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Catford's Shift Translation and the Assessment of a Persian Translation of *The Old Man and The Sea*

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Abstract

In the process of translation, translators face different problems and to overcome these problems he/she uses different strategies and approaches. One of the inevitable phenomena in translation is translation shift. Shifts are changes that occur during the process of translation from SL to TL. Shifts are first introduced by Catford (1965). He presented two main types of translation shifts: Level shifts and category shifts. Category shifts are then divided into four subgroups: structure shifts, class shifts, unit shifts and intra system shift. This study is an attempt to investigate the realization of Catford's shift in Persian translation of *The Old Man and The Sea* by Faramarzi, shedding light on the areas where Persian is different from English. To this end, the selected parts from the original book, were compared and contrasted with the same parts in the Persian translation. The obtained results indicate that among 52 sentences that include 13 cases of shifts, unit shift with the frequency of 36 is the most frequent type of shift. The investigation also shows that shifts are inevitable in some places during the translation process and this is because of different natures of languages and variations that exist among them. The findings of this study can provide guidelines for novice translators who need to gain the initial knowledge to take the preliminary steps. The results may introduce some usable hints on the application of the most frequent kinds of shifts in translation from English to Persian for university students majoring in translation studies.

Key words: Catford's shift theory, level shift, category shift, structure shift, class shift, unit shift, intra system shift, *The Old man and the Sea*

1. Introduction

The term translation can inspire different meanings and connotations. It can refer to the translation of general or technical texts with various themes and genres. It can also refer to the product of the process which is a text or it can be regarded as a term describing a process in a translator's mind that leads to producing a text on paper (Gentzler, 1993; Hatim & Munday, 2004; Munday 2001). In the words of Shuttleworth and Cowie (1997), Translation is an incredibly broad notion which can be understood in many different ways. For example, one may talk of translation as a process or a product, and identify such subtypes as literary translation, technical translation, and subtitling; moreover, while more typically it just refers to the transfer of written texts, the term sometimes also includes interpreting. (p. 111)

According to Nida "Translating consists in reproducing the receptor language the closest natural equivalent of the source-language message, first in terms of language and secondly in terms of style" (1982, p. 12). Catford also defined translation as "the replacement of textual

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material in one language (SL) by equivalent textual material in another language (TL) " (۱۹۶۵, p. ۲۰).

Translation is an effective phenomenon in everyday life. The role of the translator in this activity is of special importance. In transferring meaning from SL to TL, the translator faces many problems and to make amends for these problems he/she uses different strategies. Scholars analyze the translation process based on different theories. They may take into account the cultural aspects of the source language and target language or a linguistic-based approach proposed as translation shifts by Catford (Hosseini-Maasoum & Shahbaiki, ۲۰۱۳). One of the inevitable phenomena in translation is translation shift. Shifts are changes that occur during the process of translation from SL to TL. In contrasting texts in different languages translation shifts are observable everywhere. Newmark defined shifts (Catford's term) or transposition (Vinay and Darbelnet) as "a translation procedure involving a change in the grammar from SL to TL" (۱۹۸۸, p. ۸۵). Shifts are first introduced by Catford (۱۹۶۵) as "departures from formal correspondence in the process of going from the SL to the TL". He presented two main types of translation shifts: Level shifts and category shifts. Category shifts are then divided into four subgroups: structure shifts, class shifts, unit shifts and intra system shift. This article aims at finding the realization of Catford's category shifts in the Persian Translation of "the old man and the sea" by Ernest Hemingway translated by Mohammad Taghi Faramarzi. The Ideal goal of this study however is to find the areas in which Persian is deviated from English and to pave the way for future studies which are to formulate manners for translating from Persian into English.

۲. Review of literature

Since ۱۹۵۰s, there have been a variety of linguistic approaches to the analysis of translation that have proposed detailed lists or taxonomies in an effort to categorize the translation process. One of the best – known and most representative phenomena in translation process is "Shift in translation".

