



Text Type-Based Assessment of Arabic Translation of the Novel The Catcher in the Rye

Rasheeda Mohammed Ibrahim Musawa ^{1,*}, Yahya Mohammed Ali Al-Marrani ²

¹ Faculty of languages -Sana'a University, Sana'a, Yemen.

² Faculty of Education and Applied sciences Arhab- Sana'a University, Yemen

*Corresponding author: thesinper219@gmail.com

Keywords

1. Translation quality assessment
2. Linguistic construction
3. extra linguistic determinants
4. Text typology

Abstract:

This study aims to assess the quality of the Arabic translation of the novel *The Catcher in the Rye* by J. D. Salinger in light of Reiss's (2000) model of text typology, focusing on any mismatches between the original text and its Arabic version at the semantic, grammatical, stylistic, and lexical levels. To this end, the study adopts a qualitative analytical approach. Results revealed mismatches between the ST and the TT that appear to have distorted the intended messages of the ST. Ultimately, the quality statement indicates that the TT differs significantly from the original ST.

تقييم الترجمة العربية بناء على نوع النص لرواية "الحارس في حقل الشوفان"

رشيدة محمد ابراهيم مساوي^{1*} , يحيى محمد علي المراني²

¹ كلية اللغات - جامعة صنعاء، صنعاء، اليمن.

² كلية التربية والعلوم التطبيقية أرحب صنعاء، اليمن.

*المؤلف: thesinper219@gmail.com

الكلمات المفتاحية

1. تقييم جودة الترجمة
2. البناء اللغوي
3. العوامل غير اللغوية
4. نوع النص

الملخص:

تهدف هذه الدراسة إلى تقييم وتقويم جودة الترجمة العربية لرواية الحارس في حقل الشوفان (1951) للكاتب دي جي سلينجر في ضوء نموذج رايس (2000). والهدف الرئيسي من هذه الدراسة هو تقييم جودة الترجمة ومعرفة الاختلافات التي ارتكبها المترجم على المستويات الدلالية والنحوية والأسلوبية والمعجمية باستخدام نموذج رايس (2000). ومنهج الدراسة المستخدم هو التحليل النوعي. وقد أظهرت النتائج العديد من الاختلافات في أجزاء مختارة من النص المصدر والنص الهدف والتي تمت مقارنتها للتوصل إلى الأخطاء والاختلافات في البناء اللغوي في ضوء نموذج رايس (2000). وقد كشفت النتائج عن العديد من أوجه عدم التطابق من خلال التحليل، حيث تسببت هذه التناقضات في عدم فهم الموضوعات والرسائل المقصودة. يشير بيان الجودة إلى أن نتيجة تحليل النص الهدف تختلف اختلافا كبيرا عن النص الأصلي.

Introduction:

1. Background

Translation Quality Assessment is a recurrent research topic and a key issue in translation studies. The present study is another step in this direction of research, attempting to make some judgements about the worthiness of the translated work and emphasizing that translation is, at its core, a linguistic art.

In their book *Research Methodologies in Translation Studies*, Saldanha and O'Brien (2013, p. 96) reviewed the history of translation evaluation and pointed out that such evaluation is a task "that has been carried out for centuries, literalness or the freeness of the translation and evaluation criteria being mainly subjective." Translation Quality Assessment (TQA) aims to assess the translated work as a visible object.

As Tsagari and Floros (2013, p. 238) pointed out, the TQA research endeavors have generally "focused on three areas: evaluation of translations of literary and sacred texts, assessment of translation professionals at work, and assessment of trainee translators." Many TQA models have been proposed by translation scholars, with each model has its own criteria, and they fall into two main categories: the quantitative models, such as Williams' (2009) model, and the qualitative models, such as those proposed by House (2015), Nord (1997), Al-Qinai (2000), and Reiss (2000).

The current study chose to adopt the Translation Quality Assessment model proposed by Katharina Reiss (2000).

2. Statement of the Problem

Translating literary texts is a difficult task that translators take pains to accomplish should they wish to deliver a version that has the same meaning and effect as does the original text. Literary texts have their own style, form, and strategies. The translation must fulfil specific criteria to be considered a text that represents the same message, emotion, and intended meaning of the ST, a daunting task that some translators find challenging to achieve.

The current study tries to evaluate the TT as translated by Ghalib Halsas, using Reiss's

(2000) model. It also tries to find out any mismatches between the translation and the ST, and to determine whether the translator has succeeded in preserving the style, semantics, grammar, and lexical words of the TL.

As mentioned earlier, the assessment of the translated version is based on the Translation Quality Assessment model proposed by Katherine Reiss (2000) according to which texts fall into three categories: informative, expressive, or operative. The function of each of these texts has a particular emphasis, and by emphasis, Reiss (2000) means a dominant interest in conveying certain matters, data, or information rather than others. This evaluation aims to discover whether or not the translation has transferred and preserved the semantics, grammatical, stylistic, and lexical levels of the ST. It studies the errors committed through the process of translation.

3. Objectives of the Study

The main objectives of this study are:

1. To assess the quality of the Arabic translation of *The Catcher in the Rye*, using the parameters of Reiss's TQA model.
2. To identify the mismatches made by the translator at the semantic, grammatical, stylistic, and lexical levels based on Reiss's (2000) Translation Quality Assessment (TQA) model.

4. Questions of the Study

To achieve the above objectives, the following research questions are raised:

1. To what extent can the quality of the Arabic translation of *The Catcher in the Rye* be assessed using the parameters of Reiss's (2000) model?
2. What are the mismatches made by the translator at the semantic, grammatical, stylistic, and lexical levels?

5. Limitations of the Study

The study is limited to:

1. Two texts: the novel *The Catcher in the Rye* and its Arabic translation by Ghalib Halsas.
2. There are many different models of Translation Quality Assessment; the

present study selected the model proposed by Reiss (2000).

6. Significance of the Study

The quality assessment of the TT is important as it allows us "to measure the impact and effect of different variables on the translation product and process and subsequently change our techniques, training, or tools to better meet quality requirements" (Saldanha & O'Brien 2013, p. 96).

The current study aims to provide a translation assessment of the Arabic translation of *The Catcher in the Rye* and thus attempts to draw other translators' attention to translation errors that they can avoid when translating literary works from English into Arabic.

