



Systemic Functional Linguistics as a Tool of Text Analysis for Translation

Ehsan Najafi Dehkordi*

PhD Student, Department of English Translation Studies, Allameh Tabataba'i University, Tehran, Iran

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Abstract

Translation, ipso facto, is an understanding and a transferal of meaning from one language into another. Therefore, it may be fitting to conclude that a suitable semantic theory should underpin any attempt to that end. This paper advocates implementing Systemic Functional Linguistics (henceforth SFL) which subscribes to a view of language as a "meaning-potential". In fact, Halliday and Matthiessen (2004) place a high premium on the notion of function (meaning) as the fundamental building block of language and state in no uncertain terms that texts and the individual clauses comprising texts are carriers of multidimensional meanings, namely Ideational, Interpersonal, and Textual and representations of three strands of meaning rather than vessels of propositional content. However, as Halliday (2001) puts it, equivalence in translation has largely been characterized ideationally to the exclusion of interpersonal and textual meanings. This research was an endeavor to examine how effectively the latter two are handled. In order to test this, 15 M.A. translation students were selected randomly and were given the text *State-Sponsored Horror in Oklahoma* to translate. In the data analysis, each clause of the English text and its translation were analyzed to both identify the ideational, interpersonal, and textual meanings and classify the errors in accordance with their nature. To achieve this, recourse was made to Halliday's SFL which offers a rich repertoire of metalinguistic tools for text analysis from an analytical angle. The results of the study were congruous with Halliday's statement.

Keywords: Metafunction, Metalanguage, Systemic functional linguistics, Text analysis, Translation skill

INTRODUCTION

Linguistics is concerned with the study of how language operates and translation par excellence is regarded as an activity in which language is the major requisite. This oft-cited account embodies the prevalent belief in mainstream linguistics about the interface between linguistics and translation. If we zoom out further, a wider understanding of language as semantic-functional

approach becomes discernible. To set the scene for an investigation of what trend of thought SFL follows, the first thing to be borne in mind is that it provides a linguistic theory. In fact, Halliday (1992, p. 14) problematizes the concept of translation theory which "relates to how you should translate—how best to achieve a good and effective translation" and articulates that for a linguist, it is "systemic: it assumes that you can theorize the relationship of translation only by referring to language as system" (Halliday, 2001, p. 14).

*Corresponding Author's Email:
ehsan.9150@gmail.com



In accord with this linguistic theory, language is composed of several strata or levels where higher levels are realized by the lower ones. Additionally, as works by Halliday have made amply clear, it is an approach which asserts that any scrutiny of language begins with the consideration of language as "meaning-making resource" (Eggs, 2004, pp.1-2) and hence any conception of translation must allow for an understanding of it not only as "meaning-making activity" but also as "guided creation of meaning" (Halliday, 1992, p. 15, underline in the original). It follows then that in Halliday's framework function and meaning constitute the basis of language and are recognized as integral features of language. In fact, in this approach, function is absolutely indispensable to language and, to use Halliday and Matthiessen's words (2004, p. 31), "the entire architecture of language is arranged along functional lines". That is why Halliday invented the term 'metafunction' to distinguish it from the prevalent definition of function which is tantamount to purposes for which language is used.

Moving the spotlight from texts as repositories of propositional content to texts, and more specifically, clauses as representations of three strands of function, Halliday (2001) extended the concept of equivalence to include both interpersonal and textual meaning. In fact, he states that generally speaking, equivalence in translation has been characterized ideationally and this is the yardstick against which the quality of translation is assessed, i.e. "while they are equivalent ideationally, they are not equivalent in respect of the other metafunctions—interpersonally, textually, or both" (p. 16). Against this backdrop, this research seeks to find out how effectively these meanings are represented in the translations some student translators produced by asking two questions:

RQ 1: Can SFL be used to examine the reproduction/transfer of all the three strands of meaning distinguished?

RQ 2: Is Ideational meaning the type most frequently represented in translation, as pointed out by Halliday?

Why SFL?

