

Feasibility of Using House' TQA Model in Self-Revision in English-Arabic Non-Literary Translation: An Empirical Study

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Abstract: This paper is an empirical study investigating the feasibility of using House' 2015 TQA model as a tool for self-revision to assess the quality of the English-Arabic translation of some semantic and rhetorical challenges in non-literary series of books under the name "Perspectives on Higher Education" translated by the researcher. While self-revision is part and parcel of the translation process, it is understudied compared to the volume of translation made every day across the world. House' TQA model is vastly used in assessing the quality of translation in different domains and between various language pairs, but to the best knowledge of the researcher there are no studies made on the model as a self-revision tool, hence this study. As part of the empirical study, examples with special semantic and rhetorical challenges are selected for the self-revision process using House' model. The analysis follows four steps: problem identification, solution explanation, solution assessment and finally making a statement of quality. The study finds that mismatches do not necessarily mean wrong translation as the context may necessitate using a mismatch. The study finds that using House' TQA model as a tool for self-revision needs few modifications such as adding a clear criterion for the successful transfer of the overall meaning of the ST and acceptability in the TT context.

Keywords: house, rhetorical problems, self-revision, semantic problems, TQA, translation

1. Introduction

This paper is an empirical study to check the feasibility of using the 2015 model developed by Julian House for Translation Quality Assessment (TQA) as a self-revision tool in English-Arabic translation of non-literary texts. Translation as a process involves more than rendering a text from one code to another, as it also involves revision of what is translated. A revision can be done by the translator, i.e., self-revision, or by a third party, i.e., other-revision. This study focuses on self-revision, which is considered an integral part of the translation process. Self-revision, sometimes called checking, is particularly challenging as it has more constrictions when compared to revising the translation of others, especially that self-revision involves the skills, mindset and expertise of one person. The translator's sense of ownership of the translated text may make detection of errors harder or unlikely, which requires putting aside any sense of subjectivity. Making the self-revision counts may need, according to Asadi and Séguinot (2005), linking the revision process to the task, not to the translator. Robert (2008) argues that revision entails three operations, namely examining the target text (TT), comparing the TT against the Source Text (ST), and then suggesting changes, if needed.

There are several challenges a translator encounters while translating a text, such as dealing with figures of speech, cultural nuances, highly technical content, phonological, structural, lexical, rhetorical and semantic problems. These challenges may force the translator to add, remove, and rearrange the text, or use other techniques to produce a high-quality translation. Drawing on the insights of several translation scholars (C.F. Bell 1993; Newmark 1988; Nida and Taber 1982), high quality translation is transparent in a way that it reads like an original, precisely reflects the meaning of the source text in a manner that is error-free, adequately-worded, cohesive, while it mirrors rhetorical and aesthetic values of the source text. Meanwhile, post-translation processes, such as editing, proofreading and assessing the quality of translation, are as important as the translation itself; these processes start with self-revision, hence this study.

The researcher translated a series of non-literary books under the name "*Perspectives on Higher Education*" (PHD) in the period from 2020 to 2022 published by King Abdulaziz University, Saudi Arabia. During the self-revision process, there were few instances that can be seen as having special challenges. Only for these examples, the researcher decided to use a TQA model to evaluate the quality of the translation as an empirical attempt. To select a TQA model, one needs to go through two general types of models: quantitative and non-quantitative models. According to Williams (2001), quantitative models have several major shortcomings that tend to hinder the assessment of the translation, such as its failure to establish an acceptability standard based on the number of errors. Although there are also shortcomings in the non-quantitative models, they are more adequate to be used in this study, while the quantitative models are better used for grading translation exams. This echoes the opinion of Hatem and Mason (1997) who argue that there are differences between assessing the quality of translation and the quality of performance in translation. Therefore, Juliane House' TQA Model is selected for application in the self-revision of some examples in the PHD series for the purpose of this empirical study.

Translating the PHD series from English into Arabic was an experience full of challenges due to the nature of the books, the expected readership in the Arab world, the institutional ethics of the publisher, and the conservative nature of Saudi Arabia, among others. For unexperienced translators, assessment of the quality of translation is generally problematic because in practice one needs to know what to look for to judge the translation as good or bad.

This study is intended for professional and trainee translators, editors, translation reviewers, proofreaders, translation studies researchers, language students, as well as translation teachers, learners, and critics.

