

Please cite this paper as follows:

Kazemi, H., & Ranjbar Mohammadi, R. (2022). Systemic Functional Approach in Translation Quality Assessment of a Novel: A Case Study of *The Sound and The Fury*. *International Journal of Foreign Language Teaching and Research*, 10 (43), 207-221. <http://doi.org/10.30495/IJFL.2022.697449>

Research Paper

## Systemic Functional Approach in Translation Quality Assessment of a Novel: A Case Study of *The Sound and The Fury*

Hasan Kazemi<sup>1</sup>, Roya Ranjbar Mohammadi<sup>\*2</sup>

<sup>1 2</sup>Department of English, Bonab Branch, Islamic Azad University, Bonab, Iran

[royaranjbar@bonabiau.ac.ir](mailto:royaranjbar@bonabiau.ac.ir)

Received: April 26, 2022

Accepted: September 30, 2022

### Abstract

Translation quality assessment with its focus on the formulation of a comprehensive model for translation evaluation has gained a growing interest in the field of translation studies. However, little attention has been paid to the use of linguistic theories in the evaluative judgment of a translation. The aim of this study was to apply a particular kind of linguistic analysis based on systemic functional linguistics (SFL) as a framework for the translation quality assessment of a novel. Meanwhile, it aimed to identify the kinds of overt errors and the used translation strategies in English to Persian. To this end, thirty pages of *The Sound and The Fury* by Faulkner (1929) and its translation by Bahman Sholevar (2003) were selected and the mismatches across the three metafunctions of ideational, interpersonal and thematic meanings were identified based on SFL. The comparison of the source text (ST) and the target text (TT) revealed that the ideational meaning had the greatest number of errors as produced by the translator. Moreover, omission constituted the largest kind of overt translation error. Thus, the translator had mostly used the text reduction strategies and text expansion strategies in translating the ST. The results showed that SFL can successfully be applied to evaluate the correct translation of the three metafunctions of language. This study has important implications for syllabus designers of translation studies, translation teachers and literary translators.

**Keywords:** *Ideational meaning, Interpersonal meaning, Metafunction, Systemic functional linguistics, Thematic meaning*

### رویکرد کارکردی سیستمی در ارزیابی کیفیت ترجمه یک رمان: مطالعه موردی *The Sound and The Fury*

ارزیابی کیفیت ترجمه با تمرکز بر تدوین یک مدل جامع برای ارزیابی ترجمه، توجه روزافزونی به حوزه مطالعات ترجمه پیدا کرده است. با این حال، توجه کمی به استفاده از نظریه های زبانی در قضاوت ارزشی ترجمه شده است. هدف این مطالعه به کارگیری نوع خاصی از تحلیل زبانی مبتنی بر زبان شناسی عملکردی سیستمی (SFL) به عنوان چارچوبی برای ارزیابی کیفیت ترجمه یک رمان بود. ضمناً با هدف شناسایی انواع خطاهای آشکار و راهبردهای ترجمه انگلیسی به فارسی مورد استفاده قرار گرفت. برای این منظور، سی صفحه از کتاب «صدا و خشم» اثر فاکنر (۱۹۲۹) و ترجمه آن توسط بهمن شولهور (۲۰۰۳) انتخاب شد و عدم تطابق بین سه فراکارکرد معنایی فکری، بین فردی و موضوعی بر اساس SFL شناسایی شد. مقایسه متن مبدأ (ST) و متن مقصد (TT) نشان داد که معنای ایده آل بیشترین تعداد خطا را در مترجم دارد. علاوه بر این، حذف بزرگترین نوع خطای ترجمه آشکار است. بنابراین، مترجم بیشتر از راهبردهای کاهش متن و راهبردهای گسترش متن در ترجمه ST استفاده کرده است. نتایج نشان داد که SFL را می توان با موفقیت برای ارزیابی ترجمه صحیح سه فراکارکرد زبان به کار برد. این مطالعه پیامدهای مهمی برای طراحان درسی مطالعات ترجمه، معلمان ترجمه و مترجمان ادبی دارد.

واژگان کلیدی: معنای ایده آل، معنای بین فردی، فراکارکرد، زبان شناسی کارکردی سیستمی، معنای موضوعی

## Introduction

Linguistic theories play a main role in the development of a translation theory. In fact, without the use of the linguistic theory, it would be difficult for the translation theory to be theorized and systematized, even though the translation process is greatly affected by non-verbal characteristics, such as culture and esthetics created by different languages. The study of translation theory would be benefited from the theory of systemic functional linguistics (SFL) (Herawati, 2010). Many scholars of translation studies have called SFL as a powerful tool for decreasing the subjectivity of translation assessment (Kim & Matthiessen, 2015; Li, 2017).

Translation has always been considered as an important part of communication between languages and cultures (O'Connell, 2007). It is a meaning making activity and all kinds of translations lead to the creation of meaning (Halliday, 1992). Meanwhile, translation is a highly complex task because the translator has to understand the cultural and the linguistic systems of the source text (ST), decode it and then encode it into the cultural and the linguistic systems of the target text (TT) (Nguyen, 2015). Complexity of translation is due to its continuous challenge with meaning (Manfredi, 2011). Therefore, texts are considered as layers of multidimensional meanings rather than containers of content (Steiner & Yallop 2001). Regarding language as a system for meaning-making, SFL provides a helpful set of means for exploring the language and its meaning in a communicative context. Hence, translation being mainly concerned with the text and the meaning encoded in it can utilize SFL in examining texts for translation purposes (Nguyen, 2015). On the basis of SFL approaches to language, meaning is encoded both in the text and the context in which the text is produced. Like translation in which vocabulary and grammar play an important role, SFL also deals with lexico-grammar which includes both lexis and grammar (Halliday, 1978). Systemic functional approaches toward translation studies have mainly focused on the study of the parameters of translation shift and translation equivalence (Wang, 2015). Hence, SFL is particularly relevant to translation because according to Manfredi (2008), it is not concerned "with a static or prescriptive kind of language study, but rather it describes language in actual use and centers around texts and their contexts" (p.49). Thus, the theoretical problems of translation can be explored through a systemic functional perspective and functional grammar can be used as an instrument for the text analysis and the creation of a new text in the target language (Manfredi, 2008).

