



الجزائر. تشير الأحرف الأولى من هذا الأخير إلى كلمات فرنسية. إلا أن الأحرف الأولى لمختصرات أخرى تشير إلى كلمات عربية. وعليه وجب التساؤل عن إشكالية ترجمة المختصرات للطلاب المتخصصين في الطاقة لأن عددا منها يعود إلى كلمات فرنسية وآخر إلى كلمات عربية.

**الكلمات المفاتيح:** الجزائر؛ قاموس إلكتروني؛ اختصارات الغاز والنفط؛ ترجمة.

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## Introduction:

The Algerian oil and gas acronyms are composed of initials that refer to either French or Arabic words. Thinking of making an electronic dictionary, or at least a glossary of these acronyms, could make it ambiguous for the non-Algerian learners when trying to understand their meaning.

The research question is: To what extent can the electronic translation help the learners to shift from one language context into another to get the meaning of each acronym?

The objective of this paper is to shed light on the contributive role of translation to ease any witnessed ambiguity and to help the learner to get the meaning of each initial.

An explanatory methodology is conducted; relying on what has been written about the use of acronyms in teaching, a systematic review of some academic articles besides listing a sample class work with suggested activities. The qualitative part of this study includes the content validity. Some acronyms are selected and translated, shifting from one language to another, to come out with an English context that is understood by either Algerian or foreign students.

Education is the key to any development of a country; it ensures a secure economic and social progress. Due to its fundamental economic basis, serious measures have to be taken to continue introducing innovation in teaching. Advancement in technology has led to the world's shrinking borders. People of the 21<sup>st</sup> century live within the same community in which they can get in touch easily with anyone in the Globe. Generation Y

(referring to young people or simply the youth) are said to have been born with technological skills that neither parents nor society have taught them.

Technology has brought about considerable changes to our life and mainly to the educational system. It has managed to sort out the hidden and exceptional capacity of the mind and imagination. It has enabled each person whether poor, rich, disabled physically, male, female, literate or illiterate to discover his / her hidden genius. Technology has profoundly changed education and expanded access to it. *“Once computers began offering a new medium with which to support and mediate schooling, real changes were able to occur in the delivery and support of formal education.”* (Abbott: 2001, p. 31) Technological devices have transformed the process of teaching and learning in many ways. With the worldwide reach of the internet, the access to a wide range of information has become possible within few minutes.

To cope with this new era that has given importance to information, specialists- in the aim of improving education- are trying to find out all the possible ways that can allow both learners and teachers to meet the ends of innovative teaching methods. The speedy rhythm of technology has impacted the user's acquisition and made him/her tend to use abbreviations and acronyms that seem short and easy to learn.

### **1- Oil and Gas Acronyms in Teaching**

Acronyms can be considered mnemonics which are devices that help memorization. They are artificial aids which help learners recall information. The mnemonics as well as acronyms are considered as effective in teaching for, they allow the students to recall easily some names, facts and figures; they assist their memory. Under this head, some scholars wrote: *“... educators need to use more effective methods of teaching which strengthen these concepts and help students to retain, retrieve and apply the concepts they had learned.”* (Gnanadeven & Babu: 2019, p. 133) The use of acronyms constitutes a recall of abbreviated words that are essential for a professional-use.

The Algerian students who are specialized in energy understand the significance of each letter of the acronym SONATRACH, a world-famous company. The initials of the acronym stand for French words. Nevertheless, the subsidiaries of this company use acronyms that stand for Arabic words.

If we thought of creating a glossary of all the energy acronyms that are used in Algeria, we would probably face complex translation management of the initials of each of them since some stand for French words and others for Arabic ones. The reader would find it uneasy to shift from one language to another to understand the meaning of each word for each initial, mainly if he/she masters one language only; French or Arabic. If the acronym stands for Arabic words, the learners who do not master Arabic, mainly the foreign students who come from French speaking countries, have to translate it into French then to English to avoid any misleading electronic translation.

On the other hand, if the acronym's initials stand for French words, the students who do not understand French have to shift to English, then to French to be able to understand the choice of the words. The latter serve as the components of the acronym meaning and sense as it is stated in the following quote: *"Acronyms pose another lexical problem of translation. Newmark defines acronyms as 'the initial letters of words that form a group of words used (vertiginously) for denoting an object, institution or procedure' (1995: 200). Generally, they are created for brevity."* (Sadik: 2010, p.15.) The brevity of acronyms holds the students' attention and makes the following hypotheses deducible: The Algerian students do not face any difficulty since they master Arabic, English and French. Some foreigners who master only Arabic besides English, or the ones who master French and English would face the difficulty of shifting from one language context to the other ones.

## **2- Translating Algerian Acronyms: A Practical Example**

Some of the acronyms referring to the sector of energy in Algeria stand for French words. SONATRACH stands for 'Société Nationale de Transport et de Traitement des Hydrocarbures'. When these words are

translated into English they give: National Company of transport and Treatment of Hydrocarbons. This would create another acronym (NCTTH). Some other acronyms stand for Arabic words. The following table illustrates some examples.

Acronyms Initials	Arabic Reliance	French Reliance
NAFTAL	نفط الجزائر	
NAFTEC	نفط وتكرير	
SIRGHAZ	سير غاز	
SONATRACH		Société Nationale de Transport et de Traitement des Hydrocarbures
SONELGAZ		Société Nationale de l'Électricité et du Gaz
SOTRAZ		Société de Transport d'Arzew
SOMIZ		Société de Maintenance Industrielle d'Arzew

When we refer to the seven given acronyms in the above table, we witness an ambiguous situation: some learners do not understand French, some others do not understand Arabic. When making a glossary, definitions should be given in both English and French as it is stated in the following table.

