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جامعة تكريت

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بجامعة تكريت

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المجلد (١٣) العــدد (٤٤) كانون الثاني ٢٠٢١ القسم الأول

مجلة آداب الفراهيدي

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شروط النشر:

١. ان يكون البحث مطبوعاً على الحاسوب، وتزود هيئة التحرير بثلاث نسخ منه مع نسخة على قرص ليزري (CD).

٢. ان لا تزيد عدد صفحات البحث عن (٢٥) صفحة ولا تقل عن (١٥) صفحة من الحجم العادي (A4) ويستثنى من ذلك النصوص المحققة على ان يدفع الباحث مبلغ (١٠) عشرة الاف عن كل صفحة اضافية.

٣. يمكن ان يكون البحث جزءاً من رسالة الماجستير أو أطروحة الدكتوراه التي أعدها الباحث على ان يلتزم الباحث بوضعه على قالب المجلة واستكمال المعلومات المطلوبة باللغتين العربية والانكليزية، وألا يكون قد سبق نشره على أي نحو كان أو تمَّ إرساله للنشر في مجلة أخرى ويتعهد الباحث بذلك خطياً.

٤. يلتزم الباحث بإجراء تعديلات المحكمين على بحثه وفق التقارير المرسلة إليه وموافاة المجلة بنسخة معدلة في مدة لا تتجاوز (١٥) يوماً.

٥. أن يكون البحث ضمن الاختصاصات الانسانية ومن ضمن ابواب المجلة الستة الثابتة.

٦. يخطر أصحاب البحوث بالقرار حول صلاحيتها للنشر أو عدمها خلال مدة لا تتجاوز ثلاثة أشهر من تأريخ وصوله لهيئة التحرير.

٧. لا ترد الأبحاث إلى أصحابها سواء نشرت أم لم تنشر.

٨. يلتزم الباحث بدفع أجور النشر المقررة والبالغة ٩٠ ألف دينار عراقي داخل العراق و١٠٠ دولار أمريكي خارج العراق.

٩. في حال قبول البحث للنشر في المجلة لا يسمح للباحث بإعادة نشره في مكان آخر إلا بعد مرور سنة كاملة على تأريخ نشره فيها.

١٠. يطبع البحث ببرنامج (Word)، وتوضع الرسوم أو الاشكال – إن وجدت – في مكانها من البحث على أن تكون صالحة من الناحية الفنية للطباعة.

١١. أن يكون البحث خالياً من الأخطاء اللغوية والنحوية والاملائية.

١٢. يجب اتباع الأصول العلمية والقواعد المرعية في البحث العلمي.

١٣. يجب أن تكون الخطوط كالآتي:

أ- اللغة العربية: نوع الخط (Simplified Arabic) حجم الخط (١٤).

ب- اللغة الانكليزية: نوع الخط (Times New Roman) حجم الخط (١٤).

١٤. عمل الهوامش يكون بنظام تلقائي (تعليقات ختامية) في نهاية البحث، ويكون الترقيم مستمراً، مع التدقيق في تسلسل الترقيم.

مجالات النشر:

١. **البحوث العلمية:** تنشر المجلة البحوث العلمية الأصيلة والمخطوطات المحققة في مجال العلوم الإنسانية.

٢. **المؤتمرات والندوات العلمية:** تنشر المجلة بحوث المؤتمرات والندوات العلمية المحلية والعربية والعالمية والتي عقدت حديثاً في مجال العلوم الإنسانية وضمن ابواب المجلة الستة الثابتة.

ملاحظات النشر:

١. البحوث المنشورة في المجلة تعبر عن آراء الباحثين ولا تعبر عن رأي المجلة.

٢. ترتيب البحوث في المجلة يخضع لاعتبارات فنية.

٣. تستبعد المجلة أي بحث مخالف لقواعد النشر أو الذي يرفض من قبل الخبراء.

٤. يعطى الباحث نسخة مستله من بحثه.

