ABSTRACT: Modeling translation process can be subdivided into two main sub-divisions; the first is modeling translating process which introduces different models of translation like analysis/synthesis and decoding/recoding models. The second is 'Modeling translation teaching'; which introduces models that can be manipulated in the classroom for teaching translation. The present study aimed at proposing a translation teaching model for developing Prospective EFL teachers' translation skills. The proposed model is based on schema theory to support and activate the previous knowledge of the students to help them comprehend the source text and interact with it perfectly.

KEYWORDS: Translation Skills, Schema Theory, Translation Theories, Translation Models

Background

Translation is of vital importance for people to surmount the linguistic and cultural barriers, thus making intercultural communication effective. In order to affect communication among people from different cultures, translation is conducted almost at any given moment. Literary translators, who wrestle with important literary works in the quiet of their studies, undoubtedly make up the smallest number. In reality, translation goes on at all circuit points in the communications network, in the international press agencies, in the various departments of newspapers and on radio and television stations; in diplomatic missions and the governments of all countries; in all international conferences; among border and customs authorities; in all international means of transportation. It takes place almost everywhere and has no doubt become an integral part of modern life. In short, translation is significantly valued as it constitutes an important means of communication and cultural transmission as well as a technique for language learning.

Translation has an important function due to the global phenomenon which makes the world a place of new pluralities with different parts of the globe (Grossman, 2010; Allen, 2013 & Bassnet, 2014). The rapid development of science and technology and the continuous growth of cultural, economic, and political relations between nations, have made the study of translation an integral part of that intercultural relations explosion and the scientific and technological knowledge transmission (Robinson, 2012). So, translation should be regarded as fundamental to human conceptualizing of the world as it underwrites the cultural heritage.

Theorists assure the importance of translation as a force for innovation, to create knowledge and shape culture (Bassnet, 2014). So, as Bassnet adds, translation is fundamental to the diffusion and transmission of knowledge. As well, translation may be considered as a constant process of updating and elaboration across cultures (Pym, 2014). That’s because it is an...
important means to convey cultures, knowledges and sciences between different societies with different languages.

Furthermore, translation helps to go beyond the limits of one’s own language incorporating new words, concepts, styles, structures and stories (Allen, 2013). Translation also means, as Allen adds, thinking about the ways literature of different languages are perpetually enriched and revitalized. This is why Grossman (2010) configures the importance of translation role to access literature in one language to other languages. It also helps, as Grossman adds, to make more meaningful relations between societies as it helps to know and see these societies from a different angle. Hence, it can be said that translation is at the heart of global communication today, and it has played a central role in the transmission of ideas and literature over centuries (Bassnet, 2014).

However, translation is an extremely complex mental and physical action of creation and authorship that is usually performed under a number of constraints by a competent translator (Lumeras, 2009). Bassnet (2014) adds that the task of the translator is highly complex because not only are languages the same, but the ways in which these languages are used are never the same.

Bahameed (2008) states that translation problems are divided into: lexical problems, prosodic problems, structural problems and cultural problems. Thus, according to Shi (2009) the translator should not only have bilingual ability, but also a bi-cultural vision. That’s why both of Kelly and Zetzsche (2012) assures that even bilingual should be trained, as a translator, to consider the subtlety of language and how it can influence cross-lingual correspondence.

How to help students to retain the linguistic and cultural knowledge and to master the translation skills, Baker (2011), Bellos (2011) and Robinson(2012) demonstrate that translation is based on knowledge and experience. It needs knowledge about other disciplines such as anthropology, linguistics, sociology, literature and cognitive sciences (Baker, 2011 & Dallas 2011). For Bassnet (2014), translation means more than knowledge of two languages as it involves complex negotiation between languages. She adds that no two languages share the same structures, syntax and vocabulary, so adjustments always have to be made to accommodate the black holes that yawn when there is no equivalent in the target language for a word or an idea expressed in the source language.

The present study tries to propose a model for translation process based on translation theories and schema theory. As translation is based on knowledge and experience, students should have what is called “schema activation”. Schema theory was firstly proposed by the cognitive psychologist Kant in 1781 to illustrate the mental process thoroughly (Yu-Hui, Li-rong & Yue, 2010). Nevertheless, Biaget was the first who emphasized the importance of schemata in the individual’s cognitive development and described how they were developed and acquired (McLeod, 2009).

