

République du Cameroun

Paix-travail-patrie

Ministère de l'Emploi et de la
Formation Professionnelle

**INSTITUT DE TRADUCTION
ET D'INTERPRETATION
(ISTI)**



Republic of Cameroon

Peace-Work-Fatherland

Ministry of Employment and
Vocational Training

**INSTITUTE OF TRANSLATION
AND INTERPRETATION**

AN APPRAISAL OF THE ENGLISH VERSION OF

**« FEMMES D'IMPACT : LES 50 DES
CINQUANTENAIRES » :**

A LEXICO-SEMANTIC ANALYSIS

*A Dissertation Submitted in Partial Fulfillment of the Requirements for the
Award of a Vocational Certificate in Translation Studies*

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November 2011

EPIGRAPH

« Les écrivains produisent une littérature nationale mais les traducteurs rendent la
littérature universelle. »

(Jose Saramago)

DEDICATION

To all my loved ones

ACKNOWLEDGEMENTS

Immense thanks goes to my supervisor, Dr Ubanako, who took out time from his very busy schedule to read through this work, propose salient guiding points and also left his personal library open to me.

I am also indebted to my lecturers and classmates at ISTI who have been warm and friendly during this two-year programme, which is one of the reasons I felt at home at the institution.

I am grateful to IRONDEL for granting me the interview during which I obtained all necessary information concerning their document and for letting me have the book at a very moderate price.

Some mistakes in this work may not have been corrected without the help of Mr. Ngeh Deris whose proofreading aided the researcher in rectifying some errors.

I also thank my parents, Mr. Agbor Stephen and Mrs. Ojong Adina who have been very supportive of me financially and morally.

I thank my elder brother, Dr Agbor Agbor Gabriel and his family, whose constant help, understanding and advice directed and oriented my intellectual development. Without them, I may not have been able to complete this programme and this dissertation.

I thank my twin brother, John Manyor, my siblings, Elsie Nkongho, Mercy Ayamba and Blessing Manyor who never failed to chip in whatever they could to help me finish this work.

I thank all my friends whose names I have not mentioned here due to lack of space for their moral support. I thank all those who in one way or another, helped in the success of this work.

Most of all, I thank God Almighty for His Faithfulness and Mercies throughout this programme and for success.

ABSTRACT

Effective message transfer through translation presents a lot of problems amongst which wrong understanding of the working languages as well as the non respect for the linguistic culture of the target text (TT) language. This is the reason translation techniques have been developed by scholars of the domain. However, these techniques are either neglected or wrongly used during translation. This work appraises the English version of the text *Femmes d'Impact, les 50 des Cinquantenaires*. Data was collected from the book containing the biographies of fifty women in English and French. We then compared and contrasted the French and English versions of *Femmes d'Impact :Les 50 des Cinquantenaires* according to Bassnett's and Lefevere's framework of translation assessment. They state that, for translation to be successful, the linguistic, historical, social and cultural contexts of the source text (ST) and the target text (TT), must be understood and considered. We noticed that the text contains many errors that hamper faithful transmission of the original message in one way or another. Furthermore, we realised that the translators of the text have little or no background knowledge of the target text (TT) culture, that there was inappropriate use of translation techniques such as literal translation and calque, that English grammar rules were not respected, not mastered or over generalised; and some parts completely changed the message in the source text (ST).

RESUME

La transmission effective des messages à travers la traduction pose plusieurs problèmes parmi lesquels, une mauvaise compréhension et utilisation des langues, ainsi que le non respect de la culture linguistique de la langue du texte d'arrivée. La présente étude intitulée « Appraisal of the English version of *Femmes d'Impact : les 50 des Cinquantenaires* : A Lexico-Semantic Analysis » vise l'analyse de la version anglaise de *Femmes d'Impact, Les 50 des Cinquantenaires*. Nous avons procédé par une étude comparative et contrastive de la version française et de la version anglaise sur la base du modèle d'analyse proposé par Bassnett (1990) selon qui l'analyse textuelle d'une traduction devrait tenir compte du contexte culturel, historique et social de la Langue Source et de la Langue d'Arrivée afin de bien transférer le message contenu dans un texte source. Les résultats obtenus de cette recherche démontrent que la traduction s'avère plus facile avec l'utilisation des outils et méthodes de traduction mais le transfert fidèle du message se fait par la maîtrise et l'usage adéquat de ces méthodes de traduction. Nous avons également constaté que nombreux sont les cas où, dans le texte anglais de notre corpus, le choix des mots et termes et méthodes ou procédées de la traduction ont détruit ou changé le message originaire de l'auteur, que le Traducteur avait l'anglais comme L2, que les règles grammaticales n'ont pas été respectées, et certaines parties contiennent de message complètement différents entre le texte source (TS) et le texte cible (TC).

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LIST OF ABBREVIATIONS

SL: Source Language

TL: Target Language

ST: Source Text

TT: Target Text

SC: Source Culture

TC: Target Culture

FT: French Text

ET: English Text

SM: Source Message

TM: Target Message

SA: Source Audience

TA: Target Audience

L1: Language 1 (First Language)

L2: Language 2 (Second Language)

LS: Langue Source

LA: Langue d'Arrivée

CHAPTER ONE

GENERAL INTRODUCTION

1.0 Introduction

Translation is an activity that involves the effective transfer of message written in one language into another language. In transferring this message, the translator who is also the expert owes a duty of being faithful to both the source message (SM) and the target audience (TA). This places the translator in a difficult position since translation itself is a rule governed activity whereby in carrying out his/her task of translation, the translator has to be continuously conscious of the important aspects evolving around message transmission like transparency, clarity, faithfulness, etc. However, many other reasons account for the difficulty translators often face in the process of translating. These difficulties include cultural and historical differences between the source audience (SA) and the TA, the translator's non mastery or insufficient mastery of the working languages, ambiguity in the SM, the translator's incompetence, etc.

Cameroon has a rather complex historical background from the point where the Portuguese first visited the country up to the point of the country's independence. A number of colonialists targeted the territory but it was finally handed to the British and French by the League of Nations after the defeat of their former colonial master Germany, during World War I (WWI). The two most significant historical events are its independence and its reunification. Cameroon gained its independence from its colonial masters (France in 1960 and Britain in 1961) and reunified later in 1961. Following this, the first independent government adopted French and English as the official languages of Cameroon, and the 1972 Constitution instituted bilingualism as a linguistic feature of Cameroon, demanding that all official documents appear in both the English and French languages.

For fifty years, Cameroon has been celebrating this independence on National Day fixed for the 20th of May every year. On the celebration of its 50th anniversary of independence and reunification, IRONDEL, a Non Governmental Organisation (NGO) in Cameroon, joins in the celebration by creating a text titled *Femmes d'Impact : Les 50 des Cinquantenaires* and containing the biographies of 50 women that have been active in the evolution of the country's history. It is also worth mentioning that, many women have impacted the country's history but amongst the 200 that were selected, 50 of them were retained as the most representative

especially to symbolise the celebrations of the 50th anniversaries. These biographies were written in French and later translated into English. This is why we are researching on the topic by analysing the translation methods used in the English versions of the text and the extent to which they faithfully or unfaithfully transfer the message contained in the French ST. Our work centres on the lexico-semantic weaknesses of the English version of *Femmes d'Impact : Les 50 des Cinquantenaires*. We realise that the translator of the document from French into English did a job that would have been excellent but for some semantic infelicities caused by the choice of words used to transmit the author's message to the TA.

1.1 Background to the Study

Following Cameroon's independence in 1961 and the subsequent reunification of the two sections of the country (Eastern/French-speaking and Southern/English-speaking Cameroons), the country has been bilingual, using English and French as its official languages. The government on its part has taken measures, though insufficient, to uphold this linguistic value. Since Government's efforts to promote real bilingualism have achieved little or no success, the domain of translation remains an indispensable means of message transmission between the English and the French-speakers of the country.

Translation was born through evangelism both at the national and international levels. In Cameroon, translation started during the colonial period when the Germans, in order to transmit their message of evangelism, had to train some indigenes and later on use them to preach to the people. This practice continued after the defeat of Germany at the end of WW I when the British and the French were mandated by the United Nations Organisation (UNO) to govern the territory. Long after independence and despite the fact that Cameroon trains top international translators and interpreters, this practice is far from attaining the status it deserves. Almost everyone who has had a few years of education in the second language or who has used the second language thinks they can translate. This is the reason why, despite the experience and international accreditation of Cameroonian translators, Cameroon continues to have ridiculous renditions even on public documents, especially concerning translation into the English language.

A good translator should be able to understand their working languages especially the language into which they are translating. With this knowledge, they should be able to transmit

the message without any loss in meaning. A good translator is not just a bilingual; in fact they may not even be verbally bilingual; but a good mastery of the dynamics of the TL is just the right tool to perfectly transfer messages between audiences and in comprehensible languages. Above all, a translator should not translate into their L2 since they may understand their L2 without mastering the language as much as they might master their L1. A good translation can be judged as such after having considered that the translator only has to transmit something written by someone else. That is, the translator is not the original author of the text; the reason for which, the translator must have access to as much information as the author had during the writing of the text so as to faithfully translate from one language into another.

The concept of celebrating women relates to the phenomenon of female emancipation and women's empowerment. An example of this is the International Women's Day celebration of 8th March which preceded celebrations of Cameroon's 50th anniversary of Independence (1960-2010) and Reunification through many more interesting activities. In order to honour the womenfolk, the NGO IRONDEL¹ offered the State a text containing the biographies of 50 women who have been instrumental in the country's evolution from the pre-independence era to date. It was a good idea, welcome by many especially as these women's biographies have been published in the two official languages: French and English. We notice that the English versions carry different messages from the French. This research aims to appraise the English versions of these biographies in relation to the French versions. Data for this work was collected from the book titled: *Femmes d'Impact : Les 50 des Cinquantenaires*. IRONDEL went further to produce calendars as well as present boards of these women's caricatures accompanied by their biographies in both languages, at public places like the *Bois Sainte Anastasie*², *Hotel de Ville*, etc. This contribution would have been complete if the biographies appeared in Standard English language. It is common knowledge that translation involves the use of two languages. This is the reason bilinguals undertake the task meant for professionals. If this mentality is not discouraged, translation might never record complete success.

¹ IRONDEL is the Non Governmental Organisation that created the document containing these biographies and ensured there was a corresponding English or French text for each biography.

² The Bois Sainte Anastasie is an amusement park in the centre of Yaounde. It has a wood and a restaurant where people go for picnics, marriage celebrations and many other events.

1.2 Motivation

What motivated this study is the observation that, despite the importance of the document under study (as it accompanied the celebrations of important national events), it poorly represents the French information in the English language. Clearly, this is because the translators are only bilinguals and their choice of words results in partial, wrong, incomplete or additional messages transmitted in the English versions in comparison to the SM. Moreover, it is no secret that official documents are rarely translated into English in Cameroon. Some, if translated, read French since it interferes in the English language, leading to the conclusion that the translations were done either by those who created the documents (those who wrote the biographies) or by incompetent translators or still by those who have English as their L2. Official documents in Cameroon are most often than not conceived in French but just a few of them are translated into English, the second official language of Cameroon. One expects an amusement park like the *Bois Sainte Anastasie* to have attractive items (which it does) but if these items are criticised at the linguistic level, it mars the enjoyment sought from such a park and kills curiosity for those who want to savour its literary contents. It is a mortifying reality, especially considering that Cameroon trains professionally competent translators and interpreters at home and abroad and yet cannot hire the services of these trained translators. This is one of the reasons this work analyses the translation techniques and how well or how poorly they have contributed in the transfer of messages from one language to another. Our study focuses on the lexical aspects of the English version of *Femmes d'Impact: Les 50 des Cinquantenaires* that give a wrong sense to the SM.

1.3 Aim of Study

This study is carried out to uncover the origin of some weaknesses contained in the English version of the biographies of these 50 women, with emphasis on the choice of words used by the Translator to convey the meaning of their corresponding FT. The purpose of this work is thus to:

Compare and contrast the language used in the English and French versions of *Femmes d'Impact: les 50 des Cinquantenaires*.

Verify the effectiveness of the translation techniques used by the translator to transfer meaning from the FT.

Determine whether or not the message in the English versions of *Femmes d'Impact: les 50 des Cinquantenaires* reflects the original French version.

Prove that some of the faulty English versions result from cases where a translation technique was either poorly used or it was absent.

1.4 Research Problem

For this research endeavour, we have identified the following problems:

The ET text terms and expressions do not contain the same or intended meaning as in the FL text.

Literal translations and other translation techniques used in the ET affect the meaning of the FT as the ET partially transfers the original message.

A poorly translated text, whether produced by an expert or an amateur has an impact on understanding the reproduced text and on the translation profession.

1.5 Research Questions

This research on the English version of *Femmes d'Impact: Les 50 des Cinquantenaires* will be more efficient if the following guiding questions are considered.

Does choice of words in the English version effectively convey the message of the FT?

Is the translation comprehensible and satisfactory?

What are the problems arising from the translation?

1.6 Significance of the Study

This study will help readers realise the difference between bilinguals and competent professional translators. Even if the English language is represented by only two out of the ten regions of Cameroon, English is the most used international language. This work will show to the translator who intends to take on a task of translating a text of this nature that translation is not just substitution of words for others but a task of weighing and picking the right words to bring out the real message sent by the author.

This work will underscore some consequences of bad writing thereby promoting a better writing of texts for authors and translators. Translation appears as another way of promoting

linguistic and cultural diversity. It is also expected to inspire Cameroonian institutions and firms to consider hiring trained and competent translators to translate their documents.

1.7 Scope and Delimitation of the Study

The text under analysis is a product of IRONDEL which is the institution in charge of the publication of the biographies of the 50 women. The study analyses the choice of words adopted by the Translator and how well his/her word choice conveys the intended meaning.

This work does not aim to study all levels of linguistic analysis. As the title indicates, we intend to limit our work to a lexical and semantic appraisal of the ET. Moreover, we do not intend to analyse all details of the ET but only the very glaring cases.

1.8 Definition of Key Terms

This section tackles the definition of three main terms as given by the scholars that have worked on the topics. The terms under study are translation, lexis and semantics.

1.8.1 Translation

Translation entails message transmission from one set of audience (the writer representing that audience) using one language to another set of audience using another language. It is such an important exercise because it helps speakers and users of one language to consume information originally written in one language for other language users. Also, not everybody understands the language in which many texts are written and the language into which the texts have to be translated. This accounts for the need and utmost importance of translation.

Since the practice implies understanding two or more languages, many bilinguals tend to believe translation is nothing but a linguistic exercise. These bilinguals, however, lack knowledge about the full meaning of translation because it is really not solely about language; and in an attempt to keep this belief alive, they take upon translation tasks meant for professionals and through the errors we notice in the translated texts, they only prove that the domain is meant for specialists. Thus, we ascertain that translation is not a task or profession to be taken up by anyone who has some knowledge about another language besides their L1. In order to get the full meaning of translation, we are going to look at various views of scholars on the term.

1.8.1.1 Definitions of Translation

Many definitions have been proposed for the term 'translation'. The great number of definitions reflects the number of scholars that have carried out research in this domain. It would be cumbersome to go into all the definitions offered for 'translation', thus the reason we picked a few pertinent definitions offered by scholars and dictionaries.

Vinay and Darbelnet (1958) define translation as going from one language 'A' to another language 'B' to express the same idea or reality 'X'. Here, emphasis is laid on translation as an activity of transferring meaning from one language into another; and their sole priority when it comes to the translation exercise is on the languages involved and the message. They clearly do not pay attention to the needs of the receiver of the message.

Jakobson (1963:91-94) defines translation as the "decoding of the meaning of the SL" and the "re-encoding of that meaning in the TL", by identifying the linguistic components and the translation units, whether it is in translation or interpretation. For Jakobson, linguistic components are important in translation as well as interpretation and these linguistic components and the translation units have to be identified and used in the most suitable manner. Like Vinay and Darbelnet, Jakobson does not consider the people for whom the message is created, their specificities, their needs and requirements.

Catford (1965:20) appreciates translation as "the replacement of a textual material in another language, the TL". In this case, translation is considered a linguistic exercise on textual bases. It means that the text and all its components - message, tone, etc.- are considered essential in translation. Still, there is no consideration for the TA for whom the translation activity is carried out.

To Newmark (1988: 4), translation is "rendering the meaning of a text into another language in the way that the author intended the text". From this definition, we notice the close relationship between the translated text and meaning contained in the ST. In addition, he (1981:62) classifies translation as:

An exercise of intelligence and imagination which helps to improve standards of language, serves as teaching object, enlightens the use of context in translation; assists the interpretation of the works of prominent authors and translators to critically analyse semantic and grammatical differences between SL and TL.

He further opines in the same line of thought that translation is “a craft consisting in the attempt to replace a written message or statement in another language”. From this definition, we deduce that Newmark classifies translation as an intellectual activity that requires imagination and creativity aiming to improve language standards and serve as a teaching object. He also presents translation as a tool to interpret works and judge semantic and grammatical differences occurring between the versions of the ST and the TT.

Larson (1984:15) appreciates translation from a different point of view. To him, translation is “basically a change of form”. ‘Form’ in this case refers to written words, phrases, clauses, sentences and paragraphs. Translation gets its existence from the need to transmit a message already existing in one language to an audience of another language. Considering that message transmission is an art of communication, meaning is pivotal and this transmission takes place only if there is a message, two languages, and two kinds of audience.

The online *Free Encyclopedia* (March 23 2011, 6:25 pm) defines translation as “the interpreting or explaining in other words so as to ease meaning”. The word originates from “analysing”, a Latin word for ‘to render’; ‘to interpret’. We learn moreover that, there are two kinds of translation: intra lingual translation (within the same language) and inter lingual translation (between two or more languages). However, our point of concern here is inter lingual translation with English and French being the two working languages. Translation also operates in a variety of domains amongst which the lexical and semantic domains, which will be our point of focus throughout this work.

Amongst the definitions of translation in many domains (mathematics, biology, etc.), the online *Free Dictionary* (May 12 2011, 4:20 pm) portrays translation as “... rendering from one language into another one”. It further adds that it is “a change to a different substance, form or appearance: conversion”.

Another definition is offered by the *Cambridge Advanced Learners' Dictionary*. Translation, in this dictionary, is defined as “to change words into a different language”. Again, translation is seen as an exercise centred only on words. The definition is clarified further with “to change into someone’s own language, not in the original language”. This definition already creates a requirement and further specifies it with the expression “... into someone’s own language...” The dictionary clearly warns that one can only translate into their L1 and not into the L2 which is contrary to what we observe in most cases of the practice of translation in Cameroon. It is, however, important to recall that all these definitions have two aspects in common which are: they all centre on three elements: message-language-transmission; and they all emphasise on the transmission of meaning even if the emphasis laid varies from one scholar to another.

1.8.2 Lexis

The *Merriam Webster* online dictionary (July 2011, 9:50 pm) defines lexis as “...the vocabulary of a language, an individual speaker or group of speakers, or a subject”. It is also known as the entire stock of lexical contents in a language. A lexical item is further defined as a single word or group of words that forms key components of a language’s vocabulary (lexicon). It is an item that conveys a single meaning.

Language users select words or groups of words or expressions to use in their communicative endeavours expressing their feelings and thoughts. The choice of these words and expressions can be explicit or implicit, precise or imprecise, strong or weak, accurate or inaccurate, exact or inexact, etc. to bring out their thoughts. With this knowledge, we analyse the appropriateness of the Translator’s choice of words in rendering the intended message of the FT.

1.8.3 Semantics

Translation is the transfer of meaning and semantics studies meaning. So it is impossible to study translation without touching on meaning. According to Newmark’s (1988: 4) definition of translation, message and meaning are twin words that need to remain as such.

The *Merriam Webster* online dictionary (July 2011, 11:26 pm) also defines semantics as “...the study of meanings...”, or general semantics referring to “the meaning or relationship of

meanings of a [sign](#) or set of signs; especially: [connotative](#) meaning; the language used ... to achieve a desired effect on an audience especially through the use of words with novel or dual meanings”.

The *Free Encyclopedia* (August 22 2011, 9:25 p m) classifies lexical semantics under the domain of linguistic semantics. It is seen as the study of how words apply and what they mean either in the world or in the denotation of concepts.

Lexical semantics is also the study of word meaning which embodies “theories and classification and decomposition of word meaning, the differences and similarities in lexical semantic structure between different languages, and the relationship of word meaning to [sentence](#) meaning and [syntax](#)”. This subfield of linguistic semantics also explores the question of “whether the meaning of a lexical unit is established by looking at its neighbourhood in the [semantic net](#) (by looking at the other words it occurs with in natural sentences), or if the meaning is already locally contained in the lexical unit”. Summarily, semantics can be comfortably defined as the study of the meaning of words, phrases and sentences in a language, including word collocation. Lexical semantics as a domain, handles lexical relations as tools used to match words to concepts. We also understand that, lexical items stretch their function as far as mapping parts of the grammar of a language such as [synonymy](#), [antonymy](#), [hypernymy](#), etc.

1.9 Structure of the Work

This work is divided into five chapters each treating a subject of its own. The first is the general introduction which centres on the background to the study, the motivation, the aim of study, research problem, research questions, significance of the study, scope of the study, definition of key terms and the structure of the work.

Chapter two presents some theoretical issues and review of related literature. It also deals with the definition of some types and techniques of translation.

Chapter three focuses on methodology of the work. It contains a theoretical framework, method of data collection and method of data analysis.

Chapter four tackles data presentation and analysis. It is a detailed analysis of selected data which will be done through the use of translation techniques and the presentation and

interpretation of the errors contained herein. The chapter closes with a look at the possible reasons for these occurrences.

Chapter five generally concludes the work and is made up of the discussion of findings, implications of bad translation, recommendations, suggestions for further research and a conclusion. The work is closed by a bibliography.

CHAPTER TWO

THEORETICAL CONSIDERATIONS AND LITERATURE REVIEW

2.0 Introduction

Chapter two titled Theoretical Considerations and Review of Literature highlights the works that have been done in the translation domain generally and lexical semantic translation in particular. First of all, the origin of translation will be traced both at the national and international levels before delving into the commonly used translation techniques.

2.1 Origin of Translation

The profession dates “as far back as 3000 BC, in the Egyptian Old Kingdom during the period of the first Elephantine cataract, on which writings and/or inscriptions in two languages have been found” (Newmark 1981:13). Translation started in the historical period when there was a need to translate the Bible from Latin into other languages. In fact, the Bible was the first book to be translated from Latin into other languages like French, English, German, Spanish, etc. (the *Free Encyclopedia* 2010). This was due to the need to spread the Good News all over the world to people speaking and understanding various other languages than Latin. Gradually, the Bible was further translated into other national languages to facilitate the spread of the Word. In the case of Cameroon, the Bible has been translated into many home languages like Bamoun, Yemba, Ewondo, etc.

Translation started in Cameroon the same way it did in the Latin world. This was during the colonial era when the colonial masters, in need of transmitting their message of evangelism to the masses, decided to use natives who understood one European language (usually after a period of training), either German or English or French as the case may apply, to preach to the natives of the land. Translation was thus, more of interpretation (it was basically oral) in this era. It continued in the post colonial era when it was needed to meet communication demands of Cameroonians with an increasing variety of languages now at over 250 local languages which makes a multilingual nation of barely 21 million inhabitants.

