Translation Quality Assessment: Proposing a Linguistic-Based Model for Translation Criticism with Considering Ideology and Power Relations

Mehrnoosh Pirhayati [*]

M.A. in English Language Translation, Department of English Language, Science and Research Branch, Islamic Azad University, Tehran, Iran.

Abstract

In this study, the researcher tried to propose a model of Translation Criticism (TC) by regarding Translation Quality Assessment (TQA). The researcher, with changing the general view on re-writing, as an illegal act, defined a scale for the act of translation and determined the redline of translation with other products. This research attempts to show TC as a related phenomenon to TQA. This study shows that TQA with using the rules and factors of TC as depicted in both product-oriented analysis and process-oriented analysis determines the orientation or the level of the quality of translation. This study also depicts that TC, with regarding TQA's perspective, reveals the aim of the translation of original text and the root of ideological manipulation, and re-writing. On the other hand, this study stresses on the existence of a direct relationship between the linguistic materials and semiotic codes of a text or book. This study can be fruitful for translators, scholars, translation criticizers, and translation quality assessors, and also it is applicable in the area of pedagogy.

Keywords: A model of translation criticism, A model of translation quality assessment, Critical discourse analysis (CDA), Re-writing, Translation criticism (TC), Translation quality assessment (TQA)

INTRODUCTION

Translation Studies (TS) was the host of many different theories, descriptions, and applications, and the question of the quality of translation is regarded as its first priority. Assessing the quality of translation very fast grew, developed, and became as the sub-field of TS and named as "Translation Quality Assessment" (TQA). Generally, TQA is considered as expressing an opinion, or judgment on the basis of estimating quality, nature, and value of a translation in terms of its corresponding original text (House, 1997). Yamini and Abdi (2009) stated that the main problem and difficulty is that how could be possible, measuring and expressing the quality of translation? Assessing the quality of translation definitely needs a definable, functional, and testable model. Unfortunately, because of these serious and needful limitations and sanctions, few theories sound fruitful, and promising. The model of TQA which was proposed by the German scholar, Juliane House is regarded as one of the very impressive and applicable

TQA models, which was published in 1981 for the first time, and then its revised version was published in 1997. This model is originated from Halliday's (1978) Systematic Functional Grammar (SFG), pragmatic theory, discourse analysis, stylistics, and the theory of register, along with the notion which is stood on the Prague school of language and linguistics (House, 1997).

This is a comparative model for analyzing the translation of a particular original text (House, 1997). Baker (2003) stated that it is considered as a model which is founded on the pragmatic theories of the usage of language. House (1997), believed that the term of equivalency must be functionally understood in such a way that TT must be functionally equivalent with its corresponding original text. In this regard, TQA seems to be very important, because of its evaluative role for determining and estimating the merit, worth, or significance of translation. Thus, its judgment is very strong, and it is considered as an aid for raising the standard aspects of any translation and also for reaching a result over the acceptability or unacceptability of the product of translation. The most important parameter of translation is its accuracy. As Manafi Anari (2004a, p. 41) expressed, the term, accuracy is defined as "the exactitude or precision of the meaning conveyed". He also introduced accurate translation as the re-production of the source message to target language (Manafi Anari, 2004). Based on Bowker (2000), the answer of this question, how the assessment of translation in terms of being good or bad could be possible? is one of the most difficult questions in this area. TQA can be quantitative and qualitative. It can be done through mathematical measurement or can be based on the response of readers, questionnaire, and interview. In addition, three different schools suggested different approaches for assessing the quality of translation. They are brought in bellow:

1- Mentalist Views: Based on these views, an optimal translation is an individual act, and related to human factor or translator in such a way that he/she must have good personal knowledge, artistic-literary competence, and interpretive skills, and his/her comprehension of the original text along with his/ her decisions in the process of translating must be formed on the basis of this vital individual factors. By these views, meaning is subjectively comprehended and regarded as a psychological notion. Thus, these views are not rooted in the systematic assessment of translation and explicit the fact that all statements of the scholars and supporters of mental views have vagueness and can be considered as unverifiable theories, and expressions.

2- Behavioral Approaches (Response-Oriented): These theories root in intelligibility or cognition, and information. Supporters of these views believe that a good translation must be considered on the basis of equivalent response. The followers regarded two important factors for achieving this goal which are the translator and the recipient of translation. One of the famous translation scholars in this area is Nida (1964), who proposed equivalent response. He determined three main factors of: 1- general efficiency of the communication process, 2- comprehension of intent, and 3- equivalence of response as the vital factors for having an adequate translation (Nida, 1964, p. 182). But, the weakness of these approaches is that of not considering the "black box" or human mind (House, 1997). In these approaches, the equivalent is reduced to the degrees of informativeness and intelligibility of overall translation. Other weakness of these

approaches is the problem of establishing the reliable criteria of excellence. Therefore, these views cannot be covered by any tool of quality assessment, and all behavioral theories cannot be considered as valuable theories.

3- Text- Based Approaches: These views contain four different approaches: 1- literature-oriented approaches (comparative literature), 2- post-modernist and deconstructionist approaches (philosophy and sociology), 3- functionalistic Skopos related approaches (action and reception), and 4- linguistically- oriented approaches (linguistics).

a. Literature-oriented approaches: These are target-oriented approaches and with comparative literature presented a new definition of equivalent with regarding the linguistic forms and functions of the original text for having and producing an equivalent TT, in terms of considering the social, historical, cultural, and linguistic system and pattern of target language users. One of the followers of this approach is Toury (1995) who suggested "Descriptive Translation Studies" (DTS) and regarded word-for-word equivalent as an illusion. House (1997) stated that the problem of measuring the translations, that are performed by this target-oriented approach, is lacking a redline or boarder for distinguishing the work of translation from other products such as writing. Based on these approaches, preserving the direct relationship between the ST and TT is not considered significant and translation is mostly directed by the context of target readers/audiences.

b. Post-modernist and deconstructionist approaches: These views focus on the philosophical and sociological aspects of translations. These theories try to make the role of translator more visible in the process of translating and show that how translator's decisions are affected by unequal power relations. In other words, these approaches attempt to show and depict the role and power of translator in shaping the national literature and affecting literary canons, and also these approaches try to reveal the hidden aspect(s), and purpose(s) of selecting a particular text for translation and the reason(s) of using certain strategies in translation. That is to say, the follower of these approaches critically analyze the individual act of translators, and also translation theories, which have orientation towards the cannibalistic and imperialistic natures of translation. House (1997) declared that since each reading of a particular text can lead to different understanding, translation can be studied on the basis of considering ideology which puts translation in the socio-historical conditions of its production. So, particular ideology determines the extent of equivalency or even can completely remove it.

c. Functionalistic skopos related approaches: These views were initiated by Reiss and Vermeer (2014) whom regarded translation as a skopos-based action. This view foregrounded the importance of the function of translation in target context. Bassnett (2007) expressed that the function of translation must be in accordance with the cultural norms of target readers/audiences. Hence, norms of target culture as a crucial yardstick for measuring the quality of translation are determined and bolded. These approaches are not established on the basis of regarding the direct relationship between TT and its corresponding original text. The original text is only accounted for giving a simple offer of information. Offer clearly determines the fitness or unfitness of the original text for translation. But, the weakness of skopos is that this theory maximally ignores the

necessity of a direct relationship between the ST and TT. Hence, it cannot be regarded as a good, or an acceptable approach for measuring translations. In this approach the role of translator is overridingly elevated to the position of co-author which is more important and significance than he/she is normally credited with. (Vermeer, 1994, p. 13).