العنوان البريدي: جامعة تكريت، كلية الآداب، مجلة آداب الفراهيدي

معلومات الاتصال

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المحتويات

ت	عنوان البحث	اسم الباحث	الصفحة من	الصفحة الى
بحوث ودراسات اللغة العربية وآدابها				
١	أثر الأدب الأندلسي- في الدراسات الاستشراقية الاسباني	ا. م. د. واقدة يوسف كريم	١	٢٠
٢	تعريف العدد وتنكير المعدود وتعريف العدد والمعدود	ا. م. د. مضر محمود يحيى	٢١	٣٣
٣	بُغية السَّؤُول عمّا بُني من الأفعال للمَفعُول	ا. م. د. اسامة محمد سويلم شيماء حمدان هزيم	٣٤	٥٧
٤	الالفاظ المختلف عليها في لغات القبائل لفظة (لا جرَمَ) أنموذجا	م. د. حسن هادي فاضل	٥٨	٧٤
٥	ما أُكِّد بنونَي التوكيد شذوذاً أو ضرورة في كلام العرب	م. د. يوسف عبد الكريم صالح	٧٥	٨٤
البحوث والدراسات التاريخية والآثارية				
٦	الأب انستاس ماري الكرملي: حياته وثقافته وآثاره العلمية	ا. م. د. ثورة خطاب علي	٨٥	١٠١
٧	حَقيقة العُهود بين المُسلمين واليَهود في المَدينة المُنورة (١-٥ هـ) ودَلائل نَقضها مِن خِلال اقوال اليَهود فِي المَصادر العَربية والإسلامِية	ا. م. د. نصير بهجت فاضل	١٠٢	١٢٠
٨	مدينةُ بلد (أسكي موصل) من خلال كتابات البلدانيين والجغرافيين والرحالة - دراسة تحقيقية تاريخية وآثارية	م. د. فرحان محمود الياس	١٢١	١٥٦
بحوث ودراسات الجغرافية التطبيقية				
٩	بناء نماذج المحاكاة لتلوث المياه الجوفية في مدينة الحضر باستخدام طريقة DRASTIC	ا. م. د. عبير يحيى احمد	١٥٧	١٨٢
١٠	النمذجة الهيدرولوجية لحوض وادي الصالحية وتعميم خرائطها	م. م. سعد ثامر إبراهيم م. م. لازم محمد احمد	١٨٣	٢٠٥
البحوث والدراسات الإعلامية والسياسية				
١١	استخدام الجمهور للصحافة الالكترونية العراقية وأثرها على الوعي السياسي والاشباعات المتحققة منه	م. م. حسين محمد خلف	٢٠٦	٢٢٣
١٢	اعتماد الجالية العراقية في إسطنبول على الإعلام الرقمي في الحصول على المعلومات أثناء الأزمات - دراسة ميدانية	رهام حبيب سبيط ا. جمال عسكر مضحي	٢٢٤	٢٤٢
١٣	الاعلام التنموي في الاعلام الالكتروني ودوره في تغيير المجتمعات نحو بيئة خالية من التلوث - دراسة مسحية ميدانية لعينة من النخبة الاكاديمية	م. م. خميس محمد كرحوت	٢٤٣	٢٦٣
١٤	اتجاهات الاخبار في قناة الجزيرة الفضائية حول ازمة الملف النووي الإيراني	رائد خيال مطلك ا. ياسين طه موسى	٢٦٤	٢٨١

الدراسات الاجتماعية والفكرية				
١٥	نظرية الأخلاق في متضايفات فلسفة شوبنهاور	ا. م. د. زياد كمال مصطفى	٢٨٢	٣١٧
١٦	الابداع الاداري وعلاقته بالقيادة التربوية والثقافة التنظيمية لدى مدراء المدارس الثانوية في ضوء بعض المتغيرات	ا. م. د ربيعة مانع زيدان	٣١٨	٣٤٢
١٧	الأجير بين الالتزام بالوقت وإنجاز العمل - دراسة فقهية مقارنة	د. عبد المهيمن بن ياسين ناصر الخطيب	٣٤٣	٣٦٥
دراسات في الترجمة وفنونها				
١٨	*Environmental Themes in Science Fiction - Dune and A Door into Ocean as Examples*	ا. د. أنسام رياض عبد الله دريفان جلال عبد الله الباجلان	٣٦٦	٣٧٤
١٩	*Evaluation in Instructional Design*	م. ابتسام جاسم محمد	٣٧٥	٣٩١
٢٠	*Assessment of The Arabic-English Translation of The Iraqi Constitution: Appraisal Theory*	م. م. فؤاد عادل خلف	٣٩٢	٤٠٢