The term itself seems to originate in Catford's A Linguistic Theory of Translation (۱۹۶۵), where he devotes a chapter to the subject. Catford (۱۹۶۵, p. ۲۰) follows the Firthian and Hallidayan linguistic model, which analyses language as communication, operating functionally in context and on a range of different levels (e.g. phonology, graphology, grammar, lexis) and ranks (sentence, clause, group, word, morpheme, etc.). As far as translation is concerned, Catford makes an important distinction between formal correspondence and textual equivalence, which was later to be developed by Koller (Munday ۲۰۰۱):

- A formal correspondent is "any TL category (unit, class, element of structure, etc.) which can be said to occupy, as nearly as possible, the "same" place in the "economy" of the TL as the given SL category occupies in the SL" (Catford ۱۹۶۵, p. ۲۷ as stated in Munday ۲۰۰۱).

- A textual equivalent is "any TL text or portion of text which is observed on a particular occasion . . . to be the equivalent of a given SL text or portion of text". (Ibid)

Textual equivalence is thus tied to a particular ST–TT pair, while formal equivalence is a more general system-based concept between a pair of languages. When the two concepts diverge, a translation shift is deemed to have occurred. In Catford's own words (۱۹۶۵, p. ۲۳; ۲۰۰۱, p. ۱۴۱), translation shifts are thus "departures from formal correspondence in the process of going from the SL to the TL". (Munday, ۲۰۰۱)

Catford considers two kinds of shift: (۱) shift of level and (۲) shift of category:



(۱) A level shift (۱۹۶۵, pp. ۷۳-۵; ۲۰۰۰, pp. ۱۴۱-۳) would be something which is expressed by grammar in one language and lexis in another; this could, for example, be (Munday ۲۰۰۱):

□ Aspect in Russian being translated by a lexical verb in English: e.g. *igrat* ' (to play) and *sigrat* ' (to finish playing); or (ibid)

□ Cases where the French conditional corresponds to a lexical item in English: e.g. 'trois touristes auraient été tués' [lit. 'Three tourists would have been killed'] = 'three tourists have been reported killed' (ibid).

□ You can also consider the translation of معلمان in Arabic into Persian (دو معلم (مرد

(۲) Most of Catford's analysis is given over to category shifts (۱۹۶۵, pp. ۷۵-۸۲; ۲۰۰۰, pp. ۱۴۳-۷). These are subdivided into four kinds (Munday ۲۰۰۱):

(a) Structural shifts: These are said by Catford to be the most common form of shift and to involve mostly a shift in grammatical structure. For example, the subject pronoun + verb + direct object structures of I like jazz and j'aime le jazz in English and French are translated by an indirect object pronoun + verb + subject noun structure in Spanish (me gusta el jazz) and in Italian (mi piace il jazz) (ibid). Another example is the translation of a passive sentence in ST (the mall was waylaid by seven robbers) into an active sentence in TT (هفت راهزن در کمین کالسکه پست نشستند).

(b) Class shifts: These comprise shifts from one part of speech to another. An example given by Catford is the English a medical student and the French un étudiant en médecine, where the English premodifying adjective medical is translated by the adverbial qualifying phrase en médecine (ibid). Another example is much larger quantities of stone translated into باید خیلی بیشتر سنگ جمع می کردند , where the English adjective is translated by an adverb.

(c) Unit shifts or rank shifts: 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 (ibid). An example is the English hence where the Farsi translation is (به همین دلیل).

(d) 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' (۱۹۶۵, p. ۸۰; ۲۰۰۰, p. ۱۴۶). Examples given between French and English are number and article systems, where, although similar systems operate in the two languages, they do not always correspond. Thus, advice (singular) in English becomes des conseils (plural) in French, and the French definite article la in 'Il a la jambe cassée' corresponds to the English indefinite article a in 'He has a broken leg' (ibid). Another example is the English histories where the Farsi translation is (سابقه).

