

## Collocations of That-Clause in Azeri

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### ABSTRACT

In view of syntactic differences between English and Azeri, grammatical collocations are very likely to cause problems for EFL students, translation students and translators who translate from English into Azeri and vice versa. Moreover, many bilingual dictionaries do not offer proper equivalents for most of the grammatical collocations, as the result they may perform poorly while learning or translating grammatical collocations. This study is concerned with English grammatical collocations of that-clause on the basis of Benson et al's taxonomy of collocations. They are: transitive verb + that-clause, noun + that-clause, adjective + that-clause and subject (it) + verb + that-clause. In spite of Azeri grammar books which emphasize on translating English complex sentences as simple sentences in the Azeri language, the analysis of Azeri translation of English grammatical collocations of that-clause indicated that they are translated as complex sentences. Moreover in Azeri, they are translated as "verb + that-clause", "noun + verb + that-clause", "adjective + verb + that-clause" and "Ø + modal words + that-clause" respectively. This research is corpus-based study, both qualitative and quantitative.

**KEYWORDS:** translation, collocation, grammatical collocation, grammatical collocations of that-clause, corpus-based study

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### 1. INTRODUCTION

Translation is a means of interlingual communication. The translator makes possible an exchange of information between the users of different languages by producing in the target language (TL or the translating language), a text which has an identical communicative value with the source text (ST). This target text (TT that is the translation) is not fully identical with ST as to its form or content due to the limitations imposed by the formal and semantic differences between the source language (SL) and target language (TL). It is clear that, in the translating process, translators do many things and also get so many things. The translators face many difficulties while turning a source text into a target text and one of the problematic area is collocations. In English, as in other languages, there are many fixed, identifiable, non-idiomatic phrases and constructions. Such groups of words are called recurrent combinations, fixed combinations, or collocations (Benson et al, 1997, p.2). Therefore, collocations are arbitrary and this arbitrariness, which is more noticeable in the case of grammatical collocations, certainly creates problem for those who are not native speakers of English (Cobb, 2000, p.34). The purpose of this study is to find the suitable equivalent for English grammatical collocation of verbs which are followed by a noun clause beginning with the conjunction that in Azeri. This grammatical collocation has been focused since it is one of the most frequent structure used in English and moreover, in none of the bilingual dictionaries (Azeri-English or vice versa) grammatical collocation has been included. In this case, they may pose problems for Azerbaijanian English learners and translators in learning and translating grammatical collocation.

### 2. LITERATURE REVIEW

Collocation studies have started to increase. However, different researchers have defined collocations in different ways. Firth (1957) defines collocation as "an abstraction at the syntagmatic level and is not directly concerned with the conceptual or idea approach to the meaning of words." Sinclair (1991) states that "collocation is the occurrence of two or more words within a short space of each other in a text." Lewis defines the collocation nearly the same as Sinclair's and puts forward that "collocations describe the way individual words.

Co-occur with others" (Lewis, 1993, p.93). Nattinger and DeCarrico (1992) state that "collocations are strings of specific lexical items.", or in a larger definition, collocations are also defined in terms of "paradigmatic and syntagmatic axis consisting of a node with a span of words in either side" (p.20). Collocations are mostly categorized within two criteria, phraseological and frequency based units (Nesselhauf, 2005). Howarth (1998) states that "collocations are combination of words with a syntactic function as constituents of sentences." Tutin (2008)

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claims that there are two main conceptions of collocations in the European tradition. First, in the British contextualist framework, collocations can be broadly defined as recurrent lexical elements which contribute to text cohesion. Secondly, in the continental tradition, collocations are referred to as "restricted lexical collocations" and considered as lexicalized phrases where two recurrent lexical elements have a syntactic relationship.

