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## Textual-Linguistic Norms of Translating Religious Texts from Farsi into English

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### ABSTRACT

The study of translation norms is one of the areas in translation studies which identify regularities of behavior (i.e. trends of relationships and correspondences between ST and TT segments) by comparing source texts and their translations. Norms of translation are mostly done in areas other than religious texts. Therefore, it seems necessary to do a research on religious texts. Textual-linguistic norms govern the selection of TT linguistic material: lexical items, phrases, and stylistic features. To do so, translation strategies adopted by translators were identified through comparing translations and source texts. Translation strategies proposed by Chesterman (1997) are investigated in samples of texts translated by World Ahlubayt assembly, an organization in charge of religious translation in Iran. The texts included seven books from seven translators in World Ahlubayt Assembly. The strategies investigated in corpus dealt with three linguistic levels: semantic, syntactic and pragmatic strategies and changes done at these three levels. The results showed that syntactic changes were of the highest frequency in all texts. At semantic level, synonymy was the most frequent translation strategy. At syntactic level, clause structure changes and at pragmatic level and explicitness change were the most frequent changes.

**Keywords:** *Translation Norms, Textual-Linguistic Norms, Translation Strategies, Religious Texts, World Ahlubayt Assembly*

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### 1. Introduction

The concept of norms has been introduced in translation studies to elucidate communicative behavior of translators (Hermans, 2012). Many translation scholars have discussed this issue in their theories (Toury, 1980, 1995; Hermans, 1999; Chesterman, 1997). As the name suggests, norms are regularities of behavior i.e. trends of relationships and correspondences between ST and TT segments). The definition of norms used by Toury (1995) is: "the translation of general values or ideas shared by a community- as to what is right or wrong, adequate or inadequate- into performance instructions appropriate for and applicable to particular situations"(p.55). The evolution of Translation Studies has shown that translation (understood in the widest sense of the word) is influenced and constrained by different factors much more complex than the linguistic differences existing between the two languages involved. Among a variety of options, "a particular course of action is more or less strongly preferred because the community

has agreed to accept it as 'proper,' 'correct' or 'appropriate'(Hermans 1996, p. 31). Any translation activity is a human activity that takes place in a social, cultural and historical situation, and-just as with any other social behavior-is regulated by norms (Schäffner 1999, p. 7). Without a doubt, much research has been done on translation norms. However, the amount of research does not appear sufficient. Especially in Iran's translation domain, the need for more explicit translation norms is felt but has gone mostly unheeded. Norms of translation in the context of Iran cries out for more empirical research. As Toury demonstrated, the goal of the study of norms is to do a large number of studies of different genres of translation in different eras and cultures based on which we can propose laws of translation (Baker & Saldanha, 2013). It seems imperative for increasing our knowledge of the norms of translation in religious context more information should be gathered in this area. The question of what norms are at work in religious translation seems to be a matter in need of



further study. Although Toury (1995) classifies different kinds of norms in translation, more research is necessary for a complete classification of norms or framework of more language pairs since such a framework may or may not pertain to Persian to English translation. Moreover, if norms of translation are discovered in particular field of study, that in this study it is religious, these norms can be presented to translation students to make it easier for them to know how experienced translators translate.

## **2. Review of Literature**

### **2.1 Norms of Translation**

Toury (1995) holds that with respect to translation, norms refer to translators making decisions despite their directive character; norms are not formal regulations that are imposed by higher powers. Norms are normally obtained through repetitive behavior, not through the imposition of laws and their enforcement, thus norms rely on deductive activity to take place when experiencing repetitive behavior patterns. Regularity implies that a specific behavior is preferred over another one in a specific situation of a given type by the majority, if not all, members of a community" (Toury, 1978). As Toury (1998) demonstrates, due to their personal backgrounds, most of the scholars who worked on the notion of norm were first and foremost engaged in the study of literary translation.

Norms are not directly observable, but they can be learnt and also studied through observation of patterned, recurrent behavior, for example in talk aloud protocol studies, or through observation of the immediate results of translational behavior, texts (Malmkjær, 2005). Norms function in a community as standards or models of correct or appropriate behavior and of correct or appropriate behavioral products (Schaffner, 1999).

### **2.2 Translation Norms**

There are two theories of norms in translation studies that is Toury's (1995) model of norms and Chesterman's (1997) norms of translation. Toury's model is described in the next section. Chesterman's (1997) proposed norms cover Toury's initial and operational norms. Chesterman's (1997) norms are (1) product or expectancy norms and (2) process or professional norms. Product or expectancy norms are formed by the expectations of readers of a translation about what a translation must be like. Professional norms on the other hand concern the process of translation.

In this study, Toury's model is used because he proposes another set of norms that is textual-linguistic norms which is what this paper is discovering. Norms of translation prevail at a certain period and within a particular society, and they determine the selection, the production and the reception of translations. Norms function in a community as standards or models of correct or appropriate behavior and of correct or appropriate behavioral products. In this study operational norms are detected based on Toury's model of norms.

