



Hacettepe University Graduate School of Social Sciences

Department of Translation and Interpretation

**SHIFTS IN THE TRANSLATION OF SPEECH SCRIPTS: CASE
STUDY ON HISTORICAL SPEECHES**

Berkan SEYHAN

Master's Thesis

Ankara, 2021

SHIFTS IN THE TRANSLATION OF SPEECH SCRIPTS: CASE
STUDY ON HISTORICAL SPEECHES

Berkan SEYHAN

Hacettepe University Graduate School of Social Sciences
Department of Translation and Interpretation

Master's Thesis

Ankara, 2021

ACKNOWLEDGEMENTS

I have been able to complete this thesis thanks to the education I received from skilled lecturers from various universities and the support I got from valuable people in my life.

First and foremost, I would like to express my deepest gratitude to my thesis advisor, Prof. Dr. Aymil Doğan, who has been a valuable lecturer to me during by undergraduate and post-graduate years. Completion of the thesis would not be achieved if it weren't for her invaluable supervision and guidance. I have been able to fulfil my goals thanks to her wisdom and support. Alongside her academic contribution, she has also provided me with a better understanding of life and professional career. She has been and will be a role model for me with her enthusiasm for life and love for profession.

I am also deeply grateful to Dr. Elif Ersöz for her contribution to my thesis with her vast experience and Dr. Gökçen Hastürkoğlu for her supportive comments and for opening a new perspective to me with her enlightening ideas. I have developed a better understanding of the process of conducting research thanks to them.

I am also indebted to Dr. Burak Özsöz for his informative and kind efforts to provide me with a better understanding of the subject matter of my thesis and Dr. Cihan Alan for his efforts to enlighten my way towards this study and for his continuous support which I received from the very moment I began studying in the Department of Translation and Interpretation at Hacettepe University as an undergraduate student. I also would like to express my gratitude to Dr. Hilal Erkazancı Durmuş for her assistance in improving the academic quality of my thesis and for her amazing lectures that she gave during the university years which enabled me to have a higher level of translation and interpreting skills. At this point, I would like to thank all the academicians in the department for providing me with a high-quality and inspiring education and training.

The most special thanks are for my dear family who made tremendous efforts to see me as a successful person in life and who unconditionally supported me. I am here thanks to them. Also, I would like to thank my grandparents, Hanife and Yaşar, and my aunt, İlknur, who have supported me for my education since I was a child and wanted me to be a person of intellect.

The loveliest gratitude goes to İzel Andıç, who was, maybe, more anxious than me to see the completion of this thesis. I would be drifting in desperation if it weren't for her loving heart and never-ending support.

I would like to thank my dear friend Utku Baydan, who has always been there for me for more than 10 years. He has supported me both in personal and in educational life. Today, I am the person I am because I have been a friend of such an excellent person.

ABSTRACT

SEYHAN, Berkan. *Shifts in the Translation of Speech Scripts: Case Study on Historical Speeches*, Master's Thesis, Ankara, 2021.

Public speaking has always been an important means of communication. People have expressed their ideas, tried to persuade other people, gave information on a specific topic via public speaking throughout the history. Events that have a historical importance lead to public speaking occasions. In fact, in some cases, such speeches lead to historically important events. Therefore, the contents of these speeches are important, not only for the people who speak the same language with the speaker but also for all people in the world. Hence, the translations of such speeches are also important. In the translation process, linguistic shifts may occur because of the differences between the languages. The concern of this study is to analyse the scripts of historical speeches and their translations and to find what sort of shifts take place during the translation process according to the theory proposed by John Catford in 1965. To do so, the scripts of speeches delivered by important people in the history, which are published in a book written by Ali Çimen and published by Timaş Yayınları (Timaş Publishing House) entitled “Tarihi Değiştiren Konuşmalar” (Speeches That Changed the History), and their original English texts from the website of www.americanrhetoric.com are used as the data collection materials. A comparative analysis is carried out between the ST-TT pairs, where various shifts are identified. After the shifts are identified, they are classified as ‘obligatory’ or ‘optional’ within the scope of the relevant literature. Finally, the translations are evaluated as ‘adequate’ or ‘acceptable’ as put by Gideon Toury in 1995. It is found that optional shifts by the translators make the TTs target-oriented and thus, ‘acceptable’. It is believed that this study will make a contribution to the literature regarding shifts in translation in historical speeches having given direction to a large scale of communities.

Keywords: Historical speeches, translation of speech scripts, shifts of translation, adequacy and acceptability, obligatory or optional.

ÖZET

SEYHAN, Berkan. *Konuşma Metinlerinin Çevirisindeki Kaymalar: Tarihi Konuşmalarda Vaka Çalışması*, Yüksek Lisans Tezi, Ankara, 2021.

Topluluk önünde konuşmak, önemli bir iletişim imkânı olarak süregelmiştir. İnsanlar, tarih boyunca topluluk önünde konuşarak fikirlerini ifade etmiş, diğerlerini ikna etmeye çalışmış, belirli bir konuda bilgi vermiştir. Tarihi öneme sahip olaylar da konuşma yapılmasına yol açmıştır. Öyle ki, kimi durumlarda da bu tarz konuşmalar tarihi öneme sahip olayların gerçekleşmesine neden olmuştur. Bu nedenle, bu konuşmaların içeriklerinin önemlidir ve bu önem sadece o konuşmayı yapan kişi ile aynı dili konuşan insanlar için değil aynı zamanda dünyadaki tüm insanlar için söz konusudur. Dolayısıyla, bu konuşmaların çevirilerinin de önemlidir. Çeviri sürecinde, diller arasındaki farklılıklardan dolayı dilbilimsel kaymalar meydana gelebilmektedir. Bu çalışmanın amacı, tarihi konuşmaların metinlerini ve bunların çevirilerini incelemek ve John Catford tarafından 1965 yılında ortaya konan kurama göre çeviri sürecinde ne tür kaymaların gerçekleştiğini tespit etmektir. Bu amaç doğrultusunda, Ali Çimen tarafından yazılan ve Timaş Yayınları tarafından basımı yapılan “Tarihi Değiştiren Konuşmalar” adlı kitapta yer alan tarihteki önemli kişiler tarafından yapılan konuşmaların metinleri ile www.americanrhetoric.com adlı internet sitesinden elde edilen İngilizce orijinal konuşma metinleri, veri toplama materyali olarak kullanılmıştır. KM-HM çiftleri arasında karşılaştırmalı bir analiz yapılarak bu analizde çeşitli kaymalar tespit edilmiştir. Kaymaların tespit edilmesinin ardından, tespit edilmiş olan kaymalar ilgili alanyazın kapsamında ‘zorunlu’ veya ‘seçimlik’ olarak sınıflandırılmıştır. Son olarak, 1995 yılında Gideon Toury tarafından ortaya koyulduğu üzere incelenen çevirilerin ‘yeterli’ veya ‘kabul edilebilir’ olup olmadıkları değerlendirilmiştir. Çevirmenlerin yaptıkları seçimlik kaymaların KM’leri hedef odaklı ve böylelikle, ‘kabul edilebilir’ kıldığı bulunmuştur. Bu çalışmada geniş ölçekli topluluklara yön veren tarihi konuşma metinlerinin çevirisinde görülen kaymaların çalışılmış olmasının alanyazınına katkı getireceğine inanılmaktadır.

Anahtar Sözcükler: Tarihi konuşmalar, konuşma metinlerinin çevirisi, çeviri kaymaları, kabul edilebilirlik ve yeterlilik, zorunlu ve seçimlik.

TABLE OF CONTENTS

KABUL VE ONAY.....	i
YAYIMLAMA VE FİKRİ MÜLKİYET HAKLARI BEYANI.....	ii
ETİK BEYAN.....	iii
ACKNOWLEDGEMENTS.....	iv
ABSTRACT.....	vi
TURKISH ABSTRACT.....	vii
TABLE OF CONTENTS.....	viii
LIST OF ACRONYMS AND ABBREVIATIONS.....	xi
LIST OF TABLES.....	xii
LIST OF FIGURES.....	xiii
INTRODUCTION.....	1
CHAPTER I: THEORETICAL BACKGROUND.....	16
1.1 TRANSLATION AND SPEECH SCRIPTS.....	16
1.1.1 Translation and the Concept of Equivalence.....	16
1.1.2 Speech Scripts and Translation Thereof.....	19
1.1.3 A Genre Analysis Approach.....	22
1.2 SHIFTS.....	26
1.2.1 An Overview.....	26
1.2.2 Catford’s Model.....	29

1.2.2.1 Level Shifts.....	30
1.2.2.2 Category Shifts.....	31
1.2.2.2.1 Structural Shifts.....	31
1.2.2.2.2 Class Shifts.....	32
1.2.2.2.3 Unit (or Rank) Shifts.....	33
1.2.2.2.4 Intra-system Shifts.....	33
1.2.3 Optional and Obligatory Shifts.....	34
1.2.3.1 Obligatory Shifts.....	35
1.2.3.2 Optional Shifts.....	36
1.3 GIDEON TOURY AND DESCRIPTIVE TRANSLATION STUDIES.....	37
1.3.1 Descriptive Translation Studies.....	38
1.3.2 Norms.....	39
1.3.2.1 Initial Norms.....	41
1.3.2.2 Preliminary Norms and Operational Norms.....	42
1.4 RELEVANT STUDIES.....	43
CHAPTER II: METHODOLOGY.....	48
2.1 DESIGN OF THE STUDY.....	48
2.2 DATA COLLECTION MATERIALS.....	48
2.3 PROCEDURE.....	51
2.4 DATA ANALYSIS AND EVALUATION.....	52
CHAPTER III: FINDINGS AND DISCUSSION.....	54

3.1 CONTEXTUAL INFORMATION ABOUT THE SPEECHES.....	55
3.1.1 The Speech by Abraham Lincoln.....	55
3.1.2 The Speech by Franklin Roosevelt.....	55
3.1.3 The Speech by Winston Churchill.....	56
3.1.4 The Speech by George C. Marshall.....	56
3.1.5 The Speech by John F. Kennedy.....	57
3.2 LEVEL SHIFTS.....	57
3.3 STRUCTURAL SHIFTS.....	62
3.4 CLASS SHIFTS.....	70
3.5 UNIT SHIFTS.....	81
3.6 INTRA-SYSTEM SHIFTS.....	92
3.7 OVERALL EVALUATION FOR ‘ADEQUACY’ AND ‘ACCEPTABILITY’.....	97
3.8 SPEECH SCRIPTS WITHIN THE SCOPE OF GENRE AND TEXT TYPES.....	102
CONCLUSION.....	104
BIBLIOGRAPHY.....	114
APPENDIX I: ORIGINALITY REPORT.....	121
APPENDIX II: ETHICS BOARD WAIVER FORM.....	123

LIST OF ACRONYMS AND ABBREVIATIONS

Adj.: Adjective

Adv.: Adverb

DTS: Descriptive Translation Studies

Prep.: Preposition

SL: Source Language

SoT: Shift of Translation

SOV: Subject + Object + Verb

ST: Source Text

SVO: Subject + Verb + Object

TL: Target Language

TS: Translation Studies

TT: Target Text

LIST OF TABLES

Table 1. The Speeches Utilised.....	49
Table 2. Numbers of Level Shifts Identified.....	58
Table 3. Frequency of Level Shifts as Percentages.....	59
Table 4. Numbers of Structural Shifts Identified.....	62
Table 5. Frequency of Structural Shifts as Percentages.....	63
Table 6. Numbers of Class Shifts Identified.....	71
Table 7. Frequency of Class Shifts as Percentages.....	72
Table 8. Numbers of Unit Shifts Identified.....	81
Table 9. Frequency of Unit Shifts as Percentages.....	82
Table 10. Numbers of Intra-System Shifts Identified.....	92
Table 11. Frequency of Intra-System Shifts as Percentages	93
Table 12. Total Number of Shifts Identified in All Five Speeches.....	97
Table 13. Frequency of the All Type of Shifts as Percentages.....	99

LIST OF FIGURES

Figure 1. Diagram of Shifts of Translation.....	28
Figure 2. The Distribution of All Shifts.....	107

INTRODUCTION

Speech delivery has always been a frequently used means of communication with the public for prominent people in the society like leaders or state administrators. Speech delivery dates back to prehistoric times and has been facilitated when a person of authority or opinion wants to address the crowd about some issues. Speakers might want to give information, provide an argument or try to persuade their audience, which has always been the case for the history of humankind. For example, declarations of war, encouragement speeches, and inviting people to act have been delivered to the public via speeches. Additionally, in conferences, key-note speakers and presenters address the topic of the meeting and give information on that specific topic, respectively. In the same vein, leaders of various countries address their nations via their speeches. Thus, there are abundant examples of the places where speeches are delivered and this situation demonstrates that delivering a speech is important in terms of communication with a mass of people.

Since the act of communication is vital, one might think that a speaker should be prepared for his/her speech before it is delivered. In this sense, speakers either prepare their own speech scripts or make them prepared by people who are professionals in this area. In fact, using professionals to prepare speech scripts demonstrates the importance of the act of speech delivery. One can suggest that delivering a speech in front of the public has its own characteristics and challenges, which make people hire professionals to prepare them. Hence, texts are not divided into two as spoken or written text. In fact, Gregory and Carroll (1978) further differentiate them as “written to be spoken”, “written to be spoken as if not written” and “spoken to be written” (p. 47). The last category is exemplified by Doğan (2017a) where she states that political speeches are published in form in which they were delivered which, in fact, is case in this study where the data collection materials are transcriptions of real speeches, which are of a political nature, as well. However, it should be noted that the main purpose of these speeches is not to be published, yet they play such an important role in giving the society direction that they are preferred to be published. In the end, it seems necessary to underscore the fact that speech scripts need to be considered as a different type of text

on their own, so the translation process of such texts might yield various issues that require different strategies for tackling.

In addition to the abovementioned distinct characteristics of speech scripts, there are other issues that need to be taken into consideration. For example, speeches are to be delivered in front of a group of people and thus, it has its own rhetoric and rendition characteristics. Addressing a group of people, or a nation, has its own requirements, which makes the speeches differ from other types of written texts. For instance, a political speech, which is a quite relevant example as the data collection materials of this thesis are of a political nature, relates to political discourse, political activities and political ideas and addresses a wider public (Hansen, 2010). Doğan (2017b) states that such a speech “has a special style of language use” and “style and wording of a text... will be different when the same content appears in a letter, in an agreement, or in a business contract”, which means that each type of text has its own characteristics (p. 23). Therefore, it can be suggested that speeches have completely different characteristics and cannot be compared with other types of texts such as texts where style is highly important. In other words, speeches have their own characteristics, which can be observed from their scripts.

As far as the speeches that are important in the history are concerned, it is possible to state that they can either be of a national nature, or an international nature, the latter being the focal point of this thesis. Internationally important speeches are generally delivered by people who are also important in their era. They can be presidents of states or leaders or anybody who have authority or influence over the people (Eshbaugh-Soha, 2010). Therefore, the addressee of these speeches was the people of the relevant country, and possibly, historians who were intrigued by their content for research purposes. Furthermore, such speeches might be important for people from other countries who cannot understand the language in which that specific speech is delivered. This is the place where the act of translation comes to the fore. If one says that speeches in the history are important internationally, then it can be said that their translations have at least the same level of importance. From this point on, this thesis carries out the analysis on historically important speech scripts and their translations.

As mentioned above, speeches are one of the most important means of communication for prominent people in a country and when people from other countries wanted know about the content of a given speech, they might need translation. The act of translation is a type of communication (Fat'hi and Akbari, 2012). Thus, the translation of these speeches enables communication between nations. Furthermore, translation of such speeches might not only have a communicative purpose, but it may be a source of information in addition to their call for action, or some other purpose. When we focus on the transfer of these speeches to other languages, we can consider two means of transfer: they were either interpreted or translated from the written texts, namely their scripts. Within this scope, the scripts of historical speeches are utilised for the purposes of these speeches because a remarkable importance is attached to them as they give direction to a mass of people, both at a national and international level.

The translation of speech scripts requires a different approach than translation of other texts that come from the written tradition like novels, stories, scientific articles or laws and regulations. Speech scripts have different characteristics when compared to the other types of written texts in a similar vein where a legal regulation is different from a novel, which can be explained by the model put forth by Reiss in 1977 (as cited in Munday, 2008). According Reiss (1977), there are four types of texts: informative, expressive, operative and audiomedial (as cited in Munday, 2008). While informative texts can be explained as “communication of facts”, expressive texts can be called “creative composition” and operative texts are to “induce behavioural response” (Munday, 2008, p. 72). The last type of text is audiomedial texts which support other three types with music, images, etc. Within this scope, the proposition that speeches are different from other types of texts could be considered meaningful since a speech can be categorised as an operative and informative text while a regulation is purely informative and a poem is purely expressive according to the model proposed by Reiss in 1977 (as cited in Munday, 2008). In addition, there is abundant research carried out to demonstrate the characteristics of speeches, particularly political speeches, such as implicitness, reciprocity, politeness, etc. (See Decoske and White, 2010; Toshioka, 2014; and Doğan, 2017b). Therefore, translation strategies for speech scripts might be adapted in accordance with their characteristics and considering the text types, which is also suggested by Reiss in 1977 (as cited in Munday, 2008). Accordingly, while the

information value is protected in the translation of an informative text, for instance, the function of the text should be preserved when translating an operative text.

In addition to the text-type-oriented approach, a genre analysis approach is also important because text types relate to the form and content while genre relates to the communicative function (Bhatia, 1993). Wen (2004) states that genre analysis in the process of translation makes contributions to the performance by translators and interpreters, which enable them to better grasp the communicative purpose of the ST and better structure the TT in line with the target expectations. Similarly, Hatim and Mason (1990) argue that genre of a given ST might influence translators' decision-making process. Within the scope of this thesis, the communicative function of the speech scripts, which are used as data collection materials in this thesis, is to call for action, provide information to the addressees and creating emotional ties. However, it should be noted that these functions might change in the TT because a genre shift and a text type shift might occur during the translation process of such texts because they are more of an informative nature for the target receiver instead of calling them to take action. An informative function weighs more than the operative function in the translation of political speeches, which suggest that the original genre is shifted in the TT in terms of the communicative purpose of the text (Danni, 2020). That's why, a genre analysis approach is considered to be a key aspect for this thesis since, as suggested by Rogers (2015), knowledge for ST and TT genres are vital for the translation process (as cited in Biel, 2017).

As mentioned above, speeches have their unique characteristics and their scripts demonstrate the same characteristics since they are the written form of these speeches (Toshioka, 2014). In other words, features of oral rendition can be found in speech scripts, so the translation of such texts requires different strategies. Moreover, they have a different type of style and rhetoric. Such speeches might be intended to create an influence upon the receiver, for instance, as is proposed by Reiss in 1977 under the title of operative texts, whose purpose is to call the receiver to act (as cited in Munday, 2008). According to Reiss (1977), translation strategies need to be adapted according to the text types (as cited in Munday, 2008). Considering that the speech scripts are the representations of originally delivered speeches and that speeches are a different type of text, one can argue that the translation of such texts is different from the translation of

other written texts. During the translation process of such texts, the translators might come across with expressions whose full equivalent cannot be found in the Target Language (TL), as this is also the case with other types of texts (Munday, 2008). Hence, there will be divergences; namely *shifts*, from the Source Language (SL) or the Source Text (ST), which is demonstrated by Catford in 1965. However, these shifts might be different from those found in other types of text as mentioned above, which is the critical point in carrying out an analysis on speech scripts.

Having developed an understanding with regard to the speech scripts and their translations, the next thing to touch upon is the shifts of translation (SoT) since this study focuses on shifts in the translation of such texts based on the theory proposed by Catford in 1965, which is a linguistics-based translation theory. According to Catford (1965), there is a level of ‘formal correspondence’ between the two languages involved in the process of translation and when this formal correspondence is not established at some point, shifts occur. The concept of shift of translation is vital for the field of Translation Studies (TS) in that it might demonstrate both the linguistic differences between the languages and the preferences of the translators, and it basically means changes that occur when going from one language to another. In fact, Hatim and Munday (2004) states that translators have to make changes during the process of translation since there is no typical system between the languages involved. Thus, shifts are quite common in the act of translation and they are accepted as one of the “universals of translation” among the scholars of TS, meaning that shifts are present in every translation (Hatim & Munday, 2004). Moreover, Fat’hi and Akbari (2012) states that the act of translation entails shifts one way or the other. A systematic analysis of shifts of translation for a given ST and TT pair is thought to yield a fruitful study where the relations between the two languages involved, tendencies of translators and process of translation for the specific text type are revealed. Indeed, Munday (2008) underlined that the purpose of a study on shifts is to describe the phenomenon of translation, meaning that such a study is to shed light on the process or product of translation in order to gain insight into such phenomenon.

When it comes to a descriptive study, the main purpose of it is to explain the findings of the study (Toury, 1995). So, this study will compare the ST and TT pairs in order to come up with descriptive and explanatory results with regard to the shifts of translation

in historical speech scripts. However, it should be underlined that studying shifts does not have anything to do with finding errors or failures but with the formulation of explanatory hypotheses with regard to the phenomenon of translation, as put by Toury (1995). In other words, a descriptive and explanatory study on shifts might shed light on the process of translation. In fact, Hatim and Munday (2004) states that the analysis of shifts of translation is an objective method to see the changes that occurred during the process of translation. Hence, a systematic analysis of shifts is necessary to shed light on the process of translation for a given circumstance. Indeed, Popovič (1970) states that a study on shifts might provide insights into the general system of translation; that is, how the process of translation works. Thus, it is deemed important to carry out an analysis of SoT on the historical speech scripts because such an analysis may provide an understanding of the translation process of historical and political speeches as suggested by the scholars mentioned above.

Within this scope, the purpose of this thesis is to identify the shifts based on the theory proposed by John Catford in 1965 in the translations of the speeches delivered by important people in the history from English into Turkish, and to shed light on the frequency of the type of shifts that might have occurred. Then, the second step of analysis is to classify these shifts as ‘optional’ and ‘obligatory’ within the scope of the relevant literature where an ‘optional shift’ is defined as the one that is caused by the preferences or the style of the translator and the ‘obligatory shift’ is defined as the one that is caused by the systemic and linguistic differences between the languages involved in the translation process (Toury, 1995; Medidan, 2015; and Al-Timen, 2016). Finally, the translations of historical speeches are classified as ‘adequate’ or ‘acceptable’ based on the model proposed by Gideon Toury in 1995 in line with the shifts and their optional and obligatory nature. Doing so, this thesis tries to shed light on the process of translation of speech scripts, which are of a historical and political nature, because, as Fat’hi and Akbari (2012) stated, the establishment of individual shifts will eventually lead to the establishment of translation norms. It is believed that this study differs from other studies in the area of shifts of translation in that it dwells on a different type of text; namely speech scripts, as it was seen in the literature review that studies carried out on translation shifts mainly focus on literary works and not on speech texts (See Karimnia and Kalantari, 2011; Fat’hi and Akbari, 2012; Herman, 2014; Widarwati,

2015; Al-Timen, 2016; Hijjo and Kadhim, 2017; Nashwan, 2018; and Altwaijri, 2019). However, it is believed that shifts are found not only in literary or legal texts, for instance, but also in such oral deliveries, and it is seen that the phenomenon of shift of translation is inevitable for the translation process because it is accepted as one of the “universals of translation” by various researchers working in this area (Hatim & Munday, 2004). Toury’s (1995) expressions further strengthen this fact: “the occurrences of shifts have long been acknowledged as a true universal of translation.” (p. 57).

Within the abovementioned framework, Introduction of this thesis provides an introduction to the issue and give information on the driving force behind this study; in other words, the problem situation. It further provides the research questions together with the aim and the importance of the study. Finally, limitations and assumptions of the study is provided within this chapter. Relevant definitions can also be found in this chapter.

In Chapter I, theoretical background for the thesis is provided, which includes the general approach to the issue of shifts in the area of Translation Studies and the main theory of shifts that this study is based on, which is preceded by a general framework for TS and the concept of speech scripts. Finally, the relevant research that is carried out in this field is provided. It is intended that this chapter provides all the relevant theoretical information required to develop a comprehensive understanding of the subject matter of the present thesis. In addition, a genre analysis approach is provided in this chapter by providing information on the genre of political speeches in order to provide a better understanding of the nature of the data collection materials of this thesis.

Chapter II dwells on the methodology of this thesis, in other words, how these shifts are identified, how they are classified in accordance with the relevant literature, and what the steps of data analysis are. This includes the procedure followed throughout the study, the design, data collection materials and the methods of analysis of the thesis.

Chapter III of the thesis includes the case study where the identification of shifts took place and its findings, the relevant frequency tables and the analysis and discussion based on the relevant literature. Sample ST and TT pairs together with back translations

will be given in order to provide a representative selection. This chapter also includes the discussion of the findings of the study as the results are provided.

Conclusion of the study presents the conclusions from the thesis. Answers are provided to the research questions that are presented in the Chapter I. Finally, suggestions for further studies and recommendations are provided.

PROBLEM SITUATION

Delivering a speech to the public has always been the case for state representatives to communicate with their nation. As seen in history, such speeches were delivered on any kind of occasion from elections to declarations of war. In addition, it is not only state representatives but also publicly known people who make use of such public speeches. In fact, it can be seen in the history that such speeches, either delivered by the state representatives or other publicly known people, had significant impact on the people. These speeches had importance not only for the people speaking the same language but also for other people from different countries because it might have had an impact on the social, economic or even daily lives of the people from all over the world. Considering the abovementioned international importance of speeches, it is possible to state that translation of these speeches is also important because translation of such texts will transfer the content from one language to others.

In addition to the understanding that historical speeches are important for many reasons as explained above, one should acknowledge, from the perspective of Translation Studies, that speeches are a different type of text, and so are their scripts. Although the speech scripts seem to be written texts, they do not demonstrate all the characteristics of a written text, particularly in the case of this thesis where the speech scripts are the written form the original delivery. Furthermore, they cannot be considered as solely verbal texts since they also do not demonstrate the characteristics of an impromptu speech, for instance, because they are highly likely to be studied on previously.

