Cohesive Devices and Norms: A Comparative Study of an English Text and its Translated Versions

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ABSTRACT

Translation is a means for conveying information from Source Language (SL) to Target Language (TL). So, for this to occur some adjustments, reduction, lost and gain are necessary during the translation process. House (2001, p. 247) mentions that translation is "re contextualization of a text in an SL by a semantically and pragmatically equivalent text in a TL." Cohesive devices are tools which connect sentences with each other. So, the present research takes into account cohesive devices in an original English text and its Persian versions. Thus, the study is trying to identify the most frequent norms applied in translating cohesive devices from English into Persian in 2000 decades. To reach the goal of the study, three translations of the intended book were compared with each other. The findings of the study indicated that translators applied equivalent strategy in most cases and this was an evidence of the most frequent norms.

1. Introduction

There are two access routes to the problem posed by the act of translating: *either* take the term 'translation' in the strict sense of the transfer of a spoken message from one language to another *or* take it in the broad sense as synonymous with the interpretation of any meaningful whole within the same speech community, Ricœur (2006, p.11). In translating from one language into other different factors need consideration. English and Persian are different from each other in many different aspects including grammatical, lexical, cultural, etc. Therefore, when translating from English into Persian, translated text should be comprehensible to the target readers. So, one of the most important factors which makes the translated text mutually comprehensible is for the text to have internal cohesion. Thus, one of the tools which help us to achieve cohesion in the text is the proper application of cohesive devices in translation from Source Text (ST) into Target Text (TT). According to Baker (1992) "cohesion links different elements of the text to each other by applying lexical and grammatical relations. Thus, these connections organize a text and expect the readership to understand the meanings of the words by using surrounding sentences and words.

In the process of translating cohesive devices from English into Persian some shifts will occur which have impact on translated text. Blum-Kulka (1986/2000, p. 300) states

On the level of cohesion, shifts in types of cohesive markers used in translation seem to affect translations in one or both of the following directions:
a. Shifts in levels of explicitness; i.e. the general level of the target texts' textual explicitness is higher or lower than that of the source text,
b. Shifts in text meaning(s); i.e. the explicit and implicit meaning potential of the source text changes through translations.

The present research aims at studying cohesive devices and norms in *Animal Farm* and its three English translation on the basis of Halliday and Hasan (1976) and Baker (1993)'s model for norms to identify and categorize cohesive
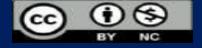
devices and their translational norms in the original texts and its translated versions.

In translating from English into Persian, the translators should be familiar with both English and Persian languages. Here, in the case of cohesive devices the translators should identify and render them appropriately into the target language. Cohesive devices make the text comprehensible and they exist in almost all languages of the world. Thus, Translators apply different strategies in the process of conveying cohesive devices from English into Persian. Some render them into their equivalent Persian counterparts, others use quotations, and the others omit them. Thus, the translators must consider text type, readership and purpose of translation and render cohesive devices correctly to avoid misunderstanding in translation. The problem is how to convey cohesive devices from English into Persian so that they can keep both meaning and style of the original text. Some examples of them are as follows:

(1) With the ring of light from his lantern dancing from side to side, he lurched across the yard...

(2) He was twelve years old and had lately grown rather stout, but he was still a majestic-looking pig...

(3) First came the three dogs, Bluebell, Jessie, and Pincher, and then the pigs…

The underlined parts are cohesive devices. In sentence one, two and three, we have reference, conjunction and ellipsis respectively. The translators omitted the reference in sentence one, but preserved conjunctions in the sentence two and translated them into their lexical meaning in Persian. In the sentence three we have ellipsis which translators in one case omitted it and in the other two cases maintained it in Persian and translated it into its equivalent in Persian.

Cohesive devices maintain cohesion in the text; so when we translate them from English to Persian, we should pay attention to their meaning to convey intended meaning of the original author to the target readership. Cohesive devices such as reference has lexical equivalent in Persian but ellipsis and substitution are mainly grammatical.

The purpose of the research was to identify and categorize cohesive devices and their translational norms in a comparative study of an English text and its Persian versions. It is hoped that the study be beneficial for translators, and English students in general.