7. Literature Review

7.1. Translation

7.1.1. Definition of Translation

Translation has been defined by many translation scholars and researchers, with each one approaching this term from their own understanding and perspective. For example, Nida and Taber (1982) viewed translation as a process that involves representing in the recipient language the closest natural correspondence to a message in the SL.

Catford (1965) defined translation as the replacement of words from the SL to the TL. That means the translator must replace the words in the ST with those of the TT best matching them. Catford also pointed out that translation is the change of the form, the meanings, and the style of the ST to its equivalent in the TT.

Newmark (1981) viewed translation as the process of rendering the meanings of any text into another language. According to Newmark (1981), the translator should be able to represent the same information as the ST in the TT. Gobel & Larson (1987) defined translation as the change of the form, the meanings, and the style of the ST to its equivalent in the TT.

In general, it can be summarized that translation is a process of replacing the deep meaning and the message of the SL with the TL. Moreover, a translator should respect the style, grammar, and the semantic selection of the appropriate expressions while attempting to produce the effects and messages in the TT as those of the source one. Translating is then a difficult task; the translator must produce as good a translation of the ST as possible, and the translation work should be close to the target readers.

7.1.2. Types of Translation

Roman Jakobson (1959) introduced three ways of interpreting a verbal sign in translation. These ways are:

- a) Intralingual translation or rewording: this term refers to the process of restating or explaining the meanings of the verbal signs of a language by using other verbal signs of the same language.
- b) Interlingual translation (also translation proper): this term refers to the process of replacing the verbal signs of one language with those of another totally different language.
- c) Intersemiotic translation or transmutation; it is an interpretation of verbal signs by means of a nonverbal sign system.

Gobeli and Larson (1987) stated that there are two types of translation: the first one is form-based and is described as a literal translation following the ST's form. The second one is meaning-based; it refers to the careful studying of the ST to convey the meanings of its verbal signs.

According to Catford (1965), translation can be categorized into three types: word-for-word translation, literal translation, and free translation.

- 1- Word-for-word translation refers to translating each word of the ST by its equivalent in another language without paying attention to the difference between the two languages. Sometimes this type of translation makes it difficult for readers to properly understand the TT because it does

not respect the grammatical rules of the TL and thus may render the TT unintelligible.

- 2- Literal translation is a transfer of the same message of the original text by rendering each word of the ST into its equivalent in the TT. As Newmark (1988) stated, this type of translation emphasizes having the same number of words as the ST, but it takes into account the grammatical system of the TL to render the message intelligible for the target audience.
- 3- Free translation attempts to preserve the message expressed in the original text by using the translator's own words. In this type of translation, the purpose is to provide the readers with information in a way easy to understand. Moreover, the translator can edit or add words if necessary.

7.1.3. Translation Process

Translation is the process of transferring the meaning of the ST to the TT. According to Nida and Taber (1982), there are three main stages of translation.

1. Analysis: In this stage, the translator should analyze the original text with its linguistic elements. This stage deals with analyzing the sentences, clauses, phrases, and words of the ST.
2. Transferring: Here, the translator tries to understand the deep-structure meaning of the ST.
3. Restructuring: After analyzing the linguist aspects of the ST and understanding its deep meaning, the translator should restructure the text to produce an acceptable version in the TL.

7.1.4. Methods of Translation

According to Newmark (1981), translation methods are the aims that underlie the way of our translation, which lead to the form of the translation. As Ghazala (2008) stated, there are four methods of translation:

- a. **Word-for-word translation** is the one that represents the same order of the words of the ST in the TT. In this method, each word of the ST is translated into its equivalent in the other language.
- b. **Literal translation** means transferring the same structure of the ST to the TT. This

method can be called direct or close translation. The translators attempt to introduce the same structure of the ST in their translation.

- c. **Faithful translation** means the translator tries his/her best to reduce the message of the ST while respecting the linguistic elements of the TT in translating. It tries to remain completely faithful to the author's intentions and the text realization in the original text.
- d. **Free translation** renders the message of the ST by the translator's own words. Sometimes this method of translation is derived from the context in a direct way.

7.1.5. Translation Strategies

According to Newmark (1988), there are many translation techniques and strategies that can help translators to produce an acceptable version of the ST. Below are some of these strategies and techniques:

1. **Borrowing:** this means using the same ST word in the TT. This strategy is often resorted to when there is no equivalent in the TL.
2. **Calque:** this strategy is introduced as a specific kind of borrowing where the SL is translated literally in the TT.
3. **Adaptation:** includes addition, omission, and cultural substitution.
4. **Modulation:** involves the changing of the form of the text.
5. **Deliberate:** means to delete a word that does not suit the TT.
6. **Compensation:** is used to compensate for the function of a referent that appears to be opaque in its original form.
7. **Transposition:** refers to the moving from one grammatical category to another without changing the meaning of the text.
8. **Definition:** refers to providing an explanation of the meaning of the word.
9. **Culture substitution:** this means to find the most appropriate equivalence in the TT.
10. **Lexical creation:** this is the coining of a suitable term for a word that does not exist in the TL.

7.1.6. Translation Quality Assessment

Translation quality assessment is a recent, fast-growing area on research in translation studies. It focuses on assessing and evaluating the translated work following some translation assessment criteria and models proposed by many translation scholars. Williams (2004, p. 9) stated that “every translation of the author of the original must be assessed in terms of the appropriateness in the translator's intentions to that of the author of the original, not of the appropriateness of the translator's intentions that of the evaluator.” Three properties have been suggested for assessing the quality of a translation:

- a. Accuracy: this property refers to the degree to which the translation is similar to the ST in terms of the message.
- b. Clearness: this involves all elements included in a text.
- c. Naturalness: this property is concerned with the choice based on test; moreover, the measurement of naturalness is subjective, with its appropriateness being judged by the target audience.

Some other experts used different terms that refer more or less to the same properties mentioned above. Nababan (2003), for instance, talked about accuracy, acceptability and readability as criteria for evaluating the quality of a translation. According to Nababan, accuracy refers to the degree to the ST and the TT can be judged as equivalent; acceptability has to do with the appropriateness of the way in which the message is delivered in the TT; and readability is measured by the extent to which the TT is judged by the target audience as difficult or easy to understand.

