A Parallel Corpus-Based Study of Collocations from English to Persian: Criticism, and Resolution

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Abstract

Since translation was known and identified as a science, by James. S. Holmes under the title of "Translation Studies"., Its cruciality was revealed. Based on him, translation is not just the act of converting words by considering the token of *equivalence*, but the action that different factors such as politics, religion, culture, and the like can affect and control it. In fact, from one context to another context, such these meta-textual factors can be different in comparison to each other, or even can be completely in contrast with each other, and consequently can be the causes of particular production as the original text and its translation that can be regarded as it has differences or it is completely different to its original. In this regard, this research was designed in order to explore bad Persian translations performed on the English collocational items, based on the factors of biasness, ideology and power, lack of the skill of coinage, lack of the knowledge of translation strategies like, calque, superficial translation, transliteration, etc., lack of the knowledge of source/target collocational item/lack of the knowledge of source/target linguistic norm, and lack of target linguistics knowledge, and to present resolutions. To do so, different English materials from different fields were gathered which can be categorized into general English language, medicine, law, economics and commerce, politics and news, literature, religion, sport, advertisement, engineering, and art, which were translated after the Islamic revolution of Iran. This study benefited from Pirhayati's model of TQA and TC and frameworks, and also considered Wouden's definition of collocation and Lewis's categories of collocational items. Those who may benefit from this research are translation students, translators, and the scholars of TS and language.

Keywords: Translation from English to Persian, Collocations, Lack of the knowledge and skills of translation, Parallel corpus-based study, Pirhayati's (2019) models of TQA and TC and frameworks, Re/writing

Introduction

hearing or seeing or reading, just the word of "tip", *as a frame element,* can at least, point to the one of the situational experiences, for example the frame of restaurant that, after ordering food and having it; when want to leave the restaurant, giving the price of food, along with extra money as "tip". This word, in addition to its meaning "giving additional

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money to the attendant of a restaurant", carries sequential events (containing of actions and dialogues), or processes related to particular place and time. In fact, this word is connected to the scenario or global structure that enables us to process the actions and discourses related to the frame of restaurant (Neubert & Shreve, 1992). Imagine, a similar context of the similar frame of restaurant, like what Iranians have in their own country as "Sofreh Khaneh"; a place with local and traditional design which you can order just Iranian foods. What do you think about the scenario of these two frames? Now, imagine a different-related context... Such these questions specifically can be designed for collocations: are these two scenarios, which each of them is made by different-connectable schemas have equalities, or similarities with each other (in their discourses), at lexico-grammar level, lexico-syntactic level, the level of part of speech, and at the level of syntactical grammar (grammar) or not? Do they have similarities or equalities in meaning, message, and/or workability? What is the aim of bringing (translating along with explaining) inexistent items, or tokens, or units of the related frame into target; for reaching the knowledge of particular members of a group in target context, and/or reaching the target language, and/or being able to talk in source language like English? Is the converted item into target language applicable or useful or just for the level of receptive knowledge? If the source item that is translated into target, is capable to send the meaning, and message of its source to the receiver of target language or not (purely indicates to quality)? To what extent? In fact, every scenario presents its particularities and characteristics rooted in a particular background, as frequent-particular behaviors, particular circumstance(s), and thoughts lead it to be happened, and the factor of power also control it.

 A collocation is regarded as a technical linguistic term (Barnbrook, Mason, & Krishnamurthy, 2013) and considered very important and worth studying phenomenon in TS (Pahlavani, Bateni, & Shams Hosseini, 2014). They are very rooted in their context which can be said, every context with its particular language has its own collocations (Pahlavani et al., 2014). This reason can be proved by seeing target language translators' making mistakes in rendering collocational items from source language to the target language (Pahlavani et al., 2014), and also can be considered through EFLs' collocational errors in their speaking, or writing in other language (Sadeghi & Panahifar, 2013). As Najafi and Talebinezhad (2018) mentioned, almost all medicine students in Iran have problem in producing the correct collocational items of their field. For example, instead of producing the collocational term of "taking medicine", they say or write "eating medicine" in English (Vahabian, Asghari, Esna Ashari, & Mazaheri Laghab, 2018). Halliday (1966) the pioneer of Systematic Functional Grammar, and who creates the term of lexicogrammar, explained how the translation of powerful tea instead of translating strong tea can be regarded as a bad translation, by attributing the *syntagmatic* restriction to the words of strong and powerful, as strong for tea, and powerful for car, but not strong car, or powerful tea! As mentioned by Haghighi and Hemati (2018), the Iranian novice translators, for the translation of "Junk food" produced the mistranslation of "unnecessary food" or "ghaazaye gheire zaaroorie" as its translation, which its correct translation as its equivalent target language is "haaleh hooleh", which from

adjective+noun have the equivalent of noun+noun, or for the translation of strong tea, they produced the mistranslation of "chaye ghaavie".