Assessment of The Arabic-English Translation of The Iraqi Constitution - Appraisal Theory

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Assessment of The Arabic-English Translation of The Iraqi Constitution - Appraisal Theory

A B S T R A C T

The Appraisal Theory is one of the theories of translation assessment. It is usually used in the assessing the translation from one language into another. The theory consists of three systems of resources that are used to denote attitudes through the use of language. Each of these systems is divided into another subsystems. The study aims at the translation assessing the translation of the Iraqi constitution depending on the appraisal theory. It aims at evaluating the translation from Arabic into English. It is hypothesized that some of the Appraisal Theory systems are used more frequently than others. To verify this hypothesis, five items of the Iraqi constitution are adopted with their translation. Concerning translation, the UNAMI English Translation of the Iraqi constitution is adopted to be the data of the study. After analyzing the data, it is found that some systems of the Appraisal Theory are used more than others. It is also found that the institutional language usually involves words that accept no alternative viewpoints.

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1. Appraisal Theory: An Overview:

Historically, Martin and White as well as their colleagues are the founders of the appraisal theory who have put its fundamental stone in the 1990s and 2000s. The theory is principally established in the educational linguistics field in addition to the work of literacy interference of Sydney School. The management of this work was attributed to Jim Martin in the 1980s and 1990s, being a crucial part of the New South Wales Disadvantaged Schools Program. Therefore, this type of effort has provided the development of language assessment in various disciplines. As a matter of fact, the concept of the Appraisal theory is regarded as an innovative extension of the Systemic Functional Linguistics by Halliday.

Consequently, the views of Halliday concerning the meaning-making which are divided into three connected modes are adopted by the pioneers of the Appraisal theory. These three subdivisions are also called by Halliday as the "metafunctions". The first of these "metafunctions" is used to indicate the world of experience, and it is called the "ideational" meaning. The second metafunction is labeled as the "interpersonal" meaning through which speakers and writers can perform the societal roles, relations, and identities. The third one is the "textual" meaning which refers to the fact that the "ideational" as well as the "interpersonal" meanings are schematized into coherent texts which is appropriate for a specific communicative environment [(1)].

The most substantial refinement in the systematic investigation of evaluation is the Appraisal theory. According to Martin and White[(2)], it is in fact a "model of evaluation . . . within the general theoretical framework of SFL". Its main concern is to provide a description at the level of semantic concerning the way the "texts convey positive or negative assessments," how "the intensity or directness of such attitudinal utterances is strengthened or weakened," and the way "speakers/writers engage dialogistically with prior speakers or with potential respondents to the current proposition" [(3)].

In fact, the appraisal theory contains several resources which can be utilized to express certain linguistic attitudes. The appraisal theory framework consists of three resources of evaluation [(4)]. In turn, each in of these evaluative resources comprises some major semantics domains or subsystems. They are *engagement*, *attitude* and *graduation*. This framework actually provides the systematic organizing of "the semantic resources used to negotiate emotions, judgements and valuation, alongside resources for amplifying and engaging with these evaluations" (Martin, 2000, p. 145). According to Martin and White (2005, pp. 35-36), the *engagement* resource contains *monogloss* as well as *heterogloss* whereas the *attitude* one comprises *affect*, *judgment* and *appreciation*, and lastly, the *graduation* resource involves *force* and *focus*. The following diagram illustrates these evaluative resources and their subdivisions:

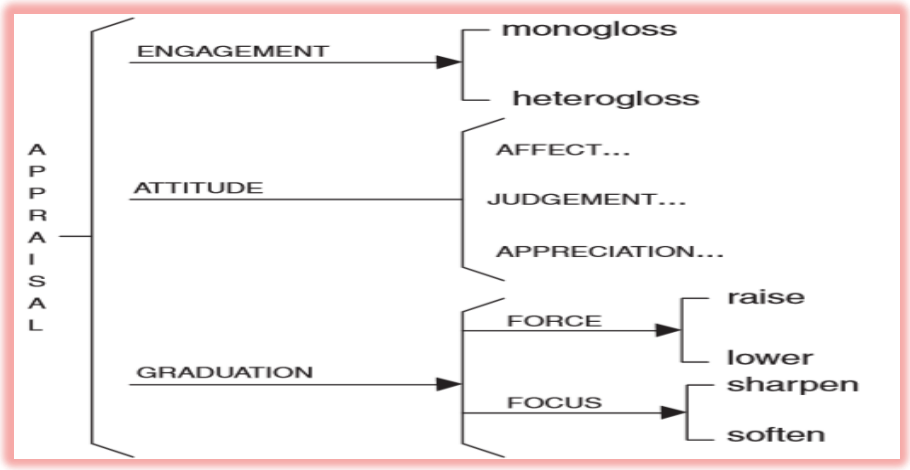

Figure 1: The resources of the appraisal theory resources and their subsystems (ibid, p. 38).

These three major systems and their subdivisions mentioned above which represent the organization of the appraisal theory are adequately explained in the following subsections.

1. 1. The Resource of Attitude System:

As stated by Martin and White (2005, p. 35), the attitude resource system is concerned "with our feelings, including emotional reactions, judgements of behaviour and evaluation of things". Therefore, it can be considered as the fundamental system or the essential point in the framework of the appraisal theory. According to White (2001, p.1) the attitude system indicates "those utterances which can be interpreted as indicating that some person, thing, situation, action, event or state of affairs is to be viewed either positively or negatively". The system of attitude or more precisely the attitudinal meaning is in turn subdivided into three subparts or subsystems. They are namely labelled as *affect*, *judgment* and *appreciation*.

According to Martin (2000, p.145), the *affect* subsystem is the resource which can be used to interpret the emotional responses such as love, happiness, fear, sadness, loathing, etc. In other words, it is associated with emotions that can show the positive or the negative opinions relying on writers' or speakers' emotive reactions. Generally, affect subsystem is regarded as the central subdivision of attitude. Investigating the affect system is usually accomplished by three chief variables. They are the *dis/satisfaction*, *un/happiness* and *in/security*.

The variable of *dis/satisfaction* frequently denotes the emotions that are associated with the reactions like ennui, respect, discontentment, and inquisitiveness. More evidently, the *affect* refers to the idea of the emotional reaction evaluation. For instance, "I am glad to do this", the term "glad" shows the assessment of the positive affect via the satisfaction emotive reaction. It is worth mentioning that the affect could be classified into various categories. The first one is *affected as quality* through which adjectives can be utilized to exhibit emotions. For example, "I am happy about that". The second one is

affected *as processes*, which can be accomplished by means of verbs such as "This pleases me". The third category is *affected as comment* which is achieved through the use of adjuncts to describe processes as in the adverb "happily". Additionally, they can be regarded as virtual entities by using nominalization such as "happiness".

While the variable of *un/happiness* refers to the emotions associated with "affairs of the heart" such as anger, unhappiness, contentment, love, etc., the variable of *in/security* denotes the emotions related to the "ecosocial well-being – anxiety, fear, confidence and trust" (Martin &White, 2005, p. 35).

The other subsystem of the attitude resource is *judgment*. As stated by Martin (2000, p. 145), the *judgment* is usually utilized to interpret the moral assessments or evaluations of a behavior as being brave, ethical, deceptive, etc. It can be either negative or positive. In other words, it denotes the evaluation or assessment of a performance or a character in relation to the societal beliefs and standards.

