

Investigating Translation Methods through the Eyes of Jean Delisle

دراسة استقصائية لمناهج الترجمة من خلال عيون جون ديليس

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Abstract:

Translation plays a vital role in creating a prosperous milieu for cultural and linguistic interchange, overcoming linguistic and civilizational barriers that hinder intercultural communication. To be accomplished as a task facilitating inter-communication, translation needs some methods to be examined and adopted. This paper aims at unveiling the different methods of translation Delisle has come up to as a result of his research to facilitate the task of translation. The study investigates and analyzes the importance of translation methods and the best way to explain and use them correctly to translation users through Delisle's eyes. Results revealed that the methods Delisle illustrated are not unique; they deserve to be a model as they share some common features with other methods, which made them, somehow, global. Thus, Delisle's methods of translation have been tested for their validity and reliability in some examples in this paper.

Keywords: Translation; Delisle's Methods; Intercultural Communication; Linguistic Barriers; Investigates and Analyzes.

ملخص:

تلعب الترجمة دورا محوريا في خلق وسط ناجح للتلاقح الثقافي واللغوي عن طريق تجاوز الحواجز اللغوية والحضارية التي تعيق التواصل بين الثقافات. وتحتاج الترجمة في هذا لتمحيص وتبني بعض المناهج حتى تستكمل وظيفتها في تسهيل التواصل بين الأمم. وتهدف هذه الورقة إلى الكشف عن مختلف مناهج الترجمة التي توصل إليها دليل نتيجة لبحثه لتسهيل العملية الترجمة.

وتحاول هذه الورقة البحثية استقصاء أهمية مناهج الترجمة وتحليل وأفضل السبل لشرحها واستعمالها بشكل صحيح من خلال عيون دليل. وتوصلت النتائج إلى أنه وبرغم أن المناهج التي ذكرها دليل لم تكن الوحيدة إلا أنها تستحق أن تكون أمودجا يحتذى به؛ ذلك أنها تتشارك مع الكثير من المناهج الأخرى في عدة جوانب مما يجعلها شاملة إلى حد ما. ومن هنا، تم اختبار مناهج الترجمة التي اقترحها دليل من حيث مصداقيتها ومدى صلاحيتها من خلال دراسة بعض الأمثلة في هذه الورقة البحثية.

كلمات مفتاحية: الترجمة، مناهج دليل، التواصل بين الثقافات، الحواجز اللغوية، الاستقصاء والتحليل.

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1. Introduction

Translation methods have been considered a core stage in teacher and student training. Typically, these are applied when translating a text from one language to another, with the goal of successfully transferring the message in the target language. One of the prominent names known for his invaluable contribution in developing effective methods of translation is Jean Delisle; who investigated current theories of translation, focusing mainly on those dealing with contextual equivalence. He states his proposal of devising a model which intends to provide translation teachers with an original method for training students to translate pragmatic texts. This is done by establishing a link between theory and practice. In explaining his model, he adopts a pedagogical approach, designed to be used in practical translation courses. His aim is to present a more systematic teaching of translation.

The present paper investigates and analyzes the different methods of translation Delisle established to facilitate translation teaching and learning. It tends to find answers to some questions that may make translation learners and trainees alike in dilemma concerning the more effective translation methods Delisle considered in translators and translation trainees' formation. As well, it sheds light on the best way that may help translation learners and trainees to understand the contextual equivalence in order to transmit the correct meaning using an interpretive approach of translation. For that, the following section is devoted to the investigation of Delisle's perception of translation as a critical component of intercultural communication.

2. DELISLE AND THE CONCEPT OF TRANSLATION

The act of conveying a message from one language to another is called translation. Larson (1998, p. 3) argues that translation consists of transferring the meaning of the source language into the receptor language. It deals with Hatim and Munday (2004, p. 6) who defined translation as "the process of transferring a written text from the source language (SL) to the target language (TL)". This latter presents the simple definition of the act of translation as a written touch. House (2009, p. 4) also states that translation is a process of replacing a text in one language with a text in another. Thus, translation is intended to understand an idea or a message from the source language and then transmit it clearly to the target language.

Given the nature of the term translation, there seems to be no general consensus on its definition among writers and linguists. However, this paper would like to examine the concept with the help of some definitions made by some authors. Jeremy Munday (2009, p. 7) revealed that translation can refer first to the **process** of transferring the written text from the source language to the target language; second, the **written product** which results from this process, and finally the **cognitive and linguistic aspects** which are all involved in it. This reflected a general understanding of translation as a task itself, which deals with the transfer of knowledge via the use of linguistic and cultural means of two working languages.

