Culture-based text analysis in translation.
A vision for comprehension

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Abstract

Comprehension can be described as the ability to construct the meaning of a text, spoken or written. Such ability requires a complex mix of linguistic and world knowledge acquired through interactions with the global environment, transcending language, and cultural translation barriers. In addition, translation schools propose various models to address the difficulties inherent in comprehending the source text (ST) by using analysis from the linguistic, sociolinguistic, or cognitive perspectives. On the basis of translation schools' models of text analysis, this study similarly attempts to provide a corpus-based analysis of culture-based texts from authentic sources (i. e. British online news). Results corroborate that the comprehension of culture-based texts can be attained through textual and lexical analyses. Further, the cultural, linguistic, sociolinguistic, and cognitive perspectives of translation can be employed to create a positive interaction between the internal and external components of a ST text on the one hand, and a translator on the other hand. Drawing on the multimodality of text analysis, this study attempts to offer a practical model for culture-based text analysis that can be applied at a translation class or course level.

1   Introduction

In recent years, interest in translation has grown to satisfy the need to initiate communication and achieve a good understanding among nations. Such communication (i. e., among people of different languages) cannot be achieved unless linguistic and cultural gaps are somehow bridged (Newmark 1988; Baker 1995; Nord 1997). Sapir (1949 cited in Mansouri 2004: 27) argues that "translation is an essential means through which access to the cultures of different nations is possible". Moreover, "globalization increases the need for human ability to mediate and account for the implicit, cultural distance, and all other factors that are involved in communication" (Lobina 2018: 96). Thus, the translator's role is to ensure the possibility of communication among nations of different languages and cultures, considering all such variables of the communication process.

Language is viewed as a window into culture. Through language, viewing the culture of different communities is possible. Halliday and Hasan (1985) corroborate that the theory of context precedes the theory of text, meaning that context is necessary for the adequate understanding of text. Moreover, numerous models are proposed to examine the culture embedded in languages, such as linguistic content analysis (Roberts, 1989), discourse analysis (Bernstein 1972;

Geerts 1973; Hymes 1972; Garlick 1987), and text analysis, (Hatim/Mason 1997). Each model has its own methodology to analyze general and culture-based texts. The common methodology used in written translations is text analysis, which is taken from Applied Linguistics to facilitate the understanding of the texts. Further, content analysis is a traditional textual analysis method for examining culture. For the present, however, the rich and varied literature on 'content analysis makes proceeding on the basis of a homogeneous understanding of the method fairly difficult (cf. Titscher et al. 2000:55).

In text analysis, the text should be the center of attention. Texts can be analyzed at all linguistic levels (words, phrases, and sentences), sociolinguistic (target audience or individual reader), cognitive (working memory capacity), and general world knowledge. In addition, text analysis is a means to explore the text and identify its features, writer, and audience. It can be used to examine the interplay between cognition and human factor and locate the similarities and differences across cultures and changes within cultures.

1.1   Aim of the study

Drawing upon text analysis models, this study aims to present a perspective of the text analysis of culture-based texts. Translation schools' models of text analysis and comprehension in translation are examined to create a framework for culture-based text analysis to achieve such objective. In light of such framework, authentic culture-based texts that cover various topics of culture, namely, religious and political culture, are analyzed to explore their features and determine the problem that needs solutions. In addition, the study aims to provide a comprehensive text analysis to maintain the interaction between the textual and lexical levels, thereby enabling comprehension. This comprehensive analysis requires drawing upon linguistic, sociolinguistic, and cognitive models of text analysis to provide translators with sufficient knowledge and skills to understand a text.

1.2   Culture-based texts

Gonzalez and Scott-Tennen (2005: 166) define cultural references as "expressions that denote any material, ecological, social, religious, political, linguistic, or emotional manifestation that can be attributed to a community". Moreover, they receive different nominations in the field of translation: "cultural foreign words", "culturemes", "cultural elements", "culture-specific items", "cultural references", and "cultural loaded words" (Olk 2013; Nida 1954; Newmark 1981; Baker 1995, 2009) among others. Katan (2009: 71) defines cultural expressions as "formalized, socially and juridically embedded phenomena that exist in a particular form or function in only one of the two cultures being compared". He contends that cultural expressions manifest differences in form and function in the compared cultures. Ultimately, Aixelas (1996: 58) defines cultural references more explicitly and comprehensively, saying that they are:

> textually actualized items whose function and connotations in a source text involve a
> translation problem in their transference to a target text, whenever this problem is a
> product of the non-existence of the reported item or of its different intertextual status
> in the cultural system of the readers of the target text.
>
> Aixelas (1996: 58)

The abovementioned definition determines features that characterize the cultural references of intertextuality, connotation, and (un)translatability, and such features should be explained to show their meaning and how they complicate the translation process.

