

## In Keeping with New Translation Quality Assessment (TQA) Trends: From Planning to Applying a Viable Rubric to Assess Quality of Literary Translation

Sara Zandian<sup>1</sup>, Saeed Ketabi<sup>2</sup>, Hossein Vahid Dastjerdi<sup>3</sup>

<sup>1</sup>Ph.D., English Department, Faculty of Foreign Languages, University of Isfahan, Isfahan, Iran,

Email: sarazandian@fgn.ui.ac.ir

<sup>2</sup>Corresponding author, Associate Professor, English Department, Faculty of Foreign Languages, University of

Isfahan, Isfahan, Iran, Email: ketabi@fgn.ui.ac.ir

<sup>3</sup>Associate Professor, English Department, Faculty of Foreign Languages, University of Isfahan, Isfahan, Iran,

Email: h.vahid@fgn.ui.ac.ir

### Abstract

Recently translation researchers have endeavored to adopt new directions in the current translation quality assessment (TQA) approaches. To this end, they made them more congruent with the desired requirements of a translator's competence, especially considering the latest paradigm shifts, including ideological skewing and localization (Tiselius & Hild, 2017). Thus, such frameworks as Angelelli's (2009) definition of translation competence (TC), as the study's theoretical framework, need to be improved. An attempt was made in this study to design a rubric based on the proposed TQA model representing the TC construct with its comprehensive sub-components and finally, to test its applicability to the Persian translation of *The Catcher in the Rye*. The assessment procedure through which the obtained results were textually analyzed based on the proposed rubric specifically for each sub-component, revealed the inadequacy of the translation quality on the whole and the underlying implications of the rubric's applicability to other translation products.

**Keywords:** translation quality assessment (TQA), translation competence (TC), ideological skewing, literary translation, rubric

## 1. Introduction

As one of the most controversial topics in translation studies (TS), translation quality assessment (TQA) is the domain to which many different translation theories and practices have contributed. Considering the multifarious nature of translation, it can be implied that among the latest attempts to develop a set of objective parameters for assessing the quality of a translation, the models devised by Al-Qinai (2000), Williams (2004), and House (2015) have been the most crucial. Based on Waddington (2003) and Williams (2013), the assessment of translator performance can be considered as a worthwhile activity, which despite being widespread, has not been deliberated adequately either in the form of relevant research or applicable discussions. Meanwhile, with the growing demand for today translators to meet the expectations of the professional market, current scholarly work on translation competence (TC) should incorporate several interrelated sub-competences. This is because TC serves as a cover term for the overall translation performance requirements for the task of translation (Oktay, 2015). Thus, today translators should also be equipped with problem-solving, communicative, and technological skills besides linguistic and pragmatic knowledge (Odacioglu & Kokturk, 2015).

### *1.1. Theoretical Framework*

The task of defining TC incorporates not only naming the knowledge and skills that are being assessed but also breaking translation ability down into its constituent elements, aiming to operationalize its definition so that it can then contribute meaningfully to the design of a TC assessment (Angelelli, 2009). In this study, Angelelli's definition of TC, i.e., the necessary knowledge and skills a translator needs to have mastered to function as a qualified professional translator, has been used as the theoretical framework whose sub-components are defined below:

1. Linguistic competence, as a sub-component of declarative knowledge (of translation ability), is considered as an indispensable aspect of TC based on different models, including Colina (2008) and Angelelli (2009). It includes a masterful control of vocabulary and language grammar, necessitating a certain degree of communicative competence in two languages.
2. Textual competence can be succinctly defined as the ability to form a text appropriately to fulfill its specific function in a given communicative situation. Thus, such knowledge of texts or genres conventions can include "cohesive competence" and "rhetorical organization competence," i.e., "the ability to use linguistic devices to connect ideas and sentences" (Cao, 1996; Angelelli, 2009, p.32).
3. Pragmatic competence is, in short, defined as the situational appropriateness of translation requiring a translator to consider the particular situational context of the target text (TT), including its intended addressee and function in selecting the best equivalent for a specific (source text) ST message. Such a trait can be effectively realized through the translator's ability to translate such "aspects of the socio-cultural knowledge" as "cultural references, figures of speech, and register" (Angelelli, 2009, p.34).

4. As the last necessary TC subcomponent in Angelelli's (2009, p.37) framework, strategic competence entails the skill of problem-solving and the related processes. It concerns such options as "making something explicit" by, e.g., explaining unfamiliar points to the target readership or employing different "devices to make a point implicit. It is included both explicitly and implicitly in any assessment" once the assessor observes the final translation product.

While Angelelli's (2009) framework of TC on which this study has been based seems valuable in its incorporation of essential translation traits, its definition of TC, and, in turn, its sub-components need to be improved considering the nowadays ever-increasing breakthroughs happening in different fields of study, especially TS. As Enríquez Raído and Austerlühl (2003) also suggest, the impact of the concerned changes on the use of information and communication technology (ICT) solutions by translation professionals, for instance, have triggered a different perception of 'quality' in translation which can call to mind a paradigm shift. In this regard, O'Hagan and Mangiron (2013) also name a chapter of their book *Game Localization* as the 'localization paradigm.' Thus, such frameworks for TC as Angelelli's (2009), which have once seemed comprehensive enough, should be developed today to include other prerequisite components, too. For instance, due to the significant role of localization, i.e., customization of a translation product concerning the target language or culture, in translation tasks both academically and in the marketplace, other sub-components like inferential competence and technological competence should also be included in any definition of TC, which tend to be as significant as linguistic or textual competence. This is because, in contrast to previous times when translators acted as only translators, and their developed abilities were in that way, the development of technology today has loaded translators with some new roles and skills, including inferential competence and technological competence (Schäler, 2010; Folaron, 2019; Bulgaru, 2020).

Scholars in the different fields of study, including language-related, cultural, and TS today, often tend to extend the concept of ideology beyond merely the political domain (Petrescu, 2009). Besides, in the semiotic approaches to TQA, the focus has shifted from some stable aspects of texts to dynamic elements, necessitating close attention to the semiotic level of the text in translation (Vahid et al., 2011). Defining ideology in a somewhat politically neutralized sense as a set of ideas organizing our lives that help us understand the relation to our environment, Calzada-Pérez (2014) maintains that translators work in specific socio-cultural contexts while producing TTs for particular purposes as identified by their clients. It can hence, be implied that, in a sense, any translation is *ideological*. Therefore, as the other new paradigm of TS, ideological skewing suggests how the ideological stance of a TT as the product of a translator belonging to a specific socio-cultural context tends to differ from the ideological standpoint of its ST. It can necessitate that translators play the role of a competent communicator between the STs and TTs who, using some effective translation techniques, may produce specific ideological shifts in the TT. Thus, such skills as communicative competence and transfer competence find significance as prerequisite traits for translators today. Such a new trend in TS has been called for by different scholars, who have argued for some new analytical requirements of translation in the era when it has entered into the new paradigm of ideological skewing (Khanjan, 2015; Khazaeefar, 2015). Below, the other TC components, essential to be incorporated within Angelelli's (2009) framework, considering the new

paradigms of TS, i.e., ideological skewing and localization, are introduced to be later incorporated in the TQA model proposed in this study.

### ***1.2. Inferential Competence***

Besides linguistic competence as the first subcomponent of Angelelli's (2009) framework, inferential competence can function as a complementary element whose inclusion seems significant in any definition of TC, especially considering the new paradigm of localization which necessitates the appropriateness of translation product to the target language (Chan, 2013). This is all the more so since "the study of translatability in localization is obviously important and fruitful." In this regard, "translatability of cultural terms is," for instance, "of considerable concern to translation theorists." (p.360-361). This is why before any proper transfer of ST significance, translators who make many inferences based on their extra-linguistic knowledge should comprehensively understand it at deeper, notional levels; thus, localization primarily requires translators to improve their inferential competence.

### ***1.3. Transfer Competence***

Transfer competence that can be defined as the ability to complete the transfer process from the ST to the TT, taking into account the function of the translation and the characteristics of the receptor concerns the skillful use of proper translation techniques during the translation process fitting particular translation situations (Orozco, 2000). Therefore, considering the new paradigm of ideological skewing and the ideological shifts it can entail, transfer competence gets considerable significance in light of the various translation techniques a translator may adopt in his/her ideological maneuvers in the translation product. In this regard, some possible translation techniques include generalization, paraphrase, impicitation of attitude, and omission.

### ***1.4. Communicative Competence***

Regarding Colina's (2008) definition of communicative translational competence as consisting not only of communicative competence in both languages but also incorporating an element of inter-lingual and intercultural communicative competence, such competence seems prominent to be included as the sub-component of TC. This is especially in view of the new paradigm of ideological skewing, which requires translators to take decisive roles as efficient communicators in the relevant language pairs on the pragmatic level.

