Summary Translation Cognitive Process
(Academic Training for Cost-effective Professional Achievement)

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ABSTRACT: *This study aimed to highlight the significance of Summary translation in academic and professional contexts. We introduced a brief definition of other types of translations to make out the dissimilarity, and then we focused on Summary translation within a full process through three samples. The first ones embody professional situations from Public service and Industrial fields of application, the third one is delivered as an academic general text. The aim of this study is to demonstrate the contribution of Summary translation in developing the analytical/synthetical skills of the students through a cognitive process handled by the Interpretive Theory of Translation. The findings determined the significant contribution of a Summary translation in preparing the students to the job market; we also pointed out the behavior of students towards a Summary translation compared to a full transfer, and how to settle any related issue. Accordingly, we proposed a well-structured method to conduct a practical course in the classroom, and we ended by sustaining the use of Summary translation in the job market, for it increases the material and immaterial income of the employers and the employees.*

KEYWORDS: Summary Translation, Types of translation, Cognitive process, Synthetic skills, Job Market.

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Introduction

Translation is an essential act of communication for it makes possible the social, economic and cultural interchange between speakers of different languages. However, it is no more a linear activity that inquires a full transfer into the target language, in a real-life condition; a translator has to adapt the transfer to the requirements of the commissioner/receiver who may require the translation of the core elements only, any other information remains of no use. Accordingly, many types of translation are there to fulfill the requirements of the job market, among them the *Summary translation* also called *Synthetic translation* that consists in reducing the quantity of the source text in the target language for several reasons:

- The target text (TT) receiver does not *need* a full translation; the key elements will be enough mainly when they are gathered from numerous source texts dealing with the same topic.
- The target text receiver has no *time* to read a full translation, which will be provided later on.
- The commissioner wants to reduce the *costs* caused by a full transfer.
- The commissioner needs to asses the *relevance* of a synthetic transfer first, and then he will decide whether the source text (ST) is worth being translated in full or not.
- The *space* dedicated to the target text is limited, so a summary translation is required, for instance in Press release or Advertising agencies.

Following the above mentioned preconditions, we can notice that a Summary translation is meant for an in-house immediate use not for publication, distribution or archiving. It can be applied to newspapers, online content, press releases or authentic[1] documents meant for end-users. If so, any strategies to be followed for such type of rendition or it simply matters in reducing the quantity of ST in TT? In other words, does it require an academic training? Is it up to the commissioner/customer to decide about the type of translation needed or it is up to the receiver? Can the translator himself be involved in such a decision? Any theoretical support that could help in the rendition of a summarized text? What is the frequency of the summary translation in the job market? How does it contribute in the development of the material and immaterial income of the employers and employees? In an academic context, how do the students react to such type of translation? Do they find it easy and useful or difficult, if compared to full translations they are used to do? Does this type of translation have a positive impact on the synthetical and analytical skills of the students? We try to answer these questions to meet the following core objectives of the study:

From an academic point of view, we aim to highlight the importance of *Summary translation* in the development of synthetical and analytical skills of the students, each time they need to give an abstract of their texts/speeches, not only in the module of translation but also in the modules of written and oral expressions. From a professional context, the study aims to draw attention to the productivity of *Summary translation* in real-life conditions, for it is more cost-effective than a full literal rendition. Besides, its social long-term implication will be on the daily life of citizens thanks to the development of Information and Communication Technologies, which increase the contact between them.

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[1]- An *Authentic document* is initially established for communicative purposes, it is meant for end-users in real-life situations**.** For educational purposes, teachers can use them in their original form provided any private information is made hidden.

Methodology

We will analyze particular cases to identify the most responsive features of a *Summary translation* that could be generalized to several contexts; the other types of transfer will be introduced in brief just to make out the difference between all. Our samples are selected from professional and academic situations: *Public service, Industrial and Academic fields.* The analysis of the samples is followed for each by a discussion of the process and the findings. We will be finishing with a conclusion gathering the results and the suggestions of the study.

Theoretical framework

Since the main concern of a Summary translation is to reduce the quantity of the ST in the target language, the process requires the application of the *Interpretive Theory of Translation* (ITT) whose principle is to make out the central meaning by reducing the TT quantity. This theory emerged in the early eighties (in the ESIT of Paris)[2] by two imminent scholars, Danica Seleskovitch and Marianne Lederer who first applied it on interpretation then on translation. Its findings made it easy to reformulate ST message in TT language by separating the meaning from the words, through a cognitive process including three core steps: *comprehension* after reading/listening to the text/speech, then catching up the main idea in the short-term memory and dropping the form (words). This is the phase of *Deverbalization* where the focal elements are embodied in note-taking for interpretation, and in key notions for translation.[3] The interpreter/translator comes to the last step of *reformulation* by developing the key notions in the target text. This is the ITT in brief needed for our analysis; otherwise, the theory involves a full cognitive process of what exactly happens in the brain of the interpreter/translator during the transfer.

a. First, what is a full translation?