2.1.1 The Evolution of Translation in Cameroon

The practice of translation in Cameroon saw its first lights in the 1840s. However, tracing the whole history from the colonial period to present in this dissertation would be a tedious activity. Thus, the following few lines will only summarise the most important dates of translation in Cameroon.

First of all, the name Cameroon officially known as the Republic of Cameroon, originated from several linguistic factors amongst which are translation and interpretation. History reveals that the name was first Rio dos Cameroes, meaning “river of prawns” originating from the large amount of prawns that the Portuguese found in the River Wouri, upon their arrival at the coasts of Cameroon in the 15th century. Spanish called it Camerones and later it was translated by the English as Cameroons (for the British regions of the territory).

Through scholarly works, we learn that at the time, translation was mostly for commercial reasons and Cameroon had foreign tongues which still exist today. With the coming of the Germans and subsequently the French and English, translation became highly sought for. It also became a tool for evangelism and administration. It is worth recalling here that in all cases, the need to communicate between speakers of different languages introduced the need to use more than one of the European languages that were used alongside Cameroonian languages.

Nama (1990:357) refers to the translators of the pre-colonial period as “natural translators”. In his article “A History of Translation and Interpretation in Cameroon from Pre Colonial Times to Present”, Nama (ibid) posits that a “natural translator” is a translator “...who has not been exposed to a literate culture but possesses outstanding competence in languages...” He further explains that the “natural translator” also plays the role of “mediator”. Summarily, translation was practised in Cameroon in three main domains: religious, literary and technical domains.

From the religious standpoint, it is worth mentioning that the first group of missionaries to reach Cameroon was the Baptist Mission led by the Reverend Joseph Merrick, a Jamaican with African roots. This mission was credited as the pioneers of translation and interpretation in Cameroon. Together with Alfred Saker of the Basel Mission, they translated the New Testament into the Duala language after having studied the language for some time.

Translation started in the literary domain with the translation of the Bible into many local languages. The national anthem is, in fact, the first secular work to have been translated from French into English in Cameroon by the English-speaking Bernard Fonlon. During this period, many literary works (mostly written in the dominant French language) could not be consumed by the English-speaking population of Cameroon. It was after independence and reunification in 1961 and the adoption of French and English as the official languages of Cameroon, that these works started reaching the English-speaking public. The quest for the works of writers like Mongo Beti, Rene Philombe, Ferdinand Oyono, Calixte Beyala, and many others, boosted the practice of Translation. The literary domain is so far, the domain facing more difficulty as most public translation units do not take charge of literary translation and the private (and freelance) translators available to perform this task do not suffice to do all the work especially as the number of writers (writing in French) keeps increasing in our present world.

2.2 Translation Theories

A theory as defined by the *Cambridge Advanced Learner's Dictionary* is a “formal statement of the rules on which a subject of study is based or of ideas which are suggested to explain a fact or event, or more generally, an opinion or explanation” or “a set of propositions that summarise, organise and explain a variety of known facts... intended to logically summarise information and to give a framework for the generation of new tests and ideas on the topic”.

The American Heritage Dictionary of English Language (March 27 2011, 2 pm) also gives the following definitions for a theory:

A set of statements or principles devised to explain a group of facts or phenomena, especially one that has been repeatedly tested or is widely accepted and can be used to make predictions about natural phenomena; the branch of a science or art consisting of its explanatory statements, accepted principles, and methods of analysis, as opposed to practice; an abstract reasoning; speculation (for example, a decision based on experience rather than theory); a belief or principle that guides action or assists comprehension or judgment...

Many translators deny using translation theories in translation meanwhile there exist as many translation theories as there are translators. Even if these theories are not used as full

blown theories, somehow, every translator is guided by a set of principles which they apply consciously or unconsciously in their translations. All over the world, there have been wide and heated debates on the use of translation theories and which translation theory is best for analysing translation and interlingual communication. As Nida (1999:19) clearly explains, interlingual communication has existed since the beginning of human history and one reason for this great variety of translation theories and sub theories is due to,

...the fact that the processes of translating can be viewed from so many different perspectives: stylistics, author's intent, diversity of languages, differences of corresponding cultures, problems of interpersonal communication, changes in literary fashion, distinct kinds of content..., and the circumstance in which the translations are to be used.

He goes on to explain that a theory could be defined as “a coherent and integrated set of propositions used as principles for explaining a class of phenomena” (ibid). He also defends a full and satisfactory theory as one that:

should help in the recognition of the elements which have not been recognised before ... provide a measure of predictability about the degree of success to be expected from the use of certain principles, given the particular expectations of the audience, the nature of the content, the amount of information carried by the form of the discourse, and the circumstances of use.

However, due to the complexity of the issue, Nida prefers the term “perspective” for these principles and groups them under four pertinent headings which are: philological, linguistic, communicative, and sociosemiotic perspectives, each pertaining to a particular aspect of communication and transfer of messages.

2.2.1 Post Colonial Theory of Translation

The attempts at creating a translation theory can be traced as far back the period when Cicero and Horace posed the problem of the translator being faithful to the original text through an adoption of a “literal” (word-for-word”) method or a “free” (sense-for-sense) method. The debate continued through the second half of the 20th century with more systemic analysis being undertaken by Western European theoreticians. These approaches

shifted translation from the language-learning perspective centred on translation theories with particular attention paid to the linguistic, literary, cultural and philosophical contexts.

In the article “Theory for Translation”, Joseph F. Graham (2009:24) questions the relevance in theoricising the “time-honoured act of translation”. He finds this problem as worthy of theoricising only since the case of “the wealth of literature on the subject available today” is some indication. Shortly after, some theorists also began to understand that language was not just limited to structure but also the way it was used in a certain social context was very important.

This linguistic theory was followed up by many other scholars like Roman Jakobson, Eugene Nida, Peter Newmark, Koller, Vinay, Darbelnet, Catford, Reiss, Halliday, van Leuven-Zwart, etc. who proposed many other ways of looking at the linguistic approach to translation developed previously by one critic or another. Some of them talked of shifts in its various forms, others talked of equivalence in many different ways. In later years, in the 80s especially, there was a move away from structural linguistics to a functional or communicative consideration for the text. Nonetheless, from a different perspective, the work of Reiss on the four main types of textual functions (informative, expressive, operative, audomedial) was still based on the linguistics of a translation. This method was criticised because it was realised that the method for translating a text may not depend only on the text type since the text type is often seen as having a multifunctional purpose.

Other language-related theories developed with time. Consequently, in relation to Nord’s theory of ST analysis, the discourse and register analysis examines how language transports meaning in a social context. One fervent supporter of this approach is Michael Halliday, basing his work on Systemic Functional Grammar, that is, the link between the language used by the author of a text and the social and cultural setting of that text. To Halliday, the text type influences the register of the language – the word choice and syntax. He further divides register into three variables (Field – the subject of the text; tenor – the author of the text and the intended reader; mode – the form of the text) which he sees as being important on the semantic level. Juliane House (1997) examines ST and TT registers and expounds on Halliday’s three variables. Her analysis leads to the interrogation of other notions such as covert and overt translation which are translations that “clearly centre on the ST, in no way trying to adapt the socio-cultural function to suit the target audience. This means that the TA reads a text that shows clear signs of

translation; and translations that do not look like translation at all and which read like an original text in the target culture. This, apparently, is the case with “*Femmes d’Impact: les 50 des cinquantenaires*”. Looking at some of the texts, one is tempted to think these texts were not translated but from the information obtained during an interview with the organisation, IRONDEL, it becomes undeniable that these texts were translated from French into English.

Basil Hatim and Ian Mason co-authored two works: *Discourse and the Translator* (1990) and *The Translator as Communicator* (1997), in which they examine the way lexical choices are conveyed to the target culture alongside the transformation from active to the passive voice and how this transformation can either alter or ameliorate the meaning and action in the text. This approach has also been criticised for being complicated and inapplicable to literary interpretation. Summarily, it is worth remembering that the linguistic approach to translation theory encompasses concepts such as meaning, equivalence, shift, text purpose and analysis, and discourse register; which can further be studied in the contexts of structural and functional linguistics, semantics, pragmatics, correspondence, sociolinguistics and stylistics.

One of the most current examples of post colonial studies of translation is Maria Tymoczko’s (1999) *Translation in a Postcolonial Context: Early Irish Literature in English Translation*. She looks at various aspects of translation done by the Irish in relation to their colonial master’s language. First of all, she establishes the “relationship between colonialist language use, and discourse analysis, translation, and translation analysis, as well as the historical context” in which many works were translated and retranslated. From a post colonial perspective, Tymoczko immediately presents language as one of the most binding instruments of colonial oppression which almost all colonies want to discard of. Through her far reaching studies on Irish literature and the English and Anglo-Irish translations, she examines “many social, cultural, historical and ideological aspects of cultural transfer and power relations that can be revealed in translation”. However, Flotow (ibid) poses the disturbing question if “the colonial/postcolonial context of African literature... examines indeterminacy in translation...” also developed by Quine, and re-analysed several times since the advent of translation theory. In three chapters, Tymoczko (2001) develops three other disturbing questions focusing on “...the representation of the texts of colonised peoples and minority cultures through translation. Levels

of determinacy in translation and their reflection/refraction of patterns of difference are at the heart of the matter”.

She further criticises the philological perspective of translation which to her, “...seeks to apply the positivist ‘science of the word’” and “is reductive”; it turns literary language into non-literary language, clears up ambiguities and difficulties in STs, produces material that is whole, unambiguous, penetrable and familiar, and if necessary, eliminates and silences those features of texts that cannot be rendered “clear” (Flotow 2001).

2.2.2 Socio-Cultural Theory of Translation

Hermans (1999) gives a clear historical account of “the descriptive translation studies (DTS), the Manipulation School, and other systems-oriented approaches to studying translation”. Many other titles have been attributed to the DTS approach including those like “target-oriented, systemic, polysystem approach, manipulation group/school” only differing somehow in their point of focus. Hermans further presents the history of theories developed Levy and Popovic in the 60s when they advocated for the relational and contextual approaches to translation studies (1995:421-44). Seemingly, Hermans sees the 80s as the peak of the DTS approach because this is the period it was most useful to many research activities and the source of the many important publications of this era. In this period apparently, focus was placed primarily on “translated literature as part of a system, one of many interdependent elements.” The second point of focus was on translated writing as TT since works are more or less always written for a particular audience. Flotow (2001:2) further explains that, “the translator’s intentionality - his/her choices, judgements, motivations - needed to be included in the research, and as importantly, the relationship between source and target cultures required investigation”.

The application of the polystystems theory, “provided a useful framework not only for making the emerging discipline of translation studies academically acceptable but also for displaying what Hermans calls its radically innovative potential” (ibid). He claims there is a power that underlies the polystystems theory and literary and cultural life are seen as a continuous struggle for power between various groups of interest. This was later supported by André Lefevere through his works on poetics, patronage and ideology viewed as “systemic influences on translation, editing and rewriting”.

It is evident that, constraints and rules governing and shaping translation were studied in many contrastive cases leading to a contextualisation and historicisation of translated works. From his development of the DTS approach, Hermans engages in a deep study of the systems' approaches to the recurrent problems of translation studies. In the process, he finds Toury's "adequate Translation", (AT) as labour intensive and applicable only to short representative extracts of longer works. As a result, there is the question of objectivity in "deciding what is representative. However, he concludes that "the application of the model proved problematic with complex textual phenomena such as wordplay, allusion, irony and intertextuality".

Hermans (*idem*) further presents Lambert's work on "mass communication mapping" as "quite forward-looking" because it exposes "the complexity of contemporary international communication and pushes beyond binary (source-target) models, offering suggestions towards a sociocultural geography of language processing". This work brings out the importance of the individual translators, their corporeality, and their integration into the systems and processes of rewriting, publication, and ultimately, meaning-production. For Hermans, literature is a differentiated social system, under literary and translation norms, genre expectations and contextual communication situations. He presents views of other scholars such as Luhmann's view of social systems as systems of communication and the idea of translation as a functional system with a primary function of producing representations of past discourses across semiotic boundaries. Finally, he sees retranslations, marks of literal translation, mimetic translation, translators' prefaces, etc. as examples of the "translator's signature," and self-reflexive moments in translation. He discusses these criticisms but further argues the usefulness of other related approaches to translation studies such as the "postcolonial, cultural-materialist, and gender-based work that vigorously foreground the social, political and ideological contexts and effects of translation".

2.3 Types and Techniques of Translation

A technique, as defined by the *Cambridge Advanced Learners Dictionary*, is "a particular way of doing an activity which needs skill".

Changing spoken or written text content from one language into another is a complex task. This is the reason we have many techniques of translation today each responding to a particular need. These techniques include borrowing, calques, loan translations, transposition,

modulation, compensation, explicitation, etc. These and other translation techniques will be at the centre of this part of chapter two.

2.3.1 Semantic Translation

Semantics is a branch of linguistics that deals with meaning of a set of words. Semantic translation deals with the transmission of the message and its meaning as full as possible.

Newmark (1991:10-12) relates “semantic” to “communicative” translation. He opines that, any translation can be “more, or less semantic, more or less communicative - even a particular section or sentence can be treated more communicatively or less semantically.” They both aim at the “equivalent effect” that the translation offers. From this definition, we see the close link between sense and equivalence in achieving effective communication between people of different languages and cultures.

The Harrap's 21st Century Dictionary (2001) defines semantics as “the study of the differences and correlations between meanings of words”. To apply to translation, semantics or semantic translation demands that the different syntactic and semantic structures be respected in order to bring out meaning of the SM in the TM. Isolation of words is clearly discouraged here because context influences meaning and the surrounding words all help in giving meaning to a studied word. As a result, the translator should give priority to contextual meaning over simple words and/or dictionary meaning of these words. This is because a word might have a propositional meaning in the ST but have an expressive meaning in the TT. It is advisable for an in-depth analysis of the words to be considered in order not to transmit only the surface meaning but the denotative meaning of a text.

2.3.2 Transparent Translation

In analysing transparent and perfect translation, Tanifum (1996:372) quotes the “clear glass” and the “coloured glass” notions of Gogol and Rieve respectively to differentiate between translations that sound or read so original that a reader tends not to realise that the work is a translation on the one hand; and translations that read and sound like translations and cause the

reader to realise that the work is not original on the other hand. When a text does not respond to the “clear glass” notion, “... we are apt to say derogatively, that the text reads translation...”

He goes on to emphasise “...the translator has to consider content, language and semantic formation and decide exactly what value to attach to each in the translation process...” (ibid). Again, we are given the impression that the particular blend of content and form in the expression of the source language is very important, and if the form is more important, as is very often the case in creative writing, then the translator must consider language. He further adds that a certain value still has to be attached to the translation attempt.

2.3.3 Explication

Explication is the art of explaining socio-cultural references that are evident in the ST but not known to the TT audience. Vinay and Darbelnet (1958:9) define explication as the process which involves introducing implicit precisions of the ST in the TT, if only these precisions originate from the context or situation of the ST. For example, in the translation of Rule 98 of the Statute of the International Criminal Court, we notice that the French version is more of an explication than a rendering of the exact equivalence, due to the nature of the French language coupled with the fact that each language has its specificity especially in expressing a reality.

Example:

English	French
Rule 98 Trust Fund... (from the Statute of the International Criminal Court)	98. Fonds au profit des victimes... (extrait du Statut de la CPI)

In this case, we notice that the French version uses more than three words to render the English ‘Trust’ because the language has a different system from the English.

2.3.4 Compensation

This is a translation technique that makes up for the loss of a ST effect by recreating a similar effect in the TT through means that are specific to the TL and/or TT. Examples of the use of compensation are in the translation of puns. Nida and Taber (1969) prefer the introduction of

idioms in the TT as an ad hoc response to compensation in translation. They add, “what one must give up to communicate effectively, can however be compensated for, at least in part, by the introduction of fitting idioms”.

For example, in Mrs. Germaine AHIDJO’s biography, we have

French	English
<p>...L’Assemblée territoriale lui refuse les crédits nécessaires pour son déplacement. Elle retourne à Garoua, et c’est là-bas qu’elle fait connaissance d’Ahmadou Ahidjo, futur chef de l’Etat.</p>	<p>However, the territorial assembly refused to give her the necessary documents to travel. Faced with this refusal, Germaine returned to Garoua. It was there that she met with Ahmadou Ahidjo; future Head of State and President of the Republic who later gave her the status of the First Lady of Cameroon.</p>

In this example, we notice that the Translator compensates for cutting the sentences into many more parts than the ST has, by introducing another sentence that is not contained in the corresponding extract from the French text but which is contained elsewhere in the text. We easily understand that, the translator did not want to leave out the information which has not been transferred up to this point; and decided to place it where it will be relatively important.

Many other translation techniques have been used to translate this document but we do not aim to study all the translation techniques used in the translation of *Femmes d’Impact : Les 50 des Cinquantenaires*. Nevertheless, we believe the definition of some translation techniques is indispensable to the success of this study. In this light we will differentiate between direct and indirect techniques used in translation.

2.3.5 Direct Translation and Direct Translation Techniques

Direct translation is the translation which favours the use of a ST word in the TT without any changes. That is, the ST word is used in the TT in exactly the same way as it is used in the ST. Direct translation is more often used to make the translation vivid because sometimes, the ST word is more descriptive than the TT equivalent word. Style is another reason direct

translation is privileged over the use of equivalent terms (which sometimes do not even exist) in the TT. This is the case with the English rendition of the Orange advertisement for example:

French: C'est **sassayé**...

English: It's **sassayé**...

Another example is:

French: Le **personnel** administratif

English: The administrative **personnel**

Many other translation techniques are considered direct translation techniques but in this work, we will study the three main and most commonly used techniques, which are, borrowing, calques, and literal translation.

2.3.5.1 Borrowing

Borrowing, also known as loan translation is the direct transfer of the ST word into the TT without any translation (Vinay and Darbelnet 1958:47). The translator uses this kind of translation technique to bridge linguistic gaps between the languages concerned in the translation exercise. It is clear that this technique more or less betrays the translator's non mastery of the working languages and especially the TL. Notwithstanding, some borrowings have been used for so long that they have become part of the TL.

For example:

Raison d'être (meaning origin or significance)

Chef (cook in an eatery especially in classy restaurants)

Chiffre d'affaire (turn over)

Chargé d'affaire/chargé culturel, etc.

Rapprochement (relating)

Rassembleur

Most often, borrowing occurs when the TL does not have an equivalent term for the SL word. Sometimes though, the TL equivalent would be longer than the SL term and entails

explicitations that could be avoided by simply transferring the SL into the TT since it is understood by the TA.

There are two main types of borrowing: integrated and unintegrated borrowing. Both entail the direct transfer of the SL expression into the TL text but they differ in that, integrated borrowing involves official acceptance and recognition while unintegrated borrowing uses expressions that are unofficial and unrecognised in the TL but which are used for communicative reasons.

To this category adds the loan blend which is a mixture of the parts of words to form one word. For example,

Spanglish is a form built from Spanish + English

Camfranglais is built from Camerounisme + Français + Anglais

2.3.5.2 Calque

The word ‘calque’ originated from the Italian word ‘calcare’ meaning ‘to press’ or ‘to trample’ etc. The French transformed it into ‘calquer’ meaning ‘to imitate’ or ‘to trace, to copy’.

According to Vinay and Darbelnet (1958: 47-48), a calque is a part of borrowing that is sometimes known as loan translation. It is the reproduction of the structural frame of the SL in the TL. For example, the word itself, ‘calque’ is a borrowed word from the French ‘calquer’ (meaning “to trace a design”). Calques often result from the practice of translation but they are not very recommended.

The online *The American Heritage Dictionary of English Language* (May 5 201, 8:16 p m) defines it as “a borrowing by which a specialised meaning of a word or phrase in one language is transferred to another by a literal translation of each of the individual elements”. It is no doubt this is a clear kind of literal translation seeing that all aspects of the word are maintained from the ST into the TT even if they have different meanings.

For example,

Formation (French) - Formation (English)

Caisse (French) – Cashier (English)

In French, **‘formation’** refers to ‘training’ while ‘formation’ in English as the *Cambridge Advanced Learner’s Dictionary* puts it, is ‘the way something is naturally made or the way it has been arranged’. But in a linguistically unstable society like Cameroon, these words are used interchangeably.

2.3.5.3 Literal Translation

Literal translation, according to Vinay and Darbelnet (1958:48-49), is a ‘word-for-word translation’. However, Newmark (1982:137) sees it from a different lens and to him, literal translation is primary translation since it is a form bound translation which does not consider the context. This kind of translation follows closely from the ST and does little to change in the TT.

Examples of such translations include:

Secrétaire général (French) - Secretary General (English)

Directeur général (French) – Director General (English)

Ministre délégué (French) – Minister Delegate (English)

From these examples, we easily notice the French pattern closely followed by the English translations – noun before adjective - whereas in English, the adjective that qualifies the noun appears before the noun it qualifies.

2.3.6 Indirect or Free Translation Techniques

Unlike direct or bound translation techniques, free translation techniques or indirect translation occurs when a text (TT) modifies the rendition of the message either by addition, subtraction or changing the original information or its form. In other words, the TT might either be longer or shorter than the ST, might carry a different format and if the translator is not careful, the meaning is often distorted in the process. However, with this type of translation technique, content is manipulated through style and sometimes, meaning is either lost or over gained so much so that translation loses its main function and the issue of infidelity in translation becomes alarming. This is the case with the following indirect translation techniques.

2.3.6.1 Adaptation

Adaptation is defined by Vinay and Darbelnet (1958:52-53) as a kind of cultural translation, changing of something to suit its new purpose, different from the other (original) purpose or situation. An example proposed by Vinay and Darbelnet (ibid) is the notion of the English game ‘cricket’.

Cricket (English) – Cyclisme (French)

This French rendition is the way a similar sport is experienced in the French culture. So the equivalence and/or similar game is known by another name in the TL.

Adaptation is often resorted to when the notion expressed in the SC does not exist in the TC. It is then used to give the local taste to the TT from the ST. Adaptation is the substitution of meaning on the basis of the current reality in the TT which does not exist in the ST.

Savoury (1968) argues that in the case of a Bible translation, for example, the translator would have to translate the word ‘Lamb’ into the animal in the TL culture that is associated with gentleness and kindness like ‘Christ the Lamb’. The alternative here is to translate ‘lamb’ into the notion in the TL culture that has the same qualities as a lamb, be it a goat or any other animal. The advantage herein is that, the TL culture gets a clear picture and understanding of what the ST expresses but through their own (the TL culture) culture. He demonstrates this view with the example of a proverb

“Ne choisit pas qui emprunt...” (French)

“Beggars can’t be choosers...” (English)

From this example, it is clear that every culture has their way of expressing a given reality. In another language, the “beggar” or “chooser” can be substituted for some other word like “child” or “the receiver” to say:

“A child” or “the receiver” never complains about what they receive.

Other scholars have analysed adaptation from many angles such as that of complete adaptation which arises from a situation where the translator finds the close or complete translation ‘incomprehensible’ or ‘unacceptable’ by the TA. When faced with such a situation thus, the translator substitutes the reality of the ST with that of the TT but which is close or

similar in nature. We deduce from these definitions that adaptation primarily seeks to help the translator use a different approach to express in the TT the same idea contained in the ST.