### ***1.5. Technological Competence***

Another sub-competence which functioning complementarily with strategic competence tends to be essential today, considering the localization paradigm is technological competence. "Translators working

on localization projects have to be able to use translation technology in their work, such as terminology management systems, computer translation systems and computer-aided translation systems” (Chan, 2013, p.358). “The underlying implications of new technologies for translation studies” in terms of localization, indicates that “their contribution is undeniable in highlighting particular characteristics of the technological environments and how they affect translators’ work and training.” (O’Hagan, 2013, pp.503-508). In fact, the application of translation tools as the byproduct of technological turn in TS can effectively improve the productivity and quality of the translation tasks. “Translation technology helps translators” to overcome the challenges they face “in desktop publishing (DTP), localization, audiovisual translation, and transcreation” (Beikian et al., 2019, p.75).

Thus, this study sets out to fill in some of the gaps in the TQA domain through designing a rubric which considering the recent paradigm shifts of TS and based on the TQA model proposed, analyzes the quality of the Persian translation of *The Catcher in the Rye* (Salinger, 1958/2014), a crowning achievement among the 20<sup>th</sup>-century novels. It also aims to alleviate the drawbacks of some existing models by incorporating the objectivity element through founding the model on the TC construct. The study, therefore, tries to address the following questions:

1. Considering the recent paradigm shifts of TS, i.e., ideological skewing and localization, which components of TC can stand as the basis of a new expanded TQA model?
2. To what extent is the TC-oriented rubric designed in the study applicable to the quality assessment of the Persian translation of *The Catcher in the Rye*?

## 2. Review of the Related Literature

The contributions to TQA have been primarily descriptive or theoretical, implying a dearth of research that has focused on aspects of TQA practically (Waddington, 2001; Colina, 2015; Leiva Rojo, 2018; Moorkens et al., 2018; Bittner, 2020). TQA models can be predominantly divided into two types, i.e., quantitative and non-quantitative models (Williams, 2004). The first type incorporates a quantitative dimension and suffers from serious shortcomings due to its over-emphasis on error counts and mere micro-textual sub-sentence analysis. Thus, it cannot provide the possibility of assessing the acceptability of translation content as a whole. Moreover, since it bases the assessment on a specific number of errors, it has been the object of various criticisms theoretically and in the marketplace. Meanwhile, non-quantitative models include three main categories, namely functionalistic TQA models, text and discourse-oriented models, and empirical models, with some potential partial overlapping.

Considering the works done abroad on the TQA domain, the models devised by Larose (1989), Al-Qinai (2000), Williams (2004), and House (2015) have been seemingly crucial in the field of TS chiefly because they have been tested and presented in sufficient detail to be evaluated by others (Drugan, 2013). As a leading example of the second variant of text and discourse-oriented models, including descriptive translation studies (DTS), linguistically oriented models, and semiotic models of TQA, Larose’s model, bases various textual levels on a hierarchical basis, linking the importance of mistakes to these levels. Thus, it regards the purpose of a translation as the most crucial aspect for measuring its quality like the functionalistic models. Although his

model distinguishes textual and extra-textual features, it is neither consistently worked out nor detailed or specific enough due to the difficulties of uniting the product and process in any translation assessment (House, 2015). The present study, however, is focused on the quality assessment of translation products, which is more concrete than translation processes.

In his eclectic empirical model for TQA, Al-Qinai (2000) has suggested a comprehensive textual analysis based on seven different parameters. He does not believe that the concept of equivalence can be helpful for evaluating translations, yet, both pragmatic and syntactic equivalence have been considered in his parameters (House, 2015). To refer to some shortcomings of his model, firstly, the source of his assessment parameters has not been explicitly explained anywhere. Secondly, because of no inclusion of the back translations of the Arabic translations quoted, his evaluation procedures cannot, unfortunately, be assessed by non-Arabic speakers. Further, his final 'holistic view' does not really seem to assess the quality of the translation he analyzed. Finally, since the link between text and context has not been made explicit anywhere, one cannot ever learn about the particulars of the ST production.

Another promising TQA model belongs to Williams (2004), who has followed an argumentation-centered approach. His model focuses on the relationship between the level of seriousness of error and full-text analysis, using argumentation theory to determine what is essential in the messages conveyed by the text and defining 'major error' accordingly, an idea that is not new, based on Drugan (2013). Despite some strengths, Williams' (2004) model holds certain shortcomings, especially concerning its argumentation structure. Firstly, the argument structure as his model's integral component is not significant enough for all text types. Further, argumentation structure, considered as the primary criterion for assessing translation, captures only *one* aspect of a text and should not be exclusively focused on to the detriment of other linguistic and micro-textual considerations.

House's functional linguistic model (1997), based on Hallidayan Systemic-Functional Theory (SFT), draws eclectically on Prague School ideas, speech act theory, pragmatics, and discourse analysis, among others. Notwithstanding some strengths, the model is not devoid of certain drawbacks. Her analytical instruments and their lack of objectivity are among the criticisms leveled at the model by Gutt (2000), who has also disapproved of House's concentration on the identification of mismatches as it may not work for such translation procedures as explicitation. Although Munday (2008) expresses his approval of the systematic methodology applied in House's model, he has criticized it because of its use of such obscure jargon and lack of much efficiency in certain respects. Bazzi (2009) has criticized her model for its primarily prescriptive approach to TQA, and others like Drugan (2013) and Khanjan (2015) have referred to the main drawback of most TQA models, including that of House (1997), as being based on a narrow sample of translations besides their disregard of literary texts in their studies, which may be partly due to the challenging nature of such task. Since House's (2015) revised model has been mostly based on the theoretical principles of her original model, it should be noted that the respective criticisms concerning her initial model should also hold true for the recent one. Such issues may necessitate the foundational revision of House's model, particularly considering the requirements of the recent paradigm of TS, i.e., ideological skewing.

In this regard, Waddington (2003), Munday (2008), Williams (2013), Sofyan and Tarigan (2019), and Han et al. (2021), among others, have discussed the subjectivity of some existing TQA models calling for their more applicability. Meanwhile, others like Drugan (2013) and Leiva Rojo (2018) have referred to their limitations regarding the selected text types, complexities of their jargon, and the ambiguities inherent in their assessment parameters. Further and most critical, even those few assessment models applied to a TT, such as House's model (1997), suffer from certain shortcomings, as previously discussed. Additionally, while the indispensable role of TC in the translation product and process tends to be undeniable (Angelelli, 2009; Pym, 2012; Zou, 2015; Odacioglu, 2021), some scholars have emphasized that today scholarly work on TC should expand beyond focusing on mere linguistic-oriented skills (Tan, 2008; Al-Hadithy, 2015; Massey, 2017; Bulgaru, 2020).

In Iran, one of the most practical existing works on assessing translation belongs to Farahzad (1992, 2009), who views translation as an intertextual enterprise. Her rubric considers five criteria of "appropriateness, accuracy, naturalness, cohesion, and style" as quality indexes. The essence of her rubric contains: "1. Accuracy: the TT should transfer the information in the ST precisely, i.e., the TT should be close to the ST norms. 2. Appropriateness: the sentences should sound fluent and be correct in terms of structure" (1992, p. 274). One deficiency of the proposed rubric is that style and cohesion cannot be checked and scored at the sentence and clause level because the elements of cohesion are spread all over the text, as are the factors which form the style of discourse, such as word choice and grammatical structures. Hence, in case the ST is almost neutral, the grader may consider a smaller number of points for it than in other instances in which the preservation of style is essential such as literary texts.

As the focus of translation scholars has shifted today from stable aspects of texts to more dynamic elements, close attention to the semiotic level of the text in translation is needed, which in turn leads to considering semiotic and textual aspects of a text in the quality assessment (Vahid et al., 2011). Thus, as another variant of text-oriented models, semiotic models of TQA tend especially to suit the requirements of the assessment of poetic translation where the message is not conveyed merely through the simple words, but everything in a text is a conveyor of the message. However, the proposed rubric of the study enjoys more applicability as it is equally applicable to different text types, not specifically to the poetic genre as an aspect of literary language.

Regarding translation as a contextualized enterprise and a facet of social interaction, Zandian (2020) calls for developing such models as Hunston's (2002) for examining ideological stances in the translation. To assess the quality of "the Persian translations of *The Great Gatsby* (Fitzgerald, 1925/2000) and *The Catcher in the Rye* (Salinger, 1958/2014)," she adopts "a two-level assessment procedure at both intra-textual and extra-textual levels" to identify the ideological trends in the texts through a model, including distinct ideology-bound features. The results of the first phase, analyzed in the light of the analytic rubric, reveal the inadequate quality of the translated texts (TTs) on the whole. The findings of the second phase indicated that the proposed model for examining ideological skewing of the TTs worked for assessing the extent of their ideological skewness, with the second translation being characterized as to possibly incorporate a considerable degree of ideological skewing (p.6).