It consists in rendering the entire source text even if the translator knows previously that his translation might not be read in full. This type of rendition requires typically a linguistic structural transfer, and it's applied on long text documents intended to distribution then to the archives, for example: *Job Contract, Collective convention of a company, Medical Check-up, Price lists, Product range, Product catalog*, etc. The translator always keeps a copy of a full translation in the archives as a reference document. Besides, a *full translation* becomes an "Absolute translation" when it also reproduces the form of the ST, for instance the square frame of a text diploma or diagrams of statistics. Apart from this, any other type falls into Synoptic translation that itself includes many subtypes.[4]

b. Signage and Analytical transfers

Signage transfer consists in translating the key notions of a source text that are generally embodied in its terminology; the latter is enough to indicate the type and the function of the ST. Hereunder an example of a signage translation whose source text includes initially 15 lines, written in French language by the head of the Marketing department in a steel industry company, it was addressed to his internal homologue of the Department of Utilities[5]. The topic is a request to fix the problem of frequent power failures during summer season; the translator received the request and made an analytical translation as follows:

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[2]- ESIT : École Supérieure des Interprètes et des Traducteurs *(Higher School of Interpretation and Translation)*
[3]- The original French equivalent of *key notions* as stated by the ITT is *"Traits saillants" = "Prominent components"*
[4]- Types of *Synoptic translation* are recapped from Daniel Gouadec (1990).
[5]- Dpt of *Utilities* takes charge of the internal/external provisions on electric power, industrial water and oxygen.

Execution field: Steel industry
Sector: Power feeding
Dpt: Marketing (Internal)
Issue: To fix/reduce frequent *power failures*

The translator went straight to the point by converting the source text into the above 04 key notions that are quite enough to convey the main issue to the English speaking receiver. The latter got the main idea by a first glance to the TT paper, because to answer the sender's request, he just needs to know that *the request is coming from an internal department to resolve the problem of frequent power failures during summer season,* the fifteen ST lines were then reduced to one single sentence. Concerning the *Analytical translation*, it consists in eliminating whatever might be of no use to the reader/end-user, in such a way that we can translate only the *Table of content* of a document, its *abstract, figures,* or a *chapter.* Any other paragraphs that do not meet the requirements of the receiver are eliminated.

> c. *Selective and Summary transfers* (see application of the study below)

Selective transfer is the most effective and profitable type of synoptic translation, because it allows the translator to select and to add information in footnotes for communicative purposes, such as diagrams, graphics, pictures and statistics. It is obvious that a professional translator who knows perfectly the work procedure of his employer should do such type of transfers; he must be someone whose competence and performance go beyond linguistic services, hence, the selective transfer increases the productivity of the translator. Concerning *Summary transfer*, we opted for the definition of Nacira Zellal (2013) we find pertinent:

> La synthèse permet le dégagement d'une forme à partir d'un fond, de la valeur informative du texte, de sa signification connotative versus dénotative. C'est une opération cognitive centrale qui vise à ranger, classer rapidement et simultanément sur l'axe de la simultanéité et de la successivité les notions nucléaires que l'analyse a permis d'isoler. Il faut gérer un maximum d'informations en peu de temps et d'espace […], la synthèse suppose une métacommunication avec l'auteur (Zellal 2013, 160).

Concepts and terminology

Hereunder brief definitions of the relevant terminology that will be needful in the analysis of the samples, it also includes the core elements of the main issue and the hypothesis:

> a. Analytic/Synthetic judgment:

> Synthetic judgment is a judgment that recognizes identity through changes. An analytic judgment is a judgment that loses identity through changes […], summing up the idea of knowledge is really founded upon an analytic pattern, and that is why Kant seeks to solve the problem of knowledge by using critical, that is, analytic tools only. Kant provides an analytic of synthetic judgments whereby he defines (analytically) the steps through which we arrive at a synthetic representation of reality […], in 1903's Lowell Lectures Peirce distinguishes synthetic from analytic judgments, attributing the former to mathematics (hence to necessary reasoning) and the latter to logic, which tries 'to find out how inferences necessary and probable are composed. Once again, logic is confined to the analytic scheme of composition/decomposition. (Giovanni & Zalamea 2012, 02-04)

Tout ce qui est contenu dans la définition d'un concept ou s'en déduit logiquement en est un caractère analytique ; tout ce qui s'y ajoute, fût-ce en vertu d'une nécessité extra-logique, est un caractère synthétique. Il faut donc dire, pour conserver autant que possible l'esprit, sinon la lettre de la doctrine kantienne : un jugement est analytique lorsqu'il peut se déduire uniquement à des définitions et à des principes de la Logique. Il est synthétique, si sa démonstration (ou sa vérification) suppose d'autres données que les principes logiques et les définitions. (Vidal-Rosset 2006, 04)

b. Synopsis :

Le synopsis comprend plusieurs leçons et constitue une seule entité textuelle. Pour élaborer un synopsis, il faut découper des éléments dans le flux de la séquence d'enseignement… il s'agit de l'élément qui constitue le principe dynamique de l'enseignement (Schneuwly, Dolz-Mestre 2005, 183-184).

c. Cognition:

Cognition is a term referring to the mental processes involved in gaining knowledge and comprehension. Some of the many different cognitive processes include thinking, knowing, remembering, judging, and problem solving. These are higher-level functions of the brain and encompass language, imagination, perception, and planning. Cognitive psychology is the field of psychology that investigates how people think and the processes involved in cognition. (Cherry 2022)
Cognitive processes arise and undergo changes during the course of human development and its learning process, and that, Psychology intended to address them and understand them: origin, development and functionality. In order to define its functionality, the field of neuropsychology has focused on the study of cognitive processes, emphasizing the importance of the brain in human behavior, and the relevance of certain cognitive processes and the functions derived from them in learning (Puerta 2015, 86).