SFL is a theory of language developed by Halliday which "sees language primarily as a meaning potential" and translation as an activity in which meaning is the fundamental denominator. Therefore, it should not come as a surprise that it can "offer itself as a serviceable tool for determining the constituent parts of a source language text and its network of relations with its translation" (Newmark, 1987, p. 293). In fact, it is an approach to language in which grammar secures a primarily semantic footing rather than be limited to a series of prescriptive grammatical rules. As Eggs (2004, pp. 1-2) puts it, SFL is "increasingly recognized as a very useful descriptive and interpretive framework for viewing language as a strategic...resource". It also entertains the assumption that the context of situation in which the text unfolds contains three variables which have both semantic and linguistic consequences. One corollary is that through identifying register variables the kinds of meanings which activated them, namely Ideational, Interpersonal, and Textual and the Lexico-grammatical structures which were responsible for the realization of these meanings will be recognized as well. This can be illustrated by the way language is "characterized by both a stratal organization and functional diversity" (Webster, 2009, p. 5). Therefore, according to this linguistic theory, language is constitutive of two principle strata or levels, namely Extra-linguistic (context of situation) and Linguistic levels (systems of meanings—Metafunctions, systems of wordings—Lexicogrammar, and systems of sounds). It should be pointed out that higher levels are realized by the lower ones, i.e. register variables, namely Field, Tenor, and Mode are materialized by Ideational, Interpersonal, and Textual meanings respectively and these meanings are in turn realized in Lexicogrammar by a particular linguistic system. More specifically, Ideational meanings find expression by systems of Transitivity, Taxis, and Logico-Semantic relations in Lexicogrammar. Interpersonal meanings are associated with systems of Mood and Modality and Textual meanings by Theme/Rheme struc-

tures. In addition to stratification and Metafunction, the notion of rank scale is of utmost importance. Rank is the hierarchical organization of units of grammar into clause complex, clause, phrase, group, word, and morpheme. In SFL, clause is the unit of analysis and it is at this rank that "meanings of different kinds are mapped into an integrated grammatical structure" (Halliday&Matthiessen, 2004, p. 10). In other words, each and every clause represents the three strands of meaning simultaneously and an analysis of it with due attention to the functions it realizes becomes point of departure for both a linguist and a translator.

METHODS

Participants

Fifteen male and female participants were selected randomly from among M.A. English language translation students at AllamehTabataba'i University who had passed several translation courses such as translation workshop, advanced translation, principles and methodology of translation, theories of translation, translation of political and journalistic texts, to name just a few and were semi-professional translators at an academic level. The student translators were given one hour and a half in a class to translate a text of 723 words and were allowed to use any dictionary of their own choice.

Materials

The English text that was given to them to translate was *State-Sponsored Horror in Oklahoma*, an article retrieved from www.nytimes.com.

In terms of field, the text tackled the story of a convicted murderer, Clayton Lockett, who died of a heart attack briefly after a bungled execution by lethal injection in the U.S. state of Oklahoma. Problems during the execution process like the untested admixture of deadly drugs, the consciousness the murderer had after the necessary and sufficient dose of sedatives had apparently not been fully delivered to him when he should have been rendered unconscious before his exe-

cution, led the author to believe that his execution was botched and done clumsily.

In terms of tenor, the article was an editorial which expressed the editorial board's perspective of a murderer's execution process who was condemned to be executed by lethal injection in Oklahoma State Penitentiary. In fact, they took issue with the process thereby the culprits were executed for their horrendous crimes by calling it a horrific, unusual, cruel, and inhumane punishment. Moreover, using the modal finite *should*, they clearly took a stance against this version of execution to be substituted by other more humane alternatives. It was also a combination of both informal and more formal language.

In terms of mode, it was a written text to be read which was published in an international daily newspaper.

Procedure

In order to analyze the collected data, the text was divided into its constituent clauses and clause complexes. A clause complex, following Butt et al. (2000, p. 30), is "a group of clauses that work together through some kind of logical relationship". Each clause of the English text was analyzed with the aim to identify Ideational, Interpersonal, and Textual meanings. As mentioned earlier, for the realization of Ideational meaning, Transitivity systems and Logico-Semantic relations; for Interpersonal meaning, Mood and Modality; and for Textual meaning Theme/Rheme structures were analyzed. After analyzing all the translations, translation errors were categorized in accordance with their nature, i.e. the number of translation errors of all participants in three major categories, namely Ideational, Interpersonal, and Textual was recorded in a table.

Design and Analyses

Experiential Meaning

Transitivity

Ideational meaning is subdivided into Experiential and Logical meaning. Transitivity systems build up Experiential meaning, i.e. the way we come to experience the world by interpreting that

experience into a series of Process types. There exist different Process types in the grammar with each having their own participant roles. Some of these process types are Material, Mental, and Verbal processes.

Processes which have to do with performing and undertaking an action are called Material. The one who does the action is Actor and the one affected Goal.

She (=Actor) **pushed** (=Material Process) **the door** (=Goal).

Mental processes are another type of process in the grammar of clause which, unlike material processes, describe states of mind. As the type of the process is mental rather than material, the participant roles get other functional labels: Senser and Phenomena.