2. Review of the literature

Several studies employed House' model to assess the translation quality in multiple language pairs and in different contexts. For example, Kamalizad and Khaksar (2018) use House' TQA model to check the quality of the translation of children literature, namely Rowling's Harry Potter and the Cursed Child from English into Persian. The study finds that House model is adequate for assessing

translation of children literature and that the translation of the novel tends to be covert in general. It is worth noting that House (2006) maintains that translation can be classified as covert translation, which focuses on the target culture, or overt translation, which tends to retain the features of the source culture. In their study, J. Hamdan, Naser and H. Hamdan (2021) draw on House' 2015 TQA model to assess the Arabic-English translation of a set of media texts related to the Palestinian-Israeli conflict. Examining the potential use of the translation of political texts to promote ideologies, the study finds that covert errors are due to dimensional mismatches and overt errors result from mismatches of the denotative meanings or breaching the TL system. Ghafouripour and Eslamieh (2018) use House TQA model to assess the quality of the translation of poetry as the study investigates the overt and covert techniques used by two translators who translated Rubaiyat of Omar Khayyam from Persian into English. Ghafouripour and Eslamieh (2018, 217) maintain that the model is fit to be used in poetry translation assessment and add that overt errors can be classified as "1) Not translated; 2) Slight change in meaning; 3) Significant change in meaning; 4) Distortion of meaning; 5) Breach of the source language system; 6) Creative translation; and 7) Cultural filtering". Hassan (2015) uses the model to assess the quality of translating the Hilali Epic from Arabic into English. The study also proves the adequacy of the model to evaluate the translation quality. Obeidat and Ayyad (2022) assess the quality of two different translations of the collocations in literary texts using House' TQA model, maintaining that the model is comprehensive and adequate to be used in analysis. There are also plenty of studies that employ House' TQA to assess the quality of translation of non-literary texts. Liu, Xie, He, Zhu, Li and Zhang (2022) investigate the application of House' TQA model on non-literary texts, namely corporation's web page translation. The study aims at facilitating the development of webpage translation and finds that using House TQA model for webpage translation quality assessment helps achieving accurate and standardized translation, which improves TT quality. The previous examples are just samples of the application of House' TQA model, but the list of similar studies in different language pairs is huge and cannot be reviewed in full in this study due to limitation of space.

While House keeps revisiting and developing her original TQA model, other researchers and scholars do the same. There are several attempts to create new models and tools based on House TQA model, such as the model proposed by Zehnalová (2013) who proposes a three-level model for TQA, based on pragmatics, evaluation processes and adopted procedures to fit the purpose of the translation. Furthermore, Yildiz (2021) develops a TQA tool incorporating solutions as evaluative parameters, while assessing the translation quality at the same time, with a special focus on Turkish. The tool offers assessment based on solutions, errors and the level of (un)acceptability. However, the researcher believes that House model, especially after its latest developments incorporating elements from systemic functional linguistics, is more comprehensive and applicable to the language pair (English-Arabic).

Reviewing some of the previous studies that used House' model, it is clear that the model can be used in different domains and between different language pairs. However, the literature does not show the use of House' TQA model as a tool of self-revision, hence this study. Therefore, this paper attempts to answer the following research question: What is the feasibility of using House' TQA model as a self-revision tool?

3. Data sources

Universities worldwide faced an unprecedented dilemma when COVID-19 pandemic hit the world in 2019, leading to empty classes and disrupting curricula. Soon, a research team was formed in King Abdulaziz University, Saudi Arabia, to work on a project of a book to discuss challenges of COVID-19 and its effects on university education. Weeks later, the university decided to prepare and publish the book series "*Perspectives on Higher Education*" (PHD) to tackle global issues in higher education. The project continued from 2020 to 2022, a time span that allowed the research team to produce four books in English, and consequently the books are translated into Arabic and French. The researcher was a member of the research team and the translator of the four-book series into Arabic.

The series "*Perspectives on Higher Education*" comprises four books. The English books are published by McKimm Consulting and Associates Ltd., while the Arabic and French books are published by King Abdulaziz University Press. The first book discusses the impact of COVID-19 pandemic on universities, teaching, learning and assessment during times of change, supporting research activities, role of university leadership during crises, and education response to the pandemic. The second book tackles curriculum planning, design and implementation. It defines the curriculum, principles of its design, implementation and development, curriculum models, lesson planning, teaching and learning methods, curriculum diseases, and quality assurance issues pertaining to curriculum. The third book is a handbook for the curriculum planning, design and implementation. It comprises 32 short chapters designed to function either as a practical companion to the second book or as a standalone handbook. This book has four sections that tackle the process of curriculum design, development and implementation to serve as a manual for those interested in the topic. While the first section deals with the stages of curriculum planning and design, the second section discusses a new curriculum model. The third section focuses on quality assurance and accreditation, while the fourth section explores roles of leadership and management for educational change. The fourth book tackles supporting professional development and recognition of university teachers, as the demand increases worldwide to have higher levels of professionalism in university education. The book scans the background of professionalism in university education worldwide, the standards for development and measuring progress and training schemes for academics.

