Problems in Translating Figures of Speech: A Review of Persian Translations of Harry Potter Series

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ABSTRACT

Due to the important role of figures of speech in prose, the present research tried to investigate the figures of speech in the novel, *Harry Potter Series*, and their Persian translations. The main goal of this research was to investigate the translators' problems in translating figures of speech from English into Persian. To achieve this goal, the collected data were analyzed and compared with their Persian equivalents. Then, the theories of Newmark (1988 & 2001), Larson (1998), and Nolan (2005) were used in order to find the applied strategies for rendering the figures of speech by the translators. After identifying the applied translation strategies, the descriptive and inferential analyses were applied to answer the research question and test its related hypothesis. The results confirmed that the most common pitfalls in translating figures of speech from English into Persian based on Nolan (2005) were, not identifying of figures of speech, their related meanings and translating them literally. Overall, the research findings rejected the null hypothesis. The findings of present research can be useful for translators, especially beginners. They can be aware of the existing problems in translating figures of speech, so they can avoid committing the same mistakes in their works.

1. Introduction

A figure of speech is a deliberate divergence from literal language to a figurative language (Britannica, 2013). Moreover, Arp and Johnson (2012) said, "A figure of speech is any way of saying something other than the ordinary way" (p. 73). According to Elder (2004), "Authors use figures of speech to paint vivid pictures in the reader's mind or to achieve some other specific effect (such as emphasis or humor)" (p. 292).

1.1. Theoretical Framework

This research is based on Newmark, Larson, and Nolan theories. Although, there are some similarities between them, but they did not pay attention to all figures of speech separately. They believed that the translator could not use literal translation for translating figures of speech. Based on Nolan (2005), for translating figures of speech into other languages, the translators should be able to identify them in the source texts at first and then to render them use appropriate equivalents in the target texts. The translators should not use literal translation to translate figures of speech. Meanwhile, Larson (1998) stated, translation of figures of speech literally, lead to a translation that is uncertain, meaningless, and artificial.

According to Newmark (1988), languages use sounds and metaphors to create a pleased expressions and meanings. Sometimes translation of sounds effects is impossible. The translator has to use the related lexical units in the target text (TT), and sometimes he has to use compensation. Moreover, he suggested that the translator could use reproducing or compensating for the used sound effects in the prose.

As Newmark (1988) stated, the translator should correct the mistakes that occur obviously in the source text (ST) by the author, except if the mistake is very clear and consider as a slip, the translator should maintain an annotation in the TT to clarify the errors and the intention of modifications. Newmark (2001) also said that the translator should improve and rearrange them in the TT, if the ST is related to the actualities or it is faulty.

Larson (1998) believed that the translator finds figures of speech are demanding, when he tries to construct an appropriate idiomatic translation. Using literal translation in some situation which the used comparison in the ST does not have a corresponding figure of speech in the TT, will lead to miscomprehending so the translator has to use adjustment.

According to Larson (1998), the translator for translating figurative senses and figures of speech must usually use adjustment. He may use a nonfigurative corresponding or the other figures of speech to convey the same meaning into the target language (TL). He cannot omit all figurative usage in the translation. Sometimes, a nonfigurative expression can render into the TT by a figurative expression. Therefore, the translator has an important duty to realize an appropriate equivalent that conveys the same meaning of ST for target readers. So to do this, he has to use a different form to render the meaning accurately and naturally.

As Nolan (2005) stated, the translator should be able to identify the figures of speech in the source language (SL) and knows that a figure of speech in the ST can be translated by a different figure of speech in the TT. Nolan (2005) said, "The most common pitfall to be avoided is not recognizing figurative or idiomatic language and translating it literally" (p. 67). Therefore, based on Nolan (2005) the important thing in translating figures of speech is identifying them in the ST. The translator should be vigilant in identifying and comprehending the figures of speech in the ST.

1.2. Statement of the Problem

Since the authors use figures of speech a lot in the children literature to add aesthetic aspect to these works and on the other hand, *Harry Potter series* are written for children and the author of this book used many figures of speech in it, thus figures of speech have an important role in this field. Figurative language plays an important role in poetry, but it has more important role in

prose. Increasing clarity, force, and beauty in a text is an important purpose of figures of speech (Tajalli, 2007). Therefore, as Nolan (2005) mentioned, translator should be able to identify the figures of speech in SL and know that a figure of speech in the ST can be translated by a different figure of speech in the TT. If the translators could not recognize figures of speech and their meaning, then they would not render the meaning into the TL, so it can cause confusion (Nolan, 2005). On the other hand, if the figures of speech translate literally, figurative sense will be lost.