### **2.3 Toury's Model**

Toury's (1995) hypothesis is that the norms in the translation of a particular text can be extracted from two types of source (p.55):

(1) "From the examination of texts, the products of norm-governed activity. This will show up 'regularities of behavior'(p. 55) (i.e. trends of relationships and correspondences between ST and TT segments). It will point to the processes adopted by the translator and, hence, the norms that have been in operation.

(2) From the explicit statements made about norms by translators, publishers, reviewers and other participants in the translation act.

Toury (1995) identifies different kinds of norms. Initial norms are general choices made by translators. Thus, translators can subject themselves to the norms of the ST or to the norms of the target culture or language. If it is towards the ST, then the TT will be adequate; if the target culture norms prevail, then the TT will be acceptable (p. 57). Shifts – obligatory and non-obligatory – are inevitable, norm-governed and 'a true universal of translation' (p. 57).

Other norms described by Toury are preliminary norms (p. 58) and operational norms (pp. 58–9). Matricial norms involve the completeness of the TT that is omission or relocation of passages, textual segmentation, and the addition of passages or footnotes. Textual-linguistic norms govern the selection of TT linguistic material: lexical items, phrases, and stylistic features.

### **2.4 Translation Strategies**

As per this study, norms of translation are detected through specifying strategies of translation. The relation between norms of translation and strategies of translation is well expressed in a debate between translation theorists and Toury cited in Schffner's (1998, p. 84) book under the title "Translation and Norms". In answer to the

question of the relation between translation strategies and norms Toury answers, "The norm is the idea behind it (strategies). The way you carry it out involves strategies". Different scholars suggest various types, categorizations and classifications for the strategies according to their particular perspectives. In this study we draw on Chesterman's taxonomy that is elucidated in the following.

### 2.5 Chesterman's Taxonomy of Translation Strategies

In this part, Chesterman's Taxonomy of translation strategies is presented and in the next part examples for each strategy is provided and discussed. Chesterman (1999) proposes that translation strategies operate on three levels: semantic, syntactic and pragmatic level. These are as follow:

#### 2.5.1 Syntactic strategies

These local strategies change the grammatical structure of the target text in relation to the source text. Although most of the strategies are applied because a literal translation is not appropriate, Chesterman (1997) presents his first syntactic strategy, *literal translation*. He believes that, according to many translation theorists, this is a "default" strategy.

1. Literal translation: It means the translator follows the source text form as closely as possible without following the source language structure.
2. Loan translation: This is the second syntactic strategy in his classification which refers to the borrowing of single terms and following the structure of the source text which is foreign to the target reader.
3. Transposition: Another term that Chesterman (1999) has borrowed from Vinay and Darbelnet (1958) is *transposition* that refers to any change in word class, for example adjective to noun.
4. Unit shift: This is a term that has been borrowed from Catford (1965) in the levels of morpheme, word, phrase, clause, sentence and paragraph.
5. Paraphrase structure change: This strategy refers to changes which take place in the internal structure of the noun phrase or verb phrase, although the source language phrase itself may be translated by a corresponding phrase in the target language.
6. Clause structure change: This strategy changes affect the organization of the constituent phrases or clauses. For example, changes from active to passive, finite to infinite, or rearrangement of the clause constituents.

7. Sentence structure change: It is a term that refers to changes in the structure of the sentence unit. It basically means a change in the relationship between main clauses and subordinate ones.

8. Cohesion change: The way in which the parts of a sentence join together to make a fluent, comprehensible sentence is called *textual cohesion*. *Cohesion change* is a term referring to a strategy which affects intra-textual cohesion, this kind of strategy mainly takes place in the form of reference by pronouns, ellipsis, substitution or repetition.

9. Level shift: By the term level, Chesterman (1999) means the phonological, morphological, syntactical and lexical levels. These levels are expressed variously in different languages.

#### 2.5.2 Semantic Strategies

The second group in Chesterman's (1999) classification is semantic strategy which has its own subcategories.

1. Synonymy: It is the first subcategory in this group. In this strategy the translator selects the closest synonym, which is not the first literal translation of the source text word or phrase.
2. Antonymy: In this strategy, the translator uses a word with the opposite meaning. This word mostly combines with a negation.
3. Hyponymy: It means using a member of larger category (e.g. *rose* is a hyponym in relation to *flower*), and also hypernym is a related superordinate term, which describes the entire category with a broader term (e.g. *flower* is a hypernym in relation to *rose*).
4. Converses: This strategy refers to pairs of opposites expressing similar semantic relationships from the opposite perspectives (e.g. *send-receive take-give*).
5. Trope change: The formal name that is used for a figure of speech or metaphor is called *trope* which means using a term or phrase to compare two things that are unrelated with the purpose of revealing their similarity. This relates to a type of strategy called trope change strategy.
6. Abstraction change: The other kind of strategy in the list is abstraction change. This strategy concerns shifting either from more abstract terms to more concrete ones or vice versa.
7. Distribution change: This is a kind of strategy in which the same semantic component is distributed over more items (expansion) or fewer ones (compression).
8. Emphasis change: This strategy increases, decreases or changes the emphasis of



thematic focus of the translated text in comparison to the original.

