



Collocational Clashes in the Persian Translations of Tuesdays with Morrie

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Abstract

This study aimed at finding features of collocational deviations in the translations of Tuesdays with Morrie. In this direction, categories of collocations and collocational clashes, as well as causes of collocational clashes were explored. The present work investigated five Persian translations of the novel. All the books were examined completely and all possible collocational clashes were extracted. After checking with an educated native speaker and Persian dictionaries of collocations, they were categorized and tabulated according to the taxonomy proposed by Benson (1985). Two general conclusions were deduced at the macrostructural level: Benson's taxonomy could not meet all requirements and categories concerning comparison of collocational clashes in English-Persian pair; thus, the researchers added some new categories to Benson's taxonomy. The second conclusion was that the translators after the first translator, produced more collocational clashes. At the microstructural level, 249 instances of collocational clashes were extracted from the translations. The most frequent patterns of collocational clashes belonged to "Verb + Noun" and "Adjective + Noun" patterns, and the least frequent patterns belonged to "Adverb + Adjective", "Noun + Verb (Names of Sounds)", "Adverb + Adverb" with no examples in the corpus. The results of this study could confirm the universality of collocational clashes among translations and they may be applied for pedagogical purposes in teaching the pitfalls of rendering collocations.

Keywords: Collocation; Collocational Clashes; Collocative Meaning; Lexical Collocations; Naturalness.

INTRODUCTION

The process of translation between two written languages involves a translator who should be an authorized bilingual and competent enough to prepare the natural counterparts of the TL text or portion of text for the SL text or portion of text which can be considered natural by the reader of the TL. Bowker (2000) says that a translator must

have at least the following skills: a good knowledge of the SL, an excellent mastery of the TL, and an understanding of the subject field. Brisset (1990) (as cited in Venuti, 1998) declares that a large number of problems that translators face can be attributed to the absence of lexical or semantic correspondence between the SL and TL.

One of the components which contain meaning in language structure is collocation. Robins (1967) declares that 2300 years ago in Greece,

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the Greek Stoics related collocations to semantics and used the concept of collocation to study the meaning relationships between words. According to Firth (1957), who is the father of collocational studies in modern times, introduced the notion of collocation as a part of his overall theory of meaning. As he defines, a collocation is the combination of two words or more creating the meaning which is different from the meaning of the separate words. It is at the collocational level of analysis, between the situational and the grammatical that he proposes to deal with lexical meaning.

Newmark (1988b) states that a collocation consists basically of two or three lexical (sometimes called full, descriptive, substantial) words, usually linked by grammatical (empty, functional, relational) words, e.g. 'a mental illness'.

Collocations are the lexical (not grammatical) tramlines of language. Where a translator finds current and equally common corresponding collocations in source and TL texts, it is mandatory to use them; they are among the invariant components of translation. They may be factual or extra-linguistic, denoting institutional terms as well as linguistic. A translator must be conversant with them not only to follow them but also to know when to 'break' them (going off the tramlines) when they are broken in the source language text. (Newmark 1988b, p. 116)

According to Ameri (2008), a collocation is an expression of two or more words that correspond to some conventional ways of saying things. The words together can mean more than the sum of their parts; words like these are called "collocates" and the expressions in which they occur are "collocations".

As cited in Zarei and Koosha (2003, p. 139), "Taylor (1997) defines collocations in terms of Saussure's well-known dichotomy between syntagmatic and paradigmatic relations of lexical items. The syntagmatic axis refers to a word's

ability to combine with other words in the same string. This is collocation."

Mollanazar (1997, p. 11) says,

A word may occur with certain other words; words occurring together are called "collocation". The meanings of words are determined by the context in which they are used; that is, the meanings of words are restricted by other words coming with them; their collocates.

He (1997) adds, the meanings of words are determined by the context in which they are used; that is, the meanings of words are restricted by other words coming with them, their collocates.

As Crystal (1981) declares, collocations are always linked with the concept of naturalness and usage. According to Shuttleworth and Cowie (1997), naturalness refers to the extent to which a translation is expressed in clear, unforced terms in the TL and is the way of expression close to that of the native speakers. The translation of collocations is a constant problem. What creates this problem is that different languages have different patterns of collocations. Therefore, some collocations may sound strange and be misapplied when translated. People using a language which is not their mother-tongue and they are not native in that language often make collocational errors. They use words together which native speakers do not use those pairs together. These ill-formed structures are known as collocational clashes (Newmark, 1988a). Translators are expected to not confuse collocations of the SL with those of the TL. The lack of a clear instruction rendering the avoidance of collocational clashes in translation is felt and this study aimed at finding some solutions minimizing those errors.

This study attempted to find answers for the following questions:

- 1- Which group of lexical collocation, according to Benson's (1985) classification, contained the majority of collocational clashes in the Persian translations of the selected novel?

2- Which components of causes of collocational clashes based on Beekman and Callow's theory (1974) have occurred mostly in the translations under study?

METHODS

Corpus

As the source of data, the late 20th century's novel named "Tuesdays with Morrie" written by Mitch Albom was chosen. In view of the fact that eight translators (as the researchers have found) had translated this novel, the researchers chose those five translations which had the largest circulation and publication among others according to their title pages.

