

The Function and Manipulation of Demonstrative Reference in French-English Translation

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ABSTRACT

Demonstrative reference, a form of verbal pointing, is one of the subcategories of cohesive reference. This paper aims to describe demonstrative reference in French-English translation and to explore underlying shift factors. For this purpose, this paper investigates differences and similarities, describes function and manipulation, and determines factors that bring about translation shifts of demonstrative reference. The investigated texts are literary texts whose findings are expected to reflect other genres. The research is a product-oriented descriptive study on demonstrative reference; it follows Halliday and Hasan's theory (1976) of cohesion, Catford's theory (1965) of translation shifts, and Vinay and Darbelnet's theory (1995) of translation procedures. Mixed methods are opted for convenience to conduct the research. The texts under study are read; then, the data are identified, collected, categorised and analysed manually. The investigation reveals that some language peculiarities and preferences necessitate some cohesive shifts, which enhance the cohesion of demonstrative reference in both ST and TT. The research, therefore, indicates that language peculiarities and preferences determine the mechanism of some shifts and the translation procedures of demonstrative reference from French to English.

Keywords: cohesion; demonstrative reference; language peculiarities; language preference; translation shifts

INTRODUCTION

After the paper introduced by Holmes (1972), entitled 'The Name and Nature of Translation Studies', translation has become an independent discipline focusing on systematic scientific approaches dealing with translation problems. One of those approaches is descriptive translation studies. For Jakobson (2000), "the meaning of any linguistic sign" (p. 114) is a linguistic phenomenon that can be translated in three ways, which are: (a) intralingual translation (rewording or change of the verbal sign within the same language), (b) interlingual translation (translating the verbal sign from one language into another), and (c) intersemiotic translation (translating the overall message). The second one, interlingual translation, is the aspect which concerns this kind of descriptive investigation.

The purpose of descriptive studies in translation is to investigate phenomena that may occur in the translation activity and the norms that regulate and determine language phenomena in translation (Lambert & van Gorp, 2014; Toury, 2014). Moreover, Lambert and van Gorp (2014, p. 46) believe that translated texts "can be studied from different points of view, either in a macro-structural or in a microstructural way, focusing on linguistic patterns of various types, literary, codes, moral, religious or other non-literary patterns." Munday (2016, p. 50) states that translation studies have turned from translational operations to new approaches whose foci are to "put together systematic taxonomies of translation phenomena."

The problems that cause this investigation are linguistic problems related to cohesion in translation. Even though French and English are contiguous languages, they are characterised by different peculiarities and preferences. English is more concrete and concise (Vinay & Darbelnet, 1995), whereas French is intellectual, abstract, analytical, *précisé*, and parsimonious (Hajjar, 2002; Hechaïmé, 2002). Furthermore, there are, according to Halliday and Hasan (1976), two functions of textual cohesive ties: (a) cohesive ties within the sentences and (b) inter-sentence cohesive ties, which are more significant in that they contribute to distinguishing text types:

Cohesive ties between sentences stand out more clearly because they are the only source of texture, whereas, within the sentence, there are structural relations. In the description of a text, the inter-sentence cohesion is significant because it represents the variable aspect of cohesion, distinguishing one text from another.

(Halliday & Hasan, 1976, p. 9)

Therefore, the reasons for this investigation are problems relating to the function and manipulation of demonstrative reference, on the one hand, and the peculiarities and preferences of French and English concerning demonstrative reference in inter-sentence cohesion. Demonstrative reference is “essentially a form of verbal pointing. The speaker identifies the referent by locating it on a scale of proximity” (Halliday & Hasan, 1976, p. 57), for example: "Pick these up!" "How would you like a cruise in that yacht?" "Leave that there and come here!" (Halliday & Hasan, 1976, p. 58). This paper, therefore, investigates only one subcategory of reference, which is a demonstrative reference in terms of function, manipulation and translatability from French into English. Due to these problems, some questions arise. The questions are: What are the differences and similarities between French and English regarding demonstrative reference? How does demonstrative reference function, and how is it manipulated in French-English translation? What factors bring about shifts of demonstrative reference in French-English translation? The objectives of the paper are:

- (a) to investigate the differences and similarities of demonstrative reference between French and English;
- (b) to describe the function and manipulation of demonstrative reference in French-English translation;
- (c) to determine the factors that bring about shifts of demonstrative reference in French-English translation.

Some related studies on demonstrative reference are done at the linguistic and translation levels. Vanderbauwhede et al. (2011) point out that demonstrative reference translation in French-Dutch translation can be done by using three categories of shifts, which are (1) translator's preference, (2) specific manifestations of translation universals, and (3) structural divergences; these shifts are determined by explanation drawn from both translation studies and contrastive linguistics, which must be considered in translating demonstrative reference from French into Dutch. Arhire (2017) studies the stylistic, sociolectal and rhetorical values of cohesive devices in translating English into Romania, which reveals that stylistic effect is necessary due to shifts brought about by the translation strategies of explication, simplification, and naturalisation. Mignot (2018) points out that demonstrative reference is not a stable aspect because it evolves in language communication to accommodate the communicative needs of the speaker and the hearer. Alhinnawi and Al-Zughoul's (2019) research on demonstrative reference from English into Arabic translation reveals that it can be translated using literal or formal equivalence. Buscail (2013)

compares the indexical functioning of English and French demonstrative neuter pronouns in spoken corpora. The gap between that study and this study is that Buscal’s study is limited to a specific demonstrative pronoun, neutral pronouns, on oral corpora. In contrast, this study focuses on demonstrative reference holistically. All these recent related studies indicate that a study has yet to be done on the function and manipulation of demonstrative reference from French into English translation in written corpora.

