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Exploring Student's Translation shifts (According to Catfod)

*Dissertation Submitted to the Department of English in Partial Fulfillment of the
Requirements for the Degree of **Master** in **Language and Culture***

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Dedication

First of all, I would give my undeniably thanks to the most gracious and most merciful the almighty ALLAH I. Who has filled my life with countless blessings. This work is dedicated to the people who sacrifice their life for me . To the people who taught me how to be strong, safe and confident to challenge the world. To my beloved parents for their love and support throughout my life. Thank you both for giving me strength to choose my dreams. I would like to dedicate this work to my dear sisters Faten and Nour elhouda . Also, it is dedicated to my lovely brothers Taki Eddine and Abd Ennour may ALLAH bless and guard them for us. To my friend , sweetie Aya . With whom I share this work I have had the privilege to work and enjoy this company during the last five years . Additionally, my dedication goes to my best friend, you can say that she is my sun that brightens my days. She is my mother who has always been present to help and support me . To all my teachers who stood by my side and pushed me to hold on and never give up, to all those who kept encouraging me to realize this work, I do not have enough words to express my thanks to all of them.

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I would like to express my sincere gratitude and appreciation to my supervisor who sided with us until we have thoroughly finished the present research FELLAH Hichem thank you for being patient, kind-hearted and sympathetic teacher we have ever seen

Abstract

This study was carried out in the university of Abbas laghrour at kenchela city to investigate students' awareness. The main objectives were to check students' knowledge about translation. And the way that they follow to translate by using shifts . We gathered data about the situation(some of the students) .A test and an interview were administered to students and teachers . The findings of data analyses revealed probably positive results revealed concerning their understanding andusing these shifts in their translation. The results of the study show that the minority of students are aware about translation shifts . Furthermore, the majority of them get difficulty in dealing with this shifts

List of Abbreviations

TT: target text

ST: source text

SL: source language

TL: target language

TS: translation shift

LS: level shift

CT: category shift

List of Tables

Table 1:Students choices in the translation process

List of figures

Figure 01: Students choices in the translation process

Table of Content

Dedication	
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Acknowledgement	
Abstract	
List of Abbreviation	
List of Tables	
List of figures	
General introduction	
Detailed Biography of Catford	
What is Language	
What is Linguistics	
What is Translation	
Language shifts	
Translation shifts	
The importance of Translation	
The role of Linguistics in Translation shift	
A construction grammar approach to the Analysis of Translation shifts	
Old concepts new ideas ; approach to translation shifts	
Corpus-Assisted analysis of shifts	
Measuring freeness	
Shift annotation	
Translation shift according to Catford	
1-level shift	
2-category shift:	
3- Unit shift	
4-Class shift	
5-Structure shift	
6-Intra-system shift	
Key words	
Equivalence	
Transposition	
Modulation	

Chapter two	
Section one :	
1.1Research methodology:	
Research Design	
Sampling	
1.2.1.Pupil's profile	
1.2.2.Teacher's profile	
1.3.Data gathering tool:	
Classroom Observation	
Description of the Observation	
Reading passage	
Description of the interview	
Section two:	
1.1.Data Analysis	
Analysis of the Observation	
Reading passage's Analysis	
Analysis of the Interview	
Background Information:	
Table	
Figure	
Section Three:	
Discussion and interpretation of the results	
The novel of Harry potter and the sorcerer	
General conclusion	
List of References	

General introduction

General introduction

The variety of languages in the world Undeniably has obstructed people in communicating. It happens because every language in this world has its own characteristics in terms of grammatical structure and cultural background. Although the communication problems caused by the difference of grammatical structure and cultural background sometimes can be overcome by doing verbal communication such as showing gestures, facial expressions and body languages, it can't be denied that not all utterances can be revealed and understood through this kind of communication. Therefore, the role of translation is required to solve the communication problem of two or more different languages effectively and efficiently.

Translation generally means transferring the meaning of two or more different languages. Larson (1984) states that translation is basically a change of form. When it is concerned with speaking a language it refers to the actual words, phrases, clauses, sentences and paragraphs which are spoken or written.

Nowadays, the progress of translation has been developed to a better Stage although it still needs to get more developed. Some translation works come from various disciplines such as science, technology, politics, economy and many more literary works which is also one of translation products that has been developed rapidly. However, creating a good translation product is not easy. It takes a long process to understand two languages which have different structure and cultural background. Therefore some procedures in translation are needed to find the equivalent form in the target language. One of the procedures is making the shift.

Generally, shift is a translation procedure that involves replacing the source language elements into the target language element without changing the meaning. Translation shift helps the translator to get the natural translation.

According to Catford (1965), there are two types of shift, namely level shift focuses on the changing of the level from grammar to lexis. It means that the grammar in the source language will be changed into lexis when translated in the target language. While category shift focuses on all kinds of grammatical changes. The kinds of grammatical changes in category shifts namely: level shift, structure shift, unit shift, class shift and intra-system shift.

Exploring student's translation shifts (according to catford)

Research proposal:

-Introduction:

Language is the principal method of human communication, consisting of words used in a structured and conventional way and conveyed by speech, also it is a structured system of communication used by humans, including speech ,gestures and writing. Most languages have to inscribe the original sound or gesture and its meaning. The foreign language is a language not commonly spoken in the country of the speaker. However,there must be a defined distinction between foreign language and second language. When learners are trying to understand foreign language,they have to translate it deliberately, which means the process of translating words or text from one language into another. This process is different from one searcher to another according to the way of translating or types that it contains ,for example we find translation shifts by "john catford" .shifts represents some changes occurring in translation process , however translation shifts also occur When there are no formal correspondence to the syntactic item to be translated.

- Statement of the problem:

Students are learning translation skills and learning a second language . Any way second language translators face problems of different kinds lexical,grammatical, stylistic, phonological or cultural...which are due to their limited linguistic resources in the target languages, also they must be follow a method of translating, in this research we deal with student's translation shifts , they should have a sound linguistic , grammatical background .we are concerned with translation from the English language. Students are expected to encounter fewer problems, especially grammatical and lexical ones .In other words, we will consider our students' level of translation when they translate from English language.

--Aim of the study

-to explore student's translation shifts

-Objectives:

The main objectives of our study "research " are:

- Identifying the impact of dominant shifts and method on accuracy of translation
- Investigating the major types of translation shifts
- Analyzing the main translation Levels of students when following catford's shifts
- Developing translation skills

-Research questions:

- what are the translation shifts ?
- what type of problems are encountered by our students while translating?
- Are our students able to translate effectively or not?
- How these translation shifts affect a student's knowledge upon their level and category?
- finding out the most student's dominant shift found in their translating?

- Hypothesis:

- maybe students have goals through translation theory
- translators prefer shifts explain their levels
- we also hypothesize that if students have enough knowledge about translation shifts . They will do well in practice and if they are able to translate easily and effectively.

-Background:

Catford (1965) had pointed out that translation shifts mean the changes of small linguistic form that occur between source text and target text;he named two majors of shifts ,namely level shift and category shift. Shift represents some changes occurring in the translation process. Translation shifts occur both at the lower level of language, i.e,the lexicogrammar ,and the higher thematic level of text , catford (1978) states that by shifts we mean the departure from formal correspondence in the process of going from the source language to the target language . Further, he states that basically , in the shift of translation or transposition he says, it is only the form that is done to get the natural equivalent of the source text message into the target text (1978).