4. Methodology

This study assesses the feasibility of using House' TQA model as a tool for self-revision in translating non-literary works, while it suggests practical solutions for some problematic issues a translator may encounter. The study also provides a theoretical basis of several translation techniques as used by the researcher in actual settings while translating the PHD series into Arabic, specifically in semantic, and rhetorical areas. Consequently, the quality of each translation solution is assessed using House' 2015 TQA model, which is functional in nature as it is based on Halliday's Systemic Functional Linguistics theory, pragmatics, register and discourse analysis. Main aspects of House' 1997 Model include dimensions of language user, such as place, time and social elements, and dimensions of language use, such as medium, participation, social relationship and attitude. Later, House added register concepts of field, mode and tenor, and coherence & cohesion. House' model operates at different levels of analysis: text function, register, and language/text.

As part of this study, only eight (8) examples representing semantic and rhetorical challenges were selected to be self-revised using House' TQA model, while only four of them are selected for analysis in this paper due to limitation of space. Each example starts with the English excerpt, which is followed by the analysis that comprises the following four steps:

Step 1: Problem identification

The problem in the source text (English) is identified and highlighted, illustrating the challenge to translate it into Arabic.

Step 2: Solution explanation

The solution in the target text (Arabic) is given and explained, while scanning other possible solutions, if any, and giving a flash theoretical basis of the choices made.

Step 3: Solution assessment

In the self-revision process, the quality of the solution is assessed using House' TQA model according to the following criteria:

3-a Exploring the source text function and genre according to Systemic Functional Linguistics (SFL) as proposed by Halliday (1973 and 1994); according to Halliday, language has three main metafunctions: ideational (propositional content), textual (message), and interpersonal (mood);

3-b Performing register analysis (field, tenor and mode) to develop a source text profile:

- Field refers to the macro institutions of society such as family, religion, etc. It is revealed by code choices to showcase the function of the text.
- Tenor refers to the relation between the message sender and receivers. It consists of several overlapping levels, mostly socio-psychic in nature, such as formality, impersonality, politeness and accessibility.

- Mode discusses features of the communication channel, such as channel limitation, spontaneity, participation/feedback, and privateness.

3-c Repeating point 3-b above for the target text to develop a target text profile;

3-d Investigating language/text in terms of coherence and cohesion,

3-e Comparing ST and TT profiles for any mismatches (lexical, semantic, grammatical, phonological, etc.) and checking overt and covert translations.

Step 4: Statement of quality

Based on the analysis, a statement of quality is given.

For limitation of space, two examples representing semantic challenges and two other examples representing rhetorical challenges shall be discussed in the analysis section.

5. Analysis

5.1 Semantic issues

Example 1

“This book (...) draws on a number of models such as the COINNS (...). COINNS is formed from the stages that are considered as individuals or groups work through the model: Challenges, Opportunities, Ideas, Needs and Next Steps”.

(Al-Youbi, Al-Hayani and Mckimm 2020: 9)

Step 1: Problem identification

Unlike Arabic, English is rich with the tradition of creating acronyms. In the above example, the author introduces the COINNS model, which is an acronym as the text states. Translating the model name into Arabic is problematic as Arabic does not have the same English acronym system.

Step 2: Solution explanation

Solutions for translating the acronym (COINNS) into Arabic vary, from transliterating the model name and adding a label (نموذج كوينز), through transliterating the model name and adding a label while maintaining the English acronym (COINNS – نموذج كوينز), and finally to creating an Arabic equivalent acronym, adding a label and keeping the English acronym to maintain the name and copyright of the original model (COINNS – تفاحة). The third option is selected as the best available translation solution.

كما يستخدم عدداً من النماذج، مثل نموذج (تفاحة - COINNS) (...) وكل حرف في اسم النموذج (تفاحة) يمثل مرحلة من مراحل تنفيذه سواء أكان العمل على المستوى الفردي أم الجماعي، فالنموذج يعكس التحديات ومنها يأتي حرف (التاء)، وكذلك الفرص ومنها يأتي (الفاء)، والأفكار التي يأتي منها (الألف)، والاحتياجات التي يأتي منها (الحاء)، وأخيراً الخطوات التالية والتي يأتي منها (التاء المربوطة)، فهو ببساطة يمثل: التحديات والفرص والأفكار والاحتياجات والخطوات التالية.

