INTRODUCTION
Overview

English is an international language that is constantly evolving and is used as a major language in many aspects such as science, technology, education, employment, business, travel and tourism, press and media, as well as entertainment (RAO, 2019: 76). Since there have been new languages as part of education, there has been a need to improve the translation. Translation is also found in various magazines, newspapers, books, etc. Over the recent years, universities and schools have been created in Iran and more students are interested in learning new languages. Being a student or either a teacher, translation could be a problematic issue. Especially when we meet grammatical sentences which have no equivalence or either are different in the target language (TL). In the process of a translation, the translator must be fluent in different grammatical rules in the source language and have a deep understanding of the target language. In transmitting a message in a translation, sometimes the translator is forced to shift in translation in different ways (LISWAHYUNINGSIH et al, 2020).

In finding translation equivalences, there are sometimes partial, absolute, and no equivalence. Translation of culture-specific lexemes without any equivalence puts translators in a difficult situation. This shows the linguistic equivalence, meaning word-for-word translation, which affects the reader’s mind. A reader can only make sense of a text by analyzing the linguistic elements, supported by his/her own knowledge and experience. The mistranslation of a single lexical item may affect the coherence of the full text. Verbs of perception, as well as other cultural words, represent another lexical field that can be problematic.

A student attending the English classes mostly struggles to find the correct meaning of verbs and sentences such as in the perfect tenses or else. Shuttleworth and Cowie (1997) state that, translation is a very broad notion that can be understood in various ways. For instance, one might speak of translation as a product or process, and identify subtypes such as subtitling, technical translation, and literary translation. Furthermore, while the term usually refers only to the transfer of texts, it sometimes also includes interpretation (p. 181). In this case, translation is essential for education, therefore its development is important. In general, translation is a game of equivalences that will be selected by the translators or the readers. Even, the students of foreign languages can find equivalences regarding the texts they face, but the issue is how to find the most appropriate ones. Learning grammar could sometimes be problematic as the structure of languages is different and in case there is a wrong translation, the whole learning process can be affected.

The researcher has encountered students who spent time learning grammar in the source language (SL) who still have difficulty understanding the sentences meaning, therefore the teacher is requested to show them the correct translation. To find the best equivalence for grammatical sentences, Catford has introduced shifts that cover this issue. One of the most recent studies on translation shifts by Sholekhah (2019) in Indonesia. In this descriptive qualitative study, the data were analyzed using Catford (1965) shift theory. The results of this study showed that there were four shifts in translating humor from English to Indonesian (shift structure, class shift, unit shift and intra system shift). This study provided very important and useful information about translation shift. The next study done by Tirtayasa, Christien Tiyuni and Harris Hermansyah Setiajid (2018) entitled “Translation Shifts in Goenawan Mohamad’s Poem Collection “On God and Other Unfinished Things.” This study examined the changes in
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Translation in literary translation. Although this study focused on the literature, but it provide a comprehensive analysis of the category shift in the translated text. Therefore, it contributes significantly to the present study.

Statement of the problem
It is obvious that the role of translation in our lives is of great importance as translation has always improved human life as a tool for better communication and sharing data across the world. When learning to translate, you should learn how to get an overview of a new situation with all its various factors (RISKU, 2002, p.526). One of the issues teachers and students are facing in education or communication is finding the appropriate equivalence of grammatical sentences. While teachers try to avoid speaking and teaching in the TL, the students insist to have the translation of the same sentences or even translation is sometimes necessary for better understanding. For instance, the grammatical structure in the perfect tense "I have been to Italy" or "She has gone to Italy" becomes trouble in Persian while Students demand the translation. The issue here is what to do with these kinds of sentences? Should they be translated or explained using a definition? Or what is the appropriate strategy to have the best translation? In translation, translators must be fluent in both languages to find a suitable equivalent in SL or TL. To find the right equivalent, shifts may be accrued in source or target language text. These shifts are very important in the translation process because translators consider equivalents at formal events (DAHLAN and LATIF, 2020).

