| RESEARCH ARTICLE

Readability in Translation: A Comparative Study of Two Arabic Translations of Charles Dickens's Great Expectations

Narjis Alyami[1] and Mimouna Zitouni[2]
[12] *Translation Department, Princess Nourah bint Abdulrahman University, Riyadh, KSA*
Corresponding Author: Narjis Alyami, **E-mail**: narjis.alyami@gmail.com

| ABSTRACT

Given the lack of research that addresses the problem of readability in translated literary texts, this research came from the standpoint of filling in the gap that the translator faces when it comes to translating Charles Dickens' (1861) Great Expectations. For this research, two translations from English to Arabic were used: the first by Al Dar-Al Ahlia Bookstore (2005), and the other by the International Language House for Translation and Publishing (2018). The importance of this research stems from finding the errors faced by the translator and linking them to readability and literal translation of texts. This study is based on a comparative study of the two Arabic translations of the original text of the novel in English and a comparison of the level of readability in both translated novels. This research aims to provide an overview of the translation of literature by Charles Dickens, compare two translations, determine the strategies used, measure the readability of texts for each translation, and arrive at an appropriate analysis that achieves the use of the proposed readability rule, if possible. Finally, this research aims to contribute to providing an opportunity for future translators to follow the rule of readability in translation.

| KEYWORDS

Readability, literary translation, Catford translation shift, translation quality

| ARTICLE INFORMATION

I. INTRODUCTION

Literature contributes to the growth and development of literary knowledge as readers are exposed to narratives from a young age. Western novels, such as those by Charles Dickens, have become very popular and are in huge demand as a result of globalization. Indeed, bilingual novels are quite popular among the young and educated in the Arab world, and they are one of the best ways for them to learn Western culture, as reading translated books and novels provides readers with the opportunity to learn English and gain a better understanding of the events that transpired in their past. Furthermore, reading novels translated into English exposes students to vocabulary and correct sentence structure, particularly those translated and transmitted in both Arabic and English.

Translating novels is a complex process because it entails translating at both the word and paragraph levels. The author's style and the novel's stylistic elements must also be considered. Literary translation, on the other hand, is difficult since it requires the translator to grasp the author's objectives and influences on the work, as well as what the translator is expected to give. While translators can pursue their own agendas in translating these works and shape them to fit the intended audience, translation varies from one category to the next. Moreover, publishing houses also play an important role in the translation process, as different publishing houses prefer different methods of translation, such as literal or free translation.

Before the internet, libraries distinguished themselves by producing bilingual publications, which contributed to a tremendous revolution in English learning. However, grammatical errors, as well as flaws in meaning, structure, and spelling, have been found in such novels, likely due to the spread and popularity of such books, as well as the speed with which they were disseminated.

Consequently, grammatical and semantic issues with sentences and words were discovered, complicating the reading and comprehension of the material. The writer modifies and varies the translation of the basic terminology in each chapter for no apparent reason or fails to translate a complete sentence contained in the original text. So, instead of reading a difficult text, the reader abandons their new language in favor of the original text, which is easier for them to read and understand.

As a result, reading translated novels is not always a pleasurable experience, as some translators fail to render accurate translations and do not consider the level of readability. Readability is a critical aspect of translation quality, but until recently, it has not been prioritized in the Arab world. It relies on testing the audience's reading level through the use of programs that specialize in reading ease and reading level. Thus, to overcome reading gaps, these programs should be applied to all published translations and particularly to literary works.

A. Background of the Problem

This research project addresses current issues faced during the translation of the lexis in Charles Dickens' (1861) *Great Expectations*, a novel translated into Arabic by two publishing houses, Al Dar-Al Ahlia Bookstore (2005) and International Language House for Translation and Publishing (2018). The study will concentrate on translation at the sentence level and how this influences the reading of the text. The significance of this research lies in the influence of translation on the level of readability for bilingual novels that are published in the Arab world. The readability index and a comparison of the novel's text with the two translations will be used in this study to investigate these issues.