(اليوبي وآخرون، 2020-أ، ص. 9)

The selection of the third solution needs adding more text to explain to the Arab reader the process of creating the Arabic acronym of the model, as the Arabic excerpt above illustrates, and therefore the technique of translation by addition is used in the translation. Unfortunately, this cannot be applied to the translation of all similar cases of acronyms throughout the PHD book series. To give an example, the same technique cannot be used when translating the name of another model (FLOATS), as the Arabic equivalents of the English acronym elements could not form an Arabic word similar to the solution offered to COINNS. Therefore, the second-best solution is to go to the second option, i.e., transliterating the model name and adding a label while maintaining the English term: (FLOATS – نموذج فلوتس). Arabic translators in general deal with English acronyms through transference, which is transliterating the English acronym as such, which is a type of borrowing, such as NASA (ناسا) UNESCO (يونسكو) and Unicef (يونيسيف). In certain cases, translators may develop new Arabic acronyms or rather a nominal blending, which is the formation of a noun out of complementary words, such as (بسملة - حوالة), according to Ghazala (2012).

Step 3: Solution assessment

To assess the quality of the translation in the self-revision process, House' TQA model is applied. Both the ST and TT are non-literary texts, and both are ideational in function as the English and Arabic texts are informative and therefore the language dimension used is logical. Moving to register analysis, on field, the subject matter is introducing the book and the models that form the base of how the book functions, including COINNS model. Due to the nature of the excerpt and the need to add explanatory text to the choice made, there are plenty of mismatches between the ST and TT. For example, in the ST, one cannot find the following utterance: فالنموذج يعكس التحديات ومنها يأتي حرف (الناء)، وكذلك الفرص ومنها يأتي (الفاء)، والأفكار التي يأتي منها (الألف)، والاحتياجات التي يأتي منها (الحاء)، وأخيراً الخطوات التالية والتي يأتي منها (الناء المربوطة)، فهو ببساطة يمثل: التحديات والفرص والأفكار والاحتياجات والخطوات التالية.

Talking about tenor, the social attitude in both ST and TT is formal, due to the nature of both the topic and the language used in both English and Arabic. Regarding mode, the medium is simple as both texts are written to be read, with no extra modalities offered in the text, such as charts, colors, graphics or tables. Both the English and Arabic texts reflect coherence as the idea is clear in both texts, while cohesion exists through the unity of the structure. In the English text, cohesion is achieved through logical bridges, i.e., the repetition of words like COINNS and model; cohesion is also achieved in the Arabic text, which also uses logical bridges following the footsteps of the English text. The Arabic text also has the appropriate cohesive words such as (كما – وكذلك - وأخيراً). The Arabic translation is a covert translation, as it focuses on the target culture, attempting to maintain an air of originality so that the text may not look like translated; this appears in lexical choices, cohesive devices and coherence.

To conclude the analysis of the example, the following table summarizes ST and TT profiles for example 1 and its Arabic translation:

Table 1. Summary of ST and TT profiles (example 1)

ST Genre		Non-Literary text	TT Genre		Non-Literary text
ST Function		Ideational	TT Function		Ideational
ST Language Dimension		Logical	TT Language Dimension		Logical
Register:	<i>Field</i>	Subject Matter: Introductory text	Register:	<i>Field</i>	Subject Matter: Introductory text
		Social Action: General			Mismatches: Lexical
	<i>Tenor</i>	Social Attitude: Formal		<i>Tenor</i>	Social Action: General
	<i>Mode</i>	Medium: Simple		<i>Mode</i>	Social Attitude: Formal
ST coherence and cohesion		Text is coherent and cohesive	TT coherence and cohesion		Text is coherent and cohesive

Step 4: Statement of quality

The translated text is equivalent to the source text in terms of meaning and has the same functions and effects, although the analysis shows mismatches in the lexicon and structure. The solution offered to this problem is unconventional.

House' TQA model can help in analyzing the ST and TT and create their profiles for comparison, but the translated text should not be regarded in isolation of other factors, such as acceptability and the successful rendering of meaning and text function, because complete equivalence in form may affect equivalence in meaning. This point needs to be incorporated in House' QAT model. When a translator faces such a dilemma, priority is given to meaning, according to Nida and Taber (1982: 105) who prioritize meaning as the content is the conceptual intent of the message, while they describe the form as secondary to the content. They add that "if by coincidence it is possible to convey the same content in the receptor language in a form which closely resembles that of the source, so much the better".

Example 2

The word curriculum derives from the Latin currere, meaning 'to run', which evolved into meaning a 'race' or 'course of a race' (probably chariot racing).

(Al-Youbi, Al-Hayani, Mckimm and Hassanein 2020: 8)

Step 1: Problem identification

This excerpt talks about the etymology of the word curriculum, exploring its Latin origin and its developments. Translating the origin of the word is problematic for two reasons: first, there is a strong association between the words (currere) and (curriculum), which cannot be reflected with the same strength in the Arabic translation due to language differences; second, the literal translation may give a sense of alienation in the translated Arabic text and may disengage the reader.

Step 2: Solution explanation

One of the suggested solutions for this issue is to stick to the English text and translate the text literally. In this case, the translation would read:

تُشتق كلمة "منهج" من الكلمة اللاتينية (currere) ومعناها "يجري" والتي تطورت إلى معنى "السباق" أو "مسار سباق" (وربما إلى معنى سباق العربات).