Therefore, translation of figures of speech has an important role in understanding the original text. Thus, when the translators could not recognize the figures of speech and analyze them, they have a problem in rendering them into Persian. Therefore, this study attempts to investigate how translators deal with figures of speech and translate them into Persian. It also attempts to investigate the strategies applied by Persian translators to translate figures of speech in *Harry Potter Series* from English into Persian, based on Larson, Newmark, and Nolan's theories. Regarding the research objectives, this study tries to answer to the following question:

 Q. What are the most frequent problems in translation of figures of speech from English into Persian?

2. Literature Review

Based on Britannica (2013), figures of speech divided into five groups in European language. In this research, figures of speech were used only based on this classification:

1. Figures of resemblances or relationship such as; simile, metaphor, personification, metonymy, synecdoche, and so on,

2. Figures of emphasis or understatement such as; hyperbole, oxymoron, rhetorical question, and so on,

3. Figures of sound such as; onomatopoeia, alliteration, repetition, and anaphora,

4. Verbal games and gymnastics such as; pun and anagram,

5. Errors, like malapropism, periphrasis, and spoonerism.

- **Simile and Metaphor**

As stated in Britannica (2013), similes that are commonly used in language usually compare two things that exist in the natural world and we are acquainted, e.g. 'He eats like a bird.' Based on Newmark (2001), the important problem in translating simile is related to the culture. As he mentioned, target reader needs to be acquainted the simile, figurative image and comparison like the reader of the SL. Therefore, the translator to achieve this should use adjustment.

As Nolan (2005) defined, metaphor is representing the similarities among words by replacing one word instead of the other. Comprehending of metaphors and similes are sometimes impossible. Using the literal translation for rendering the meaning into the TL may lead to misapprehension. Translating metaphor or simile literally, may usually convey an inappropriate and sometimes equivocal meaning into the receptor language. This kind of translation usually is full of meaningless. To be assure that the used literal translation convey the appropriate meaning into the TL, many source readers should read the translated text (Larson, 1998).

- **Personification**

Personification is used to attribute the person characteristics to things or conceptual concepts such as; the sea was angry or the sun smiled. This figure of speech do not use in all languages, so it should be translated by an appropriate equivalent in the TL. For rendering personification into the TL, the translator can use two procedures, he may retain the

figurative sense in the TL, and sometimes he use nonfigurative meaning in the TL (Larson, 1998).

- **Metonymy**

Based on Larson (1998), metonymy is to use figurative meaning of words because of associative relationship. Although metonymy exists in most of the languages, but there is not the exact equivalent among the languages. If the translator uses literal translation to translate metonymy, figurative meaning, and associative relations would be eliminated. In most languages, translating figurative senses literally are probably inappropriate.

He suggested three procedures for translating metonymy. At first, the translator can translate the figurative words by nonfigurative words. For example, "The kettle is boiling." can translate "The water is boiling." The second procedure is to use the original word with the additional sense. For example, "Moses is read every day in the Jewish synagogues." can translate "The law written by Moses is read in the Jewish synagogues." The third procedure is to translate figurative meaning by the same figurative meaning in the TL. In addition to these procedures, sometimes the ST has entirely lacking a figurative language, but the best way to convey the meaning is to use the figurative language in the TT.

- **Synecdoche**

Synecdoche is to replace part of something instead of the whole. According to Britannica (2013), synecdoche is nearly related to metonymy. In addition, Arp and Johnson (2012) said that these two figures of speech are similar in some characteristics because they "both substitute some significant detail or aspect of an experience for the experience itself" (p. 79). Therefore, as Larson (1998) stated, the three suggested procedures for translating metonymy that

was mentioned before, could apply for translating synecdoche.

- **Hyperbole**

"The figure of speech, or trope, called hyperbole is bold overstatement, or the extravagant exaggeration of fact or of possibility. It may be used either for serious or ironic or comic effect" (Abrams & Harpham, 2009, p. 149). Meanwhile, Based on Britannica (2013), the used overstatement will be ridiculous, if hyperbole cannot produce an appropriate exaggerated effect. According to Larson (1998), if the literal translation uses to translate hyperbole into the TL, the intentional exaggeration in the SL may be seemed falsity. The translator should be assured that the appropriate effect and the proper meaning are conveyed into the TL.