Within this context, the analysis of the translations of those speeches, from the aspect of shifts of translation, is considered to be important as it will shed light on the process of translation of a different type of text. It is seen in the relevant literature that there are

various and abundant comparative studies on various types of text; however, researches that specifically focus on verbal texts in this context are not found in the literature review that was carried out. The systematic analysis of such texts will provide insight into the process of translation and such insight can be useful for both professional translators and trainees of translation; namely, the students: Professionals might realise different translatorial aspects so that they can make use of shifts to render better translation to improve their professional skills and similarly, students can develop advanced translation skills even before they start practicing the profession, either as translators or interpreters. Therefore, it is considered important to carry out a systematic analysis on this type of texts.

On the other hand, shifts of translation (SoT) are considered as one of the universals of translation, which means that they somehow are found in each and every translation (Hatim & Munday, 2004). A systematic analysis of shifts can yield fruitful results with regard to the process of translation as they will shed light on the procedures used by the translators to tackle with the problems they face and on discrepancies between the two languages involved in the process of translation. Using such fruitful results, this study will be able to describe and explain the phenomenon of translation of historical speech scripts, which is believed to fill a gap in the relevant literature. Furthermore, both professionals and students can improve their translation skills seeing the relations between the two languages involved in the process of translation. Hence, identification of shifts of translation is considered to be an important study for the improvement of both the profession itself and the performance and skills of translators and interpreters.

Within this scope, the main problem encountered is that studies focusing on SoT in speeches or speech scripts are not encountered in the literature review that was carried out. Curious about the situation of SoT in the translation of speech scripts, the researcher seeks to satisfy this curiosity by analysing historical speech scripts, which are also of a political nature, for SoT based on the model proposed by Catford in 1965 and to try to make a contribution in this area. At this point, it should be stated that the main objective of this study is to try and shed light on the process of translation of historical speech scripts from the aspect of SoT by carrying out systematic analysis based on the literature posited by the prominent scholars who carried out studies in the area of SoT.

AIM OF THE STUDY

The aim of this study is to analyse historical speech scripts, which are also of a political nature, to find SoT based on the model proposed by John Catford in 1965. The rationale for selecting historical and political speeches is their importance in terms of the developments in the past and them being well-prepared and well-structured speeches for analysis. When it comes to the rationale for selecting the theory proposed by Catford in 1965, the researcher found this theory systematic enough to be applied for the purposes of this thesis.

The second aim of this thesis is to determine if the shifts identified are ‘optional’ or ‘obligatory’ based on the relevant literature (See e.g. Toury, 1995; Vinay and Darbelnet, 1995; Medadian, 2015; and Al-Timen, 2016). Following this second step of analysis, the final aim of this thesis is to classify the translations of the historical speech scripts as ‘adequate’ and ‘acceptable’ based on the model proposed by Toury in 1995, according to which the point of a descriptive study is to shed light on the general situation of translation and norms, the latter being the rules and the environment in which the translation function (Toury, 1995). Therefore, one of the purposes of this study is to shed light on the process of translation of speech scripts from the aspect of SoT because, as is explained above, a systematic analysis of SoT can be utilised to describe and explain the act of translation. From a holistic point of view for all the mentioned purposes of this thesis, the fact that limited studies in relation to SoT and speech scripts were encountered in the literature review that was carried out is also one of the driving forces behind this study as the researcher has a curiosity about the situation of SoT in historical and political speeches based on the theory proposed by Catford in 1965.

It is believed that the results derived from this study will provide insight into the process of translation of speech scripts and will be of a guidance nature for those who attempt to translate or interpret speech scripts or speeches themselves, respectively. In addition, it is believed that the study will make a positive contribution to the relevant literature.

IMPORTANCE OF THE STUDY

All professions in the world have their own difficulties which require particular solutions and skills. Similarly, the process of translation has its own difficulties, one of which is the differences between the languages, be it cultural or linguistic. As is stated by Al-Zoubi and Al-Hassnawi (2001), the translator faces a variety of cultural, stylistic and linguistic difficulties. Popovič (1970) also states that the process of translation is not direct, and has its own problems. Hence, a translator is highly likely to come across a set of problems during the process of translation. One of such problems is linguistic differences between the languages, which is the starting point of the curiosity that paved the way to this research.

Today, it is now accepted that there are a series of differences between the languages spoken across the world, even if they belong to the same language family. Indeed, Hatim and Munday (2004) state that “systemic differences between the languages must be accepted” (p. 29). It can thus be stated that there are various differences between languages and translators have to overcome specific challenges during the process of translation that arise from such discrepancies. In response to these problems, while translators have developed various methods and strategies, scholars made research into these strategies or revealed new strategies in addition to discovering procedures that bypass these problems. One of these scholars, John Catford (1965), coined the term of shifts in order to identify the way the translators overcome these problems. According to his definition of this term, shifts are “departures from formal correspondence in the process of going from the SL to the TL” (Catford, 1965). Accordingly, he assumes a level of correspondence between the languages and when this correspondence is not ensured, shifts occur. One can thus infer that shifts are changes that are involved in the process of translation that occur due to the linguistic differences between the languages.

Furthermore, it is not only John Catford who carried out studies in this area. Jean Vinay and Jean Paul Darbelnet (1995), Popovič (1970), van Leuven-Zwart (1984), Baker (1992) and Toury (1995) are also among the prominent scholars working in this area. They all tried to define and identify shifts of translation in the process of translation. Each and every one of these researches provided great contributions to the area and studies on singular instances further contributed to the area. However, studies that are

specifically focused on the translation of speech scripts for the identification of SoT based on the theory of Catford proposed in 1965 are not encountered in the literature review that was carried out for the purposes of this thesis. In fact, the theory itself was put forth for the translation of literary texts, so the application of this theory on a different type of text (spoken texts) is considered to be valuable.

As is seen from the attempts and efforts of many scholars who worked in the area of SoT, the issue of shifts is important in the field of Translation Studies. Shifts are inevitable parts of the process of translation and they can be identified in each and every pair of ST and TT. Therefore, one can infer that a study that focuses on shifts of translation can be considered important in that it will shed light on the process of translation from the aspect of a given ST-TT pair and of a given language pair.

As is put forth, various studies have been carried out in this area and studying shifts is important in understanding the process of translation. Given the scarcity of research carried out in the area of shifts in speech scripts, the present study is believed to bring more contributions to the area as it tries to fill a gap in the literature. The importance of this thesis derives from the fact that it carries out a research to identify shifts based on the model proposed by Catford in 1965 in historical and political speech scripts and it tries to fill a gap in the relevant literature by analysing speech scripts to identify SoT. In addition, shifts' being important occurrences in understanding the process of translation makes a further contribution to the importance of this study because the analysis that this thesis seeks to carry out is thought to shed light on a scarcely-studied area under such an important area as SoT. Finally, applying a theory which was first put forth for literary translation on spoken texts is also considered important since it is believed that the application of this theory on spoken texts will demonstrate that it is also applicable in this area. It is believed that this will pave the way for further studies in the area of SoT in different types of texts.

RESEARCH QUESTIONS

(1) What are the shifts that occur in the translation of speech scripts from English into Turkish within the framework of the model of Catford?

(2) What is the frequency of these shifts?

(3) Are these shifts the translators' preference, or are they obligatory due to language restraints or any other cause?

(3.1) Depending on the obligatory and optional nature of the shifts, are these translations adequate or acceptable based on Toury's model?

LIMITATIONS

(1) Only the speeches published in a book by Ali Çimen entitled "*Tarihi Değiştiren Konuşmalar*" (The Speeches that Changed the History) which was published by Timaş Publishing House (Timaş Yayınları) in 2015 and which are found eligible for the study in question are used as the material of the study. No other versions of the same speeches are used for the purposes of this study.

(2) Only the source texts found on the website of www.americanrhetoric.com are taken into account within the scope of the study and no other script or translation thereof is used.

(3) The corpus of the study is limited to the shifts that might be observed in the translations of historical speeches found in the book by Ali Çimen.

(4) The directionality in the language pair of the speeches in this thesis is from English into Turkish.

(5) Back translations provided under Chapter IV are limited to the TTs provided there as examples and they are structured in a manner which can represent each type of shift.

(6) Examples provided under Chapter IV might include more than one type of shift but only relevant one/ones are demonstrated under the relevant heading.

ASSUMPTIONS

(1) The target texts found in the book by Ali Çimen are assumed to be translated by professionals who are fully competent in both source and target languages and cultures.

(2) It is assumed that the extracts are representative of the shifts which are identified in the case study and not presented one by one individually in the thesis.

DEFINITIONS

Acceptability: One of the initial norms under the theory proposed Gideon Toury in 1995. If the target norms predominate and the translation is TT-oriented, then the translation is acceptable and acceptability is ensured (Toury, 1995).

Adequacy: One of the initial norms under the theory proposed Gideon Toury in 1995. If the translation is ST-oriented, which means that norms of the SL predominate, then the translation is considered adequate and adequacy is ensured (Toury, 1995).

Content word: This term refers to words which have a meaning. They are also called as lexical words, and nouns and verbs can be examples of such words (Nunna, 1993).

Equivalence: As Kenny (1998) put, equivalence is the relationship between an ST and a TT by which it can be ensured that the TT is the translation of that given ST (as cited in Serbina, 2015).

Formal Correspondence: “A formal correspondent is any TL category (unit- class, structure, element of structure, etc.) which can be said to occupy, as nearly as possible, the ‘same’ place in the ‘economy’ of the TL as the given SL category occupies in the SL.” (Catford, 1965, p. 32).

Function word: This term refers to words which have a task to fulfil in a sentence and have little or no meaning. They are also called as grammatical words, and prepositions, pronouns and articles can be examples of such words (Nunna, 1993).

Obligatory shift: Obligatory shifts are all the mandatory shifts which are dictated by the structural, linguistic, cultural, etc. differences between the two languages involved (Al- Zoubi & Al-Hassnawi, 2001).

Optional shift: An optional shift is a shift which is up to the selection of the translator and dictated by translators’ personal or stylistic choices (Al- Zoubi & Al-Hassnawi, 2001). It means that there are more than one alternatives and the translators opts for one based on his or her own strategies and norms.

Shift of Translation: “Departure from formal correspondence in the process of going from the Source Language to the Target Language” (Catford, 1965, p. 73).

Textual Equivalence: “Any TL text or portion of text which is observed [...] to be equivalent of a given SL text or portion of text” (Catford, 1965, p. 27).

CHAPTER I

THEORETICAL BACKGROUND

This chapter dwells on the theoretical background of this thesis which deals with the Shifts of Translation (SoT) on historical speech scripts. A general framework for translation and translation of speech scripts within the boundaries of historical and political speeches will be followed by detailed information on SoT including optional and obligatory shifts, which make up the first and second step of analysis, respectively. After that, Descriptive Translation Studies (DTS) is addressed with reference to the model proposed by Gideon Toury in 1995, which makes up the third step of the analysis carried out for this thesis. Finally, studies that focus on SoT and translation of speech scripts, or speeches as they are rendered are included in this chapter under the title of relevant studies.

1.1 TRANSLATION AND SPEECH SCRIPTS

1.1.1 Translation and the Concept of Equivalence

The act and theory of translation date back to prehistoric times. Cicero, who lived from 106 to 43 BCE, was one of the translators who also dealt with the theory of translation (Munday, 2008). In that era, scholars were discussing whether a translation should be rendered with a ‘word-for-word’ or a ‘sense-for-sense’ approach, the former being the replacement of exact words while the latter being the sense or content’s being translated into the SL (Munday, 2008). Early scholars of translation mainly discussed about this matter and such discussions were mainly prescriptive; in other words, the discussions were to teach and demonstrate what a translation should be and how a translator should translate. For instance, John Dryden (1680) proposed three methods for translation which are ‘metaphrase’, ‘paraphrase’ and ‘imitation’ and he criticised translators who adopted metaphrase strategy because it is the word-for-word approach and he argued that sense-for-sense translation should be adopted, which is the paraphrase according to his categorisation (as cited in Munday, 2008).

With the developments in the research into the phenomenon of translation, the focal point of studies also changed. First, scholars tried to define the act of translation and one of these definitions is still accepted in today's world: The act of translation is divided into three types by Roman Jakobson (1959): The three types of translation are intralingual, interlingual and intersemiotic translation (as cited in Munday, 2008). Munday states that intralingual translation is also called rewording. For instance, when you translate from an older version of Turkish (e.g. Ottoman Turkish) into contemporary Turkish, this can be called as an intralingual translation. In other words, the translator is translating '*within*' that specific language. On the other hand, interlingual translation is the transfer of verbal content into another language. That is, interlingual translation is realised between two different languages (e.g. from Spanish into Japanese). Finally, the intersemiotic translation is the transfer of content between different sign systems. To illustrate, when a book is converted into a movie, this can be called an intersemiotic translation. Within this scope, it should be noted that the data collection materials of this thesis consists of interlingual translations.

Based on the definition of interlingual translation, which is the case in this thesis, one can infer that some kind of correspondence or equality should be present between the SL and TL in order to render the translation. From a scientific point of view, this concept is called as 'equivalence', which is also another point of research following the works to define the act of translation. The concept of equivalence is an important term for this study as it is related to the differences between languages and SoT. As Kenny (1998) put, equivalence is the relationship between an ST and a TT by which it can be ensured that the TT is the translation of that given ST (as cited in Serbina, 2015). According to Catford (1995), equivalence is discovered by way of comparison and that is why, a comparative analysis is carried out within the scope of this thesis. Furthermore, in Jakobson's view (1959), there is no full equivalence between units of two languages and he sees equivalence as a result of differences between languages (as cited in Munday, 2008). Hence, one can infer that the concept of equivalence is related to the concept of SoT because shifts are results of differences between the languages.

Equivalence is such an important concept for translation theory that it has been addressed by many scholars such as Nida and Koller (Munday, 2008). While Nida (1964) made a distinction between formal equivalence and dynamic equivalence, a

distinction between form and content, Koller (1979) coined the terms of correspondence and equivalence (as cited in Munday, 2008). In addition, Nida (1964) is one of the first scholars who called academic works on the act of translation a 'science' (Munday, 2008). In fact, with the developments in the area, James Holmes called this area the Translation Studies with his work entitled "The Name and Nature of Translation Studies" in 1970, which was first presented in a linguistics conference (Munday, 2008).

It might sound interesting that the discipline of Translation Studies received its name in a linguistics conference; however, the developments in the area of translation studies first produced from the area of linguistics. In fact, John Catford was one of the prominent scholars who carried out linguistic studies in relation to translation and he put forth the theory of shifts of translation in 1965 in his work entitled "A Linguistic Theory of Translation", whose details are provided in the sections below. He also defined the act of translation in his word and it can be seen from this definition that it is based on equivalence: "translation is replacement of textual material in one language by equivalent textual material in another language" (Catford, 1995, p. 20). Therefore, it should be noted once again that the concept of equivalence is vital in terms of shifts of translation because when equivalence is not found, shifts occur.

It can be seen that the theory put forth by Catford in 1965 is focused on the translation product, which is the translated text itself, and the process, which is the translation process. However, he is not the only one who focused on product or the process of translation: Vinay and Darbelnet (1995) proposed seven different translation techniques and Popovič (1970) also studied shifts of translation. The importance of working on the product and the process of translation lies in the fact the translation studies evolved into a descriptive discipline in the following stages, which is led by Gideon Toury (Munday, 2008).

As is mentioned above, the first works on translation were prescriptive, meaning that they are to show and teach how to do something; however, as the area developed, scholars also carried out descriptive studies where the product and the process of translation is analysed and comprehensive deductions were made as a result of these studies. According to Toury (1995), descriptive studies have "the possibility of supplying exhaustive descriptions and explanations..." (p. 16). He further states that

shifts of translation are good examples in order to carry out a descriptive study since they demonstrate the relations between the languages and sheds light on the process of translation (Toury, 1995). That's why, this study embraces a descriptive methodology to identify and explain shifts.

There were also other developments within the TS. For example, there were functional theories, one of which is the Skopos theory proposed by Vermeer and Reiss in 1984 (as cited in Munday, 2008). According to this theory, every process of translation has a 'skopos' (a Greek work meaning aim or purpose) and the TT is determined according to this skopos (Munday, 2008). Another example can be the work by Even-Zohar (1978), where it is stated that translation needs to be conceptualised within a series of systems which is called as the polysystem theory (as cited in Munday, 2008). With this theory, the act of translation is considered together with the system in which it functions as a whole instead of being considered as a mere text and thus, a dynamic approach was put forth (Munday, 2008). Following these developments, paradigm shifts took place within the TS: first there was the cultural turn, as a result of which the culture in which the texts are posited gained importance, and then there was the ideological turn, as a result of which ideological elements gained importance (Munday, 2008). Lefevere (1992) states that a translation process might be influenced from the professionals (critics, teachers, reviewers, etc.), patronage (persons and institutions having authority) and the dominant poetics within the system (as cited in Munday, 2008). Similar developments followed and TS has evolved into what we know today following many academic research into this area such as gender and translation, sociology in translation, post-colonial translation and so forth.

1.1.2 Speech Scripts and Translation Thereof

The concept of speech scripts is a self-explanatory concept. A speech script is the written form of a speech which was or is to be delivered at an event or in a special occasion, etc., which are historical and political settings in our case. On the other hand, a script is defined as the text of something oral, a TV show or a play (Collins English Dictionary, n.d.). Given this definition, one can infer that a speech script from the history is the written text of what was said in that specific speech which was delivered

at a historically important time by someone who has a historical importance. It is important to clarify this concept since such texts are the data collection materials of this thesis. Hence, it should be noted that only historical speech scripts, which are also of a political nature, are used for the purposes of this study because it is believed that they are well-structured and well-formed for analysis.

Within this framework, a political speech can be defined as the one which is about governmental issues other than individual matters (Sárosi-Márdirosz, 2014). In addition, Hansen (2010) states that political texts are the result of political activities. Therefore, a political speech is a different type of text which needs to be addressed separately. It involves political matters and is constructed by a political discourse. Indeed, Krebs (2015) states that presidents, by way of delivering speeches, can shape the policies. Thus, it can be said that there is a tangible relationship between speeches by historically important people such as presidents and politics.

Political language is a special use of language and carries utterances that implicitly or explicitly refer to facts or events of a historical nature (Sárosi-Márdirosz, 2014). In other words, political language has its own characteristics such as its specific terminology, style and context. Thus, it is different to the common language spoken by the people (Sárosi-Márdirosz, 2014). It further has something to do with the history since most of the historical events are accompanied by such speeches such as socially significant phenomena in the history, legal and territorial changes, political events in the world and wars. Indeed, Hansen (2010) asserted that the function of the political speeches is determined by history and culture. Furthermore, Schäffner (1997) states that political speeches have references to historical events (as cited in Hansen, 2010). Therefore, historical and political speeches might be considered to be similar.

Political speeches are also considered to be an important means of communication between the politicians and the citizens (Sárosi-Márdirosz, 2014). Hence, one can say that such a communication should have a purpose as do all acts of communication. According to Sárosi-Márdirosz, the purpose of a political text might be persuasion, reasoning, deceit, or hustling. In relation to translation of such texts, each purpose will require a different strategy to be adopted for the process of translation, which is also suggested by Reiss in 1977 according to the text types (as cited in Munday, 2008). This

is accompanied by the abovementioned unique characteristics of political speeches, which make the process even more challenging.

Moreover, there are various types of political speeches delivered by politicians themselves, journalists, analysts of policies and even the citizens (Sárosi-Márdirosz, 2014). As is demonstrated above, each speech will require a different strategy because an analysts' speech will have its differences to a speech delivered by a citizen. Furthermore, each individual has his/her own style and idiolect. Therefore, the translator of political texts takes into account such diversities.

Last but not least, political speeches involve symbolism, implicitness and indirectness (Sárosi-Márdirosz, 2014). In other words, there are uses of language where the meaning is rendered indirectly and the translator has to decode such indirect meaning and render a translation which is easy to understand for the target receiver. The translator should abandon creativity and accept the traditional language for a proper translation of political texts (Sárosi-Márdirosz, 2014). However, the researcher believes that symbolism and metaphors might require creativity to some extent, which is further believed to add more challenge to the translation of political speeches.

As it is the case for other types of texts, each country has its own tradition for political speeches, which leads us to the fact that equivalence is not always established during the process of translation of such texts, meaning that changes might occur in such translations due to the different traditions, cultures and norms of different nations. Indeed, Sárosi-Márdirosz (2014) states that each country has its own diplomatic representations.

In addition, Schäffner (1997) states that political speeches are culture-bound, which is another problem with regard to the translation of political speeches (as cited in Hansen, 2010). Considering the stylistic differences between different speakers, purpose of the speech, nature and characteristics and terminology of politics, implicitness, politeness and different traditions of different cultures, it might be stated that there are various challenges standing right in front of the translator of political speeches (Doğan, 2017b). All the characteristics of political and historical speeches explained above put various problems before the translators and they make shifts, willingly or unwillingly, in order to tackle these problems.

Up till now, the characteristics of political speeches and challenges with regard to their translation have been addressed. However, the focal point of this thesis is the translation of scripts of these speeches which can be defined as the written texts of speeches that are to be delivered in front of an audience. The point is that these speech scripts have the same characteristics explained above. In addition, they are not immediate utterances but stable texts that await translation. Therefore, the translator of such texts should take into account one more thing, which is the fact that these texts will be delivered as oral utterances in the end. Hence, the translator should also consider this situation and embrace strategies that will yield a functional translation of speech scripts. On the other hand, even if they are not delivered as oral utterances, they still might be intended to provide information to citizens of other countries. Still, the translator needs to render a translation which demonstrates characteristics of political texts and also, this translations needs to conform with the norms of the target culture within the scope of spoken texts while paying attention to the fact that the purpose of the translation is to communicate the information contained within that speech. Thus, the translator should embrace his/her approach according to the purpose of the translation.

Another point to be stressed with regard to the translation of speech scripts is that the translation of such texts should not make the audience feel the presence of the translator (Toshioka, 2014). The purpose is to provide a translation with the same function which the ST has on the source audience. Within this scope, Toshioka argues that the SoT might be the result of a translator to produce a functionally appropriate translation. Indeed, Popovič (1970) stated, with regard to SoT, that it is not the translators' will to change a work but to reproduce it as faithfully as possible. This is the translator's will to ensure that the communicative function of the translation is achieved.

1.1.3 A Genre Analysis Approach

The approach of genre analysis has attracted various researchers working in the field of TS for about three decades (Biel, 2017). As a dictionary definition, genre means “a kind” (Britannica, 2016). Thus, the concept of genre is attributed to the identification of “kinds” of texts within the scope of TS. In fact, the concept of genre has a close relationship with text types, which was mainly addressed by Reiss in 1977. However,

text types refer to texts which share similar forms and contents while genre is defined as “a class of communicative events, the members of which share some set of communicative purposes which are recognised by the expert members of the parent discourse community” (Swales, 1990, p. 58, as cited in Biel, 2017, p. 151). Hence, genre relates to identification of texts and looking for regularities and abstraction above a textual level together with a communicative purpose (Biel, 2017). The concept of “genre evokes the social context of use” (Biel, 2017, p. 152). Within this scope, genre analysis deals with both the structural elements and the discourse community and its expectations (Fairclough, 2003, p. 218, as cited in Biel, 2017, p. 152). Munday (2008) also states that “genre is conditioned by the sociocultural environment”, meaning that the social context has an impact on the genre, which makes it different from the text types (p. 90-91). In contrast to text types, genres tend to be dynamic; that is, some of the genres are more fixed such as a legislative text while some of them are more unconventional and creative such as TV advertisements (Biel, 2017). In addition, genres are related to and interact with each other (Biel, 2017). Therefore, genre hybridity is possible, in a similar fashion with the idea that ‘pure’ text types do not exist.

Genre analysis in TS is a relatively new subject since it gained its importance in the 1990s, much later than gaining importance in linguistics (Biel, 2017). Genre analysis in TS is closely related to rhetorical analysis and formatting of the whole texts and to identify generic differences to come up with descriptive conclusions based on the patterns observed (Biel, 2017). The importance of these descriptive conclusions derives from the fact that the genre of a text might have an impact on the translation process. Indeed, Hatim and Mason (1990) argue that genre of a given ST might influence translators’ decision-making process. Hence, the generic patterns and formatting of texts have an impact on translators and their strategies. For example, Biel (2017) states that some genres might lead to the use of more explicitation. That is why; knowing the genre of a given ST is considered to be important for the translator, which makes genre analysis an important part of the TS.

As stated above, genre is shaped by the purpose of the speaker and the expectations of the discourse community which is the addressee of the speech. Indeed, Chesterman (1997) relates genres to expectancy norms (as cited in Biel, 2017). Thus, the translation strategies need to be adopted according to the expectations and norms of the target

culture. At this point, translators also need to be aware of the fact that although same genres might be found in both languages involved in the translation process, these genres might be structured in different ways (Biel, 2017). In other words, the genre and the text type of a given ST might change in the target culture; for example, a historical political speech, which was an operative text at the time it was delivered, could be more of an informative text for an up-to-date journal. Therefore, genre shifts also need to be taken into consideration by the translators since they might also affect the strategies adopted by the translators. Within the scope of the impact of genre and genre shifts on translation process, Baker (1992) states that the translation needs to be adjusted to the TL textual convention in order to meet the norms of the target culture. Otherwise, the translation might hamper the comprehension by the target receiver (Biel, 2017). However, this situation is not always valid since the abovementioned fixed genres might not always leave room for the adjustment due to their fixed nature. Furthermore, Rogers (2015) states that knowledge of the ST genre by the translator ensures the comprehension of the ST while the knowledge of the TT genre ensures the production of the TT in line with the target expectations (as cited in Biel, 2017). Therefore, awareness of genres and their nature in terms of both the ST and the TT and knowledge of the expectations of the target community might contribute to the communicative function of a translation.

Within this scope, as explained in the sections above, political speeches have their own characteristics such as use of implicitness or politeness and a dominant operative text function. The political speeches are characterised by call for action, call for following a principle or accomplishing a mission. As a complementary to the section above where speech scripts are addressed from the point of view of political speeches, this part gives information regarding the genre characteristics of such speeches.

According to Danni (2020), move analysis, which was put by Swales (1981, 1990, as cited in Danni, 2020), is a useful method to provide an understanding of the genre and its nature. The move analysis “is concerned with the identification of rhetorical moves in a genre, which is regarded as a recognizable communicative event” with a communicative purpose (Swales, 1981, 1990, as cited in Danni, 2020, p. 3). As explained above, genre is about the communicative function and these rhetorical moves

are the ones which ensure the communicative function of the genre. They are utilised to identify the patterns found in a given genre.