The most detailed attempt to produce and apply a model of shift analysis has been carried out by Kitty van Leuven-Zwart (۱۹۸۹, ۱۹۹۰) of Amsterdam whose model takes some of the categories proposed by Vinay and Durbelnet and Levy and applies them to the descriptive analysis of translation, attempting both to systematize comparisons and to build in a discourse framework above the sentence level (Munday, ۲۰۰۱; p. ۶۳)

Catford was the first to use the term shift, but the most comprehensive taxonomy of translation shifts, based on their 'translation procedures', was set out by the Canadians Jean-Paul Vinay and Jean Darbelnet in their A Comparative Stylistics of French and English (۱۹۵۸/۱۹۹۵). While it is true that they approach the subject from the point of view of comparative or contrastive stylistics, using parallel non-translated as well as translated texts, they describe a detailed and systematic model for the analysis and comparison of a ST-TT pair. (Hatim and Munday, ۲۰۰۴; p. ۲۹).



Vinay and Darbelnet carried out a comparative stylistic analysis of French and English. They looked at texts in both languages, noting differences between the languages and identifying different translation strategies and ‘procedures’. Although their *Stylistique comparée du français et de l’anglais* (1968) is based solely on French and English, its influence has been much wider. Amongst others it has formed the basis for a work in the same series on French–German translation (Malblanc’s *Stylistique comparée du français et de l’allemand*, 1963) and two similar books on English–Spanish translation: Vázquez- Ayora’s *Introducción a la traductología* (1977) and García Yebra’s *Teoría y práctica de la traducción* (1982). (Munday, 2001)

Vinay and Darbelnet’s categorization of translation procedures is very detailed. They name two ‘methods’ covering seven procedures:

١. Direct translation, which covers borrowing, calque and literal translation, and
٢. Oblique translation, which is transposition, modulation, equivalence and adaptation.

These procedures are applied on three levels of language:

i.the lexicon

ii.The grammatical structures and

iii.The ‘message’, which is used to refer to the situational utterance and some of the higher text elements such as sentence and paragraphs.

At the level of message, Vinay and Darbelnet discuss such strategies as compensation, an important term in translation which is linked to the notion of loss and gain. (Hatim and Munday, 2004; p. 31)

These translation procedures have influenced later taxonomies by, amongst others, van Leuven-Zwart (1989, 1990), who attempts a very complex analysis of extracts from translations of Latin American fiction. However, despite a systematic means of analysis based on the denotative meaning of each word, the decision as to whether a shift has occurred is inevitably subjective since an evaluation of the equivalence of the ST and TT units is required. (Hatim and Munday, 2004; p. 31)

Different studies have been done in this issue and scholars named the phenomenon differently. Larson (1982) named this phenomenon “skewing”. Vinay and Darbelnet (1968) used the term “transposition” as one of the four procedures of oblique translation and define it as “a change of one part of speech for another without changing the sense”.(Vinay and Darbelnet, 2000 as cited in Baker, 1998).They see this phenomenon as “probably the most common structural change undertaken by translators” (Hosseini-Maasoum & Shahbaiki, 2013).

According to Newmark (1988), shift consists of four types: The first type of shift is the change from singular to plural. A second type is required when a SL grammatical structure does not exist in the TL. Here there are always options. Thus for the neutral adjective as subject, there is a choice of at least: ‘What is interesting is that...’, ‘The interesting thing is that...’, ‘It’s interesting that...’, ‘The interest of the matter is that...’.The third type of shift is the one where literal translation is grammatically possible but may not accord with natural usage in the TL. The fourth type of transposition is the replacement of a virtual lexical gap by a grammatical structure (pp. 86- 87) (Hosseini-Maasoum & Shahbaiki, 2013).

