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Research Paper

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

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### 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. This study aimed 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 (1329) 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 mostly used 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*

### ک. دی می ا قی ا لات ت ی ر ن: لالاور *The Sound and The Fury*

لا. زیبا. ک. بیت. رجمه. لا. مرکز. ر. تدوی. یک. ملا. جا. .. ب. لا. ارزید. ترجمه. وجه. وز. فزو. . به. حوزه. ط. لعات. ترجمه. پیدا. رده. بست. با. این. حال. توجه. کمی. به. استفاده. از. نظریه. ای. زبانی. در. قضاوت. ارزشی. ترجمه. شده. ا. ... 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. ضمنا. با. هدف. شناسا. بی. 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. (1329) و. ترجمه. آن. توسط. بهمن. شولمور. (2003) انتخاب. شد. و. عدم. تطابق. بین. سه. فراکارکرد. معنا. بی. فکری. بین. فردی. و. موضوعی. بر. اساس. SFL. شناسایی. شد. مقایسه. متن. ب. د. ا. (ST) و. متن. مقصد. (TT) نشان. داد. که. معنای. ا. ده. آل. بیشترین. تعداد. خطا. را. در. مترجم. دارد. علاوه. بر. این. حذف. بزرگترین. نوع. خطای. ترجمه. آشکار. است. بنابراین. متر. م. 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. صد. بی. سه. فراکارکرد. زبان. به. کار. برد. این. مطالعه. پیامدها. . م. بی. برای. طرح. درسی. مطالعات. ترجمه. معلمان. ترجمه. و. مت. ج. ان. ادبی. دارد.

واژگان کلیدی: معنای ایده‌آ، معنای بین فردی، فراکارکرد، زبان‌شناسی، ... . بی. بی. م. بی. . .

## Introduction

Linguistic theories play the main role in the development of 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 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 linguistic systems of the source text (ST), decode it, and then encode it into the cultural and linguistic systems of the target text (TT) (Nguyen, 2015). The complexity of translation is due to its continuous challenge with meaning (Manfredi, 2011). Therefore, texts are considered 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 language and its meaning in a communicative context. Hence, translation is mainly concerned with the text, and the meaning encoded in it can utilize SFL in examining texts for translation purposes (Nguyen, 2015). Based on 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 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 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 the 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: experiential and 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 logical meaning, clauses are linked together using 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 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 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 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. The 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. 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 translation errors in the target language test. Error counts can be used to assess quality in general and fidelity in particular (Gile, 1994). Based on House's (1977, 2015) model of translation quality assessment, translation errors can be divided into two types 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 denotative errors that can be subdivided into additions, omissions, and 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 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 culturally 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 as adding or omitting a part of the text may be unavoidable (Bielsa & Bassnett, 2009; Hatim & Munday, 2004). It should be mentioned that besides addition and omission, some other techniques like substitution (Baker, 1992) may be used to compensate for 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 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 study aimed to explore the effect of register variation on the differences between the two languages of French and English. The results of the study showed that although register variation had an important role in the placement of conjunctive adjuncts into each language system, language was a better predictor of placement than register. This was because 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 error. The results of this study were 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 *The Sound and The Fury* (1928) by Faulkner and its translation by Bahman Sholevar (2003). The ST and the TT described 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 desexualizing this meaning on the TT based on SFL principles underlying 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 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:

*RQ1. What is the frequency of errors in the three metafunctions suggested by SFL?*

*RQ2. What kinds of overt errors have occurred in the translation process of the three metafunctions of language?*

*RQ3. Which strategies have the translator frequently used in translating *The Sound and The Fury*?*

*RQ4. Can SFL be appropriately used to evaluate the correct translation of the three metafunctions of language?*





In this sentence, the material process (run) has been untranslated and its exact meaning has not been conveyed in the TT. Meanwhile, the conjunction (and) has not been translated. The translation error is an **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 reductio 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 reductio 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 it as quickly as possible. Thus, some components of its meaning have 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 of experientially inaccurate sentences, see appendix 1.

