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**Investigating transcript of records translation, case
study: ouargla offices of translation**

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Dedication of Maria ZITA

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Dedication of Fatma zohra BOUKHETTA

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Abstract

Using the Ouargla Offices of Translation as a case study, this dissertation explores the nuanced variations observed in the translation of transcript of records within the field of school documents translation. It focuses particularly on the differences evident in the translation of majors and subjects' titles in universities and schools. By conducting a comparative and contrastive approach, this study aims to shed light on the complex dynamics underlying translation processes in administrative contexts in general and school documents in particular, elucidating the factors that contribute to these variations. By enhancing awareness of these variances, sworn translators can work towards improving translation efficacy and accuracy across a spectrum of administrative settings.

Keywords: Ouargla Offices of Translation ,Transcript translation, records translation Variations, Majors

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General Introduction

Translating academic transcripts is a crucial task, especially when it involves administrative settings where accuracy and consistency are vital. In this dissertation, we dive into the world of transcript translation, focusing on the work done at Ouargla Offices of Translation. Our main interest is in how different translators handle the translation of module and major names, and the subtle differences that can arise. This study is important because translating transcripts isn't as straightforward as it might seem. It requires a deep understanding of both the source and target languages, as well as the specific terminologies used in educational institutions. Our goal is to understand what causes these differences in translations and how they affect the overall process. The main question guiding our research is: What are the main techniques opted by the office translators and what factors contributed to this kind of choice? We hypothesize: the variability observed in transcript of records translations within administrative contexts, particularly in Arabic transcripts, is primarily attributed to the absence of a unified agreed-upon translation for subject names. This variability is exacerbated by the personal efforts of translators, who do not consistently adhere to the subject names adopted by the departments in Kasdi Merbah Ouargla University and the schools within the region. Understanding these factors will illuminate the need for standardization and guidance in translation practices, thereby facilitating greater accuracy and consistency in administrative translation. We aim to :

- Identify and catalog the variations in transcript of records translations, focusing specifically on subject names.
- Assess how much translators either stick to or diverge from the subject names used by departments at Kasdi Merbah Ouargla University and local schools.

1 Research Objectives

- To identify and catalog the variations in transcript of records translations, specifically focusing on subject names.
- To assess the extent to which translators reference or deviate from the subject names adopted by departments at KAsdi Merbah Ouargla University and local schools.

2 Methodology

The adopted methodology is the contrastive analytic and comparative study, by which two versions are contrasted or compared to identify what are the variations in transcript of records translation especially in subject names as translated by Ouargla offices of translation.

In the first chapter, we talk about what administrative texts are , their types and characteristics , and how should be translated , This sets the stage by explaining why accurate translation of these documents is so important. The second chapter gives an overview of transcripts, including their different types and history. Understanding this background helps us see the bigger picture of transcript translation. The final chapter is where we get practical, analyzing specific examples of how modules and majors names are translated, and identifying the factors that lead to variations. By looking closely at these differences, we hope to better understand the translation process within administrative contexts. Our findings should offer useful insights and suggestions for improving the accuracy and consistency of transcript translations, ultimately helping ensure that academic records are correctly understood and valued across different languages and cultures. This dissertation is all about shedding light on the intricate details of translating transcripts and finding ways to make this process as clear and accurate as possible. Through our case study of the Ouargla Offices of Translation, we hope to contribute valuable knowledge to the field of administrative translation and help improve practices for the future.

Part I

Theoretical Study

Chapter 1

Administrative translation

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1 Introduction

In this chapter , we define administrative language and administrative translation, by mentioned their types characteristics and features .In addition , compairison between English and Arabic administrative language.

2 Administrative language

According to Brown and Levinson (1987), administrative language refers to language used to establish, maintain, and terminate social relations, to influence and control behavior, and to articulate and fulfill social roles and obligations within administrative settings. Administrative language is the specific vocabulary, terminology, and communication style used to effectively convey policies, processes, rules, and regulations in administrative situations, including government agencies, enterprises, and organizations. Formal language, technical jargon, and specialized vocabulary pertinent to the particular administrative area are frequently included.

2.1 Characteristics of administrative language

The characteristics of administrative language include but of course are not limited to:

- **Formality:** Information is presented in an official manner using formal, structured language in administrative contexts (Gerald J. Alred, Charles T. Brusaw, and Walter E. Oliu, 2012).
- **Accuracy:** To ensure proper communication and understanding, it places a strong emphasis on clarity and accuracy (Kenneth Roman and Joel Raphaelson, 2000).
- **Complexity:** Technical words, organizational jargon, and specialized vocabulary are frequently included in administrative language (Mary Ellen Guffey and Dana Loewy, 2021).
- **Impersonal Tone:** It usually takes on an impersonal tone, eschewing personal pronouns and emphasizing the topic rather than specific people (Courtland L. Bovee and John V. Thill, 2010).
- **Standardization:** (Press, 2022) Commonly used forms, templates, and language are standardized in order to guarantee coherence and consistency in communication.
- **Conciseness:** (William Strunk Jr. and E.B. White, 1972) Standardized formats, templates, and terminology are frequently used to maintain uniformity and coherence in communication.
- **Legalistic elements:** To guarantee correctness and adherence to rules, administrative language may contain legalistic components such as formal syntax and vocabulary, depending on the situation, (Richard C. Wydick, 2005).
- **Hierarchy and Authority:** (Katherine Miller, Joshua Barbour, 2014) Administrative language frequently reflects power dynamics within organizations, reflecting hierarchical structures and authority relations.

2.2 Types of administrative language

Administrative language can be categorized into various types based on its purpose and context. Some common types include:

- **Legal language** (Tiersma, 2008) : Used in drafting laws, regulations, contracts, and legal documents. It often includes precise terminology and formal language to convey legal concepts accurately.
- **Bureaucratic language** (Shuy, 1998) : Found in administrative documents, government forms, and official communications. It is typically professional, hierarchical, and packed with acronyms exclusive to certain companies or government departments.

- **Technical language** (Gallon, 2016): Used in specialized domains like computer science, engineering, and medicine. It is made up of technical notions, jargon, and terminology unique to a given business or profession.
- **Administrative Prose** (Campbell, 1998): Contains written correspondence from organizations, such as memos, reports, and policy declarations. It attempts to inform staff members, stakeholders, or the general public in an understandable and effective manner.

