

The application of Catford's Linguistic Theory of Translation (Category Shifts) as a Translation Technique on the English - Arabic Translation of the novel (Oliver Twist) An Analytical study

Saad Mohammed Saad Addarhobi *

Faculty of Education - Al-Qusay'a, Azzaytuna University, Libya

*Corresponding author: saaddarhobi@gmail.com

تطبيق نظرية كاتفورد اللغوية للترجمة كطريقة للترجمة بين اللغتين الإنجليزية والعربية على النسخة المترجمة من قصة (أوليفر تويست) دراسة تحليلية

سعد محمد سعد الدرهوبي *

كلية التربية - القصية، جامعة الزيتونة، ليبيا

Received: 24-07-2025; Accepted: 16-09-2025; Published: 25-09-2025

Abstract:

Translators between English and Arabic may face difficulties because of the differences in nature and structure that need them to use techniques help them avoiding these difficulties. The researcher thinks that shift approach (Category Shifts) by Catford are very helpful for translators between English and Arabic because they help dealing with the four kinds of differences namely (structure , unit, class and system). The study uses the Arabic translation of the novel of (Oliver Twist) by Charles Dickens as a case study to investigate the way in which these shifts are used find the appropriate meanings of some words and clauses so that the reader can understand the intended meanings of the writer away from the differences between the source and target languages.

The study is divided into two parts , theoretical part in which the researcher shed light generally on the Linguistic theory of translation and the differences between Level Shift and Category Shift.

The second part analysis the data in which the examples of shifts are divided in tables according to the kind of shifts used followed by a discussion clarifying the way in which the shift is used.

Keywords: Translation, translation methods, Catford's linguistic theory, Oliver Twist, source language, target language.

الملخص:

المترجمون بين اللغتين الإنجليزية والعربية قد يواجهون صعوبات ناتجة عن الاختلاف بين طبيعة اللغتين مما يجعلهم بحاجة إلى استخدام تقنيات تساعدهم على تجاوز هذه الصعوبات. يعتقد الباحث أن تقنية (*Category shifts*) التي ابتكرها كاتفورد مفيدة جدا للمترجمين بين اللغتين العربية والإنجليزية حيث تساعدهم على التعامل مع الاختلافات في (التركيب والوحدات و التصنيف والنظام) في اللغتين. تستخدم الدراسة الترجمة العربية لرواية (أوليفر تويست) للكاتب تشارلز ديكنز كدراسة حالة لدراسة الطريقة التي تستخدم بها (*shifts*) لإيجاد المعاني المطلوبة لبعض التعبيرات والكلمات التي تمكن القارئ من فهم ما يقصده الكاتب بعيدا عن الاختلافات بين اللغتين المصدر والمستهدفة. يقسم الباحث الدراسة إلى جزئين , جزء نظري يسلط فيه الضوء بشكل عام على النظرية اللغوية للترجمة والاختلاف بين (*level shifts and category shifts*) . أما القسم الثاني فهو القسم العملي حيث يتم تحليل البيانات ووضع أمثلة على كل نوع من أنواع (*shifts*) في جدول خاص يتبع بمناقشة توضيحية للطريقة التي استخدم بها.

الكلمات المفتاحية: الترجمة، طرق الترجمة، النظرية اللغوية لكاتفورد، أوليفر تويست، اللغة المصدر، اللغة المستهدفة.

Introduction

Comprehending the source text is the first step in any translation act. A translator cannot translate a text without understanding the meaning of that text (Gaber 2005). Text analysis is an important part of comprehending that text. It is a wide area where a lot of research had been done as well. This study is contextualized within the area of (text analysis and translation. It is an analytical study that deals with the category shifts included in Catford shift approach 1965.

In his approach Catford considers two kinds of shifts: **Shifts of level and (2) shifts of Category.**

- 1- **A level shift** (2000: 141-3) would be for example some thing that is expressed by grammar in one language and lexis in another.
- 2- **Most of Catford's analysis is given over the category shifts**(2000: 141-7) which are divided into four kinds (structure shift, class shift, unit or rank shift and intra-system shifts.(Munday 2001).