1.2.1   Intertextuality, connotation, and (un)translatability

Intertextuality, connotation, and (un)translatability work together or partially to influence the comprehension of the ST and its production to the target language (TL). The source language (SL) signs draw on the SL culture, which may evoke different reactions to TL readers. In addition, such cultural signs may not exist in the TL system, which may be due to the absence of the same cultural sign in the TL. These three factors complicate the process of understanding the text and its subsequent production to the TL (Gonzalez/Scott-Tennen 2005; Hatim/Mason 1997; Shunnaq 1993; Thawbteh 2007).

1.2.1.1 Intertextuality

Intertextuality is a rhetorical device used by writers to solidify and increase the persuasiveness of an argument based on the previous knowledge of other texts, historical incidents, proverbs, films, and other sources (Hatim/Mason 1997; Thawbteh 2007). To achieve successful communication, the text producer and the text receiver should share the same relevant background. The lack of this background between a translator and a text receiver would threaten the whole communication, resulting in a great loss of information (Kashoob 1995).

Fairclough (2003) explains intertextuality as texts that draw upon incorporate and decontextualized dialogues with other texts. It is also partly a matter of human assumptions and presuppositions upon speaking or writing. In addition, Titscher et al. (cf. 2000: 23) classify intertextuality into what relates to precedent, simultaneously occurring discourse and genres and text varieties. Intertextuality works at textual and lexical levels in a sense that textual intertextuality refers to the classification of texts (such as religious, political, or social, among others), whereas lexical intertextuality refers to culturally specific elements in a text (such as religious, political, or social, among others). Accordingly, the task of a translator is to identify the intertextual sign in a text as well as comprehend its meaning and connotation. Otherwise, deviation will occur in the rendition of meaning (Newmark 1981).

1.2.1.2 Connotation

Connotation refers to "people's strong, weak, affirmative, negative or emotional reaction to words" (cf. Thawbteh 2007: 30). Societal norms and conventions influence language uses and ways of communications. Therefore, translators should address such norms and conventions when translating connotative expressions from one language to another. Cultural differences between languages play a crucial role in delivering the connotative meaning, which constitutes difficulties in perceiving the meaning from one language to another. Further, words of connotative meanings in one language may not be the same in another. Mouakket (1988: 209) argues that "different languages frequently reflect different connotations and associations of feeling because of differences in different cultural roots". For instance, the Arabic lexis 'maharem' means people who are legally forbidden to marry a woman because of the blood relationship extant from sharing of the breast milk, as the law likens it to her father, brother, and other kin.

However, this concept does not exist in English (cf. Thawbteh 2007: 76). Moreover, the term 'unmarried couple' (i. e., a man and a woman living together outside of marriage) does not exist in Arabic, which constitutes a comprehension problem for a translator in deciphering its meaning.

1.3   Translation process and comprehension

Translation studies devote considerable attention to the importance of comprehension in the translation process, resulting in numerous translation models. Nida and Taber (1974) present a model with three stages of translation process: analysis, transfer, and restructuring. Since then, Nida and Taber have set analysis as the first stage of the translation process, showing their focus on ST comprehension. Similarly, Wills (1996) proposes a model with three stages but influenced by language processing: decoding, transfer, and encoding. Decoding here means the interpretation of ST to target its comprehension. In addition, Bell (1991) proposes a three stage-model in which he categorizes translation into ST interpretations and analysis, translation process, and text reforms. Further, Bell focuses on the interpretation and text analysis although they overlap because of their roles in achieving ST comprehension.

Hatim and Mason (1991) suggest a typical three-stage yet comprehensive and sophisticated model: text comprehension, transfer of meaning, and target text assessment. They cite comprehension directly as the first stage of the translation process, unlike the previous models that cite the processes leading to comprehension. Meanwhile, Al-Shabab (1996) presents a five-stage model that includes ST editing, ST interpretation, ST interpretation in a new language, TT formulation, and TT editing. In his model, three stages are devoted to the source text comprehension, namely, ST editing, ST interpretation during the translator's understanding, and the translators' perception of the ST during the transfer to TT.

