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# The Plurilingual repertoire versus the Translator's: do both implement the oblique Translation Procedures?

# Le locuteur plurilingue versus le traducteur: adoptent-ils identiquement les procédés de la traduction oblique?

**Leila BOUKHEMIS**
**Badji Mokhtar -Annaba University/ ALGERIA**
**leila.boukhemis@univ-annaba.dz**

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**Abstract:**
The focal point of this paper is to determine the translational skills of the lay plurilingual speaker, and the trained translator in terms of translation procedures utilization. Accordingly, the main issue looked into the pertinence of the academic training for both the plurilingual speaker and the translator. Our main objective is to indicate through practical examples, that a plurilingual speaker does not use the techniques of translation unexpectedly, unless they are dictated by the target language. In fact, through the analysis of three samples, we came to admit that the lay plurilingual speaker does perform translation in the job market instead of a trained translator, but only in specialized translation. Because common topics require translational skills that are mostly missed with him. The results also pointed out the significance of an academic training on Vinay and Darbelnet procedures, for both the translator and the plurilingual speaker through multiple exercises.

**Keywords:** Plurilingual speaker - Lay - Translator - Procedures –Training

**Résumé :**
cette étude tend à déterminer les compétences traductionnelles du locuteur plurilingue profane comparées à celles du traducteur formé, en termes d'utilisation des procédés de traduction. Notre problématique s'interroge sur la pertinence de la formation académique pour le locuteur plurilingue, nous avons essayé d'indiquer à travers des exemples pratiques qu'un locuteur plurilingue n'utilise pas les techniques de traduction de manière spontanée, à moins qu'elles ne soient dictées par la langue cible. Par ailleurs, après l'analyse de trois échantillons, nous avons constaté que le locuteur plurilingue non-initié, pourrait remplacer efficacement un traducteur de formation sur le marché du travail, mais uniquement dans la traduction spécialisée, en effet, la traduction générale nécessite des compétences qui souvent, lui font défaut. Aussi, une formation académique en techniques de traduction oblique, demeure recommandée tant pour le traducteur que pour le locuteur plurilingue, pourvu qu'elle soit axée sur de multiples exercices.

**Mots- clés :** Locuteur plurilingue –non-initié - Traducteur- Procédés – Formation

*** Corresponding author: Leila BOUKHEMIS**
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# The Plurilingual repertoire versus the Translator's: do both implement the oblique Translation Procedures?

## Introduction

The techniques of translation elaborated by the two eminent linguists Jean Paul Vinay and Jean Darbelnet[1] had a great impact on the process of translation, since the first publication in their successful book "*Stylistique comparée entre le français et l'anglais* (1958), and its English version under the title "*Comparative Stylistics between French and English*"(1995). They put ahead seven main procedures[2] often used by the translators: *Modulation, Category shift (Transposition), Equivalence, Adaptation, Borrowing (Emprunt), Calque, and Word for word* translation. In addition to other sub-procedures that require a subjective manipulation and not really an adjustment of the structure, among them, we mention *Amplification* versus *Implicitation, Condensation* versus *Expansion.* These latter revealed to be very helpful to the translator because they embody his own point of view during the process; they are not dictated by the source or by the target language but by the translator's choice, reason why they are frequent and help avoid the word for word transfer. However, teachers of translation often notice that the students use these procedures spontaneously and not based on an academic training course. Does this mean that the linguistic/stylistic procedures of translation are not required in the process? If so, why two well-known linguists pointed them out as an effective solution to translation difficulties between two languages and two cultures? Does a Plurilingual speaker use the procedures of translation freely even if he does not learn them within an academic context? If this is the case, what is the difference between a *Plurilingual speaker* and a *Translator*? On the other hand, is it possible a plurilingual speaker takes charge of the translator's task in the job market? If so, why an academic education in translation does exist in many universities worldwide? Shall we put an end to the academic education and let the plurilingual speaker guarantee the communication between foreigners instead?