## Logical meaning

### Taxis

Taxis are a way of linking clauses in certain meaningful and systematic ways to form a complex clause (Eggs, 2004). Clause complex has an interdependent relationship in a way that one unit is interdependent on another unit (Halliday, 2004). Based on the interdependent relationship, the clause complex can be divided into paratactic and hypotactic. Paratactic is the relationship between two independent clauses. The conjunctions that connect these two clauses are and, or, and yet. Sometimes, commas and semicolons 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 the 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 شدید و ..... لایی 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 a **substitution** at the syntax level. It could be translated as:

"لالالالا لالا لالالا 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 مجبورشون 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 a **substitution** at the 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 فت چون هیچ نبردی ت به حل برنده ای نداشته است. حتی جنگی هم صورت می گیرد."

### Textual Function in Persian and English Thematic Structure

In the SFL approach to text analysis proposed by Halliday (2001), there is always the first element in the clause followed by the rheme which is the remainder of the clause. There are three kinds of themes: a topical theme which is the first ideational element; a textual theme which is the conjunctive adjunct or conjunction; and an interpersonal theme which is a modal adjunct (Munday, 1998). According to Munday (1998), a 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 are violated. The translation error is a **substitution** in which the marked theme is substituted by another marked theme. It could be simply translated as

"لالالالا لالا."

Example 9: You don't want your hands frozen on Christmas, do you?

TT: لالالالا لالالای 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 the syntax level. It could be translated in the following way:

"تو که نمیخواهی تو کریسمس دستات یخ بزنه، میخواهی؟"

Example 10: Uncle Maury was putting the bottle away on 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 Maury and the theme is the remainder of the sentence. The translator has changed the order of theme and rhyme 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 of 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. The 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 an **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 پی کویینی را میشنیدم 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 have been violated in which the circumstance of manner (smooth and steady) has not been translated correctly. Meanwhile, the logical relationship between 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 the syntax level. The correct translation could be as follows:

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

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





TT: ما میریم قبرستون

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

"ما داریم میریم قبرستون."

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

TT: ... . . . . . را سر دد، . صحبت از لان فلاکرد که چطولا لا لا خودش قد علم کرده بودند تا او را نفرین کنند.

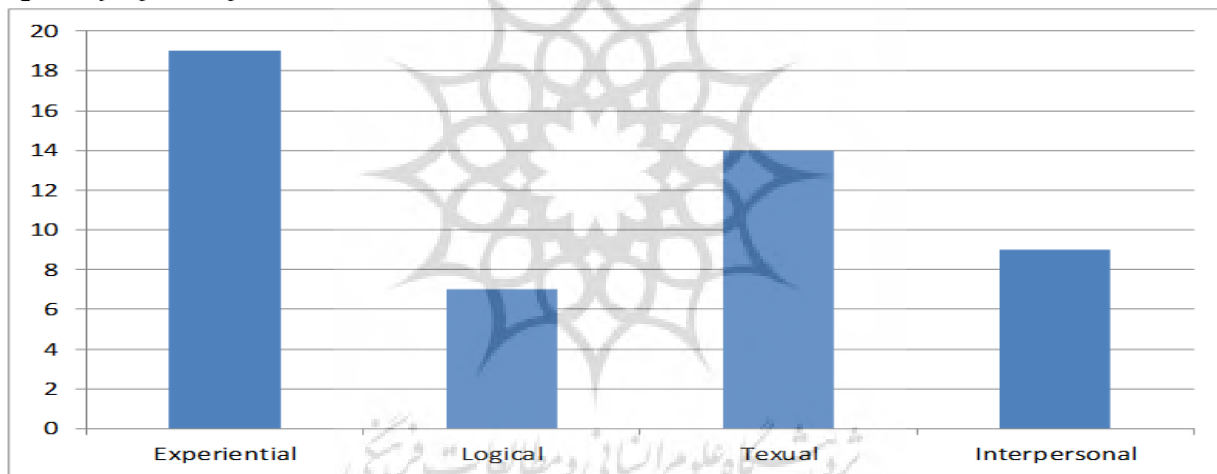
In this case, there is not any finite in the dependent clause, however, the predicator (rose up) has been translated with a finite included in it. Thus, the mood structure of the ST has been changed. Also, the hypotactic clause has been translated into a paratactic one. Thus, the logico-semantic relationships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