As an extension to mental models, Seleskovitch and Lederer (2003) provide a model for the translation process, stating that translation is an overlapping three-stage process (i. e. reading and understanding, deverbalization, and re-expressions). They emphasize the importance of linguistic competence and 'world knowledge' to read and understand a ST and view sense as a non-verbal synthesis resulting from understanding (Albir/Alves 2009). Similarly, Carl et al. (2011), Angelone (2010), and Jakobsen (2011) present a three-stage empirical computational model for translation: (a) initial orientation (i. e. reading through the text before translation); (b) translation drafting (i. e., actual translation); and (c) post-editing. Further, they confirm that professional and student translators exhibit different behaviors during the translation process and explore that according to a translator's competence, these three stages will vary in terms of time and type of the activity involved.

1.4   Intercultural competence and text analysis

For the analysis of texts, cultural competence is required to detect the cultural background embedded in a culture-based text. PICT (2012:36) operationalized intercultural competency as follows:

a)   a thorough knowledge of source and target cultures;
b)   the ability to perceive elements of foreign culture and the knowledge to deal with them;
c)   the ability to integrate into cultures;

d) the ability to communicate successfully with other cultures;
e) understanding interactions between different cultures and demonstrating tolerance;
f) understanding and curiosity toward foreign cultures;
g) knowledge of the theory of cultural differences and their impact on the translation and communication;
h) knowledge of discourse features; and
i) the ability to adapt or localize the elements of foreign culture for the target audience.

PICT (2012: 38) shows that the types of materials from where intercultural competence should be acquired include newspaper articles, multimedia texts, web pages, adverts, literary texts, tourism publicity, and technical manuals. Material development for the teaching of the intercultural competence of translation students should concentrate on the following types of activities in priority order: (1) practical group exercises, (2) textual and contrastive analysis, and (3) presentation of theory. Accordingly, material development should focus on the provision of appropriate texts of the following, again in priority order: (1) newspaper articles, (2) multimedia texts, (3) web pages, (4) adverts, (5) literary texts, (6) tourism publicity, and (7) technical manuals(PICT 2012:40).

1.5   Models of text analysis in translation

This section is devoted to scholars' models that adopt various methods of text analysis. These models reflect their origin theories and focus on a significant area of text analysis. Thus, these models could complement each other.

Text analysis is a term taken from Applied Linguistics to deal with the study of the linguistic and extralinguistic features of texts to simplify comprehension. Scholars in translation studies have employed this term to deal with the translation process (William/Chesterman 2002; Newmark 1988; Mailhac 1996). Through text analysis, the ST is sufficiently read to determine the central idea of the text, TL readership, similarities, and differences between the ST and TT, as well as its other features.

Reiss' model (1971/2000 cited in Munday 2008) of text analysis is based on the Skopos theory (functional approach). She determines the main functions of texts (i. e., informative, expressive, and operative texts), which she asserts requires consideration by translators in the rendition process. Moreover, informative texts require explicit statements, while expressive texts necessitate adherence to the SL author perspective, and aesthetics should be considered during rendition. Further, operative texts require an appropriate translation according to the way the intended audience is assumed to respond to the text. Reiss (2000: 48–88 cited in Munday 2008) also lists a series of intralinguistic and extralinguistic instruction criteria (instruction by which the adequacy of a TT may be assessed), which are listed as follows:

1. linguistic components: semantic equivalence, lexical equivalence, grammatical, and stylistic features
2. non-linguistic determinants: situation, subject field or domain time place (characteristics of country and culture), receiver, sender, and affective implications (humor, irony, and emotion).

Wills (1983) elucidates that text analysis involves the text theme, function, stylistic dimension, and semiotic terminology. Further, Wills focuses on the internal features of the text, ignoring external features such as the SL writer and TL audience. Newmark (1988) verifies that ST analysis aims to check cultural issues, elaborate on textual ambiguities, clarify the intention of the writer from the point of view of the recipient, and determine how far readers perceive texts similarly or differently. His model for text analysis compares the ST and TT in terms of SL writers and TL readership, SL and TL norms, as well as SL and TL cultures. In addition, a general objection to Newmark's approach is that it is at once a method of tackling a translation text (reading the text, last reading) and a set of criteria for text evaluation, but pedagogically, distinguishing how to tackle theoretical and practical issues is desirable.

