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Translation As a Means of Cross cultural communication a sociolinguistic perspective

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Dedications

I dedicate this work to my parents, my brothers, my sisters and my friends.

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My gratitude is deeply recorded to my parents, my friends and to all those who contributed to this research.

Abstract

As a way of communication, translation has a function as the way to share information, stories, experiences and most of all knowledge. Translation, throughout human history has always been an important means of communication among and between nations. The purpose of this work that takes places in the English Department at the University of Taher Moulay-Saida- is to show how translation is an effective tool of communication. In order to gather relevant information, a research was conducted based on two approaches: quantitative and qualitative and two research tools: a questionnaire ad interview. The findings reveal that both teachers and students believe in the importance of translation in the communication process.

Key words: translation, communication, effective, tool.

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List of Abbreviations

CA: Classical Arabic

MSA: Modern Standard Arabic

AA: Algerian Arabic (vernacular Arabic)

Br: Berber

Fr: French

H: high variety

L: low variety

CS: Code switching

Phonetic symbols

1. Vowel

Short	Example	Gloss	Long	Example	Gloss
Æ	[mʃæt]	She went	æ:	[ktæ:b]	Book
A	[Ana]	I	a:	[ha:wə]	Try
I	[lila]	a night	i:	[fi:l]	Elephant
E	[fatema]	Fatima	e:	[mre:đ]	ill
U	[χuja]	My brother	u:	[ʃu:f]	Look
Ạ	[mređạ]	ill	a:	[t̪a:r]	It flew
Ǝ	[qblə]	Before	ɔ:	[ftɔ:r]	Lunch

2. Consonant

Symbols	Example	Gloss	Symbol	Example	Gloss
ʔ	ʔæna	Me	đ	đạləm	Unjust
B	bæb	Door	ṯ	ṯạ:r	It flew
T	tæʕi	Mine	ɚ	ɚuba:b	Flies
Ө	Өaʕləb	Fox	ʕ	ʕæ:m	One year
dʒ	dʒiʕæ:n	Hungry	ɣ	ɣæli	Expensive
H	hammæm	Bath	F	fu:l	Broad beans
χ	χəmsa	Five	Q	qamar	Moon
D	dunja	Life	K	kæjən	There is
ɚ	ɚæ:lika	That	L	li:l	Night
R	rəmla	Sand	M	mdi:na	Town
Z	zi:n	Nice	N	nsi:t	I forget
S	saȟa	all right	H	huwa	Him
ʃ	ʃbæ:b	beautiful	W	wæ:d	River
Ṣ	ṣạ;m	he fasted	J	jæbəs	Dry
			G	gælli	he told me

Chapter one: literature review

1. Introduction

Translation does not simply involve the transmission of a message from languages, but it is the transmission of meaning across cultures. Translation helps in the overall growth of human life. It has become a basic necessity, because people speak a variety of languages, and also, being technologically globalized translation as a tool for communication, become a regular need for the entire domain: religion, tourism, education, trade, business. This chapter will tackle: translation definitions, then a brief history of translation process, discussing the importance of translation as far as its role in cross cultural communication. This chapter also clarifies the relation between language, culture and translation.

2. Definition of translation

The word translation derived from Latin word *translation* the synonym of the English word "across". Therefore, translation stands for "carrying" or "bringing" text from one language to another.

It is necessary to understand the concept of translation as it is stated by many theorists. To get an overall picture about translation process.

At first as it is stated in the oxford advanced learner's dictionary (2000: 1438) "translation is the process of changing something that is written or spoken into another language". Moreover, according to Catford (1995:20) "translation is the replacement of textual materials in one language (SL) by equivalent textual material in another language (TL)". Foster (1958:P34) defines translation as "a mental activity in which a

meaning of a given linguistic discourse is render from one language to another"[1] both Catford and Foster definitions show that translation is an act or activity since it is a process based on transferring words from the source language to the target language. The language to be translated is called the source language (SL), whereas the language to be translated into is called the target language (TL).

Another definition stated by Yowell and Muftah (1999:24) "translation is a product since it provides us with other different cultures, to ancient societies and civilization life when the translated texts reach us". Yowell and Muftah considered translation as a production of different cultures, which is performed by people   through time.

Nida (1982:12) contents that "translation consist of reproducing the receptor language the closest natural equivalent of the SL message first in terms of meaning and secondly in terms of style". This definition focuses on the notion of equivalence in translation, when translating there would be equivalence between semantic and the stylistic level too.

Ghazala (1995:1) points out that "translation in generally used to refers to all the process and the methods used to convey the meaning of the source language into the target language". Ghazala emphasizes on the notion of meaning as an essential element in translation, when translating it is important to understand the meaning of the source text, in order to have the appropriate meaning in the target language.

Furthermore, Tyler (1970:15) claims that "the good translation is that which involves successful and complete transfer of the merit of the original

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[1]Retrieved from http://www.parasa.ts.com/indexhtm

text into another in such a way that the target text is a strongly understood by the target reader as the source text by the source reader." In other words, it favors an extreme equivalence of the meaning and its effect.

As studying the process of translation, it is important to learn the history of translation; how the ancient societies interacted and how the translation has left its imprint on the world.

3. Brief history of translation

Translation has been a topic of debate by many scholars and historians. The need of translation has been apparent since the earliest days of human interactions, it serves many purposes such as: academic, trade, or even for survival needs.

The early translation has dated from the Mesopotamian era, when Sumerian poem, Gilgamesh was translated to Asian languages. It is dated back around the second Millenmuin BC. Other ancient works include ancient Greek texts were translated by roman poets such as Cicero and Horace.

The need of translation became greater with the development of religious texts. Since religious texts should be available in many languages. One of the first translated religious texts is *the Old Testament* which was translated into Greek in the 3rd century. This translation refers to *"Septuagint"* which was a translation of the Hebrew into Greek. In the 4th century, Saint Jerome translated the Bible into Latin; it was stated as the most famous translation at that period.

In the last three decades of the 20th century translation studies started to be an autonomous science. James Holmes was one of the pioneers of this approach

Although, the history of translation spans among centuries, a lot of can be learned about the development of previous civilizations because of it. Translation has been a powerful tool in helping to bridge the gap between cultural barriers.

4. The Importance of Translation

Translation became an important means in the world for the exchange of information, ideas, and much useful in various spheres of human activities.

4.1 Spread of Information, Ideas and Cultures

Translation is necessary for the spread of information, knowledge, and ideas. It is absolutely necessary for effective communication between different cultures. Translation is also a medium, through which people know different works that expand their knowledge such as:

- The translation of many old book documents as: Arabic translators were able to keep the ideas of ancient Greek philosophers alive throughout the translation in the middle ages.

- TED talks run open translation project that allow the world to understand their talks, offering non-English speakers the

opportunity to learn from some of the best educator in the world.[2]

4.2 Online Communication

While the Chinese language is the number one language in terms of the number of speakers, English is the dominant internet language, followed by Chinese, Spanish, Japanese Portuguese, and German….. Without someone translating and interpreting Chinese speakers will not be able to fully understand what a Spanish or Portuguese speaker is trying to say, unless each one knows the language of the other person.

4.3 Improving the Economy

As communication and travel advance, geography becoming less and less off a barrier to doing business. Companies benefit from working overseas. They can take advantage of the lower cost of product and services in some countries. When they trade in countries with different native language, they need high-quality of translation to communicate effectively.

Growth and development can be achieved through fair trading or exchange of knowledge and resources. In business, not only that it is essential to understand the culture of the target clients but to communicate efficiently using their local language.

Universal growth of any business employing not less than professional translation services to convert message to almost all languages in the world. The more language translated, the higher global progress can be attained.

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[2] www.TEDtalks.com

Translation enables effective communication between people around the world. It is a courier for the transmission of knowledge, a protector of cultural heritage, and an essential tool for the development of the global economy.

5. Cross Cultural Communication

Communication is the key to social integration. Communication enables people to share ideas, express their feelings and contribute to discussions and debates. In most cases, language poses a great barrier to communication between different cultures or communities. For effective cross-cultural communication people have to gain knowledge. Without the knowledge cross-cultural communication almost is impossible. This knowledge involves understanding the main cross-cultural problems: people should recognize the cultural differences (behaviors and gestures) and developing means to overcome them.

Everyone can master all the languages of the world but one can acquire the knowledge of lot languages through translation. In such communication one culture is interpreted with the base of other culture such as: migrant belong to different cultural background, for them a common language to communicate which can be fulfilled through translation and also understanding the other's culture it is highly need.

Translation is not only a language communication, but also culture communication. Hence translation is the act of transferring one culture into another culture. People are travelling over the world due to various reasons and confront many cultures in inevitable event. Different culture getting

contact through various ways books, media, internet; hence translation can play the same role.

6. Language and Translation

Language is the ability to speaking. It is the human quality that separates human from other living species. Defining the language concept has always been a problematic issue for scholars. A broad definition would be according to the British Cambridge dictionary 2003"a system of communication used by people in a particular country or type of work".

In this regard many definitions were proposed by a number of scholars. Edward Sapir (1921:7) "language is purely human and non-instinctive method of communicating ideas, emotions, and desires by means of voluntarily produced symbols". It means that language is a means of communication which is used to pass information, expressing ideas, feelings by using a set of symbols. Another definition proposed by wardhaugh (2006:01) who points out "a language is what the members of a particular society speak" he considers language as a specific way of speaking related to a certain community, and each society has its own language.

With close to 7,000 languages on the world, language diversity has an important role in the interaction between the human groups, people seeks to translate in order to understand the other language. A good translator must understand both the source language and the target language as Scheimacher (1977:34) confirmed that "translating is at the same time understanding, thinking and communicating" he emphasizes on the act of understanding.

In fact, Translator main goal is to understand both the target language and the target culture too.

7. Culture and Translation

The word culture is derived from the Latin word *cultura.* It is a derivative of the verb *colo* (infinitive of colore) which means *"to tend"*, *"to cultivate",* and *"to till"* among other things.

Culture has been defined according to Kroeber and Parsons (1986:583) as "culture is a transmitted and created content and patterns of values, ideas, and other symbolic meaningful system as factors in the shaping of human behavior. For Kroeber and parsons culture is a symbolic system which includes behavior, values, and ideas.

Moreover, Ploktin (1974:91) point out that "culture is a product of interacting human mind, and hence a science of culture will be of the most complex phenomenon on earth." Likewise, Newmark (1983:94) confirmed that "culture is the collective programming of the mind which distinguishes the members the members of one group or category of people from another." In other words, culture is a way of life of a group of people; the behavior, beliefs, values, and symbols that they accept, generally without thinking about them, and that are passed along by communication and imitation from one generation to the next.

Nevertheless, most scholars and translators define culture and translation in different ways and some of them study the relationship between them and how culture affects translation. Toury (1980) mixes

between translation and culture and considers translation as a kind of activity which involves two languages and two cultures. Newmark (1988:103) believes that "there will be a translation overlap between the source language and the target language where never there is a cultural gap or "distance" between the source language and the target language, as a result of cultural focus". He recognizes the problems that translators have to face at different levels, and consequently formulates certain strategies that help translators to overcome these problems.