The corpora of this study are two literary novels, *Madame Bovary* by Gustave Flaubert (1965) and *La Porte Etroite* by André Gide (1958). Their translations are entitled *Madame Bovary* and *Strait is the Gate*. Many French novels can be used as corpora of these studies. However, they are chosen for convenience because they are among the qualitative masterpieces of modern French literature, which may reflect other genres.

The significance of this paper is justified by the literature review, which has shown a gap in knowledge concerning the function, manipulation, and translatability of demonstrative references from French to English. Therefore, this study intends to fill in some insights into that gap. This paper is also significant because it aims to fill knowledge gaps relating to problems of the function and manipulation of demonstrative reference, which may occur in French-English norms (language options and language peculiarities) and translation norms (translators' choices and decisions). This study will benefit linguists, translators, and English-French learners.

LITERATURE REVIEW

COHESION

Some linguists and translation study theorists distinguish coherence from cohesion. They argue that the former deals with the logical development and organisation of the text, whereas the latter deals with the surface structure of the text (Baker, 2018; Enkvist et. al, 1990; Leech, 1981). Charolles (1978) believes that a text cannot be coherent if it is not macrostructurally and microstructurally coherent. For Halliday (1985), Halliday and Matthiessen (2004), cohesion belongs to one of the language metafunctions, which are (a) the ideational, (b) the interpersonal, and (c) the textual. Cohesion is an aspect of the third metafunction, the textual. Halliday and Hasan (1976, p. 38) categorise cohesion into reference, substitution, ellipsis, reiteration, and conjunction. Reference is sub-categorised into (a) personal reference, (b) demonstrative reference, and (c) comparative reference. Demonstrative reference is composed of demonstrative adverbs, for example, here, there, now, and then; nominal demonstratives like this, these, that, those and the definite article, ‘the’, that refers to a particular entity in the process. The former refer “to the location of a process in space or time”. They function as adjuncts or qualifiers. The latter refer to some entities that participate in the process. They function as experiential deictic.

TABLE 1. Demonstrative reference

Semantic category Grammatical function Class	Selective		Non-selective
	Modifier/Head	Adjunct	Modifier
	determiner	Adverb	determiner
Proximity: near far neutral	this these that those	here [now] there [then]	the

(Halliday & Hasan, 1976, p. 38)

Unlike demonstrative reference, demonstrative determiners come before a noun or an adjective qualifying a noun. In French demonstrative determiners are *ce, cet ce...ci, cet...ci, ce...là, cette, cette...ci, cette...là, ces, ces...ci, and ces...là*. Hawkins and Towel (2001, p. 38) point out that “demonstrative determiners imply a contrast between the entity referred to by the noun they accompany and other entities of a similar type.” Moreover, Batchelor and Chebli-Saadi (2011, p. 614) state that demonstrative pronouns “replace nouns, and they agree in gender and number with the noun/nouns they replace”. Therefore, they are sub-categorised into singular masculine (*celui, celui-ci, celui-là*), singular feminine (*celle, celle-ci, celle-là*), plural masculine (*ceux, ceux-ci, ceux-là*), plural feminine (*celles, celles-ci, and celles-là*), and neuter (*ce, ceci, ça, cela*). They point out that their role is to refer to elements that have already occurred or to introduce a new notion in the discourse.

SHIFT

Shift is one of the translation studies problems, which some translation theorists used to argue. Palumbo (2009) points out that the term shift was introduced by Catford (1965); however, Vinay and Darbelnet (1995) have labelled it translation procedures, and Chesterman (1997) has labelled it strategies. Callow (1974) states that every language has its way of cohesion regarding sentence structures and their cohesiveness. For Blum-Kulka (2000, p. 313), translators should deal carefully with cohesion shifts because they “can affect the texture as well as the style and meaning” of a text. As far as the translation of demonstrative reference is concerned, Vinay and Darbelnet (1995) point out that demonstratives are aspects that, sometimes, have to be supplemented by using transposition due to the structure of the target language (TL); they mention that “the neglect of this very common method is the cause of many anglicisms” occurrences in translating from French into English (Vinay & Darbelnet, 1995, p. 97).