On the other hand, the technical dictionaries of different fields, which most of them in Iran, were translated, and/or created by the scholar(s) of particular field; *for example, the bilingual dictionaries of medicine were translated not by expert translators*; and they have undeniable parts in which, the technical vocabs of such technical dictionaries are re-wrote or, they are simply translated just by regarding the strategy of equivalent. So, they may just serve at the level of receptive knowledge for the target receiver and not for the actual usage and they are very forgettable! In this regard, the main aim of this study is to make Iranian translators familiar with their (possible) mistakes, and along with being them aware of their level as a translator, feed them, at least the necessary knowledge for translation. This study is established to reveal the collocational items of source English language that were bad translated or can be improved, based on the most crucial factors of [biasness, ideology and power], lack of the skill of coinage (as paraphrasing, calque, superficial mis/translation, or bad coinage), lack of the knowledge of translation strategies such as, calque, literal translation, transliteration, etc., lack of the knowledge of source/target collocational item/lack of the knowledge of source/target linguistic norm (such as, performing false coinage, or superficial mistranslation or other strategies, instead of pure/restricted cultural equivalent or equivalent; as performing unmoral of the language of target context), and lack of target linguistics knowledge. This study also suggests some resolutions.

LITERATURE REVIEW

The term of collocation was introduced and popularized by John Ropert Firth in 1950s for those words that are habitually used together in a fixed order (Matthews 1981, as cited by Wouden, 2004), although, this term for the first time was brought from Latin to English around the sixteen centuries (Barnbrook et al., 2013). Based on Benson et al. (1986, as cited by Wouden, 2004), collocation situates between idioms and free combinations. He emphasized on these particularities of collocation as 1- the meaning of collocation reflects the sections of its composition in contrast with the idiom that its meaning does not indicate to its parts, 2- the verb of a collocational word is restricted in the number of synonyms, with pointing to have one synonym in a brought example, or probably two, 3- it is frequently used as a fixed combination. Sinclair (1991) defined the terms of *node* and *collocate* for the two types of collocation that can be created as two separate words, which one of them be **the collocation of a with b** and the other one is **its vice versa**. According to Sinclair (1991), node is a word that is studied as it is the center or hub while, collocate is a word which appears along with node in the sort of specific ways of using node as, can be occurred by the author/writer, or as linguistic condition. He concluded that, every successive word is composed by node and collocate (Sinclair, 1991). Additionally, by building a comparative view on assuming the collocation of a word with the word of b and the collocation of b word with the word of a, explained the two important terms of *downward collocation* by regarding the word of **a** as node in such a way that **b** is regarded as a less frequent collocate word or the collocation of **a** with the

less frequent collocate (**b**), and *upward collocation* by taking the word of **b** as node and **a** as a frequent collocate. He determined **the buffer area of plus or minus of 15 percent of node's frequency** for distinguishing upward and downward collocates. In his example, a word that occurred 1000 times was considered as node, for determining the classes of its collocates, if its collocate word be occurred *over than* 115 percent of the frequency of node, which is 1150 times, is an **upward** collocate, when its collocates be recognized as **neutral** collocates, so the frequency of its collocates (separately) must be recognized as between 85 to 115 percent of the total frequency of their node, **which is the buffer area**. **Downward** collocates are those collocates of the node, that their frequency (separately) is less than 80 percent frequency of the node, as 850 times. He brought these examples as, the collocational patterns of back: look **back** in anger, she went **back** to her typing, in the **back** of his mind, when your parents come **back** from Paris, in which node was introduced as the word of **back**, and the words of *look, in, anger, she, went, to, her, typing, in, the, of, his, mind, when, your, parents, come, from, and Paris, are its collocates*

Sinclair (1991, p.121) said, "collocation is the concept of word co-occurrence, where certain words appear predictably next to or within a certain number of words from each other; the usual string considered is of four words to either side of the node word, sometimes known as a nine-word span". Wouden (2004) defined collocation as, the idiosyncratic restriction of lexical items in being accompanied with each other like these words: *wait for, depend to, depend on, to sleep deep, to sleep hard, blond hair, a shoal of sheep, a shoal of fish*. Wouden (2004, p.7) brought other examples of collocations such as: *stone deaf, stark naked, ox+en, whin+chat, cran+berry, it's raining cats and dogs to cry one's eyes out, nobody need help me, my brother would rather help me*, stressed on collocation as the restricted feature on the combinability of lexical items. Wouden (2004) believed that collocation is a general term that all fixed combinations such as, free combinations, idioms, compounds, and transitional combinations can be introduced as its sub-classes. He added this point, by regarding syntax, syntactical structures- from what can be produced with light verbs, which is defined as complex predicates, such as these examples which semantic motivation is not obvious in these syntactical structures: I kissed her, or Sue took a look at the book, to the string of *an apple* which is constituted by numeral+ noun- can be considered as the collocational structures (Wouden, 2004).

Moreover, by bringing the example of the tiger devoured the lamb, and Noam devoured the military-industrial complex, he stressed on **the elements of head** and **complements of head's meaning**, for defining the meaning of collocational restrictions as it is neither selectional /semantic nor categorical/syntactic restriction. But he added, any semantic or syntactic restriction help to satisfy the collocational restrictions (Wouden, 2004). Niaxing (2002, p. 100) stated, "a collection is an ordinary syntagmatic association of a string of rhetorical items, that coexist, in a grammatical constructed with bilateral expectancy greater than chance as recognition of non-idiomatic meaning in texts". Based on Kavoosi and Jabbari (2017, p.16), collocation can be defined as "[…] the co-occurrence, cohesive relationship, and semantic construction of a combination of words that is normally recognized as fixed, recurrent, and idiomatic".