In the linguistic and lexicographic literature, the term 'collocations' is also discussed in contrast with free word combinations and idioms. Hsu (2002) proposes that if we consider a continuum for word combinations in which idioms are situated on one extreme and free word combinations on the other, collocations fall somewhere in the middle. It means that collocations are "the combinations of the syntagmatic restrictions of idioms and the semantic transparency of free word combinations" (p.18). Siepmann (2005) holds that free word combinations are combinations of two semantically autonomous words, whereas collocations are the combination of a semantically autonomous and a semantically dependent lexical item. Nesselhauf (2005) makes a distinction between collocations and idioms on the basis of the notion of restricted sense. Based on her definition, collocations (e.g. *take a picture*) are those combinations in which only one of the words like the verb is restricted and the other word, e.g. the noun, is used in an unrestricted sense. In other words, the verb can only be combined with certain nouns (*take a picture/photograph*; but not *take a film or movie*). But in idioms (e.g. *sweeten the pill*), both words (the verb and the noun) must be used in a restricted sense, so it is either impossible or only possible to an extremely limited degree to use substitution. Based on Benson et al's belief (1997), "collocations are arbitrary and unpredictable" and that makes it difficult for non-native speaker to cope with them". They further mention that collocations could be sorted systematically into two major groups-lexical collocations and grammatical collocations. A lexical collocation could be made up of nouns, adjectives, verbs, or adverbs, like warmest regards, file an affidavit, strictly accurate, etc. In their taxonomy, there are seven types of lexical collocations, labeled from L1 to L7, whose structures and examples have been given in Appendix. On the other hand, a grammatical collocation is made up of a dominant word, such as a noun, an adjective, or a verb, and a preposition or grammatical structure like an infinitive or a clause. Benson et al. (1997) further categorized the grammatical collocations into eight small groups, marked as G1 to G8, among which, G8 collocations contain nineteen English verb patterns (Appendix). In translation field also most of the scholars and researchers have focused on the problems posed by collocations. Some of these studies follow. Yerkes (1989) state that "achieving appropriate collocations in the TL text has always been as one of the major problems a translator faces"(p.20). Translation of restricted collocations, as all instances of this act, involves many pitfalls that the students must avoid and problems that they must work out. Newmark (1988) considers collocations as the "nerves of the text...and lexis is the flesh" (p.213). He has affirmed that the translator will have to deal with various problems of different sorts in rendering collocations. Larson (1984) argues that each language has own collocational restrictions . He introduces some examples. For example, in some languages the verb hear collocates only with sounds and not people. Accordingly, as an example in English we do not say the animals' fingernail nor do we talk about a person's claw. Some languages would have only one word for both claw and fingernail. Baker (1992) relates these problems to the relative variations of the cultural and linguistic collocability between the SL and the TL. That is to say, lexemes differ in their collocability from one language to another and what collocates in one language does not necessarily collocate in another. Furthermore, certain patterns of collocations reflect preference of the specific language. Baker (1992) gives the example of the verb "drink" whereby, in English it collocates naturally with liquids like "juice and milk", but does not collocate with "soup". Based on all above mentioned, it can be concluded that collocations are both pervasive in language and difficult for language learners to master them. Collocations, especially grammatical collocations, are arbitrary as Lewis (2000) states that "in English, the unacceptability of some combinations, such as grammatical collocations, is not necessarily based on compatibility in meanings of individual items, but rather on convention. Learners who are not aware of these conventions may produce unacceptable combinations".(p.38). Besides, they are not seen in many bilingual dictionaries, corpus-based studies can help a learner or translator to find the appropriate equivalent. Corpora are useful for revealing "relations between frequency and typicality, instance and norm" (Stubbs 2001,p.151). According to Baker (1992) "the most important task that awaits the application of corpus techniques in translation studies is the elucidation of the nature of translated text as a mediated communicative event"(p.243). Some hypotheses such as "translated texts tend to be more explicit, unambiguous, and grammatically conventional than their source texts" have already been investigated using translation corpora (Baker & Malmkjaer, 1998,p.52). Furthermore, some scholars point out the usefulness of corpora and corpus linguistic studies in translation, such as providing a powerful tool to identify the characteristic features of translational language, and helping translators understand what translation is and how it works (Baker, 1992,p.244).

