EXAMINING THE IMPORTANCE OF CONTEXT EDUCATION IN THE TRANSLATION PROCESS (A DESCRIPTIVE ANALYTICAL STUDY)

EXAMINANDO A IMPORTÂNCIA DA EDUCAÇÃO CONTEXTAL NO PROCESSO DE TRADUÇÃO (UM ESTUDO ANALÍTICO DESCRITIVO)

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Abstract. The purpose of this research was to investigate the importance of context education in the translation process (a descriptive analytical study). The article proves in six research points that translation is a practice that goes beyond the linguistic field to the cultural background and critical context in the processes of understanding and interpretation, in such a way that it is with the main goals of the intended text. Therefore, this research with a descriptive and analytical method that has reached several results claims that the work of translation is not correct without the interpretation capabilities that the translator must have with the background knowledge and awareness of the linguistic characteristics and cultural differences of the two languages. which represents the tools that help the translator to obtain the translated correspondence of the original text after finding the context and its many aspects in which the text exists. Therefore, according to the results of the research, we conclude that in learning and teaching a foreign language, it is recommended that students' linguistic experiences be raised to encourage them to know how to use another language to understand meanings in alternative ways. Finally, without a doubt, translation is a great tool.

Keywords: Examining, context, education, translation, Text

Resumo. O objetivo desta pesquisa foi investigar a importância da educação contextual no processo de tradução (um estudo analítico descritivo). O artigo comprova em seis pontos de pesquisa que a tradução é uma prática que vai além do campo linguístico para o contexto cultural e o contexto crítico nos processos de compreensão e interpretação, de tal forma que esteja com os principais objetivos do texto pretendido. Portanto, esta pesquisa com um método descritivo e analítico que alcançou vários resultados afirma que o trabalho de tradução não é correto sem as capacidades de interpretação que o tradutor deve ter com o conhecimento prévio e a consciência das características linguísticas e diferenças culturais das duas línguas. que representam as ferramentas que ajudam o tradutor a obter a correspondência traduzida do texto original após encontrar o contexto e seus muitos aspectos em que o texto existe. Portanto, de acordo com os resultados da pesquisa, concluímos que no aprendizado e ensino de uma língua estrangeira, é recomendável que as experiências linguísticas dos alunos sejam levantadas para incentivá-los a saber como usar outra língua para entender significados de maneiras alternativas. Finalmente, sem dúvida, a tradução é uma ótima ferramenta.

Palavras-chave: Examinando, contexto, educação, tradução, Texto

1.   INTRODUCTION

Translation has a long history in foreign language learning and teaching. Latin primary school teachers in the Greek communities of the Roman Empire probably used foreign language translation for the first time in the third century BC(Pachler & Field, 1997). There is no doubt that translation is one of the most important means of communication between nations and communities. However, like other sciences, it is not without its problems that surround it from time to time across human cultures with their varied characteristics in language and beyond. This is clearly evident through what is known as social prose translation - as termed by Yves Bonnefoy - through which we can identify cultures and their characteristics for each society among societies (Yves Bonnefoy, 2000).

In the early Middle Ages (Early Middle Ages), when Latin was still a living language and the only means of education in schools, translation was hardly mentioned as an educational tool(Dörnyei, 1998). Translation became more and more important with the rise of the common class of society and the popularity of common translations of classic works. In the last centuries of the Middle Ages (Late Middle Ages), the technique of analysis was integrated with translation in classical languages, that is, phrases and sentences were explained according to their grammatical usage, which caused the formation of their equivalents in popular literature and over time turned into translation. word for word into sentences with an acceptable dialect(Zhang & Zou, 2024).

This operation became the basis of all classical language training and made the relationship between grammar and translation negative for a long time. In the renaissance period, simple translation into a foreign language created a new style in a foreign language, which was usually accompanied by re-translation (combination of translation from the first language into the target language and re-translation into the first language with a very high level of study)(Mohamed, 2024). At the end of the 18th century, Latin education had turned into a highly formal ceremony, which tried to inject rule-based [order] into the student's mind by emphasizing grammatical rules(Kopczynski & Silvia, 2024).

