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**Translation of Collocations from English into Persian, Based on
Ghazala's Theory in Pride and Prejudice**

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Dedication

To my family, thanking them for their unconditional and never-ending love.

This thesis is dedicated to my wonderful loving husband, for his patience and understanding.

I thank him for everything.

Acknowledgement

First and above all, I praise God, the almighty for providing me within this opportunity and granting me the capability to proceed successfully. This thesis appears in its current form due to the assistance and guidance of several people. I would therefore like to offer my sincere thanks to all of them. I would like to formally thank Dr. Masoud Sharififar who has been the ideal thesis supervisor to whom I am greatly indebted. Thank you for your sage advice, continuous guidance, insightful criticism and patient encouragement which aided the writing of this thesis in innumerable ways.

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Abstract

Ghazala defined collocation as a combination of two or more words that occur together consistently in different contexts in languages. In his point of view, the rapidly growing interest in the translation of collocations is due to their importance in coherence of the structure of language. This thesis was mostly narrowed down to the translation of collocations. It aimed to investigate the applicability of Ghazala's strategies in translation of collocations from English into Persian. It also aimed to find which strategy has the highest frequency applied by the translator. In order to get to this aim, a novel, *Pride and Prejudice* by Jane Austin and its corresponding translated Persian version were analyzed. The findings indicated that out of fifty collocations found, there were just three cases that Ghazala's strategies weren't applied in them. The findings showed that, translation of the sense had the highest frequency in Persian. However, the order and preference of Ghazala's strategies differed from Persian, since he preferred identical translation to other procedures, and translation of the sense was his fourth strategy. However, in Persian this order changed and translation of the sense was preferred to the identical translation.

keywords: Translation, Collocation, Literal translation, Lexical collocations, Grammatical collocations

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List of Abbreviations

SL.....	Source Language
TL.....	Target Language
VS.	Versus
Adj.....	Adjective
N.....	Noun
S.....	Subject
O.....	Object
V.....	Verb
Prep.....	Preposition
Inf.....	Infinitive
C.....	Complement
L1.....	First Language
L2.....	Second Language
LF.....	Language Function
M.A.	Master of Art
EFL.....	English as a First Language
ESL.....	English as a Second Language

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Chapter one:

Introduction

Chapter 1: Introduction

1.1 Overview

Translation is a human activity and provides many solutions to miscommunication and misunderstanding between languages and societies. It is unavoidable that we are in an era of translation attack. A lot of books have been and still are being translated. Readers face new translations every day, new words are introduced in Persian without paying attention to their compatibility with Persian grammar and lexis or possibility of their combinations. But what could be the meaning of translation?

There are different definitions of translation, different scholars have different understanding of it, but it has always been understood to refer to a written transfer of a message from one language to another. So in the process of translating, two languages are involved: the source language (SL) and the target language (TL).

According to Heleil (1990, p.16) "Translation is the process to transfer written or spoken source language (SL) texts to equivalent written or spoken target language (TL) texts". It is an activity of great importance in human communication, and provides solutions to misunderstanding between languages.

The process of translation can take place between two different languages as well as within the same language. Yet, the verbal signs remain the basis of translation in both cases (Hatim & Munday, 2004).

The main purpose of translation is to reproduce various types of texts, comprising literary, religious, scientific, and philosophical texts in another language. In the process of translation, the translator should be aware of the differences between the two languages. The bigger the gap between the SL and the TL, the more difficult the process of transfer will be.

In the beginning, translation theories were source text oriented, so the translators were forced to translate according to the source text. They had to preserve the meaning of the SL as far as possible. So some elements of the TL were ignored. In the process of translating, a translator may face different problems. Ghazala (2008, p.17) defined a translation problem as:

Any difficulty we come across at translating, that invites us to stop translating in order to check, recheck, reconsider or rewrite it, or use a dictionary, or a reference of some kind to help us overcome it and make sense of it. It is anything in the SL text which forces us to stop translating.

He divided translation problems into four groups.

The first one was the grammatical problem which is due

to a) complicated SL grammar b) Different TL grammar c) Different TL word order.

The second one was the lexical problem which includes a) Literal translation (of meaning) b) synonymy c) polysemy and monosemy d) collocations e) idioms f) proverbs g) metaphors h) technical translation i) proper names , titles , political establishments , geographical names j) translation and culture.

The third problem was the stylistic problem among which are a) formality vs. informality b) fronting c) parallelism d) ambiguity e) complex vs. simple style f) style of short vs. long sentences g) passive vs. active style h) repetition and variation i) redundancy j) nominalization vs. verbalization k) The style of irony l) the translation of punctuation.

The fourth one was the phonological problems , these problems are concerned with sounds and their relation to, and their effect on meaning.