9. Paraphrase strategy: This is the last strategy in the list. According to the overall meaning of the source text, it creates a liberal approximate translation; some lexical items may be ignored in this sort of strategy.

### 2.5.3 Pragmatic Strategies

1. Cultural filtering: According to Chesterman (1999) the first sort of strategy in this group is cultural filtering. It may be described as the concrete realization, at the level of language, of the universal strategy of domestication or target culture-oriented translation. This strategy is generally used while translating culture-bound items.

2. Explicitness change: In explicitness change strategy some information of the source text maybe added; or deleted to make the text more or less explicit.

3. Information change: The next type of strategy is information change which is similar to the previous strategy; however, here the changed information is NOT implicit in the source language text.

4. Interpersonal change: This strategy is used to affect the whole style of the text to make it more or less informed, technical etc.

5. Speech act: There is another strategy the changes the nature of the source text speech act, either obligatory or non-obligatory (e.g. from reporting to a command, or from direct to indirect speech).

6. Visibility change: This is a strategy that increases the "presence" of either the author of the source text or its translator (e.g. footnotes that are added by the translator).

7. Coherence change: Coherence change concerns a higher textual level (i.e. combining different paragraphs to each other in a way different from the source text).

8. Partial translation: This is a strategy that refers to translating a part of a text, not the entire text (e.g. song lyrics or poetry).

### 2.6 Some Studies and their Findings

Chesterman's (1997) book under the title "Memos of Translation" investigated norms of translation at three levels namely semantic, syntactic and textual. He used German-to-English translations to illustrate the strategies at semantic, syntactic and textual level mostly from an Austrian Airlines flight magazine. Chesterman (1997) identified all the norms at work and mentions the reasons why translators have used the norms. In the present study, we identified other reasons about translators' use of the norms which are discussed in discussion section.

Li (2014) explored norms at work in translation of *Great Expectations* from English into Chinese. He compared Charles Dickens' *Great Expectations* with its translation and identified norms at work in the translation. He concluded that adaptation was a norm in the translations which were shaped by different educational ideologies dominated in China. The very function of these adaptations helps to modify the rewriting of the original source canonical text. The desire and the expectations of children at different periods of time motivated the transformation of each piece of selected canonical literature. Another norm Li (2014) investigated in abstractness change and sentence structure change. He says that translator made the target language more concrete to be understandable by target readers. Moreover, complex sentences were transformed into simple sentences. Li's (2014) study did not include a comprehensive review of the norms at work. He compared the texts and mentioned adaptation, unit change and abstractness change as the norms at work. He studied adaptation only at syntactic level. In the present study, however, a comprehensive study of all textual-linguistic norms in the process of translation was done and discussed at semantic, syntactic and textual levels.

In a case study in Munday (2016), *Harry Potter* series and their translation to Italian were compared and textual-linguistic norms were identified. The text for this case study was the first in the hugely successful *Harry Potter* series: *Harry Potter and the Philosopher's Stone* by J. K. Rowling and its translations into Italian (*Harry Potter e la pietra filosofale*) and Spanish (*Harry Potter y la piedra filosofal*). It was concluded that the TTs are full translations of the ST with no major additions, omissions or footnotes. As mentioned by Munday (2016), only 3 norms are investigated which are at the textual level. However, there are norms that are identified at semantic and textual level. Munday (2016) holds that additions, omissions and footnotes are shows whether a translation is full or partial. The issue that arises here is that we cannot call a translation as full translation if equivalents at word level are chosen based on target readers needs or age. That is a translator can use a less direct equivalent of a word to increase politeness in his or her translation. It is seems necessary to investigate all norms at semantic, syntactic and textual levels to

be sure whether a translation is full or partial.

Ersland (2014) in his MA thesis studied translation of children's literature into Norwegian language. The most common norm in translation of children's literature was explicitation. In translation of Children's Literature, he concluded that translators use a lot of additions in their translations. In this regard, Ersland (2014) refers to an example of explicitation which makes it clear where the aircraft was brought to land and in it becomes clear as to whom the character is speaking. In other instances additions in the TT also contribute towards clarifying the order in which events take place. He also mentions that because of structural differences between the two languages, clause structure change was the most prevalent strategy used in the translation. In Ersland (2014), seven thousand words were selected from the middle of the book. This can be a shortcoming of this study. Results may change if other parts of the translation were studied. Although it is nearly impossible to compare the whole translation sentence by sentence with the source text, the parts selected for comparison must be from different parts of texts. In this study three parts from the books are selected, the beginning, middle and last chapter.