According to Martin [(5)], judgment is classified into two chief variables. The first is the social esteem while the second is the social sanction. While the judgments of societal "esteem have to do with normality (how unusual someone is), capacity (how capable they are), and tenacity (how resolute they are)", "judgments of sanction have to do with veracity (how truthful someone is) and propriety (how ethical someone is)". White (2001, p. 2) states that Judgments are usually controlled by different conditions such as the cultural and ideological factors. Consequently, "the same event will receive different Judgments, according to the ideological position of the person making those Judgments". For instance, the expression "quick-thinking" in the sentence "he is quick-thinking man" denotes a positive evaluation judgment of human capability.

The last subsystem of the attitude resource is *appreciation*. This subsystem "construes the 'aesthetic' quality of semiotic text/processes and natural phenomena ('remarkable, desirable, harmonious, elegant, innovative', etc.)" [(6)]. It includes the assessments or evaluations of the things especially those that are achieved by people. Furthermore, it can be either negative or positive. This subdivision of attitude includes the following three variables: *reaction, composition, and valuation*. On the one hand, the reaction variable includes "the degree to which the text/process in question captures our attention (reaction: impact) and the emotional impact it has on us". On the other hand, the composition variable comprises the "perceptions of proportionality (composition: balance) and detail (composition: complexity) in a text/process". Finally, the variable of valuation includes the "assessment of the social significance of the text/process" (Martin, 2000, p. 160). This system comprises the assessment of the things in relation to the aesthetics in addition to other societal valuation systems. It is worth mentioning that the *attitude* system can be activated either explicitly (inscribed) or

implicitly (invoked), as in the instance "He beats his son" which would typically appeal negative Judgment by readers' towards the father.

1. 2. The Resource of Engagement System:

Engagement is another main system that constitute the framework of the appraisal theory. It essentially "deals with sourcing attitudes and the play of voices around opinions in discourse". It includes "resources of dialogistic positioning" which "in various ways construe for the text a heteroglossic backdrop of prior utterances, alternative viewpoints and anticipated responses" (Martin &White, 2005, p. 35). The Engagement system is divided into two common variables. They are "*monoglossic*" and "*heteroglossic*" variables. The first variable does not permit the reference to other viewpoints and voices. In other words, utterances which are made in a communicative environment do not permit the voices or the viewpoints of others as in the following example: "all first-year students fear communicative skills". While the second variable does "invoke or allow for dialogistic alternatives" ((Martin &White, 2005, pp. 99-100). More explicitly, the utterances spoken or written by someone permit or give a space for any other viewpoint such as "it is probably that first year students fear communicative skills". Moreover, the Heteroglossic variable may be either *expansive* or *contractive*. Whereas the first creates the point and limits the alternative interpretations as in "obviously that is the case", the second gives some space to the alternative opinions such as "I believe that is the case".

1. 3. The Resource of Graduation System:

The resource system of *Graduation* is third component of the appraisal theory framework. It includes the resources which refers to the grading (down-scaling or up-scaling) of the attitude as well as the engagement systems, and exhibits "the degree of the speaker/writer's personal investment in the propositions being advanced in the text" either through the use of a lexical item in isolation such as "a very shy man" or the use of an infused quality such as "terrible vs. bad or I believe vs. I suspect" (White, 2015, p. 4). The system of Graduation is subclassified into two variables: the *force* and *focus*. Whereas the first characterizes the "grading according to intensity or amount" such as "very foolish" and "many writers", the second represents the "grading according to prototypicality and the preciseness" such as "he is true friend" (Martin & White, 2005, p. 137).

2. The Constitutional Language Features:

Undoubtedly, it is a well-known fact that each arena can be characterized by its language structures and expressions. Consequently, the characteristics, structures and features of the language definitely differ from one field of life to another. The language of writing constitutions or more clearly the Legal language involves a set of the identifiable features and characteristics. Firstly, the language used in

writing constitutions is usually characterized by long as well as complex expressions and sentences. They are actually longer than the sentences used in other domains, and it is worthy of embodied sentences due to the fact that there is constantly a need to explain an issue by using this kind of sentences. Secondly, the redundancy is also one of the distinguishing features of constitutional language owing to the existence of terms that necessitates the clarification wherever they are written. Thirdly, constitutional language is regarded as impersonal language (Tiersma, 1999, pp. 4-5).

