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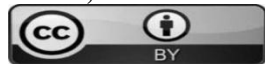
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A Grammatical Study of Rank Shift in Translation From English into Arabic

A B S T R A C T

This study deals with the rank shifted grammatical elements when translated from English into Arabic. It is an attempt to shed light on those elements that undergo to changes such as Level Shifts and Category Shifts through the process of translation. The model adopted in this study is A Linguistic Theory of Translation proposed by Catford, J. C. (1965) for it is based on Systemic Functional Grammar. This study incorporates the existence of different factors while translating any extract. These factors are: linguistic and cultural which consequently lead to taking care in any translation process. This study aims at: (1) Exploring the linguistic capabilities and structures that affect the translation of any text from English into Arabic or vice versa, (2) Identifying specific challenges that arise from the differences between these languages. (3) Helping translators improve their capacities and awareness to convey messages appropriately across languages and cultures. The present study has arrived at: (1) The analysis of the extracts unfolds that Category Shift namely the transference of nominal sentences into verbal ones is the domineering feature in those extracts.(2) In view of the analysis of the extracts, it appears that there are real changes in the structure and the elements of the sentence due to differences between English and Arabic languages and their cultures. (3) The analysis of the extracts unfolds that Category Shift namely the transference of nominal sentences into verbal ones is the domineering feature in those extracts.

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دراسة نحوية في تغير الرتبة عند الترجمة من الانكليزية الى العربية

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الخلاصة

تتناول هذه الدراسة العناصر النحوية التي تتعرض للتغير في الرتبة عند الترجمة من الإنجليزية إلى العربية. وهي محاولة لتسليط الضوء على تلك العناصر التي تخضع لتغيرات مثل التحولات في المستويات والتحولات في الفئات خلال عملية الترجمة. ان النموذج المستعمل في هذه الدراسة هو Catford, J. C. (1965) *A Linguistic Theory of Translation* وذلك لأنه يركز بالأساس على النحو الوظيفي النسقي. تتضمن هذه الدراسة وجود عوامل مختلفة أثناء ترجمة أي نص مقتطف. هذه العوامل هي: العوامل اللغوية والثقافية، والتي تؤدي بدورها إلى ضرورة الانتباه في أي عملية ترجمة. تهدف هذه الدراسة إلى: (١) استكشاف القدرات اللغوية والتراكيب التي تؤثر على ترجمة أي نص من الإنجليزية إلى العربية أو العكس، (٢) التعريف ببعض التحديات التي تنشأ عن الاختلافات بين هاتين اللغتين، (٣) مساعدة المترجمين على تحسين قدراتهم وإدراكهم في نقل الرسائل بشكل مناسب عبر اللغات والثقافات. توصلت الدراسة الحالية إلى ما يلي: (١) ان تحليل الاقتباسات يكشف أن تغيير الفئة، وهو تحويل الجمل الاسمية إلى جمل فعلية، هو السمة المهيمنة في تلك الاقتباسات (٢) بناءً على تحليل الاقتباسات، يبدو أن هناك تغييرات حقيقية في بنية الجملة وعناصرها بسبب الفروق بين اللغتين الإنجليزية والعربية وثقافتهما. (٣) يكشف تحليل الاقتباسات أن التغير الفئوي، ولا سيما تغير الجمل الاسمية إلى جمل فعلية، هو السمة السائدة في تلك الاقتباسات.

الكلمات المفتاحية: النحو الوظيفي النسقي ، الرتبة، تغير الرتبة ، الإنجليزية ، العربية، الترجمة.

1. Theoretical Background

In fact, grammar has a significant relationship with translation and it plays a vital role for various reasons such as: structural integrity, cultural context, ambiguity and clarity. Grammatical translation is a limited type of translation where a text of Source Language (henceforth, SL) grammar is exchanged for an equivalent Target Language (henceforth, TL) grammar without changing the lexis (Catford, 1965).

For Halliday and Matthiessen (2014), the "architecture" of grammar, or the dimensions define the lexicogrammar's overall semiotic space, the relationships inherent in these dimensions, and the relationship of functional grammar to other language subsystems, such as semantics and phonology, are all included in the theory of SFG. Thus, lexicogrammar is varied into a metafunctional field, stretched in delicacy from grammar to lexis, and arranged into a sequence of ranking elements in accordance with SFG (which will be discussed in detail later in this paper). According to functional grammar, rank and rank shift have distinct meanings that are connected to language structure and the arrangement of textual parts, especially in the writings of linguists such as Halliday 1966. Najim (2012) deals with one of the most significant topics proposed by Halliday and Hassan regarding the major grammatical concepts such as nominal, verbal and clausal substitution.