B. Problem Statement

There are numerous differences between the two translated books under consideration; differences that can be observed in readability, word choice, and sentence construction. Furthermore, there are various errors in word choice, pronoun usage, and text consistency between the two. Bilingual novels are translated word-for-word so that the reader can deduce the meaning of the text. The word-for-word translation method has resulted in certain readability and sentence construction issues. Although the translators claim that the translations are smooth and easy to read and that they are intended for second language learners, the employment of multiple translation methods and strategies has created texts that are riddled with errors, making them challenging to comprehend. This has caused readers to favor the English original over the Arabic translation, as the latter's meaning is unclear. Moreover, the disapproval of translated works by the readers has caused the number of translated literary works from various publishing companies to decline as a result.

C. Key Research Questions

The following are the key research questions of the study:

1. What are the language mistakes in the two chosen translated versions of *Great Expectations* (Dickens, 1861)?
2. What are the most common translation strategies used in the two chosen translated versions of the novel?
3. What are the readability levels of the two chosen translations?

D. Research Objectives

The objectives of this research are as follows:

1. Identify translation errors in the two chosen translated versions of the novel *Great Expectations* (Dickens, 1861) in light of the strategies utilized in each version.
2. Explain the likely reasons for the translation strategies chosen. This will be accomplished through the use of comparative analysis and an overview of how bilingual novels are translated.
3. Explore the differences in the texts of the two translations at the sentence level by investigating the translation strategies of each.
4. Examine the readability formulas that work best for Arabic texts, especially in literary educational discourse.
5. Measure the readability levels proposed by the two publishing houses, Al Dar-Al Ahlia Bookstore (2005) and International Language House for Translation and Publishing (2018).

E. Significance of the Study

This study seeks to detect translation problems in the two chosen translated versions of the novel *Great Expectations* (1861) based on the methods used in each version and to explain the possible reasons for the translation strategies adopted. The two objectives will help to undertake a comparative analysis that will highlight the way multilingual books are translated. This will aid in providing a comprehensive comparative analysis as well as an overview of how multilingual novels are translated.

F. Context of the Research

Readability in translation was not highly noticed. Though it was widely practiced in the education field with the original texts, measuring readability in other fields was rarely practiced, especially in the literary field. Bilingual novels that are not translated to fit the spirit of the text or effectively portray the content of the original are not concerned by formal equivalence. As a result,

their translations must be analyzed to determine whether the quality of formal equivalence benefits readers or causes a loss of meaning, structure, and understanding. Some academics have investigated the difficulty of reading and comprehension in the Indonesian, English, and Hindi languages, which emphasized the difficulties encountered in translating literary works into their own languages, as well as how translation flaws diminish the quality of the finished works. This demonstrates that readability must be measured for all bilingual novels and textbooks to eliminate comprehension difficulties. Because reading incorrect Arabic might impact readers' capacity to write and translate original Arabic, this learning practice must become one of the key difficulties that are overcome as individuals are, by nature, changing their culture, language, and behavior. However, translated Arabic differs from original Arabic in that the former's structure and meaning are lost at some point.

II. LITERATURE REVIEW

A. The Problems of Literary Translation

In the process of translation, challenges arise, putting the translator in a tight spot. According to Hartono (2009), the problems most commonly encountered in translating literary works lie in the difficulty of rendering the lexis and structure due to the difficulty of rendering figurative language. The translator must adapt a source text orientation because the reader is keener to learn about the source language rather than the target, especially if the target language is their mother tongue.

Based on Hidayat and Harmoko's (2018) study comparing three bilingual storybooks, the procedure most often used is "literal while following a semantic translation" (p. 11). This is due to the translator adopting a source text orientation, causing the reader to not see the source text as easily as they would if the text were written in a foreign orientation, which, in this case, the translator and the reader are simultaneously sacrificing reading proper Arabic. Therefore, the literary translation falls under translation strategies. Additionally, the strategy used in this corpus is the Catford translation shift, which is a departure from formal correspondence in the process of going from the source language (SL) to the target language (TL) (Catford, 1965).