- **Rhetorical Question**

Rhetorical question is a type of skewing that appears when grammatical forms are used to show a question but the aim of the speaker is to produce a sentence or an order. Rhetorical questions are not used in all languages, so the translator should analyze the primary question and recognize that whether it is a real question or rhetorical question. Translation of real question is easy, but for translating rhetorical question, the translator should recognize the meaning and the purpose of the speaker and then produce an appropriate corresponding to convey the similar purpose in the receptor languages.

When the translator discovers the meaning of the question, then he should decide whether the proper meaning is produced or not. Sometimes a rhetorical question in the SL can substitute by a proper rhetorical question in the TL, so to do this the translator should use different forms in the TL, because there is not the similar form in the two languages. He should use the natural forms in the TL. In sum, if the

translator could recognize the functions of rhetorical questions, he does not need to translate them into the TL literally (Larson, 1998).

- **Oxymoron**

Nolan (2005) defined oxymoron as "A contradiction in terms" (p. 72). This figure of speech is used in poem and prose frequently. There are similarities between them and the other figure of speech like paradox and antithesis. If a paradox shortens into two words, it would be called oxymoron. As an example, William Shakespeare in Romeo and Juliet said "Why, then, o brawling love! O loving hate" (Britannica, 2013).

- **Figures of Sounds**

Languages by applying sounds and metaphorical expressions construct a pleased utterance and meaning. The sounds effects like alliteration, repetition, and onomatopoeia have important roles in different contexts. Translation of sounds effects is sometimes impossible. The translator has to use the related lexical units in the TT, and sometimes he has to use compensation (Newmark, 1988).

- **Errors**

According to Newmark (1988), any kinds of slip that exist in the ST, should be correct by the translator and without need to any note in the TT. Moreover, the translator should correct the mistakes that occur obviously in the ST by the author, except if the mistake is very clear and consider as a slip, the translator should maintain an annotation in the TT to clarify the errors and the intention of modifications. Newmark (2001) also believed that errors should be justified. The translator should improve and rearrange them in the TT, if the ST is related to the actualities or it is faulty.

3. Methodology

A correlational, descriptive, non-experimental quantitative design was used for this study. To perform this study, figures of speech were selected as a subject matter, i.e., to identify and analyze the figures of speech, the *Harry Potter series* and their Persian translations were selected as the sources of the subject. This series was chosen because it was full of figures of speech. On the other hand, based on Britannica (2013), "the series sparked great enthusiasm among children and was credited with generating a new interest in reading". Moreover, to carry out this study, the first 100 pages of each book were selected.

3.1. Materials

Harry Potter Series and their Persian translations were the materials that used in this research. This series wrote by Joanne Kathleen Rowling. It includes seven books such as *Harry Potter and the Philosopher's Stone* (1998), *Harry Potter and the Chamber of Secrets* (1999), *Harry Potter and the Prisoner of Azkaban* (1999), *Harry Potter and the Goblet of Fire* (2000), *Harry Potter and the Order of Phoenix* (2003), *Harry Potter and the Half-Blood Prince* (2005), and *Harry Potter and the Deathly Hallow* (2007). Moreover, the Persian translations were those that translated by Eslamieh (2000, 2003, 2005, & 2007), and Eshragh (2003, 2005, & 2007). In addition, since Eslamieh did not translate the first book of Harry Potter series, only six books of this series were used in the present study.

3.2. Procedure of the Study

In order to achieve the research objectives, several steps were taken; first, to extract figures of speech and their Persian corresponding, read the selected parts of *Harry Potter Series* and their Persian translations were selected. After collecting figures of speech, they were compared with their Persian equivalents to find out the translators' problems in translating figures

of speech into Persian. Next, to analyze the collected data, the theories of Newmark, Larson, and Nolan were applied. They believed that the translator could not use literal translation for translating figures of speech, so they proposed different strategies to translate figures of speech into TL. Therefore, these theories were used in order to find which strategies had been applied by Persian translators to translate figures of speech from English into Persian. The proposed strategies are shown in Table 1:

Table 1: Translation strategies for translating figures of speech

Larson	Newmark	Nolan
Adjustment	Substitution	Using other figures of speech
Non-Figurative expression	Compensation	Non-Figurative expression
Using other figures of speech	Justification	Retention
Retaining the figurative image	Modification	
Replacing with the same figure	Adjustment	
	Using other figures	
	Omission	

After comparing and analyzing the figures of speech and their Persian corresponding and identifying the applied strategies for translating figures of speech by two Persian translators, the frequency of used strategies was counted. Finally, descriptive and inferential analyzes were applied to answer the research question and test its related hypothesis.

4. Results and Discussion

Figures of speech and their Persian corresponding were analyzed based on the theories of Newmark (1988 & 2001), Larson (1998), and Nolan (2005). The results are shown in the following tables.