The researcher (=Senser) **analyzed** (=Mental Processes) **the text** (=Phenomenon).

Verbal processes, as the name signifies, are processes of Saying and the like such as talking, speaking, announcing, and explaining. In addition to Sayer, there are three other participant roles in verbal processes, namely Receiver, Verbiage, and Target. As Halliday and Matthiessen (2004, p. 255) define, "The Receiver is the one to whom the saying is directed....The Verbiage is the function that corresponds to what is said, representing it as a class of thing rather than as a report or quote....and Target construes the entity that is targeted by the process of saying".

The teacher (=Sayer) **explained** (=Verbal Processes) **the problem** (=Verbiage) **tome** (=Receiver).

The president (=Sayer) **blamed** (=Verbal Processes) **the media** (=Target).

Experientially inaccurate translations:

Example 1:

ST: Officials hastily closed the blinds on the chamber and told reporters that the execution had been stopped *because of a "vein failure"*.

TT: مامورین بلافاصله پرده های اتاق را کشیدند و به گزارش گران گفتند که به خاطر یک مشکل (*because of a problem*) عملیات اعدام متوقف شده است.

As can be clearly seen from the example, both the Participant and the Process are correctly translated. However, the Circumstance of cause is wrongly misrepresented.

TT: و به خبرنگاران گفتند که اعدام به دلیل مناسب نبودن شرایط فرد (*because of poor condition*) محکوم شده به تعویق افتاده است.

In this case also the experiential meaning of the clause is misrepresented by not precisely translating the Circumstance of cause.

Example 2:

ST: But several lawmakers threatened to impeach *the justices*.

TT: برخی از قانون گزاران تهدید احضار به دادگاه (*threatened to impeach*) کردند.

In this example, the Process which is a material one is translated but the Participant role of the material process which is the Goal is not translated.

TT: اما چند تن از قانونگذاران تهدید کردند که از وزارت دادگستری (*threatened to sue ministry of justice*) شکایت خواهند کرد.

TT: اما چندین قانون گذار تهدید کردند که این حکم را رد خواهند کرد (*threatened to quash the verdict*).

Both the material process and the Goal are experientially misrepresented.

TT: اما چندین تن از قانون گزاران تهدید به استیضاح شدند (*lawmakers were threatened with impeachment*)

In this translation, the Process *impeach* is treated as a Participant and the Goal which is the main Participant of the Process is fully left out in translation.

TT: با وجود این بسیاری از قانون گزاران تهدید کردند که عدالت را متهم خواهند کرد (*threatened to accuse justice*)

Here the Participant is mistranslated.

Example 3:

ST: recognizing that *the American administration of death does not function.*

TT: و قبول می کرد که دولت صادر کننده حکم مرگ در آمریکا، دیگر جوابگو نیست
(*American administration issuing death verdict is not responsible*)

Here both the Participant *the American administration of death* and the Process *does not function* are wrongly translated. The Participant refers to the way the executions are administered in America and hence to their inefficacy.

TT: و می پذیرفت که فرمانداران اعدام در آمریکا دیگر فعالیت در این زمینه نمیکنند
(*executioners in America are not active*)

TT: و متوجه می شد که اجرای مرگ به این صورت در آمریکا نتیجه ای ندارد.
(*American administration of death is without purpose*)

The Process of this clause which is not translated correctly has only one Participant preceding it. In fact, the Process finds its meaning not as an Event in itself but according to that Participant.

Example 4:

ST: According to an eyewitness account by a reporter for The Tulsa World.

TT: بنا بر گزارش یک شاهد عینی که خبرنگاری بود از روزنامه «تولسا وورلد» ایالت اوکلاهاما
(According to an eyewitness *who was a journalist* working for Tulsa World)

Here the translator is misled into thinking that it was the reporter himself who was eye witnessing the scene. In fact, what was said by the eye-witness in the scene was later on reported by a reporter who was working for The Tulsa World. So we can say that *by* here functions as a material process.

TT: براساس روایت یک شاهد عینی به گزارشگر تولسا وورلد
(According to an eyewitness account *to the Tulsa World's reporter*)

Here the translator has translated *by a reporter* as if it were Verbiage.

TT: بر اساس گفته های خبرنگار (according to the *reporter's account*) تیولسا وورلد که شاهد عینی این واقعه است.

Logical Meaning

Generally, there are two systems involved in linking clauses together, namely Taxis or the degree of Interdependency and the Logico-Semantic relations.