Also, among the studies, which have assessed the quality of some Persian translations employing the existing TQA models, the two relevant research include ‘assessing the quality of the Persian translation of Orwell’s (1949) *Nineteen Eighty-Four* based on House’s (1997) model’ by Heidari Tabrizi et al. (2013, p.29), and ‘assessing the quality of the Persian translation of *The Kite Runner* based on House’s (2014) functional pragmatic model’ by Kargarzadeh and Paziresh (2017, p.117). In contrast to these studies, which have merely used a previously established model for the quality assessment of the respective TTs, in the present study, a novel TQA model is proposed, based on which an assessment rubric is designed, including some coherent criteria. Notably, its significance lies in its compatibility with the new requirements of translators nowadays, thus providing the possibility of a more viable assessment of translation quality.

### 3. Method

#### 3.1. Design

Considering the nature of the present study, which is of a qualitative type, content analysis has to be so made that it provides the possibility of analyzing and describing the translation quality in an enlightening way. To achieve the aim of this study, i.e., designing a TC-oriented rubric based on the proposed TQA model and testing its applicability to the Persian translation of *The Catcher in the Rye* (Salinger, 1958/2014), some analytic and descriptive approaches were followed in both the ST and TT based on the designed rubric as the research instrument. Thus, the texts were textually analyzed with respect to both basic and paradigmatic competencies for the data to be collected and organized so that it would henceforth be possible to come to an ending result and to decide on the translation quality and the translator’s mastery level.

#### 3.2. Instrument

To answer the research questions, the pertinent data of the study were collected on the selected sample, *The Catcher in the Rye* and its translation by Barseghian (Salinger, 1958/2014), the crowning achievement of Salinger’s literary career, named by Modern Library and its readers as one of the 100 best English-language novels of the 20th century (Retrieved July 6, 2021). It should be noted that the relevant data were collected through studying the entire books because identifying the different vestiges of the translator’s performance deserved a careful and thorough examination of even subtle nuances, realized through detailed comparison and contrast of the text pairs under study. This could be achieved through the rubric designed in this study as the research instrument and its constituent criteria. Highly favored and employed in alternative assessments in education and also professionally administered settings, rubrics provide detailed descriptions for what constitutes acceptable and unacceptable performance levels and lay out the specific expectations for a translation assignment. Thus, a comprehensive and detailed rubric whose constituents enjoy the priority of being compatible with the recent paradigms of TS was devised based on the proposed schematic representation of TC and its respective subcomponents to be subsequently applied to the sample translation to test its

applicability. In contrast to most of the existing practical rubrics, including Farahzad (1992), Waddington (2001), Beeby (2000), and Goff-kfour (2005), which were mostly based on error counts, where the objectivity requirement was questionable, the proposed rubric also took the positive points of the translation into account, aiming at a more accurate and fair assessment. Hence, it attempted to provide the possibility of a proper evaluation of the acceptability of the translation content.

To test the designed rubric as the research instrument, it was implemented to the ST and TT, both of which were textually analyzed in terms of both basic and paradigmatic competencies for their relevant data to be collected and organized. Henceforth, it was possible to come to an ending result on the quality of the translation and to decide on the mastery level of the translator. To contribute to a better delineation and comprehension of the function of the rubric, which is depicted via Table 1 following the schematic representation of the proposed TQA model, the scale was classified into a set of basic and paradigmatic competencies. This categorization was established according to their specific essence, i.e., being based on either Angelelli's (2009) framework or paradigmatic shifts, including ideological skewing and localization, respectively.

The researcher's underlying motivation for the ST selection was that it enjoyed great communicative dynamism in its prose narrative. As a result, given the challenges involved to both the interpretation of the ST and its rendition to the TT, the implementation of the proposed rubric to the TT could reveal quite interesting results in terms of its applicability to other translation products. Another reason why this book was selected was its significance as being the pinnacle of the author's literary career, who described the life of 16-year-old Holden Caulfield. Confused and disillusioned, he rages against the 'phoniness' of the adult world, searching for the truth. Therefore, loss of innocence is the chief concern of the novel, implied in Holden's deep desire for being the 'catcher in the rye,' i.e., somebody who keeps children from falling off a cliff, which can be taken as a metaphor for engaging in adulthood. Notably, his name is quite expressive, as well. Holden's fancy is to hold on to the protective covering, i.e., the caul surrounding the innocence field (Crutcher, 2019). Further, regarding the disregard of literary texts within some TQA models, including the functionalistic, the sample was selected attentively considering specific distinguishing characteristics of the respective celebrated novel, so far translated into Persian by some different translators, including Karimi (1966), Najafi (1998), Zolghadr (2010), and Barseghian (2014).

### ***3.3. Procedure***

In this inquiry, which followed a product-oriented approach to the quality assessment of the Persian translation of *The Catcher in the Rye* (Salinger, 1958/2014), the word was mainly focused as an analytical unit, although in few cases, the sentence served such a role. Considering the multi-dimensional nature of translation both as a product and process, it seems that only through a rubric can TC be objectively and efficiently measured. Such assessment tools as rubrics, employed to holistically score any performance or product, commonly contain all respective sub-components that on the whole comprise TC, besides some descriptive statements of behavior that translation candidates may exhibit regarding a specific sub-component.

To establish the rubric of the study, firstly, it was identified what was being assessed, which in turn necessitated pinpointing the characteristics of TC and then outlining the criteria used to differentiate various levels of performance. Meanwhile, since this study aimed to alleviate the drawbacks of some existing TQA models, which, being so exhaustive, were not genuinely viable, a five-point-scale rubric was provided based on the TC construct and its constituent sub-components and then applied to the TT to operationalize the proposed model.

As this study was conducted in different phases, the researcher took the following steps to undertake it: 1. Studying the ST and TT carefully. 2. Examining the TT in terms of the characteristic features of the two scales of basic and paradigmatic competencies, along with their sub-components. 3. Comparing the TT pairs with their ST counterparts and identifying those parts in the TT which corresponded to the delineations provided in Table 1 concerning each type of competencies and its sub-components. In this phase, close attention was devoted to identifying different realizations of the translator's performative options employed in the TT 4. Matching the results of the holistic assessment of the translator's performance to the particular mastery level, as specified in Table 1. 5. Providing the corresponding examples through some distinctive tables and explanations related to each TC sub-component.

Hence, this study developed a TQA model based on Angelelli's (2009) framework to which specific elements were added considering the new paradigm shifts, i.e., ideological skewing and localization, and the new roles they provided the translators with. Such TC components, including linguistic, textual, pragmatic, strategic, inferential, transfer, communicative, and technological competencies that form the criteria based on which both ST and TT could be attentively analyzed, are schematically represented in Figure 1 below.

**Figure 1**

*Translation Competence and its Subcomponents*



Table 1 depicts the analytic rubric employed to assess the quality of the Persian translation of *The Catcher in the Rye*. As indicated, it falls into three constituent parts incorporating the two scales of basic and paradigmatic competencies, with the components of the basic competencies being based on the theoretical framework of the study, i.e., Angelelli's (2009) definition of TC. To attain a more comprehensive assessment of the translation quality, paradigmatic competencies, which tend to serve as improvements to the currently applied traits in most TQA models (Tiselius & Hild, 2017; Zandian, 2020), form another scale of Table 1, including the inferential, transfer, communicative and technological competencies. In this way, TC sub-components in Figure 1 function in effect as the two scales of Table 1 under the label of the two categories of basic and paradigmatic competencies, traces of which could be detected in the ST and TT in light of the characteristic features of their sub-components in Table 1. Five distinguished levels of mastery of TC that a translator may demonstrate in terms of the required competencies, including full mastery, advanced mastery, adequate mastery, inadequate mastery, and totally inadequate, as finally, the lowest level form another constituent part of Table 1. As seen, the first one corresponds to the highest performance level, i.e., level 5, and the last one equals the lowest level of performance, i.e., level 1 thus, giving rise to a final decision on the TT quality.