Design

As the researchers have compared five translations of a novel in order to finding the best one in terms of less collocational clashes, this study is a comparative corpus-based research.

Instruments and Materials

In order to determine the most reliable translation (equivalent) of the selected word pairs (collocations) from the ST, the researchers checked the meaning of each English word/pair in both monolingual and bilingual dictionaries. Among numerous accessible monolingual English dictionaries, only Merriam-Webster's Colligate Dictionary (2008) was selected; the basis of which like the language of the novel is the American English. Due to the fact that there are a few dictionaries on Persian collocations, the researchers found just three bilingual English-Persian dictionaries (*Farhang Moaser, English-Persian Dictionary* (2006), *Bilingual Atlas Dictionary* (2007), and *Farhang Moaser, One Millennium English-Persian Dictionary* (2007)), which are more famous and applicable to academic usages, in order to check the exact meanings of the source collocations.

Theoretical Framework

According to Yule (2006), collocational clashes can be found more in lexical rather than gram-

matical types; because in the latter, main words (noun, adjective and verb) plus a preposition or particular structural pattern, such as an infinitive, or a clause, construct this type which makes the pattern "closed". It means that the language patterns are fixed and the diversity in the language happens very slowly. So the speaker or learner of a language would find out these linguistic patterns more quickly. On the other hand, in the former, just "open" class words (noun, verb, adjective, and adverb) construct this type. This class of words has a large diversity the scope of which increases every second! So based on this reason, the lexical type of collocations were preferred to be studied. Since Benson's (1985) categorization of lexical collocations was more precise and overlapped all others, his categorization was used which is as follows:

- Adj. + N Adj. + Adj.
- V + N Adv. + Adv.
- N + N Adv. + Adj.
- N + of + N
- N + V (names of sounds)
- N + and + N

Noticing that Beekman and Callow (1974) were the pioneers in presenting the causes of collocational clashes in the field of translation studies, their theory about causes of unacceptable collocations was also under the focus. Their taxonomy is as follows:

- word-for-word or literal translation
- Mistranslation
- non-observance of collocational possibilities in TL
- over-translation
- under-translation
- type-setting errors

Procedure

In order to collect the required data, the researchers selected a well-known English novel as the corpus. Its five Persian translations were chosen. The researchers adopted the Benson's categorization as the framework of her study. After defining the framework, all of the five Persian translations

of the selected English novel were read carefully in order to determine their collocational clashes. By extracting those clashes from each translation, their English equivalents were distinguished from the source book. In order to obtain the objectivity of judgment and also to make the results more reliable, the meaning of each extracted source pattern was checked first in monolingual and then in bilingual dictionaries and compared to its equivalent rendered by the translator. As the outcome of this step, unacceptable collocations were found. Meanwhile, all ill-formed collocations were checked with a native informant. In order to find out which type of lexical collocation had the most frequency in collocational clashes, each determined unacceptable collocation was grouped and written under the headline of its main type. The last step included analyzing the data based on Beekman and Callow's theory (1974) about the causes of collocational clashes.

Results

During this study, some new categories were observed in the process of extracting collocational clashes and added to the list of categories mentioned by Benson (1985). They are as follows: "Verb + Adverb", "Noun + Preposition + Noun", "Compound Verb", "Verb + Verb", and "Preposition + Noun".

There are the examples of each pattern:

• Adjective + Noun

- I need to say, 'This is **my moment**.'

- باید بتوانم، بگویم: این لحظه من بود. (قراچه داغی، ص.

148)

• Verb + Noun

- We married after a seven year courtship. I was back to work a week after the wedding. I told her—and myself—that we would one day **start a family**.

- بعد از هفت سال معاشقه، باهم ازدواج کردیم. یک هفته بعد از عروسی به سر کار برگشتم. به ه مسرم و خودم گفتیم که روزی زندگی مان را شروع می کنیم. (برزویی، ص. 23)

• Noun + Noun

- In his graduation day robe, Morrie looks like a cross between a biblical prophet and a **Christmas elf**.

- موری با ردای فارغ التحصیلی اش از طرفی به واعظ کتاب مقدس، و از طرف دیگر به جن روز کریسمس شباهت پیدا کرده. (قهرمانلو، صص. 27-28)

• Noun + and + Noun

- **You and I** have to go on.

- تو و من باید ادامه بدهیم. (قهرمانلو، ص. 184)

• Adjective + Adjective

- His body sag against me like a **big damp** loaf.

- بدنش مثل یک کیسه سنگین بزرگ به طرف من خم می شد. (نوربخش، ص. 67)

• Verb + Adverb

- So many people **walk around** with a meaningless **life**.

- مردم در یک زندگی کاملاً بی معنی راه می روند. (دانایی، ص. 45)

• Noun + Pre. + Noun (separated)

- The day he learned that he was terminally ill was the day he lost **interest in his purchasing power**.

- از همان روز که دانست به بیماری مهلکی دچار شده، علاقه اش را به قدرت خرید از دست داد. (قراچه داغی، ص. 119)

• Compound Verb

- I **wandered around** my early twenties.

- از بیست سالگی تقریباً در حال سرگردانی بودم. (دانایی، ص. 17)

• Verb + Verb

- You **can** go out there, outside, anytime.