In the 21ST century, scholars further realized an intimate relationship between translation and culture. For them, translation itself is a kind of cross-cultural communication activity. In verbal communication, people are always confronted with many language expressions, and cultural differences. Since every language comes from different origin. They show their own culture, customs, and characteristics. Thus, translation is not only a language activity, but more a cultural activity. Translation provides a way for people with different languages and cultural background to know more about other cultures and it also serves as a platform for the communication among different cultures.

One cannot overlook the influence that culture has on language and translation. The notion of culture is essential to consider the implications for translation and despite the difference in opinion as to whether language is a part of the culture or not, the two notions appear to be inseparable.

8. Translation Methods

Translating texts is not as easy as many might think. It depends on the kind of the topic the translator is working on. For example: it is not the same thing working with a scientific text than working with a social topic.

According to J.P. Vinay and J. Darbelnet work 1958, translation consists of seven techniques.

Direct Translation Procedures.	Borrowing
	Claque
	Literal Translation
Oblique Translation Procedures.	Modulation
	Transposition
	Adaptation
	Equivalence

Vinay and Darbelnet were the first who classified the techniques of translation, they set seven procedures. First, Direct/literal translation (borrowing, calque, literal translation) those methods are used when there is an accurate structure and grammatical equivalence between the source language and the target language. Second, Oblique/Indirect translation (transposition, modulation, equivalence and adaptation)

8.1 The Direct Translation Procedures

8.1.1 Literal translation "word-for-word"

It is to translate a text literary or word for word from one language into another by keeping the same grammatical structure of the source

language. It is most used and suitable when the two languages belong to the same family. According to Vinay and Darbelnet (1995:33) "a literal translation can only be applied with languages which are extremely close in cultural terms." It is acceptable only if the translated text retains the same syntax, the same meaning and the same style as the original text.

8.1.2 Borrowing

It is the simplest of all translation methods. It is taking words directly from one language into another language without translation. Many English words are "borrowed" into other languages; for example café, passé and resumé from French; hamburger and kindergarten from German.

8.1.3 Calque

A calque is another direct translation procedure which also called loan; it is the use of an expression from the source language without changing the grammatical structure and translates it word by word to the target language.

8.2. The Oblique/Indirect Translation Procedures

8.2.1 Modulation

Modulation is to convey the same idea with different perspectives. It is about changing the form of the text by introducing a semantic change or perspective. That is to say, the translator expresses an idea in the target language accurately but in totally different way. Vinay and Darblnet classified the technique of modulation into: free modulation and optional modulation.

8.2.2Transposition

Transposition involves moving from one grammatical category to another without altering the meaning of the text. It is to replace a word class of the source text into another different word class such as replacing singular by plural or a noun by a verb. Vinay and Darblnet classified technique of transposition into two types: Obligatory transposition and optional transposition.

8.2.3 Equivalence

It's also called reformulation. It is to translate the message of the source language in totally different words in the target language but conveys the same meaning of the original text; the equivalence technique is mostly used in translating idioms, proverbs…

8.2.4Adaptation

Adaptation also called cultural equivalent, it is used in case of facing unfamiliar terms in the source language. It is to express words or expressions that are related to the source language and culture in a totally different way that is familiar to the target language culture. the translator was obliged to adopt new terms familiar to the target language and at the same time convey the meaning accurately.

Conclusion

As a part of culture, language is not only the form of culture but also a phenomenon of social culture. In the process of language communication, whether the people from two different countries or ethnic groups can communicate with each other does not only depend on their understanding

of language itself, but depends on the understanding of the cultural implication which a part of social culture. The exchange of different languages leads to the exchange of different cultures. From this point of view, the translation of language is essentially a cultural translation, one the purposes of translation are to establish cultural equivalence between the source language and the target language.

Introduction

All over the world, countries have several languages varieties spoken in their territories. The sociolinguistic linguistic situation of Algeria is particular. It is the product of many historical events. The presence of many languages created a particular sociolinguistic situation which gave birth to different phenomena such as: diglossia, code switching, borrowing, language maintenance and shift.

This chapter tackles the historical perspective of the Algerian sociolinguistic then it sheds light on the Algerian linguistic situation profile, also it explains how these languages came into contact and generated a number of outcomes mainly multilingualism, diglossia, borrowing, code-switching and language maintenance and shift.

1. The Historical Perspective

As reported by Queffélec et al (2002:11, 13) Algeria was colonized by many countries such as Phoenicians, Romans, Byzantine, Arabs, Turkish and French.

By returning back to the early invaders of Algeria, we find that the Phoenicians were the early ones. Then they were eliminated by Romans in 146BC.In 395 AD, Algeria became a part of the Byzantine Empire. In the 7th century, the Arabs conquered Algeria for 9years, after that it was ruled by Ottomans in 1518. The Turkish rule persisted until the French conquest in 1830. The French forces governed the country until 1962.

2. The Algerian Profile

After the independence in1962, four languages have existed: Algerian Arabic, Modern standard Arabic, Berber (Kabyle, shawia, Mozabite, and Tamazight), and French.

2.1. Arabic

Nowadays Arabic is classified into categories: classical, modern standard and vernacular.

2.1.1. Classical Arabic (CA)

It is the language of the Quran and Islam; it is very sacred and highly appreciated. Mouhadjer (2002:989) "It is considered as a dead as it is replaced by modern standard Arabic"

2.1.2. Modern Standard Arabic (MSA)

It is a form of the Arabic language. It results from the modernity of the classical Arabic. It is the language of formality. As cown et al (1989:20) state: "modern standard Arabic language is traditionally defined as that form of Arabic used in particularly all writings forms of Arabic and the form used in formal spoken discourse such as broadcasts, speeches, sermons and the liken".

The MSA was declared as the national and official language in all sectors: educational, political, and cultural and economic. In essence, many laws have imposed the use of the Arabic language and consider French as a foreign language.

2.1.3. Vernacular Arabic

It is also called Algerian Arabic (AA). It represents the dialectal Arabic and the mother tongue of the majority of the Algerian population. It is used in informal situations, in street, family and everyday

conversation. It has only an oral form, and it is known as "derja". Its vocabulary includes many words from Berber, Turkish, and French.

2.1.4. Berber

According to historians, Berber is the indigenous language spoken by the first inhabitants of Algeria. Besides the Algerian Arabic, there are four spoken dialects are: Kabyle in kabylia, shawia in Aures, Mozabite in the Mezab (Taleb Ibrahimi, 1994:39-40). In the law of 10th April 2002; Tamazight was recognized officially as a national language, and the government demand to promote its use in all Algerians' institutional sectors.

2.1.5. French

During the colonization era, French was considered an official language. But actually, it is considered as the first foreign language. The French language was spoken fluently by the majority of the population especially before and after independence. Despite the governmental Arabization programs; French language had and still has a deep impact on the Algerian linguistic repertoire as Grandguillaume (1983:14) claimed that it is in this language that all the institutions took place and which gave their country access to the western life[1].

3. The Outcomes of Language Contact

As a multilingual country, Algeria is a homeland for many linguistic phenomena. Algerian speakers use several languages v. These codes influence each other in several ways. Therefore, a number of

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[1]

The original one « c'est dans cette langue qu'ont été mise en place toutes les institutions qui ouvraient ce pays à la vie occidentale »

outcomes result from language contact: diglossia, code-switching, borrowing, and language maintenance and shift.

3.1 Bilingualism

In sociolinguistic, Bilingualism is a standard term to illustrate the situation where are two languages are used by a person or group of people. Many definitions were given to Bilingualism. Weinreich (1953:1) defines it as "the practice of using alternately two languages." Weinreich define Bilingualism as the use of more than one language. For Bloomfield (1933:65) he suggest to define a bilingual as someone who has "the native-like control of two languages" for Bloomfield being bilingual able to speak two languages.

Bilingualism is concerned with speaking two languages. When a speaker comes in contact with people speaking another language shift, he/she faces a situation of language shift to represent the same case. The extent of bilingual competency differs from one person to another. Also, the degree of fluency is not the same for all bilingual.

3.2 Diglossia

The term diglossia is derived from *Greek,* it means using two varieties of the same language. It refers to a situation in which two languages or two varieties of a language are used under a different condition in a speech community.

The French linguist William Mraçais was the first who introduced term diglossia to describe the linguistic situation in the Arab world he said (1930:40):

Arabic language appears…under two perceptively different aspect:1)A literary language so-called written Arabic…or regular, or

literal, or classical, the only one that in which still today are written in the past, the only one in which still today are literary or scientific works, newspaper articles, judiciary acts, private letters, in a word everything that is written, but which exactly as it is, has perhaps never been spoken anywhere.2) Spoken idioms, patios…none of which has ever been written…, but which everywhere and perhaps for a long time are the only language of conversation in all popular and cultured circles[2]

Mraçais description of diglossia is mainly based on the distinction between the two varieties of Arabic in terms of function; each variety is used for special purposes mainly for speech and writing purposes. Nevertheless, Mraçais observation on diglossia sets as a step for Ferguson research in 1959. While Marçias's research was restricted for Arab people, Ferguson attempts to define this type of language contact through four distinct settings: Arabic, Greek, German, and Haitian Creole. Ferguson (1959: 36)

[….]a relatively stable language situation in which, in addition to the primary dialects of the language(which may include a standard or regional standard), there is a very divergent, highly codified(often grammatically more complex) superposed variety, the vehicle of a large and respected body of written literature, either of an earlier period or in

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[2] The English translation of this quotation is taken from Bouamrane (1986:2). The original text reads as follow:

"la diglossie arabe se présente à nous sur deux aspects sensiblement différent:1)une langue littéraire, dit arabe écrit ou régulier ou littéral, ou classique, qui a été partout et toujours écrite dans le passé dans laquelle seul aujourd'hui sont rédigés les ouvrages littéraires ou scientifique, les articles de presse, les actes judicaires, les lettres privées , bref, tout ce qui est écrit, mais pas exactement telle qu'elle se présente à nous n'a peut-être jamais été parlée nulle part .2)les idiomes parlés, des patios…dont aucun n'a jamais été écrit mais qui, partout, et peut être depuis longtemps, (sont)la seule langue de la conversation dans les milieux populaires et cultivées. "

another speech community, which is learned largely by formal education and is used for most written and formal spoken purposes but is not used by any sector of the community for ordinary conversation

Ferguson described diglossia a kind of bilingualism in a given society; in one language there is a high variety "H" and the other is the low variety "L" which belongs to the same language. He differentiated the two different varieties of the same language: according to their speech function. He considered the H variety as the standard one: it used in formal situations such as education and formal settings. Whereas the L variety is used in a non-standards situation such as: at home or in private life.

Diglossia has a number of characteristics. According to romaine (1994; 46), the high and low varieties differ from each other

"...not only in grammar, phonology, and vocabulary but also with respect to a number of social characteristics, namely function, prestige, literary heritage, acquisition, standardization, and stability."

