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PREFACE

Translation is a multifaceted field of knowledge. Basically, translation can be considered from three aspects. First of all, *translating*, from the psycholinguistic point of view, is perceived as **the process** or the activity. Secondly, *a translation*, from the linguistic perspective, can be surveyed as **the product** of translating and/or the target text (translatum). Lastly, *translation* can be examined as the abstract notion that combines particulars of both the process and the product.

Fundamentally, the present treatise is a psycholinguistic investigation of translation strategies and tactics. It attempts to explore the process of translation, thus the product-oriented aspect will be made prominent as well. In a formalized model of the strategic analysis of the translation process, introduced by Lörscher (1991), it is indicated that foreign language learners prefer a sign-oriented approach to translation, as opposed to the sense-oriented method performed by professional translators. The goal of the present work is to verify Lörscher's model and introduce new variables, by indicating the so called '**tactics**' employed in specialised translation performed by four professional translators and three students by means of Think-Aloud-Protocols – TAPs.

Since translation is an act of communication, both the process and the product need to be investigated in an empirical way and within the methodological framework of studies such as those connected with TAPs, which have become a major tool in process-oriented Translation Studies. This research methodology has been considered as an attempt to access the translator's mind (the black box) indirectly, since it is not possible to observe the human brain at work in a direct manner. Therefore, the idea of this book originated in an interest in theoretical and experimental activity in the area of cognitive processes (as they occur in the translator's mind) and how these systematic series of action are reflected in the translation products (target texts).

The main objective of the present publication is principally connected with defining '**strategies**', as well as identifying, classifying and determining the frequency of **techniques** ('**tactics**') used in specialised translation by both professional and

student/novice translators². In this study, translation is performed in two directions: from English into Polish ($P^{\text{translation}}$) and from Polish into English ($E^{\text{translation}}$). The experimental research project presented in this book, which is based on a Think-Aloud-Protocol method, investigates the occurrence of strategies and tactics, as well as their distribution/arrangement during the translation performance. Moreover, a careful observation of details has been performed in order to determine if and in what manner variations between $E^{\text{translation}}$ and $P^{\text{translation}}$ are reflected in tactic processing. A **tentative model for the tactic analysis of the Translation Process (TP)** is also constructed.

The examination of the strategies and tactics is presented from two perspectives:

(1) as an **epistemological investigation (theoretical aims)**, in order to:

- survey the origin, methods and limits of knowledge regarding the translation process (since 1982 to the present time);
- define and classify central concepts: strategies and tactics;
- promote the development of empirical research on the translation process pertaining to professional and non-professional translators;

(2) as **pragmatic considerations (applied aims)**, in order to:

- recommend various tactics employed during the translation work;
- uncover and explain translators' problems (both professional and novice);
- encourage translators (especially novice translators) to improve the results of their translation work.

Moreover, the following approaches are used here in describing the translation process:

- (1) **descriptive**, a detailed representation of the analysis of the TP and its fundamental concepts: strategies and tactics;
- (2) **explicative** functions as an explanation and interpretation of the TP phenomenon;
- (3) **applicative/applicatory** presents remarks and conclusions of the present study based on both the theoretical background and the research performed by means of

² There is a doubt as to whether students (foreign language learners) should be called translators. However, students who took part in this study were chosen on the basis of their language competence in two languages (English and Polish) and they were prepared to perform translation tasks (to mediate between these two languages).

TAPs.

What is more, it is important to underline that through this study of the TP, it is necessary to seek answers to the following questions:

1. How do strategies and tactics manifest themselves in the translation process?
2. What is the role of translation strategies and translation tactics in the translation process?
3. What happens when professional and novice translators perform the so called 'transfer' from a source language to a target language in translational tasks (specialised texts)?
4. Why is the process of translation so complex (composed of elaborately interconnected parts)?
5. The product of translation (the target text - TT) is created through the process and is successful or less successful in terms of quality. Would the translator improve her/his skills if s/he understood the process, as well as strategies and/or tactics involved in it?
6. The process of performing translation work from the original text³ (the source text - ST) to its mental representation in the translator's head (TAP) is studied here and then compared with the product (TT): [(ST) => (TAP) => (TT)]. As a result, the following question has to be answered: Why are the translators' products not identical and why do they differ in quality?
7. What does the translator need to know and do in order to translate in an efficient way?

Therefore, the present exploratory work will attempt to provide accurate and valuable responses to the above problems under discussion.

Accordingly, the subsequent parts review the literature and relate to the empirical research. Essentially, this study is divided into two parts: **Part One** (Chapter 1 and Chapter 2) and **Part Two** (Chapters: 3, 4, 5 and 6). It has already been asserted that the primary aim of this work is to understand, explain and thoroughly describe what translators actually think of and do while they perform their translation tasks. Following

³ Frawley (1984/2000: 257) proposes the term 'matrix code' and explains that: "Since every translation is a recodification, the act of translation involves at least two codes [...] the *matrix code* and the *target code*". For an insightful discussion on this concept see: Frawley (2000: 250-263).

the Preface, Chapter One, presents a discussion of the background of Translation Studies, as a field of knowledge pertaining to various specialised approaches that are interconnected with the underlying issues, i.e. tactical and strategic processing. Therefore, Part One is considered here as an important prolegomenon to further studying the nature of the TP and determining its essential features. It starts with a discussion of the theoretical framework pertaining to translation as a complex phenomenon that embraces a range of different aspects. Notwithstanding, this complexity is based on the three main (interconnected) approaches, i.e.

- linguistic (1.2),
- communicative/functional (1.3) and
- psycholinguistic/cognitive (1.4),

that are treated as 'preliminary steps' in setting up a model for the tactic analysis of the TP.

Chapter Two focuses on the conceptual analysis of the TP; Lörcher's (1991) formalized model is presented and the two main underlying issues are defined, i.e. strategies and tactics. Consequently, Chapter Two starts with a model that is introduced as the core notion and it is therefore carefully analyzed (2.1). As a matter of fact, this analysis is also an integral part of the empirical investigation and an important introduction to further examination of strategies and tactics, because it is believed that 'concepts drive action'. Next, the definition of translation strategy and tactics is formulated and contrasted with the nomenclature proposed by some scholars, for instance Piotrowska's (2002) suggestions pertaining to translation techniques and Oxford's (1990) classification of learning strategies (that can be considered as parallel to translation strategies). Lastly, the methodology of Think-Aloud-Protocols (TAPs) as a form of data elicitation is described (with a distinct emphasis on the procedure as such and a juxtaposition of heterogeneous TAP research) and it is evaluated in terms of its advantages and disadvantages. The closing section contains concluding remarks and introduces particulars connected with the empirical research that will be discussed in the next part of this book.

Chapter Three commences Part Two and provides a description of the experimental research design. It focuses on: several hypotheses; portraits of