B. Catford Shifts

Catford shifts vary from level shifts, which are the shifts from grammar to lexis or vice versa, and category shifts, which are more detailed and subdivided into subcategories. The first of the Catford shifts is the structure shift, where the changes are made to the sentence structure. Second is the class shift, which is concerned with the change of one part of speech to another, and the unit shift, which is the difference of the rank from the source language to the target language. The final Catford shift is the intra-system shift, which is related to the differences within the language itself. The research findings illustrate the benefit of using structural shifts in literature from English to Persian, especially in children's literature. Furthermore, the number of structure shift occurrences is much greater than other shifts included in the research (Akbari, 2012).

Within the structure of a sentence, its elements vary and include nouns, pronouns, adjectives, verbs, adverbs, and so on. Transferring a sentence is likely to see some changes in the class of a sentence element, such as translating an adjective into a noun, for example. In this case, an adjective can be transferred into a noun without affecting the meaning of the sentence.

Source Text: It is very important to tell me all of the details.

Target Text: من المهم جداً أن تخبرني بكل التفاصيل

min almuhimi jdaan 'an tukhbirani bikuli altafasil

("It is very important that you tell me all the details.") (Jabak, Abdullah, & Talif, 2016. p.161)

C. Unit Shift

Unit shift is related to the changes that occur on the class level, such as that done in a study by Setiawan (2013) that included a bilingual novel by Agatha Christie that was translated from English to Indonesian, which tackled unit shift, where a word is transferred into a phrase/group.

D. Intra-System Shift

Intra-system shift occurs within the language's system, as evidenced in the study of Agatha Christie's bilingual novel from English to Indonesian, which used non-correspondent terms or phrases to represent the meaning of the source text. For example, as different language systems diverge, the question of duality and plurality is frequently revisited. Another study was conducted on Catford translation shifts in the Arabic Saudi novel *Girls of Riyadh* (al-Sanea, 2005) that highlighted transferring present simple to past simple accurately using the correct equivalent.

E. Readability

The term "readability" refers to "what makes some texts easier to read than others" (William, 2004, p.3). It is a literary feature and a requirement for comprehension defined as "the criteria that determine translation quality assessment" (Honig, 1998, p.6-34).

The readability and ease with which these novels are written add to their popularity and dissemination. When researchers examine the books of Charles Dickens, they discover that they were written in a different era than today, as the language used is closer to being an antiquated language, as seen by the terminology used in the novel. There has been some research on

readability in translated literature; nonetheless, in readability, the ease of reading the text is an important factor in the assessment of the text, as long as the text is not difficult to read for its intended purpose. We find that educational manuals and political speeches are always written at an average level to suit the majority of readers from different cultural backgrounds.

F. Readability & Catford Shift

Connecting the dots between readability and translation methods is the research paper "Lexical Readability as an Indicator of Quality in Translation: Best Practices From Swiss Legislation" (Canvese, 2020). The corpus is mainly a German legal document in Switzerland that is translated into the country's four official languages: German, French, Italian, and Romansh, which is a minority language spoken mainly in Switzerland's Graubünden (Grisons) canton. The issue is that the translator rendered a translation (German > Italian > Romansh) within the corpus, where there is a wide use of archaic connectors that do not impact the text, thereby complicating it. This makes the text unattainable by the minority because it is obscure. Therefore, the translation quality is mainly measured by the lexical readability, indicating the complexity of the corpus.

G. Readability Metrics

El-Haj and Rayson (2016) proposed Arabic readability metrics for novels to ensure text comprehensibility. This research proposes a new metric to measure readability by improving upon previous metrics because the Arabic language is derivational and cannot be measured as English does. However, English metrics were used, and the authors suggested adding تشكيل/*tashkeel*, the diacritical marks (vowel signs and phonetic indicators) placed above or below Arabic letters to show correct pronunciation, to the words to see the differences and to understand the true meaning of the words.

