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Abstract. The need for intercultural communication in economic relationships and the field of economics requires for the production of a wide range of multilingual documents within the European Union. Generally, the brochures of the European Union are destined for the grand public, while the relationship between these brochures and the citizens of the member states is ultimately between original texts, written in the mother-tongue of the reader and the reader himself. But this is not always the case, as most of them are written in the main languages of the EU, only to be translated into the others subsequently. The English-French comparison of this brochure allows for an illustration of the complexity in the European public communication process and the complexity of the communicated text, providing clear examples. The paper aims at identifying the types of information contained therein, the type of the text of the brochure, as well as the relationship between the English and the French variants. This analysis serves the purpose of peaking into the means of European public communication, while serving didactic purposes, or even linguistic explanatory purposes to a certain extent.

Keywords: parallel texts, translations, European specialized language.

INTRODUCTION

When we speak of multilingual communication in an intercultural setting, such as the European Union, we may make reference to administrative and legal documents, to information materials and brochures on common European matters. Certainly, as there are 23 official languages of the EU, each of these materials should be issued in each of these languages at once, so that each text can be considered the original. It is the same as in the case of the community law, which is issued from Bruxelles in each of the official languages, carrying the same validity and theoretically certifying that there is no translation from one language into another. This becomes clearer, as these texts fulfil the same pragmatic function throughout the Union, providing specialized knowledge on European goings on to citizens from different cultures, either specialists in one field or another, or mere citizens, but assumingly with the same prior knowledge or interest in European matters.

With respect to the communicative function of the EU brochures, as original texts aiming at providing information for the large public, one would expect to deal with a style of scientific vulgarisation or simplification. Nevertheless, the language of these brochures is ultimately more of a scientific language (as that of a scientific text, manual or technical text).

In terms of interaction in linguistics and communication, a specialized text must be written in accordance to the traits of the reader, according to the level of their knowledge (be it conceptual, terminological or linguistic). According to Widdowson (Widdowson, 1979), one can distinguish at least three types of specialized texts: the text of specialty, the didactic
text and the vulgarised text. The first two types aim at a knowledgeable person, specialist or a trainee in a certain field such as European law, and require the mastering of the specialized language, the language used for special purposes. The latter, however, aims at transferring onto the public a kind of specialized knowledge, but at the same time making use of the general language and exceptionally, elements of specialty language. It can also initiate the public in the specialized field at hand and if possible, achieve a specialized conceptual transfer onto the public, thus meeting a didactic function, as well.

These assertions may provide fundament for the hypothesis that the language of these brochures reveals their typological polyvalence, as information texts meet both a vulgarised communication function for the public, as well as being a type of specialized text. Aimed by experts at providing information for the European public, they provide specialized knowledge on a European subject, using specialized terminology. At the same time, however, using an objective, impersonal, distant, style and avoiding any personal trademark, makes these brochures quasi-didactic specialized texts.

MATERIALS AND METHODS

The issue at hand has to answer a series of questions. Is it possible to apprehend the complexity of text creation procedures in the case of European brochures? Is it worth to compare the multilingual versions (in our case English and French) of rather rigid specialty texts, or should we simply expect a quasi-literal relationship between the different versions? What can we compare in such cases when there is no freedom of interpretation as for literary texts and where the literal translation precedes any form of creativity?

These questions can be answered by comparing the English and French versions of the same brochure, bearing in mind the hypothesis that it is possible to come across certain linguistic forms, at least in some cases that may illustrate the hybrid nature of the brochure texts. In this respect, we shall make use of illustrative examples, although rather rare, which according to translation theories certify that the two texts are part of dynamic mixture of translations and parallel texts.

The English and French versions of the same printed brochure may also reveal mixed working procedures in writing the text. The examples to be further provided are borrowed from one brochure: EMU and the euro- L’UEM et l’euro. One can assert, even beforehand, that this brochure exhibits a high terminological, lexical and semantic rigidity. The starting language can either be English, French, or German, the working languages of the European Commission. However, it is highly difficult to determine with certainty which one it is in each case of such information materials. The texts of the brochures are often written in English, and then make the object of translations into the other official languages. Before being translated into the different official languages of the EU, the original texts is submitted to different working procedures, undergoing discussion sessions in French on English-written texts, for example.