Moreover, Catford (1965) argues over the necessity of shifts in dealing with cohesive aspects in translation; there is no equivalence in cohesion translation because translation necessitates the application of shifts because of language specificity. In addition, Catford (2000, p. 141- 147) categorises shifts into (a) **Structure-shift**, a shift in grammatical structure. In this shift category, the elements of the sentence or phrase change position, following language grammatical structures; e.g. I hate him (subject+ verb+ object) in English, whereas in French, it is translated as *je le déteste (subject+ object+ verb)*. A White House (modifier + head) is translated as *une maison blanche* (modifier + head+ qualifier). (b) **Class-shift**, which is a shift from one part of speech to another, e.g., land for **sale** (noun + preposition + **noun** in English, whereas in French, it is translated as *terrain à vendre* (noun + preposition + **verb**). It is a class shift because the shift is from one part of speech, noun (sale), to another part of speech, verb (*vendre*). Therefore, class shift “occurs when the translation equivalent of an SL item is a member of a different class from the original item” (Catford, 2000, p.145). (c) **unit-shift** is about rank changes in terms of sentences, clauses, groups, word morphemes, etc. The shift occurs at the rank level because the unit shift is about “departures from formal correspondence in which the translation equivalent of a unit at one rank in the SL is a unit at a different rank in the TL” (Catford, 2000, p. 145). For example, tight-fitting jeans in English translated as *des jeans qui serrent au corps*. ‘Tight fitting jeans’ is a phrase, whereas, in French, the meaning is rendered not by a phrase but by a relative clause, *'jeans qui serrent au corps'*.

(d) **intra-system shift** is about using a non-corresponding term in the TL, whereas an approximately formal corresponding term could be used. Intra-system shift deals with “cases where the shift occurs internally, within a system” (Catford, 2000, p. 146), like the use of singular and plural, zero article and plus article, and vice versa in terms of English and French. For example, applause and *des applaudissements*; women and *les femmes*.

Overall, the literature review has shown theories explaining the nature of cohesion, demonstrative reference, and translation shifts. Although one related study has been done by Buscail (2013) on demonstrative neuter pronouns English - French on oral corpora, the literature review shows that no study has been found to investigate the manipulation and function of demonstrative reference from French into English on the literary written corpora in general and on the novels, *Madame Bovary* and *La Porte Etroite* (Straight is the Gate) in particular.

METHODS

This study is a case study of a co-hyponym of literary translation, the novel from French into English. This study uses mixed methods approaches to get sufficient information from the data analysis. It is mainly a qualitative approach because it analyses meanings, and a quantitative approach supports it as frequency occurrences have also been taken into consideration in the analysis, which provides rich insights (Dawadi et. al, 2021; Leavy, 2017; Saldanha & O'Brien, 2014). As far as this is concerned, Creswell and Clark (2018) point out that the combination of quantitative and qualitative data provides “a more complete understanding of the research problem than either approach by itself” (p. 8). It is qualitative in that it deals with meanings; it is also quantitative because it evaluates the frequency of occurrences and the impact that may occur on the investigated variables and the text as a semantic unit. Bordens and Abbott (2011, p. 236) state that research can be done using a qualitative method, a quantitative method or both qualitative and quantitative. Similarly, Saldanha and O'Brien (2014, p. 107) support such methods in analysing translation quality assessment.

The following abbreviations are used for convenience. French source text is abbreviated FST, the English target text is abbreviated ETT, the source language is abbreviated SL, the target language is abbreviated TL, the source text is abbreviated ST, and the target text is abbreviated TT. The paper embodies (a) introduction, (b) literature review, (c) methods, (d) results, (e) discussion, (f) conclusion, (g) references, and (h) appendix.

The investigation is done manually. To put it more clearly, the STs are wholly read to identify the demonstrative reference occurrences; the TTs are wholly read also to identify the demonstrative references. After that, the occurrences are analysed and compared to determine their translatability. Some data analyses relating to demonstrative reference, done on the Researcher's MA thesis, Moindjie (2003), are used to show the function and manipulation of demonstrative reference in translation. In doing so, Halliday and Hasan's theory (1976) of cohesion, Vinay and Darbelnet's theory (1995) of translation procedures, and Catford's theory (1965) of translation shifts are followed for convenience to carry out this research. These theories are still relevant in the 21st century, especially in 2023, because they are still applied in translation studies (see Munday, 2022).

In Halliday and Hasan's theory (1976) of cohesion, reference can be personal, demonstrative, and comparative. This study limits itself only to demonstrative reference and the shifts that may occur in translating demonstrative reference from French into English. First, demonstrative reference and its determinants will be described, and the categories of shift used

will be analysed. Therefore, the results and analysis of this study will be portrayed accordingly. The identification and collection of demonstrative references and shift data are done systematically from the beginning until the end of the source texts and target texts based on the following theories of this research. After that, the researcher assesses the frequency, the meaning, the translatability of demonstrative reference, and the shifts that may occur. Some extracts reflective of the phenomena of demonstrative reference are produced in the discussion. The page numbers of all other occurrences which reflect the phenomena of demonstrative reference in translation are given in the discussion.