Cohesive devices preserve meaning relationship in the text. Blum-Kulka (1986/2000) maintains that cohesion holds relationships between various parts of the text using specific markers.

According to what was mentioned above, the study considers following research question: What is the most frequent norm in translating cohesive devices from English to Persian?

According to Baker (1993, p. 239) norms "are options which are regularly taken up by translators at a given time and in a given socio-cultural situation.". As Baker (1993, p. 240) states:

This is identified only by reference to a corpus of source and target texts, the scrutiny of which would allow us to record strategies of translation which are repeatedly opted for, in preference to other available strategies, in a given culture or textual system. She emphasizes that coherent translated texts can be the object of analysis in identifying norms. This study was an attempt to find translational norms based on Baker's theoretical framework.

2. Review of the Related Literature

2.1 Cohesive Devices in English

Halliday and Hasan (1976) identify grammatical and lexical cohesive devices such as reference, substitution, ellipsis, conjunction and lexical cohesion. Reference shows relationship between a word and what it refers to. English and Persian languages use pronouns to show reference. Baker (1999) argues that substitution and ellipsis show grammatical relationships; in substitution one item is replaced by another item, but ellipsis involves the omission of an item. Conjunction is the application of formal markers to connect sentences, clauses, etc. to each other. Halliday and Hasan (1976) also identify lexical cohesive devices such as reiteration and collocation. The first one covers repetition of lexical items, for instance, repetition of an earlier item, a synonym, or near-synonym, superordinate and a general word. Collocation covers lexical items which co-occur with each other in the language.

They mention that cohesive devices create cohesion between different parts of the texts; therefore, different cohesive devices as mentioned above such as reference, ellipsis, and substitution produce cohesion especially grammatical one. Conjunction can also be used in grammatical and lexical cohesion.

2.2 Norms in Translation

Gideon Toury introduced norms in Translation Studies in 1970s. So, norms refer to sociocultural constraints on human behavior, i.e., common values and ideas on how to operate, think and translate in a certain society and context. Merlaerts (Cited in Pym et al. 2008, p. 91). Munday (2001, p. 118) states that "Toury's concept of norms is focused mainly on their function as a descriptive category to identify translation patterns. However, even such supposedly non-prescriptive norms attract approval or disapproval within society." Chesterman (1997) argues that norms employ prescriptive pressure in a society and offers other norms namely (a) product or expectancy norms, (b) process or professional norms.

1. Professional norms refer to the readership expectation, i.e., how a translation should be like. Many factors strongly influence on these norms such as predominant translation method in the target culture, and economic and ideological issues. He also asserts that sometimes a critic or publisher validate certain norms in a society, that is a translation should meet TL standards.

2. Process norms. He mentions that these norms identify translation process. (Chesterman 1997) identifies three types of process norms: (a) accountability norms relating to the ethical issues in translation process, (b) communication norms governing social issues in translation, and finally (c) relation norms are linguistic issues between ST and TT.

In the case of cohesion, lexical and grammatical relations connect sentences and language stretches to each other (Baker, 1999). Here are some studies considering cohesion and cohesive devices. Vahid dastjerdi and Taghizadeh (2006) studied cohesive devices in Sa'di's Gulistan and compared them with their English counterparts. They concluded that there is no one- to-one correspondence between cohesive devices in English and Persian. Pirmoradian and Vahid dastjerdi (2014) have done another research and compared cohesive devices in an English text and its Persian translation. Their study showed that because of structural differences of English and Persian, there is not relationship between them in applying cohesive devices. Bystrova -McIntyre (2012) studied cohesive devices mainly reference and conjunctions and other textual features in three types of texts such literary, scientific and newspapers corpus producing by the following three methods; (a) texts written in English, (b) texts translated into English from Russia by human translators and (c) texts translated into English from Russia by machine translation to illuminate the use of cohesive devices and other textual features in these texts. He stated that seven cohesive features were employed to describe genre characteristics. These features are as follows:

Third-person pronominal cohesive devices, possessive pronouns, demonstrative pronouns, definite articles, comparative cohesive devices, reference cohesive devices, and conjunction cohesive devices. The results of the study indicated that literary texts are highly dependent on the use of 3rd person pronominal devices, they had more than twice as many devices as newspaper texts, regardless of the method of text production. Therefore, non-translated texts differ from the other two types of texts based on the number of variables; moreover, texts produced by machine and human translations differ from each other in the parameter numbers. Fallah and Rahimpour (2016) considered cohesive devices in translation from English into Persian. They conducted a study on the readability levels of English scientific texts translated into Persian. They distributed these texts to three groups of students including those who studied translation course in their bachelor and master degrees, those who studied a field of science in their bachelor and translation in their master degrees, and finally those who studied a field of science in both their bachelor and master course to translate them taking cohesive devices and cohesion into account. The results of the study showed that there wasn't significant difference between these three groups in using cohesive devices. Regarding cohesive devices, Ja'fari (2012) also conducted a research to identify use of cohesive devices by EFL students in a piece of writing and also to find the relationship between the frequency and types of cohesive devices and composition quality. To reach the goal of the study, he selected 75 undergraduate EFL students at random from different university in Iran. Then, he analyzed their writing composition. The findings indicated that the students used various cohesive devices in their compositions which reference devices had the highest percentage of use and there was a significant and positive relationship between the number of cohesive devices and their quality of writing. Wu (2014)
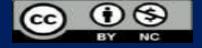
investigated shifts in cohesive devices from English into Chinese. He selected several English texts and their translation into chinses to identify the shifts in cohesive devices during translation process from English into Chinses. He concluded that about "English and Chinese, some cohesive devices might be less used in one language or even be avoided, while they are more frequently used in the other language. The reasons lie in that English and Chinese belong to different language systems" (p.1663). Thus, it is important for translators to be aware of cohesive devices to achieve coherence in English and Chinese translations

3. Methodology

This descriptive study aimed at identifying the most frequent translational norms in translating cohesive devices from English to Persian. To accomplish the purpose of the study, the researchers chose an original English text translated into Persian, then, we studied three chapters of it randomly and identified all instances of cohesive devices. Next, these cohesive devices were compared with their Persian equivalents to reveal those translational strategies employed by the Persian translators. After that, we calculated the frequencies and percentage of each cohesive device in the original corpus, also their percentage in the Persian translation. Finally, the study carried out the percentage of the most frequent translation strategies for each cohesive device separately. This data analysis process was done using Baker's framework for norms. The following English text and its Persian versions were the corpus of the study:

Original text analyzed in this research:
Orwell, G. (2005). *Animal Farm*. Longman fiction.
Translated texts analyzed in this research:

Hosseini, S. and Nabizadeh, M. (Trans). (2007). Animal Farm. Doostan Publication:Tehran.

Baluch, H. (trans.). (2008). Animal Farm. Majid Publication:Tehran

Amirshahi, A. (trans.). (2010). Animal Farm. Jami: Tehran.

This research was trying to identify the most frequent norms in the translation of English cohesive devices to Persian in 2000 decades. To fulfill this aim, three chapters of the above-mentioned book were selected at random and studied from beginning to the end sentences-by-sentence and all cases of cohesive devices were underlined in the English text. Next, we compared them with their Persian versions. In the end, the study calculated percentage of translation strategies employed by the Persian translators for each cohesive device, and these strategies were compared with each other to find the most frequent translational norms in 2000 decades.

4. Analysis and Discussion

To reach the goal of the study, and follow some steps to provide answer for the research question, descriptive findings of the data presented in tables and figures as follows:

Table 1: Frequencies of the Cohesive Devices in the Original Corpus

	Reference	Ellipsis	substitution	conjunction	reiteration	Collocation
Chapter 1	135	10	6	186	43	21
Chapter 3	118	16	3	100	25	3
Chapter 4	171	3	3	145	38	9
Total	424	18	12	431	106	33

As table 1 shows 'reference' and 'conjunction' have the highest frequencies in the original corpus.