- تو می دانی [می توانی] هر وقت دلت خواست به آنجا بروی. (نوربخش، ص. 95)

Qarachehdaghi (1379/2000) who translated the original book before other translators in 1379/2000, just created 25 instances of collocational clashes, that is, fewer instances as compared to later translators. Most frequent instances of his collocational clashes, i.e. 44%, belong to the Verb + Noun pattern.

Table 1.
Patterns of collocational clashes in Qarachehdaghi's translation

Pattern	Frequency	Percentage
Adjective + Noun	5	20%
Verb + Noun	11	44%
Verb + Adverb	1	4%
Noun + Noun	4	16%
Noun + and + Noun	0	0
Noun + Prep. + Noun (Separated)	4	16%
Adjective + Adjective	0	0
Adverb + Adverb	0	0
Noun + Verb (Names of Sounds)	0	0
Compound Verb	0	0
Adverb + Adjective	0	0
Verb + Verb	0	0
Total	25	100%

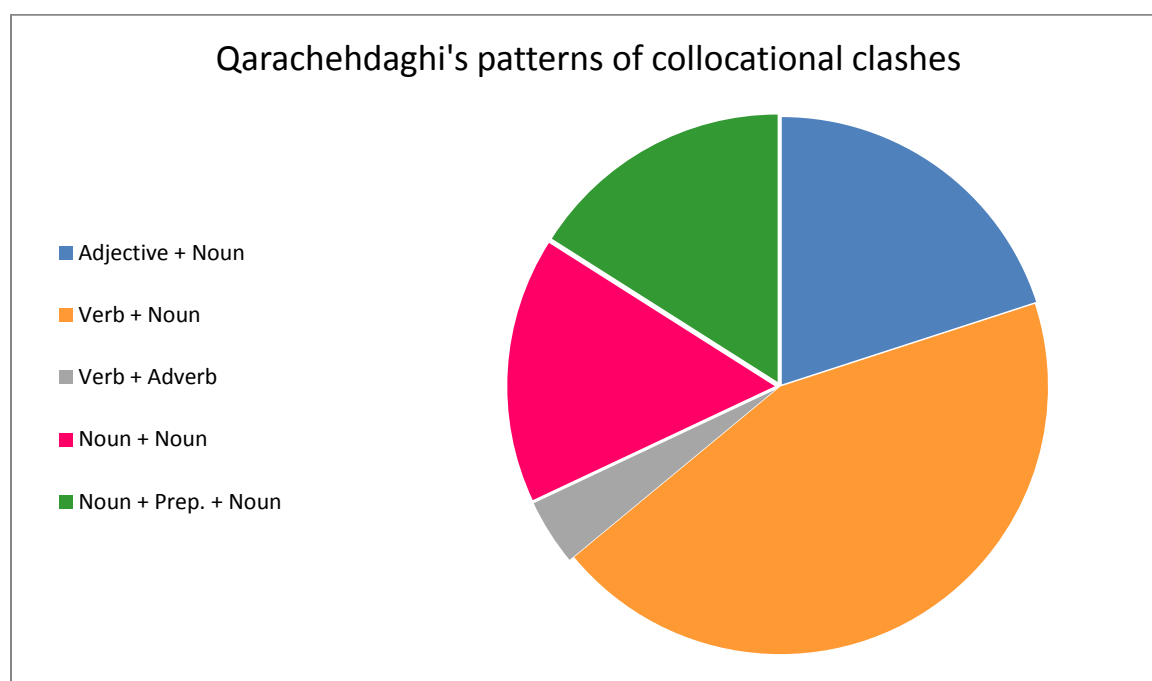


Figure 1. Qarachehdaghi's patterns of collocational clashes

Qahremanlou (1383/2004) who translated the original book after Qarachehdaghi in 1383/2004, just created 28 instances of collocational clashes, that is, 3 more instances than Qarachehdaghi.

Most frequent instances of her collocational clashes, i.e. 35%, belong to the Verb + Noun pattern, like Qarachehdaghi.

Table 2.
Patterns of collocational clashes in Qahremanlou's translation

Pattern	Frequency	Percentage
Adjective + Noun	9	32%
Verb + Noun	10	35%
Verb + Adverb	1	4%
Noun + Noun	6	21%
Noun + and + Noun	1	4%
Noun + Prep. + Noun (Separated)	1	4%
Adjective + Adjective	0	0%
Adverb + Adverb	0	0%
Noun + Verb (Names of Sounds)	0	0%
Compound Verb	0	0%
Adverb + Adjective	0	0%
Verb + Verb	0	0%
Total	28	100%

