

Topic 4: Realized and Potential Outcomes of Research & Possible Applications (1985-1990)

1. Differences in the Cognitive Process of Novices and Professionals

Case study by Hans Peter Krings (1988)⁷:

- he compared the translation of a French text into English done by a professional translator to the translations of the same text done by advanced learners of French
- elicitation of data: think-aloud protocols

Results:

- procedure: linearity vs. concentric; professional aims to produce a consistently coherent target text
- problems and solutions: professional translator verbalizes much more problematic units throughout the text; he develops several different translations for separate units before he chooses the most satisfactory one (to him); all his different translations of the same unit are real alternatives to each other
- research: professional translator uses reference works more often and also consults more different types of reference works; professional uses reference works to find equivalents and to deepen his understanding of the text, whereas learners mainly uses a bilingual dictionary for comprehension of the text

Study by Pamela Gerloff (1988)³:

- she compared the translations of a French text into English done by three different groups of subjects: four learners of French (students), four bilingual native speakers of English and French without further practice in translation studies and four native English professional translators
- elicitation of data: think-aloud protocols

Results:

- problems and solutions: the more competent the subject is in regards to translation, the more problems occur and the more time is used to solve these problems
- inference and reasoning: to solve problems, subjects use their experience and their general knowledge or directly draw inferences out of the source text
- text contextualization: to solve problems, subjects look at the broader context of the problematic text unit
- research: professionals use reference works more often; professionals and bilinguals use reference works to solve problems on the level of text production; students use dictionaries to solve problems on the level of comprehension

2. Improving translator education curricula

- Translation became an independent subject of study in the 1980s
- W. James Holmes created the first model for this subject in 1972 in his essay "The Name and Nature of Translation Studies"¹⁰
- He differentiated between "pure" and "applied"¹⁰ (Snell-Hornby 60)
- "The Vienna Model" - Vienna University Institute of Translation and Interpreting 1990 was adopted worldwide in various university curriculums¹⁰ (Snell-Hornby 63)
- many aspects needed to be improved in order to create a successful translator teaching programme:
 - ➔ Criticism of one-dimensional view of translation process
 - ➔ Lack of interdisciplinary

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- Discrepancy between requirements for translation professionals and the qualifications facilitated in educational institutions (Kiraly)⁶

3. Increased understanding of the nature of language development and use in the bilingual individual

Language Development as an applied research topic⁵

- 1960s: what is in the minds of the speakers that explains how speakers do what they do (Syntactic Structures by Noam Chomsky 1957)
- 1970s: language development was further expanded
- Language researches study pragmatic and sociolinguistic development:
- 1980s and 1990s: linguistics and language development returned to focus on syntax, and lexicon and pragmatics
- Is language innate or learned from experience?

Developments in Second Language Reading Research⁴

- Main thesis: “[...] reading comprehension is a combination of identification and interpretation skills” (Grabe 375).
- 1980s: further extension of the psycholinguistic theory by Goodman (1960s)
- Reading = active process and requires process strategies, background knowledge, and conceptual abilities and develops gradually
- 1987/1990 content and background knowledge influences comprehension
- L2 learners have a more well- developed conceptual sense and more knowledge of the world; more metacognitive strategies when students are older

- But: difficulty to recognize vocabulary, phrase structures, complex structural differences between languages → misleading linguistic differences

The Teaching of Writing⁹

- 1960s: writing served a subservient role to speech
- 1986: focus on the reader: the expectations of academic readers, audience-dominated approach

Listening in the Native and Second/Foreign Language²

- Daniels, Pringle, and Wood (1986) → beneficial aspects of oral practice in L2 learning
- Power 1985: listening comprehensions is as well important for advanced-level learners

Grammar Pedagogy in Second and Foreign Language Teaching¹

- “When, and to what extent, one should teach grammar to language learners [...]” (Celce-Murcia 459).
- Canale and Swain's (1980) model of communicative competence: grammatical competence as one component of communicative competence

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⁶Kiraly, C. Donald. (1995) "Pathways to Translation – Pedagogy and Process." Kent, Ohio: The Kent State University Press. Print.

⁷Krings, Hans P. (1988): "Blick in die 'Black Box' – Eine Fallstudie zum Übersetzungsprozess bei Berufsübersetzern." In: Arntz, Reiner. (1988): *Textlinguistik und Fachsprache. AILA-Symposium Hildesheim, 13.-16. April 1987*. Hildesheim: Olms, 393-412.

⁸Morley, Joan. "The Pronunciation Component in Teaching English to Speakers of Other Languages." *TESOL Quarterly* 25.3 (1991): 481-520. Web. 11 Nov. 2015.

⁹Raimes, Ann. "Out of the Woods: Emerging Traditions in the Teaching of Writing." *TESOL Quarterly* 25.4 (1991): 407-430. Web. 11 Nov. 2015.

¹⁰Snell-Hornby, Mary. "Translationswissenschaft – Braucht die Universität das Fach?" In: Salevsky, Heidemarie. 1996. *Dolmetscher- und Übersetzerausbildung Gestern Heute und Morgen*. Frankfurt am Main: Peter Lang GmbH, 57 – 69. Print.