The researcher uses the Arabic version of the novel Oliver Twist as a case study to be analyzed in order to investigate the way in which the category shifts may take place when translating between English and Arabic languages and the way how the translators can use them as a translation technique.

Because English and Arabic languages do not belong to the same language family, differences in structure, class, unit and system are expected to face the translators between these languages. This assumes that the translator may face a lot of difficulties because of these differences and that the translator can overcome these difficulties using category shifts as a translation technique.

These shifts can be, for example, like:

The poor little orphan was given the name of Oliver.

Structure shift (passive into active) occurs when this sentence is translated as:

لقد أسماوا الطفل الصغير اليتيم المسكين أوليفر.

This class shift can be like:

Your mother was really (bad woman) Noah said. And (أمرأة سوء) .

Previous studies:

Many studies highlighted Catford's model, whereas other studies referred to it as a translation technique.

Some of these studies are:

-Translation shifts as a technique in English-Arabic translation

A descriptive study with a reference to Catford model. By Suad. A . Ahmed.

Summarizing this study, Ahmed said :

This study has investigated translation shift as a technique in English-Arabic translation. Translation shifts outlined by Catford (1965) which were discussed and investigated in this study are grammatical shifts which include : structure, class, unit and intra-system shifts. This study has identified and investigated the main types of shift, the cause behind the use of shift and the effect of the translation shifts on SL message in English-Arabic translation.

- The other study by : (Amin Karminia, PHD in TEFL, faculty member in Fasa University, Iran) and (Java Heidary, M.A student of translation, Fars Science and Research University, Shiraz – Iran.) These two researchers referred to both types of shifts from the side that they represent the linguistic factor that affects the equivalent.

Shifts will be divided into two parts: Level shifts (morphology and Graphology...) and Category shift which include structural shift (order of words in a sentence), class shift (part of speech), unit shift (sentence, clause, phrase and word) and intra-system shift (structure of parts of speech).

The aims of the study:

The overall aim of the study is to find out whether E-A translation support or contradict Catford's approach and to investigate the way how these shifts can be used adequately so that they serve the process of translation between English and Arabic languages.

Methodology of the study

The researcher divides the study into two parts:

First is concerned with the theoretical part in which the researcher gives a general idea about the category shifts as they were introduced in the model of Catford.

Second contains the data analysis in which the researcher picks up a set of examples of a certain kind of shifts from the novel that the researcher uses as a case study, systemizes them in tables then puts some comments illustrating the way in which the shift is used.

Part one (theoretical background)

In this part, the researcher compares the formal correspondence with the textual equivalence in order to understand the definition of shifts Catford presents. Then the researcher sheds light on the first type of shifts (Level shift). The main topic of this study (Category shifts) is the main focus in the next step trying to give a good idea about the four kinds of category shifts and to give examples illustrating each kind.

According to (Munday 2001), the term (shift) has been said to the first time by Catford (1965) in his linguistic approach to translation to describe the small linguistic changes occurring in translation of ST to TT.

"Although Vinay and Darblent do not use the word "shift" in discussing translation shift, that is in effect what they are describing. The term itself seems to originate in Catford's (A linguistic theory of translation 1965), where he devotes a chapter to the subject." (munday2001:60).

1-1 Formal correspondence vs. textual equivalent

To get to the definition of shifts that was made by Catford, first we have to understand the distinction he made between Formal correspondence that he describes as: any target language category (unit, class, element of structure, etc) which can be said to occupy, as possible the same place in the economy of the TL as the given SL category occupies in the SL.(Catford 1965:27) and the textual equivalence that he describes a " any TL text or portion of text which is observed in a particular occasion to be the equivalent of a given SL text or portion of text. Catford defines shifts as :

" departures from formal correspondence in the process of going from the SL (source language) to the TL (target language)".

According to this definition, the translator must not be stuck to the SL linguistic or stylistic system. He/she can and sometimes has to use TL linguistic and stylistic items even in the existence of the difference between ST and TT in the linguistic level or category.

Two major types of shifts occurring are: Level shifts and Category shifts.

1-2 By shifts of level we mean that a SL item at one linguistic level has a TL translation equivalent at different level (Venuti 2000).

