

The Translation of English Collocation of That-Clause into Azeri

Parisa Farrokh

(Corresponding Author)

English Translation Department,
Lahijan Branch, Islamic Azad University,
Lahijan, Iran, PO box: 1616
E-mail: p_farrokh@yahoo.com

Kambiz Mahmoodzadeh

English Translation Department,
Allameh Tabataba'ei University, Tehran, Iran

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Abstract

The subject of this research is Azeri translational equivalence of English collocations of that-clause based on Benson, Benson and Ilson's category of grammatical collocations. Based on their category of collocation of that-clause, there are four collocations: noun +that-clause, adjective +that clause, transitive verb+(object) +that-clause and subject it+ verb+ that-clause. In this research the collocations of noun +that-clause and adjective + that-clause have been investigated. The sources of data were Azeri translation of English fictions. The analysis of 200 sentences showed that (1) English collocations noun+ that- mainly translated as complex sentences in Azeri with the percentage of 70%.Moreover 18% translated as simple sentences involving verbal combinations and 12% translated as simple sentences without verbal combinations.(2) Regarding English collocations of adjective+ that-clause, it can be said that they are translated as complex sentences in Azeri with the percentage of 86%,and also some sentences translated as simple sentences involving verbal combinations with the percentage of 10% .The percentage of sentences translated as the simple sentences without verbal combinations is 4%.

Keywords: Translation, collocation, grammatical collocation, that -clause.

Introduction

English is the dominant international language in communications, science, business, entertainment, health and politics. English has become a necessity in a number of fields, occupations and professions; as a consequence over a billion people speak English to at least a basic level. Approximately millions people speak English as their first language. English today is probably the largest language by number of native speakers. Because English is so widely spoken, it has often been referred to as a "world language". While English is not an official language in most countries, it is currently the language most often taught as a second or foreign language around the world. One element of improving English is learning which words go with which words - also called collocations. A good knowledge of collocations

(typical word combinations) is essential for fluent and natural-sounding English. Using collocations will improve the style of written and spoken English. Hence, the researcher is going to conduct a scientific research in connection with collocation. She wishes to find out the translational equivalence of English collocations of that-clause in the Azeri language.

Theoretical Background

Many theories of collocation were adopted to teach vocabulary, syntax and writing for a long time. Rarely, very few researches discussed the collocation from the points of translation performance. Chang (1997) claimed that collocation was the most problematic lexical cohesion when checking on grammatical and lexical cohesive devices used in learners' writing. Based on Liu's research (2000b), many learners take the literal translation to produce either acceptable or unacceptable collocations, and sometimes learners rely on their intuition to create collocation of their own and choose textual equivalence as another strategy other than literal translation. To enhance the EFL/ESL learners' knowledge of collocation in translation classroom becomes very important (ibid). Some important rationales have to be discussed including the notion of collocation and the importance of collocation in translation teaching. If a term used to describe a group of words which occur repeatedly in a language or the co-occurrence of two or more lexical items as realizations of structural elements within a given syntactic pattern, such habitual association of words were termed as collocation, (Cowie, 1987, p.78). Further, some composite units allowed to be substituted by its constituent elements (ibid.). According to the definitions provided by Carter (1987) and Benson et al (1997), the collocations fall into two types. One is grammatical collocation defined as recurrent combination of a dominant word (verb, noun, adjective) followed by a preposition, or a grammatical structure like infinitive or that-clause, e.g. *apologize to, bite into, he was a fool to do it...* The other is lexical collocations contain no subordinate element, and they do not contain preposition, infinitive, or clauses, they usually consist of two equal lexical components, for example, adjective + noun, verb + noun, noun + verb, adverb + adjective, verb + adverb, e.g. *external ramps, solved the mystery, pyramid was build* and so on. Moreover some assertions were made by Carter and McCarthy (1988). They claimed that English collocations were useful not only for English comprehension but for English production. Learners can memorize collocational groups to construct certain lexical restrictions. In addition, collocations allow the learners to exceed the expectations and sort out the language which can follow the preceded word. Learners can apply the pre-packaged collocation to express their idea fluently. Moreover, Liu (2000a) clarified that the more English collocation students are taught, the more correctly students can make use of collocations. Besides, Woolard (2000) stated, "collocation has emerged as an important category of lexical and grammatical patterns and it is fast becoming established unit of description in language teaching courses and materials". Since the investigation of collocations of that-clause; i.e. noun+ that clause and adjective +that clause, is the aim of the study, here it seems necessary to mention some points regarding them. Generally, the distribution of *that* complements will be presented according to: a) the configuration where the clause merges, in other words, the complement selectional properties of the main verb; b) the actual construction where the clause occurs, given by the operations that have applied in the derivation. This description presupposes the prior sub categorization of predicates (verbs, adjectives, nouns) with respect to their ability to govern *that* clauses. Therefore that-clause can be followed by verbs, adjectives and nouns. A large number of transitive verbs are for clausal direct object introduced by *that*, such as fear, forget, figure out, hear, guess, imagine, gather, guarantee, hear, learn, maintain, mean, mind, know, object, prove, pretend, presume, realize, reckon, recollect, remember, regret and etc. The verbs with the double object construction may be preceded by that-clause, so in this case that clause followed by a noun or noun phrase. Some verbs of this category are: promise, telephone, wire, tell, reach, take, remind, express and so on. That-clause following an adjective may have an indicative verb