Newmark (1988) stated that transpositions illustrate a frequent tension between grammar and stress. Usually, the word order is changed unnecessarily, and it is sometimes more appropriate to translate with a lexical synonym, retain the word order and forgo the transposition in order to preserve the stress. For example, it is not appropriate to translate “completely false” as “There is absolutely no truth”. Transposition is the only translation procedure concerned with grammar, and most translators make transpositions intuitively.

However, it is likely that comparative linguistics research, and analysis of text corpuses and their translations, will uncover a further number of serviceable transpositions for us (p. ۸۸). Different scholars have been working on various aspects of this issue. (Hosseini-Maasoum & Shahbaiki, ۲۰۱۳)

Cyrus (۲۰۰۶) in his paper describes an interdisciplinary approach, which brings together the fields of corpus linguistics and translation studies. It presents ongoing work on the creation of a corpus resource in which translation shifts are explicitly annotated. The resource described in his paper contains English source texts (parliamentary proceedings) and their German translations. The shift annotation is based on predicate-argument structures and proceeds in two steps: First, predicates and their arguments are annotated monolingually in a straightforward manner. Then, the corresponding English and German predicates and arguments are aligned with each other. Whenever a shift – mainly grammatical or semantic – has occurred, the alignment is tagged accordingly. (Hosseini-Maasoum & Shahbaiki, ۲۰۱۳)

Retnomurti and Imran (n.d.) in their work compare the translation of Indonesian Noun Phrases into English and describe the types of equivalence and shift in the English translation of Indonesian noun phrases. They classify the data into two main categories: the equivalence and shift. The equivalence is subcategorized into Textual equivalence: SL subject-NP is translated into TL subject-NP; SL predicate- NP is translated into TL predicate-NP; SL object-NP is translated into TL object-NP, Linguistic equivalence: SL plural-NP is translated into TL plural-NP; SL singular-NP is translated into TL singular-NP, and Dynamic equivalence. The result of this research shows that the shift occurs more than the equivalence, with the percentage of ۵۸ % and the equivalence with the percentage of ۴۲ %.(Hosseini-Maasoum & Shahbaiki, ۲۰۱۳)

Al-Zoubi and Al-Hassnawi (۲۰۰۱) in their article attempt to construct a workable eclectic model for shift analysis and provide a sound machinery to analyze various types of shifts in translation at various levels of linguistic and paralinguistic description. They concluded that the phenomenon of 'shift' should be redefined positively as the consequence of the translator's effort to establish translation equivalence (TE) between two different language-systems: that of the SL and that of the TL. (Hosseini-Maasoum & Shahbaiki, ۲۰۱۳)

Sadeghi Ghadi (۲۰۱۰) in his study classifies the cohesion shift of expression based on the theory proposed by Blum-Kulka (as cited in Venuti, ۲۰۰۰) about 'Shifts of Cohesion and 'Coherence in Translation'. This theory is supported by Larson (۱۹۹۸) for the analysis of meaning components of a concept of expression, for the translation equivalent. (Hosseini-Maasoum & Shahbaiki, ۲۰۱۳)

۳. Methodology

The aim of the present work was to shed some light on the process of category shifts in translation. The researcher's aim was to find out the most common category shifts through comparative analysis of structures between texts written in English and texts translated into Persian. For this purpose, from the original book, pages which are multiples of thirty were chosen and compared with corresponding parts in Persian translation to analyze the types and extent of shifts the translator had used.

۴. Data collection

In this paper, selected pages were randomly selected from Hemingway's *The Old Man and the Sea* and compared with their corresponding parts in Persian translation by Mohammad Taghi Faramarzi. These pages include ۷۹۰ words, ۱۸ paragraphs, and ۵۲ sentences which



totally contain ۸۳ shifts that are presented below. The type of shift in each sentence has been defined within Catford's model.