Taxis (degree of Interdependency)

This is the system of linking clauses together by establishing interdependency relationship to form clause complexes. This system provides two different degrees of interdependency: Parataxis and hypotaxis.

The relation which exists between a dependent clause and an independent clause is hypotactic while the relation between two independent clauses is paratactic.

For example, the following sentences are paratactic and hypotactic respectively:

- (1) He submitted the document || and came back to his work (*paratactic* clause complex with two independent clauses).
- (2) As I was crossing the street, || I saw an accident happen (*hypotactic* clause complex: one dependent, one independent)

Logico-Semantic Relations

Logico-Semantic relations obtain between and within clause complexes and are responsible for making logical relations between these clauses. In fact, meaningful clause complexes are products of these logico-semantic relations which exist between their constituent clauses. Halliday and Matthiessen (2004) classify these relations into broad categories of (1) Expansion and (2) Projection. In this part, only the first category is explained. Expansion is that kind of relation between clauses in which the dependent clause expands the independent clause by Elaborating it, Extending it, or Enhancing it.

In Elaboration, to use Halliday and Matthiessen's words (2004, p. 396), "one clause elaborates on the meaning of another by further specifying or describing it". This is done by one of the fol-

lowing three ways, namely *exposition*, *exemplification*, and *clarification*.

(1) Exposition: the dependent clause presents the proposition of the independent clause from a different angle. Some of the conjunctions which make the relationship explicit are *in other words*, *that is to say*, *I mean*.

- a) *I am kind of punctual, I always arrive on time.*
- b) *I was not able to pass the test, which made me feel nervous.*

(2) Exemplification: one clause specifies the other clause by providing an example for it. Conjunctions like *for example*, *for instance*, and *in particular* are used.

- a) *You have to be more qualified for the job; you are not good at accounting.*
- b) *High blood pressure is fatal, for example, it can lead to hearth stroke.*

(3) Clarification: one clause explains the other clause by providing an explanatory statement. Typical conjunctions in this type are *in fact*, *actually*, *indeed*, and *at least*.

- a) *I had expected the accident; in fact, the driver was drunk.*
- b) *Depression is a state of feeling sad, more precisely; it is a serious mental disorder.*

In Extension, according to Halliday and Matthiessen (ibid., pp. 405-10), "one clause extends the meaning of another by adding something new to it. What is added may be just an addition, or else a replacement, or an alternative".

- a) *What brings you happiness is not money nor fame, but love of people.*
- b) *You can either take a taxi or go on foot.*

In Enhancement, the meaning of one clause is enhanced by relating it to temporal, manner, spatial, and causal-conditional clauses.

(1) Temporal

- a) *At first I visited my doctor and then came back to work.*
- b) *As soon as I reached home, I decided to work on my project.*

(2) Spatial

- a) *I went to the nearby library, and there studied for two hours.*
- b) *He causes trouble wherever he may go.*

(3) Manner

- a) *Keep your distance from strangers, and in that way you will be safe.*
- b) *He always gives advice to his friends as if he was an infallible man.*

(4) Causal-conditional

- a) *You are also guilty because you aided in that crime.*
- b) *If I had better resources, I would conduct an extensive research.*
- c) *Even though he was falsely accused of murder, he was a drug trafficker.*

Logico-Semantically inaccurate translations:

Example 1:

ST: She said it was outside the jurisdiction of the Supreme Court, *which* normally deals with civil matters.

TT: وی بیان نمود که این کار خارج از قلمرو قضاوت دادگاه عالی است زیرا (*because*) که معمولاً به امور مدنی می پردازد.

The clause complex is a finite hypotactic elaborating clause. So the relation between the independent and the dependent clause is that of elaboration, i.e. the second clause elaborates and clarifies the meaning of the first clause by adding an explanatory comment to it. However, the logico-semantic relation in the translation is an enhancing hypotactic clause. Therefore, the TT has not represented the logical relation between the two clauses.

TT: به گفته او این امر خارج از اختیارات قضایی دادگاه عالی است و (*and*) این دادگاه غالباً با پرونده های مدنی سروکار دارد.

TT: او اعلام کرد که پرداختن به امور مدنی خارج از اختیارات قانونی دیوان عالی است

(*She said that dealing with civil matters was outside the jurisdiction of the Supreme Court*)

Not only has the translator changed the Transitivity pattern and hence the experiential meaning of the clause, but he has also changed both the tactic and the logical relation between the clauses.

Example 2:

ST: She ordered an independent review of the injection protocol, *halting further state killings until the investigation is complete.*

TT: دستور به بررسی مستقل پروتکل تزریق داد و تا زمان اتمام بررسی ها دستور به توقف کشتار های دولتی بیشتر کرد.