Concerning the main purpose of the study, it aims to dissipate the common opinion on the use of translation procedures in a fully spontaneous manner, in such a way that any plurilingual speaker, who did not take an academic training, can use them in the same way the translator does. We 'll come through samples of translation to support our issue that states the difference between a translator and a plurilingual speaker. The prospects of the study would reveal effective in the academic training, since they provide practical examples more than theoretical researches in matter of translation procedures that concretised a known success worldwide, the subsequent samples on the matter would give evidence to this attainment. It would be the only way to emphasize the relevance of linguistic/stylistic procedures that are inherent to *translators* compared to *plurilingual speakers* and thus, to make out the pertinence of the academic training both in specialized and in general translation. On the other hand, introducing students to those notorious procedures would help them in the job market activity, mainly in institutional and certified translations that require a semantic transfer. The sub-procedures above mentioned, are rather frequent in Editorial translation meant for diffusion and publication, such as popularization reports, articles, etc.

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1- Jean Paul Vinay and Jean Darbelnet are two Canadian linguists, who first elaborated the *Techniques of translation* within a linguistic and stylistic study between English and French.

2- The term «Procédés» translated into «Procedures» mentioned in the French and in the English versions of the book, is used as a synonym to what is commonly known by «Techniques of translation».

To outline the methodology, we will first review the related literature and make out its findings, and then we will analyze three samples from both academic and professional situations, in which the translator uses techniques as per Vinay and Darbelnet's viewpoint, within the language pair: English/French. The first sample is an exam topic of L1 students, first semester academic year 2023/2024. Up to the end of the first semester, L1 students were still plurilingual not yet translators, and they came to know concisely the translation procedures through multiple sentence exercises. The analysis of the other examples will be the outfit of the results and discussion in the light of the main issue.

## 1. Theoretical framework (Concepts and Literature Review)

Before starting the analysis, it is advisable to give a brief definition of the main concepts of the study. First of all, we consider the term "Plurilingualism" that refers to « *the repertoire of varieties of language which many individuals use, and is therefore the opposite of monolingualism; it includes the language variety referred to as 'mother tongue' or 'first language' and any number of other languages or varieties* […] » (Council of Europe, 06: 2007). To make the definition of *Plurilingualism* clearer, we need to confront it with the one of *Multilingualism* that «*refers to the presence in a geographical area, large or small, of more than one 'variety of language' i.e. the mode of speaking of a social group whether it is formally recognized as a language or not; in such an area individual may be monolingual, speaking only their own variety*» (Council of Europe, 06: 2007). Following to these definitions, we make out that in a Multilingual environment, some individuals are Monolingual and some others are Plurilingual. The second main concept is "Translation procedures" briefly defined hereunder according to Vinay and Darbelnet.

> " The strategies used by a translator are skills and procedures that promote the acquisition and use of information, and may be associated both with the *product* (the translated text) as well as with the *process* of translation itself. These strategies are a set of formulated rules or principles used to reach the goals determined by the translating situation […]. One of the leading taxonomies and certainly the best known is that of Vinay and Darbelnet. The seven basic translation procedures are according to them, *adaptation*, *calque*, *equivalence*, *modulation*, *borrowing*, *literal translation* and *transposition*; although they also refer to *expansion* and *addition*" (Gouadec, 19: 1992).

Two other key concepts are closely related to the topic: *"Academic education"* versus *"Vocational education"*. The former is inherent to the translator university training before shifting to the job market and acquire professional experience. The latter rather characterizes every training that is dedicated to practice, such as language *crash courses (Cours intensifs)* delivered worldwide to help workers enhancing their competencies in a particular language, whether at universities or at specialized schools. Consequently, any translator is a plurilingual speaker, but a plurilingual speaker is not a translator for certain, since he does not receive a global academic education. He knows languages either through his own individual efforts, or through a vocational education:

> "General Academic educatio*n* programs are designed to develop learner's general knowledge, skills and competencies, as well as literacy and numeracy skills, often to prepare participants for more advanced education programs at the same or a higher level, and to lay the foundation for lifelong learning […]. General education includes education programs that are

> designed to prepare participants for entry into vocational education but do not prepare for employment in a particular occupation, trade or class of occupations or trades, nor lead directly to a labor market-relevant qualification. *Professional Education* programs are designed for learners to acquire the knowledge, skills and competencies specific to a particular occupation, trade, or class of occupations or trades. Such programs may have work-based components (e.g. apprenticeships, dual-system education programs). Successful completion of such programs leads to labor market" (Eurostat, 19-20: 2018).