In terms of literary corpus, one study looked at the impact of translation shifts on the readability of two Persian translations of George Orwell's novel *1984* (1949). The study focused on Persian translations of books and how these translated works conveyed meaning while losing form. Because of the nature of literary writing, meaning is more likely to be obtained than form. As a result, the researchers wanted to assess the readability of the translated content by examining the translation procedures utilized and determining which strategy is most efficient in providing correct and legible text. The researchers explained that the Catford translation shift can also be noticed in Vinay and Darbelnet's "transposition" approach, as well as skewing in Larson. The Catford translation shift is best used to measure sentences to see the deviation in the translation. Obviously, there will be some deviation because of the language difference, as the broader the languages, the more deviation there is in both the source text and the target text. The comparison is made to see the differences in the sentences of both translations, which are then given to students to see the readability levels, as, to measure the readability, the study relied heavily on students' responses in the end.

The goal of their research was to check whether or not the chosen translated literary works were faithful to and as accurate as the source text and whether translators used Catford translation shifts to achieve readability. Some translators can create problems through their awkward translation since languages differ in their texts' form and style. They tend to translate each line and sentence from the source text to the target text without taking into consideration the nature of the target text. Therefore, this factor has to be better accounted for in the target language transfer. A comparison has been made between translators to see the percentage. The research did not mention any name of a readability formula; still, the readability measurement was the method observed. Because of the enormous challenges encountered in translating English literature to Persian and other languages, the researchers proposed additional research into literary readability (Mobarakeh & Sardareh, 2016).

Finally, the Automatic Arabic Readability Index (AARI) research study provided a methodology for calculating the readability index in Arabic for a variety of text types, including Islam, natural sciences, and other genres. Language proficiency, subject background knowledge, and motivation were all considered readability factors in this paper. The following are the most important text-related factors: "word length, word frequency, vocabulary load, number of difficult words, average sentence length, sentence complexity, the clarity of the text idea, use of topology or metaphors, and grammatical structure complexity" (Al-Tamimi et al., 2014).

III. RESEARCH METHODOLOGY

The primary objective of this study was to explore and analyze translation strategies used to achieve readability, with a particular emphasis on the Catford translation shift's impact on readability. Employing an analytical comparative descriptive approach, the study examined the most readable translation based on the readability index after analyzing and identifying both target texts using the Catford translation shifts model (Catford, 1965). The research was based on Catford's level shift hypothesis and used the theoretical framework to identify the alterations in both translations. It also utilized the Automatic Arabic Readability Index (AARI) in the analysis of text readability. The research compared source language text segments with their equivalents in the target language texts, traced all changes made in the translation process, and then categorized them accordingly.

The mathematical formula used in measuring the readability is (3.28 x NOC) + (1.43 x ACW) + (1.24 x AWS), where NOC is the number of characters, ACW is the average number of characters per word, and AWS is the average number of words per sentence.

IV. RESULTS AND DISCUSSION

A. Results of the First Research Question

The translated corpus went through different approaches in translating and resulted in finding some errors in the outcome. The errors vary in the translations by both Al Dar-Al Ahlia Bookstore (2005) and the International Language House for Translation and Publishing (2018) and were identified to distinguish the readable text from the unreadable text, as the more errors there were in the translated text, the less readable and comprehensible the text was. The error identification and classification are based on Nord (1997), as the most recurrent errors are on the linguistic level. The errors are classified and identified below in Table 1.

TABLE 1
ERRORS IN THE TRANSLATIONS OF *GREAT EXPECTATIONS*

Error Type	Al Dar-Al Ahlia Bookstore Translation (2005)	International Language House for Translation and Publishing Translation (2018)
Linguistic	4	1
Text-Specific	3	3
Cultural	0	3
Pragmatic	0	1

(a). Linguistic Errors

The translated novel from Al Dar-Al Ahlia Bookstore (2005) contained many linguistic errors that were represented in the context of sentence structure, grammar, and spelling. Although the translator provided a literal translation to deliver the same effect—that the sentences are similar and opposite, in order for the reader to have an opportunity for comparison—this caused the translator to ignore the correct grammatical rules and use the correct vocabulary. Spelling errors and the repetition of incorrect vocabulary were among the most common errors both in the selected texts and in the novel as a whole. Moreover, grammatical errors appeared that affected the text due to following the literal translation of the text with some minor changes to suit the target audience; as a result, this use of literal translation causes confusion in some sentences.