7.2. Translator

The translator is the one who does the process of translation. He or she is supposed to solve any problem that may be encountered during the process of translation, and must be highly proficient in the two languages: the language of the ST and that of the TT. According to Nord (1997), any translator should have specific qualities in order to produce an acceptable work that is easy for the target audience to be

understand. These qualities include the following:

1. A wide range of vocabulary in both SL and TL.
2. A profound understanding and knowledge of the linguistic and rhetorical systems of the SL and TL.
3. Faithfulness in transferring the message, information, thoughts, and ideas of the original text.
4. The translator needs to have patience.
5. The translator should be able to translate all kinds of subjects.
6. The translator should be able to deliver the message and information to the readers.

Any translator must have these qualities and skills should he or she wish to produce remarkable translations.

7.2.1. Writer of the Source Text

J. D. Salinger was a famous American writer and novelist in the 20th century. He was born in 1919 in New York and died in 2010. He also wrote some popular books and many short stories that were published in different magazines in 1948. Among his novels stands out *The Catcher in the Rye*, which was written in 1951 and is still considered a hallmark of great American literature. This novel brought him immediate success and fame as a writer and a novelist because, in some way, it can be viewed as an autobiography.

7.2.2. Translator of the Novel

The Arabic version of the novel under scrutiny was done by Ghalib Halasa. Halasa is a Jordanian who was born in 1932 and died in 1989. He was a novelist, short story writer, literary critic, translator, and political activist. During the 20th century, he was a prominent literary figure in the Arabic-speaking world. Some of Halasa's notable works are *al-Dhahik* (Laughter), *al-Su'al* (The Question), and *Sultana*. Halasa started to write when he was 12 years old. When he was at the age of 14, he participated in a short story competition in Jordan and Palestine and won the first prize.

He was active in the communist party and was a member of several Arab communist parties, depending on his whereabouts after leaving Jordan in the early 1950s. He settled for a long

time in Egypt, where he wrote his most important novels. He joined the Palestinian resistance in Beirut and left with the fighters in 1982. He spent his last years in Damascus. After his death, his body was returned Jordan to be buried there, where his works were printed. Some consider him the pioneer of the Jordanian novel.

7.3. Theoretical Background

7.3.1. Translation Quality Assessment

Translation is the process of replacing words in one language with their equivalents in another language. The use of linguistic elements in a language is basically for the study and evaluation of translation theories. Equivalence is the most popular issue in the theories of translation. Translation quality assessment refers to the process of examining and evaluating the quality of a translation. The evaluation is sometimes subjective and objective at some other times.

As stated by Newmark (1988), the purpose of translation assessment is to achieve the following five aims:

- a. To develop standards for translation.
- b. To present an objective lesson for translators.
- c. To provide some ideas about translation at specific times and in particular areas.
- d. To evaluate a translated version of some work.
- e. To identify any semantic and grammatical differences between the SL and the TL.

7.3.2. Approaches to TQA

Various models have been proposed by different translation scholars to assess the quality of a translation, with each model setting up its own criteria for that matter. Nevertheless, all TQA models fall into one of two main types: the quantitative models, such as Williams (2009), and the qualitative models, such as House (2015), Nord (1997), Al-Qinai (2000), and Reiss (2000).

House (2015) identified a number of categories: Anecdotal and subjective, which includes neo-hermeneutic approaches that focus on the process of interpretation in translation. The response-based behavioral

view and the different TT views of translation evaluation are in the same line with approaches that emphasize the individual, social, and cultural aspects. Besides the ideological variables involved in interpreting text, the linguistically-oriented views of translation with special attention to the ST are closely linked to the analytic framework for text analysis and comparison. There are five approaches to TQA.

7.3.2.1. Anecdotal and Subjective Approach

Translators, scholars, philosophers, writers, and many others have proposed this approach to the quality assessment of a translation. It requires of each participant in the translation task to prescribe a list of recommendations to be followed by new translators. It is also based on subjective evaluation, that is, individual opinions of what a good translation should be like, and what is not a good one. Snell-Hornby (2006) states that,

A. Any utterance can only be understood from the perspective of the entire life context to which it belongs, as an aspect of the speaker's life that is dependent on all other aspects of his life, and the latter can only be determined by taking into account the total of the settings that determine his development and future existence.

B. Any speaker can only be understood through the prism of his nationality and the age in which he lives. (p. 6).

7.3.2.2 Response-Oriented, Psycholinguistic Approach

This approach is based on identifying the dynamic equivalence – the popular notion presented by Nida (1964) – between the original and the TT. Nida (1964) argued that the language contains more than the mere meaning of symbols or their equivalence, but rather a code in operation. He also viewed the following five factors as important in any communication:

1. The subject matter;
2. The participants who are in the communication;
3. The speech act or the steps of writing;
4. The code used; and
5. The message.

7.3.2.3. Text-Based Approaches

Text-based approaches take a text as the focus of their analysis and study, and thus they draw on linguistics, comparative literature, or functional language models as essential tools. As House (1997) pointed out, these approaches could be informed by comparative literature, philosophy, and sociology, theories of action and reception, and linguistics.

7.3.2.4. Functional and Action and Reception Theory Related Approaches

These approaches are concerned with the aim of the translation. "In translating, priority has to be given to one factor, and the others have to be subjected to it, because one cannot serve two masters at the same time" (Nida, 1964, p.156). Nida then seems to refuse the existence of the original text because the aim of the translation should be served, whatever it takes.

7.3.2.5. Linguistically-Oriented Approaches

Newmark (1988) indicated that criticism of translation introduces a basic connection between translation theory and its application. It can be an enjoyable task when a critic analyzes and criticizes someone's translation or makes comparisons between two or more translations of the same text.

7.4. Reiss's (2000) Model of TQA

Reiss's (2000) TQA model emphasizes the importance of studying text-typology.

Reiss's *Criticism of the Potentials and Limitations: Categories and Criteria for Translation Quality Assessment* (2000) introduces a systematic approach to the TQA. Her model also emphasizes that the assessment of translation cannot only be carried out on the TT. According to the model, the assessment of a translation should begin with the determination of the type of the text that the translator has gone through. Then, assessment goes through two main stages, beginning by analyzing the TT to study the appropriateness of the TL use, and ending with comparing the two texts in order to establish the degree of equivalence between them. Reiss believes that the process of evaluation should include the TT

and the ST. Her assessment model is based on three parameters:

1. Text type, with texts being sub-categorized into three types: informative, expressive, and operative.
2. Linguistic constructions, which include the study of the semantic and linguistic properties of any text.
3. Extra linguistic determinants, which refer to the impact of contextual factors on the ST and the TT.

