University Mohammed Seddik Ben Yahia- Jijel

Faculty of Letters and Languages

Department of English

Module of Translation

Second Year Students

All Groups

Theoretical Part:

I- BASIC DEFINITIONS

An obvious place to begin a translation course is to examine translation as a process - what it is that the translator actually does. To do this, we must note at the outset a few basic terms that will be used throughout the course such as:

a- Text
b- Source text (ST)
c- Target text (TT)
d- Source language (ST)
e- Target language (Tl)
f- Meaning
g- Context
h- Units of translation

1- ***Text*** is any given stretch of speech or writing assumed to make a coherent whole.
A minimal text may consist of a single word - for instance, the road signقف 'stop' - is considered as an independent message. A maximal text may run into thousands of pages.
2- ***Source Text (ST)*** The text requiring translation.
3- ***Target Text (TT)*** The text which is a translation of the ST.
4- ***Source Language (SL)*** The language in which the ST is spoken or written.
5- ***Target Language (TL)*** The language into which the ST is to be translated.
6- ***Definition of MEANING*** the thing one intends to convey especially by language "Do not mistake my*meaning"*. Many words have more than one *meaning*.

The meaning of a word, expression or gesture is the thing or idea that it refers to or represents and which can be explained using other words.
In semantics meaning is the message conveyed by words, sentences and symbols in a context.

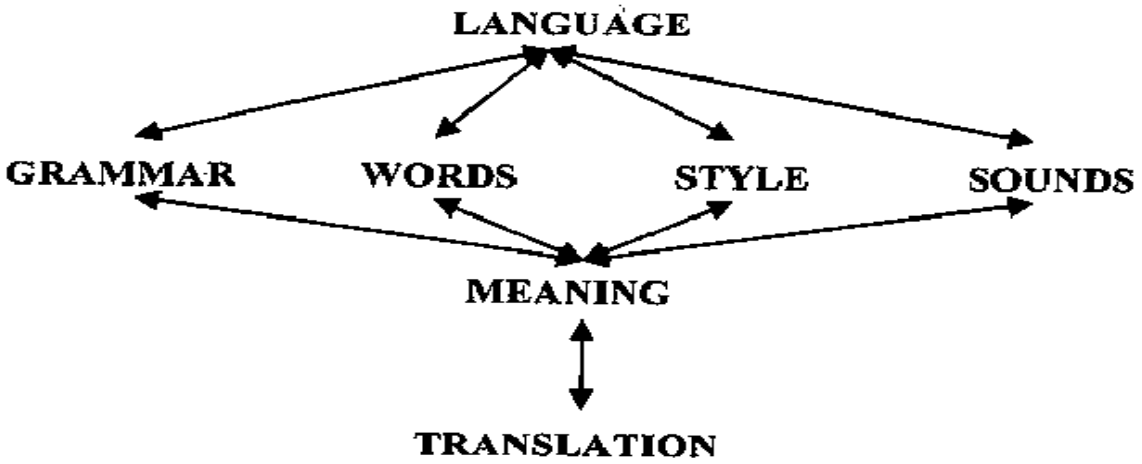
7- ***Definition of Context***

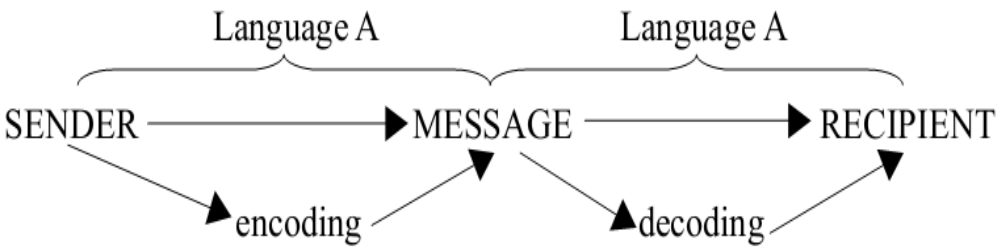
The circumstances that form the setting for an event, statement or idea and in terms of which it can be fully understood.
The parts of something written or spoken that immediately precede and follow a word or passage and clarify its meaning.
The text or speech that comes immediately before and after a particular phrase or piece of text and helps to explain its meaning.

