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Department of Foreign Languages

Grammatical Adjustments in Translation from English into Persian by Iranian Students

A Thesis Submitted in Partial Fulfilment of the Requirements for the Degree of Master of Arts in Teaching English as a Foreign Language (TEFL)

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This thesis entitled **Grammatical Adjustments in Translation from English into Persian by Iranian Students**, is accepted in partial fulfilment of the requirements of the degree of Master of Arts in Teaching English as a Foreign Language (TEFL), by the following members of the thesis committee:

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DEDICATED TO :

Martyrs of the Islamic Revolution

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PHONETIC SYMBOLS

a	اَ
e	اِ
aa	آ
u	او
i	ای
b	ب
p	پ
t	ت ط
s	س ص ث
j	ج
c	چ
h	ح ه
x	خ
d	د
z	ذ ز ض ظ
r	ر
q	ق
?	أ
š	ش

ABSTRACT

To determine the relationship between some English grammatical structures and the level of problematicity of these structures in translation, the research questions and null hypotheses were formulated as follows:

1- "Do Iranian students have problems relating to grammatical adjustments in translating from English into Persian?"

2- "Is there any relationship between English grammatical forms and the level of problematicity of these forms in translation from English to Persian?"

$H0_1$ - "Iranian students have no problem relating to grammatical adjustments in translating from English into Persian."

$H0_2$ - "There is no significant relationship between some English grammatical forms and the level of problematicity of these forms in translation from English to Persian."

In order to make sure that there is no significant difference between the subjects in English proficiency, a

Michigan test was administered to 57 EFL students from which 30 student were selected as the subjects of the research. Then two tests of translation containing two different sets of English structures were developed and administered to the subjects.

The scores of the translation tests showed that 97% of the subjects had problems in grammatical adjustments; meaning that the first null hypothesis is strongly rejected.

Through a matched T test design, the results of the two tests were analysed in which the t observed turned to be 9.41. Since the critical value of t with one degree of freedom, i.e. 29 at the 0.05 level of probability is 2.045, the second null hypothesis is also rejected. Therefore we conclude that there are specific English grammatical structures that are more problematic to be adjusted into Persian structures by Iranian students.

CHAPTER ONE

INTRODUCTION

1.1 Background

History of TEFL indicates that among so many topics in the field, teaching translation has attracted little attention. In recent decades, however, translation studies appear to have become much more significant in the world. According to Newmark (1988a), "The twentieth century has been called the age of translation." Today translation is no longer considered as a productive craft that can be done by any layman, but an intricate mental process which requires maximum proficiency in both source and target languages.

Translation consists of transferring the meaning of the source language into the target language. That is, the meaning should be held constant and transferred to the receptor language by way of semantic structure. Obviously when meanings are expressed in another language , the form of the source language is replaced by the form of the target language. Larson (1984) asserts, "Translation is basically a change of form . When we speak of the form of a language, we are referring to the actual words, phrases, clauses, sentences, paragraphs, etc., which are spoken or written. These forms are referred to as the surface structure of a language. The translator's goal should be to reproduce in the receptor language a text which communicates the same message as the source language but using the natural grammatical and lexical choices of the receptor language." (p.3)

There is not always a one-to-one correlation between form and meaning in one language, let alone in two different language systems. Each language has its own distinctive form for expressing the meaning. That is why in translation the same meaning may have to be expressed in another language by a very different form. The lack of one-to-one correlation between form and meaning is called 'skewing'. If there were no skewing, then all lexical items and all grammatical forms would have only one meaning.

Therefore, the same structures in two languages may have different meanings and to transfer the same meaning into another language, such structures or grammatical forms should be adjusted to the grammatical forms of the target language.

The concept of skewing becomes significant when put in the domain of translation. In fact, the importance of skewing for the translator is doubled. The reason is that the skewing found in one language (source language) is usually different from the skewing found in another language (target language. Consequently the translator should be not only familiar with the skewing in the source language to make an appropriate interpretation of the source language, but also he should know the skewing in the target language to properly recreate the message of the source language in the form of the target language. For example, if someone is called 'a pig' in English, it usually means that he is a greedy eater, but the same meaning may be meant by using 'a cow' in Persian. So,