Danni (2020) found that there are some main moves in political speeches. Accordingly, a political speech “provides proposals and instructions or describes action plans with the aim to accomplish specific missions” and “describes a matter of fact, introduces background knowledge or states an epistemic belief” (Danni, 2020, p. 6). According to these two moves, one communicative purpose of a political speeches is to call people to act while another one is to provide information to the addressee, respectively. In a similar fashion with the first move, a political speech “presents strategies, policies, or regular practices with the aim to achieve a specific objective” (Danni, 2020, p. 6). Thus, a speaker calls people to act and provide them with the necessary information and evoke the will to act in people’s mind. To do so, the speaker of a political matter “describes the economic, political, legal, or material context, highlights existing expectations, or underlines difficulties and problems” in order to find solutions to the problems to show that they can be overcome and action be taken (Danni, 2020, p. 6). The speaker also strengthens the argument by stating that the same things happened before, implying that the specific thing s/he asks for can be achieved again. Thus, the speaker “reviews relevant historical events, experiences, past actions or individual stories” and “presents the effects or achievements of relevant actions” (Danni, 2020, p. 6). The speaker encourages the addressee and “makes commitments, expectations, or forward-looking statements in terms of actions to take or missions to accomplish in the future” (Danni, 2020, p. 6). Other than reaching the goal of calling people to act and encouraging them, the speaker of a political speech “expresses attitude or emotion of an individual or a community, such as solidarity, gratitude, appreciation, acknowledgment, good will, and empathy” in order to create an emotional tie with the addressee (Danni, 2020, p. 6).

As seen from the findings of Danni (2020), the main move found in political speeches is calling people to take action and making them follow principles. Within this scope, the communicative function of this genre is to awake something in people’s mind to make them do the things wanted to be done by the speaker. As a secondary move, the speaker provides information and arguments to the people in order to guide them in the direction that s/he wants. Hence, another communicative function of this genre is the provision of information and knowledge to the addressee. Finally, the speaker uses empathy to make

people understand that they all are on the same side, creating an emotional link. As such, this genre is in close relationship with the operative text types.

With regard to the translation of such a genre, House (1977) states that they need to be translated with the strategy of overt translation which is not to hide that the text at hand is a translation (as cited in Biel, 2017). The translation of political speeches is considered as overt translation because they are not relevant to the target receiver as the ST is relevant to the source receiver (Danni, 2020). So, such translations are known and accepted as a translated text, which has the impact on the social function of the text and expectations of the target receiver, as discussed above. Therefore, it can be argued that an informative function weighs more than the operative function in the translation of political speeches, which suggest that the original genre is shifted in the TT in terms of the communicative purpose of the text. In fact, Schäffner (2004) states that translation of political discourse is to make information available beyond national borders (as cited in Danni, 2020). It is different from the original genre because the same effect is not expected from the target receiver, which affects the translation process in that it requires adoption of different norms and strategies. Indeed, Biel (2017) states that the act of translation has contributed to the genre shifts throughout the years. When there is a genre shift, the grammatical shifts of translation becomes inevitable in the process of translation so that the translated text can comply with the communicative purpose it has. Similarly, Danni (2020) attributes the occurrences of shifts of translation to generic differences between the genre of the translated texts and the original genre. In this thesis, the researcher observes the genre shifts and text type shifts in the TTs to see if the linguistic shifts of translation are affected from such macro-level shifts.

1.2 SHIFTS

1.2.1 An Overview

Shifts in translation were addressed in many studies by various researchers such as Jean Vinay and Jean Paul Darbelnet (1995), Eugene Nida (1964), Peter Newmark (1993), Roman Jakobson (1959), Popovič (1970), Miko (1970), Werner Koller (1979), van Leuven-Zwart (1991) and John Catford (1965) (as cited in Hijjo & Kadhim, 2017).

Although this concept was first termed as “transposition” by Vinay and Darbelnet (1995), the term “translation shifts” was coined by Catford in his work in 1965. Either way, the concept is the same, which is a change that occurs during the process of going from the ST to the TT. Hatim and Munday (2004) states, in a general sense, that translation shifts are minor linguistic changes between ST and TT. On the other hand, Baker and Saldanha (2009) state that shifts are translators’ attempt to address the systemic differences between the languages involved. Furthermore, Gideon Toury (1995) states that shifts of translation are deviations from the adequacy, which will be explained later on in this chapter.

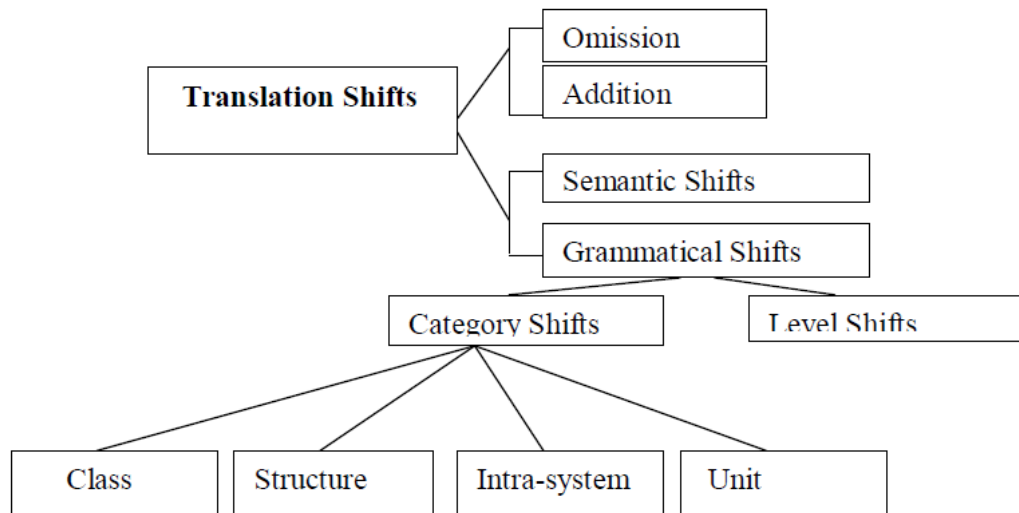
Based on the abovementioned attempts by the scholars to define what an SoT is, it can be stated that an SoT is essentially a change that occurs when a difference between the languages are observed during the process of translation yet each scholar adopted his/her own way to establish a framework to shed light on the issue. Vinay and Darbelnet (1995) proposed seven different methods of translation in their work which included “transposition”, which is basically shifting as mentioned above. Popovič (1970) states that “all that appears as new with respect to the original, or fails to appear where it might have been expected, may be interpreted as a shift.” (as cited in Baker & Saldanha, 2009, p. 271). According to this definition, SoT can be analysed under three dimensions: the relationship between the ST and TT, the relationship between the TT and its reception by the target audience, an explanatory point of view (Baker & Saldanha, 2009). The final item among these three dimensions is the core of this thesis as it tries to explain the shifts in the translation of historical speeches. Indeed, as put by Baker & Saldanha (2009), works on shifts ‘presupposes’ an explanatory point of view.

There are also other approaches to SoT. For example, Miko (1970) addressed the expression shifts and style, and he suggested that the ultimate purpose of a translator is to protect the style and the expressive nature of the ST (as cited in Hijjo & Kadhim, 2017). Popovič (1970) states that shifts of translation are either optional or obligatory due to some language restraints, which was also addressed in the works of Toury (1995) and Vinay and Darbelnet (1995). Baker (1992) classified shifts as shifts of omission, shifts of addition, semantic shifts and grammatical shifts (as cited in Altwajri, 2019). She also mentioned about semantic shifts where meaning changes (Baker, 1992). On the other hand, Catford (1965) proposed a different perspective and classified them under

two major categories as “shift of level” and “shift of category”. In addition, Djamila (2010) attempted to merge the works of Catford and Baker and provided a comprehensive diagram for shifts of translation (as cited in Altwaijri, 2019).

Figure 1

Diagram of Shifts of Translation (Djamila, 2010, as cited in Altwaijri, 2019)



According to the diagram, SoT is first divided into four, all of which actually from the theory of Baker. However, Catford’s theory is included under the Grammatical Shifts branch which refers to the fact that the theory of Catford is based on linguistics. Baker’s model includes additions and omissions as well as semantic shifts where the meaning of the words or phrases changes during the process of translation (Djamila, 2010, as cited in Altwaijri, 2019). Altwaijri (2019) states that this diagram by Djamila “provides a more comprehensive approach towards the changes that take place in the process of translating the ST into TT.” (p. 32). It is believed that the whole concept of SoT is much more holistic thanks to this diagram and it provides a better understanding of the whole concept. This comprehensive approach is necessary to develop a better understanding of the issue of SoT but it should be noted that the present thesis is solely focused on “Grammatical Shifts” which is the theory proposed by Catford in 1965.

Furthermore, Popović (1970) suggested that the transfer between the two languages can only be possible via appropriate shifts. This remark is believed to demonstrate the importance of shifts in the process of translation because the transfer between the languages would be problematic or almost impossible if it were not for the shifts.

Although there are various attempts by researchers to shed light on the issue, it is considered that the model put forth by Catford is systematic enough to be used for the purposes of this thesis. Therefore, his model is taken as the basis of this study. The next section details this theoretical model.

1.2.2 Catford's Model

John Catford (1965), in his work entitled "*A Linguistic Theory of Translation*" coined the term of "shifts of translation". According to what he put forth in his work, "shifts are departures from the formal correspondence in the process of going from the SL to the TL" (Catford, 1965, p. 73). In order to develop an understanding with regard to this definition, one needs to take a look at the definition of "formal correspondence" and "textual equivalence".

According to Catford (1965), "a formal correspondent is any TL category (unit- class, structure, element of structure, etc.) which can be said to occupy, as nearly as possible, the 'same' place in the 'economy' of the TL as the given SL category occupies in the SL." (p. 32). As put by Hatim and Munday (2004) in simplified terms, a formal correspondent is "a TL piece of language which plays the same role in the TL system as an SL piece of language plays in the SL system." (p. 27). Hijjo & Kadhim (2017) state that the aim of the formal correspondence is to cover the form and the content of the ST in the TT as much as possible. Therefore, one can say that the concept of formal correspondence is related to the comparison and description of two different languages and their systems. So, Catford acknowledges a level of formal correspondence between two languages and when this correspondence is not ensured, shifts occur.

A textual equivalent, on the other hand, is "any TL text or portion of text which is observed [...] to be equivalent of a given SL text or portion of text" (Catford, 1965, p. 27). Hence, it can be said that textual equivalence is about the relations between a

specific ST-TT pair while formal correspondence is related to general and non-specific relationship between the elements of two languages in a broader sense (Hatim & Munday, 2004).

Considering these two concepts, it can be stated that Catford's model is based on the conviction that some translation has no formal correspondence between the two language systems involved (Hijjo & Kadhim, 2017). Within this framework, a translation shift can be defined, in a much broader sense, as an occurrence observed when going from ST to TT where an element of TT is found other than the formal correspondent of it in the ST (Hatim & Munday, 2004). To classify these occurrences, Catford (1965) provided two major categories: Shifts of level and shifts of category.

1.2.2.1 Level Shifts

Catford (1965) defines level shifts as cases where "a SL item at one linguistic level has a TL translation equivalent at a different level" (p. 73). According to the theoretical framework put forth by Catford in 1965, shifts between the levels of graphology and phonology are not possible, nor between the levels of lexis and grammar and one of the levels of graphology and phonology. Hence, he posits that the only possible level shift is between the levels of grammar and lexis. Such shifts are said to occur in both directions; namely, from grammar to lexis or from lexis to grammar. Catford (1965) suggests that these kind of shifts occur highly frequently.

In simpler terms, a level shift occurs when a grammatical structure in one language finds its correspondent as a word in the other language. Considering the limitations of this thesis, an example from the languages of English and Turkish would best suit. To illustrate, a level shift occurs when the expression of *'Bu makalede ... konusu ele alınmaktadır'* is translated as *'The present article deals with ...'* (back translated as *Mevcut makale...*) since the SL adjective *'Bu'* has its TL equivalent as a combination of an article and an adjective (*The present...*).

In order to provide a better understanding of this situation, one might seek content words and function words between ST and TT pairs to identify such shifts. While the term function words refers to words which a task to fulfil in a sentence and have little or

no meaning, the term content words refers to words which have a meaning, and nouns and verbs are examples of content words while the examples of function words include articles, pronouns and prepositions (Nunan, 1993). Furthermore, Nunan also states that content words are also called as lexical words and that function words are also called as grammatical words, which resembles Catford's explanation of level shifts as between levels of grammar and lexis.

1.2.2.2 Category Shifts

In the theory proposed by John Catford, there are also category shifts which are the vast part of his analysis of shifts of translation (Fat'hi & Akbari, 2012). Catford (1965) further classifies the category shifts under four titles: structure shifts, class shifts, unit shifts (or rank shifts), and intra-system shifts, each of which will be explained below.

1.2.2.2.1 Structural Shifts

In Catford's (1965) view, structure shifts are the most frequently occurring type of shifts under the classification of category shifts. He states that structure shifts are mostly seen in grammatical structures: frequently in clause rank and group rank (Catford, 1965). In addition, a clause structure shift may occur when the modality of the sentence or the stance of the sentence producer towards the receiver changes (B. Özsöz, personal communication, December 3, 2020).

Clause rank is thought to be the most obvious one. It is not difficult for a linguist to think that every language has its own sentence structures. This is also the case for the language pair of English and Turkish. While sentence order in English is SVO, it is SOV in Turkish. In fact, this difference in the structure of a sentence, or a clause in other words, is causing a structure shift during the process of translation. To give an example, *'I am going to work'* is translated into Turkish as *'İşe gidiyorum'* (back translation with a word-for-word approach to demonstrate the shift: *'To work am going I'*). As is seen in this example, it might be said that it is almost impossible to avoid a structure shift at clause rank between the languages of English and Turkish.

Group rank, on the other hand, frequently occurs from English into French as is illustrated by Catford (1965). In his example, he suggests that the modified + head combination in English is shifted as (modified) + head + qualifier in French as in the example (with word-for-word translation into Turkish): '*A white house*' (*bir beyaz ev*) = '*Une mansion blanche*' (*bir ev beyaz*). As it can be seen from the example, a structural shift occurred due to the different grammatical structures of the languages involved. In order to go from English to French, the translator has no choice but to shift the structure of the unit in question. The following can be an example for the pair of English and Turkish: "*The question referred*" = "*Atıfta bulunulan soru*" (*the referred question*).

1.2.2.2.2 Class Shifts

As is defined by Catford (1965) in his work, a class is a "group of members of a given unit that is defined by operation in the structure of the unit next above" (p. 78). Therefore, we can define a class shift as an occurrence when the translation equivalent of an SL element is a member of a different class in the TL. So, we can say that it is possible to translate an adjective by a noun or a verb (Fat'hi & Akbari, 2012). Catford's (1965) example for this type of shift is the English expression of '*A medical student*' (*tıp öğrencisi*) which is translated into French as '*un étudiant en médecine*' (*tıpta öğrenci*). While the word '*medical*' is an adjective in the English expression, it becomes a noun in the French expression (*médecine*).

In order to provide a better understanding of the concept of class shift, one can also take a look at the model proposed by Vinay and Darbelnet (1995), where this kind of shift is called as 'transposition'. As is explained by Munday (2008), transposition is shifting of one part of speech for another without making a change on the meaning. In the example provided by Vinay and Darbelnet (1995), a shift of class is observed when the English expression of '*as soon as she got up*' is translated into French as '*dés son lever*'. In this example, it is seen that the verb in the English expression became a noun in its French translation.

1.2.2.2.3 Unit (or Rank) Shifts

Unit shift is the change of rank (Catford, 1965). The term rank here refers to "the hierarchical linguistic units of sentence, clause, group, word and morpheme." (Munday, 2008, p. 61). In Catford's own terms (1965), unit shifts are "departures from formal correspondence in which the translation equivalent of a unit at one rank in the SL is a unit at a different rank in the TL" (p. 79). To put it simply, a word might find its translation equivalent as a morpheme or a group, or vice versa (Fat'hi & Akbari, 2012). Therefore, it can be understood that unit shifts occur when a change on this hierarchy is observed.

To illustrate, when the English sentence "he was approaching slowly" is translated into Turkish as "yavaş bir şekilde yaklaşıyordu" (back translated as: he was approaching in a slow manner), it can be stated that there is a unit shift because the equivalent of the word "slowly", which is one word, in the TT is the expression "yavaş bir şekilde", which consists of three words. In addition to this example which goes from a word in the ST to a word group in the TT, there is also a unit shift which goes from a word in the ST to a morpheme in the TT: the word "was" translated as a morpheme because of the differences between the two languages, so the equivalent of this word became the morpheme "-du", which makes up the unit shift in question.

1.2.2.2.4 Intra-system Shifts

This type of shift is about the internal dynamics of a language as it can be understood from the expression of "intra-system". Hijjo & Kadhim (2017) states that intra-system shifts are the ones that take place within a language system. Such shifts occur when SL and TL have approximately the same systems but the translation involves a selection which does not include the formal correspondent of the term in the ST (Catford, 1965). In his work, Catford (1965) provides examples of numbers and expressions of plurality between English and French.

To give a similar example, English and Turkish have more or less similar plurality rules. In both languages, the morphologically marked word is the plural one when compared to the singular one (e.g. bird(s) in English and kuş(lar) in Turkish). In our

case, the word 'information' might be a case where such a shift might be observed because this word does not have a marked plural form in English but it has a marked plural form in Turkish, which is '*bilgiler*', though it is also used as a singular noun where necessary. Once again, French and English article systems were also provided as an example in his work (Catford, 1965).

1.2.3 Optional and Obligatory Shifts

Some of the researchers who have worked on SoT also made effort to classify them as 'optional' and 'obligatory' shifts. Each researcher had his/her own way of designation for this concept. For instance, Vinay and Darbelnet (1995) called them as 'servitude' and 'option' while Toury (1995) called them 'obligatory' and 'non-obligatory shifts'. Furthermore, Popovič (1976) coined the terms of 'constitutive' and 'individual' shifts while van Leuven-Zwart (1984) used the expressions of 'formal' and 'substantial' shifts (as cited in Koster, 2000). Although similar terms can be seen in the relevant literature, the terms 'obligatory' and 'optional', for the sake of clarity, are selected for the purposes of this study. As a general framework, obligatory shifts are all the mandatory shifts which are dictated by the structural differences between the two languages involved while the optional shifts are the ones which are dictated by translators' personal or stylistic choices (Al- Zoubi & Al-Hassnawi, 2001).

Going into more detail, van Leuven-Zwart (1984) states that obligatory shifts are bound by the language and she further asserts that optional shifts are the preferences of translators (as cited in Koster, 2000). Popovič (1976), on the other hand, put forth that constitutive shifts are the result of differences between the languages and individual shifts are related to the idiolect of the translator and his/her "expressive propensities" (as cited in Koster, 2000). According to what Vinay and Darbelnet (1995) pointed out, servitude means that an obligatory 'modulation' or 'transposition' took place in the translation due to the language differences while an option is a non-obligatory change caused by the style and choices of the translator. Hence, the main distinction one should make between these two concepts is that one is solidly based on the "asymmetrical relationship", as put by Koster (2000), and the other is out of the preferences of the translators.

The parts below provide more detail with regard to the optional and obligatory shifts with examples and references to the works by the concerned researchers, which may bring better understanding to the subject.

1.2.3.1 Obligatory Shifts

It is now known by both translators and TS scholars that languages in the world does not correspond to one another, meaning that one language is somehow different from another one even if they come from the same family. Indeed, Lyons (1981) states that the structural diversity of the languages is limitless. Within this diversity, as put by Catford in 1965, a formal correspondence might not always be ensured between two languages involved in a translation process, so a shift might occur. This shift is called an obligatory shift when it is caused by the differences of the languages and when no other option is available to provide an equivalent in the TT. Hence, obligatory shifts are the result of the systemic or linguistic differences between the languages, which causes the translator to shift from the SL, one way or the other.

Toshioka (2014) states that even the translation of one sentence necessitates a change on its structure due to the linguistic differences between the two languages involved. This statement demonstrates that there might be strong divergences between the languages which lead translators to shift. This situation can be supported with Nida's (1964) viewpoint asserting that "there is no complete correspondence between languages" (as cited in Al-Timen, 2016, p. 74). Furthermore, Al-Timen (2016) states that "some shifts are a must" (p. 75). Hence, one can understand that there are some differences between the languages, which somehow lead to shifts in the translations.

According to Nida (1964) and Catford (1965), there are three dimensions which might be the reason of an obligatory shift: structural-syntactic, semantic, and cultural (as cited in Al-Timen, 2016). If, in the comparison of two languages, there is a gap in these areas, the translator has no choice but to shift at some point due to these gaps. For example, there are two words for "gift" in Arabic. While one means "a gift which is expected to have one in return", the other "gift" given without such intentions (Al-Timen, 2016, p. 81). This makes the translators and/or the translation scholars think for a replacement or

an equivalent for these two different words of “gift” and, willingly or unwillingly, the strategies adopted by the translators yield obligatory shifts in the case where the equivalent of an item is absent in the TL.

As is seen from the above examples and definitions, there are divergences between the languages which are proved and accepted by the scholars and translators have no choice but to make a shift when they encounter an item which is not found in the TL due to these divergences, differences or gaps.

1.2.3.2 Optional Shifts

An optional shift, on the contrary to an obligatory shift, can occur without the existence of a gap between the languages involved, such as a cultural or a linguistic gap as is demonstrated above (Al-Timen, 2016). It can also be stated that an optional shift is made by the choice of the translator. As put by Al-Timen (2016), optional shifts grant translators ‘the privilege’ of reflecting their own propensities and making. Furthermore, Medadian (2015) defines optional shifts as the ones which the translators don't have to make. There can be many reasons for such choices and preferences as put forth by the abovementioned researchers: It can be stylistic, idiolect-based, or a preference which the translator thinks will give a better equivalent for the term. This can also be an ideological preference (Baker & Saldanha, 2009). Furthermore, Toshioka (2014) states that the shifts may be the result of a translator's preference.

It seems that the driving-force behind the optional shifts is like a vast sea of reasons. However, they are still the choices of a translator, one way or the other. If the shifts derive from the preferences of a translator, which means that there are some choices for the TL equivalent of an ST item and the translator chooses one of them, then they can be called as optional shifts since this situation obviously involves an *option*.

The concept of optional shifts has attracted the TS scholars the most since they indicate specific choices of translators in a specific translation situation (Hatim & Munday, 2004). It is believed that the reason behind this is that the obligatory shifts are already limited with the differences between the languages. In other words, there are limited types of differences between two given languages. However, there might be endless

reasons for an optional shift even if it is a choice of the translator in the end. Nonetheless, the main argument behind this attraction by TS scholars, which leads the translators to make an optional shift, is believed to be the force that drives translators to make an optional shift.

Furthermore, Toury (1995) does not take into account the obligatory shifts arguing that they are rule-governed and cannot be considered to reflect translational norms. This idea is further supported by the study carried out by Medadian (2015). According to this study, while an obligatory shift does not make the translator more than a machine of translation, an optional shift can be considered as the core of a good translation. Medadian further states that the optional shifts lie where artistic sensitivity and normative behaviours of the translators operate. Indeed, Al-Timen (2016) states that optional shifts provide translators with the privilege to reflect their own style and tendencies. Therefore, it can be concluded that optional shifts are the result of the choice of the translators and they are the key for a successful translation. It can also be inferred that they are demonstrating the norms of the translators; that is their preferences and tendencies, which are also influenced from the environment of the translators as elaborated below.

1.3 GIDEON TOURY AND DESCRIPTIVE TRANSLATION STUDIES

Gideon Toury is the scholar who is the proponent of Descriptive Translation Studies (DTS) whose purpose is to make analysis via comparison between TT and ST pairs (Hatim and Munday, 2004). Toury proposed that a proper discipline should have its descriptive branch in order that isolated free-standing studies are replaced. He purports that translation product and process should be analysed with a descriptive and explanatory manner. In his work, he provides a general framework of what is a descriptive study for Translation Studies and proposes a methodology. He also addresses norms which govern the process of translation and categorises them under three headings. Finally, he further discusses, in accordance with one of the norms, that the translations are either 'acceptable' or 'adequate'.

1.3.1 Descriptive Translation Studies

The main purpose of DTS is to describe, explain and predict the object of the Translation Studies (Toury, 1995). According to him, carrying out studies on corpuses, such as the material of this thesis, is the best means of testing and establishing the relationship between the theory and the reality itself (Toury, 1995). Therefore, it can be stated, for this thesis, that an explanatory study on SoT between the ST and TT pairs of historical speeches might yield results shedding light on the process of translation for such texts.

According to the model proposed by Toury (1995), in connection with Holmes' model (1988), the Translation Studies is divided into two as "Pure" and "Applied" where the "Pure" section is further divided as "Theoretical" and "Descriptive" (as cited in Munday, 2008). He purports that the theoretical branch is elementary while the Descriptive branch has "the possibility of supplying exhaustive descriptions and explanations..." (Toury, 1995, p. 16). However, he further states that they are interdependent and the pattern they follow is recursive and he explains that the Theoretical branch speculates and/or indulges in introspection while the DTS focuses on actual behaviour and hypotheses (Toury, 1995). Hence, it can be said that the DTS deals with the reality. It might be useful to refer, at this point, to the criticisms directed to the work by Catford, where it is stated that his examples are "invented" and thus, might not represent the reality. This criticism makes us think that a DTS on his model might prove his work in action, which is already proven by various studies with use of his model but, as is stated above, no such studies focusing on speech scripts are encountered; that's why this thesis is considered to be important.

Furthermore, he asserts that there is no point in a product-oriented DTS without taking into account the intended functions and strategies and that there is little point in a process-oriented DTS unless the cultural and semiotic conditions are not taken into consideration (Toury, 1995). Accordingly, it can be said that the approaches of process-oriented and product-oriented go hand-in-hand in the DTS. This unity should also take into account the function-oriented approaches as such studies might be carried on both the product and the process.

Having established a framework for DTS, Toury (1995) goes deeper and states that translation should be accepted as a fact of the target culture. His broad definition also covers the pseudo-translations; however, such a broad definition is out of the scope of this thesis. Nonetheless, it should be underlined that his broad vision covered and accepted anything proposed as translation in the target system. As put by Toury (1995), a text's position is determined by the considerations originating in the hosting culture. So, a text should be positioned within the target system first for a proper DTS, which means that its function and context should be established.