This method of teaching Latin was transferred to a small number of modern languages that were considered foreign languages in Europe at that time, although it was much less common in English-speaking countries such as England and America(Franchisca et al., 2024). During the Second World War, the need to bring American soldiers and government forces to the level became known. This program, based on this acceptable "specialized army training program" of fluency in foreign languages, led to the establishment of the assumption that language is primarily oral, so linguistic communication is the main goal of language learning and teaching. In the late 1950s, with the emergence of structuralism and behaviorism in linguistics and subsequently in psychology, a new method called the speaking-listening method became popular(Qodirovich, 2023).

Still, translation did not play an important role in this method either. Translation sometimes only appeared in early conversations where the need to know its meaning was felt. However, it was still discredited as a comprehensive technique for teaching(Horwitz, 2020). It was thought that translation prohibits thinking in a foreign language and produces an unwanted and wrong type of bilingualism (Tursunovich, 2022).

Umberto Eco elaborated on this in detail in his book titled "To say the same thing approximately (Onishchuk et al., 2020). " This may be more apparent when we are considering the ongoing debate, for example, among translators about the self or social context of a novel; some see it as a self-contained work, while others see it as a social expression(Celik & Yıldız, 2019).

Undoubtedly, the division on this issue reflects the first team's reliance on the novel as a self-contained work tinted by its society, while the second team sees it as an expression of society through the lens of the narrator's self(Setiyadi, 2020).

For example, this message containing a question, then the response from the sender:- What did you think of our report? - It's OK, I guess. This response can be interpreted in different ways depending on the person who said it and the culture being targeted. A translator can understand and adapt the translation of the message accordingly, based on their knowledge of the sender and recipient's culture in their language and beyond.

Therefore, culture plays an important and active role in the translation process, which is why Ronie Ingoue said: "The translator must be able to adjust not only the differences between different languages but also the differences between cultures, lifestyles, situations, and different environments(Rivers, 2018)."

In the recent cognitive and communication trends in language learning and teaching, understanding and consciously controlling the structure of a foreign language through study and investigation is emphasized as much as the ability to use a foreign language. With the recognition of the essential role of the mother tongue in learning a foreign language, support for the importance of translation in foreign language education was also raised(Jabbarov, 2020).

Today, learning and teaching a foreign language is a bilingual practice and is no longer seen as a completely monolingual practice. If it is assumed that the foreign language and the mother tongue exist simultaneously in the student's mind, then language learning is a kind of bilingual process. In other words, a process that promotes bilingualism(Pokrivcakova, 2019).

The increasing importance of being bilingual, multilingual and multi-cultural as a result of global migrations and processes of globalization and technological growth increases the importance of translation in learning and teaching English. With this change towards understanding the importance of the role of the student's mother tongue and the need to explicitly refer to the language(s) that the student knows, the benefits of translation are as follows:

1. The use of translation helps the development of linguistic skills in a foreign language through a brief and clear explanation of the meaning of foreign language items. Because when the knowledge items of the student's mother tongue are mentioned, the knowledge of the foreign language items will be more accurate.
2. By using the language that the student knows, students are more confident in learning a foreign language, so the fear of being unfamiliar is reduced. An obvious reference to the student's mother tongue means respecting the student's previous knowledge.

Since the student's mother tongue is the means by which the students have been socialized and in it have developed their cultural-linguistic identity, this appreciation of their mother tongue adds to their cultural-linguistic growth. Obviously, translation increases the knowledge about the foreign language and the awareness of the similarities and differences of the mother tongue and foreign language systems, as well as the conventional use of these systems in different situations and the use of different types of text(Byram & Wagner, 2018).

Translation to help conscious learning because it creates a general awareness of the language and provides the conditions to reflect linguistic differences and similarities at different levels. Comparative analysis and reflection are also used in translation activities to reveal the ideologies and hidden goals of the text and It can help the student with the limitations of translatability in cases such as implicit meaning, humor, cultural-linguistic ranges and Familiarize yourself with social changes(Gacs, Goertler, & Spasova, 2020).

In addition, the linguistic awareness that is increased by translation also increases intercultural understanding, where translation can initiate a discussion about the universality or specificity of culture and language, situations and uses of polite terms under the influence of culture, formulas and common problems in Transfers from one language to another(Gacs et al., 2020).

Despite these strengths of using translation in foreign language learning and teaching, a huge number of theoreticians and experts are still against it. They consider translation as an unnatural or highly specialized artistic activity that is not at all related to the use of language by the student or even has a negative effect. Reading and listening in a foreign language has no effect. In other words, the discussion about the use of translation continues today(Byram & Wagner, 2018).

