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JOGJA LITERARY TRANSLATION CLUB

CONFERENCE BOOK

— The 2nd —

Seminar on Translation
"Research, Practice, and Pedagogy"

1 September 2018
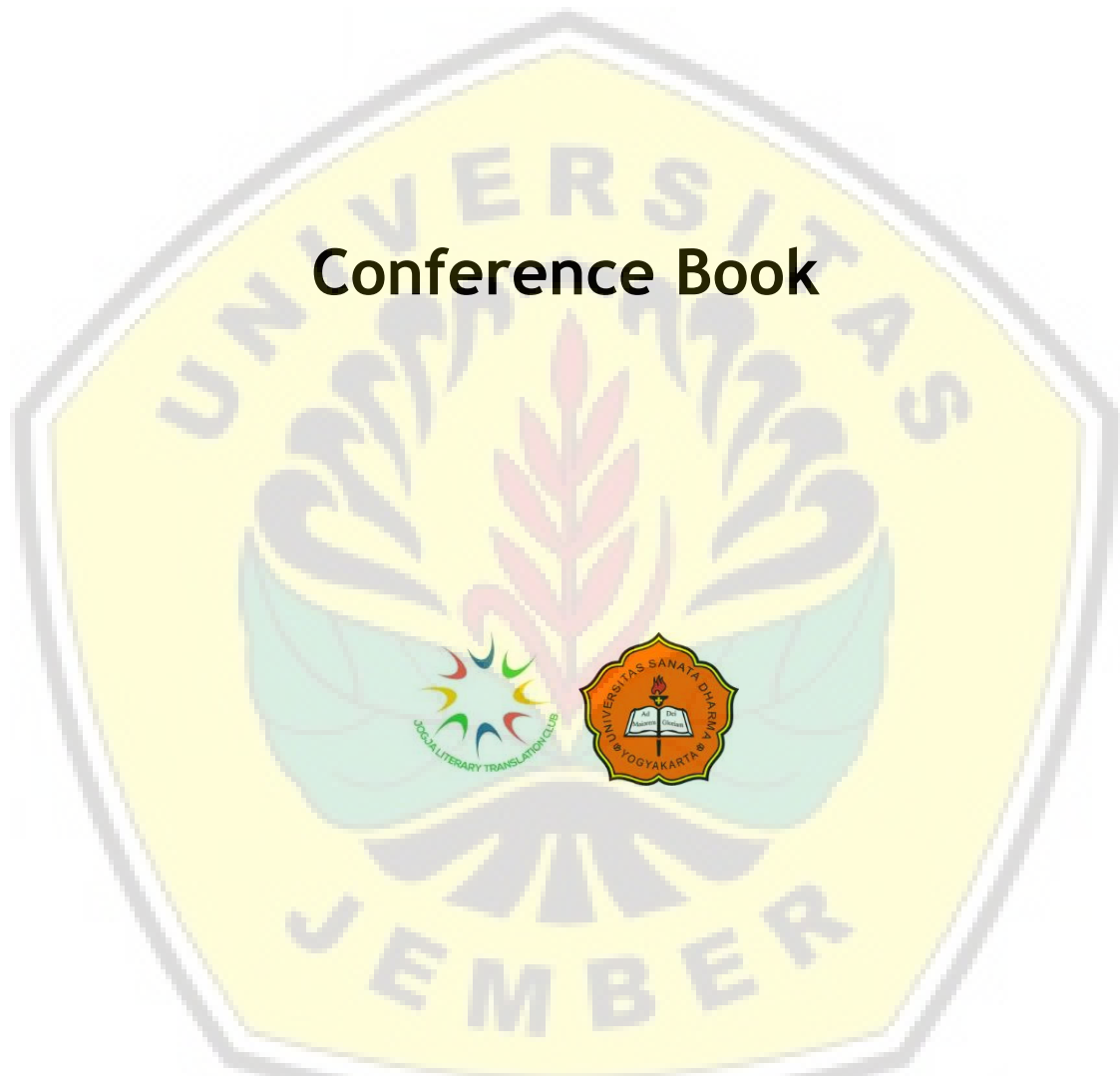Universitas Sanata Dharma
Yogyakarta

नमस्ते Labas 안녕하세요 BONJOUR Olá

The Second Seminar on Translation 2018

"Research, Practice, and Pedagogy"