The constitution of the Iraqi government that is written in 2005 when the US tropes invaded Iraq in 2003 is in fact the authorized constitution in Iraqi. The core purpose of constitutions, involving the Iraqi one, is to offer a kind of societal agreement amongst the government and its citizens, to ensure the freedoms and rights of people, and to be definite that the government will not encroach on them. Consequently, constitutions of any nation must be consistent with the requirements and needs of people of that nation. Nevertheless, “Paul Bremer, the Civil Ruler of Iraq, issued 100 laws, and introduced to the Iraqi Governing Council” where people of Iraqi reject some of them. In this study, the translation of the Iraqi constitution from Arabic to English based on the Appraisal theory is investigated.

3. Data Analysis:

This section is actually devoted to the practical side of the study. The translation of some items of the Iraqi constitution which are translated from Arabic into English are assessed according to the principles of the appraisal theory. Some provisions of the Iraqi constitution are selected as a source of data to be analyzed of the study. It is worth noting that the appraisal words in both the source language and the target language are highlighted, therefore; they are written in bold type. In order to verify the aims of the study, ten items are adopted to be assessed. Concerning the English translation of the selected items, the UNAMI English Translation of the Iraqi constitution is adopted from: https://www.refworld.org/pdfid/454f50804.pdf.

Sample 1:

SL: "العمل حق **لكل** العراقيين بما يضمن لهم حياة **كريمة**"

TL: "Work is a right for **all** Iraqis in a way that guarantees a **dignified** life for them".

In the above selected item, the translation of the appraisal words in the target language i.e. English is totally is correspondent to the words in the source language i.e. Arabic. Firstly, the translation of the appraisal word “لكل” into “all” in the target language is in fact indicating the engagement system of the appraisal theory. Particularly, it reflects the use of the variable of monoglossic, owing to the fact that using such

words, and especially in the institutional language, does not allow any other alternative interpretations, voices or viewpoints.

Moreover, in this item, the word "كريمة" is another appraisal word. It is rendered into "dignified" in the target text. The use of this word reveals the devotion of the attitude system resource, in particular the variable of effect. In this way, citizens of the source language would show a kind of satisfaction while they are reading this item. The translation of such words should be given a great deal of attention by translators in order to convey as exactly the same effect in the target language as in the source language. Consequently, one can recognize through the translation assessment of this item that it conveys the source language function into the target language.

Sample 2

SL: "**لا يجوز** نزع الملكية الا لأغراض المنفعة العامة"

TL: "Expropriation is **not permissible** except for the purposes of public benefit …"

In the second selected sample, the word is "لا يجوز", which is in fact the appraisal, is rendered into the target language as "not permissible". This word reflects the use of the engagement system resource. Actually, it is related to the variable of monoglossic due to the fact that the use of this appraisal word in this item does not permit any other alternative opinions or voices. Therefore, it can be said that this translation is assessed positively because it reliably conveys the function of the source language into the target language.

Sample 3:

SL: "العراقيين **احرار** في الالتزام بأحوالهم الشخصية ..."

TL: "Iraqis are **free** in their commitment to their personal statue…".

In the third selected sample, the translation of the word "احرار" which is used in the source language text into "free" in the target language text is totally equivalent. The translation indicates the use of the engagement system of the appraisal theory to transfer exactly the same effective meaning. In other words, in this translation, the translator tries to make the translation as effective and meaning conveying as the source language text. The use of such appraisal word indicated the devotion of the engagement system resource, because the meaning of the word "احرار" particularly reflects the use of the monoglossic variable which in turn involves the fact that no other alternative viewpoints are acceptable. This reflects one of the most important characteristics of the institutional language. Consequently, according to the principles of the appraisal theory, it can be determined that the translation of the word "احرار" into "free" is positively assessed as long as the intended function of the source language text is reliably transferred into the target language text.