2.3.6.2 Modulation

To modulate is to modify to suit the receiver. Vinay and Darbelnet (1958:51) detect there is modulation when there is ‘a variation in the message’, obtained through a change of view. To modulate means to vary words from the ST to the TT in order to suit its new situation/context. It is also done by changing terms and/or parts of the text.

For example: I am alright (English)

Je suis en forme (French)

In this example, the French ‘en forme’ translates the English ‘alright’. Fortunately, no matter what change of view occurs, the message goes through and the meaning remains the same.

2.3.6.3 The Notion of Equivalence

In translation, equivalence is a form of indirect translation where the SL text and its TL equivalent text express the same idea and transmit the same message but using completely different resources.

Vinay and Darbelnet (1958) present equivalence as the technique “that renders the same situation as in the original but with recourse to an entirely different style”.

An example is: Filer à l’anglaise (French)

Take a French leave (English)

To Catford, (1965:20) equivalence is the “replacement of the textual material of one language (SL) by equivalent textual material in another language (TL)”. Clearly, in this kind of translation, the translator studies the activity or reality in the ST from the dimension of equivalence.

Studying the translations found in *Femmes d'Impact : Les 50 des Cinquantenaires*, equivalence is one of the most commonly used translation techniques. Used in almost all its forms – functional equivalence, linguistic equivalence, shifts, etc. this technique is apparently the most successful of all the translation techniques used in translating this document.

2.3.6.4 Transposition

Transposing entails the changing of a word or an expression from one role (verb, noun, adjective, etc) to another. It means exchanging positions between terms in the ST and the TT so as to make meaning clearer. As Vinay and Darbelnet (1958) define it, it means the replacement of a part of a message (sentence) by another without changing the meaning.

For example, **She is coming** soon (English)

Son arrivée est proche (French)

‘**She is coming**’ is a verb phrase while ‘**son arrivée**’ is a noun phrase but both convey the same meaning.

In this connection, Nida (1964) refers to this translation technique as a “switch” where only the surface structure of the message is changed without altering the meaning. It thus helps the translator solve the problems faced in the process without sacrificing meaning. Nida undoubtedly supports the use of this technique which only changes the irrelevant part of the message, the surface structure.

2.3.6.5 Stylistic Translation

Stylistics is the study of style – features of a particular group of individual language. Stylistic translation thus involves the physical appearance of a text translated from a SL. In other words, this kind of translation looks at how the TT maintains or changes the ST. Style being an essential aspect and tool of communication, it definitely becomes a non negligible factor in translation also seen as a tool of communication.

2.3.6.6 Over Translation

This is a kind of translation which occurs when the translator takes upon himself/herself to add important or unimportant details, explanations and descriptions that are not originally found in the ST. This results in the TT looking more like a new text than a translation.

For Example: Ecole publique de Deido (French)

Government Bilingual Primary School Deido Douala (English)

In this example, 'bilingual' and 'Deido' have been added due to the translator's additional knowledge of the 'école publique' in question and what its specialisations are. There has been more precision than necessary or than contained in the ST. The precision here can also be helpful for enlightenment but it was not specified in the ST, thus making it an over load because it makes the TT longer than the ST. The translator is allowed to do over translation due to his/her freedom of choice as long as it does not affect the original message and the place of the author. It is worth recalling here that there are limits to this freedom which may destroy the original intention of the author, if the technique is over used. This could also lead to the text looking as an original instead of the translated text it is supposed to be. The original text and author lose credibility because the TT might appear as an independent text, thus falsifying the use of translation.

This kind of translation is visible in the translations of "*Femmes d'Impact : les 50 des Cinquantenaires*" because when we look at the English versions of the biographies, we realise that there are complete patches of texts that come in the ET but not found in the FT.

2.3.6.7 Under Translation

This is a translation technique which is the direct opposite of over translation. With this technique, the translator over summarises the ST and in the process foregoes some useful or unuseful information contained in the ST. This technique leaves the TA with a feeling of being cheated because the TT has not transferred exactly what the ST says. Such a translation is not considered proper and it is called partial translation. For example:

On prend notre petit déjeuner chaque matin à 8 heures (French)

We take breakfast in the morning (English)

The English version has left out a very important element contained in the ST. Morning is vague and gives no precision of the time and frequency of the act. The reader of this TT will be lost because they lack information as to what time, and how often the speaker takes breakfast.

2.4 Language Contact Phenomena

Language contact is the co-existence of different languages. It concerns the changes that result from one language being influenced by another. This influence comes as a result of the speakers of any given language always being in contact with speakers of one or more other languages, for reasons like communication, commerce, schooling or simply interactions. Due to this continuous contact, speakers of one language deliberately or unconsciously introduce new features of one language into another for communicative or prestigious reasons. In Cameroon, the influence mostly occurs on the English language from the French language and mildly from Pidgin English. Language contact often results in notions like interference, diglossia or multiglossia, and code switching.

Kouega (2005:1207) studies this reality in his paper on the effects of French on English in Cameroon and he concludes that:

...loan translation terms, which are literal translations into English of French words, tend to be used in three major contexts: when a cultural gap is observed and needs filling, when similarity in structure and etymology misleads users, who end up taking a false friend for a standard word, and when users decide to communicate in a way that is comprehensible to both Anglophone and Francophone interlocutors.

He further explains that the present English in Cameroon, which is different from other ‘Englishes’, is a result of the cohabitation of the two languages.

It is clear that both languages have significant effects on each other with the English language being more affected and in many cases this results in translations that are semantically and lexically wrong but easily understood by the communicating public.

Bilola (2003:120) studies the effects of the French language on the English language in Cameroon and decides that the demographic weight of the French-speaking population and “the

real or apparent proximity of France in contrast to the real or apparent remoteness of Great Britain” are the main reasons the English language is gradually being decultured and the term ‘frenchisation’ is quite suitable to describe the current English language reality of Cameroon. ‘Frenchisation’ is manifested by the use of “French lexemes, acronyms, female first names with French suffixes, French terms in Cameroon administration, and French professional forms of address”.

For example, in letter-writing, the French format of address is followed when the addressee says:

“Dear Mr. Coordinator” which is more French-like from ‘M. le cordonateur’ instead of “Dear Coordinator” as is naturally said in English.

2.4.1 Interference

In translation, interference comes from language contact and it is recognised through the use of linguistic features of a language (SL) in another language (TL). Interference results from one language affecting another in pronunciation, spelling and meaning. Just as code switching, it involves one or more languages and the effects can be as insignificant as they can be far reaching. These effects are felt at the following levels:

2.4.1.1 Cultural Interference

Here, the cultural equivalence of the ST is used in the TT. That is, the translator uses especially cultural forms and units of the ST in the TT. In translation, interference is either deliberate or unconscious because of the continuous contact of languages resulting to the use of phonetic, phonological and grammatical rules of the ST in the TT. Sometimes it is because the ST notion or term does not exist in the TT culture. For example, the question form of English has consequently transformed into another form and now it is neither direct nor indirect questioning that is used:

Tu as faim? - Tu pars?

You are hungry? - You are going?

Even the form of addressing officials gets affected as in

Dear Mr. Minister Delegate,

Mr. Managing Director

2.4.1.2 Lexical Interference

When languages are frequently in contact, there is bound to be lexical interference of one language in another. This happens when a translator does not know the meaning of the ST item and resorts to word-for-word translation. In most cases, if not all, meaning is altered or destroyed to save words. For example:

Sensibilisation (French) - Sensibilisation (for sensitisation),
Avant-garde (French) - avant-garde (for preface or foreword as the need arises),
Formation (French) - Formation (for training),
Fanatisme (French) - Fanatism (for Fanaticism)
Convoquer (French) – Convoke (for summon)

Kouega (2005) also studies this kind of interference in his “Effects of French on English L2 in Cameroon” from which he draws some interference which he calls loan translation. These words are used directly in English without any change even though they have their English equivalent.

Examples: Demande d’explication (for query)
Bordereau (for mail enclosure slip)
Greffier (for court clerk)
Concours (for competitive examination)

2.4.1.3 Phonological Interference

Phonology is the study of speech sounds in English generally or those of any other language. Phonological interference occurs when features of one language like stress pattern, intonation and sounds are used in another language. In translation, these features (of the ST) are used and are visible in the TT. For example, the words with ‘H’ followed by vowel tend to be pronounced in a different way by the French-speaking Cameroonians from the English-speaking Cameroonians:

'Hospital' tends to be pronounced in the French style with an un-aspirated 'h' by the French-speaking Cameroonians.

Same goes for the French **'haricot'** which English speakers pronounce with an aspirated 'h' and which is not the natural pronunciation in French.

2.4.2 Code Switching

Code switching is the back and forth changing between language varieties, specifically in conversation. Code switches often occur depending on the communicators and the function of their conversation.

Jakobson (1963:95) defines it as the situation where two communicating bilinguals understand two or more languages and switch back and forth as they communicate. Here, the communicators both understand each other's L1 and can move in and out of the language to communicate.

For example:

S1 - Je lui disais que je ne pourrais y arriver que demain

S2 – Mais si t'en avais lui expliqué, il aurait understood that you were busy

S1 – We discussed all the details about my absence but he wouldn't understand

From these examples, we notice that both speakers understand and speak English and French and comfortably move in and out of one language into another.

Myers-Scotton (1993:3) defines code switching as “the selection by bilinguals or multilinguals of forms from an embedded variety (or varieties) in utterances of a mixed variety during the same conversation and Winford identifies two levels of code switching being inter-sentential and intra-sentential, as we notice from the examples above.

2.4.3 Bilingualism

A bilingual person is “one whose linguistic ability in two (or more) languages is similar to that of a native speaker” (www.BookRags.com June 02 2011).

Myers-Scotton (2002:30) defines bilingualism as a situation where “monolingual speakers are put into an environment that prompts them to learn another language”.

Cameroon is a bilingual country in the sense that it has two official languages (English and French). It is clear that the above definition of a bilingual person is applicable to Cameroon because, despite the reality that Cameroonians are not bilingual or at least a larger population is mono lingual, many Cameroonians are found in environments that prompt them to learn the second language. This is another reason they are not bilingual as concerns the official languages of communication but are multilingual when it comes to local languages. If bilingualism were effective in Cameroon, there would be no need for the services of translators. Translation becomes indispensable because the consumers of works are not bilingual. However, people who minimise the importance of translators and who think they are bilingual enough to translate texts; they tend to make translation ridiculous because of the laughable renditions we find on public documents. So far, one can readily conclude that the concept of bilingualism in Cameroon is responsible for the many translation setbacks recorded in the profession.

2.4.4 Multilingualism

Multilingualism is the term that best describes Cameroon's linguistic nature because it denotes the co-existence of more than two languages in a society. Multilingualism refers to the existence of two or more languages in a given society or text to be translated. Cameroon counts more than 250 local languages and two official languages existing side-by-side. This aspect of bilingual or multilingual societies poses a number of political, social and educational problems like: in what languages to deliver education, at what levels what language (s) should be used, what languages should be accepted in publishing and broadcasting, in what languages to write laws, what language (s) should be accepted in court proceedings.

Naturally, a difference in opinion regarding the aforementioned issues, leads to a language conflict which is also obvious in Cameroon's linguistic nature. Many think that since the country's population is made up of 80% to 20% (for French-speaking and English-speaking Cameroonians respectively) inhabitants, French should be more privileged than English. This is obviously the reason why public documents, billboards, placards, etc. carry French titles in uppercase and English titles in lowercase. Sometimes, the French version of a document is given a more strategic position in a newspaper, billboard, or file than the English title, etc. One can easily conclude that it is the cause of the country not achieving complete bilingualism since independence in the 60s.

Again, the problems relating to language choice do not apply to Cameroon because after Reunification in 1961, the 1972 Constitution stipulates that all official documents appear in both English and French. As for education, the main languages of instruction are English and French but, at the primary levels, the various regions use their respective language, either English or French as the case applies. At the tertiary level however, the language of instruction is French as almost all the higher institutions are found in the French-speaking regions. There is thus a great imbalance which results in the disregard of the stipulations of the Constitution.

Also, due to the cultural diversity of the country men, unto the existing over 250 distinct home languages (Breton & Fohtung 1991: 11) local languages are added two others: Pidgin English and Camfranglais used in communication. As a result of too much language contact, there is frequent code switching, borrowing and calquing, etc.

Studying the origin and use of Camfranglais in Cameroon, Halliday (1978) ascribes the origin of the sociolect to the quest by the modern urban Cameroonian youth's for a different identity from the older generation. He further explains the use of this language as:

The linguistic strategies preferably applied in this lexical manipulation, i.e. phonological truncation, morphological hybridisation, hyperbolic and dysphemistic extensions, reflect the provocative attitude of its speakers and their jocular disrespect of linguistic norms and purity, clearly revealing its function as an anti-language...

Still in this line of thought, Kiessling (2004:1) quotes Castells' assertion on the use of the sociolect and claims that its creation:

...represents the appropriation of an imported language, French, under strong pressure of an exoglossic language policy which excludes the majority of the population from national discourse and upward social mobility" ... Being born as an antilanguage, Camfranglais seems to be growing into an icon of the emerging new "project identity" (Castells 1997) of modern Cameroonian urbanity.

2.5 Related Literature

This part of chapter two discusses the literature that has been written in relation to the appraisal of translation generally and the lexical and semantic approaches in particular.

Leno (1991), analysing the sentence structures in his work titled “A Study of Sentence Structures in the Translation of Literary Texts: The Case of Francis BEBEY’s *Le Fils d’Agatha MOUDIO* and *Agatha MOUDIO’s Son*”, brings out the similarities between the sentence types of the French text and of the English text. As he studies parts of sentence translation like modulation, he concludes that a sentence is not necessarily translated by its replacement of another. This is a successful dissertation on the use of modulation but the use of under translation, over translation, and transposition are not analysed in detail like the use of transposition. It is worth pointing out here that this work is similar to our write-up in that, we are both dealing with an appraisal of the English version of French literary works. The difference, however, is that, while Leno analyses the translation of *Le Fils d’Agathe Moudio*, we are analysing the translation of *Femmes d’Impact: Les 50 des Cinquantenaires*. Moreover, Leno’s analysis is done on the sentence structure whereas ours is on the lexical semantic aspects of the English text.

Ze (1991) also, in his “An Appraisal of the Translation of Césaire’s *Cahier d’un Retour au Pays Natal* into English”, does a comparative and contrastive analysis of the two versions of the novel. He sets to find out the success of the translations. In his findings, he realises that *The Return to My Native Land* is neither a free adaptation of Césaire’s piece, nor is it completely a literal translation. The main similarity shared between Ze’s work and ours is that, we both are appraising translations of literary works into English. Nevertheless, while he undertakes a general comparative and contrastive task, we are evaluating the extent to which the word choice of the English version of the French text brings out meaning clearly.

Jaire (2003) sees dictionaries as very important translation tools in the research topic “Traduction, Traducteurs et Ouvrages Lexicographiques” but decries their lack of precision on right equivalents, synonyms and collocations. The research proposes that lexicographers consult translators (since they have personal and specialised knowledge) when creating their lexical tools because this is one sure way of reducing flaws; also the researcher recommends that translation schools emphasise on teaching translation techniques and provide information facilities like newspapers, books, internet, etc. to the students. The research does not fail to underscore that,

the success of a good translator also depends on personal efforts and general knowledge. This work is similar to the dissertation under progress in its domain of study which is the analysis of the success of lexical tools in the production of sensible translation. Our work is different in that we are studying the English reproduction of a different corpus.

In her work titled “Some Semantic Weaknesses of Translated Texts: A Case Study of Ferdinand Oyono’s *Une Vie de Boy* Translated as *Houseboy*, Foleoc (2004) studies the semantics of the translations in the novel *Une Vie de Boy* and her findings point out that Reed respected the double political and social contents of the novel because the colonial practices found in the ST are transferred in the TT. Foleoc’s work relates to ours in its analysis of two versions of the same text from a semantic perspective. However, while she focuses on the novel and compares the sense contained in the English text in relation to the French original version, we are concerned with the word-choice in the English version of *Femmes d’Impact : Les 50 des Cinquantenaires* and its impact on the meaning.

Etchu (2005) looks at the French-English Translation of excerpts of President Paul Biya’s Youth Day speeches and questions the intelligibility of the English translations of these speeches. He posits that these translations gave priority to idiom of the TL instead of the communication purpose. He finds out that lexical simplification does effectively widen consumption of translation products easing overall communication. He decides finally that the messages are not understood by the youths for whom they are intended and proposes further research on intralingual translation of political speeches. Concerning this work, we have a similar task of analysing the English translations of documents but while we focus on *Femmes d’Impact : Les 50 des Cinquantenaires*, Etchu looks mainly at the translations of President Paul Biya’s Youth Day speeches.

Evaluating the shifts in meaning in *Mission to Kala*, the English translation of Mongo Beti’s *Mission Terminee*, Ngeh (2005) builds her study around the hypothesis that meaning is adequately rendered because the book contained more positive than negative shifts. The research proves that if a translator critic must pass judgement objectively on any translated literary work, s/he must take into consideration the initial strategic decisions taken by the translator of the work in question. This work is similar to our work in that, its analysis touches on the meaning

contained in the English version of a literary work originally written in French, but the difference lies in that it centres on a particular translation technique - shifts. We are not dealing with any particular translation technique or procedure.

Tanze's (2006) "Translation and the Development of National Languages" studies especially the case of the Gbaya language. He opines that translation is not only a tool of communication but also a means to develop languages involved in the translation act. He claims that, now the Gbaya language has a stable alphabet and writing system, and a developed vocabulary thanks to translation. We relate to this work through its involvement in the effect of translation in the amelioration of languages, which is an underlying element of our analysis. It is also different from our work because it focuses on the development of national languages while we are analysing the meaning of an English version of an original French text and how it is affected or not by the word choice of the translator.

Nteh (2006) sets out to examine language problems in the translation of Jesus' parables into Pidgin English and the findings reveal that conjunctions are used in every long sentence and that lexically, Pidgin English has a restricted vocabulary, that close linguistic ties between English language and Pidgin English result in deceptive cognates and interferences in the translation exercise. He strongly advises that a translator overcome all these difficulties so as to facilitate movement in and out of these languages. Nteh's work is similar to our work in their focus on language problems in the translation of texts but different in that, while he studies the translation of biblical parables into Pidgin English, we study the translation from French into English of a secular text.

Tchounda (2006) studies the translation of "Camerooniansisms". She sets the goal of studying the multilingual nature of translated documents and the theoretical gaps in the translation of texts written in mixed languages. Focus is laid on "Camerooniansisms" and the difficulties in analysing them. Her research leads to the findings that major challenges are comprehension and reconstruction of text linguistic richness. She also suggests the use of translation procedures like literal translation, borrowing and calques. In this work, we find a major similarity in the fact that Tchounda is concerned with the possible difficulties encountered in the course of translating a text written in many languages and we both work on the solutions to such problems. Our work, however, differs from hers because while we are concerned with the

lexical and semantic aspects of communication, she is concerned with neologisms and the manner of rendition in the TT.

Ntamack (2007) analyses the ads of Guinness based on the criteria of theorists of advertising translation. She looks at the important aspects of efficiency in advertising translation especially the idiomatic components such as functional and metric equivalence. Her findings reveal that translated ads of Guinness S.A do not comply with the aspects in most cases. She advises recruitment of professional translators for such tasks. One main similar point between Ntamack's work and ours is that, both works analyse the meaning of the TT comparing the original message to the derived message after translating. But the main difference between the works is that she tackles advertising translation of Guinness ads while we tackle semantic success of the English version of *Femmes d'Impact : Les 50 des Cinquantenaires* with focus on the lexical items used by the translator that do or do not effectively transfer the message of the author.

Formulong (2007) studies the syntactic-semantic ellipsis in political speeches. Using the case of the PR of Cameroon, he encounters the problem of what method to use and the quality of the translated speeches of the period between 1982 and 2002. Using House's (1977) mode of analysis to carry out the studies and comparison of the corpora, the study proves these translations are adequate from the point of view of syntactic semantic ellipsis. The major similarity we note between Formulong's research and ours is that both are concerned with semantics in translation. On the contrary, while we are dealing with a lexical-semantic analysis of a literary document, he is concerned with syntactic-semantic ellipses in political speeches in Cameroon with the case study of the PR's speeches.

Nem (2007) studies stylistics in the translations of Senouvo Agbota Zinzou's "*On joue la comédie*" and also looks at the problems arising from translating modern African drama. Analysing excerpts of the book, focusing on neologisms, parody, irony, wordplay, etc. she discovers that understanding the purpose of the aesthetic devices used in Zinzou's play is essential for translation. The main similarity shared between Nem's work and our work is that we are both studying the translations of literary works but the difference comes in the point where Nem discusses stylistics whereas we discuss lexical semantics of the English version of *Femmes d'Impact : Les 50 des Cinquantenaires*.

Etonde (2007) evaluates corporate translations with focus on CAMTEL and she discovers the major difficulties faced by CT translators who are seen to be non professional, is at the grammatical level where there were spelling and lexical errors because they used appropriate terminology but lacked good language. She proposes CT hire professional translators and proofreaders. Etonde's work can be likened to our current dissertation in the case where we both are studying the translated versions of important texts touching on lexical items; but while our work tackles the main problems faced by a reader to understand the English version of *Femmes d'Impact : Les 50 des Cinquantenaires*, resulting from wrong or inappropriate word choice, she is concerned with grammatical and lexical errors contained in the translation.

Mokom (2007) undertakes a comparative study of the two English translations of Camara Laye's *Enfant Noir*. With the objective of comparing the two translations and finding out whether or not retranslation necessarily improved the first translation, she adopts the corpus based method, extracts and compares material from the corpus. She concludes that retranslation greatly ameliorates other translations. This work is similar to our present research in that, both studies analyse the translation of a literary work from French into English but the major difference between these two works lies in the fact that they concern two different corpora. Furthermore, Mokom's work centres on the advantages of retranslation while we are discussing the weaknesses of the translator's word choice in transferring the author's message.

In "The Translation of Adverts from French into English in Cameroon: A Semantic Approach", Litu (2009) analyses the meaning brought out in the English versions of adverts. She studies the causes of poor translation of adverts and proposes solutions to the problems. From her findings, we learn that the translator (s) of the adverts into English tend (s) not to respect rules of translation regarding purpose and content. This work relates to ours through the semantic approach of Litu's analysis which is a similar case with our research but we are concerned with different documents and slightly different approaches because while her studies is mainly founded on semantics, we are studying lexical-semantics in the translation of a document from French into English.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter centres on the methodology used in this study. We first discuss the methodology beginning from the observation, library research, random interviews, method of data collection and the method of data analysis. The second part underscores the main theory of data analysis, which is the socio-cultural theory developed by Susan Bassnett.

3.1 Research Design

Research for this dissertation was done in two ways. We used both the quantitative and qualitative methods. For the quantitative method, we presented data in numerical form, which involves data analysis using statistical techniques. Qualitative methods include evaluations, observations and content analysis. In the quantitative method, we conducted two interviews – one on 30 visitors of the park on their assessment of the English found on the biographies; and the second on IRONDEL on the purpose of the document, its function and the manner in which the translation was done.