Conference Book

Jogja Literary Translation Club (JLTC)
English Letters Department
Universitas Sanata Dharma Yogyakarta

Yogyakarta, 1 September 2018

Contents

FOREWORD

The existence of internet has led to the fast development of all aspects of language, moreover translation. Information as well as entertainment spread fast just by one click of our fingers. People can easily access the latest news which is happening around the world. Under this circumstance, translation plays a very significant role. Translation provides bridges for people to cross over the language barriers. The majority of people in this world can only speak and understand one language, the mother-tongue. It points out the importance of developing the study of translation.

The above facts emphasize the relevance of *The 2nd Seminar on Translation: Research, Practice, and Pedagogy*. Under the light of Universitas Sanata Dharma's motto, *integrating academic excellence and humanistic values*, the English Letters Department takes part in this seminar. Some 33 presenters from various universities and institutions in Indonesia share their ideas, perspectives, and experiences. They definitely will develop and refresh the study of translation.

Finally, I welcome all the presenters and participants to this conference. Have a warm and fruitful conference!

Hirmawan Wijanarka
Chair of English Letters Department
Universitas Sanata Dharma

Schedule of The Second Seminar on Translation 2018
"Research, Practice, and Pedagogy"

1 September 2018
Universitas Sanata Dharma, Yogyakarta

Time	Session		Speaker	Title	Room
07.45-08.00	Registration				**Lobby** (IV Floor)
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08.05-08.30	Welcoming Speech from the Dean of Faculty of Letters				
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09.30-09.45	Snack and Coffee Break				**Lobby** (IV Floor)
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		2	Amadea Mouskouri Da Leo, S.S. (Universitas Sanata Dharma)	Contextual Comparison between Machine Translation and Human Translation in Translating Subject Pronouns in the Novel *Take One* by Karen Kingsbury	
		3	Zakia El Muarrifa (IAIN Surakarta)	Translation Errors in Yogyakarta Museums	
		4	Siegfrieda Alberti Shinta M. P. (Universitas Kristen Krida Wacana)	Translating Greeting Verse Recited at Indonesian Local Airline Flights	
	Parallel 1B	5	Niken Widiastuty (Universitas Gadjah Mada)	Penerjemahan Istilah Budaya dalam Novel *The Screaming Staircase* dan Terjemahannya Karya Jonathan Stroud	**Koendjono** (IV Floor)
		6	Devi Rosmawati, S.S., M.Hum. (Universitas Respati Yogyakarta)	Translation of Cultural Specific Terms in *Pasung Jiwa* into *Bound* Novel	
		7	Dr. I Gusti Agung Sri Rwa Jayantini, S.S. (STIBA Denpasar)	The Translation of Children's Literature and Its Complexity: Being Faithful or Communicative?	
		8	Ayu Sholichah (Universitas Sebelas Maret)	Teknik dan Kualitas Terjemahan Cacian dalam Naskah Drama MISMĀRU JUCHĀ Karya 'Ali Ahmad Baktsir	
11.00-12.00	**Parallel 2A**	9	Chania Maulidina Widyasari (Universitas Negeri Malang)	Instagram Translating Feature: The Flexibility of Computer-Assisted Translation (CAT) on Social Media	**Kadarman** (IV Floor)
		10	Dyah Raina Purwaningsih (Universitas Jenderal Soedirman)	Meaning Loss in the English Translation of Islamic Religious Terms Contained in Instagram Captions	
		11	Fanny Puji Rakhmi (Universitas Indonesia)	Strategi Penerjemahan Kata Sapaan Jawa dalam Cerpen Indonesia Berwarna Lokal ke dalam Bahasa Jerman	
	Parallel 2B	12	Dr. Masduki, M.Pd. (Universitas Madura)	An Analytical Study of Translation of Madurese Cultural Texts into English	**Koendjono** (IV Floor)
		13	Dr. Drs. Sukirmiyadi, M.Pd. (UPN Jawa Timur)	Teaching English to Young Learners through Indonesian-Translated Songs	
		14	Novita Al Ihyak Dieni, M.Pd. (Universitas 17 Agustus 1945)	Translation as Part of the Communicative ELT Classroom Approach	