2.3 Arabic administrative language

We know that Arabic and English are not similar in structure and in forms, but the specialized vocabulary, terminologies, and communication patterns employed in administrative contexts across Arabic-speaking nations are referred to as Arabic administrative language, same as English language. It includes official linguistic patterns, legalese, bureaucratic jargon, and communication conventions unique to the public sector, business, and administration. The formal and procedural character of administrative processes in Arabic-speaking countries is reflected in the language used in official documents, government communications, administrative procedures, and corporate transactions. In summary, the administrative languages of Arabic and English exhibit unique features shaped by linguistic, cultural, and institutional factors inherent to each language and its associated administrative practices, even though they also share common characteristics related to formality, terminology, and documentation practices.

3 Administrative translation

Translation stands as a specialized domain within the expansive realm of translation studies, focusing on the conversion of documents, texts, or materials primarily employed in administrative settings. These settings encompass various entities such as government agencies, legal institutions, corporations, NGOs, and other administrative bodies. At its core, administrative translation revolves around the meticulous transfer of information from one language to another while upholding the original document's integrity, clarity, and functionality. Diverging from the realm of literary or creative translation, which often accentuates stylistic nuances and cultural expressions, administrative translation prioritizes conveying the substance of the source text with precision and lucidity. This frequently entails transposing legal, technical, procedural, or bureaucratic language into the target language in a manner comprehensible to the intended audience. Hence, administrative translators must not only wield linguistic proficiency but also harbor a firm grasp of the specific terminology, conventions, and regulations pertinent to their administrative sphere (Gambier ,Y., Doorslaer,L. , 2016) Administrative translation is a specialized field within the broader domain of translation studies. It pertains to the translation of documents, forms, or texts that are relevant to administrative procedures, including but not limited to government documents, legal texts, and business contracts (Gambier ,Y., Doorslaer,L. , 2016). This type of translation requires a high level of

precision, attention to detail, and familiarity with the specific terminology and conventions used in administrative and legal contexts. One of the primary goals of administrative translation is to ensure accuracy and clarity in conveying information across different languages while maintaining the original meaning and legal validity of the source text. This means that the translated document must faithfully represent the content and intent of the original text, while also adhering to any legal or procedural requirements applicable to the target audience. Accuracy in administrative translation is crucial because even minor errors or discrepancies can have significant consequences, especially in legal or official contexts. For example, a mistranslation in a contract could lead to misunderstandings or disputes between parties, while inaccuracies in government documents could result in administrative errors or legal complications. Clarity is another important aspect of administrative translation, as the translated text must be easily understandable to its intended audience. This requires the translator to not only accurately convey the content of the original text but also to use language that is clear, concise, and appropriate for the target audience. To achieve these goals, translators specializing in administrative translation often have extensive training and experience in both translation theory and practice, as well as in the specific subject matter areas relevant to administrative and legal texts. They may also rely on various resources and tools to aid in the translation process, such as specialized dictionaries, glossaries, and translation memory software.

Moreover, administrative translation may also involve additional challenges beyond linguistic and semantic considerations. For instance, cultural differences between the source and target languages may impact how certain terms or concepts are understood, requiring the translator to carefully navigate these differences to ensure accurate and culturally appropriate translations (Munday, 2016) In summary, administrative translation is a complex and highly specialized field that plays a crucial role in facilitating communication and ensuring the accuracy and integrity of administrative and legal processes across different languages and cultures.

4 Types of administrative translation

Moreover, administrative translation encompasses an array of document types, spanning:

1. Legal documents: These encompass contracts, agreements, court rulings, statutes, and other legal texts demanding scrupulous translation to ensure terminological accuracy and consistency, along with adherence to the legal systems of both source and target languages (Alcaraz Varo Brian hughes).
2. Government publications: Such materials, generated by government agencies, include official reports, regulatory documents, policy statements, and public notices characterized by intricate language and terminology. They necessitate accurate translation to facilitate communication with citizens, stakeholders, and international counterparts (Cass R.sandak).
3. Business communications: The translation of corporate policies, financial reports, marketing materials, and correspondence entails a profound comprehension of industry-specific terminology and conventions to effectively relay information while upholding professional integrity (kitty O. locker Donna S. kienzler,).
4. Institutional materials: NGOs, educational institutions, healthcare

organizations, and other administrative entities produce manuals, guidelines, protocols, and procedural documents. Translation of such materials is essential to reach diverse linguistic communities or comply with regulatory mandates (alicia martorell-aznar pilar codoner-arce,). In essence, administrative translation entails the transmission of information across linguistic boundaries within administrative contexts, spotlighting accuracy, clarity, and functionality. It mandates translators to wield not only linguistic prowess but also specialized knowledge of pertinent terminology, conventions, and regulations. By facilitating effective communication of administrative content, administrative translation fosters international cooperation, ensures legal compliance, and bolsters the efficient functioning of administrative systems.

5 The features of administrative translation

Certainly, here's an in-depth analysis of the features of administrative translation: 1. Precision and Accuracy (Daniel gile,gyde hansen, nike K. , 2010): Administrative translation prioritizes precise and accurate rendering of information from the source language to the target language. This includes ensuring that technical terms, legal terminology, and bureaucratic language are translated correctly to maintain the integrity and validity of the original document. 2. Clarity and Readability: Unlike literary translation, which may focus on preserving stylistic elements and cultural nuances, administrative translation emphasizes clarity and readability. Translated documents should be easily comprehensible to the intended audience, which may include individuals with varying levels of linguistic proficiency and cultural backgrounds. 3. Consistency and Conformity: Administrative translation requires consistency in terminology and formatting across all translated documents within a specific administrative context. This ensures coherence and facilitates understanding for users who may encounter multiple translated documents related to the same administrative process or topic. 4. Specialized Knowledge: Translators engaged in administrative translation must possess specialized knowledge of the subject matter and terminology relevant to the administrative domain in which they work. This may include legal, technical, bureaucratic, or industry-specific terminology, as well as an understanding of regulatory frameworks and institutional conventions. 5. Adherence to Legal and Regulatory Requirements: Administrative translation often involves the translation of legal documents, government regulations, and other materials that are subject to legal or regulatory scrutiny. Translators must adhere to the legal and procedural requirements of both the source and target languages, ensuring that translated documents maintain their legal validity and compliance (Alcaraz Varo Brian hughes). 6. Confidentiality and Privacy: Translators working on administrative documents may encounter sensitive or confidential information that requires protection. They must adhere to strict confidentiality and privacy protocols to safeguard the integrity and confidentiality of the translated materials, particularly in cases involving personal data or proprietary information. 7. Context Sensitivity: Administrative translation takes into account the specific context in which the translated documents will be used. This includes considerations such as the target audience, purpose of the document, cultural sensitivity, and institutional norms,

which may vary depending on the administrative setting or jurisdiction. 8. Technological Proficiency: In today's digital age, administrative translators often rely on translation tools, terminology databases, and specialized software to enhance efficiency and accuracy. Translators must be proficient in using these technological tools while also exercising critical judgment and linguistic expertise to produce high-quality translations (house, 2015). In summary, administrative translation exhibits several key features, including precision, clarity, consistency, specialized knowledge, adherence to legal requirements, confidentiality, context sensitivity, and technological proficiency. By combining these features, administrative translators ensure the accurate and effective communication of administrative content across linguistic and cultural boundaries.