## 2. **Direct translation** versus **Oblique translation**

These two concepts embrace the translation procedures; hence, it is better to take their definitions directly from the source, that is from Vinay and Darbelnet themselves:

> "Translators can choose from two methods of translating, namely *direct*, or *literal translation* and *oblique translation*. In some translation tasks it may be possible to transpose the source language message element by element into the target language, because it is based on either parallel categories in which case we can speak of structural parallelism, or on parallel concepts, which are the result of metalinguistic parallelisms. But translators may also notice gaps in the TL which must be filled by corresponding elements, so that the overall impression is the same for the two messages. It may however also happen that, because of structural or metalinguistic differences, certain stylistic effects cannot be transposed into the TL without upsetting the syntactic order, or even the lexis. In this case it is understood that more complex methods have to be used which at first may look unusual but which nevertheless can permit translators a strict control over the reliability of their work: these procedures are called oblique translation methods" (Vinay and Darbelnet, 31: 1995)

The relevance of the above concepts is put ahead in the application of the study through examples that show the divergence between the performance of a translator and the plurilingual speakers. Concerning the literature review, there is a large volume of published studies on translation procedures and Plurilingualism, both from local and foreign researchers. Hereunder we tried to highlight some of them in order to reveal the difference between this study and other reaserchers's. In her article titled «*Plurilinguisme algérien et traduction : réflexion sur les im/possibilités du transfert d'éléments culturels*», the author *Bouazri Fatiha* (387-390 : 2022) attempted to put ahead the possibility of literary translation in dialectal multilingualism, by taking the novel *Ars Bghal* of Taher Ouetar as a model. After the analysis of the samples, she came to conclude that though this is not easy, it remains quite possible to produce an equivalent in the target language through regional dialects with transliteration. since the source unit is considered as a plurilingual cultural gap and accordingly, must be filled up through a local color. Filling the gap also makes out the richness and the flexibility of the target language.
In a similar framework, the author Tatah Nabila (121-130: 2013) tried among other perspectives, to focus on *Plurilingualism* in a communicational school context in her article titled «*La Competence Bi/Plurilingue en Classe de Langue en Algérie*». After a descriptive analysis, she concluded that with multilingual speakers, there is mostly a mediation between two languages that interact with each other via several Transcodic marks such as borrowing, interference, code-switching and code-mixing). Reason why the author suggested to reconsider the teaching/learning tools meant for speakers who are developing their skills in a plurilingual milieu. Moreover, *Translation* and *Plurilingualism* are closely related in such a way that they interact even in professional situations. That's what was highlighted by the Tunisian researcher

Mhamed Krifa (87-107: 2022) in his article «*Are Translation Departments Preparing Students for Professional Life? A Case Study of the Translation*

*Department at the Faculty of Letters Kairouan*». The author stated that in Tunisia, most of certified translators do not get an academic training to open their own offices, they are polyglots or teachers of languages who succeeded in the competitive examination organized by the Tunisian Ministry of Justice. He also stated that at the Faculty of Languages in Keiraouen, there is no coordination between teachers, because very few of them hold a diploma in translation. He then tried to show the gap between academic and professional situations in Tunisia, and suggested a new training curriculum based on local job market requirements. Through reading the article, I noticed that the author is implicitly inferencing that a plurilingual speaker cannot perform the task of a translator.