(And until the investigation is complete, she ordered to halt further state killings)

This sentence is a non-finite hypotactic elaborating clause. In a hypotactic clause complex, there is one independent clause and more than one dependent clause. In a paratactic clause complex, however, clauses are independent. In the source text, the second clause is hypotactically linked to the first clause. However, in the target text the translator translates the hypotactic clause complex as if it were a paratactic clause.

TT: دستور داد قوانین و پروتکل های اعدام تزریقی مورد بازبینی مستقل قرار بگیرند و دیگر پرونده های اعدامی دولت تا کامل شدن تحقیقات تعلیق شوند

(She ordered further killings to be suspended until the investigation is complete)

TT: او دستور داد تا روند این تزریق ها به طور مستقل باز بینی شود وی همچنین دستور داد تا *(she also ordered that)* اعدام های بعدی این ایالت تا تکمیل شدن بررسی ها به تعویق بیفتد.

The translator has changed the hypotactic clause complex into two different clause complexes. In addition, the logical relation in the TT is missing.

TT: وی بیان نمود که این کار خارج از قلمرو قضاوت دادگاه عالی است زیرا *(because)* که معمولاً به امور مدنی می پردازد.

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that) اعدام های بعدی این ایالت تا تکمیل شدن بررسی ها به تعویق بیفتند.

The translator has changed the hypotactic clause complex into two different clause complexes. In addition, the logical relation in the TT is missing.

Example 3:

ST: Mr. Lockett tried to raise himself up, *mumbled the word "man," and was in obvious pain.*

TT: آقای لاکت در حالی که بشدت درد می کشید و زیر لب کلمه «مرد» را تکرار میکرد

(While he was in obvious pain and mumbling) سعی کرد خود را از روی تخت بلند کند.

Here the translator has translated the paratactically linked clauses into hypotactic clauses.

Interpersonal Meaning

Mood and Modality

This section deals with the Mood structure of the clause or meaning of the clause as exchange, i.e. how the clause is structured to express interper

sonal meanings. Halliday and Matthiessen make a distinction between clauses which exchange information (statement and question) and clauses which exchange goods-and-services (offer and command). They apply the term proposition for clause as information exchange and use the word proposal for the latter.

Propositions can be divided into MOOD and RESIDUE, the two functional constituents which are part of the Mood structure of the clause. MOOD consists of two elements, namely the Subject and the Finite while Residue is constitutive of three elements: Predicator, Complement, and Adjunct. The predicator, as Eggins (2004, p. 155) puts it, "is identified as being all the verbal elements of the clause after the single Finite element". A complement is that element in the Residue that supplements the predicate construction and finally, Adjuncts are those optional elements that add extra information to the clause and that the removal of which doesn't alter the semantic wholeness of the clause.

Table 1.

Mood Structure

He	usually		speaks	loudly
Subject	Adjunct: mood	Finite	Predicator	Adjunct
MOOD			RESIDUE	

Table 2.

Mood Structure

Amazingly,	he	was	able to pass	the test
Adjunct: comment	Subject	Finite	Predicator	Complement
MOOD			RESIDUE	

Modalization is another feature of Interpersonal meaning which should not be disregarded by the translator because it reveals the speaker's stance with respect to what s/he is saying. It is in fact suggestive of the speaker's judgment about the probability, certainty or usuality of what is said.

Interpersonally inaccurate translations:

Example 1:

ST: Mr. Lockett *tried to* raise himself up, *mumbled* the word "man," and was in obvious pain.

TT: آقای لاکت سعی می کرد (*was trying*) که خودش را بلند کند، زیر لبمی گفت (*was mumbling*) "مرد" و درد زیادی داشت.

In this sentence the finite and the lexical verb are fused into one single word. However, in his rendition the translator has added an additional finite element to the clause which has changed the MOOD structure of the clause.

Example 2:

ST: This horrific scene — the very definition of cruel and unusual punishment — *should never*

have happened.

TT: این صحنه ناگوار را که عیناً می توان تعریفی از تنبیه ظالمانه و غیر متعارف نام نهاد، دیگر هرگز نباید اتفاق بیافتد
(*should never happen*)

This is an instance modulation. In this clause, the finite *should* is a modal operator and the rest of the verbal group is the predicator. There is also a modal adjunct which heightens the undesirability of the action. However, the translator has not correctly translated the predicator which is an action in the past.

Example 3:

ST: She *should have gone* much further and *followed* other governors and legislatures in banning executions.