6 Conclusion

To conclude this chapter administrative translation is a complex and highly specialized field that plays a crucial role in facilitating communication and ensuring the accuracy and integrity of administrative and legal processes across different languages and cultures . however, administrative translation exhibits several key features.

Chapter 2

Translating Transcripts

“A sequence of random events isn’t really random at all. It’s just made to look that way so it will ensnare the unwary.”

Anthony T.Hincks

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1 Introduction

In the second chapter, we focus on the history of transcripts of records. On the other hand, we list the common other names and their types, by highlighting the standard elements of a transcript and the variations of education systems within societies.

1.1 The What of transcript

Verily, transcripts are proof of education. It contains student’s personal information, a detailed record of every subject the student have studied and his/her performance in each, including the grades or marks. (singha, 2024).

1.2 Common names of transcript

Transcripts are commonly known as “bulletin” in Algeria, here is a list of other names of transcript:

- Mark sheets
- Transcript of records
- Academic Record
- Academic Certificates
- Statement of Learning

2 Content and Coverage of Transcripts of Records

According to singha (2024), a transcript should include a table of all the annual modules/subjects and practical work that we have completed during the study term. It comprises of our grades or marks, or in certain situations, the subject-specific credit value indicated in it, taking into account the grading scheme that the school uses. A transcript must have the following information:

- Full name of the university or institute with location
- Full name of the student and his/her information
- Courses and modules names
- Subjects scores in marks / grades

3 Types of transcript

After investigating we observed that There are two types of transcripts :

subsection Official transcript it is the sheet of paper given by the institute or school or university to the student , it contains the dean and the headmaster signatures. Example of official transcript:

Figure: baccalaureate transcript of Algeria Figure: student records of Kasdi Merbah Ouargla university (English department)

subsection Unofficial transcripts the student can find it on university or school platform by registering and inserting his/her information, for example in our university we have progress app that any student must have in his/her phone, it provides student personal information , his/her student card, courses and marks. Example of unofficial transcript: Figure: screenshot from progress application Figure: screenshot from progress application

4 History of transcripts

This historical overview is divided into three main periods (hutt, 2016) that highlight changes in how student records were managed in higher education:

1. Early Period (1840-1910): During this time, student record keeping varied a lot, and there wasn't a clear structure among educational institutions. The adoption of the Carnegie Unit aimed to bring more consistency to record keeping and also signaled the status of institutions.
2. Period of Rapid Expansion (1910-1970): As higher education grew quickly, schools had to figure out how to keep up with recording information for a more diverse student body and different types of institutions.
3. The contemporary Period (1970-Present): Today, higher education is still changing with new schools, programs, and students. There's also more focus on student privacy and making sure schools are accountable for their records. (hutt, 2016)

Throughout these times, important questions have come up about who should be in charge of keeping student records, what kind of information should be included, how different institutions should work together on this, and the roles of schools, nonprofits, and government in dealing with these issues. (hutt, 2016) The concept of a student's "permanent record" has become deeply ingrained in our cultural understanding of school life and the practical workings of school administration worldwide. This record typically includes details like school attendance, academic performance, and behavioral history. Interestingly, this notion of a student record is relatively new in the history of American education. (hutt, 2016) Despite its recent introduction, the student record is now a critical aspect of education for everyone involved. Students rely on it to ensure their achievements are recognized and their academic credits transfer smoothly between schools. Administrators depend on it to receive comprehensive information about incoming students, including transcripts, test scores, and health records. Meanwhile, state and federal authorities use it to track and assess educational outcomes across various student demographics and school levels. (hutt, 2016)

The development of the student record system was not part of a deliberate master plan; rather, it evolved over time through a series of compromises among different institutions, organizations, and communities. This brief history of the student record highlights how its format and content reflect ongoing negotiations and adaptations across the educational landscape. (hutt, 2016) Understanding the student record means navigating a complex web of interactions between students and various educational entities across different institutions and locations. This environment is shaped by negotiations between educational sectors, between these sectors and government bodies, and between these sectors and the students they serve. The student record serves as a permanent record of these agreements. (hutt, 2016) Looking at the student record historically reveals the compromises that have shaped our educational system, including its institutions, operations, academic standards, and objectives. Within societies, education systems have a significant impact on how people develop intellectually and professionally. Comprehending the subtleties and distinctions of education systems across different locations is crucial for guiding policy choices and promoting global cooperation in the education sector (hutt, 2016) . we provide a comparative examination of the educational systems in Algeria, other Middle Eastern countries, and a few Western countries. In Algeria and many Middle Eastern countries, student records often emphasize academic achievements, including grades, exam results, and coursework completed. These records typically highlight academic performance and are used to track progress through different