As for the International Language House for Translation and Publishing's (2018) translated version of the novel, which is considered the more modern version of the novel, the percentage of errors was small, and this is due to the change, deletion, and addition of what was necessary to avoid errors, despite the presence of some linguistic errors, such as spelling errors.

(b). Text-Specific Errors

Grammatical faults posed a significant barrier and challenge to understanding the sentence, but errors related to the text impose a load on the reader's overall understanding. The problem lies where the reader reads the sentence and comes across a term that is not connected to the text or is difficult to grasp due to poor linking. This is evident in the occurrence of sentences that are unrelated to one another.

(c). Cultural Errors

Cultural errors mean the wrong transfer of cultural elements. The narration of *Great Expectations* (Dickens, 1861) has many cultural elements, including the places inhabited by the hero, the food he and others eat, the clothing he and others wear, and other cultural considerations. The translator from Al Dar-Al Ahlia Bookstore's (2005) translated version literally represented the cultural features of the target text without bias; however, they require some clarification because they are cultural factors that are unfamiliar to the reader, such as measuring ratios and the sort of food and drink. In contrast, the International Language House for Translation and Publishing's (2018) translation of the novel shows a clear change as a result of the avoidance of transmitting what disturbs Arab society, despite the fact that the novel is a literal translation and the original text mentions these elements. An example of this is translating alcoholic beverages as follows:

Source Text: "I have brought you to celebrate the occasion—I have brought you, madam, a bottle of white wine—and I have brought you, madam, a bottle of red wine." (Dickens, 1861, p.14)

Target Text: "سيدة جو، لقد أحضرت لك.. احتفالا بهذه المناسبة.. كعكة شيكولاتة، كما أحضرت لك سيدتي كعكة القشدة"

Transliteration: *"sayidat ju, laqad 'ahdirt lika.. ahtifalan bihadhih almunasabati.. kaekat shikulatatin, kama 'ahdart lak sayidati kaekat alqishdati."*

Translation: "Mrs. Joe, I've brought you—to celebrate this occasion—a chocolate cake, and I've also brought you, my lady, a cream cake. (Dickens 1861/2018)

As seen here, the translator avoids mentioning wine, but rather than omitting the sentence, he got creative and used the word "cake," as it is a celebration and cake is always eaten on such occasions in Arab culture.

Source Text: "Uncle Publechook asked for hot gin-and-water." (Dickens, 1861)

Target Text: طلب العم بابلشوك ماء ساخناً وبعض السكر،

Transliteration: *talab aleami bablushuk ma'an sakhnaan wabaed alsukri.*

Translation: "Uncle Babelchuk ordered hot water and some sugar." (Dickens 1861/2018)

Here, the translator also avoids translating an alcoholic drink, this time gin, and uses the word "sugar."

(d). Pragmatic Errors:

Although the source text and target text have different audiences, no pragmatic errors were found.

B. Findings Relating to the Second Research Question

Building on the findings of the readability factor required the establishment of the translation procedure that was used. Some translation procedures provide smooth and easy text, while others, if not followed correctly, produce a confusing and difficult-to-understand translation. Because the translated novels are bilingual texts, they are mostly translated literally; however, some parts of the novel are not translated literally for a variety of reasons, including the complexity of rendering the same meaning, inaccurate translation, or omission due to the sensitivity of the content to the target audience.