(Source text, p. ۳۰; target text, pp. ۱۳۶-۱۳۷):

۱. He ate them^۱ all through May^۲ to be strong^{۳,۴} in September and October for the truly big fish^۵.

در سراسر ماه مه^۲، سفیده تخم مرغ^۱ می خورد تا در ماه های سپتامبر و اکتبر قدرت^۳ کافی^۴ برای شکار ماهی های^۱ بزرگ^۵ داشته باشد.

class shift: pronoun to noun^۱

structural shift^۲

class shift: adjective to noun^۳

unit shift: word to group^۴

intra system: singular to plural^۵

۲. He also drank^۱ a cup of shark liver oil each day^۲ from the big drum in the shack where many of the fishermen kept their gear.

هر روز^۲ یک فنجان روغن جگر کوسه از بشکه بزرگ داخل کلبه ای که بیشتر ماهی گیرها وسایل بادبانیشان را در آن می^۱ گذاشتند بر می داشت و سر می کشید^۱.

Unit shift: word to group^۱

Structural shift^۲

۳. It^۱ was there for all fishermen who wanted it^۲.

این بشکه^۱ را برای آن گذاشته بودند که همه ی ماهی گیرها اگر دلشان بخواهد، از روغنش بردارند و بخورند^۲.

class shift: pronoun to noun^۱

unit shift: phrase to clause^{۲-۱}

۴. But it^۱ was no worse than getting up at the hours that they rose and it was very good against^۲ all colds and gripes and it was good for the eyes^۳.

اما خوردن این روغن^۱، سخت تر از بیدار شدن در ساعاتی که آن ها بیدار می شدند نبود، و این روغن برای جلوگیری^۲ از^۳ هر جور سرماخوردگی و چایمان و تقویت چشم ها^۳ بسیار مفید بود.

Unit shift: word to group^۱

Class shift: preposition to noun^۲

Unit shift: word to group^۳

۵. Now the old man looked up^۱ and saw that the bird^۲ was circling^۳ again.

پیرمرد سرش را به آسمان گرفت^۱ و قوش بلند پرواز^۲ را دید که باز در بالای سرش دور می زد^۳.

Unit shift: phrasal verb to sentence^۱

Unit shift : word to group^۲

Unit shift : word to sentence^۳

۶. No flying fish broke the surface and . . .

. . . هیچ یک از ماهی های بالدار از آب بیرون نمی پریدند^۶.

Intra-system: singular to plural

۷. But as the old man watched^۱, a small tuna^۲ rose in the air, . . .



۷. اما همچنان که پیرمرد به آسمان نگاه می کرد، یک ماهی کوچک تون از آب بیرون جهید.

Unit shift : word to group ۱

Unit shift : word to group ۲

۸. The tuna ۱ shone silver in the sun and after he had dropped back into the water another and another rose and they were jumping in all directions, churning the water and leaping in long ۲ jumps after ۳ the bait.

۸. رنگ ماهی تون ۱ در برابر خورشید، نقره ای شده بود و پس از آنکه به آب افتاد، دو تا ماهی دیگر پشت سر هم از آب بیرون پریدند، آب را به هم زدند و برای رسیدن به ۳ طعمه، پرش های بلند بلند ۲ کردند.

Unit shift : word to group ۱

Unit shift : word to group ۲

Unit shift : word to group ۳

۹. They were circling it ۱ and driving ۲ it.

آن ها طعمه ۱ را احاطه کرده بودند و با خود به جلو می بردند ۲.

Class shift : pronoun to noun ۱

Unit shift : word to group ۲

۱۰. If they don't travel too fast I will get into them, the old man thought, and he watched the school working the water white ۲ and the bird ۳ now dropping and dipping ۴ into the bait fish ۵ that were forced ۶ to the surface in their ۷ panic ۸.

۱۰. پیرمرد در اندیشه بود که اگر آنها سریع دور نشوند می تواند به میان شان برود و می دید که ماهی ها با جست و خیز آب را کف آلود و سفید ۲ کرده بودند و قوش بلند پرواز ۳ به سوی ماهی های طعمه ۵ که در اثر فشار ۶ به روی آب و جمع آشفته ۸ ماهی ها ۷ کشانده شده بودند شیرجه می زدند ۴.