According to Reiss (2000), the criticism starts with the determination of the type of text. Her evaluation is based on two stages, with the process of assessment starting with analyzing the TT and ending with a comparison between the ST and the TT. In Reiss's (2000, pp. 9-10) words, "judgment of a translation should never be made *one-sidedly* and *exclusively* based on its form in the target language," but it has to be "followed by the second indispensable stage of comparison with the source text." Additionally, Reiss (2000, p. 15) emphasized that any "constructive translation criticism must also offer satisfactory alternative translations, substantiated with convincing evidence."

As mentioned earlier, Reiss's assessing criticism starts with the identification of the text type. The importance of this step stems from the fact that the goals of translation are based on text typology, with each text type having a particular function, that is, whether the focus is on content, form, or appeal of the text.

Once the text type is determined, evaluation should move to the next step, which is the linguistic analysis of the text. According to Reiss's model, this analysis involves four linguistic elements: the semantic elements (which concern the meaning of a sentence); the lexical elements (which deal with terminology); and the grammatical elements (which address the grammatical system of any text). In addition to these elements, there are stylistic aspects that have to do with the form and style of the text.

According to Reiss (2000), extra linguistic elements are those elements that "make specific choices among the variety of means available in [the] mother language which would not only

be intelligible to the reader or hearer, but under certain circumstances would even permit him to ignore certain linguistic means and still understood by members of his language group" (p. 23).

7.5. Previous Studies

Translation quality assessment is a relatively recent topic in translation studies and has been investigated by some researchers. For example, Aulia (2022) conducted a study titled 'Translation Quality Assessment: Assessing Google Translation Quality'. This study was aimed at assessing the quality of translations done by the engine Google Translate from English into Indonesian, drawing on Rochaya Machali's (2017) theory. The study adopted a quantitative method to investigate a collection of texts about health taken randomly from the Jakarta Post. The results of the study showed that Google Translate had performed well, with its outputs obtaining a high score.

Hannawi (2022) carried out a study titled 'the Assessment of Translation of Qabbani's Yawmiyyat Imra'a La Mubaliya into English: A Stylistic Analysis'. The study was aimed at assessing and comparing two English translations of Nizar Qabbani's poem 'Yawmiyyat Imra'a La Mubaliya' written in 2007; the first translation is done by George Nicolas in 2015, the second by Manal Al-Sherbini in 2022. The study found that the two translators used different strategies and techniques to handle some of the stylistic gaps between the Arabic and English languages. Furthermore, the translators seemed to have prioritized the content and the meaning of the poem over the aesthetic aspects. The study highlighted the importance of stylistic knowledge, suggesting that it is difficult to render all stylistic aspects of the TT.

Chen and Zhang's (2020) study 'Application of Reiss's Text Typology in Translation: A Case Analysis of Franklin D. Fourth Inaugural' showed that Reiss's text-typology model can play an important part in guiding translation practice. Based on the results of their study, the researchers reached two conclusions. Firstly, the translator needs to identify the text type and stylistic features of the original text as this can help to better understand the original text.

Secondly, it is necessary for translators to adopt different translation strategies for different text types under the guidance of a relevant translation theory.

Using Reiss's (2000) model, Dastjerdi and Naeini (2012) attempted to assess the quality of two English renderings of one of the sonnets written by Hafiz (a great mystic poet of Persian literature). The two translations of Hafiz's sonnet 'Sad Soul' were done by Clarke at different points in time. The evaluation of the two translation was based on intra-linguistic and extra-linguistic criteria of translation proposed by Reiss (2000). The study concluded that there were some factors that may assist the translator in observing the 'adequacy' first; the translator should pay attention to the form and the meaning of the translation that is produced. If the translator wishes to produce an adequate translation of a poem, s/he should not produce a wordy text; the translation should be close to the ST in terms of the number of words.

Puchala (2011) conducted a study on the notion of text typology and its significance in translation, using various texts, specifying their implications for a translator, and limiting the role of correct text-type recognition in delivering a successful translation. The study hypothesized that text type is one of the main factors that can help the translator recognize the function and the purpose of the text, as well as the writer's intention. Furthermore, to discuss the notion of text-typology, the study argued that it is important to differentiate between the three other terms incorporated into its definition, namely: text, discourse, and genre. The study also concluded that there were two major problems with translation studies: number one, the very notion of text type is so broad; it could comprise a huge number of text-form variants. Number two: the fundamental difficulty regarding text typologies is the problem of crossbreeding; it is a fact that any text may often include several different types.

Marabout (2010) evaluated three English translations of Gibran Khalil Gibran's works. The study was aimed at assessing the extent to which the translations maintained the aesthetic effects of the original texts. The Arabic texts were selected from the literary work 'Damaa

wa Ibtissam' (1914), one of Gibran's creative works. The results of the study revealed that the procedures followed in the process of translation, along with literal translation, omission, addition, reduction, expansion, and avoidance of repetition, contributed to the sense of the TT. It was concluded that the strategies of literary translation and the difficulties involved in translating literary texts were significant factors. The study also found that the English translations managed to almost entirely maintain the aesthetic effects of the original texts to a great extent.

The study proceeded from the view that translation quality assessment involves interpretive judgment and cannot be reduced to purely mechanical or quantitative criteria. Previous research on literary translation has demonstrated that translators' ideological, cultural, and interpretive positioning may influence lexical choice, omission, and addition, even when translating the same ST (Annuzaili & Qasim, 2025).

8. Methodology of the Study

This study adopts a qualitative analytical method to assess Halasa's Arabic translation of *The Catcher in the Rye*, drawing on Reiss's (2000) model. According to this model, the assessment of the quality of a translation can be done as follows:

a. Analysis of the ST to determine its text-typology.

According to Reiss, it is important to know the type of the source text before starting to assess the translated work. She divided the text typology into three types: informative, operative, and expressive.

b. Analysis of the TT to determine its text-typology.

c. The ST and the TT are compared to find any mismatches at the semantic, stylistic, grammatical, and lexical levels, as well as any affective implications.