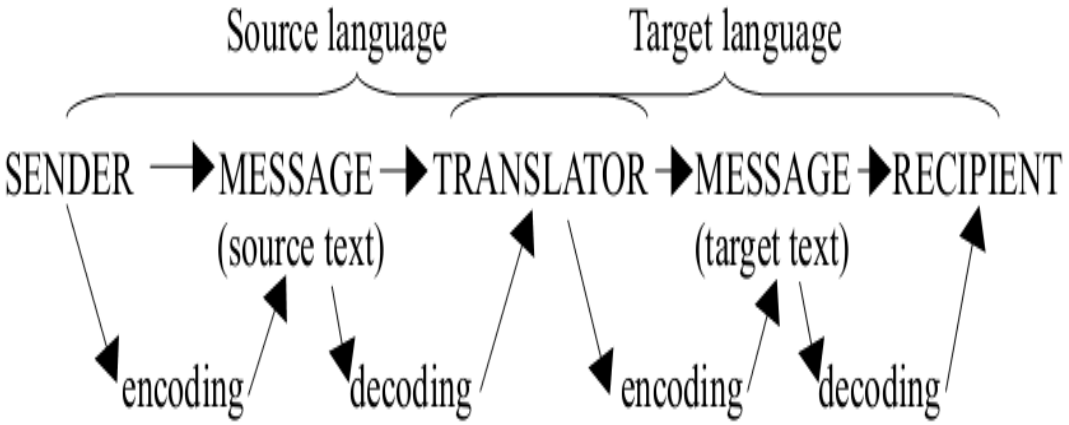
8- ***The Unit of Translation*** This term refers to 'the linguistic level at which the ST is recodified in the TL' (Shuttleworth and Cowie 1997 :192).
In other words, the element used by the translator when working on the ST. It may be the individual word, group, clause, sentence or even the whole text.'.

II- Definition of Translation

What is Translation? As a subject, Translation generally refers to all the processes and methods used to transfer the meaning of the SL into TL as closely, completely and accurately as possible.







1- ***Translation***

2- Is to change words into a different language, (Cambridge Advanced Learner's Dictionary)

3- Is the act or an instance of translating, a written or spoken expression of the meaning of a word, speech, book, etc. in another language. (The Concise Oxford English Dictionary).

4- Is an incredibly broad notion which can be understood in many different ways. For example, one may talk of translation as a process or a product, and identify such types as literary translation, technical translation, subtitling and machine translation... Shuttleworth and Cowie, 1997.

5- Is the communication of a message from one language to another, in a written way between texts (Text A & B) (Source &Target). If we do so orally it will be called interpreting & it occurs between two or more people, in which the interpreter plays the role of the mediator.

The purpose of translation is to achieve maximal equivalence between the source text and the target text because languages differ from each other formally and functionally, and languages are “rooted in” different cultures. The process of translation is thus in itself a very dynamic one.

2- Strategic Decisions to Take

The first set of reasoned decisions taken by the translator. These are taken before starting the translation in detail, in response to the following questions:

1- What is the message content of this particular ST?
2- What are its salient linguistic features?
3- What are its principal effects?
4- What genre does it belong to and what audience is it aimed at?
5- What are the functions and intended audience of my translation?
6- What are the implications of these factors?
7- If a choice has to be made among them, which ones should be given priority?

** With these terms in mind, we can say that the process of translation could be summarized in two types of activity: understanding an ST and formulating a TT. These two activities however do not occur successively, but simultaneously.*

3- The Steps of Translation

1- Reading the text.
2- Underlining the key words and difficult words.
3- Selecting the units of translation.
4- Starting the process of translation by looking for the meaning of the difficult words and translating them into the TL.
5- Translating segment by segment (raw translation, the first draft).
6- Linking the unites with regards to stylistic elements.
7- Revision.
8- Writing the final translation.

III- Typology of Translation according to Roman Jakobson

The literary theorist and linguist, Roman Jakobson (1896–1982) was one of the founders of the influential Prague School of structural linguistics. In 1959, he wrote an essay titled "On Linguistic Aspects of Translation," in which he introduced three notions called intralingual translation, interlingual translation and intersemiotic translation, defined as follows:

1. Intralingual translation or *rewording* is an interpretation of verbal signs by means of other signs of the same language.