Based on Table 2, it could be concluded that in both translations, the literal and wrong equivalents were the most frequently used strategies for rendering the figures of speech into the TL. In sum, the most frequently applied strategies by the translator of TT1 (Eslamieh) were literal translation and wrong equivalents with the frequency of 60 (22.1%) and 59 (21.7%)

respectively. On the other hand, the most frequently applied strategies by the translator of TT2 (Eshragh) were wrong equivalents and literal translation with the frequency of 89 (32.7%) and 68 (25%) respectively.

Table 2: Frequency of applied strategies for translating figures of speech

		Translator		Total
		Eslamieh	Eshragh	
Strategy	Literal	60	68	128
	Replacement	55	24	79
	Retaining	40	21	61
	Non-Figurative	30	27	57
	Omission	5	20	25
	Other	59	89	148
	Adjustment	2	1	3
	Justification	0	2	2
	Modification	0	6	6
	Compensation	11	6	17
	Substitution	5	6	11
	Use the other figure	0	1	1
	Change metaphor to sense	5	1	6
Total		272	272	544

To compute the frequency of problems in translation of figures of speech from English into Persian, the chi-square test was applied. Based on Table 3, the expected frequency in TT1 (those texts that translated by Eslamieh) was 27.2%.

Table 3: Chi-square test in TT1

	Strategy
Chi-Square	198.809[a]
df	9
Asymp. Sig.	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 27.2.

To compute the frequency of problems in translation of figures of speech from English into Persian, the chi-square test was applied. Based on Table 4, the expected frequency in TT2 (those texts that translated by Eshragh) was 20.9%.

Table 4: Chi-square test in TT2

	Strategy
Chi-Square	435.640[a]
df	12
Asymp. Sig.	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 20.9.

The results confirm that the most common pitfalls in translating figures of

speech from English into Persian based on Nolan (2005) are, not identifying of figures of speech, their related meanings and translating them literally. Therefore, as the results indicate, the null hypothesis was rejected.

As mentioned above, due to the important role of figures of speech in literature, and based on Nolan (2005), the important duty of the translator is recognizing figures of speech in the ST, and then rendering and retaining the figurative sense of figures of speech in the TT. He believed that the most common problem that the translators are faced with is, not identifying the SL figures of speech and using the literal translation in the TL. Meanwhile, based on Larson (1998), using literal translation for rendering the figures of speech into the TL lead to uncertain and meaningless corresponding. Therefore, translation of figures of speech has an important role in understanding the original text. Thus, based on these theories and the research findings, as the most frequently applied strategies by the two Persian translators were the literal translation and using wrong and irrelevant equivalents, the most common problems that the two Persian translators were faced with are, not recognizing the figures of speech and their related meanings. Therefore, it is in line with the Nolan's theory, that the important problem in translating figures of speech is, not identifying them in the ST.

As indicated in the results, the most frequently applied strategies by translators for translating simile in *Harry Potter Series* was literal translation and wrong equivalents. Based on Newmark (2001), the most important problem in translating simile from English into Persian that the two Persian translators were faced with is related to culture. Based on Newmark, it seems that the two Persian translators were not acquainted with the simile, figurative image, and comparison of the SL.

Moreover, the results indicate that based on Larson (1998), the most common problem in translating metaphor in *Harry Potter Series* that the two translators were faced with, comprehended of metaphors. Based on Larson, the two Persian translators were not familiar with the used image, topic, and point of similarity in the metaphorical concept. In fact, this problem is due to comprehending of point of similarity differ among different cultures. Based on Larson, the literal translation cannot convey the appropriate meaning into the TL. As results show, the translators had difficulty in identifying and comprehending of metaphor in the *Harry Potter Series*.

In addition, in translation of personification, the most frequently applied strategies by Eslamieh was 'retaining', however the frequency of literal translation and wrong equivalents are significant. On the other hand, the most common applied strategies by Eshragh were wrong equivalents. Based on Larson (1998), the translator for translating personification should use retaining and non-figurative meaning in the TL. Based on this theory, Eslamieh was approximately successful in retaining the figurative sense of personification in the TL. However, the applied strategies by Eshragh in translating personification from English into Persian clash with Larson's theory.

Based on the results, in translation of metonymy, Eslamieh applied non-figurative and retaining strategies. On the other hand, Eshragh used literal translation for half of them. However, based on Larson (1998), figurative meaning, and associative relations would be eliminated by using literal translation. Therefore, translating figurative senses literally are probably inappropriate.