According to Benson et al. (1986 as cited by Wouden, 2004, pp. 51-52), collocations can be classified into two groups of *grammatical collocations*: **1-verb+ noun** (revoke a privilege), **2-adjective+ noun** (rough estimate), **3-noun+preposition** (love for), **4-noun as the complement of the form+ infinitive** (it was a pleasure to do it), **5-noun+ that clause** (a proof that she would represent us in public), **6-preposition+ noun** (by accident), **7-adjective+ preposition** (angry at, fond of), **8- adjective+ that clause** (it was imperative that I be there at three o'clock), **9- a miscellaneous category, comprising nineteen verbal patterns of English**.

Lexical collocations: **1-verb+noun/pronoun** (do the laundry, fly a kite, dispel fear, reject and appeal, quench one's thirst), **2-noun+adjective** (weak tea), **3- noun+ verb that associated with noun or refers to an activity** (bees dance, or bees swarm), **4-names for the unites associated with nouns** (a school of whales, a bite of advice), **5-adverb+ adjective** (deeply absorbed, hopelessly devoted), **6-verb+adverb** (amuse thoroughly, affect deeply). Lewis (2000, pp. 133-134, as cited by Jabbari, 2014, pp.176-177) proposed different list of collocations includes: **adverb+ adjective**, **verb+ adjective+ noun** (revise the original plan), **compound noun** (sky scraper, sea food, upstairs), **bionominals** (good and bad, my wife and me, backwards and forwards, fork and knife), **trinominal** (hook, line and sinker), **noun+verb** (the fog closed in), **verb+adverb** (examine thoroughly), **adverb+adjective** (extremely inconvenient, discourse marker like, to put it in another way), **multi word prepositional phrase** (a few years ago), **phrasal verb** (turn in), **adjective+ preposition** (aware of), **fixed phrase** (on the other hand), **incomplete fixed phrase** (a sort of), **fixed expression** (not half), **semi fixed expression** (see you later/tomorrow/ on Monday), **proverb** (too many cooks spoil the broth), **quotation** (to be or not to be).

Carter (1987, as cited by Abdel Salam El-Dakhs, 2015, p.70) categorized collocations on the basis of the *strength of their restrictions* into: 1-*unrestricted collocations* as those that are freely combined with other lexical items like, *take* a look, *take* a rest, *take* a time, **2-*semi-restricted collocations*** that their replacement by other words are very difficult or they are fit into certain syntactic slots like, *harbor doubt, harbor uncertainty, harbor suspicious*, *familiar collocations* that are based on regular company such as, *unrequired love*, and **3-*restricted collocations*** like *dead drunk, soft drink, and strong tea* that are more closed, inflexible, and fixed. Hasan (2004) differentiated among collocations by naming them as *strong collocations* those that native speakers easily can produce them; by the right association of collocator/collocate with their right base or node, like *rancid butter, or soft drink*, but not the others, and *weak collocations* which are free and more predictable like, good girl, take a taxi, white/red wine. Other classification of collocations relates to Hill's (2000) classification as, *unique collocations* as they are fixed in syntactical structure, *strong collocations* as, they are more flexible by their few possible collocators/collocates, *medium-strength collocations*, and *weak collocations* that are freely accompanied and more predictable. Gledhill (2011, p. 6) stated, "collocation [sic] is essentially word-oriented and cohesive: it refers to the extent to which the presence and meaning of a word 'coheres' or depends on the presence of another word (or words) in the same stretch of text".

Antonious Shammas (2013) in his study attempted to assess the ability of EFL academic learners' comprehension and application of collocations at four Arab universities. This study was conducted on the basis of designing three types of questioners that were orderly distributed in three times among 96 Arabian students. The first questionnaire's aim, was to knowing the ability of Arabian students in correctly translating the Arabic collocational items into English, which contained 20 Arabic collocational questions, while the second questionnaire was designed vice versa, containing 20 English collocational questions which was distributed among Arabian EFL students to translate them into their language. The third one, with 9 Arabian collocational questions, which were designed as closed questions with four choices of English equivalents, was distributed among respondents. This study as the knowledge-oriented assessment, isolated Arabian students from accessing to any source and reference. The results of the research clearly indicated to the Arabian students' weakness in such way that the produced errors in questionnaire one, was about (76.979%), in the second questionnaire the errors were (63.437%), and the number of produced errors by Arabian students in the questionnaire of number three, were reported about (78.472%). Shammas (2013) offered three suggestions, as modifying the syllabus of Arabian EFLs, exposing them with practices of using collocations, with the aim of drawing EFLs' attention to the crucial role of collocations in expressing the meaning, availability of mono-lingual and bi-lingual dictionaries of collocational items (Shammas, 2013).