Catford states that translation between the levels of phonology and graphology- or between either of these levels and the levels of grammar and lexis is impossible. (Munday 2001) the only left possible level shift according to Catford is that occurs between grammar and lexis. An example of such a shift is the Arabic sentence: كان حائرا ماذا "عساه أن يفعل". The word "عسى" is translated into English the grammatical structure: (he was perplexed what was he to do?) / What could he do?

The other example is the translating of the present perfect tense in English language to the simple past in Arabic like:

He has accomplished his job successfully: لقد أنجز مهمته بنجاح.

What was mentioned above was an attempt to understand what Catford meant by the term "shift" and the first type of shifts (level shift) that he had provided. By now we get to the main topic of this study which is the second type of Catford's shifts (category shift).

1-3 Category shifts : most of Catford's analysis is given over to category shifts (Munday2001:61).

Before getting to the four kinds of category shifts Catford suggested, we have to take a look at the issue of unbound and rank-bound translation that Catford had referred to.

Catford 1965 argues that unbound translation is being approximately 'normal' or ' free' translation in which the SL-TL equivalences are set up at whatever rank is appropriate. Usually but not always, there is sentence-sentence equivalence, but in the course of a text, equivalences may shift up and down the rank-scale often being established at ranks lower than the sentences. We use the term "rank-bound" translation only to refer to those cases where equivalence is deliberately limited to ranks below the sentence. Thus leading to "bad translation". I.e. translation in which the TL text is either not a TL form at all, or not relatable to the same situational substance as SL text. (Venuti 2000: 143)

Catford states that category shift is the only type in the unbound translation in which the translator can use a TL equivalent in a rank that is different from the SL text's.

Catford subdivides category shifts into four kinds;

1-4 Structure shifts: these are said by Catford to be the most common form. (Munday2001)

Considering this type of shifts, the translator can use a TT grammatical structure that is different from the ST's structure.

In other words, the translation between the SL and the TL is not structure-bound.

The usual structure in English and French languages is:

Subject+verb+object. This structure is turned into other structures when translating between these two languages and other languages. An example of this structure is the English subject pronoun + verb + direct object of " I like jazz" that is translated into Arabic as a different structure of a verb + subject + object " أحب موسيقى الجاز " . (Anani 2005: 98).

Another example is that used by the translator of the novel of (Oliver Twist) :

Oliver becomes Fagin's pupil. He translates this sentence into Arabic as:

يصبح أوليفر أحد تلامذة فيجن.

The ST structure is subject + verb + object, whereas the TT structure is verb + subject + adjectival phrase.

1-5 Class shifts: these comprise shifts from one part of speech to another. The instance given by Catford is the English " a medical student " that becomes the French " un 'etudiant en m'edcine".

The class shift in this example is between ' medical' and "en' m'edecine" , where the first is an adjective and the other is an adverbial phrase.

In Arabic the adjective " medical" becomes the noun "طب" in the Arabic sentence (طالب طب).

In the example mentioned above this shift seems like a structure shift. According to Catford in (Venuti 2000) : that could be absolutely right because the structure shift usually entails a class shift because of the logical dependence of class on structure.

1-6 Unit or rank shifts: these are shifts where the translation equivalent in the TL is a different rank in the SL. 'Rank' here refers to the hierarchal linguistic units of sentence, class, group, word and morpheme. (Munday2001). catford presents no examples of this kind of category shift because he believes that it is so clear that it needs no examples, but we need examples, so let's take a look at

E the phrase "linguistic scholar" as " باحث لغوي ", there is no shift. But we may make a shift in rank by translating the word "linguistic" "الدراسات اللغوية" (Anani 2005:98)

In this example, the rank shift (a word into a phrase) is a stylistic issue but it still has a significance and makes the expression stronger closer to the receiver.

1-7 Intra system shifts: these are shifts take place when the SL and the TL possess approximately corresponding systems but the translation involves selection of non-corresponding term in the TL system. (Munday2001:61).

