

## **Translation Quality Assessment of Labels in the NMEC: A Functional Linguistic Model**

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### **Abstract**

*This thesis explores the Translation Quality Assessment (TQA) of labels within the National Museum of Egyptian Civilization (NMEC), focusing on the Mamluk and Modern Egyptian periods. The study aims to evaluate the accuracy, clarity, and cultural fidelity of these translations by addressing three main objectives: (1) assessing the extent of overt errors in the translations, (2) analyzing differences in textual metafunction between the source text (ST) and the target text (TT), and (3) investigating the application of Mona Baker's suggested strategies for maintaining naturalness in translation. Methodologically, the study employs a comprehensive approach, utilizing qualitative analysis techniques informed by House's TQA model, Halliday's Systemic Functional Grammar Textual Metafunction, and Baker's framework of textual equivalence. Key findings reveal significant discrepancies in translation quality, including overt errors, thematic inconsistencies, and limited application of suggested strategies. These findings underscore the importance of improving translation practices within the NMEC to ensure accurate and culturally faithful communication of historical narratives to museum visitors. In conclusion, this research contributes to the field of translation studies by providing insights into the challenges and opportunities for enhancing translation quality in museum contexts.*

### **Keywords:**

TQA, Functional Linguistics Model, NMEC, Thematic Metafunction

تقييم جودة ترجمة الملصقات التعريفية في المتحف القومي للحضارة المصرية:  
أنموذج لغوي وظيفي

الملخص

يستكشف هذا البحث تقييم جودة الترجمة للملصقات داخل المتحف القومي للحضارة المصرية، مع التركيز على فترتي الممالك ومصر الحديثة. يهدف البحث إلى تقييم دقة ووضوح وأمانة هذه الترجمات الثقافية من خلال معالجة ثلاثة أهداف رئيسية: (١) تقييم مدى الأخطاء الفادحة في الترجمات، (٢) تحليل الفروقات في الوظيفة النصية بين النص الأصلي والنص المستهدف، و(٣) التحقيق في تطبيق استراتيجيات منى بيكر المقترحة للحفاظ على طبيعية الترجمة. منهجياً، يستخدم البحث نهجاً شاملاً يعتمد على تقنيات التحليل النوعي المستمدة من نموذج لهاوس، ووظيفة النحو النصي في النحو الوظيفي النظامي لهاليداي، وإطار بيكر للتكافؤ النصي. تكشف النتائج الرئيسية عن تفاوتات كبيرة في جودة الترجمة، بما في ذلك أخطاء فادحة، وتناقضات موضوعية، وتطبيق محدود للاستراتيجيات المقترحة. تبرز هذه النتائج أهمية تحسين ممارسات الترجمة داخل المتحف لضمان التواصل الدقيق والثقافي الصادق لروايات تاريخية للزوار. في الختام، يساهم هذا البحث في مجال دراسات الترجمة من خلال تقديم رؤى حول التحديات والفرص لتحسين جودة الترجمة في سياقات المتاحف.

الكلمات المفتاحية:

تقييم جودة الترجمة ، نموذج اللغويات الوظيفية، المتحف القومي للحضارة المصرية ، الوظيفة النصية

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### **1. Introduction**

TQA plays a vital role in ensuring that museums accurately convey historical and cultural narratives to a diverse audience. This study focuses on the NMEC's labels, particularly from the Mamluk and Modern Egyptian periods, analyzing the quality of translations using functional linguistic frameworks. The research bridges theory and practice, aiming to improve translation accuracy, coherence, and strategy application, ultimately enhancing the visitor experience at the museum.

#### **1.1 Research Context**

This research delves into the realm of TQA, with a specific focus on the labels utilized within the NMEC. These labels are instrumental in conveying historical narratives to museum visitors. The study zeroes in on the Mamluk and Modern Egyptian periods due to their historical richness and linguistic intricacy. By employing functional linguistic models and textual analysis frameworks, the research aims to scrutinize translation accuracy, thematic consistency, and the application of translation strategies proposed by Mona Baker (1992). The findings of this study hold broader implications for enhancing translation practices not only within the NMEC but also in similar museum contexts, thereby enriching the accessibility and authenticity of historical narratives presented to diverse audiences.

#### **1.2 Problem Statement**

The translation of labels within the NMEC presents notable challenges, potentially impeding the accurate communication of historical information to visitors. This challenge is particularly pronounced in the translations of labels describing the Mamluk and Modern Egyptian periods, where diverse terminologies and intricate historical contexts require careful consideration. However, the extent to which these translations accurately convey the intended message, maintain thematic consistency, and apply effective translation strategies remains unclear. Therefore, there is an urgent need to conduct a comprehensive TQA to identify and rectify any discrepancies or deficiencies in the translations,

ultimately ensuring the clarity, accuracy, and cultural fidelity of the information presented to museum visitors.

### **1.3 Objectives**

The primary objective of this study is to conduct a comprehensive TQA of the labels in the NMEC using a functional linguistic model. This study aims to achieve the following specific objectives:

1. Assess the extent to which the translation of the selected NMEC labels is overt by identifying any overtly erroneous errors and evaluating their impact on the accuracy and clarity of the translated content.
2. Analyze the differences and similarities in the textual metafunction between the ST and the TT, focusing on how thematic structures and information are transferred and transformed in the translation process.
3. Investigate the application of Mona Baker's (1992) suggested strategies at the translational textual level, particularly examining the use of Voice Change and Change of Verb strategies, to determine their effectiveness in maintaining the naturalness and readability of the translated text.

### **1.4 Research Questions**

In line with the objectives of the study, the following questions are addressed:

1. To what extent is the translation of the selected labels of the NMEC overt?
2. How different was the textual metafunction transferred from the ST to the TT?
3. To what extent were the strategies suggested by Mona Baker (1992) on the textual level used to maintain the naturalness of the text?

### **1.5 Hypotheses**

Based on the objectives and research questions, the following hypotheses are proposed:

1. The translation of the selected NMEC labels contains a significant number of overt errors, impacting the accuracy and clarity of the content.
2. There are notable differences in the textual metafunction between the ST and the TT, indicating inconsistencies in the transfer and transformation of thematic structures and information.
3. Mona Baker's (1992) suggested strategies, particularly Voice Change and Change of Verb, are inadequately applied in the translation of the NMEC labels, resulting in a lack of naturalness and readability.