-Methodology:

-choice of the method:

Since we have just one variable and it does employ a statistical procedure and the results with numeric, this study employed a one shot case study method "experimental application" .Hence, the data will be interpreted with analyses.

-population:

Our study or research is based on master English students at the University of Abbas laghrour. There are 141 students as samples of the study. And the main cause of choosing a master 2 level English student is their experience and background .

-Data gathering tools:

In our study we will applied two methods .first of them is

Classroom observation:

The instrument chosen by the researchers in this study was the classroom observation as a qualitative tool for collecting data from occurring settings

Interview:

It can be used to explore points of view or different experiences of participants that use these types .

Chapter one
Language with Linguistic
and translation shift.

Introduction

In doing the process of translating translators does several steps in delivering the meaning of the source text into target text the goal of the process of translating is to find equivalent term of source text in the target text there is no exact linguistic system between two languages because of this difference equivalence is quite hard to be achieved in the target language As the consequence sometimes there is a shift in the target text.

Terminology of translation can be ambiguous because it has several meanings: the first translation as the process and the second translation as the product. Translation as a process is to translate: the activity rather than the tangible product. on the other hand translation as the product is the product of the process of translating text. Of course translation is a mysterious job, meaning that looking for equivalents from one language to another is not an easy task . one can not find the equivalence between expressions of the same language . So what about finding it trying to achieve it cross-culturally means that we face problems(grammatical-lexical-stylistic...) when we translate texts or paragraphs or sentences...etc on one hand. On the other hand, we also have techniques or steps (shifts) to do that . for example the translation shifts(by Catford) . In this chapter we will discuss shifts which may prevent translators from doing their job accurately. Translating effectively. In other words we will try to account for the shifts that might be confronted by translators while translating.

Detailed biography of catford

The British born American phonetician linguist John Catford(1917-2009). John Cunnison (26 march 1917-26 October 2009) was a scottish linguist and phonetician of world wide renown. Catford was born in Edinburgh.Scotland. After his secondary and university studies, he studied phonetics. He taught English abroad(in Greece in Palestine and Egypt) including during world war2. Catford founded the school of applied linguistics at the university of Edinburgh as well as another department in the same university undertook the mapping of different English dialects throughout Scotland. Catford could identify where people were from exclusively through their speech. His expertise included formal phonetics, the aerodynamic and physiological production of speech. His expertise included formal phonetics . the aerodynamic and physiological production of speech. And an astounding ability to reproduce words and even speeches backwards led him to be invited to the

Chapter one : Language with linguistic and translation shift

university of Michigan. Where he headed the English language institute and the laboratory of communicative sciences. He taught most of the linguistics subjects in the same university.

Among his many articles published essays and other works. It is worth highlighting the following:

- A practical introduction to phonetics
- Fundamental problems in phonetics
- A linguistic theory of translation
- Ergativity in caucasion languages.

-what is language:

Language is a term with quite a few definitions. It is a system of communication using devices such as signals or gestures, sounds and symbols .

-what is linguistics:

It is the scientific study of language. It encompasses the analyses of every aspect of languages as well as the methods for studying and modeling them

-what is translation:

It is the communication of the meaning of a source language text by means of an equivalent target text. The English language draws a terminological distinction ,translation can begin only after the appearance of writing within a language community

-language shift:

Language shift means the processes or events in which a population changes from using one language to another as such recognition of it depends on being able to see the prior and subsequent language as distinct and therefore the term excludes language. Language shift is a social phenomenon where one language replaces another in a given society. It is due to underlying changes in the composition and aspirations of the society, Which goes from speaking the old to the new language.

-translation shifts:

Since the 1950s there have been a variety of linguistic approaches to the analysis of translation that have proposed detailed lists in categorizing the translation process. Occurring both of the lower level of text, Catford states that by shifts we mean the departure from formal correspondence in the process of going from the source language to the target one further he states that basically in shift of translation or transposition he says it is only the form that is changed.

-the importance of translation:

This importance nowadays can be seen and felt in our daily life. We often hear or find a translator in court of law translating various cases which involve foreigners who do not understand the source language. We can also see many translators in international seminars or conferences who do their job in translating the source L into the target L.

The importance of translation nowadays can be seen and felt in our daily life . We often hear or find a translator in court of law translating various cases which involve foreigners who do not understand the source language. We can also see many translators in international seminars or conferences who do their job in translating the source language into target one.

Translation is also found in various books, newspapers and magazines. These facts will indicate that the role of a translator is very important because he has to understand the source language which he wants to translate so that he can translate it property to the target language. He must realize that the people who only understand the target language can absorb what the writer of the source language wants to express . In addition, the role of translator should be clear enough in introducing a certain culture or civilization to his readers. Therefore, he has to understand the culture of the people who use the source language so that he can translate it to the target language property.

-The goal of the process of translating is to find an equivalent term of source text in the target text.

Equivalence is a very close similarity in meaning .Finding the term having similarity of source text's meaning in the target is the main work for translators. It is undeniable that translation is the act of communication specifically, it is a written communication. The author of the source text tells the message , the translator translates the message into the target text because of that , the translator has to maintain the meaning of the message well so that the communication will run smoothly . The reader will get the wrong message when the equivalence is not preserved . Based on that reason, the equivalence is very important in translation.

-The role of linguistics in translation:

Linguistics plays an important role in the translation of a document from one language to another . Translating information includes more than just changing each Word from the original language to another. One must also decide and decipher all the facts and functions of the original language into the new language. This is where the study and understanding of linguistics comes into play in translation.

The study of linguistics is essentially the study of human language it can be broken down into several subcategories

- Grammar: the study of language structure and the system of rules it uses. It includes several fields as follows:
- morphology:the study of the formation of words
- syntax: the study of formation and composition of these words into phrases and sentences
- phonology: the study of sound systems (phonetics is related field concerned with the properties production and speech act)
- semantics: the study of word meaning
- historical linguistics: the study of how language is used in society
- psycholinguistics: the study of language is processed within the mind.

Accurate translation of one language to another requires addressing all the functions of linguistics.

One must determine the grammar being used, the meaning of the words as individual components as well as the phrases and sentences they create, how those phrases are placed in time and history and so forth.

Each language differs in its linguistic functions but accurate translation must determine where the similarities and differences lie. Relying on only one area, grammar, for example, will not produce an optimal translation. It may, in fact, be lacking vital information if the other functions are not fully realized.

A careful use of the tools provided by linguistic study will improve the quality and accuracy of a translated document.

-Relationship between translation shifts and linguistic:

The act of translation by shifts attracts the attention of many disciplines and methods especially contrastive analysis computational linguistics applied computer technology to address questions in theoretical linguistics as well as to create applications for use in data retrieval, machine translation and other uses.

Translation involves negotiating fundamental linguistic and cultural asymmetries. Lexical asymmetries also are apparent in differences in semantic fields of corresponding words across two languages and in divergent patterns of semiosis there are also morphological asymmetries such as the tense differences between languages that require distinguishing completed action from continuous action, or distinction in languages that mark gender or number and those that do not. Syntax is also often highly variable between languages, particularly in translation across two language families, and idioms are by definition almost always asymmetrical across languages. The knowledge of linguistics can be applied in translation and interpreting. This kind of analysis can be successfully applied in looking at structures and idioms of one language and comparing them to their semantic counterparts in another language. In this era of information technology and machine translations, computational linguistics is very important. In some cases, it is observed that a particular phrase, idiom or concept exists only in one language or it is a common expression in several languages.