		15	Raden Pujo Handoyo, S.S., M.Hum. (Universitas Jenderal Soedirman)	*Authentic Simulation Technique* (AST) sebagai Cara Meningkatkan Minat Peserta Didik dalam Pembelajaran Penerjemahan	
		16	Yoshinta Adinda Bayu, Ahmad Ruhin Hidayat (Universitas Tidar)	Eco-Translatology Perspective towards Public Signs English Translation in Magelang	
12.00-13.00		**Lunch Break**			**Lobby** (IV Floor)
13.00-14.00	**Plenary 2**	**John McGlynn** (Lontar Foundation)		Trends in Indonesian Literary Translation from Past to Present	**Kadarman** (IV Floor)
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14.05-14.40	**Featured Speaker**	**Novita Dewi, M.S., M.A. (Hons), Ph.D.** (Universitas Sanata Dharma)		Local Culture for Global Readership: Translation of Two Short Stories by Pramoedya Ananta Toer and Ahmad Tohari	**Kadarman** (IV Floor)
14.40-15.40	**Parallel 3A**	17	Jean Antunes Rudolf Zico Ma'u (Universitas Sanata Dharma)	Lost and Gain in the Translation of Niv-Version Bible	**Kadarman** (IV Floor)
		18	Y. Wahyu Seno Aji, M.Hum. (Universitas Kristen Satya Wacana)	Perbedaan Situasi Manusia dalam Do'a Bapa Kami Versi (Misa) Inggris dan Indonesia	
		19	Slamet Wiyono (STPN Yogyakarta)	Local Terms: A Piece of Shared Experience	
	Parallel 3B	20	Dhyani Natasha Kartikasari (Universitas Indonesia)	Penerjemahan Teks Berita Bahasa Indonesia ke Bahasa Inggris: Kasus Pembingkaian Kembali	**Koendjono** (IV Floor)
		21	Faridatun Nida, S.S. (Universitas Gadjah Mada)	Woman's Language Feature on the Translation of Travel in *Style* Brochure	
		22	Wilma Endah Utami (Universitas Sanata Dharma)	The English Translation of 3 Selected Poems in M. Aan Mansyur's Collection Book "Tidak Ada New York Hari Ini": A Comparative Study on Their Literary Elements	
		23	Dr. Sukarno, M. Litt. (Universitas Jember)	Category Shifts in Preserving Natural Translation Used in the Children's Bilingual Book *Stories of 33 Winner Character* by Naning Chandra	
15.40-15.45		**Closing:** Words from the Chief of Committee			**Kadarman** (IV Floor)

Hello

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안녕하세요

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Certificate

This is to certify that

DR. SUKARNO, M.LITT.

was A PRESENTER at

The 2nd Seminar on Translation "Research, Practice, and Pedagogy"

hosted by

Jogja Literary Translation Club and English Letters Department Universitas Sanata Dharma

Yogyakarta, September 1 2018

Dr. Tatang Iskarna
Faculty of Letters, Dean

Drs. Hirmawan Wijanarka, M.Hum.
English Letters Department, Head

Stefani Veronika, S.S.
JLTC, Head

CATEGORY SHIFTS TO PRESERVE NATURAL TRANSLATION
USED IN CHILDREN BILINGUAL BOOK STORIES *39 WINNER CHARATERS*
BY NANING CHANDRA

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Abstract

Translation is a process of transferring message from the Source Language (SL) into the Target Language (TL) in which the message should be equivalent and the form should be natural. This research was conducted to discover what types of category shifts are commonly applied, and the reason of applying them in the process of translation. The data were collected from a printed material of children's bilingual book *Ceritera 39 Karakter Pemenang* or *Stories of 39 Winner Characters* (by Chandra (2015) and were analysed using descriptive and interpretative approaches. The results of the research showed that (1) all types of category shifts were used in the process of translating this book, but dominated by the structure shift, (2) the main purpose of applying category shifts in this process of translation is to preserve the natural translation in order the text can be well accepted and easily understood by the speakers of the TL.

