Translating and Relativity within Cognitive Stylistics Perspective

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Abstract

This paper intends to investigate the process of translating through shedding light on the relative thinking within cognitive stylistics perspective. In a method of seeing how to understand the world and that by a process of mental representation the language is conceived. Mental representations through which people communicate is established on the language they employ, the mental representations of people involve their knowledge, and their previous experience. Having analyzed translations of Hawking's book "a brief history of time" 1988, relying on two Arabic translations. The paper concludes that translators differ in their manifestations of language in terms of the linguistic capacities, non-linguistic cognitive abilities, and of the communicative functions.

Keywords: cognitive stylistics, translating, relative thinking

I. INTRODUCTION

Cognitive stylistics considers people as cognitive human beings who depend on their background knowledge and experience to understand a text. In other words, cognitive stylistics offers an important approach for the reader to have a apparent view of text, context, uses, knowledge, and beliefs. It associates readers to apprehend and approach how a literary context is built (Stockwell, 2002). Moreover, it employs cognitive tools to interpret the imaginative dimensions of literary text worlds (Kristiansen et al., 2006). It considers the cognitive processes by which readers respond to certain aspects of texts. One more important point to be added here is that tries to capture how readers in the interpretation of texts utilize their real- life schematic knowledge. Texts involve triggers that stimulate aspects of readers' prior knowledge in order to allow them to build a mental representation of the world of the text (Areef, 2016).

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Cognitive stylistics researchers considers style as a creative choice made by authors, relying on capacities that language allows and restricts, readers during the reading process engage in creative reconstruction and imaginative construction (Jones, 2015). The explaining of what tends to occur during the reading process and how it effects the interpretations of readers who take on an active role in recognizing textual meanings, is the main concern of cognitive stylistics (Sirinarang & Wijitsopon, 2021). In accordance with the known as cognitive principle of relevance, the inherent capacity of humans to concentrate their attention on relevant information is contained. Within the cognitive principle of relevance, Human cognition moves to be adjusted to the maximization of relevance (Heine & Narrog, 2010). Relevance theory, as a theory of communication, systematically is utilized in human interaction, and analyzed communication as an inferential process that has been accepted by most social scientists explicitly or implicitly (Sperber & Wilson, 1997).

Cognitive stylistics concentrates on the relationship between linguistic choices and effects on the one hand, and with the texts and readers' interpretations of texts on the other (Semino & Culpeper, 2002). It deals with how linguistic analysis is systematically based on theories, such as schema theory, text- world theory, foregrounding theory, mental space theory, etc. All these theories focus on reading and cognition and provide frameworks for the analysis of literature (Ghani, 2016).

A. Schema Theory

Schema is a general knowledge structure used for understanding, and is seen as a cognitive tool by which information in long- term memory is stored. The theory of schema is geared receivers to recognised a text from a universal perspective. Consequently, the role of schema theory in comprehension is substantial (An, 2013). The key idea within cognitive stylistics is schema theory in which meaning is not implicated only in the text, rather the reader grasps the meaning by employing his previously acquired knowledge (Burke, 2014). Schema theory is of dual facet known as the process of bottom-up or stimulus-driven, and the process of top-down or conceptually- driven (Rumelhart & Ortony, 1977). The first one, due to linguistic characteristics of the text, triggers the reader to build a mental world, the other utilizes the background knowledge that is activated by particular linguistic materials. A person has his cognitive stock which is called schema in which he stores all his memories, past events, and experiments. when a person sees or reads something, he conjures up his memories, knowledge, emotion, feeling, and culture and activates his schema in order to fill gaps and connect the new ideas that he faces with his

previously knowledge associated with alike idea. All experiences are stored, and the human mind during the process of apprehending a new situation that is like a stored situation retrieves these experiences, is the principle of schema theory. The reader relies on an internal stimulus and the previously acquaired knowledge, in the process of understanding language. Cognitive representations that help to interpret a linguistic input is recalled by the human mind (Zaghlol, 2019).