Moreover, Jean Delisle (1981, p. 5) remarks that ‘Translation can therefore be defined as the operation by which the relevant signification of linguistic signs is determined through the reference to a meaning as formulated in a message, which then is fully reconstructed in the signs of another language’. This indicates that the essence of translation lies in understanding the meaning of a given list of linguistic signs that have been transmitted from one linguistic code to another in a correct and clear manner.

From these definitions, one might notice that translation, like interpretation, refers to practices which enhance the dissemination of ideas and mutual understanding within society. It is therefore necessary that the translator should primarily be a proficient reader and a careful observer, in order to excel in his role as a mediator between the writer and his receptors; as the major role of translation lies in rendering intercultural communication a possible and successful task. Translation has become very prevalent in various areas of life. In fact, today it has become indispensable for communication and integration within international organizations such as the United Nations (UN), European Union (EU), African Union (AU) and others.

Accordingly, from the above definition, translation is an activity that promotes the exchange of ideas and information among people, assisting global intercultural communication among diverse nations in the world to flourish. Jean Delisle (p. 2) shows that: “the increasing importance of international relations after the Second World War and the adoption of policies on official languages by bilingual nations such as Canada sparked a phenomenal growth in the volume of translation”. In addition to all of that, literary translation has also been quite influential in multilateral, social and cultural exchanges around the world. For the increasing need for translation activities, discovering and adopting the right and effective methods of translation was equally as crucial as the translation task itself.

3. Methods of Translation

A translation method (s) is a technique used by a translator to find a way to successfully transmit the message of the source text in the target language in order to help people of different cultural and linguistic backgrounds to understand it. Thereby, many scholars developed various methods, procedures and techniques to help the translator in producing clear and well established meanings in the target language. It is noteworthy to mention here that translation methods are meant to deal with the translation of whole texts. Newmark (1988, p. 81) states “translation method is related to whole text”. Meanwhile, techniques and strategies are used in translating smaller units like words, expressions and entire sentences.

Since translation methods influence the outcome, equivalence of meaning is an incredibly crucial factor in translation. Consequently, translation methods are now used in the formation and training of both translation teachers and translation students. The translation process is related to languages with different cultures and characteristics. Molina and Albir (2002, p. 507) in Sutopo (2015, p. 34) state:

“Translation method refers to the way of a particular translation process that is carried out in terms of the translator’s objective, i.e. a global option that affects the whole texts”.

Yet, every discipline should have its taxonomy, which helps to classify knowledge about the discipline and focus attention on specific aspects. Indeed, as Mary Snell-Hornby has noted (1988, p. 26), “the tendency to categorize is innate in man and essential to all scientific development”. Because of this, so many methods of translation have been classified into categories in order to accommodate the purpose of translation for each text variety. However, as a relatively young field of study, translation studies still needs to develop a detailed classification of translation types, inviting teachers and learners alike to find the appropriate method through which translation typologies will be both reliable, valid and effective for translation learners and users alike. That is, translation users, whether teachers or learners, should be concerned with finding the appropriate method to use while translating.

4. Delisle’s Method of Translation

Delisle investigated current theories of translation, in order to formulate his method, focusing mainly on those which deal with contextual equivalence rather than word equivalence. Contextual equivalence helps to get a more precise meaning than word equivalence; since words standing alone may have many possible meanings, which would then be excluded when inserted in a specific context, preserving a unique concept/meaning that would serve the type of texts in which it has been inserted. In explaining his model, he adopted an essentially pedagogical approach, designed to be used in practical translation courses whose aim is to present a more systematic teaching of translation.

In describing the theoretical foundations of his method, Delisle provides the reader with notions of major theories of translation. He presents them based on their major theoretical foundations and points out both their strengths and weaknesses. According to his theory, pragmatic translation assumes that novice translators should focus on manipulating language by using pragmatic texts before dealing with more complex processes of translation. Therefore, Delisle emphasizes the development of an interpretive approach as a method of translation, rather than developing a linguistic-based approach, as most traditional methods have done.