TT: او از این نیز فراتر رفت (*she went much further*) و رویه فرمانداران و قانونگذاران را در مورد منع اجرای احکام اعدام‌ها پیش گرفت (*followed*).

In this case, the translator has only translated the lexical verb to the exclusion of both the finite modal operator and the first part of the predicator. As a result, the MOOD structure together with the sense of advisability which could be inferred from the finite element are not represented by the target text.

Example 4:

ST: But several lawmakers *threatened to impeach* the justices.

TT: برخی از قانونگذاران تهدید کرده بودند (*had threatened*) که بر علیه مجریان قانون اعلام جرم خواهند کرد (*that they will impeach*).

The translator has added a different finite to each predicator.

Textual Meaning**Theme/Rheme:**

In this part, different types of Theme and the difference between marked and unmarked Theme are briefly explained. Halliday and Matthiessen (2004, p. 64) define Theme as "the element which serves as point of departure of the message" and Rheme as "the remainder of the message, the part in which the Theme is developed". In terms of types of Theme, there are two types,

namely single and multiple which both come at the beginning of the clause. But before everything else, the question should be raised of the boundary between Theme and Rheme, i.e. it should be made clear how much of the clause is Theme and how much is Rheme. In order to find out the answer, it has to be understood what *Topical*, *Interpersonal*, and *textual* Themes are. According to Eggins (2004, p. 301), "when an element of the clause to which a Transitivity function can be assigned occurs in first position in a clause, we describe it as a topical Theme". Other elements like interpersonal and textual elements can also precede the Topical Theme which can be regarded as Interpersonal and Textual Themes. However, it is the Topical Theme itself which determines the boundary between the Rheme. In a nutshell, As Eggins puts it, "all constituents after the topical Theme are part of the Rheme" (p. 301).

Table 3.**Theme/Rheme**

But	probably	you	are	sick
Ad-junct	Adjunct	Subject	Finite	Complement
MOOD				RESIDUE
textual	interpersonal	topical		
THEME			RHEME	

A distinction should also be made between marked and unmarked Theme. In order to understand what is meant by marked Theme, it should be noted how an unmarked Theme is realized in different types of clause. Therefore, if in a declarative clause any element other than the subject comes first in a clause, that element is regarded as marked Theme.

Textually inaccurate translations:**Example 1:**

ST: *The Oklahoma Supreme Court* tried to stop it *last week*, concerned that the state refused to reveal the origin of the deadly cocktail.

TT: هفته گذشته دادگاه عالی اوکلاهاما (*last week, the Oklahoma supreme court*) سعی کرد که آن را متوقف

کند و دغدغه این را داشت که چرا دولت منبع آن نوشیدنی مرگ بار را افشا نکرده است.

In the first clause, the topical Theme is *The Oklahoma Supreme Court* and the elements after it are Rheme. However, in the translation the translator has changed the order of Theme and Rheme.

Example 2:

ST: *On Wednesday afternoon*, a few hours after her employees tortured a man to death, Ms. Fallin suddenly showed an interest in execution procedures.

TT: *خاتم فالین (Ms. Fallin)* در عصر روز چهارشنبه یعنی تنها چند ساعت پس از آنکه کارکنانش مردی را با شکنجه کشته بودند ناگهان به روند اعدام علاقه‌مند شد.

The Theme in this clause is an instance of a marked Theme. In declarative clauses such as this one, subject is the unmarked Theme but when any element other than the subject like an adverbial group or a prepositional phrase comes first in the clause, it is a marked Theme. The target text misrepresented the marked Theme.

Example 3:

ST: Officials hastily closed the blinds on the chamber and told reporters that *the execution* had been stopped because of a “vein failure.”

TT: مامورین بلافاصله پرده های اتاق را کشیدند و به گزارش گران گفتند که به خاطر یک مشکل (because of a problem) عملیات اعدام متوقف شده است.

In the second clause, the Theme is an unmarked topical Theme which is translated as if it were part of the Rheme of the clause. In the translation, the translator has assigned the Circumstance of cause as the Theme of the clause as if it were a marked Theme.

RESULTS

Table 4 demonstrates the overall number and type of translation errors in three categories. After a close examination of the translations by identifying the type and number of the errors in each category, it was found out that the highest number of errors belonged to the category of Ex-

periential meaning. This is somewhat anomalous because error in this category is what is least expected. If the number of errors in Logico-semantic category is added to this category, it can be concluded that this aspect of meaning is not effectively represented in the target text. These two aspects of Ideational meaning, i.e. Experiential and Logical are the kinds which are generally expected to be effectively reproduced in the target text. In other words, other things being equal, what get translated are in fact the sentences and the meanings they realize together with the logical and semantic relations between the clauses.