B. Text- World Theory

Text-world is a mental representation that participant conceptualizes to apprehend linguistic communication. It is conceptual or cognitive spaces that are formed through amalgamation of linguistic cues on the one hand, and the participant's knowledge and inferences on the other (Whiteley, 2011). It is unique because of its application of cognitivist bases are comprehensive. It is focued on how a text is formed and how the production and reception of that text is affected by the surrounding context. The central focus of the text-world theory is human communicative processes. In order to produce a unified and comprehensive framework, the theory uses a variety of cognitive, philosophical, and psychological approaches to language and conceptualization. For instance, do you think in your mind about a day in the week? Are you above or inside the day? Is the week a circle or a straight line? Probably, your mental models of these concepts formed a certain color, or shape (Gavins, 2007).

C. Mental Space Theory

Small conceptual packets formed whenever we think and communicate, on account of the understanding process and action, are mental spces. They are interconnected and generally used to model dynamical mappings in thought and language (Fauconnier & Turner, 1998). These mental spaces are constructed online (or 'in the moment') in the processes of thinking, talking, and inferring meaning (Gibbons & Whiteley, 2018). They are temporary containers for relevant information about a certain domain (Kristiansen et al, 2006).

D. Foregrounding Theory

The assumption of foregrounding theory assumes that the novelty of an unusual use of language or a linguistic variation motivates a defamiliarizing process that is accompanied by affections, and those affections direct, in turn, readers' refamiliarizing interpretative efforts (Ferreira& Schwieter, 2017). Boase-Beier (2014) says that foregrounding plays a major part in stylistic theory. Foregrounding is not simply something forms on stylistic deviation, but also on different ways of describing an object or event. One of the cognitive effects of

foregrounding is to make readers rethink their views of the world, such as the foregrounding process of negation.

The foregrounding process of negation assumes that negative produce an extra complex mental space structure than the corresponding positive form. A positive form regularly presents a mental space less than the negative. That's to say, the negative case evokes two mental spaces, one for realizing the positive counterpart and the other for negating the positive assertion. In text-world theory, the positive counterpart is conceptualized by readers of a negative text. the negative case, for example, "The windows are not broken" motiviates readers to conceptualize the corresponding affirmative "The windows are broken" first before translating it into unbroken windows. The conceptual path that is modeled by text-world theory produces how negation is cognitively processed. The negation is recognized as a foregrounding device that makes particular aspects of a text extra eminent (Gibbons & Whitely, 2018).

Foregrounding and its relation to translation are that foregrounding is evidence of an emphasis on form, then its presence produces what Gutt's relevance-theory view calls a communicative clue; that is, it guides us to the sender's wish to attract attention to a particular word, phrase or passage. This communicative clue draws attention to structures for which it is up to the reader to conclude contexts; that may be the author's intention (Boase-Beier, 2014).

Foregrounding implicitly introduces an issue: what should have guided the author to express in this remarkable way? Foregrounded features are discovered on different levels of tropes, such as metaphor (Leech & Short, 2007). Foregrounding refers to how particular aspects of a text manifest eminent through textual patternings. It is the psychological impact of particular textual devices. In this way, foregrounding guide readers' attention. In stylistics, foregrounding is created by parallelism, and deviation at different linguistic levels of a text (Whitely & Gibbons, 2018).

(a). Parallelism

Parallelism is the useing of similar pattern of words for two or more ideas having equal degree of importance organized in a successive and balanced layout, enabling readers to apprehend the meaning or recognize the relationships amongst ideas. It indicates the use of words, phrases, clauses, or sentences that have the same structure, sound, or meaning. Its impact is that it helps a writer to focus on an idea, image, or relationship, in order to attract the readers (Almehmdawi, 2018).