8.1. Corpus of the Study

The study is limited to one novel, namely *The Catcher in the Rye*. This novel was written by

Salinger and published in 1951, and it is regarded as his most well-known story. The main character in the novel has something in common with the writer himself. The overall message of the novel is to protect the innocent and to avoid isolation.

The novel talks about two days of the life of Holden, the main character who was expelled from four schools. Holden was confused and disappointed. He tried to search in the world of adults to find out the truth, but he ended up exhausted and emotionally unstable. Holden is also the narrator and tells the story of his adventures before the previous Christmas.

8.2. Procedure of the Study

To achieve the objectives of the study, the researcher applies Reiss's (2000) model to find out any mismatches between the ST and the TT. Below are the procedures followed:

1. Technical Procedures

- The ST and the TT were read thoroughly.
- The ST and the TT were analyzed and judged at the semantic, stylistic, grammatical, and lexical levels.
- The text types were identified, with particular attention given to the expressive text type.

2. Organization Procedures:

- The evaluation of the selected TT was constructed.
- The TT was compared to the ST using the TQA parameters outlined in Reiss's model.
- The logic, coherence, and cohesion of the TT were examined.
- A statement about the purpose (intention of the author and focus on TT reception) was provided.
- The context (text environment) was studied.
- The readability of the TT was evaluated, that is, whether the TL-oriented criterion was met.
- A quality assessment of the TT was made at the semantic, stylistic, grammatical, and lexical levels.

8.3. Data Analysis

The main purpose of the study is to assess the quality of the translated text. The assessment is made by examining the semantic, grammatical,

stylistic, and lexical elements. The TT is considered adequate if it fulfills the requirements of text-typology. To assess this adequacy, the researcher has applied the TQA tools outlined in Reiss's model.

Newmark (1981, p. 19) stated, "The impact the literary translator should provide the target reader with is the same as that provided by the author valid and well-written literary text." He emphasizes the translator's responsibility to provide a semantic response to such questions as who is involved, to whom they are speaking, and when and where the events are taking place. This involves the lexical-semantic interactions of verbs, nouns, adverbs, adjectives, and other parts of speech.

8.3.1. Reiss's (2000) Model Parameters

Reiss's (2000) model proposes three parameters: text typology, linguistic constructions, and extra-linguistic determinants. According to this model, the assessment of a translation goes through two stages, starting with the identification of text type and then embarking on comparing the two texts under scrutiny (i.e. the original text and its equivalence). The text type of both the source and the target text is expressive because it focuses on the form of the text.

8.3.2. Affective Implications

The TT should have the same effect as the ST. That is, the TT should leave the same emotional effect on the target audience as the original does on its readers. The current study seeks to determine whether or not the translator of the selected TT has succeeded in representing the same effect as the ST.

8.3.3. Linguistic Elements

According to Reiss's model, there are four linguistic elements that the assessment of a translation needs to take into consideration:

1. Semantic elements

This level of assessment involves the semantic aspects of the TT. It focuses on the meaning of each sentence depending on the context of that sentence.

2. Lexical elements

This level is concerned with terminologies, special idioms, proverbs, and so forth.

3. Grammatical elements

This is the parameter of assessment where the TT is evaluated from the perspective of the grammatical system of the language the translator used to produce a translated version of the ST.

4. Stylistic elements

The fourth dimension of assessment is concerned with the form-focused text.

8.4. Results of the Study

As mentioned earlier, analysis of the study data is based on the parameters of Reiss's (2000) model, comparing the ST and the TT lexically, semantically, stylistically, and grammatically. Below is a detailed account of the results of the data analysis.

8.4.1. Assessment of the Translation Quality Using the Parameters of Reiss's Model

8.4.1.1. Text Typology

Reiss (2000) categorized texts into three types: informative, expressive, and operative. The original text (i.e. *The Catcher in the Rye*) is an expressive text, with it tending to highlight the aesthetic aspects. The variety of English language used in the novel is vernacular. Holden, the main character, uses slang expressions, such as *hell*, *dam*, *lousy*, and so on, to attract attention and to show that he is strong and rebellious. The use of this language portrays Holden as a child trying to get more attention. This usage also suggests the type of society that Holden lives in.

8.4.1.2. Extra Linguistic Determinants

Reiss (2000, p. 67) said that extra-linguistic elements "make specific choices among the variety of means available in his mother language which would not only be intelligible to the reader or hearer, but under certain circumstances would even permit him to ignore certain linguistic means and still be understood by members of his language group". Her model

has seven factors of extra-linguistic determinants as follows:

8.4.1.2.1. The Immediate Situation

The ST and TT are different in terms of style, grammar, and the semantic use of the words. The ST author has deliberately exploited incorrect usages of these elements to represent his intended message and themes. The TT appears to have imitated the ST author, with the translator having used the same form as the ST without paying attention to the differences between the SL and the TL, as can be observed from the following excerpt:

Excerpt {1}

ST	TT
"This is a people shooting hat," I said. "I shoot people in this hat." (p. 25)	" هذه قبعة صيادين، ولهذا فلسوف اصيد الناس بها." (ص38)

One can notice that the translator has used the same style, semantics, and grammatical structure as the ST. The ST has been translated literally; moreover, the intended meaning is not clear, which leads to ambiguity. "Translating must aim primarily at reproducing the message. To do anything else is essentially false to one's task as a translator" (Nida & Taber, 1982, p. 49). Based on this quotation, it is clear that the translator has failed in producing the message of the above passage.

8.4.1.2.2. The Subject Matter

The Catcher in the Rye is a story of a teenage boy, and his name is Holden Caulfield. He has been expelled from his prep school and is going around New York City for a few days, striving to live with the complexities of growing up and being older in the world of forged adults. Holden gets so sad and lonely after the death of his brother, Allie, and he has tried his best to realize that he is growing up and must assume responsibility and fend for himself, no matter what.

The purpose of Holden's narrative is to hold tight to his childhood innocence and refuse the corruption that he might find in the world of adults. Holden is trying to be the catcher in the rye, that is, a person who saves children from falling and losing the meaning of being a child. *The Catcher in the Rye* is a metaphor for Holden's refusal to accept the cruel reality of

the world. This is evident from the following excerpt, where he is relating his getting out of the house without being afraid of being caught by his family.