Acronyms	Arabic	English	French
NAFTAL	نفط الجزائر	Oil of Algeria	Pétrole de l'Algérie
NAFTEC	نفط وتكرير	Oil and Refining	Pétrole et Raffinage
SIRGHAZ	سير غاز	Liquified Natural Gaz	Gaz Naturel Liquifié
SONATRACH	الشركة الوطنية للنقل ومعالجة المحروقات	National Company of Transport and Treatment of	Société Nationale de Transport et

		Hydrocarbons	de Traitement des Hydrocarbures
SONELGAZ	الشركة الوطنية لل كهرباء والغاز	National Company of Electricity and Gaz	Société Nationale de l'Électricité et du Gaz
SOTRAZ	شركة النقل لأرزيو	Transport Company of Arzew	Société de Transport d'Arzew
SOMIZ	شركة الصيانة الصناعية لأرزيو	Industrial Maintainance Company of Arzew	Société de Maintenance Industrielle d'Arzew

The process of creating a glossary in which Algerian acronyms are translated in two languages enables the learner to shift from either Arabic or French into the English smoothly. Some other acronyms stand already for English words and can help the students who are specialized in energy to understand and to pronounce them. According to an online survey undertaken among some Algerian students of energy, the list below consists of the acronyms that interest them. They would like to learn the meaning of each initial by heart due to their frequent worldwide use. They consider them as an acronym reference list that is necessitated in both education and work.

OPEC Organization of Petroleum Exporting Corporation

ENTP National Civil Engineering Company

BCF: Billion Cubic Feet (of natural gas)

BCFE: Billion Cubic Feet (of natural gas equivalent)

BDF: Below Derrick Floor

BPD: Barrels Per Day

DC Drill Center

DOA Delegation of Authority

DR Drilling Report

ERT Emergency Response Training

FLAP Fluid Level above Pump

GASAN Gas Analysis Report

HAZOP Hazardous Operation

IOC International Oil Company

JVP Joint Venture Partners

The result of the survey reveals that the energy learners manage to understand their meaning for, they cover the terms that they see much often. The learners are more accustomed with the English use than any other language in oil and gas industries. The attribution of figures and logos to some acronyms contribute to the recall of the acronym and its corresponding use. The figure serves as a completion that facilitates the task of teaching English for specific purposes. Some examples can be found in the booklet of oil and gas acronyms which Salgado Gomes made in 2009. Teaching acronyms through testing help the learners to practice in order to attain a good level of written and spoken specific English.

### **3- Suggested Activities for Teaching Acronyms**

The following suggested activities in teaching acronyms can help the learners to relate each initial to its corresponding word and to spell it correctly. These activities allow them to acquire more words that are related to the field of their specialty.

- 1- Match each acronym with its corresponding phrase.
- 2- Give the abbreviated form for each phrase.
- 3- Reorder the words to get a phrase that would stand for an acronym.
- 4- Show logos, and learners find the corresponding acronyms.
- 5- Listen and write down the acronym, and then find the word that stands for each acronym.

- 6- Listen and repeat.
- 7- Give a cloze passage in which the learners should find the appropriate acronym according to the context.
- 8- Ask the learners if they know any other acronyms or to create some new ones.

These activities could be presented on a data show, mainly the ones in which logos are introduced. The learners listen also to the native speaker pronunciation of the acronyms and repeat them together. They could also be asked for the colors used by the energy sector for its logos and try to relate each color to the specific logo, asking them to guess the reasons behind the choice of certain colors instead of others. That could create a class discussion during which learners rely on their memory and imagination. Under this head, the following quote states: *“Teachers must specifically teach the common acronyms that will continue to appear throughout the course. Post the acronyms on a wall or board where students can see them and refer to them as needed”* (Wandberg&Rohever: 2010, p. 138). The main objective of the teacher is to enable the learner to have more agency over his/her education.

Reviewing the suggested activities above leads us to notice that in the first four activities the students should be familiar with the context of the acronyms. Hence, the learners will find them easy to do when the acronyms stand for English words. The difficulty resulting from translating Algerian acronyms lies in the fact that some were created years later after the Arabization policy had been adopted by the Algerian authorities.

## **Conclusion**

Teaching specific English to the Algerian students specialized in energy can sometimes be ambiguous. One practical strategy that a teacher can utilize to simplify the lesson is to make use of acronyms. To make a glossary of common oil and gas acronyms in Algeria, we should know first which ones are in French and which ones are in Arabic. For a better work and language resources management, the translation of the words should be done in three languages.



**Results:**

Many Algerian Acronyms are not internationalisms like SONATRACH so, it is necessary to translate them in order to understand what does each initial stand for. Since they refer to Algerian firms that are subsidiaries to SONATRACH, they should be translated into English. They can be reformulated and their order can be changed or replaced though. In this paper, we have pointed to the fact that a glossary of Algerian acronyms should be created, regarding their importance in learning or writing about them for a wider readership.

**Recommendations**

If the procedure proves posing ambiguity, it is better to transliterate the acronym and suggest an English explanation for international institutions and companies. Thus, at the stage of the perception of the acronyms, the students would encounter no difficulty in the identification of the acronym and its correlation with the full terminological unit.

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