



Handout Course Book

Introduction to translation (French /English/French)

مدخل إلى الترجمة ب - ب - ب

Module provider

Department of Translation and Interpretation, Faculty of Letters and Languages,
Badji Mokhtar- Annaba University

Module Leader: Dr. Leila Boukhemis - Maitre de Conférences (A)

Class: L1 (S1 + S2)

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Regularity: weekly 01h30 Face-to-face class on campus

Number of hours per semester: 22h30m

Teaching Unit: UEF2 fundamental

Credit : 2

Coefficient : 1

Assesment : Exam + Mini-Test both 'In presence'

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Introduction

Aims of the training

This curriculum is designed to introduce L1 graduate students to the basic skills needed for translation between English and French, mainly in specific fields of the local job market. In fact, since 04 other modules of translation are mainly intended to initiate L1 students to general translation between Arabic and Foreign languages, we have intended this module to two main concerns:

- **First:** introduce L1 students to the main linguistic/Stylistic convergences and divergences that occur during the translation between English and French.
- **Second:** introduce L1 students to the functional/Pragmatic translation in the job market where English and French are used on a daily basis as live working languages, especially in the industrial sector. Hence, students will be prepared to act and react to real-condition professional situations.

Prerequisites

The content of this *Course handout book* requires a good command of both languages (B) and (B'), since the direction of translation is between the two : from B to B' and from B' to B. It also requires acceptable skills in Computer Science (Hardware and softwares).

Training outcomes

At the end of this content unit, students should be able to:

- Go through a full **process** of translation within three steps: pre-transfer, Transfer, Post-transfer).
- Use the **techniques** of translation between English and French languages.
- Develop an **extended knowledge** of grammatical, lexical and idiomatic structures between B & B'.

- Interact on a wide range of **topics**, mainly on business-related terminology.
- Analyze/**synthesize** information in written texts within Synthetic transfer.
- Acquire a reflective practical work on translation **issues**.
- Translate a **curriculum vitae** from/into B & B' to apply for a job later on.

Module Overview

- The content of this **course handout** is basically delivered in English language; and the orientation of the translation is being given in the two language pairs: English/French and French/English, in order to much the didactic purposes of the relevant module.
- The relevant module content has been conducted through tutorials (Travaux dirigés TD 90%) and lectures (Cours 10%). In fact, my main concern with first class students has always been to start directly with exercises along with a quick theoretical explanation of the matter. Once the students assimilate properly the practical work through multiple examples, at that time only I go back to the related theoretical course that mostly includes definitions. In fact, this methodology seems to be productive and spares a lot of time, compared to the one that consists in explaining the conceptual matter within multiple sessions and thus, revealed to be time-consuming.
- Most of the source texts meant for translation are selected from Business field: administrative, judicial and commercial fields in order to illustrate a wide range of translation issues within the language pair, principally those related to terminology. The analysis of texts is conducted on the lexical, structural, semantic, stylistic and cultural levels. The students carried out the translation both outside and in-person sessions, in order to speed-up the process and receive a thoughtful feedback from the teacher. During the class, each theoretical or practical issue was followed by a discussion that provided a critical thinking to translation choices.
- What about those legendary **Study quotes** that punctuate the pages of this course handout!? According to my experience as a teacher, I find it useful to add a motivating quote at the end of each conceptual or practical item to enhance the

students' psychological state of mind. In fact, L1 students used to be interactive to the quotes that really had a positive impact on their behavior towards studies and influenced their performances, because the message conveyed by the quote is inspiring and appealing. Moreover, the noticeable positive impact of the study quote was not only embodied in the text message, but also in the graphics of their JPG file that includes multiple colors and designs within a small framework that does not exceed ten centimeters square. It is obvious that from visual semiotics point of view, colors, designs, pictures and symbols, do have a potential impact on the receivers of the message, and I noticed that students like too much those small quotes and were eager to receive them. However, I in this textbook I have mentioned only the plain text of the quote without any graphics for the sake of the lay out and the framework. Finally, I would want to report that the quotes are taken from the following website: www.thebrainboxtutorials.com

Motivating Study Quote 01

*There is no elevator to success.
You have to take the stairs !*

Tutorial 01 Introduction to the Techniques of translation

Aims of the training

This course will introduce the novice students to the first steps of translation according to the basic Linguistic theory of translation, it will also provide them with definition of those notorious techniques of translation elaborated by the two Canadian linguists Vinay and Darbelnet and that concretised a known success among the translators worldwide. The subsequent exercises on the matter will give evidence to this attainment.

The Process of translation is a set of stages followed by the translator in order to render a high-quality target transfer, it can be summarized in bulk into the following basic steps:

- Comprehensive reading of the source text.
- Key notions highlighting.
- Documentary research on the ST topic.
- Reformulation in the target language.
- Proofreading of the translation.
- Spell check.
- Quality assurance (through *Back translation* or *Parallel text* revision).
- Desktop publishing of the document.
- Final revision before submission.
- Final editing/delivering to the customer (in case of a functional translation).

Techniques of translation: hereunder a brief definition of the techniques of translation according to Vinay and Darbelnet (1958-1977) point of view:

The strategies used by a translator are skills and procedures that promote the acquisition and use of information, and may be associated both with the *product* (the translated text) as well as with the *process*

of translation itself. These strategies are a set of formulated rules or principles used to reach the goals determined by the translating situation. [...]. One of the leading taxonomies and certainly the best known is that of Vinay and Darbelnet. The seven basic translation procedures are according to them, *adaptation, calque, equivalence, modulation, borrowing, literal translation and transposition* (Category shift); although they also refer to *expansion* and *addition* (Gouadec, 1992:19)

1. Borrowing/Loan words

Borrowing is a technique of translation that consists in using a word, a term or an expression in the target language without translation. It is usually used when the said word or expression does not exist in the target language/culture, so the translator is obliged to borrow it from the source language/culture to the target. Besides, a borrowing is taking place whenever the translator tries to get an exotic stylistic effect in the target text. Ex. T-shirt, Couscous, Excel, etc. The most important fields where borrowing is used are Science/technology and cultural bound features.

2. Transfer/Calque

A “Transfer” or a “Calque” consists in translating literally a foreign term, expression or a proper noun on the lexical or structural level. Ex. *Banque Exterieur d’Algérie* is a proper noun of a bank translated officially into Arabic as a calque "القرض الشعبي الجزائري". The main difference between a borrowing and a calque is that the former is not translated, it imitates both the morphology and the pronunciation of the loan word, but the calque is a word for word translation that does not imitate the pronunciation, ex. *Coffee break = Pause café*

3. Word for word transfer

Literal or Word for word transfer occurs when the translator transfers a sentence to the TT by keeping more or less the same word order and the literal lexical

equivalents. It's a direct transfer that observes the same nature and function of words from ST to TT, that means the linguistic servitudes are respected, ex.

ST: *The Faculty of languages is situated 06 km far from the Center of the town.*

TT: *La faculté des langues est située à 06 km du centre ville.*

4. Modulation

Modulation is a change in the point of view between the writer and the translator without changing the meaning. It can be obligatory whenever it is dictated by the target language characteristics (linguistic or stylistic requirements), and some other times it seems optional. In this case, the translator himself chooses to change his point of view in the TT or to keep the same word, phrases or expression as in the ST. Hence, it is understood that modulation is one of the most interesting techniques of translation that put the genius and the competencies of the translator far ahead. Ex.

ST: I did try to dissuade him from keeping his point of view but without success.

TT: J'ai fait de mon mieux pour le dissuader mais en vain.

Key: From substantial to unsubstantial - Modulation by opposition

5. Category shift

This technique involves a modification in the grammatical category of words in the TT, sometimes as a requirement and some other times it is optional. For example to convert a ST verb into a TT noun, adverb or another category. This technique is frequent and very helpful to the translator, ex.

ST: Literature considerably enhances the cinema.

adv verb

TT: La littérature a un grand rôle dans le développement du cinéma.

adj noun

6. Amplification

This technique consists in extracting implicit ST meanings to the target text. In fact, sometimes the target language doesn't accept a meaning to be kept implicit as in the source text, and some other times, the extraction remains optional, that means it's up to the translator to do it in the TT or not. It goes without saying that « expansion » differs from « paraphrase » because the former is a technique of translation, whereas the latter is a stylistic technique. Besides, in paraphrase, the translator adds information from his own initiative in footnotes or between brackets in the body of the target text, but when he deals with expansion, he doesn't add anything, all he has to do is to extract the meaning hidden behind the structure in the source text, ex.

ST: Peter was hurt by these remarks

TT: Ces remarques avaient blessé **les sentiments** de Peter.

7. Équivalence

It consists in rendering the same meaning in TT by using completely different words, phrases or expressions. This technique is frequent in the translation of idioms, proverbs, sayings, and whatever is cultural bound and cannot be left invariant in the target language, ex. 'What's up?' = 'Quoi de neuf?'

8. Adaptation

The translator comes to adaptation whenever he does not find a situation in the target language that makes an equivalent of the source text situation. In this case he has to look for an equivalent situation in the target language/culture. Ex. Cycling is the most famous sport in France, when it comes to translation into English, it must be replaced by the most popular sport in Britain (Rugby as an example) or in America (Basket ball as an example). Hence, the problem of equivalent situations can be resolved by reference to comparable cultural cases. Another example: the sizes of shoes and clothes differ from a culture to another, ex. what is size 38 in European culture is 7, 50 in American culture.

Now that the techniques of translation are briefly defined, you find hereunder many practical examples that strengthen your comprehension. Read them properly; try to answer them, then check the correction at the bottom of each practical work.

Motivating Study quote 02

On ne peut pas rattraper le temps perdu, mais on peut arrêter de perdre son temps !

Practical work 1 on Techniques of translation

Aims of the training:

The following three successive exercises on techniques of translation include many examples, the exercises aim at developing the skills of the students in matter of the techniques use as per Vinay and Darbelnet point of view. By the end of these exercises the students would be able to make lexical, structural, stylistic and cultural changes whenever they translate between B and B'.

Identify and explain the techniques of translation in the table below

SOURCE	TARGET
1. This course <u>is easy!</u>	1. Ce cours <u>n'est pas difficile!</u>
2. Quelle heure est-il?	2. What time is it ?
3. People <u>around</u> him <u>were shouting</u>	3. Les gens qui <u>l'entouraient étaient en train de crier</u>
4. He is <u>trustworthy</u>	4. Il est <u>digne de confiance</u>
5. I 'm <u>homesick</u>	5. J'ai le <u>mal du pays</u>
6. What size are you? <u>Size 9</u>	6. Quelle est votre pointure ? <u>Du 43</u>
7. <u>Like father like son</u>	7. <u>Tel père tel fils</u>

8. <u>Il n'a pas accepté</u> votre offre!	8. He <u>refused</u> the offer you <u>proposed to him</u> !
9. <u>Etats Unis d'Amérique</u>	9. <u>Unites States of America</u>
10. Give me the <u>harissa</u> please!	10. Passez-moi la <u>Harissa</u> s'il vous plait!
11. Mettez 05 <u>cuillerées à café</u> de sucre	11. Put 05 <u>teaspoon</u> of sugar
12. Eau <u>plate</u>	12. <u>Drinking</u> water
13. She has bought a black <u>body</u>	13. Elle a acheté un <u>body</u> noir
14. He is <u>obsessed</u> by this idea	14. Cette idée <u>tient à coeur</u>
15. According to a report in the daily <i>El Khabar</i>	15. Selon un rapport <u>publié</u> dans <i>El Khabar</i>

Key 01

- Modulation - Literal translation - Amplification - Expansion
- Category shift - Adaptation - Equivalence - Transfer (Calque)
- Borrowing (Cultural bound)

Motivating Study Quote 03

Today a READER. Tomorrow a LEADER

Practical work 2 on Techniques of translation

Identify and explain the techniques of translation in the table Bellow.

SOURCE	TARGET
1. Votre Bonheur <u>depend de vous!</u>	1. Your happiness is <u>up to you!</u>
2. J'ai apprécié le cours d'aujourd'hui!	2. I liked today's conference !
3. He shut the door <u>in my face!</u>	3. Il me claqua la <u>porte au nez !</u>
4. He came <u>on time</u>	4. Il <u>n'est pas venu en retard</u>
5. Let's go to the club.	5. Allons au club.
6. His Algerian Civil Status shows he is single	6. Son état civil algérien montre qu'il est célibataire
7. William Faulkner (1897–1962): American novelist particularly noted for the eloquent <u>richness</u> of his <u>prose</u> style.	7. William Faulkner est un romancier américain né en 1897, il est surtout célèbre pour son style <u>prosaique très</u> éloquent. <u>Il est décédé</u> en 1962.
8. I'm fed up with their <u>endless</u> problems!	8. J'en ai assez de leurs problèmes <u>qui n'en finissent pas !</u>
9. Corona Virus had <u>no hiding place.</u>	9. Coronavirus <u>frappa partout.</u>
10. Qui sait ? <u>Tu n'as peut-être pas tort !</u>	10. Who knows ? <u>You may be right !</u>
11. Arthur Rimbaud est <u>parti à la fleur de l'âge.</u>	11. The french poet Arthur Rimbaud <u>died very young.</u>

Key 02:

Modulation - **Literal translation** - **Amplification** - **Expansion**

Category shift - **Adaptation** - **Equivalence** - **Transfer (Calque)**

Borrowing (Cultural bound)

Practical work 3 on Techniques of translation

Guidelines :

Identify and explain the techniques of translation in the table Bellow (10 examples)

SOURCE	TARGET
1. Vous devez <u>me prendre pour</u> quelqu'un d'autre.	1. You must be <u>mistaking</u> me for somebody else!
2. Le musée d'Annaba <u>abrite</u> beaucoup <u>d'objets de</u> grandes <u>valeurs</u> .	2. Annaba museum <u>is full of</u> many <u>valuables</u> .
3. La <u>médina</u> était protégée <u>du côté de</u> la mer par un rempart de 350 m de long.	3. The <u>medina</u> was protected by a rempart <u>spreading on</u> 350m long <u>in the direction of</u> the sea.
4. Il est parti à l'étranger <u>dans l'espoir de</u> trouver un travail.	4. He has gone abroad <u>hoping to</u> find a job.
5. La parole est comme une flèche, elle ne <u>revient</u> jamais <u>en arrière</u> .	5. <u>To utter</u> a word is like <u>to throw</u> an arrow, <u>both</u> never get <u>backwards</u> .
6. La Fontaine a écrit Les <u>Fables</u> dans un très beau <u>Français</u> .	6. La Fontaine wrote his <u>Fables</u> in a very beautiful <u>style</u> .
7. Whatever <u>he does next</u> , he will do it <u>for</u> his family	7. Quoi qu'il fasse, il le fera <u>dans l'intérêt de</u> sa famille.
8. The current fashion is a <u>déjà vu</u> .	8. La mode de cette année est du <u>déjà vu</u> .
9. The market is in the <u>roadside</u>	9. Le marché est <u>sur le bord de la route</u> .
10. Il <u>n'a pas reconnu</u> l'accusation <u>portée</u> contre lui.	10. He <u>denied</u> the charge against him.