One of the advantages of the corpus-based approach to translation studies is that it can reveal the "regularities of actual behavior" (Tourey,1995,p.265). Tourey stresses the need to observe regularities and provide explanatory hypotheses for those regularities on the basis of ever-expanding corpora of texts, claiming that explanations of

features observed even in a single translation must rely on the study of corpora. Tymoczko (1998) predicates that "corpus translation studies are central to the way that translation studies as a discipline will remain vital and move forward" (p.652). As a result, it seems that, corpus-based studies can be helpful in the study of grammatical collocations. Since the aim of this paper is investigating the translation of grammatical collocations of that-clause in Azeri, the present study has attempted to answer the following questions:

1. How is English grammatical collocation of "verb(trans) + that-clause", translated into Azeri?
2. How is English grammatical collocation of "noun+ that-clause", translated into Azeri?
3. How is English grammatical collocation of "adjective + that-clause", translated into Azeri?
4. How is English grammatical collocation of "subject (it)+ verb + that-clause", translated into Azeri?

### 3. METHODOLOGY

The purpose of this study is to investigate and analyze the Azeri translations of English grammatical collocations of that-clause based on Benson et al 's classification of grammatical collocations in order to find the proper equivalent for them. To investigate the research questions posed above, the following null hypothesis was also set forth to be studied as follow:

"There is no significant difference between frequency of using simple sentences and complex in the Azeri translation of grammatical collocations of that-clause."

#### 3.1 MATERIALS

This research deals with the analysis of data which have obtained from five English novels along with their Azeri translations. They are :

1. "For Whom the Bell Tolls"; "A Farewell to Arms": Ernest Hemingway
2. "The Alchemist"; "By the river Piedra I sat down and wept": Paulo Coelho
3. "Dubliners": James Joyce.

#### 3.2 PROCEDURES

To achieve the goals of the study, the collected data obtained from mentioned materials, were classified and summarized based on their frequencies for further analysis which come as follows.

■ English grammatical collocations of verb(trans) + that-clause and their translations in Azeri:

Based on the Azeri translation of 110 sentences involving this grammatical collocation, it has been cleared that in Azeri, only in 32 sentences translated as simple sentences and others translated as complex sentences.

\*We know that he is a doctor. "Biz bilirik ki, o, həkimdir".

\*He ordered that his son should not smoke anymore. "O əmr etdi ki, oğlu bir daha siqaret çəkməsin".

\*You shouldn't forget that I am not stupid. "Unutma ki, mən axmaq deyiləm".

\*All of us know that whoever believes in dreams also knows how they are interpreted. "Hamımız bilirik ki, xəyallara inanan kəs onların yozumunu da bilər".

\*He signaled that the boy should enter the tent with him. "O, işarə etdi ki, cavan oğlan onunla birlikdə gəlsin".

Table 1. The frequency of the Azeri translation of English grammatical collocation of verb (trans) + that-clause

	Frequency	Percentage
Complex sentences	78	70%
Simple sentences	32	30%

■ English grammatical collocation of noun+ that-clause and their translations in Azeri: The analysis of Azeri translation of 68 sentences showed that in 15 sentences translated as simple sentences .

\*There are books that you have always wanted to read. "Kitablar var ki, siz onları həmişə oxumaq istərdiniz".

\*All athletes took an oath that they had been preparing well for the games. "Bütün idmançılar and içirdirlər ki, onlar yarışlara yaxşı hazırlaşblar".

\*It is a truth that every season is beautiful. "Bir həqiqətdir ki, hər bir fəsil özünə görə gözəldir".

\*We can educate the people that they will fear fascism. "Adamları elə tərbiyələndirmək olar ki, onlar faşizmdən qorxsunlar".

\*He felt a panic that she might not came. "Birdən onu dəhşət bürüdü ki, qız gəlməz".