Excerpt {2}

ST	TT
It was a helluva lot easier getting out of the house than it was getting in, for many reasons. For one thing, I didn't give much of a damn any more if they caught me. I really didn't. I figured if they caught me, they caught me. I almost wished they did, in a way. (p. 159)	كان الخروج من الشقة أسهل بكثير من دخولها وذلك لأسباب كثيرة. اولها انني لم اعد اكثرث إذا اكتشف اهلي وجودي. حقيقة لم أكن اكثرث لذلك. قلت لنفسي: " إذا اكتشفوا وجودي فليكن". بل كنت اتمنى ذلك. (ص261)

The author has shown that Holden feels lonely, and he receives no attention from his family; nobody cares about him. He lives a life of isolation. Moreover, he suffers from being alone, and he should take care of himself because no one else would. So, the theme of isolation is evident from this utterance and expressed in a very effective way. However, the translated version has failed to do the same, using a literal strategy to render the original; that is, the TT does not transmit the sense of isolation intended by the ST author.

8.4.1.2.3. Time Factor

The events of the novel *The Catcher in the Rye* took place the post-Second World War period, and was published in 1951, standing as a seminal work in the 20th century literature. That time was the time when the country's economy was booming. The novel was written for adult readers, but it has become famous among teenagers because it discusses isolation and hopelessness. It was translated in 2007.

8.4.1.2.4. Place Factor

The story of the novel mentions three locations. The first place is Pencey Preparatory Academy, an elite boys' boarding school. The second location is New York City, and several landmarks there. The last one is the unnamed California Psychiatric Institution.

Excerpt {3}

ST	TT
Where I want telling is the day I left Pencey Prep . Pencey is this school that's in Hagerstown, Pennsylvania. You probably heard of it. You've probably seen the ads, anyway. They advertise in about a thousand magazine. (p. 7)	تبدأ حكايتي يوم غادرت (بنسي) الثانوية. وهي مدرسة في (اجرستاون) في ولاية بنسلفينيا. ربما سمعت عنها أو قرأت أحد اعلاناتها على الاقل. وهي تنشر اعلاناتها في حوالي ألف مجلة. (ص8)

The author has presented the first place where the story starts in which is Pencey Prep. The story begins when Holden is expelled from the school because of his grades. The translator has presented the place, but he has translated it literally and has used the same word structure as the ST.

8.4.1.2.5. Audience Factor

The novel expresses many other themes, such as the challenges of adolescence, alienation, and disillusionment. It can be understood that Holden Caulfield has felt hopelessness, and none of the people around him have understood his point of view. Holden's irony, loneliness, and survival to find his way in the world of the adults are central to the novel's purpose; however, these themes are not mentioned in a direct way. One should read deeply into the events of the novel to understand its key themes. Holden's character resembles the way of living of most teenagers and children around the world.

Excerpt {4}

ST	TT
"No reason. Boy, I can't stand that Sonuvabitch . He's one sonuvabitch I really can't stand" (p. 26).	"لا شيء انني لا أطيق ابن الزانية ذاك انه أحد ابناء الزاني الذين لا أطيقهم" (ص40).

Here in the ST, it has shown the anger of Holden toward the world. Furthermore, Holden has used the word "sonuvabitch" several times to express his disgust and unhappiness with the world of adults because he feels that it is a world of lying. The translator has used literal translation for the word "sonuvabitch," which is not right because the audience is Arabic-speaking people, and this language is not acceptable to them. The translator could use the deliberate omission strategy to avoid such a

mistake, or he could use another word to convey the same sense of anger expressed by Holden in the ST.

8.4.1.2.6 Speaker Factor

The author has used the first-person pronoun. The main character, Holden, is the hero and the narrator at the same time. He narrates the story of his suffering in this world. The language that has been used in the novel reflects his rebellious argot because he is a teenage boy. He has used colloquial and curse words such as *damn*, *sonuvabitch* and other four-letter words. He often uses slang words like *goddam*, *lousy*, and *hell*. This reflects his anger and hopelessness at the people around him. The language used in the novel is a typical teenage way of speaking. During the novel, one can notice that Holden uses the word *old* very much, which refers to his attachment to them. Holden, as a teenager, uses exaggerations that highlight emotional immaturity.

Excerpt {5}

ST	TT
My parents would have about two hemorrhages apiece if I told anything pretty personal about them. (p.1)	كما أن أبي وأمي سوف يصابان بنزيف حاد في نفس الوقت لو حكيت شيئا عن حياتهما الخاصة. (ص7)

The ST shows that the exaggeration is used to highlight Holden's immaturity, and his lying to impress other interlocutors. The translation strategy that has been used in the TT is literal. The translator has copied the same structure as the ST; moreover, he has used the same language that is used in the ST.

8.4.1.2.7 Affective Implications

The ST has triggered sympathy among the ST readers. The events that lead Holden to escape from his house and be expelled from his school have a profound effect on the readers. The language that is used is also effective because it describes the innocence of children, isolation, and hopelessness.

However, the TT has been translated literally. The translator maintained the same sentence structure and translated the words directly from the ST. This approach has proven beneficial for

the TT readers, ensuring their comprehension is not hindered.

Excerpt {6}

ST	TT
I didn't see one person the whole time I was in the park. I'm just glad. I probably would've jumped about a mile if I had. Then finally, I found it. (p. 138)	لم اشهد أي انسان خلال مسيرتي في الحديقة، وقد فرحت لذلك. وفي الاغلب انني لو قابلت انسانا لقفزت ميلا كاملا بعيدا عنه. وفي النهاية وجدت البحيرة. (ص225)

The ST passage shows that Holden has become fed up with his life and with everyone around him. He also appears to be lonely. This passage expresses several feelings such as carelessness, isolation, and sadness. The novelist conveyed his intended meaning and themes effectively. However, the translator presented the translation as a direct copy of the ST; there is no emotion carried in the TT sentence. Moreover, the TT has not represented Holden's suffering in his life. Thus, the translator failed to produce an effective rendering for the TT readers. The translator of the TT has almost used a literal strategy in his translation.

