The Kurdish Translation of English Collocations in Shakespeare's *the Tempest*

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Abstract

Collocations have always been an area of interest for linguists. They study this phenomenon in both translation and language dimensions. The way of using collocations in a source text and the way of translating them are important keys to indicate a text's linguistic, stylistic and cultural features. It is beyond doubt that collocations are essential word combinations that enhance the pragmatic appeal of a text. More specifically, literary authors use collocations to make the language of their literary works more figurative. Therefore, translators need to be careful enough during their translation process in order to preserve the uniqueness of a language. The present article aims to study those English collocations in literary texts that are translated into Kurdish. To achieve the objective of the study, the researcher takes account of William Shakespeare's famous play (*The Tempest*) that is translated into Kurdish by Dr.Azad Hama Sharif who is a famous Kurdish translator. For the same purpose 59 collocations that are used in that literary work are chosen to be the data of the study. Then the selected collocations are classified according to the strategies that are used to translate them. Moreover, the frequency of using each strategy is also presented. The article explores an explicit analysis of translating those collocations from the source into the target language by using Vinay and Darblen's model of translation. It also delineates that claque is the most used translation strategy and modulation is the least used strategy.

Keywords: Collocation, Translation Strategy, Source Language, Target Language, *The Tempest*.

1. Introduction

There are various views about the term collocation, one of which is by (Matthews, 1981) who claims that the term collocation was first introduced by Rupert Firth who is a British linguist. He was born in 1890 and died in 1960. In accordance with (Palmer, 1968) Firth was concerned with only a restricted group of collocations. These collocations include *silly ass* and *cow milking*. Although, linguists have been expressing unanimous views about collocations long before. (Wouden, 1994) confirms that the term collocation refers to words that are found in the company of other words. The combination of these words is restricted. For instance, the word *make* can be collocated with a restricted number of words such as *make tea, make money* and *make progress* but it can never be found in the company of other words like *sports* or *time*. Sometimes these restrictions are reasonable but some other times not. To give an example, the reasonable justification that allows *make* to be collocated with *tea* is that it means putting things together to create something. On the other hand, there is no reason for *make* to be collocated with *money* since *make* does not mean *create* in this collocation but it means to work and get paid.

Collocations are described by (Newmark, 1988) as the nerves of a text. He also claims that collocations are more precise and specific in denoting meaning comparing to grammar. He continues by describing grammar as the bones and lexis as the flesh of a text.

According to (Zinel'aabdin, 2017) native speakers of a language indirectly acquire and use collocations but second language learners always find it difficult to learn, use, and translate them. They usually fail to guess the right combinations of the collocations. For instance, an English learner with a basic level might mistakenly collocate *yellow* with *hair*. A native speaker understands the meaning of the collocation but it does not sound natural to them since the right combination is *blond hair* not *yellow hair*. She also states that translation is a process by which one word in the source language is replaced by another word in the target language.

Along with the transformation of words from one language into another, the linguistic and cultural values should also be transferred during the process of translation. According to (Zinel'aabdin, 2017) when two languages descend from two language families, the translation process will be more difficult between them. Respectively, translating collocations from English into Kurdish should be easier than translating them into Arabic because both English and Kurdish are from Indo-European families. Above all, the huge cultural differences between English and Kurdish languages prevent translators from having a perfect translation. On the other hand, English and Arabic descend from two

different language families. Arabic is a Semitic language. There are many differences between English and Arabic language in terms of grammar, language system, conventions, and colloquial inferences.

Finding English collocations in the selected literary works and examining how and by what strategy they are translated into Kurdish is the main objective of the study. During the process of analyzing the data, the selected collocations are categorized according to two main translation strategies that are introduced by (Munday, 2008). They are direct and oblique. The former includes three translation strategies which are borrowing, calque, and literal translation. The latter covers modulation, equivalence, adaptation, and transposition. Apart from using these strategies, there is a discussion about some collocations that are translated by paraphrasing. Additionally, the frequency of using the strategies is identified by calculating the number of collocations that are translated through each strategy. Thus, the most used strategy as well as the least used Strategy in translating collocations in literary texts is determined.

2. Theoretical Framework
2.1 An Overview of Collocations

Collocations are explained by (Sughair, 2011) as essential language-specific phenomenon that vary from one language to another. She also states that collocations are the most crucial lexical constituents of any kind of texts as well as one of the most problematic elements in translation. The importance of collocations in language has always encouraged linguists to investigate them in their both linguistic and semantic level. The most essential functions of collocations according to (Sarikas, 2006) are cohering the language structures and giving preciseness to speech and writing.