As the results show, Eslamieh used non-figurative equivalents for rendering the SL synecdoche into TL. However, Eshragh was not successful in rendering the figurative sense of synecdoche into the TL. Based on Larson (1998), if the synecdoche translates literally, figurative sense and associative relation will be lost.

As showed in the results, the two translators used literal translation and wrong equivalents for rendering the hyperbole into the TL. As Larson (1998) mentioned, the intentional exaggeration in the SL may be falsified by using literal translation. Based on the results, the translators were not successful in conveying the intentional effects into the TL.

Besides, in translation of rhetorical questions, the most frequently applied strategy used by Eslamieh was replacement. Based on Larson (1998), it seems that she approximately has recognized the meaning and the purpose of the author and then produced an appropriate corresponding to convey the similar purpose in the receptor language. However, Eshragh used literal translation for translating rhetorical questions. Therefore, based on Larson, Eshragh did not recognize the functions of rhetorical questions, and could not produce an appropriate corresponding to convey the similar purpose in the TL.

The results show that, in translation of oxymoron, Eslamieh used literal translation and wrong equivalents for some cases. Moreover, Eshragh used retaining and non-figurative equivalents for most of the oxymoron, but few cases were translated by literal translation.

Further, as results show, non-figurative equivalents were used by Eslamieh as a most frequently applied strategies for translating alliteration. It is in line with the theory of Newmark (1988) that believed the translator has to use the related lexical unit in the TT for translating alliteration. On the other hand, Eshragh used wrong and irrelevant equivalents for rendering the sounds effects of alliteration into Persian. Therefore, the aesthetic sense of alliteration has been lost in TT.

Due to the results, the most frequently applied strategy by Eshragh for translating repetition is omission, but Eslamieh used substitution for translating most of the repetition. Based on Newmark (2001), the repeated word should be frequently used in the TT, and sometimes it can be substituted. However, Eslamieh as well as Eshragh was not successful in translating repetition, because she frequently used substitution, and it clashes with Newmark's theory that the translator should frequently use the repeated words in the TL.

Moreover, the most frequently applied strategy for translating onomatopoeia, based on the results was replacement. Moreover, the other was translated by wrong or non-figurative equivalents. As Newmark (1988) stated, translating verbs of movement and actions are not difficult, unless the TL lacks those words. Based on this theory, although the Persian language is rich in sounds effects, but the SL onomatopoeic words were not translated by proper equivalents in the TL. Eshragh used omission, wrong equivalents, and non-figurative equivalents for most of the onomatopoeic words. Therefore, the figurative sense of onomatopoeic words has been lost in the TT.

As indicated in the results, Eslamieh used literal translation and wrong equivalents for all of errors. Although, based on Newmark (1988), any kinds of slip that exist in the ST, should be modified or justified. On the other hand, Eshragh used justification and modification only for half of errors, and the other was translated

wrongly. Therefore, based on the results, the two translators were not successful in rendering the errors into the TL.

Furthermore, it is worth mentioning that, the findings indicate that the two translators used wrong and irrelevant equivalents in some cases that did not proposed by Newmark (1988 & 2001), Larson (1998), and Nolan (2005). These were considered as 'other' and were the most frequently used ones in translating figures of speech by Eshragh, and were the most frequently used ones in translating figures of speech by Eslamieh after literal translation. It indicates that the two translators were not successful in using appropriate translation strategies for translating figures of speech from English into Persian.

5. Conclusion

The present research investigated the translation of figures of speech in the novel *Harry Potter Series* with their Persian corresponding to find out which strategies were used by the translators and to show which problems, the translators were faced.

The results indicated that the translators applied literal and wrong or irrelevant equivalents for translating figures of speech much more than the other strategies proposed by Newmark (1988 & 2001), Larson (1998), and Nolan (2005). It could be concluded that the translators have not recognized the figures of speech and their related meanings.

The findings of this study support those results that obtained by Rastad (2010) and Alshammari (2016). Rastad (2010) concluded that the literal translation (reproducing the image in the TL) was the most frequently used strategy in translating metaphor from Persian into English. Moreover, based on Alshammari (2016), the literal translation was the prominent strategy applied by the translators in translating simile from English into Arabic.

The findings of the present research can be useful for teachers, translators, students, especially those engaged in translation of figures of speech. Teachers can use the appropriate strategies in their translation classes, in order to enhance their students' comprehension of figures of speech. The students should be taught to use appropriate translation strategies through their translations from English into Persian.