8.4.2 Semantic, Grammatical, Stylistic, and Lexical Mismatches

8.4.2.1 Linguistic Constructions

This term includes the study of semantic and linguistic properties. Linguistic constructions have four elements that the analysis of both TT and ST will take into consideration.

8.4.2.1.1 Lexical Differences

The lexical errors may seriously affect the understanding of terminology in the TT. The translator translated the superficial level of many items, as can be seen in the following passages. The wrong selection of certain lexical items may affect the understanding of the message of the TT. The theme has been affected by the wrong choice of lexical words.

Excerpt {7}

ST	TT
"Good luck" at me. I hope not. I hope to hell not. I'd never yell "Good luck! at anybody. It sounds terrible, when you think about it. (p.19)	"حظا طيبا لي". أرجو الا يكون قد قال ذلك. ارجو ذلك بعنف. أنا لا أستطيع أن أصبح لأي كان: "حظا طيبا! انها تبدو مخيفة عندما تفكر فيها. (ص28)

The passage seems to indicate that the translation was literal, and the translator used a literal strategy during his translation. He has messed in using the correct words, such as the adjectives and the verb. The ST describes that Holden doesn't want anyone to wish him good luck because it seems not right and strange to him. The TT translator has miscarried the deep meaning of the ST. He dealt with the surface meaning and couldn't connect all the passages to come up with the intended meaning of the passage. The meaning of بعنف is violently; however, in the ST, it means very much. The word مخيفة in the TT means scary; however, in the ST, it means strange or not right. The translator should have known the nature of the lexical means of the text. "The African American lexicon differs from lexicons of English in that it combines a range of lexical items or meanings that are not included in other English lexicons" (Green, 2002, p. 31). In addition, the verb "yell" has been translated literally. In the ST, it means "saying", which does not have the exact meaning of yelling.

8.4.2.1.2 Stylistic Differences

After reading the TT, one can find that the misinterpretation of a figure of speech may lead to misunderstanding the text and its purpose in the ST. The translator used literal translation to render this figure of speech. Furthermore, any error may affect the purpose of the choice of a certain figure of speech in the original text.

Excerpt {8}

ST	TT
Where I want to start telling is the day I left Pencey Prep. Pencey is this school that's in Hagerstown, Pennsylvania. You probably heard of it. You've probably seen the ads, anyway. (p. 7)	تبدأ حكايتي يوم غادرت (بنسي) الثانوية. وهي مدرسة في (أجستاون) في ولاية بنسلفينا. ربما سمعت عنها أو قرأت أحد إعلاناتها على الأقل. (ص8)

The TT utterance seems ill-structured because of the literal translation strategy adopted to render the ST utterance. It also has a problem in terms of cohesion and coherence as it breaches the TL style and grammatical system. The structure of this translated utterance sounds awkward to the TL reader, and the use of a literal translation strategy is inappropriate here; this is because "Sentence structure in Arabic is entirely different from that in English" (Alduais, 2012, p. 503).

8.4.2.1.3 Semantic Differences

Semantic mismatches between the SL and the TT were observed in a number of passages. Again, this is due to the use of the literal translation strategy to render some of the ST words. The excerpt below is given by way of exemplification:

Excerpt {9}

ST	TT
"Do you feel absolutely no concern for your future, boy?" (p.18)	"الا تشعر باكتراث لمستقبلك على أي نحو أيها الصبي" (ص26)

The TT is ill-structured. The translator seems to have heavily relied on the literal translation strategy. The cohesion and coherence are lacking in the TT. The translator has represented the sentence in a very weak structure. The translator should have been aware that the "sentence structure in Arabic is entirely different from that in English" (Alduais, 2012, p. 5030). Moreover, he has to be more familiar with the target-language text.

8.4.2.1.4 Grammatical Differences

At the grammatical level of analysis, the TT contains one major error, as can be noticed in the following excerpt:

Excerpt {10}

ST	TT
"You can't just do something like that," old Sally said. She sounded sore as hell. (p.118)	قالت سالي: "لا تستطيع أن تفعل شيئاً كهذا". وكانت تبدو غاضبة جداً. (ص196)

In the ST, Sally is addressing her utterance to her interlocutor, using the second-person pronoun *you*. In the TT, however, there are two different pronouns, namely *أنت* and *نحن*. Note that these pronouns are not explicitly stated on the surface of the utterance, they are implicitly indicated by the morphology of the verbs *تستطيع* and *نفعل*. This mistake confuses the reader who are not familiar with the original, given the possibility that the correct version can either be "لا تستطيع أن تفعل شيئاً كهذا" or "لا نستطيع" "أن نفعل شيئاً كهذا".

8.4. Quality Statement

Analysis of both the ST and TT revealed a number of mismatches between the two texts. Additionally, the translator appears to have relied heavily on the literal translation strategy to render many of the ST utterances into Arabic, which often resulted in different interpretations.

The literal translation strategy seems to be used consciously or unconsciously with no much care and attention given to the differences between the SL and TL in terms of their lexical, semantic, stylistic, and grammatical properties. The basic effect of the ST and the TT is totally different. The ST successfully conveys its profound messages and themes through careful word choice and the use of figurative language. In contrast, the TT adopts an indirect approach, failing to adequately portray the suffering associated with isolation and the innocence of children. Furthermore, the choice of incorrect words and phrases contributes to the overall disparity between the ST and TT. Once again, the ST effectively communicates its deep themes through appropriate language and figurative expression, whereas the TT does not reflect these elements effectively. Such inaccurate word choices have serious consequences on the understanding of the ST messages and themes, leading the TT reader to arrive at unintended interpretations.

The analysis shows that the main themes of the ST have not been introduced as directly and expressively as they are intended by the ST author. Simply put, the presentation of language in the TT is somewhat poor, which affects the presentation of the themes in the TT.

Regarding the dimension of the extra-linguistic determinants, it has been proven that the translator has failed to represent the subject matter as the author does. While reading the TT, one can find that it appears full of obstacles. The TT has suffered from a lack of cohesion and coherence, which can lead TT readers away from understanding the deeper message and meaning of the ST. The translator's work would not influence the TT readers; moreover, it has not reproduced the same effect as the ST.