Types of discourse	High variety	Low variety
Sermon in church or mosque.	X	
Instruction to servants, waiters, workmen, clerks.		X
Personal letter.	X	
Speech in parliament, political speech.	X	
University lecture.	X	
Conversation with family, friends, colleagues.		X
News broadcasts.	X	
Radio.		X
Newspaper editorial, news story, caption on picture.	X	
Caption on political cartoon.		X
Poetry.	X	
Folk literature		X

Table.2.1 situation for H and L in Diglossic communities (adapted from Ferguson, 1959:236)

In the case of Algeria, the high form is modern standard Arabic and the low is spoken Algerian Arabic. AA is used at home, street, market, sermons in mosque, political speeches, and poetry. MSA is recognized in a formal situation and is highly appreciated rather than the AA.

3.3. Borrowing

The notion of borrowing is differently defined in linguistic. Sapir (1921:198) "of the linguistic changes due to more obvious types of contact the one which seems to have played the most important part in the history of language is borrowing of words across linguistic frontiers." He spoke about borrowing as a linguistic change; it is the influence of each code over other variety.

For the sociolinguistic field, Grumpers states (1982:66):

"The introduction of single word or short, frozen, idiomatic phrases from one language into the other. The items in questions are incorporated into the grammatical system of the borrowing language and they are treated. They are treated as a part of its lexicon, take on its morphology characteristics and enter into it syntactic structure"

Borrowing occurs when a given speech community incorporated some words or phrases from a foreign language into its native language as a consequence of close contact the two languages e.g.; FR /AA/.

Another definition stated by Thomason and Kaufman (1988:37) define borrowing as: "The incorporated of foreign features into a group's native language by speakers of that language; the native language maintained but is changed by the addition of the incorporated features"

As mentioned above, borrowing is incorporating loan words, coming from foreign languages into the native language. The loan words must be adapted phonologically, morphologically and syntactically to the original language, if it is not adopted, it is not borrowing.

From the sociolinguistic viewpoint, the verbal repertoire of the Algerian speaker is difficult to analyze and to be understood. Although, The Arabic language is the language of the state, but, the Algerian people used more than one language; their speech is a mixture of native language and other foreign languages. They use foreign words (loan words) in any situation, be it at home or with friends. Those loan words are adopted from one language and incorporate into another language without translation. From a lexical point of view, AA still includes many Turkish, Spanish and French.

Although many European languages affected the AA linguistically, their influence is not as powerful as FR.A great number of words and expression has been adopted from FR into AA a shown in the table below:

AA	FR	Gloss
/risTora/	Restaurant	Restaurant
/srtafika/	Certificat	Certificate
/kuzina/	Cuisine	Kitchen
/dokt'or/	Docteur	Doctor
/pulis/	Police	Police
/pɔrTabl/	Portable	Mobile

Table.2.2 examples of borrowing from French into Arabic

For instance in /risTora/ the vowel /e/of restaurant has changed to/i/and the nasalized final vowel has been replaced by the oral vowel /a/. Similarly, the stress has shifted from the first syllable in the French term /'restora/ into the penultimate syllable in /risTora/

In the French loan word "certificat", we notice that the vowel/e/ in the first syllable has been deleted; and the vowel /i/ has been substituted by /a/ in /srtafika/.

Noticing that borrowing is accompanied by phonological changes (from one system to another) such as: stress shift, vowel change, intonation change.

The same changes can be noticed in some Arabic loans forms BR in the examples bellow:

BR	AA	Translation in English
/rwaħda/	/əl-rwaħda/	One o'clock
/ilas/	/lsæn/	Tongue
/taħzamt/	/ħzæm/	Belt
/labsal/	/lbsal/	Onion

Table 2.3. Examples of Borrowing from Arabic into Berber

2.4. Code-Switching

Code switching (CS) is another language contact outcome.This phenomenon is defined as the practice of shifting between two languages. In sociolinguistics, the CS refers to the use of two different languages, codes within the same conversation. Scholars have provided many definitions of CS;it was attracted to the attention of many scholars and was studied from different perspectives.

Gal (1988:247) defines CS as follows: "Code-switching is a conversational strategy used to established, cross or destroy group boundaries; to create, evoke or change interpersonal relations with their rights and obligations"

Gal's definition reveals that CS is an adopted strategy that covers the speaker's weaknesses or inability within a conversation.

Hudson (1996:51) outlined that code-switching as:"Anyone who speaks more than one language chooses between them according to circumstances". Thus, any speaker who masters two languages may switch between them, taking into account that the addressee understands the addresser by choosing a language that will be comprehensible to the person addressed.

The phenomenon of code-switching (CS) is widely spread in Algeria, especially because of its status as being a multilingual country. The CS has become a linguistic instrument that many Algerian individuals require in their speech strategies. Algerian speakers tend to use CS as a strategy to keep the conversation forward. It occurs to be used; when speakers are unable to proceed in one language, so they

switch to another language as a way for breaking the conversation obstacles.

The crucial thing observed in the Algerian context is that when we overhear to anyone speaking about whatever subject be it common or not, we will hear a variety of back and forth codes switches between AA and FR, in many cases, it will be difficult to identify the language, is it AA with insertion of FR words or vice-versa.

The CS has become part of the daily language behavior of the Algerian speech community. People used to switch between AA/FR and BR/FR within the same conversation or even in the same sentence. As shown in the examples below:

BR/FR code-switching:	AA/FR code-switching:
1. **/trɔ:ħæʒ esæ niɣ/**demain? Do you go now or tomorrow? **3.** Je me demande **/æjən jeθexðm eka/** I wonder why she did that!	1. Elle n'était pas sure **/ila tʒiwla la/** She was not sure whether to come or not. 2. voila!**/hada li kunt nħawes 3lih/** That's it! It's the one I was looking for.

Table 2.4: Examples of BR/FR and AA/FR code switching [3]

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[3] Meriem Bahdja, a sociolinguistic investigation of language variation in the speech community of telemcen, Vol 1, p 47

3.5. Language maintenance and shift

The understanding of language maintenance depends on the understanding of language shift and vice-versa because each concept represents a background for the other and can only be defined vis-à-vis the other. The two phenomena are two sides of the same coin. Language maintenance occurs when a language, in a multilingual context, continues to be used successfully across all generations.

According to Hoffman (1991:67):

"When a community does not maintain its language but gradually adopts another one, we talk about language shift [while] language maintenance refers to a situation where members of the community try to keep language(s) they have always used"

This situation is mainly founded in the case of migrant communities, where the language of the parents is not passed to the next generation. It may results in language loss if no positive action is taken to remedy the situation and help maintain the language. As Fishman (1980:53) said that "language shift refers to a situation where a minority group no longer holds on their language but adopts the dominant language as their first language."

In other hand, Tsumoda (2006: 37) claims that language shift is:

"A given language is still used as the vehicle of communication by certain members- most likely, elder members of the community but that it is no longer transmitted to the younger children of the community as a whole. A language may be considered dead when this happens" The language shift happens when communities who share a native language abandon it and shift to speak another one instead. It can happen rapidly or

slowly and may lead to language death and the disappearance of language.

There are many factors that affect language maintenance may elsewhere determine language shift such: family, community, economic and social status, educational level, mass media and so on. Within the Algerian society, language maintenance and shift can be observed in relation to the French language which has been maintained since independence. Thus, the main reason behind this maintenance and spread of French language: the historical and geographical proximity.

Conclusion

The Algerian sociolinguistic situation is very delicate and complex. It goes through several stages. There are many languages or many linguistic varieties. Each language is a reflection of a specific origins (Arabic, Berber or French) Algerians live diglossia and multilingual situation making of borrowing and code-switching. The Algerian speech community is heterogeneous not only for social reasons (diglossia high and low varieties) but also for the historical reasons too.

Chapter Three: Methodology and Data Analysis

Introduction

This chapter represents the data analysis and the interpretation of the questionnaire and the interview that have been done in the Department of English language at the University of Taher Moulay-Saida. The research study aims to gather relevant information about the effectiveness of translation as a means of communication. The study was conducted based on two approaches quantitative and qualitative; questionnaire was addressed to students and an interview for teachers.

The questionnaire

In order to gather relevant information; a questionnaire has been distributed to all students of the department of English language at the university of Moulay Taher – saida, it was addressed to all levels 1st , 2nd , 3rd and 1st year and 2nd year master.

The questionnaire consists of three sections. The first section contains personal information. The second one covers questions related to the students' language used while communicating with foreigners, the main problems that faced them and the solution they choose to overcome these barriers. The third section deals with the translation use in learning the English language or any other language and its importance as an influential factor in the communication process and even in all the other domains.

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A total of 45 students have answered the questionnaire, the majority of them they were agree on the effectiveness and on the important role of translation as a means of cross cultural communication.

The interview

The interview was also conducted at the university of Taher Moulay-Saida at the level of English Department in the purpose of knowing the teachers point of view toward the usefulness of translation as a means of cross cultural communication.

The aims of the study is to investigate whether translation has an important role in the process of communication, also the research aims to investigate teachers' point of view about the use of translation in EFL classrooms, and to see to what extent teachers believe that translation can improve the writing, reading, speaking and listening skills and whether it helps to communicate effectively and develop the cultural awareness.

A total of 03 teachers have been interviewed by answering to five questions and an open-ended last question.

The results of the investigation are clearly shown in the statistics below:

The Questionnaire Analysis

Table 3 .1: Percentage of Male and Female in the investigation

Gender	Number	Percentage
Male	10	**23%**
Female	35	**77%**
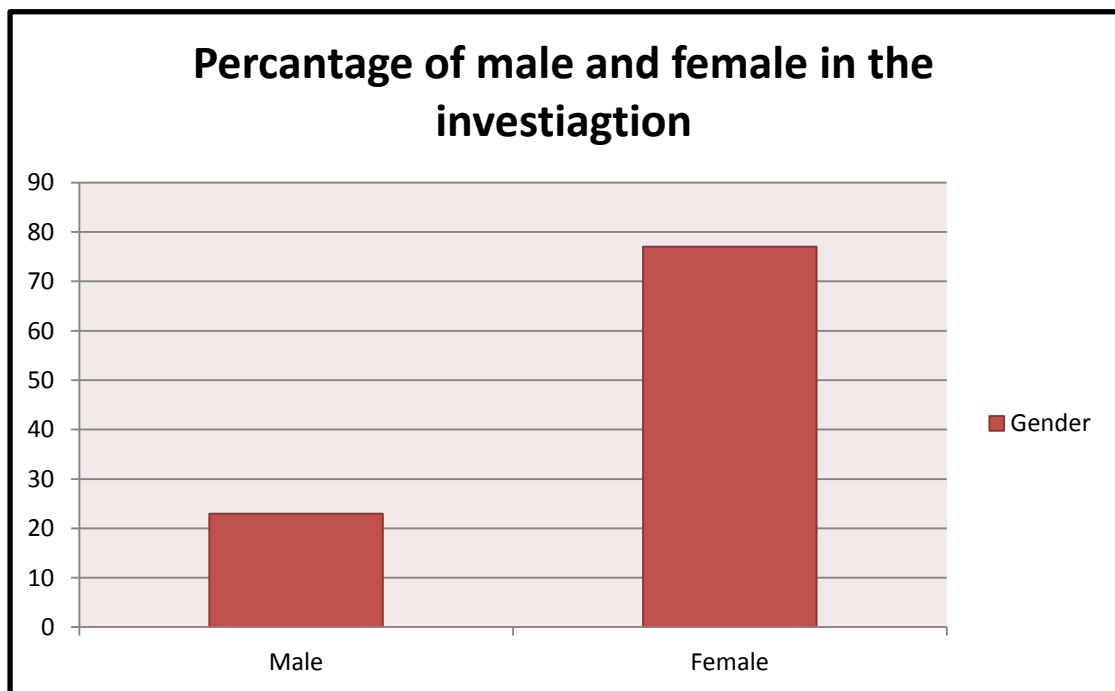
Chart 3.1.Percentage of Male and Female in the investigation

It is clear from the results that the most dominant category in the population is the feminine with 77% while 23% for male.