Jabbari (2014) assessed students' knowledge of collocational proficiency at Yazd University. His study was stood on the aim of bolding the differences in producing correspondent collocational items between Persian and English languages. Participants were divided into two groups of A and B. 24 students of group A, were from different academic majors as the students of his course, "general English", while 23 students of group B were his M.A. students in English Teaching as a Foreign Language. In order to reach the aim of study, two sets of tests were used, one related to finding the level of students' proficiency in English language which is known as "Oxford Quick Placement Test", which 32 students out of 47 participators were successful in getting the full rank. A week later, the second test as "collocation test" were distributed among them including 42 multiple choice tests, that requires students to choose the best correspondent English collocational items. The researcher reformed the collocation test devised by Karim Sadeghi (2009) which contains 60 multiple choice questions, by defining three values of neither (wrong), transfer (inter-lingual transition), and target (correct correspondent) for the three sections of 4 choices. The value of neither, had 2 choices. Each value got the scores of 3, 1, and 2 and reducing the number to 42 multiple choice questions due to not finding the correct answer, while the other items were omitted, because of having more than one correct answer in the original questionnaire. The results of study reported a significant difference (p<0.05) between the two groups test items and, students of group B had better performance in producing/choosing correct correspondent collocational English items. The study indicated the effects of differences between producing the collocational items in Persian language and in their corresponding English collocational items to students' lack of proficiency, while reported that 12 students mainly transferred the meaning of Persian collocational items to choose its corresponding English

collocation, and did not consider the form of corresponding collocational items, which was proved by their performance as choosing those collocations as corresponding English items, that are very similar in meaning to their Persian language. This research offered the teachers, performing comparing practices of Persian and corresponding English collocational items in classrooms (Jabbari, 2014).

Abdel Salam El-Dakhs (2015), bolded lack of enough attention to the subject of vocabulary learning that is considered and proved by many studies as having an important role in language proficiency such as reading comprehension and writing production. By pointing to the significance of word knowledge in language acquisition, she built up her article on the basis of its most neglected area, "collocational competence" in second language teaching and learning as the result of the least focus on the third section of word knowledge, "word use" that relates to the knowledge of grammatical, lexical, and syntactical constraints on using word in linguistic context. The main aim of this study was to give a-well rounded overview related to the topic of collocational competence in English language teaching (ELT), suggesting four cohesive types of classroom activities to teach English collocational items to the second language learners (SLLs) related to 1- awareness raising as those activities which cover a-knowing the meaning of collocation, b-the importance of collocation, c- knowing about the possibility of lack of correspondent collocations between two languages that they are engaged as their first and second languages, d-bringing concrete examples, e- discussing over the produced collocational errors due to inter-lingual translation, f- raising the knowledge of the arbitrariness of the nature of collocation g- raising the awareness of they may not be in accordance with a clear logic but rather on the basis of mere linguistic convention, h- raising the skill of chunking to better identify collocational terms in text, i- raising the awareness of collocational dimension of synonymies as they can be greatly different with each other in collocational behavior like the special use of the synonymies of tall, long, and high, which each of them is used in special making of collocation such as, tall man, long ruler, high building, but not high ruler, 2- identification of collocation in different text by a-training them to identify those useful collocations in different oral and written texts, b- training to use dictionary for exploring collocational terms like using mono-lingual dictionaries , c- training them to use corpora as what that were provided in *British National Corpus* and *Corpus of Contemporary American English*, 3-enhancing receptive knowledge by giving practices like a-gap-filling for introducing collocational items, or a gap-filling that the first letter of syllable of missing word be shown , b-collocation bingo, c- matching collocates with their node or base by giving words in two columns, and d- multiple choice questions by using synonyms in multiple choices as distracters to force them to choose by their own knowledge and not by the meaning of words, and 4- productive knowledge by a- asking them to correct the erroneous collocations which made by students, b- giving the task called "focus paraphrase" or its similar task as "grid completion", c- giving the task of using collocational items by presenting a paragraph writing or an oral speaking, d- asking them to judge the combinations of the parts of a certain collocational vocab, which makes both receptive and productive knowledge to work more together; by giving some sentences and asking students to choose the acceptable collocational items and correct unacceptable ones (El-Dakhs, 2015).

Jabbari, and Kavoosi (2017) studied translation of official documents in terms of the possible serious effects on the stylistic and pragmatic features of official texts due to the mistranslation of its collocational items into English. They used random sampling method to collect the data from Shiraz official translation bureaus (OTBs), in Iran. This study also used mixed methods approach. The research mainly focused on the lexical aspect of the collocational errors and ignored other patterns of error that could be related to the grammatical category of collocational items. To simplify the data analysis, this study considered the two lexico-related categories of approximation and synonymy as one. The study was formed based on the aim of finding some regularities on the behavior of certified translators in rendering the collocational items of official texts. This study challenged the knowledge of official and certified translators by comparing their collocational productions with the actual and functional aspects of corresponding official collocational items of target context, such as the comparison of the produced erroneous collocational item, "divorce verdict" to its correct as, "bill of divorcement", which was occurred by using the strategy of approximation/synonymy. In order to enhance the generalizability of the results of this study, the data were gathered from all possible thematic items of OTBs and were not limited to specific thematic subject matter in OTBs. The results of the study indicated that most occurred errors where due to the false concepts hypothesized with the frequency percentage of (23.9), inter-lingual translation (26.8), approximation/synonymy (43.0), and false coinage (6.3) (Jabbari & Kavoosi, 2017).