Table 2. The frequency of the Azeri translation of English grammatical collocation of noun + that-clause

	Frequency	Percentage
Complex sentences	53	78%
Simple sentences	15	22%

■ English grammatical collocation of adjective + that-clause and their translations in Azeri: On the basis of the translation of 72 data, it has been cleared that 54 sentences translated as complex sentences.

\*It is not surprising that national newspapers have a circulation of 15 million copies on weekdays. “Təəccüblü deyil ki, adi günlərdə milli qəzetlər, 15 milyon tirajla çap olunur”.

\*I'm glad that we are different. “Mən şadam ki, biz fərqliyik”.

\*I'm glad that you agree: Şadam ki, mənimlə razısan.

\*Now he was sure that he would comfort himself well. “İndi o inanırdı ki, sabah özünü kişiyyə layiq olan kimi aparacaq”.

\*It is fortunate that you are not brother and sister. “Bəxtiniz gətirib ki, bacı-qardaş deyilsiz”.

Table 3. The frequency of the Azeri translation of English grammatical collocation of adjective + that-clause

	Frequency	Percentage
Complex sentences	54	75%
Simple sentences	18	25%

■ English grammatical collocation of subject (it) + verb + that-clause and their translations in Azeri: According to the Azeri translation of 68 sentences, it can be concluded that 59 sentences translated as complex sentences while 9 sentences as simple.

\*It seems that he has killed so many in the beginning. “Görünür, müharibənin əvvəlində bu qədər adam öldürüb”.

\*It seems that the Republic is preparing an offensive. “Görünür, Respublika hücumə hazırlaşır”.

\*It seems that I am barbarous. “Görünür, vəhşiyəm”.

\*It seems that we should all go together. “Görünür hamımız birlikdə getməliyik”.

\*It wonders me that he might not understand me. “Maraqlıdır ki, məni başa düşməz”.

Table 4. The frequency of the Azeri translation of English grammatical collocation of subject (it)+ verb + that-clause

	Frequency	Percentage
Complex sentences	59	86%
Simple sentences	9	14%

In order to examine the mentioned null hypothesis, Chi -Square test has been used. According to most of English-Azeri grammar book, in the Azeri language, there is a tendency to use simple sentences more than complex sentences (Turksevar, 2007; Arabov&Solymanova, 2009; Gurbanove, 2004). Therefore, it has been expected that the frequency of using simple sentences is higher than complex sentences and at least half of the sentences translated as simple sentences. Therefore, the expected frequency for using the simple sentences regarded as half of the number of sentences.

Table5.Observed and expected frequencies in the Azeri translations

Grammatical collocations	Observed Frequencies	Expected Frequencies
Verb (trans) + that-clause	32	55
Noun +that-clause	15	34
Adjective + that-clause	18	36
Subject (it) + verb + that-clause	9	34

$$X^2 = 47.6$$

$$\text{Critical } X^2 = 7.81 \quad (P=.05, df.3)$$

Results of data analyses (table4) indicate that there is a significant difference between obtained chi-square (47.6) and critical  $x^2(7.81)$ , therefore, the mentioned null hypothesis is rejected.

## DISCUSSION AND CONCLUSION

This study investigated the Azeri translation of grammatical collocations of that-clause based on Benson et al's categorization of grammatical collocation. The results of this paper are not in accordance with a number of English-

Azeri grammar books which emphasize on using simple sentences in translation of complex sentences. According to these books, Azeri is a language which uses simple sentences involving infinitive, gerund and verbal adverb. However, the results of the research indicated that the frequency of using complex sentences in translation of grammatical collocations of that-clause is higher than simple sentence. As indicated in the findings of the present study, it can be said that the grammatical collocation of “verb + that-clause”, “noun + that-clause”, “adjective + that clause” and “subject (it) + verb + that-clause” are translated as “verb + that-clause”, “noun + verb + that-clause”, “adjective + verb + that-clause” and “Ø + modal words + that-clause” respectively. Another result obtained from the analysis of the Azeri translation of subject (it) + verb + that-clause” is that instead of copular verbs, there are some expressions in Azeri which are named “ **Modal Söz /Modal Words**” like **Görünür, mənə, elə bil ...** and according to the meaning of copular verbs, these expressions are used such as “**görünür** Respublika hücumu hazırlaşır”. Besides, subject (it) is not translated in Azeri.