d. Linguistically-oriented approaches: In contrast with other approaches that reduced and played down the importance of accounting the necessity of a direct relationship between the ST and TT. These approaches stress on preserving the syntactic, semantic, and pragmatic structures of ST. Thus, the function and quality of TT is compared with its corresponding original text for measuring the extent of keeping the function and quality of ST in terms of regarding its factors (Baker & Saldanha, 2009). The followers of linguistic-textual approaches are Honig and Kubmaul (1982), Kupsch-Losereit (1988), Baker (1992), Wilss (1974, 1977), Bell (1991), Gutt (1991), Hatim and Mason (1990), Snell-Hornby (1986), Neubert (1968), Catford (1965), Gert Jager (1973), Reiss (1971), and Koller (1995; 1972). The first and highly influential linguistic-textual approach was proposed by Katherine Reiss/ReiB (1971). Koller (1972) stressed on the significance of proposing a model of TQA which is founded on these three main principles: 1- performing a critical view over ST in terms of its transferability, 2- comparing translation with its corresponding ST, in such a way that particular used methods in translation be described, and 3- evaluating translation based on regarding adequacy or inadequacy instead of considering general criteria such as faithfulness, and highly intelligible. In addition, Wilss (1974, 1982) stressed on creating a TQA model for measuring the quality of TT in comparison with its corresponding ST on the basis of considering the norm of the language usage of target readers/audiences of a particular situational context as a yardstick.

THE WAVE OF DISTINGUISHING BETWEEN TRANSLATION QUALITY ASSESSMENT (TQA) AND TRANSLATION CRITICISM (TC); INTRODUCING TC AS A SPECIFIED SPHERE

Farahzad (2011) defined TQA as a tool in TS for ensuring the translation's quality-in terms of considering the factors of the naturalness, accuracy, and adequacy of translation-by comparing it with its corresponding original text. She stated that TQA can be applied for any translation, and it is founded on the ever-changing concept of equivalent, and it is limited at the textual level (Farahzad, 2011). In other words, it relates to judging the value of translation, in terms of regarding the plumb-line of equivalency to reach a good/bad, right/wrong, or acceptable/unacceptable result (Farahzad, 2011). In fact, it deals with the identity of translation and it deals with what translation is. But, cultural studies, in the 1980s, turned the focus of translation from what translation is to what translation does (Simon, 1996). This new perspective towards translation rejected the concept of equivalent, and called it as norms-based element (Toury, 1995), or as a marginal concept in translation which its existence is determined by skopos (Vermeer, 1994).

In post-structural approaches the term, "original" was challenged (Venuti, 1992), and the term, "target text" was recognized as the independent of its corresponding ST on the basis

of target language realities (Even-Zohar, 1990). In addition, some new concepts such as the reflection of power relations, dominance, and identical issues were discussed and brought in TS (Tymockzco & Gentzler, 2002). Thus, such these perspectives towards translation, and the concept of equivalent opened up a new and unexplored area in TS which is called "Translation Criticism", and it is beyond the concept of TQA (Farahzad, 2011). Lefevere, Bassnett, and Snell-Hornby (as cited by Bolouri, 2013) stated that translation like writing is inevitably bias, since both of them are produced within a particular context.

They concluded that translation is beyond the engagement of translator with a page or a text, with using a bilingual dictionary (Lefevere & Bassnett; & Snell-Hornby as cited by Bolouri, 2013). They said that translation is an action on the basis of regarding two different circumstances or contexts, because both text and its translation relate to two different socio-cultural and historical contexts (Lefevere, & Bassnett; & Snell-Hornby as cited by Bolouri, 2013). They further added this point that the study and analysis of the process of translation gives us a trustable path for apprehending and understanding the causes of changing the ST as manipulations and re-writings (Lefevere & Bassnett; & Snell-Hornby as cited by Bolouri, 2013). Based on Toury (1985), the act of translator is under the control of the socio-cultural norms of target context, and the product of translation is not directly related to the context of the production and ST.

WHAT IS PROCEDURE/STRATEGY?

Generally, translation between two different languages cannot be separated from different influential factors, such as the existence of difference in linguistic pattern, cultural and historical factors, and the normative system of the language usage of particular readers/audiences. Due to this fact, scholars of translation proposed some techniques, and methods as the procedures or strategies of translation for narrowing or removing the possible gaps and producing a faithful translation in such a way that the linguistic content, meaning and message of ST be maximally preserved for target audiences. Newmark (1998) is one of the translation scholars that proposed some procedures. Newmark (1998 as cited by Nedelcheva, 2017) suggested seventeen methods or procedures for the translation of the Cultural Specific Items (CSI) of original text including, transference, naturalisation, cultural equivalent, functional equivalent, descriptive equivalent, componential analysis, through-translation, synonymy, shifts or transpositions, compensation, paraphrase, couplets, notes addition and glosses, modulation, reduction and expansion, recognised translation, and translation label.

Vinay and Darbelnet (1958, 2000) also proposed translation procedures, with emphasizing on the unit of translation as "the smallest segment of the utterance whose signs are linked in such a way that they should not be translated individually" (Vinay & Darbelnet, 1958 as cited by Hatim & Munday 2004, p. 18). They proposed the taxonomy of the procedures and strategies of translation which they can be divided based on considering the two different modes of translation: 1- direct translation, and 2-oblique translation. In direct translation, translator tries to produce a translation by using borrowing, calque, and literal translational strategies. This translation is very

resemblance to word-for-word translation. On the other hand, transposition, modulation, equivalent, and adaptation, as translational procedures, go for producing oblique translation. In oblique translation, translator is forced, by complex linguistic and paralinguistic factors, to use such these translational methods for removing, or narrowing the existed gaps. Such this translation follows the obligatory role, since if any procedure of direct translation, or word-for-word translation be implemented by translator, the meaning and function of the original utterance can be lost or missed in translation. It should be noted that, in adaptation, translator has to create a new situational context - when the lingua-cultural item of ST does not function in the culture of target language users- for establishing a situational equivalent in terms of regarding the meaning, and information and message embedded within the corresponding linguistic-cultural unit or term of ST. Adaptation strategy can be also used for the whole translation of ST.

In transposition or shift strategy, one word class is obligatory replaced by another word class without any change in the original message and meaning. Catford was another translation scholar who suggested translational shifts for making the equivalent condition between ST and TT; fixing possible linguistic gaps for preserving the meaning, and information, and message which can be probably lost or affected due to the existence of possible grammatical differences between source and target languages. He divided shifts into two different categories: 1- level shifts, and 2- category shifts.

Level shifts: Such this shift deals with change at linguistic level from grammar to lexis and vice versa.

Category shifts: Such this shift is regarded as producing a normal translation in which SL-TL equivalent can be attained by setting TL on an appropriate rank. Such this translation is different from formal translation.