Key 03

- Modulation - Literal translation - Amplification - Implication
- Expansion - Category shift - Adaptation - Equivalence
- Transfer (Calque) - Borrowing (Cultural bound) - Condensation

Motivating Study quote 04

*Whose dream is this ? Mine.
So, who is going to work hard ? Me !*

Practical work 4**Cover Letter (Lettre de motivation)****(Parallel translation)****Aims of the practical work:**

This *parallel translation* tutorial is part of business communication between B & B' and aims at introducing the learners to the multilingual job market. At the end of this exercise the students will be able to write and translate later on, their own Cover letters to apply for a job, as they would have learned how to shift from SL to TL using the main *techniques of translation* (underlined in the text) that enable an accurate transfer without redundancy neither literality, taking into account the linguistic and stylistic features of both languages. ST (English), TT (French). So, let's start together!

Motivating Study Quote 5

*The only place where success comes before
work is in the dictionary*

By Vidal Sassoon

Tutorial 02

Main Linguistic & Stylistic features of English and French Languages¹

Aims of the training:

The following course is very important for it displays the main linguistic and stylistic convergences/divergences between English and French. In fact, each of the two languages owns specific characteristics because it was developed in specific social/cultural conditions. By the end of this theoretical course, the students will have acquired subtle linguistic and stylistic features between the two languages, mainly after having checked the three successive exercises with their solutions. In fact, it goes without saying that an accurate rendition always require a good knowledge of the source and the target languages.

1. Word order

In matter of word order, most of the time English mentions the qualifier followed by the element qualified, in French it's just the opposite, ex. « *Algerian cooking* » translated by « *Cuisine algérienne* ». Another example : « *They rushed him to the hospital* » = « *Ils l'ont emmené en urgence à l'hospital* ». We notice that French language is using an adverbial phrase to qualify the action while English is qualifying with a verb. Moreover, in French we cannot initiate a sentence with the

¹ The content of this lecture is the teacher's **selection, annotation and adjustment** from: Vinay, JP and Darbelnet, J.(1995). *Comparative Stylistics of French and English* (1st ed.). Amsterdam, Philadelphia : John Benjamins. 385 pages. Le contenu en Français de ce cours est partiellement **sélectionné, annoté et adapté** par l'enseignant de : Ève Lyne Marchand, *Portail linguistique du Canada*, publié le 6 avril 2020, consulté le 30/01/2022 <https://www.noslangues-ourlanguages.gc.ca/fr/blogue-blog-index>

conjunction « Parce que », reason why « Because » is being translated either by an initial « puisque » or a gérondif » in the middle of the sentence, ex.

ST: **Because** I could not reach you on the phone, I went to meet him in his office.

TT: **N'ayant pu** le joindre par téléphone, je suis allé le voir dans son bureau.

2. Prepositions

French language is a linked language « une langue liée » because it needs prepositions to link between words. English structure can rather use several words to make sense without links, and this is a great structural specification of English language, ex. « Working procedure » = « Procédure de travail », « Power feeding » = Alimentation en énergie électrique. Besides, the translation of the prepositions is not always literal, because prepositions may change from one language to another, ex.

ST: The goods are payable **on** receipt.

TT: La marchandise sera payée **à la** livraison (et non pas 'sur')

Postpositions (*English is less talkative!*):

“This is where French remains helpless in front of English and is obliged to use a new word. Postpositions & Prepositions are the main strong feature of English language and one of the most important aspects that built its communicational success worldwide”¹, ex.

- Go **up!** = Montez!
- Go **down** = Descendez!
- Come **out!** = Sortez!
- Come **in!** = Venez!

We can notice that French language is using a new verb while English is only changing the postposition and keeping the same verb.

¹. This quote is the personal point of view of the teacher (Dr. Leila Boukhemis) who adheres many scholars same opinion.

3. French uses the noun (substantive) more than English

Many specialist made out the preference of French for 'nouns'. In fact, French language uses noun phrases where English can convey the same meaning with one verb, ex. To stress on : mettre l'accent sur. The preference of nouns in French is also embodied in the adjectival phrases for English adjectives, ex. *He is hopeless towards this situation* = « *Il est sans espoir devant la situation* ».

4. French collective nouns

In many cases, French uses collective singular nouns converted into plurals English equivalents. That is because English language is more objective and real than French. Just like a camera that pictures life scenes as it is in the reality, ex, in French we say "Le raisin" even if we are talking about tones of grapes, but in English we equal it with "Grapes" because in the reality, we consider this fruit in its plurality, the same thing in: "He took the stairs" = "Il a pris l'escalier" and not "Les escaliers", etc.

5. Reluctance of the active voice in English

This is a main structural feature of English language that mostly uses passive voice while French uses active voice. Academic scholars and linguists concluded the reason behind this attitude of both languages, and refer it to English speakers thought of mind that always try to link the action to an agent or a cause. Nothing can happen from itself, there is always a cause behind any action and that's logical. French instead, has another conceptualization of the reality. It prefers to take distance with the reality and expresses action the without putting ahead its doer or agent. Here are some examples:

- He **is regarded** as the best student = **Il** passe pour être le meilleur étudiant.
- He **is** not to be **disturbed** = **Il** ne faut pas le déranger.

We notice the French impersonal pronoun "Il" while English uses the passive voice showing that the action is put on someone.

6. Synthetic/Analytic expressions

Another main stylistic feature of English language is embodied in the synthetic aspect of expressions that must be translated into French analytical equivalents. And this synthetic aspect of English language is one of the greatest against which French language remains once again, helpless, ex.

- This task is *time-consuming* = **Cette tache prend** beaucoup de temps.
- This is a *full-time job* = C'est un travail à **plein** temps.

Through the above examples, we notice the beautiful and stylistic expressions in English synthetically mentioned, while French needs more words to express the same meaning, He is then more analytical, here is another example:

- We must tell him = Il faut **le** lui dire.
- I did not have time = Je **n'en** ai pas eu le temps

Other tiny grammatical differences between B and B' are listed below:

English	French
1. Accent : less frequent	1. Accent : very frequent
2. Few articles used	2. Many articles used for nouns
3. Capitalization : more common (even adjectives)	3. Capitalization : less common (only nouns)
4. Conjugation plane and simple	4. Conjugation : more complicated
5. No liaison in sentences	5. Liaison more common in sentences
6. Pronunciation: wide range of vowel sounds	6. Flat language : melodic intonation and nazal sounds
7. Register : more direct or informal	7. Register : more formal and polite
8. Nouns ; are neutral without gender	8. Nouns : are gendered feminine or masculine

To conclude with the linguistic/stylistic main features between French and English languages, it goes without saying that a good translator has to take them into account whenever he translates between these two languages. We have mentioned few of them not all, so that students could be able to consider them during the transfer, other divergences could be found in the list of references (see page 99).

Motivating Study Quote 6

Don't strive for high grades, always strive for higher learning !

Practical work 5

Main Linguistic & Stylistic features Between English and French languages (a)

« Sans la pratique, la théorie est absurde !
Sans la théorie, la pratique est aveugle »
(Emmanuel Kant)¹

- I. **Indicate and explain** the linguistic errors in the following translations, then give the accurate rendition:

ST: “ **Because** he did not tell me, I missed the last competitive examination of certified translators organized by the Algerian Ministry of Justice”.

TT: « **Parce qu'il** ne m'a pas informé, j'ai raté le concours des traducteurs officiels organisé par le Ministère Algérien de la Justice ». ou bien :

¹. Emmanuel Kant (22 avril 1724 - 12 février 1804) est un philosophe allemand.

Answer: in French, some words (mostly conjunctions) cannot initiate a sentence, reason why the translator should not keep them in the same position, and has to move them according to the French structural requirements. In this example, keeping “parce que” in the beginning of the sentence disfigures the French rules.

Accurate rendition : « *J’ai raté le concours des traducteurs officiels organisé par le Ministère algérien de la justice, parce qu’il ne m’a pas informé* ».

ST: “*With the spreading of Internet world wide, TV channels are becoming more or less powerless*”.

TT: « *Avec la propagation d’internet, les chaines télévisées deviennent plus ou moins dépourvues de pouvoir médiatique* ».

Answer : French language has to render the English adjective by an adjectival phrase because the phrase « *plus ou moins dépourvus de...* » is semantically more loaded with meaning than its original equivalent, hence, its rendition will obviously come to a mistranslation.

Accurate rendition : « *Avec la propagation d’internet, les chaines télévisées deviennent sans grand pouvoir médiatique* ».

NB/ the two above examples refer to section 01 of the relevant lecture.

II. **Is the following translation accurate or not? Explain your point of view:**

ST: “*He scratched clean the metallic surface*”

TT: « *Il a nettoyé la surface métallique en la grattant* »

Answer: this translation is accurate, English expresses the action directly by means of the verb « To scratch », whereas French uses a complement instead, « en grattant », because the word for word translation comes to a nonsense: *Il gratta propre la surface métallique!?*

NB/ the above example refers to section 01 and section 07 of the relevant lecture.

III. Translate the following two sentences by explaining on which principle did you set out your rendition :

ST: “Shut down the computer!”

ST: “This factory will shut down next month”

Answer:

TT1: « Éteins le micro! »

TT2 : « Cette usine fermera ses portes le mois prochain »

This translation put ahead the supremacy of English in matter of postpositions use, reason why French language is obliged to integrate a new word instead.

NB/ the above example refers to section 03 of the relevant lecture.

IV. The following translation put ahead a particular linguistic/stylistic feature that is dominant in French language. Indicate it with an adequate explanation :

ST: “Start the engine!”

TT: « Mettez le moteur en marche! »

Answer : we can notice through this example, the predominance of the name/substantive in French language compared to English. French is rendering the English verb by a verb phrase because it is more analytical than English language. The latter keeps its synthetic aspect and hence, it is less talkative than French.

NB/ The above example refers to section 04 and section 07 of the relevant lecture.

Motivating Study Quote 7

Don't be afraid to fail. Be afraid not to try !

Practical Work 6

Main Linguistic & Stylistic features between B & B' (b)

- I. The following translation shows a frequent “lexical” feature of both languages. Detect it first, then explain what is the reason that makes each language work in such a way:

ST: This country exports very good quality of strawberries.

TT: Ce pays exporte de la fraise de très bonne qualité.

Answer/ English is using plural standing for a « Camera » language that pictures the reality as it is. In fact, exporting strawberries, means obviously tones big quantities (plural). French instead, keeps a little bit far from the real situation by using singular. In *French Collectives/* English has to convey plurality of concrete expression while French prefers a conceptual singular with article.

- II. Compare the following sentences by indicating the stylistic feature put ahead in the translation. How is it called? Is it more frequent in English than in French or the opposite ?

ST : Ces deux couleurs **ne se marient** pas du tout !

TT: These two colors do not suit each other at all !

Answer: this is another stylistic feature close to *subjectivism* which is called “*Animism*” that endows *activities* and *states* with human characteristics.

- III. Is the verb “venir” required as a semantic element in the following translation or not ? Explain it adequately:

ST: We are short of supplies.

TT: Les provisions **viennent** à nous manquer.

Answer: it is just a *stylistic* feature of French language that we can do without. French also uses verbs of movement like ‘venir’, ‘aller’, ‘se mettre à’, verbs of perception like ‘voir’ and ‘entendre’ in expressions which cannot be directly translated into English. These so-called ‘*verbes adjonctifs*’ do not have functional correspondence in English.

IV. Why is it so frequent to convert passive voice into active voice whenever we translate from English into French? Explain your point of view taking the following example as a support:

ST : He **is expected** to arrive this evening.

TT : Son arrivée **est prévue** pour ce soir.

Answer: “*The frequency of the passive voice in English arises from an attitude towards reality, English chooses a certain objectivity, noting a phenomenon or event either without attributing it to a particular cause or mentioning the cause or the agent only secondarily. [...], English speakers are reluctant to express a definitive opinion or judgment*” (Vinay and Darbelnet, 1995: p. 40)

V. Translate the following sentences by explaining on which principle did you found your transfer?

- When did you get your license? Just after I bought a car!
- Did you attend yesterday’s meeting?
- Les personnages de ce roman sont très célèbres.
- I got my degree in translation on 2020
- Vous devez l’assister, il a besoin de vous
- Il a un très bon caractère !

Answer/ The above sentences are translated by taking into account the use of defective cognates (Faux amis) between French and English languages, in fact, the words have the same morphology in the two languages but not the same meaning :

Licence =	Permis de conduire
Degree =	Diplôme de licence
Attend =	Assister à une réunion ou autres
Assister =	Aider quelqu'un
Character =	Personnage
Caractère =	Temperament

VI. The following translations indicate a linguistic/Stylistic feature of English language and its opposite aspect in French language. Try to detect in which units exactly this stylistic feature occurs with an adequate explanation?

ST: **Driving me** crazy with his endless proposals!

TT: **C'est** à rendre fou ses interminables propositions !

ST: He is a hard working student!

TT: **C'est** un étudiant assez studieux!

Answer: the above translations show the Synthetic and analytic expressions in the two languages. English can create *Synthetic* expressions which in French, have to be expressed by *Analytic* means.

Motivating Study Quote 8

Et si un jour tu n'as plus la force d'avancer, regarde derrière toi. Tu as affronté tellement de choses dans le passé, ça serait du gâchis d'abandonner maintenant !

Practical work 7

Main Linguistic & Stylistic features between B & B' (c)

- A.** The following translation covers one linguistic and one stylistic errors, detect them with appropriate explanation, then give the accurate rendition:

ST : Sa mémoire l'a **trahit** malheureusement !

TT: Unfortunately his memory **betrayed** him!

Answer/ The stylistic error in the above example is the unsuitable “animism” shown in the English sentence due to a literal translation. It is accurate in French (often subjective) but not in English (often objective), In fact, “to betray” is a human action that breaches the English expression. Concerning the linguistic error, it's embodied in the active voice kept in English??? And which makes the sentence sound wrong.

Accurate rendition:

TT1: Unfortunately, he **has been short** of memory !

TT2: Unfortunately, he **found himself short** of memory!

The above example refers to section 06 of the relevant lecture.

- B.** Détectez le trait stylistique relatif au français dans la traduction suivante en l'expliquant par rapport à l'anglais :

ST: Je **n'en** suis **pas** sûr !

TT: I'm not sure!

Answer/

Le trait stylistique mis en relief dans cet exemple est “le caractère analytique” du français qui a besoin d'utiliser le pronom « en » pour rappeler le complément du verbe et éviter sa répétition. L'anglais par contraire, procède par ellipse et garde le complément d'objet inféré vu sa tendance synthétique.

The above example refers to sections 07 and 11 of the relevant lecture.

C. Analyse the following translation by highlighting its main featured aspect:

TT: la rivière épouse la montagne

ST: the river is linked to the mountain.

Answer/ The above translation is correct because French is attributing a human act “épouser” to a lifeless object “montagne”. English avoids this subjective “animism” and is obliged to convert it into a substantial attribute “linked”, which creates a modulation from abstract to concrete.

The above example refers to sections 10 of the relevant lecture.

D. Any linguistic or stylistic errors in the following translation? On which criterion do you support your answer?

ST: Le MESRS¹ a pris les mesures nécessaires relatives à la crise sanitaire du Covid.

TT: Many important measures related to Covid emergency crisis are taken by the *Algerian Ministry of Higher Education and Scientific Research*.

Answer/ The above translation is correct because of the reluctance of English speakers to express a definitive opinion or judgment within active voice sentences. Besides, French language tends to animate MESRS (that is an institution) as an active subject. Moreover, we notice the addition of some units that represent the use of techniques:

“Many” = Amplification (optional)

“Sanitaire” = Inferred in TT (optional implication)

“Emergency” = Amplification (optional)

The above example refers to sections 07 and 10 of the relevant lecture.