House (1981) believes that text analysis is conducted to state precisely the equivalence between ST and TT with a view to evaluating the functional correspondence. She emphasizes on text function and the role of situational dimensions in achieving such function and constructs a model for situational-functional text analysis and assessment of translation by eclectically adapting and modifying Crystal and Davy's (1969) scheme, which is as follows:

Dimensions of language user (A)		Dimensions of language use (B)	
a	Geographical origin	a	Medium
b	Social class	b	Participation: simple/complex
c	Time	c	Social role relationship
		d	Social attitude
		e	Province

Table (1) Crystal and Davy's Model (1969)

Emery (1991:573) provides an integrated approach for text analysis, drawing on the models of House (1981), Newmark (1988), and Wilss (1983) and argues that using text analysis should be flexible and include the following dimensions on Table (2) below.

Macro dimension	Micro dimension
Situational dimention	Syntactic
Medium	Semantic
Formality	Lexical
Addressee/addresser relations	Textual
Profiles	
Style (froze, intimates)	
Domain (form, specific features)	
Text pragmatics (function of text, text type, purpose, speech acts, illocutionary force), text structure (coherence, cohesion), text tone	
Text semiotics: culture-loaded signs, intertextuality	

Table (2) Emery Model of Text Analysis (1991)

Hatim and Mason (1997) present a sociolinguistic model for text analysis: who is translating what, for whom, when, where, why, and in what circumstances. The answers to these wh-questions are key factors to establish the priorities of each individual translation and hence guide the translator's choice. An accurate assessment of the situation is, therefore, as necessary as a source of solutions to translation problems (Hatim/Mason 1997).

Moreover, Nord (2005) builds her model of text analysis on intratextual and extratextual factors. Through intratextual factors, the grammatical, semantic, and stylistic features of the text are analyzed to grasp the ST denotative and connotative meanings. In extratextual analysis, the translator considers what is not stated directly in the text (such as author's identity, intention, audience, medium, place, motivation of communication, and effect) and their functions (Nord 2005). Further, Nord's model is clearly built on previous models, as it includes analysis of the internal and external features of the ST. Unlike other functionalists, Nord (2005) does not include how translators arrive at intratextual and extratextual factors, and rather emphasizes on the ST. This focus enables problematic features to be identified and classified. However, it would be complex to think that all phenomena can be so easily categorized.

Carl et al. (2011) follow a computational model of human translation by using Translog and eye tracking and focusing on the importance of the reading process in translation. In this stage, translators should solve comprehension problems by employing various available resources, ranging from mental activities to online assistance via online dictionaries and search engines. In addition, they use the Translog software and an eye-tracking device to explore students' behaviors in different stages of translation. In using such methods, uncovering the mapping of the translation process is possible, starting with text analysis via eye movements (gazes and fixations) and translog (keystrokes, pauses, and mouse clicks). Such model adds a new horizon to students' reading behaviors in different stages of translation, which can be viewed as a positive interaction between a translator, a text, and a computer.

1.5.1   Approaches to text analysis

The question of how to read a text is answered only by applied linguists who significantly contribute to reading approaches, either in theory or in practice. Top-down and bottom-up approaches have been given due consideration in second language research, and text analysis in translation should draw on such approaches that present systematic techniques to deal with the reading process.

Top-down and bottom-up reading approaches can be the start for text analysis because they could enable the comprehension of SL and TL features. These approaches are important for a translator to progress from a language to a meaning or from a meaning to a language. Further, top-down reading skills require a translator to use schematic and contextual knowledge as well as specific topics to arrive at comprehension. Conversely, bottom-up processing skills require translators to derive meaning by decoding single words and expression in a passage (Nunan 1998). Generally, the combination of these processes requires the translator to decipher the meaning of individual lexical items and have clear ideas about the overall rhetorical organization of the text (cf. McDonough/Shaw 1997: 119).

Recent empirical studies approach the processing of ST from a cognitive point of view. A study by Jakobsen/Jensen (2008) contrasts different reading purposes by using eye tracking: reading for comprehension vs. reading during several translation tasks. They discuss different reading patterns for professional vs. student translators, which suggests that the cognitive effort necessary to understand the ST differs according to the degree of expertise and the purpose of reading.

1.5.2 Internal and external translation strategies

Process-oriented researchers classify translation strategies into internal and external translation strategies. Internal translation strategies or techniques are used to overcome a comprehension problem, such as problem identification, search memory, guess and context, re-read, and revision. When these strategies cannot be employed to overcome the comprehension problem, external translation should take place to obtain a solution, namely, through online or offline dictionaries, search engines, or encyclopedias. In addition, external translation strategies should be employed in consideration of internal translation strategies; otherwise, comprehension deviation may occur. Ultimately, the use of context and problem identification should be conducted to ensure the appropriate use of external strategies for the text (Qassem 2016).