Structural shift ۱

Unit shift : word to group ۲

Unit shift : word to group ۳

Unit shift: group to word ۴

Intra-system: singular to plural ۵

Class shift: verb to noun ۶

Class shift : pronoun to noun ۷

Unit shift : word to group ۸

(Source text, p. ۶۰; target text, pp. ۱۶۸-۱۶۹):

۱۱. After that he had a few matches and then no more.

پس از آن چند مسابقه دیگر هم داد و دیگر مسابقه دادن تمام شد ۱۱.

Unit shift : group to sentence

۱۲. He had tried a few practice ۱ matches ۲ with his left hand.

چندین بار کوشید که با دست چپش، تمرین مسابقه ۲ بدهد ۱.

Class shift : noun to verb ۱

Intra-system: plural to singular ۲



۱۳. But his left hand had always been a traitor^۱ and would not do what he^۲ called on it to do and he^۳ did not trust it^۴.

اما دست چپش همیشه به او خیانت کرده بود^۱ و هیچ وقت کاری را که پیرمرد^۲ به آن می سپرد انجام نمی داد و پیرمرد^۳ نیز اعتمادی به این دستش^۴ نداشت.

Class shift : noun to verb ۱

Class shift : pronoun to noun ۲

Class shift : pronoun to noun ۳

Unit shift : word to group ۴

۱۴. The sun will bake it out well now, he thought.

پیرمرد اندیشید، حالا آفتاب خوب می پزدش^{۱۴}.

Class shift : pronoun to noun

۱۵. An airplane passed overhead on its course to Miami and he watched its^۱ shadow scaring up the schools^۲ of flying fish^۳.

هواپیمایی که به میامی می رفت از فراز سرش گذشت و او نیز به سایه ی هواپیما^۱ که ماهی های بالدار^۲ را گله گله^۳ رم می داد نگاه می کرد.

Class shift : pronoun to noun ۱

Class shift : noun to adverb ۲

Intra-system: singular to plural ۳

۱۶. "With so much flying fish there should be dolphin," he said, and . . .

. . . پیرمرد گفت : «حتما در میان این همه ماهی بالدار یک دولفین هست» و . . .

Class shift : pronoun to noun

۱۷. But he could not and it^۱ stayed at the hardness^۲ and . . .

. . . اما نتوانست ماهی^۱ را بالتر بیاورد و ماهی همچنان سخت و سفت^۲ بر جای خود بود و . . .

Class shift : pronoun to noun ۱

Unit shift : word to group ۲

۱۸. The boat moved ahead slowly and he^۱ watched the airplane until he could no longer see it^۲.

قایق آهسته به جلو می رفت و پیرمرد^۱ آن قدر به هواپیما نگاه کرد تا هواپیما^۲ کوچک شد و دیگر نتوانست ببیندش^{۱۸}.

Class shift : pronoun to noun ۱

Class shift : pronoun to noun ۲

۱۹. It must be very strange^۱ in an airplane, he^۲ thought.

پیرمرد^۲ اندیشید، توی هواپیما حتما خیلی عجیب و دیدنی^۱ است.

Unit shift : word to group ۱

Class shift : pronoun to noun ۲

۲۰. They should be able to see the fish well if they do not fly too high.

اگر آدم زیاد اوج نگیرد باید به راحتی بتواند ماهی ها را توی دریا ببیند^{۲۰}.

Intra-system: singular to plural

۲۱. I would like to fly very slowly at two hundred fathoms high and see the fish from above.



دلم می خواهد خیلی آهسته و در ارتفاع سیصد و پنجاه متری پرواز کنم و ماهی ها را از آن بالا ببینم ۲۱.