Another interesting research on Plurilingualism and translation was conducted by Michaël Oustinoff (2009) in a conference proceeding titled «*Plurilinguisme et traduction à l'heure de la mondialisation*». The author emphasized on the fact that due to globalization, plurilingualism is becoming a must, in such a way that every European individual should know at least three languages: his mother tongue, English and a third well-spread language. He also confirmed that translation is the best way to plurilingualism, since confronting languages, reveals their characteristics, their particularities and their worldwide cultural background. Moreover, *Plurilingualism* is created by translation as a dialogue between languages, because the presence of several languages together without interchanges, is simply called *Multilingualism*. We can then conclude that the author bridged the gap between translation and multilingualism based on the European Council new strategy.

As far as researchers on techniques of translation are concerned, many have been conducted by scholars and researchers, such as the work of Sharei Vahideh (281- 286: 2017) in her article titled «*A Comparative Study of the Strategies Employed in "The Old Man and the Sea" Translated from English into Persian on the Basis of Vinay and Darbelnet's Model*». The author stated the frequency of Vinay and Darbelnet's procedures in the translation of the novel within direct or oblique transfer. After the analysis of 40 samples, she concluded that the most frequent technique used is *modulation* in addition to *literal translation*, the former was target oriented and the latter was source oriented. Finally, a survey on translation procedures and techniques was conducted by Doctor Belachoui Sidi Mohammed El Habib (57-64: 2017) in Abou-Bekr Belkaid University, Algeria**.** The author made a taxonomy of translation procedures as per Vinay and Darbelnet and tried to explain their relevance in the transfer. He concluded that the techniques of translation are indispensable, and were the basic springboard for taxonomies of further researchers. In fact, the procedures settled by Vinay and Darbelnet proved an unavoidable communicational tool, they help the translator to be more creative, otherwise the transfer ends to nonsenses, mistranslations and omissions. However, for few other translators, these procedures are still regarded as unwelcome, because they deviate the source text from its inner full message.

As we can see, the above findings focused on the usefulness of the techniques as per Vinay and Darbelnet, the authors put them into practice through examples at the lexical, structural, semantic, stylistic, pragmatic and cultural levels. They also emphasized on the techniques that

are more useful in a cultural context such as adaptation. The only study that focused on the job market, made out the large gap between the academic training and the professional experience. The author concluded that the translation as an activity is not always provided by well-trained translators, but rather by teachers of languages. Though this reality is a common point in many Arab countries not only in Tunisia, I am not fully agreed with the author who characterized the plurilingual speakers' performances as second-rate, and consider them as "intruders", just because they do not take an academic training in translation. Indeed, there is a part of truth in this outcome, but I would rather avoid generalization, because performance in the real situation should also be considered apart from the academic credentials.

Concerning *Plurilingualism*, most of the former studies focused on it in a cultural context, others neared it to translation and stated that *Plurilingualism* is created by translation itself, and both are pairing each other. Although the above investigation examined plurilingualism and translation to the best of author knowledge, only few references systematically describe the two concepts together within the process and the product of translation. We mean the translation in its linguistic dimension that involves the use of procedures to facilitate the transfer. On the other hand, no study has examined the linguistic performances of both the translator and the plurilingual speaker compared to each other, and whether they are interchangeable or not. This was the motivation behind our study that tries to bring closer, the experience of the plurilingual speaker and the translators in matter of the procedures use.

## 3. Application of the study[1]

Following is a part of an exam topic[2] in which I asked the students to translate the source text in full and to emphasize on some particular highlighted units. Through this exercise, I aimed to check whether L1 students[3] were already able to use the translation procedures or not yet. During the class, they used to manipulate successfully the multiple techniques of translation in small sentences, but once they find themselves in front of a coherent source text, only few of them succeeded to use the techniques, others rendered a literal transfer.

**Sample1**

**Guidelines of the exam topic**: translate (in full) the text below into French by using the following techniques in the underlined units: modulation, implicitation and category shift. You also name the technique used between brackets:

**Source text**

**Blended learning**

The term *blended learning* is ~~generally~~ ~~**applied to**~~ the **practice** ~~**of**~~ ~~**using**~~ both *online* and ***in-person*** learning ~~**experiences**~~ when teaching ~~**students**~~. In a blended-learning course,~~**for example**~~, students ~~**might**~~ attend a **class** ~~**taught by a teacher**~~ in a **traditional** ~~**classroom**~~ **setting**, while also independently completing online **components** of the course outside of the

1- Definitions of the *Translation procedures* embody my own understanding of the matter and are reworded from Jean-Paul Vinay and Jean Darbelnet in their book above mentioned.