Table 3.2: Percentage of the Age Groups that dominate the population of the study

Age group	Number	Percentage
19-25	42	93%
25-28	03	07%
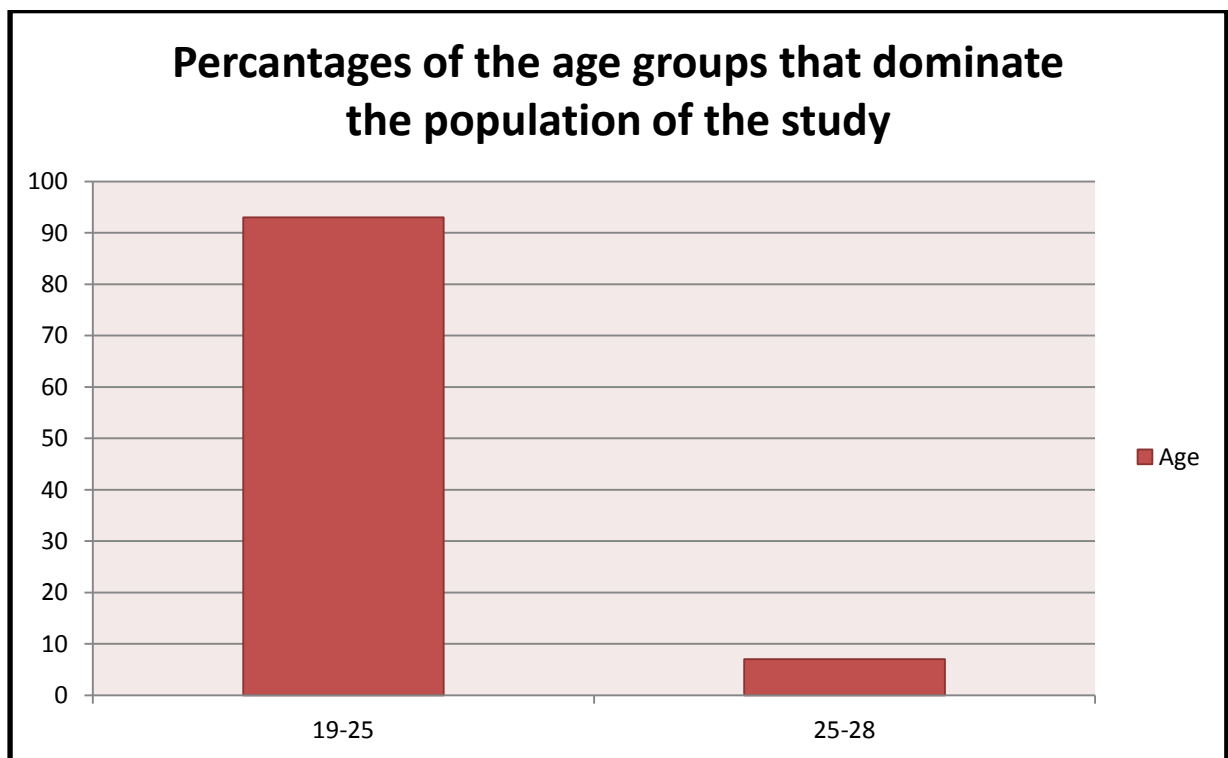
Chart 3.2.Percentage of the Age Groups that dominate the population of the study

The results show that 93% of students who participate in this study are from the age of (19-25) and 07% their age does not exceed 28 years old.

Table 3.3: Percentage of students who participate in the study

Level of education	Number	Percentage
1st year	04	08%
2nd year	14	31%
3rd year	03	06%
1st year master	19	43%
2nd year master	05	12%
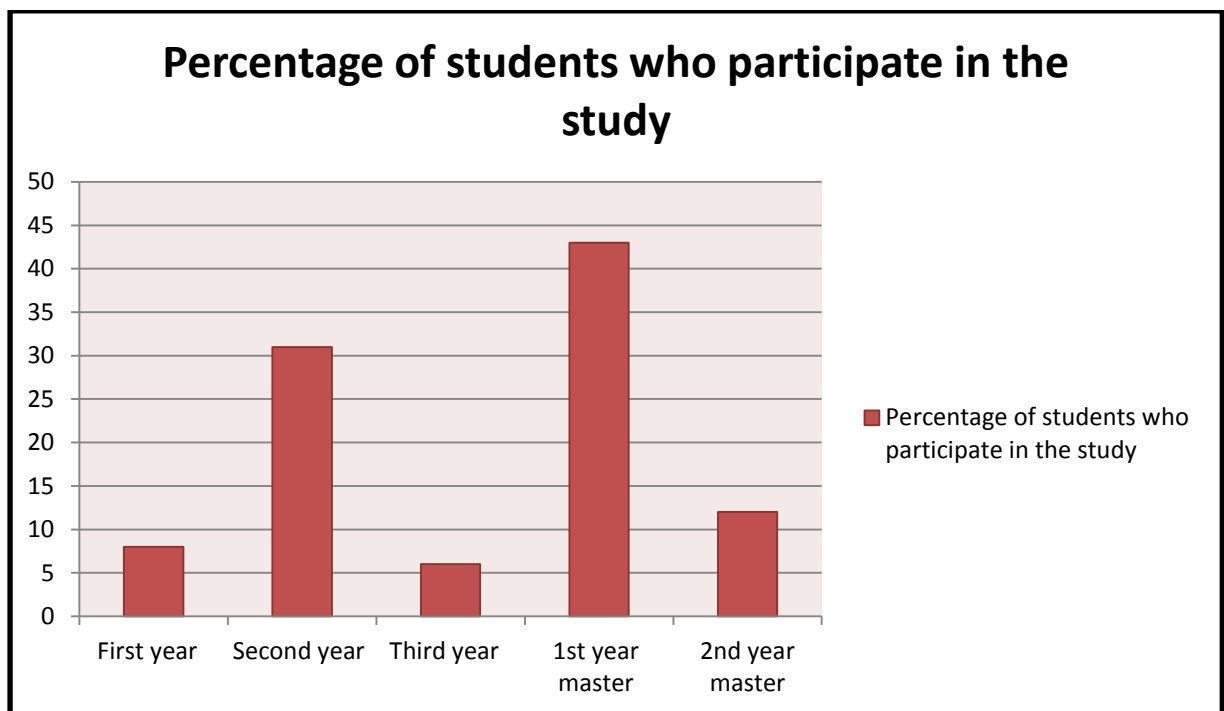
Table 3.3 Percentage of Student Who Participate in the Study

The population of this study includes students from the department of English in Saida University from all the levels, from a total of 45 students, just 08% from first year, 31% from second year, 06% third year, most of them are first year master 43%, and 12% from second year master.

Table 3.4: DO you appreciate having friends from other sub-cultures

Answer	Number	Percentage
Yes	43	96%
No	02	04%
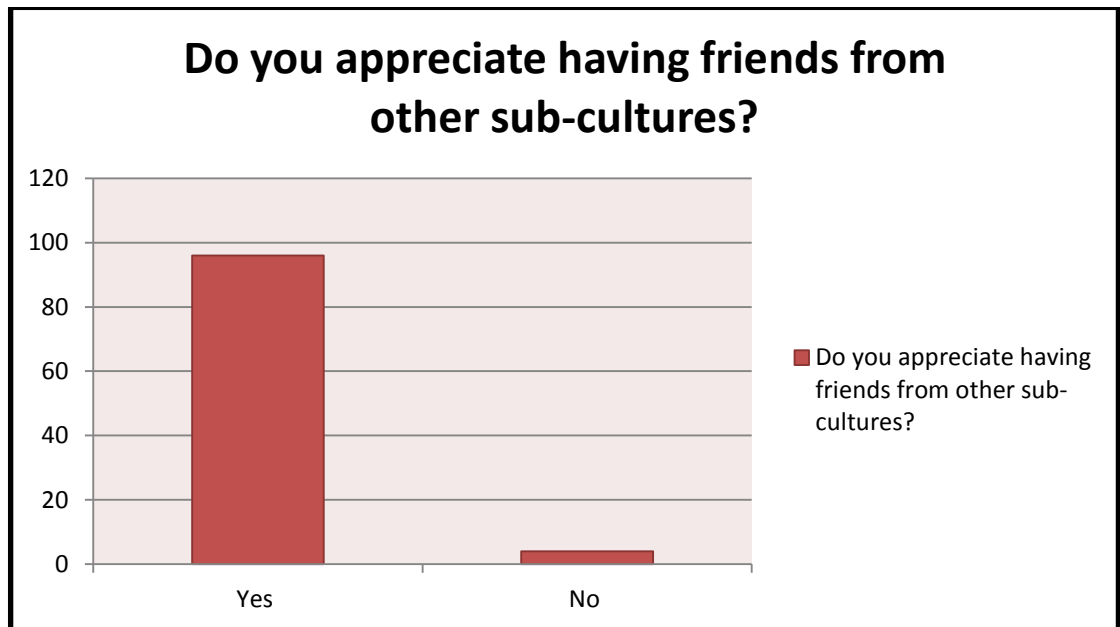
Chart 3.4.Do you appreciate having friends from other sub-cultures?

The results reveal that the majority of student appreciate having friends from different cultures while just 4% did not appreciate that.

Table 3.5: what language do you use when communicating with friends from other cultures?