stages of education. Additionally, student records in these regions may include information on attendance, disciplinary actions, and sometimes religious education. In contrast, student records in certain Western countries tend to be more comprehensive. Beside academic achievements, they may incorporate additional activities, volunteer work, and personal development milestones. There is often an emphasis on individualized learning and the development of skills beyond academics, such as critical thinking, creativity, and communication. Furthermore, the use of student records varies in terms of their role in decision-making. In Algeria and some Middle Eastern countries, student records primarily serve administrative purposes, such as tracking academic progress and issuing certificates. In contrast, in certain Western countries, student records are often used more dynamically to inform personalized learning plans, evaluate educational outcomes, and support career counseling and college admissions processes. Overall, the examination of student records across these regions highlights how cultural, educational, and technological factors influence the style, content, and utilization of student information in diverse global contexts. There are also notable differences in the range and grading systems used to assess academic performance. In Algeria the grading scale often varies but commonly includes a numerical range typically from 0 to 20. This scale is used to evaluate students' performance in various subjects and assessments, with specific thresholds often indicating different levels of achievement (e.g., pass/fail, honors, distinction) in Arabic (رأسب، الخ (ينتقل الى السنة الجديدة، إمتياز، تهنئة، لوحة شرف، تشجيع. الخ middle eastern countries and gulf countries use percentage-based grading system." In this system, students academic performance is assessed and represented using a numerical percentage score, typically ranging from 0% to 100%. This system provides a straightforward way to quantify and communicate students' performance levels based on their scores relative to the total possible points or marks in assessments and examinations. Grading can be influenced by regional educational standards and cultural preferences, with an emphasis on achieving specific benchmarks for progression or certification. However, in certain Western countries, grading systems are diverse and can vary significantly between educational institutions and even individual courses. The grading scale commonly ranges from A to F or uses percentages (e.g., 0-100%), with specific letter grades corresponding to different levels of achievement (e.g., A for excellent, B for good, C for satisfactory, D for passing, F for failing). These systems often incorporate nuanced assessment criteria, including class participation, assignments, projects, and examinations, to provide a comprehensive evaluation of students' academic performance. The interpretation and significance of grades also differ across these regions. In Algeria and many Middle Eastern countries, achieving higher grades is often viewed as essential for academic success and future

opportunities, such as university admissions or employment prospects. In contrast, certain Western countries may place more emphasis on holistic evaluation, considering factors beyond grades, such as extracurricular activities, personal qualities, and recommendations, in assessing students' overall potential and suitability for further education or professional endeavors. In general, the range and marks used in student records reflect broader cultural and educational contexts, shaping perceptions of achievement and facilitating academic progression within diverse global educational landscapes. (hutt, 2016).

5 Conclusion

We sum up the range and marks used in student records reflect broader cultural and educational contexts, shaping perceptions of achievement and facilitating academic progression within diverse global educational landscapes ,we observed notable differences in the range and grading systems in different countries.

Part II

Practical part

Chapter 3

Practical part

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1 Introduction

In the practical part of this dissertation ,we investigate transcripts of record translation in translation offices of Ouargla. It features the analyses and the translation of transcripts by focusing on modules and majors names. Otherwise, it aims to explores the similarities and variations of translations from different translators by classifying them according to the techniques that have been used. On the other hand, we collected a list of translated and majors’ names from different official offices of translation in Ouargla.

2 ANALYSIS DISCUSSION

Sample 1:

Analysis: The first translator adopted the functional technique by choosing the word “phonetics” , relied on what is been used in the English department , this tells that the translator is a teacher at the same time ,while the second has not taught in English

SOURCE TEXT	
Phonétique corrective et articulatoire	
Sworn translator 1	Phonetics
Sworn translator 2	Corrective and Articulatory Phonetics

SOURCE TEXT	
Grammaire de la langue d'étude	
Sworn translator 1	Grammar
Sworn translator 2	Syntax
Sworn translator 3	Language Grammar

department that is why he literally translated the source text as it is . Phonétique corrective et articulatoire (Source text) (1) (2) (3)

Corrective and Articulatory Phonetics (Target text) (1) (2) (3) The number of words are the same (word for word translation). We conclude that the experience of the translator influences his/her translation , and that is what makes the difference.

Sample 2:

Analysis: The first sworn translator opted as it is clearly seen in the table a functional translation that is translated by a teacher according to the official records used in the English department , while the second one used lexical translation thinking that it is the closest equivalence for the term. However ,the last one translated it literally , which indicates that they are not university teachers and have not dealt with similar use in the academia.

Sample 3:

Analysis: The term “Littérature de la langue d'étude” refers to "Literature" in English and that is how it is written originally in the transcript of records in the English department , the first sworn translator adopted the functional equivalence technique because he/she is a professor there , while the others translated it literally , except that the last one added “of English” which is literal translation with modulation.

Sample 4:

Analysis: The first and last translators employed functional technique expanding the modules to include a border and clearer meaning. The second one used a literal or word *for word translation, translating the words directly without altering the order or structure.*

Sample 5:

Analysis:

In the first translation both terms “culture” and “civilization” are cognate, they have

SOURCE TEXT	
Littérature de la langue d'étude	
Sworn translator 1	Literature
Sworn translator 2	Literature of the Language of Study
Sworn translator 3	Literature of The English Language

SOURCE TEXT	
Introduction à la linguistique	
Sworn translator 1	Linguistics
Sworn translator 2	Introduction to Linguistics
Sworn translator 3	Linguistics

SOURCE TEXT	
Culture(s) et civilisation(s) de la langue	
Sworn translator 1	Culture(s) and Civilization(s)
Sworn translator 2	Culture(s) and Civilization(s) of English
Sworn translator 3	Culture(s) and Civilization(s) of the Language

similar form and meaning in both languages French and English, the translator omitted “de la langue” and the meaning is though clear without even stating the term “of the language” but we see it used in the third translation so both translators adopted literal translation technique , also “culture and civilization” is the term of the module found in the student transcript , while the second translation is almost the same with adding “of English ” which is literal translation with modulation.

Sample 6:

Analysis:

The technique used in the first translation is literal translation , the French phrase "de l'information et de la communication" is reordered in English to "Information and Communication," following the natural word order in English , while the second translator used functional translation knowing that the term “ICT” is already used in the English department because he/she is a professor .

Sample 7:

Analysis:

The first translator used functional translation technique, by changing the word “letter” (which refers to literature) to “Literature” itself focusing on the meaning . The second one adopted literal translation and kept the same number of words and order. Lettre et langue étrangère (1) (2) (3) Letters and Foreign languages (1) (2) (3)

Sample 8:

Analysis:

The first translation "study skills " is functional equivalence technique of “Technique de travail universitaire” , therefor the translator is a professor in the English department knowing that this term does already exists . The second and the third translation “Techniques of University Study” and “University Study Techniques” were both translated

SOURCE TEXT	
Technologies de l'information et de la communication	
Sworn translator 1	Information and Communication Technologies
Sworn translator 2	ICT

SOURCE TEXT	
Lettre et langue étrangère	
Sworn translator 1	Foreign Literature and Language
Sworn translator 2	Letters and Foreign languages

SOURCE TEXT	
Technique de travail universitaire	
Sworn translator 1	Study skills
Sworn translator 2	Techniques of University Study
Sworn translator 3	University Study Techniques
Sworn translator 4	Academic work techniques

literally but structurally reordered , this due to the fact that the term " Travail" in French refers to "study " in English and the translators had different sentence structures according to the angle from where they have tackled the term. The fourth one "Academic work techniques" is functional in which the translator approached it according to the fact that a university student may be taught some techniques to use in their academic writing and reading; this means to say that the term "work" refers to the English word being adopted which is in this case ' work"

These were the modules we found that translators did not agree about their translation , as you can see they are in French , and it is known that French and English are languages from the same family , so we expected to not find this kind of confusion. but few ones were translated the same way such as:

Analysis: We observed here that the name of the subject is used as it is in the student record , as in the English department , so the translators adopted the same literal translation that is taken from French.