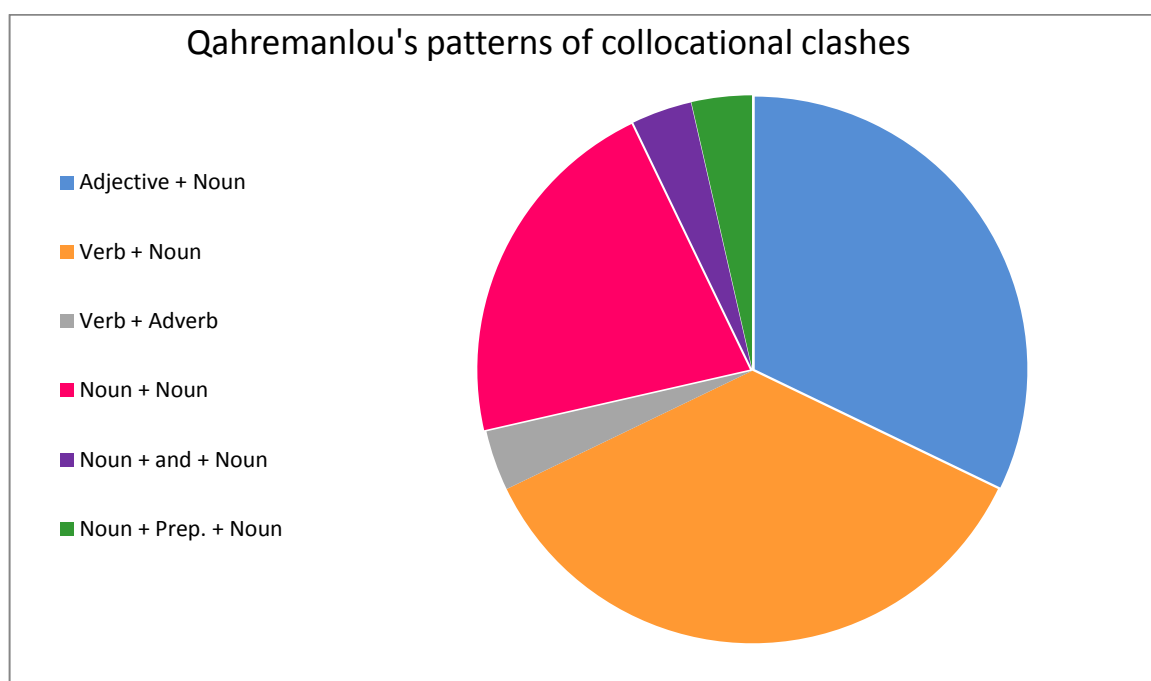


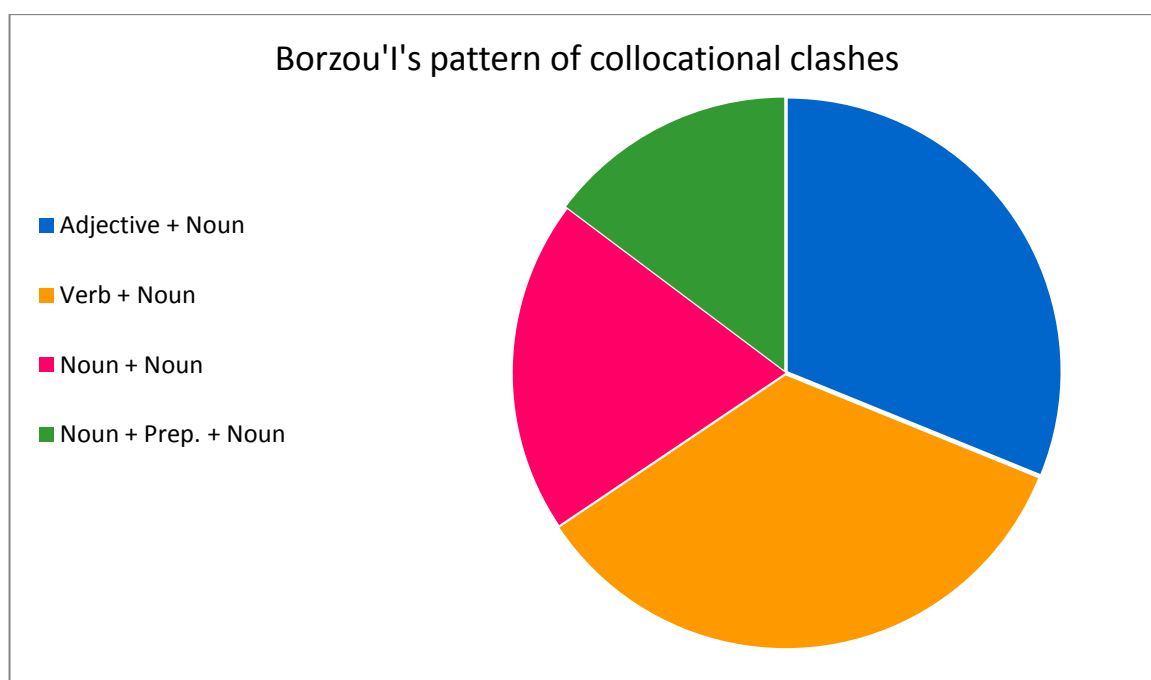
Figure 2. Qahremanlou's patterns of collocational clashes

Borzou'i (1389/2010) who translated the original book after two other translators in 1389/2010, created 61 instances of collocational clashes, that is, more than the two previous translators.

Most frequent instances of his collocational clashes, i.e. 35%, belong to the Verb + Noun pattern, like the other two previous translators.