Considering all these, an assumed translation and a text which is assumed to be its source-counterpart should be established first and then, uni-directional relationships should be determined in the paired texts (Toury, 1995). It can be stated that he provides the methodology of a DTS, which is the comparison with “coupled pairs” (Toury, 1995). According to Toury, establishing replaced (in the ST) and replacing (in the TT) segments will allow such an analysis. This analysis was proposed to be carried out with translation units by Vinay and Darbelnet (1995). Toury (1995) states that such a methodology will shed light on the problems.

1.3.2 Norms

Having already addressed the concept of culture, it would not be difficult to assume that the act of translation and the translators themselves are subject to some kind of unwritten rules or limitations. They are under some type of influence such as translation organisations, publishing houses or editors, or TS scholars. Indeed, Toury (1995) states that the translation is subject to various types of constraints, which he calls “translational norms”.

According to him, the norms are “the translation of general values and ideas shared by a community – as to what is right or wrong, adequate or inadequate, - into performance instructions appropriate for and applicable to particular situations” (Toury, 1995, p. 55). “These norms are sociocultural constraints specific to a culture, society and time (Munday, 2008, p. 112). From these statements, it can be seen that the norms are some kind of limitations and rules that are found in a given culture.

It is known that norms, not the translational but any kind of norms, are acquired by an individual from the moment s/he is born and with education and socialisation. The Editors of Encyclopaedia Britannica define norms as behavioural rules and standards which are shared by members of a group (Britannica, 2019). According to the website, norms have a narrower sense as opposed to values and it states that “honesty is a general value, but the rules defining what is honest behaviour in a particular situation are norms” (Britannica, 2019).

Likewise, translational norms are acquired in the same manner, that is, they are established within the context of a translational setting and every translator learn these norms by getting into interaction with this setting and its components such as translators, translation scholars, publishing houses or editors. Furthermore, translation norms have the same characteristics as the social norms; for example, translational norms are shared by a group of translators in a region. According to Toury (1995), translation is an action governed by norms which determine the equivalence in real translations. Toury further states that not all norms have the same level of influence: while some of them are stronger, others are weaker, meaning that while some norms have more influence over the translators, the others do not. Furthermore, he sees norms as options of the translators in a given socio-historical context; in other words, selections of the translators represent the norms of a specific circumstance.

In addition, he states that translation’s being a norm governed activity is valid for all types of translation (Toury, 1995). To illustrate, he states that “as has recently been claimed and demonstrated in an all too sketchy exchange of views in *Target* (M. Shlesinger 1989 and Harris 1990), similar things can even be said of *conference interpreting*.” (Toury, 1995, p. 57). However, he states that the conditions of this situation are not exactly the same in all types of translation. What can be inferred from this situation is that norms are always present and in action whether one deals with translation or interpretation. These norms are classified by Toury under three headings, which are discussed below: Initial norms, Preliminary norms and Operational norms.

1.3.2.1 Initial Norms

Toury (1995) sees the initial norms as the most basic choice which a translator can make between two different systems. Accordingly, a translator may select the norms of the source culture or source language or s/he can select the norms in his/her own culture or language, namely the target system. If the first option is selected by the translator, the norms and culture of the source language will be represented in the translation. If the second option is selected, then the norms and rules of the target culture will predominate (Toury, 1995). Therefore, it can be inferred that, for instance, when the second option is selected by a translator, the translation will eliminate some of the source elements. This issue is further supported by Toury himself: “Shifts from the source text would be an almost inevitable price” (Toury, 1995, p. 56).

After seeing that translators can select either SL or TL norms, it is possible to state that the selections of the translators and especially the optional shifts they make makes up the stance they have against the text at hand. It can be inferred that the shifts have an importance in identifying the stance of a translation because the existence of shifts, or their non-existence, and their extent will demonstrate the attitude of the translator and put forth if s/he adopted an SL-oriented or a TL-oriented approach. With regard to the shifts, Toury (1995) further states that even the most adequate translation involves shifts and thus, he sees shifts as a true universal of translation, meaning that they are found in each and every translation. In addition, as is elaborated above, if a TL-oriented approach is adopted by the translator, this means that there will be more shifts in number and their extent will be broader. In that sense, it can be stated that shifts are seen as deviations from adequacy (Baker and Saldanha, 2009).

Moreover, as is pointed out above, Toury focuses on optional shifts to establish these norms because obligatory norms are the result of difference between the languages and the translator has no choice but to make shifts and that is why, they are called ‘obligatory’. On the other hand, ‘optional’ shifts demonstrate the attitude and approach of the translators in a given context, which will give the norms of that translation context. Indeed, Fat’hi and Akbari (2012) state that identification of individual shifts leads to the establishment of translational norms because determining the optional and

obligatory shifts will give the researcher the abovementioned results: if the translation is a TL-oriented one or not.

According to Toury (1995), the first selection for the initial norm is called an adequate translation while the second selection is called an acceptable translation. As these two concepts make up the third step of the methodology of this thesis, it is believed to be useful to include clearer definitions: If the translation is ST-oriented, it is adequate. If the target norms predominate, then the translation is acceptable. However, it does not mean that the translator's selection to render an adequate translation does not prevent him/her from using acceptable-oriented strategies at a micro level (Toury, 1995). The initial norm, as a macro strategy, is said to determine the adoption of the following norms; in other words, if the translator chooses to produce an acceptable translation, then the subsequent preliminary and operational norms will embrace the same approach (Medadian, 2015).

1.3.2.2 Preliminary Norms and Operational Norms

There are also preliminary and operational norms which function after the macro strategy selection by the translator. Preliminary norms are divided into two: Translation policy and directness of translation. Translation policy is about choice of text types or even individual texts while directness of translation refers to the fact whether the translation is made from one language to another or whether there is an intermediary language (e.g. from English into Turkish, or from French into English and then into Turkish, in which case the English and Turkish versions are both translations and the Turkish one being the translation of a translation) (Toury, 1995).

Operational norms, on the other hand, demonstrate themselves on the textual level. They are also divided into two: Matricial norms and textual-linguistic norms. Matricial norms "relate to the completeness of the TT"; in other words, additions, omissions and relocation of passages or footnotes, etc. are related to the matricial norms (Munday, 2008, p. 112). Textual-linguistic norms are about the selection of lexical items and phrases and stylistic features (Munday, 2008). They are about the formulation of the TT

(Toury, 1995). Selection of specific words or phrases, sentence structures and the style of the translator are about the textual-linguistic norms.

1.4 RELEVANT STUDIES

As is outlined above, there are various studies on SoT and speech script translation. Within this framework, this section gives an overview of studies which are related to the present thesis.

The first example could be the study by Widarwati carried out in 2015 where the author, in the work entitled “*An Analysis of Rank-Shift of Compound Complex Sentence Translation*”, analysed compound complex sentences and their translations from the perspective of rank shifts, which is the change between the units of sentence, clause, group, word and morpheme as explained above under the heading of “Unit Shifts”. The author used the theoretical background by Catford (1965) and the method was descriptive while the material used was the novel entitled “*Harry Potter and the Order of the Phoenix*”. The languages of the study are English and Indonesian. The author identified 50 compound complex sentences which are translated with the strategy of rank-shift. The author provided the reader with examples and further classified them as “accurate”, “inaccurate” and “very accurate” translations. In conclusion, the author states that these compound complex sentences are divided into two or three sentences in their translation and provided numerical data as follows in relation to the accuracy of translations: 31 sentences (62%) = very accurate translation, 16 sentences (32%) = accurate translation, 3 sentences (6%) = inaccurate translation (Widarwati, 2015).

The second study to draw attention is the one carried out by Zhang Meifang and Pan Li in 2014. They, in their work entitled “*Introducing a Chinese Perspective on Translation Shifts*”, asserted that the concept of shifts elaborated by Western scholars find contribution in the literature and few studies refer to Chinese scholars’ works. Therefore, the study draws on the theory proposed by Loh Dian-yang (1958) and makes a comparison between this model and the model proposed by Vinay and Darbelnet (1995). Hence, the languages involved are English and Chinese. The study concluded

that there are similarities and differences between the two models (Meifang & Li, 2014).

Another study is carried out by Tatiana Serbina in 2013, where she, in her work entitled “*Construction shifts in translations, a corpus-based study*”, addresses the issue of shifts from the perspective of Construction Grammar. In this study, Construction of sentences in the language pair of German and English is analysed; in other words, “Subject + Verb + Direct Object” construction is analysed with regard to shifts. The methodology of the study is based on Croco Corpus, which includes 1 million words. For the results of the study, the author provided numerical data where the author found that a correlation between the translation shifts and construction of sentences can be established (Serbina, 2013). She also prepared a thesis on a similar issue in 2015 (see Serbina, 2015).

From a speech-script point of view, Miriam Shlesinger (2014), in her study entitled “*Shifts in Cohesion in Simultaneous Interpreting*”, examines cohesive ties and shift of such ties during the process of simultaneous interpreting. The material used is a spontaneous speech and the interpreters are 13 students. She found that shifts occur in all types of cohesive ties. These types are reference, substitution and ellipsis, conjunction and lexical cohesion. She provided numerical data, as well. Omission and reducing are found to be the most frequently occurring shifts (Schlesinger, 2014). Although the theoretical background is completely different to the present thesis in that it draws on cohesive elements such as ellipsis and referencing while the present thesis is based on the theory proposed by John Catford in 1965, the study by Shlesinger have importance since it examines a text from the oral tradition; namely, a speech.

Farah Abbas Abo Al-Timen (2016), in the work entitled “*The Effect of Optional and Obligatory Shifts on the Style of Translated Literary Texts: Catford and Baker Models (Azazeel Novel as an Example)*”, studies the optional and obligatory shifts in a literary work (a novel) where the languages involved are Arabic and English. Although the theoretical background is more or less the same with this thesis, this study by Al-Timen works on a novel, which is frequently the case in the relevant literature where studies on shifts are carried out on literary texts. In a similar vein, this study also uses the comparative method, which is also used by this thesis. The author concluded that the

shifts can be seen as a problem-solving strategy for style and that shifts are a must in translation, either obligatory or optional, which means that shifts happen in every translation process (Al-Timen, 2016).

Saeka Toshioka (2014), in her article entitled “*Translation Shifts in Japanese-English Translations of Speech Scripts, Case Study of Two Speeches Given by Empress Michiko*”, worked on speech scripts and translation shifts. In this study, she analysed SoT in the translation of speech scripts. She focused on three types of shifts: audience-conscious shifts, style-conscious shifts and message-conscious shifts. She used two different speeches by the same speaker and the languages involved are Japanese and English. The author concludes that the SoT changed the two speeches in order to stress their individual focus (Toshioka, 2014). It can be seen from this study that shifts that occur in the translation process help improve the quality of the translation rendered since the focus is adapted for the receivers. Finally, it should be stated that although this study and the present thesis carries out a similar analysis both in terms of the comparative method and of the data collection materials, they differ from each other in that they adopt different theories.

Jalil Fat'hi and Monireh Akbari (2012), in the article entitled “*Structural Shifts in Translation Children's Literature*”, analysed SoT in different movies and cartoons for children. The theoretical background of this study is the model proposed by John Catford (1965). However, it was limited to structural shifts. The languages involved are Persian and English. The author concluded that occurrence of structural shifts has an influence on the translator's awareness of structural differences between the languages involved (Fat'hi & Akbari, 2012).

Nael Hijjo and Kais Kadhim (2017), in their study entitled “*The Analysis of Grammatical Shifts in English-Arabic Translation of BBC Media News Text*”, address the concept of SoT on the texts of news. The main theory this study is based on is the model proposed by Catford in 1965. As a result of this study which is carried out with a comparative approach, the authors conclude that the BBC News translators from English into Arabic make use of all types of shifts to preserve the meaning of the ST and ensure the message quality (Hijjo & Kadhim, 2017). They further concluded that

the translators failed to preserve the message with active-passive shifts at the level of sentence structures, and in some cases with unit shifts.

Claudia Monacelli (2006), in the work entitled “*Implications of Translational Shifts in Interpreter-Mediated Texts*”, examined the scope and characteristics of translational shifts in interpreter mediated texts. As a result of the study in which 10 professional interpreters interpreted 10 speeches delivered at international conferences, it was found that there was a high “trend for distancing, de-personalisation and the mitigation of illocutionary force” (Monacelli, 2006, p. 457).

There are many similar studies with regard to SoT and speech script translation. To illustrate, Ashraf Abdel Fattah (2018) studies structural shifts based on the conjunction of “because” between the languages of Arabic and English over some 248.000 word-corpus. Vahideh Sharei (2017) carried out an analysis based on the model proposed by Vinay and Darbelnet (1995) with the data collection material being “The Old Man and the Sea”, the novel by Ernest Hemingway. Gholamreza Medadian (2015) studied non-obligatory shifts in Persian literary translations.

Moreover, it is seen in the literature review that there are two similar theses carried out in this area. First one is written by Ala Bandar Abdulaziz Altwaijri in 2019 while the second is written by Haneen Khalid Ali bin Nashwan in 2018. Altwaijri (2019) focused on Catford’s model while Nashwan (2018) focused on van Leuven-Zwart’s model. Altwaijri’s data collection method was a legal text: UN Convention on Rights of the Child (1989). On the other hand, Nashwan’s data collection material was Ernest Hemingway’s “Big Two-Hearted River”, a literary text. They both used comparative methods and the languages involved for both of them are English and Arabic. These theses demonstrate the importance of SoT for the TS in that up-to-date theses are written in this field.

Nonetheless, studies which merge translation of speech scripts with the theories put forth by Catford, Toury and others are not encountered in the literature review that was carried out. Thus, the literature review carried out demonstrates that, in most of the studies accessed, researchers make use of these theories as the basis of their study to carry out their analyses mainly on literary texts while the ones who utilise speech scripts or speeches as their data collection materials embrace a variety of different theories. It

is, in fact, quite understandable that theories which are, in essence, put forth for the translation of literary texts are applied on such texts. However, the researcher of this thesis attaches importance to the application of these theories on the speeches or speech scripts. Finally, it can also be seen that these studies are somehow limited to some extent (e.g. limited to structural shifts).

In this Chapter, a brief introduction of Translation Studies and the act of translation itself is presented which is followed by the peculiarities of historical and political speeches and challenges that might be faced during their translation. Consequently, the main theoretical framework is outlined by giving detailed information on such theories: First the theory of SoT put forth by John Catford, secondly the concept of ‘optional’ and ‘obligatory’ shifts, and finally the DTS and the concept of norms proposed by Toury are explained in order to develop an understanding. Lastly, studies which are found to share common grounds with this thesis, such as methodology or the nature of the data collection materials, are given in order to provide a better understanding with regard to the current situation of relevant studies in the field. The next chapter addresses the methodology which is used for the analysis.

CHAPTER II

METHODOLOGY

This chapter dwells on the methodology adopted in this study. It includes the design of the study, data collection materials and the procedure followed throughout the process. Finally, the data analysis and evaluation techniques are addressed.

2.1 DESIGN OF THE STUDY

Descriptive method is used in this study. The scripts of political speeches delivered by important people in history are selected for the purposes of this study. The analysis is carried out on these speeches, which are in English, and their Turkish translation. A comparison between the ST and TT pairs was carried out in order to identify shifts based on the concept of “coupled-pairs” proposed by Toury (1995). The results are evaluated from an explanatory point of view.

2.2 DATA COLLECTION MATERIALS

The data collection materials of this study consist of 5 speech script pairs which are historical and political. The comparison was carried out on these pairs in order to identify the SoT based on the theory put forth by John Catford in 1965. The source texts are the original speeches which were delivered in English while the target texts are the translation of these speech scripts into Turkish.

The original English speeches are obtained from the website www.americanrhetoric.com, which is an open-access source. On the other hand, the Turkish translations of these scripts are obtained from the book by Ali Çimen entitled "*Tarihi Değiştiren Konuşmalar*" (The Speeches that Changed the History) which was published by Timaş Publishing House (Timaş Yayınları) in 2015. Hence, both the original English speeches and their Turkish translations can be accessed easily by the readers of this thesis by going online for the original English speeches and by obtaining the abovementioned book by Ali Çimen for the Turkish translations of those speeches. Below is the list of the speeches which are the subject of this study.

Table 1*The Speeches Utilised*

	Speaker	Name of the Speech	Delivery Date
1	Abraham Lincoln	Gettysburg Address	19 November 1863
2	Franklin Delano Roosevelt	Pearl Harbour Address to the Nation	08 December 1941
3	Winston Churchill	The Sinews of Peace (The "Iron Curtain" Speech)	05 March 1946
4	George Catlett Marshall	The Marshall Plan	05 June 1947
5	John Fitzgerald Kennedy	Ich bin ein Berliner (I am a 'Berliner')	26 June 1963

With regard to the characteristics of the source texts, the English texts are the transcriptions of the real speeches found in the audios, which can be found in the aforementioned website, as well. All of the 5 speech scripts are transcripts of audios. This explanation is necessary since one might think that the texts used in this study are previously prepared writings of a speech. However, the texts used in this study are the real speeches of the speakers. Each speech but the speech by Abraham Lincoln has the following expression: "Text version below transcribed directly from audio", and according to the website, such transcriptions are the property of the website and thus, it is possible to use these speeches for research and education purposes¹. On the other hand, for the speech delivered by Abraham Lincoln, the website provides the following information: "The transcript ... is known as the "Bliss" copy, the widely adopted version of Lincoln's Gettysburg Address. However, the version quoted ... is likely NOT the version delivered by Lincoln." This means that there might be slight differences between the actual speech and the version in question. The reason behind this is thought to be the age it was delivered when there was no advanced technology. However, this

¹ See the following link for the relevant information:
<https://www.americanrhetoric.com/copyrightinformation.htm> (Last accessed on: 07.01.2021)

situation does not prevent this speech from being used for education and research purposes as it is the property of the website. Thus, there are a total of 5 transcriptions of real speeches which were delivered in English.

As regards the characteristics of the target texts, one of the speeches, the speech by Winston Churchill, is a shortened text. Some of the paragraphs and sentences are seen to be omitted in the translated text. The book provides this speech as such for an unknown reason, meaning that an explanation for this situation is not encountered. It should be stated that permission to use these texts for this thesis was requested via e-mail from Timaş Publishing House (Timaş Yayınları), as a result of which the permission was granted. Since one of the TTs are shortened, it is deemed more suitable to give the word count of the corpus over the TTs. The corpus analysed for this study consists of 3,047 words. The number of words considered to be adequate in reflecting the tendencies of translators since similar studies in the literature used extracts from the texts in order to represent the whole text while the present study analysed the texts as a whole.

Finally, the study must draw attention to the rationale for selecting such speeches: Firstly, the speeches made by important people in the history is thought to have influence on the future; in other words, such speeches may change the course of events or spark new ideas in people's mind. As Ali Çimen (2015) states in the title of his book (*"The Speeches that Changed the History"*), such speeches might change the history. Besides, all the speakers are historical figures having an influence on a large amount of crowd. Secondly, these speeches are believed to be meticulously prepared for delivery. Although the speeches utilised for this theses are transcriptions of recordings of real speech events, the speaker or the team of experts working for that speaker exert great effort before a speech is delivered. Moreover, the speakers in question have a lot of experience in public speaking, so their speeches are well-structured and the sentences that were uttered by the speaker are formed based on a vast experience and knowledge of rhetoric. Therefore, the researcher believes that speeches that are well-structured and created with knowledge and experience based on rhetoric are best suitable for the purposes of this thesis.

2.3 PROCEDURE

Having reviewed the design and the data collection materials of the study, it is now necessary to elaborate the procedure that was pursued in order to reach the goals of this thesis. This section provides the procedure adopted by the researcher for the purposes of this study.

First of all, a literature review was carried out with regard to the translation of speech scripts, the SoT and their relation. The results of the literature review demonstrated that there are studies that focus on shifts and there are other studies that focus on speech scripts. However, no studies which focus on both of these matters are encountered in the literature review that was carried out. Thus, seeing that there is limited research in this area, comprehensive information is gathered regarding the SoT and the translation of speech scripts from the relevant literature in order to carry out the study. Relevant articles and theses are carefully examined in order to develop a better understanding of the current situation of the research into this area. Such materials were also used to make reference and citations and also to make comparison with the results of these studies.

Then, a research for data collection materials was carried out as a result of which the book by Ali Çimen was found to be useful for the purposes of this study. First, the speeches were examined in order to establish that they are suitable for such a study. Secondly, the original speeches of the scripts selected from this book were sought online. Such speeches are found on the website named www.americanrhetoric.com. After finding the STs and matching them with their TTs by way of comparison, it is established that the selected ST-TT pairs are suitable for such a study.

The next step was to carry out a comparative study from an explanatory point of view as is outlined in Chapter II of this thesis. The notion of coupled-pairs was utilised for this comparison, where replaced ST items and replacing TT items were found between the ST and TT and the relation they have were analysed in terms of SoT (Toury, 1995).

Finally, the data was analysed in accordance with the procedure put forth below. After the data analysis, expert opinion was sought for the examples provided under Chapter IV in order to verify the findings of the study. The results of the analyses were

discussed from an explanatory point of view in order to shed light on the norms and tendencies with regard to the translation of speech scripts within the framework of SoT.

2.4 DATA ANALYSIS AND EVALUATION

There are three steps in the analysis of the data:

- (1) The first step is to make comparison between the ST and TT pairs in order to establish the coupled-pairs and identify the categories of shifts as put by John Catford in 1965.
- (2) The next step is the determination of 'optional' and 'obligatory' shifts as is proposed in the relevant literature.
- (3) The final step is to determine if these shifts and selections of translation make the TTs 'adequate' or 'acceptable' as put by Gideon Toury in 1995.

The first and the second step are carried out simultaneously:

- (1) The texts were divided sentence by sentence.
- (2) The sentences were paired with their translations.
- (3) Although the sentences were divided, the contextual elements of the whole text were not disregarded.
- (4) The sentence pairs were analysed in detail in order to identify the shifts in accordance with the five categories proposed by Catford in 1965 that might be found: level shifts, structural shifts, class shifts, unit shifts, and intra-system shifts.
- (5) The identification procedure was based on the notion of coupled-pairs; in other words, the items of ST were coupled with the items of TT in places where the shifts were identified.
- (6) Dictionaries and grammar books were utilised where necessary in order to be able to provide a correct designation for the shifts identified.

(7) After the identification of shifts, it was determined if each shift is obligatory or optional.

(8) A shift is considered an optional one if there are other choices of translation for that ST item.

(9) A shift is considered an obligatory one if there are no other choices of translation for that ST item.

After this analysis, the obtained data is evaluated from a holistic point of view in order to establish if the translations are 'adequate' or 'acceptable' according to Toury's theory (1995). The contextual values of the shifts and particularly their optional and obligatory nature are taken into consideration for this evaluation.

This chapter elaborated on the methodology, data collection materials and methods, and the procedure of the study. The next chapter provides and discusses the results of the study.

CHAPTER III

FINDINGS AND DISCUSSION

This chapter dwells on the results of the case study and the discussion in relation its findings. The analysis carried out for the case study is a three-dimensional analysis: First the Shifts of Translation (SoT) are identified based on the theory proposed by Catford in 1965. Secondly, it is determined if the shifts that are identified are optional or obligatory according to the relevant literature. Finally, ‘adequate’ or ‘acceptable’ nature of the translations is evaluated based on the first and second step. Within this scope, this chapter provides findings of the three-dimensional analysis and discusses the results. The discussion goes hand-in-hand with the results as they are presented, and the presentation of results are listed in the same order with the types of shifts provided above in Chapter II.

The occurrence of shifts can be explained by the fact that each language has its own grammar and way of expression. Indeed, Lyons (1981) states that the structural diversity of the languages is limitless. Considering this diversity and the differences between the languages, it is possible to state that some methods are adopted by translators to make up for these differences during the process of translation. Such methods yield shifts, either optional or obligatory based on a given situation.

Furthermore, contextual and discursive elements also have an influence over the translation process. At this point, it should be emphasised that, during the analysis, relevant contextual and discursive elements are taken into consideration by the researcher as is also explained in the chapters above because as put by Hansen (2010) “discourse is what gives cohesion between sentences” (p. 17). In fact, contextual and discursive elements are so vast that a separate analysis might be required to ensure a comprehensive discursive analysis. Hence, it might be necessary to analyse the speeches and their characteristics based on the relevant theories. However, such an analysis would be out of the scope yet the researcher took into account such elements during the analysis because it is seen that some shifts are opted for by the translators in order to satisfy the discursive and contextual needs of the TTs. Therefore, it is considered to be important to provide information about the age and environment in which each speech

was delivered and contextual information about the speeches and the speakers. Hence, before the presentation of the results, the thesis provides such relevant information below.

3.1 CONTEXTUAL INFORMATION ABOUT THE SPEECHES

3.1.1 The Speech by Abraham Lincoln

Abraham Lincoln, the 16th president of the United States of America, delivered the speech entitled the Gettysburg Address on 19 November 1863. At the time, there was a civil war in the USA between the states of North and South (Çimen, 2015). The reason behind the civil war was slavery. The Southern states supported the idea that slavery should persist while the Northern states supported the idea that slavery should be abolished (Çimen, 2015). The speech was delivered after an important battle that took place in 1863. Çimen also underlines that the purpose of this speech was to convert the battlefield into a national cemetery.

Another important point regarding this speech is that it is seen as one of the pillars of American democracy (Schwartz, 1996). In fact, Çimen (2015) states that the last sentence of the speech (“government of the people, by the people, for the people shall not perish from the earth”) is a strong symbolisation of the American democracy.

3.1.2 The Speech by Franklin Roosevelt

Franklin Delano Roosevelt is considered a “*master orator*” by some researchers (see Krebs, 2015). He, the 32nd president of the United States of America, delivered a speech following the Japanese attack on Pearl Harbour. The attack was realised on 7 December 1941 and the speech was delivered the next day. The attack caused many lives to the USA: 2335 soldiers and 68 civilians died, and also 1178 people were injured (Çimen, 2015). The attack was highly dramatic for the people of the USA; in fact, the young people applied for recruitment to the army (Çimen, 2015). The important point regarding this speech that it rendered the US policy not to intervene in the matters in the world invalid (Çimen, 2015). As a result of this attack and the speech that follows, the

USA declared war against Japan, which has many implications for the era that followed: the USA's process becoming a super power in the world began and a nuclear era began due to the bombing of the Japan by the USA at the end of the World War II (Çimen, 2015).