SFL is based on the linguistic theory of Halliday (1978) which shows the relationships between language and context and describes how people use semiotic resources strategically in order to communicate appropriately across a set of different contexts (Schleppegrell, 2004). According to this theory, language is considered as a set of systems from which users can make choices to make meanings in a social context to get certain communicative functions (i.e., interacting with others, expressing their experiences, or organizing coherent and logical messages (Hyland, 2004). In SFL, the three variables of the context of situation (field, tenor and mode) affect our language choices because they are linked to the ideational, interpersonal and textual metafunctions of language which Halliday calls 'semantic metafunctions. This relationship is known as the context-metafunction resonance (Hasan, 2014) and is very important in understanding SFL's concept of social life as a semantic construct (Bartlett & O'Grady, 2017). Thus, the field of discourse activates ideational meaning; tenor determines interpersonal meaning and mode identifies textual meaning. To put it briefly, ideational metafunction is the result of language being used to represent experience and to communicate information. In other words, language presents a theory of human experiences and some lexicogrammar resources of every language are devoted to it. Ideational meaning is divided into two components: the experiential and the logical (Halliday & Matthiessen, 2013). The experiential component encodes the experiences while the logical component shows the relationship between them (Manfredi, 2011).



According to Halliday and Matthiessen (2013), the ideational function of language is 'language as reflection'. In ideational metafunction, transitivity is one of the clause analysis methods. There are three elements in the transitivity process. The participants in the process, the process itself and the circumstances connected with the process. Halliday has also divided the process types into six ones: mental, material, behavioral, verbal, relational and existential (Halliday, 2001). Through the logical meaning, clauses are linked together by means of logico-semantic relations to form clause complexes. Two main systems of taxis and logico-semantic relations determine how clauses are related to each other. Taxis or the degree of interdependency is composed of the two elements of parataxis and hypotaxis. In parataxis, the two clauses are of equal status; in other words, the two clauses related to each other are independent. In hypotaxis, the two clauses linked together are not of equal status and one of them is independent and the other is dependent. The selection between hypotaxis and parataxis shows the relations between two clauses within a clause complex. Clause complexes are often composed of a combination of hypotaxis and parataxis (Halliday & Matthiessen, 2013).

Interpersonal metafunction of language is used for human interaction. In other words, language is used for enacting our personal and social relations with other people. The clause of a grammar does not only represent some processes with its different participants and circumstances, but it is also a proposal or proposition through which we question or inform, make an offer or give an order and express our attitudes toward whom we are speaking with and what we are speaking about. This kind of meaning is more active. Hence, the interpersonal meaning of language is 'language as an action'. Thus, interpersonal metafunction is both personal and interactive (Halliday & Matthiessen, 2013); and it shows the relationship between interactants and their attitudes and is realized in grammar by the systems of mood, modality and appraisal (Miller, 2005).

The textual metafunction of language refers to the construction of a text. In other words, it is the need for a text to be a coherent and a cohesive whole. In textual metafunction, the clause is represented as a message and the textual resources are divided into structural and conjunction resources. The structural resources refer to the thematic structure of the text (theme and rheme) and information structure (given and new information). The cohesive resources refer to conjunction, ellipsis, reference and lexical cohesion. The thematic structure is composed of two parts: theme and rheme. Theme always starts from the beginning of a clause and it creates the environment for the remainder of the message, rheme. Themes can be marked or unmarked. Unmarked themes are usually the subject of the clause and marked theme is something other than the subjects. Adverbial groups (like yesterday, suddenly, finally) and propositional phrases (in the morning, in the afternoon, etc.) are the most common types of marked clauses. In fact, the clause is the unit in which different kinds of meaning including ideational, interpersonal and textual meanings are integrated into a single syntagm (Halliday & Matthiessen, 2013).

One indicator of translation quality assessment is the number of the translation errors in the target language test. Error counts can be used to assess quality in general and fidelity in particular (Gile, 1994). On the basis of House's (1977, 2015) model of translation quality assessment, translation errors can be divided into the two types of covertly erroneous translations and overtly erroneous translations. The covert errors include the mismatches along the situational dimensions and the overt errors include those which result from a mismatch of a denotative meaning of the ST and the TT elements. Overt errors are grouped into two categories. The first category concerns with the denotative errors that can be subdivided into additions, omissions, substitutions consisting of either wrong combinations or wrong selections of ST elements. The second category of overt errors or breaches of the target language system is divided into the cases of ungrammaticality and cases of dubious acceptability or breaches of the norms of usage.

Additions and omissions are the most frequent strategies translators refer to when they encounter a problem in translation. The lexical and structural complexities in translating a text and the cultural specific elements in the ST cause the translator to omit a culturally undesired part from the ST or to add another part to the TT. Because the systems of the two languages are either culturally or systematically different, such changes like adding or omitting a part of the text may be unavoidable (Bielsa & Bassnett, 2009; Hatim & Munday, 2004). It should be mentioned that beside addition and omission, some other techniques like substitution (Baker, 1992) may be used to compensate the loss of meaning in translation. Any text can be subjected to misrepresentation or distortion when it is expanded or some additional information is added to it, or when it is reduced or some information is omitted from it (Bassnett, 2002).