¹ - MESRS : Ministère Algérien de l'Enseignement Supérieur et de la Recherche Scientifique.

E. Existe-il une différence de sens dans les phrases suivantes? Si oui, expliquez-là en indiquant sur quel critère sémantique vous vous êtes basé? Ensuite, traduisez les deux phrases vers l'anglais:

ST1 : La présence d'interprètes-traducteurs est nécessaire dans une entreprise en partenariat étranger, en fait, un personnel polyglotte pourrait se débrouiller ne serait-ce que momentanément.

ST2 : La présence d'interprètes-traducteurs est nécessaire dans une entreprise en partenariat étranger, en effet, un personnel polyglotte ne pourrait se débrouiller que momentanément.

Answer/ Translation of the two sentences:

TT1 : The role of interpreters-translators is essential in foreign partnership companies. **however**, multilingual employees can manage themselves temporary.

TT2 : The role of interpreters-translators is essential in foreign partnership companies. **In fact**, multilingual employees can only manage themselves temporary.

The above example displays the major role of **connectors** in building the meaning of French language whose structure must be obligatory linked. In the 1st example, the semantic connector "en fait" expresses "opposition" that equates with "but". In the 02nd example, the connector "en effet" stresses the previous meaning of "cause" and equates with "since". Thus, the translator should be careful whenever he shifts from English into French where connectors should be implied, but he has to be much more vigilant when he translates from English into French because he'll have to extract the right connector inferred in English.

The above example refers to section 11 of the relevant lecture.

F. Commentez sagement les traductions suivantes:

ST: According to the rules of the university **library**, books should be given back within 15 days.

TT: Le règlement de la **bibliothèque** universitaire exige la restitution des ouvrages dans 15 jours.

ST: Don't **give up!** Work it hard until your dream comes true!

TT: N'**abandonne pas!** Travaille dur jusqu'à ce que votre rêve devienne réalité!

ST: He finally **gave in** and let her choose her best carrier.

TT: Il a fini par **céder** et la laisser choisir sa carrière préférée!

ST: Flowers **give off** nice smelling by the beginning of spring.

TT: Les fleurs **dégagent** une bonne odeur au commencement du printemps.

ST: The supervisors of the exams **gave out** the rough papers to the students.

TT: Les enseignants superviseurs des examens **avaient distribué** le papier aux étudiants.

ST: He **gave** his life **over** to his job.

TT: Il a **consacré** sa vie à son travail.

Answer: à travers les exemples ci-dessus nous remarquons la souplesse de l'anglais à jouer avec les postpositions, une agilité qui laisse le français inapte à faire de même, et l'oblige à puiser dans son lexique pour introduire un nouveau verbe. C'est une particularité de l'anglais qui en fait une langue concise et précise et par conséquent, construit son succès planétaire.

- The above example refers to section 03 of the relevant lecture.

G. The following translations display an important linguistic feature of French language. Make it out with an adequate explanation:

ST: We were obliged to **hitchhike!**

TT: On était obligé de **faire de l'autostop!**

ST: This environment is becoming **lifeless** and unbearable.

TT: Ce milieu devient **sans vie** et insupportable !

Answer: The above translations make out the favorite use of nouns/noun phrases in French language compared to English, the latter disdains this formation and prefers to convert noun phrases into verbs. Its adjectives are also converted into French

adjectival phrases. The reason is once again the synthetic aspect of English and the analytical inclination of French language.

These examples refer to section 04 of the relevant lecture.

H. The translation is correct and adopted the following techniques:

Modulation: a commencé = issued (cause to result)

Category shift : Réglementer = regulation (Verb to noun)

Condensation : traducteur officiel assermenté = Certified translator

Amplification : related to...

Motivating Study Quote 9

It's not because things are difficult that we do not dare, it's because we do not dare that they are difficult.
Seneca

Tutorial 3

Frequent Defective Cognates between B & B'

Be careful ! They are not friends as they seem to be!

To avoid their traps, learn them by heart!

Aims of the training


This course aims at introducing first year students to words that are similar in form and dissimilar in meaning between English and French, what we call “Defective cognates” or “Faux amis”. Knowing the subtle differences in the meaning helps the students (future translators) to avoid mistranslations. The tutorial is enhanced by two exercises.

Defective cognates (*Faux amis*)

Defective cognates or *Faux amis* in French are those words that are identical in form in the two languages (source and target), but are different in meaning because their etymological development took place in distinctive cultural backgrounds. Hence, if the translator does not know the difference in the meaning, the risk of confusion during the transfer is significant:

On désigne, dans les milieux enseignants et dans ceux de la traduction en général, ces éléments lexicaux dont la forme, identique ou proche d'un mot de la langue cible, a en fait un sens complètement ou partiellement différent de celui qu'il a dans la langue de départ (Walter, 2001 : p.101)¹

Hereunder a list² of defective cognates between English and French that the translator must know to avoid mistranslations during the transfer :

English	French	 French	English
To deceive	Tromper	Décevoir	Disappoint
To accomodate	Loger	Accommoder	To prepare
To abuse	Insulter	Abuser	To take advantage
To achieve	Réaliser	Achever	To complete
To fix	Réparer	Fixer	To stare at
To injure	blessier	Injurier	To insult
To recover	Se rétablir	Recouvrir	To cover
To rest	Se reposer	Rester	To stay
To resent	Éprouver du ressentiment	Ressentir	To feel

¹. Jules Derocquigny et Maxime Koessler, *Les faux amis ou les pièges du vocabulaire anglais*, Paris, Vuibert, 1964

². The list is not exhaustive; many other defective cognates are there between French and English!

To resume	Reprendre	Résumer	To sum up
To retire	Prendre sa retraite	Se retirer	To withdraw
To use	Utiliser	User	To wear out
To supply	Approvisionner	Supplier	To beg
To prevent	Empêcher	Prévenir	To warn
To trouble	Déranger	Troubler	To upset/disturb
To demand	Exiger	Demander	To ask
To experience	Éprouver/Vivre	Tester	To experiment
To charge	Facturer/payer	Charger	To load
To introduce	Présenter quelqu'un	Introduire	To insert
To relieve	Soulager	Relever	To lift-up

Practical work 08 Defective cognates (Faux amis)

Translate the following sentences by focusing on the highlighted units:

1. Pourquoi êtes-vous si **exigent**?
2. **Demandez**-lui son passeport s'il vous plaît!
3. He always fulfills his **commitments**.
4. Il s'est **fiancé** depuis une semaine.
5. He **took advantage** on my kindness towards him.
6. The weather forecast **warned of** a severe thunderstorm.
7. Je l'ai **averti** de faire très attention en sortant seul la nuit.
8. Il y a une grande différence entre parler d'une chose et la faire **réellement**.
9. The famous *Immortal Classic* series is **currently** available in the bookshops.

Correction of the exercise

1. Why are you so **demanding**?
2. Please **ask** for his passeport.
3. Il a toujours respecté ses **engagements**.
4. He is **engaged** since a week back.
5. Il a **abusé de** ma gentillesse envers lui.
6. La météo avait **prévu** un orage rigoureux.
7. I **warned** him against going out alone by night.
8. There is a big difference between to talk about something and **actually** do it
9. La fameuse série des *Classiques immortels* est **actuellement** disponible dans les librairies.

Motivating Study Quote 10

*Every day do something that will enrich you
to a better tomorrow !*

Practical work 09

Business translation (text)

Aims of the training:

This practical work aims at introducing first year students to Business translation in the local job market, because the latter has its own requirements and specific work conditions. Thus, such type of translations also reduces the gap between the academic and the professional milieu. Besides, professional translation introduces students to specific terminology inherent to each field. In the hereunder example, the terminology is related to both legal and administrative fields.

Source text:**Prototype d'un Contrat de travail
(À durée déterminée)**

Article 1 : par le présent contrat, la société loue les services de M. X pour prendre en charge... avec un salaire mensuel de...

Article 2: le présent contrat prend effet à partir de la **date d'approbation** et de la signature du **procès-verbal d'installation**.

Article 3 : Période d'essai

M. X sera soumis à une période d'essai au cours de laquelle il pourra être **démis** de ses fonctions sans aucune **indemnité ni préavis** s'il ne donne pas satisfaction.

Article 4 : Le présent contrat est conclu entre les deux parties en application des **dispositions** du droit de travail sur la base du **règlement de travail** et du **règlement intérieur** de la SARL...

Article 5 : l'agent recruté doit se conformer aux **dispositions** du règlement intérieur.

Article 6 : La société s'engage à utiliser les services de M. X dans le respect de la **dignité humaine**, des **droits de l'homme** et de la **protection sociale**.

Article 7 : Consignes générales

L'agent recruté est tenu d'assurer toutes les missions objet du présent contrat, il doit assurer l'exécution des ordres qui rentrent dans l'organisation du travail de la SARL...et qui viennent de son **chef hiérarchique**. Pour toute négligence provoquant un **incident mineur**, il sera **licencié** sans **recours** et encourra des **poursuites judiciaires**.

Article 8 : L'agent recruté est affecté selon la nécessité et besoin de service, dans l'un des sites gardés par la SARL ...

Article 9 : Obligations de l'agent...

Pour prétendre au salaire de..., l'agent doit obligatoirement posséder et travailler en compagnie d'un chien de chasse pour effectuer la mission de **gardiennage**, **protection** et **défense**, avec un **carnet** à jour. Dans le cas contraire, l'agent sera automatiquement considéré comme "Agent de protection et de sécurité simple" et percevra une **rémunération mensuelle** en conséquence.

A défaut de non acceptation de travailler/ramener le dit chien, il sera mis fin à ses fonctions d'office sans indemnité ni préavis.

Target text:**Employment contract
(Limited time job)**

Clause 1 : as per this contract, the company loans the services of Mr X to take charge of....with a monthly salary of....

Clause 2 : this contract will be enforced from the date of approval and the signature of the **installation report**.

Clause 3 : Probation period

Mr X will be under a probation period during which he could be **dismissed** from his functions without **refund neither prior notice** if he does not give a satisfactory performance.

Clause 4 : this contract is settled between the two parties on the basis of the **job regulation** as well as the **collective convention** of the **Limited Company**.

Clause 5 : the employee recruited will have to respect the **clauses** of the collective convention.

Clause 6: the company is committed to use the services of Mr X within the respect of **human dignity, human rights and social protection**.

Clause 7 : General instructions

The employee recruited has to take in charge all the tasks specified in this contract. He will undertake the execution of his **line manager** instructions related to the work organization of the LTD Company. Besides, following any disregard that results in a **minor incident**, he will be **dismissed** without any **appeal** and will be under **legal proceedings**.

Clause 8 : the recruited agent will be assigned to one of the sites under the guidance of the LTD according to the requirements of the company.

Clause 9 : Obligations of the agent

To claim a salary of...the agent will have to possess/work with the company of a hunting dog to ensure **guarding**, protection and defense with an **updated notebook**. Otherwise, he will be automatically considered as an « Agent of protection and plane security» and will perceive a **monthly pay** accordingly. Failure to acceptance of working/bringing the aforementioned dog, he will be systematically dismissed without refund neither prior notice.

Remark: the main terminology of the contract is highlighted in bold in both source and target texts, because it is needful for the students' future job.

Motivating Study Quote 11

I'm not failed, my success is just postponed !

Tutorial 4

Traduction synthétique

Objectif du cours :

L'objectif de ce cours est d'initier les apprenants au marché de la traduction en les mettant dans un contexte professionnel virtuel. A la fin de ce cours, les étudiants futurs traducteurs devront être capable de réduire la quantité d'un quelconque texte source dans la langue cible sur des critères logiques et un processus déterminé. Cet exercice leur sera utile non seulement dans la traduction, mais aussi dans la rédaction de divers textes sources, car il cultive en eux l'esprit de synthèse.

Traduction synthétique (*Synthetic translation*):

Il s'agit de synthétiser (globaliser) le contenu du texte source dans la langue cible de façon à réduire la longueur du TC sans pour autant enfreindre à l'intégralité de l'information requise. On aura donc un TC condensé relativement moins long que le TS. La reformulation dans la langue cible est presque ou totalement autonome, c'est-à-dire que le traducteur ré-exprime le contenu du TS dans son propre style/vocabulaire, pourvu qu'il ne rende pas des faux sens ou des omissions.

Processus simplifié d'une *traduction synthétique*:

- Choisir un long texte d'au moins une page ou plusieurs textes (documents) qui traitent le même sujet de différentes manières, tels que des articles de presse, critiques littéraires, comptes rendus d'ouvrages, etc.
- Suivre les premières phases du processus de traduction ordinaire.
- Indiquer les notions principales (mots clefs) du texte source.
- Éloigner le texte source en le mettant hors de vue de l'apprenant.

Sur la base des mots clefs collectés, l'étudiant procède à l'actualisation des données dans la langue cible en rétablissant le lien entre le sens explicite des mots, et le reste du sens implicite retenu dans sa mémoire à court terme. C'est ce que Marianne LEDERER appelle le principe de la Synecdoque (Lederer, 1976 : p. 14). Le TC reproduit dans la langue cible doit suivre le même ordre d'idées du TS, il va de soi que les connecteurs logiques à cette phase jouent un rôle extrêmement important, car ils constituent la charpente sur laquelle se base toute reformulation.

Exemple de traduction synthétique¹

Texte source (154 mots/10 lignes):

Le spécialiste-traducteur et le Traducteur-spécialisé

Un *spécialiste-traducteur* n'est pas un traducteur de formation mais un travailleur expert dans un domaine particulier qui a des connaissances linguistiques dans deux ou plusieurs langues de travail. Il peut être un ingénieur, un médecin, un technicien, un comptable, etc. Dans une entreprise, c'est souvent le cas des ingénieurs qui ont eu l'occasion de partir en mission à l'étranger et ont acquis une deuxième langue étrangère. Ces *spécialistes* ne comptent sur les traducteurs qu'en matière de langue commune et non pas de langue de spécialité puisqu'ils s'y connaissent. Le *traducteur-spécialisé* profite de la présence des spécialistes pour mieux comprendre les textes techniques, considérant cela comme une formation au produit, et à mesure qu'il se familiarise avec la terminologie et le processus de fabrication, les interventions des *spécialistes* diminuent, car les connaissances techniques du traducteur s'améliorent progressivement dans un vrai bain de langue *de spécialité*, mais pas au point d'égaliser celles des spécialistes bien entendu².

¹- Pour manque d'espace, nous nous sommes limités à un petit texte en guise d'entraînement.

²- ليلي بوخميس (2012)، "المتخصص والمتخصص والأخصائي المترجم"، مجلة "ترجمان"، مدرسة الملك فهد العليا للترجمة، طنجة، المغرب، مجلد 21، رقم 2، ص. 65-84 (La traduction AB' du texte est la notre)

Les notions de base sont mises en relief en **gras** et **soulignées** dans le texte source au nombre de **13** mots clefs ci-dessous recensés:

Spécialiste-traducteur ; expert ; deux ; ingénieurs ; l'étranger ; deuxième ; commune ; présence ; textes techniques ; familiarise ; terminologie ; fabrication ; diminuent.