d. Memory: It is the mental processes of acquiring and retaining information for later retrieval, and the mental storage system in which these processes operate. (Van Selst, 2013)

Review of literature

Recent developments in the field of translation have renewed interest in Synoptic translation; we try to picture the latest to bring out their convergences and divergences with our study. In a very recent work titled *Error Analysis of Abstract Translation in Scientific Writing by Using Google Translate*, conducted by Nyayu Yayu Suryani and Tira Nur Fitria (2022), the researchers tried to find out the errors generated by *Google Translate* in students' paper abstracts from Indonesian into English languages. They concluded that the major linguistic errors identified in the translation were due to a misinterpretation of the full original texts, mainly in matter of terminology. Therefore, the student's rendition required a human revision, which is a responsibility towards the target receiver.

Among current studies on cognitive Summary translation, is the one curried on by *Esmaeel Farnoud* and *Hassan Zokhtareh* (2021) in their article *Approches psycho-cognitives du processus de traduction: modèles et enjeux*, they focused on cognitive researches and their contribution in the development of *Translation Studies*. The authors tried to discern what exactly happens in the brain of a translator during the process, stating that many other related disciplines are involved in the process, such as Psychology, Neurophysiology, and Psycholinguistics. They also reminded that *Interpretive Theory of Translation* is among the first theoretical studies that brought out the cognitive nature of translation, and that the latter is highly influenced by the personality of the translator, the purpose of translation and its field of application. Drago¸S Ciobanu, Valentina Ragni and Alina Secara (2019), carried out another recent study investigating synthetic and analytic reasoning, in their article titled *Speech Synthesis in the Translation Revision Process: Evidence from Error Analysis, Questionnaire, and Eye-Tracking*. The article dealt with the significance of speech synthesis and analysis in the *revision process* using source segment sound. The results showed that the revision environment remains open to such data and sound analysis by eye tracking. The authors also stated that linguists would be able to take advantage of such analysis, which requires specific training methods and a focus on target segment sounds; it also has an ecological impact. Besides, *Translation as a subject of theoretical text analysis* is an article of Elena B. Borisova, Anna V. Blokhina and Valentina V. Kucheryavenko (2018) in which they pointed out that Synthetic (philological) approach is more relevant to the translation process than the analytical approach, because the latter if applied alone; it infringes the source text unity of form and content. Hence, the philological transfer includes first analysis, then synthesis, and both are required to reproduce the intuitive nature of the ST.

In their research paper *The ideological role of selective translation in reconfiguration of news frames, Mohammad Shahi* and *Mohammad Reza Talebinejad* (2017) indicated that a *Selective translation* can bring significant changes in TT in such a way that it could be an ideological risk in the target situation. In fact, they analyzed 07 English selective translations of a political speech in websites, and they noticed that the translators did on purpose to suppress whatever embodied certain values; and they reframed the TT according to the interest of the said websites.

Furthermore, in a communication titled *Selective Translation of Idioms in Journey to the West*, Yin Lu (2014) pointed out that in order to convey the source text features in the English TT, thought Chinese idioms are briefer than their equivalents in English; the translator deliberately adopted selective translation. He added that the translator of the book used Foreignization strategy by keeping the ST particularities as per the finality of the translation. On the other hand, further to an increasing interest in mobile communication, Labeau1 (2014) published an article titled *Quand l'analytique se fait synthétique: les formes verbales périphrastiques dans le texto Long forms vs short space: what happens to periphrastic tenses in SMS?* In which he discussed the impact of SMS (Short Message Service) on language evolution either in a positive or in a negative manner. In fact, SMS displays oral features that cannot really be considered as a speech and accordingly, can be a real threat to the evolution of language though its positive aspects, such as swiftness, space saving and cost-effectiveness. Nonetheless, SMS remains a fact that is highly influencing users' daily life worldwide. It is also making French language in particular, more flexible by getting rid of many useless and archaic expressions and tenses.

Finally, the French writer Daniel Gouadec (2007) raised again the concern about *Types* of translation and the relevance of each type in his book *Translation as a Profession*. Bearing in mind that the author previously explained the matter in his successful book *Le Traducteur, la traduction et l'entreprise* (1990), in which he gave an overview of all types for in-house employee translators:

> Some people who require translations may be quite content with a very rough Translation. They are often experts in a given field, who are quite familiar with the domain-specific terms and phrases, who rely widely on explicit and naturally trans-lingual graphical or numerical data (such as statistics, graphs, charts, etc.), and simply

> need to 'get a rough idea of what it's about'. Convinced that their knowledge of the subject will enable them to fill in the gaps and draw all the necessary inferences. This is a market that translators have completely neglected, solidly entrenched as they are in the idea that there is only one type of translation. They have therefore always been reluctant to offer their clients 'selective translations', 'synopses', 'syntheses', 'summaries', 'analyses', 'gists', 'main points' or any other types of translated information that now comes under the English heading translation for gisting purposes. (Gouadec 2007, 290)

Through this literature, we understand that the concept of *synthesis* versus *analysis* has always been a focal research point motivated by the development of information and communication technology. It also used to be the main element for philosophical thinking in matter of logics, because to analyze then to synthesize, leads to a logical path that gathers right reasoning, speediness and straightness to the main end. An entire cognitive process is then occurring, and this is the common point with our study. As far as contradict findings are concerned, the above literature carried on philosophic and logic thinking combining analyze/synthesis, mostly as a linguistic strategy in itself, not as a strategy of translation, except for the one carried on *Google translator* and the one on *translation of idioms*. The present study is rather focusing on analysis/synthesis as an effective means of translation, as a final product. Through the hereunder samples, we try to demonstrate the effectiveness of *Summary translation* as an academic training as well as a job market cost-effective tool.