Catford proposed different ranks for preserving equivalent. They are these followings:

a. Structural shift: Such this shift can be occurred at the phonological and graphological levels in translation, and also for translating the whole of original text. For example, clause shift is an instance of structural shift; changing the arrangement of SL clause in the process of translating. This shift usually contains class shift.

b. Class shift: It occurs when the target equivalent of SL item is in a different linguistic class. Changing one part of speech to another. For example, changing adjective into adverb, or changing adverb into noun.

c. Unit shift: Changing different linguistic rank or unit of SL in the process of translating such as, changing sentence, clause, phrase, word, and morpheme. For example, if in the process of translating, a word be obligatory converted into phrase or a sentence into clause, and vice versa.

e. Intra-system shift: Such this shift occurs when two systems (the language system of source and the language system of target) are very close to each other but, implementing the system of SL cannot be possible in TL system. It happens in translating the number system and gender system of SL.

WHAT IS MANIPULATIVE PROCEDURE/STRATEGY IN TRANSLATION FROM THE PERSPECTIVE OF CDA?

Manipulative procedures or strategies refer to those linguistic tools and translational procedures which translator optionally uses them for changing or manipulating the particular load of ideology. These strategies applied by translator basically root in the social context of target readers. In other words, because of ideological, religious, cultural, and political rules and restrictions of target context, the content of a particular ST (from textual level to semiotic level) is affected by these factors. It is important to mention that, due to the translator's particular ideological orientation towards or against the particular condition(s) of target context, he/she starts to manipulate, or re-write some parts, the maximal, or the whole of original text. Thus, having an extent of faithful translation by using some translational procedures for removing or narrowing the cultural and linguistic gaps is not the meaning of using manipulative strategies from the perspective of CDA. Such these translations go out of (only) considering the ST, the unit of translation, and trying to produce a faithful, fluent and readable translation and preserving the meaning and message of source language for target readers. Instead, it is generally directed by meta-factors like, ideology and power relations of target context, and translator's decisions- whose as the final decision maker must choose between producing a biased, or neutral translation. So, from the perspective of a descriptive, comparative, and interpretive critical study, the meaning of using manipulative strategies must be in accordance with applying optional translational procedure-when another translational procedure must be used instead of the current one- optional change of grammatical structure which roots in a particular ideological orientation, the substitution of SL item that contains a particular meaning and load of ideology by TL item- which contains the extent of difference in its meaning and in its load of ideology, as the equivalent of SL item- and using repetition and addition strategies for increasing, or decreasing the particular load of the ideology of particular SL items in translation.

With analyzing the optional choices of translational procedures, optional changes of grammatical structures, and substitution, addition and repetition strategies, hidden ideological deviations can be linguistically revealed that indicate to change and manipulation of the ideological load of particular items, terms, or units of ST; being increased, decreased, or removed in translation. So, manipulative strategies must not be mixed up with translational procedures, because this term, procedure is very important and regarded as a determinative factor in TQA; procedures are used for preserving the (pragmatic) meaning and message of source language, and its fluency and readability. Manipulative strategies, in terms of considering CDA, are those strategies that affect the ideological load of the particular items of original text (can decrease, increase, or remove the ideological load of SL items), and the usage of them by translator is for leaving a different and particular ideological implication in the context of target readers/audiences. This change can be considered as a change which is performed by the translator's orientation towards the meta-factors of ideology and power relations of target context, and translator wants to manipulate, change the original text, or re-write it for (a) particular ideological aim(s) and purpose(s).

Thus, translational strategies are distinguishable from manipulative strategies. Translator doesn't want, in such this situation, to (completely) obey and regard the rule of faithfulness of TQA, and consequently manipulates, and/or re-writes for (a) particular ideological aim(s). So, for preserving the perspective of TQA as the main core, basis, and foundation of TS, and also as the basis of any critique in this area, the researcher prefers to return proto-text and meta-text to ST and TT. On the other hand, TC as the diagnoser of good translation and bad translation, as the finder of the root of bad translation, and specially as the discoverer of ideological manipulation, and re-writing can be applied in the scientific researches of this area. The connection of TC- as the tool of TQA- to TQA and ST, TT can be illustrated in this way:

TQA

ST, TT   **TC:**

1- Textual Level

**2- Semiotic Level**
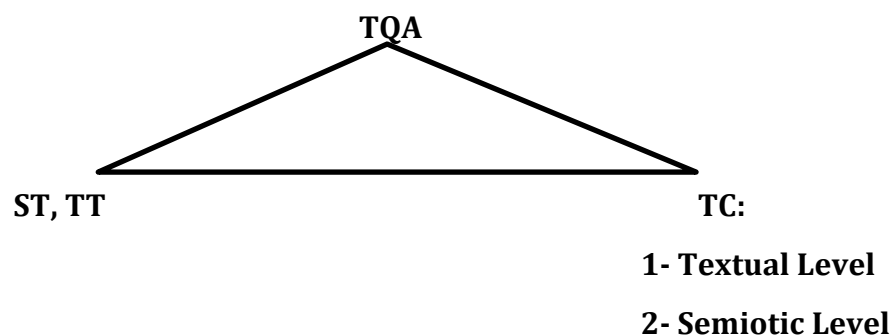
TRANSLATION QUALITY ASSESSMENT (TQA)

Evaluating the quality of translation is originated from regarding only word-by-word translation as a tool of being faithful in which both linguistic form, and meaning be preserved, and message of original be not subjectively interpreted. Such this view roots in translating the holly Torah in ancient that must not be deviated by subjectively interpretation, or free translation, or re-writing. Nowadays, in TS the concept of faithfulness is very important and controversial, and it is differently defined by various theories and approaches. Basically, the theories of TQA deal with and focus on: a. the relationship between the ST and TT, b. the relationship between the features of text (its linguistic materials, the meaning and message, and its coherence and cohesion) and how they are kept by the writer, translator and agents like, editors, and publishers, and c. the results of such these views over the relationship between the ST and TT for determining a boarder between translation and other textual operations, like re-writing, adapted-writing, and writing.

As mentioned before, TQA is very essential, because we can make boarder between translation and other products and preserve the legal and legitimate rights of both translator and writer.

IS TRANSLATOR A CANNIBALIST, WRITER, OR STEALER?