3.2 Data Collection, Procedure and Instruments

During this write-up, we went through much written electronic and hard copy material to access the information directly or indirectly concerning this dissertation. Consequently, we selected texts that reflect aspects of the linguistic nature of Cameroon which also helped us determine the Translator's difficulty and probably, share in their experience. We further consulted many texts including periodicals, annals, the internet research, etc., interviewed 30 people visiting the park for the caricatures and the biographies of the women, and interviewed IRONDEL.

3.2.1 Library Research

In every research work, the library remains an indispensable source of information on and around the issue under study. It is a source rich in literary works like books, articles, journals, reviews, etc. that direct the researcher's investigation and orient their thinking patterns. Because library material accounts for the broadening of the researcher's reasoning scope through the experience and positions of various scholars found therein, we used this as our primary source of information on the research topic.

It is no doubt much has been done over the years concerning the practice of translation in Cameroon, many translations have been appraised, the use of English language in Cameroon and the influence of the French language on the English language have also been looked into by scholars like Atechi, Kouega, Bobda, Mbangana, etc. as two existing languages in one society. In order to avoid a repetition of what has been done and to widen the scope of translation being affected by poor language acquisition (also due to the language interaction), the researcher read published and unpublished literature on various aspects of language affected translations observed in public life.

This research was carried out in many public and private libraries, language centers and university libraries and from this, we got to consult many newspapers, journals, magazines, advertisements, public (official) speeches made by top ranking officials of the government, random texts translated from French into English, etc. Our choice was also driven by the fact that most of these works reveal the weaknesses of translation from French into English in Cameroon. Thus, this constituted the backbone of the identification of the research problem and the formulation of the research questions.

3.2.2 Observation

Following a keen observation on the English renditions of documents written originally in French, the researcher decided the document of *Femmes d'Impact : Les 50 des Cinquantenaires* deserved some scrutiny. This observation was done randomly in many occasions. The decision to analyse the document under study was taken on a visit to the *Bois Saint Anastasie* amusement park, where the researcher saw exactly the same case as observed in many fliers, magazines, journals, etc. concerning English translation of French documents. We then proceeded to count how many biographies were faultless and discovered that out of the 50 biographies, a few were better off than the rest. We also compared the message

contained in the two versions and saw that there was a difference in content between the two versions of the same text. This resulted in our decision to analyse the choice of words used in the English text to bring out the meaning of the French text.

Attention was directed at finding the writer (s) of the biographies and the corresponding translator (s) so as to understand better who did what. Consequently, we contacted the NGO IRONDEL that was in charge of the celebrations and the creation of these biographies. We were told the document was written and translated by a team called the Scientific Committee made up of both English-speaking and French-speaking Cameroonians. Hence, we named this committee the Translator and adopted the systematic observation method because we had a particular text in hand and needed information directly or indirectly related to it.

Finally, the data for this dissertation was gotten from the *Femmes d'Impact : Les 50 des Cinquantenaires* book created and published by IRONDEL in 2010, from where we obtained the book. We then retyped the information into a machine from where we carried out our analysis. The percentages were worked out from the number of occurrences for each faulty translation technique picked out. These percentages were presented on a table to determine the most frequent kind encountered during our study. A section further titled discussion of findings elaborated on the observations and conclusions drawn from the findings and derived percentages.

3.2.3 Interviews

As for interviews, there were two unrecorded interviews. The first interview was made up of random questions directed at the visitors of the amusement park. It was a direct questioning of the visitors of the park on their assessment of the artistic work and then the linguistic contents. The responses were taken down in notes and relevant material was later selected depending on whether the informant was English-speaking or French-speaking. This was because we considered an English-speaking learned Cameroonian to understand the trends of the language better than a French-speaking Cameroonian.

However, we realised that some of the informants were not learned enough to understand the system of translation. Our interviews were not only limited to the visitors of the park but we extended to outside informants that had come in contact with the document or the problems plaguing the translation of French documents into English in Cameroon.

The second interview was conducted at the office of IRONDEL at Cité Verte where we got all the necessary information needed for this work. Worthy of note is the fact that the researcher requested recording of the interview and was turned down by the NGO staff. Nevertheless, the researcher did not give room for speculation or suspicion but made the conversations free and spontaneous.

3.2.4 The Internet

So far, the internet remains one of the easiest and fastest means of accessing information. This tool contains all sorts of information on everything and in every domain that if not chosen wisely, can mislead a researcher during a research endeavour. Thus, with the knowledge of the authentic sites, one could get the best and most updated information by the minute. Through the internet, we consulted many websites from which we got to read many journals, reviews, periodicals, electronic books, that edified our understanding of the subject under study.

3.3 Presentation of Data

The document we are studying is a collection of 50 biographies belonging to 50 women chosen to be celebrated alongside three main events marking the evolution of Cameroon's history from the 50s to 2010: the International Women's Day (March 2010), Cameroon's 50th Anniversary celebrations of its Independence and Reunification (May and 2010), and the artistic event of the Yaoundé Humour and Caricature Festival (Festival des humours et caricatures de Yaoundé - FESCARHY of July 2010).

This study concerns all 50 biographies found in the document. These women come from different backgrounds, impacting Cameroon in domains like law, sports, academic excellence, literary works, artistic works, administration, etc. The women have promoted the country's image in many ways through their exploits, and being outstanding in their every performance. In order to balance the selection, women were picked from every region of the country and the 200 women originally planned were reduced to 50, to symbolise the events. Amongst them, we have women like the three First Ladies of Cameroon (Germaine Ahidjo, Irene Biya and Chantal Biya), Dorothy Njeuma, Anne Marie Ndzié, Sarah

Etonge, Françoise Mbango, Judge Asu Agbor, Isabelle Bassong, Denise Epote, Josepha Mua, Gwendoline Burnley, Julienne Keutcha, Esther Dang, etc.

This research analyses the use of words by the translator in translating the *Femmes d'Impact: Les 50 des Cinquantenaires* from French into English. Moreover, it was the researcher's intention to contact the translators of the text in order to better understand their choice of words but the idea was readily brushed off because the organisation in charge of the document would not mention names of translators and betray their confidence. Access to the translators of the document was not possible which is why we contented our research on the document we had access to. No questionnaire was established in this research due to the difficulty in getting in touch with the translator (s) or the author (s) of the text we are analysing. Therefore, the book was used as a last resort in order to get the data we later analysed.

3.4 Method of Data Analysis

After the collection of data through the various instruments outlined above (library and written works, interviews and personal observation), we took a critical look at the faulty expressions and techniques observed in these English version of the French equivalent texts. The analysis focused on the English renditions of the biographies of the caricatured women used to celebrate the three events mentioned above.

The audience which we also call public in this study, is the Cameroon English-speaking public especially those who live in Yaoundé because the park is situated in the City, and we extended this public as far as the stretch of Cameroon for, Yaoundé can be visited by anybody and so can the park.

Each French phrase of the biographies was compared with its matching English phrase and the English renditions were commented on and corrected. These included some problematic words without equivalents in the TL culture, and the strategy used to translate such words was noted and discussed. The French structure of the text was also compared to the English structure and in the case of a difference, a possible reason was sought for to validate our hypotheses.

As concerns the analysis of the data collected, we used a descriptive statistical method whereby we worked out the percentages of various translation problems encountered from the number of their occurrences in the English version of *Femmes d'Impact: Les 50 des Cinquantenaires*.

In the following chapter, we group the translation problems encountered, identify the error types and then propose translations to the English versions that have not completely transferred the message of the author. After grouping these problems, we therefore work out the percentages and then discuss the findings from the percentages.

3.5 Theoretical Framework

Many scholars debating on the most suitable theory of translation studies have proposed one theory or another as the best. Some have preferred the analysis of translation basing on the importance of words in a text; others have proposed translation units such as the phrase, sentence, text, etc. Others still have defended the use of the receiver's point of view as the angle from which to analyse translation. Translation theories have also been attached to historical periods as in the post colonial translation studies. These debates have enlightened critics on the complexity of translation analysis.

Our research, however, adopts the socio cultural theory of translation developed by Susan Bassnett and André Lefevere (1990:8) where they strongly advocate the consideration of linguistic, cultural, social and historical contexts in the analysis of any literary translation. They argue that, for any translation act to be apt and successful in the transfer of meaning, the translator must understand and consider the cultural and historical context of the audiences (SA and TA) involved. Evoking the 'cultural turn in translation studies', they defend the cultural aspect against the word or text as the operational translation unit. This is because it was realised that the greater part of the practice was edified by the cultural turn and Bassnett later showed in 1998 that translation studies closely connects to cultural studies. This approach together with the introduction of postcolonial studies in literature in recent years has given way to the cultural turn in translation studies and has consequently become increasingly intercultural or multicultural.

This approach is no doubt apt in our research in that, a document as multilingual and multicultural as *Femmes d'Impact: Les 50 des Cinquantenaires* requires that the translator understand and apply all contextual aspects pertaining to the English culture. We believe that if the translator of the English text understood and applied the linguistic, social, historical and cultural contexts of the English system, the text would be flawless or less faulty. For this text to achieve a success, the English version must respect the idioms, syntax,

grammar, etc. of the English language. We notice that the English version was void of these cultural considerations and meaning was severed, untransferred or misplaced.

In other words, Bassnett and Lefevere (1990) state that a good translation must consider the historical and cultural contexts of the SA as well as of the TA; must also simplify the differences between these two cultures. However, the issue of context brings about a lot of difficulties in translating because in many cases, there is often more than just two cultures and the translator might not be able to understand all the cultures involved in the translation endeavour. Moreover, Nida qualifies a good translation as that which makes sense, conveys the spirit of the original, uses a natural and easy way of expression, etc. These qualities are easily achievable from the translation of any translatable text.

CHAPTER FOUR

DATA ANALYSIS

4.0 Introduction

This chapter titled Data Presentation and Analysis presents the excerpts where we found the faulty phrases alongside their corresponding French excerpts. In the course of this exercise, we also aim to analyse the number of occurrences of each translation error, and wrongly used translation technique that did not transfer the meaning of the FT in relation to the ET meaning. In each case, we propose our version of a better translation to the cases.

4.1 Data Analysis

At this point, we are going to pick out all the parts of this document which have a difference in meaning between the English and the French versions. We place them in tables of four columns labeled FT (French Text), ET (English Text), Proposed Translation and Comment. We are going to analyse them according as described above in chapter three.

4.1.1 Lexical Translation

Lexical translation strictly implies the cases where the word choice in the English text partially, fully or wrongly brings out the message contained in the French text. In this regard, we notice quite a number of them in all the biographies that we analysed. They are as follows:

FT	ET	Proposed Translation	Comment
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<p>(On Chantal Biya) :</p> <p>Elle aurait pu se complaire à vivre dans le confort du palais présidentiel, s'occuper de son mari et de ses 4 enfants</p>	<p>Her life could have been restricted to a luxury lifestyle at the Unity Palace, where she would have been looking after her husband and the children.</p>	<p>Her life could have been restricted to a luxury lifestyle at the Unity Palace, where she would have been looking after her husband and the children.</p>	<p>Here, the translator ignores the precision given in the FT which specifies the number of children the woman has under her care. Moreover, the use of the definite article 'the' instead of the possessive pronoun 'her' gives the reader the impression that the children in question are not hers.</p>
<p>(On Germaine Ahidjo) :</p> <p>Elle retourne à Garoua, et c'est là-bas qu'elle fait connaissance d'Ahmadou Ahidjo, futur chef de l'Etat.</p>	<p>It was there that she met with Ahmadou Ahidjo; future Head of State and President of the Republic who later gave her the status of the First Lady of Cameroon.</p>	<p>It was there that she met Ahmadou Ahidjo; future Head of State and President of the Republic who later gave her the status of the First Lady of Cameroon.</p>	<p>In this case, the translator makes the meeting sound planned with the use of the conjunction "with" meanwhile the SM says, she met him accidentally and got acquainted before getting married to him.</p>
<p>(On Germaine Ahidjo) :</p> <p>Elle fait son cycle primaire à l'Ecole régionale de Maroua</p>	<p>Germaine Habiba pursued her studies at the Regional school in Maroua</p>	<p>Germaine Habiba started her studies in the Regional school in Maroua.</p>	<p>In this case, the translator is apparently carried away by the French verb "poursuivre" in other parts of the text. Contrarily, this case refers to the beginning of the educational cycle. It was not about education being "pursued". 'To pursue means 'to continue' something already started. It does not quite apply in the context here which clearly states 'to start'</p>

<p>(On Elizabeth Silikam) :</p> <p>Elle vit leurs difficultés quotidiennes, conseille, encadre, prend part aux événements, heureux et moins heureux de leur vie familiale et communautaire.</p>	<p>She knew about their daily problems, advised and supervised them, was involved in both happy and unhappy events occurring in their families and communities. As such, she gained in popularity, esteem and consideration.</p>	<p>She experienced their daily problems, advised and directed them; she also shared both happy and unhappy events occurring in their families and communities. Consequently, she gained popularity, was held in high esteem and revered by the people.</p>	<p>It is clear “she knew about their daily problems” but the translator is a decoder and should get the underlying message which is that she actually felt their every pain and joy. We realised it would sound better with “she experienced their daily problems”; We also paraphrased other expressions for “directed them”; then “shared both happy and unhappy events...”</p>
<p>(On Elizabeth Silikam) :</p> <p>Remportant toujours les primaires en vue des élections législatives, Mme. Silikam n’a plus jamais quitté les bancs de l’Assemblée nationale depuis sa première élection en 1997.</p>	<p>Due to her consecutive victories in the primary rounds for the legislative elections, Mrs. Silikam never quit the National Assembly since her first election in 1997</p>	<p>Due to her consecutive victories in the preliminaries for the legislative elections, Mrs. Silikam never quit the National Assembly since her first election in 1997</p>	<p>The right English equivalent for ‘primaires’ in the political context is “primaries” and not the literal “primary rounds” as the ET put it.</p>
<p>(On Assomo Ngonon) :</p> <p>Initiatique, le mvèt aurait pu être l’apanage des hommes s’il n’y eût Assomo</p>	<p>As a tool of initiation, it could have been thought to be reserved for men. If there were not women like</p>	<p>As a tool of initiation, it could have been thought to be reserved for men if not for women like Assomo Ngonon</p>	<p>The last set of words leaves the the English version hanging especially because they come after a misplaced full stop. We decided to put</p>

Ngono Ela.	Assomo Ngono Ela.	Ela.	the full stop after the last phrase.
(On Assomo Ngono) : Au plan scientifique, c'est à Assomo Ngono Ela qu'on doit la plus grande révolution du mvèt : le passage d'un poète en solo, à la construction d'un orchestre autour du joueur de mvèt.	Scientifically speaking, Assomo is accounted for the greatest revolution the mvèt has ever experienced.	Scientifically speaking, Assomo is credited for the greatest revolution the mvèt has ever experienced.	This is one of the very recurrent lexical errors where the Translator uses 'account for' in a wrong context. In English, people account for situations, events, etc. Accounts are given to people for something. But to thank someone for something like in our case, the right phrasal verb to use is " credit for " not " accounted for ".
(On Assomo Ngono) : Son inspiration fut de divine. Altière, elle imposait le respect par son physique athlétique.	She was believed to be inspired by God and her athletic physical appearance made her proud and commanded respect.	She was believed to be inspired by God and by her athletic physical appearance, commanded respect.	The ET carries little or no sense due to the choice of words adopted by the translator. The ET says she became proud due to her physical appearance. This is over translation and is useless here because it instead makes the text incomprehensible.
(On Elizabeth Tankeu) : ... Et, pour couronner le tout, le 16 mai 1988, elle est faite ministre du Plan et de l'Aménagement du	... Finally, the icing of the cake was her appointment as Ministry of Town Planning on 16th May 1988.	... Finally, the icing of the cake was her appointment as Minister of Town Planning and Territorial Administration on	Here, there is the use of the wrong noun. The ministry is the institution while the minister is the person that runs this institution. Thus a person can be appointed minister to a ministry. The person cannot be a ministry

territoire		16th May 1988.	as said in the ET.
<p>(On Marie Claire Nnana) :</p> <p>... inspirée par son frère Jules Atangana, journaliste émérite à Radio Cameroun et dont la voix de stentor fait alors les beaux jours du journal parlé, Marie Claire Nnana s’envole pour la France où elle s’inscrit à la prestigieuse Ecole de journalisme de Lille.</p>	<p>Inspired by her brother, Jules Atangana, who was a renowned journalist at radio Cameroon whose stentor voice made the hey days of radio news casts, Marie Claire flew to France, where she registered in the prestigious School of Journalism in Lille.</p>	<p>Inspired by her brother, Jules Atangana, who was a renowned journalist at radio Cameroon whose stentor voice made the hay days of radio news casts, Marie Claire flew to France, where she registered in the prestigious School of Journalism in Lille.</p>	<p>Here, it is difficult to judge whether the translator made a spelling error or just didn’t know the expression well enough. “The hey days” is a wrong way of writing “the hay days”. The wrong lexical item tells a lot about the translator’s incompetence.</p>
<p>(On Isabelle Bassong) :</p> <p>En 1960, elle devient Mme Bassong alors que son Cameroun natal accédait à l’indépendance.</p>	<p>She became Mrs. Bassong in 1960 while her home country, Cameroon, was becoming independent.</p>	<p>She became Mrs. Bassong in 1960 while her home country, Cameroon, was in the process of gaining independence.</p>	<p>The expression ‘Cameroon was becoming independent’ gives a wrong understanding of the context. The country was still to be granted independence and the past continuous tense is not appropriate to translate the French phrase ‘Cameroun natal accédait à l’indépendance’. We thus proposed “in the process of gaining independence” in replacement of “was becoming independent” which sounds</p>

			unprofessional and follows the ST too closely.
<p>(On Ngole Nyambaka):</p> <p>A la fois méprisée et adulée, Gole Nyambaka fit avec son temps et s'en aller quand les temps nouveaux lui parurent délicats. Le changement à la tête de l'Etat sembla tarir sa source principale d'inspiration. L'essor d'un nouveau rythme, le Mbala, et l'émergence de nouvelles figures féminines de la musique locale, introduisant la concurrence au moment même où sa santé déclinante sonnait le glas de sa vie éphémère.</p>	<p>Gole Nyambaka, who was both despised and admired, marked her era and rightfully left the scene when new horizons seemed less promising. With the advent of a new Head of State, she appeared cut off from her main source of inspiration. The rise of a new rhythm, the Mbala, and the weakening health conditions, her ephemeral life came to an end</p>	<p>Gole Nyambaka, who was both despised and admired, marked her era and readily left the scene when new horizons seemed less promising. With the advent of a new Head of State, she appeared to be cut off from her main source of inspiration. With the rise of a new rhythm, the Mbala, and the deteriorating health conditions, her short life came to an end.</p>	<p>The more exact way of describing bad health is the word 'detriorate' and not 'weaken'. It is bad English to say 'weakening health' whereas one could say "deteriorating health" and maintain the meaning.</p> <p>Again, 'rightfully', sounds more like a right or what is right. But the ST makes us understand that the singer left the scene immediately the times changed of her own free will. Lastly, life could be "ephemeral" but the adjective mostly applies to emotions. Natural English uses "short" which suits better.</p> <p>These mistakes prove that the translator relied solely on lexical material without considering context and semantics.</p>
<p>(On Gwendoline Burnley) :</p> <p>Tout le long de sa vie publique, elle a milité en faveur d'une émergence de la femme dont</p>	<p>Throughout her public life, she stood for the emergence of the women and demonstrated it</p>	<p>Throughout her public life, she stood for the emergence of the women and demonstrated it with her hard character</p>	<p>In this text, we realised that 'hardness of character' places the emphasis on the 'hardness' and not the character. The ST places the emphasis on the character</p>

<p>elle s'est voulue un exemple, de part sa forte personnalité et l'efficacité de son mode de gestion, qui ont déconcerté tous ceux qui pensaient encore que la femme n'est bonne qu'à jouer les seconds rôles</p>	<p>with her hardness of character and her efficacious management style, to baffle many who thought the woman should always play second fiddle</p>	<p>and efficacious management style, to baffle many who thought the woman should always play second fiddle.</p>	<p>while the ET places it on the 'hardness'. It is worth warning that if emphasis is placed on the wrong word, it distorts the original message and this is not acceptable in Translation.</p>
<p>(On Gwendoline Burnley) : ... surtout dans leur éducation avec l'aide de son époux M. Kolefe Burnley, un citoyen responsable et intègre.</p>	<p>... especially in making them, together with her husband Kolefe Burnley, un responsible and reliable citizens.</p>	<p>... especially in raising them, together with her husband Kolefe Burnley, a responsible and citizen of integrity.</p>	<p>This case is one in which the wrong use of words results in the misplacement of emphasis because the "responsible" is attached to the "husband" and not the "children". 'To make children' is very different from 'to raise children'. The FT clearly says 'éduquer' and this does not mean 'make'. To 'make children' means to conceive them while to 'raise children' means educating them, just as the FT says.</p>
<p>(On Madeleine Mbono Samba) : Sa maison de retraite, sise au camp sic Mendong à Yaoundé, accueille toujours de nombreux admirateurs</p>	<p>Her retirement home located at SIC camp Mendong still welcomes numerous admirers eager to meet her and know much</p>	<p>Her retirement home located at SIC camp Mendong still hosts numerous admirers eager to meet her and know more about her.</p>	<p>From this mistake, we believe that the translator closely followed the structure of the FT by using "welcomes" instead of a more exact verb like "to host". Again, the use of "to know much about her" is not English because the</p>

<p>désireux de faire sa connaissance.</p>	<p>about her.</p>		<p>comparative form is the right form to be used in this context. The visitors already know about her before visiting her residence. So, they want to know ‘more’ about her.</p>
<p>(On Madeleine Mbono Samba) : ... elle emprunte le chemin de l’école à une époque où cette institution passe pour être une corvée, que ne peuvent supporter que les garçons : les longues distances à parcourir à pied, la faim à endurer, les brimades, le peu d’intérêt accordée à l’école pour la jeune fille, la crainte de ne pouvoir lui trouver un époux, si celle-ci accédait à un trop haut niveau... sont autant d’écueils que va braver la prochaine députée.</p>	<p>Madeleine went to school at a time when that was considered to be restricted for boys: covering long distances on foot, enduring hunger, suffering from bullies, the lack of interest in school for girl children, the fear not to get married because of women’s intellectual level are hurdles the future MP had to overcome, she fought to be both educated and married.</p>	<p>Madeleine went to school at a time when that was considered to be restricted for boys: covering long distances on foot, enduring hunger, suffering from bullies, the lack of interest in school for girl children, the fear of not getting married because of women’s intellectual level are hurdles the future MP had to overcome, she fought to be both educated and married.</p>	<p>Concerning this case, the FT says she was afraid of the outcomes of extended female education. The ET on the other hand expresses fear of being single not directly related to too much education. It makes the reader think the subject did not want to get married. This is wrong translation added to the fact that the translator did not know how to put it sensibly in the TL. Instead of “the fear not to get married” we preferred “the fear of not getting married”.</p>
<p>(On Madeleine Ngo Oum) : Apeuré, il jette son instrument et</p>	<p>... a cordophone. Frightened, the spirit supposedly</p>	<p>... a chordophone. Frightened, the spirit supposedly dropped</p>	<p>We substituted “chordophone” for “cordophone” to correct</p>