Chapter one : Language with linguistic and translation shift

Phonology, a branch of linguistics, deals with the sounds system of a language which includes tones and intonation . A word can mean different things if not the property tone marked . This leads to ambiguity and wrong information which sometimes may be life threatening. Citing Igbo language as an example , we have words with the same orthography but different meanings . The only way to decipher the meanings is by tone marks.

-A cognitive linguistic approach to translation shifts:

The notion of some sort of transactional change has long been a central issue in translation studies . Some studies (e.g Catford 1965) have resulted in detailed frameworks that have subsequently been used in empirical studies. Similarly, Vinay and Darbelnet's "methodology" for translation (1958/1995) represents a detailed account of translational relationships that has been described as a taxonomy of shift types .

From a more current perspective , it may be argued that the ongoing research interest in translation universals , at least in some of its manifestations , also represents the same concern with ways in which translations differ from their source texts . In this paper I suggest an approach to translation shifts which may capture many of the insights of previous work , but which holds

For more explanatory potential ,I approach the question of translation shifts from the perspective of cognitive linguistics and suggest that translation shifts derive from so-called contual operations , and as such are fundamentally cognitive . The paper proposes a link between the various kinds of shifts posited in the translation studies literature and q construal separation that could ultimately explain them. The various types are illustrated with examples taken from the literature and the Oslo Multilingual corpus.

-A construction grammar approach to the analysis of translation shifts: The globalized world has a growing need for highquality translations to ensure successfulcommunication within multilingual andmulticultural communities. For instance,the European Union lists 24 official languages aswell as over 69 regional and minority languages(European Union 2014) . Since the organizationguarantees that all citizens of the EU cancommunicate with the European institutions usingtheir native language, it requires the services of aconsiderable number of translators andinterpreters. Similarly, in the recent press releasefrom October translators reports an increasingdemand for language

services in the economy: well-trained experienced translators play a crucial role to sustain the effective work flow particularly in the expert sector. These are just examples that stress the value of professional translators for our society and help the estimated 10% of growth in the language industry sector, which encompasses translation. As already indicated above, for intercultural communication to be successful, it is essential for translations to meet certain measures such as constant improvement of training materials and development of software supporting the process of translation. These applications are based on the evolving understanding of the translator process and product achieved through empirical investigation of previously published translations and their comparison to the originals. An analysis of these groups of texts, collected in a digital form according to certain criteria, allows researchers to identify possible factors that frequently result in differences between source and target texts, i.e. translation shifts (eg Van Leuven -zwart 1989, 1990; Culo et al. 2008) within the descriptive translation studies, translation shifts are recognized as a natural type of relation between source and target texts. The empirical findings are used to identify conditions under which the translation shifts are likely to occur. In some contexts the shifts can be only fully acceptable but even desirable, leading to more natural target texts that better conform to the examined translation shifts from the theoretical perspective of construction grammar. (Goldberg 1995, 2006), where linguistic structures of various sizes.

- Old concepts, new ideas: approaches to translation shifts:

The term "translation shifts" was first introduced by Catford (1965). His definition of this concept relies on his distinction between formal correspondence and textual equivalence: formal correspondence is a relationship that holds between two linguistic categories that occupy approximately the same place in the organisation of their respective languages, while textual equivalence holds between two portions of text that are actual translations of each other. When a textual equivalent is not formally corresponding with its source, this is called a translation shift. One of the problems with this approach is that it presupposes that it is actually feasible to determine those elements in two linguistic systems that are formal correspondents of each other - after all, this is a prerequisite for deciding whether there is a divergence between formal correspondence and textual equivalence, for this reason, Catford's account remains purely theoretical and has never been fully applied to any actual translations.

-New ideas: translation shifts approach today:

The preponderantly linguistic approaches to translation were effectively supplanted by the culturally oriented branch of descriptive translation studies, which still continues to be one of the most prominent areas of research in translation studies today. However, in recent years, one can observe a renaissance of linguistic approaches encouraged certainly by Backer's (1995) influential suggestions as to how linguistic corpora could be applied to the study of translation. Some of these new approaches will be presented to show how the old-and often thought dated-concept of translation shifts is revised and applied to new methods and questions.

-Corpus -assisted analysis of shifts:

Munday's (1998) computational analysis of a

Latin American short story and its English translation is a first attempt at applying basic corpus-linguistic and lexicographical methods to the study of parallel texts, by which he hopes to reduce the arduousness of manual investigations (as performed by Van Leuven Zwart 1989) while increasing the objectivity of the results.

-Measuring freeness :

Macken (2007) uses the shift approach to investigate current Norms with respect to different degrees of freeness in the translation of different text types which will influence the way an automatic word alignment tool will work on these texts. She compiled a 33.000token corpus of English originals and their translations into Dutch that contains three different text types :computer manuals, press releases and proceedings of plenary debates. These texts were then hand-aligned by animators who were instructed "to indicate the animal language unit in the source text that corresponds to an equivalent in the target text", i.e to select as few tokens as possible, but as many tokens as necessary to ensure or preserve a two-way equivalence the result is an extended word- alignment that also allows for different types of multi-word expressions to be aligned as single as single units.

-shift annotation:

Cyrus (2006) introduces a small-scale manual annotation project that focuses explicitly on the annotation and categorisation of translation shifts. What distinguishes this project

from similar ones is that the alignment and shift annotation is based on predicate-argument structures. The rationale behind this is that such structures are generally seen as presenting the underlying meaning of clauses and sentence: two sentences may be realized differently, but if they have a common predicate-argument structure, they can be said to express approximately the same meaning; like e.g. corresponding active and passive sentences since predicate-argument structures have proven useful for describing the interlingual relationships between sentences, it seems a plausible step to use them for describing interlingual relationships, too: sentences that are translation of should ideally express more or less the same meaning and can consequently be expected to have similar predicate-argument structures.

-shifts on the level of structure are the most complex changes. Examples here are cases where a transeme is not realised as part of a predicate-argument structure in the other language but as some kind of adjunct (like the translation of the full lexical verb "to wish" as the adverb "gern" "gradly") it would be justified to speak of addition or deletion here, so those adjuncts that correspond to a transeme are annotated too, and the alignment receives a special tag. Another instance of structure shifts occurs when one predicate in combination with one of its arguments.

Here is the development of the concept of translation shifts from its recent revival in the computer era. While the general idea has remained the same to deal with divergences between a source and a target text and to develop a classification system for them-the attitudes towards shifts and the general orientation of the approaches have changed significantly.

-Translation shift according to catford:

A shift according to catford is defined as a departure from language A to language B to have the target text, so if you're gonna translate a word to a word you have a shift here you talk about the unit. If you want to translate a phrase into a phrase, you have a type of shift again you talk about the unit. If you are asked to translate a noun or an adjective into a noun or an adjective you are going to have a type of shift here we talk about word level categories, if you translate passive into passive or active into active you gonna have a type of shift here we talk about the category of structure.

Shifts are classified by Catford into two types:

level shift and category shift

1-level shifts:

Where the SL item at one linguistic level (e.g. grammar) has a TL equivalent at a different level (e.g. lexis).