Since the founding of SFL, different researchers have adopted this theory to study translation. In a study, Dupont (2020) investigated the placement of the conjunctive adjuncts (e.g. *however*, *therefore*) in two registers including the research articles and editorials using the framework of SFL and relying on the concepts of theme and rheme to describe this placement. The aim of the study was to explore the effect of register variation on the differences between two languages of French and English. The results of the study showed that although register variation had an important role on the placement of conjunctive adjuncts into each language system, language was a better predictor of placement than register. This was because of the fact that the cross-linguistic differences in placement between French and English were fixed across different communicative situations. In another study, Najafi Dehkordi (2018) investigated the extent to which ideational meaning, interpersonal meaning and textual meaning are accurately translated by 15 M.A. translation students in Iran. The students were randomly selected and they were given the text of *State-Sponsored Horror in Oklahoma* to translate. Then, each clause of the English text and its translation was analyzed to identify the three metafunctions of language and to classify the errors. The results showed that ideational meaning was the most frequent kind of errors. The results of this study was compatible with Halliday's statement that a translation is not considered as a good translation if the TT does not match the ST ideationally.

This study relied on the linguistic aspects of translation based on SFL as the framework for this study. It compared the novel of *The Sound and The Fury* (1928) by Faulkner and its translation by Bahman Sholevar (2003). The ST and the TT was described with regard to the linguistic properties used to encode ideational, textual and interpersonal meanings. The translator's sensitivity to the selected meaning in the ST and his way of retexualizing this meaning on the TT based on SFL principles underlied the translation quality assessment in this study. In many studies conducted on translation quality assessment, the linguistics dimension of the language of translation as the focus of research has been neglected. Meanwhile, many translators try to create equivalence in terms of ideational meaning and they forget the interpersonal and the textual aspects of meaning. According to Halliday (2001), equivalence in translation should be done in the three metafunctions of language (ideational, textual and interpersonal meaning).

The present study is designed to answer the following questions:

What is the frequency of errors in the three metafunctions suggested by SFL?

What kinds of overt errors have been occurred in the translation process of the three metafunctions of language?

Which strategies has the translator frequently used in translating *The Sound and The Fury*

Can SFL be appropriately used to evaluate the correct translation of the three metafunctions of language?

## Materials

For the purpose of this study, Faulkner's (1929) novel of *The Sound and The Fury* in its English version as the ST and its translation by Bahman Sholevar (2003) as the TT were chosen as the case study. Then, the mismatches in the three metafunctions in the ST and the TT were identified according to the Halliday's (1978) model of SFL and the type of overt translation errors were identified according to House (1977) model. The data collection process and analysis were done in a systematic way and the results were presented in the form of graphs.

## Procedure

This study which is a descriptive qualitative one aims to assess the translation quality of Faulkner's (1929) *The Sound and The Fury* and its Persian translation using Halliday's SFL model. To do so, the different sections of the book from the beginning, the middle and the end sections were selected in order to represent the whole work. Some clauses of the ST were analyzed in order to see the mismatches in the ideational, interpersonal and textual meanings in the ST and the TT. Then, the translated Persian clauses were compared with the original ones to identify the translation errors based on three metafunction (ideational, interpersonal and textual), the error types (omission, addition, substitution, breaches of the target language system), and the translation strategies used mostly by translator. Finally, the frequency and percentage of the errors in each metafunction of language, the error types and the used translation strategies were identified and tabulated separately.

## Results

### Ideational meaning

Ideational meaning which is activated by field is divided into experiential and logical meaning. Experiential meaning shows the way we experience the world by encoding the experiences and logical meaning shows the relationships among experiences. Experiential meaning is built up by the transitivity systems which is represented on the participants, processes and circumstances (Santosa, 2003). Transitivity constructs experiences into a set of manageable processes (Halliday, 2004). A process consists of three elements: the process itself, participants, and the circumstances related to that process. The Participants and circumstances are the main elements in the process. According to Halliday (2004), there are different types of processes among them are material, mental, verbal and behavioral processes. Material processes need to do with performing an action. They are processes of doing. Mental processes describe state of mind and that they do with the process of sensing and verbal processes are the processes of saying, speaking, talking and explaining. Finally, behavioral processes are the processes of behaving (Gerot and Wignell, 1995).

### Experientially inaccurate sentences

Example 1: The carriage jolted and crunched on the drive.

TT: درشکه تلق و تلوق می‌کرد و روی خیابان باغ بالا پایین می‌پرید.

In this sentence, the circumstance of manner (on the drive) is misrepresented in translation. The translation error applied in this sentence is **substitution**. It could simply be translated as follows:

"درشکه تلق و تلوق می‌کرد و در هنگام حرکت بالا پایین می‌پرید."

Example 2: let's run to the house and get warm.

TT: بیا بریم خونه گرم شیم.

In this sentence, the material process (run) has been undertranslated and its exact meaning has not been conveyed in the TT. Meanwhile, the conjunction (and) has not been translated. The translation error is **omission**. The following translation has been suggested for it.



"بیا سریع بریم خونه و گرم شیم."

Example 3: it's rather excruciating-ly apt that you will use it to gain the reducto absurdum of all human experience which can fit your individual needs no better than it fitted his or his father's.

TT: بطرز عذاب‌دهنده‌ای شایسته است که آنرا برای تحصیل پوچی تجارت بشری بکار ببری که همانقدر بدرد احتیاجات شخصیت بخورد که بدرد احتیاجات پدرت یا پدر پدرت خورد.

In this case, the experiential meaning of the clause is misrepresented by not precisely translating the circumstance of quality (rather excruciatingly) in the first clause and the circumstance of means (to gain the reducto absurdum). The transition error is **substitution** at the lexical level. It could be simply translated as follows:

"اکیدا بهت توصیه می‌کنم که تو ار آن برای تحصیل برهان خلف تمام تجارب بشری استفاده کنی که همانقدر بدرد احتیاجات شخصیت بخورد که بدرد احتیاجات پدرت یا پدر پدرت خورد."

Example 4: You'd better slip on your pants and run.

TT: بهتره شلوارتو پات کنی و بدوی.

In this case, the material process has been misrepresented. Slip on here means to do as quickly as possible. Thus, some components of its meaning has been omitted in the translated text. **Omission** can be considered as a translation error in this sentence. It could be translated as follows:

بهتره هر چه زودتر شلوارتو پات کنی و بدوی.

For More examples on experientially inaccurate sentences, see appendix 1.