The second and the third category in terms of the highest number of errors was that of Interpersonal and Textual respectively. The errors in these two categories are also emblematic of the lack of effective representation of these aspects of meaning in the target text. The errors in these categories may suggest that student translators were not familiar or rather that they did not know these meanings were part of the meanings a text realizes, which bears out Halliday's claim that Interpersonal and Textual meanings are ignored by translators. The individual differences among the participants, however, should be acknowledged. For instance, participant 14 has made only one Experiential, one Interpersonal and no Textual error, which does not seem to cause problems because of the fact that the average number is 4.6 for the former and 1.01 for the latter. However, he has made three errors in rendering Logico-semantic relations between clause complexes which is above average (i.e. 2.5). In other words, this aspect of meaning is not effectively represented by him in the target text. In terms of Theme and the Mood structure, he did not make any errors in these categories, which can perhaps be indicative of his sensitivity to thematic progression and the finite element of the clause.

In contrast to participant 4, participant 15 has made significantly more errors in the Transitivity category than the average, which is why his translation is poor in quality and ineffective in representing the Experiential meaning, i.e. the propositional content of the clauses of the source

text. The translator has made 10 errors on aggregate in representing both the Mood structure and Modality in the target text. Similarly, the number of errors in this category exceeds the average.

Participants 4, 7, 8 have made the same total number of errors which amounts to 15. In terms of Transitivity, they have made the same number of errors which is still above the average. They were also almost equal in other categories except

in representing the Logico-semantic relations between the clause complexes. Therefore, it can be inferred that although they have made the same total number of errors, they are different in the types of errors they have made and hence different in the transfer of meaning in the target text.

In Figure 1, the numbers of errors of participants 8, 14, 15 are graphically shown.

Table 4
Number of Errors in three Categories

Participants	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total	Average
<i>Errors Types</i>																	
Experiential:-Transitivity	7	4	2	7	2	2	7	8	4	2	4	2	5	1	12	69	4.6
Logical	3	4	2	3	3	1	1	2	3	1	2	5	4	3	1	38	2.5
Interpersonal -Mood (Finite)	3	1	0	3	0	4	4	4	5	2	3	7	0	0	8	44	2.9
-Modality	2	1	1	1	0	1	1	1	1	1	1	1	1	1	2	16	1.06
Textual -Theme	3	3	1	1	1	0	1	0	1	1	0	1	1	0	2	16	1.06
Total	18	13	6	15	6	8	15	15	14	7	10	16	11	5	25	184	

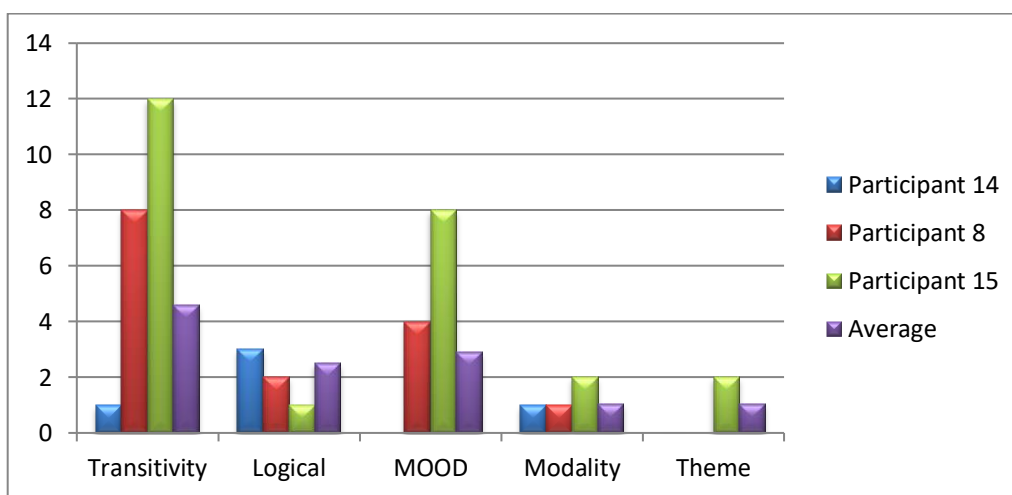


Figure 1 .Error Pattern for participants 14, 8, 15

DISCUSSION AND LIMITATION

As it can be seen from Table 4, it is the category of Experiential meaning which has the highest total number of errors among other categories. The third category in terms of the total number of errors is that of Logico-semantic relations which together with Experiential category represent the Ideational function of language. It seems rather

ironic since translating ideational meaning is what translation is about. Generally speaking, translation consists of making an equivalent target text by transferring the content and meaning of the source text. However, the high number of errors in this category may be attributed to time limitation during the translation process, the extent to which these meanings were not transferrable.

ble, the student translator's unfamiliarity with the kind of text which was an editorial, or perhaps to the fact that they were not translationally competent to effectively address the challenges presented by the text. Whatever it may be, the errors all participants made in translating both Experiential and Logical meanings may show that student translators lacked the necessary tools to first make them aware of these meanings and then lead them to make reflected translation decisions.