Vahabian et al. (2018), assessed collocational competence's level of medical students at Hamedan University. Students were grouped into three different levels on the basis of passing medical English courses; group1, consisted of those who only passed general English (GE), group 2 was medical students whom along with passing GE, passed the course of English for the Students of Medicine 1 (ESM1), group 3 was those students who along with passing GE and ESM1, passed ESM2. They adopted the test that was designed by Takač and Miščin (2013) in Croatia and modified them on the basis of frequency of collocational errors, and Persian language of the users. The exam was held at the end of their semester. The test included 60 questions that can be divided into the 4 sections of 15 multiple choice questions, 15 fill-in-the-blank questions, the section of 15 questions for translating from English to Persian, and the section of 15 questions that were designed vice versa, and required students to translate them from Persian to English. One score was given to each correct answer, not to all like errors, because the students didn't oblige to answer the total questions of the test. ANOVA test to evaluate the first hypothesis related to the positive effect of English course on students' collocational competence (it was rejected), post hoc analysis to separately evaluate receptive, receptive-productive, and productive collocational knowledge of participants of each three groups (showed overall receptive knowledge was higher than productive knowledge, and also receptive knowledge of GE students and ESM1 students was higher than the students of ESM2), and paired t-test within each group to evaluate which level was higher than two others (indicated to receptive knowledge for each three groups of participants), were also applied in this study. The results of study reported the low level of medical students' collocational knowledge. Additionally, the research revealed that, the knowledge of

students whose passed the courses of EMS1, and two didn't improve their level of collocational knowledge. They related this fact to seeing the medical semesters without paying enough attention to medical texts in the courses of ESM. The researchers demanded teachers to draw students' attention to collocation by revising their preferences of teaching, and also engaging students with collocational practices. They also offered the policy makers of educational system to place two separated courses of Terminology course and Medical English course on the syllabus of the Iranian students of medicine (Vahabian, et al., 2018).

METHOD

This study is limited in the size of bringing samples as choosing between the extracted items, those erroneous items that could be more reflective of error. This research applied Pirhayati's (2019) models of Translation Quality Assessment and Translation Criticism, and frameworks. Pirhayati (2019), based on the approach of translator must act as a translator and must not act in such a way that be identified as a thief or a cannibal in a competent court of law related to the right of writer/author or translator, focused on the concept of translatability and untranslatability of works and defined a scale for the act of translation and separated the work of translator from other actions that can be considered as the works of writer/author; by stressing on the concepts, like pure/restricted cultural equivalent- (not for the word of for example fork which its cultural equivalent in target context be regarded as hand, **but rather** for idioms, proverbs, and collocational items, as well as the like of two close contexts) regarding the total of, for example, a proverb as the unit of translation which its equivalent that indicates to: *1- the degree of shared aim of its usage in comparison to the original, 2- its usage in a same/similar context* **in target, 3-the degree of acceptability by the related context in target in comparison to the work of the item of original in its context, and also by considering the 4-other choices for equivalence and 5-the need of coinage**, be regarded as *like its referential equivalent and along with citing information by glossary, index, or footnote (as complimentary)*. For example, instead of a proverb, the corresponding of a collocational vocab (hokm-e-taalagh) related to the field of law as (bill of divorce) be frequently used in English target context which is as same as original context (such as the context of court); in here, ***the role/need of coinage is clearly depicted -*** and by rejecting those strategies that are recognized as re/writing or those that are mixed up with the act of re/writing. This study also inspired from Wouden's (2004) definition of collocation and Lewis's (2000) categories of collocation. The qualitative approach was regarded for this parallel corpus-based study. This study gathered materials from different sources; focusly, from *technical dictionaries*, and also from online technical dictionaries such as, (Abadis.ir), (Iraniantranslate.com), and (Barsadic.com). The fields of study in this research were related to GEL, medicine, law, economics and commerce, politics and news, literature, religion, sport, advertisement, engineering, and art. This study is stood on the most interfering factors of [biasness, ideology and power], lack of the skill of coinage (as paraphrasing, calque, superficial mis/translation, or bad coinage), lack of the knowledge of translation strategies like, calque, superficial translation, transliteration, etc., lack of the knowledge of source/target

collocational item/lack of the knowledge of source/target linguistic norm (like, performing false coinage, or superficial mistranslation or other strategies, instead of pure/restricted cultural equivalent or equivalent; as performing unmoral of the language of target context), and lack of target linguistics knowledge in order to reveal erroneous translations on English collocational items and to present resolutions. It should be noted that, coinage is not regarded as translation strategy, since it has rather linguistics root, but educated and expert translators can simply do it.

Data Analysis Procedure

After gathering data from online parallel-corpuses and technical dictionaries, analysis was started based on considering the interfering factors of [biasness, ideology and power], lack of the skill of coinage, lack of the knowledge of translation strategies like, calque, superficial translation, transliteration, etc., lack of the knowledge of source/target collocational item/lack of the knowledge of source/target linguistic norm, and lack of target linguistics knowledge. It should be noted that, this research also recognized parallel corpuses of online parallel corpus dictionary of "https://glosbe.com/en/fa" as good sources of seeing the functions and usages of both collocational English items and their corresponding Persian translations. After extracting erroneous translations based on the before mentioned most interfering factors, resolutions were presented.