Another possibility: the debates may occur in the two languages, English and French at the same time. Also, certain fragments if the English text, inserted into an original English version may possibly be translations from French passages, for example. All these possibilities give rise to linguistic occurrences that are out of the ordinary, certifying the hypothesis that information brochures on the same subject can be considered from a double perspective, both as translations, as well as parallel texts. The latter can be seen as texts issued in multilingual versions originally and ideally written by mother-tongue speakers of the
language under discussion. These parallel texts undoubtedly function within a similar communicative situation and deal with the same subjects.

RESULTS AND DISCUSSION

Explicit French- Implicit English. Generally, the number of words in translated texts surpasses that of the original text (Kaludy, 1999). The increase in the number of words is generally regarded as a proof of the explicit nature of translated texts, while the table underneath reveals that the French version (UEM) is the translation and the English version (EMU) is the source (Tab. 1).

<table>
<thead>
<tr>
<th>Number of words</th>
<th>EMU/UEM</th>
<th>EURO</th>
<th>Single currency</th>
<th>Monnaie unique</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH</td>
<td>7121</td>
<td>23</td>
<td>114</td>
<td>43</td>
</tr>
<tr>
<td>FRENCH</td>
<td>8139</td>
<td>29</td>
<td>91</td>
<td>41</td>
</tr>
</tbody>
</table>

In this respect, it is necessary to consider the expression of modality. First, we should paint the general image of both languages, in terms of their tendencies towards either the implicit or the explicit. French presents a strong tendency towards understanding the result and more frequently leaving out modalities either because they simply reveal the obvious, or they provide a piece of information that is not considered to be pertinent for the topic of the enunciation. In short, for French, it is the implicit that makes the rule, while for English it is the explicit, as English makes proof of a precision unknown to French in revealing the redundant. While French leaves several elements to be understood, either as the obvious, by means of the common sense or neither, English texts are more explicit even on a lexical level. This is clear in lexical repetitions of the same term in English texts. The anaphoric function of personal and demonstrative pronouns in French allows for the avoidance of the redundant or of repetitions, either referential or lexical.

Nevertheless, the examples to be presented contradict the principle characteristic to the two languages (in terms of explicit and implicit), as the French version tends to make proof of explicit tools inherent to translated texts. This shows that the general rule regarding linguistic phenomena in a language may function as the reverse in the case of translated texts (as the French version of the UEM):

1. *There are less than* = *Il reste moins de 8 jours*
2. *Time available to companies (…) is similar to that* = *Celles-ci disposent du même délai que*
3. *The emphasis will be on (…)* = *L’accent sera mis sur (…)*
4. *The Madrid Council of December* = *Le Conseil européen qui s’est tenu à Madrid en décembre*
5. *legal uncertainty on the changeover to the single currency* = *des incertitudes juridiques entourent le passage à la monnaie unique*

The lexical enrichment in the French text explaining the English noun employed as adjective (*Madrid Council*) serves for enriching the same content in example 4. The other example reflects the French tendency towards concretization, by employing the plural and on the other hand, the explanation of the same message by adding another verb. These above-
mentioned examples seem to confirm that the relationship that exists between these two texts in English and French is that of the translated text from English into French.

**Types of informational tones.** The following observations are meant to expose the informational tones in the two versions that are revealed through different procedures: lexical additions, synonyms, reduction (lexical omissions), extension of the message, etc. This brings forth a shift in the informational emphasis, information alterations or even additional information. In this type of informative texts— the brochures, which are almost reversible in terms of translation, the passages containing informational tones make us realise we are dealing with parallel texts on the same subject.