2. Interlingual translation or *translation proper* is an interpretation of verbal signs by means of some other language.

3. Intersemiotic translation or *transmutation* is an interpretation of verbal signs by means of signs of nonverbal sign systems. (Jakobson 2004[1959]:139)

The second of these, interlingual translation, represents the traditional, historic understanding of translation, while the first approximates to a kind of loose paraphrase or imitation. But it was the third aspect, intersemiotic translation, which was the true innovation, with its concept of a semiotic process that went beyond words. As Snell-Hornby has pointed out, "What is significant for Translation Studies, as assessed from today's perspective, is however that he goes beyond language in the verbal sense and does not look merely across languages". This foreshadowed some contemporary work in intersemiotic translating and interpreting and provides potential input for audio/visual Bible translation work.

Indeed, such intersemiotic studies have become increasingly common among translation researchers who are likely to find interesting subjects in the development of Bible translations that incorporate non-verbal elements. An example would be children's Bibles where illustrations play a key role in the

understanding of the original (the *Good News Bible* also features illustrations helping to convey information). In addition, the recent emergence of dramatic productions of the Bible, by artists such as Marquis Laughlin.

The translation types also vary according to the work fields the translator choose to be assigned to, and above all his preference of the domain he wants to work in, either literary, economic, technical, law etc... Whereas the interpreting varies according to the method of work. The most important & more utilized types of interpreting are the following:

IV- Types of Interpreting

1- Simultaneous Interpreting

In simultaneous interpreting (SI), the interpreter renders the message in the target-language as quickly as he or she can formulate it from the source language, while the source-language speaker continuously speaks; an oral-language SI interpreter, sitting in a sound-proof booth, speaks into a microphone, while clearly seeing and hearing the source-language speaker via earphones. The simultaneous interpreting is rendered to the target-language listeners via their earphones. Moreover, SI is the common mode used by sign language interpreters, although the person using the source language, the interpreter and the target language recipient (since either the hearing person or the deaf person may be delivering the message) must necessarily be in close proximity.

The first introduction and employment of simultaneous interpretation using electronic equipment that can facilitate large numbers of listeners was the Nuremberg Trials, with four official working languages.

2- The Consecutive Interpreting

In consecutive interpreting (CI), the interpreter speaks after the source-language speaker completes one or two complete sentences. The speech is divided into segments, and the interpreter sits or stands beside the source-language speaker, listening and taking notes as the speaker progresses

through the message. When the speaker pauses or finishes speaking, the interpreter then renders a portion of the message or the entire message in the target language.

Consecutive interpreting is rendered as "short CI" or "long CI". In short CI, the interpreter relies on memory, each message segment being brief enough to memorize. In long CI, the interpreter takes notes of the message to aid rendering long passages. These informal divisions are established with the client *before* the interpreting is effected, depending upon the subject, its complexity, and the purpose of the interpreting.

3- Whispered Interpreting

In whispered interpreting (*chuchotage*, in French) sometimes called *whispering simultaneous*, the interpreter sits or stands next to the person or people requiring interpreting (a maximum of two people can be accommodated, unless a microphone and headphones are used) The interpreter does not whisper, as this would after a time be taxing on the voice making further speech impossible due to the hoarseness whispering for long periods induces. Instead the interpreter speaks softly using normal (voiced) speech kept at a low volume. The interpreter's mouth and the ear of the person listening must be in close proximity so as not to disturb the others in the room.

4- Sight Interpreting

Combines interpreting and translation; the interpreter must render the source-language document to the target-language orally as if it was written in the target language. Sight translation occurs usually, but not exclusively, in judicial and medical work.

5- Sign language

A sign language interpreter must accurately convey messages between two different languages. An interpreter is there for both deaf and hearing individuals. The act of interpreting occurs when a hearing person speaks, and an interpreter renders the speaker's meaning into sign

language, or other forms used by the deaf party(ies). The interpreting also happens in reverse: when a deaf person signs, an interpreter renders the meaning expressed in the signs into the oral language for the hearing party, which is sometimes referred to as voice interpreting or *voicing*. This may be performed either as simultaneous or consecutive interpreting. Skilled sign language interpreters will position themselves in a room or space that allows them to be seen by the deaf participants and heard clearly by hearing participants, as well as be in a position to hear and/or see the speaker or speakers clearly.