Application of the study

Sample 01 - Public service

This is a brief of a virtual professional situation[6]: the translator/interpreter is working in a Travel Agency whose in-charge would want to organize one-day journey to the famous *El Hamma garden* in Algiers, in order to get good prospects from inside and outside the country. He handed over the following text on the history of the garden to the translator, and asked him to sum up the content in English language by converting it into a Travel leaflet. The translator knows that this request involves a *Summary translation*; we will see what shall be mentioned in the travel leaflet, and what shall be dropped according to the space text available for the advertisement.

Source text : Le Jardin d'Essai d'Alger (279 words in 20 lines)

Le Jardin d'Essai, situé dans le quartier *d'El-Hamma* est un joyau botanique de plus de 3000 espèces végétales offrant une véritable bouffée d'oxygène en plein centre d'Alger. La création du Jardin d'Essai fût décidée en 1832 par le général français *Avisard*. Lors de sa création le parc disposait d'une superficie de 5 hectares. Depuis, le Jardin ne cessa de s'agrandir et s'étend désormais sur une superficie de 32 hectares. Le côté ouest du jardin est occupé par le jardin français, au centre se trouve la grande allée des platanes. A l'est se trouve l'ancien jardin. Ce qui attire l'œil du visiteur est ce contraste entre le jardin français bien taillé et agencé en gradins et le reste du jardin, ou troncs d'arbres aux formes tortueuses et flore tropicale vous plongent dans un univers végétal exotique inconnu dans cette région du globe. *Le Jardin d'Essai d'Alger*

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[6]- I myself the author, conceived this practical work for my students within *Synoptic translation* lecture in the module *Introduction to translation (French/English/French)*, 1st class, academic year 2021/2022. Here I'm bringing some additional elements for communicational purposes. http://www.alger-city.com/tourisme/que-visiter/jardin-d-essai

est notamment réputé d'être l'un des plus beaux jardins au monde. Depuis novembre 2011 le Jardin est desservi par la station du métro d'Alger. La visite du jardin est un must à faire à Alger.

> ### Les <u>horaires d'ouverture</u>
> Les mois de novembre, décembre, janvier et février, le parc est ouvert de 10h à 17h.
> Les mois de mars, avril, septembre et octobre, le parc est ouvert de 10h à 18h.
> Les mois de mai, juin, juillet et août, le parc est ouvert de 10h à 19h.
> Les <u>tarifs</u> **:**   Tarif adulte : 60 da -   Tarif enfant : 30 da
> ### Les <u>coordonnées</u> *:* **Le Jardin d'Essai (Jardin Botanique du *Hamma*)**
> Adresse : Rue Hassiba Ben Bouali, B.P. 141, Hamma, El Anasser, 16000 Alger, Algérie
> Téléphone…   - Fax…
> E-mail : info@jardinbotaniqueduhamma.dz   Site web : http://www.jardinbotaniqueduhamma.dz

Process of the Summary translation:

We read the ST twice at least, and then we make out the global idea and sub-ideas, after that we sort out key notions better on a separate paper. Finally, we reformulate in the target language based on ST key notions. These three steps include of course other deep cognitive successions as per the ITT principles, but we do not need them in our analysis. Here are the key notions we made out: Jardin d'essai, *El-Hamma*, 3000, 32 hectares, français, Platanes, gradins, exotique, monde, 2011, métro, ouverture, tarifs, coordonnées. At this stage, the translator put aside the ST because he doesn't need it anymore, he will rely exclusively on his short term memory[7] to extract the meaning hidden (Implicit part of the speech) behind each key notion (Explicit part of the speech). This is the well-known step of deverbalization where the ST core meaning is reformulated in a fully independent way. Besides, since the main concern of a *Summary translation* is to save time, reformulation is being done directly in the target language by taking the same order of ST reasoning: *"Il y a réduction des quantités de données transférées et autonomie complète (ou presque) de reformulation. Dès l'instant où il a dégagé ce qu'il doit communiquer, le traducteur rédige de manière autonome"*. (Gouadec 1990, 26)