(b). Deviation

The deviation is any departure from the normal and typical norms of language. It points to a sentence, or another unit, which violates the rules of the familiar use of language to attract the readers and emphasize some ideas by deviating from the rules, such as when placing verbs in subject positions and misplacing adverbial and prepositional phrases (Mansoor & Salman, 2020). Whereas parallelism refers to an unexpected regularity, deviation is seen as an unexpected irregularity (Khawaldeh & Neimneh, 2017).

II. METHODOLOGY

The study adopts a qualitative, descriptive approach under the umbrella of cognitive linguistics, through the application of Gutt's (2000) model of translation which is based on relevance theory (RT), since the main regard of this study is the relative thinking in the translation process. The translation is an act of communication between the source language (SL) and the target language (TL) (Gutt, 2000; Gutt, 2005; Ghazala, 2018). It is seen as a process of stylistic interpretation based on investigating the various types of cognitive stylistic features of language and their impacts and implications in the source text (ST) from a cognitive perspective (Ghazala, 2018).

Gutt differentiates between direct and indirect translation, to comprehend the translation as a communicative act. The direct (interpretive) translation resembles the ST thought and the linguistic, semantic, and stylistic layout, on the one hand. The indirect (descriptive) translation works differently and is not resemble the SL, on the other. The translator, in the indirect translation, combines the original communicative intention by extracting relevant information and directs it into the target text (TT) making the needed justifications to meet the reader's expectations. By this process, the translator may alter the ST cognitive stimuli by embracing TT ones. Also, the translator can add new contextual impacts, specific cultural data, meanings, etc. Moreover, he can change the text such that it diverges from resembling the ST it firstly comes from (Martínez, 1998; Ghazala, 2011; Gutt, 2014). Two translations are presented for the analysis. The first one is for "Mustafa Ibrahim Fahmi" (2016). The other is for "Basil Muhammed Al Hadithi" (1990). The translations of the two translators are analyzed in order to answer the following research issues:

1- To investigate the performance of the two translators through relative thinking in the translation process.

2- To explain the cognitive tools of the human mind and language.

3- Any way of translation (direct or indirect) provides more cognitive and emotional effects?

III. DATA ANALYSIS

SL Text (1): "Up to now, most scientists have been too occupied with the development of new theories that describe what the universe is to ask the question why" (P. 193).

TL Texts:

1- Fahmi: "حتى الآن فإن معظم العلماء كانوا مشغولين جدًا بإنشاء نظريات جديدة تصف ما الكون، بحيث لم يسألوا لماذا (p. 298)."

2- Al Hadithi:"انهمك العلماء في زماننا هذا في البحث عن نظريات جديدة تصف ماهية الكون وتثير السؤال، لماذا؟" (p. 261).

Discussion and Analysis:

The first one is a direct translation where the translator focuses on resembling the SL. Despite the translator's attempts to follow the author's steps, he doesn't succeed in conceiving the text, in that it is not fit to the situation how come scientists don't ask a question in the construction "بحيث لم يسألوا لماذا" and the whole concept is not understandable.

The second one is an indirect translation where the translator turns over from a thought which is "انهمك العلماء في زماننا هذا في البحث عن نظريات" to another which is "وتثير السؤال، لماذا؟", by focusing on showing an idea which is "النظريات" and not distracting the reader's attention in the transition between ideas from one point into another in the process of transferring.

The relativity in the interpretation is manifested because each of the translators has his own mental representations knowledge, experience, and attention.

SL Text (2): "The earliest theoretical attempts to describe and explain the universe involved the idea that events and natural phenomena were controlled by spirits with human emotions who acted in a very humanlike and unpredictable manner. These spirits inhabited natural objects, like rivers and mountains, including celestial bodies, like the sun and moon. They had to be placated and their favor sought to ensure the fertility of the soil and the rotation of the seasons" (p. 198).