Obviously, translator must act like a translator. He /she must have some knowledge, and skills for best acting in the process of translation. He/she must know well about the concept of faithfulness and equivalency, and the procedures of translation along with knowing well the cultural, social, historical, religious, ideological, and political

backgrounds of the context of both production/writing and reproduction/translation. Clearly, translation must not be defined as an act in isolated environment, since socio-cultural factors, and linguistic differences affect it and like language, it is applied for particular communication and communicative purpose. That's why Newmark and other translation scholars proposed some translational procedures on the basis of regarding the first, fundamental, and ideal concept of equivalency and faithfulness in translation-completely preserving the form and meaning of the original with its readability and fluency. Basically, the term of equivalent means putting equality between two different things that can be regarded in here as two different languages with two different contexts. Production is on the shoulders of writer, but translator is only responsible for re-producing the work of writer as an equal translation. Equality is showed by (=); source language = its translation, in any term and condition. It can be also illustrated in this way:

Context of production   **Context of re-production**

Source language   =   Translation as re-production
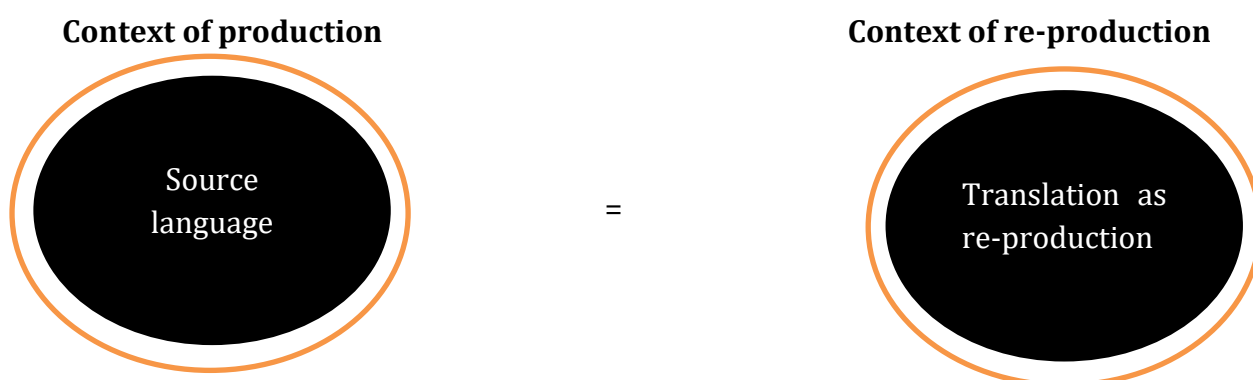
Context refers to some circumstances in which a particular text is created or re-produced within it, for particular readers/audiences. Translator in terms of regarding the conditions of the context of the production of the selected particular written text must find equal or similar context, and translate for target readers/audiences of the same or similar class and group. This is the basic term for any translation; having same or similar context of reproduction. Sometimes, translator acts as both writer and translator, when he/she wants to produce a product by his/her translation for different and particular audiences of particular context which are not like, or as same as the audiences and the context of the production of ST. For example, when a translator wants to translate Shakespeare's Romeo and Juliet, as a book tail for children and not for adults, or when a translator wants to translate this book for a very local eastern tribe which their context and life style have not any similarity with the context of the readers of the ST. He/ she must re-create, along with the act of translating.

He/she employs re-writing strategies along with using translational procedures for producing a coherent text for the target readers/audiences of different class and context. In fact, the translator, in this situation, tries to keep the equality with employing equivalent, synonymy, footnote, and other translational procedures along with re-writing strategies like substitution, and addition strategies. He/she doesn't want to take a particular ideological orientation towards or against the particular condition(s) of target context, in the process of translating for leaving a particular ideological implication. He/she doesn't want to perform a biased re-contextualization. He/she only wants to send the idea and message of the ST to the different readers of different class and context, for

the purpose of their understanding, and making them familiar with such this book, or due to his/her unbiased desire for translating a particular original text for different and particular group of target readers/audiences, like for children. This kind of re-contextualization is based on taking neutrality. Both of cases are re-writing with the different extent of translation.

BUT, WHAT IS THE JOB OR RESPONSIBILITY OF TRANSLATOR? IS TRANSLATOR A WRITER OR TRANSLATOR?

The answer is: translator must not- due to any gap and difference that may force translator for stepping to the outside of the linguistic materials of the original text and illusively legitimizing re-writing as translation- act as a writer, and falsely legitimize his/her work as the product of translation. Translator must be act like translator. The work, and responsibility of giving information relates to writer, and translator is limited for giving information in the scope of the original written text and in accordance with the amount of meaning, and information and message that linguistic materials of the original text carry and reflect. For example, a translator must not add something in translation for the sake of clarifying the source language for target readers, or for facilitating the process of understanding, because addition strategy is the kind of re-writing. Instead, a translator must assess the extent of translatability or untranslatability of the original text.

Take these examples:

They celebrated Whit-Monday.

۱ـ آنها دوشنبه گلریزان را جشن گرفتند.

۲ـ آنها دوشنبه گلریزان که عید نزول روح القدس است، را جشن گرفتند.

As a suggestion, the translator must take the number one as his/her translation and instead of adding some information in the text, with using reliable and valuable definition or description as the footnote or glossary of translator performs a translation not re-writing. Because, number two is regarded as the product of translation with re-writing, which goes to the outside of the writer's consideration and intention- in terms of the scope of meaning, and information of this sentence which is limited by the selected linguistic materials or codes. It should be mentioned that the translation of novel to plot, or the translation of adult's novel from different language, as a book tail for the kids of different language must not be regarded as translation. They are maximally done with re-writing strategies such as, addition, and substitution- because of the existence of differences in the class and context of the source and target readers/audiences.

WHEN DOES TRANSLATOR ACT AS THE STEALER OF THE NAME OF WRITER, AND HIS/HER WORK?

When the ST is completely changed and regarded as the inspiration of translator for generating a new idea and writing a new story or work. In this situation translator's work is re-writing in such a way that the idea and message are completely changed and nothing of the original text is maintained. When you ask the writer about the concept, or the

message of his/her work he/she cannot answer to your question, because the writer cannot have a connection with the new work, as the translation of his/her work. In fact, he/she may answer in this way: this is not the translation of my work it is rather a new work and I cannot answer to your question. In such this situation, translator acts as a cannibalist; the idea, and the whole of the ST were absorbed in the thought of the translator and translator as a writer started to create a new story. In this situation, the translator is a writer and definitely is the stealer of the name of the writer of the original text and his/her work. Gavronsky (1977, p. 59) stated that:

> Through cannibalistic translation the new text becomes a primary one, that is, a new original text, and the translator a creator in his/her own right, negating in the creative act any debt s/he might have towards the first act of creation. As I intend to further explore in what follows, total absorption and negation of the original by cannibalistic translation is only one very specific way of dealing with the metaphor.

Cannibalist translation can be perfomed on the basis of translator's particular ideological orientation(s), economic purpose, or due to the lack of translator's enough knowledge and competence. The main differences between the preceding examples and this kind of translation are:

1- In cannibalistic translation, the relationship between the ST and TT is completely evaporated and faded,

2- The readers/audiences of target language have different understanding from the translation in comparison to the understanding of the readers/audiences of the original.

Therefore, all kinds of re-writing cannot be considered as translation, since they are not translation, and they are re-creation.

MUST WE CATEGORIZE WORKS INTO NON-TRANSLATABLE AND TRANSLATABLE?/WHAT CONDITIONS RULE ON TRANSLATABILITY?