That is the reason why Delisle emphasizes the importance of integrating those approaches into a theory of translation based on discourse analysis, like the method used in his book “L’analyse de discours comme méthode de traduction”. He focuses, in his book, on discourse analysis before starting the translation of any document, in order to identify the target reader and the level of awareness and understanding of the translator.

In addition to explaining the stages of intellectual mechanisms involved in the complex process of translation, Delisle also makes use of illustrative figures, which contributes even more to elicit his model. He shows a keen interest for providing

novice translators with a rigorous analytical method that helps the translator to overcome the usually masking effects of the original text. Evidently, this led to a general acceptance that Delisle deserves to be studied, not only in translation studies, but also in translation methods.

5. Delisle's Attitude in Translation Teachers and Students Training

Delisle suggests that the teaching of translation should, a fortiori, be structured in a way that "students emerge mindful of how to go about translating, rather than with a mind full of facts" (p. 5). Such a positive attitude tries to demystify the traditional methods used to bog down students with a lot of details. This is because it explains the difficulties of translating a text from one language to another. He advocates for encouraging students to use their brainstorming abilities to enhance the task of translation. In order to successfully translate a text, students need to carefully consider what method to use with the type of translation required.

Delisle's main attitude towards helping both translation users and learners is to train them to master the various methods of translation. This would enable them to deal appropriately with each text variety, on both linguistic and cultural levels. Texts differ and so does the linguistic and cultural background do, this is a fact, and translation learners need to be aware of the importance of each of these dimensions in translation studies; knowing that translation can be considered as a mediator in rendering communication an easy task in a multi-lingual and multi-cultural world.

Therefore, translation is a civilizational act that is primarily concerned with facilitating linguistic and cultural interchange. Delisle focuses on helping students develop their intercultural and linguistic communication skills, or reexpressing ideas through a variety of exercises based on discourse analysis and interpretive theory of translation. The aim here is to understand the message and to be understood while transmitting it to another language. This is because the latter is the core of any successful communication and translation as well.

6. Delisle's Classes of Translation

Text typologies and thus translation typologies existed in many general studies, though they were not exhaustive and well-established. Thus, typologies of translation of Delisle fall into two major categories which have relatively little in common: those which have been established from the point of view of translation studies and those which have been proposed from the point of view of the translation profession. The focus of the former is more on classifying translations on the basis of the source text typology (literary, technical, informative, ...etc), while the latter pays more attention to their classification on the basis of the target text produced by the process of translation.

This and other differences will become apparent through the analysis of the classifications of Delisle types of translation in this paper. He identifies eight classes

of translations on the basis of four distinct characteristics that would be the core issue in the following section.

6.1 According to the Function of the Source Text

Delisle distinguishes between «traduction de textes pragmatiques» or pragmatic translation, and «traduction de textes littéraires» or literary translation (1980, pp. 29-34). The former involves the translation of a predominantly informative text, whereas the latter covers the translation of a text in which the expressive and aesthetic functions predominate. According to the overall source text function, translations are divided into pragmatic and literary. The general function of a pragmatic text is to be of «immediate practical use», [1] while that of a literary text is to be aesthetically appealing. A literary text can be distinguished from a pragmatic text by the number and kind of rhetorical devices used: figurative language dominates in the former, and while the latter may also use metaphor, the type of metaphor most commonly found therein is the metonym.

The term pragmatic translation refers to the process of translating a message. In this process, there is an emphasis on the accuracy of the information conveyed in the original source language. The translator here would have no concern other than getting the information across in the second language as in the translation of technical documents. Practicing pragmatic translation mainly involves delivering target texts that are accurate and convey the meaning of the source text in a clear and concise manner.

Literary translations tend to treat some source language lexical items in a way that preserves their original meaning. This is done to add a special dimension of the culture of the source to the target audience. This can be due either to regarding them as being 'untranslatable', or for the deliberate purpose of introducing 'local colour' into the target language text. This process of transferring source language lexical items into a target language text is more complex than appears at first sight. It is only approximately true to say that they remain 'untranslated'. This can be illustrated in the following table:

Table 1. Illustration of Types of Translation Based on the Function of the Source Text

Pragmatic Translation	Literary Translation
<p>Source text: <i>Physical fitness is the ability to carry out daily tasks with alertness. It is the ability to work under pressure without fatigue. It is a general state of well being. It is energy. It is the opposite to tiring from demanding physical or mental exertion.</i></p>	<p>Source text: To go to all that trouble for one day was a fine madness indeed! But then remembering that misfortune can strike at any moment and that even the happiest among us are not <i>immune</i> to suffering and old age, <i>we should be grateful</i> for the “mad” people who</p>