The etymology of the term collocation is declared by (Singleton, 2000). He asserts that the word collocation has a Latin origin. It is the combination of the word *cum* which means *with* and *locus* which means *place*. That is to say, collocations consist of words that are placed with each other frequently in speech and writing. Furthermore, he claims that words have different ranges of collocation. In other words, some words are more collocable than others. For example, the lexical item *addled* can only keep company with *egg* to form the collocation *addled egg* which means *rotten egg*. On the other hand, the word *make* can be combined with a great number of words such *as make decision*, *make sure*, *make tea*, *make suggestion*, *make changes,* etc. he calls this collocational range. Words with more general meaning have more collocational range than those words that have specific meanings. In relation with the collocational range, (Baker, 1992) states that a collocation can be

untypical but not inadmissible. In other words, no collocation is considered as impossible since new combinations of words that result in new collocations can always occur in any language. Colocations can either be typical or untypical. The former includes those that are common usual. On the other hand, the latter covers new and unusual collocations. One cannot communicate without using collocations while they are speaking or writing. Collocations are learned indirectly from reading, listening, or experience. They are considered as one of the difficult areas of language learning (Sughair, 2011). Speaking from my own experience of learning English, his speech is undeniable. There is no way for language learners to avoid using collocations by using single and simple words. This is because collocational expressions are more explicit in meaning and they help speakers and writers to sound more natural.

Collocations are defined differently by different scholars. As reported by (Singleton 2000) collocations are the combination of two words or more than two words yet with restricted choices. For example, *next few days*. Collocation restriction is explained by (Sinclair 1991). He argues that the patterns in which one word is collocated with another is restricted but the number of the restrictions is unknown. That is to say, although there are so many words that can be collocated with *get* but one cannot hypothesize the number of the possible combinations.

In his statement to prove the importance of collocation in a language (Sarikas, 2006) states that collocations bring naturality to the text in which they occur. Respectively, it is not easy for language learners to speak and write as naturally as native speakers because of first-language interference. language learners usually struggle with collocations and they find them difficult to learn. On the other hand, the way native speakers speak or write sounds natural because they use collocations constantly and faultlessly.

As explained by (Sarikas, 2006) the chief functions of collocation are two. Firstly, collocation makes one's speech or writing effective. In other words, productive collocations assist native speakers in improving their linguistic abilities and help language learners to learn the linguistic rules. For instance, they get to learn the nouns that keep company with an adjective and vice versa. Secondly, collocations give preciseness to the text in which they occur. For example, in English language the word *take* can be collocated with *medicine* to refer to the action of putting the medicine into the mouth and swallowing it. On the other hand, *eat* is combined with *food* to refer to the action of putting something into the mouth, chewing it, and swallowing it. Additionally, *drink* is used with *tea* to mean putting the tea into the mouth and swallowing it. Consequently, instead of using one single

word to refer to putting something into the mouth and swallowing it, there exists three various collocations with slight differences in meaning.

The collocation constituents are explained by (Sinclair, 1991). He affirms that there are two main constituents in a collocation which are *node* and *collocate*. *Node* is that part of a collocation that is the most prominent. On the other hand, collocate is the other part that is placed in the right or left of the *node.*. For instance, in collocations such as *get ready*, *get dressed*, and *get up* the word *get* is the *node* and the words *ready*, *dressed*, and *up* are the *collocates*. In relation to collocation constituents, (Sinclair, 1991) introduces the term *span* which is considered as the distance that exists between the constituents of the collocation. He declares that the standard way to measure the span is to consider four words on the right and four words on the left of the node. To give an example, *The parents of John gave some advice to him after dinner.* The span of the collocation *give advice* in this sentence is from *the* to *him.* This measurement is done by considering four words before and four words after the node which is *give*. Additionally, he introduces two different types of collocations based on the place where the node is located: namely, a collocation is called a downward collocation when it consists of a node that's followed by a collocate. They tend to be more helpful in analyzing the semantic aspects of collocational constituents, such as *pay a visit*. On the other hand, a collocation that consists of a collocate that is followed by a node is called upward collocation. Collocations of this type are more of grammatical structures. For instance, *in time*.

As mentioned by (Sughair, 2011) collocations are commonly classified as register-specific collocations and common collocations. The former includes those collocations that are specific to particular subjects. Examples of this type of collocation include *proxy object* and *dummy file* which are specified to IT. A Kurdish example of register-specific collocations can be گێرەکردن and گیادروین which are specified to agriculture. The latter covers all the collocations that are used in everyday language such as *take notes*, *keep calm* and *go mad*. Respectively, the Kurdish collocations چێشت لێنان and سەر چاککردن are common ones.

Another classification of collocation is discussed by (Benson and Ilson, 1986). They point out that collocations can be in two separate categories which are grammatical and lexical collocations. Grammatical collocations consist of a noun, verb, or adjective that is compounded with a preposition such as *interested in*, *afraid of*, and *depend on*. On the

other hand, lexical collocations consist of combinations of content words (nouns, verbs, adjectives, and adverbs). Examples of this type include *commit suicide* and *rainy weather*.

Lexical collocations are subdivided into three other categories by (Sughair, 2011). Firstly, open collocations contain words that are combinable with a great number of other words. To give an example, the verb *go* can be combined with *abroad*, *bald*, *mad*, etc. Secondly, there are a group of lexical collocations that are called restricted collocations. They consist of words that have a restricted range of collocation. In other words, the transitive verb *fly* can be collocated with a few nouns such as *kite*, *airplane*, and *helicopter*. Thirdly, some collocations are known as bound collocations. They are grouped with neither collocations nor idioms but placed between them. They are characterized by containing uniquely selected elements as in *shrug shoulders* which is a gesture to mean that one does not know something.