Another solution is to domesticate the utterance, while maintaining the basic features of the original text, and by proxy, adding the Arabic origin of the Arabic word (منهج). To avoid any ambiguity, the phrase between brackets (*probably chariot racing*) is deleted, especially it does not add a confirmed information. The translation reads:

في اللغة الإنجليزية، تُشتق كلمة "منهج - curriculum" من كلمة لاتينية تعني "يجري" والتي تطور معناها لاحقاً ليصبح "السباق" أو "مسار السباق"، أما في العربية فكلمة منهج مشتقة من الجذر "نَهَج" وفي لسان العرب النهج هو الطريق الواضح ونهج الطريق أي سلكه. (البوبي وآخرون، 2020-ب، ص. 8)

To give the translated text an air of originality and authenticity, the text is given a semantic adjustment for a successful domestication process. In this regard, Nida and Taber (1982) maintain that priority is given to dynamic equivalence over formal correspondence. To verify the meaning of the Arabic text, a suggested back translation is as follows: In English, the word "curriculum" is derived from a Latin word meaning "running" and its meaning later developed to be "race" or "race course". In Arabic, the word "manhaj" is derived from the root "nahaja". In *Lisan Al-Arab*, "Nahj" as a noun is the clear path, and "nahaja" as a verb means to take the road.

Step 3: Solution assessment

Following the steps described in the methodology, both the ST and TT are non-literary texts, which have an ideational metafunction. The language dimension used in both the English and Arabic texts is logical. On register analysis, the field is the etymology of the word curriculum in English, while in Arabic the field is the etymology of the English word (curriculum) and then it is expanded to include the origin of the Arabic word (منهج). This addition is made for several reasons, including giving the Arabic text an air of authenticity so that the Arabic text may not look translated. There are several mismatches between the two texts, such as ignoring the translation of (*probably chariot racing*), which is entirely left untranslated because it is seen as insignificant and to give room for the added text of the etymology of the Arabic word (منهج). Regarding the tenor, the social attitude

in both ST and TT is formal. Regarding mode, the medium is simple in both the ST and TT, which are cohesive and coherent, as the idea is clear and well-represented, supplemented by the use of appropriate cohesive devices such as (which) and (التي - أما) in the English and Arabic texts, respectively. Furthermore, the Arabic text reflects a covert translation technique, as the target culture is given priority.

The following table summarizes ST and TT profiles for example 2 and its Arabic translation:

Table 2. Summary of ST and TT profiles (example 2)

ST Genre		Non-Literary text	TT Genre		Non-Literary text
ST Function		Ideational	TT Function		Ideational
ST Language Dimension		Logical	TT Language Dimension		Logical
Register:	<i>Field</i>	Subject Matter: Etymology of the English word "Curriculum"	Register:	<i>Field</i>	Subject Matter: etymology of the English word "Curriculum" and the Arabic word "manhaj" Mismatches: Lexical
		Social Action: General			Social Action: General
	<i>Tenor</i>	Social Attitude: Formal		<i>Tenor</i>	Social Attitude: Formal
	<i>Mode</i>	Medium: Simple		<i>Mode</i>	Medium: Simple
ST coherence and cohesion		Text is coherent and cohesive	TT coherence and cohesion		Text is coherent and cohesive

Step 4: Statement of quality

Although there are plenty of mismatches between the ST and TT, the two texts are equivalent in terms of meaning and function. The solution offered can be classified as unconventional, while it gives priority to meaning at the expense of form. House' TQA model shows some similarity between the ST and TT profiles, while it highlights the addition in the Arabic text, a technique used to give the Arabic text a sense of originality and naturalness.

Furthermore, Nida and Taber (1982: 98) argue that people react differently to texts due to cultural differences, as understanding all the details of an utterance "is no guarantee that they will react to the message in the same manner as other people do". There are overt errors as part of the ST is not translated, while a whole

new part is added to the Arabic text. However, despite all the mismatches, the Arabic text is acceptable. The translation process in general, according to Lauscher (2000), is guided by case-specific values and strategies that are determined by the interested parties during the translation process: the publisher, the authors, the translator and expected readers. Therefore, these values should be considered as one of the evaluation criteria in the self-revision, which need to be highlighted in the assessment criteria in House' TQA model.

5.2 Rhetorical issues

Example 3

The COVID-19 pandemic has forced one of the most major shifts in higher education in recent years. As students left campus and lecture theatres and classrooms and laboratories emptied, universities switched rapidly to providing the majority of their courses through online platforms.