The present research can be useful for translators, especially beginners. They can be aware of the existing problems in translating figures of speech, so they can avoid committing the same mistakes in their works. The findings of the present study can also be useful for syllabus designers. They can design syllabuses, in which students find the opportunity to practice dealing with translation problems in translating figures of speech.

Appendix: Data

In order to highlight the figures of speech in *Harry Potter Series* and their related Persian translations, some examples are presented.

Name of Book   Abbreviation
Harry Potter and the Chamber of Secrets HP2
Harry Potter and the Prisoner of Azkaban HP3
Harry Potter and the Goblet of Fire HP4
Harry Potter and the Order of Phoenix HP5
Harry Potter and the Half-Blood Prince HP6
Harry Potter and the Deathly Hallow HP7

Simile

1. Uncle Vernon sat back down, <u>breathing like a winded rhinoceros</u> (HP2, p. 3)

مثل یک کرگدن خسته نفس می کشید (اسلامیه، ص ۷)

مثل یک کرگدن نفس می کشید (اشراق، ص ۷)

Here, the simile consists of topic "Uncle Vernon", image "a winded rhinoceros", and point of similarity "being angry". The translators have ignored the cultural point, so the two TTs clash with the Persian language.

2. In a voice as oily as his hair (HP2, p. 51)

با حالت چاپلوسانه ای گفت (اسلامیه، ص 61)

با صدایی به چربی مویش (اشراق، ص 60)

Here, the simile includes topic "voice of person", image "oily hair", and point of similarity "being greasy". In TT2, the translator has replaced the SL metaphorical concept by a literal equivalent. However, the translator of TT1 has used the acceptable image, which does not clash with the Persian language.

3. Uncle Vernon was deflating like an old tire (HP5, p. 41)

عمو ورنون مثل یک لاستیک کهنه بادش خالی شد (اسلامیه، ص 60)

باد شوهر خاله مثل لاستیک کهنه در رفت (اشراق، ص 60)

Here, the simile includes the topic "Uncle Vernon", the image "an old tire", and the point of similarity "to make someone or something consider less important". The translators have ignored the figurative sense meant by the SL author.

Metaphor

4. A large beefy man (HP3, p. 16)

مردی قوی هیکلی بود (اسلامیه، ص 25)

مردی گوشتالو (اشراق، ص 20)

It is a cliché metaphor. It "describes someone who looks strong, heavy, and powerful" (Cambridge, 2008). Therefore, TT1 has replaced the same image in the TL, but TT2 has translated literally.

5. Your sister was a bad egg (HP3, p. 28)

خواهرت ناهل از آب دراومد (اسلامیه، ص 38)

خواهرت تخم فاسد بود (اشراق، ص 34)

It is a cliché metaphor. Based on Haim (2006), it should be translated in Persian as "آدم پست و متقلب". In TT1, the SL metaphorical concept has not been replaced by an appropriate equivalent. The SL metaphorical concept has been translated literally in TT2.

6. You look dead on your feet (HP3, p. 44)

رنگت خیلی پریده (اسلامیه، ص 58)

به نظر خیلی گرسنه می آیی (اشراق، ص 52)

It is a dead metaphor. It means extremely tired (Hornby, 2004, p. 320). Therefore, the translators have transferred the wrong meaning in TL.

Personification

7. Lines of lampposts, mailboxes, and trash cans jumped out of its way as it approached and back into position once it had passed (HP3, p. 36)

تیرهای چراغ برق، صندوق های پستی و سطل های آشغال از جلوی اتوبوس کنار می پریدند و بعد از گذشتن آن سر جایشان بر می گشتند (اسلامیه، ص 49)   retaining

تیرهای چراغ برق، صندوق های پست و سطل های آشغال با نزدیک شدن آن خود را عقب می کشیدند، و بعد به جای خود باز می گشتند (اشراق، ص 44)   retaining

8. Buildings and benches squeezing themselves out of the Knight Bus's way (HP3, p. 41)

ساختمان ها و نیمکت هایی که خود را از جلوی اتوبوس کنار می کشیدند (اسلامیه، ص 56)

ساختمان های بلند و کوتاه سر راهش همه از ترس خود را کنار می کشیدند (اشراق، ص49)

Based on MacMillan (2010), squeeze means, "to move through an area or object". Therefore, TT1 has rendered the correct meaning, but TT2 has wrongly translated.

Metonymy

9. To bring the kettle back to the boil (HP4, p. 89)

تا آب کتری دوباره جوش بیاید (اسلامیه، ص 106)

تا کتری زودتر جوش بیاید (اشراق، ص 119)

The word "kettle" was substituted for water. Therefore, the translator has used the original word with the additional sense for rendering the SL meaning in TT1. The metaphorical concept has been literally translated in TT2.