The second highest total number of errors belonged to the category of Interpersonal meaning. It is no surprise as Halliday (2001) pointed out that equivalence in translation is largely determined in terms of Ideational meaning to the virtual exclusion of the other strands of meaning, namely Interpersonal and Textual meaning. The total number of errors in Ideational and Textual category is substantive of Halliday's assertion and the very fact these two aspects are often overlooked, although the ideational meaning was also not effectively represented in the target text.

It is worthy of note to point out that this study was specifically delimited to the analytical potential of the rich repertoire of metalinguistic toolkit SFL provides. In the words of Manfredi (2011, p. 60, italics added), SFL can provide "a productive metalinguistic toolkit in translation teaching, both from an *analytical perspective* and in the actual practice of translation". In addition, it should be mentioned that in this research student translators were not familiar with this approach to language and the meanings which language is structured to make. Instead of choosing two groups, namely control and treatment group and teaching the model to the latter, this research put to test SFL as tool of text analysis for translation.

CONCLUSION

For all practical purposes, the repetition of the same pattern of errors by all student translators may serve as a good barometer of the gaps which should be bridged. For example, one way to develop translation skills and improve translation competence may be the fact that translators avail themselves of the metalanguage which SFL pro-

vides. In that case, they have the necessary tools to analytically read texts and hence put their translation decisions on a more solid footing, i.e. they can start from the analysis of Lexicogrammar with a view to realizing the multidimensional meanings in texts and then make informed translation decisions. Therefore, SFL has the potential to assume a high profile in the actual practice of translating because when trained and armed with such a "metalinguistic toolkit", student translators can effectively account for those meanings and when faced with translation difficulties, they can make sure they have effectively translated those meanings in their translations and so they are able to lay a rational foundation for the choices they make and the strategies they develop during the translation process. In summary, one important advantage of using it can be the fact that student translators become autonomous learners to assess their own translations and make reflected translation decisions. As a result, for every decision they make, they have this in mind to produce texts which, apart from being equivalent ideationally, interpersonally, and textually, may be different in quality compared with when they embark upon translating without preparation.

The results of this study can also have implications for translation teachers. Instead of relying on their subjective evaluations to assess the quality of translations, they can use this model to see what aspect of meaning is misrepresented. Gradually, as teachers use this model to qualify translations, they can find the areas in which students are weak and need to improve. Additionally, when students are aware of the evaluator's assessment criteria, they focus more on those aspects accordingly. Ultimately, this may make students evaluate their own translations, which eliminates the need to be always dependent on the teacher's evaluative comments. To recapitulate what was said earlier, as it links Lexicogrammar, meaning and socio-cultural context, this framework can afford a delicate, albeit elaborate, instrument for teachers of translation to categorize students' errors in accordance with their-

nature and as a consequence stymies attempts to act on their value judgments and minimizes subjectivity in interpreting their errors. In summary, SFL empowers (student) translators, enables them to hone their translation skills and in the long run obviates the need for teacher's corrective feedback. As Yallop (1987, p. 347) puts it, "one of Halliday's many contributions to linguistics is his wish to build bridges between linguistic theory and professional practice".

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Biodata

Mr Ehsan Najafi Dehkordi graduated with a master's degree in the field of English Language Translation Studies from Allameh Tabataba'i University. He also received a bachelor's degree in the field of English Translation from Kashan University. He taught different translation courses at Shahrekord University and Shahid Ashrafi Esfahani University, where he attended as a visiting instructor teaching undergraduate students of English Translation and other majors courses in Translation of Literary Texts, Advanced Translation, Principles and Methodology of Translation, Translation of Islamic Texts, Research Methodologies, Translation of Political Texts, Contrastive Analysis & Error Analysis, General English, etc. He has also translated a book from English to Persian. His research interests encompass Systemic Functional Linguistics, Discourse Analysis, Theories of Translation, Translation Criticism, and Textual Analysis.

Email: ehsan.9150@gmail.com