## Logical meaning

### Taxis

Taxis is the way of linking clauses in certain meaningful and systematic ways to form a complex clause (Eggins, 2004). Clause complex has interdependent relationship in a way that one unit is interdependent on another unit (Halliday, 2004). On the basis of the interdependent relationship, the clause complex can be divided into paratactic and hypotactic. Paratactic is the relationship between two independent clauses. The conjunctions that connects these two clauses are and, or, yet. Sometimes, comma and semicolon may be used to connect these clauses. Hypotactic is the relationship between one independent clause and a dependent clause (Halliday, 2004).

### Lexico-semantic relations

Lexico-semantic relations and taxis link two or more clauses in a clause complex. According to Halliday (2004), there are different kinds of lexico-semantic relationships any of which may hold a primary or secondary place in a clause. The lexico-semantic relationship is the expansion of meaning of the clause complex into two ways: projection and expansion (elaborating, extending, and enhancing) (Halliday and Matthiessen, 2013).

Example 5: We stooped over and crossed the garden, where the flowers rasped and rattled against us.

TT: دولا شدیم و از باغ گذشتیم. به جایی رفتیم که وقتی گلها به ما می خوردند خس خس میکردند.

The clause complex is a hypotactic clause showing elaboration, i.e. the dependent clause clarifies and elaborates the meaning of the independent clause by adding an explanatory statement to it. However, the translator has changed the hypotactic clause complex into two I clause complexes. Moreover, the logico-semantic relation in the translation is not observed at all and the dependent clause is translated as a separate sentence. Therefore, the TT has not



represented the logical relation between the two clauses. The translation error is **substitution** at the syntax level. It could be translated as:

"ما دولا شدیم و از باغ جایی که گلها موقع برخورد با ما خس خس می کردند گذشتیم."

Example 6: I can't make them come if they ain't coming.

TT: آگه خودشون نخوان بیان من که نمی تونم مجبور شون کنم.

The clause complex is a hypotactic enhancing clause of a causal-conditional relationship. The translator has changed the order of dependent and independent clauses. The translation error is **substitution** at syntax level. It could be simply translated as:

"من نمی تونم آنها رو وادار کنم بیان اگر خودشون نخوان"

Example 7: Because no battle is ever won he said. They are not even fought.

TT: گفت چون هیچ نبردی فتح نمیشود حتی در هم نمی گیرد.

In this case, the two sentences have been translated as if they are paratactic clauses. Meanwhile, the experiential meanings of the two sentences have not been conveyed very well in the translated text. The translation error is **substitution** at word and syntax levels. It could simply be translated as:

"او گفت چون هیچ نبردی تا به حال برنده ای نداشته است. حتی جنگی هم صورت نمی گیرد."

## Textual Function in Persian and English

### Thematic Structure

In SFL approach to text analysis proposed by Halliday (2001), theme is always the first element in the clause followed by rheme which is the remainder of the clause. There are three kinds of themes: topical theme which is the first ideational element; textual theme which is the conjunctive adjunct or conjunction; and interpersonal theme which is a modal adjunct (Munday, 1998). According to Munday (1998), theme coincides with the grammatical subject of a clause in English.

### Textually inaccurate translations

Example 8: **Listen at you**, now.

TT: حالا نگاه کن.

Here the predicator (verb) is the marked theme (listen). The order of theme and rheme is not observed in this translation. Meanwhile, the translator has wrongly misinterpreted the sentence, i.e. the transitivity pattern and experiential meaning is violated. The translation error is **substitution** in which the marked theme is substituted by another marked theme. It could be simply translated as

"غر نزن حالا."

Example 9: You don't want your hands froze on Christmas, do you.

TT: مگه میخوای روز عید دستت یخ زده باشه.

In this sentence, the topical theme is *You* and the remainder of the sentence is the rheme. Here the translator not only has changed the transitivity and experiential meaning of the circumstance of the clause (Christmas is translated to عید), but he also has changed the place of theme and rheme. The translation error is **cultural substitution and substitution** at syntax level. It could be translated in the following way:

"تو که نمیخوای تو کریسمس دستات یخ بزنه، میخوای؟"

Example 10: Uncle Mury was putting the bottle away in the sideboard in the dining room.

TT: در ناهار خوری دایی موری داشت بطری را توی قفسه سر جایش می گذاشت.

The topical theme is Uncle Mury and the rheme is the remainder of the sentence. The translator has changed the order of theme and rheme in translation. The translation error is **substitution**. It could be translated as follows:

"دایی موری داشت در ناهار خوری بطری را سر جایش در قفسه می گذاشت."

For more examples on textually inaccurate sentences, see appendix 2.

### Interpersonal Meaning

Language is always enacting our social and personal relationships with other people we are speaking with. The clause of the language is not only a process of conveying the experiences but also is a proposal or proposition through which we question or give information, make an offer or give an order and express our attitudes toward the person with whom we are speaking and what we are speaking about (Halliday & Matthiessen, 2013). Interpersonal meaning is used to encode interaction and it is expressed through mood or modality (Halliday, 2001).

#### Mood/Modality

According to Halliday and Matthiessen (2013), a clause is composed of two parts: a mood which is a combination of a subject and a finite and a residue which is the remainder of the clause. The mood element carries the meaning of a clause as an interactive event. Residue consists of a combination of three functional elements: predicator, complement and adjunct.

Sister Susie	's	sewing	shirts	for soldiers
Mood	finite	predicator	complement	adjunct
	mood		residue	

### Interpersonally inaccurate translations

Example 11: Perhaps, it'll be the best thing, for all of us.

TT: شاید این برای ما بهتر از هر چی باشه.

The sentence begins with a modal adjunct (perhaps) followed by a subject (it) and a finite ('ll); both of which form the mood. The finite ('ll) has not been translated in the TT. The finite and the predicator have been infused into one single lexical verb and this has changed the mood structure of the clause. The translation error is **omission**. The correct translation can be as follows:

شاید، این برای همه ما بهترین چیز خواهد بود.