By combining the important ideas and notions from both viewpoints that are essential for translation and translation investigation, translation pays equal weight to linguistic and cultural issues. The SFL/SFG model, which addresses language in use and places a strong emphasis on texts in their situational and social settings, maybe the best method for translation and translation investigation since it views translation as a cross-linguistic and multicultural activity (Omar and Ali, 2021).

Translation is defined as the way of transferring meaning from one language into another. Translation from English into Arabic requires the translator to be acquainted with the grammatical rules and semantic equivalences for both source and target language. He should also be at least a bilingual and have a mastery of both languages. It is worth noting that there are several differences between English and Arabic languages in terms of syntax and morphology. Jassim and Najm (2023) also utilized Functional Grammar in their study focusing on the lexical items in the sentence and what happens when an element is transferred into another position in the sentence. Halliday introduced the notion of rank and rank shift from the beginning of his grammatical theory in 1961. The basic categories of his grammar are unit, structure, class and system.

2. Systemic Functional Grammar

The users of Systemic Functional Grammar, similar to those who use traditional grammar, start their language analysis by classifying sentence components utilizing box diagrams. However, they do not end in utilizing box diagrams. Then they employ this preliminary constituency investigation to look into the role of each of these components and, consequently, the meanings embedded in these language pieces, as their primary interests are meaning and choices. Some linguists and grammarians believe that the core of the considerably broader discipline of Systemic Functional Grammar (henceforth, SFG), which represents language as a social action in which human beings are all involved, is SFG. When this theory is applied to the study of infant language development, for instance, it becomes evident that babies do not learn language automatically; rather, they progressively create their own little systems through interaction with those in their immediate environment, which allows them to exchange meanings about the people, objects, and occasions that are important to them (Butt et al, 2012).

Omar and Ali (2021) consider Systemic Functional Grammar as " the most appropriate approach to translation and translation analysis for the reason that it works towards an aim when it considers language as a meaning potential and puts much focus on texts in their situational and cultural contexts" (p. 217).

To initiate their metafunctional analysis, systemic functional grammarians separate texts into sentences, then further categorize these clauses into groups and phrases. The most fundamental and crucial stage in this analysis is to identify the entire verbal group because every verbal group will be the centre of a clause of some form. After that, each clause is examined for each of the metafunctions. Texts can be compared and evaluated by virtue of insights provided by the patterns that show up during analysis. Language is systematic, and it is similar to a train journey, every selection made within it has meaning. If we comprehend the selections made by speakers and writers, their meanings from one place to another can be

followed, and if we start the journey at one end, we can go back and start again. Consequently, we require a grammar that provides the decisions made within the language system at any given time. Hence, this grammar, which pursues the selections made from the system, is referred to as systemic (Butt et al, 2012).

It is called SFL according to Banks (2019) for two reasons: *Firstly*, it focuses on the manner in which the different components of language work together to supply the means of expressive communication. *Secondly*, it is dedicated to the ways that language is used as a communication tool in society. He also adds that if you study any science, the results will be expressed in language except linguistics, that is language, the results will be indicated in language, so the only field of study where the subject of research and the medium of expression are the same is linguistics. This approach is involved with systems, the speaker's possible networks of choices. When forming a piece of language, for instance, we must decide between countable and uncountable nouns when producing a noun. The choice between singular and plural would then need to be made if we decide on countable. The lexicon, or vocabulary list, is not a stand-alone object but rather a component of the grammar in SFL. The last decision in a sequence of grammatical decisions is the selection of a single word. It is typically referred to the "lexicogrammar" as a result. Patterns of speech or writing across entire texts can be described to discover and examine the senses they are producing and the social goal they are accomplishing.

3. Rank and Rank shift

Rank is defined by Halliday and Matthiessen (2014) as a stage in the hierarchy, they see that the rank scale is composed of a number of units and these units are related by constituency. For them, the rank scale of English language can be seen as: clause, phrase/group, word and morpheme. They argue that each scale is composed of one or more of the rank downgraded. Let us consider the examples below which show the rank scale above respectively:

1. I will attend the meeting *if I arrive early*. (clause)
2. The new black car *crashing* the fence shocked me. (phrase/group)
3. The boy's *seeing* of the accident was evidence. (word)
4. *Sadness*. (Morpheme).