such as I am sure that he is here now. Or subjunctive verb like they were insistent that we be ready and putative verb, for example, I am sorry that he should have left (Quirk et al, 1987).

Research Method

The purpose of this study is to investigate and analyze the Azeri translations of two English collocations of that-clause based on Benson et al's classification of collocation, i.e. noun+ that clause and adjective + that clause.

Materials

The materials chosen for the analysis are English fictions which involve the novels of "For Whom the Bell Tolls" written by Hemingway, "400 Subjects in English" written by Vitalyevna, "Life Essays" written by Gurbanov, "The Alchemist" written by Coelho and Joyce's Dubliners (short stories). 200 collocations of that-clause, i.e. 100 collocations of noun +that clause and 100 collocations of adjective +that-clause, along with their translations into Azeri taken from Hajiyev (2006), Vitalyevna (2006), Gambarov (2010), Qojabayli (2006) and Nijat (2011) have been analyzed.

Procedures

The data are classified into two main categories: collocations of noun +that clause and collocations of adjective +that clause.

Collocations of Noun + That - Clause Translated as Complex Sentences

All athletes took an oath that they had been preparing well for the game.

Bütün idmançılar and içirdilər ki, onlar yarışlara yaxşı hazırlaşıblar.

But he nodded his head that it was true.

Ancaq başını tərpətdi, demək istəyirdi ki, deyilənlər doğrudur.

Suddenly he felt a panic that she might not come.

Birdən onu dəhşət bürüdü ki, qız gəlməz.

There is nothing that I can not hear.

Elə şey yoxdur ki, ona qulaq asa bilməyim.

You know the things that you may have to do.

Sən bilirsən ki, bəlkə birdən nə isə etməli oldun.

Collocations of Noun +That -Clause Translated as Simple Sentences Involving Verbal Combinations:

I will tell Mummy that you copied your math homework from somebody else.

Riyaziyyat tapşırığı köçürdüyünü gedib anama deyəcəyəm.

I like the feeling that sand is running through my fingers.

Barmaqlarım arasında tökülən qumu hiss etmək mənim xoşuma gəlir.

Collocations of Noun +That -Clause Translated as Simple Sentences without Verbal Combinations:

They are the same men that we are.

Onlarda bizim kimi yoxsuldurlar.

There are interpreters that the teachers will help them.

Müəllimlər ,tərcüməçilərə kömək edirlər.

Collocations of Adjective +That -Clause Translated as Complex Sentences:

Sometimes fogs are so thick that it is impossible to see anything within 2 or 3 meters.

Hərdən duman elə sıx olur ki, 2 və ya 3 metr məsafədən nəşə görmək mümkün olmur.

I am glad that we are different.

mən şadam ki, biz ayrı-ayrıq.

I am glad that you agree.

Şadam ki, mənimlə razısan.

Now he was sure that he would comport himself well.

İndi o inanırdı ki, sabah özünü kişiyyə layiq olan kimi aparacaq.

I am very content that you have come.