Après avoir détecté les mots clefs du texte (partie explicite), le traducteur commence la reformulation dans la langue cible en développant le message implicite derrière chaque mot clef. Ceci n'est possible qu'en comptant sur sa mémoire à court terme (contexte cognitif) et sa mémoire à long terme (Compléments cognitifs). Par ailleurs, étant-donné que l'objectif principal de ce type de traduction est d'économiser du temps, il vaut mieux que la réduction de la quantité de texte se fait directement dans la langue cible. Et nous ne le répétons jamais assez ! A cette phase, il est d'une importance capitale que le texte source soit éclipsé, sinon le traducteur risque de faire un transfert non conforme aux principes synthétiques:

Texte cible (60 mots et 05 lignes):

Expert translators versus translator experts

“ The **Expert-translators** are professional **specialists** who speak **more than one** language, such as engineers who **travel** for retraining or work locally with foreign investors. They only need translators in matter of **common** language and **help** them **strengthen** their capacities in **specialized** language/work **process**. **Later on**, the linguistic skills of those experts get improved and they will **no more need** translators”.

Cette traduction synthétique indique que le traducteur a procédé comme suit:

- Il a réduit la quantité du TC par rapport au TS :

TS : 154 mots TC : 60 mots

TS : 10 lignes TC : 05 lignes

- Il a reformulé les notions de base dans son propre style.
- Il a ajouté des informations minimales qui complètent celles du ST sans surtraduction. Les quelques informations ajoutées constituent des compléments cognitifs puisés dans ses connaissances extralinguistiques et stockées dans sa mémoire à long terme (voir *Théorie Interprétative de la traduction*).
- Il a explicité l'information qui est implicite derrière chaque notion de base.

Motivating Study Quote 12

I don't want to look back and say 'I wish I could have done better' !

Practical work 10

Synthetic transfer

Guidelines:

Convert the following poem into a **prose** text according to the Synthetic translation **process** (07 lines in TT at most):

And God Said No¹!

I asked God to grant me patience.

God said, No!

Patience is a by-product of tribulations; it's not granted, it is earned.

I asked God to give me happiness.

God said No!

I give you blessings; Happiness is up to you.

I asked God to take away my pride.

¹- It is a poem written in 1980 by a woman whose sister was murdered and middle daughter diagnosed with a severe disorder requiring 24-hours care, and the list of suffering and trauma went on. It details her conversation with God.

Reference: Claudia Minden Weiss. <https://www.scrapbook.com/poems/doc/16995.html>

God said, No!

It is not for me to take it away, but for you to give it up.

I asked God to make my handicapped child whole.

God said, No

His spirit is whole, his body is only temporary

I asked God to spare me pain.

God said, No!

Suffering draws you apart from worldly cares and brings you closer to Me.

I asked God for all things that I might enjoy life.

God said, No!

I will give you life, so that you may enjoy all things.

I asked God to help me LOVE others, as much as He loves me.

God said, Ah! Finally you have the idea. If you love God, share love!

“To the world you might be one person,

But to one person you just might be the world”

Type correction**Process:**

- Read the text twice.
- Make out the main idea: the author is pleading with the Almighty God to help her overcoming the tribulations she is enduring.
- Highlight the keywords.
- Put aside the source text becoming no more useful.
- Source text converted into a summarized prose: 107 mots – 07 lines

NB/ this is a type correction, any other accurate Synthetic transfer is welcome, provided it combines the right keywords.

Highlighted keywords (10): Patience/product by/happiness/pride/ handicapped /temporary / pain / closer /all things /LOVE.

Traduction synthétique en prose du poème

Prototype 01 : (103 mots – 08 lignes)

J'ai demandé à Dieu de m'octroyer la patience, or, je dois la mériter. Lui demandant de m'accorder le bonheur, il s'est avéré qu'il dépend de moi. Je voulais être délivré de mon arrogance, néanmoins c'est à moi de le faire. Ma requête de guérir mon enfant handicapé m'est également retournée, car son corps est éphémère. Voulant m'épargner les tourments, pourtant, ils me rapprochent de Lui. Je voulais tout pour jouir de la vie, mais j'ai plutôt besoin de la vie pour pouvoir apprécier tout. Finalement, je voudrais pouvoir **AIMER** les autres, Ah ! Celle-là je l'ai eue à condition de partager l'amour !

Prototype 02 : (107 mots dans 09 lignes)

Dieu Dit Non !

J'ai demandé à Dieu de m'octroyer la patience or, je dois la mériter. Lui demandant de m'accorder le bonheur, il s'est avéré qu'il dépend de moi. Je voulais être délivré de mon arrogance, néanmoins c'est à moi de le faire. Ma requête de guérir mon enfant handicapé m'est également retournée, car son corps est éphémère. Voulant m'épargner les tourments, pourtant, ils me rapprochent de Lui. Je voulais tout pour jouir de la vie, mais apparemment j'ai plutôt besoin de la vie pour pouvoir apprécier tout. Finalement, je désirais pouvoir **AIMER** tout le monde, Ah ! Celle-là Dieu me l'a accordée, mais à condition de partager l'amour !

Référence :

Auteur du texte source en poème : Claudia Minden Weiss

<https://www.scrapbook.com/poems/doc/16995.html>

Auteurs du texte cible synthétisé en prose : étudiants de traduction (UBMA) + prototype de l'enseignant du module.

Traduction intégrale en prose (171 mots & 12 lignes)

J'ai demandé à Dieu de m'octroyer la patience, il me répondit que je dois la mériter après épreuves. Lui demandant de m'accorder le bonheur, il me répondit qu'il dépend de moi. Lui demandant de me délivrer de mon arrogance, il refusa me disant que c'est à moi de le faire. Lui demandant de guérir mon enfant handicapé, il me répondit que son esprit est intègre, son corps n'est que temporaire. Je lui demandai de m'épargner les tourments, il me répondit qu'ils me rapprochent de Lui et me délivrent des plaisirs de ce bas monde. Lui demandant de me donner tout pour que je puisse jouir de la vie, il me répondit qu'il me donnera plutôt la vie pour que je puisse apprécier toute chose. Finalement, je lui avais demandé de m'aider à **AIMER** les autres, celle-là, Il me l'a donnée me demandant de partager l'amour avec tout le monde ! En effet, je ne suis qu'un individu dans ce monde, mais je pourrais représenter le monde entier pour quelqu'un d'autre.

Auteur: Claudia Minden Weiss

<https://www.scrapbook.com/poems/doc/16995.html>

Traduction intégrale en poème (215 mots & 24 lignes)

Et Dieu a dit non !

J'ai demandé à Dieu de m'accorder la patience.

Dieu a dit, Non !

La patience est le résultat de rudes épreuves ; elle n'est pas acquise, vous devez la mériter !

J'ai demandé à Dieu de m'octroyer le bonheur.

Dieu a dit Non !

Je vous donne mes bénédictions ; Le bonheur dépend de vous.

J'ai demandé à Dieu de me délivrer de mon arrogance.

Dieu a dit, Non !

Ce n'est pas à moi de vous délivrer, mais à vous d'y renoncer.

J'ai demandé à Dieu de guérir mon enfant handicapé.

Dieu a dit, Non !

Son esprit est intègre, son corps n'est que temporaire

J'ai demandé à Dieu de m'épargner la douleur.

Dieu a dit, Non !

La souffrance vous éloigne des soucis du monde et vous rapproche de Moi.

J'ai demandé à Dieu toutes les choses pour que je puisse profiter de la vie.

Dieu a dit, Non !

Je te donnerai la vie, afin que tu puisses jouir de toutes choses !

J'ai demandé à Dieu de m'aider à AIMER les autres, autant qu'Il m'aime.

Dieu a dit... Ah, enfin vous tenez l'essentiel.

Si vous aimez Dieu, partagez l'amour !

"Pour le monde, vous pourriez être une seule personne, mais pour une seule personne,

vous pourriez représenter le monde entier !"

Tribulations: problems, troubles/épreuves

By-product: result, consequence, derivative, side-effect

Motivating Study Quote 13

*Push yourself because no one else is
going to do it for you !*

Practical work 11 Synthetic transfer

Guidelines:

Translate the following text according to *Synthetic translation* principles, which means it will be reduced to its main content in the TL based on some principles. This source text includes 1070 words in 168 lines, the finality and the method of such type of translations will be explained during the class. Read the whole text carefully, make out its main idea, type, and get it ready for a Synthetic transfer. **NB/whoever student interested by the history of the “Techniques of translation” can read the book mentioned in the full reference of the footnote.**

The story begins on the highway!

(Preface to the first edition)¹

The story begins on the New York - Montreal highway [...]. Here and there along the road are **signs**, which we read absent-mindedly at first, just to check we are going the right way, then less so, as we cannot deny our professional orientation: we are two **linguists** on the road to **Montreal** and ‘*Linguistique oblige*’! The signs become more numerous, and at the same time, we realize something: it is not the countryside we are passing through that tells us that we are in the United States, an English-speaking country, but **stylistics**. For, while all these signs are very clear in meaning, they would be written quite **differently** in French. Having made this observation, which is hardly original, it was vital to verify our hypothesis straight away: Whilst the driver dictates, his companion jots down on the back of an envelope the main texts, which a kindly highway authority offers for our guidance:

¹ Jean-Paul VINAY & Jean DARBELNET, *Comparative Stylistics of French and English (A methodology for translation)*, pp. 1-6. Translated and edited by Juan C. Sager M.-J. Hamel, John Benjamins Publishing Company, Amsterdam- Philadelphia, Montréal-Brunswick-Paris, July 1954

**KEEP TO THE RIGHT — NO PASSING — SLOW MEN AT WORK — STOP WHEN SCHOOL BUS STOPS
— STAY IN SINGLE FILE — SLIPPERY WHEN WET — TRUCKS ENTERING ON THE LEFT — CATTLE
CROSSING — DUAL HIGHWAY ENDS**

At first reading we are struck by the almost paternal and gently authoritative nature of these highway notices. We are advised to stay in the same lane, told to stop if the school bus stops, to slow down because some of our fellow human beings are working, and to note finally that the dual highway, divided by a small strip of greenery, will end in a few turns of the wheels. To the French, all this has no official ring. It is rather as if we had just had a courteous silent conversation with the New York State Transport authorities, on little cards slipped to us secretly by each new clump of red maples and spruce. What a kind council that has the thoughtfulness to inform us, at the start of a highway exit full of promises: **THIS SIGN LEGALLY CLOSES THE ROAD!** However, let us display our typical French sense of contradiction on this charming road and review the situation. Are we not offered here a remarkable lesson in stylistics, gathered in passing along the road? Do we not find in these texts, both **familiar** in content and for us **disconcerting** in style, a vivid illustration of the English use of **concrete** verbs attached to specific concepts, and expressing actions, which unfold before our very eyes, seemingly having no meaning beyond the particular present moment? True; but let us pursue this further: would we really have noted the concrete, punctual nature of these road signs if we had been born on the banks of the Hudson, instead of arriving with some of the traditional French soil on our shoes? Hardly. We react to **SLOW MEN AT WORK** — (there was actually no one in sight; were we really right in supposing the need for a comma after **SLOW**?) — Because we feel this to be a mode of expression which is fundamentally foreign to our own. Now, this strange impression does not arise from the words, the letters, nor even from the sounds which make up these official texts; it is more to do with the choice of **terms**, the flow of the **syntax**, perhaps simply the occurrence of one tense when we expected another. We can therefore suggest that any puzzlement we feel is the result of the different mental processes which guide the formulation of similar French signs. Indeed, we should remember that English and French structures

are not so very dissimilar; because of the common roots uniting the two languages, and their long coexistence in England itself, English words do not really surprise French speakers. ‘Road’ is our ‘route’; ‘superhighway’ our ‘*autoroute*’, ‘trucks’ are ‘*camions*’. An anglicist will note the use of ‘trucks’ (US) rather than ‘lorries’ (UK), but that is another story [...]. We are once again on our way: and we shall soon be at the **Canadian** border, where the language of our forefathers is music to our ears. A short stop at customs, and we set off again. The Canadian highway is built on the same principle as the one we have just left, except that the road signs are now **bilingual** [...].

An immediate remark is essential. Just as Bally rightly points out that stylistics can only be conceived synchronically, similarly comparative stylistics must not mix historic periods, but operate on two states of contemporary language — which explains why each generation has always felt the need to rewrite translations made in preceding eras. It is not certain beforehand that the laws - if there are any - which will emanate from the confrontation of twentieth century English and French will be the same as those which would emerge from bringing together the language of Chaucer and present-day French. A second remark can be made: translation cannot be dissociated from **comparative stylistics**, since every comparison must be based on equivalent data. But recognizing these equivalences is one of the main problems of translation. The procedures of the translator and of the comparative stylistician are closely linked, if in opposite senses. Comparative stylistics begins with translation to formulate its rules; translators use rules of comparative stylistics to carry out translations. This is the reason why, when confronted with the need to translate SLIPPERY WHEN WET, we decided to write, not a simple letter to the translator, but a whole manual possessing – like a Janus head, the double character of being a study of comparative stylistics and a guide to translation [...]. And the story ends in France, as it had to, on the Autoroute de l’ouest. We have travelled 5,000 kilometers, or 3,000 miles, to verify our hypothesis and again find the situation in its pure state, as it were. The journey was definitely worth it! So we leave Le Havre, Rouen, and the meanders of the Seine to follow this dual carriageway, the sober arrangement of a

long double ribbon amid the green surroundings. Here we find no blatant posters or flashy billboards dazzling us: the car moves as its own constant rhythm. And here, before our delighted eyes, the desired translations pass us by:

PRIORITÉ A DROITE — DÉFENSE DE DOUBLER — RALENTIR TRAVAUX — RALENTIR ÉCOLE —
CHAUSSÉE GLISSANTE SUR 3 KILOMÈTRES — SORTIE DE CAMIONS — PASSAGE DE TROUPEAUX
— FIN DE LA DOUBLE PISTE

And we are already at the St-Cloud tunnel, here is the *Seine* and the *Bois de Boulogne*; Paris, at last! (Viany & Darbelnet, 1995 : p. Preface)

Type correction

To translate the above text according to the synthetic method, the translator has to go by the following steps:

1. Read the text once or twice if required.
2. Underline the key notions, they are:
3. Now we put the source text aside and we start the transfer in the target language **based on the key notions only, nothing else**. The translator has to render the text in his own style and words recognizing the meaning hidden behind each key notion, **without taking the slightest glance** at the source text. It's a cognitive process in which the translator relies on his own memory and background on the subject. The result will be obviously a summary translated text which length comes to not more than **40%** of the source text's, and including **main** ideas only without copying the same words.
4. Hereunder is the target text reduced to its main content (364 words in 29 lines):

L'histoire commença sur le chemin entre l'Amérique et le Canada, de nombreux panneaux de signalisation routière se trouvaient devant deux linguistes, Vinay et Darbelnet, qui ont remarqué des différences linguistiques et stylistiques dans les textes de ces panneaux. En fait, l'anglais canadien est légèrement différent de l'anglais américain et le français canadien est légèrement différent du français européen. Mais

le plus important, ce sont les divergeances stylistiques qu'ils ont remarqués dans ces panneaux bilingues entre le français et l'anglais dans le même pays Canada, tels que SERRER À DROITE —PASSAGE INTERDIT— RALENTIR TRAVAUX, etc. Le message sémantique leur était familier bien sûr, puisqu'il doit être le même dans n'importe quel pays. Cependant, cela ne sonnait pas français au niveau stylistique ; en effet, le même contenu aurait été exprimé différemment en français : « *Aurions-nous réellement remarqué le caractère concret et ponctuel de ces panneaux routiers si nous étions nés sur les rives de l'Hudson, au lieu d'arriver avec un peu du terroir français traditionnel dans nos chaussures ? Rarement* ». Ils sont désormais de nouveau en route vers la frontière canadienne, où la langue de leurs ancêtres est très familière à leurs oreilles. L'autoroute canadienne est construite dans le même design que celle qu'ils viennent de quitter, sauf que la signalisation routière est bilingue [...]. A l'issue de ce voyage linguistique passionnant, Vinay et Darbelnet rapportèrent que la traduction ne peut être dissociée de la stylistique comparée puisque toute comparaison est basée sur des données équivalentes, or, la reconnaissance de ces équivalences constitue l'un des principaux problèmes de la traduction. Les démarches du traducteur et du stylisticien sont étroitement liées, quoique dans des sens opposés: la Stylistique comparée se base sur la traduction pour formuler ses règles; les traducteurs adoptent les règles de la Stylistique comparée dans leurs traductions. L'histoire se termine en France, comme il se devait, sur l'autoroute de l'ouest, ils parcourent 5 000 kilomètres pour vérifier leur hypothèse et retrouver la situation pour ainsi dire à l'état pur. En effet, ici en France, ils ne trouvent pas d'affiches flagrantes ni de panneaux tape-à-l'œil, tout contents, les traductions correctes défilèrent leurs yeux: PRIORITÉ A DROITE — DÉFENSE DE DOUBLER — RALENTIR TRAVAUX — RALENTIR ÉCOLE.