In Puurtinen's (2006) study of two Finnish translations of L. Frank Baum's *The Wizard of Oz*, Tiina, Puurtinen observed that translator's preference for simple finite constructions left an impression of a more fluent, natural and dynamic style, whereas the other translator's use of complex non-finite constructions gave a more formal and static text, which was thought to lower the text's readability. In the two translations Puurtinen (2006) found two different textual-linguistic norms namely simplification (using less words) and explicitness change. In Puurtinen's (2006) study, explicitness change tends to make the translation more complicated to be suitable for target readers. Moreover he mentions modulation, transposition and trope change as norms at work. In Puurtinen's (2006) study, two Finnish translations of L. Frank Baum's *The Wizard of Oz* were compared with the source text. *The Wonderful Wizard of Oz* is an American children's novel. The researcher has selected 3 hundred words from each translation and compared them with the source text. An issue that can be raised here is that it is unlikely to decide about the whole translation based on 3

hundred words. In fact, the sample selected from the translations must what the whole is like. Based on limited number of words, we can conclude that norms are at work just in the samples.

Khoshshima and Moghadam (2017) identified the most frequent norms applied in translating cohesive devices from English into Persian in 2000 decades. The findings of the study indicated that translators applied equivalent strategy in most cases and this was an evidence of the most frequent norms. Khoshshima and Moghadam's (2017) study explored translation of cohesive devices for English into Farsi. The researcher selected three translations of the intended book and compared them with each other. Translation of cohesive devices in our study is discussed under cohesion change at syntactic level.

Vossoughi and Hosseini (2012) discovered the norms of translating taboo words and concepts after the Islamic Revolution in Iran using Toury's (1995) framework for classification of norms. The corpus of the study composed of Coelho's novels between 1990 and 2005 and their Persian translations which were prepared and analyzed manually to discover the norms. Vossoughi and Hosseini (2012) concluded that trope change was one of the norms at work. This study is limited to word-level and does not discuss other levels namely syntactic and textual levels. For example, in this study euphemism is investigated at word-level. While euphemism can also occur at phrase or sentence level.

A Farsi book under the title *Translation Teaching* investigates Toury's textual-linguistic norms in an attempt to teach how translators can translate to render a native-like translation. Hashemi (2015) use a 2 million corpus of Persian novels and their translations. He investigated norms at semantic and syntactic level. He did not investigate norms at textual level. One of the shortcomings of the corpus is the sentence by sentence translation of novels presented in the corpus. However, at textual level, paragraphs can be added or deleted that must be taken into account. The present study, compares translations with the source text sentence by sentence and also looks at textual level to see where additions or deletions has occurred at textual level.

Ahmadi (2015), in his MA thesis investigates translation norms in translation of religious texts. He identifies only textual norms at work in translation of religious texts. He concludes that the translator made



himself visible through footnotes to clarify difficult religious terms. Ahmadi (2015) does not investigate if the translator uses in-text explanation of religious texts.

**3. Methodology**

**3.1 Corpus of the Study**

In this paper 7 religious books are compared with their translations. Three thousand words were selected from each book: One thousand from the beginning, one thousand from the middle and one thousand from the end the books. After selection, the source and target texts were compared in Microsoft Excel Worksheet. After comparison, translation strategies were detected and calculated and tabulated. Then textual-linguistic norms were detected based on the comparison. The comparison was based on Chesterman's taxonomy of translation strategies.

Our criterion of selecting seven books is based on the books translated in 2015 in World Ahlulbayt assembly. World Ahlulbayt assembly is an organization in Iran in charge of translating religious books into different languages. The books compared with their translations are presented below:

*Table: 1 Corpus of the study*

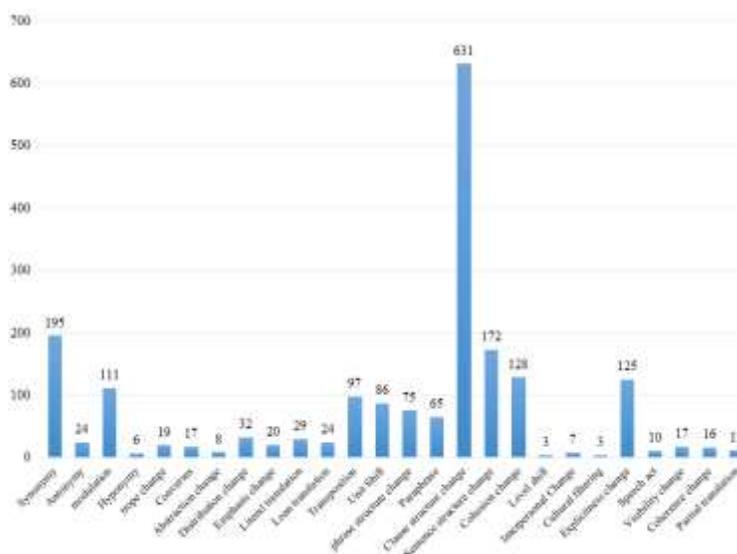
Book Title	Author	Year of Publication
Glimpses of Nahj-al-Balaghah	Murtaza Mutahari	1996
Islamic Thought	Mohammad Divani	2010
Freedom: The Unstated Facts and Points	Muhammad Taghi Misbah	2006
The Prophet's Attitudes Towards Children and Youth	Mohammad Ali Chenarani	2010
Provisions For the Journey	Muhammad Taghi Misbah	2011
Fifty Lessons on the Principles of Islam for the Youth	Nasir Makarim Shirazi	2007
Obligations and Prohibitions in Islamic Divine Law	Ali Mishkini	2010