Answer	Number	Percentage
French	06	**14%**
English	37	**82%**
Spanish	02	**04%**
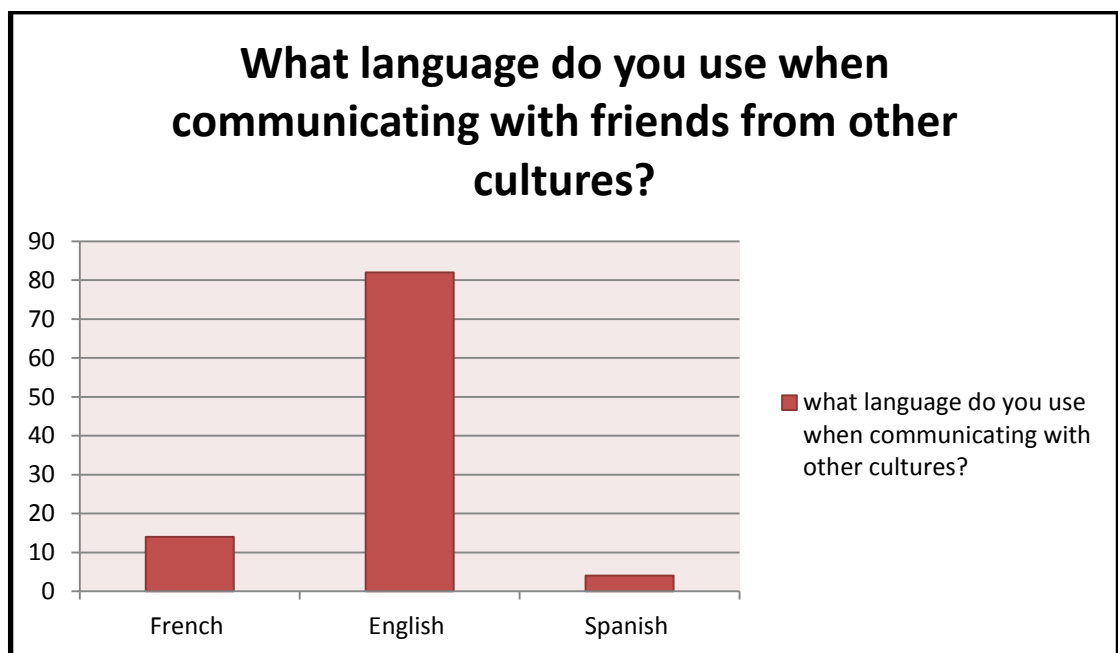
Chart 3.5.what language do you use when communicating with friends from other cultures?

As can be seen in the chart, 80% students prefer to use the English language when communicating with other, and 14% use the French, while just 04% prefer to use the Spanish language.

Table 3.6: what are the difficulties you find while communicating

Answer	Number	percentage
Accent	18	40%
Vocabulary	17	38%
Both	10	22%
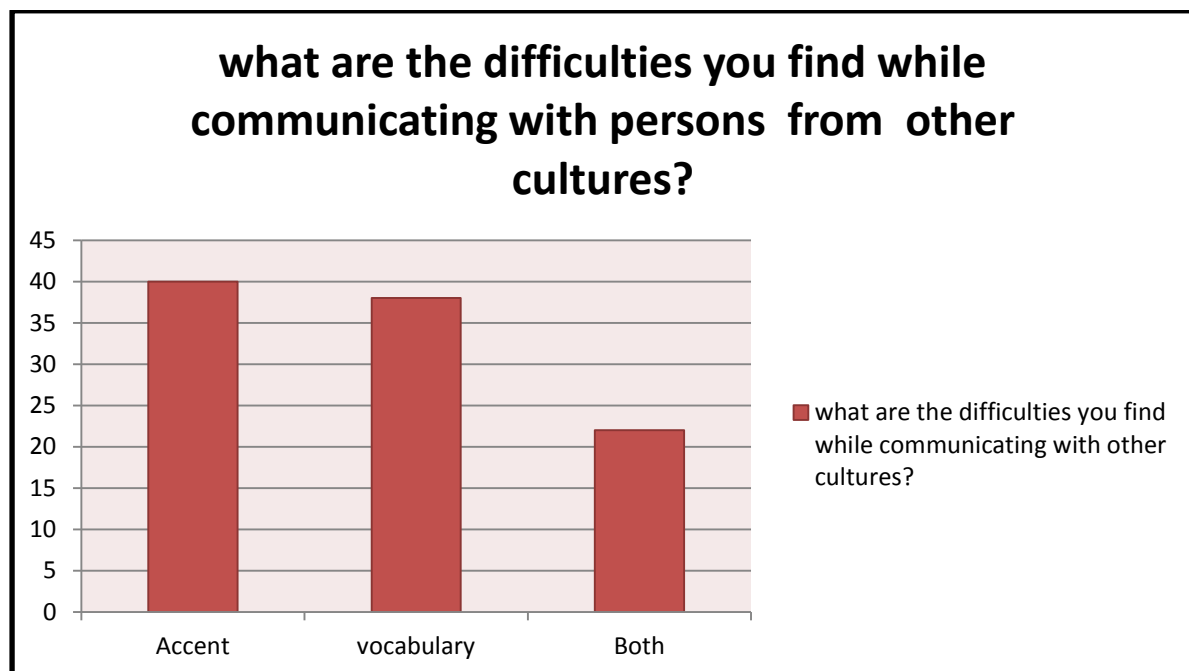
Chart 3.6.what is the difficulties you find while communicating with other persons from other cultures?

The findings demonstrate that 40% of students affirm that accent is the main difficulty that faces them while communicating with persons from other cultures, and 38% of them stated that vocabulary is the more complicated aspect, and 22% confirm that both accent and vocabulary are the barriers that face their communication.

37

Table 3.7: How do you communicate with them?

Answer	Number	Percentage
By social media	45	100%
Face to face communication	00	0%
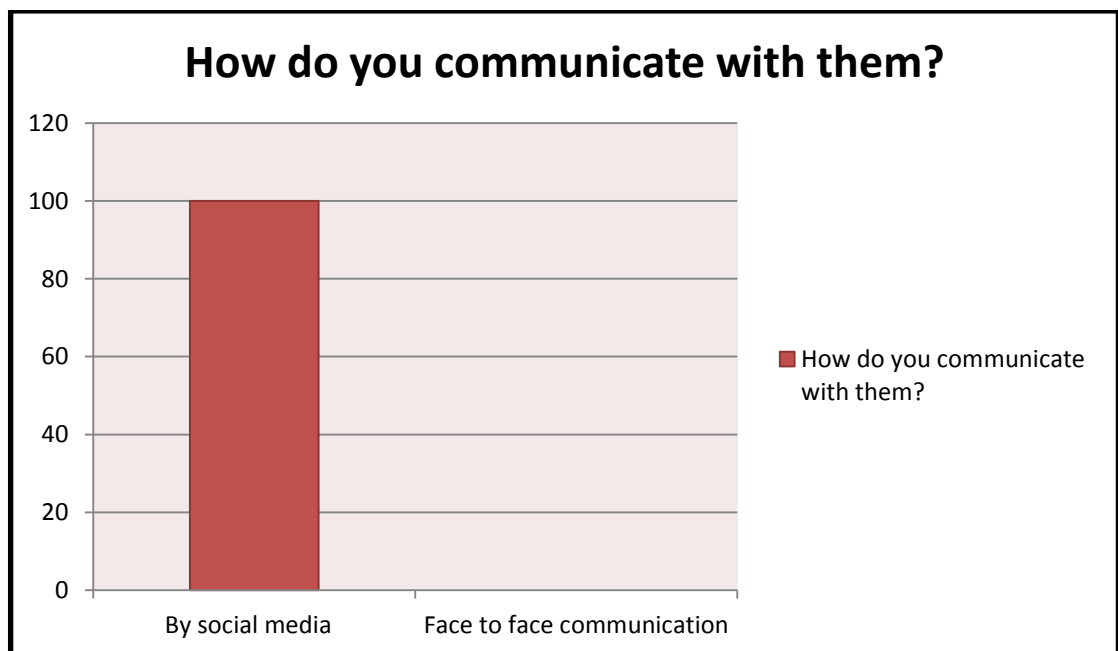
Chart3.7. how do you communicate with them?

As can be noticed in the results, all the students use social media to communicate with persons from others cultures because social web sites promote to people to communicate with many people from over the world.

Table 3.8: Have you faced a situation in which you have not understood the other?

Answer	Number	Percentage
Yes	42	93%
No	03	7%
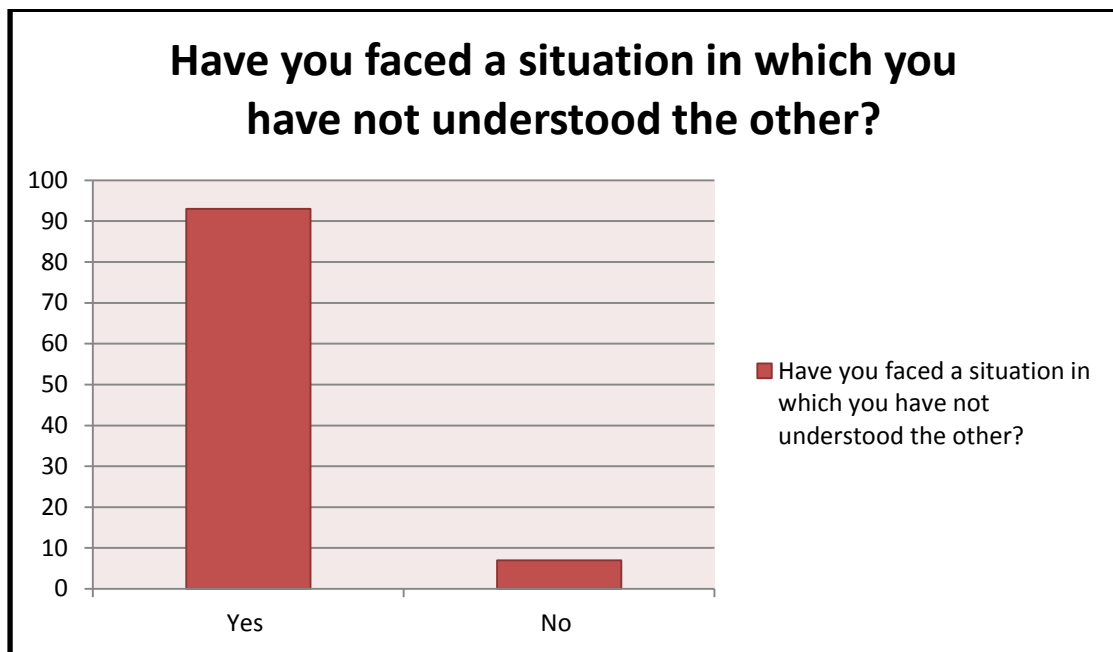
Chart 3.8.Have you faced a situation in which you have not understood the other?

The results reveal that 93% of the students face problems where they did not understand the other and 7% of them say that they have not face any problems.

Table 3.9: what kind of solution you will do?

Answer	Number	Percentage
Ask for explanation	20	**45%**
Stop chatting	08	**17%**
Search for translation	17	**38%**

Chart3.9. what kind of solution you will do?

In this investigation student were asked what kinds of solution to do when facing such situation, 45% of them said that they will ask for more explanation and clarification, and 38% select the third option to search for translation as a solution and 17% said to stop chatting.

Table.3.10. Do you find that translation is helpful in the learning process?