<p>s'enfuit. L'expert comprend simplement qu'il s'agit d'un héritage qu'un dieu lègue aux hommes.</p>	<p>dropped the instrument and flew away. Experts understand from this story that the hilung is a legacy made to humans by a god.</p>	<p>the instrument and fled. Experts understand from this story that the hilung is a legacy made to humans by a god.</p>	<p>the spelling error. Furthermore "fled" is more faithful because the FT says the spirit escaped in no specific way as to running or flying. The ET, however, says the spirit "flew away". This is over translation which is also misleading because spirits do not only fly.</p>
<p>(On Pauline Andela) : ... elle continue à jouer ce tam-tam parleur que certains qualifient de téléphone traditionnel africain, dont l'existence remonterait à bien longtemps avant l'invention de Graham Belle.</p>	<p>Pauline Andela Tsala has kept on beating the "speaking drum", regarded as an African traditional phone that can be traced as far back as ages before Graham Bell's invention.</p>	<p>Pauline Andela Tsala has kept on beating the "talking drum", regarded as an African traditional telephone that can be traced as far back as ages before Graham Bell's invention.</p>	<p>'To talk' implies a natural phenomenon and is innate in every human. 'To speak' on the other hand is the ability to talk, an ability that can be trained. Moreover, speaking often involves a speech while talking means articulation. From this explanation, we discover that the drum would be better described as a "talking drum" and not a "speaking drum".</p>
<p>(On Rabiatou Njoya) : ... un esprit éveillé, on apprend beaucoup.</p>	<p>... like the Princess, any enlightened person had lots to learn about.</p>	<p>... like the Princess, any curious person had lots to learn about.</p>	<p>Again, "enlightened" implies "showing understanding in a positive way" while "curious", which is the better word, means "eager" or "ready to know more".</p>
<p>(On Alvine Ekoto) : ... elle a toujours milité en faveur de l'intégration de la</p>	<p>...she militated for the integration of the woman in the</p>	<p>...she advocated for the integration of the woman in social</p>	<p>No doubt, "militate" exists in the dictionary as the English equivalent for the French "militer". However, it has often been preferable</p>

femme dans la vie sociale.	life of the society.	activities of the country.	not to rely on lexical tools but on the contextual situation. ‘Militate’ collocates with ‘against’ while ‘advocate’ goes with ‘for’. Thus, it sounds better and more professional to say “ advocate for ” making it more sensible and less French. Moreover, “ in the life of the society ” is a misplaced literal translation. It would sound more natural if we said “ social activities of the country ”.
(On Johannah Ndoh Epie) : Pour avoir été enseignante d’économie domestique pendant de longues années, Mme. Epie appris aux jeunes filles de son époque à être de véritables femmes et des ménagères accomplies.	As a home economics teacher over a very long period of time, Mrs. Epie inculcated in the minds of young women of her time how to be a woman and a home maker.	As a home economics teacher over a very long period of time, Mrs. Epie inculcated in the minds of young women of her time the art of being both a woman and a home maker.	We notice that the verb “ to inculcate ” goes better with a noun phrase “ the art of ” because it means to fix beliefs and ideas in someone’s mind. Thus, we preferred putting it alongside a noun phrase instead of the verb phrase “ how to be ”.
(On Yaou Aissatou) : Yaou Aissatou a travaillé dans le sillage du Renouveau pendant 25 ans environs.	Yaou Aissatou For about 25 years now, she has been working following the perspective of renewal .	For about 25 years now, she has been working following the perspective of the New Deal .	The translator did not master or did not have any background knowledge of the CPDM “ New Deal ” movement which has “renouveau” as the French equivalent.

<p>(On Marie-Irène Ngapeth Biyong) :</p> <p>Marie Irène NGAPETH BIYONG mène de bonnes études primaires dans des écoles protestantes dont elle sort diplômée de la célèbre Ecole normale de Foulassi, en décembre 1945.</p>	<p>During her primary education, Ngapeth attended evangelic schools and graduated in December 1945 from the renowned Foulassi Teacher's Training College</p>	<p>During her primary education, Ngapeth attended protestant schools and graduated in December 1945 from the renowned Foulassi Teacher's Training College.</p>	<p>This case displays a negligence of the real message contained in the ST. "Evangelic" does not necessarily mean "protestante" because the term evangelic defines 'christian' including all Christian movements while protestant indicates clearly a non-Catholic movement. The Translator could have simply said "protestant" instead of looking far for a solution that is nearby.</p>
<p>(On Françoise Foning) :</p> <p>Pour y arriver, elle entre bruyamment dans l'arène en se faisant élire, en 1970, présidente de la sous-section de l'Organisation des femmes de l'Union nationale camerounaise (OFUNC) basse-bakoko.</p>	<p>To reach her goals, she remarkably entered onto the political scene in 1970, by being elected the president of the women's wing of the Cameroon's National Congress (OFUNC) of Bassa-bakoko.</p>	<p>To achieve her goals, she remarkably entered onto the political scene in 1970, by being elected the president of the women's wing of the Cameroon's National Congress (OFUNC) of Bassa-bakoko.</p>	<p>Here again, we meet a lexical item that results in literal translation. To reach does not mean to acquire. When it is said 'achieve', it gives the clear sense that the subject has accomplished a task. The translator should watch out for false friends between languages.</p> <p>This is also considered an under translation.</p>
<p>(On Angèle Etoundi):</p> <p>L'art est ce que l'homme ajoute ou retraite à la nature plus belle à</p>	<p>For human beings, art is all about adding to or subtracting from</p>	<p>For human beings, art is all about adding to or extracts from nature in order</p>	<p>Extracting from something does not always give the negative meaning as subtracting from. These</p>

<p>sa convenance. Il s'agit d'exprimer sa vision d'un monde dont on objecte ou apprécie un fait particulier.</p>	<p>the nature in order to make it ever prettier and make it suit their needs.</p>	<p>to make it ever prettier and make it suit their needs.</p>	<p>words are evidently synonyms but there is always a better word than the other. It is the translator's job to know exactly what word use is better in rendering a message. Art should not be given a negative connotation as the ET does. Judging from such mistakes, one readily concludes that the translator is a bilingual and not a trained translator. The use of the definite article before 'nature' makes it clear that the translator was influenced by the French language which uses articles where English would not.</p>
<p>(On Eko Ngomba) : Durant son séjour à Yaoundé, dont elle foule le sol pour la première fois, Mme. Ngomba-Eko s'engage dans diverses activités.</p>	<p>During her stay in Yaoundé where she has been ever since, Mrs. Ngomba-Eko found herself engaged in many activities.</p>	<p>During her stay in Yaoundé which she has not visited eversince, Mrs. Ngomba-Eko got herself engaged in many activities.</p>	<p>The ST says, the subject is visting Yaoundé for the first time but the TT word choice gives a complete contresens. We thus replaced and changed these words to give it the ST meaning with simple TT language. More, the subject "got herself engaged" and she did it herself not by someone else as the translator makes the reader believe with the use of "found herself engaged in many activities".</p>
<p>(On Eko Ngomba) : Pour avoir se</p>	<p>Mrs. Ngomba's</p>	<p>Mrs. Ngomba's</p>	<p>From this example, we</p>

<p>distinguer sur les fronts social, politique et académique, l'engagement efficace de Mme. Ngomba dans la vie de la nation attire l'attention du Chef d'Etat, qui, en aout 1985 l'invite à rejoindre le gouvernement en tant que Secrétaire d'Etat au ministère de l'Education ;</p>	<p>efficient involvement in the life of the nation caught the eye of the president who in August 1985 invited her to join the government as Secretary of State in the Ministry of National education;</p>	<p>efficient involvement in the life of the nation caught the attention of the president who in August 1985 invited her to join the government as Secretary of State in the Ministry of National education;</p>	<p>notice that the Translator tries to escape literal translation but lands in a worse situation by saying “caught the eye”. The equivalent English idiom for ‘attire l’attention’ is not ‘catch the eye’. Literal translation is encouraged when it transfers the message faithfully. Our version encompasses both the eyes and the mind as the ST rightfully implies.</p>
<p>(On Anne Marie Ndzié) : Anne Marie Ndzie aura brillé dans une société où la gent féminine n’est selon certains, bonne que pour le foyer, le champ et les enfants.</p>	<p>Anne Marie Ndzié has succeeded in thriving as an outstanding musician in a society where women are thought by some people to be only good at house working, farming and child-bearing.</p>	<p>Anne Marie Ndzié has succeeded in thriving as an outstanding musician in a society where women are thought by some people to be only good at house work, farming and child-bearing.</p>	<p>The term ‘houseworking’ for the English ‘housework’ is a clear indication that the Translator is either incompetent or just a bilingual who relies heavily on lexical tools without considering context. There is housing and housework. If the translator gets confused, then we conclude s/he’s incompetent.</p>
<p>(On Josepha Ngong Mua) : Elle n’a jamais ménagé aucun effort pour la défense de des</p>	<p>She worked untiringly craving for women’s rights.</p>	<p>She worked untiringly defending women’s rights.</p>	<p>In this example, it would have been much easier using “defending” than “craving for”. The ST clearly says “pour la</p>

droits des femmes :			défense ” which is not the same as to “crave for”. These two expressions do not have the same meaning. To crave for is to desire something but to defend it means to fight for it.
(On Josepha Ngong Mua) : Plus qu’une histoire racontée, il est en effet avéré que Josepha Mua a laissé son nouveau-né à la maternité de Buea pour se ruer au parlement	The story is told and it is a fact, that Josepha Mua had to abandon her newly born baby at the maternity in Buea to rush to parliament	The story is told and it is a fact that Josepha Mua had to abandon her new-born baby at the maternity in Buea to rush to parliament.	In english, the right right idiom is ‘new-born baby’. The Translator’s use of ‘newly born baby’ reveals a non mastery of the English language idiomatic expression and over generalisation of grammatical rules whereby an adverb qualifies an adjective.
(On Rose Angeline Ngah) : Son père quitte brutalement ce monde et la jeune bachelière est désemparée. Elle est issue d’une famille modeste et craint pour sa vie.	...the newly high school graduate is disoriented. The modesty of her family makes her to be worried about her future.	...the young High School graduate is disoriented. The modesty of her family makes her to be worried about her future.	This is a good transposition but wrong term for this text, we changed the TT “newly” and added “young” because we realised the adjective was describing the person and not the diploma.
(On Rose Angeline Ngah) : Mais elle a foi. En son étoile et en sa volonté de réussir.	But she trusted her guiding angels and her strong desire to succeed.	But she trusted in her guardian angels and her strong desire to succeed.	The term “ guardian ” is more suitable than “ guiding ” because we know of the expression “ guardian angel ” and not “ guiding angel ”. Furthermore, one can “ trust in ” ability or

			desire but the use of “ trust her desire ” gives the impression that the translator does not master the use of verbs in English.
<p>(On Didjatou Soudi) :</p> <p>assurée de la marraine du secteur irradiait de sa généreuse présence et de sa bienveillante disponibilité, le bien-être d’une communauté qui lui vouait respect, considération et continuelle gratitude.</p>	<p>She was generous, available and always worked for the well-being of a community that owed her respect, consideration and continuous gratefulness.</p>	<p>She was generous, available and always worked for the well-being of a community that paid her respect, consideration and continuous gratitude.</p>	<p>The TT translates the opposite of what the ST says. First, the community “paid” and not “owed” respect because the French verb “vouer” means “dedicating”, “offering”, etc which all go in the same line as “pay” because they showed it. Furthermore, both “gratefulness” and “gratitude” mean the same thing according to the dictionary. But the Translator as a ‘peseur des mots’, in Labaud’s words, should know which suits better and choose wisely.</p>
<p>(On Olive Shang) :</p> <p>Mme Shang a donné des cours de vacation à l’école supérieure des techniques de l’information et de la communication à l’Université de Yaoundé, sur les fondements de la radio et de la</p>	<p>Mrs. Shang on a part-time basis at the Lectured Advanced School Mass Communication, University of Yaoundé on the basics of radio and programme production, a</p>	<p>Mrs. Shang was a part-time lecturer at the Advanced School of Mass Communication University of Yaoundé on the fundamentals of radio and programme production, a course</p>	<p>For this case, the ST made a long sentence and the TT maintained the sentence structure neglecting the dangers. The result is, the sentence is incomplete. Furthermore, the translation of “fondements” as “basics” is unacceptable and not natural. It is often said “the fundamentals” of</p>

<p>production des programmes ; un cours qui permettait aux nouvelles recrues de faire leurs premiers pas dans le métier avec une connaissance avérée des subtilités du journalisme de radio et télévision.</p>	<p>course that helped newly recruited degree holders to get into the profession with an established knowledge of the intricacies of broadcast journalism.</p>	<p>that helped newly recruited degree holders to get into the profession with an established knowledge of the intricacies of broadcast journalism.</p>	<p>a subject. The “basics” of a subject, however does not sound professional. We admit however, that these words mean the same thing but the Translator has to study collocation and not just pick whatever option the dictionary offers.</p>
<p>(On Sarah Etonge) : Elle a en effet renversé le mythe qui voulait que seule la gente masculine puisse relever des défis tels que la conquête d’une montagne aussi haute que le Mont Cameroun.</p>	<p>She was defied the myth that only men could go on a challenging rampage of conquering heights like Mount Cameroon and has projected herself and the woman folk</p>	<p>She defied the myth that only men could take on such a challenging task as conquering heights like Mount Cameroon and has projected herself and the woman folk</p>	<p>In the following example, we notice the use of two words in the past tense in the same place. Also, ‘Rampage’ is already ‘challenging’. ‘Task on the other hand is not. So, we preferred to qualify the ‘task’ and not the rampage.</p>
<p>(On Sarah Etonge) : Née à Buea vers 1968, cette femme d’origines humbles s’est hissée sur les feux de la rampe en jouant de ses qualités exceptionnelles, un style dont elle a le secret.</p>	<p>Born in Buea, the headquarters of the South west Region of Cameroon, this woman of very humble beginnings, has sprung to the limelight just because of her virtuous qualities,</p>	<p>Born in Buea, the headquarters of the South west Region of Cameroon in 1968, this woman of very humble origins, has sprung to the limelight just because of her virtuous qualities, a class of her own.</p>	<p>The word “beginnings” does not quite express someone’s background, especially family background. It would have sounded more professional and acceptable if the translator had used “origins” instead because the ST is referring to the subject’s family background and not the starting point of</p>

	a class of her own.		her career.
(On Lucy Asuagbor) : en 1992, d’obtenir un Master’s Degree en droit maritime international dans une institution spécialisée de Malte.	... in Yaoundé in 1992, obtained a Master’s Degree in International and marine Law at a specialised institution in Malta.	... in Yaoundé in 1992, obtained a Master’s Degree in International and Maritime Law at a specialised institution in Malta.	The translation of “ maritime law ” as “ marine law ” makes it clearly undeniable that the translator does not master the idioms of the TL.

4.1.2 Grammatical Translation

Grammatical translation here refers mainly to cases where the English version contains some grammatical faults that affect the meaning in the English version. Such errors occur for three reasons: the translator does not master the TL; the translator is translating into their L2; the translator is careless. It makes the translator incompetent and unprofessional.

FT	ET	Proposed Translation	Comment
(On Jeanne Irene Biya) : Jeanne Irène Biya, née ATYAM, était sage-femme comme savaient l’être celles qui avaient embrassé cette carrière à son époque.	Jeanne Irène Biya Atyam was midwife as many others who embraced this career at her time.	Jeanne Irène Biya Atyam was a midwife as many others who embraced this career at her time.	In this case, the translator closely followed the FT so that s/he forgot that the noun was supposed to be preceded by an indefinite article. It is bad English to introduce something for the first time without using an article.

<p>(On Elizabeth Silikam) :</p> <p>C'est donc en toute logique que, dès les premières heures de l'ouverture démocratique, elle a répondu à l'appel de la base, président depuis lors aux destinées de la branche féminine de la section RDPC du Mayo Danay (puis Mayo Danay-est).</p>	<p>It is then logical that, in the early days of democracy, in response to aspirations of populations, she was president of the WCPDM section in the Mayo Danay constituency (which later became Mayo Danay-East).</p>	<p>It is then logical that, in the early days of democracy, in response to aspirations of populations, she became president of the WCPDM section in the Mayo Danay constituency (which later became Mayo Danay-East).</p>	<p>There is a grammatical error of the use of the past tense of the auxiliary verb alongside the past tense of the main verb in the active voice.</p> <p>The use of the phrase 'she was became president' betrays the Translator's non mastery of the dynamics of the English language.</p>
<p>(On Esther Dang) :</p> <p>... Sa promotion ne surprendra donc que les distraits, ceux qui ne l'ont pas vue travailler à la rédaction des textes constitutifs de la Maison de réhabilitation/ privatisation/ liquidation des entreprises du secteur public et parapublic, en 1985.</p>	<p>... unless one dismisses the fact that, in 1985, she was participated in writing by-laws of the Mission in charge of the rehabilitation/ privatisation/ liquidation of public and parapublic companies.</p>	<p>... unless one dismisses the fact that, in 1985, she participated in writing by-laws of the Mission in charge of the rehabilitation/ privatisation/ liquidation of public and parapublic companies.</p>	<p>Same as above</p>
<p>(On Calixte Beyala) :</p> <p>Elle s'active ainsi au sein de l'association Egalité, fondée en</p>	<p>She carries out her activists actions via Egalité, an association</p>	<p>She carries out her activist actions via Egalité, an association founded</p>	<p>It is obvious the translator has English as L2 and this is the reason why his/her L1, the French language interferes in the English</p>

décembre 1998.	founded in 1988.	in 1988.	language through the pluralisation of adjectives preceding nouns.
<p>(On Josepha Ngong Mua) :</p> <p>Avec l'avènement du parti unique, elle s'est hissée au rang de présidente de section de l'OFUNC dans l'arrondissement de Wum et finalement de l'OFRDPC</p>	<p>With the advent of the one-party system, she rose up to the rank of WCNU section president in Wum Sub Division and eventually to the WCPDM.</p>	<p>With the advent of the one-party system, she rose to the rank of WCNU section president in Wum Sub Division and eventually to the WCPDM.</p>	<p>Using rose up is tautology.</p> <p>To 'rise' already implies an upward movement. It is unnecessary to add 'up'</p>
<p>(On Rabiadou Njoya) :</p> <p>Epouse Nsangou, la princesse Rabiadou est née en 1945 à Foumban.</p>	<p>Married to Mr. Nsangou, Princess Rabiadou was born on 1945 in Foumban of Sultan Njimoluh Njoya</p>	<p>Married to Mr. Nsangou, Princess Rabiadou was born in 1945 in Foumban of Sultan Njimoluh Njoya</p>	<p>In this extract, the translator neglects the collocation of words and prepositions. When referring to a day, we use the preposition of time 'on' but when it is a year the appropriate preposition of time is 'in'.</p>
<p>(On Josepha Ngong Mua):</p> <p>Ses activités sociales et politiques, notamment sa lutte pour hisser la femme aux avant postes de la vie nationale, lui ont valu...</p>	<p>Her social and political activities, especially in her struggle to bring the woman folk at the forefront of national life...</p>	<p>Her social and political activities, especially in her struggle to bring the woman folk to the forefront of national life...</p>	<p>In English, something is 'brought to' and not 'brought at' the forefront. When we meet such grammatical errors in translation, we tend to believe what is obvious, that the Translator does not master the TL.</p>
(On Fadimatou			

<p>Bouba) :</p> <p>Dans le contexte de démocratisation, Mme. Fadimatou est restée active, siégeant au conseil municipal de Mokolo jusqu'en 1998 et invitée à toutes les manifestations officielles.</p>	<p>Within the framework of democratisation, Mrs. Fadimatou has remained active, since up to 1988, she had been member of the Mokolo municipal council and a guest in all official ceremonies.</p>	<p>Mrs. Fadimatou has remained active in the democratisation movement, ever since and up to 1988, she had been member of the Mokolo municipal council and guest at all official ceremonies.</p>	<p>In this case, we have changed words like “framework” for “movement” because democracy was a movement and not just a framework. We also changed the sentence structure so as to give it a more complete meaning.</p> <p>Moreover, the adverb of time used in the ET is wrong because it uses since without giving the exact period referred to. If the translator did not have the exact date, s/he could have used ‘ever since’.</p>
<p>(On Fadimatou Bouba) :</p> <p>Fadimatou est âgée de 23 ans lorsqu'en 1966, elle est élue présidente de la section féminine de l'UNC pour le département du Margui Wandala.</p>	<p>The same year, the 23-year girl is elected president of the women's section of UNC in the Margui Wandala division.</p>	<p>The same year, the 23-year old girl is elected president of the women's section of UNC in the Margui Wandala division.</p>	<p>The right English idiomatic expression is “the 23-year old girl” and not “the 23-year girl” as the ET has it.</p>
<p>(On Florence Arrey) :</p> <p>tant que tel, elle a également assumé les fonctions d'Avocat générale, de Vice-présidente de la</p>	<p>in this capacity she also served as Advocate General, Vice President of the Court of Appeals, Bamenda, ...</p>	<p>in this capacity she also served as Attorney General, Vice President of the Court of Appeal, Bamenda, ...</p>	<p>The “s” added to “Appeal” is misplaced because there is no need for any pluralising. It is only one court the ST is referring to</p>

Cour d’Appel de Bamenda, ...			and not many appeals either.
<p>(On Gertrude Omog):</p> <p>Elle sera de la délégation de l’UPC en 1958, aux cotés de UM Nyobe, qui se fait fort d’aller plaider la cause de l’indépendance du Cameroun aux Nations Unies.</p>	<p>But before that, Gertrude was part of the UPC delegation, alongside with Um Nyobe that decided to go to the United Nations in order to advocate for Cameroon’s independence. As a committed politician, Gertrude has been at the forefront when struggling for women’s empowerment.</p>	<p>But before that, Gertrude was part of the UPC delegation, alongside Um Nyobe that decided to go to the United Nations in order to advocate for Cameroon’s independence. As a committed politician, Gertrude has been at the forefront when struggling for women’s empowerment.</p>	<p>This is another case of tautology. The adverb ‘alongside’ means ‘with’.</p> <p>Either one of them will be enough to transfer the message to the TA.</p>
<p>(On Anne Marthe Mvoto) :</p> <p>Pour se frayer un chemin, il lui faut des rudiments à tout le moins.</p>	<p>To forge a path for herself, she had to have at least basic skills.</p>	<p>To forge a path for herself, she needed to have at least the basic skills.</p>	<p>Looking at this translation, we noticed that “needed to have” is a more faithful translation of “il lui faut”, than “had to have”. This is because the FT expresses a basic need, a requirement to be a good journalist and not just something she had to have. Also, we added the definite article to relate the skills to the domain in question.</p>