Kant illustrated that a concept represents a certain meaning to an individual just when this concept is related to the individual’s previous knowledge. After that, American artificial intelligence expert Rumelhart (1980) (as cited in Yu-Hui et al, 2010) suggested that a schema represents “a semantic memory structure which informs the individual with events succession expectation”. As for Scoll (2002), Schemata are constructed through experiences with specific instances; they start as a simple network and develop into more complex structures.

Schema theory focuses on the individual need to connect new information with previous
background knowledge to perceive the new information (Yu-Hui et al, 2010). Therefore, as they demonstrate, the new information should cope with the pre-existed schema in the individual’s mind for better comprehension of the new information. Carrell (1983) assumes, as Yu-Hui et al add, that language ability is in fact a part of the individual’s total background knowledge or schema.

Demonstrating the connection between translating and schema, Tian (2010) notices that translation needs distinctive levels. Tian includes that the linguistic level represents an immediate domain, which is not adequate for translation. Subsequently, translation needs the cognitive domain as well for total comprehension. Besides, Macizo and Bajo (2009) include that the conceivable advantages of schema activation are of unique significance for translation. That is why Macizo and Bajo (2009) concentrate on the methods used in their translators' training program that encourage understanding of the source text before translating.

SCHEMA-BASED TRANSLATION MODEL (SBTM)

Aims of the model

The model mainly aimed at (a) enhancing the students’ ability in the four main stages of translation, which are comprehensible, deconstruction, reconstruction and editing; and (b) developing their translation skills.

Assumptions of the model

a. Translation is a difficult matter, i.e. it is a science which needs to apply all other language sciences to have a meaningful and acceptable translation. Moreover, it needs special skills.

b. There is a need for an explicit model for the students to follow which reflects some of the main intricacies involved in rendering a text from one language into another (English/Arabic and vice versa).

c. English department students in faculties of education are supposed to acquire different translation skills, in order to handle various texts and different topics to study.

d. Schema activation of students’ previous knowledge of a language and content of the topics to be translated may help them to comprehend, deconstruct, reconstruct and edit, which are the main stages of translation according to the present research.

e. Consolidating aware of a suitable way to apply the other branches of English language sciences in translation leads to producing collocated, coherent, registered, and meaningful translations.

f. Providing a model of translation facilitate the mission of those who have no previous training in translation.
Instructional aids and equipment

The following aids were used during the implementation of the model:

- Dictionaries
- The board
- Sheets of paper

Model organization and training techniques

The organization followed in this model started with the students’ own experiences and previous knowledge of translation, norms of language and the topics in the source texts and then with the texts as situated in its context of culture. The idea is to activate the students’ schema about the source texts and the mechanics of the target language through their previous knowledge of language grammar, syntax and writing illustrating the differences between the two languages.

The researcher designed the following steps of the proposed model

1. Schema activation,
2. Comprehensibility,
3. Relieving heavy styles,
4. Writing the first draft, and
5. Revising and editing.

Content of the model

The content of the proposed schema based translation model [SBTM], contains the previously mentioned five steps arranged as shown in the figure:
Schema activation

Schema refers to prior organized knowledge stored in the individual’s memory of the world to help understanding new material and guide behaviors in familiar situations. Schema activation is very useful for introducing new concepts to the students in order to be able to translate or correct the false ones making sure that they understand them well.

The main aim of this step is to support and activate the previous knowledge of the students to help them comprehend the source text and interact with it perfectly. It also aims to correct false schemata of the students about the topic of the source text. Moreover, schema activation stimulates the students to be in the mode of translation from the very beginning as they get the full meaning of the text. Finally, it aims to make the students share the cultural background of the writer to get the spirit and purpose of the text.
Activities for schema activation

Previewing

It allows students to formulate hypotheses about the text. By taking advantage of contextual clues such as titles, headings, diagrams or pictures, the students are encouraged to draw inferences prior to reading the source text. It also helps students to identify the probable rhetorical grammar, stylistic markers and possible constraints on the development of ideas. This activity can be carried out through:

- Asking the students to read the title of an article, and then asking them about what they know about the given subject.
- Having the students read the first few paragraphs, which generally introduce topics discussed in a given text -such as the introduction- to determine the general theme of the text.
- Asking them to read the first sentence of each paragraph to determine major points of such a text.
- Reading the last paragraph to draw a conclusion.

Questioning

This activity includes giving some questions to the students to find their answers before reading the text to activate their prior knowledge of the topic and know if they correct schemata about it. These questions should be general to arouse the students’ prior knowledge and activate their schema of the topic. It also should include open questions to give the students the opportunity to express their knowledge of the topic.