2- Exam taken on January 2024, first semester of the academic year 2023/2024.

3- (L) is the acronym of «Licence» in French, that is Graduation degree.

classroom. ***In this case***, in-class **time** may be either replaced or **enhanced** by online learning ~~**experiences**~~, **and** students **would** **learn** about the same **topics** online as they do **in class**, i.e., the **online and in-person** learning ~~**experiences**~~ would ~~**parallel** and~~ **complement** one another.

Reference: https://www.edglossary.org/blended-learning/

In the above source text, the units crossed by a line are eliminated with the technique of *implicitation* that allows the translator to hide the units which are not required in the target text, the other types of underlining refer to other techniques (See the key of the correction). As we can see hereunder, one can read the TT without those units and the meanings remains whole in both languages:

**Source text after elimination of the useless units**

**Blended learning**

The term *blended learning* is the **practice** **of** **both** *online* and ***in-person*** learning when teaching. In a blended-learning course, students attend a **class** in a **traditional** context, while also independently completing online **components** of the course outside the classroom. **In this case**, in-class **time** may be either replaced or **enhanced** by online learning, **and** students **would** **learn** about the same **topics** online as they do **in class**, i.e., the **online and in-person** learning would **complement** each other.

Key of the techniques (ST/TT): ~~Implicitation~~ / **Modulation** / Category shift

Through the correction of the exam topic, I noticed that only few students used the technique of Implicitation though they did understand it during class sessions. That's because they translated the text as plurilingual readers not as translators. And a plurilingual reader does not know the existance of a technique called *Implicitation* and consequently, he goes by a full literal transfer of all the source text units . According to a plurilingual reader, omitting those units goes against faithfulness, whereas a translator who took an academic training, does know that in some cases, the target language should drop every ST unit whenever that does not affect the comprehension.

**Target text**

**Enseignement hybride**

*L'apprentissage ou* ***l'enseignement*** (modulation effect/cause) *hybride* ***s'effectue*** (Category shift Noun/Verb) ***en présentiel*** (Mod concrete/abstract) et à distance **à la fois**. (Category shift adj/adjectival phrase). Dans l'enseignement hybride l'étudiant assiste à des ***cours*** (mod abstract/concrete) ***ordinaires*** (mod change in the description) tout en complétant son ***apprentissage*** (mod abstract/concrete) en ligne independament **de l'enseignant** (Expansion) et en dehors de la salle de classe. ***Aussi,*** **(*mod grammaticale*)**, ***l'apprentissage*** (mod abstract/concrete) en présentiel est remplacé ou renforçé (développé) par l'apprentissage à distance, ***c'est-à-dire*** (grammatical mod) que les étudiants ***auront*** (mod concrete/abstract) les mêmes ***cours*** (mod general/specific) en ligne ***qu'en direct*** (mod concrete/abstract). ***Les deux***

***types*** (mod concrete/abstract) d'apprentissage sont **donc complémentaires** (category shift verb/adj). Réference: https://www.edglossary.org/blended-learning/
**Key of the correction**: ~~Implicitation~~ / ***Modulation*** / Category shift / Expansion