TL Texts:

1- Fahmi: "اقدم المحاولات النظرية لتوصيف وتفسير الكون كانت تتضمن فكرة أن الأحداث، والظواهر الطبيعية، تحكمها أرواح ذات عواطف بشرية تتصرف على نحو مشابه جدا للبشر، ولا يمكن التنبو به وكانت هذه الأرواح تسكن في الأشياء الطبيعية، مثل الأنهار

والجبال، بما في ذلك الأجرام السماوية مثل الشمس والقمر. وكان ينبغي استرضاؤها والتماس عطاياها لضمان خصوبة التربة ودوران الفصول." (p. 293).

2- Al Hadithi: "لقد انطوت محاولات النظرية الأولى لوصف الكون وتفسيره على فكرة مؤداها ان الاحداث والظواهر والمفاهيم الطبيعية انما تتحكم بها ارواح لها انفعالات بشرية أي أنها تتصرف بطريقة بشرية لا يمكن التكهن بها، وتسكن في الاجسام الطبيعية، كالانهار والجبال، مثلما تسكن في الاجسام السماوية كالشمس والقمر. وينبغي لنا أن نسترضي هذه الارواح والاجسام وأن تلتمس شفاعتها لضمان خصوبة الأرض وتعاقب الفصول الأربعة" (p. 257-258).

Discussion and Analysis:

A direct translation is adopted in the first translation because it resembles the SL text. The construction "the rotation of the seasons" is rendered as "دوران الفصول", to preserve not just what the ST said, but also how it said it.

An indirect translation is adopted in the other one since is not resemble the ST. A repetition occurs in the construction "وتسكن في الاجسام الطبيعية، كالانهار والجبال، مثلما تسكن في الاجسام السماوية كالشمس والقمر" with the verb "تسكن" to attract the receiver attention. The inferential mechanisms spontaneously tend to pick out the relevant input and process it productively in "تعاقب الفصول الأربعة" for "the rotation of the seasons", where the translator adds the lexical item "الأربعة".

SL Text (3): "Except for children (who don't know enough not to ask the important questions), few of us spend much time wondering why nature is the way it is; where the cosmos came from, or whether it was always here; if time will one day flow backward and effects precede causes; or whether there are ultimate limits to what humans can know" (p. xiii).

TL Texts:

1- Fahmi: "باستثناء الأطفال الذين لا يعرفون ما يكفي لمنعهم من أن يسألوا الأسئلة المهمة، فإن عددًا قليلا منا هم الذين ينفقون وقتا كثيرًا في تساؤل عن السبب في أن الطبيعة هي ما هي عليه، ومن أين أتى الكون، أو هل كان دائما هنا؛ وهل يأتي وقت ينساب فيه الزمان إلى الوراء وتسبق النتائج الأسباب؛ أو هل ثمة حدود قصوى لما يستطيع البشر أن يعرفوه." (p. 13).

2- Al Hadithi: "وباستثناء الاطفال الذين جبلوا على اثارة السؤال فان عدداً قليلاً منا يصرف جلّ وقته مستفسراً عن صورة الطبيعة التي نراها وعن مصدر نشأة الكون وهل كان موجوداً منذ الازل، وهل ان الزمن سيتجه بالاتجاه المعاكس في يوم من الايام، وهل ان النتائج تسبق الاسباب، وهل توجد حدود قصوى لمعرفة الانسان" (p. 13).

Discussion and Analysis:

The first one is a direct translation, where the translator follows the author step's in the interpretation of the text where he reserves the same foregrounding device which is the negation in the construction

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"who don't know" for "الذين لا يعرفون ما يكفي لمنعهم من أن يسألوا الأسئلة المهمة" enough not to ask the important questions", to keep the same foregrounding process of negation, in turn, that triggers mental spaces more than the positive case. The translator transfers the lexical items "spend much time" directly as "ينفقون وقتا كثيرًا" by making a metaphor that links two conceptual domains which are the source domain and the target domain. Another cognitive stylistic feature here, is where the translator uses parallelism by repeating the question in " هل كان دائما هنا؛ وهل يأتي وقت ينساب ...أو هل ثمة حدود..." to attract the receiver attention.