Answer	Number	Percentage
Yes	41	**92%**
No	04	**8%**
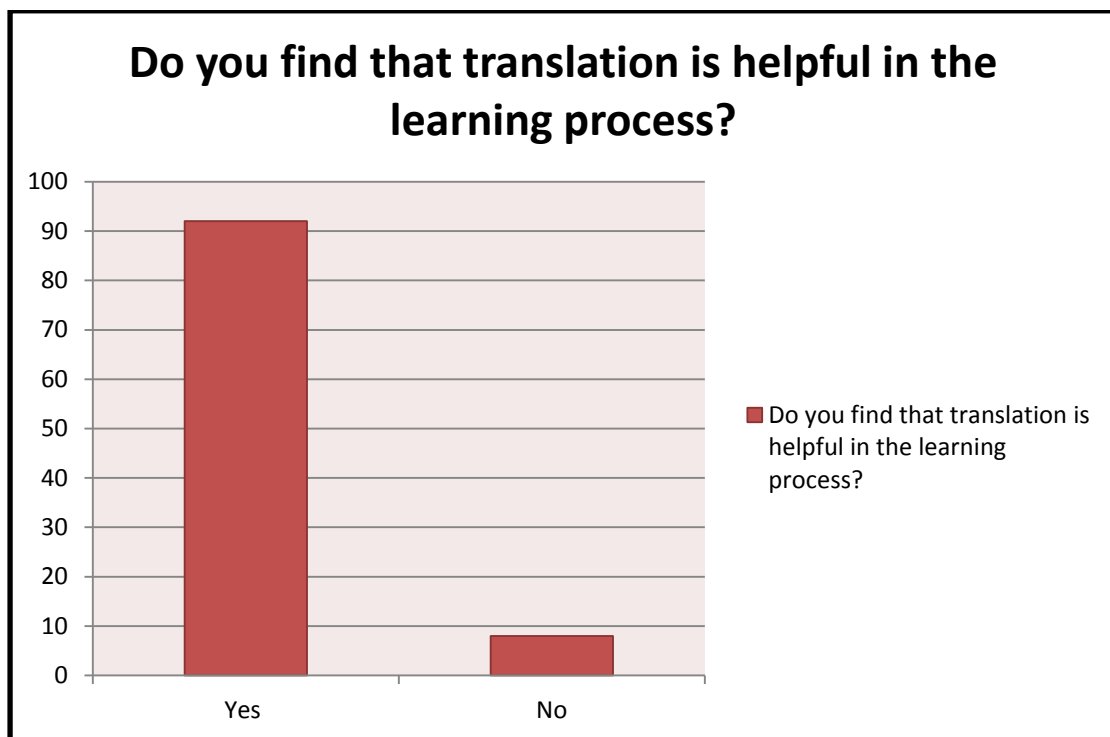
Chart.3.10: Do you find that translation is helpful in the learning process?

As can be noticed from the results, 92% find that translation is helpful in the learning process. Whereas 8% of them they did not find it helpful tool.

Table 3.11.If yes why do you think it is helpful?

Answer	Number	Percentage
It helps to understand difficult concept.	07	**16%**
It helps to understand new vocabulary.	11	**25%**
It helpful to know the other cultures and beliefs.	12	**26%**
All the above.	15	**33%**
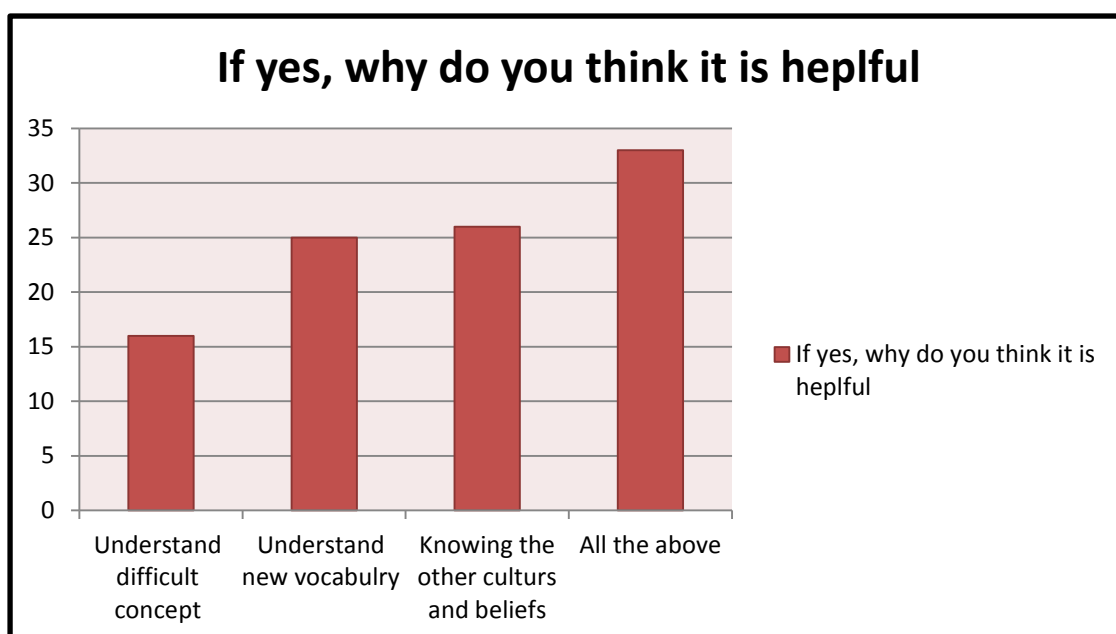
Chart3.11.If yes why do you think it is helpful?

The findings demonstrate that, 96% of students answered that translation has an important role, and 16% of the participant said that translation is important because it help them to understand the difficult concept, and 25% thanks to translation they understand new vocabulary, and 26% said that it help them to know the other cultures and beliefs, whereas the majority of them think translation aid them to achieve all the above options.

Table3.12. Do you think that translation were helpful in learning the English language or any other language?

Answer	Number	Percentage
Yes	43	**96%**
No	02	**04%**
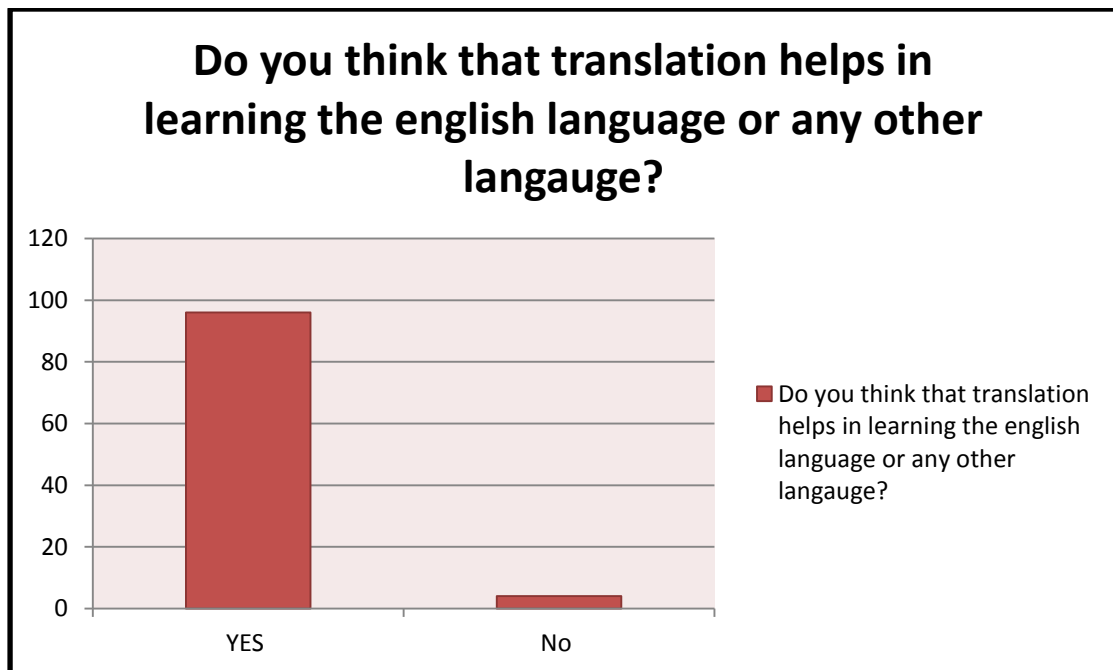
Chart 3.12.Do you think that translation helps in learning the English language or any other language?

As the above question the majority of the student considered translation as crucial tool for learning the English language or any other foreign language.

Table 3.13.what language skills do you think can be strengthened the most from using translation?

Answer	Number	Percentage
Reading	04	08%
Speaking	09	20%
Writing	32	72%
Listening	00	00%
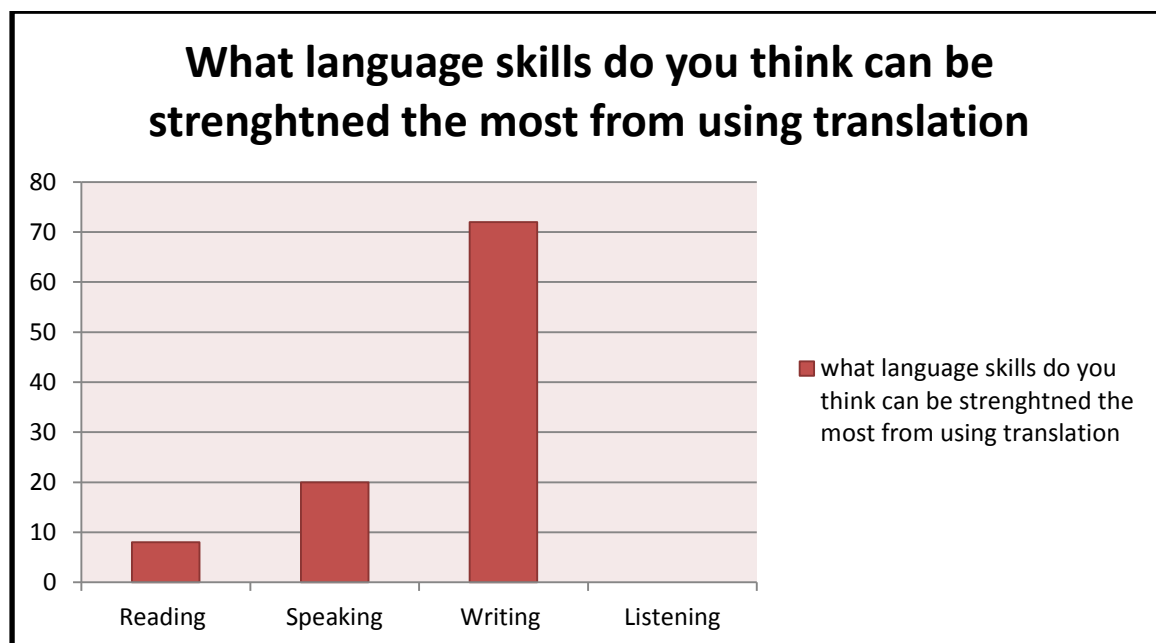
Chart3.13. what language skills do you think can be strengthened the most from using translation?