RESULT

In this section, the results as some usual errors were extracted, described and interpreted. Here is the result of investigations:

Table 1. Errors in the translation of collocational item of GEL

English Source	Persian Target
Strong tea (adj+noun)	Chaiy-e-ghaavi (or) powerful tea (Superficial translation)

As table 1 proves, translator does a superficial translation along with preserving the style of the source collocational item. translator with using the translation strategy that is not mixed up with act of re-writing, like paraphrasing, does his/her work as a translator not a writer. Although translator accomplished the task of translation as a translator, this translation still maintains at the range of bad translation, due to the weird produced meaning by using the strategy of superficial translation that does not indicate to its real meaning. In fact, the collocational language of strong tea roots in a culture that frequently used for expressing the thoughts as the characteristics of tea which indicate to a viscous, dark, and tare tea. Here, Chaye ghaavie (powerful tea) which was introduced as the corresponding collocational term by the translator dug a deep between the superficial meaning and pragmatic meaning/conceptual meaning in such a way that receiver can never understand the indicated meaning through this for the node of tea. In other words, the semantic motivation is not obvious by choosing the word of ghaavie/powerful. Generally, the translator must between these separated characteristics of tea, use a word that overwhelmingly declares these three characteristics- a word that some wires to these three indicators and can structure itself by make relationships among them- a sort

of having overlap, or be as an umbrella which can cover these three branches/meanings and certain itself by making powerful relationships among these three items, or be as a label. For more clarifications, see these below figur

word

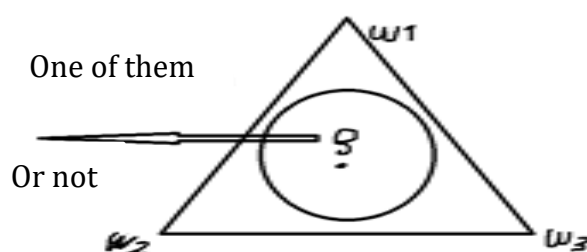**Figure 1.** An umbrella figure; the word of top (strong) as umbrella covers three characteristics of tea

Figure 2. Source as subjectively producing (strong), target as choosing one of characteristics (ghaaleez, or taalkh, or teereh), or the option of coinage for two contexts.

As figure 2 shows, the choice as a collocate, is clearly depicted:

1. Receivers of source context by direct objection, subjectively produced a word as the collocate for the node of tea (centre).

2. Receivers of target context by direct objection, determine a word as the collocate for the node of tea (centre).

Here, translator through knowing the nature of tea, and two-sided cultural knowledge about it, must situate one of its characteristics, as the allegory or synecdoche. For other cases, may subjectively produces, or coins a new word that its acceptability of its work is directed to the original one. Here, between these three words of viscous (ghaaleez for dynamicity of the liquid), dark (teereh, for its color), and tare (taalkh, for taste), strong relationship exists. In other words, each of them expresses/ indicates the meaning of other ones because of the nature of tea. In target context, each of these characteristics was employed by the users of target context. It seems that lack of source cultural knowledge causes translator to superficially translate this collocational item, that has corresponding collocational item in target language. Equality can be seen in both sides; as a same objective phenomenon within two different contexts was used (habit/need/desire, etc.) through involvement, and so, based on the nature of the phenomenon (its materials, characteristics, relations, etc.) and rational (weak or strong) sight of receiver of two contexts, a name for it, is produced in two contexts, that reflects

its **character-** as the label / distinguisher- than it. In here closeness of two contexts is recognized as the existence of phenomenon and same experience (drinking).

Table 2. Translation of Bible from English to Persian (Haneef, 1985)

English Source	Persian Translation
…Be to him that sitteth upon the throne and to the *lamb* forever and ever (p. 209).	…Baar An kaas ke baar taakht nesheenaad tA aabaadolAbAd (p.183).

As table 2 shows, translator due to his Islamic ideology performs a biased translation and deletes the word of lamb, the symbol of purity and innocence of Jesus, son of God. In fact, his translation, turned this fixed sentence as the attribution to an unknown source that is very close to Islamic believe as, "one God". It is obvious that this cannot be considered as the translation of the part of Bible and this fixed-holly expression as the collocation of "…to **him**… and to **the lamb**…." is ignored, and changed in its meaning by the translator. This translator, must ask himself the aim, or based on what reason he performed such this translation? Did he want to deviate the receiver that this translation is based on what the bible exactly says, or to send a wrong message and refer it to holly bible? Does he account himself as a translator of source, or a distorter? Or as a corrector of holly bible and not as a translator?

Table 3. Translation of politic item from English to Persian (Mohajeri, 2007, p.199)

English Source	Persian Translation
Gag the press	Saalbe AzAdi kaardaan aaz maatbooAt

As table 3 indicates, translator uses the vocab of "saalbe azadi kaardaan" as the equivalent for gag which is very general and reduces the negative load of the source word. Gag as defined in dictionary.com is the action as "a piece of cloth put in or over a person's mouth to prevent them from speaking". In fact, this choice is not directly indicated to the violent act that the word of gag carries. It seems that, lack of the knowledge of translator's target linguistic norm causes him to use Arabic word as the synonymy of gag, which can also be regarded as a weak synonymy of gag. In fact, cultural equivalent of gag in Persian can be: "gel gereftan (e daahaan) e maatbooat", which more clearly indicates to the invasion of press's rights of freedom of speech. This Arabic and general translation may not work even at the level of receptive knowledge for the receiver, while the real meaning of it is in fug. It also can be rooted in the policy of publication in Iran in such a way that translator's subjectivity may get affected by this policy, so it leads translator to generalize the meaning of gag in his translation by choosing "saalb e azadi kaardaan" as its equivalent.