The above key is based on several types of underlining generated by Word software, so that the students will be able to identify the different techniques easily. The techniques used in the target text are highlighted in bold and explained between brackets, the most important one revealed to be *modulation* that allows autonomy in TT reformulation. It is obvious that a plurilingual cannot take such a great self-rule in changing the point of view when it comes to amplification, implicitation and modulation. That was the case of many L1 students in the first semester exam; they behaved as plurilingual speakers not as translators, because they still lake the reflex of altering the target text units. And according to their feedback after the exam, I could understand that they were distressed with the target text and blocked in front of the source text. Furthermore, the deadline of one hour thirty allocated to the exam session was not enough for them to think about the accurate techniques. It is obvious that this feedback is more or less a fact, but it remains partial since other students did a good job and came to shift from plurilingual speakers to beginner good translators within few months (eight or ten sessions) of the first semester. Nonetheless, every negative feedback from the students is unfortunately a statement that the teacher did not meet his objectives, because the unique criterion of a good teaching/learning is the *result* not the *process*. Reason why I decided to change my method in the second semester by increasing the quantity of translation on texts not on sentences. I wanted my students to overcome the difficulty in behaving as translators not as plurilingual speakers. In consequence, the results in the second semester were much better.

In order to enhance our arguments, hereunder other examples showing that a plurilingual speaker does not use spontaneously the techniques of translation during the process, he rather sticks to a literal transfer that typically ends to nonsenses or to mistranslations. The main techniques put ahead in the examples are 'Modulation' and 'Amplification'. The former is a change in the point of view (not in the meaning) between the writer and the translator, it can be either optional, or obligatory whenever it is dictated by the target language linguistic or stylistic requirements. In case modulation is optional, the translator himself chooses to change his point of view in the TT or to keep the same words, phrases or expression. Therefore, it is agreed that modulation is one of the most interesting techniques that put the genius and the competencies of the translator far ahead. The following example was given to M1 students of the *Department of English language and Literature* where the module of translation is delivered as a means not as a finality in itself. In fact, the students were plurilingual speakers and they needed the module in their curriculum to be aware of the stylistic subtleties between Arabic and foreign languages mainly in Comparative literature.

*Amplification* as a technique consists in extracting hidden ST units in the target language whenever required. But sometimes the extraction remains optional, that means it's up to the translator to do it or not. Amplification differs from *Paraphrase* which is a stylistic technique, when paraphrasing, the translator adds information from his own initiative in footnotes or between brackets in the body of the target text, but when he deals with *Amplification*, he does not add anything, he rather extracts the meaning hidden behind the source text structure:

**Sample 2**

> **ST:** "William Faulkner (1897–1962): American novelist particularly noted for the eloquent ***richness*** of his prose style".
> **TT1 done by a plurilingual M1 student whose attendance was average:**
> «William Faulkner (1897-1962) : écrivain américain surtout célèbre pour la richesse éloquente de son style».
> **TT2 done by a plurilingual M1 student whose attendance was exemplary:**
>
> «William Faulkner est un romancier américain **né en** 1897, il **est** surtout célèbre pour son style **prosaïque** ***très*** éloquent. **Il est décédé en** 1962".

**Key of the translation**: ***Modulation*** **/ Category shift / Amplification**

The plurilingual student, whose awareness of the techniques of translation is average, rendered a word for word translation that came partially to nonsenses. We can see in the first target text that he did not use Amplification neither modulation although they are obligatory, as in "il est … célèbre", because the French sentence requires the extraction of the verb "est" which is not explicit in English, while, the extraction of birth and death dates is not obligatory. Concerning the Category shift, it is also obligatory in the second translation: "Richness" (noun) = "Très" (Adverb of Intensity), because the literal translation gives a stylistic nonsense that does not sound French: «La richesse éloquente de son style». Category shift is a frequent and very helpful technique that involves a changeset in the grammatical category of words.
In the same units, the translation displays an ingenious use of modulation from the qualifier (richness) to the intensity (très). Moreover, the plurilingual student omitted the unit «Prose» in the target text and this is an error of translation, because this unit has a significant meaning in the sentence. The writer is talking about «Prose» not about «Poetry», reason why the second translator shifted from a noun (Prose) into an adjective (Prosaique).
From the above analysis, we can deduce that the use of *modulation* by the plurilingual speaker is not spontaneous, unless he learns it in an academic context or within a lot of professional practice. and when it comes to *adaptation* the problem is much more noteworthy because plurilingual speaker might consider it as unfaithfulness towards the writer. While the translator does know through his academic training, that he can change totally a part of the source text whenever a cultural equivalent situation is missing in the target language, provided the same meaning is conveyed. Ex, *Cycling* is the most famous sport in France, when it is employed as such in a source text, it must be replaced by the most popular sport in the target culture, for example by the *Rugby* if the translation is meant for British readers and by *Basketball* if it is meant for American readers, thus, the problem of equivalent situations can be resolved by reference to a comparable cultural case. Another common example I used to give to the students is related to clothing: what is size 38 in European culture is 07, 50 in American culture, for shoes, size 09 should be translated to 43.
I suppose that such a transfer cannot be obviously performed by a plurilingual speaker who does not even know about the existence of a technique called *Adaptation*, only a trained translator is able to do it. Besides, when it comes to putting into practice theories of translation by extracting the presuppositions and inferences of the source text, or paraphrasing the