It is clear that the italic words or morphemes in the examples above represent the rank shifted items in these examples. They are classified as shown between the brackets.

Rank is one of the scales of abstraction that relate these categories to each other and to the data. The other two are "realization" and "delicacy". Halliday (1961) defines the unit as "the category set up to account for the stretches that carry grammatical patterns" (p. 251). He further elaborates on the relationship between the units saying that it goes from larger to smaller. Each unit consists of the unit(s) next below. Then he gives a name to the "scale on which the units are in fact ranged in the theory". This scale is labeled "rank" by Halliday.

Downing and Locke (2006) tackle the fundamental syntactic concepts, such as the structural units that can be grouped according to rank, the classes into which these units can be categorized, and the elements which they consist of. The relationships between units of a

certain rank and those above or below them are also taken into account. The most important terms involved with this topic can be as follows:

Unit: A unit is any sequence that makes up a semantic whole and has a recognized pattern that is frequently used in writing and speech. For instance, the sentence *she has a distinct style repeated regularly in speech and writing* is a unit containing other units such as *a recognized pattern* and *in speech and writing*.

Groups: Groups are categorized based on the word class that functions as the "head" or primary element. A noun (henceforth, N.), an adjective (henceforth, Adj.), an adverb (henceforth, Adv.), and a verb (henceforth, V.) in that order. The following diagram identifies the group classes:

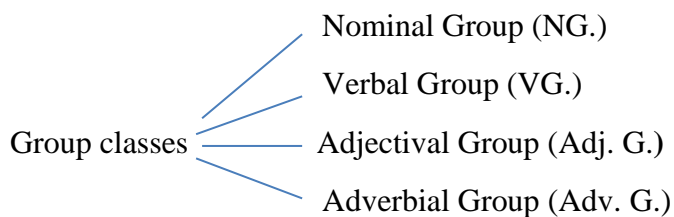


Figure (1) Group classes within the rank scale

These kinds of units revolve around a single primary component that is, in theory, impossible to leave out. In addition, the major element can take the place of the entire structure: *movies*, *return*, *good*, and *fluently* can all serve the same grammatical purposes as the entire group of which they are heads, or as lexical verbs in the case of *return*.

On the other hand, a preposition and its complement constitute a quite different unit, like *on the floor*. The preposition cannot be used alone as a unit.

Clauses: The first distinction to be made at the "clause" rank is between *finite* and *nonfinite clauses*. Since the verbal group is the main component of sentences, the form of the verb determines whether a clause is finite or non-finite. Finite verbs are marked for either tense or modality, but not both. This also applies to finite sentences. The verb and the speech event are related by their function. *Tense* is conveyed via finite operators as well as lexical verbs. The modal verbs serve as operators and are used to indicate modalities. A "finite" form of the verb, such as *is*, *eats*, *locked*, *went*, and *will stay*, is used when the speaker wants to convey tense or modality along with person and number. This type of clause is known as a finite clause. The verb and the sentence are categorized as non-finite if the verb-form does not indicate either tense or modality. The non-finite verb forms are illustrated through this diagram:

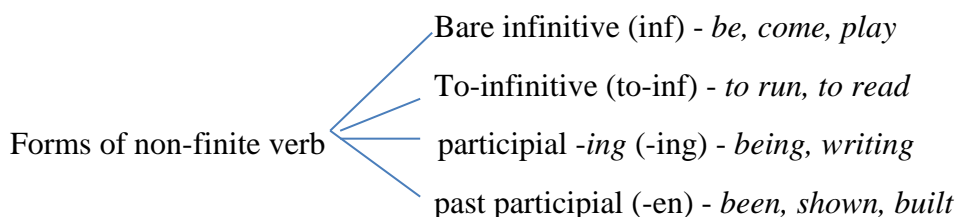


Figure (2) Forms of non-finite verb

Making a distinction between *independent* and *dependent clauses* is another essential step. While dependent clauses are usually related to independent clauses, independent clauses are complete in and of themselves, meaning they do not form part of a broader structure. The following sentence serves as an example of this:

5. They studied grammar before they went inside the class.

Words: The traditional terminology, which includes *noun*, *verb*, *adjective*, *adverb*, *preposition*, *pronoun*, *article*, and *conjunction*, is used to categorize words grammatically. The two primary classes of these "parts of speech" are the closed and the open. Classes that openly accept new words are known as open classes. They consist of *an adjective*, *an adverb*, *a verb*, and *a noun*. New words are difficult to admit into the closed classes containing *preposition*, *pronoun*, and *article*.