Collocations are also classified according to their grammatical structures. This classification is mentioned by (Newmark, 1978). Accordingly, collocations can be in eight various structures. They are summarized as below;

1. <u>Verb + verbal noun</u> as in *stop smoking* and *cancel meeting.*
2. <u>Determiner + adjective + noun</u> as in *a high building* and *a beautiful girl.*
3. <u>Adverb + adjective</u> as in *very crucial* and *extremely painful.*
4. <u>Verb + adverb</u> / <u>adjective</u> as in *study hard* and *taste good.*
5. <u>Subject + verb</u> as in *the lion roars* and *the flower blooms.*
6. <u>Count noun + mass noun</u> as in *a cup of coffee* and *a drop of water.*
7. <u>Collective noun + count noun</u> as in *a swarm of bees* and *a bunch of flowers.*
8. <u>Idioms</u> as in *easier said than done* and *when pigs fly.*

Translation of Collocations

The process of translation generally and the translation of collocations in particular has always created pitfalls and problems for translators due to differences in cultures and patterning between the source and target language. The main difficulty in translating collocations is referred to by (Newmark, 1988) which is deciding whether or not a collocation in the target language is familiar, natural, or acceptable. One of the other pitfalls is stated to be loss of meaning as it is referred by (Sarikas, 2006). She asserts that the loss can happen in two ways. Firstly, over-translation happens when too much detail is provided. Secondly, under-translation occurs when the translator overgeneralizes a lexical item while translating it. Both of the two kinds of loss are caused by choosing the wrong

words as well as the grammatical and lexical differences between the source and target language.

There exist some other difficulties in translating collocations. Few of those difficulties are referred to by (Baker, 1992). Firstly, the source language patterning of the collocations is not always applicable to the target language patterning. To give an example, the literal meaning of the English collocation *strong tea* is چای قورس which is an odd one. Translators are advised not to be influenced by the source language patterning and keep their translation as natural as possible. Secondly, it is not easy for the translator to keep a balance between providing a typical equivalent and preserving the original meaning as it is. Sometimes the translator is obliged to make a choice between the two. For instance, the collocation *dazzling colors* can be translated into Kurdish as ڕەنگە زەقەکان. This equivalent is typical and easily understood by readers but it is not accurate since *dazzling colors* are known for their vividity and deepness while the Kurdish translation refers to brightness only. On the other hand, one might translate it as ڕەنگە بریقەدارەکان which is accurate but not as natural as the previous one.

The challenges that translators face during translating collocations can vary depending on different translators, texts, languages, and cultures. However, the main challenge is noticed by (Baker, 1992). She assumes that finding equivalences above word level for word combinations such as collocation, fixed expressions, and idioms is considered as the main struggle for translators.

Translators are advised by (Sarikas, 2006) to give a good account of the natural relationship between words in the target language. They are also required to have a good knowledge of various types and classifications of collocation in both source and target language.

2.2   Translating Collocations in Literary Texts

Literary texts are characterized by giving pleasure. Some translators are translating literary texts so as to share the pleasure that such texts give with readers of the target language. During the process of translation in general and translating literary texts in particular, translators face various types of problems due to cultural and linguistic differences between the source and target language. The range of these problems increases with the existence of collocations in such texts since they are language and culture-dependent.

There exist many translation strategies but not all of them are applicable for translating literary texts. The clear usage of foreignising strategy for translating literary texts is noticed by (Armstrong, 2005). He explains that this strategy preserves the stylistic features of the text. A text that is translated through foreignising should give an impression of being translated rather than being as natural as the source text. This includes the use of a non-standard word order and grammar as well as reusing the words that have clear meanings but they are not found in the target language.

3. Methodology

3.1   Data

The present thesis deals with those English collocations that have been used in literary texts and translated into Kurdish. For this purpose, a play has been chosen which is entitled *The Tempest* by William Shakespeare (born in 1564 and died in 1616). It is translated by Dr. Azad Hama Sharif (a Kurdish male translator from Erbil). The book consists of 195 pages. 59 collocations are selected from the book. See Appendix 1. Furthermore, collocations were selected from the whole parts of the book rather than specific chapters so as to make the results as general as possible. To find the collocations, firstly, I had to read the English version of the book; secondly, highlight any linked words that are structured like collocations; thirdly, verify whether is it considered a real collocation or not by consulting the Oxford Dictionary of Collocations; and finally, look for its Kurdish translation in the translated book. It sometimes got too hard to decide whether a group of linked words are collocations or not due to the vague line that exists between collocations, idioms, compound words, and fixed expressions. Another problem that I encountered during selecting the collocations was that literary language has always been different from ordinary language. Hence, some collocations were found that did not seem to be common and could not be even found in the dictionary of collocations.

3.2   Methods of the Study

This article uses the content analysis technique which is defined by (Krippendorf, 2004) as a method that analyzes the meaning of certain words or themes that occur repeatedly in a discourse. The present study requires using a mixed method for analyzing the data. Mixed method as defined by (Leavy, 2017) is a research method by which both quantitative and qualitative data are integrated. He affirms that this method is used while describing, explaining, or evaluating a phenomenon. Although qualitative data is gathered, the results of the data analysis come in both qualitative and quantitative types. On the one hand, the qualitative results explain various strategies that are used for translating the collocations.