Intra-system: singular to plural

۲۲. In the turtle boats \ I was in the cross-trees of the mast-head and even at that height I saw much۲.

وقتی در قایق های صید لاک پشت آبی کار می کردم ۱، تا نوک دکل ها بالا می رفتم و حتی از آن بالا، خیلی از ماهی ها ۲۲.
را می دیدم

Unit shift : phrase to clause ۱

Unit shift : word to group ۲

(Source text, p. ۹۰; target text, pp. ۱۹۷-۱۹۸):

۲۳. "Yes there is," he said aloud.

۲۳. . . . پیرمرد با صدای بلند گفت : « آها، فهمیدم

Class shift : pronoun to noun

۲۴. So he did that ۲ with the tiller under his arm and the sheet of the sail under his foot. ۱

همچنان که اهرم سکان را زیر بازو و پارچه ی بادبان را زیر پایش نگه داشته بود چاقو را به پارو بست ۲. ۱ ۲۴.

Structural shift ۱

Unit shift: word to clause ۲

۲۵. "Now," he said. "I am still an old man. But I am not unarmed."

«پیرمرد گفت: « حالا، من همان مرد پیرم، اما بی سلاح نیستم ۲۵.

Class shift : pronoun to noun

۲۶. The breeze was fresh now and he sailed on well.

نسیمی تازه می وزید و قایق پیرمرد همچنان پیش می رفت ۲۶.

Class shift : pronoun to noun

۲۷. He \ watched only the forward part of the fish and some of his hope ۲ returned.

پیرمرد ۱ فقط به سر و نوک ماهی نگاهی کرد و باز کمی امیدوار ۲ شد ۲۷.

Class shift : pronoun to noun ۱

Class shift : noun to adjective ۲

۲۸. It is silly ۱, ۲ not to hope, he ۳ thought.

پیرمرد ۳ اندیشید، نا امید شدن کار احمق ها ۱، ۲ ست ۲۸.

Class shift : adjective to noun ۱

Intra-system : singular to plural ۲

Class shift : pronoun to noun ۳

۲۹. Besides I believe it is a sin.

گذشته از این، به گمان من گناه است ۲۹.

Unit shift : word to group

۳۰. There are enough ۲ problems now without sin. ۱

حالا بدون گناه به اندازه کافی ۲ مشکلات داری که درباره اش بیاندیشی تا به گناه برسی. ۱ ۳۰.

Unit shift: simple sentence to complex sentence ۱

Unit shift : word to group ۲

۳۱. Also I have no understanding ۱ of it ۲.



تازه من از گناه ۲ سر در نمی آورم ۱. ۳۱.

Class shift : noun to verb ۱

Class shift : pronoun to noun ۲

۳۲. I have no understanding of it and I am not sure that I believe in it.

من چیزی از گناه سر در نمی آورم و تازه مطمئن نیستم که اعتقادی هم به آن داشته باشم. ۳۲.

Class shift : pronoun to noun

۳۳. I suppose it_۱ was even though I did it_۲ to keep me alive and feed_۳ many people_۴.

به گمانم گناه ۱ بود، حتی اگر برای این کشته باشمش ۲ که خودم را زنده نگه دارم و شکم چند نفر دیگر را هم ۴ سیر ۳ کنم.

Class shift : pronoun to noun ۱

Unit shift : word to clause ۲

Unit shift : word to phrase ۳

Unit shift : word to phrase ۴

۳۴. But then everything is a sin.

اگر این جور باشد، هر کاری گناه است. ۳۵.

Unit shift: word to clause

۳۵. It is much too late for that_۱ and there are people who are paid to do it_۲.

حالا برای فکر کردن درباره ی گناه ۱ خیلی دیر شده و تازه بعضی از مردم پول می گیرند تا به گناه فکر کنند ۲. ۳۵.

Unit shift: word to phrase ۱

Unit shift : word to phrase ۲

۳۶. Let them think about it.

بگذار همان ها به فکر گناه باشند. ۳۶.