	<p><i>ignore</i> the pessimists, sing and dance, write music or poetry, or labour at the difficult task of realizing with concrete, steel and glass, a dream of union and friendship between men.¹</p>
<p>Target text: اللياقة البدنية هي القدرة على القيام بالمهام اليومية بيقظة. إنها القدرة على العمل تحت الضغط دون إجهاد. إنها حالة عامة من الرفاهية. إنها طاقة. إنه عكس التعب من المطالبة بمجهود جسدي أو عقلي.</p>	<p>Target text: كانت مواجهة كل هذه المتاعب خلال يوم واحد جنونا حقيقيا! ولكن، إذا تذكرنا أن الحظ السيء قد يصيبنا في أي لحظة، وأن حتى أكثرنا سعادة ليسوا بمنأى عن المعاناة والمشيب، تعيّن علينا حينها أن نكون شاكرين "للمختلين" الذين يتجاهلون المتشائمين، الذين يغنون ويرقصون، ويؤلفون الموسيقى أو الشعر، أو أولئك الذين يكدّون بجد واجتهاد لتحقيق حلم الاتحاد والصدقة بين الرجال.</p>

Source: Delisle. J, 1984, p. 200

DISCUSSION 1

In the first text, the translator emphasizes some pragmatic features that are more significant than any other feature. That is why he paid close attention to the information the text conveys to its readers. As mentioned above, the source text was written in the form of short separate sentences that shed light on the importance of a crucial topic that is “physical fitness”. Instead of focusing on the aesthetics of the text, the translator focused on the message the text conveys to its readers. This is because it is urging people to practice more sport and to believe that it is an essential part of their lives so they can remain healthy.

This refers to the translation of a message with a primary concern for accuracy of the information that was intended to be conveyed in the source language. The translator of similar texts would have no concern other than getting the information across in the second language as in the translation of technical documents.

Additionally, reading the second passage creates a certain atmosphere of literary beauty that one can experience in the process of reading and understanding the message it is trying to convey to its readers. Clearly, in this case, the meaning of the text conveyed in the message it delivers is just as critical as what one notices and feels while examining it. In the second source text, there are many similes and associations that enliven the text with a particular flair of creativity. In these similes, readers are inspired to overcome any obstacles they might encounter in life and to find relief from

¹ Texte évoquant l'Exposition universelle de 1967, Terre des hommes, Antoine de Saint Exhauberry,

any pain they may endure. In the translation, the same meaning was transmitted without ignoring the use of the same register or some aesthetic features of the original text.

6.2 According to the Degree of Specialization in the Source Text

He differentiates between «traduction de textes généraux» or general translation, which requires little or no specialized knowledge, and «traduction de textes spécialisés» or specialized translation, which does call for such specialized knowledge (Delisle, p. 25). This category is primarily concerned with translating texts with a general issue and purpose, without a minimal amount of specialization. That is to say, a text for general purposes is addressed to the entire society. Meanwhile, specialized translation is devoted to the process of translating text for specific purposes using a specialized language; that needs the special attention of the translator in order not to commit any mistake on linguistic, cognitive, degree of specialization levels in the target language.

The nature of the text is obviously significant – a first distinction must be drawn here between general language and specialized texts. We will insist on the peculiarities of specialized translations, due to the challenges they might pose to translators: “we ought to mind that there are certain features to the specialized texts, features that have an impact on such texts are to be translated. Therefore, specialized writing is the production of non-literary, pragmatic texts designed for use in a specific field or discipline, such as science, technology, healthcare, business, administration or tourism. Such texts usually contain terminology and concepts particular to the field and often follow conventional formats. [...] They use specialized concepts and writing conventions of different fields of knowledge”. Table 2 below illustrates the difference between them in examples of source and target texts.