Table 3.***Patterns of collocational clashes in Borzou'i's translation***

Pattern	Frequency	Percentage
Adjective + Noun	19	31%
Verb + Noun	21	35%
Verb + Adverb	0	0
Noun + Noun	12	20%
Noun + and + Noun	0	0
Noun + Prep. + Noun (Separated)	9	14%
Adjective + Adjective	0	0
Adverb + Adverb	0	0
Noun + Verb (Names of Sounds)	0	0
Compound Verb	0	0
Adverb + Adjective	0	0
Verb + Verb	0	0
Total	61	100%

***Figure 3. Borzou'i's patterns of collocational clashes***

Nourbakhsh (1389/2010) who translated the original book in 2010, created 69 instances of collocational clashes; that is, more than other

three previous translators. Most frequent instances of her collocational clashes, i.e. 36%, belong to the Adjective + Noun pattern.

Table 4.
Patterns of collocational clashes in Nourbakhsh's translation

Pattern	Frequency	Percentage
Adjective + Noun	25	36%
Verb + Noun	13	19%
Verb + Adverb	7	10%
Noun + Noun	11	16%
Noun + and + Noun	0	0%
Noun + Prep. + Noun (Separated)	9	13%
Adjective + Adjective	1	1%
Adverb + Adverb	0	0%
Noun + Verb (Names of Sounds)	0	0%
Compound Verb	2	3%
Adverb + Adjective	0	0%
Verb + Verb	1	1%
Total	69	100%