(Catford 1965:73) speaks of a level shift when a source text item has a textual equivalent on a different linguistic level. Following the early Hallidayan scale and category grammar (see Halliday 1961). He distinguishes the four linguistic levels- phonology (the medium-form of spoken language), graphology (the medium-form of written language), grammar (closed systems) and lexis (open sets)- which are related in language-specific way to extralinguistic levels of substance;

Phonology to phonic substance, graphology to graphic substance, and both grammar and lexis to situation substance. Level shifts, however, can only occur between the levels of grammar and lexis. This restriction is due to Catford's understanding of translation equivalence, which, from his structuralist point of view is not based on a sameness of meaning, for meaning is defined as "the total network of relations entered into by any linguistic form" (Catford 1965:35) and consequently can not be the same across languages. Rather, the prerequisite for translation equivalence is that two linguistic elements can function in the same situation, and this is only possible if there exists a certain overlap of relevant situational features on the level of substance, consequently, textual and translational equivalence is only possible between elements that relate to the same level of substance and this is the case only for the linguistic levels of grammar and lexis. One example of such a level shift would be the translation of an aspectual category-i.e an item on the level of grammar with a lexical item that conveys a similarly aspectual meaning, for instance the translation of a Russian perfective aspect with the English lexical verb "to achieve"

Level shift use when we translate grammatical category into a lexical item or when we translate a lexical item into grammatical category like in this sentence "she goes with her dad to school" that sentence is a simple sentence consist one finite clause, we have one subject, one verb and the tense which is present not past and the aspect is simple so here

what we have?! . We have grammatical category of tense and also we have grammatical category of aspect, the emphasis in that sentence is placed on the frequency of the act of go to school as a matter of routine to reflect that aspect (to reflect that emphasis) in Arabic which does have a grammatical category of aspect you have to use a lexical item or a lexical items if you feel it is important so that sentence could be

I here *أذهب للمدرسة مع ابنيها* into translated have the phrase *ما عادة* to reflect the emphasis to put the emphasis to frequency of the act of going to school as a matter of routine I decided as a translating to that phrase , so I have translated a grammatical category of aspect into a phrase into words. So to make this point clear let's consider another example:

اشترى صديقي سيارتين جديدتين أمس

Here we talk about two cars, in arabic we have a grammatical category of duality *مبنى* but in English we don't have , therefore when we feel it is important to reflect the number we have to add a lexical item we gonna translate that grammatical category of duality into a lexical item such as "two or both" that sentence can be translate into "my friend bought two new cars yesterday " so here I have translate that grammatical category of duality into a lexical item therefore we gonna have a type of shift which is called level shift.

-Category shifts:

There are four types of category shifts: unit, structure, class and intra-system shifts

-Unit shifts/rank shift:

"Rank" refers to the hierarchical morpheme . These are the shifts where the translation equivalent in the TL is at a different rank to the SL . Unit shifts when we change a unit , when we translate a word into a phrase , when we

translate a phrase into a sentence when we translate a phrase into a sentence into a word...etc.

-class shifts:

Are from one part of speech to another . When a SL item is translated with a TL item which belongs to a different class. A verb may be translated as a noun.

When we change the class of the word, when we change the word level category, when we translate a noun into an adjective **Abstract** .when we translate an adjective into noun. Therefore when we translate an adverb or a verb .

-structure shifts:

Which involves a grammatical change between the structure on the ST and that of the TT. When we change the structure, when we translate passive into active or active into passive.

For example ; “i was given a gift yesterday by my teacher”, That sentence can be translated أعطاني المدرس هدية أمس here I have translated that sentence “i was given” the passive voice into voice active أعطاني المدرس

-intra-system shift:

Which occur when SL and TL possess systems which approximately correspond formally as to their constitution, but when translation involves

selection. It means you have two options as a translator, one of those two options is very close to the source text , one of two options is formal correspondent and the other one is non formal correspondent, you as a translator you have a type of shift which is called intra-system shift. For example,

يحق للمرأة أن تقود السيارة في العراق

Look at that sentence , let's concentrate on the lexical item المرأة So, the word “woman” is characterized by multiplicity because we don't talk about One woman we talk about all women in Iraq, therefore it is characterized by multiplicity because the quantity consists of more than one element” women” therefore, when you translate you have two options you translate that word which is in singular into a word in singular in English or you may go for a word in plural you say “women have right “ if you go like that you gonna have a type of shift which is called intra-system shift because your translation is non –formal correspondent.

Example: this text taken from short story titled

النمور في يومها العاشر

انظروا الآن إلى هذا النمر : إنه نمر شرس متعجرف شديد الفخر

بحريته وقوته و بطشه ولكنه سيتغير ويصبح وديعا و مطيعة

كطفل صغير في راقبوا ما سيجري بين من يملك الطعام و بين من ال

يملكه ..و تعلمت

Now, look at this tiger that's fierce, arranged and over proud of his freedom, strength and oppression. But in no time he will become as obedient as a child that wouldn't hurt a fly.

-if you look at that translation . I have examples of shift here when I translate الفخر شديد and الفخر us a noun but I opted for an adjective "proud" therefore this is an example of class shift but if I translate انظروا into "keep an eye on" I might have a unit shift because "keep an eye on" is longer than item of the unit .

-key words:

-equivalence:

While the procedure of modulation still leaves a semantically categorizable link between the source and the target items, the procedure of equivalence leads to a replacement of the entire message by completely different lexical , stylistic and structural means as it is necessary for the translation proverbs . Similarly, this procedure can be applied when the source text contains an allusion to a literary work or historical event that might be lost to a recipient with a different cultural background. This use of the term "equivalence" is quite different from the way it is normally understood in translation studies.

-transposition:

It is a change of word class that does not affect the overall meaning of the message. Theoretically, transposition can happen between all kinds of word classes.

-Modulation:

Chapter one : Language with linguistic and translation shift

Modulation can be compared to the monolingual rhetorical devices metonymy or synecdoche , as the Various subprocedures illustrate , as for instance “cause for effect”.

St: source text

TT: target text

SL: source language

TL:target language.

Chapter two
Research Methodology
and Data Analysis

Introduction:

The current chapter presents the practical side of the work. It is divided into three sections. The first section, the researchers provide an explanation of the appropriate methodology used in study. In more details, they discuss the research design, data gathering tools, the sample and how data can be analyzed. The second one deals with the analysis of the instruments addressed to the participants. Finally, both the interpretation and the discussion are covered in the last section.

Section one:**1 Research Methodology:**

It is crystal clear that in any academic research we need some methodology without which the objectives we aim to achieve would become impossible.

According to Leedy (1993), research methodology forms an integral part of any research that is undertaken. Therefore, the methodology gives a clear explanation on how the research was planned, structured and executed in order to comply with scientific criteria(Mouton & Marais, 1996).

In terms of research methodology,one research design is using qualitative research,Wyse, (2011) gave a brief definition,qualitative design is a kind of exploratory research which is used to gain an understanding of underlying reason, opinions, and motivations. The sample size is generally small because the sampling process depends on what needs to be learned, and the respondents are chosen to fulfill the quota. It can be more useful when time and resources are limited.

1-1 Research design:

Research design has been defined as a plan, structure and strategy of investigation... to obtain answers to research questions and problems. It includes an outline of what the investigator will do from writing the hypotheses... to the final analysis of data (Kerlinger,1986). To be more clear the research design should explain clearly what procedures included and the reason behind choosing them.

A research design is a strategic framework to serve as a bridge between research

questions and the accomplishment of the research. Thus, the design helps in obtaining satisfying answers to the proposed problem.

1-2 Sampling:

Sampling is the process of selecting a few participants from the whole population to be the sample of the study.