Morphemes: Morphemes are the building blocks of words. The morpheme will be regarded as an abstract category with a grammatical or lexical meaning. A word like *impacts* is as a combination of the lexical morphemes {IMPACT} and {PLURAL}. Morphs like *impact* and *-s*, or /impakt/ and /s/, the parts of written and spoken language, respectively, make these abstract categories actual segments.

Concerning rank shift, Banks (2019) defines it as "a unit at one level functions at another, in our case, a group functioning as a word, is called "rank shift": a unit at one level, or rank, has been shifted to function at another" (p.12). Halliday (1966) argues that rank-shift occurs when an item loses the function of rank x and takes the function of rank y. For example, clause rank-shifts into a phrase (group) can be as follows:

6. That she made an accident annoyed me.

In the above sentence, That-clause functions as a subject of the verb *annoyed*.

McGregor (1997) calls the process of rankshifting 'reclassification'; a unit of some rank is reclassified as a lower rank unit. Therefore, it takes the grammatical and semantic aspects of the lower rank unit. According to him, rank-shift involves reclassification of parts of speech. For example, a clause is nominalized when rank-shifted. So a part-of-speech membership change has occurred. McGregor (1991) downward rank-shift is allowed but upward is not. Downward rank-shift means that a unit may be transferred to a lower rank or included in a unit of equal or lower rank than its original. Therefore, a clause can be a constituent of a nominal group as in:

7. The house that *jack built* (burnt down).

Thus, the verbal group may consist of one word as in Example (8) or a number of words as in Example (9), two or more nominal groups may connect together to establish a single clause constituent, two or more verbal groups may connect together to establish a single clause constituent as in Example (10) below:

8. The man *plays* very well. (one verb)
9. The man *might have been playing* golf. (several verbs)
10. *The tiger and the hyena* were struggling for the prey. (single clause constituent)

In Example (10), the two nominal groups are: *the tiger* and *the hyena* can join together to create a single clause constituent. While the verbal groups are: *were* and *struggling* can join together to create a single clause constituent.

Banks (2019) mentions another sort of rankshift i.e. inserting one unit inside another as in the example below:

11. The students are *usually* given difficult questions by the teacher.

Example (11) shows the insertion of the adverb *usually* within the predicator *are given* i.e. between the auxiliary verb *are* and the main verb *given*. It is clear that the unit *are given* is discontinuous with another sort of unit which is the adverb *usually*.

The functional specialization among units with varying ranks is a characteristic of language structure as a whole (Butt et al., 2012). They also believe that rank shifted clauses are also called embedded clauses because they are operating at the subsequent level below.

4. Types of Shifts in Translation

Catford (1965) talks about two main types of shifts in translation which are *Level Shifts* and *Category Shifts*.

In Level Shift, an item in the source language on a certain linguistic level has an equivalence on a different linguistic level in the target language for example, shifts from grammar to lexis and vice versa.

Concerning Category Shifts, Catford (1965) says that usually there is an equivalence of the sentence but there may be shifts up and down the rank-scale. Unlike Halliday who says that downward rank shift is possible while upwards is not, Catford refers explicitly to the occurrence of the latter type in translation. He argues that "not infrequently", a simple rank equivalence between SL and TL texts cannot be established. So, a group in the SL may be translated into a clause in the TL and so on.

A good example of Level Shift and Category Shift is found in the extract below taken from Cormac McCarthy's *The Road* which is translated into Arabic:

"He turned to take a sight on the far shore, cradling the oarhandles, taking the pipe from his mouth".

استدار ليلقي نظرة على الشاطئ البعيد محركاً أذرع المجاديف وقد نزع الغليون من فمه.

The transference of the nominal sentence *he turned* in the SL into verbal sentence *استدار* in the TL indicates Category Shift. Category shift is also found in the transference of the word *cradling* which is a verb in the SL into an adverb *محركاً* in the TL. Going to the word *oarhandles* which is a single word in the SL is turned into a compound word *اذرع المجاديف* in the TL which indicates Level Shift.