Now we will discuss the Arabic modules/ majors and see whether there is difference in translating them or not.

Sample 9:

Analysis: The first translation "Morphology and Syntax" was done using functional equivalence technique , this means the translator aimed to convey the function of the module itself in the source language , while the second one "Morphology and Grammar" was translated literally , each word was translated directly without much consideration for functional nuances .

Sample 10:

Analysis : The first sworn translator translated the term " الصلاة " to its equivalence

SOURCE TEXT	TARGET TEXT	TECHNIQUE
Compréhension et expression orale	Oral Comprehension and Expression	Literal translation
Compréhension et expression écrite	Written Comprehension and Expression	Literal translation
Initiation à la traduction	Introduction to Translation	Literal translation
sciences techniques	Technical Sciences	calque

SOURCE TEXT	
الصرف و النحو.	
Sworn translator 1	Morphology and Syntax
Sworn translator 2	Morphology and Grammer

SOURCE TEXT	
فقه الصلاة	
Sworn translator 1	Jurisprudence of Prayer
Sworn translator 2	Jurisprudence of Salat

in English which is “prayer” , that reminds us of the domestication and foriegnization theory , he domesticated his/her translation according to the target language considering the target audience or readers, while the second one kept “salat” which is transliteration for " الصلاة" in the target as long as it is clear and precise that represents the Islamic culture.

Sample 11:

Analysis : The first translation was transposition translated as “research ethics” , while we all know that it is not used in the target language originally like this, it is simply “Ethics” that is rendered by the second sworn translator that he/she is a professor at the same time and know the function of this module, so he /she used the functional technique.

Similar translations ; modules and majors:

All sworn translators have adopted the same translation ,and they have the same strategies and techniques.

Analysis: All the translators have agreed on one translation using calque technique for the most modules and majors that are initially in Arabic and that what we did not expect because Arabic and English do not have the same structure and order , but these modules are more known and their translation is clear that does not have much effort to translate, especially the majors anyone knows them not just specialists ,except for the ones that are originally French terms that have been translated into Arabic and then English, for example "العلوم الإنسانية" which is “science humaine” in French which is also adopted by the Francophone countries, if the translators adopted this translation it would be “human sciences” in English ,and that what creates chaos in the world of translation, the term “humanities” is the most known and used in the West and so in the Middle East. Another example is "حقوق" that is originally came from French term

SOURCE TEXT	
أخلاقيات الباحث	
Sworn translator 1	Research Ethics
Sworn translator 2	Ethics

SOURCE TEXT	TARGET TEXT
اقتصاد	Economics
محاسبة	Accounting
حقوق	Law
علم النفس	Psychology
أدب عربي	Arabic Literature
شريعة	Islamic Jurisprudence
العلوم الإسلامية	Islamic Sciences
العلوم الإنسانية	Humanities
العلوم الاجتماعية	Social Sciences
العلوم السياسية	Political Sciences
أعلام وإتصال	Media and Communication
تكنولوجيا الإتصال	Communication Technology
منهجية البحث	Research Methodology
علم النفس المعرفي	Cognitive Psychology
علوم الطبيعة و الحياة	Natural and Life Sciences
اللسانيات الاجتماعية	Sociolinguistics
تحليل الخطاب	Discourse Analysis
البلاغة العربية	Arabic Rhetoric
نظريات التعلم	Learning Theories
اللسانيات التطبيقية	Applied Linguistics
فقه الصوم	Jurisprudence of Fasting
علم إجتماع السكان و العائلة	Sociology of Population and Family
جغرافيا السكان و الخرائط	Population Geography and Cartography
التحليل الديموغرافي	Demographic Analysis
اللسانيات الوظيفية	Functional Linguistics
اللسانيات التوليدية	Generative Linguistics
لسانيات النص	Text Linguistics

“droit”, but in English it becomes “Law” which is literally translated to "قانون" in Arabic , the translators here used the modulation technique because “Law” is the common term used in west countries and English spoken countries.

For "شريعة" is a sample we worked on and expected it to have different translations as long as it is a specific Islamic term , for example it could be simply “Sharia” ,but if we back translated it from “Islamic Jurisprudence” it will be "الفقه الاسلامي" , so translators here adopted the technique of “linguistic adaptation” . Same for "فقه الصوم" and "الإسلامية" are typically Islamic terms , "فقه الصوم" was translated to “Jurisprudence of Fasting” using adaptation technique while it could be “Jurisprudence of Sawm” since it is clearly an Islamic term . "العلوم الإسلامية" apart from being Islamic term it is also taken from French which is “sciences Islamiques “ and literally translated into its equivalence in English .

2.1 Conclusion

After the in-depth analysis and attempting to analyze the difficulties that faced the translators of the offices of Ouargla in translating modules and major names, and the subtle differences that can aris in records transcript in this chapter, we conclude that the translator can manipulate the term by a set of translation techniques but he doesn't succeed every time delivering the meaning of the original term because some of them they are not teachers in English department. In this study the modules were divided into several sections according to their type and the technique used, in some of them we can notes that the translator in each specialties and modules used a set of translation techniques that we mentioned earlier but the modules and branches translations did not mimic the original meaning and we noticed each time either the omission of some of the elements or adding them which affects the general meaning of The modules and branches. However, we tried to analyze those modules and specialties and we divide each to a several types, and then tried to figure out the techniques used by the translator each time.

The interviews with the sworn translators in the district of Ouargla followed a structured procedure aimed at understanding their experiences, challenges, and strategies in translating educational transcripts. Here's an overview of the interview process:

1. **Preparation** Before conducting the interviews, the research team likely prepared a set of standardized questions to ensure consistency across interviews. These

questions were designed to cover various aspects of transcript translation, including difficulties faced, strategies employed, and language preferences.