Keywords: Category shifts, natural translation, children's bilingual book.

A. INTRODUCTION

In the era of globalization, people ideally should not only communicate in their own language, but they also have to speak in another language, especially the language used internationally (such as English). However, there are some people or children, in Indonesia where English is considered as a foreign language, who do not speak English well. The communication in English may still be a problem for them. One of the solutions to communicate in different languages is through translation (Herman, 2014). In the simple definition, translation is basically changing a text from source language into target language (Larson, 1984:1), while Catford (1965:20) defined translation as the replacement of textual material in the other language. Moreover, according to Bell (1993:20) translation is the replacement of a representation of a text in one language by a representation of an equivalent text in another language.

Following Larson (1984), translation quality is characterized by three aspects: accuracy, clarity, and naturalness. The aspect of accuracy is impossible to produce if the TL text is not clear for the reader to understand the message contained in it. The reader's understanding of TL text is strongly influenced by the aspect of naturalness. This aspect can only be achieved if the text fulfils the rules of the TL. Consequently, following any rules of the TL is important because the readers are not in the language rules and cultural frames of SL, but in the TL (Farisi, 2015). In other words, there are two things that should be considered by a translator: they are the equivalent message and the natural form of the TL (Sukarno, 2015). In relation to the natural form of the TL, the translator must pay attention carefully to the different rules of both languages when translating the SL which has different structures from the TL, such as from Indonesian (SL) into English (TL) because the message is only possible to be equal if the TL is written naturally and accepted well by the speakers of the language. One way to preserve this naturalness is to apply the category shifts. As a result, because both languages (Indonesian and English) have different structures, translation shift is inevitable.

Nowadays, translation can be easily found in many media including literary works. Story book is the common literature book that is close to people. Sometimes, it is available in the bilingual version which is written in Indonesian then translated into English. Most of bilingual books are designed specifically for children. One of the children bilingual books is *Stories of 39 Winner Characters* written by Chandra (2015). This book was first written in Indonesian entitled *Ceritera 39 Karakter Pemenang* as the source language (SL), and then it is translated into English as the target language (TL). In this book, the Indonesian and English versions are written in the same page, so the readers can read them simultaneously. During the translation process of this book, it is believed that shifts take place. Some of the words in the TL text may have different structures, different grammatical classes, different units and intra-systems from those in its SL text. For that reason, this study tries to observe what types of category shifts are applied during the translation proses, and why the translator needs to apply the category shifts in the process of translating this book.

Translation Shifts

Catford (1965) was the first linguist who first introduced the term "translation shift". His definition of this concept relies on his distinction between formal correspondence and textual equivalence. Formal correspondence is a relationship that holds between two linguistic categories which occupy approximately the same place in the organisation of their respective languages, while textual equivalence holds between two portions of text that are actual translations of each other. When a textual equivalent is not formally correspondent with its source, this is called a translation shift. Nida (1964) uses the term 'adjustment' for similar phenomena (certain changes that are prompted by the different semantic setup of the source and the target languages). Nida and Taber (1982) use the term restructuring to describe a wide variety of discourse changes in the target language. Finally, Newmark (1996) calls shift or transposition for any changes trained translators regularly do to create the target text. Following Catford (1965), there are two major types of shifts which commonly happen in translation: level shifts and category shifts.

Level shift occurs when an SL item at one linguistic level has a TL translation equivalent at a different level (Catford, 1965: 73). It commonly happens from grammar to lexis or vice-versa. For instance, the grammatical level 'I **am** work**ing** hard' in the SL shifts is shifted into 'Saya **sedang** bekerja keras' in the TL. However, category shift means change from the formal correspondence in translation. Furthermore, category shift is divided into structure shift, class shift, unit shift, and intra-system shift (Catford, 1965). This articles, however, only focuses on the category shifts which happen in the process of translating a children book *Ceritera 39 Karakter Pemenang* into *Stories of 39 Winner Characters* by Chandra (2015).