V- Translator/Interpreter Competencies

1- Linguistic Competence

Linguistic competence includes the ability to comprehend the source language and apply this knowledge to render the message as accurately as possible in the target language.

The translator/ interpreter shall:

• Have an in-depth knowledge and understanding of his/her working languages and the required range of language registers.

• Have knowledge of subject areas and relevant terminology.

• Must be able to deal with obscenities and render them accordingly in the target language. The interpreter must also be able to understand cultural stigmas without assuming the role of advocate or cultural broker.

2- Interpreting Competence

Translating/Interpreting competence comprises the ability to translate/ interpret a message from one language to the other in the applicable mode. It includes the ability to assess and comprehend the original message and render it in the target language without omissions, additions or distortions. It also includes the knowledge/awareness of the translator's/ interpreter's own role in the translating/interpreting encounter.

Besides the above skills the interpreter should have these skills:

• Have active listening skills and strive to improve them through self-training

• Have good memory retention skills

• Be able to take notes during the interpretation assignment to ensure accuracy of the information given
• Be able to mentally transpose and verbalize into the target language

3- Research and Technical Competence

Research competence includes the ability to efficiently acquire the additional linguistic and specialized knowledge necessary to translate/interpret in specialized cases. Research competence also requires experience in the use of research tools and the ability to develop suitable strategies for the efficient use of the information sources available.

4- Interpersonal Skills

The translator/ Interpreter shall:
• Have strong communication skills
• Be polite, respectful and tactful
• Be able to relate well to people
• Have good judgment

Must be punctual
Must be able to work with limited supervision
Must be able to remain neutral before, during and after every interpretation assignment
Must be organized
Must be articulate
Must be assertive in his/her work without being overconfident
Must be able to cope with stress during and after the assignment
Must be a dedicated professional

V-I Translation Problems

1- The Difference between Translation and Interpreting

The professions of translation and interpreting are notably different but the two overlap in some areas. A translator interprets the written word and the

result of his/her interpretation is usually in written form. He/she has time to deliberate, conduct research, proof-read, revise, consult colleagues and submit his/her written translation to client. An interpreter, on the other hand, interprets the spoken word and mostly does not have the extra time nor a second chance to revise the result of the interpretation. Many translators, though, will have done some interpreting but this will probably have been secondary to written translation.

2- Translation Problems

When trying to translate, translators may face some obstacles and problems. These problems are difficulties which result in stopping the process of translation and rethinking or using the dictionary in order to check meanings of words. According to Ghazala, translation problems can be due to sound, lexis (word), grammar, and style.

2-1- Phonological Problems

The main concern of these problems is sounds and their effect on meaning. These problems are limited to literature and advertising. As a result, they do not influence translation as the other three types do.

2-2- Lexical Problems

These problems can be due to the misunderstanding of words directly and clearly. The lexical problems that a student may confront when translating are:

a) - Literal translation and its appropriate moment of use.
b) - Synonymy.
c) - Polysemy and monosomy.
d) - Collocations and idioms.
e) - Metaphors.
f) - Scientific terms.
g) - Proper nouns, titles, political establishments, geographical terms, and UN acronyms. (Ghazala, 1995).

2-3- Grammatical Problems

Both English and Arabic descend from different language families. While the former is from a Germanic family, the latter is from Semitic origin. This results in a wide gap between their grammars which causes serious problems for learners who assume that English and Arabic grammar.