2   Literature review and research questions

A review of the factors that influence the complexity of understanding culture-based texts as well as translation and text analysis models has deduced that scholars concentrate on text analysis from their field of research. However, practical text analysis entails multiple models that deal with all aspects of the text. Further, focusing on a certain model is a barrier against comprehensive text analysis. To bridge this gap, this study attempts to answer the following question.

How can culture-based text analysis draw on the models of text analysis to achieve ST comprehension?

Numerous models are proposed to analyze general and culture-based texts and therefore overcome comprehension and production problems. Each model looks at text analysis from its own perspective, such as linguistic, sociolinguistic, psycholinguistic, and cultural. In addition, text analysis should not be restricted to a certain theory or perspective; instead, the nature of the SL and TL texts and the translator and the targeted audience are the factors that determine which model to follow. Therefore, a comprehensive text analysis should draw on the relevant logical models that assist translators to attain a comprehensive understanding of the SL text considering the translation process and product, translators, and clients.

2.1   Research methods

In selecting the texts for analysis, the main criterion was that they exhibit as many varied cultural translation problems as possible. The texts were selected on the basis of the classifications of culture, such as social, political, and religious. The second criterion was that they were authentic texts, as these best represent English culture. Moreover, authentic texts were chosen from different sources, such as online British newspapers, namely, The Guardian and other

websites assumed to reflect English culture. In addition, the classification of cultural translation problems was considered in the selection of authentic texts.

Several translation theorists' classifications of texts (into religious, social, and political) were too complex or impractical and were therefore excluded from this study. Generalizing previous classification to most texts is complex due to their overlaps, and classifying texts as strictly social or political is generally difficult. Therefore, choosing texts according to their topic and lexes of relevance is appropriate (Emiry 1991). Ultimately, purposive sampling was used in the selection of culture-based texts to achieve the aim of this study.

General texts were chosen, whereas highly specialized and literary texts were excluded. The readership of texts is general, and the texts are parts of newspaper articles directed to their audience (Gabriela/O' Brien 2015; Bowker/Pearson 2002; Sinclair 2003). In addition, documentary annotations were considered in the texts in terms of author, source, date of publications for transparency and replicability, as well as contextualization and interpretation of results (cf. Gabriela/Obrien 2015:76).

2.2   Data analysis and discussion

In an attempt to provide an integrated model for text analysis, while drawing on translation scholars' and linguists' models of text analysis, this section presents a practical analysis of culture-based texts of different topics, such as religion, social traditions, and politics. The texts have been analyzed at textual and lexical levels, showing how such analysis assists in overcoming cultural comprehension problems inherent in the texts. Table (3) shows the selected texts.

Text	Topic	Main idea
Text 1	Religious	Catholic infant baptism
Text 2	Political	Shadow cabinet

Table (3) Classification of Selected Texts

Text (1)

Text (1) deals with a criticism of the Catholic ritual of infant baptism. The first step in the translation process is to read the text to reveal its nature and determine the problem areas that require accounting for. See Text (1) below.

> Fundamentalists often criticize the Catholic Church's practice of baptizing infants. According to them, baptism is for adults and older children, because it is to be administered only after one has undergone a "born-again" experience—that is, after one has "accepted Jesus Christ as his personal Lord and Savior." At the instant of acceptance, when he is "born again," the adult becomes a Christian, and his salvation is assured forever.
>
> Bernadeane Carr, STL, Censor Librorum, August 10, 2004

Analysis at textual level

According to Nord (2005), Reiss (2000), Hatim/Mason (1991), House (1981), and Emery (1991), the analysis should start with extratextual information, which can be attained through top-down reading approaches (McDonough/Shaw 1997). In such reading, the translator detects the main idea of the text, the writer's intention, the audience, the medium, and the place. This

information will help a translator approach the text with sufficient background that assists in the text comprehension. For details, see Table (4) below.