<p>(On Sarah Etonge) :</p> <p>Elle a en effet renversé le mythe qui voulait que seule la gente masculine puisse relever des défis tels que la conquête d'une montagne aussi haute que le Mont Cameroun.</p>	<p>She was defied the myth that only men could go on a challenging rampage of conquering heights like Mount Cameroon and has projected herself and the woman folk</p>	<p>She defied the myth that only men could take on such a challenging task as conquering heights like Mount Cameroon and has projected herself and the woman folk.</p>	<p>In the following example, we notice the use of two words in the simple past tense in the same place. 'Rampage' is already 'challenging'. 'Task' on the other hand is not. So, we preferred to qualify 'task' and not 'rampage'.</p>
<p>(On Yaou Aissatou) :</p> <p>en juillet 2003, elle supervise les séminaires de formation des présidents de sections du RDPC.</p>	<p>In June and July 2003, she supervised trainings seminars for CPDM section presidents.</p>	<p>In June and July 2003, she supervised training seminars for CPDM section presidents.</p>	<p>It is wrong in English to pluralise the noun and qualifying adjective. We are convinced that the FL had a grammatical interference in the ET with the translator pluralising both the adjective and the noun.</p>
<p>(On Yaou Aissatou) :</p> <p>Elle en sort nantie d'un Master Business Administration (MBA).</p>	<p>From 1976 to 1979, she enrolled in training at both the Georgetown University and Claremont Graduate School, and obtained a Masters in Business Administration (MBA).</p>	<p>From 1976 to 1979, she enrolled in training at both the Georgetown University and Claremont Graduate School, and obtained a Master's in Business Administration (MBA).</p>	<p>The natural English way of writing the word is with an apostrophe followed by an 's' but when the word does not follow the natural pattern of the TL, we conclude that the translator is ignorant of the dynamics of the TL.</p>
<p>(On Elizabeth</p>			

<p>Tankeu) : ... Elizabeth Tankeu aura connu une carrière pleine, riche et exemplaire qui l'a conduite, en 2003, à l'Union africaine comme commissaire chargée de l'industrie et du commerce</p>	<p>...Elizabeth Tankeu has had a fulfilled, rich and exemplary career, which led her in 2003 to the African Union, as Industry and trade commissioner.</p>	<p>... Elizabeth Tankeu has had a rich, fulfilled and exemplary career, which led her in 2003 to the African Union, as Industry and trade commissioner.</p>	<p>This biography respects the ordering of adjectives in the FT but neglects the natural succession of adjectives in the TL. In English, it would sound more original if the translator used the ordering as given on the proposal column. This is because the TT language culture has a different way of ordering adjectives which still maintains the meaning even if adjectives are displaced.</p>
<p>(On Werewere Liking) : C'est qui y ont reçu leur formation pour voler de leurs propres ailes ensuite sont des milliers.</p>	<p>There are thousands of them who had been trained to fly on their own.</p>	<p>There, thousands of them had been trained to fly on their own.</p>	<p>In this example, we notice that despite the faithfulness of the translation, the sentence is still hanging. This makes the meaning difficult to understand. If the verb "are" is deleted, as in the proposed translation, we are sure the complete sense of the FT will be transferred.</p>
<p>(On Delphine Tsanga) : A son actif, deux ouvrages lecture aisée et agréable :</p>	<p>She already has two easy-to-read and enjoyable books at her credit:</p>	<p>She already has two easy-to-read and enjoyable books to her credit:</p>	<p>Here, the translator uses "at" where "to" would be the best preposition. Standard English gives credit "to" and not "at".</p>
<p>(On Esther Tchouta Moussa) : Son détachement, en 1973, au ministère des</p>	<p>When she was appointed at the Ministry of Foreign Affairs in</p>	<p>When she was appointed at the Ministry of Foreign Affairs in 1973, she</p>	<p>The problem with this example is that, the sentence</p>

<p>Affaires étrangères, lui donne l'occasion de s'essayer, et avec succès, à la diplomatie : deuxième conseiller à l'ambassade du Cameroun à Libreville au Gabon, plus chargée d'affaires du Cameroun dans le même pays.</p>	<p>1973, she had an opportunity to try her hand at diplomacy, and did it so well. Esther as Second Adviser at Cameroon Embassy in Libreville, Gabon, then Cameroon's "chargée d'affaires" in the same country.</p>	<p>had an opportunity to try her hand at diplomacy, and did it so well. Esther was Second Adviser at Cameroon Embassy in Libreville, Gabon, then Cameroon's "chargée d'affaires" in the same country.</p>	<p>is left hanging. Though the translator simplified such a complex sentence we believe it would have sounded complete if s/he had used the verb (was) and not the adverb (as). This is seen as an influence of the FT on the Translator.</p>
<p>(On Esther Tchouta Moussa) : Esther Tchouta Moussa va alors entreprendre une riche et longue carrière administrative nationale et internationale : stages à l'Institut international de l'administration publique de Paris (IIAP) et à la Cour d'appel d'Amiens en France,</p>	<p>Esther then started a rich and long national and international career marked by internship carried out in both the International Institute for Public Administration in Paris (IIAP) and the Court of Appeal in Amiens, France.</p>	<p>Esther then started a rich and long national and international career marked by internships carried out in both the International Institute for Public Administration in Paris (IIAP) and the Court of Appeal in Amiens, France.</p>	<p>The translator neglected the fact that the subject could not have carried out only one internship in the two institutions named in the FT. This resulted in him/her not pluralising the internship.</p>
<p>(On Angèle Etoundi) : Est-ce un prodige de sa naissance, elle voit le jour en</p>	<p>It is an innate genius for the lady born in Douala in 1962?</p>	<p>Is it an innate genius for the lady born in Douala in 1962?</p>	<p>In this example, the FT interferred in the ET in that, it affected the natural way of asking direct questions in</p>

1962 à Douala ?			English.
<p>(On Julienne Keutchia) :</p> <p>Elle est la 1ère femme élue démocratiquement, lors des élections du 10 avril 1960, les premières de la toute nouvelle Assemblée nationale du jeune Etat souverain.</p>	<p>She was the first democratically elected woman MP who, after the parliamentary elections held on 10th April 1960, was due to sat at the new National Assembly of the then young sovereign state.</p>	<p>She was the first democratically elected woman MP who, after the parliamentary elections held on 10th April 1960, was due to sit at the new National Assembly of the then young sovereign state.</p>	<p>In this excerpt, we meet a grammatical error relating to the mixing of verb tenses used. This further makes the choice of words incorrect and meaning altered.</p>
<p>(On Rabiadou Njoya) :</p> <p>Et plus tard, en 1967, au Thurrock Technical School en Angleterre.</p>	<p>She further her learning at the “Lycée Général Leclerc” and later at the University of Thurrock Technical School in England.</p>	<p>She furthered her education at the “Lycée Général Leclerc” and later at the University of Thurrock Technical School in England.</p>	<p>First, the translator did not match the tense of the verb ‘further’ to the time of action. Also, despite the useful over translation, the translator still blunders when s/he uses “learning” where “education” would have read better.</p>
<p>(On Isabelle Bassong) :</p> <p>A son retour au Cameroun, elle a en plus, un profil d’interprète aménagé aux Etats Unis.</p>	<p>Back in Cameroon, she was equally an interpreter who was later relocated in the United States.</p>	<p>Back in Cameroon, she was equally an interpreter who later relocated to the United States.</p>	<p>It is better to keep this phrase in the active voice rather than the passive. As a result, we used “who later relocated to” instead of “who was later relocated in”. Moreover, in the English language idiom, ‘relocate’ collocates with the preposition ‘to’ and not</p>

			'in'.
<p>(On Isabell Bassong) :</p> <p>Ses études destinaient plus aisément Mlle Isabelle Akounda Moneyang à l'enseignement ou aux métiers de la littérature.</p>	<p>The studies Ms Isabelle Akounda Moneyang did obviously offered her prospects in teaching or literature and associated professions.</p>	<p>The studies Ms Isabelle Akounda Moneyang did obviously offer her prospects in teaching or literature and associated professions.</p>	<p>Here again, we notice the use of two words in the simple past tense. Obviously, the translator is negligent or does not master his/her TL.</p>
<p>(On Marie Helene Ngapeth Biyong) :</p> <p>Elle a également pris part, en 1988, à la célébration du premier centenaire de la Conférence Internationale des femmes aux Etats-Unis.</p>	<p>She equally took part, in 1988, to the commemoration of the first hundred years of the International Conference of Women celebrated in the USA.</p>	<p>She equally participated in 1988, in the commemoration of the first hundred years of the International Conference of Women celebrated in the USA.</p>	<p>This is another instance of wrong use of preposition because in the English language idiom, a participant takes part "in" and not "to".</p>
<p>(On Djamdoudou Hamadou) :</p> <p>qu'en optant pour de longues études à une époque où la tendance était à l'insertion rapide dans la fonction publique.</p>	<p>... and to opt for extended studies at the time went the trend was favourable to a rapid integration into public service.</p>	<p>... and to opt for extended studies at the time when the trend was favourable to a rapid integration into public service.</p>	<p>Concerning this instance, we notice that the translator uses the verb 'to go' in the past tense instead of the adverb of time 'when'. This shows negligence on the part of the translator.</p>
<p>(On Marie Claire Nnana) :</p>	<p>Marie Claire</p>	<p>Marie Claire Nnana</p>	<p>Due to interference of the</p>

Marie Claire Nnana débute ses études secondaires au collège Sacré-Cœur de Malak ;	Nnana did hers secondary education at “College Sacré-Cœur” in Malak	did her secondary education at “College Sacré-Cœur” in Malak	French language on the translator, s/he pluralised the pronoun and the noun as it is done in French.
(On Madeleine Ngo Oum) : Apeuré, il jette son instrument et s’enfuit . L’expert comprend simplement qu’il s’agit d’un héritage qu’un dieu lègue aux hommes.	... a cordophone . Frightened, the spirit supposedly dropped the instrument and flew away . Experts understand from this story that the hilung is a legacy made to humans by a god.	... a chordophone . Frightened, the spirit supposedly dropped the instrument and fled . Experts understand from this story that the hilung is a legacy made to humans by a god.	This is a spelling error because the word is written “ chordophone ” and not the “ cordophone ” as written in the ET. Clearly, the Translator does not master the English language enough to spell the word correctly.
(On Madeleine Ngo Oum): Son parcours est digne d’éloges : elle rend justice à son art, le hilung, que les hommes ont récupéré	Her career is worth to be praised : she rendered justice to hilung-playing, her art that men had taken over.	Her career is worth praising : she rendered justice to hilung-playing, her art that men had taken over.	In English, something is ‘ worth praising ’ or it is ‘ worthy to be praised ’. The expression used in the ET “ worth to be praised ” is considered a sign of the Translator’s lack of TL mastery.
(On Didjatou Souidi) : ... impose la personnalité de Didjatou Souidi sur la scène politique de Maroua, dont elle devient la première femme à siéger au conseil	Furthermore, it contributed in imposing Didjatou Souidi as a key political figure, for she was the first women to be part of the municipal council.	Furthermore, it contributed in imposing Didjatou Souidi as a key political figure, for she was one of the first women to be part of the municipal council.	This translational error is that of wrong collocation of noun and singular adverb of number. Using “ was the first women ” which we found to be grammatically wrong, shows a weakness in the translator’s competence and professionalism. As a

municipal.			result, we proposed “ was the first woman ”.
(On Marie-Thérèse Assiga) : Elle sera élue députée à l’Assemblée nationale de 1983 à 1988.	From 1983 to 1988, she has been Member of the Parliament.	From 1983 to 1988, she was Member of the Parliament.	The present perfect tense is used when the act has been completed and has an effect in the present and not in narrating a story. The Translator uses it here in a case that would have taken the simple past. This is clearly an interference of the FL on the EL and over generalising of grammatical rules.
(On Marie-Thérèse Assiga) : Son intronisation au Palais des congrès de Yaoundé, en 2000, fera date et dévoilera au public un chef déterminé à asseoir sa légitimité d’unique prétendante au trône des Ewondos.	Four years later, her enthronement at the Yaoundé Conference Centre was a landmark and unveiled to the public a determined leader, who braved every protests against her being the only legitimate heiress to the throne of the Ewondos.	Four years later, her enthronement at the Yaoundé Conference Centre was a landmark and unveiled to the public a determined leader, who braved every protest against her being the only legitimate heiress to the throne of the Ewondos.	In this case also, we notice an interference of the FL on the EL. The ET pluralises both the adverb and the verb which originates from the FL manner of expression. The adverb ‘every’ is always followed by noun in the singular form in English. When we see cases like in the ET, we understand that the translator is not competent.
(On Marie-Roger Biloa) : MRB, comme l’appellent affectueusement ses proches, est aussi la directrice	MRB, as she is affectionate called by her relatives , is also the director of Africa	MRB, as she is affectionately called by her friends , is also the director of Africa International	As for this example, the adjective does not fit in beside the other adjective. An adjective of manner does not qualify another

du mensuel Africa International.	International.	monthly review.	adjective of manner. It is supposed to be an adverb instead.
(On Rose Angeline Ngah) : Le soldat des malades	Soldier of the Sick	Soldier for the Sick	The use of the preposition ‘of’ gives the impression that the subject was also sick, but from the text, we learn she helped the sick. So, she fought for their cause. This makes her a soldier for the sick.

4.1.3 Borrowing

In this text, borrowing occurs because there is a diversity of cultures and these terms are strictly culture bound. In this case, however, the translator used explicitation to facilitate the reader’s understanding of the borrowed words.

FT	ET	Proposed Translation	Comment
(On Assomo Ngono) : Chanté, dansé et déclamé avec accompagnement de l’instrument, un cordophone bâti autour de sticks de bambou de raphia, le mvet, millénaire des peuples de la forêt, Initiatique...	Sung, danced and declaimed, while accompanied by other instruments, the thousand-year old mvvet – cordophone built around a raffia bamboo stick – keeps the memory of peoples from the forest.	Sung, danced and declaimed, while accompanied by other instruments, the thousand-year old mvvet – chordophone built around a raffia bamboo stick – keeps the memory of peoples from the forest.	Mvet borrowed from the Beti-Bulu Fang and is used in both the French and English texts followed by explanations about the word and its use.

<p>(On Madeleine Ngo Oum) :</p> <p>L’histoire raconte que des femmes s’étant rendues à la rivière pour la pêche au barrage ont surpris un esprit en train de jouer le hilung, un cordophone.</p>	<p>As for Madeleine Ngo Oum, her instrument is the hilung. It is said that women who once went to the river for net fishing overheard a spirit playing the hilung, i.e. a cordophone.</p>	<p>As for Madeleine Ngo Oum, her instrument is the hilung. It is said that women who once went to the river for net-fishing overheard a spirit playing the hilung, i.e. a chordophone.</p>	<p>The term ‘hilung’ is borrowed from the Basaa Bati-Mpoo of the Ngo Lituba tribe in the Sanaga Maritime Division</p>
<p>(On Pauline Andela) :</p> <p>... la jeune Pauline TSALA ONANA se passionne très tôt pour l’instrument que joue son père, le « nkul », ce tambour parlant encore appelé tambour téléphone</p>	<p>At a tender age, she was fond of an instrument her father used to play, the “nkul”, equally known as the “talking or message transmitting drum”.</p>	<p>At a tender age, she was fond of an instrument her father used to play, the “nkul”, equally known as the “talking” or “message transmitting drum”.</p>	<p>The nkul is a borrowed term and since it is not integrated, the Translator was wise enough to put it in quotes. This results in the use of comparison between this instrument and other well known instruments like the ‘kora’. Explication also follows to clarify the reader.</p>
<p>(On Josette Nguebou) :</p> <p>Le Pr. Josette Toukam est « MAFO » de la chefferie supérieure Batoufam.</p>	<p>Professor Josette Toukam is « MAFO » of the Batoufam chiefdom.</p>	<p>Professor Josette Toukam is « MAFO » (title for the queen mother of chiefdom) of the Batoufam chiefdom.</p>	<p>The Translator did not bother about the needs of the audience. If s/he was, s/he would have explained this title to the reader who may or may not be a Cameroonian. Besides, not all Cameroonians are familiar with traditional titles.</p>

<p>(On Regina Mundi) :</p> <p>En 1983, Mme. Mundi devient première femme à accéder à un poste de commandement, notamment, en tant que Conseillère des questions sociales et culturelles auprès du Gouverneur de la région du Nord-ouest de l'époque</p>	<p>In 1983, Mme. Mundi became the first woman to be appointed to a command position, the Social and Cultural Affairs Adviser, to the then Governor of the North West Province</p>	<p>In 1983, Mrs. Mundi became the first woman to be appointed to a command position, the Social and Cultural Affairs Adviser, to the then Governor of the North West Province</p>	<p>The borrowing here results from the SL influence on the TL. The use of the French style of addressing ladies as Mme. Instead of Mrs. However, this is an integrated borrowing for it is also used in official settings in English.</p>
<p>(On Olive Shang) :</p> <p>Olive Shang, comme on l'appelait affectueusement était un « rassembleur ».</p>	<p>Olive Shang as she was fondly called was a “rassembleur”.</p>	<p>Olive Shang as she was fondly called was a “rassembleur”.</p>	<p>This is another integrated borrowing even if the translator is conscious enough to put in quotes.</p>
<p>(On Rose Angeline Ngah) :</p> <p>Elle passe de la pure administration à la direction de la santé militaire au ministère de la Défense, où elle officie de longues années durant comme chargée d'études.</p>	<p>From a mere clerk, she was moved at the Ministry of Defense's department of military health, where she had been a “chargée d'études” for many years.</p>	<p>From a mere clerk, she was moved at the Ministry of Defense's department of military health, where she had been a “chargée d'études” for many years.</p>	<p>Same as above.</p> <p>The only difference is the terms ‘rassembleur’ and ‘chargée d'études’.</p>

4.1.4 Literal Translation

Literal translation is a translation technique that is hardly inevitable in the translation of literary texts. They do not always show a weakness in the translator's abilities but when they follow the ST so closely that the message the ST conveys is destroyed, they become dangerous to translation.

FT	ET	Proposed Translation	Comment
<p>(On Jeanne Irene Biya) :</p> <p>A la réalité, elle a en horreur la souffrance des tout-petits...</p>	<p>In reality, she abhorred the suffering of toddlers...</p>	<p>Indeed, she abhorred the suffering of toddlers...</p>	<p>As for this example, the literal translation makes the text sound fake. It gives the impression that all that has been said before is not real. The use of 'indeed' as we proposed is better and used as emphasis.</p>
<p>(On Jeanne Irene Biya) :</p> <p>Jeanne Irène Biya, née ATYAM, était sage-femme comme savaient l'être celles qui avaient embrasse cette carrière à son époque.</p>	<p>Jeanne Irène Biya Atyam was midwife as many others who embraced this career at her time.</p>	<p>Jeanne Irène Biya Atyam was a midwife as many others who embraced this career at her time.</p>	<p>In this case, the translator closely followed the FT so that s/he forgot that the noun was supposed to be preceded by an indefinite article. It is bad English to introduce something for the first time without using an article.</p>
<p>(On Werewere Liking) :</p> <p>En sa qualité d'écrivain, elle compte plus de cinq</p>	<p>As a writer, Were Were Liking is credited for more than five publications, all</p>	<p>As a writer, Were Were Liking is credited for more than five publications, of all</p>	<p>The translator presents an ambiguity by using "Of all literary genres combined" which is also another case of tautology. 'Of all literay genres' is already inclusive.</p>

publications, tous genres littéraires confondus.	genres combined.	literary genres.	Adding “ combined ” is an unclever way of following the ST language.
(On Werewere Liking): Ses distinctions honorifiques en terme de médailles et de prix internationaux, glanés ici et là , ne se comptent pas.	She has rightfully been honoured here and there with numerous distinctions, medals and international awards.	She has rightfully been honoured far and wide with many distinctions, medals and international awards	In this case, the translator could have avoided the poor literal translation by using the English idiom “far and wide” instead of the very literal translation ‘here and there’. A translator is supposed to weigh words and choose the right synonym that applies well in specific cases.
(On Werewere Liking): Le théâtre est l’art de la transfiguration de la vie sur scène. Il égaie et instruit par le rire.	Theatre is all about transforming life on stage. It entertains and instructs through laughter.	Theatre is all about transforming life on stage. It entertains and educates through laughter.	In this case, theatre “educates” rather than “instruct” because “instruct” relates more to a teaching session on a particular subject or ordering. Educate on the other hand means to teach generally.
(On Isabelle Bassong) : C’est ce dernier ressort qu’elle va finalement activer pour commencer sa carrière à l’Assemblée nationale.	This aspect would then be of paramount importance when she started her career at the National Assembly.	This aspect was later of paramount importance when she started her career at the National Assembly.	This case revealed a translator who is too attached to the FT language. Otherwise, we would not have the reproduction of the conditional mood as seen in the ET.
(On Rabiadou Njoya) : ... un esprit éveillé , on apprend	... like the Princess, any	... like the Princess, any curious person	Again, “enlightened” implies “already have knowledge”

beaucoup.	enlightened person had lots to learn about.	had lots to learn about.	while “curious”, which is the better word, means “wanting to know more”.
(On Josette Ngouebou) : -1995 : Doctorat d’Etat en droit privé à l’université de Yaoundé. Mention « Très honorable ».	1995: PhD in Private Law, Honourable Mention, University of Yaoundé.	1995: PhD in Private Law, with Distinctions, University of Yaoundé.	The TT version of the text is rather a wrong literal translation which could have been avoided by using the English equivalent of “Mention «Très honorable» as “Distinction”.
(On Germaine Ahidjo) : Elle assiste aussi son époux en qualité de médiatrice et de conseillère discrète.	In spite of her tight schedule, she attended to the poor and needy and assisted her husband in the capacity of discrete mediator adviser.	In spite of her tight schedule, she attended to the poor and needy and assisted her husband as discrete mediator adviser.	Here, it shows an unnecessary addition of words that could be made short and concise if translated simply as “ as ”
(On Yaou Aissatou) : Yaou Aissatou a travaillé dans le sillage du Renouveau pendant 25 ans environs.	Yaou Aissatou For about 25 years now, she has been working following the perspective of renewal.	For about 25 years now, she has been working following the perspective of the New Deal.	Next, the translator lacked or did not have any background knowledge of the CPDM “ New Deal ” movement which has “renouveau” as the French equivalent.