One of the issues that Ghazala (2008) referred to as lexical problem that a translator may encounter with was collocation, and collocation is interrelated to word. Vocabulary is an aspect of language which is essential in communicating in

a foreign/second language, and it may even be regarded as more important than grammar. A learner who is very bad at grammar may not be able to convey the precise message; however, if s/he does not know the exact word or phrase to communicate, s/he may not be able to convey any information at all (Farghal and Obiedat, 1995). But learning a word without its frequent co-occurrences isn't valuable, since it causes problem for readers. This co-occurrence and word combination is called collocation.

Although the concept of collocation has long been a popular topic in linguistics, there is no universally accepted formal definition of that (Lewis 2000; Grant and Bauer 2004)

According to Ghazala "A collocation is a combination of two or more words that always occur together consistently in different contexts in languages". (2008, p. 106).

Collocations are classified into different types. They could be consist of verb+ noun, adjective + noun or etc. But in this part, based on the framework, Ghazala's classification is introduced.

1.1.1 Ghazala's classification

Ghazala (2008) classified collocations into several groups, all of which them fall in the grammatical category. His classification was purely grammatical depending on the grammatical groupings of word classes according to their occurrence together in the use of language. Here is his classification of collocations:

1. Adjective + noun collocations: e.g. “fast sleep”
2. Verb + noun collocations: e.g. “run a company”
3. Noun + noun collocations: e.g. “death sentence”
4. Noun + noun (the of- genitive collocations): e.g. “The court of appeal”
5. Noun + and + noun (addition collocations): e.g. “food and drink”
6. Adjective + adjective collocations: e.g. “well and good”
7. Adverb + adverb collocations: e.g. “wholly and heartedly”
8. Noun + verb collocations (names of sounds): e.g. “Doors creak”
9. prepositional collocations:
 - 9.1 Noun + preposition collocations: e.g. “A pride in”
 - 9.2 Preposition + noun collocations: e.g. “By surprise”
 - 9.3 Adjective + preposition collocations: e.g. “Angry at”
 - 9.4 Verb + preposition collocations (prepositional verb): e.g.

“Call at”

10. Collocations of similes (as – as constructions): e.g.

“As quick as lightning”

11. Parts of countable nouns’ collocations: e.g. “A pack of dogs”

12. Parts of uncountable nouns’ collocations: e.g. “A pat of butter”

After the classification of collocations, knowing collocational meaning could be of use to the purpose of this dissertation.

1.1.2 Collocational meaning

According to Leech (1974, p. 20), collocational meaning “consists of the associations of a word acquired on an account of the meaning of words which tend to occur in its environment”.

He used the words pretty and handsome and the collocations for each to illustrate this point. These words share the common grounds of good looking but they are different by the range of nouns with which they co-occur. A word gains different meanings when it collocates with other words. As Baker stated, “What we do when we are asked to give account of the meaning of a word in isolation is to contextualize it in its most typical collocations rather than the rarer ones” (1992, p. 53). It means, the meaning of the word changes as its collocates change.

Baker (1992) illustrated this point by the adjective dry which in isolation means free from water and it has the same meaning when it collocates with clothes, river, weather, but in other combinations, dry does not mean free from water , as in:

- 1- Dry cow: a cow that does not yield milk.
- 2- Dry bread: bread served alone without butter or jam.
- 3- Dry book: a book that is boring or uninteresting.
- 4- Dry voice: cold voice, in the sense it does not express emotion.
- 5- Dry wine: wine without sugar.
- 6- Dry humor: pretending to be serious, ironic

From this example, it can be concluded that, the meaning of dry depends largely on its pattern of collocation. Moreover, words may have more specific meanings in particular collocations.

According to Manning and Schutz (1999, p.141), “Collocations are not fully compositional because their meanings cannot be predicted from the meaning of their parts; there is always a meaning added to the combination”.

This can be illustrated in the following example:

Strong (adj.): means not easily broken or injured.

Tea (n): A drink made by powering boiling water on the tealeaves.

Strong tea: it is a kind of tea having a lot of tea in it.

So in the collocation "strong tea", the adjective "strong" has acquired the meaning which is closely related, but a little different from the main meaning (not easily broken or injured).

1.1.3 collocational range

Another aspect of collocation that is very important is the range of association which a word can typically take. As Baker accounted, "Range refers to the set of collocates which are typically associated with the word in question" (1992, p. 49). He mentioned that, some words have a much broader collocational range than others. The word run for example has a wide collocational range. It may collocate with company, business, river, water, car, stockings, tights, nose, wild, debt, bill and color, while other words like shrug have more limited collocational range. It occurs only with shoulders and does not occur with other words.

He continued that the collocational range may be influenced by two main factors. "The first is its degree of specificity; the more general the word, the broader is the collocational range, the more specific, the more limited is the collocational range" (1992, p. 50). For example, the verb cook has a much broader collocational range than any of its hyponyms as boil, simmer, fry, toast, bake, and grill. People cook eggs, potatoes, vegetables, and meat, but they can only bake