intention of the writer, the transfer becomes more and more complicated to the non-trained plurilingual speaker. The difficulty remains the same when he is asked to give a Synthetical transfer that lies on the *Interpretive Theory* principles, or to domesticate the target text according to the *Skopotheory*. Because we become aware of these theoretical findings only within an academic training.

In addition, the plurilingual speaker faces other linguistic issues apart from whether he got or not an academic training in translation. It is about his control of the language characteristics, we mean lexical, structural, semantic, stylistic and cultural subtle discrepancies between the source and the target languages. For instance, enumeration in Arabic compared to foreign languages requires the replacement of the conjunction «*waou* الواو» by commas from Arabic into foreign languages and vice-versa. The plurilingual L1 students were not aware of this structural rule and dropped it at the beginning of the training. Another linguistic feature of English language is the use of capital letters at the beginning of proper nouns, whereas in French this rule is applied only to the first noun. The shift between active and passive voices is also frequent between English and French, the position of adjectives also. Hereunder a last example :

**Sample 3**

**ST** : « A meeting ***was held*** in the morning at the director's office » = passive voice

**TT1** : **Plurilingual speaker rendition**

«Une réunion ***a été tenue*** le matin dans le bureau du directeur» = a stylistic **nonsense** that doesn't sound French, due to a non conversion of the passive voice into the active voice as required by French language.

**TT2** : **Translator's rendition**

**«**Le directeur ***a tenu*** une réunion ce matin dans son bureau» = **accurate** transfer that respects the preference of the active voice in French language.

The plurilingual speaker did not either consider the preference of English language for the passive voice in many (not all) cases, he kept the passive voice in the French text as a literal transfer. However, the translator in the TT2 converted the voice instinctively because he did learn these delicacies within an academic training.

**Main Findings**

Through the above analysis, we could make out that the procedures elaborated by Vinay and Darbelnet are a useful tool in the transfer; they are either optional or obligatory. When they are obligatory, both the plurilingual speaker and the translator use them unexpectedly, since the changes are imposed automatically by the target language. However, when the use of the procedures is optional as we could notice in some of the above examples, only an academic trained translator would be able to choose a free transfer. A literal transfer would likely drive a plurilingual lay speaker, because it is the first option offered by the language, the other option is hidden to him and he does not even know about it, unless he could be an experienced translator who translates frequently big quantities of texts. The constant passage from one language to another develops some pertinent individual skills that become a reflex through experience. Consequently, a plurilingual speaker does not use intentionally the procedures of translation,

and if he happens to provide good translations without a previous academic training, that cannot be possible before a long period. Because during the transfer a non-trained plurilingual does not think about the procedures of translation, neither about the linguistic/stylistic characteristics of both the source and the target languages, such response is generated only in a well-trained translator.

Consequently, to initiate students to the translation procedures as per Vinay and Darbelnet approach is a must, mainly for L1 students whose training is a basic ground introduction to translation. Vinay and Darbelnet procedures are also the easiest when compared to other theoretical findings, other researches came after Vinay and Darbelnet and added to their point of view, such as the Discourse analysis and the Interpretive and Decision-making approaches. These

theoretical outcomes tried to facilitate the process of translation, and it goes without saying that a plurilingual speaker cannot take advantage of them beyond an academic training, that's what makes the difference between him and the translator.