3.1.3 The Speech by Winston Churchill

Winston Churchill was the Prime Minister of the United Kingdom from 1940 to 1945; namely during the World War II. He is accepted as a great leader who ensured victory for his country in the World War II (Wakely & Carson, 2010). He delivered the speech entitled "The Sinews of Peace" in the USA on 5 March 1946, after the World War II, which is also known as the "Iron Curtain" speech that was used as a metaphor in his speech. Çimen (2015) states that this speech referred to the Cold War that lied ahead at the time. Being a warning for the Cold War, this speech is considered vital for that era.

3.1.4 The Speech by George C. Marshall

George C. Marshall was the chief of staff of the USA Army during the World War II; in addition, he also took office as Secretary of State and Secretary of Defence (DeMartino et al., 2011). He is known for his successful leadership for the USA Army, especially during the World War II.

He delivered his speech, which is now known as The Marshall Plan, on 5 June 1947, when he was the Secretary of State. The factor that led to this speech is his visit to Europe, especially Germany, where he saw that the Continent was exhausted due to the war and he saw people dying waiting for doctors and he witnessed people's need of shelter and food (Çimen, 2015). It was this situation in Europe that led him to come up with a plan: The Marshall Plan, which is known as a support to Europe after the World War II. Çimen also underlines that this plan was later approved by the President of the time, Truman, and then, put into effect under the name of "The European Recovery Program".

According to Çimen (2015) the importance of this speech derives from the fact that The Marshall Plan paved the way for today's prosperous Europe. On the other hand, importance not only derives from the speech and the plan but also from the importance of the person: "General George C. Marshall is universally recognized as a paragon of leadership" (DeMartino et al., 2011, p. 17).

3.1.5 The Speech by John F. Kennedy

John F. Kennedy, the 35th President of the United States of America, visited the city of Berlin in Germany in 1963 and he delivered a speech on 26 June 1963. In his speech he encouraged Berliners to follow the Western values and believe in the cooperation with the United States of America (Fay and Kuypers, 2012). At the time, Germany was divided into two as East and West as a result of the World War II and the Cold War and Berlin was in the middle of this division, which was also divided into two (Çimen, 2015). According to Çimen, the purpose of this visit, which also included four other Western European countries, was to demonstrate the good will and strengthen the bond between the allies. Fay and Kuypers (2012) also found that "Kennedy's Berlin speeches illustrate the importance of cultural identification for building strong political relations across national borders." (p. 12). Furthermore, Çimen (2015) states that the speech was the demonstration of the firm standing of the Western Bloc during the Cold War.

3.2 LEVEL SHIFTS

This section is dedicated to the results in relation to level shifts; nonetheless, at the outset, it provides the systematic of the presentation of the results in relation to all types of shifts. Within this scope, first, brief information on each type of shift is given at the beginning of each section, which is followed by the table of results demonstrating the numbers of shifts that were identified during the analysis. Then, the table is explained and important points are highlighted, which is followed by a discussion of the findings of similar studies. Finally, the examples from the case study is presented one by one under each of which the explanation is provided and discussion is made. The structure can be summarised as follows: (1) brief information on the relevant type of shift, (2)

table of results, (3) the discussion of the table, and (4) examples as extracts from the speech scripts and their discussion found below that given example. In addition, it should be noted that a given example might involve more than one shift; however, only the shift/shifts which fall into the same relevant group under a single heading are underlined in order to provide the reader with a more contained and less complex analysis.

The first type of shift is level shifts which represent shifts that occur when the translator goes from a grammatical structure in the ST to lexis in the TT or vice versa. As is also explained by Karimnia and Kalantari (2011), a level shift occurs when something that is expressed in the SL with grammar is expressed with lexis in the TL. This is also valid when it goes from a lexis to a grammar. This type of shift is observed in the case study that was carried out and the following table demonstrates the findings in relation to this type of shifts.

Table 2

Numbers of Level Shifts Identified

	Grammar to Lexis	Lexis to Grammar	Total
Optional	45	15	60
Obligatory	10	0	10
Total	55	15	70

The table demonstrates that there are a total of 70 level shifts identified in five speeches. It can be seen from the table that most of such shifts are of an optional nature (85.71%), whose reason is believed to be the translators' will to render a more natural and understandable translation for the receivers of the TL. It is also attention grabbing that there are no obligatory shifts in the sub-category of 'Lexis to Grammar'. When one looks at content words (See Nunnan, 1993), which denote a meaning rather than having a function in the sentence, it can be seen that such words are not necessarily converted into grammatical structures when translating from English into Turkish. Hence, the number of such shifts from English into Turkish is 0 (0%). Moreover, the majority of level shifts (78.57%) are in the direction of "Grammar to Lexis", which might demonstrate that grammatical structures in English can be expressed with words that have a meaning in Turkish. In fact, it is believed that this is the case in the translations

because, as it can be seen from the number of optional shifts under this direction, the translators wanted to render understandable translations for the target receiver. The table demonstrating the percentages can be found below:

Table 3

Frequency of Level Shifts as Percentages

	Grammar to Lexis	Lexis to Grammar	Total
Optional	64.28%	21.43%	85.71%
Obligatory	14.29%	0%	14.29%
Total	78.57%	21.43%	100%

At this point, it is thought to be useful to discuss the findings of other relevant and similar studies. For example, Hijjo and Kadhim (2017) found that all the level shifts identified are optional in the translations, where the languages involved are English and Arabic. Hijjo and Kadhim (2017) also state that there is no level shifts identified which go from lexis into grammar while such shifts are identified in the case study carried out for this thesis. In a similar fashion, the number of level shifts identified in the work by Karimnia and Kalantari (2011), where the languages involved are English and Persian, is low when compared to other type of shifts, which is also the case in this thesis (see Table 12). Within this scope, the findings of this thesis are mostly in the same line with the relevant studies in the literature because the share of optional level shifts is bigger than the obligatory ones and level shifts has a small share when compared to other four types of shifts. The differences between this thesis and other studies might be deriving from the fact that different languages are in effect for different studies.

The table and discussions above provide a general framework for level shifts that are identified, and for more details, the examples of level shifts are provided below which are extracted from the speeches that are analysed.

Extract No. I	Script	Speaker	Source
ST	“But, in a larger sense, we <u>cannot</u> dedicate, we cannot consecrate, we cannot hallow this ground.”	Abraham Lincoln	(Gettysburg Address, n.d.).
TT	“Ama daha geniş manada, bu		(Çimen, 2015,

	toprakları tahsis etmek, takdis etmek ve kutsamak bizi <u>aşar</u> .”	p. 76)
Back	But, in a larger sense, it <u>exceeds</u> us to	
Translation	dedicate, consecrate and hallow these lands.	

This extract demonstrates a level shift from a grammatical structure to a lexis. The structure “cannot” is a modal in the English language and it is a function word while the word “aşar” is a content word which is a verb in present tense in Turkish (See Nunnan, 1993). Hence, it can be stated that while the expression in English denotes a function, the expression in Turkish translation directly gives a meaning which is similar to the meaning that is added by the word “cannot” in the English original. The non-shifted version of this structure could be “tahsis edemeyiz” where the negative suffix “-me” is added to the verb in each case. Seeing that there is another option for this translation, it was concluded in the analysis that this shift is an optional one. The underlying meaning is that there are more than one options for a translation, in which case the shift is considered an obligatory one, and the translator selects one based on his/her initiative to render a qualified translation for the target receiver.

Extract No. II	Script	Speaker	Source
ST	“The initiative, I <u>think</u> , must come from Europe.”	George C. Marshall	(George C. Marshall, n.d.)
TT	“ <u>Bence</u> inisiyatif Avrupa'dan gelmelidir.”		(Çimen, 2015, p. 147)
Back	<u>To me</u> , the initiative must come from		
Translation	Europe.		

This example includes a level shift where the shift took place from a lexis to a grammatical structure. It is seen that the verb “think” is used in the ST while a suffix (“-ce”) is used for the same part of the speech in the TT. In line with the previous example, the word “think” directly refers to a meaning while the suffix gives a similar meaning only in its form attached to the word “ben” (I, in English). Although the verb in the ST

can be translated as a verb in the TL, it is believed that this type of translation provided a familiar use of language for the TT receivers. Therefore, it is believed that the translator made this selection for this purpose. Referring to a selection by the translator, it can be said that this shift is an optional one where one of the options might be a sentence structure with a noun clause in TT so that the verb “think” can be used as the predicate in the translated text (“... dıđını düşünüyorm”).

Extract No. III	Script	Speaker	Source
ST	“When that day finally comes, as it <u>will</u> , the people of West Berlin can take sober satisfaction in the fact that they were in the front lines for almost two decades.”	John F. Kennedy	(JFK Berliner, n.d.)
TT	“Sonunda, o gün geldiđinde -ki <u>gelecektir</u> - Batı Berlin halkı, neredeyse yirmi yıl boyunca, en ön saflarda olmanın büyük mutluluđunu yaşayacaktır.”		(Çimen, 2015, p. 166)
Back Translation	In the end, when that day comes, as it <u>will come</u> the people of West Berlin can take sober satisfaction in the fact that they were in the front lines for almost two decades.		

The level shift in this example is from grammar to lexis and is obligatory. The excerpt demonstrates that the grammatical structure in the ST is translated as a lexis + grammar in the TT. This is considered to be an obligatory shift because the equivalent of the word “will” in Turkish is a suffix (-ecek, future tense) which do not have such a single use in a sentence. Therefore, it is clear that the translator has no choice but to make an addition, or delete it, which is not favourable in most cases. With the addition of a word which has its own meaning rather than having a grammatical function, it can be said

that an obligatory level shift occurred. Thus, one can say that the translator adopted an approach which will make the text more understandable for the target receiver.

3.3 STRUCTURAL SHIFTS

The next type of shifts provided in the chapter of theoretical background is structural shifts, so the results of such shifts are now presented. As Herman (2014) put, a change in the grammatical structure of a sentence when going from ST to TT means a structural shift. Hence, it can be stated that this type of shift relates to construction of sentences during the process of translation. Furthermore, Catford (1965) classifies structural shifts under two types: clause rank and group rank, meaning that structural shifts can be observed in sentences as well as in word groups. Thus, a structural shift can also involve word groups as they are structured within the relevant language. In other words, this is about the word order, be it whether at the sentence level or word group level.

Table 4

Number of Structural Shifts Identified

	Word Order	Sentence Structure	Total
Optional	53	22	75
Obligatory	199	172	371
Total	252	194	446

The table demonstrates that there are a total of 446 level shifts identified in five speeches. First of all, the high number of structural shifts, especially when compared to the previous type of shifts, demonstrates that there is a remarkable difference between the two languages in terms of structures.

In fact, this is something that is known to those who are working in this field; for example, it is an evident difference for a translator working with the languages of English and Turkish that the expression “outputs of the project” could not be translated into Turkish as “çıkıtlar projenin”. This kind of a translation might be valid to some extent when we are dealing with poetry, for instance. However, such a translation is not accepted within this context. Therefore, it can be said that there is a clear difference between the structures of two languages, which results in difference in word order.

This is also valid when it comes to sentence structures. It is acknowledged that, except for cases where aesthetics function as is mentioned above for the example of poetry, the basic sentence structure for Turkish is Subject (S) + Object (O) + Verb (V) while the sentence in English are formulated as S + V + O. Thus, one can infer that there is a remarkable difference between Turkish and English when it comes to structuring of word groups and sentences, which explains the high number of shifts identified. Furthermore, such a high number of shifts demonstrates that SoT are an integral part of the translation process. Finally, the number of two types of structural shifts are close with 252 “Word Order” shifts (56.50%) and 194 “Sentence Structure” shifts (43.50%), which demonstrates that the difference between the two languages does not differentiate between word order or sentence structure.

The second point which needs to be clarified before moving into examples is the number of optional (16.82%) and obligatory (83.18%) shifts. In fact, this issue is quite related to the abovementioned explanations because the existing difference between the two languages leaves no choice to the translators, choice being the keyword here. The translators have no *choice* when it comes to structures of two languages: they are different and the translator has to shift. Of course, there are cases, though a few, where translators optionally shift. These are cases where, for instance, the translator changes the word order of a sentence, or where s/he attempts to create a text which complies with the textual tradition of the TL: the cases where the option to keeping the word order the same is present but selection of this option would create a quite unfamiliar expression in the TL. The table demonstrating the percentages can be found below:

Table 5

Frequency of Structural Shifts as Percentages

	Word Order	Sentence Structure	Total
Optional	11.88%	4.94%	16.82%
Obligatory	44.62%	38.56%	83.18%
Total	56.50%	43.50%	100%

Finally, a comparison to the results of similar studies is believed to be useful at this point. For instance, Herman (2014), in the analysis involving the languages of English and Indonesian, found that structural shifts are the second most common type of shifts

under the theory of Catford (1965), which is also the case in this study (see Table 12). On the other hand, Hijjo and Kadhim (2017) found that most of the sentence structure shifts are optional in translation of BBC news texts from English into Arabic. Thirdly, Al-Timen (2016) found that there are optional passive-active voice shifts in translations from English into Arabic. Lastly, Altwaijri (2019) identified 161 structural shifts in translation of UN Declaration of the Rights of the Child from English into Arabic and determined that 138 of them (85.7%) are obligatory, which is quite similar to the findings of this thesis. Within this scope, it can be stated that while some part of the results of this study are in line with the findings of other studies in this area, it can also be seen that there are also results which are different. It is believed that the differences in languages involved might be a reason for this. In addition, the purpose of the translators, text types and norms of the environment in which the translators are present might have an effect on the translation strategies, which yield different orientation for shifts.

To illustrate all these matters and issues, the following examples are selected. However, before moving on with the examples, it should be clarified that the back translations provided for this type of shift embraces a different approach in order to demonstrate the structural differences between the ST and TT.

Extract No. I	Script	Speaker	Source
ST	<u>“The attack yesterday on the Hawaiian Islands has caused severe damage to American naval and military forces.”</u>	Franklin Roosevelt	(FDR Pearl Harbor, n.d.)
TT	<u>“Dün Hawai adalarına yapılan saldırı, Amerikan deniz ve hava kuvvetlerine ağır bir darbe vurmuştur.”</u>		(Çimen, 2015, p. 123)
Back Translation	<u>Yesterday, on the Hawaiian Islands the attack carried out to American naval and military forces has caused a severe damage</u>		

The first example demonstrates a shift where the sentence structure changes. As it can be seen, the verb is at the end of the sentence in the TT while it is in the middle of the sentence in the ST, which then affects the whole word order of the sentence. As is explained above, this is an obligatory shift deriving from the structural differences between the two languages; therefore, the translator had no choice but to change the structuring of the sentence because, otherwise, it would be a quite extraordinary use of Turkish and render the translation incomprehensible.

Extract No. II	Script	Speaker	Source
ST	“In these historic and lovely surroundings, this perfect day, and this very wonderful assembly, it is a tremendously impressive thing to <u>an individual in my position.</u> ”	George C. Marshall	(George C. Marshall, n.d.)
TT	“Bu tarihî günde, bu hoş mekânda, bu olağanüstü güzel günde ve bu çok kıymetli birliktelikte bulunmak, <u>benim konumumdaki birisi</u> için had safhada etkileyici bir deneyim.”		(Çimen, 2015, pp. 143-144)
Back Translation	This historic day, this lovely surroundings, this perfectly beautiful day and this very wonderful assembly, <u>my position in someone for,</u> tremendously impressive experience this is.		

The second example relates to the word order of a phrase which is also an obligatory shift as in the first example. First of all, this is a word order related shift because the order of word group in the ST is changed in the TT. Secondly, this is an obligatory shift because the translation would, otherwise, be unfamiliar to the target receivers if it were kept the same. The Turkish grammar requires this word group to be structured as is seen in the translation while the English grammar requires the word order that is seen in the

ST. This is an acknowledged difference between these two languages and thus, the translator has no other choice but to change the word order.

Extract No. III	Script	Speaker	Source
ST	“And I am proud -- And I am proud to visit the Federal Republic with <u>your distinguished Chancellor who for so many years has committed Germany to democracy and freedom and progress</u> , and to come here in the company of my fellow American, General Clay, who -- who has been in this city during its great moments of crisis and will come again if ever needed.”	John F. Kennedy	(JFK Berliner, n.d.)
TT	“Aynı zamanda bu ziyareti, <u>Almanya'yı yıllardır demokrasi, özgürlük ve kalkınma yolunda yürütmeye çalışan kıymetli Şansölyenizin</u> ve şehrinizin kriz zamanlarında burada olan ve gerektiğinde yine gelecek olan vatandaşım General Clay'in eşliğinde yapmaktan dolayı da gururluyum.”		(Çimen, 2015, p. 164)
Back Translation	At the same time, this visit to <u>Germany for so many years democracy, freedom and development road to walk is committed by distinguished your Chancellor</u> and your city crisis moments has been here and when necessary again will come		

my fellow citizen General Clay in the
company pay, so proud am I.

This example, on the other hand, relates to a case where a word order shift took place based on the option of the translator. The underlined part of the ST is an adjective clause created with the word “who” while the same adjective clause is created by the suffix “-an”, which is the main reason this shift took place because the suffix in question requires the subject (the Chancellor) to follow itself. In other words, in Turkish, the adjective clause is generated by attaching the abovementioned suffix to the verbs and thus, creating adjectives (Lewis, 2000). So, these adjectives which were created from verbs require nouns after them because, in fact, adjectives are called “prior names” in Turkish, denoting that they come before nouns. On the other hand, the “who” structure in the English requires the verbs to stay as verbs and come after the word “who” itself. This being the main reason behind this shift, it is, in fact, not the only choice the translator has because of this difference between the two languages. There is another option for the translation of such an adjective clause which is obtained by using the conjunction “ki” in Turkish which ensures the same structure in the Turkish as in the English where the subject is followed by verbs: “*Şansölyeniz ki o Almanya’yı yıllardır demokrasi, özgürlük ve kalkınma yolunda yürütmeye çalışmıştır.*” In terms of the structure of the adjective clause, this example provides a more similar structure to that of the ST. The existence of the second option makes this shift an optional one. When it comes the motives behind the selection of the translator, it is believed that the reason behind this option is the stylistic tendencies of the translator and the norms of the target culture. The first option for the translation of this ST, which is the translator’s option, is a widely accepted form of adjective clauses in Turkish while the second option is not generally used and can be seen in literary works, or in some cases, it can be seen in such speeches where the speaker wants to emphasise one point. Considering that the second option might be an emphasis-oriented structure, it is believed that it might also be selected by the translator, which did not. Nonetheless, this does not make the translation inadequate or unacceptable. It is considered to be the stylistic tendencies of the translator that led to this selection, or norms of the target culture as it was already

mentioned above because the first option is used more widely used and accepted under these circumstances in the target culture.

Extract No. IV	Script	Speaker	Source
ST	<u>“That must be apparent to all intelligent people.”</u>	George C. Marshall	(George C. Marshall, n.d.)
TT	<u>“Tüm entelektüel insanların bunun farkında olması gerek.”</u>		(Çimen, 2015, p. 144)
Back Translation	<u>All intelligent people should be aware of this.</u>		

The fourth example under the structural shifts is a voice change in the translation where the passive ST is reflected as an active sentence in the TT. Since this is a voice change, this is a structural shift and it is an optional one because, evidently, the passive sentence could have been kept as it is. Within this scope, there is no difference between the two languages: a passive sentence can be translated as a passive sentence and an active sentence can be reflected as an active one in the TT. The reason behind this selection is thought to derive from the style of the translator. When we look at the previous sentence before that, we can see that the speaker is talking about a situation: “But to speak more seriously, I need not tell you that the world situation is very serious.” (George C. Marshall, n.d.). At this point, a description of the theory of theme and rheme should be given: ‘Theme’ is the subject of the sentence is its most basic sense and ‘rheme’ is any information that is related to the theme of a given sentence (Nunna, 1993, as cited in Doğan, 2017a). Within this scope, the sentence that follows needs to focus on the main actor of the previous sentence, which, in this case, is the “world situation”. Hence, the speaker went on with the same subject. However, the translator shifted both the voice and the theme of the sentence. Although it is believed to be the stylistic tendencies of the translator, such shift is not considered to be highly necessary under these circumstances.

Extract No. V	Script	Speaker	Source
ST	<u>“But always will our whole nation remember the character of the onslaught against us.”</u>	Franklin Roosevelt	(FDR Pearl Harbor, n.d.)
TT	<u>“Tüm ulusumuz, bize karşı yapılan katliamın karakterini daima hatırlayacak”</u>		(Çimen, 2015, p. 124)
Back Translation	<u>Our whole nation will always remember the character of the onslaught against us.</u>		

The final example shows that an inverted sentence in the ST is not translated as such. The sentence structure in the Turkish text is ordinary S+O+V structure. This demonstrates a shift in terms of the inverted nature of the ST because it is not like that in the TT. So, it can be stated that this shift includes not only a clause rank but also a clause structure shift because the modality is also changed in this example as a structural shift occurs also when the stance of the speaker changes (B. Özsöz, personal communication, December 3, 2020). After establishing that this is a sentence structure, we can move forward with the optional and obligatory nature of this translation. As one might foresee, an inverted sentence could have been created in the TT because the Turkish language allows for such a structure. Therefore, this is an optional structural shift since the TT could also have been an inverted sentence. It is believed that an inverted sentence in the Turkish syntax would be an uncommon use of language under these circumstances because inverted sentences in Turkish generally involves verb being placed at the beginning of the sentence since there is no use of auxiliary verbs as in the English sentence. Using the verb at the beginning of the sentence would not have an emphasis impact like the one in the English text but it would make an unusual use of language. Therefore, the reason behind this shift is the translator’s will to create a natural and effective TT.

3.4 CLASS SHIFTS

The next type of shifts that are sought between the ST and TT pairs is class shifts which relates to changes in the classes of the words in a given context such as from adjective to adverb or noun to verb. As is also stressed by Herman (2014), “class shift occurs when the translation equivalence of an SL item is a member of a different class from the original item” (p. 33).

It is seen in the table below that there are various directions in which classes of words change and this section provides such instances as much as possible. In addition, the variety of directions is believed to highlight the importance of SoT during the process of translation as they facilitate the process of delivering a natural and acceptable translation for the target receiver. Thus, the table below demonstrates the statistics in relation to such instances that are identified during the comparative analysis.

Table 6*Number of Class Shifts Identified*

	Prep. to Verb	Adv. to Verb	Adj. to Verb	Noun to Verb	Adj. to Noun	Prep. to Noun	Prep. to Adv.	Verb to Noun	Adj. to Adv.	Adv. to Adj.	Noun to Adv.	Noun to Adj.	Total
Optional	5	3	18	14	17	2	1	24	15	3	4	6	112
Obligatory	0	0	0	0	0	0	0	3	0	0	0	0	3
Total	5	3	18	14	17	2	1	27	15	3	4	6	115

It is seen from the table that the total number of class shifts identified is 115 but this is not the striking point of this table. The striking point that can be observed from above is that there are numerous types of class shifts identified between the texts pairs. This is considered to derive from the flexibility between the two languages in terms of word classes because it can be seen from the table that an adjective became a verb, a noun and an adverb in different places, which is also valid for most of the word classes observed above. Another interesting point in relation to the numbers is that there are remarkable differences between some of the types of class shifts, e.g. while the number of “Verb to Noun” type is 27 (23.48%), the number of “Preposition to Adverb” is only 1 (0.87%). This might also demonstrate that the flexibility between the two languages might not be strong at all times. This is also in close relation with the stylistic preferences of the translators because almost all of the class shifts identified are optional (97.39%) as is seen from the table above.

When we talk about optional and obligatory shifts, one can say that each and every class of word can be translated as the same class unless the TL lacks such a class within its system. Based on this proposition, it can be said that none of the word classes found above are non-existent in the Turkish language. Therefore, all these shifts are optional because any of them can be translated under the same class of word in the TT but the translators made a change which result in a shift. On the other hand, there are a few obligatory class shifts (2.61%) and

these will be demonstrated below in examples because they are incidental and unique. The table demonstrating the percentages can be found below:

Table 7

Frequency of Class Shifts as Percentages

	Prep. to Verb	Adv. to Verb	Adj. to Verb	Noun to Verb	Adj. to Noun	Prep. to Noun	Prep. to Adv.	Verb to Noun	Adj. to Adv.	Adv. to Adj.	Noun to Adv.	Noun to Adj.	Total
Optional	4.35%	2.61%	15.65%	12.17%	14.78%	1.74%	0.87%	20.87%	13.04%	2.61%	3.48%	5.22%	97.39%
Obligatory	0%	0%	0%	0%	0%	0%	0%	2.61%	0%	0%	0%	0%	2.61%
Total	4.35%	2.61%	15.65%	12.17%	14.78%	1.74%	0.87%	23.48%	13.04%	2.61%	3.48%	5.22%	100%

When we take a look at the results of the similar studies in the area of SoT under the theory of Catford (1965), we can see that, for instance, Altwaijri (2019), in the case study where translations from English into Arabic are analysed, found that only 23.5% of the class shifts are optional which is different to the findings of this thesis. Hijjo and Kadhim (2017) state that adjective to noun type of class shifts are the most frequent ones while the adjective to adverb shifts are the rarest. Karimnia and Kalantari (2011) also found that the number of class shifts is low when compared to others. In this context, it can be stated that there are similarities and differences between the results of this thesis and other relevant studies. Similar to the abovementioned types of shifts, these differences might be deriving from the involvement of different languages in the translation process or the norms or purposes of the translators.

Extract No. I	Script	Speaker	Source
ST	“Hostilities <u>exist</u> .”	Franklin Roosevelt	(FDR Pearl Harbor, n.d.)
TT	“Düşmanlıklar gayet <u>somut</u> .”		(Çimen, 2015, p. 124)
Back Translation	Hostilities are quite <u>tangible</u> .		