Example 12: I could hear Queenie's feet and the bright shapes went smooth and steady on both sides, the shadows of them flowing across Queenie's back.

TT: صدای پای کویینی را میشنیدیم و شکلهای روشن و صاف و مرتب در دو طرف رد میشدند و سایه‌هایشان روی پشت کویینی میافتاد.

In this sentence, there is a paratactic relationship between the first and the second clauses and a hypotactic relationship between the second and third clauses. The first clause is composed of a subject (I) and a finite (could), both of which form the mood. The finite (could) has not been translated in the TT. The finite and the predicator have been infused into one single lexical verb and this has changed the mood structure of the clause. Moreover, the transitivity and the experiential meaning of the second clause has been violated in which the circumstance of manner (smooth and steady) has not been translated correctly. Meanwhile, the logical relationship of the second and the third clause has not been observed in the TT and the relationship between the second and the third clause has become paratactic. The translation error is **omission** and **substitution** at syntax level. The correct translation could be as follows:

"من می‌توانستم صدای پای کویینی را بشنوم و شکلهای روشن به آرامی و پی در پی از هر دو طرف رد می‌شدند طوری که سایه‌هایشان روی پشت کویینی می‌افتاد."

Example 13: We're going to the cemetery." Mother said.





TT: ما میریم قبرستون

One again, the finite ('re) has not been translated in the TT. The translation error is **omission**. The correct translation could be like this.

"ما داریم میریم قبرستون."

Example 14: Then she begun to cry again, talking about how her own flesh and blood rose up to curse her.

TT: بعد او دوباره گریه را سر داد، و صحبت از این میکرد که چطور اولاد خودش قد علم کرده بودند تا او را نفرین کنند.

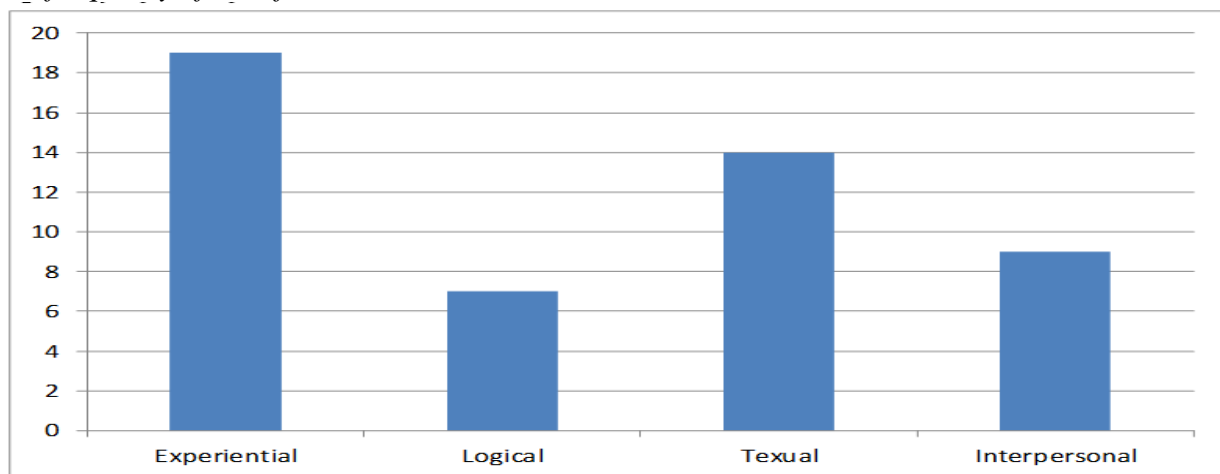
In this case, there is not any finite in the dependent clause, however, the predicator (rose up) has been translated with a finite included in it. Thus, the mood structure of the ST has been changed. Also, the hypotactic clause has been translated into paratactic one. Thus, the logico-semantic relationships of these clauses have been changed. Meanwhile, the experiential meaning of the circumstance of role has been misrepresented. The translation errors are **substitution at word level, substitution at semantic level and addition**. The correct translation could be as follows:

"بعد او دوباره گریه کرد، در حالیکه صحبت از این میکرد که چطور فردی از گوشت و خون خود قد علم کرد تا او را نفرین کند."