Table 4. Translation of collocational item of law from English to Persian (Golkariyan, Javad Khani, Mirvahedi, & Javadi, p. 334)

English Source	Persian Translation
Hunting with dogs	Just giving note as describing this crime

As table 4 proves, this act, just giving information and not translating is performed by the translator. Giving information must be as the complementary, since the result of this action just makes the receiver familiar, and also can be forgettable, because it is not a vocab. So, translator in here must through the strategy of superficial translation, translate it to "be vasilehye/tavasote saagan shekar kaar daan" along with giving related information as footnote. It seems that translator due to the lack of knowledge of translation strategies did such translation.

Table 5. Coinage of collocational item from economics in Persian language (Farhang, p. 51)

English Source	Persian Translation
Baby boom	Por zAie

As table 5 depicts, translator coins the new item as the corresponding equivalent of the collocational item of "baby boom". According to Wikipedia, "baby boom is a period marked by a significant increase of birth rate". It seems that, translator just by coining an adjective item doesn't preserve the style "a successive word which is made at least as the combination of two words" of the source collocational item. In addition, translator by missing the word of period in his coinage ambiguously transits this word to the target context, since this adjective has not any node. Moreover, translator along with coinage didn't give any footnote or information for describing the nature of this word. It seems that coining it as "dorane farzayeshi" can fill these above-mentioned gaps. Such this performance of translator can be attributed to translator's lack of enough knowledge of the act of coinage, and also translation strategies.

Table 6. Translation of the slogan of LG television (advertisement) from English to Persian

English Source	Persian Translation
Pen touch	Rooyye televiziyone khod naaghAshi bekesheed

As table 6 shows, translator completely changes this slogan and performs the act of re/writing as "paint on your television". Based on Pirhayati (2019), this translation can be considered as a bad translation, since translator uses the strategy of re/writing and acts as a writer not a translator. In addition, the style of source item is not preserved. It seems that, the style of slogan is very important than other collocational items, since it works as the emblem/identifier of a product in different environments. So, it must be fixed forever. Here, the translator can perform a superficial translation and translate it to "laamse ghalami". It should be noted that, pen can also be translated into "khodkar" which in here can be regarded as a bad translation, since it can make ambiguity for the receiver of target context. In other words, Persians also use "khodkar" to express the characteristic of a device that works automatically, and a device of writing which has ink. But choosing "ghaalaam", as the referential equivalent of pen, makes the receiver to have a general thought about a device that is like pen or pencil which is created for a digital device. It seems that, this free translation is for attracting customers who may for the first time see/ hear about this digital invention/development.

Table 7. Translation of collocational item of medicine from English to Persian

English Source	Persian Translation
Scattered radiation	Taashaasho-e-montaasher

As table 7 indicates, translator does a bad translation and ed adjective+ noun is translated into "taashaasho e montasher", which is Arabic form of Persian translation "Tabesh e paarakaandeh /paakhsh shodeh". In fact, this translation can make the process of understanding very difficult for the Iranian students of medicine who want to learn the vocab in order to use it (in source/target language), and also whom want to clearly understand each other as fast as possible. It seems that, lack of the knowledge of linguistic norm of target language causes translator to perform an Arabic translation. On the other hand, the performance can be due to Islamic policy of Iran in such a way that Arabic language as the Islamic language must be worked more/rather than Persian language in context.

Table 8. Translation of the collocational item of engineering from English to Persian (Abadis.ir)

English Source	Persian Translation
Lift shaft	Mehvaar-e-bAlAbaar

As table 8 proves, translator does a pure superficial translation and performs a bad and ambiguous translation. It is better to translate this collocational item into Persian as "mileh/taanab e balabaar", since it is more objectified and figurative rather than a pure abstract vocab (Mehvaare balabaar), which makes the process of learning and understanding of this English vocab very difficult. Additionally, the word can be more remindful and remembrable rather than an abstract and hard understanding vocab. It seems that, lack of the linguistic knowledge of target language causes translator to perform such bad translation. It can also be rooted in Islamic policy of Iran that words must be used in Arabic format, rather than in Persian language.

Table 9. Translation of collocational item of art from English to Persian (Barsadic.com)

English Source	Persian Translation
Oil-based paint	Raang-e-roghaani

As table 9 shows, translator performs a bad and ambiguous translation, and translates this collocational item to "Rang e roghaani" in such a way that receiver of target may refer it to just a specific type of oil-based paint and consider it as the equivalent of oil paint. It is better that translator translates this collocational item to "range-payye roghaani", which is more indicative to the original meaning and the style of trinominal is also preserved.