Studies have proven grammar is a big challenge for the ones trying to learn a new language as the languages are different as well as people’s attitudes through languages. This study focused on Catford’s (1965) shifts because they provide a categorized and principled classification of shifts with respect to the original changes. This study aimed to investigate the importance of translation using Catford’s shifts in learning and teaching grammatical tenses. Many teachers believe that the best way for learners’ achieving native-like control of the TL is thinking in that language rather than to reprocess or translate the TL into their mother language (LIAO, 2006; 191). The translator must be familiar with the culture, dialect and grammar of the target language. Therefore, a good translator should be aware of the grammatical rules between the source language (SL) and the target language (TL) so that the reader can receive the message correctly from the translated text (ANDRIYANIY and WIDIYANTARI, 2020). This study tries to answer following questions:

1. What is the most frequent category shift in the Persian translations of Introductory Steps to Understanding?
2. To what extent this research is going to perform the best translation in grammatical sentences?

Significance of the study
According to grammar instruction in mother language education, approaches affect teacher’s beliefs: the communicative approach with a focus on functional language applications in communicative situations and the traditional method that supports explicit instruction. The present research could be used by English students as a 2nd language as well as teachers of how to teach grammar be the most effective way. It could also be used by university students in order to find the usages of shifts between the languages. Therefore to the best of our knowledge, no general or detailed research of grammar shifts has been attempted. In mother tongue education, grammar knowledge is undeniable. (NORRIS & ORTEGA, 2000; DFEE, 2000; KEITH, 2001; DEAN, 2004) However, to Davies, Swinburne & Williams (2006) as mentioned, the grammar knowledge is a necessary step to learn a language and this mastery is achieved by understanding it.

REVIEW OF LITERATURE
Translation
Translation was first investigated as a linguistic phenomenon, as a process of communication or meaning transfer via linguistic conversion. Efforts were made for developing a linguistic translation theory (CATFORD, 1965) or a “translation science” (NIDA, 1964), with the aim of...
giving a comprehensive description of the equivalence relations between signs and their combinations in the SL and TL. Nida (1964) stated that the translator’s problem is that he/she is under constant pressure due to the conflict between meaning and form (p. 19). In general, it is clear that equivalence and shift are important tools in the translation process. “Translation activity inevitably involves at least 2 cultural traditions and 2 languages” (TOURY, 1995, p. 200).

As it is defined, translators constantly have the problem of how to define the cultural aspects in a source text (ST) and find the most suitable way to successfully convey these aspects in the TL. The scope of these problems vary depending on the linguistic and cultural gap between the 2 (or more) languages (NIDA, 1964, p. 130). According to Munday (2001, p.1), translation ‘by its nature’ ‘is multilingual and also interdisciplinary’. Vinay and Darbelnet conducted a stylistic comparative analysis for describing translation shifts thought the term ‘shift’ was first used by Catford in his “A Linguistic Theory of Translation” (1965). Translation shifts are small linguistic shifts in translating ST to TT (MUNDAY, 2001, p.55). This definition depends on his distinction between textual equivalence and formal correspondence: formal correspondence is a relationship between 2 language categories that approximately occupy the same place in the organization of their respective languages, while textual equivalence is established between 2 parts of the text that are real translations of each other. When a textual equivalent does not formally match its source, this is called a translation shift, which has 2 major types.

Recent years have seen the beginning of a reappraisal of the translation role in language learning/teaching. A good practice of translation is an end in itself for many students rather than simply a means to greater proficiency in the TL. Moreover, translation is often the quickest and most efficient way to explain the meaning of a new word. According to the concept, shifts are deviations from the formal correspondence of 2 texts involved in translation. Vinay and Darbelnet (1965) have discussed the same concept of shift, although under a different label, i.e. transposition; “Transposition due to the translation process and can be specified in terms of shifts concerning the original shifts”. This is a change of a part of speech to another without changing the sense. The present research focused on Catford’s shifts because they provide a systematic and organized classification of shifts concerning the original shifts. This study investigated the strategies of how to translate grammatical sentences for students. As obvious, shifts tend to occur a lot in languages. Recent investigations have proved that students have difficulties understanding grammatical tenses. This is because of the cultural differences as sometimes it is really hard finding the most appropriate equivalence.