It is significant to mention the important responsibility of translator that he/she must act like a mediator, transformer, and bridge between to different language users with different socio-cultural, linguistic, and historical backgrounds. On the other hand, his/her work must be distinct from writer's or author's work, since translator's work is based on the product of writer/author and his/her work is limited to the original text-which it guides the translator in the process of translating and avoid any re-writing. This limitation describes being faithful to the work of writer/author. Translator must not sacrifice his/her professional and change, manipulate, or add to the amount of existed information, meaning, and message within the linguistic materials of the original text by re-writing- for the sake of creating new story, or creating situational equivalent- for the sake of making the original text more clear and understandable, or for increasing its likability- since translator is not writer. When cultural, social, historical and linguistic gaps between the context of source and target readers/audiences force translator for re-writing- for example, by substituting and adding new terms, or optionally changing the linguistic materials of the original text- that work can be categorized as non-translatable work. A translator must not be a re-writer in any situation and condition. Instead, he/she,

in the all times of his/her occupation, must act as a translator. Writing- in any type- is the job and responsibility of writer and not translator, and translator must translate as the imitator or as the preserver of the amount of meaning, information, and message that the linguistic materials of the corresponding original text reflect and must try to select and re-produce a text which is in accordance with the perspective of TQA. Translator must consider the extent and degree of translatability of a particular work for acting as a translator. Generally, translatability or untranslatability can be answered by these questions:

1-Does this work (original) contains new information, and message?

2-Does this work have same or similar context and audiences/readers in target language?

3- Does the translation of this work face the dominated social, political, and ideological rules, bans, and restrictions of target context, or not?

4- Does the translator can act as a translator or not?

5-Does translator or publisher get the permission of translation from the writer or publisher of original text or book, or not?

For the question number one, if a particular text does not contain new information, and message the translation of that is not fruitful and needful because the source and target readers have the same experience(s). For the question number two, if the same or similar target context, and readers of same particular class or group do not exist, the translator is forced for re-writing. It should be noted that although the same or similar particular readers of original text, and context-which the original text was produced within it- be existed in target, new information, and message can be also existed, because information has generative character. Thus, even two same and similar contexts with same and similar readers can have or generate new different experiences and information. For example, two students who study in the same class of mathematics with the same teacher, and with the same degree of IQ and EQ, but one of them generates and proposes a formula and the other does not, or it is possible that both of them have different perspectives towards solving a mathematical problem and propose two different resolutions.

For the question number three, if social, ideological, and political rules impose restrictions and limitations on translation of particular texts and ban translating them, the translator must not act as a writer and manipulate and change the original text by re-writing. For the question number five, if translator or publisher does not get the permission of translation of selected particular text or book, it can be regarded as a non-translatable text or book, since it is a crime and illegal act.

It is very important, proposing a new definition of translation and determining a maximum, that a translator can act as a translator not as a re-writer, on the basis of the concept of TQA. The researcher proposes, adapted translation as the result of the translational situation when the the translator uses the translational procedure, which re-writing is not mixed up with it. Therefore, the scale of translation starts from ideal translation to adapted translation- in terms of considering TQA's perspective.

IDEAL TRANSLATION: The form, meaning, message, and readability and fluency of the original linguistic material is completely preserved in translation.

ADAPTED TRANSLATION: The translation is not affected by re-writing; using the translational procedure that re-writing is not mixed up with it.

This scale can be illustrated in this way:

Ideal translation   Adapted translation

ADAPTED WRITING IS DIFFERENT FROM ADAPTED TRANSLATION

Imagine a book which is written in old England and contains different socio-historical events, cultural materials, strange old names, and different linguistic patterns and norms. A writer from the contemporary age of England read this book and found that this story must be re-tell for the readers of contemporary age, but due to its socio-historical, cultural, and linguistic differences, it must be re-written. So, what can be preserved or kept in translation?

1-The name of story, and its character must be changed.

2-The socio-historical events and and some cultural properties of story must be manipulated, changed, and substituted,

3- The linguistic patterns and norms of the book which was written for the readers of old England must be changed and the story must be re-written with the contemporary linguistic patterns and norms.

In between, some chapters may be omitted and some new chapters may be substituted. The arrangement and the order of chapters may be changed and manipulated. Consequently, the sequences of events can be partially or totally changed. The answer of this raised question is that just the main idea, and the main message of book are kept by the writer. On the other hand, the whole text can be used or eaten up by the writer as inspiration for growing new idea, message, and theme, and generating new story. Thus, the range of adapted writing can be regarded after re-writing the linguistic structures and patterns of text up to the head of using the original text as inspiration for generating new story and writing.

This range can be illustrated in this way:

Re-Writing<   Adapted-Writing   >Writing

Writing is the redline for adapted writing, since new idea and message is produced by writer that has not any connection to the text which writer inspired from it. In fact, the text can be categorized as a tool of inspiration of writer or as a part of the writer's experiences. In here, the writer is not cannibalist. Instead, he/she is faithful to his occupation as writer. On the other hand, the obligatory change of the linguistic system to appropriate and modify it for the contemporary target readers must be distinguished from adapted writing. As the example indicated, the adapter can change the materials of the old English book and re-create it in such a way that the idea, and message of that book only be preserved for the contemporary target readers/audiences. No one can blame

him/her for adaptation, since it is not the copy, or imitation. It is important to generally mention the cases of copy, or imitation. From the perspective of criticizer:

1- It can be referred to the translation of works which are introduced as the original written texts,

2- It can be referred to the translation of works which are introduced as the products of adapted writing,

3- It can be attributed to a work, when it is very similar and close, in its all aspects, to a particular text- which is written before it- and be introduced as adapted writing,

4- It refers to a work when the writer claims that his/her product is original, but it is very close, in its all aspects, to another work which is produced before it.

But, what about translator, is translator free in adapted translation as a writer in writing, or as an adapter in adapted writing?

The answer is clearly No. An adapted translation is limited to original in which, the translation must not be affected by re-writing; using the translational procedure that re-writing is not mixed up with it.

REVISING TRANSLATIONAL PROCEDURES TO MAKE DISTINCTION BETWEEN TRANSLATION AND THE ACT OF RE-WRITING

We must distinct those translational procedures that re-writing is not mixed up with them from other translational procedures mixed up with re-writing. For example, when translator adds in compensation, and in descriptive equivalent strategy, or substitutes in functional equivalent, translator goes to the outside of the limitation of the original text and re-creates, which the results can be called as illusive or false equivalents. Take these examples:

Equivalent with Obligatory Grammatical Shift

1-He drank a glass of wine.   او یک جام شراب نوشید.

Functional Equivalent with Obligatory Grammatical Shift (Near equivalent)

2-He drank a glass of *wine.*   او یک لیوان نوشیدنی نوشید.

Equivalent with Obligatory Grammatical Shift

3-You fucked them up.   تو آنها را گاییدی.

Functional Equivalent (Substitution)

4-You *fucked* them *up.*   لت و پارشون کردی.

In example 2, the translators used synonymy as functional equivalent and in example 4, the translator used substitution as functional equivalent for narrowing the cultural gaps. Both of them are re-writing and translators act as a writer not translator, because of changing the meaning, and also the intention of writer. As choosing between number one and two and number three and four, the translator must choose number one, and three, or if he/she sees they are untranslatable cases- in terms of ideological or legal bans, the translator must not translate them.

Descriptive Equivalent: Such this translation can also be considered as a mixture of translation and re-writing which cannot be legitimized as translational procedure, since it deals with re-writing. Take these examples:

Whit- Monday

Equivalent

۱- دوشنبه گلریزان

Descriptive Equivalent

۲- دوشنبه نزول روح القدس

In example 2, translator used re-writing. It can be translated like number 1,

دوشنبه گلریزان

along with bringing valuable information as the footnote or glossary of translator with citation like this way:

یادداشت مترجم: مهرشادی (۱۳۹۷) گفته است دوشنبه گلریزان، عید نزول روح القدس می باشد.