On the other hand, the quantitative results rank the strategies according to the frequency of their occurrences.

4. Results and Discussion

4.1   Translation Strategies

There are many translation strategies that can be used. The present study depends on Vinay and Darbelnet's model for analyzing the translated collocations in the data. This model consists of two main strategies which are direct and oblique. Each one of these strategies is subdivided into some others.

4.1.2 Direct Translation

This translation strategy is discussed by (Munday, 2008). It comprises three other procedures which are borrowing, calque, and literal. It is used in cases of having structural parallelism and meta-linguistic parallelism. The former denotes having structural similarities between the English collocation and its translation. The latter is related to the relationship between language and cultural behaviors. That is to say when a culture-dependent collocation in the SL is culturally similar to its equivalent in the TL, one of the types of direct translation is used. Despite the fact that through direct translation strategy the SL and TL collocation are structurally and culturally very similar to each other, there are rare cases where the SL and TL collocations are exactly the same. According to (Hatim and Munday, 2004) there is a great possibility for translators to notice gaps in TL. This gap is called lacunae. Some of these are apparent but others can be noticed only if a detailed comparison is made between the SL and TL language.

4.1.2.1 Borrowing

This procedure is used when there is a semantic gap in the TL. In other words, there are some cases where the translator chooses to borrow a foreign word or collocation so as to preserve the stylistic effect of the SL collocation. This happens when the translator fails to provide a TL equivalent collocation. Borrowing has been used long before as a technique for adding new words to a language. Some borrowed terms are used so much that they are adapted with the grammar and pronunciation of the TL and they have become part of the TL lexicon. The data of the present study includes no case where the whole collocation is borrowed from the source or any other foreign language. However, it includes a few cases

where one part of the translated collocation is a borrowed word. This procedure is used in translating 3.49% of the collocations. They are presented in the following table.

Table 1: collocations that are translated from English into Kurdish by borrowing in The Tempest.

No	English Collocation	Kurdish Translation
1	Full soul	ڕوحی پڕ
2	Bear witness	ببە شاهید

The word ڕوح which is borrowed from Arabic is used as a translation for *soul* despite the existence of the Kurdish word گیان. In the second example, the word *witness* was translated as شاهید which is again borrowed from the Arabic language although the Kurdish word گەواهیدەر serves the same semantic function.

4.1.2.2 Calque

It is another type of direct translation in which the translator translates an expression directly. He/she transfers either the SL expression or structure into the TL. Respectively, a calque might introduce either a new mode of expression or a new construction into the TL. The key difference between borrowing and calque is that; in borrowing the translator borrows words from other languages and treats them as part of the TL lexicon but in calque the translator translates words from SL directly according to the SL expressions or structures. Borrowing is a more useful method for translating single words but calque is a better applicable procedure for translation at the phrase level. Respectively, calque is a very useful procedure for translating collocations. This procedure is used in translating 72.91% of the collocations. The collocations are presented in the tables below;

Table 2. Collocations that are translated from English into Kurdish by calque in *The Tempest*.

NO	English collocation	Kurdish
1	Piteous heart	دڵی دڵۆڤان
2	Magic garment	جلی جادووگەران
3	A good parent	باوانێکی چاک

4	Poor man	پیاوی بەسەزمان
5	Vainer hours	کاتژمێرە پوچەکان
6	Auspicious star	ئەستێرەی چاک
7	A cloven pine	دار کاژێکی شەقبو
8	Poisonous slave	کۆیلەی ژەهراوی
9	Wild waves	شەپۆلە کێوییەکان
10	Foolish wench	کچێ گێل
11	The old cock	پیرە کەڵەشێرەکە
12	Strong imagination	ئەندێشەی بەهێز
13	Good fortune	چارەنوسی چاک
14	Take suggestion	پێشنیار وەرگرتن
15	A strange fish	ماسیەکی سەیر
16	Sweet mistress	خانمی شیرین
17	Fresh morning	بەیانی تازە
18	Good friend	هاوڕێی چاک
19	Brave monster	درنجی ئازا
20	Ignorant monster	درنجی نەزان
21	Vanished strangely	بە سەیری ونبو
22	Strange stare	موڕبونەوەی سەیر
23	Great guilt	گوناهی مەزن

24	Bounteous lady	خانمی بەخشندە
25	Proud earth	زەوی شانازیکەر
26	True love	خۆشەویستی ڕاستەقینە
27	Blind boy	کوڕی کوێر
28	Bounteous sister	خوشکی بەخشندە
29	great globe	گۆی زەوی مەزن
30	Old brain	مێشکی پیر
31	Shape invisible	شێوەی نەبینراو
32	The blind mole	جورجە کوێرەکە
33	Harmless fairy	جنۆکەی بێ وەی
34	Good mischief	کەتنی چاک
35	Rare action	کاری دانسقە
36	Green sea	دەریای کەسک
37	Azured vault	گۆمەزی شین
38	Ignorant fumes	دوکەڵە بێئاگاکان
39	True preserver	پارێزەری ڕاستەقینە
40	Loyal sir	سەرداری دڵسۆز
41	Fearful country	وڵاتی ترسناک
42	Fair play	یاری دادوەرانە
43	Immortal providence	پەروەردگاری نەمر