Table 2: Percentage of the Translational Strategies of Cohesive Devices in the Translated Corpus

Translation Strategies	Equivalent			skram noitautcnuP			noissimO			refsnarT		
Cohesive Devices	T₁	T₂	T₃	T₁	T₂	T₃	T₁	T₂	T₃	T₁	T₂	T₃
Reference										%32	%43	%34
sispille	%33	%88	%50				%66	%11	%50			
noitutitsbus	%75	%72	%73				%25	%27	%36			
Conjunction	%79	%76	%76	%2	%4	%3	%18	%19	%19			
noitaretier	%100	%100	%100									
noitacolloc	%100	100	%100									

As table 2 indicates regarding 'reference' translators transfer it in most cases into Persian. In connection with ellipsis in most cases Persian translators translated them into their Persian versions and this had regularity in the three translations. As for substitutions again Persian translators rendered them into their Persian equivalents. So, equivalents had the highest percent, i.e. 75%. In connection with conjunction translators tried to employ their Persian counterparts instead of using other strategies. This may be because the Persian translators wanted to keep the style of the original text in their translations or maybe they wanted to produce communicative translation and they attempted to clarify the meaning for the Persian readership. In the case of reiteration and collocation, Persian translators kept and conveyed them on all cases into their translation. Thus, translating cohesive devices into their Persian equivalent is the most common strategy and has regularity in these three translations. So, tentatively we can say that it is a norm for Persian translators to translate them into their Persian counterparts in most cases. Considering what we stated before, and regarding the purpose of the present study,

and also different practical works that researchers conducted on cohesive devices in different languages, this study stated that depending on the readership and standards of Persian language, translators preferred to keep and convey the English cohesive devices into Persian language. Thus, one important point which all previous studies on cohesive devices put emphasis on was that translators should be aware of cohesive devices in both source language and target language that this can help them to produce coherent and comprehensible translations. Here, in this study, Persian translators applied equivalent strategies in most cases this is indicative of translator's tendency to preserving originality of the source text. The literature also states that cohesive devices are elements which show meaning relationships between sentences and clauses, and translators should be aware of them and be able to recognize them during translating process. The results of this study also supports that of other studies especially the one conducted by Fallah & Rahimpour (2016) who stated that translators should be trained to identify cohesive devices and cohesion in the texts; moreover, this research can be in agreement with Wu (2014)'s study who mentions that translators should be cognizant of cohesive devices in order to achieve coherence in both source and target language. Wu (2014) also emphasizes that depending on the similarities and difference between the two languages, cohesive devices may be used with less frequency in one language, or may be avoided and many be used with high frequency in other language, i.e., if the two language belong to the same language system, translators can use them with high frequency during translation process, but if they the SL and TL belong to different language system, they can use cohesive devices less in one language or can avoid them, whereas they can apply cohesive devices with more frequency in the other language such as English and Chinese because these two languages belong to different language system.

Figure 1. Percentages of the Most Frequent Translation Strategy (equivalent) for each Cohesive Device by Three Translators
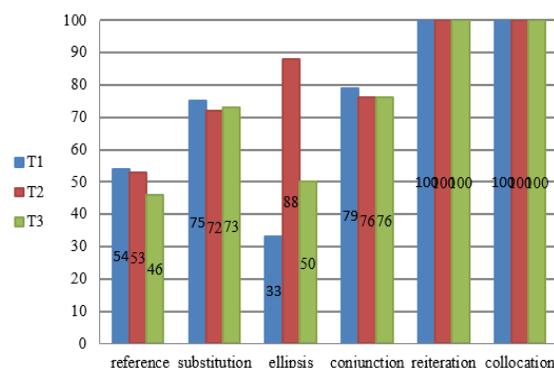
Based on the above figure, it is crystal clear that these three translators (T_1, T_2, T_3) translated 54%, 75%, 88%, 79%, 100%, and 100% of 'reference, substitution, ellipsis, conjunctions, reiteration and collocations respectively into their Persian equivalents. Thus, these are considerable evidence for the similarity between English and Persian in connection with cohesive devices. The analysis

5. Conclusion

The research aimed at identifying the most frequent norms in the translation of cohesive devices from English to Persian in 2000 decades. To achieve the goal of the study, this study compared an original English text with its three translations. Data analysis indicated that in most cases Persian translators tried to translate cohesive devices into their Persian versions. And preserved them in the Persian translations. The findings of the research show the correspondence between these two languages on cohesive devices. So, as a significant evidence translators can transfer cohesive devices into Persian language in most cases.

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Appendix 1: Data related to the cohesive devices in the original corpus and their translated versions

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