Compensation: Baker (1992, p. 78) stated that "in compensation, a translator may omit or play down a feature such as idiomaticity at the point where it occurs in the ST and introduce it somewhere else in the TT". Newmark (1988 as cited by Mashhady & Pourgalavi, 2015, p. 63) defined compensation strategy as "compensating loss of meaning in one part of a sentence in another part." This strategy cannot be regarded as a translational procedure, since translator with adding, re-writes. Take these examples:

Rendered from Persian to English

حساب سیاق

Siyaq system of accounting

In this example, render with using compensation strategy adds *system of...ing*, and does the act of re-writing.

Instead of re-writing, the translator can use transference strategy along with bringing valuable and reliable information or description as the footnote or glossary of translator and establishes the equivalent condition.

زتاب جعد مشکینش چه خون افتاد دردل ها

From the twist of its musky (dark, fragrant) curl, what blood (of grief) befell the hearts (of the lovers of God)!

Translator or render, with compensation strategy, does re-writing. In fact, in comparison to the meaning which the linguistic sign, black reflects it, the translator adds new information or does re-writing.

It can be translated in this way: from her black curly hair, what a blood befell the hearts!

Synonymy: Synonymy must be done when:

1- The insignificant and indeterminative SL item has not equivalent in TL.

2- The coinage of its equivalent is not necessary

3- The synonymy of that insignificant SL item does not contain new extra- information and when be implemented by translator, can be considered as the translation of insignificant SL word with deleting some aspects of its meaning. Take this example:

One of Hundred Words used for Snow in Eskimo-Language

Kripya   Snow that has melted and refrozen
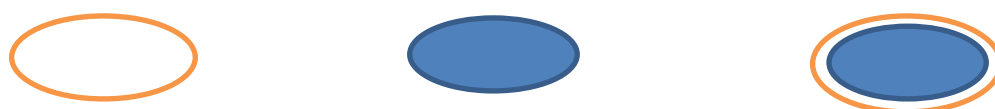
Persian Translation: Using synonymy   برف

with bringing valuable information as footnote or glossary of translator:

یادداشت مترجم: برفی است که پس از‌ذوب شدن، مجددا یخ بسته است (سروری، ۱۳۹۶).

Such this structure of synonymy can be illustrated in this way:

A. SL item   B. Its synonym C. The place of the synonym of SL item in comparision with it

Synonymy, naturalisation, transference, must be used along with using the footnote or glossary of translator. For through-translation, translator must assess the necessity of using footnote or glossary with regarding the scope of meaning, information, and message of SL. It should be noted that, deletion cannot be regarded as re-writing; it means not-translating. One may say that due to the lots of deletion, the translator creates a new story and re-writes the original text. Such this deletion can be happened due to consciously passing the redline of TQA, translatability or untranslatability, and also it can be rooted in the translator's lack of enough translational knowledge and competence.

As these above examples show, a translator just can act as a translator and cannot be a writer. Paraphrasing, or producing an original utterance relates to the writer's/author's scope of work. But, translator must be limited to translation of writer's work, and uses those translational strategies that re-writing is not mixed up with them.

So, the researcher proposes these translational procedures which re-writing is not mixed up with them:

Newmark's third types of obligatory shifts along with + Newmark's transference, naturalisation, cultural equivalent (just for idioms and proverbs), synonymy, reduction, expansion, through-translation, equivalent, footnote, glossary, and deletion.

Usage of footnote and glossary of translator must be considered as the supplementary and compensatory of other strategies for establishing equivalency. Footnotes and glossary must be reliable, clarifier, descriptive, and informative, and also must be in the scope of the consideration of the writer's of original text, and must not be biased. It should be noted that, sometimes referential equivalent must not be applied, and its synonym acts as its equivalent. For example, for the translation of this sentence: everything is will be fixed, the translator must not choose the referential equivalent for the translation of fixed, since this choice تعمیر کردن, causes misunderstanding and ambiguity. Instead, the

translator must choose its synonym درست کردن. Its synonym in here acts as its equivalent. In fact, such this choice is not concerned with any ideology, or cultural attitude or background. It is just in accordance with the system of the language usage of target readers. The purpose of explaining and elaborating TQA, translational procedures, and distinguishing adapted translation from writing is to preserve the connection of (TC) to TQA. In fact, in the TC of the translation of original works, the relationship between ST and TT must be considered and must not be regarded as the relationship between proto-text and meta-text, since meta-texts can be also referred to those works that are completely re-created or re-written, and as before said, translation, is not re-writing. In other words, meta-text can be interpreted as a product that partially or totally is re-created and in some degrees does not relate to its corresponding original text- in comparison with the maximum work of translator as performing an adapted translation which the researcher proposed it, on the basis of considering TQA. The researcher stresses on keeping the relationship between ST and TT. TC as another aspect of TQA can show that a work is translatable or not and also can find the root of selecting a text for translation and also the root of manipulation, and re-writing. The process of analyzing and assessing a translation can be illustrated in this way:

TQA

⟵————⟶

good?   or   bad?
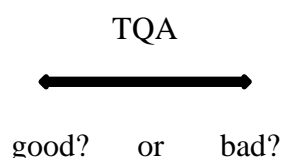
Bad-range translation as the threshold of bad with good translation can be showed by these examples:

Misspelling (the message is not understandable)

This weather is very polluted.   ای آوا بسیار آلوده شده است.

Lack of rationality (Trans-rewriting)

Sozen laughed at Natasha   میز به ناتاشا خندید.

Using equivalent instead of using synonym

Don't worry, everything will be fixed   نگران نباش، همه چیز تعمیر خواهد شد.

Not using obligatory shift

Don't worry, everything will be fixed   نباش نگران، همه چیز خواهد شد تعمیر/درست.

Not using shift

You speak accurately……………   تو دقیق سخن می گویی.

Grammatical error

Rendered from Persian to English

He laughed at Mary

<div dir="rtl">او (دختر) به ماری خندید.</div>

This may not be in the normative system of the language usage of target readers and may make ambiguity or misunderstanding.

Totally, translations can be divided into:

Good-range translation: Ideal translation, adapted translation, adapted translation with weakness in appropriately choosing procedure/s (completely understandable), adapted translation with mistakes or errors (understandable but with misspelling and, or grammatical error), adapted translation with weakness in appropriately choosing procedure/s with mistakes or error (understandable with misspelling and, or grammatical error).