The main reasons for continuing to discuss the ineffectiveness of translation in foreign language learning and teaching are the following:

- The nature of translation is not well understood in language teaching circles. But any reasonable discussion about the role of translation in language teaching should be based on the theoretical understanding of translation(Johnson, 2017).
- Translation is mainly used only in acquiring grammatical and technical ability for these cases:
  - Explaining and showing grammatical rules and illustrating them in sentences that are specially made for this purpose.
  - Helping the teacher to determine whether the student has correctly understood the taught material or not
  - A quick tool for teachers to assess a wide range of skills and knowledge(Kramsch, 2014).

These cases of using translation have been unsuccessful in extracting the actual use of translation in education as a complex intercultural and interlinguistic activity. It is the strong functional component of the translation that makes it potentially useful for the language learner(Cook, 2016). If translation is used to make functional equivalents by relating linguistic states to their communicative uses, it may play an important role in empowering language learners in communication (Madkour, 2016; Ur, 2012).

Considering that social cultures provide the main basis for what we consider to be the context in which words and sentences are placed, when we want to express their meanings as the speaker intended, without addition or subtraction, or when they They are supposed to be translated into other languages.

This in turn makes - that is, this study - emphasize the importance of considering the context of speech before interpreting it in the source language and also before interpreting it in the target language: that is, translating it. in other languages; Especially if we believe that translation is not merely the conversion of a word or text from one language to another, but rather the presentation of the idea of the written text with all its precise meanings and current emotions. Edmund Carey said about translation: It is one of the essential communication tools based on cultural sharing and one of the main methods of intercultural interaction (Madkour, 2016).

First of all, the use of translation in foreign language classes should include all extra-translational activities (activities such as a- explicit comparison of the linguistic-cultural phenomenon in the source and target languages b- creative production of the target and source language texts c- Editing the appearance of the original text and the translated text by changing the situational dimensions of the test, d- Getting involved with evaluations dependent on the translation conditions)(Onyshchak, Popovych, & Pochepetska, 2023).

The goal of new activities that can be substituted for translation is the development of the receptive and productive aspects of practical ability, which should be limited to students of It should be a specialist who has a good view of the relations of equivalents between two languages and cultures involved in translation. Priority is given to the communicative use of language and translation should be done only at the text level.

Only at this level can the linguistic and non-linguistic fields be considered fruitful and only by using the text can the nature of equivalent relationships in translation be understood well. With the specific complexity of translation, the original text should be carefully analyzed and discussed in the class with the processes of the translation evaluation model so that all learners get the most benefit from reflecting the linguistic-practical choices of the author of the original text.

The conditions of all texts selected for translation should be carefully explained to the student, and presented as part of the communication conditions(Onyshchak et al., 2023). The first type of translation activity includes the selection of text pairs (source and destination texts) that should be analyzed, compared and evaluated according to the described evaluation model.

Such appropriate activities are useful for sensitizing students to different sources of linguistic meanings in which a specific textual application is realized in the foreign language and the student's mother tongue. In foreign language classes, the foreign language is usually learned based on previous knowledge from the mother tongue.

As mentioned before, this means that the student naturally compares the uses of his mother tongue for specific purposes with the uses of a foreign language for the same purposes(Alfayyadh, 2016). Language learners continue to compare the cultural-linguistic characteristics of both in order to find out the similarities and differences in a natural way. These comparisons are a natural activity for learners of any other language.

Therefore, we can say that the translation used for direct and explicit comparison of the language used in two different texts makes a positive point rather than what is used as a flaw in language teaching circles. Recognizing and discussing inconsistencies as a result of textual analysis and comparison may include a critical discussion on stereotypes and ideological hypotheses(Abdel Latif & Abdel Latif, 2020).

In another translation activity, students are asked to analyze and translate a pair of texts in the source and target languages. Here, it is important to fully familiarize the student with the conditions of the text, in other words, the student should be made aware of the background and application of the text with a motivating view and the translation activity should be as close as possible to the communication need. Let's review a simple example: a neighbor who does not know French at all receives an email from a French girl in French(Kearns, 2006). He notices that his son's name has been repeatedly mentioned, who is currently working in an international company in Paris.