**Theoretical framework**

Catford basically has distinguished between Textual Equivalent and Formal Correspondence. He has also stated that shifts occur while translating formal correspondence in going from SL to TL. Catford (1965) introduced the term “translation shift” for the first time. His definition depends on the distinction between textual equivalence and formal correspondence: textual equivalence holds between 2 parts of the text that are actual translations of each other, while formal correspondence is a relationship between 2 linguistic categories that approximately occupy the same place in the organization of their languages. When a textual equivalent does not formally match its source, it is called a translation shift, which has 2 major types: category shifts and level shifts.

**Level shifts**

Catford (1965: 73) speaks of a level shift when a source text item has a textual equivalent on a different linguistic level. After early Hallidayan Scale-and-Category Grammar (HALLIDAY, 1961), he distinguished 4 linguistic levels - lexis (open sets), grammar (closed systems), graphology (medium form of written language), and phonology (medium form of spoken language) - that are related to language-specific ways to extra-linguistic levels of substance: graphology to graphic, phonology to phonic, and both lexis and grammar to situation substances. However, level shifts only occur between the level of lexis and grammar. This limitation is due to Catford’s understanding of translation equivalence, which is not on the basis of the meaning sameness, for meaning is defined as “the whole network of relationships entered by any linguistic form” (CATFORD, 1965: 35) and therefore cannot be the same across languages.
Instead, the prerequisite for translation equivalence is that 2 linguistic elements can act in the same situation, and this is only feasible if there is a certain overlap of related situational features at the substance level. As a result, translational and textual equivalence is possible only between elements that are related to the same level of matter, and this is only for the linguistic levels of grammar and lexis. An example is translating an aspectual category with a lexical item, which conveys a similarly aspectual meaning, for example, to translate a Russian perfective aspect with the English lexical verb “to achieve”. A simple level shift occurs between the lexis to grammar or contrariwise. For instance “Have you been to the US?” will be translated آیا تاکنون در آمریکا بوده اید؟ As seen the adverb “تاکنون” which is in lexis is shifted in Persian.

| Example | Translation by Level shift |
|---------|-----------------------------|
| He is listening to music. | او داره به موسیقی گوش می‌مده |

According to the teaching experience of the researcher, English students mostly encounter this issue while trying to understand these kinds of sentences. Going from SL to TL in the grammar level to lexis or, contrariwise, will be problematic as they do not know how to translate verb + ing in Persian.

**Category shifts**

Category shifts refer to Unbound and Rank Bound translation. Catford states that rank Bound translation is the free or normal translation and this term is used to refer to the special cases that where equivalence is limited deliberately. Besides, unbounded translation is the equivalence that may occur between words, groups, clauses, and seldom morphemes. Unit shifts are shifts of this type that occur in translation and there are also changes of the term in systems, class, structure, etc. In order to have a justification of recognition of Formal Correspondence in Catford theory, it needs to be considered in translation. Category shifts have 4 types: intra-system, class, structure, and unit shifts.

**Structural shift**

This shift has the most frequent usages as the structures of languages are different, therefore we change them in translation. These changes occur in Phonological, graphological, and grammar translation. For this reason, this type could be the most useful shift for English students as well as the teachers. e.g. “good book” is translated as "کتاب خوب" as evident adj + n is n+ adj in Persian.

| Example | Translation by Structural shift |
|---------|--------------------------------|
| I saw Ali. | من علی را دیدم |
| She opened the door. | دør را باب کرد |

Considering the structures of languages, this shift is another useful way of translation. The researcher has observed this useful shift in English classes.

**Class shifts**

In this type, Class means parts of speech so adj, n, v, etc. shift would occur. e.g. "Engineering student" adj+n = دانشجوی مهندسی = n+n

| Example | Translation by Class Shift |
|---------|---------------------------|
| Carefully at the beginning | در ابتدا نمود |
| Medical | پزشکی |

Parts of speech are another important part of languages as well as grammar. The above examples define how the shifts occur.