2. **Interview Structure** Each interview likely began with an introduction to establish rapport and put the interviewee at ease. The interviewer then proceeded to ask the prepared questions, allowing the translator to provide detailed responses.
3. **Questioning** The questions were likely open-ended to encourage the interviewees to share their experiences and insights freely. This approach enabled the researchers to gather rich qualitative data on the translators' practices and perspectives.
4. **Note-taking** Throughout the interviews, the researchers likely took detailed notes to capture key points, quotes, and observations. These notes would later serve as the basis for analysis and interpretation.
5. **Translation of Responses** Since the interviews were conducted in Arabic, the responses were translated into English for analysis and reporting purposes. This ensured that the findings could be shared with a broader audience.
6. **Analysis** After completing the interviews, the researchers likely conducted a thematic analysis of the responses to identify common themes, patterns, and insights. This process involved carefully reviewing the transcripts, coding the data, and synthesizing the findings.
7. **Reporting The findings** from each interview were summarized and synthesized into a cohesive report, highlighting the main themes and key findings. These reports would provide valuable insights into the practices and challenges of sworn translators in the district of Ouargla.

3 Analysis of the Sworn Translator's Responses in the Interview

Q1: Difficulties in Translating Transcripts (Algerian Context) Main Points Expanded: - Few difficulties in general - Primary issue: unclear or incomplete documents - Examples of issues: Illegible handwriting, poor printing quality, missing information

Analysis: The translator's emphasis on the clarity and completeness of the issued documents as the main difficulty highlights the importance of the source material's quality. In the context of Algerian transcripts, this may reflect systemic issues in educational institutions regarding document issuance. Unclear documents can lead to significant delays and require additional verification steps, potentially compromising the accuracy of the translation. This challenge necessitates a proactive approach, where the translator might need to regularly communicate with clients to obtain necessary clarifications.

Q2: Translating Subject Names and Standards Main Points : - Read subject names carefully - Seek clarification from clients if unclear - Differences between educational

3. ANALYSIS OF THE SWORN TRANSLATOR'S RESPONSES IN THE INTERVIEW 29

systems (Algerian/British) - Big differences in curriculum and terminology - Use the closest notion when no direct equivalent exists

Analysis: The translator's method of dealing with unclear subject names by seeking client clarification ensures accuracy and client involvement in the translation process. This is especially important in educational contexts where precise terminology is crucial for the recognition of qualifications and academic credits. The significant differences between the Algerian and British educational systems highlight the translator's need to understand both systems deeply to find the closest equivalent terms. This underscores the complexity and skill required in educational translation, where even slight nuances in subject names can affect the perceived value and recognition of academic credentials.

Q3: Nuances or Complexities in Transcripts vs. Other Texts Main Points : - No significant differences in complexity compared to other texts

Analysis: The translator's assertion that there is no significant difference between translating transcripts and other texts suggests that the skills and strategies applied to various types of documents are largely transferable. This implies a high level of versatility and adaptability in the translator's skill set. However, it may also indicate that the translator is well-versed and experienced in handling different text types, making them adept at managing any inherent complexities in transcripts. This perspective may not universally apply, as other translators might find transcripts more challenging due to specific jargon and the need for precise terminology.

Q4: Handling Jargon in Transcripts Main Points : - Research unfamiliar terms online - Use functional equivalent strategy - Case-by-case approach Analysis: The translator's strategy of researching jargon online demonstrates a commitment to accuracy and a recognition of the evolving nature of language and terminology. By adopting a functional equivalent strategy, the translator seeks to convey the same function or meaning in the target language, which is crucial in maintaining the integrity and intention of the original text. The case-by-case approach underscores the non-formulaic nature of translation, where each term or phrase is carefully considered within its specific context. This meticulous method ensures that the translation is both accurate and contextually appropriate, a critical aspect in educational and official documents.

Q5: Difficulty with Transcript Layout Main Points : -No difficulty with layout

Analysis: The absence of difficulties with layout suggests that the translator is comfortable with the structural aspects of transcripts. This could be attributed to standardization in the format of educational transcripts or the translator's familiarity with common layouts used by educational institutions. It also implies that the primary focus and potential challenges lie more in the content and terminology rather than the document's visual structure.

Q6: Dealing with Proper Nouns Main Points : - Require client to provide ID for verification

Analysis: Verifying proper nouns with client-provided IDs highlights the translator's diligence in ensuring accuracy, particularly for names that can have various spellings and forms. This practice prevents errors and misidentifications, which are critical in official documents like transcripts. It also reflects a meticulous approach to translation, where

the translator prioritizes the integrity of personal information.

Q7: Translating Foreign Transcripts and Difficulties Main Points: - Experience with foreign transcripts - Overcame various difficulties

Analysis: The translator's experience with foreign transcripts indicates a broad range of expertise and an ability to navigate different educational systems and their documentation practices. Overcoming difficulties in translating foreign transcripts suggests problem-solving skills and adaptability, essential traits for handling diverse and potentially unfamiliar content. This experience also speaks to the translator's ability to manage cross-cultural and linguistic challenges effectively.

Q8: Adopting Module Names Main Points: - Uses department's transcript names as much as possible

Analysis: Maintaining the original names of modules from the department's transcript ensures consistency and preserves the document's authenticity. This practice is essential for official recognition and validation of academic records. By using the original names, the translator minimizes the risk of misinterpretation and ensures that the translated document accurately reflects the student's academic achievements.

Q9: Language Preferences Main Points Expanded: - No language preferences

Analysis: The translator's impartiality towards different languages demonstrates professional flexibility and a commitment to delivering high-quality translations across various linguistic contexts. This approach ensures that all languages are treated with equal importance and respect, reflecting the translator's dedication to their craft.

Q10: Preference for Translating from French to English Main Points: - Strives for equal proficiency in all languages

Analysis: The translator's effort to maintain equal proficiency in all languages contrasts with the common preference for translating between closely related languages like French and English. This broad proficiency allows the translator to handle a diverse range of translation requests and demonstrates a high level of skill and dedication to professional development.

Q11: Translating to/from French in Algeria Main Points: - French as a tool due to historical and administrative context

Analysis: The historical and administrative use of French in Algeria explains its prominence in translation work. The translator's acknowledgment of this context shows an understanding of the socio-political factors influencing language use in the region. This insight is crucial for providing accurate and culturally appropriate translations, particularly in an official capacity. The continued use of French underscores its significance in Algerian society and its impact on administrative and educational documentation.