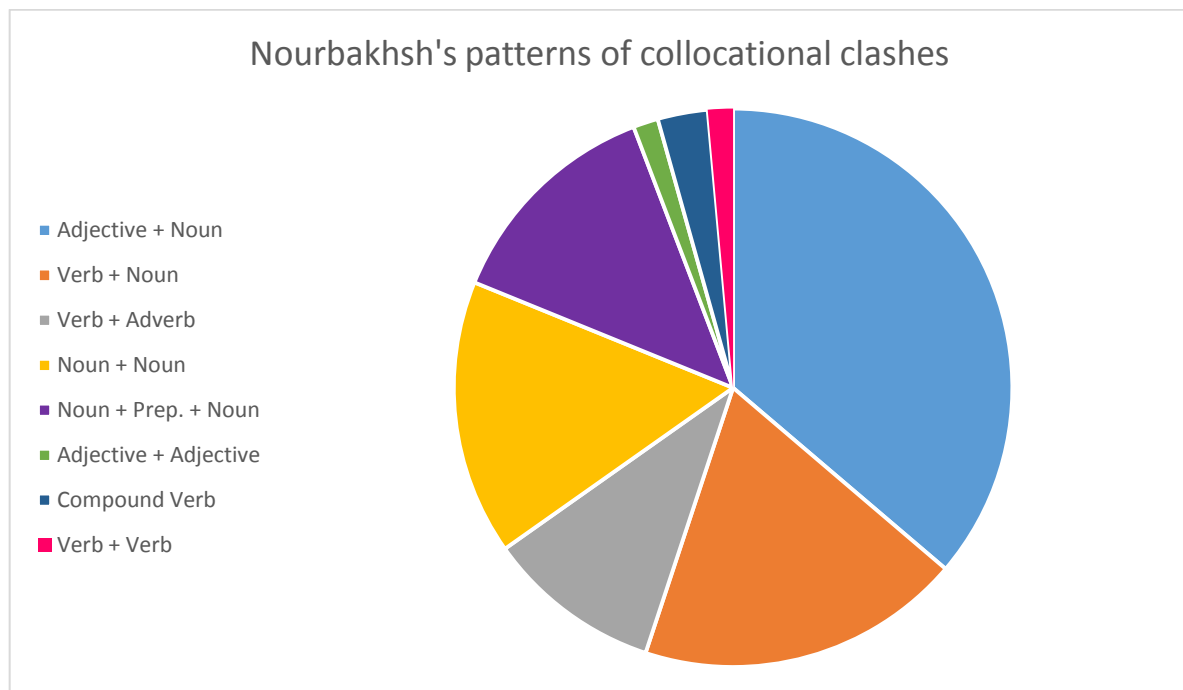


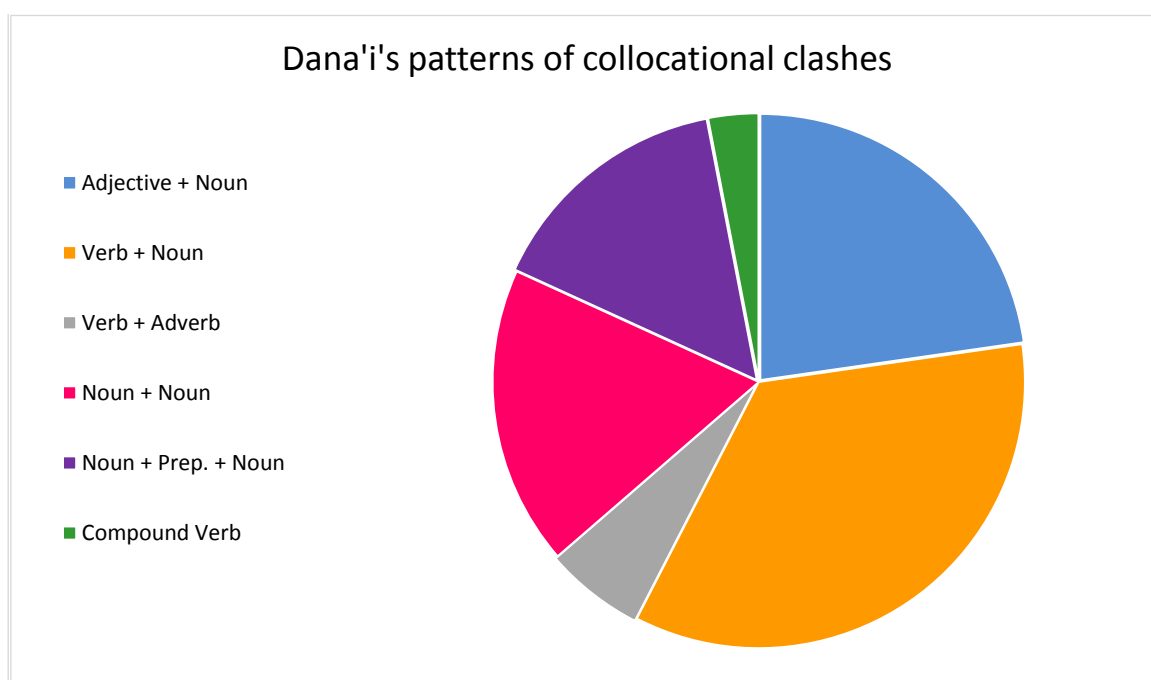
Figure 4. *Nourbakhsh's patterns of collocational clashes*

Dana'i (1392/2013) who translated the original book latest than other translators in 1392/2013, created 66 instances of collocational clash

es. Most frequent instances of his collocational clashes, i.e. 35%, belong to the Verb + Noun pattern.

Table 5.***Patterns of collocational clashes in Dana'i's translation***

Pattern	Frequency	Percentage
Adjective + Noun	15	23%
Verb + Noun	23	35%
Verb + Adverb	4	6%
Noun + Noun	12	18%
Noun + and + Noun	0	0
Noun + Prep. + Noun (Separated)	10	15%
Adjective + Adjective	0	0
Adverb + Adverb	0	0
Noun + Verb (Names of Sounds)	0	0
Compound Verb	2	3%
Adverb + Adjective	0	0
Verb + Verb	0	0
Total	66	100%

***Figure 5. Dana'i's patterns of collocational clashes***

In Table 6 below, the most frequent patterns of collocational clashes belong to “Verb + Noun” and “Adjective + Noun” patterns, and the least frequent patterns belong to “Adverb + Adjec

tive”, “Noun + Verb (Names of Sounds)”, “Adverb + Adverb” with no examples in the corpus of the study.

Table 6.
Patterns of collocational clashes in all five translations

Pattern	Qara.	Qahr.	Borz.	Nour.	Dana.	Frequency	Percentage
Adjective + Noun	5	9	19	25	15	73	30%
Verb + Noun	11	10	21	13	23	78	32%
Verb + Adverb	1	1	0	7	4	13	5%
Noun + Noun	4	6	12	11	12	45	18%
Noun + and + Noun	0	1	0	0	0	1	0
Noun + Prep. + Noun (Separated)	4	1	9	9	10	33	13%
Adjective + Adjective	0	0	0	1	0	1	0
Adverb + Adverb	0	0	0	0	0	0	0
Noun + Verb (Names of Sounds)	0	0	0	0	0	0	0
Compound Verb	0	0	0	2	2	4	2%
Adverb + Adjective	0	0	0	0	0	0	0
Verb + Verb	0	0	0	1	0	1	0
Total	25	28	61	69	66	249	100%

Causes for Collocational Clashes

The researchers intended to apply Beekman and Callow's theory about causes of collocational clashes (1974). They had identified the following causes:

- Word-for-word translation or literal translation
- Mistranslation
- Non-observance of collocational possibilities in TL
- Over-translation
- Under-translation
- Type-setting errors

However, the researchers were forced to develop their taxonomy and add new categories of causes based on the results they found. The finalized taxonomy is tabulated in the following table (i.e. Table 7):

Table 7.
Causes for collocational clashes

No.	Causes
1	Word-for-Word Translation
2	Type Setting Errors
3	Original Collocational Clashes
4	Neologism
5	Loan Words
6	Imitation from Previous Translator(s)
7	Word Order

• Word-for-Word Translation

Most examples of collocational clashes belong to the type of imitating or word-for-word translation, a kind of word-for-word translation, in which a word in its secondary meaning is taken for its primary meaning and translated as such. Some examples are provided below:

- I put the food I had brought with me into the refrigerator—soup, vegetable cakes, **tuna salad**.
- غذایی را که با خودم آورده بودم در یخچال گذاشتم—سوپ، سبزیجات، **سالاد تونا**. (قراچه‌دای، ص. 170)

- That one adult whom I **targeted** as a child and said, "That's who I want to be when I grow up."
- تنها فرد بزرگ سالی که مثل بچه ها او را **هدف گرفتم** و گفتم، این آدم همان آدمی است که می‌خواهم، در بزرگی مثل او بشوم ... (قهرمانلو، ص. 40)