## 1.6 Rationale

This study aims to ensure high-quality translations of museum labels, focusing on those at the NMEC, given their crucial role in accurate communication with diverse audiences. By conducting a comprehensive evaluation, the study seeks to address issues compromising the clarity and accuracy of these translations. The objectives outlined guide the investigation into the extent of translation errors, differences in thematic structures, and the application of Baker's strategies, with the hypothesis positing significant errors and deficiencies in the translations. Employing various analytical frameworks, the study systematically examines the NMEC labels and their translations to provide insights for enhancing translation practices, thereby improving the overall quality and effectiveness of museum translations.

## 1.7 Scope of the Study

This study encompasses the labels describing the Mamluk and Modern Egyptian periods in Arabic and their English translations at the NMEC, which opened on April 3rd, 2021. The focus on these periods provides a basis for evaluating the consistency of translations across different historical eras. The study employs a comprehensive TQA to identify and address translation errors, analyze thematic structure transformations, and evaluate the application of textual strategies to enhance the naturalness and readability of the translations.

## 1.8 Significance of the Study

The significance of this study lies in its potential to enhance the quality and effectiveness of translations at the NMEC (NMEC). By identifying and addressing translation errors and evaluating the application of textual strategies, the study contributes to providing an authentic and informative experience to museum visitors, thereby fostering a deeper understanding of Egyptian history. Additionally, this research supports the broader field of translation studies by informing improved translation practices in museum contexts.

## 2. Literature Review

### 2.1 Basic Concepts

#### 2.1.1. What is Translation?

Translation, a critical area within Applied Linguistics, has seen growing interest over the past decades. Language, as defined by Fasold and Linton (2006), is a system enabling communicative tasks. Translation is viewed both as a process (converting a ST to a TT) and as a product (the translated text itself) (Hatim & Munday, 2004). Jakobson (1959/2000) categorizes translation into intralingual, interlingual, and intersemiotic types. Kolawole (2013) emphasizes the importance of equivalence and

meaning, asserting that a good translation conveys an equivalent message accurately and naturally. Munday (2016) highlights the role of cultural context, arguing that effective translation requires both linguistic competence and cultural understanding.

### **2.1.2 Development and Interdisciplinarity of Translation Studies**

Translation, despite its historical significance, has only recently been recognized as an academic discipline. Initially, it was often studied as a subfield of contrastive linguistics or comparative literature (Baker, 1998). Munday (2016) notes that translation studies have sometimes been "colonized" by language departments, leading to a perception of translation as a purely linguistic endeavor. However, the formal recognition of translation studies in the late 20th century expanded its scope, transforming it into a multifaceted field with interdisciplinary connections to linguistics, literary studies, cultural studies, and philosophy (Munday 2016; Venuti 2012).

## **2.2. Theoretical Background**

### **2.2.1. House's TQA Model**

House's model, rooted in Hallidayan systemic-functional theory, offers a framework for evaluating translations across language, text, register, and genre. The model distinguishes between overt and covert translation, analogous to Schleiermacher's "alienating" and "integrating" translations. Empirical studies validate House's model across various contexts (Orozco and Hurtado Albir 2002; Pagano 2002; Kadhim 2018).

### **2.2.2. Halliday's Systemic Functional Grammar (SFG)**

Halliday's SFG conceptualizes language as a system of meaning-making resources, emphasizing the relationship between language, culture, and context. SFG comprises ideational, interpersonal, and textual meanings, realized through field, tenor, and mode, respectively. The model highlights thematic progression patterns, contributing to text coherence and cohesion. Halliday's framework has been instrumental in translation studies, particularly in analyzing the sociocultural dimensions of language use (Bloor & Bloor 2004; Oliveira & Schleppegrell 2016).

### **2.2.3 Baker's Text and Pragmatic Analysis**

Baker's Text and Pragmatic Analysis build upon the foundational works of Halliday and Hasan (1976), expanding on their concepts of cohesive connections within sentences and the semantic framework within texts. She delves into the role of pragmatics in understanding language use, emphasizing its focus on meaning within specific contexts (Halliday & Hasan 1976). Baker's comprehensive examination of equivalence across linguistic and cultural dimensions highlights the relative nature of this



concept, influenced by various factors (Baker 1992). She discusses translation strategies for conveying implicit attitudes and navigating culture-specific references, drawing attention to the theory of markedness (Baker 1992).

Moreover, Baker emphasizes the importance of pragmatic theory, particularly Grice's maxims, in communication, while acknowledging their cultural variability (Baker 1992). She employs the thematic system to analyze clauses, distinguishing between thematic and information structures to capture the discursive meaning of the text (Baker 1992).

Recent studies, such as Munday (2016) and Becher (2011), expand on Baker's work by investigating pragmatic equivalence and explicitation in translation, respectively. Munday highlights the dynamic interplay between language and culture in achieving effective translation (Munday 2016), while Becher argues for the translator's role in making implicit information explicit for clarity and coherence (Becher 2011). Hatim and Mason (1997) and Schäffner (1998) offer insights into the pragmatics of translation, focusing on implicature, politeness strategies, and political discourse translation (Hatim & Mason 1997; Schäffner 1998).

In conclusion, Baker's work provides invaluable insights into translation theory and practice, integrating linguistic theories with practical translation strategies. Her exploration of equivalence and thematic structures contributes significantly to understanding translation processes and linguistic dynamics across languages.

### **2.3 Application in Museum Translation**

Museum translation, while less explored, is crucial for providing information to multilingual audiences. Studies focus on the accuracy and cultural relevance of translations (Ravelli 2006; Kelly-Holmes and Pietikäinen 2016). Research on the multimodal nature of museum texts emphasizes the importance of considering both verbal and non-verbal elements in translations (Neather 2008, 2012). Recent studies highlight the need for visitor-centered translation approaches, ensuring cultural sensitivity and accessibility (Bastin & Bandia 2006; Tarek 2019).

### **2.4. Research Gap**

Despite advancements in TQA frameworks, there are gaps that need exploration, particularly in assessing translation quality for museum labels at the NMEC (NMEC). Established theories like House's TQA model and Baker's textual equivalence strategies provide a solid foundation, yet there remains a need to understand how well these theories function in practice when translating NMEC labels (Hatim and Mason 1990; Kim 2007a, 2007b). This research will closely examine

how these theories address the specific challenges of translating museum labels.

Furthermore, while the complexity of language and historical nuances in NMEC labels is recognized, the actual quality of these translations is not well-documented. Research has underscored the necessity of accuracy and coherence in museum translations (Ravelli 2006; Neather 2012). To address this gap, this study will conduct a comprehensive evaluation of translation quality, focusing on overt errors and thematic consistency. By employing House's TQA model and Baker's strategies, the research aims to provide a detailed understanding of how these frameworks can be applied to enhance the accuracy and clarity of translations at the NMEC, contributing to improved translation practices and enhancing the visitor experience at the museum.