5. Challenges of Rank and Rank Shift in Translation

Halliday (1992) argues that there is a theory of translation but this theory is problematic. Things mean something to a translator and may mean something else to a linguist. For a translator, a theory of translation recounts how you must translate i.e. how best you perform an excellent and efficient translation. On the other hand, for a linguist it is not the way you have to translate but what happens when someone translates. The process of translation is illustrative and descriptive; it is not concerned with regulatory rules for translators or interpreters. Linguists try to understand the relationships that are established between two languages in translation as well as the procedures that are included when establishing those relationships. One of the most important things that Halliday maintains in any process of translation is meaning. Halliday (1992) believes that "translation is meaning making-activity, and we would not consider any activity to be translation if it did not result in the creation of meaning" (p. 15)

Actually, rank and rank shift translation may affect the meaning in the target language. Therefore, the translator may face some challenges when translating these two terms into Arabic language. Elhadary (2023) denotes that these main challenges can be as follows:

A. The difference in linguistic structures: While English has a simpler morphology and a different word order, Arabic is a Semitic language with a complicated morphology, a rich system of word formation based on roots, and a distinct word order. So, translating these distinctive characteristics from English into Arabic can be difficult.

B. Cultural meaning: Figurative expressions in English often have cultural connotations which may not be comprehended if translated into Arabic since a literal translation might not convey the same cultural meanings or achieve the desired effect. For example, the word *Thanksgiving* which means عيد الشكر is not found in Arabic culture.

C. Idiomatic expressions: Many of these expressions do not have a direct equivalence in Arabic. So, when these expressions are literally translated can be a challenging task, as direct translation may result in loss of meaning. For example, the noun phrase *a piece of cake*: I think it is a piece of cake is idiomatically translated as بسيط while literally as a قطعة كعك. The idiomatic translation shifts the rank from a noun into an adjective but the literal translation does not shift the rank.

6. Methodology

In this study, the descriptive-analytic approach is followed. The data that is used in this study is taken from the novel "*The Road*" by Cormac McCarthy in 2006. The model adopted in this study is that of Catford, J. C. (1965) entitled with "*A Linguistic Theory of Translation*". This novel is translated into Arabic language by Prof. Dr. Muhammed Ali Farghal. The English text and its Arabic translation are put together to recognize their different properties. Five extracts are taken with their translations then the analysis is provided in a shape of paragraphs and tables to see what changes and shifts happen to the original text.

7. Data Analysis and Discussion

It is very important to account for the phenomenon in both Arabic and English languages with focus on Arabic because there are, to the best of my knowledge, very few studies on rank-shift in Arabic. Furthermore, a contrastive analysis is essential to arrive at an account of the formal correspondence between the two languages.

Various examples on rank-shift in translation between English and Arabic can be found in *The Road* by Cormac McCarthy in 2006. Let us consider the extracts below:

1.

A: SL Text

"And on the far shore a creature that raised its dripping mouth from the rimstone pool and stared into the light with eyes dead white and sightless as the eggs of spiders".

B: TL Text

وعلى الشاطئ البعيد اطل مخلوق يرفع فاه الذي يقطر من البركة الصخرية محدقا في النور بعيون شاحبة البياض عديمة البصر كبيض العناكب.

Looking at the text translated above, one can see that the prepositional phrase *the far shore* having the structure: Adj.N. is turned when translated into the TL text to be N. Adj. and this makes a shift in the rank of the elements since the noun in Arabic, unlike English, is followed by an adjective not the reverse. The nominal phrase (henceforth, NP.) *a creature* becomes a verbal phrase (henceforth, VP.) *اطل مخلوق* in the TL text which denotes the Category Shift. Not only does *a creature* denote Category Shift, but the two words *dripping* and *stared* also by turning the former from Adj into V. and the latter from V. into Adj. Level Shift is represented by the transference of the single word *sightless* into a phrase *عديمة البصر*. Another example of Level Shift is the inflection process by changing the words *eggs* and *spiders* from two words, each one has two morphemes egg+s and spider+s into two words each one has one morpheme.

Words of SL Text	Words of TL Text	Type of rank shift	Process
<i>the far shore</i>	الشاطئ البعيد	Category Shift	Word Order
<i>a creature</i>	اطل مخلوق	Category Shift	N. – V.
<i>Dripping</i>	يقطر	Category Shift	Adj. – V.
<i>Stared</i>	محدقا	Category Shift	V. - Adv.
<i>Sightless</i>	عديمة البصر	Level Shift	S.W.- Phrase
<i>Eggs</i>	بيض	Level Shift	Two morphemes- one morpheme
<i>Spiders</i>	العناكب	Level Shift	Two morphemes- one morpheme

2.