Warning! The extraction of ST key notions is the most fundamental step in a Summary translation. Why? Because if the translator fails to specify the right and pertinent words/terms, the whole process is missed, so he has to be very careful during the detection. On the other hand, once the key notions are sorted out, the ST becomes a threat and must be put out of sight if not, the translator would probably keep getting a glance at it whether deliberately or not, and the result will be a full rendition rather than a Summary one. Another essential element is to be clarified: when we say ST key notions, we do not mean important ones, we just mean those words/terms that will help the memory to recall the meaning in TT, it can be a preposition, a connector, an adverb, a verb or a noun. All these small words are the unique clasp to which the memory grasps to recall the ST meaning, that is the reason why key notions in a *Summary translation* differ from those in an ordinary *full translation* for the same text. In fact, in a *full rendition* process, we do not need the key notions as cognitive tools, since the source text remains in front of the translator; they only help getting the main idea of the text, its type and scope of application. Hereunder the target text whose quantity is notably reduced compared to ST's :

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[7]- Short-term memory (STM) also referred to as short-term storage, or primary or active memory, indicates different systems of memory involved in the retention of pieces of information (memory chunks) for a relatively short time (usually up to 30 seconds). In contrast, *long-term memory* (LTM) may hold an indefinite amount of information. The difference between the two memories, however, is not just in the 'time' variable, but is above all functional (Cascella M, Al Khalili Y 2019, 01).

Target text: The Jardin d'Essais of Algiers (156 words in 13 lines)

The <u>*Jardin d'Essais* El-Hamma</u> in Algiers is a botanical test garden spreading on 32 hectares and covering more than 3,000 plant species. This worldwide famous garden contains a French style sub garden with its *Platanes* and well-trimmed threes in addition to a British garden, both quite opposite designed. The Botanical Garden *d'El Hamma* includes many types of tropical exotic flora. Since 2011, the garden is served by Algiers metro station; accordingly, its visit becomes necessary whenever you are in Algiers.

Opening hours: November, December, January and February, the park is open from 10 a.m. to 5 p.m.
March, April, September and October, the park is open from 10 a.m. to 6 p.m.
May, June, July and August, the park is open from 10 a.m. to 7 p.m.
Rates: adult: 150 da - Children: 50 da
Contact details: rue Hassiba Ben Bouali, B.P. 141, *El-Hamma, El Anasser*, 16000 Algiers, Algeria
Phone. Email : <u>info@jardinbotaniqueduhamma.dz</u>   Site : <u>http://www.jardinbotaniqueduhamma.dz</u>

We have converted the above-summarized target text into the following made-up travel leaflet fashioned via a customized Word file. The name of the agency appearing in the leaflet is also fake created:

Figure 1.   Target text converted into a Travel Leaflet

The above travel leaflet shows the key notions developed within a limited space text, that means any redundancy is removed[8]. Some other important words were not previously highlighted because they constitute the main idea of ST and thus, the translator's short memory keeps them easily, ex. *Jardin*, *Algiers*. Others do not meet the purpose of the translation, ex. *32 hectares* is reproduced in TT rather than *05 hectares*, because the receiver (tourist) needs actual real data not old one:

> C'est au moment de l'idéation contenue dans l'acte de synthèse qu'interviennent avec un maximum d'intensité la subjectivité et les compétences cognitives du traducteur. La synthèse implique le *checking* avec soi-même (voir ce que cela donne, ce qui se dit ou ne se dit pas, recherche de l'esthétique du dit, questionnement sur le degré de fidélité, de culpabilité psychologique versus gratitude. C'est la crise de la remise en cause. Crise dans l'évaluation de la distance source/cible, distance formelle, distance sémantique. (Zellal 2013, 160)

In addition, we can see that the name of the garden is kept in the original French language, and its translation is added as a descriptive ordinary calque[9] just to give the target end-user a better understanding. In fact, if we translate it the target end-user will not recognize or find the garden. Let's get things clearer: if a British English speaker comes to Algiers and asks people where the *Botanical Test Garden* is situated? Probably no one will be able to show him the itinerary (unless he/she understands English). Through the leaflet, we also notice that the translator added more than one picture to meet the requirements of the Head of the Travel Agency, which consist in attracting the receiver's attention. The *rates* of entrance changed as well from the ST plain text into TT designed leaflet, which means the translator has to update the ST content whenever required. Concerning the *dates* of entrance, only the relevant months were reported, not all the seasons as mentioned in the ST. These changes and additions embody the features of a selective translation as mentioned above: *to alter, to select, to add and to remove*. With that in mind, the translator can apply both a *Summary* and a *Selective* transfer to the same target text, by reducing its quantity and removing any useless information.

In this context, we would like to indicate that *selective* transfer partially embodies the core principle of the *Skopotheory that* dedicates the translation process to the target situation. The difference is that the *Skopotheory* allows significant changes in TT by considering the finality of the transfer exclusively in the target situation. The latter can be completely different from the ST finality in such a way that ST situation might be completely faded. In *Selective translation*, the source message is rather kept because the finality of the translation is identical to the ST's, the translator just picks-up the information needed by the receiver:

> Simplification means to simplify the content expressed by the speaker without changing the speaker's real intention, whereas adaptation strategy totally forgets the original structure and tries to express the speaker's intention. Compared with the simplification strategy, the adaptation strategy is more flexible, but the main purpose of both is to express the true intention of the speakers and promote business activities. (Yunyan and Shan 2020, 127)

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[8] - The number of text lines in the leaflet seems like augmented, because the latter is split into three columns.
[9] - "Calque is a special kind of borrowing whereby a language borrows an expression form of another, but then translates literally each of its elements" (Vinay & Darbelnet 1995, 32)