### **3. Research Methodology**

The study adopts a quantitative-qualitative approach to address the research questions that are proposed. Since they are dealing with how the TQA influences the improvement of the translated text in comparison to the ST. Therefore, the analysis is conducted in three phases. The first phase employs House's TQA model on the data in order to analyze and compare the translated text and its origin. The clause is then analyzed in terms of theme and rheme by investigating textual meanings and their corresponding translations underlying different thematic choices in the TT in English versus the Arabic ST, as well as the implications of such an analysis on the change of textual meanings lost or added during the translation process. In the last phase, data analysis is performed on a textual level to spot what strategies were used and to what extent Baker's suggested translation strategies were applied to the TT to identify the elements in the target language that have similarities with the source language elements.

The approaches used to examine the data vary and change depending on the analysis phase in order to find supporting evidence for the research questions. In the first phase, the approach is applied at three different levels: language/text, register (field, tenor, and mode), and genre. In the second phase, the used approach is categorized as textual, as in this phase Halliday's Textual Metafunction is used to carry out the analysis. The textual approach was also used in the third phase, as the analysis was done to determine to what extent Baker's Textual Equivalence proposed strategies were applied to the TT to maintain the naturalness of the text and avoid linear dislocation. Moreover, in this study, problems concerning discourse analysis, the function of the language, and



equivalence theories were examined. Therefore, this study aims to contribute to the field of translation assessment since it provides three models that can be implemented in translation organizations, which will inevitably lead to the raise of the translation quality standards. Therefore, offering a more transparent experience for the audience learning about Egyptian history. In addition, the study examines the textual equivalence in ST and TT to shed light on the reasons behind the choices of the translations.

### 3.1. Data Collection

This research project focuses on analyzing data sourced from labels describing the Mamluk and Modern Egyptian periods in both Arabic and English translations at the NMEC in Cairo. The selection of these periods was deliberate, aiming to encompass diverse historical epochs and thereby examine the consistency of translation across varying terminologies. Initially, a meticulous examination of the Arabic ST was conducted, followed by an analysis of the English translations (TT). Subsequently, House's model was employed to compare elements between the source and target languages, identifying translation errors and discrepancies. The data was then categorized and analyzed based on thematic progression, culminating in a textual equivalence content analysis using Mona Baker's framework. This analysis scrutinized clauses and phrases in both ST and TT to identify textual equivalence elements, including thematic and information structures.

### 3.2. Tools of Analysis

#### 3.2.1 House's TQA Model (1997)

The initial level of data analysis utilizes House's TQA Model, which involves examining the register and function of both the ST and TT. Firstly, the ST genre and its register are described, followed by a statement of function highlighting its ideational and interpersonal aspects. This process is then repeated for the TT, allowing for a comparison of profiles and the identification of mismatches or errors. Errors are categorized based on contextual aspects of register and genre, including covertly erroneous errors such as target system errors and denotative mismatches. Additionally, overtly erroneous errors, defined by House (1977) as significant deviations between the denotative meanings of the ST and TT, are categorized into seven subcategories as follows:

- I. **Not translated:** This category comprises those words/expressions that are not translated, either due to the translator's neglect or inability to translate.

- II. **Slight change in meaning:** This suggests that there is some distortion of meaning, partial transference of meaning, or incomplete faithfulness to the ST, but the shift in meaning is not significant enough to inhibit communication.
- III. **Significant change in meaning:** This category arises when there is a substantial difference between the ST and TT.
- IV. **Distortion of meaning:** This category includes errors that completely misrepresent the meaning of the ST.
- V. **Breach of the language system:** This category is used to identify instances in which the TT deviates from the ST's norms, syntax, or grammatical rules.
- VI. **Creative translation:** In such a case, the translator freely translates the ST by including extra words or information that wasn't included in the original ST.
- VII. **Cultural filtering:** Some cultural idioms, terms, or local names as well as titles cannot be translated. The translator frequently seeks alternate counterparts based on the target culture and intended readers in these circumstances.

Finally, a translation quality statement is issued.

### **3.2.2. Halliday's Textual Metafunction**

The analysis focuses on the thematic structure within the Textual Metafunction, examining the Theme as the starting point of the clause and the Rheme as its continuation. Each text is broken down into single clauses, with Themes and Rhemes identified and categorized. Both ST and TT are analyzed at this level to quantify and classify thematic patterns, with examples provided for thematic development. The constituent ordering of clausal elements is explored to identify thematic features, categorizing Themes as either Unmarked Topical Themes or Topical Themes based on their placement within the clause.

### **3.2.3- Baker's textual equivalence framework:**

At this level of analysis, textual equivalence content analysis is conducted between the TT and the ST using Mona Baker's framework. This involves examining clauses and phrases to identify thematic and information structure equivalence. Additionally, the analysis assesses the application of Baker's translation strategies in the TT to prevent linear dislocation. Baker's original framework includes strategies such as voice change, change of the verb, nominalization, and extraposition. The modified framework for the detected strategies in the TT translation includes only the voice change and change of verb strategies.

## **4. Discussion and Analysis**

This section presents the analysis conducted in the study, which has been applied through three stages to address the research questions. Initially, House's TQA framework (1997) was employed to examine the field, tenor, mode, genre, and functions of the STs (STs), as well as to identify and quantify overt errors in the translations. The second stage utilized Halliday's Textual SFL tool (1985) to analyze the transfer of Theme and Rheme from the ST to the TT, focusing on differences in the textual metafunction. Finally, the third stage applied Mona Baker's translational textual framework (1992) to identify translation strategies and assess how effectively they maintained the naturalness of the text.

### **4.1 House's TQA Analysis**

#### **4.1.1 Field**

The NMEC labels were translated to educate audiences about Egyptian civilization, covering key historical periods from the Predynastic to modern times. They highlight Egypt's tangible and intangible heritage, aiming to provide foreign visitors with a comprehensive experience of the evolution of Egyptian civilization and a deeper understanding of traditional Egyptian culture.

#### **4.1.2 Tenor**

The labels' author emphasizes major achievements across different eras, from prehistoric to modern Egypt, using formal Modern Standard English. The geographic focus is on Egypt's Nile River valley and delta, a cradle of ancient civilizations.

#### **4.1.3 Mode**

The labels are intended for reading, addressing both native and foreign readers, making the medium simple but the degree of participation complex.

#### **4.1.4 Genre**

The labels are historical, as described by the NMEC on its official website.