A structure shift occurs when the target structure contains different classes of elements or else when it contains the same classes of elements, but arranges them differently. Unit shift is defined as a change of rank scale which may happen from formal correspondences in which the translation equivalent of unit at one rank in the SL is unit at different rank in the TL. This shift may happen for low level (e.g. one word) to higher level (e.g. two words or more, or a phrase) or vice-versa. Finally, as language is unique (each language has its own systems) intra-system shift may take place. An intra-system shift occurs when the two languages have a formally correspondent system, but choose a non-corresponding item as translation equivalents.

B. METHOD

This study used a purposive sampling technique. It means the sample was taken according to the purposes of the research. The data of the research were selected and collected based on the use of category shifts in the process of translation of the text. Therefore, particularly attention is paid only to sentences containing category shifts. The data were collected from a children's bilingual book: originally written in Indonesian entitled *Ceritera 39 Karakter Pemenang*, then transalted into English entitled *Stories of 39 Winner Characters* by Chandra (2015). This book has six stories. The stories are written in Indonesian (as the SL) and translated into English (as the TL). It is found about 408 sentences containing category shifts, however, it is only taken 50 sentences to be presented as the data in this study.

Having been collected, the data were classified and presented in the table of research findings, then, the data were discussed. First, the source and the target texts are compared with a view to explore what types of category shifts are applied in the target text and are accompanied by the explanation of the examples in the source and target texts. The different structures of the head word's position between the SL text and the TL text were classified as a structure shift. Different word classes among both languages were classified as a (grammatical) class shift. If the SL text and the TL text have different ranks, it was classified as a unit shift. And, if it is found different system of expressing singular/plural system in the noun of both languages, the shift is called an intra-system shift. In each discussion of applying category shift is always found the motivation of the translator to do category shifts. Finally, a conclusion of the discussion is presented.

RESEARCH FINDINGS AND DISCUSSION

The findings were found by collecting, selecting, and describing the category shifts. The textbook consists of 6 stories. Each story has different number of sentences. The total number of sentences in six stories is 408 sentences. However, not all sentences are suitable for the purpose of this study. There were 50 sentences selected purposely out of 408 sentences of the total sentences in this book. The number of sentences in each story and the selected sentences as the data is presented in Table 1.

Table 1: The number of sentences in each story and the selected sentences as the data

Stories	Total Sentences	The Selected Sentences (Data)
Story 1	71	8
Story 2	73	10
Story 3	78	8
Story 4	63	8
Story 5	65	8
Story 6	58	8
Total Sentences	**408**	**50**

The data were collected from sentences, but the data (the category shifts) were in the forms of words and phrases found in the sentences. The following table depicted the number of category shifts found in the selected sentences in each story:

Table 2: The Percentage of Each Category Shift

Category Shifts	Story 1	Story 2	Story 3	Story 4	Story 5	Story 6	Total Shifts	Percentage
Structure Shift	10	4	6	3	5	10	38	40, 42 %
Class Shift	5	8	2	2	4	2	23	24, 47 %
Unit Shift	4	8	4	7	2	1	26	27, 66 %
Intra-system Shift	1	1	-	3	1	1	7	7, 45 %
Overall Numbers	**20**	**21**	**12**	**15**	**12**	**14**	**94**	**100 %**

As demonstrated in Table 2, all types of category shifts were found in the (sentence) data. The highest shifts found in the data were structure shifts. The structural differences between the SL and the TL underlie the translator to apply structure shifts in preserving the natural translation which can be accepted in the TL. The investigation also showed that shifts were inevitable during the translating process. The grammatical structure errors will cause the text becomes unacceptable or less natural to the TL speakers. Thus, doing a shift was defined as the strategy applied by the translator to establish translation naturalness in the TL.

In the (selected) data, it was found that the translator did not only apply a single shift in one datum. More than one shift (multiple shifts) was mostly applied to keep natural translation. It means that there are two or more different category shifts applied in one datum. Based on this classification, the number and the distribution of shifts in the 50 sentences is presented in Table 3.