The second one is an indirect translation where the translator tries to comprehend the implicit communicative clues in the construction "who don't know enough not to ask the important questions" and reproduces it as "الذين جبلوا على اثارة السؤال" by making a reverse process in which the negation is turned to the positive case. In this case, the situation is loaded with mental spaces, the conceptual route that is modeled by the translator makes the reader conceive the situation positively to cognize it away from the complexities of the negation case. The translator reflects on the situation by comparing it to the stereotyped events related to more familiar contexts held in his memory by reconstructing mental operations out of daily existence. Another point, he renders a metaphor by mingling "وقت" with "صرف" in "يصرف جلّ وقته" by making use of a familiar area of knowledge, in a way that makes it more accessible to human understanding, this creative way of thinking introduces a genius choice of the translator, whereby he recognizes something which is "صرف" in terms of another "وقت". A parallelism which is a tool of cognitive stylistics is adopted by using similar pattern of words for ideas with a similar degree of importance "وهل ان النتائج.. وهل ان الزمن ، وهل كان الكون موجوداً منذ الازل تسبق الاسباب، وهل توجد حدود قصوى لمعرفة الانسان" to achieve a certain effect to the receiver.

SL Text (4): "I have had suggestions of how to improve the book from a large number of people who have seen preliminary versions. In particular, Peter Guzzardi, my editor at Bantam Books, sent me pages and pages of comments and queries about points he felt that I had not explained properly. I must admit that I was rather irritated when I received his great list of things to be changed, but he was quite right. I'm sure that it is a better book as a result of his keeping my nose to the grindstone" (p. xi).

TL Texts:

1- Fahmi: "وصلتني اقتراحات عن طريقة تحسين هذا الكتاب من عدد كبير من الأفراد الذين رأوا النسخ الأولية. وقد أرسل لي بالذات بيتر جوزاردي، المحرر في دار نشر كتب بانتام صفحات وصفحات من التعليقات والاستفهامات عن نقاط شعر هو أني لم أفسرها بما يلائم ويجب أن أقر بأني أصبت بشيء من الضيق تلقي قائمته الهائلة عن الأمور التي

ينبغي تغييرها، على أنه كان على حق تماما. وإني لعلى يقين من أن الكتاب أصبح أفضل نتيجة (p. 12). "لأنه وَضَعَ أنفي في التراب"

2- Al Hadithi: "لقد تلقيت سيلا من المقترحات لتحسين هذا الكتاب من عدد كبير من أولئك الذين حصلوا على نسخ تمهيدية منه ولاسيما من بيتر جوزاردي محرر الكتاب في دار نشر بانتام الذي أرسل لي من المقترحات واستفسر عن بعض النقاط التي رأى انني لم افها حقها من التوضيح. ولابد لي ان اعترف هنا انني قد اغتظت في بادىء الامر عندما تسلمت قائمته الطويلة من الاستدراكات لكنني أدركت فيما بعد أنه كان على صواب وانا متيقن من ان الكتاب قد أصبح أفضل من قبل بسبب إصراره على التغيير" (p. 11).

Discussion and Analysis:

The first one is a direct translation where the translator transfers what the author says directly as it is said. The translator preserves the content as "وَضَعَ أنفي في التراب" and leaves the communicative intention.

The second one doesn't resemble the SL and an indirect translation is adopted. The translator in

"بسبب إصراره على التغيير" renders the communicative intention of the SL. Human minds have creative capacities that are performed in using language. This Creative product mirrors playful human cognitive faculties in achieving cognitive effects with less processing effort.

SL Text (5): "Isaac Newton was not a pleasant man. His relations with other academics were notorious, with most of his later life spent embroiled in heated disputes. Following the publication of Principia mathematica – surely the most influential book ever written in physics – Newton had risen rapidly into public prominence. He was appointed president of the Royal Society and became the first scientist ever to be knighted" (p. 199).

