

Contents

Author's Preface	xi
Author's Acknowledgements	xii
Publisher's Acknowledgements	xiii
1 What is translation competence?	1
The scope of this work	1
The importance of a translator-centred view on translation	3
Recent studies on translation competence	4
Possible ways of conceptualizing translation competence	6
Psychological modelling	6
Translation quality assessment	7
Translation pedagogy	9
Translation competence and translation into a second language	11
Translation competence in an interlanguage framework	12
Some propositions about translation competence	18
Some remarks on data in translation competence research	19
Concluding remarks	20
2 Challenging the insistence on translation into the first language	22
Aims	22
Translation and immigration	22
The supply/demand paradox in the Australian translation scene	24
What is a second language?: Some problems of definition	25
Educational needs of translators into a second language	26
Translation labour market forces in Finland	27
The importance of modelling translation competence in translators into the second language	28
Concluding remarks	28

3	A case study of candidates for translator education	30
	Aims	30
	The setting of the study	30
	The language tests	31
	The test components	32
	Size of the candidature	32
	English competence	33
	Competence in the other languages	34
	Professed trilingualism	35
	Correlations between the test components	36
	The language tests in summary	38
	The questionnaire data	39
	The candidature as a whole	39
	The candidature summarized	41
	Arabic speakers	42
	German speakers	45
	Italian speakers	46
	Spanish speakers	49
	Vietnamese speakers	51
	Concluding remarks	54
4	Translation into a second language and second language competence	56
	Aims	56
	The difference between translation into a first and a second language	56
	Second language competence as an aspect of second language translation competence	58
	Translation and written language	59
	A case study approach to describing textual competence in translators into a second language	60
	Summary results	61
	The choice of analyses	63
	Implications of the case study	67
	Examples of the three competence levels	68
	Concluding remarks	70
5	Translation competence and grammar	72
	Aims	72
	The grammatical task of the second language translator	72
	Biber's multi-feature/multi-dimensional approach to genre variation	73

An outline of the use of the model	76
Relevant aspects of Biber's model	76
The target texts and their processing	80
Comparisons with Biber's norms	84
Nominalizations	84
Type/token	88
Word length	92
Agentless passive	93
Prepositional phrases	96
Concluding remarks	101
6 Translation competence and lexis	103
Aims	103
The disposition study	105
Persistent versus capitulating	107
Risk-taking versus prudent	107
Assessing disposition	107
The lexical transfers study	109
Choice networks	110
Lexical transfer strategies and textual competence	122
Concluding remarks	125
7 Monitoring translation performance	126
Aims	126
Issues in monitoring translation output	126
Quality of output: the assessment study	129
Under- and overestimation of translation competence	134
Differences in estimation among language groups	135
Summary of the assessment study	137
Monitoring ability: the editing study	138
Dimensions of editing	138
Profiling the editing of individual translators	141
The interpretation of editing data	142
Individual translator profiles	148
Concluding remarks	150
8 Towards a model of translation competence	152
Aims	152
Components of the model and their implications	152
Relative independence of the components	154
The developmental dimension	156

Describing the differences between the performance of different translators	157
Relationship of the model to other trends in translation research	158
Wider applicability of the model	160
Different language pairs	160
Different subjects	161
Different genres	161
Translation into the first language	161
Translation competence, pedagogy and assessment	162
Students and translation competence	163
Teachers and translation competence	166
Accrediting authorities and translation competence	168
Concluding remarks	175
APPENDIX 1: Examples of target texts with varying combinations of textual competence, risk-taking and persistence	177
APPENDIX 2: Real-time edited texts	191
References	194
Index	199