Sample 4:

SL: "التعليم عامل **اساس** لتقدم المجتمع وحق **تكفله** الدولة, وهو **الزامي** في المرحلة الابتدائية..."

TL: "Education is a **fundamental** factor for the progress of society and is a right **guaranteed** by the state. Primary education is **mandatory**…"

In the above selected item, there are three appraisal words. In the first word which is "اساس", the engagement system of the appraisal theory is used, particularly the variable of monoglossic. The word "اساس" is rendered to the target language as "fundamental". It is obvious that the translator tries to convey the function of the source text as effectively as it is possible. The use of such a word doesn't permit any other viewpoints, comments or interpretations because it makes it clear cut that the right of education is certainly approved by the government. Eventually, this item will satisfy the people of the source language. Therefore, the translation of this word can be assessed positively as long as it preserves the intended function of the source text.

The appraisal word "تكفله" the use of the attitude system is reflected. The function of this word is that the reader can be positively affective by this word because the word indicates that the government approves the education for the reader and his/her children. The word "تكفله" is translated into the target language text as "guaranteed" which in fact transfers the same attitudinal function of the appraisal theory presented in the source text, in particular the effect system. As a result, one can claim that this translation is positively assessed because the same function in the source language is transferred into the target one.

The third word which is "اجباري" is also an appraisal word used in this item. It actually reflects the use of the resource of graduation system, more accurately, the variable of focus. It is clear that the function of this word in the source language text is to reflect the idea that the government stresses the educational side of people. The word "اجباري" is rendered into "mandatory" in the target text. This word intends to convey the same function of the word in source language. Consequently, this translation can be assessed positively because it clearly shows that the source language function is reliably transferred into and the target language.

Sample 5:

SL: "جمهورية العراق دولة **اتحادية واحدة مستقلة** ذات **سيادة كاملة**, نظام الحكم فيها **جمهوري نيابي(برلماني)ديمقراطي**..."

TL: "The Republic of Iraq is a **single federal**, **independent** and **fully sovereign** state in which the system of government is **republican**, **representative**, **parliamentary**, and **democratic**…"

In the fifth selected sample, the item comprises a number of words denoting the appraisal theory. In the source language, the words "مستقلة", "واحدة" and "اتحادية" which are rendered as "single", "federal"

and "independent" respectively reflect the use of the engagement system. They more accurately show the use of the monoglossic variable which in turn involves the fact that no other alternative viewpoints are acceptable. Therefore, the translation conveys the same function intended in the source language.

Moreover, the use of the words "سيادة كاملة" which are rendered as "fully sovereign" reflects the use of the graduation system resource of the appraisal theory. In particular, they reveal the use of the focus variable that implies intensification. Thus, the translation of the word "كاملة" into the adverb "fully" is actually to highlight the intensification function which is already intended in the source language.

Additionally, the words "جمهوري", "نيابي", "برلماني" and "ديمقراطي" which are rendered as "republican, representative, parliamentary, democratic" respectively reflect the use of the engagement system, and more precisely the they stress the variable of monoglossic, for the reason that no other alternative opinions or viewpoints are any more accepted. Thus, it can be said that the function of the words in the source language is faithfully transferred to the text of the target language.

The analysis of the selected data reveals that the adopted items of the Iraqi constitution involve a number of the appraisal words. In the translating these items to the target language, these words are rendered faithfully to convey exactly the same effective function intended in the source text. Each of the appraisal words is translated in relation to one of the appraisal theory systems. In order to know the frequency and the percentage of each system through the appraisal words used, the following table is devoted for this purpose:

No.	The System Types	The Frequency	The Percentage
1.	The Attitude System	3	18.75%
2.	The Engagement System	11	68.75%
3.	The Graduation System	2	12.5%
Total		16	100%

Table 1: The frequency and the percentages of the Appraisal Theory systems

The above table shows that the total number of the appraisal words found in the data is (16). The most highly used system of the Appraisal Theory in the translation of the Iraqi constitution is the Engagement system. The number of the appraisal words that reflect the use of this system is (11), and this represents (68.75%) of the appraisal words detected in the data. On the other hand, the least used system is the Graduation System where it is used only in (2) words, and this represents (12.5%) of the total percentage. Moreover, the Attitude system is reflected only in (3) words, and this stands for (18.75%) of the total percentage.