**3.2 Data Analysis & the Results**

In this part operational norms are detected based on Chesterman's (1999) taxonomy and the results are tabulated. Seven translations are selected and analyzed in terms of translation strategies used by translators. There are seven active translators in World Ahlulbayt Assembly that one book from each of them is selected. From each book one thousand words are selected from the beginning, middle and the last part (Three thousand words from each book).

In this part the frequency of each translation strategy is counted and tabulated.

*Table: Frequency of Translation Strategies*



According to this table, at semantic level synonymy had the highest frequency. After clause structure change, synonymy is the most frequent translation strategy. Synonymy is selecting not the "obvious" equivalent but a synonym or near-synonym for it. After synonymy, transposition is the most frequent strategy. It refers to any change of word-class, e.g. from noun to verb, adjective to adverb. Normally, this strategy obviously involves structural changes as well. Unit shift, phrase structure change and paraphrase are the most frequent strategies utilized in these translations respectively. Paraphrase results in a TT version that can be described as loose, free, in some contexts even under-translated. Semantic components at the lexeme level tend to be disregarded, in favor of the pragmatic sense of some higher unit such as a whole clause (Chesterman, 1999).

Syntactic Strategies include literal translation, loan, calque, transposition, unit shift, phrase structure change, clause structure change, sentence structure change, cohesion change, and level shift. The most frequent translation strategy is related to clause structure change. Clause structure change refers to changes that have to do with the structure of the clause in terms of its constituent phrases. Various subclasses include constituent order (analyzed simply as Subject, Verb, Object, Complement, and Adverbial), active vs. passive voice, finite vs. non-finite structure, transitive vs. intransitive. At syntax level after clause structure change, sentence structure change is the most frequent translation strategy. It refers to changes between main-clause and sub-clause status, changes of sub-clause types etc. After sentence structure change, cohesion change had the most frequency. A cohesion change is something that affects

intra-textual reference, ellipsis, substitution, pronominalization and repetition, or the use of connectors of various kinds.

Pragmatic strategies involve bigger changes from the ST, and typically incorporate syntactic and/or semantic changes as well. If syntactic strategies manipulate form, and semantic strategies manipulate meaning, pragmatic strategies can be said to manipulate the message itself. These strategies are often the result of a translator's global decisions concerning the appropriate way to translate the text as a whole (Chesterman, 1999). Pragmatic strategies are cultural filtering, explicitness change, Interpersonal change, illocutionary change, coherence change, partial translation and visibility change. At this level, explicitness change is the most frequent change. Explicitness change refers to adding components explicitly in the TT which are only implicit in the ST. Other pragmatic strategies were not as so frequent to be regarded as a norm of translation.

#### 4. Discussion

In the following, the situation in which each translation strategy is used is delineated:

**Synonymy:** As an example in the book "Islamic Thought" synonymy is used in translation of the word "تفاوت های دیگری". It is translated as "additional differences" where the literal translation is "other differences". The translator has taken another meaning of دیگری which is اضافی in Farsi and "additional" in English. The reason is that using "additional" renders a more formal translation suitable for religious texts. Another example is the word "پرسش های ریز و درشتی" translated as "conceivable questions". The Farsi literal translation is "major and subtle questions". The literal is not a fluent one in English and therefore the word "conceivable" is used. Synonymy is a strategy at semantic level. Hashemi (2015) identified synonymy as a norm in his study. The difference is that Hashemi (2015) is of the idea that synonymy occurs in translations just because of a fluent translation. However, in our study another reason is making the target text more formal.

**Antonymy:** The translators wanted to avoid tortuousness prevalent in Farsi texts. To elucidate, one of the structures in Farsi is double negatives in a text. It is a little bit hard to grasp the meaning outright.

For example, in the sentence "و چنین نیست که همه واقعیت های جهان محسوس و قابل درک نباشد". The translator used antonymy to avoid double negative: "and thus, we can perceive

all the truths about the world". With this strategy he attempted to render a fluent and easily understandable translation. In the studies mentioned in the review of literature, antonymy was not investigated. Only Chesterman's (1997) research investigates antonymy as a norm. However, he says that antonymy occurs when an antonym occurs with an element of negation and there is no preference to use this strategy. For example:

*All prices include V.A.T. (value added tax) but do not include the C.O.D. (cash on delivery) fee and mail charges.*

In the source language "exclude" is translated as "do not include". It is possible to use *exclude* in the translation. However, in the present research, antonymy was used to avoid tortuous translation. The reason lies in the fact that the translator has attempted to render a clear and fluent translation.