The first example is the most common type of class shifts: a verb is translated as a noun (23.48%). It is seen in the ST that the verb “to exist” is the predicate of the sentence while the predicate in the TT is, in fact, a nominal predicate created by a complementary verb, which, in Turkish, is attached to the noun, or not attached in this case, to make it function as a predicate within a sentence (the suffixes “-dır, -dir”). Lewis (2000) states that with this suffix, a noun can be a predicate and gives the following example: “the predicate is a noun in such a sentence as en çok sevdiğim şair Nedim'dir 'my favourite poet is Nedim'” (p. 94). In addition, Lewis (2000) states that “in ordinary speech -dir is not used in such simple 'A = B' sentences” (p. 94). Therefore, it can be stated that the word “somut” is used as a noun instead of a verb and this word became the predicate of this sentence whose affixed version is “somuttur”. In addition, this shift is an optional one because there is another acceptable translation for this

sentence: “*Düşmanlıklar bulunmaktadır*”. Although this option seems to be grammatically and contextually correct, it is believed that the selection of the translator is much more suitable to this case because the second option provided above is not generally used and such expressions are created with noun clauses in Turkish where the noun is the predicate of the sentence (a more natural way of expression for this sentence would be “*düşmanlıklar vardır*”). Hence, the use of this option by the translator can be attributed to his/her effort to render a natural and convenient translation for the target receiver, which is believed to have yielded a successful translation.

Extract No. II	Script	Speaker	Source
ST	“The <u>breakdown</u> of the business structure of Europe during the war was <u>complete</u> .”	George C. Marshall	(George C. Marshall, n.d.)
TT	“Avrupa'nın ticarî iskeleti, savaş esnasında <u>tamamen dağıldı</u> .”		(Çimen, 2015, p. 144)
Back Translation	The business structure of Europe <u>broke down completely</u> .		

This example demonstrates two different class shifts: First, there is a class shift which goes from a noun (the breakdown) to a verb (*dağıldı*), which is also a common type of class shifts (12.17%). It is seen that the subject of the ST sentence became the verb of the sentence of the TT. This is considered to be an optional shift because the use of the word as a noun in Turkish is possible: “*Avrupa'nın ticari iskeletinin dağılması, savaş esnasında tamamlandı*.” As is seen, such as use is possible but it is considered that the translator might have thought that his/her translation might be a better representation of the textual tradition of the TL. Therefore, this optional shift is attributed to the translator's stylistic tendencies and his/her effort to render a familiar and natural translation for the target receiver.

Secondly, this extract also reflects one of the most common types of class shifts: an adjective is translated as an adverb (13.04%). In fact, this shift is affected from the first one, or vice versa, because changing one part of speech may have an influence on another part of the speech, which is the case in this example. In a similar vein with the

shift above, this is also an optional shift because the use of the word as an adjective in Turkish is possible: “*Avrupa'nın ticari iskeletinin dağılması, savaş esnasında tamamlanmış (completed) oldu.*” One can infer from this example that the translation of the verb “be” should be “olmak”, in order to obtain an adjective in the TT for the word “complete”. As it can be seen from these examples, there are various ways to render a translation and none of them can be considered as wrong or inadequate. They are just different representations of the same meaning which is delivered in the ST. Hence, it is believed that the reason behind this optional shift is, again, the stylistic tendencies of the translator.

Extract No. III	Script	Speaker	Source
ST	“Surely we should work with conscious purpose <u>for</u> a grand pacification of Europe, within the structure of the United Nations and in accordance with our Charter.”	Winston Churchill	(Winston Churchill Sinews of Peace, n.d.)
TT	“Muhakkak ki, Birleşmiş Milletler'in yapısı içerisinde ve taslağımızla uyum içinde Avrupa'nın tam katılımını <u>hedefleyen</u> bilinçli bir hedefle çalışmalıyız.”		(Çimen, 2015, p. 137)
Back Translation	Surely, we should work with a conscious purpose <u>targeting</u> a grand participation of Europe within the structure of the United Nations and in accordance with our Charter.		

In the third extract, we have class shift which goes from a preposition in the ST to a verb in the TT (4.35%). The word “hedeflemek” is a verb in the Turkish language which is used instead of a preposition which exists in Turkish (için). Thus, the sentence can be translated with the use of this Turkish preposition, which means that this is an optional shift. To add, this optional shift is thought to be selected by the translator in

order to strengthen the meaning of that part of the speech because that sentence begins with the word “surely” which denotes a strong meaning; hence, the translator might have thought that creating a strong sentence would be more useful. In fact, it is believed that such strong use of language is relevant in this case because the context is compliant with this situation. Therefore, it can be said that the choice of the translator led to a more natural and convenient text for the target receivers.

Extract No. IV	Script	Speaker	Source
ST	“It would be neither fitting nor <u>efficacious</u> for our Government to undertake to draw up unilaterally a program designed to place Europe on its feet economically.”	George C. Marshall	(George C. Marshall, n.d.)
TT	“Avrupa'yı ekonomik olarak kendi ayakları üzerine kaldırmak için tek taraflı bir program tasarlamaya kalkışmak ne <u>istenen sonucu verir</u> ne de bu hükümet için uygundur.”		(Çimen, 2015, p. 147)
Back Translation	To undertake to draw up unilaterally a program designed to place Europe on its feet economically would not <u>yield the intended result</u> nor be fitting for this government.		

This fourth extract demonstrates a class shift which goes from an adjective in the ST to a verb in the TT, which is one of the most common type of class shifts (15.65%). It is seen that the adjective “efficacious” is used in the ST while a group of words is used in the TT where the main meaning is derived from the verb “vermek”. The meaning the word efficacious is explained in the TT with the word group and the main part of the meaning is from the verb itself. Therefore, this shift is considered to be from adjective to verb. It is believed that such shifts derive from the explicitation strategy where the translator renders a clear and more informative translation in which the implicit

meaning in the ST is clarified in the TT (Murtisari, 2016). This shift is also an optional shift because an adjective equivalent of the ST item in question is present in Turkish which is “verimli, yararlı”. Hence, this is an optional shift because translation of the ST item as an adjective is possible. The reason behind this optional shift is believed to be the translator’s will to render a more understandable translation for its receiver because the purpose of the explicitation strategy is to ensure that the ST item is clearer for comprehension by the TT receiver.

Extract No. V	Script	Speaker	Source
ST	“That we here highly resolve that these dead shall not have died in vain; that this nation <u>under</u> God shall have a new birth of freedom; and that government of the people, by the people, for the people shall not perish from the earth.”	Abraham Lincoln	(Gettysburg Address, n.d.)
TT	“Burada önemli olan, bu insanların boşu boşuna ölmediğini, bu ulusun Tanrı'nın <u>gözetiminde</u> yeniden özgürlüğe doğduğunu, halkın, halk tarafından halk için yönetiminin asla yeryüzünden kalkmayacağını göstermektir.”		(Çimen, 2015, p. 77)
Back Translation	That we here highly resolve that these dead shall not have died in vain; that this nation, <u>under the observance</u> , God shall have a new birth of freedom; and that government of the people, by the people, for the people shall not perish from the earth.		

This example demonstrates a class shift which goes from a preposition in the ST to a noun in the TT, which is also a less frequent type of class shifts (1.74%). In the English text, it is seen that the preposition “under” is used alone, without any nouns accompanying it such as “observance or supervision”. However, the phrase “under God” still gives the meaning of the unused nouns. Having considered this meaning, it is believed that the translator was aware of this situation and wanted to use a noun instead of a single preposition in order to render a natural translation because such a translation would be uncommon in the Turkish language (Tanrı’nın altında). Although such an alternative is possible, the translator’s optional shift ensured a smooth text for its receivers and this is believed to be his/her purpose by making such an optional shift.

Extract No. VI	Script	Speaker	Source
ST	“It <u>is</u> because I am sure that our fortunes are still in our own hands and that we hold the power to save the future, that I feel the duty to speak out now that I have the occasion and the opportunity to do so.”	Winston Churchill	(Winston Churchill Sinews of Peace, n.d.)
TT	“Bu, kaderimizin halen elimizde bulunmasından, geleceği kurtarma gücüne sahip olmamızdan ve imkânım ve sebepim varken uyarılarda bulunmam gerektiğini hissetmemden dolayı <u>böyle</u> .”		(Çimen, 2015, pp. 137-138)
Back Translation	It <u>is like this</u> because I am sure that our fortune is still in our hands and that we hold the power to save the future and that I feel that I must warn you now that I have the occasion and the opportunity.		

This example demonstrates an obligatory shift in order to represent the few such shifts under the class shifts (2.61%). This is a class shift that goes from a verb in the ST to a noun in the TT. It is seen from the extract that the verb “be” is used in the English text while the predicate of the sentence is not a verb in the Turkish text. The predicate of the sentence in the TT is an adjective in essence but this kind of a use makes it a pronoun, a noun in fact (Lewis, 2000). This is a sentence whose predicate is a noun; that is a nominal predicate, and there is an omitted “-dir” suffix which makes this sentence as such (the complementary verb suffix in Turkish as explained under example iv of class shifts). Furthermore, it is also stated by Lewis (2000) that the suffix “-dir or -dir” means “is” in English but the word “means” is not enough to prevent a class shift because it occurred in this example where the meaning is protected but the class of word is changed. Although the verb in the ST can be translated into Turkish as verb, there is a contextual and structural restraint that prevents the translator from doing so. The structure “it is because” in fact means just “because”, but the speaker structured it the way it is. However, Turkish language does not have such a structure where the verb “to be” (“olmak” in Turkish) is used. Therefore, the translator had no choice but to use a noun to reflect that meaning in the TT. Using the conjunction “çünkü” (“because” in English) requires a verb; however, this verb corresponds to the verbs within the noun clause in the English text (“I am sure”), which then translates as: “*çünkü eminim*”, which deletes the verb “be” in the structure of “it is because” and translates only the word “because”. However, the translator did not adopt a deletion approach and kept that “it is” part but shifted it to a noun. It is considered that the translator thought that the “it is” part adds an emphasis to the speech and thus, that it should be kept. Thinking that this part should be kept, the translator had no choice but the shift since the Turkish does not have a similar or equivalent structure with the use of verb “olmak” (“to be” in English).

Extract No. VII	Script	Speaker	Source
ST	“I think one difficulty is that the problem is one of such <u>enormous complexity</u> that the very mass of facts presented to the public by press and	George C. Marshall	(George C. Marshall, n.d.)

	radio make it exceedingly difficult for the man in the street to reach a clear appraisal of the situation.”	
TT	“Bana kalırsa yaşadığımız güçlük, mevcut sorunun <u>vahametinin</u> oldukça <u>kapsamlı</u> olmasından dolayı, kamuoyuna basın ve radyo yoluyla aktarılan onca gerçeğe rağmen, sokaktaki adam açısından durumun tam anlamı ile değerlendirilememesinde yatıyor.”	(Çimen, 2015, p. 144)
Back Translation	I think one difficulty is because the <u>gravity</u> of the problem is <u>complex</u> that the very mass of facts presented to the public by press and radio make it exceedingly difficult for the man in the street to reach a clear appraisal of the situation.	

This final extract demonstrates a class shift that goes from a noun in the ST to an adjective in the TT. It is seen in the ST that the noun “complexity” is used while the translation uses the adjective “kapsamlı” (complex). Hence, the abovementioned class shift occurred. When it comes to the obligatory and optional nature of this shift, it is determined that this is an optional shift because the noun “complexity” can be translated into Turkish as a noun, which is “kapsamlılık, karmaşıklık”. Therefore, it is possible to state that this is an optional shift because there are other alternatives which are noun and possible for translation. It is believed that the reason behind this shift is the style of the translator because it is believed that this shift does not make the translation more understandable or more natural. Thus, it can be stated that this shift occurred due to the preferences and the style of the translator of the speech script in question.

Secondly, this extract also demonstrates a class shift that goes from an adjective to a noun. In the ST, the adjective “enourmous” is used while the noun “vahamet” is used in the TT. Hence, there is a class shift from an adjective to a noun. In addition, this is an optional shift because the adjective “enourmous” can be translated into Turkish as an adjective: “büyük, muazzam”. However, the translator selected a noun for the translation of this adjective, which makes this shift an optional one. Being in the same sentence with the first example under this extract, it is possible to state that the reason behind this optional shift is the translator’s style and preferences because the shift in question does not make the translation more understandable or natural, etc.

3.5 UNIT SHIFTS

The fourth type of shifts that are identified in the case study is unit shifts which refer to changes between the units of sentence, clause, group, word and morpheme. Karimnia and Kalantari (2011) emphasise that a unit shift occurs if the translation equivalent of a unit is at a different rank in the ST. As simply put by Catford (1965), a unit shift means a change of rank. Such shifts are found to happen quite common due to the differences between Turkish and English. The table below shows the number of shifts and their directions.

Table 8

Number of Unit Shifts Identified

	Word to Morpheme	Sentence to Phrase	Phrase to Sentence	Group to Word	Word to Group	Group to Morpheme	Total
Optional	62	2	7	52	220	10	353
Obligatory	505	0	0	55	51	12	623
Total	567	2	7	107	271	22	976

It is seen from the table that there are many unit shifts (976) identified in the translations of five speeches from English into Turkish. This high number of unit shifts is attributed to the difference between the two languages. For instance, the English language uses prepositions as separate words while the Turkish language uses them as suffixes, in fact, there are many affixes in the Turkish language when compared to the

English language. This situation also explains the high number of the direction of “Word to Morpheme”, which is almost half (58.09%) of the total unit shifts. Talking about the differences between languages, which is also seen in the type of structural shifts, attention should be drawn to the fact that almost two-thirds of unit shifts are obligatory (63.83%). On the other hand, there are also optional shifts which include, *inter alia*, noun clauses’ in the ST being translated as separate sentences in the TT or words’ being translated as word groups. The number of the optional shifts (36.17%) cannot be considered as low, in fact, this shows that there is also a huge flexibility between the languages in terms of the equivalent units between these languages because the existence of more than one options means that there are many ways to translate one unit. In relation to optional and obligatory shifts, the high difference between the optional and obligatory “word to group” unit shifts demonstrates that the translators try to render a translation which is more understandable because it is believed that such shifts derive from the explicitation strategy where the translator renders a clear and more informative translation in which the implicit meaning in the ST is clarified in the TT (Murtisari, 2016). Regardless of the optional or obligatory nature of the unit shifts, such a high number demonstrates the differences and the flexibility between the two languages. Furthermore, it demonstrates that SoT is inevitable during the process of translation. Finally, it should be underlined that there are no obligatory shifts under the directions of “sentence to phrase” and “phrase to sentence”, which can be interpreted as that the languages involved do not require such shifts and the translator opted for them in order to render a translation that fulfils their purpose. The table demonstrating the percentages can be found below:

Table 9

Frequency of Unit Shifts as Percentages

	Word to Morpheme	Sentence to Phrase	Phrase to Sentence	Group to Word	Word to Group	Group to Morpheme	Total
Optional	6.35%	0.21%%	0.72%	5.33%	22.54%	1.02%	36.17%
Obligatory	51.74%	0%	0%	5.64%	5.22%	1.23%	63.83%
Total	58.09%	0.21%	0.72%	10.97%	27.76%	2.25%	100%

Before moving on with the examples, it is thought to be useful to discuss the findings of relevant studies in this area. First, Widarwati (2015) found that 50 compound complex sentences are translated with unit shifts in the study where the translations are from English to Indonesian. Secondly, Al-Timen (2016) found that a great majority of unit shifts are obligatory, which is also the case for this thesis. Similarly, Altwaijri (2019) found that only 39.2% of unit shifts are optional. Within this scope, it can again be stated that the results of relevant studies and this thesis are similar in general and the differences might be deriving from the difference in the languages involved in the process of translation, and also strategies adopted by the translators. The following extracts provide detailed analysis of both optional and obligatory unit shifts in every direction classified in Table 8 and Table 9 above:

Extract No. I	Script	Speaker	Source
ST	“If, as you look around you -- If you look around you, you must feel not only the sense of duty done but also you <u>must</u> feel anxiety lest you fall below the level of achievement.”	Winston Churchill	(Winston Churchill Sinews of Peace, n.d.)
TT	“Etrafınıza baktığınızda sadece tamamlanmış bir görevin hissiyatını değil, aynı zamanda ulaşılmış bu başarı seviyesinin altına düşme endişesini de yaşamalısınız.”		(Çimen, 2015, p. 135)
Back Translation	If, as you look around you -- If you look around you, you must feel not only the sense of duty done but also you <u>must</u> feel anxiety lest you fall below the level of achievement.		

The first example shows a unit shift which goes from a word in the ST to a morpheme (a suffix) in the TT. It is seen that a modal verb is used in the ST but use of modal verbs is not present in the Turkish language. Instead, it uses suffixes to give the same meaning

to a verb. Hence, one can infer that there is a tangible difference between Turkish and English and thus, this shift has to occur. In fact, the translator had no choice but to shift because the two languages do not have a formal correspondence in the use of modals. Therefore, this is an obligatory unit shift.

Extract No. II	Script	Speaker	Source
ST	“The brave men, living and dead <u>who</u> struggled here have consecrated it far above our poor power to add or detract.”	Abraham Lincoln	(Gettysburg Address, n.d.)
TT	“Burada çarpışan, hayatını kaybeden ve halen yaşayan cesur adamlar, bizim aciz gücümüzü aşacak derecede bu işi başardılar.”		(Çimen, 2015, p. 76)
Back Translation	The brave men <u>who</u> fought here, lost their lives and are still living have consecrated it far above our poor power to add or detract.		

The second example is again a unit shift from word to morpheme but this one is an optional shift. Similar to the one demonstrated above under the section of structural shifts, there is another option to translate the adjective clause into Turkish which is via the use of the conjunction “ki” (“*Cesur adamlar ki onlar burada çarpışıp hayatlarını kaybetmişlerdir ve bazıları da hâlâ yaşamaktadır...*”). However, this is not a widely used alternative and it is believed that it would render an unnatural translation. Nonetheless, the existence of such an alternative makes this shift an optional one. On the other hand, this is a unit shift because the structure in ST is created with a word (who). However, this structure is not created with a word (“ki”) in the TT. Instead, the TT uses a suffix to give the same meaning, which is given by a different structure. Therefore, this is a unit shift where a word has its TT correspondent as a morpheme. It is believed that the translator made such a choice in order to render a widely accepted text for its receivers.

Extract No. III	Script	Speaker	Source
ST	“Real, lasting peace in Europe can never be assured as long as one German out of four is denied the elementary right of free men, and <u>that is to make a free choice.</u> ”	John F. Kennedy	(JFK Berliner, n.d.)
TT	“Özgür insanın temel hakkı, <u>yani özgürce seçim yapabilme hakkı</u> , her dört Alman'dan birinin elinden alınmış olduğu sürece, Avrupa'da gerçek anlamda kalıcı bir barış söz konusu olamaz.”		(Çimen, 2015, p. 165)
Back Translation	As long as one German out of four is denied the fundamental right of free people; <u>namely the right to make a free choice</u> , a really lasting peace in Europe cannot come into question.		

In this example, it is seen that a sentence in the ST is translated as a clause in the TT. The English sentence is a full sentence in that it includes a subject and a verb; however, the Turkish sentence is a noun group only. Within this scope, this is a unit shift which goes from a sentence in the ST to a clause in the TT. Nonetheless, this is also an optional shift because the sentence in the ST could have been translated as a separate full sentence in the TT (“*ve bu hak, özgür seçim yapma hakkıdır*”). Instead, the translator provided only a noun group which caused a unit shift that occurred due to the selection of the translator. It is believed that the ST sentence added an emphasis to the speech but such an emphasis is considered to be lost in the TT. This is because the TT lacks a verb and a verb could have added a stronger emphasis to the speech. Although the general approaches of the translators seemed to be rendering a natural and understandable translation, this example demonstrates the weakening of an emphasis, which renders neither an unnatural nor incomprehensible translation. The elimination or weakening of the emphasis can only be a criticism for the translation because it is still

natural, understandable and complies with the norms of the TL. This could also be deriving from the style of the translator.

Extract No. IV	Script	Speaker	Source
ST	“In 18 years of peace and good faith, this generation of Germans has earned the right to be free, <u>including the right to unite their families and their nation in lasting peace, with good will to all people.</u> ”	John F. Kennedy	(JFK Berliner, n.d.)
TT	“On sekiz yıl boyunca barış ve iyi niyet içinde yaşayan bu Alman kuşağı, özgür olma hakkını kazanmıştır. <u>Bu, bütün insanlara iyi niyetle yaklaşarak, kalıcı bir barış içinde ailelerini ve uluslarını birleştirme hakkını da içermektedir.</u> ”		(Çimen, 2015, p. 165)
Back Translation	This generation of Germans who lived in peace and good faith for 18 years has earned the right to be free. <u>This includes the right to unite their families and their nations in lasting peace, with good will to all people.</u>		

The fourth example shows a unit shift whose direction is “clause to sentence”. It is seen in the ST that the clause structured by the word “including” is converted into a full sentence in the TT. While the ST does not have a verb to become a full sentence, the TT has the structure of a proper sentence, including the verb. In fact, the word “including” in the ST is translated as the verb of the sentence in the TT. Therefore, this is a unit shift where the ST goes from a clause to a sentence in the TT. Secondly, this is an optional shift because the structure in the ST can also be created in the TT. The Turkish language allows for such structure; moreover, this structure is a widely used and accepted one.

Hence, this shift is the selection of the translator and thus, can be called an optional unit shift. When it comes to the reason behind the optional nature of this shift, it might be stated that the translator wanted to add more emphasis to the speech by breaking down it into two sentences. Besides, it is believed that shorter sentences are more understandable for the receivers; hence, the translator might have wanted to render a more understandable translation for his/her receivers.

Extract No. V	Script	Speaker	Source
ST	“With confidence in our <u>armed forces</u> , with the unbounding determination of our people, we will gain the inevitable triumph.”	Franklin Roosevelt	(FDR Pearl Harbor, n.d.)
TT	“ <u>Ordumuza</u> duyduğumuz güven ve halkımızın sarsılmaz kararlılığıyla, kaçınılmaz zafere ulaşacağız.”		(Çimen, 2015, p. 124)
Back Translation	With confidence in our <u>army</u> , with the unbounding determination of our people, we will gain the inevitable triumph		

This example shows a “group to word” unit shift. In this extract, it is seen that the speaker used the expression of “armed forces” whose equivalent in Turkish is “silahlı kuvvetler”. However, the translator did not use that option and translated it as “army” which refers to the same phenomenon in general. Although it gives the same meaning, it is seen that a word group is translated into a single word in the TT. Therefore, this is a unit shift which goes from a group of words to a single word. Besides, it is an optional shift because there is another alternative for the translation of the ST item which is already provided above. It is believed that the translator wanted to use a more common word for the concept in the ST because the expression of “armed forces” is a bit of a technical term while the word “army” is simpler and commonly used by the public. Therefore, it can be stated that the translator aimed for a commonly used expression for his/her target receiver.

Extract No. VI	Script	Speaker	Source
ST	“From what -- what I have seen of our Russian friends and Allies during the war, I am convinced that there is nothing they admire <u>so much as</u> strength. And there is nothing for which they have less respect than for weakness, especially military weakness.”	Winston Churchill	(Winston Churchill Sinews of Peace, n.d.)
TT	“Savaş boyunca müttefiklerimizden ve Rus dostlarımızdan gördüklerim sonucunda; güç <u>kadar</u> saygı duydukları ve zayıflık, özellikle de askerî zayıflık kadar az saygı gösterdikleri başka bir şey olmadığına ikna oldum.”		(Çimen, 2015, p. 138)
Back Translation	From what I have seen of our Russian friends and Allies during the war, I am convinced that there is nothing they admire <u>as</u> strength. And there is nothing for which they have less respect than for weakness, especially military weakness.		

The next example includes another “group to word” unit shift. It is seen from above that the word group “so much as” is used by the speaker in the ST while the translation uses a single word, which makes this a “group to word” unit shift. Furthermore, this is an obligatory unit shift because there is no such use in the Turkish language. The meaning given by the expression “so much as” is given by the word “kadar” in Turkish. Hence, it can be stated that the reason behind this shift is the difference between the two languages. Thus, this is an obligatory unit shift which goes from a word group in ST to a single word in the TT.

Extract No. VII	Script	Speaker	Source
ST	“But, in a <u>larger</u> sense, we cannot dedicate, we cannot consecrate, we cannot hallow this ground.”	Abraham Lincoln	(Gettysburg Address, n.d.)
TT	“Ama <u>daha geniş</u> manada, bu toprakları tahsis etmek, takdis etmek ve kutsamak bizi aşar.”		(Çimen, 2015, p. 76)
Back Translation	But, in a <u>larger</u> sense, we cannot dedicate, we cannot consecrate, we cannot hallow this ground.		

This extract shows a unit shift which goes from a single word to a word group. In the ST, it is seen that a comparative adjective is used with the suffix “-er”. On the other hand, the TT uses the same comparative adjective, but with use of another word instead of a suffix. As a result, the TT produced two words which make a word group while the ST is a single word. Therefore, one can conclude that this is a “word to group” unit shift. When it comes to the optional and obligatory nature of this shift, this example is an obligatory shift. This is because the comparative structure with the suffix “-er” does not have its equivalent in the Turkish language since the only comparative structure in Turkish is created with the word “daha”. Within this scope, it can be said that this is an obligatory unit shift which goes from a single word in the ST to a word group in the TT.

Extract No. VIII	Script	Speaker	Source
ST	“In these historic and lovely surroundings, this <u>perfect</u> day, and this very wonderful assembly, it is a tremendously impressive thing to an individual in my position.”	George C. Marshall	(George C. Marshall, n.d.)
TT	“Bu tarihî günde, bu hoş mekânda, bu <u>olağanüstü güzel</u> günde ve bu çok kıymetli birliktelikte bulunmak, benim konumumdaki birisi için had safhada		(Çimen, 2015, pp. 143-144)

	etkileyici bir deneyim.”
Back Translation	In this historic day, this lovely place, this <u>amazingly beautiful</u> day and this very precious assembly, it is a tremendously impressive thing to an individual in my position.

This is again an example of a “word to group” unit shift but this is an optional one which makes up most of this direction of unit shifts (81.18%). In this extract, it is seen that the speaker qualified the word “day” with only one adjective which consist of a single word. On the other hand, the same noun (“day”) is qualified with one adjective and an adverb which qualifies the adjective, which creates a situation where the TT shifted to a word group instead of a single word use in the ST. Therefore, this unit shift’s direction is from word to a group of words. On the other hand, this is an optional shift because the single-word adjective in the ST is translatable into Turkish. Hence, the translator had more than one alternatives to opt from, which suggests that this is an optional shift. The reason behind this optional shift is believed to be the translator’s attempt to render an explanatory translation by adding more words to the translation. It is considered that such a translation added more emphasis to the TT in this context.