(Al-Youbi, Al-Hayani, Mckimm and Hassanein 2021: 71)

Step 1: Problem identification

This is an introductory text to chapter 19 in the handbook for curriculum design and implementation. Perhaps it may look weird to argue that there is a special challenge in this straightforward text, but one needs to look at the text from another perspective. Due to the nature of the topic, this piece of information is frequently repeated throughout the book, and because of the nature of the handbook that has short chapters, plenty of figures and quick shifts, there is a need to keep the readers engaged by adding a rhetorical device to revive such a repeated text.

Step 2: Solution explanation

Keeping the readers engaged needs more than a correct translation. One of the solutions is to add a rhetorical statement to serve two functions: 1) making the text looks original, and 2) keeping the readers engaged. Looking at the context of the utterance and the message it bears, one would notice that classes, labs and the campus, which are the beating heart of university life became empty and seemed like a wasteland, since all classes turned online. To describe this and add the sense of emptiness, the following translation is offered:

فرضت جائحة كورونا أحد أكبر التحولات في التعليم العالي في السنوات الأخيرة فغادر الطلاب الحرم الجامعي وقاعات المحاضرات والصفوف الدراسية والمختبرات وأصبحت خاوية على عروشها، وتحولت الجامعات بسرعة إلى تقديم أغلب المقررات من خلال منصات عبر الإنترنت.

(اليوبي وآخرون، 2021، ص. 59)

In this translation, there is an intertextuality with the Quran (18: 42), as the verse concludes the story of a man who thought that his fruitful garden and wealth will never perish, but suddenly everything went upside down. Therefore, the expression (خاوية على عروشها) is used in Arabic to describe something stalled after a period of flourishing, which is the case in this example. The translation approach used in translating this example is functional/communicative. Although the

metaphor in this translation is meant to make the metaphor general to cover the two verbs (left and emptied), in a post-publishing note, I received a note with the following suggested translation (فغادر الطلاب الحرم الجامعي وأصبحت قاعات المحاضرات (والصفوف الدراسية والمختبرات خاوية على عروشها). Although this suggested translation is better and closer to the source text, the book was already published and therefore making any changes in style is unlikely: perfect is divine. In this context, Colina, Marrone, Ingram, and Sanchez (2017), whose empirical research conducted in the healthcare domain about Spanish-English translation quality assessment, concludes that the target text is seen by the end user as easier and superior compared to the literal translation when communicative approach is adopted in translation.

Step 3: Solution assessment

Although the ST and TT are non-literary texts, the TT has an additional rhetorical touch using intertextuality to strengthen the ideational metafunction of the text. The language dimension used in the ST is logical, while it is logical and aesthetic in the TT.

On register analysis, the field is an introductory text for chapter 19, with repeated information about the effects of COVID-19 on classes, but the Arabic text has an extra rhetorical device. The ST and TT are cohesive and coherent with the use of several devices. However, there are mismatches between the ST and TT as described above, but the Arabic translation is acceptable. Furthermore, the Arabic text is a covert translation as it focuses on the target culture, this time through intertextuality.

The following table summarizes ST and TT profiles for example 3 and its Arabic translation:

Table 3. Summary of ST and TT profiles (example 3)

ST Genre		Non-Literary text	TT Genre		Non-Literary text
ST Function		Ideational	TT Function		Ideational
ST Language Dimension		Logical	TT Language Dimension		Logical + Aesthetic
Register:	<i>Field</i>	Subject Matter: Introductory text to chapter 19	Register:	<i>Field</i>	Subject Matter: Introductory text to chapter 19
		Social Action: General			Social Action: General
	<i>Tenor</i>	Social Attitude: Formal		<i>Tenor</i>	Social Attitude: Formal
	<i>Mode</i>	Medium: Simple		<i>Mode</i>	Medium: Simple

ST coherence and cohesion	Text is coherent and cohesive	TT coherence and cohesion	Text is coherent and cohesive
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Step 4: Statement of quality

Mismatches exist, yet the two texts provide the same message, and the Arabic translation is augmented with a rhetorical device, employing intertextuality. Comparing the ST and TT profiles using House' TQA model, it is clear that the two texts are nearly similar although the translation uses the technique of translation by addition and employs intertextuality within it.

Example 4

Abrahamson (1978) suggests that, like any other living creature, a curriculum may be vulnerable to various 'diseases', which may affect its performance and effectiveness. In this chapter we expand on Abrahamson's ideas and discuss various issues that can affect a curriculum, including the 'symptoms' of these diseases. We also suggest 'prevention protocols' and 'treatment plans', so that the curriculum can be set back on track to support student learning effectively and efficiently.

(Al-Youbi et al. 2020: 88)

Step 1: Problem identification

This text is part of the introduction to chapter 7 in the book discussing curriculum design and implementation, using metaphor. In simple terms, a metaphor suggests that one thing, here the curriculum (the tenor), is another, here a living creature that may get sick (the vehicle). The repeated use of the metaphor in this chapter makes this figure of speech an extended metaphor. The challenge here is to maintain this extended metaphor and its effect in the TT.