1-2-1 Pupil's profile:

This study has been dealt with English master 1 students of Abbes laghrour university of Khenchela City, samples of 14 were selected as participants of this study. Their age was between 21 to 25 years old. The Arabic was the native language of the whole population. The sample has been chosen by researchers to participate in this study as a simple random selection.

1-2-2 Teacher's profile:

The novel was posted on facebook. 20 Teachers translated the novel .to

shape the sample of this study. This sample size encompasses teachers with different degrees in which 16 of them hold the master's degree, 4 hold the doctorat licence Most of them had between five to twelve years of experience except 3 had more than 20 years .

1-3 Data gathering tools:

For the purpose of realizing this work, the researchers opted for using four main tools namely; reading passage, Classroom observation, student's interview, teacher's answers.

1-3-1 Classroom observation:

The first instrument used by the researchers in this study was classroom observation as a qualitative tool for collecting data from natural occurring settings. As L. Cohen stated that "the distinctive feature of observation as a research process is that it offers an investigator the opportunity to gather live data from naturally occurring social situations". There are two types of classroom observations namely; participant or non participant observation as the first type in which the investigator chose either to be part of the observation or just being aside without interaction. The structured or unstructured

observation is the second type which refers to either the planning done by the investigators preceding the observation or just taking notes on the behavior of the participants involved in the study. The investigators adopted non-participant observation to give space to students to react freely without any kind of intervention in addition to the reliance on simply recording everything that was observed.

1.3.1.1 Description of the observation:

The observation lasted for 15 sessions. Two teachers granted the investigators the consent to attend classes and they accompanied them throughout the investigation. Teachers provided the investigators with a general view about the environment of the study.

1-3-2 Reading passage:

It is a small written novel consisting of three paragraphs each containing between 100 to 150 words. The investigators used simple and clear sentences to make it easy for the pupils to understand them. The passage of translating that has been administered was a short novel posted with English language asking them to translate it to Arabic.

An interview is generally a qualitative research technique which is carried out by two individuals or more where the interviewer notices the most utilized type of translation shift. According to Burns (1997, p. 329), 'an interview is a verbal interchange, often face to face, though the telephone may be used, in which an interviewer tries to elicit information, beliefs or opinions from another person'.

1-3-4-1 Description of the interview:

A semi structured interview was carried out with 14 students during the second week of the investigation. This type of interview preceded by an observation lasted approximately a week which allowed the researchers to develop a keen understanding of a topic. come in case their responses arouse new aspects to be discussed, through which we can gain reliable, comparable and precise data. The interview started by a brief conversation in which the interviewers intended to extract general information about the interviewees such as name, age, average, talents, and hobbies.

At the same time, the aim was to reduce their stress and anxiety as well making them

less shy and more comfortable. Later on, the interviewers recognized the most common type of translating used by them and the reason behind choosing it.

Section Two: Data Analysis:**1-1 Analysis of the Observation:**

The observation was carried out to investigate teachers' knowledge about translating shifts as well as pupils' reactions in the classroom. The teachers were observed in a period of 15 sessions that was sufficient to collect the required information.

The results showed that the observed teachers were familiar with the different types of translating shifts.

The observation also revealed that 7 students used the structural shift, while 4 of them used the unit shift, the rest 2 students followed level shifts, the final one used intra-system shifts.

1-2 Reading passage's Analysis

During class attendance the researchers distributed sheets of paper containing this short novel. Each pupil read the novel silently for five minutes, then the researchers sat close to each student and asked him/her to read loudly their own translating passage. The researcher purposely was sitting in close enough to each student to make sure that any reading mistakes or translating problems would be noticed and attracted. According to what the researchers observed from the behavior of the participants as well as their way of reading is that some of them were avoiding reading the tough words. And when the researcher insisted on them to read, they heavily started reading with hesitation and low speed making them starting and mumbling. The other participant was somehow fluent and delivered good reading with clear voice and brilliant pronunciation with approximately no mistakes. Four of them were found hesitating with the recognition of what is considered complex words, and the ten students their translations were comprehensive and clear.

1-3 Analysis of the Interviews

The interview was conducted with 14 students from the total sample of English students of Abbas Laghrour Khenchela's University. The interviewers started their

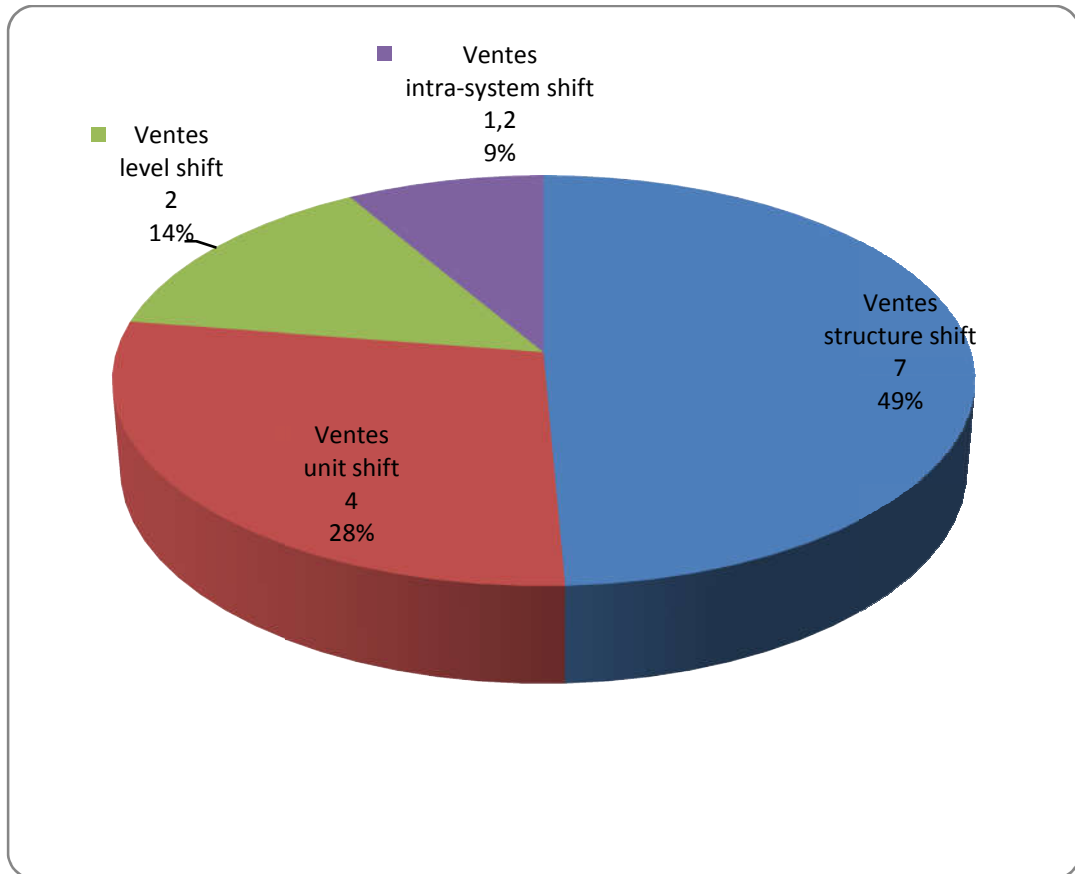
conversation with deriving the incomprehensive words embodied in the novel and how they translate them into Arabic ,and he found that 7 students translate them literally structure shift , means word by word in the easiest and sufficient way of understanding ,according to cohen is changing of words sequence in a sentence and 4 of them used the unit shift means the changes of rank that is ,departures from formal correspondence in which the translation equivalent of a unit at one rank , the rest 2 students followed level shifts ,is that a source text item at one linguistic level has a target text translation equivalent at a different level it happens when the text has different level to that of a source text , in the source text it is translated into lexis ,the final one used intra-system shifts refers to the shifts that occurs internally,within the system."