Class shift: pronoun to noun

۳۷. But he liked to think about all things that he was involved in and . . .

. . . اما پیرمرد دوست داشت درباره ی همه ی کارهایی که به سرش آمده بود بیندیشد و. ۳۷.

Class shift: pronoun to noun

۳۸. You did not kill the fish only to keep alive and to sell_۱ for food_۲, he_۳ thought.

پیرمرد ۳ می اندیشید، تو ماهی را فقط برای این نکشتی که زنده بمانی و از فروشش ۱ پولی برای سیر کردن خودت به ۳۸. دست بیاوری ۲.

Class shift : verb to noun ۱

Unit shift : word to phrase ۲

Class shift: pronoun to noun ۳

۳۹. You killed him for pride_۲ and because you are a fisherman. ۱

غرورت تو را واداشت که او را بکشی. ۲ تو یک ماهی گیری. ۱. ۳۹.

Unit shift : complex sentence to ۲ simple sentence ۱

Structural shift ۲

۵. Data Analysis



The main purpose of this study, as noted earlier, was to find the realization of Catford's shift in the Persian translation of "The Old Man and the Sea" by Mohammad Taghi Faramarzi. This paper analyzes different types of category shifts in translation. Three pages which were multiplied by thirty were chosen and compared with their corresponding parts in Persian translation to discover which of them were used most frequently in such translations.

As shown in table ۱, results indicate that among ۵۲ sentences that include ۸۳ cases of shifts, unit shift with the percentage of ۴۳.۳۷ % is the most frequent type of shift, the second most frequent case was class shifts with the percentage of ۴۰.۹۶ %. Next was intra-system with ۹.۶۳% and percentage of ۶.۰۲ with the least frequent being is structural shift.

Table ۱. The frequency of translation shifts.

Type of shift	Structure shift	Class shift	Unit shift	Intra-system shift
Number	۵	۳	۴۳	۶
Percent	۶.۰۲%	۴۰.۹۶%	۴۳.۳۷%	۹.۶۳%

Table ۲ shows the distribution of shifts in different pages. Each page contains an average of ۲۷ cases of shifts.

ST page number	Number of sentences	Number of shifts
۳۰	۱۳۳	۱
۶۰	۱۶۲	۲
۹۰	۲۴۳	۳

Table ۲. Distribution of shifts in different pages.

The above data is displayed in a more specific way in table ۳, which is the frequency distribution of different types of shifts in these three pages.

Table ۳. Frequencies of different types of shifts in each pages of the case study.

ST page number	Structural shift	Class shift	Unit shift	Intra-system shift
۳۰	۳	۱	۸	۲
۶۰	۰	۱	۶	۴
۹۰	۲	۱	۱۲	۱

۶. Conclusion

Shifts are first introduced by Catford (۱۹۶۵) as "departures from formal correspondence in the process of going from the SL to the TL". He presented two main types of translation shifts: Level shifts and category shifts. Category shifts are then divided into four subgroups: structure shifts, class shifts, unit shifts and intra system shift.

This article aims at finding the realization of Catford's category shifts in the Persian Translation of *The Old Man and The Sea* by Ernest Hemingway translated by Mohammad Taghi Faramarzi. The Ideal goal of this study however is to find the areas in which Persian is deviated from English and to pave the way for future studies which are to formulate manners for translating from Persian into English.

For this purpose, from the original book, selected pages were chosen and compared with corresponding parts in Persian translation to analyze the types and extent of shifts the translator had used.

The results indicate that among fifty-two sentences that include eighty-three shifts, unit shift is the most frequent type of shift. The investigation also shows that shifts are inevitable in



some places during the translation process and this is because of different natures of languages and variations that exist among them, so the translator is forced to deviate from the source text. Every language has its own linguistic characteristics and features, and that is why there are different languages. To convey a message, each language has its own wording system and forms, and these are to be changed when the same message is to be conveyed into another language, and it is this process of change which is called translation.

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