Text	1
Topic	Baptism
Function	Informative
Medium	Website article
Audience	Christians
Lexes	Baptizing, Born Again, Jesus, Salvation, and Personal Lord
Approach	Top-down approach

Table (4) Model of Textual Analysis of Text (1)

On the basis of such reading, the text above is part of an article entitled, 'Infant Baptism,' published in a website pertaining to defending and explaining the Catholic practice of baptism. The text is a general introduction to principles of baptism in Christianity, namely, Catholic. On the basis of the Reiss (1971) classification of texts, the text is informative, with the author's intention to inform the reader about the Catholic ritual of baptism. The writer's readership is composed of Christians because the website aims to post Christian issues. In this type of text, the translator should comprehend the purpose of the text's writer and reflect this comprehension in his or her translation. Such types of texts should ensure explicitation for TL readers that can only be attained through text comprehension (Reiss 2000).

This extratextual information is crucial for translators because they reveal the context of the text and its audience, which in turn facilitates the comprehension process. Hence, obtaining such information of the ST is the systematic means to recognize the background knowledge of the ST and interpret its expressions and lexes.

Lexical analysis

The second stage is a lexical analysis of the ST, which covers the meaning of cultural references, their comprehension problems, and the corresponding translation strategies for such problems. See Table (5) below.

No.	Cultural references	Meaning	Translation problem	Translation strategies
1.	Baptizing	To christen through certain rituals (Meriam Webster)	Intertextuality	Internal comprehension
2.	Born Again	A person who has become an evangelical Christian as a result of a religious experience (Collins Dictionary[1])	Idiomatic structure, intertextuality and implicit meaning	Strategies[2] External comprehension Strategies
3.	Salvation	Deliverance from sin and its consequences	Intertextuality and implicit meaning	

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[1] Problem identification, search memory, re-reading, using context, and guessing.

[2] Monolingual dictionaries, bilingual dictionaries, and search engines.

| 4. | Personal Lord | To accept his teachings and follow his example | Literal meaning denotes polytheism for Arabic readers | |
| 5. | Savior | The person who brings salvation (Jesus) | Intertextuality and implicit meaning | |

Table (5) Model of Lexical Analysis in Text (1)

Reading the text at a lexical level (bottom-up) reveals that the text above has six religious signs, namely, 'Baptizing', 'Born Again', 'Jesus', 'Salvation', 'Personal Lord', and 'Savior.' These are unique to Christianity (they are viewed differently by protestants and Catholics) and are embedded in religious background. In the text above, the comprehension problems are due to their intertextual signs, implicit meanings, idiomatic structure, and connotative meanings. The first step toward adequate translation is detecting the problematic literal translation of cultural signs. During translation, the translator should employ comprehension strategies such as internal strategies (i. e., problem identification, search memory, re-reading, using context, and guessing) and external comprehension strategies (by using monolingual dictionaries, bilingual dictionaries, and search engines) (Qassem 2016). The translator should first employ internal strategies to attain comprehension. If such strategies are insufficient to achieve comprehension of cultural references due to the translators' limited knowledge or highly implicit nature of the culturally loaded references, then external comprehension strategies may be employed. Ultimately, using external strategies according to interpretation by using internal comprehension strategies is important.

The bottom-up reading approach shows that the items 'Baptizing,' 'Born Again,' 'Salvation,' and 'Personal Lord' constitute comprehension problems for translators. 'Baptizing' has a cultural background rooted in rituals of Christianity, which does not exist in Arabic. The available literal translation of such word into Arabic is inappropriate due to the cultural gap between Arabic and English. Therefore, the translator should have a deep understanding of such religious signs, depending on accredited resources (encyclopedias, Oxford and Meriam Webster dictionaries, and similar sources) and then render it into the TL considering the SL meaning and TL readership understanding. In addition, the translator should simplify the meaning for TL readers, and this simplification can only be attained by clarifying the concept 'baptize' (admission into church by ritual of water; identification by a name chosen by parents; christening) for a translator. The intertextual sign 'baptise' a rite of admission/adoption into the Christian Church with the use of water by immersion or by sprinkling/applying water on the child's head. Further, it is a sacrament, a visible symbol of inward grace believed to have been instituted by Jesus Christ to symbolize conferring grace, which the pastor now does on His behalf, by representing Him while blessing and identifying the child by a name chosen by the parents. This background knowledge is important for a translator to comprehend the religious sign and use the right translation process.