A: SL Text

"They stood in the rain like farm animals. Then they went on, holding the tarp over them in the dull drizzle".

B: TL Text

وقفوا في المطر كالبهائم التي تربي في المزارع. ثم تابعا سيرهما وهما يلفان نفسيهما بالمشمع في المطر الخفيف الممل.

The change in the grammatical category of the sentence *they stood* occurs due to its shift that can change the rank of the elements of the sentence to shift from nominal sentence into verbal sentence in the TL text. Such a term, verbal sentence, which is found in the TL text, is not found in the SL text. Rather, it is a noun phrase. As the NP *farm animals* turns to be a relative clause in the TL *البهائم التي تربي في المزارع* to give a descriptive image of the animals, it indicates the Level Shift that is involved with the transference of a simple sentence in English into a complex sentence in Arabic.

Going back to the text, we can see that the direct object *tarp* is turned into object of preposition *بالمشمع* and the pronoun *them* which stands as object of preposition becomes direct object *نفسيهما*. This reflects the shift in function of the elements of the sentence. Another instance of Level Shift is represented by the translation of a single word *drizzle*, which is a lower level into a higher level, NP.

Words of SL Text	Words of TL Text	Type of rank shift	Process
<i>They stood</i>	وقفوا	Category Shift	Nom.S – VS.
<i>farm animals</i>	البهائم التي تربي في المزارع	Level Shift	Nom.P – Clause
<i>they went on</i>	تابعا سيرهما	Category Shift	Nom.S – VS.
<i>holding the tarp over them</i>	وهما يلفان نفسيهما بالمشمع	Category Shift	VP. – Nom.S
<i>the drizzle</i>	المطر الخفيف	Level Shift	S.W. – NP.

3.

A: SL Text

"When they'd eaten he took the boy out on the gravelbar below the bridge and he pushed away the thin shore ice with a stick and they knelt there while he washed the boy's face and his hair".

B: TL Text

بعدما انتهيا من تناول الطعام اخذ الصبي الى العمود الحجري تحت الجسر وازاح الطبقة الرقيقة من الجليد جانباً بأحد الاغصان وجثوا هناك وجعل يغسل وجه الصبي وشعره

The grammatical structure in this text is composed of the subordinate clause and the main clause in both the SL and TL. While the subordinate clause in SL text consists of the structure ASV, it is AVS in the TL text indicating the Category Shift. Concerning the main clause in the SL text, it is a compound complex sentence represented by the two conjunctions *and*, and the conjunction *while*. If we look at the main clause in the TL text, we will find that it is a compound sentence denoted by the three conjunctions *and*.

Level Shift is recognized by the transfer of the object of preposition *gravebar* from a single compound word into a multi-word phrase. The phrasal verb *pushed away* is turned into a single verb in Arabic to indicate the Category Shift. The indefinite article *a* in the prepositional phrase *with a stick* which is a morpheme is changed into a word. Changing the complex sentence *while he washed* to be a simple sentence refers to the shift in the rank of level.

Words of SL Text	Words of TL Text	Type of Rank Shift	Process
<i>They'd eaten</i>	انتهيا من تناول الطعام	Category Shift	Nom.S – VS.
<i>Gravelbar</i>	العمود الحجري	Level Shift	S. W. – Multi-word P.
<i>pushed away</i>	ازاح	Level Shift	PV – V
<i>with a stick</i>	بأحد الاغصان	Level Shift	Morpheme – Word
<i>while he washed</i>	وجعل يغسل	Level Shift	Complex S.– Simple S.

4.

A: SL Text

"The days sloughed past uncounted and uncalendared".

B: TL Text

مرت الأيام من دون حساب ومن دون ان تندرج تحت اي تقويم

Although this text is seen to be rather short in both SL and TL, it is enriched with different changes in form and function when translating the SL text into the TL text. While the structure of the SL text is S V adverb Adj, it is V S adverb in the TL text. The sentence of the SL text is a simple sentence whereas the sentence of the TL text is complex for having two sentences, the first one is main which is *مرت الأيام* and the other is subordinate which is *من* *دون حساب ومن دون ان تندرج تحت اي تقويم*. The two words *uncounted* and *uncalendared* which are adjectives in the SL text, they are changed into a prepositional phrase in the TL text which eventually refers to Category Shift. Within the second half of the text, the shift of the prefixes *un* in *uncounted* to be adverb *من دون* and *un* in *uncalendared* to be adverb *من دون* also indicates level shift.