We conclude that an academic training in translation remains fruitful anyway, mainly in *general translation* because the *specialized translation* requires an involvement in the field of specialization. That's why in the job market, plurilingual speakers take charge of translation successfully, but after a long practice. Since they speak more than one or two languages, all they need is to know deeply the work process of the employer along with its accurate terminology. In fact, we cannot deny the following reality because it speaks too loudly: *whether we admit it or not, in the job market a plurilingual speaker is able to perform successfully the task of a translator*, but only in specialized translation, not in general translation. Because the later requires some subtle manipulations of the language and a lot of sensation and feelings in order to dig out the inferences of the source text if any. In spite of that, an academic training still remains recommended for the plurilingual speaker in order to centralize and unify the formation. That's why many foreign universities accept the registration of foreign language graduates for a short-term training in translation, mostly at the level of Master. The fact they hold a diploma in languages allows them easily to better their knowledge in translation, since languages are the background of translation shifts. Subsequent to the above results, we would like to suggest the following:

On an academic level, the teacher should increase the number of exercises on translation procedures, after having explained the relevant theoretical course according to the approach of Vinay and Darbelnet. The exercises could be initially in the form of short sentences with delineation of the units, such practice is intended to first year undergraduate learners. Once the division of the units is completed, the teacher explains the usefulness of each technique, makes out its type, and clarifies whether it is optional or obligatory. The aim of such exercise is to make the use of translation procedures credible, and to dispel the commonly admitted point of view that is claiming their unplanned implementation, which revealed to be generally untrue. Concerning the plurilingual speaker, if he wants to work in the job market as a multi-skilled translator, it would be better he takes a short-term academic training within a Master's degree. Because it is not advisable for him to undertake translations without a cognitive background as a prerequisite, translation remains a structured skill and not an inadvertent linguistic practice.

Therefore, the originality of the study is embodied in raising up the well-known duality between the plurilingual speaker and the translator performances, which remained latent in the form of a tacit conflict between both, as most of the translators do not admit a plurilingual speaker could be a substitute, which decreases their utility in the job market. And, a plurilingual speaker from his side, defends intensively his linguistic competences and performances in the job market, and claims that he does not need at all an academic training, neither in universities nor in schools or in other academic institutions. To put an end to this endless unproductive duality, let us bring both together. How? By encouraging plurilingual speakers to carry on with their translations based on their own linguistic background. In addition, we would want them to enhance their linguistic repertoire by developing their knowledge on the latest theoretical findings in translation. The latter are highly important for they embrace any issue related to translation as a process as well as a product: the procedures, the language characteristics, the cultural background, the errors of translation, etc. The plurilingual speaker can easily do this through a short-term academic training: Master1 or Master2 or within Crash courses. He can also learn more about translation by relying on his own efforts through reading the latest publications on translation, if not long annoying books, at least articles published in well-known academic journals.

Furthermore, the most important issue that the plurilingual speaker has to bear in mind, is that the translator is not his "adversary" but rather his "partner". He can learn from him and in the same time provide him with oral language particularities in context, because the plurilingual speaker generally deals with oral language more than written one, mainly in a professional environment. The translator from his side, takes advantage of the presence of the plurilingual speaker with him in the job market, and tries to learn from him in matter of specialized translation, since the multilingual in the job market is most of the time an engineer, a medical doctor, a lawyer, etc. Likewise, teachers of translation and teachers of languages can perfectly help each other, the former provide transfer particularities and the latter provide language subtilities to their colleagues.

As far as L1 beginner students are concerned; they do start their experience in translation with a plurilingual repertoire combining between their language pairs (Arabic/English/French), because up to the end of the academic first semester, they are not yet (and they are not supposed to be) upright translators. Through their first texts, they are still discerning the characteristics of each language and trying to consider them in the transfer. The matter requires a full academic year to disconnect from a plurilingual repertoire and overturn into a translator's one.

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