10. Harry asked the room at large, (HP6, p. 100)

هری سوالش را برای همه ی افراد حاضر در آشپزخانه مطرح کرده بود (اسلامیه، ص 135)

هری در این حال از حاضران در آشپزخانه پرسید: (اشراق، ص 113)

Here, the word "room" was used in a figurative way to represent the people who are in the kitchen. The Persian translators have used the non-figurative expression.

Synecdoche

11. under this roof (HP2, p. 2)

توی این خونه (اسلامیه، ص 7)

زیر این سقف (اشراق، ص 7)

The word "roof" was used in a figurative way to refer to the house, which is a part of it. The translator has used a non-figurative expression to render the SL meaning in TT1; however, a literal translation was used in TT2.

12. It all comes down to blood, (HP3, p. 28)

همه اش مربوط به اصل و نسبه (اسلامیه، ص 38)

همه چیز مربوط به خون است (اشراق، ص 34)

The word "blood" is substituted for somebody's family origins. The translator of TT1 has used a nonfigurative word for rendering the meaning in the TL, but TT2 has translated literally.

Hyperbole

13. Dudley gasped and fell off his chair with a crash <u>that shook the whole kitchen</u> (HP2, p. 2)

نفس دادلی در سینه حبس شد و با صدای مهیبی <u>که خانه را به لرزه درآورد</u> بر روی زمین افتاد (اسلامیه، ص 6)

دادلی نفس بلندی کشید و از روی صندلی افتاد، <u>آشپزخانه به لرزه درآمد</u> (اشراق، ص 6)

The two translators have replaced the same SL metaphorical image in the TL.

14. Barely ten inches high, (HP4, p. 60)

قد آن به یک وجب نمی رسید (اسلامیه، ص 71)

بیشتر از ده اینچ نبود (اشراق، ص 83)

In TT1, the translator has replaced the SL metaphorical image by the same metaphorical concept in the TL. On the contrary, the translator of TT2 has used a literal translation and ignored the SL figurative image.

Rhetorical Question

15. Are you planning to eat or sleep at all this year? (HP3, p. 57)

این طوری که امسال خواب و خوراک نداری (اسلامیه، ص 75)

یعنی امسال تصمیم داری بخوری و بخوابی، ها؟ (اشراق، ص 67)

The interrogative form was used as a way of expressing concern about the free time. The meaning is "I am concerned about how you will have free time to rest."

16. Where are your manners? (Hp4, p. 13)

ادبت کجا رفته؟ (اسلامیه، ص 21) (اشراق، ص 24)

This kind of rhetorical question is used to admonish someone. Based on Larson (1998), if the rhetorical question used in the TL and render the correct meaning, the translator can use it. Therefore, the two translators have considered it as a question because the correct meaning is conveyed.

Oxymoron

17. A painful smile (HP3, p. 24)

لبخند تلخی (اسلامیه، ص 34)   retaining

لبخندی پر درد (اشراق، ص29)   literal

18. It's certainly an <u>open secret</u> that Potter has had a most troubled adolescence (HP7, p. 27)

دیگر همه می دانند که پاتر یکی از آشفته ترین دوران نوجوانی را گذرانده است (اسلامیه، ص 40)   non-figurative

حالا دیگر این یک راز تلقی نمی شود که پاتر در دوران بلوغ مشکلاتی داشته (اشراق، ص 36)   non-figurative

Alliteration

19. <u>H</u>arry potter <u>w</u>as a <u>w</u>izard- a <u>w</u>izard <u>f</u>resh <u>f</u>rom <u>h</u>is <u>f</u>irst year at <u>H</u>ogwarts School of <u>w</u>itchcraft and <u>w</u>izardry (HP2, p. 3).

<u>ه</u>ری پاتر یک <u>ج</u>ادوگر بود و تازه سال اول مدرسه‌ی علوم و فنون <u>ج</u>ادوگری <u>ه</u>اگوارتز را به پایان رسانده بود (اسلامیه، ص7)

<u>ه</u>ری پاتر <u>ج</u>ادوگر بود، <u>ج</u>ادوگری تمام عیار و قبراق از همان لحظه ورود به مدرسه <u>ج</u>ادوگری و ساحری <u>ه</u>اگوارت؛ (اشراق، ص 8)

Here, the letters /h/, /w/, and /f/ repeated in the SL. In the two TTs, the translators have used the same alliterated sound /ه/ for /h/. They also have used correspondingly alliterated sound "ج" for /w/. Therefore, the translators have applied compensation strategy.