What can be observed from the above table is that collocations that consist of a noun that is followed by an adjective can be best translated through the calque procedure. The translator simply transfers the adjective and the noun from English into Kurdish. For instance, *piteous heart* is translated into دڵی دلۆڤان. Similar other examples include *magic garment, poor man, auspicious star, foolish wench, strong imagination, good fortune, sweet mistress, fresh morning, , good friend, brave monster, ignorant monster, strange stare, great guilt, bounteous lady, , true love, blind boy, bounteous sister, great globe, old brain, rare action, green sea, azured vault, , true preserver, loyal sir, fearful country, fair play,* and *immortal providence.* In the result of translating some similar collocations, Kurdish marked collocations are produced. For example, *vainer hours* is translated into کاتژمێره پوچەکان, *poisonous slave* is translated into کۆیلەی ژەهراوی, *wild waves* is translated into شەپۆڵە کێوەکان, *proud earth* is translated into زەوی شانازیکەر, *harmless fairy* is translated into جنۆکەی بێ وەی, *good mischief* is translated into کەتنی چاک, and *ignorant fumes* is translated into دوکەڵە بێ ئاگاکان.

There are some other collocations that are preceded by definite and indefinite articles, definite articles are represented in Kurdish as prefixes and indefinite articles as suffixes. For example, a good parent is translated into باوانێکی چاک, *a cloven pine* is translated into دارکاژێکی شەقبو, *a strange fish* is translated into ماسیەکی سەیر, and *the blind mole* is translated into جورجه کوێرەکە. In relation to the discussed type of collocation, there is an exception in the table which is *the old cock*. The collocation is translated into پیرە کەڵەشەرەکە. That translation is an exception because, unlike the other example, the adjective is placed before the noun. Moreover, the collocation *take suggestion* is transferred into its Kurdish version which پێشنیار وەرگرتن. The collocation vanished strangely is translated into Kurdish by transferring each of both words into Kurdish and adapting the به سەیری ونبو word order to the TL word order. Lastly, the marked collocation *shape invisible* which has an unusual word order is translated into the marked Kurdish colocation شێوەی نەبینراو.

4.1.2.3 Literal Translation

This is another type of direct translation by which the translator adopts the denotative meaning of a text. This procedure is also known as word-for-word translation. According to this translation technique, the TL grammar and word order should be kept intact. That is to say, the translator translates words of a text according to the dictionary with respect to the TL grammar. The data of the present study includes very few samples that are translated by literal translation. There are some possible reasons for not using this procedure frequently. Firstly, this procedure is more useful for translating sentences rather than single words. Secondly, literal translation is most useful while translating between two languages that belong to the same family of languages and share similar cultures. Although Kurdish and English language both belong to the Indo-European language family, their cultures are so different from each other. Moreover, the literal translation is not quite applicable for translating collocational expressions but it is a better choice for translating sentences and these are the two reasons for the low frequency of using the literal translation strategy. Thirdly, this procedure is a better technique for translating figurative language rather than literary language. This procedure is used for translating 1.7% of the collocations.

Table 3 collocation that is translated from English into Kurdish by Literal Translation in *The Tempest*.

No	English Collocation	Kurdish Translation
1	Receive comfort	دڵخۆشی وەرگرتن

what can be noticed from the above table is mistranslation. The translator translated the verb of the collocation literally. Moreover, the object which is *comfort* is translated into the Kurdish word دڵخۆشی which means happiness. One could translate the same collocation into ئاسودەبون which represents the meaning of the SL collocation in a better way.

4.1.3 Oblique

This is the opposite of direct translation. It is used when there are structural and metalinguistic differences between the two languages. When these differences become obstacles in front of transferring the stylistic effects of collocations from the SL into the TL through direct translation, the translator should use an oblique translation strategy. Using an oblique strategy results in changing the syntactic order or even the lexis. In other words, the translator might change the word arrangement in a collocation or use words in

the TL that are completely different from those of the SL. This strategy is further divided into four other procedures which are transposition, modulation, equivalence, and adaptation.

4.1.3.1 Transposition

As it is explained by (Munday, 2008), this procedure means changing the word class of a word. To put it another way, the translator replaces one part of speech with another in a way that the sense is preserved. To use this procedure the translator needs to have a good command of the TL. This procedure aims to adapt a TL collocation with the syntax and grammar of the SL. There are two types of transposition;

1. Obligatory Transposition: This type involves an obligatory change of the word class so as to transfer the message safely from SL to TL.
2. Optional Transposition: This type is used in situations where the translator is free to either change the word class or translate literally. Either one of them does not change the message.

Collocations that are translated by this strategy comprise 5% of the whole collocations.

Table 4. Collocations that are translated from English into Kurdish by Transposition in *The Tempest*.