Sample 02: - Industrial field

This is a last example of a *Summary transfer* from a real-life Steel industry situation[10]. It's an oral message delivered to the translator by his head. The key notions captured by the translator short-term memory are highlighted in **bold**:

> *Please write a letter to x customer in* **response** *to his inquiry, tell him that the quantity of* **slabs** *requested is* **not yet** *available, but it will be there in* **two** *days. Tell him also that the same* **price** *list of the* **previous** *month will be applied, since it remains unchanged.*

Reformulation of the speech in a written target text:

> *Émetteur* :   X Chef de département des ventes   Date …
> *Récepteur* :   Y Directeur de l'entreprise… :
> *Objet* :   Réponse à une consultation.
>
> En réponse à votre fax du 27/05/2022 nous tenons à vous informer qu'après **consultation de nos stocks**, nous avons constaté que la quantité de **brames** demandées n'est <u>pas</u> <u>disponible</u> dans les **dimensions requises**. La fabrication **étant en cours**, elle le sera dans les **deux** jours qui suivent. Par ailleurs, le **barème des prix** applicables est celui du mois passé qui demeure inchangé. Espérons une suite favorable à notre relation, recevez monsieur nos salutations les plus respectueuses. Signature X

The translator developed the explicit key notions in full sentences, we can see the extraction of some information that is not explicitly expressed by the speaker, such as: *consultation of our stocks, in the required dimensions, manufacturing to stock is in progress*. The translator associated what he knows beforehand with what he hears from the speaker, it's a knowledge shared between the two[11]. Indeed, having enough experience in the industrial field, the translator knows that a response to an inquiry can only be drafted after consultation of the stock. Besides, if the quantity requested will be available within two days, that means an instruction was sent to the *Planning* and *Production* departments for manufacturing the material. The speaker did not mention the dimensions either; the translator restored this information based on his *cognitive complements* since he knows the customers of his department. However, if it matters of a new customer, the translator will have to check the grades of manufacturing specified in the inquiry.

Furthermore, we can see that French target text is double length compared to the source English text: ST (51 words in 04 lines), TT (97 words in 10 lines), this extension is not only due to the cognitive complements extracted, but it's mainly due to the structural characteristics of French sentence which is more elaborated than English sentence. Consequently, the main concern of a Summary transfer is to pick-up the core semantic elements preferably in a short length text, but if the structural characteristics of the target language require them to be poured in an extended TT form, the translator should submit to the rule.

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[10]- This example is taken from a personal experience as an interpreter-translator in a steel manufacturing company.
[11]- That is embodied in the ITT concept of *Cognitive complements = Compléments cognitifs*.

L'on peut imaginer cinq phases dans l'acte traducteur, phase latente : analyse, étape de calme intérieur avec une certaine dose de passivité, le traducteur subit, il s'informe. Phase dynamique, tumultueuse, de la synthèse, de la mise en crise du texte, le traducteur agit, il est actif, il fait, défait le texte, il informe, réactive le texte avec une certaine dose de souveraineté. Phase d'ambivalence : dépression due à la crainte de la trahison, autocritique, le traducteur peut être mécontent du produit. Phase de soumission au jugement de l'autre, retour à la passivité. Phase du triomphe, de l'autosatisfaction (Zellal 2013, 160).

Sample 03: - Academic text

Hereunder a text I gave to L1 students to assess their analytic/synthetic capacities in rendering non-pragmatic topics that are not meant for a direct functional use, but just for reading. General texts require quiet different reading skills and sometimes they even require a discourse analysis. The text actually distributed to the students within a homework, included three pages, but I am here illustrating with only one paragraph. Here are the guidelines of the homework:

a. The following source text includes 264 words in 15 lines; convert it into a French target text that does not exceed *06 lines* within a Synthetic transfer.
b. Make out in a separate text line your *key notions* from the source text.
c. Who could be your *target reader*? Why does he/she need a synthetic transfer?

The story begins on the highway …!
(Preface to the first edition)[12]

The story **begins** on the New York - Montreal highway. After Manhattan's mass of hemmed-in roads, it is suddenly calm; the sober arrangement of a long double ribbon amid the green surroundings to which it owes its name of Parkway. Here, we find no blatant **posters**, or flashy bill boards **dazzling us** and blurring the view, insidiously fixing slogans in our minds. The car moves at its own constant rhythm, and our thoughts can wander freely in nature but not completely. Here and there along the road are **signs**, which we read absent-mindedly **at first**, just to check we are going the right way, then less so, as we cannot deny our professional orientation: we are two **linguists** on the road to Montreal and '*Linguistique oblige*'! The signs become more **numerous**, and at the same time, we realize something: it is not the countryside we are passing through that tells us that we are in the **United States**, an English-speaking country, but **stylistics**. For, while all these signs are very clear in **meaning**, they would be written quite **differently** in French. Having made this observation which is hardly original, it was vital to verify our **hypothesis** straight away. Whilst the driver dictates, his companion jots down on the back of an envelope the main texts which a kindly highway authority offers for our guidance: *Keep to The Right - No Passing - Slow Men at Work - Stop When School Bus Stops - Stay in Single File - Slippery When Wet - Trucks Entering on the Left - Cattle Crossing - Dual Highway Ends*. (Vinay and Darbelnet 1995, 1)

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[12]- NB/ Whoever student interested in the emergence/history of "Techniques of translation", should consult this exciting reference book.