2-4- Stylistic Problems

Style is a part of meaning which may cause problems for translators. These problems may affect meaning strongly. The degree of formality or informality is a problem which concerns words and grammar. Joos suggested a formality scale of the English language consisting of five degrees as follows:

1_ Frozen formal قح _ فصيح جدا
2_ Formalفصيح
3_Informal شبه فصيح
4_ Colloquial عامي
5_Vulgar or slang سوق

Ghazala gives the following examples to illustrate this scale:

1- "Be seated"عليك بالجلوس
2- "Have a seat"تفضل بالجلوس
3- "Sit down, please" اجلس لو سمحت
4- "Feal at home"استرح_ خد راحتك
5- "Sit bloody, down"اقعد

2-5- Culture Problems

a- Definition of Culture:

Culture and translation are connected in which culture is considered as one of the essential elements in transferring a given language. Adler defined culture as:

Culture is something that is shared by all or almost all members of some social group. Something that the older members of the group try to pass on the young members. Something (as in the case of moral, laws, or customs) that shapes

behaviors, believes, or structures one's perception of the world. Banks defined culture as "the behaviors, patterns, symbols, institutions, values, and other human made components of the society". Then culture is about the characteristics and knowledge of a particular group of people and in a particular society.

Sapir argues that "culture is technically used by the ethnologist and cultures historians to embody any socially inherited element in the life of man, material and spiritual". Accordingly, culture is about the people's behaviors, assumptions, beliefs …etc. which are considered as important elements in any particular society.

b- Cultural Gaps:

Cultural gaps can be understood in terms of the differences that may occur in values, education, behaviors, or costumes between two different cultures (the SLC and TLC) or groups of people. Cultural gaps can also be differences in language, race, ethnicity, age, and social class these differences may lead to misunderstanding within a society. Usunier discussed cultural gaps; he stressed that the more the differences between two cultures the more misunderstandings occur. There are some cultural specific expressions which are difficult to be translated either from the SL into the TL or the opposite. Many professional translators find it difficult to translate those specific terms because they represent a given society, its beliefs, assumptions, values, and even emotions. Nida (1964: 90) stated that the person who is engaged in translation from one language into another ought to be, constantly aware of the contrast in the entire range of culture represented by two languages.

Some cultural terms cannot be interpreted from the TL or the SL because each language has its interpretation in relation to the people way of living, style of living, and even their geographic position. The differences between two cultures may cause many problems for translators because it creates lot of gaps while lead to overlaps between languages. Nida states that" human experience is much alike throughout the word. [….] In fact, what people of various cultures have in common is far greater than what separates them from one another." The more differences between the SL culture and TL culture, the more difficulties in

translation occur. English and Arabic languages have different cultures; English culture is strictly different from the Arabic one because they are coming from different origins. Rebel and Rosman stated that “translation is central to write about culture, that all cultures are different, and that cultural translation is a difficult if not an impossible task”.

Cultural difficulties: Include the proper or improper usage of certain word, phrases based on the culture of a given society as well as the specifies of the society itself such as the education system, health care system, societal or religious taboos ...etc.

2-6- Conceptual /Semantic difficulties:

Are those that arise in conveying the meaning of a statement in a foreign language.

a- ***Meaning*** in translation depends on the knowledge of the meanings of the terminology and how to translate the texts without errors. Knowledge of the differences between denotative and connotative meanings of each word, will help the translators to translate the texts correctly.

b- Types of Meaning There are two types of meaning: Denotative meaning and Connotative meaning. Denotative meaning means the surface meaning of the words or sentences, whereas connotative meaning means the deep meaning of the words or sentences. For example, the denotative meaning of the word "dear" is " ,"غزالand the connotative meaning is ". "جمال أو رشاقة
Denotative meaning of the sentence is one of reasons for translation problems because it does not give the intended meaning of the sentence. The translators must know the difference between denotative and connotative meanings.

2-7- Context in Translation:

When speaking a given language, context is very important, because it affects the meaning of sentences, phrases and texts. Context is essential participant in the process of translation it relates to the environment in which communication takes place. Translation needs context in the sense that each word may mean different things depending on the context in which it is used.

a- Definition of Context:

According to Oxford Dictionary, context is “The circumstances that form the setting for an event, statement, or idea, and in terms of which it can be fully understood”. From the above definition we notice that context is about the circumstances around a text which have influenced the themes and therefore, meaning of that text. Dash claimed that context is related to a specific and direct linguistics environment in which a particular word occurs. Newmark stated that context is an important element in translation to take place meaningfully. He said “Context is the overriding factor in all translations, and has primary over any rule, theory or primacy meaning”.

b- Types of Context:

There are two important types of context stated by Fawcett which are social and verbal contexts.