Starting with the Al Dar-Al Ahlia Bookstore (2005), literal translation was the method used to translate the book from English to Arabic. Although novels are not best translated literally, the goal of translating these novels is for didactic reasons rather than any other purpose. Therefore, the translation aims to teach English sentence structure. On the other hand, the International Language House for Translation and Publishing's (2018) translation followed the literal translation but modified or omitted many parts more than the Al Dar-Al Ahlia Bookstore's (2005) translated version of the novel. The changes made are what make the former a better translation than the latter, as it takes into consideration the target readers' level of reading and understanding; moreover, it might not follow the same structure as the source text, but it maintains its meaning.

(a). Translation Shift

Establishing the most recurrent translation shift in both novels is one step in measuring and analyzing the translations. The sentences were analyzed and identified, and the table below shows the shifts used most often.

TABLE 2
TRANSLATION SHIFTS

Type of Shift	Al Dar-Al Ahlia Bookstore Translation (2005)	International Language House for Translation and Publishing Translation (2018)
Structure shift	7	13
Class shift	6	18
Unit Shift	12	39
Intra-system Shift	4	9
No shift	93	43

As seen in the table, the unit shift is the most often used shift in both novels; however, it was used at a higher rate in the International Language House for Translation and Publishing (2018) translation of the novel. Shifts in the Al Dar-Al Ahlia Bookstore's (2005) translated version of the novel were not drastic, although it had many errors that were categorized under "No Shift." These shifts made the text more readable to the readers. Moreover, finding the most often used shift can help predict the readability of the translated novels, which, in the case of these two translated novels, was a unit shift.

C. Findings Related to the Third Research Question

Readability was measured using a mathematical formula for the Arabic language, as there are no software applications yet that measure readability for Arabic. Furthermore, readability is a key factor in identifying which translation of the novel is more comprehensible and whether the shift used had an impact on its readability or not.

The mathematical formula used in measuring the readability is (3.28 x NOC) + (1.43 x ACW) + (1.24 x AWS), where NOC is the number of characters, ACW is the average number of characters per word, and AWS is the average number of words per

sentence. The number extracted is then measured with a graph proposed by the researchers to see whether it is aimed at the correct age group.

Based on the research of creating the Automatic Arabic Readability Index (AARI), the development of the software is not accessible by the public, and the percentage is measured based on the schoolbooks used by the researchers. The mathematical formula is used to exemplify the readability of the novels, although the corpus used in the software is not related to novels. Readability is mostly measured by the audience. In this case, the readability of Al Dar-Al Ahlia Bookstore's (2005) translation is 11907.96. This number shows that, due to the long faulty sentences, the novel seems to be less comprehensible, as learning a text filled with errors will create problems in rendering the meaning of words or the structure of the sentences, as it seems to be complex.

On the other hand, the International Language House for Translation and Publishing (2018) translation of the novel matches the level of readers proposed by the learners' level and is considered more readable and comprehensible with an index score of 13315.272. This is due to the recent publishing of the novel and the use of technology and the access of the source text to understand the meaning and find more relatable equivalents, even though it is a literal translation. Despite the purpose of the novel, the International Language House for Translation and Publishing (2018) translation of the novel is much more comprehensible and restricted to ensure the preservation of the Arabic content, even if it was rendering the source text. As seen in the novel, the translator avoids translating several sentences that have content that may be sensitive to the target reader and even omits them in the target text. The errors in translating did not cause any confusion in the translation of the content nor the readability, as it seems more readable than Al Dar-Al Ahlia Bookstore's (2005) translation. Readability is measuring the quality of the translation to see if the translated text is translated efficiently, according to the age group and the audience background, to ensure a successful transmission of ideas and meaning. Failing to render readability is failing at translation, and this results in publishing translated content filled with errors that affects both the translators' and the publishing houses' reputations as the providers of good-quality translated novels.

V. CONCLUSION

To summarize, it is clear that literal translation poses problematic results in the literary corpus. The use of the Catford shift and its relationship with the quality of the text were determined by the number of errors classified by Nord and the shifts in both texts. It was examined with the Automatic Arabic Readability Index (AARI) formula and related to the Catford shifts. This research conducted a comparative analysis following the descriptive translation studies approach, as in translation shifts with the aid of error analysis.