In this question students were asked which skill can improved through translation, 72% of them confirmed that the writing skill and 20% choose the speaking skill and 08% said it is the reading skill and non one select the listening skill.

Table 3.14.Do you think is it important to know the culture to understand the language?

Answer	Number	Percentage
Agree	34	76%
Disagree	11	24%
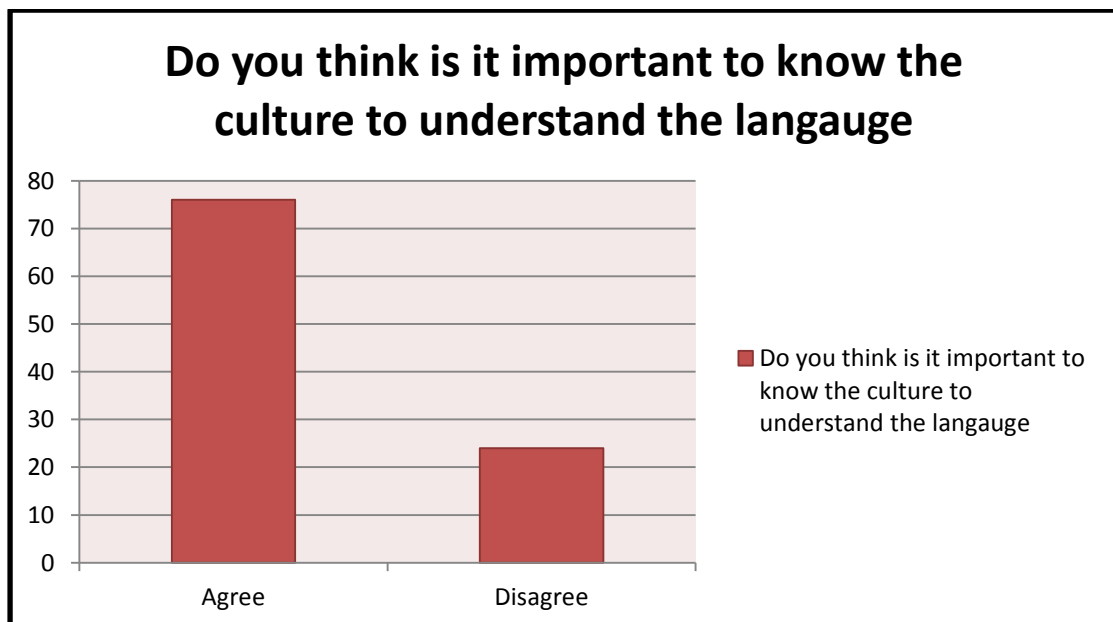
Chart 3.14.Do you think is it important to know the culture to understand the language?

As it demonstrated in the chart, 76% of student who participate in the investigation support the idea that in order to know the culture it is important to know the language, because there are many cultural differences, so the translator need to know all these differences in order to reach an accurate translation.

Table 3.15.Or think is it important to know the language to understand the culture?

Answer	Number	Percentage
Agree	13	**29%**
Disagree	32	**71%**
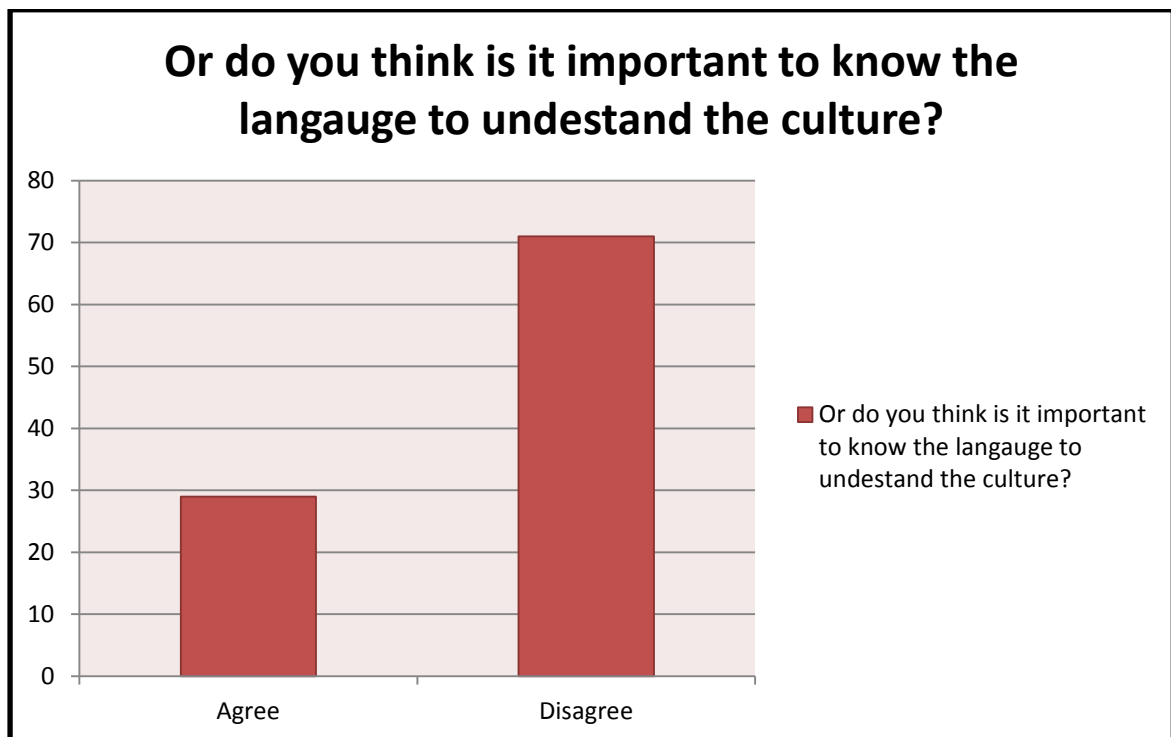
Chart3.15. or think is it important to know the language to understand the culture?

In the contrast of the questions above 71% of English students they did not think that it is important to know the language to understand the culture, whereas 29% they were agree on that idea.

Table.3.16. Do you think that translation has an effective role as a means of crosses cultural communication?

Answer	Number	Percentage
Agree	42	94%
Disagree	03	6%

Do you think that translation has an effective role as a means of cross cultural communication

100	
90	
80	
70	
60	
50	■ Do you think that translation has an effective role as a means of cross cultural communication
40	
30	
20	
10	
0	
Agree Disagree	
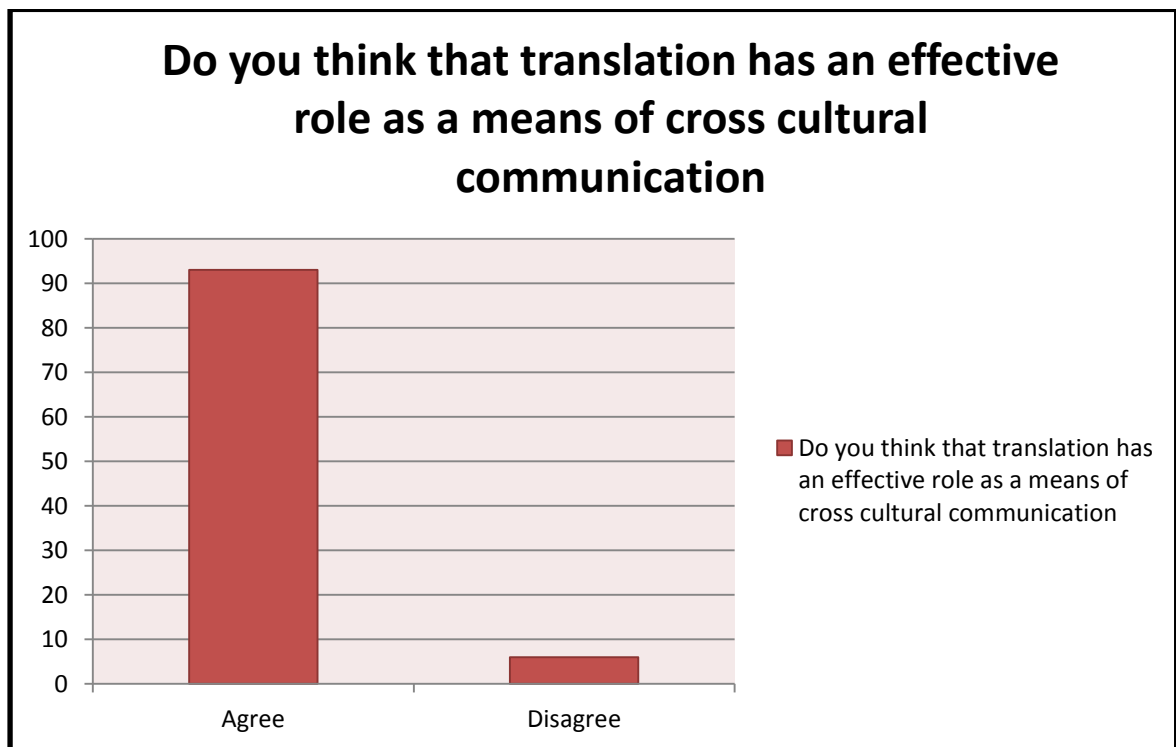
Chart.3.16. Do you think that translation has an effective role as a means of crosses cultural communication?

It is clear from the data that 94% of participants were agreeing that translation has an important and effective role as a means of communication

Table.3.17.Do you think that translation helps in the overall development of all domains?

Answer	Number	Percentage
Agree	36	80%
Disagree	09	20%
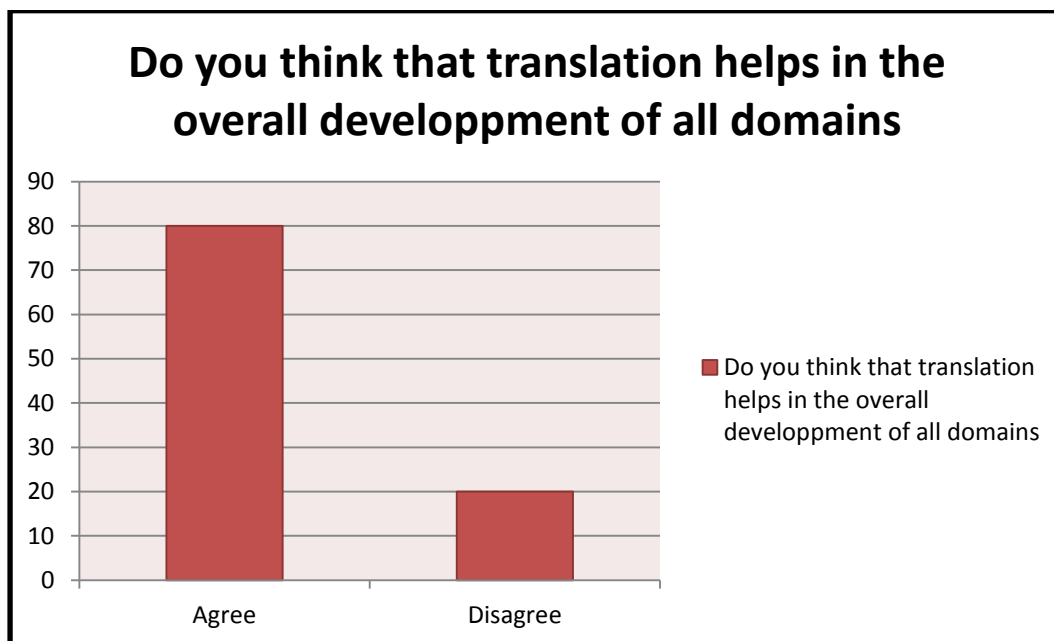
Chart.3.17.Do you think that translation helps in the overall development of all domains?