Errors in linguistic constructions are the result of the literal translation strategy. It can be seen that the TT is filled with mismatches in grammar, style, and semantic word choices. The TT can be said to be a literal copy of the ST, which causes trouble in understanding the intended themes of the ST. During the process of analyzing the mismatches between the ST and the TT using Reiss' (2000) model to TQA, the researcher has found over three hundred mismatches. These mismatches have occurred repeatedly throughout the translation. The types of errors are presented in the following figure:

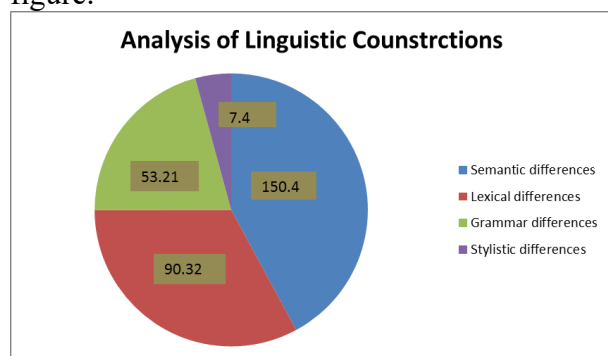


Figure (1): Analysis of TT's Mismatches

According to the above figure, 150.4% of the mismatches belongs to the incorrect semantic selection of words, which might have been caused by literal translation. The lexical errors account for a high percentage (approximately 90.30%) of the mismatches, followed by the

grammar errors (53.21) and the stylistic errors (7.4%). These mismatches and errors are due to the translator using a literal translation strategy.

9. Discussion

The findings of the current study, which analyzed Halasa's Arabic translation of *The Catcher in the Rye* using Reiss's (2000) text typology model, along with other insights from previous research on translation strategies, stylistic transfer, and text typology.

First, similar to Aulia (2022), who emphasized the importance of context and cultural equivalence in achieving accurate meaning transfer, the present study demonstrates that Halasa's translation successfully preserves many of Salinger's thematic and contextual nuances, particularly in rendering Holden Caulfield's rebellious tone and informal register. However, while Aulia focused on the evaluation of machine translation tools, the current research highlights the limits of human translation when negotiating colloquial speech and culture-bound expressions, suggesting that even skilled translators face challenges in balancing fidelity and readability.

Second, in line with Puchala (2011), who applied Reiss's text typology to assess translation quality, this study confirms that Reiss's model remains a practical framework for analyzing the functional adequacy of translations. Halasa's translation shows strong alignment with the expressive text type, as it largely maintains the aesthetic and stylistic qualities of the ST. Yet, some deviations in colloquial language suggest partial loss in the pragmatic function, echoing Puchala's conclusion that strict adherence to text typology alone cannot always guarantee communicative equivalence.

Third, the analysis resonates with Hannawi's (2022) exploration of stylistic challenges in Arabic poetry translation. While Hannawi dealt with poetic rhythm and imagery, this study found parallel difficulties in rendering Holden's idiosyncratic speech. Both studies highlight the tension between preserving stylistic features of the source and adapting them for TL norms. In Halasa's Arabic translation, this tension is most evident in the

translation of idiomatic expressions, where literal renderings sometimes obscure the social identity and emotional undertones of Holden's character.

Finally, the findings contribute to the ongoing discussion of translation adequacy versus acceptability. While Halasa's translation demonstrates a high degree of adequacy when assessed according to Reiss's model, it sometimes sacrifices acceptability in the target culture, particularly where informal expressions are toned down. This observation both supports and extends Reiss's framework by showing that expressive texts require not only structural fidelity but also socio-cultural sensitivity to achieve full functional equivalence.

In summary, the study findings confirm the findings of some earlier research (e.g., Puchala 2011; Aulia 2022) that text typology provides a useful model for assessing translation adequacy, while also showing that expressive texts present unique challenges due to their stylistic and cultural dimensions.

At the same time, the study revealed several limitations in Halasa's rendering, most notably the loss or neutralization of colloquial expressions and culture-bound references. These shifts, while arguably necessary for acceptability within the target culture, diminish the pragmatic force and social identity conveyed in the original. This outcome resonates with previous studies, such as Hannawi (2022), that emphasize the difficulty of fully preserving stylistic and cultural nuances when translating between linguistically and culturally distant systems.

Overall, the study contributes to translation scholarship in two ways: first, by applying Reiss's model to a modern American novel translated into Arabic, thereby extending the scope of text typology research; and second, by highlighting the tension between adequacy and acceptability, which remains central to translation practice. The findings suggest that while theoretical frameworks provide valuable tools for systematic evaluation, effective translation also requires flexible strategies that account for cultural context, audience

expectations, and the communicative purpose of the text.

10. Conclusion

This research article reports findings of assessing Halasa's Arabic translation of *The Catcher in the Rye*. It focuses on the mismatches between the ST and the TT at the grammatical, semantic, lexical and stylistic levels. It can be concluded that Halasa's translation contains many mismatches with the ST, with the translator having not paid enough attention to the fact that the two languages, i.e. Arabic and English, differ in style, semantics, grammar, and culture.

In this study, the researcher has attempted to examine the quality of the TT drawing on the three parameters proposed by Reiss's (2000) model to TQA that include linguistic constructions (style elements, grammar elements, semantic elements and lexical elements), extra linguistic determinants (immediate situation, subject matter, time factor, place factor, audience factor, speaker factor and affective Implications) and text typology. Analysis of the ST and TT identified the mismatches that affected the TT quality and has shown that the mismatches are the result of linguistic constructions' range errors.

Furthermore, it can be said that the ST's intended meaning and aesthetic value have to some extent been lost in the TT.

Pedagogical implication

The findings of the current study have not only represented the problem of the mismatches and errors in the selected translation, but they also highlight some facts about the translation of literary works. The study also shows the problems and difficulties that translators may face and the techniques they can apply during the translation process. The strategy used by Halasa is the literal translation, which is not always acceptable in literary translation as it often fails to maintain the aesthetic aspects of the ST. Several mismatches and errors are found in the Arabic translation, showing the importance of TQA to be applied to most of the translations of literary works. Reiss's (2000) model can help in evaluating and assessing the translation of any literary work.

The findings of the current study can help literary translators to know the problems that are often encountered in literary translation. Moreover, this study is important for translation teachers and other researchers as it might help them select the suitable methods for teaching translation courses and assess the quality of translations done by their students.

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