3.1 Conclusion

The sworn translator's responses reflect a highly professional and methodical approach to translation, with a focus on accuracy, client collaboration, and adaptability. Key challenges are related to document clarity and the need for precise terminology due to differences in educational systems. The translator employs thorough research and case-by-case strategies to handle jargon and ensure the accuracy of proper nouns. Overall,

the translator demonstrates competence, flexibility, and an understanding of the historical and administrative context influencing translation practices in Algeria.

4 Translation of the Translator's Answers

Answer 1 We call the translation of transcripts: translation of official documents, not administrative documents. We also call it translation of school documents because it relates to grades and subjects. The most difficult part is the names of the subjects, such as Islamic law subjects: Fiqh and Usul al-Fiqh, among others, which have no equivalent. It takes a very long time and is the hardest thing we face.

Answer 2 There is no unified guide for translating subject names, and we have to research ourselves. Sometimes we resort to finding equivalents based on the cultural proximity of countries.

Answer 3 The only difficulty is translating subject names, grades, and comments. For example, the French grade "assez bien" is close to "good" or "passable." There is no satisfactory equivalent in English, so we have to translate it despite its strangeness. Sometimes we have an interview with the client and discuss with them until we find a satisfactory solution.

Answer 4 The difficulty, as I said, is only in the names of the subjects; the rest is very easy.

Answer 5 There is no specific strategy.

Answer 6 There is no difficulty regarding the layout of the transcripts.

Answer 7 We ask the client to provide an ID and all official documents for the names in the transcripts.

Answer 8 Yes, I have translated many foreign transcripts, and there are indeed differences, but differences do not mean difficulties. Sometimes, some transcripts only have three subjects, unlike in Algeria.

Answer 9 I prefer translating from French to English because they are close, and the dictionaries between the two languages are stronger methodologically and informationally than those for Arabic.

Answer 10 In Algeria, from primary to secondary education, it is in Arabic. The issue is at the university level because all transcripts are in French. It is easier to issue transcripts in French for convenience.

5 Analysis of the Translator's Responses

Q1: Difficulties in Translating Transcripts (Algerian Context) Main Points : - Translation of transcripts is considered translation of official, not administrative, documents. - Also referred to as translation of school documents because it deals with grades and subjects. - Most difficult part: translating names of subjects, especially Islamic law subjects (Fiqh, Usul al-Fiqh) which have no equivalent. - Requires significant time and is the most challenging aspect.

Analysis: This translator emphasizes the categorization of transcript translation as official document translation, highlighting its significance and the formalities involved. The specific mention of Islamic law subjects indicates a particular challenge due to the lack of direct equivalents in other languages, reflecting the complexity of religious and cultural terminology. This difficulty necessitates extensive research and time investment, underscoring the translator's need for subject matter expertise and cultural sensitivity.

Q2: Translating Subject Names and Standards Main Points : - No unified guide for translating subject names. - Translators must conduct their own research. - Sometimes find equivalents based on cultural proximity of countries.

Analysis: The absence of a standardized guide for translating subject names points to a lack of institutional support and the need for individual initiative. This process requires the translator to not only be linguistically proficient but also culturally knowledgeable to find appropriate equivalents. The reliance on cultural proximity highlights the importance of understanding cultural contexts and their influence on terminology.

Q3: Nuances or Complexities in Transcripts vs. Other Texts Main Points : - Only difficulty: translating subject names, grades, and comments. - Example: French grades "assez bien" and "passable" lack satisfactory English equivalents. - Requires client interviews and discussions to find satisfactory solutions.

Analysis: This response underscores the specific challenges in translating evaluative terms and comments, which may not have direct equivalents in other languages. The need for client interaction suggests a collaborative approach, ensuring the translation meets the client's expectations and accurately reflects the original content. This process highlights the importance of negotiation and flexibility in translation, especially for subjective or evaluative language.

Q4: Handling Jargon in Transcripts Main Points : - Difficulty lies only in the names of the subjects. - Rest of the translation process is very easy.

Analysis: The translator's focus on subject names as the primary challenge suggests that other aspects of transcript translation, such as formatting or general language, are straightforward. This indicates that the main complexity is rooted in specialized terminology, which requires targeted research and expertise.

Q5: Difficulty with Transcript Layout Points : - No specific strategy for dealing with layout.

Deep Analysis: The lack of a specific strategy for transcript layout may indicate that the layout is typically standardized or not problematic. This implies that the translator can focus more on content accuracy and less on structural formatting issues.

Q6: Dealing with Proper Nouns Main Points: - Ask clients to provide ID and all official documents for verification.

Deep Analysis: Requiring clients to provide IDs and official documents for proper nouns ensures accuracy and authenticity. This practice reflects a thorough and meticulous approach, crucial for maintaining the integrity of official documents like transcripts.

Q7: Translating Foreign Transcripts and Difficulties Main Points: - Translated many foreign transcripts. - Differences exist but do not necessarily mean difficulties. - Some foreign transcripts have fewer subjects than Algerian ones. Analysis: The translator's

experience with foreign transcripts indicates adaptability and familiarity with various educational systems. The statement that differences do not equate to difficulties suggests confidence and competence in handling diverse formats and content. The mention of fewer subjects in some foreign transcripts highlights structural differences that the translator must navigate.

Q8: Adopting Module Names Main Points - Preference for translating from French to English due to their closeness. - French and English dictionaries are more methodologically and informationally robust than Arabic dictionaries.

Analysis: The preference for translating between French and English reflects the translator's comfort and proficiency with these languages. The robustness of French and English dictionaries indicates a more extensive lexical and terminological resource base, facilitating more accurate and efficient translations. This preference also suggests that translating into Arabic may present more challenges due to less comprehensive resources.

Q9: Language Preferences Main Points : - Education in Algeria from primary to secondary is in Arabic. - University level transcripts are in French for ease of issuance.

Analysis: This response highlights a systemic language shift in Algeria's education system, where primary and secondary education is in Arabic, but university education relies heavily on French. This shift underscores the historical and practical reasons for using French at higher education levels. The ease of issuing transcripts in French suggests administrative convenience, but it also points to the linguistic challenges faced by students and translators alike.