### Frequency of Metafunctional Errors and Error Types

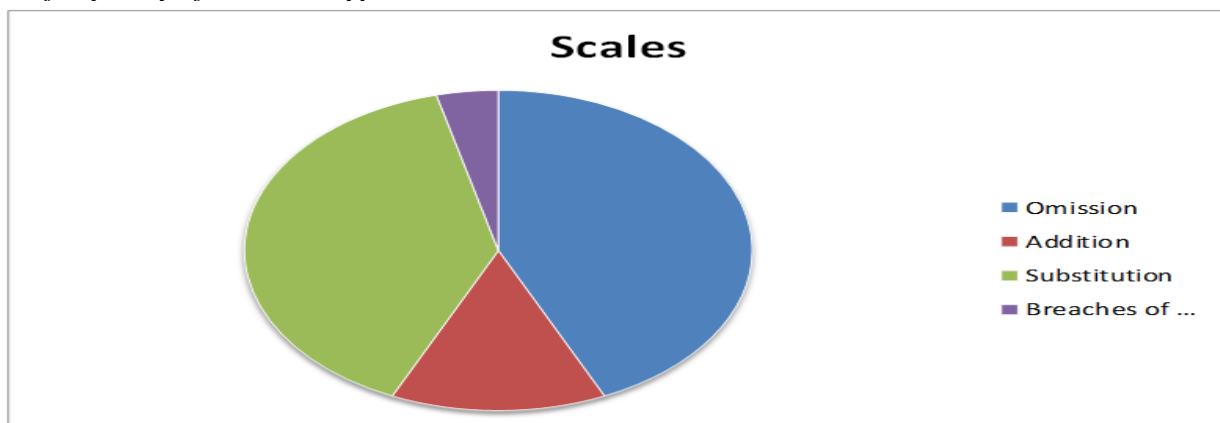
**Figure 1**

*The frequency of metafunctional errors*



**Figure 2**

*The frequency of the error types*



## Discussion

The comparison of the ST and the TT revealed a number of mismatches along the three metafunctions of ideational, interpersonal and thematic meanings. As shown by Figure 1, it is clear that the experiential meaning had the highest number of errors among the other categories. Textual meaning, interpersonal meaning and logico semantic relationships formed the second, the third and the fourth categories of errors, respectively. It should be mentioned that the ideational meaning is composed of experiential and logical components. Therefore, ideational meaning is considered as one of the metafunctions of the language in which the greatest number of errors has been produced by the translator. The cause of a high number of errors in ideational meaning may refer to some factors such as the existence of multiple equivalences such as *quit talking* translated as *harfam ra boridam* rather than *saket shodam*, imperfect knowledge of the target language such as *reducto absurdum* translated as *poochi* rather than *borhan kholf* or *crawl* translated as *too raftan* rather than *sinekhiz raftan* and the errors which are due to the lack of time, stress and oversight such as *experiences* translated as *tejarat* rather than *tajarob*. The fact that the translator had produced the highest number of errors in ideational meaning is compatible with the results of the study carried out by Najafi Dehkordi (2018). In a study to investigate the role of SFL in the text analysis of the translated texts by 15 M.A. translation students, Najafi Dehkordi (2018) found that the students made the highest number of errors in translating ideational meaning. According to Halliday (2001), translation equivalence occurs in the ideational metafunction and a translation is not qualified as a good translation if the TT does not match the ST ideationally. Therefore, one of the main criticisms made of the translated texts is that while the ST and the TT may be equivalent ideationally, they may not be equivalent interpersonally or textually. Therefore in translation equivalence, high value can be attributed to the interpersonal or the textual meaning in the case that the ideational meaning is taken for granted. By these explanations, the answer to question one gets clear.

The overt kind of translation is needed for literary texts (House, 1977). Out of 51 errors, 22 (43.1%) belonged to omission, which constituted the largest number of errors. Substitution, addition, and breaches of the target language system formed 20 (39.2%), 7 (13.7%) and 2 (3.9%) errors, respectively (Figure 2). It should be mentioned that all of these errors belonged to the subcategories of mild semantic errors in which the inaccuracy in the translation of some lexical items only slightly distorted the intended meaning and mild phrasing error where the translator only conveys the gist of what is said and does not exactly translate the whole sentence (Barik, 1994). According to Baker (1992), "A certain amount of loss, addition, or skewing of meaning is often unavoidable in translation; language systems tend to be too different to produce exact replicas in most cases" (p.57). Omission was the most frequent error because the translator had intentionally or unintentionally had omitted some of the meaning components of the lexical items or he had omitted some parts of the text. Meanwhile, substitution was the second type of error because the translator had chosen an unacceptable lexical item or clause or he had changed the grammatical structure of the sentence. The results of this study is compatible with the results of the study done by Heidari Tabrizi, Chalak and Taherioun (2013) on assessing the quality of the Persian translation of Orwell's *Eighty-four* based on House (1977, 2015) model of translation quality assessment. The results of their study showed that omission and substitutions were considered as major errors. Thus, it can be said that the translator of *The Sound and The Fury* had used text reduction strategies such as omission and text expansion strategies such as addition and substitution in translating the novel. By these explanations, the answer to the questions 2 and 3 gets clear.

With the systemic approach trying to explain the internal relationships of a language as a system and with the functional approach seeing language as a device for social interaction, SFL

considers both the form and the function and can be used in translation quality assessment (Nguyen, 2015). Meanwhile, SFL can mainly be used for text analysis. Thus, SFL is useful to the theory and practice of translation and it can be used to investigate the theoretical problems of translation (Herawati, 2010). As it is clear for this study, SFL was successfully applied to evaluate the correct translation of three metafunctions of language. As noted by Halliday (2001), all three metafunctions of language should be considered in assessing the translation quality of a text. These explanation make the answer of the question 4 clear.

### Conclusion

The aim of this study was to show that the theoretical framework of SFL can provide an effective metalinguistic resource in translation quality assessment. Hence, the translation quality of the novel of *The Sound and The Fury* was assessed through the three metafunctions of language presented by SFL. SFL can provide an extensive amount of choice in text production (Gil, 2013). Therefore, it can be used to compare the ST and the TT in translation studies and to find the deficiencies in translation. In this study, the translation errors were classified along SFL taxonomy of the language metafunctions into ideational, textual and interpersonal meanings. Meanwhile, the types of overt errors frequently done by the translator were categorized into omission, substitution, addition and breaches of target language system. The results of this study showed that from among the three metafunctions of language, ideational meaning had the largest number of errors in the translation of the *Sound and the Fury* translated by Bahman Sholevar (2003). This is because of the fact that translation equivalence is usually described in ideational terms in a way that if a translation does not match the ST ideationally, it cannot be considered a translation (Manfredi, 2011). Textual meaning and interpersonal meaning formed the second and the third categories of errors. It should be mentioned that different values is ascribed to textual and interpersonal meaning in translation because equivalence in translation can be achieved through the three metafunctions of language (Halliday, 2001). The types of errors usually done by the translator were mostly omission and substitution. Therefore, the existence of different types of errors in literary translations calls the need for the translation quality assessment of literary texts in Iran. Taking into account the theoretical framework of SFL, translators can detect and avoid many problems and errors in translation. The findings of this study showed that the translator of *Sound and Fury* had applied different strategies such as expansion (addition and substitution) and reduction strategies (omission) in the translation of the ST. These strategies occurred at the word and sentence levels. Hence, the translator trainees should be trained to use these strategies correctly and to recognize and utilize larger textual elements.