Middle-level: Translation + re-writing/repetition, or addition, translation+ *re-writing/ repetition, or addition* (understandable with misspelling, and/or grammatical error), *translation+* re-writing/ repetition, or addition (understandable with misspelling, and/or grammatical error), *translation+ re-writing/ repetition, or addition* (understandable with misspelling, and/or grammatical error), mixed up trans-rewriting, mixed up trans-*rewriting* (understandable with misspelling, and/or grammatical error), mixed up *trans*-rewriting (understandable with misspelling, and/or grammatical error), *mixed up trans-rewriting* (understandable with misspelling, and/or grammatical error), trans-rewriting/addition + repetition, trans-*rewriting*/addition + repetition (understandable but with misspelling and/or grammatical error), *trans*-rewriting/addition + repetition (understandable but with misspelling and/or grammatical error), *trans-rewriting*/addition + repetition (understandable but with misspelling and/or grammatical error),

trans-rewriting/repetition, or addition + substitution, trans-*rewriting*/ repetition, or addition + substitution (understandable but with misspelling and/or grammatical error), *trans*-rewriting/ repetition, or addition + substitution (understandable but with misspelling and/or grammatical error), *trans-rewriting*/ repetition, or addition + substitution (understandable but with misspelling and/or grammatical error), trans-rewriting/ repetition+ addition and substitution, trans-*rewriting*/ repetition+ addition and substitution (understandable but with misspelling and/ or grammatical error), *trans*-rewriting/ repetition+ addition and substitution (understandable but with misspelling and/or grammatical error), *trans-rewriting*/ repetition+ addition and substitution (understandable but with misspelling and/or grammatical error).

Bad-range translation: Re-writing/substitution, partially or not totally understandable, wrong message, partially understandable but it is wrong message, partial of message is wrong, and the last one is not understandable, or it is ambiguous.

Understanding is not based on the ordinary definition; by comparing with the original or by previous statement or by reading the whole text and predicting and understanding. In fact, it is based on its academic and linguistics notion. For example, understanding which is achieved by realizing the part of speech and predicting the misspelling or error, if it is possible -which can be done by an expert analyzer or assessor in the scope of the linguistic unit of translation. For example, in this case the prediction cannot be acceptable and reliable:

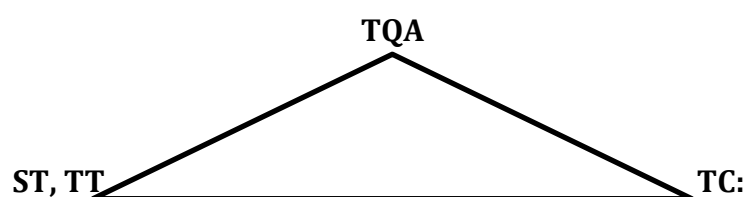Not seeing the original text, and analyzer face this translation:

<div dir="rtl">آ وا آلوده شد است.</div>

The analyzer even by realizing the part of speech of آ, و ا, as the subject, is not sure that it must be attributed to a name or must be predicted as هوا. Thus, this message in not understandable and such this translation is not valuable. Therefore, this completely natural, categorizing translations on the basis of their nature: *translation or re-writing, etc*., understanding, and the right and wrong message. Recognizing the right or wrong message can be also achieved after comparing the translation with its original. It should be noted that, if deletion or not translating does not affect the whole main information and message(s) of each heading and the total of the text, or each chapter and the total of book can be applied in translation. On the other hand, TQA as the scientific, and independent area, and as the boarder of translation with other products rejects re-writing, even the translator is forced to do re-writing. In fact, as said before, the job of translator as the giver of information is limited to the job of translator and not to the job of writer. It is also important to note that translation must not be lost for the reason of keeping the style.

The unit of translation is token or anything that is uttered and can be separately produced, and also can be regarded as an independent structure that individually contains meaning, information, and message. It can be an echo-sound word to a clause and sentence. In the process level analysis of translation, a good translation may not be completely achieved for the total text or book. In addition, a good translation is a range that ideal translation based on considering TQA's perspective and scale can be placed at first and weakness in properly choosing the translational procedure, that re-writing is not mixed up with it, can be placed at the end of this range.

Product-oriented analysis for getting the conclusion	
1- The whole main information and message(s) of each heading and the total of the text, or each chapter and the total of book are preserved?	Yes, No? Why? Rational explanation
2- Determining the result of process analysis	50% of linguistic materials were translated in a good range, ... Thus, the whole translation moves towards good.
3- Is any chapter or heading deleted, added, or the order of headings, or chapters changed?	Yes or no? Rational explanation.
4- Do you think this product contains new information?	Adds new information to your experience, or is this translation can be regarded as a new experience of reading for you.
5- Do you think this product performs a good act at the semiotic level or not? And do you think the ignorance and lack of substitution at this level, affects understanding the TT, in comparison with ST (regarding the Table of semiotic analysis)	Yes or no?
6-With unified and rational interpretation- in terms of comparatively and objectively describing, explaining, assessing, and interpreting- totally this translation as a product moves towards good or bad in terms of regarding these five factors?	

It should be noted that ignoring or not substituting the semiotic features and designs in translation must be assessed for realizing the possible cause(s), and its affection on understanding the meaning, information, and message of the related utterance or linguistic materials or text, or chapter, or book. The ideological aspect of TC should be mentioned for exclusively distinguishing ideological manipulation, and re-writing from other types of manipulation, and re-writing, since such this manipulation, and re-writing can fill an ideological puzzle in terms of the current dominated power, and the ideological and political situation of target context, and can seriously affect translator's decisions, and as the main and influential factor can lead to target readers' misunderstanding. The relation of the ideological TC to TQA, and ST, TT can be illustrated in this way:

TQA

ST, TT   **TC:**

1- Textual Level (CDA enters TC)

2- Semiotic Level

1-Reading the title of original text, book	8-Reading the title of target text or book
2-Regarding the order of its chapters, or headings	9-Regarding the order of its chapters, or headings
3-Regarding the situational context of production	10-Regarding the situational context of re-production
4-Do you think this text or book contains (a) particular ideology/ies, what kind(s)? Do you guess?	11-Do you think this text or book contains (a) particular ideology/ies, what kind(s)? Do you guess?
5-Reading ST: Does it contain (a) particular ideology/ies?	12-Reading TT: Does it contain (a) particular ideology/ies?
6-Try to get a unified and rational assumption from number 4 and 5.	13-Try to get a unified and rational assumption from number 11 and 12.
7-Reading preface, postface, endnotes, and prenotes of the original text or book, then try to get a unified and rational assumption from number 6 and 7.	14-Reading preface, postface, endnotes, and prenotes of the target text or book, then try to get a unified and rational assumption from number 13 and 14.
15-Comparing ST and TT by reading? Do you think the ideological loads carried by the original Linguistic materials were manipulated, changed, and re-written?	
16- Do you think for what reason(s) the translation of this book is prepared?	
17- With regarding the number 15 and 16, *A Comparative ideological* and process-oriented analysis *TC* must be carried out.	

Totally, the strategies that a translator uses for a particular ideological aim- for supporting, or against a particular rule or law, or custom- are:

Substitution: Any translational strategy which be in placed of the suitable strategy for the sake of increasing, decreasing, or removing the ideological load must be regarded as substitution. For example, instead of cultural equivalent translator optionally uses through-translation with/out footnote, or instead of equivalent, translator optionally uses deletion strategy or synonymy with/out footnote. **Another substitution** refers to the change of the meaning and idelogical load of SL by choosing a term as the equivalent of SL. **Repetition, and addition:** When a translator, for a particular ideological aim, uses these strategies for increasing and decreasing the particular ideological load of the linguistic terms of SL. These manipulative strategies which are used for (a) particular ideological aim(s) can be revealed and distinct from the translator's lack of knowledge and competence- when they depict an ideological puzzle, or pattern in the whole of the text in comparison to the context of re-production.