The neighbor is worried that the email might contain bad news. So he wants you (French language student) to give a short summary of it Give it to him in English so that he immediately understands what the email is about and then asks for a complete translation. In other words, the student must first provide a clear and oral version, then a clear and written translation. In another example, similarly, a student is asked to write an oral and clear version as well as a written and clear version(Malin & Rind, 2022). For example, the student is given this scenario:

During the summer vacation, you are working in construction. Your supervisor has just received a new instruction to maintain one of the tractors. Unfortunately, the instructions in the language It is English and has been translated into many languages except Italian (Cao & Fu, 2023). He knows that you are proficient in Italian and he wants you to give him a clear verbal translation of this instruction and also give the other workers the general idea and points of it. The student is asked to provide an oral summary and a written translation, which of course are clear.

In addition to this Hoff example, different scenarios can be used in training, where a real need for translation is simulated. It is very important that students are exposed to different domains and topics so that they can expand their different language resources. In the described scenarios, the resulting translations are evaluated and corrected and discussed in class with

special attention to the reasons and consequences of mistakes and inconsistencies(Carroll et al., 2023).

A more complex scenario involves asking the student to change the use of the original text according to the analysis and translation, for example, asking the students to transform a specialized scientific text into a scientific but general text (this operation is a type of intralingual production). In addition to changing the dimensions of the model, different changes should be made by the student to rewrite the original text based on them.

After producing a new source text (a copy of the original source text) in the student's native language, the learner translates this new text. All changes as well as changes in the text are discussed in class with reference to the original text and the modified text as well as their translation(Shawaqfeh & Khasawneh, 2023).

There is another type of translation activity that uses the student's creative imagination and proceeds based on their simulated needs. In these activities, students do not start with a pre-prepared text, they use the text and are asked to write a text. According to the given application, write a summary of the content of the desired text and other dimensional information related to that application.

In a kind of student activity, they were given this task: write an email to the mother of one of your good friends whom you have never met in such a way that you impress her and make her like you. Your job is to write this email as polite, attractive and entertaining as possible(Khan, Daud, Khan, Muhammad, & Haq, 2023). You have to pretend your inclinations in his personal habits, his environment and his tastes. After this, the teacher and students check the mother tongue email as a group according to the translation evaluation model that was mentioned earlier. In the second task, the students are asked to translate the email into another language, in other words, to translate the same email to another friend's mother in another language-culture, observing all the necessary changes including the environment, tastes and home of the recipient of the email. Another translation activity that involves producing text in the mother tongue is writing advertisements. Based on a compilation of advertising writings, students will learn the hidden hypotheses of advertising production in the writings along with its textual, lexical and grammatical characteristics. are discussed(Sun & Yang, 2023). Then the students are asked to write advertisements in their mother tongue and then clearly and transparently translate these advertisements into another language and leave an appropriate place for linguistic and cultural differences between these two cultures-languages(Cutillas et al., 2023). Naturally, discussing stereotypes will be a part of this translation activity. All the above translation activities include a set of conscious verbal activities in both the student's mother tongue and foreign language. They also include detailed analysis, comparison and criticism of the original and translated texts(Khasawneh & Al-Amrat, 2023). The purpose of this research was to investigate the importance of context education in the translation process in the form of a descriptive-analytical study.

2.   RESULTS AND DISCUSSION

Definition of "السياق" / Context (Firstly)

The term "السياق" (context) linguistically derives from "السَّوْقَ"(to drive). It is said: " ساقَهُ يَسُوقُهُ سَوْقًا. (He drove it, leading it in a direction)" (Ibn Faris, 1979). And it is said: " انساقَت وتَساوَقَت الإبل تَساوُقًا. (The camels moved in parallel and at an equal pace.)" (Arrasyid, Markos, & Aqilah, 2023).

Observing this linguistic meaning has led some scholars of fundamentals to consider context as what is found at the end of speech from the indications that lead it to meaning. It is contrasted with "السِّباق", which is what is found at the beginning of speech from other indications that lead it to where subsequent indications lead. It can be said that the context is

the indications that point to the intended meaning in legal discourse. Context has synonymous expressions that convey its meaning, such as "al-maqam" (the context), "moqtada al-hal" (the context of the situation), "al-qarina" (the clue), and others. Hence the saying: "Likulli maqam maqal" (For every context, there is a suitable expression).

Fundamentals have recognized the elements of context and their impact on determining meaning. One of the most prominent examples of this is their study of indications specific to the general, whether they are connected indications representing the context of the discourse in its language, or whether they are separate indications representing the context of the situation; such as sense, reason, customary practice, and the like(Jangjarat, Kraiwanit, Limna, & Sonsuphap, 2023).