Table 3: The result of single and multiple shifts in each story

| | The Number of | |
The Stories	Single Shifts	Multiple Shifts
Story 1	2	6
Story 2	2	8
Story 3	5	3
Story 4	3	5
Story 5	5	3
Story 6	4	4
Total	**21**	**29**

DISCUSSION

The discussions concerned with the analysis of category shifts consisting of structure shift, (grammatical) class shift, unit shift and intra-system shift. The data were presented in the form of sentences, but the analyses only lies in the parts of the sentences (a single word or phrase as a part of a sentence). In the following section, the discussion is classified into two groups: the application of a single shift in one datum and that of a multiple shift in one datum.

A Single Shift

In the singe shift application, the translator only employs one type of category shift in translating one datum of SL into the TL. All types of category shifts: structure shift, class shift, unit shift, and intra-system shift can be found in this study.

(1) Structure Shift

Structure shift is a change of grammatical structure between the SL and the TL. Catford states that a structure is an arrangement of some elements: subject, predicate, object, complement and adjunct (1965: 77). In the following example, a pair of sentences (SL and TL) is presented to compare the structures of the noun phrase (**highlighted**) in SL text and its translation version in English.

SL *Hari itu Sheila janjian bertemu dengan kedua sahabatnya* itu di **taman   bunga** .
                                                                        H   M

TL   One day, Sheila went to   **the flower garden** to meet
            her best friends.   M   H
                                                                 (Chandra, 2015: 85)

As demonstrated by the pair of sentences above, in the SL structure of the noun phrase *taman bunga* consisting of two words *taman* as the head word (H) and *bunga* as modifier (M). In the translation process, the translator changes the word order of the two words into "flower garden" in which the modifier (M) "flower" precedes the head word (H) "garden". This practice of translation shift is called a structure shift. The purpose of this practice is to fulfil the TL requirement rule, so that it will make the translation natural. However, this rule (a structure shift) is not enough in TL since English also needs an article for a countable noun such as "flower garden". Consequently, it is added by a definite article "the" to complete the grammatical rule of a countable noun in English. Furthermore, to translate the whole sentence, the translator also move the position of *bertemu dengan kedua sahabatnya* which precedes the noun phrase *taman bunga* in SL to the final position of the sentence following the noun phrase "the flower garden" in TL. All of the practices are motivated to preserve the natural text in TL, so that the translation will be natural and readable by the speakers of English.

2. Class Shift

Class shift is a change of the grammatical class of a word in the SL into different grammatical class in the TL. It occurs when the translation equivalent SL has a different grammatical class with the TL (Catford, 1965: 78). Let pay attention the following pair of sentences in which a grammatical class "noun" changes into "verb".

SL   *Tibalah saat yang dinanti-natikan, yaitu* **pengumuman** *pemenang.*

                                                N

TL

              Now it"s time   **to announce**   the winner.

                                                      V

                                              (Chandra, 2015: 116)

The word *pengumuman* in the data above has been changed into a different grammatical class, a verb (V) "to announce", in the English version. The motivation of this (grammatical class) shift is also to make the English version more natural and understandable for the readers.
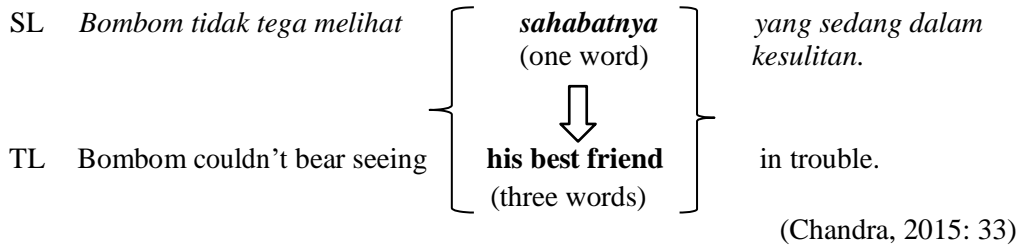
(3) Unit Shift

Unit shift is a change of rank scale which may happen from a morpheme to a word, a word to phrase, a phrase to a clause (from low rank to higher rank) or vice versa (from higher rank to low rank). Following is the example of unit shift which happens from high rank (a phrase, even a clause) into a single word.