**Table 1***Draft of Expanded Analytic Rubric to Assess Translation Quality*

Levels of mastery Scales of basic and paradigmatic competences (T: translation; ST: source text; TT: target text)	
5 (Full mastery)	<p>Basic competences</p> <p>T exhibits full mastery of TT linguistics (grammar, spelling, and punctuation). Cultural references, register, and figures of speech are thoroughly appropriate for the TT domain, supporting the translator's full knowledge of the situational context of TT (its intended addressees, function). T reads like an original text, forming a natural whole, and it supports some creative solutions to translation problems.</p>
	<p>Paradigmatic competences</p> <p>T reveals a masterful ability to solve comprehension problems at varying degrees, implementing appropriate T techniques to transfer the ST message completely. T shows an excellent ability to consider T task specifications, translational, and both languages' conventions supporting the translator's excellent communicative skill. Lack of any problematic part in the final product proves the efficient use of professional tools, and standards of behavior.</p>
4 (Advanced mastery)	<p>Basic competences</p> <p>T shows proficient control of TT linguistics (grammar, spelling and punctuation). Cultural references, register, and figures of speech are uniformly suitable for the TT domain, supporting the translator's ability to address the intended audience and function. T is well organized, forming a coherent whole, and it demonstrates consistent ability in overcoming translation problems through using some creative solutions.</p>
	<p>Paradigmatic competences</p> <p>T seems almost intelligible, supporting the translator's extra-linguistic knowledge. It manifests appropriate use of T techniques to convey the ST message. An attentive consideration of T task specifications, translational, and both languages' conventions support the translator's communicative skill. Very few minor errors affecting the accuracy of T are evident supporting the suitable use of T tools.</p>

3 (Adequate mastery)	<p>Basic competences</p> <p>T partly manifests an almost weak control of TT linguistics, implying some lapses in the translator's linguistic knowledge. Also, some errors can be detected regarding understanding ST cultural references, register, and figures of speech, suggesting the lack of a full grasp of the situational context. Generally, T seems inconsistent with similar TL texts with some oddly placed elements. The identification and correction of T errors seem problematic in some parts.</p>
	<p>Paradigmatic competences</p> <p>On the whole, translation seems intelligible with some lapses in the translator's extra-linguistic knowledge. Some errors in transferring specific translation situations can be found, necessitating the use of more proper translation techniques. T shows some difficulties in considering task specifications, translational, and both languages' conventions. Few T errors affecting the accuracy of the final product reflect an almost improper use of T tools.</p>
2 (Inadequate mastery)	<p>Basic competences</p> <p>Frequent linguistic errors in T exhibit some lack of control of TT linguistics, including its grammar, spelling, and punctuation. T shows a weak ability in addressing ST cultural references, register, and figures of speech. T is, at times, awkwardly organized and inconsistent with similar TL texts. The translator's inability to overcome T problems has affected the overall quality of T.</p>
	<p>Paradigmatic competences</p> <p>T is generally unintelligible, manifesting frequent problems in comprehending ST at deeper notional levels. Improper or flawed use of T techniques fitting specific translation situations is reflected in the vaguely conveyed messages. Translator's inability to consider T task specifications, translational, and both languages' conventions suggest his/her lack of necessary communicative competence. Some serious inaccuracies in T support translator's inadequate technological skill.</p>
1 (Totally inadequate)	<p>Basic competences</p> <p>Many serious and frequent linguistic errors in T show a lack of control of TT linguistics. T shows the inability to address ST cultural references, register, and figures of speech adequately. T is awkwardly disorganized and does not flow together. The translator's failure to identify and overcome T problems has severely affected the overall quality of T.</p>
	<p>Paradigmatic competences</p> <p>T is quite unintelligible supporting the translator's inability to comprehend ST completely. Flawed use of T techniques for specific translation situations is reflected in the vaguely conveyed messages. T seems inadequate in considering T task specifications, translational, and both languages' conventions. No creative solutions to translation problems through using resource materials e.g., translation tools, have resulted in many problematic parts as well as serious inaccuracies in the final product.</p>

## 4. Results

Categorized into eight distinct types of competencies, the results of implementing the devised rubric to *The Catcher in The Rye* and its Persian translation, as presented in Table 1, are provided here. As seen, the study results begin with the sub-components of the basic competencies, followed by the paradigmatic competencies sub-components. Thus, Table 2 below shows the most salient examples of the translator's linguistic competence.

Table 2

*Linguistic Competence*

ST	TT
1. <b>He didn't mean</b> to insult you, for cryin' out loud. (p. 21)	نمیخوام بهت بی احترامی کنه. (ص 33)
2. I even have to go to the <b>bathroom</b> when I worry about something. (p.35)	حتا وقتی نگرانم مدام باید بروم دستشویی. (ص 49)
3. 'Well, a bunch of us wanted old Ernie to be president of the class. I mean he was the unanimous choice.' (p.50)	«خب یه سری از ما میخواستیم ارنی نماینده کلاس مون بشه. انتخاب مونو اعلام نکرده بودیم.» (ص 65)
4. 'Well, most of the time we were on the <b>Anglo-Saxons</b> . Beowulf, and <b>old Grendel</b> , and <b>Lord Randal My Son</b> , and all those things.' (p.100)	«امسال ما بیش تر رو متون آنگولا ساکون کار کردیم. بیوولف و گرندل و پادشاه رندل و اینا.» (ص 100)
5. There were even more upstairs, with deer inside them drinking at water holes, and birds flying south for the winter. (p.109)	تازه طبقه ی بالا تعدادشان بیش تر هم می شد. آهوایی که کنار رودخانه داشت آب می خورد. پرنده هایی که کوچ می کردند سمت جنوب. (ص 129)
6. The hat-check girl was very nice about it, though. She gave my coat anyway. And my little 'Little Shirley Beans' record- (p.138)	دختری که مسئول آنجا آدم خیلی خوبی بود. کت ام را داد. صفحه ای را هم که برای فیبی خریده بودم داد. (ص 162)
7. ' <b>This other girl and me, Selma Atterbury, put ink and stuff all over his wind-breaker.</b> ' (p.148)	«من و سلما اتربری تو بادگیرش جوهر ریخته بودیم.» (ص 173)

Most TQA models consider linguistic competence a fundamental aspect of TC (Angelelli, 2009; Colina, 2015; Moorkens et al., 2019; Bittner, 2020). The representative examples of Table 2 show some various linguistic errors in the TT, suggesting insufficient knowledge of the TT linguistics. For instance, cases (1), (3), (6), and (7) exhibit various grammatical errors, with cases (3) and (6) more related to the incorrect use of Persian possessive pronouns and the others concerning the selection of some wrong equivalents in terms of the word choice which seem entirely inappropriate to the TT domain. To specify more precisely in this regard, such lexical options in (1) as «نمی خوام» ('I do not want to') for 'I do not mean to' in the English version in which the speech act used in the ST is conveyed to a different speech act in the TT can be highlighted. Besides, the word 'Wind-breaker' in (7) is erroneously translated to «بادگیر» (wind deflector) in the Persian version, that can demonstrate the translator's rudimentary knowledge of the ST and TT vocabulary, as well. While such instances can even reflect his lack of "domain competence" (ISO, 2015, p. 6), some cases of spelling errors include (2) besides (4) with a high frequency throughout the TT, and example (5) shows the incorrect use of punctuation. Table 3 depicts the results of analyzing the ST and TT in terms of the second basic competence, i.e., pragmatic competence, based on the proposed rubric.

Table 3

*Pragmatic Competence*

ST	TT
1. Something like that <b>tickled the pants off Ackley</b> . 'You have a <b>damn good sense of humor</b> , Ackley kid,' I told him. (p.20)	آره همین می شود سوژه ی خنده اش. بهش گفتم: «می دونستی خیلی بامزه ای اکی کوچولو؟» (ص 32)
2. He asked me if I'd written his <b>goddam</b> composition for him. I told it was over on his <b>goddam</b> bed. (p.35)	پرسید انشایش را نوشته م یانه؟ گفتم رو تختش است. (ص 50)
3. <b>God</b> , how I hated him. (p.37)	حالم ازش بهم می خوره. (ص 51)
4. My grandmother hardly ever goes out of the house, except maybe to go to a goddam <b>matinee</b> or something. (p.52)	مامان بزرگم به زور پاش را از خانه اش بیرون می گذارد، به زور که می گویم یعنی از آن به زورها! (ص 66)

ST	TT
5. She got away with it because she was so damn good-looking, but it always gave me a pain in the ass. (p.112)	خوشگلش موضوع را حل می کرد. من که نه! این موضوع من را خیلی اذیت می کرد. (ص 153)
6. For one thing, I didn't <b>give much of a damn</b> any more if they caught me. (p.162)	اولی این بود که دیگر برام مهم نبود گیر بیفتم. (ص 190)
7. <b>Boy, did it scare me.</b> You can't imagine. <b>I started sweating like a bastard.</b> (p.178)	خیلی ترسیدم. باور نمی کنی چقدر ترسیده بودم. عین چی عرق می ریختم. (ص 206)
8. That <b>depressed the hell out of me.</b> But I put the dough back in my pocket. (p.189)	حالم خیلی گرفته شد ولی پول ها را گذاشتم تو جیبم. (ص 217)