#### **4.1.5 Overt Errors**

A total of 113 overt errors were identified in the translation of NMEC labels. The most frequent error observed was the "Breach of the Language System," occurring 59 times. Following closely behind, "Not Translated" was identified 20 times. Additionally, "Significant Change in Meaning" was noted 12 times, while "Slight Change in Meaning" was observed 8 times. Furthermore, "Cultural Filtering" appeared 7 times,

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followed by "Distortion of Meaning" with 4 occurrences. "Creative Translation" was the least frequent error, detected only 3 times. The frequency of these errors is visually represented in Table (1). Moreover, specific examples illustrating these errors are provided in Tables (2) through (8), corresponding to their respective categories as defined earlier in the methodology section.

**Table (1) Total Numbers of Overt Errors**

Type of Overt Error	Frequency	Percentage
<i>Not translated</i>	20	18%
<i>Slight change in meaning</i>	8	7%
<i>Significant change in meaning</i>	12	11%
<i>Distortion of meaning</i>	4	1%
<i>Breach of the language system</i>	59	52%
<i>Creative translation</i>	3	3%
<i>Cultural filtering</i>	7	6%
<b>Total</b>	<b>113</b>	<b>100%</b>

### 4.1.5.1 Not Translated:

The not translated errors, making up 18% of the total, occur when parts of the ST are omitted during translation. These omissions can result from oversight, language proficiency issues, or intentional choices. Addressing these errors is crucial for ensuring the completeness and accuracy of the translation. Table 2 provides randomly selected examples where words or expressions present in the ST were left untranslated in the TT, illustrating the prevalence of this error.

**Table (2) Examples of (Not Translated) category**

	ST	TT	Label no.
1-	حيث أمر بتشييده على الجانب الغربي لمنحدرات القلعة في عام ١٣١٣م	Qalawun ordered its construction on the western side of the slopes of Qal'at al-Jabal	#4
		" at the beginning of the ST was omitted in the TT. It should have been translated into "as حيث Discussion: The word " Qalawun ordered its construction..." or "where Qalawun ordered its construction..."	
2-	التي كانت تتكون من مسجد ومدرسة وسبيل وكتاب وقبة للدفن ومقعد للسلطان	and once consisted of a mosque, school, sabil, mausoleum, and a seat for the Sultan.	#14
		" in the ST was not translated in the TT. كتاب Discussion: The word "	
3-	مزج فيه بين الفن المصري القديم وبين جماليات النحت الأوروبي الحديث	merged between ancient Egyptian and modern art.	#20
		" in the ST was not rendered in the TT. The recommended amendment جماليات النحت الأوروبي Discussion: The phrase " would be "merging ancient Egyptian art with modern European sculpture aesthetics."	

#### 4.1.5.2- Slight change in meaning

Slight change in meaning errors, accounting for 7% of the total with a frequency of 8, involve minor alterations to the original text's meaning. These deviations, though small, can impact the translation's clarity and accuracy. Table 3 provides randomly selected examples illustrating how words in the ST were slightly altered in the TT, highlighting the importance of attention to context and nuance.

**Table (3) Examples of (Slight change in meaning) category**

	ST	TT	Label no.
4-	العصر الفرعوني	Pharaonic Egypt	#2
	Discussion: Instead of translating “العصر الفرعوني” in the ST to “The Pharaonic Era”, the translator opted for “Pharaonic Egypt”.		
5-	ومسجل عليه زخارف كتابية بالخط النسخ المملوكي والكومي لآيات من القرآن الكريم	The box is decorated with verses from the Holy Quran in the Mamluk Naskh and Kufic script	#8
	Discussion: The phrase “ومسجل عليه” in the ST is translated to “decorated with” in the TT, while the literal translation is “inscribed with”. However, this slight change did not affect the meaning.		
6-	حيث إفتتح الجامعة المصرية عام ١٩٠٨م	life as he founded the Egyptian University in 1908,	#18
	Discussion: The back translation of “founded” in the TT is “أسس”, whereas in the ST it is “إفتتح”.		

#### 4.1.5.3- Significant change in meaning

Significant change in meaning errors, comprising 11% of the total with a frequency of 12, occur when the translation substantially deviates from the original meaning. These errors can cause profound misunderstandings. Table 4 provides randomly selected examples showing how words or statements in the ST were significantly altered in the TT, demonstrating the importance of maintaining fidelity to the ST.

**Table (4) Examples of (Significant change in meaning) category**

	ST	TT	Label no.
7-	ووفد إلى مصر مع فرقة عثمانية لإخراج الفرنسيين منها،	and came to Egypt with an Ottoman military force to fight the French expedition.	#16
	Discussion: The clause “إخراج الفرنسيين منها” in the ST was translated to “to fight the French expedition” in the TT. The back translation of this clause would be “إخراج الفرنسيين منها” whereas the recommended translation would be “to remove/drive out the French”		
8-	ويعد أحد الرواد البارزين في فن النحت الحديث،	and considered among the Grand masters of the modern Egyptian art.	#20
	Discussion: The translation of “الرواد البارزين” in the ST to “Grand masters” in the TT is clearly different in meaning, as the back translation is “المعلم الأكبر”.		
9-	ويعد من أهم مهندسي العصر الحديث	He was considered as one of the greatest architects in the world.	#23
	Discussion: The recommended amendment is “He was considered as one of the greatest architects of the modern-day”.		

#### 4.1.5.4- Distortion of meaning

Distortion of meaning errors, occurring with a frequency of 4 and constituting 1% of the total, involve substantial alterations to the original text's meaning. Despite their rarity, these errors significantly impact comprehension and interpretation. Table 5 provides randomly selected examples demonstrating how the ST's meaning was distorted in the TT.

**Table (5) Examples of (Distortion of meaning) category**

	ST	TT	Label no.
10-	التي ظهرت في العصر الاسلامي	which is known in the Islamic period	#3
<p>Discussion: There is a significant difference in meaning between “is known” and “its counterpart “is ظهرت”. The translator should have opted for the literal translation as it serves the message intended to be delivered so it would be “which appeared in the Islamic period”.</p>			
11-	والتي تعبر عن فكر الصانع المصري في الزخرفة بالأشكال الهندسية	to explain the Egyptian carpenter of geometrical decoration.	#3
<p>Discussion: The verb “تعبر” needs to be replaced with “expresses”. Also, the word “عن” which could have been replaced with an “s”, and omission of the “of” to be “the neglected Egyptian carpenter’s”, or by preceding the “Egyptian carpenter” with the “thoughts of”, to be “the thoughts of the Egyptian carpenter”. Furthermore, the word “الصانع” needs to be replaced with “manufacturer”. Finally, the usage of the preposition “of” is not grammatically correct, it should have been “with geometrical decorations”.</p>			

#### 4.1.5.5- Breach of the language system

Breach of language system errors, accounting for 52% of the total with a frequency of 59, involve violations of grammatical or linguistic conventions in the target language. These errors indicate deficiencies in language proficiency and the need for thorough review. Table (6) provides randomly selected examples showing how the language system was breached in the TT.