Based on the correction of the homework and the marks, I got the following statistics:

- Out of a class of 42 students, 18 made out accurate key notions.
- Around 12 students made out only 05 accurate key notions; others were not required for the transfer.
- 12 students made out completely wrong key notions and thus, their transfer was more or less full not synthetized. The reason was that they kept the source text in front of their sight, though I did tell them not to do for the previous mentioned reasons.

- Out of 264 words, we have selected 12 key notions above highlighted in the source text: *" posters, signs, at first, linguists, Oblige, numerous, United States, Stylistics, meaning, differently, hypothesis, Slippery when Wet!".* These key notions states for the explicit part of the transfer, and behind each, the main ideas of the text are hidden, that is what we call the implicit part of the transfer. As we can see, the highlighted key notions are exclusively meant for helping the cognitive short-term memory to reestablish the message in the target language; they do not embody the most important terms of the topic neither the field of application. At this stage, the translator gathers the explicit and the implicit parts and reformulates them into French language in his own way, without considering the specificities of the ST neither the writer's expression:

Target summarized French text

Sur leur route depuis les États Unis vers le Canada, deux linguistes chevronnés s'arretèrent sur les textes des panneaux de signalisation qui paraissaient d'abord ordinaires à leur yeux. Or, leur sens professionnel s'imposa pour leur faire constater que c'est plutôt la stylistique des textes en anglais qui indiquait leur presence aux États Unis, et non pas les paysages qui ponctuaient la grande route. En effet, ce n'est pas de cette façon là qu'on aurait exprimé la même chose en français: "Slippery when wet" = "Chaussée glissante", *"Cattle Crossing"* = "Sortie du bétail", etc. La confrontation des deux langues permettait de confirmer l'hypothèse.

We see that the TT is coming into 07 lines gathering the main idea of the ST. All the key notions are developed in the translator's own expression within a cognitive motion that allows picking up whatever he needs from the ST, provided the core message is preserved.

- The target reader of the French summarized text can be:
- A French speaking new student who wants to know in which situation the techniques of translation were elaborated? He just needs a summary of the text to get a global idea. If he finds it motivating, he will ask for a paid full translation after having checked whether the latter is already available or not [13]
- .
- The target reader can also be a French director of a publishing company whose customer is asking for a new edition of the English version. Accordingly, he first needs to know through a summary, whether the book is worth re-editing or not. If he likes the summary content, he will accept the re-edition of the English version after getting it checked by an English-speaking proofreader.

NB/ the above answer to the homework topic is a type-correction, any other approximate answer is acceptable.

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[13]- It is the case since the source language of the original book is French.

Results and discussion

The above examples showed the effectiveness of the two brain activities, *analysis* and *synthesis* not only for translators, but also for any intellectual person whose work requires cognitive motion. As we could see through the definition of concepts, philosophers back to Emanuel Kant realized very early the significance of this couple of brain activities and set them forward in several researches. In fact, as a teacher of translation, I have noticed that out of 30 L1 students in a class session, 20 of them show at the beginning, certain caution and reticence towards a *Summary translation*, and find it more difficult than a full transfer. Only 10 out of them approved it and even found it amazing, just because it was something new for them. However, after several practical sessions, the acceptability of the *Summary translation* among the students raised up noticeably, in such a way that more than 20 of them were eager to deal with such type of transfer. That is because at the beginning, the students were apprehensive about highlighting the wrong key notions in the ST, they also were afraid of a memory deficiency during reformulation. This reticence towards *Summary translation* gradually disappears within a lot of practice, in such a way that students became more and more interested in rendering summarized texts. The feedback of the 20/30 students reported that Summary transfer provided them with a feeling of self-thinking, self-decision, self-esteem and thus, became a triumph for them. It also helped them to get rid of a long full transfer that does not give sensation of decision making, since a full transfer regularly applies a linguistic literal method that makes the translator rather submissive.

Besides, the analysis of the above samples revealed the effectiveness of the ITT findings in cognitive researches, for they stand as a tangible evidence that the academic theoretical training schemes and structures the practice, makes it more profitable and more reliable. Moreover, the ITT is a pioneer in indicating the impact of a cognitive development in the process of translation; and raised the latter up to an *intelligent act of communication*[14]. Therefore, involving theoretical concepts and background in the execution of *Summary translations* is of great benefit to the trainees as well as to the translators in the job market. For the latter, analysis/synthesis spare time, money, efforts, avoid wordiness and point out a safe brain thinking that goes straight to the point. Thus, they are implemented on regular basis in professional situations, either by translators or by other employees. In fact, the main objective of employers is the profitability of their activity embodied in good incomes with the lowest costs, many in-house translators report that their employers (mainly in the industrial sector) often ask for summary translated texts to save time, not only for press review or online texts, but even for daily end-users documents. A full translation of the same document could be required later on and saved to the archives. Moreover, according to the actual real life situations, in-house translators who have enough experience in their daily activity, decide themselves about the type of translation that better meets the needs of their employer; for they are not only involved in linguistic services but also in the work benefits of the employer. Concerning outdoor customers, they themselves ask for *a Summary translation* either as direct receivers, or as commissioners for someone else, mostly to save money and time[15].