Commentary: We notice from the above synthesized text that the translator picked up the main source text content based on the key highlighted notions. Only the main message of the writers is reported to the target receiver, any details are dropped.

Motivating Study Quote 14

I'm not telling you it's going to be easy, I'm telling you it's going to be worth it.

Practical work 12 Business translation (Text2)**Aims of the training:**

The following source text belongs to Business translation field and does exist in any institution, either in Public Service or in the industrial Sector. It is a model of an industrial company *Réglement intérieur*. The source text in French is translated into English to help the students acquire academic and professional skills in two elements: functional terminology used in the job market in matter of human resources issues, and administrative writing skills. Learning new terminology will help them in their future profession since any employee establishes its own regulation to rule the industry. Thus, they will be able to manage themselves thanks to a “Déjà vu” situation, and this is very important to their professional evolution. Concerning the techniques of translation, the practical works are deliberately multiplied in order to strengthen L1 student basic comprehension.

NB/ the text is shortened to a few lines just to meet the training objectives. To read it in full, go through the reference link mentioned at the bottom of the text.

Guidelines

Identify and explain (in a separate text line), the techniques used in the underlined units (modulation, category shift, amplification, condensation, etc.). Then, you make out the terminology that is relevant to Business translation and look it up trying to understand its main concepts. NB/ You can answer either in English or in French.

Source text**Qu'est-ce qu'un règlement intérieur ?**

Le règlement intérieur est un document qui **explique** les règles et les normes qui régissent le comportement des **membres** d'une organisation. Il couvre généralement des domaines tels que la conduite appropriée, les heures de travail, les absences, les congés, les règles de sécurité et les sanctions. **C'est un document** très important **pour les organisations**, car il **indique** à la fois les valeurs et les normes **au sein de celles-ci**, il faut donc qu'il soit compréhensible par tous les employés. Comment rédiger un règlement intérieur ?

1. Définissez les objectifs et les enjeux du règlement intérieur.
2. Assurez-vous de la conformité avec les lois et les normes **en vigueur**.
3. Impliquez les différents **acteurs** de l'organisation dans la rédaction du Règlement intérieur.
4. Mettez en place un processus de **mise à jour** qui **permet** d'être **toujours** alignée aux normes de l'entreprise.

Target text**What are internal regulations?**

The Internal regulation is a document that **sets out** the rules and standards that govern the behavior of the **employees** of an organization. It generally covers areas such as appropriate conduct, working hours, absences, leave, safety rules and sanctions. **The internal regulation** is a very important document because it **conveys** both values and standards. Hence, It must be understandable by all the employees. How to write an Internal regulation?

- a. Define the objectives and the issues of the Internal regulation.
- b. Ensure compliance with **applicable** laws and **standards**.
- c. Involve the **employees** of the organization **in the drafting** of the **Internal regulation**.
- d. Set up a **regular update** process **to be** aligned with the company standards.

Reference link : <https://www.sidecare.com/contrats-type/modele-de-reglement-interieur>

Main steps followed in the process of translation:

- The source text read twice and the main idea made out: the employer is introducing the employees to the internal regulation of the company.
- The main terminology collected and newly learned by the students through the exercise, is highlighted in both source and target texts (**Bold + underlining**).
- A documentary research is made on the internet to better know the pertinence of the topic.
- Other steps are skipped because they are not required for such text-type, such as the delineation of the units, besides, very few techniques are used during the transfer because they are not required. In fact, specialized translation texts do not hide inferences, the message to be conveyed is fully explicit according to legal/administrative requirements.

Key correction of the techniques used during the transfer

Modulation : (sing/plur), (conc/abst), (abst/conc), (abst/conc), (conc/abst), (abst/conc) - **Amplification** - **Condensation** - **Implication**
Category shift - **Condensation**.

Motivating Study quote 15

Success is the result of all efforts, repeated Day in and Day out.
 Robert Collier

Tutorial 05: Process of a Certified Translation between B and B'

« The translation would seem to be the tip of the iceberg hiding a much larger volume of activities than is normally recognized. Indeed, slotting into the skill of translating, are a whole host of other desirable attribute, which normally remain hidden, because not articulated»¹

Aims of the training

The following theoretical course aims to introduce L1 students to the process of a certified translation as an overview. It gives them the core elements of the activity of a certified translator from the first step embodied in the reception of the paper up to the authentication of the translation, its delivery to the customer and the archiving. This introduction to the certified translation is just an opening that will be enhanced in L2 and L3 classes. In a brief definition, the Process of translation is a set of stages meant to render a high-quality target transfer; it is summarized into the following basic steps:

Pre-Transfer

- Comprehensive reading of the source text to make out its type.
- A second reading of the ST to check its semantic legibility, so that any profane reader can understand easily its different sub-ideas.
- Determine the *key terms* of the text that outline its main concern.
- Make a *documentary research* on the topic to apprehend its inner communicational purpose.
- Delineate the ST *units of translation* and detect their equivalents in the TT.

¹ Penelope SEWELL, "Hidden merits of the translation class", *Guide to good practice*, p. 8 « Conclusion ».

Traduction de la citation : (La traduction est comme un iceberg dont la partie cachée est beaucoup plus importante que celle qui flotte à la surface de l'eau. recèle beaucoup plus d'activités qu'on en a l'impression. Effectivement, traduire avec talent nécessite de passer par une multitude de phases qui restent recelées pour le lecteur du produit fini).

Transfer

- Reformulation in the target language.
- Write the text on the computer

Post-transfer

- Back- translation: that is reading the TT on light of the ST to make sure that all the units have been transferred without omission neither addition.
- Proofreading and spell check of the translation.
- Correction of errors if any.
- A final and careful reading of the target text.
- Take a first printout of the document.
- Reviewing and correction.
- Final edition of the document.
- Signature and official stamp on the document.
- Add the required non-official stamps on the document.
- Delivery to the customer after having taken a copy of the translation.
- Keep the document in the archives.

Motivating Study quote 16

*If you focus on results, you will never change
If you focus on change, you will get results !*

Practical work 13 “Attestation de travail” as a model

The above mentioned process of a certified translation is applied to the following specialized text :

Source text

Réf : N°/DRH/2022

Lieu, Date

ATTESTATION DE TRAVAIL

Nous soussignés, Société... (**Nom de l'entreprise**) sise à... (**Adresse de l'entreprise**) attestons par la présente que: Mr/Mlle/Mme... (**Nom & prénom de l'employé**), né le... (**Date et lieu de naissance**), exerce au sein de notre société depuis le... (**Date début**), et occupe actuellement la fonction de... (**Poste de l'employé**).

En foi de quoi, la présente attestation est délivrée, sur demande de l'intéressé pour servir et valoir ce que de droit.

Signature de l'employeur

Target text

WORK CERTIFICATE

I, the undersigned, Company... (**Name of the company**) located at... (**Address of the company**) hereby certify that: Mr/Miss/Mrs... (**Name & first name**) of the employee, born on... (**Date and place of birth**), works within our company since... (**Starting Date**), and currently holds the position of... (**Activity of the employee**).

In witness whereof, this certificate has been issued, at the request of the concerned party, for all due intents and purposes.

Motivating Study Quote 17

Yes study sucks, but trust me, not more than failure does.

Practical work 14

Self-evaluation Exercise

Aims of the training

The following Self-evaluation exercise aims at estimating the comprehension and the understanding of the students in matter of transfer between English and French languages. Mainly in the field of specialized translation that requires a master of the terminology. The students themselves are supposed to assess the convergences and divergences between the two foreign languages during the transfer.

Guidelines

- 1) Further to your reading of the hereunder text, can you make out **the difference** between the following terms: *Judicial translator-Legal translator*?
- 2) Make out in a separate sheet of paper, the **specialized terminology** of the text, then look them up in a *specialized dictionary* or through a *documentary research*.
- 3) How can this text be helpful to you later on in a **professional situation**?
- 4) After the process of translation you have gone through, mention at least three divergences/convergences you could make out between English and French? How do you find the English language compared to French language in matter of **structure** and **terminology**?
- 5) Is it easier for you to shift from English to French or the opposite? Why?

Source text

Judicial and Legal translation

Judicial Translation: not to be confused with legal or certified translation, it refers to legally-binding documentation. For example, this could be the translation of documents such as laws; regulations and decrees; general sales and purchase conditions; legally binding contracts such as job; license and commercial contracts; partnership agreements, accords; protocols and conventions; internal regulations and insurance policies among others. The juridical translator must have a solid legal background in addition to their linguistic training.

Legal/Certified translation: is being done by a certified translator who uses his signature to authenticate official translations. It covers a wide range of very different documents that usually require legal validation and are thus referred to as “certified”. Certified translators often work in courtrooms as juridical translators, or act in the capacity of a legal expert, as well as providing translations (in their own offices) of civil status documentation, marital agreements, divorce settlements, technical documents such as expert opinions; and minutes of the meetings, etc. A translation service is responsible for both understanding politico-legal and socio-cultural context behind a legal text and translating it in such a way that a target audience with a different cultural/political/societal background could readily understand. Even if you are familiar with the cultures and other aspects and are highly skilled at translation, you may need to consult legal professionals so as to ensure that your translation is completely error-free (Maalouf: 2023).

Motivating Study Quote 18

*Success is the result of all efforts, repeated
Day in and Day out.* Robert Collier

Feedback of the self-evaluation exercise

1) The difference between « *Judicial translator* » and « *Legal translator* » is that Legal translator owns an official stamp seal delivered by the authorities, in the case of Algeria, it's being delivered by the *Algerian Ministry of Justice* further to a competitive examination organized for the appointment of certified translators. A Legal translator deals with any type of documents (Medical, administrative, industrial, legal, etc) and certifies his translation with signature and official seal. A judicial translator is compelled to work within judicial scope only, has no official seal and translates institutional judicial documents

2) Main specialized terminology of the text :

- Legally-binding regulations = Législation, réglementation
- Purchase conditions = -Conditions d'achat
- Partnership = Partenariat
- Insurance policies = Polices d'assurance
- Certified translation = Traduction certifiée
- Courtrooms = Salles d'audience
- Legal expert = Expert juridique
- Civil status = État civil
- Marital agreements = Contrats de mariage
- Minutes of the meeting = Procès-verbaux des réunions

3) Dealing with such administrative/legal texts would help the students in their future professional experience by nearing the gap between academic and job market contexts in matter of terminology acquisition, and self-confidence, thus, the students will feel familiar to the new professional situation and the academic training would have met its main objectives.

- 4) Whenever we translate from English into French language, some changes occur in most of the time :
- Target text is longer because of the extension due to the French structure that requires more words compared to English structure.
 - Both French and English languages use mostly nominal not verbal sentences, which is the opposite of Arabic language.
 - In matter of terminology in specialized fields, there is no significant difference between French and English, because in most of cases, language for specific purposes is established by experts in fields other than languages. The difference is rather in commun languages (English and French) because of cultural binding items. Concerning the structure, French language is more complicated because its structure is demanding and obligatory linked with prepositions, pronouns, etc. English structure is more free and less complicated in such a way that one can juxtapose many words to create a full meaning without being obliged to link them.
- 5) Most of the students find it easier to shift from French into English because of the above mentioned reasons, and only few of them find the opposite orientation more flexible to them. The most logical reason is that new student generations have some preferences to English language than French, because of the wide spreading of the information technologies worldwide at a high speed in English language.
- 6) Translation of the text into French language :

Traduction judiciaire et traduction juridique

Traduction judiciaire: à ne pas confondre avec la *traduction juridique* ou *certifiée*, elle se réfère à la documentation juridiquement contraignante telle que la traduction de documents des lois, des règlements, des décrets, des conditions générales de vente et d'achat, des contrats juridiquement contraignant tels que des contrats de travail, des

contrats commerciaux, des accords de partenariat, des protocoles, des conventions, des polices d'assurance, entre autres. Le traducteur juridique doit posséder une solide formation juridique en plus de sa formation linguistique.

Traduction officielle: elle est effectuée par un traducteur agréé qui utilise sa signature pour authentifier les traductions. Elle couvre un large éventail de documents qui nécessitent généralement une validation juridique et sont donc qualifiés de "certifiés". Les traducteurs assermentés travaillent souvent dans les salles d'audience en tant que traducteurs juridiques, ou agissent en qualité d'experts juridiques et fournissent des traductions (dans leurs propres bureaux) de documents d'état civil, d'accords matrimoniaux, d'acte de divorce. Mais aussi des documents techniques tels que des expertises et des procès-verbaux de réunions. Un service de traduction est chargé de comprendre le contexte politico-juridique et socioculturel d'un texte juridique et de le traduire de manière à ce qu'un public cible ayant un contexte culturel/politique/social différent, puisse le comprendre facilement.

Study motivating quote 19

Believe you can and you are halfway there !

Practical work 15

Business Communication between French - English

(Practical translation work on Parallel texts)

Objectifs d'apprentissage:

- 1- Permettre aux apprenants débutants de connaître la signification des termes relatifs à leur spécialité.
- 2- Permettre aux apprenants de réfléchir sur l'activité traductionnelle sur la base d'une terminologie plus ou moins uniformisée et élaborée par des experts en la matière, voir des théoriciens chercheurs en traduction.

Consignes:

Ci-dessous un specimen d'un texte administratif, il s'agit d'une demande de stage adressée à une entreprise économique de la part d'un diplômé en traduction. Traduisez ce texte vers l'anglais en adoptant les techniques de traduction libre sur les unités mises en relief, ensuite expliquez la technique utilisée, son type et si elle est obligatoire ou non.

Source text

Nom Prénom... - Adresse... - Code postal : 23000 / Ville : ...- N° Tél...

Nom Prénom ou raison sociale du destinataire : Entreprise...

Adresse :... - Code postal / Ville... - Fait à...), le (Date).

De : **x** Etudiant - A : **y** Directeur de l'entreprise

Objet: Demande de stage

Monsieur,

Je **voudrais solliciter** de votre part de bien vouloir m'accorder un stage **au sein de** votre entreprise. Je suis un étudiant en **fin de cycle** de licence en traduction à *l'Université Badji Mokhtar d'Annaba -Algérie*, notre formation académique exige un stage professionnel d'au moins 03 mois afin de **nous familiariser** avec le marché du travail.