RESULTS

Tables 2, 3, 4, 5, 6, 7, 8, and 9 show the results of the function and manipulation of demonstrative reference from French into English, following Halliday and Hasan's (1976) theory of cohesion, Catford's (1965) theory of translation shifts and Vinay and Darbelnet's (1995) theory of translation procedures. The shift and translation procedure categories, which are found to be operational in achieving the functionality of demonstrative reference, are intra-system shift and modulation, which are determined by language peculiarities and preferences rather than the translators' manipulation. These results are fully presented in the following tables, and the discussion comes directly after the tables.

Tables 2 and table 6 show the frequency, infrequency, and percentage of demonstrative reference, shifts and the aspects that cause such occurrences in the FSTs and ETTs. The terms used here are concreteness, abstractness, coordination and shift. Concreteness is about words or expressions that tend "to conjure up an image or any other emotion" (Vinay & Darbelnet, 1995, p. 341). In contrast, abstractness is about words or expressions that tend towards "the abstraction of a mathematical sign, appealing to the mind rather than the imagination or senses" (Vinay & Darbelnet, 1995, p. 338). According to Wales (2011), coordination deals with connectivity and "semantically links ideas which are not complex and are sequentially or chronologically related" (p. 90). Unlike coordination, subordination embodies the main and subordinate clauses; it is "an important means of distributing information within a sentence according to its value" (p. 405). A shift is "a linguistic deviation from the original text, a change introduced in translation concerning either the syntactic form or the meaning of the ST" (Palumbo, 2009, p. 104).

Table 3 and Table 7 show the non-occurrence of demonstrative references marked by abstractness and concreteness marked by demonstrative references. Table 4 and Table 8 show that occurrences of asyndeton (omitting conjunctions between words, phrases, and clauses), hypothesis (the subordination of one clause to another), and syndeton (joining words, phrases, and clauses by conjunctions) in the FSTs, which make the demonstrative reference play only an internal role which is not cohesive in the sentences compared to the demonstrative references in the ETTs, which are cohesive since they cohere elements outside the sentences. Tables 5 and 9 show the shifts between demonstrative and personal references.

MADAME BOVARY

TABLE 2. Distribution of Frequency and Infrequency

Demonstratives	FST	ETT	Total	ST %	TT %
Concreteness	10	9	19	52. 63	47. 36
Abstractness	5	2	7	71. 42	28. 58
Coordination & subordination	4	0	4	100%	0%
Shifts	0	10	10	0%	100%

TABLE 3. Demonstrative reference determined by abstractness and concreteness

FST	ETT
Abstract (p.104)	This (p.75)
Abstract (p.124)	There (p. 95)
Abstract (p.174)	There (p.146)
Cela? (p.351)	None (p. 333)
Abstract (p.351)	That (p.333)
Cela. (p. 354)	Abstract (p.337)
Abstract (p.355)	There (p.337)

TABLE 4. Internal role of Demonstrative reference determined by coordination and subordination

FST	ETT
Asyndeton ... (p.103)	This (p.74)
hypotaxis (p.109)	This (p.79)
Syndeton (168).	This (p.140)

TABLE 5. Shifts of demonstrative reference and personal reference

FST occurrences	ETT Shifts
Ceux-ci (p.53)	The others (p. 22)
Elles (p.110)	These (p. 81)
Cela (p.123)	It (p. 94)
C'est (p.130)	It (p.101)
Ils (p.133)	These (p.104)
c'est (p.152)	It (p. 124)
C'était (p. 211)	It (p. 184)
cela (p. 281)	It (p. 258)
C'est (p. 351)	It (p. 333)
c'était (p.356)	One (p. 338)

LA PORTE ETROITE

TABLE 6. Distribution of Frequency and Infrequency

Occurrences	ST	TT	Total	ST%	TT%
Demonstrative	13	2	15	86. 66%	13. 33%
Abstractness	0	0	0	0%	0%
Coordination and subordination	2	0	2	100%	0%
Shifts	0	10	10	0%	100%

TABLE 7. Demonstrative reference determined by abstractness and concreteness

FST	ETT
None	None

TABLE 8. The internal role of demonstrative reference is determined by coordination and subordination

FST	ETT
Asyndeton (p.518-519)	It (p.35)
Asyndeton (p.531)	They (p. 52)

TABLE 9. Shifts of demonstrative reference and personal reference

FST	ETT
<i>C'était</i> (p.507)	He (p.20)
<i>Cela</i> (p.519)	So (p. 35)
Ce ... cela. (p. 519)	That... it (p. 35)
Cela (p.522)	So (p.41)
Cela! (p.523)	There... such a thing? (p.41)"
En (p. 527)	That (p. 47)
Ca (p. 529)	It (p. 49)
<i>Cela</i> (p.539)	... my aunt was doubtless incapable of
<i>Cela</i> (p. 554)	It (p. 63)
Ce (552)	It (p. 85)
Y (p. 576)	Her (p.116)

DISCUSSION

MADAME BOVARY

It is found that demonstrative references are more utilised in the ST, 52.63% compared to 47.36% in the TT; Abstractness is found to occur more in the ST, 71.42% compared to 28.57 % in the TT; concreteness occurrences occur more in TT, 71.42% compared to 28.57% of the ST; coordination and subordination are found to affect demonstrative reference in the ST. However, shifts occur totally in the TT, 100%, compared to 0% in the ST.