There can be a lexical and semantic equivalence between the two languages that employ the same term for designating the same concept. The English employs the term *trade,* while French employs the term *échanges,* thus evoking a more dynamic segment of reality, involving commercial relations. Another example of synonyms is that of the English substitution for *introduction of the euro* by the French, more detailed term, evoking the physical reality of the existence of the euro: *mise en circulation de l’euro,* although French has an identical term, even with respect to spelling (*introduction de l’euro*). The shift in the informational emphasis and the insertion of information supplements in the French text occur where the English only mentions the word *euro:* *passage à l’euro,* *basculement à l’euro,* *introduction de l’euro.*

The omission of a lexical element, of a qualifying adjective, for example exists in both languages and can make reference to different concepts of reality. The French text speaks of *enterprises* in general, while the attention of the English reader is drawn towards *individual companies.* In this case, the lexical alteration has a modifying function.

The change of the verbal tense, the lack of modality, the modification of grammar structures that are equivalent in the two languages manage to modify the informational message, as illustrated in the following example:

*Not all Member states are expected to be in position to participate in the euro area.*

(EMU 9)

*Tous les Etats Membres ne seront probablement pas en mesure the participer à la zone euro.* (UEM, 9)

A prepositional noun in the English text corresponds to a time clause in the French one, being different terminological choices to designate the same concept, but seem to be conveying the information in different degrees towards the English and the French reader:

*In the absence of euro notes and coins it is evident that the vast majority of retail transactions will remain in national currency units until 2002.* (EMU, 18)

*Tant que les billets et les pieces en euros n’auront pas été mis en circulation, il est clair que la grande majorité des operations avec les particuliers seront exprimés en unites nationals jusqu’en 2002.* (UEM, 19).

In the first part of the French sentence, the specific explicit nature of the translation act is visible, but it is also accompanied by an informational expansion, while in the second, the semantic equivalence with English is maintained. The difference between English and French can be more visible if we proceed to their translation into Romanian. In effect, any third language—in our case Romanian— can serve as a filtering device for any disparate semantic dissonances. The English says: *In absenta bancnotelor si monedelor euro…,* while the French says: *Atata timp cat bancnotele si monedele euro nu vor fi puse in circulatie….*

The lack of correspondence between the analogous syntactic structures changes the tone of the two versions. The following case shows that the relative clause in English has a corresponding clause of purpose in French:
There is a need to create a new exchange rate mechanism for stage three which can replace the currencies of the non-participating Member states to the euro. (EMU, 9)

Il a lors été décidé qu’un nouveau mécanisme de change devrait être mis en place pour la troisième phase, en vue d’établir un lien entre l’euro et les monnaies des États-membres qui ne participent pas à l’UEM. (UEM, 9).

In this case, there is a terminological enrichment, as the term euro is conveyed in the French text by means of the name of the institution, l’UEM. Compared to the English version, the modification of the number of words leads to an informational modification, which runs the risk of triggering imprecision in the terminological identification in French. This is visible in the English concrete example of business activities, which appears as a generalizing term in French tous les domaines d’activité.

In the case of all examples mentioned, the linguistic tools employed show shifts in informational emphasis, changes in conveying the information and even additional information employed in the two versions of the same brochure, and to some extent certifying that this is a case of parallel texts.

CONCLUSION

It is nevertheless true that the present work makes use of a rather restricted material, while the phenomena under analysis show rather faint occurrence, or can even be considered uncharacteristic. But this basis for research is sufficient to reveal an image on the EU brochures, as facile reading materials and a distinct type of document on several levels. The English-French examples are even more instructive as they deal with languages within rather close families of languages.

A few concluding remarks are necessary. First and foremost, one can assert that the brochures are vulgarised texts, due to their communicative function, but at the same time, didactic specialized texts, due to their specialized language employed throughout the brochures. Furthermore, the relationship between the English and the French versions of the same brochure reveals the field of the translation, as well as that of parallel texts at the same time or for different fragments of the same brochure.

Finally, we have to bear in mind that there are multiple possibilities for the teaching exploitation of these brochures: establishing individualised multilingual glossaries, performing parallel translations of the same fragments from English or French into Romanian in order to make a comparison. The language phenomena under discussion definitely allow for the enrichment of translation possibilities for students, as the dynamism of the text can give way to novel ways of translation or translation exploration.

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