**Unit shift**

The changes occur in the linguistic unit of morpheme, word, text from SL to TL, or vice-versa. e.g. "bumper" which is one word but is translated "سپر اتومبیل" a phrase.

| Example | Translation by Unit Shift |
|---------|---------------------------|
| Thus | بدن نویب |
| Although | اگرچه |

Although this shift occurs a lot in translation, it seems to be easy for the students.
Intra-system shifts

The changes between the languages themselves. e.g. "you" in Persian is "شما/تو " e.g. "glasses" in Persian "عینک ها/عینک.".

| Example       | Translation by | Intra system shifts |
|---------------|---------------|---------------------|
| Ali's book.   | کتاب علی       |                     |
| Histories     | سابقه          |                     |

This shift between the languages could also be problematic. The examples above define the difficulty. Just like the definition and classification of levels, these four categories are also taken over from Halliday (1961). Catford (1965) defines a unit as "a part of language activity that carries a pattern of a specific kind". Units are hierarchically organized on a ranking scale and each unit consists of a particular pattern of units that (typically) have a lower rank. The grammatical rank scale contains the units' morpheme, word, group, clause, and sentence. As a result, when textual equivalents are placed in different ranks, for example, a clause is translated as a group, a unit shift takes place.

A structure is a patterned way in which a unit is made up of lower-rank units. A structure shift thus occurs when the target structure contains different classes of elements or else when it contains the same classes of elements, but differently arranges them. Catford (1965:77) stated that among the category shifts, structure shifts are mostly common. He presented the translation of an English clause containing the elements complement, predicate, and subject into a Gaelic clause that contains the elements adjunct predicate, complement, and subject. Those types of elements that can perform the same function in the unit next above in rank scale form a class (a different term would be "syntactic category"). In Catford's theory, the concept of system has a more limited meaning than other structuralism approaches, where it commonly refers to the relationships that exist in a language in its entirety. Here, the term is used for "a finite set of alternating options, among which a choice should be made" (CATFORD, 1965: 7), e.g. the system of number or pronouns. An intra-system shift takes place when the 2 languages have a formally correspondent system, but choose a non-corresponding item as translation equivalents.

METHODOLOGY

Research design

This study was conducted to investigate applying of Catford changes in grammar translation by text analysis using a qualitative study. The researcher has used this method to collect data and analyze it without generalizing. Due to the nature of qualitative research, data are analyzed based on their context and natural location. The data of this study included the book Introductory Steps to Understanding and its Persian translation. This book is for EFL elementary learners and consists of 29 pages. Fifty sentences from this book along with its sample in Persian translation were used as corpus of the study. Qualitative analyses have shown that any text can be translated because of the general principles of translation: the need for maintaining the national and historical style, finding similar rhythmic forms, and reproducing the original form. The researcher has utilized Catford’s theory in the translation of grammatical sentences focusing on the shifts.

Data collection and procedure

The only instrument of this study was the researcher himself. He alone has done the whole procedure of researching and analyzing the data. The researcher randomly selected fifty sentences from the book Introductory Steps to Understanding and 100 elementary EFL learners to translate. Within a week, all translations were collected and made available to the researcher. The sentences were categorized according to the type of shifts based on the Catford shifts in grammar translation theory. These shifts Included: level shift, structural shift, class shift, unit shift, and intra-system shift.

Data analysis

The researcher uses content analysis method in this study. The 50 English sentences was compared with 100 different Persian translations to find the occurrences of shifts. The data
were classified according to the type of shifts in grammar translation. Then researcher describes the reasons of occurrences of grammatical changes and in translation version of them and described the type of the meaning equivalence in shifts.

**FINDING AND DISCUSSION**

**Shift structure:** 50 sentences from the book *Introductory Steps to Understanding* were examined in the translation of one hundred EFL learners. According to the Catford classification, the most common shift in all categories is structural shift. There is a shift of structure between the Persian source text and the target English language, the displacement of the verb and the subject, the verb tense and the order of the words in Persian are seen as a change of structure. The shifts observed in the structure of sentence translations were two types of shift of structure: change from passive to active and vice-versa, and shift from the word order of English sentences to the word order of Persian. Here are some example of these shifts that the Passive sentence translated to active.