SFL approach to translation studies might have significant implications for syllabus designers of translation studies, translation teachers and literary translators. The syllabus designers might design a curriculum in which they use SFL as a linguistic model for translation studies and translation quality assessment. The teachers could teach the principles of SFL to translation trainees because the SFL-based practice in translation may be effective in improving their knowledge of text analysis. Hence, students who are informed of SFL principles can learn how to use ideational, textual and interpersonal resources to translate more elaborately and to organize their translated texts into meaningful units. According to Pérez (2005), “translation trainees should be exposed to a variety of approaches to translation which are inspired by and connect to different theoretical schools so that students are in this way taught to be flexible in their approach to texts and will also learn theory in practical application” (p. 1). Meanwhile, the literary translators can apply SFL principles in the translation of literary texts so that they can get familiar with the problems encountered in the translation of these kinds of texts and the strategies they can use in order to cope with those problems. Thus, they can provide equivalence not only in ideational meaning but also in textual and interpersonal meaning too.

The following suggestions and recommendations can be incorporated in including the framework of SFL into translation studies. First, this study was carried out on a sample of thirty pages of the book of the Sound and the Fury and its translation. Similar studies with a broader sample are required to prove the results of the study. Second, this study adopted a qualitative methodology of SFL-based textual analysis of the ST and compared it with its translation. Other studies may assess the translation quality of two or more texts to see whether they conform to the SFL principles and whether equivalence is provided in the three metafunctions of language or not. Third, this study was conducted on English-Persian translation of the novel of the Sound and the Fury. Other studies can be carried out on Persian-English translations and other literary texts such as poems. Fourth, this study investigated the translation quality in terms of the three metafunctions of language. Further research might also assess the translation quality of these metafunctions on interpretations or oral translations.

## References

- Baker, M. (1992). *In other words: A course book on translation*. London and New York: Routledge.
- Barik, H. C. (1994). A description of various types of omissions, additions and errors of translation encountered in simultaneous interpretation. *Bridging the gap: Empirical research in simultaneous interpretation*, 3, 121-137.
- Bartlett, T., & O'Grady, G. (Eds.). (2017). *The Routledge handbook of systemic functional linguistics*. Oxon/ New York: Routledge.
- Bassnett, S. (2002). *Translation studies* (3rd ed.). USA and Canada: Routledge.
- Bielsa, E., & Bassnett, S. (2009). *Translation in Global News*. New York: Routledge.
- Cheng, F. W., & Chiu, M. C. (2018). Scaffolding Chinese as a second language writing through a Systemic Functional Linguistics approach. *System*, 72, 99-113.
- Dupont, M. (2020). Placement patterns of English and French conjunctive adjuncts of contrast: The impact of register. *Languages in Contrast*, 20(2), 263-287.
- Faulkner, W. (1329). *The sound and the fury*. New York: Random House, Inc.
- Gerot, L. (1995). Making sense of text. Cammeray, NSW: Gerd Stabler, Antipodean Educational Enterprises.
- Gil, J. (2013). A neurocognitive interpretation of systemic functional choice. In L. Fontaine, T. Bartlett, & G. O'Grady (Eds.), *Systemic functional linguistics: Exploring choice* (pp. 179-206). London: Cambridge U.P.
- Gile, Daniel (1994). Methodological aspects of interpretation and translation research. In S. Lambert & B. Moser-Mercer (Eds), *Bridging the Gap: Empirical Research in Simultaneous Interpretation* (pp. 39-56). Amsterdam /Philadelphia: John Benjamins.
- Halliday, M. A. K. (1978). *Language as social semiotic: The social interpretation of language and meaning*. London: Edward Arnold.
- Halliday, M.A.K. (1992). Language theory and translation practice. *Revista Internazionale di tecnica della traduzione*, 0, pp. 15-25.
- Halliday, M.A.K. (2001). *An introduction to functional grammar*. Arnold, London.
- Halliday, M. A. K. (2004). The language of science (Vol. 5 in the Collected Works of M. A. K. Halliday, edited by J. J. Webster). London: Continuum.
- Halliday, M. A. K., & Matthiessen, C. M. I. M. (2013). *Halliday's introduction to functional grammar* (4th ed.). New York: Routledge.
- Hasan, R. (2014). Towards a paradigmatic description of context: systems, metafunctions, and semantics. *Functional Linguistics*, 1(9), 9-54.

- Hatim, B., & Munday, J. (2004). *Translation: An Advanced Resource Book*. New York: Routledge.
- Heidari Tabrizi, H., Chalak, A., & Hossein Taherioun, A. (2013). Assessing the quality of Persian translation of Orwell's Nineteen Eighty-Four based on House's model: Overt-covert translation distinction. *International Journal of Foreign Language Teaching and Research*, 1(2), 11-21.
- Herawati, A. (2010). Systemic functional linguistics as a basic theory in translating English wordplays. *Humaniora*, 1(2), 372-379.
- House, J. (1977). *A Model for Translation Quality Assessment*. Tübingen: Narr.
- House, J. (2015). *Translation quality assessment; past and present*. London: Routledge.
- Hyland, K. (2004). *Genre and second language writing*. Ann Arbor: University of Michigan Press.
- Kim, M., & Matthiessen, C. M. (2015). Ways to move forward in translation studies: A textual perspective. *Target. International Journal of Translation Studies*, 27(3), 335-350.
- Li, L. (2017). An examination of ideology in translation via modality: Wild swans and Mao's last dancer. *Journal of World Languages*, 4(2), 118-144.
- Manfredi, M. (2008). *Translating Text and Context: Translation Studies and Systemic Functional Linguistics* (Vol. 1). Bologna: CeSLIC.
- Manfredi, M. (2011). Systemic functional linguistics as a tool for translation teaching: Towards a meaningful practice. *Rivista Internazionale di Tecnica della Traduzione*, 13.
- Miller, D. R. (2005). Language as Purposeful: Functional Varieties of Texts, in the series DR Miller. *ALMA DL: Asterisco, Bologna*.
- Munday, J. (1998). Problems of Applying Thematic Analysis to Translation between Spanish and English. *Cadernos De Tradução*, 1(3), 183-213.
- Najafi Dehkordi, E. (2018). Systemic Functional Linguistics as a Tool of Text Analysis for Translation. *Journal of Language and Translation*, 8(3), 1-13.
- Nguyen, N. V. (2015). Systemic functional linguistics and translation. In S. Fan, T. Le & Q. Le (Eds.), *Linguistics and language education in new horizons* (pp.61-73). Nova Publishers: New York.
- O'Connell, E. (2007). Screen Translation. In P. Kuhlweczak & K. Littau (eds.), *A companion to translation studies* (pp.120-133). Toronto: Multilingual Matters Ltd.
- Pérez, M. C. (2005). Applying translation theory in teaching. *New Voices in Translation Studies*, 1, 1-11.
- Santoso, R. (2003). *Social Semiotics*. Surabaya: Pustaka Eureka.
- Schleppegrell, M. J. (2004). *The language of schooling: A functional linguistics perspective*. Mahwah, NJ: Lawrence Erlbaum.
- Steiner, E., Yallop, C. (Eds.). (2001). *Exploring translation and multilingual text production: Beyond content*. Berlin, Germany: Walter de Gruyter.
- Wang, X. (2015). Translator's Gender and Language Features of the Tao Te Ching English Translations: A Next Step into the Translation from Individuation Perspective in Systemic Functional Linguistics. *International Journal of English Linguistics*, 5(3), 96.