Indeed, Allah has made the Quran easy for remembrance and has called for its recitation and contemplation. This necessitates reflecting on its contexts and the circumstances's of its revelation, each part separately, to strengthen the heart of the Prophet, peace be upon him, and likewise, the hearts of the believers. This separation and revelation over time must encompass all types of contexts in which each part of the Quran was revealed. Hence, the importance of understanding the reasons for revelation, its appropriateness, and its date becomes clear(Rumman & Al Salem, 2023).

The concept of precedence and subsequentness was present in the minds of scholars of various schools of thought, indicating their concern for what preceded and followed the speech'Connecting the meanings of speech with each other is preferable, as long as there is a way to do so(Bassetti, 2023).

In summary, the definition of the concept of "السياق" context can be expressed as the framework that gives the word its intended meaning, considering its connection to what precedes and follows it. It is the general atmosphere surrounding the word and the indicators and signs it encompasses. Moreover, it includes all the circumstances and conditions surrounding the text that are relevant to the speaker, the addressee, or the participants in the linguistic event through the situation.

Levels of Context (Secondly)

When we are discussing the context of a sentence, we encounter two levels of context: internal context and external context. **The internal context** is related to the linguistic material from which the text is composed, and the relationships and linguistic connections that facilitate the process of sequencing. **The external context**, on the other hand, is associated with the external environment and non-linguistic factors, as well as the surrounding circumstances of the event in which the speech took place and was influenced by it. This is known in literary terms as the relevance of the text or its circumstances.

Context, at both levels, is considered one of the important and influential factors in determining the meaning of the text. Words are only understood within their context. For example, the word "عين" (eye) is initially understood as a body part when encountered, as dictionaries of the Arabic language define its meaning. However, we observe a change in the meaning of this word depending on the contexts in which it is used. For instance, we say "وردتُ عين المـاء" (I came across a spring), meaning a well. Similarly, "العين" is another source of water. We also say "كان رأفت الهجان عين مصر في إسرائيل" (Rafat Al-Hajan was Egypt's spy in Israel), meaning its spy. And "أغمض عينَه عن الشيء" (He turned a blind eye to something), meaning he ignored or overlooked it, and so on(Kadhim, Merzah, & Ali, 2023).

The same applies to the English language. For example, if you encounter the word "submit" at the end of a page where you are asked to fill in certain information and then need to press the "submit" button to send it, in this case, you know that its meaning is "to send." However, the word itself, "submit," has a different meaning when it comes in the context of

video games, where the main character faces two options: resistance or submission « to resist» or « to submit». Here, the verb has a completely different meaning.

Similarly, the meaning varies depending on the context even in the Quran. There are words mentioned in the Quran with the same meaning in all the verses except in certain places where the meaning differs significantly according to the context of the verse. One example is the word "زكاة" (Zakat), which usually refers to the alms given, but in this verse ﴿وَحَنَانًا مِنْ لَدُنَّا وَزَكَاةً وَكَانَ تَقِـــيًّا ﴾ "And (made him) sympathetic to men as mercy (or a grant) from Us, and pure from sins [i.e. Yahyā (John)] and he was righteous,"(Sūrat Maryam: 13), it denotes the meaning of purity: as in purification(Pachler & Field, 1997; Pokrivcakova, 2019; Qodirovich, 2023; Rivers, 2018).

Types of Contexts (Thirdly)

As for the types of contexts, any meaning inferred from a single word that is not part of a specific context is a meaning that cannot be described as accurate or precise. These contexts can be classified into the following types:

Linguistic Context

Linguistic context refers to the connections between words in the text. Each word is related to the words that precede or follow it in the text and is not isolated. The linguistic context determines its meaning, helping the translator to choose the appropriate meaning in translation. Linguistic context deals with parts of speech such words, phrases, phonetic structures that form words, different syntactic and morphological structures for the same word.

The meaning of the word varies depending on its phonetic structure, intonation, and rhythm, which correspond to the meaning indicates it. It's a situation where the tone of the word matches the tone of the sentence. Additionally, the meaning of the word varies according to its specified syntactic function in the text and the morphological structure affecting the morphological form of the word, as well as the lexicographic meaning that includes a range of common meanings for a single word, the meaning resulting from the placement of the word among other words in the text, and the style used in expression. Also, consider the social dimension of the word in the context, where the word indicates its meaning recognized by a specific society while another society may not recognize it.