No	English Collocation	Kurdish Translation	Type of Transposition
1	Give thanks	سوپاسمەند بە	Optional
2	Speak true	قسەی ڕاست	Optional
3	A hearty welcome	بەخێرهاتن لە دڵەوە	Obligatory

The first collocation consists of a verb which is *give* and a noun which is *thanks*. It is translated into the detective سوپاسمەند and the imperative verb بە. The translator transposed the noun into an adjective. The type of the transposition is optional because the translator could translate it as سوپاس بکە which consists of a verb and a noun like the collocation in the source language. The next collocation which is *a hearty welcome* consists of an indefinite article + adjective + noun. Its Kurdish equivalent consists of a noun + an adverb.

That is to say, there is a shift from adjective to adverb. The transposition process in this collocation is obligatory because it is a perfect and most natural Kurdish equivalent for that collocation.

4.1.3.2 Modulation

When the translator changes the point of view and the semantics of what is being translated, (Munday, 2008) suggests using a modulation procedure. Accordingly, the translator uses different phrases in the SL and TL to convey the same idea. Using literal translation or transposition for cases where modulation is needed results in a weak translation that is grammatically correct. He also thinks that using one of the following types of modulation procedure is considered a touchstone for a good translator:

1. Obligatory Modulation (Fixed Modulation): Translators who have great knowledge about both the TL and SL use fixed modulation to translate SL expression(s) into TL in a way that is acceptable, preferred, grammatical, and included in the dictionary.
2. Optional Modulation (Free Modulation): while there is an option for not using this procedure, the translator's level of knowledge in the TL is so high that he/she freely uses modulation. Those TL samples that are produced through optional modulation are not yet officially accepted to be used and they cannot be found in dictionaries but they are true correspondents of the SL situation.

Differences between these two types of modulation are a matter of degree. Moreover, when free modulation becomes the only possible way for translating lexis, it becomes fixed as it will be used more often. Modulation results in changes in the form of the message. These changes can be in various forms as they are listed below:

1. Changing abstract into concrete (and vice versa).
2. Changing cause into effect (and vice versa).
3. Changing a part into the whole (and vice versa).
4. Changing a part into another part (and vice versa).
5. Changing active into passive (and vice versa)
6. Changing space for time (and vice versa)
7. Reversing terms
8. Negating the opposite
9. Change of symbols

There cannot be found any collocation that is translated by this procedure in the data.

4.1.3.3 Equivalence

This procedure results in a TL text that has different stylistic and structural features from that of the SL. Most of the equivalents are fixed phrases that belong to the repertoire of idioms. Using calque for situations where an equivalence procedure is needed might result in an unaccepted translation because of neglecting the idiomaticity of the SL text. This is a very useful procedure for translating idioms and proverbs but it can sometimes produce a TL expression whose meaning is slightly different from that of the SL. There are some collocations that cannot be translated literally because they have connotative meanings and they need to be translated into established expressions in the TL that preserve their connotative meanings by Equivalence procedure. In other words, marked or unmarked collocations in the SL are translated into unmarked collocations in the TL. In some other cases the collocation is translated into a non-collocation equivalence in the TL. In other words, a collocation in the SL is translated into one word in the TL (Munday, 2008). This procedure is used in translating 10.2% of the collocations.

Table 4.5 collocations that are translated from English into Kurdish by Equivalence in *The Tempest*.

No	English Collocation	Kurdish Translation
1	dozen years	دوازده ساڵ
2	Lead away	بەڕێکەوه
3	Old lord	پیاو ماقول
4	Green land	سەوزاڵان
5	Dry convulsion	ژانی توند
6	Play false	فێڵ لێکردن

It can be observed from the above table that collocations can be translated into their equivalents in the TL without translating them directly. These collocations represent things and situations that can be found in both SL and TL but with different stylistic and cultural features.

4.1.3.4 Adaptation

This is another type of oblique translation that is explained by (Munday, 2008). He illustrates that through this procedure the translator translates a SL cultural collocation that is unknown in the target culture into a similar TL collocation that is relevant to the target culture. They are considered to be equivalents. This procedure is considered as a particular type of equivalence which is labelled as situational equivalence. He elaborates by stating that one can always detect that a translator has refused to use adaptation in a translated text in two ways. Firstly, the syntactic structure of the text is affected. Secondly, the representation of ideas and their development throughout a paragraph is affected. In some other cases the produced text is perfectly correct but the avoidance of using adaptations has caused the text not to sound alright. In accordance with (Munday, 2008) this is a very applicable procedure for translating those collocations that are related to the SL culture. They cannot be translated literally or by calque, since they do not exist in the target culture. The translator should find another collocation that is known in the target culture and it is considered as a partial equivalent. This procedure is used in translating 1.7% of the collocations.

Table 5 collocation that is translated from English into Kurdish by Adaptation in *The Tempest*.

No	English Collocation	Kurdish Translation
1	Noble mistress	خانمی سەربەرز

The word noble in English refers to someone who belongs to aristocracy either by title, rank, or birth. Aristocracy is a class in the society that is considered to be the highest one. Furthermore, a mistress is defined as a woman who has authority. This collocation is unknown in Kurdish culture which is why the translator chose to render it as خانمی سەربەرز which refers to a woman who is independent and morally good. The Kurdish collocation is a partial equivalence of the English one since both of them are referring to a woman with some good qualities.