As literary translation involves both user-related aspects of the text like idiolect and use-related varieties like tenor, examples (5) and (6) support that the translator has dealt improperly with Holden's idiolectal use of language and the informality tenor. It suggests his inability to communicate register use, including tenor, leading to the Persian addressee's misunderstanding of the intended text function, as even rhetorical values have a link with register consistency. This is because utterances convey within them the intention of being perceived for what they are by our receivers (Maitland, 2017). In such cases of Table 3 as (7), the degree to which the ST has created a social relationship between the author and his readership using a markedly colloquial tenor in the form of idiolect and marked structural shift is not conveyed adequately into the TT. In this regard, the idiolectal use of the word 'Boy' and the adverbial phrase 'like a bastard,' which are utterly disregarded in the TT, tends to illuminate this point. The TT also shows a weak ability in communicating the figures of speech and cultural references underlying the ST, as another aspect of pragmatic competence and reflected in cases like (1) and (4). Concerning the culture-specific word 'Matinee' in (4), the translator had to provide more information on their significance rather than translating them implicitly into the TT. Just in few instances like (8), the tenor has been adequately rendered and the effect recreated.

In literary texts, the relevance of style to both the linguistic context and the extra-linguistic context is beyond all doubt whose underlying reasons are to define the author's 'cultural space-time' and to express the author's attitude towards the content of the text for which they may employ some non-standard styles, including archaism and slang (Baker & Saldanha, 2020). However, in such instances as (2) and (6), the frequent deletions of such offensive words as 'Goddam' used more than six times, e.g., on page 35 in the ST), 'Damn' (which has been used more than six times, e.g., on page 37 in the ST) has made the TT diverge considerably from the ST in terms of the text pragmatics. These are among the recurring marked items which are mostly overlooked in the TT. Finally, the sentences beginning with 'God,' e.g., in (3) that abound in the novel as instances of internal monologue are not adequately conveyed for the stylistic means to be preserved in the TT. In what follows, the findings of investigating the translator's textual competence are provided via Table 4.

Table 4

## Textual Competence

ST	TT
1. I've asked you fifty times. (p.21)	زبونم مو در آورد. (ص32)
2. I mean I'm not going to be a goddam surgeon or a violinist or anything. (p.34)	خبر مرگم نه جراحم نه ویالونیست و نه چیز دیگری. (ص 46)
3. Old Allie's baseball mitt. I happened to have it with me, in my suitcase. (p.34)	راجع به دستکش بیس بال الی. همراهم بود، توی چمدانم. (ص 46)
4. <b>Anyway</b> , that's what I decided I'd do. (p.45)	حالا! این طوری شد که گفتم می زنم بیرون. (ص60)
5. The bellboy showed me to the room was this very old guy around sixty-five. (p.55)	پادوی هتل اتاق را نشانم داد. پیرمرد شصت و پنج ساله ای بود. (ص 69)
6. I didn't sleep too long, because I think it was only around ten o'clock when I woke up. (p.95)	همچین خوب نخوابیدم. نزدیک ساعت ده بیدار شدم. (ص115)
7. <b>Boy</b> , was she wide-awake. It <b>only takes</b> her about two seconds to get wide-awake. (p.146)	حسابی حسابی خواب از کله اش پریده بود. دو ثانیه هم نکشید که خوابش پرید. (ص 172)
8. What a <i>rude bastard</i> , but I couldn't help it. (p. 171)	نمونه ی یک آدم عوضی گندم! (ص199)
9. Anyway, I kept walking and walking up Fifth Avenue, without any tie on or anything. (p.178)	ولش کن. خیابان را تا انتها رفتم. کراوات هم نداشتم. مهم هم نبود. (ص 206)

Table 4 indicates that the TT is mostly awkwardly organized due to the disregard of cohesive devices like recurrence and parallelism, making the TT inconsistent with similar TL texts. As a lexical item creating lexical cohesion, the textual significance of 'Anyway' has not been rendered meaningfully in the TT as examples (4) and (9) reveal, while it can enjoy a considerable role in the rhetorical purpose of this literary genre. In cases (5) and (6), the cohesion created by the use of clauses has not been preserved in the TT, and in cases like (7), tense as another textual aspect has not been transferred correctly. The emphatic structures whose transference is vital in a literary translation have not been rendered appropriately in cases like (8) and (9). While in American English, the word 'Old,' repeated in different parts of the novel, can be used to show that you know and like someone, its significance is played down in the TT as (3) shows. Table 5 below consists of some salient examples of the strategic competence of the translator demonstrated in the TT.

Table 5

## Strategic Competence

ST	TT
1. I kept giving the toothpaste a boot <b>with this sheep-lined slipper I had on</b> . (p.45)	سر راه با پام مدام شوتش می کردم این ور و آن ور. (ص59)
2. She's quite skinny, like me, but nice skinny. <b>Roller-skate skinny</b> . (p.60)	عین خودم لاغر است ولی نه لاغر زشت. لاغری بهش می آید. (ص 76)
3. So all I did was, I ordered another drink. <b>I felt like getting stinking drunk</b> . (p.131)	به خطر همین یک لیوان دیگر سفارش دادم. حسش بود بزخم سیم آخر. (ص154)
4. 'I was plastered,' I said. (p.147)	«کله م داغ بود.» (ص173)
5. All old Mr. Antolini had was <b>another highball</b> , though. He makes them <b>very strong</b> , too, you could tell. He may <b>get to be an alcoholic</b> if he doesn't watch his step. (p.167)	آقای آنتولینی رفت برای خودش یک لیوان دیگر ریخت. این بار معلوم بود سنگین تر ریخته. اگر حواسش نباشد کارش قشنگ به جاهای باریک می کشد. (ص195)

ST	TT
6. It was way too short for me, the couch, but I really could've slept standing up <b>without batting an eyelash</b> . (p.172)	مبل برام زیادی کوتاه بود ولی از زور خستگی زودی هم خوابم می برد. (ص200)
7. ...somebody'll sneak up and write "Fuck you" <b>right under your nose</b> . (p.183)	...یکی از راه می رسد و «اف یو...» ی قشنگی برات می نویسد و تمام. (ص211)

Act of translation is, at times, faced with problems that can challenge a translator, a situation that is graver regarding languages with dramatic cultural differences like English and Persian. The use of euphemistic expressions regarding the phrases 'getting stinking drunk', 'plastered,' and 'get to be alcoholic' serves as an effective strategy in the TT, as employed respectively in such instances as (3), (4), and (5). As seen, this strength can be evident in view of most examples in Table 5. Based on Angelelli (2009), some useful strategies translators can adopt to overcome translation problems include differentiating between primary and secondary ideas, searching for information for specific problematic parts thus, identifying which sources to accept and reject, distinguishing and creating a conceptual relationship, among others. However, regarding the translation of few descriptive statements and idiomatic expressions, the TT reveals some deficiencies in the applied strategies. For instance, the phrases 'with this sheep-lined slipper I had on' in the first instance and 'Roller-skate skinny' in the second one necessitated searching for more relevant information to convey the descriptive phrases reflecting the literariness of the ST more effectively in the TT. Cases like (6) and (7) suggest some idiomatic expressions whose conceptual meaning should be distinguished and recreated in the TT. The employment of such a strategy seems important in domains like literary translation, where even the most obscure forms of utterance can function as critical clues to give further emphasis or effect (Jones, 2020). The results of analyzing the ST and TT considering the first sub-component of the paradigmatic competencies, i.e., inferential competence, based on the proposed rubric, are depicted below via Table 6.