All these linguistic influences control and determine the meaning. The meaning of any single word or even the different meanings found for it in dictionaries is the result of the word's usage in the language through its placement in various contexts. Here, we must be aware that lexicographic meanings are multiple and varied, and one cannot override the validity of another. Z.Y. Smith (1995) says: "The study of direct verbal context explains to us that the multiplicity of meaning in the word is a condition of language, not a linguistic act. Every isolated word outside the context represents a set of presumed meanings without there being a real meaning. As soon as the word is placed in a direct context, multiplicity rises, and acceptance is established.

Therefore, the contextual meaning of the word is what gives it a specific and perhaps context-specific meaning. The word may not be suitable with this meaning except in this context(Rivers, 2018; Rumman & Al Salem, 2023; Setiyadi, 2020; Shawaqfeh & Khasawneh, 2023).

Situational Context

The situational context refers to the specific factors and circumstances that may influence the meaning of a particular text. It is a much broader concept than linguistic context and may be related to facial expressions, gestures of the speaker, social, political, or economic

differences conveyed by the text. Interpretation of Situational context may vary from person to person because it is generally linked to culture. This context is one of the non-linguistic influences that affect meaning, including factors related to the circumstances and environment in which the speech was uttered or written, and the personalities of both the speaker and the recipient.

The meaning is not limited to what the linguistic context alone reflects; rather, the situational or contextual context must be taken into account. The situational context consists of the speech itself, referring to the text spoken or written during the situation, represented by the triad, which is the event motivating the speech, the speaker, and the recipient, considering the relationships between these three in their interconnection. The event affects the speaker, prompting him to speak in accordance with the nature of his response to the situation; this speech is then received by the listener, producing another effect that provides a context that may differ or coincide with the speaker's context depending on the understanding and comprehension of the speech.

This triad encompasses the nature of the topics discussed, body language and its expressions, especially facial expressions reflecting the emotional state of both the speaker and the listener. In addition to the time of the situation itself and the time of the speech being expressed, and perhaps the location often has an impact, giving us all these elements what we can call a context or contexts of speech(Onyshchak et al., 2023; Pachler & Field, 1997; Rivers, 2018; Rumman & Al Salem, 2023; Setiyadi, 2020; Sun & Yang, 2023; Tursunovich, 2022; Ur, 2012).

Cultural Context

This refers to the cultural framework to which a word belongs. This becomes evident when we are using specialized scientific terms that may not be immediately clear except to those with knowledge and expertise in the field. Similarly, words, phrases, and structures that have emerged within a specific culture carry the characteristics and traits of that culture. The cultural context here also refers to the domain around which the discourse revolves, and perhaps some aspects of semantic significance are influential in this aspect.

Emotional Context

Here, the meaning of the word is determined according to the emotional and affective state of the speaker, and the extent to which they intentionally use certain words or intend the meaning of speech during this emotional state. Spoken words are more capable of highlighting this context than written words, in which emotional contexts are not as clearly apparent unless punctuation marks are used accurately without any errors.

Punctuation marks can express the emotional states of the author if used optimally. Otherwise, they are a double-edged sword that can distort the meaning and deviate from the author's intention. Therefore, the emotional state strongly determines the validity of word usage between realism or figurative expressions(Rivers, 2018; Rumman & Al Salem, 2023; Setiyadi, 2020).

Despite dividing context into these types, it's almost certain that these contextual types must all be present in every text to harmonize for clarity of meaning. These variations can be considered multiple aspects of one unified context(Onyshchak et al., 2023; Pachler & Field, 1997; Rivers, 2018; Rumman & Al Salem, 2023; Setiyadi, 2020).

The Importance of Context (Fourthly)

The importance of context manifests in numerous aspects, summarized as follows:
- It determines the intended meaning of a word within its sentence.
- A word has no meaning outside the context in which it is used.

- It helps differentiate between the general verbal meanings and the precise specification of their connotations.
- It is essential for understanding meaning, determining word connotations, specifying referents, and dispelling ambiguities.
- It sets the meaning of linguistic forms.
- It helps differentiate between time and place.
- It facilitates reaching semantic grammatical meaning.
- It identifies the emotional state of the text and its participants.
- It specifies the circumstances and situations surrounding the text.
- It elucidates the cultural patterns influencing the text.