Extract No. IX	Script	Speaker	Source
ST	“In addition, American ships <u>have been</u> reported torpedoed on the high seas between San Francisco and Honolulu.”	Franklin Roosevelt	(FDR Pearl Harbor, n.d.)
TT	“Buna ek olarak, San Francisco ve Honolulu arasında bazı Amerikan gemilerinin torpido ile <u>batırıldığı</u> haberleri geliyor.”		(Çimen, 2015, p. 123)
Back Translation	In addition, American ships <u>have been</u> reported sunk with torpedoes between San Francisco and Honolulu.		

This example demonstrates a unit shift which goes from a word group in the ST to a morpheme in the TT. In the English sentence, present perfect tense was used which do not have an equivalent in Turkish. In the Turkish language, present perfect tense, as with other tenses, is demonstrated with a suffix to the verb of the sentence. In fact, the word “have” and the word “been” are translated with separate morphemes: “-ıl” and “-dik”, respectively. So, the word group in the ST have become a series of morphemes. This situation leads us to conclude that there is a difference between the two languages in terms of the usage of tenses, particularly the present perfect tense. Moreover, it can also be said that this is an obligatory shift because there is a difference between the languages involved and the translator has no option but to make a shift. Hence, it is possible to state that this extract shows an obligatory unit shift which goes from a word group to a morpheme.

Extract No. X	Script	Speaker	Source
ST	“Any government that is willing to assist in the task of recovery will find full cooperation, I am sure, <u>on the part of</u> the United States Government.”	George C. Marshall	(George C. Marshall, n.d.)
TT	“Eminim ki, iyileştirme misyonuna katkıda bulunmak isteyen her hükümet, Birleşik Devletler <u>hükümetinin</u> tam desteğini alacaktır.”		(Çimen, 2015, p. 146)
Back Translation	I am sure that any government that is willing to assist in the task of recovery will find full cooperation <u>of</u> the United States Government.		

The final extract shows another “group to morpheme” unit shift which is an optional shift. This is a “group to morpheme” unit shift because the ST uses a group of words, a preposition group to be precise, while the TT uses a suffix to reflect this preposition group. This suffix is attached to the word “government” (“hükümet”) which created a “group to morpheme” unit shift. Instead, the translator could have rendered the

following translation: “*Birleşik Devletler hükümeti tarafından tam destek alacaktır.*” The existence of this alternative makes this shift an optional one. Although the alternative is also a unit shift which goes from a group to a word, the translator’s shift is a “group to morpheme” unit shift; therefore, this is still an optional shift. When it comes to the reason of such an optional shift, it is believed that the translator wanted to render a more natural and understandable translation. S/he saved up words and created a clear and neat text for its receivers.

3.6 INTRA-SYSTEM SHIFTS

The last type of shifts is intra-system shifts which are about changes that occur within the TT itself although the ST and TT have similar structures. When an internal change occurs within a language system, it is called an intra-system shift (Herman, 2014). Such shifts are observed in the case study and these consist of shifts that go from singular words to plural words or vice versa and of numbers. The number of such shifts is demonstrated in the table below:

Table 10

Number of Intra-System Shifts Identified

	Plurality	Numbers	Total
Optional	106	1	107
Obligatory	2	5	7
Total	108	6	114

The table shows that there are two different types of intra-system shifts: Plurality (94.74%) which refers to cases that go from singular words to plural words or vice versa, and Numbers (5.26%) which refers to cases where there is a change in terms of the numbers or words that denote a number. It is interesting that there is a vast difference between the number of optional and obligatory shifts: while the total number of optional shifts is 107 (93.86%), the number of obligatory shifts is just 7 (6.14%). In total, there are 114 intra-system shifts. It is also interesting that almost all of the intra-system shifts are plurality shifts (94.74%). The table also demonstrates that there are only one optional intra-system shifts under the category of Numbers. The reason behind

this is attributed to the difference between the two languages which is demonstrated in detail in examples below. The last but not least, the number of obligatory Plurality shifts is also interestingly low (1.76%). This shows that the words in both languages almost always can be used as singular words both in the ST and the TT, meaning that a singular word in the ST can also be a singular word in the TT, which is also valid for plural words. The table demonstrating the percentages can be found below:

Table 11: Frequency of Intra-System Shifts as Percentages

	Plurality	Numbers	Total
Optional	92.98%	0.88%	93.86%
Obligatory	1.76%	4.38%	6.14%
Total	94.74%	5.26%	100%

Before the provision of extracts from speeches, it is believed to be useful to provide the results of similar studies in the literature and discuss them. For instance, Hijjo and Kadhim (2017) found that “BBC translators applied intra-system shifts in the current text in order to preserve the meaning of the English ST and the style of the Arabic TT and then to sustain the quality of the English ST message” (p. 102). Similarly, Al-Timen (2016) stated, in relation to the intra-system shifts that “the English translations preserved the meaning and sustained the quality of the ST message (p. 90). Within this scope, it can be stated that the existence of intra-system shifts demonstrate the translators will to render a natural translation because if a translator uses a numbering system which is not present in the TL, for instance, then the receivers might get confused and the translation might not be understandable for them. In this line, the following examples are provided in order to demonstrate the characteristics of intra-system shifts that are identified under the case study carried out for this thesis.

Extract No. I	Script	Speaker	Source
ST	“ <u>Fourscore and seven</u> years ago our fathers brought forth on this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal.”	Abraham Lincoln	(Gettysburg Address, n.d.)
TT	“Babalarımız <u>seksen yedi</u> yıl önce bu		(Çimen, 2015,

	topraklara geldiklerinde, tüm insanların eşit yaratıldığı inancına kendilerine adanmış ve özgürlüğe inanan insanların oluşturduğu yeni bir ulus inşa etmişlerdi.”	p. 75)
Back Translation	<u>Eighty-seven</u> years ago our fathers brought forth on this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal.	

The first extract includes an intra-system shift where there is a change of numbers. As it can be seen from the example, the English used a word which denotes a time period of 20 years. However, such a word does not exist in the Turkish language. Therefore, the translator used the word “eighty” (“seksen”) in order to give the same meaning and in fact, there is not a slight change in the meaning. Nonetheless, this is still an intra-system shift because the two languages do not ensure formal correspondence at this point and natural numbers are used in the TT while a word which denotes a time period is used in the ST. Based on these facts, this shift can be called an obligatory one since it is caused by the differences between the two languages. All in all, it is possible to state that this is an obligatory intra-system shift which is about numbers.

Extract No. II	Script	Speaker	Source
ST	“When that day finally comes, as it will, the people of West Berlin can take sober satisfaction in the fact that they were in the front lines for almost <u>two decades</u> .”	John F. Kennedy	(JFK Berliner, n.d.)
TT	“Sonunda, o gün geldiğinde -ki gelecektir- Batı Berlin halkı, neredeyse <u>yirmi yıl</u> boyunca, en ön saflarda olmanın büyük mutluluğunu		(Çimen, 2015, p. 166)

	yaşayacaktır.”
Back Translation	Eventually, when that day comes, as it will, the people of West Berlin can take sober satisfaction in the fact that they were in the front lines for almost <u>twenty years</u> .

The second extract also includes an intra-system shift where there is a change of numbers but this example is an optional one different to the first example. Initially, it should be clarified that this intra-system shift is about numbers: As it can be seen from the example, the ST used the word “decade” which denotes a time period of 10 years while the TT used the word “yıl” which denotes a single year. In fact, there is not a slight change in the meaning because both expressions denote 20 years. Hence, there is a change in the use of numbering systems which makes this an intra-system shift. On the other hand, this is an optional shift because a similar word, which is “dekat”, has been and is used in Turkish (C. Alan, personal communication, December 6, 2020). Based on this fact, this shift can be called an optional one since there is another alternative equivalent of this word in the TL. The reason behind this optional shift is the translator’s will to render a more natural translation for the target receiver because the word “dekat” is not commonly used in Turkish. Thus, it can be stated that the use of “yirmi yıl” in the TT makes this translation a more familiar and understandable one for its receivers.

Extract No. III	Script	Speaker	Source
ST	“I regret to tell you that very many American <u>lives</u> have been lost.”	Franklin Roosevelt	(FDR Pearl Harbor, n.d.)
TT	“Birçok Amerikalının <u>hayatını</u> kaybettiğini söylemekten üzüntü duyuyorum.”		(Çimen, 2015, p. 123)
Back Translation	I regret to tell you that many Americans lost their <u>life</u> .		

The third extract is a “plurality” example where a plural word is translated into a singular word. As is seen from the extract above, the word “lives” in the ST is a plural word while the “hayat” in the TT is a singular word. Therefore, it is clearly possible to state that this is an intra-system shift which is about plurality. In addition, this is an optional shift since the word “hayat” can be made plural in Turkish as “hayatlar”. The presence of such an alternative makes this shift an optional one. It is believed that the translator made such a selection because singular use of a word in this context is wider and it is commonly used. Although it is not unfamiliar to the receivers when used as a plural word, it is believed that it still sounds better this way. It can be stated that the translator wanted to create a natural text for its receivers.

Extract No. IV	Script	Speaker	Source
ST	“So, the governments are forced to use their foreign money and credits to procure <u>these</u> necessities abroad.”	George C. Marshall	(George C. Marshall, n.d.)
TT	“Sonuç olarak hükümetler, ellerindeki döviz ve kredileri, <u>bu</u> ihtiyaç maddelerini dışarıdan almak için kullanmak zorunda kalıyorlar.”		(Çimen, 2015, p. 145)
Back Translation	As a result, the governments are forced to use the money and credits they have to procure <u>this</u> needed materials.		

Finally, this extract also shows a “plurality” example but this one is not an optional one. This shift is an obligatory intra-system shift where the ST plural word is translated into a singular word in the TT. This is an obligatory intra-system shift because the Turkish demonstrative adjectives are not used in plural; in fact, they are “invariable” (Lewis, 2000, p. 68). Although the plural form of this word exists in Turkish, the plural form it becomes a pronoun, in which case the noun is not used in that sentence because such a pronoun is used instead of the noun and in order to represent that noun in a given sentence. Therefore, it can be stated that this shift is not about the selection of the

translator but about the difference between the languages involved. Hence, it is possible to state that this is an obligatory intra-system shift that is about singularity and plurality.

3.7 OVERALL EVALUATION FOR ‘ADEQUACY’ AND ‘ACCEPTABILITY’

The five sections above demonstrated each type of shifts with statistics and examples which is considered to provide insight into the issue of SoT in historical and political speech scripts. After these five sections, this final section will provide a general overview of the shifts in total which will be followed by the final part of the case study: the conclusion if these translations are ‘adequate’ or ‘acceptable’ in accordance with the Toury’s theory provided above in Chapter II. The following table demonstrates the total number of shifts found in the case study as a whole.

Table 12

Total Number of Shifts Identified in All Five Speeches

	Level Shift	Structural Shift	Unit Shift	Class Shift	Intra-system Shift	Total
Optional	60	75	353	112	107	707
Obligatory	10	371	623	3	7	1014
Total	70	446	976	115	114	1721

According to Table 12, the total number of shifts found in five speeches is 1721. While 707 (41.08%) of them are optional, 1014 (58.92%) of them are obligatory. Considering the differences between English and Turkish, the number of obligatory shifts is not surprising because the two languages come from different language families and their structures and systems are different. Such differences can be observed in the fact that the number of structural shifts is 446 and unit shifts is 976 which cover 25.92% and 56.71% of the total number of shifts, respectively. Furthermore, most of these shifts are obligatory: 371 (83.18%) of structural shifts and 623 (63.83%) unit shifts are obligatory. Taking into account these percentages, it can be said that there is a remarkable difference between the two languages. Such instances are also provided above as examples in order to develop a better understanding of the situation. In respect of the differences between English and Turkish, the high number of optional shifts is quite

interesting because one should expect less optional shifts due to these differences. Among all five types of shifts, the percentage of optional shifts is higher when compared to obligatory ones in three types of shifts: Level shifts (85.71%), Class shifts (97.39%), and Intra-system shifts (93.86%). On the other hand, the number of optional shifts in other two types cannot be disregarded: Structural shifts (16.82%), and Unit shifts (36.17%). This situation demonstrates that, based on the examples provided above and found in the case study, the translators tried to render a natural and understandable translation for their receivers because they made optional shifts even if there are structural and systemic differences.

With regard to the distribution of the type of shifts, it can be seen that some of the shifts have relatively low numbers while others' numbers are quite high. This is because some shifts occur due to the differences between the languages and thus, they occur frequently while others are up to the translators' choices and thus, they occur when the translators decided to do so. The percentages of each type of shift in comparison to the total number of shifts also demonstrate that this proposition is correct: Level shifts (4.06%), Structural shifts (25.92%), Unit shifts (56.71%), Class shifts (6.68%), and Intra-system shifts (6.63%). The high number of unit shifts is attributed to the frequent use of prepositions in English while the Turkish uses suffix under similar conditions and to the strategies used by the translators such as explicitation. Secondly, structural shifts are mostly about sentence structures, which make up a clear difference between the two languages as demonstrated above in the examples, and also about order of the words in word groups. Since the majority of the level shifts, class shifts, and intra-system shifts are optional, these instances are about translators' choices. For example, a verb was used as a noun but it could also have been used as a verb, which leads to an optional class shift. Similarly, a plural word could have been used as a plural word in the TT, if it is possible, but the translator made such a choice that it became an optional intra-system shift. The percentages provided above can be observed from the table below:

Table 13*Frequency of the All Type of Shifts as Percentages*

	Level Shift	Structural Shift	Unit Shift	Class Shift	Intra-system Shift	Total
Optional	3.48%	4.36%	20.51%	6.51%	6.22%	41.08%
Obligatory	0.58%	21.56%	36.20%	0.17%	0.41%	58.92%
Total	4.06%	25.92%	56.71%	6.68%	6.63%	100%

After the interpretation of Table 12 together with the consideration of Table 13, it is believed that results from similar studies should be discussed in order to develop a better understanding of the situation. For example, Altwaijri (2019) found a total of 653 shifts in the case study carried out on the translation of UN Convention on Rights of the Child from English into Arabic. The most frequent type of shift is intra-system shifts (26.6%) which is followed by unit shifts (26.3%) in the work by Altwaijri. In this sense, unit shifts are the most frequent type of shifts in this thesis. It can be seen in the work by Altwaijri that the number of level shifts are also low (2.9%) when compared to other type of shifts, which is also similar to the findings of this thesis. When it comes to the optional and obligatory nature of these shifts, Altwaijri (2019) found that only 130 shifts are optional (19.9%). The low percentage of optional shifts might be attributed to the text type of the data collection material in question because legal texts might require strict strategies to comply with the rules and nature of such texts. In a similar vein, Herman (2014) found, in the study where the translation of the subtitles of the movie entitled “Harry Potter and the Philosopher’s Stone” from English into Indonesian is analysed, that the most frequent type of shifts is unit shifts, which is also in the same line with the findings of this thesis. The second most frequent type of shifts is structural shifts in the work by Herman, which is also the case in this thesis. On the other hand, the work by Karimnia and Kalantari (2011) where the translation of the play entitled “Death Knocks” from English into Persian is analysed found that the most frequent type of shifts is structural shifts. In addition, Al-Timen (2016) found that the most frequent type of shifts is unit shifts and class shifts. Within this scope, it can be stated that the findings of this thesis and other studies are generally in the same line. When it comes to the differences between these studies and this thesis, it is possible state that such

differences might be deriving from the strategies adopted by the translators and the involvement of different languages in the translation process such as Persian and Indonesian.

Another example could be given from the work by Hijjo and Kadhim (2017) where the data collection materials are translations of BBC news texts from English into Arabic. Hijjo and Kadhim (2017) state that “the level shifts which the translators of BBC committed are all optional shifts yet they are necessary to preserve the meaning and the quality of the message and to meet the English ST style with the Arabic TT style” (p. 90). Indeed, this statement is valid for almost all of the optional shifts identified within the scope of the case study carried out for this thesis. They also found that unit shifts and structural shifts take place because of the differences between Arabic and English, which is also similar to the findings of this study. In addition, Al-Timen (2016) states that the shifts in the translations demonstrate the differences between the SL and the TL. Hence, it can be concluded that some shifts occur because of the differences between the languages while others occur because of translators’ will to preserve the meaning or to render a natural TT for the target receivers. In light of the results of similar studies, it can be suggested that most optional shifts occur because the translators try to produce a functional and of-quality TT for their receivers, which is also in line with the findings of this thesis.

Following the evaluation and discussion of the findings, the thesis now focuses on whether the translations of these speech scripts are ‘adequate’ or ‘acceptable’ based on the findings of the case study. These two terms were coined by Gideon Toury in 1995. According to Toury (1995), ‘adequacy’ is ensured when the translator preserved the ST items and followed SL norms; similarly, ‘acceptability’ is ensured when the TL norms predominate and the translator adopts a target-oriented approach which is the case the translator considers during the decision-making process. These two norms are referred to as ‘initial norms’ in the theory put forth by Toury in 1995, meaning that before the translation process begins, the translator knows or decides how to translate: source-oriented or target-oriented. As put by Medadian (2015), the adoption of one initial norm follows the adoption, although not always, of micro strategies which are in line with the initial norm that is selected by the translator. This means that the macro strategy of a translator can be ‘acceptability’ and s/he will use micro-strategies of ‘acceptability’

during the process of translation for word groups, sentence or paragraphs, but still, s/he might use micro-strategies of 'adequacy' in some cases. However, this minor use of '*the other strategy*' does not prevent the translation from being 'acceptable', if 'acceptability' is adopted by the translator.

Within this framework and considering the extracts of STs and TTs provided above, the general conclusion one can reach is that the translators of those speech scripts adopted the initial norm of 'acceptability'. There are many reasons to reach this conclusion:

(1) the presence of obligatory shifts indicates that there are differences between the two languages; hence, they are not considered as criteria for the evaluation of 'adequacy' and 'acceptability';

(2) it is seen in the extracts of ST and TT that almost all of the optional shifts by the translators aim for a natural and understandable translation;

(3) Similarly, other optional shifts which are not found to aim for a natural translation are not source-oriented selections of the translators;

(4) in general, the selections of the translators are thought to make the TTs be in line with the target norms; in other words, optional shifts by the translators ensure a common and widely accepted use of the TL for the ST items; and

(5) the last but not least, the percentage and number of optional shifts, both in total number of shifts and in each type of shifts, is remarkable since this demonstrates that translator took initiatives on their own to render their translation which are target-oriented.

Therefore, considering the high number of optional shifts and them being target-oriented and the translators' will to render a natural translation with commonly used expressions of TL, it is possible to reach the conclusion that the translations of the speech scripts in the corpus of this thesis are 'acceptable' within the scope of the theory of Gideon Toury proposed in 1995.

3.8 SPEECH SCRIPTS WITHIN THE SCOPE OF GENRE AND TEXT TYPES

As discussed in the chapters above, informative and operative text functions are observed in the data collection materials in terms of their text type, operative being the more dominant one, which means that the texts are calling people to act in addition to giving information in some cases. In terms of their genre, their communicative purpose is to call people to take action, to provide information and to create emotional ties, which is in line with the text types.

However, in the case study, it is observed that the genre of the STs and TTs are found to be different. The genre of the translated texts is different to the original genre because the same effect is not expected from the target receiver. In fact, Schäffner (2004) states that translation of political discourse is to make information available beyond national borders (as cited in Danni, 2020). Thus, the communicative function of the TT is shifted when translated into Turkish because the purpose of the same content is not the same for the Turkish receivers. This is highly dominant in terms of the operative function of the texts and genre of the TTs because the TTs do not have a purpose to call Turkish receiver to act or take action. Therefore, it is observed that the communicative function of the translated texts is different from the original texts, which has an implication on genre because the concept of genre is about the communicative purpose (Swales, 1990, as cited in Biel, 2017). Hence, there is a shift of genre when going from ST to TT as the communicative purpose of the texts change. The translated texts are now giving information to the target receiver about the developments in the past and in other countries. From this point, it can be inferred that they are more of an informative nature.

In addition to the genre shift observed, there is also a text type shift in terms of the TTs because, as explained above, they are to provide information more than to call people to act. Although they still possess the character of an operative text, their informative nature is more dominant according to the observations in the case study. The textual function of the translations is now to let the target receivers know about the events that transpired in the past and in other countries. Finally, there is another shift observed in terms of the TTs which is a cross-temporal shift. As stated above, the translated texts give information to the target receiver about the developments in the past. However, they are now evaluated by the target receiver and translated by the translators in the

present time with the knowledge of the situation in history, which might affect the translation process since it is thought that the nature of TTs would be different if the texts were received and translated in the past, at the same time with the events.

Within the scope of these three dimensional shifts apart from the theory of shifts of translation proposed by Catford in 1965, it is observed that translations might have been affected from these shifts of genre, text type and the cross-temporal shift. Presence of these three dimensional shifts nourish the shifts of translation, meaning that they lead to grammatical shifts of translation as proposed by Catford since they constitute a macro-level shift affecting micro-level shifts. Indeed, Danni (2020) attributed the existence of shifts of translations to the generic difference between the ST and the TT. Therefore, the translators were aware of these three dimensional shifts and adopted translation strategies in this line, which makes a contribution to the acceptability of the translations since the concept of genre also relates to the expectancy by the target receiver. Translators adapted the genre of the ST into the target genre, enabling the target receiver to better understand the contents of the original texts.

CONCLUSION

In this thesis, an analysis on historical speeches that was carried out in order to identify Shifts of Translation (SoT) based on the theory proposed by John Catford in 1965, which has an important place in the Translation Studies (TS) in that it brings a linguistic approach to shed light on the process of translation, preceded the classification of shifts as optional and obligatory. Within this scope, a comparative analysis on ST-TT pairs was carried out to identify shifts and classify them as provided in the chapters above. This final chapter presents the conclusions drawn from the analysis carried out for the purposes of this thesis and provides answers to research questions. This chapter also includes a set of suggestions for further studies in this area.

ANSWERS TO THE RESEARCH QUESTIONS AND CONCLUSIONS

Today, it is known that languages have points that differ from one another such as cultural, historical, and linguistics differences, which is accepted by many scholars. Even the most similar languages have points where they differ from each other. Indeed, Hatim and Munday (2004) state that “systemic differences between the languages must be accepted” (p. 29). Considering that Turkish and English, which are the languages involved in this study, come from different language families, it is possible to state that there are apparent and sometimes even significant differences between these two languages, which lead to SoT. In fact, Popovič (1976), suggested that some of the shifts are the result of differences between the languages (as cited in Koster, 2000).

Within the context of Translation Studies (TS), it is known that such differences between the languages require translators to make changes in order to come up with a successful translation. One example might be that SVO sentence structure in English must be converted into SOV structure in Turkish when translating a sentence, which might pose some problems for the translator. In fact, Doğan (2017c) states that difficulties arise since the position of the predicate in a sentence is different in English and Turkish. In addition, Toshioka (2014) states that even the translation of one sentence necessitates a change on its structure due to the linguistic differences that are

present. In order to tackle with these problems and difficulties, translators make changes which are, in fact, the SoT.

SoT has intrigued scholars since the dawn of the TS and various studies have been carried out in this area (see John Catford, 1965; Popovič, 1970; van Leuven-Zwart, 1991; Baker, 1992; Jean Vinay and Jean Paul Darbelnet, 1995; and Toury, 1995). Having been first put forth by John Catford in 1965 with the term “shift”, the theory of shifts addresses the changes that might occur during the process of translation. According to Catford (1965) a shift occurs when formal correspondence is not ensured between the two languages involved in a given ST-TT pair. He classifies shift under two categories: Level Shifts and Category Shifts. The latter is also divided into four as structural shifts, unit shifts, class shifts and intra-system shifts. With the evolution of TS and studies on SoT, it was put forth, by various scholars such as Jean Vinay and Jean Paul Darbelnet (1995) and Anton Popovič (1970), that shifts might be either ‘optional’ or ‘obligatory’: An optional shift is the one which occurs based on the selection of the translator while an obligatory shift is the one which occurs due to the differences between the languages involved in the translation process.

However, the theories developed on SoT were specific to translation of literary texts. Although this theory was applied for different types of texts as the area of TS developed, studies focusing on speeches or their scripts are not encountered in the relevant literature. Analysis of SoT in the speech scripts is considered important because speech delivery has always been an important means of communication and there were moments in history where speeches which changed the history were delivered. Having given considerable significance to this matter, the researcher sought to identify SoT in scripts of speech which were delivered in the history and to classify them as optional and obligatory to come to a conclusion whether the translations are ‘adequate’ or ‘acceptable’ according to the theory put forth by Toury in 1995. According to this theory, if the translation is ST-oriented, it can be called an ‘adequate’ translation, and if the target norms predominate, then the translation is called ‘acceptable’ (Toury, 1995).

Within this scope, this thesis set out to identify SoT based on the theory proposed by Catford in 1965 in a comparative analysis carried out between ST-TT pairs of speech

scripts which were delivered in the history. For the purposes of this study, relevant research was carried out and information was gathered from the literature. No studies were found which deal with the SoT in speeches or their scripts in the relevant literature, which makes up one importance of this study: there is a gap in this area in the relevant literature and this thesis makes a humble attempt to fill this gap. Another importance of this thesis is that it applies a theory which was first put forth for translation of literary texts on spoken texts. Thus, it demonstrates the applicability of this theory in a different area, which is believed to pave the way for further studies in the area of SoT for different types of texts. Last but not least, the speeches delivered in history by the prominent leaders in the world have a significant value since they target a wide range of community, usually calling for action and/or having influence on their lives. Thus, their scripts have been translated into many languages. However, translation brings forth many challenges, one of which is the structural differences in the languages. Thus, this thesis tries to draw attention to the shifts in the structures of the source and target texts of the scripts of the speeches made by the leading political figures in the world, capable of influencing masses of people throughout the time. That's why, such speech scripts are utilised in this thesis.

In order to reach the goals of this thesis, the researcher then identified texts to carry out the analysis: The STs are found online in the website of www.americanrhetoric.com while the TTs are found in the book by Ali Çimen entitled "*Tarihi Değiştiren Konuşmalar*" (The Speeches that Changed the History) which was published by Timaş Publishing House (Timaş Yayınları) in 2015 (see Table 1 above).