Table 2. Illustration of Types of Translation Based on the Degree of Specialization in the Source Text

General translation	Specialized translation
<p>Source text:</p> <p>A word of thanks from the president</p> <p>May I take this opportunity to thank our many friends and valued customers for their past patronage.</p> <p>Through the years, we have expanded all areas of our industry, including retail and wholesale departments, greenhouses, nurseries, garden centres and the landscape division.</p>	<p>Source text:</p> <p>Two separate conditions may exist. One involves the material from which the accelerator pump seal in the carburetor was made. This material may be affected by contact with certain gasolines which have become available in recent years, causing the seal to become distorted. When the accelerator pedal is depressed and the accelerator pump is activated to provide the additional gasoline required for</p>

<p>You are welcome to visit any of our locations and browse through the attractively appointed greenhouses and nurseries.</p>	<p>acceleration, a distorted seal may prevent the pump from delivering the proper amount of fuel.</p>
<p>Target text:</p> <p align="center">كلمة شكر من الرئيس</p> <p>واسمحو لي أن أعتنم هذه الفرصة لأشكر العديد من أصدقائنا وعملائنا القديرين على رعايتهم السابقة. وعلى مر السنين، توسعنا في جميع مجالات صناعتنا، بما في ذلك أقسام البيع بالجملة والتجزئة، والبيوت الزجاجية، ودور الحضانة، ومراكز الحدائق، وقسم المناظر الطبيعية.</p> <p>فأنتم مرحب بكم لزيارة أي من مواقعنا والاستعراض من خلال البيوت الزجاجية والحضانات المعينة على نحو جذاب.</p>	<p>Target text:</p> <p>قد يوجد شرطان منفصلان. أحدهما يشمل المادة التي منها كان ختم مضخة المعجل في الكربور. وقد تتأثر هذه المادة بالاحتكاك ببعض أنواع الوقود التي صارت متوفرة في السنوات الأخيرة، مما يسبب تشوه الختم. عندما تتوقف دواصة السرعة وتنشط مضخة المسرع لتزويد الوقود الإضافي اللازم للتسارع، قد يمنع الختم المشوه المضخة من توزيع الكمية الملائمة من الوقود.</p>

Source: Delisle. J, 1984, p-p. 227-228

DISCUSSION 2

A descriptive-analytical method is used to examine the translation methods of each case in order to identify some differences that are pertinent to the translation of the various types of texts. Specialised translation and its corollaries – general translation, scientific translation, technical translation, legal translation, medical translation, and so on are the result of attempts to classify the activity of translation (classifications, typologies or categorizations) and, as such, they should make thinking, communicating and acting on translation easier.

General translation is said to consider the exact meaning of the word “general” which means to cover all aspects of the source text without focusing on one aspect over others. Interestingly, the translator of the first text, which is a letter written by the president expressing his sincere thanks and gratitude to every individual who has contributed to the success of the project this president manages, attempted to keep the same register for the translation of an equivalent letter of gratitude. Hereafter, the text is purely literary and contains structures that reveal emotions of gratitude in general without any kind of specialization or degree of expertise.

In this sense, the reader of the second text will observe that the text is delivered to people who are thoroughly familiar with pumps and gasoline use in motors. A person who fails to recognize the degree of specialization in the source text will therefore miss to convey the meaning correctly in the target text, resulting in a distortion of the

meaning of the source text (the specialized text and terminology). Translation of specialized terminology and phraseology, for example, remains a challenge since the translator must consult specialized dictionaries, parallel texts in the target language, as well as people specializing in the field in order to obtain accurate information and translate in the correct way.

6.3 According to the General Purpose of Translating

He separates «traduction scolaire» or academic translation, whose goal is language acquisition for the translator, from «traduction professionnelle» or professional translation, whose objective is the transmission of a message to a translation user (1980, p-p. 40-43). An academic translation is therefore a means to learn language and the most effective method to acquire knowledge about translation. In academic translation, every detail is valuable because it impacts the learner who would be well aware of the relative importance of verb tense, sentence structure, text jargon, punctuation, and all other linguistic features and other factors that would affect translation quality.

Academic translation, which is practised in universities, reduces an original text to an elegant, idiomatic target language version which follows a literary register. It irons out the expressiveness of a writer with modish colloquialisms. Here, we are talking about a translation that strives to produce a target text that is as accurate on the level of meaning as possible. However, it is also fully representative of its target culture. Thus, a new text would be created rather than merely a translation.

On the other hand, professional translation is meant to deliver information to someone who pays a significant amount of money to get it. Professional translation pays attention to the implementation of multiple theories of translation from a variety of disciplines and discourses to better analyze the variety of meanings and functions produced. Thus Mona Baker has said: “There are two main types of training that a profession can provide for its members: vocational training and academic training. Vocational courses provide training in practical skills but do not include a strong theoretical component...an academic course always includes a strong theoretical component” (Baker, 1992, p. 1).