4.1.3 Paraphrase

The data of the present study includes some other collocations which are translated by a strategy that deviates from Vinay and Darbelnet's model. That is to say, the translator has used another strategy that is different from those which are discussed above. Firstly, there are samples which are translated through paraphrasing which is defined by (Munday, 2008) as a technique of translation by which the translator tries to transfer the sense of a SL expression into the TL regardless of strictly following the SL words. This causes

changing the whole phrase most of the time in order to preserve the original sense. 5% of the collocations are translated by paraphrase.

Table 6. collocations that are translated from English into Kurdish by paraphrase in *The Tempest*:

No	English Collocation	Kurdish Translation
1	Fall flat	لەگەڵ زەوی تەخت بو
2	Stood the test	بەرگەی تاقیکردنەوەی گرتوه
3	Long continuance	پێکەوەبونی دریژ و خیزانداری

What can be noticed from the above table is that three collocations are paraphrased into sentences that are different from the SL collocations in both words and numbers.

5. Results

No	Strategy	Number of collocations	Frequency
1	Borrowing	2	3.49%
2	Calque	43	72.91%
3	Literal translation	1	1.7%
4	Transposition	3	5%
5	Modulation	0	0%
6	Equivalence	6	10.2%
7	Adaptation	1	1.7%
8	Paraphrase	3	5%

6. Conclusions

After analyzing the data of the study, some concluding remarks can be presented. The following includes the most crucial ones.

1. One of the best ways of comparing an original text to its translation is by evaluating the way collocations are translated in the text because these expressions add preciseness and naturality to the text

2. Both types of figurative collocations and idiomatic collocations are used in literary texts.

3. While translating collocations, one cannot avoid changing the original form. This is due to the fact that languages have different structures. Eventually, it is possible for a translator to add, remove, and change textual expressions during translation.

4. Shakespeare's *The Tempest* has been chosen for collecting the collocations because it is translated by a popular and proficient Kurdish translator who is Dr. Azad Hama Sharif. This makes the results to be more reliable and valid.

5. Translation strategies can be many, but not all of them can be used for translating word combinations. The present study finds out that Vinay and Darbelnet's model of translation includes those strategies that are applicable to translate collocations in literary texts because most of them are very good procedures for translating phrases and collocational expressions rather than sentences.

6. The model of Vinay and Darbelnet covers two main translation strategies which are direct and oblique. The former includes three translation procedures which are borrowing, calque, and literal translation. The latter covers modulation, equivalence, adaptation, and transposition.

7. Beside Vinay and Darbelent's model, paraphrase strategy is also used for translating some of the collocations.

8. Calque is the most used strategy and modulation has not been used at all.

9. There is a huge difference between the frequency of using calque and the frequency of using other strategies.

10. According to the results calque is the most applicable strategy for translating collocations. Respectively, the Kurdish language uses collocations to a great extent. Most of the English collocations are also found in the Kurdish language.

7. Recommendations

1. Translators are recommended to familiarize themselves with the language and culture of the TL very well.

2. Translators should be aware of the different methods and strategies that are used for translating collocations. They need to consider the fact that one strategy is not applicable to any kind of collocation.

3. Translators should not use calque procedure that much. They need to make use of the other strategies more because translating idiomatic collations by calque reduces the pragmatic appeal of the text.

وەرگێڕانی کۆلەکەیشن لە ئینگلیزیەوە بۆ کوردی لە شانۆیی زریانەکەی شکسپیردا

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پوخته

بابەتی کۆلەکەیشن هەمیشه جێی سەرنجی زمانەوانان بوە. لێکۆڵینەوەکان لەو بوارە هەردوو ڕەهەندەکانی زمان و وەرگێڕانیشــــی گرتۆتەوه. تایبەتمەندیەکانی دەقێک لە ڕوی زمانەوانی و شـــێوازی نوســـین و کلتورەوەوە دەوەســتێتە ســەر چەند خاڵێک. یەکێک لەو خاڵانه بریتیه له شێوازی بەکارهێنانی کۆلەکەیشـن لەو دەقەدا و شێوازی وەرگێڕانی کۆلەکەیشنەکان له دەقه وەگێڕدراوەکەدا. گومانی تێدا نیه که بەکارهێنانی کۆلەکەیشـــن لەهەر دەقێکدا ســـیفەته پراگماتیکیەکانی دەقەکه بەهێزتر دەکات. بەواتایەکی تر، نوســــەری بەرهەمه ئەدەبیەکان کۆلەکەیشن له بەرهەمەکانیاندا بەکاردەهێنن به مەبەستی ئەوەی زمانی بەکارهێنراوی ناو دەقەکانیان زمانێکی ناسادەتر و ئەدەبیانەتر بێت. هەر لەبەر ئەمەیه که پێویسته وەرگێڕەکان زۆر وریا بن تاوەکو بتوانن تایبەتمەندیه ئەدەبیەکان بەتەواوی بگوازنەوه لە زمانی ســـەرەکیەوه بۆ زمانی دووم له کاتی وەرگێڕاندا. ئامانجی ئەم توێژینەوه بریتیه له لێکۆڵینەوه له شێوازی وەرگێڕانی کۆلەکەشنی ئینگلیزی بۆسەر زمانی کوردی له دەقی ئەدەبیدا. بۆ ئەم مەبەستەش ئەم توێژینەوه شانۆییه بەناوبانگەکەی ویلیەم شـــکسـپیر بەکاردێنێت که لەلایەن وەرگێری بەناوبانگ دکتۆر ئازاد حمه شـــەریفەوه وەرگێڕدراوەته ســـەر زمانی کوردی له ژێر ناونیشانی 'زریانەکه'. ٥٩ کۆلەکەیشنی ئینگلیزی لەم بەرهەمه ئەدەبیەدا دەرهێنراون. پاشـان ئەم کۆلەکەیشنانه پۆلێن کراون بەپێی ئەو ستراتیژیانەی که بەکارهێنراون بۆ وەرگێڕانیان. لەگەڵ ئەوەشدا ڕێژەی بەکارهێنانی هەر ستراتیژیەک خراوەتەڕو. ئەم توێژینەوەیه شیکردنەوەیەکی ورد دەکات بۆ ئەو کۆلەکەیشـــانەی که له زمانی ئینگلیزیەوه وەرگێڕدراونەته ســـەر زمانی کوردی. ئەنجامەکانی توێژینەوەکه دەریدەخەن که ســـتراتیژی وەرگێڕانی کالک (وەرگێڕانی وشـــه بۆ هاواتاکەی) زۆرترین بەکارهێنانی هەبوه و ســتراتیژی مۆدیلەیشـــن (گۆڕینی وشـــه و دەســتەواژەکان) کەمترین بەکارهێنانیان هەبوه.