- I closed my **computer**.
- کامپیوترم را **بستم**. (برزویی، ص. 39)
- He smiles at me, the **crinkled eyes**, the crooked teeth.
- به من لبخند می‌زند، با **چشمان چین‌خورده**، و دندان‌های کج و معوج. (نوربخش، ص. 47)
- Morrie's high, **smoky** voice took me back to my university years.
- صدای زیر و **دودگرفته** موری من را به روزهای دانشگاهم برمی‌گرداند. (دانایی، ص. 36)

- Type Setting Errors
- I picture his grave.
 - مزارش را در برابر چشماتم تصویر [تصور] می‌کنم. (قراچه‌داغی، ص. 160)
 - But **after** several years of dark, empty nightclubs, broken promises, bands that kept breaking up and **[meeting] producers** who seemed excited about everyone but me, ...
 - اما پس از چند سال پیمان زدن برای کلوپ های شبانه تاریک و خالی، گرفتن وعده های توخالی، شرکت در گروه های موسیقی ای که منحل می شدند و **موجه [مواجه]** شدن با تهیه کنندگانی که در برابر هرکسی غیر از من هیجان زده می شدند ... (برزویی، صص. 21-22)
 - He **started a project** called Greenhouse.
 - او **طراحی [طرحی]** به نام خانه سبز ایجاد کرد ... (نوربخش، ص. 50)
 - I believe many visitors in the last few months of **Morrie's** life were drawn not because of the **attention** they wanted to **pay to him** but because of the attention he paid to them.
 - مطمئنم بسیاری از مهمان های موری که در ماه های آخر زندگی اش به او سر می زنند نه به خاطر توجه و محبت به **دوری [موری]** ، بلکه به خاطر توجه و محبتی که به خودشان می شد می آمدند. (دانایی، ص. 137)
 - Original Collocational Clashes
 - Buy this **perfume** and you'll be beautiful.
 - این ادکلن را بخر، تا زیبا بشی، ... (برزویی، ص. 85)
 - این عطر را بخر، زیبا خواهی شد. (نوربخش، ص. 128)
 - این عطر را بخر تا زیبا بشوی. (دانایی، ص. 120)
 - Almost everyone I knew had a problem with marriage. Some had problems **getting into it**, some had problems **getting out**.
 - تقریباً هرکه را می شناختم با ازدواجش مشکلی داشت. برای بعضی ازدواج کردن مسئله بود. برای بعضی دیگر خروج از آن. (قراچه‌داغی، ص. 139)
 - بعضی ها برای ورود به آن [ازدواج] مشکل داشتند ... (برزویی، ص. 104)
 - تقریباً همه کسانی را که می شناختم با ازدواج کردن مسأله داشتند. بعضی ها مشکل وارد شدن به آن ، و برخی مشکل خارج شدن از آن را داشتند. (نوربخش، ص. 160)
 - تقریباً هرکس را که می شناسم با ازدواج مشکل دارد. بعضی ها مشکل وارد شدن بر آن و بعضی ها مشکل خارج شدن از آن. (دانایی، ص. 145)
 - Neologism
 - Now we sat together, a few feet from the newest addition to the house: an **oxygen machine**.
 - کنار هم، نزدیک جدیدترین اسبابی که اخیراً به منزل اضافه شده بود، یعنی یک **تانک اکسیژن** ، نشسته بودیم. (دانایی، ص. 83)
 - Loan Words
 - "That's a very **high compliment**", said a colleague, "A prophet."
 - همکارش گفت: «عجب کمپلیمان بزرگی ... پیغمبر». (دانایی، ص. 88)
 - Imitation from Previous Translator(s)
 - Hundreds of us sit together, side by side, in rows of wooden folding chairs on the **main campus lawn**.
 - صدها تن از ما، کنار یکدیگر، روی ردیف های از صندلی های چوبی بر **چمن زمین اصلی** دانشگاه نشسته ایم. (نوربخش، ص. 9)
 - صدها نفر از ما کنار هم، ردیف به ردیف، روی **چمن اصلی دانشگاه** ، روی صندلی های تاشو نشسته ایم. (دانایی، ص. 6)
 - Word Order
 - **You and I** have to go on.
 - تو و من باید ادامه بدهیم. (قهرمانلو، ص. 184)

DISCUSSION

This study attempted to find answers for the following questions:

- 1- Which group of lexical collocation, according to Benson's (1985) classification, contained the majority of collocational clashes in the Persian translations of the selected novel?

This study that included five translations of an identical original novel, i.e. Tuesdays with Morrie, found that the most frequent patterns of collocational clashes belong to "Verb + Noun"

(32%) and “Adjective + Noun” (30%) patterns, and the least frequent patterns belong to “Adverb + Adjective”, “Noun + Verb (Names of Sounds)”, “Adverb + Adverb” with no examples in the corpus of the study.

2- Which components of causes of collocational clashes based on Beekman and Callow’s theory (1974) have occurred mostly in the translations under study?

This study showed that most instances of collocational clashes were due to copying and imitating the original text (word-for-word translation). Translators have used the primary meanings of words, instead of choosing secondary or contextual meanings. Parts of the original combinations are considered collocational clashes in the original text as well.

The main source of collocational clashes is the enchantment of the original text. Translators tend to translate the primary meanings of collocates and do not take contextual meanings of words into consideration. That is, translators ignore the secondary senses of words, and quickly jump to giving translations for the primary meanings of words. In this vein, the original word order may be followed by the translator, hence creating collocational clashes.