Step 2: Solution explanation

The Arabic translation tends to maintain the extended metaphor throughout the whole chapter, keeping both the tenor and vehicle. The translation of the example comes as follows:

يرى أبراهامسون (1978) أن المنهج، مثله مثل أي كائن حي آخر، قد يكون عرضة للإصابة بمختلف "الأمراض" وهو ما قد يؤثر على أدائه وفعاليتة. وفي هذا الفصل نتوسع في أفكار أبراهامسون ونناقش العديد من القضايا التي يمكن أن تؤثر على المنهج الدراسي، بما في ذلك "أعراض" هذه الأمراض، كما نقترح "بروتوكولات الوقاية" و"خطط العلاج" حتى يمكن إعادة المنهج إلى المسار الصحيح لدعم تعلم الطلاب بفعالية وكفاءة.

(اليوبي وآخرون، 2020-ب، ص. 78)

In the source text, the author preserved the metaphor throughout the whole chapter, and duly creating an extended metaphor by using the same tenors and vehicles. In the Arabic translation, the extended metaphor is maintained. While the theme is "diseases," the ST and TT reflect the words associated with ailments, such as (symptoms/أعراض), (prevention protocols/الوقاية), and (treatment

plans/خطط العلاج). Furthermore, the chapter is brimful with medical expressions created particularly to address the problems, or rather the diseases, of the curriculum such as (Curriculosclerosis/ تصلب المنهج) and (Curriculoarthritis/ التهاب المفصل المنهج) among scores of other similar constructions; the TT maintains the extended metaphor throughout the chapter. According to Newmark (1985), a metaphor gives a vivid and complex description of things, while it engages the readers and entertains them in an aesthetic way.

Step 3: Solution assessment

The ST and TT texts are non-literary, but they have a rhetorical function as the texts employ equally an extended metaphor to strengthen the ideational metafunction of the text. The language dimension used in the ST and TT is informative and aesthetic at the same time.

On register analysis, the field is an introductory text for chapter 7 “curriculum diseases”, where the extended metaphor is used to strengthen the meaning. Both the ST and TT are cohesive and coherent with the use of several devices that cope with the theme of diseases. No mismatches can be found in both the ST and TT.

The following table summarizes ST and TT profiles for example 4 and its Arabic translation:

Table 4. Summary of ST and TT profiles (example 4)

ST Genre		Non-Literary text + rhetorical function	TT Genre		Non-Literary text + rhetorical function
ST Function		Ideational	TT Function		Ideational
ST Language Dimension		Informative and aesthetic	TT Language Dimension		Informative and aesthetic
Register:	<i>Field</i>	Subject Matter: Introductory text to chapter 7 “Curriculum Diseases”	Register:	<i>Field</i>	Subject Matter: Introductory text to chapter 7 “Curriculum Diseases”
		Social Action: General			Social Action: General
	<i>Tenor</i>	Social Attitude: Formal		<i>Tenor</i>	Social Attitude: Formal
	<i>Mode</i>	Medium: Simple		<i>Mode</i>	Medium: Simple
ST coherence and cohesion		Text is coherent and cohesive	TT coherence and cohesion		Text is coherent and cohesive

Step 4: Statement of quality

Comparing the ST and TT profiles using House' TQA model, it is clear that the two texts are equivalent as mismatches are not found. The use of the extended metaphor in the ST is translated as an extended metaphor using the same tenor and vehicle.

6. Discussion

At the outset of the discussion section, it is paramount to state that the four (4) examples selected for analysis are only samples of the actual eight (8) cases that were self-revised using House' TQA model. The investigation areas could be expanded to include cultural, lexical and terminological issues. However, covering all the areas goes beyond the scope of this empirical study, due to limitation of space.

The examples discussed in the analysis section illustrate four types of translation challenges, namely translating acronyms, translating the etymology of a word that has a Latin origin, translating a text that may be augmented by a rhetorical device like intertextuality, and translating an extended metaphor. The solutions used to tackle these challenges vary due to different factors, including the nature of the text, expected readership, and the publisher's terms and policy, among other factors. Therefore, it is always significant to remember that while a translator makes self-revision, there is no one solution fits all. This flexibility of translation solutions needs to be reflected in any TQA model because a single text may be translated several times using several approaches, and the product may be correct in all the instances. Recalling the old debate about the nature of translation as an art or craft, it is evident that translation can be seen from both approaches by different translators, but more importantly, in certain situations it is an amalgam of both. In the context of this study, this is a knock at the door of TQA models to add a criterion for innovative and unconventional solutions to allow translators of non-literary texts to maneuver in the target text as long as the final product reflects the meaning and the translation is acceptable to the target reader. This criterion may be linked to certain translation techniques that require omission and addition, among other techniques, that may create a difference in the ST and TT profiles.