SL   *Berteriaklah sesuaka,*   **tidak ada orang**   *yang akan menolongmu.*
                                                    (three Words)

TL   Scream as loud as you   **nobody**   will help you .
       can, but   (one Word)

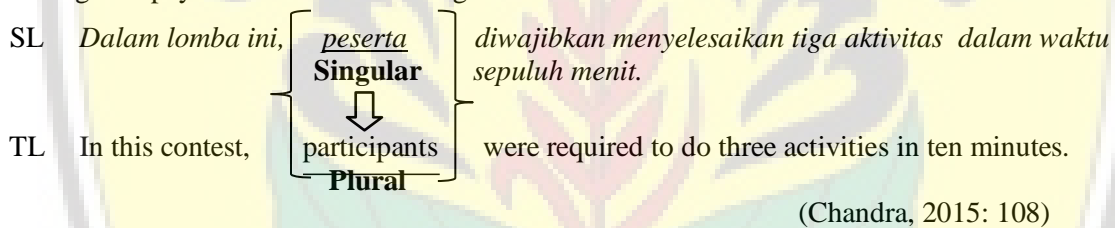   (Chandra, 2015:33)

As demonstrated by the pair of sentences above, the translator has done a shift of grammatical unit from a high rank consisting of three words *tidak ada orang* or a phrase (even a clause} meaning into a single word "nobody" in the translation version (the TL text). In contrast, it is also possible to apply a shift unit from a low level (one word) into a higher level (a phrase) as presented by the following data.

SL   *Bombom tidak tega melihat*   **sahabatnya**   *yang sedang dalam*
(one word)   *kesulitan.*

⇩

TL   Bombom couldn't bear seeing   **his best friend**   in trouble.
(three words)

(Chandra, 2015: 33)

The unit shift happens in the SL *sahabatku* (consisting of one word), and it is translated into "his best friend". The TL has three words (a phrase) to accommodate the single word *sahabatku*. This unit shift happens because English (unlike Indonesian) does not have a prefix meaning third person singular of possessive case. Consequently, the translator must choose the possessive pronoun for the third person (male) "his" and the single word is translated into "his friend". However, this translation "his friend" is not equal yet to *sahabatku* because not every friend is always *sahabat* in Indonesian. Therefore, it still needs another word "best" to describe the quality of his friendship. To make naturalness and more readable or understandable, the translator did translation shift and cultural adjustment.
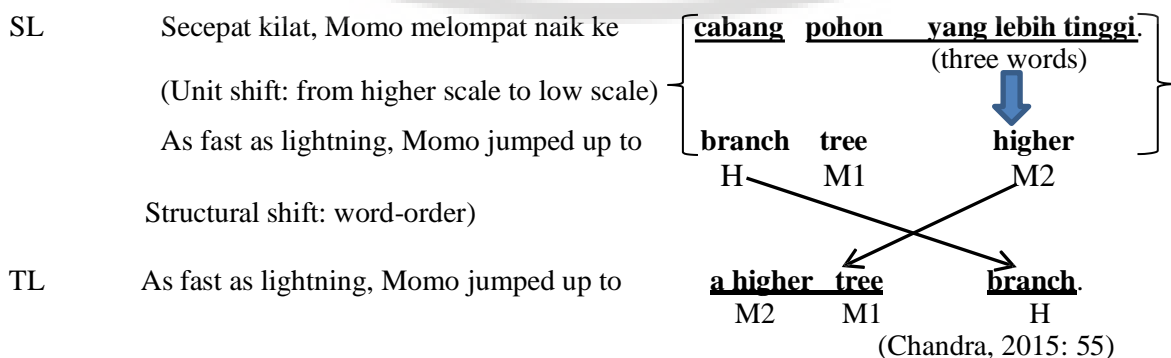
(4) Intra-system Shift

Intra-system shift happens when a term of a (single) noun in one language is changed into a plural term in another language. In the following example, the noun *peserta* is considered as a singular form (although the meaning can be plural). In contrast, every countable noun of English should be preceded by an article "a" or "an" if it shows singular meaning, and by plural prefix "-s" or "-es" if it shows the plural meaning. Let pay attention the following data.