As mentioned in the results above the majority of students were agreeing that translation helps in the world's growth. However, 20% of student who think differently, they did not think that translation is a factor of the world development. They assert that translation is important in all domains such in tourism, because it facilitates the communication with tourists and foreigners.

Table.3.18.Do you think that translation as a tool of communication has succeeded to cross the cultural barriers ?

Answer	Number	Percentage
Agree	33	**74%**
Disagree	12	**26%**
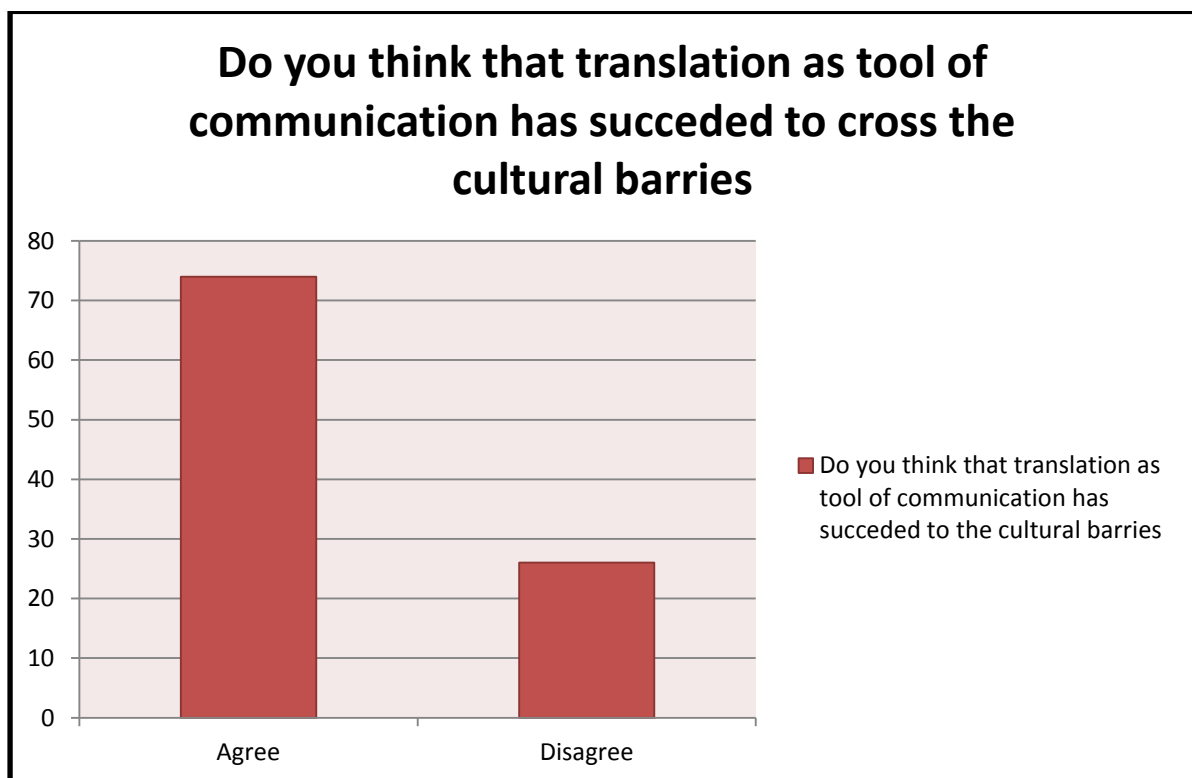
Chart.3.18.Do you think that translation as a tool of communication has succeeded to cross the cultural barriers?

In the last question as statistics show that 74% of the students think that translation has succeeded to break the cultural barriers and obstacles and 26% they disagree of that idea.

The Interpretation of the Results

Interpretation of the Analysis of Students' Questionnaire

The questionnaire was addressed to all the students of English from all the levels, male and females from different ages. It takes place in the Department of English at the University of Moulay Taher- Saida.

The goal of the questionnaire is to gather data about learners' opinions concerning the usefulness of translation as a means of cross cultural communication. The students' questionnaire included in its three parts: some introductory questions concerning their personal information. In the second part aims to gather learners' opinions about the translation use in learning and its importance and finally there is an open-ended question where students are free to give their comments and suggestions.

The first six questions tend to discover learners' thoughts about communication if they appreciate to have friend from different culture and which language they use and what are the obstacles that faced them while communicating. The majority of their answers were positive, they do appreciate to know other persons from other countries and they state that the main barriers that faced them are accent and then the vocabulary. The participants were asked: while communicating with friends from others cultures if they faced situation in understanding them, which solution they will select. The majority said that they will ask for clarification and translation and the second choose is to seek for translation.

The second part of the questionnaire was devoted to translation use and importance. The results reveal that almost all the students agree on the importance of translation in the learning process and mainly in learning English language. So 72% of them said that translation help them to enhance in their learning process and mainly the writing skill.

In The last five questions students were asked about the usefulness of translation as a tool of communication and whether is it help in the growth of all the human life domains and to what extent it succeed to cross the cultural barriers and to eliminate the cultural differences. The participants confirmed that there is a relationship between language, culture and translation and they were all agree of the crucial role of translation as a tool of communication. The last open-ended question students were free to add any comment or suggestion the majority of them they leave it empty,some of them confirm of the importance of translation in the learning process.

The Interpretation of the Results of the Teachers' Interview

The research study that takes place in the English Department of the University of Moulay Taher-Saida- it has been addressed to teachers in order to know their opinions towards the usefulness of translation as a means of communication. A total of 5 teachers participate in the interview. All of them are old teachers who are working in the educational domain for at least 6 to 9 years.

According to the participants' responses to the interview, the majority of them agree of the effective role of translation in the teaching

process, they stated that translation help the both the teacher to convey the message and permit to all the students to understand the knowledge. Taking into consideration its benefits in doing researches such as: in doing researches in anthropology were the research obliged to know the target society deeply, in order to know there traditions, customs and their life style in general; and they mention that translation help to fill the cultural gap between the societies and it facilitates to researchers to accomplish their works and goals. As a comment or any additional suggestions, based to their experiences they recommend for the novice teachers to use translation in EFL classroom, but also taking into account the negative effects of the excessive use of translation.

Conclusion

This chapter includes the interpretation of data analysis of both students' questionnaire and teachers' interview which were done in the department of English language at the University of Taher Moulay Saida , and shows the results of this investigation.

General conclusion

Translation is important in all domains and almost all the sorts of life and plays a huge role in several domains development in a way or another. This study tried to investigate the importance translation as a tool of cross-cultural communication. The current research was conducted in the form of case study and combined both qualitative and quantitative research methods for data collection. Thus, this research main objective was to give answers to the followings questions:

➢ Is translation an important means to cross the cultural communication?
➢ Does translation help in the students in their studies?
➢ Is translation a crucial factor in transferring the others language and culture?
➢

Its intended to investigate and confirm the following hypotheses:

➢ Translation is an effective tool in communication process.
➢ Translation has importance in the learning process.
➢ Translation has a great role in transferring both language and culture.

This research paper comprised three chapters: the first chapter is devoted to the literature review about translation, culture, and language and it highlights the relationship between translation. As for the second chapter, it intends to provide a general view about the Algerian sociolinguistic situation. In fact, it investigates the different language outcomes. Chapter three included the research design, methodology, data collection, and data analyses.

The findings from this study demonstrated the benefits of translation as a tool of communication, and its effectiveness as means of cross cultural communication that help to overcome the linguistic and cultural barriers.

Translation can be effective tool in the learning process if teachers use it in a convenient way, translation curriculum in Algeria is out of date and needs surely to be updated as commonly agreed, to go in accordance with world's translation curriculum and integrating translation modules along with giving importance to this process and to its effective role in the communication.

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  http://www.parasa.ts.com/indexhtm

Appendix

Questionnaire

Dear students you are kindly requested to answer this questionnaire that is carried out to explore your beliefs and views towards the effectiveness of translation as means of cross cultural communication.

Section one: Biographical Information

1. Gender: male ☐ female ☐

2. Age: between19-25/25-28

3. Level

Section One: Tick (√) the appropriate box to answer the questions below:

1. Do you appreciate having friends from other sub-cultures?

Yes ☐ No ☐

2. What language do you use when communicating with other cultures?

French ☐

English ☐

Spanish ☐

Others…………………………………………………………………

……………………………………………………………………

3. What are the difficulties you find while communicating with people from different culture?

1-accent [ ]   2-vocabulary [ ]   3- both [ ]

4. How do you communicate with them?

By social media [ ]

Face to face communication [ ]

5. Have you ever faced a situation in which you have not understood the other?

Yes [ ]   No [ ]

If yes, what kind of solution you have done?

Ask for explanation [ ]

Stop chatting [ ]

To translate [ ]

Section two: Please choose the appropriate answer the question in this section:

1-do you find that translation is helpful in the learning process?

Yes [ ]   no [ ]

2-do you think that that translation help in learning the English language or any other languages?

Yes [　　　]　　　no　　　[　　　]

If yes, why do you think it is helpful?

It helps to understand difficult concept　　　[　　　]

It helps to understand new vocabulary　　　[　　　]

It helpful to know the others cultures and beliefs　　　[　　　]

All the above　　　[　　　]

3- Do you think that

A. It is important to know the culture to understand language.

Agree [　　　]　　　Disagree [　　　]

b. Or you think is important to know the language to understand the culture.

Agree [　　　] Disagree　　　[　　　]

C. To what extent do think that translation has an effective role as a means of cross cultural communication.

Agree [　　　]　　　Disagree [　　　]

d. translation is helpful in the overall development of all domains as far as education, tourism; economies, business and trade are concerned.

Agree [   ]   Disagree [   ]

e. To what extent do think that translation as a tool of communication which succeeds to cross the cultural barriers.

Agree [   ]   Disagree [   ]

Section three:

Any additional comments or suggestions:

…………………………………………………………………………………………
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Appendix

      Teachers' Interview

- How many years have you been teaching?
- As a teacher do you think that translation is a helping tool in the teaching process?
- Should translation be used in the EFL classrooms?
- As a researcher do you think that translation has a benefit in doing researches?
- Do you think that translation can fill the cultural gap?
- Any additional comment or suggestion