1-4 Background Information:

Table01: Students choices in the translation process

Options	Number	%
Structure shift	7	49%
Unit shift	4	28%
Level shift	2	14%
Intra-system shift	1	9%

Figure 01:Students choices in the translation process:



Section Three:

Discussion and interpretation of the results:

This figure and the table shows that 49% of students translated the novel structure shift ,while 28 % used the unit shift, and 14% are level shift ,the rest 9% are intra-system shift.

HP 1 - Harry Potter and the Sorcerer's Stone

THE BOY WHO LIVED

M r. and Mrs. Dursley, of number four, Privet Drive, were proud to say that they were perfectly normal, thank you very much. They were the last people you'd expect to be involved in anything strange or mysterious, because they just didn't hold such nonsense.

Mr. Dursley was the director of a firm called Grunnings, which made drills. He was a big, beefy man with hardly any neck, although he did have a very large mustache. Mrs. Dursley was thin and blonde and had nearly twice the usual amount of neck, which came in very useful as she spent so much of her time craning over garden fences, spying on the neighbors. The Dursleys had a small son called Dudley and in their opinion there was no finer boy anywhere.

The Dursleys had everything they wanted, but they also had a secret, and their greatest fear was that somebody would discover it. They didn't think they could bear it if anyone found out about the Potters. Mrs. Potter was Mrs.

Dursley's sister, but they hadn't met for several years; in fact, Mrs. Dursley pretended she didn't have a sister, because her sister and her good-for-nothing husband were as unDursleyish as it was possible to be. The Dursleys shuddered to think what the neighbors would say if the Potters arrived in the street.

The Dursleys knew that the Potters had a small son, too, but they had never even seen him. This boy was another good reason for keeping the Potters away; they didn't want Dudley mixing with a child like that.

Chapter Three
Translation Shifts in
Regard to Translation
from English into
Arabic and Vice Versa

Translation Shifts in Regard to Translation from English into Arabic and Vice Versa

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ABSTRACT

The present study aimed at investigating translation shifts with regard to translation from English into Arabic or vice versa. The researchers attempted to identify the translation shifts that occur in the translation from English into Arabic or vice versa. The current research study is strictly qualitative analytical as it focuses on some selected linguistic shifts, namely word order, parts of speech, word choice, tense, number, and voice which often result when translation is carried out from Arabic into English or vice versa. Besides, the data collected for this research are a number of Arabic and English sentences along with their suggested translations which all come from the researchers' own observations and translations which they have carried out from English into Arabic and/or vice versa in the course of their relatively long career as both translation teachers and translators. The research data revealed that translation shifts are an important feature of any translation as they are unavoidable, especially if the source language and the target language belong to two different families such as English and Arabic. As the paper has shown, some selected linguistic shifts, namely word order, parts of speech, word choice, tense, number, and voice have been duly elaborated on in an attempt to make the concept of translation shifts more intelligible and more practical.

Keywords: translation shifts, English-Arabic translation, Arabic-English translation

Chapter three : Translation Shifts in Regard to Translation from English into Arabic and Vice Versa

Introduction

Translation can be broadly defined as an ongoing practice that never reaches completion or perfection, contrary to the popular saying "practice makes perfect". In fact, the more translators carry out translation tasks, the more they come to realize that translation is an open-ended learning process which always reveals new tricks of the trade, unlike probably many other fields or knowledge and work. One of the most intriguing and interesting translation concepts which has not, unfortunately, attracted enough research attention is "translation shifts" (Catford, 1965; Vinay and Darbelnet, 1995; Newmark 1988; Al-Zoubi and Al-Hassnawi, 2001; Hatim and Munday, 2004; Sadeghi Ghadi, 2010; and Shih, 2012).

This concept becomes obvious when the source language and the target language of any translation task or exercise belong to two different families. One typical example of this case is the language pair of English and Arabic. English, on the one hand, belongs to the Indo-European family. Arabic, on the other hand, is a Semitic language. As a result of this distinct disparity, the linguistic systems of English and Arabic are greatly different, just as different as chalk is different from cheese. This great difference gives rise to what John Catford (1965) terms as Translation Shifts which obviously account for translators' preference for free translation over literal translation when the source language and the target language belong to two completely different families. The present research study aims at shedding some light on the importance of translation shifts to the translation from English into Arabic or vice versa carried out by the researcher himself as he has been a freelance translator for over twenty years. It should be noted that this study is strictly qualitative because it focuses on some selected linguistic shifts, namely word order, parts of speech, word choice, tense, number, and voice. Besides, the examples included in this paper all come from the researchers' own observations and translations which they have carried out from English into Arabic and/or vice versa in the course of their relatively long career both as translation teachers and translators.

Definition and background

When translators translate any given text from one language into another, they will definitely have to make some decisions (Levy, 1967) as to the choice of certain vocabulary in the target language or/and the structure of the target text. In fact, Vinay and Darbelnet (1958) touched on the concept of translation shifts, prior to Catford's actual use of this term in 1965,

Chapter three : Translation Shifts in Regard to Translation from English into Arabic and Vice Versa

without terming it as it came to be known later on, when these translation scholars drew comparisons between the linguistic systems of English and French and suggested some translation strategies or procedures which would help the translators of this language pair to translate as accurately and effectively as possible. However, the term "translation shifts" was first proposed and used by John Catford in 1965. There are other translation researchers who also investigated different kinds of translation shifts and strategies such as Vinay and Darbelnet (1995), Newmark (1988), Al-Zoubi and Al-Hassnawi (2001), Hatim and Munday (2004), Sadeghi Ghadi (2010) and Shih (2012).

These shifts are the smallest linguistic changes that result when translators translate from one language into another language (Hatim, 2001). Such linguistic changes include, but are not exclusive to, word *order*, *parts of speech*, *word choice* and *grammatical aspects such as tense, number, and voice*. The present paper will focus only on these linguistic changes as they feature very prominently in both languages, English and Arabic. To better understand the nature of these linguistic changes and how they operate, there will be some English examples with their Arabic translations, and there will also be some Arabic examples with their English translations, and these examples will hopefully cover most of the translation shifts common to English and Arabic. It is vitally important to assert the fact that translation shifts aim at reducing literal translation which obviously sounds foreign to the target language and increases the level of native-likeness of the target translation at the same time.

Significance of the study

To the best of the researchers' knowledge, there have been very few studies on the concept of translation shifts and its relationship with the practice of translation. In the Arab world, however, there has been very little research on translation shifts with regard to translation from Arabic into English or vice versa. In this case, the present study will, hopefully, be one of the most pioneering studies in the Arab world and will add new insights into the importance and necessity of translation shifts with regard to translation from Arabic into English or vice versa. At the same time, the study will hopefully contribute to the area of translation shifts in general so that pair languages, other than Arabic and English, can also be compared and contrasted in terms of translation shifts. It is also hoped that Arabic translation teachers as well as students reading for a degree in English-Arabic translation will benefit from this kind of practical study.