The following table tends to illustrate the divergence existing between academic and professional translation with examples carefully chosen from the book of Jean Delisle “L’analyse de discours comme méthode de traduction”.

Table 3. Illustration of Types of Translation Based on General Purpose of Translating

Academic Translation	Professional Translation
<p>Source text: The chances that a letter carried by a merchant vessel would reach its destination were low. In addition to the</p>	<p>Source text: American ships carried letters from England to the United States for two pence per letter, regardless of the weight</p>

<p>natural hazards of ocean travel, there were the pirates who infested the Carribean and the enemy ships-of-war and the privateers which, in times of war, lay in wait for merchantmen off the entrance to the English Channel. It was common to send letters in duplicate or triplicate so that at least one would stand a chance of being delivered.</p>	<p>of the number of enclosures. Since the British charged a shilling per sheet, nearly everyone bypassed the G. P. O. and used the American ships instead. This practice became so widespread that the majority of British merchants used it. At one point, American packets carried 4,000 letters each voyage, none of which passed through the G. P. O.</p>
<p>Target text: وكانت فرص وصول رسالة تحملها سفينة تجارية إلى وجهتها ضئيلة. وبالإضافة إلى المخاطر الطبيعية للسفر عبر المحيط، كان هناك القراصنة الذين أغضبوا السفينة "كارين" وسفن الحرب المعادية، والخاصون الذين ينتظرون، في أوقات الحرب، التجار قبالة مدخل القناة الإنجليزية. وكان من الشائع إرسال خطابات مكررة أو ثلاثية حيث تكون لدى واحد على الأقل فرصة للتسليم.</p>	<p>Target text: فقد حملت السفن الأميركية رسائل من انكلترا إلى الولايات المتحدة مقابل فتحتين لكل حرف، بصرف النظر عن وزن عدد الحاويات. وبما أن البريطانيين حملوا الشلن في كل ورقة، تجاوز الجميع تقريبا مكتب البريد العام واستخدموا السفن الأميركية بدلا منها. وصارت هذه الممارسة واسعة الانتشار إلى حد أن غالبية التجار البريطانيين استعملوها. وفي إحدى المراحل، حملت الحزم الأميركية 4,000 رسالة في كل رحلة، ولم يمر أي منها عبر مكتب البريد العام.</p>

Source: Delisle. J, 1984, p. 230.

DISCUSSION 3

In the third case, the translator is aware of the target reader, who is of primary importance. The reader is supposed to be either an academic who pays attention to every single detail in the source text and its translation. He therefore looks for the different strategies and techniques the translator used in translating the text from English into Arabic. In addition to paying attention to the meaning of the source text, he looks for clarity and accuracy, as well as possible errors on the level of meaning and structure. The text may represent an issue for both the translator and the reader if it was not translated with caution.

In the second text, one can notice that the translator did not pay that much attention to the structure of the source text and how it should be preserved while transmitting the meaning in the target language as was the case in the academic translation. As shown in the translation of the second text, a majority of the best professional translators and interpreters seem to have little or no use for the various theories of translation. They regarded them as largely a waste of time, especially since most

professional translators regularly and consistently violate so many rules laid down by theorists (Nida, 2001, p. 1).

Accuracy of content is one of the most pertinent issues; which should not be judged primarily in terms of “being true” to the author, but in terms of not causing misunderstanding of the message by those for whom the translation is intended. The most important thing clients need and want is accuracy. If a translated text can also be easy to read, that is indeed a plus factor, and if it can be culturally appropriate, the translation is obviously a success (Ibid, p. 3).

6.4 ACCORDING TO THE TRANSLATION APPROACH USED IN PRODUCING THE TARGET TEXT

He makes a distinction between «transcodage» or transcoding, which results in word equivalence, and «traduction» or translation (proper), which produces message equivalence (1980, p-p. 58-69)[3]. The first type is concerned with the process of finding appropriate equivalence to each word from the source to the target language. Jakobson’s discussion on translation centres on certain key questions of linguistics, including equivalence between items in SL and TL and the notion of translatability.

On the other hand, translation proper aims at finding the appropriate equivalence for the message of the source text as a whole unit in the target language, to make the target audience understand and feel the same meaning and emotions as the source text readers did before. Therefore, the unit of translation is normally the linguistic unit which the translator uses when translating. Translation theorists have proposed various units, from individual word and group to clause and sentence and even higher levels such as text and intertextual levels (e.g. Beaugrande, 1978, see Unit 9).