**Modulation** is another change at the level of word. This strategy is used because the translator sought to render a native-like translation. Native-like means target-norms oriented translation. The sentence "این حرکت" is translated as "this movement". "جهت دادن" is translated as "facilitate" while the literal translation is "giving direction". According to the Corpus of Contemporary American English the frequency of "give direction to" is 33 while the frequency of "facilitate" is 7210. Therefore, the translator tried to render a more native-like translation. In Puurtinen's (2006) study, modulation was used because literal translation renders an informal translation. While in the present study, modulation was used to render a native-like translation.

**Trope change:** The clause "در شعاع تخصص او نیست" is translated "beyond his expertise". In this translation the figure of speech in Farsi is dropped altogether. The reason is that there is no one to one relation in the translation of the figure of speech and its literal translation: "is not in the radius of his expertise" which is not fathomable in English. Vossoughi and Hosseini (2012), in their study about taboo word, say that trope change was one of the strategies taken by the translator to reduce the obscenity of the words. In the present study, trope change was used because the figure of speech in the source text does not have the same connotation as in the target language. Therefore, trope change was used.

**Abstraction:** As an example, "عدالت" is translated "just acts" which is a move toward more concrete word. The literal translation of "عدالت" is justice. The translator translated it as "just acts" to make



the meaning more concrete. The reason is that in the source text talks about the just acts of the holy Prophet of Islam and by "justice" the writer meant "just act". Li's (2014) study concludes that abstractness change was used so that the target readers understand the translation easily. This finding is in line with the finding of the present study.

**Converses:** In the corpus studied, converses were used to avoid lengthy translations. "تا پریشان نشود کار به سامان نرسد" is translated "the task will get settled before it gets too chaotic". Now if literal translation was used we would get an abnormal structure in English: "The task will not get settled until it does not get chaotic". The literal translation is harder to understand and more lengthy. Hashemi (2014) investigated converses in his study under a different name. He used opposite perspectives to refer to converses. Hashemi (2014) says that a translator uses opposite perspectives when literal translation is syntactically wrong. Seemingly, in the present study converses was used to avoid abnormal structure in the target text.

**Distribution:** The word "عبادات" is translated "acts of worship". This word is therefore expanded over more items in English. The reason for a translator to use this strategy is lack of one-to-one equivalence in the target language. Distribution was mentioned by Chesterman (1997) to be used when target languages use a phrase for a word in the source text or vice versa. However, in the present study the word "worship" for "عبادات" can be used without confusion from the part of target readers. The translator might have used "acts of worship" as a clearer equivalent while "worship" is syntactically correct.

**Emphasis change:** As an example "که" which is completely deleted in the translation. The reasons for this choice is that the translator has compensated for this deletion somewhere else in the translation or the emphasis was not so important to be brought in the translation. This strategy was not mentioned by researchers mentioned in the review of literature. The reason can be that all the researchers selected a small part of the texts they investigated.

Paraphrase can be seen in the following example. The expression "فدایت" in Farsi is a polite term used to show respect and love to other people. It is translated "dear prophet". This strategy is mostly used in translation of expressions and

idioms where the translator does not find a literal equivalent. Hashemi (2014) is of the idea that a translator paraphrases a sentence or paragraph when he considers the literal translation of the source text not needed. He says that a piece of news can be paraphrased when the commissioner of the translation wants a paraphrase not a sentence to sentence translation. However, paraphrase can be used to translate idioms that do not have equivalents in the target text.

Regarding transposition, the sentence "باید دقت فراوانی در این زمین کرد" is translated "it needs careful consideration". The verb "دقت کردن" is translated "consideration". The reason can be lack of one to one equivalence and academic writing norms. As per academic writing, in the case of "دقت کردن" the literal translation is "pay attention" has a frequency of 590 in the Corpus of Contemporary American English in academic religious texts while "consideration" has a frequency of 6190. Transposition, in Puurtinen's (2006) study, is mentioned to be used when literal translation causes incorrect structure in the target text. In the present study, transposition was used in two contexts: 1. Lack of one to one equivalence 2. Academic writing.

In this study unit shift occurred when translators wanted to render a more concise translation, to avoid wordiness in his translation, and target language restrictions of structure. In the example "هر کس که تابع هر عقیده و ایدئولوژی می باشد" translated as "any person, irrespective of his conviction and ideology" is a change from clause to phrase. According to Li (2014), unit shift occurs when target language syntax does not accept a literal translation. Another reason for the use of transposition that was identified in the present research is concise translation. Moreover, translations tend to be concise when literal translation tends to long and not necessary.

For phrase structure change, the example "یکی از مباحث فلسفه حقوق" is translated "an issue in legal philosophy", there is change in number in "مباحث" in Farsi which is plural and its equivalent "an issue" is singular. This change is because of the fact that it affects other choices of the translator. To elucidate, if it was translated as "one of the issues in legal philosophy" the translator had to make many changes to other part of the sentence to coordinate it with the subject of the sentence which is "one of the issues in legal philosophy". According to Chesterman (1997), phrase

structure change is used when target language rules does not allow for source language sentence structure rules. In the present study, phrase structure change was used for a fluent translation while the phrase structure in the source text was quite acceptable in the target language.