**Table (6) Examples of (Breach of the Language System) category**

	ST	TT	Label no.
12-	كان الطست والأبريق من الأدوات الأساسية التي استخدمت منذ العصر الفرعوني	The basin and the ewer were among the basic tools that have been used since Pharaonic Egypt	#2
<p>Discussion: The usage of the present perfect tense indicates that the basin and ewers have been used since Pharaonic Egypt and until now in Modern Egypt, but they were used in the past only. The translation should be as follows: “The basin and the ewer were among the basic tools that were used in Pharaonic Egypt”.</p>			
13-	(مستشفى) بالإضافة إلى بيمارستان... ومطعم، ومبان	in addition to a Bimaristan (hospital), a restaurant, and buildings...	#7
<p>Discussion: A “bimaristan” is a loan word meaning “hospital”, therefore it is</p>			



not a proper noun to capitalize the first letter.		
14-	في حي الجمالية العصر المملوكي ١٤٧٩م - الجمالية - خشب الأبنوس والماهوروني/القاهرة	al-Gamaleya El-Gamaleya
Discussion: The proper noun in the ST was used twice. However, when translated into the TT, not only was the punctuation of the first one different than that of the second time, but also the spelling. Therefore, showing inconsistency.		#١٢
15-	والكتابات بالخط الكوفي	and inscriptions in kufic script
Discussion: The first letter in the word “kufic” needs to be capitalized.		#١٢
16-	صناديق التوراة	A Torah Cases
Discussion: Incorrect usage of the article “a”; the noun it precedes is plural. So, the article “a” needs to be dismissed.		#17

#### 4.1.5.6- Creative translation

Creative translation errors, constituting 3% of the total with a frequency of 3, involve intentional modifications to the ST for stylistic or cultural adaptation. While such creativity can enhance engagement, it must balance with fidelity to ensure accuracy. Table (7) provides randomly selected examples showing how the ST was freely translated with additional words or information not present in the original.

**Table (7) Examples of (Creative Translation) category**

	ST	TT	Label no.
المقالة I. 17-	وكان تسجيلها يدل على أهم الوظائف التي تقلدها الأمراء،	and its depiction indicated the most important jobs assumed by the trusted Mamluk princes.	#11
	<i>Discussion:</i> The word “الأمراء” was not described with an adjective in the ST, whereas in the TT, it was preceded by two adjectives “ <i>trusted Mamluk princes</i> ”.		

#### 4.1.6.7- Cultural filtering

Cultural filtering errors, comprising 6% of the total with a frequency of 7, involve adjustments to accommodate cultural sensitivities or preferences. While this can enhance relevance, it must avoid misrepresenting the original message. Table (8) provides randomly selected examples showing how some cultural terms, local names, and titles were not translated.

**Table (8) Examples of (Cultural Filtering) category**

	ST	TT	Label no.
18-	كان مفتاح الكعبة وكسوتها يصنعان بمصر	The key and Kiswa of Al-Ka'aba were made in Egypt	#1Error! Reference source not found.
Discussion: The word "Kiswa" is a loan word, which will not be understood by the reader. So, it is recommended that a footnote elaborating the meaning is added.			
19-	تعد مدرسة ومسجد السلطان حسن واحدة من أعظم إنجازات العمارة الإسلامية قاطية	The <b>Madrassa (School) and Mosque</b> of Sultan Hassan is one of the greatest achievements of Islamic architecture as a whole.	#7
Discussion: The word "مدرسة" in the ST was translated into "Madrassa" which is a loan word. However, there was no need for a loan word in this situation as a word with the same meaning exists in the TT; it was used in the TT. So, the loan word "Madrassa" needs to be dismissed.			

The analysis of overt errors in translating NMEC labels underscores the need for meticulous review and correction to ensure accuracy, fidelity, and cultural sensitivity. Various error types, such as omissions, alterations in meaning, breaches of linguistic conventions, and cultural adjustments, affect translation quality. Addressing these errors through thorough editing and revision is essential to maintain accuracy, fidelity, and convey cultural nuances properly. Correcting these errors improves the translation's quality and effectiveness, leading to better comprehension and engagement among the target audience.

#### **4.2 Halliday's SFL Analysis:**

At the clausal level of analysis, both the ST and the TT were examined by dissecting them into 164 clauses. Subsequently, themes within these clauses were identified and categorized according to their types. A total of ten distinct patterns emerged from this analysis: "Transferred as It is," "Addition of a Clause," "Omission of a Clause," "Omission of Unmarked Textual Theme," "Addition of Unmarked Textual Theme," "Missing an Element (Ungrammatical)," "Ellipsis of Unmarked Topical Theme," "Conversion of part of the Rheme to Theme," "Conversion of part of the Theme to Rheme," and "Omission of Unmarked Topical Theme."

The analysis of thematic patterns reveals notable discrepancies between the ST and the TT. Among these patterns, the most prevalent is "Transferred as It Is," which appeared 73 times in the dataset. This pattern indicates a faithful transfer of thematic structure from the ST to the TT without modifications. Following closely behind is the pattern of "Omission of Unmarked Textual Theme," observed 48 times. This pattern suggests instances where the unmarked textual theme in the ST is missing in the TT, potentially impacting the coherence and completeness of the translated text.

Additionally, the patterns of "Ellipsis of Unmarked Topical Theme" and "Omission of a Clause" were noted 16 and 14 times, respectively. These

patterns indicate instances where elements such as topical themes or entire clauses are omitted in the TT compared to the ST. Conversely, the "Addition of Unmarked Textual Theme" pattern was detected only 3 times, suggesting rare instances of adding textual themes in the TT.

Moreover, the patterns of "Missing an Element (Ungrammatical)," "Conversion of Rheme or part of it to Theme," and "Conversion of Theme or part of it to Rheme" each appeared twice. These patterns highlight instances of grammatical errors or alterations in the thematic structure between the ST and TT. Finally, the least frequent patterns were "Addition of Clause" and "Omission of Unmarked Topical Theme," each occurring only once, indicating isolated occurrences of these deviations in the translation process.

Table (9) provided in the subsequent sections present a comprehensive overview of the total number of patterns detected, offering a visual representation of their frequencies. Furthermore, a selection of thematic patterns found in the data is presented, offering insights into the nuances of translation strategies employed in the text.