For clarifying the percentage of each system in a clearer way, the following figure is devoted for this purpose:

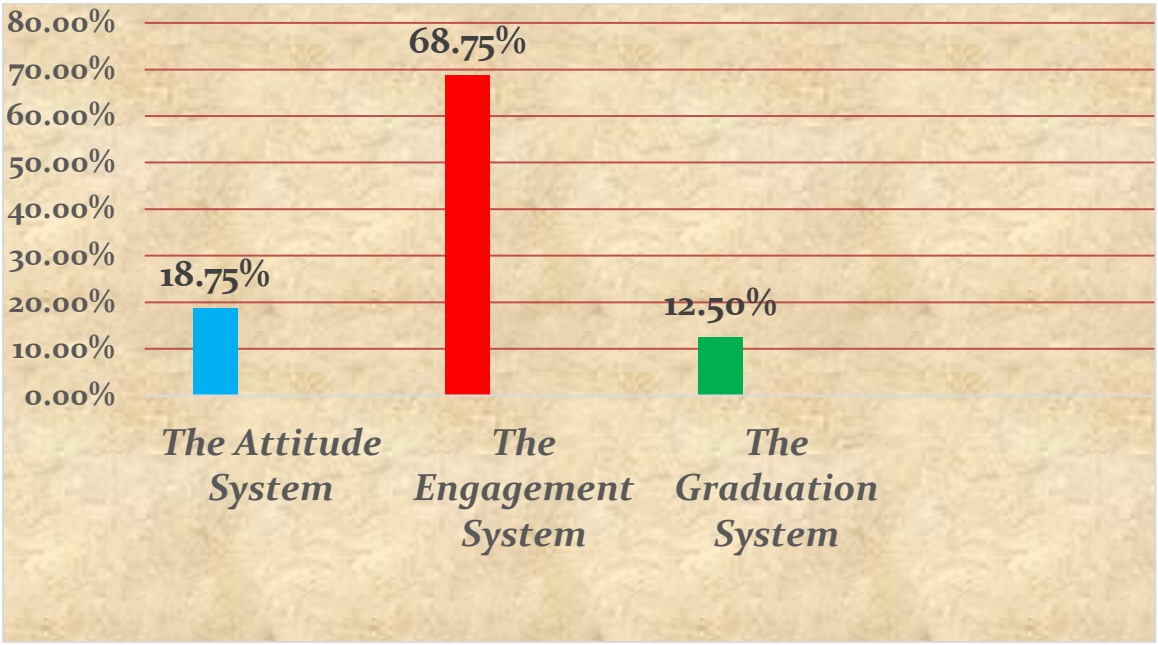

Figure 2: The percentages of the Appraisal Theory systems

Conclusions

The analysis of the selected data reveals some of the findings or concluding remarks. The analysis shows that the judgement system of the appraisal theory is the most highly used system in the translation of the words and expressions of Iraqi constitution. It is used in words that represent (68.75%) of the total percentage. Those words reflect the monoglossic variable particularly which stresses the fact that the items of the Iraqi constitution do not accept any alternative viewpoints or opinions. The study finds out that the institutional language is always involving static expressions which should be interpreted correctly. Furthermore, the analysis of the data displays that the least used system is the Graduation System where it represents (12.5%) of the total percentage. Moreover, the Attitude system stands for (18.75%) of the total percentage. Additionally, the present study finds out that the language of institutions is always preferred to be written in strict and intensified language which does not permit any other alternative opinions or viewpoints. Finally, in the Iraqi institution translation, it is found that the intended function is reliably and faithfully transferred from the source language (Arabic) to the target language (English).

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