Words of SL Text	Words of TL Text	Type of rank shift	Process
<i>The days sloughed past</i>	مرت الأيام	Category Shift	Nom.S – VS.
<i>uncounted</i>	من دون حساب	Level Shift	Morpheme – Adv.P.
<i>uncalendared</i>	من دون ان تندرج تحت اي تقويم	Level Shift	Morpheme – Adv.P.

5.

SL Text:

"When he looked back the old man had set out with his cane, tapping his way, dwindling slowly on the road behind them like some storybook peddler from an antique time".

TL Text:

عندما نظر ورائه كان الرجل العجوز قد بدا المسير وهو يحمل عصاه ويتلمس طريقه متمايلا ببطء في الطريق من خلفهما مثل بائع متجول في احد كتب القصص من الزمان الغابر

Both the SL and the TL texts have the grammatical structure of the subordinate clause and the main clause. The change of nominal sentence *he looked* into verbal sentence **نظر** in which the subject is an implied pronoun, estimated as *he* unfolds the Category Shift. The adverb *back* is shifted to be adverbial phrase in the TL text. The adverbial phrase *with his cane* is translated into the TL text to be nominal phrase indicating the Category Shift. And by moving forward in reading, we will find that the verb *dwindling* is changed to be adverb **متمايلا** in the TL text to denote the Category Shift.

Level Shift is recognized by the transfer of the object of preposition *storybook* from a single compound word into a multi-word phrase. As for the last shift in this example, it is also the Level Shift that occurs due to the transfer of the word *peddler* which has a suffix indicating the agent (-er) to **بائع متجول** which consists of two words and uses a root-based word which conveys the same meaning but shifts the structure of the morpheme.

Words of SL Text	Words of TL Text	Type of rank shift	Process
<i>he looked</i>	نظر	Category Shift	Nom.S – VS.
<i>Back</i>	وراءه	Level Shift	Adv. – Adv.P
<i>the old man had set out</i>	كان الرجل العجوز قد بدا المسير	Category Shift	Nom.S – VS.
<i>with his cane</i>	وهو يحمل عصاه	Category Shift	Adv P. – Nom.S
<i>Dwindling</i>	متمايلا	Category Shift	V. – A.
<i>Storybook</i>	كتب القصص	Level Shift	S. W – Multi-word P.
<i>Peddler</i>	بائع متجول	Level Shift	Two morphemes-two words

8. Conclusions

The present study has arrived at the following conclusions:

- 1) Rank is one of the scales of abstraction that relate these categories to each other and to the data.
- 2) Rank-shift involves reclassification of parts of speech. For example, when rank is changed, a clause becomes nominalized. There has been a change in the membership of part-of-speech.
- 3) Some linguists argue that rank-shift occurs when an item loses the function of rank x and takes the functions of rank y.
- 4) There are two main types of shifts in translation which are Level Shifts and Category Shifts. In Level Shift, an item in the source language on a certain linguistic level has equivalence on a different level in the target language.
- 5) A study of this kind of shift in the translation process between the two languages is important to clarify the reasons behind the shift and to facilitate the translation process between the two languages through the sake of establishing rules in this regard.
- 6) Rankshift happens when a unit of one rank takes the function at a lower rank.
- 7) The discussion shows that Category and Level Shifts are almost equal in occurrence in the extracts.
- 8) The analysis of the extracts unfolds that Category Shift namely the transference of nominal sentences into verbal ones is the domineering feature in those extracts.
- 9) In view of the analysis of the extracts, it appears that there are real changes in the structure and the elements of the sentence due to differences between English and Arabic languages and their cultures.
- 10) Systemic Functional Grammar is the best approach for translation and translation investigation since it views translation as a cross-linguistic and multicultural activity.

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List of Abbreviations

- | | |
|----------------------------|-------------------------|
| - NG = nominal group | - VP = verbal phrase |
| - VG = verbal group | - S = sentence |
| - Adj G = adjectival group | - NS = nominal sentence |
| - Adv. G = adverbial group | - VS = verbal sentence |
| - SW = single word | - PV = phrasal verb |