Je vous prie d'agréer monsieur, l'expression de mes salutations les plus respectueuses.

Target text

From: **x** student - To: **y** Manager of **z** company

Object: Request for a **probation period**

Dear sir,

I would want to request for a probation period (internship) in your company. I'm a third year student of translation at *Badji Mokhtar University* of Annaba – Algeria, and our academic training requires a professional achievement of at least 03 months in order to get experience in the translation job market.

Yours faithfully.

Signature

Key of the correction :

In the above underlined units, the translator used successively the following techniques: Amplification (Obligatory/imposed by the TL stylistic requirements) - Modulation (modulation (abstract/concrete + obligatory because it is required by the text-type that involve accurate, substantial and specialized terminology), (abstract/concrete) - Condensation (Obligatory/imposed by the TL stylistic requirements)

Motivating Study quote 20

If you focus on results, you will never change. If you focus on change, you will get results.

Practical work 16 Translation Model 01 (Machine translation)

Guidelines

- Hereunder a machine Google translation, read it carefully, and then make out whatever units that are making nonsenses.
- Justify the nonsenses and then give the accurate rendition.
- Key of the correction : the ST ~~—crossed/eliminated—~~ units are making nonsenses compared to the TT units. The accurate rendition is between brackets. Whereas, a few double lined units are Google translated with techniques that are mentioexplained between bracketsned).

Source text

Attitude is everything

The process of human change begins within us. We all have tremendous potential, we all desire good results from our efforts. Most of us are willing to work hard and to pay the price that success and happiness demand. Each of us has the ability to put our unique human potential into action and to acquire a desired result. But the one thing that determines the level of our potential that produces the intensity of our activity, and that predicts the quality of the result we receive is our *attitude*. Attitude determines how much of the future we are allowed to see. **It** decides the size of our dreams and influences our determination when we are faced with new challenges. No other person on earth has dominion over our attitude, people can affect our attitude by teaching us poor thinking habits or unintentionally misinforming us or providing us with negative sources of influence, but no one can control our attitude *unless we voluntarily surrender that control*. No one else "makes us angry", we make ourselves angry when we surrender control of our attitude. What someone else may have done is irrelevant, we choose, not they. They merely put our attitude to a test. If we select a volatile attitude by becoming hostile, angry, jealous or suspicious, then we have failed the test. If we condemn ourselves by

believing that we are unworthy, then again, we have failed the test. If we care at all about ourselves, then we must accept full responsibility for our own feelings. We must learn to guard against those feelings that **have the capacity** to lead our attitude down the wrong path and to strengthen those **feelings** that can lead us **confidently** into a better future. If we want to receive the rewards the future holds in trust for us, then we must **exercise** the most important choice given to us as members of the **human race** by **maintaining** total dominion over our attitude. Our attitude is an asset, a treasure of great value, which must be protected **accordingly**. Beware of the vandals and thieves **among us** who would injure our positive attitude or seek to **steal it away**. Having the right attitude is **one of the basics** that success requires. The **combination** of a **sound** personal philosophy and a positive attitude about ourselves and the world around us gives us an inner strength and a firm resolve that influences all the other **areas** of our existence.

Target text machine translation corrected

L'Attitude —est— importe pour (Explicitation obligatoire) tout!

Le processus de changement humain commence en nous. Nous avons tous un énorme potentiel et nous souhaitons tous de bons résultats ~~de~~ nos efforts. La plupart d'entre nous **sont prêts (modulation automatique du concret à l'abstrait)** à travailler dur et à payer le prix qu'exigent le succès et le bonheur. Chacun de nous a la capacité de **mettre en action (de mettre en valeur)** son potentiel humain **—unique (exceptionnel = modulation concret/abstrait)**, et d'obtenir le résultat souhaité. Mais la seule chose qui détermine le niveau de notre potentiel, qui produit l'intensité de notre activité et qui prédit la qualité du résultat que nous ~~recevons—~~ **(qui nous est octroyé)**, c'est notre attitude. L'attitude détermine ~~—la part—~~ **(la valeur = modulation concret/abstrait)** de l'avenir que nous ~~—sommes autorisés à voir—~~ **(que nous méritons = mod concret/abstrait)**. ~~—H—~~ **Elle** décide ~~—de la taille—~~ **(de l'étendue de)** nos rêves et influence notre détermination lorsque nous sommes confrontés à de nouveaux défis. Aucune autre personne sur terre n'a de domination

sur notre attitude, les gens peuvent affecter notre attitude en nous —~~enseignant~~ **(inculquant)** de **mauvaises habitudes (Dilution + mod)** de pensée, en nous ~~désinformant~~ **(induisant en erreur = mod abstrait/concret)** involontairement ou en nous —~~fournissant des sources d'influence~~ — **(influançant négativement = concentration obligatoire)** négatives, mais personne ne peut contrôler notre attitude à moins que nous abandonnions volontairement ce contrôle. Personne d'autre ne nous « met en colère », nous nous mettons nous-mêmes en colère lorsque nous ~~abandonnons~~ — **(nous ne controlons pas)** le contrôle de notre attitude. Ce que quelqu'un d'autre a pu faire **n'a pas d'importance (mod concret/abstrait)**, c'est nous qui choisissons, pas eux. Ils mettent simplement notre attitude à l'épreuve. Si nous choisissons une attitude instable en devenant hostiles, en colère, jaloux ou méfiants, alors nous avons échoué au test. Si nous nous condamnons en croyant que nous sommes indignes, là encore, nous avons échoué au test. Si nous nous soucions de nous-mêmes, nous devons alors accepter l'entière responsabilité de nos propres sentiments. Nous devons apprendre à nous prémunir contre ces sentiments —~~qui ont la capacité de conduire~~ — **(qui sont susceptibles d'orienter = mod general to specific)** notre attitude sur la mauvaise voie et à renforcer ceux qui —~~peuvent~~ nous **conduisent** avec —~~confiance~~ — **(avec assurance)** vers un avenir meilleur. Si nous voulons recevoir les récompenses que l'avenir nous réserve, nous devons alors ~~exercer~~ **(profiter du/mod abstrait/concret)** le choix le plus important qui nous est proposé en tant que membres de la —~~race humaine~~ — **(de l'humanité)** en maintenant une —~~domination~~ — **(un control)** total sur notre attitude. Notre attitude est un atout, un trésor de grande valeur, qu'il faut protéger **(en tant que tel)** —~~en consequence~~ — . Méfiez-vous des vandales et des voleurs **(qui sont) parmi nous** qui pourraient nuire à notre attitude positive ou chercher à nous la —~~voler~~ — **(escroquer)**. Avoir la bonne attitude est —~~l'une des bases~~ — **(une condition)** nécessaires au succès. La **combinaison** d'une philosophie personnelle —~~solide~~ — **(rigoureuse)** et d'une attitude positive envers nous-mêmes et le monde qui nous entoure, nous donne une force intérieure et une ferme détermination qui influencent —~~tous les autres domaines de~~ **(toute)** notre existence.

Motivating Study Quote 21

*Our greatest glory is not in never failing
But in rising up every time we fail.*

Practical work 17 Translation Model 02 (Text of Vulgarization)**Source text****Les métiers après des études de langues**

Il n'y a pas d'âge pour apprendre les langues vivantes étrangères. De l'école élémentaire à la formation continue des adultes, les possibilités d'enseigner sont nombreuses pour ceux qui ont envie de partager et transmettre leur passion des langues. La maîtrise d'une ou de plusieurs langues ouvre de nombreux débouchés : traduction, interprétation, enseignement. Associée à d'autres compétences, la maîtrise de l'anglais, du chinois, de l'espagnol, du russe, de l'arabe et autres langues est très recherchée pour des postes à l'international. Un salon à découvrir : <http://www.expolangues.fr/>

Expolangues : les langues du monde, le monde des langues.

Créé pour promouvoir l'apprentissage des langues, défendre le plurilinguisme et encourager les échanges internationaux, Expolangues est un événement annuel qui réunit l'ensemble des acteurs du marché linguistique, professionnels et grand public. A ne pas manquer si les langues vous passionnent. Chaque année, plus de 46 000 jeunes (dont 75 % de filles) entreprennent des études de langues à l'université ou dans une école spécialisée. Les débouchés spécifiques sont limités et concernent principalement la traduction, l'interprétation, l'enseignement et la recherche. En revanche, associées à d'autres compétences (droit, commerce, tourisme, communication, construction, etc.), les langues représentent un atout indéniable dans

une carrière à l'international en entreprise. L'anglais est incontournable. L'espagnol est précieux. **Panorama du secteur**

Avec l'élargissement de l'Union européenne et la mondialisation grandissante, les langues dites rares - polonais, lituanien, arabe, chinois...- sont davantage recherchées qu'autrefois. Elles peuvent ouvrir les portes de l'entreprise, des organisations internationales et de la diplomatie : la Commission européenne mise sur le multilinguisme, tandis que la France ambitionne de tripler ses parts de marché en Chine d'ici 10 ans. L'essentiel des diplômés en langues se forment sur les bancs de l'université, en filière **LEA** (Langues Étrangères Appliquées), tournée vers les métiers de l'entreprise, ou **LLCE** (Langues Littérature et Civilisations Étrangères), qui s'adresse davantage aux futurs enseignants.

Différents **doubles cursus**, (droit /langues, économie/langues, etc.) associant l'étude des langues étrangères à d'autres compétences, sont également envisageables. En dehors de l'université, on dénombre une dizaine d'écoles spécialisées en traduction et/ou en interprétariat, dont certaines sont très réputées.

I. Professeur de langue vivante étrangère

Spécialiste d'une langue et d'une culture, le professeur de langue vivante enseigne la grammaire et le vocabulaire d'une langue étrangère à des élèves allant du primaire au lycée. Il leur fait aussi découvrir et comprendre une autre culture. Pour mobiliser l'attention de sa classe, le professeur doit faire preuve d'aisance relationnelle, de patience et de sens pédagogique. Il doit aussi savoir se montrer ferme pour maintenir une ambiance de travail. La première étape consiste à obtenir une licence (bac + 3) mention LLCE (langues, littératures et civilisations étrangères). L'anglais offre le plus de débouchés. Certaines langues rares ne sont enseignées qu'à l'INALCO (Institut national des langues et civilisations orientales), qui vous propose quelque 90 langues!

Le professeur de langue vivante étrangère enseigne dans les établissements publics, les écoles privées, les centres de langues ou de formation continue, les associations culturelles. Pour aller plus loin Assistant ou lecteur à l'étranger. Via le Centre international d'études pédagogiques (CIEP), plus de 2 500 postes d'assistants

de français sont à pourvoir chaque année dans l'un des 20 pays suivants : Allemagne, Argentine, Australie, Autriche, Canada, Colombie, Équateur, Espagne, États-Unis, Italie, Irlande, Japon, Mexique, Nouvelle Zélande, Pays-Bas, Portugal, Royaume-Uni, Suisse alémanique et Venezuela. Cette formule est destinée aux futurs professeurs de langues de niveau bac + 2 ou + 3 en langues. Les assistants de langue sont le plus souvent affectés dans des établissements scolaires pour une durée de 7 à 11 mois. Ils secondent le professeur de langue et assurent des cours de conversation avec les élèves, une initiation à la civilisation et la culture françaises. Leur emploi du temps, qui compte 12 à 14 heures de présence en collège ou lycée par semaine, leur permet de suivre des cours dans une université locale.

E-reference : www.lesmetiers.net

Target text model

Careers after language studies

There is no age limit for learning modern foreign languages. From elementary school to continuing adult education, there are numerous teaching opportunities for those who want to share and transmit their passion for languages. Mastery of one or more languages opens up numerous opportunities: translation, interpretation, teaching. Combined with other skills, proficiency in English, Chinese, Spanish, Russian, Arabic and other languages is highly sought after for international positions. A show to discover: <http://www.expolangues.fr/>

Expolangues: the languages of the world, the world of languages.

Created to promote language learning, defend multilingualism and encourage international exchanges, Expolangues is an annual event which brings together all players in the linguistic market, professionals and the general public. Not to be missed if you are passionate about languages. Each year, more than 46,000 young people (75% of whom are girls) undertake language studies at university or in a specialized school. Specific opportunities are limited and mainly concern translation,

interpretation, teaching and research. On the other hand, associated with other skills (law, commerce, tourism, communication, construction, etc.), languages represent an undeniable asset in an international career in business. English is essential. Spanish is precious.

I. Overview of the sector

With the enlargement of the European Union and growing globalization, so-called rare languages - Polish, Lithuanian, Arabic, Chinese, etc. - are more sought after than in the past. They can open the doors to business, international organizations and diplomacy: the European Commission is banking on multilingualism, while France aims to triple its market share in China within 10 years. Most language graduates train at university, in the LEA (Applied Foreign Languages) sector, geared towards business professions, or LLCE (Foreign Languages, Literature and Civilizations), which is aimed more at to future teachers.

Different dual courses (law/languages, economics/languages, etc.) combining the study of foreign languages with other skills are also possible. Outside of the university, there are around ten schools specializing in translation and/or interpreting, some of which are very renowned.

II. Modern foreign language teacher

A specialist in a language and culture, the modern language teacher teaches the grammar and vocabulary of a foreign language to students from primary to high school. It also helps them discover and understand another culture. To mobilize the attention of his class, the teacher must demonstrate interpersonal skills, patience and teaching skills. He must also know how to be firm to maintain a working atmosphere. The first step consists of obtaining a license (Bac + 3) with LLCE mention (foreign languages, literatures and civilizations). English offers the most opportunities. Some rare languages are only taught at INALCO (National Institute of Oriental Languages and Civilizations), which offers you some 90 languages!

The modern foreign language teacher teaches in public establishments, private schools, language or continuing education centers, cultural associations. To go further Assistant or reader abroad. Via the International Center for Educational Studies (CIEP), more than 2,500 French assistant positions are to be filled each year in one of the following 20 countries: Germany, Argentina, Australia, Austria, Canada, Colombia, Ecuador, Spain, United States, Italy, Ireland, Japan, Mexico, New Zealand, Netherlands, Portugal, United Kingdom, German-speaking Switzerland and Venezuela. This formula is intended for future language teachers at bac + 2 or + 3 level in languages. Language assistants are most often assigned to educational establishments for a period of 7 to 11 months. They assist the language teacher and provide conversation lessons with the students, an introduction to French civilization and culture. Their schedule, which includes 12 to 14 hours of attendance at middle or high school per week, allows them to take courses at a local university.

Motivating Study Quote 22

*If it does n't challenge you, it does n't
change you !* (Fred De Vito)

Practical work 18: Full process of translation between B and B'

Translate the following passage into English language:

- By using techniques of translation in the underlined units (modulation, category shift, amplification, reduction, etc.) wherever possible.
- You also mention whether the technique is obligatory or not, if it is optional, give the other alternative.
- Mention the text-type? What is it meant for? What does the translation of such texts require?