Çox şadam ki , gəlibsən.

Collocations of Adjective +That -Clause Translated as Simple Sentences Involving Verbal Combinations:

Parents are not sure that their married children have moved out forever.

Valideynlər onların evli uşaqlarını həmişəlik getmələrinə tam əmin deyirlər.

I am sorry that I spoke.

Dərdimi açmağıma təəssüf edirəm.

Collocations of Adjective +That-Clause Translated as Simple Sentences without Verbal Combinations:

It is impossible that I should escape this proving through the accident of a message.

Mən paketin xatirinə bu sınaqdan kənar qala bilmərəm.

I am sure that the doctor never ordered anything of this kind.

Viskidən heç bir doktor heç vaxt belə dərman buyurmaz.

Data Findings

In this research, there are two main categories, namely, collocation of noun+ that-clause and collocation of adjective + that-clause. The analysis of 100 data related to the Azeri translation of English collocation of noun+ that-clause shows that in the Azeri language, they are translated as complex sentences with the percentage of 70%.Moreover 18% translated as simple sentences involving verbal combinations and 12% translated as simple sentences without verbal combinations. (table 1). Regarding English collocation of adjective+ that-clause, it can be said that they are also translated as complex sentences in Azeri with the percentage of 86%,in addition, some sentences translated as simple sentences involving verbal combinations with the percentage of 10% .The percentage of sentences translated a simple sentences without verbal combinations is 4%.(table2).

Table (1): Collocations of noun+ that-clause

	Number of sentences	Percentage
Complex sentences	70	70%
Simple sentences involving verbal combinations	18	18%

Simple sentences without verbal combinations	12	12%
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Table (2): Collocations of adjective +that-clause

	Number of sentences	Percentage
Complex sentences	86	86%
Simple sentences involving verbal combinations	10	10%
Simple sentences without verbal combinations	4	4%

Discussion and Conclusion

Based on 200 data, it has been cleared that English collocations of that-clause i.e. noun+ that-clause and adjective+ that-clause mainly translated as complex sentences in Azeri. According to the results of this study, it can be mentioned that the use of verbal combinations including verbal adverb, infinitive and participle, is obvious in translation of these collocations, especially, while translating as simple sentences. For example, the sentence **I am sorry that I spoke** translated as *Dərdimi açmağım təəssüf edirəm*. The Azeri translation consists verbal combination “*açmağım*” that is infinitive. In other words, the main verb is used as infinitive, participle or verbal adverb and the verb of that-clause as the main verb. Moreover, it can be concluded that the grammatical collocation of noun+ that-clause in Azeri, is translated as noun+ verb + that clause (based on the translated sentences) and can be regarded as grammatical collocation of it. According to the analysis of translated data of this study, it can be said that the grammatical collocation of adjective + that-clause translated as adjective + verb + that-clause which can be considered as the grammatical collocation of it in Azeri. In this case, it can be said that through contrastive studies of authentic syntactic patterns in context, new possibilities open up for additional insights, methodological renewals and empirical theory developments based on the study of sentences form. In other words, the main advantage of a bilingual or even multilingual parallel corpus is that the languages interrelate with each other. According to the results of this study, it can be concluded that at the grammatical level ,a translator is expected to have a thorough knowledge of the grammatical rules of the target language. In fact, a translator does not have to know the grammar of the language for just the sake of it, he should be well versed in comparative grammar of the two languages involved in translation and the similarities and dissimilarities in them. Therefore, translation is always more than simply writing in the sense of putting words to paper. Risku (2002) argues that translations are by definition, written for new situations, purposes, recipients and cultures. When you learn to translate, you have to learn how to gain an overview of a new situation with all it's different factors and perhaps even more importantly, you have to learn how to position yourself in this communication system and define your own situational role, goal and tasks. Moreover, it seems that in the literature of translation studies and in translation classrooms, students and learners are required to compare and contrast translations with their originals. It is useful for language learning, translation education, translation studies, lexicography, finding equivalents for source language expressions, terms, structures and so on. It is hoped that the results of the research may be used as additional information for the teachers especially in teaching English grammar and translation courses. Also, the results may help Azerbaijanian translators, English learners and translator trainees for being able to provide the best translation of English collocations of that-clause.

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