**Table (9) Total Numbers of Theme Patterns**

Type of Theme Pattern	Frequency	Percentage
<i>Transferred as it is</i>	73	45%
<i>Omission of a "Clause"</i>	14	9%
<i>Addition of a "Clause"</i>	1	1%
<i>Omission of "Unmarked Textual Theme"</i>	48	30%
<i>Addition of "Unmarked Textual Theme"</i>	3	2%
<i>Missing an Element (Ungrammatical)</i>	2	1%
<i>Ellipsis of "Unmarked Topical Theme"</i>	16	10%
<i>Conversion of part of the Rheme to Theme</i>	2	1%
<i>Conversion of part of the Theme to Rheme</i>	2	1%
<i>Omission of "Unmarked Topical Theme"</i>	1	1%
<b>Total</b>	<b>162</b>	<b>100%</b>

**4.2.1- Transferred as it is:**

The most prevalent theme pattern in the translated texts, observed in 45% of cases, is the direct transfer of thematic structure from the ST to the TT without modifications. This suggests a tendency to maintain the original organization to preserve meaning and coherence. Examples 20 and 21 illustrate how some clauses were transferred in the same pattern.

EXAMPLE 20:

ST	إسم السلطان عليها.		يكتب	و
	Rheme		Unmarked Topical Theme	Unmarked Textual Theme
TT	And	the name	of the Sultan was inscribed on them.	
	Unmarked Textual Theme	Unmarked Topical Theme	Rheme	

*Label# 1*

EXAMPLE 21:

ST	استخدمت منذ العصر الفرعوني في التطهر أو غسل الوجه واليدين،		التي
	Rheme		Unmarked Topical Theme
TT	That		have been used since Pharaonic Egypt in purification or washing the face and hands.
	Unmarked Topical Theme		Rheme

*Label# 2*

In example 20, the thematic structure was faithfully transferred from the ST to TT. Firstly, the “unmarked textual themes”, then the “unmarked topical themes”, and finally the “rhemes” from the ST were transferred in the TT as “unmarked textual themes”, “unmarked topical themes”, and “rhemes” respectively. Likewise In example 21, the “unmarked topical themes”, and “rhemes” from the ST were transferred in the TT as “unmarked textual themes”, “unmarked topical themes”, and “rhemes” respectively. This meticulous transfer of thematic elements ensures coherence and fidelity in the translation process, maintaining the intended meaning and syntactic structure of the original text.

**4.2.2- Omission of a "Clause":**

The occurrence of "Omission of a Clause" in 9% of cases indicates instances where a clause from the ST is omitted in the translation, resulting in the loss of critical information or grammatical features. This compromises the overall clarity and completeness of the translated text. Examples 23 and 24 illustrate how some clauses were omitted in the TT, randomly selected to exemplify this occurrence.

EXAMPLE 22:

(a) ST	وهي نوع من الر الزخارف
TT	Omitted

*Label# 3*

EXAMPLE 23:

(b) ST	وتقديرًا من الدولة لإسهاماته،
TT	Omitted

Label# 20

In examples 22 and 23 the clauses “وهي نوع من الر الزخارف” & “وتقديرًا من ” respectively in the ST, were omitted in the TT. Such omissions may lead to the loss of important information or syntactic elements, potentially affecting the overall clarity and completeness of the translated text.

4.2.3- Addition of a "Clause":

The presence of "Addition of a Clause" in 1% of cases indicates rare instances where an additional clause is introduced in the translation. While this may have occurred for clarification or expansion, it did not deviate from the original meaning or structure. Example 24 was randomly selected to illustrates how a clause was added to the TT.

EXAMPLE 24:

ST	_____
TT	his style of architecture represented the cultural identity

Label# 23

In example 24, the original sentence from the ST did not contain the clause “his style of architecture represented the cultural identity.” However, this specific phrase was introduced in the TT.

4.2.4- Omission of "Unmarked Textual Theme":

The occurrence of "Omission of Unmarked Textual Theme" in 30% of cases indicates instances where the unmarked textual theme in the ST is missing in the translation, potentially affecting coherence and completeness. Examples 25 and 26 illustrate how the initial unmarked textual theme in some clauses from the ST was omitted in the TT.

EXAMPLE 25:

ST	بتشييده على الجانب الغربي لمنحدرات مقرا ليكون القلعة في عام ١٣١٣ م للسلطنة المملوكية بمصر ومماثلا لقصر الأبلق في دمشق،	أمر	حيث
	Rheme	Unmarked Topical Theme	Unmarked Textual Theme
TT	Qalawun	ordered its construction on the western side of the slopes of Qal'at al-Jabal "The Citadel of the Mountain" in 1313 AD. Aiming to be the seat of the Mamluk Sultanate in Egypt and similar to the Al-Ablaq Palace in Damascus,	
	Unmarked Topical Theme	Rheme	

Label# 4

**EXAMPLE 26:**

ST	هذا الصندوق من الداخل إلى قسمين	ينقسم	و
	Rheme	Unmarked Topical Theme	Unmarked Textual Theme
TT	This box	is divided into two parts,	
	Unmarked Topical Theme	Rheme	

*Label# 8*

In examples, 25 and 26, the initial component of the theme pattern in the ST, the "unmarked textual theme": (حيث- و) respectively was notably absent in the TT, with subsequent constituents, including the "unmarked topical theme" and the "rheme," following after that.

**4.2.5- Addition of “Unmarked Textual Theme”:**

The "Addition of Unmarked Textual Theme" occurs in 2% of cases, indicating rare instances where an extra unmarked textual theme is included in the translation. It's crucial to ensure these additions align with the intended meaning and avoid ambiguity. Example 27 illustrates how an unmarked textual theme was added to some clauses in the TT, randomly selected to exemplify this occurrence.

**EXAMPLE 27:**

ST	تعترف بمصر كدولة مستقلة.	التي	و
	Rheme	Unmarked Topical Theme	Unmarked Textual Theme
TT	Which	recognizes Egypt as an independent country.	
	Unmarked Topical Theme	Rheme	

*Label# 18*

In examples 27, an “unmarked textual theme” that did not exist in the ST was added to the TT. This led to the expansion of the thematic pattern from “unmarked textual theme”, then “unmarked topical theme”, and finally “rheme” in the ST to “unmarked textual theme”, followed by another “unmarked textual theme”, after that “unmarked topical theme”, and finally “rheme”.

**4.2.6- Missing an Element (Ungrammatical):**

The occurrence of "Missing an Element (Ungrammatical)" in 1% of cases suggests minor errors or inconsistencies in the thematic structure of the translated text. Examples 28 and 29 below shows how some clauses are missing an element when translated to the TT.