کلیله وشەکان: کۆلەکەیشن، ستراتیژی وەرگێڕان، زمانی سەرەکی، زمانی دووم، شانۆیی زریانەکه.

APPENDICES

APPENDIX 1. Collocations that are translated from English into Kurdish in *The Tempest*.

	English collocation	Page number	The Kurdish translation of the English collocation
1	Give thanks	7	سوپاس مەند بە
2	Piteous heart	11	دڵی دلۆڤان
3	Magic garment	11	جلی جادووگەرانە
4	A good parent	17	باوانێکی چاک
5	Poor man	19	پیاوی بەسەزمان
6	Vainer hours	23	کاتژمێرە پووچەکان
7	Auspicious star	23	ئەستێرەی چاک
8	A dozen years	31	دوازدە ساڵ
9	A cloven pine	31	دار کاژێکی شەقبو
10	Wild waves	39	شەپۆڵە کێویەکان
11	Poisonous slave	35	کۆیلەی ژەهراوی
12	Foolish wench	47	کچی گێل
13	Receive comfort	51	دڵخۆشی وەرگرتن
14	Speak true	51	قسەکردنی ڕاست
15	The old cock	51	پیرەکەلەشێرەکە
16	Strong imagination	65	ئەندێشەی بەهێز
17	Good fortune	69	چارەنووسی چاک
18	Take suggestion	71	پێشنیار وەرگرتن
19	Lead away	75	بەڕێکەوە
20	Fall flat	75	لەگەڵ زەوی تەخت بوو
21	A strange fish	77	ماسیەکی سەیر
22	Sweet mistress	87	خانمی شیرین
23	Fresh morning	89	بەیانی تازە
24	Noble mistress	89	خانمی سەربەرز
25	Full soul	91	ڕوحی پڕ
26	Good friend	91	هاوڕێی چاک
27	Bear witness	93	ببە شاهید
28	Brave monster	95	درنجی ئازا

29	Ignorant monster	97	درنجی نەزان
30	Old lord	105	پیاو ماقول
31	Vanished strangely	109	بە سەیری ونبو
32	Strange stare	113	مورپبونەوەی سەیر
33	Great guilt	115	گوناهی مەزن
34	Stood the test	115	بەرگەی تاقیکردنەوەکەی گرتوه
35	Bounteous lady	119	خانمی بەخشندە
36	Proud earth	121	زەوی شانازیکەر
37	True love	121	خۆشەویستی ڕاستەقینە
38	Blind boy	121	کوڕی کوێر
39	Bounteous sister	123	خوشکی بەخشندە
40	Long continuance	123	پێکەوەبوونی دریژ و خێزانداری
41	Green land	125	سەوزەڵان
42	Great globe	127	گۆی زەوی مەزن
43	Old brain	127	مێشکی پیر
44	Shape invisible	129	شێوەی نەبینراو
45	The blind mole	131	جورجه کوێرەکه
46	Harmless fairy	131	جنۆکەی بێ وەی
47	Good mischief	133	کەتنی چاک
48	Dry convulsion	135	ژانی توند
49	Rare action	139	کاری دانسقه
50	Green sea	139	دەریای کەسک
51	Azured vault	139	گۆمەزی شین
52	Ignorant fumes	141	دوکەڵه بێئاگاکان
53	True preserver	141	پاریزەری ڕاستەقینە
54	loyal sir	141	سەرداری دڵسۆز
55	Fearful country	145	وڵاتی ترسناک
56	A hearty welcome	145	بەخێرهاتن له دڵەوه
57	Play false	149	فێڵ لێکردن
58	Fair play	149	یاری دادوەرانه
59	Immortal providence	151	پەروەدگاری نەمر

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