DEMONSTRATIVE REFERENCE

Demonstrative reference is found to occur in the TT, but another reference, cohesive, personal reference, is found to be more used in the TT. All these are found to reflect the idiosyncrasy of each language and are not related to the translators' manipulation, for example:

Par lassitude, Charles cessa de retourner aux Bertaux. Héloïse lui avait fait jurer qu' il n'irait plus, la main sur son livre de messe, après beaucoup de sanglots et de baisers, dans une grande explosion d'amour.
 (Flaubert, 1965, p. 52)

For the sake of peace, Charles stopped going to Les Bertaux. Heloise had made him swear – his hand on his prayer book– that he would never go back **there** again: she had accomplished it after much sobbing and kissing in the midst of a tremendous amorous explosion.

(Flaubert, 1957, p. 21)

No demonstrative reference tie coheres with an item in the first sentence. The reader can infer abstractly the place where the verb *aller* takes place. In comparison, it is found that a concrete demonstrative reference is used in the target extract. The demonstrative reference, 'there', refers to *Les Bertaux*. Therefore, concreteness in the target extract is one of the elements that cause the frequent use of reference in the TT, compared to the ST. Such cases occur elsewhere on pages 59, 104, 168, 174, and 354 of the ST, corresponding to pages 29, 75, 140, 146, and 337 of the TT.

DEMONSTRATIVE REFERENCE DETERMINED BY COORDINATION AND SUBORDINATION

Apart from abstractness and concreteness, the investigation depicts that the frequent use of subordination and coordination are other elements that cause the frequency or infrequency of demonstrative references. For example:

... au d'une vallée qu'arrose la Rieule, petit rivièrè qui se jette dans l'Andelle,

(Flaubert, 1965, p. 109)

... between the highways to Abbeville Beauvais in the valley of Rieule. **This** is a small tributary...

(Flaubert, 1957, p. 79)

Cohesiveness is affected in the French extract because a syndeton, i.e., subordinating conjunction, links the two sentences in which the demonstrative reference could occur. By comparison, a demonstrative reference is used in English; it is significant because it coheres with a referent beyond the sentence due to the English language's peculiarity of conciseness. These cases occur on pages 103, 109, 123, and 124, corresponding to pages 74, 79, 94, and 95.

SHIFTS

However, it is found that sometimes there is a shift of cohesive ties as demonstrative references are preferred in the TT, and this may also cause the frequent use of demonstrative references in the TT, for example:

Son père, M. Charles-Denis-Bartholome Bovary, ancien aide chirurgien-major, compromis, vers 1812, dans des affaires de conscription, et forcé vers cette époque de quitter le service ...devenue amoureuse de sa tournure

(Flaubert, 1965, p. 38)

His father, Monsieur Charles-Denis-Bartholome-Bovary, had been an army surgeon's aide, forced to leave the service about 1812 due to involvement in a conscription scandal. He had **then** turned his charms to advantage... dealer's daughter who had fallen in love with his appearance.

(Flaubert, 1957, p. 6)

A general noun, 'époque', is used in the source extract as a reiteration to refer to a time item, but this is not cohesive according to the theory supporting this research. This is because its function is inside the sentence, and the sentences of the ST are coordinated. By contrast, in the TT, a demonstrative reference, 'then,' is used to cohere with the date mentioned in the first sentence. The same happens in the ST; there is a preference for using personal references rather than demonstrative references, for instance:

Au bas de la côte, après le pont, commence une chaussée plantée de jeunes trembles, qui vous mènent en droite ligne jusqu'aux premières maisons du pays. Elles sont encloses de haie...

(Flaubert, 1965, p. 110)

At the foot of the hill, the road crosses the Rieule on a bridge and then leads straight to the first outlying houses, becoming an avenue planted with young aspens. Hedges surround these, and their yards are full of ...

(Flaubert, 1957, p. 81)

The use of the demonstrative in the TT also refers to the English language's peculiarity of concreteness. It is noticed from the above extract that TT is fond of pointing to the referred item to indicate proximity. In contrast, the use of personal reference, in that case, is preferred in the ST to refer to an item without pointing to it. The choice of the translator may play a role in the shifts of cohesive ties concerning this category, for example:

Où irait-il exercer son art? A Tostes. Il n'y avait là qu'un vieux médecin

(Flaubert, 1965, p. 44)

Where should he practice? At Tostes. In **that town** There was only one elderly doctor...

(Flaubert, 1957, p.12)

Again, 'là' is used as a demonstrative reference to cohere with the previous noun, Tostes. By contrast, a synonym as a demonstrative adjective + general word is used to cohere with the noun Tostes. The language peculiarities do not require this kind of exchange as it would still sound English if the last sentence is translated and read: "there was only one doctor there." Such cases are found to occur elsewhere on the texts on pages 53, 110, 130, 152, 211, 281, 351, and 356 of the ST, which correspond to pages 22, 81, 101, 124, 184, 258, 333, and 338 of the TT.