ST: The old lady was surprised by the car keys.

TT: خانم پیر از کلید های ماشین تعجب کرد.

ST: He was told by the salesperson that why the man doesn't go to a shoemaker.

TT: فروشنده به او گفت که چرا مرد به کفاشی نمی رود.

Some examples of shift structure in word order:

ST: Joe wrote his answer on the paper.

TT: جو پاسخ خود را روی کاغذ نوشت.

Subject+ verb+ object = subject+ object+ verb

ST: The picture showed a beautiful lawn-mower.

TT: تصویر ماشین چمن زنی زیبایی را نشان می داد

Verb+ object = object+ verb

**Class shift:** As before researcher explained in review of literature the class shift happened from one part of speech to another. A shift of class in Persian translations occurred from an adjective into noun, verbs into noun etc.

ST: She opposed the managers resolutely.

TT: او قاطعانه با مدیران مخالفت کرد.

Class shift occurred from an adverb into an adjective. The word resolutely is an adverb in English that change into adjective in Persian translation.

ST: He said to the shoemaker angrily "you are a silly man".

TT: او با عصبانیت به کفاش گفت: "تو آدم احمقی هستی".

Class shift from an adverb into an adjective.

ST: I'm very lonely here.

TT: من اینجا خیلی تنها هستم.

Class shift from an adjective into a noun.

ST: Nobody believed these unusual stories.

TT: هیچ کس به این داستانهاي غیرمعمول باور نداد.

Class shift from an adjective into a noun.
Class shift from verb to noun.

**Unit shift:** These are shifts that are equivalent to translating into the target language differently from the source language. "Unit" here means the categorized linguistic units of sentences, clauses, groups, words, and terms (MUNDAY, 2001).

**Unit shift happened from word to sentence.**

**ST:** your hair’s very long.

**TT:** موهات زیاد از حد بلند است

**Unit shift happened from group to word.**

**ST:** yes, they are much better now.

**TT:** بله، الان خوبه

**Intra-system shift:** These are shifts that happen when SL and TL have almost corresponding structures, but in cases where the translation involves choosing a term that is appropriate to the TL structure.

**Intra-system shift happened from plural to singular.**

**ST:** I can never find boots for my feet.

**TT:** من هرگز نمی توانم چکمه برای پاهایم پیدا کنم

According to the data from the total of 100 samples, no shifts were applied in 12 out of 50 sentences. In the translation of the rest of the sentences (38 sentences), shift structure, unit shift, class shift and in-system shifts were used. In addition, structure shifts include active to passive or word order shifts and so on. Class shifts, such as adjective shift to noun or noun to adjective, adjective to adverb, Unit shift consisted of word to group, group to word, and group for sentence. Intra system shift were singular to plural, plural to singular.

To answer the first question of this study, 50 English phrases were compared with their Persian translations in 100 samples, and different types of shifts were found according to the Catford classification. According to findings the most shift was structural shift in word order structure. This study was in line with Samad Mirza Suzani’s (2019) research.

In answer to the second question, it can be said that since English and Persian languages are different in many ways, sometimes in translating, they change from one form to another in the target language, which seems to be knowledge of the use of different shifts based on the type of translation is very necessary. Therefore, mastery of grammatical structures in both target and source language, as well as knowledge of shifts applications and equivalences, is essential for a strong translation, and this study can be very useful in this regard.