**EXAMPLE 28:**

ST	بشيخ المعماريين المصريين،	لقب	و
	Rheme	Unmarked Topical Theme	Unmarked Textual Theme
TT	Known as "sheikh of the Egyptian architects".	_____	
	Marked Textual Theme	Rheme	

*Label# 23*

**EXAMPLE 29:**

ST	أن تتمتع البيوت بالتهوية والإضاءة الجيدة	راعى	حيث
	Rheme	Unmarked Topical Theme	Unmarked Textual Theme
TT	Depending on the traditional architecture in design that allows the natural lighting and ventilation to get through the building.	_____	
	Marked Textual Theme	Rheme	

*Label# 2*

In examples 28 and 29, the pattern of the theme in the ST is “unmarked textual theme” + “unmarked topical theme” + "rheme." However, in the TT, it was rendered as a fragmented speech, where the pattern was initialized with a “marked topical theme” and the “rheme” was missing.

**4.2.7- Ellipsis of "Unmarked Topical Theme":**

Since topical themes are obligatory, this means that sometimes an elliptical element might need to be recovered. Below is an example to demonstrate.

**Example:**

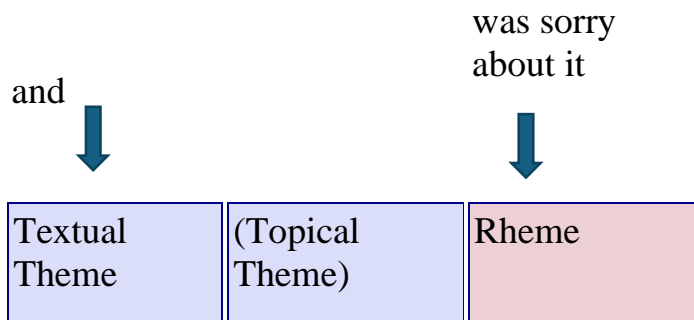
*"Superman bit Mr. Bean, and was sorry about it."*

There are two clauses:

1<sup>st</sup> clause: *"Superman bit Mr. Bean"*

2<sup>nd</sup> clause: *"and was sorry about it"*

*"he"* is the elliptical topical theme. We indicate elliptical topical themes within brackets, as in:



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The "Ellipsis of Unmarked Topical Theme" occurs in 10% of cases, where the ST's unmarked topical subject is omitted in the translation to align with target language norms. These adjustments ensure grammatical correctness and naturalness, sometimes requiring sentence restructuring. Examples 30 and 31 illustrate how the unmarked topical theme was ellipsized in the TT, selected randomly to exemplify this pattern.

EXAMPLE 30:

ST	على بئر أو صهريج لحفظ المياه العذبة،		يحتوي	و
	Rheme		Unmarked Topical Theme	Unmarked Textual Theme
TT	And	*Ellipsis of subject	contained a well or a cistern to preserve freshwater.	
	Unmarked Textual Theme	(Topical Theme)	Rheme	

*Label# 5*

EXAMPLE 31:

ST	يعد أية من آيات الفن والعمارة الإسلامية،		هو	و
	Rheme		Unmarked Topical Theme	Unmarked Textual Theme
TT	and	*Ellipsis of subject	is considered one of the signs of Islamic art and architecture.	
	Unmarked Textual Theme	(Topical Theme)	Rheme	

*Label# 7*

Example 30 illustrates instances where the subject/topical theme "it" was ellipsized in the TT. Similarly, in example 31, the subject/topical theme "he" underwent ellipsis in the TT. These omissions serve to align with the norms of the target language, ensuring the fluency and naturalness of the translated text.

### 4.2.8- Conversion of part of the Rheme to Theme:

"Conversion of Part of the Rheme to Theme" occurs in 1% of cases, where part of the rheme from the ST is converted to a theme in the TT. Examples 32 and 33 show this change, highlighting instances where the rheme was transformed into a theme in the TT.

EXAMPLE 32:

ST	المصريون واليا عام ١٨٠٥ ،		بايعه	ثم
	Rheme		Unmarked Topical Theme	Unmarked Textual Theme
TT	Later in 1805	the Egyptians	chose him as viceroy of Egypt	
	Unmarked Textual Theme	(Topical Theme)	Rheme	

Label# 16

EXAMPLE 33:

ST	في عهده أول دستور للبلاد عام ١٩٢٢		وضع	كما
	Rheme		Unmarked Topical Theme	Unmarked Textual Theme
TT	During his reign,	the country's first constitution	was established in 1922,	
	Unmarked Textual Theme	(Topical Theme)	Rheme	

Label# 18

Examples 32 and 33 illustrate instances where part of the rheme: ( عام ١٨٠٥ ) and ( في عهده ) respectively in the ST was fronted in the TT clause to become an unmarked textual theme: ( Later in 1805 ) and ( During his reign ) respectively.

**4.2.9- Conversion of part of the Theme to Rheme:**

In 1% of cases, the unmarked structure of a sentence in the ST was altered in the TT, with the textual theme shifting from the initial position to becoming part of the rheme. Example 34 illustrates such a change, where part of the rheme was converted to a theme in the TT. This example was randomly chosen to demonstrate this thematic pattern.

EXAMPLE 34:

ST	المدرسة على مساكن لطلاب العلم موزعة على (مستشفى) ثلاثة طوابق بالإضافة إلى بيمارستان ومطعم، ومبان لخدمة الطلبة والدارسين.		تحتوي	كما
	Rheme		Unmarked Topical Theme	Unmarked Textual Theme
TT	The school	also contains housing for students spread over three floors in addition to a Bimaristan (hospital), a restaurant, and buildings to serve scholars.		
	Unmarked Topical Theme		Rheme	

Label# 17

In example 34, the unmarked textual theme ( كما ) at the initial position of the ST clause was shifted to the beginning of the rheme in the TT clause. Therefore, the rheme was preceded with ( also ).

**4.2.10- Omission of "Unmarked Topical Theme":**

In 1% of cases, the unmarked structure of a sentence in the ST was altered in the TT, with the textual theme shifting from the initial position to becoming part of the rheme. Example 35 illustrates such a change,

where part of the rheme was converted to a theme in the TT. This example was randomly chosen to demonstrate this thematic pattern.

**EXAMPLE 35:**

ST	الجمعية السلطانية للإقتصاد والإحصاء والتشريع	أسس	و
	Rheme	Unmarked Topical Theme	Unmarked Textual Theme
TT	and	the Royal Society for Economics, Statistics and Legislation.	
	Unmarked Textual Theme	Rheme	

*Label# 18*

In example 35, the unmarked topical theme (أسس) in the ST clause was omitted in the TT clause leading to a change of meaning and unfaithfulness to the TT.