**Table 6**

*Inferential Competence*

ST	TT
1. Another thing, I grew <b>six and a half inches</b> last year. That's how <b>I practically got t.b.</b> and came out here for all these goddam checkups and stuff. I'm pretty healthy, though. (p.4)	دلیل دیگرش این است که پارسال <b>هفده سانت</b> قدم بلندتر شد. برای همین بود که <b>دی بی آمد</b> و من را برد دکتر و کلی چکاب شدم و از این حرف ها. ولی الان سالم سالمم. (ص 13)
2. He was telling us all about what a swell guy he was, what a hot-shot and all. (p.14)	گفت چقدر آدم باد کرده ای است، چقدر آدم توویتیترینی است و این حرف ها. (ص26)
3. You'd think he was <b>doing you a big favor</b> . (p.32)	طوری گفت هرکی نداند آدم حسابی جمع است. (ص44)
4. They never had any chairs in their room. I don't <b>know what the hell they did with their chairs</b> . (p.41)	تو اتفاق شل صندلی پیدانمی شد. <b>نمی دانم چطوری می توانند بدون صندلی سر کنند</b> (ص56)
5. But old Stradlater kept snowing her in this Abraham Lincoln, sincere voice, and finally there'd be this terrific silence in the back of the car. (p.44)	ولی مردک با آن صدای غلامی ساختگی اش کاری می کرد که یک سکوت عجیب برقرار می شد. (ص58)

ST	TT
6. I don't remember exactly how much I had, but I was <b>pretty loaded</b> . (p.46)	الان یادم نیست چقدر داشتم ولی کم بود. (ص 60)
7. Sometimes I can think of <i>vezy</i> crumby stuff <b>I wouldn't mind doing</b> if the opportunity came up. (p.56)	گاهی فکرهای ناجور می زند به سرم که اگر پای عمل شان برسد پس می کشم. (ص 70)
8. You had <b>to twist their arms</b> . (p.65)	نه پسر این کاره نبودند. مخ شان نمی کشید. (ص 81)
9. He could take something very jazzy, <b>like "Tin Roof Blues"</b> , and whistle it so nice and easy. (p.111)	آهنگ صد در صد جزی مثل «بلوز سقف نازک» را می گرفت و آرام آرام با سوت می زد. (ص 134)

We communicate concepts using language or via translation, as a language has no autonomous existence itself. A successful translation necessitates unfolding different implied meaning levels. The “double eclipse” of the writer from the reader and the reader from the writer, without the author as a guide and the reader is left in a state of suspense, requires the translator to interpret the ST efficiently, which may effectively be fulfilled through the reading task (Maitland, 2017, p. 61). To evaluate the translator's success given the localization paradigm, the two required competencies include inferential and technological traits. Nevertheless, as reflected in such examples of Table 6 as (2) and (5), the over-lexicalized concepts have not been adequately conveyed in the TT. Also, instances (1) and (4) manifest the translator's miscomprehension of the ST and his limited extra-linguistic knowledge, disregarding even the role of context whose misinterpretation can lead to serious comprehension problems. For instance, in the first case, a disease name, t.b, has been taken as a character's name-D.B.-, mistakenly. In (3) and (8), the significance of the idiomatic expressions has not been correctly grasped, and the notions used in (6) and (7) have been understood conversely. Most critically, the phrase ‘Tin Roof Blues’ in (9) has been miscomprehended and conveyed as « بلوز «A Thin Roof Blouse») reflecting the translator's superficial extra-linguistic knowledge further. In what follows, the most revealing examples of the translator's transfer competence are presented in Table 7.

Table 7

*Transfer Competence*

ST	TT
1. I yawned. I was <b>yawning all over the place</b> . (p.19)	خمیازه ی اسب آبی واری کشیدم. (ص 31)
2. “Willya please cut your crumby nails over the table? <b>I've asked you fifty times</b> .” (p.21)	«تو رو خدا می شه اون ناخونای لعنتیتو رو میز بگیري؟ زبونم مو در آورد» (ص 32)
3. That didn't interest Stradlater, though. <b>Only very sexy stuff interested him</b> . (p.28)	آقا به این یکی علاقه ای نشان نداد. (ص 40)
4. ‘Yes <u>who</u> is this?’ she said. She was quite <b>a little phony</b> . (p.95)	« بله بفرمایین؟» به این می گویند جعل ریز. (ص 116)
5. They're not as bad as movies, but <b>they're certainly nothing to rave about</b> . (p.105)	به بدی فیلم سینمایی نیستند ولی آش دهن سوزی هم نیستند. (ص 126)
6. I saw her <b>dancing</b> once, though. <b>She looked like a very good dancer</b> . It was at this <b>Fourth of July dance</b> at the club. (p.122)	تا حالا باهاش سالن نرفته بودم. فقط یک بار آن جوری دیده بودمش. همچنین بد به نظر نمی رسید. تو مراسم چهارم جولای بود. (ص 145)
7. I dropped old Phoebes record. <b>It broke into about fifty pieces</b> . It was in a big envelope and all, but it broke anyway. (p.138)	صفحه ی فیبی از دستم افتاد زمین و با این که تو پاکت بزرگی بود خرد و خاکشیر شد. (ص 163)
8. He didn't say anything <b>for quite a long time</b> . (p.169)	سکوت کرده بود. (ص 197)

As instances (3) and (6) of Table 7, including such phrases as “this Fourth of July dance” reveal, through the distortions made in the meanings of certain words and the employment of particular translation strategies like paraphrase or generalization, attitudinal meanings have been shifted in the TT which tends to be ideologically-motivated. Considering the primary function of translation as the transference of the ST message into the TT, the employment of proper translation techniques fitting particular situations can be regarded as the principal task of a competent translator, particularly in a literary translation. However, except for some statements incorporating figures of speech like hyperbole, e.g., cases (2) and (7), including the sentence ‘It broke into about fifty pieces,’ which have been conveyed preserving the text literariness, the TT mostly exhibits the translator’s inability to apply some useful techniques. At the level of lexical selection, it could have been possible to render the TT equivalents more compatible with the expectations of the perceived readers of what is appropriate to the TT, for instance, regarding collocations use, e.g., in cases (1) and (4). Besides, the deletion of the emphatic parts of sentences, as in case (8) (for quite a long time), does not seem an effective technique as it falls short of transferring the desired effect of the ST in the TT. Table 8 depicts the results of analyzing the ST and TT regarding the communicative competence employed in varying degrees by the translator.

Table 8

*Communicative Competence*

ST	TT
1. ‘Where is your date?’ I asked him. ‘She’s waiting in <b>the Annex</b> .’ (p.22)	«قرار خوش گذشت؟» «دختره تو آنکس منتظره.» (ص34)
2. ‘How’d she happen to mention me? Does she go to <b>B.M.</b> now?’ ...Old Stradlater was putting <b>Vitalis</b> on his hair. <i>My Vitalis</i> . (p.27)	«چی شد اسم منو برد؟ الان رفته بی ام؟»... داشت از بر بانهتین من به موهاش می زد. (ص 39)
3. We decided we’d maybe see <b>a lousy movie</b> . (p.31)	گفتم شاید سینمایی هم رفتیم. (ص44)
4. ‘Only around!’ Ackley said. ‘Listen. I gotta get up and go to <b>Mass</b> in the morning, for Chrissake.’ (p.41)	«اصلا دیر نیس! ببین فردا باید پاشم برم مراسم کلیسا.» (ص56)
5. ‘I can’t sit in a corny place like this cold <i>sober</i> . Can’tcha stick a little rum in it or something?’ (p.62)	«نمی تونم جای خنکی مثل این جا بشینم و گرم نشه! ممکنه کاری کنین به کم گرم کنه؟» (ص78)
6. Boy, was I <b>nervous</b> . (p.91)	پسر اگر بدانی چقدر هیستریک بودم. (ص112)
7. His wife was always giving you <b>hot chocolate and all that stuff</b> , and <b>they were really pretty nice</b> . (p.151)	زنش همیشه بهش هات چاکلت و آت و آشغال می داد خیلی با هم خوب بودن. (ص178)
8. The reason I saw her, she had my crazy hunting hat on-you could see that hat <b>about ten miles away</b> . (p.185)	چطور؟ کلاه شکاری قرمزی که بهش داده بودم را سرش کرده بود. تابلوتر از این نمی شود کسی را نشان کرد. (ص213)
9. ‘Why!’ (p.185)	«چرا نمی شه؟ تو رو خدا هولدن!» (ص213)

When the reader and author no longer share the same space or time, the written text must be made to stand and speak for itself; a situation that seems more complicated in translation between languages that are culturally remote from each other, making the communication task somehow problematic. Thus, audience design, a key element in the translator’s perception of the TT receivers, suggestive of the way translators gear their translation product to them, can be considered as a significant component of

communicative competence (Maitland, 2017). A cursory analysis of the TT identifies parts that have not been communicated meaningfully, e.g., the words ‘Annex’ and ‘B.M.’ in examples (1) and (2) of Table 8, respectively, whose concepts should have been efficiently conveyed in some footnotes. Even the phrases with conventional Persian equivalents in the TT like nervous, hot chocolate-cases (6), and (7)- have been relayed employing some unfamiliar English words, suggesting the translator’s inability in considering the translational conventions besides the conventions of the Persian language and the translation task specifications. Some positive and negative prosody of various concepts depending on the values associated with them is created in the ST in such clusters as ‘A lousy movie’ in case (3). However, changing the meanings of these lexical items can mean changing their ideologically determined frames, as also indicated in example (5). Conversely, instances like (8) and (9) are among just a few instances where audience design has been almost observed. Possible realizations of the last paradigmatic competencies, i.e., technological competence, are described via Table 9, including some representative instances.