Source text

Conditions d'accès à la profession de traducteur-interprète officiel en Algérie

Les traducteurs-interprètes officiels doivent remplir les conditions suivantes (Art. 9) :

- 1- Être de nationalité algérienne.
- 2- Être âgé de 25 ans au moins.
- 3- Jouir de ses droits civils et civiques et n'avoir pas fait l'objet d'une condamnation infamante pour délit ou crime.
- 4- Être titulaire du diplôme de l'institut d'interprétariat et de traducteur ou d'un titre reconnu équivalent.
- 5- Avoir exercé pendant cinq ans au moins, en cette qualité, au niveau d'un service de traduction auprès d'une juridiction, d'une administration ou institution publique, d'un établissement ou organisme public ou privé, au sein d'un office public de traduction officiel ou d'un bureau de traduction étranger.
- 6- Justifier d'une résidence professionnelle dans le cadre de la présente Ordonnance.
- 7- Réussir au concours pour l'exercice de la profession de traducteur-interprète officiel. Missions du traducteur-interprète officiel :

La traduction écrite ou orale d'une langue vers toute autre langue. (Art. 3)

Le traducteur-interprète officiel a seul qualité pour authentifier et certifier la traduction de tout document ou pièce de quelque nature que ce soit. (Art. 5)

Dans les limites de ses compétences et de ses attributions, le traducteur-interprète officiel peut, lorsqu'il est sollicité, effectuer des tâches d'interprétariat courantes lors de réunions, conférences, colloques, congrès, séminaires ou symposiums (Art. 6)

Reference: <https://www.mjustice.dz/fr/traducteur-interprete-officiel-2/>

Machine translated target text rectified

Conditions of access to the profession of ~~official~~ (Certified) translator-interpreter in Algeria

~~Official~~ Certified translators-interpreters must meet the following conditions (Art. 9):

- 1- Be of Algerian nationality,
- 2- Be at least 25 years old,
- 3- Enjoy your civil and civil rights and have not been the subject of a infamous conviction for misdemeanor or crime,
- 4- Hold a diploma from the interpreting and translator institute or a title recognized as equivalent,
- 5- Have worked for at least five years, in this capacity, ~~at the level of~~ in a translation service: ~~with~~ in a court, a public administration or institution, a public or private establishment or organization, within an official public translation office or a foreign translation office.
- 6- Proof of professional residency ~~within the framework~~ as per this ~~prescription~~ **order**.
- 7- Succeed in the ~~competition~~ for the ~~exercise~~ **practice** of the profession of **certified** translator-interpreter ~~official~~. Missions of the official translator-interpreter:

Written or oral translation from one language into any other language. (Art. 3)

The ~~official~~ **certified** translator-interpreter has sole authority to authenticate and certify the translation of any document or piece of any nature whatsoever. (Art. 5)

Within the limits of his skills and responsibilities, the ~~official~~ **certified** translator-interpreter may, when requested, carry out routine interpreting tasks during meetings, conferences, symposiums, congresses, seminars or symposia (Art. 6)

Motivating Study quote 23

Success is the result of all efforts, repeated Day in and Day out.

(Robert Collier)

Assessment of the Students' Academic Acquirement
(Mini-test – Exam - Homework)
Followed by Type-corrections

Aims of the training

The following section is meant for evaluation and assessment of the students work through three types: an exam topic, a quiz topic and a homework topic. This will provide a global overview of the evaluation method for L1 students. Each topic is directly provided with a type-correction.

Exam topic

Guidelines :

Translate the following quote of *Martin Luther King* into French language using the appropriate techniques of translation wherever possible, mainly in the highlighted units (*Modulation, Category shift, Amplification, Implication, Condensation, Amplification, etc*).

Source text:

*“We must set out to do a good job **irrespective** of race, and do it so well that nobody could do it better. Whatever your life’s work is, do it well. Even **if it does not fall** in the category of one of the so-called big professions, do it well. A man should do his job so well that the **living**, the dead, and the **unborn** could do it no better.”*

***If it falls your lot to be** a street sweeper, sweep streets like:
Michelangelo painted pictures,
like Shakespeare wrote poetry,
like Beethoven composed music ;
Sweep streets so well that all the host of Heaven and Earth will have to **pause** and say, ‘Here lived a great street sweeper, who **swept** his job well’ ”*

Reference:

<https://www.smartrecruiters.com/blog/whatever-your-lifes-work-is-do-it-well-said-dr-king/>

Key of the correction

Modulation Expansion Condensation Category shift Amplification
Implication Adaptation Calque

SOURCE TEXT

“We must set out to do a good job irrespective of race, and do it so well that nobody could do it better. Whatever your life’s work is, do it well. Even if it does not fall in the category of one of the so-called big professions, do it well.

A man should do his job so well that the living, the dead, and the unborn could do it no better”.

If it falls your lot to be a street sweeper, sweep streets like:

Michelangelo painted pictures

like Shakespeare wrote poetry

like Beethoven composed music ;

Sweep streets so well that all the host of Heaven and Earth will have to pause and say, ‘Here lived a great street sweeper, who swept his job well’ ”

Original référence: <https://www.smartrecruiters.com/blog/whatever-your-lifes-work-is-do-it-well-said-dr-king/>

TARGET TEXT

«Soyez déterminé à faire votre travail correctement sans tenir compte de (quelque soit) (sans tenir compte de (quelque soit) votre race (filiation), faites-le aussi parfaitement que possible et mieux que quiconque d’autre. Quelque soit votre travail (tâche, activité, fonction), faites-le bien. Même s’il s’agit d’un travail simple qui ne fait pas partie (from abstract to concret) des soi-disant (fameuses) célèbres professions, faites-le bien comme il se doit.

En effet, vous devez vous acquitter convenablement de votre devoir (travail) si bien que ni les personnes vivantes, ni celles qui ne sont plus de ce monde (from concret to abstract) (celles qui ne sont plus de ce monde), ni même celles qui ne sont pas encore nées ne puissent (from positive to negative) le faire mieux que vous. »

Si la destinée (la nature) a voulu que (from abstract to concret) vous soyez un balayeur de rue, et bien balayez-les:

Comme Michel Ange peignait (peigna) ses tableaux (toiles : from general to specific)

Comme Shakespeare écrivait (écrivait) ~~ses~~ ; (verts) : (from whole to part)

Comme Beethoven composait (composait) ~~sa~~ musique ; (ses notes) : from whole to part)

Balayez les rues si convenablement que tous les hôtes (habitants) : from abstract to concret) du Ciel et de la Terre devront s'arrêter : (from result to cause) pour dire : « Ici a vécu un très bon (grand) balayeur de rues qui a très bien fait (from concret to abstract) son travail ! »

Référence du texte original:

<https://www.smartrecruiters.com/blog/whatever-your-lifes-work-is-do-it-well-said-dr-king/>

Give the equivalent to the following terms in the target language (01 x 8pts):

- Line manager : **Chef hiérarchique**
- Installation report : **PV d'installation**
- Collective convention : **Convention collective**
- Poursuites judiciaires : **Legal proceedings**
- To dismiss an employee: **Renvoyer un employé**
- Rémunération mensuelle: **Monthly pay (salary)**
- Contrat à durée indéterminée : **Full time job Contract**
- Société à responsabilité limitée (SARL) **Limited liability Company (Ltd)**

Observations:

1. The above is a type-correction; any other correct rendition is welcome, provided the techniques used are accurate. Whereas, the terminology of the contract is standard and thus, unchangeable.
2. The target text is longer than the source text because the structure of the French sentence is more elaborated than English sentence structure, that's what we call in technical language "Foisonnement" = "Prolifération"

In-class mini-test 1

- a. Give three examples of translation **gaps** between B & B' (03pts).
- b. Mention three main **structural characteristics** between B and B'
- c. One of the following two concepts is the **cause**, the other is the **effect**.
Specify them with an accurate explanation (05pts):

“Untranslatability” & “Translation gaps”

- d. Give the equivalent of the concept **“In-house translator”** in French. Make out the relationship between **“Parallel translation”** and **“Back translation”**. In which step of the process do we resort to them? Give the equivalent of both concepts in French language. (06pts)

Type-correction of the Mini-test 1

- a. Examples of translation **gaps**: “Déjà vu”, “Génie d’une langue”, Excel: these terms borrowed between the two languages.
- b. Mention three main **structural characteristics** between B and B’: French sentence is more complicated compared to English sentence. English sentence is not as linked as in French, words are mostly juxtaposed without any link. Besides, English is synthetical, French is rather analytical.
- c. **Translation gaps** are the cause of **untranslatability** because we do not find their equivalents in the target language/culture. Hence, the translator borrow/loan them from the source language as they are in order to fill the gap, provided he explain this measure in a footnote.
- d. **“In-house translator”** equals to ‘Traducteur salarié’ in French language.
- e. **“Parallel translation”** facilitates the **“Back translation”** because it brings source and target texts close together, so the translator can revise easily his rendition through comparison. Parallel translation equals to “Traduction parallèle” and Back-translation equals to ‘Retraduction’.

Merged Topic and Type-correction of a homework (Synthetic transfer)

Guidelines

Based on your acquisitions in the relevant course and practical work, reduce the quantity of the following text to the half, then explain the process you followed and in which case such translation is required?

- **Source text length: 389 words in 37 lines**

Key notions are highlighted (in bold + underlining) in the hereunder source text :

UK extends Corona virus lockdown measures by at least three weeks

The U.K.'s coronavirus death toll now stands at 13,729, an increase of 861 from the previous day.

Britain is extending its coronavirus lockdown measures by at least another three weeks, Foreign Minister Dominic RAAB said Thursday. The government's decision to prolong its shelter-in-place restrictions followed a meeting with scientists earlier in the day. Raab, who is deputizing for Prime Minister Boris Johnson, said the rate of Covid-19 infections has not slowed enough to justify lifting the shutdown. "Any change to our social-distancing measures now would risk a significant increase in the spread of the virus," Raab said at the government's daily press conference. "That would threaten a second peak of the virus and substantially increase the number of deaths." Restrictions on public life have been in place in the U.K. since March 23. People have been told to stay at home, with the exception of limited shopping - for essential food and

medical supplies - and exercise. *Raab* outlined **five** things the government wanted to see before looking to adjust the lockdown measures currently in place. They are as follows:

1. That the U.K.'s **National Health Service** is protected so it's able to cope with the epidemic.
2. **Evidence** of a sustained and **consistent** fall in daily deaths from the virus.
3. **Reliable** data showing the rate of infection is decreasing to "**manageable levels.**"
4. Testing and personal protective **equipment** in hand.
5. **Confidence** that any adjustments to current measures risk a second peak of infections.

" Now is not the moment to give the coronavirus a second chance," RAAB said. The number of people who have died in U.K. hospitals after testing positive for the virus now stands at 13,729, an increase of 861 from the previous day. The country has reported over 100,000 infections. The Office for Budget Responsibility **warned** earlier in the week that the shutdown could cause U.K. gross domestic product to **shrink** by 35% in the April to June period. Its projections were based on the assumption that the shutdown lasts for three months, followed by another three-month period during which restrictions are partially lifted. Other **European** countries, such as Spain and Italy, have already begun gradually **easing** their lockdown measures. In Spain, construction and factory workers have started returning to work, while some regions in Italy have reopened bookstores and children's clothes stores.

Published Thu, Apr 16 2020

<https://www.cnbc.com/2020/04/16/coronavirus-uk-lockdown-measures-extended-by-at-least-3-weeks.html>

a. Process of a synthetic transfer:

To translate a text according to the synthetic method, the translator goes by the following steps:

- To read the text once or twice (it depends on its semantic and lexical structure).
 - To underline the key notions.
 - To put the source text aside and start the transfer in the target language **on the basis of the key words**. The translator has to render the text in his own style and expression by identifying the meaning hidden behind each key notion, and **without taking the slightest glance** at the source text. It's a *cognitive process* in which the translator relies on his own background of the subject that is stored in his short term and long term memories. The result will be obviously a summarized target text which length comes to not more than **40%** of the source text's, and including exclusively **the main** ideas dropping every redundancy.
- b.** This type of translation is used whenever a full translation is not required in the target situation, or whenever the target reader has not enough time to read a full translation that will be done later on if required.

c. Product : target text in French including 171 words in 12 lines :

**Le Royaume-Uni prolonge d'au moins trois semaines
le confinement dû au Coronavirus**

Au Royaume-Uni, le *Budget Responsibility Service* a déclaré que le confinement serait réduit à 35 % entre avril et juin, d'autres pays européens ont commencé à réduire leurs mesures de confinement. Par ailleurs, les décès au Royaume-Uni s'élèvent à 13 729 ,or, le Premier ministre britannique a déclaré que le taux d'infections au Covid-19 n'avait pas suffisamment ralenti pour justifier la levée

du confinement, et que cela risquait de provoquer un deuxième pic. Par conséquent, cinq éléments doivent être vérifiés avant d'ajuster les mesures de confinement : le National Health Service est suffisamment protégé pour faire face à l'épidémie, des informations fiables sur une baisse constante des décès, une diminution tangible des infections, disponibilité des équipements de protection et la certitude que toute modification apportée aux dispositions actuelles de confinement, risquent de provoquer un deuxième pic d'infections. Enfin, le nombre de décès dans les hôpitaux britanniques est de 13 729, soit une augmentation de 861 par rapport à la veille, en effet, le pays ayant signalé plus de 100 000 infections.

Publié le mardi 16 avril 2021

<https://www.cnn.com/2020/04/16/coronavirus-uk-lockdown-measures-extended-by-at-least-3-weeks.html>

Motivating Study Quote 24

*Success consists of going from failure to failure
without loss of enthusiasm !*

Wisnton Churchill

Conclusion

Through this handout meant to L1 students, me tried to put ahead several linguistic convergences and divergences in the transfer between English and French languages within the module of «*Introduction to translation English/French/English* ». In fact, each of these two languages has its own features on lexical, phonological, structural, semantic, stylistic, pragmatic and cultural levels. These features come out during the transfer between these two languages and it becomes easy to understand them and to take them into account, otherwise the translation ends obviously to nonsenses or to a target text that does not sound the target language.

The importance of the translation between these two foreign languages is proved in the target market requirements, mainly in the industrial field (Secteur économique). Hence, through this module, L1 students get a general overview of the market requirements in matter of document types, either in written or multimedial translation. Moreover, what makes this module exciting is that it brings close together two languages that are quite divergent at the cultural level. This divergence itself creates an other linguistic and stylistic distinctions between the two languages. In other words, it is not hard to appreciate the transfer between English and French, it is rather very interesting and mainly very educative. Because the more two languages are divergent, the more the transfer between them becomes a pleasure and help the translator learning better and appreciating the process of translation and thus, makes him/her love his/her speciality much better. In fact, French sentence structure is complicated compared to English sentence, whereas, English is much more complicated if we consider it from a phonetic and phonological point of view, French is rather a flat language.

We tried to highlight these divergences between the two languages in this handout in both theoretical and practical items as an introduction to this foreign pair that is requested in the Algerian job market whenever there is a partnership with foreign communicators in order to assure effective communication., whether in a short term or a long term business. Our methodology consisted in introducing L1 students to the process of translation, the main techniques of translation, the linguistic/stylistic features between B and B', the interferences between B and B' and the types of translation by focusing on Synthetical transfer further to its academic and professional effectiveness. Each of these theoretical and brief introductions is followed by practical works embodied in exercises with several examples to help the students better understand the matter. In fact, without practical examples, the Learning purposes remain not attained.

At the end of the handout, we have estimated it good practice to give samples of the evaluation through an Exam topic, a Mini-test topic and a Homework topic. Each of the topics is followed by a type-correction.