The following is another example :

*... le conjura de la défendre de ses parents...
Ceux-ci se fâchèrent, et ils partirent.*

(Flaubert, 1965, p. 53)

... appealed to him to defend her against his parents. ... **The others** flew into a rage and left.

(Flaubert, 1957, p. 22)

Demonstrative reference is used in the ST to refer to 'ses parents', whereas in the TT, a shift occurs using a comparative reference to refer to the parents. If the translator uses a literal translation in this occurrence by using the demonstrative reference, 'these', it would sound too deictic and repetitive, which are not used too much in English. Therefore, the use of the comparative reference, 'the others,' is required by the English language peculiarities. The following is another example:

Au bas de la côte, après le pont, commence une chaussée plantée de jeunes trembles, qui vous mène en droite ligne jusqu'aux premières maisons du pays. Elles sont encloses de haies,

(Flaubert, 1965, p. 110)

At the foot of the hill, the road crosses the Rieule on a bridge and then, becoming an avenue planted with young aspens, leads in a straight line to the first outlying houses. Hedges surround these...

(Flaubert, 1957, p. 81)

A personal pronoun, 'elles', refers to the 'premières maisons du pays', whereas a demonstrative reference, 'these', is used in the TT. Suppose the translator uses a personal pronoun instead of a demonstrative pronoun. In that case, it will cause ambiguity because, in that structure, it can refer to either the aspens or the houses. 'these' refers to something near the houses instead of the sapiens, a word positioned far from the demonstrative reference.

The following is another example:

Pour arriver chez la nourrice, il fallait, après la rue, tourner à gauche, comme pour gagner le cimetière, et suivre, entre des maisonnettes et des cours, un petit sentier que bordaient des troènes.
Ils étaient en fleur...

(Flaubert, 1965, p. 133)

To reach the wet nurse's house, they had to turn left at the end of the village street as though going to the cemetery and follow a narrow path that led them past cottages and yards between private hedges. **These** were in bloom...

(Flaubert, 1957, p. 104)

A personal reference, 'ils', is used in the ST to refer to 'des troènes', whereas in the TT, a demonstrative reference, 'these', is used to refer to the 'private hedges. If the translator uses a personal pronoun like the case in the ST, it will cause ambiguity because it can refer to different presupposed items like cottages, yards, or hedges. The use of demonstrative reference refers to a near-presupposed item, private hedges.

The following is another example:

*- Comment, mon cher! Eh! L'autre jour, dans votre chambre, vous chantiez l'Ange gardien à ravir. Je vous entendais du laboratoire; vous détachiez **cela** comme un acteur.*

(Flaubert, 1965, p. 123)

"What about the other day, my friend? You were singing L'Ange gardien in your room- it was delightful. I heard you from the laboratory; you rendered **it** like a real actor."

(Flaubert, 1957, p. 94)

A demonstrative reference is used in the ST to refer to *l'Ange gardien*. It is found that the French language is more deictic than English because it is characterised by pointing to near and distance presupposed items. However, in the TT, a personal reference refers to *l'Ange gardien* instead of a demonstrative reference. The reason is that the presupposed referent, *l'Ange gardien*, occurs far from the presupposing item. If the translator uses the demonstrative reference, 'that', in the TT, it would create confusion as to whether it refers to *l'Ange gardien* or the laboratory.

The following is another example :

*Elle souhaitait un fils; - ... **C'**est une fille! dit Charles.*
She wanted a son. ...

(Flaubert, 1965, p.130)

*"**It** is a girl!" cried Charles*

(Flaubert, 1957, p.101)

A demonstrative reference, 'ce', is used in the ST, whereas a personal pronoun, 'it', is used in the TT. This is not due to the translator's manipulation; the two occurrences reflect the language peculiarities and norms. When the French want to emphasise a presupposed element, they use the demonstrative pronoun, 'ce' plus the verb, *être*, whereas the English use the personal pronoun, followed by the verb, to be. It would not sound English if the translator used a demonstrative

pronoun like this/that and the sentence read ‘this/that is a girl’. This is because ‘it’ is used in the target extract to refer emphatically to a presupposed item.

The following is another example:

*Son mal, à ce qu'il parait, était une manière de brouillard qu'elle avait dans la tête...
Mais moi, reprenait Emma, c'est après le mariage que ça m'est venu*
(Flaubert, 1965, p.152)

It seems it was some fog in her head that ailed her. ...
“With me,” said Emma, “it was after I was married that it began.”
(Flaubert, 1957, p. 124)

A demonstrative reference is used in the ST, whereas a personal pronoun is used in the TT. This also reflects the peculiarities and norms of French and English. French used to emphasise a presupposed item by using a demonstrative reference followed by the verb to be. But English expresses that kind of occurrence by using a personal reference followed by the verb to be. These cases of emphasising a presupposed item occur elsewhere in the texts on pages 211, 281, and 351 of the ST, which correspond to pages 184, 258, and 333 of the TT.

In short, the research in *Madame Bovary* shows that there is no systematic word-for-word translation with some demonstrative reference occurrences. Language peculiarities and norms are found to be the causes which affect the use of demonstrative reference in the ST; language peculiarities and norms are also found to be the causes that enhance cohesiveness in the TT.