SL   *Dalam lomba ini,*   *peserta*   *diwajibkan menyelesaikan tiga aktivitas dalam waktu*
Singular   *sepuluh menit.*

⇩

TL   In this contest,   participants   were required to do three activities in ten minutes.
Plural

(Chandra, 2015: 108)

The intra-system is applied in the translation above. The word *peserta* in the SL is categorized as a singular form because there is no prefix *para* added in the initial position or reduplicating the noun as the indication that the word belongs to plural form. It is translated into the plural noun "participants". It is categorized as the plural form because there is a suffix *-s* in its final position of the noun. Thus, this shift is claimed as an intra-system shift because there is change from a singular form into a plural one.

B. Multiple Category Shifts

Multiple category shifts mean the practical application of two or more category shifts in one datum of SL into TL. The following data prove the multiple shift applications in the translation process of this book.

SL   Secepat kilat, Momo melompat naik ke   **cabang   pohon   yang lebih tinggi**.
(three words)

           (Unit shift: from higher scale to low scale)

           As fast as lightning, Momo jumped up to   **branch   tree   higher**
                                                   H   M1   M2

           Structural shift: word-order)

TL   As fast as lightning, Momo jumped up to   **a higher tree   branch**.
                                                  M2   M1   H

(Chandra, 2015: 55)

The translation of the SL into TL above demonstrates the application of multiple shifts. First, the translator applied a unit shift in which the modifiers of *yang lebih tinggi* in SL that consists of three words is translated into one word „higher" in TL. Secondly, she applied a structure unit in which the order of the Head word (H) of the noun phrase *cabang* precedes the modifiers (M) *pohon yang lebih tinggi* in SL. The structure of the H and M is arranged into different order (where the M precedes the H). Therefore, the phrase "cabang pohon yang lebih tinggi" is translated into "higher tree branch". Finally, unlike Indonesian, English grammar requires an article for a countable noun such as „tree". Therefore, the final result of the translation of "cabang pohon yang lebih tinggi" in SL is "a higher tree branch" in TL. The application of unit shift, structure shift, as well as intra system shift in the English version (TL) is motivated by keeping the naturalness of the TL, so that the readers will get easy to read the text.

Another example of the application of multiple category shifts in translating this book can be demonstrated by the following pair of sentences. In this datum, the translator applied a class shift and a unit shift to translate the data to be natural and readable in TL text.

SL   *Terima kasih ya (kau) sudah*   **membantuku**.

TL   Thank you for   **your kind help**.

<div align="right">(Chandra, 2015:17)</div>

As demonstrated by the pair of sentences above, it is clear that the translator did at least two category shifts for translating the datum above. First, the word *membantuku* is considered as a verb (and an object) in SL. This verb is shifted into a noun phrase in TL "your kind help". Secondly, another shift (a unit shift) also occurs in this process of translation. The word *membantuku* in SL consists of one word, but it shifts into three words or a phrase "your kind help" in TL. The application of these shifts is motivated to preserve the TL expression natural and acceptable for the TL speakers.

Conclusion

Translation means transferring message from one language to another equally and the translation text is written naturally. Thus, translation quality is characterized by accuracy, acceptability, and readability. The equal message from one language to another is impossible to achieve if the translation text is not acceptable and readable for the TL readers. One of the common problems faced by the translator was the different structures between those two languages. These structural differences may cause the translator to be more careful in translating the text in order the TL text can be accepted and easily understood by the target readers. The natural translation or the TL text is acceptable and readable for the TL readers can be achieved through many ways. One of them is through translation shifts to make adjustments for the grammar of the TL. The shift is really needed in translation if the SL and TL belong to different language family, such as Indonesian and English.

In relation to translation shifts, this study was designed to observe the application of category shifts and the reason of using them in the process of translating a children bilingual book *Stories of 39 Winner Characters* by Chandra (2015). As for the category shifts, the translator applied all the types of category shifts in translating this book into English. They are structure shift, (grammatical) class shift, unit shift, and intra-system shift. In the practice of translation, the translator did not only apply a single category shift to translate one datum, but it is also very often she applied two more shifts or multiple shifts. The application of category shifts in the practice of translation this book is mostly motivated to preserve the natural translation in which she tried to make the TL text easily to read and understand for the TL readers. Therefore, through the category shifts, she tried to follow any rules governing the TL text.

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