TL Texts:

1- Fahmi : "لم يكن إسحق نيوتن بالشخص اللطيف وعلاقاته مع الأكاديميين الآخرين مشهور أمرها، وكانت معظم سنوات حياته الأخيرة مشوشة بانشغالها في خلافات مشتعلة وعقب نشر كتابه ((مبادئ الرياضيات))- وهو بالتأكيد أكثر الكتب على الإطلاق تأثيرًا في ما كُتب في الفيزياء - ازداد سريعا ما له من شهرة عامة. وعُيّن رئيسا للجمعية الملكية وأصبح أول عالم، على الإطلاق، يُرسَّم فارسا" (p. 305).

2- Al Hadithi: "لم يكن اسحق نيوتن شخصاً لطيفاً وكانت صلته بعلماء زمانه سيئة جدا وكان قد أمضى سنوات حياته الاخيرة في الدخول في جدل ساخن معهم. وبعد ان نشر كتابه مبادئ الرياضيات الذي يعد بلا شك من أكثر الكتب اثرا في الفيزياء على الاطلاق ذاع صيته وعلت منزلته وعين رئيسا للجمعية الملكية وأصبح اول عالم يمنح لقب فارس" (p. 267).

Discussion and Analysis:

The first translation is a direct one where the translator mirrors the original content of the constructions "notorious" and "with most of his later life spent embroiled in heated disputes" respectively as "مشهور أمرها" and "معظم سنوات حياته الأخيرة مشوشة بانشغالها في خلافات مشتعلة" by

resembling the ST and preserving the lexical item "most", on contrary to the other translation. Moreover, the translator renders the construction "had risen rapidly into public prominence" as "ازداد سريعا ما له من شهرة عامة" in an attempt to preserve not just what the ST said, but also how it said.

On the other hand, the second translation is TL-oriented, and an indirect translation is adopted. The translator in the construction "His relations with other academics were notorious" describes the type of the relation as

"وكانت صلته بعلماء زمانه سيئة جدا", to make the receiver conceives what the text means. The construction "spent embroiled in heated disputes" is conceptualized as "أمضى سنوات حياته الاخيرة في الدخول في جدل ساخن معهم", where the translator successfully renders the verb (spent) which stands for (Isaac Newton) and adds the lexical item "معهم" to facilitate the conception process. The translator turns over from a thought which is "وكانت صلته بعلماء زمانه سيئة جدا" to another which is "أمضى سنوات حياته الاخيرة في الدخول في جدل ساخن معهم" , by focusing on strengthening the central point which is "Isaac Newton" and not distracting the reader's attention in the transition between ideas in the process of transferring the text.

IV. FINDINGS AND DISCUSSION

According to the analyzation of translations of five sample texts, it is found that, how cognitive stylistic translation is processed and consequently meaning is formed in the TT concerning the analysis of the cognitive stylistic choices, the interpretation, and impacts they might implicate, and how they are conceptualized. Parallelism and deviation which are stylistic devices do contribute to how a reader comprehends a text. Foregrounding enables receivers to engage in successful communication with transmitters. Results show that particular lines of a text with foregrounding elements manifested more striking and had a valuable discussion as opposed to other elements. This cognitive stylistic process to translation is considered by relying on relevance theory. The two translators transport the meaning and interpretation into TL through the relative thinking that is based on their schema, ideological, sociocultural, and previous experience, taking into consideration the mental state and the backgrounds of the target readers. In relevance thinking the translator attempts to conceptualize the context in a mental construction and the result is of cognitive processes. The differences between the translators in the ways they conceptualize the text mean a difference in their translations. The direct translation that resembles the SL is more difficult for readers to process than in the translations of (Fahmi).

The indirect translation is adopted by (Al Hadithi) and it is easier for readers to process and provides emotional effects.

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