Clause structure change was of the highest frequency. The most important reason for the translators was structure differences in both languages. That is the translators had to make these changes because of the difference between the two languages i.e. Farsi and English. In the example "اشاره کردیم که" translated as "We said that" the Farsi structure *verb + person indicator* has to translated as *Subject+Verb*. This is due to structure differences of the languages. In Ersland (2014), clause structure change was the most prevalent strategy used in the process of translation. This is completely in line with what the present study identified in the translations investigated.

Sentence structure change includes change of main clause to sub-clause etc. The sentence "ما باید آن نظریات و افکار ناسازگار با عقاید" translated as "we must set aside those ideas and views which are incompatible with our religious beliefs". The English sentence is divided into two clauses, main and sub-clause while the Farsi sentence is comprised of one main clause. Li (2014) investigated sentence structure change in his research. He held that complex sentences were transformed into several simple sentences to be easily understood by target readers. However, in the present research, in complex sentences the main clause changes into two clauses: main and sub-clause.

As per cohesion change, Baker (1992, 189) says, "English use whatever means are necessary to reduce ambiguity in tracing participants". In the corpus studied in this research, this feature of English could be easily identified. The translators endeavored to draw on any kind of device to make the English text coherent. The reason can be what Baker (1992) mentioned. However, there are situations where Farsi repeats what is mentioned in the previous part of text which is not necessary, English would do otherwise. That is English does not repeat the said information which can be easily understood form the text. As in the example "این آراء و افکار برگرفته از علوم و افراد مختلف" is translated "these views and beliefs". The reason for this is that "افکار برگرفته از علوم و افراد مختلف" whose literal

translation is "the views derived from various sciences and people" is understandable from the previous part of the text which talks about these "views". Khoshsima and Moghadam (2017) studied the translation of cohesive ties and concluded that translators applied equivalent strategy in most cases and this was an evidence of the most frequent norms. In the present study, however, cohesive ties were used to avoid repetition which a characteristic of Persian prose.

Explicitness change involves making implicit the information which is explicit. The example "این موضوع بسیار مهم است" translated as "the issue of philosophy and religion is important". The translator has made explicit what issue it is. The reason for this can be making the text more coherent, and the information which is made explicit has been mention in a part of the text that is not easily understandable from the context. In Puurtinen's (2006) study, explicitness change tends to make the translation more complicated to be suitable for target readers. On the other hand, in the present research explicit change was used to make the sentence clearer to the target reader.

Illocutionary changes or speech act changes have some features in common with other strategies and there the reasons it is used are in part common with the reasons other strategies are used. However, it differs from other strategies when it deals with the use of rhetorical questions and exclamations in texts. In the corpus, the use of rhetorical questions and exclamations were not identified.

Regarding visibility change, the cases this strategy was used in the corpus shows that the translators used this strategy when they translated Arabic phrases as "الله" where the translator transliterated the Arabic phrase in the parenthesis and translated it in the text. Other cases this strategy was used was when there was an Islamic term where its equivalent was not clear for the target reader and the translator explains it in parenthesis. Ahmadi (2015), identified the visibility of translator in his study. He concluded that the translator increased his visibility by adding footnotes when the Arabic term was not understandable for the context. In the present research, footnotes were not used and instead in text explanation on the part of the translator was utilized.

Coherence changes were used because of differences in textual norms in the target and source text. As an example, in



Farsi, it is common to write a tradition of the prophet in Arabic as an introduction and then translated in Farsi and after that follows its explanations. While in English it is not common to write a tradition from the prophet in Arabic in the beginning of a chapter. Coherence change was not investigated most of the studies mentioned in the review of the literature. It is because of the fact that the scope of the studies was limited to word and sentence level. Only Chesterman (1997) explored coherence changes in his book titled "Memos of Translation". He identified deletion of the introductory paragraph from the beginning of the translation he studies. He said that the reason for this is that the content of the introductory paragraph can be found in the first paragraph if the source text which was translated. In the present study, the translator observed the textual norms in the target language and did not bring the Arabic tradition from the prophet in the beginning of his translation.

Partial translation is translation of some parts of a text. In the corpus studied, partial translation was used when the Farsi text explained an issue more than necessary. In the following example we can see partial translation is used:

انسانها بدنهای رستاخیز هنگام به زیر میدانیم شود، می برطرف کمبودها و نقصها و میباید، تکامل انسان یا و میکند، رشد کودک یک که گونه همان درست به است کمال عالم که قیامت درنو گوشت مجروحی در ترتیب مشکلی این به و میشود محشور کاملی صورت به بیشتر توضیح برای کنید (دقت نیماند باقی زمینه این کنید) مراجعه مرگ از پس جهان و معاد کتاب

Translated as:

Because we know that at the time of the Resurrection, bodies of human beings will be completed and all deficiencies will be made up for in the form of new means and one's personality will not be altered. Bodies which are smaller at the Day of Judgment in the world of perfection will be considered to be perfect.

