene …	Adj+N	مسافران **قطارهایی که معطل می مانند** گاه تا نیم ساعت مجبور به تماشای این منظره شوم می شوند.
the **fresh grass** outside that seemed to grow a little way into the house.	Adj+N	درمقابل **نورسته چمن** بیرون که انگارتا مسافتی توی خانه خود روئیده وپیش امده بود

Transposition

It was the forth adopted strategy among the other strategies accounted for 26 frequencies (7.6%) of used strategies. It was an option used by the translator whereby the meaning is kept but the form is changed to phrases. This is the process where parts of speech change their sequence when they are translated. It is in a sense a shift of word class. Grammatical structures are often different in different languages. Collocation of "strong impression" translates as "شدیداً حس کرده بودم"in Persian or for example "strong effort "(adj+n) changed into a sentence in Karim Emami's translation به نحوی خوشایند سعی می کردند . Transposition is often used between English and Persian because of the preferred position of the verb in the sentence: English often has the verb near the beginning of a sentence; persian can have it closer to the end. This requires that the translator knows that it is possible to replace a word category in the target language without altering the meaning of the source text.

Table 5: Borrowing strategy adopted by Karim Emami in *Great Gatsby* translation

| Collocations in the Source text	The type of collocations	Emami's translation of these collocations
A **succulent hash** arrived …	Adj+N	**خوراک هش ابداری** رسید

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…and were driving in a Victoria Adj+N through **Central park**.	و سوار درشکه ای در **سنترال پارک** گردش می کردیم

Borrowing

Borrowing is the taking of words directly from one language into another without translation. Many English words are "borrowed" into other languages; for example software in the field of technology and funk in culture. This method is the least adopted strategy. It shows a frequency of 2 (0.5 %) of the responses adopted by translator. This strategy is adopted when the translator found difficulty in finding the exact equivalent terms. e.g. a succulent hash → خوراک هاش ابداری, central park → سنترال پارک

The following figure (1) shows the percentage of applied strategies in translator's work
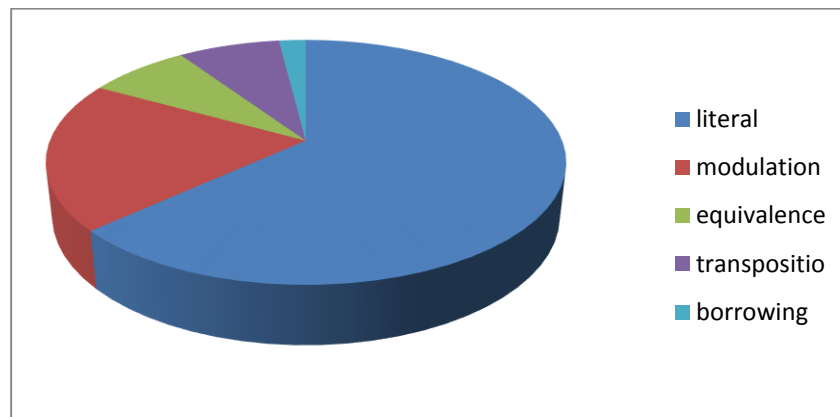
Figure 1: The percentage of applied strategies in translator's work

Conclusion

This study tried to investigate the translation of Adjective-Noun and Noun +Noun collocations of the mentioned novel and parallel Persian translations based on Vinay and Darbelnet's model. After analyzing the data, it has been concluded that literal, modulation, equivalence, transposition and borrowing strategies have been used by the translator. Besides, the most frequently used strategy in translating collocation was literal translation which seemed to be applied due to finding one to one correspondence for collocations, however, the least frequently used strategy was borrowing which has been used for the reason of finding proper correspondence for collocations which was a hard attempt. Meanwhile, transposition was used as a strategy by the translator which led to changing the form. In some parts of the text, some collocations were translated from one type into another type or they have been changed into a statement. Therefore, when translator attempts to translate collocations, he has to try to find the best correspondences for the collocations in order to create a translation as acceptable, natural and familiar as the source text. Thus, the equivalent strategy is the best strategy to be used in translation, while literal and borrowing strategies should be avoided since they cannot make a natural and acceptable translation.

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