Chapter three : Translation Shifts in Regard to Translation from English into Arabic and Vice Versa

Methodology and data

The present research study is strictly qualitative analytical as it focuses on some selected linguistic shifts, namely word order, parts of speech, word choice, tense, number, and voice which often result when translation is carried out from Arabic into English or vice versa and analyzes these shifts to see if they are taken into account when carrying out translation or not. Besides, the data collected for this research are a number of Arabic and English sentences along with their suggested translations which all come from the researchers' own observations and translations which they have carried out from English into Arabic and/or vice versa in the course of their relatively long career as both translation teachers and translators.

Literature review

There have been some translation studies on the concept of translation shifts, its categories and importance to the profession and theory of translation. To begin with, it has been widely accepted that the concept of translation shifts was first coined and used as such by Catford (1965) who defined these shifts as 'departures from formal correspondence in the process of going from the SL to the TL' (p. 73). Catford also categorized translation shifts into groups all of which are related to the field of linguistics in one way or another. He further stated that translators do not transfer meaning from one language to another, but they replace the meaning expressed in a source text by a meaning expressed in the target text.

Another translation scholar who supported the concept of translation shifts is Propovic (1970: 78) who believes that each individual strategy of translation is determined by either the presence or absence of some linguistic aspects or shifts. For him, translators should employ translation shifts every time they carry out translation in order to produce texts that obey the linguistic system of the target language. The present study agrees, in part, with Propovic's idea of the presence or absence of some linguistic aspects in both the source language and the target language.

Some other translation figures referred to translation shifts differently. For example, Larson (1984) named this process "skewing", while Vinay and Darbelnet (1995) 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 think that translators of any pair languages use this

Chapter three : Translation Shifts in Regard to Translation from English into Arabic and Vice Versa

method or process almost all the time in order to produce natural-sounding texts in the target language. Accordingly, she came to the conclusion that “preposition translational shifts are closely related to a host of factors such as contrastive linguistic differences between source and target languages, textual functions and the translator’s style (p. 59). Although the translation of prepositions from Arabic into English and vice versa poses a challenge to the translators of this language pair, the present study focuses on other two scholars who consider this process ‘probably the most common structural change undertaken by translators’. It is worth mentioning that the present study agrees with what Vinay and Darblenet think about the importance of using translation shifts which enables translators to abstain from literal translation and depend more on free, communicative translation.

According to Peter Newmark (1988), translation 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). The current thesis has a lot in common with Newmark’s classification of and approach to translation shifts.

Furthermore, Al-Zoubi and Al-Hassnawi (2001) attempted to construct a practical diverse model for shift analysis and provided a sound mechanism to analyze the various types of shifts in translation at various linguistic and paralinguistic levels. They suggested a new term “translation equivalence” which translators should establish between the source language and the target language. In other words, they think that successful translation depends on the extent to which translators take into account both linguistic systems of the source and target languages. In this respect, the present research study agrees with this idea which implicitly refers to translation shifts.

In a study carried out by Sadeghi Ghadi (2010), the researcher gave translation shifts a new dimension. He produced what he called the “cohesion shift of expression” based on the theory proposed by Blum- Kulka (as cited in Venuti, 2000) about ‘Shifts of Cohesion and ‘Coherence in Translation’. Of course, as translators carry out translation, they should pay attention to both the cohesion and coherence of the target text. Translation shifts help them do

Chapter three : Translation Shifts in Regard to Translation from English into Arabic and Vice Versa

this because they will focus on the syntax, grammar and style of the target language. The current study, however, does not examine this aspect, although it is important to the quality of translation in general.

Shih (2012) shed some light on the translation of prepositions from English into Chinese in a corpus-aided study using the concept of translations shifts, linguistic aspects in which translation shifts feature more prominently.

Last but not least, Hatim and Munday (2004) defined translation shifts simply as “the small linguistic changes that occur between units in a ST– TT pair” and gave the following example:

On some international trains in Europe, there is or used to be, a multilingual warning notice displayed next to the windows:

French: Ne pas se pencher au dehors German: Nicht Hinauslehnen

Italian: Pericoloso sporgersi

English: Do not lean out of the window.

The English warning, the only one to actually mention the window, is a negative imperative, while the French and German use a negative infinitive construction (‘not to lean outside’) and the Italian is a statement (‘[it] is dangerous to lean out’). Form is different in the four languages but they transfer the same sense. The structures of the words are different, even when the grammatical structures are the same (as in the French and German examples). The number of word forms varies from six (ne pas se pencher au dehors) to two (nicht hinauslehnen) (p. 26). The current study deals with translation shifts in pretty much the same way as the above examples offered by Hatim and Munday.

Analysis of translation shifts resulting from English/Arabic translation or Vice Versa

To begin with, the most obvious translation shift, or linguistic change, that results when translation is carried out from English into Arabic or vice versa is word order. In English, the word order follows the pattern of subject + verb + rest of the sentence; whereas in Arabic the word order follows the pattern of verb + subject + rest of the sentence. When translation from English into Arabic, or the other way round, is carried out, attention must

Chapter three : Translation Shifts in Regard to Translation from English into Arabic and Vice Versa

be paid to this established fact, or else there will be mistakes in translation. The following simple examples illustrate this point very clearly:

ST: Jack loves Mary.

Tt; يحب جاك ماري

(The literal translation of the English sentence which is not acceptable in

Arabic is يحب ماري جاك which keeps the word order of the source text)

St يعمل محمد في البنك:

TT: Mohammad works at a/the bank.

(The literal translation of the Arabic sentence which is not grammatical in English is

“Works Mohammad at the bank.” which keeps the word order of the source text)

Another interesting point which is related to translation shifts is the change in the translation of **parts of speech** from English into Arabic or vice versa. For example, an English verb can be translated into a noun in Arabic without affecting the meaning of the sentence in which it is used. It is worth mentioning that in Arabic there are only three parts of speech which are verbs, nouns and particles (Yahya Ould Mohamed El Hadj, Imad Abdulrahman Al-Sughayeir and Abdullah Mahdi Al-Ansari 2009), unlike the various parts of speech in English. Let us examine the following English sentence with its two possible Arabic translations:

I want to meet him now.

اريد مقابلته الآن

(The word مقابلته is a noun and it is the Arabic equivalent of the English verb “to meet”)

اريد ان اقبله الان

(The word اقبله is a verb and it is the Arabic equivalent of the English verb “to meet”)

Sometimes an adjective in English is translated into a verb in Arabic, especially when it

Chapter three : Translation Shifts in Regard to Translation from English into Arabic and Vice Versa

is used predicatively. Let us look at the following English example with its possible Arabic translations:

I am afraid of the dark.

أنا خائف من الظلمة

(The word "afraid" is an adjective and its Arabic equivalent "خائف" is a noun.)

اخاف من الظلمه

(The word "afraid" is an adjective and its Arabic equivalent "أخاف" is a

verb.)

إنني خائف من الظلمة

انني اخاف من الظلمه

انا خائفة من الظلمة

(The word "afraid" can be translated into Arabic as referring to a female speaker, and the Arabic equivalent for it in this case is خائفة

إنني خائفة من الظلمة.

An adjective in English can be translated into a noun in Arabic without affecting its meaning or the overall meaning of the sentence. This is also an example of translation shifts resulting from translating into Arabic. The following English example with its viable Arabic translations illustrates this point.

It is very important to tell me all the details.

من المهم جدا أن تخبرني بالتفاصيل

(The word "important" which is an adjective has as its Arabic equivalent the word "المهم" which is a noun.)