Table 10. Translation of literary collocational item from English to Persian (Abadis.ir)

English Source	Persian Translation
I feel like a million dollars	EhsAs mikonam ke yek milyon dolAr pool dAraam

As table 10 depicts, translator performs a superficial translation, and translates this collocational item to "feeling of having one million dollars", which doesn't indicate to its meaning. This cultural-specific collocational item of American context has not any cultural equivalent /idiom in target context. In addition, the target context does not really legitimize such this item, since it is an Islamic context, and consequently the option of coinage can be rejected. Here, translator must get the direct path of acceptability of the work of original in translation. It must be translated into "feeling of being very attractive and well-dressed" which its Persian is "hesse jaazab boodan va shik boodan dashtan". It seems that, weak knowledge of translator about this collocational item that roots in American context causes to perform a literal translation.

Table 11. Translation of chemistry collocational item from English to Persian (Barsadic.com)

English Source	Persian Translation
Activated carbon	Kaarbon-e-faaAl

As table 11 indicates, translator performed a bad and ambiguous translation in such a way that receiver may hardly understand the real meaning. In fact, activated is the ed adjective that must be preserved in translation, since indicates to an act that performed on it noun/karbon, but in this translation, such function was ignored and changed to active by attributing this work as the mood of this noun/karbon. It is better to translate it to "Karbon e faa al shodeh" which also the style of this collocational item is more preserved.

Table 12. Translation of sporty collocational item from English to Persian (Iraniantranslate.com)

English Source	Persian Translation
Competitive sport	Vaarzesh-e-reghAbaatie

As table 12 shows, the translator performs an ambiguous translation and translates the collocate of competitive to "reghabaatie". It seems that, lack of the linguistic knowledge of target context causes the translator to perform such this Arabic- rooted translation. In fact, this Arabic-rooted translation cannot clearly describe its noun/sport. It is better to translate this collocate item to "peykarie/ hamavardie". On the other hand, the performance can be due to Islamic policy of Iran in such a way that Arabic language as Islamic language must be worked rather than Persian language in context.

DISCUSSION

Collocations that are specifically known by their important characteristics as frequent occurring, fixed syntactic style, and very cultural-rooted phenomena are seen and recognized by linguists and translators as the very important and effective elements of language. In fact, they can increase the speed of speech and make it more understandable. On the other hand, inappropriate use of them can make the discourse very odd in the eyes of the receivers, and performing bad translation on them can make them as interfering factors which affect the meaning and message of discourse/ speech and make the process

of understanding very difficult. According to Wouden (2004) every expression can be considered as a fixed expression and so, collocation, but he specifically bolds the idiosyncratic restrictions of them as the character of every collocational item from lexical collocations to a sentence that constitutes with complex predicate as head and complements (Wouden, 2004). This definition from collocation brings any translator to cautiously perform the act of translation, increase his/her knowledge and skills about the work of translation, and be updated.

The aim of this study is to reveal the erroneous translations of collocational items from English to Persian and make some resolutions in order to pave the path of uneducated translators, whose just by laying on their knowledge of technical words fearlessly do the act of translation, and also novice translators. This study depicts the weakness of Iranian translators in the translation of collocational items from GEL to technical collocational items specified for different fields, on the basis of the most interfering factors [biasness, ideology and power], lack of the skill of coinage, lack of the knowledge of translation strategies like, calque, superficial translation, transliteration, etc., lack of the knowledge of source/target collocational item/lack of the knowledge of source/target linguistic norm, and lack of target linguistics knowledge. It seems that, these factors simply affect their work of translation.

On the other hand, this study reports the weakness of online English-Persian parallel corpuses which must seriously be considered by the scholars of TS and linguistics. Moreover, this research also indicates to the weakness and the low-quality performance of online English-Persian dictionaries in translation. As offering some resolutions, related areas like, faculties of translation and linguistics of public universities of Iran, or national library of Iran, must start providing parallel corpuses and also improving, and updating online bilingual dictionaries, since they are national reference sources, and also, they can reach the national language of Persian, make this language more understandable for the speakers of other languages, and also can be as a way of making them more familiarize with Persian language. It should be noted that, Arabic language must be clearly introduced as an Islamic language for Iranians by completely separating it from Persian language- separating the mixture of Arabic-Persian language by coinage, and the usage of Persian items- and limiting this language to the usage for (better) comprehension of (Arabic) Islamic-religious texts, records, and the like.

CONCLUSION

This study focused on the translation of collocational items from English to Persian and bolded them as important and determinant factors of language that must seriously be considered by translators. This study also foregrounded the effective role of [biasness, ideology and power], lack of the skill of coinage, lack of the knowledge of translation strategies, lack of the knowledge of source/target collocational item/lack of the knowledge of source/target linguistic norm, and lack of target linguistics knowledge as the main and serious causes of performing erroneous, or bad translation. This study also considered the act of re/writing as a bad translation. This research also depicted translator's knowledge of technical words is not enough for recognizing him/herself as a

translator. In fact, translators must take into account the three factors of knowledge, skill, and being updated before performing the act of translation. This research uncovered the usage of Arabic language in bilingual (English-Persian) dictionaries as using Persian language which is mixed up with or almost replaced by Arabic language. This research offered completely separation of Arabic language from Persian Language and limiting this language to just applying it for understanding Islamic-religious texts, records, and the like. This study requests TS scholars, linguists, and translators to consider these weaknesses as very important issues, asks related areas to build up a context for creating parallel corpuses, and improving and updating online bilingual dictionaries. Those who may benefit from this study are translation trainers, translators, linguists, scholars of TS and language, related policy makers, and related organs.

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