It is now widely acknowledged that collocations play an important role in second and foreign language learning as well as in translation. Collocations are both pervasive in language and difficult for language learners and translators to master them. Despite the increasing recognition of collocational knowledge as an indispensable part of target language (L2/LF) proficiency, researches on collocations have indicated that collocations are an inherent problem for learners and translators. Specifically, collocations that do not have translation equivalents in the native language (L1) are typically more difficult for learners and translators to master as compared to those that are directly translatable from L1 to L2. In other words it can be concluded that grammatical collocations will probably pose more difficulties especially between two languages which belong to two different family groups, such as English and Azeri, because their syntactic structures are quite different. Moreover as mentioned above, since they are not included in many bilingual dictionaries, corpus-based studies can help the translators and learners to decide on the proper collocations in target language and check the naturalness in the translation. They give some confidence in translation. All these can stimulate the improvement and innovations of translation studies.

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## Appendix

### ***BBI Dictionary classification of collocations – lexical collocation***

L1 *verb + noun/ pronoun* , make an agreement

L2 *verb + noun* , reject an appeal

L3 *adj + noun* , strong tea

L4 *noun + verb* , alarms go off

L5 *noun<sub>1</sub> of noun<sub>2</sub>* , a swarm of bees

L6 *adverb + adjective* , deeply absorbed

L7 *verb + adverb* , affect deeply

### ***BBI Dictionary classification of collocations – grammatical collocation***

G1 *noun + prep* , blockade against, apathy towards

G2 *noun + to-inf* , a pleasure to do it, the foresight to do it

G3 *noun + that-clause* , we reached an agreement that she would represent us in court

G4 *prep + noun* , by accident, in advance

G5 *adj + prep* , angry at everyone, afraid of him

G6 *pred adj + to-inf* , it was necessary to work, she is ready to go

G7 *adj + that-clause* , she was afraid that she would fail the exam

G8

A *verbs (trans) that allow dative movement transformation* , he sent the book to his brother → , he sent his brother the book

B *verbs (trans) that do not allow dative Movement* , they described the book to her

C *verbs (trans) used with 'for' that allow dative movement transformation*

, she bought a shirt for her husband → she bought her husband a shirt

D, *d verb + prep* , act as, adhere to the plan

E *verb + to-inf* , they began to speak, he decided to come

F *verb + inf without 'to'* , we must work, he had better go

G *verb + v-ing* , they enjoy watching TV

H *verb (trans) + obj + to-inf* , she asked me to come, we forced them to leave

I *verb (trans) + obj + inf without 'to'* , she heard them leave, we let the children go to the park

J *verb (trans) + object + v-ing* , I caught them stealing apples

K *verb (trans) + poss + gerund* , please excuse my waking you so early, this fact justifies Bob's coming late

L *verb (trans) + that-noun clause* „they admitted that they were wrong

M *verb (trans) + obj + inf 'to be' + complement (adj/past part/noun/pronoun)* we consider her to be well trained

N *verb (trans) + obj + complement (adj/past part/noun/pronoun)* she dyed her hair red

O *verb (trans) + obj + obj* , the teacher asked the boy a question, the police fined him fifty dollars

P *verb + adverbial* , he carried himself well, the meeting will last two hours

Q *verb + wh-word* , he asked how to do it, we told them what to do

R *subj (it) + verb + to-inf or that-clause* , it puzzled me that they never answered the telephone

S *verb (intrans) + complement (noun or adj)* , she became an engineer, she was enthusiastic

*Verb (intrans) + pred adj* , she looks fine, the flowers smell nice