- ***Social Context:***

It involves the relationship of the speaker, audience, the topic of discussion, and the expectation involved in that relationship. According to Fawcett social context can be defined in terms of social identity, influenced by space and being arranged in the text of talk by users.

- ***Verbal Context:***

According to Fawcett verbal context refers to the text or expression (word, sentence, or speech act…). Verbal context influences the way the text or expression is understood. Baker observed that “The notion of context has been extensively invoked but rarely critiqued and elaborated in the study of translation”.

Practical Part:

يدلّ الفعل على معنى مقترن بزمن معيّن، وتتلخص أزمنة الفعل في اللّغة العربيّة في ثلاث صيغ هي الماضي، والمضارع، والمستقبل، بينما تكون اللّغة الانجليزيّة من اثنتا عشر صيغة زمنيّة، سنبيّنها فيما يلي باستخدام الفعل أستذكر I study

أى أن أزمنة الفـعل فى اللغة الإنجـليزية هى اثنا عـشر شـكلا نوضحـها بالأمـثلة الآتية:

present	Simple	I study	أستذكر
	Continuous	Iam studying	مازلت استذكر
	Perfect	I have studied	قد استذكرت الآن
	Perfet Continuous	I have been studying	لقد استذكرت ومازلت استذكر
Past	Simple	I studied	استذكرت
	Continuous	I was studying	كنت استذكر
	Perfect	I had studied	قد استذكرت
	Perfet Continuous	I had been studying	لقد كنت استذكر
Future	simple	I shall study	سأستذكر
	continuous	I shall be studying	سأكون استذكرت
	perfect	I shall have studied	سأكون قد استذكرت
	perfect continuous	I shall have been studying	سأكون مستمرًا فى الاستذكار

ملاحظة: عند ترجمة جملة مكوّنة من Subject+ Verb+ complement من اللّغة الإنجليزية إلى اللّغة العربيّة، فإننا نضع الفعل قبل الفاعل في اللّغة العربيّة، أي أنّ الفعل يتصدّر المرتبة الأولى على مستوى الجملة الفعليّة في اللّغة العربيّة على عكس الجملة في اللّغة الانجليزيّة التي تبتدأ بالفاعل.

التمرين الأوّل:

ترجم الجمل الآتيّة إلى اللّغة الإنجليزيّة مُراعيّاً أزمنة الأفعال:

1- أكلت الطعام الذي كنت قد اشتريته.
2- سأراك غدا.
3- سأكون متعبا لأنني سأكون مستمرا في القيادة طوال اللّيل.
4- ستكون قد رحلت بمجيئك.
5- بحلول وقت الغداء سيكون قد نام عشر ساعات.
6- لم يتناول إفطاره بعد.
7- تناول إفطاره للتو.
8- قُتل عشرة أشخاصٍ وجُرِح عشرون.
9- كان قد أنهى عمله.

التمرين الثاني:

Translate the following sentences into English:

1- While he was bathing, the bell rang.
2- They will not succeed.
3- Shall I open the window?
4- I will bring it tomorrow.
5- He had been studying for twelve hours before the electric current was cut off.
6- She has been eating since noon.
7- He has been studying for three hours.
8- He went home late yesterday.
9- Metals expend on heating.

التمرين الثالث:

ترجم الجمل الآتيّة إلى اللّغة الإنجليزيّة مُراعيّاً أزمنة الأفعال:

1- هذا القلم لي، وهذا القلم لك.
2- هذا قلمي، وذلك قلمك.
3- أوّل من عرفت سامي، وثاني من عرفت أحمد لكّن الأوّل صديقي والآخر عدوّي.
4- إيّاك والكسل.
5- لقد وقع حادث، يجب أن يستدعي أحدهم الطبيب.
6- عليك أن ترفع من معنويّاته.
7- كان عليه أن يحضُر البارحة.
8- عليه أن يكون هنالك غداً.
9- سيكون هنالك إضراب في إيطاليا.

التمرين الرابع:

Translate the following sentences into English:

1- I saw a big tree.
2- I saw with my own eyes/with my naked eyes a man beating his child.
3- Although he spared no efforts, his theory did not see light until recently.
   He spared no efforts.
   He did every effort.
   He did his best.
   He left no stone unturned.
   He left no avenue unexplored.

4-Thank God for your safety.

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