"Born Again" is a religious term peculiar to Christianity, which means the sanctification of self by inviting the Holy Spirit to dwell in oneself for spiritual growth and achieving a life according to the example set by Jesus Christ. The literal meaning of the term is completely different from

its contextual meaning. Making good use of the context can clarify the meaning for translators. If the translation uses dictionaries, then they should be in the light of the context; otherwise a deviant interpretation of the text may occur. In the text, Jesus is described as a 'Lord', which has different interpretations and connotations for English and Arabic readers. Therefore, translators' understanding of the SL and TL cultures enables them to choose the appropriate rendition. In Arabic, describing Jesus as "Lord" is a blasphemous implication to Muslim readers (Miller-Naudé/Naudé 2016).

The literal meaning of *salvation* is similarly different from its contextual meaning. In the text, the term has a deeper meaning of deliverance from sin and its consequences (Oxford Dictionaries 2010). Without such cultural background, the comprehension of such term will be lost, and a translator may run the risk of literal translation. Therefore, a background of such terms is required to avoid a comprehension failure.

Text 2

Textual analysis

Text (2) is a political topic, published online in The Guardian, directed to English news readership. It is a part of a news article with the main idea 'members of opposition party in the British parliament.' See the text below.

> Members of the shadow cabinet have repaid a further £25,000 in response to demands from the Commons auditor, Sir Thomas Legg, the Conservative party said today. The sum represents the amount paid back by 13 shadow ministers in response to final letters recently sent by Legg, which said how much money ought to be repaid by individual MPs.
>
> The Guardian.Co.UK, Friday December 18, 2009

The text is informative because the writer is informing the readers about an issue that occurs in the parliament. The translator should have a background of the texts because the political systems and its concepts in Britain differ from those in the Arab world. This issue may be solved by consulting lexes in encyclopedias and accredited dictionaries to comprehend the text. Depending on the literal meaning of the political terms commonly results in misinterpretation, and rendering informative texts needs a deep understanding so that such understanding is reflected in clear and adequate translation (Reiss 2000). The extratextual features of the text alert the translator to initiate an understanding of the political topic. The translator can judge the adequacy of his or her knowledge of the English political culture. Being in different political setting, he or she should acquire background knowledge of the ruling and opposition parties in the British society. Further, reading at the textual level can guide the translator to establish a context that can assist comprehension at the lexical level. See the textual information extracted from Text (4) in Table (8) below.

Text	1
Topic	Money paid by MPs
Function	Informative
Medium	Newspaper article
Audience	General readers

Lexis	Shadow cabinet, commons auditor, conservative party, shadow minister, MPs
Approach	Top-down approach

Table (6) Model of Lexical Analysis in Text (2)

Lexical analysis

As for reading at the lexical level (i. e., bottom-up reading approach), the translator should read the text, drawing on sociolinguistic information obtained during textual reading. Four cultural signs in the text, namely, 'shadow minister' and 'shadow cabinet,' 'conservative party,' 'Commons auditors,' and 'MPs' may stop the translator's fluent reading as these concepts do not exist or are expressed differently in Arabic. If the translator feels the differences between the SL and TL political setting in the text, then he or she will use the right strategy that would lead him or her to comprehend such terms. Comprehension starts with detecting the problem and progresses by searching through memory, guessing, context, and re-reading. Further, if such strategies are insufficient to achieve comprehension, then the translator can employ external comprehension strategies such as consulting dictionaries and search engines. See Table (7) below.

No.	Cultural term	Meaning	Translation problem	Translation strategies
1.	Shadow cabinet	Group of the leaders of a parliamentary opposition who constitute the probable membership of the cabinet when their party is returned to power (Meriam Webster)	Intertextuality and implicit meaning	1. Internal comprehension strategies 2. External comprehension strategies
2.	"Shadow minister"	A member of the main opposition party in Parliament who would hold ministerial office if their party were in power (Collins Dictionary)	Intertextuality and implicit meaning	
3.	Conservative party	The main Right-of-Centre party in Britain	Intertextuality and implicit meaning	
4.	Commons auditor	Auditor of house of commons (Parliament)	Intertextuality and implicit meaning	
5.	MPs	Members of Parliament	Abbreviation	

Table (7) Model of Lexical Analysis in Text (2)

The comprehension problems are due to their intertextual signs and abbreviation. The political terms 'shadow cabinet' and 'shadow minister' refer to distinctiveness of the British political system. Arab readers may be unfamiliar with and unaware of the idea that the 'shadow minister' (opposition party) may become the head of state if his or her party wins the governmental

election (Kashoob 1995). Therefore, when a translator reads political texTS, he or she should be aware of intertextual signs that have highly different literal meanings. Meanwhile, Qassem (2014) inferred that one of the major problems of translating political terminologies or expressions is comprehension due to the differences between the SL and TL situations.