20. <u>H</u>e raised <u>his h</u>and automatically and tried to make <u>his h</u>air lie flat (HP3, p. 54).

ناخودآگاه دستش را بالا برد و سعی کرد موهایش را صاف کند (اسلامیه، ص 71)

بی اختیار دستش را بلند کرد که موی سرکشش را صاف کند (اشراق، ص 64)

The sounds effects have been lost in TT1. On the other hand, neither the sounds effects nor the exact meaning has been preserved in the TT2.

Repetition

21. Speak not the name, sir! Speak not the name! (HP2, p. 15)

قربان اسمشو نگین! اسمشو نگین! (اسلامیه، ص 21)

اسمش را نبر، ارباب جان، اسمش را نبر! (اشراق، ص 21)

As mentioned in chapter two, Newmark (2001) believed that the repeated words in the SL should be repeated in the TL by using the same equivalent. Therefore, the translators have used the figure of repetition in the TL.

22. This was years and years ago (HP4, p. 84)

این مال خیلی سال پیشه (اسلامیه، ص 101)

از سال‌ها پیش (اشراق، ص 114)

In TT1, the repeated word has been considered as a redundant and substituted by the proper meaning. The translator of TT2 has omitted the repeated word.

Onomatopoeia

23. There was a loud <u>clunk</u>, a <u>splutter</u>, (HP2, p. 73)

صدای تلق بلندی به گوش رسید و اتومبیل پت پت کرد (اسلامیه، ص 85)

صدای بلندی برخاست (اشراق، ص 84)

Based on, Haim (2006), the word "clunk" and "splutter" should be translated in Persian as "آهن و تلپ کردن" and "صدای دنگ" respectively. Therefore, the SL onomatopoeic words have not been replaced by the same equivalents in the TL.

24. as with a deafening <u>grinding</u> and <u>tinkling</u>, (HP6, p. 65)

با صدای دیلینگ دیلینگ و قیژقیژ گوشخراشی پیچ می خورد (اسلامیه، ص 89)

با سروصدا و تق و توق فراوان (اشراق، ص 75)

Based on Longman (2003), a grinding noise is "the continuous annoying noise of machinery parts rubbing together" (p. 637). Moreover, based on

Haim (2006), the proper equivalent for "tinkling" is "جلنگ‌جلنگ" . Therefore, the two translators have not used culturally acceptable equivalents in Persian.

Errors

25. But I is not sure you did dobby a favor, sir, when you is sitting him free (HP4, p. 98).

اما قربان، به نظر وینکی شما با آزاد کردن دابی به او محبت نکرد (اسلامیه، ص 116)

اما من فکر می کنم که شما با آزاد کردن دابی... چطور بگویم... لطفی در حق او نکردید (اشراق، ص 129)

Based on Newmark (1988), the translator should modify the mistakes that occur obviously in the ST by the author. The translator has modified the mistake in TT2.

26. Harry was filled alternately with restless energy that made him unable to settle to anything, during which he paced his bedroom again, furious at the whole lot of them for leaving him to stew in this mess, and with a lethargy so complete that he could lie on his bed for an hour at a time, staring dazedly into space, aching with dread at the thought of the ministry hearing (HP5, p. 44)

هری گاه آرام و قرار نداشت چنان که نمی توانست به هیچ کاری خود را سرگرم کند و در این مدت در اتاقش قدم می زد و از تمام کسانی که او را به حال خود رها کرده بودند تا در این گرفتاری دست و پا بزند خشمگین بود، و گاه چنان دچار رخوت و سستی می شد که می توانست یک ساعت روی تختش دراز بکشد، مات و مبهوت به نقطه ای در فضا خیره شود و از ترس جلسه ی دادرسی در وزارت سحر و جادو دلش به درد آید (اسلامیه، ص 65)

گاه به گاه آنقدر عصبانی می شد که قادر به فکر کردن هم نبود، در این حالت تنها کاری که می کرد قدم زدن بود. از تمام آنان که در این بدبختی او را تنها گذاشته بودند خشمگین بود. با سستی و بی حالی هیچ کاری نمی توانست بکند مگر این که ساعت ها روی بستر دراز بکشد، حیرت زده به فضا خیره شود، و با هراس به محاکمه در وزارت جادوگری فکر می کرد (اشراق، ص 63)

The SL style has been retained in the TT1; however, based on Newmark (2001), the translator of TT2 has used justification to improve the long sentence, and rendered the meaning into the TL.

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