To sum up the challenges in the four examples and the techniques used in translating them, it is clear that in the case of acronym translation (COINNS), the solution (COINNS – نموذج تفاحة) is unconventional, as it offers an equivalent Arabic acronym to give the same effect; however, the same technique failed to apply to the translation of another acronym (FLOATS) as the elements of the acronym cannot create an adequate Arabic acronym. Therefore, the offered solution is situation-dependent. The translation used the covert technique as more focus is given to the target text and culture. In the second example, the challenge is to translate the etymology of the term (curriculum) and linking it to its Latin roots. Due to the differences between the English-Arabic language pair and given the fact that Arabic is so distant from Latin, the solution is to use domestication technique to introduce a text that talks about the origin of the Arabic word (manhaj - منهج), employing a translation by addition technique. In the third example, there is a need

to add a rhetorical device to keep the readers engaged, as the text offers repeated information. The translation also employs a translation by addition technique, which creates a situation of intertextuality to keep the readers engaged. In the fourth example, the ST uses an extended metaphor, having the curriculum as the tenor whereas a living creature who may get sick is the vehicle. The extended metaphor is maintained throughout the translated chapter and the terminology of the diseases that are associated with the curriculum are translated as such.

After the analysis of the translation challenges and solutions and creating ST and TT profiles for comparison using House' TQA model as a self-revision tool, it appears that there is a great deal of similarity between the two profiles. Yet, it is also evident that there are mismatches in three of the four examples. Despite the mismatches, the translations look acceptable and sound authentic. The existence of mismatches does not mean that the translation is not correct as translation is basically about the transfer of meaning, not form.

The study finds that the translated text should be viewed in light of other associated elements such as acceptability and correct meaning transfer. Mismatches do not necessarily mean wrong translation, but the context may necessitate a mismatch as languages are different and express ideas in different ways. Therefore, the way of the target language and culture of expressing an idea should be respected. The analysis proves that mismatches may be a blessing in disguise in certain situations. For this reason, translators resort to techniques like translation by addition/omission, modulation, transposition, and domestication, which must entail mismatching. Because mismatches are marked in the model as errors, the real question to be asked should be: Are all mismatches errors? The answer is: No. Some mismatches may cause inequivalence in linguistic form, but when meaning is transferred correctly, the utterance should be marked as equivalent. As previously mentioned, Lauscher (2000) maintains that the evaluation process is guided by case-specific values and strategies, and therefore we can argue that this facilitates the self-revision process.

Translators may use House' TQA model as a tool for self-revision as it may replace other techniques such as back translation. However, the study finds that the model needs few modifications to work smoothly in self-revision. For example, in addition to the existing evaluation criteria, the model may have a clear criterion for the successful transfer of the overall meaning of the ST and acceptability in the TT context, especially when the translator resorts to translation techniques that may generate mismatches between the ST and TT profiles.

7. Conclusion

This empirical study aims at checking the feasibility of using House' 2015 TQA model as a self-revision tool in English-Arabic translation of non-literary texts. The study investigates the techniques used to tackle some semantic and rhetorical translation challenges encountered by the researcher while translating into Arabic the book series "*Perspectives on Higher Education*" and duly assesses the quality of the translation solutions in the self-revision process using House' TQA model. Four examples representing semantic and rhetorical challenges are selected for

analysis, while the methodology of analysis adopts four steps, namely problem identification, solution explanation, solution assessment using House' model, and finally making a statement of quality. While the first step explains the translation challenge and its difficulty, the second step suggests different possible solutions and the practical reasons for selecting one of them, supported with opinions from the literature of the topic. The third step employs House' TQA model as a self-revision tool to create a source text and target text profiles for comparison and to check the quality of the translation solutions. The fourth step is to make a statement of quality.

The study finds that the translated text should not be viewed in isolation of other associated elements such as acceptability and correct meaning transfer, as mismatches that may be marked in the model as errors may not be errors at all because languages have different tools for meaning transfer. In this context, Buarqoub (2019) suggests that thinking in terms of the receiver helps overcoming language barriers and avoiding any misunderstanding, while promoting effective communication. This also recalls the TQA tool developed by Yildiz (2021) that calls for incorporating solutions as evaluative parameters. The study also finds that House' TQA model may be used as a tool for self-revision providing that few modifications are made to the model by adding to the existing evaluation criteria additional ones for the success of ST message transfer and acceptability of the translation in the TT context. The researcher also recommends making research on using House' TQA model as a tool for self-revision in other language pairs and in different text genres, for example literary texts, to verify the findings of the study.

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