LA PORTE ETROITE

According to the distribution of frequency in *La Porte Etroite* and *Strait is the Gate*, it is found that demonstrative references are more utilised in the ST, 86.66% compared to 13.33% in the TT; Abstractness and concreteness of demonstrative reference are found to occur in the texts; coordination and subordination of demonstrative reference are found to occur in the ST with 100% occurrences compared to 0% occurrences. However, shifts are found to occur almost in the TT, 100% compared to 0% in the ST.

DEMONSTRATIVE REFERENCE

The occurrences of cohesive demonstrative reference are affected in the ST because of abstractness, coordination, and subordination. The cohesiveness of this cohesive tie is enhanced in the TT due to concreteness and conciseness, which require the use of some shifts. Moreover, asyndeton is found to turn demonstrative reference into an internal role, which is not significant. For example:

D'ailleurs, moi, personnellement, je n'approuve pas beaucoup les longues fiançailles; cela fatigue les jeunes filles...
(Gide, 1958, p. 531)

“Moreover, I don't approve of long engagements. They are trying for young girls...”
(Gide, 1924/1952, p. 52)

DEMONSTRATIVE REFERENCE DETERMINED BY COORDINATION AND SUBORDINATION

Asyndeton is used in the French extract, which affects cohesion beyond the sentence. However, in the English text, a cohesive tie of personal reference is used to cohere with long engagements due to the conciseness of English in using short sentences.

SHIFTS

However, sometimes, other cohesive ties like personal reference substitution and comparative reference are found to be used in the TT instead of demonstrative reference. This denotes that sometimes there is no word-for-word translation of these occurrences, for example:

Certains jours, Lucile Bucolin avait << sa crise >>. Cela la prenait tout à coup et révolutionnait la maison

(Gide, 1958, p. 500)

On certain days, Lucile Bucolin had her "attacks." They would come on suddenly and turn the whole house upside down

(Gide, 1924/1952, p.11)

The demonstrative, ‘*cela*’, coheres with ‘*sa crise*’. But in the target extract, a personal reference coheres with the word “attacks”. Such a shift does not distort the meaning because both demonstrative and personal references cohere with the same item.

The shift of cohesive ties happens in the following example:

*Je suspends tout mon avenir après elle, mais tout ce que je pourrais être sans elle, je n'en veux pas...
Qu'est-ce qu'elle dit lorsque tu lui parles de cela?*

(Gide, 1958, p. 519)

Why, it is upon her that I hang my whole future.
Why, I want none of the things that I might be without her -
“And what does she say when you speak to her so?”

(Gide, 1924/1952, p. 35)

‘*Cela*’ refers to what is said before, but in the English example, ‘so’ does not refer to what is said before. It substitutes what is said before. So, both ‘*cela*’ and ‘so’ do not affect the intended cohesive meaning. The only difference is that they have different forms and functions. Such cases concerning shifts from demonstrative reference to other cohesive ties are found to occur elsewhere on pages 507, 519, 522-3, 527, 529, 531-2, 539, 554 and 576 of the ST, which correspond to pages 20, 35, 41, 47, 49, 52, 54, 63, 85, and 116 of the TT.

However, sometimes, demonstrative references occur deliberately in the TT without being produced in the ST, but they are found to shift to other cohesive ties. But this case is found to be few, compared to the shifts of the TT from demonstrative reference to other cohesive ties, for example:

Un an s'était Presque écoulé depuis notre dernier revoir. Elle semblait ne pas y songer, mais faire commencer d'à présent seulement son attente.

(Gide, 1958, p. 550)

Almost a year had gone by since our last meeting. She seemed not to consider this but to count her time of waiting only from now onwards.

(Gide, 1924/1952, p. 78- 9)

'Y' is used in the second sentence to refer to what is said before. But in the English extract, the cohesion between the first and second sentences is done by a demonstrative reference. This shift changes neither the meaning nor the coherence of the sentences concerned. Such a case is found to occur also on page 552 of the ST, corresponding to page 81 of the TT.

*J'ai peur d'être trop âgée pour toi. **Cela** ne te paraît peut-être pas encore...*

(Gide, 1958, p. 522)

*"I am afraid I am too old for you. Perhaps you don't think **so** now..."*

(Gide, 1924/1952, p. 41)

A demonstrative pronoun, 'cela', is used in the ST, whereas a clausal substitution, so, is used in the TT. In French, 'cela' is used to refer to a precedent clause. Suppose the translator translates 'cela' with 'that'. In that case, the sentence will be grammatically and semantically wrong because 'that' is used in English to refer to a presupposed item or thing like a noun. To avoid the repetition of a clause, the English language uses the clausal substitution marker, 'so', to substitute for a precedent clause. Therefore, the shift here is determined by the norms of the French and English languages.

This is another example :

*- Et bien! Es-tu fiancé? me demanda Abel dès que nous fûmes seuls de nouveau.
- Mon cher, il n'**en** est plus question...*

(Gide, 1958, p. 527)

"Well, are you engaged?" Abel asked as soon as we were again alone together.