## Appendix 1

### More examples on experientially inaccurate sentences

Example 1: Do you want to make him sick, with the house full of company.

TT: میخوای با خونه پر از مهمون مریضش کنی؟

In this sentence, the circumstance of place (with house full of company) is not naturally translated. The translation error is the **breach of the target language system**. It could be translated as follows:

آیا میخوای اونو مریض کنی، اونم در خونه‌ای که پر از مهمونه؟

Example 2: "But to have the school authorities think that I have no control over her, that I cant—"

TT: اما اینکه اولیای مدرسه فکر بکنن که من هیچ تسلطی بر او ندارم، که من نمیتونم---

In this sentence, the circumstance of role (authorities) has been mistranslated. The translation error is **substitution** at the lexical level. The correct translation can be as follows:

"اما اینکه مدیران مدرسه فکر بکنن که من هیچ تسلطی بر او ندارم، که من نمیتونم---

Example 3: "I'm afraid you'll lose your temper with her," she says.

TT: میترسم عصبانی بشی بهش بپری.

In this sentence, the modal adjunct and the material process has been translated correctly.

However in this rendition, the translator has added an additional element to the process and this has changed the ideational meaning of the clause. The translation error is **addition**. The correct translation can be as follows:

"میترسم از کوره در بری."

Example 4: "I'm afraid to go and leave Quentine."

TT: میترسم برم و کونتین رو بذارم.

Here, some meaning components of the material process (leave) has been omitted. The translation error is **omission**. It could be translated as follows:

"میترسم برم و کونتین رو تنها بذارم."

Example 5: I give it to you not that you may remember time, but that you might forget it now and then for a moment and not spend all your breath trying to conquer it.

TT: من اینرا بهتو میدهم نه برای اینکه بیاد زمان باشی بلکه برای آنکه بتوانی گاه و بیگاه زمان را فراموش کنی و تمام نفست را برای فتح آن حرام نکنی.

In this case, the circumstance of time (for a moment) in the second independent clause has been left out in the translation. Meanwhile, the modal of the first dependent clause (may) has not been translated. The translation error is **omission**. The correct translation can be as follows:

"من اینرا بهتو میدهم نه برای اینکه بتوانی بیاد زمان باشی بلکه برای آنکه بتوانی گاه و بیگاه برای لحظه‌ای زمان را فراموش کنی و تمام نفست را برای فتح آن حرام نکنی."

Example 6: "Remember she's your own flesh and blood," she says.

TT: گفت یادت باشه که گوشت و خون هر دوتون یکیه.

In this case, the circumstance of means in the mental clause has been translated by including an extra numerative expression. The translation error is **addition**. The correct translation can be as follows:

"گفت یادت باشه که او از گوشت و خون توه."

## Appendix 2

### More examples on textually inaccurate sentences

Example 7: "You can't never get them out in time to catch yourself, fat as you is."

TT: انقدر چاقی که نمیتونی بموقع دستاتو در بیاری تا خودتو نگهداری."

In this sentence, the theme of the clause is an unmarked one while in the translation, the theme is an adverbial phrase which is the marked one. Therefore, the translator has misrepresented the theme of the clause. Meanwhile, the adjunct or the mood (never) of the sentence has not been translated. The translation error is **substitution at syntax level and omission**. It could be translated as follows:

"تو هرگز نمیتونی به موقع دستاتو از جیبیت در بیاری تا خودتو نگه داری چون خیلی چاقی."

Example 8: "He coming up the walk."

TT: همینجا، داره میاد



In the ST, the unmarked theme is not translated at all and it is replaced by marked theme in the translation. Meanwhile, the circumstance of the place (the walk) has not been translated. Thus, the ideational meaning of the clause is not represented very well. The translation error is **substitution at syntax level and omission**. The correct translation could be as follows:

"اون تو راهه داره ميايد."

Example 9: Then I can watch her during the day and you can use Ben for the night shift.

TT: اونوقت روزها من میتونم مواظبش باشم، واسه کشیک شب هم میتونی بن رو بذاری.

In this sentence, the unmarked theme (I) in the second clause has been replaced by a marked theme in the translated text. The translation error is **substitution** at syntax level. The correct translation can be as follows:

"اونوقت من میتونم روزها مواظبش باشم، و تو میتونی از بن واسه کشیک شب استفاده کنی."



© 2023 by the authors. Licensee International Journal of Foreign Language Teaching and Research, Najafabad Iran, Iran. This article is an open-access article distributed under the terms and conditions of the Creative Commons Attribution-NonCommercial 4.0 International (CC BY NC 4.0 license). (<http://creativecommons.org/licenses/by-nc/4.0/>).