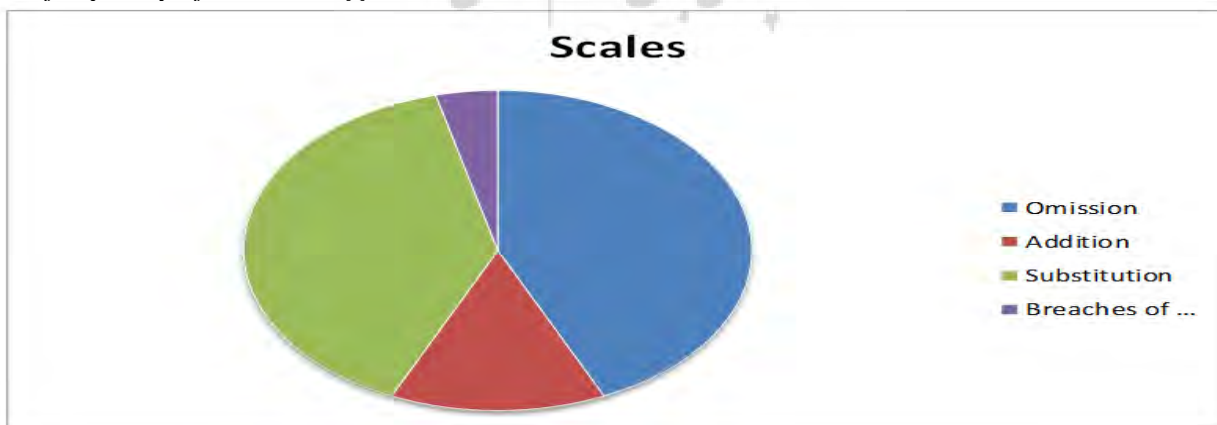
**Figure 1**

*The frequency of metafunctional errors*



**Figure 2**

*The frequency of the error types*



### Discussion

The comparison of the ST and the TT revealed several 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 logical semantic relationships formed the second, third, and 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 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 *haram boredom* rather than *Saket shodan*, imperfect knowledge of the target language such as *reducto absurdum* translated as *pooch* rather than *borhan half* or *crawl* translated as *to rattan* rather than *sinekhiz rattan* and the errors which are due to the lack of time, stress and oversight such as *experiences* translated as *Gujarat* 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. With these explanations, the answer to question one gets clear.

An 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 errors 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). The omission was the most frequent error because the translator had intentionally or unintentionally 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 are 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 major errors. Thus, it can be said that the translator of *The Sound and The Fury* used text reduction strategies such as omission and text expansion strategies such as addition and substitution in translating the novel. With these explanations, the answer to 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 from 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 explanations make the answer to question 4 clear.

### Conclusion

This study aimed 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 *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 the 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 the target language system. The results of this study showed that 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 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 third categories of errors. It should be mentioned that different values are 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 for 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, 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 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 *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 the English-Persian translation of the novel *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.

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## Appendix 1

### More examples of experientially inaccurate sentences

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

TT: میخوای با خونه پر از مهمون مریضش کنی؟

In this sentence, the circumstance of place (with a house full of the company) is not naturally translated. The translation error is a **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 can't—"

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

In this sentence, the circumstance of the 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 have been translated correctly.

However, in this rendition, the translator has added elements 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 Quentin."

TT: میترسم برم و کونتین رو بذارم.

Here, some meaningful components of the material process (leave) have been omitted. The translation error is an **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 a 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 بتو میدهم نه برای اینکه بیاد زمان باشی بلکه برای آنکه بتونی باه 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 an **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 of textually inaccurate sentences

Example 7: "You can never get them out in time to catch yourself, fat as you are."

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 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 the 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 a 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 the 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 a **substitution** at the 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."

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