Table 4. Translation Approach Used in Producing the Target Text

Transcoding	Translation Proper
<p>Source text: Following the war of 1812 the Americans launched a vigorous program to build their own merchant marine. The first American packet line from New York to Liverpool was inaugurated in 1817, and by 1822 there were four American packet lines operating on the North Atlantic.</p>	<p>Source text: Britain’s first mail packet to North America sailed from Portsmouth to Barbados in October 1902. The packet line hovered on the brink of financial collapse throughout its life, finally failing in 1711. Although a financial failure, the line proved that a regular mail service to Britain’s North American colonies was practicable.</p>
<p>Target text: وبعد حرب 1812، بدأ الأميركيون برنامجاً قويا لبناء بحرية تجارية خاصة بهم. وتم افتتاح أول خط حزم</p>	<p>Target text: أبحرت أول حزمة بريد بريطانية إلى أمريكا الشمالية من بورتسموث إلى باربادوس في أكتوبر 1902. فقد</p>

<p>أمريكي من نيويورك إلى ليفربول في عام 1817، وبحلول عام 1822 كانت هناك أربعة خطوط حزم أمريكية تعمل في شمال الأطلسي.</p>	<p>كان خط الحزم على حافة الانهيار المالي طيلة حياته، ثم فشل أخيرا في عام 1711. وعلى الرغم من الفشل المالي، إلا أن الخط أثبت أن خدمة البريد العادية إلى مستعمرات بريطانيا في أمريكا الشمالية كانت عملية.</p>
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Source: Delisle. J, 1984, p. 230

DISCUSSION 4

Delisle makes no attempt to link these different classifications. Hence, although he has tried to show how translations can be categorized, he has not really established a typology of translations. The examples above prove the idea that there would be such a difficulty in drawing a clear-cut separation between transcoding and translation proper, if the quality of the first was highly considered.

The first example illustrated a case of word-for-word equivalence that is the core issue in transcoding. Almost all words of the source text have been translated from English into Arabic carefully. What rendered the translation sound pretty natural, adding an impression of naturalness for its readers, is the result of being related to the meaning much more than other linguistic features. To make the target reader familiar with all details illustrated in the source text, the translators made sure that the topic of sounding natural was addressed during all the challenges related to sentence structure and whole text meaning.

The second example was devoted to the second type of translation according to Delisle's typology; that is the translation proper. Here, the meaning of the whole text has been transferred to the target language. During this translation, the translator accorded the utmost importance to the message itself before considering other aspects of rendering the source text message clear to the target audience. A close reading of the target text produces an impression of clarity and naturalness.

The nature of meaning and how to analyse and evaluate it is crucial for a translator working on a text and for a theorist who is assessing the transference of meaning. The translator of the second passage therefore paid great attention to the choice of the translation approach to be applied in producing the target text, feeling a sense of responsibility towards the target reader who is meant to understand the translation of the target text and not feel strange reading it.

7. Conclusion

Though several methods have been suggested for translation, it is quite evident that a substantially accurate translation cannot be produced by adhering to any of those methods. During the process of translation, depending on the type of the source language text, the translator resorts to the combination of these different methods. This is done to create a completely original text in the target language that would certainly convey the same meaning as the source text.

The examples discussed in this paper show that all translated texts are to some degree hybrids. This is because each of them can be viewed as a transplant of the source text into an alien, target culture environment. In the process of translation the form-content unity of the source text is disrupted. Inevitably some pressure is exerted upon the target language, as the transfer of foreign elements is impossible without a certain 'violence'.

The level of naturalness has to be ensured. We must ensure whether the translation makes sense and if it reads naturally. This can be made out by disengaging ourselves from the source text, by reading the translation as though no original text existed. The naturalness has to be acquired by using most frequent syntactic structures, idioms and phrases and words that are likely to appear in that kind of stylistic context.

Although Delisle's model is not able to capture every aspect of the mental act of translating in the specific field of pragmatic texts, in establishing a theoretical framework for the teaching of translation, his works contribute to bring up the issue of rethinking principles of translation so far taken for granted. Also, we can say that Delisle achieved his intent of creating a theory of translation that links theory and practice, which has proved useful to students and professionals looking for a serious and objective training and qualification in the field of translation.

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