<p>(On Françoise Foning) :</p> <p>Pour y arriver, elle entre bruyamment dans l'arène en se faisant élire, en 1970, présidente de la sous-section de l'Organisation des femmes de l'Union nationale camerounaise (OFUNC) basse-bakoko.</p>	<p>To reach her goals, she remarkably entered onto the political scene in 1970, by being elected the president of the women's wing of the Cameroon's National Congress (OFUNC) of Bassa-bakoko.</p>	<p>To achieve her goals, she remarkably entered onto the political scene in 1970, by being elected the president of the women's wing of the Cameroon's National Congress (OFUNC) of Bassa-bakoko.</p>	<p>Here again, "to achieve" a goal transmits a clearer message of the FT than 'to reach' the goal. To 'reach' a goal means to get to the goal and this is not the same as achieving which means to succeed.</p>
<p>(On Olive Shang) :</p> <p>Elle a fait tomber toutes les incertitudes qui caractérisaient la radiodiffusion durant la période précédant les lois sur la liberté et s'est imposée comme la « mère du journalisme de radiotélévision ».</p>	<p>She beat all the odds that were characteristic of broadcasting in those days prior to the liberty laws and stood prominently as the "mother of broadcast journalism".</p>	<p>She beat all the odds that were characteristic of broadcasting in those days prior to the laws on freedom and stood prominently as the "mother of broadcast journalism".</p>	<p>The literal translation here is not acceptable because it wrongly translates "lois sur la liberté" in the English text and gives a wrong sense of the phrase. It is naturally said in English "Laws on Freedom". "Liberté" is hardly or never translated as "Liberty".</p>
<p>(On Lucy Asuagbor) :</p> <p>Le Cameroun annonçait ainsi solennellement la candidature de Chief Justice Lucy Asuagbor à la Commission des</p>	<p>On this occasion, Cameroon was officially announcing the candidature of Chief Justice Lucy Asuagbor</p>	<p>On this occasion, Cameroon was officially announcing the candidature of Chief Justice Lucy Asuagbor for the</p>	<p>The translator does not master his/her TL which is why s/he could not faithfully and sensibly transfer the SM respecting the rules of the TL. This leads to confusion in the reader between the</p>

droits de l'Homme et des peuples de l'Union africaine.	for the African Union Commission for Human Rights and People.	African Union Commission for Human and People's Rights.	" African Union Commission for Human and People's Rights " and some other non existing commission.
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4.1.5 Calque

Like borrowings, calques are used when the TL lacks a better way of expressing the ST item. Nevertheless, they should be avoided when the TL has an equivalent for the ST item. If they are used even when there is an equivalent for the ST in the TL, it shows the translator's lack of TL mastery as seen in the examples below:

FT	ET	Proposed Translation	Comment
(On Esther Tchouta Moussa) : Elle est aussi présente au Congrès des Nations Unies à la Havane à Cuba, en 1990, sur la prévention du crime et le traitement des délinquants.	Also, she attended the 1990 UN Congress on crime prevention and the treatment of criminals organised in La Havane in Cuba.	Also, she attended the 1990 UN Congress on crime prevention and the treatment of criminals organised in Havanna , Cuba.	The translator seems not to know the English appellation of " La Havanne " which is " Havana " as shown above.
(On Esther Tchouta Moussa) : Elle prend sa retraite alors qu'elle a regagné le pays natal, et exerce comme avocat général près de la Cour d'appel du Littoral à Douala.	She retired when she got back to her native land, and is currently working as an advocate general at the Littoral Court of Appeal in Douala.	She retired when she got back to her native land, and is presently attorney general at the Littoral Court of Appeal in Douala.	In this example, we meet calque at its worst. It is useless here because the notion has an equivalent in English. " Attorney General " is the exact equivalent of " Avocat générale ". Also, paraphrasing turned out to be helpful in polishing the

			TT.
<p>(On Elizabeth Silikam) :</p> <p>Mme Silikam, est née le 1956 à Yagoua, actuel chef-lieu du département du Mayo Danay.</p>	<p>... Mrs. Silikam, was born on 5th February 1956 in Yagoua, actual head town of the Mayo Danay.</p>	<p>... Mrs. Silikam, was born on 5th February 1956 in Yagoua, present divisional headquarters for the Mayo Danay Division</p>	<p>It is wrong to translate “actuel chef-lieu du department...” as the ET does, because ‘chef lieu’ has an English equivalent which is ‘headquarters’. Also, ‘actuel’ and ‘actual’ are false friends which should be avoided.</p>
<p>(On Esther Dang) :</p> <p>Elle aura déjà été directeur des opérations à la SNI pendant 7 ans, conseiller technique auprès du secrétariat général de la présidence de la République en charge des affaires économiques, financières et techniques en 1989, censeur à la Banque des Etat d’Afrique centrale...</p>	<p>But before, she had already been Operations manager at SNI for 7 years, technical advisor to the Secretariat general at the Presidency of the Republic in charge of economic, financial and technical affairs in 1989, the censor of the Bank of Central African States (BEAC)...</p>	<p>But before, she had already been Operations manager at SNI for 7 years, technical advisor to the Secretariat general at the Presidency of the Republic in charge of economic, financial and technical affairs in 1989, the censor of the Bank of Central African States (BEAC)...</p>	<p>This is a case of an integrated calque because it is used in all official settings and is part and parcel of the English language. There is no other way except if one uses a long descriptive phrase that would not mean exactly the same as the FT.</p>
<p>(On Anne Marthe Mvoto) :</p> <p>Elle est désormais rédacteur en chef central à la télévision nationale.</p>	<p>She then became editor-in-chief of the central bench on national television.</p>	<p>She then became editor-in-chief of the central bench on national television.</p>	<p>This calque is an integrated one and is based on equivalence since the term does not have an exact translation in the EL.</p>

4.1.6 Transposition

This translation technique is used in changing the style, tone or expression of the ST. It occurs when there is a difference in position between the ST and TT. This technique is good as long as it does not change the meaning of the ST. When the contrary is observed, then we are bound to say there is a translational error. The cases below are those that discourage the use of transposition.

FT	ET	Proposed Translation	Comment
<p>(On Madeleine Mbono Samba) :</p> <p>Madeleine emprunte le chemin de l'école à une époque où cette institution passe pour être une corvée, que ne peuvent supporter que les garçons : les longues distances à parcourir à pied, la faim à endurer, les brimades, le peu d'intérêt accordée à l'école pour la jeune fille, la crainte de ne pouvoir lui trouver un époux, si celle-ci accédait à un trop haut niveau...</p>	<p>Madeleine went to school at a time when that was considered to be restricted for boys: covering long distances on foot, enduring hunger, suffering from bullies, the lack of interest in school for girl children, the fear not to get married because of women's intellectual level are hurdles the future MP had to overcome, she fought to be both educated and married.</p>	<p>Madeleine went to school at a time when that was considered to be restricted for boys: covering long distances on foot, enduring hunger, suffering from bullies, the lack of interest in school for girl children, the fear of not getting married because of women's intellectual level are hurdles the future MP had to overcome, she fought to be both educated and married.</p>	<p>Concerning this case, and since we are dealing with transposition, we reversed and replaced some words to give the ET the message that the FT intends to transmit. Instead of “the fear not to get married” we used “the fear of not getting married”. This choice is driven by the observation made by the ET. The reader understands that the subject was afraid to get married while the FT says she was afraid of the outcome of extended studies.</p>

<p>(On Werewere Liking) :</p> <p>C'est qui y ont reçu leur formation pour voler de leurs propres ailes ensuite sont des milliers.</p>	<p>There are thousands of them who had been trained to fly on their own.</p>	<p>There, thousands of them had been trained to fly on their own.</p>	<p>In this example, we notice a faithful transposition except that the sentence is hanging making it less meaningful. This mistake has been corrected in page 69/70</p>
<p>(On Dorothy Njeuma) :</p> <p>... elle transforme cette institution en un campus de référence où la rigueur de l'encadrement n'a d'égal que la qualité du cadre de vie.</p>	<p>... she turned that institution into a reference campus, due to both rigorous training and an ideal environment.</p>	<p>... she turned that institution into a reference campus, through the enforcement of rigorous training that only equates lifetime deal with an ideal environment.</p>	<p>In this example, it is the rigour in the training and the ideal environment that are responsible for the classy environment of the campus. Thus, it would read better using "through" rather than "due to". The misplacement of emphasis also mars the reader's understanding of the message.</p>
<p>(On Esther Tchouta Moussa) :</p> <p>Son détachement, en 1973, au ministère des Affaires Étrangères, lui donne l'occasion de s'essayer, et avec succès, à la diplomatie : deuxième conseiller à l'ambassade du Cameroun à Libreville au</p>	<p>When she was appointed at the Ministry of Foreign Affairs in 1973, she had an opportunity to try her hand at diplomacy, and did it so well. Esther as Second Adviser at Cameroon Embassy in Libreville, Gabon, then Cameroon's "chargée d'affaires" in the same country.</p>	<p>When she was appointed at the Ministry of Foreign Affairs in 1973, she had an opportunity to try her hand at diplomacy, and did it so well. Esther was Second Adviser at Cameroon Embassy in Libreville, Gabon, then Cameroon's "chargée d'affaires"</p>	<p>This is another brilliant transposition but the problem with this example is that, the sentence is laft hanging. This sentence would have been complete if s/he had used the verb 'was' instead of the adverb 'as' because the use of this adverb makes the clause a subordinate one and leaves the reader expecting the main clause</p>

Gabon, plus chargée d'affaires du Cameroun dans le même pays.		in the same country.	which was not included till the end of the paragraph.
(On Assomo Ngono) : Son inspiration fut de divine. Altière, elle imposait le respect par son physique athlétique.	She was believed to be inspired by God and her athletic physical appearance made her proud and commanded respect.	She was believed to be inspired by God and by her athletic physical appearance, commanded respect.	The transposition here is expressed in the change of the noun phrase into a verb phrase. In the next point we decided to eliminate “ made her proud ” because that is not the message emitted in the ST.
(On Josepha Ngong Mua) : Elle n’a jamais ménagé aucun effort pour la défense de des droits des femmes :	She worked untiringly craving for women’s rights.	She worked untiringly defending women’s rights.	The transposition here occurs when the ET uses the positive mood while the FT uses a negative mood. However, the meaning remains the same and has been faithfully transmitted.
(On Rose Angeline Nga) : Son père quitte brutalement ce monde et la jeune bachelière est désemparée. Elle est issue d’une famille modeste et craint pour sa vie. Mais elle a foi. En son étoile et en sa volonté de	...the newly high school graduate is disoriented. The modesty of her family makes her to be worried about her future. But she trusted her guiding angels and her strong desire to succeed.	...the young High School graduate is disoriented. The modesty of her family makes her to be worried about her future. But she trusted in her guardian angels and her strong desire to succeed.	This is a good transposition but the adjective “newly” should refer to the diploma and not a human being. Meanwhile the FT refers to the woman in possession of the diploma. Moreover, the place of the adjective in the ET makes it incomprehensible and transfers a ‘non-sens’. In this case, ‘ pour la defense ’ has been transposed for ‘ defending ’

réussir.			Secondly, we changed “guardian” for “guiding” because we know of the expression “guardian angel” and not a “guiding angel”. Furthermore, one can “trust in” ability or desire, not “trust her desire”.
<p>(On Fadimatou Bouba) :</p> <p>Dans le contexte de démocratisation, Mme. Fadimatou est restée active, siégeant au conseil municipal de Mokolo jusqu’en 1998 et invitée à toutes les manifestations officielles.</p>	<p>Within the framework of democratisation, Mrs. Fadimatou has remained active, since up to 1988, she had been member of the Mokolo municipal council and a guest in all official ceremonies.</p>	<p>Mrs. Fadimatou has remained active in the democratisation movement, ever since and up to 1988, she had been member of the Mokolo municipal council and guest at all official ceremonies.</p>	<p>In this case, we have changed words like “framework” for “movement” because democracy was a movement and not just a framework. We also changed the sentence structure so as to give it a more complete meaning.</p>

4.1.7 Under Translation/Omission

Undertranslation is the use of an inappropriate term to transfer the message. It also includes omissions of patches of the texts, whole phrases or sentences. This technique is discouraged in translation because it results in the loss of meaning.

FT	ET	Proposed Translation	Comment
<p>(On Jeanne Irene Biya) :</p> <p>Elle n’en veille</p>	<p>She was scrupulous on the education</p>	<p>She was as scrupulous in</p>	<p>First, there is a reversal of names, making the reader</p>

<p>pas moins, de manière scrupuleuse, à l'éducation de Frank Emmanuel Biya, son fils.</p>	<p>Emmanuel Franck Biya, her son.</p>	<p>educating Franck Emmanuel Biya, her son.</p>	<p>think these are two different people. The omission in the ET makes the message incomplete.</p>
<p>(On Assomo Ngono) : Assomo Ngono Ela fut adulée comme un demi-dieu. Son héritage est vivace, à travers des hommes, ses fils et petits-fils. Peut être, de l'au-delà, révélera-t-elle une autre diva de mvet...</p>	<p>Undone</p>	<p>Assomo was seen as a demi-god. Her legacy lives on through men, her sons and grandsons. Just maybe from the world beyond, she might prove to be another mvet diva.</p>	<p>In this example, we find a whole patch of the text that is not translated and we translated by transposing the adjectival phrase into the verb phrase used in the Proposed translation column. Omission shows unconsciousness and carelessness in the translator.</p>
<p>(On Yaou Aissatou) : Le 17 septembre 2003, elle est promue directrice générale de la SNI.</p>	<p>That is probably one of the reasons why on 17 september 2003, she was appointed General Manager of SNI</p>	<p>This is probably one of the reasons why on 17 September 2003, she was promoted General Manager of SNI.</p>	<p>In this example, the ET uses a vague term for a more specific one in the FT. 'Appoint' does not give a clear picture of the direction of the movement because it could either mean promotion or demotion. 'Promote' on the other hand shows a positive appointment.</p>
<p>(On Pauline Andela) : Né vers 1933, à</p>	<p>Pauline Andela Tsala was around</p>	<p>Pauline Andela Tsala was born</p>	<p>Looking at the FT and the corresponding ET, we notice</p>

une époque où en Afrique, les naissances n'étaient pas systématiquement enregistrées...	1933, a period when, in Africa, merely born children were not systematically registered.	around 1933, a period when, in Africa, new born children were not systematically registered.	that the Translator is careless enough to omit the verb that comes after the auxiliary verb, making the message less complete.
(On Lydia Belle Effimba) : Sa période d'activité dans la vie politique a connu ses hauts et ses bas. Cependant, elle a démontré son courage et sa ténacité dans son combat pour redorer l'image de la femme.	As a political figure, she had both ups and downs, but she kept on fighting to revamp the image of the woman.	As a political figure, she experienced both ups and downs, but she kept on fighting to revamp the image of the woman.	Also, " had " is vaguer than " experienced " as we noticed in this example. When the author used "ups and downs", we realise s/he is referring to life experiences. So it would be better to use the appropriate word than a vague one.
(On Lydie Belle Effimba) : Lydie Belle Effimba n' abandonne jamais les chantiers du bien et elle mènera à bien toute action qu'elle juge susceptible de rendre la vie meilleure pour tous.	Lydia Belle Effimba never leaves an opportunity to act so that to contribute in improving people's life.	Lydia Belle Effimba never ignores an opportunity to do something that contributes in improving people's life.	The choice of " leaves " is replaced by " ignore " which gives a clearer picture of what the writer of the original message meant. The phrase is also not understood because the word collocation transfers a 'non-sens'. We paraphrased at the end of the sentence to make the text simpler.
(On Elizabeth Silikam) : Elle vit leurs	She knew about their daily	She experienced their daily	The use of 'know about' does not bring out clearly

difficultés quotidiennes, conseille, encadre , prend part aux événements, heureux et moins heureux de leur vie familiale et communautaire.	problems, advised and supervised them, was involved in both happy and unhappy events occurring in their families and communities.	problems, advised and directed them; she also shared both happy and unhappy events occurring in their families and communities.	how she interacted with the citizens. She could have known about the problems and did nothing but the FT says she actually got involved and shared in their activities and lifestyle.
(On Assomo Ngon) : Assomo Ngon Ela fut adulée comme un demi-dieu. Son héritage est vivace, à travers des hommes, ses fils et petits-fils. Peut être, de l’au-delà, révélera-t-elle une autre diva de mvet...	undone	Assomo was seen as a demi-god. Her legacy lives on through men, her sons and grandsons. Just maybe from the other side, she might prove to be another mvet diva.	This whole patch was not translated and we translated it using transposition since we changed the word class of some of the lexical items.
(On Regina Mundi) : Son doigté dans le service a ainsi ouvert la voie à d’autres femmes qui restaient jusqu’alors marginalisées, convaincues qu’elles étaient incapables d’égaliser les	The dexterity with which she served opened a way for ladies who had been hitherto marginalised thinking they could not do as much as men...	The dexterity with which she served opened a way for ladies who had till then, been marginalised and made to think they could not do as much as men...	This text shows that the Translator is law inclined. Besides, s/he leaves the reader feeling that it is the marginalisation that thinks meanwhile the ST says the women had been made to believe they could not do as much as men.

hommes...			
<p>(On Regina Mundi):</p> <p>Femme de caractère et de conviction, Mme. Mundi se distingue tout particulièrement, par ses convictions et sa polyvalence, comme un exemple à copier chez les femmes.</p>	<p>Mrs. Mundi is with much substance and conviction and she stands out very distinctly as a woman to emulate for her conviction and versatility.</p>	<p>Mrs. Mundi is a woman of great substance and conviction, standing out very distinctly as a woman to emulate for her conviction and versatility.</p>	<p>Next, the ET does not clearly say what Mrs. Mundi is doing with conviction. The translator uses a poor way of saying the subject had a strong conviction. We thus eliminated and substituted words that were misplaced.</p>
<p>(On Elizabeth Tankeu) :</p> <p>Et, pour couronner le tout, le 16 mai 1988, elle est faite ministre du Plan et de l'Aménagement du territoire</p>	<p>Finally, the icing of the cake was her appointment as Ministry of Town Planning on 16th May 1988.</p>	<p>Finally, the icing of the cake was her appointment as Minister of Town Planning and Territorial Administration on 16th May 1988.</p>	<p>There is under translation here due to the omission of the complete name of the ministry as given by the ST. This translation may not be bad in a Cameroonian context because any Cameroonian would understand what the text means; but it is bad because it cannot be understood by a foreigner since literature is universal and whoever reads it should get satisfaction from the literary piece.</p>
<p>(On Olive Shang) :</p> <p>Plusieurs années après sa retraite, cette femme, née en 1936, reste de nos jours, une</p>	<p>Even on her retirement in Jakiri she remains a reference.</p>	<p>Even many years on retirement in Jakiri, this woman born in 1936 remains a reference.</p>	<p>This is an undertranslation because the FT version contains information (the birthdate – 1936) which is not translated in the ET version. The proposal and</p>

référence.			added thus the lacking information since we noticed that the undertranslation harms fidelity.
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4.1.8 Over Translation

Over translation involves the cases where the ET contains information that is not found in the corresponding FT. Over translation often gives the impression that the Translator is more intellectually equipped than the author of the original message. They are as follows:

FT	ET	Proposed Translation	Comment
(On Olive Shang) : Plusieurs années après sa retraite, cette femme, née en 1936, reste de nos jours, une référence.	Even on her retirement in Jakiri she remains a reference.	Even many years on retirement in Jakiri, this woman born in 1936 remains a reference.	The ET version on here contains information (place of retirement – Jakiri) that is not found in the FT version. The proposal thus adopts the overtranslation which is useful for the reader since it does not harm meaning. Clearly, this is due to the Translator’s fore knowledge of the reality in the text.
(On Liza Ngwa) : Liza Ngwa, qui meurt sur la scène, accomplit un beau geste de la vie qui surpasse toujours	As she died while on stage, Liza Ngwa made laudable sacrificial performance in a bid to perpetually	As she died while on stage, Liza Ngwa made laudable sacrificial performance that perpetually	Again, the TT says “in a bid to”. This is faulty because the death on stage was not intentional. Meanwhile when we say “in a bid to”, it gives the impression that the act is thought out. The relative

la mort.	transcend death.	transcends death.	pronoun “that” links the phrases correctly and easily.
(On Rabiadou Njoya) : Epouse Nsangou, la princesse Rabiadou est née en 1945 à Foumban.	Married to Mr. Nsangou, Princess Rabiadou was born on 1945 in Foumban of Sultan Njimoluh Njoya	Married to Mr. Nsangou, Princess Rabiadou was born in 1945 in Foumban of Sultan Njimoluh Njoya	It is obvious the TT has more information than the ST. This is because the translator uses his/her background knowledge and gives more information about the father of Mrs. Njoya. The FT does not.
(On Rabiadou Njoya) : Et plus tard, en 1967, au Thurrock Technical School en Angleterre.	She further her learning at the “Lycée Général Leclerc” and later at the University of Thurrock Technical School in England.	She furthered her education at the “Lycée Général Leclerc” and later at the University of Thurrock Technical School in England.	The “University of Thurrock Technical School in England” contained in the ET brings in more information than found in the ST. In this case, we talk of an over translation due to the translator’s background knowledge.
(On AssomoNgonon) : Elle représente le Cameroun dans plusieurs festivals internationaux, y compris au Canada, à Dakar et à Lagos.	Assomo represented Cameroon in many festivals organised in Canada, Dakar (Senegal) and Lagos (Nigeria).	Assomo represented Cameroon in many festivals organised in Canada, Dakar (Senegal) and Lagos (Nigeria).	In this example, there is over translation due to the details about where Dakar and Lagos are found.
(On Marie Roger Biloa) :	For a few years now, Marie Roger	Adopted	Another point of over

...	Biloua, a mother of two, has been dreaming of launching a television station in Yaoundé.		translation is found in this biography which adds in the TT what was not originally found in the ST.
<p>(On Germaine Ahidjo) :</p> <p>L'Assemblée territoriale lui refuse les crédits nécessaires pour son déplacement. Elle retourne à Garoua, et c'est là-bas qu'elle fait connaissance d'Ahmadou Ahidjo, futur chef de l'Etat.</p>	<p>However, the territorial assembly refused to give her the necessary documents to travel. Faced with this refusal, Germaine returned to Garoua. It was there that she met with Ahmadou Ahidjo; future Head of State and President of the Republic who later gave her the status of the First Lady of Cameroon.</p>	<p>However, the territorial assembly refused to give her the necessary documents to travel. Faced with this refusal, Germaine returned to Garoua. It was there that she met Ahmadou Ahidjo; future Head of State and President of the Republic who later gave her the status of the First Lady of Cameroon.</p>	<p>Over translation is felt in this biography which adds in the TT what was not originally found in the ST. The ET adds that it was due to this refusal that she returned to Garoua, and that the president 'gave her the status of First lady'. This also results in too much explicitation which would be better to avoid since it is implied in the FT.</p>
<p>(On Marie-Thérèse Assiga) :</p> <p>Son intronisation au Palais des congrès de Yaoundé, en 2000, fera date et dévoilera au public un chef déterminé à asseoir sa légitimité d'unique</p>	<p>Four years later, her enthronement at the Yaoundé Conference Centre was a landmark and unveiled to the public a determined leader, who braved every protests against her being the only legitimate heiress to the throne</p>	<p>Four years later, her enthronement at the Yaoundé Conference Centre was a landmark and unveiled to the public a determined leader, who braved every protest against her being the only legitimate heiress to the throne</p>	<p>The addition of the timeframe 'four years' gives more precision on the time span of the activity. It is not a useless over translation and transfers message in a style that makes the ET appear as</p>

prétendante au trône des Ewondos.	of the Ewondos.	of the Ewondos.	a new text and not a translation but eases comprehension.
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4.1.9 Partial Translation

Partial translation refers to the translation that does not fully transfer the message of the ST either due to non translation of sections in the ST, or due to the use of words that do not carry the same impact as the ST. It often leads to incomplete ST versions and a loss of meaning.