The analysis was carried out over the coupled-pairs from the texts mentioned above, which consisted of three steps: (1) identification of shifts, (2) determining if the shifts identified are optional or obligatory, and (3) determining if the translations are 'adequate' or 'acceptable' based on the first and second step findings. The results were presented in tables and necessary discussion was provided.

Based on the findings of the analysis, the following answers might be given to the research questions of this thesis which are provided in Chapter I above:

RQ 1: What are the shifts that occur in the translation of speech scripts from English into Turkish within the framework of the model of Catford?

According to the theory proposed by John Catford in 1965 in his work entitled “*A Linguistic Theory of Translation*”, there are two major categories of shifts: Level Shifts and Category Shifts. Catford (1965) defines level shifts as cases where "a SL item at one linguistic level has a TL translation equivalent at a different level", meaning that a lexis might be translated as a grammatical structure (p. 73). He states that level shifts are only possible between the levels of lexis and grammar, or vice versa.

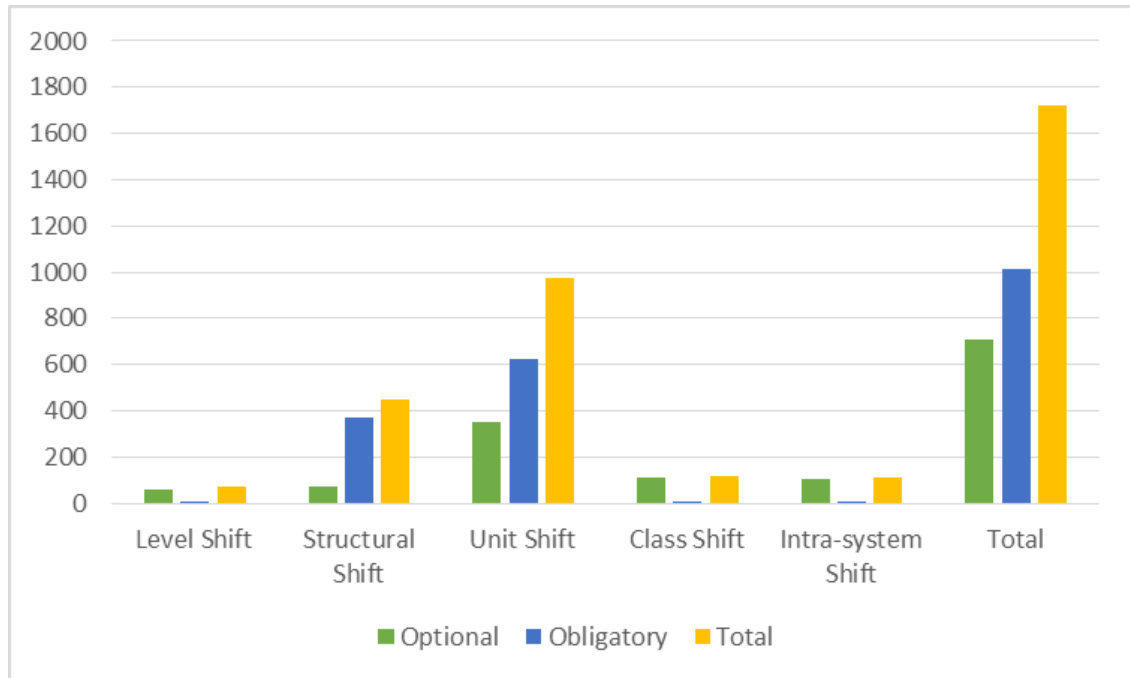
The second category is called Category Shifts which is further divided into four: (1) Structural Shifts where word groups or sentence structures are changed when going from ST to TT, (2) Unit Shifts where there is a changes between the ranks of ST-TT pairs (such as from a word to a morpheme or a clause to a sentence), (3) Class Shifts where the class of the words are changed during the translation process (e.g. an adjective in the ST becomes an adverb in the TT), and (4) Intra-system Shifts where changes regarding numbers or singularity-plurality relations occur (Catford, 1965).

As is mentioned above, this study focused on five types of shifts by considering the level shifts as one and the other four. In case study carried out for this thesis, all five types of shifts are observed in the translation of scripts of speeches which were delivered in the history. It should be noted that the analysis covered the translation from English into Turkish; nevertheless, it is believed that a similar result would be obtained if the direction of the translation was changed. In conclusion, all types of shifts under the model proposed by Catford in 1965 can be observed in the translation of historical and political speech scripts from English into Turkish.

RQ 2: What is the frequency of these shifts?

Figure 2

The Distribution of All Shifts



As is discussed under Chapter IV above, there are a total of 1721 shifts identified which breaks down as: 70 Level Shifts, 446 Structural Shifts, 976 Unit Shifts, 115 Class shifts, and 114 Intra-system Shifts. In relation to their optional or obligatory nature, there are a total of 1014 obligatory shifts identified while the number of optional shifts identified is 707. The frequency of the necessary shifts and cases are provided in discussions above in Chapter IV in order to highlight the points which are considered to be important for the purposes of this thesis. The following conclusions can be drawn from this situation:

- (1) The order of the shifts identified from the most frequent to the less frequent is as follows: Unit Shifts, Structural Shifts, Class Shifts, Intra-system Shifts, and Level Shifts.
- (2) The number of obligatory shifts is higher than the optional shifts, which is believed to underline the differences between English and Turkish. In fact, Toury (1995) does not take into account the obligatory shifts arguing that they are rule-governed and cannot be considered to reflect translational norms.
- (3) The frequency of optional shifts is considered to be remarkable with 41.08%, which is believed to represent translator's will to render natural and understandable TTs for their receivers.

(4) It is observed that translators used optional shifts to preserve the meaning of the ST and to provide a familiar text to the target receiver. In fact, Medadian (2015) states that an optional shift can be considered as the core of a good translation.

(5) From the aspect of optional shifts, some of the shifts identified are used by the translators to bring a clear meaning to the TT such as unit shifts where phrases converted into sentences or words are converted into word groups as a result of explicitation strategy while some others are used to make the sentences sound more familiar for the target receiver such as structural shifts where uncommon wordings are prevented. Furthermore, some of those shifts are used to make the TTs conform with the expectations of the target receiver such as class shifts where word classes are changed to better transfer the meaning, or level shifts where grammatical structures are converted into lexical words (content words) so that meaning becomes apparent.

(6) Translators, interpreters, and students of translation and interpreting can improve their translation skills by learning about shifts since it is observed that the translators are able to render translations which meet the expectations of the target receiver are in conformity with the textual tradition of the TL and which are of-quality.

***RQ 3:** Are these shifts the translators' preference, or are they obligatory due to language restraints or any other cause?*

Based on the frequency tables above and those that are provided under Chapter IV, it is seen that some of these shifts are translators' preference while some of them are obligatory. The obligatory shifts occur because there are tangible linguistic differences between English and Turkish. These differences are also caused from cultural and historical phenomena. Under this circumstance, at some points, translators had no choice but to make a shift. Such shifts are exemplified under Chapter IV.

When it comes to optional shifts, there might be many reasons behind the occurrence of such shifts: translators' style, purpose, preference, individual or normative approaches, etc. However, in general, it is seen that most of the optional shifts lead to a more understandable and natural translation for the target receiver. In conclusion, the optional shifts made by the translators, as is exemplified and discussed under Chapter IV,

demonstrate that the translators adopted the initial norm of ‘acceptability’, which lead us to the sub-question 3.1.

***RQ 3.1** Depending on the obligatory and optional nature of the shifts, are these translations adequate or acceptable based on Toury’s model?*

As is stated above, the translations of scripts of speeches delivered in the history are ‘acceptable’ according to the theory of Gideon Toury put forth in 1995. This is because the nature of the optional shifts: with regard to the examples and discussions provided in Chapter IV, the main driving force behind the optional shifts observed in the translations is the translators’ aim to provide the target receiver with a natural translation. In other words, the optional shifts identified in the case study serve for the rendition of more understandable and familiar target texts for the target receiver, which can be called a TL-oriented approach. In this vein, it is possible to arrive to the conclusion that the translations in question are ‘acceptable’ according to the theory of Toury.

In this assessment, the nature and characteristics of optional shifts as well as their frequency is taken into consideration, which is elaborated in Chapter IV with examples and discussion, but obligatory shifts are not taken into consideration. This can be explained with a reference to the owner of the theory itself: Toury (1995) does not take into account the obligatory shifts and states that they are rule-governed and cannot be considered to reflect translational norms. In other words, obligatory shifts, as this is a self-explanatory term, derive from an obligation and thus, they do not represent translators’ norms or purpose. In fact, Medadian (2015) states that while an obligatory shift does not make the translator more than a machine of translation, an optional shift can be considered as the core of a good translation. That’s why, the acceptable nature of the translations is determined based on the characteristics and frequency, and also the nature of optional shifts.

After the provision of answer to the research questions of this thesis, drawing a general conclusion is considered to be necessary. From a holistic point of view, it can be concluded from this thesis that shifts are inevitable in the process of translation of historical and political speech scripts, particularly when no formal correspondence between the languages involved is found. Therefore, the researcher believes that

knowledge and awareness of shifts might contribute to the overall quality of a translation because a translator, having competence of shifts, is believed to be able to make more informed decisions to render 'acceptable' translations. It is found in this thesis that optional shifts by translators have the purposes of making the TTs more understandable and natural, which is thought to be one of the reasons that make the translations 'acceptable'. In a similar fashion, while Altwaijri (2019) found that translators resort to shifts in order to maintain the meaning of the text, Al-Timen (2016) states that "the English translations preserved the meaning and sustained the quality of the ST message" (p. 90). Moreover, Hijjo and Kadhim (2017) state that shifts "... are necessary to preserve the meaning and the quality of the message and to meet the English ST style with the Arabic TT style" (p. 90). However, Hijjo and Kadhim (2017) also found that some structural shifts used by the translators caused a change on the meaning of the ST. Thus, it can be inferred that knowledge of shifts also prevents such instances since a translator will know what the consequences of his/her shift be. Hence, translators will be able to maintain the meaning of the translation and render a more natural and of-quality translation for the target receivers if they are aware of shifts and their 'optional' and 'obligatory' nature.

In addition, Hatim & Mason (1990) states that genre and text type are important factors in the process of translation since they might have an influence on the translation strategies adopted by the translator. According to Biel (2017), while text type relates to content and form of a text, genre relates to the communicative purpose. In this context, a shift on these elements might also have an impact on the translation process and strategies adopted by the translators. Similarly, the translation strategies might also be affected from a cross-temporal shift where there is a remarkable change of time in terms of the production and reception of the ST and the TT since the data collection materials dates back to as early as 1863.

In the case study carried out for this thesis, it is observed that a genre shift occurred when going from STs to TTs since the communicative purpose of the translated texts are different to the original ones: the communicative purpose of the STs is mainly to call people to take action while the main communicative purpose of TTs is to provide information about the events that transpired in the world in the past. This is also valid for the text types since the STs are dominantly operative while the TTs are mainly

informative. On top of that, there is also a cross-temporal shift because there is a remarkable time period between the reception of the ST and the reception of the TT by their respective addressees.

The observed genre shift, text type shift and cross-temporal shift also had an impact on the translation process. Being aware of these kinds of shifts, translators adjusted the genre and text type of the TTs so that the translated texts can fulfil their communicative purposes and meet the expectations of the target receiver. In fact, the occurrence of shifts of translation is also related to this matter since the genre and text type adjustment by the translators led to these shifts of translation which enable the translated texts to fulfil their communicative purpose, ensuring a better comprehension by the target receiver.

SUGGESTIONS FOR FURTHER STUDIES

This study has been a humble attempt to shed light on the SoT based on the model proposed by John Catford in 1965 in the translation of speech scripts from English into Turkish which were delivered as speeches in the history. It further assessed the ‘optional’ and ‘obligatory’ nature of those shifts based on the relevant literature and then determined if the translations are ‘adequate’ or ‘acceptable’ based on the theory put forth by Gideon Toury in 1995. It is believed that this thesis will pave the way for further studies in relevant areas and the following might be possible areas of research:

(1) This thesis applied a theory of literary translation on speech scripts. From this point on, similar studies might be carried out in order to verify and further the findings of this thesis.

(1.1) The literary translation theory in question could also be applied for other types of texts.

(2) The data collection materials of this thesis are translations from English into Turkish. So, the opposite direction of translation could be investigated from a similar point of view that is adopted by this thesis in order to find out what kind of changes are observed based on directionality.

(3) A similar analysis could be carried out based on a different theory of shifts developed by different scholars such as Baker (1992) in order to identify SoT in relation additions, omissions and semantics.

(4) An experimental study could be carried out on students of translation or interpreting where information on the concept of SoT is given to the experimental group and not given to the control group in order to see the difference this situation makes in terms of the adequacy or acceptability of the translations rendered.

BIBLIOGRAPHY

- Al-Timen, F. A. A. (2016). The effect of optional and obligatory shifts on the style of translated literary texts: Catford and Baker models (Azazeel novel as an example). *Translation and Linguistics Journal*, 10(10), 73-96.
- Altwaijri, A. B. A. (2019). *The application of Catford's translation shifts to the Translation of the UN's Convention on the Rights of the Child from English into Arabic* (ID Number: 227) [Master's thesis, Al-Imam Mohammad Ibn Saud Islamic University]. *Arab World English Journal*. 10(3), 1-95. <https://dx.doi.org/10.24093/awej/th.227>
- Al-Zoubi, M. Q. R., & Al-Hassnawi, A. R. (2001). Constructing a model for shift analysis in translation. *Translation Journal*, 5(4). <http://accurapid.com/journal/18theory.htm>
- Baker, M. (1992). *In other words: A coursebook on translation*: Psychology Press.
- Baker, M., & Saldanha, G. (2009). *Routledge encyclopedia of translation studies*. Routledge.
- Bhatia, V. K. (1993). *Analysing genre: language use in professional settings*. Routledge.
- Biel, Ł. (2017). Genre analysis and translation. *The Routledge Handbook of Translation Studies and Linguistics*, 151–164. <https://doi.org/10.4324/9781315692845-11>
- Britannica. (2016). Genre. In *britannica.com encyclopedia*. Retrieved February 05, 2021, from <https://www.britannica.com/art/genre-literature>.
- Britannica. (2019). Norm. In *britannica.com encyclopedia*. Retrieved December 04, 2020, from <https://www.britannica.com/topic/norm-society>
- Catford, J. C. (1965). *A linguistic theory of translation*. Oxford University Press.
- Çimen, A. (2015). *Tarihi değiştiren konuşmalar*. Timaş Yayınları.

- Collins English Dictionary. (n.d.). Script. In *collinsdictionary.com dictionary*. Retrieved December 04, 2020, from <https://www.collinsdictionary.com/dictionary/english/script>
- Copyright & Fair Use Notice. (n.d.). Americanrhetoric. Retrieved December 05, 2020, from <https://www.americanrhetoric.com/copyrightinformation.htm>
- Danni, Y. (2020). A Genre Approach to the Translation of Political Speeches Based on a Chinese-Italian-English Trilingual Parallel Corpus. *SAGE Open, 10*(2), 1-15. <https://doi.org/10.1177/2158244020933607>
- Decoske, M. A., & White, S. J. (2010). Public speaking revisited: Delivery, structure, and style. *American Journal of Health-System Pharmacy, 67*(15), 1225–1227. <https://doi.org/10.2146/ajhp090508>
- Demartino, R., Clarcq, J., & Palanski, M. (2011). George C. Marshall: An enduring model of leadership effectiveness. *Journal of Character & Leadership Integration, 2*(1), 17-34. <https://ssrn.com/abstract=1949855>
- Doğan, A. (2017a). Sözlü ve yazılı çeviri odaklı söylem çözümlemesi. Siyasal Kitabevi.
- Doğan, A. (2017b). In A. Angı (Ed.), *Interpreting in Diplomatic Contexts* (pp. 19-52). Peter Lang.
- Doğan, A. (2017c). *Sözlü çeviri çalışmaları ve uygulamaları*. Siyasal Kitabevi.
- Dukāte, A. (2009). *Translation, manipulation, and interpreting*. Peter Lang.
- Eshbaugh-Soha, M. (2010). The Politics of Presidential Speeches. *Congress & the Presidency, 37*(1), 1–21. <https://doi.org/10.1080/07343460903390679>
- Fat'hi, J., & Akbari, M. (2012). Structural shifts in translation of children's literature. *International Journal of Linguistics, 4*(2), 576–594. <https://doi.org/10.5296/ijl.v4i2.1911>
- Fattah, A. A. (2018). Explicitating structural shifts in English-Arabic translation: A corpus-based study of the causal conjunctives because and li'anna. *Arab World English Journal For Translation and Literary Studies, 2*(1), 39–59. <https://doi.org/10.24093/awejtls/vol2no1.3>

- Fay, I., & Kuypers, J. A. (2012). Transcending mysticism and building identification through empowerment of the rhetorical agent: John F. Kennedy's Berlin speeches on June 26, 1963. *Southern Communication Journal*, 77(3), 198–215. <https://doi.org/10.1080/1041794x.2011.637601>
- FDR Pearl Harbor.* (n.d.). American rhetoric. <https://www.americanrhetoric.com/speeches/fdrpearlharbor.htm>
- George C. Marshall.* (n.d.). American rhetoric. <https://www.americanrhetoric.com/speeches/georgecmarshall.html>
- Gettysburg Address.* (n.d.). American rhetoric. <https://www.americanrhetoric.com/speeches/gettysburgaddress.htm>
- Gregory, M., & Carrol, S. (1978). *Language and situation: language varieties and their social contexts*. Routledge.
- Halliday, M. A. K., & Matthiesse C. M. I. M. (2014). *Halliday's introduction to functional grammar*. Routledge.
- Hansen, L. (2010). *Translation of political speeches: A skopos-theoretical analysis*. [Unpublished master's thesis]. Aarhus University.
- Hatim B. & Mason, I. (1990). *Discourse and the translator*. Longman
- Hatim, B., & Munday, J. (2004). *Translation: an advanced resource book*. Routledge.
- Herman, M. (2014). Category shifts in the English translation of Harry Potter and the Philosopher's Stone movie subtitle into Indonesia (an applied linguistics study). *IOSR Journal of Humanities and Social Science*, 19(12), 31–38. <https://doi.org/10.9790/0837-191253138>
- Hijjo, N. F. M., & Kadhim, K. A. (2017). The analysis of grammatical shift in English-Arabic translation of BBC media news text. *Language in India*, 17(10), 79-104. <http://www.languageinindia.com/oct2017/kaisnaelbbcnewstexttranslation.html>
- JFK Berliner.* (n.d.). American rhetoric. <https://www.americanrhetoric.com/speeches/jfkberliner.html>

- Karimnina, A., & Kalantari E. (2011). Catford's shift model of translation: A drama-based critical inquiry. *Elixir Literature*, 39, 5012-5016. [https://www.elixirpublishers.com/articles/1350638922_39%20\(2011\)%205012-5016.pdf](https://www.elixirpublishers.com/articles/1350638922_39%20(2011)%205012-5016.pdf)
- Koller, W. (1979). *Einführung in die Übersetzungswissenschaft*. Quelle und Meyer.
- Koster, C. (2000) *From word to word: An armamentarium*. Rodopi.
- Krebs, R. R. (2015). Tell me a story: FDR, narrative, and the making of the Second World War. *Security Studies*, 24(1), 131–170. <https://doi.org/10.1080/09636412.2015.1001215>
- Lewis, G. L. (2000). *Turkish grammar*. Oxford University Press.
- Lyons, J. (1981). *Language and linguistics: An introduction*. Cambridge University Press.
- Medadian, G. (2015). Non-obligatory shifts in Persian literary translations: A normative enterprise. *Modern Research Studies: An International Journal of Humanities and Social Sciences*, 2(4), 669-695.
- Meifang, Z., & Li, P. (2009). Introducing a Chinese perspective on translation shifts. *The Translator*, 15(2), 351–374. <https://doi.org/10.1080/13556509.2009.10799285>
- Miko, F. (1970). In J. S. Holmes (Ed.), *La théorie de l'expression et la traduction* (pp. 61–77). De Gruyter Mouton. <https://doi.org/10.1515/9783110871098>
- Monacelli, C. (2006). Implications of translational shifts in interpreter-mediated texts. *Pragmatics. Quarterly Publication of the International Pragmatics Association (IPrA) Pragmatics / Quarterly Publication of the International Pragmatics Association (IPrA) Pragmatics*, 16(4), 457–473. <https://doi.org/10.1075/prag.16.4.03mon>
- Munday, J. (2008). *Introducing translation studies: theories and applications* (2nd ed.). Routledge.

- Murtisari, E. T. (2016). Explication in translation studies: the journey of an elusive concept. *The International Journal of Translation and Interpreting Research*, 8(2), 64–81. <https://doi.org/10.12807/ti.108202.2016.a05>
- Nashwan, H. K. A. B. (2018). *Translation shifts in Al-Haloul's Arabic translation of Hemingway's "Big Two-Hearted River": A study based on Leuven-Zwart's model* [Master's thesis, Al Imam Muhammad Ibn Saud Islamic University]. European Centre for Research Training and Development UK.
- Newmark, P. (1993). *Paragraphs on translation*. Multilingual Matters.
- Ni, L. (2009). For "translation and theories". *English Language Teaching*, 2(2), 78–83. <https://doi.org/10.5539/elt.v2n2p78>
- Nida, E. A. (1964). *Toward a science of translating*. E. J. Brill.
- Nunnan, D. (1993). *Introducing discourse analysis*. Penguin English.
- Önderli, R. S. (2016). *Simultaneous media interpreting of cultural references and humorous elements: Interpreting 86th academy awards ceremony into Turkish* (Publication No. 429596) [Master's thesis, Hacettepe University]. YÖK Tez Merkezi.
- Popovič, A. (1968). Translation analysis and literary history: A Slovak approach to the problem. *Babel. Revue Internationale De La Traduction / International Journal of Translation Babel / Revue Internationale De La Traduction / International Journal of Translation Babel*, 14(2), 68–76. <https://doi.org/10.1075/babel.14.2.01pop>
- Popovič, A. (1970). In J. S. Holmes (Ed.), *The concept "shift of expression" in translation analysis* (pp. 78-87). De Gruyter Mouton. <https://doi.org/10.1515/9783110871098>
- Popovič, A. (1976). *Dictionary for the Analysis of Literary Translation*. Department of Comparative Literature, University of Alberta.

- Sárosi-Márdirosz, K. (2014). Problems related to the translation of political texts. *Acta Universitatis Sapientiae, Philologica*, 6(2), 159–180. <https://doi.org/10.1515/ausp-2015-0012>
- Schwartz, B. (1996). Rereading the Gettysburg address: Social change and collective memory. *Qualitative Sociology*, 19(3), 395–422. <https://doi.org/10.1007/bf02393278>
- Serbina, T. (2013). Construction shifts in translations. *Constructions and Frames*, 5(2), 168–191. <https://doi.org/10.1075/cf.5.2.03ser>
- Serbina, T. (2015). A Construction grammar approach to the analysis of translation shifts: a corpus-based study (Publication No. 538325) [Doctoral dissertation, RWTH Aachen University]. <https://publications.rwth-aachen.de/record/538325/files/538325.pdf>
- Sharei, V. (2017). A comparative study of the strategies employed in "The Old Man and The Sea" translated from English into Persian on the basis of Vinay and Darbelnet's model. *Theory and Practice in Language Studies*, 7(4), 281–286. <https://doi.org/10.17507/tpls.0704.06>
- Shih, C.-L. (2012). A corpus-aided study of shifts in English-to-Chinese translation of prepositions. *International Journal of English Linguistics*, 2(6), 50–62. <https://doi.org/10.5539/ijel.v2n6p50>
- Shlesinger, M. (1995). Shifts in Cohesion in Simultaneous Interpreting. *The Translator*, 1(2), 193–214. <https://doi.org/10.1080/13556509.1995.10798957>
- Toker, S. S. (2019). *Evaluation of adaptation training provided by the ministry of health and the world health organization: Patient guides within the context of healthcare interpreting training in Turkey* (Publication No. 555376) [Master's thesis, Hacettepe University]. YÖK Tez Merkezi.
- Toshioka, S. (2014). Translation shifts in Japanese–English translations of speech scripts case study of two speeches given by Empress Michiko. *Interpreting and Translation Studies*, 14, 203–217. http://jaits.jp/jpn.org/home/kaishi2014/14_012-toshioka.pdf

- Toury, G. (1995). *Descriptive translation studies and beyond*. John Benjamins.
- Umoh, U. E., & Udoh I. G. (2011). The Sapir-Whorf Hypothesis and the conceptualisation of peace using adjectives. *Journal of Conflictology*, 2(2), 7-17. <http://dx.doi.org/10.7238/joc.v2i2.1304>
- van Leuven-Zwart, K. M. (1984). *Vertaling en origineel: Een vergelijkende beschrijvingsmethode voor integrale vertalingen, ontwikkeld aan de hand van Nederlandse vertalingen van Spaanse narratieve teksten*. Foris Publications.
- van Leuven-Zwart, K. M., & Naaijken, T. (Eds.). (1991). *Translation studies: The state of the art*. Rodopi.
- Vinay, J.-P. & Darbelnet, J. (1995). *Comparative stylistics of French and English: A methodology for translation* (J. C. Sager & M.-J. Hamel Trans.). John Benjamins Publishing Company. (Original work published 1958)
- Wakely, E., & Carson, J. (2010). Historical recovery heroes - Winston Churchill. *Mental Health and Social Inclusion*, 14(4), 36–39. <https://doi.org/10.5042/mhsi.2010.0621>
- Waliński, J. T. (2015). In Ł. Bogucki, S. Goźdź-Roszkowski, P. Stalmaszczyk (Eds.), *Translation procedures* (pp. 55-67). Łódź University Press.
- Wen, Z. (2004). Genre analysis and the translation of professional discourse. *US-China Foreign Language*, 1(5), 1-9.
- Widarwati, N. T. (2015). An analysis of rank-shift of compound complex sentence translation. *Journal of Education and Practice*, 6(30), 126-135. <https://www.iiste.org/Journals/index.php/JEP/article/view/26723>
- Winston Churchill Sinews of Peace*. (n.d.). American rhetoric. <https://www.americanrhetoric.com/speeches/winstonchurchillsinewsofpeace.htm>