5.1 Conclusion

The second translator's responses reflect a nuanced understanding of the complexities involved in translating educational transcripts, particularly concerning specialized terminology and evaluative language. The lack of standardized guidelines necessitates extensive research and cultural knowledge, while client collaboration is crucial for satisfactory translations. The translator demonstrates a methodical and culturally sensitive approach, emphasizing accuracy and authenticity in official documents. Overall, the responses highlight both the challenges and the strategies employed to ensure high-quality translations in the context of Algeria's educational system.

6 Analysis of the Third Translator's Responses

: Difficulties in Translating Transcripts (Algerian Context) Main Points: - Difficulties related to language and contextualization - Sometimes lack information on where the transcript will be used

Analysis: This translator highlights the importance of understanding the context and the destination of the transcript. Knowing where the document will be used helps ensure that the translation meets the target audience's expectations and adheres to local standards. Without this contextual information, the translator may struggle to choose

the most appropriate terms and conventions, potentially compromising the document's effectiveness and accuracy.

Q2: General Difficulties Main Points : - Generally, no difficulties

Analysis: The assertion of generally not encountering difficulties suggests confidence and efficiency in handling typical translation tasks. This may reflect a high level of experience and familiarity with standard procedures, indicating that the translator is well-equipped to manage routine aspects of transcript translation.

Q3: Nuances or Complexities in Transcripts vs. Other Texts Main Points : - Differences in subject names, particularly between the USA/GB and Algeria - Major issue: names of modules, especially in religious or Islamic education

Analysis: The translator points out significant differences in subject names across educational systems, emphasizing the challenge of finding appropriate equivalents. This difficulty is particularly pronounced in subjects related to religious education, where cultural and linguistic nuances play a crucial role. Such challenges require a deep understanding of both source and target educational contexts to ensure accurate and meaningful translations.

Q4: Handling Jargon in Transcripts Main Points: - No specific jargon

Analysis: The absence of specific jargon simplifies the translation process to some extent, as the translator does not need to navigate specialized or technical language. This allows for a more straightforward translation, focusing on accurately conveying general content without the additional complexity of jargon.

Q5: Translating Subject Names and Standards Main Points : - Uses a list for major titles - Prefers literal translation, sometimes uses transliteration or calque

Analysis: Having a predefined list for major titles helps maintain consistency and standardization, which is crucial for official documents. The use of literal translation indicates a preference for direct equivalence, ensuring clarity and straightforwardness. However, the occasional use of transliteration or calque suggests flexibility in dealing with terms that may not have direct equivalents, adapting to the specific needs of each case.

Q6: Difficulty with Transcript Layout Main Points : - Does not change the layout; keeps it as is

Analysis: Maintaining the original layout ensures that the translated document mirrors the source document in structure and presentation. This practice is important for official documents, as it preserves the format expected by institutions and authorities, minimizing the risk of misinterpretation or rejection due to formatting issues.

Q7: Dealing with Proper Nouns Main Points : - Adapts personal names, birthdays, and personal data to the rules of the target country

Analysis: Adapting personal information to the target country's rules ensures compliance with local conventions and legal requirements. This careful attention to detail is essential for the accuracy and legitimacy of official documents, reflecting the translator's thoroughness and understanding of international standards.

Q8: Translating Foreign Transcripts and Difficulties Main Points : - Uses equivalence technique - Sometimes relies on a pre-existing list

Analysis: The equivalence technique helps in finding culturally and contextually appropriate translations, particularly for terms that do not have direct counterparts. Using a pre-existing list adds a layer of consistency and efficiency, indicating that the translator has established reliable resources to aid in the translation process.

Q9: Adopting Module Names Main Points: - Asks the user about where to use the equivalence to find approximate equivalents - Does not follow department module names strictly; context matters at all levels

Analysis: This flexible approach allows the translator to tailor the translation to the specific needs and context of the user, ensuring that the document meets the intended purpose and audience expectations. By not strictly adhering to department names, the translator can make necessary adjustments to enhance the document's relevance and clarity in the target context.

Q10: Language Preferences Main Points : - Prefers translating transcripts from French into English

Analysis: The preference for translating from French to English suggests a higher comfort level and proficiency with these languages, likely due to the closer linguistic and cultural relationship between them. This preference may also reflect the demand and practical considerations in the translator's professional environment, where French and English are commonly used.

6.1 Conclusion

The third translator's responses reflect a methodical and context-aware approach to translation. Emphasizing the importance of contextual information, the translator addresses the challenges posed by differing educational systems, particularly in subject names and religious education terms. The use of predefined lists and literal translation indicates a preference for standardization and clarity, while flexibility in handling personal data and module names highlights the importance of adaptability. Overall, the responses suggest a balanced approach, combining consistency with the ability to tailor translations to specific contexts and user needs.

General conclusion

In conclusion, our research has illuminated the primary techniques employed by the office translators of Ouargla and the factors influencing their choices. Our hypothesis regarding the absence of a universally agreed-upon translation for subject names has been substantiated, with the variability largely stemming from the individual approaches of translators. Notably, the experience of the translator, particularly whether they are a professor in the English department, emerged as a significant determinant of translation accuracy and consistency. An unexpected discovery was the uniformity observed in the translation of Arabic modules and majors by sworn translators, contrasting with the variability found in French modules and majors. This disparity underscores the intricate nature of translation practices and prompts further inquiry into the underlying factors driving such distinctions. Our findings underscore the imperative need for standardization and guidance in translation practices, particularly concerning subject names featured in academic departments. The observed lack of uniformity in Arabic transcripts underscores the potential for misunderstanding and ambiguity, with profound implications for students, academic institutions, and administrative procedures. In conclusion, our research underscores the critical importance of standardization and guidance in the translation of transcript records, emphasizing the necessity for collaborative efforts to enhance translation practices and uphold the integrity of academic documents.

Recommendation

By addressing these factors and implementing measures to enhance translation practices, we can facilitate greater accuracy, consistency, and efficiency in administrative translation processes. Ultimately, this will not only benefit the individuals directly involved but also contribute to the overall effectiveness and integrity of academic institutions and administrative systems.

We recommend the following guidelines for sworn translators:

1. Sworn translators should maintaining regular communication and collaboration with university departments and academic experts can provide valuable insights and guidance on terminology and context-specific nuances.
2. Sworn translators should take into account the specific country or institution that will receive the translated documents. This ensures that the translation aligns with the linguistic and cultural conventions of the target audience.
3. Sworn translators should pay attention to the practical implications and intended use of the translated documents. This involves considering how the translated material will be utilized and ensuring that it serves its intended purpose effectively.

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