As it is evident, these parts are not translated:

و یا انسان مجروحی گوشت نو بیرون می "آورد and the reference in the parenthesis.

The translator has decided to delete the example provided in the source text: "درست". The reason might be that the translator considered these parts unnecessary to be translated and that these parts do not impede the understanding the text. This strategy was not investigated in the studies mentioned in the review of literature because it was at textual level. Only Chesterman (1997) brought an

example of partial translation in his book. He says that partial translation occurs when the translator summarizes a point in the source text. In the present study, however, the translator used partial translation in order to facilitate understanding of the target text.

In the following figure, the translation strategies at semantic, syntactic and pragmatic level are counted and tabulated:

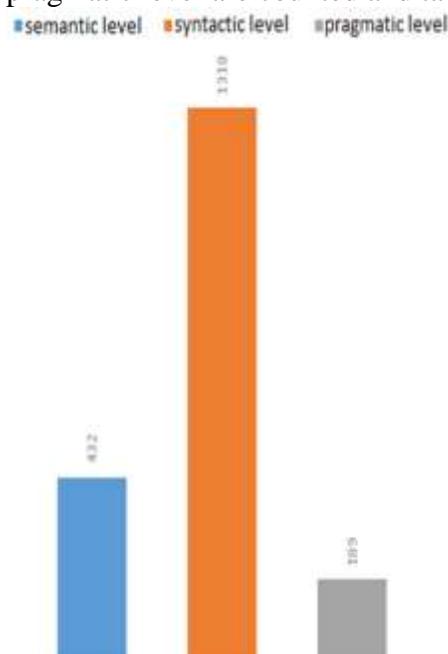


Figure: 1 Translation Strategies at different Levels along with frequency counts

According to this table, syntactic strategies were the most frequent strategies in the translations. After that semantic strategies are the most frequent. Pragmatic strategies are the least frequent strategies.

In the following the findings of the related studies are compared. In a case study in Munday (2016), Harry Potter series and their translation to Italian were compared and textual-linguistic norms were identified. It was concluded that the TTs are full translations of the ST with no major additions, omissions or footnotes. His finding shows that the translator has tried to meet the linguistic expectations of target readers. Munday (2016, 193) concludes that the Italian adopts a more TT-oriented translation strategy, modifying many of the names to create new humorous sound patterns, plays on words and allusions."

As was mentioned in the review of literature in translation of children's literature one of the norms was adaptation. Adaptation occurs in translations when the translator substitutes cultural propositions for which there is no reference in the target language. In this study, on the other hand, we did not notice any adaptation in translations. One of the reasons is that religious translation are considered to be

sensitive and has to be translated carefully so as not to miss any concept in the source text.

Explicitation was another norm in translation of children's literature. Explicitation can be defined as explanation of a concept in the target language. Explicitation was also a norm in religious translation. Translators tried to explain difficult concepts in the source texts to be easily understood by target readers.

### 5. Conclusion

At semantic level, synonymy is the most frequent translation strategy. Synonymy is selecting not the "obvious" equivalent but a synonym or near-synonym for it. After synonymy, transposition, the most frequent strategy. It refers to any change of word-class, e.g. from noun to verb, adjective to adverb. This strategy obviously involves structural changes as well. Unit shift, phrase structure change and paraphrase are the most frequent strategies light on the meaning of these utilized in these translations respectively. Paraphrase results in a TT version that can be described as loose, free, in some contexts even under-translated. At syntactic level, clause structure changes were of the most frequency. The most frequent translation strategy is related to clause structure change. Clause structure change refers to changes of the structure of the clause in terms of its constituent phrases. Various subclasses include constituent order (analyzed simply as Subject, Verb, Object, Complement, and Adverbial), active vs. passive voice, finite vs. non-finite structure, transitive vs. intransitive. After clause structure change, sentence structure change is the most frequent translation strategy. Clause structure change is changes between main-clause and sub-clause status, changes of sub-clause types etc. After sentence structure change, cohesion change had the most frequency. A cohesion change affects intra-textual reference, ellipsis, substitution, pronominalisation and repetition, or the use of connectors of sentences.

Also at pragmatic level, explicitness change is the most frequent change. Explicitness change adds components explicitly in the TT which are only implicit in the ST. All in all, syntactic changes were the most frequent strategy in relation to other two translation strategies at pragmatic and lexical levels. The reason is that the translators endeavored to make the translation fluent, and at the same time transfer the message as closely as possible to

the source text. The results show that translators must also make more changes at pragmatic and lexical to make the translations less translation-like. Some pragmatic changes can be moving some paragraphs to other parts in the text to improve the logical flow of the text. These three levels of translation strategies show the selection of TT linguistic material: lexical items, phrases, and stylistic features that are textual-linguistic norms.

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