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[14]- Original French concept : « Acte d'intelligence ».

[15]- The salary of an in-house translator remains unchanged whatever might be the amount of texts translated. It can only be raised based on the employer's decision.

Conclusion

Through this study, we tried to show the efficiency of *Summary translation* in both academic and professional situations. After having given the core definition of a Summary translation and its focal purposes, the main issue showed up the inner process of such a transfer. Whether the reduction of the target text quantity is being done randomly, or conducted through a well-thought development based on strong theoretical findings. We also tried to know the reaction of students towards a Summarized transfer and its impact on their cognitive capacities and. From a professional point of view, we have questioned the occurrence of a Summarized translation in the job market and its material and immaterial productivity. Our main concern emerging from these interrogations is to make out the effectiveness of Summary translation in developing the students' analytical and synthetical brain capacities in oral/written expression/translation. We also aimed to highlight the profitability of this type of translations in the job market.

After the analysis of the samples, we realized that *Summary translation* entails a cognitive process where the memory of the translator plays a good deal. It is not a matter of reducing randomly the quantity of the source text, but the issue is to follow a well-ordered activity according to logical brain thinking as per the *ITT* that is elaborated in an academic milieu. That means a translator who did not receive an academic training, would not be able to render a high quality Summary transfer performed within a full cognitive process. Besides, a multilingual speaker would be generally tempted to pick-up wrong key notions that might be useful in a full not in a Summary transfer. Consequently, an academic training with a lot of practice is highly recommended for good quality synthetical renditions, meant for future professional activity. It will be obviously profitable to the employees in the job market since it is not time-consuming and above all cost-effective since employers do not need such a translation from an external translator, their own in-house translators perform the job easily and do not ask for much more money.

As far as the above-mentioned literature is concerned, this study joins its findings that put ahead the cognitive aspect of the translation process as a core element in translation studies. We then encourage teachers to focus on Summary translation both in theoretical and practical sides. The authors also pointed out the contribution of the ITT in the cognitive process of translation; we have illustrated this conviction by analyzing three samples from distinctive fields of application: *Public service, Industrial field and an Academic text*. These practical samples are meant for the students' academic training, either to bring real-life condition to the classroom or to take students virtually to job market real situations. In addition to that, our study approved a previously mentioned research that favors synthetical transfer more than analytical one, but not for the same reasons: the said study indicated that in *analytical* transfer, there is a great risk of message truncation. Whereas, our study favors *synthetical* transfer because it involves the translator in the process, more than the analytical transfer does, and it is more useful and requested in the job market. Apart from those two studies that converge more or less with ours, the others considered Summary transfer as a means to achieve a goal not as goal in itself: one linked it to revision of translations, another applied it to SMS mobile characteristics and the last one considered Selective transfers as an ideological threat. Even so, we would want to point out that our study focused on Summary translation limited to the context of an in-house salaried translator, in opposition to the status of a certified translator who generally deals with full official translations holding his own seal and signature. A certified translator deals with summary transfers on the request of customers hardly ever, because a certified translation requires the source text to be official, holding the seal and signature of the commissioner (customer). Consequently, such type of texts cannot be truncated in the target language whatever might be the reason, unless they are used informally just for information not for execution. The other types of Synoptic translation remain profitable each as per the requirements of the target contexts. Accordingly, this study recommends to increase academic interest to synoptic translation in general, and to multiply exercises on *Summary translation* in particular in order to strengthen student's awareness of the following facts:

- Translation is not a plain passage from one language into another; it is rather an elaborated shift from a sender to a receiver whose needs are not necessarily identical. I is an act of communication that involves a set of items and adjustments from a situation to another.
- Translation has a tangible impact on the translator's self-esteem and self-confidence, since he realizes the multiple tribulations he has to undergo before delivering the target text as a final product.
- Academic training in translation always claims an empirical contribution, because it is directly dedicated to job market requirements.
- Teachers can conduct Summary translation exercises by choosing a long text, either a newspaper article on current events to better motivate the class, or an authentic document[16]. Students can also choose themselves many texts from several sources dealing with the same topic; they will then have to synthesize the information into one target text. The teacher makes out clearly the scheme of the course as follows:

- Scope of application: Translation training.
- Target audience: Second year students.
- Learning objectives: introduce students to Summary translation in order to build up their analytical/synthetical skills and initiate them to future professional real-life conditions.
- Assessment: should be based on key notions and reformulation in the target text to verify the degree of comprehension.

At the end of the exercise, the students will be able to reduce the quantity of any text according to logical principles and a determined process. Finally, we highly recommend that Summary translation gets officially integrated in the curriculum of the translators, both as a theoretical course (Module of Methodology of translation) and as practical exercises (Modules of translation in different language pairs).

> Contrairement à une opinion communément admise, la traduction n'est pas une et indivisible. Elle peut prendre des formes variées selon les circonstances et l'on aurait intérêt à traduire différemment selon que l'on souhaite appréhender la moindre nuance du document ou, au contraire, prendre connaissance, le plus rapidement possible, des seules données pertinentes ou utiles compte tenu d'un objectif particulier. (Gouadec 1990, 22)

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[16]- Any authentic document used in the classroom should be rendered anonymous by cancelling personal information that might reveal the identity of the writer/receiver of the source text.

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