Optional Grammatical Changes/Shifts as Manipulative Strategies

Such as, optional change of modality, shift of agency, coordination into subordination, activization into passivization, verbalization into nominalization, and change of tense.

It should be noted that, the manipulation of original text for increasing its likability may be rooted in a particular ideological orientation. But generally, the economic purpose or likablity is placed at the second level of consideration from the perspective of ideological TC. In fact, if likability roots in a particular ideology, the translator wants to produce a product that ideologically be in accordance with the ideological assumption and orientation of target readers. So, producing such this translation naturally increases the likability of the original text and this product is economically successful. On the other hand, the economic purpose can be completely separated form ideological TC.

For example, using addition for increasing the fluency of product or re-writing partial or total of the original text for the sake of making it more entertaining for target readers, which does not reflect an ideological orientation towards or against the particular condition(s) of the context of target readers. It it can be regarded as a marketing translation.

SEMIOTIC LEVEL

Since a translation/product must be unified in its all aspects, the semiotic features like photos, graphics, and any illustrations must be analyzed on the basis of the consideration of these vital principles:

(ST) Semiotic level	(TT) Semiotic level
1- Reading original text with regarding the context of production	6- Reading its translation with regarding the context of re-production
2-Regarding para-textual elements and comparing them with your assumption gotten from number 1 and getting a rational and unified conclusion.	7- Regarding para-textual elements of TT and comparing them with the assumption gotten from number 6 and getting a rational and unified conclusion.
Comparison must be done between number 7 and 2	

3- Finding inter-semiotic relationship between semiotic expression and related lingual expression (i.e. the relationship between a picture of a book with its related sentence).	8- Finding inter-semiotic relationship between semiotic expression and related lingual expression (i.e. the relationship between a picture of a book with its related sentence). Then, comparing with corresponding original. In this step- the comparison must also be done from number 3 with corresponding target.
4- Paying attention to the typographical features of SL with regarding its linguistic identity; is it an illocutionary or perlocutionary act? Or is it a phrase? If yes, is it an adjective phrase or can be regarded as the contraction of a clause?, is it agent?..., its place, the meaning, amount of information, message, and particular load of ideology that SL item or term reflect.	9- Paying attention to the typographical features of TL with regarding its linguistic identity, is it an illocutionary or perlocutionary act? Or is it a phrase? If yes, is it an adjective phrase or can be regarded as the contraction of a clause?, is it agent?..., its place, the meaning, amount of information, message, and the load of ideology that TL item or term reflect. Then, comparison must be done with corresponding original. In this step, the comparison must also be done from number 4 with corresponding target.
5- Attention and consideration: - Paying attention to the location and the order of bringing the name of writers/author and the book title, with considering these questions: a. Where is the location of the name of writer/author and the book title? b. Which one is brought at first/second? - Paying attention to the typographical features of the book title, and the name of writer/author with considering: a. The relationship of the name and its typographical features and also spatially considering this question that: b. The typographical features of which one more reflect the name?	10- Attention, and comparison with number 5: - Paying attention to the location of the name of writer/author, translator, and book title, the order of bringing them, with considering these questions: a. Where is the location of the name of writer/author, the book title, and translator? b. Which one is brought at first, and second...? - Paying attention to the typographical features of the book title, the name of writer/author, and also translator with considering: a. The relationship of the name and its typographical features and also spatially considering this question that: b. The typographical features of which one more reflect the name? Then, which one...? Then, comparison must be done with number 5
By regarding comparisons, and objective assessing, try to answer these questions:	

1- Are the semiotic features of original text manipulated and changed? If yes? For what reason or why? Ideological purpose and power relations (filling an ideological puzzle), economic purpose, scientific purpose, or due to the lack of translator's, or editor's enough knowledge?

2- Does these manipulations and changes affect understanding the meaning of the linguistic material(s) or text?

The significance of semiotic analysis is founded on:

1- Since, writer, as the main actor and responsible of producing his/her work, can make any decision from textual to semiotic levels for producing a unified work, translator as the final decision maker- even any institutional restriction limits him/her- is legally, ethically, and

morally responsible for reproducing the same work as the translation of the work of writer, from textual to semiotic levels, and his/her acceptances, selections, choices, and decisions can show his/ her amount of knowledge, and also can reveal his/her intention, aim, and orientation towards translating a particular text.

2- Since a product must be unified and also must be produced for particular aim and reason - even if translator only takes the responsibility of interlingually translating the original book- the selected semiotic features and the linguistic materials must represent a unified product.

3- From analyzing the semiotic features and designs on the basis of these above steps, the analyzer can find the trace of the manipulation, change, and the ignorance of the semiotic features and designs of original book which may also affect the process of interlingual translation, since as said before, a product must be unified.

Selected semiotic codes, and visual designs definitely cannot be separated from textual or linguistic materials of a book. They are interrelated and connected to each other and as said before, they must (re)present a unified product. But, they can be also analyzed separately as textual level and semiotic level. For example, if the typographical format of the book title of translation be very bolded in comparison with its original, it could be done for economic, or ideological purpose which might align with the aim, and orientation of translator during the interlingual translation of the original book.

DISCUSSION

TC must not be separated from TQA and the scope of quality must not be invaded by re-writing. As Newmark's and Vinay and Darbelnet's translational procedures indicated re-writing was mixed up with some of their translational strategies, such as in adaptation strategy proposed by Vinay and Darbelnet, and in compensation, componential analysis, modulation, functional equivalent, paraphrase strategy, and synonymy of Newmark. The act of translation must not be appeared as the act of writer, since a writer is free for turning his/her pen whatever he/she wants, but translator is restricted by the properties of the text of writer and must limit him/herself to the amount of meaning, information, message, and ideology that the linguistic structures of original text reflect. Giving

information (how, and what) is the job and first responsibility of writer, not translator. Thus, TQA as a main core of TS which is the host of the many different theories of keeping equivalency, and as a science must not be deviated by illusively legitimizing the act of re-writing as translation. It must be practically showed through applying the translational strategies which re-writing was not mixed up with them. The nature and identity of TQA is to condemn any act of writing and consequently cannot be fed by legitimizing the act of re-writing as translation. TC, as the tool of TQA, can find the root of re-writing which as the illegal act of translator ignores the rights of the writer of original text. It is important to see TQA of a translation in a scale that being good or bad form its two wings, and also, it is important to give TQA the qualitative, descriptive, comparative, interpretive, and critical values rather than only introducing it by rating. Both TQA and TC may naturally be time-consuming, but they are very useful, functional, and reliable for using in the scientific and academic areas.

CONCLUSION

As the conclusion of this study, TC as the tool of TQA must be significantly considered. In this suggested model the relationship between TT and ST is maintained on the basis of regarding the principle of TQA that indicates to the existence of a direct relationship between the translation and its corresponding original text. TQA with using the rules and factors of TC as depicted in both product-oriented analysis and process-oriented analysis determines the orientation or the level of the quality of translation. On the other hand, TC with considering TQA, can find the root of the translation of original text or book, and also can reveal the ideological manipulation, and re-writing. In fact, CDA helps TC in revealing a particular ideological pattern. This study can be fruitful for translators, scholars of TS, translation criticizers, and translation quality assessors, and also it is applicable in the area of pedagogy.

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