In a listing of types of translation shifts, one may expect "system-shift" to occur along with the names of the types of shifts affecting the other fundamental categories of grammar, unit, structure and class. (Venuti 2000:145). A good example of such shifts is the translation of the phrase "Car Factory" into Arabic "مصنع سيارات".

English language has the system of singular and plural, Arabic language as well. Nevertheless, the translator cannot use the singular noun "سيارة" as an equivalent to the English singular word "car". He/she has no choice but to make an intra-system shift.

Catford was criticized for his linguistic theory of translation. Snell Hornby (1988) ,for example, argued that Catfoed's definition of textual equivalence is "circular", his theory reliance on bilingual informants 'hopelessly inadequate' and his example sentences 'isolated' and even absurdly simplistic. (ibid: 19-20). She considers the concept of equivalence in translation as being an "illusion". She asserts that the translation process cannot simply be reduced to a linguistic exercise, as claimed by Catford for instance, since there are also other factors, such as textual, cultural and situational aspects, which should be taken in consideration when translating. In other words, she does not believe that linguistics is the only discipline, which enables people to carry out a translation, since translation involves different cultures and different situations at the same time, and they don't always match from one language to another (Leonardi 2000).

Part two. Data Analysis

In this part, the researcher is going to introduce the writer and the translator of the novel used as case study (who are they? What are the most important works they presented.....etc.?). Then he picks up a set of examples that contains cases of shifts in certain type e.g. (structure shift). Then the researcher gives an analysis illustrating the way in which the shift is used and a possible correspondence(s) the translator could use instead of making a shift. The researcher then tries to summarize the study and to present findings and recommendations.

2-1 .Who is Charles Dickins?

Charles John Huffman Dickens was born on February7-1812 in Portsmouth, Hampshire, England (now The Dickens birthplace Museum) the son of Elizabeth Nee Barrow(1789-1863) and John Dickens (1785- 1851) a clerk in the Navy Pay Office.12-years old Charles was removed from school and sent to work at a boot-blackening factory to help support the family, pasting labels on boxes. He lived in a boarding house in a Camden town and walked to the work every day.

Many years later, his father arranged for him to attend Wellington House Academy in London as a day pupil from 1824 to 1827, thinking that he may save him from a life of a factory work and setting him on the road to become a writer. In 1827, The Dickens were evicted from their home in Somers Town for unpaid rent dues and Charles had to leave school. He obtained a job as a clerk in a law firm of Ellis and Blackmore. He soon learned shorthand and became a court reporter Doctors Commons. He spent much of his spare time reading in the British Museum's library and studying acting.

In 1833, his first story of many (A Dinner at Poplar Walk) was published in the monthly magazine. The English Victorian era Author (Charles Dickens) wrote numerous highly acclaimed novels including his most autobiographical (David Copperfield). Then Nicholas Nickleby (1838-1839), The Old Curiosity Shop (1840-1841) and Barnaby Rudge (1841) followed his novel of Oliver Twist between 1837-1839. Dickens series of five Christmas books were soon to follow; A Christmas Carol (1843), the Chimes (1844), The Cricket of the Heart (1845), The Battle Of Life (1846) and The Haunted Man (1848).

From 1851 to 1860, the Dickens lived at Tavistock House where Charles became heavily involved in Amateur theatre. He wrote, directed and acted in many productions at home with his children and friends, often donating money raised from tickets sales to those in need. He collaborated with Wilkie Collins on the drama No Thoroughfare 1867. Novel to follow were Bleak house (1852-1853), Hard Times 1854 and tales of Two Cities 1859.

Charles Dickens died from a cerebral hemorrhage on June 9 1870 at his home. He was buried in Poet's corner of Westminster Abbey, London, his tomb inscribed, "He was a sympathizer to the poor, the suffering and the oppressed; and by his death, one of England greatest writers is lost to the world".

As mentioned above the novel of Oliver Twist had been written by Dickens between 1837 and 1839. In this novel, Dickens tries to describe the poor life of children in poorhouse and the environment in which many children live in that period of time.