The 'conservative party' and 'commons auditor' are two prominent terms in the British political system. The former refers to a name of a British party, while the latter refers to the British parliament (House of commons). Such background information is essential for a translator to understand political signs and reflect such comprehension into the rendition by employing the appropriate translation strategies (Carl et al. 2011).

3 Recommendations

On the basis of the conceptual literature and data analysis, translation textbooks should provide an integrated account of the theoretical and practical analyses of general and culture-based texts. Textbooks should draw on the multimodality of text analysis, namely, linguistic, sociolinguistic, and cognitive perspectives, to achieve such objective. Simply put, the theory of communication and social semiotics should be adopted. In addition, the importance of linguistic analysis lies on studying the text at the textual (text-types and text topics), lexical, semantic, and pragmatic levels, which determine the accurate meaning of the words or phrases and understand their functions in a text. The sociolinguistic analysis determines the context of a text and its readership, which has an important function in the translation brief. Further, the cognitive perspectives are expected to guide translators to overcome comprehension and production problems by using internal and external translation strategies. To date, no single translation textbook provides an integrated analysis of texts. Most translation courses focus on either linguistic (Baker 1992), sociolinguistic (Hatim 1997), or cognitive analysis.

The analysis of different culture-based texts revealed the necessity of employing multiple models to achieve comprehension (Reiss 1971/2000; Newmark1991; Mason/Hatim 1991; Nord 1995; Jakobsen 2011; Carl et al. 2011). Newmark (1991) and Mailhac's (1989) functional text analyses are crucial because they link the texts and their lexes. Moreover, Mason/Hatim's (1991) sociolinguistic model of text analysis establishes the context in the text to be translated, and Nord's model integration between intratextual and extratextual analyses provides a comprehensive view of text analysis. Further, process-oriented translation from Jakobsen (2011) and Carl et al. (2011) focuses on mental activities that translators should follow during text analysis, and such mental activities include internal and external comprehension strategies. Bottom-up and top-down reading are efficient approaches for translation because they enable the analysis of intratextual and extratextual features. Thus, using multiple text analysis models is an effective approach for text analysis in translation.

The selection of appropriate authentic texts that are rich in cultural signs is the first step in text analysis. In addition, the selection of texts should cover various types of authentic texts of different sources (online or offline, visual, or written) that reflect English culture. These sources present a good environment to train student translators in appropriate text analysis. In applying such method, the students can look for and analyze such authentic texts by themselves. Accordingly, a translation course should consider text analysis in theory and practice, covering different cultural topics and presenting applicable methodologies that could deal with text analysis.

Ultimately, the analysis of texts takes a cyclic form; the translator can begin with textual reading and end with a lexical one, or vice versa.

The classification of culture should be represented in translation courses by providing sufficient cultural input, and clear methods should be presented to appropriately render the cultural input into the TL. The model presented by this study can be employed at the translation class or course level despite its underdeveloped stage, and further development and studies could then increase its comprehensiveness to cater to all students' needs in text analysis.

Intercultural competence is one of the main factors assisting a translator in creating an efficient interaction with the text. Text analysis cannot be adequately made without preparing the translator to be bicultural as he or she is bilingual, which cannot be achieved unless translation programs include intercultural competence at the core of translation curricula. Meanwhile, PICT (2012) determines the areas that could develop intercultural competence, which includes a thorough knowledge of source and target cultures, culture integration, communication across cultures, understanding interactions between different cultures, knowledge of theories of cultural differences and their impact on translation and communication, as well as knowledge of discourse features.

4   Conclusion

In theoretical and empirical studies, scholars have seemed to unanimously agree that texts analysis is crucial in translation. However, each model views text analysis from its own perspective. On the basis of the selected texts in this study, culture-based text analysis requires employing multiple models to deal with different aspects of the texts and create positive interaction between translators, texts, as well as the available offline and online sources. Specifically, extratextual or sociolinguistic information is required to interpret what is not stated in the text. Conversely, intratextual information offers the denotative and connotative meaning of ST expressions and words, and such types of information can be obtained by employing bottom-up and top-down reading approaches. Employing external comprehension strategies, such as consulting online dictionaries and search engines, is the last step if contextual information is insufficient to solve the comprehension problem. Thus, employing multiple methods to text analysis in either translation class or course may attain sound training in text analysis.

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