Relying on Literal and Figurative language as Essential Contextual Components (Fifthly)

There are two types of languages in Classical Arabic that undoubtedly emerged during the development of the language: literal language and figurative language. Each has its own definition, characteristics, and situations or contexts in which it is used. The difference between these two languages - literal and figurative - becomes clear in rhetoric through the definition of each. Literal language is defined as the use of words in their realistic meanings.

As for figurative language, it involves using words in meanings other than their realistic ones, due to the presence of a relationship of similarity or the existence of evidence confirming the intended meaning in the figurative language, or other reasons that justify its use.

Figurative language, also known as metaphor, imagery, or rhetorical device, consists of symbols and figurative words - not taken literally - to describe a certain situation in a figurative form in a specific language. It should not be attempted to be understood literally(Onyshchak et al., 2023; Pokrivcakova, 2019; Tursunovich, 2022; Ur, 2012; Zhang & Zou, 2024).

Figurative language is beloved by literary figures and poets who prefer to use it extensively. Arabic literature is rich with various figurative language, encompassing eloquent phrases and exquisite compositions that convey the intended meaning in the most beautiful manner possible.

Moreover, there are individuals outside the realm of literature or poetry who use figurative language in their daily speech. In all situations, whether in moments of joy, sadness, admiration, giving advice, praising, condemning, or any other emotional expressions in life's circumstances, many specialists argue that the use of figurative language is always more common than the use of literal language in many life situations.

Perhaps the greatest arena where the horses of metaphor and simile have raced and competed is the Book of Allah, the Quran. The Quranic verses abound with numerous styles of figurative language.

It is undeniable that figurative language is not exclusive to the Arabic language alone but exist in many languages around the world. For example, in English, the phrase "I'm over the moon" means "I am extremely happy." Here, we can suffice by presenting some figurative language in English along with their meanings and Arabic translations to affirm this fact:

1. They both decided to tie the knot next week. (قرَّرا سويًّا الزواج الأسبوع المقبل).
2. This exam is a piece of cake. (هذا الامتحان في غاية السهولة).

The importance of context, upon which this study relies, lies in establishing a connection between the translator and the cultural context of the text in translating figurative language. It discerns only one meaning for the word, even if its meanings vary within other contexts or when it stands alone. Context refers to the circumstances through which the text is understood, shedding light on the cultural determinants of the text.

Moreover, it clarifies the current meaning of the word within the partial context. The meaning of a word may differ from one sentence in one context to another sentence in another context, and its translation varies accordingly(Mohamed, 2024; Onishchuk et al., 2020; Onyshchak et al., 2023; Pokrivcakova, 2019; Qodirovich, 2023; Rivers, 2018).

The Impact of Context on Text Understanding (Sixthly)

Neglecting context and not paying attention to it leads to either not fully understanding the text, misinterpreting it, or causing ambiguity in some parts of it. It is important to note that context is influenced by several factors that make contexts differ from each other depending on the situation, time, purpose, and circumstances. Thus, it is not surprising to find that the meanings of words and texts change according to the context in which they are used, based on the indicators associated with the text and affecting it(Pokrivcakova, 2019; Qodirovich, 2023; Rivers, 2018).

These indicators can be either linguistic or non-linguistic. Linguistic indicators refer to the words contained within the text itself or external words that fall outside the scope of the text, appearing before or after it. Internal words are referred to as connected linguistic indicators, existing within the context of the text itself, while words appearing before or after the text are referred to as disconnected linguistic indicators. For example, when we encounter a poetry collection containing several poems, our interaction with each poem is guided by connected linguistic indicators distributed throughout the verses and words of the poem.

The collection of poems itself serves as a disconnected linguistic indicator through the context in which the poem is included as part of a group of poems. These disconnected linguistic indicators may extend beyond the relationship of the text with the nearby texts, such as within the same poetry collection, and may even extend further to what others have written about the text itself or similar texts. They may also address the author of the text and the influences that have affected them in their life situations in a general sense, until they are connected to the text affected by a specific situation.

When we are dealing with the translation process within the framework of meaning theories, we can say that translation is a process of rewording the text by extracting the meaning drawn by the components of the text - primarily its context - using the source language to recreate a new text expressing the same meaning of the original text in a new language called the target language.