**CONCLUSION**

The findings obtained in this study indicated the applicability of shifts in translating grammatical sentences in Persian. Due to the complexity and variety of languages and their structure, role of translation is very important. The researcher tried to prove that although education in the SL can be practical, finding equivalences for the grammatical sentences will complete it. The researcher tried to clarify that all shifts occur in translation and each shift has its own usage. Also, translation is an undeniably important part of education, and finding the appropriate equivalent cannot be ignored. As mentioned above, the structural shift has the most common usage which needs to be taken correctly.
Delimitations and limitations of the study
Catford’s theory is a great important attempt to systematically apply linguistics to translation. Apart from his effort to communicative approach, the main critical issue is his examples are almost created and not practically taken from actual translation. He does not consider the whole text not even the above level of the sentences. For this reason, his approach remains theoretical and has not been applied to actual translation. Therefore this research did not include the whole grammatical texts but rather the sentences going to be taught to the students for a better understanding or even an appropriate method to learn grammar better.

Implication of the study
The result of this research introduced all useful shifts as well as the most frequent ones plus their application in Persian translation. This research also gives students an overview that according to the structures of languages, translation may have a different structure and they could learn what happens when translating the grammatical sentences.

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An investigation into the use of Catford’s shifts in translating short stories: translating English grammatical sentences into Persian in focus

Uma investigação sobre o uso das mudanças de Catford na tradução de contos: traduzir frases gramaticais em persa em foco

Una investigación sobre el uso de los cambios de Catford en la traducción de historias cortas: traducir oraciones gramaticales en inglés al persa en el enfoque

**Resumo**

O presente estudo investigou o uso das mudanças de Catford na tradução persa. Para alcançar os objetivos da pesquisa, o pesquisador utilizou um desenho de pesquisa qualitativa para examinar a categoria Shifts de Tradução de Catford (1965). O corpus de pesquisa foi de 50 frases em inglês de passos introdutórios ao livro de entendimento e sua tradução persa por 100 alunos elementares da EFL. Os achados mostraram que a estrutura de turno, a mudança de unidade, o turno de classe e os turnos no sistema foram utilizados pelos alunos. Além disso, o maior deslocamento usado pelos alunos foi uma mudança estrutural. Os achados obtidos neste estudo indicaram a aplicabilidade de mudanças na tradução de sentenças gramaticais em persa. Devido à complexidade e variedade de idiomas e sua estrutura, o papel da tradução é muito importante. O pesquisador tentou provar que, embora a educação em SL possa ser prática, encontrar equivalências para as frases gramaticais irá completá-la.

**Abstract**

The present study investigated the use of Catford’s shifts in the Persian translation. To achieve the research objectives, the researcher used a qualitative research design to examine Catford’s Translation Shifts category (1965). The research corpus was 50 English sentences of Introductory Steps to Understanding book and its Persian translation by 100 elementary EFL learners. The findings showed that shift structure, unit shift, class shift, and in-system shifts were used by learners. Also, the most shift used by learners was a structural shift. The findings achieved in this study indicated the applicability of shifts in translating grammatical sentences in Persian. Due to the complexity and variety of languages and their structure, the role of translation is very important. The researcher tried to prove that although education in the SL can be practical, finding equivalences for the grammatical sentences will complete it.

**Keywords:** Catford’s shifts. Category. Translation shift.

**Palavras-chave:** Mudanças de Catford. Categoria. Mudança de tradução.

**Resumen**

El actual estudio investigó el uso de los cambios de Catford en la traducción al persa. Para lograr los objetivos de la investigación, el investigador utilizó un diseño de investigación cualitativa para examinar la categoría Translation Shifts de Catford (1965). El corpus de investigación fue de 50 oraciones en inglés del libro Introductory Steps to Understanding y su traducción al persa por 100 estudiantes de EFL de primaria. Los hallazgos mostraron que la estructura de turnos, el turno de unidades, el turno de clase y los turnos dentro del sistema fueron utilizados por los educandos. Además, el cambio más utilizado por los educandos fue un cambio estructural. Los hallazgos alcanzados en este estudio indicaron la aplicabilidad de los cambios en la traducción de oraciones gramaticales en persa. Debido a la complejidad y variedad de idiomas y su estructura, el papel de la traducción es muy importante. El investigador intentó demostrar que aunque la educación en el SL puede ser práctica, encontrar equivalencias para las oraciones gramaticales la completará.

**Palabras-clave:** Cambios de Catford. Categoría. Cambio de traducción.