Finally, we have gathered the basic concepts of translation in a glossary at the end of the handout as an annexure. The second annexure is an overview on job opportunities at the local Algerian market. We ended with a list of suggested reading to L1 student and the references that are mentioned in the body of the handout. And we hope that this handout will be helpful to L1 students at the Algerian University in general.

Motivating Study Quote 25

*If you focus on results, you will never change.
If you focus on change, you will get results*

ANNEXURES

Annexure 01**Glossary for beginners****Main concepts in translation****Aims of the training**

The following definitions allow the novice learners to acquire a global overview on the basic concepts in translation/interpretation. It will also help them throughout their academic course, to get a well-founded reflection on their field of specialization, and to use an accurate terminology standardized by expert researchers, both from academic and professional environments.

Source	Target
1. (A) langage (Arabic), basic L	1. Langue (A) Arabe - L de base
2. (B) langage (French)	2. Langue (B) Français
3. (B') langage (English)	3. Langue (B') Anglais
4. Synthetic translation	4. Traduction synthétique
5. Authentic document	5. Document authentique
6. Back translation	6. Retraduction
7. Business translation	7. Traduction institutionnelle
8. Domestication/Foreignization	8. Localisation/Etrangéisation
9. Free lancer	9. Traducteur libre
10. Full translation	10. Traduction intégrale
11. Interpretive Theory	11. Théorie interprétative
12. Langage pair	12. Combinaison linguistique
13. Linguistic Theory	13. Théorie linguistique
14. Machine Translation	14. Traduction automatique

15. Miss-translation	15. Faux sens
16. Over translation	16. Sur-traduction
17. Over-all translator	17. Traducteur généraliste
18. Parralel translation	18. Traduction parallèle
19. Process of translation	19. Processus de traduction
20. Sight translation	20. Traduction à vue
21. Skopothery	21. Théorie du Skopos
22. Source text/ Target text	22. Texte source/Texte cible
23. Specialized translator	23. Traducteur spécialiste
24. Theories of translation	24. Théories de traduction
25. Translation gap	25. Lacune de traduction
26. Translation studies	26. Traductologie
27. Unfaithfulness	27. Infidélité
28. Untranslatability	28. Intraduisibilité

Motivating Study Quote 26

*If you have the courage to begin, you have
the courage to succeed !*

Annexure 2

Career opportunities in the language pair Eng/Fr/Eng

Hereunder a table including the various Career Opportunities for Algerian graduate translators who can practice mainly in the local market, as independent professionals (Certified translators/interpreters), or as employees (In-house translators/Interpreters or as teachers of translation), both in public or in industrial services. The table also includes the several professions (activities) of the translator/Interpreter in a global scope.

Job opportunities available at the Algerian local market	Type of translation/ Interpretation
1. Industry : Petroleum, Steel, Chemical, Electronic, Construction,	1. Economic, technical, Marketing, Financial
2. Infrastructure : Roads, Bridges	2. Economic, technical, Marketing.
3. Various institutions, Political (Ministeries), Bancs	3. Diplomatic, political, accountancy.
4. Communication : Audiovisual (TV, Radio, Social media), Press,	4. Voice over, Voice off, translation, subtitling, dubbing, localization.
5. Public Administrations	5. Administrative, judicial
6. Certified translation offices	6. Legal, judicial, Civil Status
7. Hospitals, Pharmacies, Labs	7. Medical, Biological
8. Editors	8. Books, articles, novels, etc
9. Universties and private schools	9. Teaching translation/Interpretation

Most frequent Professions of the Translator/Interpreter

- Linguistic advisor
- Reviewer/Proofreader
- Project manager in the linguistic field
- Interpreter or guide-interpreter (Oral rendition)
- Editor/ Technical writer
- Terminologist
- Translator (Written rendition)

Motivating Study Quote 27

*Nothing is impossible !
The word itself says : I'm Possible!*
Audry Hupburn

Annexure 3

Suggested reading meant for L1 students

Aims of the training

Hereunder a list of references meant for **L1** students in order to introduce them into basic concepts and practices between B and B' languages. It gathers successful recent books in translation that must be known by any student in translation/interpretation.

Guidelines

L1 students should go through the following references and try to download them since most of them are available in soft copies on the internet free of charge. The list gathers books both in English and in French. Straight from the title, the student can grasp a global idea of the book content and thus, he (she) will be able to order his (her) reading priorities according to the academic curriculum :

1. **ASJP**. Algerian Scientific Journal Platform - ASJP - CERIST
<https://www.asjp.cerist.dz/Revues>
2. **Ballard, Michel**. 2013. *Histoire de la traduction. Repères historiques et culturels*, Bruxelles, De Boeck.
3. **Corine Wecksteen-Quinio**, Michaël Mariaule , Cindy Lefebvre-Scodeller. 2020. Ed. De Boeck Supérieur , 2^{ème} ed. Collection Traducto, 272 pages.
4. **Donner, Marian**. 2019. Comment rester sain d'esprit dans une société malade. Traduit du néerlandais (Pays-Bas) par Noëlle Michel (2021).

5. **J.B.A.M. De Seze.** 1813. *The English and French Interpreter*, New York Publisher. TranscUlturAl, vol.5.1-2 (2013), 61-79
<http://ejournals.library.ualberta.ca/index.php/TC>
6. **Harriett Namukwaya.** 2014. Beyond Translating French into English: Experiences of a Non-Native Translator, TranscUlturAl A Journal of Translation and Cultural Studies 5(1-2):61. Doi: 10.21992/T9R906
7. **Jacobson, Roman.** 1959/2004. 'On linguistic aspects of translation', in Lawrence Venuti (ed.) (2004), *The Translation Studies Reader*, 2nd edition.
8. **Lemaire, Claire.** 2017. Traductologie et traduction outillée : du traducteur spécialisé professionnel à l'expert métier en entreprise. Linguistique. Université Grenoble Alpes. Français.
<https://theses.hal.science/tel-01683768v2/document>
9. **Munday, Jeremy.** 2016. *Introducing Translation Studies. Theories and Applications*. Fourth edition. Abingdon/New York: Routledge.
10. **Meta:** Journal des traducteurs -Translators' Journal. Direction : Marie-Alice Belle (Directeur/Editor) / Rédaction : Chantale Gagnon (Directrice adjointe/Assistant editor) <https://www.erudit.org/fr/revues/jtraducteurs/>
https://www.researchgate.net/publication/317816549_Beyond_Translating_French_into_English_Experiences_of_a_Non-Native_Translator
11. **Meertens, René.**2021. Guide anglais-français de la traduction-Grand livre.
12. **Paillard, Michel et Hélène Chuquet.** 2002. Approche linguistique des problèmes de traduction anglais-français, édition Ophrys.

Annexure 4 - Extra models of translated texts between B and B'

Model 01 (Synthetic transfer)

Source text

Faites attention aux *personnes toxiques* !

Une personne toxique est une personne qui, pour arriver à ses fins, va avoir un effet négatif sur son entourage, aussi bien dans la vie privée que dans la vie professionnelle, et va affecter l'ensemble de l'équipe et des collaborateurs proches d'elle. Travailler au contact d'une personne toxique peut ralentir votre carrière et mettre votre santé mentale en danger. En effet, l'exposition prolongée à une personne toxique peut mener au burn-out ou à la dépression. En reconnaissant les signes d'une personne toxique, vous pourrez mieux vous en protéger : la personne toxique ne va pas hésiter à utiliser les points sensibles de ses collaborateurs pour tourner la situation à son avantage, voir passer elle-même pour la victime, c'est une personne **manipulatrice**, elle récolte les lauriers, tout en rabaissant les autres de façon discrète [...]. En plus, la personne toxique n'hésite pas à avoir des paroles blessantes, à dénigrer le travail des autres et mettre en doute leurs capacités. Ce comportement particulièrement **dangereux**, peut aussi mener au *burn-out* ou à la dépression, voici un exemple de phrase qui doit vous alerter, qu'elles vous soient ou non adressées directement : « N'importe qui serait capable de faire mieux ». Par ailleurs, les personnes toxiques ne prennent jamais leurs responsabilités en cas d'erreur, elles chercheront toujours à souligner les faiblesses des autres afin de mieux camoufler leurs propres manquements. De plus, une personne toxique n'hésitera pas à utiliser la vie personnelle de ses collaborateurs contre eux, à propager des rumeurs ou des vérités privées. Les rumeurs se répandent avant d'arriver aux oreilles de l'intéressé, dont l'image sera peut-être détériorée. Diviser pour mieux

régner pourrait être sa devise, alors ne tombez pas dans son piège : ne la croyez jamais sur parole, ne propagez pas les rumeurs à votre tour, et ne lui confiez rien qu'elle pourrait utiliser contre vous. Autres comportements de la personne toxique : une personne toxique voudrait souvent rester sous les projecteurs, solliciter **sans cesse** son entourage en étouffant les autres par son omniprésence, à tel point que les gens finissent par travailler pour sa réussite personnelle, plutôt que pour la leur. Si vous avez l'impression qu'une personne évolue grâce à vous tandis que vous stagnez, vous êtes en présence d'une personne toxique. La personne toxique critique la moindre décision sans jamais rien proposer de constructif en échange, le plus souvent en se victimisant. Elle sera capable d'utiliser le plus petit événement pour expliquer à son entourage à quel point la situation est **injuste**, ce comportement affecte l'ambiance générale, en particulier si cette personne est écoutée par ses collègues [...]. Comment réagir face à une personne toxique ? La première chose à faire est d'apprendre à dire non ! Non à ses confidences, non pour lui rendre n'importe quel service, non à ses remarques. Cela vous permettra de mettre une barrière entre la personne toxique et vous. Si la personne a tendance à mentir, n'hésitez pas à laisser des traces de vos échanges par email. Enfin, ne sacrifiez jamais votre vie privée en faveur d'une personne toxique, elle est indispensable à votre santé mentale.

Référence : *Comment reconnaître une personne toxique au travail ? - L'équipe éditoriale d'Indeed*
<https://fr.indeed.com/conseils-carrieres/developpement-personnel/reconnaitre-personne-toxique-travail>

Target text (Synthetic transfer)**Watch out for toxic people !**

A toxic person has a negative impact on the persons who are around, her behavior obviously affects their mental health. However, some forewarnings will help you to identify a toxic person: she usually tries to depreciate the capacities of her coworkers or colleagues and drive them to depression. She also often interferes in other's private lives by spreading out false rumors, hence, be careful to such manipulations. A toxic person also tries to play the role of a victim by complaining, claiming and criticizing without suggesting anything to get things better. Moreover, a toxic person often hunts for admiration and veneration with a far and wide manifestation any time and everywhere. Consequently, if you realize that a person is developing herself thanks to your assistance, whereas you are stagnating or deteriorating, that means you are dealing with a toxic person. The unique solution is then to cut it out immediately with her and to reject her ill-intentioned confessions. In addition, do keep a tangible proof against that ill-mental person by saving her emails, and use them whenever required against her dishonesties. Finally, erect a very high barrier between you and the toxic person in order to preserve your mental health, otherwise, be sure that you are physically and mentally destroyed.

Hereunder the key notions made out from the source text

Toxique/Négatif /L'ensemble /Ralentir /Mentale/
 /Signes/Collaborateurs/Rabaissant /Capacités/Dépression/Faiblesses /Personnelle
 Rumeurs//Piège /Projecteurs/Omniprésence/Évolue /Critique /Proposer
 Victimisant/Collègues /Réagir /Non /Confidences/Barrière /Mentir/Traces
 Sacrifiez /Santé

Model 02 - Back translation and correction of *Google Translation* (Full transfer)

Source text

About National School of Artificial Intelligence (ENSIA)

Opened in the 2021-2022 academic year, the National School of Artificial Intelligence (ENSIA) is one of Algeria's newest universities. ENSIA was established in order to educate engineers specialising in the theory and practice of artificial intelligence and **data sciences**. It is located in the new technology centre of Sidi Abdellah, in the western suburbs of Algiers. The campus is easily accessible via **a number of modes of** public transport. Courses are taught in English and French, and subjects on offer **include intensive English**, mathematics, computer science (programming, databases, software engineering, computer security, etc); artificial intelligence and its application, entrepreneurship and project management. For the 2021-22 academic year, students were not admitted unless they had achieved a minimum of 16 out of 20 in their Baccalaureate. There were also **minimum grade requirements** for mathematics, depending on which courses students were planning to study. As yet, ENSIA **does not offer PhD study**, but there are plans to introduce doctoral schools within the next few years. ENSIA hopes that its graduates will go on to have careers as artificial-intelligence engineers, data analysts, computer scientists or software developers in fields including health, energy, agriculture and transport.

Mahelma, Sidi Abdellah, Algeria

Downloaded on April 27th 2024 from :

<https://www.timeshighereducation.com/world-university-rankings/national-school-artificial-intelligence-ensia>

Target Google translation reviewed and rectified by students

À propos de l'École Nationale d'Intelligence Artificielle (ENSIA)

Ouverte au cours de l'année universitaire 2021-2022, l'École nationale d'intelligence artificielle (ENSIA) est l'une des universités les plus récentes d'Algérie. ~~L'ENSIA~~ Elle a été créée afin de former des ingénieurs spécialisés dans la théorie et la pratique de l'intelligence artificielle et des ~~sciences des données~~ ~~et des compilations des données.~~ ~~—~~ L'ENSIA est situé dans le nouveau pôle technologique de Sidi Abdellah, dans la banlieue ouest d'Alger. Le campus est facilement accessible via ~~un certain nombre de divers~~ modes de transports publics. Les cours sont dispensés en anglais et en français et les matières proposées ~~—comprennent—~~ incluent l'anglais intensif ~~des cours intensifs d'anglais~~, les mathématiques, l'informatique (programmation, bases de données, ~~génie logiciel~~ développement logiciel, sécurité informatique, etc.) ; l'intelligence artificielle et ses applications, l'entrepreneuriat et la gestion de projets. Pour l'année académique 2021-22, les étudiants n'étaient admis ~~que s'ils avaient obtenu un minimum de~~ qu'avec une moyenne minimale de 16 sur 20 au Baccalauréat. Il y avait également ~~des~~ exigences minimales en matière de note . On exige également une note minimale pour les mathématiques, en fonction des cours que les étudiants envisageaient d'étudier. L'ENSIA ne propose pas encore d'études doctorales, mais ~~—il est prévu de créer~~ on prévient des écoles doctorales dans les prochaines années. L'ENSIA espère que ses diplômés pourront poursuivre des carrières d'ingénieurs en intelligence artificielle, ~~d'analystes de données~~, d'informaticiens ou de développeurs de logiciels dans des domaines tels que la santé, l'énergie, l'agriculture ~~ou les transports~~ et le transport.

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3. **Gouadec, Daniel**. 1990. *Le traducteur, la traduction et l'entreprise*. Éditions AFNOR, Imprimerie Jouve, Paris.
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11. **Walter, Henriette.** 2001. Les "Faux Amis" Anglais et L'autre Côté du Miroir, « La linguistique », vol.37, 2, pp.101-112, Presses Universitaires de France, Doi 10.3917/ling.372.0101
<https://www.cairn.info/revue-la-linguistique-2001-2-page-101.htm>

Motivating Study Quote 29

*If you are not willing to learn, no one can help you.
If you are willing to learn, no one can stop you!*

Motivating Study Quote 29

*If you are not willing to learn, no one can help you.
If you are willing to learn, no one can stop you!*

Motivating Study Quote 30

*Finally, bear in mind that:
A smooth sea never made a skilled sailor.
If you want results, they do not come for free!*

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