Therefore, the translator performs two fundamental processes: **first**, dealing with the original text, where they seek to understand the intended meaning by interacting with the linguistic and non-linguistic components related to the text until the translator fully grasps the meaning intended through the source language. **The second** process involves rephrasing the meaning or meanings contained in the original text using contexts in the target language that express the same meaning and create the same impact that the author of the original text sought to achieve in the recipient through the source language(Madkour, 2016; Onyshchak et al., 2023; Pachler & Field, 1997; Pokrivcakova, 2019; Shawaqfeh & Khasawneh, 2023; Sun & Yang, 2023; Tursunovich, 2022; Ur, 2012).

Hence, the journey to search for the meaning intended by the original text depends on the translator's abilities related to understanding, comprehension, interpretation, and rephrasing, often making many translations more renowned and famous than the original text itself. This means that the translator had the ability to read or listen to the text, pondering over the apparent and hidden meanings contained within the text, distinguishing between the literal and figurative language components present in the source language.

The translator could extract the linguistic and non-linguistic contexts that influenced the formulations expressing the meaning to the author of the text. They could determine what they understood from the text at hand during their first reading, specifying what has increased

their understanding upon subsequent or in-depth readings. They could deduce the differences between the original text and the text produced in the source language, aiming to highlight the discrepancies between the source and its translation.

Additionally, they express the meaning of the original text using the target language, returning the resulting text in the target language to an expressive text in the source language once again to identify the differences introduced by the target language.

3.   CONCLUSION

In the end, this brief speech brings us to the understanding that translation goes beyond linguistic boundaries to include important cultural and contextual contexts in the processes of understanding and interpretation and aligns with the main goals of the text. Therefore, this study summarizes that translation cannot be done without interpretive abilities facilitated by background knowledge and awareness of linguistic features and cultural differences between languages, features that translators must possess.

Therefore, this discourse has led us to several conclusions that can be considered a tool to help translators achieve this goal by adapting their translation to the original text after reaching the context on which the text relies, and that considered as a basic reference. The various aspects of these tools include the necessity of establishing effective communication between the translator and the author of the text before starting the translation, understanding the general and specific meanings of the target text, and exchanging information(Kadhim et al., 2023; Onyshchak et al., 2023; Pachler & Field, 1997; Pokrivcakova, 2019; Qodirovich, 2023).

This is one of the most important success factors in translation. It is also necessary for the translator to check the text carefully and ask for additional information from the author if necessary. Contacting the author for more information about the context and conditions of the text shows hard work and commitment to providing high quality services in line with the required translation quality. Therefore, in recent years, we have had a more positive view of translation in the literature of applied linguistics.

Today, translation is considered as an interpretive, comprehensive and ubiquitous activity that plays an important role in the research of practical concepts within and between languages(Kopczynski & Silvia, 2024; Kramsch, 2014; Madkour, 2016; Mohamed, 2024; Onishchuk et al., 2020). Translation is often referred to as a practical and natural way of learning a foreign language. This means that foreign language teachers should encourage students to actively engage in the application process by connecting to all available linguistic resources and giving credit to what students can understand creatively.

Translation activities are not educational tools for students to encounter, but they should create conditions for simulating the learning process. Although it may be thought that translation is an activity performed only by professional translators, translation is a practical, general, and highly comprehensive process that we all do when we adapt the words and writings of others to our world of words. to give(Dörnyei, 1998; Franchisca et al., 2024; Gacs et al., 2020; Kadhim et al., 2023) .

We interpret, we do. Therefore, translation is the general human ability to make meaning from text and text. Translation is not an unusual activity, but an activity that occurs naturally in the learning process. Despite this growth in favor of translation, the problem is that language learning is not understood as a continuation of previous experiences and an increase of existing linguistic resources, but as a separate and new input very different from the mother tongue (Madkour, 2016; Shawaqfeh & Khasawneh, 2023; Sun & Yang, 2023; Tursunovich, 2022; Ur, 2012).

That a person who knows is considered separate. However, the student's mother tongue is not completely separate in the student's mind. As a result, translation is a natural and normal process that occurs in all cases of language use. In the foreign language class, students usually

encounter the text and have an innate tendency to interpret it, and in doing so they inevitably refer to the reality of their language-culture in a distorted way.

Therefore, the foreign language should not be presented to the student as a problem unrelated to his previous language experiences, but something very close to it and an additional resource for his multilingual linguistic repertoire. This means that in learning and teaching a foreign language, it is recommended that students' linguistic experiences are brought up to encourage them to know how to use another language to understand meanings in alternative ways. Finally, without a doubt, translation is a great tool.

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