Concept mapping

This activity includes designing an organized arrangement of vocabulary, concepts which reveals what the students already know about the topic and provides them with a base upon which they can construct the new information learned from the text. It also includes how to make associations between concepts into categories and what to label them and how concepts can be organized around a topic.

Brain storming

This activity may take the form of giving the students a particular key concept to call out words and concepts they personally associate with that key concept. This activity allows the students to freely bring their own prior knowledge and opinions about certain topics without feeling threatened.

Identifying main ideas and key words

This activity allows the students to get the whole meaning of the topic and have some clues that guide them to understand the content of the text. It is also useful to understand the writer’s purpose orientation of the text and know what points s/he stresses on.
Discussion

This activity includes discussing the topic of the text generally encourages the students to extend their schemata and prior knowledge about that topic. It also allows them to express their own experience of knowledge about it and get the benefit of each other’s experience.

Outlining

This activity encourages the students to explore the design of the text to get its main ideas and its organization- how it is organized. It also helps the students to understand the main purpose of the text and the stressed points.

Comprehensibility

In this step, the students have to read the source text and try to get the meaning of that text. To measure their comprehension, the teacher may ask them some post reading questions. These questions also deepen their understanding of the text and correct the false schemata about the topic.

Relieving Heavy Style

This step aims to help the students to overcome some problems of the source text and its heavy styles. In this step, the students are asked to identify anything that is difficult for them to understand. As well, the teacher may help the students to identify heavy styles in the text that may be misunderstood such as idioms, collocations or cultural difficult expression which relates to cultural schema.

Moreover, the style of the source text may be very heavy to be understood. So, the teacher may discuss it with the students. This step also may include discussing the differences between the expressions in the two languages (the source language and the target language) and how to use some translation strategies to convey the meaning of the source text without overwhelming the target text. In other words, the source text should be translated into a target text that equals it in meaning, but it carries the characteristics of the target language not the source language (e.g.) proverbs be translated in proverbs. The following table (1) of translation strategies may be useful in this step:
Table 1. Baker's (1992) problem-based translation strategies

<table>
<thead>
<tr>
<th>Strategies to solve non-equivalence at word level</th>
<th>Strategies to solve non-equivalence above word level: collocations, idioms and fixed expressions</th>
<th>Strategies to solve textual equivalence: cohesion and coherence</th>
</tr>
</thead>
</table>
| - translation by a more general word (super ordinate) | a. COLLOCATIONS  
- be alerted to potential influence of the source text.  
- put the translation draft aside for few hours and return to read the target text so that the possible interfering influence of source text patterning is reduced  
- evaluate the significance of a potential change in meaning  
- translation by a marked collocation depending on the constraints of the target language and the purpose of the translation. | - adding  
- deleting  
- reordering  
- producing different lexical chains  
- explicitation  
- rechunking (reorganizing or renumbering paragraphs, sentences) |
| - translation by a more neutral/less expressive word | | |
| - translation by cultural substitution | | |
| - translation using a loan word or explanation | | |
| - translation by paraphrase using related word | | |
| - translation by paraphrase using unrelated words | | |
| - translation by omission | | |
| - translation by illustration | | |

Writing the first draft considering form and language schema

In this step, the teacher asks the students to write their first draft of translation paying great attention to the difference between the source language and the target language. In this step, the students have to bear in mind how to write the understood meaning of the source text into the form of the target text. This may contain arranging the position of words in the target language (e.g. nouns and adjectives, verbs and subjects or articles).

The students are asked to translate phrase by phrase, sentence by sentence, or paragraph by paragraph. It all depends upon the meaning they got whether from a phrase, sentence or paragraph. So, once a student gets a meaning, s/he should be able to translate it.

As well it should be clear that what should be translated is the meaning. So, the one sentence in the source text may be translated into two sentences in the target language and two sentences in the source text may be translated in one sentence in the target text. It all depends on the nature of each language.

Revising and editing

The main aim of this step is to make necessary changes and correct mistakes in the first draft. So, the students are asked to revise their translation and see if they need to change something to the target text. This may include corrections or organization to achieve coherence and cohesion in the target text. In this step, the teacher may discuss with the students how to achieve cohesion and coherence in the target text so that when it is read, the reader does not feel that it is translated, but feels that it is an original text.

REFERENCES