### 4.3 Baker's Textual Analysis:

At this level, the data is analyzed on a translational textual level to examine to what extent the strategies suggested by Baker (1992) were used to maintain the naturalness of the text. Baker's (1992) textual-level framework was applied to perform the analysis by investigating two strategies. First, the strategies were identified, and then the ST was compared to the TT. The strategies detected in the TT are two: Voice Change and Change of the Verb. The Voice Change strategy was used 29 times, whereas the Change of Verb strategy was used 18 times. Table (10) below illustrates the total numbers of both strategies.

**Table (10) Total Numbers of Strategies**

Strategy	<i>Voice change</i>	<i>Change of verb</i>	Total
Number of occurrences	29	18	<b>47</b>
Percentage	62%	38%	<b>100%</b>

#### 4.3.1 Voice Change

Voice change alters a verb's syntactic form, rearranging elements; it includes passive to active and vice versa. The Active to Passive category was more frequent, occurring 25 times, while the Passive to Active category occurred only 4 times. Tables (11) and (12), illustrate voice changes in the texts, followed by examples of active to passive and passive to active categories in Tables (12) and (13) respectively.

**Table (11) Total Numbers of Voice Change Categories**

Voice Change Categories	<i>Active to Passive</i>	<i>Passive to Active</i>
Number of Occurrences	25	4

**Table (12) Examples of Voice Change from Active to Passive**

Example no.	Label no.	ST	TT
		Active	Passive
36-	#7	واكملها من بعده الأمير بشير أغا الجمدار حتى افتتاحها عام ١٣٦٢م	and <b>was completed</b> by Prince Bashir Agha al-Jumdar in 1362 AD.
37-	#13	ثم سكنته السيدة زينب خاتون في نهاية القرن ١٨م	Then it <b>was inhabited</b> by Lady Zainab Khatun at the end of the 18th century AD,

In examples, 36 and 37, the active voice (سكنته - اكملها - يتميز) in the ST was changed to the passive voice (are distinguished – was completed – was inhabited) respectively in the TT. These transformations align with the translation strategies suggested by Baker (1992) to maintain naturalness in the translated content.

**Table (13) Examples of Voice Change from Passive to Active**

Example no.	Label no.	ST	TT
		Passive	Active
38-	#5	تعد الأسيطة إحدى المعالم البارزة في العمارة الإسلامية خاصة في العصرين المملوكي والعثماني،	Sabil (fountain) <b>is</b> one of the prominent features of the Islamic architecture, especially in the Mamluk and Ottoman Periods,
39-	#14	الجزء الباقي <b>تعد</b> وكالة الغوري من مجموعة السلطان الغوري	The Wekalet al-Ghouri <b>is</b> the remaining part of the Sultan al-Ghouri complex

In examples 38 and 39, the passive voice (تعد) in the ST was changed to the active voice (is) in the TT. This change corresponds to the translation

techniques Mona Baker (1992) recommended for maintaining a natural tone in the translated material.

### 4.3.2 Change of the Verb

Change of the Verb involves changing the verb altogether and replacing it with one that has a similar meaning but can be used in a different syntactic configuration. For example, "I like it" = "It pleases me." (The latter is very unnatural). Table (14) illustrates a random selection of some examples of strategies found in the data. (The intended change of verb is italicized)

**Table (14) Examples of Change of the Verb**

Example no.	Label no.	ST	TT
40-	#15	وهذا الرداء الرائع <b>يتميز</b> بزخرفة تشتمل علي صور لبعض القديسين وكذلك بعض الكتابات بالخط العربي.	this wonderful one <b>is</b> <b>decorated</b> by representations of some Saints and Arabic writings as well.

In example 40, the verb (يتميز) in the ST was altered with (is decorated) in the TT. These modifications correspond to the translation techniques Mona Baker (1992) recommended for maintaining a natural tone in the translated material.

## 7. Conclusion

This study underscores the pivotal role of accurate and coherent translations in conveying historical narratives at the NMEC (NMEC). The research findings reveal significant issues with the translation quality of NMEC labels, particularly in terms of overt errors and thematic inconsistencies. These errors include grammatical inaccuracies, lexical inconsistencies, and discrepancies in the transfer of meaning and thematic structure between the source and TTs. The study also highlights the varying effectiveness of Mona Baker's suggested strategies, such as voice changes and verb modifications, in enhancing the naturalness and readability of translations.

By employing House's TQA model and Baker's strategies, this research provides a comprehensive evaluation of translation quality at the NMEC. The findings emphasize the importance of a systematic and context-sensitive approach to translation, recognizing the complexities involved in accurately conveying historical and cultural information to diverse audiences. The study contributes to the broader field of translation studies by offering detailed insights into the challenges and opportunities



for improving museum translations, ultimately enhancing the visitor experience and understanding of Egyptian history.

### **8. Limitations**

The study's limitations include its focus on specific labels from the NMEC, which may not capture the full range of translation issues present in other periods or exhibits within the museum. Additionally, while comprehensive, the analytical frameworks employed may not encompass all possible translation challenges or strategies. Finally, the analysis is limited to textual content and does not consider other elements that might affect the overall communication effectiveness of museum displays.

### **9. Recommendations**

Several key recommendations are proposed to improve translation practices at the NMEC. First, comprehensive translator training is essential, focusing on the historical and cultural contexts of the Mamluk and Modern Egyptian periods, along with the application of House's TQA model and Baker's strategies to ensure accuracy and consistency. A context-sensitive approach should also be adopted, encouraging translators to consider the specific nuances of the content. Regular TQA assessments and gathering visitor feedback will further enhance translation quality, while fostering collaboration between historians and translators ensures historical accuracy. Finally, developing a standardized translation style guide will maintain consistency across all labels, ensuring that museum visitors receive clear, accurate, and culturally relevant information. These steps will enhance both the visitor experience and the appreciation of Egypt's rich history.

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### Appendices

Link for Appendix A *Images of the Labels*:

[https://docs.google.com/document/d/1qPukdk\\_dR-mj7gRIcfW4O4Fo0ad4PX5C/edit?usp=sharing&oid=100484311503850832739&rtpof=true&sd=true](https://docs.google.com/document/d/1qPukdk_dR-mj7gRIcfW4O4Fo0ad4PX5C/edit?usp=sharing&oid=100484311503850832739&rtpof=true&sd=true)

**Link for Appendix B** *Transcript of the Label's Images*:

<https://docs.google.com/document/d/1JPhNmfU61XmwsRLCjzMyGartupaqcZAR/edit?usp=sharing&oid=100484311503850832739&rtpof=true&sd=true>