**Table 9***Technological Competence*

ST	TT
1. It was only about <b>two inches</b> away, but he missed anyway. (p.9)	ده سانت بیشتر فاصله نداشت ولی آقا گند زد. (ص 18)
2. He was sitting there, <b>about a hundred and fifty yards</b> behind me, watching me <b>tee off</b> . (p.34)	الی همان جا بود، نشسته بود و داشت تماشا می کرد. (ص 46)
3. My hand still hurts me once in a while, <b>when it rains</b> and all, and I can’t make a real fist anymore. (p.34)	هنوز هم وقتی باران می آید گاهی دستم درد می گیرد و دیگر نمی توانم خوب مشتش کنم. (ص 46)
4. I usually buy a <b>ham sandwich</b> and about four magazines. (p. 47)	معمولا ساندویچ گوشت گراز می خرم با چهار تا مجله. (ص 61)
5. ‘ <b>A Christmas Pageant</b> for Americans.’ (p.146)	«مسابقه ی زیبای کریسمس برای آمریکایی ها.» (ص 171)
6. All those scraggy-looking <b>Santa Clauses</b> were standing on corners ringing those bells, and <b>the Salvation Army girls</b> , the ones that don’t wear any lipstick or anything, were ringing bells too. (p.177)	کلی بابانوئل ریخته بودند تو خیابان هر کدام گوشه ای با زنگوله هاشان وابسته بودند. دخترهای اعانه جمع کن بدون آرایش مارایش دلینگ دلینگ زنگوله راه می انداختند. (ص 205)

Technological competence covers the skill of employing translation technology, which provides the translators with practical solutions for addressing their needs (Beikian et al., 2019; Folaron, 2019). Electronic dictionaries, termbases, translation memory systems, corpora, word processing programs, search engines, and social networking serve as technical resources to facilitate the translation process or increase the translation quality (Sahin & Dungan, 2014). Likewise, “TQA tools increase productivity, catch common errors, and encourage the use of consistent style and terminology” while “CAT tools help translators build databases of the texts that they have translated for each of their customers.” (Beikian et al., 2019, p.75)

Accordingly, such instances of Table 9 as (1) or (2) in which units of measurement like “inch” and ‘yard’ have been either mistranslated or deleted can imply the necessity of using such tools as comprehensive dictionaries or search engines. Emphasizing the importance of integrating technologies into the translation task, Sahin and Dungan (2014) suggest that the use of internet resources can improve the accuracy of translation products. Viewed hence, examples (3), (4), (5) or (6) include such words or phrases as ‘rains,’

'ham sandwich,' 'pageant' and 'Salvation Army girls' respectively, whose significance could be grasped fully employing some efficient internet resources. The identified sample problematic parts in the TT also necessitate the use of text analysis tools like Lexicool, which help the translator in recognizing and overcoming them and thus enhancing the TT quality. Therefore, through developing his technological competence, the translator could avoid different spelling or punctuation errors made in the TT and improve his linguistic competence, as well.

## 5. Discussion

More recent approaches to TQA insist that the strengths of a TT should also be taken into account, providing possible solutions regarding the shortcomings (Leiva Rojo, 2018; Huertas-Barros et al., 2019; Bittner, 2020). Likewise, findings of the study analyzed based on the proposed rubric which as a holistic assessment tool, allowed for a more systematic grading through a top-down approach, shed light on both the strengths and the drawbacks of the TT. Moreover, in the cases of negative evaluation, practical suggestions were made on how to improve the problematic parts. Nevertheless, as discussed, in most of the previous research by Waddington (2001), Beeby (2000), and Goff-kfour (2005), among others, specific TTs have been assessed applying an analytic rubric, which focused more on the TTs shortcomings. Although different aspects of the translation, including comprehension and transfer of sense and style, were considered in this study, the results revealed that the TT mostly suffered from some serious drawbacks, as clarified considering each distinct sub-component. This tended to contrast with the approach adopted in most of the previous rubrics proposed by Farahzad (1992), Sainz (1992), Beeby (2000), Waddington (2001), and Goff-kfour (2005). This is because they incorporate somehow unitary scales treating TC as a whole, disregarding it as a construct with some different meaningful sub-components which have the potentiality to be individually assessed. In addition, some of them, including Sainz's, follow a student-centered approach to TQA, so their application in summative assessments and more formal, professionally administered settings seems questionable. While this study does not claim to present clear-cut distinctions between the eight different TC components, the findings showed the implementation of some successful strategies, including implicitation and euphemistic expressions, to overcome specific translation problems, suggesting a satisfactory level of the translator's strategic competence. The assessed results, however, mainly proved the inferiority of the TT quality on the whole, suggestive of the inadequate mastery of the translator, regarding the respective flaws within the other traits.

Considering the communicative boom the world is undergoing, translators are more than ever appealed to acquire a myriad of traits to meet the new requirements of both the educational and professional market. Similar to some previous studies, including Folaron (2019), Bulgaru (2020), and Odacioglu (2021), among others, this study indicated how the moves brought about as a result of the new paradigms in the TS demanded the translators to take additional roles. Further, through implementing the proposed assessment rubric to the selected literary translation, the study showed that the designed rubric, whose function was

fulfilled by the proposed TQA model, enjoyed the privilege of incorporating literary translation, as well, which was somehow disregarded in most models (Drugan, 2013). Therefore, the direction taken in this research tends to accord with the viewpoints of such researchers as Leiva Rojo, who considered translation quality requirements as a desirable evolution. In terms of the leading role fulfilled by quality as a major milestone for translation that both “influences and conditions the translator’s work today,” the demand for some objective criteria to assess the translation quality has risen significantly (Leiva Rojo, 2018, p. 257).

## 6. Conclusion

Considering the multi-dimensional essence of translation and its quality assessment, while the objective of this research was not to present a comprehensive model, and it is quite probable that it will be refined by future findings, it should be noted that the original idea for developing it, was to devise a system by which a reviewer could objectively and effectively assess translation quality. This was fulfilled by some coherent and consistent criteria that could provide instructors and students alike with the ground for self-evaluation, reflection, and peer review, improving their translation performance in a meaningful way. Although this study might contribute to enriching the current understanding of the proposed rubric and its application to assess translation quality, it was partly limited. The sample was not inclusive enough to facilitate further generalizations, particularly on the applicability of the proposed rubric to other samples. Because this study addressed one novel, more research is recommended to examine how applicable the rubric is in other situations and to evaluate the qualities of other TTs. Also, some limitations were placed on this study in the light of a great deal of the cultural differences between the source and target languages, i.e., English and Persian, which affected the researcher’s choice of the characteristic examples of each TC sub-component.

## References

- Al-Hadithy, T. M. (2015). The traditional vs. the modern translation classroom: A need for new directions in The UAE undergraduate translation programs. *Procedia: Social and Behavioral Sciences*, 192, 180-187.
- Al-Qinai, J. (2000). Translation quality assessment: Strategies, parameters and procedures. *Meta*, 45(3), 497-519.
- Angelelli, C. V. (2009). Using a rubric to assess translation ability: Defining the construct. In C. V. Angelelli & H. E. Jacobson (Eds.), *Testing and assessment in translation and interpreting studies: A call for dialogue between research and practice* (pp. 13-47). John Benjamins.
- Baker, M., & Saldanha, G. (2020). *Routledge encyclopedia of translation studies* (3rd ed.). Routledge.
- Bazzi, S. (2009). *Arab news and conflict*. John Benjamins.
- Beeby, A. (2000). *Teaching translation from Spanish to English*. University of Ottawa Press.
- Beikian, A., Ketabi, S., & Hesabi, A. (2019). Translation technology tools and professional translators' attitudes toward them. *Iranian Journal of Applied Language Studies*, 11(2), 57-80.
- Bittner, H. (2020). *Evaluating the evaluator: A novel perspective on translation quality assessment*. Routledge.
- Bulgaru, G. (2020). The changing landscape of translation competence. In A. Neagu (Ed.), *The translator, the interpreter and the dialogue of languages in the digital age* (pp.75-122). Cambridge Scholars Publishing.
- Calzada-Pérez, M. (2014). *Apropos of ideology: Translation studies on ideology-ideologies in translation studies*. Routledge.
- Cao, D. (1996). On translation language competence. *Babel*, 42(4), 231-238.
- Chan, S. (2013). Approaching localization. In C. Millán & F. Bartrina (Eds.), *The Routledge handbook of translation studies* (pp.347-362). Routledge.
- Colina, S. (2008). Translation quality evaluation: Empirical evidence from a functionalist approach. *The Translator*, 14(1), 97-134.
- Colina, S. (2015). *Fundamentals of translation*. Cambridge University Press.
- Crutcher, P. (2019). This is not how they are: On contemporary education, political correctness, and inattention to Craft. *Cultural and Pedagogical Inquiry*, 11(2), 78-89.
- Drugan, J. (2013). *Quality in professional translation: Assessment and improvement*. Bloomsbury.
- Enriquez Raído, V., & Auster mühl, F. (2003). Translation, localization, and technology: Current developments. In L. P. Gonzáles (Ed.), *Speaking in tongues: Language across contexts and users* (pp. 225-248). Universidad de Valencia.
- Farahzad, F. (1992). Testing achievement in translation classes. In C. Dollerup & A. Loddergard (Eds.), *Teaching translation and interpreting* (pp. 271-278). John Benjamins.
- Farahzad, F. (2009). Translation criticism: A CDA approach. *Translation Studies*, 6(24), 39-47.
- Fitzgerald, F.S. (1925). *The great Gatsby*. Wordsworth Editions Ltd.
- Fitzgerald, F. S. (2000). *Gatsby-ye-bozorg* [orig. *The Great Gatsby*] (K. Emami, Trans.). Niloofar. (originally published in 1925)
- Folaron, D. (2019). Technology, technical translation and localization. In M. O'Hagan (Ed.), *The Routledge handbook of translation and technology* (pp.203-219). Routledge.
- Goff-Kfoury, C. (2005). Testing and evaluation in translation classroom. *Translation Journal*, 9(2), 75-99.
- Gutt, E. (2000). *Translation and relevance: Cognition and context*. St. Jerome.