The research found that the most commonly used shift in *Great Expectations* (Dickens, 1861) is structure shift in the translation by the International Language House for Translation and Publishing (2018), while unit shift is the most commonly used shift in Al Dar-Al Ahlia Bookstore's (2005) translation of the novel. The least used shift in *Great Expectations* (Dickens, 1861) is the intra-system shift in the International Language House for Translation and Publishing's (2018) translation of the novel, while it is the structure shift in Al Dar-Al Ahlia Bookstore's (2005) translation of the novel. These shifts are used by the translators of both publishing companies to create a high-quality translation and to match the source text. Moreover, the researchers found that those shifts created a readable and comprehensible sentence. As a result, it demonstrates that using the Catford shifts in examining the readability of a literary text is applicable and can be used to figure out the quality of a text. Error analysis and the AARI formula also proved fruitful in measuring text quality and readability. Furthermore, dealing with the shifts in the translation process is not random. It is a process that involves both functional and stylistic considerations. What is more, these shifts also contained specific elements related to the quality and readability of text translation.

Both Al Dar-Al Ahlia Bookstore's (2005) and the International Language House for Translation and Publishing's (2018) translations of the novel showcased a tendency to render the intended effects of the source text's readability. Indeed, the majority of these shifts conveyed similar, if not exact, semantic meanings in both target texts, respectively. This gives an indication that these shifts in dynamic elements or aesthetic qualities can be conveyed from English into Arabic. Yielding evidence of the possibility of communicating the readability of the source text's intended effects in the translation process using Catford shifts. Furthermore, the investigation of the two target texts in their respective literary settings has given insights into publishing practices and the roles translators play in the process of translation.

The findings suggest that International Language House for Translation and Publishing's (2018) translation of the novel using Catford shifts showcased the effect of them in a manner that created a readable and high-quality text. While Al Dar-Al Ahlia Bookstore's (2005) translation indicated the translator's use of shifts to enhance the rendering of the text, which reinforces the source text style and structure, it leaves it with a low readability quality. Nevertheless, both translations of the novel varied in their use of shifts that affect the readability of the text and the quality of the translation. The use of error analysis aids in the process of identifying the readable novel, along with the AARI readability formula, to indicate a better translation based on the findings.

REFERENCES

[1]. Akbari, M. (2012, June 1). Structural Shifts in Translation of Children's Literature. International Journal of Linguistics, 4, 19.

[2]. Asfour, M. H. (2007). The Impact of Translation on the Arabic Language. Sharjah University Journal of Sharia and Humanities, 4(2), 195-216.

[3]. Al-Tamimi, A.-K., Jaradat, M., Aljarrah, N., & Ghanim, S. (2014). AAR: Automatic Arabic Readability Index. The International Arab Journal of Information Technology, 370-378.

[4]. Arab Organization for Translation. (2013). Translator guide and references. Retrieved from Arab Organization for Translation: https://www.aot.org.lb/Home/contents1.php?id=179

[5]. Baker, Mona (Ed.), 1992. Other Words: a Coursebook on Translation. Routledge, London.

[6]. Canvese, P. (2020). Lexical Readability as an Indicator of Quality in Translation: Best Practices from Swiss Legislation. In F. P. Ramos, Assessing Practices and Managing for Quality (pp. 26-43). New york: Routledge in Institutional Translation and Interperting.

[7]. Catford, J. C. (1965). A Linguistics Theory of Translation. Oxford University Press.

[8]. El-Haj, M., & Rayson, P. (2016). OSMAN – A Novel Arabic Readability Metric. International Conference on Language Resources and Evaluation.

[9]. Fisher, J. (1984). Entitling_ Critical Inquiry. 11(2) 286-298.

[10]. Gentzler, E. (2017). Translation and rewriting in the age of post-translation studies. New york: Routledge.

[11]. Haque, M. (2012). Translating Literary Prose: Problems and Solutions. International Journal of English Linguistics, 16.