2-2 .The translator

The Arabic version the researcher uses in this study is that translated by Fadhil Habib Mohsen, one of the international translation union's members. As a translator, Mohsen had worked on many of Dickens's novels and stories like for example, **The Court of Monte Cristo, A Tale of Two Cities, David Copperfield, Great Expectations and Hard Times.**

2-3 .Table No.1 Structure shifts:

page	ST (source text)	TT (target text)	Notes
7	"The life of Oliver Twist had a sad beginning".	لقد كانت بداية أوليفر تويست حزينة.	Nominal structure for verbal structure.
9	Oliver "was locked" in a dark room.	و هكذا حبسوا أوليفر في غرفة مظلمة	Active for passive.
11	"Oliver was awakened by someone kicking the door".	واستيقظ أوليفر على صوت شخص يضرب الباب.	Active for passive.
35	This was Bill Sikes, "followed by his dog".	فدخل بيل سايكس "يتبعه كلبه".	Adjective + preposition + noun. Into verb + pronoun + noun.
53	"They will catch us if you don't".	سيلقى القبض علينا أن لم نتركه.	Passive into active.
53	The movement "gave" him a great pain.	ألا أن الحركة كانت تؤلمه بشكل كبير.	Simple past into past continues.
73	When she "was dying"	عندما توفيت العجوز سالي.	Past continues into simple past.
95	He "walked" without knowing where.	"أخذ يسير" دون أن يعرف أين.	Simple past into past continues.

As said before, a shift means when the translator has a formal correspondence but he/she leaves it to make a shift. Formal correspondence the translator could use in the first example in the above table can be (حياة أوليفر تويست كان لها بداية حزينة). This translation is absolutely correct. But in Arabic the verbal structure is normally used more than the nominal one because of the nature of the TL.

The active is used for the passive in the second and the third examples, although the passive is one of the Arabic language structures, but it is not the favorite one. The translator made a shift although the passive forms (حبس أوليفر) and (أوقف أوليفر بواسطة شخص ما) are available.

In the fourth example, the translator returns to use the verbal structure but this time as an equivalent to an adjectival phrase not a nominal sentence. He could use the Arabic adjectival phrase (متبوعا بـ) as a formal correspondence instead of making a shift.

The translator, in the fifth example, uses an active form as an equivalent to the passive in the ST. instead of that he could use the Arabic active form of (سـمـسـكـون بنا أن لم تفعل).

In the sixth and the eighth examples, the translator makes a shift when he uses verbs in different tenses because they fit the context and make a better sense. Instead of that he could use the Arabic sentences:

(سار دون معرفة أين) and (سببت له الحركة ألما كبيرا).

In the seventh example, the translator misuses the structure shift. He could use the formal correspondence (عندما) that would accord with the context and adequately describe the situation.

2-4. Table No 2: Class shift

Page	ST(source text)	TT (target text)
9	The cook and the kitchen boys "rushed in".	فجأة الطباخ وعمال المطبخ دخلوا القاعة "مسرعين".
13	Everyone was "silent".	"لم يتكلم" أحد.
35	He suffered "in silence".	كان ألم أوليفير "صامتاً"
55	Is the man "badly" wounded?	هل أصابة الرجل "خطيرة"؟
57	He found Nancy there "alone".	فوجد نانسي "وحدها" في المنزل.
59	She is still "useful".	مازالـت "تفيدنا".
71	Come in "hurry up".	أدخل "بسرعة".
101	But his parents are "proud and ambitious" people.	كان والداه من الناس المتصفين "بالزهو والطموح".
109	For the first time in his life, he feels "comfortable and carefree".	لأول مرة في حياته يشعر "بالطمأنينة وراحة البال".

There are formal correspondences the translator could use instead of making a class shift in the cases above. In the first case, for example, the translator could use (أسرعوا بدخول القاعة), in the fourth example he could use the Arabic phrase (بسوء) for "badly", in the sixth he could use the adjective (مفيدة) instead of the sentence (تفيدنا) and in the last example he could use the adjectives (مطمأن ومرتاح البال) as acceptable formal correspondences.

Analyzing the above examples, one can notice that:

First: the shift in each case was an optional shift because the formal correspondences could serve the same function as the shifts in the TTs.

Second: the class shift sometimes involves another type of shifts which is (Unit Shift) as in, for example, the first, second, third and seventh cases.