FT	ET	Proposed Translation	Comment
(On Germaine Ahidjo) : La popularité de Germaine Habiba Ahidjo est telle qu'une artère principale, au cœur de Yaoundé, la capitale politique du Cameroun, a été baptisée « Avenue Germaine ».	The popularity of Germaine Habiba Ahidjo was seen as gateway into the heart of Yaoundé, the political capital of Cameroon, which was named "Avenue Germaine".	The popularity of Germaine Habiba Ahidjo was manifested in the naming of a gateway into the heart of Yaoundé, the political capital of Cameroon, "Avenue Germaine".	We notice that the TT does not completely transmit the message of the ST. It rather complicates the TR understanding. The ST says, a place in the centre of Yaoundé was named after Mrs. Germaine Habiba as a show of her popularity but the TT says the the popularity was a gateway into the heart of Yaoundé. This shows that the Translator did not understand the message of the FT. We then wonder how possible it is for him/her to translate.
(On Olive Shang) : Mme Shang a donné des cours de vacation à	Mrs. Shang on a part-time basis at the Lectured	Mrs. Shang was a part-time lecturer at the Advanced	The mistake here is is on the

<p>l'école supérieure des techniques de l'information et de la communication à l'Université de Yaoundé, sur les fondements de la radio et de la production des programmes ; un cours qui permettait aux nouvelles recrues de faire leurs premiers pas dans le métier avec une connaissance avérée des subtilités du journalisme de radio et télévision.</p>	<p>Advanced School of Mass Communication, University of Yaoundé on the basics of radio and programme production, a course that helped newly recruited degree holders to get into the profession with an established knowledge of the intricacies of broadcast journalism.</p>	<p>School of Mass Communication, University of Yaoundé on the fundamentals of radio and programme production, a course that helped newly recruited degree holders to get into the profession with an established knowledge of the intricacies of broadcast journalism.</p>	<p>long sentence structure. The ST made a long sentence and the TT maintained it. This results in an incomplete sentence. However, we remedied the situation by adding a verb and article to give the text a more complete sene.</p>
<p>(On Assomo Ngon) : on peut même parler d'un « big band », à la manière des jazzmen noirs américains où les formations passent du duo au trio, du quartet au quintet et un sextet, pour se</p>	<p>This, like black American jazzmen used to say, could be viewed as a “big band” for groups of players move from two, three, four or five performers to a well-crowded set made up of 60 to 80 musicians.</p>	<p>This is what the black American jazzmen would call “the big band”, for groups of players increased from two, three, four or five performers to a well-crowded set made up of 60 to 80 musicians.</p>	<p>The mis-translation led to a misplacement of emphasis. Again, we preferred “increase” (a positive and more precise way of describing the growth of the band) to “move” which is</p>

fondre dans de grandes formations où l'on compte 60 à 80 musiciens.			vaguer.
(On Sarah Etonge) : Née à Buea vers 1968, cette femme d'origines humbles s'est hissée sur les feux de la rampe en jouant de ses qualités exceptionnelles, un style dont elle a le secret.	Born in Buea, the headquarters of the South west Region of Cameroon, this woman of very humble beginnings , has sprung to the limelight just because of her virtuous qualities, a class of her own.	Born in Buea, the headquarters of the South west Region of Cameroon in 1968 , this woman of very humble origins , has sprung to the limelight just because of her virtuous qualities, a class of her own.	There were both over translation (description of Buea) and an omission (the date of birth). Moreover, the use of 'beginnings' instead of " origins " does not help the reader fully understand exactly what the ST says. The ST clearly refers to the subject's family background and not the starting point of her career.

4.1.10 Other Translations

Other translations here include translation techniques like explicitation, compensation, modulation, adaptation. Like all others, they would be picked out and corrected and commented on.

FT	ET	Proposed Translation	Comment
(On Françoise Mbango Etone) : Son absence des sautoirs dure jusqu'en début d'août 2006. En avril, elle opère une comme back	Her absence in the world of athletics lasts until early 2008. In April of the same year, she jumped over 14.50 meters in	Her absence in the world of athletics lasts until early 2008. In April of the same year, she jumped over 14.50	Explicitation We notice here that, even though she really wanted to let people know she was back, the FT expresses it better than the ET even though the spelling of the

à Yaoundé avec un saut de 14.50m.	Yaoundé, to let people know she was back.	meters in Yaoundé, as a come back record.	phrasal verb “ come back ” borrowed from English language is affected by the French language. If the translator had used the same phrasal verb, the explicitation here would have been avoided.
(On Elizabeth Tankeu) : L’histoire d’Elizabeth Tankeu est, sans conteste, liée à son baccalauréat C acquis au lycée général Leclerc en 1965.	Elizabeth Tankeu’s story is inarguably linked to the “Baccalauréat C” (High school diploma in Sciences) that she obtained in 1985 at the Lycée Général Leclerc.	Elizabeth Tankeu’s story is inarguably linked to the “Baccalauréat C” (High school diploma in Sciences) that she obtained in 1985 at the Lycée Général Leclerc.	Explicitation Explicitation occurs here as the Translator seeks to facilitate understanding for the TA. This is a conscious translator because s/he is aware that the ST and TT do not have the same educational system and diplomas.
(On Thérèse Ngann) : Après son CEPE, et à l’heure où de nombreux jeunes se lancent dans les études générales, son grand frère, François Bilong, l’encourage à s’investir dans la couture et les beaux-arts	After her CEPE (equivalent to the First school leaving certificate) she was encouraged by her elder brother, Francois Bilong, to study couture and fine arts, while her fellow youths opted for general studies.	After her CEPE (equivalent to the First school leaving certificate) she was encouraged by her elder brother, Francois Bilong, to study couture and fine arts, while her fellow youths opted for general studies.	Explicitation Same as above
(On Germaine Ahidjo) : L’Assemblée territoriale lui	However, the territorial assembly refused to give her the	However, the territorial assembly refused to give her	Compensation This is compensation because the ET explains the

<p>refuse les crédits nécessaires pour son déplacement. Elle retourne à Garoua, et c'est là-bas qu'elle fait connaissance d'Ahmadou Ahidjo, futur chef de l'Etat.</p>	<p>necessary documents to travel. Faced with this refusal, Germaine returned to Garoua. It was there that she met with Ahmadou Ahidjo; future Head of State and President of the Republic who later gave her the status of the First Lady of Cameroon.</p>	<p>the necessary documents to travel. Faced with this refusal, Germaine returned to Garoua. It was there that she met Ahmadou Ahidjo; future Head of State and President of the Republic who later gave her the status of the First Lady of Cameroon.</p>	<p>reason Germaine returned to Garoua. This is not explicitation because the text is contained elsewhere in the French version of the biography but not at the same place as the ET. The translator decided to put it here because it transfers the message better and blends with the current sentence.</p>
<p>(On Ngole Nyambaka): A la fois méprisée et adulée, Gole Nyambaka fit avec son temps et sut s'en aller quand les temps nouveaux lui parurent délicats. Le changement à la tête de l'Etat sembla tarir sa source principale d'inspiration. L'essor d'un nouveau rythme, le Mbala, et l'émergence de nouvelles figures féminines de la musique locale, introduisant la concurrence au moment même où</p>	<p>Gole Nyambaka, who was both despised and admired, marked her era and rightfully left the scene when new horizons seemed less promising. With the advent of a new Head of State, she appeared cut off from her main source of inspiration. The rise of a new rhythm, the Mbala, and the weakening health conditions, her ephemeral life came to an end</p>	<p>Gole Nyambaka, who was both despised and admired, marked her era and readily left the scene when new horizons seemed less promising. With the advent of a new Head of State, she appeared to be cut off from her main source of inspiration. The rise of a new rhythm, the Mbala, and the deteriorating health conditions, her short life came to an end.</p>	<p>Modulation In this example, we find many mistakes in one extract and rendered the translation as we have above, moreso, because health “deteriorates” instead of the “weakening” as used by the translator. Again, rightfully, sounds more of a right but the ST is saying that the singer left the scene immediately the times changed. Life could be “ephemeral” but natural English uses “short” which describes it better.</p>

<p>sa santé déclinante sonnait le glas de sa vie éphémère.</p>			
<p>(On Ndoh Epie Johannah) : Née en 1914, Mme. Epie, malvoyante certes, dégage cependant une personnalité importante et répond encore à un nombre inouï de sollicitations.</p>	<p>Born in 1914, Mrs. Epie although impaired in sight, still commands an imposing personality and an unheard of solicitation.</p>	<p>Born in 1914, Mrs. Epie although impaired in sight, still radiates an imposing personality and a highly solicited attention.</p>	<p>Modulation is the better translation technique needed here because the content of the SM needs to be transferred faithfully respecting the TL rules.</p>
<p>(On Elizabeth Silikam) : Elle vit leurs difficultés quotidiennes, conseille, encadre, prend part aux événements, heureux et moins heureux de leur vie familiale et communautaire.</p>	<p>She knew about their daily problems, advised and supervised them, was involved in both happy and unhappy events occurring in their families and communities. As such, she gained in popularity, esteem and consideration.</p>	<p>She experienced their daily problems, advised and directed them; she also shared both happy and unhappy events occurring in their families and communities. Consequently, she gained popularity, was held in high esteem and revered by the people.</p>	<p>Compensation In this example, the translator is conscious enough to link phrases and connect meaning so as to transfer the message coherently.</p>
<p>(On Marie Roger Biloa) : ...</p>	<p>For a few years now, Marie Roger Biloa, a mother of</p>	<p>Adopted</p>	<p>Compensation Another point of compensation is noticed in</p>

	two, has been dreaming of launching a television station in Yaoundé.		the instance where the TT explains what is not found in the corresponding FT but found elsewhere in the biography.
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4.2 Discussion of Findings

Here, we present the findings and then discuss their sources, impact and implications.

Translation Error Type	Absolute Frequency	Relative Frequency in 100%
Lexical Errors	37	26.5
Grammatical	35	25.8
Borrowing	7	5
Literal Translation	13	9.5
Calque	5	3.8
Transposition	8	5.8
Under Translation/ Omission	12	8.8
Over Translation	8	5.8
Partial Translation	4	2.9
Other Translations	8	5.8
Total	137	100

Looking at the table, we notice that lexical translation errors outweigh any other error type in this document. However, it is worth highlighting here that this is just a representative selection because we did not pick out repeated mistakes like ‘liberty laws’ and ‘hey days’ which we found in many biographies. We also left out the recurrent ‘account for’ used throughout the text to mean ‘credit for’. Thus we picked out a translation error type and did not focus on how many times it appears in the text. The occurrences have been counted and the percentages worked out.

The high occurrence of lexical problems in the English version of *Femmes d’Impact les 50 des Cinquantenaires* with 26.5% proves that the Translator mostly based his/her search for the TL word equivalent on lexical tools like the dictionary, thus distorting meaning in the process of transferring the message.

Grammatical errors are second in percentage with 27.7%. This is a clear indication that the Translator neglected grammatical rules, over generalised them, or did not master them including their differences between the working languages.

Literal translation and under translations show relatively high percentages compared to other translation techniques. This is also a sign that the Translator, relied heavily on the ST structure and in the process, lost the meaning that was supposed to be transferred in the ET, or did not translate complete patches.

Looking at other translation techniques adding to the results shown above, there is no doubt that the document *Femmes d’Impact les 50 des Cinquantenaires* needs a retranslation. This time, it should be done by professionals and not amateurs.

4.3 Possible Reasons for Poor Translations

It would be unfair to look at poor translations in a text and ignore the possible sources and causes of these poor translations. This is the reason we have reserved a part of this chapter to discuss the possible reasons we have such translations. They are as follows:

4.3.1 Complexity of Translation

The enormity of difficulties and complexities surrounding translation as observed from the text under study has shown that Theodore Savory's concerns developed long ago in his *The Art of Translation* (1957) have remained unsatiated even till today. Despite the strong advocacy for a translation to render words without additions and deletions, we realise that translation is far from overcoming these difficulties as we still find translated documents inapt for consumption. One reason for this complexity is that there can hardly be any best choice or situation to adhere to because no translation is final. Every translation has a tendency to be disqualified by the timeframe. Clearly, translation is a progression from exposition towards expansion; locates a context and recreates that context, and at the same time alluding to the location of the translator.

4.3.2 Incompetence

Incompetence here concerns mainly the translator. The translator of a text should be able to transmit effectively the message an author implants in his/her work. The Translator is not one who doubts their proficiency in the TL. A good translator should master the working languages (those concerned in the task). A good translator is also one that reads in between the lines to bring out any hidden and intended message. They can do this through proper use of the translation tools and techniques placed at their disposal including their background knowledge of realities.

4.3.3 Poorly Written Source Text

If a text is poorly written, it leads to misunderstanding and consequently, poor translations. We noticed that some parts of the text contained poor French, grammatical errors, omissions or incomplete information. In the case of the French language for example, a misplaced 'accent' can give a word a different meaning. As a result of such blunders, the translator can create a great deal of bad or wrong translations if s/he does not have enough

information about the content of the text. We recommend thus that clients cross-check and proofread their texts before giving them out for translation so as to foster desirable results. Examples of poorly written texts are found in the following biographies:

On Françoise Mbango Etone: *En avril, elle opère une comme back à Yaoundé avec un saut de 14.50m.*

On Josette Ngouebou: *Josette Ngouebou Toukam, décédée le 14 avril 2005 des suites de courte maladie, est était et mère d'une fille.*

On Werewere Liking: *C'est qui y ont reçu leur formation pour voler de leurs propres ailes ensuite sont des milliers.*

Such texts could mislead the translator's understanding and affect message rendering in the TT.

Other reasons are ambiguity in source texts:

On Rose Angeline Ngah: *Son père quitte brutalement ce monde et la jeune bachelière est désemparée.*

This text could be translated with the adjective jeune being attached either to the degree or to the holder. One of the requirements of a translation text is that the ST should not be ambiguous. Due to the ambiguity in this ST, the two versions below are acceptable.

a) ...the newly high school graduate is disoriented.

Or

b) ...the young High School graduate is disoriented.

4.3.4 Carelessness

Carelessness is detected when a client chooses to give a text to a bilingual because they charge lower than trained and professional translators; with bilinguals who only use the dictionary, words and not meaning are going to be translated, thus making the

reproduced text a laughable one. The number of translators sent out by translation institutions of the country is too high for us to read bad translations resulting from the lack of translators. We wonder who is translating the tons of works we read today. Real translators should be employed and paid well to motivate them because we believe that if the pay is high, the work will be done better than it is done nowadays.

Another point of carelessness is when translators sometimes undermine the task at hand and go about it in a relaxed way, making all the possible mistakes. When such mistakes are noticed on a text that was supposedly translated by a professional translator, it causes consumers to doubt the competence and efficiency of the professionals. To crown it all, a translator must not translate into their L2 (second language/language 2); they are required to translate into their L1 (first language/language 1).

CHAPTER V

GENERAL CONCLUSION

5.0 Introduction

In this chapter, we discuss our findings from the exercise carried out above. We also underline the implications of these findings for the translator, for the translation profession, for the society; we equally recommend a few points for future translators. The chapter closes with some suggestions for further research and an overall conclusion.

5.1 Evaluation of the Translation

The purpose of this work was to bring out wrongly used translation techniques through the words and expressions that hinder understanding of the English version of *Femmes d'Impact: Les 50 des Cinquanteaires*. Through this, we sought to analyse the extent to which these lexical items affect understanding and how faithfully the translator transmitted the message contained in the ST. This enabled us determine whether or not the faithful message transfer in the ST has been disrupted by the translator's choice of words or translation techniques. Thus a close examination of the English version of the *Femmes d'Impact : Les 50 des Cinquanteaires* document has revealed that the choice of words a translator uses can enhance or destroy the original message. Consequently, we agree with Valery Labaud who sees the translator as “un peseur des mots” because, unlike the bilingual that only searches for

the equivalent of a word, the translator is supposed to measure and weigh out these words to know which word or synonym suits better in a given context.

A thorough analysis of each biography has proven that every biography has at least one mistake and in some cases, more than 5 mistakes. This shows the extent to which the Translator of the text has failed to transmit the ST message in the TT language. From the 50 biographies, we picked out 136 errors that cannot be overlooked. Some of these were omissions, others were under translations, others over translation, others again, literary translation, while others were whole sentences that had to be rephrased. In each, we proposed a translation; in cases of omission, we did the translation, in those of under translation, we balanced the texts in the proposal column, while in cases of over translation, we analysed and then either corrected or adopted as the case applied.

Again, we noticed that the translation is a “belle-infidèle” because the expressions were appealing and mind-blowing enough to make the reader forget that the English version carries a different message from the French version; and that translation has a set of rules governing it, which if not respected, might render the practice non professional. Nevertheless, a curious mind would easily pick out the faulty sections even if they read more beautiful than they are sensible.

Generally speaking, though we noticed these weaknesses in the translation of the text, we also commend the Translator’s effort to be stylistic in the TL. However, we noticed that the language used by the translator needed scrutiny. The Translator seemed to master the English idiomatic expressions that translate many French idioms which apparently did not have an exact equivalent in the TL. The Translator manipulated the text in such a way that one has to read thoroughly before realising that the text is a translation from a French text.

Also, we note from the translation of this text that there is effective transfer of the authors’ style especially on the titles; through devices like metaphors, similes, personification, sarcasm, hyperbole, etc. Summarily, it becomes evident that the text is important because it describes the powerful women that have carried out great activities for the country in the domains of education, sports, art, law, politics, literature, entertainment, etc.

After the assessment of the translation of *Femmes d'Impact : Les 50 des Cinquantenaires*, and the correction of the mistranslations pointed out, we see clearly that the translation of this piece of work is not a hundred percent successful and faithful. We are also hopeful that before long, these errors will be corrected since the document is just a year old. We also nurture the hope that IRONDEL can give it out for a retranslation since retranslation always ameliorates previous translation. Passing judgement on the work of a group of people that have put in so much effort to produce this literary piece would be an unfair move on literary creation. We thus acknowledge their efforts and recommend that the text be retranslated because retranslation solves many problems relating to the meaning of a translated text.

5.2 Implications for Translators

This study will show the translators of this text the areas where they went wrong. It goes a long way in enlightening them on the consequences of poor translation. The work could also lead to a retranslation of the text and revision of their use of some translation techniques. It will also serve amateur translators in providing them with more literature review of relevant works presented in the second chapter herein. The proposal column in this work will be clear evidence that the text under study could be done better.

Since the study also revealed the weaknesses of badly used translation techniques such as transposition, literal translation, undertranslation and overtranslation, future translators who read this write-up would learn to avoid the use of unnecessary translation techniques, as it may mislead the TA of a literary text.

5.3 Implications for the Translation Profession

The present study may be a reference for any translator who undertakes a retranslation of the document under study. S/he could use the proposals herein to upgrade the English version of the document. With studies like this, the translation profession blossoms because professionals often learn more from their mistakes when they are pointed out.

Without such a study, the text would remain as it is and thus present translation in Cameroon to be an unprofessional domain where anyone can just translate in any way they find acceptable to their personal desires.

5.4 Implications for the English Language Speaker of Cameroon

Cameroon is made up of a population speaking two official languages and many other home languages. It comprises two sections – the French-speaking and the English-speaking. Some understand both languages while others understand only their L1. Others still, understand their L1 and have some knowledge of their L2. This does not mean they all can read and understand their L2. Thus, anyone seeking information about the *Femmes d'Impact: Les 50 des Cinquantenaires* women must have a clear understanding of the information given about them. This is not possible if the text is not presented in comprehensible language. If written material cannot be fully accessed by the English-speaking population, or if they cannot get the full message as the French-speaking population, there is a general feeling of being cheated and deprived of knowledge. Since these women represent all parts of Cameroon including the English-speaking parts, the document needs to consider the linguistic demands of all to achieve satisfaction in reading their biography.

5.5 Recommendations

Consequently, we recommend that any translator undertaking the task of translating a text of such importance should first of all study the basic textual properties in translation like tone of the text (emotional, aggressive, persuasive, tone), intention of the text, the type of text (whether it is expressive, informative, vocative, etc.), the quality of the writing (degree of formality, degree of generality vs. technicality), readership (for example the expert or translator, the educated layman, or the ignoramus), register (dialect, sociolect, genderlect), etc. including permanent features of the writer, the cultural difference between the SA and the TA. Also context is one non-negligible factor in translation because this is what helps the translator choose the right synonym.

We further recommend that every text given out for translation should be well written in clear and comprehensible language so as to avoid ambiguous translations that make the translator appear as incompetent. The translator has the right to as much information as the writer. Thus, when a translator receives a text for translation, they should demand access to all information that will help him/her accomplish the task.

Again, the translator of any given text is not to rely solely on their lexical tools like dictionaries to get the equivalent of words in the TL. They should have background knowledge and if they do not, they should do more research on the document they have to translate. If there is misunderstanding, the translator could contact the writer to ask for clarifications on any doubtful point in the ST. Considering that new words and expressions are introduced everyday into languages the translator automatically needs to operate as a researcher. The translator is to consider the context of the text to be translated, respect the TL culture, grammar and style during the transfer of message from one language into another.

We also suggest the Ministry of Culture ensures the presentation of documents in perfect French and English languages in the country especially when they have to be used for an important cultural event of any society.

Most importantly, translators should show self determination and commitment to the profession and they should be conscious of the importance of the task of translating texts and in fulfilling their duty to both the author and the audience. They should not ignore parts of the texts or add other patches for their satisfaction and fun. Translators are meant to transfer the whole message from the ST but if they do partial translation, the ST and the TT will not carry the same message.

5.6 Suggestions for Further Research

Even though we have discussed all the biographies in this text we have not done all there is to be done in the domain of translation as concerns *Femmes d'Impact : Les 50 des Cinquantenaires*. The research endeavour was carried out with focus on the lexical and semantic aspects of translation. In the process of us carrying out this work, we realised that many other

parts of translation could be discussed. For example, another researcher could analyse sentence structure in *Femmes d'Impact : Les 50 des Cinquantenaires*; or the translation of idioms (from French into English) in *Femmes d'Impact : les 50 des Cinquantenaires*. Lastly, we insist that there are more studies to be carried out on literary works from the lexico semantic point of view.

Conclusion

Summarily, translation is an exercise that should achieve a similar effect on the target text receiver as the source text has on the source text receiver. Nevertheless, it may not be easy to achieve this similarity because languages have greater historical, social and cultural differences. According to the examples analysed above, we conclude that due to religious, cultural and literary factors, it is difficult, though achievable, to find a standard equivalent in one language for another. From a comparison between the texts involved in translation (ST and TT), one then notices howmuch of the meaning is transferred in the process of translation and howmuch is lost; and the quality of translation pertaining to meaning as far as lexis is concerned.

Translation is a complex task and this complexity is caused by various factors which include the translator's incompetence, poorly written text, linguistic and cultural barriers, geographical differences, etc. Also, there is constant evolution in language resulting from many social, economic, political, scientific and cultural activities. These and the advent of technology and machine-aided translation tools increase the translator's inability to render exactly what the author says in the ST. Allthesame, awareness and proper use of different theories presented by famous theoreticians can help the translator find appropriate equivalence in translating different texts such as: scientific, literary, etc. Thus a translator transferring message between audiences needs to make good use of these tools without ignoring the importance of intellectual baggage.

Like many professions, translation has not achieved perfection and will remain so for quite some time before we can talk of perfect translation. One of the reasons for this is the inauthenticity attached to the TT productions of the ST. The practice in itself contains many controversies such as the translated text being labeled TT and at the same

time a replacement of the original. This is also at the backbone of the wordplay in deciding whether a translation is good, transparent, accurate, or faithful. It is worth highlighting allthesame that, translation in Cameroon is far off being acceptable; but if more studies are undertaken in the domain, the profession will be upgraded.

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