Indeed when one observes the same collocational clashes in different translations, one may conclude that either there is something in the original that forces or entices the pitfall of collocational clashes or a translator has imitated their predecessors blindly. Some examples are provided that show this kind of imitation.

Thus, the target text, as shown in the examples, can also be involved in prompting collocational clashes. For instance, type setting errors are a source of collocational clashes. Moreover, as observed in this study, some translators have had sentences with collocational clashes, not because of following literally the original text, but due to imitating another translator who have translated the same text before them.

Another cause may be attributed to the lack of the translator’s competency in the native lan-

guage as well, for example in creating collocational clashes within compound verbs.

Research carried out on comparable corpora here has found that translated texts tend to display collocational patterns that deviate from the patterns observed in non-translated texts in Persian. Untypical collocations have thus been proposed as a hypothetical universal of translation. In particular, it has been found that, translations tend to favour combinations that are infrequent or absent in non-translated texts.

The major criteria to determine a piece of text as consisting of a collocation clash is that the passage is strange, awkward or unintelligible. Though such criteria may be due to the existence of an unusual tradition in the source culture. This type of strangeness should not be considered a collocational clash. For example, in this book, there is a strange tradition,

- Marsha, who had written the poem that so moved Morrie at his “unofficial” memorial service. **They slept in shifts around his bed.**

This tradition seems strange in Iranian culture, though the Persian sentence cannot be considered a collocational clash structurally.

In this study, it has been observed that there are two major types of collocational clashes: sentential and intersentential collocational clashes. The most instances of collocational clashes belong to the primary type. However, the second type has also been observed in this study. For example:

- I returned to **school**. I earned a **master’s degree** in journalism ...

- به مدرسه بازگشتم. در رشته روزنامه نگاری مدرک فوق لیسانس گرفتم ... (قراچه‌داغی،

ص. 14)

CONCLUSION

The collocational clashes were found within sentences and between sentences. Thus, it can be concluded that there are two major types of collocational clashes: sentential and intersentential clashes. The patterns proposed by Benson (1985)

were not all useful. During this study, some other patterns were observed that can be due to the characteristics of the Persian language. They were as follows: Verb+ Adverb, Noun + Prep. + Noun (Separated), Compound Verb, Verb + Verb, and Prep. + Noun.

As in recent researches, collocational clashes have been related to universals of translation, and particularly to one of the important universal, that is, normalization of original text in the target text, (see for example Xia 2014, p. 76) it seems that one may claim that in all translations the researchers may expect collocational clashes of lexical or grammatical type.

Another noteworthy observation in this study is that early translators of the book cause fewer clashes, and later translators created more collocational clashes. One reason may be that, later translators imitated the previous ones and added more clashes. Maybe later translators are younger than early translators.

As collocational clashes may be found in almost all translations, that create neologism, strangeness and obscurity in translations, instructors should be acquainted with clashes and their patterns. The translator trainees should become aware of collocational clashes and the causes for their emergence. A good translator should be a good writer in the target language, too. If s/he is untalented in the target language how s/he can create the same effect on the target audience as the source text does on the source readers?! The next important issue is that most translators do not pay attention to the secondary meanings of words which results vague translations. Most of words are polysemic words defined in one or several entries in dictionaries, the meaning of which is different based on the context it is used. Some combinations, even, cannot be found in dictionaries; the way is reading similar text to grab the exact essence of the combination. Another significant point is that each language has its unique lingual pattern. Bringing, for example, the English pattern into Persian, would cause an unnatural text. Word-for-word translation is the main reason of this phenomenon. One

of the best solutions is giving the translated text to a person whose mother tongue is the language of translation (a native speaker in the TL) to get his/her feedback.

The patterns and causes of collocational clashes were also investigated by other researchers.

Karimkhanlui (2008) did not follow a certain taxonomy, and developed her own taxonomy which are almost the same as the patterns investigated in this study. She concluded that the causes of collocational clashes were as follows:

- Type-setting errors
- Mistranslation
- Non-observance of collocational possibilities in TL

These three causes are part of the causes put forth by Beekman and Callow (1974).

Sharifabad and Yeganeh (2010) who investigated the semantic collocations in the translation of the Holy Qur'an, followed the taxonomy proposed by Larsen (1984). They concluded that translators added new meanings through collocational clashes in their translation.

Rabeh (2009) gives two main causes of students' errors in translating collocations: First, students adopt literal translation as the main translation method. Second, students do not give enough importance to collocations which belong to another culture and language.

However, in the present study 7 causes were observed and examples were provided.

SUGGESTIONS FOR FURTHER RESEARCH

- A comparison between young amateur translators and experienced professional translators may elucidate the reason for the number of collocational clashes.
- Collocational clashes within technical and scientific texts may show different manifestations and features.
- Since the translationese (the third language) is one of the most frequent reasons of collocational clashes rendered by multilingual translators, analyzing bilingual and multilingual translators of a

unique work could be worthwhile in clarifying the causes of collocational clashes.

- In order to studying the competency of translators, one can do research on translations of this novel in languages other than Persian, as this English novel has been translated into more than 25 languages.

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