2-5 . Table No, 3 Unit Shifts.

Page	ST(source text)	TT (target text)	Notes
7	"At the age of nine"	عندما بلغ أوليفر التاسعة من عمره.	A phrase into a clause.
11	"in horror".	"وقد أزعجها منظره".	A phrase into a clause.
13	"He gave Oliver a kick"	"وضرب أوليفر بقدمه".	A clause into a word.
21	You are in a "bad" way	أنت في حالة "يرثى لها".	A word into a clause.
53	Who worked "under him".	"مساعدته".	A phrase for a clause.
61	One of the ladies was "old"	وكانت إحدى السيدات "قد تقدم بها العمر".	A word into a clause.
73	"With these words".	"وما أن تم قول هذه الكلمات".	A phrase into a clause.
79	"From the time I was born".	"منذ ولادتي".	A phrase for a clause.
81	If I am still "alive"	أذا "بقيت على قيد الحياة".	A word into a phrase.
101	One "important" condition.	شرط واحد "على قدر من الأهمية".	A word into a phrase.

Each case of unit shifts included in the above table has a formal correspondence in the rank as the ST. in the first example; the translator could use the phrase: (في التاسعة من عمره). In the fourth example, the translator could use the Arabic word (سيء) instead of the phrase (يرثى لها).

In the sixth example, a possible equivalent in the same rank as the ST is (عجوز).

In some cases in the above examples, one can notice that :

Making rank shifts seems to be a stylistic matter. The translator, using a unit shift in the fourth, sixth, and last cases, for example, tries to exaggerate in describing the situation to achieve a certain reaction at the readers.

2-6. Table No 4. Intra-System Shifts

Page	ST(source text)	TT (target text)	Notes
27	The dodger and Charlie Bates crept after him like "shadows".	وكان المحتال وشارلي بيتس يتبعانه باهتمام و كأنهما " ظله".	Singular for plural
27	The dodger stepped on "Fagin's foot".	وطى المحتال " أصابع فيجن".	Singular into plural
35	That will mean a "trouble".	وهذا يعني "المزيد من المشاكل".	Singular into plural
57	There was some "trouble".	لقد حدثت "بعض المتاعب".	Plural for singular
57	Alive or dead," I" don't know.	و "لا نعرف أن كان حيا أو ميتا".	Plural for singular
95	He listened to "the conversation".	لقد استمع الى "محادثاتهم".	Singular into plural
97	"his strength" suddenly left him.	و فجأة " خارت قواه".	Singular into plural
99	Mr. Brownlow makes Monks confess his "crimes".	يجعل السيد براونلو "يعترف بجريمته"	Plural into singular

The shift is obligatory because the translator cannot use the plural form (كظلاله) because that will make no sense. Whereas in the second example, the shift is optional because the translator could just use the Arabic singular form (قدم فيجن).

Shifts in the third, fourth, fifth and sixth examples are optional as well. However, in the seventh, it seems that the translator made a shift to avoid awkwardness of using the unusual Arabic singular (خارت قوته).

Venutti(2000:146) states that:

"In translation, however, it quite frequently happens that this formal correspondence is departed from, i.e. where the translation equivalence of English singular is the French plural and vice-versa".

Reading the examples of the intra-system shifts extracted from our novel, one can say that: what Venutti states, is applicable when translating between English and Arabic languages.

Findings

- 1- Translation between English and Arabic languages mostly involves category shifts in its four forms structure, class, rank and system.
- 2- Translators between English and Arabic languages use shifts to overcome difficulties that result in differences between English and Arabic languages and/or to achieve certain stylistic purposes.
- 3- Analyzing the translation used in this study, one can notice that: category shifts are not only applicable on the isolated sentences but also on the translation work as a whole.

Recommendations

- 1- When translating, translators must take in their consideration that shifts mean a change in the linguistic form of the translation units not in the meaning.
- 2- The study recommends the category shift as a helpful translation technique to be used in the English-Arabic translation to overcome the differences between the two languages in grammar and system.
- 3- The researcher recommends the researchers and the translators to reconsider the points of criticism raised towards the linguistic theory of translation by Catford.

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