- Han, L., Jones, G., & Smeaton, A. (2021). Translation quality assessment: A brief survey on manual and automatic methods. In *Proceedings for the first workshop on modelling translation: Translatology in the digital age* (pp. 15-33). Association for Computational Linguistics. <https://aclanthology.org/2021.motra-1.3>
- Heidari Tabrizi, H., Chalak A., & Taherioun, A. H. (2013). Assessing the quality of Persian translation of Orwell's Nineteen Eighty-Four based on House's model: Overt-covert translation distinction. *International Journal of Foreign Language Teaching and Research*, 1(2), 11-21.
- House, J. (1997). *Translation quality assessment: A model revisited*. Narr.
- House, J. (2015). *Translation quality assessment: Past and present*. Routledge.
- Huertas-Barros, E., Vandepitte, S., & Iglesias-Fernandez, E. (Eds.). (2019). *Quality assurance and assessment practices in translation and interpreting*. IGI Global.
- Hunston, S. (2002). *Corpora in applied linguistics*. Cambridge University Press.
- ISO (International Organization for Standardization) (2015). *ISO 17100:2015 Translation Services-Requirements for Translation Services*, Geneva, ISO.
- Jones, F. R. (2020). Literary translation. In M. Baker & G. Saldanha, *The Routledge encyclopedia of translation studies (3rd ed.)* (pp. 294-299). Routledge.
- Kargarzadeh, F., & Paziresh, A. (2017). Assessing the quality of Persian translation of Kite Runner based on House's functional pragmatic model. *International Journal of Language and Translation Studies*, 5(1), 117-126.
- Khanjan, A. (2015). *Dastavardhaye motaleat-e tarjome: Olguye arzyabi-ye keifiyat-e tarjome-ye Julian House az gozashte ta be emruz* [Achievements of translation studies: House's translation quality assessment model: Past and present]. *Journal of the Translator*, 57(24), 83-106.
- Khazaeefar, A. (2015). Translation criticism in Iran: Methods and problems. *Nameh Farhangestan*, 3(14), 71-93.
- Larose, R. (1989). *Théories Contemporaines de la Traduction*, Montréal: Presses de l'Université de Québec.
- Leiva Rojo, J. (2018). Aspects of human translation: The current situation and an emerging trend. *Hermēneus. Revista de traducción e interpretación*, 20, 257-294.
- Maitland, S. (2017). *What is cultural translation?*. Bloomsbury Advances in Translation Studies.
- Massey, G. (2017). Translation competence development and process-oriented pedagogy. In J. W. Schwieter, & A. Ferreira (Eds.), *The handbook of translation and cognition* (pp. 496-518). Wiley & Blackwell.
- Moorkens, J., Castilho, Sh., Gaspari, F., & Doherty, S. (2018). *Translation quality assessment: From principles to practice*. Springer.
- Munday, J. (2008). *Introducing translation studies: Theories and application* (2nd ed). Routledge.
- Odacioglu, M. C., & Kokturk, S. (2015). The effects of technology on translation students in academic translation teaching. *Procedia: Social and Behavioral Sciences*, 197, 1085-1094.
- Odacioglu, M. C. (2021). Prospective translators' responsibilities in the transition from translation competence to translator competence and contributions of translation education in this process. *RumeliDE Dil ve Edebiyat Araştırmaları Dergisi*, (22), 978-990.
- O'Hagan, M., & Mangiron, C. (2013). *Game localization*. John Benjamins Publishing.
- Oktay, E. (2015). A model of translator's competence from an educational perspective. *International Journal of Comparative Literature and Translation Studies*, 3(1), 4-15.
- Orozco, M. (2000). Building a measuring instrument for the acquisition of translation competence in trainee translators. In C. Schäffner & B. Adab (Eds.), *Developing Translation Competence* (pp.199-214). John Benjamins.
- Orwell, G. (1949). *Nineteen eighty-four*. Harmondsworth, Penguin Books Ltd.

- Petrscu, C. (2009). Ideology and translation. *Professional Communication and Translation Studies*, 2(1-2), 93-96.
- Pym, A. (2012). Translation skill sets in a machine translation age, *Group* (pp. 1-17). Universitat Rovira i Virgili, Tarragona: Spain (Inter-Cultural Studies Group). [http://usuaris.tinet.cat/apym/online/training/2012\\_competence\\_pym](http://usuaris.tinet.cat/apym/online/training/2012_competence_pym).
- Sahin, M., & Dungan, N. (2014). Translation testing and evaluation: A study on methods and needs. *Translation and Interpreting*, 6, 67-90.
- Sainz, J. M. (1992). *Student-centered correction of translation*. John Benjamins.
- Salinger, J. D. (1958). *The catcher in the rye*. Penguin Books.
- Salinger, J. D. (1966). *Natur-e-dasht* [orig. The Catcher in the Rye] (A. Karimi, Trans). Mina.
- Salinger, J. D. (1998). *Natur-e-dasht* [orig. The Catcher in the Rye] (M. Najafi, Trans.). Nila.
- Salinger, J. D. (2010). *Natur-e-dasht* [orig. The Catcher in the Rye] (Z. Zolghadr, Trans.). Gostar.
- Salinger, J. D. (2014). *Natur-e-dasht* [orig. The Catcher in the Rye] (A. Barseghian, Trans.). Milkan.
- Schäler, R. (2010). Localization and translation. In Y. Gambier & Doorslaer, L. V. (Eds.), *Handbook of translation studies* (pp.209-421). John Benjamins.
- Sofyan, R., & Tarigan, B. (2019). Developing a holistic model of translation quality assessment. *Advances in Social Science, Education and Humanities Research*, 254, 266-271.
- Tan, Z. (2008). Towards a whole-person translator education approach in translation teaching on university degree programs. *Meta*, 53(3), 589-608.
- Tiselius, E., & Hild, A. (2017). Expertise and competence in translation and interpreting. In J. W. Schwieter, & A. Ferreira (Eds.), *The handbook of translation and cognition* (pp.50-70). Wiley & Blackwell.
- Vahid Dastjerdi, H., Khosravani, Y., Shokrollahi, M., & Mohiman, N. (2011). Translation quality assessment: A semiotic model for poetry translation. *Lebende Sprachen*, 56(2), 338-361.
- Waddington, C. (2001). Different methods of evaluating student translations: The question of validity. *Meta*, 46(2), 311-325.
- Waddington, C. (2003). A positive approach to the assessment of translation errors. *AIETI*, 2, 409-426.
- Williams, M. (2004). *Translation quality assessment: An argument-centered approach*. University of Ottawa Press.
- Williams, M. (2013). A holistic-componential model for assessing translation student performance and competency. *Mutatis Mutandis*, 6(2), 419-443.
- Zandian, S. (2020). *A new trend in translation quality assessment (TQA): A practical guide to assess the quality of literary translation*. [Unpublished doctoral dissertation]. Isfahan University, Isfahan.
- Zou, Y. (2015). *The constitution of translation competence and its implications on translator education*. Atlantic Press. [www.modernlibrary.com/top-100/top-100-novels/](http://www.modernlibrary.com/top-100/top-100-novels/)