[12]. Hartono, R. (2009). TRANSLATING A NOVEL: PROBLEMS AND SOLUTIONS (A HOLISTICALLY CRITIQUE ON NOVEL TRANSLATION). Semarang State University journal of language and lirerarture, 1-9.

[13]. Hidayat, A., & Harmoko, D. D. (2018). TRANSLATION METHODS AND PROCEDURES IN BILINGUAL STORYBOOKS. Journal of English Language Teaching, 11.

[14]. Hidayati, N. (2020). Analysis of Translation Techniques, Methods, and Ideology on Children's Bilingual Story Books. Journal of Arabic and English Language., 94-114.

[15]. Hilu, J. N. (2015). Cultural Issues in the Arabic Translation of Hugh Lofting's The Story of Doctor Dolittle. Al-Mustansiriya University , 20.

[16]. Hönig, H. (1998). Positions, power and practice: Functionalist approaches and translation quality assessment. Schäffner.

[17]. Jabak, O. O., Abdullah, S. N., & Talif, R. (2016). Translation Shifts in Regard to Translation from English into Arabic and Vice Versa. SRRN Electronic Journal, 14.

[18]. Kaushanskaya, M., Marian, V. The bilingual advantage in novel word learning. Psychonomic Bulletin & Review 16, 705–710 (2009). https://doi.org/10.3758/PBR.16.4.705

[19]. Lazakova, T. A. (2015). Strategies of Literary Translation. Journal of Siberian Federal University, 7.

[20]. Margarita Kaushanskaya, V. M. (2009, August). The Bilingual Advantage in novel word learning. Psychonomic Bulletin & Review, pp. 1-6.

[21]. Mehmet Cem Odacıoğlu, Ş. K. (2015, 6 15). From Interdisciplinarity to transdisciplinarity in Translation Studies in the context of technological tools& localization industry. International jpurnal of comparative literature& translation studies, p. 6.

[22]. Mobarakeh, M. D., & Sardareh, S. A. (2016). The Effect of Translation Shifts on the level of Readability of Two Persian Translations of Novel "1984" by George Orwell. INTERNATIONAL JOURNAL OF HUMANITIES AND CULTURAL STUDIES , 10.

[23]. Mohammed, H. N. (2019). The Role of Translation Strategies in Literary Translation : Rewording and Paraphrasing as a case study. International Journal of Aademic Researchs Studies, 17.

[24]. Mounassar, A. A. (2023). Translation Strategies of Book Titles from English into Arabic and Vice Versa. Albaydha University Journal.

[25]. Mshari, A. F. (2016). Translation Shifts in Rajaa Alsanea's Novel " Girls of Riyadh" : A Text Linguistic Perspective. University of Basra, 127.

[26]. Munday, J. (2016). Introducing Translation Studies Theories and Applications. London: Routledge.

[27]. Novakov, P. (2008). Anglističke teme. Novi Sad: Futura Publikacija.

[28]. Paul, G. (2009). Translation in Practice. London: Dalkey Archive Press- Champaign and London.

[29]. SDOBNIKOV, Vladimir V. 2007. Translation miscorrelations: communicative and functional aspects. In Language, communication and social environment, 2007, no. 5, pp. 47-58.

[30]. Setiawan, A. (2013). CATEGORY SHIFTS IN THE BILINGUAL TRANSLATION OF AGATHA CHRISTIE'S N OR M? AND MARETA'S N ATAU M? STATE UNIVERSITY OF YOKYAKARTA, 151.

[31]. UNESCO. (2005). The Convention on the Protection and Promotion of the Diversity of Cultural Expressions. Retrieved from UNESCO Diversity of Cultural Expressions: https://en.unesco.org/creativity/convention

[32]. Viezzi, M. (2013). Titles and Translation. Trieste: VAKKI Publications.

[33]. William, D. (2004). The Principles of Readability. CA: Impact information.

[34]. Yuschenko, E. (2018, October). Fiction Translation Problems. Retrieved from Translation Journal: https://translationjournal.net/October-2018/fiction-translation-problems.html