*"My dear fellow, there's no question of **that** now" ...*

(Gide, 1924/1952, p. 47)

The personal pronoun, 'en', is used in the ST to refer to the question, *es-tu fiancé?* However, 'that' is used in the TT to refer demonstratively to the question, are you engaged? In French, 'en' is a personal object pronoun used to refer to an item preceded by the preposition 'de'. In English, such an occurrence is known as the object of a preposition. It would be a translationese if the translator translated the sentence as: (a) there's no question of it; (b) there's no question of so. In (a), 'it' refers to a thing; in (b), 'so' is used to substitute a clause. In this case, the translator uses the demonstrative reference, 'that', which sounds grammatical, logical and cohesive.

*Je m'inquiétai de savoir si elle était seule en ce moment à Fongueuse. Non; Robert **y** vivait avec elle...*

(Gide, 1958, p. 576)

I was anxious to know whether she was alone at Fongueusemare. No, Robert lived with her

(Gide, 1924/1952, p.116)

The adverb, 'y', is used in the ST to refer to Fongueuse, whereas this occurrence is not translated in the TT. 'Y' is used in French to refer to an adverbial of place; in that case, the demonstrative reference, 'there', can be used in the English text. The sentence can be translated as: 'No, Robert was living there alone'. An occurrence like this, whose structure is not determined by language peculiarities and norms, can be under the translator's latitude because it will not bring about a translationese or non-cohesive structure.

CONCLUSION

The study, in both *Madame Bovary* and *La Porte Étroite*, shows that demonstrative reference is used in both ST and TT. The results have answered the questions and have achieved the objectives of this study in that they could reveal that there are some similar and different demonstrative reference functional occurrences in the ST and TT due to some common factors and some specific factors, which are abstractness, coordination and subordination in French, and concreteness and conciseness in English.

The research in the corpora under study reveals that French is more demonstrative than English. However, the English language is found to depend more on personal reference than the French language due to some language peculiarities. These peculiarities are abstractness, prolixity in coordination and subordination of the French language, and concreteness and conciseness of the English language. The cohesiveness is affected in French because of French peculiarities, which are abstractness and prolixity. Abstractness make the demonstrative reference be understood abstractly in some sentences, whereas prolixity turns demonstrative reference to play an internal role in the sentence. Unlike French, cohesive ties occur more in English translations due to English language peculiarities of concreteness and conciseness. These two peculiarities make demonstrative references more operational and functional in the TTs in that they play more cohesive roles in inter-sentence cohesion.

The study reveals that there are more differences than similarities due to some language peculiarities and preferences; French is found to depend more on demonstrative reference, whereas English is found to depend more on personal reference. The research also reveals that the translator's invisibility and inviolability of language peculiarities and preferences enhance literariness and acceptability. Owing to language peculiarities, shifts occur more in the TTs due to the English preference for using more personal reference than demonstrative reference. The functionality of such shifts is related to English language flexibility. Among Catford's (2000) four shifts and Vinay and Darbelnet's (1995) seven translation procedures, it is found that intra-system shift and modulation are operational and functional in achieving cohesiveness in the TT as far as demonstrative reference and translation shifts are concerned. Moreover, it is found that the translation shifts are not manipulated by the translators but are determined by the English language's preference of using personal reference in some occurrences rather than demonstrative reference. In contrast, the French language depends more on demonstrative reference. The research also reveals that Halliday and Hasan's (1976) theory can be applied in translation by using both direct and indirect translation procedures due to language peculiarities and preferences.

All in all, the functionality of demonstrative reference necessitates that translators deal with it carefully since their occurrences are more determined by language peculiarities and language preference, which determine the type of translation shift and procedure for demonstrative reference. In addition, this study is a case study carried out in two literary texts, novels, and their translations. Therefore, the study recommends that similar studies be done in other text types to have general conclusions in the function and manipulation of demonstrative reference.

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Corpora

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APPENDIX

MADAME BOVARY

Abstractness and Concreteness

FST	ETT
P.104	P.75
P.124	P. 95
P.174	P.146
P.351	P. 333
P.351	P.333
P. 354	P.337
P.355	P.337

Coordination and subordination

FST	ETT
P.103	P.74
P.109	P.79
P.123	P. 94
P. 168	P.140

Shifts

FST	ETT
P.53	P.22
P.110	P. 81
P.123	P.94
P.130	P.101
P. 133	P.104
P.152	P. 124
P. 211	P. 184
P. 281	P. 258
P. 351	P.333

LA PORTE ETROITE

Abstractness and Concreteness

FST	ETT
P.532	P.54

Coordination and subordination

FST	ETT
P.518-519	P.35
P.531	P. 52

Shifts

FST	ETT
P.507	P.20- 21
P.519	P. 35
P. 519	P. 35
P.522	P. 41
P.523	P. 41
P. 527	P. 47
P. 529	P. 49
P. 532	P.54
P.539	P. 63
P. 554	P. 85
P. 576	P.116