من المهم جدا اخباري بكل التفاصيل

Chapter three : Translation Shifts in Regard to Translation from English into Arabic and Vice Versa

اخباري بكل التفاصيل هو أمر مهم جدا. مهم جدا

Word choice is another translation shift which translators can utilize to make their translation sound like the original. In fact, both English and Arabic have a lot of synonymous words which can be used interchangeably. As long as the meaning of the source text is preserved, the translator is free to use any structure or words to get the meaning across to the target audience or readership. Let us consider the following English example with its possible Arabic translations.

It is unfair to accuse people without any proof.

ليس من العدل اتهام الناس دون أي دليل. إثبات

ليس من العدل اتهام الناس. نتهم الناس دون أي دليل

اتهام الناس دون دليل ليس من العدل في شيء

من الإجحاف اتهام الناس دون دليل

(All these Arabic translations are valid and correct despite the changes in word choice which are a personal decision left to the discretion of translators.)

As we can see from the English sentence and its various Arabic translations, it is possible to maintain its meaning although we choose a variety of words in Arabic which are possible equivalents to their English counterparts.

There is another example of an Arabic sentence which can be translated into English in a variety of possible ways, all of which are valid translations as they all convey the intended meaning of the source sentence. The Arabic sentence is:

كما لو كان مقدرًا أن أقع على الشقاء حيثما توجهت

Let us examine the possible English translations of this sentence to see that we can choose different words and/or structures to express one and the same meaning in English which is equivalent to the meaning of the source Arabic sentence.

As if I was/were destined to face misery wherever I went. As if I was/were doomed to face misery wherever I went.

Chapter three : Translation Shifts in Regard to Translation from English into Arabic and Vice Versa

As if I was/were destined/doomed to come across misery wherever I went.

As if I was/were destined/doomed to find misery wherever I went. As if I was/were destined/doomed to see misery wherever I went. As if I had to face/find/come across misery wherever I went.

As if it was/were my destiny/fate to face/find/see/come across misery wherever I went.

(All these English translations are valid and correct despite the changes in word choice which are a personal decision left to the discretion of translators.)

One more translation shift resulting from the translation of English into Arabic or vice versa is **tense**. This linguistic aspect is very important because it shows how English and Arabic are so different from each other as chalk from cheese. There are twelve tenses in English corresponding to only three tenses in Arabic. This linguistic discrepancy gives rise to translation shifts or changes when translation is carried out from English into Arabic or vice versa. Let us examine the following English examples with their possible Arabic translations:

English examples

He lives in Spain.

He is eating an apple now.

They have not met before.

They have been living in London for ten years.

Arabic Translations

هو يعيش في اسبانيا

هو يأكل تفاحة الآن

لم يتقابلوا من قبل. لم يتقابل من قبل. لم يتقابلوا من قبل. لم يتقابلوا من قبل.

هم يعيشون في لندن منذ عشر سنوات

We notice from these examples and their Arabic translations that there are four English present tenses (simple, continuous, perfect and perfect continuous) with just one

Chapter three : Translation Shifts in Regard to Translation from English into Arabic and Vice Versa

Arabic tense (the present time only). These changes that result when translation is carried out from English into Arabic can be considered translation shifts as they are linguistic changes resulting from translating into Arabic. We can also say that the same goes for the other English tenses and their Arabic translations because “the system of tenses of Arabic is quite different from English” (Dickins 2002:99)

There is another important translation shift which results when translation is carried out from English into Arabic. This is a number. In English, plural nouns are used to refer to groups of people or things which have common qualities. For example, we say, "tigers are fierce animals", and we mean "all tigers are fierce animals" or "any tiger is a fierce animal". When we translate that sentence about tigers into Arabic, we can change the plural noun into a singular noun, hence bringing about a translation shift. So, the Arabic translation reads:

النمر حيوان شرس

Of course, we can also translate the same sentence using a plural noun corresponding to a plural noun in English. So, the other possible translation reads:

النمور حيوانات شرسة

It is important to say that such a translation shift is possible only when plural nouns in English are used in a generic sense.

Moreover, there is one more kind of translation shift which results when translation from English into Arabic is carried out. This is related to the grammatical aspect of **voice**. It is well-known that English tends to use passive voice quite often, whereas Arabic prefers active voice unless the agent or doer is unknown or unimportant. This difference in the general inclination of these two languages gives rise to some linguistic changes known as translation shifts. It is worth mentioning that such shifts occur only when English sentences in passive voice have the structure of " object + verb (passivated) + by +subject ". In this case, it is well-advised that Arabic translators render such passive voice sentences into active voice sentences in Arabic in order to make the translation sound as natural or native-like as possible. Let us examine the following English example with its Arabic translation to better understand this kind of translation shift:

Chapter three : Translation Shifts in Regard to Translation from English into Arabic and Vice Versa

A lot of mistakes are made by beginning learners of English.

يرتكب معلمو اللغة الانجليزية للمبتدئين أخطاء كثيرة

(The literal Arabic translation of the English sentence which is

الكثير من الاخطاء ترتكب من قبل المعلمون المبتدئون للغة العربية *is not acceptable in Arabic.)*

Chapter three : Translation Shifts in Regard to Translation from English into Arabic and Vice Versa

Conclusion

In conclusion, it can be said that translation shifts are an important feature of any translation as they are unavoidable, especially if the source language and the target language belong to two different families such as English and Arabic. It is also very clear that such shifts result when translation is carried out from English into Arabic or vice versa. As the paper has shown, some selected linguistic shifts, namely word order, parts of speech, word choice, tense, number, and voice have been duly elaborated on in an attempt to make the concept of translation shifts more intelligible and more practical. Other research studies may look into other translation shifts with regard to translation from English into Arabic or vice versa. In fact, translators, in general, may readily and inadvertently apply this concept whenever they translate because languages do not have one and the same linguistic system..

Chapter three : Translation Shifts in Regard to Translation from English into Arabic and Vice Versa

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General Conclusion

General Conclusion

The variety of languages in the world Undeniably has obstructed people in communicating. It happens because every language in this world has its own characteristics in terms of grammatical structure and cultural background. Although the communication problems caused by the difference of grammatical structure and cultural background sometimes can be overcome by doing verbal communication such as showing gestures, facial expressions and body languages , it can't be denied that not all utterances can be revealed and understood through this kind of communication. Therefore, the role of translation is required to solve the communication problem of two or more different languages effectively and efficiently.

Translation generally means transferring the meaning of two or more different languages. Larson(1984) states that translation is basically change of form. When it is concerned with speaking a language it refers to the actual words words , phrase, clauses,sentences and paragraph which are spoken or written.

Nowadays, the progress of translation has been developed to a better Stage although it still needs to get more developed. Some translation works come from various disciplines such as science, technology, politics, economy and many more literary works which is also one of translation products that has been developed rapidly. However, creating a good translation product is not easy . It takes a long process to understand two languages which have different structure and cultural background. Therefore some procedures in translation are needed to find the equivalent form in the target language. One of the procedures is making the shift.

Generally, shift is a translation procedure that involves replacing the source language elements into the target language element without changing the meaning. Translation shift helps the translator to get the natural translation .

According to catford(1965) , there are two types of shift, namely level shift focuses on the changing of the level from grammar to lexis. It means that the grammar in the source language will be changed into lexis when translated in the target language. While category shift focuses on all kinds of grammatical changes . The kinds of grammatical changes in category shifts namely : level shift, structure shift, unit shift, class shift and intra-system shift.

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