Contents

-	uthor's Preface	xi
Author's Acknowledgements		xii
P	Publisher's Acknowledgements	
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
	m 1 d	70
5	1	72
	Aims	72
	The grammatical task of the second language translator	72
	Biber's multi-feature/multi-dimensional approach to genre	
	variation	73

		Contents ix
	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
U	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	
	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

x Contents

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
m dow	100